



"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School	City
_____	_____
Teacher's name	

Student's name	

Grade	Level
6 th	A1

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de aprendizaje de inglés se realizó con el fin de reforzar en su hijo (a) algunos verbos relacionados con las rutinas diarias a través de imágenes, como también fortalecer la habilidad de la escritura, usando conectores para unir acciones. Su hijo (a) dispondrá de una (1) hora para realizar la guía de trabajo. Este trabajo se relaciona con la página 20 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.

En la actividad uno (1) correspondiente a vocabulario, situación A, el estudiante debe llenar los espacios en blanco hasta obtener la escritura correcta del verbo según las imágenes que indican los verbos de rutinas diarias; en la situación B el estudiante debe encontrar en una sopa de letras verbos que indican rutinas;

En la actividad dos (2) correspondiente a escucha, situación D, el estudiante debe escuchar y completar los espacios en blanco con las palabras dadas en un cuadro. Finalmente, encontrará una actividad de comprensión de lectura con base en el texto del ejercicio anterior de escucha.

Al final de esta guía encontrará recursos adicionales de apoyo y preguntas de verificación sobre el desarrollo de la guía. Agradecemos por el acompañamiento a su hijo (a), la educación se fortalece cuando se trabaja en armonía familiar.

WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you recognize the verbs used to talk about daily routines by developing vocabulary, listening and reading activities. These activities are related to the topic *What do you do?* presented in the *Way to go* student book 6^o, module 1, unit 2, lesson 1.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
My daily routines	Writing Listening	Present simple	Routines	Describing daily routines



GET READY

Study time needed: 1 hour	Resources: <i>English dictionary, English notebook, pencil, PDF file of Way to go 6 student's book, color pencils, headphones, cellphone/computer.</i>	Textbooks Links: - <u>Way to go student's book 6, page 20, exercise 2.</u>
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LEARNING OBJECTIVES

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

- To recognize some verbs about routines and their correct spelling.
- To identify specific information related to routines in audios and written texts.

LEARNING STRATEGIES

What can you do to achieve the objectives?

- Use your prior knowledge and try to infer the meaning. You should not translate word by word.
- Make a glossary with new words in your notebook.
- Use new words in context.
- Read the instructions for each task.
- Look at the sample answers given in each task. They are highlighted in yellow.

ACTIVITIES

1. VOCABULARY TASK (15 minutes)

A. Fill in the blanks with the missing letters to complete the routines. Use the words from the box as a reference.

Do the homework	Watch TV	Wake up	Go to school	Read a book	Take a shower
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1. WAKE UP



2. _ A _ E A _ H _ _ ER



3. G _ T _ S _ _ _ _ L



4. _ O T _ E H _ _ EW _ _ K



5. _ E _ D A _ O _ K



6. W _ T _ H _ V

B. Find 6 verbs of routines in the word search. The first one is made for you.

R	B	T	C	J	H	C	T	A	W	L	P	O
V	R	E	N	S	A	E	L	I	P	T	V	R
C	E	G	U	M	L	K	Y	U	V	O	D	R
B	D	K	L	R	E	A	D	C	G	H	E	L
B	O	N	A	R	U	T	I	L	Z	A	G	H
L	Y	H	O	W	I	N	W	U	D	Y	L	E

2. GRAMMAR TASK (10 minutes)

C. Find the mistakes in the following sentences and write them correctly on the line.

Example: I wake ups early. *I wake **up** early.*

- I takes a shower. _____
- I go to schol. _____
- I does the homework. _____
- I reads a book. _____
- I watches TV. _____

3. LISTENING TASK (15 minutes)

D. Open your *Way to go Student's book* on page 20 exercise 3 and listen to Santiago's email (track 11). Then, complete the text with the words from the box. Remember, **blue words** express routines.

breakfast - **shower - dinner - homework - school**

Hi!

On Mondays to Fridays, I **wake up** early and **take** a **0. shower**. I don't **make** my **1.** _____ because my mother **makes** it for me. I **go** to school by bus and I start **2.** _____ at 6:15, in the afternoon, I **do** my **3.** _____. I don't play sports, but I read a lot, I **watch** TV, but I don't make **4.** _____. My father arrives early every day and cooks.

4. READING TASK (10 minutes)




E. Read the previous text about Santiago again. Then, choose the correct option for each question.

- | | | |
|--|----------------------|----------------------|
| 1. What time does Santiago start school? | A. At 6:15 | B. At 7:15 |
| 2. Who makes Santiago breakfast? | A. Santiago's father | B. Santiago's mother |
| 3. Who cooks dinner? | A. Santiago's mother | B. Santiago's father |



4. What does Santiago do in the afternoon? A. Play sports B. Do the homework
 5. How does Santiago go to school? A. By bus B. By taxi
 6. Does Santiago wake up early? A. Yes, he does B. No, he doesn't

5. ASSESSMENT TASK (10 minutes)

CHECK YOUR PROGRESS ABOUT ROUTINES	7 	8 	9 	DISCUSS WITH YOUR PARENTS, THEN MARK TRUE OR FALSE
	VERY WELL	QUITE WELL	WITH DIFFICULTY	
I can recognize verbs related to routines and match them with images.				Do you put into practice the vocabulary about routines? T ___ F ___
I can find and identify actions related to routines in a word search and in a listening activity.				Do you think the audio is easy to understand? T ___ F ___

THIS IS THE END

Dear student, you are able to do interesting and innovative things because you are talented. Continue practicing these vocabulary about your routines and most importantly, put them into your daily practice.

USEFUL RESOURCES

Online virtual dictionary: <https://www.wordreference.com/>

Vocabulary about routines: Way to go, student book 6, page 20, exercise 2.

<https://drive.google.com/file/d/1sroHuDVqB3YpL6ztL5hn3ViweAmR5oc6/view>

About simple present tense: <https://gotoenglish.wixsite.com/elplaceripiales/extra-workshops> Extra workshop, from 6 to 12 of July.

Activities related to daily routines <https://www.englishworksheets.com/daily-routines-2.html>



Extra practice on daily routines <https://learnenglishkids.britishcouncil.org/es/category/topics/daily-routines>

Listening exercises about routines: Way to go, student book 6, page 20, exercise 2

<https://drive.google.com/file/d/1sroHuDVqB3YpL6ztL5hn3ViweAmR5oc6/view>

Video about daily routines <https://www.youtube.com/watch?v=JwGnCiSLOpU>

ANSWER KEY

1. VOCABULARY TASKS

- A. 1. Wake up 2. Take a shower 3. Go to school 4. Do the homework 5. Read a book
6. Watch TV.

B. Word search

R	B	T	C	J	H	C	T	A	W	L	P	O
V	R	E	N	S	A	E	L	I	P	T	V	R
C	E	G	U	M	L	K	Y	U	V	O	D	R
B	D	K	L	R	E	A	D	C	G	H	E	L
B	O	N	A	R	U	T	I	L	Z	A	G	H
L	Y	H	O	W	I	N	W	U	D	Y	L	E

2. GRAMMAR TASK

- C. 1. Take
2. school
3. do
4. read
5. watch

3. LISTENING TASK

- D. 1. breakfast 2. school 3. homework 4. dinner

4. READING TASK

- E. 1. A 2. B 3. A 4. B 5. A 6. A

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Queridos padres de familia, una vez su hijo (a) haya terminado las actividades de esta guía, verifiquen su aprendizaje preguntándole:

1. ¿Cuál actividad te pareció más fácil y divertida?
2. ¿Cuál actividad te pareció más difícil y poco divertida?
3. Enséñame cómo se escriben y leen en inglés algunos verbos de tu rutina diaria.
4. ¿Fue necesario utilizar tu diccionario de inglés?
5. ¿Cuánto tiempo te tomó desarrollar esta guía?



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APPENDIX

Way to Go 6, Student's book Page 20, exercise 2

In Context » It's Just Another Day!

1. **Read** » Read the survey from *Teenagers Today* magazine. Answer the questions. Then, compare with a partner.

ARE YOU A TYPICAL TEENAGER?		
Do you...	Yes	No
wake up late?		
play video games?		
use the internet to do your homework?		
listen to music on your mobile phone?		
play sports at school?		
read books or magazines?		



- 11 2. **Listen** » Read Santiago's email. Listen and complete with the words in the box.

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breakfast shower dinner homework

Hi!
 On Mondays to Fridays, I **wake up** early and **take a** _____. I **don't make** my _____ because my mother **makes** it for me. I **go** to school by bus and I **start** school at 6.15. In the afternoon, I **do** my _____. I **don't play** sports, but I **read** a lot! I **watch** TV, but I **don't make** _____. My father **arrives** early every day and **cooks**.



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