
 <p>ALCALDÍA DE SANTIAGO DE CALI SECRETARÍA DE EDUCACIÓN</p>	<p>INSTITUCION EDUCATIVA CRISTOBAL COLÓN Niveles: Pre-escolar, Primaria, Secundaria y Media Técnica Especialidad Comercio Reconocimiento de estudios: Resolución N° 1458 de Julio 1 de 2004 Bachillerato Nocturno por ciclos. Resolución 4143.0.21.11232 de 2010 Nit. 805009185-5 Código DANE 176001004256 Calle 44 No. 47A-16 Barrio: Mariano Ramos Tel: 327 49 72 SISTEMA DE GESTION DE CALIDAD - SGC- MECI-SISTEDA</p>	
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LOGO - BY YOSOYCESAR2013

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STUDENT'S BOOK and WORKBOOK

Student's name: _____ . Grade: _____

Material realizado por César Tenorio Toro.

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

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

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
Appearance and health	Describe appearance Writing an e-mail describing a friend. Suggest a remedy	Asking about and describing people's appearance. Listening to descriptions of people and clothes. Identify the ailments and remedies suggested	Adjectives Should form for advice

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° - 9°

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

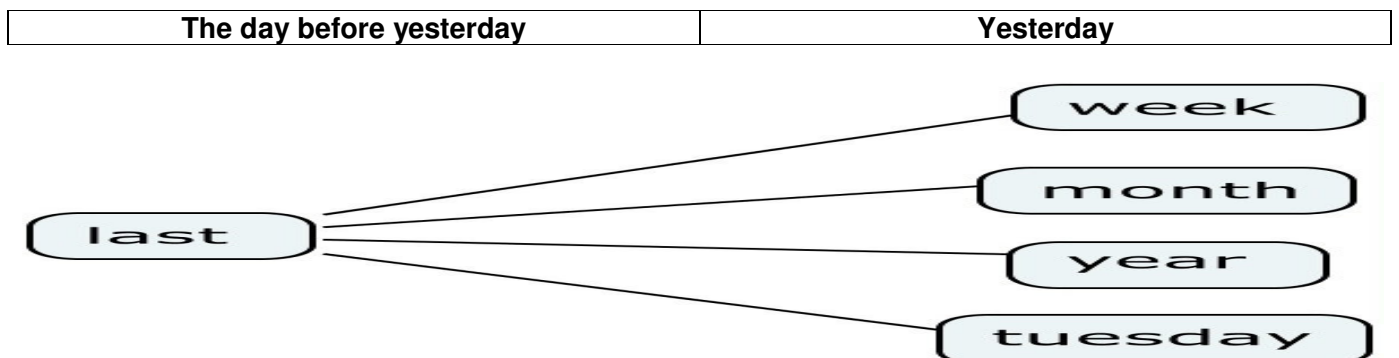
Goals

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

Reading Strategies. Preview and predict. What do you see in the picture? What will be the text about?



1. **VOCABULARY. READ AND LISTEN.**



You are what you read. Usted es lo que usted lee.



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. Tell someone about a past event. **CONVERSATION MODEL.** Read and listen.

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



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.

Reading Strategies. Preview and predict.

What do you see in the picture? I see

What will be the lesson about? It will be about

PAST ACTIONS - BY YOSOYCESAR2013

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

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. **Reading.** 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

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Alice in Wonderland



https://en.wikipedia.org/wiki/Alice%27s_Adventures_in_Wonderland

One summer afternoon, Alice was roaming in a beautiful garden when she saw a white rabbit wearing a black waistcoat. The rabbit kept looking at an old watch.

"Oh dear! Oh dear! I'm late! I'm late again!" said the rabbit as he ran towards the old fig tree.

A speaking rabbit! Alice was amazed to see a speaking rabbit. She followed him.

"Please, wait for me!" she cried out. But the rabbit did not stop. He disappeared into a big dark hole. Alice was curious, and as she leaned over to peep inside she accidentally fell in!

"Stop Mr. Rabbit! Please wait for me!" she fell and fell and fell... until finally she landed on a heap of dry leaves with a loud thud.

Alice was in some sort of tunnel, and at the end of the tunnel was a room with a tiny wooden door. "It is such a tiny door! I wonder how I'd pass through it.

Alice did not know how she would get out of the tunnel, for she was much to large to fit through the tiny door. But in this room there was a glass table, and on that table was a golden key, and a bottle labeled "drink me". She picked up the key and took a sip from the bottle. It was delicious, and the moment she drank from it, she grew smaller and smaller!

Alice was now small enough to pass through the tiny door...

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11. **READING AND WRITING.** Read the text again and answer the questions.

- a. What did Alice see when she was in the beautiful garden? _____
- b. Where was Alice when the White Rabbit was looking at an old watch? _____
- c. Why was Alice amazed? _____
- d. When did Alice fall in the fig tree? _____
- e. Where did Alice land? _____
- f. How did Alice grow small? _____



12. **CONVERSATION MODEL.** Read and listen.

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



13. **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 _____.

14. **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.



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

Rafaela, Mexico.

16. 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		

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

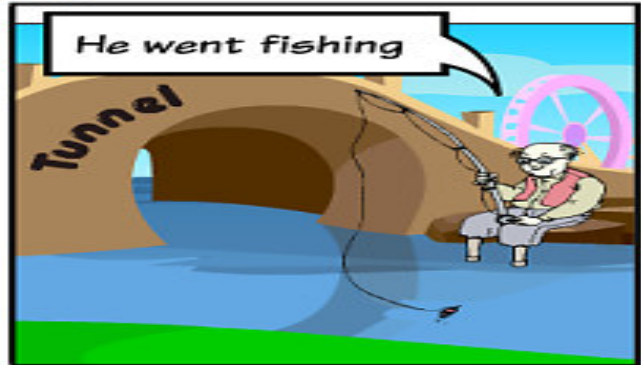


17. DICTATION. Listen and write in your notebook. Part 2.







Jeremy, Jamaica.

Lesson 3. OUTDOOR ACTIVITIES

OUTDOOR - BY YOSOYCESAR2013



18. VOCABULARY. Outdoor activities.

			Go to the beach
			Go running
			Go bike riding
			Go for a walk
			Go swimming
			Go for a drive

19. PAIR WORK. Ask and answer questions with “when” and “how often” and the vocabulary.

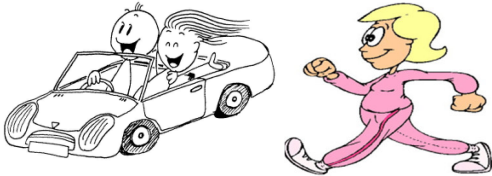
- A. How often do you go swimming?
- B. I usually go on Saturdays.

20. LISTENING COMPREHENSION.

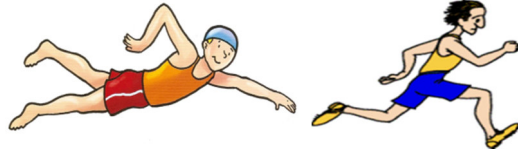


Listen to the conversations.

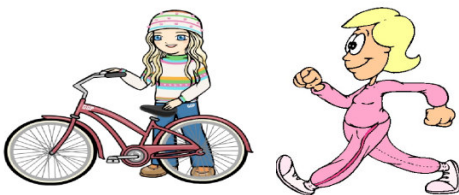
1. Rosalie went



2. She is going



3. they are going to



4. He went



21. 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.



22. DICTATION. Listen and write in your notebook.



Part 3.

CLIFFORD, Canada.

23. LISTENING.  . Read, listen, complete and chant.

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?

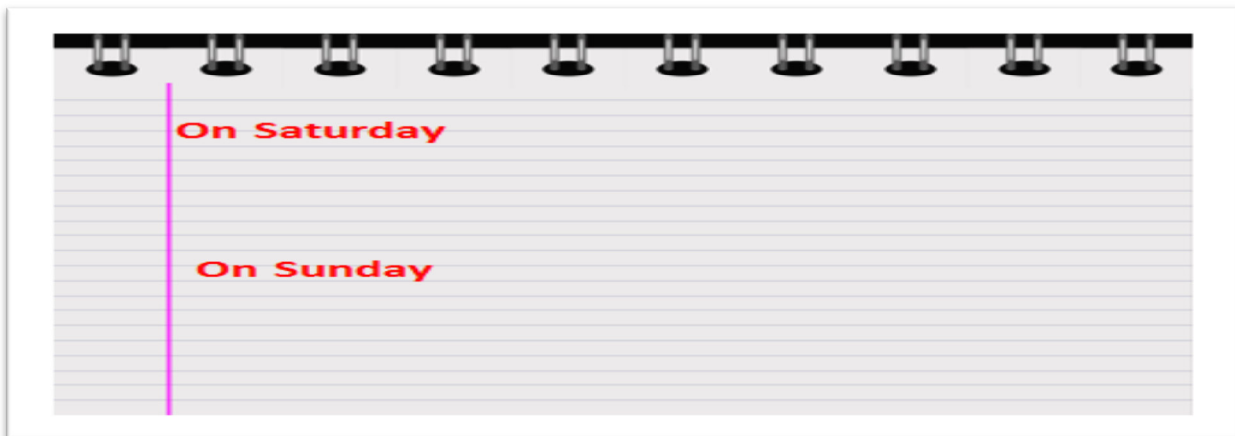
Options: walked – saw – wrote – was – talked – woke up – made – did

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



25. **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?

26. **GAME TIME.** Form two teams. Look at the action-pictures and make a list of them on your notebook. Then write a story by using past-time expressions and tell it to the class.

27. **READING.** Look at the presentation and make your own for next class (César's history PPP).

When I was a baby

Pre-reading strategies.

Preview.

Are there any words familiar to you in the title?

What can you see in the picture?

Predict.

What do you think will the story be about?



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28. **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?

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

Who	Where	When	Main facts



29. **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.

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

31. Tongue twisters!

"She sells sea shells by the sea shore."

<http://www.sodahead.com/fun/say-she-sells-sea-shells-by-the-sea-shore-10-times-fast-how-easy-is-it-for-you-to-say-it-10-t/question-905931/>



<https://authenticenglishmaterials.wordpress.com/2014/08/05/tongue-twister-if-two-witches/>

"If two witches were watching two watches, which witch would watch which watch?"

Eeny, meeny, miny, moe,
Catch a tiger by its toe.
If he hollers, let him go,
Eeny, meeny, miny, moe.



<https://www.pinterest.com/chillsworld/nursery-rhymes-comics/>

LESSON 4.
At the Restaurant.

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1. What is your favorite restaurant? _____
2. What is your favorite dish? _____

32. **Restaurant service.**

AT THE RESTAURANT PICTURE DICTIONARY



chef



waiter



customer



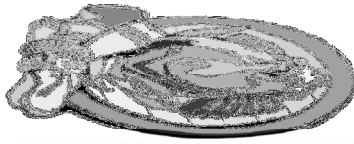
waitress



cashier



soup



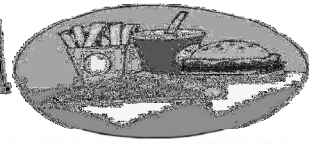
main course



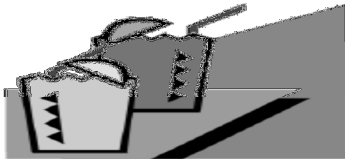
desserts



breakfast



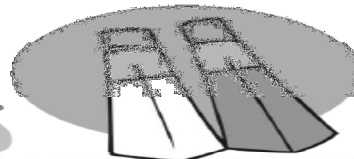
fast food



drinks



salad



salt & pepper



fork-knife-spoon

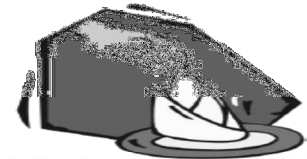


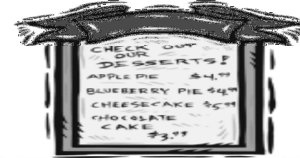
table napkin



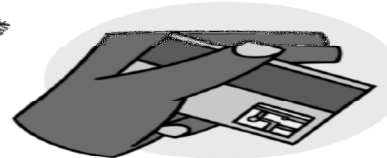
flowers



candle



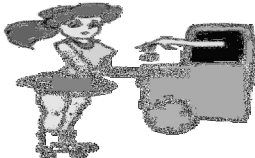
menu



credit card



bill



tip



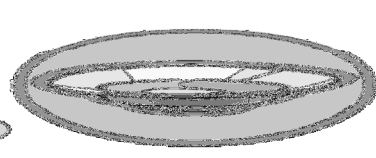
glass



bottle



table



plate

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33. Listen to the conversation and fill-in the blanks

Ordering food - At the restaurant (taken from Learning English at the Restaurant)

Check the video on englishcommunityatcolon.jimdo.com



Waiter: hello sir, are you ___ 1 ___ alone?

Customer: yes, _____ 2 _____, please.

W: smoking or _____ 3 _____?

C: non-smoking, please.

W: I have a table for you. Please, follow me. _____ 4 _____ a drink with your meal sir?

C: Can I see the _____ 5 _____, please?

W: _____ 6 _____ the house red... it's a dry wine from the country valley, here on new south Wales

C: okay, _____ 7 _____ a bottle of the red house, please.

W: certainly sir. Here is tonight's menu. A _____ 8 _____ will be with you shortly to take your order.

C: okay, thank you.

- | | | |
|-------------------------|--------------------|----------------------|
| b. a. dinner | b. dining | c. diningroom |
| c. a. table for one | b. table for Juan | c. table by one |
| d. a. red smoking | b. no smokers | c. non-smoking |
| e. a. will you like | b. would you like | c. well, you like |
| f. a. wine list | b. white list | c. wide list |
| g. a. I can record them | b. I can recommend | c. I can't recommend |
| h. a. I'll have | b. I have | c. I won't have |
| i. a. waiter | b. water | c. waitress |

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34. Useful phrases.

- | | |
|---------------------------------------|----------------------------------|
| a. Table for (1, 2, 3) please. | Mesa para (1, 2, 3) por favor. |
| b. Do you have a reservation? | ¿Usted tiene reservación? |
| c. May I see the menu, please? | ¿puedo ver el menu por favor? |
| d. What is today's special? | ¿Cuál es el especial de hoy? |
| e. Are you ready to order? | ¿Están listos para ordenar? |
| f. Would you like something to drink? | ¿Les gustaría algo de beber? |
| g. Enjoy your meal. | Disfruten su cena. |
| h. I'd like the bill, please. | Me gustaría la cuenta por favor. |

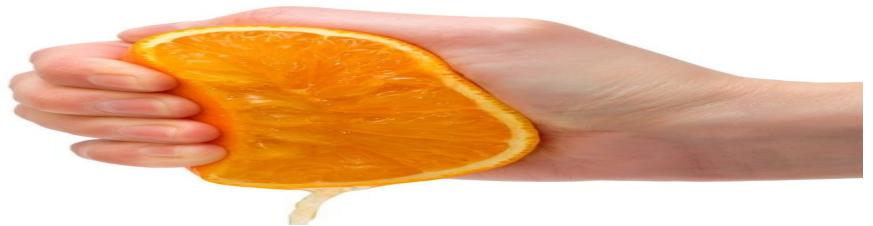
35. Listening. Listen to the presentation. (Juan Manuel Solarte, a Cristóbal Colón Student).

<p>Let's make orange juice.</p>			
<p>Ingredients Orange, water, sugar, Ice.</p>			

First, **cut** the oranges.



Then, **squeeze** the oranges.



Next, **put** some water **in** the jar



Add some ice.
After that, add some sugar and **stir** it.



Finally
serve it and enjoy.



35. Homework. Make a class presentation or a video making a recipe.

36. Time to play. Go to <http://www.eslgamesplus.com/food-drinks-vocabulary-esl-vocabulary-crocodile-board-game/>

37. Video comprehension. Video # 17

1. Where are the students?

- a. at a restaurant. b. at the airport c. at school cafeteria

2. What do they have for breakfast?

- a. eggs sandwich b. omelet c. cheese burger

3. Bob doesn't want

- a. ice cream b. soup c. hamburger

Extension

38. 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.

Material realizado por César Tenorio Toro.

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

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

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!”



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"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.



39. Writing. Practice your writing with the words.

I, they, my, the, an, a, pilot, teacher, house, red, school, blue, red, hair, telephone short, his, straight, her, blouse, name, name, sport, how, where, weekend, skirt, from, number, sandals, morning, sneakers, your, rabbit, dog, tonight, cat, sister, mother, years, father, eyes, has, pants, green, was, had, did, lived, where, old, were, friend, he, she, you, beautiful, we, is, were, the, love, like, don't like, music, food, favorite, what, happy, your, Colombian, saw, read.
