

“BEYOND THE CLASSROOM” ENGLISH SELF-STUDY GUIDE

School	_____	City	_____
Teacher's name	_____		
Student's name	_____		
Grade	7 th	Level	A1

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de aprendizaje de inglés para el trabajo en casa se preparó con el fin de ayudar a su hijo o hija a repasar vocabulario sobre los juegos tradicionales y aprender a indicar en forma oral y escrita cómo integrar a la familia con algunos de ellos expresándose en una lengua extranjera. El trabajo aquí descrito se relaciona con el módulo 1, unidad 1, lección 3 del libro Way to Go 7 (Workbook) que está disponible en la plataforma Colombia Aprende.

En la actividad 1.1 son dos ejercicios de práctica del vocabulario en inglés sobre las acciones y objetos que se utilizan para practicar juegos tradicionales.

El ejercicio 1.1.1 su hijo(a) debe escribir sobre cada una de las imágenes, la palabra que corresponda según el vocabulario expuesto en el cuadro denominado “word bank” o banco de palabras.

El ejercicio 1.1.2 encuentran dos columnas: la de la derecha es la lista de palabras relacionadas con los juegos tradicionales y la de la izquierda es la definición de cada una de ellas, su hijo(a) debe escribir al lado de la palabra la letra que corresponde a la definición.

La actividad 1.2 sobre gramática y pronunciación su hijo(a) debe observar la lista de verbos que se encuentran en la parte final del párrafo para completarlo, utilizando la forma correcta del verbo, para recordar cómo es la manera correcta se pueden guiar con el ejercicio 4 de la página 11 del libro del estudiante.

El actividad 2.1 es de lectura, su hijo(a) debe leer detenidamente la descripción de cuatro juegos tradicionales y escribir al final de cada descripción el nombre (en inglés) del juego tradicional, luego debe contestar las cuatro preguntas relacionadas a la lectura, las respuestas a esas preguntas las puede encontrar en el texto de cada juego tradicional. Se le ha dado a esta actividad un tiempo de 20 minutos porque queremos que su hijo(a) se tome el tiempo de leer detenidamente cada párrafo tratando de no hacer traducciones para que pueda identificar el vocabulario aprendido en clase.

Por último la actividad 2.1 consiste en describir un juego para poner en práctica la tercera persona y la actividad 3 es para que su hijo(a) autoevalúe lo aprendido.

Además, se ofrecen ejemplos de las actividades, las respuestas correctas y recursos adicionales de apoyo. Agradecemos su colaboración supervisando que su hijo(a) complete las actividades indicadas. Al final, ustedes encontrarán una serie de preguntas de verificación de lo que su hijo(a) aprendió mediante el desarrollo de esta guía.



WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you to write about traditional games, describe them and talk about the rules, objects that you need and the places where you can play. All the activities are related to the topic of "enjoy your free time!" presented in Way to Go Students and Workbook 7, Modulo 1 unit 1 lesson 3. It starts with some vocabulary revision activities. Then, you have to complete some sentences taking into account that you have to be careful on how to write the main verb (simple present tense) and end up answering questions about some traditional games.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Traditional Games	Reading-Writing	Present simple: third person singular	Traditional games	Give information about traditional games.

GET READY

<p>Study time needed:</p> <p>1 hour</p>	<p>Resources:</p> <p>English dictionary, notebook, pencil, PDF file of Way to Go Workbook Book 7 page 5, Way to go 7 student's book, page 18</p>	<p>Textbooks Links:</p> <p>- Way To Go 7th grade, Workbook, module 1, unit 1, lesson 3, page 05 https://drive.google.com/file/d/1KaMYuLjOPq65vAo6J5kNN7Uxv1d1Brhs/view</p> <p>- Way To Go 7th grade, Student's Book, module 1, unit 1, lesson 3, page 18, exercise 8 Pronunciation, track 5. https://drive.google.com/file/d/1C_Ez_knz9NiFWocewZJ0_blrpp80-uoF/view</p>
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LEARNING OBJECTIVES

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

- Students will be able to identify some traditional games and their characteristics.
- Students will be able to write descriptions about traditional games.

LEARNING STRATEGIES

What can you do to achieve the objectives?

- Use key words and images to match traditional games and descriptions.
- Write on your notebook any new vocabulary word with the meaning in English and a picture if necessary.



- Students will be able to make inferences and find specific information in a text.
- Use your prior knowledge and try to infer the meaning. You should not translate word by word.

ACTIVITIES

1. LANGUAGE TASKS

1.1. Vocabulary (10 minutes)

1.1.1. Use the Word Bank to label the verbs related to traditional games. Follow the example given. (10 minutes)

run	jump	skip
hop	Look for	hide
cover	count	touch



Write on your notebook any new vocabulary word with the meaning in English and a picture if necessary.

<p>1. <u>run</u></p>  <p>2*</p>	<p>2. _ _ u _ _</p>  <p>3*</p>	<p>3. _ _ _ _ _</p>  <p>4*</p>
<p>4. J _ _ _</p>  <p>5*</p>	<p>5. _ _ _ _ _</p>  <p>6*</p>	<p>6. _ _ _ _ _</p>  <p>7*</p>
<p>7. _ _ _ _ _</p>  <p>8*</p>	<p>8. _ _ _ _ _</p>  <p>9*</p>	<p>9. _ _ _ _ _</p>  <p>10*</p>

1.1.2. Match the words with their definitions. Follow the example given. (10 minutes)

1. Point <u> h </u>	a. a flexible container with an opening at the top, used for carrying things
2. Square _____	b. a small stone made smooth and round
3. Bag _____	c. in a sport or game is a person who takes part, either as a job or for fun
4. Game _____	d. a plane figure with four equal straight sides
5. Line _____	e. an outdoor area provided for children to play in
6. Playground _____	f. a long, narrow mark or band
7. Player _____	g. an activity that one engages in for amusement or fun
8. Pebble _____	h. a particular place

1.2. Grammar and Pronunciation (10 minutes)

1.2.1. Listen to the tongue twister. Practice saying it slowly, then, try and say it fast.

He watches the students playing sports. One girl runs, another jumps. When the break finishes, everyone stops.

Taken from Way to Go 7, Unit 3, Lesson 3

a. Read the tongue twister, pay attention to the verbs and answer the questions:

We add **-s** or **es** when talk about:

1. a boy/man 2. a girl/woman 3. A situation 4. All

b. The verbs in the tongue twister are in simple present. We use simple present to:

1. describe a boy 2. describe activities 3. describe a girl

1.2.2. Complete the sentences with the correct form of the verbs. Choose from the list below.

1. My sister loves (1) reading novels. She _____ (2) a lot of books all the time. She can _____ (3) one book in one week, or more! Next week she is going to join a book club in the neighbourhood.

2. My family and I _____ (4) watching movies. We _____ (5) to the cinema once a week.

3. My mother _____ (6) painting. She _____ (7) to be an artist now. She can _____ (8) really well.



- | | | |
|----------------|------------------------|-------------|
| 1. a. love | <u>b. loves</u> | c. to love |
| 2. a. reading | b. read | c. reads |
| 3. a. read | b. reads | c. reading |
| 4. a. enjoys | b. enjoy | c. to enjoy |
| 5. a. going | b. go | c. goes |
| 6. a. like | b. likes | c. liking |
| 7. a. wants | b. want | c. to want |
| 8. a. painting | b. paints | c. paint |

2. SKILL TASKS (20 minutes)

2.1. Reading

2.1.1. Read the descriptions of four traditional games. Match each game in the box to a description. There are two extra names you do not need.



Use key words and images to match the games with their description.

hide-and-seek hopscotch jacks sack race spinning top tag

- In this game, one person runs after the other players to touch them. When this person touches another, he or she becomes the new person who runs after the others. *tag*
- People jump in some big bags from a starting point to a finish line. The first to arrive wins. _____
- Many people can play this game. One person covers his or her eyes and counts to a specific number. The rest of the people hide in different places. When the person finishes counting he or she starts looking for the rest of the players. _____
- First, one person needs to draw some squares on the floor with numbers 1 to 8. People take turns to throw a little stone in every square. Then, they hop, skipping the square with the pebble.



13*





2.1.2. After reading carefully the 4 paragraphs answer the following questions.



Use your prior knowledge and try to infer the meaning. You should not translate word by word.

a. What happens when the person touches the other in the tag game?

b. What do people do in sack race games?

c. What do the rest of the people do when one person is counting in the hide-and-seek game?

d. What is the first thing you have to do when playing a hopscotch game?

2.2. Writing (10 minutes)

2.2.1 Think of a different game and complete the table.

Name of game:		15*
Number of players:		
What you need to play it:		
How to play it:		

2.2.2. Write the description of your game and use the information from the table.




The name of this game is _____

_____ people can play this game. To play this game, one person



3. ASSESSMENT TASK (10 minutes)

Read the statements and check your progress. Then, discuss some questions with your parents.

Check your progress!	 16*	 17*	 18*	Discuss with your parents, then answer the questions below
	Very well	Quite well	With difficulty	
I can identify vocabulary related to traditional games				How many new words did you learn? _____
I can write short paragraph about traditional games				Which traditional games do you play at school? _____
I can understand short texts about traditional games				Which traditional games are new to you? _____

THIS IS THE END

Congratulations, you can do amazing things. Continue practicing the vocabulary about traditional games, and how to describe them. You can check the useful resources as well. Finally, make sure you share with your classmates the traditional games your parents used to play when they were little.

USEFUL RESOURCES

Online English Spanish dictionary

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

- *Way To Go 7th grade, Workbook, module 1, unit 1, lesson 3, page 05*

<https://drive.google.com/file/d/1KaMYuLjOPq65vAo6J5kNN7Uxv1d1Brhs/view>

- Simple present exercises (game)

<https://www.eslgamesplus.com/present-simple-tense-action-verbs-interactive-monkey-game/>

Reading about traditional games

<https://www.holidaycottages.co.uk/blog/50-traditional-games-and-activities-from-your-childhood>



ANSWER KEY

1.1.1. Vocabulary: Use the Word Bank to label the verbs related to traditional games. Follow the example given.

- | | | |
|----------|-----------|--------------|
| 1 - run | 2 - count | 3 - cover |
| 4 - jump | 5 - skip | 6 - touch |
| 7 - hide | 8 - hop | 9 - look for |

1.1.2 Match the words with their definitions. Follow the example given

- | | |
|--------------------|------------------------|
| 1. Point <u>H</u> | 5. Line <u>F</u> |
| 2. Square <u>D</u> | 6. Playground <u>E</u> |
| 3. Bag <u>A</u> | 7. Player <u>C</u> |
| 4. Game <u>G</u> | 8. Pebble <u>B</u> |

1.2.1. a.4 b.2

1.2.2. Complete the sentences with the correct form of the verbs. Choose from the list below.

- | | | | |
|------|------|------|------|
| 1. B | 2. C | 3. A | 4. B |
| 5. B | 6. B | 7. A | 8. C |

2.1.1. Read the descriptions of four traditional games. Match each game in the box to a description. There are two extra names you do not need.

1. Tag
2. Sack race
3. Hide-and-seek
4. hopscotch

2.1.2. After reading the 4 paragraphs answer the following questions.

- a. He or she becomes the new person who runs after the other.
- b. People jump in some big bags.
- c. The rest of the people hide in different places.
- d. First, one person needs to draw some squares.



ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo o hija haya terminado las actividades de esta guía, por favor hágale las siguientes preguntas que le permiten verificar el proceso de aprendizaje

- ¿Cuál fue la actividad que más te gustó y cuál fue la actividad que te pareció más difícil?
- Enséñame cómo se dicen en inglés algunos juegos tradicionales y los objetos que se utilizan para jugar éstos los cuales aprendiste.
- Enséñame cómo se describen algunos juegos en inglés.
- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿Qué recursos utilizaste?

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