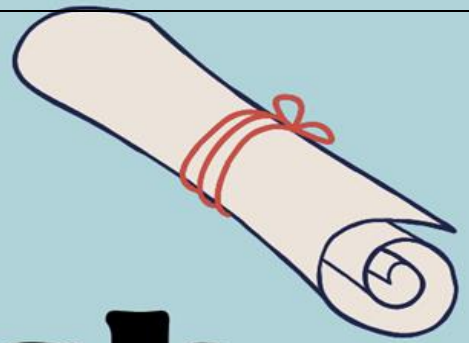
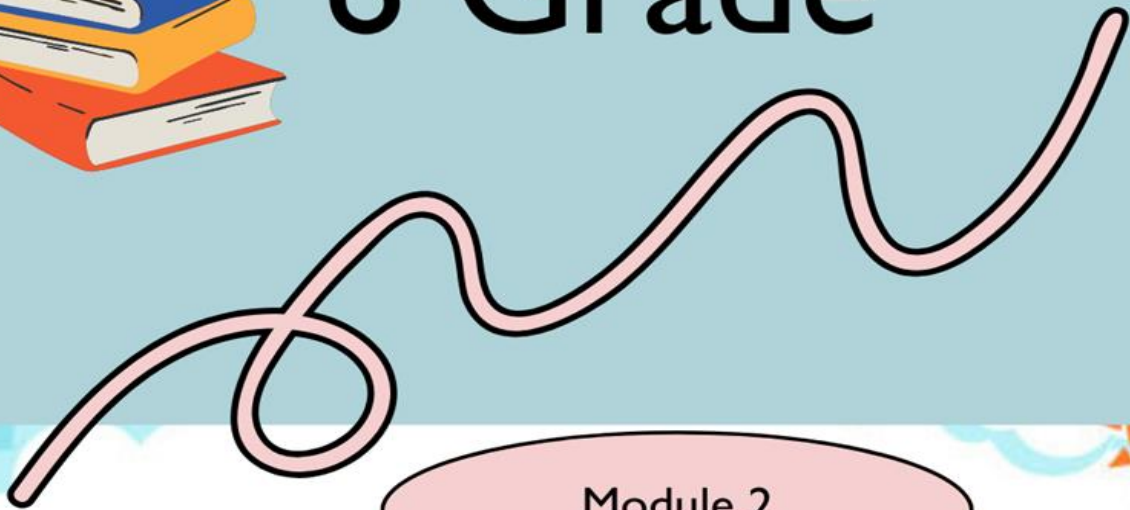


class of

English



6 Grade



Module 2



I. Learning Objectives

- **Recognize** spoken and written language related to people, feelings, and body parts.
- **Produce** oral and written messages about people, feelings, and body parts using appropriate grammatical structures.
- **Interact** with peers showing empathy and respect, valuing bodily and emotional diversity.

II. Module Outline

Unit	Main Topic	Grammar & Vocabulary	Hours
1	People	Nouns (people), Yes/No questions	12
2	Feelings	Feeling adjectives, Wh-questions (“what,” “why,” “how”)	12
3	Body Parts & Body System	Body parts vocabulary, Actions, Hygiene	12
4	Integrative Project	Review and production of oral/written texts	12

1. PEOPLE

A- Vocabulary

- **Family & Relationships:** cousin, aunt, uncle, grandparents, niece, nephew, partner, roommate
- **Community Helpers:** firefighter, police officer, nurse, librarian, bus driver, mail carrier
- **Personal Descriptions:** tall, short, curly hair, straight hair, glasses, freckles, beard, mustache

B. Language Chunks & Structures

- **Describing Appearance:**
 - “She has curly brown hair and green eyes.”
 - “He wears glasses and has a beard.”
- **Talking about Roles:**
 - “My aunt is a nurse at the local hospital.”
 - “Our librarian helps us find interesting books.”
- **Asking & Answering:**
 - “Who lives with you at home?” → “I live with my parents and my younger sister.”
 - “What does your neighbor do?” → “She’s a firefighter.”

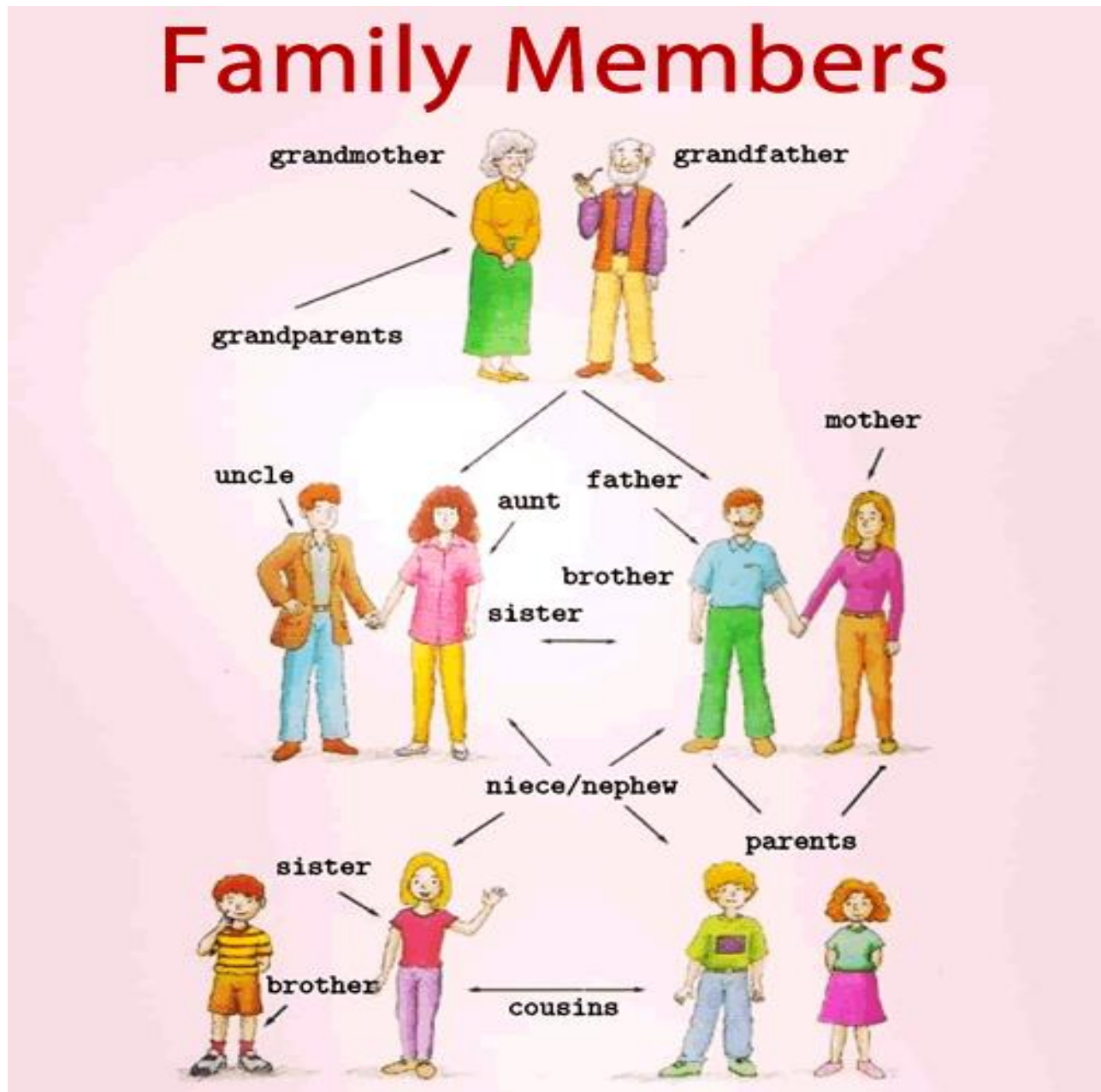
C. Communicative Functions

- **Introducing & Greeting:** “Hello, I’m Ana. Nice to meet you.”
- **Giving Personal Information:** “I’m from Panama City and I study at Instituto Urracá.”
- **Social Interaction:** “Can you tell me about your best friend?”

D. Activity Ideas

- **“People Bingo”:** Each square has a description (e.g. “someone who has a pet cat”). Students circulate asking questions to fill their bingo card.

- **Photo Interview:** Bring magazine cut-outs of people. In pairs, students “interview” the picture (“What’s her name? What does she do?”).
- **Family Tree Project:** Create a simple family tree poster and write 1–2 sentences about each member.



2. FEELINGS

A. Vocabulary

- **Subtle Emotions:** worried, jealous, proud, embarrassed, bored, relaxed, nervous, hopeful
- **Intensity Adverbs:** very, quite, a little, extremely, so

B. Language Chunks & Structures

- **Expressing Feelings:**
 - “I’m really excited about our trip.”
 - “She feels a bit nervous before exams.”
- **Asking for Reasons:**
 - “Why are you upset?” → “I’m upset because I lost my notebook.”
 - “What makes you proud?” → “Helping my little brother learn to read makes me proud.”
- **Comparing Emotions:**
 - “I’m more tired today than yesterday.”
 - “He’s less angry now.”

C. Communicative Functions

- **Checking In:** “How are you feeling this morning?”
- **Offering Support:** “I’m sorry you’re sad. Do you want to talk?”
- **Empathy Phrases:** “That must be hard.” / “I understand how you feel.”

D. Activity Ideas

- **Emotion Charades:** Students act out an emotion; others guess.
- **Feelings Thermometer:** Draw a thermometer—students place a marker at their current feeling and explain why.
- **Story Completion:** Give a short story prompt (“Ana got a low grade on her test...”). In groups, students write or role-play how she feels and what she does next.

LAS EMOCIONES EN INGLÉS



Happy



Sad



Angry



Disappointed



Embarrassed



Loving



Hurt



Tired



Scared

AmazingTalker

3. BODY PARTS & BODY SYSTEM

A. Vocabulary

- **Internal Organs:** brain, liver, kidneys, intestines, bladder
- **Senses & Related Verbs:** see (eyes), hear (ears), smell (nose), taste (tongue), feel (skin)
- **Health & Hygiene Verbs:** comb your hair, floss your teeth, apply sunscreen, cover your mouth (when coughing)

B. Language Chunks & Structures

- **Describing Function:**
 - “The lungs help you breathe.”
 - “Your brain controls your thoughts and movements.”
- **Giving Instructions:**
 - “First, wash your hands with soap and water for 20 seconds.”
 - “Don’t forget to floss between your teeth every day.”
- **Modal Verbs for Advice:**
 - “You should eat vegetables for healthy eyesight.”
 - “You shouldn’t skip brushing your teeth.”

C. Communicative Functions

- **Giving Health Advice:** “If you have a sore throat, you might gargle with salt water.”
- **Describing Symptoms:** “My stomach hurts after I eat too much candy.”
- **Explaining Processes:** “Digestion begins in the mouth when you chew food.”

D. Activity Ideas

- **Body Map Poster:** On a large sheet, students draw a person and label at least 12 parts, then present its function.
- **“Doctor’s Office” Role-play:** One student plays patient describing symptoms; another is doctor asking “Where does it hurt?”

- **Healthy Habit Diary:** Over a week, students log one hygiene practice and one healthy food each day, then report to the class.

Body Parts

