



## “BEYOND THE CLASSROOM” ENGLISH SELF-STUDY GUIDE

School

City

Teacher's name

Student's name

Grade

9°

Level

A1

### ORIENTACIONES PARA LOS PADRES DE FAMILIA

Querido padres de familia, en aras de garantizar una óptima continuidad académica desde casa, se diseñó la siguiente guía basada en el libro: *English please!*, Modulo 2, Unidad 1 páginas 48, 49, 50. La actividad tendrá un tiempo estimado de 1 hora y 10 minutos, para su desarrollo, en la cual realizarán las siguientes actividades:

**Lectura:** Los estudiantes deberán leer una serie de situaciones referentes a rutinas diarias y asociarlas con imágenes.

**Vocabulario:** Deberán identificar el vocabulario correspondiente a las actividades de tiempo libre, en oraciones que expresan rutinas diarias.

**Escritura:** Haciendo uso del vocabulario aprendido y apoyándose en las estructuras para la creación de oraciones en presente simple, los estudiantes deberán redactar su listado de actividades diarias.

**Autoevaluación:** El estudiante evaluará su aprendizaje a partir de las actividades que desarrolló.

A través del desarrollo de estas actividades, el niño logrará ampliar su vocabulario sobre las actividades de rutinas diarias y de tiempo libre, haciendo uso de este en situaciones reales. A través de la creación de oraciones en presente simple, logrará familiarizarse con sus estructuras, además encontrarán ejemplos en cada una de las actividades, los cuales les ayudarán en el desarrollo de estas.

Esperamos contar con su supervisión en el momento en que el niño esté desarrollando su actividad, formulando las preguntas que se encuentran al final de esta guía en la sección **ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA** a fin de confirmar los aprendizajes que su hijo (a) logró realizar.

### WELCOME TO THIS SELF-STUDY GUIDE

This self-study guide helps you to learn new vocabulary related to free time activities and daily routine activities. Also you will learn the positive and interrogative structures in Present Simple tense to create sentences expressing a daily routine. All the activities are from the book *English Please*, pages: 48, 49, 50. It starts with a reading activity, then with a vocabulary activity where you must match pictures with some words and finally you have to create your own sentences according to your daily activities.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Daily Routines	Reading and Writing.	Present Simple Tense.	Free time and Daily routine activities.	-Expressing routines. -Ask people about their routines.

### GET READY

<b>Study time needed:</b>  <b>1 hour.</b>	<b>Resources:</b> Dictionary, notebook, pen, cellphone, pictures from English Please book pages already sent by WhatsApp's group.	<b>Textbooks Links:</b> -English Please – students book 1. Pages: 48, 49, 50.  <i>file:///C:/Users/PRINCIPAL2/Desktop/GRADO%209%20ENGLISH_PLEASE_9_STUDENT_BOOK.pdf</i>
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### LEARNING OBJECTIVES

### LEARNING STRATEGIES

<ul style="list-style-type: none"> <li>To practice using the present simple tense to talk about daily routines.</li> <li>To learn and practice the daily routines vocabulary.</li> <li>To provide specific information about people's daily routines.</li> <li>To match pictures with their appropriate description.</li> </ul>	<ul style="list-style-type: none"> <li>Read the instructions carefully.</li> <li>Use your dictionary to look for the new vocabulary.</li> <li>Write on your notebook the new vocabulary to create a glossary.</li> <li>Look at the examples given in each task.</li> <li>Use the notes taken from last classes.</li> </ul>
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## ACTIVITIES

### 1. VOCABULARY TASKS (10 min.)

Match the activities with a time and write them in order in your notebook.

For example:

*get up = 6:00 AM*



have dinner



go to school



get up



play football

have breakfast



have lunch



go to bed

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

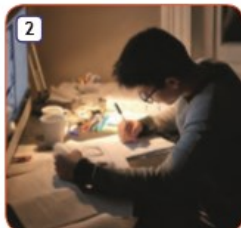
1\*

### 2. READING TASKS (10 min.)

1. Read the sentences and match them to the pictures

#### 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.



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2. Based on the reading, do the next actions:
  - a) Underline all the verbs that refer to a routine.
  - b) Circle the pronouns (I, you, we...)
3. Add the letters a, e, i, o or u, and write the five activities in your notebook.

a. g\_ t\_ b\_d

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

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

d. w\_tch TV

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

### WRITING TASKS (20 min.)

#### 1. Underline the statements that describe routines

- |  |  |
|--|--|
| a. I have breakfast at home.           | g. My friends and I go to bed late at the weekend. |
| b. My phone number is 7310342.         | h. Some of my friends are from Chile.              |
| c. They get up at 7:00 AM.             | i. You do homework after lunch.                    |
| d. I have lunch at school.             | j. My friends play basketball after school.        |
| e. They are young and happy.           | k. My mother's brother is a doctor.                |
| f. I listen to music in the afternoon. |  |

#### 2. Read these sentences about habits in other cultures. Describe in your notebook if they are similar or not to habits in Colombia

- a. In the Middle East, people usually eat lunch after 2:00 PM.

*Example: No, in Colombia, people eat lunch at 12:00 PM.*

- b. In Japan, children finish school at 3:15 PM.

- c. In Spain, many people eat dinner around 11:00 PM.

- d. In the United States, many families get up before 7:00 AM at the weekend.

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### 3. SPEAKING TASKS (15 min.)

Choose a member of your family (Father, mother, brother / sister, etc) and tell him/her what you do every day. Say three things that are false. Can your relative identify the false statements? Record the dialogue and send it by Whatsapp as a voice note.



#### 4. SELF-ASSESSMENT TASKS (5 min.)

Look back over the module. What have you learned? Tick (✓) the appropriate box.

SKILL	STATEMENT	I can do this	I can do this with help	I need to work on this
READING	A. I can read simple texts about routines.			
	B. I can identify ideas in different types of texts: interviews, descriptions.			
	C. I can complete reading activities.			
WRITING	A. I can write about daily routines.			
	B. I can write interviews.			
SPEAKING	A. I can describe my daily routine.			
	B. I can ask questions about daily routines.			
	C. I can answer questions about free-time activities.			

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### THIS IS THE END

Congratulations! You have made it to the end! Now you can talk with someone else, about your daily routines and also talk about the activities you do in your free time. Making questions in Present Simple and giving your personal opinion.

### USEFUL RESOURCES

Diccionario en línea Cambridge

<https://dictionary.cambridge.org/es/>

Present Simple structures (Grammar)

[http://www.aprenderinglesfacil.es/2008/03/presente-simple-simple-present-tense.html#:~:text=El%20Presente%20Simple%20es%20un,Yo%20juego%20al%20tenis.&text=En%20el%20cuadro%20superior%20se,el%20verbo%20PLAY%20\(jugar\).](http://www.aprenderinglesfacil.es/2008/03/presente-simple-simple-present-tense.html#:~:text=El%20Presente%20Simple%20es%20un,Yo%20juego%20al%20tenis.&text=En%20el%20cuadro%20superior%20se,el%20verbo%20PLAY%20(jugar).)

<https://www.ef.com/es/recursos-aprender-ingles/gramatica-inglesa/simple-present/>

<https://www.curso-ingles.com/aprender/cursos/nivel-basico/verb-tenses-present/present-simple>

Useful Vocabulary

<https://7esl.com/daily-routines/>

<https://www.eslbuzz.com/free-time-and-leisure-activities-vocabulary-in-english/>

### ANSWER KEY

- 1) Get up 6:00 AM  
Have breakfast 6:15 AM  
Go to school 7:00 AM  
Have lunch 12:45 PM  
Play football 4:30 PM  
Have dinner 7:30 PM  
Go to bed 10:15 PM

- 2) A. 4  
B. 3  
C. 1  
D. 5  
E. 2

### 3) Writing tasks

1. A, C, D, F, G, I, J.
2. B. No, in Colombia, children finish school at 12:00 PM  
C. No, in Colombia, many people eat dinner around 7:00 PM  
D. Yes, in Colombia, many families get up around 6:00 AM at the weekends.

## ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo(a) ha desarrollado completamente las actividades (tasks), es momento de hacer verificación de su proceso de aprendizaje; por tanto, le sugerimos hacer las siguientes preguntas:

1. ¿Cuál fue la actividad que te pareció más compleja /más te gustó? ¿Por qué?
2. ¿Tuviste la oportunidad de usar lo que aprendiste en la guía cuando creaste tus oraciones expresando cuáles eran tus rutinas diarias?
3. ¿Pudiste crear estructuras interrogativas, para hacer preguntas sobre las rutinas de alguien más?
4. ¿Cuánto tiempo te tomó desarrollar la guía?
5. ¿Empleaste algunos de los recursos sugeridos en la sección USEFUL RESOURCES?

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## LINKS OF IMAGENES

1. Ministerio de Educación Nacional (n.d). English, please! 1 Fast Track. Bogotá D.C. – Colombia. 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. 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. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
4. Ministerio de Educación Nacional (n.d). English, please! 1 Fast Track. Bogotá D.C. – Colombia. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).