



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

**School** \_\_\_\_\_ **City** \_\_\_\_\_

**Teacher's name** \_\_\_\_\_

**Student's name** \_\_\_\_\_

**Grade** \_\_\_\_\_ **6<sup>th</sup>** **Level** \_\_\_\_\_ **A1**

### ORIENTACIONES PARA LOS PADRES DE FAMILIA

Estimados padres de familia y/o acudientes.

El diseño de esta guía está basado en el libro *Way to Go 6*, Para el desarrollo de la misma, su hijo(a) realizará las siguientes actividades en un tiempo estimado de una (1) hora y treinta minutos:

- Sección 1 (vocabulario): Ejercicio para reconocer palabras claves que indican acciones en una rutina diaria.
- Sección 2 (lectura): Ejercicio de comprensión de lectura acerca de una rutina diaria.
- Sección 3 (gramática): Mediante preguntas guiadas el estudiante descubre como funciona el presente simple para expresar rutinas que es el tema de lenguaje de esta guía.
- Sección 4 (escritura y habla): Elaboración de la descripción de su propia rutina diaria.
- 5 (auto-evaluación): Evaluación a sí mismo/a sobre la comprensión del tema y el progreso en el desarrollo de la guía.

Apreciamos el apoyo que pueda brindar a su hijo para el desarrollo de la guía y en la parte final para comprobar los aprendizajes realizados.

### WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you to learn vocabulary about Daily routines. All the activities are based on the book *Way to Go 6*. It starts with some vocabulary activities. Then, you have to read a text and answer some questions about it. Finally, you will write a daily routine according to the reading text.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Daily Routine	Reading Writing	simple present	Vocabulary about daily routine	Talk about you own daily routine

### GET READY

<b>Study time needed:</b> <b>1,5 hour</b>	<b>Resources:</b> <i>Mobile phone.</i> <i>Dictionary,</i> <i>notebook</i>	<b>Textbooks Links:</b> <i>Way to go-Students book 6</i> <a href="https://drive.google.com/file/d/1sroHuDVqB3YpL6ztL5hn3ViweAmR5oc6/view">https://drive.google.com/file/d/1sroHuDVqB3YpL6ztL5hn3ViweAmR5oc6/view</a>
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### LEARNING OBJECTIVES

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

- To learn and recognize vocabulary about daily routine
- To identify specific information in short texts.
- To learn how to write they own daily routine

### LEARNING STRATEGIES

*What can you do to achieve the objectives?*

- Read carefully all the instructions for each task.
- Relate words and visuals.
- Look at the examples given. They are highlighted in different colors.
- Use new words in contexts.
- Use your prior knowledge and try to infer the meaning.

### ACTIVITIES

#### VOCABULARY TASKS (20 minutes)

a. Match the pictures with the verbs in the box.

1. Comb	2. Arrive home	3. Milk the cows	4. Fence the meadow
5. Get dressed	6. Wake up	7. Go to school	8. Go swimming
9. Take a shower	10. Brush my teeth	11. Have breakfast	12. Fish in the river/ fish in the lake
			13. Ride a horse



A.( )

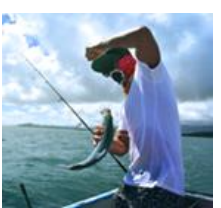
B.( )

C.( )

D.( )

E.( )

F.( )



G.( )

H.( )

I.( )

J.( )

K.( )

L.( )

M.( )

b. Which other activities do you do in the day? Make a list and draw them.

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**READING TASKS** (15 minutes)

**6. Read »** Read the routine of a Latin American swimming champion. Tick (✓) true or false.

	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.	
		True
1. He wakes up very early every day.	<input type="checkbox"/>	<input type="checkbox"/>
2. First, he takes a shower. Then, he has breakfast.	<input type="checkbox"/>	<input type="checkbox"/>
3. He has breakfast at school.	<input type="checkbox"/>	<input type="checkbox"/>
4. He goes swimming before and after school.	<input type="checkbox"/>	<input type="checkbox"/>
5. He always has dinner at 6.30.	<input type="checkbox"/>	<input type="checkbox"/>

**b. Fill in the gaps with information from the reading.**

- I \_\_\_\_\_ at 4.30 in the morning.
- I swim and then I \_\_\_\_\_.
- I \_\_\_\_\_ before I take a shower
- I \_\_\_\_\_ arrive home at \_\_\_\_\_pm

**LANGUAGE TASK** (20 minutes)

**a. Look at these examples and complete the statements**

**A. I wake up at 4.30 everyday**  
**B. I usually arrive home for dinner at 6.30.**

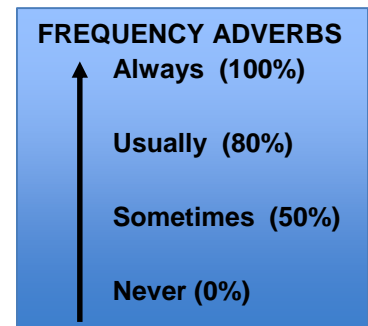
- This sentence expresses **daily routine or habits / activities in progress at this moment.**
- Circle the **verbs** or **actions** in the sentences.
- The word **usually** in sentence B expresses: **obligation / frequency / suggestion**
- Look at **sentence B**. Organise the parts of the sentence using the numbers for the correct order:  
 (\_\_\_\_) verb      (\_\_\_\_) subject      (\_\_\_\_) frequency adverb      (\_\_\_\_) complement

**b. Put the sentences in order**

- I/ 4:30 am/always/wake up/ at
- I/for less than/never swim/two hours
- I/eat breakfast/sometimes/a shower/I take/before.

**c. Write some sentences about your daily routine.**

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- 






**WRITING TASKS** (20minutes)

**a. Write your own daily routine. Check Eusebio's routine as example.**

1. List the verbs of your daily activities
2. Make sentences using the activities and the frequency adverbs in the box.
3. Connect the sentences using these words: **before / after/ then.**
4. Write your daily routine and draw some of the things you do.
5. Take a picture and send it to your teacher.

**MY DAILY ROUTINE**



Hello, my name is Eusebio and I live in Playa Alta village.

I wake up every day at 4 am in the morning. Normally, I pray God first at all when I wake up, in order to thank him for life, bread, house, family, work and all those things that He gives to me.

After I pray, I usually get up at 4:30 am, then I brush my teeth. I usually take a shower with cold water, but when is raining I like to heat the water, after that I get dress and comb my hair, I put my boots on and get ready to star my day.

I usually drink a cup of coffee before I leave my house around 5.00 am, and then I always milk the cows in the barn, I sometimes talk to the cows but my uncle says that I am crazy. I frequently finish the milking around 9am. I eat breakfast at 9:30 am, then I fence the meadow that cows harm, and after that I usually study with the guides that teachers send me because of the pandemic.

**SELF-ASSESSMENT TASKS** (5 minutes)

Tick (✓) the option that shows what you can do

After finishing this self- study guide, I can	Great!!!	Good!	I need more practice
Employ and recognize new vocabulary to describe daily routine			
identify specific information in short texts.			
learn how to write my own daily routine			

**THIS IS THE END**

Congratulations dear student for all the effort you did, don't forget to practise what you learnt in this self-study guide about personal daily routines.



**USEFUL RESOURCES**

- **English dictionary**  
<https://www.deepl.com/translator#en/es/break%20out%20%0A%0A%0A%0A>
- **Daily routines vocabulary**  
<https://learnenglishkids.britishcouncil.org/word-games/daily-routines>



### ANSWER KEY

#### 1. VOCABULARY TASK

A- 6	B- 9	C- 5	D-10	E- 11	F- 1		
G- 7	H- 8	I- 2	J-3	K-4	L- 13	M-12	

#### 2. READING TASK

A. 1. T                      2. F                      3.F                      4. T                      5.T

B. 1. wake up            2. go home            3. have breakfast    4. usually....6:30

#### 3. LANGUAGE TASK

A. 1. **daily routine or habits**    2. **Verbs or actions:** A-wake up / B – arrive            3- frequency  
 4. (   3   ) verb (   1   ) subject    (   2   ) frequency adverb    (   4   ) complement

B. 1. I always wake up at 4:30 am                      2. I never swim for less than two hours  
 3. Sometimes I eat breakfast before I take a shower

### ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Señor padre de familia, como docentes agradecemos su formalidad en acompañarnos en el proceso académico de su hijo(a). Recuerde que es indispensable que se lleve continuidad en el seguimiento y/o revisión del trabajo que su hijo(a) está llevando a cabo.

De manera respetuosa le solicitamos realizar las siguientes preguntas a su hijo (a) con el fin de verificar aprendizajes y tener en cuenta su valiosa opinión.

- ¿Qué te gustó de la guía?
- ¿Qué ayuda te fue necesaria para realizar la guía?
- ¿Pudiste conseguir los materiales para el desarrollo de la guía con facilidad?
- ¿En qué aspectos de la guía consideras que necesitas refuerzo?

Si se presenta algún inconveniente o inquietud durante el desarrollo de la guía o en el envío de esta, no dude en comunicarse con el docente y juntos hallaremos una solución.

### AUTHOR(S)

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