



## BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

**School**

**City**

**Teacher's name**

**Student's name**

**Grade**

9<sup>th</sup>

**Level**

A1

### ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de aprendizaje de inglés para el trabajo en casa se preparó con el fin de ayudar a su hijo o hija a repasar vocabulario sobre rutinas diarias y a aprender a indicar en forma escrita los hábitos diarios para tener un estilo de vida saludable.

Su hijo (a) deberá dedicar una hora para desarrollar toda la guía. El trabajo aquí descrito se relaciona con la página 56, 57 del libro del estudiante English Please 9, que está disponible en la plataforma Colombia Aprende. Se adjuntó la página del libro dentro de la guía para quienes no tienen acceso a internet.

- En el punto 1 encontrará varias actividades de práctica de vocabulario y gramática en inglés sobre rutinas diarias.

- En el punto 2 se practica la lectura, la comprensión y la escritura. Su hijo debe analizar el texto dado responder algunas preguntas referentes al texto y realizar su propio texto en inglés referente a su rutina diaria tomando como ejemplo el texto y el vocabulario y la gramática practicados en el punto 1.

- Por último, en el punto 3 es para que su hijo(a) pueda autoevaluar lo aprendido.

Además, se ofrecen ejemplos de las actividades, las respuestas correctas y recursos adicionales de apoyo. Agradecemos su colaboración supervisando que su hijo(a) complete las actividades indicadas. Al final, ustedes encontrarán una serie de preguntas de verificación de lo que su hijo(a) aprendió mediante el desarrollo de esta guía.

### WELCOME TO THIS SELF-STUDY GUIDE

In this self-study guide you will practice different skills like reading, writing and listening with three sections including some vocabulary, grammar, a reading and a task to write. Everything is related to daily routines activities; this topic is taken from book English Please 9th, unit 1, module 2, lesson 3, pages 56, 57.



Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Daily routines	Reading writing and listening	Simple present tense (Third person)	Daily activities	Talk about daily routines.

### GET READY

<p><b>Study time needed:</b></p> <p><b>1 hour</b></p>	<p><b>Resources:</b> Computer, tablets, cellphone, paper, notebook pencil. photocopy.</p>	<p><b>Textbooks Links:</b></p> <ul style="list-style-type: none"> <li>English please 1 9th grade, Module 2, Lesson 3, Unit 1, Pages 56, 57 <a href="#">English, please! 1</a></li> <li>English please 1 9th grade, Track 45 <a href="http://aprende.colombiaaprende.edu.co/es/node/123812">http://aprende.colombiaaprende.edu.co/es/node/123812</a></li> </ul>
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### LEARNING OBJECTIVES

*What will you learn/practise/reinforce with these activities?*

- To practise vocabulary related to daily routines.
- To identify specific information in a conversation.
- To organize events in a text.
- To write a relative's daily routine.

### LEARNING STRATEGIES

*What can you do to achieve the objectives?*

- Follow the examples given.
- Read carefully each instruction and read all the text.
- Use keywords to match pictures and words.
- Use a dictionary and write new vocabulary in your notebook.
- Apply grammar rules from exercise 1.2 to write your relative's routine.

### ACTIVITIES

#### 1. Language Tasks

##### 1.1. Vocabulary (10 minutes)

1.1.1 Label the pictures by using the Word Bank. Follow the example given.

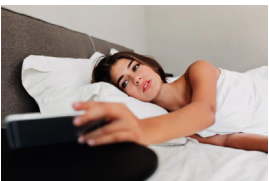















**QUICK TIPS**

1\*

Use keywords to match pictures and words. E.g. Bus

Have a shower	Det dressed	Pack the school bag	Cook dinner	Go to school by bus	Have lunch	<b>Get up</b>
Have a nap	Brush the teeth	Watch TV	Have lessons	Tidy the room	Go to bed	Have breakfast

<p>2*</p>  <p><u>Get up</u></p>	<p>3*</p>  <p>-----</p>	<p>4*</p>  <p>-----</p>	<p>5*</p>  <p>-----</p>
<p>6*</p>  <p>-----</p>	<p>7*</p>  <p>-----</p>	<p>8*</p>  <p>-----</p>	<p>9*</p>  <p>-----</p>
<p>10*</p>  <p>-----</p>	<p>11*</p>  <p>-----</p>	<p>12*</p>  <p>-----</p>	<p>13*</p>  <p>-----</p>
<p>14*</p>  <p>-----</p>	<p>15*</p>  <p>-----</p>	<p>16*</p>  <p>-----</p>	<p>17*</p>  <p>-----</p>



1.1.2. Match the activities (1-10) to the appropriate meaning (A-J). Follow the example given.

Activities		Meaning
1. To Get up	<u>4</u>	A. To keep my mouth clean
2. To get dressed	_____	B. A short time to sleep or get relax
3. To have breakfast	_____	C. Activities related to academic issues
4. To brush my teeth	_____	D. To take the control and select a program.
5. To have lunch	_____	E. To get information from books, magazines, etc.
6. To have a nap	_____	F. When a person puts on clothes
7. To do homework	_____	G. Last activity you do every day
8. To watch TV	_____	h. Meal you eat at midday
9. To read	_____	I. First action you do every day
10. To go to bed	_____	J. First meal prepared in the morning

### 1.2. Grammar (15 minutes)

1.2.1. Listen to track 45 and underline the correct option. Follow the example given.

Example: we all (0) **have** chores to do at home.

I live with my parents and my brother and sister. At weekends, we all (0) *have / has* chores to do at home. My mother usually (1) *cook / cooks* the meals. Her meals are delicious. My father (2) *do / does* the washing up. My little brother (3) *sweep / sweeps* the floor. My sister (4) *make / makes* the beds and I (5) *set / sets* the table. In the afternoons my sister (6) *go / goes* out, my brother (7) *play / plays* chess with a friend, my father (8) *watch / watches* TV, my mother (9) *visit / visits* friends and I (10) *do / does* homework.

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Taken from English Please, page 56

Here the link to find the audio: <http://aprende.colombiaaprende.edu.co/es/node/123812>



1.2.2. Read the statements and Check (✓) Correct or Incorrect.

Statement	Correct	Incorrect
a. When I talk about "We (My mother and I)", I add "S"/ "ES" to the verb.		
b. When I use "I", I add "S" or "ES" to the verb.		
c. When I use "you", I add "S" or "ES" to the verb.		
d. When I talk about "My best friend (He or She)", I add "S" or "ES" to the verb.		
e. When I use "She", I add "S" or "ES" to the verb.		
f. When I talk about "They (mother and father)", I add "S" or "ES" to the verb.		
g. When I use "He", I add "S" or "ES" to the verb.		
h. When I use "It", I add "S" or "ES" to the verb.		

1.2.3. Read the sentences and Choose the correct option A, B or C

- My cousin works in a hotel in the school holidays. He \_\_\_\_\_ beds.  
A. make      B. makes      C. goes
- My grandmother helps my mum at home. She usually \_\_\_\_\_ dinner for us.  
A. washes      B. cook      C. cooks
- My brother is a student. He \_\_\_\_\_ a lot of homework.  
A. have      B. has      C. possess
- My friend is a security guard. He \_\_\_\_\_ up very late as he works all night.  
A. gets      B. washes      C. get
- My mother is a film critic. She \_\_\_\_\_ DVDs for her job.  
A. watch      B. make      C. watches



1.2.4 Go to exercise 1.2.1 and answer the questions

a. Why do all the underlined verbs end in "s"?

b. Which verbs add "s" and "es" at the end?

"s": \_\_\_\_\_  
"es": \_\_\_\_\_

## 2. SKILLS TASKS (10 minutes)

### 2.1. Reading



Use a dictionary and write new vocabulary in your notebook.

2.1.1 Read the text and organize the activities in order. Follow the example given.

My sister is 14 years old. She is a student and her name is Gloria. Every day she gets up before 7:00 AM. She has a shower and gets dressed. Then she has breakfast. She usually has cereal, eggs and bread and she drinks milk. After breakfast, she brushes her teeth and packs her school bag. She goes to school by bus. She has lessons from 8:00 to 2:30 PM and then she has lunch at school. She always sits next to her best friend, Sofía. At 3:00 PM, she goes home and has a nap. Later, she does homework and watches TV. In the evening, we all cook dinner together. Gloria helps too - she sets the table. We chat about school while we eat. After dinner she tidies her room. Then she usually reads a book before she goes to bed.



Example: 1 c

- |  |                                      |
|--|--------------------------------------|
| a. She <u>goes</u> to bed.                         | i. She <u>has</u> lunch at school.   |
| b. She <u>has</u> a nap.                           | j. She <u>tidies</u> her room.       |
| c. She <u>gets</u> up.                             | k. She <u>brushes</u> her teeth.     |
| d. She <u>has</u> breakfast.                       | l. She <u>goes</u> home.             |
| e. She <u>reads</u> a book.                        | m. She <u>sets</u> the table.        |
| f. She <u>has</u> a shower.                        | n. She <u>gets</u> dressed.          |
| g. She <u>watches</u> TV.                          | o. She <u>packs</u> her school bag.  |
| h. She <u>has</u> lessons from 8:00 AM to 2:30 PM. | p. She <u>goes</u> to school by bus. |
|  | q. She <u>does</u> homework.         |

### Useful expressions

#### Time expressions

before / after - *she gets up before lunch / after 6:00 PM*  
every day - *I get up at 7:00 AM every day.*  
then - *I have breakfast, then I go to school.*  
while - *We chat while we have dinner.*



2.1.2 Answer the questions about the reading.

- a. How old is her sister? \_\_\_\_\_
- b. What does Gloria drink during breakfast? \_\_\_\_\_
- c. Where does Gloria have lunch? \_\_\_\_\_
- d. What does Gloria do after dinner? \_\_\_\_\_
- e. What does Gloria do before going to bed? \_\_\_\_\_
- f. What time does Gloria have lessons? \_\_\_\_\_

2.2. Writing (15 minutes)

Write the daily routine of one relative. Follow the reading as a guide and don't forget to include vocabulary from the previous exercises.



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Apply Grammar rules from Exercise 1.2 to write your relative's routine.

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3. ASSESSMENT TASK (10 minutes)

Read the statements and check your progress. Then, discuss some questions with your parents.

Check your progress	 22*	 23*	 24*	Discuss with your parents, then answer the questions below
	Very well	Quite Well	With difficulty	
I can identify the rules of simple present in third person.				How many new words did you learn? _____
I can write the routine of one of my relatives.				How can you describe someone's routine? _____ _____



## THIS IS THE END

Congratulations, you can do amazing things. Continue practicing vocabulary about daily routines, and practicing the third person in present simple tense. You can check the useful resources as well.

## USEFUL RESOURCES

Daily routine and simple present.

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Daily routines/Daily routine in23154ty](https://es.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/Daily+routines/Daily+routine+in23154ty)

Online dictionary.

<https://dictionary.cambridge.org/es/diccionario/ingles-espanol/>

Daily Routines Verbs.

<https://www.freepik.es/>

## ANSWER KEY

**1.1.1 Vocabulary matching activity:** 1. get up, 2. have a shower, 3. get dressed, 4. have breakfast, 5. brush the teeth, 6. pack the school bag, 7. go to school by bus, 8. have lessons, 9. cook dinner, 10. have lunch, 11. go home, 12. have a nap, 13. do homework, 14. watch tv, 15. tidy the room, 16. go to bed.

**1.1.2 Matching activity:** 1I, 2F, 3J, 4A, 5H, 6B, 7C, 8D, 9E, 10G

### 1.2 grammar

**1.2.1 Listen and write:** 1. cooks, 2. does, 3. sweep,s 4. makes, 5. set, 6. goes, 7. plays, 8. watches, 9. visits, 10. Do

**1.2.2 Check the Correct:** a. Incorrect, b. Incorrect, c. Incorrect, d. Correct, e. Correct, f. Incorrect, g. correct, h. Correct.

**1.2.3 Read the sentences:** 1 B 2 C 3 B 4 A 5 C

**1.2.5 Answer the questions:** a. Because they refer to the third person singular (he, she, it).  
b. -s: gets, reads, sets, packs -es: goes, watches, brushes, does c. has - irregular (have) tidies – the ending is -ies (tidy)

### 2.1. Reading

**2.1.1 Read about my sister's daily routine:** 1 c 2 f 3 n 4 d 5 k 6 o 7 p 8 h 9 i 10 l 11 b 12 q 13 g 14 m 15 j 16 e 17 a

**2.1.2 Answer the questions about the reading:** a. She is 14 years old, b. No, she does it later, C. At school, d. She tidies her room, e. No, she doesn't read a book, f. She has lessons from 08:00 to 02:30PM.



## ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo o hija haya terminado las actividades de esta guía, por favor hágale las siguientes preguntas que le permiten verificar el proceso de aprendizaje:

- ¿Cuál fue la actividad que más te gustó y cuál fue la actividad que te pareció más difícil?
- Enséñame cómo se dicen en inglés algunas rutinas diarias que aprendiste.
- Enséñame cómo se conjugan los verbos en tercera persona.
- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿Qué recursos utilizaste?

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