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EXTRANJEROS – INGLÉS**

**INFORME FINAL DEL TRABAJO DE TITULACIÓN, EN LA
MODALIDAD DE PROYECTO DE INVESTIGACION**

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**Inductive grammar to reinforce writing skills with 10th grader students
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Pedagogía de los Idiomas Nacionales y Extranjeros Especialidad Inglés**

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DEDICATION

This undergraduate work is dedicated to my mother, my sister, and my girlfriend. They helped me with their unconditional support, advice, and scolding during my studies and realization of this work. Those beautiful women are my strength and one of the main reasons I have to improve myself day by day and continue fighting for my dreams.

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RESUMEN

El proceso para aprender el idioma inglés requiere el desarrollo de diferentes habilidades y sub-habilidades, entre las cuales dos importantes habilidades que los estudiantes de inglés necesitan desarrollar son la habilidad de escritura y la sub-habilidad gramatical. Las personas que dominan estas habilidades son capaces de comunicarse exitosamente de manera escrita. El presente trabajo de investigación tuvo como objetivo el desarrollo de una guía pedagógica utilizando una metodología inductiva con el propósito de reforzar la sub-habilidad gramatical permitiendo que los estudiantes de 10° año del Colegio Universitario UTN desarrollen su habilidad de escritura. Este trabajo fue un estudio mixto y usó como herramientas para recolectar información una prueba, una entrevista y una encuesta. Los datos recolectados evidenciaron que este grupo de estudiantes tenía problemas con la habilidad de escritura y la producción escrita. Estos problemas incluyen errores de escritura, mal uso de letras mayúsculas y reglas gramaticales. Una vez realizada la triangulación de la información el investigador llegó a generalizaciones que le permitieron diseñar una guía pedagógica con diferentes e interesantes actividades inductivas las cuales van a motivar a los estudiantes a reforzar su habilidad de escritura. Los análisis de impactos sugieren que los estudiantes podrían reforzar la sub-habilidad gramatical e incrementar la calidad de su producción escrita. Además, los impactos también están presentes en diferentes campos, tales como educacional, cultural y social.

Palabras clave: Gramática Inductiva – Guía pedagógica – Proceso de escritura – Habilidad de escritura – Comunicación escrita.

ABSTRACT

The English learning process requires the development of different skills and sub-skills. Two important skills that EFL learners need to develop are writing skills and grammar sub-skills. People who master these skills can be able to communicate successfully in a written way. The present undergraduate work had the objective to develop a pedagogical guide using the inductive approach to reinforce grammar sub-skills leading to the development of the writing skills in 10th grader students at “Universitario UTN” high school. It was a mixed study, and it used as tools to collect data a survey, a test, and an interview. The data collected evidence that this group of students had problems with the writing skills and writing production. It included problems such as spelling mistakes, misuse of capital letters, and grammar rules. After the contrasting analysis between the theoretical framework and the collected data, the researcher came to generalizations which allow him to design a pedagogical guide with different and interesting inductive activities which will engage students to reinforce their writing skills. The impacts analysis of implementing this research proposal suggests that students could reinforce the grammar sub-skills and increase the quality of their writing production. Besides, the impacts are present in different fields such as educational, cultural, and social.

Key Words: Inductive grammar – Pedagogical guide – Writing process – Writing skills – Written Communication.

CONTENT INDEX

IDENTIFICACIÓN DE LA OBRA	ii
CONSTANCIAS	iii
CERTIFICACIÓN DEL DIRECTOR	iv
APROBACIÓN DEL TRIBUNAL	v
DEDICATION.....	vi
ACKNOWLEDGEMENT	vii
RESUMEN	viii
ABSTRACT.....	ix
INTRODUCTION	1
Motivations for the study.....	1
Research Problem	1
Justification.....	2
Impacts.....	3
Objectives	3
General objective	3
Specific objectives	3
CHAPTER I: THEORETICAL FRAMEWORK	4
1.1. Linguistic competence	4
1.1.1. Linguistic competence related with Reading and writing.	5
1.2. Communicative competence	6
1.3. Skills of communicative competence	7
1.3.2. Strategic competence	8
1.3.3. Sociolinguistic competence	9
1.3.4. Discourse competence	9
1.4. Grammar as a subskill.....	10
1.5. What does grammar competence involve?	11
1.5.1. Syntax	11
1.5.2. Phonology	12
1.5.3. Morphology	12
1.6. What is grammar for writing?.....	13
1.7. How do we teach and learn grammar in EFL?	14

1.7.1. The deductive approach	15
1.7.2. The inductive approach.....	16
1.7.3. The functional-notional approach.....	17
1.7.4. Teaching grammar in situational contexts	18
1.7.5. Other ways to learn and teach grammar.	18
CHAPTER II: METHODOLOGY	19
2.1. Research Types	19
2.2. Research methods	20
2.2.1. Inductive	20
2.2.2. Deductive	20
2.3. Research Tools.....	20
2.3.1. Surveys.....	20
2.3.2. Interview	20
2.3.3. Test.....	20
2.4. Population identification.....	21
CHAPTER III: DATA ANALYSIS AND INTERPRETATION.....	22
3.1. Students Survey Results.....	24
3.1.1. General Information.....	24
3.1.2. Developing Writing Skills.	28
3.1.3. Grammar for writing.	33
3.2. English Teacher Interview results and analysis.....	38
3.3. Sample and analysis of writing activity.....	43
CHAPTER IV: DESIGN OF THE PROPOSAL.....	46
4.1. Introduction.....	46
4.2. Proposal title	46
4.3. Objectives	46
4.4. Methodology	46
4.5. Proposal development.....	48
4.6. Impacts.....	129
4.6.1. Social Impact	130
4.6.2. Educational Impact	131
4.6.3. Cultural Impact	132
CONCLUSIONS	133
RECOMMENDATIONS.....	134
GLOSSARY	135

Bibliography	138
ANNEXES	141
Annex 1: Problem Tree	141
Annex 2: Socialization’s documents.....	142
Annex 3: Instrument to collect information “Survey”	139
Annex 4: Instrument to collect information “Writing Activity”	142
Annex 5: Examples to complete the writing activity.....	143
Annex 6: Instrument to collect information “Teacher Interview”	144
Annex 7: Analysis of writing samples	145
Sample and analysis of writing activity	145

TABLE INDEX

Table 1. Sample 1 analysis of first activity	44
Table 2. Sample 1 analysis second activity.....	45
Table 3 Discussion table 1	52
Table 4. Past Form Regular Verbs	54
Table 5. Past Form Irregular Verbs.....	55
Table 6. Past Form	56
Table 7. Simple Past: BE	59
Table 8. Past Simple: Positive, Negative, And Questions	59
Table 9. Simple Past: Wh- Questions	60
Table 10. Simple Past: Positive, Negative	60
Table 11. Simple Past: Positive, Yes/No Question	60
Table 12. Summary Checklist	66
Table 13. Letter Soup	67
Table 14. Summary Movie Checklist.....	69
Table 15. Sports Table	71
Table 16. Discussion Table 2	74
Table 17. Adjectives Table	76
Table 18. Sports	76
Table 19. Positive Negative Qualities	77
Table 20. Opposites.....	77
Table 21. Can, Cannot.....	79
Table 22. Can, Could	79
Table 23. May, Might, Could.....	80
Table 24. Modals of Ability and Possibility	80
Table 25. Ability And Possibility.....	81
Table 26. Parts of Short Story	84

Table 27. Paragraph Checklist	85
Table 28. Letter Soup 2	86
Table 29. Story Checklist	88
Table 30. Verbs	90
Table 31. Discussion Table 3	93
Table 32. Common Verbs	95
Table 33. Irregular Verbs	96
Table 34. Grammar Rules	99
Table 35. Present Perfect.....	100
Table 36. Feelings	102
Table 37. Parts of Email.....	104
Table 38. Checklist.....	105
Table 39. Email Checklist	107
Table 40. Countable, Uncountable	110
Table 41. Discussion Table 4	113
Table 42. Countable, Uncountable	115
Table 43. A/An/Any/Some.....	116
Table 44. Ingredients.....	117
Table 45. Future Will	119
Table 46. Future Be Going To	120
Table 47. Will vs Be Going to	120
Table 48. Future Sentences	122
Table 49. Steps Checklist.....	125
Table 50. Recipe Checklist	128
Table 51. Numerical Impact Levels	129
Table 52. Social Impact table.....	130
Table 53. Education Impact table.....	131
Table 54. Cultural Impact table.....	132

FIGURE INDEX

Figure 1. Assessing writing for Cambridge English qualifications: A guide for teachers A2.	23
Figure 2. Gender	24
Figure 3. Age	24
Figure 4. Favorite Sport	25
Figure 5. Favorite type of movie	25
Figure 6. Favorite type of video game	26
Figure 7. Favorite type of food	26
Figure 8. Hobby	27
Figure 9. Steps to write in English.....	28

Figure 10. The most difficult step to write in English	28
Figure 11. Known English texts	29
Figure 12. Characteristics to write in English.....	29
Figure 13. Order of simple sentences	30
Figure 14. Use of connectors in writing English	30
Figure 15. Writing of short biography	31
Figure 16. Writing of petition letter.....	31
Figure 17. Writing of movie summary	32
Figure 18. Writing of email	32
Figure 19. Models to learn grammar	33
Figure 20. The correct sentence	34
Figure 21. The importance of grammar in writing skills	34
Figure 22. The use of capital letter in sentences.....	35
Figure 23. Period to separate sentences	35
Figure 24. The use of commas in lists	36
Figure 25. The importance to check writing texts	36
Figure 26. Daily activities.....	45
Figure 27. Captain A.....	49
Figure 28. Iron Man.	49
Figure 29. Avengers F.	49
Figure 30. Avengers W.....	49
Figure 31. Explosion.....	49
Figure 32. Spider-Man.....	49
Figure 33. Tony and Pepper.....	50
Figure 34. Iron man.	50
Figure 35. Time Travel.....	50
Figure 36. Thor.	50
Figure 37. Time Travel S.2.....	51
Figure 38. Time Travel S.1.....	51
Figure 39. Final Fight.	51
Figure 40. Avengers Assemble.....	51
Figure 41. Last Dance.....	51
Figure 42. Without Money.....	55
Figure 43. Cinema.....	56
Figure 44. Soccer Player.....	71
Figure 45. Unpopular.....	71
Figure 46. Popular.....	71
Figure 47. Fast	71
Figure 48. Slow.....	71
Figure 49. Soccer.....	71
Figure 50. Broken Leg.....	72
Figure 51. Tall and Short.....	72
Figure 52. Athletic Boy.....	72

Figure 53. Smart Boy.....	73
Figure 54. Soccer.....	75
Figure 55. Running.....	75
Figure 56. Judo.....	75
Figure 57. Karate.....	75
Figure 58. Hangman.....	90
Figure 59. Draw.....	90
Figure 60. Play V.G.....	90
Figure 61. Music.....	90
Figure 62. Dancen.....	90
Figure 63. Boy S.....	91
Figure 64. R.B.....	91
Figure 65. Watching M.....	91
Figure 66. Email.....	91
Figure 67. Picnic.....	91
Figure 68. Email Example.....	92
Figure 69. Confused.....	94
Figure 70. S. Boy.....	94
Figure 71. Thrilled Man.....	94
Figure 72. Man D.....	94
Figure 73. Woman.....	94
Figure 74. Girl E.....	95
Figure 75. U. Girl.....	95
Figure 76. Family.....	95
Figure 77. Happy Boy.....	95
Figure 78. Soccer Player.....	95
Figure 79. World Map.....	99
Figure 80. Pasta.....	110
Figure 81. Sausage.....	110
Figure 82. Potatoes.....	110
Figure 83. Tomatoes.....	110
Figure 84. Lemon.....	110
Figure 85. Meat.....	110
Figure 86. Eggs.....	110
Figure 87. Chicken.....	110
Figure 88. Onion.....	110
Figure 89. Cheese.....	110
Figure 90. Rice.....	110
Figure 91. Book Recipe.....	111
Figure 92. Recipe.....	111
Figure 93. Burger.....	112

INTRODUCTION

Motivations for the study

Teaching and learning EFL can be a complex process because it has different and important aspects which are fundamental to achieve communication through the English language. One of these fundamental aspects is grammar sub-skill. To teach and learn grammar sub-skills there are two main approaches, deductive and inductive grammar. These approaches have been the current issue in discussion when referring to teaching grammar in the last years. Currently, teachers want a meaningful education in their students, which means that students build their knowledge. Based on this scoop, the inductive grammar approach is an excellent option to use. Nevertheless, it helps to develop writing competencies in EFL learners. It was one of the motivations for the researcher to conduct this study.

In addition, young learners or high school learners do not use the English language to communicate, and they usually see English just as a subject. If they learn English grammar and develop their grammar competencies, they can communicate using written communication. It could be a challenge for them because they usually find it difficult to learn and develop grammar sub-skills. The common reasons for that could be improper use of approaches, students' learner style, lack of motivation, monotonous and boring lessons. English teachers should consider all problems in the process to develop grammar sub-skills and use the appropriate method to teach them. Finally, one motivation to develop the present study was the use of inductive activities to reinforce learners' writing skills, and with it, they will be able to communicate in a written way.

Finally, as researcher's personal motivation to develop this study was to find other ways to learn and reinforce English grammar. During the learning process of EFL, the researcher found it difficult to learn and use grammar rules, and consequently, he has problems developing writing skills. The present study tried to find a possible solution for English learners who have the same problem as the researcher, and it wants to reinforce the grammar sub-skills of EFL learners.

Research Problem

The deductive approach vs. the inductive approach in teaching grammar is a common topic of discussion in language teaching methodology. Different studies mention that each approach can have better results with different learners' groups. Benitez-Correa, et al. (2019) stated that the deductive approach has better results with adult learners and the inductive approach has better results with young learners. It may be suggesting that an inductive approach is a good option for high school learners. But are there other factors that English teachers must consider when they prepare a grammar lesson?

In a successful grammar learning process, it is necessary to consider other factors, such as students' learning styles, approaches, and even the learners' age. Teaching and learning grammar is a complex process in which English teachers must analyze learners' weaknesses and strengths. Based on that, the next step could be adapting and using an adequate approach. Benitez-Correa, et al. (2019) mentioned that the deductive approach brings excellent results with adult learners. But, if the learning style enters, the results of the teaching process can be different, and grammar sub-skill could not develop appropriately.

In languages, grammar plays an important role in the communication process, even more in written communication. Grammar can give accuracy and sense to sentences, phrases, or paragraphs. Nordquist (2019) mentioned that language can work because grammar is there, and people need grammar to communicate effectively. The importance and relationship between grammar and writing are clear. English learners need to learn grammar to produce accurate sentences and communicate successfully through written communication. But it happens with high school learners.

Students are not able to reproduce teachers' models before a grammar lesson. Even they cannot recognize the grammar topic in sentences. Being so, students do not have an adequate level of grammar sub-skill and writing skills. They cannot write text without mistakes by themselves, which could be a reason for the overuse of translators by learners. When an EFL learner uses translators in their text, it loses the student's identity, and the message that students want to share can be different.

Justification

Recognizing and reproducing the different English models could be difficult for EFL learners. It demands a certain level of knowledge and domain of grammar sub-skills and writing skills, which learners usually do not get. In order to achieve that level, the use of a constructivist theory can be an excellent option. Maqbali, Mirza, & Shahraki (2019) stated that inductive grammar has similarities with constructivist theories because the learner must discover the grammar rule by himself or through collaborative groups, which means that learners build their knowledge. Therefore, using the inductive grammar approach can become a real situation in which learners can recognize and reproduce different English models by themselves.

When EFL learners reproduce and write English texts without mistakes by themselves, it is possible to say that they have a high level of writing skills. A high level in this skill allows writing academic or formal text, showing the writer's style. When it happens master and domain, the English language can be a real situation. Based on that, Alharbi (2019) states that academic writing is the door to master the English language and other fields related to this language. It becomes essential to develop writing skills and learn grammar rules. The first step to do that is to use the correct grammar sub-skills. With it, students should be able to recognize and reproduce their own English models. Then, students will develop their writing skills. Finally, they will have an opportunity to de master the English language. All this process can be possible with the correct use of the Inductive grammar approach.

Impacts

The execution of the proposal presented in this undergraduate work will impact the grammar sub-skills, the level of writing production among young students, the written communication, and an increase in vocabulary. The specific level of impact was a high impact level in the educational and cultural areas and a medium impact level in the social area. Based on these levels of impact, the proposal has a general positive level of impact. Besides, the proposal used an effective methodology with exciting activities and topics for young learners. The activities were based on the inductive approach.

Objectives

General objective

To design a guide with methodological strategies based on inductive grammar to reinforce writing production in students of 10th grader students of Universitario UTN high school, Ibarra canton.

Specific objectives

- To conduct a bibliographic study to settle the theoretical foundations that allow to design a methodological guide based on inductive grammar.
- To identify the level of writing production in students of 10th grader.
- To adapt methodological strategies based on inductive grammar to young learners.
- To determine the impacts of the use of a guide of methodological strategies based on inductive grammar to young learners from 10th grader students of Universitario UTN high school.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. Linguistic competence

All over the world, languages are used to allow communication among people. Each language has its own grammar rules, syntax, morphology, and phonology. These components form part of the communication process. Therefore, communication is possible thanks to the existence of languages. Rabiah (2018) mentioned language is a universal way of communication used as a tool for everyone during their daily life; people share information, feelings, emotions, and arguments; It has a relationship with attitude, behavior, and culture speakers. People develop different abilities, and one of the most important is communication. It is part of humans' identity because language has a relationship with people's culture and background. For that reason, languages and their components are necessary for the communicative process all over the world.

People usually use more than one language to communicate, and each one has its regional accent and vocabulary. It means that in the world, languages are different because each country and region personalize the language with different aspects such as local traditions, culture, and a local accent. Supporting that, David & Robert H. (2020) mentioned that language is a system of symbols that people use to communicate (communication can be written or oral); language users can express their culture, traditions, identity, imaginative expression, and emotions. Taking it into account is clear that communication can be possible in different ways. Language is a system of symbols created by humans, and the limit is human imagination. Communication participants can share ideas, feelings, thoughts, emotions, and all kinds of information or knowledge using any language.

Humans can acquire and develop different languages depending on where they are born and later studies. During the process of acquisition and learning a language, people unconsciously and consciously learn different grammar rules. Without this knowledge, people will not be able to communicate properly. Therefore, learning and using grammar rules is necessary to transmit, share or communicate properly. Speakers or writers must order letters and words (the order involves sense and grammar rules) in such a way that listeners or readers can understand the message.

The communication process demands using a language, and people can decide how to use the language. In this part of communication, personal experience and knowledge of people are important to transmit and interpret information, all of which are called linguistic competence. Adding to this, Tarango & Machin-Mastromatteo (2017) language has a relationship with linguistic competence; it involves interpretation and expression of ideas, concepts, feelings, emotions, information, and opinions to perform formal or informal discussions, conversation, talks, debates, etc., all of these are used for oral or written communication. Social interaction takes place in different contexts with different kinds of

people, and it determines the characteristics of the language which is written or spoken. Linguistic competence is present in all communication processes, and it can be influenced by factors such as personal emotions, experience, and even by listeners' or readers' health. For that reason, to share a clear message avoiding mistakes and misunderstandings is necessary to consider the environment and the place of the communication. It could affect the interpretation of messages.

1.1.1. Linguistic competence related with Reading and writing.

Linguistic competence is part of the language and communication process, but experts and researchers related it more with written communication than oral communication. One reason is that skills such as reading and writing are directly related to linguistic competence. Tarango & Machin-Mastromatteo (2017) stated that linguistic competence involves adequate use of language, especially in written communication. It needs a correct structuring of content, written language, reading, translation, and writing of documents to other non-native and native languages. It means in written communication, and linguistic competence allows the correct use of language; it also helps to write correctly different kinds of writing documents. It forms a relationship with elements that written communication involves, such as grammar.

Inside of communication, there are languages, and inside of languages, there are linguistic competencies. The relationship between these concepts allows proper communication among people. There are different characteristics for excellent written communication, and linguistic competencies are one of these characteristics. In such a case, written communication is improved with an adequate level of linguistic competence. People can develop it with study, practice, and different kinds of interactions in several contexts. Users of a high level of linguistic competence can easily communicate and understand written and oral communication.

In different concepts, aspects of the language and communication process are present in different linguistic competencies. For that reason, misunderstandings can be possible among these concepts. Even these concepts have a relation with other components of communication, such as competence and performance. As a help to clarify doubts between competence and performance, Chomsky (1969) argued, "We thus make a fundamental distinction between competence (the speaker hearer's knowledge of his language) and performance (use of language in concrete situations)" (p. 4). Linguistic competence can be defined as all knowledge, information, or messages that speakers, listeners, readers, and writers are sharing or getting. It also determines if they can or cannot understand the message during the communication. On the other hand, there is performance, and it can be defined how speakers, listeners, readers, and writers behave in front of the language used in different and concrete situations. Both aspects can facilitate or obstruct the course of the communication process.

1.2. Communicative competence

To communicate successfully, avoiding misunderstandings is necessary more than linguistic competence. Communication involves communicative competence, as well. Participants of oral or written communication need to improve their understanding capacity. It is required to understand messages shared among participants. Communicative competencies can cover this requirement and improve successful communication. This competence is usually related to linguistic competence, but communicative competence has different characteristics. Ahmed & Pawar (2018) analyzed concepts of researchers such as Dell Hyme (1966), Chomsky (1965), Savignon (1972), and others. Then, they concluded that communicative competence is a process in which language knowledge is used in real situations. Its use demands different skills (listening, reading, speaking, and writing) because the communication can be oral, written, or nonverbal; finally, the knowledge required can come from different study areas or even labor fields. Getting an appropriate level of these competencies requires time, study, and practice even more if people use it for specific tasks or fields such as economic, educational, business, cybernetic, labor, literacy programs, and others. People should develop communicative competencies according to the necessities that they have and need to cover.

The importance of communicative competence to successful oral and written communication is evident. Researchers consider that linguistic competence and communicative competence have a special relationship with written communication. This relationship usually involves types of writing communication, such as formal, semi-formal, informal. Communicative competencies can adapt to different environments, and people use them to cover communication necessities, even more in written communication. Adding more information, García-Marco (2017) mentioned that communicative competencies are used in different fields of SLA. For example, some literacy programs work with CC, and he mentioned that CC requires incorporating different professional competencies, correct knowledge, and adequate skills to work correctly. Depending on literacy program goals will be necessary resources and the help of external experts, instructors, or teachers. It is a sample of the importance of communicative competence for people. Communication can be different depending on the situation, environment, participants, purpose, but all humans have to communicate. To develop communication is necessary linguistic competence, and communicative competence. SLA demands to study and practice to develop communicative competence. This practice should be focusing on developing written communication to develop successful communication with others.

Humans are sociable by nature; for that reason, it is necessary different ways to communicate. Currently, there are studies related to communicative competence and how people can develop and use it correctly. To determine an appropriate level of communicative competence is necessary to evaluate it. Thus, studies and experiments about the evaluation of communicative competence are necessary. These evaluations must be practical, using language in real communication, it could be in an oral or written way.

Different researchers develop tests, quizzes, or ways to evaluate the communicative competence level, but Savignon (2017) stated that it should be used in communication to evaluate language use in learners, without a traditional lesson, class, or test. It means putting the learners in different real situations, guiding and evaluating them according to the ability of communication showed. It could be used to evaluate oral or written communication.

The study of Savignon shows a way to evaluate if students have a high level of communicative competence and if they can use it in real situations. He proposed in his research that in social interactions outside of the classroom, learners will be able to use the foreign or second language in front of real situations of daily life. In English language teaching, the teacher must guide and develop their students' necessary knowledge and skills. English teachers need to consider that they are teaching a language, not just a subject, to their students and the primary purpose of all languages is communication with others. To evaluate the students' communicative competencies, English teachers can create different fictitious situations that require the use of learners' second language, and consequently, they will develop different competencies and skills of the English language. It can be a complicated process, but English teachers must guide correctly to their students.

1.3. Skills of communicative competence

Communicative competence can involve a huge amount of knowledge, and it is important in the communication process. It requires a set of different abilities and practice; for that reason, it is fair to say that communicative competencies understand various elements or skills that permit proper communication among people. According to Ahmed & Pawar (2018), communicative competencies are divided into four different competencies: Grammatical Competence, Sociolinguistic Competence, Discourse Competence, and Strategic Competence. For these divisions, Ahmed & Pawar took Canale and Swain's (1980) proposal as a reference. The communication process is described as an interaction among people, and this interaction can happen in different contexts and situations; here also intervene factors, such as culture, level of studies, etc. During these interactions, people need to use different knowledge, which includes skills of communicative competence. The required skills could vary depending on the type of communication, oral or written. But all these skills (discourse competence, sociolinguistic competence, grammatical competence, and strategic competence) are necessary among participants in the communication. It becomes essential to develop all these skills correctly and adequately to transmit and understand the different interactions during the language process.

1.3.1. Grammatical competence

Grammatical competence is a skill, which forms part of communicative competence. It is related to written communication and grammar, as well. It is essential for the written communication process because it gives sense and accuracy to sentences, paragraphs, and all types of texts in general (formal, semi-formal, informal, etc.). Ahmed & Pawar (2018) comprehend grammatical competence as the knowledge that includes rules of morphology, lexical items, syntax, grammar, and phonology, and it has similarities with Hymes' linguistic competence. Experts consider this competence includes the ability to form and understand words, sentences, paragraphs, etc. Even with a high level of this competence, people can understand texts they had never heard before and recognize vague and unusual sentences. Second language learners usually find it complicated to develop written communication; it could be due to a lack or low level of grammatical competence skill. Grammatical competence is related to grammar, phonology, vocabulary, and semantics. It is directly related to written communication because this skill contributes to successful written communication. But it does not mean that grammatical competence is not present in oral communication. It becomes important to develop grammatical competence skills for all types of communications (oral or written).

1.3.2. Strategic competence

The communication process implies a process or a procedural to be successful. Inside this procedural, there are knowledge areas and study fields that communication participants want to share and transmit with others. Each knowledge area and study field have its technical vocabulary; people must study the specific vocabulary to know the meaning of technical words.

To learn and domain all knowledge areas and study fields with their technical vocabulary become an impossible challenge for people. For that reason, communicative competence skills include strategic competence. It tries to cover the lack of knowledge or weaknesses in communication, especially in written communication. Ahmed & Pawar (2018) mentioned, it is present in verbal and non-verbal communication; it also compensates for the possible breakdowns in the communication process. Participants do not always need to research and get information about a specific topic before sharing it in a conversation. But it does not mean that communication strategies are not useful or necessary for communications because to share knowledge properly demands previous experience, knowledge, etc., to be understood. Here is where strategic competence appears to give sense to the communication and cover possible misunderstandings. Communication can take different forms, for example, formal communication. It requires sophisticated and adequate vocabulary, and strategic competence could cover the lack of knowledge and vocabulary. It helps to understand different kinds of communication (oral or written).

1.3.3. Sociolinguistic competence

People communicate and interact in different sociocultural environments with different kinds of people. In the communication process is necessary to identify the situation and environment. Then, use appropriate vocabulary to be used in that specific situation. It shows respect for communication participants and respect for society rules, avoiding possible problems or inconvenience. To facilitate this process, sociolinguistic competence is there. It helps to use correct vocabulary in different situations of communication. Ahmed & Pawar (2018) stated that it is essential to communicate with others in a different context. Besides, it involves different knowledge, such as sociocultural rules of language use. For this reason, sociolinguistic competence is important because the knowledge of social rules permits a correct interpretation and production of different utterances in social contexts.

Society includes different rules and laws, and people must follow them. It includes appropriate and correct language use, and it could show the level of instruction, culture, and education of a person. People need to identify the situations in which they are involved and use correct and appropriate language. For this reason, sociolinguistic competence is necessary if people want to avoid misunderstandings. This competence is more related to oral communication because it helps to have appropriate speeches avoiding misunderstandings. But it does not mean that sociolinguist competencies are not present in written communications.

1.3.4. Discourse competence

Successful communications always involve order and senses. In discourse competence, order is mandatory for communication and transmitting different ideas, feelings, messages, etc. Here appears discourse competence, helping to structure words, phrases, and paragraphs correctly. Of course, it includes the use of language rules. Adding a definition of discourse competence, Ahmed & Pawar (2018) mentioned that it represents the person's ability to combinate the different language structures and functions with coherence and cohesive text. Discourse competence can be present in various communications, but it is usually present during presentations, expositions, etc. In most of this kind of communication, the use of formal or semiformal language is necessary. Besides, it is important to consider context, environment, and audience to use discourse communication. Users of languages need to have the capacity to start and end a conversation in a polite and kindly way. To achieve it, discourse competence is necessary for all people. All communicative competence skills have a relationship among them, and they are mandatory to develop polite and useful communication.

1.4. Grammar as a subskill

The communication could be oral or written; in both cases, rules are necessary to organize and give accuracy and sense to the language. It will produce successful communication. The sub-skill in charge of structuring the language correctly is grammar. In English written communication, grammar is one of the main elements to produce and elaborate texts which share ideas or messages. Grammar gives order and sense to the language. Eunson, (2020) defined grammar as a system of rules that have the work to reveal and structure meaning in the English language; there are syntax and morphology in grammar. Finally, he mentioned that in this system of rules, there are exceptions. Grammar must analyze the functions and meanings of sentences have inside of the language. Even it should include the description of sounds. Languages need grammar to work correctly, and the English language is not an exception. Grammar sub-skill is necessary to share information, messages, ideas, feelings, etc. It is an essential part of the English language, and it is considered a sub-skill of writing skill. For that reason, to develop a high level of writing skills is mandatory to learn grammar sub-skill.

Grammar sub-skill helps to communicate with others through the written way. This communication can take different forms and, participants play different roles. For that reason, grammar includes a set of knowledge, rules, and elements. Grammar is also implicit in language use; for example, it is necessary for receptive and productive types of languages. Vahid & Sedigheh (2016) argued that grammar sub-skill is fundamental for receptive and productive language skills in written and spoken communication; grammar, syntactically and semantically, designates the function of linguistic elements. Grammar could be underrated because it is a sub-skill, but it is essential for receptive and productive language. People need to know the importance of grammar sub-skill in the language and communication process; they speak and write without analyzing its importance.

The sub-skills are considered as the base of the main skills of the English language. To develop a high level in this language is necessary to take time to learn and develop sub-skills of the English language. Related to that, Katawazai, Haidari, & Sandaran (2019) mentioned that sub-skills are the base of any language; these can be considered as the building blocks of the main skills inside of learning language and mastering that language. English language learners must develop vocabulary sub-skill, grammar sub-skill, and pronunciation sub-skill. In the case of grammar sub-skills, it helps learners to understand the language and communicate with others. English language learners usually consider that grammar is not necessary for the language. However, it is an essential part of the teaching and learning process of the English language. Even more, grammar sub-skill is fundamental to master the English language or any other language.

1.5. What does grammar competence involve?

Grammar is an essential part of English language learning because it allows understanding communication among people. It is a complex part of the teaching process involving different competencies such as knowledge and rules. All these elements need to be developed to have an appropriate level of grammar competence. It is necessary to know that grammar comprehends the order and rules of the English language, and it shows the correct way of structuring or forming words, phrases, sentences, paragraphs, and texts. It means, inside grammar, there are different competencies which English language learners must know and develop. According to Fikron (2018), grammar involves syntax, phonology, and morphology, as well. These competencies play a different role in the domain process of grammar sub-skill and domain English language. Syntax, Phonology, and Morphology have their own set of knowledge and rules which learners must know and use during the communication process, but these are more required during written communication. Finally, it is important to clarify that each competence is related to different aspects of the English language.

1.5.1. Syntax

Syntax is a term and a concept that is required and used in almost all languages. It is always related to the formation and order of words in sentences. In English language learning, the syntax is used frequently by teachers and learners because it shows the correct way to combine words to make sentences with accuracy and sense. When English teachers give a grammar lesson, they must add syntax directly or indirectly to their lessons. Eunson (2020) mentioned that syntax encompasses everything concerned with the pattern and sequence of words into sentences to understand syntax concepts better. It includes the necessary rules to form those English sentences correctly, but it also shows how it is impossible to combine words to form sentences. Syntax helps English learners to develop the ability to combine words correctly and make correct sentences. Thus, it is adequate to assume that rules are involved in syntax competence. If learners can form correct sentences, they will be able to make paragraphs and complete English documents. That is one crucial reason which English teachers must add syntax in their lessons.

The formation of sentences involves rules. Those rules indicate the correct way to form sentences with sense and accuracy. Avoiding misunderstandings but also shows how it is not possible to form sentences. To know how sentences are possible and not possible to form is necessary for the English language and in all languages. Syntax as a grammar sub-skill has an essential role because it gives the rules, knowledge, and ways to combine the words to form short and long sentences with sense and accuracy. It shows the importance of syntax in the English language, especially in writing skills and written communication.

1.5.2. Phonology

Phonology is usually related to oral communication because it directly works with sounds. It studies everything concerning forms of sound in the languages. Phonology forms part of grammar competence, and it is necessary to avoid misunderstanding during conversations. Hawkins (2018) states that phonology is in charge of studying patterns of sounds in languages, but it does not mean that it is specialize describing sounds in articulatory and auditory terms. Phonology also has a relationship with a different language, fields which include language acquisition, teaching and the process of the second language acquisition, and the different dialects of languages. Hawkins divided phonology into two components: segmental phonology and supra-segmental phonology. The first one involves segments of speech or sound letters and their patterns. The second one includes large speech units. Thus, it means the study of words, phrases, and sentences. Phonology is always present in English lessons because it can encourage and develop correct communication skills, especially oral communication. In the English language, phonology forms part of grammar competencies, but at the same time, it has a relationship with English speaking skills. English teachers must incorporate phonology in their grammar, writing, listening, reading, and speaking lessons to develop correctly English language as a second language in their students.

1.5.3. Morphology

The English language and all languages need morphology to function correctly. The study of morphology involves sounds and how these sounds are putting together to produce specific sounds with meaning. Then, these sounds will form words. After that, phrases and sentences. All these must-have senses and meaning to transmit messages, information. In oral communication. Schmid, (2015) stated that morphology is related to grammar sub-skill and lexicon; morphology deals with the internal composition, structure, patterns, and underlying words. It adds linguistic signs, form, and meaning to analyze and describes the components and composition of words. This analysis of words is at a morpheme level (morpheme is the smallest unit of the meaning in a language). Finally, Schmid mentioned that morphology divides into two areas of study; the first is inflectional morphology which works with the cases, numbers, tense, and aspects of grammatical categories. The second one is derivational morphology or word-formation, which deals with forming new words using patterns and rules. Most languages all over the world depend on them, and they are related to sounds. These have a specific order that allows the comprehension of words during the communication process; learners of English as a foreign language must develop morphological abilities to communicate correctly and allow a good pronunciation of words. Morphology words with sounds mean that it has a relationship with oral communication.

1.6. What is grammar for writing?

In the English language, there are four primary skills. These skills divide into productive skills and receptive skills. In the case of receptive skills, there are reading and Speaking skills; on the other hand, productive skills include speaking and writing skills. All these skills contain sub-skills, and all skills and sub-skills are necessary to master the English language. The case of writing skills has required a set of knowledge and ability to master and use it correctly in communications, homework, essays, or any class of document which needs to be writing. Writing skills have grammar as a sub-skill. This sub-skill is fundamental for the composition of the shortest or longest sentences, phrases, paragraphs, or any writing text. It is one of the main reasons English as a Foreign Language (EFL) learners must develop writing skills. Ngo, Spooner, & Mergler (2015) mentioned, writing skill is considered a complex skill that second language learners need to study and practice to develop writing skills. Learners can write simple, complex, easy, or difficult paragraphs, summaries, documents, etc. With time, knowledge, and practice, learners will develop the ability to write their essays or professional articles. People who pretend to enter the workforce must share ideas, information, knowledge, etc., undoubtedly. Writing skill is required in the professional field, and English language learners must develop this skill to be considered an acceptable professional. Mastering writing skills could be a challenge, but with practice, study, and the continuous use of this skill, it will be an easy job for all English language learners.

Developing a high level of English writing skills requires a considerable amount of work and study by learners. This skill demands that learners get a high knowledge level, practice, and develop in different ways English writing production. Inside of this production, there are various works, homework, summaries, essays, etc. All these types of texts and compositions require the correct use of grammar rules to have sense and share information correctly. Considering the relation, use, and purpose between writing skills and grammar sub-skills is clear the importance to develop for all EFL learners. About the grammar importance, Chin (2020) mentioned that languages in the whole world use grammar to communicate ideas or any kind of message; of course, languages use grammar differently for each language. Being in this way that grammar is present, and it is necessary for all languages. In the specific case of the English language, grammar can be considered the heart of the language; without grammar, the English language cannot work and function correctly, and if a language cannot work and it despairs or die with time.

Grammar is a sub-skill of writing skill, but it does not mean that grammar has no relation with other English skills; for example, there is speaking skill. It has a relationship with grammar because to speak is necessary the use of grammar as well. Adding information, Chin (2020) states that language users can communicate through oral communication because they have a certain level of grammar knowledge; learners intuitively learn basic grammar and know the grammar system of the language. To communicate, transfer or share knowledge is necessary to develop writing and speaking skills because the concepts and information are shared through oral and written ways. In English, Language grammar is

usually transferring through speaking communication, with examples and concepts. Then, grammar rules are putting in practice with examples and homework, in this way writing skill is developed through speaking skill and grammar sub-skill. When learners read grammar rules concepts and put them into practice is another way to learn grammar. It is inside of different English language skills, but it is directly related to writing skills. This relation is deep because writing skills and written communication cannot work adequately without grammar. English teachers must know this relation, and, for that reason, they look for developing grammar competence in their students. On the other hand, English language users can communicate appropriately through the written way because they know grammar. Finally, to develop a considerable ability and knowledge in the use of grammar sub-skills requires study and time for all EFL learners.

1.7. How do we teach and learn grammar in EFL?

The teaching and learning grammar process of EFL needs the effort and concentration of teachers and learners. However, it also required other elements or tools. Approaches, techniques, methodologies, and strategies will always be essential to encourage the process. Over the years, different methods were developed, adapted, or changed to teach and learn grammar in EFL classrooms. That is the case of Ait Hajji & Kim (2019) doctors, who used grammar games to teach grammar in EFL classrooms; they mention that English teachers can use different methodologies to facilitate the teaching and learning process of grammar, but many times learners do not feel motivated in grammar lessons, and the lack of learners' concentration complicate more the teaching process, for that reason they use grammar games from Rinvoluceri (1984) book "Grammar Games: Cognitive, Affective and Drama Activities for EFL students" in this book there are different games to teach grammar, one game used by Ait Hajji & Kim were "Grammar Tennis" this game was used to teach present perfect and simple past, the rules of the game are the next: students will play in pairs, student A serves to say past participle of an irregular verb. If he or she gets a wrong answer teacher will give him or her a second chance (like the second service in tennis). If A still gets the wrong answer, B gets the point, and the teacher will give the correct form of the verb. After that, B has just one chance to respond to the service giving the simple past form of the same verb; if he gives a wrong answer teacher will correct it. If B is right, A will give the infinitive form of the same verb. Next, B serves to choose a new irregular verb. Finally, the person to get five points is the winner. After using the grammar games, students show a positive attitude towards grammar lessons, and the learning process has better results with the use of grammar games. Teaching and learning grammar is complicated because teachers must use the correct and adequate methodologies, strategies, and techniques with their students. If they use the wrong approach, the grammar lessons could be boring for students, and developing grammar sub-skill will be difficult for all of them.

In the teaching process of grammar, there are different methodologies, strategies, or techniques, and English teachers can choose the option they consider suitable for their students. Even they can use games to teach, but all these grammar games, activities, or strategies focus on the teaching and learning process of grammar in EFL have different weaknesses and strengths. That is important to mention because students have different characteristics, abilities, and backgrounds. For these reasons, there are different approaches to teach grammar: Deductive grammar, Inductive grammar, Teaching grammar in situational contexts and Functional-notional approach are the main approaches to teach grammar in EFL. Of course, English teachers can choose the approach they consider the most suitable for their students. Even they can adapt, modify, or mix these approaches to facilitate the learning process.

1.7.1. The deductive approach

The traditional way of teaching and learning English grammar in an academic environment, such as schools, high schools, colleges, or any educational institute, is through the deductive grammar approach. It is the oldest approach to teach grammar, and although it has a traditional focus, depending on the English teacher's imagination. It can be adapted to different classroom environments and produce excellent results among English learners, especially with adults.

The procedural of this traditional approach is simple and not complicated. It starts with English teachers' presentation and explanation of grammar rules or grammar topics; meanwhile, learners pay attention to the explanation. Then, they will practice the grammar rule with different exercises in different situations or contexts, which will help learners understand and internalize the grammar rule. Related to the deductive grammar approach, Benitez-Correa, et al. (2019) stated that deductive is considered a traditional method of the teaching process; lesson class starts with the presentation of the information, knowledge, or rules followed by examples and exercises. They mentioned that this approach has the characteristic to be used in different subjects, but it is most known to be used to teach grammar rules in EFL. An English lesson that uses the deductive approach has the same development; English teachers first present the grammar rules. Next, examples focus on the taught grammar rule. Finally, students will use the grammar rules in their sentences, exercises, or examples. A good way that English teachers can use to develop grammar competence in their students is using the deductive grammar approach.

English teachers have to consider the characteristics of this approach and the abilities of their students to use it in their grammar lessons. The deductive approach can get better results in different groups of students. Benitez-Correa, et al. (2019) mentioned that adult learners get better results with the use of the deductive approach because they learn quickly with a first explanation, on the other hand, young learners do not feel comfortable using this approach in grammar lessons because they first prefer to learn grammar rules from exercises, rather

than teachers' explanations. The deductive approach can bring better results if teachers understand the advantages and disadvantages of this approach. In summary, the main advantage of this approach is that lessons with a deductive approach are not complicated; for that reason, it requires less time to prepare, and it can be the best option for adults. Finally, the disadvantage of the deductive approach does not produce the best results among young students. It is because they usually find boring a deductive grammar lesson. Thus, it is probably they will not develop grammar competencies correctly.

1.7.2. The inductive approach

The inductive approach works with a different perspective. It is opposite to the deductive approach. Nevertheless, both approaches are used frequently in the teaching and learning process of English grammar, and both look for developing grammar competencies in English learners. In the inductive approach, teachers start with examples of the grammar rule and grammatical structures in sentences, phrases, paragraphs, etc. Then, learners must infer the grammar rule by themselves. Finally, the English teacher corrects students just if it is necessary. The form to show the grammatical structure or grammar rules is crucial, and teachers must use suitable examples to produce excellent results with their students.

This approach adopts the idea that students become at the center of the lesson, getting some similarities with other teaching methods and approaches. Maqbali, Mirza, & Shahraki, (2019) state that the inductive approach is known as the rule discovery approach; it has an apparent similarity with the constructivist theories of the learning process. In these theories, the learners must find and construct their knowledge; learning by this method is called meaningful learning. Finally, they mentioned that the inductive approach forces learners to use their creativity, experience, and think by themselves, exploring their authentic English language potential. Nowadays, education looks for meaningful education because it brings better results to learners. In the learning process of EFL, specifically in the teaching of grammar sub-skill, the way to achieve meaningful learning is using the inductive approach.

In the inductive grammar approach, the teacher has an important role because they must guide the lessons and use correct and appropriate examples in their English lessons. However, the most important person in an inductive grammar lesson is the student because they have the principal role in the class. They build their knowledge by themselves, and the teacher becomes an instrument to facilitate the learning process. Maqbali, Mirza, & Shahraki (2019) mentioned that the inductive approach gives learners the role to work and discover the English grammar rule by themselves, which means that learners construct their knowledge; also, collaborative work is essential because the inductive approach encourages collaboration or community work. The Inductive grammar approach uses an easy process that starts with examples of the grammar rule. Then, the learners infer the grammar rule. Finally, the teachers reinforce the grammar rule with an extra explanation or correction

(when necessary). This approach has advantages and disadvantages; the main and most important advantage is that learners are more involved in the learning process and will consequently be able to develop autonomy.

On the other hand, the main disadvantage is that it takes much time from lessons, and students will need more time and energy in an inductive lesson. For this reason, English teachers must correctly organize an inductive lesson with little space for break or time for students can recover energy. Also, the use of this approach in grammar lessons permits the reinforcement of the knowledge of grammar rules; with this reinforcement, learners will be able to develop an appropriate writing production level.

1.7.3. The functional-notional approach

The functional-notional approach works in the same way how learners acquire their mother tongue. English teachers use this approach to teach grammar competencies and encourage the learner's confidence with the constant use of EFL. The exposition to the English language will be continuous, and learners unconsciously will acquire the English language and develop grammar competencies by themselves.

In a functional-notional approach, listening skills will be necessary because it will be how learners can get the language knowledge. Learners listen to the English language and learn the structure of sentences and infer the grammar rules. After that, learners feel able to produce or repeat the sentence structure. This process will help them to understand the grammar rules. English teachers who use this approach must master the English language especially speaking skills, writing skills, and grammar sub-skill. GrapeSEED (2019) stated that the Functional-Notional approach is not a complicated process; it uses the same method in which babies acquire and develop their mother tongue, learners listen to words, phrases, and sentences. Then, they slowly associate the sound of words with the function or meaning, and they will start to produce or repeat words when they feel confident with their language skills. Finally, with time, experience, and practice, learners will add new words, phrases, and sentences to their language repertoire. In grammar lessons, learners will be surrendered to the English language, developing grammar competencies and different English language skills. The Functional-Notional Approach can develop grammar competencies in learners by the exposition of the English language through English teachers and resources, which will reinforce the learning process. Then learners will produce the language depending on the kind of English structure that they were exposed to.

1.7.4. Teaching grammar in situational contexts

In situational contexts, teachers use different materials, tools, and resources to develop grammar knowledge and competencies in learners. In this approach, context and meaning have a relation between them. English teachers have to take into account the moment to develop or prepare grammar lessons using situational context. Besides, English teachers must monitor carefully how the lessons are developing and how these lessons are impacting. It will help that learners get and understand the new information or knowledge related to grammar rules, or it is a waste of time for them and the teacher. TOSUNCUOĞLU (2016) stated that situational passages are the best way to explain the meaning because it provides language learning assistance to learners using contextual passages, it can use different resources such as pictures and natural objects. Finally, TOSUNCUOĞLU mentioned that situational teaching requires that the teacher monitors the class constantly; meanwhile, students must pay attention all the time. Situational teaching works with context and meaning in their lessons. It is considered a new way to teach grammar. Situational teaching is also called situational grammar; the activities related to situational grammar encourage more student feedback and involvement. Situational context is a different way to teach and learn grammar. The use of different materials during the activities permits that learners can be concentrate on the lessons. Learners will be involved during the lessons, and consequently, they will develop grammar competencies.

1.7.5. Other ways to learn and teach grammar.

Learning and teaching are processes limited by the human imagination. However, there is an infinity of possibilities or ways to learn and teach. Therefore, it is impossible to say, “just there are these approaches, techniques, methods, strategies, etc., to learn and teach something.” In teaching and learning grammar in an EFL context, there are different ways to teach and learn. Some of these ways are the deductive approach, inductive approach, functional-notional approach, situational context. All these approaches have their procedure and strategies to teach and learn grammar. But English teachers and learners can teach and learn in different ways. For example, learners can learn basic concepts or theories of grammar by themselves using grammar texts; after that, with an English teacher, they can be corrected if is necessary.

Another way to teach and learn grammar can be with the use of English stories. Learners can notice the grammar structure of sentences; in this case, learners can develop grammar unconsciously. Another way to learn and teach grammar can be by using songs and rhymes. English teachers and learners can use the method or way that they prefer to teach and learn grammar.

CHAPTER II: METHODOLOGY

This chapter shows the research methods that were applied to develop this study. It looks for a way to answer the research problem, which is to reinforce writing skills in the 10th grader students at “Universitario UTN” high school through practical exercises and activities based on the inductive approach.

2.1. Research Types

To develop this study was necessary to use different tools to collect data, namely a survey, a test, and an interview, making this study a mixed one.

Quantitative is an excellent way to obtain and analyze information from groups of people. A complete definition is the next one, “Quantitative research methods are concerned with collecting and analyzing, after that, the data is expressed numerically” (Goertzen, 2017, p. 13). It means that quantitative research works with surveys, questionnaires, etc. Furthermore, the information collected from these instruments is represented by the use of numbers. To develop this study, it was necessary to use a survey and a test. For the survey, it was necessary to analyze and interpreted using a quantitative model. The data was present in the following template: description of the question, data analysis, and interpretation. From it, the researcher got important information which was analyzed with figures and numbers. Those elements helped to get a diagnostic about how students use grammar sub-skills during the writing process of English texts.

Qualitative research is used in all projects and studies which look to know the qualities, meaning, or process. Boddy (2016) mentioned, “In qualitative research, the determination of sample size is contextual and partially dependent upon the scientific paradigm under which investigation is taking place” (p. 3). It means that qualitative research works with quality. To developed this study was necessary the use of an interview was. The purpose was to get the opinion and perspective of the English teacher about the inductive grammar approach and grammar sub-skills. Action research was necessary to analyze the data collected from the interview following the next template, transcription, description of the question, data analysis, and interpretation. The interview and the action research are clear examples of qualitative research.

The mixed methodology involves the use of quantitative and qualitative research. It means using different tools to collect information and the mandatory use of quantitative and qualitative methodology to analyze it. The present study applied a short test (writing activity) to 10th graders students at “Universitario UTN” high school. The data collected from this test demand the use of a rubric. It involved the use of bands (scores, marks) and descriptors (comments). To analyze the data collect was necessary to follow the following template, transcription of the sample, Cambridge English writing assessment scale, analysis of writing sample, bands of the sample, and descriptors comments of the sample. These are examples of mixed methodology.

2.2. Research methods

Developing this study has required the use of different methods. Specifically, two main methods are the inductive method and the deductive method. Both methods facilitated the analysis of the information and got results and conclusions from them.

2.2.1. Inductive

This study worked with the inductive method. The inductive method was required because the researcher could get information and conclusions from a writing activity applied to students. Finally, to design the proposal, it was necessary to shape different activities at this stage of the study. The researcher went from specific to general; in other words, it implied the use of the inductive method.

2.2.2. Deductive

To conducted this study, it was necessary to analyze teaching strategies and activities. Both are directly and indirectly related to inductive grammar. After this analysis, the researcher selected and adapted some of these strategies and activities used with students. In other words, the researcher went from general to specific, which means using the deductive method.

2.3. Research Tools

To collect important and useful information to develop this study was necessary to use different techniques and tools such as a survey, an interview, and a test.

2.3.1. Surveys

Surveys are used in almost all studies. This technique allowed getting essential and interesting information about students' preferences. Besides, the students' relation among writing skills and grammar sub-skills. The survey also gives information about problems during the writing process. And the kind of texts that they know and can write in English. All this vital information helped to develop the proposal.

2.3.2. Interview

Interviews are a common technique to be used in the data collection process in research. This study was necessary to use a "Non-Structured Interview" given to the English teacher. The interview allowed getting a view of English as a subject and language. The interview was focus on the writing skills, grammar sub-skills, the writing level of students and the methods used by the teacher to teach grammar rules, and how students worked to develop their writing skills.

2.3.3. Test

The test was used to get a writing sample of 10th grader students at "Universitario UTN" high school. This test was developed taking into account the students' level (A2) and based on the tests used by the "Cambridge examination" to assess people at the A2 level of English.

At the same time, to analyze the writing samples, it was necessary to use a rubric. This rubric was taken from the Assessing writing for Cambridge English qualifications A2.

2.4. Population identification

The population that is the object of this study were young learners from 10th grader students at “Universitario UTN” high school. The average age of students was from thirteen years to fifteen years. The exact number of participants were of 103 students who were divided into three classes. The survey was applied to the 103 participants, and the analysis involves answers of all the participants. However, the test applied to participants was answered by 92 participants, and ten answers had to be discarded because those samples were invalid for different reasons such as incomplete answers, use of Spanish language, or blank answers.

Sampling

$$n = \frac{N}{1 + \frac{e^2(N-1)}{z^2 pq}}$$

N= Samples (82)
 Level of confidence: 95%
 e = 0.05
 z = 1.96
 pq = 0.25
 n = size of the sample that we want to know

$$n = \frac{82}{1 + \frac{0.2025}{0.9604}}$$

$$n = \frac{82}{1.210849646}$$

n = 67 samples

Based on the result of the sampling, the researcher analyzed 67 samples written by the participants. Chapter III: Data Analysis and Interpretation has one analysis, and the others are in the annexes.

CHAPTER III: DATA ANALYSIS AND INTERPRETATION

This chapter summarizes the findings, the data analysis, and the interpretation. The findings are shown in the pie chart and bars. The analysis and interpretation for quantitative data are presented in paragraphs that take the following template:

- 1- Description of the question
- 2- Data analysis
- 3- Interpretation

The analysis and interpretation of qualitative data involve discourse analysis of an interview applied to the English teacher. The data collected from the interview is presented according to the following template:

- 1- Transcription
- 2- Description of the question
- 3- Data analysis
- 4- Interpretation

The writing activity or test applied to students provided qualitative and quantitative data. For that reason, it required a mixed analysis. The researcher used the Assessing writing for Cambridge English qualifications A2. This resource involves the use of a rubric, which is formed by Subscales (content, organization, language), Bands (subscales graded from 0 to 5), and Descriptors (comments of subscales). The data collected is present according to the following template:

- 1- Transcription of sample
- 2- Cambridge English writing assessment scale
- 3- Analysis of writing sample
- 4- Bands of sample
- 5- Descriptors comments of sample

Sample of Assessing writing for Cambridge English qualifications A2.

✍ **Task – email**

Part 6

Question 32
 You would like to go to the park tomorrow. Write an **email** to your English friend Sammy.
 In your email:

- ask Sammy to come to the park with you
- explain how you can both get there
- say what you can do there.

Write **25 words** or more.

Sample answer 2

I GOING TO THE PARK BEACAUSE IT IS VERY BEATIFUL.
I GET THERE BEACAUSE THEY'RE PLAY FOOTBALL, PLAY A KITE. I SEE THE BIRTH. IT'S RUNING.
I CAN BY BUS. IT'S VERY CHEAP BUT I CAN A TAXI
IT'S VERY EXPENSIVE

Subscale	Mark	Commentary
Content	2	Although two parts of the message are communicated, the main purpose of the email, to invite Sammy to the park, has been omitted. There is also some irrelevant information when talking about the cost of transport. The target reader is on the whole informed as two parts of the message have been addressed. There is information about how the writer will get to the park: <i>I can by bus</i> , and what he can do in the park: <i>play football, play a kite; see the birth; runing</i> , although this is not clearly expressed due to language errors.
Organisation	2	High-frequency linking words are used to connect the text within sentences: <i>I going to the park beacause it is very beatiful</i> . However, there is a lack of connection between sentences, although there is evidence of punctuation: <i>I see the birth. It's runing; I can by bus. It's very cheap but I can a taxi it's very expensive</i> .
Language	2	Basic vocabulary, which is connected to the topic, is used reasonably appropriately: <i>beatiful; football; kite; runing; bus; cheap; expensive</i> . Simple grammatical forms, such as simple tenses and some simple modal verbs, are used with limited control: <i>I going; I get there; they're play; I can by bus</i> . There are a number of errors with spelling, some of which impede meaning: <i>beacause; beatiful; birth; runing</i> .

Figure 1. Assessing writing for Cambridge English qualifications: A guide for teachers A2.

Source: Cambridge English Qualifications A2 key for Schools.

Author: Cambridge Assessment English

3.1. Students Survey Results.

In different meetings through “Zoom,” the researcher, the English teacher in charge, and 10th grades students at Universitario “UTN” high school, the survey was applied on May 27, 2021. There were a total of 103 participants divided into three different classes. For this reason, there were necessary three different meetings. It is essential to mention that not all students were present during the meetings. But all students complete the survey.

3.1.1. General Information.

Gender.

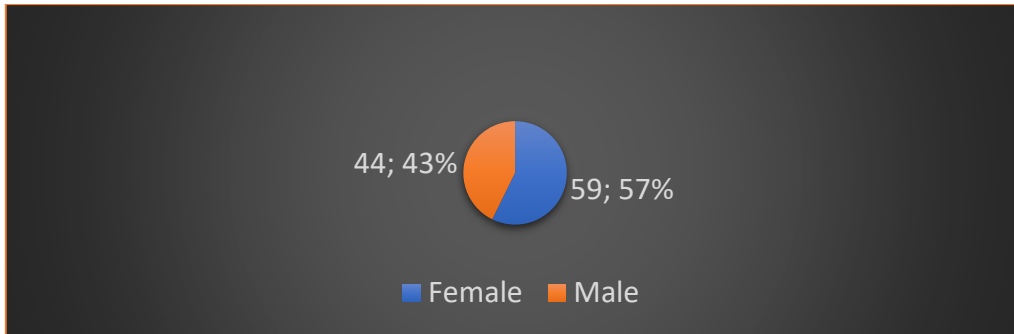


Figure 2. Gender

Source: Survey.

Author: Malte, 2021.

Figure 2 shows the gender of surveyed participants. Over half of the participants were female students. For this reason, the English activities of the proposal need to be composed of the tastes of both genders.

Age.

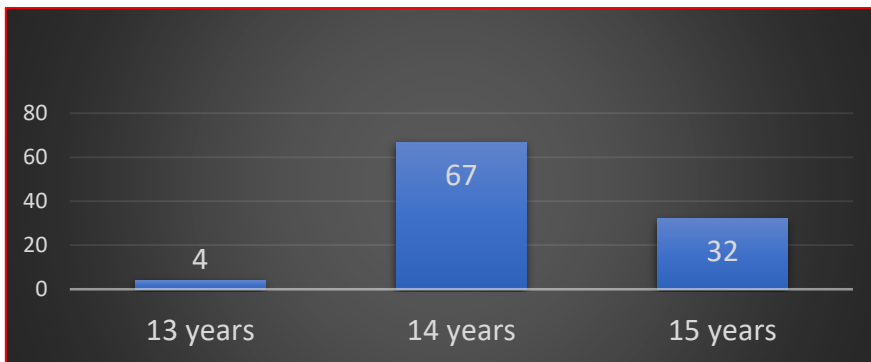


Figure 3. Age

Source: Survey.

Author: Malte, 2021.

Figure 3 indicates the age of the participants. By the time of the study, all participants were teenage students. They were registered in 10th grade, classes A, B and, C at Universitario “UTN” high school. The age of them varied between 13 and 15 years old. The majority of students are fourteen years old; meanwhile, the smallest group is thirteen years old. The age

of participants must be considered when designing the proposal so that lessons and activities are appropriate.

Sport.

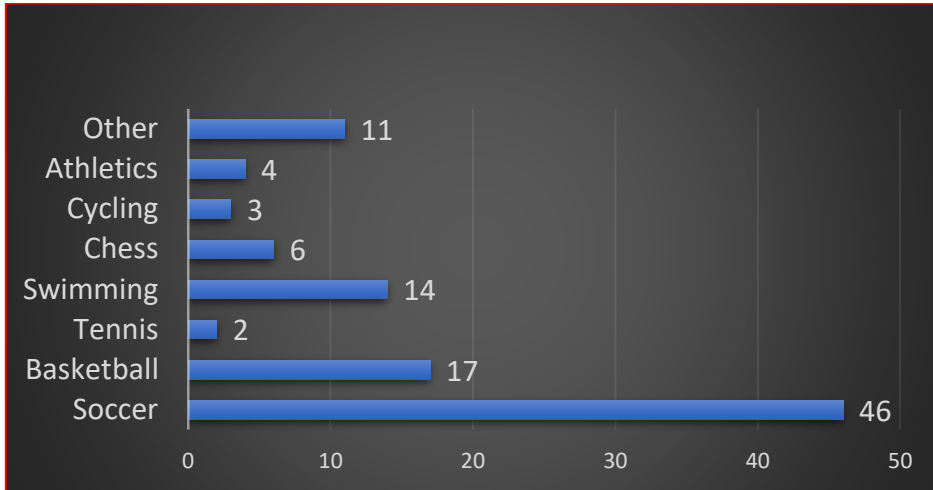


Figure 4. Favorite Sport

Source: Survey.

Author: Malte, 2021.

As figure 4 shows, the favorite sports among participants. The respondents mentioned that soccer, basketball, and swimming are their favorite sports, being soccer the most popular. In contrast, tennis, chess, cycling, and athletics are not popular sports for participants, being tennis the least popular sport. Finally, a small number mentioned preferred other sport on the list. Writing activities based on popular sports among students could motivate them. And it will bring excellent results and should be part of the proposal.

Favorite type of movies.

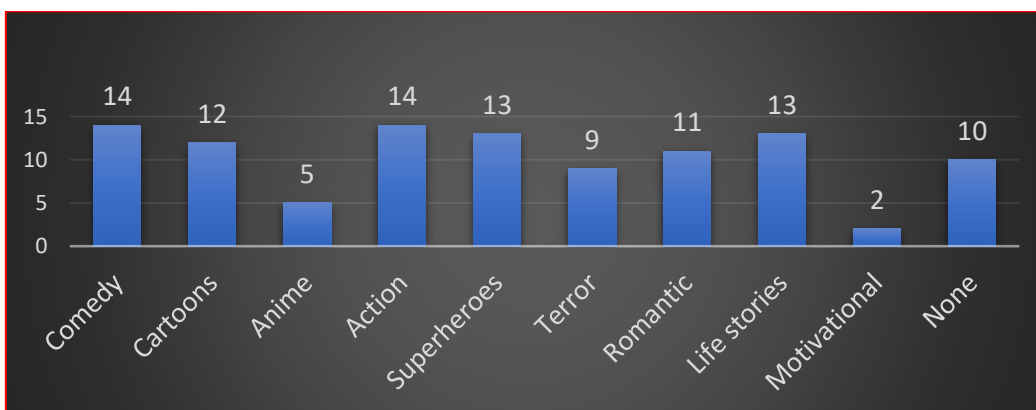


Figure 5. Favorite type of movie

Source: Survey.

Author: Malte, 2021.

Figure 5 has the favorite type of movies for participants. The same number of participants chose comedy and action as their favorite types of movies. Superheroes movies and life stories movies are the second more prevalent among respondents. Cartoons, romantics, and

terror movies are the next in the level of popularity. In contrast, anime and motivational movies are the least popular types of movies. Finally, some students mentioned that they do not have a favorite type of movie. English activities which include popular types of movies, could involve better participants. This topic must be included in the proposal; students could develop original writing text related to their movies taste.

Favorite video game.

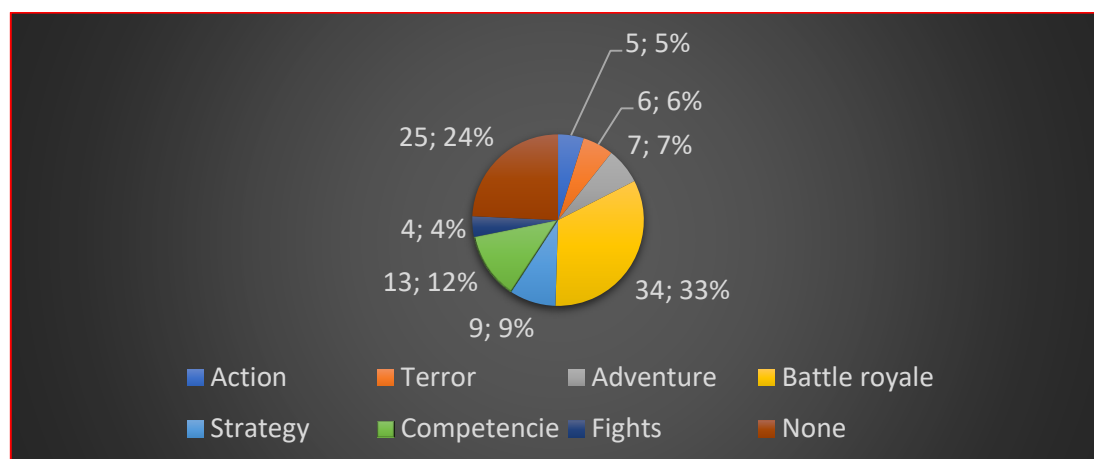


Figure 6. Favorite type of video game

Source: Survey.

Author: Malte, 2021.

Figure 6 shows results about favorite video games. Most participants stated that battle royal video games are their favorite type of video game. In contrast, a quarter of participants stated that they do not like play video games. On the other hand, action, fights, terror, strategy, adventure, and competency games are not popular among them, being fighting video games being the least popular. The results indicate that activities related to video games could not interest a considerable number of participants. Thus, it is recommendable to avoid this topic for the proposal or used it carefully.

Favorite food.

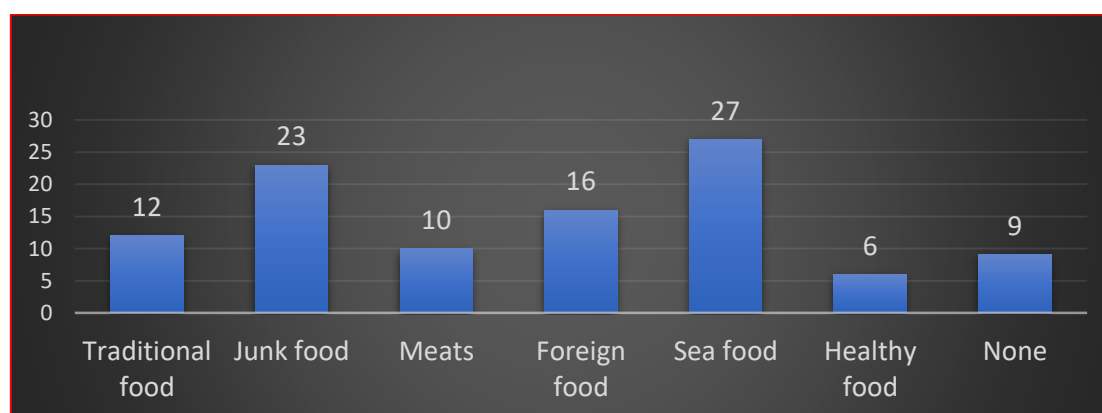


Figure 7. Favorite type of food

Source: Survey.

Author: Malte, 2021.

Figure 7 shows the favorite food among participants. The biggest group of participants chose seafood as their favorite type of food. The next one is junk food. It is following by foreign food such as pizza, sushi, ramen, etc. A small group selected traditional food, healthy food, and meats as their favorite. The least popular type of food is healthy food. The results indicate that activities related to food can produce positive results. The proposal can use this topic in their activities, but it must be used carefully to involve all students. These activities could develop writing skills and language competence related to the English language.

Hobby.

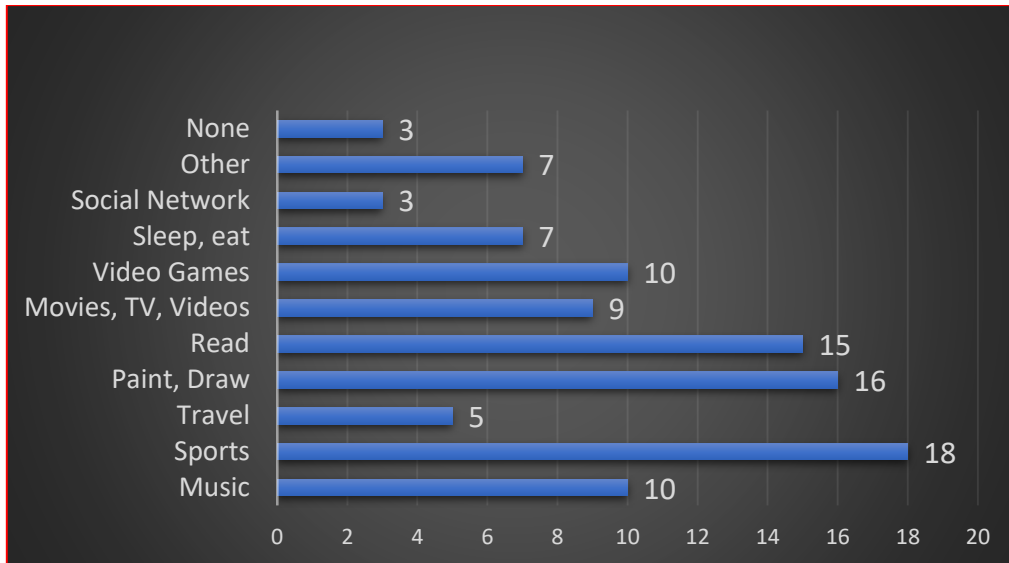


Figure 8. Hobby

Source: Survey.

Author: Malte, 2021.

Figure 8 shows the hobbies of participants from 10th graders. Practice sports is the most popular hobby among participants. It is following for paint, draw, and reading hobbies. The next ones are music and video games. In these hobbies are interested the same number of participants. Watching movies, TV, and videos are unpopular hobbies, but the least popular hobbies are traveling and spending time on social networks. Also, some participants mentioned that they do not have any kind of hobby, or they prefer another type of hobby. Thus, the proposal should use writing activities related to popular hobbies among students to engage and motivate them to participate and develop English writing skills.

3.1.2. Developing Writing Skills.

Steps to write in English.

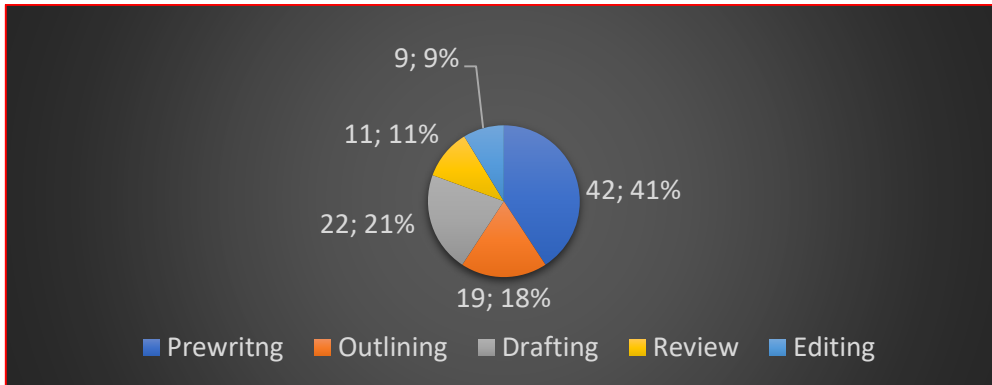


Figure 9. Steps to write in English

Source: Survey.

Author: Malte, 2021.

Figure 9 shows the data collected for the question that attempted to find the step participants always used in the writing process. Less than half of the respondents chose prewriting as the step used to write English texts. It is following by drafting, then outlining is the next one. In the end, there are editing and review, being editing the least step used among participants. Therefore, respondents from 10th graders do not consider much relevant in their writing texts review and editing. It could produce a low level of English writing production, and participants will not develop writing skills properly.

The most difficult steps to write in English.

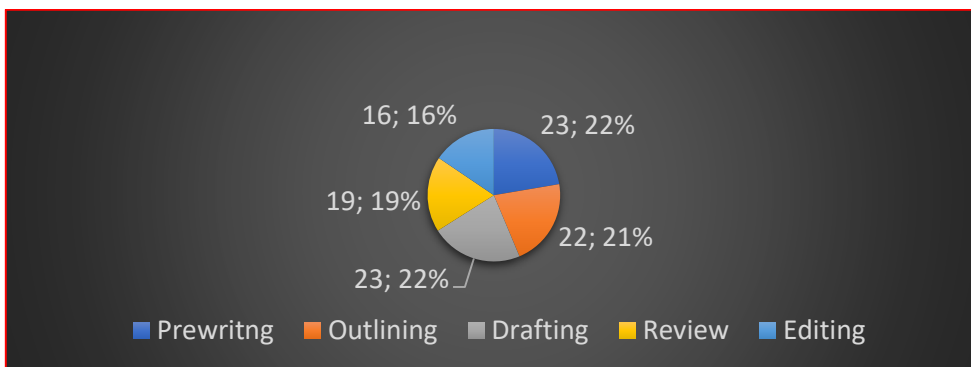


Figure 10. The most difficult step to write in English

Source: Survey.

Author: Malte, 2021.

Figure 10 shows the answers given by the participants on the most difficult step to write texts. First, it is important to notice that the results are similar. According to the data evidence, drafting and prewriting are the most difficult ones, followed by outlining and review. And according to participants, the least complicated step in the writing process is editing. These results show, most respondents consider the first steps to write in English as the most challenging step. It means that participants have problems start writing English

texts; the proposal should develop activities that involve all steps to write, putting special attention in the first step, which is prewriting.

Known English texts.

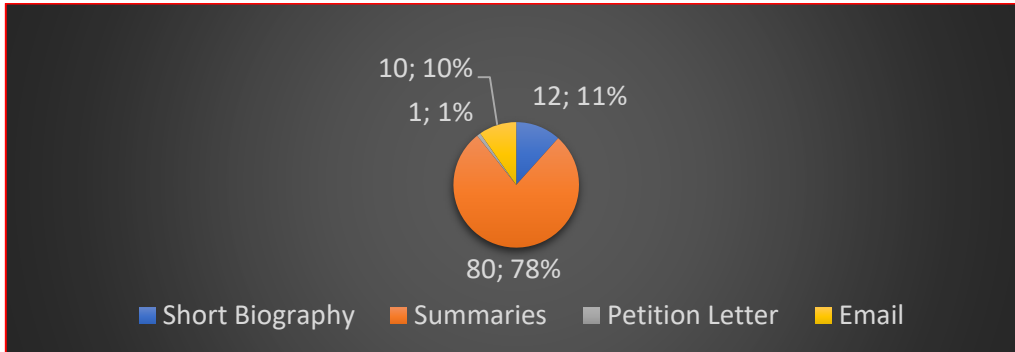


Figure 11. Known English texts

Source: Survey.

Author: Malte, 2021.

Figure 11 shows which texts the participants are familiar with. The vast majority of respondents mentioned are familiarized with summaries. A small group of participants mentioned knowing short biography and emails of English texts. And just one respondent mentioned that the petition letter is a known English text. It means that they are familiar with the summary text, but just fewer participants known other types of English texts. The proposal can use activities related to summaries. With it, students will feel comfortable with this kind of activity. But it is necessary to include activities to practice the writing process of different English texts and increase the writing production in participants.

Characteristics to write in English.

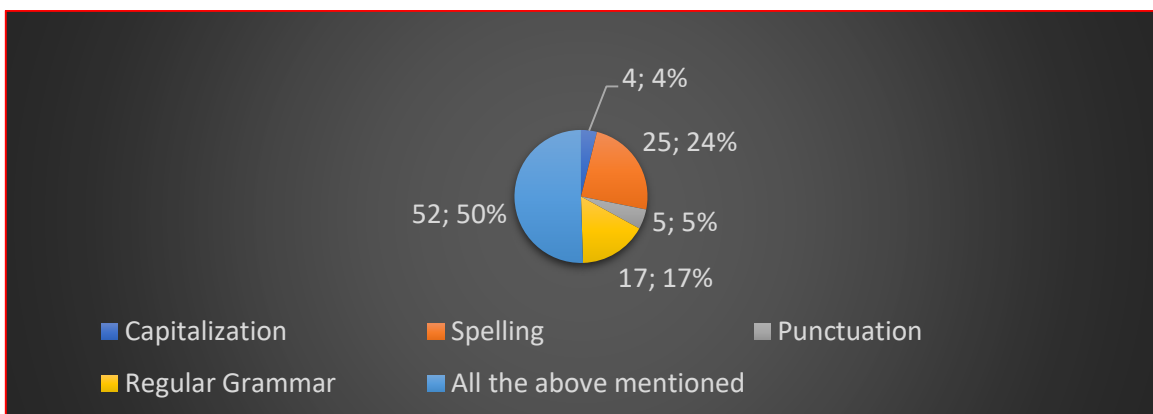


Figure 12. Characteristics to write in English

Source: Survey.

Author: Malte, 2021.

Figure 12 shows characteristics of writing English texts according to participants. First, it is essential to mention that all options are necessary for English writing. Half of the respondents selected the option all the above mentioned. Almost a quarter of participants considered spelling as a necessary characteristic. In contrast, a small group chose

punctuation and capitalization as necessary characteristics in English writing. According to the results, half of the participants are conscious of the necessary characteristics to write in English. But the other half is focusing on specific aspects of writing production. The proposal should show that all characteristics are necessary for English writing texts.

Order of a simple sentence.

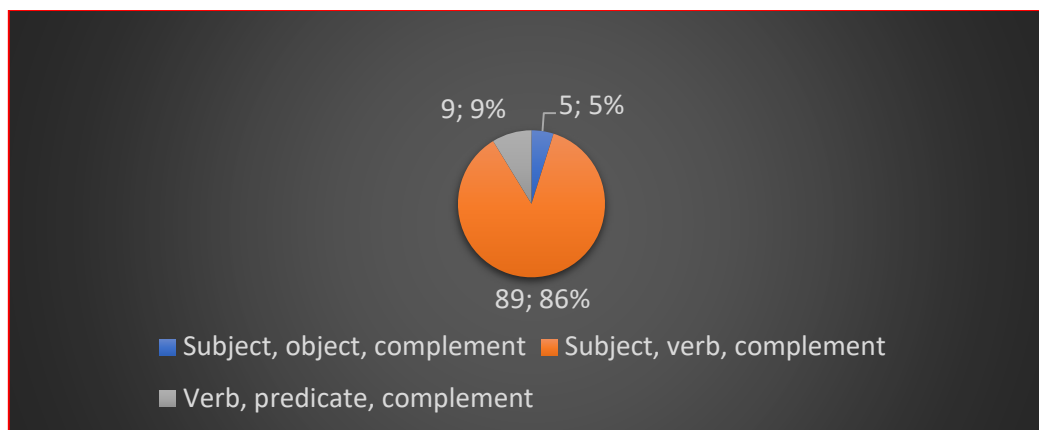


Figure 13. Order of simple sentences

Source: Survey.

Author: Malte, 2021.

Figure 13 indicates the results about the order of simple English sentences. Almost all participants stated that the correct order of simple English sentences is subject, verb, complement. In contrast, a small group selected other options, which considered subject, objective, complement as the correct order. The results indicate that almost all respondents have correct concepts about how to form simple English sentences. But the proposal should reinforce this concept in their activities to avoid possible complications during the writing process.

Use of connectors in writing English.

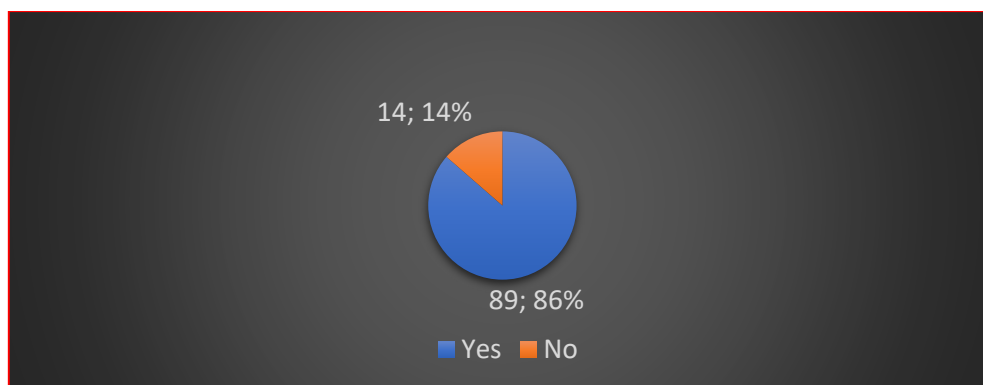


Figure 14. Use of connectors in writing English

Source: Survey.

Author: Malte, 2021.

Figure 14 has the results about the use of connectors in writing English by participants. First, it is important to mention that this question involves all kinds of connectors, such as addition,

comparison, contrast, etc. The vast majority of participants stated that they used connectors in their English texts or compositions. In contrast, few students mentioned they do not use connectors in their writing texts. It means respondents are conscious of the necessity of connectors in writing texts. Additionally, these results are corroborated with the interview applied to the English teacher and the writing activity sample taken from students. The proposal should clarify that different connectors are presented in writing English texts.

Writing of a short biography.

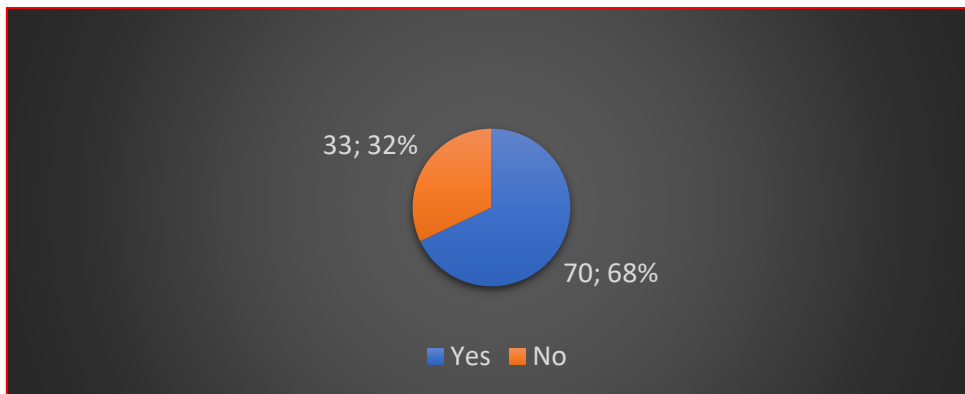


Figure 15. Writing of short biography

Source: Survey.

Author: Malte, 2021.

Figure 15 shows the capacity to write a short biography. The majority of participants stated that they could write short biographies. In contrast, over a quarter of the respondents mentioned that they could not write short biographies. The results show that a considerable number of participants can write short biographies. It contrasts with the information collected in the interview, which said respondents do not have the basic knowledge to write formal texts. For that reason, participants need to have a formal explanation about how to write a biography correctly. The proposal could include activities related to short biographies, but before it is necessary to explain how to write it.

Writing of petition letter.

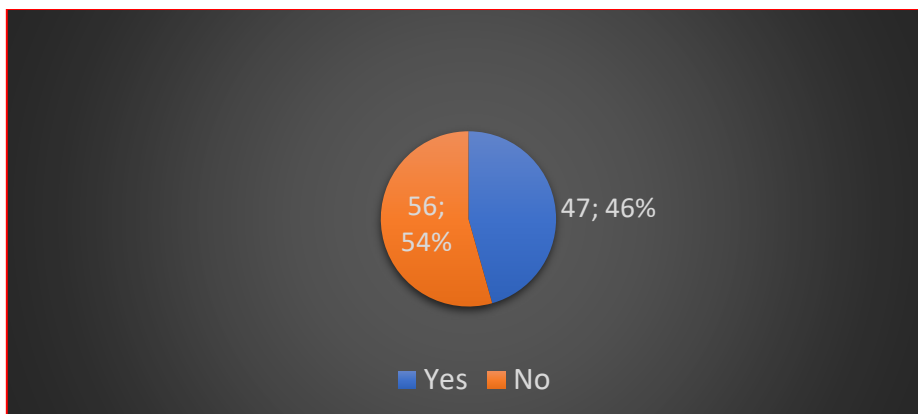


Figure 16. Writing of petition letter

Source: Survey.

Author: Malte, 2021.

Figure 16 shows the capacity to write petition letters. Over half of the participants stated cannot write a petition letter. And less than half of the respondents express, they can write an English petition letter. These results agree with the data collected from the interview. In this interview teacher mention that students do not know the components of a letter. If the proposal uses activities related to letters, it is necessary to include a formal explanation about the components of letters and provide clear input to participants.

Writing of a movie summary.

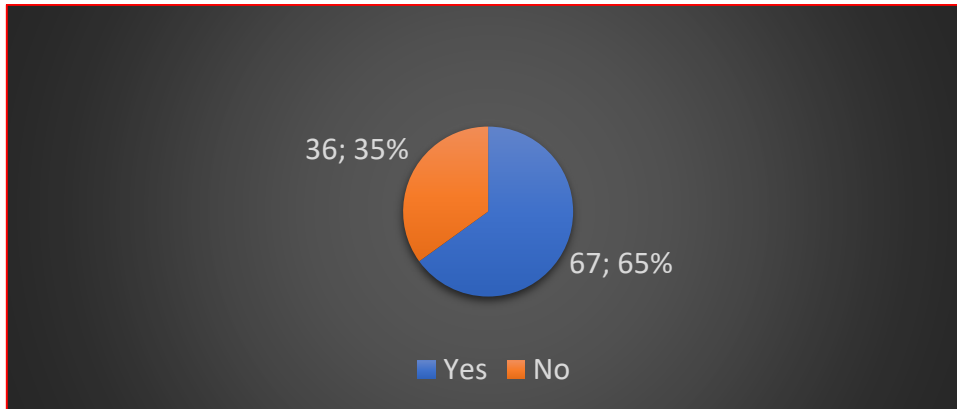


Figure 17. Writing of movie summary

Source: Survey.

Author: Malte, 2021.

As illustration 17 shows the capacity to write movie summaries. The majority of participants mentioned that they could write movie summaries, and over a quarter of the students cannot write movie summaries. The results agree with figure 11, which mentioned that the respondents' most known English writing texts are summaries. It indicates that participants feel confident with activities related to summaries. The proposal could include activities related to summaries and tastes of participants. The results will be positive among them.

Writing of an email.

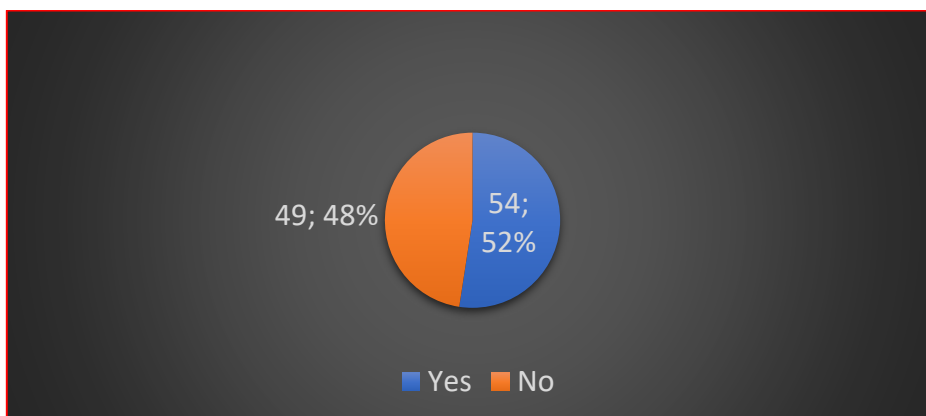


Figure 18. Writing of email

Source: Survey.

Author: Malte, 2021.

As illustration 18 shows the capacity to write an English email. Over half of the participants stated that they could write English emails, and less than half mentioned cannot write English emails. These results are agreed with the data collected from the interview. In the interview, the teacher stated that students have the basic knowledge to write English emails. But they need a formal explanation about the writing process of an email. In summary, students know how to write emails, but it is necessary to reinforce the knowledge. For this reason, the proposal should cover the formal explanation of how to write an email and use different activities of writing emails to practice.

3.1.3. Grammar for writing.

Models to learn grammar.

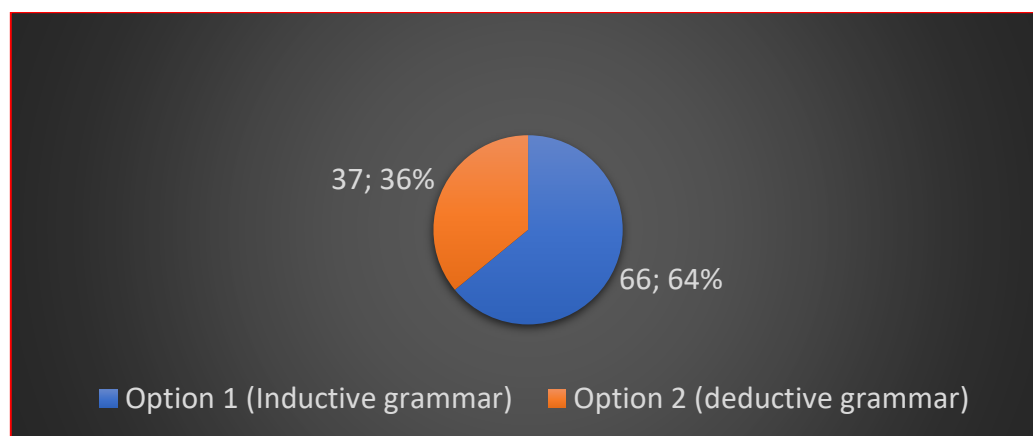


Figure 19. Models to learn grammar

Source: Survey.

Author: Malte, 2021.

Figure 19 shows the results of the pedagogical model that participants prefer in their learning grammar process. The majority of respondents stated that they prefer the use of inductive grammar in classes. And over a quarter mentioned that they prefer classes using deductive grammar. These results have similarities with Maqbali, Mirza, & Shahraki (2019) studies which mentioned that young learners prefer inductive grammar classes to develop their grammar competencies. The results indicate most participants feel comfortable with inductive grammar; if participants' familiar activities and tastes are added, it is possible to organize a complete lesson that will produce positive results. It can be an excellent advancement for participants. The inductive grammar will be present in the proposal.

The correct sentence.

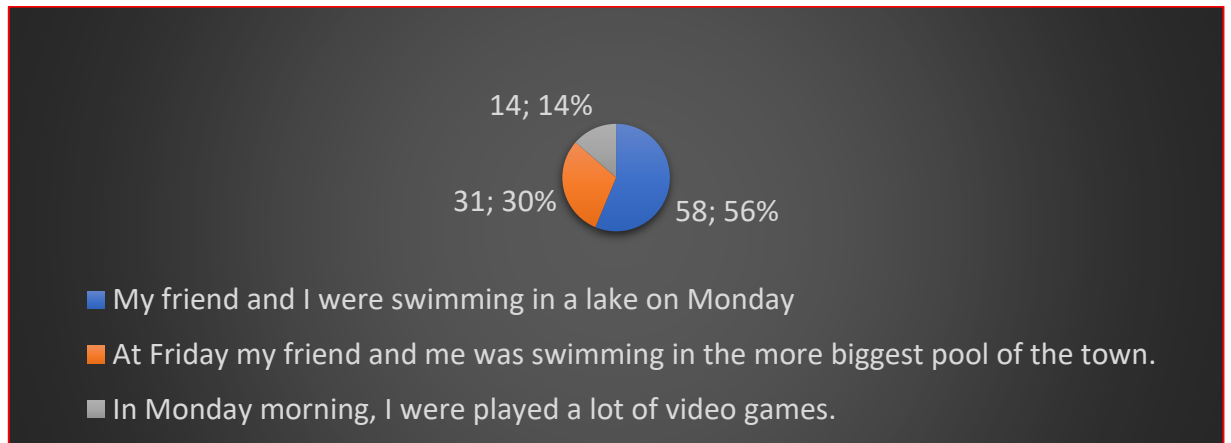


Figure 20. The correct sentence

Source: Survey.

Author: Malte, 2021.

Figure 20 shows the ability to recognize correct writing English sentences among students. After starting, it is necessary to mention that the first option is the correct sentence. Over half of the respondents selected the correct option. On the other hand, a considerable number of participants did not recognize the mistakes and chose the wrong sentence as the correct one. It means that most respondents can identify correct English sentences. But at the same time, it is necessary to reinforce grammar rules, the use of connectors, spelling words, grammar, and writing knowledge. These results agree with the data collected from the writing activity applied. It shows evident problems using punctuation marks, grammar rules, and spelling mistakes, as well. The proposal should cover these weaknesses and increase writing competence in students.

The importance of grammar in writing skills.

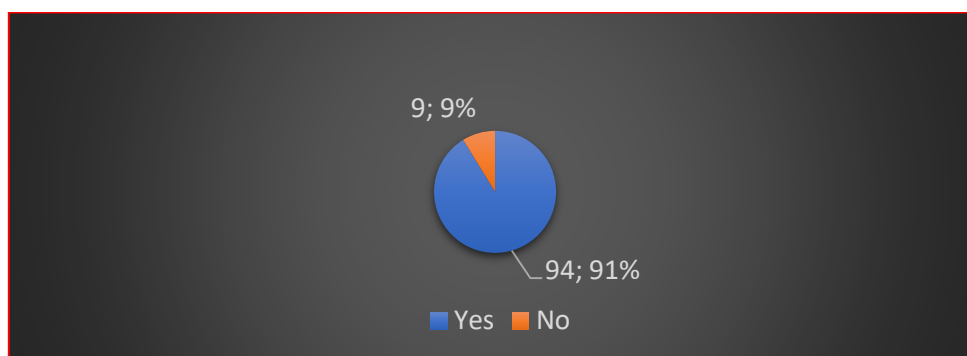


Figure 21. The importance of grammar in writing skills

Source: Survey.

Author: Malte, 2021.

As the illustration in figure 21 shows, the importance of grammar among participants, almost all participants stated that grammar is essential in English writing skills. And just a small number of respondents considered that grammar is not important in English Writing. These results are positive because almost all participants are conscious of grammar's importance in

writing skills and written communication. It will increase the level of concentration in students at the moment to apply the proposal. However, a periodic remembering about the importance and the relationship between grammar and writing skills can be necessary. These results show worried about developing grammar, and it could contribute to the EFL learning process. But based on the result of the writing activity applied, not all students learn and use the grammar rules in their writing texts.

Capital letters in sentences.

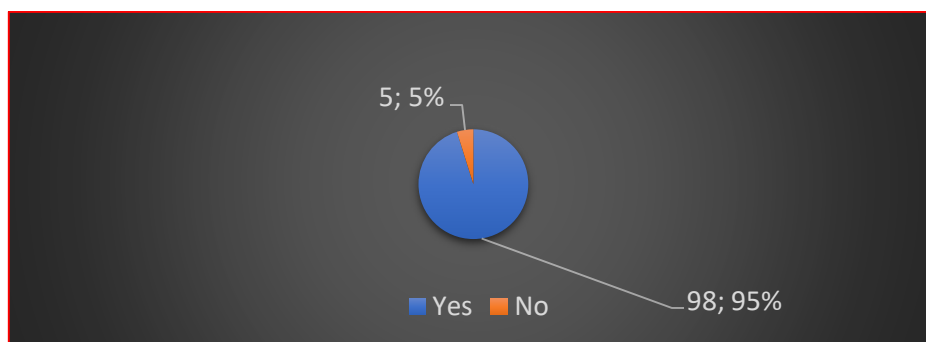


Figure 22. The use of capital letter in sentences

Source: Survey.

Author: Malte, 2021.

As the illustration in figure 22 shows the use of capital letters in sentences among respondents. Almost all participants mentioned that they use capital letters in English sentences. In contrast, just a small number of students stated that they do not use capital letters in English sentences. These results are favorable to the proposal because it will not be necessary to use activities focusing on capital letters; a possible reinforcement can be inside of other activities. These results are supported partially by the writing activity applied to participants of 10th grader because the vast majority of samples shows the correct use of capital letters. But there is a group of participants that do not use capital letters correctly. For this reason, to increase the quality of writing production is necessary to reinforce the correct use of capital letters.

Period to separate sentences.

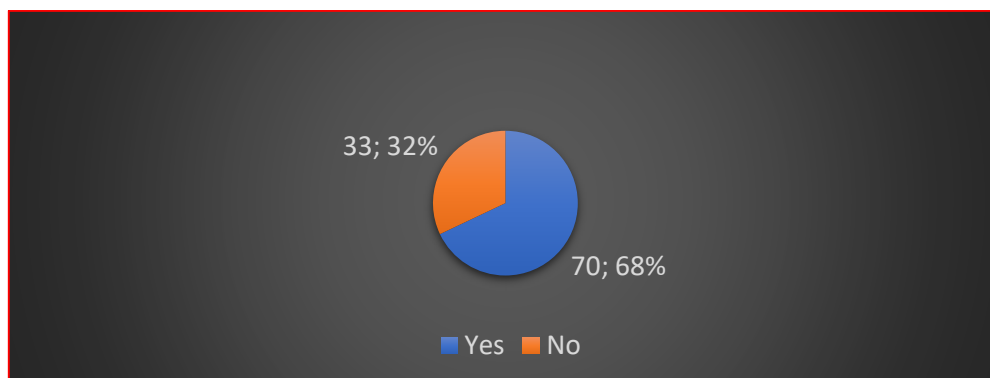


Figure 23. Period to separate sentences

Source: Survey.

Author: Malte, 2021.

Figure 23 shows the use of the period to separate English sentences by participants. The majority of them stated that they use periods to separate English sentences. On the other hand, over a quarter of the students mentioned that they do not use the period to separate English sentences. These results show that there is a considerable number of students who do not separate English sentences correctly. These results are supporting by the writing activity applied to participants. In which respondents use the period to separate sentences, but it was not in all cases. For this reason, the proposal should reinforce in participants the importance of periods to separate sentences and the correct use of punctuation marks in texts.

The use of commas in lists.

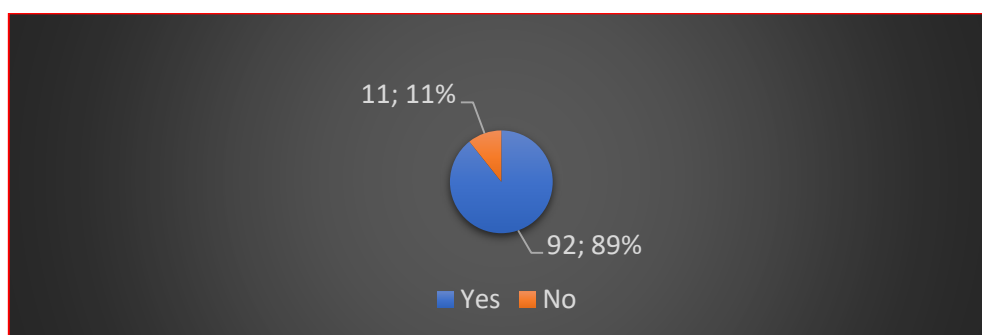


Figure 24. The use of commas in lists

Source: Survey.

Author: Malte, 2021.

Figure 24 shows the use of commas in English lists of things among participants. Almost all participants mentioned that they use commas in English writing lists. In contrast, a small number of respondents stated the opposite, and they do not use commas in English writing lists. It means participants are conscious of the importance of the use of commas in English lists. These results are supported by the writing activity applied. However, it does not mean that all participants always use commas in their writing lists. Plus, according to the results of figure 23, it is necessary to reinforce the use of punctuation marks in participants. The proposal can use different activities to reinforce punctuation marks, and it will improve the writing production.

The importance to check writing texts.

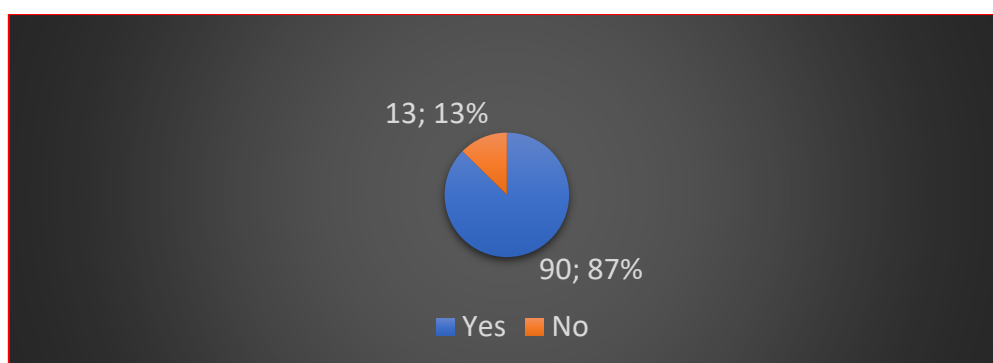


Figure 25. The importance to check writing texts

Source: Survey.

Author: Malte, 2021.

As illustrated in figure 25 shows the importance of reviewing English writing texts among respondents. Almost all participants stated that it is important to review English writing texts. On the other hand, a small number of participants mentioned they do not consider it important to check English writing texts. Thus, almost all participants know the importance of checking English writing texts. But these results contrast with the results of figure 9, which shows that just a small group of participants check or review their writing texts, and the writing activity applied showed that not all students check their writing texts. Finally, students need to raise awareness about the importance of checking writing texts. To do it, the proposal could include an explanation about the importance of checking writing texts.

3.2. English Teacher Interview results and analysis.

Interview to English Teacher Participant

The interview was applied on June 02, 2021. To the English teacher in charge of 10th grades students at Universitario “UTN” high school. One English teacher oversees all students. Those students were divided into three different classes (A, B, and C classes). Thus, the interview was applied to one English teacher.

1- How important is that students develop writing skills in the process to develop communicative competence, do you think?

Well, we have to understand that the process of learning a language is a whole. When we divide the process into separate skills, it's only with didactic intention. But obviously writing is an important part of this whole because the main goal of learning a language is to become able to communicate with others, by using the language as a tool to communicate our ideas. There are mainly two ways, the oral way or speaking, and the writing way or writing. So, for me it's very important to get the ability to communicate through writing.

The first question of the interview wanted to know the importance of developing writing skills and how it is related to communicative competence. The participant states that the language learning process involves developing different skills, which for pedagogical reasons, they are separated. The respondent also pointed out that writing is as essential as speaking because language users used it to interact with others. Thus, according to the participant, the English learning process needs to be separated for didactic reasons. However, it is important to consider that English skills are related among them, and the final goal of language learning is to integrate the different English skills to develop correct communicative competencies. This integration of skills can involve lessons with different goals and different strategies. Writing skills need adequate strategies to produce correct input, and students will produce correct output.

2- How does grammar help to develop writing skills?

In my opinion grammar is important because it helps you organize in a correct way your ideas. If you don't organize your ideas, you cannot understand or be misunderstood in communication. So, it is important to help students to learn grammar.

The second question asks about the positive influence of grammar on writing skills. The respondent states that grammar organizes correctly writing messages, ideas, feelings. And without grammar is not possible to understand communication. For this reason, grammar is essential, and students must learn and develop it. The answer of the participant indicates that grammar allows communication without misunderstandings. And it helps to structure sentences, paragraphs, or complete texts. It is supported by Nordquist (2019), who

mentioned that language does not function without grammar. Successful communication needs grammar. So, the presence of grammar is mandatory in writing communication.

3- Based on students' homework assignments, what are the weaknesses and strengths of your students in writing?

Well, among the weaknesses, I could mention that students usually don't like and don't apply the grammar rules. So, in the process of learning, their ideas are not so clearly expressed. Also, it is important to consider that they need to investigate and learn a lot of vocabulary to write about a think. And that's the part that they really don't like to do.

The third question of the interview wanted to find the weaknesses and strengths of the writing production of students. The participant states that students do not apply grammar rules because most students do not like grammar. And they are not worried about increasing their vocabulary to express their ideas clearly. It means that students are not interested in developing their vocabulary and grammar. Based on these results, there is the necessity to use different and adequate strategies or didactic activities to motivate students to learn writing skills. With these motivations plus practices, students could express their ideas clearly, without mistakes.

4- Using the current pedagogical modules, what problems do your students have to learn grammar?

Well, the modules we nowadays are using is part of the education ministry materials. So, they don't focus the grammar learning as a main goal. In my opinion, it's necessary to deep a little bit more in the study of grammar. After being widely presented and used through the input activities because they also need to express their ideas in oral or written ways. So, for me, it is necessary to deep a little more in the study of grammar.

The fourth question asks about the current material to study and how it works in front of the learning process of grammar. The respondent states that the materials are modules from the education ministry, and unfortunately, these materials do not focus on grammar learning. Also, the participant considers it necessary to deepen the study of grammar and use different input activities. Then, students will express their ideas through oral or written communication. Therefore, according to the participant, modules from the education ministry are not focused on developing grammar. So, the English teacher must deep more into the study of grammar and look for different strategies and activities that allow students to learn about grammar and practice this knowledge through oral or written communication.

5- Which strategies and techniques do you consider most effective when you teach grammar?

The most effective. I think that all techniques have advantages and disadvantages. So, the teacher must use different techniques, according to the student's level, according to the topic, and other factors that we have to consider. For example, diagramming sentences is an old

technique that for some experts, it is not so effective. But we have to take in mind that our students have different styles of learning. And maybe these techniques work better for the more analytic minds, or maybe that is my appreciation according to my experience. But there are other techniques like learning grammar for writing. This is a technique, widely used in USA and Canada, but in my opinion, this is a technique that is not so good to use in class. But it is excellent if we talk about auto learning, with just a small guide of a tutor. The inductive and deductive techniques are my favorites, maybe for using in class to have students discover by themselves, the use of grammar that we have presented in context. So, there are many techniques that we can use in different ways in different classes. The interactive technique is excellent for example to applying in collaborative task in class. So, each technique for me has an advantage if it is correctly use.

The fifth question of the interview wanted to know about the most effective strategies and techniques to teach grammar, according to the respondent. For the participant, all techniques have positive and negative things. Before using a technique is necessary to consider the level of students, the grammar topic, and the learning style of students. Depending on these factors, old techniques can produce better results than modern techniques. A correct applied technique can produce positive results. The participant also mentioned that inductive and deductive techniques are their favorite because students can discover grammar rules by themselves. In the learning process, there are many techniques, strategies, and approaches, and English teachers can select one based on different reasons. Even teachers have the opportunity to mix different methodologies. In the case of grammar learning, the most used techniques are deductive and inductive. It agrees with Negahdaripour & Amirghassemi (2016), who stated that deductive and inductive techniques are the most used, especially in the EFL language teaching context. Finally, studies consider to use the inductive approach can bring better results for young learners.

6- Based on students' homework assignments, what is the students' level of grammar sub-skill?

Well, if I had to grade only the grammar sub skill, maybe I could give my students an eight in general. Because when they have a clear process of input, a good practice. Also, the output is good, so they just need to have a good pattern.

The sixth question asked about the grammar level of 10th grader students based on their homework assignments. The participant mentioned that students have an appropriate level of grammar according to their level. It is due to clear and valuable input and practice. Thus, the output will be positive. Students need a good pattern. Therefore, according to the participant high level of grammar is produced by excellent input. It agrees with Vahid & Sedigheh (2016), who mentioned that grammar is a fundamental element that involves receptive and productive language skills. So, activities developed in lessons are crucial to develop grammar competencies in students. For this reason, teachers must carefully prepare class activities. Then, the teacher must monitor correctly to their students, they must complete all activities, and the teacher will provide a reinforce or feedback if it is necessary.

7- What approach do you prefer to teach grammar? Inductive or deductive?

Well as I said, it depends on the objective of the class, the kind of activity we have planned. We have to remember that we don't teach grammar as a separate part of the language, we trying to develop a communicative skill as a whole. But maybe I can say that we use more the deductive approach because of the material we use in general.

Question seventh wanted to know about the preferences of the participant about teaching grammar. The respondent states the deductive approach is the most used, but it is due to the material to study. However, to use an approach will depend on the class objective and activities planned because grammar is teaching as a part of the language. All teachers can have their favorite approach in lessons, but innovation is crucial in the learning process. The use of one method in all lessons can be damaging to the motivation of students. Teachers must avoid that the material used in the study process limited their lessons.

8- Do students know the steps and parts to write a letter or an email and are they able to write these kinds of texts by themselves?

Remember that this year we are working with 10 level of basic education. And in the way we are working now because of the pandemic, we haven't enough time to practice a lot. So, they have been exposed to read and write some personal emails, but they still haven't practiced the structure of the formal letter for example.

Question eight asked about students' ability to write letters, emails, or other types of writing texts. The participant states that 10th grader students can read and write emails, but they cannot write and structure a formal letter. According to the participant, the lack of writing practice and writing production is due to the current pandemic and the current way of study. Thus, 10th grader students do not have enough experience in the production of writing texts. In the future, it could bring problems in written communication. For this reason, it is essential to cover the lack of writing production in students. It can be possible to use different activities or technological tools, which can help increase the writing production with interactive activities.

9- Do you consider that your students use translators to develop their writing tasks? And how do English teachers can avoid or reduce the use of it?

Surely, they do, especially in this special moment in which they are studying at home through internet. So, it is not possible for the teachers to avoid this practice. Obviously when they are in class with a teacher for the writing activities or evaluations, they cannot use translators.

The ninth question wanted to know about the use of translators in students' assignments and possible advice to avoid or reduce their use. The participant mentioned that the current way to study (at home with an internet connection) increases translators' use. And according to the teacher, it is not possible to avoid translators in students, but in class, in the middle of writing activities or evaluations, they cannot use it. In EFL learning, the use of translators is

necessary, so teachers do not prevent the use of it. The translators are tools, and if they are used correctly, they will bring positive results in the learning process. The teacher must control the use of translators and do not avoid the use of them.

10- Do coherence and cohesion are part of the writing production of students?

Of course, that is why we teach them the different kinds of text, the use of connectors and other strategies to practice good writing. It is important.

The tenth question asks about the presence of coherence and cohesion in the writing production of students. The respondent states that the presence of both elements is mandatory in English writing text. And it is one reason why students have to study the correct use of connectors and used them correctly during the writing production. To transmit an idea through the written way is necessary the presence of different elements. When these elements are used correctly, language users can share their ideas, intentions, emotions. And all of this with coherence and cohesion in their writing text.

11- Do you include writing conventions in writing activities for your students?

Yeah Sure. To make writing a way to communicate something it's necessary to have at least some basic knowledge about the writing conventions like spelling, punctuation, capitalization, grammar, etc. Sometimes this is the part of learning that students don't like test, but it is necessary, and step by step they have to do it.

The eleventh question wanted to know about the presence of writing conventions in writing activities. The respondent stated that writing conventions involve spelling, punctuation, capitalization, grammar, etc. And of course, all these elements are necessary for the written communication. Unfortunately, students do not like to test these elements, but they need to do it step by step. A correct writing production involves different components. But for the English language, the presences of writing conventions are mandatory. As the participant mention, it involves spelling, punctuation, capitalization, grammar, and sentence structure. With all these components, the writing text will be more readable. Writing conventions must be present in all writing activities, and students need to know their importance.

3.3. Sample and analysis of writing activity

The writing activity was applied from May 27, 2021, to June 06, 2021. It means that students had ten days to complete the activity. But not all students complete the writing activity, despite the insistence of the researcher and the English teacher in charge of them. In total, the researcher got 92 samples from 103 students of 10th grade at Universitario “UTN” high school. Unfortunately, the researcher had to discard ten samples because these samples were incomplete, blank, and there were samples written in Spanish. The researcher had to identify the number of samples that had to be analyzed. Thus, it was necessary to use a formula of the sample, which indicates that from the 82 valid samples, the researcher must analyze 67 samples of the writing activity applied to students.

The first question of the writing activity required that students write a short invitation email. In the instruction, there is the information that students must add to their emails. After analyzing this question was evident that students have the basis to write an email in English. But it shows that students do not apply the grammar rules correctly because almost all students had grammar mistakes in this question. Emails were full of spelling mistakes and errors in the use of punctuation marks, as well. Just a few students got a perfect score, which means students need reinforcement of grammar rules and increase the quality of their writing production.

The second question of the writing activity showed three different pictures to students. Next, they must write a story using the information of these pictures. During the analysis of this question, it was evident that students can write stories based on pictures. But again, it shows that students do not apply the grammar rules correctly because almost all students had grammar mistakes in this second question. The stories had spelling mistakes, errors in punctuation marks, and capital letters, as well. In this activity, the scores were worse than the results in the first question. The creativity at the moment to imagine the story was present, but the ability to write the story correctly was not there.

The writing activity showed that students have the imagination to write different kinds of texts, but they need reinforcement of grammar rules and practice. It will increase the quality of their writing production, avoiding the problems found such as spelling mistakes, improper use of punctuation marks, and capital letters.

Sample Analysis – Example

1- You want to go swimming with your English friend Toni on Saturday. Write an email to Toni. In your email:

- ask Toni to go swimming with you on Saturday.
- say where you want to go swimming.
- say how you will travel there.

Write from 25 to 35 words.

Tony, we are going to the pool to have fun for a while on Saturday at the Prado, we will go in my car and you bring sandwiches such as soft drinks, some potatoes or even a lemonade. I also saw that there is a new slide and I want to try it, it is very high and you can even see it from the outside;)

Table 1.

Sample 1 analysis of first activity

Subscale	Mark	Commentary
Content	3	Although two parts of the message are communicated, the inviting part to Toni is omitted. Also, there is irrelevant information about food and slide. There is information about the transport: we will go in my car. Also, there is information about the place and the day of the travel: on Saturday at the Prado. But the invitation to Toni is not clearly expressed.
Organisation	2	There is a lack of connection between sentences and the use of punctuation is poor: I also saw that there is a new slide and I want to try it, it is very high and you can even see it from the outside;). However, there is present the use of linking words to connect the text within sentences: we are going to the pool to have fun; we will go in my car.
Language	3	Vocabulary is used appropriately, and it relates to the topic: pool, new slide, fun. Grammar forms such as future tenses are used: we are going to the pool; we will go in my car.

Note: Elaborated by the author. Source: Assessing writing for Cambridge English Qualifications, A Guide for teachers A2

2- Look at the three pictures.

Write the story shown in the pictures.

Write from 30 to 40 words.



Figure 26. Daily activities

Source: <https://bit.ly/2WdB4w8>

Author: Teacher Phill

This is John, he always wakes up at 6 am to get ready for work. John thinks to have some bacons and eggs for breakfast but he saw that this one has nothing ... He would give a lot of time to go shopping for the kitchen supplies. So the easiest thing was to go to the cafeteria near his house.

Table 2.

Sample 1 analysis second activity

Subscale	Mark	Commentary
Content	4	All the content is relevant. But two pictures have been referred correctly. The second picture is not clear enough referred: John thinks to have some bacons and eggs for breakfast but he saw that this one has nothing. Despise this, the reader can understand the message easily.
Organisation	3	The text is connected using linking words: so, but, and. There are sentences well structure and the use of pronouns to avoid repetition: John, he, his. There is a lack of commas in the text, and periods are used frequently to separate sentences, but it does not be used correctly in all sentences: nothing ... He would
Language	4	Vocabulary is used appropriately, and it has relation with pictures: wake up at: breakfast, cafeteria, bacons, eggs. Simple grammar forms are used correctly: This is John, he always wakes up at 6am, John thinks to have some bacons, He would give a lot of time. The appropriately use of “s” in third person: he always wakes up, John thinks.

Note: Elaborated by the author. Source: *Assessing writing for Cambridge English Qualifications, A Guide for teachers A2*

CHAPTER IV: DESIGN OF THE PROPOSAL

4.1. Introduction

This guide attempts to become a valuable material for EFL teachers who work at Universitario “UTN” high school to help their students to reinforce writing skills in segmental trouble zone grammar for writing. The researcher considers the students’ interests to choose the topics which the guide contains.

To design this guide was considering data was collected in a literature review in grammar for writing skills of EFL learners during the years 2015 – 2020. In addition, to design the guide was necessary to conduct a field study that helps the researcher identify the correct level of writing production in EFL students of 10th graders at Universitario “UTN” high school.

4.2. Proposal title

Inductive guide to reinforce grammar sub-skills and increase the writing production in EFL students of 10th graders at Universitario “UTN” high school.

4.3. Objectives

To reinforce the writing skills of 10th graders at Universitario “UTN” high school.

4.4. Methodology

This guide contains four units, and the grammar topics of units take as a reference the modules used for 10th graders students. Also, the guide uses different activities related to the students' interests and things of their daily life.

The four units include the following lessons: Reading, Vocabulary, Grammar for writing, Writing skills, and Writing task "Putting all together."

The first stage or lesson of units is "Reading." It includes activities related to a specific kind of writing text. And students must be able to produce at the end of the units. This lesson uses activities related to the grammar topic, students' interests, and specific writing text. Finally, this stage uses the process of lead-in, preparing to read, while reading, and post-reading to give students an example of write text, the introduction of the grammar topic, type of vocabulary that they will use, and bases of how to produce this writing text.

The next stage is "Vocabulary." It has different activities which are focusing on reinforcing the students' vocabulary. At the same time, it gives students clear examples of the unit grammar topic. This lesson starts with a lead-in. It is following by PPU, which means presentation, practice, and use. After these activities, students can move on to the next lesson.

"Grammar for writing" is the following lesson. It uses the inductive method to teach the grammar topic of the unit. In addition to the inductive explanation of this lesson, the previous lessons reinforce the learning process of the grammar topic. This lesson starts with a lead-in, which is following by presentation, practice, and production. After this lesson, students will be able to use the unit grammar topic.

After that, "Writing skills" is the next lesson. Here will be necessary the vocabulary and grammar rules learned in the previous lessons. Students must analyze the parts of a specific text. Then, they have to prepare information using the grammar topic learned in the unit. To prepare and produce the information, students will pass by the writing process of English texts, starting with a lead-in, prewriting, outline, drafting, review, and editing.

The final stage is "Writing task Putting all together." In the last lesson, students must use all things learned. It includes vocabulary, grammar rules, the unit's main topic, and examples of the writing text. Finally, with all this information, students will produce a specific writing text for each unit. The process used in this lesson was lead-in, prewriting, outline, drafting, review, and editing.

The guide uses the inductive grammar approach in all units. It will help increase and reinforce vocabulary, grammar knowledge, and the production of writing texts in students. At the end of each lesson, there is an activity of mini-project. During this activity, students will reinforce what they learned in each lesson.

4.5. Proposal development

Unit 1

Movies



At the end of the unit, students will be able to:

Use past form of regular and irregular verbs.

Use simple past tense.

Write summaries of movies.



Can you underline the name of the movies from the pictures:
Fast and Furious - Narnia - Saw - Brave - Hangover - It -
Annabelle - Freddy vs Jason - Avengers - Hachi - Justice League

Can you write in English movies of the next genres?

Action: _____

Horror: _____

Adventure: _____

When was the last time that you go to the cinema?

A – READING (60 MINUTES)

LEAD-IN

1 – Guess the movie. The teacher will write six clues (verbs) about the movie, and students should guess the movie. If students cannot guess the movie, the teacher will write five more clues. (5 minutes)

Clues: fights, fly, destroy, hurt, practice, defend.

More clues: lose, avenge, lose, win, “Avengers Assemble”

Movie: “Avengers Endgame”

PREPARING TO READ

2 – UNDERSTANDING KEY VOCABULARY. Match the words with the pictures. (4 minutes)

Win – Hurt – Defend – Fight – Destroy – Fly



Figure 29. Avengers F.
Source: <https://bit.ly/3y7jLtx>
Author: frolaytiareno

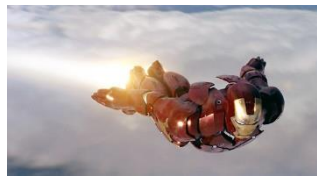


Figure 28. Iron Man.
Source: <https://bit.ly/3Db1YoY>
Author: Iron Man



Figure 27. Captain A.
Source: <https://bit.ly/3goUSmZ>
Author: John Gallagher



Figure 32. Spider-Man.
Source: <https://bit.ly/3DbaO6k>
Author: gershel-draw@tumblr.com



Figure 31. Explosion.
Source: <https://bit.ly/3D8iKoP>
Author: Avengers: Endgame



Figure 30. Avengers W.
Source: <https://bit.ly/382QLsr>
Author: Avengers

3 – Where can you find this kinds of texts. (5 minutes)

Carol Danvers rescued Tony Stark and Nebula, she brought them back to Earth...

Five years passed, and Scott Lang escaped from the quantum realm. He tells Romanoff and Rogers that only...

Banner and Rocket look for Thor at New Asgard, but now he is really fat. Romanoff looks for Clint Barton (Hawk Eye) to Tokyo. Now all avengers...

Everyone returns to the present, and Banner use the gauntlet and bring everyone back...

Magazine – Newspaper – Encyclopedias – Books – Notebooks – Dictionaries – Web pages

4 – USING VISUALS TO PREDICT CONTENT. What do you think to happened in the pictures below? (6 minutes)



Figure 33. Tony and Pepper.
Source: <https://bit.ly/3y4tmkJ>
Author: Avengers: Endgame



Figure 34. Iron man.
Source: <https://bit.ly/3sE6eIJ>
Author: Avengers: Endgame

WHILE READING

5 – READING FOR MAIN IDEAS. Read the summary below and check the correct answer. (7 minutes)

Avengers Endgame is a:

- a) Science fiction film
- b) Horror film
- c) Adventure film
- d) Comedie film

Avengers Endgame

Carol Danvers (Captain Marvel) rescued Tony Stark (Iron man) and Nebula; she brought them back to Earth. There, they reunited with the surviving Avengers: Bruce Banner (Hulk), Steve Rogers (Captain America), Thor, Natasha Romanoff (Black Widow), James Rhodes (War Machine), and Rocket. They discovered where Thanos is. Then, they traveled there to get back the stones, but Thanos destroyed them. Finally, Thor decapitated him.



Figure 36. Thor.
Source: <https://bit.ly/2WhrRCT>
Author: Avengers: Endgame

retrieve the Stones from the past.

Five years passed, and Scott Lang (Ant-Man) escaped from the quantum realm, but he discovered that only five hours passed while he was trapped. It was important because they thought the quantum realm could allow time travel. So, they look for Tony Stark to help them

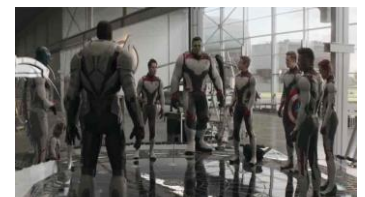


Figure 35. Time Travel.
Source: <https://bit.ly/3sEe3y2>
Author: Avengers: Endgame

Banner and Rocket look for Thor at New Asgard, but now he is really fat. Romanoff looks for Clint Barton (Hawk Eye) to Tokyo. Now all avengers are together, and the machine to the time travel is ready.



Figure 37. Time Travel S.2.
Source: <https://bit.ly/3sE3XgG>
Author: Alex Leadbeater

Banner, Lang, Rogers, and Stark traveled to the Sanctum Sanctorum in New York City, 2012. There, Banner got the Time Stone. Rogers gets the Mind Stone. But Stark and Lang didn't steal the Space Stone, and the 2012 version of Loki escaped. So, Rogers and Stark traveled to 1970 and got the Space Stone. Meanwhile, Rocket and Fat Thor traveled to Asgard, 2013 to get the Reality Stone and the hammer Mjolnir. Nebula and Rhodes traveled to Morag, 2014 and stole the Power Stone. Rhodes returns to the present, but 2014 Thanos captures Nebula. He discovered what will happen in the future and the avengers' time travel plan, so he sent 2014 Nebula to the present in her place. Barton and Romanoff travel to Vormir, 2014, to get the Soul Stone. After a fight, Romanoff sacrificed, and Barton obtains the Soul Stone.



Figure 38. Time Travel S.I.
Source: <https://bit.ly/3sE3XgG>
Author: Alex Leadbeater

Everyone returns to the present, and Banner uses the gauntlet and brings everyone back, but his arm is hurt. 2014 Thanos arrives at the present, and he destroyed the Avengers' compound. The final fight will start. Barton gets the gauntlet. 2019 Nebula kills 2014



Figure 39. Final Fight.
Source: <https://bit.ly/3jbHS6k>
Author: Avengers: Endgame

Nebula. At the same time, Rogers, Thor, and Stark fight with Thanos, but he is too strong. Rogers raises the Mjolnir and hits Thanos with thunders, but that is not enough; Thanos breaks Rogers' shield, and suddenly T'Challa appears with all Avengers.



Stark meets with Parker. Thanos fight with different Avengers for the Infinity Stones. Suddenly, Captain Marvel reappears and destroys Thanos's ship. Stark got the Infinity Stones from Thanos' hand and used them to turn Thanos and his army into dust. "I am Iron Man," he says as he dies from overexposure to the Stones while Parker and Potts console him. With the battle over, The Avengers hold a funeral for Stark. Thor decides to travel with the Guardians of the Galaxy. Barton returns home to his family. Parker returns to school.



Figure 40. Avengers Assemble.
Source: <https://bit.ly/3sDxEyB>
Author: Avenger: Endgame

Rogers is chosen to return the stones and Thor's hammer, but he didn't return to the present. Instead, he chose to live in the past with Carter. Then, he reappears as an old man in the present day, where he passes his shield and the mantle of Captain America to Wilson. A brief flashback shows Rogers and Carter sharing the dance they never got.



Figure 41. Last Dance.
Source: <https://bit.ly/2Wh3khr>
Author: Avengers Endgame

6 – READING FOR DETAIL. Read the summary of the movie and put in order the next events. (7 minutes)

- a) Scott Lang escapes from the quantum realm. _____
- b) Rogers and Stark next travel to 1970. _____
- c) Carol Danvers rescue Tony Stark and Nebula. _____
- d) Banner gets the Time Stone. _____
- e) Rogers, Thor, and Stark fight with Thanos. _____
- f) Thor got his hammer, Mjolnir. _____
- g) Rogers and Carter finally sharing the dance they never got. _____

7 – Read the summary again. Write the name of the character who did that action (Tony, Thor, Rogers, Banner, Romanoff, Carol). (7 minutes)

- a) She saves Tony and Nebula. _____
- b) They travel two times to the past. _____ and _____
- c) Sacrificed to get a stone. _____
- d) Destroy the Thanos’ ship. _____
- e) Use the gauntlet with all stones. _____ and _____
- f) He travels three times to the past. _____
- g) Use the hammer Mjolnir. _____ and _____
- h) Who got the Infinity Stones from Thanos’ hand? _____

8 – MAKING INFERENCES. Was Thanos stronger than the avengers? Why? And in your opinion, which super power could defeat him? (8 minutes)

POST READING

9 – DISCUSSION. Answer the questions. Then, in pairs complete the discussion template. (10 minutes)

1. When was the last time you saw a science fiction film? _____

2. What is interesting about science fiction films? What is not? _____

3. Do science fiction films usually present what is to happen in near future? _____

Table 3
Discussion table 1

	Students A	Students B	Coincidences
Question 1			
Question 2			
Question 3			

Note: Elaborated by the author.

Conclusions: _____

10 – EXTENSION PROJECT ASSIGNMENT. Research information about any movie. Include information of actress, characters, filming location, movie cost, etc. You can add more information that you consider interesting or relevant.

**B – GRAMMAR FOR WRITING
(60 MINUTES)**

LEAD-IN

1 – Work with a partner. Share the information found in “Extension Project Assignment” with a friend and try to convince him to watch your movie. Down take notes about the information that your partner share with you. (6 minutes)

PRESENTATION

INDUCTIVE THINKING – REGULAR VERBS

2 – Fill in the blanks and figure out the rule to form past tense of regular verbs. You can check the next list of regular verbs if you need extra help. <https://eslgrammar.org/regular-verbs/> (9 minutes)

Example: He **watched** the movie Hangover. (watch)

They **cry** during the film. (cry)

- a) Jhon and Dereck _____ the video of with us. (watch)
- b) She _____ the horror movies. (love)
- c) You _____ to go to the cinema. (need)
- d) He _____ during the movie. (play)
- e) I _____ the film because I _____ to go. (stop, have)
- f) My little cousin _____ to be a superhero like the movies. (try)

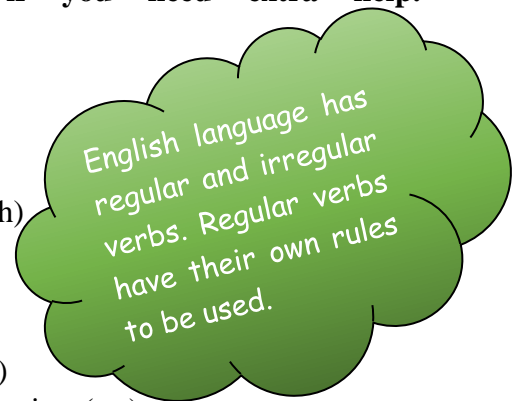


Table 4.

Past Form Regular Verbs

Spelling: Regular Verbs	
You do not add “s” in third person in simple past verbs.	
In most regular verbs you just add “ed” at the end of the verb, but there are exceptions.	
4 – Verbs ends in one vowel consonant add double consonant and add -ed	Show = show ed Play = play ed
5 – Verbs ending in consonants -w, x, or y never use double consonant.	Try = tri ed Cry = cri ed
3 – Verb ends in consonant + -y change -y to -i and add -ed	Live = liv ed Die = di ed
1 – Most verbs add -ed	Stop = stop ed Plan = plan ed
2 – Verbs ends in -e add -d	Start = start ed Watch = watch ed

Note: Elaborated by the author. Source: Cambridge English Empower A2

3 – Read the paragraph and correct the verbs using the correct past form of the verb. You can use the list of regular verbs as a help. (5 minutes)

Marta and I play basketball in the park the last weekend. Next, we want to go to the cinema, but we need money for the tickets. I try to look for money in my wallet, but it is not enough. Marta plans an idea to sneak into the cinema. But I call to my mom, and she gave me the money for the tickets.



Figure 42. Without Money.
Source: <https://bit.ly/2WhYuR4>
Author: Stefan Ember / Alamy Stock Photo

IRREGULAR VERBS

4 – Fill in the blanks and figure out the rule to form past tense of irregular verbs. You can use the next list of irregular verbs. <https://www.uv.mx/pozarica/caa-conta/files/2016/02/REGULAR-AND-IRREGULAR-VERBS.pdf> (5 minutes)

- They _____ to the pool the last weekend. (go)
- You _____ a good easy. (write)
- I ____ two favorite movies, now I have just one favorite. (have)
- We ____ the big prize. (win)
- He _____ a new costume to go to the cinema. (buy)

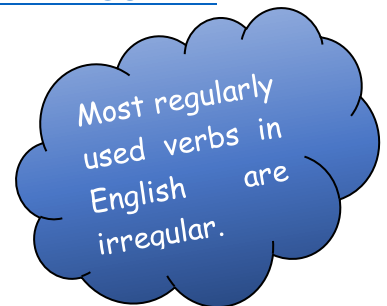


Table 5.

Past Form Irregular Verbs

Irregular Verbs		
They form the simple past tense and the past participle in any number of unpredictable ways. For this reason, you must learn the past form of irregular verbs by heart.		
1 - Others, become modified versions of themselves to form both the past tense and the past participle.		break and sing P.T. (broke, sang) P.P. (broken, sung)
2 - Some irregular verbs never change, whether present or past.		Feel, teach P.T. (felt, taught) P.P. (felt, taught)
3 - Still others, change to form the past tense and change again to form the past participle.		let, shut, spread P.T. (let, shut) P.P. (let, shut)

Note: Elaborated by the author. Source: Cambridge English Empower A2

I **worked** as an engineer for **one year**.



We use the past simple to describe complete actions in the past. It means actions that started and finished in the past.

We often use past time expressions with the past simple: yesterday, last week, last year, when I was a child, etc.

5 – Read the paragraph and use the correct past form of regular and irregular verbs. You can use the list of regular and irregular verbs. (5 minutes)



Figure 43. Cinema. Source: <https://bit.ly/2UEXANB> Author: British Cinematographer

My last holiday was boring. I am in my house all day because I have not money. But my beautiful sister invites me to the cinema. That was great, we eat a lot of popcorn. The film is about ghosts, I love it. Next, we decide to see another horror film but this time the film is terrible, I really hate it.

PRACTICE

6 – Write the past form of the next verbs. (10 minutes)

Table 6.

Past Form

Call	Called	Ask	Asked
Clean		Write	
Compare		Think	
Study		Kiss	
Want		Make	
Walk		Know	
Wait		Go	
Use		Fly	
Be		Fight	
Buy		Drink	
Choose		Wash	
Fix		Invite	
See		Draw	
Follow		Enjoy	
Give		Have	

Note: Elaborated by the author.

7 – Choose the correct past form of the verbs in the sentences below. (5 minutes)

Example: I call/called/caled my mom in the morning.

- He dronk/ drink/ drank a lot of water, now he is sick.
- Alex and Sofia kiised/ kissed/ kised in front of all the class.
- We watch/ watched/ watchhed a great movie the last Monday.
- He lose/ lost/ losed the money for the tickets.
- I bought/ buy / bough a lot of candies for you.

USE

8 – Use past tense to narrate an adventure film scene and details about it. Write 10 sentences. (15 minutes)

Example: I saw this movie the last weekend.
The movie started with a fight.
Suddenly appeared a giant gorilla.
When I saw the gorilla, I was amazed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

9 – EXTENSION PROJECT ASSIGNMENT. With the sentences of activity eight write a short paragraph.

**C – MORE EXERCISES
(60 MINUTES)**

LEAD-IN

1 – Match the verbs with their correct past form. Then, write “I” if the verb is irregular or “R” if the verb is regular. (3 minutes)

Write	Kissed ____
Think	Got ____
Kiss	Studied ____
Know	played ____
Start	forgot ____
Play	Thought ____
Drink	Knew ____
Study	Wrote ____
Get	Drunk ____
Forget	Started ____

PRESENTATION

PAST SIMPLE: BE

2 – Read the text below and underline the sentences which use past simple be. (3 minutes)



The last holiday, I ____ (be) with my cousin. We ____ (play) video games all mornings. Next, he ____ (invite) me to the cinema. That was great, we ____ (buy) a lot of food. Then, the film ____ (start). It ____ (was) about ghosts, I love horror movies, but this movies ____ (be) really scaring. I ____ (have) nightmares during one week.

3 – Underline the correct word. (5 minutes)

Example: You was/ were on holiday last month

- Where were/ was you go?
- He was/ were watching the new movie four days ago.
- Wasn't/ Weren't there any good movie in the cinema?
- I wasn't/ weren't at school yesterday.
- There was/ were a lot of movies in the cinema.
- Why was/ were the food late? I'm hungry.
- Was/ Were there money in the desk?
- When was/ were your last holiday?
- They was/ were waiting for the new movie.
- She were/ was beautiful in the party the last week.

4 – Complete the table using was, were, wasn't (was not), or weren't (were not). (5 minutes)

Table 7.

Simple Past: BE

SIMPLE PAST: BE			
You use + ____ or - ____ with I / he / she / it.		You use + ____ or - ____ with you / we / they.	
Positive	Negative	Yes/No Question	Wh- Questions
You ____ happy during the movie. She ____ a good cooker. The movie ____ amazing.	I ____ at home yesterday, I traveled to Quito. They ____ at school together. We ____ in the cinema.	____ they at school together? ____ the movie amazing? Short Answers Yes, they (you, we) ____ No, she (I, he, it) ____	Where ____ they yesterday? Why ____ you happy yesterday? When ____ your birthday party?

Note: Elaborated by the author. Source: Cambridge English Empower A2

PAST SIMPLE: POSITIVE, NEGATIVE, AND QUESTIONS

5 – Choose the correct option to complete the sentences. Then, complete the table below. (5 minutes)

Example: He played/ plaied/ play basketball yesterday.

1. They did not buy/ buyed/ buied in the supermarket.
2. She ate/ eated/ eatted popcorn in the cinema.
3. She didn't went/ go/ goed at school.
4. We didn't/ don't/ not have the tickets.
5. He did/ didn't eat the food because he ate/ eat in a restaurant.

Table 8.

Past Simple: Positive, Negative, And Questions

Complete using: <i>didn't, and did not</i> We ____ go to the cinema, we were at home yesterday.	Complete using: <i>didn't or past</i> To make sentences in past simple we use the ____ form of the verb.
She ____ ____ watch the movie with us.	To make sentences in past simple negative we use ____ + the verb in infinitive form.

Note: Elaborated by the author. Source: Cambridge English Empower A2

6 – Use the correct form of verbs and auxiliary to complete the questions. Then, complete the table below. (5 minutes)

Example: Did (do) you eat (ate) at home?

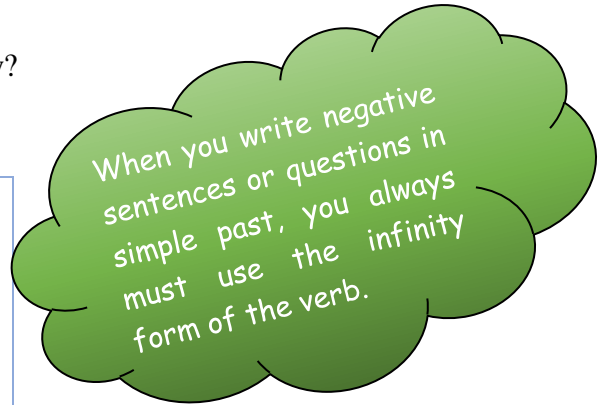
1. ____ (do) we ____ (took) a taxi? Yes, we did.
2. What ____ (do) you ____ (do) with your money?
3. Did they ____ (had) money for the lunch? No, they didn't
4. ____ (do) you ____ (bring) your cellphone? No, I did not.

5. Did he _____ (drink) the juice? Yes, he did
6. Where _____ (do) she _____ (went) yesterday?

Table 9.

Simple Past: Wh- Questions

_____ we _____ to the cinema? (go, did)	Wh- Questions Where did you go? When did you arrive? Why did they copy in the exam? What did you do during the movie?
To make yes/no questions in past simple we use _____ + subject + the verb in infinitive form.	



Note: Elaborated by the author. Source: Cambridge English Empower A2

PRACTICE

7 – Rewrite the sentences that you write in B – Vocabulary “activity 8” in negative sentences. Then, complete the table below. (10 minutes)

Table 10.

Simple Past: Positive, Negative

Positive	Negative
Example: The last weekend, I went to the cinema. I ate a lot of candies.	Example: The last weekend, I did not/didn't go to the cinema. I did not/didn't eat a lot of candies.

Note: Elaborated by the author.

8 - Rewrite the sentences that you write in B – Vocabulary “activity 8” in yes/no questions. Then, complete the table below. (10 minutes)

Table 11.

Simple Past: Positive, Yes/No Question

Positive	Yes/No Questions
Example: The last weekend, I went to the cinema. I ate a lot of candies.	Example: Did you go to the cinema the last weekend? Did you eat a lot of candies?

D – WRITING SKILLS (60 MINUTES)

LEAD-IN

1 – Two truths and a lie. The teacher will write three sentences using past simple, but two sentences will be correct and one will be incorrect. You will analyze the sentences and underline the incorrect sentence. Finally, you will write the reason why the sentence is incorrect and you will correct the sentence. (5 minutes)

- a) What did they cook for the meeting?
 - b) Alex studied for the exam.
 - c) You didn't had to watched the last episode.
-
-
-

PRESENTATION

2 – ACADEMIC WRITING SKILLS. Read again the summary of the movie Avenger Endgame again and underline all sentences which use past simple. (15 minutes)

Avengers Endgame

Carol Danvers (Captain Marvel) rescued Tony Stark (Iron man) and Nebula; she brought them back to Earth. There, they reunited with the surviving Avengers: Bruce Banner (Hulk), Steve Rogers (Captain America), Thor, Natasha Romanoff (Black Widow), James Rhodes (War Machine), and Rocket. They discovered where Thanos is. Then, they traveled there to get back the stones, but Thanos destroyed them. Finally, Thor decapitated him.



Figure 45. Thor.
Source: <https://bit.ly/2WhrRCT>
Author: Avengers: Endgame

retrieve the Stones from the past.

Banner and Rocket look for Thor at New Asgard, but now he is really fat. Romanoff looks for Clint Barton (Hawk Eye) to Tokyo. Now all avengers are together, and the machine to the time travel is ready.

Five years passed, and Scott Lang (Ant-Man) escaped from the quantum realm, but he discovered that only five hours passed while he was trapped. It was important because they thought the quantum realm could allow time travel. So, they look for Tony Stark to help them



Figure 44. Time Travel.
Source: <https://bit.ly/3sEe3y2>
Author: Avengers: Endgame



Figure 46 . Time Travel S.2.
Source: <https://bit.ly/3sE3XgG>
Author: Alex Leadbeater

Banner, Lang, Rogers, and Stark traveled to the Sanctum Sanctorum in New York City, 2012. There, Banner got the Time Stone. Rogers gets the Mind Stone. But Stark and Lang didn't steal the Space Stone, and the 2012 version of Loki escaped. So, Rogers and Stark traveled to 1970 and got the Space Stone. Meanwhile, Rocket and Fat Thor traveled to Asgard, 2013 to get the Reality Stone and the hammer Mjolnir. Nebula and Rhodes traveled to Morag, 2014 and



Figure 47. Time Travel S.1.
Source: <https://bit.ly/3sE3XgG>
Author: Alex Leadbeater

stole the Power Stone. Rhodes returns to the present, but 2014 Thanos captures Nebula. He discovered what will happen in the future and the avengers' time travel plan, so he sent 2014 Nebula to the present in her place. Barton and Romanoff travel to Vormir, 2014, to get the Soul Stone. After a fight, Romanoff sacrificed, and Barton obtains the Soul Stone.

Everyone returns to the present, and Banner uses the gauntlet and brings everyone back, but his arm is hurt. 2014 Thanos arrives at the present, and he destroyed the Avengers' compound. The final fight will start. Barton gets the gauntlet. 2019 Nebula kills 2014 Nebula. At the same time, Rogers, Thor, and Stark fight with Thanos, but he is too strong. Rogers raises the Mjolnir and hits Thanos with thunders, but that is not enough; Thanos breaks Rogers' shield, and suddenly T'Challa appears with all Avengers.



Figure 48. Final Fight.
Source: <https://bit.ly/3jbHS6k>
Author: Avengers: Endgame

Stark meets with Parker. Thanos fight with different Avengers for the Infinity Stones.

Suddenly, Captain Marvel reappears and destroys Thanos's ship. Stark got the Infinity Stones from Thanos' hand and used them to turn Thanos and his army into dust. "I am Iron Man," he says as he dies



Figure 49. Avengers Assemble.
Source: <https://bit.ly/3sDxEyB>
Author: Avenger: Endgame



from overexposure to the Stones while Parker and Potts console him. With the battle over, The Avengers hold a funeral for Stark. Thor decides to travel with the Guardians of the Galaxy. Barton returns home to his family. Parker returns to school.

Rogers is chosen to return the stones and Thor's hammer, but he didn't return to the present. Instead, he chose to live in the past with Carter. Then, he reappears as an old man in the present day, where he passes his shield and the mantle of Captain America to Wilson. A brief flashback shows Rogers and Carter sharing the dance they never got.



Figure 50. Last Dance.
Source: <https://bit.ly/2Wh3khr>
Author: Avengers Endgame

PREWRITING

3 – Read the information below. Then, make a mind map. (15 minutes)

How to Write a Movie Synopsis (summary)

Write a title. At the beginning of the synopsis, write a title. It can be a draft; you can change it later. Optional you can add your name and your contact information.

Write a logline. It describes the central conflict of the story. It goes after the title and after the first paragraph of the introduction. It gives the reader a sense of where the story is going.

Summarize your screenplay. You must write in the third person and use present tense or past simple. To summarize the movie, you can use three paragraphs. But if the story is too long, you can add more paragraphs.

Keep it short. A one-page is standard for summaries or synopsis. One page only takes a few minutes to read and is enough to give a general idea to the readers.

Information taken from: <https://www.masterclass.com/articles/how-to-write-a-movie-synopsis-to-sell-your-screenplay#how-to-write-a-movie-synopsis>

OUTLINE

4 – Watch the video. During the video you will see some incomplete sentences, you must complete the sentences with the correct form of the verbs. When you finish make a screenshot of your score. If you cannot enter the link, the teacher will share the video and you must complete the sentences below. (10 minutes)

<https://en.islcollective.com/video-lessons/short-movie-present-past-simple-practice>

Video quiz questions

1. The boy _____ (be) playing a video game.
2. His mother _____ (arrive) home.
3. The mother _____ (ask) him to open the present.
4. Then she _____ (answer) a phone call.
5. The boy _____ (open) the present and he _____ (find) a dog.
6. The boy _____ (be) angry.
7. The dog _____ (want) to play, but he _____ (refuse) him.
8. The dog _____ (discover) a red ball.
9. The dog _____ (be) under the box.
10. At first, the dog _____ (can) see the ball.
11. The boy _____ (start) to like the dog.
12. The dog _____ (help) the boy with the door.
13. The dog _____ (be) happy.
14. They _____ (play) together with the ball.

DRAFTING

5 – Watch the video again and write a summary using the information of activity three. (10 minutes)

REVIEWING

6 – Exchange your summary with a partner. Then, use the checklist below to check the summary of your partner. (5 minutes)

Table 12.

Summary Checklist

SUMMARY CHECKLIST	X
All the video was summarized in the paragraph.	
The summary uses past simple.	
The summary uses all elements showed in activity three.	
There are different verbs to avoid repetition	
The summary correctly uses punctuation marks.	
There aren't spelling mistakes.	

Note: Elaborated by the author.

EDITING

7 – EXTENSION PROJECT ASSIGNMENT. Based on the summary checklist correct your summary. And watch your favorite movie again.

E – WRITING TASK “PUTTING ALL TOGETHER” (60 MINUTES)

PREWRITING

1 – Find the past form the verbs in the soup of letters. Next, write 4 sentences about your favorite movie using the past form of the verbs below. (5 minutes)

- Lose _____ Read _____
 Say _____ Live _____
 Sleep _____ Understand _____
 Win _____ Teach _____
 Love _____ Help _____

Table 13.
Letter Soup

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

Note: Elaborated by the author.

- 1- _____
 2- _____
 3- _____
 4- _____

OUTLINE

2 – Answer the next questions. (15 minutes)

What is your favorite movie? _____

Do you know how long the movie is? _____

What is the gender of the movie? _____

Why it is your favorite movie? _____

The beginning of the movie is interesting? Why? What happen? _____

What does happen in the middle of the movie? _____

Can you write in two sentences the main idea of the movie?

In your opinion, the movie shares a message or final reflection? Which one?

DRAFTING

3 – Write a summary draft of your favorite movie. Do not forget to use correct past simple and check the information of your mind map. (20 minutes)

REVIEWING

4 – Exchange your summary with a partner. Then, you will use the checklist below to check the draft of the summary. (5 minutes)

Table 14.

Summary Movie Checklist

SUMMARY MOVIE CHECKLIST	X
The summary is easy to understand	
The summary uses all elements in your mind map.	
Summary uses past simple.	
The story correctly uses capital letters.	
The story correctly uses punctuation marks.	
The vocabulary avoids repetition.	
The summary uses different verbs.	
The summary does not have spelling mistakes.	

Note: Elaborated by the author.

EDITING

5 – Based on the results of your checklist edit and correct your summary. You can add pictures of the movie in your summary. (15 minutes)

UNIT 2

SPORTS

At the end of the unit, students will be able to:

- Develop sport vocabulary.
- Write short sports stories.
- Use modals of ability and possibility.
- Reinforce simple past tense.



Can you write all sports that you know in English?

Write a sentence about your favorite sport (do not included the name). Next, exchange your sentence with a partner and guess the sport.

A – READING (60 MINUTES)

LEAD-IN

1 – Black Board Bingo. On a piece of paper, students will randomly choose 5 sports. Then, the teacher will say the name of the sports, and students will mark the sports chose. The first student with all marked sports is the winner, but he/she must say “BINGO”. (5 minutes)

Karate – Baseball – Boxing – Cycling – Football – Judo – Skateboarding – Swimming – Taekwondo – Tennis – Athletics – Chess – Basketball – Weightlifting – Volleyball – Table Tennis – Snowboarding – Skydiving.

PREPARING TO READ

2 – UNDERSTANDING KEY VOCABULARY: Write the sports below in the correct column of the table. (4 minutes)

Football – Karate – Tennis – Judo – Taekwondo – Basketball

Table 15.

Sports Table

Martial Art	Ball or Team Game

Note: Elaborated by the author.

3 – Match opposites. (4 minutes)

Figure 51. Soccer Player. Source: <https://bit.ly/3DdbiJa> Author: Royalty-Free



Figure 53. Popular. Source: <https://bit.ly/2XGShhM> Author: kakigori



Figure 55. Slow. Source: <https://bit.ly/3ggrvks> Author: Pngtree



Figure 52. Unpopular. Source: <https://bit.ly/387fSKM> Author: Federico Manasse



Figure 54. Fast Source: <https://bit.ly/3mqSf8b> Author: Corel Xara clipart



Figure 56. Soccer. Source: <https://bit.ly/3zi93SA> Author: pngegg

4 – Write a sentence for each picture of the activity. (5 minutes)

Example: Elias is a bad football player.

5 – USING VISUAL TOOLS TO PREDICT CONTENT. What do you think that will have happened in the pictures below? (5 minutes)



Figure 57. Broken Leg. Source: <https://bit.ly/3klnHBU> Author: Royalty-Free



Figure 58. Tall and Short. Source: <https://bit.ly/3kicLFh> Author: Tim Olds

WHILE READING

6 – READING FOR MAIN IDEAS. Read the texts below (activity 7) and match the titles with the paragraphs. (5 minutes)

- | | |
|------------------------------------|-------------|
| 1. The effort of a small boy. | Paragraph 1 |
| 2. Weaknesses and strengths. | Paragraph 2 |
| 3. The changes of the time. | Paragraph 3 |
| 4. Martial arts and their dangers. | Paragraph 4 |

7 – READING FOR DETAIL. Read the texts and complete them with the correct word below. (5 minutes)

Mario could not play football. – Taekwondo – Basketball – Chess – Alex cannot run.

Hi, my name is _____, and I am 14 years old. Currently, I'm athletic, and I can practice different sports. But some years ago, I could not kick a ball. I was terrible at sports, and my friends made fun of me.



Figure 59. Athletic Boy. Source: <https://bit.ly/2UKjKOG> Author: Royalty-Free



Hello, I'm Maria, and I broke my leg practicing a martial art. I was practicing every day. If I recover quickly, I might continue with my training next week. I really love training _____.

He is Dario, and he is not tall as other boys in the school. The tall boys can jump high and make amazing dunks. Dario always makes his best effort when he plays with others, and I'm sure that he could become a very good _____ player.

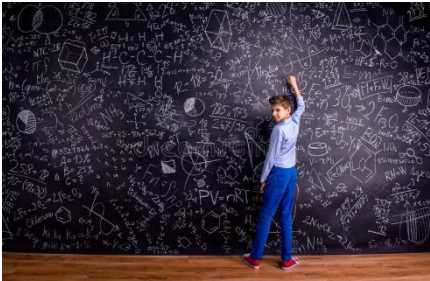


Figure 60. Smart Boy.
 Source: <https://bit.ly/3kf99E9>
 Author: Royalty-Free

_____ is a very good student. He is brilliant. But he cannot practice sports which demand a lot of physical effort because he has health problems. But he is a good _____ player, he won some prizes and competences, and he may be one of the best players in the country.

8 – Read the texts again. Write true (T) or false (F) next to the statements. (5 minutes)

- a- Tomas always could practice different sports. _____
- b- Maria hates practice taekwondo. _____
- c- Other boys can make amazing dunks. _____
- d- Dario is the best chess player. _____
- e- Tomas could not play football years ago. _____
- f- Taekwondo is not a martial art. _____
- g- Dario is the tallest boy in his school. _____
- h- Alex cannot practice sports. _____

9 – MAKING INFERENCES. Do you think that just tall people can be good basketball player? Why? Write down the reasons. (10 minutes)

POST READING

10 – DISCUSSION. Answer the questions. Then, in pairs complete the discussion template. (12 minutes)

4. What do you think that are the necessary abilities to practice any sport?

5. Do you practice any sport from the stories? Which one?

6. Would you like to try a new sport to take up?

Table 16.

Discussion Table 2

	Students A	Students B	Coincidences
Question 1			
Question 2			
Question 3			

Note: Elaborated by the author.

Conclusions: _____

11 – EXTENSION PROJECT ASSIGNMENT. In pairs, research information about famous and popular athletes or players from Ecuador. Add information about the abilities and achievements of the player or athlete.

B – VOCABULARY
(60 MINUTES)

LEAD-IN

1 – According to you. What are the top five of popular sports in the world? Then, compare your list with a partner. Is there any similarity? (5 minutes)

- 1 - _____
- 2 - _____
- 3 - _____
- 4 - _____
- 5 - _____

- 1 - _____
- 2 - _____
- 3 - _____
- 4 - _____
- 5 - _____

PRESENTATION

COLLOCATIONS

2 – Complete and match the sentences with the picture. (4 minutes)

- Marco ___ judo with their cousin. (do)
- I like to _____ soccer with my friends. (play)
- I like _____ all mornings. (running)
- I ___ karate all days. (do)



Figure 61. Soccer.
Source:
<https://bit.ly/3DlxctQ>
Author: Expat woman



Figure 62. Running.
Source:
<https://bit.ly/3kgUgBc>
Author: Jeffrey Johnson



Figure 63. Judo.
Source:
<https://bit.ly/3sFAaUU>
Author: Royalty-Free



Figure 64. Karate.
Source:
<https://bit.ly/3y9m0MX>
Author: Pngegg

3 – Read the sentences carefully. Then complete the rule. (6 minutes)

- a- All students do karate in their house.
- b- They play basketball every Sunday in the park.
- c- Derec goes swimming in the Olympic pool.
- d- People in my country play football at schools.

play – do – go

- a) We use _____ with martial art and sports or exercise you do alone.
- b) We use _____ with team games and sports with a ball.
- c) We use _____ with -ing nouns.

ADJECTIVES

4 – Underline the work that describes the nouns in the next sentences. (5 minutes)

- a) I cannot play because football is difficult for me.
- b) Karate is a good option to keep you safe in dangerous situations.
- c) You could do difficult exercises if you practice more.
- d) Football could be the most famous sport in the world.
- e) They are fast running in the field.

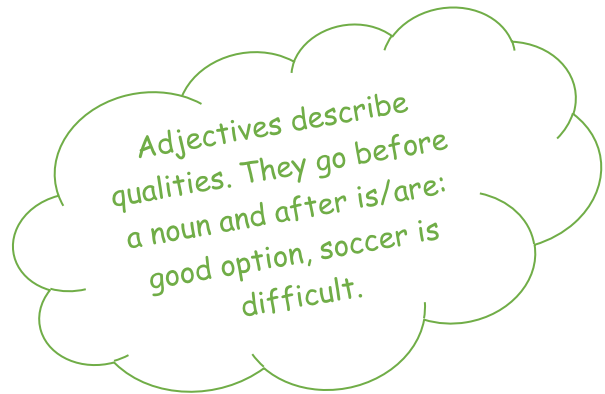
5 – On the table, write the underlined words in activity 4. Then, write the correct opposites. (10 minutes)

Easy – bad – safe – easy – unknown – slow

Table 17.

Adjectives Table

Easy	Difficult



Note: Elaborated by the author.

PRACTICE

6 – Put the sports below in the correct place. (10 minutes)

Karate – Baseball – Boxing – Cycling – Football – Judo – Skateboarding – Swimming – Taekwondo – Tennis – Basketball – Weightlifting – Volleyball – Table Tennis – Snowboarding – Skydiving.

Table 18.

Sports

DO	PLAY	ING

Note: Elaborated by the author.

7 – Write 5 positive things or qualities of your favorite sport. Then, you are going to write the opposites in front of. (5 minutes)

Sport: _____

Table 19.

Positive Negative Qualities

Positive	Opposites
Example: Interesting	Boring

Note: Elaborated by the author.

8 – Write 5 negative things or qualities of your disliked sport. Then, you are going to write the opposites in front of. (5 minutes)

Sport: _____

Table 20.

Opposites

Positive	Opposites
Example: unpopular	Famous

Note: Elaborated by the author.

USE

9 – From your list of the top five popular sports in the world, inactivity 1. Write why do you consider that sports popular? (10 minutes)

10 – EXTENSION PROJECT ASSIGNMENT. Make a comparison between your favorite and disliked sports. Add why is your favorite sport? Why is your disliked sport? Also, add similarities and differences between them.

**C – GRAMMAR FOR WRITING
(60 MINUTES)**

LEAD-IN

1- What CAN and CANNOT you do in each sport? (5 minutes)

Table 21.
Can, Cannot

Sport	I can	I cannot
Example	I can swim in a pool.	I cannot run.
Swimming	I can stay in the water.	I can't kick a ball.
Football		
Basketball		

Karate

Note: Elaborated by the author. Source: Cambridge English Empower A2

PRESENTATION

MODALS OF ABILITY

2 – Write the option that is true for you. Next, complete the table below with can or could. (5 minutes)

- a) I can/cannot play football very well.
- b) I think that tall people can/cannot play basketball very well.
- c) When I was a child, I could/couldn't run very fast.
- d) My mom is old; she cannot/can play tennis every day.
- e) I could/could not do judo because I was/was not strong.
- f) My mom can/cannot cook a delicious food.

Table 22.
Can, Could

Can and could are modals of ability.
_____ is using to talk about ability in the present.
_____ is using to talk about ability in the past.
One example of each one:

Note: Elaborated by the author. Source: liveworksheets

MODALS OF POSSIBILITY

3 – Write the option that is true for you. Next, complete the table below with present or future. (5 minutes)

- My friend and I could/could not play basketball tomorrow.
- I may/may not play football with you.
- Karate could not/could be difficult for me.
- I might/might not run fast with practice.
- I may not/may practice sports if I have more free time.

Table 23.

May, Might, Could

May, might, and could are modals of possibility

They are using to talk about _____ or _____ possibility.

One example of each one:

Note: Elaborated by the author. Source: liveworksheets

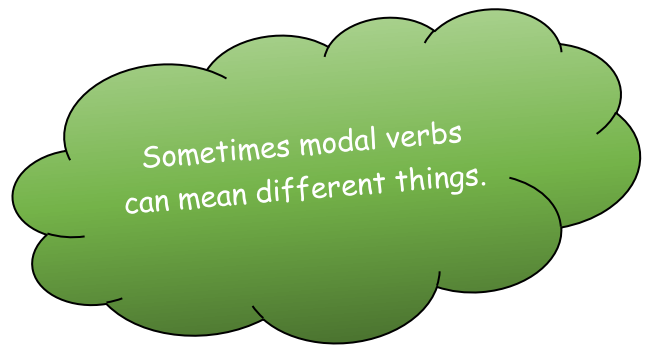
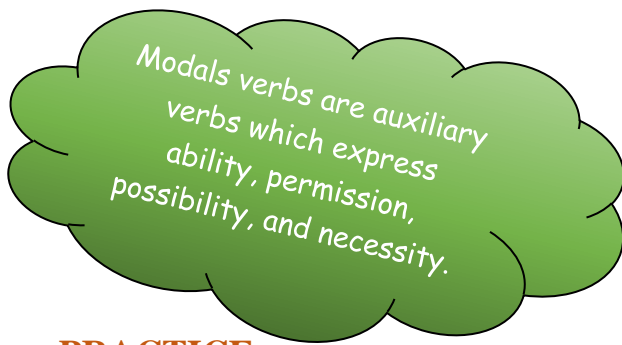
4 – Check the table below and add more examples. (5 minutes)

Table 24.

Modals of Ability and Possibility

Modals of Ability and Possibility			
Modals	Positive	Negative	Questions
<p>Modals Ability</p> <p>Show that someone has or not the _____ to do something.</p>	<p>Adrian can swim very well.</p> <p>Subject + Modal auxiliary + main verb + complement.</p>	<p>Mario couldn't pay their cellphone.</p> <p>Subject + Modal auxiliary + not + main verb + complement.</p>	<p>Can they play soccer?</p> <p>Modal auxiliary + subject + main verb + complement?</p>
<p>Modals Possibility</p> <p>Show _____ in the future.</p>	<p>If you work, you may have money.</p>	<p>Marco don't study, he may not pass the exam.</p>	<p>In your opinion, What might cell phones be able to do in the future?</p>
<p>More examples</p>			

Note: Elaborated by the author.



PRACTICE

5 - Put the words in order to make a sentence. (5 minutes)

- a) I/chess/cannot play/because/ the rules./I don't know

- b) were/you/When you/young./could/all/practice/sports.

- c) friends./Dany/do/their/can/judo/with

- d) He/he can/goes/because/swimming every day/pay for that.

- e) I couldn't/ any sport/practice/ I was sick./ because

6 – Put the words in order to make a sentence. (5 minutes)

- a) You/ the future./might/ be/ in/ the player

- b) karate here./You/could/ never/ do

- c) Marta/ junk food./ may/ fast/ run/ if she/eating/ stops

- d) I/ do more/ could/less homework./ exercise with

- e) could /They not/ next game./ win/ the

USE

7 – Read the texts of “A – Reading” activity 7 and write down the sentences of ability and possibility. (10 minutes)

Table 25. Ability And Possibility

Ability	Possibility
---------	-------------

Note: Elaborated by the author.

8 – Write three sentences about your abilities and two sentences about your possibilities in your favorite sport. (10 minutes)

Abilities

Possibilities

9 – EXTENSION PROJECT ASSIGNMENT. In pairs make a collage of your favorite sport. Here you will include things that you can and cannot do in the sport. In this activity, you can use colors, pictures, markers, stickers, etc. BE CREATIVE

D – WRITING SKILLS (60 MINUTES)

LEAD-IN

1 – Two truths and a lie. The teacher will write three sentences about the paragraph “The effort of a small boy” of “A – Reading” activity 7. Two sentences will be true and one false. In pairs, students will discuss which sentence is false. Then, they will write their reasons for what is false. (5 minutes)

- d) Alex is smart and good in the school.
 - e) Alex is excellent practicing all sports.
 - f) He won some difficult competences and prizes.
-
-
-

PREWRITING

2 – ACADEMIC WRITING SKILLS. Read the stories below and underline the next parts of the stories: Title, Introduction, Body, and Concluding Sentence. You can use different colors to underline each part of the story. (10 minutes)

The Changes of the Time

Hi, my name is Mario, and I am 14 years old. Currently, I'm athletic, and I can practice different sports. But some years ago, I could not kick a ball. I was terrible at sports, and my friends made fun of me.



Martial Arts and Their Dangers

Hello, I'm Maria, and I broke my leg practicing a martial art. I was practicing every day. If I recover quickly, I might continue with my training next week. I really love training taekwondo.

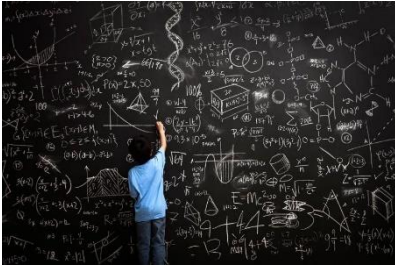
The Effort of a Small Boy

He is Dario, and he is not tall as other boys in the school. The tall boys can jump high and make amazing dunks. Dario always makes his best effort when he plays with others, and I'm sure that he could become a very good basketball player.



Weaknesses and Strengths

Alex is a very good student. He is brilliant. But he cannot practice sports which demands a lot of physical effort because he has health problems. But he is a good chess player, he won some prizes and competences. He may be one of the best players in the country.



3 – In pairs look for definitions of the words below. Then, compare your definitions with another pair. (10 minutes)

Table 26.

Parts of Short Story

PARTS OF TEXT	DEFINITION
Body	2 – Introduction or presentation of someone or something.
Concluding sentence	1 – Formal name of the story, it is related with the contend of the story and gives to readers and idea about the story.
Title	3 – It includes stages of the story, motivation, problems, or conflicts among characters.
Introduction	4 – Conclusion, ending, or final part of and story. Some people add a moral in this part.

Note: Elaborated by the author. Source: Dictionary.com

OUTLINE

4 – 3 – 2 – 1 Activity. You will write 3 sports that you practice in your whole life, 2 achievements in the sports that you practice, and 1 interesting, funny or amazing experience that happened you practice any sport. (10 minutes)

3 – Sports

2 – Achievements

1 – Interesting Experience

DRAFTING

5 – In a paragraph of 30 words write your story about what happened you practicing any sport. You will include the title, introduction, body, and concluding sentence. You can use the information of the previous activity, and take as an example the stories of activity 2. Remember to use modals (ability and possibility) and adjectives in your paragraph. (10 minutes)

REVIEWING

6 – Exchange your paragraph with a partner. Then, use the checklist below to check the paragraph of your partner. (5 minutes)

Table 27.

Paragraph Checklist

PARAGRAPH CHECKLIST	X
The paragraph has a relation with the topic “sports”.	
Modals of ability and possibility are used in the paragraph.	
The paragraph has all elements required (title, introduction, body, and concluding s.)	
There are more than 3 adjectives in the paragraph.	
The paragraph correctly uses punctuation marks.	
There are 30 words or more in the paragraph.	

Note: Elaborated by the author.

EDITING

7 – Based on the results of the checklist of your paragraph correct it. (10 minutes)

8 – EXTENSION PROJECT ASSIGNMENT. Make a draw about what you wrote in activity 7, the next class you will share your draw and explained it to classmates. For your draw, you can use what you want colors, stickers, etc. Be creative.

**E – WRITING TASK “PUTTING ALL TOGETHER”
(60 MINUTES)**

1 – Find the missing words in the soup of letters and complete the sentences. When you finish you will see a mysterious word related to football. (10 minutes)

We use DO with ____ ____ and sports or exercise you do alone.

We use PLAY with _____ and sports with a ball.

We use _____ with -ing nouns.

Adjectives describe _____. They go before a noun and after is/are: good option, soccer is difficult

Can and could are modals of ability.

_____ is using to talk about ability in the present.

_____ is using to talk about ability in the past.

May, might, and could are modals of possibility.

They are using to talk about _____ or _____ possibility.

Mysterious word: _____

Table 28.

Letter Soup 2

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

Note: Elaborated by the author.

PREWRITING

In pairs or single do the next activities.

2 – Choose a sport and write what do you know about that sport. (5 minutes)

Sport: _____

What do you know about:

OUTLINE

3 – Research for more information about the sport and check if the information that you know is correct. (10 minutes)

DRAFTING

4 – With the information of 2 and 3 activities, write a paragraph of 50 words, telling a short story of the sport. You can include rules, famous players, records, controversial events, etc., related to the sport. Do not forget to use modals (ability and possibility), adjectives, and elements of a story. (10 minutes)

REVIEWING

5 – Exchange your draft with another group. Then, your group will use the checklist below to check the draft of the sport description. (10 minutes)

Table 29.
Story Checklist

STORY CHECKLIST	X
The story has relevant information about the sport.	
The paragraph has all elements required (title, introduction, body, and concluding s.)	
Modals of ability and possibility are used in the paragraph.	
The story correctly uses capital letters.	
The story correctly uses punctuation marks.	
The vocabulary avoids repetition.	
The story uses different adjectives	
The story does not have spelling mistakes.	

Note: Elaborated by the author.

EDITING

6 – Based on the results of your checklist edit and correct it. Then, write your final story. Finally, make a draw related to your story. You can use pictures, colors, and all kinds of resources in your story and draw. (15 minutes)

Unit 3

Hobbies



At the end of the unit, students will be able to:

- Use feelings related vocabulary
- Use present perfect tense.
- Write invitation emails.

Can you write five regular and irregular verbs.

Regular: _____

Irregular: _____

Which is your hobby? Watching movies - Video Games - Draw - Practice Sport - Reading - Other: _____

How long have you be in to? I've been in to for:

6 months - 9 months - 1 year - 18 moths - 2 years



← A – READING (60 MINUTES)

LEAD-IN

1 – Hangman. The teacher will use the past participle form of irregular and regular verbs. Students must guess the word before to teacher complete the “Hangman” (5 minutes)

Past Participle verbs: thought, known, been, studied, written.



Figure 65. Hangman.
Source: <https://bit.ly/3sHn0ab>
Author: Ethan Jarrell

PREPARING TO READ

2 – UNDERSTANDING KEY VOCABULARY. Complete the box with the words below. (5 minutes)

Bought, Draw, knew, thought, Read, Ridden, Drink, Driven, Went, Get.

Table 30.

Verbs

Infinitive	Simple Past	Past Participle
Be	Was/were	Been
	Drank	Drunk
Drive	Drove	
Buy		Bought
Ride	Rode	
	Drew	Drawn
Think		Thought
Go		Gone
Read	Read	
	Got	Got
Know		Known

Note: Elaborated by the author.

3 – Match the words with the pictures. (4 minutes)

Football – Video – Listen – Movies – Reading – Pictures – Dancing – Sleeping



Figure 68. Music.
Source: <https://bit.ly/3jgA6rT>
Author: Nicepng

_____ to music



Figure 66. Draw.
Source: <https://bit.ly/3mrQRIU>
Author: cawoodard

Draw _____



Figure 67. Play V.G.
Source: <https://bit.ly/3mrEciA>
Author: Pnegg

Play _____ video



Figure 69. Dancen.
Source: <https://bit.ly/3slu5qF>
Author: Nicepng



Figure 72. Watching M.
Source:
<https://bit.ly/3gp9rae>
Author: Pngegg



Figure 71. R.B.
Source: <https://bit.ly/3moips3>
Author: Irene Benítez



Play _____



Figure 70. Boy S.
Source:
<https://bit.ly/3kf9XZ>
K Author: Mily Lleivi

Watching _____

4 – Answer the question below. Then, share your answers with a partner. (6 minutes)

Have you ever participated in sports competition? _____

How was the experience? Was it a good experience? _____

Has anyone ever invited you to take up sport? _____

How did you feel when you do it? _____

How often do you practice it? _____

5 – USING VISUALS TOOLS TO PREDICT CONTENT. Write a short story using the pictures below. (6 minutes)



Figure 73. Email.
Source: <https://bit.ly/3kizBfZ>
Author: RRZE



Figure 74. Picnic.
Source: <https://bit.ly/3jcNYDs>
Author: Pngtree

WHILE READING

6 – READING FOR MAIN IDEAS. Read the email and choose the subject of the email. Underline the subject and write in the email? (6 minutes)

Invitation to train – Apology Email – Invitation to dance – Famous Sport – Invitation to visit home.

7 – READING FOR DETAIL. Read the email and complete the underlined sentences. (7 minutes)

Studied - happy – two years – thought – known

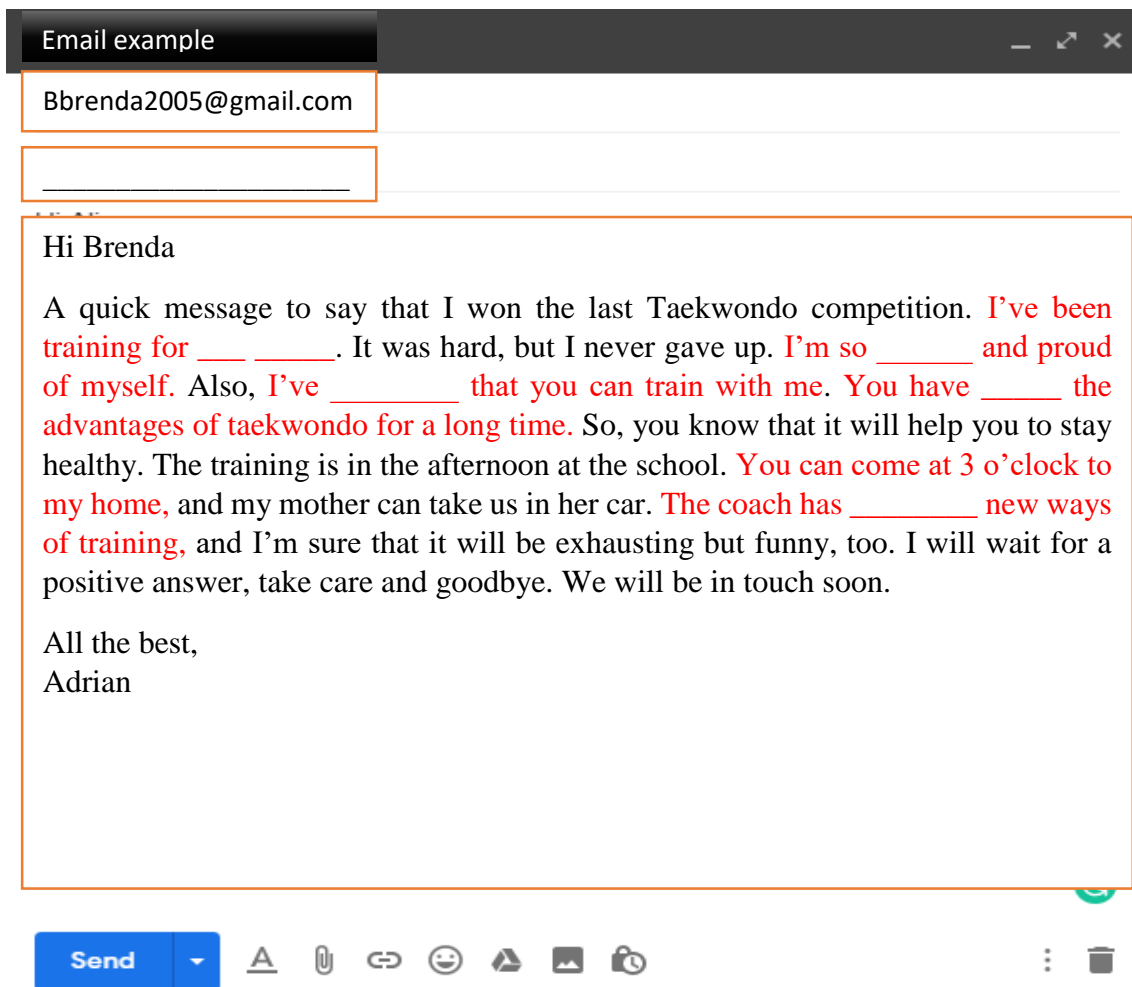


Figure 75. Email Example.
 Source: <https://bit.ly/389vMnE>
 Author: teachinghow

8 – Read the email again. Write true (T) or false (F) next to the statements. (7 minutes)

- i- The email is an invitation to watch a movie. _____
- j- Adrian has been training for two years. _____
- k- Adrian said that he lost a competition. _____
- l- Won the competition was easy. _____
- m- The coach is not preparing to teach. _____
- n- The email mention that taekwondo has health advantages. _____
- o- Adrian thinks that taekwondo is good for health. _____

9 – MAKING INFERENCES. Answer the questions. Is the writer a professional athlete? Why yes or not? Do you think Brenda will accept the invitation? (5 minutes)

POST READING

10 – DISCUSSION. Answer the questions. Then, in pairs complete the discussion template. (10 minutes)

7. What do you think that are the taekwondo advantages?

8. Would you like to try a new hobby to take up?

9. Do you think that being professional athlete is a good option in your country?

Table 31.

Discussion Table 3

	Students A	Students B	Coincidences
Question 1			
Question 2			
Question 3			

Note: Elaborated by the author.

Conclusions: _____

11 – EXTENSION PROJECT ASSIGNMENT. Research information about your hobby advantages and disadvantages. Add positive personal experiences and achievements in your hobby.

B – VOCABULARY (60 MINUTES)

LEAD-IN

1 – Work with a partner. Share the information found in “Extension Project Assignment” with a friend and try to convince him to practice your hobby. Down take notes about the information that your partner share with you. (6 minutes)

PRESENTATION

FEELINGS

2 – Complete the words below just with vowels (a, e, i, o, u). (5 minutes)

Thrilled

Sc_r_d

Pr_ud

Dis_pp__nted

Exh__st_d

_mb_rress_d

C_nf_sed

_nc_mfort_ble

3 – Look at the pictures and complete the sentences. (5 minutes)



Figure 76. Confused.
Source: <https://bit.ly/3j8qjE3>
Author: Nora Mcconchie

a - She's been **confused** for a long time.



Figure 77. S. Boy.
Source: <https://bit.ly/3zdUU9>
Author: Pinclipart

b - I've never felt so _____ before. It was horrible.



Figure 78. Thrilled Man.
Source: <https://bit.ly/3sEuVVq>
Author: Pinclipart

c - I was _____ when I won the prize.



Figure 79. Man D.
Source: <https://bit.ly/3jbM4mp>
Author: Pngtree

d - He was _____ when he lost his job.



Figure 80. Woman.
Source: <https://bit.ly/386NisH>
Author: Cleanpng

e - She has been running for two hours, she looks really _____.

f - My parents and I was _____ because I finished the high school with the best grades.



Figure 81. Girl E.
Source : <https://bit.ly/3yi3EJW>
Author: Pngtree

g - I entered to the wrong classroom, I was so _____.



Figure 82. U. Girl.
Source:
<https://bit.ly/3B7sG04>
Author: Kurumi

h - Laura met with her ex-boyfriend she looked so _____.



Figure 84. Happy Boy.
Source:
<https://bit.ly/3mv6x7I>
Author: toppng.com

i – Rodrigo has been so _____ since he got a lot of candies.



Figure 85. Soccer Player.
Source: <https://bit.ly/3kbUwkU>
Author: Royalty-Free

j – He is _____ because they lost the game.



Figure 83. Family.
Source:
<https://bit.ly/3gr88HW>
Author: Bandara John

PAST PARTICIPLE REGULAR VERBS

4 – Complete the box below. Then, complete the sentence below. (5 minutes)

Table 32.
Common Verbs

Infinitive	Simple Past	Past Participle
Love	Loved	Loved
	Studied	Studied
Look		Looked
Play	Played	
Clean		
Dance		
	Cooked	
Talk		
		Washed
	Opened	
Like		

For regular verbs, the past participle is _____ as the past form.

Note: Elaborated by the author.

PAST PARTICIPLE IRREGULAR VERBS

5 – Complete the box below. Then, complete the sentence below. You can use the next link to help you. <http://www.saberingles.com.ar/lists/irregular-verbs.html> (5 minutes)

Table 33.
Irregular Verbs

Infinitive	Simple Past	Past Participle
Think	Thought	Thought
Be		Been
Buy	Bought	
	Drew	Drawn
Go		
		Drunk
Eat		
	Drove	
		Known
Read		
	Wrote	

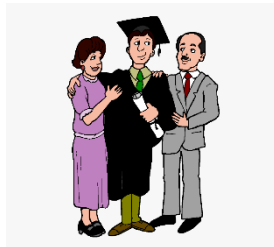
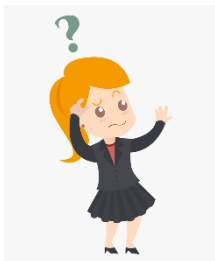
For irregular verbs, the past participle is _____ as the past form. You have to ____ by heart the different forms.

Note: Elaborated by the author.

PRACTICE

6 – Match the words with the correct picture. (4 minutes)

Thrilled – Scared – Proud – Disappointed – Exhausted – Embarrassed – Confused – Uncomfortable.





7 – Take five minutes to check and study the list of irregular verbs. Focus on the past participle form of the verbs. (5 minutes)

Link: <http://www.saberingles.com.ar/lists/irregular-verbs.html>

8 – Complete the sentences with the correct form of the verb. For this activity, students cannot use the link of the irregular verbs. (10 minutes)

1. I have **lost** (lose) my wallet.
2. We have _____ (see) this movie already.
3. He has _____ (broke) his leg in the training.
4. There has _____ (be) playing all the time.
5. We haven't _____ (see) any video today.
6. They have _____ (be) to the mall the last week.
7. She has _____ (watch) that movie four times this week.
8. Where have I _____ (leave) my guitar?
9. Have you _____ (visit) your grand mom?
10. Has she _____ (meet) with her boyfriend?
11. The children have _____ (make) a mess.
12. He has _____ (start) a new job.
13. She has _____ (finish) her homework.

USE

9 – Write 10 sentences about activities that you like and do not like to do. You can include hobbies, work, class activities, home activities, etc. (15 minutes)

- 1- _____
- 2- _____
- 3- _____
- 4- _____
- 5- _____
- 6- _____

- 7- _____
- 8- _____
- 9- _____
- 10- _____

10 – EXTENSION PROJECT ASSIGNMENT. Based on the sentences of activity 9, you will write 10 sentences about how do you feel when you do each activity.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

**C – GRAMMAR FOR WRITING
(60 MINUTES)**

LEAD-IN

1 - I'm in the world, find me! In pairs, students will write a planned trip around the world. Then, each pair will share their planned trip, and the other group must find them. The other team asks “Have you been to ...?” and is answered with “Yes, we have”, “No, not yet” or “No, we aren’t planning to go there” until they guess exactly where they are now. (5 minutes)



Figure 86. World Map. Source: <https://bit.ly/3B0EVLC> Author: Geology.com

PRESENTATION

PRESENT PERFECT

2 – Analyze the sentences below. Then, complete the statements below. (5 minutes)

1. We haven't seen any video today.
2. They have been to the mall the last week.
3. She has watched that movie four times this week.
4. Where have I left my guitar?

Table 34.
Grammar Rules

The – have – past – past – participle – today – this week – last week

Sentences and question talk about things that happened in _____.

All sentences and question use the verb _____ + _____ of the main verb.

Sentences use time period which starts in the past and continues now, for example: _____, _____, and _____. Add more examples of the it: _____.

Note: Elaborated by the author. Source: Cambridge English Empower A2

3 – Underline the correct form of the verb. (5 minutes)

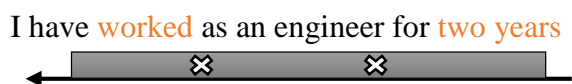
- a) I have see/ saw/ seen that movie.
- b) They haven't gone/ went/ go/ goes to the shopping center.
- c) My brother has slept/ sleep/ slept for 8 hours.
- d) Where have I left/ leave/ lefted my wallet?
- e) She has not gone/ went/ go/ goes to the library.
- f) They have was/ been/ were/ be training since the afternoon.
- g) We have buy/ buyed/ bought a lot of video games.
- h) Have you ever see/ seen/ saw a lion?

4 – Analyze the sentences of activity three and complete the table below. (5 minutes)

Table 35.
Present Perfect

PRESENT PERFECT			
I / You / We / They = have. We have or _____		He / She / It = has. She has or _____.	
Positive	Negative	Yes/No Questions	Wh- Questions
Subject + _____ + _____ + complement.	Subject + _____ or _____ + complement.	_____ + Subject + _____ + complement + ?	Wh- + _____ + Subject + _____ + complement + ?
I have worked as an engineer for two years. My brother has driven a car before.	She hasn't seen Mary recently. We haven't gone to the library.	Have you seen the movie before? Have you ever been to Galapagos? Tip: P. P. often use been instead of gone.	Who have you spoken with? Where have I left my wallet?

Note: Elaborated by the author. Source: Cambridge English Empower A2



Start work

Two years

Now (present)

We often use the present perfect to talk about experiences or actions in a time frame.

Be careful with the contraction form of He/She/It= He's/She's/It's
It can mean He is or He has

PRACTICE

5 – Put the words in order to make sentences. (10 minutes)

- a) /have not scored/ this season. / Football teams/ a lot of goals

- b) clients today. / visited four / I've

- c) not / They've / basketball. / played

- d) Doctors / for many / have not / found a / cure / diseases.

- e) miles. / Alexis / three / has run

- f) I have / the report. / already written

- g) the lake. / never / I have / seen

- h) two months. /They have not/ for/ earned money

6 - Put the words in order to make questions. (5 minutes)

- a) Has the / yet? / arrived / post

- b) reading the / Have / newspaper yet? / you finished

- c) Has / decorating yet? / your / finished /

- d) Who / spoken with? / have you

- e) How / this city? / long / have you / lived in

USE

7 – Can you write 10 sentences about positive experiences related with your hobby. You must use the present perfect tense. (10 minutes)

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

7. _____
8. _____
9. _____
10. _____

8 – Under each feeling, write two moments which you feel like that. (15 minutes)

Table 36.

Feelings

Scared	Thrilled	Disappointed	Exhausted	Uncomfortable	Proud	Confused	Embarrassed

Note: Elaborated by the author.

9 – EXTENSION PROJECT ASSIGNMENT. Choose 8 moments of activity eight. For each moment, you will write a sentence using past perfect tense. Also add a draw for each sentence.

**D – WRITING SKILLS
(60 MINUTES)**

LEAD-IN

1 – Two truths and a lie. Analyze the sentences below and underline the incorrect sentence. Finally, you will write the reason why the sentence is incorrect and you will correct the sentence. (5 minutes)

Sandra and Alfa have known each other since they were at primary school.
I have have five quizzes and six tests so far this holiday.
They have earned a lot of money with their job.

PREWRITING

2 – ACADEMIC WRITING SKILLS. Read again the invitation email and mark the next parts: Greeting, Reason for writing, Invitation, and Sign-off. You can use different colors to mark each part. (10 minutes)

Email example

Bbrenda2005@gmail.com

Invitation to train.

Hi Brenda

A quick message to say that I won the last Taekwondo competition. I've been training for two years. It was hard, but I never gave up. I'm so happy and proud of myself. Also, I've thought that you can train with me. You have known the advantages of taekwondo for a long time. So, you know that it will help you to stay healthy. The training is in the afternoon at the school. You can come at 3 o'clock to my home, and my mother can take us in her car. The coach has studied new ways of training, and I'm sure that it will be exhausting but funny, too. I will wait for a positive answer, take care and goodbye. We will be in touch soon.

All the best,
Adrian



Send



3 – Match the definitions with the parts of the email. Then, compare your answers with a partner. (10 minutes)

Table 37.
Parts of Email

PARTS OF EMAIL	DEFINITION
Invitation	4 – Email closing with a friendly note and indication to keep in touch. Some people include the signature too. (when you say goodbye)
Reason for writing	1 – At the beginning of an email, greet a person by name. (when you say hello at the beginning)
Sing off	2 – Motivations or reasons to send the email. You can start with an introduction about what you want.
Greeting	3 – Formal invitation to do something. It includes details as hour, date, place, activity, transport, etc.

Note: Elaborated by the author. Source: Cambridge English Empower B1

OUTLINE

4 – Check the email again and write down which is the Adrian’s hobby, the present perfect sentences, and the feelings that you can find there. (10 minutes)

Adrian’s hobby: _____

Feelings: _____

Present perfect sentences: _____

DRAFTING

5 – Write your hobby, the feelings that you have when you practice it. Also, at least three moments or experience that you have had practicing it. (10 minutes)

Hobby: _____

Feelings: _____

Why do you feel like that? _____

Experiences: _____

REVIEWING

6 – Exchange your information with a partner. Then, use the checklist below to check the information of your partner. (5 minutes)

Table 38.

Checklist

CHECKLIST	X
The information is complete (hobby, feelings, questions, moments).	
The experiences sentences use present perfect.	
Verbs are used in their correct form.	
The information is clear and avoids repetition.	
The punctuation marks are used correctly.	
There are 3 experiences.	

Note: Elaborated by the author.

EDITING

7 – Based on the results of the checklist correct your information and add more information. (10 minutes)

8 – EXTENSION PROJECT ASSIGNMENT. Practice your hobby, next, update and add more information in activity seven.

E – WRITING TASK “PUTTING ALL TOGETHER” (60 MINUTES)

PREWRITING

1 – Great accomplishments and ambitions. Write three things that you accomplished in your life, for example: “I have won a speech contest,” “I have traveled to the USA”. Write three things that you have not done yet but you are planning to do, for example: “I haven’t learned to play guitar yet, but I will learn the next year”. Then, share your statements with a partner. (5 minutes)

Accomplishments

1. _____
2. _____
3. _____

Ambitions

1. _____
2. _____
3. _____

OUTLINE

2 – Write your hobby, feelings that you have when you practice it. The name of a person that you want to invite to do your hobby, positive things or advantages that you can use to persuade, and the most amazing experience that you have practicing it. (15 minutes)

Hobby: _____

Feelings: _____

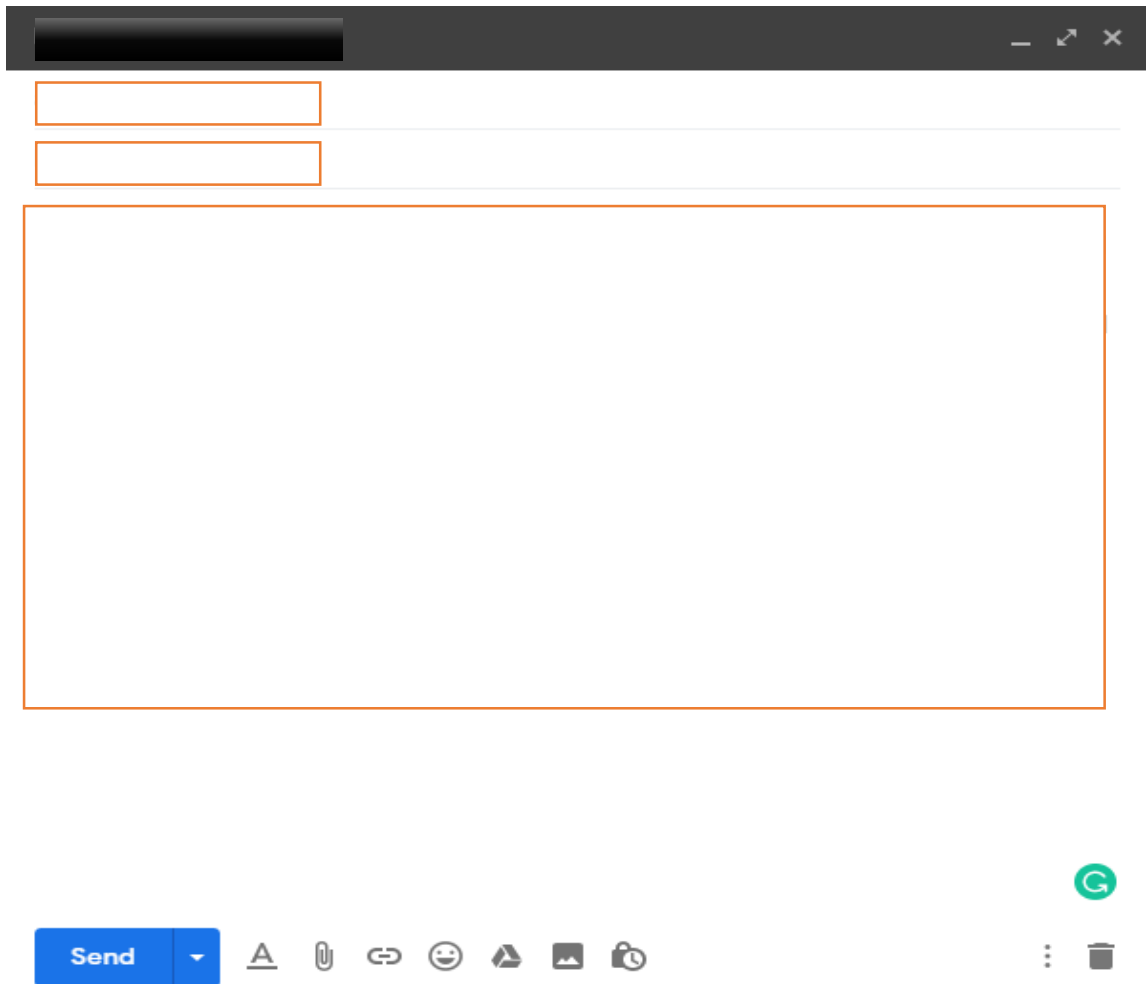
Name of the person: _____

Advantages: _____

The most amazing experience: _____

DRAFTING

3 – Check the example of the invitation email and their parts. Then, write an email to a partner inviting him/her to practice your hobby. You can use the information of previous activities. (20 minutes)



REVIEWING

4 – Use the checklist below to check your email. (5 minutes)

Table 39.
Email Checklist

CHECKLIST	X
The email has Greeting, Reason for writing, Invitation, and Sing-off.	
The information is complete (personal experience, advantages to persuade).	
The experiences sentences use present perfect correctly.	
All verbs are used in their correct form.	

The information is clear and avoids repetition.

The punctuation marks are used correctly.

There aren't spelling mistakes.

Capital letters are used correctly.

Note: Elaborated by the author.

EDITING

5 – Based on the results of your checklist edit and correct your email. Then, send your email to your partner. To persuade him/her you can add pictures and more information. For this activity, you can send the email through your email account if you want. (15 minutes)

The image shows a screenshot of an email composition interface. At the top, there is a dark header bar containing a blurred recipient address field and standard window control buttons (minimize, maximize, close). Below the header, there are two empty text input fields. A large, empty rectangular area with an orange border is provided for adding images or other content. At the bottom of the interface, there is a blue 'Send' button with a dropdown arrow, followed by a series of icons for text formatting (underline), attachments, links, emojis, images, and video. On the right side, there is a green circular icon with a white 'G' and a trash can icon.

6 – Answer the email that you received from your partner. Tell him/her if you accept or not the invitation.

Food

Unit 4

At the end of the unit, students will be able to:

Develop food vocabulary

Use future tense.

Use connectors of sequence.

Reinforce countable and uncountable nouns.

Write a short recipe.

Can you write in English the name of the dishes that you eat from the picture? _____

Can you cook your favorite food? _____

Do you know all the necessary ingredients to cook your favorite dish? Which ones? _____

**A – READING
(60 MINUTES)**

LEAD-IN

1 – Preparing food. Look at the pictures and think of all dishes that you can cook with those. Then, draw the dishes and write the name of the dishes. (8 minutes)



Figure 90. Tomatoes.
Source: <https://bit.ly/2WhnRCj>
Author: Vegetamo



Figure 88. Sausage.
Source: <https://bit.ly/3ycCJ27>
Author: Lydia Simmons



Figure 89. Potatoes.
Source: <https://bit.ly/2UMFj16>
Author: Vegetamo



Figure 87. Pasta.
Source: <https://bit.ly/3mogSSY>
Author: Pnegg



Figure 94. Chicken.
Source: <https://bit.ly/38b7fPf>
Author: Pngwing



Figure 93. Eggs.
Source: <https://bit.ly/3D9Oym>
Author: Vaidhehi



Figure 92. Meat.
Source: <https://bit.ly/3zgoJFU>
Author: Pnegg



Figure 91. Lemon.
Source: <https://bit.ly/38efIRv>
Author: Rafaelle



Figure 97. Rice.
Source: <https://bit.ly/3D9Syu3>
Author: Pngtree



Figure 96. Cheese.
Source: <https://bit.ly/3j8Q4nJ>
Author: Ella Shnyr



Figure 95. Onion.
Source: <https://bit.ly/3B6MIYt>
Author: Pngwing

PREPARING TO READ

2 – UNDERSTANDING KEY VOCABULARY. Complete the box with the words below. (5 minutes)

Bread – grapes – cheese – potatoes – onion – lemons – pasta – fruit – meat – rice – beans – pears – carrots – lamb.

Table 40. *Countable, Uncountable*

Countable	Uncountable
Onion	Bread

Note: Elaborated by the author.

3 – Match the words with the pictures. (5 minutes)

Lettuce, Onion, Cheese, Bun, Tomato, Sausage, Meat, Lemon, Chicken, Pasta, Egg, Rice.







4 – Look at the pictures of activities 1 and 3, next choose five ingredients and write sentences with that. (5 minutes)

Example: I am going to have sausages for dinner.

5 – USING VISUAL TOOLS TO PREDICT CONTENT. Look at the pictures and write what do you think it represents? (7 minutes)



Figure 98.
Book Recipe.
Source:
<https://bit.ly/3kkCZqQ>
Author:
Clipartmax

Figure 99. Recipe.
Source: <https://bit.ly/2ULar0W>
Author: ndwy

WHILE READING

6 – READING FOR MAIN IDEAS. Read the recipe and choose the best title of the recipe. Underline the title and write in the recipe. (5 minutes)

MacDonald burger – Double Meat Burgers Bryan’s Style – Chicken burger – Fish burger – The big burger

7 – READING FOR DETAIL. Read the recipe and underline all ingredients and equipment that you can find in your kitchen. (5 minutes)



Figure 100. Burger.
Source:
<https://bit.ly/3klerxM>
Author: The food Hacker

Serves: Two Servings (two burgers)

Ingredients:

2 Buns (Burger’s bread).	2 lbs. Ground beef.
1 Small lettuce.	1 Onion.
1 Tomato.	4 Cheddar cheese slices.
Sauces or dressings.	Salt, Pepper, Oil.

Directions:

1 – First, you will put salt and pepper in the ground beef and divide it into four portions. Also, you are going to fry each portion in a pan with oil.

2 – Next, you will wash and chop the lettuce, tomato, and onion.

3 – Then, you will have ready the four cheddar cheese slices. Optional: In the same pan you used to fry the ground beef, you will put the chopped onion to give more flavor to the onion.

4 – After all of that, you are going to chop buns and put your ingredients in order. As a reference, you can watch the picture or put the ingredients in the order you prefer (do not put the tomato and the cooked ground beef together).

5 – Finally, you will add all sauces and dressings that you want.

Equipment:

Kitchen or Stove.	Frying pan.
Knife.	Cutting board.

8 – Read the text and put in order the steps below. (5 minutes)

- ___ After all of that, you are going to chop buns...
- ___ Finally, you will add all sauces and dressings...
- ___ Then, you will have ready the four cheddar cheese...
- ___ First, you will put salt and pepper...
- ___ Next, you will wash and chop...

9 – MAKING INFERENCES. Answer the questions. Is the recipe from a famous fast food restaurant? Why yes or not? Is the burger a healthy food? (5 minutes)

POST READING

10 – DISCUSSION. Answer the questions. Then, in pairs complete the discussion template. (10 minutes)

1 - Would you like to cook the Double Meat Burgers Bryan’s Style?

2 - Would you add other ingredients to the burger? Which one?

3 - Do you like to cook? Why yes or not?

Table 41.
Discussion Table 4

	Students A	Students B	Coincidences
Question 1			
Question 2			
Question 3			

Note: Elaborated by the author.

Conclusion: _____

11 – EXTENSION PROJECT ASSIGNMENT. Write down your favorite food and disliked food, and research all ingredients that you need to cook both dishes.

Favorite food: _____

Ingredients:

Disliked food: _____

Ingredients:

B – VOCABULARY (60 MINUTES)

LEAD-IN

1 – Work with a partner. Share the information found in “Extension Project Assignment” with a friend. Down take notes about the information that your partner share with you. (8 minutes)

PRESENTATION

COUNTABLE AND UNCOUNTABLE NOUNS

2 – Read the sentences and write “C” if the sentences use a countable noun or “U” if the sentences use an uncountable noun. (5 minutes)

- a) I will use some lemons at dinner. _____
- b) They are going to eat meat at a restaurant. _____
- c) Sara hates to eat pasta. _____
- d) Marco and Dario always have bread and cheese in the breakfast. _____
- e) You should add an onion to the food. _____
- f) I will buy a burger. _____
- g) We do not have any fruit in the house. _____
- h) Do you want some rice in your food? _____
- i) He has a lot of grapes. _____
- j) They don’t like potatoes with their food. _____

3 – Analyze the sentences of the previous activity and complete the tables below. (15 minutes)

Egg – Butter – Potatoes – Rice – Tomato – Can count – Plural – Cannot count – Singular – Money – Carrot – Bread – Cookies – Music.

Table 42.

Countable, Uncountable

Countable	Uncountable
Countable nouns are things that you _____. They can be singular or _____.	Uncountable nouns are things that you _____. They can only be _____.
Examples: lemon, onion, grapes, oranges, _____, _____, _____, _____.	Examples: Pasta, water, cheese, fish, fruit, _____, _____, _____, _____.

Note: Elaborated by the author. Source: Cambridge English Empower A2

positive – Uncountable – can’t – plural – questions

Table 43.
A/An/Any/Some

The use of A/An, Some/Any	
Countable	Uncountable
<p>We use A/An just with singular nouns. We cannot use them with plurals or _____ nouns. Before a consonant sound we use A. Before a vowel sound (a, e, i, o, u) we use An.</p>	<p>We ____ use A/An with uncountable nouns. We use Some/Any with _____ and uncountable. Some/Any do not mention the exact amount of things. Some is used just in _____ sentences. Any is used for negative sentences and _____.</p>
<p>Examples: a lemon, an onion, a grape, an oranges.</p>	<p>Examples: I don't like any pasta. I have some potatoes. Do you want any cheese?</p>
<p>Write 5 more examples:</p>	<p>Write 5 more examples:</p>

Note: Elaborated by the author. Source: Cambridge English Empower A2

ADVERBS OF SEQUENCE

4 – Look at the steps and figure out the adverbs of sequence used in the recipe “Making a pizza”. Then, put in order the recipe for “Making tea” (5 minutes)

Making a pizza

First, you will mix flour and water

Next, make the base of the pizza

Then, cut ham and green pepper into slices.

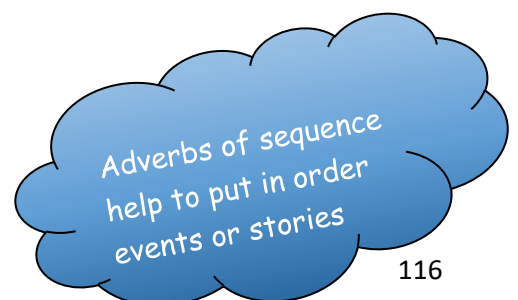
After that, put the ham and green pepper on the base.

Finally, you are going to put the pizza in the oven and bake it for 20 minutes.

Making tea

_____ Then, put the teabag in the water.

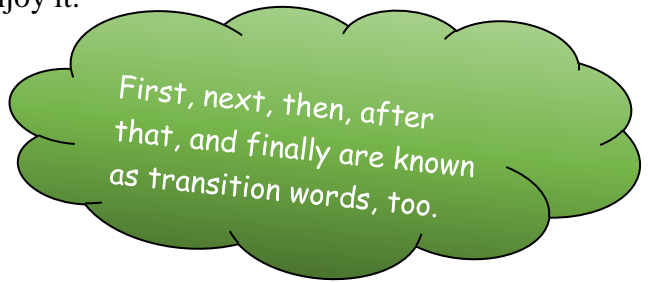
_____ After, you are going to add some sugar and milk.



_____ Finally, you will add a biscuit and enjoy it.

_____ First, you will boil some water.

_____ Next, serve the water in a cup.



PRACTICE

5 – Write all ingredients that you need to prepare your favorite and disliked dishes. Also, add the ingredients that your partner share with you in the first activity. (7 minutes)

Table 44.
Ingredients

	Countable	Uncountable
Favorite Food		
Disliked Food		
Partner ingredients		

Note: Elaborated by the author.

6 – Write in order the things that you do in the morning. (5 minutes)

Example: First, I wake up at 7 o'clock.

Next, I go to the bathroom...

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

USE

7 – Choose 10 countable and uncountable nouns from activity five and write one sentence for each noun. You must use “a/an/some/any” when be necessary. Also, you can add adverbs of sequence. (15 minutes)

- 1- _____
- 2- _____
- 3- _____
- 4- _____
- 5- _____
- 6- _____
- 7- _____
- 8- _____
- 9- _____
- 10- _____

8 – EXTENSION PROJECT ASSIGNMENT. Eat your favorite and disliked dishes and write down why they are your favorite and disliked dishes.

**C – GRAMMAR FOR WRITING
(60 MINUTES)**

LEAD-IN

1 – Match the words. (5 minutes)

	Onion.	
	Oranges.	
Some	There aren't meat.	Countable
A	Grape	
Any	Do you have any water?	
An	Carrot	Uncountable
	Garlic	
	Grapes	

PRESENTATION

FUTURE TENSE: WILL

2 – Chose the option that is true for you. (5 minutes)

- a) I will/will not have salad and fish at dinner.
- b) I think there won't/will be more pollution on the planet.
- c) If my mom comes early, I will/won't help her to cook.
- d) In my opinion, the economy won't/will be better.
- e) The sun will/won't rise tomorrow.
- f) Tomorrow won't/will be foggy.
- g) You will not/will cook tomorrow.

3 – Analyze the sentences of the previous activity and complete the table. (5 minutes)

Subject – Will not/won't – Will – Will

Table 45.
Future Will

FUTURE TENSE: WILL			
I / You / He / She / It / They / We = will or won't (will not). He will, they will, you will not.			
Positive	Negative	Yes/No Question	Wh- Questions
Subject + _____ + complement.	Subject + _____ + complement.	Will + _____ + complement. Answers: Yes, I will, No, they won't	Wh- + _____ + subject + complement.
The sun will rise tomorrow.	You won't cook meat tomorrow.	Will they eat junk food?	What will you do for dinner?

Note: Elaborated by the author. Source: Cambridge English Empower A2

FUTURE TENSE: GOING TO

4 – Chose the option that is true for you. (5 minutes)

I'm/I am not going to go on holiday next week.

You are/aren't going to the cinema tonight.

It is/is not going to rain soon.

You are/are not going to paint your house

You are/are not going to take the exam.

5 - Analyze the sentences of the previous activity and complete the table below. (5 minutes)

Subject – be going to – be not going to – going to

Table 46.

Future Be Going To

FUTURE TENSE: BE GOING TO			
I / You / He / She / It / They / We = be going to. He is going to, they are going to.			
Positive	Negative	Yes/No Question	Wh- Questions
Subject + _____ + complement.	Subject + _____ + complement.	Be + _____ + going to + complement. Answers: Yes, I'm, No, we aren't	Wh- + be + subject + _____ + complement.
They are going to travel the next year.	He is not going to work in an office.	Is he going to pass the level?	Where are you going to go?

Note: Elaborated by the author. Source: Cambridge English Empower A2

6 – Analyze the table below and write your own examples. (5 minutes)

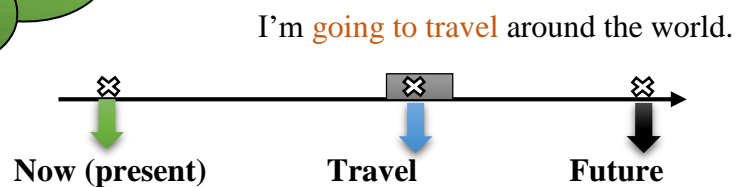
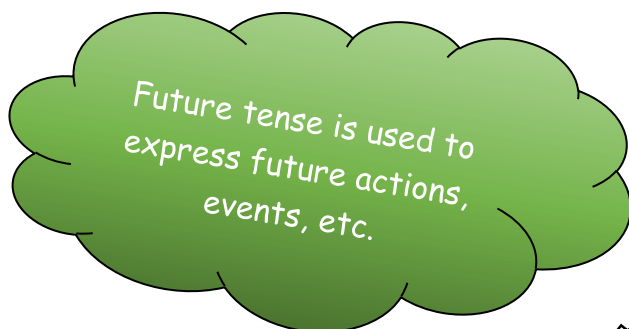
Table 47.

Will vs Be Going to

WILL VS BE GOING TO	
WILL	BE GOING TO
Predictions based on personal opinions or experiences. (predictions without evidence) Example: I think you will lose. _____ .	Predictions based on present evidence. (predictions with evidence) Example: Look at that strong sun. It is going to rain in the whole day. _____ .
Future actions decided at that moment of speaking. (immediate decisions) Example: I will cook the dinner. _____ .	Future plans decided before the moment of speaking. (prior plans) Example: I am going to visit my grand mom next Friday. _____ .

Future facts. Example: The sun will rise tomorrow. _____. _____	Something that is about to happen Example: Hurry up! You are going to lose the bus. _____. _____
Both will and be going to are used to make future predictions without having a real difference in meaning. Example: I think it will be cloudy tomorrow. = I think it is going to be cloudy tomorrow. _____ = _____	

Note: Elaborated by the author. Source: <https://quizalize>



PRACTICE

7 - Put the words in order to make a sentence. (8 minutes)

a) If/ be frightened. / you/ will/ panic, she

b) When/ be ready? / will/ Marco

c) Things/ get better. / will

d) One/ the true. / day / he will know

e) dinner? / Will / the / he cook

f) Will / new car? / buy a / you

g) will / help / My mother / some money. / me with

h) you / What will / do / dinner? / for

8 - Put the words in order to make a sentence. (8 minutes)

- a) to tell/ Is he going/ study/ us what to / for the test?

- b) at those / Look /clouds. It's / to rain soon/ going.

- c) Are/ all day? / to sleep / they going

- d) eat lunch? / When / going to / are we

- e) to see / We're not going / this summer. / my mother

- f) He's / resigning today. / tell his / going to / boss he's

- g) going/ It is / rain / to /soon.

- h) you going to / What / to the dance? / are wear

USE

9 – Complete the table with 8 sentences using will and 8 sentences using be going to, you can take as a references thing that you are going to do. Or you think that will happen in the future. (14 minutes)

Table 48.

Future Sentences

Will		Be going to	
1.	_____	9.	_____
2.	_____	10.	_____
3.	_____	11.	_____
4.	_____	12.	_____
5.	_____	13.	_____
6.	_____	14.	_____
7.	_____	15.	_____
8.	_____	16.	_____

Note: Elaborated by the author.

10 – EXTENSION PROJECT ASSIGNMENT. Check the ingredients that you have in your house to cook your favorite dishes. Next, write a list of all ingredients that you need to cook it. In your list try to use future tense. Example: I'm going to buy rice and carrots.

D – WRITING SKILLS (60 MINUTES)

LEAD-IN

1 – Two truths and a lie. Analyze the sentences below and underline the incorrect sentence. Finally, you will write the reason why the sentence is incorrect and you will correct the sentence. (5 minutes)

- g) Marta are going to buy a apple, some grape, and an cheese.
 - h) Marta will have an amazing dinner with a lot of people.
 - i) I need money, I'm going to work tomorrow.
-
-
-

PREWRITING

2 – ACADEMIC WRITING SKILLS. Read again the recipe and underline all sentences which use future tense and mark the parts of the recipe (List of ingredients and amount – Yield – Equipment – Title – Step by step or Directions). (10 minutes)

DOUBLE MEAT BURGERS BRYAN'S STYLE



Serves: Two Servings (two burgers)

Ingredients:

- | | |
|--------------------------|--------------------------|
| 2 Buns (Burger's bread). | 2 lbs. Ground beef. |
| 1 Small lettuce. | 1 Onion. |
| 1 Tomato. | 4 Cheddar cheese slices. |
| Sauces or dressings. | Salt, Pepper, Oil. |

Directions:

- 1 – First, you will put salt and pepper in the ground beef and divide it into four portions. Also, you are going to fry each portion in a pan with oil.
- 2 – Next, you will wash and chop the lettuce, tomato, and onion.
- 3 – Then, you will have ready the four cheddar cheese slices. Optional: In the same pan you used to fry the ground beef, you will put the chopped onion to give more flavor to the onion.
- 4 – After all of that, you are going to chop buns and put your ingredients in order. As a reference, you can watch the picture or put the ingredients in the order you prefer (do not put the tomato and the cooked ground beef together).

5 – Finally, you will add all sauces and dressings that you want.

Equipment:

Kitchen or Stove.

Frying pan.

Knives.

Cutting board.

3 – Read the information below. Then, make a mind map. (10 minutes)

Title: Name of your recipe or the dishes that you will prepare.

Yield: It tells the number and size of servings the recipe will make. It can help you to know how many ingredients you will require and make.

List of ingredients and amount: The list of ingredients and the exact amount you will need.

Step by step or Directions: Indications of how to prepare the food. This step need to be listed in logical order. Here is recommendable to use numbers for each step. Also, adverbs of sequence can be used.

Equipment: Here is present all the necessary equipment that you are going to use during the preparation of your recipe.

Information Taken from: <https://bit.ly/3msobZK>

OUTLINE

4 – 3 – 2 – 1 Activity. You will write 3 favorite dishes yours, 2 dishes that you cannot cook, and 1 dish that you can cook, add ingredients, and how do you learn to cook it. (10 minutes)

3 – Favorite dishes

2 – Dishes that you cannot cook

1 – Dish that you can cook

DRAFTING

5 – Write the steps of the dish that you can cook (just steps). Use future tense, adverbs of sequence, and countable and uncountable nouns. (10 minutes)

REVIEWING

6 – Exchange your steps to cook with a partner. Then, use the checklist below to check the steps of your partner. (5 minutes)

Table 49.

Steps Checklist

CHECKLIST	X
It uses correctly future tense.	
It uses correctly adverbs of sequence.	
The steps have a logical order.	
Countable and uncountable nouns are used correctly.	

The steps use punctuation marks correctly.

There aren't spelling mistakes.

Note: Elaborated by the author.

EDITING

7 – Based on the results of your checklist correct your steps to cook. (10 minutes)

8 – EXTENSION PROJECT ASSIGNMENT. Ask in your home or research how to prepare your favorite dish. Add ingredients, steps to cook, and equipment necessary.

Favorite dish: _____

E – WRITING TASK “PUTTING ALL TOGETHER” (60 MINUTES)

PREWRITING

1 – You will eat, you won’t eat. Write three things that you will cook or eat, for example: “I will have juice with bread for breakfast”. Write three things that you won’t eat or cook, for example: “I hate onion, I am not going to eat onion again”. Then, share your statements with a partner. (5 minutes)

You will eat

- 1- _____
- 2- _____
- 3- _____

You won’t eat

- 1- _____
- 2- _____
- 3- _____

OUTLINE

2 – Summarize the information that you got from the “EXTENSION PROJECT ASSIGNMENT” activity in the D – WRITING SKILLS. (15 minutes)

DRAFTING

3 – Using the information from the previous activity write a recipe for your favorite dish. Take as a reference the recipe of activity two in the D – WRITING SKILLS. Add all elements of a recipe, future tense, adverbs of sequence, countable and uncountable nouns. (20 minutes)

REVIEWING

4 – Use the checklist below to check your recipe. (5 minutes)

Table 50.

Recipe Checklist

CHECKLIST

X

The recipe has a list of ingredients, yield, equipment, title, directions.

It uses correctly future tense.

It uses correctly adverbs of sequence.

The recipe has a logical order.

Countable and uncountable nouns are used correctly.

The information is clear and avoids repetition.

The punctuation marks are used correctly.

There aren't spelling mistakes.

Capital letters are used correctly.

Note: Elaborated by the author.

EDITING

5 – Based on the results of your checklist edit, and correct it. Finally, write your final recipe. (15 minutes)

4.6. Impacts

The present undergraduate work presents three different impacts, which are shown in the proposal units. Those impacts are:

- Social impact
- Educational impact
- Cultural impact

It is necessary to analyze real impacts considered in the project. To do it, the researcher will use a matrix of impacts. The matrix is composed of specific indicators. Those are located in the left part of the table, next to, there are the impact levels. Finally, there is the score of each indicator. (Posso M., 2011, p. 235)

Table 51.

Numerical Impact Levels

-3 High negative impact
-2 Medium negative impact
-1 poor negative impact
0 No impact
1 Poor positive impact
2 Medium positive impact
3 High positive impact

Note: Research elaboration. Source: Proyecto, Tesis y Marco Lógico.

In the end, it is necessary to divide the total score \sum by the number of indicators. After that, it is necessary to add an analysis under each matrix of impacts.

4.6.1. Social Impact

Table 52.
Social Impact table

Indicator	Impact levels						
	- 3	- 2	-1	0	1	2	3
Motivating the group work with different activities, based on inductive writing strategies.							X
Promoting the educational use of technology as social networks with inductive writing activities.					X		
Improving critical thinking with discussions and analysis in inductive writing and reading activities.							X
Encouraging communication and social skills through the use of writing messages and emails.					X		
Creating co-working assessments through the use of different checklists.							X
Total					2		9
$\Sigma = 11$				$\Sigma = 11$			
Level of social impact = $\frac{\Sigma = 11}{\text{Indicators} = 5} = 2.2$							
Level of social impact = Medium positive impact							

Note: Research elaboration. Source: Proyecto, Tesis y Marco Lógico.

Analysis

The majority of indicators regarding the social impact of this project have the maximum score (Motivating the group work with different activities, based on inductive writing strategies; Improving critical thinking with discussions and analysis in inductive writing and reading activities; Creating co-working assessments through the use of different checklists). It is due to the use of different inductive activities in the proposal that develop a positive social attitude in students. For this reason, these indicators have a high level of impact. On the other hand, the second and fourth impacts (Promoting the educational use of technology as social networks with inductive writing activities; Encouraging communication and social skills through the use of writing messages and emails) have a low level of impact because these indicators are related to technology and social networks. The project pedagogically used those tools in different activities, but it is not focusing on their use. Thus, the impact

level is low, and according to the Numerical Impact Levels table, it is adequate to give a low positive impact score in those indicators. Finally, in social terms, the project has a medium positive level of impact.

4.6.2. Educational Impact

Table 53.
Education Impact table

Indicator	Impact levels	- 3	- 2	-1	0	1	2	3
Reinforcing grammar knowledge through the inductive approach in different activities.								X
Using punctuation marks, capital letters correctly and avoid spelling mistakes through the use of inductive activities.								X
Developing complete English writing texts through the use of different strategies and activities based on the inductive approach.								X
Increasing the English vocabulary related to specific grammar topics.								X
Total								12
$\Sigma = 12$					$\Sigma = 12$			
Level of Education impact = $\frac{\Sigma = 12}{\text{Indicators} = 3} = 3$								
Level of education impact = High positive impact								

Note: Research elaboration. Source: Proyecto, Tesis y Marco Lógico.

Analysis

In the educational impact of this project, all the indicators got the maximum score. Applying the proposal, students will be able to reinforce grammar sub-skills, increase vocabulary, and write production level, avoiding spelling mistakes and misuse of capital letters. The four indicators (Reinforcing grammar knowledge through the inductive approach in different activities; Using punctuation marks, capital letters correctly and avoid spelling mistakes through the use of inductive activities; Developing complete English writing texts through the use of different strategies and activities based on the inductive approach; Increasing the English vocabulary related to specific grammar topics) are covering in the four units of the proposal. It means that the level of educational impact in this project is highly positive.

4.6.3. Cultural Impact

Table 54.
Cultural Impact table

Indicator	Impact levels	- 3	- 2	-1	0	1	2	3
Adapting movie topics through the use of inductive approach to analyze and summarize films in a written way.								X
Using favorite students' sports with an inductive methodology to encourage sport training in them.								X
Improving English written communication with interested topics related to hobbies.								X
Reflection in the eating habits and the preparation of food through the use of inductive activities.								X
Total								12
					$\Sigma = 12$			
					$\text{Level of cultural impact} = \frac{\Sigma = 12}{\text{Indicators} = 3} = 3$			
					Level of culture impact = High positive impact			

Note: Research elaboration. Source: Proyecto, Tesis y Marco Lógico.

Analysis

Regarding the cultural impact level of this project, all the indicators got the maximum score of 3 over 3. It is because by applying the proposal, students will be able to cover the four cultural indicators (Adapting movie topics through the use of inductive approach to analyze and summarize films in a written way; Using favorite students' sports with an inductive methodology to encourage sports training in them; Improving English written communication with exciting topics related to hobbies; Reflection in the eating habits and the preparation of food through the use of inductive activities). The present proposal will influence in such a way that students will develop good habits such as reading, writing. Even students will develop a general knowledge of movies, sports, hobbies, and cook. Based on these results, the level of cultural impact in this project is maximum or highly positive.

CONCLUSIONS

- Previous researches determined that using the inductive approach to teach grammar results in better sub-skills development among young learners as learners develop their knowledge by themselves in a learning-centered environment.
- Using different tools for data collection helps the researcher obtaining valuable information from the participants.
- The findings evidenced that the group of participant students in this study have problems in writing like spelling mistakes, misuse of capital letters, and the use of grammar rules.
- Students are clear on the importance of the relationship between grammar and writing. However, they do not carry out activities oriented to develop writing skills; making use of accurate grammar can give due to factors like disgust to complete these kinds of activities, short time to practice in lessons, and students have complications to start writing compositions.
- The poor writing performance of the participant students of this study plus several factors, among the ones the misuse of accuracy grammar structures is the main one, determined the need to design material, like the proposal presented in this study, for the teacher and students to improve the grammar usage deriving in writing skills improvement.

RECOMMENDATIONS

- The data collected suggests that inductive grammar helps to obtain meaningful learning. Thus, it is recommendable that more researches on this topic are contented.
- To analyze the data collected correctly, it is necessary the use of techniques and instruments adequate. It will give a complete analysis of the information.
- It is necessary to apply different activities or tests to identify specific problems of students. Next, use adequate strategies to solve the problems and reinforce the writing production.
- Based on the results, it is recommendable to use different strategies and activities to encourage and motivate students to complete activities focusing on the writing and grammar reinforcement by themselves.
- The material used to improve the poor writing performance and misuse of grammar should solve students' weaknesses and reinforce the writing knowledge like the proposal presented in this study.

GLOSSARY

The following words were derived from the definition of the Cambridge Dictionary and several internet links focusing on defining English words, including pages that define terms of movies.

1. **Quantum realm:** Term used in “Marvel movies.” It refers to a dimension located in the multiverse. The only way to be accessible is through magical energy, mystical transportation. In this place, space and time are irrelevant.
2. **Infinity Stones:** Six different gems. They have immense power; each one has a specific power related to different aspects of the universe.
3. **Sacrifice:** To give something important to you to help another person.
4. **Gauntlet:** Used as protection of hands or keep warm, it is made by different materials.
5. **Compound:** Something which was created or made for two or more elements or parts.
6. **Ship:** A transport way, it is usually large and used to travel on the sea. It also refers to an aircraft or spacecraft.
7. **Dust:** Small dry pieces of soil, sand, or other substances. It covers almost all superficies and dirties them.
8. **Hammer:** Tool formed by a piece of metal with a flat end. It is usually used to hit different things, mainly wooden.
9. **Shield:** Object made by different materials, but it is common made of metal. It is used as protection for someone or something.
10. **Mantle:** Position or job which demands different responsibilities. It is given to people who replace another one.
11. **Stronger:** A person who is powerful in physical terms. Also, it can be used as a reference for significant auto control.
12. **Cinema:** Place in which people pay to watch different movies or films. It is an entertainment place.

13. **Popcorn:** Seeds of maize. It is cooked in a pan with oil, usually flavored with salt, butter, or sugar.
14. **Meeting:** A event which was planned. People come together, and it could be online or face to face. It usually aims to discuss a specific topic or different topics with a group of people or just with one person.
15. **Wardrobe:** A tall cupboard that can have different forms, models, or colors. People hang their clothes there.
16. **Weightlifting:** Sport or exercise in which people are lifting heavy objects.
17. **Skateboarding:** Popular sport, especially among young people. People who practice this sport ride a table with small tires called a skateboard.
18. **Snowboarding:** Sport in which people move over snow using a table called snowboard. It is similar to skateboarding.
19. **Weaknesses:** The fact of not being strong, powerful, or cannot do something.
20. **Strengths:** Antonym of weakness, ability to do things that need a considerable level of physical or mental effort.
21. **Training:** Process to practice and learn the skills you need to do a particular activity, sport, or job.
22. **Prizes:** Something important that is given to someone who win or do an excellent participation in a sport, exam, job, etc.
23. **Dunks:** In basketball, it is a term used when a player jump high and throw the ball down through the goal.
24. **Past participle:** Form of a verb, it is usually used in grammatical structures such as passive, present perfect, and past perfect.
25. **Competition:** Event in which people try to win something, it is usually related with sports.
26. **Proud:** Feeling of satisfaction because someone that you appreciate has done or got something good.

- 27. Coach:** A person who teaches people to improve at a sport, skill, or school subject. It is a job.
- 28. Take up:** The act to start something new.
- 29. Thrilled:** Feeling of happiness.
- 30. Disappointed:** Unhappy because someone or something is not as you hoped or expected. Or because something did not happen as you were waiting.
- 31. Embarrassed:** Feeling of shy because something happened.
- 32. Dressing:** Liquid mixture with oil, vinegar, and different herbs. It is added to food, especially in salads.
- 33. Chop:** Cut something into pieces. For example, knives or axes are used to cut.
- 34. Beef:** Meat of cow.
- 35. Knives:** Plural of a knife, it is a tool used to cut food or others kind of substances. It can also be used as a weapon too.
- 36. Cutting board:** Table of wood, hard plastic, or other material used to cut food.
- 37. Stove:** Equipment that is used for cooking and heating food. It works with fuel or electricity.
- 38. Ham:** Pig's meat from the leg or shoulder. It is preserved with salt or smoke.
- 39. Oil:** In cooking, it is a liquid produced from different plants or animals.

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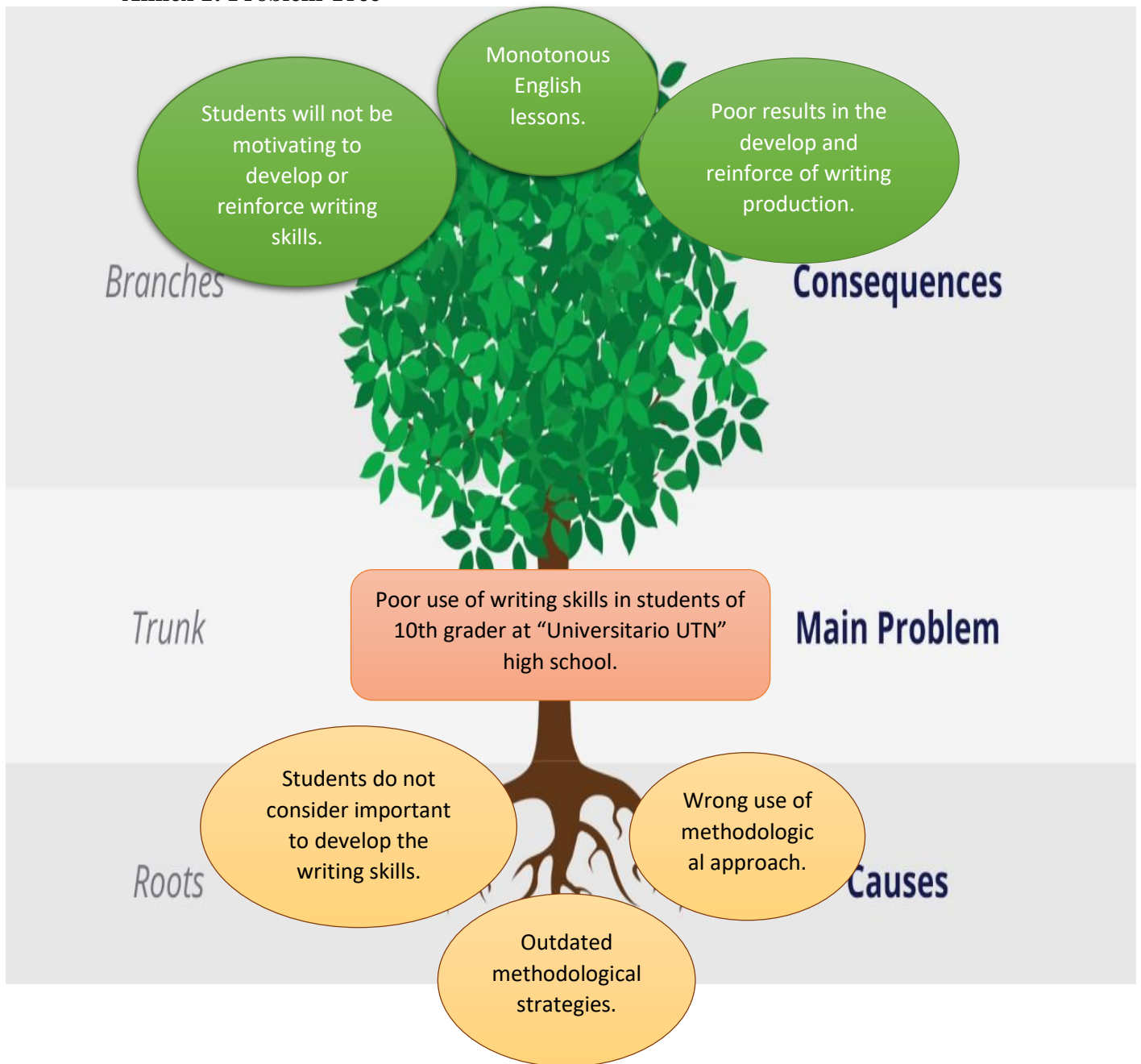
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ANNEXES

Annex 1: Problem Tree



Annex 2: Socialization's documents



**UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE
EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO**

Oficio 223-D

Ibarra, 10 de mayo de 2021

Doctora
Diana Flores

RECTORA DEL COLEGIO UNIVERSITARIO UTN

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias, al señor Bryan Javier Malte López, estudiantede octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, portador de la cédula de ciudadanía 1003857602, para que obtengainformación y desarrolle el trabajo de grado con el tema: “Inductive grammar toreinforce writing skills with 10th grader students at Universitario "UTN" HighSchool, Ibarra, 2020-2021.” , en la Unidad Educativa que usted tan acertadamente dirige.

Por su favorable atención, le agradezco.

Atentamente,

CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

Mgs. Raimundo Alonso López Ayala
DECANO FECYT

Solicito de la manera más comedida, por su intermedio, se pueda lograr un acercamiento con el Dra. Diana Flores, Rectora del Colegio Universitario “UTN”, con el fin de que se permita recolectar información para el trabajo de investigación “Inductive grammar to reinforce writing skills with 10th grader students at Universitario "UTN" High School, Ibarra, 2020-2021.” de mi autoría, trabajo de titulación previo a obtener el título de licenciado en Pedagogía de los Idiomas Nacionales y Extranjeros.

Por su atención le agradezco.

Firma: _____ BRYAN JAVIER MALTE

LÓPEZ

C.I. 1003857602

Annex 3: Instrument to collect information “Survey”



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

Querido participante

Esta encuesta fue diseñada con el propósito de desarrollar el proyecto de investigación titulado “Inductive grammar to reinforce writing skills with 10th grader students at Universitario "UTN" High School, Ibarra, 2020-2021.”. La información será usada con fines académicos, el nombre de los participantes se mantendrá anónimo.

Gracias por su participación.

I. Información General

Género: Femenino _____ Masculino _____

Edad: _____

Película favorita: _____

Deporte favorito: _____

Video juego favorito: _____

Hobby o pasatiempo favorito: _____

II. Desarrollo de la habilidad de escritura

1. ¿De los siguientes pasos para escribir un texto en inglés, cual es el que general mente usas?

1. Preescritura (averiguar sobre qué vas a escribir) _____
2. Esquema (dibujar las ideas principales sobre su texto escrito) _____
3. Redacción (sugerencia formal del texto, ideas principales e intenciones) _____
4. Revisión (revisar el texto para encontrar posibles errores) _____
5. Edición (realizar cambios en su texto, eliminar o conservar elementos) _____

2. ¿Cuál de los siguientes pasos consideras que es el más difícil? Elige uno.

1. Preescritura _____
2. Esquema _____
3. Redacción _____
4. Revisión _____
5. Edición _____

3. Marca los textos que tu conoces en inglés:

Corta biografía _____

Resumen (historias, cuentos, información, películas.) _____

Carta de petición _____

Email _____

4. ¿Cuál característica debería ser tomada en cuenta para escribir textos en inglés?

Mayúsculas _____

Puntuación _____

Ortografía _____

Todo lo anterior mencionado. _____

5. ¿De las siguientes opciones, cual corresponde al orden de una oración en inglés?

a. Sujeto, objeto, complemento _____

b. Sujeto, verbo, complemento _____

c. Verbo, predicado, complemento. _____

6. ¿Usas cualquier tipo de conectores en tus textos en inglés? Si _____ No _____

7. ¿Puedes escribir una corta biografía en inglés? Si _____ No _____

8. ¿Puedes escribir una carta de petición en inglés? Si _____ No _____

9. ¿Puedes escribir un resumen de una película en inglés? Si _____ No _____

10. ¿Puedes escribir un email explicando un tema visto en clase a uno de tus amigos en inglés? Si _____ No _____

III. Gramática para escritura

1. De los siguientes modelos para aprender gramática cual consideras más efectivo.

Comparatives (*faster than, more intelligent than, busier than, less interesting than, not as interesting as*) are used to describe the differences between two people, things, or ideas.

There are several ways you can describe the differences between two things.

Use **adjective + -er + than** with one-syllable adjectives and two-syllable adjectives ending in -y.

☐ Sending an email is **easier than** writing a letter.

☐ Texting is **faster than** making a phone call.

Use **more + adjective + than** with adjectives that have two or more syllables.

☐ I think math is **more difficult than** history.

☐ This recipe for banana bread is **more complicated than** my mother's.

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Comparative adjectives

1 T 9.2 Read and listen to the conversation.

A Which do you prefer, London or Paris?

B Well, I'm from Paris, so of course I love Paris.

A London's a lot **bigger than** Paris.

B It's true. Paris is much **smaller**, but it's **more romantic**!

A Yes, this is what people say.

B And the food is **better**.

A Well, I'm not so sure about that ...

Practise the conversation. What are the differences between London and Paris? **London's bigger than Paris.**

GRAMMAR SPOT

1 Regular comparative adjectives add **-er** or **more**. Write the comparative forms.

big **bigger** romantic _____ small _____

What are the rules? When do we add **-er**? When do we use **more**?

2 Some adjectives are irregular. good **better** bad _____

▶ Grammar Reference 9.1 p140

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2. ¿Cuál oración en inglés es correcta?

- a. My friend and I were swimming in a lake on Monday ____
- b. At Friday my friend and me was swimming in the more biggest pool of the town. ____
- c. In Monday morning, I were played a lot of video games. ____

3. ¿Consideras relevante aprender gramática para desarrollar la habilidad de escritura en inglés? Si ____ No ____

4. ¿Usas siempre mayúsculas al inicio de una oración? Si ____ No ____

5. ¿Separas siempre las oraciones con un punto? Si ____ No ____

6. ¿Usas comas para separar objetos o cosas en una lista? Si ____ No ____

7. ¿Consideras necesario revisar la ortografía cuando escribes en inglés? Si ____ No ____



Annex 4: Instrument to collect information “Writing Activity”

UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA ENGLISH - MAJOR

Dear Participant

These activities had been designed to collect data for the research: “Inductive grammar to reinforce writing skills with 10th grader students at Universitario "UTN" High School, Ibarra, 2020-2021.” The data will be used for mere academic purposes and your name will be kept anonymous.

Thanks for participating.

Course: _____

Date: _____

1- You want to go swimming with your English friend Toni on Saturday. Write an email to Toni. In your email:

- ask Toni to go swimming with you on Saturday
- say where you want to go swimming
- say how you will travel there.

Write from 25 to 35 words.

2- Look at the three pictures.

Write the story shown in the pictures.

Write from 30 to 40 words.



Annex 5: Examples to complete the writing activity

You want to go swimming with your English friend Toni on Saturday. Write an email to Toni. In your email:

- ask Toni to go swimming with you on Saturday.
 - say where you want to go swimming.
 - say how you will travel there.
- Write from 25 to 35 words.

Dear Tony.

Hello, my dear friend, I'm writing you because I have a great idea, next Saturday, we must go swimming. I want to go to "Chachimbiro". I have another friend with a car, and he can pick up you and me. I'm sure that we will enjoy this experience. I will wait for your answer. Bay Tony.

Look at the three pictures.
Write the story shown in the pictures.
Write from 30 to 40 words.



He is Adrian, he is really lazy because he always wakes up late, all days he gets up at 11 o'clock, then, he eats a kind of breakfast or lunch, but that is not all because he goes to a restaurant to eat more.

Annex 6: Instrument to collect information “Teacher Interview”



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
ENGLISH - MAJOR

Interview to English Teacher Participant

- 1- How important is that students develop writing skills in the process to develop communicative competence, do you think?**
- 2- How does grammar help to develop writing skills?**
- 3- Based on students' homework assignments, what are the weaknesses and strengths of your students in writing?**
- 4- Using the current pedagogical modules, what problems do your students have to learn grammar?**
- 5- Which strategies and techniques do you consider most effective when you teach grammar?**
- 6- Based on students' homework assignments, what is the students' level of grammar sub-skill?**
- 7- What approach do you prefer to teach grammar? Inductive or deductive?**
- 8- Do students know the steps and parts to write a letter or an email and are they able to write these kinds of texts by themselves?**
- 9- Do you consider that your students use translators to develop their writing tasks? And how do English teachers can avoid or reduce the use of it?**
- 10- Do coherence and cohesion are part of the writing production of students?**
- 11- Do you include writing conventions in writing activities for your students?**

Annex 7: Analysis of writing samples

Sample and analysis of writing activity

1- You want to go swimming with your English friend Toni on Saturday. Write an email to Toni. In your email:

- ask Toni to go swimming with you on Saturday.
- say where you want to go swimming.
- say how you will travel there.

Write from 25 to 35 words.

Tony, we are going to the pool to have fun for a while on Saturday at the Prado, we will go in my car and you bring sandwiches such as soft drinks, some potatoes or even a lemonade. I also saw that there is a new slide and I want to try it, it is very high and you can even see it from the outside;)

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	3	Although two parts of the message are communicated, the inviting part to Toni is omitted. Also, there is irrelevant information about food and slide. There is information about the transport: we will go in my car. Also, there is information about the place and the day of the travel: on Saturday at the Prado. But the invitation to Toni is not clearly expressed.
<i>Organisation</i>	2	There is a lack of connection between sentences and the use of punctuation is poor: I also saw that there is a new slide and I want to try it, it is very high and you can even see it from the outside;). However, there is present the use of linking words to connect the text within sentences: we are going to the pool to have fun; we will go in my car.
<i>Language</i>	3	Vocabulary is used appropriately, and it relates to the topic: pool, new slide, fun. Grammar forms such as future tenses are used: we are going to the pool; we will go in my car.

2- Look at the three pictures.

Write the story shown in the pictures.

Write from 30 to 40 words.



This is John, he always wakes up at 6 am to get ready for work. John thinks to have some bacons and eggs for breakfast but he saw that this one has nothing ... He would give a lot of time to go shopping for the kitchen supplies. So the easiest thing was to go to the cafeteria near his house.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	4	All the content is relevant. But two pictures have been referred correctly. The second picture is not clear enough referred: John thinks to have some bacons and eggs for breakfast but he saw that this one has nothing. Despise this, the reader can understand the message easily.
<i>Organisation</i>	3	The text is connected using linking words: so, but, and. There are sentences well structure and the use of pronouns to avoid repetition: John, he, his. There is a lack of commas in the text, and periods are used frequently to separate sentences, but it does not be used correctly in all sentences: nothing ... He would
<i>Language</i>	4	Vocabulary is used appropriately, and it has relation with pictures: wake up at: breakfast, cafeteria, bacons, eggs. Simple grammar forms are used correctly: This is John, he always wakes up at 6am, John thinks to have some bacons, He would give a lot of time. The appropriately use of “s” in third person: he always wakes up, John thinks.

Sample 2

Hello Mario.

Mario wanted to suggest you go to a swimming pool, we are going to go all of the class to the UTN swimming pools. If you want, my brother is not going to take everyone in a bus, let me know if we take you or you go alone. Bye mario

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	2	The content is relevant in the email, but it is not clearly expressed. Although two parts of the message are communicated, but the day of the invitation is not present. There is information about the transport: in a bus. Also, there is information about the place: UTN swimming pool.
<i>Organisation</i>	3	The information is present in logical order and opening and closing salutations: Hello Mario, Bye mario. Sentences are connected and separated correctly with the use of commas and periods. However, there is present the use of linking words to connect the text within sentences: we are going to go all of the class; let me know if we take you.
<i>Language</i>	3	Vocabulary is poor but it is used appropriately, and it has relation with the topic: swimming pool, in a bus, to suggest. There are misunderstandings in the structure of sentences: we are going to go all of the class to the, Hello Mario. Mario wanted to suggest. Capital letters are not used correctly in all the text: Bye mario.

He is Alexis, he gets up every day very early at 6 am, then prepares his breakfast and goes to work, after doing his difficult work he goes out to lunch in a restaurant that is very close to there

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	3	The content has relation with the picture. But two pictures have been referred correctly. The second picture is not clear enough referred: then prepares his breakfast and goes to work. Despite this, the reader can understand the message easily.
<i>Organisation</i>	3	The text is connected using linking words: then, after, that, every day. There are sentences well structure and the use of pronouns to avoid repetition: Alexis, he, his. Commas are used correctly to separated sentences. But periods are not present even in the concluding part: close to there, 6 am, then prepares
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with pictures: gets up at: his breakfast, restaurant. Simple grammar forms are used correctly: He is Alexis, he gets up, He goes out. Structure sentences missing pronouns: then prepares, and goes to work. The “s” is used appropriately in third person: he always wakes up, John thinks.

Sample 3

Hi German. I would like to invite you to some very nice pools that are in Chorlaví, it is called "Puente Viejo", we will go by bus that leaves at 9am and we would return at 4, there we would have lunch.

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	3	Almost all the content is relevant in the email, and it is clearly expressed. Although two parts of the message are communicated, but the day of the invitation is not present. There is information about the transport: by bus. Also, there is information about the place: Chorlaví.
<i>Organisation</i>	3	The information is present in logical order, and it is opening correctly but the closing is missing: Hi German. Sentences are connected and separated correctly with the use of commas and periods. However, there is present the use of linking words to connect the text within sentences: I would like to invite you to some; we will go by bus; we would return.
<i>Language</i>	4	Vocabulary is used appropriately, and it has relation with the topic: invite you, nice pools, go by bus. Grammar forms are used correctly future, present: I would like to invite you, we will go by bus, there we would have lunch.

he is adrian. He usually gets up at 8am and wakes up, then goes to the kitchen to prepare a good breakfast to go out to a restaurant to wait for his girlfriend named María who is already on her way.

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	3	The content has relation with the pictures. But two pictures have been referred correctly. The second picture is not clear enough referred: then goes to the kitchen to prepare a good breakfast. Despite this, the reader can understand the message easily.
<i>Organisation</i>	3	The text is connected using different linking words: usually, then. There are sentences well structure and the use of pronouns to avoid repetition: adrian, he, his, her. Commas are used correctly to separated sentences. But some sentences are not connected properly: then goes to the kitchen to prepare a good breakfast to go out to a restaurant to wait for his.
<i>Language</i>	2	Vocabulary is used appropriately, and it has relation with pictures: gets up at: his breakfast, kitchen, restaurant. Simple grammar forms are used correctly: he is adrian, he usually gets up, He goes out. Structure sentences missing pronouns: then goes to the. The "s" is used appropriately in third person: he usually gets up. Capital letters are not used correctly in all the text: he is Adrian.

Sample 4

Dear Andrew Hello Andrew, Camila greets you, I am writing to you for the reason that I want to invite you to the Oyacachi pools on Saturday, if you accept, I have a friend who can take us in his car. I await your answer as soon as possible. Goodbye Andrew.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	The content is relevant, and all requirements were used in the email. The three parts are present in the message. There is information about the invitation, the day, the place, and the transport: I want to invite you to the Oyacachi pools on Saturday, I have a friend who can take us in his car.
<i>Organisation</i>	5	All the information is connected and present in logical order. It uses appropriate opening and closing salutation: Dear Andrew, Hello Andrew, Goodbye Andrew. Sentences are connected and separated correctly with the use of commas and periods: Hello Andrew, Camila greets you, I am writing to you. There are sentences well structure and the use of pronouns to avoid repetition: Andrew, you, us, his.
<i>Language</i>	5	Vocabulary is used appropriately, and it has relation with the topic: invite you, I am writing you. pools, Saturday, take us in his car. Grammar forms are used correctly: I am writing to you for the reason that I want to invite you, I await your answer.

This is Tom, he got up in the morning, but a little later than usual since it is Saturday and it is his day off, he went to the kitchen to prepare his breakfast but there is nothing in his refrigerator, so he decides to get dressed and go to a restaurant.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	All the content has relation with the pictures. The three pictures have been referred correctly: he got up in the morning, there is nothing in his refrigerator, go to a restaurant. With this description the reader is fully informed.
<i>Organisation</i>	4	The text is connected using different linking words: but, usual, then, so, and. The sentences are well structure and the use of pronouns to avoid repetition: Tom, he, his. The use of commas is acceptable, but it can be improved: his breakfast but there is nothing.
<i>Language</i>	5	The vocabulary used is properly, it has relation with pictures: got up: his breakfast, refrigerator, kitchen, restaurant. Simple grammar forms are used correctly: he got up in the morning, it is his day off, he went to the kitchen, so he decides to get dressed and go to a restaurant. The “s” is used appropriately in third person: he decides to get. Capital letters are used correctly in all the text.

Sample 5

Hello friendo, I am writing to you to ser if you want to go to the old bridge pool on Saturday ay 8:00 am writh other friends, we are going by bus and we would like you to go too

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	2	The content is relevant, and the ideas are expressed correctly. All parts of the message are communicated: if you want to go, bridge pool on Saturday, by bus. The spelling mistakes complicate to understand the message: friendo, ay, writh.
<i>Organisation</i>	2	The information is present in logical order, and it is opening correctly but the closing is missing: Hello frendo. Sentences are not separated correctly, and the use of punctuation is poor. There is present the use of linking words to connect the text within sentences: I am writing to you, if you want to go to the old bridge pool on Saturday, we are going by bus and we would like you to go too.
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with the topic: if you want, bridge pool, Saturday, by bus. Grammar forms are used correctly but it can be improved: I am writing to you, we are going, by bus and we would like you to go too

This is José, he gets up at 6:30am and gets up for breakfast with bread and juice and a cooked egg, he brushes his teeth, a shower, and changes to go to a meeting

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	3	The content has relation with the pictures. But two pictures have been referred correctly. The second picture is not clear enough referred: and gets up for breakfast with bread and juice and a cooked egg. Despise this, the reader can understand the message easily.
<i>Organisation</i>	3	The text is connected using different linking words: and, with, a. There are sentences well structure and the use of pronouns to avoid repetition: This is José, he, his. Commas are used correctly to separated sentences, but the use of periods need to be improved: This is José, he gets up cooked egg, he brushes his teeth, a shower, and changes to go to a meeting
<i>Language</i>	2	Vocabulary is used appropriately, and it has relation with pictures: gets up at: for breakfast, bread, meeting. Simple grammar forms are used correctly: This is José, he gets up at, he brushes his teeth. The “s” is used appropriately in third person: he gets up at, he brushes his teeth.

Sample 6

Hi Toni! , my dear friend. I write to you because I wonder If you wanna come swimming with me on this Saturday, this will be a great experience, I saw a beautiful pool near my house and you can come in a taxi, and I'll wait you in my house for walking together there. I wait eagerly your answer.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	4	The content is relevant, and all ideas are expressed correctly: I wander if you wanna come swimming, on this Saturday, in a taxi. The spelling mistakes and some punctuation marks complicate to understand the message: wanna, Hi Toni! ,
<i>Organisation</i>	3	The information is present in logical order, and it is opening correctly but the closing is missing: Hi Toni! , Sentences are separated with commas and periods: my dear friend. I write to, Saturday, this will be a great experience, I saw a beautiful. There is present the use of linking words to connect the text within sentences.
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with the topic: I wander if you wanna come swimming, on this Saturday, in a taxi, beautiful pool. Grammar forms are used correctly but it can be improved: I'll wait you in my house for walking together there. I wait eagerly your answer. I write to you because I wonder If you

He is Adrian, he is a architect , he always get up early and have a healthy breakfast, but today he have not food, so he went a restaurant for eat, then he will go to his office and after of the work he will go to buy a food

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	3	The content has relation with the pictures. But two pictures have been referred correctly. The second picture is not clear enough referred: have a healthy breakfast, but today he have not food. Despise this, the reader can understand the message easily.
<i>Organisation</i>	3	The text is connected using different linking words: always, and, but, so, then. There are sentences well structure and the use of pronouns to avoid repetition: Adrian, he, his. Commas and periods are used correctly to separated sentences, but the use of spaces can be improved: for eat ,
<i>Language</i>	2	Vocabulary is used appropriately, and it has relation with pictures: get up, healthy breakfast, food, restaurant. Simple grammar forms are used correctly: he will go to his office and after of the work he will go to buy a food. The “s” is not used appropriately in third person: he always get up, he have.

Sample 7

Hello friend Juan, how are you, well I am writing because I want to invite you to go to the pool with 2 more friends, on Saturday, I will pay the entrance, and we will go in my friend's car, we will see you at your house, bye Juan.

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	3	The content is relevant, but there are not all requirements in the email. There is information about the invitation, the day, and the transport: I want to invite you to the pools on Saturday, friend's car. The place of the pool is not mentioned.
<i>Organisation</i>	3	The information is present in logical order and opening and closing salutations: Hello friend Juan, bye Juan. Sentences are separated with commas: how are you, well I am writing, on Saturday, I will pay the entrance, and we will. There is present the use of linking words to connect the text within sentences.
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with the topic: I want to invite you. On Saturday, friend's car, pool. Grammar forms are used correctly but the use of pronouns can be improved: I am writing because, I will pay the entrance, and we will go in my.

One quiet morning, a boy decides to get up early, looks at himself in the mirror and decides to have a good coffee to start the day, so he chooses his clothes, dresses up and goes to a coffee shop not far away.

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	3	The content has relation with the pictures. But two pictures have been referred correctly. The second picture is not referred: decides to have a good coffee to start the day. Despite this, the reader can understand the message easily.
<i>Organisation</i>	3	The text is connected using different linking words: one, a, and. There are sentences well structure and the use of pronouns to avoid repetition: a boy, he, his. Commas and periods are used correctly to separated sentences.
<i>Language</i>	2	Vocabulary is used appropriately, and it has relation with pictures: get up, good coffee, food. Simple grammar forms are used correctly but the use of pronouns can be improved: looks at himself in the mirror and decides to have, dresses up and goes. The "s" is not used appropriately in third person: a boy decides, he chooses.

Sample 8

Hi Marlon. Hoy are you? I wanted to ask about a plan I has for Saturday. I planned to go with you to the "Chorlavi" pools. My mother will take us. Is that ok for you?. I wait your answer.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	3	The content is relevant, and all ideas are expressed correctly: I wanted to ask, for Saturday, Chorlavi pools, my mother will take us. The spelling mistakes and some punctuation marks complicate to understand the email: Hoy, you?,
<i>Organisation</i>	3	The information is present in logical order, and it is opening correctly but the closing is missing: Hi Marlon. Sentences are separated with commas but the use of periods can be improved: for you? . There is present the use of linking words to connect the text within sentences.
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with the topic: I wanted to ask, for Saturday, Chorlavi pools, my mother will take us. Grammar forms are used correctly but it can be improved: I wanted to ask about a plan. The use of "s" needs to be improved: I has for Saturday.

Leonel is a citizen who gets up verte early in te morning. He eats his breakfast by te way, changes his clothes and goes to the cafeteria where he will meet with his boss. As you head there, think about how to impres him with his work.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	2	Almost all the content has relation with the pictures. But two pictures have been referred correctly. The second picture is not clear enough referred: he eats breakfast. The message has spelling mistakes that complicate to understand the story: verte, te, cafeteria, impres.
<i>Organisation</i>	3	The text is connected using different linking words: and, as, how. There are sentences well structure and the use of pronouns to avoid repetition: Leonel, who, he, his, him. Commas and periods are used correctly to separated sentences: morning. He eats his breakfast by te way, changes his.
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with pictures: gets up, eats his healthy breakfast, cafeteria. Simple grammar forms are used correctly: he will meet with his boss. The "s" is used appropriately in third person: who gets up verte early in te morning. He eats his breakfast.

Sample 9

Hey toni Hello toni I wanted to know if you want to go swimming on Saturday, I would like to go to the lagoon since there are 3 pools in the surroundings, we would go on the bikes to some point where a car will take us what do you say, will you accompany me?

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	3	The content is relevant, and all ideas are expressed correctly: I wanted to know, swimming on Saturday, lagoon, a car will. The message is not clear enough, but the reader can understand the idea.
<i>Organisation</i>	3	The information is present in logical order, and it is opening correctly but the closing is missing: Hello toni. Sentences are separated with commas, but it can be improved: Hello toni I wanted to know. There is present the use of linking words to connect the text within sentences.
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with the topic: I wanted to know, swimming on Saturday, lagoon, a car will, pools. Grammar forms are used correctly but it can be improved: we would go on the bikes to some. Capitalization can be improved: Hello toni. Hey toni.

a boy wakes up from his bed, comes to the refrigerator to get food for him, then comes to breakfast downtown well dressed

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	1	All the content has relation with the pictures. But two pictures have been referred correctly. The third picture is not referred. The message does not complete the number of words required but to understand the message is possible.
<i>Organisation</i>	2	The text is connected using different linking words: a, then. The sentence is well structure. Punctuation marks need to be used in the final of the sentence: well dressed Commas are used to separated sentences.
<i>Language</i>	1	Vocabulary is poor, but it has relation with pictures: wakes up, refrigerator, breakfast. The “s” is used appropriately in third person: a boy wakes up from his bed, comes. The use of pronouns needs to be develop: comes to the, then comes to. The first work of sentences always goes with capital letter.

Sample 10

Hey Santiago, I wanted to ask you if you would like to go to the Chachimbiro pools with me, it's a beautiful place and it's going to be fun ... you can confirm me if they send you okay!

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	2	The content is relevant, but not all ideas are expressed correctly: I wanted to ask you if you would like to go to the Chachimbiro. There is not information about the day and the transport. The message is not complete, but the reader can understand the idea.
<i>Organisation</i>	3	The information is present in logical order, and it is opening correctly but the closing is missing: Hey Santiago. Sentences are separated with commas, but punctuation marks need to be used correctly. To be fun ... you can. There is present the use of linking words to connect the text within sentences.
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with the topic: I wanted to ask, Chachimbiro pools. Grammar rules are used correctly: I wanted to ask you if you would like, it's a beautiful place and it's going to be fun, you can confirm me.

My name is Gabriel I always get up early and then go down to the kitchen to have breakfast As time passes, when I pass my work or my obligations, I go to a restaurant to relax and have a good time

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	3	All the content has relation with the pictures. But two pictures have been referred correctly. The second picture is not referred properly: to the kitchen to have breakfast. Despise this, the reader can understand the message easily.
<i>Organisation</i>	3	The text is connected using different linking words: then, as, when, and. The sentence is well structure. Punctuation marks need to be used in the final of the sentence correctly: have a good time ... Sentences are not separate correctly: to have breakfast As time passes
<i>Language</i>	2	Vocabulary is simple, but it has relation with pictures: get up, kitchen, breakfast, restaurant. The "s" is used appropriately in third person: a boy wakes up from his bed, comes. The use of pronouns needs to be used correctly: and then go down. Periods are not used correctly to separate sentences and close text.

Sample 11

Hello Kevin, how are you? What do you say if we go for a walk to the rainbow pools to swim and then we are going to eat some barbecue?

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	3	Although two parts of the message are not communicated, the inviting part is clearly. There is not information about the day and the transport. Also, there is irrelevant information about barbecue. Information about the transport is not clear, but the information about the place is clear: rainbow pools.
<i>Organisation</i>	3	There is a lack of connection between sentences and the use of punctuation is poor: What do you say if we go for a walk to the rainbow pools to swim and then we are going to eat some barbecue? However, there is present the use of linking words to connect the text within sentences: What do you say if we go for a walk to the rainbow.
<i>Language</i>	2	Vocabulary is used appropriately, and it relates to the topic: rainbow pool, swim. Grammar forms such as future tenses are used: we are going to eat.

I get out of bed then I'm going to see that eating in the afternoon I go to a restaurant

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	1	The content is incomplete, but it is relevant. But two pictures have been referred correctly. The second picture is not clear enough referred: to see that eating. Despite this, the reader can understand the message easily.
<i>Organisation</i>	1	The text is short, but sentences are not connected correctly. And it does not correctly use punctuation marks: I get out of bed then I'm going to see that eating in the afternoon I go to a restaurant
<i>Language</i>	1	Vocabulary is simple, but it has relation with two pictures: get out of bed, eating, restaurant. Simple grammar forms are used correctly: I'm going to see that eating. Punctuation marks are not used in the whole text: I get out of bed then I'm going to see that eating in the afternoon I go to a restaurant

Sample 12

Hey Michael, I came up with a great idea. If you want to go swimming on Saturday, if you're interested, tell me what pool can we go to?

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	2	The content is relevant, but not all ideas are expressed correctly: if you're interested, tell me what pool can we go to? There is not information about the place. The message is not complete, but the reader can understand the idea.
<i>Organisation</i>	3	The information is present in logical order, and it is opening correctly but the closing is missing: Hey Michael. Sentences are separated with commas and periods: Hey Michael, I came up with a great idea. If you want to go swimming on Saturday, if you're.. There is present the use of linking words to connect the text within sentences.
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with the topic: swimming, Saturday, pool. Grammar rules are used correctly: I came up with a great idea. If you want to go swimming on Saturday.

He is thomas has a normal life he sleeps 8 hours a day he gets up at 6:00 o'clock in the morning to go to work but first he makes breakfast and he is ready to go to work

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	3	Not all content has relation with the pictures. And just two pictures have been referred correctly. There is not clear information about second and third pictures. Despite this, the reader can understand the idea of the message easily.
<i>Organisation</i>	1	The text is connected using different linking words: a, but, first. The sentences have not sense: He is thomas has a normal life he sleeps 8. Punctuation marks are not used in the whole text, so, sentences are not separate correctly.
<i>Language</i>	2	Vocabulary is simple, but it has relation with one picture: sleep, gets up, breakfast. Grammar rules are not applied correctly: He is thomas has a normal life he sleeps. Capital letter are not using correctly: He is thomas

Sample 13

Dear Tommy you want to go to the pool? We can go by taxi to get there fast and we can stay longer. We could go to the tolas de socapamba which is very close and we will not return too late I wait for your answer bye.

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	4	All parts of the message are communicated. There is information about the transport: we will go in my car. Also, there is information about the place and the day of the travel: on Saturday at the Prado. But the invitation to Toni is not clearly expressed.
<i>Organisation</i>	2	There is a lack of connection between sentences and there is not the presence of commas and periods to connect and separate sentences. Pronouns are used to avoid repetition: Tommy, we. The information is present in logical order and opening and closing salutations: Dear Tommy, bye.
<i>Language</i>	3	Vocabulary is used appropriately, and it relates to the topic: pool, go, taxi. Grammar is used correctly: We can go by taxi to; we could go to. Punctuation marks are not used correctly: Dear Tommy you want to go to the pool?

This is Juan, he woke up and is going to have breakfast but in his refrigerator he could not find his breakfast, he got dressed and went out to have breakfast in a restaurant

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	5	All the content is relevant. And all pictures have been referred correctly: he woke up, refrigerator, restaurant. The reader can understand the message easily.
<i>Organisation</i>	4	The text is connected using linking words: so, but, and. There are sentences well structure and the use of pronouns to avoid repetition: Juan, he, his. Commas are used to separate sentences, but it can be improved: have breakfast but in his refrigerator he could not.
<i>Language</i>	4	Vocabulary is used appropriately, and it has relation with pictures: he woke up, refrigerator, restaurant, breakfast, Simple grammar forms are used correctly: he woke up and is going to have breakfast, he could not find his breakfast, he got dressed.

Sample 14

Hi Iker, let's go to the pool to have a lot of fun. we go to the Corlavi pools in my dad's car to get there fast

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	3	Almost all the content is relevant in the email, and it is clearly expressed. Although two parts of the message are communicated, but the day of the invitation is not present. There is information about the transport: dad's car. Also, there is information about the place: Corlaví, but the name is not correct writing Chorlavi.
<i>Organisation</i>	2	There is a lack of connectors to connect sentences. Pronouns are used to avoid repetition: Iker, we, get there. The information is present in logical order and opening but without closing salutations: Hi Iker.
<i>Language</i>	3	Vocabulary is used appropriately, and it relates to the topic: pool, fun, to get there fast. Grammar is used correctly: we go to the Corlavi pools. There are spelling mistakes: Corlavi.

He gets up at 8:00 a.m. He goes to look for food but has nothing and goes out to eat in a restaurant.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	2	The content has relation with the pictures. And just two pictures have been referred correctly. There is not clear information about second and third pictures. The number of words is not achieved. Despite this, the reader can understand the idea of the message easily.
<i>Organisation</i>	2	The text is connected using linking words: but, and, for. There are sentences well structure. Commas are not used in whole text.
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with pictures: he gets up, restaurant, food. The use of "s" in third person can be improved: He gets up at 8:00 a.m. He goes to look, has nothing and goes out to eat in a restaurant.

Sample 15

Hello Naye, friend I am writing to ask you if you want to go with me and my family to a pool on Saturday, we will go to Chorlavi, in case you want to go we will wait for you at the market bus stop at 10 in the morning to go all together

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	The content is relevant, and all requirements were used in the email. The three parts are present in the message. There is information about the invitation, the day, the place, and the transport: I am writing to ask, to a pool on Saturday, to Chorlavi, at the market bus stop. The message has extra information that facilitated fully informed.
<i>Organisation</i>	4	Commas are used to connect sentences. But there is not the presence of period in the whole text. However, there is present the use of linking words to connect the text within sentences: I am writing to ask, we will go, we will wait for you.
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with the topic: pool, writing, ask, Saturday, bus stop. Grammar forms such as future tenses are used correctly: we will go, we will wait for you. The punctuation and spelling need to be improved.

This is Joel, he gets up very early from his bed, and goes to the refrigerator and watches what he has to eat, then he goes to the cafeteria and asks for a cappuccino every morning

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	All the content is relevant. And all pictures have been referred correctly: gets up, refrigerator, cafeteria. There is extra information, and the reader can understand the message easily.
<i>Organisation</i>	3	The text is connected using linking words: then, and. There are sentences well structure and the use of pronouns to avoid repetition: Joel, he, his. Commas are used to connect sentences: This is Joel, he gets up very early from his bed, and goes to.
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with pictures: gets up, refrigerator, to eat, cafeteria, cappuccino. Simple grammar forms are used correctly: This is Joel, he gets up very early from his bed. The use of "s" in third person can be improved: and goes to the refrigerator and watches, and asks for a cappuccino. The use of punctuation mark is not present in the concluding part: every morning

Sample 16

Hello Adrián, what do you think if we are going to swim on Saturday to relax, by the way we will go to the pool of the drivers union, to get there you just have to go to the police ring

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	The content is relevant, and all requirements were used in the email. The three parts are present in the message. There is information about the invitation, the day, the place, and the transport. But the part of the transport is not clear, but the reader is fully informed with the information.
<i>Organisation</i>	4	Commas are used to connect sentences: Hello Adrián, what do you think; on Saturday to relax, by the way we. But there is not the presence of period in the whole text. However, there is present the use of linking words to connect the text within sentences: we are going to swim on Saturday to relax, by the way we will go to the pool.
<i>Language</i>	4	All vocabulary related with the topic, and it is used appropriately: swim, pool, ask, Saturday, go to the police ring. Grammar forms such as future tenses are used correctly: we will go, we are going to swim. The punctuation and proper names need to be corrected: drivers union, police ring

He is Anderson, every day he gets up at six in the morning to go to work, after getting up he serves a very good breakfast and finally in the afternoon after his work he goes out for lunch in a well-known restaurant in his town

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	4	All the content is relevant. But the second picture is not referenced correctly: after getting up he serves a very good breakfast. The other pictures were referred correctly: gets up, restaurant. There is extra information, and the reader can understand the message easily.
<i>Organisation</i>	3	The text is connected using linking words: every day, after, a, finally. There are sentences well structure and the use of pronouns to avoid repetition: Anderson, he, his. Commas are used to connect sentences: He is Anderson, every day he gets up; in his town
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with pictures: gets up, breakfast, restaurant. Simple grammar forms are used correctly: , after getting up he serves a very good breakfast; he goes out for lunch. The use of punctuation mark is not present in the concluding part: in his town

Sample 17

Hello Toni, do you want to go swimming with me on Saturday, we can go to the pool that is near the terminal, we take a bus there and another one back

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	The content is relevant, and all requirements were used in the email. The three parts are present in the message. There is information about the invitation, the day, the place, and the transport: want to go swimming with me on Saturday, pool that is near, take a bus. The reader is fully informed with the information.
<i>Organisation</i>	4	Commas are used to connect sentences: Hello Toni, do you want, on Saturday, we can go to the pool. But there is not the presence of period in the whole text. However, there is present the use of linking words to connect the text within sentences: we can go to the pool, we take a bus. The information is present in logical order, it has an opening: Hello Toni. But there is not and closing salutations.
<i>Language</i>	4	All vocabulary is related with the topic, and it is used appropriately: swimming, pool, Saturday, bus. Grammar forms such as future tenses are used correctly: we can go to the pool, we take a bus there and another. The punctuation needs to be corrected: one back

Pedro got up in the morning and went to look for food in his refrigerator for breakfast, but he had nothing so he had to go to a restaurant that was next to his house

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	4	All the content is relevant. And all pictures are referenced correctly: got up, in his refrigerator for breakfast, go to a restaurant. The three pictures were referred correctly. There is extra information, and the reader can understand the message easily.
<i>Organisation</i>	3	The text is connected using linking words: and, but, for, so. There are sentences well structure and the use of pronouns to avoid repetition: Pedro, his, he. Commas are used to connect sentences, but it can be improved: for breakfast, but he had nothing so he had to
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with pictures: got up, in his refrigerator for breakfast, go to a restaurant. Simple grammar forms are used correctly: Pedro got up, he had nothing. The use of punctuation mark is not present in the concluding part: to his house

Sample 18

Good morning tony, I'm sorry, I was wondering if you would like to go to the pool this Saturday at the socapamba pools in the car that a friend lent me

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	The content is relevant, and all requirements were used in the email. The three parts are present in the message. There is information about the invitation, the day, the place, and the transport: I was wondering, pool this Saturday, socapamba, car of my friend. There are some capitalization and punctuation mistakes, but the reader is fully informed with the information.
<i>Organisation</i>	4	The information is present in logical order, it has an opening: Good morning toni. But there is not and closing salutations. Commas are used to connect sentences: Good morning tony, I'm sorry, I was wondering. But there is not the presence of period in the whole text. However, there is present the use of linking words to connect the text within sentences: I was wondering if you would like to go.
<i>Language</i>	3	All vocabulary is related with the topic, and it is used appropriately: I was wondering, pool this Saturday, socapamba, car of my friend. Grammar forms are used correctly: I was wondering if you would like. The punctuation and capital letters needs be corrected: toni, socapamba, lent me

A man gets up at 10 in the morning when he sees that there is no food in his refrigerator, he goes out to look and finds a restaurant and in the distance he looks at a couple and he wonders: why am I alone?

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	All the content is relevant. And all pictures are referenced correctly: gets up, in his refrigerator, goes out, a restaurant. The three pictures were referred correctly. There is extra information, and the reader can understand the message easily.
<i>Organisation</i>	3	The information is present in logical order. The text is connected using linking words: a, when, and. There are sentences well structure and the use of pronouns to avoid repetition: A man, he, I. Commas are used to connect sentences, but it can be improved: and in the distance he looks at a couple
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with pictures: gets up, in his refrigerator, goes out, a restaurant. The use of "s" in the person is correctly: A man gets up, he sees when, he goes out, he looks. The use of punctuation mark can be improved: and in the distance he looks at a couple and he wonders.

Sample 19

Hello Fernando, how are you asking yourself if you want to go to the pool with me and also which pool do you want to go to? A and also how are we going to get to now?

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	2	The content is related with the topic, but not all requirements are present clearly in the email: asking yourself, you want to go to the pool, which pool, how are we going. The sentences are not well structure, and the text does not have all the necessary information. Thus, all these complicate to understand the text.
<i>Organisation</i>	2	The information is present in order, it has an opening: Hello Fernando, how are you. But there is not and closing salutations. Commas are used to connect sentences: Hello Fernando, how are you. But it can be improved and there is not the presence of periods in the text. The connectors are not used properly: with me and also which pool.
<i>Language</i>	1	All vocabulary is related with the topic, but it is not used appropriately: how are you asking yourself if you want to go; with me and also which pool. Grammar structure is not clear: A and also how are we going to get to now? with me and also which pool do you want to go to?

This is Erick, he gets up at 9:30 to fix his room, has breakfast, bathes and gets ready to go out for a walk, in the afternoon he goes to lunch and comes home to rest and there ends his day

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	3	All the content is relevant. But the second picture is nor referenced correctly: has breakfast, bathes and gets ready to go out for a walk. The other pictures were referred correctly: gets up, lunch. There is extra information, but reader can understand the message easily.
<i>Organisation</i>	3	The information is present in logical order, and it connects sentences using linking words: and, for. But it needs to be improved. There are sentences well structure and the use of pronouns to avoid repetition: Erick, he, his. Commas are used to connect sentences, but it can be improved the use of periods, as well: ends his day
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with pictures: has breakfast, bathes and gets ready to go out for a walk, lunch. The use of "s" in the person is correctly, but it can be improved: he gets up, and gets ready. Punctuation marks are not used correctly to closing the text: ends his day

Sample 20

Hello mirely we can go to the pool of the fire or to chachimbiro on saturday we can go after lunch in my dad car or in your grandfather

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	4	The content is relevant, and all requirements were used in the email. The three parts are present in the message. There is information about the invitation, the day, the place, and the transport: we can go to the pool, chachimbiro on saturday, my dad car. There are some capitalization and punctuation mistakes, but the reader is fully informed with the information.
<i>Organisation</i>	2	The information is present in logical order, it has an opening: Hello mirely. But there is not and closing salutations. There is not present in the whole text, the use of commas and periods to separated sentences. However, there is present the use of linking words to connect the text within sentences: we can go to the pool of; we can go after lunch in my dad car.
<i>Language</i>	2	All vocabulary is related with the topic, and it is used appropriately: we can go to the pool, chachimbiro on saturday, my dad car. Grammar forms are used correctly: I was wondering if you would like. But possessive is not used correctly: my dad car. The use of punctuation marks is not the adequate. And capital letters are not used correctly: mirely, saturday, chachimbiro.

He is Juanito, he wakes UP at 7:00 in the morning every day to go to work, his mother leaves breakfast in the refrigerador for him after work, he has lunch at the nearest restaurant and also takes home for his mother

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	4	All the content is relevant. And all pictures are referenced correctly: wakes UP, refrigerador, breakfast, lunch, a restaurant. The three pictures were referred correctly. There is extra information, spelling mistakes and wrong use of punctuation marks, but the reader can understand the message easily.
<i>Organisation</i>	3	The information is present in logical order. The text is connected using linking words: for, after, and, also. There are sentences well structure and the use of pronouns to avoid repetition: He, Juanito, his, him. Commas are used to connect sentences: He is Juanito, he wakes UP.
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with pictures: wakes UP, refrigerador, breakfast, lunch, a restaurant. The use of punctuation marks is not the adequate. And capital letters are not used correctly: wakes UP, his mother. The use of "S" is correct in third person: he wakes UP, he has lunch.

Sample 21

Hello, bets friends Esmeralda, how are you? She senté you this email to invite you to where I live in the Chorlavi pools and If you cant, you can tell me it's saturday Goodbye

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	2	Almost all the content is relevant in the email, but it is not clearly expressed. Although two parts of the message are communicated, but the transport is not present. There is information about the invitation, the day and place: to invite you, in Chorlavi pools, saturday. There are spelling mistakes and punctuation marks which difficult to understand the text.
<i>Organisation</i>	2	There is a lack of connectors to connect sentences. Pronouns are used to avoid repetition: bets friend, Emeraldalda, you, she. The information is present in logical order with opening and closing salutations: Hello, bets friend, Goodbye. Sentences are not separated correctly with commas and the closing part of the text does not have period: Hello, bets friends Esmeralda, Goodbye
<i>Language</i>	1	Vocabulary is relating to the topic: to invite you, in Chorlavi pools, saturday, email. The email is not clear, it is fully of grammar mistakes and there is a wrong used of punctuation marks: Hello, bets friends Esmeralda, how are you? She senté you this email to invite you to where I live in the Chorlavi pools and If you cant, you can tell me it's saturday Goodbye

My name is Joel, I live alone and I always get up in the morning and go to breakfast and I never find anything in the fridge and I have to go to breakfast in a restaurant and go to work

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	4	All the content is relevant. And all pictures are referenced correctly: always get up, breakfast, fridge, restaurant. There is extra information, and punctuation mistakes, but the reader can understand the message easily.
<i>Organisation</i>	3	The information is present in logical order, sentences are connecting through the use of different linking words: and, never. But it needs to be improved. There are sentences well structure and the use of pronouns to avoid repetition: My name is Joel, I. Commas are used to connect sentences, but it can be improved, and the use of periods, as well: My name is Joel, I live and I always get up.
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with all pictures: always get up, breakfast, fridge, restaurant. Punctuation marks are not used correctly to closing the text: I live alone and I always, go to work Grammar structure is simple, but it is correctly used: I always get up in the morning, I never find anything, I have to go to breakfast.

Sample 22

Hello Toni, Nayeli greets you, the reason for bothering you is to tell you that tomorrow is my birthday and we are going to go with some friends to the "Calera" pools to enjoy our free time to enjoy. Tomorrow Saturday at 9 in the morning we will pick you up if you confirm your attendance.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	4	All the content is relevant in the email, and it is clearly expressed. Although two parts of the message are communicated, but the transport is not expressed clearly: we will pick you. There are spelling mistakes and extra information, but the text is easy to understand.
<i>Organisation</i>	3	The information is present in logical order with opening, but the closing salutations is missing: Hello Toni. Sentences are not connected and separated correctly: my birthday and we are going. Tomorrow Saturday at 9 in the morning we will pick you. Pronouns are used to avoid repetition: Toni, Nayeli, you, my, we, your.
<i>Language</i>	3	All vocabulary is relating to the topic: "Calere" pools, enjoy free time, Saturday, we will pick you. The email has enough information and the vocabulary used is formal, but the use of punctuation marks needs to be improved: is my birthday and we are going to go.

The teacher Lolita in class made the students interact a lot, asking them the routines they did in the morning: Luis said: I get up at 7:00 am, do a little exercise, take a shower and change. Right away I take the keys to my house and go to my mother's place for breakfast

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	4	All the contend is not relevant. Two pictures are referenced correctly: get up, mother's place for breakfast. The second picture is not referenced. There is extra information, and punctuation mistakes, but the reader can understand the message easily.
<i>Organisation</i>	3	The information is present in logical order, sentences are connected among them. There are sentences well structure and the use of pronouns to avoid repetition: The teacher Lolita, they, them, my class, I, my. The punctuation marks help to organize and difference sentences.
<i>Language</i>	4	Vocabulary is used appropriately, and it has relation with pictures: get up, mother's place for breakfast. Punctuation marks are used correctly, but in the closing the text it needs to be improved: for breakfast Grammar structure is not simple, and there is a context about pictures: in class asking them the routines.

Sample 23

Hello Marcelo, hey, I'm writing to you because I wanted to see if you want to go with me and Juan to a pool but we still don't know very well which one we are going to go to, so we wanted to know if you know of any pool and if you know, please write to me and to go all together and have fun this weekend

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	1	The content is relevant, and it has relation with the task, but just one part is clearly expressed, the invitation: I wanted to see if you want. Although the place and the day are not clear: this weekend, if you know any pool. And the transport is not expressed. There information is not complete, but the text is easy to understand.
<i>Organisation</i>	3	All the information is connected and present in logical order. It uses appropriate opening and closing salutation: Dear Andrew, Hello Andrew, Goodbye Andrew. Sentences are connected and separated correctly with the use of commas and periods: Hello Andrew, Camila greets you, I am writing to you. There are sentences well structure and the use of pronouns to avoid repetition: Andrew, you, us, his.
<i>Language</i>	3	All vocabulary is relating to the topic: If you want, any pool, this weekend. The email has a lot of information related with the topic, but it is not useful. And the use of punctuation marks needs to be improved: Juan to a pool but we still, fun this weekend.

He is Marcelo and he gets up every day at 7 in the morning and is always very boring he is not very attractive but he has a great passion for his work and after getting up he goes and looks for his breakfast and after a day of work Marcelo relaxes eating in a restaurant and thinks what he has to do tomorrow

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	3	The content is related with the pictures, but two pictures are referenced correctly: get up every day, eating in restaurant. The second picture is not referenced correctly: looks for his breakfast. There are punctuation mistakes, but the reader can understand the message easily.
<i>Organisation</i>	3	The information is present in logical order, but there is not any punctuation mark that connect sentences appropriately. There are sentences well structure and the use of pronouns to avoid repetition: Marcelo, he, his.
<i>Language</i>	4	Vocabulary is used appropriately, and it has relation with pictures: gets up, looks for his breakfast, relaxes eating in a restaurant. Punctuation marks are not present in the whole text. Grammar structure is simple, and "S" in third person is correctly used.

Sample 24

Hi Victor, I had an idea for this weekend but I want you to join me, I'm free on Saturday and I don't know if you want to go with me to LITA to a pool. We are going to go in the car that my cousin lent me, I await your answer.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	All the content is relevant, and it express all point required, invitation, day, place, and transport: join me, this Saturday, LITA to a pool, car that my cousin lent me. With this email the reader is fully informed.
<i>Organisation</i>	4	All the information is connected and present in logical order. It uses appropriate opening and closing salutation: Hi Victor, I await your answer. But it can be improved. Sentences are connected and separated correctly with the use of commas and periods, but it can be improved. There are sentences well structure and the use of pronouns to avoid repetition: Victor, I, we.
<i>Language</i>	5	Vocabulary is used appropriately, and it has relation with the topic: join me, this Saturday, LITA to a pool, car that my cousin lent me. Grammar forms are used correctly: I had an idea for this weekend but I want you to join me. Punctuation marks need to be used carefully, and capital letters, as well.

Héctor got out of bed after a long night of work, forgot to do the shopping the day before and has nothing in the refrigerator.He went to eat at his beloved sister's house, since he feels lonely.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	All the content is relevant. And all pictures have been referred correctly: got out of bed, nothing in the refrigerator, went to eat at his beloved sister. The reader can understand the message easily.
<i>Organisation</i>	5	The text is connected using linking words and commas correctly: a long night of work, forgot to do the shopping. There are sentences well structure and the use of pronouns to avoid repetition: Hector, he, his. Sentences are separated correctly but the use of space need to be used carefully: the refrigerator.He went.
<i>Language</i>	4	Vocabulary is used appropriately, and it has relation with all pictures: got out of bed, nothing in the refrigerator, went to eat at his beloved sister. Simple grammar forms are used correctly: He went to eat at his beloved sister's house. The appropriately use of "s" in third person: he feels lonely

Sample 25

Hi Tony, I would like to ask you if you want to go to the Chachimbiro pool on Saturday afternoon, we will travel by bus, I invite you bye tonny nois we will see the Saturday

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	All the content is relevant, and it express all point required, invitation, day, place, and transport. With this email the reader is fully informed, but it has some spelling mistakes and capital letters.
<i>Organisation</i>	4	All the information is connected and present in logical order. It uses appropriate opening and closing salutation: Hi Tony, bye tonny. Sentences are connected and separated correctly with the use of commas and periods. There are sentences well structure and the use of pronouns to avoid repetition: Tony, I, we, you.
<i>Language</i>	5	Vocabulary is used appropriately, and it has relation with the topic: to ask you if you want, Chachimbiro pool on Saturday, trabel by bus. Grammar forms are used correctly: I would like to ask you if you want to go to. Punctuation marks and capital letters need to be used carefully: I invite you bye tonny nois we will see the Saturday

Hi, I'm Adrian, I usually wake up at 8:30 o'clock, I get up, fix the blanket, change and go to the kitchen to prepare a delicious breakfast, then I go to have a coffee and meet an old friend again

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	All the content is relevant, and related with pictures, but just two pictures have been referred correctly: wake up at, I go to have a coffee. The second picture is not referred correctly: change and go to the kitchen to prepare a delicious breakfast. The reader can understand the message easily.
<i>Organisation</i>	5	The text is connected using linking words and commas correctly: I usually wake up at 8:30 o'clock, I get up. There are sentences well structure and the use of pronouns to avoid repetition: I, Adrian. Sentences are separated correctly but period at the end of the text need to be improved: an old friend again
<i>Language</i>	4	Vocabulary is used appropriately, and it has relation with all pictures: wake up at, I go to have a coffee, change and go to the kitchen to prepare a delicious breakfast. Grammar structure is simple, but it is used correctly: I go to have a coffee and meet an old friend. The use of punctuation marks needs to be improved: have a coffee, change and go to the kitchen, an old friend again

Sample 26

I may go by motorcycle or car and traffic will be terrible on that day but I will still do my best to be able to go and not look bad.

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	0	The text does not have any relation with the task. The reader can understand the text, but it is not required in the activity.
<i>Organisation</i>	1	The information is connected and present in logical order, but commas are not used to correctly: terrible on that day but I will still do my best.
<i>Language</i>	0	Vocabulary used does not have relation with the topic. Grammar used is clear, but punctuation marks need to be used carefully.

First he wakes up like every day, he has breakfast as usual, he fixes up, he takes a bath, life is so routine so he prefers to go to a restaurant to eat something there is no extravagant something normal and common

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	3	Almost all the content is relevant, and related with pictures, but just two pictures have been referred correctly: wakes up, go to a restaurant. The second picture is not referred correctly: he has breakfast as usual, he fixes up. The reader can understand the message easily.
<i>Organisation</i>	2	The text is connected using linking words, but the use of commas needs improved: First he wakes up like every day, he has breakfast as usual, he fixes up, he takes a bath, life is so. There are sentences well structure but pronouns are the same in the whole text: He. The period at the end of the text is missing: normal and common
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with pictures: wakes up, go to a restaurant, he has breakfast as usual, he fixes up. Grammar structure is simple, but it is used correctly: he has breakfast as usual, he fixes up. The use of punctuation marks needs to be improved: First he wakes, normal and common

Sample 27

Hi Toni, do you want to go swimming with me on Saturday? We can go to a nearby lake. Also My parents lent me the car. I wait your answer. Bye

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	The content is relevant, and all requirements were used in the email. The three parts are present in the message. There is information about the invitation, the day, the place, and the transport: You want to go swimming, on Saturday, nearby lake, lent me the car.
<i>Organisation</i>	5	All the information is connected and present in logical order. It uses appropriate opening and closing salutation: Hi Toni, Bye. Sentences are connected and separated correctly with the use of commas and periods: Hi Toni, do you want to go swimming with me on Saturday? But there is a mistake using comma: Also My parents. There are sentences well structure and the use of pronouns to avoid repetition: Toni, me, we, my, I.
<i>Language</i>	5	Vocabulary is used appropriately, and it has relation with the topic: You want to go swimming, on Saturday, nearby lake, lent me the car. Grammar forms are simple, but it is used correctly: Hi Toni, do you want to go swimming with me on Saturday? We can go to a nearby lake. Capital letters should be used carefully: Also My parents.

He is Juan, he is a university student who is enjoying his weekend. This morning he decided to get up late. He got up to make breakfast, but when he opened the refrigerator, he found nothing and that frustrated him. So he decided to go out to eat. Then he would go buy food

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	All the content is relevant, and related with pictures, the three pictures have been referred correctly: get up late, opened the refrigerator, go out to eat, go buy food. The reader can understand the message easily.
<i>Organisation</i>	5	The text is connected using linking words and commas correctly: He is Juan, he is a university student who is enjoying his weekend. There are sentences well structure and the use of pronouns to avoid repetition: He, Juan, him. Sentences are separated correctly but period and commas need to be used carefully: So he decided to, would go buy food
<i>Language</i>	4	Vocabulary is used appropriately, and it has relation with all pictures: get up late, opened the refrigerator, go out to eat, go buy food. Grammar structure is simple, but it is used correctly: he is a university student who is enjoying. This morning he decided to get up late. The use of punctuation marks needs to be improved: So he decided to, would go buy food

Sample 28

To David I do not know if you would like to go out with me to swim in the pool, you can recommend me or choose one to go to both, and my dad will take us. I wait your answer.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	4	The content is relevant. But not all information is present clearly. There is information about the invitation, the day, and the transport: you would like, swim pool, my dad will take us. But the place is not clear: you can recommend me or choose. The message is clear, and the reader can understand easily.
<i>Organisation</i>	5	All the information is connected and present in logical order. It uses appropriate opening and closing salutation: To David, I wait your answer. Sentences are connected and separated correctly with the use of commas and periods: to both, and my dad will take us. I wait your answer. There are sentences well structure and the use of pronouns to avoid repetition: David, I, me, you, my dad.
<i>Language</i>	5	Vocabulary is used appropriately, and it has relation with the topic: you would like, swim pool, my dad will take us. Grammar forms are simple, but it is used correctly: you can recommend me or choose one to go to both. Capital letters and punctuation marks are used correctly.

How nice it is to get up and see the light of a new day, I don't like cooking at home so I better go to a restaurant for breakfast

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	3	All the content is relevant, and related with pictures, but two pictures have been referred correctly: get up, go to restaurant. The second picture is not referred correctly: I don't like cooking at home so. The reader can understand the message easily.
<i>Organisation</i>	3	The text is connected using linking words and commas correctly: How nice it is to get up and see the light of a new day, I don't like cooking. The information is organized correctly and sentences well structure: I don't like cooking at home. Sentences are separated correctly but period and commas need to be used carefully: at home so I better go to a restaurant for breakfast
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with all pictures: get up, go to restaurant. I don't like cooking at home so. Grammar structure is simple, but it is used correctly: I better go to a restaurant for breakfast. The use of punctuation marks needs to be improved: at home so I better go to a restaurant for breakfast

Sample 29

Hello toni, how are you Hey, I wanted to invite you to go to the university pools on Saturday at 2:00 or 2:30 We are going by bus since it is not very far

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	The content is relevant, and all requirements were used in the email. The three parts are present in the message. There is information about the invitation, the day, the place, and the transport: I wanted invite you, university pools, on Saturday, by bus. There is extra information that complete the email, the reader can understand the text easily.
<i>Organisation</i>	4	All the information is connected and present in logical order. It uses appropriate opening, but it does not have the closing salutation. Sentences are connected and separated correctly with the use of commas and periods: Hey, I wanted. But there are mistakes using commas and periods: Hello toni, how are you, is not fair There are sentences well structure and the use of pronouns to avoid repetition, but capital letters need to be used carefully: Hello toni, how, is not fair
<i>Language</i>	5	Vocabulary is used appropriately, and it has relation with the topic: I wanted invite you, university pools, on Saturday, by bus. Grammar forms are simple, but it is used correctly: I wanted to invite you to go to the university pools on Saturday. Capital letters and punctuation marks should be used carefully: Hello toni, how, is not fair

Every day Lucas gets up early, when he wakes up he goes to the kitchen, opens the refrigerator and observes what there is for breakfast, when he saw that he had almost nothing, he changed and went to have breakfast in a small restaurant near his house

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	All the content is relevant, and related with pictures, the three pictures have been referred correctly: gets up early, opens the refrigerator, in a small restaurant. The reader can understand the message easily.
<i>Organisation</i>	5	The text is connected using linking words and commas correctly: breakfast, when he saw that he had almost nothing, he. There are sentences well structure and the use of pronouns to avoid repetition: Lucas, he, Juan, him. Sentences are separated correctly but period and commas need to be used carefully: he wakes up he goes to the kitchen, near his house
<i>Language</i>	4	Vocabulary is used appropriately, and it has relation with all pictures: gets up early, opens the refrigerator, in a small restaurant. Grammar structure is simple, but it is used correctly: he wakes up, he goes to the kitchen. The use of punctuation marks needs to be improved: he wakes up he goes to the kitchen, near his house

Sample 30

Hello toni, how are you? I tell you that my family and I are going to the swimming pools and how do you know that they love you?

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	1	The text has relation with the text, but there is missing information: there is not the day, the place, and the transport. The reader can understand the text, but the information is incomplete.
<i>Organisation</i>	2	The information is connected and present in logical order, but the use of punctuation marks is not the appropriate. It uses appropriate opening, but the closing salutation is missing.
<i>Language</i>	2	Vocabulary used have relation with the text: going to the swimming pool. Grammar structure, punctuation marks, and capital letters are not used correctly: Hello toni, how are you? I are going to the swimming pools.

ahhhhhh good morning I'm lazy and I'm hungry I'll see what's in the fridge * is going * or by God there's no food I'll have to go to a cafeteria ahy not that lazy, well I'm going What a beautiful cafeteria I'm going to give it a 10

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	4	Almost all the content is relevant, and it is related with pictures, but just two pictures have been referred correctly: good morning, I'll have to go to a caferetia, what's in the fridge. The text is present as an internal monologue, it also has spelling and punctuation mistakes. It difficult to understand the message.
<i>Organisation</i>	2	The text is connected using linking words, but the use of commas needs improved: ahhhhhh good morning I'm lazy and I'm hungry I'll see what's in the fridge. There are sentences well structure but pronouns are the same in the whole text: I The period at the end of the text is missing: to give it a 10 The information has a logical order but the punctuation marks and spelling mistakes difficult to understand the text.
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with pictures: good morning, I'll have to go to a caferetia. Grammar structure is simple, but it is used correctly: I'll see what's in the fridge. The use of punctuation marks, spelling mistakes, and commas needs to be improved: to give it a 10, ahy.

Sample 31

Hi Tony, how are you? I hope that very good. On Saturday we can go to the pools in Timbuyacu, we'll meet in Imbaya and I'll take you in my car. See you on Saturday Goodbye !!!

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	4	The content is relevant, and all requirements were used in the email. The three parts are present in the message. There is information about the invitation, the day, the place, and the transport. But the invitation is not very clear: I hope that very good. On Saturday we can go to the pools. There is extra information, but the reader can understand the text easily.
<i>Organisation</i>	4	All the information is connected and present in logical order. It uses appropriate opening and closing salutation: Hi Tony, Goodbye. Sentences have relation among them, but commas are not used correctly (there is any comma in the whole text). There are sentences well structure and the use of pronouns to avoid repetition. Finally, capital letters are used correctly, but the punctuation marks need to be used correctly.
<i>Language</i>	4	Vocabulary is used appropriately, and it has relation with the topic: On Saturday, go to the pools. Grammar forms are simple, but it is used correctly: I'll take you in my car. See you on Saturday. Capital letters and punctuation marks should be used carefully: See you on Saturday Goodbye !!!

He is Tom, He get's up from his bed and he's really hungry but there is not food but there is no food so he is going to have a coffee outside since he is going to be late for work.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	4	All the content is relevant, and it is related with pictures, but just two pictures have been referred correctly: get's up, he is going to have a coffee outside. The second picture is not referenced correctly: he's really hungry but there is not food. There are spelling mistakes and wrong structure phases: He get's up, but there is not food but there is no food. It difficult to understand the message.
<i>Organisation</i>	2	The text is connected using linking words, but the use of commas needs improved. There are sentences well structure but pronouns are the same in the whole text: He. The period at the end of the text is present, but the use of commas needs to improve. The information has a logical order but the punctuation marks, spelling mistakes need to be used correctly.
<i>Language</i>	2	Vocabulary is used appropriately, and it has relation with pictures: get's up, he is going to have. he's really hungry but there is not food so he is. Grammar structure has mistakes: He get's up, but there is not food but there is no food. The use of punctuation marks, spelling mistakes, and commas needs to be improved.

Sample 32

Hi Jeimy, would you like to come with me to the pools on Saturday? We will go to the pools of yacucalle, well I'll let you tell me anything.

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	4	The content is relevant, but the message does not have all the required information. There is information about the invitation, the day, the place. But information about and the transport is nor present. The information is clear, and the reader can understand the text easily.
<i>Organisation</i>	4	All the information is connected and present in logical order. It uses appropriate opening, but the closing salutation is missing. Sentences have relation among them, and they have well structure. Capital letters are not used correctly: yacucalle.
<i>Language</i>	4	Vocabulary is used appropriately, and it has relation with the topic: would you like to come, pools on Saturday? We will go to the pools. Grammar forms are simple, but it is used correctly: of yacucalle, well I'll let you tell me anything, We will go to the pools. Capital letters are not used correctly: yacucalle.

Esteban gets up to go to work, he goes directly to the fridge as there was almost nothing in his fridge, he decides to go eat outside, sitting waiting for his food 🍴🍷🍰 to go to work 🚗.

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	5	All the content is related, and the three pictures are referenced: Esteban gets up; he goes directly to the fridge; go eat outside, sitting waiting for his food.
<i>Organization</i>	2	There is a lack of connection between sentences, there are not present any frequency connectors such as: first, then, when finally. The use of pronoun reduce repetition: Esteban, he, his. Punctuation to separate sentences: Esteban gets up to go to work, he goes directly to the fridge as there was almost nothing in his fridge, he decides to.
<i>Language</i>	4	Vocabulary is related with pictures, and it has relation with the context: gets up; goes directly to the fridge; sitting waiting for his food. The appropriately use of “s” in third person: Esteban gets up; he goes; he decides.

Sample 33

Hello Toni, hoping you are in good health, you want to go to the yahuarcocha pool on Saturday, I'll wait for you here at my house, we're going to travel in my dad's car and we're going to have a lot of funonce

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	The content is relevant, and all requirements were used in the email. The three parts are present in the message. There is information about the invitation, the day, the place, and the transport: you want to go to the yahuarcocha pool on Saturday. Dad's car. There is extra information that complete the email, the reader can understand the text easily.
<i>Organisation</i>	4	All the information is connected and present in logical order. It uses appropriate opening, but it does not have the closing salutation. Sentences are connected and separated correctly with the use of commas. Period is not used correctly in the concluding part: a lot of funonce Sentences are well structure, but there are spelling mistakes: funonce
<i>Language</i>	5	Vocabulary is used appropriately, and it has relation with the topic: you want to go to the yahuarcocha pool on Saturday. Dad's car. Grammar forms are simple, but it is used correctly: we're going to travel in my dad's car and we're going to have a lot of Capital letters and punctuation marks should be used carefully: yahuarcocha. Also, there is spelling mistake: funonce

Once upon a time there was a young man named José who woke up every morning with great enthusiasm to go to work, then he went to the kitchen to get his breakfast for what little he had, he had a little orange juice for breakfast and few cookies he settled With what he had after work he went to the restaurant and made an order for soup because he could not afford the money because he owed a lot to the doctor for his mother's medicine

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	4	All the content is relevant, and it is related with pictures, but just two pictures have been referred correctly: woke up every morning, he went to the restaurant. The second picture is not referenced correctly: he went to the kitchen. The text has a lot of extra information, it gives contexts to the reader, and it is easy to understand.
<i>Organisation</i>	3	The text is connected using linking words, but the use of commas needs improved. There are sentences well structure, different pronouns are used to avoid repetition: a young man, Jose, he, his. The period at the end of the text is not present, also the use of commas needs to improve. The information has logical order and sentences are related among them.
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with pictures: woke up every morning, he went to the restaurant, he went to the kitchen. Grammar structure is simple, but it is used correctly: he could not afford the money because he owed. But there are repeated words: ittle he had, he had a little orange. The use of punctuation marks, spelling mistakes, and commas needs to be improved.

Sample 34

Hello Toni its Félix, I was wondering if you want to go to the Cayambe pool on Saturday, we will go in my mother's car, the entrance is not very expensive and we will return before the sun sets.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	The content is relevant, and all requirements were used in the email. The three parts are present in the message. There is information of invitation, the day, the place, and the transport: I was wondering, Cayambe pool on Saturday, we will go in my mother's car. The information is clear and complete, the reader can understand the text easily.
<i>Organisation</i>	4	All the information is connected and present in logical order. It uses appropriate opening, but it does not have the closing salutation. Sentences are connected and separated correctly with the use of commas. Period is used correctly in the concluding part: the sun sets. Sentences are well structure, but punctuation marks need to be used carefully: Hello Toni its Félix
<i>Language</i>	5	Vocabulary is used appropriately, and it has relation with the topic: I was wondering, Cayambe pool on Saturday, we will go in my mother's car. Grammar forms are simple, but it is used correctly: I was wondering if you want to go to the Cayambe, we will go in my mother's car. Capital letters and punctuation marks should be used carefully: Hello Toni its Félix

My name is Juan, I don't usually get up early, now I'm not going to have much breakfast because I'm going to a restaurant to meet a friend to solve some problems, but he hasn't arrived yet, I think it will take time.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	4	All the content is relevant, and it is related with pictures, but just two pictures have been referred correctly: get up early, breakfast, going to a restaurant. The second picture is not referenced correctly: I'm not going to have much breakfast. The text has a lot of extra information, it gives contexts to the reader, and it is easy to understand.
<i>Organisation</i>	3	The text is connected using linking words, the use of commas is correct. There are sentences well structure, different pronouns are used to avoid repetition: my name, Juan, I, he. The information has logical order and sentences are related among them. Punctuation marks are used correctly.
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with pictures: get up early, breakfast, going to a restaurant, to have much breakfast. Grammar structure is simple, and almost in the whole text it is used correctly: I'm not going to have much breakfast. The use of punctuation marks is the adequate.

Sample 35

Hello Toni I hope that you al ready fine the motive of this email is to know if you want to go a swimming and ii this is posible go to know other place that can be very interesting to you.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	1	The content has relation with the task. But not all requirements are present. Just the invitation is present, but even it is not clear. The information is not complete, and the text has spelling and punctuation mark mistakes, the reader cannot understand the text easily.
<i>Organisation</i>	2	The information is connected and present in logical order. It uses appropriate opening, but it does not have the closing salutation. Sentences are related among them. But commas are not used correctly. Period is used correctly in the concluding part: very interesting to you. Sentences are well structure, but punctuation marks and spelling words need to be used carefully: Hello Toni I hope that you al ready fine
<i>Language</i>	1	Vocabulary is used appropriately, and it has relation with the topic: the motive of this email, you want to go a swimming, be very interesting. Grammar forms are simple, but they have a lot of spelling mistakes and punctuation marks are not used correctly: Hello Toni I hope that you al ready fine the motive, and ii this is posible go to know.

In the morning I like to get up early because I like to see the sun then I like to go to eat a breakfast very healthy that consist in an apple with a bread and finally I like to go a restaurant to enjoy the food that prepare in this place.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	3	All the content is relevant, and it is related with pictures, but just two pictures have been referred correctly: get up early, I like to go a restaurant to enjoy. The second picture is not referenced correctly: I like to go to eat a breakfast very healthy. The text has a lot of extra information, it gives contexts to the reader, and it is easy to understand.
<i>Organisation</i>	3	The text is connected using linking words, but the use of commas is not correctly. There are sentences well structure, but the pronouns is the same in all sentences: I. The information has logical order and sentences are related among them. Punctuation marks are not used correctly.
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with pictures: get up early, I like to go a restaurant to enjoy. Grammar structure is simple, but it is used correctly: I like to get up early because I like to see the sun then I like to go to eat a breakfast. The use of punctuation marks is not the adequate almost in the whole text.

Sample 36

DEAR KATHERINE HELLO MY DEAR FRIEND , I AM WRITING TO YOU BECAUSE I HAVE A GREAT IDEA , NEXT SATURDAY WE HAVE TO GO TO THE POOLS OF “EL PARAÍSO ESCONDIDO” I HAVE ANOTHER FRIEND WITH A CAR THAT CAN PICK YOU UP AND I AM SURE THAT WE WILL ENJOY THIS EXPERIENCE THAT IS I’LL WAIT FOR YOUR ANSWER , GOODBYE KATHERINE

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	5	The content is relevant, and all requirements were used in the email. The three parts are present in the message. There is information of invitation, the day, the place, and the transport: WE HAVE TO GO TO THE POOLS “EL PARAÍSO ESCONDIDO”, WITH A CAR, NEXT SATURDAY. The information is clear and complete, the reader can understand the text, but the capital letters are not correctly used.
<i>Organisation</i>	5	All the information is connected and present in logical order. It uses appropriate opening and closing salutation. Sentences are connected and separated correctly with the use of commas. Period is not used correctly in the concluding part: GOODBYE KATHERINE Sentences are well structure, and punctuation marks are used carefully.
<i>Language</i>	2	Vocabulary is used appropriately, and it has relation with the topic: WE HAVE TO GO TO THE POOLS “EL PARAÍSO ESCONDIDO”, WITH A CAR, NEXT SATURDAY. Grammar forms are simple, but it is used correctly: WE HAVE TO GO. WE WILL ENJOY THIS EXPERIENCE I’LL WAIT FOR YOUR. Capital letters are not used correctly in the whole text.

HE IS LEONARDO , HE IS VERY LAZY WAKES UP LATE , EVERY DAY HE GETS UP AT 1:00 PM THEN HE HAS A KIND OF BREAKFAST OR LUNCH , BUT THAT’S NOT ALL BECAUSE HE GOES TO A RESTAURANT TO EAT MORE

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	4	All the content is relevant, and it is related with pictures, but just two pictures have been referred correctly: WAKES UP LATE, TO RESTAURANT. The second picture is not referenced correctly: BREAKFAST OR LUNCH. The text has a lot of extra information, it gives contexts to the reader, and it is easy to understand. Capital letters are not used correctly in the whole text.
<i>Organisation</i>	3	The text is connected using linking words, the use of commas is correct. There are sentences well structure, different pronouns are used to avoid repetition: HE, LEONARDO. The information has logical order and sentences are related among them. Punctuation marks are used correctly.
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with pictures: WAKES UP LATE, TO RESTAURANT. Grammar structure is simple, and it is used correctly: HE HAS A KIND OF BREAKFAST OR LUNCH Capital letters are not used correctly in the whole text.

Sample 37

Isabela we are going to swim on Saturday with our friends will be very fun, let's go to the "oasis" there is very nice and spacious, we could go in a bus that is much cheaper and the pools are on the edge of the street, let's not you hesitate!.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	The content is relevant, and all requirements were used in the email. The three parts are present in the message. There is information of invitation, the day, the place, and the transport: swim on Saturday with our friends will be very fun, let's go to the "oasis", in a bus. The information is clear and complete, the reader can understand the text.
<i>Organisation</i>	5	All the information is connected and present in logical order. It does not use appropriate opening and closing salutation. Sentences are connected and separated correctly with the use of commas, but punctuation marks are not used correctly: let's not you hesitate!. Sentences are well structure: we could go in a bus that is much cheaper.
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with the topic: swim on Saturday, will be very fun, let's go to the "oasis", in a bus. Grammar forms are simple, but it is used correctly: let's go to the "oasis" there is very nice and spacious, we could go in a bus. The use of punctuation marks needs to be improved: let's not you hesitate!.

He is Juan, he just woke up in the morning at 7:30 he and he goes straight to the kitchen to look for breakfast then he goes to the bathroom and takes a shower he gets dressed and goes to the work appointment and waits patiently to your client.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	4	All the content is relevant, and it is related with pictures, but just two pictures have been referred correctly: woke up, kitchen, work appointment. The second picture is not referenced correctly: breakfast, he goes to the bathroom. The text has a lot of extra information, it gives contexts to the reader, and it is easy to understand. Capital letters are not used correctly in the whole text.
<i>Organisation</i>	3	The text is connected using linking words, but the use of commas needs to be improved. There are sentences well structure, different pronouns are used to avoid repetition: He, Juan. The information has logical order and sentences are related among them. Punctuation marks are used correctly.
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with pictures: woke up, kitchen, work appointment, breakfast, he goes to the bathroom. Grammar structure is simple, and it is used correctly: he goes to the bathroom. Capital letters are used correctly in the whole text.

Sample 38

Dear Paola.

Hello my dear and best friend Paola, I am writing to you because I have a wonderful idea to go out on Saturday morning to the pools. I would like to go to "Sant Agua". Paola, where would you like to go? I also have another friend who can take you and me. It will surely be the best day and we will enjoy this experience very much. I hope your answer and that you like the idea very much. Chao Paola.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	The content is relevant, and all requirements were used in the email. The three parts are present in the message. There is information of invitation, the day, the place, and the transport: go out on Saturday morning to the pools, go to "Sant Agua", can take you and me. The information written as a conversation, but it is clear and complete, the reader can understand the text easily.
<i>Organisation</i>	4	All the information is connected and present in logical order. It uses appropriate opening and closing salutation: Dear Paola Hello, Chao Paola. Sentences are connected and separated correctly with the use of commas; punctuation marks are used correctly but it can be improved: Hello my dear and. Sentences are well structure: It will surely be the best day and we will enjoy.
<i>Language</i>	5	Vocabulary is used appropriately, and it has relation with the topic: go out on Saturday morning to the pools, go to "Sant Agua", can take you and me. Grammar forms are simple, but it is used correctly: It will surely be the best day and we will enjoy. The use of punctuation marks needs to be improved: Hello my dear and.

Sebastian gets up at 6 in the morning every day. He walks for an hour to stay healthy, and when he returns, he has a good breakfast and a shower, then does his college homework. In the afternoon, he goes out with his friend Carlos to have a coffee and talk.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	4	All the content is relevant, and it is related with pictures, but just two pictures have been referred correctly: gets up, breakfast, have a coffee. The second picture is not referenced correctly: he has a good breakfast and a shower. The text has extra information, it gives contexts to the reader, and it is easy to understand.
<i>Organisation</i>	3	The text is connected using linking words, the use of commas is correct. There are sentences well structure, different pronouns are used to avoid repetition: He, Sebastian, His. The information has logical order and sentences are related among them. Punctuation marks are used correctly.
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with pictures: he has a good breakfast and a shower, gets up, breakfast, have a coffee. Grammar structure is simple, and it is used correctly: when he returns, he has a good breakfast and a shower. Capital letters are used correctly in the text.

Sample 39

Hello Maria, how are you? Well, I wanted to know if on Saturday you are unoccupied to go for a walk, well my idea was to go to the pool, I don't know if you like the idea, go to the pool in Chachimbiro, they say what a great pool is.

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	3	The content is relevant, but just two parts are present clearly in the message. There is information of invitation, the day, and the place: on Saturday, for a walk, go to the pool in Chachimbiro. But there is not information about the transport. The information is clear, but it is not complete, the reader can understand the text easily.
<i>Organisation</i>	3	All the information is connected and present in logical order. It uses appropriate opening, but it does not have closing salutation. Sentences are connected and separated correctly with the use of commas; punctuation marks are used correctly.
<i>Language</i>	5	Vocabulary is used appropriately, and it has relation with the topic: on Saturday, for a walk, go to the pool in Chachimbiro. Grammar forms are simple, but it is used correctly: I don't know if you like the idea. Punctuation marks are used correctly, and the spelling is correct, as well.

he is Elián, it is a good day to get up early. Elián does the cleaning of his room, he makes his bed, he goes to find something for breakfast, he has breakfast (pancakes and coffee), then he wanted to go out for a walk with his girlfriend, they both went out and she got a stomach ache. Elián became very sad and then he went to the restaurant where he met her and was totally alone.

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	4	All the content is relevant, and it is related with pictures, but just two pictures have been referred correctly: to get up early, to the restaurant. The second picture is not referenced correctly: he has breakfast. The text has extra information, it gives contexts to the reader, but there are spelling mistakes and that complicate to understand.
<i>Organisation</i>	3	The text is connected using linking words, the use of commas is correct. There are sentences well structure, different pronouns are used to avoid repetition: He, Elian, His, they, both. The information has logical order and sentences are related among them. But the spelling mistakes does not contribute to the order: out and she got a stomach ache. Elián became
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with pictures: to get up early, to the restaurant, he has breakfast. Grammar structure is simple, and it is used correctly: then he wanted to go out for a walk with his girlfriend. Capital letters are used correctly in the text, but spelling mistakes need to correct.

Sample 40

Hello Toni, I hope you are very well, I am writing to you because something wonderful has occurred to me, next Saturday we should go swimming at the pools of "Oasis" of Ambuqu. My dad has a car that can pick you up and me. I assure you that we will have a great time. That's all Toni. I hope you give me a good answer. See you soon friend

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	The content is relevant, and all requirements were used in the email. The three parts are present in the message. There is information of invitation, the day, the place, and the transport: next Saturday we should go swimming at the pools of "Oasis" of Ambuqu, has a car. There is extra information which helps the reader can understand the text easily.
<i>Organisation</i>	4	All the information is connected and present in logical order. It uses appropriate opening and closing salutation: Hello Toni, See you soon friend. Sentences are connected and separated correctly with the use of commas; punctuation marks are used correctly but it can be improved: See you soon friend Sentences are well structure: we should go swimming at the pools.
<i>Language</i>	5	Vocabulary is used appropriately, and it has relation with the topic: next Saturday we should go swimming, pools of "Oasis" of Ambuqu, has a car. Grammar forms are simple, but it is used correctly: My dad has a car that can pick you up. The use of punctuation marks can be improved, and there are spelling mistakes..

He is Liam and he usually wakes up at 8:00 am still very sleepy, when he finishes waking up he goes to his kitchen and checks his refrigerator to see that he is going to have breakfast, he eats something and makes the decision to go out. He gets dressed after having checked the fridge and made up his mind. he he goes to a restaurant. When he arrives at the restaurant he orders food and waits for his friend who usually passes by.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	4	All the content is relevant, and it is related with pictures, all pictures have been referred correctly: wakes up, at the restaurant, checked the fridge. The text has a lot of extra information, it gives contexts to the reader, and it is easy to understand.
<i>Organisation</i>	3	The text is connected using linking words, but the use of commas needs improved. There are sentences well structure, different pronouns are used to avoid repetition: he, Liam, his. But there are pronouns repeat: he he. The period at the end of the text is present, also the use of commas needs to improve. The information has logical order and sentences are related among them.
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with pictures: wakes up, at the restaurant, checked the fridge. Grammar structure has some mistakes: he he goes to a, at the restaurant he orders. The use of punctuation marks, spelling mistakes, and commas needs to be improved.

Sample 41

Hello Mabel, I wanted to know if you want to go on Saturday to the Chachimbiro pools, we will go in my father's car, he will leave us and then he will come to bring us

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	5	The content is relevant, and all requirements were used in the email. The three parts are present in the message. There is information about the invitation, the day, the place, and the transport: you want to go on Saturday to the Chachimbiro pools, we will go in my father's car. With this email the reader is fully informed.
<i>Organisation</i>	5	All the information is connected and present in logical order. It uses appropriate opening, but there is not closing salutation. Sentences are connected and separated correctly with the use of commas and periods: Hello Mabel, I wanted to know if you want to go. There are sentences well structure and the use of pronouns to avoid repetition: Mabel, we, he, you, us.
<i>Language</i>	5	Vocabulary is used appropriately, and it has relation with the topic: you want to go on Saturday to the Chachimbiro pools, we will go in my father's car. Grammar forms are used correctly: we will go in my father's car. Period needs to be used in the closing part of the sentence.

Manuel is a man who lives alone and is a hard worker who gets up very early, he goes to find what to eat but he has nothing so he goes to a cafeteria to have breakfast and then goes to work.

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	4	All the content has relation with the pictures. But two pictures have been referred correctly: gets up very early, he goes to a cafeteria. The second picture is not clearly referenced: what to eat but he has nothing With this description the reader is well informed.
<i>Organisation</i>	4	The text is connected using different linking words: but, then, so, and. The sentences are well structure and the use of pronouns to avoid repetition: Manuel, man, who, he. The use of commas is acceptable, but it can be improved: he has nothing so he goes to
<i>Language</i>	5	The vocabulary used is properly, it has relation with pictures: gets up very early, he goes to a cafeteria, what to eat but he has nothing Simple grammar forms are used correctly: he goes to find what to eat but he has nothing The "s" is used appropriately in third person: he goes to a cafeteria to have breakfast. Capital letters are used correctly in all the text.

Sample 42

Hi, Tony Hello toni, would you like to accompany me to a pool, to be exact the one of the "salinas". We went by bicycle to stop at the pools to take a bath and we returned, we would go out on Friday and arrive on Saturday

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	The content is relevant, and all requirements were used in the email. The three parts are present in the message. There is information about the invitation, the day, the place, and the transport: accompany me to a pool, "salinas". We went by bicycle on Friday and arrive on Saturday. With this email the reader is fully informed.
<i>Organisation</i>	5	All the information is connected and present in logical order. It uses appropriate opening, but there is not closing salutation. Sentences are connected and separated correctly with the use of commas: Hi, Tony Hello toni, would you like to accompany me to a pool, There are sentences well structure and the use of pronouns to avoid repetition: Tony, we, you, me.
<i>Language</i>	5	Vocabulary is used appropriately, and it has relation with the topic: accompany me to a pool, "salinas". We went by bicycle on Friday and arrive on Saturday. Grammar forms are used correctly: We went by bicycle on Friday. Period and capital letters need to be used correctly: toni, salinas, Saturday

a boy wakes up of her bed for come at her work come to looks at fridge food for eat, not found nothing come to a restaurant to have breakfast there

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	All the content has relation with the pictures. And all of them have been referred correctly: wakes up of her bed, looks at fridge food for eat, come to a restaurant to have breakfast. With this description the reader is fully informed.
<i>Organisation</i>	4	The text is connected using different linking words, and the information is present in logical order. The sentences are well structure and the use of pronouns to avoid repetition: boy, her. The use of commas is acceptable: for eat, not found
<i>Language</i>	5	The vocabulary used is properly, it has relation with pictures: wakes up of her bed, looks at fridge food for eat, come to a restaurant to have breakfast. Grammar structure is simple but it can be improved: a boy wakes up of her bed, her work, The "s" is used appropriately in third person: a boy wakes up. Capital letters are used correctly, but punctuation marks need to be used correctly: breakfast there

Sample 43

Hello David Chimaquer I want to invite you to go to a swimming on Saturday I just want to know if you accept this proposal

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	1	The content is relevant, and it has relation with the topic. But not all requirements were used in the email. One part is present in the message. There is information about the invitation and the day: invite you to go to a swimming on Saturday. There is not information about the place, and the transport. With this email the reader is not informed.
<i>Organisation</i>	2	All the information is present in logical order. It uses appropriate opening, but there is not closing salutation. The text does not use punctuation marks, but there are sentences well structure: I just want to know if you accept this proposal.
<i>Language</i>	2	Vocabulary is used appropriately, it is limited, but it has relation with the topic: invite you to go to a swimming on Saturday. Grammar used is simple but used correctly: I just want to know if you accept this proposal. The punctuation marks are not used in whole text.

The story in these images is of a man who gets up for breakfast and since he has no food, he goes to have breakfast at a restaurant(cafetería)

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	3	All the content has relation with the pictures. But two pictures have been referred correctly: gets up, breakfast at a restaurant(cafetería). The second picture is not clearly referenced: for breakfast and since he has no food. With this description the reader is well informed.
<i>Organisation</i>	3	The text is connected using different linking words, and the information is present in logical order. The sentences are well structure and the use of pronouns to avoid repetition: a man who gets up for breakfast and since he has no food. The use of punctuation marks is acceptable, but it can be improved: a restaurant(cafetería)
<i>Language</i>	3	The vocabulary used is properly, it has relation with pictures: gets up, breakfast at a restaurant(cafetería), for breakfast and since he has no food. Simple grammar forms are used correctly: a man who gets up for breakfast and since. The "s" is used appropriately in third person: he has no food. Capital letters are used correctly but punctuation marks needs to be used carefully.

Sample 44

Hello Juan, your friend Pablo writes to you. I don't know if this Saturday seems like going to have fun with some friends and we wanted to go to the Oasis, a very nice pool or when you can go and we have transportation take us there and return us bye

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	5	The content is relevant, and all requirements were used in the email. The three parts are present in the message. There is information about the invitation, the day, the place, and the transport: Saturday seems like going, the Oasis, a pool, we have transportation. With this email the reader is fully informed.
<i>Organisation</i>	4	All the information is connected and present in logical order. It uses appropriate opening and closing salutation: Hello Juan, bye. Sentences are connected and separated correctly with the use of commas: Hello Juan, your friend Pablo writes to you. There are sentences well structure and the use of pronouns to avoid repetition: Juan, Pablo, you, I, we, us.
<i>Language</i>	5	Vocabulary is used appropriately, and it has relation with the topic: Saturday seems like going, the Oasis, a pool, we have transportation. Grammar forms are used correctly: I don't know if this Saturday seems like going to have fun. Punctuation marks need to be used correctly: you can go and we have, us bye

His name is Alex And this week there is a curfew so I got up very late and went to see what to eat in the fridge but I didn't find more than a bottle of water and two eggs so I went to have breakfast at a restaurant near my house to return to it very soon.

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	5	All the content has relation with the pictures. And all of them have been referred correctly: got up very late, the fridge, breakfast at a restaurant. With this description the reader is fully informed.
<i>Organisation</i>	3	The text is connected using different linking words: and, so, but, near. The information is present in logical order. Sentences are well structure and the use of pronouns to avoid repetition: his, Alex, I. Punctuation marks are not used in the whole text.
<i>Language</i>	5	The vocabulary used is properly, it has relation with pictures: got up very late, the fridge, breakfast at a restaurant. Grammar structure is simple, but it can be improved: I got up very late and went to see what to eat. Capital letters are not used correctly: Alex And. Punctuation marks are not used in the whole text.

Sample 45

Hi, Tony I wrote you this email to ask you to come swim with me this Saturday. You know I had planned to go to Chachimbiro. We will travel in my cousin's car, we will go at noon and return at night. I await your answer Tony !!

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	The content is relevant, and all requirements were used in the email. The three parts are present in the message. There is information about the invitation, the day, the place, and the transport: ask you to come swim, Saturday, go to Chachimbiro, travel in my cousin's car. With this email the reader is fully informed.
<i>Organisation</i>	4	All the information is connected and present in logical order. The text uses appropriate opening: Hi Tony. But closing salutation is not present. Sentences are connected among them, but they are not separated correctly with the use of commas: Hi, Tony I wrote you this email, my cousin's car, we will go, answer Tony !! There are sentences well structure and the use of pronouns to avoid repetition: Tony, I, you, We,
<i>Language</i>	5	Vocabulary is used appropriately, and it has relation with the topic: ask you, come swim, Saturday, go to Chachimbiro, travel in my cousin's car. Grammar forms are used correctly: We will travel in my cousin's car. Punctuation marks are not used correctly: cousin's car, we, answer Tony!!

Today is a beautiful day, it is 8 in the morning and I am a little sleepy, I get up and take a shower before going to look for the refrigerator what to do for breakfast <but without success finding food>, I go out to have breakfast at a restaurant that is close to home. The food is very ruca here and I think I will come more often.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	All the content has relation with the pictures. And all of them have been referred correctly: get up, for the refrigerator, have breakfast at restaurant. The text has spelling mistakes, but with this description the reader is fully informed.
<i>Organisation</i>	3	The text is connected using different linking words, and the information is present in logical order. Sentences are well structure: I get up and take a shower. I go out to have breakfast at a restaurant. The use of pronouns is repeated: I. Punctuation marks need to be used carefully: the morning and I am. The text has spelling mistakes: ruca.
<i>Language</i>	5	The vocabulary used is properly, it has relation with pictures: get up, for the refrigerator, have breakfast at restaurant. Grammar structure is simple, but it can be improved: I am a little sleepy, I get up and take a shower. I will come more often. Capital letters are used correctly, but Punctuation marks are not used correctly: in the morning and I am. The text has spelling mistakes: ruca.

Sample 46

camila 25@hotmail.com

ride Hello Camila Do you want to go for a walk to the mountains to climb? Let's go with Juan and Maria. We'll bring soft drinks and sandwiches. Will you join us?

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	0	The content is not relevant, it has not relation with the topic. Just there is information about an invitation, but it does not have relation with the topic. With this email the reader is not informed.
<i>Organisation</i>	1	The information is present in logical order. It uses appropriate opening, but there is not closing salutation. The text use punctuation marks, but not all sentences are well structure: ride Hello Camila Do you want
<i>Language</i>	1	Vocabulary is used appropriately, but it has not relation with the topic. Grammar used is simple but used correctly: Do you want to go for a walk to the mountains to climb? The text use punctuation marks, but not all sentences are well structure: ride Hello Camila Do you want

He gets up very early, goes out to breakfast, has breakfast and reads the newspaper, he goes to a cafeteria and sits alone to meditate and know how to start his day, that helps him a lot to do well in life.

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	3	All the content has relation with the pictures. But two pictures have been referred correctly: gets up very early, he goes to a cafeteria and sits alone. The second picture is not clearly referenced: has breakfast and reads the newspaper. With this description the reader is well informed.
<i>Organisation</i>	3	The text is connected using different linking words, and the information is present in logical order. The sentences are well structure and the use of pronouns to avoid repetition: he goes to a cafeteria and sits alone to meditate. The use of punctuation marks is correctly: He gets up very early, goes out to breakfast,
<i>Language</i>	3	The vocabulary used is properly, it has relation with pictures: gets up very early, he goes to a cafeteria alone, has breakfast and reads the newspaper. Simple grammar forms are used correctly, and the "s" is used appropriately in third person: he goes to a cafeteria and sits alone. Capital letters and punctuation marks are used correctly.

Sample 47

Hello toni, my name is Mateo, your friend. I have come to invite you to a trip to the swimming pools. On Sunday at 3:40 in the afternoon in the pools of Chachimbiro I hope you can go att: Mateo

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	3	The content is relevant and related with the topic, but just two parts are present clearly in the message. There is information of invitation, the day, and the place: invite you, to the swimming pools. On Sunday, in the pools of Chachimbiro. But there is not information about the transport. The information is clear, but it is not complete, the reader can understand the text easily.
<i>Organisation</i>	3	All the information is connected and present in logical order. It uses appropriate opening and closing salutation: Hello toni, att: Mateo. Sentences are connected and separated correctly with the use of commas, and punctuation marks can be improved: of Chachimbiro I hope you can go att: Mateo
<i>Language</i>	5	Vocabulary is used appropriately, and it has relation with the topic: invite you, to the swimming pools. On Sunday, in the pools of Chachimbiro. Grammar forms are simple, but it is used correctly: I have come to invite you to a trip. I hope you can go. Punctuation marks and capital letters can be improved: of Chachimbiro I hope you can go att: Mateo. Toni.

Today I got up from my bed getting out of laziness, alleviating that I can eat for breakfast. Then I went out to a cafeteria to drink a glass of coffee

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	3	All the content has relation with the pictures. But two pictures have been referred correctly: got up from my bed, to a cafeteria. The second picture is not clearly referenced: eat for breakfast. With this description the reader is well informed.
<i>Organisation</i>	3	The text is connected using different linking words, and the information is present in logical order. The sentences are well structure and the use of pronouns to avoid repetition: I can eat for breakfast. I went out to a cafeteria to drink a glass. The use of punctuation marks can be improved: a glass of coffee
<i>Language</i>	3	The vocabulary used is properly, it has relation with pictures: got up from my bed, to a cafeteria, eat for breakfast. Simple grammar forms are used correctly, and the “s” is used appropriately in third person: I got up from my bed getting out of laziness. Capital letters and punctuation marks are used correctly, but it can be improved: a glass of coffee

Sample 48

Hello Verónica, do You want to ho with My family and with me one day to te beach, ho ahead, ir Will ve súper fun

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	1	The content is related with the topic, but the message is incomplete. Just there is information of invitation: You want to ho with My family. But there is not information about the transport, the place, and the day. There are spelling mistakes and the reader cannot understand the text.
<i>Organisation</i>	2	All the information is connected and present in logical order. It uses appropriate opening: Hello Veronica. But there is not closing salutation. Sentences are connected, but punctuation marks are not used correctly. There are a lot of spelling mistakes which complicate the organization of the text.
<i>Language</i>	0	Vocabulary is used appropriately, but not all vocabulary has relation with the topic: You want to ho with My family. Grammar forms are simple, but it has a lot of spelling mistakes: ho, te, ir, ve, súper fun Punctuation marks and capital letters are not used correctly: to ho with My family and with, day to te beach, ho ahead, ir Will ve súper fun

I hey yo estoy yo ser what I do for breakfast how I haven't done shopping I don't have anything verter I'm going to eat somewhere

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	0	The content has not relation with the pictures. Just one picture is referenced but it is not clearly: I do for breakfast how. With this description the reader cannot understand anything.
<i>Organisation</i>	1	The text is not connected correctly, it has spelling mistakes, and there is language interference: I hey yo estoy yo ser what I do for breakfast. The use of punctuation marks has mistaken: I hey yo estoy yo ser what I don't have anything verter I'm going to eat somewhere
<i>Language</i>	0	The vocabulary used is not properly, it has a little relation with pictures. Grammar structure is not used correctly, and it has language interference: I hey yo estoy yo ser what I do for breakfast how I haven't done shopping I don't have anything verter I'm going to eat somewhere

Sample 49

have planned to go camping and I want your friend Juan to accompany us, you can send him an email: .Ask Juan to go camping with us ask him which place to camp . Tell him how long it will take us to get there like 40 or 20 minutes

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	0	The content is not related with the topic, the message is incomplete. There are spelling mistakes and punctuation mark are not used correctly. The reader cannot understand the text.
<i>Organisation</i>	1	The information is connected and present in logical order. It does not use appropriate opening and closing salutation. Sentences have relation among them. But punctuation marks complicate the organization of sentences. And it has spelling mistakes.
<i>Language</i>	0	Vocabulary is not used appropriately, it has not relation with the topic. punctuation marks complicate the organization of sentences. And it has spelling mistakes: have planned, an email: . Ask Juan, minutes

the boy woke up he went to the fridge to see what he could find for breakfast and he didn't find anything to his liking and I prefer to have breakfast outside the home

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	3	All the content has relation with the pictures. But two pictures have been referred correctly: woke up, to the fridge. The third picture is not clearly referenced: I prefer to have breakfast outside the home. With this description the reader is not well informed.
<i>Organisation</i>	2	The text is connected using different linking words, and the information is present in logical order. The sentences are well structure, but the use of punctuation marks and capital letters are not used correctly: the boy woke up, find for breakfast and he. Outside the home. The wrong use of punctuation marks difficult the organization of sentences.
<i>Language</i>	2	The vocabulary used is properly, it has relation with pictures: woke up, to the fridge, breakfast, outside the home. Simple grammar forms are used correctly, and the “s” is used appropriately in third person: he went to the fridge to see what he could find for breakfast. he didn't find anything. Capital letters and punctuation marks are not used correctly in the whole text.

Sample 50

Hello toni we can go swimming on Saturday moment at the beach to spend some time together we can go in my father's car see you bye

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	3	The content is relevant and related with the topic, but just two parts are present clearly in the message. There is information of invitation, the day, and the transport: go swimming on Saturday, we can go in my father's car. But there is not clear information about the place: at the beach. The information is clear, but it is not complete, the reader can understand the text easily.
<i>Organisation</i>	3	All the information is connected and present in logical order. It uses appropriate opening and closing salutation: Hello toni, see you bye. Sentences have relation among them, but they are not connected correctly with punctuation marks. There are not commas in the whole text.
<i>Language</i>	2	Vocabulary is used appropriately, and it has relation with the topic: go swimming on Saturday, we can go in my father's car Grammar forms are simple, but it is used correctly: we can go swimming on Saturday. Punctuation marks and capital letters are not used correctly.

Mark wakes up to do the same routine that he usually does every day he got up took something from the freezer then went to his famous restaurant to have his breakfast before starting his work

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	All the content has relation with the pictures. And all of them have been referred correctly: wakes up, something from freezer, famous restaurant. The text has spelling mistakes and wrong use of capital letters, but with this description the reader is fully informed.
<i>Organisation</i>	3	The text is connected using different linking words, and the information is present in logical order. Sentences are well structure: Mark wakes up to do the same routine that he usually does. The use of pronouns is poor: Mark, he. Punctuation marks are not used in the whole text, it can complicate the organization of sentences.
<i>Language</i>	3	The vocabulary used is properly, it has relation with pictures: wakes up, something from freezer, famous restaurant. Grammar structure is simple, but it can be improved: Mark wakes up to do the same routine that he usually. Punctuation marks are not used correctly in the whole text.

Sample 51

Hi Toni, how are you? We can go swimming on Saturday in a pool near my house that has many fun things to entertain us You can get to the place by taking a bus from your home that takes 5 minutes and I will wait for you at the stop and deay we walk 2 blocks and we arrive

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	The content is relevant, and all requirements were used in the email. The three parts are present in the message. There is information about the invitation, the day, the place, and the transport: go swimming on Saturday pool near my house, taking a bus. The text has spelling mistakes and punctuation marks are not used correctly, but with this email the reader is fully informed.
<i>Organisation</i>	4	All the information is connected and present in logical order. The text uses appropriate opening: Hi Toni. But closing salutation is not present. Sentences are connected among them, but they are not separated correctly with the use of commas in the whole text. There are sentences well structure and the use of pronouns to avoid repetition: We can go swimming on Saturday in a pool near my house that has many
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with the topic: go swimming on Saturday pool near my house, taking a bus. Grammar structure is simple, but it is used correctly: We can go swimming on Saturday in a pool near my house. Punctuation marks are not used correctly, and the text has spelling mistakes: and deay we walk 2 blocks and we arrive

First he gets out of bed then he goes to see the refrigerator and see what to eat, but there is no need to eat, he gets dressed and then goes to dress up to go out to a restaurant to eat

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	All the content has relation with the pictures. And all of them have been referred correctly: gets up, to see the refrigerator, go out to a restaurant. The text does not correctly use punctuation marks, but with this description the reader is fully informed.
<i>Organisation</i>	3	The text is connected using different linking words, and the information is present in logical order. Sentences are well structure: he gets out of bed then he goes to see the refrigerator. The use of pronouns is repeated: He. Punctuation marks are not used correctly in the whole text.
<i>Language</i>	3	The vocabulary used is properly, it has relation with pictures: gets up, to see the refrigerator, go out to a restaurant. Grammar structure is simple and used correctly: he gets out of bed then he goes to see the refrigerator. Capital letters are used correctly, but punctuation marks are not used correctly in the whole text.

Sample 52

Hello Toni, do you want to go with my family on Saturday to some swimming pools, we are going to the Ke'spa New Life swimming pools, we are going to hire a private car to take us there

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	The content is relevant, and all requirements were used in the email. The three parts are present in the message. There is information about the invitation, the day, the place, and the transport: on Saturday go swimming pools, to the Ke'spa New Life, private car to take us. The punctuation marks are not used correctly, but with this email the reader is fully informed.
<i>Organisation</i>	4	All the information is connected and present in logical order. The text uses appropriate opening: Hi Toni. But closing salutation is not present. Sentences are connected among them. The use of commas helps to organize correctly sentences. Period is not used at the end of the text. There are sentences well structure and the use of pronouns to avoid repetition: we are going to the Ke'spa New Life swimming pools.
<i>Language</i>	3	Vocabulary is used appropriately, and it has relation with the topic: on Saturday go swimming pools, to the Ke'spa New Life, car to take us. Grammar structure is simple, but it is used correctly: we are going to the Ke'spa New Life swimming pools. Period is not used correctly at the end of the sentence: us there

Andres is a guy who gets up every morning to work, first he goes to the kitchen to see something to eat, then he goes to work and at night he goes to dinner at a restaurant that is close to where he works.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	3	All the content has relation with the pictures. But just two pictures have been referred correctly: gets up, dinner at a restaurant. The second picture is not referred correctly: he goes to the kitchen to see something. The text does not correctly use punctuation marks, but the reader can understand the text.
<i>Organisation</i>	3	The text is connected using different linking words, and the information is present in logical order. Sentences are well structure: Andres is a guy who gets up every morning to work. The use of pronouns is repeated: He. Punctuation marks are not used correctly: first he goes to the kitchen to see something.
<i>Language</i>	3	The vocabulary used is properly, it has relation with pictures: gets up, dinner at a restaurant, he goes to the kitchen to see something. Grammar structure is simple, but it is used correctly: he goes to dinner at a restaurant that is close to where he works.. Capital letters are used correctly, but punctuation marks are not used correctly in the whole text: first he goes to the kitchen

Sample 53

Hello Tony, you want to come swim with me on saturday, i am going to go to the river in San Gabriel, by public transport it leaves at 12:30 PM, at the land terminal. You comfirm if you want to come.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	4	The content is relevant, and all requirements were used in the email. The three parts are present in the message. There is information about the invitation, the day, the place, and the transport: want to come swim with me on Saturday, river in San Gabriel, by public transport. The punctuation marks, capital letters and structure are not used correctly, but with this email the reader is informed.
<i>Organisation</i>	3	All the information is connected and present in logical order. The text uses appropriate opening: Hello Tony. But closing salutation is not present. Sentences are connected among them. The use of commas helps to organize correctly sentences. There are sentences well structure and the use of pronouns to avoid repetition: you want to come swim with me on Saturday
<i>Language</i>	0	Vocabulary is used appropriately, and it has relation with the topic: want to come swim, on Saturday, river in San Gabriel, by public transport. Grammar structure is simple, but it is not used correctly: You comfirm if you want to come. And capital letters are not used correctly: on saturday, i am

This morning i got up, did some stretching, went to get something to make myself breakfast, but there was nothing in the fridge, so i changed and went to have breakfast at a nearby cafe, and go to work.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	All the content has relation with the pictures. And all of them have been referred correctly: got up, nothing in the fridge, a nearby cafe. The text does not correctly use punctuation marks and capital letters, but with this description the reader is fully informed.
<i>Organisation</i>	3	The text is connected using different linking words, and the information is present in logical order. Sentences are well structure: i changed and went to have breakfast at a nearby cafe. The use of pronouns is poor. Punctuation marks are not used correctly in the whole text.
<i>Language</i>	3	The vocabulary used is properly, it has relation with pictures: got up, nothing in the fridge, a nearby cafe. Grammar structure is simple, but it needs to be used improved: This morning i got up, did some stretching, Capital letters are not used correctly in the whole text: This morning i got up, so I changed.

Sample 54

Hi Pablo Hello great friend, I wanted to invite you to a trip to Quito Lucas will take us, he has a car and he can drop us off again.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	1	The content is related with the task, but it is not complete. There is information about the invitation and the transport: wanted to invite you to Quito, he has a car. But there is not information about the day and the place. Capital letters and structure are used correctly, but with this email the reader is not well informed.
<i>Organisation</i>	2	All the information is connected and present in logical order. The text uses appropriate opening: Hi Pablo. But closing salutation is not present. Sentences are connected among them. The use of commas helps to organize correctly sentences, but it can be improved: great friend, I wanted to invite you. There are sentences well structure and the use of pronouns avoid repetition: Lucas will take us
<i>Language</i>	2	Vocabulary is used appropriately, and it has relation with the topic: wanted to invite you to Quito, he has a car. Grammar structure is simple, but it is not used correctly: trip to Quito Lucas will take us And capital letters are not used correctly, but the use of punctuation marks needs to be improved: Hi Pablo Hello great friend

He is Lucas, Lucas gets up at 6 in the morning to go to school, Lucas looks for food in the refrigerator, and after breakfast Lucas attends to have a coffee with his friend

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	All the content has relation with the pictures. And all of them have been referred correctly: gets up, in the fridge, to have a coffee. The text does not correctly use punctuation marks, but with this description the reader is fully informed.
<i>Organisation</i>	4	The text is connected using different linking words, and the information is present in logical order. Sentences are well structure: He is Lucas, Lucas gets up at 6 in the morning to go to school. Punctuation marks are used correctly to connect sentences but there is not period at the end of the sentence: his fiend
<i>Language</i>	3	The vocabulary used is properly, it has relation with pictures: gets up, in the fridge, to have a coffee. Grammar structure is simple, but it is used correctly: He is Lucas, Lucas gets up at 6 in the morning to go to school. Capital letters are not used correctly in the whole text, but the used of punctuation marks can be improved.

Sample 55

Hi Toni, how are you? On Saturday I invite you to swim at the El Prado inn, we will go in my dad's car together with the whole family. I am looking forward to your response.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	The content is relevant, and all requirements were used in the email. The three parts are present in the message. There is information about the invitation, the day, the place, and the transport: I invite you to swim, El Prado, in my dad's car. The email has all the information required; the reader is fully informed.
<i>Organisation</i>	3	All the information is connected and present in logical order. The text uses appropriate opening: Hi Toni. But closing salutation is not present. Sentences are connected among them. The use of commas helps to organize correctly sentences. But there are spelling mistakes which complicate the organization of the information: El Prado inn, we will go. There are sentences well structure and the use of pronouns to avoid repetition: On Saturday I invite you to swim at the El Prado
<i>Language</i>	5	Vocabulary is used appropriately, and it has relation with the topic: I invite you to swim, El Prado, in my dad's car. Grammar structure is simple, but it is not used correctly: I am looking forward to your response. Capital letters are used correctly, but there are spelling mistakes which need to be avoided: El Prado inn, we will go

Juan gets up very early to go to the office, then he looks at what he has in the refrigerator for breakfast and when he finishes his daily work he goes to the cafeteria on the corner to taste a delicious coffee.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	All the content has relation with the pictures. And all of them have been referred correctly: gets up very early, in the refrigerator, to the cafeteria. The text does not correctly use punctuation marks, but with this description the reader is fully informed.
<i>Organisation</i>	4	The text is connected using different linking words, and the information is present in logical order. Sentences are well structure: Juan gets up very early to go to the office, then he looks at what he has in the refrigerator. Punctuation marks are used correctly to connect sentences, but it can be improved: his daily work he goes to the cafeteria, office, then he looks
<i>Language</i>	3	The vocabulary used is properly, it has relation with pictures: gets up very early, in the refrigerator, to the cafeteria. Grammar structure is simple, but it is used correctly, it includes the use of "S" in third person: he looks at what he has in the refrigerator for breakfast and when he finishes his daily work. Capital letters are used correctly, but the used of punctuation marks can be improved: his daily work he goes to the cafeteria, office, then he looks

Sample 56

Hello Tony, how are you? I wanted to ask you if we could go to the pool to the pool that you want, it could be this Saturday at the time you want, we could go to the pools of Lita de Chachimbiro, all of them are beautiful. to buy your tickets More friends will go to spend a very beautiful afternoon

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	3	The content is relevant, but not all requirements were used in the email. There is information about the invitation, the day, the place: I wanted to ask, go to the pool, this Saturday, Lita de Chachimbiro. But there is not information about the transport. The email has not all the information required, and it has spelling mistakes which complicate to understand the email.
<i>Organisation</i>	3	All the information is connected and present in logical order. But the organization and structure of sentences is poor because there are repeated words: we could go to the pool to the pool that you want. The text uses appropriate opening: Hello Tony. But closing salutation is not present. Sentences are connected among them. But the use of punctuation marks, spelling mistakes and repeated words complicate the organization of the sentences.
<i>Language</i>	1	Vocabulary is used appropriately, and it has relation with the topic: I wanted to ask, go to the pool, this Saturday, Lita de Chachimbiro. Grammar structure is simple, but it is not used correctly: we could go to the pool to the pool that you want. Capital letters are used correctly, but there are spelling mistakes, punctuation marks need to be used carefully.

He is Camilo and he got up late, his mother did not let him prepare breakfast, so he goes to find something to eat in the refrigerator and he finds nothing to his liking and so he does not want to cook for what he thinks and in the end he ends up going to a restaurant. Bakery fixes up and then goes very briefly and has breakfast a delicious coffee with milk and coughing eggs at a very cheap price and after satisfying his hunger he returns home

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	4	All the content has relation with the pictures. And all of them have been referred correctly: got up late, in the refrigerator, going to the restaurant. There is extra information, it can complicate to understand the text.
<i>Organisation</i>	4	The text is connected using different linking words, and the information is present in logical order. Sentences are well structure: He is Camilo and he got up late, his mother did not let him prepare breakfast. Punctuation marks are not used correctly to connect sentences: and in the end he ends, home
<i>Language</i>	3	The vocabulary used is properly, it has relation with pictures: got up late, in the refrigerator, going to the restaurant. Grammar structure is simple, but it is used correctly, it includes the use of "S" in third person: he goes to find something to eat in the refrigerator and he finds nothing. Capital letters are used correctly, but the used of punctuation marks can be improved: and in the end he ends, home

Sample 57

Hello Tony just remembered me of you by chance you have time to go swimming on Saturday at the tuna pools we will go by bike. I assure you we will have a great time.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	5	The content is relevant, and all requirements were used in the email. The three parts are present in the message. There is information about the invitation, the day, the place, and the transport: you have time to go swimming on Saturday at the tuna pools we will go by bike. The email has all the information required; the reader is fully informed.
<i>Organisation</i>	3	All the information is connected and present in logical order. The text uses appropriate opening: Hello Tony. But closing salutation is not present. Sentences are connected among them. The use of commas helps to organize correctly sentences: I assure you we will have a great time. There are sentences well structure and the use of pronouns to avoid repetition: Hello Tony just remembered me of you by chance you have time to go swimming on Saturday.
<i>Language</i>	5	Vocabulary is used appropriately, and it has relation with the topic: you have time to go swimming on Saturday, at the tuna pools, go by bike. Grammar structure is simple, but it is not used correctly: I assure you we will have a great time. Capital letters are used correctly, and punctuation marks is used correctly.

Paula is a young man who just started to live alone away from his mother because he is a teenager who studies in college today he has stayed with a friend to have lunch together in a restaurant near the city park in which he was going to talk about a job proposal for the check could work since he is a person who has just separated from his family family so he needs a job to survive.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	0	The content has not relation with the pictures. Just one picture has been referred: in a restaurant near. The first and second picture are not referred. The text does not correctly use punctuation marks, but the reader can understand.
<i>Organisation</i>	3	The text is connected using different linking words, and the information is present in logical order. Sentences are well structure: Paula is a young man who just started to live alone away from his mother. The use of pronouns is repeated: He. Punctuation marks are not used correctly.
<i>Language</i>	2	The vocabulary used is properly, but it has not relation with pictures: in a restaurant near. Grammar structure is simple, but it is used correctly: he is a teenager who studies in college. Capital letters are used correctly, but punctuation marks are not used correctly in the text.

Sample 58

Hi Toni, how are you? How would you like to travel to the beach to swim and have fun?
Let the sabano stop in the morning, let me know if you are interested, well until soon.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	2	The content is relevant, but not all requirements were used in the email. Two parts are present in the message. There is information about the invitation and the day: travel to the beach to swim, sabano. But there is not information about the place, and the transport. The email has not the information required; reader is not fully informed.
<i>Organisation</i>	3	All the information is connected and present in logical order. The text uses appropriate opening: Hi Toni. But closing salutation is not present. Sentences are connected among them. The use of commas helps to organize sentences: in the morning, let me know if you are interested, well until soon. There are sentences well structure and the use of pronouns to avoid repetition: Hi Toni, how are you? How would you like to travel.
<i>Language</i>	1	Vocabulary is used appropriately, and it has relation with the topic: travel to the beach to swim, sabano. Grammar structure is simple, but it is not used correctly: Hi Toni, how are you? How would you like to travel. Capital letters are not used correctly, and the text does not correctly used the punctuation marks.

Every morning I wake up, stretch, and do morning exercises to be ready for the whole day. After exercising I get dressed and go to the kitchen to make breakfast, but this time I'm going to have breakfast outside in a cafeteria.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	3	The content has relation with the pictures. But not all of them have been referred correctly: I wake up, breakfast outside in a cafeteria. The second picture is not referred. The information is not complete, but the reader can understand the text.
<i>Organisation</i>	4	The text is connected using different linking words, and the information is present in logical order. Sentences are well structure: Every morning I wake up, stretch, and do morning exercises. Punctuation marks are used correctly to connect sentences: breakfast, but this time I'm going to have breakfast outside in a cafeteria.
<i>Language</i>	3	The vocabulary used is properly, it has relation with pictures: I wake up, breakfast outside in a cafeteria. Grammar structure is simple, but it is used correctly: After exercising I get dressed and go to the kitchen to make breakfast. Capital letters are used correctly, and punctuation marks, as well.

Sample 59

hello toni i was thinking that since saturday we don't grill anything i would like to go to some pools that lowered the entrance pressure so if you would like to go like at 8:30 if your mom gives you permission to stay for about two hours plus half an hour travel would be two hours to have fun

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	1	The content is relevant, but not all requirements were used in the email. Two parts are present in the message. There is information about the invitation and the day: saturday, go to some pools. But there is not information about the place, and the transport. The email has not the information required; reader is not fully informed.
<i>Organisation</i>	3	All the information is connected and present in logical order. The text uses appropriate opening: hello toni. But closing salutation is not present. Sentences are connected among them. Punctuation marks are not used in the whole text, sentences are connected properly. There are sentences well structure and the use of pronouns to avoid repetition: we don't grill anything i would like to go to some pools that lowered.
<i>Language</i>	1	Vocabulary is used appropriately, and it has relation with the topic: saturday, go to some pools, gives you permission. Grammar structure is simple, but it is not used correctly: the entrance pressure so if you would like to go like at 8:30. Capital letters are not used correctly: toni i, saturday.

the person gets up from his bed and stretches then goes to lunch and opens the fridge and sees that he has no food so he gets dressed and prepares to go out to eat in a restaurant and end

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	5	All the content has relation with the pictures. And all of them have been referred correctly: gets up from his bed, opens the fridge, in a restaurant. There is extra information, but the reader can understand the text.
<i>Organisation</i>	4	The text is connected using different linking words, and the information is present in logical order. Sentences are well structure: he gets dressed and prepares to go out to eat in a restaurant and end Punctuation marks are not used in the whole text.
<i>Language</i>	3	The vocabulary used is properly, it has relation with pictures: gets up from his bed, opens the fridge, in a restaurant. Grammar structure is simple, but it is used correctly, it includes the use of "S" in third person: he gets dressed and prepares to go out to eat in a restaurant. Capital letters and punctuation marks are not used correctly in the whole text.

Sample 60

Hello Toni, how are you? Would you like to go swimming on Saturday at the fire pit, to spend the day on a sunny day as I see in the weather of my cell phone and incidentally we can stay in a nearby forest to camp.

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	1	The content is relevant, but not all requirements were used in the email. Just one part is present clearly in the message. There is information about the invitation and the day: go swimming on Saturday. But there is not information about the place, and the transport. The email has not the information required; reader is not fully informed.
<i>Organisation</i>	3	All the information is connected and present in logical order. The text uses appropriate opening: Hello Toni. But closing salutation is not present. Sentences are connected among them. Punctuation marks are not used correctly: Hello Toni, how are you? Would you like. There are sentences well structure and the use of pronouns avoid repetition: to spend the day on a sunny day as I see in the weather
<i>Language</i>	1	Vocabulary is used appropriately, and it has relation with the topic: go swimming on Saturday. Grammar structure is simple, but it is not used correctly: I see in the weather of my cell phone. Capital letters are used correctly: Hello Toni, how are you? Would you.

The boy gets up from his bed and goes to the kitchen just to the fridge to see what food is available for his breakfast but he finds that there is nothing and with that he proceeds to get ready to go out to eat at a restaurant.

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	5	All the content has relation with the pictures. And all of them have been referred correctly: gets up, to the fridge, eat at a restaurant. There is extra information, but the reader can understand the text.
<i>Organisation</i>	4	The text is connected using different linking words, and the information is present in logical order. Sentences are well structure: The boy gets up from his bed and goes to the kitchen Punctuation marks are not used in the whole text.
<i>Language</i>	3	The vocabulary used is properly, it has relation with pictures: gets up, to the fridge, eat at a restaurant. Grammar structure is simple, but it is used correctly, it includes the use of "S" in third person: The boy gets up from his bed and goes to the kitchen. Capital letters are used correctly, but punctuation marks are not used correctly: for his breakfast but he finds that there is nothing.

Sample 61

hello toni do you want to go to the pool fon migo let's go is to the olympic pool we are going by travel bus

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	4	The content is relevant, and all requirements were used in the email. The three parts are present in the message. There is information about the invitation, the place, and the transport: go to the pool, Olympic pool, by travel bus. But the day is not clear enough. The text is fully of spelling mistakes, punctuation marks and wrong structure.
<i>Organisation</i>	0	All the information is connected and present in logical order. It uses appropriate opening and closing salutation: hello toni. Sentences are connected, but they are not separated correctly with the use of commas and periods: hello toni do you want to go to the pool fon migo let's go is to the olympic pool we are going by travel bus. There are sentences with wrong structure: we are going by travel bus
<i>Language</i>	0	Vocabulary is used appropriately, and it has relation with the topic: go to the pool, Olympic pool, by travel bus. Grammar forms are not used correctly: hello toni do you want to go to the pool fon migo. There are a lot of spelling mistakes: the pool fon migo

Good morning, world, how lazy to get up, it will be better to fall asleep. He said not in comfortable control and it melted, but well, I better go to work.

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	1	The content has relation with one picture: how lazy to get up. With this description the reader does not get a good description from the pictures.
<i>Organisation</i>	2	The text is connected using different linking words: but, and, well. The sentences are well structure: it will be better to fall asleep. Pronouns are used, but without a lot of variation: He, it. The use of commas is acceptable, but it can be improved: Good morning, world, how lazy to get up,
<i>Language</i>	3	The vocabulary used is properly, it has relation with pictures: how lazy to get up. Simple grammar forms are used correctly: it will be better to fall asleep. He said not in comfortable control. The use of punctuation marks can be improved: He said not in comfortable control and it melted. Capital letters are used correctly in all the text: Good morning, world, how lazy

Sample 62

Hi, Tony. I am writing to you because I would like to invite you to a place on Saturday. I would like to go to a swimming pool that is close to my house. Well, it would be your turn to come to my house and then we would both go to the pool to swim. I hope you confirm me and let's go. See you, take care of yourself.

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	4	The content is relevant, and all requirements were used in the email. The three parts are present in the message. There is information about the invitation, the place, and the transport: invite you to, Saturday, go to swimming pool, close to my house, go to the pool. But the transport is not clear enough. The text has extra information, and the reader can understand the email.
<i>Organisation</i>	3	All the information is connected and present in logical order. It uses appropriate opening and closing salutation: Hi Tony, See you, take care of yourself. Sentences are related, but they are not separated correctly with the use of commas: I hope you confirm me and let's go. See you, take care of yourself. The use of punctuation marks can be improved.
<i>Language</i>	4	Vocabulary is used appropriately, and it has relation with the topic: invite you to, Saturday, go to swimming pool, close to my house, go to the pool. Grammar forms are used correctly: I would like to go to a swimming pool that is close to my house. Capital letters are used correctly, but the use of punctuation marks can be improved.

There is a young man who gets out of bed and is waking up, then he goes to eat something since he is hungry but he realizes that he does not have much food and that he wants to go out so he better goes to a restaurant to eat.

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	1	The content has relation with two pictures: gets out of bed, goes to a restaurant to eat. With this description the reader can understand the message, but it does not have all the information.
<i>Organisation</i>	2	The text is connected using different linking words: then, but, and. The sentences are well structure: There is a young man who gets out Pronouns are used, but without a lot of variation: He, man. The use of commas is acceptable, but it can be improved: then he goes to eat something since he is hungry but he realizes
<i>Language</i>	3	The vocabulary used is properly, it has relation with pictures: gets out of bed, goes to a restaurant to eat. Simple grammar forms are used correctly: he goes to eat something since The use of punctuation marks can be improved: then he goes to eat something since he is hungry but he realizes. And capital letters are used correctly in all the text.

Sample 63

Hello Toni, how are you I hope you are very well I wanted to write to you to know if you want to go swimming with me

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	1	The content is relevant, but not all requirements were used in the email. Just one part is present clearly in the message. There is information about the invitation: if you want to go swimming with me. But there is not information about the place, the day, and the transport. The email has not the information required; reader is not fully informed.
<i>Organisation</i>	3	All the information is connected and present in logical order. The text uses appropriate opening: Hello Toni. But closing salutation is not present. Sentences are connected among them. Punctuation marks are not used correctly: to go swimming with me There are sentences well structure: Hello Toni, how are you I hope you
<i>Language</i>	1	Vocabulary is used appropriately, and it has relation with the topic: if you want to go swimming with me. Grammar structure is simple, but it can be improved and the punctuation marks, as well: I hope you are very well I wanted to write Capital letters are used correctly: Hello Toni, how are you I hope.

The man gets up, goes to breakfast, plans his day, fixes his house, fixes himself, goes out, does his things, goes to a restaurant, places his order, watches the newspaper, then eats and leaves

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	1	The content has relation with two pictures: gets up, goes to a restaurant. But the second picture is not referred correctly: goes to breakfast. With this description the reader can understand the message, but it does not have all the information.
<i>Organisation</i>	2	The text is connected using different linking words, but they are not connected correctly enough: The man gets up, goes to breakfast, plans his day, fixes his house, fixes himself, goes out. Pronouns are used, but without a lot of variation: man, his. The use of commas can be improved: goes to a restaurant, places his order, watches the newspaper,
<i>Language</i>	1	The vocabulary used is properly, it has relation with pictures: gets up, goes to a restaurant, goes to breakfast. The use of punctuation marks needs to be improved: The man gets up, goes to breakfast, plans his day, fixes his house, Capital letters are used correctly in all the text.

Sample 64

Hello Toni, how have you been? It will be that for Saturday we can go to the pool to swim, we go to the pool of Salinas and to get there we will have to take a bus and we arrive quietly

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	5	The content is relevant, and all requirements were used in the email. The three parts are present in the message. There is information about the invitation, the day, the place, and the transport: Saturday we can go to the pool to swim, pool of Salinas, have to take a bus. The information is complete, and the reader can understand the email.
<i>Organisation</i>	4	All the information is connected and present in logical order. It uses appropriate opening: Hello Toni. But the closing salutation is not present. Sentences are connected and separated correctly with the use of commas and periods: Hello Toni, how have you been? It will be that for Saturday. There are sentences well structure and the use of pronouns to avoid repetition: Toni, it, we.
<i>Language</i>	4	Vocabulary is used appropriately, and it has relation with the topic: Saturday, go to the pool to swim, pool of Salinas, have to take a bus. Grammar forms are used correctly: It will be that for Saturday we can go to the pool to swim. Capital letters are used correctly, but the use of punctuation marks can be improved.

I am Benjamin, a guy passionate about music. I get up at 6:00 am as usual at the beginning of my day I go to the kitchen and open the refrigerator to see what I want for my breakfast when I see that there is nothing I decide to go to. a restaurant to have something delicious for breakfast to continue my day.

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	5	All the content has relation with the pictures. The three pictures have been referred correctly: get up at, the refrigerator, go to. a restaurant. With this description the reader is fully informed.
<i>Organisation</i>	4	The text is connected using different linking words. The sentences are structured correctly and the use of pronouns to avoid repetition: I am Benjamin, a guy passionate about music. I get up at 6:00 am as usual The use of punctuation mark can be improved.
<i>Language</i>	3	The vocabulary used is properly, it has relation with pictures: get up at, the refrigerator, go to. a restaurant. Simple grammar forms are used correctly: I am Benjamin, a guy passionate about music. I get up. Capital letters are used correctly, but the use of punctuation marks can be improved.

Sample 65

hello tony, can i invite you to the el savado pool to be you and i for selebral your birthday

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	0	The content is relevant, but all requirements were not used in the email. Just there is information about the invitation, the day, and the day: invite you to the el savado pool to be you and i. But this information is not clear. There is not information about the place, and the transport. The information is not complete, and the reader cannot understand anything from the email because it has a lot of mistakes.
<i>Organisation</i>	1	All the information is connected and present in logical order. It uses appropriate opening: hello toni. But the closing salutation is not present. Sentences are connected, but the spelling mistakes complicate to understand the text, and punctuation mistakes are not used correctly.
<i>Language</i>	0	Vocabulary is used appropriately, and it has a litter relation with the topic: invite you to the el savado pool to be you and i. Grammar forms are not used correctly, capital letters are not used correctly, and punctuation marks are not used properly.

who gets up in the morning goes for something to eat and hardly has any then goes out to eat at a restaurant alone

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	3	All the content has relation with the pictures. But just two pictures have been referred correctly: get up, eat at a restaurant alone. With this description the reader is informed.
<i>Organisation</i>	2	The text is connected using different linking words. The sentences are structured correctly: who gets up in the morning goes for something to eat and hardly has any then goes out to eat at a restaurant alone. Punctuation marks are not used in whole text.
<i>Language</i>	2	The vocabulary used is properly, it has relation with pictures: get up, eat at a restaurant alone. Simple grammar forms are used correctly: who gets up in the morning goes for something. Capital letters and punctuation marks are used correctly in the whole text.

Sample 66

From: steven

To: toni

Good morning friend, I was wondering if you wanted to go swimming with me tomorrow for a while, let's go swimming in a pool called Las Playitas, we are going to go in a car and then we will return. Do you want to go?

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	3	The content is relevant, but all requirements were not used in the email. Just there is information about the invitation, the place, and transport: you wanted to go swimming, pool called Las Playitas, go in a car and then. There is not clear information about the day. The information is not complete, but the reader can understand the email.
<i>Organisation</i>	4	All the information is connected and present in logical order. It uses appropriate opening: Good morning friend. But the closing salutation is not present. Sentences are connected, and they have relation among them: Good morning friend, I was wondering if you. The email is well organized.
<i>Language</i>	4	Vocabulary is used appropriately, and it has relation with the topic: you wanted to go swimming, pool called Las Playitas, go in a car and then. Grammar forms are used correctly: Good morning friend, I was wondering if you. we are going to go in a car The use of capital letters can be improved: To: toni

One day a man gets up from his bed, goes to look for something to eat in the kitchen, then eats, gets ready and goes out to eat another plate of food outside in a restaurant

<i>Subscale</i>	Mark	Commentary
<i>Content</i>	3	All the content has relation with the pictures. But just two pictures have been referred correctly: gets up, outside in a restaurant. The second picture is not referred correctly: to eat in the kitchen With this description the reader is informed.
<i>Organisation</i>	2	The text is connected using different linking words. The sentences are structured correctly: One day a man gets up from his bed, goes to look for Punctuation marks are not used in whole text.
<i>Language</i>	2	The vocabulary used is properly, it has relation with pictures: gets up, outside in a restaurant, to eat in the kitchen Simple grammar forms are used correctly: One day a man gets up from his bed, goes to look. Capital letters are used correctly, but punctuation marks are not used in the whole text.

Sample 67

Hello toni , my friends and i want you to swimming whit us so you can enjoy a while we cant to go to the Caranqui pools, we travel my mom car that will leave us there and then she passes us by withdrawing i wait for your answer... att. ANAHI

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	2	The content is relevant, almost all requirements were used in the email. There is information about the invitation, the place, and transport: want you to swimming, to the Caranqui pools, my mom car. There is not clear information about the day. The information is not complete, and the email has spelling mistakes which complicates to understand the text.
<i>Organisation</i>	2	All the information is connected and present in logical order. It uses appropriate opening and closing salutation: Hello toni, att ANAHI Sentences are connected, and they have relation among them. But the text does not correct used of spelling mistakes: Hello toni , my friends and i want you to swimming
<i>Language</i>	2	Vocabulary is used appropriately, and it has relation with the topic: want you to swimming, to the Caranqui pools, my mom car. Grammar forms are used correctly: i want you to swimming whit us so you can enjoy a while we cant to go. The use of capital letters need to be improved: Hello toni, att ANAHI The punctuation marks is not used correctly, and the text has spelling mistakes which complicate to understand the text.

After tking a nap , he gest up and goes to the kitchen to look in the refigerator to eat , then since he cant find food , he went to a restaurant to eat .

<i>Subscale</i>	<i>Mark</i>	<i>Commentary</i>
<i>Content</i>	3	All the content has relation with the pictures. But just two pictures have been referred correctly: gest up, refrigerator, to a restaurant to eat . The content has a description of all pictures, but the text is fully of spelling mistakes and the reader cannot understand the text.
<i>Organisation</i>	1	The text is connected using different linking words. The sentences are structured with sense, but the spelling mistakes do not permit to organize correctly the information: After tking a nap , he gest up and goes to the kitchen to look in the refigerator to eat , then since he cant find food , he went to a restaurant to eat . Punctuation marks are not used correctly.
<i>Language</i>	2	The vocabulary used is properly, it has relation with pictures: gest up, refrigerator, to a restaurant to eat . Simple grammar forms are used correctly, but mistakes complicate the grammar structure: After tking a nap , he gest up and goes to the Capital letters are used correctly, but punctuation marks are not used correctly: After tking a nap , he gest up in the refigerator to eat , then since he cant find food , restaurant to eat .