

“BEYOND THE CLASSROOM” ENGLISH SELF-STUDY GUIDE

| | | | |
|-----------------------|-----------------|--------------|-------|
| School | _____ | City | _____ |
| Teacher's name | _____ | | |
| Student's name | _____ | | |
| Grade | 9 th | Level | A1 |

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Estimados Padres de Familias del Grado Noveno, esta guía de trabajo está diseñada para que sus hijos trabajen en casa. En esta oportunidad, ellos desarrollarán actividades sencillas que describirán su quehacer cotidiano. Su hijo(a) dedicará una hora y media para el desarrollo de la guía. Las actividades planteadas tienen soporte en el texto “English Please” Student Book 9 que está disponible en la página de *Colombia Aprende*, Módulo 3 páginas 47, 48 y 49.

A continuación, describimos las actividades que su hijo(a) deberá desarrollar:

- La Sección A (**vocabulary tasks**) contiene dos actividades:

- Actividad 1 revisa cómo decir la hora en sus diferentes formas.
- Actividad 2 está centrada en acciones de rutina.

- La Sección B (**focus on language**) presenta una actividad que refuerza el vocabulario de las actividades anteriores. Además, se enfoca en el uso de las palabras que regulan las acciones, como son los adverbios de frecuencia.

- La Sección C (**reading and writing task**) le invita a leer, comparar y escribir su rutina usando lo aprendido en las secciones anteriores.

- La Sección D (**speaking and writing**) propone jugar con la rueda mágica para practicar preguntas con un compañero y la vez consignar las respuestas para luego escribir su reporte acerca de sus rutinas. Para esta actividad puede usar el enlace de Useful Resources.

- La Sección E (**Check**) revisa el progreso de su *Be (The)1:Challenge App*.

- La Sección F (**Self-Assessment task**) tiene el propósito de evaluar el proceso de la guía, puede identificarse con alguna de las caras propuestas; además, le invitamos a escribir un comentario.

En el transcurso del desarrollo de la guía, su hijo(a) habrá aumentado su léxico y seguridad para intercambiar información relacionada con la rutina (actividades diarias y repetitivas); a su vez, logrará un mejor desempeño en las habilidades: hablar, escribir, leer y escuchar.

Adicionalmente, su hijo(a) cuenta con ejemplos guía en sus actividades, las respuestas correctas correspondientes a los ejercicios y recursos adicionales como el enlace para divertirse jugando con la rueda mágica y su App *Be (the)1:Challenge*.



Estamos seguros que su hijo(a) contará con su apoyo en el control del tiempo de estudio y trabajo; de esta manera su hijo(a) podrá supervisar el desarrollo de las actividades y responderá de manera sencilla a las preguntas que se encuentran en la SECCION FINAL PARA LOS PADRES DE FAMILIA con el fin de confirmar los aprendizajes que su hijo(a) demostrará.
¡Felicitaciones por sus logros!

WELCOME TO THIS SELF-STUDY GUIDE

This self-study guide will help you to practice vocabulary about time, actions, frequency adverbs, and other expressions. Also, you will describe and write about activities you do every day and enjoy doing a role play and a report about partner’s routine. Besides, you will check the progress with the App *Be (the)1:Challenge*. Finally, you will assess all your job.

These activities are related to the Book “English Please” 9, Fast track 1, Module 2, Unit 1.

Now! Enjoy it learning English!

| Topic | Skill(s) | Grammar | Vocabulary | Function(s) |
|-----------------|----------------------------------|--------------------|--|---------------------|
| From Day to Day | Writing Speaking Listening | The simple present | Time Expressions Simple Present Addition words | Describing Routines |

GET READY

| | | |
|---|--|---|
| Study time needed: 1 hour and a half | Resources: Photos, Pictures, English notebook, Dictionary, PDF English please Book 9, pg. 47. | Textbooks Links: - www.colombiaprende.edu.co/colombiabilingue . |
|---|--|---|

LEARNING OBJECTIVES

LEARNING STRATEGIES

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

- To describe daily routines according to pictures.
- To write short compositions about performing activities.
- To exchange personal information about daily activities.

- Relate words and visuals.
- Repeat the pronunciation of the words a few times. It can help you to feel more comfortable by using them.
- Use a free dictionary app to listen to the pronunciation of new vocabulary.
- Use your prior knowledge and try to infer the meaning of some words. You should not



translate word by word. Use your dictionary only if absolutely necessary.

- Write on your notebook any "new" learned points discovered.
- Practice role playing activities.
- Infer grammar rules from texts.

ACTIVITIES

A. VOCABULARY TASK

1. Look at the following activities a regular person does in his life. Match each activity with a reasonable time to do so during a day.

get up = 6:00 AM

1

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

2. Put a tick (✓) on the daily activity according to the image. (15 minutes)

Daily Routine

1.



- ✓ Wake up.
 -. Brush your teeth.
 -. Have lunch.

2.



- 3
 -. Have dinner.
 -. Have a shower.
 -. Get up.



3.



- Go home.
- Go to school.
- Go to work.

4.



- Have breakfast.
- Have a shower.
- Have dinner.

5.



- Have lunch.
- Do homework.
- Brush the teeth.

6.



- Go to school.
- Go to work.
- Play with my classmates.

7.



- Go to work.
- Wake up.
- Do homework.

8.



- Have breakfast.
- Have a shower.
- Talk with my friend.

9.



- Get up.
- Have lunch.
- Have dinner.

10.



- Go to school.
- Go home.
- Go to bed.

11.



- Have dinner.
- Have a shower.
- Go to work.

12.



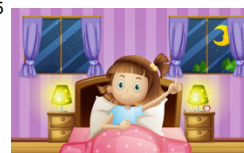
- Play with my classmates.
- Wake up.
- Have lunch.

13.



- Talk with my friend.
- Go to work.
- Go to bed.

14.



- Go to bed.
- Go home.
- Wake up.

B. FOCUS ON LANGUAGE (15 minutes)

Write the verb to fill in the gaps, guess which the verb is based on the context.

1. I usually _____ up at 4 O'clock then I get up.
2. I sometimes _____ breakfast Cereal with milk, I like it a lot of.
3. I _____ to school because I always _____ with my friend.
4. Usually I _____ English games with the classmate.
5. I always _____ a shower after play basketball.
6. My family and I always _____ lunch together.
7. I _____ to bed at half past eight but my father gets up at eleven.
8. On Sundays I never _____ up early.
9. I _____ homework after my lunch and my mother goes to work
10. My brother doesn't _____ homework.
11. I always _____ my teeth after eating.
12. My father and I _____ home after school and work.
13. We _____ dinner at half past eight.
14. I often _____ with my parents about my projects.

Frequency adverbs
Useful expressions
Always, sometimes, usually, never, rarely, seldom
Time expressions
every day, every Friday, every week, every month once a month.

C. READING AND WRITING TASK (15 minutes)

Read the following routine and then do the exercise that follows.

16



I wake up at 4.30 every day. I arrive at the pool at 5 a.m. Then, I swim for two hours. After I finish, I go home. I have breakfast before I take a shower. I go to school at 7.45 and I finish at 2.45. After school, I go swimming again. I usually arrive home for dinner at 6.30. Sometimes I'm late because I swim more.

Writing Tip: Use these expressions to make your writing more interesting: After breakfast / lunch /

1. You can compare the boy's routine and write about your own daily routine.

I sometimes wake up **at** seven forty five, _____

D. SPEAKING and WRITING TASKS (25 minutes)

Asking about routines. You can play with your partner. You can also write a report in your notebook.

Example: Carmen, do you have breakfast after taking a shower?

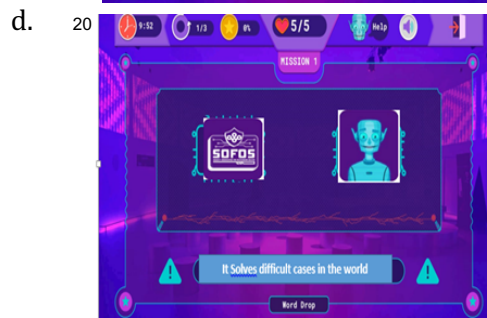
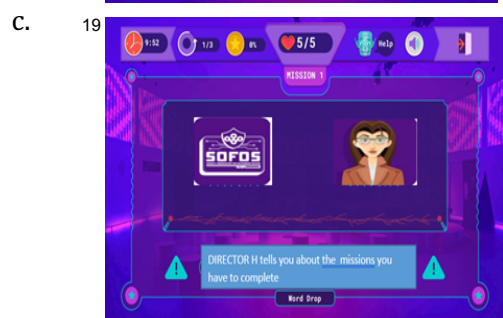
Carmen has breakfast after taking a shower; she has breakfast and a dark coffee.

Questions

1. What time do you wake up?
2. Do you have breakfast after taking a shower?
3. Do you go to school?
4. Why don't you go to school, now?
5. What time do you do English exercises?
6. What do you do on weekend?
7. What do you have for lunch?
8. How often do you brush your teeth?
9. Does your mother go to work on Sundays?
10. What time do you talk with your friends?
11. Do you play the apps "Be The 1 Challenge" with your family?
12. Do you watch Television?
13. Why do you go to bed late?
14. Do you eat hamburger for breakfast?

E. Check your progress with "BE (THE) 1: CHALLENGE" APP (5 minutes)

1. Choose the right character based on the descriptions given from "Be the 1 Challenge App"?



F. Self-Assessment tasks (5 minutes)

Check your progress and assess your work. Tick (✓) on the column you consider based on your work.

| Aspects | Very well | Quite well | With difficulty | What can I do better? |
|---|-----------|------------|-----------------|-----------------------|
| I use vocabulary related to time and actions. | | | | |
| I can use frequency adverbs and present simple to talk about the routine. | | | | |
| I can understand short paragraphs about daily routines of people. | | | | |
| I can write about daily routines. | | | | |
| I can exchange personal information about daily activities. | | | | |

THIS IS THE END

Congratulations! You are a bright student; you have made it to the end! Now, you can change information about your life. Besides, you can give suggestions for enjoyment activities you want to do at home and in your school. That is great! You can compare about the famous characters' routines and write short reports.

USEFUL RESOURCES

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

ANSWER KEY

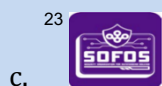
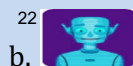
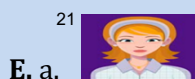
A. VOCABULARY TASKS

1. Have dinner (7:30 p.m.), have breakfast (6:15 a.m.), go to school (7:00 a.m.), have lunch (12:45 p.m.), get up (6:00 a.m.), go to bed (10:15 p.m.), play football (4:30 p.m).
2. 1. Wake up. 2. Get up 3. Go to work 4. Have a shower
5. Brush the teeth 6. Go to school 7. Do homework 8. Have breakfast
9. Have lunch 10. Go home 11. Have dinner
12. Play with my classmates 13. Talk with my friends 14. Go to bed

B. FOCUS ON LANGUAGE



1. 1 wake 2. have 3. go- talk 4. play 5. have 6. have 7. go 8. get 9. do
10. do 11. brush 12. go 13. have 14. talk.



ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo o hija haya terminado las actividades de la guía, se solicita hacerle las siguientes preguntas que permitan hacer una reflexión y verificar el proceso de aprendizaje.

- ¿Cuánto tiempo tomó para desarrollar la guía?
- ¿Cuál actividad fue la más interesante y cuál no?
- ¿Qué palabras puedes usar para expresar lo que tú haces diariamente?
- ¿Puede preguntarme acerca de mi rutina?
- ¿Cuál es la actividad más interesante de tu rutina?

AUTHOR(S)

| AUTHOR(S) | | | |
|-----------|---------------------------------|---------------------|-----------------------|
| Name | Janeth Lagos Romo | Ana Cecilia Moreno | Campo Hugo Barrera |
| Email | jslr660@gmail.com | acmoreno7@gmail.com | camhugbar@hotmail.com |
| School | NORMAL SUPERIOR DEL PUTUMAYO | Sucre High School | IE CIUDAD MOCOA |

LINKS OF IMAGES

1. Ministerio de Educación Nacional (n.d). English, please! 1 Fast Track. Bogotá D.C. – Colombia. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
2. Image retrieved <https://www.vecteezy.com/vector-art/1130664-boy-waking-up> with a free for commercial use license.
3. Image retrieved <https://www.vecteezy.com/vector-art/1130667-kid-getting-ready-for-the-day> with a free for commercial use license.
4. Image retrieved <https://www.vecteezy.com/vector-art/1376451-business-man-hurrying-back-to-work> with a free for commercial use license.
5. Image retrieved <https://www.vecteezy.com/vector-art/1308255-cute-boy-taking-a-bath> with a free for commercial use license.
6. Image retrieved <https://www.vecteezy.com/vector-art/490148-vector-illustration-of-a-little-girl-brushing-her-teeth> with a free for commercial use license.

7. Image retrieved <https://www.vecteezy.com/vector-art/1967165-child-go-to-the-school> with a free for commercial use license.
8. Image retrieved <https://www.vecteezy.com/vector-art/430985-little-boy-doing-homework-on-table> with a free for commercial use license.
9. Image retrieved <https://www.vecteezy.com/vector-art/368821-four-little-kids-having-breakfast> with a free for commercial use license.
10. Image retrieved <https://www.vecteezy.com/vector-art/478606-family-having-meal-illustration> with a free for commercial use license.
11. Image retrieved <https://www.vecteezy.com/vector-art/360746-a-girl-going-home-from-school> with a free for commercial use license.
12. Image retrieved <https://www.vecteezy.com/vector-art/1910217-husband-and-wife-having-dinner-together-flat-cartoon-vector-illustration> with a free for commercial use license.
13. Image retrieved <https://www.vecteezy.com/vector-art/1369811-happy-time-with-friends-on-childrens-day> with a free for commercial use license.
14. Image retrieved <https://www.vecteezy.com/vector-art/223308-people-talking-illustration> with a free for commercial use license.
15. Image retrieved <https://www.vecteezy.com/vector-art/375418-girl-going-to-bed-in-bedroom> with a free for commercial use license.
16. Ministerio de Educación Nacional (n.d). English, please! 1 Fast Track. Bogotá D.C. – Colombia. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
17. Ministerio de Educación Nacional (2020). Be(the)1: Challenge. Bogotá D.C. – Colombia. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
18. Ministerio de Educación Nacional (2020). Be(the)1: Challenge. Bogotá D.C. – Colombia. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
19. Ministerio de Educación Nacional (2020). Be(the)1: Challenge. Bogotá D.C. – Colombia. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
20. Ministerio de Educación Nacional (2020). Be(the)1: Challenge. Bogotá D.C. – Colombia. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
21. Ministerio de Educación Nacional (2020). Be(the)1: Challenge. Bogotá D.C. – Colombia. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
22. Ministerio de Educación Nacional (2020). Be(the)1: Challenge. Bogotá D.C. – Colombia. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
23. Ministerio de Educación Nacional (2020). Be(the)1: Challenge. Bogotá D.C. – Colombia. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
24. Ministerio de Educación Nacional (2020). Be(the)1: Challenge. Bogotá D.C. – Colombia. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.