



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 y uso de adjetivos y sustantivos para hacer descripciones sencillas. Su hijo invertirá aproximadamente 1 hora y 30 minutos para realizar las actividades correspondientes a esta guía de aprendizaje.

- En la actividad 1 encontramos dos ejercicios para reconocer y practicar vocabulario sobre las partes del cuerpo, adjetivos en inglés.
- La actividad 2 se trata de una actividad de lectura en la cual se refuerzan habilidades de comprensión dando respuesta a yes/no questions.
- La actividad 3 le permitirá a su hijo descubrir cómo usar adjetivos y sustantivos para hacer una descripción física de una persona.
- La actividad 4 permite que su hijo (a) practique los temas que estudió en la guía, escribiendo una descripción de sí mismo usando lo aprendido.
- Por último, la actividad 5 le permite a su hijo(a) auto-evaluar lo aprendido y una evaluación de la guía. 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. You will learn some useful vocabulary and language forms to make physical descriptions. You will also have the opportunity to practice your reading and writing skills in English. At the end, you will be better prepared to make your own description using the information learnt in this guide.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
MY BODY	READING WRITING	PRESENT SIMPLE ADJECTIVES+NOUNS	PART OF THE BODY	ASKING QUESTIONS

GET READY

Study time needed: 1 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 identify the main parts of the body and its features.
- To understand simple ideas in a text.
- To recognise the correct order of words for descriptions.
- To write simple descriptions of body.

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.
- Recognise familiar words similar to your first language to understand new ideas.
- Make a list of the information to include before you write your description.

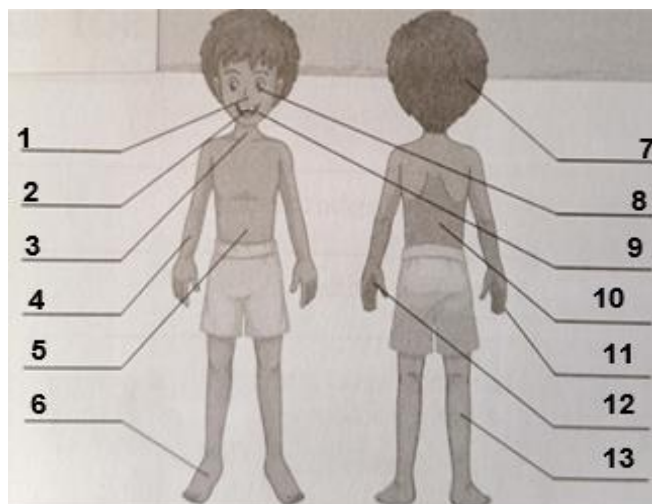
ACTIVITIES

1. VOCABULARY TASKS (25 minutes)

a. Parts of the body¹:

Write the numbers next to the words. Look at the example 1.

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



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

TALL

STRONG

BIG

SHORT

WEAK



¹ Adapted from Way to Go 6 page 17



c. Circle the correct words².

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



2. READING TASK (10 minutes)

Read about Marcus, the Alien and answer the questions.



Marcus is an alien from Mars. He has one head. It has three eyes and one big nose. It has six small legs and two small ears.

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

3. LANGUAGE TASKS (30 minutes)

a. Look at this example and choose the correct option to complete these sentences.

Marcus has one big nose

1. The word "**big**" is used to express:
 - a. An action
 - b. A **characteristic /quality**
 - c. an object
2. The word "**nose**" is used to express:
 - a. an action
 - b. A characteristic /quality
 - c. an object
3. The words that express **characteristics or qualities** are
 - a. Adjectives
 - b. Nouns
4. The words that express **objects, people or places** are
 - a. Adjectives
 - b. nouns
5. We put the adjective "**big**" **before / after** the noun "**nose**"

² Retrieved from Way to Go 6 page 17



b. Choose the correct form to complete the sentences.

Example: My sister has **hair long / long hair.**

1. My grandmother has **eyes blue/ blue eyes.**
2. My English teacher is **a tall man / a man tall.**
3. My cousins have **blond hair / hair blond.**
4. My sister and I have **hands big/ big hands.**
5. My brother has **short dark hair/ hair short dark hair.**

c. Organise the sentences.

Example: Beautiful / I / hair / have

I have beautiful hair

1. has/she/eyes/beautiful
2. You/big/ have/nose / a
3. We/have/legs/short
4. has/ it/ nails/long
5. long/has/she/neck

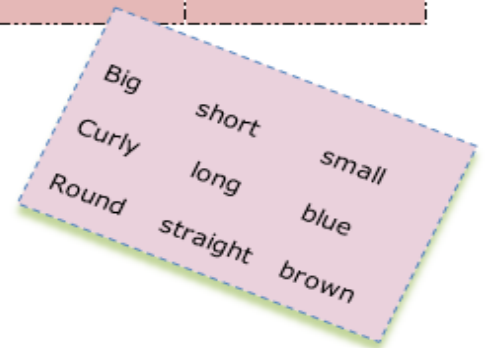
4. WRITING TASK (20 minutes)

Think about your body and write a description about you. Use the words from the box or other adjectives. Include a picture or a drawing of you.

Example:

I am short, I have a small nose and brown eyes...





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.





5. ASSESSMENT TASK (5 minutes)

Read the statements and tick (✓) the column that describes how you feel about your work

Check your progress! 			
	Very well	Quite well	With difficulty
I can identify the parts of the body and adjectives			
I can answer simple questions using yes/No questions.			
I can recognise structures in simple sentences for descriptions.			
I can use the verbs "to be" and "have" correctly.			
I can write down a description about me, using the vocabulary learnt.			

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

Body Parts Vocabulary

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

<https://learnenglishkids.britishcouncil.org/es/category/topics/parts-the-body>

<https://agendaweb.org/vocabulary/body-exercises.html>

Adjectives practice

<https://www.curso-ingles.com/practicar/ejercicios/adjectives>

<https://www.youtube.com/watch?v=TVKxeW3U82Y>

Nouns and adjectives form practice

<https://www.ecenglish.com/learnenglish/lessons/noun-and-adjective-forms>

<https://www.youtube.com/watch?v=2BS4qadQL1I>



ANSWER KEY

1. VOCABULARY TASKS

a. parts of the body

1. nose 2. Teeth 3. Neck 4. arm 5. stomach 6. Feet 7. head
 8. Eye 9. Mouth 10. back 11. Fingers 12. Hand 13. leg

b. Adjectives: Tall -2 Strong- 4 Big- 5 Short -3 Weak- 1

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

2. READING TASK

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

3. LANGUAGE TASKS

a. 1. B. 2- B 3- A 4- B 5- Before

b. 1. *blue eyes.* 2. *a tall man* 3. *blond hair* 4. *big hands* 5. *short dark hair*

c. 1. She has beautiful eyes 2. You have a big nose 3. We have short legs 4. It has long nails 5. She has long neck

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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