



## "BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School

City

Teacher's name

Student's name

Grade

9th

Level

A1

### ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de aprendizaje de inglés para el trabajo en casa se preparó con el propósito de desarrollar las habilidades de Lectura, Escritura, Escucha y Habla en su hijo/hija conociendo el vocabulario relacionado con las horas y actividades que ellos realizan diariamente y reportar su rutina diaria en forma escrita y oral.

Su hijo o hija debe dedicar al menos una hora para realizar esta guía y seguir las instrucciones como se le indica en cada una de las actividades.

El trabajo está relacionado con el módulo # 2, lección 1, páginas 48, 49 y 51 del libro del estudiante "English Please! 1", disponible en la plataforma de Colombia Aprende.

- En el ejercicio #1 debe leer las oraciones y formar parejas con la imagen correspondiente.
- En el ejercicio # 2 debe escuchar el audio y luego completar el cuadro con la información escuchada.
- En el ejercicio # 3 debe escuchar el audio y organizar las horas en el orden que las escuchó.
- El ejercicio # 4 debe leer la rutina diaria de Clara y Santiago, una vez las haya leído debe organizar las oraciones en orden, teniendo en cuenta la hora en que se realiza cada actividad.
- En el ejercicio # 5 se le solicita al estudiantes escribir acerca de su rutina diaria, teniendo en cuenta los consejos de escritura.
- En el ejercicio # 6 debe grabar en audio o video de su composición escrita realizada en el ejercicio anterior.

Al Finalizar esta guía encuentra la auto evaluación, donde su hijo/hija podrá valorar lo aprendido.

También puedes revisar los ejemplos en cada actividad, ver las respuestas y consultar los recursos de apoyo para el desarrollo de esta.

Agradecemos su colaboración y supervisión constante para que su hijo/hija logre los objetivos propuestos en esta guía.



## WELCOME TO THIS SELF-STUDY GUIDE

In this self-study guide the pedagogical tasks are divided in: instruction, planning and report.  
**Instruction:** Students identify specific information about the daily routine from texts suggested.  
**Planning:** According to the audios and short texts suggested, students write their daily routine.  
**Report:** Students record a voice note or video about their daily routine.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
From day to day	Writing Reading Listening Speaking	Simple present: affirmative	Daily routines time	Describe daily routines

## GET READY

<p><b>Study time needed:</b></p> <p><b>2 hours</b></p>	<p><b>Resources:</b></p> <p>English notebook, pencil, eraser, English dictionary, cellphone or computer, PDF file of English, Please! 1 Student's book, Audio Track 39 and Audio Track 41 of English, please! 1.</p>	<p><b>Textbooks Links:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">English, Please! 1 Student Book. Pag. 48 exercise 1 and 3.</a></li> <li>- <a href="#">English, Please! 1 Student Book. Pag. 49 exercise 6.</a></li> <li>- <a href="#">English, please! 1 Student Book. Pag. 51 exercises 13 and 14.</a></li> </ul> <p><b>Audio Textbook Links:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">English, Please ! 1. Track 39.</a></li> <li>- <a href="#">English, Please! 1. Track 41.</a></li> </ul>
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## LEARNING OBJECTIVES

## LEARNING STRATEGIES

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

- Learn expressions for daily routines, how to tell the time in different ways.
- Reinforce language focus in simple present tense.
- Write a short text about daily routines

*What can you do to achieve the objectives?*

- Read the instructions for each task and do the exercises.
- Use the dictionary only if absolutely necessary. Use your prior knowledge and try to infer the meaning.
- Listen to the audios to perform the exercises related to them.
- Record a video or voice note to talk about daily routines.



## ACTIVITIES

### VOCABULARY TASK (15 minutes)

1. Open the English, Please! Student's book 1 on page 48 exercise 1. In this exercise you find five teenagers talking about themselves. Read the sentences **a - e** and match them to pictures **1 - 5** in the corresponding box.



#### Teenagers around the world

- a. Hi! I am Elvira and I am in São Paulo. It's Monday and I am at school today. I usually have a Maths lesson at 2:00 PM.
- b. Hello! I am Larissa and I am in London. I watch TV in the afternoon after school. It's my favourite time!
- c. Hello! I am Fernando and I am in New York. It's time for breakfast now! I have breakfast at 7:00 AM.
- d. Hi! I am Daniel and I am in Armenia. It's Saturday morning and I am at home. I usually play video games at 11:00 AM.
- e. Hello! I am Camilo and I am in Bangalore. It's late - nearly time for bed. I usually go to bed at 10:30 PM.

Sentence <b>a</b> : <u>4</u>	Sentence <b>b</b> : ____	Sentence <b>c</b> : ____	Sentence <b>d</b> : ____	Sentence <b>e</b> : ____
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### LISTENING TASKS (20 minutes)

2. Open the English, Please! Student's book 1 on page 48, exercise 3. Listen to [the audio # 39, English Please! Fast Track EP 1](#) is about four teenagers talking about activities they do. Complete the table using sentences **a - j**.

Caleb	Tahomi	Karima	Bruno
	<b>a</b>		

- a. I talk to my parents while we eat.
- b. I play chess at 4:00 PM.
- c. I watch the news.
- d. I get up late.
- e. I read or watch TV.
- f. I have piano lessons in the morning.
- g. I usually have a nap.
- h. I do homework after 6:00 PM.
- i. I help my mum at home.
- j. I go to bed very early.







### WRITING TASK(20 minutes)

5. Open the English, Please! Student's book 1 on page 51, exercise 14. Read the instructions to answer the task.



**14. Write about your daily routine. Look through the lesson for ideas to help you. Check your writing carefully.**

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**Writing Tip**

Use these expressions to make your writing more interesting:

- ✓ *After breakfast / lunch / school / classes, etc.*
- ✓ *First of all, Then, Finally*
- ✓ *When I return home.*

EXAMPLE:

Hello! My name is \_\_\_\_\_. I am from Colombia. I live in \_\_\_\_\_

This is my daily routine:

First of all, I get up at \_\_\_\_\_

### SPEAKING TASK (30 minutes)

6. Record a voice note or video to tell your own daily routine.

#### HOW TO DO IT!



You can use your mobile phone to do it. Ask your parents to help you to create a short audio or video of maximum 1 minute.

Take into account:

- Your daily routine from previous exercise 14.
- Practice your pronunciation and fluency.
- Record your audio or video.
- If it's necessary, record one more time to make it better.
- Share it with your teacher via email or whatsapp.





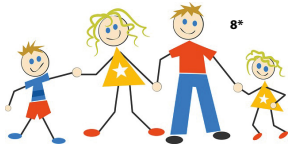
### ASSESSMENT FORMATIVE TASK (15 minutes)



Write an "X" to indicate how you feel about what you have learned developing this self-study guide.

7\*

STATEMENT	I GOT IT!	I NEED MORE PRACTISE	I NEED HELP!
<b>READING:</b> I can read a simple text about daily routines.			
<b>LISTENING:</b> I can identify daily routines.			
<b>WRITING:</b> I can write about daily routines.			
<b>SPEAKING:</b> I can describe my daily routine.			



8\*

Tell your family about what you have learned in this self-study guide.

Write three main ideas that you have learned:

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9\*

### THIS IS THE END

- ★ You can do amazing things, continue practising how to report your daily routine in written and spoken ways.
- ★ Your academic performance is according to your effort and dedication.
- ★ Your family helps to improve your knowledge. **Congratulations.**



## USEFUL RESOURCES

[the audio # 39, English Please! Fast Track EP 1](#)

[the audio # 41, English Please! Fast Track EP 1](#)

<https://www.readspeaker.com/>

<https://learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary/daily-routine>

## ANSWER KEY

**EXERCISE 1:** a. 4, b. 3, c. 1, d. 5, e. 2

**EXERCISE 2:** Calef: f, e. Tahomi: a, g. Karima: d, i. Bruno: b, h, c, h, j.

**EXERCISE 3:** e, f, a, d, b, c.

**EXERCISE 4:** Clara: e, j, f, a, g, d, i, b, c, h. Santiago: c, e, a, b, g, d, f, h, i.

## ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Al finalizar esta guía, pregúntele a su hijo/hija:

- ¿Cuál fue su actividad favorita?
- ¿Cuáles palabras o frases en inglés logró identificar en los audios y textos escritos?
- ¿En cuáles ejercicios presentó mayor dificultad y por qué?
- ¿Cuánto tiempo le llevó desarrollar la guía?

Finalmente solicite a su hijo/ hija:

- ★ Que le enseñe algunas rutinas y horas en inglés.
- ★ Le permita escuchar su grabación para identificar su pronunciación.

Estas preguntas le permitiran verificar el proceso y el avance en el aprendizaje de su hijo/hija.

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Annex English Please! Book 1 Page 48



- a. Hi! I am Elvira and I am in São Paulo. It's Monday and I am at school today. I usually have a Maths lesson at 2:00 PM.
- b. Hello! I am Larissa and I am in London. I watch TV in the afternoon after school. It's my favourite time!
- c. Hello! I am Fernando and I am in New York. It's time for breakfast now! I have breakfast at 7:00 AM.
- d. Hi! I am Daniel and I am in Armenia. It's Saturday morning and I am at home. I usually play video games at 11:00 AM.
- e. Hello! I am Camilo and I am in Bangalore. It's late - nearly time for bed. I usually go to bed at 10:30 PM.



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2. Add the letters *a, e, i, o* or *u* and write the five activities from exercise 1 in your notebook.

a. g\_ t\_ b\_d

d. w\_tch TV

b. pl\_y v\_d\_\_ g\_m\_s

e. h\_v\_ br\_\_kf\_st

c. h\_v\_ \_ M\_ths l\_ss\_n

 Listen



3. Listen to four teenagers talking about activities they do. In your notebook, write the sentences a-j under the correct name.

a. I talk to my parents while we eat.

f. I have piano lessons in the morning.

b. I play chess at 4:00 PM.

g. I usually have a nap.

c. I watch the news.

h. I do homework after 6:00 PM.

d. I get up late.

i. I help my mum at home.

e. I read or watch TV.

j. I go to bed very early.

m



get up - 6.00 AM



have dinner



go to school

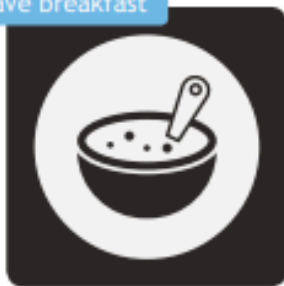


get up



play football

have breakfast



have lunch



go to bed

11\*

4:30 PM 10:15 PM 7:30 PM 6:15 AM 7:00 AM 6:00 AM 12:45 PM



5. Listen and check your answers.

6. Read the *Useful expressions* box. Listen to the sentences about daily routines. Put the times a-f in the order you hear them.

- a. 3:00
- b. 8:15
- c. 1:30
- d. 11:45
- e. 7:30 1
- f. 9:10

**Useful expressions**

You can say the time in more than one way:

- quarter past eight or eight fifteen
- quarter to twelve or eleven forty-five
- half past one or one thirty

7. In your notebook, write sentences about what time you do the activities in exercise 4. Tell your partner about your daily routine.

*In the morning, I get up at ...*



### Student 1: Clara

*Hi! My name is Clara. I am from Peru. This is what I do most days.*

- a. After lunch, we stay at school for Music lessons or sport.
- b. After dinner, I watch TV or go online.
- c. At 10:00 PM, I am tired.
- d. At 5:00 PM, I return home, I do my homework and talk to my parents.
- e. I get up very early. I go to school by bus.
- f. After lessons, I have lunch at school.
- g. I have piano lessons and my friends play football.
- h. Finally, I brush my teeth and I go to bed.
- i. We have dinner at 7:00 PM.
- j. At school, we have lessons from 7:00 AM to 1:30 PM.



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### Student 2: Santiago

*Hello! My name is Santiago. I am from Colombia and I live in Pereira. This is my daily routine.*

- a. After breakfast, I do my homework and get ready for school.
- b. At 11:00 AM, I finish homework and play video games.
- c. I get up very early because I have a lot to do in the morning.
- d. After lunch, I go to school on foot.
- e. First of all, I have breakfast at 6:30 AM.
- f. I have lessons from 1:00 to 6:00 PM.
- g. I have lunch with my family at 11:45 AM.
- h. When I return home, I have dinner in the evening, then I watch TV.
- i. Finally, I go to bed at 10:00 PM.



## LINKS OF IMAGENES

1. Ministerio de Educación Nacional (n.d). English, please! 1 Fast Track. Bogotá D.C. – Colombia.P 48. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
2. Ministerio de Educación Nacional (n.d). English, please! 1 Fast Track. Bogotá D.C. – Colombia.P 49. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
3. Ministerio de Educación Nacional (n.d). English, please! 1 Fast Track. Bogotá D.C. – Colombia.P 51. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
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5. Image retrieved from <https://pixabay.com/illustrations/vacation-output-reading-girl-cat-2700719/> with a free for commercial use license.
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9. Image retrieved from <https://pixabay.com/illustrations/happy-family-cartoon-kids-children-1082921/> with a free for commercial use license.
10. Ministerio de Educación Nacional (n.d). English, please! 1 Fast Track. Bogotá D.C. – Colombia.P 48. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
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12. Ministerio de Educación Nacional (n.d). English, please! 1 Fast Track. Bogotá D.C. – Colombia.P 51. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).