

**"BEYOND THE CLASSROOM"**  
ENGLISH SELF-STUDY GUIDE

<b>School</b>	_____	<b>City</b>	_____
<b>Teacher's name</b>	_____		
<b>Student's name</b>	_____		
<b>Grade</b>	6th	<b>Level</b>	A1

**ORIENTACIONES PARA LOS PADRES DE FAMILIA**

Abrazo virtual afectuoso. Esta guía tiene como objetivo facilitar el trabajo de su hijo/a en casa. Deben leer cuidadosamente las instrucciones para cada actividad y desarrollarlas tratando de invertir el tiempo sugerido (1 hora). No hay inconveniente alguno si toman más del tiempo indicado. La guía contiene actividades del libro de texto "Way to Go Student Book 6" páginas 64 y 65. Estas se han agregado al final de la guía en caso de no tener acceso a internet. Si desean tener el libro en formato PDF pueden descargarlo de la página <https://drive.google.com/file/d/1sroHuDVqB3YpL6ztL5hn3ViweAmR5oc6/view>. En la guía, el estudiante usará el tiempo presente continuo para emparejar el vocabulario relacionado con trabajos y ocupaciones junto con una acción, luego revisará su conocimiento gramatical acerca del tiempo mencionado, describirá las acciones que hacen las personas y practicará su comprensión lectora. Al final encontrará unas preguntas que puede hacerle a su hijo-a para verificar lo aprendido durante el desarrollo de esta guía.

**WELCOME TO THIS SELF-STUDY GUIDE**

Hello, in this guide we are going to use the present continuous tense to describe activities that are happening at this moment. You will find vocabulary, grammar, reading and writing tasks which help you to practise the present continuous tense. At the end, you will send an email to your best friend telling him/her about what you're doing during the pandemic.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
<b>Jobs</b>	Reading/writing	Affirmative and negative sentences with the present continuous tense.	Occupations. Action verbs.	Describing actions about what people do and their occupation

**GET READY**

<b>Study time needed:</b> <b>1 hour</b>	<b>Resources:</b> <i>English dictionary (if necessary), pencil, notebook, sheets of paper, this guide.</i>	<b>Textbooks Links:</b> - <i>Way to Go Student Book 6, page 64, exercises 4 and 5</i>
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### LEARNING OBJECTIVES

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

- To write a short text describing the activities you are doing during the pandemic.
- To practise vocabulary related to jobs and occupations
- To identify the grammar of the present continuous tense

### LEARNING STRATEGIES

What can you do to achieve the objectives?

- Read 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 TASK (15 minutes)

a. Label the pictures using words from the box below. Follow the examples given.

PILOT	SINGER	SCIENTIST	PAINTER	WAITER
FIREMAN	DOCTOR	CHEF	POLICEMAN	DANCER

<u>W A I T E R</u>	_____	_____	_____
_____	_____	_____	_____
	_____	_____	



**b. Match the job or occupation with the action. Follow the example given**

- |                 |          |                               |
|-----------------|----------|-------------------------------|
| 1. Some chefs   | ___      | a. is fighting the fire       |
| 2. A fireman    | ___      | b. are working in the airport |
| 3. A singer     | ___      | c. is teaching English        |
| 4. A Teacher    | ___      | d. are healing patients       |
| 5. Some Doctors | ___      | e. is singing a song          |
| 6. Some Pilots  | <b>1</b> | f. are working in the kitchen |

**2. READING TASK** (15 minutes) read the paragraph about Adriana Ocampo and answer the questions.



Adriana Ocampo's a Colombian scientist. Right now, **she's working** for NASA on a project to explore Jupiter, a planet in our solar system. **She's coordinat ing** the project called 'New Horizons'. In that programme, **a spaceship is travelling** across the solar system and **is going to** Jupiter. **The ship's collect ing** rocks and **analyzing** Jupiter. **Adriana's controll ing** the process and **she's making** Colombia famous.

**a. Choose the correct answer:**

- |   |  |
|---|--|
| <p><b>1.</b> Adriana Ocampo is a:</p> <p>a. scientist<br/>b. singer<br/>c. dancer</p>   | <p><b>3.</b> The name of the project is:</p> <p>a. Spaceship Travelling<br/>b. Project Jupiter<br/>c. New Horizons</p>                       |
| <p><b>2.</b> She is working on a project to</p> <p>a. dance every Friday<br/>b. make Colombia famous<br/>c. explore Jupiter</p> | <p><b>4.</b> The spaceship is:</p> <p>a. making Colombia famous<br/>b. collecting rocks and analyzing Jupiter<br/>c. controlling Adriana</p> |

**3. GRAMMAR TASK** (15 minutes) Read the examples of sentences in present continuous (or present progressive) and then answer the questions below.

- The children are not going to school because of Covid-19
- Juana is writing a poem.
- Are your parents working in the farm?
- I am not doing the homework.
- The teacher is explaining the exercise.



**Questions:**

1. In present continuous the verb sometimes has \_ing at the end.

**True\_\_\_ False\_\_\_**

2. To write sentences in present continuous we have to use AM-IS-ARE.

**True\_\_\_ False\_\_\_**

3. The order of an affirmative sentence in present continuous is:

	am	verb+ ing	Other words
	is		
	are		

**True\_\_\_ False\_\_\_**

**Choose the correct answer:**

4. To make negative sentences in present continuous we:

- a) Write NOT before AM\_IS\_ARE
- b) Write NOT after AM\_IS\_ARE
- c) Write NOT after the verb with -ing.

**4. WRITING TASK (15 minutes):**

**a.** Look at the names (1-4). Use the pictures to help you write about what these people are doing. Use the word bank.



1. Diana Uribe



2. Colombian football team



3. Caterine Ibargüen



4. Monsieur Periné

**WORD BANK**

- 1. talk / about history
- 2. play / a soccer match
- 3. jump / in the Diamond League
- 4. sing / "Bailar contigo"

**1. She's Diana Uribe. She's talking about history.**

**2. They \_\_\_\_\_**

**3. She \_\_\_\_\_**

**4. They \_\_\_\_\_**



- b. Now, send an email to your best friend and tell him/her about five activities that you're doing during the pandemics. Use some of the ideas worked during the guide and the present simple. Write between 40 and 50 words. For example:

Hi, dear Pablo.

**I'm writing** you to tell about what **I'm doing** during the lockdown. **My parents are working** hard in the farm and **I'm helping** them in the mornings.



### 5. ASSESSMENT TASKS (10 minutes)

Check your progress!	✓ ✓	✓	X	Discuss with your parents, then answer the questions below
	Very well	Quite well	With difficulty	
I can identify different jobs and occupations				How many new words did you learn? _____
I can understand the grammar of the present continuous				For you, which sentences (affirmative, negative, questions) are easier to build? _____
I can write a short text using present continuous to describe what I'm doing during the pandemics				Which words were the most difficult to understand? _____ _____



## THIS IS THE END

Congratulations! You have made it to the end! Now you can tell people what you're doing during the pandemic. You sent a nice email to your best friend using vocabulary about actions that you're doing at the moment of speaking. Don't forget to check the additional resources.

## USEFUL RESOURCES

If you have access to internet, open YouTube and write "present progressive tense" in the task bar. There you will have plenty of videos with explanations on how to use this tense. For example:

<https://www.youtube.com/watch?v=H7uJ2Pqu21U>

<https://www.youtube.com/watch?v=hfgni8tQl3o>

Interactive games about Jobs and Occupations:

<https://learnenglishkids.britishcouncil.org/es/category/topics/jobs>

## ANSWER KEY

### 1. Vocabulary tasks

- a. 1-waiter, 2-dancer, 3-scientist, 4-doctor, 5-singer, 6-chef, 7-painter, 8-pilot, 9-fireman, 10-policeman
- b. 1-f, 2-a, 3-e, 4-c, 5-d, 6-b

### 2. Reading Task

1-a, 2-c, 3-c, 4-b

### 3. Grammar Task

1-F, 2-T, 3-T, 4-b

### 4. Writing task

- a. 1. She's Diana Uribe. She's talking about history
2. They are the Colombian football team. They are playing a soccer match
3. She's Caterine Ibargüen. She's jumping in the Diamond League
4. They are Monsieur Periné. They are singing "Bailar Contigo"
- b. Answer will vary but have to include 40-50 words and present continuous sentences

## ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Si les es posible imprimir la guía, tu hijo/a puede trabajar directamente en ella y guardarla en una carpeta o pegarla en el cuaderno. Si no es posible imprimir esta guía, dile a tu hijo que desarrolle las actividades en el cuaderno, identificando cada una de ellas al realizarlas. Además, puede hacerle las siguientes preguntas una vez haya terminado de resolver la guía:

- ¿Cuál fue la actividad que más te gustó y cuál fue la actividad que te pareció más difícil?
- ¿Qué crees que puedes hacer para seguir mejorando tu comprensión lectora en inglés?
- Descríbeme qué estamos haciendo en este momento.
- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿Qué recursos utilizaste para resolverla?



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MODULE // 2 Unit // 2 Lesson // 2

37

4. Listen »

Listen and read about a Colombian person who's making an important contribution to the world. Then, practise reading aloud with a partner.



Adriana Ocampo's a Colombian scientist. Right now, **she's** working for NASA on a project to explore Jupiter, a planet in our solar system. **She's** coordinating the project called 'New Horizons'. In that programme, **a spaceship is** travelling across the solar system and **is going** to Jupiter. **The ship's** collecting rocks and **analyzing** Jupiter. **Adriana's** controlling the process and **she's** making Colombia famous.

5. Speak »

Look at the names (1-4). Use the pictures to help you talk about what these people are doing. Use the Word Bank.



1. Diana Uribe



2. Colombian football team



3. Caterine Ibargüen



4. Monsieur Periné

Word Bank

play jump sing  
talk about history

Number 1 is Diana Uribe.  
**She's** talking about history.

Yes! Number 2 is the Colombian football team.  
**They're** ...

6. Speak »

Make a list of people who do things for Colombia. Work with another pair and ask and answer questions.

What are Bomba Estéreo doing?

They're singing in different countries.

What's Juan José Cuadrado doing?

He's playing in a football team.



21st Century Skills  
• Leadership


Leaders are people who influence and motivate others to get involved in the achievement of a particular task. You can recognize a leader's work by discussing their contributions to their community/country.

Final task activity!





## module 2 // Unit 2

7.  **Write »** Think about a leader who's doing something important for your community/city/country. Complete the information.

My aunt Carla's working for my community. She's painting murals with the children of my neighbourhood.



Name: \_\_\_\_\_

\_\_\_\_\_


What's he/she doing?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8.  **Speak »** Work in groups of three. Share your information about your leaders. Say what information is interesting to you. Talk to your classmates.


My brother's a leader in my community. At the moment, he's helping children eat healthy food.

Great! Is he working alone?

Wow! That's really interesting.

No, he isn't. He's working with a team.

**Final task activity!**

9.  **Speak »** Say if you have personal goals. Tell a partner.

I want to be an excellent student this year. I'm doing all my homework these days. I'm checking my lessons at home. I'm not using the internet very much.

