



“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

Queridos padres de familia y/ o acudientes, seguimos con nuestra labor, agradeciéndoles su compromiso y disposición con la educación de su hijo, esta guía se realizó basándose en la guía “Way to Go” grado 6° de las páginas 53 hasta la 55, y está organizada de la siguiente manera:

- Sección 1: (Vocabulario) Se realizaron ejercicios que los estudiantes fácilmente pueden contextualizar en su ambiente escolar, esto con el objetivo de que el estudiante pueda interiorizar las palabras que son conocidas para ellos en su lengua materna.
- Sección 2: (lectura) en esta sección el estudiante, pone en práctica el vocabulario aprendido en la primera sección con ejercicios de lectura.
- Sección 3: (gramática) en esta parte el estudiante realiza ejercicios gramaticales acerca del uso adecuado del verbo “CAN”.
- Sección 4: finalmente el estudiante realiza un ejercicio de autoevaluación en donde él evaluará los conocimientos adquiridos en la guía al igual que su desempeño.

Así mismo el estudiante cuenta con una guía completa que puede desarrollar fácilmente, teniendo en cuenta la didáctica de la lengua y el correspondiente feedback de las preguntas. Agradecemos su apoyo incondicional en el proceso de aprendizaje de su hijo (a), reiterándoles nuestra disposición para ayudarlos con cualquier duda o inquietud que ustedes tengan, recuerden que este arduo trabajo de formar profesionales integrales es una labor conjunta de padres y profesores.

WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you learn vocabulary about accidents at school. All the activities are connected to the reading in Way to Go Student Book 6 page 53 & 55. It starts with some vocabulary activities. Then, you have to read a text to identify the typical accidents at school. Then you will discover how to use the verb CAN. Finally, you will complete the dialogue and design a poster about typical accidents at school; that poster will be shared with your teacher and classmates.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Dangerous situations at school	Reading Writing	Can for possibilities	Accidents at school	Give warnings about possible dangerous situations

GET READY

Study time needed: 1 hour	Resources: <i>English book, dictionary, notebook</i>	Textbooks Links: - Way to Go student book 6 page 53 & 55 http://www.colombiaprende.edu.co/colombiabilingue
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LEARNING OBJECTIVES

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

- Recognise vocabulary related to dangerous situations in the school context.
- Connect ideas with a picture text.
- Identify the structure used to express possibilities.
- Express warnings about possible dangerous situations in the school.

LEARNING STRATEGIES

What can you do to achieve the objectives?

- Use drawings to learn new vocabulary. You don't need translations.
- Relate new words with previous vocabulary to understand a text.
- Use cognates (words similar to Spanish) to internalise language.
- Use the models given to create visuals to express your own ideas.

ACTIVITIES

VOCABULARY TASKS (time)

a. Label the pictures with the verbs from the box.

hurt	fall	break	cut	spill	burn	hit	sprain
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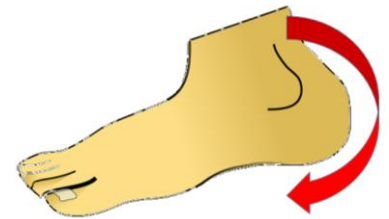
1. burn



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



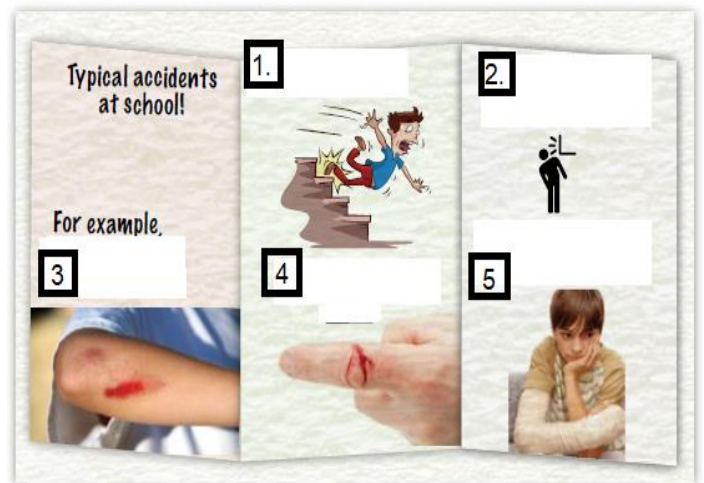
READING TASK

1. Read and match pictures and typical accidents at school.

- A. You can hit your head (2)
- B. You can hurt your arm ()
- C. You can fall ()
- D. You can break your arm or your leg ()
- E. You can cut your finger ()

2. Do you know any other accidents that happen at school?

Make a list about other typical accidents at school that you know.



LANGUAGE TASK

- a. Look at this sentence and choose the correct option to complete the statements

You can hurt your arm.

1. In this sentence the word "CAN" expresses:
 - a. Possibility**
 - b. Permission**
 - c. suggestion**
2. In this sentence the verb hurt is in
 - a. Base /infinitive form**
 - b. Past tense form**
3. We express possibilities using:
 - a. Subject + verb + CAN**
a. verb in infinitive
 - b. Subject + CAN + verb**
4. We use "CAN" for these subjects:
 - a. I, you, we, they**
 - b. She, he, it**
 - c. I, you, he, she, It, we, they**

b. Look at the dialogue between two friends about "parkour" an extreme sport. Fill in the blanks using the verb "CAN" and the verbs in the box to express possibilities.

hurt be bring use

- Hi, Peter, how are u?
- Hi, Michael I'm fine thanks.
- Can you practice parkour? I will practice this afternoon, can you?
- Yes, I can, but I think that ⁽¹⁾ _____ dangerous, you⁽²⁾ _____ your arm.
- No, we ⁽³⁾ _____ protection, like a helmet and elbow pads.
- Ok, I think that is a good idea, we can use them for protection, then see you later.
- Ok see you, ⁽⁴⁾ _____ you _____ the camera please!
- Yes, of course, see you then.

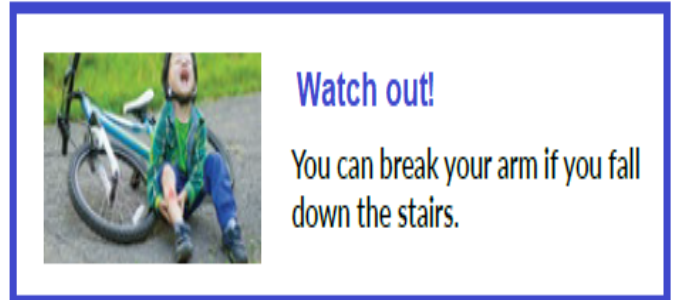




WRITING TASK

Think about situations that can cause accidents at school.

1. Make a list of verbs using possible accidents at school.
1. Writing some sentences with the modal verb can express possible accidents.
2. Use an example at right, for making sentences.
3. Make a poster illustrating some accidents.
4. Send it to the teacher for email, or WhatsApp.



ASSESSMENT TASK

Mark (✓) the box that you consider you get according to your performance in this self-study guide.

Now I can...	Excellent!	Well	I need some help
• recognise vocabulary related to dangerous situations in the school context.			
• connect ideas with a picture text.			
• identify the structure used to express possibilities.			
• express warnings about possible dangerous situations in the school.			

THIS IS THE END

Congratulations, you have made it to the end! Now you can invite people to tell you about other typical accidents. You created an amazing poster using vocabulary about it, expressions to show possibilities and describe possible accidents at school and warn people about them.

USEFUL RESOURCES

Some practice with the verb CAN

<https://learnenglishkids.britishcouncil.org/grammar-practice/modals-can-and-cant>

<https://www.grammarbank.com/can-cant-esl.html>

<https://www.grammarbank.com/can-cant-exercises-2.html>

Online dictionary

<https://dictionary.cambridge.org/dictionary/english-spanish/>



ANSWER KEY

VOCABULARY

1- burn 2- fall 3- hit 4- sprain 5 -cut 6- spill 7- break 8- hurt

READING

A: 2 B: 3 C: 1 D:5 E: 4

LANGUAGE TASK

Exercise a: 1. (a) 2.(a) 3.(b) 4.(c)

Exercise b: 1. (be) 2. (hurt) 3. (use) 4. (bring)

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Cuando su hijo (a) haya terminado su taller, es importante hacer verificación de lo aprendido con las siguientes preguntas:

1. ¿Cuál fue la actividad que más te gusto y por qué?
2. Dime 5 palabras nuevas que hayas aprendido con el taller.
3. ¿Qué tiempo te tomo desarrollar la guía?
4. ¿Te pareció divertida o aburrida la actividad?
5. ¿ Pudiste expresar tus ideas y aprender nuevo vocabulario?

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