

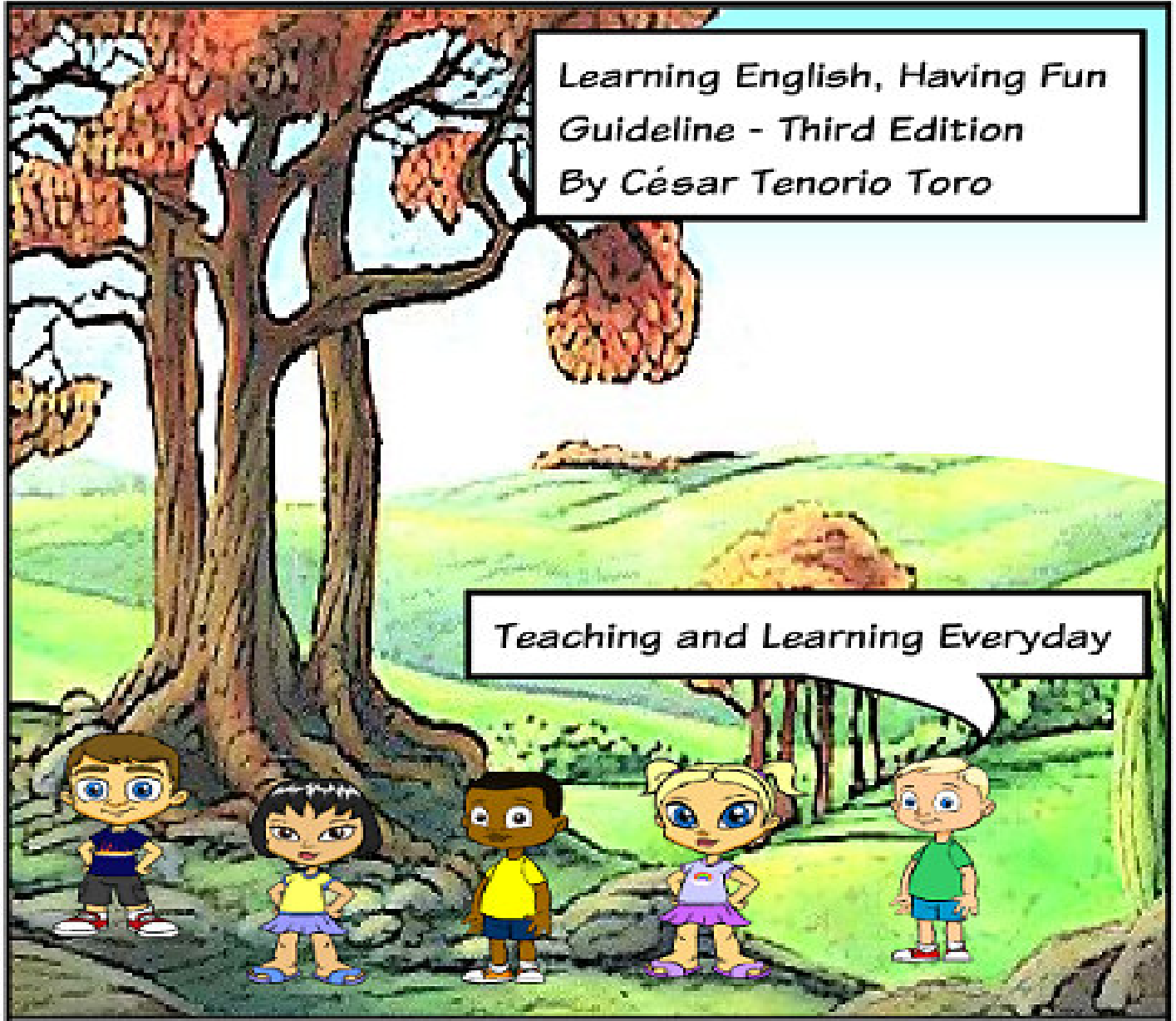


ALCALDÍA DE  
SANTIAGO DE CALI  
SECRETARÍA DE EDUCACIÓN

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



## CHICAGO - BY YOSOYCESAR2013



WWW.TOONDOO.COM

### STUDENT'S BOOK and WORKBOOK

Student's name: \_\_\_\_\_ . Grade: \_\_\_\_\_

Material realizado por César Tenorio Toro.  
Licenciado en Lenguas Extranjeras Inglés-Francés, Universidad del Valle.  
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## Plan of Guideline

Units	Reading / Writing	Listening / Speaking	Grammar
Past events	Describe past activities Describe the live of a famous	Listening for main ideas	The Simple Past

### 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 PERIODO GRADOS 8°

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 expresa de manera cordial 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 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.

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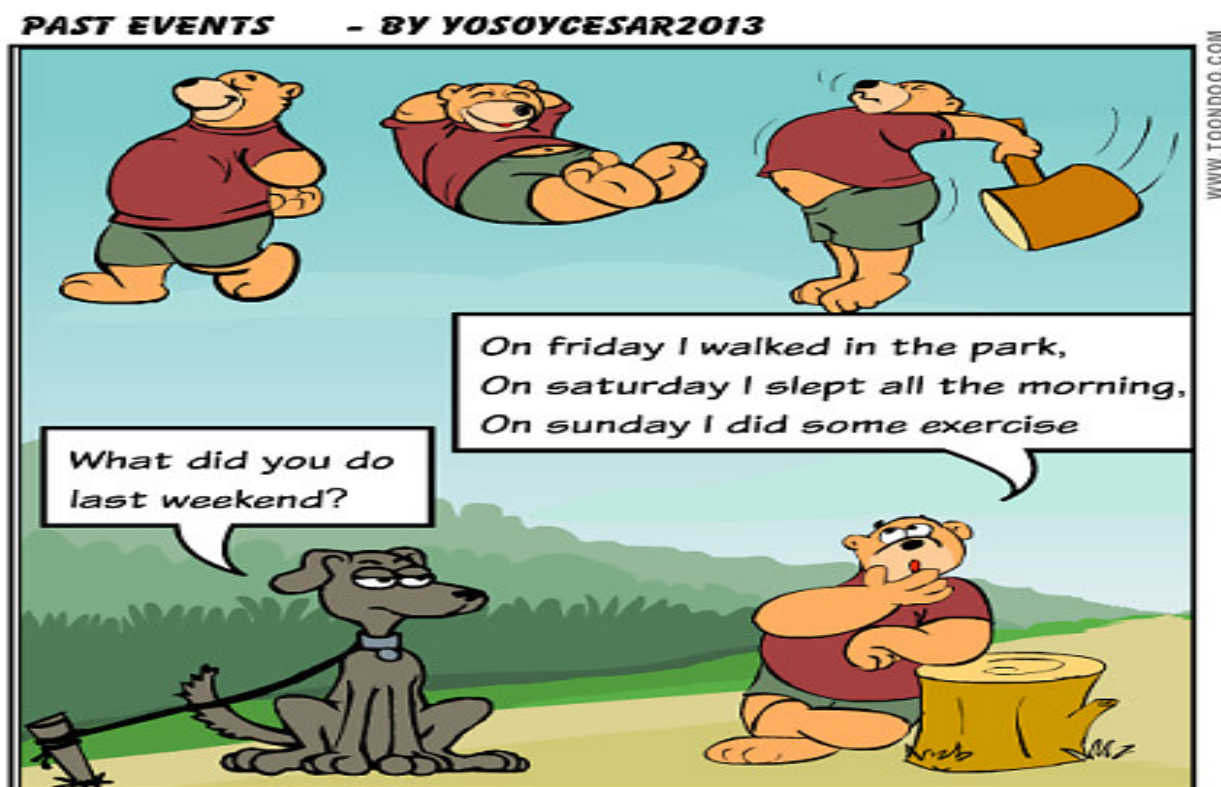
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Unit 1. Past events. LESSON 1. Tell someone about a past event.

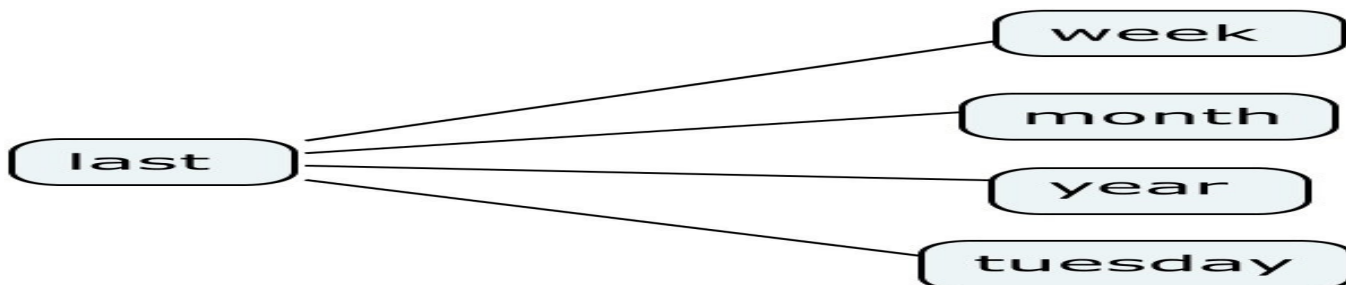
Goals

1. Tell someone a past event
2. Describe past activities
3. Talk about outdoor activities



1. VOCABULARY. READ AND LISTEN.

The day before yesterday	Yesterday
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## 2. GRAMMAR. THE PAST TENSE OF BE.

AFFIRMATIVE	NEGATIVE	INTERROGATIVE
I was	I was not/wasn't	Was I?
You were	You were not/weren't	Were you?
He was	He was not/wasn't	Was he?
She was	She was not/wasn't	Was she?
It was	It was not/wasn't	Was it?
We were	We were not/weren't	Were we?
You were	You were not/weren't	Were you?
They were	They were not/weren't	Were they?

SHORT ANSWERS

Yes, I was.  
No, I wasn't.

### The simple past tense

SIMPLE PAST TENSE (Pasado Simple)					
MODO AFIRMATIVO		MODO INTERROGATIVO		MODO NEGATIVO	
I played	Yo jugué	Did I play?	¿Jugué yo?	I did not play	Yo no jugué
You played	Tú jugaste	Did you play?	¿Jugaste tú?	You did not play	Tú no jugaste
He played	Él jugó	Did he play?	¿Jugó él?	He did not play	Él no jugó
She played	Ella jugó	Did she play?	¿Jugó ella?	She did not play	Ella no jugó
It played	Él/Ella jugó	Did it play?	¿Jugó él / ella?	It did not play	Él / Ella no jugó
We played	Nosotros jugamos	Did we play?	¿Jugamos nosotros?	We did not play	Nosotros no jugamos
You played	Ustedes jugaron	Did you play?	¿Jugaron ustedes?	You did not play	Ustedes no jugaron
They played	Ellos jugaron	Did they play?	¿Jugaron ellos?	They did not play	Ellos no jugaron

### 3. GRAMMAR PRACTICE.

With a partner, take turns asking and answering the questions about the calendar. Today is June 21.

1. What day was yesterday? Example: "yesterday was June 20"
2. What day was six days ago? \_\_\_\_\_
3. What day was one month ago? \_\_\_\_\_
4. What day was the day before yesterday? \_\_\_\_\_
5. What were the dates of last Saturday and Sunday? \_\_\_\_\_
6. What day was two months ago? \_\_\_\_\_



4. **LISTENING COMPREHENSION.** Listen to the conversations about events. Then listen again and circle the correct day or month.


Today is Sunday, then the party was on ( **Saturday** / **Friday** / **Thursday** )

Today is January, then their birthdays were in ( **February** / **January** / **December** )

Today is Friday, then the game was on ( **Monday** / **Thursday** / **Wednesday** )



5. **CONVERSATION MODEL.** Read and listen.

- |   |  |
|---|--|
| <p>A. Where were you last night?<br/>B. What time?<br/>A. At about 8:00<br/>B. I was at home. Why?<br/>A. Because there was a great party at Celia's house.<br/>B. There was? Too bad I wasn't there!</p> |  |
|---|--|





6. **PAIR WORK.** Complete the conversation with places or events in your town.

A. Where were you \_\_\_\_\_?

B. What time?

A. At about \_\_\_\_\_

B. I was at \_\_\_\_\_. Why?

A. Because there was a \_\_\_\_\_ at \_\_\_\_\_.

B. There was? Too bad I wasn't there!

### LESSON 2. Describe past events.

7. **GRAMMAR PRACTICE.** Complete the e-mail. Use the simple past tense and the past tense of be.

**New Message** — ↗ ✕

Recipients yosoycesar2013@gmail.com

Subject DESCRIBE PAST EVENTS

Hi, César: yesterday was very busy. In the morning I \_\_\_\_\_ (wake up) at 5:00.  
I \_\_\_\_\_ (take) a shower and then I \_\_\_\_\_ (have) breakfast. Then I \_\_\_\_\_  
(work) until noon. After lunch I \_\_\_\_\_ (listen) to the weather report. The weather  
\_\_\_\_\_ (be) warm, so I \_\_\_\_\_ (invite) all my friends here. We \_\_\_\_\_ (talk)  
together for a while. Then María \_\_\_\_\_ (play) the guitar while her boyfriend Pablo  
\_\_\_\_\_ (sing) a ballad song. Some of my friends \_\_\_\_\_ (check) their e-mails while Dario  
\_\_\_\_\_ (read) a sports magazine. At the end of the day, my boyfriend came home and  
he \_\_\_\_\_ (bring) pizza for all of us. Susan \_\_\_\_\_ (serve) the drinks and Laura the sauce.  
After dinner my friends \_\_\_\_\_ (leave) home and I \_\_\_\_\_ (study) for Mr. Tenorio's  
class. I hope to see you soon.

**Send** ⌨ | 📎 + | 🗑️ | ▾



8. **LISTENING.** Read and pronounce.

Buy	<b><u>Bought</u></b>	Eat	<b><u>Ate</u></b>	Read	<b><u>Read</u></b>
Come	<b><u>Came</u></b>	Get	<b><u>Got</u></b>	Say	<b><u>Said</u></b>
Cut	<b><u>Cut</u></b>	Go	<b><u>Went</u></b>	See	<b><u>Saw</u></b>
Do	<b><u>Did</u></b>	Have	<b><u>Had</u></b>	Take	<b><u>Took</u></b>
Drink	<b><u>Drank</u></b>	Make	<b><u>Made</u></b>	Think	<b><u>Thought</u></b>
Drive	<b><u>Drove</u></b>	Put	<b><u>Put</u></b>	Write	<b><u>Wrote</u></b>

9. **GRAMMAR PRACTICE.** Complete the conversations. Use verbs in the simple past tense.

Conversation 1	Conversation 2
<p>A. Where _____ on Saturday? (Your / family / go)</p> <p>B. _____ to the movies (we / go). _____ a good family movie (we / see).</p> <p>A. _____ out to eat afterwards (you / go).</p> <p>B. Yes, we did. _____ Indonesian food (we / eat). _____ a lot of pepper (it have).</p> <p>A. But I _____ (think) your husband _____ (not like) peppery food.</p> <p>B. He does not usually like peppery food, but he ____ (eat) a little.</p>	<p>A. Who _____ (take) out the garbage this morning?</p> <p>B. Actually, Laura _____ (take) it.</p> <p>A. And who _____ (do) the laundry?</p> <p>B. I am not sure. But I think Laura _____ (do) the laundry this morning too.</p> <p>A. That's great, but _____ (you / do) any household chores?</p> <p>B. Me? Last week _____ (I / do) all the chores: I _____ (go) shopping, and I _____ (come) home early, and I _____ (make) dinner every night.</p>

10. Read the story and complete the chart. <https://www.youtube.com/watch?v=TKaBRrs-kM>

Alice in Wonderland.

Parts of the city / house	animals	New vocabulary	adjectives	food	characters
Garden	Rabbit	Fig Roam Fall Cry out Shrink Grab Run Grow Take a bite	Beautiful	Cake	Alice



11. **CONVERSATION MODEL.** Read and listen.

<p>A. So, what did you do yesterday?</p> <p>B. Well, I got up at seven, I made breakfast, and then I went to work.</p> <p>A. What about after work? Did you do anything special?</p> <p>B. Not really. I just made dinner and watched a movie.</p>	
--	--

12. **PAIR WORK.** Complete the conversation.

- A. So, what did you do \_\_\_\_\_?
- B. Well, I \_\_\_\_\_, I \_\_\_\_\_, and then I \_\_\_\_\_.
- A. What about \_\_\_\_\_? Did you do anything special?
- B. Not really. I just \_\_\_\_\_ and \_\_\_\_\_.

13. **GAME TIME.** Form two teams. Two students stand at the board and circle the verbs the teacher says. The first students in doing it will have the chance to make a sentence in past with the group.



14. **DICTATION.** Listen and write in your notebook. **Part 1.**

**Rafaela, Mexico.**

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**15. VOCABULARY.** Write the past of the verbs and meaning.

Verb	Simple past	Sentences
Go	Went	César went to a concert two days ago.
Do		
Think		
Write		
Read		
Be		
Begin		
Break		
Bring		
Build		
Buy		
Choose		
Cut		
Draw		
Drink		
Drive		
Eat		
Forget		
Get		
Give		

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Have		
Hurt		
Know		
Learn		
Leave		
Make		
Meat		
Pay		
Put		
Ride		
Run		
See		
Say		
Sell		
Send		
Sing		
Sleep		
Smell		
Speak		
Spend		



**16. DICTATION. Listen and write in your notebook. Part 2.**

**Jeremy, Jamaica.**

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**17. CONVERSATION MODEL.**



Read and listen.

- A. Did you have a good weekend?  
B. Let me think... oh, yeah. We had a great weekend.  
A. What did you do?  
B. Well on Saturday we went bike riding and to a movie. Then on Sunday, we went for a drive. What about you?  
A. Well the weather was great, so we went for a walk on Saturday. And on Sunday we went to the beach.



**18. DICTATION. Listen and write in your notebook.**



**Part 3.**

**CLIFFORD, Canada.**

**19. LISTENING.**



. Read, listen, complete and chant.

**20. NOTEPADDING.** On your notebook, write what you did on the weekend.

**21. SPEAKING PRACTICE.** Ask your partner questions about an activity in the past. Use past-time expressions. Ideas: where did you go last vacation? What did you do? Who were you with? When did you travel?

## 22. My Favorite Day

Last night we \_\_\_\_\_ (1) together. It seems so long ago.  
And we just talked and \_\_\_\_\_ (2). Where did the time go?  
We \_\_\_\_\_ (3) the moonlit ocean, across the sandy beach.  
The waves of summer fell, barely out of reach.

### (CHORUS)

**Yes, that was then, and this is now,  
And all I do is think about yesterday, my favorite day of the week.**

When I \_\_\_\_\_ (4) this morning, my feelings were so strong.  
I put my pen to paper, and I \_\_\_\_\_ (5) this song.  
I'm glad I got to know you. You really \_\_\_\_\_ (6) me smile.  
My heart belonged to you for a little while.

### (CHORUS)

It \_\_\_\_\_ (7) wonderful to be with you. We had so much to say.  
It was awful when we waved good – bye. Why \_\_\_\_\_ (8) it end that way?  
**Options: walked – saw – wrote – was – talked – woke up – made – did**

23. **Reading time.** Follow the link and complete the chart. "The Woman Who Dissapeared".

<https://englishmadeeasy.mybluemix.net/eme/index.htm#library-page-1>

Pre-reading strategies.

What can you see in the picture? What vocabulary is familiar? What is the text going to be about?

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Complete the chart with the story "The Woman Who Dissapeared".

Who	Where	When	Main facts



24. **Integrated skills.** Finding a reason. Type: group work. Skills: reading, writing, listening, and speaking.

Teacher pastes several hints questions around the classroom or school. Students form groups of 4 students. Each group chooses 1 student for a specific skill (reading, speaking, listening, and writing). After finding all the hints, they get together and solve the questions or problems.

25. **Play time!** Go to <https://learnenglishkids.britishcouncil.org/en/grammar-games/past-simple-endings> and practice while you learn.

## 26. Reading comprehension

### 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.

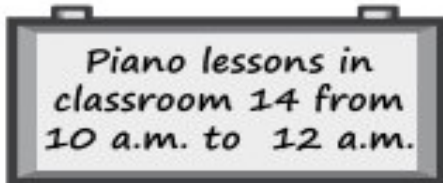


- A. on milk
- B. on bread
- C. on ice cream

Respuesta:

0	A	B	C
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1.



- A. in a school
- B. in a playground
- C. in a bathroom

2.



- A. on a boat
- B. in a house
- C. in the street

3.



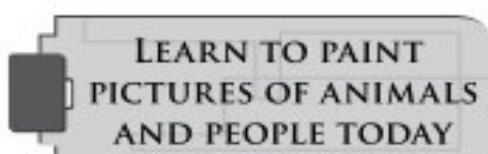
- A. on a train
- B. in a park
- C. in a shop

4.



- A. in a hall
- B. in a flat
- C. on a beach

5.



- A. in a soccer class
- B. in a drawing class
- C. in a computer class



# Extension

27. **Reading.** Story time. Listen to the story and choose the correct option.

## Little Red Riding Hood

<http://www.martinus.sk/?uitem=17853>



Little Red Riding Hood lived in a wood with her mother. One day Little Red Riding Hood (went / go) to see her granny. She (have / had) a nice cake in her basket.

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On her way Little Red Riding Hood (met / meet) a wolf.

“Hello!” Said the wolf. “Where are you going?”  
I’m going to see my grandmother.

She lives in a house behind those trees.



The wolf (run / ran) to granny’s house, and ate  
Granny up. He got into Granny’s bed.

A little later, Little Red Riding Hood reached the  
house.



She (look / looked) at the Wolf.

“Granny, what big eyes you have!”

“All the better to see you with!” said the Wolf.

“Granny, what big ears you have!”

“All the better to hear you with!” said the Wolf.

“Granny, what a big nose you have!”

“All the better to smell you with!” said the Wolf.

“Granny, what big teeth you have!”

“All the better to eat you with!” shouted the Wolf.





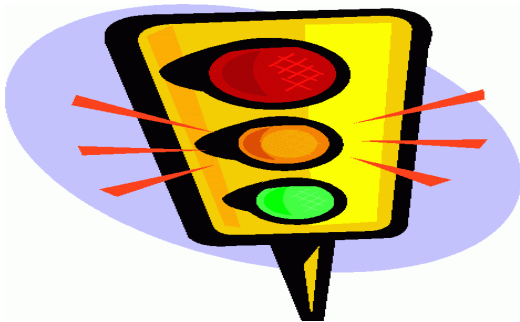
A woodcutter (were / was) in the wood. He heard a loud scream, and ran to the house. The woodcutter hit the wolf over the head. The wolf opened his mouth wide and (shouted / shout) – and Granny jumped out. The wolf ran away, and Little Red Riding Hood never saw the wolf again.



**28. COMPRENSIÓN DE GRÁFICAS**

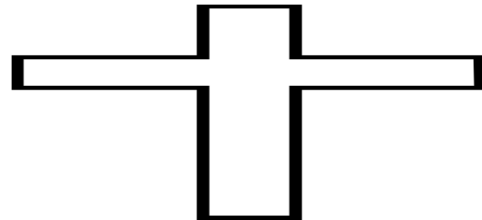
¿Dónde puede ver estos avisos?

1.



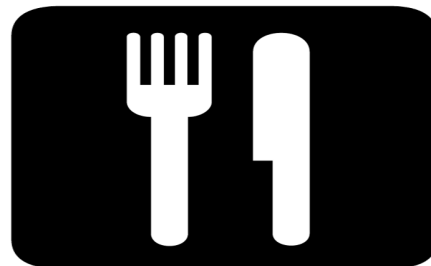
- A. At school
- B. In a hospital
- C. On the street

2.



- A. Clothes store
- B. Restaurant
- C. Church

3.



- A. In a classroom
- B. In a restaurant
- C. In the bathroom

4.



- A. In the park
- B. At the zoo
- C. In a stadium

5.



- A. Turn right
- B. Turn left
- C. Do not turn right

### 1. MATHEMATICS

1. Which number is a factor of 4?
- a. 6
  - b. 12
  - c. 3
  - d. 2

2. Which number is a factor of 12?

- a. 25
- b. 5
- c. 7
- d. 6

3. There are 19 students in the third grade and twice that number in the fourth grade. There are 17 boys and 10 girls in the second grade. How many students are in grades 2 through 4 altogether?

- a. 84
- b. 36
- c. 46
- d. 50

4. Alex has \$16,029.00. Does he have enough to buy an autoclave and a laboratory freezer?

autoclave	\$8,277.00
telescope	\$9,965.00
laboratory freezer	\$7,077.00
centrifuge	\$1,988.00
precision balance	\$4,817.00
Microscope	\$6,495.00

- a. Yes
- b. No

5. Dave is writing a poem. He writes 50 words on the first line, 42 words on the second line, 34 words on the third line, and 26 words on the fourth line. What kind of sequence is this?

- a. Arithmetic
- b. Geometric

6. Is 13 a prime number or a composite number?

- a. Prime number
- b. Composite number

---

## References

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Ministerio de Educación Nacional (2006). Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés.

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[www.youtube.com](http://www.youtube.com)

[www. Toondoo.com](http://www.Toondoo.com)