



"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 de familia y/o acudientes,

Agradecemos de antemano por su apoyo y acompañamiento en este proceso de enseñanza y trabajo en casa. Le presentamos esta guía de inglés en la que su hijo (a) podrá practicar el vocabulario para describir físicamente a las personas, así como el tiempo presente simple. El contenido de esta guía está relacionado con la página 34 del libro del estudiante *Way to Go 6*. Se adjuntó la página del libro al final de la guía para quienes no tienen acceso a internet. Se espera que su hijo (a) dedique aproximadamente 1 hora y 15 minutos para desarrollar las siguientes actividades:

- ✓ **Actividad 1. Vocabulario:** encontrar los adjetivos en la sopa de letras. Luego, completar el cuadro con los adjetivos que mejor describan a cada una de las muchachas de la imagen.
- ✓ **Actividad 2. Lectura:** está compuesta por 3 ejercicios de comprensión de lectura relacionados con 4 textos cortos que aparecen en la página 34 del libro del estudiante *Way To Go 6*.
- ✓ **Actividad 3. Lenguaje:** se compone de tres ejercicios: subrayar la opción que mejor complete cada enunciado para descubrir los usos de los adjetivos; escoger el verbo correcto para completar las oraciones; y completar unas oraciones con el adjetivo que corresponde de acuerdo a la imagen.
- ✓ **Actividad 4. Escritura:** se enfoca en poner en práctica el vocabulario y la gramática presentada anteriormente a través de la escritura de 2 pequeñas y sencillas descripciones físicas de personas conocidas para su hijo (a).
- ✓ **Actividad 5. Autoevaluación:** evaluar su aprendizaje y comprensión del tema a partir de la reflexión de su desempeño en el desarrollo de las actividades de esta guía.

Además de estas actividades, podrán encontrar los ejemplos de cómo resolver cada una, las respuestas correctas y la lista de recursos de apoyo con las que puede tener práctica extra. Al final, encontrarán una serie de preguntas de verificación de lo que su hijo(a) aprendió mediante el desarrollo de esta guía. Le invitamos a quedarse en casa y aprovechar el tiempo en familia.

¡Mil gracias por su apoyo!



WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you check useful adjectives and practice making physical descriptions. All the activities are related to the topic of physical appearance presented in *Way to Go 6 Student's Book*, Module 1 Unit 3 Lesson 2. It starts with some vocabulary revision activities. Then, you will answer some reading comprehension questions and complete statements to discover the uses of adjectives, to finally write some descriptions about people you know.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
What do they look like?	Reading Writing	Present Simple	Adjectives for Physical description	Describing people's physical appearance

GET READY

Study time needed: 1 hour 15 minutes	Resources: <i>English dictionary, notebook, pencil, mobile phone, PDF file of Way to Go Student's Book 6.</i>	Textbooks Links: <i>Way to go student's book 6, Module 1, Unit 3, Lesson 2, page 34, exercise 3.</i>
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LEARNING OBJECTIVES

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

- To recognize adjectives related to physical appearance.
- To identify the uses and position of adjectives in a sentence.
- To write a short description of known people.

LEARNING STRATEGIES

What can you do to achieve the objectives?

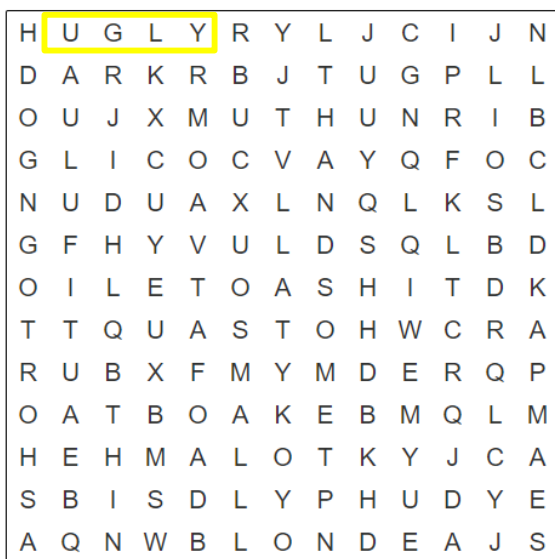
- Use dictionary if you need it.
- Read the instructions carefully for each task.
- Look at the sample answers given in each task. They are highlighted in yellow.
- Write the new words you learn on your notebook.



ACTIVITIES

1. VOCABULARY TASKS (15 minutes)

A. Search the adjectives from the list in this word search.



1. BEAUTIFUL
2. BLONDE
3. DARK
4. FAT
5. HANDSOME
6. SHORT
7. SMALL
8. TALL
9. THIN
10. **UGLY**

B. Look at the word bank and choose the adjectives that best describe each girl. Then, write them down in the table below.

1



Word Bank
Physical Description

HAIR
 black brown blond dark
 long short curly wavy

HEIGHT
 tall short medium-height

EYES
 brown green grey blue

Alexa	Ling	Clara	Shoshana	Louisa
Blonde Tall green				



2. READING TASKS (15 minutes)

C. Open your Way to go book on page 34, exercise 4 and read the descriptions for each person. Then, match the descriptions with the pictures.

2

1.



2.



3.



4.



A

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

B

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

C

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

D

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

D. Read the descriptions again and choose the right option for each question.

- Who is tall and thin? **A.** Mr. Morales **B. Mr Kuchynsky** **C.** Ms Rashid **D.** Ms Simonson
- Who has short hair? **A.** Mr. Morales **B. Mr Kuchynsky** **C.** Ms Rashid **D.** Ms Simonson
- Who has brown eyes **A.** Mr. Morales **B. Mr Kuchynsky** **C.** Ms Rashid **D.** Ms Simonson
- Who has black hair? **A.** Mr. Morales **B. Mr Kuchynsky** **C.** Ms Rashid **D.** Ms Simonson
- Who wears glasses? **A.** Mr. Morales **B. Mr Kuchynsky** **C.** Ms Rashid **D.** Ms Simonson

E. Choose **True** or **False**.

- Mr Kuchynsky is tall with short hair. **A. True** B. False
- Ms Rashid has blonde hair. A. True B. False
- Mr Morales is very short. A. True B. False
- Mr Simonson is short. A. True B. False



3. LANGUAGE TASKS (15 minutes)

F. According to the text in the bubble, underline the correct option to complete the statements.

- Adjectives are used to **qualify nouns** / **qualify verbs** / **as a complement**.
- Adjectives **have** / **don't have** an S at the end for plural nouns.
- We use **has-have** / **verb to be** to describe face and hair.
- We use **has-have** / **verb to be** to describe height and age.
- When we use the verb *to be*, adjectives go **after the subject** / **after the verb to be** / **before the subject**.
- When we use *has-have*, adjectives go **after the subject** / **after has-have** / **before the subject**.
- In the sentence "*he has very short hair*" the adjective is **hair** / **short** / **very**.
- In the sentence "*he has brown eyes*" the adjective goes **after the noun** / **before the noun** / **after the subject**.

3

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

G. Choose the right option to complete the sentences.

- | | | | |
|-----------------------------|----------|--------------|----------|
| 1. She is very tall. | A. wears | B. is | C. has |
| 2. He _____ glasses. | A. is | B. has | C. wears |
| 3. I _____ blue eyes. | A. have | B. am | C. wear |
| 4. I _____ short and slim. | A. am | B. have | C. wear |
| 5. He _____ long hair. | A. wears | B. has | C. is |

H. Look at each person in the picture and complete the descriptions using the words from the box. Not all the words are necessary.

Glasses	Curly	Blonde	Short	Old	Small Eyes	Tall
Slim	Fat	Bald	Long	Young	Short	Dark
					Dark	Straight



4

- He is **tall** and _____. He wears _____ and his hair is _____.
- She is _____ and _____. Her hair is _____.
- He is _____ and _____. His hair is _____ and _____.

4. WRITING TASKS (25 minutes)

I. Think about a person you love and describe that person physically, then draw that person.

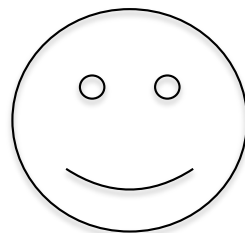
Description	Drawing

J. **It's your turn!** Write a short physical description of a classmate without saying his/her name and send it to the WhatsApp group. Your classmates will read it and guess who the classmate is.

5. SELF-ASSESSMENT TASK (5 minutes)

-Read the description for each color. Then, color the face with the color you choose according to how you feel.

- Green:** I understand very well
- Yellow:** I understand but I need more practice
- Red:** I don't understand.



THIS IS THE END

Congratulations, you can do amazing things! Continue practicing the vocabulary related to physical features, and how to describe people in English. You can check the useful resources to have extra practice on this topic.

USEFUL RESOURCES

Online dictionary <https://www.oxfordlearnersdictionaries.com/>

Describing people

<https://learnenglishteens.britishcouncil.org/skills/listening/beginner-a1-listening/describing-people>

<https://learnenglishkids.britishcouncil.org/archived-word-games/make-the-sentences/describing-people>

Explanation of the present simple tense

<https://learnenglish.britishcouncil.org/english-grammar-reference/present-simple>

<https://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/present-simple>



ANSWER KEY

1. VOCABULARY TASKS

A.

H	U	G	L	Y	R	Y	L	J	C	I	J	N
D	A	R	K	R	B	J	T	U	G	P	L	L
O	U	J	X	M	U	T	H	U	N	R	I	B
G	L	I	C	O	C	V	A	Y	Q	F	O	C
N	U	D	U	A	X	L	N	Q	L	K	S	L
G	F	H	Y	V	U	L	D	S	Q	L	B	D
O	I	L	E	T	O	A	S	H	I	T	D	K
T	T	Q	U	A	S	T	O	H	W	C	R	A
R	U	B	X	F	M	Y	M	D	E	R	Q	P
O	A	T	B	O	A	K	E	B	M	Q	L	M
H	E	H	M	A	L	O	T	K	Y	J	C	A
S	B	I	S	D	L	Y	P	H	U	D	Y	E
A	Q	N	W	B	L	O	N	D	E	A	J	S

- B. Clara:** Black - Long -tall - brown
- Luisa:** Brown - Long - short - brown
- Ling:** Brown - medium height - brown
- Shoshana:** brown - curly - tall - brown

2. READING TASKS

- C.** 1. D 2. C 3. B 4. A
- D.** 1. B 2. B 3. B 4. C 5. D
- E.** 1. A 2. B 3. B 4. A

3. LANGUAGE TASKS

- F.** 1. qualify nouns 2. don't have 3. has-have 4. verb to be 5. after the verb to be
- 6. after has-have 7. short 8. before the noun
- G.** 1. B 2. C 3. A 4. A 5. B
- H.** 1. Tall / thin / beard / bald
- 2. Tall / young / straight / blonde
- 3. Young / short / short / blonde

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 para verificar el proceso de aprendizaje y comprensión del tema practicado en la guía.

1. ¿Cuál fue la actividad que más te gustó? ¿Por qué?
2. ¿Cuál fue la actividad que te pareció más difícil?
3. Dime algunos adjetivos para describir físicamente a las personas.
4. ¿Fueron claras las instrucciones para cada una de las actividades?
5. ¿Cuánto tiempo te tomó desarrollar toda la guía?

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APPENDIX

Way to go student's book page 34 exercises 3 and 4

MODULE // 1 Unit // 3 Lesson // 2

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

Does Ling have ... eyes? → Yes, she does. She has ... eyes.

Is Louisa short? → 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.



LINKS OF IMAGES

1. Ministerio de Educación Nacional (2016). Way to go! 6th Grade Student's Book. Bogotá D.C. – Colombia. P. 34. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
2. Ministerio de Educación Nacional (2016). Way to go! 6th Grade Student's Book. Bogotá D.C. – Colombia. P. 34. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
3. Ministerio de Educación Nacional (2016). Way to go! 6th Grade Student's Book. Bogotá D.C. – Colombia. P. 34. Retrieved from www.colombiaaprende.edu.co/colombiabilingue.
4. Image retrieved from <https://www.vecteezy.com/photo/2022311-family-portrait-with-grandparents> with a free for commercial use license.