
 <p>ALCALDÍA DE SANTIAGO DE CALI SECRETARÍA DE EDUCACIÓN</p>	<p>INSTITUCION EDUCATIVA CRISTOBAL COLÓN Niveles: Pre-escolar, Primaria, Secundaria y Media Técnica Especialidad Comercio Reconocimiento de estudios: Resolución N° 1458 de Julio 1 de 2004 Bachillerato Nocturno por ciclos. Resolución 4143.0.21.11232 de 2010 Nit. 805009185-5 Código DANE 176001004256 Calle 44 No. 47A-16 Barrio: Mariano Ramos Tel: 327 49 72 SISTEMA DE GESTION DE CALIDAD - SGC- MECI-SISTEDA</p>	
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Learning English, Having Fun!!!

Guideline - Second Edition

By César Tenorio Toro

“Today a reader, tomorrow a leader” ~Margaret Fuller



STUDENT'S BOOK and WORKBOOK

Student's name: _____ **Grade:** _____

Material realizado por **César Tenorio Toro**.
Licenciado en Lenguas Extranjeras Inglés-Francés, Universidad del Valle (2008).
Profesional en Estudios Políticos, Universidad del Valle (2014).
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ESTANDAR

Promover en el estudiante la competencia comunicativa en lengua extranjera a partir de la comprensión y producción de textos orales y escritos relacionados con su cotidianidad, interés y entorno social, a fin de entablar una comunicación comprensible acorde al grado.

DESEMPEÑOS primer y SEGUNDO PERIODO GRADO 9° - 10°

1. Comprensión de lectura. Usa las estrategias de lectura de Previewing y predicting para identificar la temática de un texto.
2. Producción de escritura. Escribe textos cortos y sencillos teniendo en cuenta vocabulario, estructuras gramaticales y de coherencia y de cohesión.
3. Comprensión de escucha. Identifica vocabulario e información básica.
4. Hace uso de la guía y del diccionario.

CATEGORIA	SUPERIOR	ALTO	BAJO	BASICO
Uso de guía y diccionario en clase	Trae a clase todos los elementos requeridos para las actividades	Lleva consigo la mayoría de elementos pedidos por el docente.	Trae a clase algunos de los elementos solicitados.	No trae material de trabajo a clase.
Presentación de tareas	Cumple los objetivos del deber académico y los tiempos estipulados a cabalidad.	Por lo general cumple los objetivos del deber académico y los tiempos de entrega.	Poco compromiso académico y personal en la presentación de deberes académicos.	Genera dispersión en la realización de los deberes académicos.
Producción oral	Expresa puntos de vista y solicita peticiones formales e información de manera fluida y respetuosa.	Expresa puntos de vista y solicita peticiones formales e información de forma lenta pero clara.	Presenta dificultad para lograr expresarse en el idioma.	No logra expresarse fluidamente. Debe practicar más.
Comprensión de escucha	Comprende los contenidos e información de los textos y conversaciones trabajados en clase.	Comprende parcialmente los contenidos y la información de los textos y conversaciones trabajados en clase.	Se le dificultad identificar parte de la información de los textos y conversaciones de clase.	Presenta dificultades para reconocer información básica en textos y conversaciones trabajados en clase.
Respeto y responsabilidad	Participa con entusiasmo, respeto, solidaridad y responsabilidad.	Participa con respeto y responsabilidad.	Debe demostrar mayor nivel de compromiso y responsabilidad.	Muestra apatía y desinterés.

READING STRATEGIES. What are Reading Strategies?

Reading strategies are purposeful, cognitive actions that students take when they are reading to help them construct and maintain meaning. Strategies are tools to better understand a reading.



Before reading. Previewing and predicting (prever y predecir). Brainstorming. (lluvia de ideas)

When you preview a reading assignment you become familiar with its contents and goals before you start to read. This helps to make the reading an easier, faster, and more effective learning experience.

BASIC PREVIEW

- 1) Read and think about the title.
- 2) Start turning the pages and read and think about each of the bold-face headings.
- 3) When you reach the end of the chapter, write down what these headings told you are purposes and goals for this chapter. Then start actively reading it.

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- a. Looking at the title of the selection and noting any sub-headings
- b. Reading any lead-ins—these are usually italicized
- c. Skimming the first and last paragraphs
- d. Looking at any accompanying graphics and captions
- e. Reading biographical information about the author
- f. Noticing the location of original publication

Predictions. Effective readers use pictures, titles, headings, and text—as well as personal experiences—to make predictions before they begin to read. Predicting involves thinking ahead while reading and anticipating information and events in the text. After making predictions, students can read through the text and refine, revise, and verify their predictions.

<https://www.teachervision.com>

How to Predict:

1. Consider what the style, title and subtitles, and photos tell you about the writing.
2. Consider what you already know about the subject.
3. Guess what the text is going to say.

1. Practice. Preview and predict.

Happy halloween!



1. The title means: a. a traditional celebration b. a graduation party
2. The text is going to be about: a. life in a public school b. a horror story

Go on <https://www.youtube.com/watch?v=LzSiJun-sxc> to check more about prediction.



1. Preview.

What is the title? _____

What can you see in the image? _____

2. Prediction.

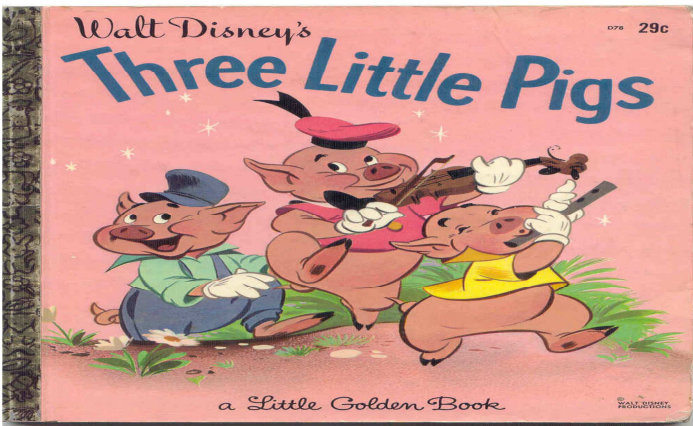
What does the title say?

- a. students are visiting the zoo
- b. animals in an laboratory
- c. adventures of good friends

The text could be about

- a. Monkeys in great adventures
- b. some monkeys are in trouble in a laboratory

2. Practice previewing, predicting and brainstorming.



1. Mention what you can see. Mencione lo que ve. _____

2. Predict what the text is about. Prediga sobre que trata el texto. _____



While reading.

Simply reading something is not enough. You should build upon what you already know by looking for new words and ideas when you read.

While Reading:

1. Highlight words and take notes.
 - o Look at each sentence to find key words and ideas.
 - o Take note of such words and ideas.
 - o Pay attention to words that are repeated. They are probably important.

After Reading:

2. Review highlighted words and take notes.
3. Consider what you have learned and how it affects you.
4. Keep track of what you have learned!

Wh-questions. Las wh-questions son preguntas para pedir información específica sobre alguien o algo.

WHAT: QUÉ	WHOM: A QUIÉN – A QUIÉNES
WHEN: CUÁNDO	HOW MUCH: CUÁNTO – CUÁNTO CUESTA
WHERE: DÓNDE	HOW MANY: CUÁNTOS
WHO: QUIÉN – QUIÉNES	HOW OFTEN: CUÁN A MENUDO
HOW: CÓMO	HOW LONG: CUÁNTO TIEMPO DURA– QUÉ LONGITUD
WHY: POR QUÉ	HOW OLD: QUÉ EDAD
WHICH: CUÁL – CUALES – QUÉ	WHAT TIME: QUÉ HORA – A QUÉ HORA
WHO ELSE: QUIÉN MÁS	WHAT KIND: QUÉ CLASE – QUÉ TIPO

www.strategies-for-comprehension.com

Classroom language.

Good morning: Buenos días

Who is absent today? ¿quién faltó hoy?

Let's start: comencemos

Open your notebooks: abran sus cuadernos

Write down: anoten / escriban

Open your guidelines on page...: abran sus guías en la página...

Look at exercise: miren el ejercicio

Let's say it together: digamoslo juntos

Your turn: su turno

Say it again please: digalo de nuevo por favor

Louder please: más duro por favor

Who knows the answer? ¿quién sabe la respuesta?

How do you say ...in English? ¿cómo se dice... en inglés?

Give me your homework: entreguen la tarea

Have a nice day: que tengan un buen día

Have a nice weekend: que tengan un feliz fin de semana

That's all for today: es todo por hoy

See you on next class: nos vemos la próxima clase

Say it after me: díganlo después de mi

How do ou spell this? ¿cómo se deletrea esto?

Who's your partner? ¿quién es tu compañero?

Come here: venga

Go back to your desk: regrese a su puesto

Stand up: ponganse de pie

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You are what you read. Usted es lo que usted lee.

Believe yourself. Cree en ti mismo

6

Sit down: sientese

Hurry up: apurense

Close the door please: cierre la puerta por favor

Turn on the lights: encienda las luces

Turn off the lights: apague las luces

Wait a minute: espere un minute

Quiet, please: silencio por favor

Stop talking: dejen de hablar

Give that to me: deme eso

Don't do that: no haga eso

Very good: muy bien

Try again: inténtalo de nuevo

Thanks: gracias

Sorry: lo siento

Can I go to the bathroom?

What time is it?

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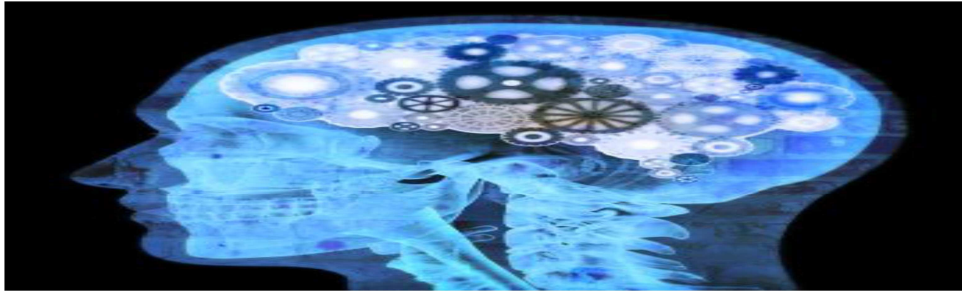
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3. Reading.

- a. Preview. What do you see in the picture? I see _____
- b. Predict. What does the title mean? It means _____
- c. Predict. What could the text be about? It could be about _____

Chronic Traumatic Encephalopathy



Preview.

What can you see in the image? _____

Prediction. What is the text going to be about? _____

Concussions are brain injuries that occur when a person receives a blow to the head, face, or neck. Although most people who suffer a concussion experience initial bouts of dizziness, nausea, and drowsiness, these symptoms often disappear after a few days. The long-term effects of concussions, however, are less understood and far more severe.

Recent studies suggest that people who suffer multiple concussions are at a significant risk for developing chronic traumatic encephalopathy (CTE), a degenerative brain disorder that causes a variety of dangerous mental and emotional problems to arise weeks, months, or even years after the initial injury. These psychological problems can include depression, anxiety, memory loss, inability to concentrate, and aggression.

In extreme cases, people suffering from CTE have even committed suicide or homicide. The majority of people who develop these issues are athletes who participate in popular high-impact sports, especially football. Although both new sports regulations and improvements in helmet technology can help protect players, the sports media and fans alike bear some of the responsibility for reducing the incidence of these devastating injuries. Improvements in diagnostic technology have provided substantial evidence to

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link severe—and often fatal—psychological disorders to the head injuries players receive while on the field.

Recent autopsies performed on the brains of football players who have committed suicide have shown advanced cases of CTE in every single victim¹.

Vocabulary. Find the meaning of these words. Busque el significado de las palabras.

Concussion:

Brain injuries:

Blow:

Bouts:

Dizziness:

Drowsiness:

Developing:

Encephalopathy:

Degenerative disorder:

High-impact sports:

Devastating injuries:

Improvements:

Answer according to the text. Conteste de acuerdo al texto.

What are concussions? _____

What does produce encephalopathy? _____

When do symptoms initially disappear? _____

Which are the symptoms? _____

Who are in more risk to develop encephalopathy? _____

How can athletes reduce injuries? _____

What psychological problems can be included? _____

What is Chronic Traumatic Encephalopathy (CTE)? _____

Vocabulary. Write new words you learnt. Escriba palabras nuevas que aprendió en esta lección.

Reading comprehension.

1. The author believes that

¹ <http://www.readtheoryworkbooks.com>

a. Athletes are responsible for their injuries b. playing sports will get you insane c. doctors need to do more research

2. Each of the following statements are true, EXCEPT one.

- a. concussions develop into CTE
- b. football players are in high risk of killing fans
- c. some psychological problems are: depression, anxiety, memory loss, inability to concentrate, and aggression.

3. As used in paragraph 2, which is the best **synonym for majority**?

- a. superiority b. maximum c. great number of people d. adulthood.

4. As used in the end of paragraph 2, which is the best **antonym for disorder**?

- a. order b. arrangement c. organization d. method

I. Writing. Producción escrita.

1. Do you know someone with depression, anxiety, memory loss, inability to concentrate, and aggression? Could it be CTE or anything else? _____

2. What do you think is the most important factor in reducing brain injuries and CTE in sports?

Job interview. Entrevista de trabajo.

There is a time in life when every person needs to find a job whether it is pleasure or obligation.

Vocabulary:

Interviewer: entrevistador.	Research the Company: investigue la
Applicant: aspirante, candidato.	compañía
Job: empleo	Curriculum o Resumé: hoja de vida
Employee selection: selección de personal	Expectations: expectativas
Work experience: experiencia laboral	Responsibilities: responsabilidades
Strengths: fortalezas	Challenges: retos
Skills: habilidades, competencias.	Financial company: compañía financier
	Accomplishment: logros, exitos

Market: mercado
 Supervisors: supervisores
 Coworkers: compañeros de trabajo
 Manager: gerente
 Union: sindicato
 Full-time job: empleo de tiempo completo
 Company policy: políticas de la compañía.

Hard working person: persona dedicada al trabajo
 Work Schedule: horario de trabajo
 Part-time job: empleo de medio tiempo
 Team work: trabajo en equipo
 Evaluation: evaluación.

The résumé

A résumé is a self-advertisement that shows how your skills, experience, and achievements match the requirements of the job you want. Una hoja de vida es una auto publicidad que muestra como sus competencias, experiencia y logros son acordes al empleo deseado.



Objective	
Interested in an opportunity as an English, Spanish or Social Studies teacher.	
Education	
Master’s Program in the Teaching of English as a Foreign Language Universidad ICESI Centro Cultural Colombo Americano CALI BILINGÜE (2012)	
Universidad del Valle Cali - Colombia Undergraduate Degree in Foreign Languages English-French (2008)	
Universidad del Valle Cali - Colombia Degree in Political Studies and Conflict Resolution (2014)	
Centro Cultural Colombo Americano Cali - Colombia Teacher Training Course 2006 – 2007	
OBM Cali - Colombia Certified English Learner (2006)	
Seminar 2003 Universidad de Antioquia Medellín - Colombia Primer encuentro de licenciados formadores en lenguas extranjeras participant	
Experience	
Schools	

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Cristóbal Colón School (PUBLIC EDUCATION SYSTEM)

2010- present

Teach English as a foreign language to highschool students.

Three parts of my class: Warm up, follow up and wrap up.

Review the development process with the students. Work on four – language skills: speaking and listening, writing and reading

WASHINGTON BILINGUAL SCHOOL

▪ 2009 - 2010

- Teach Social Studies and English to primary and secondary students ages 08 to 18 years old.

- Three parts of my class: Warm up, follow up and wrap up.

- Review the development process with the students. Work on four – language skills: speaking and listening, writing and reading

Institutes**CENTRO CULTURAL COLOMBO AMERICANO**

▪ 2007- 2009

- Teach English as a second language to *teens 3 and 4* with 11 - 20 students in each class – ages 10 to 15 years old
 - Three parts of my class: Warm up, follow up and wrap up.
- Review the development process with the students. Work on four – language skills: speaking and listening, writing and reading

Academia Popular de Inglés

▪ 2002 – 2005 Cali – Colombia

Academia de orden gratuito en la que un grupo de amigos decidimos enseñar inglés a habitantes de Jamundí entre los 10 y los 70 años de edad y que obtuvo gran acogida en la comunidad con más de 300 estudiantes durante 3 años. Fue un proyecto sin remuneración económica pero con la satisfacción de sembrar semillas de esperanza y formación.

Skills & Interests

Fluent in English and proficiency in Word, Excel, PowerPoint.

I Love spending time with family.

Personal Information

Place and Date of birth	Cali – Valle
Marital status	In – law
I.D	123456789
Address	Street 12 park Avenue
Telephones	55555555
E-MAIL	Yosoycesar2013@gmail.com
Pasado judicial	456782-987

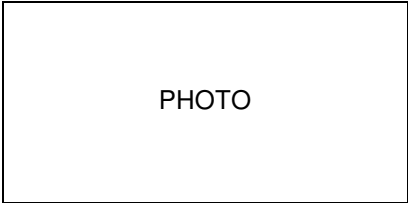
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4. Writing. Make your own résumé. Haga su propia hoja de vida



Objective	
Education	
Job Experience	
Skills & Interests	
Personal Information	
Place and Date of birth	
Marital status	
I.D	
Address	
Telephones	
E-MAIL	
Pasado judicial	

5. **Reading comprehension.** Watch and listen to the video on: <https://www.youtube.com/watch?v=TtFVaOFIOns>

SIMÓN BOLIVAR

Where was Simón Bolívar from?

Where did he die?

Why is Simón Bolívar important for Latin American history?

What countries won their independence from Spain?

What is enlightenment?

What countries were inspired by enlightenment to get freedom?

What happened in the Battle of Boyacá?

What countries made La Gran Colombia?

Make a poster about 'El Libertador'.

6. Test.

RESPONDA LAS PREGUNTAS 1 A 5 DE ACUERDO CON EL EJEMPLO

¿Dónde puede ver estos avisos?

En las preguntas 1 – 5, marque **A**, **B** o **C** en su hoja de respuestas.

Ejemplo:

0.	Drink before June 2012	A. on milk B. on bread C. on ice cream
Respuesta:		0 A B C
<hr/>		
1.	<i>Piano lessons in classroom 14 from 10 a.m. to 12 a.m.</i>	A. in a school B. in a playground C. in a bathroom
<hr/>		
2.	Do not open this door. Angry Dog	A. on a boat B. in a house C. in the street
<hr/>		
3.	Women's clothes Get two for one today	A. on a train B. in a park C. in a shop
<hr/>		
4.	Do not run here!	A. in a hall B. in a flat C. on a beach
<hr/>		
5.	LEARN TO PAINT PICTURES OF ANIMALS AND PEOPLE TODAY	A. in a soccer class B. in a drawing class C. in a computer class

RESPONDA LAS PREGUNTAS 6 A 10 DE ACUERDO CON EL EJEMPLO

Lea las descripciones de la columna de la izquierda (**6 – 10**) y las palabras de la columna de la derecha (**A – H**).

¿Cuál palabra (**A – H**) concuerda con la descripción de cada frase de la izquierda (**6 – 10**)?

En las preguntas **6 – 10**, marque la letra correcta **A – H** en su hoja de respuestas.

Ejemplo:

0. Many people go to this building to watch games.

Respuesta:

0	A	B	C	D	E	F	G	H
----------	----------	----------	----------	----------	----------	----------	----------	----------

6. All members of the same team wear this.

A. ball

7. You need this if you want to play tennis.

B. bike

C. competition

8. At the end of this there is usually one winner.

D. field

E. player

9. This is a place outdoors where you can play sports.

F. prize

G. stadium

10. If you travel on it, you will do exercise and save time.

H. uniform

7. **Vocabulary exercise.** Complete the chart.

Verb	Simple past	Past participle	Sentences
Go			
Do			
Think			
Write			
Read			
Be			
Begin			
Break			
Bring			
Build			
Buy			
Choose			
Cut			
Draw			
Drink			
Drive			
Eat			
Forget			
Get			
Give			
Have			
Hurt			
Know			
Learn			
Leave			
Make			
Meat			
Pay			

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Put			
Ride			
Run			
See			
Say			
Sell			
Send			
Sing			
Sleep			
Smell			
Speak			
Spend			
Swim			
Take			
Teach			
Tell			
Wear			
Win			

8. JOB INTERVIEW. Entrevista de trabajo. Imagine you are at a job interview.

a) Tell me about yourself (past experience, strengths): _____

b) What do you know of the company? (Previous information): _____

c) Why do you want to work there? (Aspects of the organization) _____

9. Listening. Job interview. Listen to the two (2) conversations².

Conversation # 1. Organize the conversation.

Interviewer: Yikes! Thanks for your interest in this job. We'll be getting back to you. _____

Applicant: I like to work alone on some things and then bring those things to the group. _____

Interviewer: Could you work for us in another state, if need be? _____

Applicant: I need to stay in the area because of family. _____

Interviewer: Do you value a steady job more or one that offers a chance to move ahead? _____

Applicant: Thank you so much for interviewing me this evening. _____

Interviewer: Happy to meet with you. Now, do you prefer group projects? _____

Applicant: 75,000 per year. _____

Interviewer: How much do you need to make per year? _____

Applicant: I want to grow in my job and move ahead. _____

1. Translate the conversation

² www.elfast.com