



"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School

City

Teacher's name

Student's name

Grade

7

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 sentimientos, emociones y valores, así como a aprender a describir en forma escrita las características de un deportista. Su hijo (a) deberá dedicar una hora para desarrollar toda la guía. El trabajo aquí descrito se relaciona con la página 50 del libro del estudiante Way to Go 7, que está disponible en la plataforma Colombia Aprende. Se adjuntó la página del libro al final de la guía para quienes no tienen acceso a internet.

- La actividad 1 son tres ejercicios de práctica del vocabulario en inglés sobre emociones y sentimientos.
- La actividad 2 invita a completar unas oraciones con el uso del verbo To Be en pasado y relacionado con las emociones y sentimientos.
- La actividad 3 se trata de crear oraciones que describan las características principales de un deportista.
- Por último, la actividad 4 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 practise describing feelings, emotions and values in written form. All the activities are related to the topic of feelings and emotions presented in Way to Go Student Book 7, Module 2, Unit 1, Lessons 1, 2, 3. It starts with some vocabulary revision activities. Then, you have to complete some sentences about feelings and emotions and end up writing the description of a sportsperson.



Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Feelings, emotions and values.	Writing and Reading	Past simple: was, were	<ul style="list-style-type: none"> ▪ Feelings and emotions ▪ Ethical values <ul style="list-style-type: none"> ▪ Personal characteristics 	<ul style="list-style-type: none"> ▪ Express feelings and emotions ▪ Past situations ▪ Discuss social values

GET READY

<p>Study time needed:</p> <p>1 hour</p>	<p>Resources: English dictionary, notebook, pencil, sheets of paper, PDF file of Way to Go Student Book 7.</p>	<p>Textbooks Links:</p> <ul style="list-style-type: none"> - Way to Go Student Book 7, page 50 Exercise 2 - Way to Go Student Book 7, page 56 Exercise 1
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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"> ● Express feelings and emotions ● Discuss social values 	<p><i>What can you do to achieve the objectives?</i></p> <ul style="list-style-type: none"> ● Read the instructions for each task. ● Look at the examples given. They are highlighted in yellow. ● Use a free dictionary app to listen to the pronunciation of new vocabulary. ● Use the dictionary only if absolutely necessary. Use your prior knowledge and try to infer the meaning. You should not translate word by word. ● Write on your notebook any "new" learning points discovered.
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ACTIVITIES

1. VOCABULARY TASKS (20 minutes)

A. Label the pictures using words from the box below. Follow the example.

Awesome	Intelligent	Bored	Tired	Afraid	Sleepy
Motivated	Worried	Sad	Happy	Angry	Depressed



1. Angry



2. _____



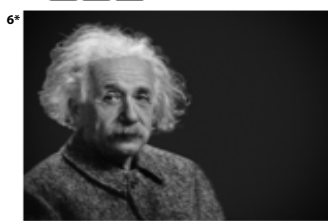
3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____



B. Match the adjective with the situation

- 1. When you win a game, you feel _____ a. Bored
- 2. When you work hard you feel _____ b. Angry
- 3. When you lose a game, you feel _____ c. Respectful
- 4. When an activity is not interesting you feel _____ d. Happy
- 5. When you are in class you need to be 3 e. Sad
- 6. When you bother someone, he/she can feel _____ f. Tired

C. Write.



Write»

Match the words in group A to the words in group B. Then complete the sentences so they are true for you.

Group A: motivation tiredness happiness anger excitement fear

Group B: afraid excited motivated tired happy angry

Examples: Intelligence- intelligent Hunger- hungry Disgust- disgusting

Using the words from the "Group B" complete the following sentences so they are true for you.

- a. On my last birthday, I felt happy
- b. The last time I failed an exam, I was very _____.
- c. The last time I saw my best friend, I was extremely _____.
- d. I was _____ during the last soccer match of my favorite team.
- e. I was very _____ , the last time I competed in a competition.
- f. I felt _____ , the last time I did a lot of homework.



2. LANGUAGE TASK (20 minutes) -

Grammar Box:

Past simple of *to be*

Revise the past simple of *to be*.

I/he/she/it: was/was not (wasn't)

You/we/they: were/were not (weren't)

- 1. She was in the house because the weather was terrible.**
- 2. We were so sad because our grades in school weren't good.**

Is sentence 1 in the present or in the past? _____

Is sentence 1 affirmative or negative. _____

Which words refer to the past in sentence 2? _____

Is the sentence 2 in singular or in plural? _____

A. Transcribe the text in your notebook and complete with *was/wasn't* or *were/weren't*.

La Magdalena is a public high school in Lima, Peru. In 2014, the school received an important prize because the teachers helped students to improve their marks and stopped bullying. How did they do it?

There ¹... lots of problems in the school, but the main problem ²... that the students in general ³... motivated to study, and they ⁴... bored because the classes ⁵... fun. All of the teachers ⁶... concerned, but one teacher decided to motivate students with physical activities, like dancing, playing games and sports. This change ⁷... very important; students felt responsible, energetic and, most importantly, happy at their school. And so, problems like bullying and boredom stopped. It ⁸... an easy job, in fact it ⁹... difficult, but it ¹⁰... very successful.



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**Look at this sentence and answer the questions:
"There were lots of problems in the school."**

Is it in the singular? Yes ___ No ___

Is it positive or negative? _____



Answer the questions according to the previous text:

1. Were there a lot of problems in the school? Yes _____ No _____
2. Was the strategy successful? Yes ____ No ____
3. Which was not a problem in the school?
 - a. Low grades
 - b. Bullying
 - c. Poverty
4. With the change, the students were:
 - a. Concerned
 - b. Happy
 - c. Angry

3. DESCRIBING SOCIAL VALUES (15 minutes)

Look at the photo of an ex-professional sportsperson. What were the main qualities of an ex-sportsperson you know. Think about your answers and make notes. Use some of the words in the box to help you and also the words WAS and WERE. If necessary, use a dictionary to help you. Follow the example given.

energetic	dedicated
motivated	happy
teamwork	respect
hard	work
honesty	responsibility








*The ex-sportsperson was energetic.

*
*
*
*
*
*
*

4. EVALUATE YOUR WORK (5 minutes)

Check your progress!				Discuss with your parents, then answer the questions below
	Very well	Quite well	With difficulty	
I can identify vocabulary about feelings and emotions				How many new words did you learn? _____
I can describe values and qualities of sportspeople.				Who is you favorite sportsperson? _____

THIS IS THE END

Congratulations, you can do fantastic things. Continue practicing the vocabulary about feelings, emotions and values, and how to describe qualities of people in English. You can check the useful resources as well. Finally, practice social values with your family and friends.



USEFUL RESOURCES

Online English Spanish dictionary

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

Vocabulary about feelings and emotions

<https://www.esolcourses.com/content/exercises/grammar/adjectives/personality/words-for-describing-personality.html>

Grammar

https://www.english-hilfen.de/en/exercises/tenses/was_were.htm

ANSWER KEY

1. Vocabulary tasks

a. 1- Angry, 2- Happy, 3- Sad, 4- Bored, 5- Tired, 6- Intelligent, 7- Sleepy, 8- Worried, 9- Motivated, 10- Afraid, 11- Awesome, 12- Depressed.

b. 1-d, 2-f, 3-e, 4-a, 5-c, 6-b

c. Motivation- motivated /tiredness-tired/happiness-happy/anger- angry/
excitement- excited/ fear- afraid.

The answers may vary in the second part of the exercise.

2.

Is sentence 1 in the present or in the past? Past

Is sentence 1 affirmative or negative. Affirmative

Which words refer to the past in sentence 2? Were / weren't

Is the sentence 2 in singular or in plural? Plural

A.

Answer Key

- | | |
|------------|-----------|
| 1. were | 6. were |
| 2. was | 7. was |
| 3. weren't | 8. wasn't |
| 4. were | 9. was |
| 5. weren't | 10. was |

"There were lots of problems in the school."

Is it in the singular? Yes ___ No X ___

Is it positive or negative? Positive

Answer the questions according to the previous text:

1. Yes 2. Yes 3. Poverty 4. Happy



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 de los valores sociales que aprendiste.
- Dime algunas palabras en inglés que expresan emociones.
- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿Qué recursos usaste?

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Way to Go Student Book 7, page 50, exercise 2

MODULE // 2 Unit // 1 Lesson // 1

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!

Welcome, contestants! How are you feeling right now?

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

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

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

I'm very ⁴... There are some wonderful people here, and everything is so cool!

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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 |

because

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.



Way to Go Workbook 7, page 56, exercise 1

MODULE // 2 Unit // 1 Lesson // 3


Preparing Your Task » We Are the Champions!

1.  **Read»** Read and complete the text (1–10) with *was/wasn't* or *were/weren't*.

La Magdalena is a public high school in Lima, Peru. In 2014, the school received an important prize because the teachers helped students to improve their marks and stopped bullying. How did they do it?

There ¹... lots of problems in the school, but the main problem ²... that the students in general ³... motivated to study, and they ⁴... bored because the classes ⁵... fun. All of the teachers ⁶... concerned, but one teacher decided to motivate students with physical activities, like dancing, playing games and sports. This change ⁷... very important; students felt responsible, energetic and, most importantly, happy at their school. And so, problems like bullying and boredom stopped. It ⁸... an easy job, in fact it ⁹... difficult, but it ¹⁰... very successful.



2.  **Write»** Look at the school noticeboard and read the messages. Work in groups and write messages to motivate and encourage your classmates.



Final task activity!

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