



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

School

City

Teacher's name

Student's name

Grade

6th

Level

A1

### ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta es una guía de aprendizaje de inglés para el trabajo en casa que se preparó con el objetivo ayudar a su hijo(a) a repasar vocabulario sobre las ocupaciones y aprender a escribirlo de forma correcta. Su hijo(a) deberá dedicar una hora y media para el desarrollo de la guía. El trabajo aquí descrito se relaciona con la página 111 del libro del estudiante "Way to Go 6" que está disponible en la plataforma *Colombia aprende*. Se adjuntó la página del libro al final de la guía para quienes no tienen acceso a internet.

- Actividad 1 es un ejercicio de vocabulario donde debe ordenar la escritura correcta de las profesiones y relacionarlas con las fotos que allí aparecen.
- Actividad 2 es una pregunta para introducir la gramática (presente simple). Y debe escoger la respuesta correcta.
- Actividad 3 es un ejercicio donde se deben escribir oraciones utilizando las profesiones del ejercicio 1 y las acciones que aparecen en el cuadro.
- Actividad 4 en el ejercicio **A** de presente simple debe seleccionar las oraciones que se refieren a rutinas. Y en el ejercicio **B** debe seleccionar A, B o C para completar las oraciones en presente simple.
- Actividad 5 es un ejercicio de lectura donde debe escoger la respuesta correcta de acuerdo con el texto.
- Actividad 6 es un ejercicio de escritura donde debe elegir un miembro de la familia y escribir el trabajo y lo que hace allí.

Además, se ofrecen ejemplos en cada una de las actividades, las respuestas correctas y recursos adicionales de apoyo. Agradecemos que nos colaboren supervisando que su hijo (a) desarrolle las actividades indicadas. Al final, ustedes encontrarán una serie de preguntas de verificación de lo que su hijo (a) aprendió mediante la ejecución de esta guía.

### WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you practise giving information about Jobs in written form. All the activities are related to the topic Jobs presented in "Way to Go" Student Book 6, Module 3, Unit 3, Lesson. It starts with some vocabulary revision activities about what is done in each



Job (Simple Present). Then, you continue reading about the activities that belong to some jobs. And you end up writing about a job.

Topic	Skill	Grammar	Vocabulary	Functions
<b>Every Job is important</b>	Reading and Writing	Simple Present	Jobs	Giving information about jobs.

### GET READY

<b>Study time needed:</b>  <b>1 hour and a half</b>	<b>Resources:</b> <i>Mobile phones, dictionary, translator, notebook, pen, pencil, colors, markers, poster, old magazines, scissors, glue, flashcards and pictures.</i>	<b>Textbooks Links:</b> - <a href="#">Way to Go Student's Book 6, Page 111 Exercise 3.</a> - <a href="#">Way to Go Workbook 6, page 39 Exercise 1.</a>
---	--	--

### LEARNING OBJECTIVES

### LEARNING STRATEGIES

<i>What will you learn/practise/reinforce with these activities?</i>	<i>What can you do to achieve the objectives?</i>
<ul style="list-style-type: none"> <li>To practise vocabulary related to jobs.</li> <li>To identify different jobs.</li> <li>To write in relation to some occupations</li> <li>To pronounce correctly a variety of jobs.</li> </ul>	<ul style="list-style-type: none"> <li>Talk to students about different jobs by pronouncing and showing each one.</li> <li>Match pictures with the correct job and write sentences using Simple Present.</li> <li>Look for words in the dictionary only when necessary.</li> </ul>

### ACTIVITIES

#### 1. VOCABULARY TASK (15 minutes)

Unscramble the words. Then, match them with the pictures below. Look at the given example.

1. RACOT: **ACTOR** **H**

3. MREFRA: \_\_\_\_\_

5. CATNOTACUN: \_\_\_\_\_

7. RODTOC: \_\_\_\_\_

2. BREDUIL: \_\_\_\_\_

4. HIMAECNC: \_\_\_\_\_

6. TARIST: \_\_\_\_\_

8. NENGREIE: \_\_\_\_\_



A.



B.



C.



D.



E.



F.



G.



H.



**2. LANGUAGE FOCUS (20 minutes)**

**A. Read the 'Teenagers today' article. Complete it with the words or phrases from the box.**

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.

**B. Using the Jobs from the vocabulary task, write sentences giving information about what these people do. Use the Word Bank. An example has been done for you.**

**Word Bank**

builds houses    takes care of people    acts in a play  
fixes cars    designs buildings and streets    checks accounts  
grows fruit and vegetables    paints

1. An actor acts in a play.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### 3. LANGUAGE FOR SIMPLE PRESENT (15 minutes)

#### A. In your notebook, write the statements which show actions of some Jobs.

- a. Michael drives a taxi around the city.
- b. They have a new baby.
- c. Tony works on his laptop.
- d. Margaret prepares fast food.
- e. Ralph fixes the pipes.
- f. Katty watches television.
- g. Albert paints houses or apartments.
- h. They catch criminals.
- i. Julie installs or repairs electrical wiring of buildings.
- j. Robert makes his own bed.

#### B. Read the sentences and choose the correct option A, B, or C to complete them.

1. My cousin is a **bellhop** in a hotel. He \_\_\_\_\_ the tourists' baggage.  
A. carry                      B. carryes                      C. carries
2. Your niece is a **receptionist** in a national company. She \_\_\_\_\_ on the phone.  
A. talk                      B. talks                      C. discuss
3. My pretty friend is a **cashier** in a supermarket. She \_\_\_\_\_ money.  
A. handles                      B. make                      C. handle
4. My parents are **firefighters**. They \_\_\_\_\_ against the fire.  
A. fights                      B. discusses                      C. fight
5. Your neighbor is an **accountant**. He \_\_\_\_\_ calculations.  
A. makes                      B. works                      C. make

#### 4. READING ACTIVITY (15 minutes)

Read the text carefully and answer the questions.

#### UNCOMMON JOBS

Ricardo works in an International Drinks Company. He has a part-time job. He begins working at 8:00 A.M and finishes at 12:00 P.M. He uses a blue uniform. He puts the tops on the bottles of the drinks. He concentrates during work. He gets a good salary.

Carmen works in a local, wonderful and famous circus at the capital of Colombia. She has a full-time job. She starts working at 2:00 P.M and ends at 10:00 P.M. She wears a colorful uniform. She brushes the lions' mane. She enjoys doing her work. She earns a good salary.

1. Who works in a circus?

- a. Ricardo.
- b. Carmen.
- c. Jennys.

2. Where does Carmen work?

- a. In Bogotá.
- b. In Medellín.
- c. In Riohacha.

3. How many hours does Carmen work?

- a. Eight hours.
- b. Four hours.
- c. Six hours.

4. Which type of product does Ricardo work with?

- a. Tops.
- b. Uniforms.
- c. Drinks.

5. What color is Ricardo's uniform?

- a. red.
- b. blue.
- c. green.



### 5. WRITING INSTRUCTIONS (20 minutes)

- a. Choose a member of your family and write information about his/her job. If necessary, use a dictionary to help you. Follow the given example.

My aunt is a nurse.

She works in a hospital.

She wears a white uniform and  
she helps people with their  
medicine.



My \_\_\_\_\_ is a/an \_\_\_\_\_.

She/He works in/at \_\_\_\_\_.

She/He \_\_\_\_\_.

She/He \_\_\_\_\_.




PICTURE





6. EVALUATE YOUR WORK. (5 minutes)

Assessment of your English language skills  
Look back over the guide. What have you learned?

SKILL	STATEMENT	You can do this 	You can do this with help 	You need to work on this 
READING	A. I can read simple texts about Jobs.			
	B. I can complete reading activities			
	C. I can identify ideas about actions each Job does in short texts.			
WRITING	A. I can write short sentences about Jobs.			
	B. I can write sentences in Simple Present.			
	C. Write short paragraphs about actions each Job can do.			

THIS IS THE END

Congratulations! You can do wonderful things. Continue practising the vocabulary about Jobs, and how to write sentences to explain what they do. You can read about some Jobs and their activities. Finally, you can write about some Jobs and the activities people do.

USEFUL RESOURCES

[Online English Spanish dictionary  
https://dictionary.cambridge.org/dictionary/english-spanish/](https://dictionary.cambridge.org/dictionary/english-spanish/)

ANSWER KEY

1.  
 1. ACTOR H    2. BUILDER A    3. FARMER G    4. MECHANIC B    5. ACCOUNTANT E  
 6. ARTIST D    7. DOCTOR F    8. ENGINEER C





**2. A.**

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.

**B.**

1. An actor acts in a play.
2. A builder builds houses.
3. A farmer grows fruit and vegetables.
4. A mechanic fixes cars.
5. An accountant checks accounts.
6. An artist paints.
7. A doctor takes care of people.
8. An engineer designs buildings and streets.

**3. A.**

**a, d, e, g, h** and **i**.

**B.**

1. C. carries.      2. B. talks.      3. A. handles.      4. C. fight.      5. A. makes.

**4. A.**

1. **b.** Carmen.      2. **a.** In Bogotá      3. **a.** Eight hours.      4. **c.** Drinks.      5. **b.** Blue.

5. Answers may vary.

## 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 como se dicen en inglés algunos trabajos que aprendiste.
- Enséñame cómo expreso lo que hacen las personas en sus trabajos.



- ¿Cuánto tiempo te tomó desarrollar la totalidad de la guía?
- ¿Qué recursos utilizaste?

AUTHOR(S)			
Name	Jennys Celenis Colina Velez	Nerys Zolá Donado	
Email	jececove81@gmail.com	nezolado@gmail.com	
School	Institución Educativa Número 1 Sede Norberto Iguarán	Centro de Integración Popular Sede Nuevo Horizonte	