



"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School

City

Teacher's name

Student's name

Grade

6th

Level

A1

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de inglés está diseñada para el trabajo que se desarrolla desde casa con el propósito de repasar el vocabulario sobre componentes de una dieta saludable y que promueva la calidad de vida en la comunidad educativa.

Parte de la interacción será vía zoom, espacio en el cual los estudiantes podrán hablar con sus compañeros acerca de las actividades 2, 3, 4 propuestas en el libro WAY TO GO 6 page 50- 51 este libro lo pueden encontrar en la plataforma COLOMBIA APRENDE disponible en el website the Colombia Aprende y, cuyo link también se ha añadido en la sección TEXTBOOK LINKS en esta guía. El estudiante deberá dedicar 2 horas para desarrollar las actividades propuestas en esta guía.

Actividad 1: Relacionar las imágenes con palabras que se pueden encontrar en el banco de palabras y, posteriormente, practicar la pronunciación de las palabras con los compañeros conectados a zoom.

Actividad 2: Relacionar la parte del cuerpo con el número que la representa. Socializar las respuestas con sus compañeros

Actividad 3: Formular preguntas a sus compañeros y dar visto bueno si la respuesta es correcta ejemplo: How many toes do we have? / We have ten toes.

Actividad 4: El estudiante autoevaluará el aprendizaje adquirido por medio de una rúbrica virtual

Es de vital importancia su acompañamiento en cada una de las actividades propuestas a su hijo (a)

WELCOME TO THIS SELF-STUDY GUIDE

This English guide helps you practice your communicative skills. All the activities are related to the topic Health - My body is an amazing machine presented in the book Way to go 6, module 2, unit 1, lesson 1. You can identify the main parts of the body and its features. You can understand descriptions of some illnesses. You can share with your partner some ideas, vocabulary and questions about that.



Topic	Skill(s)	Grammar	Vocabulary	Function(s)
BODY (PARTS AND FEATURES)	Speaking and grammatical competence	Present simple	Body and features Emotions and feelings	Expressing oral ideas about parts and features body

GET READY

Study time needed: 2 hours	Resources: <i>Phone or computer, Internet, platform zoom and Colombia Aprende, english dictionary and pdf Way to Go student book 6.</i>	Textbooks Links: Way to Go , activities 2, 3, 4, page 50- 51 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 specific vocabulary related to the main parts of the body and their features
- To understand short, simple descriptions related to body illnesses

LEARNING STRATEGIES

- What can you do to achieve the objectives?*
- Look at the pictures and answer having them into consideration
 - In case you do not recognize the meaning of a work, you can use a digital dictionary or infer the meaning from the context
 - Take the risk of sharing ideas with your classmates in an oral way



ACTIVITIES

1. LANGUAGE TASK: vocabulary activity (parts of the body - 20 minutes)

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



Word Bank
 stomach neck knee
 shoulder back leg
 arm elbow

Study Tip
 Make a word list to remember the vocabulary you learn.

2. SKILLS TASKS (speaking activities and pronunciation - 30 minutes)

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

3. READING - CONVERSATION (1 hour)



ALEJANDRA: Hi, Marisol, how are you?

MARISOL: Hi, Alejandra. I am very well and you?

ALEJANDRA: Oh, I feel sick, because I ate fast food yesterday. You know, I like hamburgers, pizza, ice cream and chips fries. They are yummy but I have a terrible stomach ache.

MARISOL: I`m sorry. I think fast food is unhealthy and it is dangerous for your life.

I would advise you to change your eating habits. For example:

- Give your body the nutrients it needs by eating a variety of nutrient-packed food, including whole grains, lean protein, fruits and vegetables, and low fat or fat-free dairy. Eat less food high in solid fats, added sugars, and sodium (salt).
- Stay hydrated by drinking water instead of sugary drinks.
- Keep a reusable water bottle with you to always have water on hand.

ALEJANDRA: I will take your advice into account and put them into practice.

MARISOL: You should drink water with lemon as much as possible.

WHAT ABOUT YOU? ANSWER THE QUESTIONS

1. What is your opinion about Marisol’s advice?

2. Do you have healthy or unhealthy eating habits?

3. How many glasses of water do you drink a day?

4. In your region, what are the main crops?

5. Match with a line having in mind the food categories we have revised

Chips fries

Hog dog

Hamburger

HEALTHY

Ice cream

Water

UNHEALTHY

Spinach

Broccoli

Carrots

Dairy products

3. ASSESSMENT TASK (10 minutes)

Answer the following questions

What did you learn from these exercises?

What words did you find difficult to understand and to say?

THIS IS THE END

Perfect. You have done a great job, you can do amazing things. The recommendation for you is to continue practicing your communicative skills and keep talking

USEFUL RESOURCES

<https://www.cabridgeenglish.org/learning-english/activities-for-learners/a1v002-which-part-of-the-body>

Parts of the body song

<https://www.youtube.com/watch?v=QkHQ0CYwjaI>



ANSWER KEY
Vocabulary task

Language Task: back, knee, neck , leg, arm, stomach, elbow, shoulder

Skill tasks 3

Mouth 1
Hands 2
Toes 10
Teeth 32
Fingers 10
Feet 2
Eyes 2
Nose 1

Skill tasks 4 (speaking and pronunciation):

Do you have big feet? Yes, I have big feet

How many stomachs do you have? I have one stomach

Do you have long legs? No, I don't have long legs. I have short legs

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Como hemos finalizado la guía de aprendizaje es importante que motive y pregunte a su hijo lo siguiente:

¿Cuál es la parte de su cuerpo favorita?

¿Cómo se dice en inglés _____?

¿Podrías cantar la canción que las docentes te recomendaron?

Touch the part of the body that the student indicates.

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MODULE // 2 Unit // 1 Lesson // 1

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.



module 2 // Unit 1

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