



"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,

Les agradezco la atención y la dedicación que le están dando a las actividades de aprendizaje de sus hijos; y continuando con mi labor educativa, les hago entrega de esta guía de aprendizaje basada en el libro *Way to go 6*, Módulo 1, unidad 3, lección 1. Páginas 30-31. Para el desarrollo de las actividades de esta guía, el estudiante deberá implementar aproximadamente 2 horas de estudio. La guía se divide en 5 secciones así:

Sección 1: (Lenguaje): En esta sección se resolverán ejercicios relacionados a los miembros de la familia en inglés (vocabulario).

Sección 2 (Lectura): En esta sección deberá resolver las actividades con base en la información leída en un pequeño párrafo acerca de una familia.

Sección 3: (Gramática): En esta sección encontrará actividades que le ayudarán a comprender la gramática de esta guía.

Sección 4: (Escritura): En esta sección deberá dibujar su árbol familiar, escribir oraciones de parentesco usando adjetivos posesivos y escribir un párrafo presentando a su familia.

Sección 5: (Autoevaluación): En esta sección encontrará actividades para que el estudiante evalúe su aprendizaje a partir de las actividades que realizó.

Con esta guía y sus actividades, el estudiante mejorará el uso del vocabulario relacionado con miembros de la familia y a usar los adjetivos posesivos My y His. Además, practicará sus habilidades de lectura y escritura por medio de las actividades de las secciones 2 y 4.

Al final de la guía podrá encontrar enlaces a páginas con recursos para desarrollar la guía, aclarar dudas o profundizar en los temas de la misma, así como las respuestas a los ejercicios de las actividades.

Espero contar con su apoyo en la supervisión del estudiante y en el desarrollo de las actividades de la guía. Igualmente lo invito a que, una vez el estudiante finalice las actividades, le haga las preguntas que se encuentran en la sección "orientaciones finales para los padres de familia" para revisar en cuáles aspectos el estudiante tuvo dificultades, y en cuales se sintió más seguro dentro de la guía.

Muchas Gracias.

**WELCOME TO THIS SELF-STUDY GUIDE**

This English self-study guide will help you learn vocabulary about family members and the use of possessive adjectives. The activities are connected to the Way to Go Student Book 6, Module 1, unit 3, page 30, 31. The guide is divided into 5 parts. The first one about family members vocabulary, the second and third one about reading and grammar; in this part, you will read a paragraph and work on some activities about it. The fourth about writing; you will draw your own family tree, establish your family relationships using possessive pronouns, and write a short paragraph about your family. Finally, in the last part you will find a self-evaluation section. At the end of the guide, you will be able to identify your family members in English, and to establish relationships between them using possessive pronouns.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Family life	Reading and Writing	Possessive adjectives (my - his)	Family members	Describe family relationships Identify expressions related to people's family

GET READY

Study time needed: 2 hours	Resources: English dictionary, notebook, pencil, cellphone / computer, pencil, Way to Go Student Book 6.	Textbooks Links: - <i>Way to Go Students Book 6 pages 30 - 31:</i> https://drive.google.com/file/d/1sroHuDVqB3YpL6ztL5hn3ViweAmR5oc6/view
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LEARNING OBJECTIVES

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

- To use vocabulary about family members.
- To establish relationships between family members using possessive adjectives.
- To practice reading comprehension.
- To draw a family tree describing how your family is made up.

LEARNING STRATEGIES

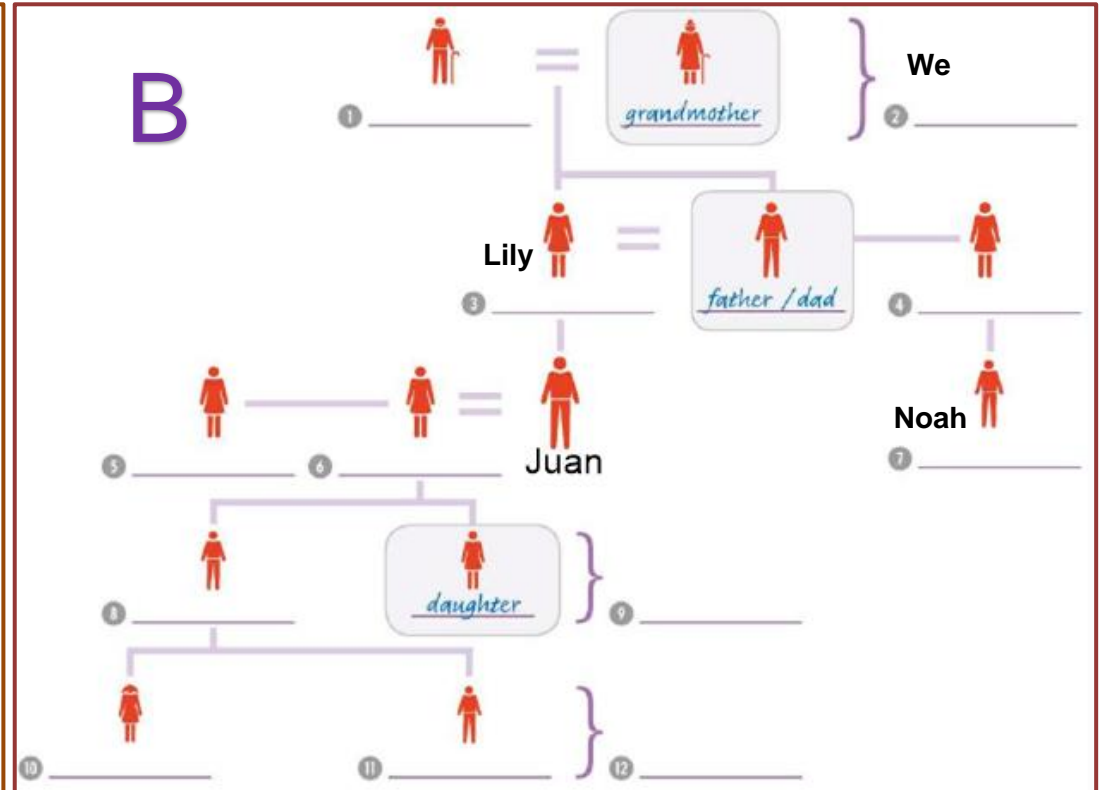
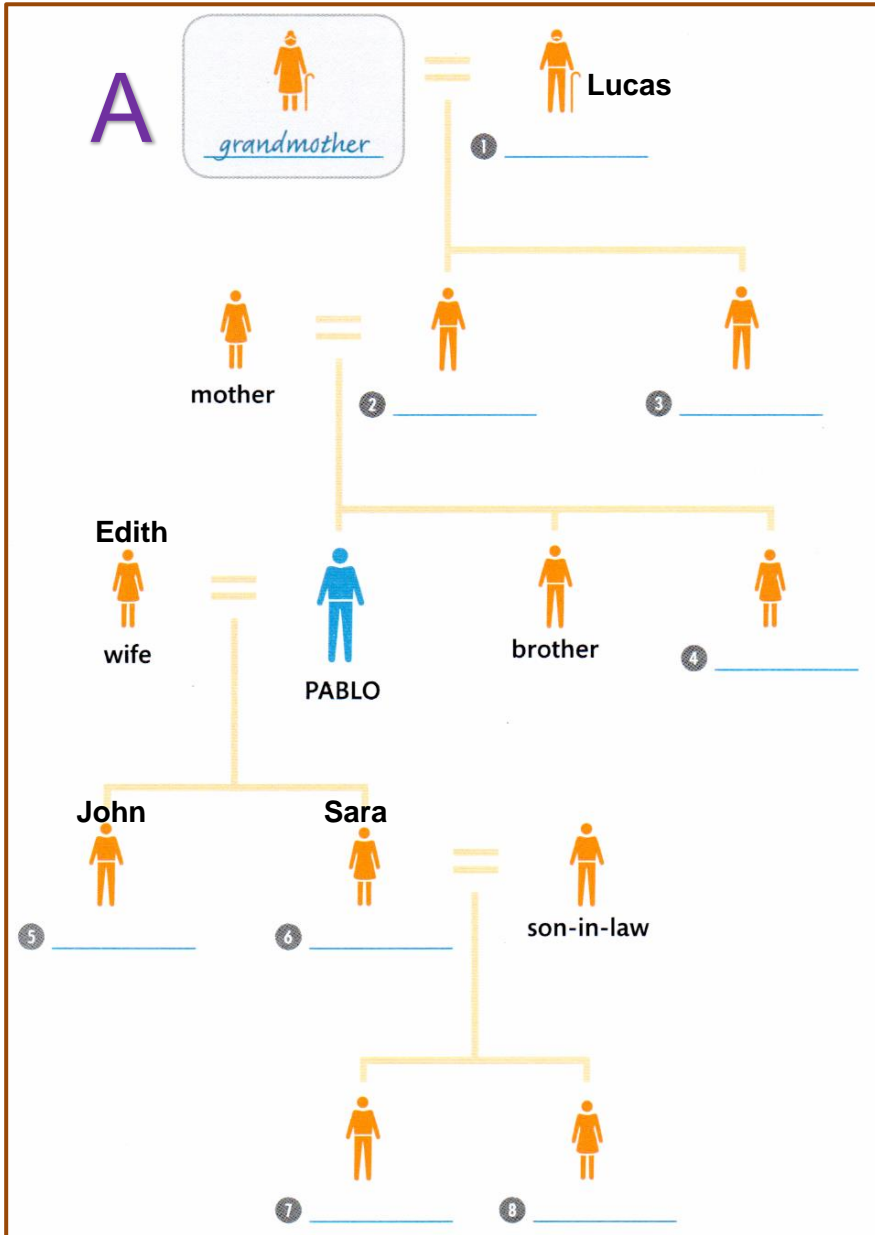
What can you do to achieve the objectives?

- Read carefully the instructions for each task
- Use the dictionary only if absolutely necessary. Use your prior knowledge and try to infer the meaning. You should not translate word by word.
- Write on your notebook any "new" learning points discovered.

ACTIVITIES**1. VOCABULARY TASKS (30 minutes)**



1.1. Fill in the gaps in Pablo's (A) and Juan's (B) family trees. Use the Word Bank to complete the activity.



WORD BANK		
A	B	
granddaughter	grandchildren	grandfather
sister	mother	son
son	granddaughter	grandparents
daughter	grandson	sister-in-law
grandson	cousin	children
father	wife	aunt
grandfather		
uncle		



1.2. Establish family relationships by matching the columns. Use the family trees from activity 1.1

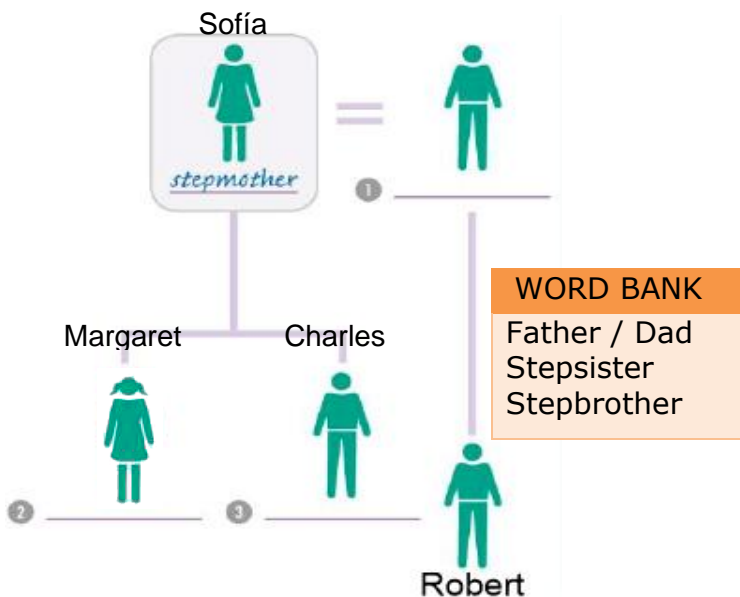
Pablo's Relationships

Edith is	His grandfather
Lucas is	His children
John and Sara are	His wife

Juan's relationships

Noah is	His mother
Lily is	His grandparents
We are	His cousin

1.3. Fill in the gaps on Robert's family tree. (stepfamily vocabulary tree)



1.4. Fill in the gaps about Robert's family with the correct words. Use the word bank from 1.3 activity

- a. His stepmother is called Sofia
- b. His _____ is called Margaret
- c. His _____ is Sofia's husband
- d. His _____ is called Charles

2. READING TASK (30 minutes)

A. Before you read, look at the title and **predict** what the text is going to be about. Choose the correct option:

- a. It's about Jason and **its** family
- b. It's about Mónica and **her** family
- c. It's about Carlos and **his** family



B. While reading, underline 1 possessive adjective and 4 family members that you identify in the reading

CARLOS' FAMILY

Hi! I'm Carlos. I'm 9 years old and this is my family. We live in a small house in Caloto, Cauca. My father's name is Jorge. He's a doctor. He's 52 years old. My mother's name is Mónica. She's a nurse. She's 45. My parents work in a hospital in the center of the town. My grandparents live with us. My grandmother's name is Julia. She's 74. My grandfather's name is Juan. I have a sister. Her name is Dayana. She's 7 years old. She is at the school. I have Jason too; it is our dog.



Source: all-free-download.com

C. Read the paragraph again and answer the following questions about Charlie:

- 1. What is **his** sister's name? _____
- 2. What is **his** father's name? _____
- 3. Where do they live? _____
- 4. How old is **his** grandmother? _____
- 5. How old is **his** sister? _____

3. LANGUAGE TASK (10 minutes)

- a. The words **His** and **My** in the above reading and questions refer to possession. True (___) False (___)
- b. **His** is the possessive adjective for the personal pronoun **she**. True (___) False (___)
- c. **My** is the possessive adjective for the personal pronoun **I**. True (___) False (___)
- d. Choose the correct option: To express possession, we use
 - i. This is dog ii. This is my dog iii. This dog is my
- e. Underline the Possessive adjectives in the following sentence:
His uncle is my father, and my aunt is his mother




4. WRITING TASK (40 minutes)

- A. It's time to draw your own family tree
 - 1. Think about your family members
 - 2. Draw them on a blank sheet and write down each of their names. Use activity 1.1, 1.4 as examples.
 - 3. Write under the family tree at least 4 family relationships between your relatives. Use the activity 1.2 and 1.3 as examples.



B. Write a short paragraph making a description about your family. Use the vocabulary and language you studied in this guide. Use the paragraph in the activity 2.1 as a model. When your drawing and paragraph are ready, take a picture or scan it and send it to your teacher via WhatsApp, or e-mail. You can also post it on your social networks (Instagram, Facebook, Pinterest, Calaméo) and send the link to your teacher.

5. ASSESSMENT TASKS (10 minutes)

Check your progress!				Discuss with your parents, then answer the questions below
	Very well	Quite well	With difficulty	
I can identify members of my family				How many new words did you learn? _____ _____
I can establish relationships between different members of a family using possessive adjectives				Write 2 relationships of your family using possessive adjectives. 1. _____ 2. _____
I can understand the use of possessive adjectives				Can you relate possessive adjectives to their respective personal pronouns? _____
I can understand a reading about a family and its ties.				Which words were the most difficult to understand? _____ _____ _____

THIS IS THE END

Congratulations, you can achieve things you never thought of. Continue practicing the vocabulary about family, and establishing relationships among them using possessive adjectives. Finally, don't forget to check the useful resources.

Keep in mind that goals are achieved with dedication, and remember these words "Every great accomplishment starts with the decision to try" - Gail Devers.



USEFUL RESOURCES

Online English Spanish dictionary: <https://www.wordreference.com/>
 Vocabulary members of the family: <https://www.vocabulary.cl/english/family-members.htm>
 Family members and tree: <https://www.youtube.com/watch?v=FHaObkHEkHQ>
 Possessive adjectives: <https://www.youtube.com/watch?v=DaX85ekwF0Y>
 Possessive adjectives: <https://learnenglishkids.britishcouncil.org/grammar-practice/possessives>

ANSWER KEY

- 1.1. A. 1. Grandfather 2. Father 3. Uncle 4. Sister 5. Son 6. Daughter 7. Grandson 8. Granddaughter**
B. 1. Grandfather 2. Grandparents 3. Mother 4. Aunt 5. Sister-in-law 6. Wife 7. Cousin 8. Son
9. Children 10. Granddaughter 11. Grandson 12. Grandchildren
- 1.2. Lucas is his grandfather – John and Sarah are his children – Noah is his cousin – Lily is his mother – We are his grandparents.**
- 1.3. 1. Father/dad. 2. Stepbrother 3. Stepsister**
- 1.4. b. Stepsister c. Father /dad d. Stepbrother**
- 2. A. c. B. my – father, mother, parents, grandparents, grandmother, grandfather, sister.**
C. 1. His sister’s name is Dayana – 2. His father’s name is Jorge – 3. They live in Caloto – 4. His grandmother is 74 – 5. His sister is 7 years old
- 3. A. True. B. False. C. True. D. ii. E. His-My-My-His**

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez el estudiante haya terminado las actividades de esta guía, por favor hágale las siguientes preguntas que le permitirán verificar el proceso de aprendizaje:

- ¿Cuál actividad le gustó más y por qué?
- ¿Cuál actividad le presentó mayor dificultad y por qué?
- Enséñame cómo se dicen en inglés los miembros de nuestra familia
- Establece 2 relaciones entre los miembros de nuestra familia
- ¿Qué recursos utilizaste?

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APPENDIX

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

Unit » 3

My People.

» Objectives

- I can ask and answer questions about families.
- I can talk about people's feelings.
- I can understand information about people's physical appearance.

In Context » Family Life

20 1. **Listen »** Listen to Andrea describing her family album. Complete the names.



2. **Speak »** Complete with some of the words in the Word Bank. Then, practise with a partner.

Word Bank		
father	brother	sister
mother	son	daughter

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Andrea is Rosa and Antonio's daughter.



Yes! Antonio is Andrea's _____.

Right! Jairo is Andrea's _____.





module 1 // Unit 3

21 3. Listen »

Maya's from Silvia, a little town in the Department of Cauca. Listen and read.



Hi! My name's Maya Itimay. I have two sisters. Their names are Yolanda and Morela. Yolanda's 24. Her son's Alberto. His last name's Camijoi. Morela's 16. Our parents are Guambiano people. Their names are Lorenzo and Sashkay. This is their picture.

4. Speak » In pairs, describe Maya's family.

Lorenzo is Maya's father.

Yes! His last name is ...

Yolanda is Alberto's mother.

No! Her mother is ...

5. Speak » Describe Oriana's family members.

- Angelino (dad)
 - 50 years old
 - play chess
- Romina (mum)
 - 45 years old
 - read books
- Cristina (sister)
 - 16 years old
 - play video games
- Manuel (brother)
 - 25 years old
 - play soccer
- Oriana (daughter)
 - 15 years old
 - running

Oriana's father is Angelino. He's 50 years old. His hobby is ...

Her brother and sister are ... They're...and...years old. Their hobby ...