



## "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

La presente guía fue diseñada con el objeto de permitirle al estudiante mejorar sus habilidades de comprensión lectora y producción escrita en lengua extranjera, al igual que la internalización y repaso de vocabulario sobre las partes del cuerpo y adjetivos que describan esas partes mediante un ejercicio inicial, en donde los estudiantes buscarán que las palabras correspondan a los dibujos presentados. Al mismo tiempo busca ampliar su léxico relacionado con las partes del cuerpo y se complementa con un corto texto con adjetivos que describen el estado físico y mental de las personas involucradas. Finalmente un ejercicio corto de escritura para practicar estructuras vistas. Esta guía está basada en la Unidad 4 del libro Way to go 6, especialmente en los ejercicios 1, 2 y 3 páginas 10 y 11. La guía está dividida en tres partes así:

-Actividad 1: en la que se explora el vocabulario sobre las partes del cuerpo y afecciones que el ser humano pueda sufrir en ellas.

-Actividad 2: en esta parte de la guía el estudiante hará predicciones acerca de los problemas físicos que las personas tienen en cada uno de los dibujos y así asociarlos con situaciones que se puedan presentar por diversas razones como hacer algún ejercicio, practicar un deporte o malos movimientos.

-Actividad 3: aquí se pretende que con base en la lectura presentada el estudiante responda preguntas de comprensión así como preguntas de revisión del concepto específicas.

-Actividad 4. En esta actividad se pretende que los estudiantes produzcan sus propias oraciones con base en los ejemplos presentados.

### WELCOME TO THIS SELF-STUDY GUIDE

This self-study guide aims at developing reading and writing skills while enriching vocabulary on body parts and health problems caused in humans for different reasons. Students are expected to show off knowledge on body parts and body problems related to health. The guide is based on the textbook Way to go 6, exercises 1, 2 and 3. It also helps to identify some of the most important features of the verb into the sentence and its changes in Present Simple (third person of singular). Finally, the guide encourages the pupil to write their own sentences and in doing so, express ideas on their own.



Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Description of accidents and injuries.	Reading and Writing	Simple present tense Possessives HIS/HER	Parts of the body and its features.	Identifying body parts and its functions. Understanding descriptions of body problems. Writing simple recommendations to protect our bodies.

### GET READY

<b>Study time needed:</b>  <b>1 hour</b>	<b>Resources</b> Book Way to Go 6th grade, bilingual dictionary, notebook, pencil, cardboard, crayons, markers, pencil colours.	<b>Textbooks Links:</b> - <i>Way to Go students' books. Pages 51 and 52.</i> <a href="http://aprende.colombiaaprende.edu.co/es/node/94010">http://aprende.colombiaaprende.edu.co/es/node/94010</a>
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### LEARNING OBJECTIVES

### LEARNING STRATEGIES

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

- To identify the main parts of the body and their features
- To understand short simple descriptions of body problems
- To create short simple sentences about recommendations to protect our bodies.
- To describe people's body and small problems they might have
- To identify opposite adjectives within a context.

*What can you do to achieve the objectives?*

- Matching pictures of people using their bodies with their descriptions.
- Identifying characteristics by using pictures and live situations.
- Using pictures of people doing things to identify adjectives and vocabulary related to the body.
- Writing short sentences describing people's body features.



## ACTIVITIES

### 1. VOCABULARY CHECK (15 minutes)

Use the word bank on the right and place the correct word under each picture.



#### Word Bank

stomach neck knee  
shoulder back leg  
arm elbow

#### Study Tip

Make a word list  
to remember the  
vocabulary  
you learn.

Example: 1: BACK


### 2. READING COMPREHENSION (35 minutes)

**PRE-READING:** Look at the pictures below. What do you think these people do? What body parts can you identify in each picture. Make a short list.

YOUR LIST



**READING: 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 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> .

**AFTER READING: Answer the following questions in an affirmative or negative way.**

**Example: Are Ramiro's legs short? No they aren't, they are long.**

- Is Antonio a weak boy? \_\_\_\_\_
- Are Ramiro's arms short? \_\_\_\_\_
- Is Johnny strong? \_\_\_\_\_
- Are Martha's hands small? \_\_\_\_\_
- In the sentence "Jose loves exercising", is that sentence in:
  - Simple present and so, you add **S** in the verb loves
  - Present continuous so, the action is taking place at the moment
- In the sentence " Ramiro plays basketball in the school team " I may deduce that:
  - Ramiro is not very healthy because he does not practice exercise
  - Ramiro efforts a lot to be healthy and he is rewarded with a position in the school team.




**WRITING: write down as many sentences as you can in your notebook following the examples in the picture.**



### 3. ASSESSMENT TASKS (10 minutes)

You have to mark with "x" if you can identify simple present tense and possessives

**I can identify simple present tense and possessives. Then, write a comment in the box that corresponds with your performance**

<b>Very well</b> 	<b>Comment</b>
<b>Quite well</b> 	<b>Comment</b>
<b>With difficulty</b> 	<b>Comment</b>

### THIS IS THE END

Great job! If you are reading this message it means you have completed the task. You are a hard working person. Remember that learning a new language is a long-time consuming process but the reward is sweet and gratifying.

### USEFUL RESOURCES

[Way to go 6, Module 2 Exercises 1, 2 and 3.](#)

<https://learnenglishteens.britishcouncil.org/vocabulary/beginner-vocabulary/body-parts>

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

<http://guidetogrammar.org/grammar/adjectives.htm>



## ANSWER KEY

### VOCABULARY CHECK

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

### Pre READING

1. Goalkeeper, basketball player, Gymnast, gardener, Work out
2. Hands, knee, legs, head, shoulder,

### READING COMPREHENSION

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

### EXERCISE

1. No he isn't, he is strong
2. No they aren't, they are long
3. Yes he is
4. Yes they are.
5. a..
6. b.

### WRITING

Answers may vary according to each student.

## ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo(a) haya terminado esta guía de trabajo por favor hágale las siguientes preguntas:

¿Cuál fue la actividad que más le gusto?

¿Cuál fue la actividad más difícil?

¿Cuáles son las situaciones que se puedan presentar por hacer un mal ejercicio mostrados en la guía?



¿Qué nuevo vocabulario pudo aprender con base en lo visto en la guía?

¿Pudo desarrollar la guía en el tiempo establecido de una hora?

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