

Plan 200

Ministerio de Educación Pública
Instituto de Desarrollo Profesional
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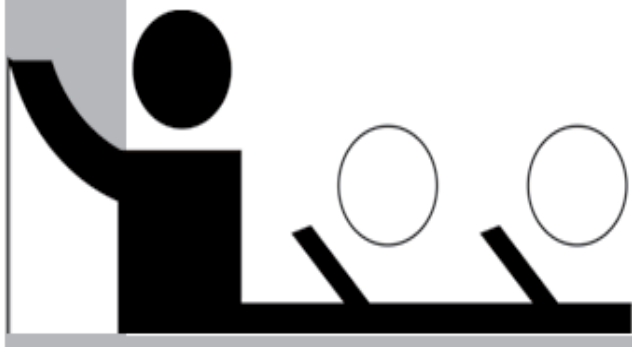


Nombre de la antología

Mejoramiento lingüístico para
docentes de inglés en la banda
A1 y A2.

Compiladora:

Lic. Omar F. Arias Porras.



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Presentation

This document will be an important tool, for those teachers who will participate in the course named Mejoramiento Lingüístico para docentes de ingles en la banda A1 y A2. This document is a research with different topics very useful and necessary for those professionals that will like to be better teachers. The purpose of it is to give examples of different items to evaluate the English Language, planning exercises and grammar structures used to develop listening, reading, speaking and writing skills.

The process of teaching English to children in the first cycles are based primarily on the fact that childhood is the best time to acquire a foreign language. The English teachers, these days are dealing with different kind of methods and techniques which are used to achieve the target language, so this document will encourage and help them to be more creative and dynamic in the process of teaching. Teachers have to take into account that, language responds to a basic need of human beings: a need for communication. By speaking and using words; a person can say not only what is present and tangible, but also what is within time and space, abstract or imaginary.

Through language, people socialize and stimulate the creation, transmission and enrichment of culture. In their personal environment, individuals share their concerns, experiences, and opinions and build the world in which they live and try to improve their quality of life, as well as the life of others.

1. Didactic Planning.

1.1 Cross-Curricular Themes.

Cross-curricular themes are inserted in the curricula with the purpose of preparing students to be able to transform and to create new knowledge through the investigation and processing of information, the capacity to solve problems in a reflexive and systematic way, with a critical attitude and self-criticism being committed especially to problems of daily life. There is also concern for the ethical formation of the students, emphasizing the importance of practice their freedom and their self- autonomy, as well as to show generosity and solidarity toward their fellowmen.

The challenge of cross-curricular themes is to identify under which objectives and contents of the subject can cross-curricular themes be covered. Many of the contents, procedures, attitudes and values included in the syllabus are presented to be related to the scope and competencies of cross-curricular themes, crystallizing them in a pedagogical activity clearly designed within time and space. The subject keeps its identity, but at the same time takes advantage of a cross-curricular theme to be enriched.

Human Rights for Democracy and Peace.

Starting from this cross-curricular theme, mechanisms are created to promote true participation of family, community institutions and civilians in general. Thus civilians should be well informed and knowledgeable of the legal system that the country offers, so all citizens participate effectively, and not just for electoral purposes.

Some fundamental general contents of this cross-curricular theme are:

Declaration of Human Rights, The Political Constitution of Costa Rica, Childhood and Adolescence Code , Origin and evolution of Costa Rican democratic system, Peaceful solution of conflicts .

Education for Health

The promotion of health through the school as a center of socialization of childhood allows early learning related to the understanding of health and its main factors. The search for spaces for reflection and analysis of concrete realities in health, favors the development of healthy lifestyles during childhood and adolescence.

During the elementary school years, students go through different stages which produce physical, psychosocial and cognitive changes. All these phenomena submit the students to social pressure that cause them a series of health problems that affect their school life.

Some fundamental general contents of this cross-curricular theme are:

Self Care

Every day bathing, washing of hands before eating, washing of hands after going to the bathroom, brushing of teeth.

Healthy Eating

Breast –feeding, eating habits, healthy eating, hygiene of foods, nutritional facts.

Physical Activity

Daily practice of a variety of physical exercises, participation in out-doors activities.

Environmental Culture for Sustainable Development.

Environmental education is considered a suitable instrument for the construction of an environmental culture of people and societies, to reach sustainable human development, by means of a process that allows them to understand their interdependence with the environment, starting from critical and reflexive knowledge of the immediate reality-biophysical, social, economic, political and cultural.

Some fundamental general contents of this cross-curricular theme are:

Conservation and saving of energy, conservation of clean air, conservation and saving of the aquatic resources, protected wild areas, conservation of national, regional and local cultures, organic agriculture, appropriate handling of solid waste, prevention of risks and disasters, flora and fauna, quality of life, urban and rural population.

Integral Education of Sexuality.

Education of human sexuality begins from the first childhood and lasts along one's life. First, it is a right and a duty of parents. The educational system, as a socializing and humanizing space, requires that its educational institutions promote development and learning to attend and to complete the education

given by parents. It is the Nation's responsibility to subsidize and encourage parents to take action in the field of the education and the information stated in the Childhood and Adolescence Code.

The methodology to be used in the integral education of sexuality favors reflection, investigation and analysis, within a process of authentic dialogue that promotes participation of the family and the educational community; promoting the development of relationships of equity among peers, adults, youngsters and children.

Some fundamental general contents of this cross-curricular theme are:

Self-esteem, autonomy, tolerance, aggression and its manifestations, creativity, open attitude, masculinity, femininity, hygiene, personal care, breast test, expression of affection, paternity and maternity, making of decisions, life project, reproductive system, feminine and masculine human sexual responses, social and health problems related to sexuality, friendship, engagement and marriage.

1.3 Learning Styles and Planning.

Learning styles have to be taken into account because every student has his/her own way of learning. Each style has its own strengths and meets the needs of every individual student.

There are two factors that determine a person's own learning style:

- a- The way the information is perceived.
- b- The way the new information encountered daily is ordered.

Visual, Auditory, Kinesthetic, Olfactory, Gustatory

Normally, there are three senses mainly used for learning, they are visual, auditory and kinesthetic. Each person has a preference for one of these. But in the teaching and learning process, we are dealing with not only the learner's learning style but also that of the teacher's.

Teachers take advantage of their own natural learning style by displaying their abilities using a teaching style that matches their way of learning. However, when there is a mismatch between the teacher's teaching style and the learner's learning style, the performance and progress of the latter can be seriously affected. One way to taking care of it, is by including in the planning activities, task and techniques to respond to different learning styles and needs of all of students.

Planning

Planning is essential for the success of the teaching -learning process. Good planning allows the teacher to anticipate and make the most of all the variables that influence teaching and learning. Therefore, planning demands careful thought creativity and time. It must include the following elements.

The Cognitive Target: It is "the what" the students are going to do in the class; which means content. This includes the topics or themes to be covered in the four study blocks.

Objectives: According to the Curricular Policy, the objectives are " the where" the students will get to as a result of instruction. They are stated in terms of what the students will do or achieve. They determine the activities, tasks and language skills that will be used. Objectives in this Syllabus are skill-based, being the oral and the listening skills, the main focus of this Curriculum.

Objectives for I cycle in this Syllabus are established basically in terms of the two basic linguistic skills: listening (list), and speaking (sp). Listening involves receiving messages and is referred to as a receptive skill. It means that information goes from outside to inside of the person. On the other hand, speaking involves language production and it is often referred to as a productive skill. In this case, information goes from the inside to outside of the person. Very often, speakers employ a combination of skills at the same time. Speaking and listening usually happen simultaneously especially in the early stages of life.

When planning for the I Cycle the teacher should choose at least two objectives for listening and two for speaking and one for culture and values. For the II Cycle the teacher should choose at least one objective for each skill and one for culture and values. It is not necessary to modify the objectives because they are established in terms of operational elements.

Language: This element provides sample structures and vocabulary that serve as the vehicle to achieve the skill-based objectives. The task of the teacher is to choose the language to present to the students.

The Syllabus provides some sample language. The teacher can add other linguistic patterns according to students' interests and needs.

Functions: The functional meanings are the skills that learners develop by means of the learning situations that are given to them to find solutions or to make decisions. He says that foreign language learners need opportunities to develop skills to use the language, by being exposed to situations where the emphasis is on using the language for communicating as efficiently and economically as possible.

Thus, there should be a purpose for using the language. This implies giving children enough language input and creating appropriate conditions so that learners use the language meaningfully.

Values and Attitudes: They embed the formative component of the curriculum. This is possible through the correspondence between what is said with what is done among teachers, students and the educational community in general. Culture as an inherent component of language involves the attitudes, values and beliefs of a social group.

Procedures: Procedures deal with the actions that need to be taken in the classroom in order to help students achieve objectives. The list of procedures that are given in this Syllabus must be used as a guide to develop tasks with emphasis on the oral skills. This is the aspect of planning that demands from an elementary English teacher to demonstrate the highest level of creativity, enthusiasm, imagination, teaching style, hard work, and talent.

Warm up: It is a varied and motivating way of starting the lesson. The warm up can take different forms. On one hand, it is usually a brief lively session to welcome the students to their foreign language class. Also it can be used to catch students' interest towards the new cognitive target. It may include games, songs, riddles, and jokes, among others. Students should be encouraged to participate and have fun.

Presentation: The teacher introduces the class to the new theme and the new language components. Both the content and the new grammatical and lexical items are emphasized in an integrated way. Getting meaning across is essential. Students receive considerable input from the teacher. They are allowed time to assimilate the language, to listen actively and to try to understand what the teacher is saying. The teacher uses simple, but natural language through different techniques.

Practice: First, students use the new linguistic components in a relatively limited setting by playing with the language. The teacher should organize sequential tasks, going from basic language use to more demanding communicative skills on the part of the learners.

Students are asked to incorporate their language acquisitions to their background knowledge to produce new situations, appropriate to their needs and interests. The materials must promote meaningful and constant communication among the students while they are using them. The teacher should encourage students to use the target language as much as possible, because they will frequently want to use fragments of the foreign language while doing different tasks.

Consolidation/ Production: In this final step, the teacher points out what has been accomplished successfully and what remains to be improved through certain review exercises, which were introduced and practiced before. This is the time to comment on the students' performance. Also, the students are

encouraged to find original situations where their new linguistic acquisitions can be applied, for example dramatizations, original role-playing, simulations, etc. However, if the previous step was very demanding, the teacher should devote time to correct and encourage of students' output.

Evaluation of Learning Outcomes: The teacher chooses different tasks, which match both the objectives and the tasks from the plan that will be considered suitable for evaluating the students' language skills. The Syllabus includes a list of the different criteria that can be used to assess students' performance. It is necessary to select at least one criterion for each step or stage.

Curricular Accommodations: It is the adjustment of the teaching and learning process in order to meet the individual characteristics, differences and needs of those students with special educational needs.

There are three basic types of curricular accommodations: access (modifications of the physical space), non-significant (those that do not modify substantially the curriculum), and significant (require the elimination or addition of cognitive targets and/or objectives, depending on each student special needs).

Chronicle: This is an obliged entry only of a daily lesson plan. It is the teacher's personal comments of the students' performance and the corresponding suggestions written at the end of each lesson.

Dear teacher: Find as many words as possible, related to Didactic Planning in the following puzzle. Look in any direction, horizontally or vertically. We include one word as a clue.

O	F	L	E	X	I	B	I	L	I	T	Y
D	N	U	A	L	S	A	W	N	F	I	O
T	B	R	I	S	H	I	N	E	A	M	F
P	J	M	P	E	A	G	Y	F	B	E	A
M										H	O
S	O	T	I	V	A	T	I	O	N		
S	I	N	T	P	L	H	P	W	R	G	L
E	V	E	V	A	L	U	A	T	I	O	N
U	B	T	V	M	K	F	V	C	B	H	O
L	F	N	I	E	S	L	L	I	K	S	S
A	T	O	B	J	E	C	T	I	V	E	S
V	I	C	N	S	K	L	F	E	D	B	E
C	I	P	O	T	D	B	M	N	W	J	L

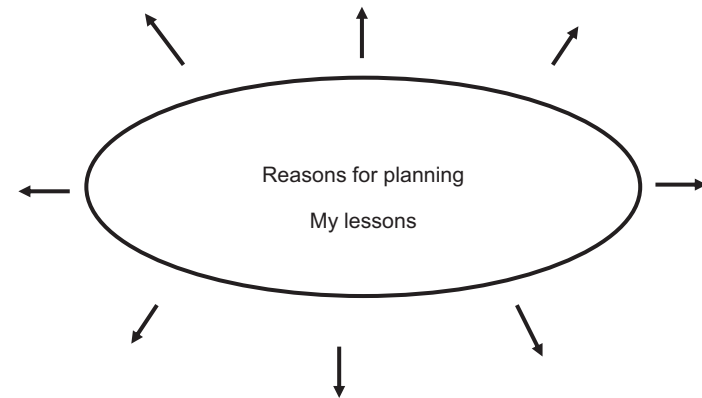
“How many words did you find? One, four, seven, ten. –Don’t worry.” At this point, the number of words that you found is not really important. Our intention is to catch you interest and MOTIVATION”.

The Need to Plan:

Every responsible and professional teacher in our Educational System, should be aware about the importance of planning the lessons, not only because it is a duty, but also because it is a good habit and a crucial action that improves quality in education.

Some teachers may reject its importance, thinking that it is just an administrative procedure. But reality demonstrates that lesson planning is a permanent action that every dynamic teacher should practice.

Think about some good reasons for planning your lessons. Please, brainstorm some of your ideas. Take into consideration your role as a teacher, your students, your school, the teaching of English, and any other aspect you may want to include. Write them around the following bubble.



2. Evaluación del idioma Inglés

2.1 Enfoque de la enseñanza del inglés en I y II Ciclos.

El objetivo del proceso enseñanza - aprendizaje en I y II ciclos de la Educación General Básica es el desarrollo de la comunicación en lenguas extranjeras organizado por ciclos de la siguiente manera: escucha y habla en el I ciclo y en el II ciclo además de las anteriores se introduce la lectura y la escritura. De esta forma, los estudiantes en ambos ciclos, desarrollarán las cuatro habilidades básicas de la comunicación pero con énfasis en las interacciones y la comunicación oral como eje principal del currículo en ambos ciclos.

Para los que recién se inician en el aprendizaje, el lenguaje hablado es el medio por el cual el nuevo idioma se conoce, entiende, practica y aprehende. Cabe destacar entonces, que la habilidad de comunicación oral, más que un simple aspecto del aprendizaje, es el contenido mismo del aprendizaje del nuevo idioma, como fuente primaria.

2.2 Trabajo Cotidiano

El trabajo cotidiano comprende todas aquellas actividades que realiza el estudiante con la guía del docente. Este trabajo se observa en forma continua, durante el desarrollo de las lecciones, como parte del proceso de aprendizaje y no como producto. Para su calificación se debe utilizar la información recopilada con las escalas de calificación y otros instrumentos técnicamente elaborados.

En lengua extranjera, el trabajo cotidiano tiene especial importancia por cuanto, el aprendizaje de un idioma requiere actividades que le garanticen al estudiante la exposición, la práctica constante y uso funcional del mismo. Estas actividades se observan en forma continua durante el desarrollo de las lecciones utilizando indicadores determinados por el docente, según la necesidad y situación real del contexto del estudiante; sin embargo, la calificación final de este rubro debe sustentarse con observaciones focalizadas, realizadas en diferentes fechas. La información recopilada mediante estas observaciones se consigna en un instrumento técnicamente elaborados para este efecto, tales como: escalas de calificación, listas de corroboración, registros anecdóticos del desempeño, entre otros.

Para la elaboración del instrumento se deben determinar al menos cinco aspectos o indicadores por observar en relación con el aprendizaje del idioma. Algunos posibles indicadores que pueden tomarse en cuenta son:

- Usa las expresiones lingüísticas de la lengua extranjera en las situaciones cotidianas del aula.
- Reacciona de manera adecuada a las instrucciones dadas en el idioma meta.
- Utiliza estrategias de comunicación para clarificar su comprensión del mensaje en el idioma meta.
- Usa la lengua meta al interactuar con compañeros y docente.

- Monitorea sus propias participaciones y se corrige.
- Aplica las correcciones al uso del idioma meta, hechas por el docente.
- Sigue las instrucciones establecidas por el docente para la realización de los trabajos asignados.
- Desarrolla los trabajos en el tiempo establecido.
- Aporta los materiales requeridos.
- Participa activamente en las actividades.

2.3 Trabajo Extraclase

Se entiende por trabajo extraclase aquellos planeados y orientados por el docente, o por éste en conjunto con los estudiantes, cuyo propósito es que el alumno repase o amplíe los temas desarrollados por el docente de acuerdo con los objetivos. Para su calificación de deben seguir los siguientes lineamientos:

En I y II Ciclo de Educación General Básica estos trabajos pueden consistir en tareas cortas. Algunos ejemplos de tareas pueden ser los siguientes: ilustración de vocabulario y descripciones, investigación de un tema y presentación oral en la clase, reporte oral sobre diferentes temas, preparación de dramatizaciones sobre los temas de clase.

La valoración de este rubro no debe basarse en tareas que representen habilidades extra lingüísticas, por lo tanto, todo trabajo extraclase debe incluir un componente representativo de la habilidad lingüística o habilidades lingüísticas meta en el nivel correspondiente.

Algunos aspectos a tomar en cuenta en la calificación de estos trabajos son: presenta el trabajo en forma adecuada, comunica su mensaje efectivamente, utiliza funciones y estructuras lingüísticas adecuadas a su nivel, utiliza lenguaje acorde con el contenido meta asignado, entrega en la fecha indicada, el trabajo cumple con las especificaciones dadas.

2.4 Concepto.

El concepto constituye el juicio valorativo y global que emite el docente con respecto al desempeño y actitud que demuestra el estudiante durante el proceso de aprendizaje.

Para la calificación del concepto el docente debe considerar la información consignada en el registro respectivo de acuerdo con el desempeño y actitud del estudiante hacia la asignatura. No se requiere de la construcción de un instrumento para la calificación de este componente.

El porcentaje que se asigne debe ser congruente con las calificaciones obtenidas por el estudiante en los componentes de pruebas, trabajos extraclase y trabajo cotidiano. En esta calificación no deben considerarse la puntualidad, la asistencia, ni aspectos relacionados con la evaluación de la conducta.

Para la calificación del concepto a los estudiantes con necesidades educativas especiales se puede utilizar el registro anecdótico donde se registre en forma

descriptiva el desempeño y la actitud de estudiante con respecto del progreso consigo mismo.

2.5 Pruebas

Las pruebas de lengua extranjera en I y II ciclos son un instrumento de medición para que el estudiante demuestre el desarrollo progresivo de su habilidad lingüística, según el avance en el logro de los objetivos de cada nivel.

De acuerdo con el programa de estudio de I ciclo, sólo se medirá el desarrollo de las habilidades de habla de los estudiantes, para esto se emplearán las rúbricas en las cuales el estudiante produce muestras orales del idioma como reacción a instrucciones o estímulos verbales dados por el docente. La habilidad de escucha puede ser evaluada ya sea con pruebas de desempeño, en las cuales el estudiante ejecuta acciones como reacción a estímulos verbales, o con pruebas de papel y lápiz en las que el estudiante establece relaciones a partir de dibujos para demostrar lo aprendido, sin involucrar las habilidades de lectura o escritura. A partir del II ciclo las pruebas deben medir las habilidades de lectura y escritura básicas: la lectura y escritura de palabras, frases, oraciones, en cuyo caso se pueden utilizar ítems de respuesta corta. Sin embargo, en los niveles avanzados y de acuerdo a la mediación pedagógica y a los objetivos del programa se debe evaluar un nivel más alto de la producción escrita a un nivel superior, para lo cual se deben diseñar rúbricas.

Evaluación de la Habilidad de Expresión Oral.

Cuando el desempeño de un estudiante está sobre el nivel de uso de simple vocabulario, se deben usar rúbricas para determinar el nivel alcanzado por el alumno en el logro del objetivo lingüístico.

Las rúbricas pueden ser una combinación de escalas de conceptos y escalas numéricas: excelente 5, muy bien 4, bien 3, deficiente 2, sin respuesta 1; o muy alto 5, alto 4, bajo 3, deficiente 2, necesita revisión 1.

Para cada uno de los niveles debe haber descriptores claramente definidos.

Las escalas para evaluar la producción oral deben ser elaboradas por cada docente, de manera que las mismas sean coherentes con las situaciones de aprendizaje, específicas de cada clase: los objetivos por medir, el tiempo dedicado, el énfasis dado, las actividades realizadas y el dominio del estudiante.

La valoración de cada aspecto debe darse en el mismo momento en que se obtiene la muestra, de manera que el factor memoria no interfiera en la asignación de la nota.

Algunas actividades que pueden usarse para evaluar la habilidad de habla son las siguientes: entrevistas, reacción a dibujos y/ o cuadros claros y definidos, aporte de información, dramatizaciones, reportes orales, diálogos, narración o completado de historias, identificación y / o descripción de objetos familiares.

Ejemplo para la evaluación de la habilidad oral

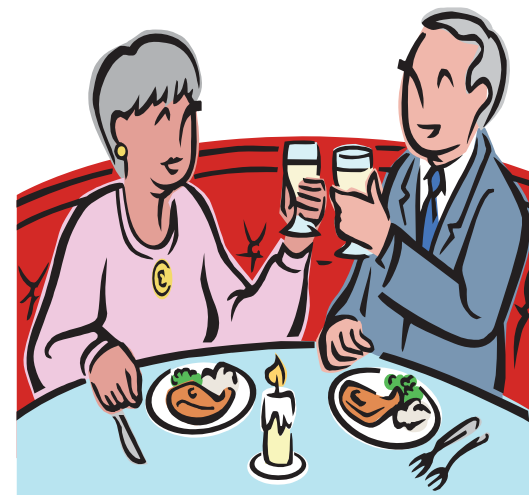


Imagen #1. Obtenida de Orientaciones generales para la evaluación de los aprendizajes en la Lengua Extranjera I y II Ciclos de la educación general básica

Guión del Docente

The teacher shows picture 1 and presents the following situation:

Grandma and grandpa are at the restaurant having dinner. Say four sentences describing what they are eating.

Grid to Assess Student's Performance

School : _____ Points Obtained: _____						
Teacher: _____ Score: _____						
Student: _____ Percentage: _____						
Date: _____ Grade: _____						
Levels	5 Excellent	4 Very Good	3 Good	2 Needs Improvement	1 No Answer	Total
Exercises	N° 1	N° 2	N° 3	N° 4	N° 5	
Evaluation Criteria						
Communication						
Vocabulary						
Grammar						

Criteria:

Communication: Is the communication of the ideas effective, understandable and related to the task assigned?

Vocabulary: Is language used related to the topic?

Grammar: Are language structures used correctly?

Envíe este guión del docente (Teacher's Script), al hogar junto con el examen calificado.

Evaluación de la habilidad de escucha.

La escucha es parte integral de la comunicación verbal, de manera que en el aula puede ser integrada con el habla en el I ciclo, y con el habla, la lectura y la escritura en el II ciclo; sin embargo, para evaluar esta habilidad se debe tener cuidado de que los resultados no se alteren por la interferencia de las otras habilidades.

Cuando en el II ciclo el estudiante deba recurrir a la escritura para dar respuesta a pruebas de escucha, los errores de gramática y ortografía no deben ser castigados, porque lo que cuenta es la comprensión de lo escuchado.

Para evaluar la escucha en el I ciclo, la prueba de papel y lápiz en la cual los estudiantes seleccionan la respuesta por medio de trazos (líneas, números, símbolos), es una opción apropiada para obviar el uso de la lectura y la escritura.

Algunas posibles actividades de evaluación que pueden ser usadas para evaluar esta habilidad de escucha son: ejercicios de opción múltiple, cuadros con dibujos y/o palabras para que el estudiante marque lo que escucha, respuesta corta, transferencia de información (poner el nombre a diagramas y cuadros, completar fórmulas, mostrar rutas en un mapa, completar fórmulas, etc.). Las actividades de evaluación de la escucha deben ser pertinentes con las condiciones y características de cada nivel, de acuerdo con la mediación pedagógica, y según se presentan en los programas de estudio.

Ejemplo para la evaluación de la habilidad de escucha.



School: _____ Points obtained _____



Teacher: _____ Score: _____


Name: _____ Percentage: _____



Date: _____ Time: _____

1.   

2.   

3.   

4.   

5.   

6.   

Imágenes obtenidas de Orientaciones generales para la evaluación de los aprendizajes en la Lengua Extranjera I y II Ciclos de la educación general básica

Guión del Docente

The teacher gives the following instructions:

Listen to the sentences and circle the correct picture according to what you hear. (6 pts/ 1 pt each)

1. Andrea likes bananas.
2. Lulú drinks water.
3. Fiorella doesn't like carrots.
4. Melissa is eating a hotdog.
5. Jose likes cheese.
6. Juan wants some cake.

Envíe este guión del docente (Teacher's Script), al hogar junto con el examen calificado.

Evaluación de la habilidad de lectura y escritura.

En el II ciclo la lectura y la escritura se introducen de manera gradual teniendo como objetivo principal la comunicación. De esta forma entonces, como respuesta a esa introducción de la lectura y la escritura en la mediación pedagógica éstas se convierten en parte del proceso de evaluación en este ciclo.

Ejemplo para evaluar la habilidad de lectura.

Short answer. Read the following conversation. Then answer the questions. (6 pts/ 1 pt each)

Delicious Restaurant

Waiter: Good morning.

Luis: Good morning.

Waiter: What do you want to eat?

Luis: I want to eat a chicken sandwich please.

Waiter: What do you want to drink?

Luis: I want to drink milk and a glass of water.

Waiter: And for dessert?

Luis: Some ice cream.



Imágenes obtenidas de Orientaciones generales para la evaluación de los aprendizajes en la Lengua Extranjera I y II Ciclos de la educación general básica

Waiter: I'm afraid we don't have any ice cream.

Luis: What about an apple?

Waiter: Sure. One moment please... Here you are.

Luis: Thank you.

Waiter: You are welcome.

1. Where is Luis having lunch?

_____.

2. What does Luis want to eat?

_____.

3. What does he order to drink?

_____.

4. What does the waiter say about the ice cream?

_____.

5. What does Luis have for dessert?

_____.

Ejemplo para evaluar la habilidad de escritura

Look at the picture and describe it in the space provided. Include the following words: delicious, chicken, juice, apple and happy.

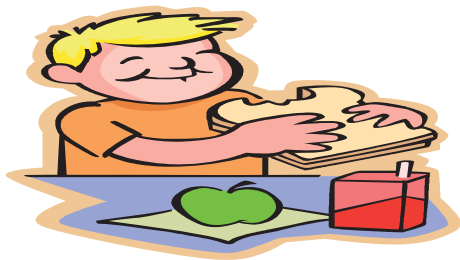


Imagen #4. Orientaciones generales para la evaluación de los aprendizajes en la Lengua Extranjera I y II Ciclos de la educación general básica

Grid to assess student's performance

School : _____ Points Obtained: _____						
Teacher: _____ Score: _____						
Student: _____ Percentage: _____						
Date _____ Grade: _____						
Levels	5 Excellent	4 Very Good	3 Good	2 Needs Improvement	1 No Answer	Total
Exercises	N° 1	N° 2	N° 3	N° 4	N° 5	
Evaluation Criteria						
Communication of the topic						
Grammar						
Organization of ideas						
Style						

Criteria:

Communication of the topic: Is the information relevant and related to the topic?

Grammar: Are language structures (word order, tenses, vocabulary) used correctly?

Organization of ideas: Are words used appropriately to get meaning across?

Style: Are punctuation, spelling, capitalization rules used correctly?

Envíe esta rúbrica del docente, al hogar junto con el examen calificado.

Los alumnos deben de confeccionar una prueba oral, una prueba para la evaluación auditiva y una prueba en donde se evalúen las cuatro habilidades juntas, en sub grupos de 3 personas.

Prueba de ejecución.

Son pruebas donde el estudiante es instado a realizar una determinada actividad motora o manual para comprobar el dominio de ciertas habilidades y destrezas en el educando, así como la aplicación de conocimientos.

El tiempo máximo de aplicación de las pruebas ordinarias y extraordinarias puede ser de 80 minutos y las de aplazados ser de 120 minutos, con excepción de las pruebas nacionales y las correspondientes a los alumnos con necesidades educativas especiales.

Características.

En ellas se valora tanto el proceso como el producto.

Se realizan cuando se quiere medir objetivos psicomotores.

En este tipo de prueba se excluye o reduce al mínimo el papel del lenguaje, y la capacidad se mide por medio de lo que el estudiante hace.

La prueba debe ejecutarse en presencia del docente.

Requiere de la observación constante del educador.

Para recolectar la información de los procesos y productos de la prueba se emplean escalas de desempeño.

Se pueden realizar en forma individual o grupal (la calificación es individual).

Los materiales o procedimientos deben ser iguales para todos los estudiantes.

Pasos a seguir:

1. Seleccionar los objetivos.
2. Describir el objetivo general de la actividad.
3. Anotar los contenidos que se desean medir.
4. Determinar las etapas para la ejecución.
5. Seleccionar las categorías (conductas) que se desean medir.
6. Identificar cada categoría (conducta) mediante letras.
7. Asignarle la puntuación a cada categoría (conducta).
8. Diseñar una escala de calificación.

La Prueba Escrita.

Esta prueba posee dos partes indispensables:

La parte administrativa y la parte técnica. La parte administrativa debe llevar:

Nombre de la institución	Duración de la prueba
Nombre de la asignatura	Puntuación Total
Nombre del docente	Valor Porcentual
Período	Puntuación obtenida
Nivel	Calificación obtenida
Nombre del estudiante	Porcentaje obtenido
Firma del padre de familia	Sección
	Fecha

La Parte Técnica, la cual debe estar compuesta por ítems objetivos.

Los ítems objetivos son aquellos que el estudiante soluciona marcando una respuesta a elegir entre varias opciones dadas, o bien completando una respuesta. En ambos casos todas las respuestas aceptables han sido previstas y especificadas en una clave de respuestas o una plantilla de corrección. El término objetivo se refiere al procedimiento empleado para la asignación de la puntuación y no a las características de la respuesta.

Entre los tipos de ítems objetivos están: selección única, respuesta corta, correspondencia o apareamiento e identificación.

Selección única

Consta de un enunciado, base o pie que hace referencia a una situación y varias opciones de respuesta, entre las cuales solo hay una que es correcta, las demás funcionan como distractores. A cada ítem se le asigna el valor de un punto.

Pautas para redactar la base o enunciado.

- a. Puede estar constituido por un texto, un gráfico, un esquema, una pregunta, una oración incompleta, un dibujo o imagen, entre otros, seguido de una oración introductoria o explicativa de la información suministrada.
- b. Cuando se trata de un enunciado con forma de oración incompleta, el espacio por completar debe ubicarse siempre al final de la oración, excepto en idiomas u otras asignaturas que por razón de lo planteado en el objetivo específico así se requiera.
- c. Presentar la información clara y necesaria, de manera que el estudiante comprenda lo que se le solicita sin necesidad de leer las opciones.
- d. La(s) palabra(s) que se repite(n) al inicio de todas las opciones, deben colocarse al final del enunciado.
- e. Para su redacción, se deben aplicar las reglas gramaticales y morfosintácticas del idioma.
- f. Cada ítem debe ser independiente de los demás; es decir, la respuesta de una pregunta no debe depender de la respuesta de otra anterior.

Pautas para redactar las opciones

- a. Solo una debe ser correcta.
- b. La respuesta correcta debe colocarse al azar.
- c. Todas deben guardar homogeneidad, en cuanto a longitud y temática.
- d. Mantener la concordancia gramatical con el enunciado.
- e. El número de opciones son: tres para I Ciclo y cuatro para II y III Ciclos de Educación General Básica y Educación Diversificada.
- f. En su redacción no se deben utilizar expresiones como: todas las anteriores, ninguna de las anteriores, porque induce a la eliminación de la misma.
- g. Deben presentarse en la misma página en que se presenta el enunciado.

h. Se pueden colocar en forma horizontal y/o vertical.

- i. Se identifican con números, paréntesis, letras (mayúsculas o minúsculas) o cualquier otro elemento que el docente considere apropiado, los mismos no deben representar una distracción para el estudiante.
- j. En I y II Ciclos de la Educación General Básica, cada opción debe presentar una única respuesta.
- k. En III Ciclo de la Educación General Básica y en Educación Diversificada cada opción puede presentar una, dos o tres respuestas.

Respuesta corta.

Los ítems de respuesta corta brindan información a partir de la cual, el estudiante contesta en forma breve lo solicitado en el (los) espacio(s) asignado(s) para este fin.

La puntuación de cada ítem varía de uno a cinco puntos, dependiendo de la cantidad de respuestas solicitadas.

Pautas para su redacción:

- Redactarlo de manera que la respuesta sea breve y definida.
- Cuando presenta un problema de cálculo, no debe requerir la aplicación de más de dos conocimientos previos en I y II Ciclos y de tres en Tercer Ciclo y Educación Diversificada.
- En las asignaturas de Matemática, Química y Física, no deben requerir cálculos y procedimientos de solución similares a los planteados en la parte de desarrollo.
- Cuando la respuesta deba expresarse en una unidad de medida específica es necesario indicarlo en el enunciado.
- El enunciado puede presentar un texto, un gráfico, un esquema, una pregunta, una oración incompleta, un dibujo o imagen, entre otros.
- Cuando el enunciado es una oración incompleta, el(los) espacio(s) por completar debe(n) ubicarse siempre al final de la oración, excepto en los idiomas u otras asignaturas en las que los objetivos específicos, así lo requieran.
- Al final del enunciado, no se debe utilizar artículos, ni los verbos “ser” o “estar”, o preposiciones que generen ambigüedad.

- Cuando el enunciado es una pregunta, se puede utilizar una de las siguientes palabras claves: qué, cuánto, cuántos, quién, quiénes, cuándo, cuál, cuáles, dónde, por qué, entre otras.
- Para la redacción del enunciado se pueden utilizar palabras como: anote, escriba, cite, defina, indique, enumere, equilibre, elabore, resuelva. Además se debe indicar la cantidad de respuestas esperadas.

Correspondencia o apareamiento.

Consiste en la presentación de dos columnas paralelas llamadas enunciados y respuestas cuyo contenido se relaciona entre sí.

Pautas para su construcción:

- Describir, en forma breve, en las instrucciones el contenido de cada una de las columnas.
- Indicar en las instrucciones si cada respuesta se puede utilizar solo una, varias o ninguna vez, o si se da una combinación de las posibilidades anteriores.
- El contenido que se presenta en ambas columnas debe estar relacionado con un tema homogéneo.
- Cada columna debe estar debidamente identificada.
- Cada respuesta se debe identificar con una letra, número o símbolo que sea de fácil transcripción.
- Cada enunciado debe tener su respectivo paréntesis y éstos deben presentarse alineados verticalmente entre las columnas de enunciados y respuestas.
- Debe existir concordancia gramatical, de género y número entre los enunciados y las respuestas.
- Se debe presentar el ítem completo en una sola página.
- Se otorga un punto por cada paréntesis que el estudiante complete correctamente.
- Cada enunciado debe tener una única respuesta.
- El valor máximo del ítem es de 10 puntos.

Identificación.

Consiste en presentar cuadros, textos, dibujos, diagramas, fotografías, gráficos, esquemas o croquis, para que los estudiantes identifiquen los elementos o partes de un todo de acuerdo con lo solicitado en las instrucciones. Cada parte que el estudiante identifique debe estar señalada con un número o letra.

Pautas para su construcción:

- Indicar en el enunciado el contenido a que se refiere el texto, dibujo, diagrama, fotografía, gráfico, esquema o croquis; así como, los procedimientos para llevar a cabo la identificación.
- El texto, dibujo, diagrama, fotografía, gráfico, esquema o croquis debe ser similar al utilizado durante el desarrollo de las actividades de mediación pedagógica.
- No se debe incluir el mapa mudo para que el estudiante coloque el o los números que correspondan a nombres de lugares, porque lo único que refuerza este tipo de ítem es el abuso en la memorización visual.
- En la asignatura de Matemática cuando se utilizan representaciones gráficas, no se deben repetir símbolos y/o números.
- En la asignatura de Español, procede el uso de un texto en el que se señalen las partes con letras o números, para que el estudiante las identifique según las instrucciones dadas.
- No se recomienda solicitar más de diez elementos por identificar.

Ítems de Desarrollo.

Se utilizan principalmente para la medición de procesos y productos de aprendizaje que no se pueden medir con ítems objetivos. Consiste en el planteamiento de una situación que el docente propone y el estudiante debe contestar o resolver en forma amplia, para esto debe organizar sus propios conocimientos, seleccionar lo más importante que le permita exponer datos, métodos y conceptos, de forma organizada, lógica, coherente y relacionada. Los ítems de desarrollo son: respuesta restringida, resolución de problemas, resolución de casos, y ensayo.

Respuesta restringida

Se denomina respuesta restringida, porque en él se le debe indicar al estudiante de manera precisa la (s) respuesta (s) esperada (s).

Pautas para su construcción

- En la formulación del enunciado no se debe combinar este ítem con ítems objetivos.
- Para la formulación del enunciado se pueden utilizar palabras como "explique", "justifique", "compare", "redacte", entre otras.
- Indicar el número de respuestas solicitadas y asignar un punto por cada una de ellas, excepto cuando se solicita una redacción, en cuyo caso se debe elaborar un instrumento para su calificación.
- A cada ítem se le debe consignar la respectiva puntuación en razón del número de respuestas solicitadas.
- Para asegurar la confiabilidad de los resultados, evite en la formulación del ítem frases como: ¿Qué piensa usted...?, Según su opinión..., Escriba todo lo que sabe de..., entre otras.

3. Basic grammar / verb tenses.

3.1 Nouns, adjectives and adverbs

Subject pronouns: I you he she it we you they

The subject is the person or thing doing the action, for example:

She went home.

We said goodbye.

Object pronouns: me you him her it us you them

The object is the person or thing receiving the action, for example:

She telephoned me.

I hit him.

We saw her.

Practice

Write the correct pronouns for these sentences.

- She telephoned yesterday (she) _____
- We watched for hours (he) _____
- Hasn't arrived yet? (she) _____
- Don't understand. (I) _____

- Are you talking to? (I) _____
- Don't ask doesn't know (she/she) _____
- This is Julia: have known for years (we/she) _____
- Nobody told the bus was leaving (they) _____
- Why didn't ask to come? (she/they) _____
- Don't ask Ask (I/he) _____
- think doesn't like (They/she/I) _____
- asked to invite (they/he/we) _____

Reflexive pronouns: myself yourself himself herself
 itself ourselves yourselves themselves

The object is the same person or thing as the subject, for example:

- I cut myself when I was cooking.
- The light will switch itself off automatically.

Practice

Write the correct reflexive pronouns for these sentences.

- I like to wake _____ up in the morning with a cup of coffee.
- Thanks for a great party. We really enjoyed _____.
- I hate watching _____ on video.
- I'm sorry, Tony, but I haven't got enough money to pay for you. Can you pay for _____?
- After his accident, Philip drove _____ to the hospital.
- We don't need a babysitter; the children can look after _____.
- Now, children, remember to give _____ enough time to answer all the exam questions.
- 'Should I apply for the job?' she asked _____.
- We're planning to buy a _____ new television.
- He hurt _____ when he was playing football.

Possessive adjectives

Each pronoun has a possessive adjective:

I → my we → our you → your you → your
he → his they → their she → her it → its

Practice

Write the correct possessive adjectives for these sentences.

1. These are parents. (I) _____
2. I've got watch (he) _____
3. Is this car? (you) _____
4. Do they like new house? (she) _____
5. Have you met teacher? (they) _____
6. Who's got money? (I) _____
7. I don't like teacher. (we) _____
8. Have you got passport? (you) _____
9. He forgot keys. (he) _____
10. They changed hotel. (they) _____
11. She gave the letter to secretary. (she) _____
12. There's something wrong with car. (I) _____
13. They're having a party in garden. (they) _____
14. Where's pen? (I) _____
15. I like jacket. (You) _____

Possessive adjectives and pronouns:

Possessive adjectives: my your his her its our your their

Possessive pronouns: mine yours his hers its ours yours theirs

The possessive adjective is always followed by its noun, for example:

- a. It's my car.
- b. That's his mother.
- c. This is our house.

The possessive pronoun is never followed by its noun, for example:

- a. This is mine.
- b. Give it to Peter: it's his.
- c. The money is ours.

Practice

Write the correct possessive adjective or pronoun for these sentences.

1. Whose camera is this? Is it _____? (you)
2. Excuse me, those are _____ seats. (we)
3. Is it _____ suitcase or _____? (you/he)
4. Has the dog had _____ food? (it)
5. They're not _____ keys - they're _____ (I/she)
6. I don't think its _____ room: I think it's _____ (you/they)
7. The police asked me for _____ address. (I)
8. Have you got _____ pen, or would you like to borrow _____? (you/I)
9. _____ garden is bigger than _____ (they/we)
10. I think this is _____ book. Oh no, it's _____ (I/you)
11. The decision is _____ (they)
12. The cat wants _____ dinner. (it)
13. You know it's not _____ money. It's _____ (you/I)
14. It isn't _____ car, it's _____ (he/she)
15. It wasn't _____ mistake, it was _____ (I/they)
16. Have you met _____ mother? (they)
17. _____ parents say the decision is _____ (she/they)
18. _____ brother hasn't got a phone, so he uses _____ (I/we)
19. _____ car wasn't working, so I used _____ (I/he)
20. _____ house is smaller than _____ (we/they)

The possessive with s.

To indicate possession for people or animals:

a) in the singular, add 's, for example:

Anne's bike
James's friend
The dog's food

b) for plurals ending in s, just add ', for example:

The boys' mother

My parents' house

The ladies' hats

c) for other plurals, add 's, for example:

The children's friends

The women's cars

Note: It's = It is. The possessive of it is its, for example:

It's cold today.

Give the dog its food.

Practice

Rewrite these sentences, putting the apostrophe (') where necessary. If two answers are possible, write the more likely one.

1. We talked to the boys parents for some time.
2. We can borrow my fathers car.
3. Have you met Susans friend?
4. About sixty people use the teachers room.
5. Someone had taken Barbaras purse.
6. Something was hurting the animals foot.
7. I'm going to write to the childrens parents.
8. Jane works in my mothers office.
9. The dog doesn't like its food.
10. Mary and Pat stayed at their friends house.
11. Are you going to the secretaries meeting?
12. I put the money in the waiters hand.
13. Lans suit was very expensive.

Countable and uncountable nouns

Countable nouns are things that can be counted, for example:

a book, two cars, three planes

Uncountable nouns cannot be counted as one, two, three, etc, for example: milk, water, flour. If we want to count these things, we use a litre of, a kilo of, etc.

Note: Bread, cheese, butter, information, news, food, and money are all uncountable nouns.

Practice

Write 'C' for countable, 'U' for uncountable.

apple		cheese		information	
water		tooth		butter	
boy		car		sugar	
milk		grass		tree	
table		person		garden	
pen		road		book	
bread		chair		news	
cup		bicycle		bus	
computer		hand		wine	
money		flour		house	

Singular and plural

To make a singular noun plural, add s, for example:

brother → brothers; car → cars; house → houses

Notes

a. If the word ends in ch, sh, x, or s, add es, for example:

match → matches; box → boxes

b. If the word ends in y, change to ies, for example:

baby → babies; lady → ladies

c. Remember the common irregular plurals, such us:

men, women, children, people, teeth, feet

Practice

Write the plurals.

brother		woman	
sister		box	
match		baby	
key		person	
camera		man	
church		child	
teacher		secretary	
Garden		student	
Sandwich		bus	
door		cinema	
lady		foot	
gentleman		boy	
tooth		table	
restaurant		window	
house		banana	

Comparatives (tall, taller; comfortable, more comfortable)

Adjectives with one syllable (tall, great, short, etc.) add er, such us:

tall → taller; great → greater; short → shorter

Adjectives that end with e just add r, for example: wide → wider

a) If the word ends in one vowel + consonant, double the consonant:

thin — thinner; hot → hotter; big — bigger

b) If the word ends in two vowels + consonant, do not double the consonant:

great → greater; poor → poorer

c) If the word ends in e, just add r:

large → larger

d) Note the irregulars:

good → better; bad → worse

Practice

Write the comparatives.

tall		large		short	
thin		rich		hot	
wide		poor		cold	
long		young		warm	
good		big		cheap	
fat		bad		small	
old		clean		brave	

Adjectives with three syllables or more (comfortable, beautiful expensive, etc.)

add more, for example:

comfortable → more comfortable; beautiful → more beautiful;

expensive → more expensive

When making comparisons, use than, for example:

- Mary's taller than John.
- John's shorter than Mary.
- The big television's more expensive than the small one.
- This chair's more comfortable than that one.

Write the correct comparative for these sentences.

- The Mississippi's _____ the Thames. (long)
- This hotel's _____ the other one. (comfortable)
- I think this shop is _____ that one. (good)
- The restaurant is _____ the café. (expensive)
- Simon's _____ Mark. (old)
- I think Scotland is _____ England. (beautiful)
- My brother's _____ I am. (young)
- I like this school because it's _____ the other one. (big)
- Accommodation here is _____ in my country. (expensive)

10. The weather here is _____ at home. (cold)
11. I think you're _____ your father now. (tall)
12. His homework was _____ mine. (bad)
13. This film is _____ the one you wanted to see. (interesting)
14. The journey is _____ I thought. (long)
15. This lesson is _____ the last one. (difficult)

For adjectives with one syllable, and with three syllables or more.

Adjectives with two syllables

a) generally use more

careful-> more careful; stupid —> more stupid; cautious --> more cautious

b) but if the adjective ends in er, y, ow, add er:

clever --> cleverer; friendly —• friendlier (note: y changes to i);

pretty —> prettier; narrow —> narrower

c) the comparative of little is less, and of few is fewer, for example:

I've got less money than she has.

There are fewer problems than there were before.

Note:

It's getting hotter and hotter.

It's getting more and more dangerous.

Practice

Write the comparative of the words given to complete the sentences.

Add than where necessary.

1. He is _____ he used to be. (helpful)
2. It was slowly getting _____ and _____ (hot)
3. I had _____ needed to finish the job. (little)
4. You seem _____ you were yesterday. (happy)
5. My chair was getting _____ and _____ (uncomfortable).
6. We need _____ actors for this film. (young)

7. I think that the new salesman is _____ the last one. (honest)
8. This road is _____ and _____ the other one. (long/dangerous)
9. Is the new car _____ the old one? (expensive)
10. This system is _____ the last one we had. (easy)
11. People here are _____ they are at home. (polite)
12. The man was getting _____ and _____ (angry)
13. The city is _____ it used to be. (crowded)
14. She was feeling _____ she had been earlier. (miserable)
15. Computers are _____ nowadays. (complicated)
16. I think trains are _____ and _____ cars. (fast/comfortable)
17. We will have to think of a _____ method. (good)
18. I'm beginning to feel _____ about the results. (hopeful)
19. She seems to be getting _____ and _____ (thin)
20. My new dictionary is a lot _____ the last one. (useful)

Complete these sentences, using the comparative form of the adjectives given.

- a. It's _____ here than in London. (hot)
- b. She's _____ than her brother. (imaginative)
- c. He's _____ than all the other students. (old)
- d. Do you think Pat is _____ Brian? (intelligent)
- e. This school is _____ than ours. (old-fashioned)
- f. The computer was _____ thought. (expensive)
- g. The rooms are _____ than they used to be. (clean)
- h. He's _____ than he was a year ago. (healthy)
- i. Do you think English is _____ French. (difficult)
- j. He eats a lot - he's getting _____ and _____. (fat)
- k. He was _____ than They had ever seen him before. (angry)
- l. Big cars are _____ than small ones. (comfortable)
- m. My exam was _____ I had thought. (bad)

n. The road becomes _____ after four or five miles. (narrow)

Comparatives using as... as

a. To say that two things or people are the same or equal:

My son is as tall as you.

b. To say that two things or people are not the same or equal:

The second half of the football match was not as exciting as the first half.

Practice

Complete these sentences, using the following adjectives.

boring comfortable dangerous deep difficult
feet independent old relaxing valuable

1. This summer is not _____ last summer.
2. I hope his new book is not as _____ his last one.
3. She was afraid of flying, but I told her it's not _____ travelling by car.
4. Don't worry. The river isn't _____ it looks.
5. Silver isn't _____ gold.
6. Dogs aren't _____ cats.
7. Our new car is very fast, but it's not _____ the old one.
8. Do you think French is _____ English?
9. Were you really born in 1980? I didn't realize you were _____ me.
10. For me, lying on the beach is not _____ walking in the mountains.

Superlatives

Adjectives with one syllable add est, for example:

great — greatest; small --> smallest; old —> oldest

Adjectives with two syllables use most:

careful --> most careful; patient --> most patient

But two syllable adjectives ending in er, and y add est:

clever —> cleverest; happy --> happiest; pretty --> prettiest (y changes to i);

narrow --> narrowest

Adjectives with three syllables or more use most, for example:

expensive —> most expensive; dangerous --> most dangerous; comfortable — most comfortable.

Note: The irregulars:

bad --> worst

good —> best

little --> least

Superlatives are used to compare one thing with several others.

They are used with the ... in, or the ... of; sometimes they are used with just the.

- a. This is the longest river in the world.
- b. This is the most expensive car of them all.
- c. This is the most expensive car here.

Practice

Write the superlatives of the words given, using in or of where necessary.

- 1- This is _____ the world. (big building)
- 2- This is _____ here. (Comfortable chair)
- 3- He bought _____ the shop. (expensive flowers)
- 4- I think she's _____ the group. (Good singer)
- 5 -He's _____ the company. (careful driver)
- 6- Who's _____ the class? (old student)
- 7- It's _____ I've ever seen.(bad film)
- 8- She's _____ all the students. (intelligent)
- 9- It was _____ I had ever heard (beautiful music)
- 10- He's _____ all the assistants. (helpful)
- 11 - He's _____ his class. (young)
- 12 - This is _____ the world. (poor country)
- 13- She's _____ I've ever met. (strange person)
- 14 - I didn't answer _____ questions, (difficult)
- 15 - Peter's _____ them all. (old)

Adverbs of manner.

a. Adverbs of manner are formed from adjectives by adding ly, for example:

quick --> quickly; polite --> politely; careful --> carefully

b. Note these irregulars: good -> well; hard -> hard; fast --> fast; early --> early;

late --> late; loud --> loud or loudly.

He's a good worker. He works well.

She's a hard worker. She works hard.

She's a fast runner. She runs fast.

Practice

Write the adverbs.

quick		late	
slow		nice	
fast		bad	
carefull		intelligent	
stupid		polite	
dangerous		rude	
good		brave	
hard		early	

3.2 Verbs tenses.

Present Simple

Positive		Question		Negative			
I You We They	Work.	Do	I you we they	work?	I you we they	do not (don't)	work.
He She It	Works.	Does	He She It	work?	He She It	does not (doesn't)	work.

a. There is only one form of you in English, which is the same in singular and plural.

b. Note the endings with he, she, and it. If the verb ends in ss, sh, ch, or x, add es, for example:

He finishes (finish ends in sh)

She watches (watch ends in ch)

c. For something which is permanently true:

I come from France.

He doesn't speak Spanish.

We live in London.

d. For repeated actions or habits:

I get up at six o'clock every day.

What time do you leave work?

I don't see them very often.

Practice

Rewrite each sentence as a positive or negative sentence, or a question, according to the instructions.

1. I visit my parents very often. (negative)

2. Does he go to school every day? (positive)

3. She comes from Germany. (question)

4. She goes to work by car. (question)

5. We watch television every night. (negative)

6. He doesn't walk to work every day. (positive)

7. She plays football every Saturday. (question)

8. He washes his car every week. (question)

9. They live in Australia. (question)

10. They go to school by bus. (question)

11. Does she finish work at five o'clock? (positive)

12. He goes to the cinema on Fridays. (question)

13. I come from Africa. (negative)

14. Does he live in this street? (positive)

15. He works in a restaurant. (question)

16. She gets up at five o'clock. (question)

17. They eat a lot. (negative)

18. Does he work here? (positive)

Present Tense of TO BE

Positive

Negative

Positive		Negative	
I	am	I'm	I am not
He	is	He's	He is not
She	is	She's	She is not
It		It's	It is not
We		We're	We are not
You	are	You're	You are not
They		They're	They are not

Some examples of negative, positive sentences and questions using TO BE.

- a- I am Cold. I am not cold am I cold?
- b- He is very tall He is'nt very tall is he very tall?
- c- You are late again. You are'nt late again. Are you late again?
- d- It is dark today It is'nt dark today. Is it dark today?

Practice.

Write five positive sentences using the present tense of TO Be.

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

Write three negative sentences using the present tense of TO BE.

1. _____
2. _____
3. _____

Write three negative and three positive questions using the present tense of TO BE.

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

Present Continuous

Positive			Question		
I	am	I'm working.	Am	I	working?
He She is It	He's She's It's	working.	Is	he she it	working?
We You are They	We're You're They're	working.	Are	we you they	working?

Negative with not			Negative with n't		
I am	I'm	not working.			
He She is It	He's She's It's	not working.	He She It	isn't	working.
We You are They	We're You're They're	not working.	We You They	aren't	working.

Use the present continuous for an action in progress now, for example:

I'm reading a grammar book now.

What are you looking at?

She isn't eating at the moment.

Practice

Rewrite each sentence as a positive or negative sentence, or a question, according to the instructions.

1. She's watching television now. (question)

2. He isn't staying at this hotel. (positive)

3. She's reading. (negative)

4. They're working. (question)

5. He's writing a letter. (question)

6. He's eating. (negative)

7. I'm not working. (positive)

8. She's studying at the moment. (question)

9. I'm sleeping. (negative)

10. You're reading my newspaper. (question)

11. She's writing a letter. (question)

12. He's talking to Mary. (question)

13. They're not playing football. (positive)

14. He's listening to the radio. (question)

15. You're playing with my football. (question)

Present Simple/Present Continuous

Practice

Write these sentences putting the verbs into the correct tense.

1. She (read) at the moment.

2. (You go) to work by car?

3. I (not watch) television every night.

4. I (not watch) television at the moment.

5. We (see) our parents every week.

6. (You listen) to the radio now?

7. I (not get up) at seven o'clock every morning.

8. Peter (talk) to Susan now.

9. (They work) in the restaurant at the weekends?

10. She (listen) to the radio in her bedroom at the moment.

11. They (not come) to school every day.

12. (You work) now?

13. The children (go) to bed at eight o'clock.

14. I (leave) the office every day at five.

15. I'm sorry i can't talk to you now. I (go) out.

16. (Peter and Jane work) in London at the moment?

17. (Mary and Susan drive) to the office every day?

18. We (go) to the beach now.

19. (John listen) to the radio at the moment?

20. (Your parents sit) in the garden now?

21. The film (start) every night at eight o'clock

22. They (not go) to the cinema very often.

23. (You go) into the office every month?

24. I (not study) at the moment.

Present Continuous: short answers.

Some examples are:

a. Are your parents sleeping?

Yes, they are.

Positive short answers do not use contractions:

Yes, I am. (NOT Yes, I'm)

Yes, they are. (NOT Yes, they're)

Contractions are used in negative short answers.

b. Is she working?'

'No, she isn't'

Practice

Someone is asking you questions. Write the short answers.

1. Are you working at the moment?

No, _____

2. Are your sisters working now?

No, _____

3. 'Are your parents coming?

Yes ' _____

4. Is John working at the moment?
Yes, _____
5. Are they playing tennis?
No, _____
6. Are you reading this book?
Yes, _____
7. Is Mary going to school today?
No, _____
8. Is Peter listening to the radio?
Yes, _____
9. Are they doing their homework now?
No, _____
10. Is the dog sleeping?
Yes, _____

The Past Tense

Past Simple: question and negative

- a. The past simple question form is the same for all persons (I, you, he, she, etc.) and all verbs:

Did	Subject	Infinitive
Did	I he she it we you they	leave? go? stay?

The past simple negative form is the same for all persons and all verbs:

Subject	did not	Infinitive
I He She It We You They	did not didn't	leave. eat.

Practice

Write these sentences in the past simple, keeping them as questions or negatives.

- Do they agree? _____
- They don't drive. _____
- When do they go? _____
- Where do they work? _____
- Do you understand? _____
- I don't know. _____
- He doesn't like it. _____
- What do you think? _____
- She doesn't live here. _____
- How much does it cost? _____
- When do you get up? _____
- I don't swim. _____
- She doesn't speak Spanish. _____
- We don't understand. _____
- When do they leave? _____
- When does he go to school? _____
- Do you like Germany? _____
- When do you go out? _____
- She doesn't smoke. _____
- He doesn't know. _____

Past Continuous Tense

Positive sentence

Question

I				I	
He	was	working.	was	he	Working?
She				she	
It				it	
We				We	
You	were	working.	were	You	Working?
They				They	

Use the Past Continuous Tense, to describe a past action at some point between its beginning and its end.

The past continuous is often interrupted by the past simple, for example:

I was having a bath when the phone rang.

John arrived when I was eating.

I was listening to the radio when I had an idea.

We were playing tennis at 7 o'clock last night.

Note the difference between:

a) When she arrived, we had dinner.

b) When she arrived, we were having dinner.

The time order for (a) is arriving then having dinner.

The time order for (b) is having dinner, during which she arrived.

Practice

Look at these sentences and answer the questions by circling A or B.

1. When I saw them, they were playing football.

Which happened first?

A. I saw them. B they were playing football.

2. When she telephoned, I was having a bath.

Which happened first?

A. the telephone call. B the bath.

3. They were watching television when I visited them.

Which happened first?

A. They were watching television B. I visited them.

4. I was walking into the house when I heard the noise.

Which happened first?

A. I was walking into the house B. I heard the noise.

5. I walked into the house when I heard the noise.

Which happened first?

A. I walked into the house B. I heard the noise.

6. We left the party when the police arrived.

Which happened first?

A. We left the party B. the police arrived.

7. We were leaving the party when the police arrived.

Which happened first?

A. We were leaving the party B. the police arrived.

8. I made the beds when Joan and Ian got here.

Which happened first?

A. I made the beds B. Joan and Ian got here.

9. I was making the beds when Joan and Ian got here.

Which happened first?

A. I was making the beds B. Joan and Ian got here.

10. I was getting into my car when I heard the shot.

Which happened first?

A. I was getting into my car B. I heard the shot.

Complete these sentences by putting the verbs into the past continuous or the past simple.

1. I _____ television when the phone rang. (watch)

2. When the ambulance came, we _____ him into it. (carry)

3. She _____ her car when she suddenly felt ill. (drive)

4. When he saw me, he _____ off the wall. (fall)

5. We _____ to the radio when it suddenly stopped Working. (listen)

6. Why _____ cards when he walked into the office? (you play)

7. _____ you when you gave them the money? (they thank)

8. _____ when you turned on the gas? (you smoke)
9. When I arrived, they _____ hello but continued working. (say)
10. When I got to the hospital, she _____ in the waiting Room. (sit)

The past continuous tense describes a past action which was going on when another action took place.

I was sleeping when you called.

They were eating dinner when we arrived.

A. Supply the correct continuous tense form of the verbs in parentheses.

1. They _____ (eat) in the restaurant on the corner when I saw them.
2. It _____ (rain) when I left home.
3. When you telephoned, I _____ (have) dinner.
4. They _____ (travel) in Europe when they heard the news.
5. The baby _____ (sleep) soundly when I went to wake him.
6. He _____ just _____ (order) breakfast when I went to his hotel room.
7. I got sick while we _____ (drive) to my grandmother's.
8. He _____ (work) in California when his father died.
9. I _____ just _____ (take) a nap when you called.
10. She _____ (talk) with Mr. Samuels when I saw her in the hall.
11. The accident happened while they _____ (travel) in Greece.
12. The flight attendant fell as she _____ (get) into a taxi.
13. The car _____ (travels) at high speed when it approached the corner.

Present Perfect

has/have + past participle

	Positive			Question		Negative		
I				we		we		
We	have	finished.		you		you	have not	
You	('ve)		Have	they	finished?	they	(haven't)	finished
They								
He				he		he		
She	has	finished.	Has	she	finished?	she	has not	finished
It	('s)			it		it	(hasn't)	

Use the present perfect to:

- describes the indefinite past, for example:

I've been to Paris.

I've seen this film before.

They've met my parents.

The past is indefinite because the time it happened is not important, or because we do not know when it happened. Note the difference between:
 went to Paris last year, (definite time - past simple)

I've been to Paris, (at some time in my life - indefinite time - present perfect).

- The present perfect is often used to describe personal experience, for example:

I've been to Berlin.

She's met a lot of famous people.

I've heard this music before.

- The question form is often Have you ever ...?(= in your life?)

Have you ever been to Paris?

- The present perfect is not used with past time words (last night, yesterday, in 1984, etc). It is not possible to say I've seen him yesterday.

Note the difference between:

She's gone to Sweden. (= and she's there now)

She's been to Sweden. (= but she isn't there now)

Practice

Write the correct form of the present perfect to complete these sentences.

1. _____ to Rome? (you ever be)
2. _____ this film before. (I see)
3. _____ in an office. (she never work)
4. _____ in an aeroplane. (I never be)
5. _____ to Germany? (he ever be)
6. _____ my parents? (you met)
7. _____ in the theatre? (you ever work)
8. _____ to all the capital cities of Europe. (she be)
9. _____ this book. (I read)
10. _____ that new film about aliens? (you see)
11. _____ abroad. (we never be)
12. _____ a British policeman before. (they never see)
13. _____ in a foreign country? (they ever live)
14. _____ the President, (they meet)
15. _____ to Brazil. (I never be)

• 's in a verb can be short for is or has, for example:

He's tired. / It's dead. / She's thirsty. (= is)

He's gone. / It's disappeared. / She's left. (= has)

Practice. Are these contractions is or has.

- | | |
|------------------------|--------------------------------|
| 1. He's tired. _____ | 6. She's worried _____ |
| 2. She's arrived _____ | 7. He's left the country _____ |
| 3. It's escaped _____ | 8. She's stopped working _____ |
| 4. She's ill _____ | 9. He's had a cold _____ |
| 5. He's eaten _____ | 10. It's died _____ |

Present Perfect Continuous

Form

has/have + been + verb-ing

Positive			Question	Negative		
I			I			
We	have	been	Have	been	We	have
You	('ve)	waiting	You	waiting?	You	not
They			They		They	haven't
He			He		He	has not
She	has	been	Has	been	She	(hasn't)
It	('s)	waiting	It	waiting?	It	been
						waiting.

Use

a. Frequently used with how long, for and since, for example:

I've been studying English since I was a child.

How long have you been waiting?

b. To describe activities which were happening until this moment or a very short time ago:

"You look tired." "Yes, I've been working all night"

"Why are you so dirty?" "I've been playing football"

Note: this tense is not used with to be or with verbs that do not normally take the continuous.

Practice

Write these sentences, putting the verbs into the present perfect continuous.

1. 'What (you do) today?' 'I (play) tennis.'

2. 'How long (you study) English?'

3. 'Oh, David! I (look) for you!'

4. 'Pat (live) here for twenty-five years.'

5. 'I'm tired. We (walk) all day.'
-
6. 'How long (you learn) to drive?'
-
7. 'I (wait) here for ages.'
-
8. 'She's bad-tempered because she (work) too hard.'
-
9. 'They (watch) football since three o'clock.'
-
10. 'Why (you see) your parents so much recently?'
-
11. 'The children look exhausted. What (they do)?'
-
12. 'She should pass the exam. She (study) for weeks.'
-
13. 'Your mother sends her love. I (just speak) to her on the phone.'
-
14. 'I (work) here since I was eighteen.'
-

The future tense

Present Continuous + time word

Form: Present continuous + time word (*tomorrow, next week, on Saturday, in two weeks, etc.*)

I'm seeing them	on this Saturday
	in three days
	in two weeks' time
	this week/Friday next week/Friday

Use

- a. To talk about plans which are arranged for a particular time in the future. This construction is used very often with come and go, and with verbs like see, stay, visit, meet, etc:
- They're going tomorrow.
I'm arriving next week.
We're visiting the States in three weeks.

Notes

Remember that a time word or expression must be used, or understood from the conversation, to make the present continuous a future.
This is not just a 'near' future - it is possible to say: He's coming back in ten years.

Practice

Write these sentences in full, putting the verbs into the present continuous and supply the missing words where necessary.

1. I / see / them / Saturday.

2. They / come / here / three weeks.

3. I / meet / John / three o'clock.

4. What / you do / Friday night?

5. I / go / to the disco / Saturday evening.

6. We / go back / to the States / three years.

7. They / go on holiday / two days' time.

8. I / not come home / Friday.

9. You / work late / tomorrow night?

10. We / not go to school / next week.

11. He / come to see you / tomorrow.

12. Mr and Mrs Green / go away / three weeks.

13. We / have a party / Saturday.

14. I / see her again / next week.

15. You / play football / this week?

Using going to

Form

Positive: he is going to pay.

Question: Are they going to pay?

Negative: I am not going to pay.

Use it to:

a. To talk about a planned future action:

I'm going to see my parents on Saturday.

(This use is similar to present continuous time word)

b. To talk about something in the future which we can see as a result of something happening now:

Look at those clouds. It's going to rain.

That man on the bike is going to fall off.

c. To make statements about the future in a neutral way:

Alan's going to finish his exams on Friday.

Jenny's going to be five next week.

I'm going to work for a television company.

Practice

Write the correct form of going to to complete these sentences.

1. When (you) phone her?

2. (They not) stay very long.

3. What (you) say to your father?

4. (I not) pay anything.

5. (We) play tennis tomorrow?

6. (She) live in Mexico for a few months.

7. (The machine) work?

8. (Your parents) have a holiday this year?

9. (They) borrow some money from the bank.

10. (I not) eat there again.

Future Simple

Forms:

Positive: I will eat pizza tomorrow.

Question: Will she eat pizza tomorrow?

Negative: You will not eat pizza tomorrow.

Notes

a. the negative contraction = won't.

b. shall is not used very often now. We generally use it only as a first person question (with / or we) to make suggestions and offers:

Shall I carry your suitcase for you?
Shall we go to a restaurant ?

Use.

1. For a statement of future fact. This can be

a) certain:

They'll be here on Saturday afternoon.

The journey will take six hours.

b) uncertain:

I think, it 'll rain tomorrow.

I'm not sure he'll be there.

Going to can also be used for this purpose.

2. For a sudden decision to do something (usually used with / or we):

No one's offered to help? I'll do it for you!

Wait a minute - I'll open the door for you,

I think I'll have eggs and chips please.

3. To show willingness to do or not to do something in the future (often as a promise or a threat):

I promise I'll be there.

I'll never speak to him again.

He says he'll send the money.

Practice

Write these sentences, putting the verbs into the future simple.

1. I'm sure he (not be) late.

2. (I open) the window for you?

3. How long (the journey take?)

4. I suppose (she be) in London next week.

5. John (phone) your office for you.

6. (There be) a lot of people at the meeting?

7. What time (the race start?)

8. He (never agree) to your idea.

9. You (never see) your money again.

10. What's the matter? (I phone) the doctor?

11. Don't worry. I (pay) for the damage to your car.

12. (You be) at home tomorrow?

13. The company (not give) you an extra day's holiday.

14. Don't touch that! You (hurt) yourself!

15. There (not be) any newspapers tomorrow.

Modals

'Modals' are the small verbs like can, must, and might, which give certain meanings to main verbs.

Some modal verbs are:

Can could may might shall should will would must ought to need (to)

• Positive is formed by putting the modal between the subject and the main verb:

We should stay.

You ought to go.

He might come.

• Negative is formed by adding not (or n't) after the modal:

We shouldn't stay.

You ought not to come.

He might not come.

• Questions are formed by changing the position of the modal and the subject:

Should we stay? Shouldn't we stay?

Ought you to go? Oughtn't you to go?

Might he come? Mightn't he come?

Notes

• need can be needn't (modal form) or don't need to (verb form).

• Negative questions generally use n't. If not is used, there is a different word order:

Shouldn't we stay? Should we not stay?

Using modals in questions and negatives

Practice

Rewrite these sentences as questions or negatives, according to the instruction given.

1. I must go to the hospital tonight. (negative)

2. James can play the piano. (question)

3. Peter can pay for us. (question)

4. We must go to the passport office today. (negative)

5. We can go to the bank tomorrow. (negative question)

6. You should phone the school today. (negative)

7. You can answer all the questions. (question)

8. She can pay for the lessons. (negative)

9. You can talk to Mary for me. (question)

10. Peter can check the times of the trains for us. (question)

11. We must say goodbye to Alan and Sue. (question)

12. They can stay here for a week. (negative)

13. We can buy a return ticket here. (question)

14. They should help you. (negative)

15. He can understand me. (negative question)

Can, could

• can: I know how to, be able to:

I can swim.

Mary can speak French.

can: be allowed to:

You can sit here.

My mother says I can't go out tonight.

• could: knew how to:

Emily could swim when she was two.

• couldn't: (i) wasn't able to:

I'm sorry, I couldn't come yesterday.

I couldn't go to work this morning.

could/couldn't, used in the second conditional.

If you gave me the money, could I do the shopping?

• Requests: both can and could are used in requests. Could is a little more polite:

Can I have a glass of water, please?

Could you open the door for me, please?

Notes

• can refers To the future if it is followed by a time word {next week, tomorrow, etc):

I can do it for you next month.

• In the negative: can — can't or cannot
could — couldn't or could not.

Practice

Complete these sentences using can or could. If two answers are possible, write them both.

1. _____ you find John yesterday?
2. _____ I come and see you tomorrow?
3. _____ you pass me the salt, please?
4. _____ you play the guitar?
5. Why _____ 't the children go to the cinema tonight?
6. _____ you help me with my suitcase, please?
7. _____ you drive my car if you had to?
8. _____ you answer the phone for me?
9. Why _____ 't you come to the disco tomorrow?
10. It was very difficult to hear; I _____ n't understand what she was saying.
11. _____ I smoke in here?
12. We had an appointment yesterday afternoon, but he _____ n't see me.
13. _____ I do the job for you next year.
14. _____ you tell me the time, please?
15. I _____ n't find my front door key last night.

May and might

May I ask you a question?

may and might indicate present or future possibility:

He might arrive soon.

He may arrive soon.

She might be angry if you do that.

She may be angry if you do that.

May I? or May we? are used for polite requests, in the same way as Can I? or

Can we? It is a very polite form:

May I ask you a question?

May I have a glass of water, please?

Notes

• may is occasionally used in formal English to mean to be allowed to:

Guests may bring husbands or wives if they wish.

• may and might are usually used in question form only with / or we: other persons more often use the positive with Do you think ...?:

He might be late. —* Do you think he. might be late?

• The negative of may is may not. (NOT mayn't).

The negative of might is might not or mightn't.

Practice

Rewrite these sentences using may or might. Where two answers are possible, write them both.

1. Maybe he'll get a new job.

2. Do you think I could have one of these cakes?

3. Maybe there's some tea in the pot.

4. Would you mind if I asked you how old you are?

5. Visitors are not allowed to stay in the hospital after ten p.m.

6. Do you think I could have one of these sandwiches?

Infinitive	Past Simple	Past Participle	Infinitive	Past Simple	Past Participle
Be	was	been	drive	drove	driven
Beat	beat	beaten	eat	ate	eaten
become	became	become	fall	fell	fallen
begin	began	begun	feel	felt	felt
bend	bent	bent	fight	fought	fought
blow	blew	blown	find	found	found
break	broke	broken	fly	flew	flown
bring	brought	brought	forget	forgot	forgotten
build	built	built	forgive	forgave	forgiven
burn	burnt/ burned	burnt/ burned	get	got	got
burst	burst	burst	give	gave	given
buy	bought	bought	go	went	gone
catch	caught	caught	grow	grew	grown
choose	chose	chosen	hear	heard	heard
come	came	come	hide	hid	hidden
cost	cost	cost	hit	hit	hit
cut	cut	cut	hold	held	held
do	did	done	hurt	hurt	hurt
draw	drew	drawn	keep	kept	kept
dream	dreamt/ dreamed	dreamt/ dreamed	know	knew	known
drink	drank	drunk	learn	learned	learnt/ learned
leave	left	left	shoot	shot	shot
lend	lent	lent	show	showed	shown
let	let	let	shut	shut	shut
lie	lied/lay	lied/laid	sing	sang	sung
sit	sat	sat			
lose	lost	lost	steep	slept	slept
make	made	made	speak	spoke	spoken
mean	meant	meant	spend	spent	spent

meet	met	met	stand	stood	stood
pay	paid	paid	steal	stole	stolen
put	put	put	swim	swam	swum
read	read	read	take	took	taken
ride	rode	ridden	teach	taught	taught
run	ran	run	tell	told	told
say	said	said	think	thought	thought
see	saw	seen	throw	threw	thrown
sell	sold	sold	understan	understood	understood
send	sent	sent	wear	wore	worn
set	set	set	win	won	won
write	wrote	written			

4. Strategies for success in Reading and Writing

Narrative text.

Written stories are referred to as narrative texts. They can be fiction or non-fiction, and may be in the form of novels, short stories, plays, or poems. What they all have in common is that they share a story with the reader. When you read you have to make a lot of questions to yourself in order to understand better the meaning. Some common questions are:

Who is telling the story?

Who are the main characters?

What role do they play?

What part do they play?

How do they change and why? And others.

Putting it all together.

As you read the story, you may make notes or underline important sections. This let the reader understand and remember better the meaning of the story. The reader should write central purposes, mayor ideas, supporting details and new vocabulary. Besides that, the reader should research and study aids; this tool fall into two broad categories: aids to locate information and visual aids.

Talking about writing, take into account the following strategies:

Prewriting strategies: getting started and getting organized.

When writing: get going

Revising and editing strategies: revising the text and editing the text.

It may seem that there are thousands of different kinds of writing. There are science fiction books, social studies text books, instructions in how to play a game, newspaper articles, advertisements and other, but there are just four types of writings:

Narrative

Informational

Persuasive / argumentative

Every day writing.

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