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Mineducación



"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School

City

Teacher's name

Student's name

Grade

8th

Level

A1

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de aprendizaje de Inglés para trabajo en casa, se elaboró para que sus hijos e hijas adquieran habilidades comunicativas, vocabulario sobre emociones y sentimientos, y conocimientos de expresiones en pasado simple y preguntas para pedir información específica y detallada sobre algún tema. El desarrollo de esta actividad requiere que su hijo (a) le dedique una hora diaria durante dos semana para desarrollarla. Algunas de las actividades están basadas en el libro way to go 8th grade - students book, páginas 70- 72, que está disponible en la plataforma Colombia Aprende.

La actividad 1: Se desarrollará un crucigrama con ejercicios de vocabulario básico de sentimientos y emociones en Inglés.

La actividad 2: invita a leer el texto sugerido y responder las preguntas indicadas.

La actividad 3: el estudiante tendrá la oportunidad de mostrar su aprendizaje de forma oral o escrita, haciendo uso de un poema.

La actividad 4: el estudiante autoevalúa lo aprendido con una rúbrica.

Agradecemos motivar y acompañar a su hijo(a) en este proceso de enseñanza y aprendizaje para que realice todas las actividades indicadas en el tiempo estipulado. Su apoyo es indispensable para el logro de los objetivos propuestos.

WELCOME TO THIS SELF-STUDY GUIDE

Welcome to this English self-study guide our dear students, it will help you practise vocabulary related to feelings and emotions and all the activities are related to this interesting topic presented in the book Way to Go 3, pages 70 and 72. The first activity is based on vocabulary and then on reading comprehension with some questions about the text *Leonardo's letter* and ends up creating a mini cartoon.

We invite you to develop all the activity with enthusiasm and a very positive attitude!



Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Body and Mind connection	Reading , writing, listening,speaking	w/h Questions, Past simple	Feeling and emotions	*Express facts and opinions *Write about feelings and emotions to him/herself.

GET READY

Study time needed : 1 hour per two weeks	Resources: Video conference, video tutorial, whatsapp, virtual book, worksheet.	Textbooks Links: - <i>Way to go- students book 8th, pages 70-72</i>
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LEARNING OBJECTIVES

LEARNING STRATEGIES

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

- To describe emotions and feelings
- To write instructions about body and mind care.
- To ask about past experiences.
- To give and ask for suggestions.
- To identify facts and opinions in short text.

What can you do to achieve the objectives?

- Read the instructions for each task
- Infer grammar rules from texts
- Circle or highlight key words with a bright color.
- Look for linking words that help explain the relationship between sentences
- Listen again to difficult parts, and use a dictionary to help you find the meaning of new words
- Write on your notebook any "new" learning points discovered.
- Use the dictionary only if absolutely necessary.
- Repeat the pronunciation of the words a few times. It can help you feel more comfortable to use them.

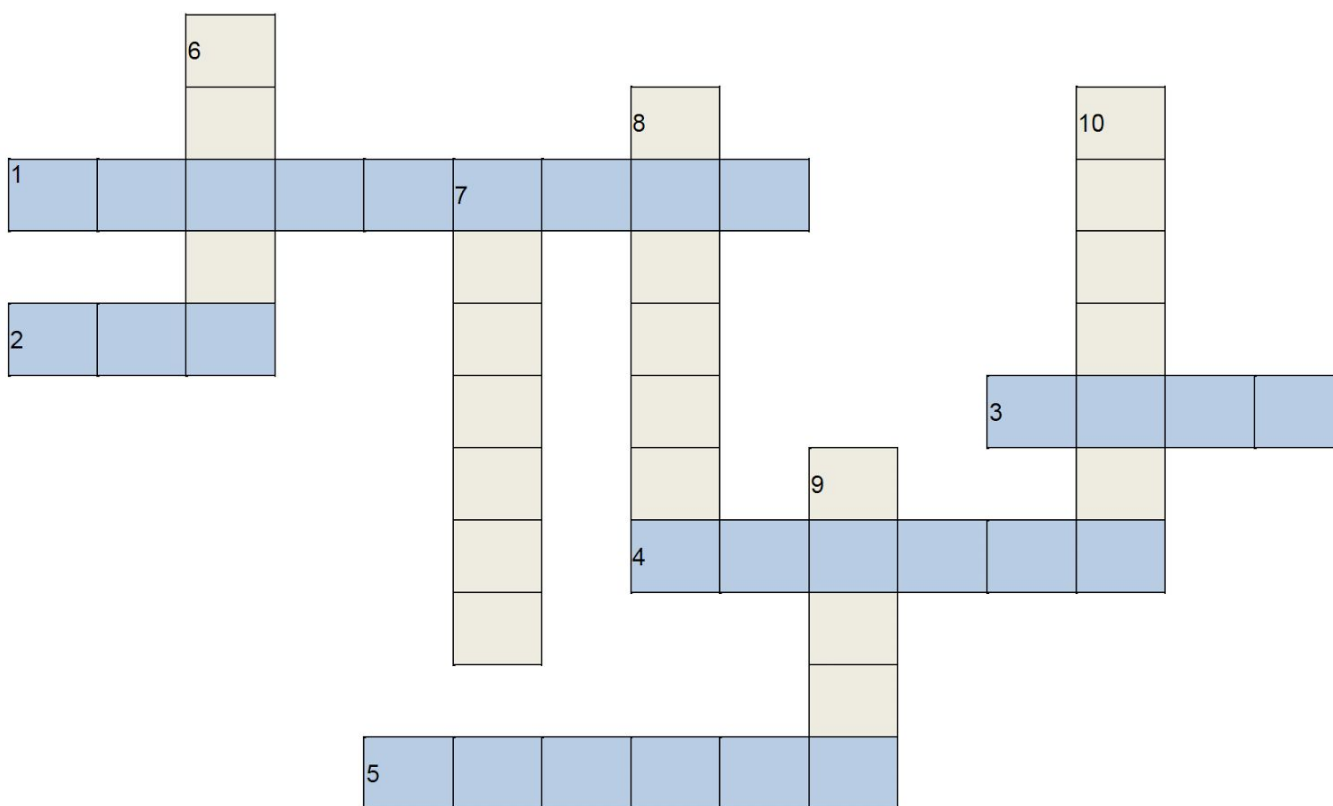


ACTIVITIES

1. LANGUAGE TASKS (1 HOUR)

CROSSWORD- FEELING AND EMOTIONS

Instructions: Read and Write the correct feeling and emotions word



ACROSS:

1. My mother waswhen I gave her those flowers.
2. I felt.....when my grandmother passed away.
3. I feelI need to go to the doctor tomorrow.
4. I feel..... when I watch horror movies.
5. Feeling.....when you need food.

DOWN:

- 6. Michael wants to rest or sleep because he is.....
- 7. When people arethey got married.
- 8. I fell.....on my first date with my boyfriend.
- 9. People feelon the birthday.
- 10. After a math exam, students feel.....

2. SKILLS TASKS (35 Minutes)

2.1 Read Leonardo`s letter then answer the question from activity 1 and

Dear Leonardo,

We have to do presentations for a test next week, and I`m really worried about it. The thing is, I get really nervous when I`m talking in front of people and I know I`m going to make a real mess of it. The problem is, I`m usually a pretty good student at school, and my dad is going to be furious if I get bad marks.

Antonio

ACTIVITY No. 1

Circle T (True) or F (False)

- 1. Leonardo gets really nervous. T / F
- 2. They are very good students. T / F
- 3. Antonio`s dad is going to be happy. T / F
- 4. Leonardo is going to make a real mess of it T / F
- 5. They have to do presentations for a test next week. T / F

ACTIVITY No. 2

Answer the question taken into account the situation in the text.

- 1. What should I do?
- 2. How would you feel in these situations?



3. Writing and Speaking

3.1 Think about your feelings in each situation in the chart and write a little brief of yourself.

Situations	How do you feel?
Your birthday	
When you are sick	

3.2. Write the feeling that the picture shows.

1  _____

• A.

2  _____

B.

3  _____

• C.

4  _____

D.

5  _____

• E.

6  _____

F.

3.3. Create a mini cartoon comic book or make a video representing with your family help; the poem "There was an old lady who swallowed a fly" taking into account the animals and everything that happens in the story.



Answer the next three (3) questions based on the poem:

- a. What happened to the old lady who swallowed a fly?
- b. What were the animals that the old lady swallowed?
- c. What happens to me if I swallow a fly?

<https://youtu.be/7NulE1bI6oY>

4. ASSESSMENT TASKS (10 minutes)

Let's evaluate our progress

SKILLS	CHECK YOUR PROGRESS	7 EXCELLENT 	8 Very Good 	9 WITH DIFFICULTY
Vocabulary	I can understand Vocabulary related to feeling and emotions.			
Grammar	I can use the present and past simple tense to <u>talk</u> about my emotions.			
Reading	I can understand texts about self- <u>esteem</u> .			
Writing	I can write about my feeling and emotions.			
Speaking	Comment with your classmate and answer the questions.	How many words did you learn? _____ _____ _____	What do you think is the most important feeling in the people? And Why? _____ _____ _____	What do you <u>think</u> the feeling or emotion that was lost? _____ _____ _____



THIS IS THE END

Congratulations! You have made it to the end! now you can write about your feelings and emotions

USEFUL RESOURCES

<https://youtu.be/7NulE1bI6oY>

<https://dictionary.cambridge.org/es/>

<http://aprende.colombiaaprende.edu.co/colombiabilingue/94010>

ANSWER KEY

1. Vocabulary: (crossword) Across Down

- | | |
|--------------|-------------|
| 1. Surprised | 6. Tired |
| 2. Sad | 7. In love |
| 3. Sick | 8. Nervous |
| 4. Scared | 9. Happy |
| 5. Hungry | 10. Worried |

2. Skill task. Read (inferential - literal) Key word

Activity No. 1

1. T
2. F
3. F
4. T
5. T

Activity No. 2 Possible answer. The student should give their personal opinion

1. I should talk to my father about the presentation ...
2. I would feel nervous ...

3. Writing and Speaking

3.1. Think about your feeling in each situation in the chart and write a little brief of yourself

3.2. Possible answer

Your birthday. On my birthday I really feel happy, nervous, ...

When I... I feel sad, tired, ...

Write the feelings that the pictures show.

- a. Angry
- b. Scared
- c. In love
- d. Tired
- e. Hungry
- f. Nervous

3.3. Possible answer

Students have to create a comic or a presentation about the poem.



ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Señores padres de familia o acudientes es fundamental que al finalizar el trabajo de esta guía el o la joven cuente con un espacio en el cual reflexione sobre el trabajo desarrollado. Es importante saber los paso a paso que cada etapa de la guía tuvo, y si la a los estudiantes alcanzaron afianzar sus conocimientos.

En cuanto a:

- Actividad de Vocabulario
- Actividad de habilidad como reading (lectura), listening (escucha), writing (escritura) o speaking (habla).
- Actividad evaluativa

Una vez finalizada la guía realice las siguientes preguntas a su hijo o hija

- Enséñame el vocabulario relacionado a los sentimientos y emociones que aprendiste con esta guía.
- ¿Qué actividad fue difícil de resolver?
- ¿Qué actividad te llamó más la atención?
- ¿A que hace referencia la lectura?

Con cada actividad diseñada logran acompañar el proceso de enseñanza - aprendizaje de sus acudidos.

Ustedes como padres ejercen una gran influencia sobre los hijos, por eso, en la medida en que se acerquen más a ellos logran acompañar mejor este proceso.

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