Embajada de los Estados Unidos de América

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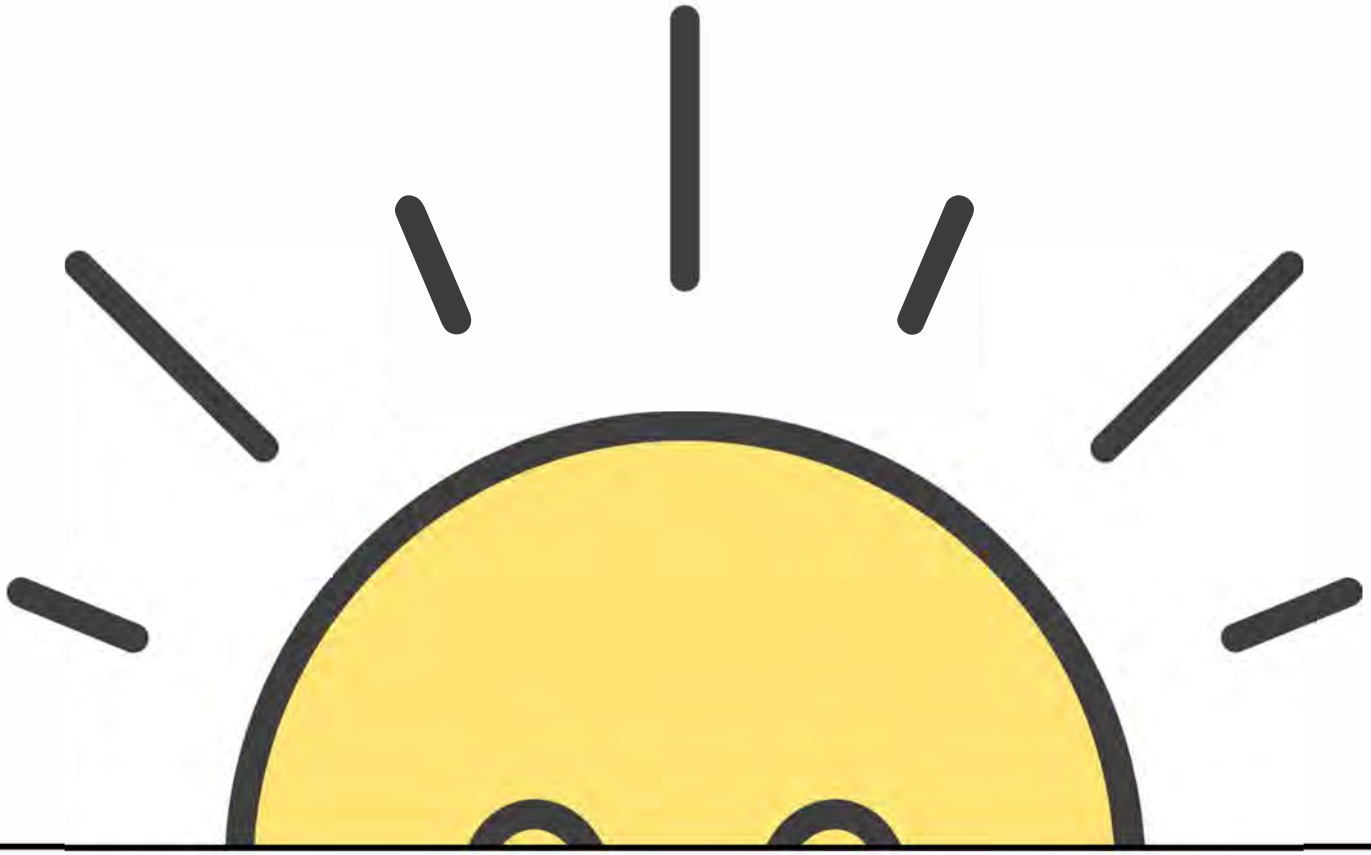
Ministerio de Educación

TEACHERS' USEFUL GUIDE

BEE PROGRAM

Empowering English Educators

Guatemala 2024



Teachers' Useful Guide

Este programa ha sido financiado por

Regional English Language Office (RELO), México City.

En alianza con

Embajada de los Estados Unidos de América en Guatemala.

Ministerio de Educación, Guatemala. MINEDUC.

Ejecutado y coordinado por

Asociación de Jóvenes Ex becarios del Departamento de Estado. AJEDE.

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Dear teacher,

We are providing you a simple but useful guide which is aiming to help you on your process of learning English, becoming aware of the methodologies to teach English, become familiar with the topics stated in the CNB and enhancing your reflective skills and overall, to help you in your teaching experience.

The aim of this guide is to help you and your students practice English after your experience in our program with your trainers. We also seek that these compiled lesson plans, flashcards and worksheets may be useful for you and your students when in class, as they are easy to understand and to work with.

With this guide you could create activities based on the images, make students practice in pairs, in groups, create class projects and presentations, and many other ideas. Just make sure that all of what is instructed on this book is a guide, you are the one who decides what changes to make, how to apply the activities based on your context, on the number of students you have, on the level of English they have, on their motivation, etc.

Finally, we encourage you to experiment and apply as many ideas as you can. Not everything is set on a stone here. Also, seek help from your peers and trainers, remember that "two heads are better than one".

Estimado (a) docente,

Le brindamos una guía simple pero útil que tiene como objetivo ayudarle en su proceso de aprendizaje de inglés, tomar conocimiento de las metodologías para enseñar inglés, familiarizarse con los temas establecidos en el CNB y mejorar sus habilidades reflexivas y, en general, ayudarle en su experiencia docente.

El objetivo de esta guía es ayudarle a usted y a sus alumnos a practicar inglés después de su experiencia en nuestro programa con sus entrenadores. También buscamos que estos planes de lecciones, tarjetas didácticas y hojas de trabajo compilados puedan ser útiles para usted y sus alumnos en clase, ya que son fáciles de entender y trabajar con ellos.

Con esta guía podrá crear actividades basadas en las imágenes, hacer que los estudiantes practiquen en parejas, en grupos, crear proyectos y presentaciones en clase, y muchas otras ideas. Solo asegúrese de que todo lo que se instruye en este libro sea una guía, usted es quien decide qué cambios hacer, cómo aplicar las actividades según su contexto, la cantidad de estudiantes que tiene, el nivel de inglés que tienen, sobre su motivación, etc.

Por último, le animamos a experimente y aplique todas las ideas que se le ocurra. No todo está escrito sobre piedra. Además, busque ayuda de sus compañeros y formadores, recuerde que "dos cabezas piensan mejor que una".

Program's objectives

English topics

Boost the English proficiency of teachers by having high quality English language sessions which are designed specifically for them, utilizing innovative teaching methodologies.

CNB

Master the content (knowledge) stated in the L3: Foreign Language so they it enables them to teach them effectively in their classrooms.

Methodologies

Comprehend an innovative teaching methodology for delivering the diverse content of the L3 in the CNB through a reflective process. This journey will lead educators from initial awareness of the methodology to recognizing and understanding its key steps.

Reflection

Enhance their reflective skills by having a structured reflection on every English session. This process will guide them from grasping the concept of the proposed reflection cycle to effectively applying it.

Context

Create meaningful learning and teaching experiences by contextualizing the English topics within real-life situations where the learning is applied.

English Skill: speaking.

Enhance their English proficiency through focused lessons that prioritize speaking and listening skills exclusively.

Program's competences

General objective

English topics

Boost the English proficiency of teachers by having high quality English language sessions which specialized trainers design specifically for them, utilizing innovative teaching methodologies.

Competences. The participants…

Knowledge

Know

Use basic English vocabulary and grammar (contents included in the CNB) with fluency and dominance to teach high quality sessions of English language.

Procedures

Do

Reproduce different procedures to keep learning English with efficiency so they can share them with their students.

Attitudes

Be

Share the English language with positivism and motivation to motivate their students when learning English.

Coexistence

Live Together

Identify the different challenges of learning English with efficiency to reach common goals and to understand better the learning process of their students.

General objective

Methodologies

Master the content (knowledge) stated in the L3: Foreign Language so they it enables them to teach them effectively in their classrooms.

Competences. The participants…

Knowledge

Know

Use English teaching methodologies with efficacy to deliver high quality English language sessions.

Procedures

Do

Reproduce the three stages of a lesson successfully to improve/deliver high quality English language lessons.

Attitudes

Be

Share the methodologies to teach English with appreciation to comprehend the importance of having a process when teaching the English language.

Coexistence

Live Together

Identify the different challenges of using English teaching methodologies with efficiency to reach common goals and to understand better the learning process of their students.

General objective

CNB

Comprehend an innovative teaching methodology for delivering the diverse content of the L3 in the CNB through a reflective process. This journey will lead educators from initial awareness of the methodology to recognizing and understanding its key steps.

Competences. The participants…

Knowledge

Know

Demonstrate dominance of the knowledge (*saberes* in Spanish) stated in the L3: Foreign Language of the CNB of the secondary cycle with efficacy to teach contents aligned with the CNB successfully in their classrooms.

Procedures

Do

Reproduces the different contents stated in the CNB skillfully to deliver high quality English language lessons.

Attitudes

Be

Share the contents stated in the CNB with positivism, appreciation, and motivation to boost the quality of the English language teaching.

Coexistence

Live Together

Identify the different challenges of using CNB to teach English with efficiency to reach common goals and to understand better the learning process of their students.

General objective

Reflection

Enhance their reflective skills by having a structured reflection on every English session. This process will guide them from grasping the concept of the proposed reflection cycle to effectively applying it.

Competences. The participants…

Knowledge

Know

Use DIGPA skills successfully to seek improvement of their English teaching experience and skills.

Procedures

Do

Reproduces reflective strategies skillfully to create actions plans that aim to high quality English language lessons.

Attitudes

Be

Share the DIGPA skills with appreciation and motivation to seek continuous improvement of their English teaching experience.

Coexistence

Live Together

Identify the different challenges of using reflection skills with efficiency to reach common goals and to understand that through reflection their teaching could be improved.

General objective

Context

Create meaningful learning and teaching experiences by contextualizing the English topics within real-life situations where the learning is applied.

Competences. The participants…

Knowledge

Know

Use the knowledge of creating context for English sessions effectively to create positive impact on the learning of their students.

Procedures

Do

Reproduces contexts to teach English sessions successfully to make the learning of their students meaningful.

Attitudes

Be

Share creating context skills with positivism and motivation to boost the quality of the English language teaching.

Coexistence

Live Together

Identify the different challenges of using context for teaching English with efficiency to reach common goals and to understand better the learning process of their students.

General objective

English Skill: speaking

Enhance their English proficiency through focused lessons that prioritize speaking and listening skills exclusively.

Competences. The participants…

Knowledge

Know

Use basic English vocabulary and grammar orally (contents included in the CNB) with fluency and dominance to improve their level of English and to teach sessions of English language with high quality.

Procedures

Do

Manipulates different strategies that boost their oral expression with efficiency to keep improving their oral skills in the English language.

Attitudes

Be

Demonstrates oral English with positivism and motivation to motivate their students when learning English.

Coexistence

Live Together

Identify the different challenges of learning English orally with efficiency to reach common goals and to understand better the learning process of their students.



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To the Teacher

Lesson 13

Número de lección

Adjectives to describe places

Tema

1 Competence (CNB)	2. Answers orally to simple directions, questions and gives basic information by using specific topics framed at school and family.
2 Achievement indicator (CNB)	2.2. Asks and answers respectfully basic questions about needed information.
3 Objective of the session	Use: Vocabulary related to adjectives used to describe places, including words such as "crowded," "quiet," "spacious," "cozy," "modern," "historic,", "lively," "peaceful," "vibrant," "clean," "safe," "convenient," "friendly," etc., specifically focusing on describing one's neighborhood. To: Describe and talk about one's neighborhood using appropriate adjectives in English. In: Pair work where students take turns describing their neighborhood using the provided adjectives to convey its characteristics, atmosphere, and features accurately.
4 Contents (contenidos)	2.2.2. My neighborhood: Adjectives.
5 Online practice	https://quizlet.com/886069113/adjectives-describe-neighborhoods-flash-cards/?i=3srwrc&x=1jqt

Competencia CNB

Indicador de logro CNB

Objetivo de la lección utilizando use, to, in, también considerando criterio SMART para objetivos

Contenidos declarativos de CNB

Enlace de ejercicios en línea

Tema	Teacher's lesson plan BEE program		
Institution		**Teacher**	
Lesson topic:	Adjectives to describe places	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	**STOP!** Ss create a chart in their notebooks including "Name/Last Name/ Food/Country/Family member/Total". Then, T gives them a letter and the one who finishes first, says STOP! and shares their answers. **5 min**		S – S Notebooks, pens or pencils.
Warm -up **Start** 1 to 5 minutes **Parte inicial**	T talks about her/his neighborhood using some of the following adjectives: crowded, quiet, spacious, cozy, modern, historic, lively, peaceful, vibrant, clean, safe, convenient, friendly. Ss pay attention and count all the adjectives they can identify (T clarifies what an adjective is). **3 min** **T: docente** T elicits the adjectives from students and copies them on the board. Now T and ss practice the correct pronunciation of it. **3 min** **Ss: estudiantes** Ss get in pairs and describe their classroom using some of the adjectives. E.g.: "This classroom is clean, safe and convenient". **3 min**		T – S **Materiales para según actividad** T – S Board, markers S – S Classroom **Interacción: docente con estudiante. T-S**
Main Part 10 minutes **Parte principal**	**MATCHING** T writes on the board some places from ____ (site) and some adjectives on the other side. T plays "Show me, show me…" and the last student passes to the front to match and reads the sentence (_____ is vibrant) E.g. (Guatemala City): Central Park Vibrant IRTRA Friendly Museum Quiet		T – S Board, markers, different objects in class. S – S **Interacción: estudiante con estudiante: S-S**

	Pasos y Pedales Crowded **8 min** **LETTUCE PAPER** Ss are tossing a lettuce paper, the one who drops it has to take one layer of it and describe the place that is written in it using some of the adjectives. E.g.: **Zone 1**: It is crowded, historic and lively. **Zoo La Aurora:** It is friendly, crowded, modern and vibrant. **Museum:** It is clean, safe, peaceful and historic. **5 min** **DESCRIBE YOUR FAV PLACE** Ss write the name of their fav place and write the adjectives they would use to describe it. Then, ss share with the person next to them. E.g.: "My fav place is the beach, it is crowded, spacious, peaceful and convenient" **8 min**	S – S S – O Lettuce paper S – O S – S Notebooks, pens or pencils.
Closure 10 minutes **Parte final**	Ss draw a sketch of their neighborhood including the most important places of it. Then, they stand up and SA describes it to a SB using the following adjectives: crowded, quiet, spacious, cozy, modern, historic, lively, peaceful, vibrant, clean, safe, convenient, friendly. Then, ss change roles and SB describes their neighborhood to SA. **10 min** **Estudiante B**	**Estudiante A** S – O S – S Notebooks, pens or pencils.
Wrap-up 1 to 5 minutes	Teacher asks Ss for other adjectives they may know to describe places so they all can get new vocabulary.	T – S S – O

Cierre de lección

Siempre escriba lo que el docente y el alumno hará en cada actividad. Sea lo suficientemente claro para que otros docentes puedan leer su plan.

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Adjectives (describe neighborhoods)
Study online at https://quizlet.com/_enjjax

clean	
dirty	
interesting	
boring	
safe	
unsafe	
convenient	

Representación de la palabra

Palabras en inglés

Adjectives (describe neighborhoods)
Study online at https://quizlet.com/_enjjax

inconvenient	
calm	
busy	
new apartment	
old house	
noisy	

Flashcards: son representaciones (dibujos, fotos, imágenes, etc.) con una palabras o definiciones. Se usan para estudiar y recordar información.

Adjectives to describe places

Fill in the Blanks. Instructions: Fill in the blanks with the correct vocabulary word from the box.

Nombre de la actividad

1. The park is very _____. (calm)
2. My brother bought a _____. (new apartment)
3. The streets are very _____. (busy)
4. This old building is _____. (dirty)
5. The beach is _____. (picturesque)
6. The market was _____. (crowded)
7. My room is very _____. (small)
8. The museum is _____. (interesting)
9. The old house looks _____. (unsafe)
10. The hotel is in a very _____. location. (convenient)

Worksheets: son ejercicios y actividades que ayudan a practicar las nuevas habilidades o conocimientos.

Word Association. Instructions: Draw a line to connect the words with their opposite meanings.

Instrucciones

clean	ugly
interesting	big
safe	unattractive
convenient	empty
calm	inconvenient
new apartment	boring
noisy	unsafe
small	quiet
crowded	dirty
pretty	busy
picturesque	old house

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Lessons

Lesson 1

Greetings: Hi and Goodbye

1	**Competence (CNB)**	1. Responds to basic oral instructions given in English at school.
2	**Achievement indicator (CNB)**	1.1. Distinguishes the meaning of words and phrases related to daily school life.
3	**Objective of the session**	Use: greetings for hello and goodbye To: say hello and say goodbye In: pair work where they greet each other, introduce their names, and say goodbye greetings.
4	**Contents (contenidos)**	1.1.1. Phrases and gestures to greet, introduce and say farewell.
5	**Online practice**	https://quizlet.com/36849994/english-greetings-flash-cards/?i=3srwrc&x=1jqt

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Teacher's lesson plan
BEE program

Institution		**Teacher**	
Lesson topic:	Greetings: Hi and Goodbye	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	Ss will play hot potato. Whenever they get the potato, they'll state their name.		Student to Student
Start 1 to 5 minutes	Ss will be greeted by T with a hello and a waving hand. Ss will be presented a short dialogue previously written on a poster. A: Hello! B: Hi! A: What's your name? B: My name is... A: Nice to meet you, xx. B: Nice to meet you too, xx! A: Good bye! B: Bye! Ss will be asked to repeat the conversation in back-chain choral repetition. Ss will be asked to repeat as T point at the phrase. Ss will be given 4 mins to copy what's on the poster.		T-S T-S S-T S-T
Main Part 10 minutes	Ss will play hot potato with two potatoes. Ss who get one potato will be A, and the one who gets the other will be B. Ss will play twice. Ss will be assigned pairs, and will practice together reading from their notebooks if needed. Ss will be given a sticky note, will be asked to write a name and will stick it one their desks. Ss will switch desks and repeat the conversation with the new name on the desk. Ss will play three times.		S-S S-S S-S
Closure 10 minutes	Ss will be asked to stand up and introduce themselves to at least 3 other participants.		S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		

English Greetings!
Study online at https://quizlet.com/_lxtmy

I'm pleased to meet you



Good morning.



Good night.



Good afternoon or early evening.



Hello

hello

What is your name?



My name is...

English Greetings!
Study online at https://quizlet.com/_lxtmy



Likewise.



It is a pleasure to meet you.

Mucho gusto.



Welcome



How are you?



I am _____.



Very good and you?



Fine - or - Good

English Greetings!
Study online at https://quizlet.com/_lxtmy



Bad



Thank you



Good-bye!



See you later.



See you tomorrow.

SEE YOU TOMORROW

Where are you from?

English Greetings!
Study online at https://quizlet.com/_lxtmy



I am from...



Greetings

1. Instructions: Read each phrase carefully and decide if it is a greeting (used to say hello) or a farewell (used to say goodbye). Write the phrase in the appropriate category below.

- Goodbye
- See you later
- Good morning
- Hello
- Take care
- What's up?
- Bye
- Nice to meet you
- Good evening
- Hey
- Have a nice day
- Hi
- Good day
- Bye-bye
- Good afternoon

Greetings (say hello)	Farewells (say Goodbye)

2. **Instructions:** Unscramble each word to reveal a greeting or farewell. Write the correct word next to the scrambled word.

• l H l e o	
• d G b o o e y	
• e T a k c a r e	
• i H	
• h t a W ' s p u ?	
• d o o G m o r n i n g	
• e e S u o y l a t e r	
• y e B - y b e	
• c i e N o t m e e t y o u	
• a e v H a n i c e d a y	
• y e H	
• d o o G d a y	
• e l l o H	
• d o o G e v e n i n g	
• y e B	

Lesson 2

Imperatives in the classroom

1	**Competence (CNB)**	1. Responds to basic oral instructions given in English at school.
2	**Achievement indicator (CNB)**	1.1. Distinguishes the meaning of words and phrases related to daily school life.
3	**Objective of the session**	Use: Classroom commands such as "sit down," "stand up," "raise your hand," and "open your book." To: Follow and give instructions effectively within the classroom context. In: Pair work where one student says a command, and the other student follows the command physically, demonstrating understanding and application of the classroom commands through Total Physical Response (TPR).
4	**Contents (contenidos)**	1.1.3. Useful classroom commands followed through Total Physical Response.
5	**Online practice**	https://www.liveworksheets.com/w/en/english-second-language-esl/1598106

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Teacher's lesson plan
BEE program

Institution		**Teacher**	
Lesson topic:	1.1.3 Imperatives in the classroom	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	Students will play Simon says, teacher will say some imperatives such as: 1. Show me your pen 2. Show me a red crayon		Voice
Start 1 to 5 minutes	Students will see the teacher doing some actions, then they will repeat the actions.		Ss
Main Part 10 minutes	Teacher will say a imperative and students will run to the picture that show that action, then students will say the action. The traffic light game, teacher will have three circles with different colors like red, green and yellow, teacher will give a meaning to each color and students will give themselves by the colors. Students will see some pieces of paper with the actions written on them. Students will get in pairs, and they will do the actions. sA will say a imperative sB will do the action then switch.		ss
Closure 10 minutes	The teacher will mix students by the mingle game, then students will get in pairs and they will start doing a conversation practicing the imperatives.		ss
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.		

Classroom Instructions, Imperatives & Clarifications
Study online at https://quizlet.com/_3kzl5k

open your book



close your book



Turn to the next page. (Turn the page.)



turn to the last page.

Stand up.



Sit down.

Classroom Instructions, Imperatives & Clarifications
Study online at https://quizlet.com/_3kzl5k



ask



answer the question



write on your book



Take out your notebook (binder).



Put down your pencil (pen).



Classroom Instructions, Imperatives & Clarifications
Study online at https://quizlet.com/_3kzl5k

Take out your homework.



Show me your independent hours.



Work with a group (in groups of 3).



Work individually (by yourself).



Share with the class.

Work with a partner (in pairs).



Classroom Instructions, Imperatives & Clarifications
Study online at https://quizlet.com/_3kzl5k

Study your vocabulary.



help each other.



Take a (15 minute) break.



Come to the board (screen).



Write on the board (screen).



Return from break (at 7:30).



Clean the tables.

Imperatives







Choose a word from the box, fill in the blanks and number the pictures

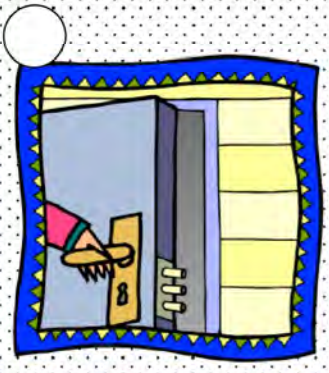
door - teacher - name - question - walk - notebook - run - door - hands - bookcase - cheat





1. Don't _____ in the corridors !
2. Raise your _____ !
3. Don't _____ in the exam !
4. Write your _____ on the board !
5. Open the _____ !
6. Write them on your _____ !
7. Answer the _____ !
8. Close the _____ !
9. Don't _____ on the grass !
10. Keep the _____ tidy !
11. Listen to your _____ carefully !













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Lesson 3

The Alphabet

1	**Competence (CNB)**	2. Answers orally to simple directions, questions and gives basic information by using specific topics framed at school and family.
2	**Achievement indicator (CNB)**	2.3. Provides information orally about very specific phrases.
3	**Objective of the session**	Use: Vocabulary related to the English alphabet, including all 26 letters from A to Z. To: Identify, pronounce, and spell letters of the English alphabet correctly. In: Pair work where students take turns asking each other how to spell words in English, such as pointing to objects and asking, "How do you spell this in English?" or asking "How do you spell your name?"
4	**Contents (contenidos)**	2.3.1. The alphabet, spelling, and spelling bee competitions.
5	**Online practice**	https://www.liveworksheets.com/w/en/english-second-language-esl/50944

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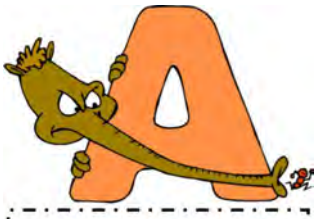
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Teacher's lesson plan
BEE program

Institution		**Teacher**	
Lesson topic:	The alphabet	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	Ss will play twister. Ss will chorally ask the person who remains standing "What's your name?", and the person standing will answer with their name and call twister again.		Student to Student
Start 1 to 5 minutes	Ss will be greeted by T with a hello and a waving hand. Ss will be presented alphabet by pronunciation. /ei/ AHJK /i:/ BCDEGPTVZ /e/ FLMNSX /ai/ IY /ou/ O /u:/ QUW /a:r/ R Ss will do choral repetitions of the letters. Ss will be given 2 mins to copy on their notebooks. Ss will play a dictation game with T. (Ss will play the dictation game in groups. On P will write a letter and the others will say its name.) Ss will be presented a short dialogue previously written on a poster. A: Hello! B: Hi! A: What's your name? B: My name is... A: How do you spell it? B: It's ... A: How about you? What is your name? B: It's... A: How do you spell it? B: It's... A: Bye! B: Good bye! Ss will be asked to repeat the conversation in back-chain choral repetition. Ss will be asked to repeat as T point at the phrase. Ss will be given 4 mins to copy what's on the poster.		T-S T-S S-T T-S T-S S-T

Main Part 10 minutes	Ss will play hot potato with two potatoes. Ss who get one potato will be A, and the one who gets the other will be B. Ss will play twice. Ss will be assigned pairs and will practice together reading from their notebooks if needed. Ss will be given a sticky note with a name. Ss will play twister and will practice the conversation with the new name. Ss will play three times. By the third time they must have their notebooks closed.	S-S S-S S-S S-S S-S
Closure 10 minutes	Ss will be asked to stand up and introduce themselves to at least 3 other participants.	S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.	

ALPHABET PICTURE DICTIONARY



anteater



bear



cat



dog



elephant



fish



goat



horse



insect



jackrabbit



kangaroo



lion



mouse



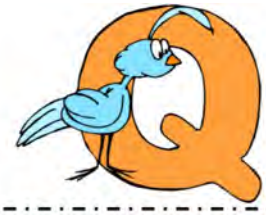
nurse shark



ostrich



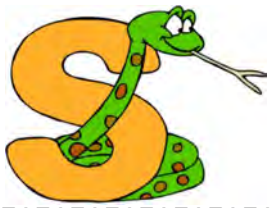
pig



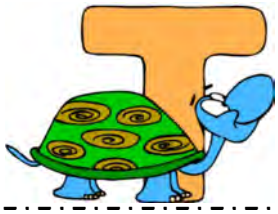
quail



rooster



snake



tortoise



unicorn



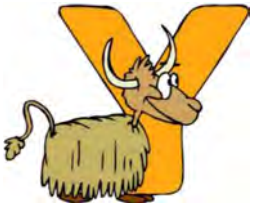
vulture



wolf



x animal



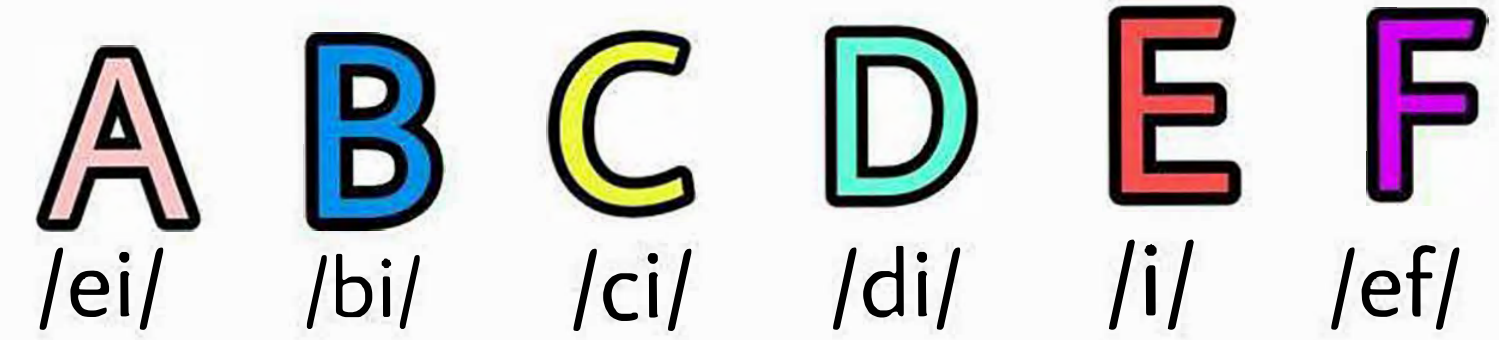
yak

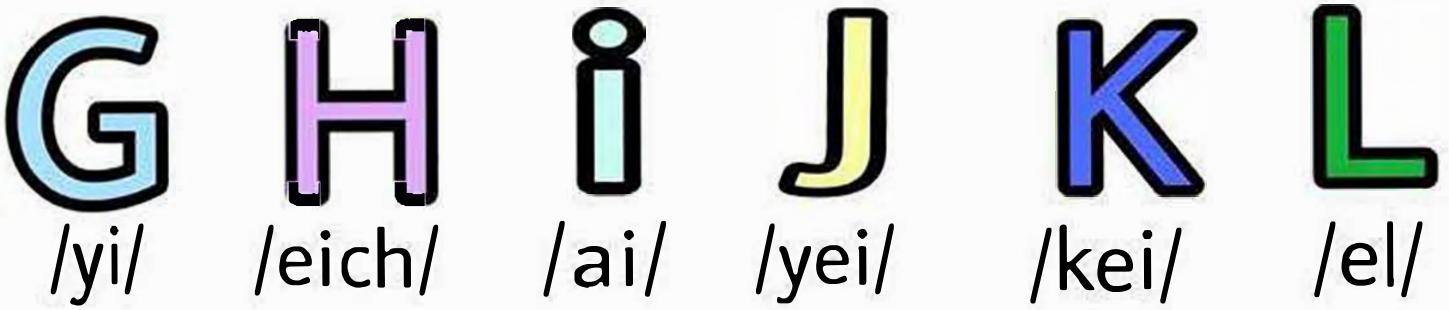


zebra

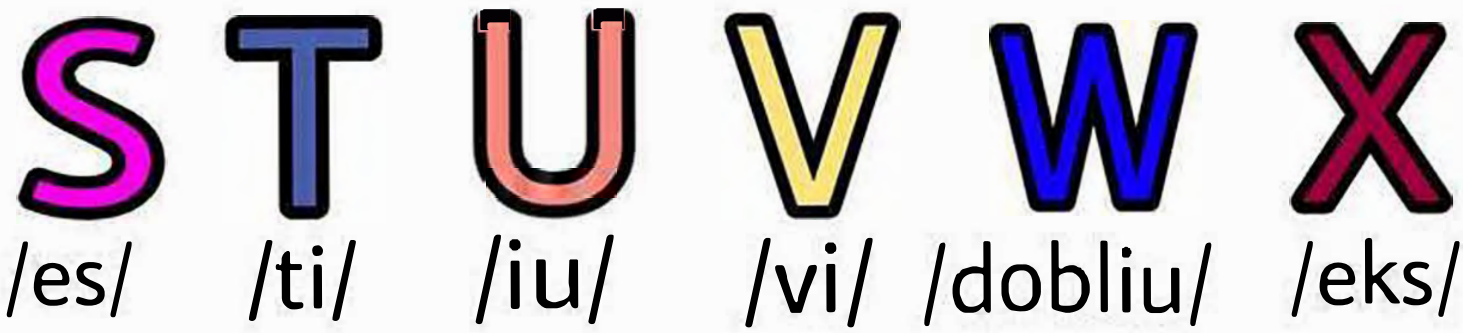
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The alphabet











Lesson 4

Classroom objects

1	**Competence (CNB)**	1. Responds to basic oral instructions given in English at school.
2	**Achievement indicator (CNB)**	1.1. Distinguishes the meaning of words and phrases related to daily school life.
3	**Objective of the session**	Use: Vocabulary related to classroom objects such as "whiteboard," "markers," "desks," and "chairs." To: Identify and name classroom objects accurately in English. In: Pair work where students take turns asking each other questions such as "What is this?" and "What is that?" to identify and name various classroom objects using the target vocabulary.
4	**Contents (contenidos)**	1.1.2. Classroom objects: whiteboard, markers, desks, chairs.
5	**Online practice**	https://www.liveworksheets.com/w/en/english-second-language-esl/57758

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Teacher's lesson plan
BEE program

Institution		**Teacher**	
Lesson topic:	Classroom objects	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	**Brainstorming:** Students get in groups of 4 and create a brainstorm of all the colors they know in English, they all copy write the color in their notebooks. Then, students stand up and check other groups¿ notebooks.		S – S S – O Notebooks, pen, pencil
Start 1 to 5 minutes	HANGMAN: Teacher plays hangman with students and guesses 4 words of the vocabulary (whiteboard, markers, desks, chairs, pen, pencil, backpack, eraser). Now, teachers and students practice twice the correct pronunciation of each word. **6 min**		T – S S – O Whiteboard, markers
Main Part 10 minutes	T writes some sentences on the board to practice the vocabulary (they should complete it using colors). Teacher explains the meaning of this/that. - This is a _____ whiteboard - That is a _____ marker - That is a _____ chair - This is a _____ pen - This is a _____ pencil - That is a _____ backpack - That is a _____ eraser (board) Students get in pairs and practice them. Both have to say all the sentences. **10 min** Teacher explains the usage of the questions "What is this? What is that?" Now, students take a sheet of paper and divide it into 6. They draw one classroom object in each space. Then, students stand up and share with someone with the same color of notebook: What is this? This is a _____/ What is that? That is a _____ **6 min**		T – S S – S S – O Whiteboard, markers, notebook, pen, pencil.
Closure 10 minutes	Students get in pairs and pretend to be curious children at school by asking "What is this? What is that?" to their		S – S

	classmates. They will be walking around and pointing at the objects to ask about them. - What is this? - This is a yellow pencil - What is that? - That is a black eraser - Etc. Finally, the teacher chooses one pair to present in front of the class the conversation they just had. **10 min**	
Wrap-up 1 to 5 minutes	Ask students to write the 8 words from classroom objects vocabulary they would choose to teach this topic.	



A classroom



A backpack



A book bag



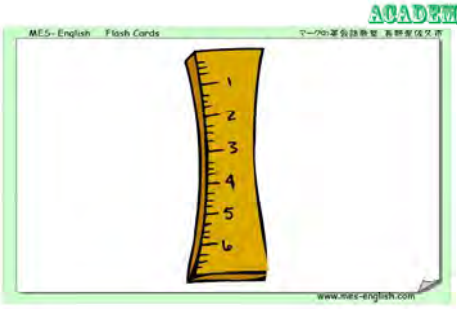
A pencil



A pen



A notebook



A ruler



A pencil sharpener



A desk



A blackboard



A whiteboard



A computer



A chair

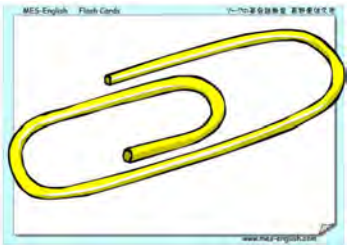


A folder





A pencil case



A paperclip



A stapler





A hole punch



A compass



A calculator



A magic marker



A notepad





A bulletin board



A paintbrush



A calendar



A map



A clock



A rubber/ An eraser



Glue



Paint



Tape



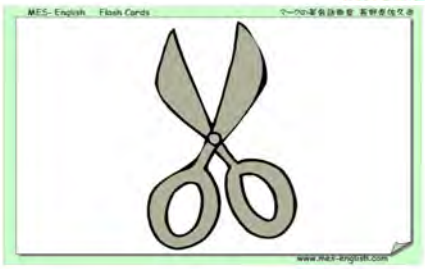
Paper



Whiteout



Books



Scissors



Crayons

CLASSROOM OBJECTS VOCABULARY MATCHING WORKSHEET 1

Choose the correct words from the list below and write them under the correct pictures












WORD LIST

- crayon
- sharpener
- book
- pen
- palette
- schoolbag
- notebook
- paintbrush
- pencil case
- ruler
- scissors
- pencil
- map
- globe
- eraser
- glue











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CLASSROOM OBJECTS VOCABULARY MATCHING WORKSHEET 2

Choose the correct words from the list below and write them under the correct pictures












WORD LIST

- bookcase
- bin
- computer
- board
- paper clips
- calendar
- stapler
- desk
- file
- clock
- tape
- table
- chair
- compass
- projector
- lunchbox











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Lesson 5

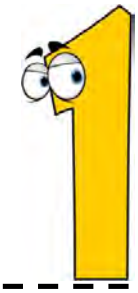
Numbers

1	**Competence (CNB)**	1. Responds to basic oral instructions given in English at school.
2	**Achievement indicator (CNB)**	1.2. Understands specific phrases related to everyday activities at school.
3	**Objective of the session**	Use: Vocabulary related to numbers 1-20 such as "one," "two," "three," up to "twenty." To: Count and recognize numbers 1-20 accurately in English. In: Pair work where students take turns asking each other questions like "What comes after [number]?" or "What number is this?" to practice counting and recognizing numbers within the range of 1-20.
4	**Contents (contenidos)**	1.2.1. New sounds in English. Word and word content recognition related to numbers, time, spelling.
5	**Online practice**	https://www.liveworksheets.com/w/en/english-second-language-esl/56338

Teacher's lesson plan BEE program			
Institution		**Teacher**	
Lesson topic:	Numbers	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	The teacher will welcome the Ss and will give them a picture of a class object. Ss will need to get in pair and say the object and change their picture.		Classroom object pictures.
Start 1 to 5 minutes	T will have the following conversation on the board. Ss will practice the conversation with three different students. (T will provide an example if necessary) María: Hello Juan. Juan: Hi María. María: How are you today? Juan: I am good and you? María: I am happy. I have a question, how old are you? Juan: I am 14 years old. And you? María: I am 13 years old. After that Ss will need to identify the numbers in the conversation and say it out loud. T will have a number around the class (0-1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20) T will give each student a number in letter and they need to match it will the correct number. T will say the number and Ss will repeat it all together.		Marker, board, print the numbers.
Main Part 10 minutes	Ss will make two groups and they need to make two lines. Each group will get a set of numbers from 0 to 9. T will say a number and Ss who has that number will need to run in front to who the number. The first one who gets in front will get a point. Ss will practice the following conversation with three different people. (T will provide example if necessary)		Bond paper. Marker, board. (you can print the conversation).

	María: Hello Juan. Juan: Hi María. María: How are you today? Juan: I am good and you? María: I am happy. I have a question how old are you? Juan: I am 25 years old. And you? María: I am 27 years old. I need your phone number for the WhatsApp groups Juan: My phone number is 3-4-6-8-1-5-7-9. María: Thanks Juan and my phone number is 6-4-5-7-1-4-4-8 Juan: Thanks, María see you next class.	
Closure 10 minutes	SS will change the following information by using their information. María: Hello Juan. Juan: Hi María. María: How are you today? Juan: I am good and you? María: I am happy. I have a question how old are you? Juan: I am 25 years old. And you? María: I am 27 years old. I need your phone number for the WhatsApp groups Juan: My phone number is 3-4-6-8-1-5-7-9. María: Thanks Juan and my phone number is 6-4-5-7-1-4-4-8 Juan: Thanks, María, see you next class. Ss will pretend that they are in a school, and they will do their homework and they need to ask their phone number. They will practice with three different people.	S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.	S-S

NUMBERS PICTURE DICTIONARY



one



two



three



four



five



six



seven



eight



nine



ten



eleven



twelve



thirteen



fourteen



fifteen



sixteen



seventeen



eighteen



nineteen



twenty

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NUMBERS VOCABULARY MATCHING WORKSHEET

Choose the correct words from the list below and write them under the correct pictures

- four
- thirteen
- twenty
- eleven
- five

- nine
- nineteen
- two
- ten
- fifteen

- twelve
- three
- sixteen
- one
- seventeen

- six
- eighteen
- eight
- fourteen
- seven







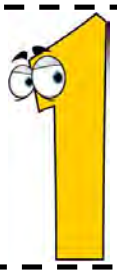
















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Lesson 6

Personal Pronouns, possessive adjectives

1	**Competence (CNB)**	2. Answers orally to simple directions, questions and gives basic information by using specific topics framed at school and family.
2	**Achievement indicator (CNB)**	2.1. Begins to use appropriately polite social language and basic vocabulary with classmates.
3	**Objective of the session**	Use: Vocabulary related to personal pronouns and possessive adjectives, including words such as "I," "you," "he," "she," "it," "we," "they," "my," "your," "his," "her," "its," "our," "their." To: Identify, differentiate, and use personal pronouns and possessive adjectives correctly in English. In: Pair work where students take turns practicing personal pronouns and possessive adjectives by creating sentences that demonstrate their understanding, such as "She is my sister" or "They have their books."
4	**Contents (contenidos)**	2.1.1. Family tree: personal pronouns, possessive adjectives.
5	**Online practice**	https://quizlet.com/241227516/personal-pronouns-possessive-adjective-flash-cards/?i=3srwrc&x=1jqt

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Ministerio de Educación

Teacher's lesson plan
BEE program

Institution		**Teacher**	
Lesson topic:	Personal Pronouns and possessive adjective	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	Ss will need to spell the family member word. T will play last student who...? And the last student will spell the vocabulary.		Classroom object pictures.
Start 1 to 5 minutes	Teacher will have the following sentences around the class, Teachers will walk around and read the sentences. I am the father. She is my mother. He is my son. They are my family. We are three brothers. You are my grandmother. Teacher will ask students what the first letter is in each sentence. I, you, he, she, it, we and they. Ss will make two columns one is for personal pronoun and the other one if for possessive adjective. Teacher will need to put it in the correct column that each belongs to. My, your, his, her, its, our and their. I, you, he, she, it, we and they Personal Pronoun | Possessive Adjective | | Teacher and teacher will check the correct answer. Note: Personal pronouns replace nouns. Note: Possessive adjective show possession or ownership.		Marker and board. Marker and board.
Main Part 10 minutes	Ss will have some unscramble sentences. Ss will select come students and they will get one letter from the		Print the sentences, scissors.

	sentences. Teachers will need to put in the correct other sentences. He is my brother, his name is Carlos She is my sister, her name is Sonia I am the grandfather, my name is Luis You are the mother; your name is Silvia. They are my parents; their names are Felipe and Santa. We are a big family. Our family is beautiful.	
Closure 10 minutes	Ss are going to read the sentences and will practice it in pair with three different students. He is my brother, his name is Carlos She is my sister, her name is Sonia I am the grandfather, my name is Luis You are the mother; your name is Silvia. They are my parents; their names are Felipe and Santa. We are a big family. Our family is beautiful. Teachers will change the information using their family information and share it with three different teachers. He is my brother, his name is Carlos She is my sister, her name is Sonia I am the grandfather, my name is Luis You are the mother; your name is Silvia. They are my parents; their names are Felipe	Marker and board Notebook and pens.
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.	

Personal Pronouns- Possessive Adjective

Study online at https://quizlet.com/_3zmccc

_____ names are Bob and Linda.

Their



_____ are in tenth grade.

They



_____ am 16 years old.

I



_____ are in seventh grade.

We



_____ are 17 years old.

You



_____ is in sixth grade.

He



Personal Pronouns- Possessive Adjective

Study online at https://quizlet.com/_3zmccc

_____ is 80 years old.

She



_____ are in ninth grade.

You



_____ names are Tina, Jen, and Anna.

Our



_____ address is 14 Beech Street.

Their



_____ phone number is 324-0284.

Your

Personal Pronouns- Possessive Adjective

Study online at https://quizlet.com/_3zmccc



_____ last name is Hill.

Your



_____ address is 12 Elm Street.

Our



_____ date of birth is 3-9-94.

His



_____ name is Helen.

Her



_____ date of birth is 6-13-03.

Personal Pronouns- Possessive Adjective

Study online at https://quizlet.com/_3zmccc

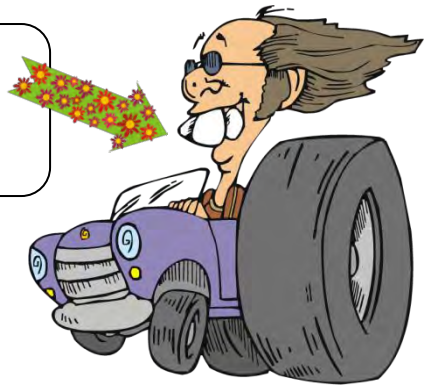
My



POSSESSIVE ADJECTIVES

FILL IN THE BLANKS WITH "MY-HIS-HER-ITS-YOUR-OUR-THEIR"

Mr.Trunk is driving in _____ new purple sports car.



Hello! _____ names are Timothy and Barbara.We are going home from school.



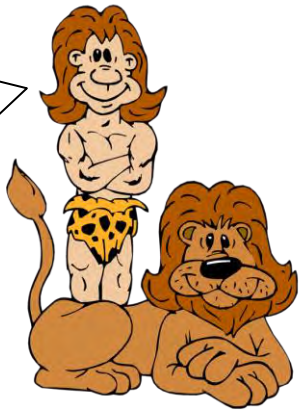


These are Mary,Helen and Rachel.They are listening to _____ science teacher.



Mr.Super is testing _____ new microphone.He is giving a concert tonight.

Good evening ladies and gentlemen.I'm Henry Star and this is _____ lion Wildy.Welcome to our show!



Today is Clara's birthday.She is looking at _____ birthday presents.She looks very happy.





Look.That's Tom's cat. _____ name is Curby.It is lazy and fat.It likes eating fish and meatballs.



Good morning! I think you are the new student.Welcome to _____ school. _____ name is Sue and _____ name is Joseph.What is _____ name?

Hey,isn't that Helen over there. _____ clothes are dirty because she is having trouble with _____ cake.



Hello kids! Shall we meet. _____ name is Super Adams.What is _____ name?



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Lesson 7

Verb to be

1	**Competence (CNB)**	2. Answers orally to simple directions, questions and gives basic information by using specific topics framed at school and family.
2	**Achievement indicator (CNB)**	2.1. Begins to use appropriately polite social language and basic vocabulary with classmates.
3	**Objective of the session**	Use: Verb to be with personal pronouns: "I am," "you are," "he is," "she is," "it is," "we are," and "they are." To: Formulate and use correct sentences with the verb "to be" in English. In: Pair work where students take turns creating sentences using the verb "to be" with the specified personal pronouns to describe themselves, others, or objects, focusing on affirmative, negative, and interrogative forms of the verb.
4	**Contents (contenidos)**	2.1.2. Description of my friends' feelings and my own ones: verb to be in present tense.
5	**Online practice**	https://quizlet.com/mx/440378428/verb-to-be-verb-to-be-flash-cards/

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Teacher's lesson plan
BEE program

Institution		**Teacher**	
Lesson topic:	Verb to be	**Class**	

Steps	**Procedure**	**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	**HOT SEAT:** Teacher writes on the board some adjectives to describe people (tall/short/intelligent/patient/hard-working/angry/friendly). Then the teacher plays **hot seat** with student by saying "Change place if you are _____". **4 min**	T – S S – O Board and markers
Start 1 to 5 minutes	Students get in groups of 4, each group is given a sheet of paper with four characters and a little description of each one. The teacher reads along with the students the descriptions while they have to highlight the adjectives. **3 min** Now, T explains the 3 different forms of the verb to be and provides examples to create affirmative sentences, negative sentences and questions. **6 min** Ss write in their notebooks one positive, one negative and one question example. Ss stand up and share it with a classmate. **3 min**	T – S S – O Sheet of paper, highlighters or pens T – S Board and markers S – O S – S Notebooks, pens or pencils
Main Part 10 minutes	**Hot potato** Ss are passing a marker while T is making a sound. When it stops, the student who got the marker must complete a sentence said by the teacher using verb to be. E.g.: - She _____ short - We ___ not angry - ___ you friendly? - My mother ___ very tall. - My friends ___ great! - The cat ___ white. - Mario ___ not a doctor. **6 min** **Word chain**	T – S S – O Markers S – O

	Ss get in groups of 4, they create positive/negative sentences by saying one word each. E.g.: a) She b) is c) tall a) They b) are c) not d) intelligent **6 min** **Poster** Ss get in groups of 4, they are given a poster. They create a description of a famous person in the poster by using verb to be and present it to another group, this group must guess who that famous person is. **6 min**	S – S S – O S – S Posters, markers
Closure 10 minutes	Ss have 2 minutes to draw 6 people/objects in their notebook. Ss get in pairs and describe them to each other by using verb to be. E.g.: - She is Marta, she is 40 years old, she is tall, and she is intelligent. - He is Dilan, he is 10 years old, he is my brother, he is not tall. **10 min**	S – O S – S Notebooks, pens or pencils.
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.	

Verb To be, Verb to be

Study online at https://quizlet.com/_7a6u64

is	The teacher _____ very nice . 
are	We _____ very hungry . 
are	They _____ in the house . 
are	You _____ a good girl. 
am	I _____ in the park . 
is	My mother ____ very tall. 

Verb To be, Verb to be

Study online at https://quizlet.com/_7a6u64

is	She ___ very sad . 
are	The boys ___ playing games . 
is	The schoolbag _____ yellow. 
is	The cat ___ white. 
are	My friends ___ great. 
is	The marker____blue.

Verb To be, Verb to be
Study online at https://quizlet.com/_7a6u64

	
is	My sister_____ pretty. 
is	My dad_____ strong. 
is	This dog_____ funny. 
are	We_____ students. 
are	They_____ my cousins. 

Verb To be, Verb to be
Study online at https://quizlet.com/_7a6u64

is	For "he/she/it", we use:
are	For "you/we/they", we use:
am	For "I", we use:
is	Mary _____ 6 years old.
are	They ____ happy.
is	He ____ tall.
am	I _____ at school.
isn't	Alex (not) a student.
aren't	We (not) sad.
Are/ No, I am not.	_____ you Penny? _____
Is/ No, it isn´t.	_____ it a book? _____ 
Are/ No, they aren´t.	_____ they teachers? _____ 

VERB TO BE : AM,IS,ARE

READ THE TEXTS AND FILL IN THE BLANKS WITH "AM-IS-ARE"

PETER AND CARL



Hello! My name _____ Carl.I _____ from Australia. I _____ 13 years old and I _____ a student at a secondary school.My father _____ a teacher and my mother _____ a nurse.My father _____ 45 years old and my mother _____ 42.We live in the city center.Our house _____ a small flat but it _____ new and modern.My grandparents live with us.They _____ retired.

This boy _____ Peter.He _____ my best friend.He _____ a student at highschool. He _____ 15 years old.

His parents _____ lawyers.Their office _____ on Curry Street.They live in the city center.Their house _____ very big and it has got a big garden.We _____ always together after school.

MICHAEL AND JOSEPH

These _____ Michael and Joseph.They _____ twin brothers.They are 16 years old.They _____ both short and slim.They _____ in the same class.They _____ always together.They _____ from London.Their favourite football team _____ Liverpool and their favourite singer _____ Madonna.Michael's hair _____ blonde and wavy but Joseph's hair is dark and straight.Michael _____ good at Mathematics and Joseph _____ good at Physics.They _____ both interested in seeing new places and camping.Their house _____ in the country.It _____ a small cottage.Their father _____ a bus driver and their mother _____ a shop assistant.They _____ very happy together.



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Lesson 8

Countries and nationalities

1	**Competence (CNB)**	1. Understands simple phrases and specific range of vocabulary concerning to known topics in short dialogues and oral sentences.
2	**Achievement indicator (CNB)**	1.1. Distinguishes the meaning of basic vocabulary concerning to familiar topics.
3	**Objective of the session**	Use: Vocabulary related to countries and nationalities, including country names (e.g., Guatemala, Costa Rica, Panama) and corresponding nationalities (e.g., Guatemalan, Costa Rican, Panamanian), specifically focusing on Central American and American countries. To: Identify, name, and describe Central American countries and nationalities accurately in English. In: Pair work where students take turns discussing and sharing information about Central American countries they live in or are familiar with, using questions like "Which Central American country are you from?" and "What is the nationality of people from [country]?"
4	**Contents (contenidos)**	1.1.2. Countries and nationalities: Adjectives.
5	**Online practice**	https://quizlet.com/61392888/countries-and-nationalities-flash-cards/?i=3srwrc&x=1jqt

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Teacher's lesson plan
BEE program

Institution		**Teacher**	
Lesson topic:	1.1.2. Countries and Nationalities.	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	**Categories** Ss get in groups of 4 and they assign a person to be the writer. T says a category and the writer writes of the words his/her group can say about that category. E.g.: FRUITS – apple/banana/orange/watermelon/etc. COLORS – red/yellow/blue/pink/black/etc. **5 min**		S – S S – O Notebooks, pens or pencils.
Start 1 to 5 minutes	T reads a paragraph where she is describing people from different nationalities and ss write down all the countries they identify from the reading (Guatemala, El Salvador, Costa Rica, Panama. Honduras, Nicaragua). Then, ss compare with a classmate all the countries they could identify. **4 min** T elicits the countries vocabulary from students and teaches the nationalities. T and ss practice pronunciation. **4 min** Ss get in pairs and practice pronunciation. T monitors. **3 min**		T – S S – O S – S Reading, notebooks, pens or pencils. T – S Board and markers S – S
Main Part 10 minutes	**Scrambled words:** T writes scrambled countries and nationalities on the board. Ss unscramble and copy them in their notebooks. T checks with the whole class. **7 min** **Complete sentences & hot potato:** T writes the first part of some sentences including a country. E.g.: - I am from Guatemala… - Melissa is from El Salvador… - My friends are from Honduras…		S – O T – S Board, markers, notebooks, pens or pencils. S – S S – O Board, markers

	Ss play hot potato and the one who gets the marker passes to the front to complete the sentence using the nationality. E.g.: - I am Guatemalan - she is Salvadorian - they are Honduran **8 min** Ss draw 3 people with different nationalities in 2 minutes. Then, ss introduce these people with 2 different classmates E.g. - She is Sofia, she is from Costa Rica, she is Costar Rican. - He is Pablo, he is from Panama, he is Panamanian. **5 min**	S – O S – S Notebooks, pens or pencils.
Closure 10 minutes	Ss get in pairs to have an interview, SA is the interviewer and SB is the interviewed. Ss copy the questions for the interview in their notebooks. Questions for the interview: - Welcome to the interview! - What is your name? - How old are you? - Which Central American country are you from? - Tell me about your favorite place from your country - What is the nationality of people from [country]? - Thank you for applying, have a nice day! **9 min**	S – O S – S Board, markers, notebooks, pens or pencils.
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.	

COUNTRIES AND NATIONALITIES PICTURE DICTIONARY



England
English



Canada
Canadian



Germany
German



China
Chinese



Turkey
Turkish



France
French



Spain
Spanish



Japan
Japanese



Italy
Italian



Greece
Greek



Portugal
Portuguese



Russia
Russian



Egypt
Egyptian



Brazil
Brazilian



Australia
Australian



Denmark
Danish

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COUNTRIES AND NATIONALITIES VOCABULARY MATCHING WORKSHEET

Choose the correct words from the list below and write them under the correct flags







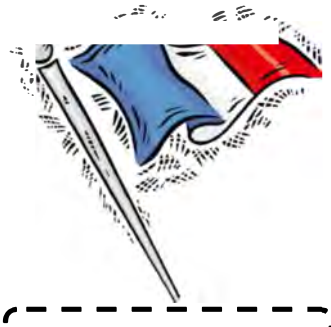





WORD LIST

- England - English
- Canada - Canadian
- Germany - German
- China - Chinese
- Turkey - Turkish
- France - French
- Spain - Spanish
- Japan - Japanese
- Italy - Italian
- Greece - Greek
- Portugal - Portuguese
- Russia - Russian
- Egypt - Egyptian
- Brazil - Brazilian
- Australia - Australian
- Denmark - Danish











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Lesson 9

The family

1	**Competence (CNB)**	1. Responds to basic oral instructions given in English at school.
2	**Achievement indicator (CNB)**	1.2. Understands specific phrases related to everyday activities at school.
3	**Objective of the session**	Use: Vocabulary related to family members: mother, father, son, daughter, grandfather, grandmother, uncle, aunt, cousin, husband, wife. To: talk about family In: Pair work where students take turns asking: what is the name of your mother? What is the name of your sister?
4	**Contents (contenidos)**	1.2.3. Useful phrases to describe friends and family members. ¿What is bullying?
5	**Online practice**	https://www.liveworksheets.com/w/en/english-second-language-esl/630700

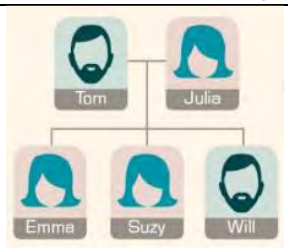


Embajada de los Estados Unidos de América

AJEDE
Asociación de Jóvenes Ex Becarios del Departamento de Estado

Gobierno de la República Guatemala | Ministerio de Educación

Teacher's lesson plan BEE program			
Institution		**Teacher**	
Lesson topic:	The Family	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	T will have following text unscramble, T will give students one part of the text and in pair ss will need to go in front and organize it. This is my family. He is my father. He is Carlos. She is my mother. She is my Clara. He is my brother. He is Raul. She is my sister. She is Jessica. Nahomi is my wife. Diego is my son.		Marker and board
Start 1 to 5 minutes	T and Ss will read the text together. After that they will need to read in pairs. This is my family. He is my father. He is Carlos. She is my mother. She is my Clara. He is my brother. He is Raul. She is my sister. She is Jessica. Nahomi is my wife. Diego is my son. T will have the following vocabulary and ss need to match it with the correct one. They will compare their answer and then T will elicit an idea. Parents ---------- Father and mother Grand-parents----------grandfather and grandmother Siblings----------brother and sister Children----------son and daughter		Marker and board
Main Part 10 minutes	T will draw a family tree and students will need to complete the following sentences. • I am Emma • Susy is my _____. • Will is my _____. • Tom is my_____ • Julia is my _____. • Toma and Julia are my _____.		Marker, board, notebook and pens. Paper, marker, board, pens, notebook

	 • Ss will compare their answer and after that will elicit answer and check if they are correct.	
Closure 10 minutes	T will present his/her family tree. Ss will draw their own family in a piece of paper. They can write their sentences in their notebook so they can guide themselves. They will present it to three different students.	Bond paper, pen, notebook and masking tape.
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.	

FAMILY MEMBERS PICTURE DICTIONARY

Your father's mother is your

grandmother

Your father's father is your

grandfather

Your father's wife is your

mother

Your mother's husband is your

father

Your mother's sister is your

aunt

Your mother's brother is your

uncle

Your father's daughter is your

sister

Your father's son is your

brother

Your uncle's daughter is your

cousin

Your sister is your mother's

daughter

Your brother is your mother's

son

Your sister is your grandfather's

granddaughter

Your brother is your grandfather's

grandson



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FAMILY MEMBERS VOCABULARY MATCHING WORKSHEET

Choose the correct words from the list below and write them under the correct pictures















WORD LIST

- grandmother
- grandfather
- mother
- father
- aunt
- uncle
- sister
- brother
- cousin
- daughter
- son
- granddaughter
- grandson













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Lesson 10

Months of the year and days of the week.

1	**Competence (CNB)**	2. Answers orally to simple directions, questions and gives basic information by using specific topics framed at school and family.
2	**Achievement indicator (CNB)**	2.2. Asks and answers respectfully basic questions about needed information.
3	**Objective of the session**	Use: Vocabulary related to months of the year (January, February, etc.) and days of the week (Monday, Tuesday, etc.). To: Identify, spell, and use the names of the months and days correctly in English. In: Pair work where students take turns practicing conversations about upcoming events or plans using the months of the year and days of the week, such as "What are you doing next Monday?" or "When is your birthday?" This activity helps students reinforce their understanding and usage of the vocabulary in real-life contexts.
4	**Contents (contenidos)**	2.2.3. My family community celebrations: Months of the year and days of the week.
5	**Online practice**	https://quizlet.com/ca/816672108/months-and-days-of-the-week-flash-cards/?i=3srwrc&x=1jqt

Embajada de los Estados Unidos de América

AJEDE
Asociación de Jóvenes Ex Becarios del Departamento de Estado

Gobierno de la República Guatemala
Ministerio de Educación

Teacher's lesson plan
BEE program

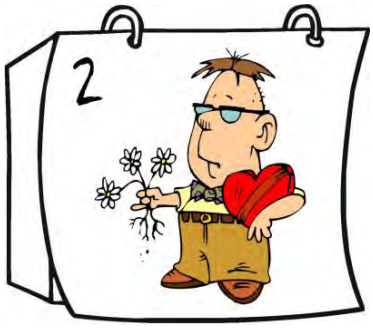
Institution		**Teacher**	
Lesson topic:	Month of the year and days of the week.	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	T will have the days of the week on the whiteboard. Ss will play 1,2, boom,4,5, boom... the students who get confused will choose what is the first day of the week.		Classroom object pictures.
Start 1 to 5 minutes	Ss will go over the pronunciation of the days of the week. And they will check the difference in pronunciation and writing. • T will ask Ss, what day is today? Today is _____. • T will give students a month of the year. They need to read the month in order. • T will go over pronunciation. • T will ask Ss, what month are we in? We are in _____. • T will spell either a Day or a Month and students need to say what is it. • Students will do the same in pair, they will work with three different students.		Print the days of the week. Print the month of the year. Board and markers.
Main Part 10 minutes	Ss will practice the following questions and answer with three different students. What day is today? Today is Thursday. What month are we in? We are in May. When is your birthday? My birthday is on November 10th. What day we receive English class? It is on Monday. T will have different months and day around the class and students in pair will walk and will ask and answer according to the date.		Board and markers.
Closure 10 minutes	What day is today? _____ What month are we in? _____ When is your birthday? _____		Marker and board

	What day we receive English class? _____ Ss will practice the same question, but they will use their information or real information.	
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.	

MONTHS PICTURE DICTIONARY



January



February



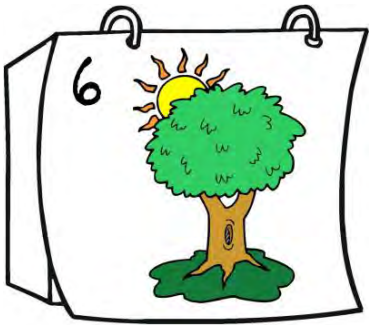
March



April



May



June



July



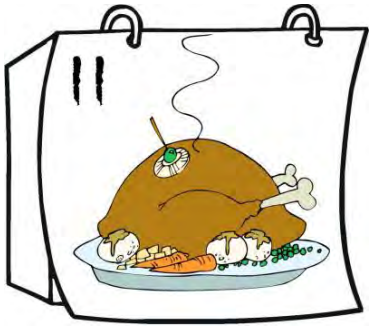
August



September



October



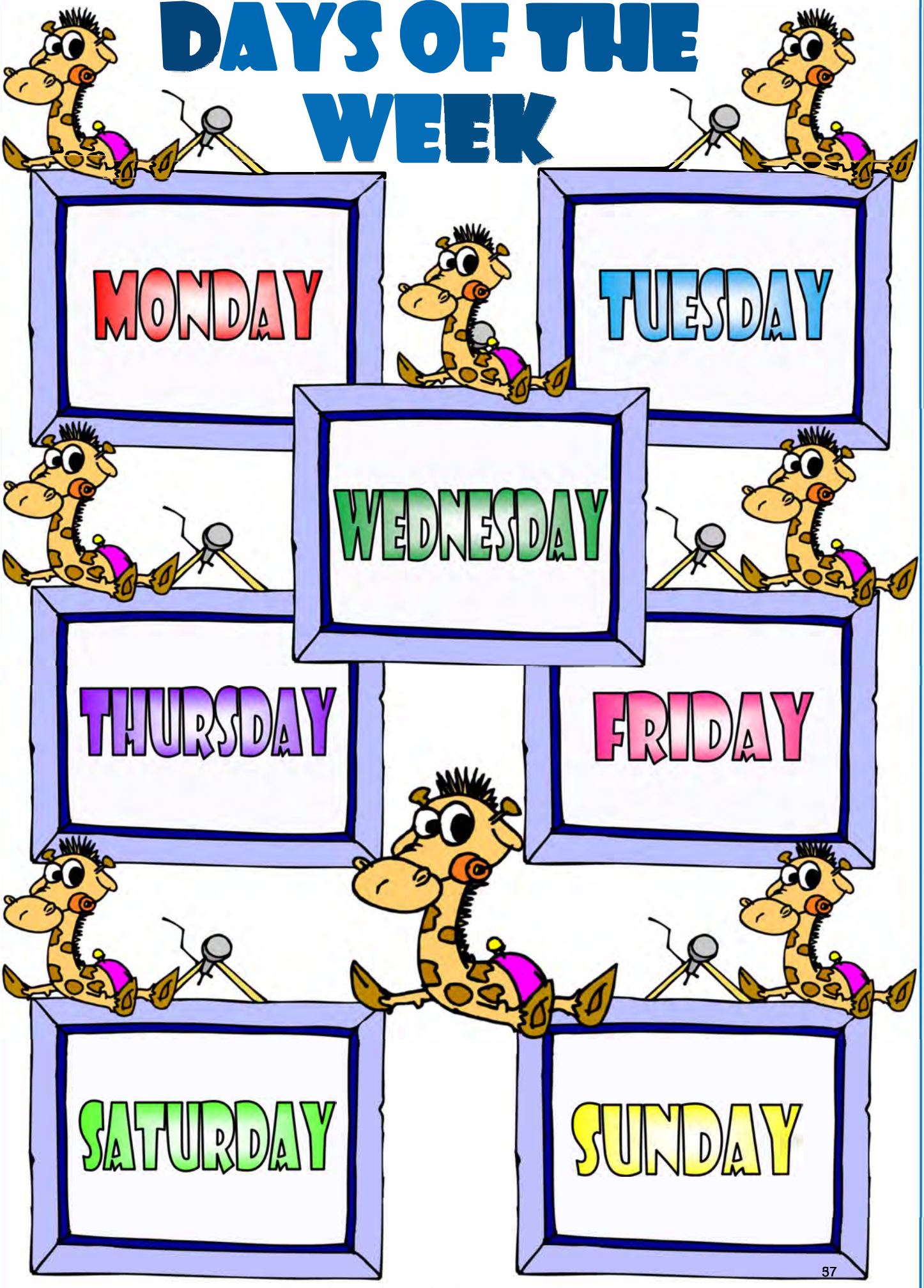
November



December

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DAYS OF THE WEEK



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MONTHS VOCABULARY WORD SEARCH PUZZLE

Find and circle the words in the word search puzzle and label the pictures

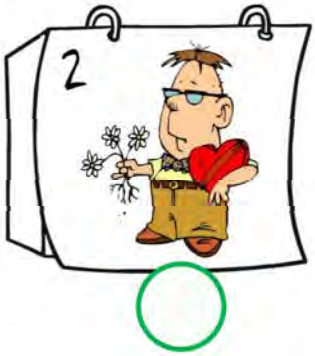
o	o	h	n	t	c	j	a	n	u	a	r	y	z	o
w	c	d	y	s	s	z	n	h	m	r	c	k	c	i
y	t	b	n	x	e	l	k	m	g	t	t	q	x	u
n	o	v	m	a	p	r	i	l	o	p	u	f	g	f
k	b	b	h	s	t	n	o	v	e	m	b	e	r	a
u	e	y	v	c	e	b	m	f	m	a	k	b	d	i
o	r	l	b	e	m	d	r	j	x	y	s	r	m	a
k	y	w	s	q	b	z	j	u	n	e	t	u	a	j
q	d	e	k	s	e	z	s	l	y	p	q	a	r	t
u	n	x	m	t	r	p	v	y	h	p	j	r	c	n
s	z	i	d	y	u	f	m	n	z	h	g	y	h	k
m	c	i	q	v	x	c	g	h	a	c	c	q	l	c
o	w	j	w	d	e	c	e	m	b	e	r	n	o	o
o	c	a	g	l	t	x	v	x	h	t	x	b	z	j
t	k	a	u	g	u	s	t	n	u	j	z	l	n	r

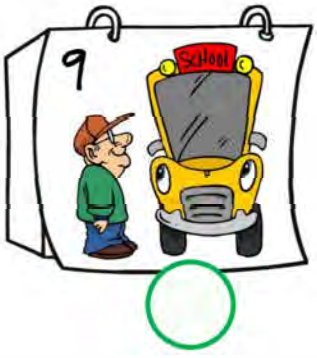


MONTHS OF THE YEAR



- A. November
- B. June
- C. December
- D. March
- E. September
- F. July
- G. February
- H. May
- ?. October
- J. January
- K. August
- L. April



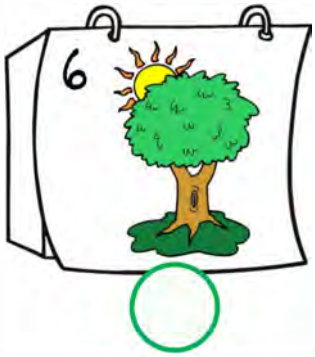


















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DAYS OF THE WEEK

A) Read the sentences and fill in the blanks with the days of the week and do the crossword puzzle

1. Two days before Wednesday is _____

2. The day after Tuesday is _____

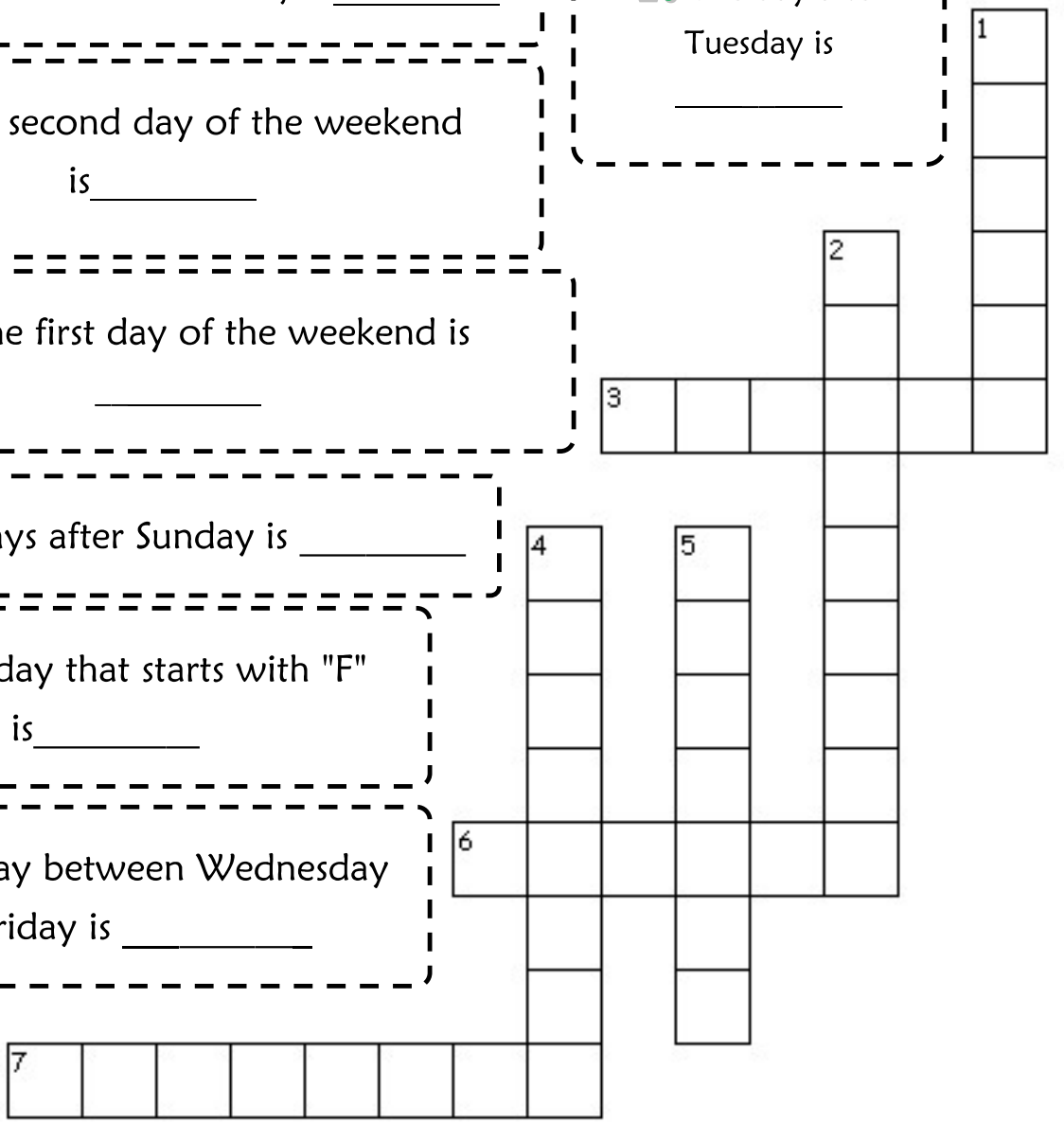
3. The second day of the weekend is_____

4. The first day of the weekend is _____

5. Two days after Sunday is _____

6. The day that starts with "F" is_____

7. The day between Wednesday and Friday is _____



B) Some of the letters in the days of the week are missing. Write them in the spaces.

M_ND_Y S_T_RD_Y

FR_D_Y T__SD_Y S_ND_Y

TH_RSD_Y W_DN_SD_Y

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Lesson 11

Food and drinks

1	**Competence (CNB)**	2. Answers orally to simple directions, questions and gives basic information by using specific topics framed at school and family.
2	**Achievement indicator (CNB)**	2.3. Provides information orally about very specific phrases.
3	**Objective of the session**	Use: Vocabulary related to food and drinks, including words such as "apple," "banana," "water," "coffee," "pizza," "sandwich," etc. To: Identify, name, and describe various food items and drinks in English. In: Pair work where students take turns asking each other about their favorite foods and drinks, using questions like "What's your favorite fruit?" or "Do you like coffee or tea?" This activity encourages students to use food and drink vocabulary in conversational contexts.
4	**Contents (contenidos)**	2.3.4. Food and drink: There is some, any, how much, many, quantifiers.
5	**Online practice**	https://quizlet.com/ru/897460449/food-and-drink-flash-cards/?i=3srwrc&x=1jqt

Teacher's lesson plan BEE program			
Institution		**Teacher**	
Lesson topic:	Food and drinks	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	Ss draw their favorite food and drink in 1 minute. Ss stand up and share it with 3 different classmates. **2 min**		S – O S – S Notebooks, pencil.
Start 1 to 5 minutes	Ss are divided in 3 groups. T asks group 1 to stand up whenever they hear any salty food, group 2 stands up whenever they hear any sweet food, and group 3 stands up when they hear any drink, while T reads the following story: Today, I want to have a picnic with my friend. I need fruits, some apples, bananas and oranges. I love pizza, hot dogs and sandwiches, too. Maybe we can drink water, coffee or soda. Now, teacher writes on the board the vocabulary of the lesson while ss repeat after her/him: Apple/banana/orange/pizza/sandwich/hot-dog/water/coffee/soda. **7 min** T and ss practice pronunciation twice and then ss practice in pairs. Teacher assigns one word to each student and they have to create a drawing in the half of a sheet of paper. **4 min**		T – S S – O T – S Board, markers T – S S – S Sheets of paper, pencils, pens
Main Part 10 minutes	**SCRAMBLED WORDS** T writes on the board the vocabulary words but scrambled: abanan/chsadinw/papel/azzip/daso/georan/thogods/eceoff/wetar Ss get in pairs and unscramble them. **5 min**		S – O S – S Board, markers T – S S – O

	HOT SEAT activity where students change places if they like the food/drink that teacher mentions. **3 min** T writes on the board the following questions: - What's your favorite food/drink/fruit? My favorite food/drink/fruit is _____ - Do you like _____ or _____? I like _____ T practices those questions with 3 random students. Ss stand up and practice the questions with a classmate they haven't talked to today. **5 min**	T – S S – S Board, markers
Closure 10 minutes	**ROLEPLAY** Ss get in pairs and pretend to be friends planning a picnic where they include the food/drinks they will have by asking questions like "Do you like _____?", "What's your favorite food/drink/fruit?" T asks one pair to present in front of the class. **10 min**	S – S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.	

FOOD AND DRINKS PICTURE DICTIONARY 1

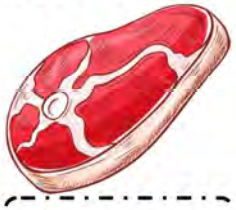

bread


rice


fish

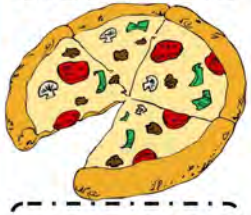

soup


chicken


meat


salad


spaghetti


pizza

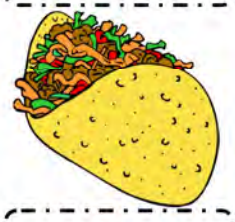

fries


onion rings


water


sandwich


hamburger


taco


hotdog


orange juice


shrimp


sushi


kebab

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FOOD AND DRINKS PICTURE DICTIONARY 2


egg


milk


olives


cheese


butter


sausages


honey



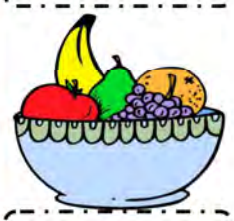
cereal


jam


yogurt


mushroom


corn


fruits


vegetables

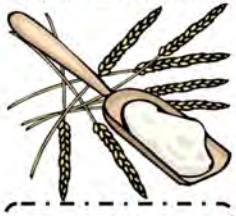

tea


coffee


lemonade


olive oil


pasta


flour

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FOOD AND DRINKS PICTURE DICTIONARY 3



sugar



salt



pepper



mayonnaise



ketchup



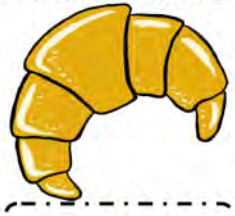
mustard



chocolate



donut



croissant



milkshake



biscuits



cake



crisps



bagels



soda



popcorn



sweet



ice cream



muffin



cola

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FOOD AND DRINKS VOCABULARY MATCHING WORKSHEET 3

Choose the correct words from the list below and write them under the correct pictures

- sugar
- salt
- pepper
- mayonnaise
- ketchup

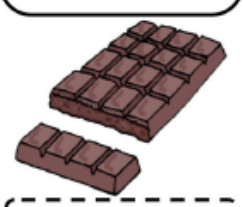
- mustard
- chocolate
- donut
- croissant
- milkshake

- biscuits
- cake
- crisps
- bagels
- soda

- popcorn
- sweet
- ice cream
- muffin
- cola





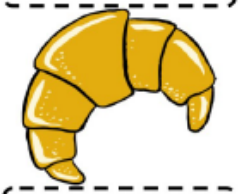
















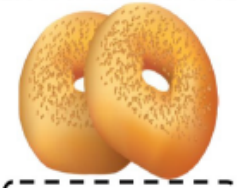




















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FOOD AND DRINKS VOCABULARY MATCHING WORKSHEET 1

Choose the correct words from the list below and write them under the correct pictures

- bread
- rice
- fish
- soup
- chicken

- meat
- salad
- spaghetti
- pizza
- fries

- onion rings
- water
- sandwich
- hamburger
- taco

- hotdog
- orange juice
- shrimp
- sushi
- kebab



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FOOD AND DRINKS VOCABULARY MATCHING WORKSHEET 2

Choose the correct words from the list below and write them under the correct pictures

- egg
- milk
- olives
- cheese
- butter

- sausages
- honey
- cereal
- jam
- yogurt

- mushroom
- corn
- fruits
- vegetables
- tea

- coffee
- lemonade
- olive oil
- pasta
- flour



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Lesson 12

Sports and hobbies

1	**Competence (CNB)**	4. Writes simple sentences and descriptions of his environment by using basic terms.
2	**Achievement indicator (CNB)**	4.3. Creates different kind of descriptions using basic terms.
3	**Objective of the session**	Use: Vocabulary related to sports and hobbies, including names of various sports (e.g., soccer, basketball, swimming) and hobbies (e.g., painting, gardening, reading). To: Identify, name, and describe different sports and hobbies accurately in English. In: Pair work where students take turns discussing and sharing information about different sports and hobbies, their interests, preferences, and experiences using the provided vocabulary. For example, "I enjoy playing soccer with my friends" or "She loves gardening and growing flowers in her backyard."
4	**Contents (contenidos)**	4.3.2. Description of a sport or hobby including its rules.
5	**Online practice**	https://quizlet.com/726479970/sports-and-hobbies-flash-cards/?i=3srwrc&x=1jqt

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Gobierno de la República Guatemala
Ministerio de Educación

Teacher's lesson plan
BEE program

Institution		**Teacher**	
Lesson topic:	Sports and hobbies	**Class**	

Steps	**Procedure**	**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	**Wall race.** Teachers will have pictures of the sports on the wall. When Teacher mentions a sports, teachers must run to the picture, they consider it is the correct. Teacher will give the correct answer at the end.	S-S / Pictures 5m
Start 1 to 5 minutes	Ss will make four groups and will play "Charades". One in the group will not look at the board and T will write a sport activity and the ss who is not looking at the board need to guess while the rest of the groups are acting it. Ss in their notebook will categorize the activity. T will have the following on the board. T will model asking and answer. Ss will need to practice the questions with the different sports and activity. • *What is your favorite sport?* • *My favorite sport is soccer.* • *What is your favorite activity?* *My favorite activity is reading.*	Picture of the different sport and activity. 6m 4 min T-S / Pictures 8m

Sport	Activity
Soccer	Reading
Basketball	Listening to music
Volleyball	Painting
Swimming	Gardening
Running	Watch TV / Watch Movies

Main Part 10 minutes	Ss will practice the following conversation in pair. They will practice it with three different students. *A: Hello Eduardo, how are you today?* *B: Hi Ela, I am good and you?* *A: I am great! I like to do sport.* *B: Me too. My favorite sport is basketball.* *A: That is good, my favorite sport is soccer, and what is your favorite hobby?* *B: My favorite hobby is reading, and you?* *A: My favorite hobby is watching movie.* *B: Sound great!*	6m
Closure 10 minutes	**Ss will use the same conversation, but they will share their favorite sport and activity.** *A: Hello Eduardo, how are you today?* *B: Hi Ela, I am good and you?* *A: I am great! I like to do sport.* *B: Me too. My favorite sport is basketball.* *A: That is good, my favorite sport is soccer, and what is your favorite hobby?* *B: My favorite hobby is reading, and you?* *A: My favorite hobby is watching movie.* *B: Sound great!*	8m
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.	

SPORTS PICTURE DICTIONARY 1



football



basketball



baseball



tennis



volleyball



hockey



karate



golf



skiing



running



cycling



boxing



rock climbing



swimming



skateboarding



diving

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SPORTS PICTURE DICTIONARY 2



surfing



waterskiing



windsurfing



canoeing



hang gliding



parachuting



ice skating



snowboarding



rollerblading



table tennis



badminton



hiking



fishing



car racing



horse riding



motor racing

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SPORTS PICTURE DICTIONARY 3



gymnastics



fencing



weightlifting



curling



archery



rugby



bowling



discus



hurdles



shot put



pole vault



javelin



long jump



high jump



aerobics



wrestling

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HOBBIES PICTURE DICTIONARY 3



going online



doing exercises



skipping rope



camping



playing bowling



playing darts



doing yoga



scuba diving



pottery



sculpting



knitting



sewing



roller skating



playing cards



playing paintball



going for a picnic

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HOBBIES PICTURE DICTIONARY 1



fishing



painting



riding a horse



playing the guitar



hiking



singing songs



reading books



cycling



listening to music



climbing



watching TV



taking photos



dancing



cooking



gardening



doing puzzles

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HOBBIES PICTURE DICTIONARY 2



skiing



running



travelling



doing ballet



walking



flying a kite



swimming



playing tennis



doing origami



riding a motorbike



playing the piano



playing video games



playing chess



doing shopping



sailing



playing with friends

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SPORTS VOCABULARY MATCHING WORKSHEET 1

Choose the correct words from the list below and write them under the correct pictures












WORD LIST

- football
- basketball
- baseball
- tennis
- volleyball
- hockey
- karate
- golf
- skiing
- running
- cycling
- boxing
- rock climbing
- swimming
- skateboarding
- diving











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SPORTS VOCABULARY MATCHING WORKSHEET 2

Choose the correct words from the list below and write them under the correct pictures












WORD LIST

- surfing
- waterskiing
- windsurfing
- canoeing
- hang gliding
- parachuting
- ice skating
- snowboarding
- rollerblading
- table tennis
- badminton
- hiking
- fishing
- car racing
- horse riding
- motor racing











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SPORTS VOCABULARY MATCHING WORKSHEET 3

Choose the correct words from the list below and write them under the correct pictures












WORD LIST

- gymnastics
- fencing
- weightlifting
- curling
- archery
- rugby
- bowling
- discus
- hurdles
- shot put
- pole vault
- javelin
- long jump
- high jump
- aerobics
- wrestling











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HOBBIES VOCABULARY MATCHING WORKSHEET 3

Choose the correct words from the list below and write them under the correct pictures












WORD LIST

- going online
- doing exercises
- skipping rope
- camping
- playing bowling
- playing darts
- doing yoga
- scuba diving
- pottery
- sculpting
- knitting
- sewing
- roller skating
- playing cards
- playing paintball
- going for a picnic











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HOBBIES VOCABULARY MATCHING WORKSHEET 1

Choose the correct words from the list below and write them under the correct pictures













WORD LIST

- fishing
- painting
- riding a horse
- playing the guitar
- hiking
- singing songs
- reading books
- cycling
- listening to music
- climbing
- watching TV
- taking photos
- dancing
- cooking
- gardening
- doing puzzles











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HOBBIES VOCABULARY MATCHING WORKSHEET 2

Choose the correct words from the list below and write them under the correct pictures












WORD LIST

- skiing
- running
- travelling
- doing ballet
- walking
- flying a kite
- swimming
- playing tennis
- doing origami
- riding a motorbike
- playing the piano
- playing video games
- playing chess
- doing shopping
- sailing
- playing with friends











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Lesson 13

Adjectives to describe places

1	**Competence (CNB)**	2. Answers orally to simple directions, questions and gives basic information by using specific topics framed at school and family.
2	**Achievement indicator (CNB)**	2.2. Asks and answers respectfully basic questions about needed information.
3	**Objective of the session**	Use: Vocabulary related to adjectives used to describe places, including words such as "crowded," "quiet," "spacious," "cozy," "modern," "historic,", "lively," "peaceful," "vibrant," "clean," "safe," "convenient," "friendly," etc., specifically focusing on describing one's neighborhood. To: Describe and talk about one's neighborhood using appropriate adjectives in English. In: Pair work where students take turns describing their neighborhood using the provided adjectives to convey its characteristics, atmosphere, and features accurately.
4	**Contents (contenidos)**	2.2.2. My neighborhood: Adjectives.
5	**Online practice**	https://quizlet.com/886069113/adjectives-describe-neighborhoods-flash-cards/?i=3srwrc&x=1jqt

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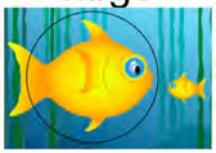
Teacher's lesson plan
BEE program

Institution		**Teacher**	
Lesson topic:	Adjectives to describe places	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	**STOP!** Ss create a chart in their notebooks including "Name/Last Name/ Food/Country/Family member/Total". Then, T gives them a letter and the one who finishes first, says STOP! and shares their answers. **5 min**		S – O Notebooks, pens or pencils.
Start 1 to 5 minutes	T talks about her/his neighborhood using some of the following adjectives: crowded, quiet, spacious, cozy, modern, historic, lively, peaceful, vibrant, clean, safe, convenient, friendly. Ss pay attention and count all the adjectives they can identify (T clarifies what an adjective is). **3 min** T elicits the adjectives from students and copies them on the board. Now T and ss practice the correct pronunciation of it. **3 min** Ss get in pairs and describe their classroom using some of the adjectives. E.g.: "This classroom is clean, safe and convenient". **3 min**		T – S T – S Board, markers S – S Classroom
Main Part 10 minutes	**MATCHING** T writes on the board some places from ____ (site) and some adjectives on the other side. T plays "Show me, show me…" and the last student passes to the front to match and reads the sentence (_____ is vibrant) E.g. (Guatemala City): Central Park Vibrant IRTRA Friendly Museum Quiet Pasos y Pedales Crowded **8 min**		T – S S – O Board, markers, different objects in class. S – S

	LETTUCE PAPER Ss are tossing a lettuce paper, the one who drops it has to take one layer of it and describe the place that is written in it using some of the adjectives. E.g.: **Zone 1**: It is crowded, historic and lively. **Zoo La Aurora:** It is friendly, crowded, modern and vibrant. **Museum:** It is clean, safe, peaceful and historic. **5 min** **DESCRIBE YOUR FAV PLACE** Ss write the name of their fav place and write the adjectives they would use to describe it. Then, ss share with the person next to them. E.g.: "My fav place is the beach, it is crowded, spacious, peaceful and convenient" **8 min**	S – O Lettuce paper S – O S – S Notebooks, pens or pencils.
Closure 10 minutes	Ss draw a sketch of their neighborhood including the most important places of it. Then, they stand up and SA describes it to a SB using the following adjectives: crowded, quiet, spacious, cozy, modern, historic, lively, peaceful, vibrant, clean, safe, convenient, friendly. Then, ss change roles and SB describes their neighborhood to SA. **10 min**	S – O S – S Notebooks, pens or pencils.
Wrap-up 1 to 5 minutes	Teacher asks Ss for other adjectives they may know to describe places so they all can get new vocabulary.	T – S S – O

Adjectives to Describe Places

Study online at https://quizlet.com/_epal3k

small	little 
big	large 
clean	not dirty or polluted 
dirty	not clean, filthy 
crowded	full of people 

Adjectives to Describe Places

Study online at https://quizlet.com/_epal3k

beautiful	pretty 
hot	not cold 
cold	not hot 
scenic	beautiful, picturesque 
mountainous	having many mountains 

Adjectives (describe neighborhoods)

Study online at https://quizlet.com/_enjjax

clean	
dirty	
interesting	
boring	
safe	
unsafe	
convenient	

Adjectives (describe neighborhoods)

Study online at https://quizlet.com/_enjjax

inconvenient	
calm	
busy	
new apartment	
old house	
noisy	

Adjectives to describe places

Fill in the Blanks. Instructions: Fill in the blanks with the correct vocabulary word from the box.

1. The park is very _____. (calm)
2. My brother bought a _____. (new apartment)
3. The streets are very _____. (busy)
4. This old building is _____. (dirty)
5. The beach is _____. (picturesque)
6. The market was _____. (crowded)
7. My room is very _____. (small)
8. The museum is _____. (interesting)
9. The old house looks _____. (unsafe)
10. The hotel is in a very _____. location. (convenient)

Word Association. Instructions: Draw a line to connect the words with their opposite meanings.

clean	ugly
interesting	big
safe	unattractive
convenient	empty
calm	inconvenient
new apartment	boring
noisy	unsafe
small	quiet
crowded	dirty
pretty	busy
picturesque	old house

Lesson 14

Likes and dislikes

1	**Competence (CNB)**	2. Answers orally to simple directions, questions and gives basic information by using specific topics framed at school and family.
2	**Achievement indicator (CNB)**	2.1. Begins to use appropriately polite social language and basic vocabulary with classmates.
3	**Objective of the session**	Use: Vocabulary related to expressing likes and dislikes, including verbs such as "like," "love," "enjoy," "dislike," "hate," "prefer," and expressions like "I enjoy watching movies," "She dislikes spicy food," "They love playing soccer," etc., specifically focusing on talking about oneself and one's friends. To: Express personal preferences, likes, and dislikes as well as those of one's friends effectively in English. In: Pair work where students take turns discussing and sharing their own likes and dislikes as well as those of their friends about various activities, foods, hobbies.
4	**Contents (contenidos)**	2.1.4. My friend's parents likes and dislikes: simple present tense.
5	**Online practice**	https://quizlet.com/mx/451478533/likes-and-dislikes-flash-cards/?i=3srwrc&x=1jqt

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Teacher's lesson plan

BEE program

Institution		**Teacher**	
Lesson topic:	Likes and dislikes	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	**Charades.** T divide the class in two teams. Each team selects a person, and that person will be in front of the board. T writes a word on the board and the rest of the students mimic it until the person guesses the word. All the students must pass in front and guess the word.		S-S Board, markers
Start 1 to 5 minutes	Teacher will show them some pictures about hobbies and foods T ask to the students: ▪ Do you like or dislike to **(say the word according to the picture**)? Then, T will put more pictures. Ss in pairs will discuss if they like or dislike it. **(5 min)** **POSTERS.** Teacher will paste 6 posters around the class with the phrases: I like, I love, I enjoy, I dislike, I hate, I prefer Students will stand up and write on the posters something according to what is required. Ss will write their name to their answers. **E.g.** I love to eat pizza. – Maria. T will read their answers. **(5 minutes)** Students using the same poster from the first activity will share with other Ss about their results. **E.g.** Maria likes bananas. | Alex loves chocolates. **(3 minutes)** **Find someone who.** Students will have a chart and they will ask the other teacher according the worksheet if they like, love, enjoy, dislike, hate, and prefer.		S-S Pictures, masking. You can avoid pictures and just write some activities on the board. S-S Posters, makers, masking S-S Posters. S-S Worksheet

	Ss will write the name of the person on the paper. **(7 minutes)**	
Main Part 10 minutes	T will give pieces of paper with different activities in a box or bag. Ss will get in groups. One by one will take a piece of paper and ask to each other: Ss A: Do you **like / love/ dislike / hate / prefer** _____? Ss B: Yes, I **like** _____. No, I don't **like** _____. When they finish, they exchange the piece of paper, and they continue with another pair. **(5 minutes)**	S-S Pieces of paper with actions.
Closure 10 minutes	Students are in a new school. Ss will find 5 things in common between them by asking to each other. After that, they will share the results. T elicits ideas. **(6 min)**	S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.	

Likes and dislikes
Study online at https://quizlet.com/_7gsr2d

I don't like vegetables	
I like hamburgers in Carl's Jr.	
I don't like football. It's boring	
I hate spiders. I can't see them.	
I like sports.	
I hate spinach.	

Likes and dislikes
Study online at https://quizlet.com/_7gsr2d

Do you like hamburgers?	
Do you like superman?	
Does she like dogs?	
Josue hates tomatoes.	
Diana loves milk	
James and Kate don't like beans	

Likes and dislikes
Study online at https://quizlet.com/_7gsr2d

They don't like grapes	
He doesn't like cranberries	
Elizabeth hates spiders.	
Rafa doesn't like honey, he is allergic.	
Lulu doesn't like scramble eggs	
I like eating sausages on Sunday	

Likes and dislikes
Study online at https://quizlet.com/_7gsr2d

We love pancakes with butter and maple syrup.	
Do you like jam in your toast?	
They like orange juice	
She doesn't like sugar	
Does he like coffee?	

Lesson 15

Adverbs of frequency

1	**Competence (CNB)**	1. Understands simple phrases and specific range of vocabulary concerning to known topics in short dialogues and oral sentences.
2	**Achievement indicator (CNB)**	1.1. Distinguishes the meaning of basic vocabulary concerning to familiar topics.
3	**Objective of the session**	Use: Vocabulary related to adverbs of frequency, including words such as "always," "usually," "often," "sometimes," "rarely," and "never." To: Describe and talk about daily routines using adverbs of frequency in English. In: Pair work where students take turns discussing and sharing information about their daily routines using adverbs of frequency, such as "I always wake up early" or "She usually exercises in the evening."
4	**Contents (contenidos)**	1.1.3. Routines: Adverbs of frequency.
5	**Online practice**	https://quizlet.com/279747518/adverbs-of-frequency-flash-cards/?i=3srwrc&x=1jqt

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Teacher's lesson plan
BEE program

Institution		**Teacher**	
Lesson topic:	Adverbs of frequency	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	T will make a movement then the next student will make another movement and the next student will repeat the previous movement and do a new one. Ss will try to repeat all the movements.		S-S
Start 1 to 5 minutes	The teacher will give them some papers with adverbs and percentages. Ss will order them according to how they consider them, it goes from 100% to 0%. • Always – 100% • Usually – 90% • Often – 70% • Sometimes – 50% • Rarely – 5% • Never – 0% T will check their answers. **(5 minutes)** T will write sentences on the board and Ss will write them correctly on a poster. Ss will be working in groups. After that, in groups they will move to other posters and check the sentences. **(8 minutes)** 1. They go to the movies (often). 2. She listens to classical music. (rarely). 3. He reads the local newspaper. (sometimes). 4. Sara smiles (always). 5. I drink coffee (sometimes) 6. He feels terrible (usually). **7.** I eat meat (never). 8. I eat vegetables and fruits (always) 9. We drink water. (sometimes) Mario wakes up late. (usually)		S-S Papers S-S Board, posters, markers.
Main Part 10 minutes	T will divide the class into two teams. Both teams will do a line in front of the board.		S-S Markers, boards.

	And one by one will pass in front and write a sentence using the frequency adverb they get. Ss will have 15 second to write a sentence and go to the back part. T will check their sentences. **(7 minutes)** T will give pictures to each student. Ss in pairs will ask to each other about "How often do you ____?" Ss A: How often do you **eat salad?** Ss B: I never **eat salad.** T models the activity. **(5 minutes)** Now, students will practice the questions again but this time they won`t use any materials. **(5 minutes)**	S-S Pictures of daily activities S-S
Closure 10 minutes	Students imagine they want to invite a friend to go out, but they need to know what activities they are used to doing. Ss will stand up and share their morning routine. Ss A: How often do you study? Ss B: I never study. **(5 minutes)**	S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.	

Adverbs of Frequency

Study online at https://quizlet.com/_4mjyke

I sometimes get up at 4:00 a.m.	How often do you get up at 4:00 a.m.? (sometimes) 
He never takes a shower with cold water.	How often does he take a shower with cold water? (never) 
We drive to work every day.	How often do we drive to work? (every day)
They always have breakfast.	How often do they have breakfast? (always) 
She usually studies English.	How often does she study English? (usually) 
Larry is rarely unhappy.	How often is Larry unhappy? (rarely)

Adverbs of Frequency

Study online at https://quizlet.com/_4mjyke

	 How often is Sally late for work? (hardly ever)
Sally is hardly ever late for work.	 How often is Robert late for class? (never)
Robert is never late for class.	 How often are we happy to see each other? (often)
We are often happy to see each other.	 How often do you ride a bicycle? (hardly ever)
I hardly ever ride a bicycle.	

always	100%
usually	90%
often	60%
sometimes	50%
rarely	20%
never	0%
She always plays with her sisters.	How often does she play with her sisters? (always)
I am always helpful at home.	Find the mistake. "I always am helpful at home."

Adverbs of Frequency

always
usually
often
sometimes
rarely
never



REWRITE THE SENTENCES WITH THE FREQUENCY ADVERBS IN THE BLANKS

1. Mr.Goodson gets up at 6:30. (always)
   .....
2. She plays the flute. (sometimes)
   .....
3. I walk my dog in the park. (often)
   .....
4. He reads an English story book. (rarely)
   .....
5. Steve doesn't play computer games. (never)
   .....
6. Claire goes to bed early. (always)
   .....
7. Our dog doesn't eat spinach. (never)
   .....
8. Mike swims in their swimming pool. (often)
   .....
9. I eat my lunch in the cafeteria. (sometimes)
   .....
10. She walks to school. (usually)
    .....
11. He visits his grandparents. (rarely)
    .....
12. They study for the exams together. (often)
    .....
13. We go for a picnic. (sometimes)
    .....
14. He doesn't drink coffee or tea. (never)
    .....
15. Tony climbs orange trees. (always)
    .....

PUT INTO CORRECT ORDER AND REWRITE

1. never / food / Julia / eats / fast
   .....
2. play / they / sometimes / volleyball
   .....
3. cat / milk / her / drinks / always
   .....
4. walks / often / dad / work / my / to
   .....
5. usually / makes / mum / a / cake / my
   .....
6. social / I / study / rarely / sciences
   .....
7. cheat / we / exams / never / the / in
   .....

ANSWER THESE QUESTIONS

1. How often do you have a bath?
   (twice a week).....
2. How often does your father drive to work?
   (always).....
3. How often do you go on a holiday?
   (once a year).....
4. How often does Sue go to the library?
   (usually).....
5. How often do you have breakfast in the morning? (every day) .....
6. How often does Sam send e-mails to his e-pal? (sometimes) .....
7. How often do they cook pizza and fries?
   (three times a week).....

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Lesson 16

Simple present: subject and predicate

1	**Competence (CNB)**	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.
2	**Achievement indicator (CNB)**	4.1. Writes words with accurate spelling.
3	**Objective of the session**	Use: Vocabulary related to simple present tense subject and predicate structures, including subject pronouns (I, you, he, she, it, we, they) and predicate verbs (action verbs, linking verbs, auxiliary verbs). To: Identify and construct sentences using subject and predicate in simple present tense in English. In: Pair work where students take turns creating and exchanging sentences using different subject pronouns and predicate verbs in simple present tense, focusing on subject-verb agreement and sentence structure.
4	**Contents (contenidos)**	4.1.1. Short simple sentences: subject and predicate.
5	**Online practice**	https://quizlet.com/619651467/simple-subjects-simple-predicates-flash-cards/?i=3srwrc&x=1jqt

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Teacher's lesson plan

BEE program

Institution		**Teacher**	
Lesson topic:	Simple present subject and predicate	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	On the board: L L R T L R T L R T RRRLLLTRLRTLTR RRLLTTLLRLTLRTLRT L – left hand R- right hand T – 2 hands together Students will do the movements according to the corresponding order on the board.		Board, marker.
Start 1 to 5 minutes	Ss will have two papers pasted on the wall, T will say a word and they will run to the side they consider. Side A= Subjects Side B= Predicates T will have a conversation on the board, ss must repeat after the teacher, and then they will practice a conversation with a partner, after that ss will circle the subject in each sentence and after that they will underline the predicate. A- Hi, what is your name? B- Hello, I am Maria and you? A- Hi, I am Tomás, I have a question, what do you usually do on your weekend? B- I wake up late, I eat my breakfast., I walk with my dog., I cook lunch and I go out with my friends. And you? A- I have a relaxed weekend. I go out the whole day with my family. We travel and eat outside. We enjoy our weekend. B- That´s nice, I hope you enjoy this weekend. A- I am sure I can do it, I have to leave, goodbye. B- Goodbye.		Board, markers, pieces of paper.

	Ss will share the subject their circle and underline with a partner. Class check, by asking SS to stand up when they hear a subject.	
Main Part 10 minutes	Ss will have on the board two parts of a sentence, ss must match the subject with the predicate. I studies literature. The Sun works in finance He coffee every morning. The train arrives at midnight. She drinks rises in the east. She eat breakfast every morning. TSS Students will connect the sentences the teacher will have in the floor, they will say it out loud and they will move to the next one. Ss will complete the following conversation with predicates related to their personal information and they will practice with at least two classmates. C- Hi, what is your name? D- Hello, I am _____and you? C- Hi, I am _____, I have a question, what do you usually do on your weekend? D- I _____, I _____., I _____., I _____ and _____. And you? C- I _____. I _____. We _____. We _____. D- That´s nice, I hope you enjoy this weekend. C- I am sure I can do it, I have to leave, good bye. Good bye.	Photocopies, pieces of paper.
Closure 10 minutes	*Ss will have subjects around the class and they will create predicates for each subject or subjects for each predicate. They will share with as many classmates as they can.*	Pieces of paper
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.	

Simple Subjects & Simple Predicates
Study online at https://quizlet.com/_a8xa4r

Simple Predicate	the verb
Simple Subject	the main person/thing doing the action in the sentence.
Find the simple subject in this sentence: The students studied the vocabulary words.	students
Find the simple subject in this sentence: Sabold is the greatest school on earth.	Sabold
Find the simple predicate in this sentence: The fifth grade students worked diligently.	worked
Find the simple predicate in this sentence: I am your homeroom teacher.	am

Simple Subjects & Simple Predicates
Study online at https://quizlet.com/_a8xa4r

Find the simple predicate in this sentence: The kids ate ice cream.	ate
Find the simple subject in this sentence: The kids ate ice cream.	kids
Find the simple subject in this sentence: The Goonies looked for the buried treasure.	Goonies
Find the simple predicate in this sentence: The Goonies looked for the buried treasure.	looked
Find the complete predicate in this sentence: The fifth grade students worked diligently.	worked diligently

Subjects and predicates

A **subject** is what the sentence is about.

A **predicate** tells us what the subject is or does.

Underline the **subject**. Circle the **predicate**.

1. I enjoy pizza with sausage and pepperoni.
2. The old house on the corner has a big garden in the backyard.
3. Lynn, my mom's best friend, plays cards with her family.
4. The hammer on the shelf can be used to work on the project.
5. Our dog, Rocky, loves to chase sticks and balls.
6. The shop owner, Jay, gives us free candy whenever we stop to say hello.
7. A microwave and a blender cannot both fit on the counter in my kitchen.
8. Amy, Carol, and Rachel went to France together for vacation.
9. Tom and Ann are going to have dinner at the restaurant.



10. My brother and my sister are studying in college.

Lesson 15

Simple present: everyday activities

1	**Competence (CNB)**	1. Responds to basic oral instructions given in English at school.
2	**Achievement indicator (CNB)**	1.2. Understands specific phrases related to everyday activities at school.
3	**Objective of the session**	Use: Vocabulary related to simple present tense verbs for everyday activities, such as "eat," "sleep," "study," "play," etc. To: Describe and talk about daily routines and activities using simple present tense in English. In: Pair work where students take turns discussing their daily routines and activities, using simple present tense verbs to describe what they do regularly.
4	**Contents (contenidos)**	1.2.2. Auxiliary verbs with simple present tense on everyday activities, hobbies, habits.
5	**Online practice**	https://en.islcollective.com/english-esl-worksheets/speaking-practice/warmer-filler-cooler/daily-routines/everyday-activities/23675

Teacher's lesson plan BEE program			
Institution		**Teacher**	
Lesson topic:	Simple present everyday activities	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	Ss will be divided in two groups, and they will be back-to-back and they have to guess their classmates' outfits by asking questions. Ex. Are you wearing a white T- shirt? Yes, I am This can be only with yes, no questions.		Board, marker.
Start 1 to 5 minutes	Students will be divided on two groups, and they will look at the images on the board and they will run to the picture that the teacher mention. Eat Sleep Study Play Work Walk Read Write Students will have a conversation unscrambled and they have to complete the conversation. Johnny: Can I ask you some questions for my class survey? Jenny: Sure, no problem. Johnny: do you sleep late? Jenny: Yes, I do, I sleep at 12:00am. Johnny: Good. How do you read? Jenny: I never read. I don't like it. Johnny: Really? Do you play videogames? Jenny: Yes, I do, I love to play videogames Johnny: Do you walk home? Jenny: I sometimes walk home. Johnny: Great. Thanks for helping. Jenny: You are welcome.		Board, markers, pieces of paper.

<table>
<tr><td></td><td>Students will have some subjects and some images that they must match, then they will stand up and they will share with at least 3 classmates.
Subject + an image.</td><td></td></tr>
<tr><td>Main Part
10 minutes</td><td>Students will have to correct sentences. TSS

• I brush my teeth in the morning.
• She walk home everyday.
• I plays with my videogames .
• He work at 8.45am every morning.
• You sleeps late.</td><td>Photocopies, pieces of paper.</td></tr>
<tr><td>Closure
10 minutes</td><td>Students will have a chart and they find some who….

<table><tr><td></td><td>Plays every day</td><td>Read every day</td><td>Eat breakfast at 10:00am</td><td>Walks home everyday</td><td>SleeSs sat 12:00pm</td><td>Works on weekends</td></tr><tr><td>NAME</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>
Ss will do a mini schedule about their week, and they will share it with their classmates. Using the following questions.

What do you do on Monday?
I _____ and I _____

</td><td>Pieces of paper</td></tr>
<tr><td>Wrap-up
1 to 5 minutes</td><td>Close session with a message, picture, next class topic, etc.</td><td></td></tr>
</table>

EVERYDAY ACTIVITIES



brush teeth



cook



do homework



get up



go to bed



go to school



have a shower



have breakfast



have lunch



play in the park



tidy up



get dressed



have dinner



drink



eat



leave



do the shopping



go to the cinema



make bed



sleep

iSLCollective.com

Every day activities

Exercise 1: Instructions: Fill in the blanks with the correct form of the verb in the simple present tense.

1. She _____ (read) a book every evening.
2. They _____ (play) football on Saturdays.
3. He _____ (watch) TV after dinner.
4. I _____ (go) to the gym twice a week.
5. We _____ (eat) breakfast at 8 o'clock every morning.

Exercise 2: Instructions: Complete each sentence with the correct form of the verb in the simple present tense.

1. She _____ (work) in a hospital.
2. They _____ (like) to listen to music.
3. He _____ (drink) coffee in the morning.
4. We _____ (study) English every day.
5. The cat _____ (sleep) on the sofa.

Exercise 3: Instructions: Read each statement and write "True" if it describes an everyday activity correctly in the simple present tense. Write "False" if it doesn't.

1. She reads a book every month. _____
2. They play basketball on Sundays. _____
3. He watches movies at night. _____
4. We go swimming in winter. _____
5. I eat lunch at 1 o'clock. _____

Exercise 4: Instructions: Create four sentences about your own everyday activities using the simple present tense. Write them in the spaces provided.

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

Lesson 18

Simple present: daily routines

1	**Competence (CNB)**	2. Answers orally to simple directions, questions and gives basic information by using specific topics framed at school and family.
2	**Achievement indicator (CNB)**	2.1. Begins to use appropriately polite social language and basic vocabulary with classmates.
3	**Objective of the session**	Use: Vocabulary related to simple present tense verbs for daily routines, including "wake up," "get dressed," "brush teeth," "have breakfast," "go to school," "study," "eat lunch," "play sports," "do homework," "have dinner," "watch TV," "go to bed," and other relevant verbs. To: Describe and talk about daily routines using simple present tense in English. In: Pair work where students take turns discussing their daily routines, using the provided list of verbs to describe what they do regularly throughout the day.
4	**Contents (contenidos)**	2.1.3. Daily life routines: regular and irregular verbs, in simple present tense.
5	**Online practice**	https://quizlet.com/76626960/daily-routine-flash-cards/ https://quizlet.com/60003170/daily-routines-flash-cards/?i=3srwrc&x=1jqt

Embajada de los Estados Unidos de América

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Gobierno de la República Guatemala
Ministerio de Educación

Teacher's lesson plan
BEE program

Institution		**Teacher**	
Lesson topic:	Simple present: daily routines	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	Teacher will divide the class in groups. Each group will have a piece of paper and markers or crayons. T will have a picture, one student per group will go with the teacher and observe the picture. They will have just 10 seconds to observe and then return to their group and draw everything they remember, then a different student go to observe the picture and memorize. Ss share what they draw.		S-S Paper sheets, markers or crayons.
Start 1 to 5 minutes	Students will make a brainstorm of all the activities they do during a normal day. Ss do it in their notebook. Ss will share it with the person next to them. **(3 minutes)** T will write a vocabulary on the board. Students will classify them into "Morning, afternoon, and night". Ss share their answers with the person with the same color of t-shirts. **(5 minutes)** T will give them a conversation. T will read a conversation and students will listen for the answers. A: Hi! B: Hello! A: How are you? B: I'm good, thanks. You? A: Good too. What's your morning routine? B: I wake up, brush my teeth, and eat breakfast. And you? A: Same here. After work? B: I exercise and cook dinner. And you? A: I relax, watch TV or read. B: Great, nice to meet you Sara. A: Nice to meet you too, Tom. Bye!		S-S Notebook T-S Board, markers, S-S Worksheet, notebook

	After they complete the conversation, they will practice the conversation with two classmates. **(7 minutes)**	
Main Part 10 minutes	Students will write their routine on a piece of paper. They won`t write their names on the papers. Each student will take a different paper and in pairs they will guess the person in the routine. T models the activity. **(7 minutes)** Students in a paper sheet will do their routine. It can be from Monday to Friday or just a specific day. Ss in pairs will share their routine. • I wake up at 7:00 a.m. • I brush my teeth at 7:10 a.m. ... **(10 minutes)** Students will practice the conversation again but this time using their routine. **A-** What do you on Monday? **B-** I wake up at 7:00 a.m and I work. **A-** What do you you on Friday? **B-** I clean my room and I play videogames. **(5 minutes)**	S-S Paper sheets S-S Paper sheets S-S Conversation
Closure 10 minutes	Students pretend they find a new friend and they want to invite him/her to watch a movie. They must ask questions to get agree. Ss A: It´s the busy person. Ss B: It´s the person asking questions.	S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.	

Daily Routine
Study online at https://quizlet.com/_19mdqo

wake up	
get up	
take a shower	
take a bath	
have breakfast	
have lunch	

Daily Routine
Study online at https://quizlet.com/_19mdqo

have a snack	
have dinner	
watch TV	
exercise	
play sports	

Daily Routine
Study online at https://quizlet.com/_19mdqo

clean up	
go shopping	
play video games	
stay at home	
wash the car	

Daily Routine
Study online at https://quizlet.com/_19mdqo

go to school	
go home	
do homework	
go to church	
go to the movies	
go to **b**ed	

My Daily Routine

Things I do before school:



Things I do after school:

_____

_____

_____

Things I do every weekday:

Things I do on the weekend:

_____

_____

_____

_____

_____

_____

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Lesson 19

Count and noncount nouns + quantifiers (much-many)

1	**Competence (CNB)**	1. Understands simple phrases and specific range of vocabulary concerning to known topics in short dialogues and oral sentences.
2	**Achievement indicator (CNB)**	1.1. Distinguishes the meaning of basic vocabulary concerning to familiar topics.
3	**Objective of the session**	Use: Vocabulary related to count and noncount nouns, including examples such as "apple" (count noun) and "water" (noncount noun), along with quantifiers such as "much" and "many." To: Identify, differentiate, and use count and noncount nouns correctly with appropriate quantifiers in English. In: Pair work where students take turns practicing count and noncount nouns with quantifiers, such as asking questions like "How many apples do you have?" and "How much water do you drink?"
4	**Contents (contenidos)**	1.1.6. Shopping: count and noncount nouns + quantifiers (much-many).
5	**Online practice**	https://quizlet.com/ca/769558603/count-and-non-count-nouns-flash-cards/?i=3srwrc&x=1jqt

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Gobierno de la República Guatemala
Ministerio de Educación

Teacher's lesson plan
BEE program

Institution		**Teacher**	
Lesson topic:	Countable and uncountable nouns, quantifiers many and much	**Class**	

Steps	**Procedure**	**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	**Guesses About the Partner** Look at your partner and write down (don't show to the partner!): Their favorite color Favorite food Movie Type of vacation Clothing or accessory Most important quality of their girlfriend/boyfriend, husband/wife ETC Talk to you partner and find out if your guesses are correct Feedback: raise your hands of you had more than half correct guesses, etc.	Board, marker.
Start 1 to 5 minutes	Students will have on the wall some pictures with sentences on it, they will get in pairs and will walk around the class. Once they finish looking at the picture's teacher will elicit answers to the following questions: 1. Which food/ ingredients can you count? 2. Which of them you can´t count? The teacher will clarify the answers.	Board, markers, pieces of paper.
Main Part 10 minutes	Students will look at the conversation on the board talking about a person's favorite dish. Ss will underline the countable nouns and they will circle the uncountable nouns.	Photocopies, pieces of paper.

<table>
<tr>
<td></td>
<td>Students will classify the following chart between countable and uncountable.

Rice, oil, tomato, corn, potato, noodles, water, apple, peach, banana, beans, donuts.

<table>
<tr><td>Countable</td><td>Uncountable</td></tr>
<tr><td></td><td></td></tr>
</table>

Students will draw their favorite dish, and they will write the ingredients it contains.</td>
<td></td>
</tr>
<tr>
<td>Closure
10 minutes</td>
<td>Ss will use the previous exercise, and they will share their recipe with their classmates, but they have to ask and answer questions like:

What is your favorite dish?
My favorite dish is_____
How many _____ does it have?
It has _____.
How much_____ does it contain?
It contains_____.

They will share with atm least 3 classmates and some of them will present in front of the class.</td>
<td>Pieces of paper</td>
</tr>
<tr>
<td>Wrap-up
1 to 5 minutes</td>
<td>Close session with a message, picture, next class topic, etc.</td>
<td></td>
</tr>
</table>

Count and Non Count Nouns

Study online at https://quizlet.com/_cq6b7v

bread	non count 
food	non count 
egg	count 
rice	non count 
potato	count 
fruit	non count 

Count and Non Count Nouns

Study online at https://quizlet.com/_cq6b7v

teacher	count 
classroom	count 
backpack	count 
sugar	non count 
information	non count 
cheese	non count

Count and Non Count Nouns

Study online at https://quizlet.com/_cq6b7v

	
yogurt	non count 
water	non count 
shoe	count 
book	count 
	non count

Count and Non Count Nouns

Study online at https://quizlet.com/_cq6b7v

paper	
coffee	non count 
milk	non count 
meat	non count 
gasoline	non count 
bag	count

Count and Non Count Nouns

Study online at https://quizlet.com/_cq6b7v

	
finger	count 
jam	non count 
traffic	non count 
car	count 
juice	non count

Count and Non Count Nouns

Study online at https://quizlet.com/_cq6b7v

	
honey	non count 
chair	count 
desk	count 
house	count 
	non count

Count and Non Count Nouns

Study online at https://quizlet.com/_cq6b7v

salt	
cookies	count 
soup	non count 
shampoo	non count 
butter	non count 
bananas	count

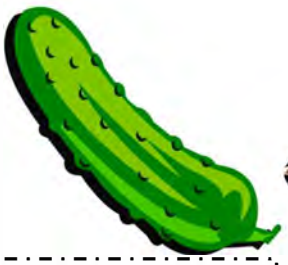
Count and Non Count Nouns

Study online at https://quizlet.com/_cq6b7v

	
homework	non-count 
traffic	non-count 

COUNTABLE OR UNCOUNTABLE

Write "C" for countables and "U" for uncountables



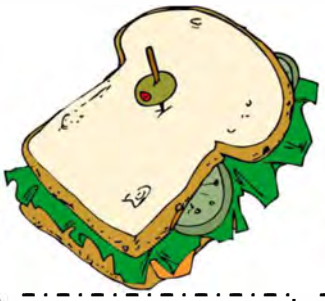
cucumber (__)



chocolate (__)



butter (__)



sandwich (__)



jam (__)



olive (__)



French fry (__)



chicken (__)



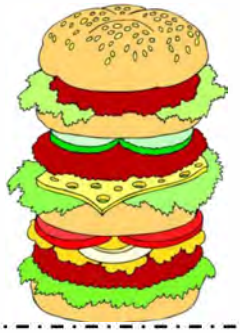
potato (__)



coffee (__)



meat (__)



hamburger (__)



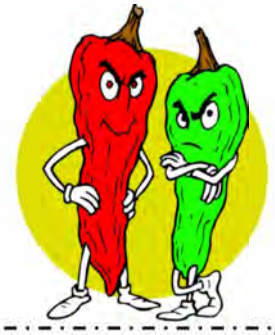
fruit juice (__)



bread (__)



egg (__)



pepper (__)



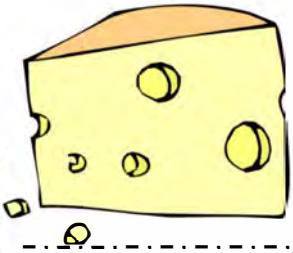
milk (__)



tomato (__)



soup (__)



cheese (__)



cake (__)



sugar (__)



onion (__)



honey (__)



tea (__)

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Lesson 20

Animals

1	**Competence (CNB)**	4. Writes simple sentences and descriptions of his environment by using basic terms.
2	**Achievement indicator (CNB)**	4.1. Writes sentences according to the right grammar structure.
3	**Objective of the session**	Use: Vocabulary related to animals, including names of various animals such as "dog," "cat," "elephant," "bird," "fish," "lion," etc. To: Identify, name, and describe different animals accurately in English. In: Pair work where students take turns describing and discussing various animals, their habitats, characteristics, and behaviors using the provided vocabulary. For example, "The elephant is a large mammal that lives in the jungle" or "Dogs are friendly animals that make good pets."
4	**Contents (contenidos)**	4.1.4. Facts and opinions about an animal.
5	**Online practice**	https://quizlet.com/32732957/animals-in-english-flash-cards/?i=3srwrc&x=1jqt

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Ministerio de Educación

Teacher's lesson plan
BEE program

Institution		**Teacher**	
Lesson topic:	Animals	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	***Animal Roundup*** Material Needed: None Time Required**: 5** minutes Group Size: 5-50 Purpose: Physical energizer 1. Tell group members to silently think of their favorite animal. 2. Then tell group members that without talking, they need to arrange themselves from the largest to smallest animals. 3. Group members can only make gestures and listen to the noise of their animal. 4. After they have finished, have group members go around and say the animal they were supposed to be to see if it was accurate.		Board
Start 1 to 5 minutes	Ss will receive a piece of paper and they will look for their group by doing the animal sound based in the name they received in their paper. They can´t talk. Students will have a competition where they have to hear the animal sound and they have to say the correct name, here the Teacher can use a speaker or his/her voice, the first person to guess will be the winner. Animals: "Dog," "cat," "bird,", "chicken", "duck", "donkey", mouse", "horse", "cow", tiger, lion, elephant Ss will look at three pictures on the board Farm Jungle House Ocean Students will get in pairs with the person whose favorite animal is the same and they will discuss the name of the pictures they see on the board.		Board, markers, pieces of paper.

	The teacher will elicit ideas from students and will clarify the correct name of the habitats.	
Main Part 10 minutes	Students will have some unscramble words on the board and they must order the letters to make the correct sentence, once they finish TSS GDO TAC DRIB NECCKHI KCUD YDOENK MOSEU ESHOR WOC IOLN TEELPNHA Students will look at sentences on the board and they must complete it with the correct animals based on the description. I have a small _____ that helps me with mice. I have a big _____that barks a lot. I have a blue _____ that sings every morning. I have a _____ that gives me eggs. I have a brown _____ that carries all the things I use on the farm. I saw a big, blue _____ in the zoo. I saw a _____ it is also called as the king of the jungle. Students will do a survey where they will ask their classmates to answer it. Once they finish, they will share the information they got like: Mishel´s favorite animal is cat.	Photocopies, pieces of paper.

Closure 10 minutes	Students will get in groups of three and they will get a paper with the name of an habitat, they will pretend that they are in the same habitat and they will talk about their favorite animals each one, they have to be creative on doing their role play. *Class share*.	Pieces of paper
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.	

WILD ANIMALS PICTURE DICTIONARY 1



lion



bear



elephant



rhino



hippo



panda



tiger



wolf



giraffe



zebra



parrot



snake



peacock



monkey



tortoise



shark

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WILD ANIMALS PICTURE DICTIONARY 2



kangaroo



koala



whale



dolphin



hedgehog



boar



squirrel



deer



fox



eagle



crocodile



penguin



lizard



frog



bat



gorilla

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WILD ANIMALS VOCABULARY MATCHING WORKSHEET 1

Choose the correct words from the list below and write them under the correct pictures



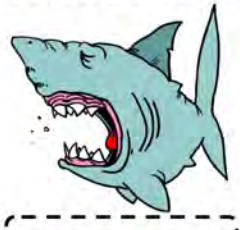






WORD LIST

- lion
- bear
- elephant
- rhino
- hippo
- panda
- tiger
- wolf
- giraffe
- zebra
- parrot
- snake
- peacock
- monkey
- tortoise
- shark











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WILD ANIMALS VOCABULARY MATCHING WORKSHEET 2

Choose the correct words from the list below and write them under the correct pictures









WORD LIST

- kangaroo
- koala
- whale
- dolphin
- hedgehog
- boar
- squirrel
- deer
- fox
- eagle
- crocodile
- penguin
- lizard
- frog
- bat
- gorilla














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Lesson 21

Simple present: negative and question form

1	**Competence (CNB)**	2. Answers orally to simple directions, questions and gives basic information by using specific topics framed at school and family.
2	**Achievement indicator (CNB)**	2.1. Begins to use appropriately polite social language and basic vocabulary with classmates.
3	**Objective of the session**	Use: Subject + auxiliary verb (do/does) + not + base form of the verb (for negative form) or auxiliary verb (do/does) + subject + base form of the verb (for question form). To: Formulate and use correct negative and question sentences in simple present tense in English. In: Pair work where students take turns creating and practicing negative and question sentences using the specified grammar form for the simple present tense, focusing on subject-verb agreement and word order.
4	**Contents (contenidos)**	2.1.5. A day in our life: simple present, interrogative and negative forms.
5	**Online practice**	https://quizlet.com/ec/510054930/simple-present-negative-and-question-form-flash-cards/?i=3srwrc&x=1jqt

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Ministerio de Educación

Teacher's lesson plan
BEE program

Institution		**Teacher**	
Lesson topic:	Simple present: negative and question form (7th grade)	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	Teachers will check on the words: zip – zap – zup, each of them will have a specific action, zip=stand up – zap=sit down – zup= change places.		S-S/ markers – whiteboard
Start 1 to 5 minutes	Ss will listen to a conversation between two friends about food: *A: Hey _____, Do you like pizza?* *B: Hi _____, No, I do not like pizza, Does Bertha like pizza?* *A: No, Bertha does not like pizza, thank you for answering my question!* *B: no problem!* Then teachers will practice the same conversation with all of their classmates. After they finish practicing, they will look at the board and will match all the personal pronouns with the correct auxiliary do/does, practicing the pronunciation. After the practice teachers will add "not" to the sentences and practice the contraction forms, forming complete sentences. (I do not like vegetables, she does not read books, we do not run, etc.) Later, teachers will transform the same sentences into questions, looking at the examples the teacher shows on the board, practicing now negative and question sentences in pairs.		S-S/ conversation – whiteboard – markers
Main Part 10 minutes	Ss will be in 5 groups (each group will have 4 members), Ss will do the activity of "the boat is sinking" and will make the 5 groups, then in each group teachers will practice 5 sentences completing them by just speaking: - Henry _____ not have any pets. - These teachers _____ not understand us. - ____ we eat pizza?		S-S/ sentences – whiteboard – markers

	- _____ he run fast? They will be rotating the sentences in their groups in clockwise, after they practice 4 times, they will be changing groups and practicing 4 more times. Then Ss will ask the question written on the board (Do you like ____) in pairs, teachers will practice with 6 different classmates	
Closure 10 minutes	Ss will have a picture (daily activities with the name on it) provided by the Teacher and ask the question "do you like to ____" with all their classmates using the negative and affirmative form.	S-S/ pictures – question – whiteboard – markers
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.	

Simple present Negative and Question Form
Study online at https://quizlet.com/_8fo8wi

He don't play the guitar

He doesn't play the guitar

Does you wash the dishes?

Do you wash the dishes?



They doesn't study french.

They don't study french.



She doesn't does her homework.

She doesn't do her homework.



Simple present Negative and Question Form
Study online at https://quizlet.com/_8fo8wi

Do he work in the hospital?

Does he work in the hospital?



Does Stanley cooks chinese food?

Does Stanley cook chinese food?



Simple present: Negative and question form.

Exercise 1: Instructions: Unscramble the following sentences and rewrite them in the correct form. Each sentence is either a negative or a yes/no question.

1. not / she / like / does / pizza

_____

2. homework / do / they / their / not / do

_____

3. he / to / play / football / not / does / like

_____

4. cats / she / have / not / does / any

_____

5. watch / do / movies / often / they / not

_____

6. like / does / coffee / he / drink / or / tea /

_____

7. she / read / books / does / in / English / ?

_____

8. morning / do / you / in / jog / the / every / ?

_____

9. it / rain / here / does / often / ?

_____

10. you / breakfast / not / eat / do / always / ?

_____

Lesson 22

Affirmative and negative sentences about things you enjoy

1	**Competence (CNB)**	2. Communicates ideas using familiar phrases, everyday expressions, and structured ideas by means of speeches.
2	**Achievement indicator (CNB)**	2.2. Asks and answers basic questions about familiar topics using simple tenses.
3	**Objective of the session**	Use: Vocabulary related to expressing enjoyment, including verbs such as "enjoy," "like," "love," "prefer," and their negative forms. To: Formulate and use affirmative and negative sentences to talk about things you enjoy or don't enjoy in English. In: Pair work where students take turns sharing affirmative and negative sentences about things they enjoy or don't enjoy, using verbs like "enjoy," "like," "love," "prefer," and their negative forms. For example, "I enjoy reading books" or "She doesn't like spicy food."
4	**Contents (contenidos)**	2.2.2. Things you enjoy doing affirmative and negative sentences.
5	**Online practice**	https://quizlet.com/204376061/what-do-you-enjoy-doing-indoors-flash-cards/?i=3srwrc&x=1jqt

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Gobierno de la República Guatemala
Ministerio de Educación

Teacher's lesson plan
BEE program

Institution		**Teacher**	
Lesson topic:	Things you enjoy doing affirmative and negative sentences. (8th grade)	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	The teacher will ask students to play rock, paper and scissors, with the instruction that the loser in each pair will have to cheer the winner until there is only two participants.		S-S/ no need of material
Start 1 to 5 minutes	Teacher will present a conversation to teachers: A: Hi _____, can I ask you some questions? B: Hey _____, sure! A: Okay, do you like swimming? B: No, I don't like swimming A: hmmm, do you love eating pasta? B: Yes! I love eating pasta! A: Nice, do you love reading books? B: No, I prefer to listen to music A: Great! Thanks for your answers! B: No problem! Then teachers will observe the following words around the class: love – like – prefer – enjoy. Teacher will practice the pronunciation with teachers oof these words, then teachers will look at the following sentences and complete them based on the colors of the missing words: - I _____ (don't) enjoy reading. - He _____ (enjoys) eating fried chicken. - Roberto _____ (prefers) candy in the afternoon. - Teachers _____ (love) teaching English. - She _____ (love) running at night. Then will practice them with their classmates in pairs (6 different classmates) After that Teacher will share with them the difference when using third person.		

Main Part 10 minutes	Teachers will look at the pictures around the class (eating – studying – jumping – not running – not climbing) and create sentences in third person in affirmative and negative; teachers must be in pairs walking and practicing. Then teachers will practice the question "Do you _____" using the pictures around the class, and answering based on the picture " I _____ " this with 3 different classmates.	S-S/ Conversation – words – sentences – whiteboard - markers
Closure 10 minutes	Teachers will make a list of 5 actions they like and 5 actions they don't like and share them with their classmates using the structure learned during the lesson. Teacher will provide a conversation for teachers to practice using their own information: A: Hi _____, can I ask you some questions? B: Hey _____, sure! A: Okay, do you like swimming? B: _____ A: hmmm, do you love eating pasta? B: _____ A: Nice, do you love reading books? B: _____ A: Great! Thanks for your answers! B: No problem!	S-S/ conversation – whiteboard - markers
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.	

What do you enjoy doing indoors?
Study online at https://quizlet.com/_3dohkt

Playing board games	
Playing snakes and ladders	
Playing bingo	
Playing chess	
Playing dice	
Playing checkers	

What do you enjoy doing indoors?
Study online at https://quizlet.com/_3dohkt

Playing cards	
Playing computer games	
Playing with stuffed animals	
Playing with bricks	
Playing with blocks	

What do you enjoy doing indoors?
Study online at https://quizlet.com/_3dohkt

Playing with dolls	
Playing house	
Playing instruments	
Reading about Fashion	
Knitting	
Writing a journal	
Watching DVDs	

What do you enjoy doing indoors?
Study online at https://quizlet.com/_3dohkt

Doing crossword puzzles	
Wearing costumes	
Playing games in the Ipad	
Baking a cake	
Playing Playstation games	

Lesson 23

Simple present: Wh- questions

1	**Competence (CNB)**	2. Answers orally to simple directions, questions and gives basic information by using specific topics framed at school and family.
2	**Achievement indicator (CNB)**	2.2. Asks and answers respectfully basic questions about needed information.
3	**Objective of the session**	Use: Vocabulary related to simple present tense verbs and Wh- question words (who, what, when, where, why, how). To: Formulate and use correct Wh- questions in simple present tense in English. In: Pair work where students take turns creating and asking Wh- questions using the simple present tense and Wh- question words to gather information about various topics or situations.
4	**Contents (contenidos)**	2.2.1. Traditions and Interests: Wh-questions.
5	**Online practice**	https://quizlet.com/518848630/simple-present-wh-questions-flash-cards/?i=3srwrc&x=1jqt

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Teacher's lesson plan
BEE program

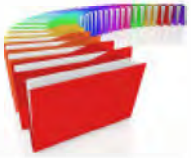
Institution		**Teacher**	
Lesson topic:	Simple present: Wh- questions (7th grade)	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	Ss will say a verb every time the ball gets to them, trying not to repeat any verb.		S-S/ plastic ball
Start 1 to 5 minutes	Ss will make groups of 4 members with the game rock, paper and scissors, then they will go outside of the class to look for the 6 papers (what-who-when-where-why-how), after they have the papers will practice the pronunciation with the Teacher. Teacher will present 6 sentences and teachers will have to complete the sentences with the papers they found: - **What** is your favorite food? - **Where** is your house? - **Who** is that person? - **When** is your birthday? - **Why** Bertha is not here? - **How** old are you? Then Ss will match the questions with the correct answer: - My favorite food is stake with beans - My house is in Coban - He is my father - My birthday is on March 15th - Because she is sick - I am 30 years old Ss will practice the questions and answers in pairs, with at least 5 different classmates. Then Ss will listen to a short explanation about the Wh questions and its structure.		S-S/ Sentences – whiteboard – markers – papers – structure - words
Main Part 10 minutes	Ss will complete sentences using the correct wh question (each sentence should have 3 options and the answer): - _____ is he? He is at the cinema		S-S/ Questions – answers – whiteboard – markers

<table>
<tr>
<td></td>
<td>
- _____ is he sad?
Because he is sick
- _____ is that?
it is a present
- _____ is the exam?
it is next week
- _____ is that?
it is a mouse
- _____ is he happy?
Because he has got a new car
- _____ is she?
She is my sister
- _____ is your birthday?
Tomorrow
- _____ is Jack?
He is in bed
- _____ makes breakfast?
My grandmother

Then Ss will practice each question and answer with 6 different classmates.
</td>
<td></td>
</tr>
<tr>
<td>Closure
10 minutes</td>
<td>Teacher will present a chart that Ss will fill with the correct information of their classmates, using the topic learned. (They have to ask all their classmates) then Teacher will elicit the information
<table>
<tr><td>Name</td><td>When?</td><td>What?</td><td>How?</td><td>Where?</td><td>Who?</td></tr>
<tr><td></td><td>Birthday</td><td>Favorite food</td><td>Age</td><td>Country</td><td>Best friend</td></tr>
<tr><td>Person 1</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Person 2</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Person 3</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
</td>
<td>S-S/ Chart – whiteboard – markers</td>
</tr>
<tr>
<td>Wrap-up
1 to 5 minutes</td>
<td>Close session with a message, picture, next class topic, etc.</td>
<td></td>
</tr>
</table>

Simple Present Wh-questions

Study online at https://quizlet.com/_8kwq5y

I walk to school every day.	How often do you walk to school? 
He eats lunch in the cafeteria.	Where does he eat lunch? 
We study because we want to improve our English.	Why do we study? 
She watches political shows on TV.	What does she watch on TV? 
It snows in the winter.	When does it snow? 

Simple Present Wh-questions

Study online at https://quizlet.com/_8kwq5y

We live in Arlington.	Where do you live? 
Tom hates geography.	What does Tom hate? 
Pablo plays football at 6 p.m.	What time does Pablo play football? 
We get up at 7 o'clock.	What time do you get up? 



WH QUESTIONS IN SIMPLE PRESENT

IE LAS NIEVES

Organize the words to ask WH Questions.

1. they / do / Where / from / come / ?
2. What / she / does / ? / do
3. do / you / When / ? / eat breakfast
4. study / does / he / Why / ? / English
5. books / read / do / per year / How many / you / ?
6. sugar / he / ? / How much / does / want
7. is / How / ? / your house
8. they / do / play / When / ? / soccer
9. Who / short tales / ? / reads
10. do / When / celebrate / ? / you / your birthday
11. does / she / Where / read / ? / the newspaper
12. How many / do / you / have / brothers / ?
13. does / she / travel / How often / ? / by Europe
14. studies / Who / ? / English
15. go / to school / Where / do / ? / they
16. does / What / your sister / buy / ? / in the store
17. How often / he / does / ? / go / to the movies
18. do / you / get up / When / ?
19. is / it / What / ? / time
20. ? / How much / do / you / need / money

LIVEWORKSHEETS

Lesson 24

Present continuous tense

1	**Competence (CNB)**	2. Communicates ideas using familiar phrases, everyday expressions, and structured ideas by means of speeches.
2	**Achievement indicator (CNB)**	1.3. Understands sentences about known topics.
3	**Objective of the session**	Use: Vocabulary related to the present continuous tense, including verbs in the "-ing" form (e.g., running, studying, eating). To: Describe and talk about actions happening at the moment or around the present time using the present continuous tense in English. In: Pair work where students take turns practicing sentences in the present continuous tense to describe actions happening now or around the present time, such as "I am studying for my exam" or "She is playing basketball."
4	**Contents (contenidos)**	1.3.4. Life experiences: present continuous tense.
5	**Online practice**	https://quizlet.com/263691976/present-continuous-tense-flash-cards/?i=3srwrc&x=1jqt

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Teacher's lesson plan
BEE program

Institution		**Teacher**	
Lesson topic:	Present continuous tense	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	Ss will play mime the verb, in groups they will have to guess the verb. (Jump – read – eat – fly – swim – drink)		T-T / Pictures with names of verbs
Start 1 to 5 minutes	Ss will role-play the following conversation: A: Hi _____ B: Hey _____, how are you? A: I am doing good, hey, what are you doing? B: I am reading a book, and you? A: I am listening to music, and what is he doing? B: He is studying for the test A: hooo, well I have to go, see you around! B: Okay, see you around! Teachers will practice the conversation with their classmates, with 6 minimum. Then Teacher will present the structure of the present continuous sentences and give a short explanation of it, then Teacher will provide to teachers a list of verbs and the -ing form of them (pronunciation): - Help / helping - Watch / watching - Spend / spending - Sing / Singing - Call / calling - Ride / Riding - Sleep / sleeping - Play / playing - Talk / talking - Drink / drinking - Walk / walking - Read / reading - Park / parking - Recycle / Recycling - Look / looking - Drive / driving - Teach / teaching - Work / working - Study / studying - Bake / baking Buy / buying - Clean / cleaning		T-T / Conversation – list of verbs – pictures if possible
Main Part 10 minutes	Teacher will show the different sentences around the class, Ss will complete them using the -ing form of the verb in pairs: (10 sentences) - I _____(help) my sister with her homework - We _____ (spend) the night at a friend's house		T-T / Sentences – whiteboard – markers

	- She _____ (look) for her lost ring. - Dad _____ (park) the car over there. - Grandma _____ (bake) a peach pie - Our town _____ (recycle) plastic and glass - The boy _____ (ride) his new bike - Who ____ you _____ (talk) with on the phone? - The students _____ (sleep) in class - They _____ (watch) a movie Teacher will elicit the sentences with the teachers and correct structure if necessary.	
Closure 10 minutes	Teacher will provide a conversation which Ss will have to fill with their own information using the topic: A: Hi _____ B: Hey _____, how are you? A: I am doing good, hey, what are you doing? B: _____, and you? A: _____, and what is he/she doing? B: _____ A: hooo, well I have to go, see you around! B: Okay, see you around! Ss will practice the conversation with all their classmates, then Ss will ask direct questions to teachers for them to use as many verbs as possible.	T-T / Conversation – whiteboard – markers
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.	

PRESENT CONTINUOUS TENSE

Positive

I	+	am	+	working « 1st form of verb + '-ing' »
He / She / It	+	is	+	working « 1st form of verb + '-ing' »
You / We / You / They	+	are	+	working « 1st form of verb + '-ing' »

Example: He is working in the garden.

Negative

I	+	am not	+	working « 1st form of verb + '-ing' »
He / She / It	+	is not / isn't	+	working « 1st form of verb + '-ing' »
You / We / You / They	+	are not / aren't	+	working « 1st form of verb + '-ing' »

Example: He is not (isn't) working in the garden.

Question

Am	+	I	+	working « 1st form of verb + '-ing' »
Is	+	He / She / It	+	working « 1st form of verb + '-ing' »
Are	+	You / We / You / They	+	working « 1st form of verb + '-ing' »

Example: He is working in the garden.

Example: Is he working in the garden?

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Like

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PRESENT CONTINUOUS TENSE



Fill in the blanks with the correct forms of the verbs in brackets to complete the sentences

1. Johnny _____ (play) with his friends in the gym with his friends now.
2. Kayla _____ (not do) her morning exercise now. She _____ (sleep) in her bed.
3. The children _____ (swim) in the river right now. I don't think it is safe.
4. Hey Philip! Where _____ you _____ (go)? To the new amusement park?
5. _____ Amber and Judy _____ (ride) their bicycles at the moment?
6. Who _____ (vacuum) the floor right now? I _____ (try) to read my book here.
7. My mother _____ (cook) steak and rice while my father _____ (make) some fresh lemonade in the kitchen at the moment.
8. My grandfather _____ (plant) an olive tree in the garden and I _____ (watch) him.
9. Someone _____ (knock) the door. Can you open it, please?
10. Alan and Beverly _____ (pick) daisies for their grandmother in the meadow right now.
11. _____ Noah's father _____ (wash) his truck in front of the house at the moment?
12. Who _____ (look after) little Jacqueline while you are here?
13. We _____ (eat) hamburgers and chips here in the dining room. Come and eat with us.
14. The detective _____ (look for) something at the crime scene at the moment.
15. Mr. Cooper _____ (repair) a sports car in his garage now. Its gearbox is broken.
16. It _____ (not rain) outside. Why _____ you _____ (take) your umbrella with you?
17. My father _____ (build) a tree house for me and my brother, Billy. We _____ (help) him at the moment.
18. Sir, a woman _____ (wait for) you in the lobby. She is _____ (wear) a polka dot dress and a funny hat.
19. Judy and Grace _____ (not do) their homework, but they _____ (listen) to music and _____ (dance) in their room right now.
20. The students _____ (not skip) rope. They _____ (play) hopscoth in the garden.
21. All the family members _____ (share) the housework. I _____ (clean) the toilet while my brother _____ (mop) the floor. My father _____ (do) the ironing and my mother and sister _____ (wash) the dishes.
22. My uncle and aunt _____ (play) cards in the living room and my mother is _____ (watch) them at the moment.
23. Megan _____ (not work) now because she feels so tired. She _____ (rest) at home.
24. The kids _____ (eat) fish and chips in the lunchroom and _____ (drink) apple juice.
25. Be quiet! Your baby brother _____ (sleep) peacefully in his cradle. Don't make any noise!
26. A few children _____ (play) hide and seek in the playground. Willie _____ (count) and the others _____ (hide) now.
27. Little Isabella _____ (not ride) her tricycle at the moment. She _____ (make) a tower with her wooden blocks.
28. My cousin, Eugene _____ (stir) the lentil soup and I _____ (peel) some potatoes.
29. _____ your grandpa _____ (mow) the lawn or _____ (water) the trees now?
30. Where _____ you _____ (go), George? To the supermarket or to the butcher's?
31. Theresa _____ (walk) her dog at the park and _____ (get) some fresh air.
32. What _____ your parents _____ (watch) at the cinema now? The new sci-fi film?
33. Lawrence _____ (draw) a picture of the school building at the moment. He is busy.
34. The kids _____ (get) dressed for the party and their father _____ (comb) his hair.

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Lesson 25

Ordinal numbers

1	**Competence (CNB)**	4. Writes simple sentences and descriptions of his environment by using basic terms.
2	**Achievement indicator (CNB)**	4.1. Writes sentences according to the right grammar structure.
3	**Objective of the session**	Use: Vocabulary related to ordinal numbers, including words such as "first," "second," "third," "fourth," "fifth," etc. To: Identify, sequence, and use ordinal numbers correctly in English. In: Pair work where students take turns practicing ordinal numbers by sequencing items or events in order, such as "This is the first step," "She came in second place," or "The third book on the shelf."
4	**Contents (contenidos)**	4.1.2. Changes in a place using chronological order.
5	**Online practice**	https://quizlet.com/br/897621042/ordinal-numbers-flash-cards/?i=3srwrc&x=1jqt

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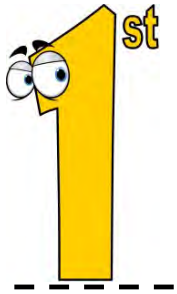
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Ministerio de Educación

Teacher's lesson plan
BEE program

Institution		**Teacher**	
Lesson topic:	Ordinal numbers (8th grade)	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	Teacher will play with Ss making them say a number, first round will be numbers 1 by 1, then 2 by 2, and one last round saying the numbers 3 by 3.		S – S / ball
Start 1 to 5 minutes	Ss will look at the different numbers around the classroom (1 to 20) and practice the pronunciation in pairs, then Teacher will provide the ordinal numbers of names and teachers will have to match them with the correct symbol. The teacher will ask Ss to organize the numbers in order, then will show a picture, teachers will describe who is in each position. Teacher will explain the correct written form of the ordinal numbers.		S-S / pictures – papers – whiteboard - markers
Main Part 10 minutes	Ss will put themselves in order and said in which position they are, using the following sentence as scaffolding: "I am in _____ place" "she/he is in _____ place" (if possible, change the pronoun for their names) Then Teacher will show a picture of animals and Ss will use the following sentence to describe the position of the animal: "the _____ is in _____ place" Ss will practice in pairs with all the animals in the picture. Teacher will show one last picture and will answer to the following question: - What cellphone do you want? Scaffold with the following sentence: I want the _____ cellphone.		S-S / pictures – whiteboard – markers – questions – sentences

Closure 10 minutes	Teacher will tell teachers to draw 10 times any object, and then will provide the following question: - What _____(object) do you want? Teachers will make 2 lines, group A and B, Group A will be rotating answering to the question and group B will be asking the question based on their drawings, after they finish, teachers will change roles and do the activity again.	S-S / paper – whiteboard – markers
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.	

ORDINAL NUMBERS PICTURE DICTIONARY



first



second



third



fourth



fifth



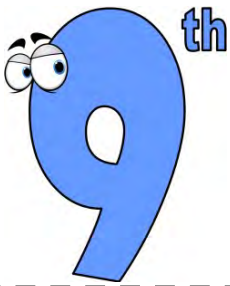
sixth



seventh



eighth



ninth



tenth



eleventh



twelfth



thirteenth



fourteenth



fifteenth



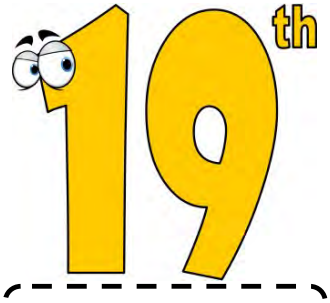
sixteenth



seventeenth



eighteenth



nineteenth



twentieth

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ORDINAL NUMBERS VOCABULARY MATCHING WORKSHEET

Choose the correct words from the list below and write them under the correct pictures

- fourth
- thirteenth
- twentieth
- eleventh
- fifth

- ninth
- nineteenth
- second
- tenth
- fifteenth

- twelfth
- third
- sixteenth
- first
- seventeenth

- sixth
- eighteenth
- eighth
- fourteenth
- seventh

















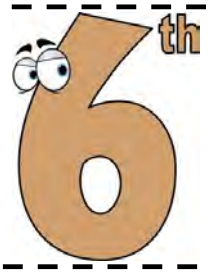




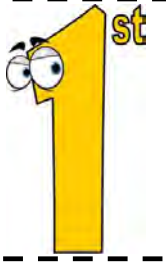




















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Lesson 26

Comparative adjectives

1	**Competence (CNB)**	4. Writes simple sentences and descriptions of his environment by using basic terms.
2	**Achievement indicator (CNB)**	4.1. Writes sentences according to the right grammar structure.
3	**Objective of the session**	Use: Vocabulary related to comparative adjectives, including words such as "bigger," "smaller," "faster," "slower," "more beautiful," "less expensive," etc. To: Compare people, places, and objects using comparative adjectives in English. In: Pair work where students take turns creating and sharing sentences comparing people, places, and objects using comparative adjectives, such as "Guatemala City is bigger than Xela" or "My dog is faster than yours."
4	**Contents (contenidos)**	4.1.1. Sentences comparing people, places and objects.
5	**Online practice**	https://quizlet.com/295185600/comparative-adjectives-flash-cards/?i=3srwrc&x=1jqt

Teacher's lesson plan BEE program			
Institution		**Teacher**	
Lesson topic:	4.1.1 Comparatives adjectives (2do. Básico)	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	Comparative Adjective Brainstorm: Display a series of images (words like a bike and a car) or objects on the board. Ask students to brainstorm comparative adjectives to describe the differences between each pair of items. (if they meet for the first time, they might provide regular adjectives) Encourage them to share their ideas with a partner or in small groups. Elicit and rewrite the adjectives in the correct form		T – ss Ss - ss
Start 1 to 5 minutes	Introduce the vocabulary ("bigger," "smaller," "faster," "slower," "more beautiful," "less expensive") Write examples and clarify the meaning of the vocabulary and the structure of the sentences. **Cars** are faster than **regular cars.** (to be and adjective plus than are together) Cars are bigger and **more beautiful than** bikes. (to be and more + adjective + than are together) Ask students to complete the sentences and share in pairs. **Cars** are faster than **regular cars.** I thought regular cars were _____ _____ sports cars. Sports cars are definitely _____. Regular cars are _____ and _____. Sports cars are _____ and more_____.		T – ss Ss - ss
Main Part 10 minutes	**Present the conversation on the board, ask students to read and repeat.**		T – ss Ss - ss

	• Practice the conversation by taking roles. The teacher will be Lily and the students Max and then switch roles. • Then ask students to practice in pairs by taking turns to perform the roles. (ask students to practice between 4 or 6 times) **Lily:** Hi Max, do you like cars? **Max:** Yes, I do! I think sports cars are faster than regular cars. **Lily:** Really? I thought regular cars were slower than sports cars. **Max:** No, sports cars are definitely faster, but they're also more expensive. **Lily:** Hmm, I see. So, are regular cars less expensive than sports cars? **Max:** Yes, they are. Regular cars are smaller and less expensive, but sports cars are bigger and more beautiful.	
Closure 10 minutes	Edith the conversation in pairs **Lily:** Hi Max, do you like cars? **Max:** Yes, I do! I think sports cars are faster than regular cars. **Lily:** Really? I thought regular cars were slower than sports cars. **Max:** No, sports cars are definitely faster, but they're also more expensive. **Lily:** Hmm, I see. So, are regular cars less expensive than sports cars? **Max:** Yes, they are. Regular cars are smaller and less expensive, but sports cars are bigger and more beautiful. Students add their own vocabulary, animals, objects, etc. Practice and share the conversation in groups.	Ss - ss
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.	

COMPARATIVE FORMS OF ADJECTIVES GRAMMAR RULES

one syllable adjectives

tall - taller
long - longer
cold - colder

one syllable adjectives ending with -e

large - larger
wise - wiser
huge - huger

one syllable adjectives ending with a consonant with a vowel before it

big - bigger
thin - thinner
fat - fatter
sad - sadder
red - redder

with most two syllable adjectives

peaceful - more peaceful
careful - more careful
pleasant - more pleasant
thoughtful - more thoughtful



confusing adjectives

old - older (people/things)
old - elder (people)
late - later (time)
late -latter (order)
little - less (amount)
little - littler (size)

two syllable adjectives ending with -y

happy - happier
angry - angrier
busy - busier

two syllable adjectives that follow two rules

clever - cleverer
clever - more clever
friendly - friendlier
friendly - more friendly
simple - simpler
simple - more simple

two syllable adjectives ending with -er, -le, -ow

narrow - narrower
gentle - gentler
busy - busier

adjectives with two or more syllables

generous - more generous
intelligent - more intelligent
important - more important

irregular adjectives

good - better
bad - worse
far - farther
little - less
many - more

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COMPARATIVES

Fill in the blanks with the correct comparative forms of the adjectives in brackets

TERRY



165 cm - 106 kg
55 years old

KATE



172 cm - 45 kg
17 years old

MARY



160 cm - 80 kg
47 years old

JOHN



168 cm - 40 kg
15 years old

1) John is _____ than Kate. **(young)**
2) Terry is _____ than Mary. **(fat)**
3) Kate is _____ than Terry. **(slim)**
4) Mary is _____ than Kate. **(old)**
5) John is _____ than Terry. **(angry)**
6) Terry is _____ than Mary. **(happy)**
7) Mary is _____ than Terry. **(young)**
8) Kate is _____ than John. **(old)**
9) Terry is _____ than Kate. **(short)**
10) John is _____ than Mary. **(tall)**
11) Mary is _____ than Kate. **(short)**
12) Kate is _____ than Mary. **(young)**
13) John is _____ than Terry. **(slim)**
14) Kate is _____ than John. **(happy)**

1) The blue car is _____ than the green car. (expensive)
2) The yellow car is _____ than the pink car. (cheap)
3) The pink car is _____ than the blue car. (fast)
4) The green car is _____ than the yellow car. (slow)
5) The blue car is _____ than the yellow car. (heavy)
6) The yellow car is _____ than the green car. (light)
7) The pink car is _____ than the yellow car. (good)
8) The green car is _____ than the blue car. (old)
9) The yellow car is _____ than the blue car. (new)
10) The blue car is _____ than the pink car. (bad)

BLUE



1965 - 120 km/h
£3500 - 2200 kg

GREEN



1940 - 85 km/h
£2700 - 1800 kg

PINK



2010 - 205 km/h
£7500 - 1400 kg

YELLOW



2005 - 180 km/h
£6000 - 1100 kg

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Lesson 25

Future: will

1	**Competence (CNB)**	2. Answers orally to simple directions, questions and gives basic information by using specific topics framed at school and family.
2	**Achievement indicator (CNB)**	2.3. Provides information orally about very specific phrases.
3	**Objective of the session**	Use: Vocabulary related to future plans using the future simple tense with "will," including phrases such as "I will," "you will," "he/she will," "we will," and "they will." To: Express and talk about personal future plans using the future simple tense in English. In: Pair work where students take turns discussing and sharing their future plans using the future simple tense with "will," such as "I will travel to Japan next year" or "She will study abroad after graduation."
4	**Contents (contenidos)**	2.3.7. My future plans: future simple “will”.
5	**Online practice**	https://quizlet.com/mx/506624074/english-future-will-flash-cards/?i=3srwrc&x=1jqt

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Ministerio de Educación

Teacher's lesson plan
BEE program

Institution	2.3.7 Future: will	**Teacher**	
Lesson topic:		**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	T will ask ss to repeat and spell the activities and then teacher will ask students to spell different verbs in pairs Spelling verbs Study, pass, take, exercises,		Teacher-teachers
Start 1 to 5 minutes	Begin by introducing the concept of "will" as a modal verb used for making predictions and talking about future events. Encounter: write on the board: **"will + base form of the verb."** Provide examples: • "It will rain tomorrow." • "She will visit her grandparents next weekend." • "I think he will pass the exam." Explain that "will" is used for future actions that are not planned or arranged in advance. Clarify: Drill pronunciation and stress on "will" in sentences • **I will, I´ll, you will, you'll etc.** **Will not – won't**		Teacher-teachers
Main Part 10 minutes	Remember: Teacher will write the expressions bellow and he/she will ask students to practice by repeating as you feel necessary I will You will He will It will She will We will They will Then the teacher will ask ss to complete the sentences individually		Teacher-teachers

	To conclude the activity the teacher will ask students to share their sentences in pair and one or two from the group	
Closure 10 minutes	Wrap up the lesson by engaging students in a brief role-play or scenario-based activity where they apply "will" in context. Teacher will ask students to come up with a list of common verbs Students will write between 5 or 10 verbs **Internalize: Predicting the future activities of the teacher/classmates/personal plans** Teacher will tell students to use the names of 5 classmates to predict their future activities and to write 5 personal predictions/plans. The teacher will make a test. Marcos and Lucia will study at university. Fluent use: Teacher will assign a partner to share the sentences and then to share with a different classmate. The teacher will elicit from few students to evaluate the correct usage Encourage students to use "will" naturally and confidently in their dialogue.	Teachers
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.	

English - Future "Will

Study online at https://quizlet.com/_8dmpmy

I will get a haircut



I won't get a haircut

I will go to the beach



I won't go to the beach

I will go to the cinema



I won't go to the cinema

I will visit my family



I won't visit my family

I will eat in my favorite restaurant



I won't eat in my favorite restaurant

English - Future "Will

Study online at https://quizlet.com/_8dmpmy

I will learn a foreign language



I won't learn a foreign language

I will practice sports



I won't practice sports

I will play video games



I won't play video games

I will play an instrument



I won't play an instrument

I will use social media



I won't use social media

WHAT WILL HAPPEN? THE FORTUNE TELLER

Fill in the blanks with "will" or "won't" to complete the fortune teller's predictions



1. Mrs.Hunt and Mrs.Shaw _____ meet at a cafe.They _____ meet in the park.



2. Mrs.Brooks _____ buy a new car.She _____ buy a new house.



3. The old couple _____ go running.They _____ go walking.



4. Tyler _____ visit his grandmother.He _____ stay at home and play computer games.



5. Mrs.Richardson _____ go to the library.She _____ go to the supermarket.





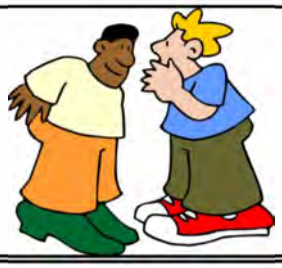
6. Poppy _____ ride her new bicycle.She _____ play with her dolls.



7. Gracie _____ learn how to play the violin. She _____ learn how to play the guitar.



8. Mr.Williamson _____ take the dog to the vet.He _____ take her for a walk.



9. Nathan _____ get good news.He _____ get high grades at school.



10. Jenson _____ receive a big box.He _____ receive a letter from his uncle.



11. Sebastian _____ go to work today.He _____ have a rest on the armchair.



12. Arthur _____ play successfully , but his baseball team _____ win the match tomorrow.

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Lesson 29

Future: will review

1	**Competence (CNB)**	2. Communicates ideas using familiar phrases, everyday expressions, and structured ideas by means of speeches.
2	**Achievement indicator (CNB)**	2.1. Gives information about familiar topics and personal experiences using basic connectors, phrases, and simple sentences.
3	**Objective of the session**	Use: Vocabulary related to future plans using the future simple tense with "will," including phrases such as "I will," "you will," "he/she will," "we will," and "they will." To: Express and talk about personal future plans using the future simple tense in English. In: Pair work where students take turns discussing and sharing their future plans using the future simple tense with "will," such as "I will travel to Japan next year" or "She will study abroad after graduation."
4	**Contents (contenidos)**	2.1.5. Future plans: future tense review.
5	**Online practice**	https://quizlet.com/bo/624888313/future-will-flash-cards/?i=3srwrc&x=1jqt

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Ministerio de Educación

Teacher's lesson plan
BEE program

Institution		**Teacher**	
Lesson topic:	Future: will review (8th grade)	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	Teachers will look at the pictures around the class (After – I will go to Carcha after the class, next year – She will travel to Honduras next year, in a month – They will have a test in a month, next week – you will visit your parents next week) and practice the pronunciation of the sentences.		S-S/ Papers
Start 1 to 5 minutes	Teacher will role play the following conversation: A: Hey Ernesto, will you travel for this vacation? B: Hi Carlos, yes, I will travel next month A: Where are you going? B: I will go to El Salvador A: Really? Nice! B: Yes, I am very excited, well see you in class! A: See you around! Ss will practice the conversation with their classmates (5 different classmates) Teacher will provide the structure of the topic will (subject + will + verb + complement) also will explain the negative (won't – will not) and question form of the topic (contraction form of will). Ss will look around the class and order the following sentences: - I will travel to England next year - She won't start soccer practice next week - They will graduate next year - Will you visit your parents next month? - Rogelio will run a marathon next month Teacher will elicit the answers and correct if necessary		S-S/ conversation – whiteboard – markers – structure – sentences
Main Part 10 minutes	Teacher will present 10 sentences and Ss will have to convert them into future using will, in affirmative, negative and question form: - I work in a company (next month) - She runs a marathon (Question/next year) - They eat pizza (tonight)		S-S/ sentences – whiteboard – markers

	- You read a book (not/tomorrow) - He sings in the karaoke (tonight) - We practice soccer (next weekend) - I play the guitar (not/tomorrow) - You drive a car (question / today) - She wears a dress (not / tonight) - They drive a car (tomorrow) Ss will practice the sentences and Teacher will correct if necessary	
Closure 10 minutes	Teacher will provide a conversation and Ss will have to change the information with their own, then practice the conversation with at least 5 different classmates. A: Hi _____! _____ (future question) you help me for my _____ (subject) exam? I think I ____ (future) fail B: Don't worry. You _____ (negative future) fail, I ___ (future) help you. A: Thanks a lot. You are very kind. B: I_____ (contraction future) be there at about _____ (time) Teacher will elicit the conversation and practice it with Ss.	S-S / Conversation – whiteboard - markers
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.	

ENGLISH GRAMMAR

WILL

Woodward ENGLISH

⊕ Affirmative

will + *verb* *

I	**will**	*go* there tomorrow.
You	**will**	*go* there on Friday.
He	**will**	*go* there next week.
She	**will**	*go* there next month.
It	**will**	*go* there next year.
We	**will**	*go* there later.
They	**will**	*go* there soon.

* The **base form** of the **infinitive** = ~~to~~ go, ~~to~~ study, ~~to~~ speak, etc.

You **will** ~~to~~ go. ✗
You **will** go. ✓

He **will** ~~goes~~. ✗
He **will** go. ✓

In spoken English, a contraction of **WILL** is often used.

I	**will** →	**I'll**
You	**will** →	**You'll**
He	**will** →	**He'll**
She	**will** →	**She'll**
It	**will** →	**It'll**
We	**will** →	**We'll**
They	**will** →	**They'll**

I **will** *go* there tomorrow.
I'll *go* there tomorrow.

We **will** *see* you later.
We'll *see* you later.

He **will** *help* you soon.
He'll *help* you soon.

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Lesson 30

Modal: should

1	**Competence (CNB)**	1. Understands basic sentences in simple and compound tenses.
2	**Achievement indicator (CNB)**	1.1. Responds to sequence main ideas or events given in classroom.
3	**Objective of the session**	Use: Vocabulary related to the modal verb "should" for giving suggestions and recommendations in emergency situations. To: Express advice, suggestions, and recommendations using "should" in English. In: Pair work where students take turns role-playing emergency situations and giving suggestions and recommendations using "should," such as "You should call for help" or "We should evacuate the building immediately."
4	**Contents (contenidos)**	1.1.5. Emergency situations: Suggestions and recommendations.
5	**Online practice**	https://quizlet.com/382992665/modal-verbs-should-flash-cards/?i=3srwrc&x=1jqt https://www.liveworksheets.com/w/en/english-second-language-esl/78504

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Teacher's lesson plan BEE program			
Institution		**Teacher**	
Lesson topic:	1.1.5. Modal: should (3ro. Básico)	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	Review about strategies/technics/expressions/vocabulary/etc. Act out some verbs related to the vocabulary Break, cut, call, see... Share and practice in pairs or groups some vocabulary about health problems		Enlace T - S
Start 1 to 5 minutes	T will write down You should eat fruit. You shouldn't sleep late. Should we eat pizza for breakfast? Yes, we should. No, we shouldn't. T will ask What is a recommendation? What is a suggestion? How can we answer the question? Review the vocabulary below if necessary httSs://www.englishwsheets.com/m.health-problems-1.html		T – S
Main Part 10 minutes	Role play Teacher will share the conversation and students will listen and repeat The teacher acts each health problem and ask students to do the same and repeat the vocabulary. **A: I have a headache.** **B: You should drink some water and rest.** **A: I cut my finger.** **B: You should put a band on it.** **A: My throat hurts.** **B: You should drink warm tea and see a doctor.**		T – S S - S

	Students will practice in pairs by taking turns to perform each role Switch partners as many times as possible	
Closure 10 minutes	T will ask ss to change the health problem and accident and the suggestion and recommendation They may use the list of health problems **A: I have a _____.** **B: You should _____.** **A: I _____.** **B: You should _____.** **A: My _____.** **B: You should _____.** T will ask students to practice in pairs and then switch partners Ask students to say hi each other and goodbye T will ask students to use their common health problems and ask as if they are feeling bad In pairs one student act the problem or accident and his/her partner gives the recommendation or suggestion	S – S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.	

Modal Verbs SHOULD

present **Advice** past	• You should eat more vegetables. • You shouldn't smoke. • You got a 50 out of 100 on your exam. You should have studied more. (should have + past participle)
Obligation	• You should send thank you notes to the friends who gave you presents. • We should go to class every day.
present **Probability/ Expectation** past	• It's almost time for class. Our teacher should arrive soon. • A ticket to New York shouldn't cost a lot. • The drive should have taken 20 minutes. Why did it take you two hours to get here?

Grammar Practice

Complete with the right option: SHOULD or SHOULDN'T. Then add the verb given. Follow the example.

1.

You __*should*__ __*check*__ your equipment before parachuting.



check / not check

2.

People _____ _____ healthy food.



eat / not eat

3.

Paul _____ _____. There isn't any water!



jump / not jump

4.

Nobody _____ a laptop while running.



use / not use

5.

Dad _____ _____ another golf club. This is broken.



buy / not buy

6.

Tom _____ _____ with a smaller weight.



try / not try

7.

Joe _____ _____ a painkiller.



take / not take

8.

She _____ _____ a jacket a skirt and shoes.



wear / not wear

9.

Everybody _____ wearing a helmet.



ski / not ski

10.

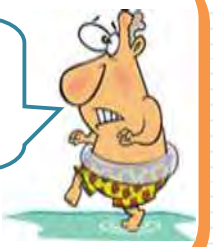
Ooops! What _____ I _____ now?



do / not do

11.

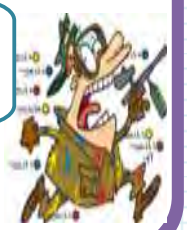
He _____ _____ afraid. There isn't much water!



be / not be

12.

Everybody _____ _____ paintball. It's really funny!



play / not play

13.

This athlete _____ _____ taller to win.



be / not be

14.

He _____ the doctor.



call / not call

15.

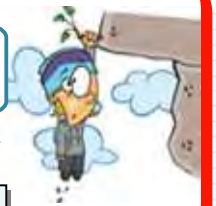
Ewan _____ _____ careful.



be / not be

16.

Ewan _____ _____ for help.



ask / not ask



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Lesson 31

Modal auxiliaries: have to

1	**Competence (CNB)**	1. Understands simple phrases and specific range of vocabulary concerning to known topics in short dialogues and oral sentences.
2	**Achievement indicator (CNB)**	1.2. Responds to greetings, farewells and apologies appropriately.
3	**Objective of the session**	Use: Vocabulary related to modal auxiliary "have to" for expressing obligation and prohibition. To: Express obligations, requirements, and prohibitions using "have to" in English. In: Pair work where students take turns practicing sentences with "have to" to express obligations ("I have to finish my homework") and prohibitions ("You have to wear a seatbelt").
4	**Contents (contenidos)**	1.2.4. Words or phrases to express obligation, prohibition, permission: modal auxiliaries (can, could, have to, should).
5	**Online practice**	https://quizlet.com/8163395/modals-have-to-dont-have-to-flash-cards/?i=3srwrc&x=1jqt

Teacher's lesson plan BEE program			
Institution		**Teacher**	
Lesson topic:	Modal auxiliaries: have to	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	Mimic verbs. In pairs, one student mimics a verb shown by the teacher and the other has to guess. Teacher will write the verb on the whiteboard.		S-S, whiteboard.
Start 1 to 5 minutes	Teacher writes examples on the whiteboard: "I have to finish my homework." "She has to wake up early for work." "We have to wear uniforms at school." Teacher asks ss to practice these sentences in pairs. Teacher asks students to copy this definition on their notebooks: Write the definition on the board: "We use 'have to' to talk about things/actions that are **necessary or required**." Then he explains that		S-S/ Sentences – whiteboard – markers –
Main Part 10 minutes	Fill in the blanks with "have to" or "don't have to" to complete each sentence correctly. Students will get a copy of the sentences per group. • You _____ go to school on Saturdays. • We _____ do our homework every day. • She _____ help her mom in the kitchen. • They _____ go to bed early tonight. • I _____ clean my room today. • He _____ feed the dog because it's hungry. • We _____ wear uniforms on Fridays. • You _____ bring a pencil to class. • She _____ wash the dishes after dinner. • They _____ finish their lunch if they are not hungry.		S-S/ sentences – answers – whiteboard – markers

Closure 10 minutes	Ss will answer these questions in pairs. They have to write a list of 3 actions per question. "What do you have to do at home?" "What you have to do at your school?"	S-S/ Questions – answers – whiteboard – markers
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.	

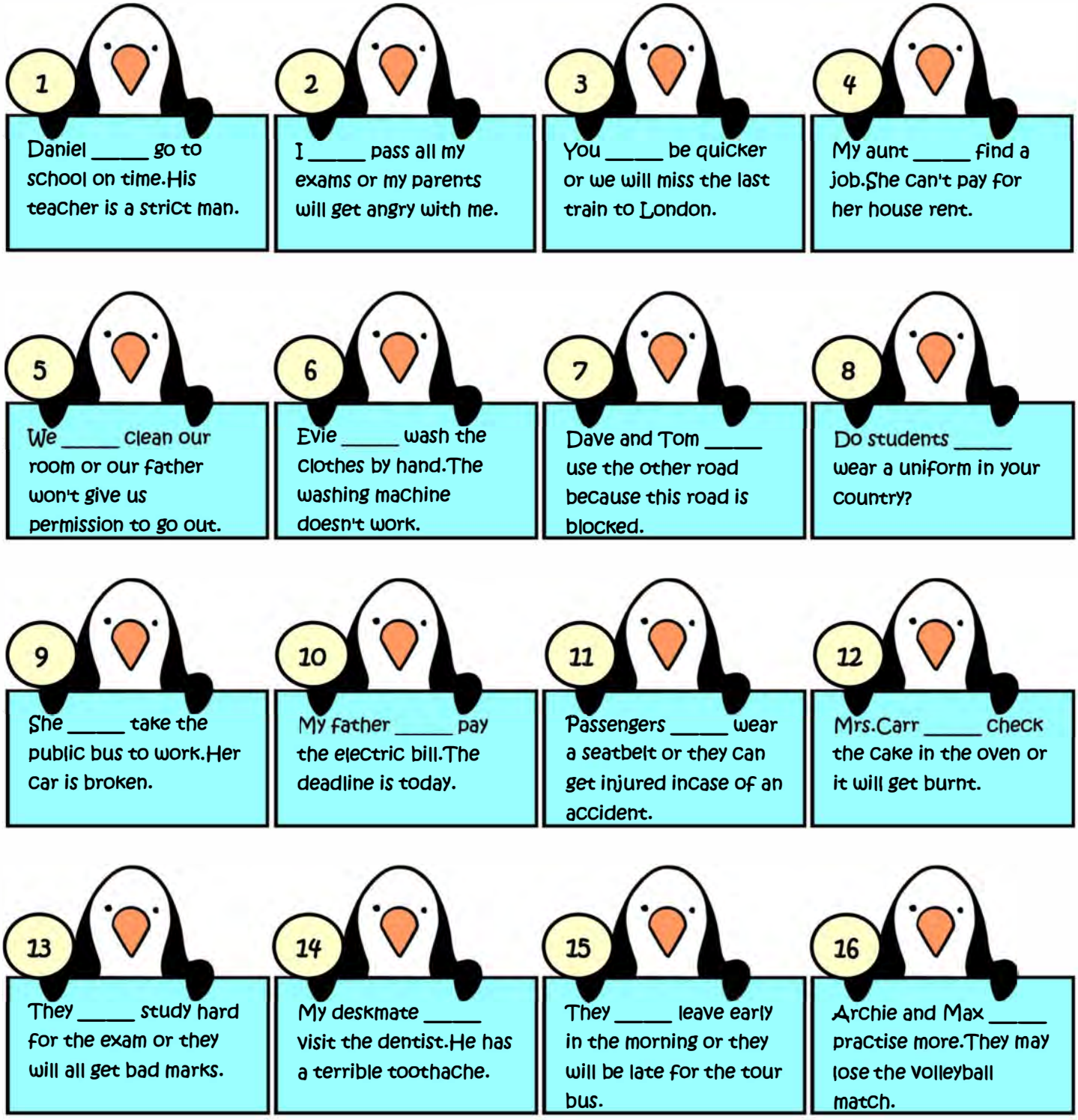
Tomorrow is a holiday, so we___go to class.	don't have to
You___present your passport at customs.	have to
I finished all of my homework, so I___study tonight.	don't have to
We should read Chapter 4 and 6, but we___read Chapter 5.	don't have to
He has a large family, so he___work long hours.	has to
I like to drive, so you___drive all the way.	don't have to

Modals: Have to/ Don't have to
Study online at https://quizlet.com/_4uywz

___	
We are late for the bus, so we run.	have to
If you want to get into the theater, you___buy a ticket.	have to
John lives close to campus, so he___ride the bus.	doesn't have to
The teacher___give all students a syllabus.	has to

HAVE TO OR HAS TO ESL EXERCISES WORKSHEET

Fill in the blanks with "have to" or "has to" to complete the sentences



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Lesson 32

Modals: could

1	**Competence (CNB)**	1. Understands basic sentences in simple and compound tenses.
2	**Achievement indicator (CNB)**	1.1. Responds to sequence main ideas or events given in classroom.
3	**Objective of the session**	Use: Vocabulary related to the modal verb "could" for asking for advice and suggestions regarding health. To: Request advice, suggestions, and recommendations about health-related matters using "could" in English. In: Pair work where students take turns role-playing scenarios related to health concerns and asking for advice using "could," such as "Could you recommend a good exercise routine?" or "Could I ask for some tips on eating healthier?"
4	**Contents (contenidos)**	1.1.6. Taking care of our health: Asking for advice
5	**Online practice**	https://quizlet.com/40056298/modals-could-vs-should-flash-cards/?i=3srwrc&x=1jqt

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Teacher's lesson plan
BEE program

Institution		**Teacher**	
Lesson topic:	Modals: could	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	Students will play "Give me 5". Students will high five and say, "Give me 5 colors", the other students will say the colors. Once they finish, they move with another Ss. T can give them a specific time to do it.		S-S No material
Start 1 to 5 minutes	T will have in a poster a conversation. Ss in pairs will discuss what the recommendation in the conversation are and discuss if they have more recommendation. **Student:** "Hi teacher! I need help. I always feel sleepy in the morning." **Teacher:** "Oh, I understand. You could try going to bed earlier. It might help." **Student:** "I tried, but it didn't work. What else could I do?" **Teacher:** "Hmm, you could try putting your alarm clock far away. Then you have to get up to turn it off." **Student:** "Okay, I'll try that! Thanks, teacher!" **Teacher:** "You're welcome! Let me know if it helSs." **5 min** T will explain the structure of the modals could. T will give tell them a verb and students will write a recommendation or advice in their notebook. T will give 15 seconds and then students move one space and write another sentence with the verb that the T says. **E.g.** Run – I recommend you to run. **5 min**		Posters, notebooks, markers. S-S Notebook, desks, pen or pencil. T-S
Main Part 10 minutes	T will pass some posters with situations. Students with a pen or pencil will write recommendations or advice for each one. T will put the structure on the board: **You could + verb. – You could drink water.** 1. I feel sick. I´m not sure what I can do.		Poster, masking, markers T-S

	2. I have a terrible headache, what could I do to make it go away? 3. My throat is sore. What could I use to soothe it? 4. I keep sneezing and my eyes are itchy. What could be causing this?" 5. I ate something that didn't agree with me. What could I do to settle my stomach?" 6. I have this red rash on my arm. What could it be, and what should I do? **7 min** T will have ball with different papers asking for recommendations. T throws the ball, and the students will take one paper and give a recommendation. **7 min** **QUESTIONS:** 1. "What book could you recommend for someone who loves mystery novels?" 2. "Where could I find a good restaurant for a special occasion?" 3. "What movie could I watch tonight that's both entertaining and thought-provoking?" 4. "Which university could you advise me to apply to for a degree in computer science?" 5. "What career path could you suggest for someone interested in environmental conservation?" 6. "Which smartphone could you recommend for someone who wants a long-lasting battery?" 7. "What tourist attractions could you recommend for someone visiting Paris for the first time?" 8. "Where could I get reliable information about starting a small business?" 9. "Which fitness program could you suggest for someone looking to improve their endurance?" "What kind of diet could you recommend for someone trying to lose weight in a healthy way?"	Questions, ball T-S You can just print the questions and cut them.

Closure 10 minutes	Ss pretend they are at their school and a student is feeling bad or any other symptom. The teacher will give advice or recommendation and student is the one feeling bad. **Ss A:** It´s the teacher. **Ss B;** it´s the student. **10 min**	No material S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.	

Modal Verbs

Can or Could



ABILITY (Present)	I **can** speak five languages.
POSSIBILITY (Present)	Alcohol **can** cause canser.
PERMISSION (Informal)	**Can** I use your computer, please?
REQUEST (Informal)	**Can** you hand me the pen?
OFFER (Help)	If they like, I **can** carry some bags for you.

ABILITY (Past)	He **could** play football well when he was a kid.
POSSIBILITY (Past)	A lot of crime **could** be prevented.
PERMISSION (Polite)	**Could** I please use your computer?
REQUEST (Polite)	**Could** you tell me where the post office is, please?
SUGGESTION	If you want,we **could** go out for dinner after school?

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Modal Could

Exercise 1. Instructions: Fill in the blanks with "could" + a verb from the options given in parentheses to give advice about health.

1. You _____ (drink/eat) more water every day.
2. She _____ (take/get) enough sleep at night.
3. We _____ (eat/avoid) too much sugar and junk food.
4. They _____ (do/try) some exercise every week.

Exercise 2. Match the Advice Instructions: Match the simple health advice on the left with the corresponding response using "could" on the right. Use a line to match the advice and responses.

Advice	Responses
Drink more water.	a. You could feel more energetic.
Get enough sleep.	b. It could help you stay healthy.
Eat fruits and vegetables.	c. You could try going for a walk.
Do some exercise.	d. It could improve your overall well-being.

Exercise 3. Sentence Completion Instructions: Complete each sentence with "could" + a verb to give health advice based on the prompts provided.

1. You _____ (drink) more water every day.
2. He _____ (eat) fruits and vegetables for a balanced diet.
3. She _____ (get) enough sleep at night.
4. We _____ (do) some light exercise every day.
5. They _____ (avoid) sugary drinks and snacks.

Exercise 4. Multiple Choice Instructions: Choose the best completion for each sentence using "could" to give health advice.

1. To feel more energetic, you _____.

a) *could eat more fruit and vegetables.* ***b)*** *could watch TV all day.* ***c)*** *could skip breakfast.*

2. For better sleep, you _____.

a) *could drink coffee before bed.* ***b)*** *could exercise vigorously in the evening.* ***c)*** *could establish a bedtime routine.*

3. To stay hydrated, you _____.

a) *could drink sugary sodas.* ***b)*** *could drink plenty of water throughout the day.* ***c)*** *could avoid drinking liquids.*

Lesson 33

Simple present: good and bad news expressions

1	**Competence (CNB)**	1. Understands basic sentences in simple and compound tenses.
2	**Achievement indicator (CNB)**	1.2. Deduces the meaning of basic conversations of known topics.
3	**Objective of the session**	Use: Vocabulary related to the simple present tense, including verbs in their base form (e.g., go, eat, study). To: Describe and convey good and bad news using the simple present tense in English. In: Pair work where students take turns role-playing scenarios involving sharing good and bad news using the simple present tense, such as "I pass my exam" for good news or "My car breaks down" for bad news.
4	**Contents (contenidos)**	1.2.1. Good and bad news.
5	**Online practice**	https://quizlet.com/310048173/good-newsbad-news-flash-cards/?i=3srwrc&x=1jqt

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Teacher's lesson plan
BEE program

Institution		**Teacher**	
Lesson topic:	Simple present: good and bad news expressions	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	Students will have a sentence. T will say an emotion and they will say it according to it. **Angry, happy, sad, excited, nervous, tired, disgusted, surprised.**		No material S-S
Start 1 to 5 minutes	T will write on the board some good and bad news. Ss will classify them into good and bad news. Students will do it in their notebook. **5 min** T will introduce and Ss will practice saying the news with the correct intonations. **A:** "I have something to tell you". **B:** What happened? **A:** Good or bad new **5 min**		Board, markers, notebook T-S Board, markers S-S
Main Part 10 minutes	T will give pieces of paper and divide the class in two. Students on the pieces of paper will make a drawing and write a sentence. Half of the class will do a good and the other half will do bad news. Students stand up and say the news and exchange their paper. **10 min** Ss will have 3 different roles in the class. **Ss 1:** Reporters. **Ss 2:** Anchors **Ss 3:** interviewees They will be walking around the class and interviewing different classmates and write their report. • Maria wins a prize. • Luis passes the exam. **7 min**		Flashcards S-S Board, markers. S-S

Closure 10 minutes	Students will present their results of the reports of the previous activity. They will give the good and bad news. Ss will be working in pairs. **Ss A:** It´s the reporter. **Ss B:** It´s the cameraman. **10 min**	No material S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.	

Good news/bad news
Study online at https://quizlet.com/_54lep9

That's fantastic!



That's great!



That's wonderful! That's wonderful news!



That's marvelous!



thrilled

very excited



very happy and enthusiastic because something good is going to happen

Good news/bad news
Study online at https://quizlet.com/_54lep9

excited



very pleased

delighted; very happy



ecstatic

extremely happy



That's too bad.

When someone tells you bad news, say this to show that you care.



That's a shame.

When someone tells you bad news, say this to show that you care.

That's a pity.	When someone tells you bad news, say this to show that you care. 
What a shame!	When someone tells you bad news, say this to show that you care. 
What a pity!	When someone tells you bad news, say this to show that you care. 

Good news/bad news
Study online at https://quizlet.com/_54lep9

I'm very sorry to hear that.	When someone tells you bad news, say this to show that you care. 
I'm so sorry.	When someone tells you bad news, say this to show that you care. 

Lesson 34

Simple past

1	**Competence (CNB)**	2. Expresses ideas and opinions orally, related to relevant topics through simple sentences.
2	**Achievement indicator (CNB)**	2.3. Shares information about different topics in several contexts.
3	**Objective of the session**	Use: Vocabulary related to the simple past tense, including regular and irregular verbs in their past forms (e.g., walked, ate, saw). To: Identify, differentiate, and use regular and irregular verbs in the simple past tense in English, specifically focusing on verbs that describe relevant experiences in the past. In: Pair work where students take turns practicing regular and irregular verbs in their past forms, such as "walked" and "ate," in sentences that describe relevant experiences in the past, like "I visited Paris last summer" or "She met an old friend yesterday."
4	**Contents (contenidos)**	2.3.2. Relevant experiences in the past: the speech.
5	**Online practice**	https://quizlet.com/89149508/simple-past-verbs-flash-cards/?i=3srwrc&x=1jqt

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Institution		**Teacher**	
Lesson topic:	2.3.2. Simple past (3ro. Básico)	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	Ask ss to stand up and come up with a list of 10 verbs (speaking) Then ask students to switch partners Then ask students to make a list of the verbs from the previous activity		
Start 1 to 5 minutes	 T will show the structure T will explain and elicit for examples of each part of the structure T will ask students to write the verbs from their list in past simple T will share and compare the list with their classmates. T elicit some verbs and correct if necessary T will write some sentences to complete with the correct verb or the one that makes more sense I _____ in the morning. You _____ yesterday. He _____ last week. She _____ last night. It _____ a year ago. We _____ last activity. They _____ in the park. T will explain that the verbs Do Not change with all the pronouns when we talk in affirmative. When finish students compare their answers T will elicit come answers and correct if necessary.		T- S
Main Part 10 minutes	T will ask students to write down some verbs **Spoke, ate, visited, completed, watched, read, write, drank, slept, washed** Students come up with 5 sentences from the past		S-S

Closure 10 minutes	T will ask students to write down 10 personal sentences Students write and ask if necessary T will ask students to share the new list T will elicit some answers	S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.	

Simple Past verbs
Study online at https://quizlet.com/_1h2s78

eat	ate
have	had
go	went
look	looked
want	wanted

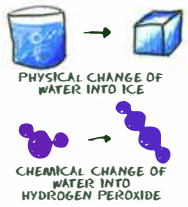
Simple Past verbs
Study online at https://quizlet.com/_1h2s78

decide	decided
see	saw
get (a job)	got (a job)
start begin	started began
stop	stopped

Simple Past verbs
Study online at https://quizlet.com/_1h2s78

tried	try 
enjoyed	enjoy 
talked	talk 
needed	need 
painted	paint 

Simple Past verbs
Study online at https://quizlet.com/_1h2s78

cleaned	clean 
finished ended	finish end 
surfed	surf (the internet) 
changed	change 
left	leave 

Simple Past verbs
Study online at https://quizlet.com/_1h2s78

spoke	speak 
ran	run 
did (homework/ house-work)	do (homework, house-work) 
said	say 
failed	fail (an exam) 

Simple Past verbs
Study online at https://quizlet.com/_1h2s78

taught	teach 
forgot	forget 
found	find 
told	tell 
met	meet (people/in a cafete-ria) 

Rules for verbs in simple past, regular verbs. Verbs ending in a...			
1. silent *e*	**2. vowel + *y***	**3. consonant + *y***	**4. other forms**
close = close**d** die = die**d** phone = phoned	play = play**ed** destroy = destroyed show = show**ed**	marry = marr**ied** carry = carr**ied** study = stud**ied**	visit = visit**ed** miss = miss**ed** watch = watched finish = finished fix = fix**ed** buzz = buzz**ed**

Special cases of the -ed forms: Follow these rules when there is a consonant after a vowel (stop, ban, open, offer...)

If there is a consonant after a stressed vowel at the end of the word, double the consonant
stop – sto*pp***ed**
ban - ba*nn***ed**
swap - swa*pp***ed.**

If the vowel is not stressed, we do not double it:
open - open**ed** (Here the stress is on 'o', not the 'e'.)
offer - offer**ed** (Here the stress is on 'o', not the 'e'.)

Rules to pronounce the verbs in past, regular verbs.

Rule	#1	#2	#3
Description	Voiced sound: – l – v – n – m – r – b – v – g – w – y – z – and vowel sounds (diphthongs)	Voiceless sound: – p – k – s – ch – sh – f – x – h -	Verbs that end with sound of “t” or “d”
Pronunciation	pronounce ED as “D”	pronounce ED as “T”	Pronounce **/id/**
Example	Called > call**D**. Cleaned Closed Enjoyed Explained Killed Listened Loved Opened	Asked>ask**T** Brushed Cooked Danced Fixed Kissed Looked Talked Walked	Attended Arrested decided divided, ended expected graduated, hated included, needed invited, painted invented, printed

Lesson 35

Simple past

1	**Competence (CNB)**	4. Produces simple narrations in a written form with an appropriate grammatical structure and accurate spelling on a variety of topics.
2	**Achievement indicator (CNB)**	4.3. Creates own narrations taking into account accurate spelling.
3	**Objective of the session**	Use: Sentence structure for the simple past tense, including subject-verb agreement and time expressions (e.g., yesterday, last week). To: Formulate and use correct sentences in the simple past tense with appropriate time expressions in English. In: Pair work where students take turns creating sentences using the simple past tense with subject-verb agreement and time expressions, such as "He visited his grandparents last weekend" and "She finished her homework yesterday."
4	**Contents (contenidos)**	4.3.4. Description of an enjoyable journey.
5	**Online practice**	https://quizlet.com/co/715923371/simple-past-flash-cards/?i=3srwrc&x=1jqt

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Institution		**Teacher**	
Lesson topic:	4.3.4. Simple past (3ro. Básico)	**Class**	
Steps	**Procedure**		**Interaction/Resources**
Welcome words/warm-up. 1 to 5 minutes	Mimic verbs in past Group competitions		S-S
Start 1 to 5 minutes	T will write down time expressions in past 1. **(Two days/a week/three months) ago** • "She started her new job a month ago." T will write sentences in simple past My mother went to the city **last weekend.** My brother visited his mother **yesterday.** **1. Last (night/week/month/year)** • "We went to the beach last week."		S-S
Main Part 10 minutes	T will share the conversation with the students. T will ask students to circle the verbs in past. T will elicit some of the verbs. T will ask students to listen and repeat the conversation. T will ask students to practice the conversation in pairs in both roles. T will ask students to switch partners. **Alice:** Hi, John. How was your weekend? **John:** Hi, Alice. It was great. I visited my grandparents. **Alice:** That sounds nice. What did you do there? **John:** I helped my grandfather in the garden. We planted flowers. **Alice:** Did you have good weather? **John:** Yes, it was sunny and warm. How was your weekend? **Alice:** Mine was good too. I watched a movie with my friends. **John:** That's fun! Which movie did you watch?		S-S

Closure 10 minutes	T will students to come up with their own conversation by answering the same questions, with their own names and activities. Students write the conversation. Students will practice conversation. T will ask students to present the conversation to another couple and so. **Alice:** Hi, John. How was your weekend? **John:** Hi, Alice. It was great. I visited my grandparents. **Alice:** That sounds nice. What did you do there? **John:** I helped my grandfather in the garden. We planted flowers. **Alice:** Did you have good weather? **John:** Yes, it was sunny and warm. How was your weekend? **Alice:** Mine was good too. I watched a movie with my friends. **John:** That's fun! Which movie did you watch? T will ask students to present the conversation to another couple and so.	S-S
Wrap-up 1 to 5 minutes	Close session with a message, picture, next class topic, etc.	

Past Simple Tense

Simple Past Tense indicates an action which is completed at a definite time in the past.

POSITIVE (+)	NEGATIVE (-)	QUESTION (?)
I started	I did not (didn't) start	Did I start
You started	You did not (didn't) start	Did you start
He started	He did not (didn't) start	Did he start
She started	She did not (didn't) start	Did she start
It started	It did not (didn't) start	Did it start
We started	We did not (didn't) start	Did we start
You started	You did not (didn't) start	Did you start
They started	They did not (didn't) start	Did they start

Examples:

- He **drew** beautiful pictures last week.
- You **gave** the present to your friend.
- We **bought** a new car.
- He **did not (didn't) draw** beautiful pictures last week.
- **Did** I **learn** Spanish last summer?
- **Did** you **give** the present to your friend?
- **Did** we **buy** a new car?

PAST SIMPLE



Fill in the blanks with the correct forms of the verbs in brackets to complete the sentences

1. The children _____ (play) football for two hours yesterday afternoon.
2. Mr. Ramirez _____ (buy) a bigger car last month because he _____ (have) twins.
3. Anthony and Deborah _____ (go) to the library to find some information for their homework.
4. We _____ (not have) any eggs and sugar, so I couldn't make the cake.
5. Emma and Ruth _____ (find) a wallet on the street and _____ (take) it to the police station.
6. The teacher _____ (be) angry with Sean because he _____ (not do) his homework.
7. Mrs. Garcia _____ (eat) beef steak and _____ (drink) coke at the restaurant last Wednesday afternoon.
8. Last summer my sister and I _____ (swim) in the lake and _____ (feed) the ducks.
9. My uncle _____ (pick) all the apples on his trees and he _____ (sell) them at the market.
10. I _____ (not know) his home address, so I _____ (phone) and _____ (ask) his wife.
11. Did your grandmother _____ (move) to a small village near London last March?
12. Who _____ (discover) America in 1492?
13. Abigail _____ (brush) her teeth before she _____ (read) a novel by Agatha Christie and _____ (sleep).
14. The detective _____ (question) the thief, but he _____ (not talk) to the owner of the house last night.
15. There _____ (not be) a lot of cars in the rush hour yesterday evening, so I _____ (come) home early.
16. The weather _____ (be) rainy yesterday morning, so Mrs. Sanchez _____ (drive) to work instead of walking.
17. My father _____ (build) a tree house for me and my sister, Gloria last spring.
18. They _____ (not buy) the laptop from the mall as they _____ (not have) enough money for it.
19. Mr. Davis _____ (leave) home earlier this morning because there _____ (be) a serious problem at the factory.
20. Some of the students in our class _____ (join) the chess club this week.
21. Billy _____ (run) in the living room and _____ (break) the vase two days ago.
22. Megan _____ (not feel) well yesterday morning, so she _____ (not go) to school.
23. The fishermen _____ (catch) a big tuna and _____ (take) it to the fish market in Canterbury.
24. The Browns_____ (sit) on their sofa and _____ (watch) a comedy film last night.
25. The teacher _____ (ask) a very difficult question to her students this morning.
26. The police _____ (arrest) him because he _____ (steal) a valuable ring from the jewellery shop.
27. I _____ (not try) the yellow dress on me because _____ (not like) it at all.
28. Did your grandpa _____ (finish) painting all the fences?
29. Who _____ (tell) you about the rock concert next Saturday?
30. Theresa _____ (dive) deep into the water and _____ (see) a huge caretta caretta turtle yesterday morning.
31. We _____ (stay) at a five-star hotel last June, but we _____ (not like) the room.
32. How did the kids _____ (go) to school?
33. Alice _____ (wash) all the dishes and _____ (clean) the bathroom, but Madison _____ (not do) anything.
34. My aunt and I _____ (go) to the new shopping mall and _____ (spend) all our money on clothing.
35. She _____ (wear) a beautiful dress and a necklace to the party last night.
36. Messi _____ (fall) on the ground and _____ (hurt) his leg in the last match.
37. Mr. Thompson and his wife _____ (plant) an olive tree and _____ (water) it.

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Teaching Strategies

Teaching Strategies	
Teacher talking time	Learn that the teacher's talking time in class should be reduced and be given to students. This means we must remember that the first part of the lesson is our part but for the rest of the lesson, it should be the students doing the talking mostly.
Pair work	This is the best strategy for interaction among students. This allows most of the students to spend time talking. Doing groups of three or more allows to have one or more students not being on task, this means, just listening, getting bored, not talking.
Language routines	It is highly recommended to have routines within the class that promote the usage of English at any moment. Instances of this are: saying good morning/afternoon/evening, saying thank you. Having all that useful language that can help communicate ideas in the English language.
Routines	It is highly recommended to have routines that reduce the teacher's talking time and effort. This way, proactiveness is promoted within the class. This reduces extra effort from the teachers that can be well done by the students without many orders from the teachers.
Roles for the students	A great tip to promote the sense of community within the classroom is to have roles performed by the students. Even the simplest role can generate a huge sense of belonging of the students, a sense of being important in the class.
Usage of material	Using material in class could create a meaningful impact on the students. Material does not necessarily have to be printed. Students could do it by themselves, either writing or drawing, if it is simple to do. This is related to VAK (Visual, Auditive, Kinesthetic).

Chunk down the activities	Do not get to stick that a lesson topic or a topic should be taught in one session. Give time to see your students' progress and based on your observations act. Perhaps they need more practice, perhaps they understood quickly, or perhaps they are all making the same mistake. Act based on those observations and decided that your lesson topic needs more practice. Remember that the CNB allows flexibility if the actions are directed towards the objectives.
Observation.	Perhaps they need more practice, perhaps they understood quickly, or perhaps they are all making the same mistake. Observing could be tiring but it is worthy. You don't have to be observing the whole time. Before, during and after giving instructions do observe your students. Before you start, observe they are looking at you or that they are interested in your speech. During the instructions, it is best if you are also paying attention to their reactions to your instructions or talking. After giving instructions is ideal that you start observing your students, that you start monitoring to check on their doings, reactions, and progress.
Students talking to the whole class	When given a question to the whole class, or in general, and nobody answers… a good strategy is to ask them to answer the question in pairs, with the person behind or next to them. When given enough time, then ask the same question again and hopefully, you will have answers from the audience.
T/P/S: Think, pair, share.	This is a great strategy to encourage students to speak to the whole class. When a question is thrown to the students, allow time to think first. Tell them to think of the possible answer. The next step is to share such thoughts with the person next to them, and finally, you could ask the same question to the whole class and most probably there will be raised hands ready to share their opinion or answer.

TPR: Total Physical Response	Total Physical Response (TPR) focuses on learning through physical actions and gestures. It is often used to teach new vocabulary or commands. With TPR, learners listen to commands in the target language and respond by physically performing the action. This helps reinforce memory and understanding by engaging multiple senses and making learning more interactive and fun.
VAK: visual, auditive, kinesthetic	This is a great strategy to ensure the learning on all students, as it aims to send the information in all the possible channels. It is said that any information is perceived through the eyes (visual), ears (auditive) or body (kinesthetic, tactile). It is also said that all of us have a specific or more ways to receive the information, some of us are more visual than auditive, some of us are better at receiving the information through movement. If every of our activities are "vaked", then we ensure that our visual students, our auditive and kinesthetic students will get the information right, thus the learning will be successful.
Attention callers	As a teacher you need a specific way to attract the attention of the students, you don't really need to yell to the whole class for them to be in silence. Esdras: “The strategy that I use, and I have taught my students is that if I raise my hand, they will have around 10 seconds to finish whatever they are speaking about, go silence and give me their attention.” Perhaps you tell the class: "touch your head", to interrupt their doings and give instructions...
Warm-up	A great way to start a class is by having a warm-up. A warm-up is not necessarily a fun activity. In short, it is a way to slowly start the class. Perhaps, you want to review some contents of the previous sessions, perhaps you want to teach a new word, perhaps you just want to ask your students how is school doing, or perhaps you just want to give a powerful message. This activity should not require you the preparation of material, at least should not take you that long.

Material by students	You should not be the only one making material for the class. You could ask students to prepare material that could be useful for them later in the year. By doing so, we could also help students develop their creativeness. Perhaps, you have a list of words you want the students to remember, then, allow them to present it using different color paper, etc. and let them be free the way they want to do it.
Flashcards	A great way to practice vocabulary is by having flashcards. If material is expensive for you, then allow students to draw one of the many vocabulary words you want to teach, each student draws a different one and at the end you have a set of flashcards that the students can use. When practicing, the students could switch the material (their notebooks) around for them to practice the different vocabulary.
Students doing the work	Do not do everything in the class. If you want to give away handouts or material, assign two or more students to do it. If you need to write sentences or words on the whiteboard, ask students to do it! If you need to draw something, ask students to do it. Perhaps, you want to check homework, assign one student to check every two or three students and let them check the homework! You do not have to do all the work.
Elicit	Make sure to always count on the students. Instead of giving the answers, giving the right things, elicit from students such answers, this way you make them gain confidence to participate in class. This is also a good way to check on students' previous knowledge about the topic you are teaching.

Great websites for English teaching, practice, and learning.

- https://www.englishwsheets.com/index.html
- https://www.liveworksheets.com/
- https://quizlet.com/latest
- https://en.islcollective.com/
- https://www.facebook.com/AmericanEnglishforEducators
- https://www.facebook.com/AmericanEnglishatState
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El trabajo fue compilado en base a las páginas web referenciadas en este libro por el equipo académico y administrativo de BEE Program.

Revisado y aprobado, BEE Program 2024.

BEE Program 2024

U.S. Department of State
REGIONAL ENGLISH LANGUAGE OFFICE

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