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SANTIAGO DE CALI
SECRETARÍA DE EDUCACIÓN

INSTITUCION EDUCATIVA CRISTOBAL COLÓN

Niveles: Pre-escolar, Primaria, Secundaria y Media Técnica Especialidad Comercio

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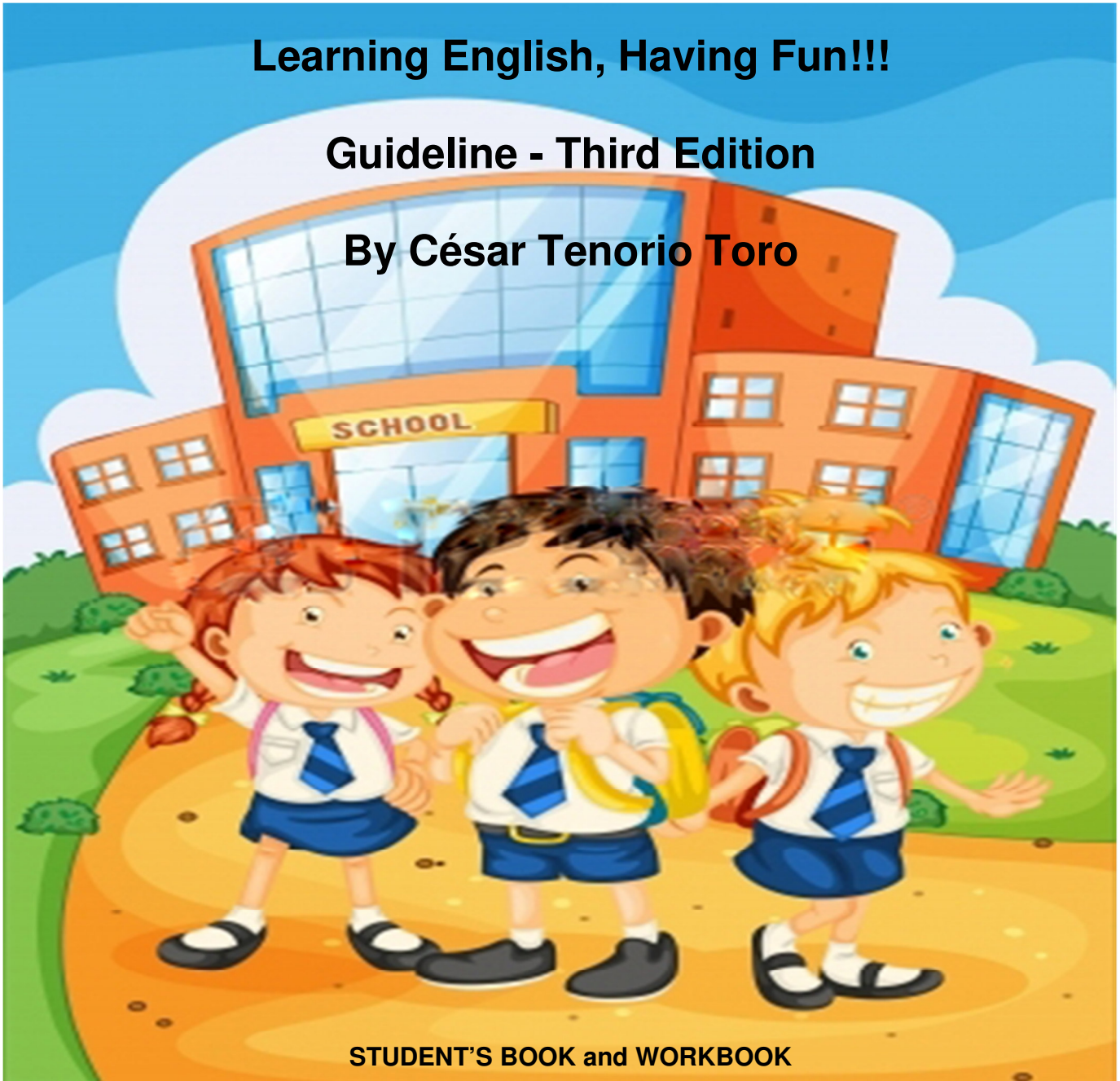
SISTEMA DE GESTION DE CALIDAD - SGC- MECI-SISTEDA



Learning English, Having Fun!!!

Guideline - Third Edition

By César Tenorio Toro



STUDENT'S BOOK and WORKBOOK

Student's name: _____ . Grade: _____

Plan of Guideline

Units	Reading / Writing	Listening / Speaking	Grammar
Names and occupations	Tell a classmate your occupation. Identify your classmates	Identify correct occupations Listen main ideas	Verb be, subject pronouns, articles (a, an), nouns.
About people	Short descriptions about people, occupation, and countries of origin. Write about relationships.	Asking and answering about people. Identify correct information.	Possessive nouns and adjectives. Wh-questions.

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 6

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. Producción oral. Se comunica de manera cordial, clara y fluida en presentaciones y conversaciones acorde al grado.

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 en la presentación de deberes académicos.	Genera dispersión en la realización de los deberes académicos.
Producción oral y escrita	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 y de lectura	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.

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 mí

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

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?: ¿PUEDO IR AL BAÑO?

What time is it?: ¿QUÉ HORA ES?

UNIT 1. NAMES AND OCCUPATIONS.

LESSON 1.

Goals: Tell a classmate your occupation. Identify your classmates

CONVERSATION.



What's your name?

Preview. What do you see? _____

Predict. What could be the text about? _____



englishhouseblog.com

Tatiana meets Mauricio¹.

Tatiana: Hi.

Mauricio: nice to meet you Tatiana.

Tatiana: bye.

Mauricio: Hello.

Tatiana: My name is Tatiana.

Mauricio: bye, bye, Tatiana.

Tatiana: Nice to meet you, too.

Mauricio: I am Mauricio, what's your name?

Organize the conversation.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

a. 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

¹ Passport 1, editorial Publishing House.

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b. Useful Expressions

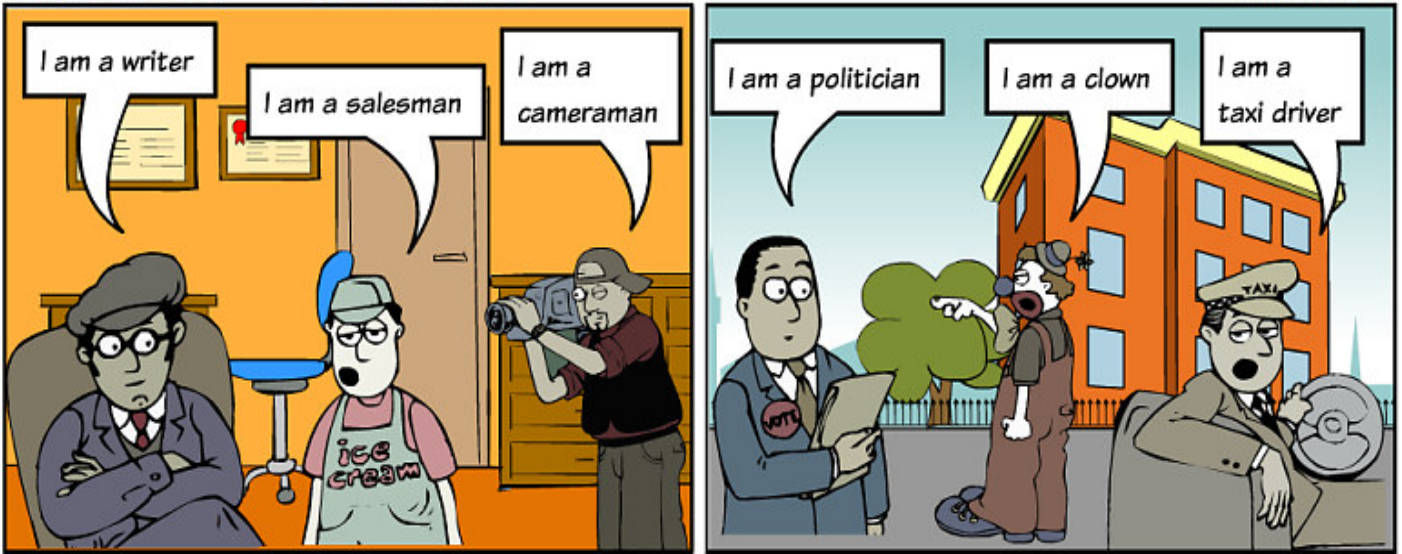


Imágenes tomadas de EnglishWillEasy.com

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WHAT DO YOU DO? - BY YOSOYCESAR2013

WWW.TOONDOO.COM



1. VOCABULARY. OCCUPATIONS. READ AND LISTEN.



A Teacher, a student, an architect, an actor, an athlete, a musician, an artist, a banker, a singer, a flight attendant.

Practice your pronunciation about occupations at <http://www.saberingles.com.ar/lists/professions.html>

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2. LISTENING. Complete the name of the occupations.

- 1) ___ accountant, 2) a _____ teller, 3) ___ dentist, 4) an _____,
- 5) ___ florist, 6) a _____ 7) ___ grocery clerk, 8) a _____ dresser,
- 9) ___ mechanic, 10) a _____ 11) ___ professor, 12) a _____,
- 13) ___ salesperson 14) a _____ 15) ___ secretary 16) a _____,
- 17) ___ nurse, 18) a _____.

3. WRITING. On your notebook write statements about the occupations. Use He or She and the verb be.
For example: *he is an accountant.*

4. GROUP WORK. (2 lines face to face). Say the name of an occupation.

5. GRAMMAR PRACTICE. Write the article a or an for each occupation.

- a) ___ bus driver b) _____ journalist c) _____ sports instructor
- d) ___ tourist guide e) ___ inspector f) _____ engineer

6. WRITING PRACTICE. Read the names and occupations. Write affirmative and negative statements.

			
Miley Cyrus	Will Smith	James Rodríguez	César Tenorio
She is an actress.			
She is not an architect.			

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7. PRACTICE. Speaking. Tell a classmate your occupation.

<p>a) What do you do? b) I'm an architect, and you? c) I'm a banker.</p>	<p>a) What do you do? b) I'm a _____, and you? c) I'm a _____.</p>
--	--

8. OCCUPATIONS  . Read and listen.

			
SHE'S A CHEF	HE'S A WRITER	SHE'S A MANAGER	SHE'S A SCIENTIST
			
HE'S A DOCTOR	HE'S AN ENGINEER	HE'S A PHOTOGRAPHER	SHE'S A PILOT

9. GRAMMAR PRACTICE. Complete each statement with a singular or plural form of be.

- a) I ___ a writer. b) you ___ not a policeman c) He ___ an architect.
 d) She ___ not a lawyer e) We ___ professors f) They ___ not scientists

10. WRITING. Circle the correct word to complete the statement.

- a) I am (a teacher, teacher, teachers) b) You are (cook, a cook, cooks)
 c) He is (engineers, engineer, an engineer) d) She is (a pilot, pilot, pilots)

11. GRAMMAR PRACTICE. Complete the conversations (am, is, are).

A: ____ they students?

A: ____ she a doctor?

A: ____ you a manager?

B: yes, _____.

B: no, _____.

B: yes, _____.

LESSON 2.

12. THE ALPHABET.



Read and listen.



13. LISTENING COMPREHENSION.



Listen. Circle the letter you hear.

1. A – E	2. B – F	3. M – N	4. I – O	5. Z – Y
6. C – S	7. H – F	8. S – X	9. B – V	10. G – J
11. R – N	12. Q – K	13. E – D	14. S – H	15. P – E

14. Pair work. Go to <http://www.hangman.learningtogether.net> and practice while you play.

15. **LISTENING.**  Listen and read. Practice more at

<http://www.learning-english-online.net/pronunciation/the-english-alphabet/>

A = [eɪ] (a - n - d)
(a - f - t - e - r)
(a - p - p - l - e)

B = [bi:] (b - a - n - a - n - a)
(b - a - t - h - r - o - o - m)
(b - o - y)

C = [si:] (c - a - r)
(c - o - a - t)
(c - o - l - o - u - r)

D = [di:] (d - o - g)
(d - r - e - a - m)
(d - o - l - l - a - r)

E = [i:] (e - l - e - p - h - a - n - t)
(e - y - e)
(e - x - t - r - e - m - e)

16. **LISTENING COMPREHENSION.**  Listen and write the words.

1. Receptionist: Your name is ____ Lee?

Tourist: that's right.

Receptionist: and how do you spell your first name Mr Lee?

Tourist: it's _____

Receptionist: ok, thank you.

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2. Interviewer: _____ Brown. Your first name is spelled _____?

Applicant: no, my name is spelled _____.

Interviewer: I am sorry, could you repeat that?

Applicant: yes, it's _____.

Interviewer: got it. Thanks.

3. Reporter: my name is _____ Jones.

Supervisor: thank you, _____ that's _____....

Reporter: no, it's spelled _____

Supervisor: oh, excuse me _____

Reporter: that's right.

4. Teacher: your name please.

Students: It's _____ Simpson.

Teacher: is that KATHERINE?

Student: no, it's _____.

Teacher: oh, so it's _____ . Thank you Miss Simpson.

5. Consultant: and what's your first name please?

Accountant: it's _____.

Consultant: It's your name spelled CHRIS?

Accountant: no, it's spelled _____, with the K.

Consultant: _____ with the K, thanks.

Find more at <http://www.ivoox.com/>

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17. ROLE PLAY. Students make two circles, a big and a small one. They spin as they spell their names and a profession to a classmate.



18. LISTENING COMPREHENSION. Listen to the conversations. Write the number of the conversations in the boxes.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



19. LISTENING COMPREHENSION. Listen and complete the information.

- DOCTOR: WHAT'S YOUR NAME?
- PATIENT: _____
- DOCTOR: CAN YOU SPELL THAT?
- PATIENT: _____
- DOCTOR: WHAT'S YOUR SURNAME?
- PATIENT: _____
- DOCTOR: CAN YOU SPELL THAT?
- PATIENT: _____
- DOCTOR: _____
- PATIENT: THAT'S RIGHT.

fppt.com

For more practice go to <http://www.hello-world.com/English/games/spelling.php/?activity=profession>

20. Pair work. Choose one famous person from the board. Look information about him/her and write on the form. Introduce him/her to the class.

Name:
Spell:
Occupation:

21. Group work. Now talk to your classmates and write the information you found.

Name:
Spell:
Occupation:

Name:
Spell:
Occupation:

Name:
Occupation:

Name:
Spell:
Occupation:

Name:
Spell:
Occupation:

Name:
Spell:
Occupation:

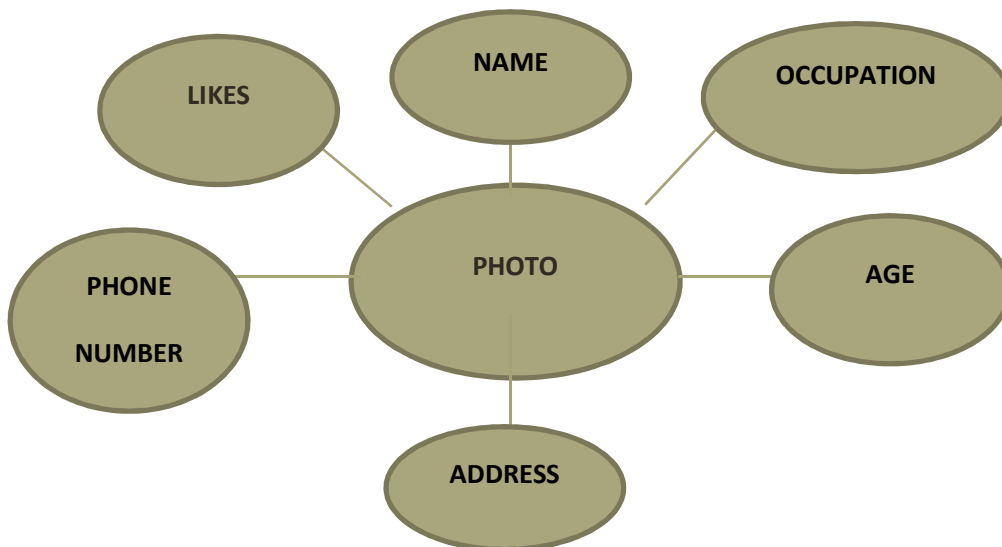
22. Integrated skills. Answer the questions about these famous people.



- a. Is Mr. Obama a rap singer or a politician? _____
- b. What is Lionel Messi's occupation? _____
- c. Are Maluma and Ben Stiller famous artists? _____
- d. Is Ben Stiller an actor? _____
- e. What is Maluma's real name? _____
- f. Is Messi an athlete? _____
- g. How old is Mr. Obama? _____

EXTENSION.

WRITING. Complete the mind map with information of your parents or relatives.



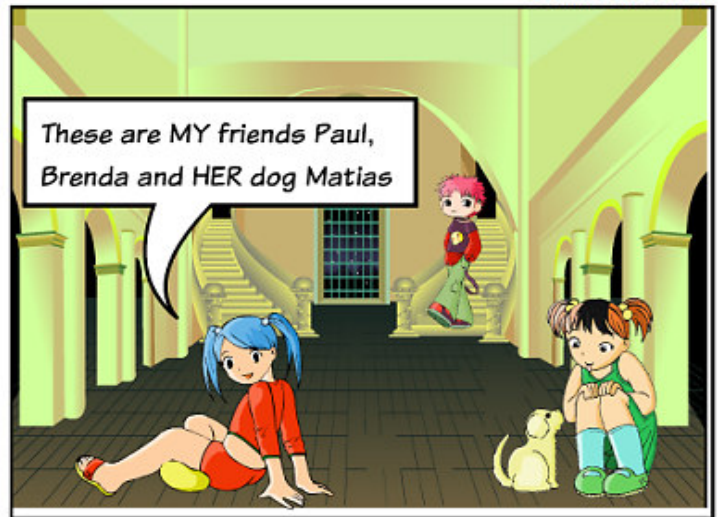
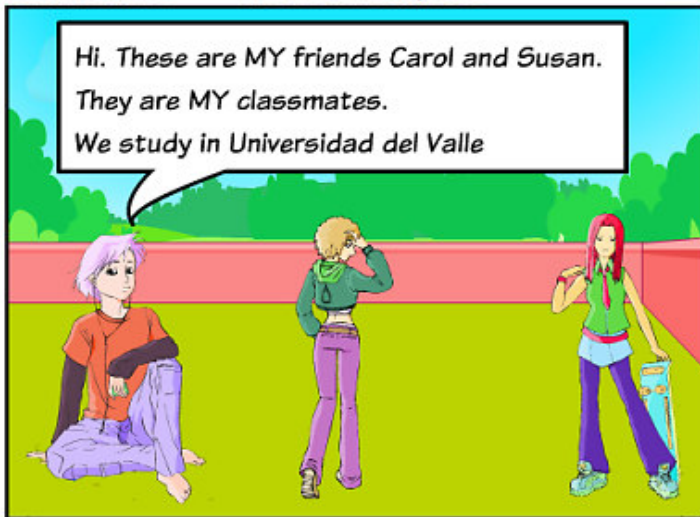
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UNIT 2. NEW PEOPLE




LESSON 1.

Goals: Introduce people. Get information about someone.

NEW PEOPLE - BY YOSOYCESAR2013



23. GRAMMAR. Possessive nouns, adjectives and pronouns.

	one ball	more than one ball
one boy	 the boy's ball	 the boy's balls
more than one boy	 the boys' ball	 the boys' balls

Personal Pronouns	Possessive Adjectives	Possessive Pronouns
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	its
we	our	ours
you	your	yours
they	their	theirs

Circle the correct word to complete each sentence.

Mr. Tenorio is (my/I) English teacher.	Andrea is (your/yours) mother.
Pablo is (his/he) Spanish teacher.	(her/hers) boyfriend is from Colombia.
We love (our/ours) school.	Are (they/their) doctors?
Are those shoes (your/yours)?	Diana is (my/she) best friend.

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24. LISTENING COMPREHENSION.



Listen to the conversations and write the relationships.

Claudia is her	Esteban is my
Mario is his	Marcela is your
Daniela and Adriana are their	Katherine is our

LESSON 2.

Get someone's contact information.

CONTACT - BY YOSOYCESAR2013



25. Numbers to the board! Type: vocabulary. Skills: listening and reading. Level: beginners. 15'

Two students stand at the board giving it the back. Teacher has previously written numbers indifferently. Immediately the teacher says any number, the students turn to circle the number. The idea is to do it faster and to increase difficulty.

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26. LISTENING COMPREHENSION.

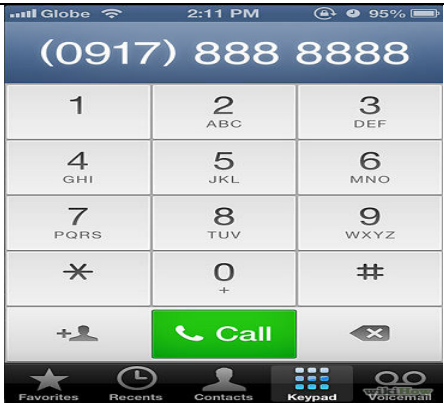



Listen to the conversations. Write the information.

Name	Phone number	E-mail

27. INTEGRATED PRACTICE. Complete the questions.

 <p>http://www.housenameplates.org/home-address-signs</p>	 <p>© Can Stock Photo http://www.canstockphoto.com/images-photos/telephone-number.html</p>	 <p>http://www.artflakes.com/en/products/young-man-working-at-computer</p>
<p>What is his _____? It is 45 Warner Street.</p>	<p>What is her _____? It is 683-25489</p>	<p>What is his _____ address? It is mynameis@gmail.com</p>

 <p>http://www.wikihow.com/Make-Phone-Calls-With-the-iPhone-4</p>	<p>username@domain</p> <p>http://www.webdevelopersnotes.com/basics/personal-email-address.php</p>	 <p>http://optimus5.com/index.php?page=search/images&search=house-photos-by-address&type=images</p>
<p>What is her phone number? _____.</p>	<p>What is her e-mail address? _____.</p>	<p>What is his address? _____.</p>

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28. Group work. Now talk to your classmates and write the information you found.

Name:
address:
Phone number:
e-mail address:

Name:
address:
Phone number:
e-mail address:

Name:
address:
Phone number:
e-mail address:

29. Reading. Extra reading comprehension questions.

Mr. Obama is

a. An American ex-president.	b. An American baseball player.	c. A politician.
------------------------------	---------------------------------	------------------

Lionel Messi is

a. From Argentina.	b. A famous soccer artist.	c. A Barcelona fan.
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Ben Stiller is

a. A rap singer.	b. An American actor.	c. A Colombian sportist.
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Miley Cyrus is

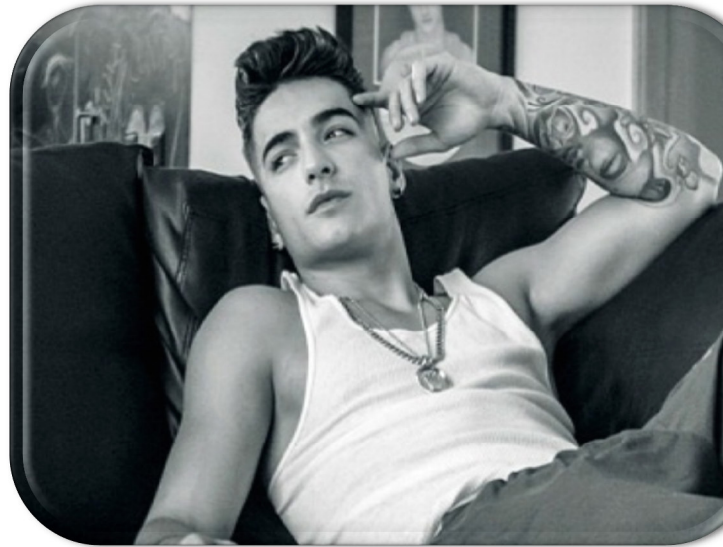
a. An architect.	b. Works in Disney Channel	c. Is an actress and a singer
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EXTENSION. Reading. Read about three famous people



This is Taylor Swift.
Where is she from?
She is from The United States.
What is her occupation?
She is a singer.

http://www.chismesdefamosos.net/2015_08_01_archive.html



This is Maluma. He is from Colombia.
What does he do? He is a singer.

<http://bachata24k.com/maluma-y-el-secreto-detras-de-sus-tatuajes/>



This is Iggy Azalea. She is Australian. What 's her occupation? She is a rap singer, composer and a model.

<http://www.mundotkm.com/hot-news/479397/iggy-azalea-llene-una-super-noticia-para-darnos>

Is Taylor Swift a Colombian artist?	Yes / no	Is Maluma a rap singer?	Yes / no	Does Maluma play the guitar?	Yes / no
Is Iggy Azalea from the United States?	Yes / no	Is Miss. Swift an architect?	Yes / no	Is Iggy Azalea a model?	Yes / no

30. Project. Find information of a famous Colombian or American artist, politician, and athlete. Be ready to present it to the class.

FACEBOOK FRIENDS

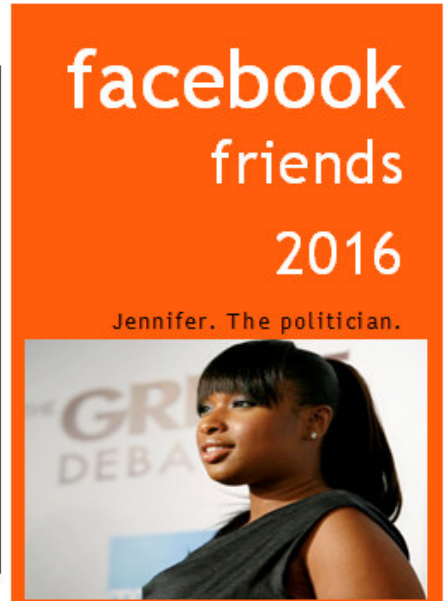
Número #



MARY. The pianist.



HELGA. The German woman.



Jennifer. The politician.

READING TIME

On this number...

Meeting New Friends

By César Tenorio Toro

1. Mary, 24 years old, comes from Scotland and would like to find a pen pal who comes from East Europe. She likes playing the piano and listening to jazz music. She is interested in history but does not like discussing politics.

2. Kim Lee, 19 years old, comes from Seoul, South Korea. Kim loves traveling and hopes to visit Great Britain in the future. He would like a pen pal who is interested in discussing the differences between life in Europe and life in Asia. He loves listening to pop music and playing football in his free time.

3. Pietro, 42 years old, comes from Argentina. He is a businessman and would like to find a pen pal who is also a businessperson and lives in North America. He is married with three children and likes using the Internet in his free time.

4. Helga, 31 years old, comes from Germany and speaks French, English and Russian. She would like a pen pal who is interested in exchanging ideas about language learning. She does not like using computers for learning and believes that language learning can only happen in a classroom.

5. Jennifer, 18, comes from New Orleans in the United States. She is interested in discussing the political differences between East Europe and North America. She loves riding her horse, Jackie, and listening to jazz music.

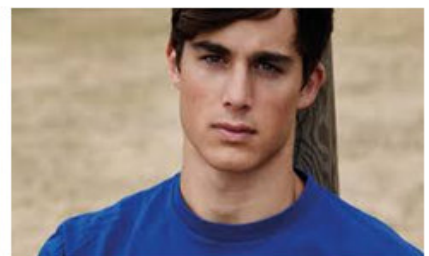
6. Alessandro, 25 years old, comes from Rome. He is interested in finding a pen pal who speaks different languages and can exchange ideas on using the computer for learning purposes. He likes playing tennis and football in his free time.



The Korean model . KIM LEE



The argentinian. PIETRO
Alessandro. The Italian.



31. Grammar. Write the correct possessive adjectives.

- a. Miss Zapata is Mr. Tenorio’s student. Mr. Tenorio is her teacher.
- b. Mr. Tenorio is Miss Zapata’s teacher. Miss Zapata is _____ student.
- c. James Rodríguez plays in Spain. Real Madrid is _____ team.
- d. Are those _____ shoes. You wear them every day.
- e. Are they driving a red or blue car? I think _____ car is the red one.
- f. What’s your name? _____ name is Stephanie.

32. Writing. Complete the sentences about people. Example. Shakira: She is a singer. She is from Colombia.

- a. Barack Obama: _____
- b. Ariana Grande: _____
- c. Bill Gates: _____
- d. Albert Einstein: _____
- e. Pope Francisco: _____
- f. Walt Disney: _____
- g. Cristiano Ronaldo: _____
- h. Simón Bolívar: _____

33. Writing. Complete the questions.

- a. _____ your name?
- b. _____ you from?
- c. _____ his mail address?
- d. _____ her phone number?
- e. _____ your birthday?
- f. _____ your best friend?
- g. _____ your mother?

34. Reading. Complete each question with the correct possessive adjective.

<p>a. What’s _____ name? I am Mrs. Sánchez.</p>	<p>b. What’s _____ last name? My last name is Gutierrez.</p>
<p>c. What’s _____ mail address? John’s mail address is noname@net.com</p>	<p>d. What’s _____ phone number? Sandra’s number is 333-12345</p>

35. Writing. Create a conversation for the people in the pictures.



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<http://seeker9.com/people-with-speech-bubbles-vector/>



<http://thefamilydinnerproject.org/blog/family-blog/good-reasons-talk-teen-table/attachment/talking-bubbles/>

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36. **Listening and writing.** Read, listen and complete the song. Then sing it in the karaoke version.

To see the video go to <https://www.youtube.com/watch?v=mAIO14LZKwc>

SING IT
IN THE
KARAOKE VERSION!

Excuse Me Please (Top Notch Pop)

Excuse me - please excuse me.

What's your _____? What's your _____?

I would love to get to know you, and I hope you feel the same

I'll give you my _____

Write to me at my dot com

You can send a note in English so I'll know who it came from

Excuse me - please excuse me

What's that 0078?

Well, I think the class is starting, and I don't want to be late.

But it's really _____.

I'll be seeing you again.

Just call me on ___ cellphone

When you're looking for a friend.

Excuse me - please excuse me.

What's your _____? What's your _____?

I would love to get to know you, and I hope you feel the same,

So welcome to the _____

There's a sit right over there.

I'm sorry, but you're sitting in our teacher's favorite chair.

Excuse me - please excuse me.

What's your _____? What's your _____?

SING IT
IN THE
KARAOKE VERSION!

Material realizado por César Tenorio Toro.

Licenciado en Lenguas Extranjeras Inglés-Francés, Universidad del Valle.

Profesional en Estudios Políticos y Resolución de Conflictos, Universidad del Valle.

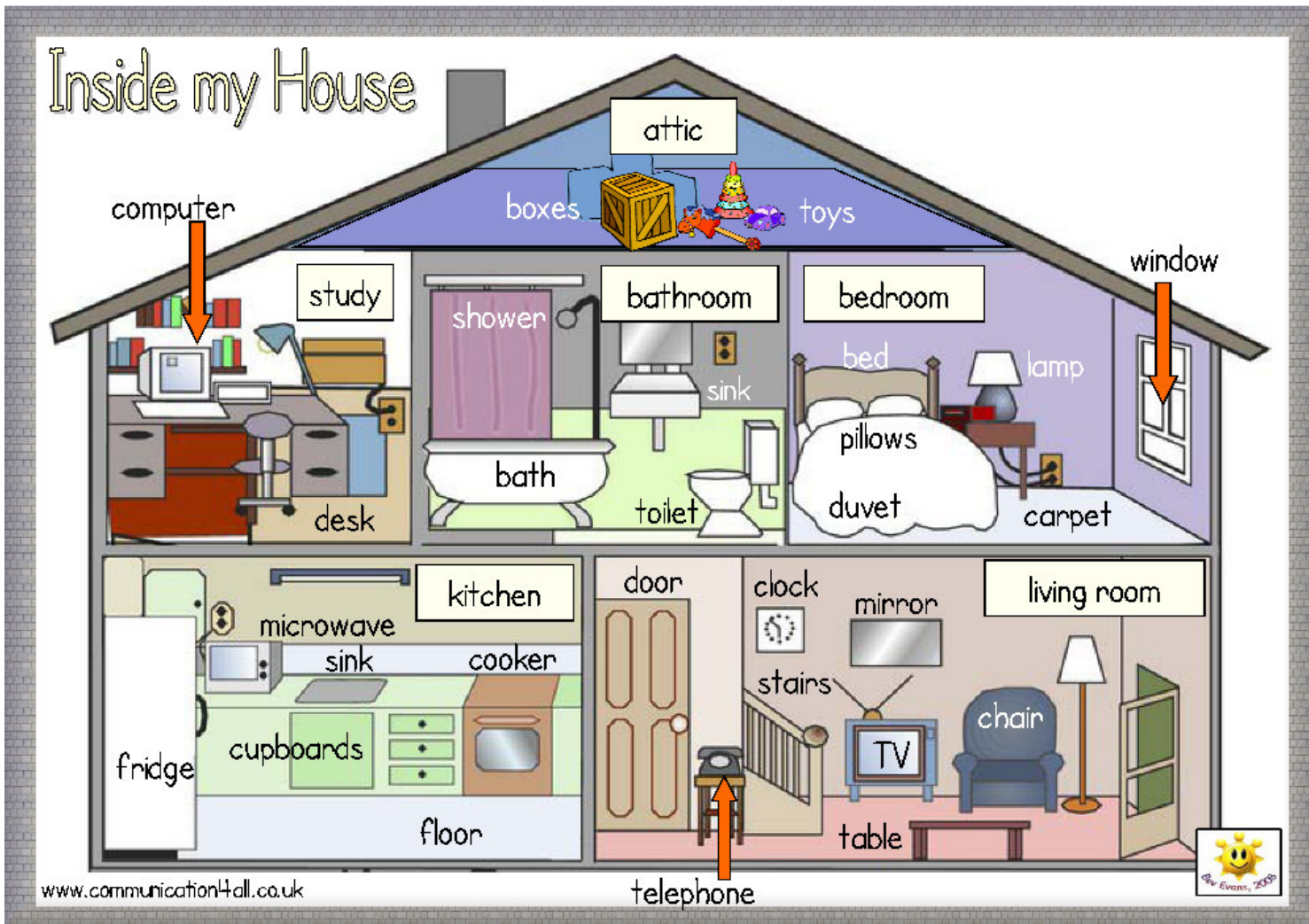
LESSON 3
My lovely house.



37. **Bingo.** Type: thematic. Skills: listening and reading.

Every student will be given a bingo card. The teacher or the caller picks and show a picture or word. Students mark the called image if it is on the card. Once a predetermined pattern is made on a card, the child with that card calls out BINGO.

38. Parts of the House.



Tomado de <http://www.educa2.madrid.org>

Answer the questions. Conteste las preguntas.

Where is the desk? It is in _____

Where are the toys? They are in _____

Where is the toilet? It is in _____

Where is the bed? It is in _____

Where is the microwave? It is in _____

Where is the table? It is in _____

Material realizado por César Tenorio Toro.

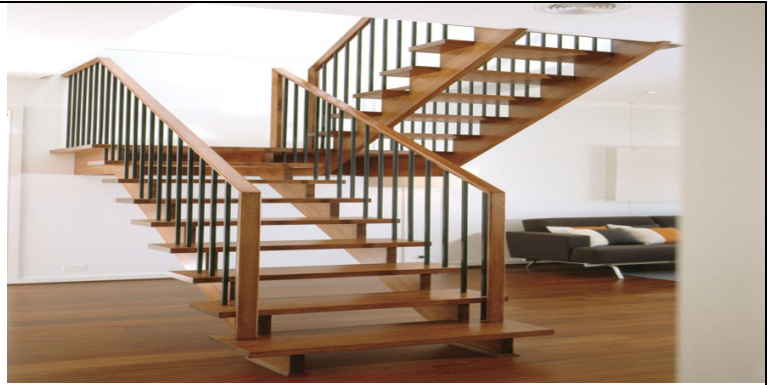
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39. Reading. What part of the house is this?...



a) The garage b) the garden c) the living room



a) the kitchen b) the stairs c) the bedroom



a) the bathroom b) the backyard c) the hall



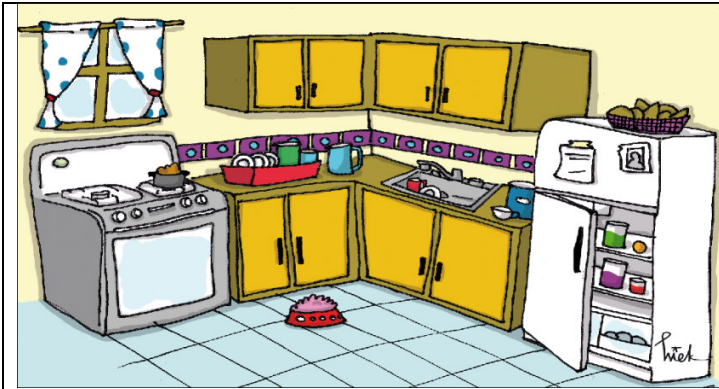
a) the attic b) the study area c) the balcony



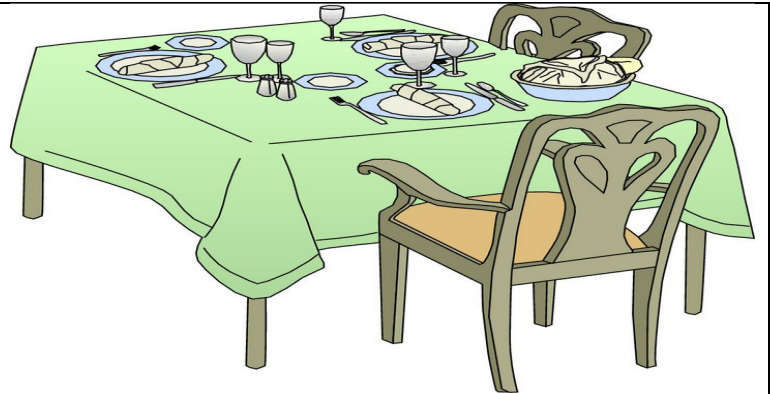
a) the livingroom b) the diningroom c) the garden



a) the bedroom b) the bathroom c) the pool



a) the diningroom b) the attic c) the kitchen



a) the kitchen b) the diningroom c) the livingroom



a) the backyard b) the garden c) the pool



a) the backyard b) the front garden c) the hall



a) the balcony b) the livingroom c) the bedroom



a) the backyard b) the pool c) the garden