



"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

Apreciados padres de familia y/o acudientes:

Esta guía de aprendizaje de Inglés para el trabajo en casa se preparó con el fin de ayudar a su hija(o) a reconocer el vocabulario relacionado con partes del cuerpo, también para que logre a través de frases cortas y escritos mostrar su conocimiento sobre temáticas relacionadas con las partes del cuerpo y así mismo hacer uso de este de manera oral y escrita. Su hijo(a) deberá dedicar 1 hora y 30 minutos para desarrollar toda la guía. El trabajo aquí descrito se relaciona con las páginas 48 a la 52 del libro del estudiante Way to Go 6, que está disponible en la plataforma de Colombia Aprende.

Vocabulary

- Relaciona las imágenes de las partes del cuerpo, con las palabras en el banco de palabras.
- Elige el adjetivo correcto para describir las partes del cuerpo.

Reading

- Lee las descripciones y subraya los adjetivos.
- Une las oraciones con el dibujo correcto.
- Comprensión de lectura: Escribir verdadero o falso.
- Hacer un dibujo de cada oración.

Language awareness

Observar la conversación, las oraciones y el Word Bank para realizar las actividades de análisis del uso del verbo have /has.

a-d. Escoger la opción correcta subrayando.

Listening

- Observa el muro del honor. Escucha y marca las imágenes con los nombres correctos de acuerdo con el audio. (Tu profesor enviará un audio con la conversación Track 2)

Speaking

- Trabaja con un compañero, pregunta y responde usando "have / has" teniendo en cuenta el vocabulario y temas de esta guía de auto-estudio. Escribe un corto diálogo en tu cuaderno y grábalo y envíalo al profesor a través de whatsapp. Sigue el ejemplo como en la imagen o en la conversación debajo. Sigán el ejemplo como en la imagen o la conversación de abajo.

Writing

- Describe tu cuerpo usando adjetivos y diciendo cuántas partes del cuerpo tienes. (Ejemplo: I **have** two small ears.)
- ¿Cuántas oraciones acerca de tu cuerpo puedes escribir? (Ejemplo: I **have** two small ears - My ears are small)



Esperamos que su hija(o) a través del desarrollo de las actividades propuestas adquiera y mejore el uso del vocabulario relacionado con “el cuerpo” de manera oral y escrita en esta guía; esperamos su buena disposición y colaboración al momento en que su hija(o) desarrolle las actividades propuestas, recuerden que es de suma importancia su ayuda en el proceso académico de su hijo (a) y que estamos muy alegres de que se involucren tanto como nosotros en este viaje de saber, aprender y conocer, gracias.

WELCOME TO THIS SELF-STUDY GUIDE

This self-study guide helps you to practice the vocabulary about “the body” in written and oral form. All the activities are related to the topic “My body is an Amazing Machine”, presented in Way to Go 6 Module 1 Unit 1 lesson 1. It starts with some vocabulary revision activities. Then, you have to answer some questions based on a reading and the language awareness and it ends up with speaking and writing activities.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
My body is an Amazing Machine	Speaking, listening, reading and writing	Have / has	Parts of the Body Adjectives	Describe the parts of our body.

GET READY

Study time needed:

2 hours

Resources:

English dictionary, notebook, pencil, eraser, mobile phone, PDF file of Way to Go Students Book 6.

Textbooks Links:

- *Way To Go students book 6, pages 48-49-50-51-52*

[WTG SB Way to Go 6.pdf](#)

LEARNING OBJECTIVES

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

- To use vocabulary related to parts of the body.
- To identify information in short texts.
- To describe the parts of our body.

LEARNING STRATEGIES

What can you do to achieve the objectives?

- Read the instructions for each activity
- Use a dictionary only if it is absolutely necessary. Use your prior knowledge and try to infer the meaning. You should not translate word by word.
- Look at the examples given in each activity
- Write on your notebook any “new” learning points discovered.
- Use the models given to do your own task.
- Use the expressions and vocabulary learnt to describe the parts of our body.
- Match pictures with expressions related to the parts of our body.



ACTIVITIES

1. VOCABULARY (10 minutes)

A. Match the photos of the parts of the body with the words from 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.

1

B. Choose the correct adjective to describe the parts of your body:

- My legs are: a. Long b. weak c. small
- My mouth is: a. strong b. small c. short
- My arm is: a. strong b. big c. small

2. READING: (30 minutes)

- Read the next sentences and underline the adjectives. Then,
- Match the descriptions with the right picture.

2	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 .





c. READING COMPREHENSION: Write True or False:

- 1. Luisa has long legs. TRUE _____ FALSE _____
- 2. Jose loves exercising at the park. TRUE _____ FALSE _____
- 3. Ramiro plays Football. TRUE _____ FALSE _____
- 4. Martha has small hands TRUE _____ FALSE _____
- 5. Johnny does much exercise. TRUE _____ FALSE _____
- 6. Antonio's hands are very big. TRUE _____ FALSE _____

d. Draw a picture for each statement:

- 1. I love swimming in the pool. My arms and legs are quite long.
- 2. My sister walks every morning at the park. Her body looks very strong.

4. LANGUAGE AWARENESS (20 minutes)

Look at the conversation and the Word Bank. Based on them do exercises A-D. Look at the examples.

1. How many fingers do we have?

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

3. We have 32, but I don't have 32 teeth, I have 30. My sister doesn't have 32, she has 31 teeth.

Word Bank
 Regular plurals
 one finger --- ten fingers
 one ear ---- two ears
 Irregular plurals
 one foot --- two feet
 one tooth --- thirty-two teeth

A. Underline the correct option.

- 1 We use the verb have /has to express
 - a. we are things
 - b. We own or possess something

B. Underline the mistake in each sentence:

- 1. How much fingers do we have in our hands?
- 2. She have 30 teeth.
- 3. We have two ear.

C. Choose the correct option.

- 1. To make sentences with the subjects I / you/ we / they/ we use
 - a. have
 - b. has
- 2. To make sentences with the subjects She / he /it / we use
 - a. have
 - b. has
- 3. To make negative sentences with I/ you /we /they
 - a. Don't
 - b. doesn't



4. To make negative sentences with she/ he /it

- a. Don't
- b. doesn't

5 We use have / has to express possessions in

- a. Present
- b. past
- c. future

D. Choose the correct answer:

1. I have _____.
 - a. two ears
 - b. one ears
 - c. two ear
2. I _____ a strong arm.
 - a. don't has
 - b. doesn't have
 - c. don't have
3. _____ you _____ small ears?
 - a. Does/ have
 - b. Do/have
 - c. Do/ has
4. _____ fingers do you have?
 - a. Do
 - b. How many
 - c. How much

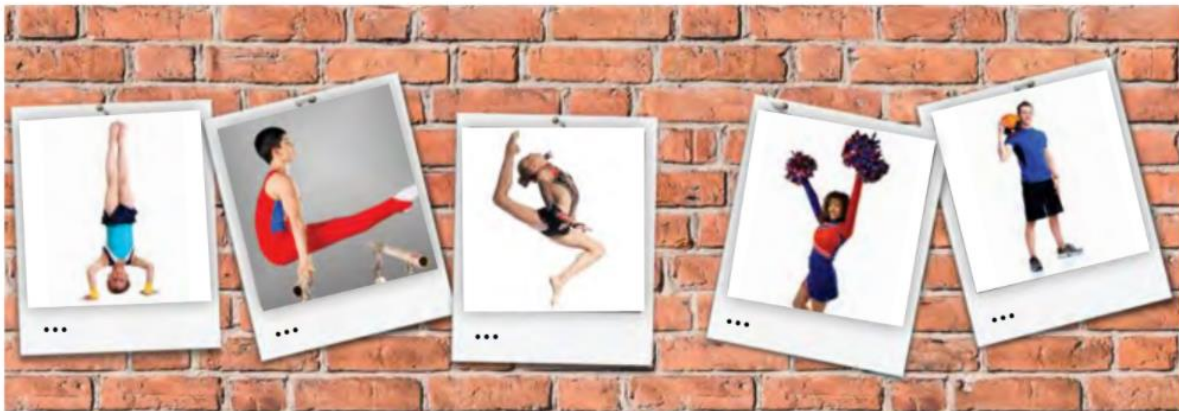
D. Answer the question about your body.

1. How many teeth do you have? _____
2. Are your legs strong? _____
3. Is your hand big or small? _____

5. LISTENING (10 minutes)

- a. Look at the Wall of Honour. Listen and label the pictures with the correct names according to the audio. (Your teacher will send you an audio with the conversations. Track 2)

Wall of Honour: Johanna Ramiro Giovanny Manuel Lina





6. SPEAKING (20 minutes)

- a. Work with a partner. Ask and answer questions using have/has taking into account the vocabulary and topics from this self-study guide. Write a short dialogue in your notebooks and record and send it to your teacher by WhatsApp. Follow the example as in the picture or the conversation below.

A: How many fingers do you have?

B: We have ten fingers.

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

7 WRITING (20 minutes)

- a. Describe your body using adjectives and telling how many "parts of the body" you have. (e.g. I have two small ears...)
- b. How many sentences about your body can you write? (e.g. I have two small ears - My ears are small)






My arms are strong. My head's small, but my nose is big. My ears are small and my eyes are small, too. My legs are ... and my head is ...

6

8 ASSESSMENT TASKS (5 minutes)

Tick (✓) the box that describes the statement.

Check your progress	VERY WELL  7	QUITE WELL  8	WITH DIFFICULTY  9
I can recognize the parts of my body.			
I can identify information in short text.			
I can describe the parts of my body.			



THIS IS THE END

Congratulations, you can do amazing things. Continue practicing the vocabulary about "the body" and describing them using the adjectives. You can check the useful resources as well.

USEFUL RESOURCES

Way To Go students book 6,
[WTG_SB_Way to Go 6.pdf](#)

Vocabulary Worksheet

[en.iscollective.com/preview/201201/f/adjectives-body-activities-promoting-classroom-dynamics-group-form_16914_1.jpg](#)

[ego4u.com/en/cram-up/vocabulary/body-parts](#)

Listening

[www.123listening.com/bodyparts.php](#)

ANSWER KEY

LANGUAGE TASK

Vocabulary:

- a. 1. Back 2. Knee 3. Neck 4. Leg 5. Arm 6. Stomach 7. Elbow 8. Shoulder
 b. 1. A 2. Small 3. Strong

Reading:

- a A. short b. strong c. long d. small e. weak f. big
 b 1. F 2. C 3. D 4. B 5. D 6. A
 c. 1. False 2. True 3. False 4. True 5. False 6. True

Language awareness

- A. 1. B. We own or possess something
 B.

1. How much fingers do we have in our hands? (**many**)
 2. She have two ears. (**has**)
 3. We have two leg. (**legs**)

C.

1. have 2. Has 3. don't 4. doesn't 5. present

D.

1. A 2. C 3. B 4. B

E.

1. I have (number) teeth.
 2. Yes, my legs are strong / No, my legs are not strong, they are weak.
 3. My hand is big. / My hand is small.

Listening:

1. Manuel 2. Lina 3. Giovanni 4. Ramiro 5. Johanna

Speaking: a.

A: How many _____ do you have? **B:** I have _____.

Writing: Examples: I **have** two small ears



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?
- Enséñame cómo se dicen en inglés algunas de las palabras que aprendiste.
- Enséñame cómo se describe las partes del cuerpo en Inglés.
- Enséñame cómo se responden esas preguntas acerca del cuerpo en inglés.
- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿Qué recursos utilizas?
- ¿Qué actividad te gustaría encontrar en la siguiente guía?

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LINKS OF IMAGES

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