



"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School

City

Teacher's name

Student's name

Grade

7°

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 elementos de cuidado personal y aprender a identificar y clasificar elementos contables y no contables de forma escrita. Al mismo tiempo ayuda a mejorar su vocabulario a partir de ejercicios de comprensión lectora diseñados en esta guía tales como:

1. Observar qué productos del cuidado personal tengo en casa y copiarlos en el cuaderno
2. Ubicar en las columnas los sustantivos contables o no contables
3. Unir las oraciones con su respectiva palabra
4. Con sus palabras y con solo leer el título, predecir de qué trata la lectura
5. Responder las preguntas según el texto
6. Leer la oración y colocarle el número de la imagen que corresponde
7. Hacer una pequeña composición de la rutina diaria

WELCOME TO THIS SELF-STUDY GUIDE

This English self study guide helps you practice giving instructions in written form. All the activities are related to the topic of personal care products presented in Way to go student book 7, module 1 unit 2 lesson 3, page 26 exercise 2. Postcards 2, power pack edition unit 1.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Daily routines and personal care.	Reading, listening and writing	Present simple, count and non count nouns.	Daily routines and personal care products	Identifying and classifying personal care products and getting personal information



GET READY

Study time needed:
1 hour

Resources:
English dictionary, notebook, pencil, sheet of paper, PDF file of way to go students book 7

Textbooks Links:
<https://co.pinterest.com/pin/771663717390156323/>

LEARNING OBJECTIVES

LEARNING STRATEGIES

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

- Students will demonstrate the ability to integrate, and apply vocabulary related to personal care products.
- Students will be able to talk for two or three minutes about their daily routines.

What can you do to achieve the objectives?

- Read and follow the instructions for every task.
- Look at the example given.
- Use a free app or an English dictionary to look at difficult words and its definitions in English.
- Use your prior knowledge to remember vocabulary studied to the present topic.

ACTIVITIES

1. LANGUAGE TASKS

The following chart is about prior and new vocabulary that you could face in your real life.

Activity 1: Check the images below and tick the personal care products you have at home and write them in your notebook.

PERSONAL CARE PRODUCTS





Activity 2: Match the vocabulary count "C" those nouns that you can count and have plural ej: a brush-brushes or non-count "NC" those which does not have plural ej: soap to the words below.

Deodorant, Comb, brush, shampoo, toothpaste, razor, toothbrush, dental floss, nail clipper, face powder. Example: **deodorant is noun count**

C	NC
_____	Deodorant
_____	_____
_____	_____
_____	_____

2. SKILLS TASKS

Activity 3: Match the words with its definitions. The first one is done for you.

- | | | |
|--|--|---|
| <ol style="list-style-type: none"> 1. You use it to shave yourself 2. It is used to cut your nails 3. Women use it to make up 4. You use it to care your hair 5. You use it three times a day after meals 6. It is used to avoid bad smells | | <ol style="list-style-type: none"> a. deodorant b. razor c. soap d. shampoo e. nail clipper f. Face powder G. toothbrush h. sunscreen |
|--|--|---|

Reading comprehension Activity

Activity 4: Before reading look up the title and visuals and use them to **predict** what the reading is about and write it below.

My life in Australia

Every morning my alarm goes at 6:30. No problem. I usually hit the snooze button and close my eyes again. But I can never go back to sleep, so I get up.

I do the same things every day. First. I take a shower. Then. I brush my teeth and get dressed. After that, I have breakfast. On weekdays, breakfast is always quick, I sometimes have cereal, but I usually just grab a banana. Then I run to the bus stop.

School starts at 8:30 A.M. I'm never late for school. I'm always in my class just before the bell rings. Call it great timing. I call it a mad rush!

Lunch is at 12:30 and school ends at 3:00 but I never get home until after 6:00 P.M I am on the track – and – field team, and I practice after school. After practice, I usually got to the gym. On Saturday, my team often competes with teams from other schools. I am always tired after every competition, but I don't mind! I love running.

Sundays are my favorite days. It's usually my lazy day, and I love it!



Comprehension activities

Activity 5: Answer the following questions according to the text. Look at the example

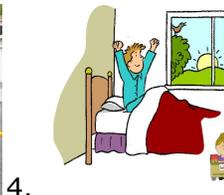
- a. What does Brian usually do after school?
- b. What does Brian do on Saturdays?
- c. What sport does Brian like?
- d. What time does Brian usually get up?
- e. How does he go to school?

After school he has track practice

Activity 6: Match the sentences with the pictures below.

5 Brian has lunch at school.

- he takes the bus.
- he gets up at 6:30.
- he starts school at 8:30 a.m.
- after school, he has track practice.



Activity 7: Write a short composition (5 or 6 lines) about your own daily routine.

Example: I usually get up at 6:30 am. I take a shower and get dressed. Later, I have breakfast and brush my teeth. After that, I start working till 12pm. I have lunch at 12:30 and take a nap. In the afternoon, I watch TV and listen to music. I usually listen to American music with my wife. I have dinner at 6:30, watch Tv again. Finally, I go to bed at 10pm.

3. ASSESSMENT TASKS

- a. Before delivering the activity to the teacher, compare the answers and correct mistakes if need it.
- b. Each student is going to do their self-evaluation according to the following rubric.



CHECKLIST

	Excellent	Very well	Quite well	Regularly
I can identify personal care products at home				
I can classify countable and non-countable nouns				
I can predict the main idea just looking at the images.				
I can solve questions according to the text.				
I can do a short composition related to daily routines.				

THIS IS THE END

Congratulations, you can do your best every single moment. Continue learning the vocabulary studied in this unit and put them in practice in your daily life.

USEFUL RESOURCES

- [Online English dictionary](https://dictionary.cambridge.org/es/)
<https://co.pinterest.com/pin/771663717390156323/>
- *Way to go students book 7, module 1 unit 2 lesson 3, page 26 exercise 2*



ANSWER KEY

Activity 1: free answers

Activity 2: COUNT (C) : Razor, comb, brush, toothbrush, nail clipper,

Non count (NC): Face powder , toothpaste, dental floss, shampoo, deodorant.

Activity 3: 1=B, 2=E, 3=F, 4=D, 5=G, 6=A

Activity 4: Free answer

Activity 5:

a). What does Brian usually do after school?

After school he has track practice.

b). What does Brian do on Saturdays?

On Saturday, his team often competes with teams from other schools.

c) What sport does Brian like?

He likes the track – and – field team

d) What time does Brian usually get up?

He usually gets up at 6:30 A.M.

e.) How does he go to school?

He goes to school by bus

Activity 6:

5 Brian has lunch at school.

3he takes the bus.

4 he gets up at 6:30.

1 he starts school at 8:30 a.m.

2 after school, he has track practice.

Activity 7: free answer

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo o hija haya terminado la guía, agradecemos que usted le haga las siguientes preguntas que permitirán supervisar el proceso de aprendizaje.

1. ¿Cuál fue la actividad que más le gustó y la que menos le gusto y por qué?
2. ¿Cuál actividad fue más fácil de hacer y con cuál tuvo más dificultad?
3. Enséñame cómo se dicen algunos productos de cuidado personal en inglés.
4. Dígame su rutina diaria en inglés.
5. ¿Las instrucciones dadas en la guía fueron claras y posibles de realizar?
6. ¿El tiempo asignado para la guía fue suficiente?
7. ¿La guía te da la opción de trabajarla con tu familia?
8. ¿Qué recursos utilizaste?

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ANNEX 1

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3.



Listen »

Listen to Camila talking about her personal hygiene routines and complete the chart.

Personal Hygiene Routines	Always	Often	Sometimes	Never
a. have a shower				
b. wash hair				
c. brush teeth				
d. keep nails clean and short				
e. wear clean clothes				
f. wash hands before you eat				
g. use deodorant				

4.



Speak »

Work with a partner and describe Camila's personal hygiene routines. Use the information in the chart in exercise 3.

She always takes a shower.



Yes, that's right and she sometimes washes her hair.