



"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School	_____	City	_____
Teacher's name	_____		
Student's name	_____		
Grade	6	Level	A1

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Estimados padres de familia y/o acudientes,

Continuamos nuestra labor, apreciamos su compromiso, excelente actitud y trabajo en equipo para el beneficio de nuestros jóvenes. El diseño de esta guía está basado en el libro *Way to Go 6*, Módulo 1, Unidad 3, Lección 2, páginas 33 y 34. Para el desarrollo de la misma, su hijo(a) realizará las siguientes actividades en un tiempo estimado de 1 hora:

- Sección 1 (vocabulario): Ejercicio para reconocer palabras claves en una lectura sobre descripción de personas.
- Sección 2 (lectura): Su hijo(a) realizará un proceso de comprensión de lectura de un texto en inglés sobre descripción de personas.
- Sección 3 (escritura): Su hijo(a) empleará el vocabulario y estructuras estudiadas en esta guía de aprendizaje y sus conocimientos previos, para diseñar un poster/afiche en inglés en el cual muestre a sus amigos su persona favorita en el mundo. El poster/afiche será diseñado y enviado al profesor(a) una vez se haya completado.
- Sección 4 (autoevaluación): El estudiante evaluará su aprendizaje a partir de las actividades que desarrolló.

Así, a través del desarrollo de estas actividades, su hijo(a) mejorará su manejo de vocabulario relacionado con adjetivos, partes del cuerpo y la estructura en inglés usada para expresar descripciones y, además, logrará familiarizarse con la comprensión de lectura del examen SABER 11, lo cual contribuirá a que se logre un mejor desempeño en el mismo.

Adicionalmente, su hijo(a) cuenta con ejemplos de las actividades, recursos adicionales y la orientación del docente.

Esperamos que pueda apoyar a su hijo(a) supervisando el desarrollo de las actividades y formulando las preguntas que se encuentran al final de esta guía en la sección ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA a fin de confirmar los aprendizajes que su hijo (a) logró realizar.

Mil gracias por su apoyo!

WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you learn vocabulary about adjectives and parts of the body. All the activities are connected to the reading in *Way to Go Student Book 6* Module 1 Unit 3 (pages 33, 34). It starts with some vocabulary activities. Then, you have to read a text and work on some activities about it, then you will discover how to describe a person. Finally, you will design a poster about your favourite person to show your friends his or her characteristics; that poster will be shared with your teacher and classmates.



Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Describing People	Reading and writing	Simple present tense (is - has)	Adjectives Parts of the Body	Describing physical appearance.

GET READY

Study time needed: 1 hour	Resources: English dictionary, notebook, pencil, mobile phone/ computer, a piece of cardboard, magazine, pencil colours, markers, scissors, glue, a photo of a person, PDF file of Way to Go Student Book 6.	Textbooks Links: Way to Go -Students book 6, pages 33 and 34. http://aprende.colombiaprende.edu.co/es/node/94010
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LEARNING OBJECTIVES

LEARNING STRATEGIES

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

- To use vocabulary about adjectives and parts of the body in a real context.
- To identify specific information in a text.
- To infer information from a text.
- To describe people's physical appearance.

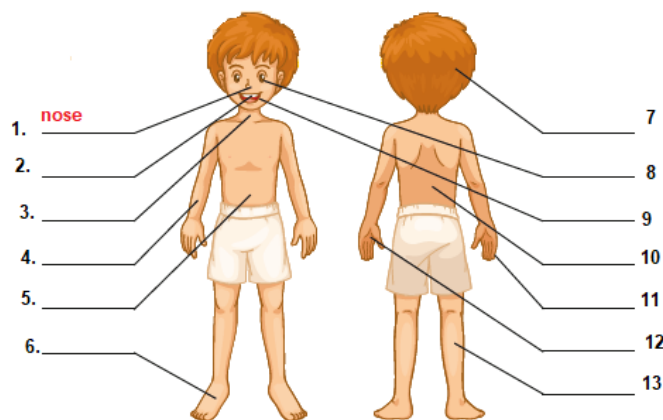
What can you do to achieve the objectives?

- Read the instructions for each task.
- Make a glossary of new words in your notebook.
- Don't translate words. Use drawings to represent them.
- Look at the examples given in each activity of this learning guide. They are highlighted in yellow.
- Use your prior knowledge and try to infer the meaning. Use the dictionary only when necessary.
- Write on your notebook any "new" learning points discovered.
- Use the models given to do your own task.

ACTIVITIES

1. VOCABULARY TASKS (10 minutes)

a. Label the picture of the human body with the words from the box.



arm	back	eye	feet
finger	hand	head	
leg	mouth	neck	
nose	stomach	teeth	



b. Classify the vocabulary according to the categories.

black	tall	short	medium-height	brown	blond	dark	long	short	curly
wavy	brown	green	grey	blue					

hair	black
height	
eyes	

2. READING TASKS (10 minutes)

a. Match the pictures to 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.

b. Choose the correct option to each statement.

<p>1. Mr Morales has</p> <p>a. short dark hair</p> <p>b. long dark hair</p> <p>c. short blond hair</p>	<p>3. Mr Kuchynsky has</p> <p>a. green eyes</p> <p>b. brown eyes</p> <p>c. black eyes</p>
<p>2. Ms Rashid is</p> <p>a. short and fat</p> <p>b. short and slim</p> <p>c. tall and slim</p>	<p>4. Ms Simonson is</p> <p>a. a teacher</p> <p>b. a student</p> <p>c. a coach</p>



LANGUAGE TASKS (15 mins)

A. Read the descriptions about the four boys in the picture and the grammar box. Then answer the questions in exercise B.



Grammar Box

Physical Descriptions

We can describe people using three specific models. Write on the board:

Model 1	Model 2	Model 3
John is tall.	He has green eyes.	His hair is long, curly and black.
Andrea is short.	She has black hair.	Her eyes are brown.

Sometimes more than one word can be used. For example: *He has short, brown hair = His hair is short and brown.*

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.

b. Use a tick to choose the best option.

- We use **is** to
 - identify a general characteristic
 - identify a specific characteristic
- We use **has** to
 - identify a general characteristic
 - identify a specific characteristic
- we use **is** and **has** with
 - I, you, we, they,
 - he, she, it
- words in red color are
 - verbs
 - adjectives
- adjectives are
 - before the verb
 - after the verb
- the tense use in the description is
 - present
 - past
- Is** and **has** is useful to describe
 - people
 - people and things

2 Adapted from way to Go 6, pag 33



3. WRITING TASKS (20 minutes)

a. It's time to describe one of your favourite people.



1. Think about your favourite person in the world.
2. What do you know about her or him?
3. What does she or he look like?

	<p>This is James Rodriguez. He is a football player. He is 29 years old. He is tall and slim. He has brown eyes. He has short brown hair. He is fast. He is a good footballer player.</p>
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b. Write a short description about your favourite person in the world using the vocabulary and language you studied in this guide. Then, design a mini poster to show others your favourite person in the world. You can use the example as a model.

c. Design your poster on a piece of cardboard, then, take a picture or scan it and, finally, send it to your teacher via Whatsapp.

Before you send the final version of your poster, check that you have included the following items:

In my poster, I included...	Yes 	Not yet 
vocabulary about adjectives and parts of the body learnt in this guide		
images to illustrate my favourite person in the world.		
a description of my favourite person in the world.		

1. SELF-ASSESSMENT TASKS (5 minutes)

Tick (✓) the option that shows what you can do.

After finishing this self-study guide, I can...	Great!	Good	I need more practice
vocabulary about adjectives and parts of the body in a real context.			
identify specific information in a text.			
To infer information from a text.			
To describe people's physical appearance.			



THIS IS THE END

Congratulations! You have made it to the end! Now you can describe people. You created an amazing poster using vocabulary about adjectives, parts of the body and make a descriptive paragraph.

USEFUL RESOURCES

Online English Spanish dictionary

dictionary.cambridge.org/es/diccionario/ingles-espanol/

For further practice about i s, has and descriptions:

agendaweb.org/vocabulary/describing-people-personality.html

[es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Physical_description](http://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Physical_description)

www.englishexercises.org/makeagame/viewgame.asp?id=7824

www.ego4u.com/en/cram-up/vocabulary/description/exercises

learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary/appearance

www.tolearnenglish.com/exercises/exercise-english-2/exercise-english-1522.php

www.ejerciciosinglesonline.com/vocabulary/ingles-para-ni%C3%B1os/ex1-physical-description/

www.inglesmundial.com/Basico/Leccion3/Gramatica.html

Practice some vocabulary about adjectives and parts of the body:

agendaweb.org/

agendaweb.org/exercises/grammar/adjectives-1/index.html

agendaweb.org/exercises/grammar/adjectives-multiple

www.aprenderinglesrapidoymfacil.com/2016/04/03/20-adjetivos-en-ingles/

www.superprof.es/apuntes/idiomas/ingles/gramatica-inglesa/verbs/exercises-to-have-simple-present-affirmative.html

www.saberingles.com.ar/exercises/134.html

ANSWER KEY

VOCABULARY TASKS

A. 1.nose 2. teeth 3. Neck 4. Arm 5. Stomach 6. Feet 7. Head 8. eye
9. mouth 10. Back 11. Finger 12. Hand 13. Leg

B. **Hair:** black, short, long, brown, blond, curly, wavy, grey

Height: tall, short, medium-height

Eyes: brown, green, blue, black

READING TASKS

A. 1. Ms Simonson 2. Mr Kuschynsky 3. Ms Rashid 4. Mr Morales.

B. 1. A (short dark hair) 2. B (short and Slim) 3. B (Brown eyes) 4. A (coach)

LANGUAGE TASKS

B 1. A 2. b 3. b. 4. b 5. b 6. a 7. b

WRITING TASK

Students' own answers.



ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo(a) ha desarrollado completamente las actividades (tasks) 1 a 5, es momento de hacer verificación de su proceso de aprendizaje; por tanto, le sugerimos hacer las siguientes preguntas:

1. ¿Cuál fue la actividad que te pareció más compleja /más te gustó? ¿Por qué?
2. ¿Tuviste la oportunidad de usar lo que aprendiste en la guía cuando hiciste el poster/afiche para mostrar a tus amigos tu persona favorita en el mundo?
3. ¿Pudiste expresar tus ideas y describir a una persona?
4. ¿Cuánto tiempo te tomó desarrollar la guía?
5. ¿Empleaste algunos de los recursos sugeridos en la sección USEFUL RESOURCES?

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