

Curricular Learning Unit

Workbook

English

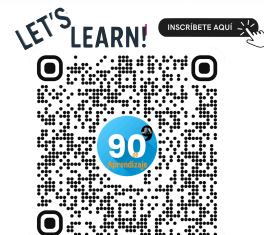
Psychosocial Focusing

LEARNING Progressions

1



Dalia Mendoza Herrera



Presentation

Page

First Partial: Basic Structures for Personal and Spatial Description

- **PROGRESSION 1.** Understands the use of the verb to be (affirmative, negative, and interrogative forms) and personal pronouns to present information about oneself and others. 6
- **PROGRESSION 2.** Identifies the use of imperatives to foster communication in the classroom in a second language by giving and following instructions. 12
- **PROGRESSION 3.** Understands the use of the verbs to be and to have to describe people, places, or things, and applies qualifying adjectives and indefinite articles to specify characteristics. 16
- **PROGRESSION 4.** Understands the use of demonstrative adjectives (this, that, these, those) in their affirmative, negative, and interrogative forms to indicate someone or something based on proximity (whether near or far) and quantity (singular or plural). 21
- **PROGRESSION 5.** Understands the use of there is and there are (affirmative, negative, and interrogative forms) as well as prepositions of place to state the existence or absence of people or objects in a specific location. 26

Second Partial: Expressions of Possession, Habits, and Interpersonal Interaction

- **PROGRESSION 6.** Understands the use of possessive pronouns (mine, yours, his, hers, ours, theirs) to promote the value of honesty by recognizing what belongs to oneself and what does not. 32
- **PROGRESSION 7.** Analyzes and understands that possessive adjectives and the Saxon genitive are employed to indicate ownership or possession. Accordingly, uses them to denote family relationships and ownership when constructing a family tree. 37
- **PROGRESSION 8.** Selects Wh- questions to conduct and respond to interviews through the creation of simple dialogues; additionally, employs the conjunction because to provide reasons. 42
- **PROGRESSION 9.** Uses affirmative and negative ideas in the simple present tense to express personal and others' habits and routines, enabling the identification of actions that can be modified to enhance physical and emotional well-being. 47
- **PROGRESSION 10.** Understands the use of yes/no questions and Wh- questions in the simple present tense to request and provide specific information. 52

***Third Partial: Routines, Abilities, and Quantification
in Everyday Contexts***

- **PROGRESSION 11.** Distinguishes adverbs of frequency (always, usually, often, sometimes, never, among others) to express personal and others' routines. 58
- **PROGRESSION 12.** Uses prepositions of time (in, on, at) and connectors (and, but, then) to indicate when an event occurs and to contrast, connect, and expand ideas by creating a weekly activities schedule. 62
- **PROGRESSION 13.** Identifies the uses of the modal verb can and specifically understands its use to express physical, cognitive, and social abilities (affirmative, negative, and interrogative forms). 65
- **PROGRESSION 14.** Understands the use of the modal verb can (affirmative, negative, and interrogative forms) to make requests and to ask for or grant permission. 68
- **PROGRESSION 15.** Understands the use of countable (singular and plural) and uncountable nouns to apply them in specific contexts. 72
- **PROGRESSION 16.** Understands the use of much, many, a lot, a few, a little, and some to describe their "healthy eating plate." 76

Presentation

This course aims to develop essential communicative competencies in English through progressive learning across three terms. Students will acquire foundational grammatical structures to describe personal, spatial, and interpersonal contexts, while fostering accuracy and clarity in expression. Throughout the program, learners will engage with verbs, pronouns, adjectives, and modal verbs, enabling them to describe routines, abilities, and quantities meaningfully. By integrating these linguistic elements, students will enhance their ability to communicate effectively in everyday situations, promoting both linguistic competence and intercultural awareness.

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Dalia Mendoza Herrera

FiRST Partial



In this section, you must write down the activities assigned by your teacher to build your evidence portfolio and write the corresponding percentage for each activity inside the circle.

In this section, you must write down the activities assigned by your teacher to integrate your portfolio of evidence and write the corresponding percentage for each activity inside the circle

EVIDENCE
Activities



Workbook Activities/
Design your travel license
or ID card

Workbook Activities/
Complete the story

Workbook Activities
English writing skills

Workbook Activities/
Create a Comic

Workbook Activities
Formative Test

Firmas de enterados

Padre de familia /Tutor

Alumno

Docente de asignatura

Nombre y firma

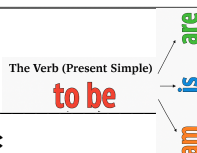
English One

<i>Cross-Curricular Approach: English, Language and Communication, and Digital Culture</i>		First Partial: <i>Basic Structures for Personal and Spatial Description</i>	PROGRESSION 1 . _ Understands <i>the use of the verb to be</i> (affirmative, negative, and interrogative forms) and personal pronouns to present information about oneself and others.
Title	Category	Learning Objectives:	English I
	Listening Speaking Reading Writing	L3. S3. R3. W3.	🔊 Independent study: Record a 90-second audio explaining what the topic is about. Memorize the vocabulary by studying 45 minutes a day.
Topic	Learning Evidence Activities	Evaluation methods (Assessment Strategies)	Topics and Subtopics
Use of the Verb to be, Personal Pronouns, and Basic Communication	• Workbook Activities • Design your travel license or ID card	Traffic Light Technique 🟢 (10 points). 🟡 (8 points) 🔴 Red (5 points): <i>Needs revision</i>	1. Greetings and the Alphabet 1.1 Common Greetings and Farewells in Everyday Situations 1.2 Spelling Words and Names Using the English Alphabet 2. The Verb to be: Forms and Functions 2.1 Affirmative, Negative, and Interrogative Structures 2.2 Common Uses in Presenting Personal Information 3. Personal Pronouns and Self-Introduction 3.1 Subject Pronouns and Their Grammatical Role 3.2 Constructing Sentences to Introduce Oneself and Others
👉 (Didactic Sequence)			
Warm-up / Diagnostic Phase <i>(Listening Skill)</i>	This learning progression introduces students to greetings, the alphabet, personal pronouns, and the verb to be, enabling self-introduction and basic communication through interactive, multimodal, and social-context activities.		
Development Phase <i>(Reading & Writing Skills)</i>	Students practice affirmative, negative, and interrogative structures of the verb to be while using personal pronouns in meaningful contexts. Interactive exercises foster grammar accuracy, communicative competence, and authentic language production.		
Closing Phase <i>(Speaking Skill)</i>	Students apply learned structures through integrative activities, reinforcing greetings, the alphabet, personal pronouns, and the verb to be. Reflection and creative output demonstrate comprehension and communicative competence in authentic contexts.		

Progression 1

First Partial:
Basic Structures for
Personal and Spatial
Description

PROGRESSION 1 . _ Understands the use of the verb to be (affirmative, negative, and interrogative forms) and personal pronouns to present information about oneself and others.



Warm-up / Diagnostic Phase (Listening Skill)

Welcome!

General Objective:

Students will introduce themselves using greetings, personal pronouns, and the verb *to be* (affirmative, negative, and interrogative forms), integrating digital resources and social media communication styles to reflect authentic and multimodal language use.

Purpose: Activate prior knowledge and assess familiarity with greetings, alphabet, and self-introduction expressions.

Listen and Read the list of greetings in English. Repeat them out loud at least three times.

Common Greetings and When to Use Them

Greetings

When it is Used

Good morning!	- From when you get up - Until 12pm (Eth: 6:00)
Good afternoon!	- From 12pm - Until about 6pm (Eth: 12:00)
Good evening!	From 6pm onwards
Hallo! / Hi!	Less formal, can be used at any time of the day / night
How are you?	Used just before you go to bed
Goodnight!	When finishing work and leaving for the evening
Goodbye!	
Have a good evening!	
See you tomorrow!	
Have a good weekend!	On Fridays when finishing work
See you on Monday!	
Bye!	Less formal

Explanation:

- "How do you do?" is a formal greeting used mainly in very polite or business contexts.
- Informal greetings like "What's up?" or "How's it going?" are used among friends or close acquaintances.
- Less - formal greetings like "Hello" and "How are you?" are versatile for casual or moderately formal settings.

1. Classify and complete the greetings as

Formal, less-Formal, or Informal & when it is used:

Greeting	When it is Used
Hi!	_____
How do you do?	_____
How are you doing?	_____
What's up?	_____
Hello!	_____
How are you?	_____
Good morning/afternoon/evening	_____
Good to see you.	_____
How's it going?	_____
How are things?	_____

2. Match the responses with the greetings:

Greeting	Response
1. Hi!	h. Hi / hello
2. How do you do?	d. How do you do?
3. How are you doing?	g. Alright. How about you?
4. What's up?	e. Nothing much.
5. Hello!	b. Hello / hi
6. How are you?	a. Very well, thank you. And you?
7. Good morning/afternoon/evening	f. Good morning/afternoon/evening
8. Good to see you.	c. Good to see you too.

How do you spell_____?

✓ Activity 1: Spelling Practice

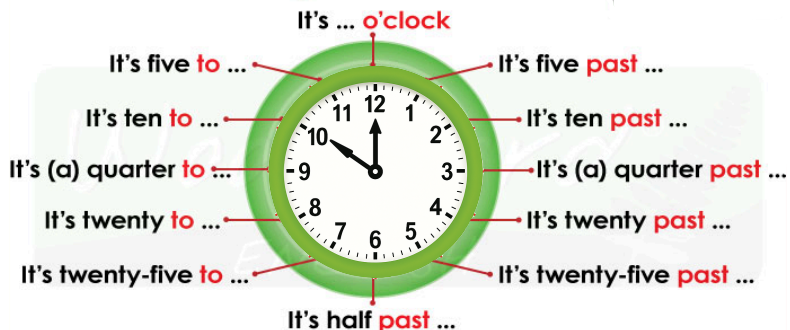
The Alphabet

Aa Bb Cc Dd Ee
Ff Gg Hh Ii Jj Kk
Ll Mm Nn Oo Pp
Qq Rr Ss Tt Uu
Vv Ww Xx Yy Zz

Greetings



Telling the time



✓ Activity 2:

What time is it?



☐ o'clock



☐ o'clock



☐ o'clock



☐ o'clock



☐ o'clock



☐ o'clock

✓ Activity 1: Spelling Practice

- Ask a classmate: "How do you spell _____?"
- Spell your name using the alphabet chart.
- Repeat 3 times and switch roles.

✓ Activity 2: What Time Is It?

- Look at the clocks.
- Write the correct time under each (e.g., **It's three o'clock.**)
- Check answers with a partner.

✓ Activity 3: Greetings Role-Play

- Pick a greeting image.
- Create a short dialogue using that greeting.
- Act it out or record a short video.

**Development
Phase
(Reading & Writing Skills)**

The Verb (Present Simple)

to be

am is are

I	he / she / it	you / we / they
♦ I am a pupil.	♦ My name is ...	♦ You are my friend.
♦ I am ... years old.	♦ He is a pupil too.	♦ We are classmates.
♦ I am a good kid.	♦ She is a teacher.	♦ They are little kids.
♦ I am happy!	♦ It is an English lesson!	♦ They are in the kindergarten.
	♦ It is interesting.	

✓ Affirmative	✗ Negative	? Interrogative
I am I'm	I am not You are not	Am I? Are you?
You are You're	You are not / You aren't	Is he? Is she?
He is She's	He is not / He isn't	Is it? Is it?
It is It's	It is not / It isn't	Are we? Are they?
We are We're	We are not / We aren't	Is this? Is that?
This is That's	This is not / This isn't	Is this? Is that?

Personal pronouns!

Translate

I You He

She We They

It

✓ Complete the Sentences (Exercise 1)

Fill in the blanks with **am**, **is**, or **are**:

- I ___ a student.
- She ___ my best friend.
- They ___ happy today.
- He ___ not at school.
- We ___ classmates.

✓ Complete the Instagram Bio (Exercise 2)

Write the correct word:

Name: Sofia

City: Mexico City

Hobbies: dancing, singing

Hi! I ___ Sofia. I ___ 14. I ___ from Mexico City.

Dancing ___ my passion!

✓ Choose the Correct Option (Exercise 3)

Circle the correct answer:

- He (is / are) my brother.
- I (am / is) excited.
- They (are / is) not here.
- We (is / are) ready.

✓ Complete the Conversation (Exercise 4)

Fill in the blanks with the correct pronoun or **to be**:

A: Hi! What's your name?

B: I ___ Ana.

A: Where ___ you from?

B: I ___ from Peru.

A: ___ she your sister?

B: Yes, she ___.

**Closing
Phase**
(Speaking Skill)

✨ **Narration: "A Journey to the Moon"**

🎯 **Objective:** This activity aims to review and reinforce all the topics studied: greetings, the alphabet, the verb *to be* (affirmative, negative, interrogative), personal pronouns, and self-introduction.

✅ **Instructions:**

👉 Complete each blank with the correct word (verb *to be*, pronoun, greeting, letter, etc.). Write your answers clearly.

🧑 **Hi! My name is Neil Armstrong. I ____ (1) an astronaut. Today, I ____ (2) on the Moon! It ____ (3) a big adventure.**

🧑 **I say: "Good ____ (4) from the Moon!" I spell my name: N - ____ (5) - I - ____ (6) - L."**

🧑 **My friend ____ (7) Buzz Aldrin. He ____ (8) also an astronaut. We ____ (9) together on this mission.**

🧑 **Look! There ____ (10) Earth. It ____ (11) so beautiful. I ____ (12) happy!**

🧑 **"How ____ (13) you?" I ask Mission Control. They reply: "We ____ (14) great, Neil!"**

🧑 **I say: "Goodbye! See you ____ (15)!" My team says: "Have ____ (16) safe trip!"**

🧑 **Buzz looks at me. ____ (17) smiles and waves.**

"We ____ (18) explorers," he says. "Yes," I answer.

"We ____ (19) the first!"

🧑 **Do you know our names? Can you spell**

"Moon"? M - O - ____ (20) - N.

📌 **Answer spaces:**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.



✅ **Design your travel license or ID card:** Write a short greeting and self-introduction as if you were a traveler! *Example: I am Alex. I am 14 years old. I am from Mexico City. I am excited to travel!*

Who Are You

PERMANENT LICENSE OF TRAVEL	
NO. TTC6252021	
Issued to.....	
Date of birth	
Place of issue	
Date of issue	06/25/2021
LICENSE OF TRAVEL This is to Certify that the person named and described above is permitted to travel and explore freely unless detained by law.	
IMPORTANT The holder of this license wrote, composed, and arranged all songs within the attached record, unless stated otherwise.	
Photograph of Authorized traveler INSERT PHOTO HERE	Signature of Authorized traveler _____

✓ **Instructions: How to create your traveler self-introduction**

1. **Write your greeting and personal information:**
 - Start with a greeting (e.g., *Hello!*, *Hi!*, *Good morning!*).
 - Include your name, age, where you're from, and one fun fact about yourself.
2. **Use complete sentences with *to be* and personal pronouns:**
 - Example: *I am Alex. I am 14 years old. I am from Mexico City. I am excited to travel!*
3. **Design your travel license or ID card:**
 - Write your introduction on the card.
 - Spell your name under "INSERT PHOTO HERE."
 - Add drawings or symbols that represent your traveler identity.

✓ **Tip:** Be creative, check your spelling, and use at least 3 sentences!
 ¿Te gustaría añadir algún ejemplo completo o guía visual? 😊

✓ **Interpretation:**

🟢 **Green (10 points):** Fully meets or exceeds expectations.

🟡 **Yellow (8 points):** Meets most expectations with minor errors.

🔴 **Red (5 points):** Needs revision to meet objectives.

✓ **Rubric: Traffic Light Technique – Learning Evidence Activity.**

Criteria	 Excellent	 Good	
Greeting	Uses an appropriate greeting for context	Uses a greeting, but not context-appropriate	No greeting or incorrect use
Self-Introduction	Includes photo, name, age, origin, and 1+ extra detail	Includes name, age, origin	Missing key details or incomplete intro
Verb to be Accuracy	Uses <i>to be</i> correctly in all sentences	1-2 minor mistakes with <i>to be</i>	3+ mistakes or incorrect verb use
Personal Pronouns	All pronouns used correctly	1-2 errors in pronoun use	3+ errors in pronoun use
Spelling	Spells name and words correctly	1-2 spelling mistakes	3+ spelling mistakes
Creativity/Presentation	Neatly written or creatively designed	Acceptable presentation	Poor presentation or incomplete work

Title	Category	Learning Objectives:	English I
	Listening Speaking Reading Writing	L3. S3. R3. W3.	🎧 Independent study: Record a 90-second audio explaining what the topic is about. Memorize the vocabulary by studying 45 minutes a day.

Topic	Learning Evidence Activities	Evaluation methods (Assessment Strategies)	Topics and Subtopics
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Imperatives in Classroom Instructions

- Workbook Activities
- Complete the story

Traffic Light Technique
 (10 points).
 (8 points)
 Red (5 points):
Needs revision

1. Imperatives in Classroom Instructions

- 1.1 Common classroom commands (e.g., Sit down, Open your book)
- 1.2 Polite vs direct imperatives

2. Listening and Responding to Imperatives

- 2.1 Identifying key verbs in instructions
- 2.2 Following multi-step instructions in English

3. Creating and Giving Instructions

- 3.1 Writing simple imperative sentences
- 3.2 Role-playing: giving and receiving commands in pairs

👉 (Didactic Sequence)

Warm-up / Diagnostic Phase
(Listening Skill)

Students activate prior knowledge by listening to common classroom commands. Through short audio prompts, they identify imperative verbs and distinguish between polite and direct instructions to improve comprehension of classroom language.

Development Phase
(Reading & Writing Skills)

Learners read short dialogues and complete exercises using imperatives. They write simple instructions and classify verbs based on tone and context, reinforcing grammatical accuracy and clarity in communication through writing.

Closing Phase
(Speaking Skill)

Students demonstrate mastery by role-playing classroom situations. They use imperatives in speaking tasks, give and follow directions with peers, and practice both polite and direct forms to promote real-life interaction skills.

First Partial:
Basic Structures for
Personal and Spatial
Description

PROGRESSION 2. Identifies the use of imperatives to foster communication in the classroom in a second language by giving and following instructions.

Imperatives

Order

Direction

Request



discover the difference between polite ("Please stand up") and direct ("Stand up!") commands.

Warm-up / Diagnostic Phase (Listening Skill)

Objective: To activate students' prior knowledge and assess their ability to recognize and respond to imperative forms through listening, fostering comprehension of basic classroom commands and instructions in English.

In English, we use the imperative form to give **orders, commands, instructions, and directions**. It is formed using the base form of the verb, without a subject. For example, "Sit down," "Open your book," or "Listen carefully." Imperatives can be direct or polite depending on tone and context. Adding "please" makes a command more polite, such as "Please close the door." Imperatives are common in classrooms, recipes, signs, and instructions. We use imperatives to give orders, directions and to make requests. To sound more polite, you can add the word please at the end or at the beginning of the sentence.

1. "Miss Lily's Magic Classroom"

Miss Lily

Miss Lily, an English teacher, uses a magical wand that makes every command come true in the classroom. She says, "Sit down!" and chairs move by themselves. Students learn to follow instructions like "Open your book," "Write your name," and

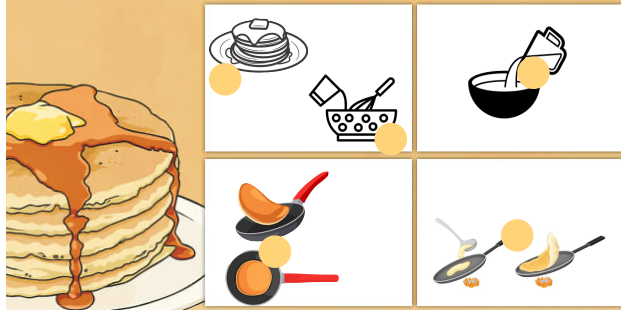
Complete the Sentences: Miss Lily's Magic Classroom

Instructions: Complete each sentence with the correct imperative verb. Write your answer on the line. **Tip for students:** Use verbs like: *sit, open, write, listen, stand, close, put, say*.

- Miss Lily says: "_____ down!"
- Then she says: "_____ your book."
- "_____ your name at the top of the page," she tells the class.
- "_____ your pencil," she adds.
- "Please _____ to me carefully," she asks politely.
- The students answer: "Teacher, _____ us another command!"
- Miss Lily smiles and says: "_____ up, everyone!"
- "Please _____ the door," she asks before the lesson starts.

Activity: Make Hotcakes!

🎯 **Objective:** Put in order: mix, pour, flip, cook, serve 1 to 5.



👉 **Instructions:** Complete the recipe by filling in the missing imperative verbs. Use the word bank.

Word bank: mix, pour, flip, cook, serve 🍴 Write your answers on the lines

How to Make Hotcakes!

First, _____ the flour, eggs, milk, and sugar in a bowl.

Then, _____ the batter into a hot pan.

When bubbles appear, _____ the pancake carefully.

After that, _____ for one more minute until golden brown.

Finally, _____ the hotcakes with honey or fruit and enjoy!

Rewrite the recipe to cook hotcakes?

Development
Phase
(Reading & Writing Skills)

👉 **Instructions:** Translate the Connectors map!

Connectors Map

✓ Sequence and Order Connectors

First → _____
Then → _____
Next → _____
After that → _____
Finally → _____

✓ Addition Connectors

But → _____
However → _____
Although → _____
Even though → _____

✓ Cause-Effect Connectors

Because → _____
So → _____
As a result → _____

✓ Time Connectors

For example → _____
Such as → _____
For instance → _____

✓ Contrast Connectors

When → _____
While → _____

✓ Example Connectors

For example → _____
Such as → _____

**Closing
Phase**
(Speaking Skill)



Objective:

This activity aims to reinforce the use of sequence, cause-effect, and contrast connectors in context, helping students improve their reading comprehension and sentence cohesion skills through a short narrative.

Narration: "A Day in the Life of Emma"

Instructions: Complete the story with the correct connector from the list. Write your answer on the line.

Word bank:

- First
- Then
- Because
- However
- Finally

A Day in the Life of Emma

___ (1), Emma wakes up early to get ready for school. She brushes her teeth and puts on her uniform.

___ (2), she eats breakfast and grabs her backpack. She is excited to go because today is a special day at school. At school, Emma tries to answer a difficult question. She doesn't know the answer, ___ (3) she raises her hand to ask for help. The teacher helps her, ___ (4), Emma still feels nervous about the next question.

___ (5), she wins a prize for participating and feels very proud of herself!

Spaces to write answers:

- 1.
- 2.
- 3.
- 4.
- 5.

Finally, write translation "A Day in the Life of Emma" in Spanish.

Evaluation Rubric:

	Criteria	Score
	Student completed all 5 connectors correctly and provided an accurate, coherent translation. Demonstrates full understanding of connector usage in context.	10
	Student completed 3-4 connectors correctly with minor errors in translation. Shows partial understanding; may need clarification on connector use or meaning.	8
	Student completed 0-2 connectors correctly with significant errors in translation. Needs support in recognizing and applying connectors in context.	5

First Partial:
Basic Structures for
Personal and
Spatial Description

PROGRESSION 3. Understands *the use of the verbs to be and to have to* describe people, places, or things, and applies qualifying adjectives and indefinite articles to specify characteristics.

Title	Category	Learning Objectives:	English I
	Listening Speaking Reading Writing	L3. S3. R3. W3.	🎧 Independent study: Record a 90-second audio explaining what the topic is about. Memorize the vocabulary by studying 45 minutes a day.

Topic	Learning Evidence Activities	Evaluation methods (Assessment Strategies)	Topics and Subtopics
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The verbs to be and to have

- Workbook Activities
- English writing skills

Traffic Light Technique
● (10 points).
● (8 points)
● Red (5 points):
Needs revision

1. Describing People with to be and Adjectives

- 1.1. Using to be + adjective for physical and personality traits
- 1.2. Combining adjectives and indefinite articles in descriptions

2. Describing Places and Things with to be and to have

- 2.1. Using to be to describe locations and characteristics
- 2.2. Using to have to describe possessions and features

3. Creating and Giving Instructions

- 3.1. Writing sentences combining to be, to have, adjectives, and indefinite articles
- 3.2. Role-playing introductions and descriptions in pairs or small groups

👉 (Didactic Sequence)

Warm-up / Diagnostic Phase
(Listening Skill)

Students will listen to descriptions using to be and to have to identify key words and meaning. This activity assesses prior knowledge and builds listening skills for descriptive language.

Development Phase
(Reading & Writing Skills)

Students will read and complete texts using to be, to have, adjectives, and connectors. They will write simple descriptive sentences, reinforcing grammar and vocabulary in authentic, structured contexts.

Closing Phase
(Speaking Skill)

Students will describe a person, place, or object aloud, using to be, to have, adjectives, and connectors. This activity enhances fluency, accuracy, and confidence through guided oral production.

First Partial:
Basic Structures for
Personal and Spatial
Description

PROGRESSION 3. Understands the use of the verbs to be and to have to describe people, places, or things, and applies qualifying adjectives and indefinite articles to specify characteristics.



Verb "to have": Present

-when used as a main verb-



The Verb (Present Simple)

to be

are
is
am

Verb "to have": Present

Warm-up / Diagnostic

Phase

(Listening Skill)

✓ How do we use the verb *to have*? The verb "to have" in the present tense shows possession. Use "have" with I, you, we, they and "has" with he, she, it for affirmative sentences.

Pronoun	Affirmative	Negative
I	I have	I don't have
you	you have	he doesn't have
he	he has	she doesn't have
she	she has	it doesn't have
it	it has	we don't have
we	we have	they don't have
they	they have	you don't have
you	you have	you don't have

Complete each sentence with the correct affirmative or negative form of to have (have / has / don't have / doesn't have):



I _____ a blue pencil.



She _____ a cat.



They _____ a big garden.



He _____ a new phone.



We _____ any homework today.



It _____ a tail.



You _____ a test tomorrow.

Development
Phase
(Reading & Writing Skills)

Artificial Intelligence: A Powerful Tool

Artificial Intelligence (AI) is everywhere today. I **am** amazed by its power because it **has** many applications. For example, robots **are** helpful in hospitals, but they **don't have** emotions like humans. My friend Alex **is** a programmer. He **has** a small AI project, and he loves it. However, his AI **doesn't have** the ability to learn new languages yet. "**Does it have** memory?" I asked him yesterday. "Yes, it **has** limited memory," he replied. In the future, will AI **be** smarter than humans? Nobody knows, but it **is** improving every day.



Comprehension Questions:

1. What **does** Alex **have**?
2. Why **is** the narrator amazed?
3. **Does** Alex's AI **have** emotions?
4. **Is** the AI able to learn new languages?
5. What question **did** the narrator ask Alex?

Artificial Intelligence in Education

Artificial Intelligence (AI) **is** transforming education today. I **am** fascinated because it **has** many tools, like **ChatGPT, Gemini, DeepSeek, Claude, and Copilot**. These AI's **are** very useful for students and teachers.

For example, **Claude doesn't have** access to real-time data, but **ChatGPT has** many stored examples. My teacher **is** happy using AI, but some students **don't have** experience with these tools. Yesterday, I asked, "**Does Copilot have** grammar correction?" He said, "Yes, it **has** that function." In

the future, will AI **be** part of every classroom? It **is** already changing how we learn.

Comprehension Questions: True ☒ or False ☒

1. **Does ChatGPT have many stored examples?** (___)
2. **Do all students have experience with AI tools?** (___)
3. **Does Claude have access to real-time data?** (___)
4. **Do teachers use AI in the classroom?** (___)
5. **Does Copilot have grammar correction?** (___)

Objective:

Identify adjectives describing each AI tool based on experience, usefulness, and characteristics, while practicing the verbs **to have** and **to be** in context. Complete the chart!

AI Tool	Experience (students/teacher)	Most Useful	Characteristics
ChatGPT	some students don't have experience	has many stored examples	useful, informative
Gemini			
DeepSeek			
Claude			
Copilot			

**Closing
Phase**
(Speaking Skill)

 Objective:

This activity aims to help students distinguish the correct use of **to be** (*am, is, are*) and **to have** (*have, has*) in affirmative sentences, identifying their meaning (state, possession, identity, location, emotion, etc.) through contextualized examples.

 **Complete the sentences with *am, is, are, have, has* and explain the difference (*to be / to have*). Look at the example:**

1. I have a dog and I am happy. (*have: possession / am: state*)  **I have a dog and I am happy.**
2. She _____ two brothers and she _____ a student. (_____: *possession* / _____: *identity*)
 _____
3. They _____ in the park and they _____ sandwiches. (_____: *location* / _____: *possession*)

4. He _____ a new phone and he _____ excited. (_____: *possession* / _____: *emotion*)

5. We _____ tired and we _____ a lot of homework. (_____: *state* / _____: *possession*)

6. It _____ black fur and it _____ very cute. (_____: *possession* / _____: *description*)

7. You _____ a great idea and you _____ very smart. (_____: *possession* / _____: *quality*)

8. My parents _____ kind and they _____ a beautiful house. (_____: *state* / _____: *possession*)

9. The school _____ a library and it _____ big. (_____: *possession* / _____: *description*)

10. We _____ at home and we _____ some snacks. (_____: *location* / _____: *possession*)

11. He _____ a basketball and he _____ tall. (_____: *possession* / _____: *description*)

12. I _____ an idea and I _____ ready to start. (_____: *possession* / _____: *state*)

13. They _____ happy and they _____ three children. (_____: *emotion* / _____: *possession*)

14. She _____ a car and she _____ in the garage. (_____: *possession* / _____: *location*)

15. The teacher _____ strict and she _____ many books. (_____: *state* / _____: *possession*)



Objective:

Improve English writing skills and practice the use of the verbs **to have**, **to be**, and **textual connectors** in **affirmative**, **negative**, and **interrogative** forms through the writing and oral reading of a short text.



Instructions for the student:

- Choose a topic or image from the following options:



Social media and content creators (TikTok, Instagram, influencers, memes).



Video games and e-sports (Fortnite, Minecraft, Roblox).



Music and pop culture (K-pop, reggaeton, Taylor Swift).



Technology and Artificial Intelligence (ChatGPT, AI-based video games, gadgets).



Social and environmental issues (climate change, equality, mental health).

- Write a **three-paragraph text** using the verbs **to have**, **to be**, and **textual connectors** in **affirmative**, **negative**, and **interrogative** forms.
- Add a **title** to your text.
- Read the text aloud or record an audio** (maximum 90 seconds), as instructed by your teacher.



Example Text



My Life with AI Tools

Today, technology **is** everywhere. I **have** a computer, and I **am** very interested in Artificial Intelligence. My favorite AI **is** ChatGPT because it **has** many answers. My friends **don't have** experience using it, but they **are** curious. Also, my teacher **is** starting to use AI in class.

Sometimes, people think AI **is** dangerous. **Does it have** emotions? No, it **doesn't have** feelings. However, it **has** a lot of information. For example, it

can help students write essays or search for ideas. My classmates **are** excited to learn with it.

In the future, I wonder: **Will AI be** better than humans? Maybe! I hope schools **have** access to these tools for everyone. Technology **is** improving fast, and I **am** ready to explore it more. **Do you have** an AI tool at home?



Evaluation Rubric: Writing and Oral Reading

Criteria			
Content	3 paragraphs; uses <i>to have, to be</i> (affirmative, negative, interrogative); correct connectors	Meets most requirements	Missing verbs, connectors, or forms
Structure	Clear introduction, development, conclusion	Acceptable organization	Weak or incomplete organization
Grammar and Spelling	No errors; correct verb usage	Some minor errors	Frequent errors affect meaning
Textual Connectors	4+ connectors used correctly and varied	2-3 connectors used correctly	Few or incorrect connectors
Pronunciation (reading)	Clear, natural pronunciation	Mostly clear; few mispronunciations	Unclear or hard to understand
Rhythm and Modulation	Natural rhythm, varied tone	Steady rhythm, little variation	Monotone or inappropriate pauses
Reading Fluency	Fluent, confident reading	Some hesitation or minor pauses	Slow or word-by-word reading



Write on the back of this page.

Title	Category	Learning Objectives:	English I
	Listening Speaking Reading Writing	L3. S3. R3. W3.	🔊 Independent study: Record a 90-second audio explaining what the topic is about. Memorize the vocabulary by studying 45 minutes a day.
Topic	Learning Evidence Activities	Evaluation methods (Assessment Strategies)	Topics and Subtopics
Demonstrative Adjectives	- Workbook Activities - Create a Comic	Traffic Light Technique 🟢 (10 points). 🟡 (8 points) 🔴 Red (5 points): <i>Needs revision</i>	1. Demonstrative Adjectives and Proximity 1.1 Identifying near objects: use of this and these 1.2 Identifying far objects: use of that and those 2: Affirmative, Negative, and Interrogative Forms 2.1 Constructing affirmative and negative sentences with demonstratives 2.2 Forming questions using this, that, these, those 3: Demonstratives in Real Contexts 3.1 Using demonstratives to describe places, people, and things around you 3.2 Demonstratives in daily conversations (shopping, classroom, giving directions)
👉 (Didactic Sequence)			
Warm-up / Diagnostic Phase (Listening Skill)	In this phase, students will listen to short conversations where demonstrative adjectives are used to identify objects. They will answer questions to check their understanding, recognizing when speakers refer to near or far objects using this, that, these, and those.		
Development Phase (Reading & Writing Skills)	Students will read dialogues and short texts that include demonstrative adjectives in context. They will complete sentences, write their own examples, and create dialogues to practice using this, that, these, and those in affirmative, negative, and interrogative sentences.		
Closing Phase (Speaking Skill)	Students will participate in a role-play or a short presentation where they describe objects around them using demonstrative adjectives. They will practice pronunciation, fluency, and accuracy while interacting with their classmates to apply the target language.		



Demonstrative Adjectives



Warm-up / Diagnostic

Phase

(Listening Skill)

Objective:

Answer exercises using **Demonstrative Adjectives and proximity** in **affirmative form**. Students will create a **comic strip in three sections** to demonstrate understanding of near and far objects, affirmative and negative forms, and demonstratives in real contexts.

"The New Student"

Juan is a young man who has just arrived at a new school. He comes from another city and doesn't speak English well. He is alone in the classroom and needs to identify his school objects, but he doesn't know how to communicate. He looks around and tries to ask or point.

✓ 1. Demonstrative Adjectives and Proximity

✎ 1.1 Identifying near objects: use of *this* and *these*

Juan points to his backpack nearby and says:

☞ "This is my backpack."

He also picks up his pencils on the desk and says:

☞ "These are my pencils."

✓ Since the objects are **near him**, he uses *this* (singular) and *these* (plural).

✎ 1.2 Identifying far objects: use of *that* and *those*

Juan sees a jacket on a distant chair and asks:

☞ "Is that my jacket?"

Then, he sees some books far away on the teacher's desk:

☞ "Are those my books?"

✓ Since the objects are **far from him**, he uses *that* (singular) and *those* (plural). Practice and reinforce the correct use of **demonstrative adjectives** (this, that, these, those) in affirmative sentences, identifying objects based on proximity (near or far) through contextual school-related examples.

✓ Exercise 1: Complete the sentences with **THIS** or **THESE** (near objects)

✎ Write ("this" or "these" in each blank) the correct demonstrative adjective.

- _____ is my notebook.
- _____ are my markers.
- _____ is my lunchbox.
- _____ are my scissors.
- _____ is my calculator.

Translate

Translate



✓ **Exercise 2: Complete the sentences with THAT or THOSE (far objects)**

✎ Write the correct demonstrative adjective in the blank.

- _____ is my jacket on the chair.
- _____ are my books on the teacher's desk.
- _____ is my umbrella near the window.
- _____ are my papers on the shelf.
- _____ is my water bottle on the floor.

✎ (Students write "that" or "those" in each blank)

✓ **Exercise 3: Choose the correct demonstrative and complete**

Circle the correct demonstrative and complete the sentence.

- ✎ (This / That) is my pencil case.
- ✎ (These / Those) are my shoes.
- ✎ (This / These) is my eraser.
- ✎ (That / Those) are my headphones.
- ✎ (This / That) is my laptop.

Development
Phase
(Reading & Writing Skills)

Practice and apply **affirmative, negative, and interrogative sentences** using **demonstrative adjectives** (*this, that, these, those*) to describe and identify objects.

2. Affirmative, Negative, and Interrogative Forms

✎ **2.1 Affirmative and negative sentences**

Juan confirms or denies which objects are his:

✓ "This is my notebook." (affirmative)

✗ "That is not my jacket." (negative)

✓ "These are my pens." (affirmative)

✗ "Those are not my shoes." (negative)

✎ **2.2 Forming questions using this, that, these, those**

Since he doesn't know anyone, he asks questions to identify:

? "Is this my pencil?"

? "Is that my locker?"

? "Are these my books?"

? "Are those my keys?"

✓ **Exercise 1: Complete the affirmative sentences**

✎ Write the correct demonstrative adjective (*this, that, these, those*) in each blank.

- _____ is my English book.
- _____ are my blue pens.
- _____ is my locker key.
- _____ are my notebooks on the desk.
- _____ is my lunch bag.

✎ (Students complete each sentence with "this, that, these, those")

✓ **Exercise 2: Complete the negative sentences**

✎ Write the correct demonstrative adjective in the blank and add "not" where necessary.

- _____ is not my backpack.
- _____ are not my shoes.
- _____ is not my jacket.
- _____ are not my markers.
- _____ is not my umbrella.

✎ (Students complete each sentence using the correct demonstrative)

✓ Exercise 3: Complete the questions

✎ Write the correct demonstrative adjective in the question.

1. _____ is this pencil?
2. _____ are those books?
3. _____ is that locker?
4. _____ are these erasers?
5. _____ is this water bottle?

✎ (Students complete and read each question aloud.)

Closing Phase (Speaking Skill)

🎯 Demonstratives in Real Contexts

✓ Context: A group of students meets on TikTok after class to share funny cat videos. They talk about their phones, pets, and videos.

Exercise 1: Complete the sentences with *this*, *that*, *these*, or *those*

✎ Write the correct demonstrative on the line.

1. "____ is my phone. I use it to watch TikTok."
2. "Look! ____ are my favorite cat videos from yesterday."
3. "____ cat in the video is wearing a hat. It's hilarious!"
4. "Do you see ____ cats over there? They are jumping together."
5. "____ is my friend's account; she posts funny videos."

Exercise 2: Match the sentences with their meaning

✎ Draw a line to match each demonstrative sentence with what it describes.

Sentence	Meaning
a. "This is my cat."	1. A cat far away
b. "Those are my TikToks."	2. Some videos on a distant phone
c. "That is my dog."	3. A dog across the street
d. "These are my best friends."	4. Friends standing next to me

Exercise 3: Create your own sentence

✎ Use *this*, *that*, *these*, or *those* to describe a photo, video, or object near or far from you.

Example:

✎ "This is my favorite cat meme."

Now you:

- 1.
- 2.
- 3.

Exercise 4: Role-play (Daily conversations)

✎ Imagine you're at a store buying cat food.

Complete the dialogue with the correct demonstrative.

A: "Can I see ____ bag of cat food on the shelf?"

B: "Sure! Do you want ____ small cans too?"

A: "Yes, and I'll take ____ toys here, please."

B: "Ok! And what about ____ treats over there?"

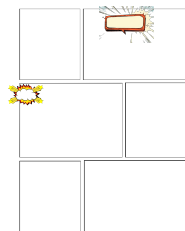


Final Task: Create a Comic Strip or Instagram Carousel

Instructions:

You will create a

comic strip or an Instagram carousel divided into **three sections**. Each section must include drawings or pasted images and **at least one demonstrative adjective (this, that, these, those)** in every frame as a caption.



👉 The final comic must be printed and glued on the back of this page.

Section 1: Identifying Near and Far Objects

Title: Juan Identifies His School Objects

- Draw or paste 5 images showing Juan pointing to objects **near or far**.
- Write a demonstrative sentence in each frame (e.g., "This is my pencil." / "Are those my books?").

✅ Use **this, that, these, those** to indicate proximity.

Section 2: Affirmative and Negative Sentences

Title: Juan Confirms or Denies His Things

- Draw or paste 5 images showing Juan **confirming or denying** ownership of his objects.
- Write an **affirmative or negative sentence** in each frame (e.g., "This is my notebook." / "That is not my jacket.").

✅ Mix affirmative and negative examples using demonstrative adjectives.

Section 3: Talking on TikTok

Title: Friends Sharing Funny Videos on TikTok

- Create a **simulated conversation** between students sharing funny cat videos and talking about their phones.
- The conversation must be **at least 25 words** and include demonstrative adjectives (e.g., "Look at this cat!" / "Is that your phone?").

✅ You may use speech bubbles to show the conversation.

🎯 Each frame must include at least one demonstrative adjective as a caption or dialogue.

🌟 **Goal:** Practice demonstrative adjectives in **affirmative, negative, and interrogative sentences**, describing objects by proximity (near or far) and quantity (singular or plural) through visuals and captions.

👉 Each frame must include at least one demonstrative sentence as caption.

👉 The final comic must be printed and glued on the back of this page.

Evaluation Rubric: Final Comic Strip or Instagram Carousel

Criteria	🟢	🟡	🔴
Content	All 3 sections are complete; 5 clear examples per section; each frame uses the correct demonstrative adjective.	Most sections are complete; 3-4 examples per section; some demonstrative adjectives missing or incorrect.	Missing sections or fewer than 3 examples per section; many demonstrative errors.
Demonstrative Sentences	All sentences use <i>this, that, these, those</i> correctly in affirmative, negative, or interrogative forms.	Most sentences use demonstratives correctly; 1-2 minor mistakes.	Frequent mistakes in demonstrative use or missing forms.
Visual Presentation	Creative, neat drawings or images; captions are clear and easy to read; visually organized.	Acceptable drawings or images; captions are mostly clear; minor organization issues.	Poorly organized; unclear captions; missing or low-effort visuals.
Language Accuracy	No grammar or spelling errors in captions or dialogue.	1-2 minor grammar or spelling errors.	Frequent grammar or spelling mistakes affecting meaning.
Creativity and Effort	Highly creative, original details added; strong effort visible in all sections.	Some creativity; good effort shown.	Minimal effort; lacks originality or missing details.
Speaking (if presented orally)	Clear pronunciation, good rhythm, natural tone; all captions read fluently.	Mostly clear pronunciation; minor hesitations or mispronunciations.	Hard to understand; monotone or frequent pauses.

First Partial:
Basic Structures for
Personal and Spatial
Description

PROGRESSION 5. Understands *the use of there is and there are* (affirmative, negative, and interrogative forms) as well as prepositions of place to state the existence or absence of people or objects in a specific location.

Title	Category	Learning Objectives:	English I
	Listening Speaking Reading Writing	L3. S3. R3. W3.	🎧 Independent study: Record a 90-second audio explaining what the topic is about. Memorize the vocabulary by studying 45 minutes a day.

Topic	Learning Evidence Activities	Evaluation methods (Assessment Strategies)	Topics and Subtopics
-------	------------------------------	--	----------------------

Demonstrative
Adjectives

- Workbook Activities
- Formative Test

Traffic Light
Technique

🟢 (10 points).

🟡 (8 points)

🔴 Red (5 points):
Needs revision

1. Affirmative and Negative Sentences

1.1 Create affirmative sentences with there is/there are.

1.2 Create negative sentences with there isn't/there aren't

2. Questions with There Is/Are

2.1 Ask simple questions with Is there? and Are there?

2.2 Answer questions using short affirmative or negative responses

3. Prepositions of Place

3.1 Identify and use prepositions: in, on, under, next to, between.

3.2 Describe locations using there is/are with prepositions

👉 (Didactic Sequence)

**Warm-up / Diagnostic
Phase**
(Listening Skill)

To begin, students will listen to an audio describing a room and its objects. They will identify and write down the objects mentioned, practicing listening comprehension and focusing on the use of there is and there are with prepositions of place.

**Development
Phase**
(Reading & Writing Skills)

Students will read a short description of a house and answer comprehension questions. Then, they will write five sentences using there is and there are with prepositions, describing their own bedroom or classroom.

**Closing
Phase**
(Speaking Skill)

To close the session, students will work in pairs to describe a picture using there is, there are, and prepositions of place. They will take turns asking and answering questions to reinforce their speaking skills and apply the structures learned.

First Partial:
*Basic Structures for
Personal and Spatial
Description*

PROGRESSION 5. Understands the use of *there is* and *there are* (affirmative, negative, and interrogative forms) as well as prepositions of place to state the existence or absence of people or objects in a specific location.



**Warm-up / Diagnostic
Phase
(Listening Skill)**

Objective:

Students will practice creating affirmative and negative sentences using *there is* and *there are*, and engage in a conversation simulating a real-life tourist guide experience, to improve communicative competence and contextual grammar use.

Conversation: Student Tour Guide & Tourists

Tourist 1: Excuse me! 🙋 Is there a park near here?

Student Guide: ✅ Yes, there is a beautiful park next to the museum.

Tourist 2: Are there any restaurants in this street?

Student Guide: ❌ No, there aren't any restaurants here, but there are some cafes around the corner. ☕

Tourist 3: Is there a bank in the plaza?

Student Guide: ✅ Yes, there is a bank 🏦 in front of the church.

Tourist 1: Are there souvenir shops nearby?

Student Guide: ❌ No, there aren't souvenir shops here, but there are some in the main market.



Exercise 1: Affirmative Sentences

✅ Complete the sentences with *there is* or *there are*.

- _____ a big fountain in the park. 🗿
- _____ many trees near the museum. 🌳
- _____ a beautiful cathedral in the city center. 🏰
- _____ two buses at the station. 🚌
- _____ a map on the wall. 🗺️

Exercise 2: Negative Sentences

❌ Complete the sentences with *there isn't* or *there aren't*.

- _____ a supermarket on this street. 🛒
- _____ any taxis at the plaza. 🚕
- _____ a hospital in this neighborhood. 🏥
- _____ any bookstores near the school. 📖
- _____ a cinema in the mall. 🎬

Exercise 3: Mixed Practice

 **Complete each sentence with *there is*, *there isn't*, *there are*, or *there aren't*.**

- _____  a museum next to the library.
- _____  any buses after 10 p.m.
- _____  a bakery across the street.
- _____  any theaters in this area.
- _____  many paintings inside the gallery.

Development

Phase

(Reading & Writing Skills)

Questions with *There Is / Are*

 **Instructions:** Practice asking and answering the following questions using short responses (Yes, *there is* / No, *there isn't* / Yes, *there are* / No, *there aren't*). Write the answer.

Exercise 1: Complete the Answers

Example:

Q: Is there a library in the school?

A: ☒ Yes, there is.

1. **Q:** Is there a hospital nearby?

A: _____

2. **Q:** Are there any restaurants on Main Street?

A: _____

3. **Q:** Is there a cinema in this town?

A: _____

4. **Q:** Are there any taxis outside?

A: _____

5. **Q:** Is there a swimming pool in the hotel?

A: _____

Exercise 2: Write the Questions

 **Instructions:** Look at the answers and write the correct question.

Example:

A: ☒ Yes, there is.

Q: _____
(Is there a pharmacy nearby?)

1. **A:** ☒ Yes, there are.

Q: _____

2. **A:** ☒ No, there isn't.

Q: _____

3. **A:** ☒ Yes, there is.

Q: _____

4. **A:** ☒ No, there aren't.

Q: _____

5. **A:** ☒ Yes, there are.

Q: _____

Exercise 3: Create Your Own

 **Instructions:** Write 3 questions using *Is there?* and 2 using *Are there?* Ask your partner or classmate and write their short answers.

1. _____
A: _____

2. _____
A: _____

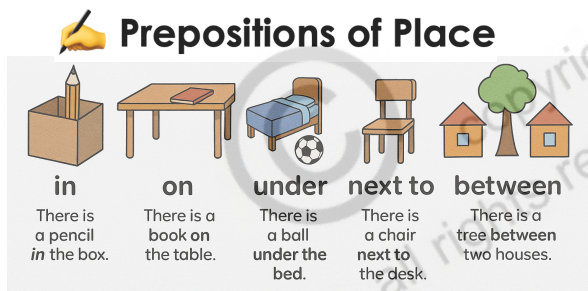
3. _____
A: _____

4. _____
A: _____

5. _____
A: _____

Closing
Phase
(Speaking Skill)

👉 **Instructions:** Students will identify and correctly use prepositions of place (*in, on, under, next to, between*) to describe the location of objects or people, using *there is* and *there are* in affirmative, negative, and interrogative forms.



👉 **Prepositions of Place: Exercises**

📝 **Exercise 1:** Complete the sentences with the correct preposition (*in, on, under, next to, between*).

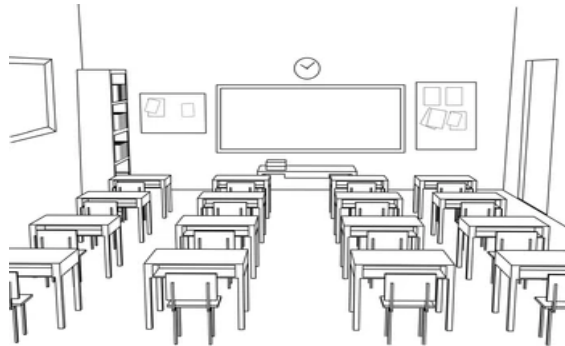
Example:

*There is a book **on** the table.*

1. There is a cat _____ the sofa.
2. There are two chairs _____ the desk.
3. There is a pencil _____ the box.
4. There are sandwiches _____ the plates.
5. There is a backpack _____ the floor.

📝 **Exercise 2:** Describe the picture (write sentences with *there is / there are + preposition*).

👉 Look at the classroom. Use the prepositions to describe 5 objects.



Example:

- There is a clock **on** the wall.
- 1.
 - 2.
 - 3.
 - 4.
 - 5.

📝 **Exercise 3:** Answer the questions (use *there is / there are + preposition*).

1. Q: Where is the teacher's desk?
A: _____
2. Q: Where are the students' backpacks?
A: _____
3. Q: Where is the whiteboard?
A: _____
4. Q: Where are the windows?
A: _____
5. Q: Where is the clock?
A: _____

Students name: _____ Date: ____ / ____ / ____

I. Multiple Choice (Choose the correct answer):

1. (PROGRESSION 1) She ____ my best friend.
a) am
b) is
c) are
d) be
2. (PROGRESSION 2) Which sentence is an imperative?
a) She is happy.
b) Please sit down.
c) Are you tired?
d) I have a book.
3. (PROGRESSION 3) I ____ a dog and I ____ happy.
a) has / am
b) have / am
c) have / is
d) has / is
4. (PROGRESSION 4) ____ is my pencil case on the table.
a) This
b) That
c) These
d) Those
5. (PROGRESSION 5) There ____ a book on the desk.
a) is
b) are
c) be
d) isn't
6. (PROGRESSION 1) They ____ my friends.
a) am
b) is
c) are
d) be
7. (PROGRESSION 4) ____ are my markers next to the notebook.
a) That
b) This
c) These
d) Those
8. (PROGRESSION 2) Which is NOT an imperative?
a) Open the window.
b) Please close the door.
c) They are my classmates.
d) Write your name.
9. (PROGRESSION 3) He ____ a car and he ____ a good driver.
a) has / is
b) have / is
c) has / are
d) have / are
10. (PROGRESSION 5) There ____ any apples in the basket. (negative)
a) isn't
b) aren't
c) is
d) are
11. (PROGRESSION 2) ____ your book. (imperative)
☞ _____
12. (PROGRESSION 3) She ____ two cats and she ____ very happy.
☞ _____ / _____
13. (PROGRESSION 4) ____ is my backpack on the floor.
☞ _____
14. (PROGRESSION 5) There ____ a computer on the teacher's desk.
☞ _____
15. (PROGRESSION 1) We ____ not from Spain.
☞ _____
16. (PROGRESSION 2) Please ____ your pencil. (imperative)
☞ _____
17. (PROGRESSION 3) They ____ a big house and they ____ excited.
☞ _____ / _____
18. (PROGRESSION 4) ____ are my shoes near the door.
☞ _____
19. (PROGRESSION 5) There ____ a chair next to the window.
☞ _____

II. Complete the sentences:

11. (PROGRESSION 1) I ____ a student.
☞ _____

2ND Partial



In this section, you must write down the activities assigned by your teacher to build your evidence portfolio and write the corresponding percentage for each activity inside the circle.

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In this section, you must write down the activities assigned by your teacher to integrate your portfolio of evidence and write the corresponding percentage for each activity inside the circle

EVIDENCE
Activities



Workbook Activities/
Writing (70-Words) Text



Workbook Activities/Family
Tree Project



Workbook Activities
My Short-Term Plan



Workbook Activities/Sing
or write (memorize a
personal routine)



Workbook Activities /GUIDE
ENGLISH 1 1PRACTICE

Firmas de enterados

Padre de familia /Tutor

Alumno

Docente de asignatura

English One Nombre y firma

31

By Dalia Mendoza Herrera