

"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

Esta guía de aprendizaje de inglés para el trabajo en casa se preparó con el fin de ayudar a su hijo o hija a aprender acerca de los conectores de secuencia en un texto escrito, sobre los trabajos y ocupaciones y a aprender a indicar en forma escrita las diferentes profesiones. Su hijo (a) deberá dedicar una hora para desarrollar toda la guía. El trabajo aquí descrito se relaciona con la página 115 del libro del estudiante *Way to Go 6º*, 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.

La **actividad de Vocabulario** presenta el vocabulario en inglés que se encuentra en el texto sobre la rutina de una joven que desarrolla actividades dentro del contexto de las artes (música).

La **actividad de Lectura** invita a desarrollar ejercicios sobre lectura inferencial y literal.

La **actividad de escritura** invita al estudiante a producir un párrafo describiendo las actividades que se pueden realizar en una escuela de artes, que también involucra actividades musicales, esta actividad se ha diseñado con el fin de que su hijo aplique

La **actividad de evaluación** es para que su hijo(a) se autoevalúe con base en lo aprendido en esta guía.

WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you practise specific vocabulary about daily activities related to a specific job (a musician). These daily activities are related to the topic of professions presented in "Way to Go" Student Book 6º Module 3 Unit 3. It starts with some vocabulary revision of activities included in the text from page 115.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Jobs	Reading Writing	Present Simple	Professions Daily routines	Describing a routine



GET READY

Study time needed:
1 hour

Resources:
English dictionary, notebook, pencil, mobile phone video camera, sheets of paper, PDF file of Way to Go Student Book 6°.

Textbooks Links:

- [Way to go student's book 6° page 115 unit 3 module 3](#)

LEARNING OBJECTIVES

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

- To practise vocabulary related to daily activities.
- To identify pieces of information from a text promoting inferential and literal reading.
- To describe in a written form someone's job.

LEARNING STRATEGIES

What can you do to achieve the objectives?

- Read the instructions.
- Use the dictionary only if absolutely necessary
- Write on your notebook any "new" learning points discovered.

ACTIVITIES

1. VOCABULARY TASK

A. Label the pictures using the words from the box below

wake up - play the violin- arrive at the conservatory - begin to study - play in a orchestra



1. _____



2. _____



3. _____



4. _____



5. _____

B. Match the vocabulary with the correct definition writing a letter next to the numbers. Follow the given example.

1. **A** When the alarm clock goes on in the morning... You?
2. ___ To play this string instrument...
3. ___ You do this when you arrive at school...
4. ___ You come to this place because you are a musician...
5. ___ You are part of a group of musicians because you....

- A.** Wake up
- B.** Arrive at the conservatory
- C.** Play the violin
- D.** Begin to study
- E.** Play in an orchestra.

2. READING TASK

A. Read the text on page 115 about Jane's typical day as a violinist and answer the following questions:

Inferential Reading:

1. -Why does she practise alone? _____
2. -Why does she like to play the violin? _____
3. -Is she a famous musician? _____
4. -Why does she wake up at 6 a.m.? _____
5. -Does she love her job? _____

Literal Reading:

1. -What time does she wake up? _____
2. -Does she practise alone or with the orchestra? _____
3. -How many hours does she practise a day? _____
4. -When does she play with the orchestra? _____
5. -Does she have lunch alone? _____

3. WRITING TASK

Write a text about your best friend's daily activities in the Arts school. Include vocabulary and actions you learnt in this study guide.






My best friend's Art School Daily Activities



4. ASSESSMENT TASK

Evaluate your work (10 minutes)

Check your progress	 Very well	 Quite well	 With difficulty	Discuss with your partners, then answer the question below.
I can identify some daily activities related to a specific job.				How many new words did you learn in this guide?
I can identify specific pieces of information in a text				Which jobs are mentioned in the text?
I can write about someone else daily activities				

THIS IS THE END

Congratulations, you can do amazing things. Continue practicing the vocabulary about jobs and describing the daily activities in English, you can check the useful resources as well.

USEFUL RESOURCES

Jobs: Professions and Occupations

<https://learnenglishkids.britishcouncil.org/es/category/topics/jobs>

<https://learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary/jobs>

<https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/work>

Meet the Orquestra

<https://en.islcollective.com/english-esl-worksheets/vocabulary/free-time-and-leisure-activities/meet-orchestra/85724>

Daily Routines

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

Online English Spanish dictionary

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



<p>ANSWER KEY</p> <p>VOCABULARY TASK</p> <p>A</p> <ol style="list-style-type: none"> 1. Play in a orchestra 2. Arrive at the conservatory 3. Play the violin 4. Wake up 5. Begin to study <p>B</p> <ol style="list-style-type: none"> 1. A 2. C 3. D 4. B 5. E 	<p>READING TASK</p> <p>Inferential Reading:</p> <ol style="list-style-type: none"> 1-<i>Because she likes to concentrate.</i> 2-<i>Because she practised when was a child</i> 3-<i>No, but she hopes to be a great artist someday</i> 4-<i>Because she has discipline and motivation with her job.</i> 5-<i>She loves doing it very much.</i> <p>Literal Reading:</p> <ol style="list-style-type: none"> 1-<i>She wakes up at 6 a.m.</i> 2-<i>she practises alone</i> 3-<i>she practises for two hours</i> 4-<i>she plays at night</i> 5-<i>No, she has lunch with the musicians.</i>
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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 formule las siguientes preguntas que le permiten verificar el proceso de aprendizaje.

- ¿Cuál fue la actividad que más te gustó?
- ¿Cuál fue la actividad que te pareció más difícil?
- ¿Puedes enseñarme cómo se describe la rutina?
- Enséñame cómo se describe una rutina diaria en inglés
- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿Qué recursos utilizas para realizar la guía?


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Appendix 1


module 3 // Unit 3

6.  **Read »** Read about Jane's typical day as a violinist and put the sentences in the correct order. Then, compare with a partner.

	<p>First of all, I wake up at 6:00 a.m. and get ready for work. I'm a musician. I play the violin in an orchestra. Secondly, I arrive at the conservatory and begin to study. Then, I practise on my own. Here I'm playing a piece. Later, we have lunch with the other musicians. After that, we practise for two hours. Sometimes we have a performance at night. It's usually a busy day, but I love my job!</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Then, Jane practises with her teacher. <input type="checkbox"/> Finally, Jane and the orchestra perform for an audience. <input type="checkbox"/> First of all, Jane wakes up early. <input type="checkbox"/> After lunch, she practises with the orchestra. <input type="checkbox"/> Later, Jane eats lunch with other musicians. <input type="checkbox"/> Secondly, Jane goes to the conservatory and studies.
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7.  **Write »** Write the names of different jobs and choose one. Then, act it out and ask your classmates to guess your job.



8.  **Speak »** Choose a job and draw different activities you have to do for your job. Then, share in groups.



I'm a...
 Here I'm...
 At the minute, I'm... and...
 While I do this, my colleagues...
 What's your job?
 What are you doing here?