

**"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

Esta guía de aprendizaje de inglés para el trabajo en casa se preparó con el fin de ayudar a su hijo o hija a repasar vocabulario sobre la apariencia física y a aprender a describir en forma escrita la apariencia física de una persona. Su hijo deberá dedicar una hora para desarrollar toda la guía. El trabajo aquí descrito se relaciona con las actividades del módulo 1, unidad 3 **My People** de las páginas 30-35 del libro del estudiante Way to Go 6, que está disponible en la plataforma Colombia Aprende. Al final de esta guía se adjunta la página del libro para quienes no tienen acceso a internet.

- La actividad 1 es una introducción del nuevo vocabulario sobre descripción de personas donde van a completar observando la imagen y escribiendo la palabra que corresponde.
 - La actividad 2 invita a observar unos párrafos cortos de la unidad 3 **My People** del libro Way to Go 6 con el fin de relacionar las descripciones de los párrafos con las imágenes.
 - La actividad 3 consiste en leer el artículo sobre el periódico de Kansas sobre el equipo de voleibol y completar el cuadro con la información acerca de los jugadores y su descripción física.
 - Por último, la actividad 4 es para que su hijo se autoevalúe describiendo a un amigo o familiar teniendo en cuenta las instrucciones dadas en el ejercicio de práctica de escritura.
- ¡Gracias por su colaboración y acompañamiento durante este proceso!

WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you practice describing people in written form. All the activities are related to the topic of physical appearance presented in Way to Go Student Book 6 Module 1 Unit 3 Lesson 1. It starts with an introduction about new vocabulary to describe people. Then, you must read some texts in order to match with the description of some people. After that, you have to read an article related to a Volleyball team from Kansas to complete the chart according to the information from that text and end by making a writing plan related to the description of a friend or a family member.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
My People	Writing	Present Simple	Physical Appearance	Describing Physical Appearance

GET READY

Study time needed:

1 hour

Resources:

English dictionary, notebook, pencil, sheets of paper, PDF file of Way to Go Student Book 6.

LEARNING OBJECTIVES

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

- To practice reading and writing vocabulary related to physical appearance.
- To understand information about people's physical appearance.

LEARNING STRATEGIES

What can you do to achieve the objectives?

- Read the given instructions carefully to complete the guide.
- Consider the examples displayed to answer the exercises.
- Use a dictionary for unknown words (If necessary)
- Use your prior knowledge to infer the meaning of new words.



ACTIVITIES

1. ACTIVITY 1 – VOCABULARY:

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

1

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

WRITE THE WORDS THAT DESCRIBE EACH GIRL:

LING: _____

SHOSHANA: _____

ALEXA: _____

CLARA: _____

LOUISA: _____

2. Language Awareness - READING 1

Match the pictures with the descriptions.

2



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.

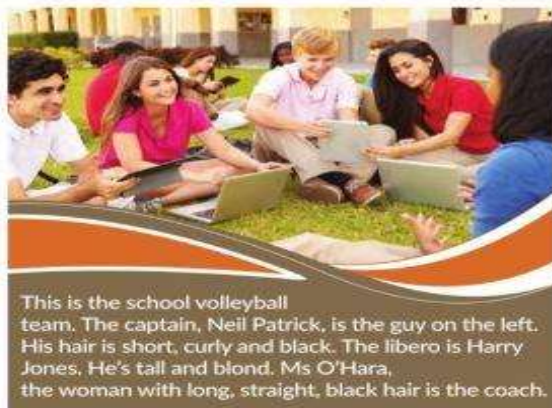
C Mr Kuchynsky is tall and thin. He has very short hair. He has brown eyes. He trains the tennis players.

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

3. Language Awareness - READING 2

3

Read the *Kansas School Newspaper* article about the volleyball team. Complete the chart.



Name	Position in the team	Physical characteristics
<i>Neil Patrick</i>	_____	_____
_____	_____	<i>tall</i>
_____	<i>coach</i>	_____



4. Language in use. Read the statements and answer the questions.

Describing People and Things

I	am	Big Small Tall Short Girl Boy
He, She, It	is	
You, They, We	are	

Examples:

I am a girl.	He is tall.
It is a cat.	They are big.

Describing People and Things

I, You, They, We	have	Blue eyes Four legs Two arms Small nose Blond hair Red shirt
He, She, It	has	

Examples:

I have blond hair.	They have red shirts.
It has four legs.	He has blue eyes.

Let's notice!

a. Which sentence is used to describe people?

- a. She is tall.
- b. He listens to music.

We use adjectives to describe nouns. TRUE OR FALSE? _____

b. Mr. Rashid **is very short and slim.**

This sentence is referring to

- a) a description
- b) a statement in the past
- c) an action

c. Mr. Morales **is young and very tall.** He **has short dark hair.**

Circle the correct answer:

- a) We use the verb "to be" when we describe height/weight/personality: **YES/NO**
- b) We use the verb "have" when we describe hair/eyes/legs/arms/nose/mouth: **YES/NO**

d. Which of these sentences is not describing people?

- a) Ms. Simonson **is short.**
- b) She **wears glasses.**
- c) She's the swimming coach.

5. Fill in the gaps by using the correct verb to be (am-is-are) or verb to have (have-has).

Example: Mr. Kuchynsky is tall and thin.




- a. Harry Jones _____ tall and blond.
- b. Neil Patrick is the guy on the left. His hair _____ curly and black.
- c. Mr. Morales _____ short black hair.
- d. Ms. Rashid and Ms. O'hara _____ long black hair.

6. WRITING PRACTICE

THINK OF YOUR FAVORITE FRIEND. WRITE ABOUT HIM. Remember to describe his height, hair, and other characteristics.

5. Assessment Tasks

According to what you learned about this topic, put an (X) to answer the following self-assessment chart.

Your progress...	Excellent <small>4</small> 	Good <small>5</small> 	Needs improvement <small>6</small> 
I can, read and write vocabulary related to physical appearance.			
I can understand information about people's physical appearance.			

THIS IS THE END

Well done! I'm glad you have accomplished this task. The invitation for you is to continue studying the vocabulary and phrases related to physical appearance in your daily life. Don't forget that it is important to learn people's physical appearance in order to understand the person's personality and characteristics.

USEFUL RESOURCES

Online English Spanish Dictionary:

<https://www.linguee.com/english-spanish>

Vocabulary - Physical Appearance:

<https://usefulenglish.ru/vocabulary/appearance-and-character>

<https://www.englishlessonviaskype.com/physical-appearance-vocabulary/>

<https://learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary/appearance>

Reading Practice:

<https://www.allthingstopics.com/uploads/2/3/2/9/23290220/worksheet-mariasam-describepeople.pdf>

Writing Practice:

<https://www.allthingstopics.com/uploads/2/3/2/9/23290220/worksheet-describe-people-write.pdf>



ANSWER KEY

Vocabulary

HEIGHT short tall medium-height

BUILD thin/slim chubby/fat strong

HAIR red short black blond medium-length brown long long bald

EYES brown blue green dark/black

HAIRCUTS AND MORE a fringe a bun a moustache ponytail a beard pigtails
freckles a plait no hair (I am bald)

Language Awareness

- Reading Practice 1

1 - (D) 2 - (C) 3 - (B) 4 - (1)

- Reading Practice 2

Name	Position in the team	Physical characteristics
Neil Patrick	The Captain	Short, curly and black Hair.
Harry Jones	The Libero	Tall and blond.
Ms O'Hara	The Coach	Long, straight, black hair.

Let's notice!

c. Which sentence is used to describe people?

a. She is tall.

We use adjectives to describe nouns. TRUE OR FALSE? T

d. Mr. Rashid **is very short and slim.**

This sentence is referring to

b) a description

c. Mr. Morales **is young and very tall.** He **has short dark hair.**

Circle the correct answer:

We use the verb "to be" when we describe height/weight/personality: **YES**

We use the verb "have" when we describe hair/eyes/legs/arms/nose/mouth: **YES**

d. Which of these sentences is not describing people?

d) She's the swimming coach.

5. Fill in the gaps by using the correct verb to be (am-is-are) or verb to have (have-has). (5 min)

Example: Mr. Kuchynsky is tall and thin.

e. Harry Jones _____ IS _____ tall and blond.

f. Neil Patrick is the guy on the left. His hair _____ IS _____ curly and black.

g. Mr. Morales _____ HAS _____ short black hair.

h. Ms. Rashid and Ms. O'hara _____ HAVE _____ long black hair.

Writing Practice (Example)

Her name is Patricia, she is tall and thin. She has long, wavy and blond hair. She has brown eyes. She is generous and talkative. She is my best friend.

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 que le permiten verificar el proceso de aprendizaje:

-¿Qué conocías antes sobre el tema desarrollado en la guía?

-¿Qué palabras y expresiones aprendiste durante el desarrollo de la guía?

-¿Cuál fue la actividad más fácil de desarrollar? ¿Por qué?

-¿Cuál fue la más difícil de desarrollar? ¿Por qué?

-¿Cómo crees que podrías mejorar en el desarrollo de una próxima guía?

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LINKS OF IMAGES

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