



"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, reciban un cordial saludo de mi parte. Esperando que todas sus actividades se estén llevando a cabo de manera exitosa, hoy les hago la invitación a la realización de la siguiente guía de aprendizaje donde se desarrollarán las habilidades de Reading, Writing, y Speaking. Para esto, van a desarrollar las siguientes actividades:

1. Activity 1 Vocabulary:
Completar las descripciones de acuerdo a la relación que tiene cada familiar, usando las palabras del cuadro.
2. Activity 2 Language awareness (grammar):
Identificar verbo to be, los miembros de la familia y ubicar los posesivos correctamente.
3. Activity 3 Reading:
Leer el texto y responder las preguntas de acuerdo al mismo.
4. Activity 4 writing:
De acuerdo a la información de su nuevo amigo en la actividad 3, completar los espacios que tiene la carta.
5. Activity 5 speaking:
Realizar un video, teniendo en cuenta el ejemplo presentado a través de la imagen y las oraciones.
El video se debe grabar con el recurso que se tenga (teléfono, computador, etc.)
El medio a través del cual se debe enviar el video, será e-mail, WhatsApp, u otro que le sea de mayor conveniencia.

WELCOME TO THIS SELF-STUDY GUIDE

Hello dear student. I am glad to know you are doing a great job and you will keep doing your best. In this learning guide you will practice your reading, writing, and speaking skills, and the vocabulary and grammar we already worked on in the last sessions which is related to family members. I am going to guide you through this learning guide in order to make your work easier.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Knowing my family	Reading, writing and speaking	Possessives and verb to be	Family members	Talk about family relationships

<p>Study time needed:</p> <p>1 hour</p>	<p>Resources:</p> <p>-English dictionary, notebook, PDF file Way to Go Book 1-6º. Pronunciation of family members.</p>
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LEARNING OBJECTIVES	LEARNING STRATEGIES
<p><i>What will you learn/practice/reinforce with these activities?</i></p> <ul style="list-style-type: none"> • To ask and answer questions about families. • To practice the use of possessives. • To reinforce the use of verb to be. • To practice pronunciation of some words. 	<p><i>What can you do to achieve the objectives?</i></p> <ul style="list-style-type: none"> • Revise the information you have already learnt. • Practice pronunciation of the vocabulary.



ACTIVITIES

1. VOCABULARY: (10 min)

The Scarpetta's

Complete the sentences. Use the following words:



cousin	husband	grandmother	wife	aunt	nephew	son
Homer	Marge	Homer's	Marge's	brother	sister	
Abraham	grandfather	mother	Herb	grandparents	niece	

- Paul is Raul's and Ana's _____.
- _____ and _____ are Maria's parents.
- Claudia is _____ and _____ daughter.
- Alejandro is Raul's _____.
- Camilo is Sofia's _____.
- _____ is Raul's father.
- Tomas is Paul's _____.
- Helena is Ana's _____.

9. _____ is Maria's uncle.
10. Sofia is Claudia's _____.
11. Ana is Raul's _____.
12. Raul is Ana's _____.
13. Tomas and Sara are Paul's _____.
14. Juliana is Claudia's _____.
15. Maria is Sofia's _____ .
16. Paul is Camilo's _____.
17. Helena is Maria's _____.

2. LANGUAGE AWARENESS (GRAMMAR) (15 minutes) -

A. Underline the verb Be in the following text.

Hi, my name is Paul. I am from Oporapa Huila and I'm 10 years old. My father's name is Raul and he is a coffee grower. My mother's name is Ana and she is thirty-eight years old. I have sisters too and their names are Claudia and Maria. My sisters and I are studying at IE San Jose and we love learning and playing with our friends there. We like English and Math, we are very good at those subjects.

B. Fill in the gaps, use the Scarpetta's names and the possessive case.

1. Paul isbrother.
2. Sara isgrandmother.
3. Paul, Claudia and Maria are.....grandchildren.
4. Juliana is.....daughter.

C. Make sentences, use the possessive case.

Example: Claudia has a sister. Maria is Claudia's sister.

Ana has a niece. _____

Raul has a half-brother. _____

Claudia has a guitar. _____

Paul has a skateboard. _____

Paul has two sisters. They are _____

3. READING: (15 minutes)

Read from your new friend and answer the questions.

Hello! My name is Tom. I'm nine years old. I'm Czech. I learn English at school. I have a big family. Look at the photo.

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This is my dad. His name is Peter. He's 42.
This is mum. She's Lucy. She's 40.
This is my older sister Lora. She is 14.
This is my twin sister Clara. She's nine, too.
This is my grandpa. He's George. He is 68.
This is my grandma. She's Alen. She's 66.

Write to me about your family.

Your friend,
Tom

Questions:

1. Is Tom an English boy?

2. How old is Tom?

3. Is his family big?

4. Is his dad George?

5. Is Alen 65?

6. Are Tom and Clara nine?

7. Is Lora his baby sister?

8. How old is Lucy?

9. Is his grandpa 69?

10. Is Lora 14?

4. WRITING: (10 min)

Complete the letter about you and your family

Hello! My _____ is _____. I _____. I'm a _____. I learn _____ at school. I have a big _____. This is my _____. Her name is _____. She's _____. This is _____. He's _____. He's _____. This _____ name _____. This _____. She's _____. I have a _____, too. Her name is _____.

Your friend,

5. SPEAKING: (10 min)

Make a video describing 5 of **your family members** using the following example:

- Oriana's **father** is Argelino. He's **50** years old.
- Her** brother and sister's names are Manuel and Cristina.

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The image shows a family of seven people. Five callout boxes provide details for specific members:

- Angelino (dad)**: 50 years old, plays chess.
- Romina (mum)**: 45 years old, reads books.
- Cristina (sister)**: 16 years old, plays video games.
- Manuel (brother)**: 25 years old, plays soccer.
- Oriana (daughter)**: 15 years old, runs.

Important information:

- You can record the video with your cellphone or computer.
- Send the video to your teacher through the means you have (e-mail, WhatsApp, or other).

FORMATIVE ASSESSMENT:

Complete the following chart according to the things you learned, things you want to learn more and a question or a doubt about the lesson.

3	Things I learned today
2	Things I found interesting
1	Question I still have

THIS IS THE END

Congratulations. I'm glad you have finished this learning guide. I'm sure you did your best. You can do amazing things. By the end of this learning guide you should achieve the objective proposed in the learning objectives. Please check the useful resources material which can help you to reinforce what you did in this learning guide.

USEFUL RESOURCES

Family members Vocabulary

<https://www.vocabulary.cl/english/family-members.htm>

ANSWER KEY

1. Activity 1 Vocabulary:

- | | | |
|------------------------------------|------------------------|-------------------------|
| 1. <u>Son.</u> | 7. <u>Uncle.</u> | 13. <u>Grandmother.</u> |
| 2. <u>Ana</u> and <u>Raul.</u> | 8. <u>Grandmother.</u> | 14. <u>Cousin.</u> |
| 3. <u>Ana's</u> and <u>Raul's.</u> | 9. <u>Alejandro.</u> | 15. <u>Niece.</u> |
| 4. <u>Brother.</u> | 10. <u>Aunt.</u> | 16. <u>Nephew.</u> |
| 5. <u>Sister.</u> | 11. <u>Wife.</u> | 17. <u>Grandmother.</u> |
| 6. <u>Tomas.</u> | 12. <u>Husband.</u> | |

2. Activity 2 Language awareness (grammar).

A. Hi, my name is Paul. I am from Oporapa Huila and I'm 10 years old. My father's name is Raul and he is a coffee grower. My mother's name is Ana and she is thirty-eight years old. I have sisters too and their names are Claudia and Maria. My sisters and I are studying at IE San Jose and we love learning and playing with our friends there. We like English and Math, we are very good at those subjects.

B. 1. Claudia and Maria's/Claudia's/Maria's.

2. Claudia, Paul, and Maria's/Claudia's/Paul's/Maria's.

3. Tomas and Sara's/Pedro and Helena's/ Tomas's/Sara's/Pedro's/Helena's.

4. Sofia's.

B. It's Ana's niece.

It's Raul's half-brother.

It's Claudia's guitar.

It's Paul's skateboard.

They are Paul's sisters.

3. Activity 3 Reading:

1. No, he is not.
2. Tom is nine years old.
3. Yes, his family is big.
4. No, he is not. He is Peter.
5. No, she is not. She is 66.

6. Yes, they are.
7. No, she is not. She is his older sister.
8. Lucy is 40 years old.
9. No, he is not. He is 68.
10. Yes, she is.

4. Activity 4 writing: Student's various answers.

5. Activity 5 Speaking: Student's audio production.

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo haya finalizado las actividades de esta guía, por favor hágale las siguientes preguntas las cuales permiten verificar su proceso de aprendizaje.

- ¿Cuál fue la actividad que más le gustó y cuál le pareció la más difícil?
- Describa cuales son los miembros de nuestra familia y la relación entre nosotros.
- ¿Cuánto tiempo le llevó desarrollar la guía?
- ¿Qué recursos utilizó?

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