

LEARNING Progressions

Psychosocial Focusing

English 2

Curricular Learning Unit

Workbook

canva



Dalia Mendoza Herrera

2024

Presentación

Bienvenidos a la Asignatura de Inglés 2

La asignatura de Inglés 2 se organiza en tres lecciones, cada una compuesta por secuencias didácticas con introducción, desarrollo y cierre. Estas actividades se desarrollan bajo un enfoque de Aprendizaje Basado en Proyectos (ABP), promoviendo un aprendizaje activo y significativo. Las lecciones incluyen evaluación diagnóstica, formativa y sumativa, alineadas con las Progresiones de Aprendizaje y fundamentadas en la teoría de la carga cognitiva y teorías multimedia.

El curso tiene como objetivo principal motivar a los alumnos, generando experiencias educativas que les permitan expresarse de manera significativa en inglés. A través de metodologías prácticas, los estudiantes desarrollarán habilidades comunicativas relevantes para su vida cotidiana, fomentando un uso funcional del idioma. El aprendizaje está centrado en el estudiante, promoviendo la participación activa y reflexiva en cada una de las actividades.

Cada actividad del curso busca no solo la participación del alumno, sino también la involucración de las familias en el proceso educativo. De este modo, se fortalecen los vínculos y se impulsa un aprendizaje colaborativo, fomentando la competencia lingüística mediante situaciones prácticas y reales.

Las tres lecciones del curso abordan diferentes temas fundamentales. La primera lección se enfoca en acciones en tiempo presente y pasado. La segunda lección está orientada a relatar y comparar eventos pasados, mientras que la tercera lección trabaja en comparaciones y predicciones futuras. Estas actividades están diseñadas para desarrollar habilidades lingüísticas de manera progresiva, permitiendo que los alumnos adquieran confianza y fluidez en su expresión en inglés.

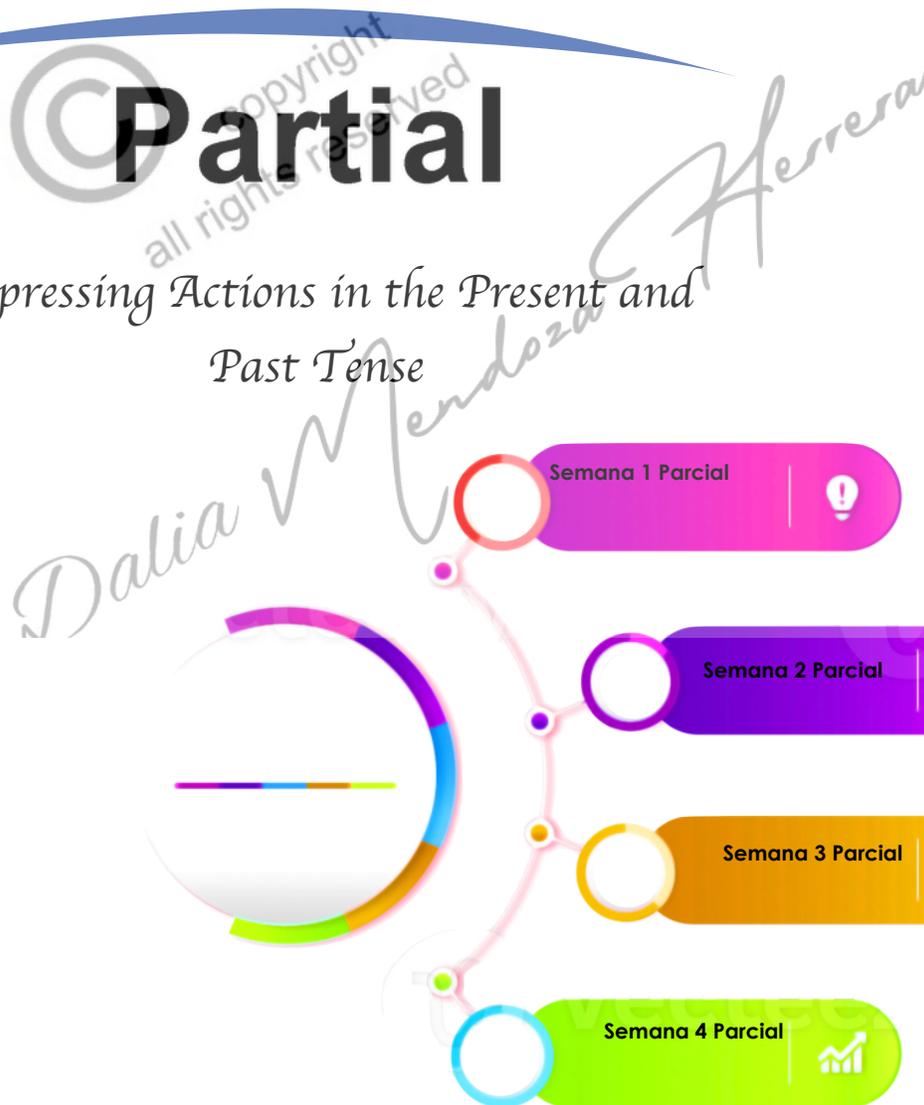
Contents

	Page
Lesson 1: Expressing Actions in the Present and Past Tense	
Progression 1: Use affirmative present continuous to express one's own and others' actions in real time.	7
Progression 2: Deny and ask about actions using the negative and interrogative present continuous.	10
Progression 3: Explore the past: describing states and personal attributes with the verb 'to be.'	14
Progression 4: Interrogating the past: states and situations with the verb 'to be' in negative and interrogative forms.	18
Progression 5: Describing what existed in the past: use of 'there was' and 'there were.'	23
Lesson 2: Narrating and Comparing Past Events	
Progression 6: Discovering the past: regular and irregular verbs to recognize historical events.	30
Progression 7: Narrating the past: describing completed actions using the affirmative simple past tense.	36
Progression 8: Asking and denying about the past: use of the simple past in negative and interrogative forms.	39
Progression 9: Linking past ideas: time adverbs and connectors to express events clearly.	41
Progression 10: Giving recommendations with the modal verb 'should': suggestions for daily life.	44
Lesson 3: Comparisons and Future Predictions	
Progression 11: Comparing equality: describe similarities between places and people using 'as...as.'	50
Progression 12: Visual differences: comparisons to describe inequalities between places and people.	52
Progression 13: The tallest and the shortest: using superlatives to describe extremes.	57
Progression 14: Making plans: using idiomatic future to talk about personal projects.	63
Progression 15: Predictions for tomorrow: using 'will' to express weather forecasts and more.	67

FIRST

Partial

Expressing Actions in the Present and Past Tense



Firmas de enterados

Padre de familia /Tutor

Alumno

Docente de asignatura

Nombre y firma



Diagnostic Assessment

Student's name: _____

Instructions: Read the short story and answer the comprehension questions. Then, select the correct option for each multiple-choice question.

First Partial

Story

Anna is sitting on the beach, watching the waves. Her friends are swimming in the sea, and she is enjoying the warm sun. Right now, Anna is writing postcards to her family. She feels relaxed and happy.

Comprehension Questions

1. What is Anna doing on the beach?
 - a) She is swimming.
 - b) She is writing postcards.
 - c) She is eating lunch.
2. Where are Anna's friends?
 - a) They are sitting on the beach.
 - b) They are swimming in the sea.
 - c) They are writing postcards.
3. How does Anna feel?
 - a) Relaxed and happy.
 - b) Angry and tired.
 - c) Bored and cold.

Multiple-Choice Questions

4. What is Mary doing right now?
 - a) Mary reads a book.
 - b) Mary is reading a book.
 - c) Mary read a book.
5. They _____ dinner at the moment.
 - a) are having
 - b) has
 - c) had
6. I _____ to music now.
 - a) listen

- b) am listening
 - c) listens
7. John and Sarah _____ soccer right now.
 - a) is playing
 - b) plays
 - c) are playing
 8. We _____ to the mall at this moment.
 - a) are going
 - b) went
 - c) is going
 9. What _____ you doing right now?
 - a) is
 - b) are
 - c) were
 10. She _____ her homework at the moment.
 - a) does
 - b) is doing
 - c) are doing
 11. They _____ TV right now.
 - a) are watching
 - b) watches
 - c) watch
 12. I am _____ lunch now.
 - a) eat
 - b) eating
 - c) eats
 13. He _____ with his friends at this moment.
 - a) plays
 - b) is playing
 - c) are playing

Answer Key

Cross - Curricular:
Languages Study & Computer Lab

Lesson 1: *Expressing Actions in the Present and Past Tense*

PROGRESSION 1 . _Uses the present continuous in its affirmative form to describe one's own actions or those of others that are happening at the moment of narration through texts, stories, cartoons, or narratives.

Learning Pathway

L2: Identifies specific information and understands the main idea of a conversation.
S2: Communicates orally using simple expressions about recreational activities.

Title	Category	Subcategory	Learning Goals	Independent Study
My story by Social Media calvin and HOBBS	Speaking, Reading	Using Functions, Scanning	Use the present continuous in its affirmative form	Learn vocabulary at home with family support.

Progression One Vocabulary	Weekly Finally Work	Evaluation Tools	Topics: Ongoing actions Subtopics
Vacation-Themed Verbs (Recreational Activities)	Ev. 1 → Exercises on the Book.	Observation Guide Rubric (traffic lights technique)	Use of the present continuous (am/is/are + verb + -ing) Time expressions: now, right now, at this moment Vocabulary about vacations and recreational activities

Didactic Sequence

Presentation

In Progression 1, students will use the present continuous in its affirmative form to describe actions happening in real-time. Through engaging texts, stories, cartoons, and narratives, learners will practice expressing both their own actions and those of others. The focus will be on developing listening, speaking, and reading skills, using time expressions like "now" or "at this moment." This progression promotes fluency in real-life contexts, enhancing communication about everyday and recreational activities.

Warm - up Listening Skills

Warm-up: Listening Skills
We will use multimedia resources to introduce the topic of the present continuous. Watch a short video of Calvin and Hobbes interacting in everyday situations. Pay attention to what they are doing right now and how they describe their actions. After the video, we will discuss what actions you noticed in the present continuous.

Writing & Reading skills development

Writing & Reading Skills Development:
Interactive Activity: Chat with Calvin and Hobbes on Instagram.
Imagine you are chatting with Calvin and Hobbes on Instagram. Write a dialogue of five questions from Calvin and Hobbes, and respond using the affirmative form of the present continuous. Use the following prompts as inspiration

feedback: Speaking skills at closing English Session).

Vacation-Themed Verbs (Recreational Activities)
Swimming – I am swimming in the pool.
Snorkeling – They are snorkeling near the coral reef.
Sunbathing – She is sunbathing on the beach.
Hiking – We are hiking up the mountains.
Playing beach volleyball – They are playing volleyball on the beach.
Taking pictures – He is taking pictures of the sunset.
Surfing – I am surfing on the big waves.
Riding a jet ski – We are riding jet skis in the ocean.
Exploring the market – They are exploring the local market.
Eating ice cream – We are eating ice cream by the boardwalk.

Progression 1 Present Continuous

Warm - up Listening Skills

I	am
He She It	is
We You They	are

Base Verb + ing

calvin and hobbes

Calvin is sitting on the floor, posting a picture of Hobbes on Instagram. "Hobbes is eating cookies right now!" Calvin writes. Meanwhile, Hobbes is laughing. "Calvin is pretending to do homework," he adds in the comments. Calvin uploads a selfie: "We are planning a snowball fight!" Hobbes replies, "Get ready to lose!" Both are enjoying the moment, sharing every second of their fun day with their friends online.

Writing & Reading skills development

Interactive Activity: Chat with Calvin and Hobbes on Instagram.

Imagine Calvin and Hobbes are chatting with you on Instagram. Respond to their questions by choosing the correct option and completing the sentence using the affirmative form of the present continuous.

Calvin: "Hey! What are you doing right now?"

1. Student: I am _____

_____ right now.

- a) learning about the present continuous
- b) watching a movie
- c) reading a comic

Hobbes: "And what is your best friend doing now?"

2. Student: She/He is _____



_____ at the moment.

- a) practicing the present continuous with me
- b) cooking dinner
- c) writing a letter

Calvin: "Are you enjoying the class?"

3. Student: Yes! I am _____

_____ and learning a lot.

- a) answering questions about present continuous
- b) texting my teacher
- c) playing soccer

Hobbes: "What are your parents doing right now?"

4. Student: They are _____

_____ while I study.

- a) supporting me with my homework
- b) watching TV
- c) working in the garden

Calvin: "What examples are you writing today?"

5. **Student:** I am _____
_____ right now.

- a) writing sentences with 'am, is, are'
- b) watching videos on Instagram
- c) writing a story about Hobbes

Hobbes: "Are you asking your teacher questions?"

6. **Student:** _Yes, I am _____
_____.

- a) practicing questions in the present continuous
- b) drawing pictures in my notebook
- c) reading comics

Calvin: "What is the most fun part of learning present continuous?"

7. **Student:** _I am _____
_____.

- a) practicing with friends
- b) sleeping during class
- c) writing my notes

Hobbes: "Are you making any mistakes?"

8. **Student:** Yes, but I am _____ from
_____ them.

- a) learning
- b) ignoring
- c) laughing

Calvin: "Is your teacher checking your answers right now?"

9. **Student:** Yes, she is _____
_____ now.

- a) correcting my sentences
- b) explaining math problems
- c) cooking lunch

Hobbes: "What are you doing after class?"

10. **Student:** I am _____
_____ later.

- a) reviewing my notes
- b) playing video games
- c) going to the movies



Feedback: Speaking Skills Recreational Activities.

At the end of the class, we will have a speaking activity. Students will take turns asking each other what they are doing right now using the present continuous. Incorporate the vacation-themed verbs into your answers to practice fluency. We will provide feedback to help you improve pronunciation, sentence structure, and confidence. Use these words. Vacation-Themed Verbs (Recreational Activities)

Swimming – I am swimming in the pool.

Snorkeling – They are snorkeling near the coral reef.

Sunbathing – She is sunbathing on the beach.

Hiking – We are hiking up the mountains.

Playing beach volleyball – They are playing volleyball on the beach.

Taking pictures – He is taking pictures of the sunset.

Surfing – I am surfing on the big waves.

Riding a jet ski – We are riding jet skis in the ocean.

Exploring the market – They are exploring the local market.

Eating ice cream – We are eating ice cream by the boardwalk.

Lesson 1:*Expressing Actions in
the Present and Past
Tense*

Cross - Curricular:
Languages Study & Computer Lab

PROGRESSION 2 . _Uses the present continuous in its negative and interrogative forms to deny and question actions happening at the moment through texts, stories, cartoons, or narratives.

Learning Pathway
L2: Understands simple questions and asks for information about work situations.
S2: Participates in conversations by asking about work activities

Title	Category	Subcategory	Learning Goals	Independent Study
	Listening, Speaking	Listening for detail, Fluency	Use the present continuous in its negative and interrogative forms to deny and question actions in real time.	Learn vocabulary at home with family support.
Progression Two Vocabulary	Weekly Finally Work		Evaluation Tools	Topics: Ongoing actions Subtopics
Vocabulary related to jobs and work activities.	Ev. 1 → Exercises on the Book. Ev. 2 → Exercises on the Book: Write Your Own Explanation.		Observation Guide Rubric (traffic lights technique)	Topics: Asking and denying actions in the present Subtopics: Use of am not, isn't, aren't for the negative form. Interrogative structure by placing to be before the subject.

Didactic Sequence**Presentation**

In Progression 2, students will use the present continuous in negative and interrogative forms to deny or question actions happening at the moment. Through texts, stories, and dialogues, learners will practice asking and answering questions about real-time actions. This progression focuses on developing listening and speaking skills, using negative structures like am not, isn't, aren't, and forming questions by placing to be before the subject. Vocabulary will cover jobs and work activities.

**Warm - up
Listening Skills**

Warm-up: Listening Skills

We will use an audio story from Alice's Adventures in Wonderland to explore the present continuous. Listen carefully to what the characters are doing right now. Pay attention to sentences like, "The White Rabbit is running" or "Alice is asking questions." Afterward, we'll discuss these actions.

**Writing & Reading
skills development**

Writing & Reading Skills Development: Rewriting Sentences

In this activity, students will rewrite sentences from the dialogue between Alice and the White Rabbit using the present continuous. They will transform affirmative sentences into their negative and interrogative forms. This exercise reinforces understanding of sentence structure and helps improve writing and reading skills.

**feedback: Speaking
skills at closing
English Session).**

The dialogue between Alice and the White Rabbit is an engaging way to practice jobs and work activities using the present continuous. Through this conversation, students can explore Wonderland-inspired roles (like a tea-making Mad Hatter or a watch-checking Rabbit) and describe their actions in real time. This playful context makes the learning experience more dynamic, encouraging students to use vocabulary about occupations creatively while improving their speaking fluency. The familiar setting fosters participation and meaningful interaction, ensuring that students confidently apply the present continuous in a fun, memorable way.

Progression 2 Present Continuous

Warm - up Listening Skills

playing
doing
going
swimming
running
listening
eating

1 syllable ending 1 vowel + 1 consonant
get - getting
sit - sitting
skip - skipping
swim - swimming

lie and die
lie - lying
die - dying

travel, regret
travel - travelling
regret - regretting

verbs ending with -e
take - taking
make - making
shake - shaking

all other verbs
do - doing
say - saying

all other verbs
play - playing
go - going

all other verbs
eat - eating
kiss - kissing

Sources www.pngwing.com www.pngtree.com
proprietary design

**Identify progressive sentences.
Color them.**



"Alice's Adventures in Wonderland"

by Lewis Carrol.

Alice and the White Rabbit's Conversation

Alice was sitting under a tree, wondering what the White Rabbit was up to this time. Suddenly, she spotted him running by, looking as frantic as ever. She called out, "Are you chasing me right now, White Rabbit?"

The White Rabbit stopped in his tracks, adjusted his glasses, and replied, "No, I am not chasing you! I am looking for my pocket watch. It's always disappearing at the worst moments!"

Curious, Alice asked, "Aren't you late for something again?"



The Rabbit shook his head. "No, I am not running late right now. I am only making sure everything is ready for the Queen's tea party."

Alice giggled. "And are you preparing the invitations too?"

The Rabbit looked horrified. "No, I am not doing that! That's the Hatter's job, and he never gets them right!" He glanced at his empty pockets and sighed, "Are you hiding my watch, Alice?"

Alice smiled mischievously. "No, I am not hiding your watch. But maybe you left it with the Cheshire Cat?"

The Rabbit groaned. "Oh dear, not him! I am going to search before he makes it disappear entirely."

And with that, the White Rabbit hurried off again, leaving Alice laughing under the tree.

Writing & Reading skills development

Rewrite the Sentences in Negative and Interrogative Forms.

Below is the dialogue between Alice and the White Rabbit. Your task is to rewrite the sentences in both negative and interrogative forms to practice using the present continuous.

Example from the Dialogue:

Affirmative:

"I am looking for my pocket watch."

Negative:

I am not looking for my pocket watch.

Interrogative:

Am I looking for my pocket watch?

Rewrite the Following Sentences:

Affirmative:

I am not chasing you.

Rewrite:

Negative:

Interrogative:

Affirmative:

I am making sure everything is ready for the Queen's tea party.

Rewrite:

Negative:

Interrogative:

Affirmative:

I am not running late right now.

Rewrite:

Negative:

Interrogative:



Source www.pngtree.com
proprietary design

Affirmative:

I am going to search for my watch before the Cheshire Cat makes it disappear.

Rewrite:

Negative:

Interrogative:

Jobs and Occupations

TIME EXPRESSIONS

Instructions: Look at the image with different jobs and occupations.

Write a short sentence in the present continuous to describe what each person is doing right now or at this moment.

Use time expressions such as:

now, right now, at this moment,

- Today
- Now
- Nowadays
- Right now
- These days
- This week
- This month
- This year
- At the moment
- At this time

Jobs and Occupations



Write here

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

today, this week, currently.

Examples:

Doctor

The doctor is checking a patient's heart at this moment.

Pilot

The pilot is flying a plane right now.

Feedback: Speaking skills at closing English Session.

Jobs and Work Activities (Inspired by Alice's Adventures in Wonderland)

Below are 20 examples of jobs and work activities based on the characters from Alice's Adventures in Wonderland.

1. Alice - Alice is exploring the garden right now.
2. White Rabbit - The White Rabbit is checking his watch at the moment.
3. Mad Hatter - The Mad Hatter is preparing a tea party.
4. Queen of Hearts - The Queen of Hearts is organizing a card game right now.
5. King of Hearts - The King of Hearts is helping the Queen with her duties.
6. Cheshire Cat - The Cheshire Cat is disappearing and reappearing in the trees.
7. Caterpillar - The Caterpillar is giving advice to Alice.
8. March Hare - The March Hare is setting the table for tea.
9. Dormouse - The Dormouse is falling asleep at the tea table.
10. Tweedledee and Tweedledum - They are playing tricks on each other.
11. Gardener Cards - The cards are painting the roses red.
12. Alice - Alice is asking questions about Wonderland.
13. White Rabbit - The White Rabbit is leading Alice to the Queen's court.
14. Queen of Hearts - The Queen of Hearts is shouting orders at everyone.
15. Mad Hatter - The Mad Hatter is fixing his hat.
16. Caterpillar - The Caterpillar is blowing smoke rings.
17. Tweedledee - Tweedledee is telling a story to Alice.
18. Tweedledum - Tweedledum is arguing with Tweedledee.
19. Alice - Alice is trying to solve a riddle right now.
20. Cheshire Cat - The Cheshire Cat is watching everything from a tree.

Match the Characters from Alice's Adventures in Wonderland with Their Jobs and Work Activities

Instructions: Match each character with the correct work activity based on their role in the story. Use the present continuous to describe what each character is doing.

- a. **Alice**
 - a) ___ Asking questions about Wonderland.
 - b) 1 Exploring the garden.
- b. **White Rabbit**
 - a) ___ Checking his watch.
 - b) ___ Leading Alice to the Queen's court.
- c. **Mad Hatter**
 - a) ___ Preparing a tea party.
 - b) ___ Fixing his hat.
- d. **Queen of Hearts**
 - a) ___ Organizing a card game.
 - b) ___ Shouting orders at everyone.
- e. **King of Hearts**
 - a) ___ Helping the Queen with her duties.
 - b) ___ Observing the card tournament.
- f. **Cheshire Cat**
 - a) ___ Disappearing and reappearing in the trees.
 - b) ___ Watching everything from above.
- g. **Caterpillar**
 - a) ___ Giving advice to Alice.
 - b) ___ Blowing smoke rings.
- h. **March Hare**
 - a) ___ Setting the table for tea.
 - b) ___ Drinking tea with the Mad Hatter.
- i. **Dormouse**
 - a) ___ Falling asleep at the tea table.
 - b) ___ Telling stories at the tea party.
- j. **Tweedledee and Tweedledum**
 - a) ___ Arguing with each other.
 - b) ___ Playing tricks on Alice.

<p><i>Cross - Curricular:</i> Languages Study & Computer Lab</p>	<p>Lesson 1: <i>Expressing Actions in the Present and Past Tense</i></p>		<p>PROGRESSION 3 . _Uses the simple past of the verb "to be" (was, were) in its affirmative form to describe states, attributes, or characteristics of oneself, other people, places, objects, and events through strategies like readings or dialogues.</p>	
<p>Learning Pathway</p>	<p>R2: Recognizes basic words related to actions that occurred in the past. W2: Writes clear sentences about national events.</p>			
<p>Title</p>	<p>Category</p>	<p>Subcategory</p>	<p>Learning Goals</p>	<p>Independent Study</p>
	<p>Listening, Speaking</p>	<p>Listening for detail, Fluency</p>	<p>Use the simple past of the verb "to be" in its affirmative form to describe states and attributes.</p>	<p>Learn vocabulary at home with family support.</p>
<p>Progression Three Vocabulary</p>	<p>Weekly Finally Work</p>		<p>Evaluation Tools</p>	<p>Topics: Ongoing actions Subtopics</p>
<p>Vocabulary related to national holidays</p>	<p>Ev. 1 → Exercises on the Book. Ev. 2 → Exercises on the Book: Create Your Own Sentences.</p>		<p>Observation Guide Rubric (traffic lights technique)</p>	<p>Topics: Description of past states and characteristics Subtopics: Conjugation of was/were for different pronouns Expressions to describe past events</p>
<p>Didactic Sequence</p>				
<p>Presentation</p>	<p>In Progression 3, students will use the simple past of the verb "to be" (was, were) in its affirmative form to describe states, attributes, and characteristics of people, places, objects, and events. Through readings and dialogues, they will explore how to convey actions and qualities in the past. This progression strengthens reading and writing skills, focusing on spelling and scanning. Students will also learn how to use expressions to describe past events and apply vocabulary related to national holidays in meaningful contexts.</p>			
<p>Warm - up Listening Skills</p>	<p>Let's Practice! choosing between "was" and "were" correctly in the context of The Legend of Sleepy Hollow while reinforcing the simple past tense.</p>			
<p>Writing & Reading skills development</p>	<p>Writing & Reading Skills Development: Using "Was" and "Were" in Affirmative Form. Engaging writing and reading activities practice using "was" and "were" in affirmative sentences. These exercises encourage students to apply the past tense meaningfully, improving both their reading comprehension and writing skills.</p>			
<p>Feedback: Speaking skills at closing English Session).</p>	<p>Speaking skills at closing English Session. Create Your Own Sentences Instructions: Write five sentences about a memorable event (e.g., a holiday, a party, or a school trip) using "was" and "were" in the affirmative form.</p>			

Simple Past Was-Were

"The Legend of Sleepy Hollow" by Washington Irving

I	was	
You	were	
He	was	
She	was	busy.
It	was	
We	were	
They	were	



In "The Legend of Sleepy Hollow" **was** silent as Ichabod **was** cold, and the moon atmosphere. Ichabod's



"Sleepy Hollow," the night **was** dark, and the forest Crane walked nervously through the woods. The air **was** hidden behind thick clouds, creating an eerie heart **was** racing because the town of Sleepy Headless Horseman **was** said to ride at night, trees **were** tall and cast strange shadows, and the certain he **was** being followed, but no one else **was**



Hollow **was** known for strange events. The terrifying anyone who crossed his path. The path **was** hard to follow. Ichabod **was** there to help him.

Source www.pngwing.com www.pngtree.com
proprietary design

Instructions: Complete the Sentences with "Was" or "Were".

Let's Practice! choosing between "was" and "were" correctly in the context of The Legend of Sleepy Hollow while reinforcing the simple past tense.

1. The night _____ dark, and the forest _____ silent as Ichabod Crane walked nervously through the woods.
2. The air _____ cold, and the moon _____ hidden behind thick clouds.
3. Ichabod's heart _____ racing because the town of Sleepy Hollow _____ known for strange events.
4. The Headless Horseman _____ said to ride at night, terrifying anyone who crossed his path.
5. The trees _____ tall and cast strange shadows along the path.
6. The path _____ hard to follow in the dark.
7. Ichabod _____ certain he _____ being followed, but no one else was there to help him

Writing & Reading Skills Development: Using "Was" and "Were" in Affirmative Form

Engaging **writing and reading activities** practice using **"was" and "were" in affirmative sentences**.

These exercises encourage students to apply the past tense meaningfully, improving both their reading comprehension and writing skills.

Exercise 1: Fill-in-the-Blank Sentences

Instructions: Complete the following sentences using **"was" or "were."**

1. The forest _____ quiet as Ichabod Crane walked through it.
2. The villagers _____ celebrating the festival in the town square.
3. The night sky _____ full of stars.
4. Ichabod's heart _____ full of fear when he heard the noise.
5. The candles in the house _____ lit all night.
6. The Headless Horseman _____ riding a black horse.
7. The woods _____ dark and eerie during the night.
8. The town square _____ crowded with people.

Exercise 2: Sentence Expansion

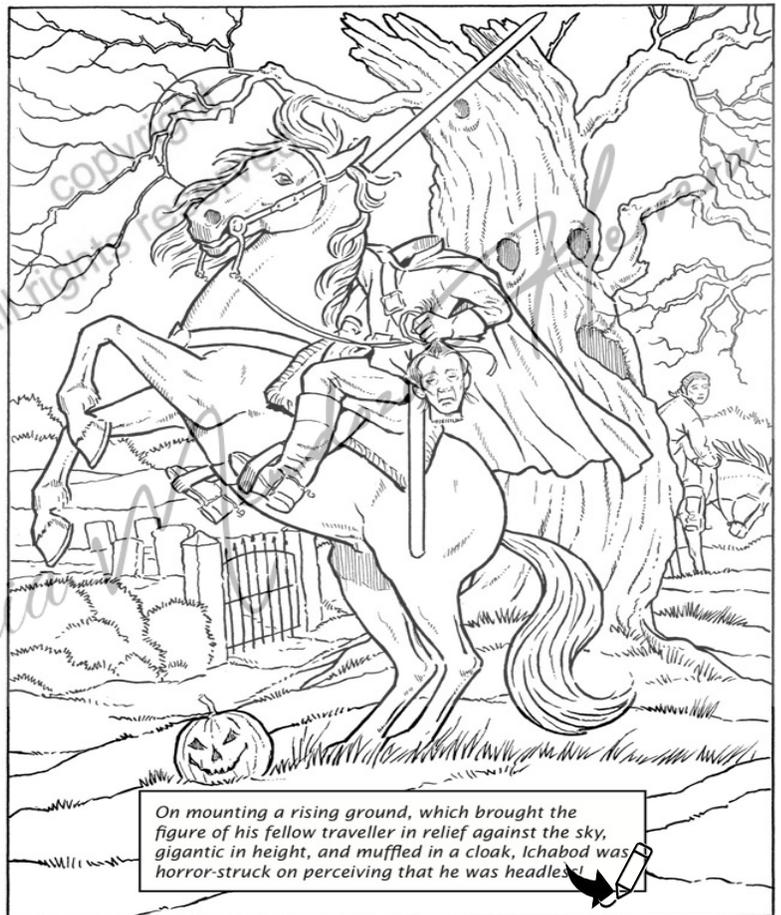
Instructions: Expand the following short sentences by adding more details using **"was" and "were."**

1. **The night was dark.**
Expanded: The night was dark, and the forest was full of strange shadows.

2. **The forest was silent.**
3. _____
Expanded: _____

4. **Ichabod was scared.**
Expanded: Ichabod was scared because _____

5. **The road was narrow.**
Expanded: The road was narrow, and _____
6. **The town was quiet.**
Expanded: The town was quiet, and _____



Source www.pngwing.com
proprietary design

Exercise 3: Reading Comprehension – Short Story

Instructions: Read the short passage below and answer the questions using **affirmative sentences** with "was" or "were."

Excerpt:

Last Halloween, the town was full of decorations. There were pumpkins in every window, and the streets were filled with children in costumes. The weather was perfect for trick-or-treating. Ichabod's costume was a spooky skeleton. His friends were dressed as ghosts and witches.

Questions:

1. What was the weather like?

Answer: The weather was perfect for trick-or-treating.

2. What was Ichabod's costume?

Answer:

3. Who were his friends dressed as?

Answer:

Feedback: Speaking skills at closing English Session.

Exercise 4: Create Your Own Sentences

Instructions: Write **five sentences** about a memorable event (e.g., a holiday, a party, or a school trip) using "was" and "were" in the affirmative form.

Example:

- My last birthday party was amazing!
- All my friends were there, and the decorations were colorful.
- The food was delicious, and the music was loud.
- My parents were happy to see me enjoy the party.
- It was a day I will always remember.

Exercise 5: Dialogue Completion

Instructions: Complete the dialogue using **affirmative sentences** with "was" or "were."

Alice: How was the Halloween party last night?

Ichabod: It _____ great! The decorations _____ fantastic.

Alice: How many people _____ there?

Ichabod: There _____ at least 20 guests.

Alice: What _____ your favorite part?

Ichabod: The dance floor _____ my favorite part. Everyone _____ dancing and having fun!

Lesson 1:

Expressing Actions in
the Present and Past
Tense

Cross - Curricular:
Languages Study & Computer Lab

PROGRESSION 4 . _Uses the past tense of the verb "to be" in its negative and interrogative forms to deny or ask about states and situations at a specific moment in the past through strategies like readings or dialogue.

Learning Pathway **L2:** Accurately interprets information about historical figures.
S2: Formulates questions about famous people from the past

Title	Category	Subcategory	Learning Goals	Independent Study
Biographies	Listening, Speaking	Listening for gist, Using Functions	Use the past tense of the verb "to be" in its negative and interrogative forms to ask or deny states and situations in the past.	Learn vocabulary at home with family support.
Progression four Vocabulary	Weekly Finally Work	Evaluation Tools	Topics: Ongoing actions Subtopics	
Vocabulary related to personal information and biographies	Ev. 1 → Exercises on the Book. Ev. 2 → Exercises on the Book: Create and Present Your Biography.	Observation Guide Rubric (traffic lights technique)	Topics: Negation and interrogation about past events Subtopics: Use of was not (wasn't) and were not (weren't) Interrogative structure with was/were	

Didactic Sequence

Presentation

In Progression 4, students will practice using the past tense of the verb "to be" in its negative and interrogative forms. Through readings and dialogues, they will learn to ask and deny past states and situations effectively. This progression focuses on developing listening and speaking skills, with activities designed to interpret historical figures' information and formulate questions about famous people in the past. Students will explore the structure of wasn't and weren't, as well as the correct use of was/were in questions. Additionally, they will enrich their vocabulary by working with personal data and biographies.

Warm - up
Listening Skills

Listen audio. Comprehension Questions: Using the Past Tense of "To Be" (Negative and Interrogative Forms).

Writing & Reading
skills development

Feedback: Speaking skills at closing English Session. Activity Instructions: Create and Present Your Biography.

Feedback: Speaking
skills at closing
English Session).

Feedback: Speaking Skills at Closing English Session
Activity: Creating Personal Biographies
In this session, students will practice their speaking skills by sharing personal biographies. This activity builds on vocabulary related to personal information and biographies, helping students use relevant expressions fluently and accurately.

Progression 4

Warm - up Listening Skills

WAS - WERE TO BE - Past Tense

POSITIVE

I	was	
You	were	
He / She / It	was	famous.
We	were	
You	were	
They	were	

NEGATIVE

I	wasn't	
You	weren't	
He / She / It	wasn't	famous.
We	weren't	
You	weren't	
They	weren't	

INTERROGATIVE

Was	I	
Were	you	
Was	he / she / it	famous?
Were	we	
Were	you	
Were	they	

(+) SHORT ANSWER

Yes,	I was.
	you were.
	he / she / it was.
	we were.
	you were.
	they were.

(-) SHORT ANSWER

No,	I wasn't.
	you weren't.
	he / she / it wasn't.
	we weren't.
	you weren't.
	they weren't.

Source www.pngwing.com www.pngtree.com
proprietary design

Biographies

Washington Irving



Source www.pngwing.com

Washington Irving (1783-1859), born in New York City, is known as a pioneer of American literature. His works, including "The Legend of Sleepy Hollow" and "Rip Van Winkle," blend humor, folklore,

and gothic elements. Irving also served as a U.S. ambassador to Spain. He passed away in Tarrytown, New York, leaving a lasting literary legacy.

Washington Irving **was not** just a writer; he **was** also a diplomat and biographer. His most famous story, "**The Legend of Sleepy Hollow**," revolves around the eerie Headless Horseman.

Was Irving always a novelist? No, he **was not**—he initially studied law. Later, he served as the U.S. ambassador to Spain. Similarly, the Headless Horseman legend **was not** real, but it became a lasting part of folklore thanks to Irving's writing.

When **was** the story of Sleepy Hollow first published? It **was** included in 1820's *The Sketch Book of Geoffrey Crayon*. Was the village of Sleepy Hollow a fictional place? No, it **was not**; it **was** inspired by a real location in New York where Irving is now buried.

Comprehension Questions: Using the Past Tense of "To Be" (Negative and Interrogative Forms)

Based on the text combining **Washington Irving's biography** and "**The Legend of Sleepy Hollow**," answer the following questions:

1. **Was Washington Irving only a writer?**
○
2. **What other career did Irving have besides being a novelist?**
○
3. **Was the Headless Horseman a real historical figure?**
○
4. **When was "The Legend of Sleepy Hollow" published?**
○
5. **Is Sleepy Hollow a fictional or real place?**
○
6. **Where is Washington Irving buried?**
○

Remember! Writing & Reading skills development

POSITIVE			NEGATIVE		
I	was		I	wasn't	
You	were		You	weren't	
He / She / It	was	famous.	He / She / It	wasn't	famous.
We	were		We	weren't	
You	were		You	weren't	
They	were		They	weren't	

INTERROGATIVE			(+) SHORT ANSWER		(-) SHORT ANSWER	
Was	I			I was.		I wasn't.
Were	you		Yes,	you were.	No,	you weren't.
Was	he / she / it	famous?		he / she / it was.		he / she / it wasn't.
Were	we			we were.		we weren't.
Were	you			you were.		you weren't.
Were	they			they were.		they weren't.



Negative: Ichabod and Brom Bones _____ friends.

Exercise 1: Fill in the Blanks (Negative Form)

Rewrite the following sentences in the **negative form** using "wasn't" or "weren't."

- Affirmative:** Ichabod Crane was brave during his journey.
Negative: Ichabod Crane _____ brave during his journey.
- Affirmative:** The forest was quiet during the day.
Negative: The forest _____ quiet during the day.
- Affirmative:** The villagers were awake when Ichabod returned.
Negative: The villagers _____ awake when Ichabod returned.
- Affirmative:** The moon was shining brightly that night.
Negative: The moon _____ shining brightly that night.
- Affirmative:** Ichabod and Brom Bones were friends.

- Affirmative:** The Headless Horseman was a real person.
Negative: The Headless Horseman _____ a real person.
- Affirmative:** The road was easy to follow through the forest.
Negative: The road _____ easy to follow through the forest.
- Affirmative:** The weather was warm during the night.
Negative: The weather _____ warm during the night.

Exercise 2: Write Your Own Negative Sentences

Using "wasn't" or "weren't," write three original sentences related to *The Legend of Sleepy Hollow*.

-
-
-

BIOGRAPHY RESEARCH PROJECT & TEMPLATES

Activity Instructions: Create and Present Your Biography

1. Step 1: Write Your Biography

- Each student will write a short biography (5-6 sentences) including:
 - Full name** and **date of birth**
 - Place of birth**
 - Hobbies and interests**
 - Important achievements** (if any)
 - Future goals**

2. Example:

"My name is Sarah Thompson. I was born in New York City on July 15, 2006. I enjoy painting and reading books about history. I was part of the school's art club and won a local painting competition. In the future, I want to become an art teacher."

3. Step 2: Share in Pairs or Small Groups

- Students will take turns **reading and presenting** their biographies aloud.
- Peers will **ask questions** using the **interrogative form of "was" and "were,"** for example:
 - "Were you born in New York?"
 - "Was your favorite hobby always painting?"

4. Step 3: Class Discussion and Feedback

- After the small group activity, students will come together as a class and share highlights of their peers' biographies.
- The teacher will provide **feedback** on **pronunciation, fluency, and sentence structure**, ensuring correct use of **vocabulary related to**

Key Vocabulary for Biographies:

- Personal Information:** name, date of birth, place of birth
- Achievements:** awards, competitions, scholarships
- Interests:** hobbies, sports, creative activities
- Future Goals:** dreams, careers, ambitions
-

Instructions for the activity:

Read each of the 10 questions carefully. Answer each question with **Yes, [pronoun] was/ were** or **No, [pronoun] wasn't/weren't**, as appropriate.

Example:

1. **Was** she not at the meeting yesterday?

Answer: **No, she wasn't.**

2. **Was** I born in a small town?

Answer: _____

3. **Were** my parents supportive of my dreams?

Answer: _____

4. **Was** I always interested in learning new things?

Answer: _____

5. **Were** my school years difficult for me?

Answer: _____

6. **Was** I not an active child?

Answer: _____

7. **Were** there moments when I doubted myself?

Answer: _____

8. **Was** my favorite subject in school always math?

Answer: _____

9. **Were** my teachers important influences in my life?

Answer: _____

10. **Was** I not passionate about sports?

Answer: _____

11. **Were** my friends always supportive of my goals?

Answer: _____

12. **Was** my family ever involved in community projects?

Answer: _____

13. **Were** there times when I felt lost?

Answer: _____

14. **Was** I not determined to achieve success?

Answer: _____

15. **Were** my early experiences helpful in shaping my career?

Answer: _____

Exercise 1: Fill in the Blanks

Instructions: Complete the sentences with the correct form of **was** or **were**.

1. He _____ at the park yesterday.
2. They _____ very tired after the game.
3. I _____ not at school this morning.
4. She _____ a teacher ten years ago.
5. We _____ hungry, so we ate lunch early.

Exercise 2: Rewrite in Negative Form

Instructions: Rewrite the following sentences in the negative form using **wasn't** or **weren't**.

1. She was at the library.
Answer: _____
2. They were ready for the exam.
Answer: _____
3. He was a doctor before.
Answer: _____

4. We were at home all day.

Answer: _____

5. I was tired after the trip.

Answer: _____

Exercise 3: Yes/No Questions

Instructions: Turn the following sentences into **yes/no questions**.

1. They were happy with the result.

Question: _____

2. She was at the party last night.

Question: _____

3. We were in class at 9 AM.

Question: _____

4. I was on time for the meeting.

Question: _____

5. He was sick yesterday.

Question: _____

Lesson 1:

Expressing Actions in the Present and Past Tense

PROGRESSION 5 . _ Understanding the Use of "There Was" and "There Were" to Describe the Existence of Something in the Past through Dialogues, Interviews, or Guided Readings.

Cross - Curricular:
Languages Study & Computer Lab

Learning Pathway **L2:** Identify information about places and objects from the past.
S2: Describe ancient places using "there was" and "there were."

Title	Category	Subcategory	Learning Goals	Independent Study
There Was There Were	Writing, Reading	Coherence and Cohesion, Skimming	Understand the use of "there was" and "there were" to describe the existence of something in the past.	Learn vocabulary at home with family support.

Progression Five Vocabulary	Weekly Finally Work	Evaluation Tools	Topics: Ongoing actions Subtopics
Vocabulary related to house, school, and community	Ev. 1 → Exercises on the Book. Ev. 2 → Exercises on the Book:	Observation Guide Rubric (traffic lights technique)	Topics: Describing the existence of something in the past. Subtopics: Use of "there was" for singular and "there were" for plural. Describing everyday objects and places

Didactic Sequence

Presentation Progression 5: Understanding the Use of "There Was" and "There Were"
This progression focuses on teaching students how to describe the existence of objects and places in the past using "there was" for singular and "there were" for plural. Through dialogues, interviews, and guided readings, students will practice vocabulary related to house, school, and community. Activities will integrate writing, reading, and speaking skills, helping students improve their coherence and fluency in expressing past events and descriptions accurately.

Warm - up Listening Skills The purpose of this warm-up is to activate students' prior knowledge of vocabulary related to school parts and objects while practicing listening skills. It introduces the use of "there was" and "there were" to describe the existence of things in the past. This engaging activity helps students build confidence in understanding and using these structures effectively.

Writing & Reading skills development This progression emphasizes the development of writing and reading skills by using "there was" and "there were" to describe objects and places in the past. Through vocabulary related to school, school objects, and parts of the house, students practice constructing sentences and understanding past events. Visual aids and guided activities engage learners, reinforcing comprehension while building fluency in both written and spoken expression.

Feedback : Speaking skills at closing English Session). To conclude the work on Progression 5, students will complete Exercise 6: Role-Play Interviews, using and practicing "there was" and "there were." This final activity will allow learners to apply the structures in a practical context by conducting interviews with their peers, reinforcing both their writing and speaking skills while demonstrating their understanding of past descriptions.

Progression 5

Warm - up Listening Skills

Read and translate the following words.
Look for images in different media. Cut and paste according to each word.
Good luck!

SCHOOL SUPPLIES

Scissors	Backpack	Books	Ruler
Pencil	Eraser (U.S.) Rubber (U.K.) 	Crayons	Glue
Glue stick	Notebooks	Paper	Highlighter
Calculator	Pencil sharpener	Scotch tape	Folder
Paper clips	Pen	Desk	Globe



SCHOOL PARTS

library	classroom	playground
cafeteria	music room	principal's office
art room	school bus	bathroom

Writing & Reading skills development

We use:

There was

Countable nouns (Singular)

Uncountable nouns

Apple, tomato

sugar, rice

There were

Countable nouns (Plural)

Apples, tomatoes

Draw or stick pictures

Parts of The House

Window •

Roof •

Door •

Stairs •

Table •

Sofa •

Kitchen •

Bathroom •

Living room •

Garage •

Bedroom •

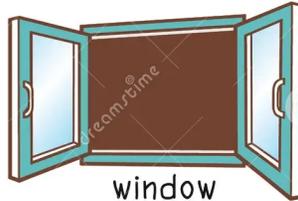


chimney

roof



bench



window



lamp post



stair



door



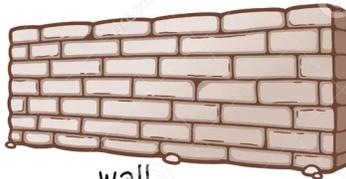
fireplace



fence



dog house



wall

There Was There Were

These activities are designed to help your students learn vocabulary related to **school, school objects, and parts of the house**, while practicing the use of "there was" and "there were."

Exercise 1: Identifying School Parts

Instructions: Look at the vocabulary for "School Parts" and complete the questions using "Was there" or "Were there" in the past tense.

1. **Was there** a library in your old school?

Answer:

2. **Were there** many classrooms?

Answer:

3. **Was there** a principal's office?

Answer:

4. **Were there** bathrooms next to the cafeteria?

Answer:

5. **Was there** a music room for students?

Answer:

Exercise 2: Questions about School Objects

Instructions: Based on the vocabulary for **school objects**, answer the following questions using "there was" or "there were."

1. **Were there** scissors in your pencil case?

Answer:

2. **Was there** a globe in your classroom?

Answer:

3. **Were there** crayons on your desk?

Answer:

4. **Was there** a notebook for every subject?

Answer:

5. **Were there** erasers for everyone?

Answer:

Exercise 3: Fill in the Blank with "There Was" or "There Were"

Instructions: Read the sentences and complete them with "there was" or "there were."

1. _____ a **sofa** in the living room.
2. _____ three **windows** in the classroom.
3. _____ a **fireplace** in the house.
4. _____ two **doors** in the school building.
5. _____ pencils, notebooks, and rulers on the table.

Feedback: Speaking skills at closing English Session.

Exercise 4: Guided Description of a House

Instructions: Use the images of **house parts** to answer the following questions with "there was" or "there were."

1. **Was there** a roof on the house?

Answer:

2. **Were there** stairs leading to the door?

Answer:

3. **Was there** a chimney on the house?

Answer:

4. **Were there** fences around the garden?

Answer:

Formative Assessment

First Partial

Student's name: _____

Instructions: Read and answer the correct answer.

Progression 1:

Instructions: Complete the sentences with the **present continuous** form of the verbs in parentheses.

1. I _____ (watch) TV right now.
2. She _____ (read) a book at the moment.
3. They _____ (play) soccer outside.
4. We _____ (study) for the test.

Progression 2:

Instructions: Rewrite the sentences in the **negative form**.

1. She is eating lunch.

Answer:

2. They are working on the project.

Answer:

Instructions: Turn the following statements into **questions**.

3. He is listening to music.

Question:

4. You are playing video games.

Question:

Progression 3:

Instructions: Complete the sentences using the **correct past tense form of "to be" (was/were)**.

1. She _____ (be) very tired after the trip.
2. They _____ (be) at the park yesterday.

3. I _____ (be) happy to see my friends.
4. We _____ (be) at the museum last weekend.

Progression 4:

Instructions: Rewrite the sentences in the **negative form**.

1. He was at the party.

Answer:

2. We were excited about the trip.

Answer:

Instructions: Turn the following sentences into **questions**.

3. They were at the library.

Question:

4. She was the team captain.

Question:

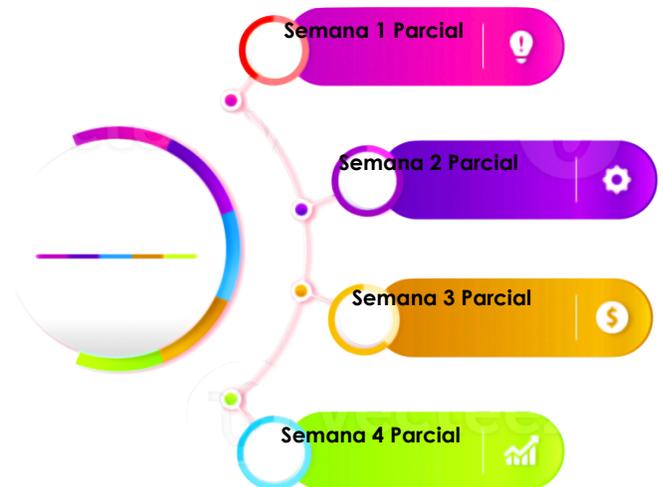
Progression 5:

Instructions: Complete the sentences using **"there was"** or **"there were."**

1. _____ a lot of people at the concert.
2. _____ a big storm last night.
3. _____ two chairs in the room.
4. _____ a library near my house.



Lesson 2: Narrating and Comparing Past Events



Firmas de enterados

Padre de familia /Tutor

Nombre y firma

Alumno

Docente de asignatura

Diagnostic Assessment

Student's name: _____

Instructions: Read and answer the correct answer.

Section 1: Regular and Irregular Verbs in the Past

(Progression 6: Discovering the past: regular and irregular verbs to recognize historical events)

Instructions: Identify whether the verbs are **regular** or **irregular**, and write their past form.

1. **Play** → _____
(Regular / Irregular)
2. **Go** → _____
(Regular / Irregular)
3. **Visit** → _____
(Regular / Irregular)

Section 2: Affirmative Simple Past Tense

(Progression 7: Narrating the past: describing completed actions using the affirmative simple past tense)

Instructions: Complete the sentences using the **simple past tense** of the verbs in parentheses.

4. She _____ (travel) to Paris last summer.
5. They _____ (meet) their teacher at the park.
6. We _____ (finish) our homework before dinner.

Section 3: Negative and Interrogative Simple Past

(Progression 8: Asking and denying about the past: use of the simple past in negative and interrogative forms)

Instructions: Rewrite the sentences in the **negative form**.

7. He visited the museum yesterday.

Answer: _____

Instructions: Turn the sentence into a **question**.

8. You studied for the test.

Question:

Section 4: Using Time Adverbs and Connectors

(Progression 9: Linking past ideas: time adverbs and connectors to express events clearly)

Instructions: Complete the sentences using appropriate **time adverbs** or **connectors** (e.g., *yesterday, then, after that, because*).

9. We arrived at the airport, and _____ we checked in.
10. She missed the bus _____ she woke up late.

Section 5: Giving Recommendations with 'Should'

(Progression 10: Giving recommendations with the modal verb 'should': suggestions for daily life)

Instructions: Write a recommendation using "**should**" for each situation.

11. I have a headache.

Answer: _____

12. He wants to improve his English.

Answer: _____

13. He wants to improve his English.

Answer: _____

Cross - Curricular:
Languages Study & Computer Lab

Lesson 2:
*Lesson 2: Narrating
and Comparing Past
Events*

PROGRESSION 6 . _ Identify and use the simple past tense of regular and irregular verbs to differentiate them in writing through short readings, allowing the recognition of Mexican historical events.

Learning Pathway

- **R2:** Reads texts about historical figures and identifies actions in the past.
- **W2:** Writes short biographies using regular and irregular verbs.

Title	Category	Subcategory	Learning Goals	Independent Study
	Reading, Writing	Scanning, Spelling	Identify and use the simple past tense of regular and irregular verbs to recognize historical events.	Learn vocabulary at home with family support.
<p>Progression six Vocabulary</p>	<p>Weekly Finally Work</p>		<p>Evaluation Tools</p>	<p>Topics: Ongoing actions Subtopics</p>
<p>Vocabulary related to biographies.</p>	<p>Ev. 1 → Exercises on the Book.</p>		<p>Observation Guide Rubric (traffic lights technique)</p>	<p>Topics: Historical events Subtopics: Formation of the past tense of regular and irregular verbs</p>

Didactic Sequence

Presentation

This progression focuses on helping students recognize and correctly use the simple past tense of regular and irregular verbs through short readings. By working with historical events of Mexico, students will practice differentiating verb forms while developing their reading and writing skills. Activities include identifying actions in historical texts and writing brief biographies, reinforcing both spelling and verb usage. Independent study encourages students to expand their vocabulary with family support, enhancing their understanding of past events.

**Warm - up
Listening Skills**

This activity introduces students to the Wright Brothers' groundbreaking invention of the first successful airplane. Students will listen to and read about their perseverance and innovation. They will identify and underline past tense verbs in the text, classifying them as regular or irregular. This hands-on approach will enhance their understanding of past events while improving listening and grammar skills through an engaging historical context.

**Writing & Reading
skills development**

This section explores Mario Molina's groundbreaking research on CFCs and their effect on the ozone layer. Students will engage in reading comprehension and grammar activities by filling in the blanks with the correct past tense form. By practicing with real-world examples, such as the Montreal Protocol and Molina's Nobel Prize achievement, learners will reinforce their understanding of historical events while improving their mastery of regular and irregular past tense verbs.

**Feedback: Speaking
skills at closing
English Session).**

These activities are designed to strengthen students' understanding and use of regular and irregular verbs in the simple past tense through writing, speaking, and interactive practice. They help students recognize patterns, apply verb forms correctly, and build confidence in expressing past events through personal timelines, role-play, and games.



Warm - up Listening Skills



After many failed attempts, they **succeeded** in creating a motorized aircraft that could take off and stay in the air. The Wright Flyer **flew** four times on that historic day, with the longest flight lasting 59 seconds and covering 852 feet.

Their invention **inspired** future generations of aviation engineers and **paved** the way for air travel as we know it today.

Learning Activity: Identifying Past Tense Verbs

The Wright Brothers and the History of Aviation

The story of **Orville and Wilbur Wright** is one of perseverance and innovation. They are credited with inventing and building the world's first **successful airplane**.

In **1903**, the brothers **designed** and **tested** a flying machine called the **Wright Flyer**. On **December 17, 1903**, Orville Wright **piloted** the first powered, controlled flight in human history. The flight **lasted** only 12 seconds, but it **covered** a distance of 120 feet. This moment **marked** the beginning of modern aviation.

Before this achievement, the Wright brothers **worked** as bicycle makers in Dayton, Ohio. They **studied** the works of previous aviation pioneers and **experimented** with gliders to better understand flight mechanics. Over time, they **built** prototypes and **improved** their designs.

Instructions:

1. Read the text carefully and **underline all the verbs in the past tense** (both regular and irregular).
2. Classify the verbs into **regular** and **irregular** verbs in the following chart.

Regular Verbs	Irregular Verbs
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Questions for Practice:

1. **How long** did the first flight last?

Answer:

2. **What** did the Wright brothers do before inventing the airplane?

Answer:

3. **Why** is the Wright brothers' flight important in history? **Answer:**

Writing & Reading skills development

Mario Molina and His Research on the Ozone Layer



Mario Molina was a **Mexican scientist** whose groundbreaking research on the **effect of chlorofluorocarbons (CFCs) on the ozone layer** changed the course of environmental science. In the 1970s, Molina **discovered** that CFCs, used in aerosols and refrigeration, **released** chlorine atoms when they **reached** the stratosphere. These chlorine atoms **reacted** with ozone (O_3) molecules, **breaking** them apart and **reducing** the amount of ozone in the atmosphere.

THE WRIGHT BROTHERS' JOURNEY OF INVENTION



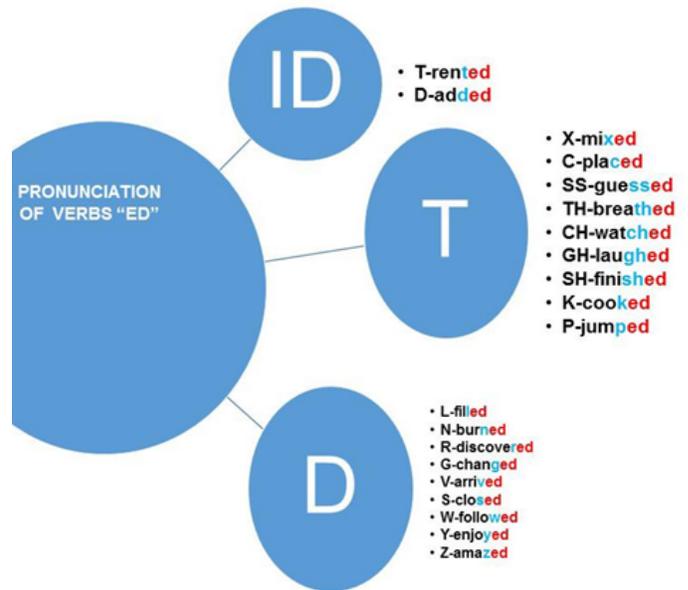
Molina and his colleague, Frank Rowland, **published** their findings in 1974, warning the world about the dangers of CFCs. Their research **led** to international action, and in 1987, the **Montreal Protocol** was **signed**. This treaty **banned** the production of substances that deplete the ozone layer, including CFCs. Thanks to Molina's efforts, the ozone layer **began** to recover, preventing severe environmental and health damage.

In **1995**, Mario Molina **received** the **Nobel Prize in Chemistry** for his contributions to environmental science. His work **remains** one of the most important achievements in the fight against global pollution.

Fill-in-the-Gap Questions

1. Mario Molina _____ (discover) that CFCs damaged the ozone layer.
2. Molina and Rowland _____ (publish) their findings in 1974.

3. The Montreal Protocol _____ (ban) the production of CFCs.
4. Molina _____ (receive) the Nobel Prize in 1995.
5. His research _____ (lead) to international environmental action.



Feedback: Speaking skills at closing English Session.

What is a Verb?

A **verb** is a word that expresses **an action** (like "run," "jump," "write") or **a state of being** (like "be," "seem"). Verbs are essential in every sentence because they indicate what the subject **does or is**.

Types of Verbs:

1. **Regular Verbs:** These verbs form their **past tense** by adding **-ed** to the base form.
 - Example: **play** → **played**, **walk** → **walked**
2. **Irregular Verbs:** These verbs do **not follow a specific pattern** to form the past tense. Each must be learned individually.
 - Example: **go** → **went**, **buy** → **bought**

Objective: Help students distinguish between **regular and irregular verbs**.

Instructions:

1. Provide students with a list of verbs.
2. Ask them to **sort the verbs** into **regular** and **irregular** columns.

Example:

Regular Verbs	Irregular Verbs
played	went
walked	bought
cooked	ate

Activity 2: Fill-in-the-Gap (Simple Past)

Objective: Reinforce the correct usage of **regular and irregular verbs** in the past tense.

Instructions: Complete the sentences with the

correct **past tense** form of the verbs in parentheses.

1. Yesterday, I _____ (play) soccer with my friends.
2. She _____ (buy) a new book at the store.
3. We _____ (walk) to the park after lunch.
4. They _____ (go) to the museum last weekend.
5. He _____ (eat) a sandwich for breakfast.

Activity 3: Verb Race

Objective: Practice using **regular and irregular verbs** in a fun way.

Instructions:

1. Divide the class into two teams.
2. Provide a list of present-tense verbs.
3. Students take turns coming to the board and writing the **past tense form** of the verb.
4. Award points for each correct answer.

Example:

- Teacher says: *Run*
- Student writes: **Ran**

Activity 4: Historical Events Role-Play

Objective: Practice **speaking skills** by narrating historical events using the **past tense**.

Instructions:

1. Assign a **historical figure or event** (e.g., the Wright Brothers, the discovery of America) to each group of students.
2. Each group prepares a **short presentation** about the event, using regular and irregular verbs in the **simple past** tense.
3. Students present their role-play to the class, focusing on clear speaking and correct verb usage.

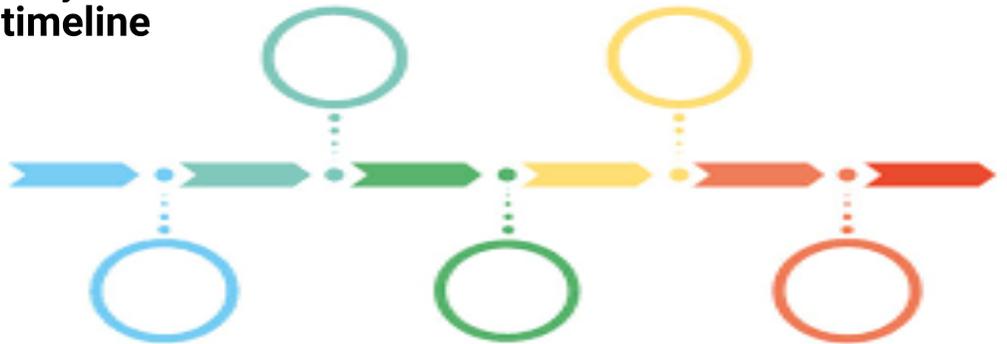
Activity 5: Timeline of Personal Events

Objective: Reinforce students' ability to use verbs in the **simple past tense** while building **writing and speaking skills**.

Instructions:

1. Ask students to create a **timeline** of five important events in their life.
2. For each event, they write a sentence using the **simple past tense**.
3. Students present their timeline to a partner or the class.

Project
timeline



Source www.pngwing.com



Irregular Verb List: Present & Past

Activity 1: Completing Sentences with the Correct Past Tense

Objective: Reinforce students' knowledge of irregular verbs through **sentence completion**.

Instructions:

Choose the correct **past tense form** of the verb to complete each sentence.

1. Yesterday, I _____ to the park with my friends.
a) go
b) went
c) gone
Answer: _____
2. She _____ her keys on the table before leaving.
a) leaves
b) left
c) leave
Answer: _____
3. We _____ all night because of the loud music.
a) sleep
b) slept
c) slept
Answer: _____
4. They _____ the package to my house this morning.
a) send
b) sent
c) sended
Answer: _____
5. I _____ my homework before dinner.
a) did
b) done

c) do

Answer: _____

Activity 2: Identifying Errors in Past Tense Sentences

Objective: Develop students' ability to identify and correct **errors in the use of irregular verbs**.

Instructions:

Each sentence below contains a verb error. **Select the correct version** from the options provided.

1. He **writed** a letter to his teacher.
a) wrote
b) writed
c) write
Answer: _____
2. We **runned** to catch the bus.
a) ran
b) run
c) runned
Answer: _____
3. She **drinked** a cup of coffee in the morning.
a) drank
b) drink
c) dranked
Answer: _____
4. They **finded** the lost toy under the bed.
a) found
b) finded
c) find
Answer: _____
5. I **haved** lunch with my sister yesterday.
a) had
b) haved
c) have
Answer: _____

Cross - Curricular:
Languages Study & Computer Lab

Lesson 2:
*Lesson 2: Narrating
and Comparing Past
Events*

PROGRESSION 7 . _ Affirmative Simple Past (Completed Actions)
Description: Use the simple past tense in affirmative form to describe completed actions in the past.

Learning Pathway **R2:** Understand the general idea of simple texts about past events.
W2: Write texts about completed events in the past

Title	Category	Subcategory	Learning Goals	Independent Study
SIMPLE PAST TENSE	Writing, Speaking	Fluency, Coherence, and Cohesion	Use the simple past tense in affirmative form to describe completed events or actions.	Learn vocabulary at home with family support.
Progression Seven Vocabulary	Weekly Finally Work		Evaluation Tools	Topics: Ongoing actions Subtopics
Vocabulary related to historical events	Ev. 1 → Exercises on the Book.		Observation Guide Rubric (traffic lights technique)	Topics: Past actions and events Subtopics: Formation of the simple past tense

Didactic Sequence

Presentation

This progression focuses on using the simple past tense to describe completed actions. Through activities like sentence completion, time expressions, negation, question formation, and personal writing, students develop accuracy, fluency, and confidence. These activities help them understand the structure of past tense verbs, connect actions with specific times, and apply grammar in meaningful ways. The combination of structured exercises and creative tasks enhances both writing skills and communication abilities.

**Warm - up
Listening Skills**

These activities aim to strengthen students' understanding and application of the simple past tense. Activity 1 focuses on sentence completion, reinforcing verb conjugation in context. Activity 2 emphasizes the use of time expressions, helping students connect actions with specific moments in the past, enhancing both accuracy and fluency in writing.

**Writing & Reading
skills development**

Activity 3 focuses on transforming affirmative sentences into negative forms, helping students master sentence structure and verb negation in the past tense. Activity 4 develops students' ability to create yes/no questions, reinforcing correct word order and syntax. Both activities enhance their grammatical accuracy and confidence in forming sentences for effective communication.

**Feedback :
Speaking skills at
closing English
Session).**

Activity 5 encourages students to create their own sentences using the simple past tense, promoting creativity and personalization of learning. This activity helps reinforce verb conjugation while allowing students to reflect on past events. It develops both writing fluency and confidence, fostering meaningful language use in real-life contexts

SIMPLE PAST TENSE

Definition

The Past Simple Tense is used to talk about things that happened and finished in the past. You often just add "-ed" to the verb to show this.

Timeline

They were there.



They	visited	the museum
Subject	Verb	Object

Time Words

- Yesterday
- Last night
- A week ago
- In 1990
- Last year
- Long ago
- As a child
- In the past



Structure Sub + Past Simple V (reg or irreg) + Obj

Examples

- She visited the museum.
- They played soccer.
- He studied for the exam.
- I bought a new phone.
- We watched a great movie.



Structure Subject + didn't + V₁ + Obj

Examples

- She didn't visit the museum.
- They didn't play soccer.
- He didn't study for the exam.
- I didn't buy a new phone.
- We didn't watch a great movie.



Structure Did + Sub + V₁ + Obj + ?

Examples

- Did she visit the museum?
- Did they play soccer?
- Did he study for the exam?
- Did I buy a new phone?
- Did the cat catch a mouse?

Usages

Examples

Completed Actions in the Past	She visited Paris last summer.
Sequences of Past Actions	First, I woke up, then I had breakfast.
Past Habits or Routines	She always watched that show.
Past Facts or General Truths	Columbus discovered America in 1492.

Activity 1: Sentence Completion

Instructions: Complete the sentences with the correct form of the verb in parentheses.

- Yesterday, she _____ (visit) her grandparents.
Answer: _____
- We _____ (watch) a great movie last night.
Answer: _____
- They _____ (play) soccer in the park yesterday afternoon.
Answer: _____
- I _____ (buy) a new phone last weekend.
Answer: _____
- He _____ (study) for the exam all day.
Answer: _____

Activity 2: Fill-in-the-Blank Sentences

Instructions: Fill in the blanks using **time expressions** (e.g., *yesterday, last week, in 1990*).

- She visited the museum _____.
Answer: _____
- We went to the zoo _____.
Answer: _____
- He traveled to Paris _____.
Answer: _____
- I learned how to swim _____.
Answer: _____
- They moved to a new house _____.
Answer: _____

Writing & Reading skills development

Activity 3: Transform into Negative Sentences

Instructions: Rewrite the following sentences in the negative form.

1. She bought a new phone.

Answer:

2. They visited the museum.

Answer:

3. I played soccer in the afternoon.

Answer:

4. We watched a great movie.

Answer:

5. He studied for the exam.

Answer:

Activity 4: Write Yes/No Questions

Instructions: Turn the following sentences into **yes/no questions** using the correct structure.

1. She traveled to Italy last summer.

Question:

2. They played basketball at the park.

Question:

3. I bought a new backpack yesterday.

Question:

4. We studied for the test all night.

Question:

5. He watched a TV show last night.

Question:

Feedback: Speaking skills at closing English Session.

Activity 5: Create Your Own Sentences

Instructions: Write five sentences about things you did last week. Use the **simple past tense**.

1.
2.
3.
4.
5.



<p>Cross - Curricular: Languages Study & Computer Lab</p>	<p>Lesson 2: <i>Lesson 2: Narrating and Comparing Past Events</i></p>		<p>PROGRESSION 8 . _ Asking and Denying About the Past: use of the simple past tense in its negative and interrogative forms to inquire about and deny past events effectively.</p>	
<p>Learning Pathway</p>	<p>• L2: Identifies the structure of questions and negations in the past. • S2: Formulates questions about past activities</p>			
Title	Category	Subcategory	Learning Goals	Independent Study
<p>Weekend Activity</p>	<p>Speaking, Listening</p>	<p>Using Functions, Listening for Detail</p>	<p>Use of the simple past tense in its negative and interrogative forms to inquire about and deny past events effectively.</p>	<p>Learn vocabulary at home with family support.</p>
<p>Progression eight Vocabulary</p>	<p>Weekly Finally Work</p>		<p>Evaluation Tools</p>	<p>Topics: Ongoing actions Subtopics</p>
<p>weekend activities</p>	<p>Ev. 1 → Exercises on the Book.</p>		<p>Observation Guide Rubric (traffic lights technique)</p>	<p>topics: Negation and interrogation of past events. Subtopics: Use of did not (didn't) and interrogative structure with did.</p>
<p>Didactic Sequence</p>				
<p>Presentation</p>	<p>past tense in its negative and interrogative forms to ask about and deny past events. This progression emphasizes developing speaking and listening skills by enabling students to understand and apply structures like did not (didn't) and Did + subject + base verb. Through interactive activities, learners will practice formulating questions and responses about past activities, such as weekend events. The goal is to enhance their ability to communicate effectively about the past while expanding their vocabulary on everyday topics.</p>			
<p>Warm - up Listening Skills</p>	<p>In this activity, students will listen to a short dialogue about weekend activities. The goal is to improve their ability to identify key details and understand the use of the simple past tense in negative and interrogative forms. This engaging exercise prepares them for deeper grammar practice.</p>			
<p>Writing & Reading skills development</p>	<p>In this section, students will practice using the simple past tense in both negative and interrogative forms through engaging writing and reading tasks. They will rewrite sentences, complete short paragraphs, and match questions with answers, improving their grammatical accuracy, coherence, and comprehension while exploring real-life weekend scenarios.</p>			
<p>Feedback : Speaking skills at closing English Session).</p>	<p>To conclude the session, students will engage in a speaking activity where they answer and ask questions about weekend activities using the simple past tense in negative and interrogative forms. The teacher will provide constructive feedback on pronunciation, fluency, and grammatical accuracy, helping students refine their speaking skills in a supportive environment.</p>			

Weekend Activities in the Past (Simple Past: Negative and Questions)

Listen the Vocabulary: Weekend Activities

Visit family, play soccer, go shopping, do homework, watch movies, have a picnic, read a book, cook dinner, go hiking, sleep late

1. Complete the Sentences Using the Negative Form

Rewrite the sentences using **didn't** and the correct base verb.

1. I _____ (visit) my grandparents last weekend.

2. We _____ (play) soccer on Sunday.

3. She _____ (go) shopping because she was tired.

4. My brother _____ (watch) any movies on Saturday.

5. They _____ (have) a picnic due to the rain.

Writing & Reading skills development

2. Write, Read & Match the Questions with the Correct Answers

Questions:

- a. Did you sleep late on Sunday?
- b. Did they go hiking last weekend?
- c. Did she read a book on Saturday?
- d. Did you cook dinner for your family?

Answers:

- 1. No, I didn't. I woke up early.

2. Yes, they did. They went to the mountains.

3. No, she didn't. She watched TV instead.

4. Yes, I did. I made spaghetti.

3. Circle the Correct Form (Negative or Question)

1. I (didn't/did) sleep late on Saturday.

2. (Did/Do) you visit your grandparents?

3. They (didn't/were) go shopping on Sunday.

4. (Did/Was) she have a picnic last weekend?

Feedback: Speaking skills at closing English Session.

4. Speak & Answer the Questions (Write Full Sentences)

1. Did you watch a movie last weekend?

2. Did your friend play soccer on Sunday?

3. Did you go hiking?

5. EXTRA!

What did you do last weekend? Write a short paragraph about your weekend activities using the past tense, including negative and interrogative forms.

Example:

"I didn't go hiking last weekend, but I did visit my grandparents. Did we play soccer? No, we didn't, but we watched a movie together."

Cross - Curricular:
Languages Study & Computer Lab

Lesson 2:
*Lesson 2: Narrating
and Comparing Past
Events*

PROGRESSION 9. _ Uses time adverbs and connectors as a means to clearly and accurately link ideas that express past events through various strategies for composing oral or written texts. .

Learning Pathway • **L2:** Identifies the structure of questions and negations in the past. • **S2:** Formulates questions about past activities

Title	Category	Subcategory	Learning Goals	Independent Study
DIARY of a Wimpy Kid	Writing	Coherence and Cohesion	Use time adverbs and connectors to express past events clearly and accurately.	At home, students will practice learning vocabulary related to past events with the help of family members, reinforcing their ability to narrate experiences accurately.
Progression nine Vocabulary	Weekly Finally Work		Evaluation Tools	Topics: Ongoing actions Subtopics
Past Experiences	Ev. 1 → Exercises on the Book.		Observation Guide Rubric (traffic lights technique)	Topics: Time connectors and adverbs Subtopics: Use of yesterday, last week, later, then, finally. Vocabulary related to past experiences

Didactic Sequence

Presentation

In this progression, students will learn to use time adverbs and connectors to link past events clearly and coherently. Through writing and reading tasks, they will practice organizing ideas using words like yesterday, then, and finally. This helps improve their ability to narrate past experiences effectively, enhancing both their cohesion and fluency in communication.

**Warm - up
Listening Skills**

In this activity, students will read an excerpt from Diary of a Wimpy Kid focusing on Greg's weekend activities. They will identify key details and practice using time adverbs like yesterday, later, and finally. Follow-up questions will help improve their listening comprehension and critical thinking skills by analyzing past events in the story.

**Writing & Reading
skills development**

This True or False activity helps students develop their reading comprehension and critical thinking skills. By analyzing statements based on the passage, students will practice identifying accurate information while reinforcing their understanding of the text. This activity also strengthens their ability to process details effectively, improving their overall writing and reading skills. Students are encouraged to read carefully and justify their answers during class discussions.

**Feedback: Speaking
skills at closing
English Session).**

This activity focuses on improving students' pronunciation of regular past tense verbs. Through role-play conversations and classification of verb endings (/t/, /d/, /ɪd/), students practice fluency and accuracy. The teacher provides constructive feedback on their speaking performance, helping them refine their pronunciation and build confidence in oral communication.

Warm - up Listening Skills

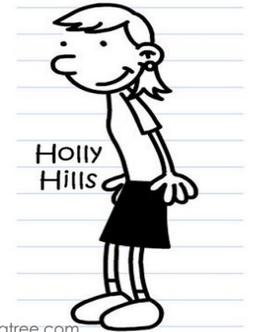
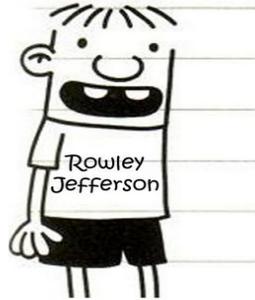
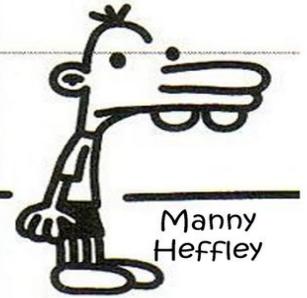
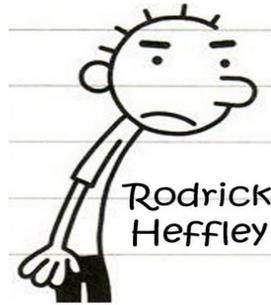


DIARY
of a
Wimpy Kid

This weekend, Greg Heffley had a typical lazy routine. **Yesterday**, he spent most of his time playing video games and avoiding chores his mom assigned. **Later**, Rowley came over, and they tried to film a viral video, but it didn't work out. **Then**, they played board games and talked about school. Greg also ignored his homework, promising to finish it **later**. **Finally**, his weekend ended with more video games and snacks. It was a mix of procrastination and fun activities.

Follow-up Questions:

1. What did Greg Heffley do yesterday?
2. Why did Greg avoid doing chores later in the day?
3. Who visited Greg last week during the weekend?
4. What activity did Greg and Rowley try to do together later that day?
5. Why did their viral video attempt fail then?



Source www.pngwing.com www.pngtree.com
proprietary design

6. Did Greg finish his homework later? Why or why not?

7. Finally, how would you describe Greg's weekend in one word?

Write the adverbs into the jar



- yesterday
- last week
- later
- then
- finally

Source www.pngtree.com
proprietary design

Writing & Reading skills development

Activity 1: True or False

Instructions: Read the statements below and decide if they are True or False based on the passage. Write your answers in the space provided.

- ❖ Greg Heffley had a productive weekend completing all his tasks.
True / False
- ❖ Greg spent most of his time playing video games in his room.
True / False
- ❖ Greg helped his mom with household chores during the weekend.
True / False

- ❖ Rowley visited Greg over the weekend.
True / False
- ❖ Greg and Rowley tried to make a viral video together.
True / False
- ❖ The viral video attempt was a huge success.
True / False
- ❖ Greg finished all his homework on time.
True / False
- ❖ Greg promised himself he would do his homework later.
True / False
- ❖ Greg's weekend was filled with procrastination and fun.
True / False
- ❖ Greg spent part of his weekend reading books.
True / False

Feedback: Speaking skills at closing English Session.

Role-Play a Conversation.

Example Dialogue:

Student 1: "What did you do last weekend?"

Student 2: "I watched a movie and played soccer. What about you?"

Student 1: "I visited my grandparents and cooked dinner."

Pronunciation of Regular Verbs.

Pay close attention to the correct pronunciation of regular verb endings:

/t/ (e.g., "watched")

/d/ (e.g., "played")

/ɪd/ (e.g., "visited")

Say the following words out loud and then put them in the correct columns according to the sound of the adjective or regular past 'ed':

- | | | | | | |
|---------|-----------|----------|---------|------------|---------|
| amazed | danced | listened | packed | pointed | stopped |
| asked | delighted | looked | placed | reiterated | tripped |
| boasted | drained | naked | played | screamed | wanted |
| covered | laughed | opened | pleased | shouted | wasted |

/t/	/d/	/ɪd/

Source www.pngwing.com www.pngtree.com
proprietary design