



“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

Estimados padres: Gracias por animar a su hijo o hija a que aprenda inglés en casa y a que presente la siguiente guía de aprendizaje de inglés. Se espera que le resulte interesante para su hijo(a) y se convierta en una excelente herramienta de aprendizaje y muestra de sus logros. Esta guía se realiza con el fin de que su hijo(a) pueda presentarse a sí mismo y a otra persona de igual manera a responder preguntas y solicitar información personal practicando el vocabulario visto y adquiriendo nuevo para ser aplicado en diversas situaciones. En la elaboración de esta guía se tomaron actividades del texto Way to go! student book 6. Página 11, actividad 5. Workbook página 3 actividad 1 y 2. Se anexa actividades para los estudiantes que no cuentan con conectividad.

A continuación, describimos las actividades que su hijo(a) deberá desarrollar:

Actividad 1: Es una actividad de vocabulario en donde su hijo(a) deberá usar los números para descubrir las palabras en cada imagen relacionada con elementos del salón de clase.

Actividad 2: En esta actividad su hijo(a) deberá practicar de forma oral cómo preguntar y dar respuesta cuando se presenta a sí mismo ó a otra persona.

Actividad 3: En esta actividad su hijo(a) deberá escribir:

- Parte A. Completar la conversación usando las palabras que se encuentran en el cuadro escribiendo donde correspondan.
- Parte B. Escribir información personal en el carnet estudiantil siguiendo el modelo.

Actividad 4: En esta actividad su hijo(a) deberá leer el texto, luego marcar **A** correcto, **B** incorrecto ó **C** cuando no hay suficiente información para responder la afirmación.

Actividad 5: En esta actividad su hijo(a) deberá escuchar el audio No. 06 del texto Way to go! 6 el cual le ayudará a responder si la información es verdadera o falsa en cada oración.

Actividad 6: Es para que su hijo(a) autoevalúe lo aprendido

Además, se ofrece 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 de lo que su hijo(a) aprendido mediante esta guía.



WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you to give practice in introducing yourself and another person. All the activities are related to the topic of greeting and basic personal information presented in *Way to go! Student Book 6 Module 1 Unit 1 Lesson 1*. It starts with some vocabulary revision activities. Then, you have to ask and answer personal information questions. After that you have to write your own school ID card, read a text and analyze some sentences. It ends up listening to an audio that helps you to answer for the true or false information.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Personal identification	Writing, Speaking, listening, reading	Present simple (<i>to be</i>); Yes/No and Wh- questions	Greetings and farewells, numbers-classroom objects	Asking and answering basic personal information. Introducing yourself and another person.

GET READY

Study time needed: 1 hour	Resources: <i>English dictionary, notebook, pencil, sheets of paper, PDF file of Way to go! Student's Book 6th grade and workbook.</i>	Textbooks Links: - Way to go! Student's book 6-Module 1-Unit 1, lesson 1 page 11 Exercise 5 - Way to go! Workbook 6, Module 1 Unit 1-Lesson 1 page 3 Exercise 1,2
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LEARNING OBJECTIVES

LEARNING STRATEGIES

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

- To ask and answer questions about personal information.
- To introduce yourself and greet someone.

What can you do to achieve the objectives?

- Focus on personal details to get the correct answers.
- Follow models to introduce yourself.
- Connect vocabulary with pictures to get the meaning of words and solve problems using clues.
- Practice new language in authentic situations.

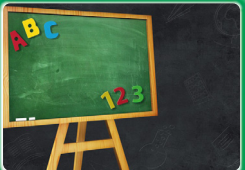









ACTIVITIES

1. VOCABULARY TASK (10 minutes)

Fill in the blanks with the corresponding letter to decode the words

1=a	2=b	3=c	4=d	5=e	6=f	7=g	8=h	9=i	10=j	11=k	12=l	13=m
14=n	15=o	16=p	17=q	18=r	19=s	20=t	21=u	22=v	23=w	24=x	25=y	26=z

<p>1* </p> <p>a. b o a r d 2 15 1 18 4</p>	<p>2* </p> <p>b. <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>19 3 9 19 19 15 18 19</p>	<p>3* </p> <p>c. <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>3 12 15 3 11</p>	<p>4* </p> <p>d. <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>19 20 21 4 5 14 20 19</p>
<p>5* </p> <p>e. <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>20 5 1 3 8 5 18</p>	<p>6* </p> <p>f. <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>16 1 16 5 18</p>	<p>7* </p> <p>g. <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>2 15 15 11</p>	<p>8* </p> <p>h. <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>16 5 14 3 9 12</p>

2. SPEAKING TASK (10 minutes) Ask and answer personal information.



Speak » Practise with a partner.

9*

Hi! I am Linda. What's your name?

How do you spell that?

Are you 12 years old?



Hey! I'm Nicolás Moreno.

That's N-I-C- ...

No, I'm not. I'm 11.



3. WRITING TASK (10 minutes)

Part A



Write »

Fill in the blanks in the conversation with the correct expressions.

how read fun photography see **Hi** How are you?
play volleyball always goodbye you

Catalina: (0) Hi _____, María, (1) _____?

María: I'm good Catalina, and (2) _____?

Catalina: I'm great! What do you do on your holidays?

María: I love to (3) _____, it keeps me in great shape and I practise a lot, (4) _____ about you?

Catalina: That sounds really (5) _____. I want to go with you some day! Well, I sometimes (6) _____ books but I really love (7) _____! I (8) _____ go to class after school.

María: That's so cool! You have to show me some of your pictures one day!

Catalina: Definitely, let's get together soon.

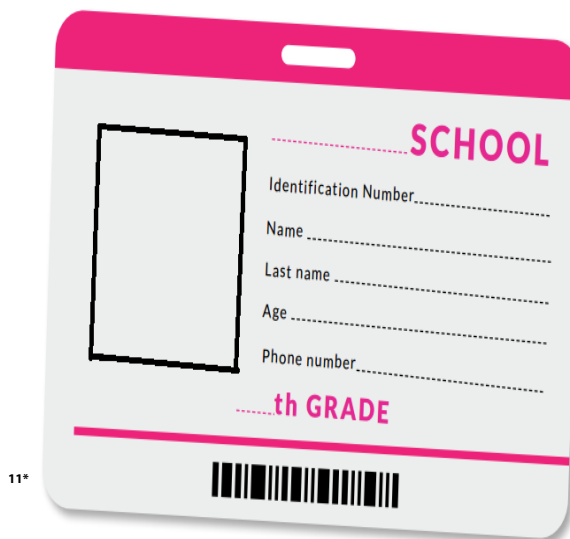
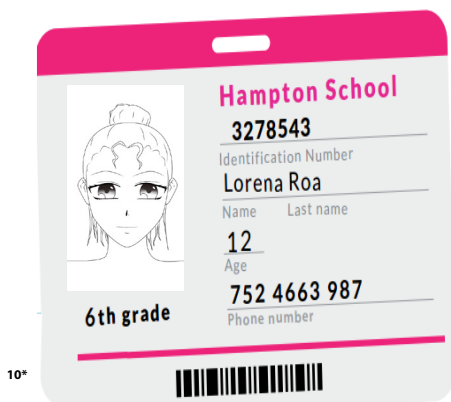
María: For sure! Ok, I have to go. (9) _____, Cata!

Catalina: (10) _____ you María!



PART B.

Look at the example ID school card given. Then, complete yours.



4. READING TASK (10 minutes)

Read this text about a Colombian student who stays in lockout.

Are sentences **1-6** 'Right' (A) or 'Wrong' (B)?

If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C). For questions **1-6**, mark **A**, **B** or **C**

FIVE MONTHS STAYING AT HOME

Juan is 11 years old and he is from Bogota, Colombia. His last name is Rodriguez. He loves school. He has many friends there, but he now doesn't share with them. All the schools are closed. There is a pandemic in the world and children can't go to school. Juan is a good student; his favorite subject is Physical Education. In the morning, he takes online classes about some self-study guides sent via email by his teachers. He plays video-games in the afternoon. In the evening, he helps his parents clean the house. It's his job to put in order his school objects and throw the garbage. After dinner, his family watches a football game on TV, but he misses his friends and playing in the playground with them. He finally hopes classes can return to normal next year and his school routine.

Adapted from:



Example: 0. Juan has brothers.

0. **A.** Right **B.** Wrong **C.** Doesn't say

1. Juan speaks Spanish.

A. Right **B.** Wrong **C.** Doesn't say

2. Juan is friendly.

A. Right **B.** Wrong **C.** Doesn't say

3. Juan studies in a Public School.

A. Right **B.** Wrong **C.** Doesn't say

4. Juan is in 6th Grade.

A. Right **B.** Wrong **C.** Doesn't say

5. Juan is happy staying at home.

A. Right **B.** Wrong **C.** Doesn't say

6. Juan prefers watching TV to being in the park.

A. Right **B.** Wrong **C.** Doesn't say

5. LISTENING TASK (10 minutes) [Way to go! 6 Track 06](#)

Listen to Katherine. Then, write True **(T)** or False **(F)** for the following statements.

- 1.** Katherine last name is Saint Mary ()
- 2.** She is 13 years old. ()
- 3.** She is in 6th grade. ()
- 4.** Her ID card is 280983 ()



6. ASSESSMENT TASK (10 minutes) - (include in this section peer and self assessment activities as needed)

How do you feel about today's lesson?



12*



13*



14*

	Very well	Quite well	With difficulty
I can identify vocabulary related to numbers.			
I can identify vocabulary related to basic personal information.			
I can write simple paragraphs to introduce someone and give basic personal information.			
I can introduce someone and give basic personal information.			
I can use adequate articles for nouns.			
I can ask and answer information questions about basic personal information.			

THIS IS THE END

Congratulations, you can do amazing things. Continue practicing how to ask and answer questions about personal information in spoken form. You can check the useful resources as well. Finally, don't forget to continue writing sentences about introducing and greeting someone and find time to greet your parents, family members and teachers.

USEFUL RESOURCES

You can listen to the Audio CD recording as many times as needed, then read aloud.
<https://d3rhaqd7pe5pkw.cloudfront.net/Way%20to%20go/Audio%20CDs%206th%20Grade.zip>
You can use this dictionary to help you with vocabulary.
<https://dictionary.cambridge.org/>



ANSWER KEY

Vocabulary Task

1=a 2=b 3=c 4=d 5=e 6=f 7=g 8=h 9=i 10=j 11=k 12=l 13=m
14=n 15=o 16=p 17=q 18=r 19=s 20=t 21=u 22=v 23=w 24=x 25=y 26=z

Speaking Task

Grammar Box
Questions with to Be
Write on the board:

Question	Answer
What's your name?	My name's ...
Are you ...?	Yes, I am./ No, I'm not.

Listening Task

Answer Key

- (F)
- (T)
- (F)
- (F)

Audio Script

6

Girl: Hello everybody. My name is Katherine Johnson. J-O-H... N-S... O-N. I'm 13 years old... I'm in 8th grade at Saint Mary's school. My ID card is 280... 993. See you around!

Writing Task

Part A **Write»**

- How are you?
- you
- play volleyball
- how
- fun
- read
- photography
- always
- good bye
- see
- check
- take
- ride
- read

Reading Task

Answer Key

- A
- A
- C
- A
- B
- B

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

En el momento en que su hijo/a termine todas las actividades de la guía, lo invito a realizarle las siguientes preguntas para verificar su proceso de aprendizaje.

- ¿Cuál fue la actividad que más te gustó y cuál la que menos te agradó realizar?
- Escuchemos el audio los dos useful resources y ¿cuéntame entendiste toda la información o qué se te dificultó?
- ¿Qué crees que podemos hacer para mejorar tu pronunciación?
- ¿Cómo podemos incentivar el mejoramiento de tus habilidades en inglés?
- ¿En el momento de resolver la guía qué recursos usaste?
- ¿Cuánto tiempo te llevó resolver la guía?

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Way to Go! Workbook 6 module 1/unit 1/lesson 1/ exercise (page 3)

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module 1 // Unit 1

Unit »1

Hello!



Lesson 1 » My First Day at School!

1. Complete the conversations. Use the clues in the box and put them in the right place.

Carlos: Good morning, <i>what's your full name?</i>	Cristal: Hello! My name is Cristal.
Mariana: My name is Mariana Echenique.	³ _____?
Carlos: Excuse me, ¹ _____?	Francisco: My name is Francisco.
Mariana: It's E-C-H-E-N-I-Q-U-E	⁴ _____, Cristal?
Carlos: Ok. ² _____?	Cristal: I'm 12 years old.
Mariana: No, I'm not. I'm 13.	Francisco: ⁵ _____, Cristal.
	Cristal: Nice to meet you too, Francisco.

- » How old are you?
- » What's your name?
- » Nice to meet you
- » Are you 12?
- » Can you spell your last name?

2. Now, answer the questions about you. Draw a picture of yourself in the box or paste a photograph.

1. What's your full name? _____.
2. How old are you? _____.
3. Are you in sixth grade? _____.
4. What's your school's name? It's _____.



3. Do the following math exercises. Write the answers with letters, not numbers! Then, get the secret code and find the mystery sentence.

Six + three = <u>nine</u> L	c. Two + one = ____ O	f. Six + two = ____ H	i. Four - four = ____ E
a. Eight - six = ____ S	d. Five + five = ____ W	g. Four + three = ____ !	j. Three + two = ____ space
b. Four - three = ____ C	e. Six - two = ____ T	h. Nine - three = ____ M	

3

10	0	9	1	3	6	0	5	4	3	5	2	1	8	3	3	9	7		



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9. Ministerio de Educación Nacional (2016). Way to go! 6th Grade. Bogotá D.C. – Colombia. P. 11. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
10. Image retrieved from <https://pixabay.com/photos/artwork-female-drawing-anime-manga-2502811/> with a free for commercial use license.
11. Ministerio de Educación Nacional (2016). Way to go! 6th Grade. Bogotá D.C. – Colombia. P. 17. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
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15. Ministerio de Educación Nacional (2016). Way to go! Workbook 6th Grade. Bogotá D.C. – Colombia. P. 3. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.