

"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School _____ City _____
 Teacher's name _____
 Student's name _____
 Grade _____ 9th _____ Level _____ A2 _____

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Queridos padres de familia y/o acudientes,

Continuamos nuestra labor, apreciamos su compromiso, excelente actitud y trabajo en equipo (familia) para el beneficio de nuestros jóvenes. El diseño de esta guía está basado en el libro Way to Go 7, Module 2, Unit 1. Para el desarrollo de las actividades propuestas, su hijo (a) tendrá un tiempo estimado de 1 hora.

- **Sección 1 (Vocabulario):** actividad para aprender el vocabulario, la definición y los sinónimos relacionados con los sentimientos y emociones.
- **Sección 2 (Lectura):** Su hijo(a) realizara un proceso de comprensión de lectura de un texto titulado "un día en la vida de..." el cual describe cómo se siente y como vive un joven en Valledupar.
- **Sección 3 (lenguaje):** A través de varios ejercicios su hijo (a) descubrirá la estructura, el significado, la forma y el uso de cómo hacer preguntas y responderlas.
- **Sección 4 (escritura):** Su hijo (a) deberá describir cómo se siente en diferentes situaciones cotidianas empleando vocabulario aprendido.
- **Sección 5 (autoevaluación):** El estudiante evaluara su proceso de aprendizaje a partir de las actividades que desarrollo.

Así, a través del desarrollo de estas actividades, su hijo(a) mejorará su manejo de vocabulario relacionado con los sentimientos y las emociones; la estructura en inglés usada para hacer y contestar preguntas. Adicionalmente, su hijo(a) cuenta con ejemplos de las actividades, recursos adicionales y las respuestas correctas correspondientes a los ejercicios.

Esperamos que pueda apoyar a su hijo (a) supervisando el desarrollo de las actividades y formulando las preguntas que se encuentran al final de esta guía en la sección ORIENTACIONES PARA LOS PADRES DE FAMILIA a fin de confirmar los aprendizajes que su hijo (a) logro realizar.

¡Muchas gracias por su Colaboración!

WELCOME TO THIS SELF-STUDY GUIDE

This self-study guide helps you to learn vocabulary about feelings and emotions and ask and answer question with (Why) and (because). All activities are related to the book Way to Go 7 Unit 2 module 1, Pages 49 - 52. It starts with the vocabulary activity, then a text and its reading comprehension exercises; the language awareness section will help you discover the grammar and it ends up with a writing exercise. Finally, the assessment task will help you check your progress.



Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Feeling and Emotions	Reading Writing	Present simple Conjunction Because	Feelings and emotions	Express feelings and emotions.

GET READY

Study time needed: 1 Hour	Resources: <i>pen, pencil, dictionary and a mobile where I can provide support in the development of the guide.</i>	Textbooks Links: Way to Go - http://aprende.colombiaprende.edu.co/es/node/94010 - WTG SB 7pdf
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LEARNING OBJECTIVES

LEARNING STRATEGIES

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

- To practice vocabulary related to feelings and emotions
- To identify literal information in a text.
- To express reasons for feeling and emotions.

What can you do to achieve the objectives?

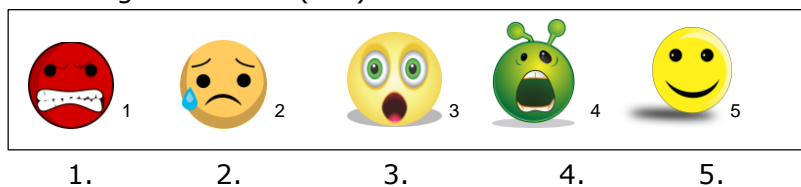
- Read the instructions for each task.
- Make a glossary of new words in your notebook. Don't translate words. Use drawings to represent them.
- Look at the examples given in each activity of this learning guide. They are highlighted in green.
- Use your prior knowledge and try to infer the meaning. Use the dictionary only when necessary
- Write on your notebook any "new" learning points discovered.
- Use the models given to do your own task.

ACTIVITIES

1. VOCABULARY TASK (15')

A. Match the faces (a-e) with the correct feeling or emotion (1-5).

- a. Happy
- b. Sad
- c. Angry -1**
- d. scare
- e. Surprised



B. Write the meaning of the following adjectives and draw a face that represents the word:

- a. Tired: _____
- b. Motivated: _____
- c. Excited: _____
- d. Bore: _____
- e. Delighted: _____

f. **Disappointed**: sad or displeased because someone or something has failed to fulfil one's hopes or expectations. "I'm disappointed in you, Mary". 6



C. Look at the pictures (a-d), write how the players are feeling. Use some of the words in the box to help you. Follow the example given.

angry happy sad bored delighted disappointed

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

A. happy/delighted
We're a wonderful team! Great work!

B. _____

C. _____

D. _____

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.

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2. READING TASK (15')

a. Read the article and complete the table.

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!

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When	How he feels	What he does
5 a.m.	Sleepy / tired	He does chores for his mum
After School		
3 p.m.		
After 5 p.m.		
Lose a Match		



b. According with the text, are these sentences true (T) or false (F)?

0. Valledupar is a cold place.	F
1. Cesar feels happy going to school.	_____
2. He wakes up at 7 a.m.	_____
3. He plays basketball in the evening.	_____
4. Cesar finishes homework at 8 p.m.	_____
5. He rides a bike.	_____

3. LANGUAGE AWARENESS (15´)

a. Look at the following sentences

Carlos, why are you so happy?

I'm delighted because we won the match!

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BECAUSE

"Because" is used to "answer" questions with "why".

When you start giving your explanation - when you start explaining the reasons, you start with the word "because"

1. In the previous conversation, what does the word *because* express?

- a. a reason b. a contrast c. a desire

2. You use because when you explain a reason and give explanations

- a. True b. False

3. Choose the correct option. Because answers the question.

- a. What b. Who c. Why

b. Write full sentences expressing emotions and reasons. Look at the example.

Player	Emotion	Reason	Full sentence
Ana	motivated	she loves the game.	Ana feels motivated because she loves the game.
Diego	sad	he lost the game	
Carlos	delighted	they won the game	
Paola	tired	it was a difficult game	

4. WRITING TASK (15')

A day in my Life

How do you feel on a normal day or the situations below? Complete the sentences giving a reason.

When you play soccer. When I play soccer I feel so happy because I play with my friends.

- a. when play a sport. _____.
- b. When you fail an exam. _____.
- c. when you wake up early in the morning. _____.
- d. When you go to bed. _____.
- e. When you pass an exam. _____.

Write a text about a day in your life. Use the information in your previous exercise and the text about Cesar, from Valledupar (Reading task) as a model.


Share your text.

Option 1. Use padlet or canvas to share your text. Send the link to the WhatsApp group or email.

Option 2. Take a photo or scan your text and send it to the WhatsApp group or email.

5. Self-assessment (5')

Tick (✓) the option that shows what you can do.

After finishing this self-study guide, I can...	Great!  11	Good  12	I need more practice  13
Use vocabulary about feelings and emotions in areal context			
identify literal information in a text.			
Express reasons for feelings and emotions			

THIS IS THE END

Congratulations! You have made it to the end! Now you can express feelings and emotions using different objectives and identify literal information in a text also your able to make questions with why and use because to explain and give reasons in a real context.



USEFUL RESOURCES

Cambridge dictionary

<https://dictionary.cambridge.org/dictionary/english/monolingual>

Further practice about why and because

<https://dictionary.cambridge.org/es-LA/grammar/british-grammar/because-because-of-and-cos-cos-of>

Practice some vocabulary about feelings and emotions

<https://www.oysterenglish.com/emotions-vocabulary.html>

What a video about feelings and emotions

<https://youtu.be/7uY2HrQ9qQ8>

Listen the feelings song

<https://youtu.be/-J7HcVLsCrY>

Answer Key

1. Vocabulary Task

a. 3 b. 2 c. 1 d. 5 e. 3

b. Student's own answers based on their dictionaries.

C. A. happy/delighted B. happy/delighted C. sad/disappointed D. disappointed/ sad

2. Reading Task

a.

When	How he feels	What he does
5 a.m.	sleepy/tired	He does chores for his mum.
After school	tired	He has a rest.
3 p.m.	motivated	He does his homework.
After 5 p.m.	energetic	He plays basketball.
Lose a match	disappointed	He goes for a walk.

b.

0. Valledupar is a cold place.	F
1. Cesar feels happy going to school.	T
2. He wakes up at 7 a.m.	F
3. He plays basketball in the evening.	T
4. Cesar finishes homework at 8 p.m.	F
5. He rides a bike.	T

3. Language awareness

a. 1. a 2. a. True 3. c. Why

b. Diego feels sad because he lost the game.

Carlos is /feels delighted because they won the game.

Paola feels/is tired because it was a difficult game.

4. Writing Task

Students own answers

THIS IS THE END

Una vez su hijo(a) ha desarrollado completamente las actividades (tasks) 1 a 4, es momento de hacer verificación de su proceso de aprendizaje; por tanto, le sugerimos hacer las siguientes preguntas:

1. ¿Cuál fue la actividad que te pareció más compleja /más te gustó? ¿Por qué?
2. ¿Empleas diferentes adjetivos para expresar sentimientos y emociones en contextos reales?
3. ¿puedes explicar la diferencia entre por qué (Why) porque (because)?
4. ¿Cuánto tiempo te tomó desarrollar la guía?
5. ¿Empleaste algunos de los recursos sugeridos en la sección USEFUL RESOURCES?

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