



## "BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

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<b>Grade</b>	<b>6</b>	<b>Level</b>
		<b>A1</b>

### ORIENTACIONES PARA LOS PADRES DE FAMILIA

Sr padre de familia, esta guía de aprendizaje de inglés para el trabajo en casa se diseñó con el fin de ayudar a su hijo (a) a aprender el vocabulario sobre las partes del cuerpo y a escribirlas en forma correcta, así como a describir sus características y acciones que se realizan con cada una de ellas. Su hijo o hija con su ayuda deberá dedicar una hora para desarrollar las actividades de la guía. El trabajo aquí propuesto se relaciona con la página 17 del WAY TO GO WORKBOOK y la página 51- las cuales se adjuntan al final de la guía.

- Actividad 1: Son ejercicios de práctica del vocabulario en inglés sobre las partes del cuerpo. Para esto, su hijo (a) debe referirse al ejercicio 1 de la página 17 del WORKBOOK, y escribir las partes del cuerpo sobre la línea.  
Seguidamente, el estudiante debe leer el texto **MY BODY IS AN AMAZING MACHINE** y a partir de éste desarrollar los ejercicios propuestos en 2.1 y 2.2
- Actividad A: Son ejercicios para poner en práctica el uso del verbo to have según la cantidad de las partes del cuerpo. Su hijo (a) debe completar las oraciones con la cantidad correcta seleccionandolas de los números dados entre paréntesis.
- Actividad B: Son ejercicios de lectura literal, para relacionar la acción de la columna 1-5 con la parte del cuerpo de la columna A-E con que se realiza.
- Actividad 2.2: su hijo (a) ejercitará la lectura inferencial. En este ejercicio debe seleccionar la respuesta correcta de acuerdo con su comprensión del texto leído.
- En las actividades 3. Su hijo pondrá en práctica el uso de la lengua: En el ejercicio A, después de observar las imágenes y leer las descripciones sobre ellas, descifrará las acciones subrayadas y las escribirá correctamente, seleccionandolas del cuadro. En el ejercicio B, después de leer las oraciones, seleccionará la acción escrita correctamente de acuerdo con el sujeto de cada oración. (Debe tener en cuenta si es tercera persona o no)
- Actividad 4: En este ejercicio su hijo (a) pondrá en práctica la escritura, escribiendo oraciones que describan cada imagen presentada.

Para facilitar la comprensión y desarrollar eficientemente la guía, se presentan ejemplos de las actividades, las respuestas correctas y recursos de apoyo. Agradecemos su ayuda en lo posible y la supervisión que su hijo (a) complete todas las actividades. No olvide hacerle las preguntas



que aparecen al final para verificar lo aprendido por su hijo.

### WELCOME TO THIS SELF-STUDY GUIDE

Dear Student, this English self-study guide helps you learn the vocabulary about the parts of the Body, writing them in correct form and writing them in correct form, besides, you will learn to describe their characteristics.

All the activities are related to the topic of My Body is an Amazing Machine presented in Way to Go Student Book, page 51 and /Workbook 6 page 17. Module 2 Unit 1 Lesson 1 . It starts with exercises about the parts of the body. Then you will practice the verb to have and to answer the questions. Will practice literal and inferential reading with different exercises. Finally, you will practice writing and creating sentences with the parts of the body.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
My body is an amazing machine	Writing	Verb to be, Verb to have.	Parts of the body	Describing parts of the body and its features

### GET READY

<b>Study time needed:</b>  <b>1 hour</b>	<b>Resources: Book, Notebook, pen, pencil, colors, dictionary, Body.</b>	<b>Textbooks Links:</b> - <a href="#">Way to Go WorkBook 6, page 17 (Exercise 1)</a> - <a href="#">Way to Go Student Book 6, page 51 (Exercises 5)</a>
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### LEARNING OBJECTIVES

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

- To Identify parts of the body.
- To practice the vocabulary related with the body

### LEARNING STRATEGIES

*What can you do to achieve the objectives?*

- Read the instructions for each task.
- Look at the examples given.
- Use a free dictionary app(if you have a bailable) to listen to the pronunciación of new vocabulary.



- To write short sentences describing actions

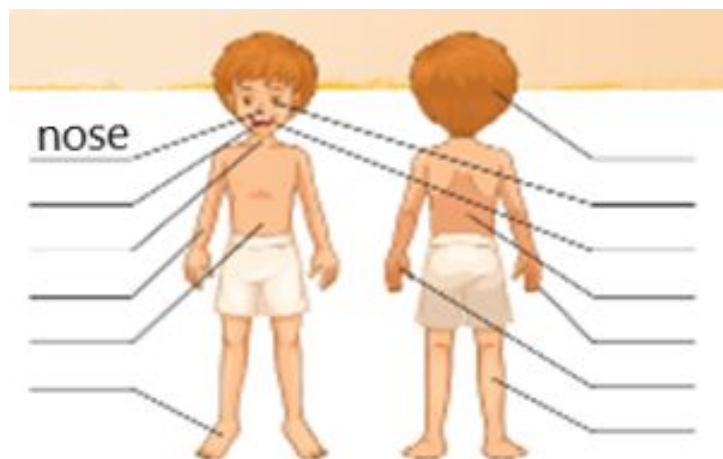
- Use your prior knowledge and try to infer the meaning of the texts.
- Take Notes in your notebook of new information

## ACTIVITIES

### 1. VOCABULARY TASKS (10 minutes)

1.1 Look at the image of the human body and do the exercise by labeling the picture with the human body parts using the words from the box.

arm back eye feet  
finger hand head  
leg mouth neck  
nose stomach teeth



### 2. READING TASKS- (15 minutes)

Read the text about the human body.



## MY BODY IS AN AMAZING MACHINE

My body is an amazing machine made up of different parts that do specific functions so that everything works perfectly. I have two beautiful eyes; with them I see everything that exists in the world. I have two big hands; my hands can touch different objects around me. I have a small nose; my nose can smell delicious and unpleasant odors . I have a red mouth; I can eat and taste yummy food with my mouth. I have two strong legs; with my legs, I walk to many different places. I must take care of my body to avoid causing damage to any part of it.

### 2.1. READING TASKS - Literal reading

**A.** After reading the text, complete the answer to the question using words in the brackets. Look the example:

- |  |                           |               |
|--|---------------------------|---------------|
| 1. How many mouths do we have?<br>(one, four)      | We have <b>one</b> month. | (ten, twelve, |
| 2. How many hands do you have?<br>(three, one)     | I have _____ hands.       | (two,         |
| 3. How many eyes do you have?<br>(four, two, five) | I have _____ eyes.        | (three,       |
| 4. How many noses do we have?<br>(four, two, six)  | We have _____ nose.       | (one,         |
| 5. How many legs do you have?<br>(three, four)     | I have _____ legs.        | (two, one,    |

**B.** Match the action of column 1-5 with the part of the body in the column A-E to complete the sentence, according to the text. Example:



1. I walk with _____	A. My legs
2. I touch things with _____	B. My eyes
3. I see the world with _____	C. my nose
4. I perceive the smells with _____	D. My hands
5. I eat with _____	E. My mouth

**2.2. READING TASK: Inferential reading.** Choose the correct answer with X according to the text.

1. Why is our body an amazing machine?
  - A. Because it is complete and beautiful.
  - B. Because its parts work harmoniously.
  - C. Because it has different parts .
  
2. Why aren't all parts of the body the same?
  - A. Because, each one has a different function.
  - B. Because, It has two legs to work.
  - C. Because It has one nose to smell.
  
3. If you don't take care of your eyes, you can not...
  - A. walk
  - B. see
  - C. wash

**3. LANGUAGE TASKS (10 minutes)**

**A. We can do many activities with our body. Look at the pictures and read the descriptions. Unscramble the underlined words. Use the word box for help.**

	<b>Word Box</b> <b>stands, plants, push-ups, jumps, catches</b>	
<b>a</b>		Marco is in the park. He does <u>usppu-sh</u> with his arms.
<b>b</b>		Ana loves gymnastics. She <u>sastdn</u> on her hands.



<b>c</b>		Alex is a great goalie. He <u>atecsch</u> the soccer ball with his hands.
<b>d</b>		Juan <u>jusmp</u> very high with his legs.
<b>e</b>		Patricia <u>tnapsl</u> trees with her hands.

**B. Read the sentences about the athletes and the way they use their bodies. Underline the right word.**

- a. Marco do/does push-ups with his arms.
- b. Ana stand/stands on her hands.
- c. Alex catch/catches the ball with his hands.
- d. Juan jump/jumps with his legs.
- e. Patricia plant/plants trees with her hands.

**4.WRITING TASK (15 minutes) Do you know any great athletes? They use their bodies really well. Look at the wall of honour. Write a sentence describing what each person does. The first one is done for you.**






Wall of Honour: Johanna Ramiro Giovanni Manuel Lina



1. Johanna stands on her hands.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

6. ASSESSMENT TASKS (10 minutes)

Check progress!	your				Discuss With your parents, then answer the questions below
		Very well	Quite well	With difficulty	
I can identify and practice vocabulary related to the body parts					How many new words did you learn? _____
I can write short sentences describing actions with the parts of the body.					Which parts of the body did you use? _____



## THIS IS THE END

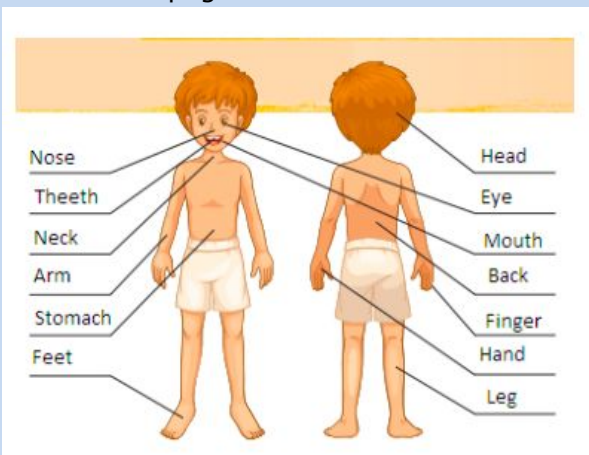
Congratulations, you can do amazing things. Continue practicing how to point to the parts of your body, describing the actions you can do with them. Finally, do not forget to keep taking care of your body.

## USEFUL RESOURCES

- [Way to Go Student Book 6 th grade](#)
- [Way to Go Workbook 6 th grade](#)
- [Dictionary, Notebook, pen, pencils,](#)

## ANSWER KEY

1. 1 Workbook page 17. Exercises 1:



**2.1 A.** 1. one; 2. two; 3. two; 4. one; 5. two

**B.** 1-A , 2-D , 3-B , 4-C , 5-E

**2.2** 1-B , 2-A , 3-B

**3. A.** a- push-ups , b- stand , c- catches , d- jumps , e- plants

**B.** a. Marco do/does push-ups with his arms.



- b. Ana stand/stands on her hands.
- c. Alex catch/catches the ball with his hands.
- d. Juan jump/jumps with his legs.
- e. Patricia plant/plants trees with her hands.

4. Free answer.

### ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo o hija haya terminado las actividades de esta guía, por favor hágale las siguientes preguntas que le permiten verificar el proceso de aprendizaje

- ¿Cuál fue la actividad que más te gustó y cuál fue la actividad que te pareció más difícil?
- ¿Qué crees que podemos hacer juntos para ayudarte a seguir incrementando tu vocabulario en inglés?
- ¿Qué crees que puedes hacer para seguir mejorando tu habilidad de entender lo que lees en inglés?
- ¿Qué crees que puedes hacer para seguir mejorando tu habilidad de escritura en inglés?
- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿Qué recursos utilizaste?

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## APPENDIX



module 2 // Unit 1

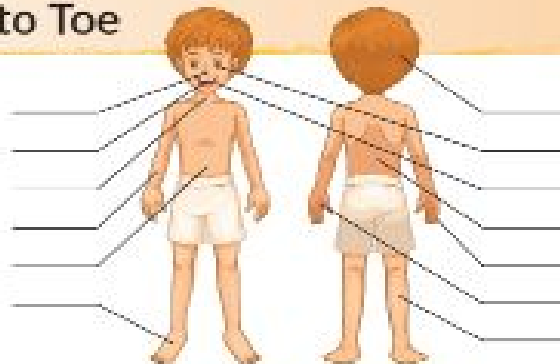
# Unit » 1

## My Body is an Amazing Machine!

### Lesson | » From Head to Toe

1. Label the picture of the human body with the words from the box.

arm back eye foot  
finger hand head  
leg mouth neck  
nose stomach teeth



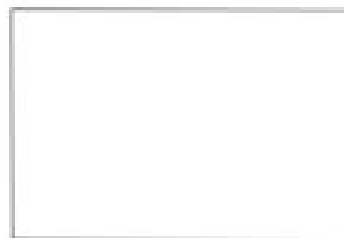
2. Circle the correct adjectives.

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



3. Complete the sentences with the plural form of the noun in brackets. Draw the alien in the box to match the description.

1. This alien has two \_\_\_\_\_ (head).
2. The alien has four \_\_\_\_\_ (arm).
3. It has two \_\_\_\_\_ (mouth). One in each head.
4. It has six \_\_\_\_\_ (tooth) in each mouth.
5. It has three \_\_\_\_\_ (leg).
6. It has six \_\_\_\_\_ (foot). Two on each leg.





## module 2 // Unit 1

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	12
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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