

Institución Educativa: San José de Venecia

Nombre del docente:

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Grado o Nivel sexto

**Área o Asignatura
Inglés**

Tema

Taller #3 de la página 11 a la 27

Criterios de desempeño

Participa en una conversación corta para decir su nombre, edad y datos básicos a profesores, amigos y familiares

Saluda y se despide de manera formal e informal.

Comprende mensajes cortos y simples relacionados con mi entorno y mis intereses personales y académicos.

Expresa posesión usando adjetivos

Describe las características básicas de personas, cosas y lugares de su escuela, ciudad y comunidad, a través de frases y oraciones sencillas.

Actividades

Ejercicios de lectura, comprensión lectora, razonamiento, ubicación en mapas, dibujos, etc.

Las actividades del taller se realizara en el cuaderno de inglés con base en los libros libros way to go\WAY TO GO 6 LIBRO DE TRABAJO.pdf

Los estudiantes trabajaran de la página 11 hasta la 27

Metodología

Activa participativa que tiene en cuenta el factor flexible en el aprendizaje basado en tareas y talleres. Las actividades del taller se realizara en el cuaderno de inglés las actividades las puedes hallar en la página www.colombiaaprende.edu.co o

Los estudiantes podrán preguntar sobre la actividad por medio del Correo lino79.nlm@gmail.com o el WhatsApp 3206588809 para que la metodología sea más efectiva la recomendación es que esas dudas que los estudiantes tengan se responderán en el horario asignado a cada grado.

Evaluación

Evaluaciones tipo Saber ICFES, análisis y producción de textos, participación activa, trabajos grupales e individuales.

Actividades de refuerzo, pruebas orales y escritas, traducciones español _ inglés, inglés_ español.

Web grafía y/o Bibliografía

Libros way to go/teenagers y páginas web,

Unit 3

My People

Word Bank
sister
brother
son
father
daughter
mother

Lesson 1 » Family Life

1. Look at the picture of this famous family and complete the sentences with the words in the Word Bank.

Lisa is Maggie's sister.

1. Marge is Bart's _____.
2. Bart is Lisa's _____.
3. Maggie is Homer's _____.
4. Homer is Bart's _____.
5. Bart is Marge's _____.



2. Look at Jorge's family. Answer the questions and correct any information.

Is Sonia his mother? No she isn't. Sonia is his sister.

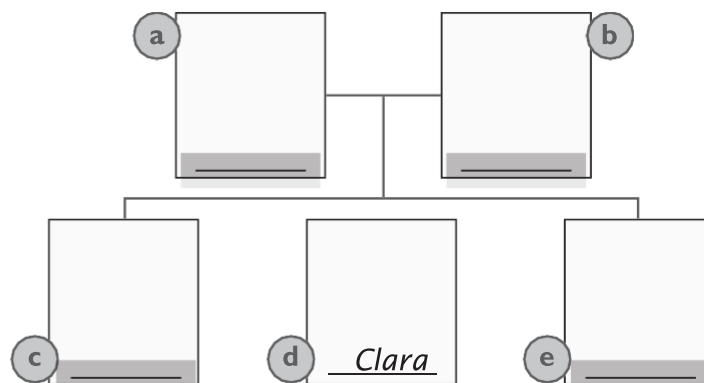
1. Is Leo his brother? _____.
2. Is Laura his mother? _____.
3. Is Marco his father? _____.
4. Is Sandra his sister? _____.
5. Is their last name Martinez? _____.

The Cardona Family




3. Read the text and complete the family tree with the correct names. Draw the family photos.

Maria's sister is Clara.
Clara's sister is bored.
Clara's brother is Eduardo.
Maria's mother is Patricia.
Patricia's son is sad.
Clara's father is tired.
Jose's daughter is happy.
Eduardo's father is Jose.
Maria's mother is excited.



Lesson 2 » We Are All Different!

1. Read the information about Pedro's family and draw each member. Write a description of Pedro.

			
1. _____ _____ _____ _____ _____	2. Pedro's mother is tall, thin and wears glasses. She has long curly dark hair and her eyes are green.	3. Pedro's father is tall and fat. He has short straight blond hair. His eyes are grey.	4. Pedro's brother is short and thin. He wears glasses. His eyes are blue. His hair is short, blond and curly.

2. Complete the chart with the physical characteristics of your family members.

Family member				
Name				
Hair				
Eyes				
Body				
Wears glasses	Yes / No	Yes / No	Yes / No	Yes / No

3. Now, write a description of your family members. Use exercise 1 to help you.

My mother's name is _____ (name). She's _____ (height) and _____ (build). She _____ (glasses). Her eyes are _____ (colour). Her hair is _____ (length, colour, style).

My father's name is _____

My _____

My _____

Lesson 3 » People I Admire

1. Read the following text about the Colombian woman working at NASA, Diana Trujillo. Circle the words related to her personality qualities.

I admire Diana Trujillo. She's a Colombian scientist working at NASA. She is very intelligent; she is great at mathematics. Diana has to control the robot in the "Curiosity" mission on Mars, so she needs to be very patient and responsible. Also, she needs to be very confident in her abilities because there is no space for errors on Mars.

2. Choose one of these Colombian characters . Use the mind map to make notes about why you admire him or her.



Ciro Guerra
Film director



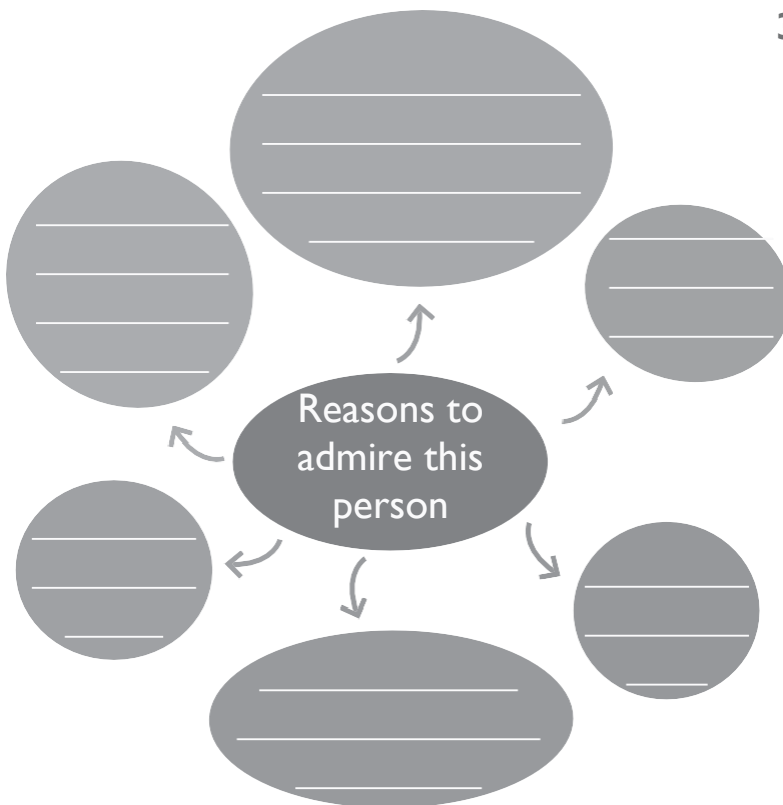
Nairo Quintana
Cyclist



Shakira
Singer



Rodolfo Llinas
Scientist



3. Write a short paragraph about the Colombian you admire. Use the clues and your mind map from exercise 2 to help you.

I admire (name) _____

because (reasons) _____

For example, this person (examples of his/her activities) _____

Chant

Good morning everyone



*Good morning everyone,
How are you today?
Please raise your hand
If you have something to say!*

I'm your teacher, rap to meet you.
Let's work in pairs of two.
Get your papers and your pen
And open your book on page ten.

Now everyone listen to me.
Let's learn about our families.
Look at the picture on the board.
Look at the dad, he looks bored.

He is short and very strong.
His daughter's hair is very long.
He has two sons, they are tall.
He is responsible and he loves them all.

*Good morning everyone,
How are you today?
Please raise your hand
If you have something to say!*

Look at the grandmother on the chair!
She has grey and curly hair.
She looks tired and quite sad.
She is smooth, just like her dad!

Her mum is caring and very fun.
She has dark hair just like her sons.
They are an interesting family.
One, two, three, now rap with me!

*Good morning everyone,
How are you today?
Please raise your hand
If you have something to say!*

Look at the grandmother on the chair.
She has grey and curly hair.
She looks tired and quite sad.
She is small, just like her dad!

Her mum is caring and very fun.
She has dark hair just like her sons.
They are an interesting family.
Now come on everyone, rap with me!

Good morning everyone, ...



Speaking

1. There are nine instructions in the chant. Work with a partner to find them all.

Please raise your hand if you have something to say!

Yes, that's right. The next one is ...

Reading

2. Read the chant again and look for the words.
 - 1 Underline all the imperative verbs.
 - 2 Circle all the nouns for people.
 - 3 Draw a box around all the adjectives.

Writing

3. Answer the questions. Use full sentences.

1 Where is the picture?

The picture is on the board.

2 How does the dad look?

3 How does the daughter look?

4 How many sons are there?

5 How do the sons look?

6 Where is the sister?

7 How does the sister look?

8 What is the mum like?

4. Write about your family. Use words from chant, the phrases provided and your own ideas.

**curly caring interesting strong tall
responsible blond long sad small
fun dark short tired**



My dad/my mum is ...
My brother/sister is ...
We are ...
My family is...

Check Your Progress



Choose the correct option.

1. Manuela is Juan's ____.
a. sister b. daughter c. mother d. son
2. Camilo is Manuela's ____.
a. brother b. daughter c. mother d. son
3. Julia is ____ mother.
a. Juan's b. Manuela's
4. Camilo is ____ son.
a. Juan's b. Manuela's
5. Manuela is Camilo's ____.
a. sister b. daughter c. mother d. son
6. Juan is Manuela's ____.
a. brother b. daughter c. father d. son
7. ____ has long blond curly hair.
a. Camilo b. Julia c. Manuela d. Juan
8. ____ has short dark straight hair.
a. Camilo b. Julia c. Manuela d. Juan
9. ____ has short blond straight hair.
a. Camilo b. Julia c. Manuela d. Juan
10. ____ has long dark curly hair.
a. Camilo b. Julia c. Manuela d. Juan

		Very well	Quite well	With difficulty
Vocabulary	I can identify vocabulary related to family. I can identify vocabulary related to physical descriptions of people. I can identify vocabulary related to personality characteristics of people and feelings.			
Grammar	I can express possession. I can ask and answer questions about family.			
Reading	I understand short texts about people's descriptions.			
Writing	I can describe family members. I can express reasons to admire a person.			
Speaking	I can talk about my family.			
Listening	I can understand information about physical descriptions in listening texts.			

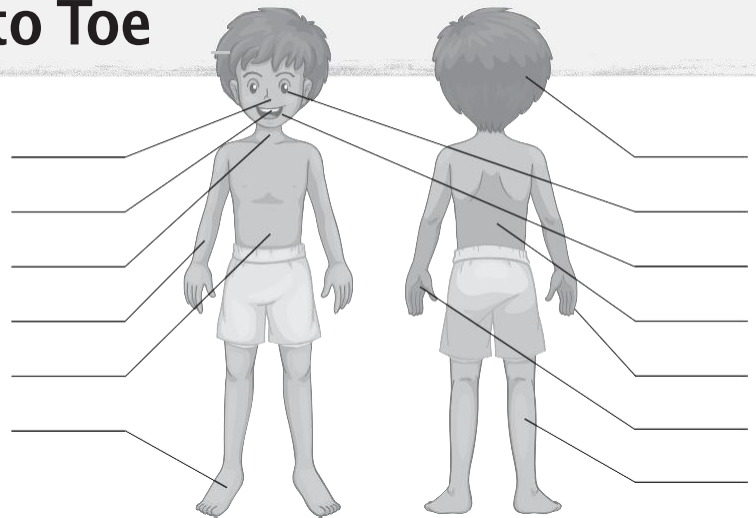
Unit 1

My Body is an Amazing Machine!

Lesson 1 » From Head to Toe

1. 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



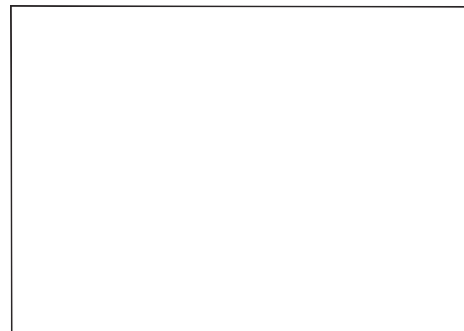
2. Circle the correct adjectives.

1. Nairo Quintana can ride his bike in high mountains because he has very **short** / **strong** legs.
2. Catherine Ibargüen can jump well because she has really **long** / **weak** legs.
3. Basketball players usually have **big** / **long** hands.
4. **Weak** / **Strong** people can't do gymnastics.
5. Some **short** / **long** football players can be very agile and fast like Lionel Messi.



3. Complete the sentences with the plural form of the noun in brackets. Draw the alien in the box to match the description.

1. This alien has two _____ (head).
2. The alien has four _____ (arm).
3. It has two _____ (mouth). One in each head.
4. It has six _____ (tooth) in each mouth.
5. It has three _____ (leg).
6. It has six _____ (foot). Two on each leg.



Lesson 2 » Protecting our Bodies

I.

Make sentences about ways we can get hurt at school or home. Use the prompts and the words in the box.

cut break fall hit hurt

1. We/finger/paper/classroom.

We can cut our fingers with paper in the classroom.

2. People/on a wet floor/toilets.

3. We/head/playground.

4. Children /leg/on the stairs.

5. We/hands/in the kitchen.

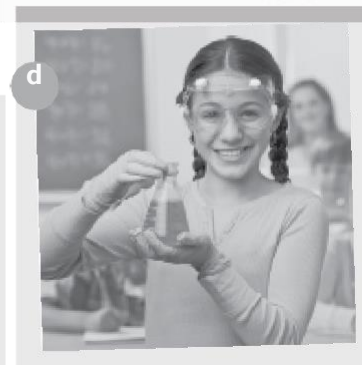
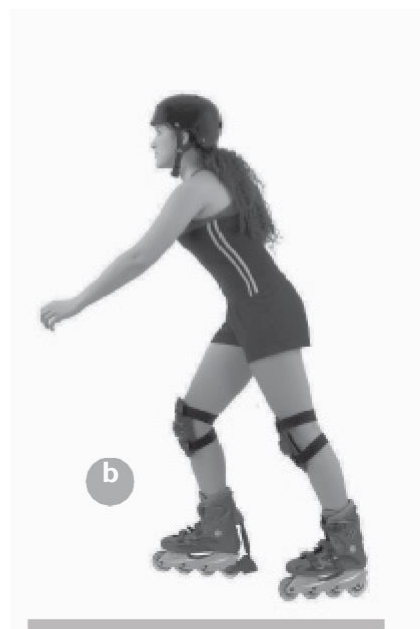
2. Match the types of protection 1–4 with the actions a–d.

1. safety glasses _____

2. kneepads _____

3. helmet _____

4. rubber gloves _____



3. Complete phrases 1–4 with the types of protection from exercise 2. Then match the two parts of the sentence.

1. If you don't wear safety glasses _____
in the laboratory,

2. If you don't wear a _____
when you ride a motorcycle,

3. If you don't wear _____
when you go skateboarding,

4. If you don't wear _____
when you clean,

A. ... you can hurt your head.

B. ... you can hurt your knees.

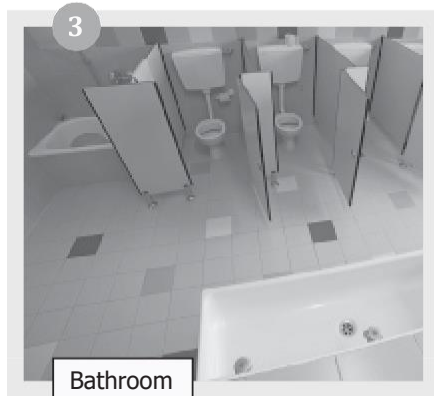
C. ... you can hurt your eyes.

D. ... you can hurt your hands.

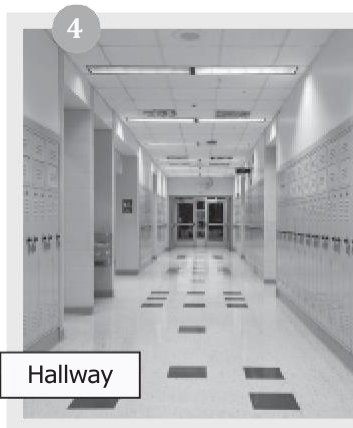
Lesson 3 » Safe Schools

1. What are the most common accidents in different rooms in your school? Think of one possible accident that can happen in places (1–6).

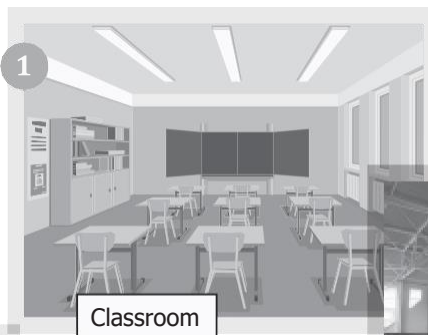
1. Cutting my finger on a book.
2. _____
3. _____
4. _____
5. _____
6. _____



Bathroom



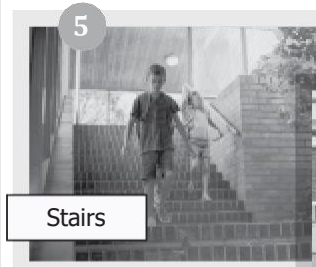
Hallway



Classroom



Sports Hall



Stairs



Playground

2. Write some ways to prevent the accidents in exercise 1.

1. To prevent accidents in the classroom, it's important to follow instructions.
2. To prevent accidents in the _____, it's important _____.
3. To prevent accidents in the _____, it's important _____.
4. To prevent accidents in the _____, it's important _____.
5. To prevent accidents in the _____, it's important _____.
6. To prevent accidents in the _____, it's important _____.

3. Use the information from exercise 2 to write a short paragraph about accidents in your home.

Accidents can sometimes happen at home, too. For example, _____
 _____ (write the type of accidents in your home)
 _____. To prevent these accidents, it's
 _____ (write the actions to prevent these accidents).



Check Your Progress

Choose the correct option.

1. Which one is not a part of the body? a. stomach b. leg c. head d. glasses	7. It's difficult to be a gymnast if you have very____hands. a. long b. small c. strong d. short
2. Which one is not a part of the head? a. nose b. eye c. finger d. mouth	8. To protect your head use a____. a. helmet c. kneepads b. safety glasses d. gloves
3. We have 32____. a. tooth b. teeth c. tooths d. teeths	9. To protect your hands use____. a. helmet c. kneepads b. safety glasses d. gloves
4. We have two____. a. foots b. foot c. feet d. feets	10. Accidents at school cannot happen in the ____. a. stairs c. bedroom b. hallway d. playground
5. Basketball players need____legs and arms. a. small b. weak c. big d. long	
6. Swimmers need to have____arms. a. small b. weak c. strong d. short	

		Very well	Quite well	With difficulty
Vocabulary	I can identify vocabulary related to the body and body features and problems.			
Grammar	I can use <i>can</i> to talk about possibilities and recommendations for our body.			
Reading	I can understand sentences about body features.			
Writing	I can write short paragraphs about accidents and ways to prevent them.			
Listening	I can identify information in short conversations about body problems. I can identify information in short conversations about accidents.			
Speaking	I can talk about different body features and problems. I can talk about ways to prevent accidents.			

Unit 2

People Can Do a Lot of Things!

Lesson 1 » That Is Interesting to Me!

1. Write the activities in the correct column of the chart to show your likes and dislikes.

Likes	Dislikes

swimming
running
singing
origami
walking
reading
making dolls
riding a bike

playing an instrument
making models
playing basketball
roller skating
painting or drawing
playing football

practising martial arts
playing volleyball



2. Use the activities from exercise 1 to make sentences.

1. I don't like playing volleyball .

2. I like _____.

3. I don't like _____.

4. _____ is fascinating.

5. I'm very good at _____.

6. _____ is easy for me.

7. _____ is difficult for me.

8. I don't understand _____.

9. _____ is a bit boring.

10. _____ is exciting.

3. Write the questions for the answers.

1. Is basketball exciting for you?

No, it isn't. It's very boring for me.

2. _____

No, I don't like playing football.

3. _____

Yes, she does. My sister loves making dolls!

4. _____

No, it isn't. For me, origami is fascinating!

5. _____

No, I'm not. I'm not good at making models.

6. _____

Yes! Martial arts are exciting for me.

7. _____

No, it isn't. Playing an instrument is very difficult for me.

Lesson 2 » We Can Do Great Things!

1. Look at the photos. Write sentences about the people can and can't do.

1. The girl in photo A can play basketball.

2. The woman in photo B _____

3. The woman in photo C _____

4. The boy in photo D _____

5. The girl in photo E _____

6. The boy in photo F _____



2. Use the prompts to make questions about abilities. Then write your answers.

1. you/play tennis?
Can you play tennis? No, I can't. / Yes, I can.

2. you/dance?
_____?

3. your mother/play an instrument?
_____?

4. your father/cook?
_____?

5. you/paint?
_____?

6. your sister or brother/rollerskate?
_____?

3. What about you? Write about the things you can and can't do. Say why.

1. I can play an instrument, but I can't swim. It's a bit boring for me.

2. I can _____, but I can't _____.

3. I can't _____, but I can _____.

4. I can't _____, but I can _____.

5. I can _____, but I can't _____.

Lesson 3 » What Can I Do to Help?

Word Bank
 help students
 control a fire
 protect people
 give
 emergency
 treatment

1. Describe what these people are doing for the community.
 Use the correct form of the phrases from the Word Bank.

1. What is the teacher doing?

The teacher is helping the students to learn .

2. What is the paramedic doing?

_____ .

3. What is the police officer doing?

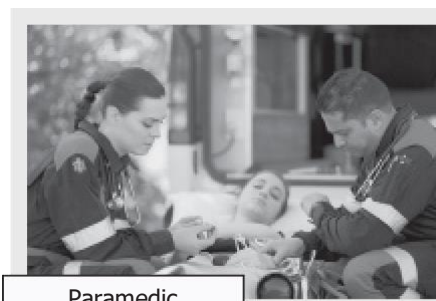
_____ .

4. What is the firefighter doing?

_____ .



Teacher



Paramedic



Police officer



Firefighter

2. Use the prompts to make sentences about what people are doing. Then write alternatives.

1. The boy/push/a boy in the playground.

The boy is pushing a boy in the playground. He can give the boy more space.

2. The cyclist/not wear/helmet.

3. People/throw/rubbish/in the forest.

4. The woman/argue/in the restaurant.

5. The mobile phone/ring/in the cinema.

6. The driver/not wear/seatbelt/in the car.



Check Your Progress

Choose the correct option.

1. Which one is <u>not</u> an activity? a. making models c. swimming b. embroidery d. singing	6. Which one does not work for the community? a. actor c. police officer b. fire fighter d. paramedic
2. Which one is <u>not</u> a sport? a. football c. volleyball b. playing the guitar d. basketball	7. What____? a. am you doing c. are you doing b. is you doing d. are you do
3. Caterine Ibargüen is____the triple jump. a. difficult c. good b. difficult at d. good at	8. I____English. a. am studying c. are studying b. is studying d. am study
4. ____are not difficult for Johnny Depp. a. dancing c. performing arts b. painting d. craft	9. Penelope____gymnastics. a. am doing c. are doing b. is doing d. is do
5. Playing the guitar is easy____Juanes. a. at b. for c. to d. in	10. Patricia and John____salsa. a. am dancing c. are dancing b. is dancing d. are dance

		Very well	Quite well	With difficulty
Vocabulary	I can identify vocabulary related to interests and likes. I can identify vocabulary related to free-time activities.			
Grammar	I can use <i>can</i> to talk about abilities. I can use the <i>verb to + verb-ing</i> to talk about what people are doing.			
Reading	I can understand short paragraphs about interests.			
Writing	I can write about people's abilities. I can write about what people are doing.			
Listening	I can identify information in short conversations about people's abilities. I can identify information in short conversations about people's activities.			
Speaking	I can talk about people's interests. I can talk about what people are doing.			

Unit 3

My Health Care Routine

Lesson 1 » On a Normal Day I ...

1. Write the activities on the chart to show when you do them.

In the morning	In the afternoon	In the evening	At night

2. Use the information from exercise 1 and the words in the box to write sentences about your routine.

always usually sometimes

- In the morning, I usually study at school.
- In the morning, I always _____.
- In the _____, I _____.
- In the _____.
- _____.

3. Complete the questions with the words in the box. Then answer the questions.

do (x3) time what (x2) often sport

- What do you do in the mornings? I usually study in the mornings.
- _____ do you wake up? I wake up at _____.
- _____ do you play? I _____.
- When _____ you spend time with your family? _____.
- How _____ do you take a shower? _____.
- What _____ you _____ in the evening? _____.



drink water

brush my teeth

spend time with my family

eat healthy food

do exercise

watch TV



Lesson 2 » Is that Healthy?

1. Use the words in the box to complete the sentences about your habits. Write *healthy* or *unhealthy* next to each habit.

always usually sometimes hardly ever

- I usually stay in all day. unhealthy
 - I _____ drink eight glasses of water a day. _____
 - I _____ eat breakfast. _____
 - I _____ brush my teeth in the morning and in the evening. _____
 - I _____ do exercise three times a week. _____
 - I _____ eat fruit and vegetables every day. _____
 - I _____ sleep more than seven hours per day. _____
 - I _____ eat fast food. _____
 - I _____ drink fizzy drinks. _____
 - I _____ use dental floss. _____
2. Think about the habits you have. Do you have a healthy/unhealthy/balanced routine? Describe your routine.

I have a _____ routine, because _____

3. Answer the questions about the activities and celebrations. Use *in* or *on*.

1. In which month do you celebrate Valentine's day?
We celebrate it in September.

2. When is Christmas Day?

3. When do you celebrate Halloween?

4. In which month is Mother's Day?

5. When is Independence Day in Colombia?

6. In which month is Father's Day?

7. When is your birthday?

8. When is your mother's birthday?



Lesson 3 » The Healthy Day

1. Read about Roberto's routine. Complete the text with the correct form of the verbs.

LIFE

Roberto is twelve years old. He ¹ wakes up (wake up) at 5:30 am. He ² _____ (take) a shower and ³ _____ (have) breakfast. He ⁴ _____ (eat) eggs, cheese and chocolate milk. He never ⁵ _____ (brush) his teeth because he doesn't have time. He ⁶ _____ (go) to school at 6:30 am. He ⁷ _____ (not have) lunch at school. He ⁸ _____ (have) some snacks, such as chips and sweets. Roberto ⁹ _____ (come) home at 3:00 pm. Then, he usually ¹⁰ _____ (make) a sandwich for lunch. He never ¹¹ _____ (do) exercise in the week. Sometimes he ¹² _____ (play) football on Saturday. At the weekend, he always ¹³ _____ (eat) fast food for dinner.



2. Decide if Roberto has healthy or unhealthy habits. Then plan a better routine for him.

1. Does he have a healthy routine?

2. Think of healthy alternatives for Roberto in each of these three areas: personal hygiene, food and exercise.

3. Write a healthy routine for Roberto. Write one paragraph for each area.

Personal Hygiene

First, he can wake up at 5:00 am to have time to brush his teeth.

Then, _____

Finally, _____

Food

Exercise

Useful Expressions

(I/He/She/We) can ...

(I/He/She/We) can try to ...

(I/He/She/We) can start to ...

(I/He/She/We) can stop ...

