



Convenio de Cooperación 1800 de 2019

Know Now: Achieving Skills,

Preparing for Life

Alcaldía de Bogotá

Know Now Workshop 2/3

June 6th & 7th, 2019

Alcaldía de Bogotá

IT'S GREAT TO SEE YOU AGAIN!

The team:

- Presenter
- *Know Now* Promoters
- SED Delegates

and most importantly...

- EFL teachers



Interaction with the Audience

Talk to the colleague next to you for 5 minutes, ask and answer:

- What's your name?
- Where do you work?
- Is this your first Know Now workshop?
- Have you had the chance to use Know Now in the classroom?
- What's one resource you remember seeing in Workshop 1?



Know Now Workshop Series 2019

Date	Contents
May 9/10th	<ul style="list-style-type: none"> • How to use <i>Know Now</i> booklet • KN Parts 1 – 4 • KN First Diagnostic Test interpretation and implementation plan
June 6/7th	<ul style="list-style-type: none"> • <i>Know Now</i> booklet Parts 5 – 7 • Toolbox and activities for implementation • <i>Know Now App</i>
July 15/16th	<ul style="list-style-type: none"> • <i>Know Now</i> Final Diagnostic Test Follow up • Collaboration and socialization of strategies for contextual barrier in using Know Now (motivation, communication) • Strategies for Other EFL International Tests Preparation (APTIS) • Additional teaching and learning resources



Know Now Workshop Series 2019

Objectives

- To familiarize EFL teachers with the contents, structure and tools available in *Know Now*
- To provide EFL teachers in Bogota with the tools to use *Know Now* as assessment input in their students' learning process and inform their teaching practices

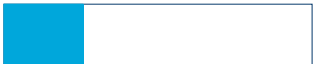


Know Now Workshop 2: Overview

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Today's Agenda

- *Know Now* Parts 5 – 7
- Teacher resources inventory for *Know Now*
- *Know Now Mobile App* and teacher dashboard



Today's Objective

- At the end of the session, participants will be familiar with the contents, sections, strategies and tools available in the *Know Now* booklet and **App** in order to inform their pedagogical practices and follow up an implementation plan for their classes.



Products

At the end of the session, you will have access to and know how to use:

- An inventory of suggested resources to implement for all seven parts in the Know Now Trainings
- Your proposals on additional strategies and activities for using Know Now
- A student and a teacher manual on how to use the Know Now app
- A teacher account in the Know Now App



A Quick Reminder on Using Know Now in the Classroom

In groups, answer the following questions:



1. How many questions in total are there in parts 1 – 4 of Saber 11 Inglés?
a) 5 b) 18 c) 23 d) 25
2. Which of the four parts evaluates interactions in conversations?
a) Part 1 b) Part 2 c) Part 3 d) Part 4
3. Which of the following test taking strategies was not presented in the previous workshop?
a) elimination b) context clues c) predicting d) skimming



A Follow-Up on the Implementation Plan Tool

- This is a practical, suggested tool to use to help you develop a focused strategy to cater to your students' needs according to the results of the initial diagnostic test
- Latest version available at [RedAcademica](#)

BRITISH COUNCIL 80 AÑOS EN COLOMBIA									
ALCALDÍA MAYOR DE BOGOTÁ D.C.									
BOGOTÁ MEJOR PARA TODOS SECRETARÍA DE EDUCACIÓN									
PLAN DE IMPLEMENTACIÓN CARTILLA KNOW NOW									
INFORMACIÓN INSTITUCIONAL Y DE GESTIÓN									
Institución			Docente			Promotor			
DATE OF DOCUMENT CREATION		DAY	MONTH	2019		YEAR			
1. PREPARATION									
A. MAIN OBJECTIVE									
What do I need to know before I implement an improvement plan?									
1. Are you familiar with the contents of the Know Now booklet?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	2. If your answer to question 1 is NO, what actions will you take to familiarize yourself with the Know Now booklet?				
3. If your answer to question 1 is NO, what have you heard or read about the Know Now booklet?				4. If your answer to question 1 is YES, have you applied the first diagnostic test in the booklet with your students?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	
5. If your answer to question 1 is YES, when did you apply the first diagnostic test with your students?	DAY	MONTH	YEAR	2019	6. If your answer to question 4 is YES, do you already have a report of the results of the first diagnostic test from the booklet?		YES	<input type="checkbox"/>	
B. PRELIMINARY ACTIVITIES									
7. If your answer to question 1 is YES, when will you apply the first diagnostic test with your students?	FROM	TO	DAY	MONTH	2019	YEAR			
8. If your answer to question 1 is NO, after applying the first diagnostic test, when will you have the results ready to share with your students?	FROM	TO	DAY	MONTH	2019	YEAR			

How Have You Used Know Now and its Implementation Tools?

Work in groups, discuss the following questions and register your conclusions in post-it notes:



- Have you used the initial diagnostic in the class? If so, What are some common areas you decided to work on?
- Based on the experience in using Know Now and the implementation plan format, what would you like to learn during this session?

Achievement Unlocked!



You are ready to begin Know Now Workshop 2.

Now you obtained the superpower to get coffee at any time of the session 😊.

Remember that if you have questions, this is a great time to post them.



Know Now

Parts 5 - 7

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Read the following text and answer the questions

- What was the man wearing?
- How did the man feel?



Reading Comprehension Literal vs. Inferential

- Talk to the teacher next to you about this question for 3 minutes:
 - How do you understand literal and inferential reading comprehension?
 - How do you develop reading at these levels in your classroom?



Literal Comprehension

- Words explicitly used by the author
- Facts, main idea, supporting details, summarizing
- Strategies: **locating** information, using context clues to **supply meaning**, identifying stated **relationships** and organizational **patterns**



Inferential comprehension

- Beyond the word level: ideas implied by what the author said.
- main idea, supporting details, sequence, cause and effect
- Strategies: interpreting **figurative language**, drawing **conclusions**, predicting outcomes, determining the **mood** and judging the **point of view**



Know Now Part 5

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SABER 11 – Part 5 – Questions and Strategies

- *SABER 11* Part 5 evaluates the literal reading comprehension in a text (around 250 words).
- You need to answer 7 questions about specific details in the text.



Part 5 – Training Design

- A descriptive or narrative text dealing with facts, descriptions, dates and places around its topic.

Know Now Training 5

¿Qué evalúa esta sección?

¿Cómo responder este tipo de pregunta?

Tips

Refuerce la estrategia

Pruebe sus habilidades en clase

Reflexión final



Pt 5 Example and Scoring

The Museum of Broken Relationships

Croatian artists Olinka Vištica and Dražen Grubišić, who were once in a romantic relationship, created this unusual and interesting museum. After they broke up, they decided to use sentimental reminders of their love to start the Museum of Broken Relationships, so that the objects could remain together. Initially, the museum was a travelling collection that toured cities around the founders' home country, and later around the world. Along the way, the collection grew as people donated personal objects as their own reminders of heartbreak.

Nowadays, the museum has a permanent home in Zagreb, Croatia, and it contains an incredible collection of contributors' past

romantic objects: everything from teddy bears to a small bottle filled with a woman's tears! The museum's concept of using collective creativity to recover from the grief of lost love has proved very appealing: over a thousand people visit the museum every week. The museum has become so successful that a second Museum of Broken Relationships opened in Los Angeles in 2016. If you are brokenhearted and left with reminders of your lover that you find too hard to throw away but too painful to keep, you can donate them to the museum together with a brief story about the objects. In the museum, the objects are put on display with nothing more than the stories provided by the anonymous donors. So, what would you contribute to this unusual museum?



Pt 5 Example and Scoring

24. Olinka Vištica and Dražen Grubišić
- A. are famous for their broken relationship.
 - B. are cofounders of the museum.
 - C. used other people's objects to start the collection.






25. At the start, the museum toured
- A. cities around the world.
 - B. cities in Europe.
 - C. cities in Croatia.
26. The objects displayed in the museum
- A. have been given by anonymous contributors.
 - B. all used to belong to Olinka and Dražen.
 - C. were all obtained in Croatia.
27. The concept of the museum
- A. tries to help people to heal their hearts.
 - B. is against showing emotion.
 - C. has not been popular.
28. Currently, the museum
- A. has a second branch in the United States.
 - B. continues to tour in Croatia.
 - C. has its main location in Los Angeles.
29. You can donate objects to the museum if you
- A. are in a relationship.
 - B. have painful mementos of a broken relationship.
 - C. have too many personal objects in your home.
30. Objects donated to the museum are
- A. displayed with no information about them.
 - B. displayed with the donor's description of the object.
 - C. displayed with the donor's name and description.



Pt 5 Example and Scoring

- Part 1 Weight: 16%
- CEFR: A2
- 12 minutes

Score	Concept
0 – 3 points	
4 – 6 points	
7 points	



Pt 5 Guided Sample

The Museum of Broken Relationships

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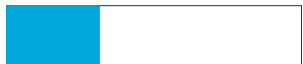
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Useful Strategies to Answer Part 5

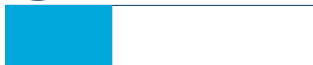
- *Test taking skills: skimming and scanning*
- The order of the questions keeps with the sequence of the text.
- Create mental images of the topic as you read to improve understanding
- Consider the use of synonyms or paraphrasing in questions and options



Booklet Additional Resources

<http://learnenglishteens.britishcouncil.org/uk-now/read-uk>

The screenshot shows the 'LearnEnglish Teens' website interface. At the top left is the British Council logo. The main navigation bar includes links for 'Courses', 'Skills', 'Grammar', 'Vocabulary', 'Exams', 'UK now', 'Study break', and 'Magazine'. A search icon is located on the right. Below the navigation, the breadcrumb 'Home » UK now' is visible. The main content area features a purple header for 'Read UK' with the subtext 'Read texts with a UK focus. Learn about UK culture and practise your reading at the same time.' To the right of this text is a photograph of a young woman with long dark hair sitting at a desk with a laptop. Below the 'Read UK' section, there are three sorting options: 'Most Recent', 'Most Popular', and 'A to Z List'. A 'COURSES' sidebar on the right contains a button that says 'Find a face-to-face course near you.' The main content area lists two articles: 'WWW@30' with a small image of a person reading and a '3' icon, and 'World Cup 2018' with a small image of people celebrating and an '11' icon.



What about the UK?

The only UK team competing at the 2018 World Cup will be England. Placed in a group with Belgium, Panama and Tunisia, English fans are hoping to do well in the Group Stage and then progress to the later rounds. The team features many young stars such as the midfielders Raheem Sterling and Dele Alli, who have both played strong seasons this year for their clubs in the English Premiership. So perhaps English fans can allow themselves to at least dream of glory.

The last World Cup (Brazil, 2014) was watched by 3.2 billion people. That's almost half the population of the entire world! So whether you're a football fan or not, this year's tournament is going to be impossible to avoid. Make sure you're watching, and may the best team win!

▼ Check your understanding: true or false

Read UK: World Cup 2018 - 1

Are the sentences true or false?

8 items remaining

1. Iceland will appear in the World Cup for the first time.
 True False
2. In the Group Stage, half of the teams are eliminated.



Booklet Activities + Classroom Strategies

- Using the booklet training section (pages 31-37)
-
- Bringing texts with information gaps and encouraging students to predict the kind of information missing.
 - Creating an exercise where students paraphrase a word, sentence or definition.
 - Having students in groups create a set of questions from a text so other groups can answer them with explicit information.



Time to Practice

- Look at the exercise in Worksheet 1 and propose other ideas to develop literal reading comprehension in English



Know Now Part 6

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SABER 11 – Part 6 – Questions and Strategies

- *SABER 11* Part 6 evaluates inferential reading comprehension in a text (around 200 words).
- You need to answer 5 questions by identifying the intention of the author and details that are not explicitly stated in the text.



Part 6 – Training Design

- A descriptive, narrative or opinion text dealing with around a topic with a particular communicative purpose (warning, expressing emotions, being for or against an argument, etc.).

Know Now Training 6

¿Qué evalúa esta sección?

¿Cómo responder este tipo de pregunta?

Tips

Refuerce la estrategia

Pruebe sus habilidades en clase

Reflexión final



Pt 6 Example and Scoring

E-garbage



Nowadays, every home produces electronic garbage (or e-garbage) – old TVs, computers, or cell phones we don't use anymore. However, when we throw these objects away, we probably don't know where they end up. The US journalist and photographer, Peter Essick, decided to follow e-garbage to several different countries around the world.

In particular, Essick discovered that a lot of e-garbage goes to Ghana. There, he saw mountains of old computers and other devices in the local markets. People resell some of them, but very little equipment works or can be repaired. Some e-garbage is used to recycle the parts inside. These

parts contain small amounts of metals such as copper or sometimes even gold. However, the process of recycling is very dangerous for the workers because it produces many toxic chemicals.

As a result of his travels to investigate what happens to e-garbage, Peter Essick thinks that developed countries should stop exporting their e-garbage because it is not good for the environment and bad for people's health. He believes manufacturers need to produce more eco-friendly devices in the future.






Pt 6 Example and Scoring

31. According to the text, people in Ghana
- A. repair most of the e-garbage and sell it in markets.
 - B. produce a lot of e-garbage.
 - C. recycle some of the parts in e-garbage to obtain metals.
 - D. make a lot of money out of e-garbage.
32. It can be inferred from the text that Peter Essick
- A. likes traveling around the world following e-garbage.
 - B. thinks people in developed countries should stop using electronic devices.
 - C. believes e-garbage is useful to people in developing countries.
 - D. thinks manufacturers should develop electronic devices that are less damaging to health and the environment.
33. The author suggests that people throw away
- A. garbage that is broken.
 - B. electronic devices that might still work.
 - C. mountains of recyclable electronics.
 - D. equipment that cannot be repaired.
34. It is inferred from the text that e-garbage
- A. only goes to Africa.
 - B. is a potential cause of cancer.
 - C. is particularly useful in developed countries.
 - D. is sent to different parts of the world.
35. The text implies that recycling electronic parts
- A. is a harmful practice.
 - B. should be done carefully.
 - C. creates copper and gold.
 - D. is the responsibility of developed countries.



Pt 6 Example and Scoring

- Part 1 Weight: 11%
- CEFR: B1
- 10 minutes

Score	Concept
0 – 2 points	
3 – 4 points	
5 points	



Pt 6 Guided sample

E-garbage



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Useful Strategies to Answer Part 6

- Test taking skills: critical thinking and intensive reading
- Quickly skim over the text to identify the topic and an initial idea of its purpose
- Identify phrases, linking words or figurative expressions that reinforce your answer in the text
- Even if the question asks for information not evident in the text, it needs to always be supported with the text
- Discard other options using arguments in the text or establishing incomplete information to conclude a statement



Booklet Additional Resources

<https://learnenglishteens.britishcouncil.org/study-break/graded-reading>

The screenshot shows the 'LearnEnglish Teens' website interface. At the top, there is a navigation bar with the British Council logo and the text 'LearnEnglish Teens'. Below this is a menu with links for 'Courses', 'Skills', 'Grammar', 'Vocabulary', 'Exams', 'UK now', 'Study break', and 'Magazine'. A search icon is also present. The main content area is titled 'Graded reading' and includes the subtext 'Read stories and articles for your level of English.' Below this, there are three tabs: 'Elementary', 'Intermediate', and 'Upper intermediate'. Under the 'Elementary' tab, two articles are listed: 'A walk in the forest – level 1' (with a thumbnail of a forest and a count of 172) and 'Amazing adventurers – level 1' (with a thumbnail of a mountain and a count of 20). On the right side, there is a sidebar with two sections: 'COURSES' containing a link 'Find a face-to-face course near you.' and 'HELP & SUPPORT' containing links for 'Find content for your English level', 'CEF levels', 'Getting started', and 'House rules'.



Booklet Activities + Classroom Strategies

- Using the booklet training section (pages 38-43)
-
- Bringing sets of short paragraphs with different communicative purposes (poetry, stories, opinion, news, scientific texts, magazines, etc.) and having small group discussions about the purpose of the writer.
 - Playing inference games using hints to solve problems and justify the answer (a crime, a mystery, riddle, etc.)
 - Using argumentative texts to generate class debates against and for topics which are close to students' reality in line with CSI.



How Do You Go About Inferential Reading?

- Look at the exercise in Worksheet 2 and debate in groups different proposals to develop inferential reading comprehension in English.



Know Now Part 7

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SABER 11 – Part 7 – Questions and Strategies

- *SABER 11* Part 7 evaluates grammar and lexical knowledge and the skill to identify the correct word in a particular context (around 250 words).
- One text with 10 gaps to be filled in with 1 out of 4 options in 12 minutes



Part 7 – Training Design

- A longer section with a higher weight in the grade. Grammar knowledge on tenses, auxiliaries, question words, prepositions and linking words are common input for the questions here.

Know Now Training 7

¿Qué evalúa esta sección?

¿Cómo responder este tipo de pregunta?

Tips

Refuerce la estrategia

Pruebe sus habilidades en clase

Reflexión final



Pt 7 Example and Scoring

The Space Race

In 1957, the Soviet Union (0) Sputnik 1 into space and thus also (36) the race between the Soviet Union and the United States to be the (37) power in space exploration. The Soviets (38) to be winning the race to begin with: they launched more satellites (39) the late 1950s and in 1961 put the first man into space, Yuri Gagarin. In response, the United States increased (40) funding for space exploration and in 1969 (41) landed the US spaceship Apollo 11 on the moon, with astronaut Neil Armstrong (42) the first man to walk on the moon. By the 1970s, the United States unquestionably (43) the space race, but the costs of funding space travel were so huge that the United States and the Soviet Union realised there would be advantages to collaborating. As a result, in 1975 astronauts from both countries travelled into space together. (44), one astronaut said that the mission showed that the Soviet Union and the United States could work successfully together.



In 2009, a Russian space chief announced that Russia was planning a nuclear spaceship to be sent to Mars. In 2010, US president Barack Obama told an audience that by the mid-2030s the United States would send humans to Mars. The race for Mars has (45) begun!



Pt 7 Example and Scoring

Ejemplo.....

0. A. traveled B. sent C. moved D. few




Respuesta: 0 A B C D

-
- | | | | |
|---------------------|----------------|----------------|-----------------|
| 36. A. begin | B. originated | C. started | D. ran |
| 37. A. leading | B. frustrating | C. knowing | D. losing |
| 38. A. appeared | B. looked | C. disappeared | D. seemed |
| 39. A. on | B. by | C. around | D. in |
| 40. A. his | B. its | C. your | D. yours |
| 41. A. constantly | B. actually | C. normally | D. successfully |
| 42. A. transforming | B. carrying | C. becoming | D. turning |
| 43. A. earned | B. got | C. tried | D. won |
| 44. A. Before | B. Instead | C. Afterwards | D. So |
| 45. A. just | B. still | C. yet | D. even |



Pt 7 Example and Scoring

- Part 1 Weight: 22%
- CEFR: B1
- 12 minutes

Score	Concept
0 – 4 points	
5 – 8 points	
9 - 10 points	



Pt 7 Guided sample

The Space Race

In 1957, the Soviet Union (0) _____ Sputnik 1 into space and thus also (36) _____ the race between the Soviet Union and the United States to be the (37) _____ power in space exploration. The Soviets (38) _____ to be winning the race to begin with: they launched more satellites (39) _____ the late 1950s and in 1961 put the first man into space, Yuri Gagarin. In response, the United States increased (40) _____ funding for space exploration and in 1969 (41) _____ landed the US spaceship Apollo 11 on the moon, with astronaut Neil Armstrong (42) _____ the first man to walk on the moon. By the 1970s, the United States unquestionably (43) _____ the space race, but the costs of funding space travel were so huge that the United States and the Soviet Union realised there would be advantages to collaborating. As a result, in 1975 astronauts from both countries travelled into space together. (44) _____, one astronaut said that the mission showed that the Soviet Union and the United States could work successfully together.



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Ejemplo.....

0. A. traveled B. sent _____ C. moved D. few

Respuesta: 0 (A) (B) (C) (D)

- | | | | |
|---------------------|----------------|----------------|-----------------|
| 36. A. begin | B. originated | C. started | D. ran |
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| 44. A. Before | B. Instead | C. Afterwards | D. So |
| 45. A. just | B. still | C. yet | D. even |



Useful Strategies to Answer Part 7

- *Test-taking skill: context clues*
- You can find a sample of the grammar reference used to create *Know Now* exercises in redacademica.edu.co/catalogo/cartilla-know-now-achieving-skills-preparing-life
- Use contextual clues in the words before and after the space to start discarding options.
- Associate formal aspects of language to their communicative function
- Practice and learn words in groups and phrases rather than in isolation



Booklet Additional Resources

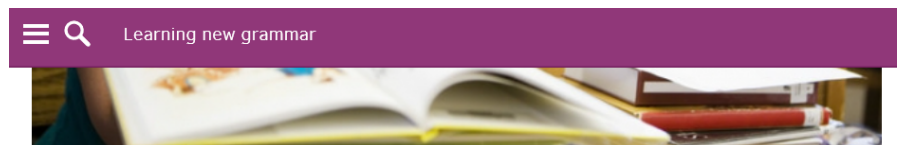
<https://learnenglishteens.britishcouncil.org/exams/grammar-and-vocabulary-exams>

The screenshot shows the 'LearnEnglish Teens' website. The header includes the British Council logo and navigation links: Courses, Skills, Grammar, Vocabulary, Exams, UK now, Study break, Magazine. The main heading is 'Grammar and vocabulary exams'. Below it, a text block states: 'This section gives you tips and advice for grammar and vocabulary tests. There are lots of different ways to test grammar and vocabulary and this section will introduce you to some of them.' To the right is an image of a book page with 'answer NOUN answers' highlighted. Below the main content are three smaller images: 'Learning new grammar' (a student reading), 'Grammar exercise types' (two students in a library), and a dictionary entry for 'learn-ed'. On the right side, there is a 'COURSES' section with a link 'Find a face-to-face course near you.' and a 'Book navigation' section with a list of exam types: Exam study tips, Listening exams, Reading exams, Speaking exams, Writing exams, and Grammar and vocabulary exams.



Booklet Additional Resources

<https://learnenglishteens.britishcouncil.org/study-break/graded-reading>



Are you the kind of person that loves studying new grammar rules? Or do you hate doing grammar exercises? Love it or hate it, learning and practising grammar will help you improve your spoken and written English. Using grammar correctly is always very impressive and it's also very useful for passing exams! Here are our top tips for learning grammar:

- Don't worry about making mistakes. Every time someone corrects you, you learn something new.
- Do you know which mistakes you make most, and which mistakes are common for speakers of your language? Make a list of your common mistakes and pay special attention to them.
- Be patient. Maybe you can do the practice exercises, but when you're speaking you don't have time to think about the correct grammar. Don't worry, that's completely normal! If someone explained to you exactly how to swim, could you just get in the water and swim without practising? Of course not! It's just the same with grammar. The more you practise, the better you'll be.
- Read and listen to English as much as possible. Think about grammar when you're reading and listening. Do you know why they used that particular structure? Do you notice any differences between your language and English? Noticing which structures are used and knowing what the differences are will help you get English grammar right.
- Use the [Grammar snacks](#) section on LearnEnglish Teens to revise grammar. Watch the videos, read the snack and then do the exercises.
- Practise, practise, practise! Try to use the new grammar you have learnt immediately. When you can do the practice exercises, try writing a sentence of your own, and use that grammar next time you're speaking. This will help you remember new grammar really well. If you [register on LearnEnglish Teens](#) you can write comments on the site and put your English into practice every day by communicating with other users and our team of moderators.



Booklet Activities + Classroom Strategies

- Using the booklet training section (pages 44-49)

- Playing charades using B1 vocabulary reference lists and assigning a specific category before each round.
- Making an error analysis exercise to identify the different word categories usage in texts of different types.
- Having groups compete in a teacher-decided category game (Scattergories or Stop!) and assign bonus points for sentence building at some stage.



Practice Game

- Look at the instructions in Worksheet 3 and work in groups. Then, complete the exercise proposed.

Let's play a game!



Achievement Unlocked!



You have seen specific strategies for implementing and working with your students in Parts 5 – 7 using *Know Now*.

Great job!

Remember that if you have questions, this is a great time to post them.



Coffee Break



Alcaldía de Bogotá

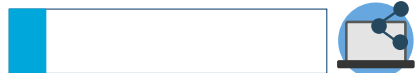
Teacher Toolbox

Know Now Inventory of Suggested
Resources

Alcaldía de Bogotá

What Should I Do Now That I Know About Parts 1 -7 in Know Now and SABER 11?

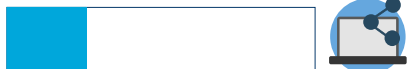
- Gather all the resources that you have learnt about and keep them in a catalog
- Implement the booklet and the app strategically in the classroom (Implementation Plan, diagnostic test tools)
- Use assessment *for* and *of* learning to trace the map of action
- Socialize and collaborate



Know Now Teacher Toolbox



- It is a format that gathers different kinds of resources for teachers who want to use Know Now in their classrooms
- It helps you to keep track of your lessons, prepare more efficiently and visualize options to implement with different groups over time
- Potential for a collective knowledge “cloud”



What Kinds of Resources Are Included in This Toolbox?

- Classroom activities:



Short descriptions of class activities to strengthen the development of the communicative skills required to take each part of SABER 11 test.



What Kinds of Resources Are Included in This Toolbox?

- Links to online resources:



Links to websites or mobile apps that can be used in the classroom and work to create materials or practice for each part of SABER 11.



What Kinds of Resources Are Included in This Toolbox?



- Further reading:



Links to academic material which further develops your knowledge on test preparation for particular types of questions or present relevant research findings of a particular skill evaluated by one of the seven parts in SABER 11



What Does It Look Like?

	A	B	C	D
1	 BRITISH COUNCIL 80 AÑOS EN COLOMBIA		 Alcaldía de Bogotá	Inventario de actividades y recursos complementarios para el aula Know Now
2				
3	Estimado docente, en este archivo podrá encontrar una caja de herramientas para el desarrollo de cada una de las habilidades de la prueba SABER 11. Nuestro objetivo es presentar a ustedes este inventario			
4	Parte 4	Conocimiento gramatical (A2)	¿Qué debe saber hacer quien toma la prueba?	<ul style="list-style-type: none"> - Elegir estructuras adecuadas según el contexto de frases. - Relacionar palabras con contextos comunicativos
5				
6	Tipo de recurso	Nombre	Descripción	Enlace o adjunto
7	Actividad en clase	Uso de la sección de entrenamiento de la parte 1 de la cartilla	En las páginas 26 a 30, el estudiante encontrará ejercicios con la misma estructura de la prueba de estado, con la cual el docente se puede apoyar para hacer una revisión del tipo de preguntas y las dinámicas de análisis de opciones que contiene cada una.	
8	Recursos externos (Apps/Webbsites/Sof tware)	Uso de la aplicación Know Now	La aplicación para Android Know Now le permite al estudiante realizar una práctica con ejercicios de preguntas tipo Saber 11, la cual les ofrece una retroalimentación inmediata después de realizar cada parte de la prueba en el primer intento.	
9	Actividad en clase	Betting contest	El docente presenta una serie de oraciones con un espacio a completar cada uno, a un grupo de estudiantes, y ellos deciden de una lista de opciones cuál es la opción correcta, apostando un mínimo y un máximo de créditos que se darán al comienzo de la actividad. La dinámica de la actividad permitirá generar un sistema de eliminación a medida que los estudiantes o grupos vayan quedando sin crédito, o también se puede proponer una dinámica basada en un tiempo específico, y determinar al ganador quien tenga mayor crédito al finalizar el cronómetro.	
	El docente presenta una serie de categorías (nombres, adjetivos			



What Does It Look Like?

- An editable document
- Easy to store
- Easy to share

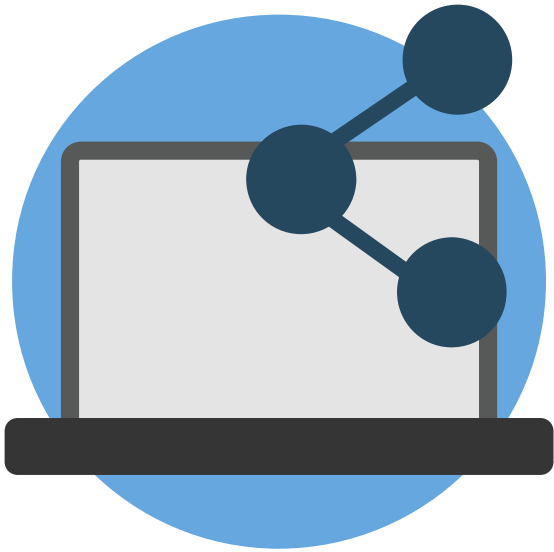


Can I Include My Own Activities?

- We invite you to use this tool as an input for your professional practice. You are free to share it and to edit it with your own activities



Achievement Unlocked!



You have learnt about the Know Now Teacher Toolbox!

Start using it. In Workshop 3, you will have the chance to share your own activity ideas with colleagues

Remember that if you have questions, this is a great time to post them.



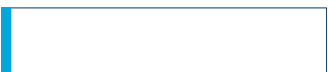
Know Now App

For students, teachers and institutions

Alcaldía de Bogotá

What's the Know Now App?

- It's a mobile app that complements the learning process and familiarization with standardized test questions in Know Now
- Students take challenges that evaluate the 7 parts of the Know Now Booklet
- Teachers and principals can also monitor the progress of their courses and schools



How to Use Know Now App?

- Download the App from Google Play Store (Android)
- Set up an account
- Receive a confirmation number in your e-mail
- Login
- Ready to use the app!



Who Can Use Know Now App?

- Anyone with an e-mail account, Internet connection and access to a device
- App:
 - Students (complete challenges)
 - Teachers (create accounts and edit information)
- Dashboard www.knownow.com.co:
 - monitor their students and courses)
 - Principals (have a global view of their institution)



App: Student View

What Do My Students Need to Know to Use the App?

- An e-mail account
- To know what school and group they study in 😊
- Access to a device with Android (phone, tablet or PC with an Android Emulator *Bluestacks*)
- Internet access either from home or the school



What Do My Students Need to Know to Use The App?

Know Now
Achieving Skills,
Preparing for Life



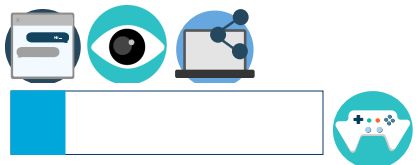
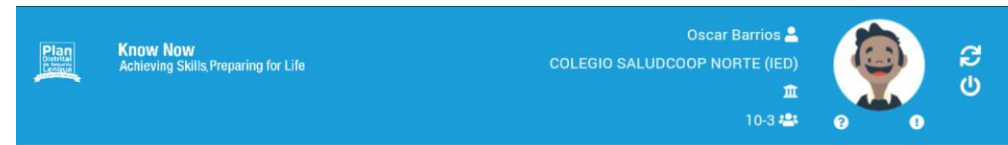
Read the Student User Manual in your folder to find out more



Sections

- “Iniciar Reto”

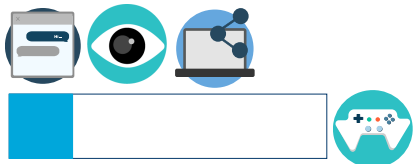
By clicking on this button the app will randomly present an exercise and a timer which corresponds to one of the seven parts of Know Now trainings.



Sections

- Challenge description

The App presents the instructions for the challenge and how to answer the questions.



Sections



COMPETENCIA GRAMATICAL

Lee el texto de la parte inferior y selecciona la palabra correcta para cada espacio. Las opciones de respuesta se despliegan seleccionando las flechas, revisa que todos los espacios estén completos y selecciona el botón Calificar.

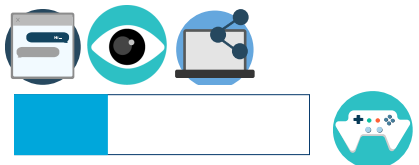
Toca los espacios vacíos para ver las opciones de respuesta.



Sections

- During the challenge

A student can scroll the screen up and down and tap on the gaps to answer the questions.



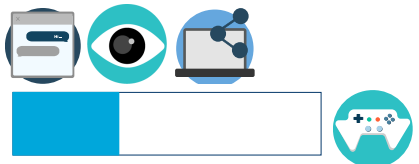
Sections

Toca los espacios vacíos para ver las opciones de respuesta.

In Asia, there are two nocturnal mammals called pandas, which are not related: the red panda and the giant panda.

The red panda is found in the eastern Himalayas and is also known (1) the lesser panda or red cat-bear. This panda, has red-brown fur, smaller size and bushy tail. It is similar in size to a large domestic cat, though it has a (2) body and is a bit heavier. The red panda, like the giant panda, eats mainly bamboo but it also eats birds, insects, and eggs. Red pandas spend most of their time in the trees and only come down when it's feeding time. It is one of the species in danger, with less than 1,000 mature adults in the wild and this number is getting lower every year. The main

Calificar



Alcaldía de Bogotá

Sections

Toca los espacios vacíos para ver las opciones de respuesta.

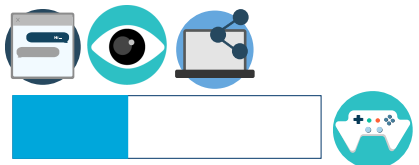
A. like

B. as

C. such

the species in danger, with less than 1,000 mature adults in the wild and this number is getting lower every year. The main

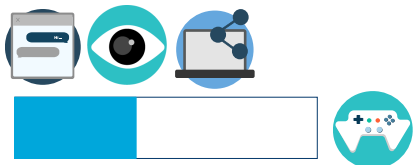
Calificar



Sections

- My Progress

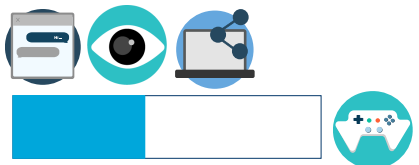
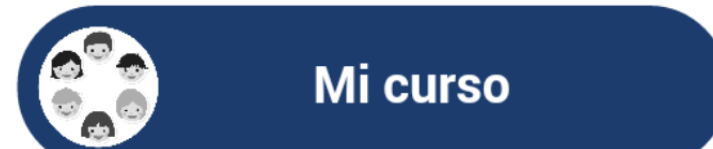
A button which displays a report for the student.



Sections

- My course

Shows a quick report on the average scores in a student's class.

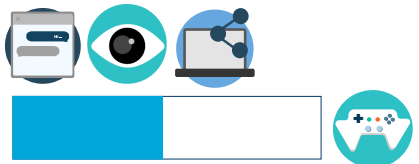


Sections

- Feedback

Students can see what their mistakes were as soon as they finish the exercise. Exercises are infinite, once you finish all the possible challenges you can repeat them to practice and improve your performance.

The app is designed to provide more than 10 hours of autonomous work by completing new challenges and practicing older ones.



Sections

- Feedback

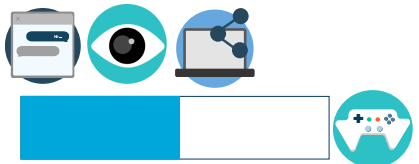
Colombian food in its many restaurants, or visit the plaza of Parque La Libertad and the cathedral in the heart of the city.

Pregunta 1

(1) _____

Tu respuesta
✗ A. allows

Respuesta correcta
✓ B. makes



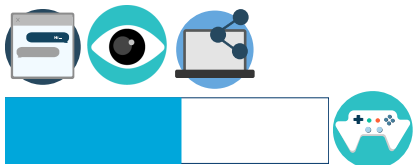
App: Teacher View

What Can I Use the App For?

- To set up an account associated with my school, courses, groups and shift.

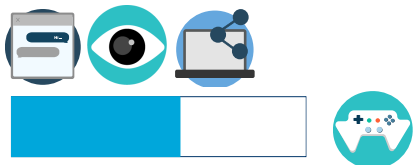
Access the dashboard in www.knownow.com.co

- To follow up on the progress of students individually
- To follow up on the progress of my courses



Register And Login

- Download the App from Google Play Store (Android)
- Set up an account
- Receive a confirmation number in your e-mail
- Login from your phone or PC accessing www.knownow.com.co
- Ready to use the dashboard!



Register And Login

knownow.com.co

Know Now
Achieving Skills,
Preparing for Life

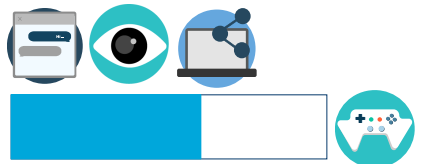
Inicio de sesión

Correo electrónico

Contraseña

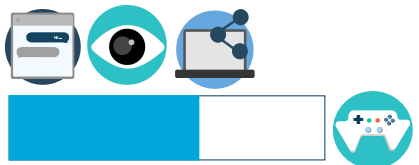
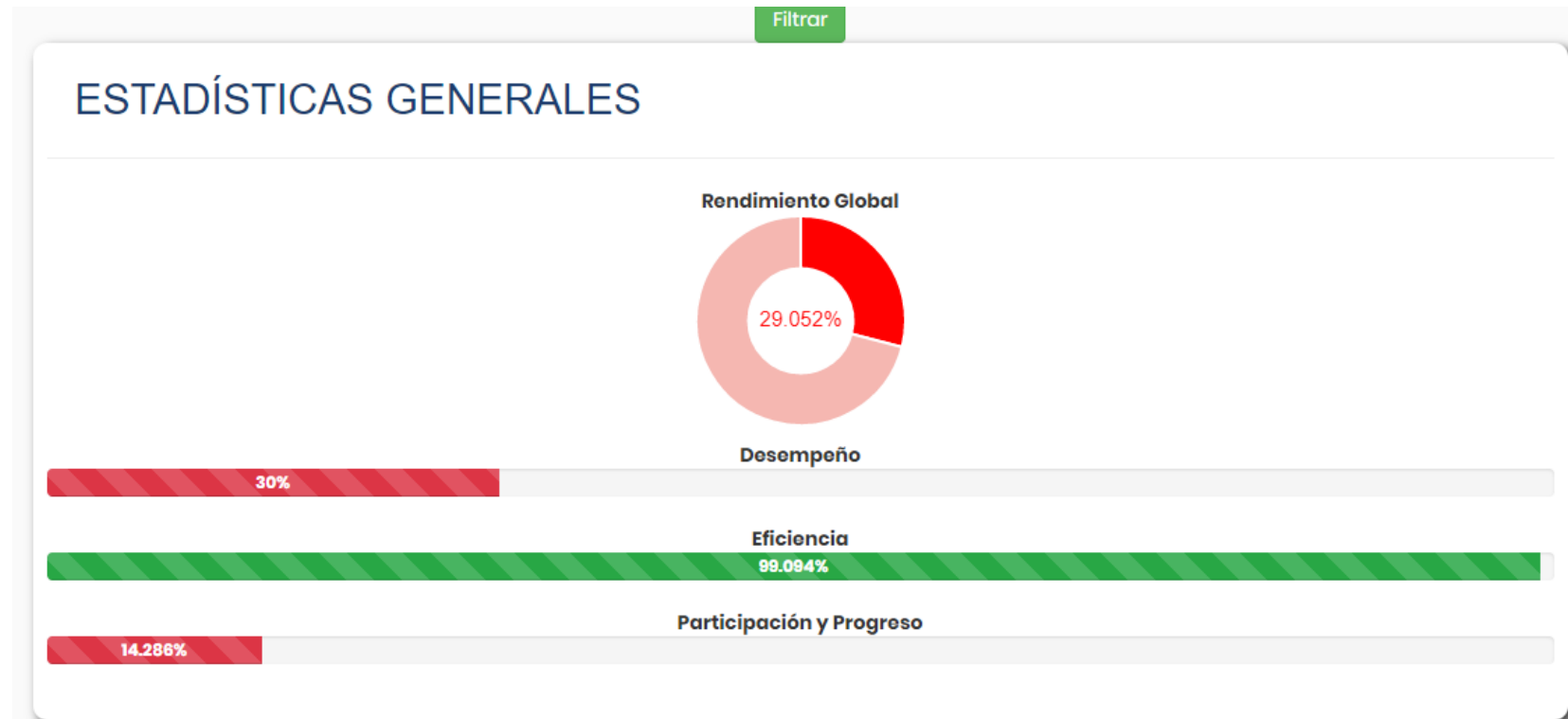
Ingresar

¿No recuerdas tu contraseña? [Recordar contraseña](#)



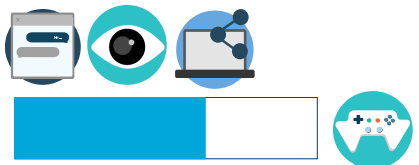
Register And Login

knownow.com.co



Reports

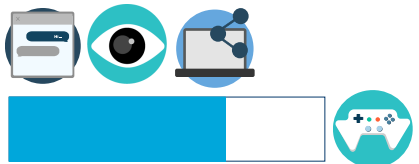
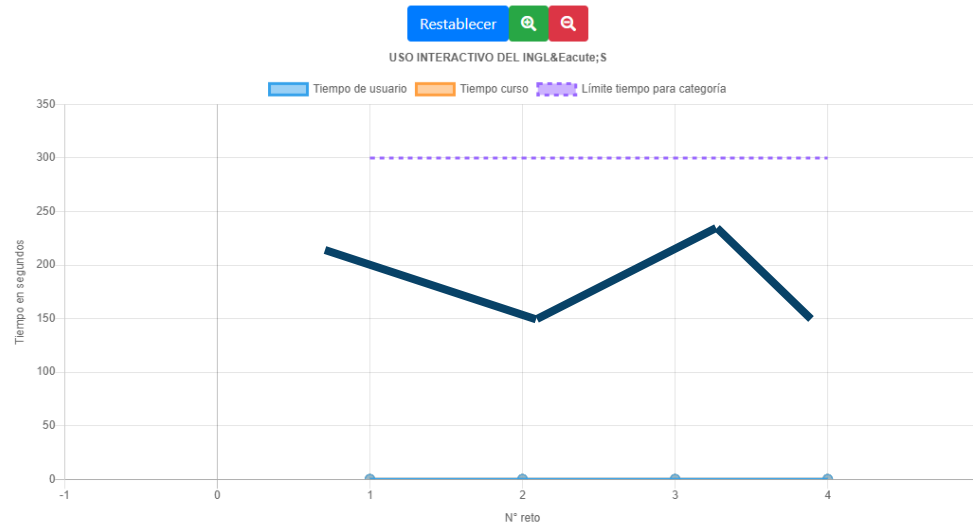
- The App allows you to see different aspects of the progress of your students:
 - Efficiency
 - Performance
 - Participation and Progress



Efficiency

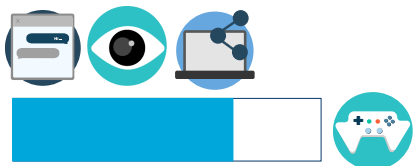
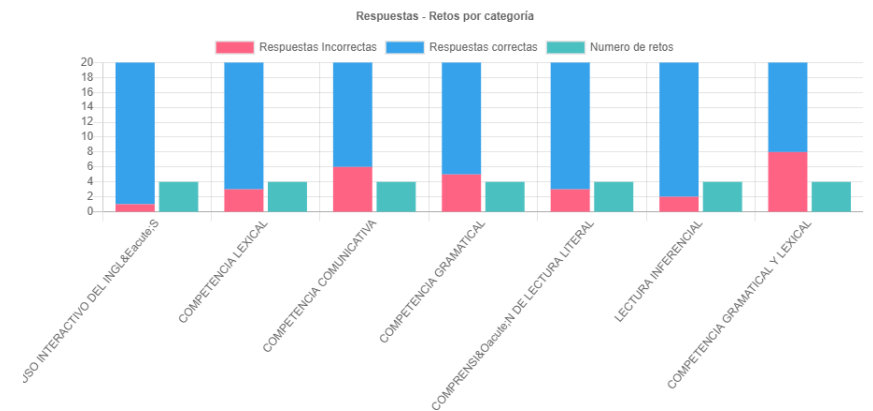
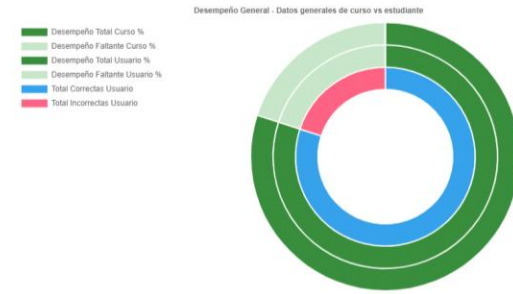
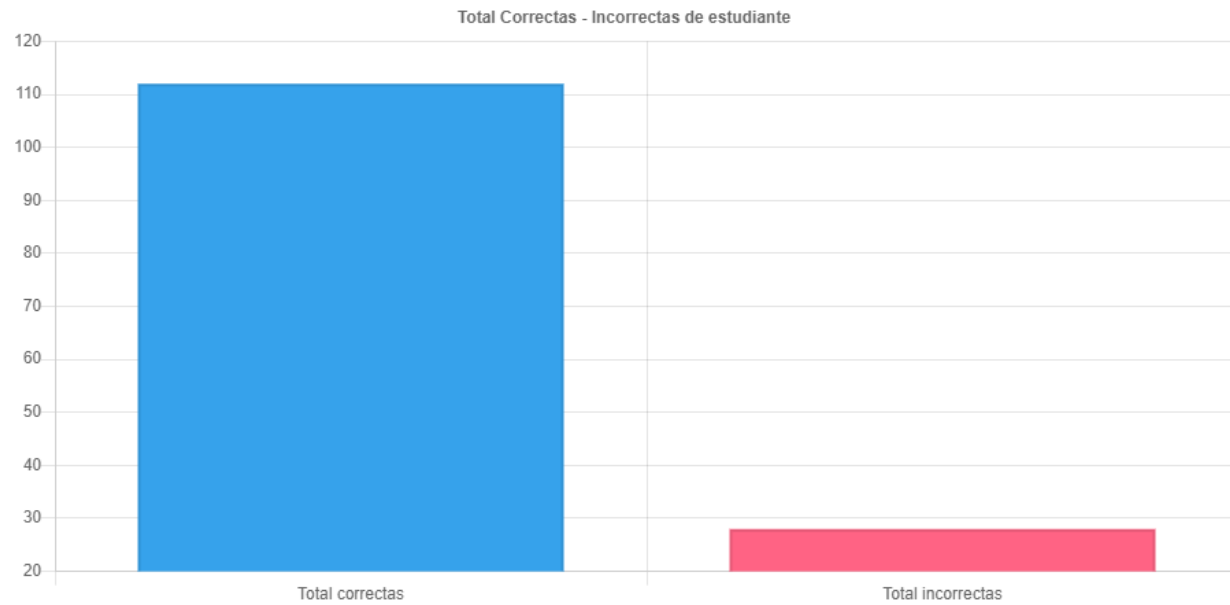
- The amount of time (seconds) taken for a student to complete a part of the test.

Total tiempo de usuario en retos: 0 - Total tiempo de curso en retos: 0



Performance

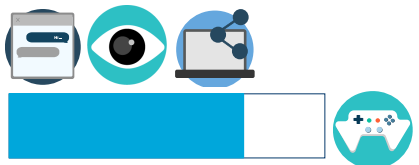
- The percentage of correct versus incorrect answers.



Participation & Progress

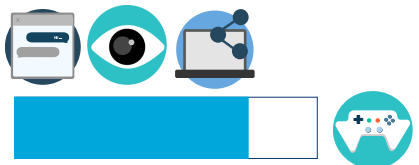
- The amount of challenges taken and the progress in their performance.

Total Retos de usuario: 28 - Total Retos Curso: 28



Course Reports

- In the dashboard, you can check reports for average scores for all these four indicators for the school, your courses and your students.

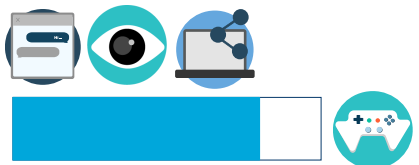


Gamification Plan and Benefits

Alcaldía de Bogotá

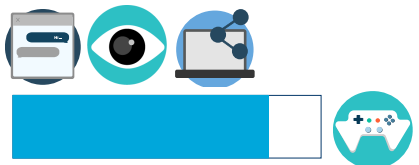
About the Plan

- By using the Know Now App, we want to promote and reinforce the learning process of all students in the city, their teachers and schools.
- Benefits will be given out at three different levels:
 - Students: 660 learning kits and 12 trips to the UK
 - Teachers: 1 trip to the UK
 - Schools: 5 learning kits



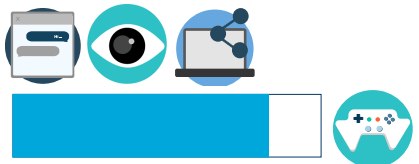
Benefits

Type	Recipient
EFL Learning Kits for students	660 students in IED
EFL Learning Kits for schools	5 schools
UK immersion trips for students	12 students from IED
UK accompanying trip for one teacher	1 teacher from IED



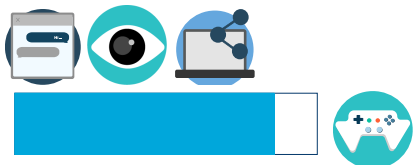
Dates and Calendar of Know Now Campaign

Activity	Timeframe
Beginning of the Know Now Campaign	June
Launch of the campaign	June 6 & 7 during Know Now Workshop 2
Socialization of progress on the App	July 15th and 16th during Know Now Workshop 3
End of the campaign	August 12th
Announcement of benefit recipients	Last week of August



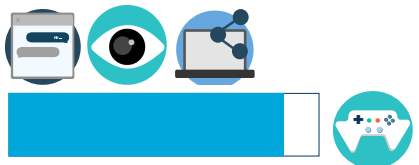
What the Campaign Promotes

- **Discipline:** The more your students practice, the better results they will achieve
- **Equality:** Everyone gets a fair chance of playing regardless of their level
- **Learning chances:** By learning from your mistakes, you can improve by investing time and effort



How To Get A High Global Performance Score

- By using the app frequently, learning from your mistakes and practicing more students can increase their Global Performance Score. This indicator is weighted by the App:
 - 50% of your score for Participation and Progress
 - 40% of your score to Performance (correct answers and corrections)
 - 10% of your score to Efficiency (using time effectively)



Global Performance indicator

ESTADÍSTICAS GENERALES

Rendimiento Global



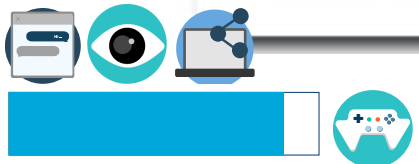
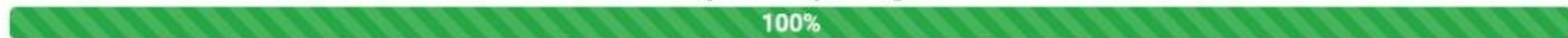
Desempeño



Eficiencia



Participación y Progreso



How to Apply: Students

Alcaldía de Bogotá

Students

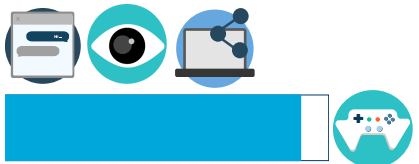


- 660 recipients (using global performance indicators)
- 12 beneficiaries from a randomized, official raffle to travel to the UK in October (weeks 2 & 3)

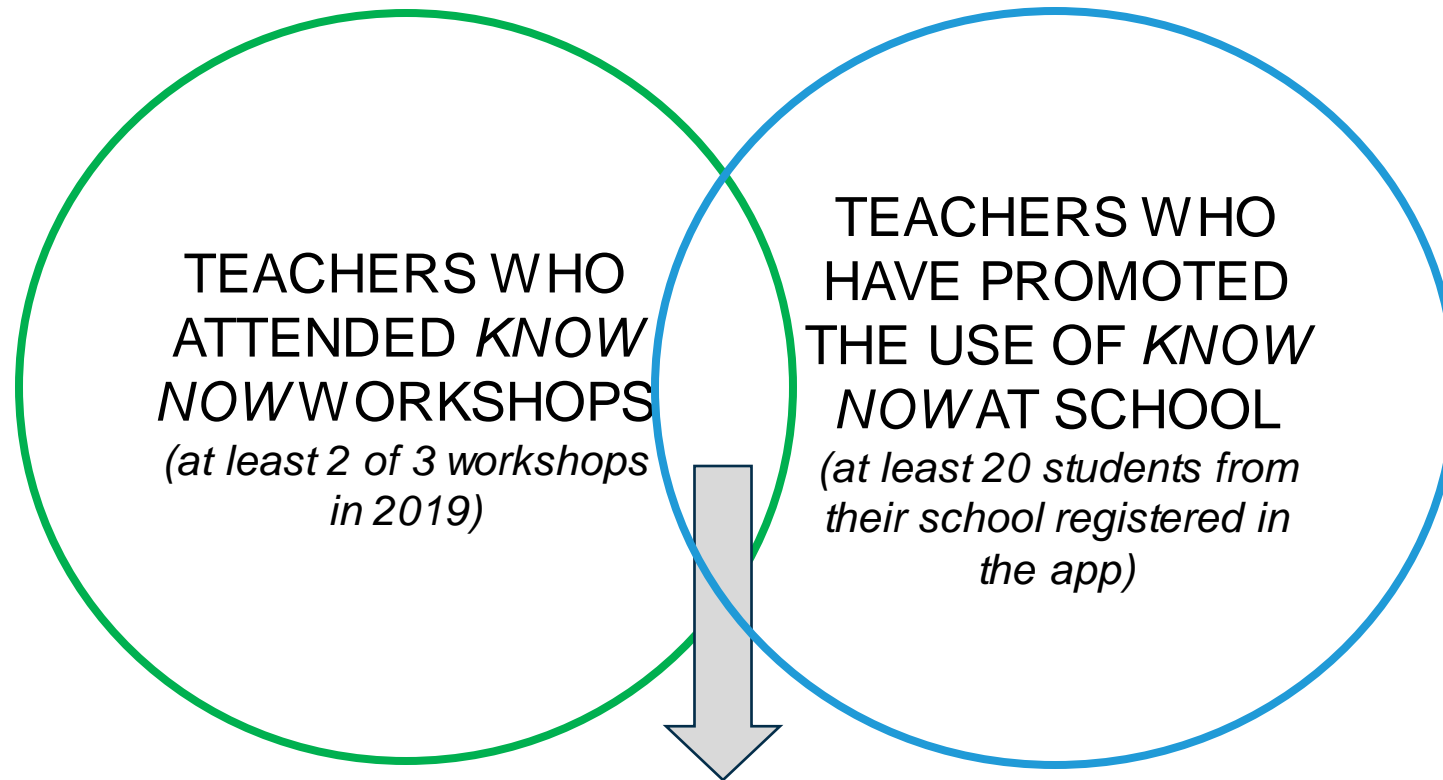


Students: Disclaimers

- Only students who are enrolled in an IED at the closing time of the campaign can apply. Only students in public schools in Bogota will be considered.
 - After 660 students are selected, Secretaría de Educación del Distrito will verify them in their database to confirm identity and school. If a recipient is not part of 10th or 11th grades or if he/she doesn't belong to their registered institution in the App, they will not be considered for benefits.
- Students who are selected for UK trips will need to apply and pay for their own passport.
- Students who are selected for UK trips are subject to the visa expedition process. In case of visa denial by the UK Embassy, the spot will be filled by one of the members of a blind group.
- A recipient needs to have the time and required parental permissions to travel during the set dates (two weeks in October - weeks 2 & 3)
- A blind group of students will be drawn during the raffle but their names won't be revealed unless one of the recipients can't travel due to force majeure.



How to Apply For Benefits: Teachers



1 recipient of the UK trip using a randomized, official raffle

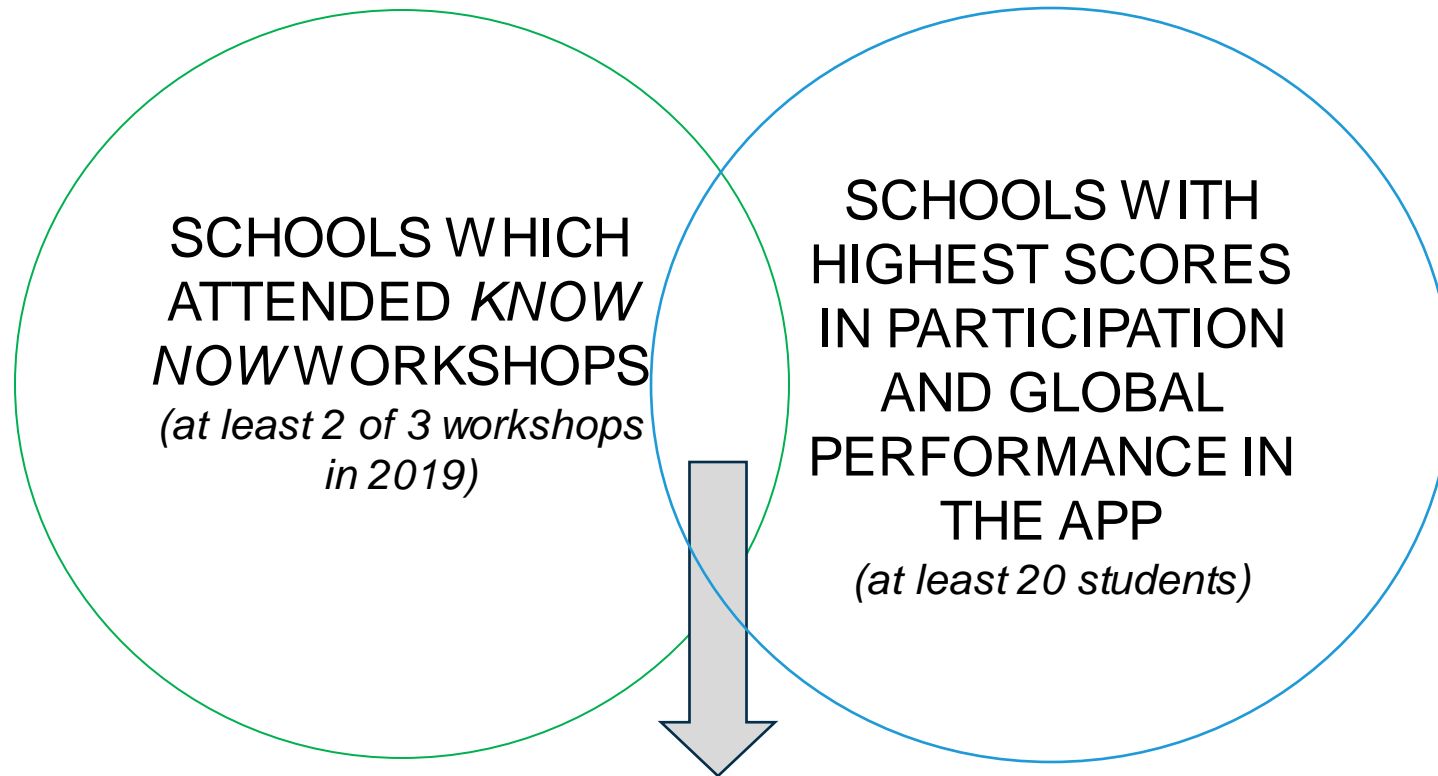


Teachers: Disclaimers

- The chosen teacher will travel for two weeks with the group of students and a representative of British Council Colombia as a chaperone and pedagogical advisor for the activities.
- The beneficiary has to be officially named (Docente de Planta), work with at least one group in 10th or 11th grade (con asignación horaria) and not have received a travel scholarship with SED in the last year.
 - These requirements will be verified by Secretaría de Educación del Distrito
- The recipient needs to have the time and necessary work permissions to travel during the set dates (two weeks in October - Weeks 2 and 3)
- The teacher who is selected for the UK trip will need to apply and pay for their own passport.
- The teacher who is selected for the UK trip is subject to the visa expedition process. In case of visa denial by the UK Embassy, the spot will be filled by one of the members of a blind group
- A blind group of teachers will be drawn during the raffle but their names won't be revealed unless the selected recipient can't travel due to force majeure.



How to Apply For Benefits: Schools



5 recipients of institutional learning kits



Schools: Disclaimers

- All students in the institution who use the app must be affiliated and part of a group in either 10th or 11th grade. Additional verification procedures may apply.
- The global performance indicator is generated from an average of all the users in an institution on all four indicators (Progress and Participation, Performance and Efficiency). Therefore, the global coefficient will be used to choose the schools.
- Attendance in the 2019 Know Now Workshops is defined by the participation of at least one teacher from the school in 2 of the 3 workshops, based on their signature on the attendance list.



Achievement Unlocked!



You know about Know Now App, a powerful tool for learning and student follow-up

And because you were in our workshop, you also know how to apply for benefits

Remember that if you have questions, this is a great time to post them.



Workshop 2

Wrap-Up

Alcaldía de Bogotá

Session Overview

- Know Now Parts 1-4 Review
- Know Now Parts 5 - 7
- Teacher Toolbox
- App
- Gamification Benefits Plan



Don't forget to complete your scorecard



Workshop 3...What to Expect?

- *Know Now* Final Diagnostic Test Follow up
- Specific details on incentives and follow up
- Collaboration and socialization of strategies for contextual barriers in using *Know Now* (motivation, communication)
- Strategies for Other EFL International Tests Preparation (APTIS)
- Additional teaching and learning resources



Use the Remaining
Minutes to Create Your
Teacher Account in the
App and access
www.knownow.com.co



Questions?



Alcaldía de Bogotá

Achievement Unlocked!



You have successfully completed the second stage in the Know Now Workshop Series.

Thank you for your participation today and we will see you again on July 15th or 16th!



UNA CIUDAD
EDUCADORA,
ES UNA **BOGOTÁ**
MEJOR PARA TODOS

BRITISH COUNCIL | 80 YEARS IN COLOMBIA



ALCALDÍA MAYOR
DE BOGOTÁ D.C.

BOGOTÁ
MEJOR
PARA TODOS

SECRETARÍA DE EDUCACIÓN