

## “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>	Seventh	<b>Level</b>	A1

### ORIENTACIONES PARA LOS PADRES DE FAMILIA

#### ***Apreciados padres de familia y/o acudientes:***

Agradecemos su compromiso y apoyo en casa para permitir que nuestro proceso académico continúe. Esta guía ha sido diseñada con base en el libro "Way to go 7" Módulo 2, Unidad 1, Lección 1, página 50 y 51 (Anexos 1-2). Para el desarrollo de la misma, su hijo(a) debe contar con un tiempo mínimo de 2 horas, en el que desarrollará las siguientes actividades:

- Sección 1 (Vocabulario): El estudiante reconocerá el vocabulario relacionado con los sentimientos y las emociones a partir de la relación palabra e imagen, y el uso del mismo en contexto.
- Sección 2 (Comprensión de lectura literal): El estudiante realizará un ejercicio corto de comprensión de lectura sobre diferentes emociones que se generan al realizar diferentes actividades. Debe realizar diferentes tipos de actividades que implican encerrar, extraer información específica y verdadero falso.
- Sección 3 (Expresión oral): El estudiante realizará un ejercicio de expresión oral en el que indagará a sus familiares y a sí mismo sobre cómo se siente en relación con diferentes situaciones reales. Posteriormente, realiza una grabación de los resultados.

Al terminar el desarrollo de esta guía, el estudiante podrá identificar el vocabulario relacionado con las diferentes emociones y emplearlo en situaciones comunicativas que impliquen leer y hablar en inglés. Asimismo, su hijo(a) podrá recurrir a los ejemplos dados en cada actividad y al material adicional como fuente de exploración y práctica para potenciar su aprendizaje.

Finalmente, en la sección "Orientaciones finales para los padres de familia", encontrará una serie de preguntas que tienen como objetivo revisar la experiencia y el aprendizaje de su hijo.

### WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide will help you to learn vocabulary about feelings and emotions and how to use it in different communicative situations. These activities are related to the book "Way to Go 7, Module 2, Unit 1, Lesson 1 (pages 50 and 51). The first part is about vocabulary related to feelings and emotions. After that, you must do a short reading exercise where you complete some tasks according to the reading. Finally, you have a speaking exercise where you put in practice what you learnt by asking some questions to a friend or family member about how they feel in some situations. Then, you have to record yourself doing a short presentation about your friend or family member's feelings. Don't forget to complete your self-assessment task.



Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Feelings and emotions	Reading Speaking	Simple present	Feelings and emotions	Expressing feelings and emotions

### GET READY

<b>Study time needed:</b> <b>2 hours</b>	<b>Resources:</b> <i>Dictionary, notebook, pencil, self-study guide, mobile phone/computer, PDF file Way to go! Students book 7 page 50-52</i>	<b>Textbooks Links:</b> - <b>Way To Go! Students book 7, page 50-51</b> - <a href="https://drive.google.com/file/d/1C_Ez_knz9NiFWocewZJ0_blrpp8O-uoF/view">https://drive.google.com/file/d/1C_Ez_knz9NiFWocewZJ0_blrpp8O-uoF/view</a>
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### LEARNING OBJECTIVES

### LEARNING STRATEGIES

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

- To use and match vocabulary related to feelings and emotions in real situations.
- To identify literal information in a text.
- To ask for information about feelings and emotions from his/her family members.
- To identify the use and function of simple present in context.

*What can you do to achieve the objectives?*

- Read the instructions given in each activity.
- Look at the example given in each exercise.
- Make a vocabulary list in your notebook and use drawings for expressing meanings instead of translations.
- Guess vocabulary in context and only use the dictionary only in case you need it.
- Underline specific details and keywords with different colors in the text read.
- Scan the text to get specific information.
- Check and listen to the pronunciation for the unknown words using online dictionaries.
- Practice your speaking before recording your presentation.
- Write main ideas with your own words for reporting your family members feelings.



# ACTIVITIES

## 1. VOCABULARY TASKS (10 minutes)

a. Unscramble the words to identify the feeling or emotion. Then, match the faces with the corresponding one. Follow the example. (5 minutes)

	<i>edintppoasid-- <u>Disappointed</u></i>
	<i>ppyah--            -----</i>
	<i>otimtedav--       -----</i>
	<i>itedr --            -----</i>
	<i>orbde --            -----</i>
	<i>pyesle--           -----</i>
	<i>geticnere--       -----</i>





b. Look for the words about feelings in the wordsearch, they are in the wordbank. Then identify which one completes the sentence as in the example. (15 minutes)

How do you feel, when you find money?

1. I fail an exam, so I feel disappointed

2. My friends don't have anything to do, they feel \_\_\_\_\_.

3. I can't sleep, so

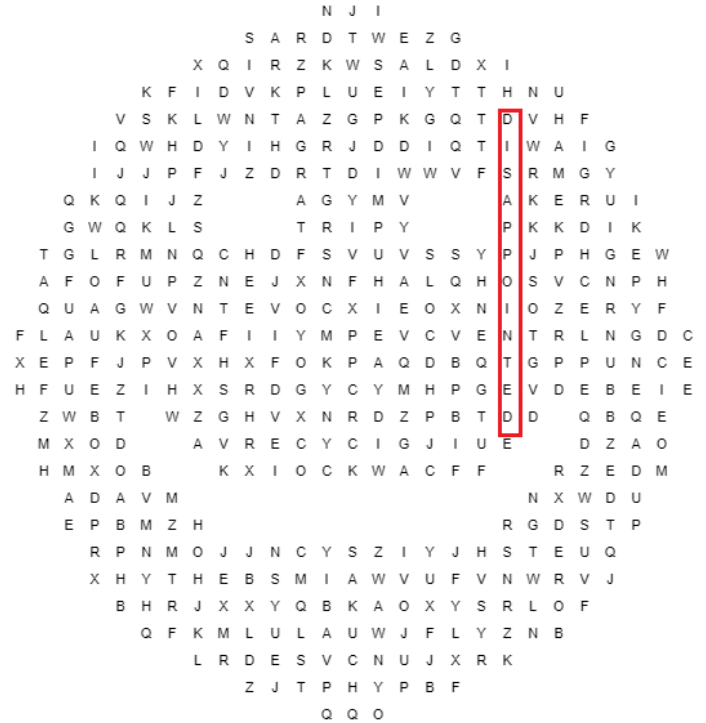
I'm \_\_\_\_\_

4. I eat so much chocolate, I feel \_\_\_\_\_.

5. When I practice a lot of sports, I feel \_\_\_\_\_.

6. On my birthday, I'm really \_\_\_\_\_.

7. My mom feels \_\_\_\_\_ because she has a new job.



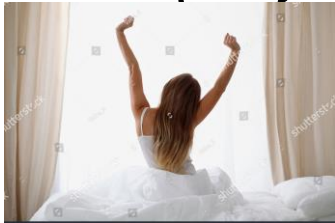
Happy Sleepy Bored Motivated  
Tired energetic disappointed

2. READING TASKS (60 minutes)

Pre-reading. (5 minutes)

a. Write the feeling or emotion that describes how you feel doing the following activities.

Wake up early



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Study



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Ride a bike



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Go for a walk



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**While - reading** (10 minutes)

- b. Read the following article and circle the feelings or emotions that appear in the text as in the example provided.



Do you feel sleepy when you wake up early?

**A Day in the Life of ...**

Hello, everyone! My name's César and I'm from Valledupar in the north east of Colombia. My home town is really beautiful and the weather is always hot!

I'm always really happy to go to school and I never get bored, because I get on very well with all my classmates and teachers and we have lots of fun!

Sometimes I'm tired and sleepy, because I wake up at 5 o'clock in the morning to do chores for my mum, but helping her makes me feel happy! At 6 o'clock I have breakfast, then, I ride my bike to school and at 7 o'clock I start classes! After school, I'm really tired, so I have a rest. But in the afternoon, around 3 o'clock I feel more motivated and ready to study, so I do my homework ☺. I usually finish my homework about 5 o'clock, and because I'm usually still feeling energetic, I go to basketball practice with my school team. I love playing basketball, but I'm disappointed if we lose; but then I go for a walk and I always feel better!

**After - reading** (15 minutes)

- c. Read the article again and complete the table. Look at the example given.

When	How he feels	What he does
5 a.m.	<b>Tired and sleepy</b>	<b>He wakes up at 5 o'clock to do chores for his mum.</b>
After school		
3 p.m.		
After 5 p.m.		
Lose a match		

**3. Language to describe emotions** (5 minutes)

- a. Read and circle the correct answer. Look at the example:

*Example:* The statement "I wake up at 5 o'clock in the morning" refers to an action in...

a. the present

b. the past

1. Look at the underlined verbs of the reading "A day in the life of..." on page 5 in this guide. They are in...
  - a. present tense
  - b. past tense
2. You have to add "s" or "es" to the verb when the subject is **He, She** or **It**.
  - a. True
  - b. False
3. We use the present tense to talk about routines.
  - a. True
  - b. False
4. In the sentence "I always feel better", the underlined word expresses:
  - a. frequency
  - b. time
5. A synonym of the word "tired" is:
  - a. happy
  - b. exhausted
6. The words "**tired, happy** and **bored**" are examples of
  - a. sports
  - b. feelings and emotions












**b.** Read the sentences below, underline the mistake and correct it. Follow the example (10 minutes)

1. Cesar <u>live</u> in Valledupar	Cesar <u>lives</u> in Valledupar
2. Sometimes he is tire and sleepy	
3. He feel motivated at 3:00	
4. Cesar don't go for a walk.	
5. He feels disappointed when he lose the game.	
6. The weather in Valledupar are always hot.	




**4. SPEAKING TASK ( 40 minutes)**  
**a. It's time to practice! (15 minutes)**

Select two colors one for you and the other for a family member, friend or partner. Then ask each question. Put a tick ✓ in the corresponding chart.

How do you feel when...	Bored 	Happy 	Motivated 	Tired 	Sleepy 	Disappointed 
You receive a present? <b>Me:</b>  <b>My family member:</b>						
You practice a lot of sports? 						
You watch a bad movie? 						
You get up early? 						
You fail an exam? 						

**b. Now it's your turn! (25 minutes)**

According to the answers given in the speaking task, do a short presentation talking about the person you asked the questions from the chart above expressing his/her feeling in each

situation. Then, use a voice recorder  (cellphone, computer, app, etc) to record your presentation and send it by whatsapp, e-mail, google classroom, or any platform depending on your teacher suggestion, including your name and grade. Follow the example.

**Example:**

I **want** to talk about my sister Carolina. She **has** a lot of feelings depending on the situation. For example, when she **fails** an exam she feels **disappointed**. In some cases, she **receives** a present from her boyfriend, so she **feels** really **happy** . As she **practices** a lot of sports, when she **finishes**, she **feels tired** but **motivated**.

Now tell me about your friend or family member's feelings.

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**NOW IT'S TIME TO RECORD AND SEND YOUR EVIDENCE TO YOUR TEACHER**



**6. SELF-ASSESSMENT TASKS** (10 minutes)

**Let's check our learning progress!**




a. Answer the following questions

 <span style="margin-left: 10px;"><b>How do you feel today?</b></span>
 <span style="margin-left: 10px;"><b>How do you feel doing this guide? Why?</b></span>
 <span style="margin-left: 10px;"><b>Is this content useful to help you to express your feelings using English?</b></span>





b. Put a tick✓ on the corresponding column by checking your progress.

Aspect	Yes, completely 	Almost 	No, I didn't 	How can I do it better?
I read carefully and identified the main ideas in the text.				
I practiced and learnt the new vocabulary to talk about feelings and emotions.				
I recorded my presentation using my own words and my understanding of the topic.				
I took enough time and focused my attention to develop the guide.				

THIS IS THE END



Congratulations! I am really **happy** and **motivated** because you got it. Now, you can express people's feelings and emotions in different situations. Your reading and speaking skills are improving a lot, you did an excellent job with your recording.



## USEFUL RESOURCES

<https://learnenglishkids.britishcouncil.org/es/category/topics/feelings> (vocabulary games)  
<https://www.mes-games.com/feelings.php> (Flashcards with pronunciation, memory games, shot, time click, Basketball)  
<http://www.scholastic.com/earlylearner/parentandchild/feelings/feelinggame.htm> (Match game, you need "flash" to make it work)  
<https://learnenglishteens.britishcouncil.org/topics/feelings/term> (Videos and worksheet related to feelings in different situations)  
<https://www.wordreference.com/> (Online dictionary)

### ANSWER KEY

**Vocabulary tasks:** **A.** disappointed, happy, motivated, tired, bored, sleepy, energetic. **B.** disappointed, bored, sleepy, energetic, tired, happy, motivated.

**Reading tasks:** **Pre-reading:** answers depend on students. **While reading:** Happy, sleepy, tired, motivated, bored, disappointed. **After reading:** **A.** At 5 he feels tired and sleepy because he wakes up. **B.** After school He feels tired so he has a rest. **C.** At 3 he feels motivated, he does his homework. **D.** After 5 he feels energetic, he plays basketball. **E.** When he loses a match he feels disappointed, he goes for a walk.

**Language task:** **1 a.** Present tense; **2 b.** False; **3 a.** True; **4 a.** Frequency; **5. B.** Exhausted; **6 b.** Feelings and emotions.

**Practice task:** 1. Live- lives- 2. Tire-tired- 3. feel- feels. 4. Don't-doesn't. 5. lose-loses. 6. are-is.

**Speaking tasks:** answers depend on students.

## ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo(a) haya desarrollado las diferentes tareas (tasks) de la guía, respondan las siguientes preguntas para evaluar y reflexionar sobre su proceso de aprendizaje.

1. ¿Podrías explicarme con tus palabras cuáles son las emociones que describen a las personas de tu familia en diferentes situaciones?
2. ¿Podrías mencionar con tus palabras la idea general del texto que leíste y las emociones o sentimientos que se encontraban allí?
3. ¿Pudiste aplicar lo aprendido en la grabación que hiciste presentando a tu amigo o familiar? ¿Cómo lo hiciste?
4. ¿Qué otras palabras para describir emociones y sentimientos te gustaría aprender?
5. ¿Cuál fue la actividad que más se te dificultó? ¿Por qué?
6. ¿Cuál fue la actividad que desarrollaste con mayor facilidad?
7. ¿Cuánto tiempo te tomó desarrollar toda la guía?



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### Annexes

## Annex 1: "Way to Go Student Book" page 50.

# Unit » 1

## Let the Games Begin!

### » Objectives

- » I can express feelings and emotions.
- » I can give and request information.
- » I can describe situations in the past.
- » I can discuss social values.

## In Context » On Your Marks!

**20** 1. **Listen »** Listen to an interview with some sports contestants. Complete what the speakers say (1-4) with the words in the box.

tired   motivated   excited   scared

Good morning, everybody! Today is a very exciting day! The National Interscholastic Games are starting, and we have contestants from all over the country!



I'm feeling really <sup>1</sup>! My soccer team is the best, and we're here to win!



I'm <sup>3</sup>... The journey here was long, and I need to rest before the match.



Welcome, contestants! How are you feeling right now?



I'm really <sup>2</sup>... I know we're good volleyball players, but there are some excellent players in the other teams.



I'm very <sup>4</sup>! There are some wonderful people here, and everything is so cool!



**50**

2. **Write »** Match the people (1-4) to the adjectives (a-d) and reasons (A-D). Write complete sentences.

Angie is feeling **motivated because** she knows her team is going to win.

- |              |              |
|--------------|--------------|
| 1. Diana     | a. scared    |
| 2. Jefferson | b. motivated |
| 3. Angie     | c. tired     |
| 4. César     | d. excited   |

**Example:**

Diana is excited **because** she likes meeting new people.

- A: he had a long journey to get to the competition today.  
 B: she knows her soccer team is going to win.  
 C: there are other good teams in the competition.  
 D: she likes meeting new people.



Annex 2: "Way to Go Student Book" page 51.

module 2 // Unit 1

3. **Speak** » Look at the pictures. Work with a partner and say how the players are feeling. Use some of the words in the box to help you.

angry happy sad bored delighted disappointed

Hooray! We won!

I don't believe it! We're losing the match!

We're a wonderful team! Great work!



Oh, no! The other team scored a goal!



They're feeling happy because ...  
He/She is disappointed because ...

Study Tip

Synonyms are words that mean the same, for example, delighted and happy. Use a synonym if you don't remember a specific word.



4. **Read** » Read the article and complete the table.

A Day in the Life of ...

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When	How he feels	What he does
5 a.m.		
After school		
3 p.m.		
After 5 p.m.		
Lose a match		