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**“Booklet for A-1 learners –CEF Guidelines” for Instituto Nacional de  
Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y  
Bachillerato en Mercadotecnia Anexos**

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## **Statement of Authorship**

This report was presented by the author as the Professional Supervised Practice work – PSP-, prior to obtaining the academic degree of Licenciatura en Lingüística del Idioma Inglés.

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## **Declaración de Autoría**

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## **Abstract**

The following action research was made as a PSP Project of the student of the career of Licenciatura en Lingüística del Idioma Inglés from Sección de Idiomas from Facultad de Humanidades from Universidad de San Carlos de Guatemala. The problem was determined by the use of various instruments to obtain a diagnose of the lacks of the institution and determined that the problem is that the English teacher of seventh grade does not have a booklet to follow to teach the English class. The PSP student after the selection of the problem, created a “Booklet for A-1 learners –CEF Guidelines” for Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos”. The continuity of the project will be in charge of the English teacher of seventh grade and the principal of Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos.

## **Executive Summary**

Ministerio de Educación de la República de Guatemala does not have a budget to provide students and English teachers with books to teach the English class. English teachers do not have a guide to follow to teach the English class, most teachers stay in basic topics and do not develop the four language skills, (listening, writing, reading and speaking). The English teacher of seventh grade at Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos does not have a booklet to teach the English class.

The objective of this project is to create a Booklet for A-1 learners –CEF Guidelines for Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos in order for the English teacher of seventh grade to follow the structure of international standards to teach the English class.

The creation of a Booklet for A-1 learners –CEF Guidelines for Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos will improve the quality of the English class and students will be able to develop the four language skills while they learn a specific topic.

This project is based on the process of determining the lacks and needs of the educational institution. The techniques used for the diagnosis were surveys, interviews, observation, and documentary analysis. The results obtained were determined to make the prioritizing of the problem, which reflected the lack of a booklet for the English class for seventh grade.

The Booklet for A-1 learners –CEF Guidelines will include a brief description of the topic, a lesson plan following the CEF structure to develop the four language skills and a worksheet for the student.

The implementation of the project was evaluated with a checklist based on a timetable to verify the accomplishment of the goals and objectives of the project profile; the activities were met on time, as a result the implementation of the project was successful.

The appendix includes the continuity plan, which gives an overview of the project that the teacher should follow.

The conclusions and recommendations were based on the general and specific objectives of the profile of the project.

One of the important achievements is the creation of the Booklet for A-1 learners –CEF Guidelines that the teacher will be able to follow to improve the English class created by the student of the career of Licenciatura en Lingüística del Idioma Inglés from Sección de Idiomas from Facultad de Humanidades from Universidad de San Carlos de Guatemala.

## **Introduction**

The Guatemalan national education system has a deficiency when it comes to textbooks for the English class in public schools. English teachers of public schools do not have a booklet or manual to take as a reference to teach the English class, this leads to a poor quality of the class and a low performance of the student in such subjects.

The Ministry of Education does not provide material or books to public English teachers to be updated or be innovative with the English class.

The lack of a booklet for the English teacher of seventh grade at Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos leads to unstructure of the class as the teacher does not have a path to follow.

The lack of a reference material that follows international standards results in a low performance in the students.

The general objective of this project is to create a booklet for the English teacher of seventh grade at Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos that will help the English teacher improve the class as well as a workshop to introduce the English teachers to the CEF (Common European Framework).

One specific objective is to obtain a commitment letter from Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos to use the booklet for the English class of seventh grade.

The educational system in Guatemala lacks proper reference material to teach the class, the Ministry of Education does not invest in books neither for the teacher or students.

If the English teacher has a booklet designed using the CEF standards she will have proper material to follow.

The main scope of this project is the creation of a booklet that follows the CEF guidelines for A-1 learners, the booklet includes lesson plans and activities to develop the four language skills (listening, speaking, reading and writing).

The design of the research is based on an action-research methodology where the lacks were determined using the following instruments, interviews, survey and observation.

Chapter one contains the diagnosis of the project, information about the sponsored institution.

Chapter two contains the theoretical framework where all the concepts are included as well as information on the CEF, CNB and curriculum design.

Chapter three provides an overview of the project, what are the objectives, goals and why the project was implemented.

Chapter four provides a description of the activities and results of the project, the products and achievements.

Chapter five provides an explanation on how the project was evaluated.

# Chapter I

## Diagnosis

### 1.1 General information of the institution

#### 1.1.1 Name of the institution

Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos

#### 1.1.2 Type of institution

Governmental, this is a public school that provides its educational services during the night shift, to students from seventh grade to high school.

#### 1.1.3 Geographic Location

Avenida Moctezuma 31-02 Colonia Bethania zona 7.

#### 1.1.4 Vision

“La búsqueda de la perfección humana, es decir, propiciar con estrategias pedagógicas que los estudiantes busquen convertirse en mejores seres humanos cada día, de manera que logren interiorizar y convencerse que hacemos y venimos a este mundo a ser felices.”

Literal translation of the vision of the educational institute: The search for human perfection, that is, propitiate with pedagogical strategies that students seek to become better human beings every day, so that they can internalize and convince themselves that we do and come to this world to be happy.

#### 1.1.5 Mission

“El instituto es una institución educativa y que por medio de un programa educativo integral tiene el compromiso y se dedica a la formación de profesionales altamente competitivos.”

Literal translation of the mission of the educational institute: The institute is an educational institution and through a comprehensive educational program, it has the commitment and is dedicated to the training of highly competitive professionals.

### **1.1.6 Objectives**

- 1.1.6.1 Auspiciar la igualdad, cohesión e integridad social
- 1.1.6.2 Mejorar las capacidades y potenciales de la ciudadanía
- 1.1.6.3 Mejorar la calidad de vida de la península Bethania
- 1.1.6.4 Garantizar los derechos de la naturaleza y promover un ambiente sano y sustentable
- 1.1.6.5 Garantizar la soberanía y la paz, e impulsar la inserción en el mundo laboral

Literal translation of the objectives of the educational institute:

- 1.1.6.1 Sponsor equality, cohesion, and social integrity
- 1.1.6.2 Improve the capabilities and potentials of citizens
- 1.1.6.3 Improve the quality of life of the Bethania Peninsula
- 1.1.6.4 Guarantee the rights of nature and promote a healthy and sustainable environment
- 1.1.6.5 Guarantee sovereignty and peace and promote integration into the work environment.

### **1.1.7 Goals**

“Participación de los estudiantes, madres, padres, o encargados, maestros, directores, agencias gubernamentales y entidades sin fines de lucro para implantar la política pública necesaria para proveer los recursos y apoyo para todos los miembros de la comunidad educativa para que colaboren activamente en el proceso de formación académica de los estudiantes y contribuyan en el aumento de la eficiencia y calidad educativa.”

Literal translation of the goal of the educational institute: Participation of students, mothers, fathers, or guardians, teachers, principals, government agencies and nonprofit entities to implement the necessary public policy to provide resources and support for all members of the educational community to actively collaborate in the process of academic formation of the students and contribute in the increase of the efficiency and educational quality.

### **1.1.8 Policies**

- 1.1.8.1 Desde el 2007 se impulsa la transformación de la gestión en las escuelas públicas de educación básica y se brinda un mejor servicio en las escuelas que incide en la mejora de la calidad educativa.



- 1.1.8.2 Dirige sus acciones para contribuir en la atención a las prioridades y condiciones educativas que plantea el CNB.

Literal translation of the policies of the educational institute:

- 1.1.8.1 Since 2007, the transformation of management in the public schools of basic education has been promoted and a better service in schools that affects the improvement of educational quality has been provided.

- 1.1.8.2 Directs its actions to contribute to the attention to the educational priorities and conditions that the CNB presents.

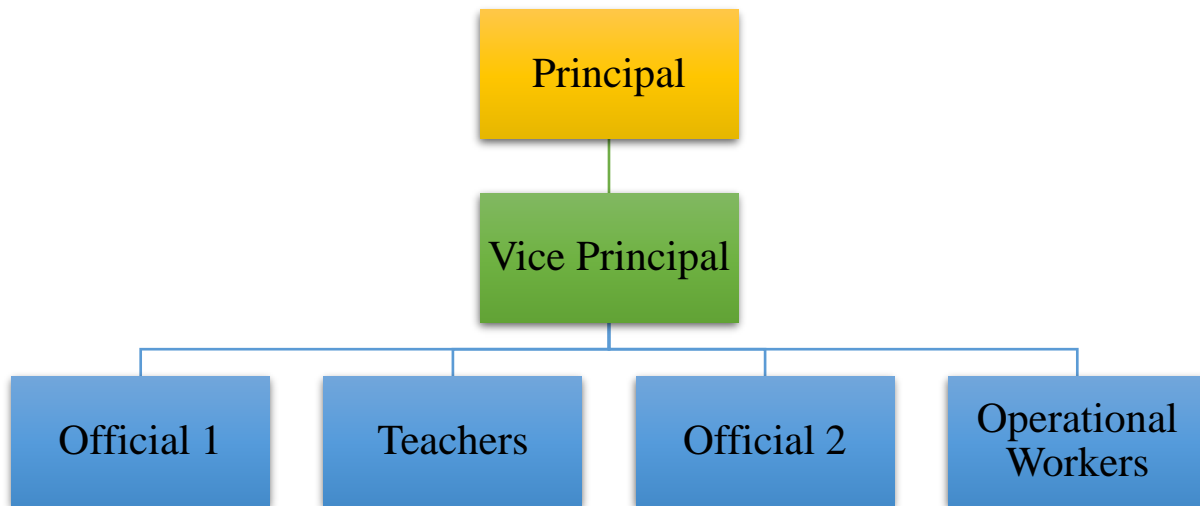
### **1.1.9 Values**

- 1.1.9.1 Estar comprometido con la profesión
- 1.1.9.2 Hagamos que nuestro servicio sea impecable
- 1.1.9.3 Seamos puntuales y efectivos
- 1.1.9.4 Trabajemos con humor y pasión
- 1.1.9.5 Apliquemos las mejores ideas sin importar de donde provengan

Literal translation of the values of the educational institute:

- 1.1.9.1 Be committed to the profession
- 1.1.9.2 Let us make our service impeccable
- 1.1.9.3 Let us be punctual and effective
- 1.1.9.4 Let us work with humor and passion
- 1.1.9.5 Apply the best ideas no matter where they come from

### 1.1.10 Organizational structure



Source: Information provided by Math Professor Jorge Quemé Chay

### 1.1.11 Resources

#### 1.1.11.1 Human Resources

1. Principal of the school
2. 15 teachers
3. Administrative workers (two operational workers and three secretaries)
4. 300 students
5. Parents

#### 1.1.11.2 Economical Resources

In 2017, the budget assigned to Ministerio de Educación was of Q13 thousand 937.2 million. In the information gathered from the principal in the survey, he stated that this year, there were no funds for the institute.

### **1.1.11.3 Material Resources**

1. Boards
2. Desks
3. Computers
4. Typewriters

### **1.1.11.4 Institutional Resources**

1. 20 classrooms
2. 2 computer labs
3. 1 teacher's room
4. 1 administrative room

## **1.2 Community Context**

### **1.2.1 Geographical Background**

The Península area was created to help the families that were in need of shelter due to a tropical storm during the months of September and October 1949. The Bethania suburb was funded by Dr. Juan José Arévalo Bermejo back in October 20th 1949. (Montero P, 1997)

### **1.2.2 Social Background**

The extensive area of all the Península that includes the Bethania suburb has a variety of habitants with different religious beliefs, from Catholics to Jehovah's Witnesses. The area has two medical centers that help the population with basic medical needs to psychological and addiction treatment. The area has four major parks, accessible to any resident of the area.

The area also faces some issues about violence, poverty, pollution, drug distribution and consumption. (Gomez, 2004)

### **1.2.3 Economic Background**

The Península area has part of the public funds of the Municipality of Guatemala City as it is located in zone 7 of the city. The Municipality has a different type of taxes to obtain funds that the citizens of the area must pay, for example the

“Boleto de Ornato”, which is charged once a year and such amount is determined on the monthly salary of the citizen. (Municipalidad de Guatemala, 2021)

#### **1.2.4 Political Background**

The Municipality of Guatemala has several programs to help the development of the citizens of the area, with the objective to provide a better-quality life, one of the programs recently created is called “Dirección de Desarrollo Social” and it has the main objective to have the citizens participate more actively in city life. (Municipalidad de Guatemala, 2020)

#### **1.2.5 Cultural Background**

The Bethania area celebrates each year the anniversary of the area, with different activities, theater performances, dances and musical performances by the citizens that are enrolled on the Cultural Programs of the Municipality. (Municipalidad de Guatemala, s.f.)

#### **1.2.6 Competitive Background**

There are several programs done by the Municipality, San Carlos students and NGOs in different areas to make the area and the citizens more competitive for them to have better opportunities and quality life.

### **1.3 Techniques used for the diagnosis**

The techniques used to obtain the information needed to elaborate the diagnosis for this action-research project were interviews, surveys, check list, documentary analysis and SWOT analysis.

#### **1.3.1 Techniques used for the diagnosis**

- a. **Interview:** According to Bovee and Thill an interview is a planned conversation that has a specific purpose and involves two or more people. (Barta, 2019)

The interview has specific questions to the party that will be interviewed, such questions are created according to the role the person has and what information is needed from them to determine what the problem is.

- b. **Survey:** According to Schutt, a survey is the collection of information taken from certain individuals through the answers to the questions. (Schutt, 2012)  
The survey can include answers of multiple choice, direct answer, yes or no questions, the design of the survey will depend on the information that needs to be retrieved from the interviewed.
- c. **Check List:** The definition of checklist by Given is that this technique is used to verify a specific line of inquiry, steps or actions that must be taken by the researcher. (Given, 2008)
- d. **SWOT Analysis:** Grant defines the SWOT analysis as a framework to evaluate a company's competitive position and helps to develop strategic planning. (Grant, 2020) The elements of the SWOT Analysis are:
  - a. **Strengths:** describes the positive aspects of the organization.
  - b. **Weakness:** describe aspects that might become a problem in a short term.
  - c. **Opportunities:** describes the areas that can be improved.
  - d. **Threats:** describes potential aspects that might harm the organization.
- e. **Documentary Analysis:** According to Frey the documentary analysis is a type of qualitative research that uses a systematic procedure to analyze the data collected and it is performed and interpreted by the researcher. (Frey, 2018)

#### 1.4 List of lacks

- 1.4.1 The surroundings of the institution lack contact surveillance of the national police since there are, with less frequency now, violent acts, some of them related to drugs.
- 1.4.2 The conditions of the infrastructure of the educational institution lack the maintenance of the Ministry of Education since there are several fissures on the floor of the main entrance as well as the lack of electricity in the entrance hallway.
- 1.4.3 The educational institution lacks a specific budget to manage the institution.
- 1.4.4 The educational institution lacks more teachers to fulfill the needs of the students.
- 1.4.5 The English teacher for seventh grade does not have a book or manual to take as a reference to teach the English class.
- 1.4.6 The administrative area needs another secretary to assist in the administrative tasks.

- 1.4.7 The educational institution lacks the continuous supervision of the Ministry of Education in the projects that are established by the Ministry of Education.
- 1.4.8 The mission, vision and organizational structure are not visible in the administrative room.

### 1.5 Table of analysis and prioritization of the problem

| Lacks  | Inquiry- Problems  | Hypothesis-Action   |
|--|--|---|
| The surroundings of the institution lack the contact surveillance of the national police since there are, with less frequency now, violent acts, some of them related to drugs.  | How can the institution have its own private security or have permanent surveillance from the national police? | If the school organizes a meeting with parents, students, public authorities of the municipality, then they can create policies to have permanent surveillance in the area.   |
| The conditions of the infrastructure of the educational institution lack the maintenance of Ministerio de Educación since there are several fissures on the floor of the main entrance as well as the lack of light bulbs. | How can the school maintain the infrastructure of the institution in good conditions?                          | If the school organizes a meeting with Supervision Departmental to show evidence of the fissures and the lack of light bulbs, then the institution can obtain the funds to fix the floor and have more light in the school. |
| The educational institution lacks a specific budget to manage the institution.   | How can the institution obtain a budget to supply the needs of the school?                                     | If the institution creates a budget that covers all the needs of the school, then they can present it to the Departmental Supervision to obtain the funds.  |
| The educational institution lacks more teachers to fulfill the needs of the students.  | How can the school have more teachers to supply the needs of the students?                                     | If the school requests more teachers to the Departmental Supervision, then they can do an announcement to have more teachers to work in the area.   |
| The English teacher for seventh grade does not have a book or manual to take as a reference to teach the English class.  | How can the English teacher of seventh grade have a booklet to follow to teach the English class?              | If the school allows the implementation of a booklet for A-1 learners, then the English teacher will have a booklet to follow.  |

| <b>Lacks</b>   | <b>Inquiry- Problems</b>   | <b>Hypothesis-Action</b>  |
|--|--|---|
| The administrative area needs another secretary to assist in the administrative tasks.   | How can the school have more administrative personnel?   | If the school presents the importance and need of another secretary to the Departmental Supervision, then they can obtain another person to be part of the administrative team.                       |
| The educational institution lacks the continuous supervision from Ministerio de Educación in the projects that are established by Ministerio de Educación. | How can the school ensure the continuous supervision from Ministerio de Educación in the projects established to improve the educational system? | If the school requests the continuous supervision from Ministerio de Educación to show the importance of the continuity in the projects, then they can have a supervisor assigned to the institution. |
| The mission, vision and organizational structure are not visible in the administrative room.   | How can the information of the institution be visible in the administrative room?  | If the school requests the budget to Supervision Departamental, then they can obtain the funds to have a board to show the vision and mission information.  |

*Table 1 - Lacks and Hypothesis - Source: PSP student own elaboration*

## 1.6 Analysis and prioritization table

The following table presents the classification of lacks to determine the problem and find the possible solutions.

| No. | Problems   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Most important |
|-----|--|---|---|---|---|---|---|---|---|----------------|
| 1.  | The surroundings of the institution lack the contact surveillance of the national police since there are, with less frequency now, violent acts, some of them related to drugs.  |   | 1 | 3 | 1 | 5 | 1 | 7 | 1 | <b>1</b>       |
| 2.  | The conditions of the infrastructure of the educational institution lack the maintenance of Ministerio de Educación since there are several fissures on the floor of the main entrance as well as the lack of light bulbs. | 2 |   | 2 | 4 | 5 | 6 | 7 | 2 | <b>2</b>       |
| 3.  | The educational institution lacks a specific budget to manage the institution.   | 3 | 3 |   | 4 | 5 | 6 | 7 | 3 | <b>3</b>       |
| 4.  | The educational institution lacks more teachers to fulfill the needs of the students.  | 4 | 4 | 3 |   | 5 | 6 | 7 | 4 | <b>4</b>       |
| 5.  | The English teacher for seventh grade does not have a book or manual to take as a reference to give the English class.   | 5 | 5 | 5 | 5 |   | 5 | 5 | 5 | <b>5</b>       |
| 6.  | The administrative area needs another secretary to assist in the administrative tasks.   | 1 | 6 | 3 | 6 | 5 |   | 7 | 6 | <b>6</b>       |
| 7.  | The educational institution lacks the continuous supervision of the Ministerio de Educación in the projects that are established by the Ministerio de Educación.   | 7 | 7 | 3 | 4 | 5 | 7 |   | 7 | <b>7</b>       |
| 8.  | The mission, vision and organizational structure are not visible in the administrative room.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |   | <b>0</b>       |

Table 2 - Analysis and Prioritization table – Source: PSP student own elaboration



## 1.7 Problem and solution matrix

| Sector                         | Problem  | Factors  | Solutions   |
|--------------------------------|--|--|---|
| Community                      | Unsafety   | The surroundings of the institution lack the contact surveillance of the national police since there are, with less frequency now, violent acts, some of them related to drugs.  | Request to local political authorities the permanent surveillance to of the police                          |
| Institutional                  | Bad conditions of facilities                                     | The conditions of the infrastructure of the educational institution lack the maintenance of Ministerio de Educación since there are several fissures on the floor of the main entrance as well as the lack of light bulbs. | Request to the proper authorities the renovation of the areas that are no longer in good conditions         |
| Financial                      | Low Budget   | The educational institution lacks a specific budget to manage the institution.   | Create a school budget and request the funds needed to Ministerio de Educación                              |
| Human Resource                 | More teachers needed   | The educational institution lacks more teachers to fulfill the needs of the students.  | Identify how many teachers are needed and in which areas and present the request to Ministerio de Educación |
| Curriculum                     | Lack of proper material  | The English teacher for seventh grade does not have a book or manual to take as a reference to teach the English class.  | Create a booklet for the topics of seventh grade students for the teacher to follow                         |
| Administrative                 | There is not enough personal in the principal area               | The administrative area needs another secretary to assist in the administrative tasks.   | Request a secretary for the night shift to the Ministerio de Educación                                      |
| Relations                      | The school does not have enough supervision from the authorities | The educational institution lacks the continuous supervision from Ministerio de Educación in the projects that are established by Ministerio de Educación.   | Request monthly visits to the school to review projects and other needs                                     |
| Political, philosophical legal | Vision and mission are not visible around the principal's area   | The mission, vision and organizational structure are not visible in the administrative room.   | Request the funds to Ministerio de Educación to have a board showing the information                        |

## 1.8 Viability and Feasibility Analysis

After the analysis of the problems and the possible solutions it is necessary to analyze the viability and feasibility of the selected problem and its solution.

### Viability and Feasibility Matrix

#### Solution:

- 1 To create a booklet for A-1 Learners for seventh grade students.

| Options  | Solution   |           |
|--|------------|-----------|
| Indicators to perform the analysis of each area            | 1          |           |
| <b>Financial</b>   | <b>Yes</b> | <b>No</b> |
| The Project has enough economical resources                | 1          |           |
| The budget was designed according to the project           | 1          |           |
| It has external aid.                                       | 1          |           |
| The budget exists for the project.                         | 1          |           |
| <b>Legal Administrative</b>                                | <b>Yes</b> | <b>No</b> |
| Legal authorization is needed to perform the project.      | 1          |           |
| National laws support the project.                         | 1          |           |
| The project has legal representation                       | 1          |           |
| The project has the approval of the sponsored institution. | 1          |           |
| <b>Technical</b>   | <b>Yes</b> | <b>No</b> |
| Diagnosis was developed for the execution of the project.  | 1          |           |
| The scope of the project was well selected.                | 1          |           |
| 1. The project has all the resources to be completed.      | 1          |           |
| 2. There is enough time to execute the project.            | 1          |           |
| The goals were well defined.                               | 1          |           |
| The activities respond to the project objectives.          | 1          |           |

| <b>Social Impact</b>  | <b>Yes</b> | <b>No</b> |
|---|------------|-----------|
| The teachers agree with the receiving of the project.   | 1          |           |
| The project has plenty of coverage to promote it.   | 1          |           |
| The project satisfies the needs of the educational community.   | 1          |           |
| The project's results can be applied in another institution.  | 1          |           |
| The project is accessible to the educational community.   | 1          |           |
| <b>Cultural</b>   | <b>Yes</b> | <b>No</b> |
| The project was designed according to the linguistic aspects of the region.   | 1          |           |
| The project interferes with the cultural traditions of the population.  | 1          |           |
| The project responds to the cultural expectations of the region.  | 1          |           |
| The project promotes equity of gender.  | 1          |           |
| <b>Continuity</b>   | <b>Yes</b> | <b>No</b> |
| The educational institution will compromise to the implementation of the booklet for two years, a commitment letter will be issued. | 1          |           |
| The sponsored institution has the disposition to continue implementing the project.   | 1          |           |
| <b>Total</b>  | <b>23</b>  | <b>2</b>  |

The possible solution is to create a booklet for A-1 learners for seventh grade following the guidelines of the CEF (Common European Framework) that includes activities for the English language skills, receptive, listening and reading, productive speaking and writing. The booklet will include the list of grammar topics that is determined by the CEF, a brief explanation of the topic as a reference for the teacher and a worksheet for the students.

## **1.9 Selected Problem**

The English teacher for seventh grade does not have a book or manual to take as a reference to teach the English class.

After conducting a diagnosis on the educational institution and after the results of the surveys performed with the staff of Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos it was determined that the project will be done with the teacher of seventh grade as there is no existence of a booklet for the English class.

## **1.10 Viable and Feasible Solutions**

After reviewing the results of the surveys and interviews to the principal and English teachers, it was determined that doing a workshop and create a booklet following the CEF guidelines for the teacher of seventh grade, the booklet will have a lesson plan for the teacher following the criteria of the CEF to develop the skills for learning a language, a brief explanation of the topic and a worksheet for the student.

## **Chapter II**

### **Theoretical Framework**

#### **2.1 The Common European Framework – CEF**

The Common European Framework – CEF was published in 2001 as a guide to teach and learn languages around the world. The CEF was created by the Council of Europe to establish international standards for learning, teaching and assessment for all European languages. It describes language ability on a six-point scale, starting for beginners or basic users A-1 to proficient users C2.

The European Council is a collective body that defines the European Union's overall political direction and priorities. The European Council comprises the Head of states or governments of the European Union members along with the president of the European Council and the president of the European Commission. (European Council Consilium, 2019)

The CEF provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examination, textbooks, etc.

The CEF helps both students and teachers to assess language learning using the global scale that has been specifically designed for the Common European Framework.

#### **2.2 CEF – Global Scale**

The Global Scale describes what a learner can do at six levels:

- a. Basic User A1 – A2
- b. Independent User B1 – B2
- c. Proficient User C1 – C2

The Global Scale is not language specific; it can be used with the rest of the languages. The Global Scale is based on a set of can-do statements, written in a positive way to describe what a learner can do at each level, using the four skills.

## CEF Global Scale

|                         |    |   |
|-------------------------|----|---|
| <b>proficient user</b>  | C2 | Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments, and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.   |
|                         | C1 | Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.                                       |
| <b>independent user</b> | B2 | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
|                         | B1 | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.                     |
| <b>basic user</b>       | A2 | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.                          |
|                         | A1 | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.   |

Table 3 – CEF Global Scale - Source: <https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>

## 2.3 CEF Self-Assessment Grid

The CEF has established a self-assessment grid where the four skills, receptive and productive are assessed.

2.3.1 Understanding covers listening and reading.

2.3.2 Speaking covers interaction and spoken production.

2.3.3 Writing indicates the achievements of the student at each level.

|                      |                           | A1   | A2  | B1  |
|----------------------|---------------------------|--|---|---|
| <b>Understanding</b> | <b>Listening</b>          | I can recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.   | I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area employment).<br><br>I can catch the main point in short, clear, simple messages and announcements. | I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.<br><br>I can understand the main point of many radios or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. |
|                      | <b>Reading</b>            | I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogs.   | I can read very short, simple texts.<br><br>I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables, and I can understand short simple personal letters.  | I can understand texts that consist mainly of high frequency every day or job-related language.<br><br>I can understand the description of events, feelings and wishes in personal letters.   |
| <b>Speaking</b>      | <b>Spoken Interaction</b> | I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say.<br><br>I can ask and answer simple questions in areas of immediate need or on very familiar topics. | I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.<br><br>I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.                  | I can deal with most situations likely to arise while traveling in an area where the language is spoken.<br><br>I can enter unprepared into conversations on topics that are familiar, or personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).                       |

|                |                          | A1   | A2   | B1   |
|----------------|--------------------------|--|--|--|
|                | <b>Spoken Production</b> | I can use simple phrases and sentences to describe where I live and people I know.   | I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.        | I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitious.<br><br>I can briefly give reasons and explanations for opinions and plans.<br><br>I can narrate a story or relate the plot of a book or film and describe my reactions. |
| <b>Writing</b> | <b>Writing</b>           | I can write a short, simple postcard, for example sending holiday greetings.<br><br>I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form. | I can write short simple notes and messages relating to matters in areas of immediate needs.<br><br>I can write a very simple personal letter, for example thanking someone for something. | I can write simple connected text on topics which are familiar or of personal interest.<br><br>I can write personal letters describing experiences and impressions.  |

Table 4 - CEF Self-Assessment Grid A1, A2, B1 - Source: Data from Pearson Longman. (2013). Teacher's Guide to the Common European Framework (2013).



|                      |                    | <b>B2</b>   | <b>C1</b>  | <b>C2</b>   |
|----------------------|--------------------|---|--|---|
| <b>Understanding</b> | <b>Listening</b>   | <p>I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.</p> <p>I can understand most TV news and current affairs programs.</p> <p>I can understand the majority of films in standard dialect.</p> | <p>I can understand extended speech even when is not clearly structured and when relationships are only implied and not signaled explicitly.</p> <p>I can understand television programs and films without too much effort.</p>  | <p>I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided.</p> <p>I have some time to get familiar with the accent.</p>   |
|                      | <b>Reading</b>     | <p>I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.</p> <p>I can understand contemporary literary prose.</p>   | <p>I can understand long and complex factual and literary texts, appreciating distinctions of style.</p> <p>I can understand specialized articles and longer technical instructions, even when they do not relate to my field.</p>   | <p>I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex text such as manuals, specialized articles and literary works.</p>  |
| <b>Speaking</b>      | <b>Interaction</b> | <p>I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.</p> <p>I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.</p>                                 | <p>I can express myself fluently and spontaneously without much obvious searching for expressions.</p> <p>I can use language flexibly and effectively for social and professional purposes.</p> <p>I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.</p> | <p>I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms.</p> <p>I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem, I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.</p> |
|                      | <b>Spoken</b>      | <p>I can present clear, detailed descriptions on a wide range of subjects related to my field of interest.</p> <p>I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p>  | <p>I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.</p>  | <p>I can present a clear, smoothly-following description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.</p>   |

|                |                |  |   |  |
|----------------|----------------|--|---|--|
| <b>Writing</b> | <b>Writing</b> | <p>I can write clear, detailed text on a wide range of subjects related to my interests.</p> <p>I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.</p> <p>I can write letters highlighting the personal significance of events and experiences.</p> | <p>I can express myself in clear, well-structured text, expressing points of view at some length.</p> <p>I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be salient issues.</p> <p>I can select style appropriate to the reader in mind.</p> | <p>I can write clear, smoothly-flowing text in an appropriate style.</p> <p>I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points.</p> <p>I can write summaries and reviews of professional or literary works.</p> |
|----------------|----------------|--|---|--|

Table 5 - CEF Self-Assessment Grid B2, C1, C2 - Source: Data from Pearson Longman. (2013). *Teacher's Guide to the Common European Framework (2013)*.

## 2.4 Theory of Second Language Acquisition of Stephen Krashen

Language acquisition has several theories from different experts through time, the theories are based from the method that is being used to teach the language to the human brain capacity to understand basic language structures.

The theory of second language acquisition of Stephen Krashen contains five main hypotheses. (Krashen, 1982)

### 2.4.1 The Acquisition-Learning hypothesis:

Krashen states that there are two independent systems of foreign language performance, the acquired and the learned system. The acquired system refers to the product of a subconscious process, where the main goal is communication, the person is exposed to interaction in the target language with natural communication.

The learned system is the result of formal education or instruction about the target language. (Schütz, 1998)

### 2.4.2 The Monitor Hypothesis

The monitor hypothesis refers to the relationship between acquisition and learning, it acts as a monitor to what the student is producing. Only while the student is able to produce spontaneous speech, the learned system can be used to assess what is being spoken. (Campos, 2016)

### **2.4.3 The Input Hypothesis**

This theory refers to the input a student is exposed to and how eventually will have acquisition of the language.

The student makes progress in a natural order and understands input that has a structure on the current level of competence. The theory has two major points: first, the speech will emerge as a result of acquisition of the input and second, grammar is automatically acquired as long as the input acquired was enough. (Liu, 2015)

### **2.4.4 The Affective Filter Hypothesis**

The description of this theory refers to the emotional and psychological state of the student, as a student with problems of anxiety, lack of motivation and low self-esteem can produce a mental block to a successive learning. (Associates, 2015)

### **2.4.5 The Natural Order Hypothesis**

It refers to the acquisition of linguistic forms, rules and language items in a related order whether if the student was exposed to the language inside or outside the classroom. (Sepassi, 2007)

## **2.5 Noam Chomsky and his Language Acquisition Theory**

Noam Chomsky is a linguistic, philosopher and political activist and in 1957 he stated that human beings are born with a natural understanding on how language works.

Chomsky stated that humans are genetically encoded with universal grammar, which is a basic understanding of the structure of communication. (Stanborough, 2019)

Chomsky proposed the term LAD, Language Acquisition Devices, which describes that a child exposed to any language can learn it a few years from birth, the child will discover the grammar rules contained within the universal grammar that will apply to the language that is being learned. (Writers P. R., 2017)

According to Chomsky, the amount of language exposure and other external factors children show different rates to develop two languages, they might show a weak and a strong language. Bilingual children develop separate language systems for each language since such systems do not interact. (Wen, 2013)

Every human being has the biological ability to acquire language, the conditions that the child needs to meet are the physical and social events must be recognized that are encoded in language and must organize, process and store linguistic information. (Kevin C. Costley, 2013)

## **2.6 The Four Language Skills**

The four language skills are a set of four capabilities that empower an individual to comprehend and produce spoken language for effective and proper communication.

These skills are listening, speaking, reading and writing, they are divided in productive and receptive skills.

### **2.6.1 Productive Skills**

The productive skills include speaking and writing, the production of the language. Speaking is an active skill that requires to use the vocal tract and brain to properly produce language through sound.

Writing is also an active skill as it requires the use of hands and brain to produce the written symbols that represent spoken language. (McKenzie, 2018)

### **2.6.2 Receptive Skills**

Receptive is the term used for the skills of listening and reading, the passive skills. (Brown., 2000)

## **2.7 Assessment for ESL Students**

Assessment is an important factor when it comes to teaching-learning language, the teacher must assess the student in the four language skills to assure a meaningful learning.

The teacher can assess students using different tools to test or measure the learning a student has had for the English class.

### **2.7.1 Rubrics**

A rubric is a tool used to interpret and grade students following a determined criteria and standards, the rubric will evaluate the student in different aspects that will

provide an overall idea of the performance of the student in the English language. (Writers U. , 2018)

### **2.7.2 Testing Techniques**

Techniques are means that will provide a notion about the language abilities of the student, one useful technique is multiple choice.

### **2.7.3 Multiple Choice**

This technique includes a stem and a number of options that includes the correct answer while the others have the function of being distractors. (Hughes, 1989)

### **2.7.4 Cloze Test**

This is a test comprehension that consist in removing words from a sentence or a passage and the student must provide the missing element to have the correct answer. (Ross, 2017)

## **2.8 Guatemala's Educational System**

The Ministry of Education in Guatemala has created the CNB (Currículo Nacional Base) as an instrument that establishes the capacities, competences, concepts, skills, abilities and attitudes that all subjects of the National Educational System must achieve at the levels, from initial and elementary education to high school.

The CNB gives a description of competences, components of the English language such as learning to listen, speaking and interacting with others, understanding what is read and written expression, curriculum and assessment criteria.

## 2.9 Curriculum for Seventh Grade

The CNB (Currículo Nacional Base) provides a description of the competences, achievement indicator and knowledge that a student of seventh grade must know for the English language. (Guatemala C. , 2019)

The curriculum for seventh grade is as follows:

| Competence 1   |   |   |
|--|---|---|
| Competencies   | Achievement Indicator   | Knowledge   |
| 1. Responds to basic oral instructions given in English at school. | 1.1. Distinguishes the meaning of words and phrases related to daily school life. | 1.1.1. Phrases and gestures to greet, introduce and say farewell.                                   |
|  |   | 1.1.2. Classroom objects: whiteboard, markers, desks, chairs.                                       |
|  |   | 1.1.3. Useful classroom commands followed through Total Physical Response.                          |
|  | 1.2. Understands specific phrases related to everyday activities at school.       | 1.2.1. New sounds in English. Word and word content recognition related to numbers, time, spelling. |
|  |   | 1.2.2. Auxiliary verbs with simple present tense on every day activities hobbies, habits.           |
|  |   | 1.2.3. Useful phrases to describe friends and family members. What is bullying?                     |
|  | 1.3. Follows responsibly common directions given orally by the teacher.           | 1.3.1. Commands through total physical response (TPR).  |
|  |   | 1.3.2. Instructions, orders, commands and requests given in class using imperatives.                |
|  |   | 1.3.3. Warnings in case of emergency.   |

Table 6 - Malla curricular Primer grado Competencia 1 – Source: Currículo Nacional Base Guatemala. (2019) Malla curricular Primer grado Competencias

| Competence 2  |   |  |
|---|---|--|
| Competencies  | Achievement Indicator   | Knowledge  |
| 2. Answers orally to simple directions, questions and gives basic information by using specific topics framed at school and family. | 2.1. Begins to use appropriately polite social language and basic vocabulary with his classmates. | 2.1.1. Family tree: personal pronouns, possessive adjectives.                              |
|   |   | 2.1.2. Description of my friends' feelings and my own ones: verb to be in present tense.   |
|   |   | 2.1.3. Daily life routines: regular and irregular verbs, in simple present tense.          |
|   |   | 2.1.4. My friend's parents likes and dislikes: simple present tense.                       |
|   |   | 2.1.5. A day in our life: simple present, interrogative and negative forms.                |
|   | 2.2. Asks and answers respectfully basic questions about needed information.                      | 2.2.1. Traditions and Interests: Wh questions.   |
|   |   | 2.2.2. My neighborhood: Adjectives.  |
|   |   | 2.2.3. My family community celebrations: Months of the year and days of the week.          |
|   |   | 2.2.4. Touristic destinations: adverbs.  |
|   |   | 2.3. Provides information orally about very specific phrases.                              |
|   |   | 2.3.1. The alphabet, spelling and spelling bee competitions.                               |
|   |   | 2.3.2. Feelings: Adjectives.   |
|   |   | 2.3.3. Clothing items: colors and adjectives.  |
|   |   | 2.3.4. Food and drink: There is some, any, how much, many, quantifiers.                    |
|   |   | 2.3.5. Prices and products: How much does it cost, numbers, different national currencies. |
|   |   | 2.3.6. Cooking and recipes: adverbs (time, place, manner, frequency).                      |
|   |   | 2.3.7. My future plans: future simple "will".  |
|   |   | 2.3.8. Travel and accommodations: going to.  |
|   |   | 2.3.9. Invitations: present simple tense.  |
|   |   | 2.3.10. Entertainment.   |

Table 7- Malla curricular Primer grado Competencia 2 – Source: Currículo Nacional Base Guatemala. (2019) Malla curricular Primer grado Competencias

| Competence 3  |   |  |
|---|---|--|
| Competencies  | Achievement Indicator   | Knowledge  |
| 3. Reads aloud and silently: syllables common words and phrases in English. | 3.1. Pronounces common words and phrases when reading.                        | 3.1.1. Execution of simple written instructions: Imperative.   |
|   |   | 3.1.2. Reading comprehension of simple sentences and personal information.                           |
|   |   | 3.1.3. Description of a person and his likes and dislikes: be +Adjectives.                           |
|   |   | 3.1.4. Readings and extraction of information from a chat dialogue.                                  |
|   | 3.2. Recognizes the meaning of common words and phrases in his readings.      | 3.2.1. Reading of descriptions of a daily routine: verbs/daily routines.                             |
|   |   | 3.2.2. Description of places, homes, neighborhoods, towns that appear in his readings: nouns.        |
|   |   | 3.2.3. Simple information questions: Wh-questions  |
|   |   | 3.2.4. Information on brochures and catalogs: adverbs.   |
|   | 3.3. Analyzes willfully the meaning of common words and phrases when reading. | 3.3.1. The essential information in short stories, paragraphs, articles: nouns, verbs and predicate. |
|   |   | 3.3.2. Reading comprehension Main ideas and details.   |
|   |   | 3.3.3. Localization of information on a poster or info graphic: meaning of symbols.                  |
|   |   | 3.3.4. A restaurant menu: Questions and vocabulary.  |
|   |   | 3.3.5. Usage of a dictionary: New vocabulary.  |

Table 8- Malla curricular Primer grado Competencia 3 – Source: Currículo Nacional Base Guatemala. (2019) Malla curricular Primer grado Competencias



| Competence 4   |  |  |
|--|--|--|
| Competencies   | Achievement Indicator  | Knowledge  |
| 4. Writes words and simple phrases and sentences in the new language with the right spelling and grammar structure to be applied in daily life situations. | 4.1. Writes words with accurate spelling.                        | 4.1.1. Short simple sentences: Subject and predicate.  |
|  |  | 4.1.2. Short email giving personal information, describing family: phrases and sentences.                                |
|  |  | 4.1.3. Connection of ideas: conjunctions, more common linkers and connectors.  |
|  | 4.2. Writes phrases with the right grammar structure.            | 4.2.1. Descriptions: Personal pronouns, possessive adjectives, nouns as a complement, me, my classroom and my community. |
|  |  | 4.2.2. Cultural practices of English-speaking countries: Usage of sequencing and time expressions.                       |
|  |  | 4.2.3. Writing of an email giving directions to places around your city: adverbs of place.                               |
|  | 4.3. Creates simple phrases valuing his own culture and context. | 4.3.1. Description and explanation of who people are in a photo: possessive adjectives.                                  |
|  |  | 4.3.2. A simple recipe or a process to do something: verbs+prepositions of movements.                                    |
|  |  | 4.3.3. Diary entries related to feelings, and occupations: Adverbs of frequency.   |
|  |  | 4.3.4. Recommendation about a hotel, restaurant or form of transportation: review of simple present tense.               |
|  |  | 4.3.5. Note or email with suggestions for an event: demonstrative adjectives.  |

Table 9 - Malla curricular Primer grado Competencia 4 – Source: Currículo Nacional Base Guatemala. (2019) Malla curricular Primer grado Competencias

## 2.10 Night Shift

The CNB (Currículo Nacional Base) establishes the shifts where the public education in Guatemala can be given as they are authorized by the Ministry of Education. The authorized shifts are: morning, afternoon and night shift. (Guatemala M. d., 2015)

The National Law of Education of Guatemala is not specific about the shifts that are established, according to article 97 it states that the shifts will be proposed by the Regional

Management according to the geographical, economical-social conditions of the region.  
(Guatemala G. d.)

### **2.11 Curriculum Approaches in Language Teaching: Forward, Central and Backward Design**

Curriculum design is part of the development and implementation of language teaching programs that have different approaches with different implication of curriculum design. Each design has a different input, process and outcome. The three curriculum approaches are:

Forward Design: starts with syllabus planning, moves to methodology, is followed by assessment of learning outcomes.

Central Design: starts with classroom processes methodology, issues of syllabus and learning outcomes are not specified in detail.

Backward Design: starts from a specification of learning outcomes and decisions on methodology and syllabus are developed from the learning outcomes. The Common European Framework of Reference is an example of backward design. (Richards, Jack C., 2010)

### **2.12 Definition of input, process and output and curriculum**

The term curriculum refers to the complete plan or design for a course and how the content of such course is transformed into a blueprint for teaching and learning for the learning outcome to be achieved.

The term input refers to the linguistic content of a course. It is important to determine what linguistic content to teach before teaching a language.

The term process refers to how teaching is being carried and how it constitutes the domain of methodology in language teaching.

The term output refers to learning outcomes, it means what the learners are able to do as the result of instruction. (Richards, 2013)

Curriculum development including input, process and output is as follows:

- a. Forward design: input – process – output
- b. Central design: process – input – output
- c. Backwards design: output – process – input

### **Forward Design**

This type of design is based on a linear way of input, process and output. Issues that are related to content and instruction are resolved before decisions about methodology and output are determined.

## **2.13 The importance of English as a Global Language**

English is considered a global language as it has the purpose of a common language to be used for business organizations, scientists, internet, tourism and education. English has a leading role in most of the industries of this globalized world, it also works as a Lingua Franca for people that have English as a second language.

### **English in Education**

English has become really important in education worldwide as students all over the world learn the language as part of their curriculum, it helps both the teacher and the student to have a better teaching-learning process because of all the resources available online. (Rao, 2019)

Modern education nowadays includes a set of skills that aim to develop, critical thinking, collaboration, creativity and communication among students for them to be able to obtain a great quality of life and education, such skills are called the four C's. (Roekel, 2012)

The four C's aim to the following:

- 2.13.1 **Critical Thinking:** the student will have the practice of solving problems, empower the student to seek the truth, provide opinions, ask questions, investigate, etc.
- 2.13.2 **Creativity:** it refers to the ability to think outside the box, to have an open mind when it comes to solve a situation.
- 2.13.3 **Collaboration:** is the value of working with others to complete a goal.
- 2.13.4 **Communication:** is the ability to provide information in a clear and quick way. (Stauffer, 2020)

## **2.14 Difference between EFL and ESL**

English as a Foreign Language -EFL- it refers to the teaching and learning the English language in countries where English is not considered as a majority, for example, in Guatemala, English is considered a L3 language within the CNB guidelines. The correct term to use in Guatemala for the teaching and learning process of the English language is EFL.

English as a Second Language -ESL- it refers to the teaching and learning the English language where English is already the main or official language like Canada or the United States.

## Chapter III

### Project Profile

#### 3.1 General aspects of the Project

##### 3.1.1 Name of the project

The name of the project is “*Booklet for A-1 learners –CEF Guidelines*” for Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos”

##### 3.1.2 Problem Statement

The inexistence of a booklet to guide the English teacher of seventh grade of Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos does not allow to follow the topics that need to be covered according to the CEF –Common European Framework- for A-1 learners.

##### 3.1.3 Location

Avenida Moctezuma 31-02 Colonia Bethania zona 7.

##### 3.1.4 Executing Unit

The student of PSP from the career Licenciatura en Lingüística del Idioma Inglés, Andrea Shadya Esquivel Escobar.

##### 3.1.5 Project Type

This project is a product and service project type.

- a. **Product Project:** The product that this project will provide to the educational institution is a booklet that follows the pattern set by the CEF for A-1 learners.
- b. **Service Project:** The service that this project will provide to the educational institution is a workshop to the English teachers about the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR).

## **3.2 Project description**

The focus on the project will be to:

- 3.2.1 Follow a pattern established by the CEF
- 3.2.2 Obtain the authorization from the principal and English teacher for seventh grade
- 3.2.3 Design and deliver the booklet for A-1 learners
- 3.2.4 Obtain a commitment letter from the educational institution to use the booklet for two years.

## **3.3 Justification**

English language teaching in public schools of Guatemala has always lacked proper material for the class itself and grade, particularly for high school. The Ministry of Education considers the English language as a third language to be learned as first there is the Spanish language, second are any Mayan language and third any other international language. English teachers at public schools in Guatemala do not follow a syllabus to teach the class or repeat several topics during the year to fulfill the class. English teachers in Guatemala do not have an English coordinator or supervisor that can make sure the class is being taught in a way to develop the four language skills (writing, reading, listening and speaking).

## **3.4 Project Objectives**

### **3.4.1 General Objective**

To create a booklet for A-1 learners following the CEF pattern for Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos.

### **3.4.2 Specific objectives**

- a. To obtain a commitment letter from the principal and English teacher of seventh grade from instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos
- b. To give a workshop to the English teachers about the CEF

### **3.5 Goals**

- a. To create a booklet that follows the international guidelines for language learning, using the CEF as reference.
- b. Provide teachers a workshop about the CEF and its guidelines.

### **3.6 Beneficiaries**

#### **3.6.1 Direct**

The direct beneficiary would be the teacher for seventh grade at Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos

#### **3.6.2 Indirect**

The indirect beneficiaries would be the students of seventh grade at Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos.

### 3.7 Sources of funding and budget

The project is financially supported by the student of PSP from the career Licenciatura en Lingüística del Idioma Inglés, Andrea Shadyna Esquivel Escobar.

| Description   | Cost per Unit | Total Cost       |
|---|---------------|------------------|
| Booklet for A-1 learners –CEF Guidelines                | Q510.00       | Q1,530.00        |
| Photocopies   | Q0.25         | Q10.00           |
| Printed material (letters, interviews, CEF information) | Q1.00         | Q75.00           |
| Folder for CEF information                              | Q24.00        | Q48.00           |
| Bowl for candies  | Q24.00        | Q24.00           |
| Candies   | Q20.00        | Q20.00           |
| Bags for gifts  | Q3.50         | Q14.00           |
| Board marker  | Q4.90         | Q19.60           |
| Black pen   | Q6.00         | Q24.00           |
| Colorful pens   | Q6.00         | Q24.00           |
| Notepad   | Q8.20         | Q32.80           |
| Disc with booklet                                       | Q20.00        | Q60.00           |
|   | <b>Total</b>  | <b>Q1,881.40</b> |

Table 10 - Sources of funding and budget table, Source: PSP student own elaboration



### 3.8 Timetable of project implementation

| 2018 |  |     |     |     |     |         |    |   |   |    |    |     |    |    |
|------|--|-----|-----|-----|-----|---------|----|---|---|----|----|-----|----|----|
| No.  | Activities   | Jul | Aug |     | Sep | October |    |   |   |    |    | Nov |    |    |
|      |  | 26  | 21  | 29  | 27  | 1       | 2  | 4 | 8 | 11 | 24 | 30  | 23 | 27 |
| 1    | Request permission to the principal                                      |     |     |     |     |         |    |   |   |    |    |     |    |    |
| 2    | Meeting with the principal about the PSP project                         |     |     |     |     |         |    |   |   |    |    |     |    |    |
| 3    | Meeting with the English teacher   |     |     |     |     |         |    |   |   |    |    |     |    |    |
| 4    | Interview with the principal (instruments)                               |     |     |     |     |         |    |   |   |    |    |     |    |    |
| 5    | Meeting with Professor Quemé   |     |     |     |     |         |    |   |   |    |    |     |    |    |
| 6    | Meeting with the English teacher   |     |     |     |     |         |    |   |   |    |    |     |    |    |
| 7    | Meeting with the English teacher   |     |     |     |     |         |    |   |   |    |    |     |    |    |
| 8    | Meeting with the Principal   |     |     |     |     |         |    |   |   |    |    |     |    |    |
| 2019 |  |     |     |     |     |         |    |   |   |    |    |     |    |    |
| No.  | Activities   | Jan |     | Feb | Apr | May     |    |   |   |    |    |     |    |    |
|      |  | 25  | 29  | 5   | 2   | 14      | 21 |   |   |    |    |     |    |    |
| 9    | Meetings with the Principal and English teachers to coordinate workshop. |     |     |     |     |         |    |   |   |    |    |     |    |    |
| 10   | Workshop   |     |     |     |     |         |    |   |   |    |    |     |    |    |
| 11   | Meeting with the Principal   |     |     |     |     |         |    |   |   |    |    |     |    |    |
| 12   | Meeting with the Principal   |     |     |     |     |         |    |   |   |    |    |     |    |    |
| 13   | Commitment Letter  |     |     |     |     |         |    |   |   |    |    |     |    |    |

Table 11 - Timetable of project implementation, Source: PSP Student own elaboration

### **3.9 Resources**

#### **3.9.1 Human Resources**

- a. PSP student
- b. PSP Adviser M.A. Luisa Fernanda Ramos Barrera
- c. Principal of the school Lic. Hugo Aquino
- d. English teacher Aracely Norato

#### **3.9.2 Material Resources**

- a. CEF didactic material for teachers
- b. Computer
- c. Printed material

#### **3.9.3 Financial Resources**

The project was sponsored by the PSP student Licenciatura en Lingüística del Idioma Inglés, Andrea Shadyna Esquivel Escobar.

#### **3.9.4 Physical Resources**

Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos.

## Chapter IV

### Project Implementation

#### 4.1 Activities and results

The following chart provides a description of the activities performed and their result for the implementation of the project.

| No. | Activity   | Result   |
|-----|--|--|
| 1.  | Interview with Lic, Aquino, principal of the school to request authorization to develop the project at Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos | The interview was in charge of the PSP student Andrea Esquivel.                |
| 2.  | Interview with English professor for seventh grade, Aracely Norato.  | The interview was in charge of the PSP student Andrea Esquivel.                |
| 3.  | Application of the diagnosis instruments to the principal, English teachers, surroundings of the school and community of the school  | The diagnosis was in charge of Andrea Esquivel.                                |
| 4.  | Interview with the principal and English professor for seventh to present the idea of the booklet following the CEF guideline.   | The diagnosis was in charge of Andrea Esquivel.                                |
| 5.  | Interview with the principal and English professors to provide the workshop Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) and presentation of the booklet Booklet for A-1 learners - CEF Guidelines    | The workshop and presentation of the booklet was in charge of Andrea Esquivel. |
| 6.  | Adviser M.A. Luisa Fernanda Ramos reviewed the workshop material and content for the final draft of the booklet.   | Material was reviewed by a PSP adviser.  |
| 7.  | Print the material for the workshop.   | The material used for the workshop was printed at the University campus.       |
| 8.  | Print the booklet.   | The booklet was printed on Quick Photo.  |
| 9.  | CD with the files of the booklet.  | The CD was prepared at the University campus.                                  |
| 10. | Buy presents for the principal and teachers.   | The presents were bought by Andrea Esquivel.                                   |

| No. | Activity  | Result   |
|-----|---|--|
| 11. | Deliver the workshop and booklet.                                   | The workshop was delivered on February 5 <sup>th</sup> from 8:10 pm to 8:40pm.                 |
| 12. | Obtain the commitment letter from the Principal and English teacher | The commitment letter was given by the Principal and English teacher on May 21 <sup>st</sup> . |

Table 12 - Activities and Result table, Source: PSP student own elaboration

## 4.2 Products and Achievements

The following chart describes the products and achievements of the project.

| No. | Process  | Achievements  |
|-----|--|---|
| 1.  | Agreement  | The principal of Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos and English Teacher for Seventh grade agreed to use the Booklet for A-1 learners - CEF Guidelines for Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos. |
| 2.  | Booklet for A-1 learners - CEF Guidelines  | A booklet for seventh grade was designed following international standards of the CEF, the booklet contains 26 lessons each lesson has a brief description of the topic, a class plan to develop the four language skills and a worksheet for the students.   |
| 3.  | Workshop - Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) | A workshop was delivered to the two English teachers of the school to train them about the CEF and how it is designed in order for them to understand the design and purpose of the booklet.  |

Table 13 - Products and Achievements table, Source: PSP student own elaboration

The main product is the Booklet for A-1 learners - CEF Guidelines that was specifically designed for the English class of seventh grade of Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos.

# **A-1 Learners Booklet – CEF Guidelines – English Language**



**7th Grade**

**Instituto Nacional Nocturno de Educación Básica  
Bethania, zona 7 Escuela de Ciencias Comerciales y  
Bachillerato en Mercadotecnia Anexos**

A-1 Learners Booklet – CEF Guidelines  
English Language

7th Grade

Author

Andrea Shadyna Esquivel

# Foreword

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment, (CEF) was published in 2001 and it provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc.

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment, (CEF) uses a global scale to describe what a learner can do at six specific levels: A1, A2, B1, B2, C1, and C2.

- A1 - A2: Basic user
- B1 - B2: Independent user
- C1- C2: Proficient user

The levels describe the competencies, skills, knowledge, situations and context for effective communication.

The CEF has established a self-assessment grid where the four skills, receptive and productive, are assessed according to the global scale.

Understanding covers listening and reading, the student can recognize, understand, read texts and use spoken language.

Speaking covers spoken interaction and spoken production, the student can interact from a simple way to specific situations.

Writing indicates the achievements of the student at each level.

# Lesson Structure

The lessons of this booklet for A-1 learners are designed to cover the four skills following the self-assessment grid of the CEF and the learner outcomes for A-1 level.

The booklet contains 26 lessons divided in five units.

The lessons contain three pages, which cover the following aspects:

- ✓ Page 1- Brief explanation of the topic, this a reference for the teacher.
- ✓ Page 2 – Class Plan with activities for each skill (listening, reading, speaking and writing) and the examples can be changed according to the teacher’s criteria.

The competencies are based in the CNB (Curriculum Nacional Base) which can be changed according to the teacher’s criteria.

- ✓ Page 3 – Worksheet for the students that contains five exercises for them to practice the topic learned. The worksheets have different kinds of exercises, for example, match the drawings, complete the sentences, scramble the sentences, etc.

The worksheets contain only five items as a request from the teacher, as students must pay the copies of such worksheets.



### CEF Self-Assessment Grid

|                      |                           | A1  | A2   | B1  |
|----------------------|---------------------------|---|--|---|
| <b>Understanding</b> | <b>Listening</b>          | 1. I can recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.   | <p>a. I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area employment).</p> <p>b. I can catch the main point in short, clear, simple messages and announcements.</p> | <p>1. I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.</p> <p>2. I can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.</p> |
|                      | <b>Reading</b>            | 2. I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogs.   | <p>c. I can read very short, simple texts.</p> <p>d. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables, and I can understand short simple personal letters.</p>  | <p>3. I can understand texts that consist mainly of high frequency every day or job-related language.</p> <p>4. I can understand the description of events, feelings and wishes in personal letters.</p>  |
| <b>Speaking</b>      | <b>Spoken Interaction</b> | <p>3. I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say.</p> <p>4. I can ask and answer simple questions in areas of immediate need or on very familiar topics.</p> | <p>e. I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.</p> <p>f. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.</p>                  | <p>5. I can deal with most situations likely to arise while traveling in an area where the language is spoken.</p> <p>6. I can enter unprepared into conversations on topics that are familiar, or personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</p>                       |

|         |                   | A1   | A2   | B1  |
|---------|-------------------|--|--|---|
|         | Spoken Production | 5. I can use simple phrases and sentences to describe where I live and people I know.  | g. I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.       | 7. I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitious.<br>8. I can briefly give reasons and explanations for opinions and plans.<br>9. I can narrate a story or relate the plot of a book or film and describe my reactions. |
| Writing | Writing           | 6. I can write a short, simple postcard, for example sending holiday greetings.<br>7. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form. | h. I can write short simple notes and messages relating to matters in areas of immediate needs.<br>i. I can write a very simple personal letter, for example thanking someone for something. | 10. I can write simple connected text on topics which are familiar or of personal interest.<br>11. I can write personal letters describing experiences and impressions.   |

| B2  | C1   | C2   |
|---|--|--|
| 1. I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.<br>2. I can understand most TV news and current affairs programs.<br>3. I can understand the majority of films in standard dialect. | a. I can understand extended speech even when is not clearly structured and when relationships are only implied and not signaled explicitly.<br>b. I can understand television programs and films without too much effort. | 1. I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided.<br>2. I have some time to get familiar with the accent. |
| 4. I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.  | c. I can understand long and complex factual and literary texts, appreciating distinctions of style.<br>d. I can understand specialized articles and longer technical  | 3. I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex text such as   |

| B2  | C1   | C2   |
|---|--|--|
| 5. I can understand contemporary literary prose.  | instructions, even when they do not relate to my field.  | manuals, specialized articles and literary works.  |
| 6. I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.<br>7. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.  | e. I can express myself fluently and spontaneously without much obvious searching for expressions.<br>f. I can use language flexibly and effectively for social and professional purposes.<br>g. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers. | 4. I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms.<br>5. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem, I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it. |
| 8. I can present clear, detailed descriptions on a wide range of subjects related to my field of interest.<br>9. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.   | h. I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.  | 6. I can present a clear, smoothly-following description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.  |
| 10. I can write clear, detailed text on a wide range of subjects related to my interests.<br>11. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.<br>12. I can write letters highlighting the personal significance of events and experiences. | i. I can express myself in clear, well-structured text, expressing points of view at some length.<br>j. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be salient issues.<br>k. I can select style appropriate to the reader in mind.                          | 7. I can write clear, smoothly-flowing text in an appropriate style.<br>8. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points.<br>9. I can write summaries and reviews of professional or literary works.                               |

Table 1

CEF Self-Assessment Grid

Note: Data from Pearson Longman. (2013). Teacher's Guide to the Common European Framework (2013).

# Content

|  |           |
|--|-----------|
| <b>Annual Planning</b> .....                                 | <b>1</b>  |
| <b>Unit 1</b> .....  | <b>5</b>  |
| 1. Indefinite Articles: a and an .....                       | 6         |
| 2. Plural Nouns – Rules.....                                 | 9         |
| 3. Definite article: the.....                                | 12        |
| 4. Adjectives: common and demonstrative .....                | 15        |
| 5. Adverbs of frequency .....                                | 18        |
| 6. Comparatives and superlatives.....                        | 21        |
| Checklist to evaluate lessons for unit 1 .....               | 24        |
| <b>Unit 2</b> .....  | <b>25</b> |
| 7. Going to.....   | 26        |
| 8. How much/how many and very common uncountable nouns ..... | 29        |
| 9. I'd like .....  | 32        |
| 10. Imperatives (+/-).....                                   | 35        |
| 11. Intensifiers - very basic .....                          | 38        |
| Checklist to evaluate lessons for unit 2 .....               | 41        |
| <b>Unit 3</b> .....  | <b>42</b> |
| 12. Modals: can/can't/could/couldn't.....                    | 43        |
| 13. Past simple of “to be”.....                              | 46        |
| 14. Past Simple.....   | 49        |
| 15. Possessive adjectives.....                               | 52        |
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# Annual Planning

*“Day by day, what you choose, what you think and what you do is who you become.”*

*Heraclitus*

| Competencies  | Declarative Content   | Procedural Content   | Actitudinal Content  | Evaluation   |
|---|---|--|--|--|
| Apply the correct grammar structure to express ideas for daily life | <ol style="list-style-type: none"> <li>Indefinite Articles: A and An</li> <li>Plural Nouns – Rules</li> <li>Definite article: the</li> <li>Adjectives: common and demonstrative</li> <li>Adverbs of frequency</li> <li>Comparatives and superlatives</li> </ol> | <p>Work with pictures and flashcards.</p> <p>Play games according to the topic</p> | <p>Communicate with basic language</p> <p>Express simple ideas and sentences</p> <p>Understand grammar basic structure</p> | Produce short sentences, written and spoken with the correct usage of the grammar topics |

| Competencies   | Declarative Content   | Procedural Content   | Actitudinal Content   | Evaluation   |
|--|---|--|---|--|
| Express everyday sentences with proper grammar structure and pronunciation | <ol style="list-style-type: none"> <li>Going to</li> <li>How much/how many and very common uncountable nouns</li> <li>I'd like</li> <li>Imperatives (+/-)</li> <li>Intensifiers - very basic</li> </ol> | <p>Give instructions to follow in the classroom</p> <p>Use of realia</p> | <p>Demonstrate ability to communicate naturally</p> <p>Describe basis ideas properly</p> <p>Memorize the correct usage of the grammar structure</p> | Manage to express thoughts properly with a short presentation of show and tell |

| Competencies  | Declarative Content   | Procedural Content  | Actitudinal Content  | Evaluation  |
|---|---|---|--|---|
| Relate grammar topics to communicate concrete ideas | <ol style="list-style-type: none"> <li>1. Modals: can/can't/could/couldn't</li> <li>2. Past simple of "to be"</li> <li>3. Past Simple</li> <li>4. Possessive adjectives</li> <li>5. Possessive s</li> </ol> | <p>Storytelling for short experiences</p> <p>Use of family tree</p> | <p>Compose sentences to describe life</p> <p>Employ proper grammar structure</p> <p>Illustrate possibilities and abilities</p> | Prepare sentences correctly to tell a short story |

| Competencies                                 | Declarative Content  | Procedural Content  | Actitudinal Content  | Evaluation   |
|--|--|---|--|--|
| Recognize the difference usage of the topics | <ol style="list-style-type: none"> <li>1. Prepositions, common</li> <li>2. Prepositions of place</li> <li>3. Prepositions of time, including in/on/at</li> <li>4. Present continuous</li> <li>5. Present simple</li> </ol> | <p>Narrate stories</p> <p>Write short sentences</p> <p>Use flashcards</p> | <p>Distinguish the use of the prepositions</p> <p>Narrate personal experiences</p> <p>Express habits</p> | Formulate short sentences to create an essay of two paragraphs |



| Competencies                     | Declarative Content   | Procedural Content                | Actitudinal Content  | Evaluation                        |
|----------------------------------|---|-----------------------------------|--|-----------------------------------|
| Produce questions and statements | <ol style="list-style-type: none"> <li>1. Pronouns: simple, personal</li> <li>2. Questions</li> <li>3. There is/are</li> <li>4. To be, including question+negatives</li> <li>5. Verb + ing: like/hate/love</li> </ol> | <p>Games</p> <p>Use of images</p> | <p>Describe life statements</p> <p>Explain likes</p> <p>Set up natural sentences</p> | Prepare a story about school life |

# Unit 1

“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela

# Lesson 1

|   |                               |
|---|-------------------------------|
| <b>Topic:</b> Indefinite Articles: a and an |                               |
| <b>Grade:</b> Seventh grade                 | <b>Area:</b> English Language |

## What are Indefinite Articles: a and an?

We use a/an with:

1. Singular nouns and the first time we refer to a person, animal or thing.

- a child
- an elephant
- a television

**A** is used when the next word begins with a consonant sound (b, c, d, f, g, h, j, k etc).

- a book
- a table
- a university (because the beginning of university sounds like YOU-niversity)

**AN** is used when the next word begins with a vowel sound (a, e, i, o, u).

- an apple
- an umbrella
- an hour (because the H is silent)

**ENGLISH GRAMMAR** **A - AN** **Woodward!**  
The difference between A and AN  
A and AN have the same meaning. A and AN are indefinite articles.  
The difference depends on the sound at the beginning of the next word.

|   |   |
|---|---|
| When the next word starts with a <b>CONSONANT SOUND</b> | When the next word starts with a <b>VOWEL SOUND</b> |
| <b>A</b>  | <b>AN</b>   |
| a book a frog   | an apple an orange                                  |
| a car a lemon   | an egg an umbrella                                  |
| a dog a truck   | an insect an actor                                  |

**BE CAREFUL!** The **SOUND** of the letter is important

a house BUT an hour (The H at the beginning of hour is silent.)  
an uncle BUT a university (The U at the beginning of university sounds like YOU.)

This rule applies to all words after A or AN (including adjectives, adverbs...)

|                     |                      |
|---------------------|----------------------|
| a cold day          | an easy lesson       |
| a very crazy person | an interesting class |

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

Picture 1 – Article A – An. Source:  
Source: <http://www.grammar.cl/Notes/Articles.html>

## Class Plan

|                |  |
|----------------|--|
| <b>Unit: 1</b> | <b>Lesson 1: Indefinite Articles: a and an</b> |
|----------------|--|

**Competencies:** Distinguishes the meaning of words and phrases related to daily school life.

**Presentation:** The teacher will explain the difference of the indefinite articles: a and an.

|                      |                    |  |
|----------------------|--------------------|--|
| <b>Understanding</b> | Listening          | The teacher will read the following sentences aloud to the students:<br><br><ol style="list-style-type: none"> <li>1. A book</li> <li>2. An apple</li> <li>3. A car</li> <li>4. An egg</li> </ol>  |
|                      | Reading            | The teacher will copy the following sentences on the whiteboard and will read them once, then the students will read the sentences:<br><br><ol style="list-style-type: none"> <li>1. A book</li> <li>2. An apple</li> <li>3. A car</li> <li>4. An egg</li> </ol> |
| <b>Speaking</b>      | Spoken Interaction | Students will practice in pairs the sentences written on the whiteboard.   |
|                      | Spoken Production  | Students will form pairs and will practice short sentences with the indefinite articles.   |
| <b>Writing</b>       | Writing            | Students will work on the worksheet about the indefinite articles.   |

**Observation:** The competencies are based on the CNB (Curriculum Nacional Base), which can be changed or modified according to the criteria of the English teacher.

**Instituto Nacional Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias  
Comerciales y Bachillerato en Mercadotecnia Anexos  
Primero Básico  
Jornada Nocturna  
Comunicación y Lenguaje Idioma Extranjero – Inglés  
Profesora: Aracely Norato**

**Worksheet 1 - Indefinite Articles: a and an**

|                      |              |               |
|----------------------|--------------|---------------|
| <b>Name:</b>         | <b>Date:</b> | <b>Score:</b> |
| <b>Observations:</b> |              |               |

**Instructions:** Fill in the blanks with the correct indefinite article: a or an.

1. \_\_\_\_\_ book.
2. \_\_\_\_\_ umbrella.
3. \_\_\_\_\_ car.
4. \_\_\_\_\_ apple.
5. \_\_\_\_\_ computer.

## Lesson 2

|                                    |                               |
|------------------------------------|-------------------------------|
| <b>Topic: Plural Nouns – Rules</b> |                               |
| <b>Grade: Seventh grade</b>        | <b>Area: English Language</b> |

### What are plural nouns?

In order to change a singular noun to its plural form in English, you usually add "s". For example, the plural of *book* is *books*. The plural of *table* is *tables*. These are **regular plurals**.

Regular plurals:

Form:

Add "s" to the noun: snake – snakes

But there are many nouns which don't follow this rule. For example the plural of *fish* is *fish*. The plural of *tooth* is *teeth*. These are **irregular plurals**.

- Nouns that end in *-ch, x, s, z* or *s-like* sounds, however, will require an es for the plural:

more than one witch = witches

- Nouns that end in a vowel + *y* take the letter s:

more than one boy = boys

- Nouns that end in a consonant + *y* drop the *y* and take ies:

more than one baby = babies

- A lot of nouns that end in *o* take es in the plural:

more than one potato = potatoes

| ENGLISH GRAMMAR          |             | PLURAL NOUNS                               |             | Woodward ENGLISH                         |            |
|--------------------------|-------------|--|-------------|--|------------|
| <b>Regular Nouns</b>     |             | <b>Ends in S, CH, SH, X or Z</b>           |             | <b>Ends in F or FE</b>                   |            |
| <b>add -S</b>            |             | <b>add -ES</b>                             |             | remove F/FE <b>add -VES</b>              |            |
| 1 car                    | 2 cars      | 1 bus                                      | 2 buses     | 1 leaf                                   | 2 leaves   |
| 1 dog                    | 2 dogs      | 1 match                                    | 2 matches   | 1 wolf                                   | 2 wolves   |
| 1 book                   | 2 books     | 1 dish                                     | 2 dishes    | 1 life                                   | 2 lives    |
| 1 house                  | 2 houses    | 1 box                                      | 2 boxes     | 1 knife                                  | 2 knives   |
| 1 apple                  | 2 apples    | 1 quiz                                     | 2 quizzes   | Exceptions: roof - roofs, cliff - cliffs |            |
| <b>Ends in VOWEL + Y</b> |             | <b>Ends in CONSONANT + Y</b>               |             | <b>Irregular Nouns</b>                   |            |
| <b>add -S</b>            |             | remove Y <b>add -IES</b>                   |             | 1 man                                    | 2 men      |
| 1 day                    | 2 days      | 1 city                                     | 2 cities    | 1 child                                  | 2 children |
| 1 key                    | 2 keys      | 1 baby                                     | 2 babies    | 1 foot                                   | 2 feet     |
| 1 boy                    | 2 boys      | 1 story                                    | 2 stories   | 1 tooth                                  | 2 teeth    |
| 1 guy                    | 2 guys      | 1 party                                    | 2 parties   | 1 mouse                                  | 2 mice     |
| 1 donkey                 | 2 donkeys   | 1 country                                  | 2 countries | 1 person                                 | 2 people   |
| <b>Ends in VOWEL + O</b> |             | <b>Ends in CONSONANT + O</b>               |             | <b>No Change</b>                         |            |
| <b>add -S</b>            |             | <b>add -ES</b>                             |             | 1 sheep                                  | 2 sheep    |
| 1 zoo                    | 2 zoos      | 1 hero                                     | 2 heroes    | 1 deer                                   | 2 deer     |
| 1 radio                  | 2 radios    | 1 echo                                     | 2 echoes    | 1 fish                                   | 2 fish     |
| 1 stereo                 | 2 stereos   | 1 tomato                                   | 2 tomatoes  | 1 series                                 | 2 series   |
| 1 video                  | 2 videos    | 1 potato                                   | 2 potatoes  | 1 species                                | 2 species  |
| 1 kangaroo               | 2 kangaroos | Exceptions: piano - pianos, photo - photos |             |  |            |
| www.grammar.cl           |             | www.woodwardenglish.com                    |             | www.vocabulary.cl                        |            |

Picture 2 - Plural nouns.

Source: [https://www.grammar.cl/Notes/Plural\\_Nouns.html](https://www.grammar.cl/Notes/Plural_Nouns.html)

## Class Plan

|                |                                       |
|----------------|---------------------------------------|
| <b>Unit: 1</b> | <b>Lesson 2: Plural Nouns – Rules</b> |
|----------------|---------------------------------------|

**Competencies:** Distinguishes the meaning of words and phrases related to daily school life.

**Presentation:** The teacher will explain the rules of plural nouns.

|                      |                    |   |
|----------------------|--------------------|---|
| <b>Understanding</b> | Listening          | <p>The teacher will read the following sentences aloud to the students:</p> <ol style="list-style-type: none"> <li>1. Snake – Snakes</li> <li>2. Baby – Babies</li> <li>3. Bus – Buses</li> <li>4. Boy – Boys</li> </ol>  |
|                      | Reading            | <p>The teacher will copy the following sentences on the whiteboard and will read them once, then the students will read the sentences:</p> <ol style="list-style-type: none"> <li>1. Snake – Snakes</li> <li>2. Baby – Babies</li> <li>3. Bus – Buses</li> <li>4. Boy – Boys</li> </ol> |
| <b>Speaking</b>      | Spoken Interaction | Students will practice in pairs the sentences written on the whiteboard.  |
|                      | Spoken Production  | Students will work in groups of four and say a plural noun each one.  |
| <b>Writing</b>       | Writing            | Students will work on the worksheet about plural nouns.   |

**Observation:** The competencies are based on the CNB (Curriculum Nacional Base), which can be changed or modified according to the criteria of the English teacher.

**Worksheet 2 - Plural Nouns – Rules**

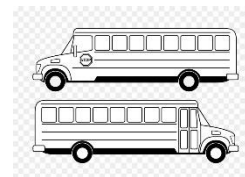
|                      |              |               |
|----------------------|--------------|---------------|
| <b>Name:</b>         | <b>Date:</b> | <b>Score:</b> |
| <b>Observations:</b> |              |               |

**Instructions:** Match the correct drawing with a line with the correct form of the plural noun.

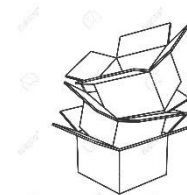
1. Babies



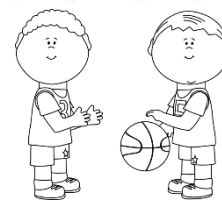
2. Boxes



3. Boys



4. Tomato



5. Buses





## Lesson 3

|                                     |                               |
|-------------------------------------|-------------------------------|
| <b>Topic: definite article: the</b> |                               |
| <b>Grade:</b> Seventh grade         | <b>Area:</b> English Language |

### What is the definite article the?

We use the definite article in front of a noun when we believe the **hearer/reader knows** exactly what we are referring to because there is **only one**:

- **The Pope** is visiting Russia.

We use the definite article with a superlative adjective:

- He is **the tallest boy** in the class.

There is **only one in that place** or in those surroundings:

- We live in a small village next to the church.

**DEFINITE ARTICLE: THE**

**WHEN DO WE USE THE ARTICLE "THE"?**

|  |   |
|--|---|
| <p>WE USE "THE" WHEN WE REFER TO SOMEONE OR SOMETHING IN PARTICULAR.</p> <p><b>EXAMPLE:</b></p> <p>-WHAT IS <b>THE</b> NAME OF THIS STREET? (THIS STREET HAS ONLY ONE NAME)</p> <p>- WHO IS <b>THE BEST</b> PLAYER IN YOUR TEAM?</p> <p>- CAN YOU TELL ME <b>THE</b> TIME PLEASE? (THE TIME NOW)</p> <p>- MY OFFICE IS ON <b>THE</b> FIRST FLOOR. (THE FIRST FLOOR OF THE BUILDING)</p> <p><b>DON'T FORGET:</b></p> <p>DO YOU LIVE NEAR <b>THE</b> CITY CENTRE?<br/>EXCUSE ME, WHERE IS <b>THE</b> NEAREST BANK?</p> | <p>WHEN WE USE THE PHRASE "THE SAME":</p> <p><b>EXAMPLE:</b></p> <p>- WE LIVE IN <b>THE SAME</b> STREET.</p> <p>- ARE THESE TWO BOOKS DIFFERENT?<br/>..NO, THEY ARE <b>THE SAME</b></p> <p>WE SAY:</p> <p><b>THE SUN, THE MOON, THE WORLD, THE SKY, THE SEA, THE COUNTRY, THE POLICE OF PERU, THE FIRE BRIDGE OF A COUNTRY, THE ARMY OF A COUNTRY (THEY ARE SPECIFIC THINGS).</b></p> |
|--|---|

Picture 3 - Definite Article "THE".

Source: <https://www.pinterest.com/pin/304907837249110407/?lp=true>

## Class Plan

|                |   |
|----------------|---|
| <b>Unit: 1</b> | <b>Lesson 3 : Definite article: the</b> |
|----------------|---|

**Competencies:** Provides information about very specific topics.

The student will be able to construct sentences using the definite article the.

**Presentation:** The teacher will explain the use of the definite article the.

|                      |                    |   |
|----------------------|--------------------|---|
| <b>Understanding</b> | Listening          | <p>The teacher will read the following sentences aloud to the students:</p> <ol style="list-style-type: none"> <li>1. The president is visiting the United States.</li> <li>2. She is the tallest girl in the class.</li> <li>3. We live close to the mall.</li> <li>4. The car is red.</li> </ol>  |
|                      | Reading            | <p>The teacher will copy the following sentences on the whiteboard and will read them once, then the students will read the sentences:</p> <ol style="list-style-type: none"> <li>1. The president is visiting the United States.</li> <li>2. She is the tallest girl in the class.</li> <li>3. We live close to the mall.</li> <li>4. The car is red.</li> </ol> |
| <b>Speaking</b>      | Spoken Interaction | Students will practice in pairs the sentences written on the whiteboard.  |
|                      | Spoken Production  | Students will work on groups of four and say sentences using the definite article the.  |
| <b>Writing</b>       | Writing            | Students will work on the worksheet about the definite article the.   |

**Observation:** The competencies are based on the CNB (Curriculum Nacional Base), below the competencies established by the CNB it is a suggested competency, which can be changed or modified according to the English teacher, according to his/her criteria.

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**Primero Básico**  
**Jornada Nocturna**  
**Comunicación y Lenguaje Idioma Extranjero – Inglés**  
**Profesora: Aracely Norato**

**Worksheet 3 - Definite article: the**

|                      |              |               |
|----------------------|--------------|---------------|
| <b>Name:</b>         | <b>Date:</b> | <b>Score:</b> |
| <b>Observations:</b> |              |               |

**Instructions:** Complete the sentences below with the definite article “The” if needed.

1. I ride a bike. \_\_\_\_\_ bike is green.
2. Did you read \_\_\_\_\_ book I gave you?
3. Amy was born in \_\_\_\_\_ 1968.
4. He was \_\_\_\_\_ tallest man I ever knew.
5. I had \_\_\_\_\_ pizza and \_\_\_\_\_ soda for lunch.

## Lesson 4

|  |                               |
|--|-------------------------------|
| <b>Topic:</b> Adjectives: common and demonstrative |                               |
| <b>Grade:</b> Seventh grade                        | <b>Area:</b> English Language |

### What are common and demonstrative adjectives?

There are four words which can be used as demonstrative determiners. A demonstrative adjective is an adjective that points out a noun or nouns. They are specific in qualifying them.

This, that, these, and those are the demonstrative adjectives, and a noun will always follow. Do not confuse demonstrative pronouns with demonstrative adjectives. They are identical, but a demonstrative pronoun stands alone, while a demonstrative adjective qualifies a noun.

| Demonstrative Pronouns and Adjectives |       |       |
|---------------------------------------|-------|-------|
|                                       | Near  | Far   |
| Singular                              | This  | That  |
| Plural                                | These | Those |

**Demonstrative Adjectives & Pronouns**

|              | SINGULAR |  | PLURAL |
|--------------|----------|--|--------|
| <b>Here</b>  | This     |  | These  |
| <b>There</b> | That     |  | Those  |

|  |                                 |  |                                      |
|--|---------------------------------|--|--------------------------------------|
|  | <b>This hat</b><br>Here/close   |  | <b>That hat</b><br>There/not close   |
|  | <b>These hats</b><br>Here/close |  | <b>Those hats</b><br>There/not close |

**Demonstrative adjective describes a noun**  
 Demonstrative Adjective + Noun

**This chair** is broken.

**That car** is cheap.

**These clothes** are wet.

**Those birds** are flying south.

**Demonstrative pronoun identifies someone or something**  
 Demonstrative Pronoun + Verb

**This is** my chair.

**That is** Richard's house.

**These are** her pens.

**Those are** migrating birds.

*Picture 4 - Demonstrative Adjectives & Pronouns.*  
 Source: <https://7esl.com/demonstrative-pronouns-this-that-these-those/>

## Class Plan

|                |   |
|----------------|---|
| <b>Unit: 1</b> | <b>Lesson 4: Adjectives: common and demonstrative</b> |
|----------------|---|

**Competencies:** Writes words and simple phrases and sentences in the new language with the right spelling and grammar structure. Writes phrases with the right grammar structure.

**Presentation:** The teacher will explain the difference between this, these, that and those.

|                      |                    |  |
|----------------------|--------------------|--|
| <b>Understanding</b> | Listening          | <p>The teacher will read the following sentences aloud to the students:</p> <ol style="list-style-type: none"> <li>1. This is Janet</li> <li>2. These are my friends, John and Michael.</li> <li>3. What's that?</li> <li>4. Who are those people?</li> </ol>  |
|                      | Reading            | <p>The teacher will copy the following sentences on the whiteboard and will read them once, then the students will read the sentences:</p> <ol style="list-style-type: none"> <li>1. This is Janet</li> <li>2. These are my friends, John and Michael.</li> <li>3. What's that?</li> <li>4. Who are those people?</li> </ol> |
| <b>Speaking</b>      | Spoken Interaction | Students will practice in pairs the sentences written on the whiteboard.   |
|                      | Spoken Production  | Students will form groups of four and each one will say a sentence using the demonstrative adjectives.   |
| <b>Writing</b>       | Writing            | Students will complete the worksheet about adjectives: common and demonstrative.   |

**Observation:** The competencies are based on the CNB (Curriculum Nacional Base), which can be changed or modified according to the criteria of the English teacher.

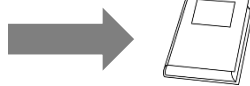
**Worksheet 4 - Adjectives: common and demonstrative**

|                      |              |               |
|----------------------|--------------|---------------|
| <b>Name:</b>         | <b>Date:</b> | <b>Score:</b> |
| <b>Observations:</b> |              |               |

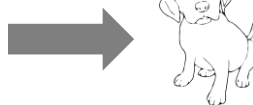
**Instructions:** Choose the correct demonstrative adjective to complete the sentences below. Use the chart below as a reference.

| <b>Demonstrative Pronouns and Adjectives</b> |             |            |
|--|-------------|------------|
|  | <b>Near</b> | <b>Far</b> |
| <b>Singular</b>                              | This        | That       |
| <b>Plural</b>                                | These       | Those      |

1. \_\_\_\_\_ is my notebook.



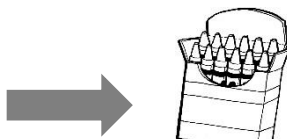
2. \_\_\_\_\_ is a nice dog.



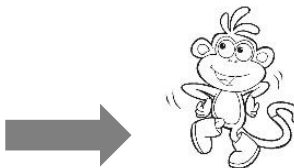
3. I like \_\_\_\_\_ bikes.



4. \_\_\_\_\_ are my crayons.



5. \_\_\_\_\_ is a monkey.



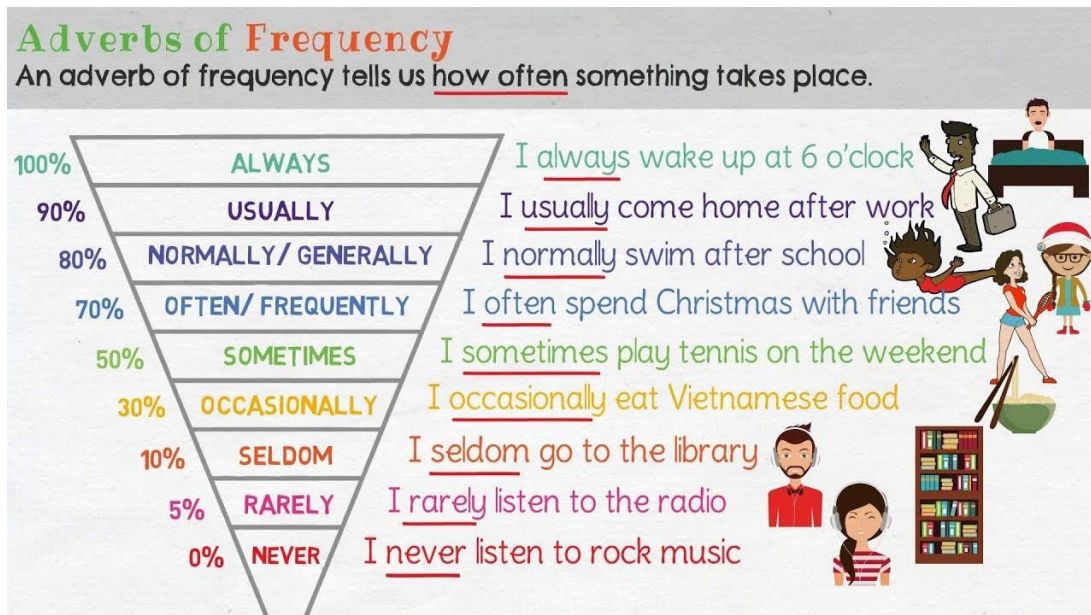
## Lesson 5

|                                    |                               |
|------------------------------------|-------------------------------|
| <b>Topic: Adverbs of frequency</b> |                               |
| <b>Grade: Seventh grade</b>        | <b>Area: English Language</b> |

### What are adverbs of frequency?

Adverbs that change or qualify the meaning of a sentence by telling us how often or how frequently something happens are defined as adverbs of frequency.

An adverb of frequency is exactly what it sounds like – an adverb of time. Adverbs of frequency always describe how often something occurs, either in definite or indefinite terms. An adverb that describes definite frequency is one such as weekly, daily, or yearly. An adverb describing indefinite frequency doesn't specify an exact time frame; examples are sometimes, often, and rarely.



Picture 5 - Adverbs of Frequency

Source: <https://7esl.com/adverbs-of-frequency/adverbs-of-frequency-2/>

## Class Plan

|                |                                       |
|----------------|---------------------------------------|
| <b>Unit: 1</b> | <b>Lesson 5: Adverbs of frequency</b> |
|----------------|---------------------------------------|

**Competencies:** Understands specific phrases related to daily activities at school.

**Presentation:** The teacher will explain the adverbs of frequency.

|                      |                    |   |
|----------------------|--------------------|---|
| <b>Understanding</b> | Listening          | <p>The teacher will read the following sentences aloud to the students:</p> <ol style="list-style-type: none"> <li>1. I always have breakfast.</li> <li>2. I often spend Christmas with friends.</li> <li>3. I usually read at nights.</li> <li>4. I normally eat vegetables.</li> </ol>  |
|                      | Reading            | <p>The teacher will copy the following sentences on the whiteboard and will read them once, then the students will read the sentences:</p> <ol style="list-style-type: none"> <li>1. I always have breakfast.</li> <li>2. I often spend Christmas with friends.</li> <li>3. I usually read at nights.</li> <li>4. I normally eat vegetables.</li> </ol> |
| <b>Speaking</b>      | Spoken Interaction | Students will practice in pairs the sentences written on the whiteboard.  |
|                      | Spoken Production  | Students will form groups and will write a sentence per each adverb of frequency.   |
| <b>Writing</b>       | Writing            | Students will complete the worksheet about the adverbs of frequency.  |

**Observation:** The competencies are based on the CNB (Curriculum Nacional Base), which can be changed or modified according to the criteria of the English teacher.



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**Profesora: Aracely Norato**

**Worksheet 5 - Adverbs of frequency**

|                      |              |               |
|----------------------|--------------|---------------|
| <b>Name:</b>         | <b>Date:</b> | <b>Score:</b> |
| <b>Observations:</b> |              |               |

**Instructions:** Choose the correct adverb of frequency to complete the sentences below. Use the chart below as a reference.

| <b>Adverbs of Frequency</b> |                    |   |
|-----------------------------|--------------------|---|
| 100%                        | Always             | I always wake up at 6 o'clock.          |
| 90%                         | Usually            | I usually come home after work.         |
| 80%                         | Normally/Generally | I normally swim after school.           |
| 70%                         | Often/Frequently   | I often spend Christmas with friends.   |
| 50%                         | Sometimes          | I sometimes play tennis on the weekend. |
| 30%                         | Occasionally       | I occasionally eat Vietnamese food.     |
| 10%                         | Seldom             | I seldom go to the library.             |
| 5%                          | Rarely             | I rarely listen to the radio.           |
| 0%                          | Never              | I never listen to rock music.           |

- I \_\_\_\_\_ get up late on Saturdays. 90%
- Maria is \_\_\_\_\_ late for work. 0%
- Do you \_\_\_\_\_ travel on weekends? 70%
- We \_\_\_\_\_ go on vacations each year. 100%
- I \_\_\_\_\_ play soccer. 50%

## Lesson 6

|   |                               |
|---|-------------------------------|
| <b>Topic: Comparatives and superlatives</b> |                               |
| <b>Grade: Seventh grade</b>                 | <b>Area: English Language</b> |

### What are comparatives and superlatives?

Comparative adjectives are used to compare a noun to another noun such as this truck uses more gas than this car. Superlative adjectives are used to compare three or more nouns and show which is best such as hot, hotter and hottest.

### Adjectives with Irregular Forms

Some adjectives have irregular forms when made into comparative or superlative adjectives. They do not add an "er" or "est" and they don't add the words more or most. In fact, in some cases, a whole new word is used.

| Irregular Comparative and Superlative Forms |             |             |
|---|-------------|-------------|
| Adjective                                   | Comparative | Superlative |
| good, well                                  | better      | best        |
| bad   | worse       | worst       |
| many, much                                  | more        | most        |
| little                                      | less        | least       |

Picture 6 - Irregular comparative and superlative forms.  
Source: <http://www.wellingtonhousebcn.com/2016/07/using-comparative-superlative/>

## Class Plan

|                |  |
|----------------|--|
| <b>Unit: 1</b> | <b>Lesson 6: Comparatives and superlatives</b> |
|----------------|--|

**Competencies:** Writes phrases with the right grammar structure.

**Presentation:** The teacher will explain the use of Comparatives and superlatives.

|                      |                    |   |
|----------------------|--------------------|---|
| <b>Understanding</b> | Listening          | <p>The teacher will read the following sentences aloud to the students:</p> <ol style="list-style-type: none"> <li>1. My house is bigger than yours.</li> <li>2. You are more polite than Joey.</li> <li>3. A rose is more beautiful than a daisy.</li> <li>4. Learning Japanese is more difficult than leaning Italian.</li> </ol> |
|                      | Reading            | <ol style="list-style-type: none"> <li>1. My house is bigger than yours.</li> <li>2. You are more polite than Joey.</li> <li>3. A rose is more beautiful than a daisy.</li> <li>4. Learning Japanese is more difficult than leaning Italian.</li> </ol>   |
| <b>Speaking</b>      | Spoken Interaction | Students will practice in pairs the sentences written on the whiteboard.  |
|                      | Spoken Production  | Students will write one sentence using comparatives and superlatives and will pass to the front to read it aloud.   |
| <b>Writing</b>       | Writing            | Students will complete the worksheet about comparatives and superlatives.   |

**Observation:** The competencies are based on the CNB (Curriculum Nacional Base), which can be changed or modified according to the criteria of the English teacher.

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**Profesora: Aracely Norato**

**Worksheet 6 - Comparatives and superlatives**

|                      |              |               |
|----------------------|--------------|---------------|
| <b>Name:</b>         | <b>Date:</b> | <b>Score:</b> |
| <b>Observations:</b> |              |               |

**Instructions:** Complete the sentences below with the correct comparative and superlative. Use the chart below as a reference.

| <b>Irregular Comparative and Superlative Forms</b> |             |             |
|--|-------------|-------------|
| Adjective  | Comparative | Superlative |
| Good, well   | Better      | Best        |
| Bad  | Worse       | Worst       |
| Many, much   | More        | Most        |
| Little   | Less        | Least       |

1. That was the \_\_\_\_\_ movie ever. \*Good.
2. This is the \_\_\_\_\_ interesting book I have ever read. \*Many, much.
3. Martin is the \_\_\_\_\_ worried about the exam. \*Little.
4. I can't find my \_\_\_\_\_ comfortable jeans. \*Many, much.
5. Sam is the \_\_\_\_\_ handsome boy in the whole school. \*Many, much.

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**Checklist to evaluate lessons of booklet for A-1 students**

| Category  | 3<br>Good | 2<br>Regular | 1<br>Bad | Comments |
|---|-----------|--------------|----------|----------|
| <b>Topic</b>  |           |              |          |          |
| Is the information of the topic useful?                                     |           |              |          |          |
| Are the examples of the topic clear enough to be understood and explained?  |           |              |          |          |
| <b>Class Plan</b>   |           |              |          |          |
| Is the class plan easy to follow?   |           |              |          |          |
| Is the structure of the CEF well designed to be used with the students?     |           |              |          |          |
| <b>Worksheet</b>  |           |              |          |          |
| Is the worksheet design according to the level of the students?             |           |              |          |          |
| Are the exercises of the worksheet useful for the topic that was presented? |           |              |          |          |

**Suggestions:**

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# Unit 2

“The goal of education is not to increase the amount of knowledge but to create the possibilities for a child to invent and discover, to create men who are capable of doing new things.”

Jean Piaget

## Lesson 7

|                             |                               |
|-----------------------------|-------------------------------|
| <b>Topic: Going to</b>      |                               |
| <b>Grade: Seventh grade</b> | <b>Area: English Language</b> |

### What is the use of going to?

We use 'going to' to talk about our future plans, planned actions in the future.

## Be Going To



We can use **be going to** to talk about the **future**.



They **are going to take** a boat down the Yangtze River **next week**.

I **am going to try** local Chinese food **tomorrow**.



Picture 7 - Be going to.

Source: <https://pt.slideshare.net/jbsaenz/the-future-with-be-going-to/4?smtNoRedir=1>

## Class Plan

|                |                           |
|----------------|---------------------------|
| <b>Unit: 2</b> | <b>Lesson 7: Going to</b> |
|----------------|---------------------------|

**Competencies:** Writes phrases with the right grammar structure. Creates phrases related to his own context.

**Presentation:** The teacher will explain the use of going to.

|                      |                    |  |
|----------------------|--------------------|--|
| <b>Understanding</b> | Listening          | <p>The teacher will read the following sentences aloud to the students:</p> <ol style="list-style-type: none"> <li>1. I am going to play soccer.</li> <li>2. I am going to be a teacher when I'm older.</li> <li>3. He is going to buy a car.</li> <li>4. She is going to cook a meal.</li> </ol>  |
|                      | Reading            | <p>The teacher will copy the following sentences on the whiteboard and will read them once, then the students will read the sentences:</p> <ol style="list-style-type: none"> <li>1. I am going to play soccer.</li> <li>2. I am going to be a teacher when I'm older.</li> <li>3. He is going to buy a car.</li> <li>4. She is going to cook a meal.</li> </ol> |
| <b>Speaking</b>      | Spoken Interaction | Students will practice in pairs the sentences written on the whiteboard.   |
|                      | Spoken Production  | Students will work in pairs and will practice sentences with going to.   |
| <b>Writing</b>       | Writing            | Students will complete the worksheet about the use of going to.  |

**Observation:** The competencies are based on the CNB (Curriculum Nacional Base), which can be changed or modified according to the criteria of the English teacher.



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**Worksheet 7 - Going to**

|                      |              |               |
|----------------------|--------------|---------------|
| <b>Name:</b>         | <b>Date:</b> | <b>Score:</b> |
| <b>Observations:</b> |              |               |

**Instructions:** Write the correct verb form that it is in parenthesis and the use of going to for the sentences below.

1. He \_\_\_\_\_ his friend. (to call)
2. We \_\_\_\_\_ a new computer game. (to play)
3. My sister \_\_\_\_\_ TV. (to watch)
4. You \_\_\_\_\_ a picnic next Sunday. (to have)
5. I \_\_\_\_\_ to the bus stop this afternoon. (to walk).

## Lesson 8

|   |                               |
|---|-------------------------------|
| <b>Topic: How much/how many and very common uncountable nouns</b> |                               |
| <b>Grade: Seventh grade</b>                                       | <b>Area: English Language</b> |

### How much? - How many?

When we want to know the quantity or amount of something, we ask questions starting with **How much** and *How many*.

#### HOW MUCH...? - (Quantity)

- **How much** is used with uncountable nouns.
- HOW MUCH + UNCOUNTABLE NOUN
- **How much** time do we have to finish the test?
- If the verb **To Be** is used with an uncountable noun, it is in singular form (IS or WAS etc.)

#### HOW MANY...? - (Quantity)

- **How many** is used when we want to know the QUANTITY of something.
- It is only used with plural countable nouns.
- HOW MANY + PLURAL NOUN
- **How many** days are there in January?

**ENGLISH GRAMMAR** **HOW MUCH? - HOW MANY?** *Woodward English*

When we want to know the **quantity** or **amount** of something, we ask questions starting with *How much* and *How many*.

**HOW MUCH?** I want to know the **QUANTITY** or **AMOUNT**

HOW MUCH + **UNCOUNTABLE** NOUN

- **How much** sugar would you like? - **How much** money did you spend?  
- **How much** time do we have to finish? - **How much** milk is in the fridge?

**HOW MUCH?** I want to know the **PRICE**

HOW MUCH + **SINGULAR OR PLURAL** NOUN (or with the verb **COST** or **BE**).

- **How much** is this dress? - **How much** did your jacket cost?  
- **How much** are these shoes? - **How much** will it cost me?

**HOW MANY?** I want to know the **QUANTITY** or **AMOUNT**

HOW MANY + **PLURAL (COUNTABLE)** NOUN

- **How many** days are there in January? - **How many** books did you buy?  
- **How many** students are in this room? - **How many** cousins do you have?

The noun is often omitted in the question when it is obvious what we're talking about.

- A: I would like to buy some **cheese**. - B: **How much** (cheese) would you like?  
- A: I need some **coins**. - B: **How many** do you need?  
- A: I need some **sugar**. - B: **How much** do you need?

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

**THE DIFFERENCE BETWEEN HOW MUCH & HOW MANY IN ENGLISH**

www.woodwardenglish.com

Picture 8 - How much and how many.

Source: <http://www.grammar.cl/english/how-much-how-many.html>

## Class Plan

|                |  |
|----------------|--|
| <b>Unit: 2</b> | <b>Lesson 8:</b> How much/how many and very common uncountable nouns |
|----------------|--|

**Competencies:** Provides information about very specific topics.

**Presentation:** The teacher will explain the use of how much and how many.

|                      |                    |  |
|----------------------|--------------------|--|
| <b>Understanding</b> | Listening          | <p>The teacher will read the following sentences aloud to the students:</p> <ol style="list-style-type: none"> <li>1. How much does it cost?</li> <li>2. How much did your jacket cost?</li> <li>3. How much will cost me?</li> <li>4. How much is that dress?</li> </ol>  |
|                      | Reading            | <p>The teacher will copy the following sentences on the whiteboard and will read them once, then the students will read the sentences:</p> <ol style="list-style-type: none"> <li>1. How much does it cost?</li> <li>2. How much did your jacket cost?</li> <li>3. How much will cost me?</li> <li>4. How much is that dress?</li> </ol> |
| <b>Speaking</b>      | Spoken Interaction | Students will practice in pairs the sentences written on the whiteboard.   |
|                      | Spoken Production  | Students will work on pairs and each one will say a sentence using how much and how many.  |
| <b>Writing</b>       | Writing            | Students will complete the worksheet about how much and how many.  |

**Observation:** The competencies are based on the CNB (Curriculum Nacional Base), which can be changed or modified according to the criteria of the English teacher.

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**Worksheet 8 - How much/how many and very common uncountable nouns**

|                      |              |               |
|----------------------|--------------|---------------|
| <b>Name:</b>         | <b>Date:</b> | <b>Score:</b> |
| <b>Observations:</b> |              |               |

**Instructions:** Choose with how much and how many to complete the sentences below. Use the chart below for reference.

| <b>How much?</b>                   | <b>How many?</b>   |
|------------------------------------|--|
| It is used with uncountable nouns. | It is used when we want to know the quantity of something. |

- \_\_\_\_\_ stars are there in the sky?
- \_\_\_\_\_ water is in the ocean?
- \_\_\_\_\_ birds are there?
- \_\_\_\_\_ money is in the bank?
- \_\_\_\_\_ bones are there in the human body?

## Lesson 9

|                             |                               |
|-----------------------------|-------------------------------|
| <b>Topic: I'd like</b>      |                               |
| <b>Grade: Seventh grade</b> | <b>Area: English Language</b> |

### The use of I'd like

The verb "would like" requires an object, a gerund, or an infinitive after it:

- I would like a bagel. (The word "bagel" is an object.)
- He'd like a new job. (The word "job" is an object. Notice that the subject and "would" are contracted to form "He'd." This is very common.)
- **They'd like a new dog.** (The word "dog" is an object.)

| Formal Sentence        | Contraction |
|------------------------|-------------|
| <b>I would like</b>    | I'd like    |
| <b>You would like</b>  | You'd like  |
| <b>He would like</b>   | He'd like   |
| <b>She would like</b>  | She'd like  |
| <b>It would like</b>   | It'd like   |
| <b>We would like</b>   | We'd like   |
| <b>You would like</b>  | You'd like  |
| <b>They would like</b> | They'd like |

## Class Plan

|                |                           |
|----------------|---------------------------|
| <b>Unit: 2</b> | <b>Lesson 9: I'd like</b> |
|----------------|---------------------------|

**Competencies:** Writes phrases with the right grammar structure.

**Presentation:** The teacher will explain the use of I'd like.

|                      |                    |  |
|----------------------|--------------------|--|
| <b>Understanding</b> | Listening          | <p>The teacher will read the following sentences aloud to the students:</p> <ol style="list-style-type: none"> <li>1. I'd like to have a word with you.</li> <li>2. I'd like to eat pizza.</li> <li>3. He'd like a new job.</li> <li>4. They'd like a new dog.</li> </ol>  |
|                      | Reading            | <p>The teacher will copy the following sentences on the whiteboard and will read them once, then the students will read the sentences:</p> <ol style="list-style-type: none"> <li>1. I'd like to have a word with you.</li> <li>2. I'd like to eat pizza.</li> <li>3. He'd like a new job.</li> <li>4. They'd like a new dog.</li> </ol> |
| <b>Speaking</b>      | Spoken Interaction | Students will practice in groups the sentences written on the whiteboard.  |
|                      | Spoken Production  | Students in groups will say each one a sentence using I'd like.  |
| <b>Writing</b>       | Writing            | Students will complete the worksheet of I'd like.  |

**Observation:** The competencies are based on the CNB (Curriculum Nacional Base), which can be changed or modified according to the criteria of the English teacher.

**Worksheet 9 - I'd like**

|                      |              |               |
|----------------------|--------------|---------------|
| <b>Name:</b>         | <b>Date:</b> | <b>Score:</b> |
| <b>Observations:</b> |              |               |

**Instructions:** Choose the correct pronoun in parentheses and the use of I'd like to complete the worksheet. Use the chart below as a reference.

| <b>Formal Sentence</b> | <b>Contraction</b> |
|------------------------|--------------------|
| I would like           | I'd like           |
| You would like         | You'd like         |
| He would like          | He'd like          |
| She would like         | She'd like         |
| It would like          | It'd like          |
| We would like          | We'd like          |
| You would like         | You'd like         |
| They would like        | They'd like        |

- \_\_\_\_\_ the Margarita pizza, please. (She – I)
- \_\_\_\_\_ to have a car. (He - I)
- \_\_\_\_\_ to play tennis. (He - We)
- \_\_\_\_\_ to go to the movies tomorrow. (They - We)
- \_\_\_\_\_ to travel to Europe next year. (They – I)

# Lesson 10

|                                 |                               |
|---------------------------------|-------------------------------|
| <b>Topic: Imperatives (+/-)</b> |                               |
| <b>Grade: Seventh grade</b>     | <b>Area: English Language</b> |

## What are imperatives?

An imperative is an instruction, we are telling someone what to do. An imperative can be positive or negative.

**Modifying  
An Imperative Sentence.**

|   |  |
|---|--|
| <b>Positive imperatives</b><br>Use affirmative verbs in addressing the subject.<br>Example: Park your car here. | <b>Negative imperatives</b><br>Do the opposite to the positives.<br>Example: Don't park your car here. |
|---|--|

We can use "do" or "just" to the beginning of the sentence, or the word "please" to the conclusion - called softening the imperative - makes imperative sentences more polite or conversational.

**Imperatives with "Do"**  
The emphatic "do" auxiliary makes an imperative sound more polite and more formal.  
Example:     Do sit down

Picture 9 - Imperative Sentence, Source: <https://7esl.com/imperative-sentences/>



## Class Plan

|                |                                     |
|----------------|-------------------------------------|
| <b>Unit: 2</b> | <b>Lesson 10: Imperatives (+/-)</b> |
|----------------|-------------------------------------|

**Competencies:** Follows common directions given by the teacher.

**Presentation:** The teacher will explain what an imperative is, positive and negative.

|                      |                    |   |
|----------------------|--------------------|---|
| <b>Understanding</b> | Listening          | The teacher will read the following sentences aloud to the students: <ol style="list-style-type: none"> <li>1. Be quiet!</li> <li>2. Sit down!</li> <li>3. Don't watch TV when doing your homework!</li> <li>4. Don't leave the baby alone!</li> </ol>  |
|                      | Reading            | The teacher will copy the following sentences on the whiteboard and will read them once, then the students will read the sentences: <ol style="list-style-type: none"> <li>1. Be quiet!</li> <li>2. Sit down!</li> <li>3. Don't watch TV when doing your homework!</li> <li>4. Don't leave the baby alone!</li> </ol> |
| <b>Speaking</b>      | Spoken Interaction | Students will practice in groups the sentences written on the whiteboard.   |
|                      | Spoken Production  | Students will pass to the front and say a positive and a negative imperative.   |
| <b>Writing</b>       | Writing            | Students will complete the worksheet about imperatives.   |

**Observation:** The competencies are based on the CNB (Curriculum Nacional Base), which can be changed or modified according to the criteria of the English teacher.

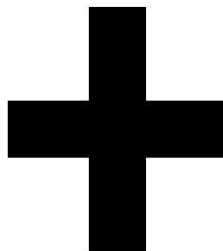
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**Worksheet 10 - Imperatives (+/-)**

|                      |              |               |
|----------------------|--------------|---------------|
| <b>Name:</b>         | <b>Date:</b> | <b>Score:</b> |
| <b>Observations:</b> |              |               |

**Instructions:** Place next to the imperative sentence if it is positive or negative.

1. Close the door. \_\_\_\_\_
2. Eat your vegetables. \_\_\_\_\_
3. Don't put your glasses on the table. \_\_\_\_\_
4. Do your homework. \_\_\_\_\_
5. Don't eat candies after dinner. \_\_\_\_\_



# Lesson 11

|   |                               |
|---|-------------------------------|
| <b>Topic: Intensifiers - very basic</b> |                               |
| <b>Grade: Seventh grade</b>             | <b>Area: English Language</b> |

## What are intensifiers?

Intensifiers are used to add emphasis or emotional expression to another modifier. They belong to the class of adverbs or adverbial phrases which are used to give more information about a verb, adjective, adverb, or phrase.

Intensifiers are used to add emphasis or emotional expression to another modifier. They belong to the class of adverbs or adverbial phrases which are used to give more information about a verb, adjective, adverb, or phrase.

One of the most basic intensifiers is “very.” For example:

- “That tie is **very** nice.”
- “It is **very** cold in here.”

Another common intensifier is “**at all**,” which is generally used in negative expressions:

- “I don’t like that tie **at all**.”
- “She didn’t notice him **at all**.”

Other examples of intensifiers include:

|                 |            |
|-----------------|------------|
| absolutely      | extremely  |
| amazingly       | incredibly |
| astoundingly    | really     |
| completely      | so         |
| especially      | terribly   |
| excessively     | too        |
| extraordinarily | uncommonly |
| frightfully     | utterly    |

## Class Plan

|                |   |
|----------------|---|
| <b>Unit: 2</b> | <b>Lesson 11: Intensifiers - very basic</b> |
|----------------|---|

**Competencies:** Pronounces common words and phrases. Analyzes the meaning of common words and phrases.

**Presentation:** The teacher will explain the use of intensifiers.

|                      |                    |   |
|----------------------|--------------------|---|
| <b>Understanding</b> | Listening          | The teacher will read the following sentences aloud to the students: <ol style="list-style-type: none"> <li>1. She can run very fast.</li> <li>2. He was very happy to see her.</li> <li>3. I absolutely love this book.</li> <li>4. It's a really interesting story.</li> </ol>  |
|                      | Reading            | The teacher will copy the following sentences on the whiteboard and will read them once, then the students will read the sentences: <ol style="list-style-type: none"> <li>1. She can run very fast.</li> <li>2. He was very happy to see her.</li> <li>3. I absolutely love this book.</li> <li>4. It's a really interesting story.</li> </ol> |
| <b>Speaking</b>      | Spoken Interaction | Students will practice in pairs the sentences written on the whiteboard.  |
|                      | Spoken Production  | Students will work in pairs and will say a sentence using intensifiers.   |
| <b>Writing</b>       | Writing            | Students will work on the intensifiers worksheet.   |

**Observation:** The competencies are based on the CNB (Curriculum Nacional Base), which can be changed or modified according to the criteria of the English teacher.

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**Profesora: Aracely Norato**

**Worksheet 11 - Intensifiers - very basic**

|                      |              |               |
|----------------------|--------------|---------------|
| <b>Name:</b>         | <b>Date:</b> | <b>Score:</b> |
| <b>Observations:</b> |              |               |

**Instructions:** Complete the sentences below with the correct intensifier. Use the chart below as a reference.

|                 |            |
|-----------------|------------|
| absolutely      | extremely  |
| amazingly       | incredibly |
| astoundingly    | really     |
| completely      | so         |
| especially      | terribly   |
| excessively     | too        |
| extraordinarily | uncommonly |
| frightfully     | utterly    |

1. She looks \_\_\_\_\_ beautiful today.
2. I \_\_\_\_\_ like this book.
3. He is \_\_\_\_\_ little to go to school.
4. My parents are \_\_\_\_\_ happy.
5. My sister \_\_\_\_\_ loves her new dress.

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**Checklist to evaluate lessons of booklet for A-1 students**

| Category  | 3<br>Good | 2<br>Regular | 1<br>Bad | Comments |
|---|-----------|--------------|----------|----------|
| <b>Topic</b>  |           |              |          |          |
| Is the information of the topic useful?                                     |           |              |          |          |
| Are the examples of the topic clear enough to be understood and explained?  |           |              |          |          |
| <b>Class Plan</b>   |           |              |          |          |
| Is the class plan easy to follow?   |           |              |          |          |
| Is the structure of the CEF well designed to be used with the students?     |           |              |          |          |
| <b>Worksheet</b>  |           |              |          |          |
| Is the worksheet design according to the level of the students?             |           |              |          |          |
| Are the exercises of the worksheet useful for the topic that was presented? |           |              |          |          |

**Suggestions:**

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# Unit 3

“Education is education. We should learn everything and then choose which path to follow.

Education is neither Eastern nor Western, it is human.”

Malala Yousafzai

## Lesson 12

|  |                               |
|--|-------------------------------|
| <b>Topic: Modals: can/can't/could/couldn't</b> |                               |
| <b>Grade: Seventh grade</b>                    | <b>Area: English Language</b> |


### What are the modals: can/can't/could/couldn't?

#### Possibility

- We use the modal *can* to make general statements about what is possible:
  - It can be very cold in winter. (= *It is sometimes very cold in winter*)
- We use *could* as the past tense of *can*:
  - It **could be** very cold in winter. (= *Sometimes it was very cold in winter.*)
- We use *could* to show that something is possible in the future, but not certain:
  - If we don't hurry we **could be** late. (= *Perhaps/Maybe we will be late*)

#### Impossibility

- We use the negative *can't* or *cannot* to show that something is impossible:
  - That can't be true.
- We use *couldn't/could not* to talk about the past:
  - We knew it could not be true.

|  |   |   |  |
|--|---|---|--|
| <h1>Can</h1>   | <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">Modal Verbs</span> | <h1>Could</h1>  |  |
| <b>General ability (present)</b>   |   | <b>General ability in the past</b>  |  |
| - I <b>can</b> speak English.  |   | - I <b>could</b> play the piano when I was younger.                                     |  |
| <b>Ask for permission (informal)</b>   |   | <b>Ask for permission (more polite)</b>   |  |
| - <b>Can</b> I borrow your pen please?   |   | - <b>Could</b> I use your bathroom please?  |  |
| <b>To request something</b>  |   | <b>To request something (more polite)</b>   |  |
| - <b>Can</b> you help me please?   |   | - <b>Could</b> you pass me the salt please?   |  |
| <b>Possibility</b>   |   | <b>Possibility in the past</b> <small>could + have + past participle</small>            |  |
| - It <b>can</b> get very cold there at night.                                  |   | - What? You <b>could</b> have broken your leg.  |  |
| <b>Offer to help someone</b>   |   | <b>Suggestion (when asked what to do)</b>   |  |
| - <b>Can</b> I carry your bags for you?  |   | - We <b>could</b> go to the movies if you like.   |  |
| <b>Cannot (can't) = not allowed</b>  |   | <b>Conditional of Can (would be able to)</b>  |  |
| - You <b>cannot</b> smoke in this room.<br>- You <b>can't</b> go to the party. |   | - If we had some oranges I <b>could</b> make you some fresh juice. (= would be able to) |  |
| <a href="http://www.grammar.cl">www.grammar.cl</a>                             | <a href="http://www.woodwardenglish.com">www.woodwardenglish.com</a>                        | <a href="http://www.vocabulary.cl">www.vocabulary.cl</a>                                |  |

Picture 10 - Modal Verbs Can and Could.  
Source: <http://www.grammar.cl/english/can-could.htm>



## Class Plan

|                |  |
|----------------|--|
| <b>Unit: 3</b> | <b>Lesson 12: Modals:<br/>can/can't/could/couldn't</b> |
|----------------|--|

**Competencies:** Writes phrases with the right grammar structure.

**Presentation:** The teacher will explain the use of the modals can/can't/could/couldn't.

|                      |                    |   |
|----------------------|--------------------|---|
| <b>Understanding</b> | Listening          | <p>The teacher will read the following sentences aloud to the students:</p> <ol style="list-style-type: none"> <li>1. Birds can fly.</li> <li>2. Elephants can't fly.</li> <li>3. It could be very cold in winter.</li> <li>4. We knew it <b>could not be</b> true.</li> </ol>  |
|                      | Reading            | <p>The teacher will copy the following sentences on the whiteboard and will read them once, then the students will read the sentences:</p> <ol style="list-style-type: none"> <li>1. Birds can fly.</li> <li>2. Elephants can't fly.</li> <li>3. It could be very cold in winter.</li> <li>4. We knew it <b>could not be</b> true.</li> </ol> |
| <b>Speaking</b>      | Spoken Interaction | Students will practice in groups the sentences written on the whiteboard.   |
|                      | Spoken Production  | Students will say four sentences using the modals can/can't/could/couldn't.   |
| <b>Writing</b>       | Writing            | Students will complete the worksheet about modals.  |

**Observation:** The competencies are based on the CNB (Curriculum Nacional Base), which can be changed or modified according to the criteria of the English teacher.

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**Profesora: Aracely Norato**

**Worksheet 12 - Modals: can/can't/could/couldn't**

|                      |              |               |
|----------------------|--------------|---------------|
| <b>Name:</b>         | <b>Date:</b> | <b>Score:</b> |
| <b>Observations:</b> |              |               |

**Instructions:** Use the correct modal can or could to complete the worksheet. Use the chart below as a reference.

| <b>Can</b>  | <b>Could</b>   |
|---|--|
| We use the modal can to make general statements about what is possible. | We use <i>could</i> to show that something is possible in the future, but not certain, as a general ability in the past. |

1. When I was young, I \_\_\_\_\_ play the guitar.
2. I \_\_\_\_\_ speak English.
3. My grandfather \_\_\_\_\_ play chess, he was the best!
4. She \_\_\_\_\_ speak several languages.
5. We \_\_\_\_\_ go to the park this afternoon.

## Lesson 13

|                                      |                               |
|--------------------------------------|-------------------------------|
| <b>Topic: Past simple of “to be”</b> |                               |
| <b>Grade: Seventh grade</b>          | <b>Area: English Language</b> |

### The Past simple of “to be”

The simple past tense, sometimes called the preterit, is used to talk about a **completed action** in a time **before now**. The simple past is the basic form of past tense in English. The time of the action can be in the recent past or the distant past and action duration is not important.

Examples:

- I **was** in Japan last year.
- They **were** in the United States last month.

| <b>AFFIRMATIVE</b> |       | <b>NEGATIVE</b> |          | <b>INTERROGATIVE</b> |             |             |
|--------------------|-------|-----------------|----------|----------------------|-------------|-------------|
| I                  | WAS   | I               | WASN'T   | WAS                  | I ... ?     |             |
| YOU                | WERE  | YOU             | WEREN'T  | WERE                 | YOU ... ?   |             |
| HE                 | } WAS | HE              | } WASN'T | WAS                  | } HE ... ?  |             |
| SHE                |       | SHE             |          | WASN'T               | WAS         | } SHE ... ? |
| IT                 |       | IT              |          | WASN'T               | WAS         | } IT ... ?  |
| WE                 |       | WERE            |          | WE                   | WEREN'T     | WERE        |
| YOU                | } WAS | YOU             | } WASN'T | WERE                 | } YOU ... ? |             |
| THEY               |       | THEY            |          | WEREN'T              | WERE        | } THEY... ? |

*Picture 11 - Past Tense Verb TO BE.*

*Source: <https://preply.com/en/blog/2014/11/29/the-verb-to-be-in-past-simple-tense/>*

## Class Plan

|                |  |
|----------------|--|
| <b>Unit: 3</b> | <b>Lesson 13: Past simple of “to be”</b> |
|----------------|--|

**Competencies:** Provides information about very specific topics.

**Presentation:** The teacher will explain the use and rules of the past simple of to be.

|                      |                    |   |
|----------------------|--------------------|---|
| <b>Understanding</b> | Listening          | <p>The teacher will read the following sentences aloud to the students:</p> <ol style="list-style-type: none"> <li>1. I was home.</li> <li>2. She was my student.</li> <li>3. They were here last night.</li> <li>4. You were at the concert last week.</li> </ol>  |
|                      | Reading            | <p>The teacher will copy the following sentences on the whiteboard and will read them once, then the students will read the sentences:</p> <ol style="list-style-type: none"> <li>1. I was home.</li> <li>2. She was my student.</li> <li>3. They were here last night.</li> <li>4. You were at the concert last week.</li> </ol> |
| <b>Speaking</b>      | Spoken Interaction | Students will practice in pairs the sentences written on the whiteboard.  |
|                      | Spoken Production  | Students will work in pairs and will say a sentence using the past simple of to be.   |
| <b>Writing</b>       | Writing            | Students will use the correct form of the simple past of “to be” to complete the worksheet.   |

**Observation:** The competencies are based on the CNB (Curriculum Nacional Base), which can be changed or modified according to the criteria of the English teacher.

**Worksheet 13 - Past simple of “to be”**

|                      |              |               |
|----------------------|--------------|---------------|
| <b>Name:</b>         | <b>Date:</b> | <b>Score:</b> |
| <b>Observations:</b> |              |               |

**Instructions:** Choose the correct form of the simple of to be from the box to complete the sentences. Use the chart below as a reference.

| Pronoun | Past Simple of to be |
|---------|----------------------|
| I       | Was                  |
| You     | Were                 |
| He      | Was                  |
| She     | Was                  |
| It      | Was                  |
| We      | Were                 |
| You     | Were                 |
| They    | Were                 |

- I \_\_\_\_\_ with my mother this afternoon.
- He \_\_\_\_\_ talking with his sister a moment ago.
- We \_\_\_\_\_ friends last year.
- They \_\_\_\_\_ eating chocolate ice cream.
- You \_\_\_\_\_ watching TV.

Were  
Was

## Lesson 14

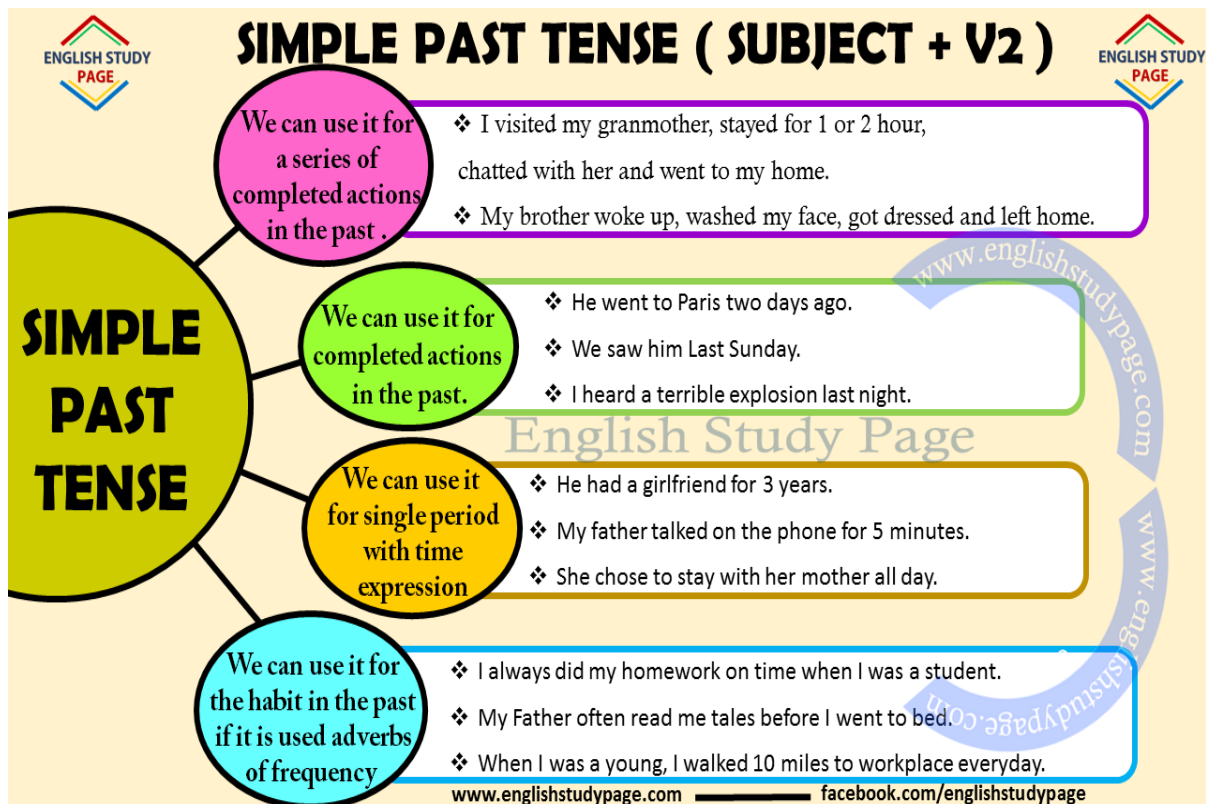
|                             |                               |
|-----------------------------|-------------------------------|
| <b>Topic: Past Simple</b>   |                               |
| <b>Grade: Seventh grade</b> | <b>Area: English Language</b> |

### What is the simple past?

The **simple past** is a verb tense that is used to talk about things that happened or existed before now. Imagine someone asks what your brother Wolfgang did while he was in town last weekend.

Example: Wolfgang **entered** a hula hoop contest.

Example: He **won** the silver medal.



Picture 12 - Simple past tense. Source: <https://englishstudypage.com/grammar/simple-past-tense-english-grammar/>

## Class Plan

|                |                               |
|----------------|-------------------------------|
| <b>Unit: 3</b> | <b>Lesson 14: Past Simple</b> |
|----------------|-------------------------------|

**Competencies:** Writes phrases with the right grammar structure.

**Presentation:** The teacher will explain the use of past simple.

|                      |                    |   |
|----------------------|--------------------|---|
| <b>Understanding</b> | Listening          | <p>The teacher will read the following sentences aloud to the students:</p> <ol style="list-style-type: none"> <li>1. I met my wife in 1983.</li> <li>2. We went to Germany for our holidays.</li> <li>3. She got home very late last night.</li> <li>4. I lived abroad for five years.</li> </ol>  |
|                      | Reading            | <p>The teacher will copy the following sentences on the whiteboard and will read them once, then the students will read the sentences:</p> <ol style="list-style-type: none"> <li>1. I met my wife in 1983.</li> <li>2. We went to Germany for our holidays.</li> <li>3. She got home very late last night.</li> <li>4. I lived abroad for five years.</li> </ol> |
| <b>Speaking</b>      | Spoken Interaction | Students will practice in pairs the sentences written on the whiteboard.  |
|                      | Spoken Production  | Students will form groups of three and each one will say a sentence using the demonstrative adjectives.   |
| <b>Writing</b>       | Writing            | Students will complete the worksheet about past simple.   |

**Observation:** The competencies are based on the CNB (Curriculum Nacional Base), which can be changed or modified according to the criteria of the English teacher.

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**Worksheet 14 - Past Simple**

|                      |              |               |
|----------------------|--------------|---------------|
| <b>Name:</b>         | <b>Date:</b> | <b>Score:</b> |
| <b>Observations:</b> |              |               |

**Instructions:** Complete the exercises below with the correct form of the past simple of the verb in parentheses.

1. I \_\_\_\_\_ in Spain for ten years. (live)
2. We \_\_\_\_\_ pizza last night. (eat)
3. They \_\_\_\_\_ that movie last week. (watch)
4. He \_\_\_\_\_ Math when he was in high school. (like)
5. You \_\_\_\_\_ a lot to pass the class. (study)



## Lesson 15

|                                     |                               |
|-------------------------------------|-------------------------------|
| <b>Topic: Possessive adjectives</b> |                               |
| <b>Grade: Seventh grade</b>         | <b>Area: English Language</b> |

### What are possessive adjectives?

We use possessive adjectives:

- to show **something belongs** to somebody:

That's **our** house.

- for **relations and friends**:

**My** mother is a doctor.

- for parts of the body:

He's broken **his** arm.

| ENGLISH GRAMMAR                                    |                   | <b>Possessive Adjectives</b>   |                     | <small>Woodward ENGLISH</small>                          |
|--|-------------------|--|---------------------|--|
| SUBJECT PRONOUN                                    |                   | POSSESSIVE ADJECTIVE   |                     |  |
| <b>I</b>   | I have a shirt.   | <b>MY</b>  | My shirt is green.  |  |
| <b>YOU</b>   | You have a book.  | <b>YOUR</b>  | Your book is new.   |  |
| <b>HE</b>  | He has a pillow.  | <b>HIS</b>   | His pillow is soft. |  |
| <b>SHE</b>   | She has a dog.    | <b>HER</b>   | Her dog is small.   |  |
| <b>IT</b>  | It has a bone.    | <b>ITS</b>   | Its bone is old.    |  |
| <b>WE</b>  | We have a bird.   | <b>OUR</b>   | Our bird is noisy.  |  |
| <b>YOU</b>   | You have a house. | <b>YOUR</b>  | Your house is big.  |  |
| <b>THEY</b>  | They have a car.  | <b>THEIR</b>   | Their car is slow.  |  |
| <b>YOUR = Possessive Adjective</b>                 |                   | <b>ITS = Possessive Adjective</b>                                    |                     |  |
| - You need to bring <b>your</b> dictionary.        |                   | - The dog played with <b>its</b> ball.                               |                     |  |
| <b>YOU'RE = You are (contraction)</b>              |                   | <b>IT'S = It is (contraction)</b>                                    |                     |  |
| - You're an excellent student.                     |                   | - It's very hot right now.   |                     |  |
| <a href="http://www.grammar.cl">www.grammar.cl</a> |                   | <a href="http://www.woodwardenglish.com">www.woodwardenglish.com</a> |                     | <a href="http://www.vocabulary.cl">www.vocabulary.cl</a> |

*Picture 13 Possessive Adjectives.*

Source: <https://clasejoseangel.wordpress.com/2017/08/25/subject-pronouns-and-possessive-adjectives-info/>

## Class Plan

|                |   |
|----------------|---|
| <b>Unit: 3</b> | <b>Lesson 15: Possessive adjectives</b> |
|----------------|---|

**Competencies:** Creates phrases related to his own context.

**Presentation:** The teacher will explain the use and rules of the possessive adjectives.

|                      |                    |   |
|----------------------|--------------------|---|
| <b>Understanding</b> | Listening          | <p>The teacher will read the following sentences aloud to the students:</p> <ol style="list-style-type: none"> <li>1. My car is very old.</li> <li>2. Your sister is very tall.</li> <li>3. His book is new.</li> <li>4. Her hair is black.</li> </ol>  |
|                      | Reading            | <p>The teacher will copy the following sentences on the whiteboard and will read them once, then the students will read the sentences:</p> <ol style="list-style-type: none"> <li>1. My car is very old.</li> <li>2. Your sister is very tall.</li> <li>3. His book is new.</li> <li>4. Her hair is black.</li> </ol> |
| <b>Speaking</b>      | Spoken Interaction | Students will practice in pairs the sentences written on the whiteboard.  |
|                      | Spoken Production  | The students will work in groups of five and each one will say a sentence using one possessive pronoun.   |
| <b>Writing</b>       | Writing            | Students will complete the worksheet using the correct possessive pronoun.  |

**Observation:** The competencies are based on the CNB (Curriculum Nacional Base), which can be changed or modified according to the criteria of the English teacher.

**Worksheet 15 - Possessive adjectives**

|                      |              |               |
|----------------------|--------------|---------------|
| <b>Name:</b>         | <b>Date:</b> | <b>Score:</b> |
| <b>Observations:</b> |              |               |

**Instructions:** Match the correct possessive pronoun from the boxes with the pronoun in parenthesis. Use the chart below as a reference.

| <b>Pronoun</b> | <b>Possessive Pronoun</b> |
|----------------|---------------------------|
| I              | My                        |
| You            | Yours                     |
| He             | His                       |
| She            | Her                       |
| It             | Its                       |
| We             | Our                       |
| You            | Your                      |
| They           | Their                     |

- \_\_\_\_\_ mother is a doctor. (I)
- \_\_\_\_\_ cellphone is new. (He)
- \_\_\_\_\_ glasses are big. (She)
- \_\_\_\_\_ house is big. (We)
- \_\_\_\_\_ garden is beautiful. (They)

Her

His

Our

Their

My

## Lesson 16

|                             |                               |
|-----------------------------|-------------------------------|
| <b>Topic: Possessive s</b>  |                               |
| <b>Grade: Seventh grade</b> | <b>Area: English Language</b> |







### What is the possessive s?

The possessive form is used with nouns referring to people, groups of people, countries, and animals. It shows a relationship of belonging between one thing and another. To form the possessive, add apostrophe + s to the noun. If the noun is plural, or already ends in s, just add an apostrophe after the s.

Examples:

the car of John = **John's car**

clothes for men = **men's clothes**

|  |  |
|--|--|
| <p><b>singular nouns: add -'s</b></p> <p>example: <i>boy</i> → <i>boy's</i></p>                          | <p>The <b><i>boy's</i></b> <u>bicycle</u> is blue.</p>  <p><i>It belongs to the boy.</i></p>                |
| <p><b>plural nouns: add -s'</b></p> <p>example: <i>boys</i> → <i>boys'</i></p>                          | <p>The <b><i>boys'</i></b> <u>bicycles</u> are blue.</p>  <p><i>They belong to the boys.</i></p>           |
| <p><b>some irregular plural nouns: add -'s</b></p> <p>example: <i>children</i> → <i>children's</i></p>  | <p>The <b><i>children's</i></b> <u>bicycles</u> are blue.</p>  <p><i>They belong to the children.</i></p> |

Picture 14 Possessive 's, Source: <http://allthingsgrammar.weebly.com/quiz-possessive--s---s.html>

## Class Plan

|                |                                |
|----------------|--------------------------------|
| <b>Unit: 3</b> | <b>Lesson 16: Possessive s</b> |
|----------------|--------------------------------|

**Competencies:** Writes words and simple phrases and sentences in the new language with the right spelling and grammar structure.

**Presentation:** The teacher will explain the topic of possessive s.

|                      |                    |  |
|----------------------|--------------------|--|
| <b>Understanding</b> | Listening          | <p>The teacher will read the following sentences aloud to the students:</p> <ol style="list-style-type: none"> <li>1. John's car</li> <li>2. The sailor's boat</li> <li>3. The girl's room</li> <li>4. A month's pay</li> </ol>  |
|                      | Reading            | <p>The teacher will copy the following sentences on the whiteboard and will read them once, then the students will read the sentences:</p> <ol style="list-style-type: none"> <li>1. John's car</li> <li>2. The sailor's boat</li> <li>3. The girl's room</li> <li>4. A month's pay</li> </ol> |
| <b>Speaking</b>      | Spoken Interaction | Students will practice in pairs the sentences written on the whiteboard.   |
|                      | Spoken Production  | Students will work in pairs sentences using the possessive s.  |
| <b>Writing</b>       | Writing            | The students will complete the worksheet of the possessive s.  |

**Observation:** The competencies are based on the CNB (Curriculum Nacional Base), which can be changed or modified according to the criteria of the English teacher.

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**Profesora: Aracely Norato**

**Worksheet 16 - Possessive s**

|                      |              |               |
|----------------------|--------------|---------------|
| <b>Name:</b>         | <b>Date:</b> | <b>Score:</b> |
| <b>Observations:</b> |              |               |

**Instructions:** Place the correct order of the words below to form sentences that include the possessive s.

1. Maria's book. This is \_\_\_\_\_
2. Let's Smith's them to go \_\_\_\_\_
3. Expensive parent's is car my \_\_\_\_\_
4. John's CD player new is. \_\_\_\_\_
5. Pencils the these are girl's \_\_\_\_\_

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**Comunicación y Lenguaje Idioma Extranjero – Inglés**  
**Profesora: Aracely Norato**

**Checklist to evaluate lessons of booklet for A-1 students**

| Category  | 3<br>Good | 2<br>Regular | 1<br>Bad | Comments |
|---|-----------|--------------|----------|----------|
| <b>Topic</b>  |           |              |          |          |
| Is the information of the topic useful?                                     |           |              |          |          |
| Are the examples of the topic clear enough to be understood and explained?  |           |              |          |          |
| <b>Class Plan</b>   |           |              |          |          |
| Is the class plan easy to follow?   |           |              |          |          |
| Is the structure of the CEF well designed to be used with the students?     |           |              |          |          |
| <b>Worksheet</b>  |           |              |          |          |
| Is the worksheet design according to the level of the students?             |           |              |          |          |
| Are the exercises of the worksheet useful for the topic that was presented? |           |              |          |          |

**Suggestions:**

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# Unit 4

“The teacher is of course an artist, but being an artist does not mean that he or she can make the profile, can shape the students. What the educator does in teaching is to make it possible for the students to become themselves.”

Paulo Freire

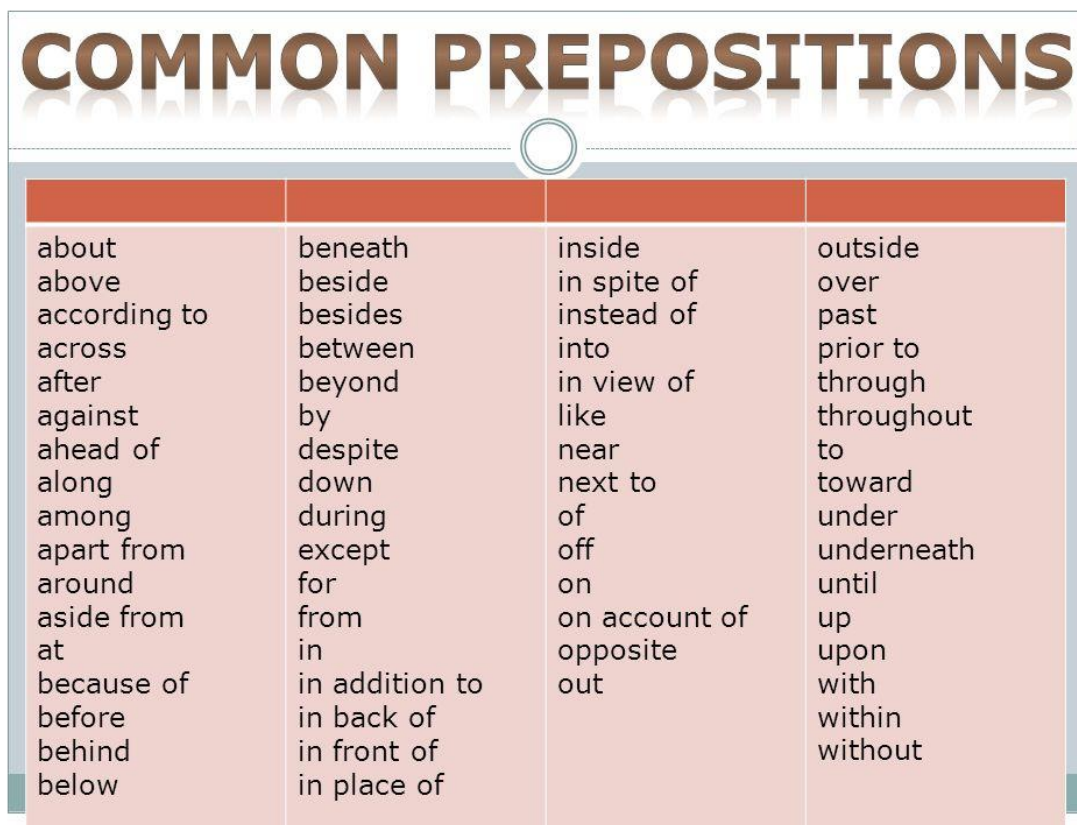


## Lesson 17

|                                    |                               |
|------------------------------------|-------------------------------|
| <b>Topic: Prepositions, common</b> |                               |
| <b>Grade: Seventh grade</b>        | <b>Area: English Language</b> |

### What are common prepositions?

A common preposition is a single word that links and relates the object of the preposition (a noun or a pronoun) to the rest of the sentence, and answers questions like *when*, *where*, and *how*.



# COMMON PREPOSITIONS

|              |                |               |            |
|--------------|----------------|---------------|------------|
| about        | beneath        | inside        | outside    |
| above        | beside         | in spite of   | over       |
| according to | besides        | instead of    | past       |
| across       | between        | into          | prior to   |
| after        | beyond         | in view of    | through    |
| against      | by             | like          | throughout |
| ahead of     | despite        | near          | to         |
| along        | down           | next to       | toward     |
| among        | during         | of            | under      |
| apart from   | except         | off           | underneath |
| around       | for            | on            | until      |
| aside from   | from           | on account of | up         |
| at           | in             | opposite      | upon       |
| because of   | in addition to | out           | with       |
| before       | in back of     |               | within     |
| behind       | in front of    |               | without    |
| below        | in place of    |               |            |

Picture 15 - Common Prepositions, Source: <https://slideplayer.com/slide/10470824/>

## Class Plan

|                |  |
|----------------|--|
| <b>Unit: 4</b> | <b>Lesson 17: Prepositions, common</b> |
|----------------|--|

**Competencies:** Analyzes the meaning of common words and phrases.

**Presentation:** The teacher will explain common prepositions.

|                      |                    |  |
|----------------------|--------------------|--|
| <b>Understanding</b> | Listening          | <p>The teacher will read the following sentences aloud to the students:</p> <ol style="list-style-type: none"> <li>1. We drove to the store.</li> <li>2. We ran up the hill.</li> <li>3. He came by the office yesterday.</li> <li>4. Maria lived down the street.</li> </ol>  |
|                      | Reading            | <p>The teacher will copy the following sentences on the whiteboard and will read them once, then the students will read the sentences:</p> <ol style="list-style-type: none"> <li>1. We drove to the store.</li> <li>2. We ran up the hill.</li> <li>3. He came by the office yesterday.</li> <li>4. Maria lived down the street.</li> </ol> |
| <b>Speaking</b>      | Spoken Interaction | Students will practice in pairs the sentences written on the whiteboard.   |
|                      | Spoken Production  | The students will work in groups of three and will say a sentence using a common preposition.  |
| <b>Writing</b>       | Writing            | Students will complete the worksheet of common prepositions.   |

**Observation:** The competencies are based on the CNB (Curriculum Nacional Base), which can be changed or modified according to the criteria of the English teacher.

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**Jornada Nocturna**  
**Comunicación y Lenguaje Idioma Extranjero – Inglés**  
**Profesora: Aracely Norato**

**Worksheet 17 - Prepositions, common**

|                      |              |               |
|----------------------|--------------|---------------|
| <b>Name:</b>         | <b>Date:</b> | <b>Score:</b> |
| <b>Observations:</b> |              |               |

**Instructions:** Choose the correct common preposition to complete the sentences below. Use the chart below as a reference.

| <b>Common Prepositions</b> |            |
|----------------------------|------------|
| Of                         | 8. From    |
| In                         | 9. By      |
| To                         | 10. About  |
| For                        | 11. As     |
| With                       | 12. Into   |
| On                         | 13. Like   |
| At                         | 14. Behind |

1. She came \_\_\_\_\_ the restaurant yesterday.
2. I will go \_\_\_\_\_ you.
3. He agreed \_\_\_\_\_ my demands.
4. They are waiting \_\_\_\_\_ a package.
5. Please wait \_\_\_\_\_ the line.

## Lesson 18

|                                     |                               |
|-------------------------------------|-------------------------------|
| <b>Topic: Prepositions of place</b> |                               |
| <b>Grade: Seventh grade</b>         | <b>Area: English Language</b> |

### What are prepositions of place?

A preposition of place is a preposition which is used to refer to a place where something or someone is located. There are only three prepositions of place, however they can be used to discuss an almost endless number of places.

- At – A preposition of place which is used to discuss a certain point
- In – A preposition of place which is used to discuss an enclosed space
- On – A preposition of time which is used to discuss a surface

## Prepositions of Location



Picture 16 - Prepositions of location-  
Source: <http://www.ats.edu.mx/ifs/salc/?tag=prepositions-of-place>

## Class Plan

|                |   |
|----------------|---|
| <b>Unit: 4</b> | <b>Lesson 18: Prepositions of place</b> |
|----------------|---|

**Competencies:** Writes phrases with the right grammar structure.

**Presentation:** The teacher will explain the use of the preposition of place.

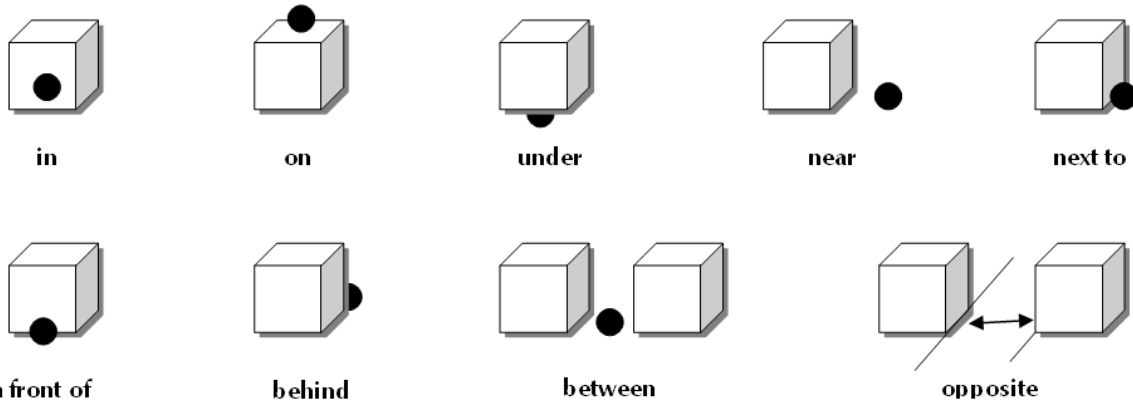
|                      |                    |  |
|----------------------|--------------------|--|
| <b>Understanding</b> | Listening          | <p>The teacher will read the following sentences aloud to the students:</p> <ol style="list-style-type: none"> <li>1. Maria waited for Jose at the corner.</li> <li>2. Do you work in an office?</li> <li>3. There are no prices on this menu.</li> <li>4. Do you live in Japan?</li> </ol>  |
|                      | Reading            | <p>The teacher will copy the following sentences on the whiteboard and will read them once, then the students will read the sentences:</p> <ol style="list-style-type: none"> <li>1. Maria waited for Jose at the corner.</li> <li>2. Do you work in an office?</li> <li>3. There are no prices on this menu.</li> <li>4. Do you live in Japan?</li> </ol> |
| <b>Speaking</b>      | Spoken Interaction | Students will practice in pairs the sentences written on the whiteboard.   |
|                      | Spoken Production  | Students will work in pairs and will say a sentence using a preposition of place.  |
| <b>Writing</b>       | Writing            | Students will work on the worksheet about preposition of place.  |

**Observation:** The competencies are based on the CNB (Curriculum Nacional Base), which can be changed or modified according to the criteria of the English teacher.

**Worksheet 18 - Prepositions of place**

|                      |              |               |
|----------------------|--------------|---------------|
| <b>Name:</b>         | <b>Date:</b> | <b>Score:</b> |
| <b>Observations:</b> |              |               |

**Instructions:** Fill in the blanks with the correct preposition of place. Use the image below as a reference.



Picture 17 - Prepositions of place. source: <http://wordcategory.blogspot.com/2013/07/most-common-prepositions.html>

1. The black cat is \_\_\_\_\_ the box.
2. The presents are \_\_\_\_\_ the table.
3. The toy is \_\_\_\_\_ the chair.
4. The car is \_\_\_\_\_ the house.
5. The TV is \_\_\_\_\_ to the mirror.




## Lesson 19

|  |                               |
|--|-------------------------------|
| <b>Topic: Prepositions of time, including in/on/at</b> |                               |
| <b>Grade: Seventh grade</b>                            | <b>Area: English Language</b> |

### What are the Prepositions of time?

A preposition of time is a preposition that allows you to discuss a specific time period such as a date on the calendar, one of the days of the week, or the actual time something takes place. Prepositions of time are the same words as prepositions of place, however they are used in a different way. You can easily distinguish these prepositions, as they always discuss times rather than places.

- **At** – This preposition of time is used to discuss clock times, holidays and festivals, and other very specific time frames including exceptions, such as “at night.”
- **In** – This preposition of time is used to discuss months, seasons, years, centuries, general times of day, and longer periods of time such as “in the past.”
- **On** – This preposition of time is used to discuss certain days of the week or portions of days of the week, specific dates, and special days such as “on New Year’s Day.”

| <b>PREPOSITIONS of TIME</b> |   |
|-----------------------------|---|
| <b>in</b>                   | <ul style="list-style-type: none"> <li>• the morning</li> <li>• the afternoon</li> <li>• the evening</li> <li>• February</li> <li>• (the) spring</li> <li>• (the) summer</li> <li>• (the) fall / autumn</li> <li>• (the) winter</li> <li>• 2013</li> <li>• the 1990s</li> </ul>  |
| <b>on</b>                   | <ul style="list-style-type: none"> <li>• Sunday</li> <li>• Monday morning</li> <li>• Tuesday afternoon</li> <li>• Wednesday evening</li> <li>• my birthday</li> <li>• a holiday</li> <li>• May 5</li> <li>• a weekday</li> <li>• the weekend (U.S.)</li> </ul>                   |
| <b>at</b>                   | <ul style="list-style-type: none"> <li>• night</li> <li>• 10:30</li> <li>• noon / midday</li> <li>• midnight</li> <li>• bedtime</li> <li>• sunrise / sunset</li> <li>• the weekend (U.K.)</li> </ul>   |

*Picture 18 - Prepositions of time.*

Source: <https://www.allthingsgrammar.com/time-at-in-on.html>

## Class Plan

|                |  |
|----------------|--|
| <b>Unit: 4</b> | <b>Lesson 19:</b> Prepositions of time, including in/on/at |
|----------------|--|

**Competencies:** Creates phrases related to his own context.

**Presentation:** The teacher will explain the proper use of the prepositions of time.

|                      |                    |   |
|----------------------|--------------------|---|
| <b>Understanding</b> | Listening          | <p>The teacher will read the following sentences aloud to the students:</p> <ol style="list-style-type: none"> <li>1. My birthday falls in February.</li> <li>2. My vacation ends on Tuesday.</li> <li>3. Meet me at 8:30 am.</li> <li>4. My father was born on 1978.</li> </ol>  |
|                      | Reading            | <p>The teacher will copy the following sentences on the whiteboard and will read them once, then the students will read the sentences:</p> <ol style="list-style-type: none"> <li>1. My birthday falls in February.</li> <li>2. My vacation ends on Tuesday.</li> <li>3. Meet me at 8:30 am.</li> <li>4. My father was born on 1978.</li> </ol> |
| <b>Speaking</b>      | Spoken Interaction | Students will practice in pairs the sentences written on the whiteboard.  |
|                      | Spoken Production  | Students will work in groups of four and will say sentences using the prepositions of time.   |
| <b>Writing</b>       | Writing            | Students will answer the worksheet of preposition of time.  |

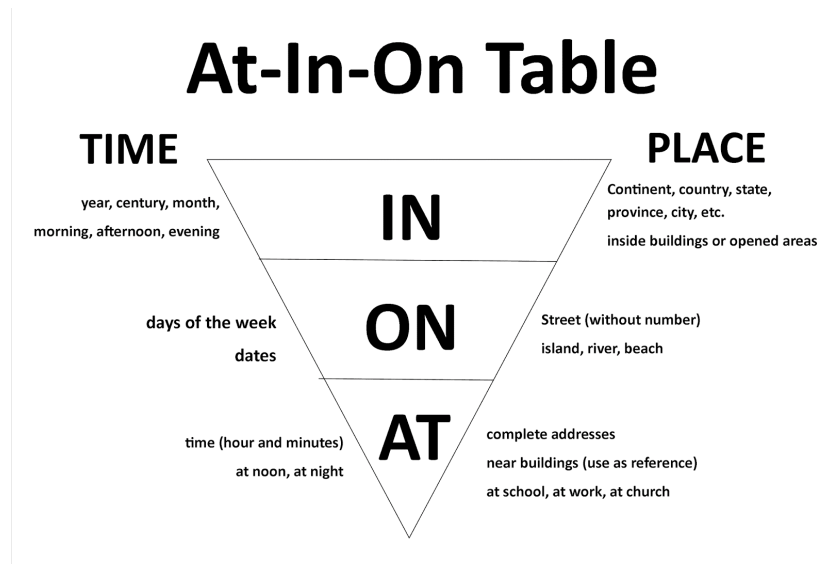
**Observation:** The competencies are based on the CNB (Curriculum Nacional Base), which can be changed or modified according to the criteria of the English teacher.



**Worksheet 19 - Prepositions of time, including in/on/at**

|                      |              |               |
|----------------------|--------------|---------------|
| <b>Name:</b>         | <b>Date:</b> | <b>Score:</b> |
| <b>Observations:</b> |              |               |

**Instructions:** Choose the correct preposition of time to complete the sentences below. Use the image below as a reference.



Picture 19 - At-In-On Table.

Source: <http://guiverissimo.blogspot.com/2012/05/in-on-at-prepositions-of-time-and-place.html>

1. My parents grew up \_\_\_\_\_ the 1950s.
2. The city is always well-decorated \_\_\_\_\_ Christmastime.
3. I will meet you \_\_\_\_\_ 9.00pm.
4. My brother was born \_\_\_\_\_ December 25<sup>th</sup>.
5. Breakfast is usually eaten \_\_\_\_\_ the morning.

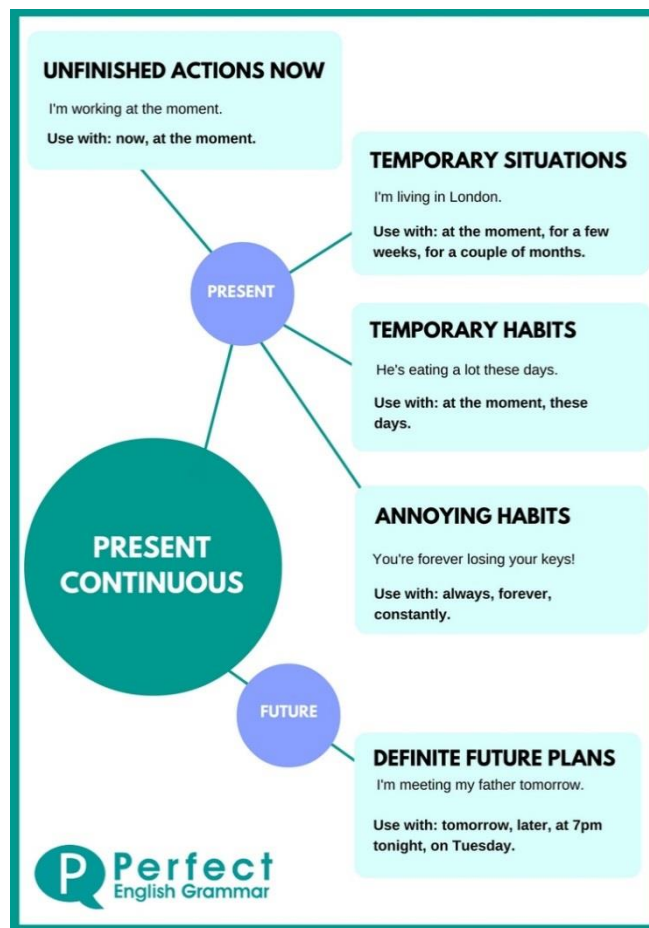
## Lesson 20

|                                  |                               |
|----------------------------------|-------------------------------|
| <b>Topic: Present continuous</b> |                               |
| <b>Grade: Seventh grade</b>      | <b>Area: English Language</b> |

### What is the Present continuous?

The present continuous tense is used for actions happening now or for an action that is unfinished. This tense is also used when the action is temporary.

- I am singing at church today.
- The boys are playing ball after school.



Picture 20 - Present continuous

Source: <https://www.perfect-english-grammar.com/present-continuous-use.html>.

## Class Plan

|                |                                      |
|----------------|--------------------------------------|
| <b>Unit: 4</b> | <b>Lesson 20: Present continuous</b> |
|----------------|--------------------------------------|

**Competencies:** Writes phrases with the right grammar structure.

**Presentation:** The teacher will explain the topic of the present continuous.

|                      |                    |   |
|----------------------|--------------------|---|
| <b>Understanding</b> | Listening          | The teacher will read the following sentences aloud to the students: <ol style="list-style-type: none"> <li>1. He is crying.</li> <li>2. She is talking to her friend.</li> <li>3. The baby is sleeping.</li> <li>4. I am reading a book.</li> </ol>  |
|                      | Reading            | The teacher will copy the following sentences on the whiteboard and will read them once, then the students will read the sentences: <ol style="list-style-type: none"> <li>1. He is crying.</li> <li>2. She is talking to her friend.</li> <li>3. The baby is sleeping.</li> <li>4. I am reading a book.</li> </ol> |
| <b>Speaking</b>      | Spoken Interaction | Students will practice in pairs the sentences written on the whiteboard.  |
|                      | Spoken Production  | Students will work on pairs and will say two sentences using the present continuous.  |
| <b>Writing</b>       | Writing            | Students will work on the worksheet about the present continuous.   |

**Observation:** The competencies are based on the CNB (Curriculum Nacional Base), which can be changed or modified according to the criteria of the English teacher.

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**Profesora: Aracely Norato**

**Worksheet 20 - Present continuous**

|                      |              |               |
|----------------------|--------------|---------------|
| <b>Name:</b>         | <b>Date:</b> | <b>Score:</b> |
| <b>Observations:</b> |              |               |

**Instructions:** Place the correct form of the present continuous of the verb in parentheses to complete the sentences below.

1. I am \_\_\_\_\_ right now. (work)
2. She is \_\_\_\_\_ with her grandparents tonight. (stay)
3. He is \_\_\_\_\_ his science book. (read)
4. We are \_\_\_\_\_ to the beach tomorrow. (go)
5. She is always \_\_\_\_\_. (smile)

## Lesson 21

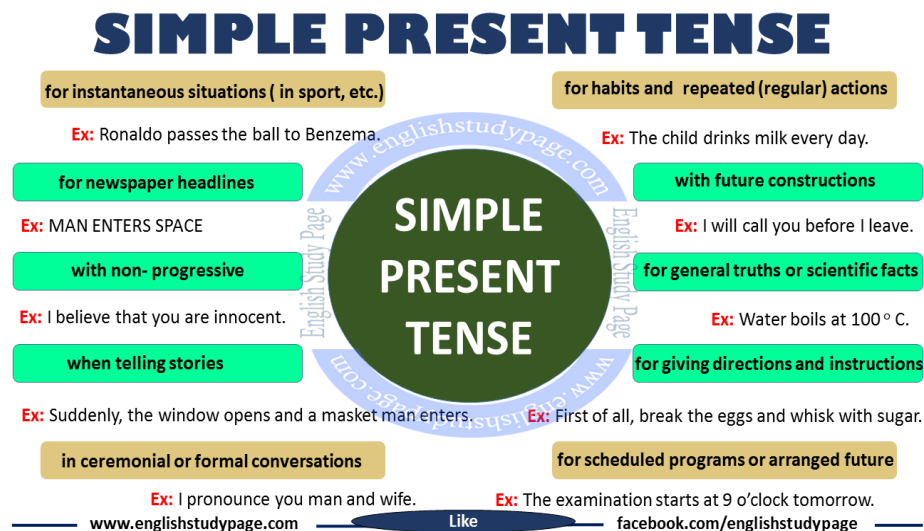
|                              |                               |
|------------------------------|-------------------------------|
| <b>Topic: Present simple</b> |                               |
| <b>Grade: Seventh grade</b>  | <b>Area: English Language</b> |

### What is the Present simple?

The simple present tense is one of several forms of present tense in English. It is used to describe **habits, unchanging situations, general truths, and fixed arrangements**. The simple present tense is simple to form. Just use the base form of the verb: (I take, you take, we take, they take) The 3rd person singular takes an -s at the end. (he takes, she takes).

The simple present tense is used:

- To express habits, general truths, repeated actions or unchanging situations, emotions and wishes:  
I smoke (habit); I work in London (unchanging situation); London is a large city (general truth)
- To give instructions or directions:  
You walk for two hundred meters, then you turn left.
- To express fixed arrangements, present or future:  
Your exam starts at 09.00
- To express future time, after some conjunctions: *after, when, before, as soon as, until*:  
He'll give it to you when you come next Saturday.



+

Picture 21 - Simple present tense.

Source: <https://englishstudypage.com/grammar/simple-present-tense-english-grammar/>

## Class Plan

|                |                                  |
|----------------|----------------------------------|
| <b>Unit: 4</b> | <b>Lesson 21: Present simple</b> |
|----------------|----------------------------------|

**Competencies:** Creates phrases related to his own context.

**Presentation:** The teacher will explain the use of the present simple.

|                      |                    |   |
|----------------------|--------------------|---|
| <b>Understanding</b> | Listening          | <p>The teacher will read the following sentences aloud to the students:</p> <ol style="list-style-type: none"> <li>1. He drinks coffee at breakfast.</li> <li>2. She only eats fish.</li> <li>3. They watch television daily.</li> <li>4. It rains every night during hot season.</li> </ol>  |
|                      | Reading            | <p>The teacher will copy the following sentences on the whiteboard and will read them once, then the students will read the sentences:</p> <ol style="list-style-type: none"> <li>1. He drinks coffee at breakfast.</li> <li>2. She only eats fish.</li> <li>3. They watch television daily.</li> <li>4. It rains every night during hot season.</li> </ol> |
| <b>Speaking</b>      | Spoken Interaction | Students will practice in pairs the sentences written on the whiteboard.  |
|                      | Spoken Production  | Students will work on groups of four and will practice sentences using the present simple.  |
| <b>Writing</b>       | Writing            | Students will work on the worksheet about the present simple.   |

**Observation:** The competencies are based on the CNB (Curriculum Nacional Base), which can be changed or modified according to the criteria of the English teacher.

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Comunicación y Lenguaje Idioma Extranjero – Inglés  
Profesora: Aracely Norato**

**Worksheet 21 - Present simple**

|                      |              |               |
|----------------------|--------------|---------------|
| <b>Name:</b>         | <b>Date:</b> | <b>Score:</b> |
| <b>Observations:</b> |              |               |

**Instructions:** Choose the correct verb of the box below to complete the worksheet.

drinks      gets      listen      spend      sleep

1. She \_\_\_\_\_ up early in the mornings.
2. The child \_\_\_\_\_ milk every day.
3. You always \_\_\_\_\_ to slow music.
4. We like to \_\_\_\_\_ time at home.
5. You rarely \_\_\_\_\_ late.

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**Comunicación y Lenguaje Idioma Extranjero – Inglés**  
**Profesora: Aracely Norato**

**Checklist to evaluate lessons of booklet for A-1 students**

| Category  | 3<br>Good | 2<br>Regular | 1<br>Bad | Comments |
|---|-----------|--------------|----------|----------|
| <b>Topic</b>  |           |              |          |          |
| Is the information of the topic useful?                                     |           |              |          |          |
| Are the examples of the topic clear enough to be understood and explained?  |           |              |          |          |
| <b>Class Plan</b>   |           |              |          |          |
| Is the class plan easy to follow?   |           |              |          |          |
| Is the structure of the CEF well designed to be used with the students?     |           |              |          |          |
| <b>Worksheet</b>  |           |              |          |          |
| Is the worksheet design according to the level of the students?             |           |              |          |          |
| Are the exercises of the worksheet useful for the topic that was presented? |           |              |          |          |

**Suggestions:**

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# Unit 5

I am the master of my fate,  
I am the captain of my soul.

William Ernest Hensley

## Lesson 22

|  |                               |
|--|-------------------------------|
| <b>Topic: Pronouns: simple, personal</b> |                               |
| <b>Grade: Seventh grade</b>              | <b>Area: English Language</b> |

### What are pronouns simple and personal?

A personal pronoun is a pronoun that is associated primarily with a particular person, in the grammatical sense.

When discussing “person” in terms of the grammatical, the following rules apply:

- First person, as in “I”
- Second person, as in “you”
- Third person, as in “It, he, she”

| <b>FIRST PERSON</b>  |                     |                     |                      |                 |                              |       |
|----------------------|---------------------|---------------------|----------------------|-----------------|------------------------------|-------|
| <i>Singular</i>      |                     |                     |                      | <i>Plural</i>   |                              |       |
| <i>Nom.</i>          | I                   |                     |                      | <i>Nom.</i>     | We                           |       |
| <i>Poss.</i>         | My or mine          |                     |                      | <i>Poss.</i>    | Our                          |       |
| <i>Obj.</i>          | Me                  |                     |                      | <i>Obj.</i>     | Us                           |       |
| <b>SECOND PERSON</b> |                     |                     |                      |                 |                              |       |
| <i>Singular</i>      |                     | <i>Plural</i>       |                      | <i>Singular</i> | <i>Plural</i>                |       |
| <i>Nom.</i>          | You                 | You                 |                      | <i>Nom.</i>     | You You                      |       |
| <i>Poss.</i>         | Your                | Your                |                      | <i>Poss.</i>    | Your Your                    |       |
| <i>Obj.</i>          | You                 | You                 |                      | <i>Obj.</i>     | You You                      |       |
| <b>THIRD PERSON</b>  |                     |                     |                      |                 |                              |       |
| <i>Singular</i>      |                     |                     |                      |                 | <i>Plural</i>                |       |
|                      | <small>MAS.</small> | <small>FEM.</small> | <small>NEUT.</small> |                 | <small>NEUT. OR COM.</small> |       |
| <i>Nom.</i>          | He                  | She                 | It                   |                 | <i>Nom.</i>                  | They  |
| <i>Poss.</i>         | His                 | Her                 | Its                  |                 | <i>Poss.</i>                 | Their |
| <i>Obj.</i>          | Him                 | Her                 | It                   |                 | <i>Obj.</i>                  | Them  |

*Picture 22- Simple and personal pronoun.*

Source: <http://www.in-nuce.com/2014/07/grammar-personal-pronouns.html>

## Class Plan

|                |  |
|----------------|--|
| <b>Unit: 5</b> | <b>Lesson 22: Pronouns: simple, personal</b> |
|----------------|--|

**Competencies:** Writes phrases with the right grammar structure.

**Presentation:** The teacher will explain the topic about pronouns.

|                      |                    |   |
|----------------------|--------------------|---|
| <b>Understanding</b> | Listening          | <p>The teacher will read the following sentences aloud to the students:</p> <ol style="list-style-type: none"> <li>1. I am beautiful.</li> <li>2. You are a good student.</li> <li>3. He is very tall.</li> <li>4. She is pretty.</li> </ol>  |
|                      | Reading            | <p>The teacher will copy the following sentences on the whiteboard and will read them once, then the students will read the sentences:</p> <ol style="list-style-type: none"> <li>1. I am beautiful.</li> <li>2. You are a good student.</li> <li>3. He is very tall.</li> <li>4. She is pretty.</li> </ol> |
| <b>Speaking</b>      | Spoken Interaction | Students will practice in pairs the sentences written on the whiteboard.  |
|                      | Spoken Production  | Students will work in pairs and will practice sentences using the personal pronouns.  |
| <b>Writing</b>       | Writing            | Students will work on the worksheet about pronouns.   |

**Observation:** The competencies are based on the CNB (Curriculum Nacional Base), which can be changed or modified according to the criteria of the English teacher.

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**Profesora: Aracely Norato**

**Worksheet 22 - Pronouns: simple, personal**

|                      |              |               |
|----------------------|--------------|---------------|
| <b>Name:</b>         | <b>Date:</b> | <b>Score:</b> |
| <b>Observations:</b> |              |               |

**Instructions:** Choose the correct pronoun from the box below to complete the worksheet.

|   |     |    |     |    |    |      |
|---|-----|----|-----|----|----|------|
| I | You | He | She | It | We | They |
|---|-----|----|-----|----|----|------|

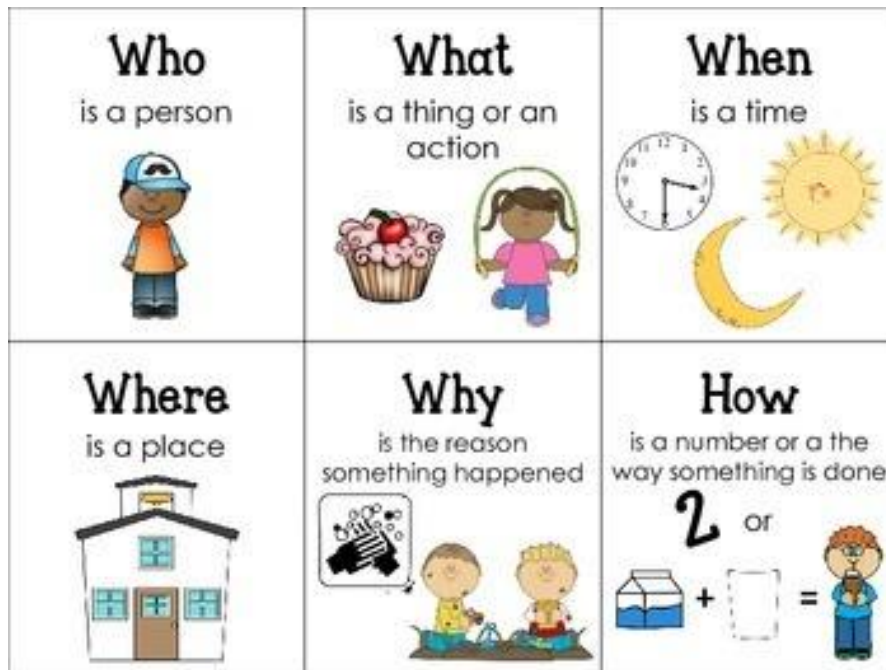
1. \_\_\_\_\_ am wearing a nice skirt.
2. \_\_\_\_\_ are reading a book.
3. \_\_\_\_\_ is wearing a suit.
4. \_\_\_\_\_ eating pizza.
5. \_\_\_\_\_ are watching a movie.

## Lesson 23

|                             |                               |
|-----------------------------|-------------------------------|
| <b>Topic: Questions</b>     |                               |
| <b>Grade: Seventh grade</b> | <b>Area: English Language</b> |

### What are questions?

A question in English that is a request for information. Wh- questions usually start with a word beginning with wh-, but "how" is also included. The wh- words are: what, when, where, who, whom, which, whose, why, and how.



Picture 23- What are questions.

Source: <https://www.teacherspayteachers.com/Product/Wh-Questions-Prompt-Mat-1681063>

## Class Plan

|                |                             |
|----------------|-----------------------------|
| <b>Unit: 5</b> | <b>Lesson 23: Questions</b> |
|----------------|-----------------------------|

**Competencies:** Asks and answers basic questions about needed information.

**Presentation:** The teacher will explain the topic of questions.

|                      |                    |  |
|----------------------|--------------------|--|
| <b>Understanding</b> | Listening          | <p>The teacher will read the following sentences aloud to the students:</p> <ol style="list-style-type: none"> <li>1. Who opened the door?</li> <li>2. What are you doing?</li> <li>3. When did she leave?</li> <li>4. Where do they live?</li> </ol>  |
|                      | Reading            | <p>The teacher will copy the following sentences on the whiteboard and will read them once, then the students will read the sentences:</p> <ol style="list-style-type: none"> <li>1. Who opened the door?</li> <li>2. What are you doing?</li> <li>3. When did she leave?</li> <li>4. Where do they live?</li> </ol> |
| <b>Speaking</b>      | Spoken Interaction | Students will practice in pairs the sentences written on the whiteboard.   |
|                      | Spoken Production  | Students will work in pairs and practice Wh questions.   |
| <b>Writing</b>       | Writing            | Students will work on the worksheet about Wh questions.  |

**Observation:** The competencies are based on the CNB (Curriculum Nacional Base), which can be changed or modified according to the criteria of the English teacher.

**Worksheet 23 - Questions**

|                      |              |               |
|----------------------|--------------|---------------|
| <b>Name:</b>         | <b>Date:</b> | <b>Score:</b> |
| <b>Observations:</b> |              |               |

**Instructions:** Match the sentences with the correct Wh questions. Use the chart below as a reference.

|                            |  |  |
|----------------------------|--|--|
| <b>Who</b><br>Is a person  | <b>What</b><br>Is a thing or an action         | <b>When</b><br>Is a time                             |
| <b>Where</b><br>Is a place | <b>Why</b><br>Is the reason something happened | <b>How</b><br>Is a number or a way something is done |

1. \_\_\_\_\_ is at the door?
2. \_\_\_\_\_ are we having lunch?
3. \_\_\_\_\_ is the hotel located?
4. \_\_\_\_\_ are you coming late?
5. \_\_\_\_\_ are you?

When

Where

How

Why

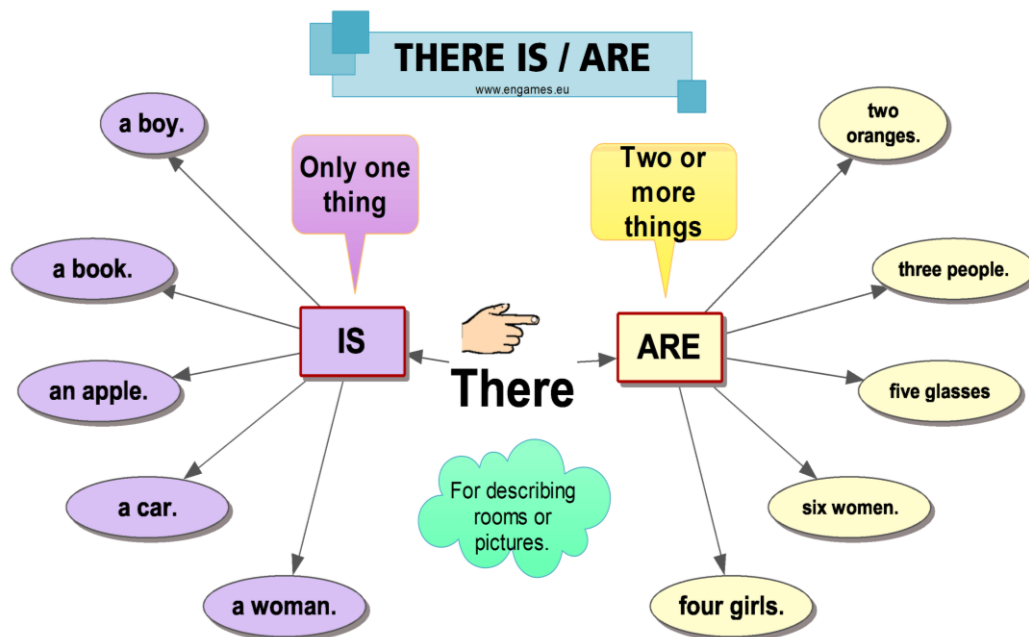
Who

## Lesson 24

|                             |                               |
|-----------------------------|-------------------------------|
| <b>Topic: There is/are</b>  |                               |
| <b>Grade: Seventh grade</b> | <b>Area: English Language</b> |

### What is the use of there is/there are?

- The choice between the phrases there is and there are at the beginning of a sentence is determined by the noun that follows it.
- Use there is when the noun is singular (“There is a cat”). Use there are when the noun is plural (“There are two cats”).



Picture 24 - There is and there are. Source: <http://www.engames.eu/easy-grammar/>



## Class Plan

|                |                                |
|----------------|--------------------------------|
| <b>Unit: 5</b> | <b>Lesson 24: There is/are</b> |
|----------------|--------------------------------|

**Competencies:** Writes phrases with the right grammar structure.

**Presentation:** The teacher will explain the topic of there is and there are.

|                      |                    |  |
|----------------------|--------------------|--|
| <b>Understanding</b> | Listening          | <p>The teacher will read the following sentences aloud to the students:</p> <ol style="list-style-type: none"> <li>1. There is a TV in the living room.</li> <li>2. There is an apple in the refrigerator.</li> <li>3. There are new books in the classroom.</li> <li>4. There are new students this year.</li> </ol>  |
|                      | Reading            | <p>The teacher will copy the following sentences on the whiteboard and will read them once, then the students will read the sentences:</p> <ol style="list-style-type: none"> <li>1. There is a TV in the living room.</li> <li>2. There is an apple in the refrigerator.</li> <li>3. There are new books in the classroom.</li> <li>4. There are new students this year.</li> </ol> |
| <b>Speaking</b>      | Spoken Interaction | Students will practice in pairs the sentences written on the whiteboard.   |
|                      | Spoken Production  | Students will form pairs and each one will say a sentence using there is and there are.  |
| <b>Writing</b>       | Writing            | Students will work on the worksheet about there is and there are.  |

**Observation:** The competencies are based on the CNB (Curriculum Nacional Base), which can be changed or modified according to the criteria of the English teacher.

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Profesora: Aracely Norato**

**Worksheet 24 - There is/are**

|                      |              |               |
|----------------------|--------------|---------------|
| <b>Name:</b>         | <b>Date:</b> | <b>Score:</b> |
| <b>Observations:</b> |              |               |

**Instructions:** Complete the sentences below using there is or there are.

1. There \_\_\_\_\_ a cat in the house.
2. There \_\_\_\_\_ more students this year.
3. There \_\_\_\_\_ a big building down the street.
4. There \_\_\_\_\_ many houses in this area.
5. There \_\_\_\_\_ a new teacher for sixth grade.

## Lesson 25

|   |                               |
|---|-------------------------------|
| <b>Topic: To be, including question+negatives</b> |                               |
| <b>Grade: Seventh grade</b>                       | <b>Area: English Language</b> |

### How to use to be, including question+negatives?

We make Yes/No questions by putting the subject, *they*, after the **first part of the verb**:

**Are** they working hard?

We make negatives by putting **not** after the first part of the verb:

They are **not** working hard.

| <i>Positive</i> |              | <i>Negative</i> |              | <i>Question</i> |
|-----------------|--------------|-----------------|--------------|-----------------|
| <i>Long</i>     | <i>Short</i> | <i>Long</i>     | <i>Short</i> |                 |
| I am            | I'm          | I am not        | I'm not      | Am I ... ?      |
| You are         | You're       | You are not     | You aren't   | Are you ... ?   |
| She is          | She's        | She is not      | She isn't    | Is she ... ?    |
| He is           | He's         | He is not       | He isn't     | Is he ... ?     |
| It is           | It's         | It is not       | It isn't     | Is it ... ?     |
| We are          | We're        | We are not      | We aren't    | Are we ... ?    |
| They are        | They're      | They are not    | They aren't  | Are they ... ?  |

*Picture 25 - To Be positive and negative.*

*Source: <https://www.ingletotal.com/simple-past-verb-to-be-el-pasado-de-serestar/>*

## Class Plan

|                |   |
|----------------|---|
| <b>Unit: 5</b> | <b>Lesson 25: To be, including question+negatives</b> |
|----------------|---|

**Competencies:** Creates phrases related to his own context. Writes phrases with the right grammar structure.

**Presentation:** The teacher will explain how to form questions and negatives with the verb to be.

|                      |                    |   |
|----------------------|--------------------|---|
| <b>Understanding</b> | Listening          | <p>The teacher will read the following sentences aloud to the students:</p> <ol style="list-style-type: none"> <li>1. I am not a doctor.</li> <li>2. Am I a doctor?</li> <li>3. You are not a dancer.</li> <li>4. Are you a dancer?</li> </ol>  |
|                      | Reading            | <p>The teacher will copy the following sentences on the whiteboard and will read them once, then the students will read the sentences:</p> <ol style="list-style-type: none"> <li>1. I am not a doctor.</li> <li>2. Am I a doctor?</li> <li>3. You are not a dancer.</li> <li>4. Are you a dancer?</li> </ol> |
| <b>Speaking</b>      | Spoken Interaction | Students will practice in pairs the sentences written on the whiteboard.  |
|                      | Spoken Production  | Students will form groups of three and will say sentences with the negative and question form of to be.   |
| <b>Writing</b>       | Writing            | Students will work on the worksheet about the negative and question form of to be.  |

**Observation:** The competencies are based on the CNB (Curriculum Nacional Base), which can be changed or modified according to the criteria of the English teacher.

**Worksheet 25 - To be, including question + negatives**

|                      |              |               |
|----------------------|--------------|---------------|
| <b>Name:</b>         | <b>Date:</b> | <b>Score:</b> |
| <b>Observations:</b> |              |               |

**Instructions:** Complete the worksheet below using the correct form of the negative and question of the verb to be using the pronoun in parentheses. Use the chart below as a reference.

| <i>Positive</i> |              | <i>Negative</i> |              | <i>Question</i> |
|-----------------|--------------|-----------------|--------------|-----------------|
| <i>Long</i>     | <i>Short</i> | <i>Long</i>     | <i>Short</i> |                 |
| I am            | I'm          | I am not        | I'm not      | Am I ... ?      |
| You are         | You're       | You are not     | You aren't   | Are you ... ?   |
| She is          | She's        | She is not      | She isn't    | Is she ... ?    |
| He is           | He's         | He is not       | He isn't     | Is he ... ?     |
| It is           | It's         | It is not       | It isn't     | Is it ... ?     |
| We are          | We're        | We are not      | We aren't    | Are we ... ?    |
| They are        | They're      | They are not    | They aren't  | Are they ... ?  |

*Picture 26 - To Be including Positive and negative.*

*Source: <https://www.ingletotal.com/simple-past-verb-to-be-el-pasado-de-serestar/>*

- \_\_\_\_\_ a good swimmer. (I + negative)
- \_\_\_\_\_ the new teacher? (He + question)
- \_\_\_\_\_ a doctor. (She + negative)
- \_\_\_\_\_ going to the party? (We + question)
- \_\_\_\_\_ raining now. (It + negative).

## Lesson 26

|                                   |                        |
|-----------------------------------|------------------------|
| Topic: Verb + ing: like/hate/love |                        |
| Grade: Seventh grade              | Area: English Language |

### The use of Verb + ing: like/hate/love

We can use *hate*, *like*, *love* with an *-ing* form. The *-ing* form emphasises the action or experience.

We often use the *-ing* form to suggest enjoyment (or lack of it).

- I **like** reading about history.
- I **hate** to see food being thrown away.
- I **love** going to the cinema.

### Talking about likes and dislikes

- \* We use **love**, **enjoy**, **hate**, **like** and **don't like** to talk about our likes and dislikes.
- \* We add **-ing** to the verb after these words.

e.g.

|   |                   |                  |
|---|-------------------|------------------|
| I | love/enjoy / like | watching videos. |
|   | hate / don't like |                  |

Picture 27 - Likes and dislikes table. Source: <https://slideplayer.com/slide/8896620/>

## Class Plan

|                |  |
|----------------|--|
| <b>Unit: 5</b> | <b>Lesson 26: Verb + ing: like/hate/love</b> |
|----------------|--|

**Competencies:** Creates phrases related to his own context.

**Presentation:** The teacher will explain the topic about Verb + ing: like/hate/love.

|               |                    |   |
|---------------|--------------------|---|
| Understanding | Listening          | <p>The teacher will read the following sentences aloud to the students:</p> <ol style="list-style-type: none"> <li>1. I like making cookies.</li> <li>2. She loves reading.</li> <li>3. They hate exercising.</li> <li>4. He likes watching videos.</li> </ol>  |
|               | Reading            | <p>The teacher will copy the following sentences on the whiteboard and will read them once, then the students will read the sentences:</p> <ol style="list-style-type: none"> <li>1. I like making cookies.</li> <li>2. She loves reading.</li> <li>3. They hate exercising.</li> <li>4. He likes watching videos.</li> </ol> |
| Speaking      | Spoken Interaction | Students will practice in pairs the sentences written on the whiteboard.  |
|               | Spoken Production  | Student will form pairs and will practice sentences with Verb + ing: like/hate/love.  |
| Writing       | Writing            | Students will complete the worksheet about Verb + ing: like/hate/love.  |

**Observation:** The competencies are based on the CNB (Curriculum Nacional Base), which can be changed or modified according to the criteria of the English teacher.

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**Worksheet 26 - Verb + ing: like/hate/love**

|                      |              |               |
|----------------------|--------------|---------------|
| <b>Name:</b>         | <b>Date:</b> | <b>Score:</b> |
| <b>Observations:</b> |              |               |

**Instructions:** Complete the worksheet using like, hate or love and the correct ing form of the verb in parentheses.

1. I \_\_\_\_\_ on the bus. (like + read)
2. She \_\_\_\_\_ around the world. (love + travel)
3. They \_\_\_\_\_ Asian food. (hate + eat)
4. We \_\_\_\_\_ to concerts. (like + go)
5. He \_\_\_\_\_ flowers. (love + paint)



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**Profesora: Aracely Norato**

**Checklist to evaluate lessons of booklet for A-1 students**

| Category  | 3<br>Good | 2<br>Regular | 1<br>Bad | Comments |
|---|-----------|--------------|----------|----------|
| <b>Topic</b>  |           |              |          |          |
| Is the information of the topic useful?                                     |           |              |          |          |
| Are the examples of the topic clear enough to be understood and explained?  |           |              |          |          |
| <b>Class Plan</b>   |           |              |          |          |
| Is the class plan easy to follow?   |           |              |          |          |
| Is the structure of the CEF well designed to be used with the students?     |           |              |          |          |
| <b>Worksheet</b>  |           |              |          |          |
| Is the worksheet design according to the level of the students?             |           |              |          |          |
| Are the exercises of the worksheet useful for the topic that was presented? |           |              |          |          |

**Suggestions:**

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# Answer Key

## Lesson 1

1. A
2. An
3. A
4. An
5. A

## Lesson 2

1. Babies – Picture 5
2. Boxes – Picture 3
3. Boys – Picture 4
4. Tomato – Picture 1
5. Buses – Picture 2

## Lesson 3

1. The
2. The
3. ---
4. The
5. --- , ---

## Lesson 4

1. This
2. That
3. These
4. Those
5. This

## Lesson 5

1. Usually
2. Never
3. Often/Frequently
4. Always
5. Sometimes

## Lesson 6

1. Best
2. Most
3. Least
4. Most
5. Most

## Lesson 7

1. Calling
2. Playing
3. Watching
4. Having
5. Walking

## Lesson 8

1. How many
2. How much
3. How many
4. How much
5. How many

## Lesson 9

1. She
2. I
3. We
4. We
5. They

## Lesson 10

1. Positive
2. Positive
3. Negative
4. Positive
5. Negative

## Lesson 11

1. Especially
2. Really
3. Too
4. Completely
5. Absolutely

## Lesson 12

1. Could
2. Can
3. Could
4. Can
5. Could

## Lesson 13

1. Was
2. Was
3. Were
4. Were
5. Were

## Lesson 14

1. Lived
2. Ate
3. Watched
4. Liked
5. Studied

## Lesson 15

1. My
2. His
3. Her
4. Our
5. Their

Lesson 16

1. This is Maria's book.
2. Let's go to the Smith's.
3. My parent's car is expensive.
4. John's CD player is new.
5. These are the girl's pencils.

Lesson 17

1. To
2. With
3. To
4. For
5. Behind

Lesson 18

1. In
2. On
3. Under
4. Near
5. Next to

Lesson 19

1. In
2. On
3. At
4. On
5. In

Lesson 20

1. Working
2. Staying
3. Reading
4. Going
5. Smiling

Lesson 21

1. Gets
2. Drinks
3. Listen
4. Spend
5. Sleep

Lesson 22

1. I
2. You
3. He
4. She
5. We

Lesson 23

1. Who
2. When
3. Where
4. Why
5. How

Lesson 24

1. Is
2. Are
3. Is
4. Are
5. Is

Lesson 25

1. I am not
2. Is he
3. She is not
4. Are we
5. It is not

Lesson 26

1. Like reading
2. Loves traveling
3. Hate eating
4. Like going
5. Love painting

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| <b>S</b><br>Strengths | <b>W</b><br>Weaknesses | <b>O</b><br>Opportunities | <b>T</b><br>Threats |
|-----------------------|------------------------|---------------------------|---------------------|
|                       |                        |                           |                     |

SWOT Analysis to evaluate booklet for A-1 students.

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# Observations

## **Chapter 5**

### **Project Evaluation**

#### **5.1 Chapter I – Diagnosis Evaluation**

The evaluation for chapter I was performed using a checklist, it was determined that all activities were reached during the established time frame.

The diagnosis of chapter I was performed through the use of the following instruments: interviews to the principal and English teachers of the institution, checklist for the installations of the school and an interview for people that live or work around the area of the school.

Once the information for the interviews and checklist was gathered, the list of lacks was made to determine a problem and provide a feasible solution.

#### **5.2 Chapter II**

In this chapter was included all the theoretical information that is related to the project, information about the CEF (Common European Framework), the CNB (Currículo Nacional Base), types of Curriculum Design and definitions related to the project.

#### **5.3 Chapter III – Project Profile Evaluation**

In this chapter the evaluation was performed through a checklist, it was analyzed and determined that the school lack a booklet for the students of seventh grade for the English class for Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos

#### **5.4 Chapter IV – Project Implementation Evaluation**

The evaluation of this chapter was performed with a checklist that was done at the end of the workshop. The English teachers of Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos were also given a KWL chart to evaluate the workshop.

## **5.5 Chapter V – Final Evaluation**

The evaluation of this chapter was performed through a checklist to ensure all aspects and objectives were met during a reasonable time frame to create and deliver the “Booklet for A-1 learners –CEF Guidelines” for Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos”

## Conclusions

1. Throughout the creation of the Booklet for A-1 learners - CEF Guidelines by the PSP student of Licenciatura en Lingüística en Idioma Inglés it was possible to provide a reference material for the English teacher for seventh grade. The booklet contains 26 lessons divided in five units. Each lesson has a brief description of the topic, the lesson plan to develop the four language skills and a worksheet for the student.
2. Sección de Idiomas and Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos committed through a letter to the continuity of the Project. The term that it is established is for two years 2020-2021, however, the Principal and English teacher of seventh grade will be using the Booklet for A-1 learners - CEF Guidelines as part of the curriculum for the grade.
3. The student of PSP provided a workshop about the CEF for the English teachers to have knowledge about the international standards that are followed for the learning and teaching of the English language. The workshop about the Common European Framework -CEF- provided information about what the CEF is and how the Global Scale and CEF Self-Assessment Grid are designed and how they are used.
4. The content of the booklet was provided to the English teacher of seventh grade and Principal also in a digital format to have another way to access the information, in order for the English teacher to share the worksheets to the students in a virtual way.
5. The booklet was designed to develop the four language skills for each lesson for the student to be able to communicate better. The CEF Self-Assessment Grid is the tool that was used to design the class plan to develop the receptive and productive skills.

## Recommendations

1. Sección de Idiomas and Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos should keep in touch to create other booklets to cover the CEF levels. The Principal of the school stated that it will be very helpful for them to have booklets that will cover the other five CEF levels as it will help them to improve the quality of the teaching-learning process.
2. Sección de Idiomas and Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos should keep in mind the terms and conditions of the commitment letter. The letter represents the commitment of the English teacher to provide a better quality for the English class and develop a better teaching-learning experience.
3. The English teachers of Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos should gather more information about the CEF to improve the quality of the English class. The CEF will improve the knowledge of the teacher of the language itself and how to plan the class and better ways to assess the student.
4. The content of the booklet was provided also in a digital copy for the teacher to be able to review the information on a computer, tablet or cellphone. The English teacher will be able to share the worksheets with the student via email and she will also be able to review the Booklet for A-1 learners - CEF Guidelines for virtual classes.
5. The lessons of the booklet can be modified by the teacher if needed to be able to develop the four language skills with the students using new topics to meet the student needs and keep the English class constantly updated.



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**Plan of Chapter I**  
**Diagnosis**

**1. Identification**

**1.1 General information of the institution**

Night Shift – Lic. Hugo Aquino

**1.2 Location**

Avenida Moctezuma 31-02 Colonia Bethania zona 7.

**1.3 Name of the institution**

Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos.

**1.4 Type of institution**

Government, autonomous, non-profit and no-religious institution.

**1.5 Vision**

“La búsqueda de la perfección humana, es decir, propiciar con estrategias pedagógicas que los estudiantes busquen convertirse en mejores seres humanos cada día, de manera que logren interiorizar y convencerse que hacemos y venimos a este mundo a ser felices.”

Literal translation of the vision of the educational institute: The search for human perfection, that is, propitiate with pedagogical strategies that students seek to become better human beings every day, so that they can internalize and convince themselves that we do and come to this world to be happy.

## **1.6 Mission**

“El instituto es una institución educativa y que por medio de un programa educativo integral tiene el compromiso y se dedica a la formación de profesionales altamente competitivos.”

Literal translation of the mission of the educational institute: The institute is an educational institution and through a comprehensive educational program has the commitment and is dedicated to the training of highly competitive professionals.

## **2. Objectives**

### **2.1 General**

To identify the need of a booklet for the English teacher of seventh grade that follows international guidelines using the CEF model.

### **2.2 Specific**

To create a lesson that includes a brief explanation of the topic as a reference for the teacher, a class plan with activities to develop the four language skills, a worksheet for the students that can be modified by the teacher if needed.

## **3. Justification**

The PSP student from the career Licenciatura en Lingüística del Idioma Inglés, Andrea Shadyna Esquivel Escobar will develop an action research investigation applying different instruments to obtain general information about Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos to identify lacks and the possible problem to be solved.

## **4. Activities**

- 4.1 Workshop: Provide information to the English teachers about the CEF
- 4.2 Booklet: Provide a copy of the booklet to each one of the teachers, printed copy as well as a digital copy.

## **5. Resources**

### **5.1 Human Resources**

- 5.1.1 Principal of Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos
- 5.1.2 English teachers
- 5.1.3 PSP student from the career Licenciatura en Lingüística del Idioma Inglés, Andrea Shadyna Esquivel Escobar
- 5.1.4 Adviser M.A. Luisa Fernanda Ramos Barrera

### **5.2 Economic Resources**

All expenses of the action research Project are sponsored by the PSP from the career Licenciatura en Lingüística del Idioma Inglés, Andrea Shadyna Esquivel Escobar

### **5.3 Material Resources**

- 5.3.1 Didactic material for the workshop about the CEF
- 5.3.2 Computer
- 5.3.3 Evaluation worksheet
- 5.3.4 Printed material (booklet)

### **5.4 Institutional Resources**

- 5.4.1 Facilities of instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos
- 5.4.2 Classroom for the workshop
- 5.4.3 Table
- 5.4.4 Chairs
- 5.4.5 Electricity to connect the equipment

## 6. Techniques

6.1 Observation

6.2 Interview

6.3 Documentary Analysis

## 7. Timetable

| 2018 |   |     |    |     |    |     |     |   |   |   | 2019 |    |
|------|---|-----|----|-----|----|-----|-----|---|---|---|------|----|
| No.  | Activities  | Jul |    | Aug |    | Sep | Oct |   |   |   | Jan  |    |
|      |   | 26  | 30 | 21  | 29 | 27  | 1   | 2 | 4 | 8 | 25   | 29 |
| 1    | Request permission to the principal   |     |    |     |    |     |     |   |   |   |      |    |
| 2    | Meeting with the principal about the PSP project                                    |     |    |     |    |     |     |   |   |   |      |    |
| 3    | To present letter to the principal of the school                                    |     |    |     |    |     |     |   |   |   |      |    |
| 4    | Meeting with the English teacher  |     |    |     |    |     |     |   |   |   |      |    |
| 5    | Interview with the principal and English teachers to pass instruments for diagnosis |     |    |     |    |     |     |   |   |   |      |    |
| 6    | Meetings with Professor Quemé to gather information about the school                |     |    |     |    |     |     |   |   |   |      |    |
| 8    | To request permission to do the workshop  |     |    |     |    |     |     |   |   |   |      |    |

Table 14 - Timetable Lesson Plan 1, Source: PSP student own elaboration

## 8. Evaluation

Adviser M.A. Luisa Fernanda Ramos Barrera and the PSP student will evaluate the results of the diagnosis plan.





**Plan of Chapter II**  
**Theoretical Framework**

**1. Identification**

**1.1 Name of the institution**

Night Shift – Lic. Hugo Aquino, Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos.

**1.2 Type of institution**

Government, autonomous, non-profit and no-religious institution.

**1.3 Location**

Avenida Moctezuma 31-02 Colonia Bethania zona 7.

**2. Objectives**

**2.1 General Objective**

To provide information about the CEF and explain how the CEF guidelines can be used on the 7<sup>th</sup> grade students.

**2.2 Specific**

2.2.1 To evaluate general knowledge from the English teachers about the CEF

2.2.2 To provide printed information about the CEF to the teachers

2.2.3 To define basics concepts about the CEF and how they can be implanted on the English class

### **3. Activities**

In order to provide English teachers with more information on how to improve the class with international guidelines, teachers need to be given the proper tools and information for them to be aware of how the English language is being taught and evaluated internationally.

- 3.1 Create a list of topics that will be part of the theoretical framework
- 3.2 Do research about the topics
- 3.3 Revise the information gathered from the research
- 3.4 Present the theoretical framework

### **4. Resources**

#### **4.1 *Human Resources***

- 4.1.1 PSP Student Andrea Shadyna Esquivel Escobar
- 4.1.2 Adviser M.A. Luisa Fernanda Ramos Barrera

#### **4.2 *Economical Resources***

All expenses of the action research are sponsored by the student of the PSP Andrea Shadyna Esquivel Escobar

#### **4.3 *Material Resources***

- 4.3.1 Computers
- 4.3.2 Internet
- 4.3.3 Paper
- 4.3.4 Printed material

#### **4.4 *Institutional Resources***

- 4.4.1 Sponsored institution Building: Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos.
- 4.4.2 Universidad de San Carlos de Guatemala

## 5. Techniques

- 5.1 Research
- 5.2 Reading
- 5.3 Documentary Analysis

## 6. Timetable

| No. | Activities   | 2018 |     |    | 2019 |     |
|-----|--|------|-----|----|------|-----|
|     |  | Oct  | Nov |    | Jan  | Feb |
|     |  | 25   | 10  | 20 | 25   | 2   |
| 1   | Create outline for the list of topics to build the theoretical framework |      |     |    |      |     |
| 2   | Research for the information about the topics                            |      |     |    |      |     |
| 3   | Select different sources of the information researched                   |      |     |    |      |     |
| 4   | Analyze the data collected   |      |     |    |      |     |
| 5   | Revision of the first draft  |      |     |    |      |     |

Table 15 - Timetable Lesson Plan 1, Source: PSP student own elaboration

## 7. Evaluation

The evaluation of the theoretical framework will be in charge of the adviser M.A. Luisa Fernanda Ramos Barrera



**Plan of Chapter III**  
**Project Profile Plan**

**1. General aspects of the project**

**1.1 Name of the project**

“Booklet for A-1 learners –CEF Guidelines” for Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos”

**1.2 Problem statement**

English teacher of seventh grade of Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos” does not have a booklet to provide the English class.

**1.3 Location**

Avenida Moctezuma 31-02 Colonia Bethania zona 7.

**1.4 Executing Unit**

The PSP student from the career Licenciatura en Lingüística del Idioma Inglés, Andrea Shadyna Esquivel Escobar.

**1.5 Project type**

This project is a product and service project type.

- **Process Project:** As the school does not have specific material to provide the English class, the booklet will be used as a resource for the course.
- **Product Project:** The product that this project will provide to the educational institution is a booklet that follows the pattern set by the CEF for A-1 learners.
- **Service Project:** The service that this project will provide to the educational institution is a workshop to the English teachers about the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR).

## **2. Project Description**

The main focus of the project will be to design a booklet following the CEF guidelines for the students of seventh grade of Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos, the booklet will be developing the four language skills.

## **3. Justification**

Public schools in Guatemala lack printed material for the English class, teachers do not follow a syllabus for specific grades or several topics are repeated throughout high school as students do not have a full comprehension or are able to communicate using the four language skills.

## **4. Project Objectives**

### **4.1 General Objective**

To create a booklet for A-1 learners, seventh grade, following the CEF patterns for Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos.

### **4.2 Specific objectives**

- a. To give a workshop to the English teachers about the CEF
- b. To provide a booklet to each one of the English teachers
- c. To obtain a commitment letter from the principal and English teacher of seventh grade from Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos

## **5. Goals**

- a. To provide an informative workshop about the CEF
- b. To create a booklet that follows the international guidelines for language learning, using the CEF as reference.
- c. To provide three copies of the booklet for the two English teachers and the principal

## 6. Beneficiaries

### 6.1 Direct

The direct beneficiary would be the teacher for seventh grade for Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos

### 6.2 Indirect

The indirect beneficiaries would be the students of seventh grade for Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos.

## 7. Sources of funding and budget

The project is financially supported by the PSP student from the career Licenciatura en Lingüística del Idioma Inglés, Andrea Shadyna Esquivel Escobar.

| Description   | Cost per Unit | Total Cost       |
|---|---------------|------------------|
| Booklet for A-1 learners –CEF Guidelines                | Q510.00       | Q1,530.00        |
| Photocopies   | Q0.25         | Q10.00           |
| Printed material (letters, interviews, CEF information) | Q1.00         | Q75.00           |
| Folder for CEF information                              | Q24.00        | Q48.00           |
| Bowl for candies  | Q24.00        | Q24.00           |
| Candies   | Q20.00        | Q20.00           |
| Bags for gifts  | Q3.50         | Q14.00           |
| Board marker  | Q4.90         | Q19.60           |
| Black pen   | Q6.00         | Q24.00           |
| Colorful pens   | Q6.00         | Q24.00           |
| Notepad   | Q8.20         | Q32.80           |
| Disc with booklet                                       | Q20.00        | Q60.00           |
| <b>Total</b>  |               | <b>Q1,881.40</b> |

Table 16 – Sources of funding and budget, Source: PSP student own elaboration

## 8. Timetable of project implementation

| 2019 |   |       |    |    |       |    |
|------|---|-------|----|----|-------|----|
| No.  | Activities  | March |    |    | April |    |
|      |   | 2     | 10 | 25 | 15    | 30 |
| 1    | Present plan to adviser   |       |    |    |       |    |
| 2    | To examine the aspects of the project (project type, justification and objectives). |       |    |    |       |    |
| 3    | To examine the aspects of the project (goals, beneficiaries, resources and budget)  |       |    |    |       |    |
| 4    | To edit chapter 3   |       |    |    |       |    |
| 5    | Activity  |       |    |    |       |    |

Table 17 - Timetable Lesson Plan 3, Source: PSP student own elaboration

## 9. Resources

### 9.1 Human Resources

- a. PSP student
- b. PSP Adviser M.A. Luisa Fernanda Ramos Barrera
- c. Principal of the school Lic. Hugo Aquino
- d. English teachers Aracely Norato

### 9.2 Material Resources

- a. CEF didactic material for teachers
- b. Computer
- c. Printed material

### 9.3 Financial Resources

The project was sponsored by the student of PSP Licenciatura en Lingüística del Idioma Inglés, Andrea Shadyna Esquivel Escobar.

#### **9.4 *Physical Resources***

Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos.

### **10. Evaluation**

The evaluation of this chapter will be performed using a checklist by the Adviser M.A. Luisa Fernanda Ramos Barrera to determine if the goals were reached as expected.





**Facultad de Humanidades – Sección de Idiomas**

**Plan of Chapter IV**  
**Project Implementation**

**1. Identification**

**1.1 Name of the institution**

Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos

**1.2 Location**

Avenida Moctezuma 31-02 Colonia Bethania zona 7.

**2. Objectives**

**2.1 General**

To determine the differences between results and achievements of the project.

**2.2 Specific**

- a) To analyze the activities performed to have a clear view of the outcomes
- b) To describe the accomplishments of the activities of the project

**3. Justification**

It is important to study the results of the activities and results that will be implemented on the project as they will provide a clear understanding between the differences of results and achievements.

**4. Activities**

**4.1 Table of activities and results**

This table will provide the number, description and result of the activities of chapter three, the description will include the activity and date of performance.

## **4.2 *Table of product and achievements***

This table will provide the products and achievements. The products and achievements will be described according to the objectives of the project that were set by the PSP student for the Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos

## **5. Product**

To obtain the main product and the description of what it is about.

## **6. Resources**

### **6.1 *Human Resources***

- a) PSP student Andrea Shadyna Esquivel Escobar
- b) Adviser M.A. Luisa Fernanda Ramos Barrera

### **6.2 *Financial Resources***

All expenses of the action research Project are sponsored by the PSP student Andrea Shadyna Esquivel Escobar from the career Licenciatura en Lingüística del Idioma Inglés.

### **6.3 *Material Resources***

- a) Computer
- b) Internet
- c) Printer
- d) Paper

### **6.4 *Institutional Resources***

- a) Sponsored institution facilities: Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos
- b) Universidad de San Carlos de Guatemala

## **7. Techniques**

- a) Reading
- b) Analyzing

## 8. Timetable

| No. | Activities   | 2019 |    |    |    |    |    |     |   |
|-----|--|------|----|----|----|----|----|-----|---|
|     |  | Jan  |    |    |    |    |    | Feb |   |
|     |  | 10   | 12 | 18 | 20 | 25 | 27 | 3   | 5 |
| 1.  | Create outline of the tables that will be used in chapter four                                 |      |    |    |    |    |    |     |   |
| 2.  | Create list of the topics and the research activities  |      |    |    |    |    |    |     |   |
| 3.  | Verify timetable of chapter three as this will be the reference of the activities and results. |      |    |    |    |    |    |     |   |
| 4.  | Analyze the results and achievements of the activities   |      |    |    |    |    |    |     |   |
| 5.  | Review of the first draft of the project implementation  |      |    |    |    |    |    |     |   |
| 6.  | Present corrections to adviser   |      |    |    |    |    |    |     |   |
| 7.  | Final review of the project implementation   |      |    |    |    |    |    |     |   |
| 8.  | Project Implementation   |      |    |    |    |    |    |     |   |

Table 18 - Timetable Lesson Plan IV, Source: PSP student own elaboration

## 9. Evaluation

The evaluation of the implementation of the Project will be in charge of the PSP adviser from the career Licenciatura en Lingüística del Idioma Inglés M.A. Luisa Fernanda Ramos Barrera by applying a checklist to review the objectives and activities.



**Plan of Chapter V**  
**Project Evaluation Plan**

**1. General Information**

To evaluate the chapters of the PSP project, checklists were designed as instruments with specific information of the items to be evaluated for each chapter to determine and analyze if the plans of each chapter were achieved as planned.

**1.1 Name of the institution**

Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos

**1.2 Location**

Avenida Moctezuma 31-02 Colonia Bethania zona 7.

**2. Objectives**

**2.1 General Objective**

To evaluate the efficiency, resources and time invested of the planned activities to complete the action research project.

**2.2 Specific Objectives**

- a) To analyze the process of the project using the results of each chapter
- b) To determine strengths and weaknesses during the project
- c) To evaluate if the objectives of each chapter were achieved as planned

**3. Justification**

It is important to evaluate each chapter of the project to identify the areas of opportunities during the process of the action research.

#### 4. Activities

- a. Create checklist to evaluate the chapters of the project
- b. Obtain the results of each chapter
- c. Review the results obtained
- d. Approval of the evaluator

#### 5. Timetable

| No. | Activities   | 2019 |    |    |    |    |
|-----|--|------|----|----|----|----|
|     |  | May  |    |    |    |    |
|     |  | 8    | 12 | 18 | 22 | 27 |
| 1.  | Create instruments to evaluate each chapter                        | ■    |    |    |    |    |
| 2.  | Collect the results of the chapters                                |      | ■  |    |    |    |
| 3.  | Comparison of the objectives and activities that were met          |      |    | ■  |    |    |
| 4.  | Proceed with the recommendations after the analysis of the results |      |    |    | ■  |    |
| 5.  | Approval of the evaluator  |      |    |    |    | ■  |

Table 19 - Timetable Lesson Plan IV, Source: PSP student own elaboration

#### 6. Resources

##### 6.1 Human Resources

- a. PSP student
- b. Adviser

##### 6.2 Facilities

- a. Universidad de San Carlos de Guatemala

##### 6.3 Material

- a. Paper
- b. Checklist

#### **6.4 *Technological***

- a. Computer
- b. Printer

#### **6.5 *Financial Resources***

The action research Project was sponsored by the PSP student Andrea Shadyna Esquivel Escobar from the career Licenciatura en Lingüística del Idioma Inglés

### **7. Evaluation**

The evaluation of this chapter will be performed using a checklist by the Adviser M.A. Luisa Fernanda Ramos Barrera to determine if the goals were reached as expected.



**Facultad de Humanidades – Sección de Idiomas**

**Continuity of the Project Plan**

**1. Identification**

**1.1 *Sponsored Institution***

Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos

**1.2 *Location***

Avenida Moctezuma 31-02 Colonia Bethania zona 7.

**1.3 *The Project***

To create a booklet for the English teacher of seventh grade that follows the CEF guidelines and give a workshop about the CEF

**2. Contribution of the product**

The focus of this project is to create a booklet for the English teacher of seventh grade of Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos that follows the guidelines of the CEF (Common European Framework) and a workshop to provide information to the teachers about the CEF, this way the English teacher is aware on how to use the booklet and what aspects are described on each lesson to develop the language skills (listening, speaking, reading and writing), the teacher has the ability to modify the examples and exercises on each lesson according to the needs of the students.

The principal and English teacher have committed to use the booklet as a reference for the English class for the next three years, they would like to have continuity for the other levels that the CEF covers.

### **3. Project Implementation Process**

#### **3.1 Methodology**

This project was created on the methodology of action-research. The main reason to create a Booklet for A-1 learners - CEF Guidelines was based on the information gathered on the surveys and interviews to the principal and English teachers as well as the observations and interviews to the people around the school.

The main lack of the school is that they do not have a book or reference material for the English course for seventh grade.

#### **3.2 Techniques**

The following techniques were used to implement this project:

- a. Interview with the principal of Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos
- b. Interview to English teachers
- c. Observation of the institution and surroundings
- d. Interview to the business around the institution
- e. Documentary analysis to analyze the information and determine the main lack of the institution through a matrix instrument.

#### **3.3 Activities and result**

The implementation of this project consisted of the following activities, present the plan of the workshop to adviser M.A. Luisa Fernanda Ramos Barrera, then analyze the aspects of the project (execution unit, project type, justification and objectives) determine the aspects of the project (goals, beneficiaries, sources, budget and resources) determine the topic of the workshop and activities to do during the workshop, ask for a date to the principal and English teachers of the school to present the workshop and present the workshop.

#### **3.4 Innovation**

The innovation of this project is that the booklet is designed following international standards for learning and teaching of the English language, the booklet contains lesson that include activities to develop the language skills (listening, speaking, reading and writing).



### **3.5 *Success and lessons learned***

The implementation of this project provides great benefits to the school, community, and country as by improving the quality of education it is improved the quality of the students, family and community.

A great achievement of this project is to have a booklet that follows international standards in a public school in Guatemala.

## **4. Justification**

The public system of education in Guatemala faces different obstacles, one of them is the lack of material reference for both the teacher and student, especially for the English class in high school level.

Teachers can develop and plan a better English class following the guidelines of the CEF (Common European Framework).

## **5. Objectives**

### **5.1 *General objective***

To create a plan that will allow the continuity of the project of Booklet for A-1 learners - CEF Guidelines for seventh grade in order for the English class to be improved.

### **5.2 *Specific Objectives***

- a. To provide a booklet that follows the CEF guidelines
- b. To train English teachers into the CEF guidelines

## **6. Goals**

- a. To have the English teacher to use the booklet for the next two years
- b. To have the English teacher modify the booklet according to the needs of the student

## 7. Suggested activities

- The school can request the continuity of the project to have a booklet for the other levels of the CEF
- To provide a space for other workshops to train teachers in another topic
- Respect the commitment made

## 8. Timetable

| 2019 |   |     |    |     |     |     |    |
|------|---|-----|----|-----|-----|-----|----|
| No.  | Activities  | Jan |    | Feb | Apr | May |    |
|      |   | 25  | 29 | 5   | 5   | 14  | 21 |
| 1    | Meetings with the principal to coordinate workshop  |     |    |     |     |     |    |
| 2    | Meetings with the principal to coordinate workshop  |     |    |     |     |     |    |
| 3    | Workshop Day – Presentation of Booklet for A-1 learners – CEF Guidelines”for Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos” |     |    |     |     |     |    |
| 4    | Meeting with the principal to present draft of continuity plan  |     |    |     |     |     |    |
| 5    | Meeting with the principal to provide final draft of continuity plan  |     |    |     |     |     |    |
|      | Meeting with the principal to provide commitment letter   |     |    |     |     |     |    |

Table 20 - Timetable Continuity Plan, Source: PSP student own elaboration

## 9. Resources

To implement this project, the following resources were used:

### 9.1 Human Resources

- Trainer: student of PSP of the Licenciatura en Lingüística en Idioma Inglés
- English teachers of the sponsored institution
- Principal of the sponsored institution

## **9.2 *Material Resources***

- a. Commitment letter
- b. Booklet for A-1 learners - CEF Guidelines
- c. CEF informative material
- d. Computer
- e. Worksheets
- f. Pens
- g. Folders

## **9.3 *Institutional Resources***

Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos

## **10. Techniques**

- a. Interview: Interviews were performed to the teachers to gather information about what they need for the English class.
- b. Observation: Observation of a class of the English teacher for seventh grade

## **11. Budget**

The continuity plan is designed to support the sponsoring institution to have the project sustained without monetary support.

## **12. Evaluation**

The evaluation of the continuity plan will be in charge of the English teacher of seventh grade using a SWOT analysis chart. This way, she will evaluate and identify the strengths, weaknesses, opportunities and threats of the project.

### 13. Long-terms indicators of the project success

The following indicators used on the chart below will measure the success of the Booklet for A-1 learners - CEF Guidelines. It is aimed for the principal and English teacher.

| <b>Indicators</b> |   |                        |                            |                   |                                    |
|-------------------|---|------------------------|----------------------------|-------------------|------------------------------------|
| <b>No.</b>        | <b>School Principals Indicators</b>                     | <b>Excellent<br/>4</b> | <b>Very<br/>Good<br/>3</b> | <b>Good<br/>2</b> | <b>Needs<br/>Improvement<br/>1</b> |
| 1.                | Supports the project                                    |                        |                            |                   |                                    |
| 2.                | Sets an expectation on the booklet                      |                        |                            |                   |                                    |
| 3.                | Request the creation of other booklets                  |                        |                            |                   |                                    |
| <b>No.</b>        | <b>English Teacher Indicators</b>                       | <b>Excellent<br/>4</b> | <b>Very<br/>Good<br/>3</b> | <b>Good<br/>2</b> | <b>Needs<br/>Improvement<br/>1</b> |
| 1.                | Uses the booklet accordingly                            |                        |                            |                   |                                    |
| 2.                | Identify areas of improvement of the booklet            |                        |                            |                   |                                    |
| 3.                | Improves the English class following the CEF guidelines |                        |                            |                   |                                    |

Table 21 – Long terms indicator of the project success, Source: PSP student own elaboration

## Appendix G



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Facultad de Humanidades – Sección de Idiomas

### Chapter I Diagnosis Evaluation Checklist

This checklist includes the most important indicators to evaluate the diagnosis of the project, the concepts are related to the lacks that the institution faces.

| No. | Aspects to Evaluate   | Yes | No | Observations |
|-----|---|-----|----|--------------|
| 1.  | Legal viability and agreement of the principal of the institution | X   |    |              |
| 2.  | Proper instruments used to perform the diagnosis                  | X   |    |              |
| 3.  | Accurate information to do the diagnosis                          | X   |    |              |
| 4.  | Was the problem determined based on the lacks of the institution? | X   |    |              |

## Appendix H



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Facultad de Humanidades – Sección de Idiomas

### Chapter II Theoretical Framework Evaluation Checklist

Chapter II includes the concepts that are related to the “Booklet for A-1 learners –CEF Guidelines”for Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos”.

| No. | Aspects to Evaluate   | Yes | No | Observations |
|-----|---|-----|----|--------------|
| 1.  | Were the concepts of the theoretical framework related to the project?                                | X   |    |              |
| 2.  | Is the information of the theoretical framework useful to have a better understanding of the booklet? | X   |    |              |
| 3.  | Were the resources used accurate to build the theoretical framework?                                  | X   |    |              |

## Appendix I



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### Chapter III Project Profile Evaluation checklist

In this chapter was analyzed the lack of a booklet for the English teacher of seventh grade.

| No. | Aspects to Evaluate  | Yes | No | Observations |
|-----|--|-----|----|--------------|
| 1.  | Was the project designed to satisfy the needs of the English teacher of seventh grade? | X   |    |              |
| 2.  | Did the teacher agree with the project?  | X   |    |              |
| 3.  | Did the project create a commitment between the school and the Sección de Idiomas?     | X   |    |              |

## Appendix J



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### Chapter IV Project Implementation Evaluation checklist

The implementation of the project was successful since the workshop about the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) was very informative to the teachers and the Booklet for A-1 learners –CEFR Guidelines” for Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos”.

| No. | Aspects to Evaluate  | Yes | No | Observations |
|-----|--|-----|----|--------------|
| 1.  | Did the teachers feel motivated about the workshop and booklet?                  | X   |    |              |
| 2.  | Did the project created commitment of the school towards the Sección de Idiomas? | X   |    |              |
| 1.  | Was the workshop and presentation of booklet easy to carry?                      | X   |    |              |
| 2.  | Were all the activities met in a timely manner?                                  | X   |    |              |



## Appendix K



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Facultad de Humanidades – Sección de Idiomas

### Final Evaluation Checklist

The following checklist was used to evaluate the overall project.

| No. | Aspects to Evaluate  | Yes | No | Observations |
|-----|--|-----|----|--------------|
| 1.  | Were the objectives and goals of each chapter met?                 | X   |    |              |
| 2.  | Were the resources of each chapter enough to complete the project? | X   |    |              |
| 3.  | Were the activities met on time?                                   | X   |    |              |
| 1.  | Was the final product achieved successfully?                       | X   |    |              |

## Appendix L



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Facultad de Humanidades – Sección de Idiomas

### Ex ante Evaluation Project

The following matrix of prioritization shows the level of importance of the criteria of each one of the problems.

| Problems  | Urgency | Scope | Pedagogical Importance | Financial Importance | Human Resources | Total |
|---|---------|-------|------------------------|----------------------|-----------------|-------|
| 1. The surrenders of the institution lack the contact surveillance of the national police since there are, with less frequency now, violent acts, some of them related to drugs.  | 3       | 3     | 2                      | 0                    | 2               | 10    |
| 2. The conditions of the infrastructure of the educational institution lack the maintenance of the Ministerio de Educación since there are several fissures on the floor of the main entrance as well as the lack of light bulbs. | 3       | 2     | 2                      | 2                    | 1               | 10    |
| 3. <b>The English teacher for seventh grade does not have a book or manual to take as a reference to give the English class.</b>  | 5       | 5     | 5                      | 0                    | 2               | 17    |
| 4. The administrative area needs another secretary to assist in the administrative tasks.   | 2       | 2     | 2                      | 1                    | 1               | 8     |

## Current Evaluation

The evaluation of the project will be in charge of the English teacher of seventh grade using a SWOT analysis.

## Ex Post Evaluation

The following items assess the workshop and booklet.

| No. | Activity  | Positive/Negative Result | Yes | No | Comment |
|-----|---|--------------------------|-----|----|---------|
| 1.  | Training purpose                                  |                          | X   |    |         |
| 2.  | Educational information                           |                          | X   |    |         |
| 3.  | Exceed participants expectation                   |                          | X   |    |         |
| 4.  | Questions and participation from the participants |                          | X   |    |         |

## Appendix M



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### Facultad de Humanidades – Sección de Idiomas

#### Interview

#### Instrument No. 1

The PSP student career Licenciatura en Lingüística del Idioma Inglés is planning to implement a research based on the research-action methodology (identify problems, propose solutions, determine the viable solutions and to implement the most feasible for the school) For this, it is necessary to do a diagnostic about the different aspects of the school.

**Objective:** To obtain qualitative information from Licenciado Hugo Aquino, principal of Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos, to identify lack and needs.

**Instructions:** To carry the implementation and action of the project, please answer the following questions:

#### Administrative Sector

1. How did you become the principal? (Voluntary, assigned, by vote)
2. Which academic degree do you have?
  - a. Professorship                      Degree                      Master                      PhD
3. Did you receive any training to administrate educational entities?
  - a. Yes                      b. No
4. Who is your immediate boss?
5. Who establishes the class schedules and the length of the period?
6. Do you have your own regulation for time management within the institution?
7. Do you have a schedule to attend the parents of the students?
  - a. Yes                      b. No
8. Do you establish goals at the beginning of the year? Are the goals met? How often?
  - a. Yes                      b. No

Always       Rarely       Hardly Ever       Never
9. Do you carry a frequent supervision of teachers and students?
  - a. Yes                      b. No
10. How would you describe the work environment? Good Bad Regular  
 Good       Regular       Bd

## **Human Resources Sector**

1. Does the institute have a human resources manager? If not, who is responsible to coordinate the staff?
2. How much administrative staff do you have? (Concierge \_\_\_\_, doorman \_\_\_\_, cafeteria \_\_\_\_, secretary \_\_\_\_, accounting \_\_\_\_, security \_\_\_\_, psychologists \_\_\_\_, etc.)
3. How many teachers do you have?
4. Do you know if teachers are currently studying at university? Yes No. If yes, how many? Are the courses they study related to the courses they teach?
5. Do teachers currently working at the school have a specialty in the subjects they teach? Yes No Why?
6. How many teachers live near the school and how many live relatively far?
7. How many periods per week do teachers work?
8. How many English teachers do you have?
9. Do you know the level of English that teachers have? Yes No  
For example: Beginner (30%) Intermediate (60%) Advanced (90%)

## **Philosophical, political and legal sector**

1. Do you know the legal basis by which the institute was created? Yes No
2. What is the mission and vision of the institute?
3. Does the institution have admission policies? Yes No Which one?
4. Do you have specific work principles and values for this establishment? Yes No

## **Relation Sector**

1. Does the establishment have agreements with other institutions (economic, supervised practices, donations, etc.)? Yes/No Which one?
2. Do you think the Ministry of Education is aware of the problems of the institute? If so, does it help solve these problems?
3. Do you think that the Ministry of Education supervises and gives continuity to the programs established by the Ministry of Education? Yes/No
4. Do you think there is correct guidance in feedback between teachers, the principal and supervisors?
5. Is communication between supervisors and teachers open and neutral?
6. Do you think the Ministry of Education promotes training for teachers of the English language? Yes /No Why?

If the answer above is yes:

- What kind of activities are carried out?
- What material is provided or given to teachers?
- What is the duration of these training sessions?
- What is the frequency of training?

## **Financial Sector**

1. Where does the school obtain financial resources?
2. What funds do you receive, how do you distribute / invest them in different areas?
3. Do you think this amount covers the needs of the institute? Yes/No/Why?
4. Are the funds received within the deadlines set for delivery? Yes/No/Why?
5. Do parents have an annual or monthly fee to contribute to the institute?



**Facultad de Humanidades – Sección de Idiomas**

**Interview**  
**Instrument No.2**  
**English Teachers**

The PSP student career Licenciatura en Lingüística del Idioma Inglés is planning to implement a research based on the research-action methodology (identify problems, propose solutions, determine the viable solutions and to implement the most feasible for the school) For this, it is necessary to do a diagnostic about the different aspects of the school.

**Objective:** Obtain qualitative information from the English teachers of Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos to identify lacks and needs.

**Instructions:** To carry out the implementation and action of the project, please answer the following questions:

**Curricular Sector**

1. What is your name?
2. What is your profession?
3. What is the last academic degree obtained?
4. Are you currently studying? Yes/No/Why?
5. Which courses do you teach?
6. To what grades?
7. What level of English? Beginner (30%) Intermediate (60%) Advanced (90%)
8. How many years have you been teaching the English course?
9. Do you follow the guidelines established by the CNB to teach the English course?
10. How do you define the competencies to be achieved in the bimester?
11. Do you use a specific textbook?

12. With what techniques does the development of students in the English language show?
- Written exam
  - Oral presentations, dramatizations
  - Readings and reading comprehension
  - Write sentences, paragraphs or essays
13. Do you receive any training or pedagogical update related to the English language?
- a. Yes \_\_\_\_\_ How often?
  - b. No \_\_\_\_\_ Why?
14. What have been the difficulties in teaching the English language?
15. How do you think you have faced these difficulties?
16. What do you think is the percentage of the English level of basic students at the end of high school?

Thank you very much for your cooperation!



## Appendix O



Universidad de San Carlos  
de Guatemala



### Facultad de Humanidades – Sección de Idiomas

#### Observations to the institution

#### Instrument No.3

The PSP student career Licenciatura en Lingüística del Idioma Inglés is planning to implement a research based on the research-action methodology (identify problems, propose solutions, determine the viable solutions and to implement the most feasible for the school) For this, it is necessary to do a diagnostic about the different aspects of the school.

**Objective** Observe the installations of the school and the activities that are performed inside of it.

| No. | Areas | Condition |           |         |     |
|-----|-------|-----------|-----------|---------|-----|
|     |       | Quantity  | Excellent | Regular | Bad |
|     |       |           |           |         |     |
|     |       |           |           |         |     |
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Date: \_\_\_\_\_

**Technical observation about the equipment of the school**

| No. | Areas | Condition |           |         |     |
|-----|-------|-----------|-----------|---------|-----|
|     |       | Quantity  | Excellent | Regular | Bad |
|     |       |           |           |         |     |
|     |       |           |           |         |     |
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|     |       |           |           |         |     |

Date: \_\_\_\_\_

### Activity observation – administrative

- Observation of the administrative activity of the organization.
- Record the schedule of each activity and its type.
- In observations write down suggestions, conclusions or something not noted and that was made.
- After writing down the observed activities, the important thing is to identify the possible problems raised, as well as needs.

| Schedule | Type of Activity |
|----------|------------------|
|          |                  |
|          |                  |
|          |                  |
|          |                  |
|          |                  |

**Observations:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Facultad de Humanidades – Sección de Idiomas

Survey  
Instrument No. 4  
Surroundings of the school

The PSP student career Licenciatura en Lingüística del Idioma Inglés is planning to implement a research based on the research-action methodology (identify problems, propose solutions, determine the viable solutions and to implement the most feasible for the school) For this, it is necessary to do a diagnostic about the different aspects of the school.

**Objective:** Obtain information about the surroundings of Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos.

**Instructions:** Underline the best suitable answer to the questions given.

1. What are the benefits of having this sector close to Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos?  
a. Sales increase   b. Businesses increase   c. There is no benefit   d. Others:
2. Does Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos generate sources of employment for the community?  
a. Many times   b. Rarely   c. rarely   d. Never
3. What type of business is generated or exists more around Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos?  
a. Stores   b. Bookstores   c. Internet   d. others
4. Has there been any kind of conflict related to Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos?  
a. Thefts   b. Acts of violence   c. Consumption of alcoholic beverages   d. Others:

5. Have criminal acts been reported around the facilities of Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos?
  - a. Many times
  - b. Rarely
  - c. Sometimes
  - d. Never
  
6. Have problems been reported related to drug use in the surroundings of Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos ?
  - a. Many times
  - b. Rarely
  - c. Once
  - d. Never
  
7. Is there surveillance by the National Police in the vicinity of Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos ?
  - a. A lot
  - b. Moderate
  - c. Little
  - d. Nothing

**Thank you very much for your cooperation!**

## Appendix Q

### PSP student request letter for private exam date



*Universidad de San Carlos de Guatemala*  
*Facultad de Humanidades*

Guatemala, 23 de junio 2021

Licenciado  
Santos de Jesús Dávila Aguilar, Director  
Departamento de Extensión  
Facultad de Humanidades  
Presente

En virtud de haber concluido satisfactoriamente el trabajo de EPS (X), TESIS ( )

**Titulado:** A-1 Learners Booklet – CEF Guidelines English Language de fecha: junio 2021

Yo, Andrea Shadyna Esquivel Escobar

**CUI:** 1844 72768 0101

**Registro Académico (carné):** 2007 17 735

**Dirección para recibir notificaciones:** Manzana 17 Casa 8 Jardines de Minerva II Zona 11 de Mixco

**Teléfono:** 2483-7373 – 5691-0071

**Correo Electrónico:** [andreashadyna@gmail.com](mailto:andreashadyna@gmail.com)

Solicito fecha de **EXAMEN PRIVADO**, previo a optar al grado de licenciado(a) en:  
Lingüística del Idioma Inglés.

Atentamente,

A handwritten signature in black ink, appearing to read 'Andrea Shadyna Esquivel Escobar'.

Andrea Shadyna Esquivel Escobar

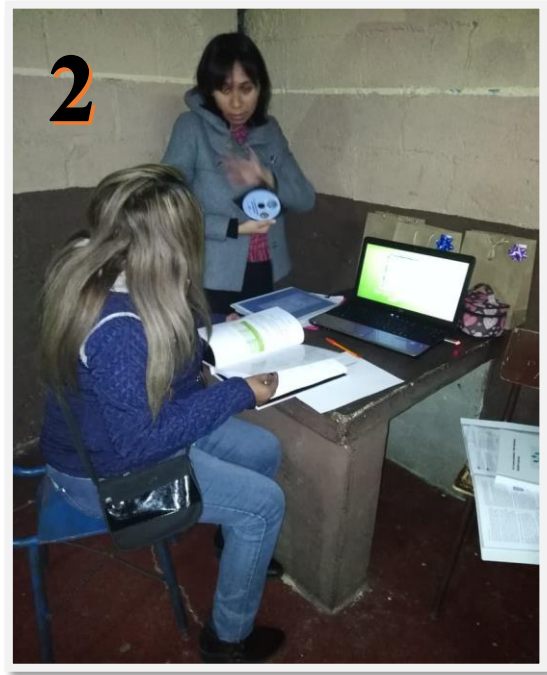
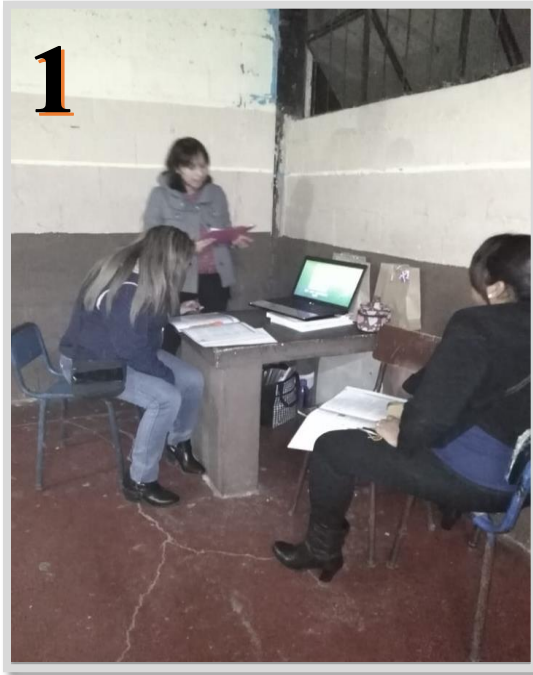
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## **List of Annexes**

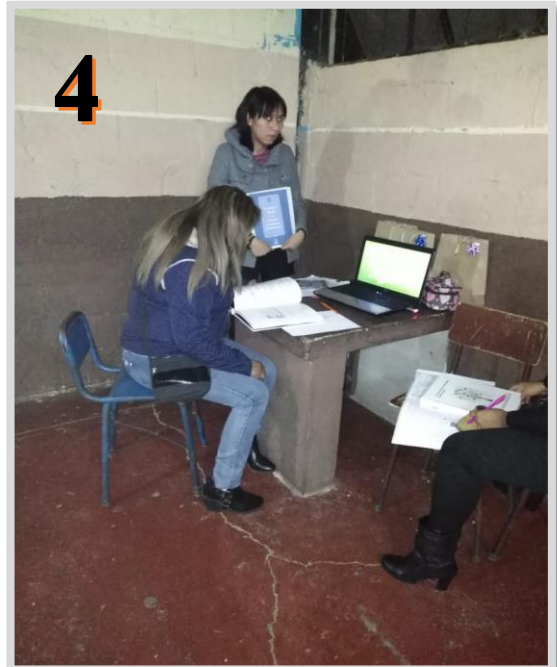
**Annex A** - PSP photographic evidence, implementation, socialization and delivery of the project

## Annex A

### Pictures



**Pictures 1 – 2:** Workshop “Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)”



**Pictures 3 –4:** Presentation of “Booklet for A-1 learners –CEF Guidelines”





**Picture 5:** English teachers Aracely Norato and Isabel León from Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos”.



**Pictures 6-7:** Classroom where the workshop was held



**Picture 8:** Delivery of the Booklet for A-1 learners –“CEF Guidelines” for Instituto Nacional Mixto Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos” to the principal of the school Lic. Hugo Aquino.

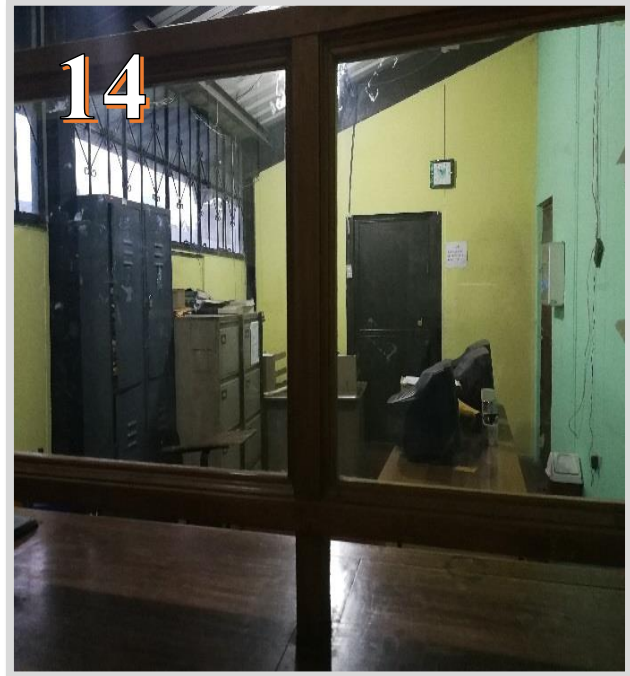
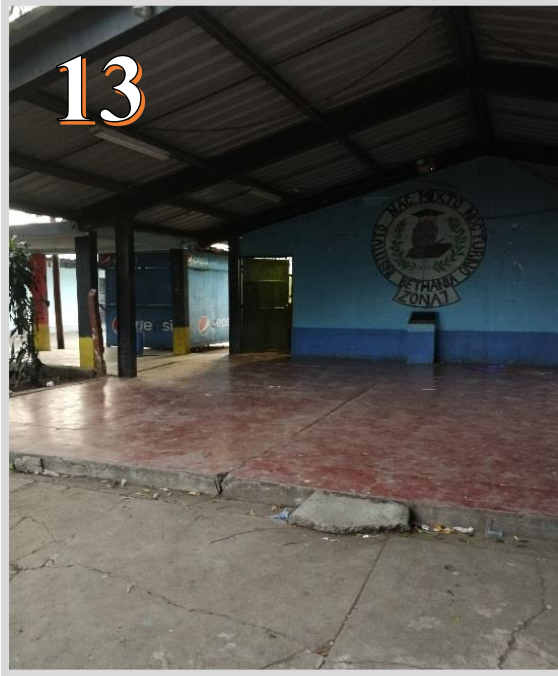
**Pictures 11 – 14** Facilities of the school



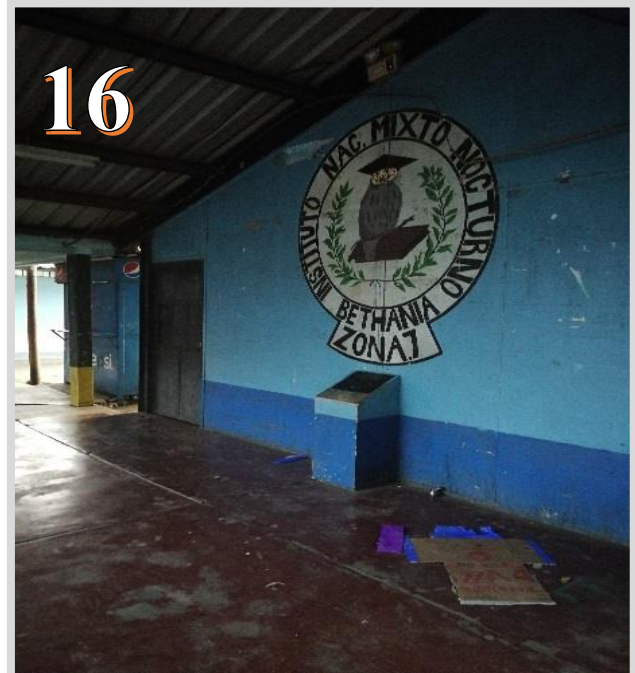
**Picture 9-10:** Facilities of the school: Classrooms and playground



**Picture 11-12:** Facilities of the school: Front yard and backyard



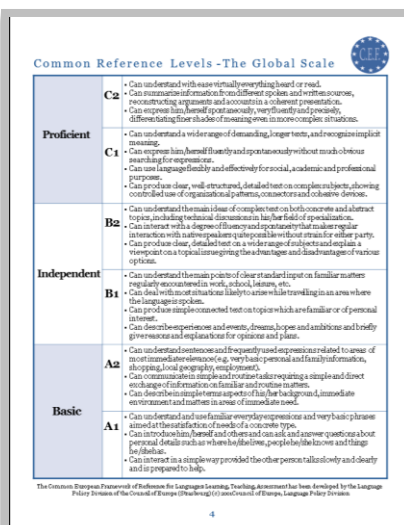
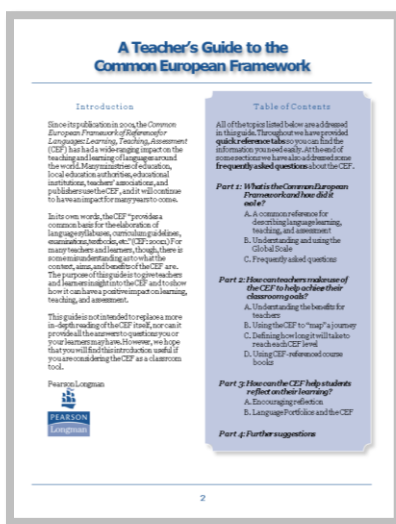
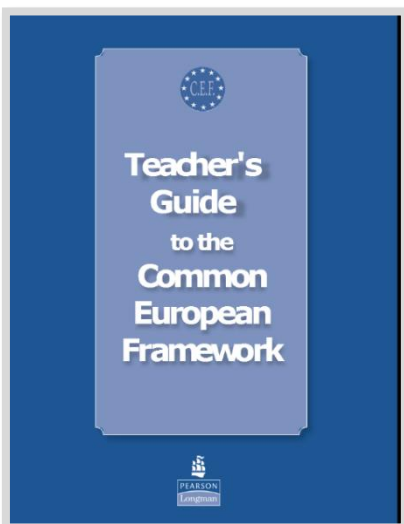
**Pictures 13 – 14:** Area where the principal's office is located and Principal office



**Pictures 15 – 16:** Entrance to the principal Office and Main corridor

# Material given to the English teachers during the workshop

## Teacher's Guide to the Common European Framework



| CEFL Self-Assessment Grid |  | A1   | A2   | B1   |
|---------------------------|--|--|--|--|
| LISTENING                 | <ul style="list-style-type: none"> <li>I can recognize familiar words and very basic phrases concerning myself, my family and immediate surroundings in spoken language when people speak slowly and clearly.</li> </ul> | <ul style="list-style-type: none"> <li>I can understand phrases and the higher frequency vocabulary related to my personal life (e.g. my family, my hobbies, my past and present activities, my studies, my job, my country).</li> </ul> | <ul style="list-style-type: none"> <li>I can understand the main points of standard speech on familiar subjects in everyday life.</li> </ul>   | <ul style="list-style-type: none"> <li>I can understand the main points of standard speech on familiar subjects in everyday life.</li> </ul>   |
|                           | <ul style="list-style-type: none"> <li>I can understand familiar spoken words, phrases and simple sentences, for example on subjects such as shopping, leisure, travel, and the environment.</li> </ul>                  | <ul style="list-style-type: none"> <li>I can understand the main points of standard speech on familiar subjects in everyday life.</li> </ul>   | <ul style="list-style-type: none"> <li>I can understand the main points of standard speech on familiar subjects in everyday life.</li> </ul>   | <ul style="list-style-type: none"> <li>I can understand the main points of standard speech on familiar subjects in everyday life.</li> </ul>   |
| READING                   | <ul style="list-style-type: none"> <li>I can understand short, simple texts such as notices, forms, timetables, notices, brochures, leaflets, and simple advertisements.</li> </ul>                                      | <ul style="list-style-type: none"> <li>I can understand short, simple texts such as notices, forms, timetables, notices, brochures, leaflets, and simple advertisements.</li> </ul>  | <ul style="list-style-type: none"> <li>I can understand short, simple texts such as notices, forms, timetables, notices, brochures, leaflets, and simple advertisements.</li> </ul>                  | <ul style="list-style-type: none"> <li>I can understand short, simple texts such as notices, forms, timetables, notices, brochures, leaflets, and simple advertisements.</li> </ul>                  |
|                           | <ul style="list-style-type: none"> <li>I can understand short, simple texts such as notices, forms, timetables, notices, brochures, leaflets, and simple advertisements.</li> </ul>                                      | <ul style="list-style-type: none"> <li>I can understand short, simple texts such as notices, forms, timetables, notices, brochures, leaflets, and simple advertisements.</li> </ul>  | <ul style="list-style-type: none"> <li>I can understand short, simple texts such as notices, forms, timetables, notices, brochures, leaflets, and simple advertisements.</li> </ul>                  | <ul style="list-style-type: none"> <li>I can understand short, simple texts such as notices, forms, timetables, notices, brochures, leaflets, and simple advertisements.</li> </ul>                  |
| SPOKEN INTERACTION        | <ul style="list-style-type: none"> <li>I can interact in a simple way provided that the other person provides the necessary support (e.g. repetition, clarification, slowing down, etc.).</li> </ul>                     | <ul style="list-style-type: none"> <li>I can interact in a simple way provided that the other person provides the necessary support (e.g. repetition, clarification, slowing down, etc.).</li> </ul>                                     | <ul style="list-style-type: none"> <li>I can interact in a simple way provided that the other person provides the necessary support (e.g. repetition, clarification, slowing down, etc.).</li> </ul> | <ul style="list-style-type: none"> <li>I can interact in a simple way provided that the other person provides the necessary support (e.g. repetition, clarification, slowing down, etc.).</li> </ul> |
|                           | <ul style="list-style-type: none"> <li>I can interact in a simple way provided that the other person provides the necessary support (e.g. repetition, clarification, slowing down, etc.).</li> </ul>                     | <ul style="list-style-type: none"> <li>I can interact in a simple way provided that the other person provides the necessary support (e.g. repetition, clarification, slowing down, etc.).</li> </ul>                                     | <ul style="list-style-type: none"> <li>I can interact in a simple way provided that the other person provides the necessary support (e.g. repetition, clarification, slowing down, etc.).</li> </ul> | <ul style="list-style-type: none"> <li>I can interact in a simple way provided that the other person provides the necessary support (e.g. repetition, clarification, slowing down, etc.).</li> </ul> |
| SPOKEN PRODUCTION         | <ul style="list-style-type: none"> <li>I can produce a short, simple spoken text (e.g. a short presentation, a simple dialogue, a short speech, etc.).</li> </ul>  | <ul style="list-style-type: none"> <li>I can produce a short, simple spoken text (e.g. a short presentation, a simple dialogue, a short speech, etc.).</li> </ul>  | <ul style="list-style-type: none"> <li>I can produce a short, simple spoken text (e.g. a short presentation, a simple dialogue, a short speech, etc.).</li> </ul>                                    | <ul style="list-style-type: none"> <li>I can produce a short, simple spoken text (e.g. a short presentation, a simple dialogue, a short speech, etc.).</li> </ul>                                    |
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| WRITING                   | <ul style="list-style-type: none"> <li>I can write a short, simple text (e.g. a postcard, a short letter, a simple message, etc.).</li> </ul>  | <ul style="list-style-type: none"> <li>I can write a short, simple text (e.g. a postcard, a short letter, a simple message, etc.).</li> </ul>  | <ul style="list-style-type: none"> <li>I can write a short, simple text (e.g. a postcard, a short letter, a simple message, etc.).</li> </ul>  | <ul style="list-style-type: none"> <li>I can write a short, simple text (e.g. a postcard, a short letter, a simple message, etc.).</li> </ul>  |
|                           | <ul style="list-style-type: none"> <li>I can write a short, simple text (e.g. a postcard, a short letter, a simple message, etc.).</li> </ul>  | <ul style="list-style-type: none"> <li>I can write a short, simple text (e.g. a postcard, a short letter, a simple message, etc.).</li> </ul>  | <ul style="list-style-type: none"> <li>I can write a short, simple text (e.g. a postcard, a short letter, a simple message, etc.).</li> </ul>  | <ul style="list-style-type: none"> <li>I can write a short, simple text (e.g. a postcard, a short letter, a simple message, etc.).</li> </ul>  |

| CEFL Self-Assessment Grid |  | B2   | C1   | C2   |
|---------------------------|--|--|--|--|
| LISTENING                 | <ul style="list-style-type: none"> <li>I can understand extended speech and lectures and follow the main argument of extended speech, even if it is infrequently used and is delivered at a normal speed.</li> </ul> | <ul style="list-style-type: none"> <li>I can understand extended speech and lectures and follow the main argument of extended speech, even if it is infrequently used and is delivered at a normal speed.</li> </ul> | <ul style="list-style-type: none"> <li>I can understand extended speech and lectures and follow the main argument of extended speech, even if it is infrequently used and is delivered at a normal speed.</li> </ul> | <ul style="list-style-type: none"> <li>I can understand extended speech and lectures and follow the main argument of extended speech, even if it is infrequently used and is delivered at a normal speed.</li> </ul> |
|                           | <ul style="list-style-type: none"> <li>I can understand extended speech and lectures and follow the main argument of extended speech, even if it is infrequently used and is delivered at a normal speed.</li> </ul> | <ul style="list-style-type: none"> <li>I can understand extended speech and lectures and follow the main argument of extended speech, even if it is infrequently used and is delivered at a normal speed.</li> </ul> | <ul style="list-style-type: none"> <li>I can understand extended speech and lectures and follow the main argument of extended speech, even if it is infrequently used and is delivered at a normal speed.</li> </ul> | <ul style="list-style-type: none"> <li>I can understand extended speech and lectures and follow the main argument of extended speech, even if it is infrequently used and is delivered at a normal speed.</li> </ul> |
| READING                   | <ul style="list-style-type: none"> <li>I can understand a wide range of written texts, provided that they are well structured and clearly written.</li> </ul>  | <ul style="list-style-type: none"> <li>I can understand a wide range of written texts, provided that they are well structured and clearly written.</li> </ul>  | <ul style="list-style-type: none"> <li>I can understand a wide range of written texts, provided that they are well structured and clearly written.</li> </ul>  | <ul style="list-style-type: none"> <li>I can understand a wide range of written texts, provided that they are well structured and clearly written.</li> </ul>  |
|                           | <ul style="list-style-type: none"> <li>I can understand a wide range of written texts, provided that they are well structured and clearly written.</li> </ul>  | <ul style="list-style-type: none"> <li>I can understand a wide range of written texts, provided that they are well structured and clearly written.</li> </ul>  | <ul style="list-style-type: none"> <li>I can understand a wide range of written texts, provided that they are well structured and clearly written.</li> </ul>  | <ul style="list-style-type: none"> <li>I can understand a wide range of written texts, provided that they are well structured and clearly written.</li> </ul>  |
| SPOKEN INTERACTION        | <ul style="list-style-type: none"> <li>I can interact with a degree of fluency and spontaneity that makes my partner comfortable in the interaction.</li> </ul>  | <ul style="list-style-type: none"> <li>I can interact with a degree of fluency and spontaneity that makes my partner comfortable in the interaction.</li> </ul>  | <ul style="list-style-type: none"> <li>I can interact with a degree of fluency and spontaneity that makes my partner comfortable in the interaction.</li> </ul>  | <ul style="list-style-type: none"> <li>I can interact with a degree of fluency and spontaneity that makes my partner comfortable in the interaction.</li> </ul>  |
|                           | <ul style="list-style-type: none"> <li>I can interact with a degree of fluency and spontaneity that makes my partner comfortable in the interaction.</li> </ul>  | <ul style="list-style-type: none"> <li>I can interact with a degree of fluency and spontaneity that makes my partner comfortable in the interaction.</li> </ul>  | <ul style="list-style-type: none"> <li>I can interact with a degree of fluency and spontaneity that makes my partner comfortable in the interaction.</li> </ul>  | <ul style="list-style-type: none"> <li>I can interact with a degree of fluency and spontaneity that makes my partner comfortable in the interaction.</li> </ul>  |
| SPOKEN PRODUCTION         | <ul style="list-style-type: none"> <li>I can present clear, detailed descriptions of a wide range of subjects, and can give reasons and support for my opinions and ideas.</li> </ul>                                | <ul style="list-style-type: none"> <li>I can present clear, detailed descriptions of a wide range of subjects, and can give reasons and support for my opinions and ideas.</li> </ul>                                | <ul style="list-style-type: none"> <li>I can present clear, detailed descriptions of a wide range of subjects, and can give reasons and support for my opinions and ideas.</li> </ul>                                | <ul style="list-style-type: none"> <li>I can present clear, detailed descriptions of a wide range of subjects, and can give reasons and support for my opinions and ideas.</li> </ul>                                |
|                           | <ul style="list-style-type: none"> <li>I can present clear, detailed descriptions of a wide range of subjects, and can give reasons and support for my opinions and ideas.</li> </ul>                                | <ul style="list-style-type: none"> <li>I can present clear, detailed descriptions of a wide range of subjects, and can give reasons and support for my opinions and ideas.</li> </ul>                                | <ul style="list-style-type: none"> <li>I can present clear, detailed descriptions of a wide range of subjects, and can give reasons and support for my opinions and ideas.</li> </ul>                                | <ul style="list-style-type: none"> <li>I can present clear, detailed descriptions of a wide range of subjects, and can give reasons and support for my opinions and ideas.</li> </ul>                                |
| WRITING                   | <ul style="list-style-type: none"> <li>I can write clear, detailed text on a wide range of subjects, and can give reasons and support for my opinions and ideas.</li> </ul>  | <ul style="list-style-type: none"> <li>I can write clear, detailed text on a wide range of subjects, and can give reasons and support for my opinions and ideas.</li> </ul>  | <ul style="list-style-type: none"> <li>I can write clear, detailed text on a wide range of subjects, and can give reasons and support for my opinions and ideas.</li> </ul>  | <ul style="list-style-type: none"> <li>I can write clear, detailed text on a wide range of subjects, and can give reasons and support for my opinions and ideas.</li> </ul>  |
|                           | <ul style="list-style-type: none"> <li>I can write clear, detailed text on a wide range of subjects, and can give reasons and support for my opinions and ideas.</li> </ul>  | <ul style="list-style-type: none"> <li>I can write clear, detailed text on a wide range of subjects, and can give reasons and support for my opinions and ideas.</li> </ul>  | <ul style="list-style-type: none"> <li>I can write clear, detailed text on a wide range of subjects, and can give reasons and support for my opinions and ideas.</li> </ul>  | <ul style="list-style-type: none"> <li>I can write clear, detailed text on a wide range of subjects, and can give reasons and support for my opinions and ideas.</li> </ul>  |

**General Purpose 1**

You may wish to help your students to evaluate how many hours are needed by looking at the number of students who have completed the course. This will show the number of students who have completed the course and how many have not. You may also want to know the number of students who have completed the course and how many have not. You may also want to know the number of students who have completed the course and how many have not.

**General Purpose 2**

You may wish to help your students to evaluate how many hours are needed by looking at the number of students who have completed the course. This will show the number of students who have completed the course and how many have not. You may also want to know the number of students who have completed the course and how many have not. You may also want to know the number of students who have completed the course and how many have not.

**General Purpose 3**

You may wish to help your students to evaluate how many hours are needed by looking at the number of students who have completed the course. This will show the number of students who have completed the course and how many have not. You may also want to know the number of students who have completed the course and how many have not. You may also want to know the number of students who have completed the course and how many have not.

**1. How to use the grid**

How to use the grid for future reference. These can become part of their Language Portfolio (covered in more depth in Part 4).

**2. Introduction to the concept of a Language Portfolio**

Introduce the concept of a Language Portfolio as a road map for learning, even if they do not understand the concept of a road map. If you offer them a clear and simple example, they will quickly grasp the concept.

**3. A.K.E.S.S. (Keep It Short and Simple)**

Keep It Short and Simple approach is best. Introduce elements gradually, particularly the self-assessment grid and descriptor scales. Explain that the self-assessment grid focuses on overall performance and skills. Learners are far more likely to understand the level system when it is presented in these terms instead of as an abstract linguistic tool.

**4. Language Portfolios and the CEF**

Language Portfolios are another primary way in which students can work towards the CEF. Language Portfolios are designed to help learners become more confident of their language learning and to encourage them to monitor their own progress. They encourage students to engage in self-assessment using "on 20" at intervals. They promote the capacity and habits of self-reflection that are essential for the learner's progress. Each Language Portfolio is made up of three parts:

- 1. The Language Passport** - In this part of the Portfolio, learners reflect their language learning experience, define their language learning needs, and place learning goals. They also comment on their personal experience and their response to the language in a variety of contexts.
- 2. The Language Biography** - This is a more detailed look at the learner's personal language learning experience. Learners are encouraged to look at their own individual learning style and reflect on personal language learning objectives, usually by listing them. Learners use self-assessment grids (often called by Learning Progress) and score charts to track their progress throughout the course.
- 3. The Language Dossier** - This is a collection of learners' work from throughout the course. Each student is responsible for compiling the dossier and, with the teacher's guidance, selecting examples of work that best represent his or her personal achievements. The dossier includes work taken from coursebook activities, the workbook, or extra resources. It can be in written or audio or video form.

**Part 4: Further Suggestions**

Here are some further suggestions for bringing the CEF to life in the classroom. Take a little time to read the complete document. It can be hard, but it will reward the teacher with useful insights. The Supporting Guide for Users is a good starting point and an easy read. You can download that:

<http://www.pearson.com/CEFL/Portfolios/SupportingGuideforUsers.pdf>

**Go ahead and personalise the CEF!** You are invited to explore ways to tailor the CEF to learners' own interests and contexts. Use cartoons, games, and role play to help learners personalise the CEF and explore the CEF. Ask your business English learners to write a profile of what they need English for in their job. Then match the CEF to their perceptions and reflections. As in any classroom context, the only constraint is your own imagination!

**Celebrate success!** We all recognize that reward and motivation are essential to important parts of the learning process. Learners need to feel an internal motivation to continue learning. When they have reached different levels in the CEF, celebrate! They will feel even more motivated to continue. We are here to help. Pearson Longman is dedicated to continuing teacher development and supporting learning. We will continue to provide guidance and resources on the CEF.

We hope this guide has inspired you to explore the CEF in your classroom and in other language learning contexts. Good luck!

**Useful website links:**

Pearson Longman CEF companion website:  
<http://www.longman.com/cef>

The full Common European Framework document (in English):  
[http://www.coe.int/T/E/L/linguistic/Sources/Framework\\_EF.pdf](http://www.coe.int/T/E/L/linguistic/Sources/Framework_EF.pdf)

Language Portfolio self-assessment grids and checklists:  
[http://www.coe.int/T/E/L/DG4/Portfolio/7L-E&M/-main\\_pages/7eek.html](http://www.coe.int/T/E/L/DG4/Portfolio/7L-E&M/-main_pages/7eek.html)

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# Material given to the English teachers during the workshop, CEF level topics

11/12014 CEF Grammar levels

## Grammar to study at each CEF level

The table below shows you the grammar areas that you should be studying at each of the CEF levels:

**A1**

Adjectives: common and demonstrative  
 Adverbs of frequency ([http://www.examenish.com/grammar/A2\\_adverbs\\_of\\_frequency\\_place\\_time.htm](http://www.examenish.com/grammar/A2_adverbs_of_frequency_place_time.htm))  
 Comparatives ([http://www.examenish.com/grammar/A2\\_comparative\\_adjectives.htm](http://www.examenish.com/grammar/A2_comparative_adjectives.htm)) and superlatives ([http://www.examenish.com/grammar/A2\\_superlative.htm](http://www.examenish.com/grammar/A2_superlative.htm))  
 Going to ([http://www.examenish.com/grammar/A2\\_going\\_to.htm](http://www.examenish.com/grammar/A2_going_to.htm))  
 How much/how many and very  
 common, uncountable nouns ([http://www.examenish.com/grammar/A2\\_uncountable\\_nouns.htm](http://www.examenish.com/grammar/A2_uncountable_nouns.htm))  
 'd like ([http://www.examenish.com/grammar/A2\\_would\\_like.htm](http://www.examenish.com/grammar/A2_would_like.htm))  
 Imperatives: /s/ ([http://www.examenish.com/grammar/A2\\_imperative.htm](http://www.examenish.com/grammar/A2_imperative.htm))  
 Intensifiers ([http://www.examenish.com/grammar/A1\\_intensifiers.htm](http://www.examenish.com/grammar/A1_intensifiers.htm)), very basic  
 Modals: can/can't/could/couldn't ([http://www.examenish.com/grammar/A2\\_can\\_could.htm](http://www.examenish.com/grammar/A2_can_could.htm))  
 Past simple of 'to be' ([http://www.examenish.com/grammar/A2\\_past\\_simple.htm](http://www.examenish.com/grammar/A2_past_simple.htm))  
 Past Simple ([http://www.examenish.com/grammar/A2\\_past\\_simple.htm](http://www.examenish.com/grammar/A2_past_simple.htm))  
 Possessive adjectives  
 Possessive s ([http://www.examenish.com/grammar/possessive\\_s.htm](http://www.examenish.com/grammar/possessive_s.htm))  
 Prepositions, common  
 Prepositions of place ([http://www.examenish.com/grammar/A1\\_prepositions\\_of\\_place.htm](http://www.examenish.com/grammar/A1_prepositions_of_place.htm))  
 Prepositions of time, including in/on/at ([http://www.examenish.com/grammar/A1\\_prepositions\\_of\\_time.htm](http://www.examenish.com/grammar/A1_prepositions_of_time.htm))  
 Present continuous ([http://www.examenish.com/grammar/A2\\_present\\_continuous.htm](http://www.examenish.com/grammar/A2_present_continuous.htm))  
 Present simple ([http://www.examenish.com/grammar/keset\\_simple.htm](http://www.examenish.com/grammar/keset_simple.htm))  
 Pronouns: simple, personal  
 Questions ([http://www.examenish.com/grammar/A1\\_questions.htm](http://www.examenish.com/grammar/A1_questions.htm))  
 There is/are  
 To be, including question/negatives  
 Verb + ing, like/hate/love ([http://www.examenish.com/grammar/like\\_ing.htm](http://www.examenish.com/grammar/like_ing.htm))

**A2**

<http://www.examenish.com/CEFR/grammar.htm> 18

11/12014 CEF Grammar levels

Adjectives – comparative ([http://www.examenish.com/grammar/A2\\_comparative\\_adjectives.htm](http://www.examenish.com/grammar/A2_comparative_adjectives.htm)), – use of than and definite article  
 Adjectives – superlative ([http://www.examenish.com/grammar/A2\\_superlative.htm](http://www.examenish.com/grammar/A2_superlative.htm)) – use of definite article  
 Adverbial phrases of time, place and frequency – including word order ([http://www.examenish.com/grammar/A2\\_adverbs\\_of\\_frequency\\_place\\_time.htm](http://www.examenish.com/grammar/A2_adverbs_of_frequency_place_time.htm))  
 Adverbs of frequency ([http://www.examenish.com/grammar/A1\\_adverbs.htm](http://www.examenish.com/grammar/A1_adverbs.htm))  
 Articles – with countable and uncountable nouns ([http://www.examenish.com/grammar/A2\\_articles.htm](http://www.examenish.com/grammar/A2_articles.htm))  
 Countries and Uncountables  
 machinery ([http://www.examenish.com/grammar/A2\\_uncountable\\_nouns.htm](http://www.examenish.com/grammar/A2_uncountable_nouns.htm))  
 Future Time: will ([http://www.examenish.com/grammar/A2\\_will.htm](http://www.examenish.com/grammar/A2_will.htm)), and going to ([http://www.examenish.com/grammar/A2\\_going\\_to.htm](http://www.examenish.com/grammar/A2_going_to.htm))  
 Gerunds ([http://www.examenish.com/grammar/A2\\_gerund\\_infinitive.htm](http://www.examenish.com/grammar/A2_gerund_infinitive.htm))  
 Going to ([http://www.examenish.com/grammar/A2\\_going\\_to.htm](http://www.examenish.com/grammar/A2_going_to.htm))  
 Imperatives ([http://www.examenish.com/grammar/A2\\_imperative.htm](http://www.examenish.com/grammar/A2_imperative.htm))  
 Modals – can/could ([http://www.examenish.com/grammar/A2\\_can\\_could.htm](http://www.examenish.com/grammar/A2_can_could.htm))  
 Modals – have to ([http://www.examenish.com/grammar/A2\\_have\\_to.htm](http://www.examenish.com/grammar/A2_have_to.htm))  
 Modals – should ([http://www.examenish.com/grammar/A2\\_should/could.htm](http://www.examenish.com/grammar/A2_should/could.htm))  
 Past continuous ([http://www.examenish.com/grammar/A2\\_past\\_continuous.htm](http://www.examenish.com/grammar/A2_past_continuous.htm))  
 Past simple ([http://www.examenish.com/grammar/A2\\_past\\_simple.htm](http://www.examenish.com/grammar/A2_past_simple.htm))  
 Phrasal verb – common ([http://www.examenish.com/grammar/A2\\_phrasal\\_verbs\\_inseparable.htm](http://www.examenish.com/grammar/A2_phrasal_verbs_inseparable.htm))  
 Possessives – use of 's, 'e' ([http://www.examenish.com/grammar/possessive\\_s.htm](http://www.examenish.com/grammar/possessive_s.htm))  
 Prepositional phrases (place, time and movement)  
 Prepositions of time, on/in/at ([http://www.examenish.com/grammar/A1\\_prepositions\\_of\\_time.htm](http://www.examenish.com/grammar/A1_prepositions_of_time.htm))  
 Present continuous ([http://www.examenish.com/grammar/A2\\_present\\_continuous.htm](http://www.examenish.com/grammar/A2_present_continuous.htm))  
 Present continuous for future  
 Present perfect ([http://www.examenish.com/grammar/A2\\_present\\_perfect.htm](http://www.examenish.com/grammar/A2_present_perfect.htm))  
 Questions  
 Verb + infinitive, like ([http://www.examenish.com/grammar/like\\_ing.htm](http://www.examenish.com/grammar/like_ing.htm))  
 would/like ([http://www.examenish.com/grammar/A2\\_would\\_like.htm](http://www.examenish.com/grammar/A2_would_like.htm))  
 Wh questions in past  
 Zero ([http://www.examenish.com/grammar/A2\\_zero\\_conditional.htm](http://www.examenish.com/grammar/A2_zero_conditional.htm)) and 1st conditional ([http://www.examenish.com/grammar/A2\\_First\\_Conditional.htm](http://www.examenish.com/grammar/A2_First_Conditional.htm))

**B1**

Adverbs ([http://www.examenish.com/grammar/A1\\_adverbs.htm](http://www.examenish.com/grammar/A1_adverbs.htm))  
 Broader range of intensifiers, such as too, enough ([http://www.examenish.com/grammar/A1\\_intensifiers.htm](http://www.examenish.com/grammar/A1_intensifiers.htm))  
 Comparatives ([http://www.examenish.com/grammar/A2\\_comparative\\_adjectives.htm](http://www.examenish.com/grammar/A2_comparative_adjectives.htm)) and superlatives ([http://www.examenish.com/grammar/A2\\_superlative.htm](http://www.examenish.com/grammar/A2_superlative.htm))  
 Complex question tags ([http://www.examenish.com/grammar/A1\\_question\\_tags.htm](http://www.examenish.com/grammar/A1_question_tags.htm))  
 Conditionals: 2nd ([http://www.examenish.com/grammar/A1\\_second\\_conditional.htm](http://www.examenish.com/grammar/A1_second_conditional.htm)) and 3rd (<http://www.examenish.com/CEFR/grammar.htm>)

<http://www.examenish.com/CEFR/grammar.htm> 28

11/12014 CEF Grammar levels

([http://www.examenish.com/grammar/A1\\_3rd\\_conditional.htm](http://www.examenish.com/grammar/A1_3rd_conditional.htm))  
 Connecting words expressing cause and effect, contrast etc. ([http://www.examenish.com/grammar/A1\\_connectors.htm](http://www.examenish.com/grammar/A1_connectors.htm))  
 Future continuous ([http://www.examenish.com/grammar/A1\\_future\\_continuous.htm](http://www.examenish.com/grammar/A1_future_continuous.htm))  
 Modals: must/can't deduction  
 Modals – may/will, may, will, probably ([http://www.examenish.com/grammar/A1\\_may\\_will.htm](http://www.examenish.com/grammar/A1_may_will.htm))  
 Modals – should/have/shouldn't, have/should ([http://www.examenish.com/grammar/A1\\_should\\_have.htm](http://www.examenish.com/grammar/A1_should_have.htm))  
 Modals: must/have to ([http://www.examenish.com/grammar/A2\\_have\\_to.htm](http://www.examenish.com/grammar/A2_have_to.htm))  
 Past continuous ([http://www.examenish.com/grammar/A2\\_past\\_continuous.htm](http://www.examenish.com/grammar/A2_past_continuous.htm))  
 Past perfect ([http://www.examenish.com/grammar/A1\\_past\\_perfect.htm](http://www.examenish.com/grammar/A1_past_perfect.htm))  
 Past simple ([http://www.examenish.com/grammar/A2\\_past\\_simple.htm](http://www.examenish.com/grammar/A2_past_simple.htm))  
 Past tense responses  
 Phrasal verbs, extended  
 Present perfect continuous ([http://www.examenish.com/grammar/A1\\_present\\_perfect\\_continuous.htm](http://www.examenish.com/grammar/A1_present_perfect_continuous.htm))  
 Present perfect/can't simple ([http://www.examenish.com/grammar/A1\\_present\\_perfect\\_past/simple.htm](http://www.examenish.com/grammar/A1_present_perfect_past/simple.htm))  
 Reported speech ([http://www.examenish.com/grammar/A1\\_reported\\_speech.htm](http://www.examenish.com/grammar/A1_reported_speech.htm)) (range of tenses)  
 Simple passive ([http://www.examenish.com/grammar/A1\\_simple\\_passives.htm](http://www.examenish.com/grammar/A1_simple_passives.htm))  
 Wh questions in the past ([http://www.examenish.com/grammar/A1\\_questions.htm](http://www.examenish.com/grammar/A1_questions.htm))  
 Will and going to, for prediction ([http://www.examenish.com/grammar/going\\_to\\_will\\_prediction.htm](http://www.examenish.com/grammar/going_to_will_prediction.htm))

**B2**

Adjectives and adverbs ([http://www.examenish.com/grammar/A1\\_adverbs.htm](http://www.examenish.com/grammar/A1_adverbs.htm))  
 Future continuous ([http://www.examenish.com/grammar/A1\\_future\\_continuous.htm](http://www.examenish.com/grammar/A1_future_continuous.htm))  
 Future perfect ([http://www.examenish.com/grammar/A1\\_future\\_perfect.htm](http://www.examenish.com/grammar/A1_future_perfect.htm))  
 Future perfect continuous ([http://www.examenish.com/grammar/A1\\_future\\_perfect\\_continuous.htm](http://www.examenish.com/grammar/A1_future_perfect_continuous.htm))  
 Mixed conditionals ([http://www.examenish.com/grammar/mixed\\_conditionals.htm](http://www.examenish.com/grammar/mixed_conditionals.htm))  
 Modals – can't have, needn't have  
 Modals of deduction and speculation  
 Narrative tenses  
 Passives ([http://www.examenish.com/grammar/A1\\_simple\\_passives.htm](http://www.examenish.com/grammar/A1_simple_passives.htm))  
 Past perfect ([http://www.examenish.com/grammar/A1\\_past\\_perfect.htm](http://www.examenish.com/grammar/A1_past_perfect.htm))  
 Past perfect continuous ([http://www.examenish.com/grammar/A1\\_past\\_perfect\\_continuous.htm](http://www.examenish.com/grammar/A1_past_perfect_continuous.htm))  
 Phrasal verbs, extended ([http://www.examenish.com/grammar/A2\\_phrasal\\_verbs\\_separable.htm](http://www.examenish.com/grammar/A2_phrasal_verbs_separable.htm))  
 Relative clauses ([http://www.examenish.com/grammar/A1\\_relative\\_clauses.htm](http://www.examenish.com/grammar/A1_relative_clauses.htm))  
 Reported speech ([http://www.examenish.com/grammar/A1\\_reported\\_speech.htm](http://www.examenish.com/grammar/A1_reported_speech.htm))  
 Will and going to, for prediction ([http://www.examenish.com/grammar/going\\_to\\_will\\_prediction.htm](http://www.examenish.com/grammar/going_to_will_prediction.htm))  
 Wish ([http://www.examenish.com/grammar/wish\\_if\\_only.htm](http://www.examenish.com/grammar/wish_if_only.htm))  
 Would expressing habits in the past ([http://www.examenish.com/grammar/would\\_would.htm](http://www.examenish.com/grammar/would_would.htm))

**C1**

<http://www.examenish.com/CEFR/grammar.htm> 36

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Futures (revision)  
 Inversion with negative adverbials  
 Mixed conditionals in past, present and future ([http://www.examenish.com/grammar/mixed\\_conditionals.htm](http://www.examenish.com/grammar/mixed_conditionals.htm))  
 Modals in the past  
 Narrative tenses for experience, incl. passive  
 Passive forms, all  
 Phrasal verbs, especially splitting  
 Wish/If only reports ([http://www.examenish.com/grammar/wish\\_if\\_only.htm](http://www.examenish.com/grammar/wish_if_only.htm))

**D**

CEFR

CEFR Levels (<http://www.examenish.com/CEFR/cef.htm>)

Grammar by CEF Level (<http://www.examenish.com/grammar.htm>)

Check your CEF level (<http://www.examenish.com/leveltest/index.htm>)

Exams at CEF levels (<http://www.examenish.com/examscomparison.php>)

A2 level / A2 index (<http://www.examenish.com/A2/index.php>)

Tests at B1 level (B1.htm)

Tests at B2 level (B2.htm)

Tests at C1 level (C1.htm)

Tests at C2 level (C2.htm)



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<http://www.examenish.com/CEFR/grammar.htm> 46

Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)

| K – W - L - Chart |                   |                    |
|-------------------|-------------------|--------------------|
| K – What I Know   | W – What I Wonder | L – What I Learned |
| 17                |                   |                    |

**Picture 17** – KWL Chart used on the workshop

**Universidad de San Carlos de Guatemala**  
Facultad de Humanidades - Seccion de Idiomas

**Training Session - English Teachers**

**Educational Institution:** Instituto Nacional Nocturno de Educacion Basica Bethania, zona 7  
Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos

**Topic:** Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)

| Time       | Activity                                 |
|------------|--|
| 5 minutes  | Warm Up                                  |
| 20 minutes | Presentation of topic                    |
| 5 Minutes  | Presentation of booklet for A-1 learners |
| 5 minutes  | Farewell and thankful words.             |

18

- 1. What is the Common European Framework?**  
The CEF provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc.  
It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively.  
The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.
- 2. The Global Scale**  
The CEF uses a global scale as a reference to identify the proficiency level of the students.
- 3. Benefits of using the CEF in the classroom**
  - Meaningful and useful point of reference on how to measure language knowledge and skills
  - Teachers receive a detailed description of learning, teaching, and assessing languages, how learners compare to a set of competencies, and how they carry out communicative tasks.
  - Teachers and learners move toward specific levels and specific goals of those levels.
- 4. Presentation of booklet for A-1 learners**  
The booklet design includes an annual planning, lesson and worksheets that an A-1 learner should know according to the CEF.

19

**Pictures 18-19** Outline of the workshop given to the teachers



### Training Session – English Teachers

**Educational Institution:** Instituto Nacional Nocturno de Educación Básica Bethania, zona 7  
Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos

**Topic:** Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)

#### Evaluation

| Description                          | Criteria  |         |      |                   |
|--------------------------------------|-----------|---------|------|-------------------|
|                                      | Excellent | Regular | Good | Needs Improvement |
| 1. The execution of the activity was |           |         |      |                   |
| 2. The information given was         |           |         |      |                   |
| 3. The printed material given was    |           |         |      |                   |

4. Is this type of activity useful to improve the English class? Explain your answer

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5. Are the CEF guidelines an option to be used at the school in a short term? Explain your answer

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Suggestions

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**Picture 20-24:** Evaluation form for the workshop given to the teachers, evaluations and KWL chart filled by the teachers

### Training Session – English Teachers

**Educational Institution:** Instituto Nacional Nocturno de Educación Básica Bethania, zona 7  
Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos

**Topic:** Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)

#### Evaluation

| Description                          | Criteria  |         |      |                   |
|--------------------------------------|-----------|---------|------|-------------------|
|                                      | Excellent | Regular | Good | Needs Improvement |
| 1. The execution of the activity was | ✓         |         |      |                   |
| 2. The information given was         | ✓         |         |      |                   |
| 3. The printed material given was    | ✓         |         |      |                   |

4. Is this type of activity useful to improve the English class? Explain your answer  
yes, cause the material is very well explained,

5. Are the CEF guidelines an option to be used at the school in a short term? Explain your answer  
of course, because the topics are easy for the basic grades.

Suggestions

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### Training Session – English Teachers

**Educational Institution:** Instituto Nacional Nocturno de Educación Básica Bethania, zona 7  
Escuela de Ciencias Comerciales y Bachillerato en Mercadotecnia Anexos

**Topic:** Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)

#### Evaluation

| Description                          | Criteria  |         |      |                   |
|--------------------------------------|-----------|---------|------|-------------------|
|                                      | Excellent | Regular | Good | Needs Improvement |
| 1. The execution of the activity was | /         |         |      |                   |
| 2. The information given was         | /         |         |      |                   |
| 3. The printed material given was    | /         |         |      |                   |

4. Is this type of activity useful to improve the English class? Explain your answer  
yes because it is very complete.

5. Are the CEF guidelines an option to be used at the school in a short term? Explain your answer  
yes, but it depends of each student too.

Suggestions

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# 23

Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)

| K - W - L - Chart |                   |  |
|-------------------|-------------------|--|
| K - What I Know   | W - What I Wonder | L - What I Learned   |
| I don't have idea |                   | How to manage this new way of teaching.<br>I think it is a very useful book, and the worksheets are nice. we could use it for the three grades |

# 24

Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)

| K - W - L - Chart   |   |   |
|---|---|---|
| K - What I Know   | W - What I Wonder                           | L - What I Learned  |
| I think it is helpful for ss and for us because it is a very good tool. | I would like to learn the process and the - | it is a very complete process to learn and to teach in real life and with all kind of students. |



**USAC**  
TRICENTENARIA  
Universidad de San Carlos de Guatemala

*Universidad de San Carlos de Guatemala*  
*Facultad de Humanidades*

Guatemala, 08 de octubre de 2018

Licenciado Hugo Aquino  
Director  
Instituto Nacional Nocturno de Educación Básica Bethania, zona 7 Escuela de Ciencias Comerciales  
y Bachillerato en Mercadotecnia Anexos

Estimado Lic. Aquino,

Reciba un cordial saludo, deseándole éxitos en sus labores diarias, por medio de la presente me permito solicitar la autorización de la institución que usted representa para que la alumna de EPS de la carrera de Licenciatura en Lingüística del Idioma Inglés, quien se identifica como: Andrea Shadyna Esquivel Escobar, registro académico 200717735, elabore proyecto de Ejercicio Profesional Supervisado en su respetable institución.

Agradeciendo de antemano su apoyo, me suscribo de usted,

Deferentemente,

M.A. Luisa Fernanda Ramos Barrera  
Asesora

**"Id y enseñad a todos"**



Recibido  
8/10/2018  
18:00

*Educación Superior, Incluyente y Proyectiva*  
Edificio S-4, ciudad universitaria zona 12  
Teléfonos: 24188602 24188610-20  
2418 8000 ext. 85302 Fax: 85320

Facultad de Humanidades

**Picture 25:** Letter requesting authorization to work PSP project in the institution



4

**MINISTERIO DE EDUCACIÓN INSTITUTO NACIONAL MIXTO NOCTURNO DE EDUCACIÓN BÁSICA  
BETHANIA ZONA 7, ESCUELA DE CIENCIAS COMERCIALES Y BACHILLERATO EN MERCADOTECNIA  
ANEXOS**

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Guatemala, 11 de octubre de 2018

M. A. Luisa Fernanda Ramos Barrera  
Asesora Ejercicio Profesional Supervisado EPS.  
Universidad de San Carlos de Guatemala  
Presente

Estimada Magister:

Me sirvo de la presente para indicar que me complace informarle que la Estudiante Andrea Shadyna Esquivel Escobar quien se identifica con el No. de carné 200717735, se presento el día 26 de julio de 2018, a las instalaciones de Instituto Nacional Mixto Nocturno de Educación Básica Bethania zona 7, Ciencias Comerciales en Mercadotecnia Anexos. Ubicada en la Av. Moctezuma 31-02 colonia Bethania zona 7. Solicitando realizar su Ejercicio Profesional Supervisado, dicha solicitud fue aceptada el día 29 de agosto del año en curso, por lo que le informo que la estudiante estará trabajando en conjunto con las catedráticas del área respectiva de este establecimiento hasta finalizar el proyecto (Manual para el nivel A-1 del idioma inglés para estudiantes del primer grado de educación básica). Jornada nocturna.

Atentamente:

F. \_\_\_\_\_

Lic. Hugo Leonel Aquino  
Director a.i.



**Picture 26:** Letter authorizing to work PSP project in the institution



MINISTERIO DE EDUCACIÓN INSTITUTO NACIONAL MIXTO NOCTURNO DE EDUCACIÓN BÁSICA  
BETHANIA ZONA 7, ESCUELA DE CIENCIAS COMERCIALES Y BACHILLERATO EN MERCADOTECNIA  
ANEXOS TEL 24316821

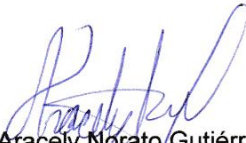
Guatemala, 21 de mayo de 2019

M.A.  
Luisa Fernanda Ramos Barrera  
Facultad de Humanidades  
Sección de Idiomas  
Universidad de San Carlos de Guatemala  
Presente

Me sirvo del presente para saludarla respetuosamente y desearle que sus actividades cotidianas se estén realizando con toda normalidad. Así mismo por este medio hacer el firme compromiso de dar continuidad al proyecto realizado por la Estudiante: Andrea Shadyna Esquivel Escobar, con carné No. 200717735; específicamente en el área del Idioma Inglés, para el grado de primero básico de este establecimiento. Tomando en consideración que el material proporcionado es idóneo para el grado indicado y facilitar el aprendizaje de este idioma. No está demás indicar que contamos estudiantes adolescentes y adultos que se ven en la necesidad de estudiar en la jornada nocturna por trabajar durante el día. La jornada nocturna no cuenta con material adecuado a las necesidades específicas de ellos. Por tal motivo reiteramos nuestro compromiso de continuar con el uso de los materiales proporcionados.

Agradeciendo su colaboración en pro de una mejor educación, me suscribo de usted

Atentamente:

  
Ana Aracely Norato Gutiérrez  
Catedrática titular

  
Vo.Bo. Lic. Hugo Leonel Aquino Abrego  
Director a.i.



Picture 27: Continuity Letter