



## “BEYOND THE CLASSROOM” ENGLISH SELF-STUDY GUIDE

School \_\_\_\_\_

City \_\_\_\_\_

Teacher's name \_\_\_\_\_

Student's name \_\_\_\_\_

Grade \_\_\_\_\_

7th

Level \_\_\_\_\_

A2.1

### ORIENTACIONES PARA LOS PADRES DE FAMILIA

Enviamos un caluroso saludo a todos los padres de familia que nos acompañan con la lectura y realización de este material de estudio. Esta guía de aprendizaje de inglés para el trabajo en casa se preparó con el fin de ayudar a su hijo(a) a comprender información que lee y escucha sobre juegos tradicionales y a diseñar un cartel sobre su juego tradicional favorito. Esta guía está estructurada para que sea realizada en dos horas.

El trabajo aquí descrito se relaciona con la lección 3, unidad 1 y módulo 1 del libro del estudiante *Way to Go 7* que está disponible en la plataforma Colombia Aprende; de igual forma, se adjuntan las imágenes de las páginas del libro en cada punto para quienes no tienen acceso a internet.

- La actividad 1, “Learning Vocabulary”, consta de dos ejercicios de práctica: el primero, es una pregunta sobre las actividades que le gusta realizar a su hijo en el tiempo libre; y el segundo, busca familiarizarlo con el vocabulario que aprenderá en la presente guía sobre juegos tradicionales.
- La actividad 2, “Reading: Traditional Games are in our School!”, trabaja la comprensión lectora a partir de un texto informativo corto, un ejercicio de completar y preguntas de comprensión.
- La actividad 3, “Listening about Traditional Games”, consiste en escuchar un anuncio publicitario donde se invita a los niños y jóvenes a jugar juegos tradicionales; luego, se espera que su hijo complete algunas oraciones extraídas del audio.
- La actividad 4, “Focus on Grammar”, está diseñada para que su hijo centre su atención en comprender la estructura, el significado y el uso de ciertas frases a la hora de expresar sus gustos y hablar sobre actividades como los juegos tradicionales.
- La actividad 5, “Creating my own Poster”, presenta a su hijo un cartel sobre un juego tradicional para que lo lea y lo siga como modelo a la hora de hacer su propio cartel. Luego, debe compartirlo en el



grupo de Whatsapp del salón y escoger el de otro compañero para realizar la lista de chequeo.

- ❑ La actividad 6, “Evaluate your Work”, consiste en evaluar uno de los carteles publicados en el grupo de Whatsapp, siguiendo la estructura y el ejemplo dados: señalando dos aspectos positivos y una oportunidad de mejora.

Además, se ofrecen ejemplos de las actividades, las respuestas correctas y recursos adicionales de apoyo. Es importante contar con su colaboración supervisando que su hijo complete las actividades indicadas; razón por la cual, al final ustedes encontrarán una serie de preguntas de verificación de lo que su hijo aprendió mediante el desarrollo de la presente guía.

Si tiene alguna duda, comuníquese con su docente de inglés a través del correo electrónico \_\_\_\_\_, o su WhatsApp \_\_\_\_\_, medios que se han establecido para retroalimentar su trabajo.

Resuelvan la actividad y entreguen evidencia de sus resultados según las indicaciones del docente.

**iLeer, seguir instrucciones y aprender son nuestro mayor regalo en estos tiempos!**

### WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you practice vocabulary related to traditional games, hobbies, and likes, in order to design a poster with information about your favorite traditional game. All the activities are related to the topic of hobbies and traditional games presented in the *Way to Go Student's Book 7*, Module 1 Unit 1 Lesson 3. The guide starts with some activities to learn and practice vocabulary. Secondly, you will find a reading comprehension exercise, a listening comprehension activity, and an exercise to review grammar. Finally, you will find a template as a basis for you to design a poster about your favorite traditional game.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
<b>Playing Traditional Games</b>	Listening, reading, writing.	Present simple. Verbs to express interests and likes.	Hobbies, interests, and likes.	Talking about my favorite hobbies.

### GET READY

<b>Study time needed: 2 hours</b>	<b>Resources:</b> <i>English dictionary, notebook, pencil, book or PDF file of Way to Go</i>	<b>Textbooks Links:</b> - <a href="#"><i>Way to Go Student's Book 7. Module 1, unit 1, lesson 3.</i></a>
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	Student's Book 7 and Way to Go Workbook 7.	- <a href="#">Way to Go Workbook 7. Module 1, unit 1, lesson 3.</a>
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LEARNING OBJECTIVES	LEARNING STRATEGIES
<p><i>What will you learn/practise/reinforce with these activities?</i></p> <ul style="list-style-type: none"> <li>• To listen to people's favourite traditional games.</li> <li>• To read short texts about traditional games.</li> <li>• To design a poster about your favourite traditional game.</li> </ul>	<p><i>What can you do to achieve the objectives?</i></p> <ul style="list-style-type: none"> <li>• Read carefully all the instructions for each task.</li> <li>• Make a picture dictionary.</li> <li>• Look at the examples given. They are provided in each task with red color.</li> <li>• Think about the games you play in your free time.</li> <li>• Think about the topic and the text you are going to listen to. Try to predict what you will find.</li> <li>• First, listen to understand the main idea; then, listen to find out specific details focusing on key words.</li> <li>• Follow a model to design your poster.</li> </ul>

## ACTIVITIES

### Preparing Your Task » Playing Traditional Games

#### 1. Learning Vocabulary (15 minutes)

a. What do you like to do in your **free time**? (list some **outdoor and indoor activities**):

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b. Look at the pictures of the **games** and label them with the words from the word bank.

**Study Tip**  
 Pictures help us to understand and remember new vocabulary. Make your own picture dictionary.

**Word Bank**  
 jacks   hopscotch   sackrace   tag  
 hide-and-seek   spinning top



1. *spinning top*



2. ...



3. ...



4. ...



5. ...



6. ...

## 2. Reading: *Traditional Games are in our School!* (15 minutes)

- a. Our school has a great opportunity to get a playground. **Read the following poster** about the "National Traditional Games Competition" and complete the information (1-4) with the headings (a-d):

- a. How does my school enter the competition?  
b. What do we have to do?

- c. What can we win? What's the prize?  
d. What is the theme of the competition?

### National Traditional Games Competition

The Ministry of Education invites ALL schools to participate in a competition.

1. ... Traditional games: indoors and outdoors!
2. ... Play traditional games! With your teachers, with your classmates: everybody can participate! If lots of people play, you have more chances of winning our fabulous prize.
3. ... A school playground. If your school already has one, we are going to improve it with new and better equipment.
4. ... Ask your teachers to enter your school in the competition. Ministry inspectors are going to visit schools and judge which school is the winner.

- b. Read the poster again and **answer** the following questions:

1. Who invites all schools to participate in the competition?
  - a. The Mayor.
  - b. The Ministry of Education.
  - c. The City Council.
2. Who can participate in the competition?
  - a. Only teachers.
  - b. Only students.
  - c. All members of the school.
3. What is the prize for the winning school?
  - a. A playground.
  - b. A library.
  - c. New computers.



4. Who are the judges of the competition?
  - a. Teachers from other schools.
  - b. The parents from the school.
  - c. Inspectors of the Ministry.
  
5. How to have more chances of winning?
  - a. Have lots of money.
  - b. Lots of people who play.
  - c. Improve the school playground.

### 3. *Listening About Traditional Games* (20 minutes)

- a. If we want to participate in the competition, we have to know more about and practice traditional games. Listen to the **TV advert to motivate teenagers to play traditional games**. Then, **complete** the sentences using the next words:

hides	jump	catch	games
tag	hide-and-seeK	outdoor	hopscotch
throw	sack races	looks for	friends

**Study Tip**  
Pay attention to the info given with each traditional game: name, implements that you need and explanation about how to play it.



1. My mum's favourite game was \_\_\_\_\_. In this game, everyone \_\_\_\_\_, for example, behind a tree, and then one person **looks for** them.

2. I really like playing \_\_\_\_\_ ! I always \_\_\_\_\_ everyone because I can run very fast.



3. To play \_\_\_\_\_ you draw numbers on the floor and then you \_\_\_\_\_ a stone onto a number and \_\_\_\_\_ to the number.

4. I love \_\_\_\_\_. It's great fun jumping in a sack race! And you don't need much to play these **games**, just your \_\_\_\_\_, an \_\_\_\_\_ space and some basic equipment.



#### 4. Focus on Grammar (20 minutes)

a. **Answer** the following questions according to what you have understood so far:

1. Traditional games are part of:
  - a. Likes.
  - b. Hobbies and free time activities.
  - c. *a* and *b* are correct.
  
2. You can use expressions as *I love...*, *I like...*, or *I really like...* to talk about:
  - a. Activities you can't do.
  - b. Likes and interests.
  - c. Dislikes.
  
3. Which of the following set of sentences is correct? Pay attention to the form of the main verbs:
  - a. I like **playing** football / I love **playing** football.
  - b. I like **to play** football / I love **to play** football.
  - c. *a* and *b* are correct.
  
4. After "love" and "like" you write:
  - a. A noun.
  - b. A verb + *ing*.
  - c. All of the above.

#### REMEMBER!

In order to talk about likes and interests, we can use expressions such as *like*, *love*, *enjoy*, *adore* and *prefer* with an -ing form or with to-infinitive. Look at the next sentences:

I <b>like going</b> to the cinema.	I <b>like to go</b> to the cinema.
We <b>love playing</b> football with our friends.	We <b>love to play</b> football with our friends.
She <b>prefers cleaning</b> her house on weekends.	She <b>prefers to clean</b> her house on weekends.

b. **Let's Practice!**

Now **write some activities** that you like to do in your free time (include indoor and outdoor activities). Use the expressions from the chart above with both forms -ing and to-infinitive. Follow the example in red:



<u>I like watching movies on Netflix.</u>	<u>I like to watch movies on Netflix.</u>
<u>I like...</u>	<u>I like to...</u>
<u>I love...</u>	<u>I love to...</u>
<u>I prefer...</u>	<u>I prefer to...</u>

### 5. *Creating my own Poster* (40 minutes)

- a. If we want everyone to participate in the competition, we have to show the judges the different possibilities to play. **Read** the following poster about a traditional game:

### Our Favourite Traditional Game

Name of the game: skipping  
 Number of players: three or more.  
 You can play it outdoors: in a park or garden.  
 To play it, you need a skipping rope and some friends.  
 We like it because we can exercise and sing.  
 Skipping is fun, healthy and a great way to get fit!



Final task activity!

- b. Now **design your own poster** about your favorite traditional game to motivate your partners to participate in the games. Then, **share it on the WhatsApp group** of your class. You can follow the template above as an example. Include the information that is listed in the checklist below.
- c. You have to **choose one of the posters** that your partners shared on WhatsApp and you have to **complete** the following checklist:

ITEM	YES	NO
Title		
Picture		
Name of the game		
Number of players		
What you need to play it		
Why you like playing it		
Advantages of the game		



## 6. Evaluating my Partner's Work (10 minutes)

After the checklist, identify two aspects that you liked (stars) and one aspect that can improve (wish). Then, prepare the feedback following the next structure:

**I liked** one aspect you liked. **I also think** one aspect you liked **was** great. But, **you can** one suggestion to improve.

Eg. "**Juan, I loved** the pictures in your poster. **I also think** the title **was** engaging. **But, you can** mention an advantage of the game".

Send this feedback by WhatsApp to your partner. You can use the following vocabulary to express your ideas to your partner:

STARS	WISH
<ul style="list-style-type: none"> <li>• I really liked...</li> <li>• I think... was terrific / fantastic...</li> <li>• I think you did a great job with ...</li> <li>• I loved the way you...</li> </ul>	<ul style="list-style-type: none"> <li>• You can... <i>Improve</i> <i>Add</i> <i>Include</i> <i>Mention</i></li> </ul>

### THIS IS THE END

Congratulations, you can do amazing things! Continue practicing the vocabulary about traditional games, ask your relatives about their favorite traditional games and practice with your family and friends some of the activities practiced in this guide. You can check the useful resources as well. Remember to take care of yourself, even if you have a lot of duties, keep on doing what you like: play outside, do exercise and have fun!

### USEFUL RESOURCES

If you have internet connection, check the next link in order to know more about some traditional games, how to play them, rules and implements:

<https://www.colombia.co/en/colombia-culture/folklore/play-colombias-favorite-childhood-games/>

Besides, you can read this article and leave a reply talking about your favorite game:

<https://www.colture.co/bogota/how-to-play-rana/>



### ANSWER KEY

#### 1. LEARNING VOCABULARY

- a. Answers may vary.
- b. 1-Spinning top, 2-Hide-and-peek, 3-Jacks, 4-Sack race, 5-Hopscotch, 6-Tag.

#### 2. READING: TRADITIONAL GAMES ARE IN OUR SCHOOL!

- a. 1-d, 2-b, 3-c, 4-a.
- b. 1-b, 2-c, 3-a, 4-c, 5-b.

#### 3. LISTENING ABOUT TRADITIONAL GAMES

- a. 1-Hide-and-peek; hides 2-tag; catch 3- hopscotch; throw; jump 4-sack races; friends, outdoor.

#### 4. FOCUS ON GRAMMAR

- a. 1-c, 2-a, 3-c, 4-c.

#### Audio transcription:

Boy: Hi, everyone! I'm Camilo and this is Andrea. We're here to encourage you to play outdoors more often.

Girl: Ask your parents about the games they played when they were young. My mum's favourite game was hide-and-peek. In this game everyone hides, for example, behind a tree, and then one person looks for them. And this is my dad's spinning top in my hand – my dad loved his spinning top!

Boy: My dad loved playing jacks, but I have his jacks now.

Girl: And what were your mother's favourite games?

Boy: Hopscotch and tag.

Girl: I really like playing tag! I always catch everyone because I can run very fast. But what's hopscotch?

Boy: You draw numbers on the floor and then you throw a stone onto a number and jump to the number.

Girl: Oh, I see. What's your favourite traditional game, Camilo?

Boy: I love sack races. It's great fun jumping in a sack race! And you don't need much to play these games, just your friends, an outdoor space and some basic equipment.

Girl: Traditional games have lots of benefits for everyone.

Boy: Yes! I really love playing outdoors in the fresh air.

Girl: And it's fun doing exercise and having fun with your friends!

Boy: Come on, why don't we start playing traditional games today?

Girl: OK, Camilo. Let's play hide and seek.

I'm going to hide first!

Narrator: This is a campaign by the Ministry of Education.

### ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Al terminar la presente guía, usted puede verificar que su hijo haya comprendido de manera efectiva el vocabulario sobre juegos tradicionales y actividades de tiempo libre. Para ello, puede realizarle las preguntas incluidas en el modelo sugerido en la siguiente tabla:



**Discuss with your parents, then answer the questions below**

What are your favorite hobbies? List some of them:

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What traditional games do you like?

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**¡Gracias por su apoyo y acompañamiento en casa con el desarrollo de esta guía de trabajo autónomo!**

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