



“BEYOND THE CLASSROOM” ENGLISH SELF-STUDY GUIDE

School	_____	City	_____
Teacher's name	_____		
Student's name	_____		
Grade	<u>7</u>	Level	<u>A1</u>

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de aprendizaje de inglés se preparó con el fin de ayudar a su hijo o hija a repasar vocabulario sobre el tema de **“Taking about emotions and feelings”**. Esto tiene como fin, promover habilidades del siglo 21, como lo son, cómo enfrentar y solucionar situaciones de nuestro contexto. Además, motivarlos a manejar adecuadamente sus emociones durante esta permanencia en el hogar y con la expectativa de aplicarlo a lo largo de su vida. De igual forma profundizar en las habilidades del inglés como lo son reading y writing.

Su hijo (a) deberá dedicar una hora para desarrollar toda la guía. El trabajo aquí descrito está relacionado con el 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 es un ejercicio de práctica del vocabulario. Este es una sopa de letras donde se muestra vocabulario relacionado con las emociones. Además el estudiante debe seleccionar 3 emociones de la lista y hacer frases sencillas usando presente simple.

-La actividad 2 se compone de actividades de reading. El reading se divide en tres partes: Pre-reading, while reading and post-reading. La primera de estas permite que el estudiante reconozca las razones principales por las que un ser humano se estresa. Luego el estudiante debe usar la información del cuadro anterior para responder mencionar algunas preguntas. En la segunda parte el estudiante lee una historia sobre una situación en contexto en la que se mencionan causas de la presión académica y debe subrayar en el texto la forma como se reacciona ante el estrés. En la tercera parte el estudiante debe responder con falso o verdadero de acuerdo a la situación presentada en el texto: A CASE OF STRESS.

La actividad 3 se compone de tres actividades: pre, while y post writing. En la actividad de pre- writing el estudiante debe escribir frases acerca de cómo el estrés lo afecta siguiendo un modelo. Luego el estudiante revisa un ejemplo el cual le sirve como modelo para desarrollar la siguiente actividad. Adicional a esto debe realizar un organizador gráfico con sus propias ideas. Por último el estudiante debe escribir un email utilizando un banco de palabras donde le cuenta a su profesor la manera como él soluciona sus propias situaciones de estrés .

-La actividad 4 es para que su hijo(a) autoevalúe lo aprendido durante el desarrollo de esta



guía de estudio en casa.

Además, se ofrecen ejemplos claros y actividades que encontrará al final de la guía con 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 que autoevalúan 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 vocabulary related to Feelings and Emotions in time of Covid. These activities are related to Module 1 // Unit 3//: "Taking Care of Myself and of Others". You can find it in Way to Go Student Book 7 and Way to Go Work Book. Firstly, you begin searching emotions on a cross puzzle. After that, you read the reasons why the people feel stressed (a-f). Here you can recognize the Simple Present Tense in affirmative form. Then, you will answer some questions about feeling stressed when you have bad relationships by using a vocabulary box. Moreover, you need to read the story of a student who is stressed because of pressure in school and underline the way the carácter reacts to stress, write True or False and correct the False ones.

In the writing tasks, you write 6 sentences about how the stress can affect you. Using the following vocabulary, Read a paragraph and make an outline with your own ideas about how you deal with a stressful situation and at the end, you write an email to your teacher expressing how you deal with stressful situations using the word bank.

Finally, the student must self evaluate his/her performance during the development of this self Study Guide.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Taking care of myself and of others.	Reading Writing	Affirmative form of simple Present Tense.	Stressful situations. Feelings and emotions.	Talking about feelings and emotions



GET READY

<p>Study time needed:</p> <p>1: 30</p>	<p>Resources:</p> <p><i>Way to Go 7th Grade Student's Book PDF file.</i></p> <p><i>Way to Go 7th Work Book PDF file.</i></p> <p><i>English Dictionary</i></p> <p><i>Notebook</i></p> <p><i>Pencils</i></p>	<p>Textbooks Links:</p> <p>- https://drive.google.com/file/d/1C_Ez_knz9NiFWocekZJ0_blrpp8O-uoF/view</p> <p>Module 1, Lesson 3, Book: <i>Way to Go 7th Grade Student's Book.</i></p>
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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"> To identify emotions according to different situations. To write short abstracts explaining how people deal with emotions using simple present tense. To use different expressions to respond in an assertive way at the moment to help people. 	<p><i>What can you do to achieve the objectives?</i></p> <ul style="list-style-type: none"> Read the instructions for each task. They are in bold. Use a dictionary of your preference. It can be a common dictionary, an on-line one or you can download an app to listen to the pronunciation of new vocabulary. Relate the list of new words and expressions according to the given images. Look at the examples given in each activity. They are in bold. Identify global meaning and try to avoid the translation word by word. Take notes on your notebook about "new" topics and new vocabulary. Value your own advances through this self- learning guide.
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ACTIVITIES

- VOCABULARY TASKS** (10 minutes)
 - Look at the pictures related to emotions. Search these emotions on the cross puzzle. Look at the example:



EMOTIONS



www.educama.com



HAPPY



SAD



WORRIED



SLEEPY



STRESSED



TIRED



CALM



ANGRY



SICK



HEALTHY

(These images were taken from www.pixabay.com)

1.2 Select 3 emotions from the list above and make sentences. Look at the example:

Example: My brother feels sad when he has school problems.



- a. _____
- b. _____
- c. _____

2. READING TASKS

Pre-reading (10 minutes)

2.1. Read the reasons why the people feel stressed (a-f).

Reasons why the people feel stressed

a. **School pressure:** A lot of homework, teachers pressure, bad marks, many tests.



d. **Time:** not enough time, doing a lot of things at the same time.



b. **Parents/ family:** problems in your family, parents getting divorced, parent discussions, arguments between brothers and sisters.



e. **Money problems:** not enough money for studying, for eating or buying some specific things.



c. **Social life:** Bad relationships with friends, boyfriend or girlfriend.



f. **Physical or psychological changes:** Sudden changes you can't control. Headache, stomachache, restlessness.

(These images were taken from www.pixabay.com)



2.2 Use the information above to answer the following questions. Look at the words written in the vocabulary box and they may be useful for your answer. Look at the example.

2.2.1. How do you feel when you have bad relations with your friends?

Example: When I have bad relations with my friends I feel sad.

VOCABULARY BOX
-ANXIOUS -NERVOUS -BAD SENSE OF HUMOR -FRUSTRATED

a. How do you feel when you have money problems?

b. How do you feel when you have problems in your family?

c. How do you feel when you have a lot of homework?

While-Reading (5 minutes):

2.3. Read the story of a student who is stressed because of pressure in school. Underline the ways he reacts to stress. Look at the example:

A Case of Stress

Pedro is having problems in his Maths class. He often can't do his homework because he doesn't understand it and he never gets good marks in his exams. When he gets bad marks, his stomach turns, his hands sweat, he gets a headache and he feels physically sick. He also feels depressed and often very sad. Pedro is a normal healthy teenager, but stress is affecting him both physically and psychologically!

Pedro really doesn't want to tell his parents about his bad marks because he thinks they will be angry with him. When he goes to bed he can't sleep because he is thinking about his exam marks. In the morning, he doesn't want to have breakfast and he doesn't want to talk to anyone. He really doesn't want to go to school and he definitely doesn't want to go to his Maths class, so he tells his parents that he has a stomach ache.

Post-Reading (10 minutes)

2.4. According to the text, write T if the sentences in the chart are true and F, if the sentence is false and correct them. See the example.



SENTENCE	T OR F	CORRECTION OF THE FALSE SENTENCES
Example: Pedro has problems with Biology.	F	<i>Pedro has problems with Maths.</i>
1. When he gets bad marks his stomach turns, his hands sweat...		
2. He feels happy and healthy.		
3. Pedro wants to tell his parents about his bad marks.		
4. When he goes to bed, he can't sleep.		
5. He really wants to go to school again.		

3. WRITING TASKS

PRE-WRITING (10 minutes)

3.1. According to text, write 6 sentences about how the stress can affect you. Using the following vocabulary. Look at the example:

Example: When I am stressed, my muscles get tense.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

- 1. head
- 2. stomach
- 3. hands
- 4. sleep
- 5. appetite
- 6. heart
- 7. muscles

WHILE- WRITING. (10 minutes).

3.2. Read the following paragraph and make an outline with your own ideas about how you deal with a stressful situation. Look at the example:

STRESSFUL SITUATION?	Getting bad grades at school
ACTIONS TO DEAL WITH THIS SITUATION?	do some exercises, try to practice with my friends and make some extra activities
CONCLUSION	With these actions I can feel better and be



	ready to be better in the school
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STRESSFUL SITUATION?	
ACTIONS TO DEAL WITH THIS SITUATION?	
CONCLUSION	

POST- WRITING. (20 minutes)

3.3. Write an email to your teacher expressing how you deal with stressful situations. Use the word bank.

**Dear teacher: I´m going to tell you When I deal with stressful situations I have a positive attitude and I do exercise . Moreover, I watch movies with my family. I listen to music and meditate. Then I ride a bike and take a walk with my dog...
Thanks**

<p>Word Bank do exercise do something you enjoy meditate or pray organize time effectively spend time with people who have a positive attitude talk about your feelings with your parents or someone you trust</p>	

4. SELF-ASSESSMENT TASKS (5 minutes):

4.1 Now check your progress completing the self assessment section.

	CHECK YOUR PROGRESS	Very well	Quite well	With difficulty



Vocabulary	I can identify vocabulary related to emotions..			
Grammar	I can use the affirmative form of simple present tense.			
Reading	I can understand short texts about taking care of others.			
Writing	I can write short paragraphs about feeling and emotions			

THIS IS THE END

Excellent Job Student! Now you can describe beliefs, emotions and states of health. Do not give up and continue practicing this topic. You can also check many webpages or English Books you have at home. At last, you can continue practicing the ones of these activities in your house with your family. And do not forget to stay at home!

USEFUL RESOURCES

In this link you will find free images www.pixabay.com

In this link you will find an online dictionary

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

<https://www.oxfordlearnersdictionaries.com/us/>

In this link you will find additional information about emotions

<https://www.youtube.com/watch?v=7uY2HrO9qQ8>

ANSWER KEY

1. VOCABULARY TASKS

a.



SENTENCE	T OR F	CORRECTION OF THE FALSE SENTENCES
Example: Pedro is having problems with Biology.	F	<i>Pedro is having problems with Maths.</i>
1. When he gets bad marks his stomach turns, his hands sweat...	T	
2. He feels happy and healthy.	F	He feels depressed and often very sad.
3. Pedro doesn't want to tell his parents about his bad marks.	T	
4. When he goes to bed, he can't sleep.	T	
5. He really wants to go to school again.	F	He really doesn't want to go to school.

3. Writing

3.1. Answers can vary

3.2. Answers can vary

3.3. Answers can vary

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Señor (a) padre o madre de familia, cuando su hijo haya terminado de desarrollar las actividades de esta guía realice las siguientes preguntas para evaluar sus nuevos conocimientos:

- ¿Te pareció divertida la guía? Explica tu respuesta sea negativa o positiva.
- ¿Crees que fueron demasiadas actividades o fueron suficientes?
- Dibuja algunos emojis para describir el siguiente vocabulario: Sick, calm, healthy, happy.
- Da un consejo a algún miembro de la familia sobre cómo controlar el estrés
- ¿Cuánto tiempo gastas en desarrollar la Guía?

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module 1 // Unit 3

3. Read »

Read the story of a student who is stressed because of pressure in school. Underline the ways his body reacts to stress.

Study Tip

Underlining helps you identify and remember important details.

A Case of Stress

Pedro is having problems in his Maths class. He often can't do his homework because he doesn't understand it and he never gets good marks in his exams. When he gets bad marks, his stomach turns, his hands sweat, he gets a headache and he feels physically sick. He also feels depressed and often very sad. Pedro is a normal healthy teenager, but stress is affecting him both physically and psychologically! Pedro really doesn't want to tell his parents about his bad marks because he thinks they will be angry with him. When he goes to bed he can't sleep because he is thinking about his exam marks. In the morning, he doesn't want to have breakfast and he doesn't want to talk to anyone. He really doesn't want to go to school and he definitely doesn't want to go to his Maths class, so he tells his parents that he has a stomach ache.

4. Write »

Write sentences about how stress can affect these things (1-7).

When people are stressed, their muscles get tense.

- | | |
|------------|-------------|
| 1. head | 5. appetite |
| 2. stomach | 6. heart |
| 3. hands | 7. muscles |
| 4. sleep | |

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5. Listen »

Listen to a psychologist talking about how to deal with stress. Complete the statements with the words from the Word Bank.

How to Deal with Stress Effectively

- develop healthy habits and routines: ²react calmly
- organize your time efficiently
- do something you ²...
- ³..., ⁴..., appreciate nature, e.g. watch a beautiful sunset
- ⁵... with people who have a positive attitude
- ⁶... your problems and talk about your feelings with someone you can ⁷...

Word Bank

enjoy	trust
meditate	pray
spend time	react calmly
share	