



## "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 está diseñada para que sus hijos aprendan a preguntar y responder sobre temas de la familia, sentimientos y emociones y a describir la apariencia física de las personas.

### WELCOME TO THIS SELF-STUDY GUIDE

This guide is designed with the purpose of understanding and practicing asking questions and answers about family members, feelings and people's physical appearance. Here you are going to work with the book *Way to Go 6*, Unit 3.

| Topic            | Skill(s)         | Grammar                          | Vocabulary                                             | Function(s)       |
|------------------|------------------|----------------------------------|--------------------------------------------------------|-------------------|
| <b>My people</b> | Reading, Writing | Present simple, adjectives order | Family members<br>Feelings<br>Adjectives of appearance | Describing people |

### GET READY

|                                                |                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Study time needed:</b><br><br><b>1 hour</b> | <b>Resources:</b><br><i>Notebook, English dictionary, PDF file of Way to go 6 student's book, PDF file of Way to go 6 student's workbook, pencil.</i> | <b>Textbooks Links:</b><br>- <a href="https://drive.google.com/file/d/1sroHuDVqB3YpL6ztL5hn3ViweAmR5oc6/view">https://drive.google.com/file/d/1sroHuDVqB3YpL6ztL5hn3ViweAmR5oc6/view</a><br>- <a href="https://drive.google.com/file/d/1GEKZV3GV0vf6cfhQgyE_4T41v3rwzb4V/view">https://drive.google.com/file/d/1GEKZV3GV0vf6cfhQgyE_4T41v3rwzb4V/view</a> |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



LEARNING OBJECTIVES

LEARNING STRATEGIES

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

- To ask questions about family and people in general.
- To describe people's appearance.

What can you do to achieve the objectives?

- Read carefully every instruction.
- Look for the words that you don't understand in the dictionary, only if it is necessary.
- Pay attention to the examples.
- Do every single activity step by step.
- Write on your notebook what you consider new and useful.

ACTIVITIES

1. LANGUAGE TASKS (10 minutes)

2. Complete the chart with the physical characteristics of your family members.

|               |          |          |          |          |
|---------------|----------|----------|----------|----------|
| Family member |          |          |          |          |
| Name          |          |          |          |          |
| Hair          |          |          |          |          |
| Eyes          |          |          |          |          |
| Body          |          |          |          |          |
| Wears glasses | Yes / No | Yes / No | Yes / No | Yes / No |

7. Read » Look at Oriana's brother's selfies. Match each photo with a feeling from the Word Bank.

**Word Bank**

happy      sad      bored      tired      excited      hungry



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## 2. SKILLS TASKS (20 minutes)

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 |
|---------------------|----------------------|--------------------------|
| <i>Neil Patrick</i> | _____                | _____                    |
| _____               | _____                | <i>tall</i>              |
| _____               | <i>coach</i>         | _____                    |

3\*

# My People

## Lesson 1 » Family Life

**Word Bank**  
sister  
brother  
son  
father  
daughter  
mother

4\*

1. Look at the picture of this famous family and complete the sentences with the words in the Word Bank.

Lisa is Maggie's sister .

- Marge is Bart's \_\_\_\_\_ .
- Bart is Lisa's \_\_\_\_\_ .
- Maggie is Homer's \_\_\_\_\_ .
- Homer is Bart's \_\_\_\_\_ .
- Bart is Marge's \_\_\_\_\_ .



## 3. LANGUAGE AWARENESS

**A. To describing people we use the verb *To Be* according to the person you are describing. Choose the right form of the verb *To Be* according to the person:**

- She: a) am    b) is    c) are  
 We: a) am    b) is    c) are  
 He: a) am    b) is    c) are  
 I: a) am    b) is    c) are  
 You: a) am    b) is    c) are  
 It: a) am    b) is    c) are  
 They: a) am    b) is    c) are

We use the verb *Have* for example to say: "I have black hair". For third person (she, he and it) you use *Has*. Keep it in mind for the next exercise.



**B. Read the sentences and choose the correct answer.**

**1. She is short**

After the verb BE (am, is, are) we put: a) physical characteristic (size, shape)    b) body part

**2. She has blue eyes / She has long hair**

In these sentences the characteristic comes: a) before the body part    b) after the body part

**4. WRITING**

Use the following information to describe all the girls in the picture



**Word Bank**  
**Physical Description**

**HAIR**  
black    brown    blond    dark  
long    short    curly    wavy

**HEIGHT**  
tall    short    medium-height

**EYES**  
brown    green    grey    blue

Example: Alexa has blond hair, Alexa is tall.

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Write your own physical appearance:



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**4. ASSESSMENT TASKS (5 Minutes)**

Write x in the happy face if it was easy for you or in the sad face if it was very difficult.

|                                             |                                                                                     |                                                                                      |
|---------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| I CAN                                       |  |  |
| I can describe people's physical appearance | 6*                                                                                  | 7*                                                                                   |
| I can describe my own physical appearance   |                                                                                     |                                                                                      |
| I can describe my family                    |                                                                                     |                                                                                      |
| I can read and complete information         |                                                                                     |                                                                                      |



## THIS IS THE END

Congratulations, you did an excellent job, remember that you can practice by yourself trying to do these same with things that are familiar to you, try to share what you learned with your family and friends.

## USEFUL RESOURCES

Family member vocabulary exercises:

<https://agendaweb.org/vocabulary/family-exercises.html>

Describing people exercises:

<https://agendaweb.org/vocabulary/describing-people-personality.html>

## ANSWER KEY

**1.7.** 1: Sad; 2: Happy; 3: Bored; 4: Excited; 5: Tired; 6: Hungry

**2.1.** Neil: Captain. His hair is short, curly and brown  
Harry: Libero. He is tall and blond  
Ms O'Hara: Coach. She has long straight black hair

### Family life:

2. Brother
3. Daughter
4. Father
5. Son

**3A** B / C / B / A / C / B / C

**3B** 1-A / 2-A

## ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Procure hacerle preguntas sobre el tema trabajado para que repase y se autoevalúe.

- ¿Qué tema nuevo aprendiste?
- ¿Qué fue lo que más te gustó?
- ¿Qué fue lo más difícil?

## AUTHOR(S)

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## LINKS OF IMAGENES

1. Ministerio de Educación Nacional (2016). Way to go! 6th Grade. Workbook. Bogotá D.C. – Colombia. P. 12 Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
2. Ministerio de Educación Nacional (2016). Way to go! 6th Grade. Bogotá D.C. – Colombia. P. 32. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
3. Ministerio de Educación Nacional (2016). Way to go! 6th Grade. Bogotá D.C. – Colombia. P. 33. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
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5. Ministerio de Educación Nacional (2016). Way to go! 6th Grade. Bogotá D.C. – Colombia. P. 34. Retrieved from [www.colombiaaprende.edu.co/colombiabilingue](http://www.colombiaaprende.edu.co/colombiabilingue).
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