



BEYOND THE CLASSROOM™ ENGLISH SELF-STUDY GUIDE

School _____ **City** _____

Teacher's name _____

Student's name _____

Grade _____ **SIXTH** _____ **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 las partes del cuerpo y la estructura del presente simple en oraciones sencillas.

- La actividad 1 son tres ejercicios de práctica del vocabulario en inglés sobre las partes del cuerpo, adjetivos y oraciones en presente simple.
- La actividad 2 se trata de leer una descripción corta y sencilla y dar respuesta a unas preguntas usando yes/no questions. En la parte b, su hijo (a) completará oraciones haciendo uso correcto del verbo to be o del verbo have/has.
- La actividad 3 permite que su hijo (a) practique los temas que estudió en la guía, escribiendo una descripción de sí mismo y de un amigo usando lo aprendido.
- Por último, la actividad 4 es para que su hijo(a) auto-evalúe lo aprendido.

Agradecemos su colaboración supervisando que su hijo(a) complete las actividades indicadas.

WELCOME TO THIS SELF-STUDY GUIDE

Welcome to this world of learning through this self-study guide. We will work on the parts of the body in this guide, to understand a little better how we can write and pronounce them in the English language, to write simple descriptions of people around us.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
My body	Writing Speaking	Present simple To be / Have	Part of the body Adjectives for appearance	Describing people

GET READY

Study time needed: 1,5 hour	Resources: <i>English dictionary, notebook, pencil, mobile phone, way to go student book 6</i>	Textbooks Links: - Way to go student book 6 pag. 17 exercise 1, 2 and 3 - https://drive.google.com/file/d/1sroHuDVqB3YpL6ztL5hn3ViweAmR5oc6/view
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LEARNING OBJECTIVES

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

- To recognise and use the main parts of the body and its characteristics.
- To identify information in simple texts.
- To write simple physical descriptions.

LEARNING STRATEGIES

What can you do to achieve the objectives?

- Recycle vocabulary from previous lessons
- Write a glossary on your notebook with all the new words you learn.
- Make a list of the information to include before you write your description.

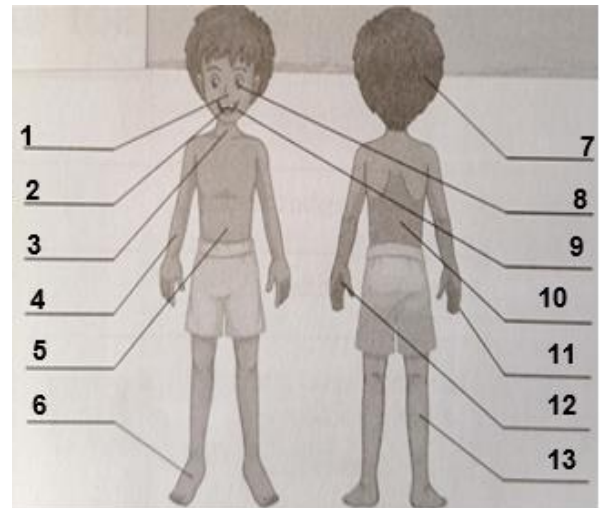
ACTIVITIES

1. VOCABULARY TASKS (30 Minutes)

a. Parts of the body¹:

Write the numbers next to the words. Look at the example with the number one.

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



b. Match the adjectives with the pictures using a line.

TALL

STRONG

BIG

SHORT

WEAK



¹ Adapted from Way to Go 6 page 17



c. Circle the correct adjectives².

1. Nairo Quintana can ride his bike in high mountains because he has very **short/long** legs.
2. Caterine 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.



2. LITERAL READING TASK (15 minutes)



Read about Marcus, the Alien and answer the questions.

Marcus has one head. It has three eyes and one big nose. It has six small legs and two small ears.

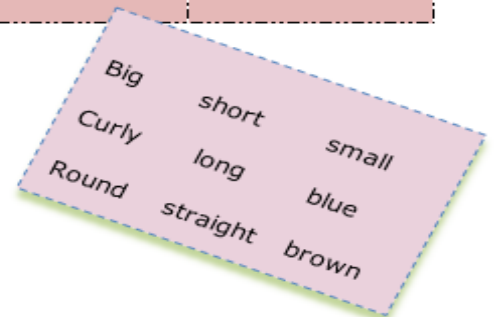
1. Does Marcus have two heads? No, it doesn't
2. Does he have three eyes? _____
3. Does he have a small nose? _____
4. Does he have six big legs? _____
5. Does he have two small ears? _____

3. LANGUAGE TASK (15 minutes)

Complete the sentences with the correct form Be/Have to describe people you know.

1. I **have** beautiful hair.
2. I **am** tall.
3. My mom _____ brown eyes.
4. My dad _____ very short and slim.
5. My best friend _____ young and very tall.
6. My brother _____ short dark hair.
7. My grandmother _____ blue eyes.
8. My English teacher _____ tall and thin.
9. My cousins _____ blond hair.
10. My sister and I _____ short.

We can describe people using three specific models.		
Model 1	Model 2	Model 3
Jhon is tall	He has green eyes.	His hair is long, curly and black.
Andrea is Short.	She has black hair.	Her eyes are brown.



² Retrieved from Way to Go 6 page 17






4. WRITING TASK (20 minutes)

Write a description about you and a good friend of yours. Use the words from the box or other adjectives and the description about Marcus to guide you.

Example: *I am short, I have a small nose and brown eyes. My friend José is short and fat...*

5. ASSESSMENT TASK (10 minutes)

Tick the column that best describes your feelings about your work in this guide.

Check your progress!	Very well 	Quite well 	With difficulty 
I can identify the parts of the body. (Activity 1 a)			
I can identify the adjectives proposed. (Activity 1 b)			
I can recognise structures in simple sentences. (Activity 1 c)			
I can answer simple questions using yes/No questions. (Activity 2 a)			
I can use the verbs "to be" and "have" correctly. (Activity 2 b)			
I can write down a description about me, using the vocabulary learned. (Activity 3)			

THIS IS THE END

Well, we have reached the final part of our guide, but it does not mean that we will stop learning. We congratulate you for your effort and dedication in adopting the new vocabulary, expressing it from the written and dialogical part. At the same time, we encourage you to continue in the same spirit in this wonderful world of learning English.

USEFUL RESOURCES

- <https://www.youtube.com/watch?v=jkMtgLBtoFI>
- <https://learnenglishkids.britishcouncil.org/es/category/topics/parts-the-body>
- <https://agendaweb.org/vocabulary/body-exercises.html>
- <https://www.curso-ingles.com/practicar/ejercicios/adjectives>



ANSWER KEY

VOCABULARY TASKS

1. IN WHICH BODY PART ARE THEY?

- | | | | | | | |
|----------|---------|-----------|----------|------------|-----------|------------|
| 1. Hand | 3. Eye | 5. Sole | 7. Leg | 9. Stomach | 11. Chest | 13. Tongue |
| 2. Elbow | 4. Face | 6. Finger | 8. Tooth | 10. Ear | 12. Ankle | |

B. Match the adjectives with the pictures using a line.

Tall - 2 Strong - 4 Big - 5 Short - 3 Weak - 1

C. Circle the correct adjectives

1. Short 2. Long 3. Big 4. Weak 5. Short

LITERAL READING

1. No, it doesn't. 2. Yes, it does. 3. No, it doesn't. 4. Yes, it does. 5. Yes, it does.

LANGUAGE TASK

1. (given) 2. (given) 3. Has 4. Is 5. Is 6. Has 7. Has 8. Is 9. Has 10. are

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Finalizada la realización de esta guía, comparta con su hija o hijo los siguientes cuestionamientos en torno al proceso que se ha experimentado en la realización de esta actividad, no sin antes agradecer el esfuerzo por la dedicación que han demostrado, por el acompañamiento y la preocupación por la formación constante:

- ¿Cuál de todas las actividades de esta guía te gustó más y cuál fue la que te pareció más difícil de realizar?
- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿Qué recursos materiales o tecnológicos utilizaste?
- ¿Cuál aspecto o tema crees que necesita profundizar más o practicar más?
- ¿Qué aspectos nuevos crees que hayas aprendido y cuáles de ellos los considera importantes al momento de usar tu inglés en la vida cotidiana?

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