



## “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>	6	<b>Level</b>	A1

### ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de aprendizaje de inglés está diseñada con el fin de permitir a los estudiantes explorar vocabulario relacionado a las partes del cuerpo y las acciones que podemos desempeñar con cada una de ellas y de esa manera, fortalecer el uso de los adjetivos y continuar fortaleciendo el trabajo con Presente Simple. Esta guía debe ser desarrollada en un tiempo máximo de 1 hora y media, en la cual su hijo (a) explorará diversas habilidades en inglés que le permitirán potenciar su conocimiento. El trabajo de esta guía está relacionado con las páginas 50, 51 y 52 del libro Way to Go 6, Student's Book, el cual está disponible en la página de Colombia Aprende.

En esta guía encontrará:

#### 1. VOCABULARY TASKS

La actividad de vocabulario pretende reforzar los saberes sobre las partes del cuerpo por medio de dos actividades: a) la primera actividad consiste en escribir las palabras de las partes del cuerpo en el recuadro debajo de la imagen correspondiente. B) la segunda actividad es un ejercicio de relacionar las partes del cuerpo con la cantidad de cada una de ellas para completar la oración, ahí se fortalecerá de manera indirecta el uso de plurales.

#### 2. LISTENING TASK

La actividad de escucha es tomada del libro Way To Go!. En ella, su hijo (a) debe reproducir el audio, en el enlace adjunto o enviado por WhatsApp si no puede acceder al enlace, y luego resolver; a) marcar las palabras que escucha en el audio. b) responder, según lo que escuchó, si es verdadero o falso lo que se plantea.

#### 3. READING TASKS

La actividad de lectura se divide en tres partes; a) proceso de lectura de una conversación entre dos amigos. b) responder unas preguntas que permiten abordar la lectura inferencial. c) unas preguntas que promueven un pensamiento reflexivo sobre aspectos lingüísticos y gramaticales abordados durante el trabajo de la guía.

#### 4. WRITING TASKS

La actividad de escritura se divide en dos; a) describir el cuerpo usando adjetivos según las imágenes. b) describirse físicamente a sí mismos usando adjetivos.

#### SELF-ASSESSMENT TASKS

Esta sección permitirá que su hijo (a) reconozca su proceso de aprendizaje y pueda así determinar qué entendió y sabe ahora y qué no entendió. Es importante que sea honesto (a) en sus respuestas, puesto que aprender es un proceso que nunca termina.



**Nota:** A través del desarrollo de la guía encontrará ejemplos que serán de gran utilidad y al final de la misma hallará las respuestas de apoyo para el desarrollo de las actividades. Se adjuntan las páginas 50-51 y 52 del libro para quienes no cuentan con acceso a internet, ya que en estas hay vocabulario clave para el desarrollo de la guía.

### WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you to reinforce the vocabulary of body parts and verb To Be to describe them using different adjectives. You can find information related to this topic in Way to Go, Students' Book 6, Module 2, Unit 1, page 50-51 and 52.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Body Parts	Reading, Writing and listening	Verb to Be and present simple	Parts of the body, adjectives, verbs, numbers.	Describe their body.

### GET READY

<b>Study time needed:</b>  <b>1 hour and a half.</b>	<b>Resources:</b>  <i>Notebook, English dictionary, pens, Way to Go Students' Book PDF, Cellphone.</i>	<b>Textbooks Links:</b> <a href="https://drive.google.com/file/d/1sroHuDVqB3YpL6ztL5hn3ViweAmR5oc6/view">https://drive.google.com/file/d/1sroHuDVqB3YpL6ztL5hn3ViweAmR5oc6/view</a> <i>Way to Go, Module 2, unit 1 lesson 1, pages 50,51 and 52.</i> <b>Audio Link:</b> <a href="https://anchor.fm/karol-gmez/episodes/Track-28--At-the-doctors-eir8te">https://anchor.fm/karol-gmez/episodes/Track-28--At-the-doctors-eir8te</a>
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### LEARNING OBJECTIVES

### LEARNING STRATEGIES

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

- To identify vocabulary related to the body and their features.
- To describe your body.
- To reinforce literal reading.

*What can you do to achieve the objectives?*

- Read carefully all instructions and information given.
- Pay attention to the examples.
- Avoid translating, look for the meaning or synonyms.
- Every new learning is a new achievement, write it down.



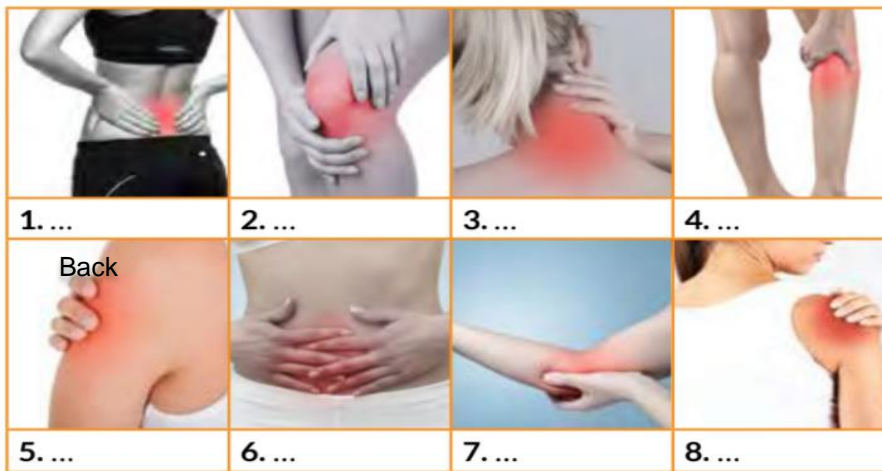
## ACTIVITIES

### 1. VOCABULARY TASKS (10 minutes)

- Do you know the name of the main parts of your body in English? Let's Check.

a. Here you have some images and a word bank, label each image to a body part.

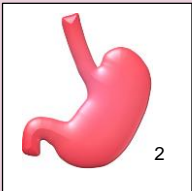

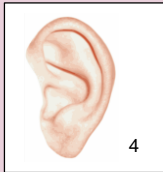

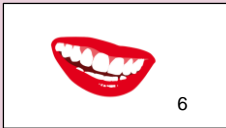

1



#### Word Bank

stomach    neck    knee  
 shoulder    back    leg  
 arm            elbow

b. Now, choose the right answer according to the statements. Underline the right option.

<p><b>0. I have ... stomach.</b></p> <p>a. <u>One</u>          b. Four          c. Six          d. Two</p>  2	<p><b>1. I have ... fingers</b></p> <p>a. Four          b. Ten          c. Six          d. Fifteen</p>  3
<p><b>2. I have ... ears</b></p> <p>a. Three          b. One          c. Two          d. Four</p>  4	<p><b>3. I have ... feet</b></p> <p>a. Ten          b. Five          c. Three          d. Two</p>  5
<p><b>4. I have ... teeth</b></p> <p>a. Ten          b. Fourteen          c. Twenty-one          d. Thirty-two</p>  6	<p><b>5. I have ... toes</b></p> <p>a. Ten          b. Five          c. Two          d. Twenty</p>  7



## 2. LISTENING TASKS (10 minutes)

- a. Now, let's listen to the next conversation at the Doctor's. What do you think they are going to talk about?
- b. Listen to the audio and check how many words you can identify. Put a Tick on the words you listen to. (SEE LINK AT "USEFUL RESOURCES" AT THE END OF THE GUIDE.)

PART OF THE BODY	
• Arm <input type="checkbox"/>	• Stomach <input type="checkbox"/>
• Leg <input type="checkbox"/>	• Head <input type="checkbox"/>
• Eye <input type="checkbox"/>	• Back <input type="checkbox"/>
• Ear <input type="checkbox"/>	• Foot <input type="checkbox"/>

### C. After listening to the audio, answer True or false.

- |  |         |                |
|--|---------|----------------|
| A) The doctor starts checking Camila's stomach.    | True___ | False <u>X</u> |
| B) Camila has a headache.                          | True___ | False___       |
| C) Camila doesn't have a problem with her stomach. | True___ | False___       |
| D) The doctor doesn't check her back.              | True___ | False___       |
| E) Camila has a problem with her legs.             | True___ | False___       |
| F) Camila is healthy.                              | True___ | False___       |

## 3. READING TASKS (20 minutes)

- a. Here we have Nicolas and Katie talking about their friends. What do you think they are talking about?

-Look carefully at the conversation and compare **with your answers**. You can relate this activity to the one in page 51, point 5 of Way to Go!

**STUDY TIP:**  
Adjectives are words that help us to describe a noun.

**STUDY TIP:**  
Although= but



**b. Now, answer the following questions according to the reading. Find the answers in the text.**

- A. Does Nicolas like sports? No, he doesn't.
- B. Who practices gymnastics? \_\_\_\_\_
- C. Are Antonio's hands big? \_\_\_\_\_
- D. Who plays Basketball? \_\_\_\_\_
- E. Does Katie think that Nicolas' arms are weak? \_\_\_\_\_

**c. LANGUAGE AWARENESS**

Look at the following questions. Answer according to the conversation and what you know.

1. All words in purple are adjectives.  
a. True  
b. False

2. Adjectives in the reading describe:  
a. Actions.  
b. Body parts.  
c. Habits.

3. In the sentence 'I considere your arms are strong', the word **are** refers to:  
a. Plural  
b. Singular

4. Look at the following sentences. Put a tick (✓) if it is right and a cross (X) if it is incorrect.  
a. My nose are big. (X)  
b. My arms are weaks. (\_\_\_)  
c. My legs are strong. (\_\_\_)  
d. My eyes is big. (\_\_\_)  
e. My hands are smalls. (\_\_\_)  
f. My head is big. (\_\_\_)

5. Correct the sentences that were wrong in the exercise before.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**4. WRITING TASKS** (10 Minutes)

**a. It is time to write. Look at the following images and describe them. Use the adjectives seen before.**



1. His arms are strong. His legs are long. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

9 10 11 13

**b. It is time to describe yourself physically. Use the adjectives and body parts worked during the development of this guide. You can also look at an example on page 52, point 8.**

-Think of the adjectives that describe your main body parts. Write the body part and the adjectives that describe it.

**Example:**      Eyes, Big.  
                          Legs, strong.  
                          Arms, weak.  
                          Ears, small.

**Your turn**

\_\_\_\_\_ / \_\_\_\_\_.

\_\_\_\_\_ / \_\_\_\_\_.

\_\_\_\_\_ / \_\_\_\_\_.

\_\_\_\_\_ / \_\_\_\_\_.

\_\_\_\_\_ / \_\_\_\_\_.

\_\_\_\_\_ / \_\_\_\_\_.

**c. Now, use the information before to write your own description.**

**Example:**

I am short. My head is small but my eyes are big. My legs are strong, but my arms are weak. My ears are small and my nose is small, too.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



After you finish writing, check if what you wrote describes your body features. If it is okay, you learnt to recognize the main body parts and related them with adjectives, if don't, continue practicing to do better.





### 5. SELF-ASSESSMENT TASKS (10 minutes)

Answer honestly according to your process, don't worry if it was difficult, we all are still learning. Write down what you understand and also, what you don't understand of the topics or activities worked in here.

What I understand  14	What I Don't understand  15

### THIS IS THE END

So, it is done, now you have accomplished a new goal in your life, a new gift for your learning process, it doesn't matter if you succeed in everything, because even mistakes are important and necessary sometimes, the most valuable thing is to learn from them and to find in everything the opportunity to set a new objective, being better than used to be. So, congratulations for finishing this guide, something even better is coming the way.

### USEFUL RESOURCES

Audio link:

<https://anchor.fm/karol-gmez/episodes/Track-28--At-the-doctors-eir8te>

Links to reinforce about Body Parts

<https://www.eslgamesplus.com/body-parts-interactive-crossword/>

<https://www.eslgamesplus.com/body-parts-esl-vocabulary-memory-game/>

<https://www.eslgamesplus.com/body-parts-esl-vocabulary-game-sea-battle-volley-game/>

### ANSWER KEY

#### Vocabulary task

A. 1. Back 2. Knee 3. Neck 4. Leg, 5. Arm 6. Stomach 7. Elbow 8. Shoulder.

B. 0. A 1. B 2. C 3. D 4. D 5. A







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### ANNEXES: WAY TO GO! -STUDENTS' BOOK PAGES 50-51-52

# Unit »1

## My Body Is an Amazing Machine

### » Objectives

- » I can identify the main parts of the body and its features.
- » I can understand descriptions of body problems.
- » I can write simple recommendations to protect our bodies.

### In Context » From Head to Toe

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#### 1. Listen »



Camila's having a check-up with the school doctor, Ms Romero. Listen and tick (✓) the parts of the body the doctor checks.



PART OF THE BODY	
• arm	<input type="checkbox"/>
• leg	<input type="checkbox"/>
• eye	<input type="checkbox"/>
• ear	<input type="checkbox"/>
• stomach	<input type="checkbox"/>
• head	<input type="checkbox"/>
• back	<input type="checkbox"/>
• foot	<input type="checkbox"/>

#### 2. Speak »



Label the pictures (1-8) with the words in the Word Bank. Practise the pronunciation with a partner.

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**Word Bank**

stomach   neck   knee  
 shoulder   back   leg  
 arm   elbow

**Study Tip**

Make a word list to remember the vocabulary you learn.



3. **Speak** » Match the parts of the body with the correct number. Then, check with the class.

**Word Bank**

**Regular plurals**  
 one finger - - ten fingers  
 one ear - - - two ears

**Irregular plurals**  
 one foot - - - two **feet**  
 one tooth - - - thirty-two **teeth**

Part of the body	Number
mouth	10
hands	1
toes	10
teeth	2
fingers	2
feet	32
eyes	2
nose	1

We have **one** mouth.  
 We also have **two** hands.  
 We have **32** teeth.



4. **Speak** » Play with a partner. Ask your partner a question. Give your partner one point for a correct answer.

How many fingers do we have?



We have **ten** fingers. Now it's your turn. How many ... do we have?

**Study Tip**

You can learn adjectives by knowing their opposites. It can help you to remember.

big ≠ small  
 weak ≠ strong  
 short ≠ long

5. **Read** » Match the pictures (1-6) with the descriptions (a-f).

1. ...	2. ...	3. ...
4. ...	5. ...	6. ...
a. Luisa does gymnastics. Her legs are <b>quite</b> short.	b. José loves exercising at the park. His body looks <b>very</b> strong.	c. Ramiro plays basketball in the school team. His arms and legs are <b>quite</b> long.
d. Martha likes to plant trees in the school garden. Her hands are <b>really</b> small.	e. Johnny doesn't do much exercise. His body's <b>really</b> weak these days.	f. Antonio catches the ball often. His hands are <b>very</b> big.



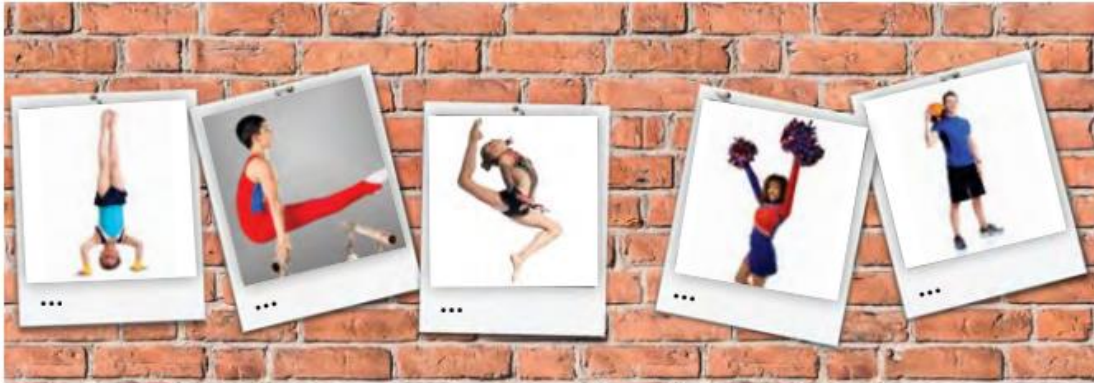


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6. Listen»

Look at the Wall of Honour. Listen and label the pictures with the correct names.

Wall of Honour: Johanna Ramiro Giovanni Manuel Lina



7. Write»

Use the pictures on the Wall of Honour to describe each person. Write three things about each person.



Final task activity!

8. Write»

How many sentences about your body can you write in one minute? Write them on the board.

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