



## “BEYOND THE CLASSROOM” ENGLISH SELF-STUDY GUIDE

School

City

Teacher's name

Student's name

Grade

6

Level

A1

### ORIENTACIONES PARA LOS PADRES DE FAMILIA

La guía de aprendizaje de inglés que se presenta a continuación, como parte del trabajo en casa, tiene el propósito de ayudar al estudiante a reconocer algunas partes del cuerpo humano y sus características, además de permitirles hacer uso de los adjetivos necesarios para su descripción. Las actividades a desarrollar se plantean en relación con el tema de los hábitos saludables plasmados en el libro del estudiante “Way to Go” en el Módulo 2, unidad 1, lección 1 (como opcional se anexa link). El tiempo requerido para la solución de la guía es aproximadamente 1 hora.

A continuación se describen las actividades a desarrollar:

En la actividad 1 se hace una aproximación al vocabulario relacionado con el cuerpo humano.

En la actividad 2, buscando fortalecer las habilidades de lectura y escritura, se debe unir las imágenes con adjetivos y adverbios.

Por último, en la actividad 3 se requiere la composición del estudiante a través de la escritura de oraciones que permitan valorar lo aprendido.

Dichas actividades están apoyadas de ejemplos, consejos para estudiar, banco de palabras y ejercicios de pronunciación.

Como orientaciones finales para los padres de familia, se recomienda hacer una serie de preguntas a sus hijos que le permitirán a través de una autoevaluación verificar su proceso de aprendizaje.

Se agradece a los padres de familia su acompañamiento y apoyo en la culminación de la guía.

### WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide will help you recognize the main parts of your body and their features. The activities proposed are related to the topic of healthy habits presented in the Way to Go Student Book 6, Module 2 Unit 1 Lesson 1. This guide starts with vocabulary revision activities regarding some parts of your body. Then, you have to read some information and write short sentences about the things that other people are able to do with their bodies. Finally, you are going to write about your own body, its characteristics and what you are capable of doing with it.



Topic	Skill(s)	Grammar	Vocabulary	Function(s)
<b>Human body</b>	<ul style="list-style-type: none"> <li>- Writing.</li> <li>- Reading.</li> </ul>	Regular and irregular plural nouns.	Parts of the body	List the main parts of the body and identify their features.

### GET READY

<b>Study time needed:</b> <b>1 hour</b>	<b>Resources:</b> <i>English dictionary, notebook, pencil, sheets of paper, PDF file of Way to Go student book 6 - pages 50 to 52</i>	<b>Textbooks Links:</b> - <a href="#"><u>Way to go student book, pages 50-52</u></a>
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### LEARNING OBJECTIVES

### LEARNING STRATEGIES

<p><i>What will you learn/practise/reinforce with these activities?</i></p> <ul style="list-style-type: none"> <li>• To identify the main parts of my body and their features.</li> <li>• To recognize different adjectives that describe my body and its characteristics.</li> <li>• To create short and simple sentences which illustrate the functions and characteristics of my body.</li> </ul>	<p><i>What can you do to achieve the objectives?</i></p> <ul style="list-style-type: none"> <li>• Make lists with a logical structure to help you remember vocabulary in an easier way.</li> <li>• Create a vocabulary section in your notebook for vocabulary work.</li> <li>• Use a dictionary to look for the words you are not too sure about.</li> </ul>
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### ACTIVITIES

#### 1. LANGUAGE TASK: VOCABULARY (15 minutes)

- Label the pictures (1-8) with the words in the Word Bank.



**Word Bank**

stomach neck knee  
 shoulder back leg  
 arm elbow

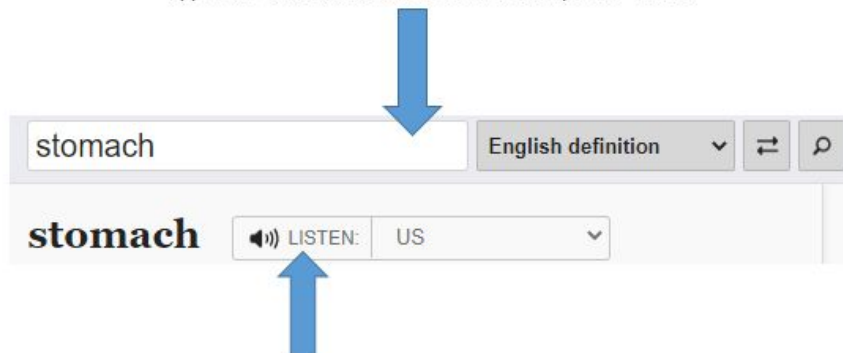
**Study Tip**

Make a word list to remember the vocabulary you learn.

Now go to [wordreference.com](http://wordreference.com) and look for each word. After looking for a word, click on

LISTEN and practice its pronunciation.

Type the word in the search box and press "Enter"



Click here to listen its pronunciation

b. Match the parts of the body with the correct number. Then write a short sentence with each part mentioned, like this:

**Example:**

Mouth → 1 - We have **ONE** mouth

Hands → 2 - We have **TWO** hands

**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.





## 2. SKILLS TASKS: READING AND WRITING (30 minutes)

C. Match the pictures (1-6) with the descriptions (a-f). Then, look for the **adverbs** and the **adjectives** in **red** and **green** and write their meaning on your notebook.

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

Example:

F. Antonio catches the ball. His hands are **very big**.

**Very** = **Muy**

**Big** = **Grande(s)**

D. Look at the wall of honour. Use the pictures to describe each person. Write two things about each person.



Ramiro

Manuel

Lina

Johanna

Giovanny



Giovanny Plays basketball. His legs are really long.

Manuel \_\_\_\_\_

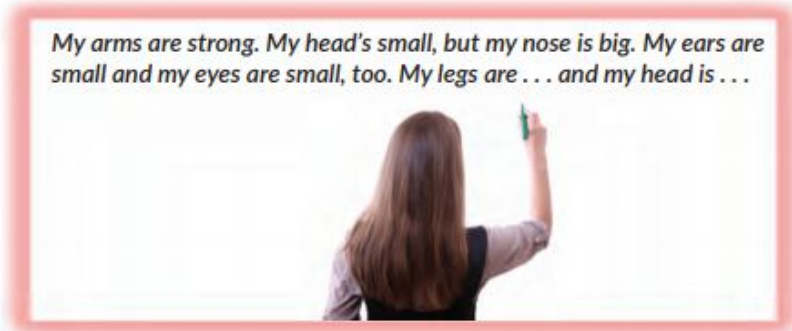
Lina \_\_\_\_\_

Johanna \_\_\_\_\_

Ramiro \_\_\_\_\_

**3. ASSESSMENT TASK: WRITING (15 minutes)**




**E.** How many things about your body can you say? Write **5 sentences** that describe some of the characteristics of your body and the things it can do.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**SELF ASSESSMENT**

**F.** After finishing your work on this self-study guide, mark with an 'X' how well you think you can do these things.

	Very well 	Quite well 	With difficulty 
I can identify the main parts of my body			
I can describe my body and its characteristics			
I can write short sentences about the functions and characteristics of my body			



## THIS IS THE END

Congratulations, you have now successfully reached the end of this self-study guide. Continue practicing the vocabulary you learned about the parts of your body and remember to take really good care of it!

## USEFUL RESOURCES

*Online English - Spanish dictionary*

- <https://www.wordreference.com/>

*Vocabulary practice about the parts of the body*

- <https://learnenglishkids.britishcouncil.org/word-games/parts-the-body-1>
- <https://learnenglishkids.britishcouncil.org/word-games/parts-the-body-2>
- <https://learnenglishkids.britishcouncil.org/word-games/parts-the-body-head>

*Way to Go Student's Book (pages 50-52)*

- <https://drive.google.com/file/d/1sroHuDVqB3YpL6ztL5hn3ViweAmR5oc6/view>

## ANSWER KEY

### 1. Language task: vocabulary

#### Answer Key

- |         |             |
|---------|-------------|
| 1. back | 5. arm      |
| 2. knee | 6. stomach  |
| 3. neck | 7. elbow    |
| 4. leg  | 8. shoulder |

a.

#### Answer Key

- |          |            |
|----------|------------|
| mouth 1  | fingers 10 |
| hands 2  | feet 2     |
| toes 10  | eyes 2     |
| teeth 32 | nose 1     |

b.

### 2. Skill task: reading and writing

#### Answer Key

- |      |      |      |
|------|------|------|
| 1. f | 3. d | 5. e |
| 2. c | 4. b | 6. a |

c.

## ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo/a haya finalizado las actividades de esta guía, por favor hágale las siguientes preguntas que le permiten verificar el proceso de aprendizaje:

- ¿Cuál fue tu actividad favorita?
- ¿Cuál actividad te pareció más difícil?
- Muéstrame cómo se dicen en inglés algunas de las partes de tu cuerpo.
- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿Qué recursos usaste?



La educación  
es de todos

Mineducación



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## ANNEX 1

***Way to Go student book 6 - pages 50 to 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.

			
1. ...	2. ...	3. ...	4. ...
			
5. ...	6. ...	7. ...	8. ...

#### 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 **finger**s  
 one ear - - - - two **ear**s

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

Part of the body	Number
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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.



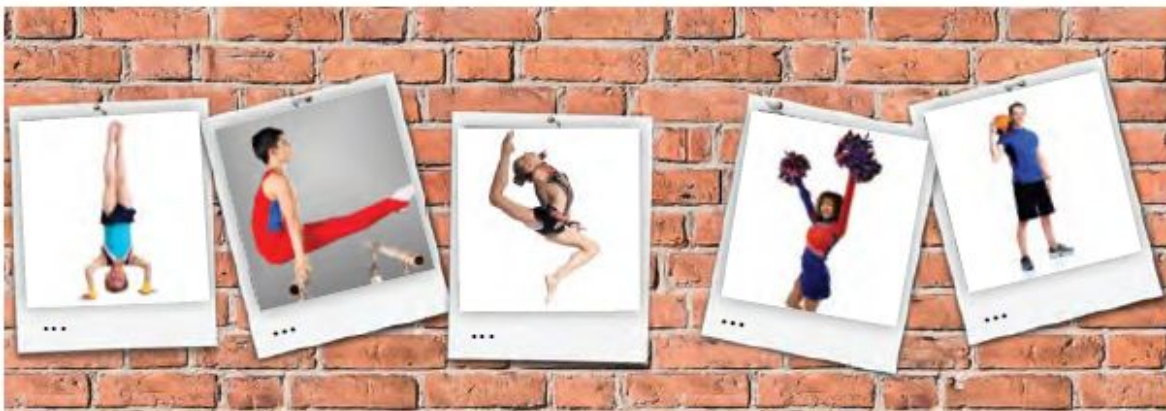
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6. Listen»



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

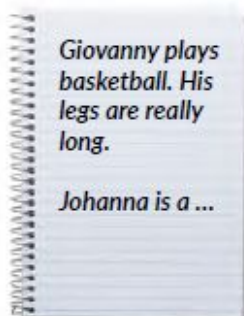
Wall of Honour: Johanna Ramiro Giovanny Manuel Lina



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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