



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

<b>School</b>	_____	<b>City</b>	_____
<b>Teacher's name</b>	_____		
<b>Student's name</b>	_____		
<b>Grade</b>	<u>6</u>	<b>Level</b>	<u>A1</u>

### ORIENTACIONES PARA LOS PADRES DE FAMILIA

La siguiente guía de aprendizaje de inglés fue diseñada con la finalidad de ayudar a su hijo (a) a repasar el vocabulario relacionado con los accidentes, aprender a indicar en forma escrita un accidente y como prevenirlo. Su hijo (a) deberá dedicar una hora para resolver toda la guía. El trabajo aquí descrito está relacionado con el libro **Way to Go 6 Module 2 Unit 1 Lesson 2 páginas 53 y 55.**

#### 1. Vocabulary Task

Ejercicio para practicar vocabulario sobre accidentes, completar las oraciones (1-4) con las palabras en el cuadro y unir las oraciones con las imágenes.

2. **Language Awareness** Ejercicio A invita a identificar el uso del verbo (can) y la conjunción so. Deben leer cuidadosamente los ejemplos y escoger la opción correcta. En el ejercicio B, deben unir las oraciones (a-e) con las imágenes (1-5).

#### 3. Writing Task

Ejercicio a. Completar las oraciones (1-4) con las palabras en el cuadro y unir las fotos (a-e). Ejercicio b. Observe las imágenes y escriba una oración que represente la situación y como proteger el cuerpo.

#### 4. Reading Task.

La actividad busca fortalecer la habilidad de lectura literal, para ello es importante que su hijo (a) lea detenidamente el reporte que describe los accidentes más comunes en la escuela e identifique palabras clave como verbos. Luego debe identificar escribir el ranking en el cuadro.

#### 5. Self-assessment.

Auto evaluación. Su hijo (a) revisará su desempeño en el desarrollo de la guía y su progreso.

Todas las actividades ofrecen un ejemplo resaltado en color verde, también se adjuntan las respuestas y recursos adicionales de apoyo. Agradecemos su colaboración acompañando a su hijo (a) completar las actividades indicadas. Al final, ustedes encontraran una serie de preguntas de verificación de lo que su hijo (a) aprendió en el desarrollo de la guía.

### WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you to practice the vocabulary related to injuries at the school and how prevent them using the right equipment. All the activities are related to the topic of **Healthy Habits** presented in **WAY TO GO STUDENT BOOK 6 MODULE 2 UNIT 1 LESSON 2**. It starts with some vocabulary revision activities. Then, in the language awareness there is an example of the use of the verb **can** and conjunction **so**, and a match exercise; from that, there is an activity to describe ways to prevent and protect the body from injuries, and it ends up in a reading activity.



Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Protecting our bodies	Writing Reading	Verb can Conjunction So Present simple	Injuries Equipment for protection	Expressing recommendations to protect our bodies.

### GET READY

**Study time needed:**

**1 hour**

**Resources:**

*English dictionary, notebook, pencil, sheets of paper, pdf file of Way to Go student book 6 or app.*

**Textbooks Links:**

*Microsoft Team 6<sup>th</sup>  
Way to Go student book grade 6*

### LEARNING OBJECTIVES

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

- To identify vocabulary related to body injuries at school.
- To produce simple sentences about ways to protect our bodies from accidents.
- To identify specific information related to accidents.

### LEARNING STRATEGIES

**What can you do to achieve the objectives?**

- € Read the instruction for each task.
- € Look at the example given. They are highlighted in green.
- € Use any free dictionary app to listen to the pronunciation of new vocabulary.
- € Use a monolingual dictionary. Trying to infer the words meaning by activating your prior knowledge. Avoid translate word by word.
- € Have record of any new learning.

### ACTIVITIES

#### 1. VOCABULARY TASK (5')

Complete the sentences with the word Bank. Then match it with the pictures (1-4). Follow the example given.

**Word Bank**  
Break - Cut - Hit - Break - Fall

- You can break your arm
- You can \_\_\_\_\_ down stairs
- You can \_\_\_\_\_ your head
- You can cut your finger**
- You can \_\_\_\_\_ your leg



## 2. Language Awareness

### A. Expressing possibilities and consequences Can – So (10)

Read the example carefully and choose the correct option for the statements.

Example: You **can** hit your head if you fall from your bike. **So**, wear a helmet.

1. You use **can** to express...

- a. possibility
- b. consequence.

2. You use **so** to express

- a. possibility
- b. consequence.

### B. Match the sentences (1-4) with the photos (a-d)

6

1. You **can** break your arm if you fall down the stairs.

a.



So, wear protective equipment

2. You **can** hurt your leg if you fall in the playground.

b.



So, be careful with your notebooks

3. You **can** fall if you run in the hallway.

c.



So, hold handrails

4. You **can** cut your finger on a piece of paper if you don't pay attention.

d.



So, don't run in the hallway



### 3. WRITING TASKS (20)

a. Look at this type of protection. Complete the sentences (1-4) with the words in the box. Follow the example given.

Word Bank  
wears knee pads. - wears helmet - wears glove - wear safety glasses

<p><b>1. This boy goes skateboarding,</b></p>  <p style="background-color: #90EE90; padding: 2px;"><b>so he wears kneepads.</b></p>	<p><b>2. Students work in a laboratory,</b></p>  <p style="text-align: center;">so they ...</p>
<p><b>3. The staff do the cleaning,</b></p>  <p style="text-align: center;">so they ...</p>	<p><b>4. Jessica rides a bike,</b></p>  <p style="text-align: center;">so she ...</p>

7

b. Look at the pictures and write ways to prevent an accident. You can use the information in exercise 2. Follow the example given.

1.  8

He/she cuts a paper so, be careful with the cutter.

2.  9

3.  10

4.  11



#### 4 Reading Task (15')

Read the following report then make a top five of the accidents.

##### Pre-reading

c. What do you think is number one?

This report is a 'real' report which describes the most common accidents students have at school.

In Middle School, students usually have accidents because they're not careful. Here we have the top five school accidents. In position number five, is an accident student have when they play – they can break an arm. In the next position, **number four**, we have a common situation – when **students fall**. In position number three, we have a simple problem student have with paper – they cut their fingers. In position number two, we have the typical accident that happens when students don't pay attention – they hit their heads on walls, windows or doors. And finally, in position number one, we have the most typical accident in Colombian schools – students hurt their legs and arms. In every school, we always have a minimum of five students who hurt themselves every week!

12

Here we have the top five typical accidents in Colombian schools. In position number 5, is ... In position number 4, is ...



5	
4	Students fall
3	
2	
1	

#### SELF-ASSESSMENT TASKS (10')

Check your progress	Very well	Quite well	With Difficulty	Discusses with your parents the following questions.
I can identify vocabulary related to the body injuries.				Name two body injuries.
I can write short sentences about accidents and ways to prevent and protect our bodies.				How can you prevent an accident?
I can identify information about accidents.				What is the most common accident? _____

### THIS IS THE END

Congratulations! You are a very smart student and you can do many interesting things. Continue practicing your new vocabulary about body features and telling your family how to protect their bodies from accidents. You can check useful resources as well. Finally, take care of yourself and your family practicing simply but very important safety habits.



## USEFUL RESOURCES

Online English Spanish dictionary

- <https://dictionary.cambridge.org/es/diccionario/ingles-español/>

Vocabulary about personal care elements

- Way to Go Workbook 1 pages 53, 54, 55; exercises \_\_\_\_\_
- <https://www.englishlearnersite.com/wp-content/uploads/2018/04/Personal-Care-Products-jog>
- <https://www.vocabulary.cl/english/health-problems.htm>
- <https://learnenglishkids.britishcouncil.org/category/topics/health-and-illness>

Listening

- <https://www.esl-lab.com/easy/physical-therapy/>

## ANSWER KEY

### 1. Vocabulary Task

- a. Break b. Fall c. hit d. Cut. e. break  
a-2, b-4, c-1, d-3, e-5

### 2. Language Awareness

Exercise A: 1. a, 2. b

Exercise B: 1) c 2) a 3) d 4) e

### 3. Writing Task

- a. 1) wears knee pads 2) wear safety glasses 3) wear gloves 4) wears helmet  
b. 1) He/she cuts a paper, so be careful with the cutter. 2) She goes down stairs, so she uses the handrail. 3) The boy plays hockey, so he wears protective equipment.  
4) They ride a bicycle, so they wear a helmet.

### 4. Reading Task

1. Students hurt their legs and arms 2. Their hit their heads 3. They cut their fingers  
4. Students/they fall 5. They can break an arm.

## ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo haya terminado todas las actividades de esta guía, por favor, hágale las siguientes preguntas para verificar el proceso de aprendizaje:

- ¿Cuál fue la actividad que te gustó más?
- ¿Cuál fue la actividad que te pareció más difícil? ¿Por qué?
- ¿Cuáles son los accidentes más frecuentes en el colegio?
- ¿Cómo puedes proteger tu cuerpo de accidentes?

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### Appendix

#### module 2 // Unit 1

#### Expanding Knowledge » Protecting Our Bodies

1. **Read** » This is a report from the Ministry of Education about accidents at school. Read out loud with a partner.

**Typical accidents at school**

For example, You can hurt your arm.

You can fall.

You can cut your finger.

You can hit your head.

You can break your arm or leg.

21st Century Skills  
- Collaborating  
Work with your classmates to check pronunciation.

2. **Speak** » With the class, make a list of the parts of the body that you can hurt in an accident.

You can cut your finger.

You can hit your head.

**Study Tip**  
Recycling vocabulary from previous lessons/units helps you to communicate in different ways.

83

3. **Listen** » Listen to the report. Make a top five of the accidents. Report to the class.

Here we have the top five typical accidents in Colombian schools. I position number 5 is ... in position number 4 is ...



#### module 2 // Unit 1

31 6. **Listen** » Listen and match the sentences (1-4) with the photos (a-d).

- You can break your arm if you fall down the stairs.
- You can hurt your leg if you fall in the playground.
- You can fall if you run in the hallway.
- You can cut your finger on a piece of paper if you don't pay attention.



7. **Write** » Look at these types of protection. Complete the sentences (1-4) with the words in the box.

wears kneepads   wears a helmet   wear gloves   wear safety glasses

1. This boy goes skateboarding.  so he wears kneepads.	2. Students work in a laboratory.  so they ...
3. The staff do the cleaning.  so they ...	4. Jessica rides a bike.  so she ...

85