

Self-Study Guide for English Subjects N°5

Self-study is the ability to perform tasks by ourselves, without the presence of the teachers

Subject: Academic English	
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Virtual Office Hours:	Lunes 7 a.m. -11:20 a.m.
Student's name:	Group: 8- ____
Work on it from August 9 to August 20, 2021	Fecha de entrega: August 20 Físico: En la entrega de alimentos

1. Getting ready to work on my self-study guide. Aspects to verify before I start working:

Materials needed / Resources: Materiales que va a necesitar	<ol style="list-style-type: none"> 1. Notebook, pencil, pen, eraser, highlighters, etc. 2. Computer & Internet access if possible 3. Cellphone or copies. 4. Recuerde apoyarse con un diccionario Inglés/Español -Español/ Inglés para buscar el vocabulario que no conozca.
Conditions of the place to work Condiciones del lugar	Avoid strong noises, work in a silent well-lit place, make sure you feel comfortable.
Expected time to work this self-study guide Tiempo para trabajar la guía.	<ol style="list-style-type: none"> 1. This self-study guide will take you 9 lessons to be completed.

Instrucciones: Trabaje INDIVIDUALMENTE
Resuelva la guía en INGLÉS.

2. The student is ready to start working

Topic/ Study Unit:	Dear student, The following tasks will help you review and reinforce Unit 2: Let the Good Times Roll!																					
Objective/ Linguistic Achievement	1. Produces sentences or dialogues in an oral or written form. 2. Distinguishes specific details in texts written in simple language. 3. Organizes information and resources to briefly explain a sport, a sports team, or a videogame he/she knows well.																					
Task Outline:	<div>WEEK 5 Theme 4: Fun times: Inside and Out (August 9-13)</div> <p>EXERCISES: Solve the following exercises individually. (resuelvo los siguientes ejercicios individualmente)</p> <p>TASK 1. Pay attention to the following chart. (ponga atención al siguiente cuadro)</p> <table><tr><th colspan="3">VERB COLLOCATION WITH SPORTS</th></tr><tr><th>Do (individual sports)</th><th>Go (-ing ending)</th><th>Play (teams)</th></tr><tr><td>Do martial arts</td><td>Go bowling</td><td>Play soccer</td></tr><tr><td>Do Pilates</td><td>Go skating</td><td>Play basketball</td></tr><tr><td>Do yoga</td><td>Go swimming</td><td>Play tennis</td></tr><tr><td>Do karate</td><td>Go cycling</td><td>Play ping pong</td></tr><tr><td>Do gymnastics</td><td>Go fishing</td><td>Play Frisbee</td></tr></table> <p>EXAMPLES:</p> <p>I <u>do yoga</u> every morning. (Yo hago yoga cada mañana)</p> <p>I <u>go fishing</u> with my friend. (yo voy de pesca o voy a pescar con mi amigo)</p> <p>I <u>play ping pong</u> during my free time (Yo juego ping pong en mi tiempo libre)</p> <p>*también los puedo usar con cualquier sujeto, pero tengo que tener cuidado cuando uso SHE o HE, ya que el verbo cambia de esta manera:</p> <p>She <u>does yoga</u> every morning. (Ella hace yoga cada mañana)</p> <p>Juan <u>goes fishing</u> with my friend. (Juan va de pesca o va a pescar con mi amigo)</p> <p>Ana <u>plays ping pong</u> during her free time (Ana juega ping pong en su tiempo libre)</p>	VERB COLLOCATION WITH SPORTS			Do (individual sports)	Go (-ing ending)	Play (teams)	Do martial arts	Go bowling	Play soccer	Do Pilates	Go skating	Play basketball	Do yoga	Go swimming	Play tennis	Do karate	Go cycling	Play ping pong	Do gymnastics	Go fishing	Play Frisbee
VERB COLLOCATION WITH SPORTS																						
Do (individual sports)	Go (-ing ending)	Play (teams)																				
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Do yoga	Go swimming	Play tennis																				
Do karate	Go cycling	Play ping pong																				
Do gymnastics	Go fishing	Play Frisbee																				

TASK 2. Which of the following activities are popular with the following age groups in your country? Check (✓) the activities. (Cuál de las siguientes actividades son populares con los siguientes grupos de edades en su país? Revise (✓) las actividades.

	Children	Teens	Young adults	Middle-aged people	Older people
bike riding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
golf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
jogging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
martial arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pilates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
soccer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
volleyball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
yoga	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TASK 3. Which of the activities from the previous chart are used with DO, GO or PLAY. (Cuáles de las actividades de la tabla anterior son usadas con DO, GO o PLAY)

DO	GO	PLAY

TASK 4. Write sentences about YOURSELF using DO, GO or PLAY. You can use the sports from the chart above. (Escriba oraciones sobre usted mismo usando DO, GO or PLAY. Puede usar los deportes de la tabla de arriba)

Example: *I play volleyball on Saturdays.*

1. DO: _____

2. GO: _____

3. PLAY: _____



TASK 5. Write sentences about a **RELATIVE** or **FRIEND OF YOU** using **DO**, **GO** or **PLAY**. Apply the rule for the third person singular in present tense. (Escriba oraciones sobre usted mismo usando **DO**, **GO** or **PLAY**. Aplique la regla para la tercera persona singular en presente simple.)

Example: My friend plays volleyball on Saturdays.

1. DO: _____

2. GO: _____

3. PLAY: _____

WEEK 6 Theme 4: Fun times: Inside and Out (August 16-20)

TASK 1. Read the following information about **SPORTS** and fill up the chart with the corresponding information. (Lea la siguiente información sobre **DEPORTES** y complete el cuadro con la información correspondiente)

A very fast and often violent game, **American football** teams can have as many as 50 members although only 11 can play on the field. The players must wear protective helmets and thick pads, adding 8 kg to their weight. They run with the ball in their hands and members of the attacking team can tackle the player with the ball. The main goal of the game is to send the ball down the field and across the opponent's goal line for a touchdown (7 points). An extra point is added (PAT) if they kick the ball through the goal posts. The best players are heavy, strong and tall. They must also run very fast.

Baseball is America's national sport. It is played with long wooden bats and a small, hard ball, by 2 teams of nine players, who are frequently replaced during the game. On the whole, there are usually 25 member on a team. Each player tries to hit the ball and then run around the four bases before the other team can return the ball. Players do not have to be very tall or strong, but they must run fast. The goal of the game is to score as many "runs" as possible. The most exciting play is when the batter (the player in the center of the diamond-home plate) hits a ball very far and goes round all the bases without stopping for a home run, also called a homer. Although many people think baseball is too slow, most American families find it exciting.

Soccer is the most popular sport in Britain. It is very hard, fast and exciting game with simple rules. It's played by two teams of 11 players each, who kick the round ball up and down the football field or pitch, trying to score goals. The team with the most goals after 90 minutes is the winner. If neither team scores, we call it a draw. When a player leave the field, a substitute takes his place. A team has usually around 25 players, who must be strong and run fast. The game is controlled by a referee and two linesmen.



	American football	Baseball	Soccer
Features of the game		Slow Exciting	
Main aim	To run with the ball down the field and across the opponent's goal line/posts for a touchdown/PAT		
Equipment			Round ball
Players in the team/on the field		-25/9	
Physical features of the players			Strong Able to run fast

INSTRUCTIONS: Prepare a brochure about your favorite sport or activity you like to do in your free time. Include: name, features of the game, main aim, equipment, players in the team, physical features and pictures to illustrate. (prepare un panfleto sobre su deporte favorito o su actividad que hace en su tiempo libre. Incluya: nombre, características del juego, principal objetivo, implementos, jugadores, características físicas e imágenes para ilustrar.)



Rubric of evaluation

Evaluation Rubric				
ESTO ES PARA USO DEL DOCENTE, NO ESCRIBA NADA AQUI				
Indicators of learning	Performance level			
	NO RESPONSE	1. Not achieved Learner cannot achieve the task	2. In progress Learner can achieve the task with some difficulty and needs improvement	3. Achieved Learner can achieve the task without any difficulty
Produce sentences or dialogues in an oral or written form.		Only write 1 or 2 sentences with do, go or play correctly	Write 3 or 4 sentences with do, go or play correctly	Write 5 or 6 sentences with do, go or play correctly
Distinguish specific details in texts written in simple language.		Only identify from 1 to 3 aspects from the text correctly	Identify from 4 to 7 aspects from the text correctly	Identify from 8 to 10 aspects from the text
Organize information and resources to briefly explain a sport, a sports team, or a videogame he/she knows well.		VER TABLA PARA CALIFICAR EL BROCHURE		

Este espacio es de uso exclusivo del docente. Por favor no escribir ni rayar en los espacios.

Rúbrica para revisar el BROCHURE

Indicator				
CRITERIA	Achieved (3)	In progress (2)	Not achieved (1)	N/R (0)
Task Achievement	The brochure was fully developed in detail, in other words, included all the aspects required.	The brochure included most of the aspects required but not all.	The brochure lacks of most of the aspects required.	
Vocabulary	Vocabulary and expressions used are related to the topic and fully effective at this level.	Vocabulary and expressions used are related to the topic and acceptable at this level.	Vocabulary and expressions used are insufficient	
Spelling	The writing is essentially error free in terms of spelling or with very few mistakes that do not interfere with communication	Frequent error in spelling distracts the reader	Writing contains numerous errors in spelling that interfere with communication	
Grammar	Appropriate command of structures, especially in the review film	Occasional errors with structures	No control of appropriate structures.	

Self-Study Guide for English Subjects N°6

Self-study is the ability to perform tasks by ourselves, without the presence of the teachers







Subject: Academic English	
Teacher's Name: MARILYN AGUILAR FONSECA	Level: Eighth (8-1 y 8-5)
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Virtual Office Hours:	Lunes 7 a.m. -11:20 a.m.
Student's name:	Group: 8- ____
Work on it from August 23 to September 3, 2021	Fecha de entrega: September 3 Físico: En la entrega de alimentos

1. Getting ready to work on my self-study guide. Aspects to verify before I start working:

Materials needed / Resources: Materiales que va a necesitar	2. Notebook, pencil, pen, eraser, highlighters, etc. 3. Computer & Internet access if possible 4. Cellphone or copies.
Conditions of the place to work Condiciones del lugar	Avoid strong noises, work in a silent well-lit place, make sure you feel comfortable.
Expected time to work this self-study guide Tiempo para trabajar la guía.	5. This self-study guide will take you 9 lessons to be completed.

Instrucciones: Trabaje INDIVIDUALMENTE
Resuelva la guía en INGLÉS.

2. The student is ready to start working

Topic/ Study Unit:	Dear student, The following tasks will help you review and reinforce Unit 3: Something to Celebrate!
Objective / Linguistic Achievement	<ol style="list-style-type: none"> 1. Identifies the events about festivals or celebrations. 2. Makes complete sentences to answer wh- questions about local holidays, celebrations and festivals in in Costa Rica, Latin America and around the world. 3. Identifies facts in audios/videos about holidays, celebrations and festivals. 4. Prewrites simple sentences for a postcard/e-postcard about holidays, festivals or celebrations.
Task Outline:	<p style="text-align: center;">WEEK 1 <u>Let's celebrate: Holidays with my family! (August 23-27)</u></p> <p>TASK 1. VOCABULARY. Read the following vocabulary about family celebrations. (Lea el siguiente vocabulario sobre celebraciones familiares)</p> <p><u>Let's celebrate: Holidays with my family!</u></p> <div style="display: flex; justify-content: space-between;"> <p>Births: nacimientos</p> <p>Birthdays: Cumpleaños</p> <p>Marriages: matrimonios</p> <p>Wedding anniversaries: aniversarios de bodas</p> </div> <p>TASK 2. Some people send Cards for some occasions. Choose a word from the box and write it on the line under the corresponding picture. (Algunas personas envían tarjetas para algunas ocasiones. Escoja una palabra de la caja y escríbala debajo de la imagen correspondiente)</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;">  <p>1 _____</p> </div> <div style="width: 50%;">  <p>2 _____</p> </div> <div style="width: 50%;">  <p>3 _____</p> </div> <div style="width: 50%;">  <p>4 _____</p> </div> <div style="width: 50%;">  <p>5 _____</p> </div> <div style="width: 50%;">  <p>6 _____</p> </div> </div> <div style="border: 1px solid black; padding: 10px; margin-top: 20px; width: fit-content;"> Easter Wedding Graduation Valentine's Day Birthday Christmas </div>

TASK 3. Match the CELEBRATIONS to their corresponding description. (Asocie las celebraciones con su respectiva descripción)

- | | |
|----------------------|---|
| 1. Wedding | () an event where people cook outdoors on a grill |
| 2. Barbecue | () a marriage ceremony usually a religious service |
| 3. Party | () an event of somebody's birth |
| 4. Birthday party | () an event for celebrating someone's anniversary |
| 5. Anniversary party | () an event where many invited guests gather |
| 6. Dinner party | () an event when all the family members gather |
| 7. Family gathering | () usually a long formal dinner |

TASK 4. Match the pictures to the corresponding HOLIDAY. Write the words under each picture. (Asocie las imágenes con su respectiva celebración. Escriba las palabras debajo de cada imagen)

Mother's Day

Children's Day

Annexation of Guanacaste's Day

Holy Week

Labor's Day

Independence Day

Juan Santamarías Day

Christmas Day



TASK 5. Read the following information about Costa Rican holidays carefully and mark with an X the option with the corresponding name of the celebration.

Commemorates Costa Rica's national hero who fought at the battle of Rivas against the American invader, William Walker.

1. The description given corresponds to the following Costa Rican Holiday:
 - A) Guanacaste Day
 - B) Juan Santa Maria Day
 - C) Independence Day

This day the faithful Catholic masses make a religious procession from wherever they live to Cartago's La Basilica de Cartago to honor "La Negrita."

2. The description above corresponds to the following Costa Rican Holiday:
 - A) Christmas Eve
 - B) All Soul's Day
 - C) Virgin de Los Angeles Day

A major national holiday where all the locals have off work to go and be with their mothers.

3. The description above corresponds to the following Costa Rican Holiday:
 - A) Mother's Day
 - B) Labor Day
 - C) San Valentine's Day

It's a week of local celebrations in Puntarenas and Quepos with sporting events, dancing, and street carnivals and fairs.

4. The description above corresponds to the following Holiday:
 - A) Labor Day
 - B) Carnival and fiesta del mar
 - C) Holy Week

TASK 6. Read the text and check if the statement is TRUE or FALSE.

Valentine's Day

Red roses and hearts are two of the most common symbols of love that are popular on Valentine's day. Valentine's day, February 14th, is a day for love. Roses have always been many people's favorite flower. They were known as a symbol of love even before there was a Valentine's day. There are many different colours of roses but red roses mean love. Giving red roses to someone says "I love you".

Hearts are another symbol of love. The heart also symbolizes life. The heart is the center of all feelings and some people think that it is the source of all human emotions. Sometimes the hearts you see on Valentine's Day cards are pierced with an arrow. The arrow is Cupid's arrow, or the arrow of love. If you are in love maybe you have been hit by Cupid's arrow!

Gifts of chocolates in red heart shaped boxes are often given on Valentine's day. You can also buy candies or balloons in the shape of hearts.

Answer the following questions:

- | | | |
|--|------|-------|
| 1. Hearts and red roses are symbols of love. | TRUE | FALSE |
| 2. Chocolates in heart shaped boxes are sometimes given as gifts on Valentine's Day. | TRUE | FALSE |
| 3. Not many people like roses. | TRUE | FALSE |
| 4. All roses are red. | TRUE | FALSE |

TASK 7. Answer the following personal information questions about Holidays and Celebrations. Write complete and long answers. (Responda las siguientes preguntas personales sobre Días festivos y celebraciones. Escriba respuestas largas y completas)

1. What's your favorite celebration? _____
2. When is it celebrated? _____
3. Why is it your favorite? _____
4. Which celebration do you like the least? _____
5. Is Christmas your favorite holiday? _____



WEEK 2 Let's celebrate: Latin American Holidays and Festivals! (August 30 to September 3)

TASK 1. Read the description of the holidays in the United States and write the corresponding number using the information from the box.

1. Martin Luther King Day.	4. Labor Day	7. Christmas Day
2. Valentine's Day	5. Halloween	8. New Year's Day
3. Easter Week	6. Thanksgiving	
(____)	A Christian holiday celebrating the birth of Jesus Christ.	
(____)	Families get together and remember to thank God for all the good that has happened.	
(____)	It celebrates love for one another.	
(____)	It honors the people who work.	
(____)	He was the most famous leader of the American Civil Rights Movement.	
(____)	Christian Holiday celebrating the dead and resurrection of Jesus Christ.	
(____)	It celebrates beginning of the New Year.	
(____)	Children with costumes and go trick by knocking on doors in the neighborhood.	



TASK 2. (Pre-listening) Identify key words related to New Year's Eve: *Eve, New York, countdown, fireworks, resolutions, plans, dinner, music, welcome, celebrate.*

E	A	E	T	N	I	E	V	E	U
V	E	I	E	M	O	C	L	E	W
N	W	O	D	T	N	U	O	C	M
M	C	T	V	B	O	N	F	I	U
R	N	E	W	Y	E	A	R	U	S
E	Y	E	L	C	A	M	P	I	I
I	T	S	L	E	E	Y	I	P	C
S	T	S	A	S	B	T	M	I	N
F	I	R	E	W	O	R	K	S	Y
O	O	U	T	C	S	N	A	L	P
O	D	I	N	N	E	R	G	T	N
T	F	E	S	R	T	V	T	M	E

TASK 3. Listen to the audio www.dailyesl.com/new-years.htm and complete the gaps by using the words from the puzzle in TASK 3. (si no puede abrir el audio, en anexos encuentra el SCRIPT)

1. New Year's Day is the day when people _____ the beginning of a new year.
2. On New Year's Eve, family and friends often get together for _____ or have a _____ to welcome in the new year.
3. People often _____ the hours, minutes, and seconds before the new year arrives.
4. They set off _____
5. People often make new year's _____ to accomplish.

TASK 4. (Post listening). Answer the following questions based on New Year's Eve in Costa Rica.

1. How do people in your country celebrate New Year's Eve?
2. What foods do people prepare?
3. What activities do people participate in?
4. What meaning does this day have for them?

TASK 5. MY FAVORITE HOLIDAY!!!

Write a postcard to a friend of you, and tell about your favorite holiday. Follow the example. (Escriba una tarjeta a un amigo suyo y cuente sobre su día festivo favorito. Siga el ejemplo, incluya cuándo lo celebra, dónde lo celebra, con quién, qué come, etc) **Nota: la dirección se puede inventar**



Rubric of evaluation

Evaluation Rubric				
ESTO ES PARA USO DEL DOCENTE, NO ESCRIBA NADA AQUI				
Indicators of learning	Performance level			
	NO RESPONSE	1. Not achieved Learner cannot achieve the task	2. In progress Learner can achieve the task with some difficulty and needs improvement	3. Achieved Learner can achieve the task without any difficulty
Identifies the events about festivals or celebrations.		Only identify a few of the celebrations correctly	Identify some of the celebrations correctly	Identify most of the celebrations correctly or all of them
Makes complete sentences to answer wh-questions about local holidays, celebrations and festivals in Costa Rica, Latin America and around the world.		Only respond to one question about celebrations correctly	Respond to two or three questions about celebrations correctly	Respond to four or five questions about celebrations correctly
Identifies facts in audios/videos about holidays, celebrations and festivals.		Only identify 1 or 2 words in the audio about New Year's Eve correctly	Identify 3 or 4 words in the audio about New Year's Eve correctly	Identify 5 or 6 words in the audio about New Year's Eve correctly
Prewrites simple sentences for a postcard/e-postcard about holidays, festivals or celebrations.		VER TABLA PARA CALIFICAR LA POSTCARD		

INSTRUMENTO PARA EVALUAR LA POSTCARD

Este espacio es de uso exclusivo del docente. Por favor no escribir ni rayar en los espacios.

CRITERIA	Achieved (3)	In progress (2)	Not achieved (1)	N/R (0)
Task Achievement	The card includes all the elements requested (when and where the holiday is celebrated, food, activities, people, reason why it is your favorite.	The card includes some of the elements requested, but it either omits details	The card includes few of the elements requested. It lacks details.	
Vocabulary	Vocabulary and expressions used are related to the topic and fully effective at this level. Some sporadic mistakes concerning word choice that do not interfere with communication	Vocabulary and expressions used are related to the topic and acceptable at this level. Some difficulties arose due to limited vocabulary.	Vocabulary and expressions used are insufficient and few time related to the topic. The lack of vocabulary, expressions, as well as the use of made-up words and Spanish severely hampered communication.	
Spelling	The writing is essentially error free in terms of spelling or with very few mistakes that do not interfere with communication	Frequent error in spelling distract the reader	Writing contains numerous errors in spelling that interfere with communication	
Grammar	Appropriate command of structures (a reasonable control of subject-verb agreement and basic punctuation for the level); few sporadic mistakes.	Occasional errors with structures (limited control of subject-verb agreement and basic punctuation for the level); many sporadic mistakes.	Constant mistakes blocking communication (no control of subject-verb agreement and basic punctuation at all. Use of Spanish structures.	

ANNEXES

WEEK AUGUST 30-SEPTEMBER 3 / TASK 3 SCRIPT -LISTENING

New Year's Day is the day when people **celebrate** the beginning of a new year. On New Year's Eve, family and friends often get together for dinner or have a party to welcome in the new year. People often **count down** the hours, minutes, and seconds before the new year arrives, and they sometimes **set off fireworks** or play loud music. New Year's Day is a time of new beginnings, so people often make new year's **resolutions**—promises or goals they hope to **accomplish** during the coming year. Such resolutions often include losing weight, getting in shape, or eating a healthy diet. Other resolutions might deal with improving one's relationship with a family member or friend. Sometimes, these resolutions are short lived, that is, people don't **follow through** on their plans. However, the new year gives people opportunities to change and improve their lives.