

"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School		City	
Teacher's name			
Student's name			
Grade	Sixth	Level	A1

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de aprendizaje de inglés para el trabajo en casa se preparó con el fin de ayudar a su hijo o hija a repasar vocabulario sobre acciones que se realizan todos los días y comprender de forma escrita la rutina diaria de una persona en específico. Su hijo (a) deberá dedicar una hora para desarrollar toda la guía. El trabajo aquí descrito se relaciona con la página 21 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 tiene acceso a internet.

- La actividad 1 son dos ejercicios de práctica del vocabulario en inglés sobre acciones diarias que una persona realiza normalmente. Para esto, su hijo(a) debe referirse al ejercicio 4 de la página 21 del libro del estudiante y al ejercicio 1 de la página 7 del libro de trabajo.
- La actividad 2 invita a analizar la forma en que se construyen las oraciones en inglés. Para ello se proporcionan una serie de oraciones y se hacen unas preguntas de comprensión sobre las oraciones dadas.
- La actividad 3 se trata leer un texto en el que una persona cuenta su rutina diaria, y se deben contestar unas preguntas de elección múltiple sobre la información expuesta en dicho texto.
- Por último, la actividad 4 es para que su hijo(a) autoevalúe lo aprendido.

Además, las respuestas correctas y recursos adicionales de apoyo. Agradecemos su colaboración supervisando que su hijo(a) complete las actividades indicadas. Al final, ustedes encontrarán una serie de preguntas de verificación de lo que su hijo(a) aprendió mediante el desarrollo de esta guía.

WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you practice understanding about daily routine in a written form. All the activities are related to the topic of another day presented in Way to Go Student Book 6 Module 1 Unit 2 Lesson 1. It starts with some vocabulary revision activities. Then, you have to answer some questions about the way sentences in English are constructed and end up reading a paragraph of a person who tells you his/her personal daily routine and there are some multiple choice questions you have to answer base on the text.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Another Day	Reading	Present Simple: Positive	Daily Actions	Describe daily routines



GET READY

Study time needed:
1 hour

Resources: English dictionary, English Portfolio, Pen, Pencil, Sheets of Paper, PDF file of Way to Go Student Book 6

Textbooks Links:

- *Way to Go Student Book 6, Module 1, Unit 2, Lesson 1, Page 21, Exercise 4.*

LEARNING OBJECTIVES

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

- To practise vocabulary related to daily routines.
- To identify information about routine in a text.

LEARNING STRATEGIES

What can you do to achieve the objectives?

- Read the instructions for each task.
- Use a free dictionary app to listen to the pronunciation of new vocabulary, or a physical dictionary to look for the meaning of new vocabulary.
- Use the dictionary if necessary. Use your prior knowledge and try to infer the meaning. You should not translate word by word.
- Write on your Portfolio any "new" learning points discovered.

ACTIVITIES

1. VOCABULARY TASKS (15 minutes)

- Open your Way to Go Student Book 6 on Page 21. Develop the exercise 4.
- Open your Way to Go Workbook 6 on Page 7. Develop the exercise 1

2. LANGUAGE FOR EVERY DAY (10 minutes)

a. Look at this list of sentences related to a daily routine.

I wake up

I get up

I take a shower / I have a shower

I get dressed

I make breakfast

I eat breakfast / I have breakfast

I brush my teeth

I go to school

I have classes

I finish school at 1

I go home

I arrive home

I eat lunch / I have lunch

I feed the dog

I do my homework

I eat dinner / I have dinner

I watch TV

I read a book

I go to bed

b. What does the word "I" refer to? Make a circle on the correct answer.

a. My routine

b. Another person's routine



c. What are the words in red? Make a circle on the correct answer.

a. Pronouns b. Adjectives c. Verbs

d. Are those sentences positive or negative? _____

e. Put a tick (✓) if the sentence is correct, and a cross (X) if the sentence is incorrect.

1. _____ I make breakfast
2. _____ Read a book I
3. _____ Have I dinner
4. _____ I go home
5. _____ I do my homework

3. READING TASKS (20 minutes)

a. Read the text "My Daily Routine".

My name is **Mila** Alboth. I'm 13 years old. My ID number is **1098246537**. I'm in sixth grade. I wake up at 5:00 am to go to school. At **3:00 pm**, I get home. My mother comes home and then she takes me to my violin lessons. My mother is great. She is very **helpful** and confident. This is good for me because I want to be a violinist when I grow up and she helps me with this. I practice for two hours every day. When I come home at 6:30 pm, I **do my homework** and my mum cooks dinner. After dinner, we talk or play games with my older brother Simon. He is very **tall and thin**. He is very good at basketball. He is also very intelligent. He has green eyes and short curly hair. I go to bed at 9:00 pm. I love my family!

b. Answer these questions according to the previous text. Circle the correct answer to the following questions:

1. My name is _____

- A. _Milo B. Mila C. Surgei D. Sun

2. I'm _____ years old.

- A. Four B. Ten C. Thirteen D. Fourteen

3. I go to violin lessons




- A. In the morning B. At noon C. In the evening D. In the afternoon

4. I talk or play with my brother

- A. After doing a homework
B. Before doing my homework

- C. After reading a book
D. Before reading a book
5. I get home after school at
A. At 2 o'clock B. At 7 o'clock C. At 3 o'clock D. At 1 o'clock
6. I practice the violin for
A. two hours B. five or six hours C. three hours D. six hours
7. My mother takes me to
A. School B. violin lessons C. gym D. play basketball
8. I want to be
A. a basketball player B. tall and thin C. violinist D. confident and very intelligent
9. My brother is good at
A. playing the violin B. basketball C. games D. dancing
10. At 9:00 p.m.
A. I have dinner B. I make dinner C. I go to bed D. play games

4. SELF-ASSESSMENT TASKS (15 minutes)

Check your progress				Discuss with your parents, then answer the questions below
	Very well	Quite Well	With difficult	
I can identify words related to daily routines				How many new words did you learn?
I can identify information about daily routine in a text				Whose daily routine?

THIS IS THE END

Congratulations, you can do amazing things. Continue practicing the vocabulary about daily routines, and understanding texts in English. You can check the useful resources as well. Finally, take care of yourself with simple but important hygiene habits.

USEFUL RESOURCES

Online English Spanish dictionary
- <https://dictionary.cambridge.org/es/diccionario/ingles-espanol/>

Vocabulary about daily routines



- <https://www.englishlearnsite.com/wp-content/uploads/2018/04/Personal-Care-Products.jpg>

<https://www.woodwardenglish.com/lesson/daily-routines-in-english/>

Grammar- Daily Routines

<https://en.islcollective.com/english-esl-worksheets/grammar/present-simple-tense/my-daily-routine-present-simple/112102>

ANSWER KEY

1. Vocabulary tasks

a. Read a book, Make lunch, Check my e-mail, 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. Language for every day

b. A

c. C

d. No

e. 1. 2. X 3. X 4. 5.

3. Reading Task

b. 1-B, 2-C, 3- D, 4-A, 5-C, 6-A, 7-B, 8-C, 9-B, 10-C

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 cómo se dicen en inglés algunas acciones diarias.
- Cuéntame ¿De qué trata el texto?
- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿Qué recursos utilizaste?

AUTHOR(S)

Name	Didnory Aguirre Quintero		
Email	didnory77@gmail.com		
School	Institución Educativa Vallecitos		

Way to Go Student Book 6, Module 1, Unit 2, Lesson 1, Page 21, Exercise 4.



module 1 // Unit 2

3. **Speak** » Is your routine similar to Santiago's? Tick (✓) what you do. Then, practise with a partner.

<input type="checkbox"/>	wake up at 6.00
<input type="checkbox"/>	take a shower
<input type="checkbox"/>	make breakfast
<input type="checkbox"/>	start school at 6.15
<input type="checkbox"/>	play sports at 10.35

On weekdays, I wake up at 6.00 and I make my bed. I ...



On weekdays, I wake up at 6.30. I take a shower, but I don't make breakfast. I ...

12 4. **Write** » Listen to Bill, a student from Atlanta. Complete with the words in the Word Bank.

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 _____

13 5. **Listen** » Listen to Yana talk about her sister Alina. Listen and tick (✓) the activities that you hear. Discuss Alina's routine with a partner.

 She wakes up late.	 She doesn't take a shower.	
 She studies all afternoon.	 She doesn't do her homework.	
 She watches TV.	 She doesn't help with dinner.	

21st Century Skills
• Critical Thinking

How can you have better results at school? Do you have good routines that contribute to your good results? What do you do in order to build good habits?

She **wakes** up late. It's bad because she **doesn't have** time to have breakfast.



module 1 // Unit 2

Unit »2

What Do You Do?

Lesson 1 » It's Just Another Day!

1. Match 1-7 with A-G to make activities. Use the photos on the page to help you.

- | | |
|-----------|-----------------|
| 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 |



2. Complete the text with the correct form of the verbs in brackets.

Hello, my name is Alberto. After school, my brothers and I have a very good time. I like (like) to do physical activities like riding a bike, but my brother Tomas ¹ _____ (like) to do other types of activities. He ² _____ (not like) to do exercise. Marco ³ _____ (not like) to read. At 5:00 pm, Tomas ⁴ _____ (check) his e-mail and ⁵ _____ (use) the internet. Some days, we all ⁶ _____ (play) video games. Mom ⁷ _____ (make) dinner at 6:30 pm and then we get ready to ⁸ _____ (go) to bed.

3. Read the text in exercise 2 again. Answer the questions about the text.

Does Alberto like to be in the house after school? No, he doesn't. He likes to play sports.

- Does Tomas like to do exercise? _____
- Does Marco like to read? _____
- Do they play video games together? _____
- Does Alberto cook dinner for his brothers? _____
- Do they eat dinner before 8:00 pm? _____