

I.E.D. ESCUELA NORMAL SÚPERIOR

FIRST ACADEMIC TERM 2021

PEDAGOGICAL GUIDE



<b>SUBJECT: English</b>			
<p><b>TEACHER NAME:</b></p> <p style="text-align: center;"><b>ENGLISH</b></p> <p>Sandra Milena Guerrero</p>	<p><b>GRADE:</b></p> <p>1101 - 1102</p>	<p><b>START DATE:</b></p> <p>February 1st (9 weeks)</p> <p><b>DEAD DATE:</b></p> <p>April 9th</p>	<p><b>DELIVERY DATE OF WORKS:</b></p> <p>The delivery of the activities will be done only during English class hours and according to the following schedule.</p> <p>ACTIVITY # 1, 2, 3 AND 4: February 15<sup>th</sup> to 19<sup>th</sup>.                      ACTIVITY # 5, 6 and 7: March 1<sup>st</sup> to 5<sup>th</sup>.                      ACTIVITY # 8: March 8<sup>th</sup> to 12<sup>th</sup>.                      ACTIVITY # 9: March 15<sup>th</sup> to 19<sup>th</sup>.                      ACTIVITY # 10: March 23<sup>rd</sup> to 26<sup>th</sup>.</p> <p><i>Keep in mind that each teacher can carry out more activities and/or exercises, according to time intensity and learning needs.</i></p>
<b>BASIC COMPETENCE STANDARD</b>			<b>PROBLEMATIC NUCLEUS</b>
<p>To reinforce and improve listening, speaking, reading and writing skills through different class activities to get good Icfes results.</p>			<p><i>Which are differences between global warming and climate change?</i></p>
<b>SPECIFIC SKILLS TO BE DEVELOPED BY THE STUDENT:</b>			<b>INTEGRALITY, ACCORDING TO THE INTEGRATIVE PEDAGOGICAL MODEL WITH A SOCIO-CRITICAL APPROACH.</b>
<p><b>LISTENING:</b> I listen different kind of audios to get better my pronunciation and fluency.</p> <p><b>WRITING:</b> I write and complete sentences using the topics explained.</p> <p><b>READING:</b> I increase my vocabulary and improve my reading comprehension through different kinds of texts.</p> <p><b>SPEAKING:</b> I express my opinion on how to help our planet in relation to global warming and climate change.</p> <p><b>INSTITUTIONAL EDUCATIONAL SKILLS:</b> assertive communication, critical and creative thinking, use of Tic's and motor development.</p>			<p><b>ENGLISH:</b> Literal, inferential and critical reading.</p> <p><b>CHEMISTRY:</b> The properties and atomic composition of the planets.</p> <p><b>PHYSICS:</b> Instruments and optical phenomena.</p>
<b>THEMATIC NUCLEUS</b>			
<p><b>ENGLISH</b></p> <ul style="list-style-type: none"> <li>✍ Exercises type Icfes</li> <li>✍ Zero conditional</li> <li>✍ Abstract Nouns</li> <li>✍ Virtual course</li> <li>✍ Vocabulary related to the problematic nucleus.</li> </ul>			
<b>RESOURCES</b>			
<p>▽ Communicative tools (WhatsApp, Classroom and Institutional Email)</p>			

- ✓ Technological tools (cellphone and computer)
- ✓ Office Tools
- ✓ App Hello English
- ✓ Pedagogical Guide
- ✓ School supplies
- ✓ Dictionary
- ✓ YouTube and Tic Tok Videos
- ✓ Web sites

## METHODOLOGICAL ROUTE

### ENGLISH

- **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 sessions virtually (synchronous or asynchronous) by the agreed means.
2. Active participation in class sessions.
3. Assertive and respectful communication.
4. Correct and continuous following of indications and instructions.
5. Punctuality in the delivery of work.
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 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.

1. Asistencia a las sesiones de clase de manera virtual (sincrónica o asincrónica) por el medio acordado.
2. Participación activa dentro de las sesiones de clase.
3. Comunicación asertiva y respetuosa.

4. Seguimiento correcto y continuo de indicaciones e instrucciones.
5. Puntualidad en la entrega de trabajos.
6. Calidad, exigencia y honestidad en el desarrollo y entrega de actividades.
7. Uso adecuado y asertivo de los canales de comunicación establecidos para el desarrollo de las clases.
8. Cumplimiento de los acuerdos y normas establecidas para llevar a cabo una sana convivencia.
9. Apoyo y acompañamiento familiar permanente durante el proceso de aprendizaje del estudiante.
10. Nivel de Interés, responsabilidad, disciplina, compromiso y dedicación del estudiante para alcanzar los objetivos propuestos en la asignatura.

<b>LOW</b> (0.0 a 2.9)	<b>BASIC</b> (3.0 a 3.99)
<b>HIGH</b> (4.0 a 4.59)	<b>HIGHER</b> (4.6 a 5.0)

#### REASONABLE SETTINGS FOR INCLUSIVE STUDENTS

There are not.

#### PRESENTATION METHOD 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 by the teacher.

The activities will be delivered in PDF files and video send by email or Classroom platform according to the instructions given by the teacher.

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	<a href="mailto:sandra.guerrero@ensubate.edu.co">sandra.guerrero@ensubate.edu.co</a>	3168617535

#### ASSESSMENT PROCESS

The answers to the following questions will help students to evaluate their process during the first period 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.

*Las siguientes preguntas deben ser leídas y contestadas a conciencia por el estudiante para generar una evaluación honesta y real de su desempeño académico y social durante este **PRIMER PERIODO**.*

#### SELF-EVALUATION (AUTOEVALUACIÓN):

¿Asistí a las clases de manera regular?

¿Participé activamente durante las clases?

¿Fui respetuoso y asertivo al comunicarme con mi maestra y compañeros? Sí \_\_\_ No \_\_\_

¿Seguí las indicaciones dadas por mi maestra de manera correcta y continúa? Sí \_\_\_ No \_\_\_

¿Entregué mis trabajos en las fechas establecidas? Sí \_\_\_ No \_\_\_

¿Elaboré mis trabajos con calidad, exigencia y honestidad? Sí \_\_\_ No \_\_\_

¿Utilicé adecuadamente los canales de comunicación tales como WhatsApp, Classroom o correo electrónico institucional, cumpliendo las normas y acuerdos de respeto y horarios pactados desde su creación? Sí \_\_\_ No \_\_\_

¿Estuve atento a la información, instrucciones y explicaciones dadas por mi maestra a través de los diferentes canales de comunicación establecidos para llevar a cabo la ejecución de las clases? Sí \_\_\_ No \_\_\_

¿Conté con el apoyo y acompañamiento permanente de mi familia para el desarrollo de las actividades? Sí \_\_\_ No \_\_\_

¿Me apoyé con mis compañeros frente a las dudas o inquietudes que pude llegar a tener? Sí \_\_\_ No \_\_\_  
¿Durante todo el período académico me destaque por mi alto nivel de interés, responsabilidad, compromiso, disciplina y dedicación? Sí \_\_\_ No \_\_\_  
¿Qué dificultades se me presentaron durante este **PRIMER PERÍODO**?  
¿Qué nuevos aprendizajes adquirí durante este **PRIMER PERÍODO**? Menciona mínimo tres.  
Por todo lo anterior, considero que mi valoración para este **PRIMER PERÍODO** es \_\_\_\_\_.  
Menciona tres argumentos que justifiquen tu valoración.  
*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 **PRIMER PERÍODO**, con el fin de generar una valoración honesta y real de su desempeño académico y convivencial.*

**CO-EVALUATION (COEVALUACIÓN):**


¿El o La estudiante asistió regularmente a las clases?  
¿El o La estudiante participó activamente durante las clases?  
¿El o La estudiante fue respetuoso y asertivo 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 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 tales como WhatsApp, Classroom o correo electrónico institucional, cumpliendo las normas y acuerdos de respeto y horarios pactados desde su creación? 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 frente a las dudas o inquietudes que pudo llegar a presentar? Sí \_\_\_ No \_\_\_  
¿Durante todo el período académico el o la estudiante se destacó por su alto nivel de interés, responsabilidad, compromiso, disciplina y dedicación? Sí \_\_\_ No \_\_\_  
¿Qué dificultades presentó el o la estudiante durante este **PRIMER PERÍODO**?  
¿Qué nuevos aprendizajes adquirió el o la estudiante durante este **PRIMER PERÍODO**? Menciona mínimo tres.  
Por todo lo anterior, la familia, tutor o acudiente del estudiante consideran que su valoración para este **PRIMER PERÍODO** debe ser \_\_\_\_\_.  
Mencionen tres argumentos que justifiquen su valoración.

Firma del estudiante: \_\_\_\_\_

Firma del padre, madre, acudiente o tutor: \_\_\_\_\_

**Vo.Bo DEL COORDINADOR ACADÉMICO Y OBSERVACIONES:**

*Lydia Yajaira Hernández F.*  
Coordinadora  
Escuela Normal Superior Ubaté

	<b>ESCUELA NORMAL SUPERIOR DE UBATE</b>	<b>FIRST TERM</b>
	<b>WORKSHOP 1</b>	<b>01-02-21</b>

Grade: \_\_\_\_\_ Student: \_\_\_\_\_  
 Subject: English Teacher: \_\_\_\_\_

### ZERO CONDITIONAL

We use the **zero conditional** to talk about things that are always true, like actual facts or scientific events. Zero conditional is easy to form because all the verbs are in present tense. You just use two clauses, one with If + simple present verb and the other with another simple present verb:

**If + Present Simple, .... Present Simple.**

For example:

- If you **mix** blue and red, you **get** purple.
- If it **rains**, the grass **gets** wet.
- If I **go** to bed early, I always **get up** very early.
- If you **freeze** water, it **turns** into ice.
- If students **miss** an exam, the professor **fails** them.

You can reverse the order of the clauses. If the “if” clause comes first, a comma is usually used. If the “if” clause comes second, there is no need for a comma.

For example:

- The professor **fails** students if they **miss** an exam.
- I **get** tired if I **work** too much.

It is important to remember that this condition is not related to the past, present or future - it only applies to things which are ALWAYS true.

## ZERO CONDITIONAL

Structure


**IF + Present Simple, .... Present Simple.**

Usage

**To talk about things that are always true, like a scientific fact**

Examples

- If you **freeze** water, it **turns** into ice.
- And, if you **heat** water at 100 degrees, it **boils**.
- If students **miss** an exam, the professor **fails** them.
- If my wife **has** a cold, I usually **catch** it.
- I **get** tired if I **work** too much.
- If I'm late for dinner, they **start** eating without me.



🌸 **ACTIVITY # 1:** Read the following sentences, decide if they are zero conditional or not and cross out the correct answer.

1. **If you eat junk food, you gain weight.**

- A. That's the zero conditional.
- B. No way!

2. **If I have time tomorrow, I will help you.**

- A. No way
- B. That's the zero conditional

3. **If I won lottery. I would travel a lot.**

- A. That's the zero conditional.
- B. No way!

4. **If I had woken up earlier, I could have taken the bus.**

- A. No way
- B. That's the zero conditional

5. **My teacher gets angry if I'm late for school.**

- A. That's the zero conditional.
- B. No way!

6. **I will send you the picture if I find your email.**

- A. No way!
- B. That's the zero conditional

7. **If you write to me, I will reply.**

- A. That's the zero conditional.
- B. No way!

8. **I would exercise every day if I had time.**

- A. No way!
- B. That's the zero conditional

9. **Mary gets sick if she doesn't have a healthy diet.**

- A. No way!
- B. That's the zero conditional

10. **If we don't go out on Saturdays, we rent a video and stay at home.**

- A. That's the zero conditional.
- B. No way!

🌸 **ACTIVITY # 2::** Watch the following video and pay attention to the conversation. Write FALSE or TRUE.

[https://www.youtube.com/watch?v=I\\_MTvDhSJ0c&ab\\_channel=AmericanEnglish](https://www.youtube.com/watch?v=I_MTvDhSJ0c&ab_channel=AmericanEnglish)

1. We use zero conditional sentences to talk about past events and experiences.

2. If you take medicine, you feel better.

3. When Anne is sick, she usually doesn't go to the work.

4. Friend's Anne always drinks lemon juice. If her throat hurts.

5. If Anne has a headache, she sleeps a lot.

❁ **ACTIVITY # 3:** Complete the zero conditionals sentences by choosing the correct pairs of verbs from the box. Put the verbs in the correct form.

Do/Be	Wear/Be	Melt/Be	Study/Get	Buy/Have	Work/Wake
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1. If you \_\_\_\_\_ hard, you \_\_\_\_\_ good grades.

2. When she \_\_\_\_\_ early, she \_\_\_\_\_ up early.

3. I always \_\_\_\_\_ a jacket, when it \_\_\_\_\_ cold,

4. He never \_\_\_\_\_ lunch if he doesn't \_\_\_\_\_ cash.

5. Does ice \_\_\_\_\_ if it \_\_\_\_\_ in the sun?

6. What do you \_\_\_\_\_ if the teacher \_\_\_\_\_ late?

❁ **ACTIVITY # 4:** Make a poster explain the difference between climate change and global warming. Use the zero conditional sentences in order to explain 5 different ways to solve these problems.



What's the condition?

If we all work together, we can help change the course of global warming!

## CONCRETE AND ABSTRACT NOUNS

### What is a Concrete Noun

A concrete noun is **a thing that you can perceive through the five senses**; sight, sound, smell, taste, and touch. If you cannot see, hear, taste, touch or smell something, and then it is not a concrete noun. Look at the following example:

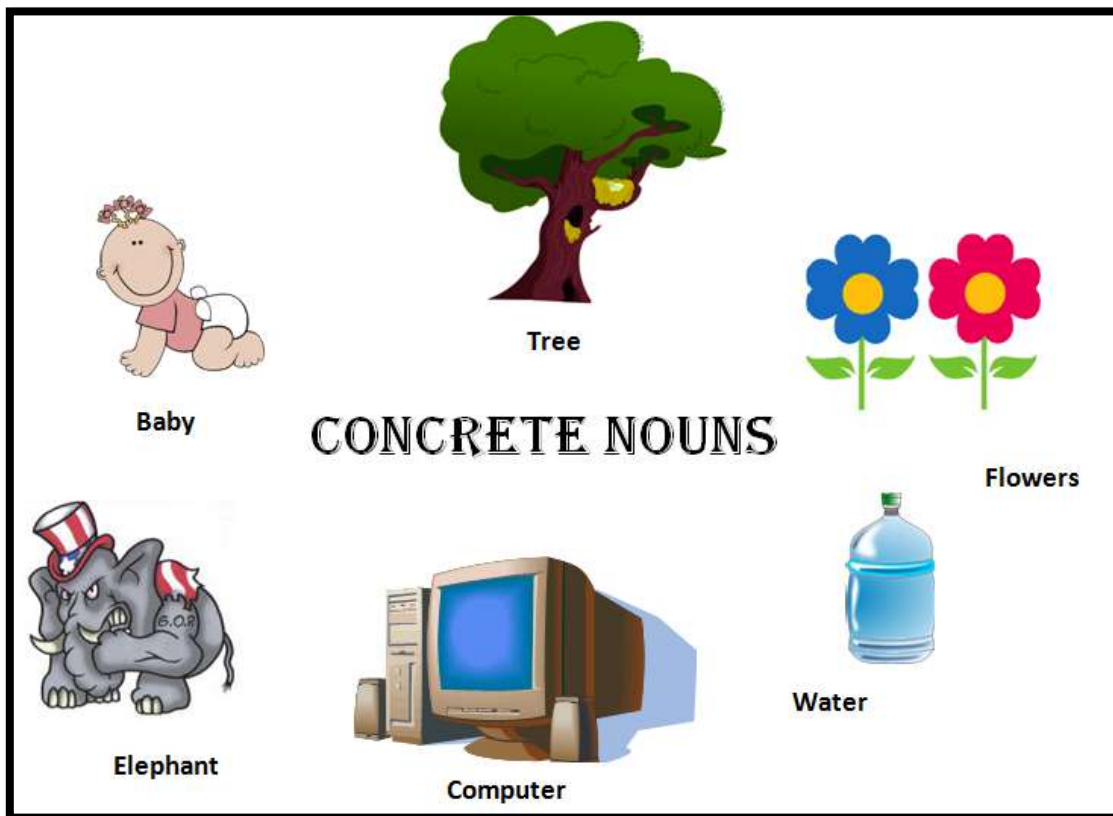
*My mother bought me ice cream.*

The two concrete nouns in this sentence are *mother* and *ice cream*. Ice cream is a concrete noun because you can touch, taste, see and smell it. Mother is also a concrete noun; you can see and touch her and hear her voice. Remember that any noun that can be experienced with at least one sense is called a concrete noun.

Concrete nouns can be,

- People and animals: *mother, teacher, cat, Emily, tiger, baby*
- Places: *London, island, France, Alaska, Walmart, garden*
- Objects: *pen, bottle, rice, computer, letter, table, milk*

As seen from the examples above, a concrete noun can be a proper noun, common noun, collective nouns, countable and uncountable nouns.



### What is an Abstract Noun

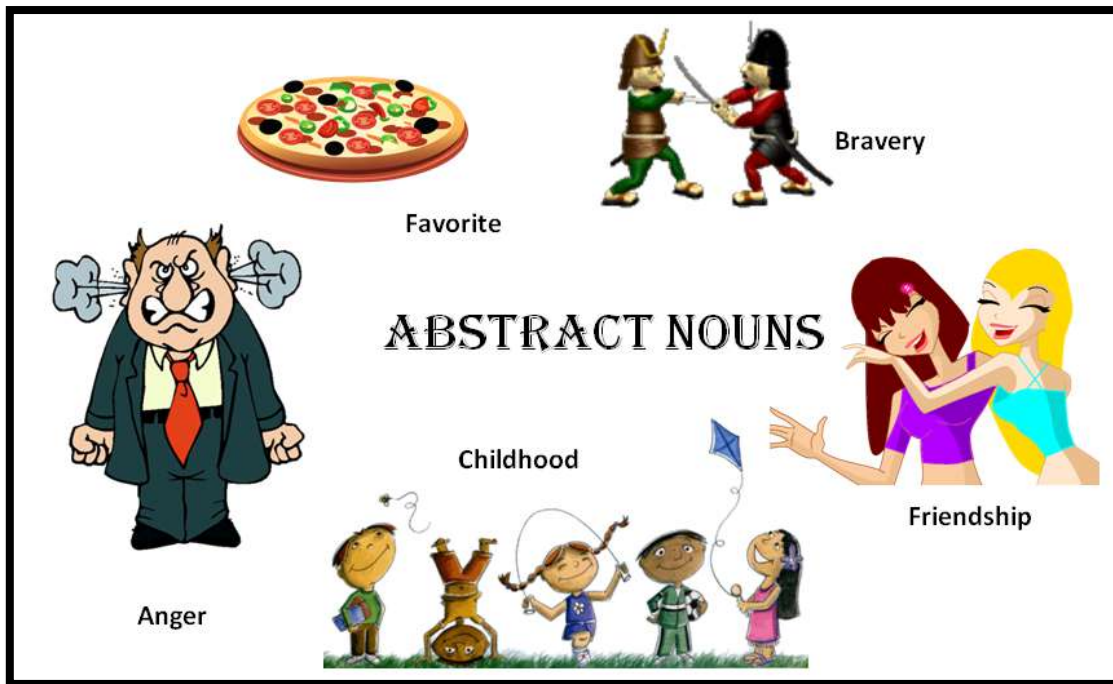
Abstract nouns are opposite of concrete nouns. Abstract nouns refer to **ideas, beliefs concepts or a state of thing**. They refer to things that cannot be experienced through the five senses: sight, sound, smell, touch, and taste.

*He answered all her questions with patience.*

Patience is a quality in a person; we can't actually see, hear, taste, smell or touch it. It is a state of being. So patience can be called an abstract noun.

Some other examples of abstract nouns include, *Love, hate, disapproval, anger, bravery, freedom, truth, energy, oppression, childhood, convenience, pride, education, relaxation, culture, etc.*





## Difference Between Concrete and Abstract Nouns

### Meaning

**Concrete nouns** refer to people, places or things.

**Abstract nouns** refer to ideas and concepts.

### Tangibility

**Concrete nouns** are tangible.

**Abstract nouns** are intangible

### Five senses

**Concrete nouns** can be perceived through the five senses.

**Abstract nouns** cannot be perceived through the five senses.

- 🌸 **ACTIVITY # 5:** Watch the following video and create your own concept map or mind map to organize the information seen and read previously.

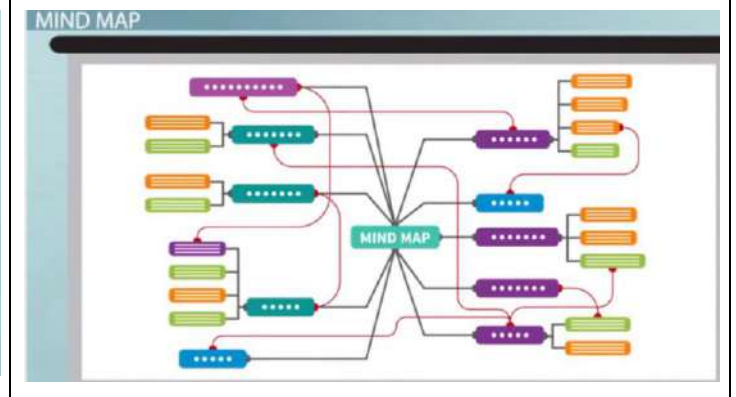
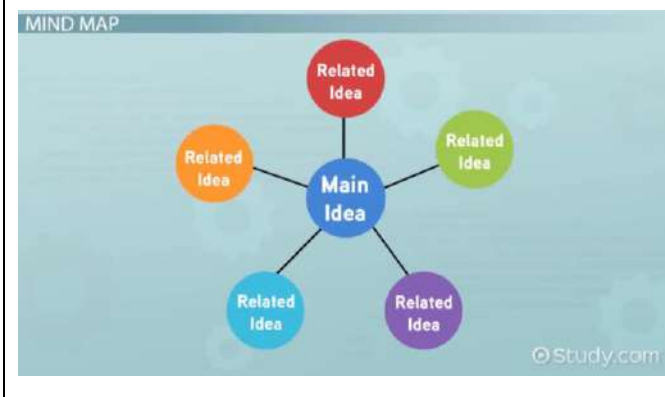
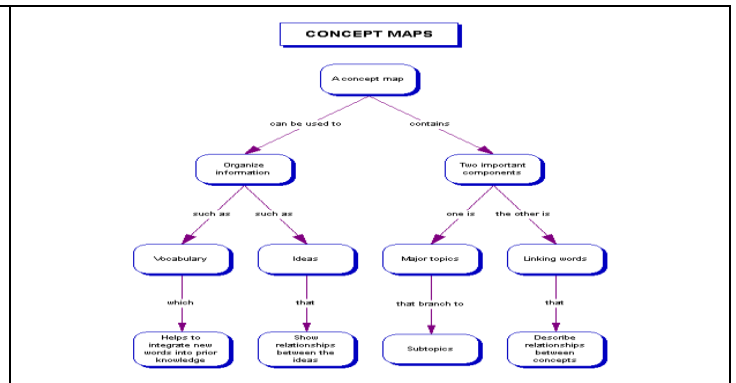
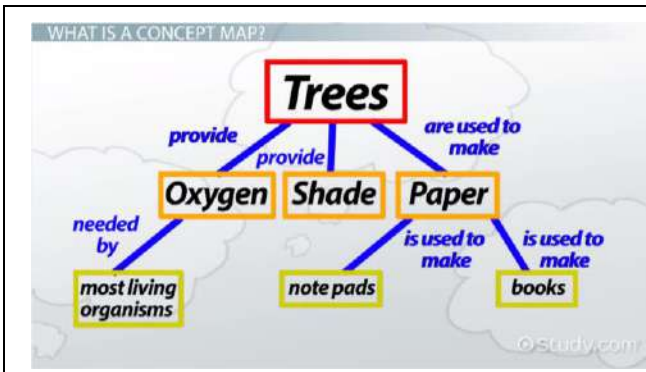
[https://www.youtube.com/watch?v=R1M0Q8RMqTE&ab\\_channel=GrammarMonster](https://www.youtube.com/watch?v=R1M0Q8RMqTE&ab_channel=GrammarMonster)



# Abstract Nouns and Concrete Nouns



<https://mindmappingsoftwareblog.com/concept-maps-vs-mind-maps/> (concept and mind maps explanation).



❁ **ACTIVITY # 6:** Fill in the blanks with suitable ABSTRACT NOUNS. The words given in the brackets should offer clues.

1. He is a man of ..... (strong)
2. The people in this part of the country live in ..... (poor).
3. .... to animals is a punishable offence. (cruel)
4. He is on a ..... to Mecca. (pilgrim)
5. I have great ..... to welcome you. (please).
6. .... is the best period of one's life. (child)
7. .... should always be avoided. (waste).
8. As a parent my children's ..... is of utmost importance to me. (safe).
9. As the sun went below the horizon ..... enveloped the planet. (dark).
10. There is no end to his ..... (wicked)

❁ **ACTIVITY # 7:** Read the sentences below and underline the Concrete Nouns and circle the Abstract Nouns. Please, use a different color for each one.

1. I felt pain when dentist took my tooth out.
2. I fell in love with that little child.
3. After dinner, Holly went out for walk.
4. My mom will pick me time from school every Monday.
5. Puppy jumped on the table and ate cake.
6. Sarah's childhood was traumatic.
7. I have full trust on my child's nanny.
8. She is potting plants in the garden.
9. That child is very intelligent.
10. He is loyal friend.

## 🌸 **ACTIVITY # 8: ICFES TEST (literal and inferential reading)**

### **THE CARBON PLANET**

How much do you know about the planets in our solar system? Read on to find out the latest in scientific research in this area.



Read the article and do the exercises to check your understanding.

#### **Heat signature**

Planets such as Earth have more oxygen than carbon, but what if the composition was reversed? This is a question opened up by a recent discovery of a 'diamond planet' by US and UK scientists, led by Nikku Madhusudhan of the Massachusetts Institute of Technology, and including researchers from Belfast's Queens University and the University of Warwick. The planet is 1200 light years away from Earth and was observed using NASA's Spitzer Space Telescope. Dr Marek Kukula of the Royal Greenwich Observatory in London, whose role is to interpret and comment on astronomical discoveries made by British scientists, explained that researchers initially used the SuperWASP (Wide Angle Search for Planets) robotic observatories operating continuously, all year around. They detected the planet, then it was observed with the Spitzer Space telescope, which according to Dr Kukula 'detected the heat coming from the planet, and from that heat signature they can tell what this planet is made from'.

#### **Giant planet**

The planet is very different to Earth. 'It's a giant planet,' explains Dr Kukula, 'a gas planet, a bit like Jupiter in our solar system. But the interesting thing that they've discovered is that it has a very different composition to the planets in our solar system. So where our planets have a half fraction of oxygen then carbon, this planet has it the other way around, it has more carbon than oxygen.' This suggests that there is more than one way to make a solar system and the range of planets in the universe could be much wider than previously thought.

#### **Diamonds and graphite**

Dr Kukula says that if there are smaller planets in the same solar system with a similar composition, rich in carbon, their rocks could be rich in minerals such as carbon and diamonds, unlike Earth which has silica, the sand that rocks on Earth are made from. 'This is where this diamond planet idea comes from; they haven't actually detected a diamond planet yet,' explains Dr Kukula. It's hypothetical, 'but you can imagine strange landscapes with black graphite rocks lying around and the surface could be covered with sticky liquids instead of water.'

1. Match the vocabulary with the correct definition and write a–f next to the numbers 1–6.

1..... NASA	A. a very important element for life on Earth. It is present in our bodies, plants and in diamonds.
2..... heat signature	B. turned the other way round
3..... carbon	C. the National Aeronautics and Space Administration of the USA which is responsible for space research
4..... solar system	D. the unique amount of heat which comes from something
5..... graphite	E. the Sun, the eight planets and their moons
6..... reversed	F. the black substance in a pencil which you write with

2. **Check your understanding: true or false.** Circle True or False for these sentences.

- A. A.The planet Earth has the same amount of oxygen as carbon. **True False**
- B. 2. Scientists studied the amount of heat coming from the 'diamond planet'. **True False**
- C. 3. The new planet has a very different composition from the planets in our solar system. **True False**
- D. 4. The discovery of the new planet has led scientists to think that there may be more kinds of planets in the universe than they thought. **True False**
- E. 5. The rocks on Earth are rich in carbon and diamonds. **True False**
- F. 6. Scientists have observed a strange planet with black rocks and a sticky liquid instead of water. **True False**

3. **Check your understanding: gap fill.** Read the text and write the correct form of the word in brackets to complete the gaps. Look at the example at the beginning of the text.

Scientists have recently made a very interesting DISCOVERY (*DISCOVER*). They have found a new planet which is extremely hot. The first \_\_\_\_\_ (*OBSERVE*) of the planet was made using NASA's Spitzer Space Telescope. Scientists have the \_\_\_\_\_ (*ABLE*) to detect the amount of heat coming from a planet and from this they can know what the planet is made of. The new planet has some \_\_\_\_\_ (*SIMILAR*) to the planet Jupiter, but it also has a \_\_\_\_\_ (*COMPLETE*) different composition from planets in our solar system. The new planet has more carbon than oxygen which is \_\_\_\_\_ (*LIKE*) any of the planets near Earth. This has led scientists to use their \_\_\_\_\_ (*IMAGINE*) and to think that there is a \_\_\_\_\_ (*POSSIBLE*) of a diamond planet existing. This diamond planet could have a very strange \_\_\_\_\_ (*APPEAR*).

**ACTIVITY # 9:** Choose an English song of your preference and according to the level you are in, learn it and record yourself singing it (Karaoke way) you can use a music track but the voice that should be heard is yours. Be creative and demanding with your performance. Finally, you must send the video, making sure you have fulfilled the requirements.

**ACTIVITY # 10:** Make progress to the virtual course hello english (level 100) 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.

