

“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 objetivo de ayudar a su hijo o hija a identificar el vocabulario de la rutina diaria y producir en forma escrita su rutina. Su hijo (a) deberá dedicar una hora para desarrollar toda la guía. El trabajo aquí descrito se relaciona con la página 24 del libro del estudiante Way to Go 6th grade, que está disponible en la plataforma Colombia Aprende.

La actividad 1 consiste en dos ejercicios de práctica del vocabulario en inglés sobre las actividades que se realizan diariamente.

- En este punto, su hijo (a) debe unir las imágenes con las palabras del cuadro
- De acuerdo con las imágenes del ejercicio anterior, su hijo (a) debe responder si las afirmaciones son falsas o verdaderas.

La actividad 2 consiste en tres ejercicios de práctica de comprensión y lectura en un texto que describe una rutina diaria.

- En este punto su hijo (a) debe leer comprensivamente el texto, identificando el uso del vocabulario en las actividades anteriores.
- En este punto su hijo (a) debe escribir un sinónimo para cada palabra en el cuadro.
- En este punto su hijo (a) debe leer las oraciones y teniendo en cuenta la lectura del texto anterior debe escribir falso o verdadero.

La actividad 3 consiste en seis ejercicios prácticos sobre uso, forma y significado del tiempo presente simple del inglés.

- En esta actividad su hijo (a) debe tener en cuenta el texto de la actividad anterior para elegir la opción correcta
- En este punto su hijo (a) debe identificar el porqué de la diferencia en la escritura de un verbo y justificarla
- En este punto su hijo (a) debe escribir la forma correcta del verbo en tiempo presente simple- tercera persona
- En este punto su hijo (a) debe subrayar con azul los verbos escritos en tercera persona y con rojo los verbos que están en primera persona
- En este punto su hijo (a) debe encerrar con un círculo las oraciones escritas en forma negativa.

- f. En este punto su hijo (a) debe responder una pregunta de acuerdo con el significado del texto

La actividad 4 consiste en dos ejercicios prácticos de escritura en inglés basados en rutinas diarias.

- a. En esta actividad su hijo (a) debe mirar la rutina de Lina en el cuadrado derecho, analizar las respuestas y preguntas que hacen las dos personas en el lado izquierdo del cuadro y luego, responder las preguntas sobre la rutina diaria de Lina.
- b. Aquí su hijo (a) debe escribir su rutina diaria en inglés, debe guiarse por el ejemplo.

Por último, con la actividad 4, su hijo(a) podrá autoevaluar lo que él (ella) ha aprendido.

Además, se ofrecen ejemplos de las actividades, 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 acerca 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 to identify vocabulary about daily routine on a written text and write your daily routine. The activities are related to the topic daily routine in Way to Go Student Book 6th grade, module 1 unit 2, lesson 1, page 24; they are designed to match, write true or false, read in a comprehensive way and express your opinions. At the end, you can find a self-assessment in order to measure your understanding of the topic.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Daily routines	Reading Writing	Present simple: affirmative, negative and interrogative form	Routines	-Describing in a written form my daily routines. -Asking and answering questions about daily routines.

GET READY

Study time needed: 1 hour	Resources: <i>English dictionary, notebook, pencil, sheets of paper, PDF file Way to go 6 student's book</i>	Textbooks Links: - http://www.colombiaaprende.edu.co/es/colombiabilingue/123812 <i>PDF file Way to go 6 student book module 1 unit 2 lesson 1- page 24</i>
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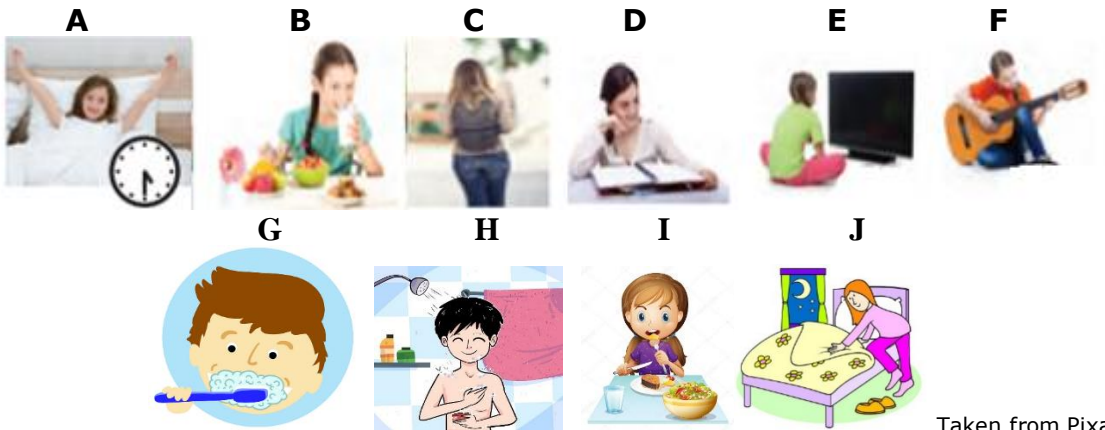
LEARNING OBJECTIVES	LEARNING STRATEGIES
<p><i>What will you learn/practice/reinforce with these activities?</i></p> <ul style="list-style-type: none"> To identify vocabulary related to daily routines. To read and understand a text related to daily routines. To write a text about your daily routine. 	<p><i>What can you do to achieve the objectives?</i></p> <ul style="list-style-type: none"> Read each instruction carefully to comprehend what do you need to do Try to infer meanings and use the dictionary if it is absolutely necessary. Write a synonym for some words in order to enlarge your vocabulary. Look at the examples highlighted in blue if you don't know how to develop an activity.

ACTIVITIES

1. VOCABULARY TASKS (10 minutes)

A. Match the pictures with the words on the box. Look at the example highlighted on blue:

A: Get up



Taken from Pixabay
Link: <https://pixabay.com/es/>

GO TO BED	DO HOMEWORK	WATCH TV	BRUSH YOUR TEETH	GO TO SCHOOL
PLAY THE GUITAR	GET UP	TAKE A SHOWER	HAVE BREAKFAST	HAVE LUNCH

B. Look at the pictures above and answer True or false, follow the example:

1. **True** Lina usually gets up at 4.30 a.m.

2. _____ She goes to school by car
3. _____ She doesn't do her homework
4. _____ She doesn't watch TV
5. _____ She plays the guitar

2. READING TASKS (20 minutes)

A. Read the following text and identify the unknown vocabulary



Taken from pixabay
<https://pixabay.com/es/>

ROSE ROUTINE

Hi! I am Rose. I usually get up at 4:30 a.m., then I brush my teeth and take a shower. After I cook and have breakfast with my brother, Arnold. He goes to school and I go to work by bus. I start to work at 7:00 a.m. and I have lunch at 12:00 p.m. Arnold returns home at 2:00 p.m. He does his homework at noon, while I return home at 5:00 p.m. Then, we have dinner and watch TV together for an hour. Finally, Arnold goes to bed at 8:00 p.m. and I go to bed at 10:00 p.m.

B. Complete the chart writing a synonym for each unknown word.

UNKNOWN WORD	SYNONYM
a. Usually	
b. After	
c. while	
d. Finally	

C. Answer true or false according to text "Rose Routine", look at the example highlighted in blue:

1. TRUE Arnold is Rose's brother
2. _____ Rose gets up at 6:00 a.m.
3. _____ She doesn't take a shower

4. _____ She goes to work by bus
 5. _____ She has lunch at 12:00 p.m.
 6. _____ She watches TV for three hours
 7. _____ Arnold doesn't watch TV

3. LANGUAGE AWARENESS TASK (10 minutes)

Look at the text "Rose routine" on activity 2A and analyze:

A. The text refers to situations that happen in...

- A. The present B. The past C. The future

B. Why is the verb "go" written in red on the sentences A and B in a different way?

- A. He goes to school _____
 B. I go to work _____

C. How do the following verbs change in present tense-third person?

- A. Return _____
 B. Watch TV _____
 C. Have breakfast _____

D. Underline the verbs followed by third person (she, he or it) with blue and the verbs followed by first person (I or we) with red color.

- A. Rose gets up at 6:00 a.m.
 B. I usually get up at 5:00 a.m.
 C. She has lunch at 12:00 p.m.
 D. She watches TV for three hours

E. Circle the sentences that are written in negative form:

- A. She has lunch at 12:00 p.m.
 B. She doesn't take a shower
 C. Arnold doesn't watch TV
 D. She watches TV for three hours

F. Does the text describe a day at school or a daily routine? Why?



4. WRITING TASKS (15 minutes)

A. Look at Lina's typical day on the right square. Answer the questions below following the example question and answer on left side:

E.g. What time does Lina have breakfast? She has breakfast at ten past six.



1. What time does Lina go to school? _____
2. What time does Lina do her homework? _____
3. What time does Lina watch TV? _____
4. What time does Lina play the guitar? _____

B. Write your daily routine, follow the example:

E.g.: I get up at half past five, I take a shower at twenty to six, I have breakfast at six o'clock, then I go to work at half past six, then I come back home at ten past five, I have dinner at seven o'clock, I watch TV at half past seven, and I go to bed at ten o'clock.

5. SELF-ASSESSMENT TASKS (5 minutes)

Check your progress. Put a tick in each box depending on your experience

I can read and understand information about daily routines. ✓	I can write information related to the routine that I do daily. ✓												
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With difficulty													
Quite well													
Very well													
With difficulty													
Quite well													
Very well													

THIS IS THE END

Great, you have achieved it, congratulations for the work done, you have shown yourself and others that you are able of doing what you propose, continue like this, remember that life is made of challenges, which are only for brave people like you. I invite you to continue with that motivation and desire to always be the best and to do things well. Finally, I recommend you that continue practicing the vocabulary of the daily routine so you do not forget it.

USEFUL RESOURCES

Online English dictionary
<https://dictionary.cambridge.org/es/diccionario/ingles-espanol/>
 Vocabulary about Daily routine.
<http://www.saberingles.com.ar/writing/51.html>
https://www.vocabulary.cl/Lists/Daily_Routines.htm

ANSWER KEY

VOCABULARY TASKS: A

- | | | | |
|---------------|--------------------|-----------------|------------------|
| A: Get up | B: Have breakfast | C: Go to school | D: Do homework |
| E: Watch TV | F: Play the guitar | G: Brush teeth | H: Take a shower |
| I: Have lunch | J: Go to bed | | |

B:
 1. True 2. False 3. False 4. False 5. False

READING TASKS: B

- A. Always/Normally B. later than/ then C. During / at the same time D. Last/ at the end

C:

1. True 2. False 3. False 4. True 5. True 6. False 7. False

LANGUAGE AWARENESS TASK:

1. Because it 's written in present simple third person
2. A
3. A: Add s B: Add es C: It changes from have to has
4. A: Blue B: Red C: Blue D: Blue
5. B – C
6. It is about daily routine

WRITING TASKS: A

1. She goes to school at ten to seven
2. She does her homework at eight o ' clock
3. She watch TV at two o ' clock
4. She plays the guitar at three o ' clock

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Al finalizar el desarrollo de esta guía, genere en su hijo (a) las siguientes reflexiones que le permitirán enriquecer su proceso de aprendizaje:

- ¿Cuál fue la actividad que más te llamó la atención?
- ¿Qué dificultades tuviste al desarrollar la guía?
- ¿Lograste los objetivos propuestos en la guía?
- ¿Puedes darme un ejemplo escribiendo la rutina de alguien de la familia?
- ¿Qué recursos utilizaste para desarrollar la guía?
- ¿Cuánto tiempo te tomó desarrollar la guía?
- ¿Qué aspectos durante el desarrollo de la guía podrías mejorar?

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APPENDIX 1

MODULE // 1 Unit // 2 Lesson // 2

4. **Speak** » Tell your partner what Lina does every day.

Lina's typical day

15 5. **Listen** » Vincent and Lucía have a magazine survey. Listen and complete the information.

What time do you ...	Vincent	Lucía
1. watch TV?	_____	_____
2. check your email?	_____	_____
3. play sports?	_____	_____
4. read magazines or books?	_____	_____

6. **Speak** » Ask and answer the questions in the survey from exercise 5.

Study Tip
 You can recycle vocabulary from previous lessons to make the exercise more interesting.