



## “BEYOND THE CLASSROOM” ENGLISH SELF-STUDY GUIDE

|                       |       |              |       |
|-----------------------|-------|--------------|-------|
| <b>School</b>         | _____ | <b>City</b>  | _____ |
| <b>Teacher's name</b> | _____ |              |       |
| <b>Student's name</b> | _____ |              |       |
| <b>Grade</b>          | 6     | <b>Level</b> | 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 descripción física y a aprender a indicar en forma escrita las diferencias físicas que nos hacen especiales y únicos. Su hijo (a) deberá dedicar una hora y media para desarrollar toda la guía.

El trabajo aquí descrito se relaciona con las páginas 33 y 34 del libro del estudiante Way to Go 6, que está disponible en la plataforma Colombia Aprende. Se adjuntaron las páginas del libro al final de la guía para quienes no tienen acceso a internet.

- **Actividad 1 (vocabulario):** El estudiante trabajará en la identificación y uso correcto del léxico referente a la descripción física tomando como base las categorías sugeridas (cabello, color de ojos, estatura y contextura)

- **Actividad 2 (lectura):** Con base en las descripciones planteadas, los estudiantes realizarán ejercicios en los que se evidencie la comprensión de lectura y aplicación de léxico.

- **Actividad 3 (listening):** Su hijo (a) tomará como base el audio track 22 para responder con oraciones cortas las preguntas formuladas.

- **Actividad 4 (gramática):** Analizará los ejemplos y notará la diferencia entre los verbos **have** y **to be** para describir personas.

- **Actividad 5 (Oralidad):** Debe describir los personajes y enviar el audio al docente.

- **Actividad 6 (Autoevaluación):** Su hijo(a) tendrá la oportunidad de autoevaluar su progreso en las competencias del idioma, y su desempeño.

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) aprendió mediante el desarrollo de esta guía.

### WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you practise giving physical description in oral form. All the activities are related to the topic of Physical Description presented in Way to Go Student Book 6 Module 1 Unit 3 / Lesson 32. It starts with some vocabulary revision activities. Then, you have to complete the physical characteristics about the article from Kansas School Newspaper and its volleyball team.



| Topic                 | Skill(s)                         | Grammar                         | Vocabulary               | Function(s)       |
|-----------------------|----------------------------------|---------------------------------|--------------------------|-------------------|
| Physical descriptions | Reading, listening, and speaking | Verb "to be" and Verb "to have" | Physical Characteristics | Describing people |

### GET READY

|  |  |   |
|--|--|---|
| <b>Study time needed:</b><br><b>1 hour- 30 minutes</b> | <b>Resources:</b><br>English dictionary, notebook, pencil, PDF file of Way to Go Student Book 6. | <b>Textbooks Links:</b><br>- Way to Go Student Book 6, page 34<br>- Way to Go Workbook 6 page Exercise 12 |
|--|--|---|

### LEARNING OBJECTIVES      LEARNING STRATEGIES

|   |  |
|---|--|
| <p><i>What will you learn/practise/reinforce with these activities?</i></p> <ul style="list-style-type: none"> <li>To practise vocabulary about physical description</li> <li>To reinforce present simple tense.</li> <li>To describe physical characteristics (hair, height and eyes) of the immediate family members</li> </ul> | <p><i>What can you do to achieve the objectives?</i></p> <ul style="list-style-type: none"> <li>Read the instructions for each task.</li> <li>Look at the examples given. They are highlighted in yellow.</li> <li>Use a free dictionary app to listen to the pronunciation of new vocabulary.</li> <li>Use the dictionary only if necessary. Use your prior knowledge and try to infer the meaning. You should not translate word by word.</li> <li>Write on your notebook any "new" learning points discovered.</li> </ul> |
|---|--|

### ACTIVITIES

#### 1. VOCABULARY TASKS (20 minutes)

a. Place the following adjectives in the right category of the chart below. Follow the examples given

|       |               |          |       |
|-------|---------------|----------|-------|
| Black | Medium-Height | Curly    | Brown |
| Short | Brown         | Wavy     | Short |
| Blue  | Fat           | Athletic | Slim  |
| Tall  | Green         | Long     | Blond |

| HAIR  | EYES | HEIGHT | WEIGHT |
|-------|------|--------|--------|
| Black |      |        | Fat    |
|       |      |        |        |
|       |      |        |        |
|       |      |        |        |
|       |      |        |        |



b. Complete the crossword with words to describe hair according to the pictures. Follow the examples given.



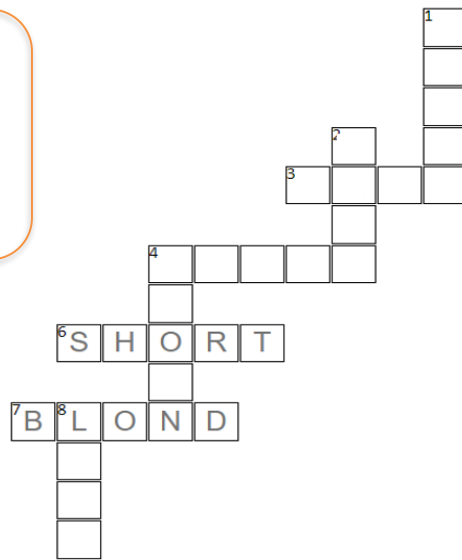
4↓  
8  
3



6/7



1  
2  
4→



c. Complete the crossword with words to describe eyes, height and weight according to the pictures. Follow the examples given



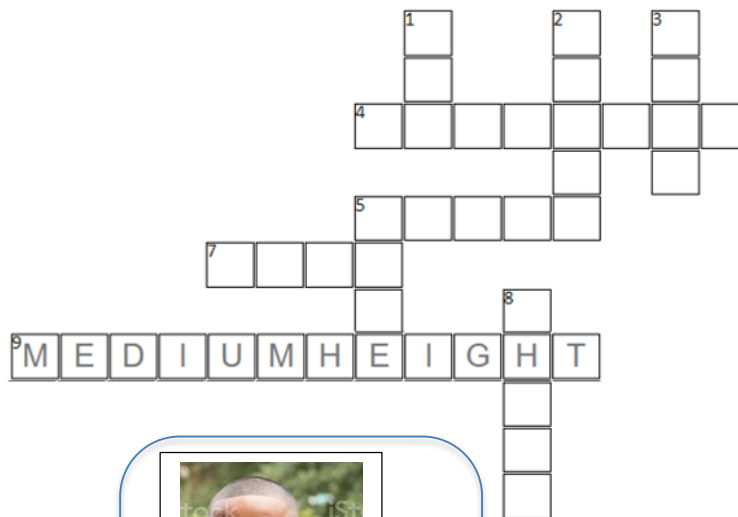
2-4-7



1  
5→  
8



3  
5↓  
9






## 2. READING TASK (30)

- a. Read the following descriptions and place the information in the chart above. Follow the **example** given.

**My teacher** is tall and athletic. He has blue eyes and short, wavy, blond hair.  
Mr Gonzalez is tall and athletic. He has short, curly, blond hair and Brown eyes  
Miss Jones has green eyes and long, wavy, black, hair. She is short and fat.  
Mr Acosta has long, straight, brown hair. He is slim and tall. he has blue eyes.

|               |              | Mr Gonzalez | Miss Jones | Mr Acosta | My teacher |
|---------------|--------------|-------------|------------|-----------|------------|
| <b>HEIGHT</b> |              |             |            |           | Tall       |
| <b>WEIGHT</b> |              |             |            |           | Athletic   |
| <b>HAIR</b>   | <b>Size</b>  |             |            |           | Short      |
|               | <b>Shape</b> |             |            |           | Wavy       |
|               | <b>Color</b> |             |            |           | Blond      |
| <b>EYES</b>   |              |             |            |           | Blue       |

- b. Draw each person according to his/her description.

|             |   |
|-------------|---|
| MR GONZALEZ | MISS JONES  |
| MR ACOSTA   | <br><b>My teacher</b> |

## 3. LISTENING TASK. (15')

- a. Listen to Miss Darril talking in "Way to go 6" – audio track 22, and answer the following questions in a short way. Follow the **example**.

- Is Miss Darril's name "Helen"? **No, It isn't**
- Is Ellen in a park? \_\_\_\_\_
- Is she talking about the Volleyball team? \_\_\_\_\_
- Is she a team player? \_\_\_\_\_
- Is the interview for the Kansas school magazine? \_\_\_\_\_



b. Listen to Miss Darril again – (audio track 22) and complete the following information. Follow the **example**

- a) Harry has **straight**, blond, short hair
- b) Mr Patrick has \_\_\_\_\_ eyes.
- c) Mr Blunt is \_\_\_\_\_.
- d) Mr Samir 's eyes are \_\_\_\_\_.

4 LANGUAGE AWARENESS (15')

e) Look at the following description, pay attention to the words in bold.

TO BE

- 1. My teacher **IS** tall
- 2. he **IS** athletic



TO HAVE

- 3. Mr. Patrick **HAS** blue eyes
- 4. he **has** short, wavy blond hair

f) Write "TRUE" or "FALSE" for the following sentences.

- 1. We use "is" to talk about the weight. \_\_\_\_\_
- 2. We can use "has" to describe the height. \_\_\_\_\_
- 3. In sentence 4, we are describing teacher 's hair. \_\_\_\_\_

g) According to the description in exercise a, correct the following sentences.

**Example:** Mary are short      Mary is short

- Felipe has tall \_\_\_\_\_
- My mom is short hair \_\_\_\_\_
- Juanes has slim \_\_\_\_\_
- Your principal are athletic \_\_\_\_\_

5 SPEAKING TASK (20')

a) Choose two of the following characters and make a short description about each one. Follow the **example**.



Pibe Valderrama



Willy Wonka



Thor






**Example:**

She is Shakira Mebarak. She is short and athletic; she has long, wavy, blond hair and brown eyes



**b)** Record the descriptions after practicing the pronunciation (you may listen to Miss Darril talking in "Way to go 6" – audio track 22).

**2. EVALUATE YOUR WORK: (10 MINUTES)**

| <b>Check your progress!</b>                          | <br><b>Very well</b> | <br><b>Quite well</b> | <br><b>With difficulty</b> | <b>Discuss with your parents, then answer the questions below</b> |
|--|---|--|---|---|
| I can identify vocabulary about physical description |   |  |   | How many new words did you learn?                                 |
| I can describe people's appearance                   |   |  |   | Which personal physical description?                              |

**THIS IS THE END**

Congratulations, you can do amazing things. Continue practicing the vocabulary about Physical descriptions, and how to ask and answer it in English. You can check the useful resources as well. Finally, describe yourself with simple but important vocabulary.

**USEFUL RESOURCES**

- [Online English Spanish dictionary](https://dictionary.cambridge.org/es/diccionario/ingles-espanol/)
- <https://dictionary.cambridge.org/es/diccionario/ingles-espanol/>
- [Way to Go Workbook 6 pages 33 and 34 Exercises 1, 3 and 4.](https://dictionary.cambridge.org/es/diccionario/ingles-espanol/)
- [https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Physical description/Listening test ct15170jb](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Physical%20description/Listening%20test%20ct15170jb)
- [iSL. Collective.com - Physical Description exercises and vocabulary.](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Physical%20description/Listening%20test%20ct15170jb)

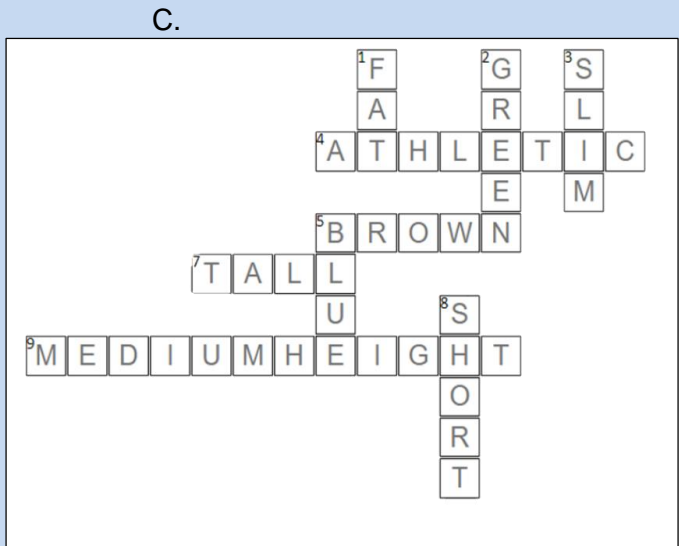
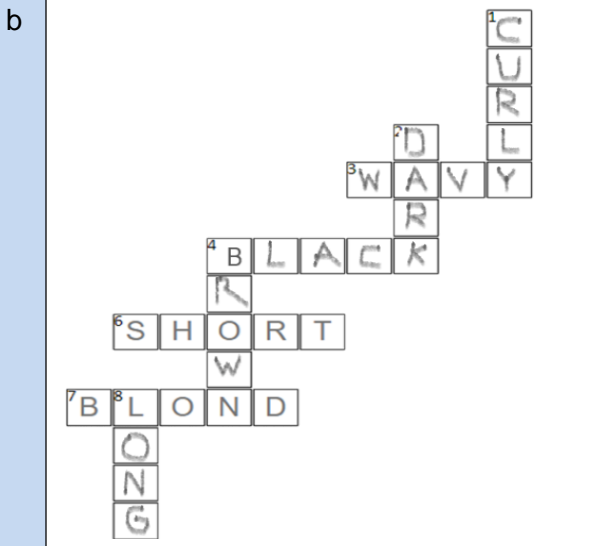


### ANSWER KEY

#### 1. VOCABULARY TASKS

a.

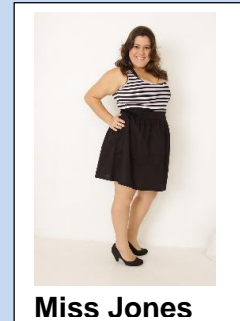
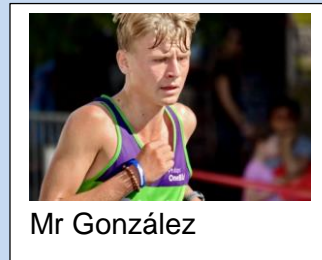
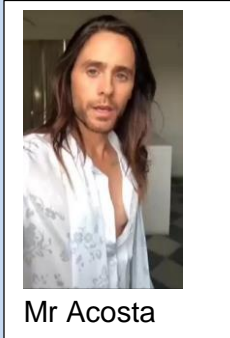
| HAIR  | EYES  | HEIGHT        | WEIGHT   |
|-------|-------|---------------|----------|
| Black | Blue  | Medium-Height | Fat      |
| Brown | Green | Tall          | Athletic |
| Blond | Brown | Short         | slim     |
| Curly |       |               |          |
| Wavy  |       |               |          |
| Short |       |               |          |
| Long  |       |               |          |



#### 2. READING TASKS

|               | Mr Gonzalez  | Miss JONES | Mr Acosta | My teacher |
|---------------|--------------|------------|-----------|------------|
| <b>HEIGHT</b> | Tall         | short      | tall      | Tall       |
| <b>WEIGHT</b> | Athletic     | fat        | slim      | Athletic   |
| <b>HAIR</b>   | <b>Size</b>  | Short      | long      | Short      |
|               | <b>Shape</b> | Curly      | wavy      | Wavy       |
|               | <b>Color</b> | blond      | black     | Blond      |
| <b>EYES</b>   | brown        | green      | blue      | Blue       |

a) Draw each person according to his/her description. Possible drawings





### 3. LISTENING TASK.

- a) Is Miss Darril's name "helen"? **No, It isn't**
- b) Is Ellen in a park? No, she isn't.
- c) Is she talking about the Volleyball team? Yes, she is.
- d) Is she a team player? No, she isn't.
- e) Is the interview for the Kansas school magazine? Yes, she is.

**b. Listen to Miss Darril again – (audio track 22) and complete the following information. Follow the **example****

- b)** Harry has **straight**, blond, short hair
- c)** Mr Patrick has brown eyes.
- d)** Mr Blunt is short.
- e)** Mr Samir's eyes are blue

### 5. LANGUAGE AWARENESS

**a. Write "TRUE" or "FALSE" for the following sentences.**

We use "is" to talk about the weight. TRUE  
 We can use "has" to describe the height. FALSE  
 In sentence 4, we are describing teacher's hair. TRUE

**b. Read the following sentences and correct them.**

|                                |                                   |
|--------------------------------|-----------------------------------|
| <b>Example:</b> Mary are short | <u>Mary is short</u>              |
| Felipe has tall                | <u>Felipe is tall</u>             |
| My mom is short hair           | <u>My mom has short hair</u>      |
| Juanes has slim                | <u>Juanes is slim</u>             |
| Your principal are athletic    | <u>Your principal is athletic</u> |

### ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo o hija haya terminado las actividades de esta guía, por favor hágale las siguientes preguntas que le permiten verificar el proceso de aprendizaje:

- ¿Cuál fue la actividad que más te gustó y cuál fue la actividad que te pareció más difícil?
- Enséñame cómo se dicen en inglés algunos de los objetos de higiene personal que Aprendiste.
- Enséñame cómo se dan instrucciones en inglés.
- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿Qué recursos utilizáste?

### AUTHOR(S)

|        |                            |  |  |
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| School | Simón Bolivar- Coello      |  |  |

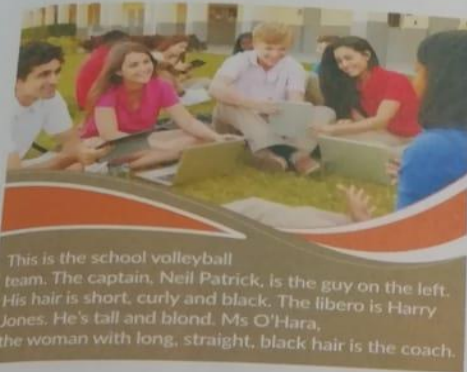


Way to Go Student Book 6, pages 33 and 34, exercises 1 - 3 - 4

module 1 // Unit 3

Expanding Knowledge » We Are All Different!

1. **Read** » Read the *Kansas School Newspaper* article about the volleyball team. Complete the chart.



This is the school volleyball team. The captain, Neil Patrick, is the guy on the left. His hair is short, curly and black. The libero is Harry Jones. He's tall and blond. Ms O'Hara, the woman with long, straight, black hair is the coach.

| Name         | Position in the team | Physical characteristics |
|--------------|----------------------|--------------------------|
| Neil Patrick |                      |                          |
|              |                      | <i>tall</i>              |
|              | <i>coach</i>         |                          |

22 2. **Listen** » Listen and read. Then, write the names of the people in the photo.



**Study Tip**  
Make a word list in order to remember the vocabulary you learn.

- Harry Jones is really tall. He has straight, blond, short hair. He has green eyes.
- William Blunt is tall. His hair is really short, curly and black. He has brown eyes.
- Neil Patrick is medium-height. He has short, black, curly hair. His eyes are brown.
- Josh Samir is short and thin. He has short, wavy, fair hair. His eyes are blue.



### 3. Speak »

Ask and answer questions about the Kansas School basketball team. Use the Word Bank.



Word Bank

Physical Description

| HAIR  |       |       |      |
|-------|-------|-------|------|
| black | brown | blond | dark |
| long  | short | curly | wavy |

| HEIGHT |       |               |
|--------|-------|---------------|
| tall   | short | medium-height |

| EYES  |       |      |      |
|-------|-------|------|------|
| brown | green | grey | blue |

Does Alexa have short hair?

Does Ling have ... eyes?

Is Louisa short?

No, she doesn't. She has long hair.

Yes, she does. She has ... eyes.

Yes, she is. She's short.

### 4. Read »

Match the pictures with the descriptions.



Mr Morales is young and very tall. He has short dark hair. He coaches the basketball team.

Ms Rashid is very short and slim. Her hair is black and long. She's the mentor of the volleyball team.

Mr Kuchynsky is tall and thin. He has very short hair. He has brown eyes. He trains the tennis players.

Ms Simonson is short. She wears glasses. She's the swimming coach.