

Self-Study Guide #2 for Conversational English

Self-study is the ability to perform tasks by ourselves, without the presence of the teachers

School Name: Liceo Pacifico Sur		
Subject-Area:	Conversational English	Level: TENTH
Teacher's Name:	Johnny Cordero Vargas / Teams: johnny.cordero.vagas@mep.go.cr	
Channel of Communication: (E- mail, Phone number, social networks, etc)	Notebook, pencil, pen, eraser, highlighters, etc. Self- study guide #2 for 10th grade Computer & Internet access if possible	
Time to complete the Guide:	4 hours	



1. Getting ready to work on my self-study guide. Aspects to verify before I start working:

Materials needed / Resources:	<p><i>What do students need for the lesson? Suggested materials:</i></p> <ul style="list-style-type: none"> • Notebook, pencil, pen, eraser, highlighters, etc. • Computer & Internet access if possible • If not internet access, printed material provided by the administration of the school.
Conditions of the place to work	Avoid strong noises, work in a silent well-lit place, make sure you feel comfortable.
Expected time to work this self-study guide	<ul style="list-style-type: none"> • This self-study guide will take you <u>4 hours</u> to be completed.



2. The student is ready to start working

Topic/ Study Unit:	<i>Daily life activities</i>
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**Objective/
Linguistic
Achievement**

Interprets and communicates information about: daily activities at home, school and job. Daily routines.

Task Outline:

Task 1. Watch the following video and practice the daily routines through repetition.

https://www.youtube.com/watch?v=ls_r6lJUXTw

Task 2: Look at the pictures and match the activities by writing the number on the dotted line. (Worksheet 5)

Look at the pictures.

What can you see? Tell your partner.

Read the sentences.

Write the number.



- I have a shower.
- I go to bed.
- I watch TV.
- I get up.
- I go to work.
- I have breakfast.

Task 3. Read the words and match them with a line to make full sentences. (Worksheet 5)

Match the words to make sentences.

1 I get	breakfast.
2 I have	TV.
3 I have	to college.
4 I go	up at 7 o'clock.
5 I watch	to bed at 11 o'clock.
6 I go	a shower.

Task. 4. Write the missing words to complete sentences. Write the words on the dotted line. Use the words from previews task.

Write the missing words.

I up at 7 o'clock.

I to college.

I a shower.

I TV.

I breakfast.

I to bed.

Task. 5. Read aloud the short text about Amina's day (Worksheet 5)

Read about Amina's day.

I get up at 7 o'clock. Then I have a shower and I have breakfast. I go to college at 9 o'clock. In the evening I watch TV. I go to bed at 11 o'clock.





Task. 6. Write your own short paragraph about your daily routine, then read it aloud to the class or record and audio and post it to the English conversational channel on Teams.

Questions to consider:	Analyze, how COVID-19 has affected my daily life?
Extended Activity:	Write down on my notebook, how do I feel about COVID-19 impact in my daily life activities?
Delivery Date:	14-05-2021



3. Putting into practice what I have learned: Self-Regulation and Self- Assessment.
Write down the list of evidences you have accomplished according to the tasks assigned by the teacher. Mark with an x below the icon that shows the state of the evidence.

Evidences		
What did you do to achieve the objective? (the student writes what he/she has accomplished and also what she/he failed, according to the teacher instructions in each task)		
Mark with an X on the icon that answers the following questions.		
Did I read the instructions carefully?		
Did I use the dictionary or asked a relative about the meaning of the words that I didn't understand?		
I checked my self-study guide to make sure that everything is complete.		
I feel satisfied with the work I did.		
What was the favorite part of this work? Explain		
1-		

I self -assess what I did when I finish the study guide.

Mark with an X according with the level of achievement you have reached

Indicator	Level of performance		
	Beginner	Intermediate	Advanced
I identify daily life activities through pictures.	I'm not able to identify daily activities	I identify some of the activities	I fully identify the daily activities
I recognize simple written structures.	I'm not able to connect parts of speech	I'm able to connect some part of speech	I fully connect parts of speech to create meaning
I express feelings about the impact of COVID-19 in my daily routines.	I'm not able to express feelings about my daily situations	I rarely express some feelings about my daily situations	I don't have problems expressing my feelings about my daily situation