






I.E.D. ESCUELA NORMAL SÚPERIOR

FOURTH ACADEMIC TERM 2021

PEDAGOGICAL GUIDE



SUBJECT: English			
TEACHER: Sandra Milena Guerrero	GRADE: 11th	START DATE: September 20 th DEAD DATE: November 19 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.  Activity #1, #2, #3, #4 and #5: September 27 th to 30 th .  Activity #6: October 11 th to 14 th .  Activity #7, #8, and #9: October 19 th and 21 st .  Activity #10, Self-evaluation and Coe valuation: November 2 nd to 5 th .  Remedial Week: November 16 th (Delivery of leveling workshops from previous terms only for students who meet the criteria established in the SIE for this process, socialized at the beginning of the school year with students and parents).
BASIC COMPETENCE STANDARD		PROBLEMATIC NUCLEUS	
Structures a life project based on the recognition of his/her potentials and abilities adjusted to the conditions of my context.		Which is my objective in my life? What goals and dreams do I have in my life?	
SPECIFIC SKILLS TO BE DEVELOPED BY THE STUDENT:		CONNECTIONS	
LISTENING: I Identify the main topic and relevant details in a conversation. WRITING: I write a short text about myself and my plans with appropriate grammar and spelling. READING: I get general and specific information from a different kind of texts visual aids and aural means. SPEAKING: I start, hold and close a simple conversation. 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, videos and graphic organizers; grammatical tenses in context and development of elements from reading comprehension. CHEMISTRY: Food groups, nutrition, healthy and unhealthy habits. INFORMATION TECHNOLOGY: Google slides tools.	

THEMATIC NUCLEUS



Second Conditional.



Vocabulary related to problematic nucleus (Life Project).



Food Groups, nutrition, healthy and unhealthy habits (Integrated Activity).



Virtual course

RESOURCES



Handout.



School supplies.



Communicative and Technological tools.



App Hello English.

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 (1.0 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? Yes ___ No ___
- Did I actively participate during class? Yes ___ No ___
- 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 **FOURTH 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 **CUARTO 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 **CUARTO PERÍODO** debe ser: Bajo ____, Básico ____, Alto ____, o Superior ____.


Student's signature: _____

Parent/Guardian signature: _____

Teacher's signature: _____

Vo.Bo DEL COORDINADOR ACADÉMICO Y OBSERVACIONES:

Lidia y Jairo Rendón G.
Coordinadora
Escuela Normal Superior Ubaté

	ESCUELA NORMAL SUPERIOR DE UBATE	20-09-2021
	FOURTH TERM HANDOUT	

Grade: _____
Subjects: English

Student: _____
Teacher: Sandra Guerrero

SECOND CONDITIONAL

<https://youtu.be/71u-NoY4Ag8>

Second Conditional

We use the **second conditional** to talk about unreal or unlikely situations.
Would is the past tense form of *will*.

(It's the same as first conditional, but in past)

Structure:

If + subject + **past simple**,

+ subject + **would** + verb

Subject + **would** + verb

+ If + subject + **past simple**

SECOND CONDITIONAL - UNREAL POSSIBILITY

IF	CONDITION	RESULT
	PAST SIMPLE	WOULD+BASE VERB
If	I won the lottery,	I would buy a new house

RESULT	IF	CONDITION
WOULD+BASE VERB		PAST SIMPLE
I would buy a new house	if	I won the Christmas lottery

Use the **second conditional** for **unreal situations in the future** that are not impossible but difficult to come true. *Ex. If I won the lottery...* and also for **hypothetical situations**: *If I was/were in Rome now...* (but I am not).
BE CAREFUL! Use **were** (not was) for **advice**: *If I were you I would study more.*



Second Conditional

The **second conditional** is a structure used for talking about unreal situations in the present or in the future.

-The structure of a second conditional sentence-

The second conditional sentence consists of two clauses, an **"if" clause** and a **main clause**:

If I had a million dollars, I would buy a big house.

if + subject + simple past verb subject + would + verb

I would buy a big house if I had a million dollars.

THE SECOND CONDITIONAL

Use: **To talk about unreal situations**

Formation: **If + Past Simple + conditional + infinitive**

+ → If I won the lottery, I would buy a house

- → If I didn't win the lottery, I wouldn't buy a house.

? → What would you do if you won the lottery?
I would buy a house.

CONDITIONALS

Conditionals are structures in English that establish what will happen if a certain event takes place or if a certain action is performed.



FIRST CONDITIONAL

This conditional is used to talk about **future events** that might happen. It uses the **present tense** to discuss the possible future events.

- If it rains, we will have to cancel the picnic.
- If you come with me, I will make it worthwhile for you.
- If I go abroad, I will get something back for you.



SECOND CONDITIONAL

This conditional is used to talk about **unreal possibility** or impossible events. They establish the course of action that would follow, where something to happen is either hypothetical or surreal.

- If I were well-versed in the subject, I would help you with your assignment.
- If I were you, I would ask her to marry me.
- What would you do if it were to rain later?



THIRD CONDITIONAL

This conditionals talks about **the past**, unlike the first and second which discusses events in the real or unreal future. These conditions, too, are therefore impossible, because they have either already occurred or might have occurred but won't anymore.

- If I had studied a little more in college, life would have been easier.
- If we had gotten to the airport on time, we would have caught our flight.






ZERO CONDITIONAL

The zero conditional discusses an **absolute certainty**; the result of the condition is always true. The most common types of zero conditionals are scientific facts.

- If you cool water to zero degrees, it turns into ice.






1. Read the text "If I ruled the world..."

	<p>Allan, 17 If I ruled the world, I would erase the borders! We would live in a world without countries. If we don't have any countries, we won't have any wars. If I had enough money, I would spend it on education and new technologies. People would live in a better world if every child could go to university and learn about other cultures and traditions. I would also finance new scientific projects like a journey to Mars! Finally, the most important thing: if I ruled the world, I would forbid Justin Bieber!</p>
<p>Bob, 41 I would do a lot of great things if I ruled the world! I would forbid men to cut down trees. If we don't respect the environment, we will have a lot of problems in the future! I would also give 1000€ per month to every family in the world because poverty is the enemy number one of mankind. Finally, I would start great economic projects to help the African continent.</p>	
	<p>Clair, 29 If I ruled the world, I would get rid of the nuclear weapons! Those weapons are a major danger for all peoples in the world. If I could, I would also protect more animals. Some of them will disappear if we don't do anything to help them. I would also try to find a cure for every illness!</p>



2. What would they do if they could rule the world? Fill in the table!

People	Projects
	
	
	



3. Your turn! What would you do if you could rule the world? Write 5 sentences correctly using the structure of the second conditional seen previously and your own personal opinion and critical thinking.

Example: If I ruled the world, I would lower taxes.

Example: I would end animal and human abuse if I were president of my country.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.



4. Match the beginning of the sentences to the correct endings, to make logical conditional sentences using the correct alphabet letter.

A	If I didn't want to go	___	If he were in my place.
B	If I spoke perfect English,	___	If I have enough time.
C	You'd lose weight	___	If you ate less.
D	I'd help you	___	I would have a better job.
E	He wouldn't do this	___	I would tell you.



5. Complete the sentences with your personal opinion following the correct structure of the second conditional.

1. If I had more time, _____.
2. If I were rich and famous, _____.
3. If I decided to learn something new, _____.
4. If I had to choose a job, _____.
5. If the world finished next week _____.

If you want more information on this topic, you can consult the following links:

<https://www.britishcouncil.es/blog/segundo-condicional-ingles>

<https://www.aprenderinglesrapidoyfacil.com/2014/06/23/segundo-condicional-en-ingles-second-conditional/>

DREAMS AND GOALS



"The only person you are destined to become is the person you decide to be"
Ralph Waldo Emerson



6. Imagine your life in 10 or even 20 years from now. Imagine almost anything is possible. Write down everything you'd like to be, do, and have. Don't hold back! Set goals in different areas of your life over multiple time-frames:




- Professional goals (career, job, livelihood)
- Physical goals (body, health, weight)
- Relationship goals (romantic, friendly, familial)
- Financial goals (savings, wealth/money, financial habits)
- Emotional/mental goals (feelings, mental health)
- Spiritual goals (connection to something greater, your spiritual path and values)
- Experiences/hobbies goals (travel goals/other fun experiences)
- Educational goals (learning and knowledge)
- Philanthropic goals (giving back to the community, world)

You will create a Google Slides presentation with your supporting details, a theme and pictures. On the first slide write the title of your presentation, your full name and your grade. The title can be anything related to the theme of your future life project. For each slide, you will pick a main idea to write at the top. Below it, you will write three or more supporting details about that main idea. Select images to go with the main idea and supporting details on each page. On the final slide write your top 3 things are most important for you to focus on right now.

FOOD – NUTRITION – DIET



7. Watch the videos and put in order the seen information in a graphic organizer of your choice (mind map, concept map, sequence chart, Venn diagram, etc).

<i>Food Groups and Nutrition</i>	<i>Mr. Healthy vs Mr. Unhealthy</i>	<i>Nutrition and Diet</i>
<p>https://youtu.be/Z51bWG17m-Q</p> 	<p>https://youtu.be/S-12Zj_JIRQ</p> 	<p>https://youtu.be/SFE1DfAlipo</p> 



8. Check out one of these hot new restaurants and match the people with the best restaurant for them. Write the restaurant names below.

Eating out

Are you looking for somewhere special to go this weekend? Do you want to try something new? Check out one of these hot new restaurants.

By Helen Carroll

This week's top recommendation



Last Days of the Raj
A centrally located Indian restaurant, perfect for eating before or after the cinema or a show. In summer enjoy your meal in the beautiful garden. The most popular dishes are lamb and chicken cooked with mild, medium or hot spices. For brave customers there is extra hot!

A Taste of Tuscany
Whether you'd like a great value-for-money lunch or a relaxed evening meal in stylish surroundings, this is the place for you. The chefs have all been trained in Italy and they make both traditional and contemporary dishes. We recommend the pasta and seafood.

Your Local Caff
Remember when cafés served full English breakfasts – sausages, beans, fried bread, bacon and eggs – with a strong cup of tea? Well, this place still does and you can have your breakfast at any time you like during the day while you listen to your favourite tunes from the 1980s.

The Lemon Tree
This pretty restaurant serves healthy food that's tasty too. Come in for a vegetarian snack at lunchtime or a great fruit smoothie or a cappuccino and a delicious piece of cake in the afternoon. Food is bought from local producers whenever possible.

Cheesy Bites
A restaurant that only serves cheese, but hundreds of cheeses from many countries and in lots of different forms. They serve reasonably priced lunches but dinner can be expensive. Lovely food and a very elegant dining room, looking onto an amazing flower garden.

Fast Best
Fast food doesn't have to be junk food, as this café proves. Do you fancy a really good hamburger made with the best ingredients, or old-fashioned fish and chips fried to perfection, all on the table in super-quick time? Speed and quality are important here, and the prices aren't bad either.

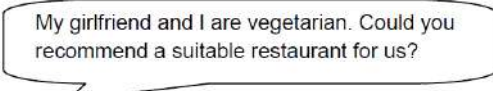


This week's top recommendation

The Chocolate Box
The owner of this small café used to cook all kinds of food, but then she realised she preferred desserts to anything else. If you want meat or fish, don't come here. They only do desserts! Lots of different kinds of sweets. Chocolate lovers will be excited by the range of chocolate cakes.

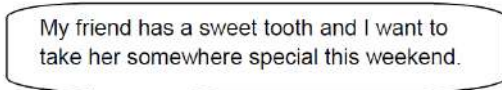
Musical Chairs
Have you noticed how music improves the taste of your food? This new restaurant has different types of live music every night except Sundays, and excellent food to go with it. Great fish dishes, steak and pizza. Monday is classic rock night, so see you there!

A Taste of Tuscany	Your Local Caff	Fast Best
Last Days of the Raj	The chocolate box	The Lemmon Tree

1.  My girlfriend and I are vegetarian. Could you recommend a suitable restaurant for us?

Tom, aged 18

Restaurant: _____

2.  My friend has a sweet tooth and I want to take her somewhere special this weekend.

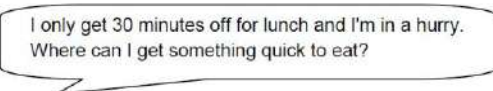
Lucy, aged 16

Restaurant: _____

3.  My mates and I all love spicy food. Can you recommend somewhere good for us to go tonight?


Dino, aged 21

Restaurant: _____

4.  I only get 30 minutes off for lunch and I'm in a hurry. Where can I get something quick to eat?

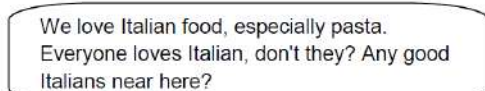
Melissa, aged 27

Restaurant: _____

5.  Breakfast is the most important meal of the day in my opinion. Do you know anywhere that serves a good brekkie?

Micky, aged 38

Restaurant: _____

6.  We love Italian food, especially pasta. Everyone loves Italian, don't they? Any good Italians near here?

Momo, aged 22

Restaurant: _____



9. This project gives you the opportunity to work together and to create a short play or sketch on the theme of how to order food at the restaurant conversation. You will need to:

- Work together as a team to brainstorm ideas.
- Create a sketch or short play
- Choose roles to play and perform in front of your teachers.
- Finally, record your performance and send the video to your English and Chemistry Teacher.

In the company of another person (it can be another partner, family member or friend), make a video of maximum 3 minutes in which you are in a restaurant and order food. One of you will be the waiter and the other, the person who orders the food. You have to order (full service: appetizers, main menu items, drinks and desserts) using terms such as Proteins (selection of meats), Carbohydrates (selection of side dishes such as rice, potato among others), Trace elements (such as vegetables and greens), low fat and any other concept related to the topic. Finally ask for the bill, pay it and tip.

You can guide yourself and use the following material as part of your performance.



Useful expressions used at the restaurant:

<https://7esl.com/restaurant-english/>

<https://www.easypacelearning.com/all-lessons/english-lessons-level-3/1351-restaurant-conversation-arriving-and-ordering-food-conversation>

<https://www.eslfast.com/robot/restaurant.htm>

<https://www.thoughtco.com/beginner-dialogues-at-a-restaurant-1210039>

<https://www.theenglishspace.com/useful-english/restaurant/conversation.html>



10. Make progress to the virtual course Hello English (level 175) 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. 🟢