

"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School _____ **City** _____

Teacher's name _____

Student's name _____

Grade 6 **Level** A1

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de inglés para trabajo en casa se ha diseñado con el fin de ayudar a su hijo/a a repasar el vocabulario sobre la rutina diaria de una persona y aprender a escribir un texto corto sobre la rutina diaria. Su hijo/a deberá dedicar una hora para el desarrollo de la guía, el trabajo aquí descrito se relaciona en las páginas 21 y 22 del libro del estudiante Way to go 6, que está disponible en la plataforma Colombia Aprende.

Se adjuntaron los pantallazos de las páginas y sus actividades para quienes no tienen acceso a internet.

- La actividad 1 son dos ejercicios de práctica del vocabulario sobre la rutina diaria, que incluye el uso del diccionario, su hijo/a debe referirse al libro del estudiante Way to go 6 página 21, actividad 4.
- La actividad 2 se refiere a leer una rutina diaria, su hijo/a debe traducir el texto y responder la pregunta de comprensión.
- La actividad 3 incluye una tabla para el uso de los auxiliares y verbos en la forma afirmativa y negativa del presente simple. Luego encontrará un ejercicio para aplicar lo aprendido. Debe referirse a la página 22 del libro del estudiante Way to go 6, actividad 7.
- La actividad 4 se trata de escribir un párrafo sobre su rutina diaria utilizando el vocabulario visto o incluir nuevas palabras.
- Finalmente, su hijo/a realizará actividad que le permite evaluar lo aprendido.

WELCOME TO THIS SELF-STUDY GUIDE

This home study English guide aims to strengthen the vocabulary used to write a daily routine, it also reviews the forms of the present simple,

This guide takes as a reference the student's book Way to go 6 module 1 unit 2 lesson 1. It begins with vocabulary activities, after that there is a reading and ends with a writing and self-evaluation activity.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Daily routine	Reading Speaking Writing	Present Simple Verbs	Verbs to describe Routines	Describing daily routines

GET READY

<p>Study time needed:</p> <p>1 hour</p>	<p>Resources:</p> <p><i>English dictionary, notebook, pencil, sheets of paper, pdf file of Way to go student book 6.</i></p>	<p>Textbooks Links:</p> <p>Way to go Student book 6:</p> <p>https://drive.google.com/file/d/1sroHuDVqB3YpL6ztL5hn3ViweAmR5oc6/view?usp=sharing</p>
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LEARNING OBJECTIVES

LEARNING STRATEGIES

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

- To practice vocabulary to describe routines
- To write a daily routine
- To practise simple present

What can you do to achieve the objectives?

- Read the instructions for each task.
- Look at the examples given.
- Use the dictionary only if absolutely necessary.



ACTIVITIES

ACTIVITY 1. Vocabulary (20 minutes)

a. Complete with word in the word bank

1

- Word Bank**
- my email
 - my family
 - music
 - sports
 - teeth
 - a book
 - bed
 - lunch

 read _____	 make _____	 check _____	 listen to _____
 talk to _____	 play _____	 brush my _____	 go to _____

B. Match 1 -7 with A-G to make activities.

- | | |
|-----------|-----------------|
| 1. read | a. dinner |
| 2. check | b. a bicycle |
| 3. play | c. the internet |
| 4. listen | d. e-mail |
| 5. use | e. a magazine |
| 6. make | f. video games |
| 7. ride | g. to music |

ACTIVITY 2. Reading comprehension (20 Minutes)

a. Read the text and answer the questions

Hello students!

This is my daily routine at the weekend

My day starts at six o'clock in the morning. I get up, I have a shower, I brush my teeth and then get dressed. After I have breakfast, at about seven o'clock, I ride bicycle until eight o'clock. Then I arrive home, I listen to music and I check email. At eleven o'clock I make lunch. At about one o'clock I have lunch with my family. In the afternoon, I read a magazine or a book. At about five o'clock, I watch tv and in the evening at seven o'clock I make dinner then at eight I have dinner and then I brush my teeth. Finally, at nine o'clock I go to bed.

b. Answer the question:

- **What do I do in the morning/afternoon/evening on weekends?**

morning	evening	afternoon

ACTIVITY 3. Language Focus (20 Minutes)

a. Study the table.

Grammar: Present Simple form affirmative and negative

Most verb take **s** or **es** in the affirmative in the third person singular.

Example: **He goes.**

We use **doesn't** + the base form of the verb to form the negative third person singular, in all other persons we use **don't**.

Example: **I don't go.**

b. Complete the article with the words in the box.

2

goes doesn't watch drinks wakes up eats plays doesn't eat



Tom Calvo's a footballer. He _____ at 5.15 every morning.
He _____ eggs and bread for breakfast. He _____ chocolate.
He _____ football from 7 a.m. to 5 p.m. every day. He eats a lot of food
and _____ a lot of water. In the evening, he _____ TV. He reads
and _____ to bed at 10.

ACTIVITY 4 Writing (30 minutes)

a. Now you tell me about your routine

Write a short text describing your daily routine.

FORMATIVE ASSESSMENT

Check your progress		Very well	Quite well	With difficulty
Vocabulary	I can identify vocabulary related to daily routines. I can identify vocabulary related to activities.			
Grammar	I can understand the correct use of verbs for <i>she</i> , <i>he</i> , and <i>it</i> .			
Reading	I can understand short texts about daily routines and activities.			
Writing	I can write short paragraphs about routines.			

THIS IS THE END

Congratulations! You have done an excellent job, keep practicing vocabulary, use it to write short texts of daily routines of friends or family, so you can check what you have learned.

USEFUL RESOURCES

You can use this dictionary to help you with vocabulary
<https://www.wordreference.com/es/translation.asp>



ANSWER KEYS

1. a.

Read a book, make lunch, check my email, listen to music, talk to my family, play sports, brush my teeth, go to bed.

b.

1-E 2-D 3-F 4-G
5-C 6-A 7-B

2.

In the morning you... get up, have a shower, brush the teeth, get dressed, have breakfast, ride bicycle, listen to music, check e-mail and make lunch.

In the afternoon you... have lunch with your family, read a magazine or a book and watch tv.

In the evening you... make dinner, have dinner, brush the teeth and go to bed.

3. b.

Tom Calvo's a footballer. He **wakes up** at 5.15 every morning. He **eats** eggs and bread for breakfast. He **doesn't eat** chocolate. He **plays** football from 7 a.m. to 5 p.m. every day. He eats a lot of food and **drinks** a lot of water. In the evening, he **doesn't watch** TV. He reads and **goes** to bed at 10.

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo o hija haya terminado las actividades de la guía, por favor revise y escoja algunas de las siguientes preguntas que permiten hacer una reflexión y verificar el proceso de aprendizaje.

- Enséñame cómo puedes describir mi rutina diaria, dime al menos 3 actividades.
- ¿Podrías describir la rutina diaria de tu hermano(a) o amigo(a)?
- ¿Cuáles otras palabras te gustaría aprender para describir la una rutina diaria?
- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿Hiciste tú texto corto de tú rutina diaria?
- ¿Hubo algún ejercicio que se te dificultó? ¿Qué crees que puedes hacer para hacerlo más fácil la próxima vez?

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LINKS OF IMAGES

1. Ministerio de Educación Nacional (2016). Way to go! 6th Grade. Bogotá D.C. – Colombia. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
2. Ministerio de Educación Nacional (2016). Way to go! 6th Grade. Bogotá D.C. – Colombia. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.