



## "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

La presente guía de trabajo autónomo en casa se realizó con el fin de mejorar las competencias gramaticales, léxicas y lingüísticas en el área de Inglés, tomando como base la hora y los adverbios de frecuencia, tema que el estudiante realiza durante el periodo de cuarentena. La presente guía está diseñada para desarrollarse en una hora y toma como base las páginas 23 a 27 del libro del estudiante Way to go 6° (Student's Book) el cual se encuentra disponible en la plataforma del Programa Nacional de Bilingüismo del Ministerio de Educación Nacional (Colombia Aprende).

En la primera actividad (vocabulary) se desarrollarán actividades referentes a cómo expresar la hora y las actividades diarias.

La actividad 2 (Reading) presenta un texto corto en donde se encuentran los adverbios de frecuencia en un contexto real. Hay dos ejercicios de comprensión de lectura, uno sobre falso y verdadero y el otro sobre preguntas concretas del texto.

La actividad 3 (Language Awareness), invita a los estudiantes a analizar el texto de la lectura y responder unas preguntas, escogiendo la respuesta correcta. Se realizan ejercicios de práctica utilizando los adverbios. En la actividad 4 (speaking task), su hijo pondrá en práctica el vocabulario y la estructura estudiada en la guía. Debe hacer una encuesta a sus compañeros y grabar la interacción para enviarla a su docente. Se invita a que explore los recursos para que practique la pronunciación.

Por último, su hijo (a) evaluará su progreso en la sección Self-assessment Tasks. Agradecemos que acompañe a su hijo en el proceso y recuerde que todos los ejercicios tienen ejemplos y al final de la guía están las respuestas para que compare con las propias.

### WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide was designed for you to reinforce lexical, writing and speaking skills. All the activities are related to the frequency adverbs, you can find this information and more exercises in the Way to Go Student Book 6 Module 1 Unit 2 Lesson 2. It starts with some vocabulary revision activities. Then, you have to answer some questions about the text and the use of frequency adverbs. It ends up with a speaking activity and a self-assessment activity to check your progress.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Daily activities	Reading and speaking	Frequency Adverbs	Time, habits and daily activities	expressing frequency of activities.



## GET READY

<b>Study time needed:</b>  1 hour	<b>Resources:</b>  <i>English dictionary, notebook, pencil, mobile phone / computer, PDF file of Way to Go Student book 6.</i>	<b>Textbooks Links:</b> - <i>Way to Go - Student book 6 page 23 Exercise 3. Page 24 Exercises 4 and 5. Page 26 Exercises 1, 2 and 3.</i> - <i>Way to Go - workbook 6 page 8 Exercises 1, 3 and 4</i>
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## LEARNING OBJECTIVES

## LEARNING STRATEGIES

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

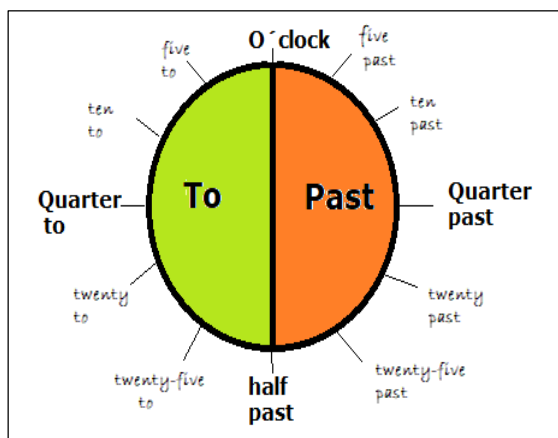
- To practice vocabulary about the time
- To identify information in a short text.
- To express frequency of activities.

- *What can you do to achieve the objectives?*
- Read the instructions for each task.
- Look at the examples given in each activity of this learning guide. They are highlighted in yellow.
- Infer the meaning of new words from the context.
- Check your writing carefully for spelling, punctuation and grammar mistakes.
- Use the dictionary only if absolutely necessary

## ACTIVITIES

### 1. VOCABULARY TASK (10 minutes)

1. **Taking into account the information in the image to Complete table below, match the times in the column A with the times in the column B:**



COLUMN A		COLUMN B
1) 7:00	G	<b>A.</b> It's twenty to eight
2) 7:05	k	<b>B.</b> It's half past seven
3) 7:10		<b>C.</b> It's five to eight
4) 7:15		<b>D.</b> It's quarter past seven
5) 7:20		<b>E.</b> It's ten to eight
6) 7:25		<b>F.</b> It's twenty five past seven
7) 7:30		<b>G.</b> It's seven o'clock
8) 7:35		<b>H.</b> It's twenty five to eight
9) 7:40		<b>I.</b> It's quarter to eight
10) 7:45		<b>J.</b> It's twenty past seven
11) 7:50	E	<b>K.</b> It's five past seven
12) 7:55		<b>L.</b> It's ten past seven



**2. Look at the chart and write the times:**

Example: 12:45 twelve forty-five

a.	12	15	four thirty
b.	3	25	twelve forty-five
c.	6	00	eleven o'clock
d.	4	30	nine twenty-five
e.	9	45	three fifty
f.	1	50	six twenty
g.	11	20	one fifteen

1

**3. Think about your daily routine. Write the time you do each activity.**

Time	Activity
Six O'clock	Wake up
Six thirty	Take a shower
	Have breakfast
	Go to school
	Do homework or study
	Watch TV or Play
	Go to bed

**3. READING TASKS (10 mins)**

**Read the letter from Lotte to Makena and do the comprehension exercises**

**1. According to the text, are the sentences true or false?**

- a. Lotte always goes to the cafeteria for lunch. False
- b. Makena lives in Finland \_\_\_\_
- c. Lotte sometimes eats chips \_\_\_\_
- d. It is cold in Finland \_\_\_\_
- e. Lotte always eats vegetables and fruit. \_\_\_\_

**2. Answer the questions (10 mins)**

- a. Where is Lotte? \_\_\_\_\_
- b. What time does Lotte go to school? \_\_\_\_\_
- c. Does she like school? \_\_\_\_\_

Dear Makena!

How are you? It's very cold here in Finland.

I usually go to school at 7 a.m. I like school.

Sometimes I go to the cafeteria for my lunch.

I always eat fruit and vegetables. I never eat chips! Do you like the food at your school?

Love,

Lotte

2

**4. LANGUAGE AWARENESS (15 mins)**

**1. Look at the postcard in the reading task again and choose the correct option for the statements.**

- 1.1 We use the expression always, usually, sometimes, never to say how often or regularly we do something. a. Yes \_\_\_\_\_ b. No \_\_\_\_\_



2. Complete the chart with the percentage of the frequency adverbs:

	Adverb	Example
100%	always	I <b>always</b> eat fruit and vegetables
90%	usually	Do you <b>usually</b> go to work by bus?
	normally	He <b>normally</b> wakes up at 6:00
	often	She doesn't <b>often</b> go to the cinema
30%	sometimes	They're <b>sometimes</b> late
	rarely	I <b>rarely</b> do exercise
	hardly ever	She <b>hardly ever</b> watches TV
0%	never	He <b>is never</b> stressed

Percentage of frequency
80%
70%
10%
5%

3. Look at the position of the words in red and choose the correct option for the statements

We use the frequency adverbs

a. **before** the verb (eat, go, wake, etc.)

b. **after** the verb (eat, go, wake, etc.)

4 Look again at the position of the words in red. We use the frequency adverbs

a. **before** the verb to be (is, are, am)

b. **after** the verb to be (is, are, am)

5. Practice activity

Complete the letter from Makena to Lotte. Use the frequency adverbs from the Word Bank.



Dear Lotte,  
 It's very hot here in Rwanda.  
 I \_\_\_\_\_ (1) have lunch at home with my family.  
 I \_\_\_\_\_ (2) drink water because it's really hot here. I \_\_\_\_\_ (3) drink some soda, too.  
 After school, my friends \_\_\_\_\_ (4) play volleyball, but I \_\_\_\_\_ (5) play sports. I don't like sports.

Love,  
 Makena

**Word Bank**

- never
- usually
- always
- sometimes

6. Write the frequency adverb in the write position.

Example: They drive car (always) They always drive a car.

- a. Do you wear glasses? (usually) \_\_\_\_\_
- b. I'm bored. (hardly ever) \_\_\_\_\_
- c. She does housework (sometimes) \_\_\_\_\_
- d. Why are you late? (always) \_\_\_\_\_
- e. My girlfriend is stressed (never) \_\_\_\_\_
- f. Does it rain in the winter? (often) \_\_\_\_\_
- g. They eat meat (never) \_\_\_\_\_
- h. Do you wake up early? (always) \_\_\_\_\_



### 4. SPEAKING TASK (20 mins)

1. Read the survey below and create question 5.
2. Ask the questions to one of your partners or family members and record it. Then, send the recording to your teacher.
3. Practice the pronunciation of the questions.
4. Use the useful resources to help you practice the pronunciation.

What kind of student are you?	
1.	Do you go to school on time? <input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
2.	Do you play sports during the break? <input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
3.	Do you read books at school? <input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
4.	Do you do your homework on time? <input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Never
5.	




**Use the prompts to ask the questions**

4



5

### 6. SELF-ASSESSMENT TASKS (5 mins)

Check your progress	Very well  6	Quite well  7	With difficulty  8	Discuss with your parents and write
I can tell the time				How many adverbs did I learn?
I can express the frequency I do my activities				How many sentences can I say about my habits?
I can identify information in short texts.				What was the text about?

**THIS IS THE END**

Congratulations, you can do wonderful things, continue practicing the use of adverbs to describe your routine. You can check the useful resources as well. Finally don't forget to continue learning more about the adverbs



### USEFUL RESOURCES

Word reference dictionary

[-elt.oup.com/student/solutions/elementary/grammar/grammar\\_02\\_012e?cc=global&sellLanguage=en](http://elt.oup.com/student/solutions/elementary/grammar/grammar_02_012e?cc=global&sellLanguage=en)  
[/agendaweb.org/grammar/adverbs-exercises.html](http://agendaweb.org/grammar/adverbs-exercises.html)

Videos

[-www.youtube.com/watch?v=VpESOerMY7I&list=PLX9y2lqnffq4j1j4O7rZD1Syg2ddlvt6&index=364](http://www.youtube.com/watch?v=VpESOerMY7I&list=PLX9y2lqnffq4j1j4O7rZD1Syg2ddlvt6&index=364)  
[-esol.britishcouncil.org/content/learners/grammar-and-vocabulary/grammar-lessons/my-routine-adverbs-frequency](http://esol.britishcouncil.org/content/learners/grammar-and-vocabulary/grammar-lessons/my-routine-adverbs-frequency)

### ANSWER KEY

#### 1. VOCABULARY TASK

1) 1G. 2.K 3.L 4.D 5.J 6.F 7.B 8.I 9. A 10 I 11.E 12. C

2) a. 12.45 twelve forty-five b. 3.50 three fifty c. 6.20 six twenty d. 4.30 four thirty  
e. 9.25 nine twenty-five f. 1.15 one fifteen g.11.00 eleven o'clock

3)students' own answers

#### 2 READING TASKS

**2.1.1** a. false b. false c. false d. true e. false

2. a. Lotte is in Finland. B. She goes to school at 7 a.m. c. Yes, she does.

#### 3 LANGUAGE AWARENESS

1. 1.1 a. yes

2. 80% normally 70% often 10% rarely 5% hardly ever

3. before

4. after

5 Practice: 1. always 2. usually 3. Sometimes 4. Sometimes 5. never

<p><b>6.</b></p> <p>a. Do you usually wear glasses?</p> <p>b. I'm hardly ever bored.</p> <p>c. She sometimes does housework</p> <p>d. Why are you always late?</p>	<p>e. My girlfriend is never stressed</p> <p>f. Does it often rain in the winter?</p> <p>g. They never eat meat</p> <p>h. Do you always wake up early?</p>
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### 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 la frecuencia con realizar tus actividades.
- Enséñame cómo puedes preguntar si las personas realizan ciertas actividades con frecuencia.
- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿Qué recursos utilizaste?

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School	I. E. Técnica General Santander	I. E. Alfonso López Pumarejo



## LINKS OF IMAGES

1. Ministerio de Educación Nacional (2016). Way to go! 6th Grade. Bogotá D.C. – Colombia.P.23. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
2. Ministerio de Educación Nacional (2016). Way to go! 6th Grade. Bogotá D.C. – Colombia.P.26. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue)
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