

I.E.D. ESCUELA NORMAL SUPERIOR

THIRD ACADEMIC TERM 2021

PEDAGOGICAL GUIDE



SUBJECT: English					
TEACHER: Sandra Milena Guerrero	GRADE: 11th	START DATE: July 19 th DEAD DATE: September 10 th (8 weeks)	WORK DELIVERY DATES: The means of the activities delivery and the dates to do so will be subject to the indications of the teacher and depend on the institutional organization to carry out the development of the classes in the flexible attendance model. <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> 1101 Activity #1: July 29th Activity #2: August 5th Activity #3: August 12th Activity #4: August 19th </td> <td style="width: 50%; vertical-align: top;"> 1102 Activity #1: July 26th Activity #2: August 2nd Activity #3: August 9th Activity #4: August 17th </td> </tr> </table>	1101 Activity #1: July 29 th Activity #2: August 5 th Activity #3: August 12 th Activity #4: August 19 th	1102 Activity #1: July 26 th Activity #2: August 2 nd Activity #3: August 9 th Activity #4: August 17 th
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BASIC COMPETENCE STANDARD		PROBLEMATIC NUCLEUS			
Explains orally and in written forms the causes and effects as well as the problem and the solution of a situation.		What do drugs and alcohol do to your body?			
SPECIFIC SKILLS TO BE DEVELOPED BY THE STUDENT:		CONNECTIONS			
LISTENING: I listen and pronounce the new vocabulary and different expressions through a virtual course and a song. WRITING: I write sentences using the thematic core structures. READING: Identify the consequences, risks, and effects of drugs and alcohol use. SPEAKING: I express my opinions and ideas on general, personal and abstract topics that can transform my environment. INSTITUTIONAL EDUCATIONAL SKILLS: assertive communication, critical and creative thinking, use of Tic's and motor development.		ENGLISH: Literal, inferential and critical reading of the text, grammatical tenses in context and development of elements from reading comprehension focused on the resolution of ICFES type questions. CHEMISTRY: Alcohols, aldehydes and ketones. PHYSICS:			
THEMATIC NUCLEUS					
Vocabulary related to problematic nucleus. Verbs and different expressions.					



Third Conditional.



Simulacrum Icfes.



Virtual course

RESOURCES



Communicative tools



Technological tools



Office Tools



App Hello English



Pedagogical Guide



School supplies



Dictionary



YouTube and Tic Tok Videos



Web sites

METHODOLOGICAL ROUTE

- **Warm Up**

During this step students will practice their previous knowledge and prepare to receive new concepts through interactive activities according to the topic, the context and resources that each one has. This is the moment to find out how much they already know and what is absolutely new to them.

- **Presentation**

The goal of this stage will present and explain the new topics using the pedagogical guide with appropriate materials and techniques according to the needs of the group and learning styles. The explanations will be contextual so that students feel the importance and significance of the new material to be learned.

- **Practice**

At this point students will be engaged in activities that permit the application of the new knowledge. They will answer or resolve different kind of exercises or activities based on the material presented and the topics explained. It will be the work done by the students whether it is controlled, guided, or free.

- **Further Practice**

The purpose of this step is to provide a variety of opportunities to reinforce and apply new knowledge in many different ways. The activities to be used at this point may be games, songs, rhymes, riddles, contests, role plays, art activities, discussions, presentations, etc.

- **Assessment**

It's time to evaluate whether the objectives were achieved or not and check whether students learned. I will use different ways, tools or methods to evaluate the students' progress. **Any activity that allows the teacher to check what students have understood and how much they can apply is worthy of being used as assessment.** At the end they will share this information with their parents with the purpose of establishing an academic and educational commitment between students, parents and teachers to achieve excellent results.

PERFORMANCE LEVELS

Your performance will depend on your level of compliance with the following assessment criteria.

1. Attendance to class.
2. Active participation in class sessions.
3. Assertive and respectful communication.
4. Correct and continuous following of indications and instructions.
5. Punctuality in the work delivery.
6. Quality, exigency and honesty in the development and delivery of activities.
7. Correct use of the communication channels established for the development of the face to face classes.
8. Compliance with the agreements and norms established for a healthy coexistence.
9. Permanent family support and accompaniment during the student's learning process.
10. Level of interest, responsibility, discipline, commitment and dedication of the student to achieve the objectives proposed in the course.

LOW (0.0 a 2.9)	BASIC (3.0 a 3.99)
HIGH (4.0 a 4.59)	HIGHER (4.6 a 5.0)

REASONABLE SETTINGS FOR INCLUSIVE STUDENTS

There are not.

PRESENTATION MODALITY AND DELIVERY WORKS

All reading and writing activities will be done in the student's notebook, by hand, in an organized manner, legible handwriting, correct spelling, marking each page of the notebook with his/her name according the instructions given.

The activities will be delivered in PDF files and video send by institutional email.

The only communication hours will be during the school day, according to the academic schedule using the channels established by the educational institution. No weekends or holidays.

SUBJECT	TEACHER	INSTITUTIONAL EMAIL	CELLPHONE AND WHATSAPP
ENGLISH	SANDRA GUERRERO	sandra.guerrero@ensubate.edu.co	3168617535

ASSESSMENT PROCESS

The learning evaluation processes contemplate the forms of self-evaluation, co-evaluation and heteroevaluation. The following percentages will be used for the recording of evaluations in Secondary Basic Education and Middle School during home study time and eventual alternation.

- Hetero-evaluation: 60%
- Self-evaluation: 20%,
- Co-evaluation: 20%,

According to the national scale of decree 1290, the qualitative performances are expressed as: SUPERIOR, HIGH, BASIC and LOW. These will be homologated to the quantitative scale as presented below:

ESCALA CUALITATIVA (NIVEL DE DESEMPEÑO)	ESCALA CUANTITATIVA INSTITUCIONAL
SUPERIOR	De 4.60 a 5.00
ALTO	De 4.00 a 4.59
BÁSICO	De 3.00 a 3.99
BAJO	De 1.00 a 2.99

The answers to the following questions will help students to evaluate their process during the second term and give a real and honest grade to their performance (self-evaluation and Co-evaluation). At the end, they will share their grades by WhatsApp Group.

SELF-EVALUATION:

- Did I attend classes on a regular basis?
- Did I actively participate during class?
- Was I respectful and assertive in communicating with my teacher and classmates? Yes ___ No ___
- Did I follow the directions given by my teacher correctly and continuously? Yes ___ No ___
- Did I turn in my assignments on time? Yes ___ No ___
- Did I submit my work on time?
- Did I carry out my work with quality, accuracy and honesty? Yes ___ No ___
- Did I correctly use the communication channels establish by academic institution, complying with the rules and agreements of respect and agreed schedules? Yes ___ No ___
- Was I attentive to the information, instructions and explanations given by my teacher through the different communication channels established to carry out the execution of the classes? Yes ___ No ___
- Did I have the permanent support and accompaniment of my family for the development of the activities? Yes ___ No ___
- Was I supported by my peers with any doubts or concerns I had? Yes ___ No ___
- During the academic term, did I stand out for my high level of interest, responsibility, commitment, discipline and dedication? Yes ___ No ___
- In summary, I consider that my evaluation for this **THIRD TERM** must be: Low ___, Basic ___, High ___ or Higher ___.

*Las siguientes preguntas deben ser leídas y respondidas a conciencia por la familia, tutor o acudiente que acompañó y apoyó permanentemente al estudiante durante su proceso de aprendizaje durante este **TERCER PERÍODO**, con el fin de generar una valoración honesta y real de su desempeño académico y convivencial.*

CO-EVALUATION:

- ¿El o La estudiante asistió regularmente a las clases? Sí ___ No ___
- ¿El o La estudiante participó activamente durante las clases? Sí ___ No ___
- ¿El o La estudiante fue respetuoso/a y asertivo/a al comunicarse con su maestra y compañeros? Sí ___ No ___
- ¿El o La estudiante siguió las indicaciones dadas por su maestra de manera correcta y continúa? Sí ___ No ___
- ¿El o La estudiante siempre entregó sus trabajos en las fechas establecidas? Sí ___ No ___
- ¿El o La estudiante elaboró sus trabajos con calidad, exigencia y honestidad? Sí ___ No ___
- ¿El o La estudiante utilizó adecuadamente los canales de comunicación establecidos por la institución educativa, cumpliendo las normas y acuerdos de respeto y horarios pactados? Sí ___ No ___
- ¿El o La estudiante estuvo atento/a a la información, instrucciones y explicaciones dadas por su maestra a través de los diferentes canales de comunicación establecidos para llevar a cabo la ejecución de las clases? Sí ___ No ___
- ¿El o La estudiante contó con el apoyo y acompañamiento permanente de su familia para el desarrollo de las actividades? Sí ___ No ___
- ¿El o La estudiante se apoyó con sus compañeros de clase para resolver las dudas, inquietudes o requerimientos que tuvo? Sí ___ No ___
- ¿Durante el período académico el o la estudiante siempre se destacó por su alto nivel de interés, responsabilidad, compromiso, disciplina y dedicación? Sí ___ No ___

- En resumen, la familia, tutor o acudiente del estudiante consideran que su valoración para este **TERCER PERÍODO** debe ser: Bajo ____, Básico ____, Alto ____, o Superior ____.

Student's signature: _____

Parent/Guardian Signature: _____


Vo.Bo DEL COORDINADOR ACADÉMICO Y OBSERVACIONES:

Lydia Yajaira Rosales F.
Coordinadora
Escuela Normal Superior Ubaté



Grade: _____
Subjects: English

Student: _____
Teacher: Sandra Guerrero

 You are going to discuss the effects of the drugs based on the analysis of the following information <http://www.scholastic.com/drugs-and-your-body/index.html> and Heads up real news about drugs and your body PDF <http://www.scholastic.com/headsup/pdfs/NIDA2-Activity%20Book.pdf> If you prefer you can surf the internet and complete the search. Then, create and illustrate a nice infographic providing information about everything related to drugs and alcohol (reasons for use, kind of drugs, effects, risks, consequences and how they affect us.) You have to include your own reflection or personal opinion about the topic.


TO DO'S FOR A Healthy Mind

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Get a good sleep

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Go for a walk

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Eat a healthy diet

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Drink lots of water


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Get away from your phone for a while

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Some Facts:



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HOW TO DEAL WITH EXAM STRESS



An independent study of 2000 college students by Stop Procrastinating found that



64%



are worried that stress and anxiety is affecting performance which will result in lower grades than expected.




66%

of students believe their levels of stress are greater than in the past.

Students responding to the survey stated



their stress and anxiety levels were high because they were struggling to cope with expectations and competition at college for results.



35%

blamed this on the difficult jobs market for young people, citing worry about lack of job opportunities.

45% blamed the overwhelming significance of their finals exams,




realizing that underperforming could affect the rest of their lives,

closing doors to opportunities and missing out on jobs

graduate schemes that higher grades would have secured.

Here are some tools you could use : <https://piktochart.com/> , <https://www.canva.com/> , <https://drawio-app.com/> , <https://www.lucidchart.com/> or other you want.

	ESCUELA NORMAL SUPERIOR DE UBATE	02-08-2021
	WORKSHOP 2	

Grade: _____ Student: _____
 Subjects: English Teacher: _____

THIRD CONDITIONAL

The third conditional is used to talk about *unreal* situations in the *past* (things that were impossible, that didn't happen, etc.)

Structure of third conditional		
positive	negative	question
<i>If I'd (I had) known you were coming, I would have waited for you.</i>	<i>If she hadn't (had not) been ill, she would have gone to the cinema.</i>	<i>Would you have told me if you'd (you had) known about it?</i>

El **tercer condicional** se refiere a circunstancias pasadas, por lo que habla de cómo habrían sido las cosas si alguna condición se hubiera cumplido, o no, se trata de hipótesis o irrealidades. Muy a menudo se usa para hablar de algo de lo que nos arrepentimos, para reprochar algo o sencillamente para imaginar una situación que había podido desarrollarse de otra manera. Veámoslo en más detalle. La fórmula básica para este condicional es la siguiente:

Afirmativa

if	sujeto	had	participio	sujeto	would have	participio
if	I	had	known,	I	would have	gone.

Negativa

if	sujeto	hadn't	participio	sujeto	wouldn't have	participio
if	I	hadn't	known,	I	wouldn't have	gone.

Interrogativa

Would	sujeto	have	participio	if	sujeto	had	participio
Would	you	have	gone	if	you	had	known?

A diferencia del primer y segundo condicional que hablan sobre el futuro, este condicional se emplea para hablar sobre el pasado y para imaginar el posible resultado de dicha situación.

Por este motivo, la posibilidad en el **tercer condicional** no existe, ya que se emplea para describir una situación en el pasado que no ocurrió.

Si algo hubiese sido distinto en el pasado, algo más hubiese pasado y ambas, tanto condición como resultado, son imposibles en el tiempo presente. Un ejemplo claro se encuentra en la siguiente oración:

If they had practiced the song, they would have won the contest.

If + Subject + Verb + Subject + Would + Verb
 (Past perfect) (Present perfect)

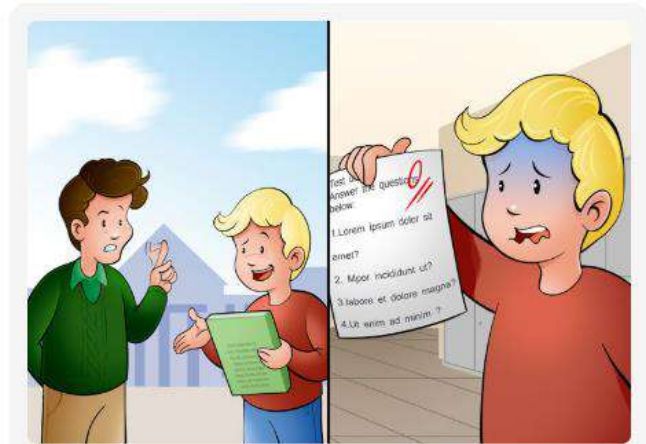
(*Si hubieran practicado la canción, habrían ganado el concurso.*)

- Para referirnos a situaciones del pasado que nunca sucedieron e imaginarnos que resultados hubiesen tenido.



If I had had famous parents, I **would have had** an amazing life.

Si hubiera tenido unos padres famosos, habría tenido una vida increíble.



If you had helped me, I **wouldn't have failed** the exam.

Si me hubieras ayudado, no hubiera suspendido el examen.

- Para expresar arrepentimiento por no haber realizado una acción en el pasado.



If I'd worked harder, I'd **have got** a promotion.

Si hubiera trabajado más, habría conseguido un ascenso.



If I'd been careful, I **wouldn't have cut** myself.

Si hubiera ido con cuidado, no me habría cortado.



Complete the following sentences using appropriate verb forms.

1. If I had known her name, I you.

- A. will tell
- B. would tell
- C. would have told

2. If you me, I would have told you.

- A. ask
- B. asked
- C. had asked

3. If you hadn't helped me, I in real trouble.

- A. will be
- B. would be
- C. would have been

4. He would have died if they him to hospital in time.

- A. didn't take
- B. don't take
- C. hadn't taken

5. Jane if you had invited her.

- A. will come
- B. would come
- C. would have come

6. He would have helped you if you more politely.

- A. request
- B. requested
- C. had requested

7. If I had wanted to, I anybody I like.

- A. can marry

B. could marry

C. could have married

8. If he had run a bit faster, he

A. can win

B. could win

C. could have won

9. If my grandmother alive, she would have been 85 now.

A. had been

B. has been


C. is

10. If you harder, you would have passed your exam.

A. work

B. worked

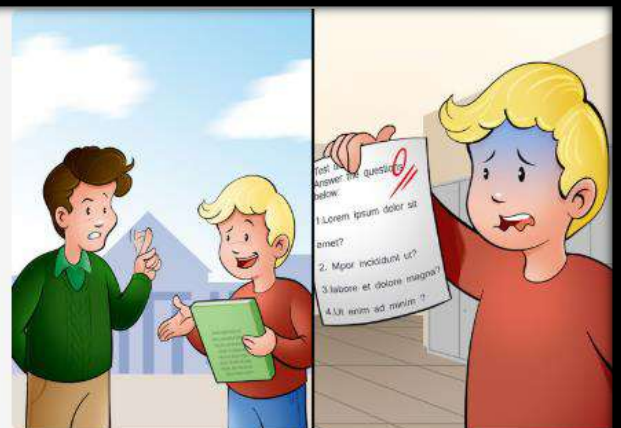
C. had worked

 Create your own poster using the third conditional about your regrets or unreal situations in your past. Follow the examples:



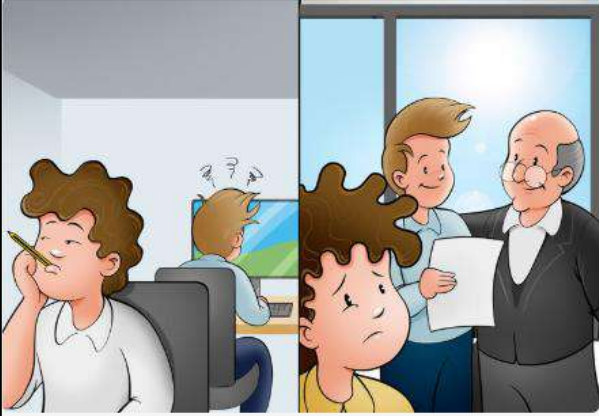
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Si hubiera tenido unos padres famosos, habría tenido una vida increíble.



If you had helped me, I wouldn't have failed the exam.

Si me hubieras ayudado, no hubiera suspendido el examen.



If I'd worked harder, I'd have got a promotion.
Si hubiera trabajado más, habría conseguido un ascenso.



If I'd been careful, I wouldn't have cut myself.
Si hubiera ido con cuidado, no me habría cortado.



Grade: _____ Student: _____
Subjects: English Teacher: _____



Read the text and choose the answer but before review the tips.

Tips for the ICES test Multiple Choice.

Here are some tips to follow when attempting the test Part 3 Multiple Choice task:

- Use the title to get an idea of the theme of the text.
- Read the text first before you try to answer any questions. This will help you get an overall idea of the topic and the writer's opinion.
- Read each question, find and underline the part of the text which answers the question. The answers to the questions will generally follow in the same order in the text.
- Don't choose an answer simply because a word in the question appears in the text. Examples of this can sometimes distract you from the correct answer.

The End of TV?

Tom Collins offers his opinion



I keep reading articles that argue the TV is dead. According to this view, people are spending far more time using the Internet for their entertainment and for information. As a result, they argue the TV is becoming less and less important in our lives. The time we spend watching videos online is certainly increasing but I don't think this is a reason to believe we should be saying goodbye to the television.

The TV is still a very popular way a lot of us get our entertainment at home. It offers us the chance to see top musical artists, great films and documentaries and sometimes, thanks to important live events, it has the power to bring the whole country and all ages together in a way the Internet never could. How often do thousands or even millions of friends or families sit down at the same time to watch something together online?

Some people argue that the TV offers a poor quality of programmes on the many channels we now have. It is certainly true that many of the channels do nothing more than repeat old shows or offer cheap, low quality programmes. However, I would argue that a lot of content on the Internet isn't particularly great. At least TV shows have professional people checking the quality of shows, which a lot of content on the web doesn't.

I agree that it is easy to keep up-to-date with the latest news on the Internet, even though much of it is not true or certainly can't be trusted. I enjoy sitting down to the news on TV in the evening, knowing that I am more likely to believe the information than the things I read online. Anybody can post information on the Internet and a lot of it is opinion rather than fact.

So I don't think we should be so quick to say goodbye to the TV. In fact, I think it has many more years left in it! I certainly won't be swapping my TV for the latest laptop and will continue to enjoy relaxing in front of it in the evenings.


1. The author thinks that
 - A. T.V is no longer important.
 - B. People are spending more time watching videos on the internet.
 - C. People spend too much time on the internet.
 - D. People don't have time to watch T.V.

2. What does the author say about T.V?
 - A. It's the only way to see important life events.
 - B. It is more popular than the Internet.
 - C. It can attract huge audiences for live events.
 - D. It is more popular with certain age groups.

3. The author thinks that
 - A. Nothing on the internet is checked.
 - B. It is cheaper to make programmes for the internet.
 - C. Some programmes are shown again and again on T.V.
 - D. There are too many channels on T.V.

4. The author says that compared to the internet,
 - A. T.V. news is more reliable.
 - B. People don't give their opinion on T.V.
 - C. T.V. news is not up to date.
 - D. T.V. news can always be trusted.

5. What might the author say about the T.V?
 - A. "Eventually, mobile phones and laptops will replace it"
 - B. "It will remain a popular form of entertainment"
 - C. "We need fewer channels and better quality programmes"
 - D. "It's not as important as it used to be"

 You are given five images, and three sentences related to each image. For each image decide which sentence corresponds best to the information given in the image. Cross out the correct sentence to choose your answer.

PIZZA PALACE

THERE IS A MINIMUM CHARGE OF
£ 4.00 BETWEEN 12:30 AND 2 PM

- 6.
- A. Everybody has to pay at least 4 pounds between 12:30 pm and 2:00 pm.
 - B. A pizza cost 4 pounds.
 - C. No pizzas are served between 12:30 and 2:00 pm.A

PASSENGERS MUST HOLD A VALID
TICKET.

ANY PASSENGER WITHOUT A
VALID TICKET WILL BE REQUIRED
TO PAY AN IMMEDIATE FINE OF
£10:00

- 7.
- A. If you travel without a ticket you may have to pay 10 pounds later.
 - B. The price of a tickets is 10 pounds.
 - C. If you don't have a ticket, you will have to pay 10 pounds on the spot.

MESSAGE

Maria, your sister phoned. She can't meet you tomorrow because she has some problems. She wants you to phone her.

8. How should Maria react?
- A. Send her sister an email.
 - B. Write to her sister.
 - C. Call her sister.

Hi,
I got to the hotel really late, had car trouble. Everything is OK now. I'll relax a bit today, then do some shopping tomorrow. See you on Sunday.
Lots of love
Lenny

- 9.
- A. Lenny has to go back tomorrow.
 - B. Lenny had a difficult day.
 - C. Lenny is going on holiday on Sunday.

E MAIL

To: Nabil

From: Miriam

Hi,

The new printer you repaired is not working very well. The paper keeps getting blocked. I don't know whether to buy a new one or wait for you to sort it out. I really need to print some stuff urgently. Please let me know when you will be able to come.


Regards.

10. What does Miriam want Nabil to do?

- A. Buy her a new printer.
- B. Tell her when he will come.
- C. Repair her old printer.



Grade: _____ Student: _____
Subjects: English Teacher: _____

 This is me! Write an acrostic poem using the letters of your first name and first last name. Each line should describe something about you. It can be personal information, hobbies, family, dreams, etc and illustrate it. Show me your creativity! For example,

Students are a part
of my heart
Always working
hard
Never stop trying
Dedicated to my
family
Reading is my
favorite hobby
And I love to be a
teacher.



Books don't
just go with
you, they take
you where you've
never been.



It's time to speak!!! Choose your favorite topic and talk about it. So, you must to prepare your presentation with educational material, and record a two minutes video.



Make progress to the virtual course Hello English (level 150) Remember to send screenshots of the user and email, and of each lesson with the green dots that means that you have finished each level.