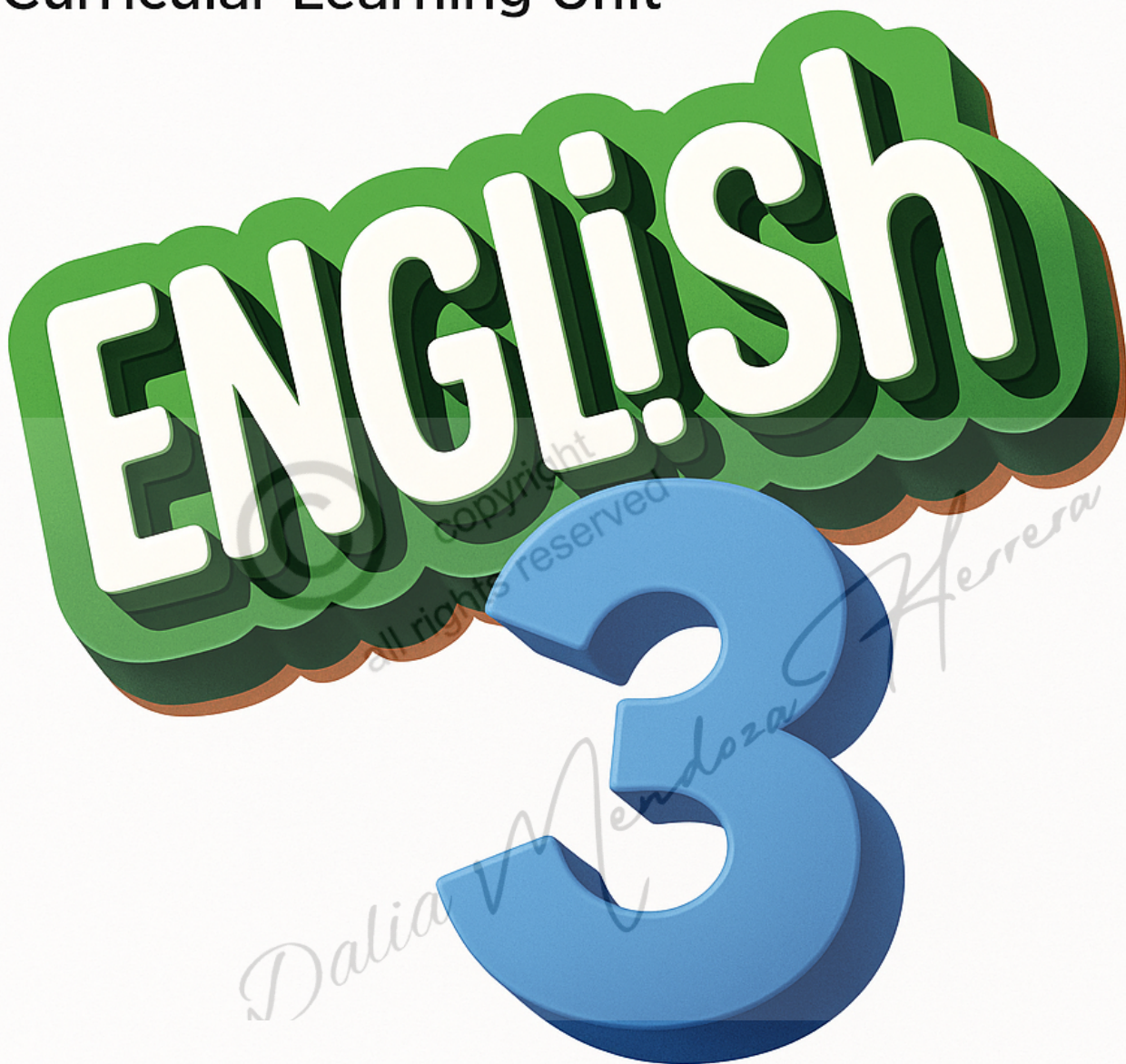


Curricular Learning Unit



Psychosocial Focusing

LEARNING Progressions



Dalia Mendoza Herrera

First Partial: Communicative Functions and Perfect Tenses

Focus: Modal verbs, present continuous for future plans, and the Present Perfect tense to describe past experiences with present relevance.

- **PROGRESSION 1.** Uses the modal verb *would* to formulate, accept, and decline invitations, as well as to make polite requests in formal contexts. 6
- **PROGRESSION 2.** Uses the present continuous tense to talk about planned or scheduled future events. 11
- **PROGRESSION 3.** Identifies regular and irregular verbs in their past participle form as a foundation for building perfect tenses. 15
- **PROGRESSION 4.** Uses the Present Perfect tense in affirmative statements to describe past experiences that may or may not still be relevant in the present. 20
- **PROGRESSION 5.** Uses the Present Perfect tense in its negative and interrogative forms to talk about actions that have not occurred or to inquire about past experiences. 26
- **PROGRESSION 6.** Recognizes and correctly uses the prepositions *since* and *for* within Present Perfect structures to express actions or situations that began in the past and continue into the present. 33

Second Partial: Past Events and Progressive Narration

Focus: Use of the past continuous and its contrast with the simple past to narrate, describe, and contextualize past events.

- **PROGRESSION 7.** Expresses ideas using the past continuous tense in its affirmative form to describe actions that were taking place during a specific period of time in the past. 38
- **PROGRESSION 8.** Uses the past continuous tense in its negative and interrogative forms to report habitual actions that occurred in the past, emphasizing a specific context or activity, through strategies such as comics, among others. 44
- **PROGRESSION 9.** Uses the contrast between the simple past and the past continuous in affirmative form to narrate short stories about past events—such as vacations, visits, celebrations, or memories—and to describe actions that were happening when another action occurred or interrupted it, through the creation of brochures and similar strategies. 47
- **PROGRESSION 10.** Uses the contrast between the simple past and the past continuous in negative and interrogative forms to describe brief stories about past events—such as vacations, visits, celebrations, or memories—and to talk 50

about actions that were in progress, using brochures and other didactic tools.

Third Partial: Logical Connections and Personal Expression

Focus: Sequence connectors, temporal conjunctions, and verbs expressing preferences, needs, and beliefs within personal and cultural contexts.

- **PROGRESSION 11.** Classifies sequence connectors such as and, or, but, so, first, then, later, before, after that to describe events that occurred at a particular time in the past, using strategies such as sociodrama, among others. 56
- **PROGRESSION 12.** Applies the conjunctions when and while to express relationships of time, cause and effect, contrast, and condition, sharing personal experiences through oral presentations and related strategies. 59
- **PROGRESSION 13.** Uses verbs that express likes or dislikes such as like, enjoy, love, hate followed by an activity (verb + ing) to talk about preferences through the creation of infographics and other instructional strategies. 63
- **PROGRESSION 14.** Uses verbs such as need, want, think, know, believe to express desire, necessity, or belief, in order to describe everyday activities within the family context and aspects of Mexican culture that are personally relevant, through the construction of songs, oral and written dialogues, among other strategies. 67

PRESENTATION

This work guide is grounded in **Cognitive Load Theory**, emphasizing the educational mission and vision of promoting the use of high-quality tools, applications, and artificial intelligence in English language instruction. It incorporates **learning progressions methodology** and **Project-Based Learning (PBL)** within a weekly three-hour instructional framework.

Cognitive Load Theory focuses on the effective management of cognitive resources to enhance learning efficiency and retention (Sweller, Ayres, & Kalyuga, 2011). Learning progressions provide a structured approach that builds upon prior knowledge, ensuring students are progressively prepared to handle increasingly complex tasks (Heritage, 2008).

This guide integrates these foundational principles to create a **balanced and effective learning environment**, leveraging modern educational technologies to support and enhance the teaching and learning process.

References

Heritage, M. (2008). *Learning progressions: Supporting instruction and formative assessment*. Council of Chief State School Officers.
Sweller, J., Ayres, P., & Kalyuga, S. (2011). *Cognitive Load Theory*. Springer.

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/THREE-PART BOOK PROJECT: "At the Restaurant"

Workbook Activities/Complete the story

Workbook Activities English writing skills

Workbook Activities/ Create a Comic

Workbook Activities Formative Guide Test

Padre de familia /Tutor

Firmas de enterados

Alumno

Docente de asignatura

Nombre y firma

<i>Cross-Curricular Approach: English, Language and Communication, and Digital Culture</i>		First Partial: Communicative Functions and Perfect Tenses	PROGRESSION 1 . _ Uses the modal verb would to formulate, accept, and decline invitations, as well as to make polite requests in formal contexts
Focus	Category	Learning Objectives:	English III
Listening	° Listening for gist. ° Listening for detail ° Fluency Using Functions ° Pronunciation ° Scanning ° Skimming ° Spelling Punctuation ° Layout ° Coherence and cohesion.	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.
Speaking			
Reading			
Writing			
Topic	Learning Evidence Activities	Evaluation methods (Assessment Strategies)	Topics and Subtopics
Modal verb would: Invitations & Polite Request	• Workbook Activities • THREE-PART BOOK PROJECT: "At the Restaurant"	Traffic Light Technique 🟢 (10 points). 🟡 (8 points) 🔴 Red (5 points): Needs revision	1. Sentence Formation with Would 1.1 Construction of affirmative, negative, and interrogative sentences using the modal verb would 2. Would for Making Invitations 2.1 Use of would to extend formal invitations through expressions like Would you like to...?, Would you care to...? Restaurant Food List (Vocabulary) 3. Would for Polite Requests 3.1 Application of would in formal or polite requests such as Would you mind...?, Would it be possible to...? Useful Phrases for Dining Out.
👉 (Didactic Sequence)			
Warm-up / Diagnostic Phase (Listening Skill)	In the warm-up phase, students listen to short dialogues to identify how would is used in affirmative, negative, and interrogative forms. This develops their listening skill and prepares them to recognize polite sentence patterns in real communication.		
Development Phase (Reading & Writing Skills)	In the development phase, students read and write dialogues using would for formal invitations, such as "Would you like to try our desserts?" or "Would you care to see the menu?" applying restaurant vocabulary like beverages, salads, and main courses.		
Closing Phase (Speaking Skill)	In the closing phase, students apply polite requests like "Would you mind...?" through speaking tasks and role-plays. They complete the Three-Part Book Project, including dialogues and restaurant phrases, showing understanding of would in formal, real-world dining situations.		



Modal Verbs - **Would**



Warm-up / Diagnostic Phase (Listening Skill)

The modal verb **would** is commonly used to express politeness, preference, and hypothetical situations. In sentence construction, **would** is placed after the subject and before the base form of the main verb. For example: I **would** travel more if I had time (affirmative), She **wouldn't** accept the offer (negative), and **Would** you go to the event? (interrogative). These structures help create clear and respectful communication.

Would is especially useful when making formal invitations. It softens the tone and adds courtesy to your expressions. For instance: **Would** you like to join us for dinner? or **Would** you care to attend the conference? These forms are often used in professional, social, or academic settings to show respect and openness.

In addition, **would** is used for polite requests. Common phrases include: **Would** you mind helping me? or **Would** it be possible to reschedule? These expressions show consideration and are essential in formal interactions.

■ Sentence Formation with **Would**

1.1 Construction of Affirmative, Negative, and Interrogative Sentences Using the Modal Verb **Would**

The modal verb **would** is used in English to express politeness, preferences, offers, and hypothetical situations. It is always followed by the **base form of the main verb** (without "to").

◆ Affirmative Sentences

Structure: Subject + **would** + base verb

✓ Examples:

- I **would like** a lemonade.
- She **would enjoy** the show.
- They **would travel** more if they had time.

◆ Negative Sentences

Structure: Subject + **would not** (or **wouldn't**) + base verb

✓ Examples:

- I **wouldn't like** anything right now.
- He **would not accept** the invitation.
- We **wouldn't eat** pasta tonight.

◆ Interrogative Sentences

Structure: **Would** + subject + base verb...?

✓ Examples:

- **Would you like** something to drink?
- **Would she prefer** tea or coffee?
- **Would they mind** waiting a bit?

At the restaurant

Development

Phase

(Reading & Writing Skills)

Listening & Reading Activity: At the Restaurant

Three friends, Laura, Miguel, and Diego, are having dinner at a restaurant. The waiter approaches and asks, "Would you like something to drink?" Laura replies, "Yes, I would like a lemonade, please." Miguel says, "I would prefer a soda." Diego, however, responds, "No, thank you. I wouldn't like anything right now."

Later, Laura looks at the menu and asks, "Would you mind if we share a pizza?" Miguel answers, "Sure, I'd love that!" Diego adds, "Would you care to try the pasta as well?"

Throughout the evening, they use *would* to make polite requests, express preferences, and offer suggestions. The modal *would* helps them communicate respectfully and clearly in a friendly setting.



Student Tasks: Listening Comprehension

A. Circle the Correct Answer

- Who ordered a lemonade?
 - Diego
 - Laura
 - Miguel
- What did Miguel prefer to drink?
 - Lemonade
 - Soda
 - Juice
- What food item did Laura suggest sharing?
 - Pasta
 - Salad
 - Pizza
- What expression shows a polite request?
 - "I want a drink."
 - "Would you like something to drink?"
 - "Give me a lemonade."
- Why is *would* used in the conversation?
 - To express anger
 - To describe the weather
 - To show politeness and make suggestions

"At the Restaurant – Menu & Useful Phrases"

1. Restaurant Food List (Vocabulary)

Appetizers – Small dishes before the main meal.

Main Courses (Entrees) – The central dish in a meal.

Desserts – Sweet dishes served last.

Beverages – Water, tea, juice, soda, etc.

Side Dishes – Additional small servings with the main course.

Soups – Warm, liquid-based starters.

Salads – Fresh vegetable-based meals.

Sandwiches – Bread with meat/vegetables inside.

Kids' Menu – Smaller dishes for children.

Condiments – Salt, ketchup, mustard, etc.

2. Useful Phrases for Dining Out

"Could we have a table for two, please?"

"What do you recommend from the menu?"

"I'd like to order the pasta, please."

"Could I have some water, please?"

"Is this dish spicy?"

"Do you accept credit cards?"

"Could we have the bill/check, please?"

"Could I have a takeout box for the leftovers?"

"Is the service charge included in the bill?"

"Could we have some more napkins, please?"



Activity 1: Identify the Correct Phrase

Objective: Recognize polite and appropriate restaurant expressions.

Choose the best phrase to complete each situation:

- You want to ask for the check. What do you say?**
 - Bring me the bill.
 - Could we have the bill, please?
 - Give me the check.
- You're asking if a dish has chili. What do you say?**
 - Is this dish cold?
 - Is this dish expensive?
 - Is this dish spicy?
- You want to order pasta. What is the most polite way?**
 - I'd like to order the pasta, please.
 - I need the pasta.
 - Pasta now, please.
- You're ready to sit down. What do you ask?**
 - Can we sit here?
 - Could we have a table for two, please?
 - Where is my food?
- You want to take food home. What do you ask?**
 - Can I take this?
 - Could I have a takeout box for the leftovers?
 - Take this away, please.

Activity 2: Match the Phrase to Its Function

Objective: Understand the purpose of common dining phrases.

Choose what the phrase is used for:

- "Do you accept credit cards?"**
 - To ask about payment options
 - To order food
 - To request a seat
- "Could I have some water, please?"**
 - Asking for the bill
 - Ordering a drink
 - Asking about the menu

- "What do you recommend from the menu?"**
 - Asking for suggestions
 - Asking about spicy food
 - Paying the bill
- "Could we have some more napkins, please?"**
 - Ordering dessert
 - Asking for extra utensils
 - Asking for table items
- "Is the service charge included in the bill?"**
 - Asking about tipping
 - Asking about drinks
 - Asking about ingredients

Activity 3: Restaurant Vocabulary in Context

Objective: Identify the correct vocabulary word in a food-related sentence.

Choose the best word to complete the sentence:

- A small dish before the main course is called a(n):**
 - Dessert
 - Appetizer
 - Beverage
- Lemonade, juice, and soda are examples of:**
 - Side dishes
 - Beverages
 - Condiments
- A child's meal with smaller portions is found in the:**
 - Soup list
 - Kids' menu
 - Main courses
- Mustard and ketchup are types of:**
 - Appetizers
 - Desserts
 - Condiments
- A sandwich usually includes:**
 - Pasta and rice
 - Bread and filling
 - Ice cream and toppings

**Closing
Phase**
(Speaking Skill)

THREE-PART BOOK PROJECT: "At the Restaurant"

✨ Create it by hand (folded like a booklet) or digitally (Word, Canva, Google Slides)

PART 1: Vocabulary Section – Food Categories

Title: Restaurant Food List

Include **10 words** with their meanings and drawings or clipart:

- Appetizers
- Main Courses (Entrées)
- Desserts
- Beverages
- Side Dishes
- Soups
- Salads
- Sandwiches
- Kids' Menu
- Condiments

Bonus: Use colored markers or borders to highlight each food type.

PART 2: Useful Phrases – Communication in English

Title: Useful Phrases for Dining Out

Include **5–6 expressions** commonly used in restaurants, such as:

- "Could we have a table for two, please?"
- "I'd like to order the pasta."
- "Could I get a refill?"
- "Do you accept credit cards?"
- "Could I have a takeout box for the leftovers?"

Optional: Add a mini **dialogue** using these phrases between a waiter and customer.

PART 3: Creative Menu & Reflection

Title: My Creative Restaurant

Menu

Invent a simple, themed menu that includes:

- 2 appetizers
- 3 main courses

- 2 beverages
- 1 dessert
- 1 kids' item

Use English food names and create imaginary prices.

Reflection paragraph:

Write a short reflection answering:

- What did I learn about restaurant vocabulary?
- What was my favorite word or phrase, and why?

Final Tips for Submission:

- Make it colorful, organized, and easy to read.
- Submit as a **PDF or photo** if digital / **folded booklet** if handmade.
- Use full sentences in English with correct spelling.

Due date: (your teacher will assign it)

Grading: Based on vocabulary use, creativity, neatness, and



Criteria	Excellent (10 pts)	Satisfactory (8 pts)	Needs Improvement
PART 1: Vocabulary (10 words)	Includes all 10 words with correct meanings and clear drawings or clipart. Colorful and well-organized.	Includes 7–9 words, some definitions may be unclear; few drawings or colors.	Includes fewer than 7 words; lacks definitions or illustrations.
PART 2: Useful Phrases (5–6)	All phrases are correct, clear, and in context. Includes optional dialogue.	Includes 3–4 phrases; some minor grammar issues.	Fewer than 3 phrases or major grammar errors.
PART 3: Creative Menu	Complete menu: 2 appetizers, 3 main courses, 2 beverages, 1 dessert, 1 kids' item. Prices in English.	Missing 1–2 items from the menu or lacks detail.	Menu is incomplete, unclear, or lacks creativity.
Reflection Paragraph	Thoughtful, complete reflection in English. Answers both questions clearly.	Basic or incomplete reflection. Some grammar issues.	Missing or very unclear reflection with multiple errors.
Presentation & Neatness	Neat, legible, colorful, well-structured. Visually creative.	Acceptable presentation but could be more polished or organized.	Disorganized, messy, or hard to read.
Spelling & Grammar (English)	No spelling or grammar errors; accurate sentence structure.	A few minor spelling or grammar mistakes.	Many errors that affect understanding.

Cross-Curricular Approach:
English, Language and
Communication, and Digital
Culture

First Partial:
**Communicative
Functions and
Perfect Tenses**

PROGRESSION 2. _ Uses **the present continuous tense** to talk about planned or scheduled future events.

Focus	Category	Learning Objectives:	English III
Listening Speaking Reading Writing	° Listening for gist. ° Listening for detail ° Fluency Using Functions ° Pronunciation ° Scanning ° Skimming ° Spelling Punctuation ° Layout ° Coherence and cohesion.	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 Present Continuous for the Future.

- Workbook Activities
- 📝 Write a short story

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

1. Structure and Use of Present Continuous for the Future.

- 1.1 Sentence Formation (Affirmative, negative, and interrogative structure)
- 1.2 Time Expressions for the Future

2. Talking about Personal and Social Plans

- 2.1 Expressing Personal Arrangements
- 2.2 Describing Events in Schedules or Agendas

3. Asking and Answering about Future Plans

- 3.1 Making Questions with Present Continuous
- 3.2 Responding to Invitations or Plans

👉 (Didactic Sequence)

Warm-up / Diagnostic Phase (Listening Skill)	In this activity, you will listen to a short conversation about travel plans. Pay attention to how the present continuous is used to express future arrangements. This will help you recognize verb structures and time expressions like "tomorrow" or "next week."
Development Phase (Reading & Writing Skills)	You will read a story and complete it using the present continuous tense. Then, you will review travel-related vocabulary and use it to write your own example sentences using the correct grammar.
Closing Phase (Speaking Skill)	Now it's time to use your imagination! Write and share a short story using the present continuous to describe your plans in a magical place. Include at least 5 travel-related words and describe what you are doing, who you're meeting, and what you're not doing.



Warm-up / Diagnostic
Phase
(Listening Skill)

The present continuous tense is used to express future plans. It follows the structure: **subject + am/is/are + verb-ing**. Common time expressions include *tomorrow*, *next week*, or *at 6 p.m.* to indicate scheduled future events.



PRESENT CONTINUOUS
FOR FUTURE PLANS

STRUCTURE

am / is / are + verb + ing
am / is / are + not + verb ing

INTERROGATIVE

am / is / are + subject
verb + ing

USE

For arrangements or plans



Instructions:

Complete the **Complete Sentence** column by writing a full sentence in the **present continuous tense**.



Present Continuous for Future Plans

Use the following structure: **Subject + am/is/are + verb-ing + complement + time expression**.

Example for the first row:

I am meeting my cousin tomorrow

Let's
practice
together!

"Translate to improve your understanding. Change the exercises to the negative and interrogative form."

Subject	am/is/are	Verb (-ing)	Complement	Future Time Expression	Complete Sentence
I	am	meeting	my cousin	tomorrow	<i>I am meeting my cousin tomorrow</i>
She	is	having	dinner with her boss	at 8 p.m.	
We	are	going	to the museum	next Saturday	
They	are	traveling	to Oaxaca	in two weeks	
You	are	attending	an online conference	this afternoon	

Development

Phase

(Reading & Writing Skills)

Just 45 minutes
a day can change
everything—
study at home,
practice your
voice, and make
the new vocabulary
yours for life!

✈️ "Travel Plans Around the World"

– Fill in the Blanks

◆ Instructions:

Read the following story about people making travel plans.

Complete each blank using the correct form of the present continuous tense (affirmative, negative, or interrogative).

Remember to use **am / is / are + verb + ing**.

It's the beginning of summer, and many people
_____ (plan) exciting trips.

🧳 Laura _____ (pack) her
suitcase because she _____
(fly) to Rome tomorrow morning.
She _____ (visit) the
Colosseum and the Vatican City with her cousin.
They _____ (stay) at a small
hotel near the city center.

Her brother, however, _____
(not travel) this week — he
_____ (work) on a big
project at his office.
He says, "I _____ (not go)
anywhere until next month."

Meanwhile, their friend Diego
_____ (go) on a road trip
across the U.S.
He _____ (rent) a car and
_____ (drive) from New York
to California.
Right now, he _____ (book)
his hotel rooms online and
_____ (check) maps for
interesting places to visit.

At the same time, Diego's parents

_____ (visit) relatives in
Argentina.

They _____ (spend) two
weeks in Buenos Aires and

_____ (take) tango lessons in
the evenings.

They say, "We _____ (not
miss) the street markets this time!"

Back at the airport, a tourist asks:

"_____ you _____ (take) the flight to
London?"

"Yes, I am. I _____ (meet) my
friend there this weekend. We

_____ (visit) the British
Museum and _____ (have)
tea near the Thames."

✈️ Travel Vocabulary – Complete the Table

◆ Instructions:

- Write the correct meaning in Spanish.
- Write your own sentence using the word in **present continuous tense**.

Word / Verb	Meaning	Example Sentence (Present Continuous)
plan	planeear	People are planning exciting trips
pack (a suitcase)	_____	_____
fly	_____	_____
visit	_____	_____
stay	_____	_____
not travel	_____	_____

work	_____	
not go	_____	
go (on a road trip)	_____	
rent	_____	
drive	_____	
book (rooms)	_____	
check (maps)	_____	
visit (relatives)	_____	
spend (time)	_____	
take (lessons)	_____	
not miss	_____	
take (a flight)	_____	
meet (someone)	_____	
have (tea)	_____	



**Closing
Phase**
(Speaking Skill)

Imagine you are visiting a magical place (it could be a hidden island, an ancient city, a floating castle, a secret jungle, etc.).

Write a short story (6–10 sentences) using the present continuous tense to describe:

- What you are doing today
- What you are packing
- Who you are meeting
- What magical places or creatures you are visiting
- What exciting things you are doing tomorrow
- What you are not doing

You must include at least **5 travel words** from the vocabulary list (e.g. flying, packing, staying, renting, visiting).

Story Template (Use this as a guide):

Today, I _____ (pack) my suitcase because I _____ (visit) a magical island.

I _____ (meet) my best friend at the flying boat station.

We _____ (stay) in a floating hotel above the clouds.

Tomorrow, we _____ (explore) a glowing forest where unicorns live.

We _____ (not take) any technology — only books and magic maps!



Cross-Curricular Approach:
English, Language and
Communication, and Digital
Culture

First Partial:
*Communicative
Functions and
Perfect Tenses*

PROGRESSION 3 . _ Identifies regular and irregular verbs in their past
participle form as a foundation for building perfect tenses..

Focus	Category	Learning Objectives:	English III
Listening Speaking Reading Writing	° Listening for gist. ° Listening for detail ° Fluency Using Functions ° Pronunciation ° Scanning ° Skimming ° Spelling Punctuation ° Layout ° Coherence and cohesion.	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

Identifies regular and irregular verbs

- Workbook Activities
- Speak Your Chart

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

1. Understanding Verbs and Their Function.

- 1.1 What is a verb? Definition, function, and examples in context.
- 1.2 General classification of verbs. Regular, irregular, and auxiliary verbs

2. The Past Participle

- 2.1 Formation of regular and irregular participles Common suffixes (-ed, -d) and frequent irregular verbs.
- 2.2 Use of the participle in perfect tenses Present perfect structure with examples.

3. Analysis and Practice with Texts

- 3.1 Identifying participles in context. Reading activity and marking of regular/irregular verbs.
- 3.2 Classification and organization in charts Grouping of verbs according to their type

👉 (Didactic Sequence)

Warm-up / Diagnostic Phase (Listening Skill)	To introduce the concept of verbs as essential components of sentence structure. Through a listening activity, students will identify verbs that express actions, states, or auxiliary functions. Then, they will classify the verbs they hear as regular, irregular, or auxiliary. This phase activates prior knowledge and prepares learners for deeper grammatical analysis.
Development Phase (Reading & Writing Skills)	To deepen understanding of the past participle through reading and analysis of a short text written in the present perfect tense. Students will highlight past participles, identify auxiliary verbs (have/has), and classify verbs as regular or irregular. Writing activities will reinforce grammatical accuracy and help students internalize perfect tense structures in meaningful contexts
Closing Phase (Speaking Skill)	To apply acquired knowledge through guided oral production. Students will complete a short text using present perfect forms based on personal experiences and share their responses in collaborative speaking tasks. This phase strengthens fluency, grammatical precision, and communicative confidence by encouraging authentic use of the language.

PROGRESSION 3 . _ Identifies regular and irregular verbs in their past participle form as a foundation for building perfect tenses..



Just 45 minutes a day can change everything—study at home, practice your voice, and make the new vocabulary yours for life!

Warm-up / Diagnostic
Phase
(Listening Skill)



Regular and Irregular verbs

Verbs A verb is a word that expresses an action, a state, or an occurrence.

Verbs General Classification of Verbs

regular, irregular, auxiliary

regular These verbs form their past tense and past participle by adding -ed or -d.

Examples:

walk → walked
clean → cleaned
play → played

irregular These verbs do not follow a fixed pattern. Their past forms must be memorized.

Examples:

go → went → gone
eat → ate → eaten
have → had → had

auxiliary These verbs help the main verb form a tense, question, or negative sentence.

Common auxiliaries:

be (am, is, are, was, were)
have (have, has, had)
do (do, does, did)
will, can, must, should
(modal auxiliaries)

Examples in use:

- She is studying now.
- They have finished their work.
- Do you like pizza?

Didactic Sequence: Identifying Regular and Irregular Verbs

Warm-up / Diagnostic Phase (Listening Skill)

Main Focus: Understanding Verbs and Their Function

Subtopics:

1.1 What is a verb?

1.2 General classification of verbs (regular, irregular, auxiliary)

Later, we _____ (sit) together,
_____ (share) stories, and
_____ (enjoy) the sunny afternoon.
We _____ (be) truly happy.

Exercise 2: Categorize 5 Verbs You Heard

Instructions: Write 5 verbs from the story. Then, check (✓) the correct column to classify each as an **action**, **state**, or **auxiliary** verb.

Activity 1: Verb Hunt (Listening + Highlighting)

- Exercise 1:** Fill in the blanks and classify the verbs. Instructions: Complete each sentence with the correct verb. Then, in parentheses, write if the verb is an action, state, or auxiliary.

Last Saturday

Last Saturday, my cousin _____ (be) very excited because we _____ (plan) a surprise party for her mom.

My aunt _____ (live) in a small town near the mountains.

She _____ (love) nature and quiet weekends, so we _____ (want) to organize something simple but meaningful.

In the morning, we _____ (buy) flowers, decorations, and a big chocolate cake.

My uncle _____ (fix) the old wooden chairs in the garden while we _____ (decorate) the place with balloons.

When my aunt _____ (arrive), we all _____ (shout) "Happy Birthday!"

She _____ (smile) and almost _____ (cry).

Verb	Action ✓	State ✓	Auxiliary ✓
_____	☐	☐	☐
_____	☐	☐	☐
_____	☐	☐	☐
_____	☐	☐	☐
_____	☐	☐	☐

◆ Activity 2: Verb Classification Bingo

- **Exercise 1:** Prepare bingo cards with various verbs. Teacher reads out examples. Listen to the teacher's clue. Find the correct verb on your board. Mark it and write **R** (Regular), **I** (Irregular), or **A** (Auxiliary) next to it
- **Exercise 2:** Students identify: Is it a regular, irregular, or auxiliary verb?



Development

Phase

(Reading & Writing Skills)

◆ Development Phase (Reading & Writing Skills)

Main Focus: The Past Participle

Subtopics:

- 2.1 Formation of regular and irregular participles
- 2.2 Use of the participle in perfect tenses

◆ Activity 1: Reading with Purpose – Verb Watch

- **Exercise 1:** Read the follow short text “**Past Loves**” it is containing present perfect examples. Highlight all past participles. Circle the auxiliaries used (have/has).

Past Loves:

Over the years, I *have loved* deeply and *have learned* many lessons. I *have met* wonderful people who *have shared* unforgettable moments with me. Some relationships *have lasted* only a few months, while others *have continued* for years. I *have written* letters, *have composed* songs, and *have cried* during sleepless nights. I *have given* my heart fully, even when it was risky. Some people *have broken* my heart, but they *have taught* me strength. I *have forgiven* mistakes and *have asked* for forgiveness too. With each love, I *have grown* wiser and more patient. Even though I *haven't found* the one yet, I *have never stopped* believing in love. These past loves *have shaped* the person I am today.

◆ Activity 2: Past Participle Sorting

- **Exercise 1:** Complete a table with verbs in base form, past, and past participle. Match irregular verbs with their correct participles.

◆ Instructions:

Complete the chart below by writing the **base form**, **past simple**, and **past participle** of each verb. Identify whether it is **regular (R)** or **irregular (I)**.

	Base Form	Past Simple	Past Participle	Type (R/I)
1	love	_____	_____	R
2	go	_____	_____	I
3	write	_____	_____	I
4	enjoy	_____	_____	R
5	meet	_____	_____	I
6	cry	_____	_____	R
7	forgive	_____	_____	I
8	continue	_____	_____	R
9	break	_____	_____	I
10	shape	_____	_____	R

Closing

Phase

(Speaking Skill)

◆ Closing Phase (Speaking Skill)

Main Focus: Analysis and Practice with Texts

Subtopics:

- 3.1 Identifying participles in context
- 3.2 Classification and organization in charts

◆ Activity 1: Speak Your Chart – Fill in the Blanks

Topic: Have you ever won a prize in a raffle?

Instructions: Read the story and complete the blanks using the correct **present perfect form** of the verbs in parentheses (affirmative or negative).

I _____ (win) a prize in a raffle only once in my life.
 It _____ (happen) at my school during a charity event.
 I _____ (buy) a single ticket, and I _____ (expect / never) to win anything.
 When they called my name, I was shocked!
 I _____ (receive) a big gift basket with snacks, a mug, and a book.
 Since then, I _____ (participate) in more raffles, but I _____ (win / not) again.
 Still, it _____ (be) a fun experience, and I _____ (tell) the story many times.
 My friends _____ (ask) me how it felt, and I always say, "I _____ (forget / never) that moment!"

Cross-Curricular Approach:
English, Language and
Communication, and Digital
Culture

First Partial:
Communicative
Functions and
Perfect Tenses

PROGRESSION 4 . Uses **the Present Perfect tense** in *affirmative* statements to describe past experiences that may or may not still be relevant in the present.

Focus	Category	Learning Objectives:	English III
Listening Speaking Reading Writing	° Listening for gist. ° Listening for detail ° Fluency Using Functions ° Pronunciation ° Scanning ° Skimming ° Spelling Punctuation ° Layout ° Coherence and cohesion.	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

Uses the Present Perfect tense in affirmative statements

- Workbook Activities
- Personal Paragraph Writing

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

1. Structure and Use of the Present Perfect.

- 1.1 Formation of the present perfect (have/has + past participle)
- 1.2 Main uses: unfinished actions and life experiences

2. Recognition and Use of the Past Participle

- 2.1 Regular and irregular verbs in participle form
- 2.2 Lists and practice with common verbs (work, go, eat, visit)

3. Oral and Written Production

- 3.1 Guided conversations using “What have you done lately?”
- 3.2 Writing sentences and short paragraphs using the present perfect

(Didactic Sequence)

Warm-up / Diagnostic Phase
(Listening Skill)

In this phase, students will recognize the structure and use of the present perfect tense. Through guided listening, they will identify unfinished actions and life experiences. Key focus will be placed on recognizing auxiliary verbs (have/has) and past participles in context to prepare for deeper grammar analysis.

Development Phase
(Reading & Writing Skills)

Learners will deepen their understanding of the present perfect tense by practicing reading and writing with real examples. They will identify regular and irregular past participles, classify them, and apply their understanding to complete sentences and structured reflections. The emphasis is on accurate formation and usage.

Closing Phase
(Speaking Skill)

In this final stage, students apply their learning through speaking and writing. Using guided interviews and personal storytelling, they will produce sentences and paragraphs that use the present perfect. This phase reinforces fluency, grammar accuracy, and confidence through collaborative communication and reflection on meaningful life experiences.



Warm-up / Diagnostic
Phase
(Listening Skill)

Present Perfect - Affirmative

- Structure: + has/have + past participle
- **Examples:**
 - I have visited Oaxaca.
 - **She** has finished her homework.
 - **They** have lived here for five years.
- **Use:**
We use it to talk about experiences, recent actions, or actions that continue into the present.

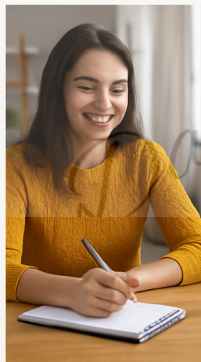
Present perfect

Affirmative

I have ('ve) worked
You have ('ve) worked
He/she/it has ('s) worked
We have ('ve) worked
They have ('ve) worked



I have visited Oaxaca.



She has finished her homework.



They have lived here for five years.

Didactic Sequence: Using the Present Perfect in Affirmative Statements

Warm-up / Diagnostic Phase (Listening Skill)

Main Topic: Structure and Use of the Present Perfect

Subtopics:

1.1 Formation (have/has + past participle)

1.2 Uses: Unfinished actions and life experiences

Activity 1: Fill in the Blanks — "Ghost" Movie

Reflection

Instructions: Complete the blanks with the correct **present perfect** form of the verbs in parentheses. Then, **underline the auxiliary** (have / has) and the **past participle** in each sentence.

"Ghost": A Love Beyond Death

Many people _____ (watch) *Ghost* and _____ (feel) deeply moved by its message of eternal love.

I _____ (see) the film three times, and each time it _____ (touch) my heart.

Patrick Swayze and Demi Moore _____ (create) unforgettable characters.

The pottery scene _____ (become) iconic and _____ (inspire) countless parodies.

Since its release, the movie _____ (receive) praise for its blend of romance and the supernatural.

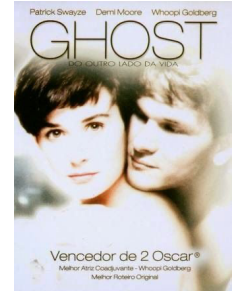
The soundtrack, especially "Unchained Melody", _____ (remain) a favorite for years.

Many viewers _____ (cry) during the emotional final scene.

My friends and I _____ (discuss) its themes of loss, hope, and love that transcends death. We _____ (not forget) the moment when Sam says, "It's amazing, Molly. The love inside, you take it with you."

✓ **Example to model underline:**

I have seen the film three times.



Activity 2: Love Through Time

Skill Focus: Reading & Writing

Grammar Focus: Present Perfect (affirmative)

Part 1. Instructions: Read and Understand

Read the following paragraph about the film *Ghost*. Then answer the questions and complete the follow-up activities.

Since the day Sam died, Molly _____ (feel) a presence around her. She _____ (cry) every night, missing the love they shared. Sam _____ (stay) close, even if unseen. Oda Mae, a psychic, _____ (become) the unexpected bridge between them. Through her, Sam _____ (speak) to Molly, and together they _____ (uncover) the truth about his death. Their love _____ (survive) fear, time, and even death.



Part 2: Identify and Complete

◆ **A. Underline** all **Present Perfect** verbs in the paragraph (auxiliary + past participle).

◆ **B. Complete** the chart below with the verbs you found:

Sentence	Auxiliary	Past Participle
Sam _____ close, even if unseen.	_____	_____
Molly _____ a presence around her.	_____	_____
She _____ every night.	_____	_____
Sam _____ to Molly.	_____	_____
They _____ the truth.	_____	_____
Their love _____ fear, time, and death.	_____	_____

Part 3: Writing Practice

Imagine you are Molly. Write **five sentences** using the **present perfect** to describe what your life has been like since Sam passed away.

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

Development

Phase

(Reading & Writing Skills)

◆ Development Phase (Reading & Writing Skills)

Main Topic: Recognition and Use of the Past Participle

Subtopics:

2.1 Regular and Irregular Verbs

2.2 Practice with common verbs (work, go, eat, visit)

◆ Activity 1: Verb Watch – Highlight and Sort

Skill: Reading & Writing

Focus: Past Participles in Present Perfect Tense

 **Instructions for Students:**

1. **Read the short passage below. Highlight all past participles** (verbs that follow **have/has**). Then, **write each past participle** in the correct column: **Regular** or **Irregular**.

 **Reading Text: “The Final Goodbye”**

Molly has cried every night since Sam died.

She has painted the walls to distract herself.

Sam's ghost has watched over her, though she has never seen him.

Oda Mae has helped Sam deliver a final message.

They have chased the man who betrayed him and have returned Molly's peace.

In the end, Sam has thanked her and has walked into the light.

His love has remained, and Molly has finally smiled again.



By Dalia Mendoza Herrera

 Sorting Chart: Past Participles

Regular Verbs	Irregular Verbs

◆ Activity 2: Fill the Gap Paragraph

Skill: Writing

Focus: Present Perfect Tense

 Instructions for Students:

1. Complete the paragraph by choosing the correct present perfect form of the verbs from the **Verb Bank**.

 Verb Bank

(Use each verb in its correct present perfect form — have/has + past participle)

- meet – watch – go – cry – feel – lose – help – live

 Paragraph: “Moments That Change Us”

Over the years, I _____ many people who changed my life.

I _____ in different cities and _____ many unforgettable movies.

Sometimes, I _____ sad and _____ alone, especially after I _____ someone I loved.

But my friends _____ me through difficult times, and I _____ stronger since then.

Cross-Curricular Approach:
English, Language and
Communication, and Digital
Culture

First Partial:
Communicative
Functions and
Perfect Tenses

PROGRESSION 5 . Uses **the Present Perfect tense** in its **negative** and **interrogative** forms to talk about actions that have not occurred or to inquire about past experiences.

Focus	Category	Learning Objectives:	English III
Listening Speaking Reading Writing	° Listening for gist. ° Listening for detail ° Fluency Using Functions ° Pronunciation ° Scanning ° Skimming ° Spelling Punctuation ° Layout ° Coherence and cohesion.	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

the Present Perfect tense in its negative and interrogative

- Workbook Activities
- Influencer Q&A - Record and Respond

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

- 1. Grammatical Structure of the Present Perfect.**
 - 1.1 Negative form: use of haven't / hasn't + past participle
 - 1.2 Interrogative form: use of Have / Has + subject + past participle + ?
- 2. Vocabulary for Personal Experiences.**
 - 2.1 Common past participle verbs: regular and irregular
 - 2.2 Vocabulary fields: daily activities, jobs, travel, countries, and work
- 3. Oral Production through Interviews**
 - 3.1 Creating questions in the present perfect tense
 - 3.2 Recording and writing complete, contextualized answers

👉 (Didactic Sequence)

Warm-up / Diagnostic Phase
(Listening Skill)

Students read short questions like "Have you ever traveled by plane?" and answer yes or no. Then, they identify if the sentence is a question or a negative statement. This activity helps activate prior knowledge and introduces the structure of present perfect in real communication settings.

Development Phase
(Reading & Writing Skills)

Students practice building negative and interrogative sentences using have/has + past participle. They complete fill-in-the-blank exercises with verbs like gone, eaten, worked. Then, in pairs, they write interview questions related to daily activities, jobs, or travel. This reinforces grammar and vocabulary in meaningful contexts.

Closing Phase
(Speaking Skill)

Students conduct short interviews using the questions they wrote, asking classmates about experiences they have or haven't had. They record or write the responses using complete answers in present perfect. This activity develops oral and written production, applying grammar structures in real communication.

PROGRESSION 5 . Uses **the Present Perfect tense** in its *negative* and *interrogative* forms to talk about actions that have not occurred or to inquire about past experiences.



Just 45 minutes
a day can change
everything—
study at home,
practice your
voice, and make
the new vocabulary
yours for life!

Warm-up / Diagnostic

Phase

(Listening Skill)

Present perfect

NEGATIVE and INTERROGATIVE FORMS.

Negative	Question
<i>I have not (haven't) worked</i>	<i>Have I worked?</i>
<i>You have not (haven't) worked</i>	<i>Have you worked?</i>
<i>He/she/it has not (hasn't) worked</i>	<i>Has he/she/it worked?</i>
<i>We have not (haven't) worked</i>	<i>Have we worked?</i>
<i>They have not (haven't) worked</i>	<i>Have they worked?</i>

Let's Practice!

Exercise 1: Complete the negative form

Complete the sentences using the correct **negative** form of the Present Perfect.

- I _____ (not / finish) my homework yet.
- She _____ (not / call) her grandmother.
- We _____ (not / visit) that museum.
- They _____ (not / see) the new movie.

Exercise 2: Complete the questions

Form correct **questions** using the Present Perfect.

- _____ you _____ (ever / eat) sushi?
- _____ he _____ (visit) Mexico City?
- _____ they _____ (read) that book?

Didactic Sequence: Present Perfect (Negative and Interrogative Forms) using Social Media Simulation

Warm-up / Diagnostic Phase (Listening Skill)

. Grammatical Structure of the Present Perfect.

1.1 Negative form: use of haven't / hasn't + past participle

1.2 Interrogative form: use of Have / Has + subject + past participle + ?

Activity 1: Social Feed Listening - What Have They

NOT Done?

Instructions: Listen to the simulated audio feed of a social media influencer talking about their day. Then, write down five actions they haven't done. Use complete sentences.

Simulated Social Media Feed:

"Hey everyone! 🎧 Today has been a wild ride! I've visited a new museum, posted a reel from the park 🌳, and tried matcha ice cream 🍵 for the first time. I've answered DMs all morning 💬, but **I still haven't filmed my skincare routine** 😓. I haven't done my workout yet, and I definitely haven't replied to emails. 😓 Oh, and guess what? I haven't seen the trending movie everyone's talking about. Hope to catch up soon! 💕"

1. 🎧
I still haven't filmed my skincare routine

2. 🎧



3. 🎧

4. 🎧

5. 🎧

Activity 2: Comment Box - Ask and Reply

Instructions: Read the following comments on a travel post. Write three questions using the present perfect interrogative form and provide your own answer below each.

Example:



Comment: "I just posted pictures of Rome!"

? Q: Have you ever visited Italy?

🎧 A:



Comment: "Loving this hiking trail!"

? Q: 🖋️

🖋️ A:



Comment: "I'm trying new food in Thailand."

? Q: 🖋️

🖋️ A:

Development

Phase

(Reading & Writing Skills)

Development Phase (Reading & Writing Skills)

2. Vocabulary for Personal Experiences.

2.1 Common past participle verbs: regular and irregular

2.2 Vocabulary fields: daily activities, jobs, travel, countries, and work

Activity 1: Fill-in Post - Complete the Caption

🖋️ Instructions: Complete the captions of social media posts using the correct negative present perfect form of the verbs in parentheses.

- "I _____ (not/finish) my project, but I'm trying!"
- "She _____ (not/visit) Japan yet."
- "We _____ (not/meet) the new English teacher."
- "He _____ (not/read) the comments from his last post."
- "I _____ (not/buy) the concert tickets."

Activity 2: Trending Questions - Match and Respond

Instructions: Match the beginning of the question with the correct ending. Then answer it in full using the present perfect.

Column A

1. Have you ever eaten...
2. Has she worked...
3. Have they traveled...
4. Has he studied...
5. Have we seen...

Column B

- a. ...at that company before?
- b. ...a Korean drama together?
- c. ...sushi?
- d. ...in another country?
- e. ...for the exam yet?

Your Answers:

1. ? Q: 🗣️

🗣️ A:

2. ? Q: 🗣️

🗣️ A:

3. ? Q: 🗣️

🗣️ A:

4. ? Q: 🗣️

🗣️ A:

5. ? Q: 🗣️

🗣️ A:

Closing

Phase

(Speaking Skill)

🗣️ Closing Phase (Speaking Skill)

3. Oral Production through Interviews

3.1 Creating questions in the present perfect tense

3.2 Recording and writing complete, contextualized answers

🗣️ Activity 1: Influencer Q&A - Record and Respond

Instructions: Imagine you are being interviewed for a student podcast. Your classmate will ask you 3 questions using the present perfect tense. Record your answers and write them below.

? Q1: 🗣️

🗣️ A1:

? Q2: 🗣️

🗣️ A2:

? Q3: 🗣️

🗣️ A3:





Formative English 3

Guide TEST

Students name: _____ Date: ____ / ____ / ____

✓ PROGRESSION 1: Modal verb *would* (invitations and polite requests)

Choose the correct option:

- Would you like _____ dinner with us tonight?
a) having
b) to have
c) have
- I would love to go, but I _____ an exam tomorrow.
a) have
b) will
c) had
- Would you mind _____ the window?
a) open
b) opened
c) opening
- "Would you like some coffee?"
a) Yes, I do.
b) Yes, I would.
c) Yes, I am.

✓ PROGRESSION 2: Present Continuous for future plans

Choose the correct option:

- I am _____ my friend tomorrow at 3:00.
a) meet
b) meeting
c) met
- They _____ to the museum next weekend.
a) go
b) are going
c) went
- What time are you _____ the doctor?
a) seeing
b) see
c) saw
- She is not _____ to the concert.
a) coming
b) come
c) came

✓ PROGRESSION 3: Regular and Irregular Verbs in Past Participle

Choose the correct past participle:

- I have _____ my keys!
a) lose
b) lost
c) losing
- She has _____ her homework.
a) done
b) do
c) did
- They have _____ the movie before.
a) see
b) saw
c) seen

✓ PROGRESSION 4: Present Perfect – Affirmative

Choose the correct sentence:

- a) She have visited Paris.
b) She has visited Paris.
c) She visited Paris.
- a) They has studied a lot.
b) They have studied a lot.
c) They study a lot.
- a) We have ate breakfast.
b) We have eaten breakfast.
c) We have eat breakfast.

✓ PROGRESSION 5: Present Perfect – Negative and Interrogative

Choose the correct form:

- I _____ not finished my homework.
a) has
b) have
c) have not
- _____ you ever been to a museum?
a) Has
b) Have
c) Did
- He _____ been to Mexico.
a) hasn't
b) haven't
c) isn't
- Has she _____ the book?
a) read
b) reads
c) reading

✓ PROGRESSION 6: *Since* and *For* in Present Perfect

Choose the correct option:

- I have lived here _____ five years.
a) since
b) for
- She has studied English _____ 2021.
a) for
b) since
- We have known each other _____ a long time.
a) for
b) since
- They have worked here _____ last summer.
a) for
b) since

ND



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



Firmas de enterados

Padre de familia /Tutor

Alumno

Docente de asignatura

Nombre y firma