

English



Dalia Mendoza Herrera



Contents

Evaluation Period I:

Didactic Sequence 1. Expression of Obligations and Advice:

- Use of modals like must, should, and ought to to express rules, obligations, and advice in different contexts.
- Recognizing and producing sentences that indicate necessity, duty, and recommendations.

Didactic Sequence 2. Expressing Predictions and Concerns:

- Using might, may, could, and will to talk about future possibilities, predictions, and hypothetical situations
- Understanding and constructing sentences to express concerns and potential outcomes.

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- Using the past simple, past continuous, and present perfect to narrate past events, actions that continued up to the present, or actions that have relevance to the present. Differentiating between completed actions and ongoing situations in the past.

Didactic Sequence 4: Integrating Lessons Learned –

Creating a Personal Socioemotional Guide • Integrating Lessons Learned – Creating a Personal Socioemotional Guide

Didactic Sequence 5: Practicing Dialogues and Presenting

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Evaluation Period II:

Didactic Sequence 1. Expressing Probability and Possibility:

- Using might have, could have, must have, and other modal perfects to speculate about past events or express probability and possibility.
- Constructing hypothetical statements about what could have happened or what might happen.

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Learning to report speech and events using indirect speech and narrative tenses. • Expressing what others said or did, and how it affects the present or future.

Didactic Sequence 3. Comparing Past and Present Actions:

- Using contrastive structures to discuss differences between past habits and current actions or situations.
- Employing expressions like used to, would, and no longer to talk about changes over time.

Didactic Sequence 4: Integrating Lessons Learned –

Creating a Personal Socioemotional Guide Comparing Past and Present Actions • Integrating Lessons Learned – Creating a Personal Socioemotional Guide Comparing Past and Present Actions

Evaluation Period III:

Didactic Sequence 1. Hypothesizing and Speculating:

- Using conditional structures (e.g., first, second, and third conditionals) to talk about hypothetical situations, both real and unreal.
- Expressing regrets or imagined scenarios using if clauses and modal verbs.

Didactic Sequence 2. Giving Opinions and Justifying Choices:

- Using phrases to express opinions, agree or disagree, and justify personal choices.
- Constructing arguments and explanations using linking words and phrases for clarity and coherence.

Didactic Sequence 3. Expressing Emotions and Reactions.

Describing emotional responses to different scenarios using adjectives and adverbs. Constructing sentences to express empathy, surprise, disappointment, and other emotions in hypothetical or real situations.

Didactic Sequence 4: Integrating Lessons Learned –

Creating a Personal Socioemotional Guide • Integrating Lessons Learned – Creating a Personal Socioemotional Guide Hypothesizing and Speculating

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Dalia Mendoza Herrera

Presentation English 5

The English 5 course focuses on developing students' communicative skills through a competency-based learning methodology. This approach enables students to acquire the linguistic and communicative competencies necessary to interact effectively in academic and social contexts.

To assess student progress, the traffic light technique will be used, providing a visual and motivational way to monitor learning. Additionally, qualitative, quantitative, and performance evaluations will be applied to ensure a comprehensive view of each student's development.

Evaluation tools will include rubrics, observation guides, and checklists, which will allow for detailed and objective assessment of the competencies achieved. Rubrics will be used to evaluate oral and written production activities, while observation guides and checklists will be applied in practical and collaborative activities.

As part of the course, a socioemotional project will be carried out where students will apply the grammatical topics they have learned, such as modal verbs, conditional sentences, and past tenses. This project aims to integrate language skills with emotional intelligence by encouraging students to express their emotions, give advice, and reflect on personal experiences using the appropriate grammatical structures. This project will not only reinforce their language abilities but also promote socioemotional development in a supportive learning environment.



Socioemotional Project:

"Navigating Emotions and Responsibilities Through Literature"

Evaluation Period I

General Objective: To enhance students' socioemotional skills through the analysis of classic literature, using modal verbs to express obligations, advice, predictions, concerns, and to describe past events. Students will develop empathy, self-awareness, and responsibility by reflecting on characters' emotions and decisions in various literary contexts.

Didactic Sequence 1: Understanding Obligations and Giving Advice

Focus: Expression of Obligations and Advice

Literary Text: "Pride and Prejudice" by Jane Austen

Objective: Students will explore how characters handle social obligations and give advice using modals like must, should, and ought to.

Didactic Sequence 2: Expressing Predictions and Concerns

Focus: Expressing Predictions and Concerns

Literary Text: "Macbeth" by William Shakespeare

Objective: Students will analyze how predictions and concerns are expressed by characters in the play, using modals like might, may, could, and will.

Didactic Sequence 3: Describing Past Events and Reflecting on Outcomes

Focus: Describing Past Events

- Worksheets for multiple-choice exercises.

Literary Text: "Les Misérables" by Victor Hugo

Objective: Students will explore how past events shape characters' present and future, using the past simple, past continuous, and present perfect.

Didactic Sequence 4: Integrating Lessons Learned – Creating a Personal Socioemotional Guide

Focus: Integration of Modals and Tenses for Personal Growth

Literary Text: "To Kill a Mockingbird" by Harper Lee

Objective: Students will create a personal socioemotional guide based on the lessons learned from the literary texts studied, integrating the use of modals and past tenses.

Didactic Sequence 5: Practicing Dialogues and Presenting Texts in English

Focus: Enhancing Oral and Written Communication Skills through Dialogues and Presentations

Objective: Students will practice creating and performing dialogues of approximately 100 words and presenting written texts they have developed. This will improve their fluency, pronunciation, and confidence in using English in classroom settings.

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



☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

Firmas de enterados

Padre de familia /Tutor

Alumno

Docente de asignatura

Nombre y firma

Diagnostic Test for the First Evaluation Period

Student's name: _____



Instructions: Read each question carefully and select the option that best expresses emotions or concerns using modal verbs. Choose the option that best completes or answers each statement.

1. Choose the correct modal verb to express an obligation regarding emotions:

"People _____ learn to manage their emotions to maintain healthy relationships."

- A) could
- B) must
- C) might

2. Identify the correct advice for dealing with stress:

"You _____ take a break if you are feeling overwhelmed."

- A) should
- B) must
- C) might

3. Which sentence offers a suggestion for handling anxiety?

- A) You could ignore your feelings.
- B) You should try deep breathing exercises.
- C) You must avoid all stressful situations.

4. Choose the sentence that expresses a concern about someone's behavior:

- A) You must be kinder to others.
- B) You might be pushing yourself too hard, take it easy.
- C) You should study more for your exams.

5. Complete the sentence using the correct modal to express a recommendation:

"He _____ talk to a counselor if he feels too stressed."

- A) might
- B) should
- C) must

6. Identify the sentence that describes a past action related to emotions:

- A) I was feeling very anxious yesterday.
- B) I am feeling much better now.
- C) I will feel better after talking to someone.

7. Which of the following sentences uses a modal to express regret?

- A) She could have apologized sooner for what she said.
- B) She can apologize whenever she feels ready.
- C) She might apologize tomorrow.

8. Choose the correct option to complete the sentence about emotional responsibility:

"They _____ have been more considerate of her feelings during the meeting."

- A) might
- B) should
- C) must

9. Which of the following sentences uses a modal to offer reassurance?

- A) You could fail if you don't try harder.
- B) You should try to relax and take things one step at a time.
- C) You might want to avoid that topic.

10. Select the sentence that correctly expresses a concern about a past event:

- A) You should have been more patient with her yesterday.
- B) You must have talked to her last week.
- C) You might have seen her at the party.

Literary Text:	Weekly Finally Work	Evaluation Tools	Topics & Aims
"Pride and Prejudice" by Jane Austen.	Ev. 1 → Exercises on the WorkBook.	Evaluation Rubric Observing behavior into classes Technique: TRAFFIC LIGHT EVALUATION	Focus: Expression of Obligations and Advice

Didactic Sequence

Understanding Obligations and Giving Advice

Sessions by week = 5 hours

Focus: Expression of Obligations and Advice. Literary Text: "Pride and Prejudice" by Jane Austen.

Objective: Students will explore how characters handle social obligations and give advice using modals like must, should, and ought to.

**Warm - up
Reading Skills**

1. Reading and Discussion: Read an excerpt from Pride and Prejudice where Elizabeth Bennet discusses her obligations towards her family and the advice she receives. Review concept map the usage and key functions of modal auxiliaries in grammar, focusing on must, should, and ought to.

**Speaking & Listening
skills development**

2. Speaking: Literary Text: "Pride and Prejudice" by Jane Austen. Group Activity: In small groups, students will identify the obligations of different characters and how they handle them. They will rewrite the scenes using must, should, and ought to to give advice. Underline the use of modals in their revised scenes.

3. Listening: Role-Playing: Students will role-play a scene where Elizabeth gives advice to another character, using appropriate modals. Emphasize correct pronunciation and intonation.

**feedback: Writing and
Teacher's Assessment
skills at closing
English Session).**

4. Writing Activity. Multiple-Choice Exercises: Grammar Practice: Students will complete a series of multiple-choice questions based on different scenarios from the text, choosing the appropriate modal verb to express advice or obligation in each situation. This activity will reinforce their understanding of modals in various contexts.

5. Teacher's Assessment: Participation in discussions, creativity and accuracy in written dialogue, and correct answers in multiple-choice exercises. Use a prepared rubric for detailed evaluation.

notes

PRIDE & PREJUDICE

1. Reading and Discussion:

Read an excerpt from *Pride and Prejudice* where Elizabeth Bennet discusses her obligations towards her family and the advice she receives. Review concept map the usage and key functions of modal auxiliaries in grammar, focusing on **must, should, and ought to**.

In "*Pride and Prejudice*" by Jane Austen, modal verbs play an important role in reflecting social norms and the personal dilemmas of the characters, especially in the context of familial expectations and personal obligations.

Use of Modals in Context:

1. Expressing Obligation and Necessity:

- Elizabeth Bennet feels that she must behave properly and consider a good marriage to secure her family's future. However, her pride and desire for independence make it difficult for her to accept this obligation without question.

- Example: "I must marry well to secure my family's future, but I cannot marry without love."

2. Giving Advice or Recommendations:

- Her friend Charlotte Lucas advises her that she should accept Mr. Collins' proposal, as he offers

financial stability, something very important for women of that time.

- Example: "You should accept Mr. Collins' proposal; he is a respectable man and can provide you with a secure future."

3. Expressing Social Expectations:

- Mrs. Bennet constantly reminds Elizabeth that she ought to consider the family's welfare and not reject suitors like Mr. Collins, who, though not to her liking, represents a socially acceptable option.

- Example: "You ought to think of your family, Elizabeth, and accept Mr. Collins."

4. Expressing Possibility and Doubt:

- Elizabeth might consider Mr. Darcy a good match, but her initial prejudice and his distant behavior make her doubt his true intentions.

- Example: "He might be wealthy, but I cannot like a man who is so proud."

5. Expressing Ability and Permission:

- Elizabeth shows strength and independence, indicating that she can make her own decisions, even if they go against what is expected of her.

- Example: "I can decide for myself whom to marry."

Modal Verbs

Shades of Modality

A modal verb expresses possibility, necessity and obligation

Rules to Remember

- Most modal verbs can only be used in the present tense.
- Use 'not' to make modals negative. (should not/shouldn't, can't, won't)

In the novel, modal verbs help build the conflict between social expectations and the personal desires of the characters, reflecting the tension between duty and individual freedom in the society of that time.



Underline the modals verbs.

Elizabeth Bennet reflects on her obligations towards her family, acknowledging that she must marry well to secure their future. Despite this, she believes she should follow her heart and marry for love, not just duty. She feels conflicted as society says she ought to prioritize her family's needs over her own desires.

The Concept Map.

Instructions for Creating a Concept Map Based in Pride and Prejudice":

1. Central Concept:

• Place "Use of Modals in Pride and Prejudice" in the first space. This is the main idea of your concept map.

2. Subtopics:

- In the next three spaces, add the subtopics:
- "Expressing Obligation and Necessity"
- "Giving Advice or Recommendations"

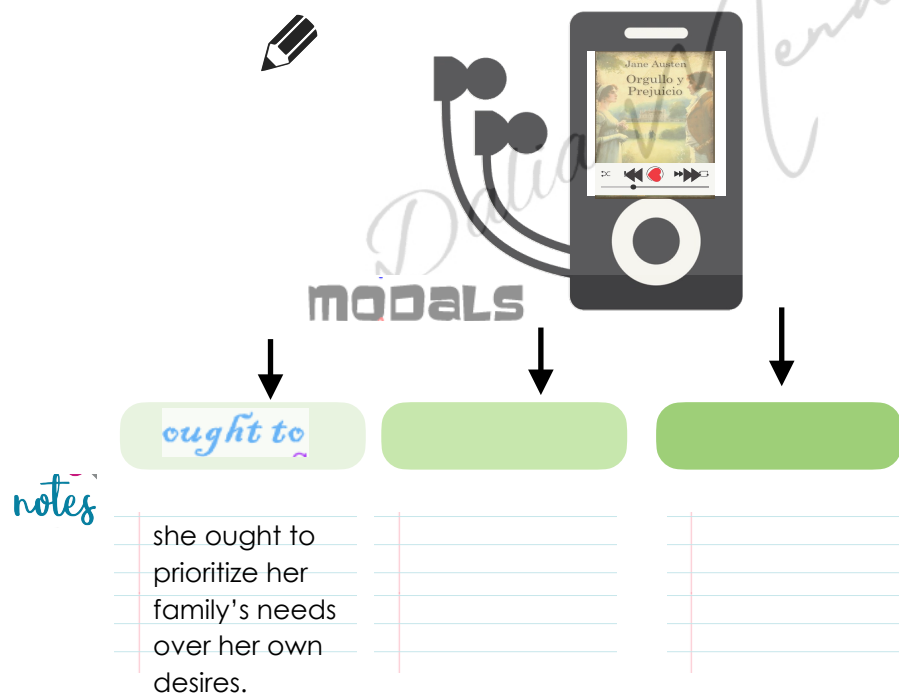
• "Expressing Social Expectations"

• Include a brief description for each subtopic, using examples from the text provided in the image.

3. Details and Examples:

• Under each subtopic, provide one or two key examples from the text. For instance, under "Expressing Obligation and Necessity," add: "Elizabeth must marry well to secure her family's future." Ensure that each space connects to the central concept with arrows or lines.

Complete concept map.



Speaking: Literary Text: "Pride and Prejudice" by Jane Austen. Group Activity: In small groups, students will identify the obligations of different characters and how they handle them. Then read carefully.

"Elizabeth Bennet received Mr. Collins' proposal, but she knew she must refuse him. She felt she should marry for love, not out of obligation. Her mother insisted that she ought to accept, as it would secure their family's future. Despite the pressure, Elizabeth stood firm in her decision, believing she must remain true to her own feelings."

would secure your family's future, and I _____ (*ought to, could, might*) tell you that I hold you in the highest regard.

E: (calmly) Mr. Collins, I am flattered by your proposal, but I _____ (*must, should, might*) be honest. I do not believe that I can accept your offer. Marriage is a serious commitment, and I _____ (*should, must, could*) marry for love, not out of necessity.



Listening. Role-Playing: Students will role-play a scene where Elizabeth gives advice to another character, using appropriate modals. Emphasize correct pronunciation and intonation. Complete the dialogue with appropriate modals, underline them, explain your choices, practice in pairs, and present it in class.

Dialogue Based on Pride and Prejudice

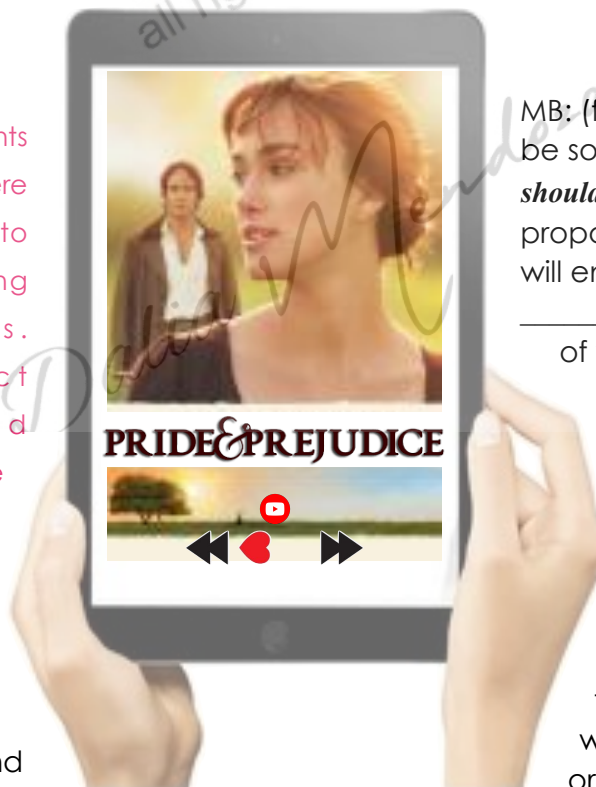
Characters:

- Elizabeth Bennet (E)
- Mrs. Bennet (MB)
- Mr. Collins (MC)

MC: (enthusiastically) Miss Elizabeth, I come to you with an offer I hope you will not refuse. I know it may seem sudden, but I _____ (*must, should, could*) ask for your hand in marriage. It

MC: (bewildered) Miss Elizabeth, I assure you that I have the best intentions. As a clergyman, I feel that I _____ (*must, should, might*) offer you stability and respectability. You _____ (*ought to, must, might*) reconsider, for it would be a wise decision.

E: (respectfully) I appreciate your intentions, Mr. Collins, but I cannot change my mind. You



MB: (frustrated) Elizabeth! How can you be so foolish? You _____ (*must, should, might*) accept Mr. Collins' proposal! It is a perfect match, and it will ensure the stability of our family. You _____ (*ought to, could, might*) think of your sisters. If you refuse, what will become of us?

E: (firmly) Mother, I understand your concerns, but I cannot marry someone I do not love. I _____ (*should, could, might*) follow my heart, and I _____ (*must, could, should*) stay true to my own feelings. It wouldn't be fair to either Mr. Collins or myself to enter into such a marriage.

_____ (*should, must, might*) find someone who truly appreciates you and wants to marry you for who you are. That person is not me.

MB: (desperately) Elizabeth, you are being reckless! You _____ (*must, should, could*) realize what this means for our family. You _____ (*ought to, could, might*) think about your future!

E: (calmly) I am thinking about my future, Mother. I believe I _____ (*should, might, could*) wait for a marriage based on mutual respect and affection. That is the only kind of marriage I can accept.

MC: (resigned) I see that I cannot change your mind, Miss Elizabeth. I will take my leave, but I _____ (*must, should, could*) say that I am deeply disappointed.

E: (politely) I am sorry, Mr. Collins. I hope you understand my decision.

MB: (frustrated) I hope you do not regret this, Elizabeth. You _____ (*ought to, might, could*) think very carefully about your choices.

E: (with conviction) I have thought carefully, Mother. And I believe I _____ (*must, should, could*) follow my heart.

Read each question carefully. Answer using modals in detailed responses. Use examples from the text. Discuss with a partner.

1. Why should Elizabeth prioritize her feelings over her family's expectations when deciding whether to marry Mr. Collins?

2. How must social obligations influence the characters' decisions in *Pride and Prejudice*?

3. In what situations ought characters like Mr. Darcy or Elizabeth use their status to challenge societal norms?

4. How could the outcome of the story change if Elizabeth must follow her mother's advice?

5. What advice might you give to Mr. Collins to help him understand why Elizabeth rejected his proposal?

Literary Text:	Weekly Finally Work	Evaluation Tools	Topics & Aims
"Macbeth" by William Shakespeare..	Ev. 1 → Exercises on the WorkBook. Write transcript.	Evaluation Rubric Observing behavior into classes Technique: TRAFFIC LIGHT EVALUATION	Focus: Expressing Predictions and Concerns.
Didactic Sequence			
Expressing Predictions and Concerns			
Sessions by week = 5 hours	Focus: Expressing Predictions and Concerns		
	Objective: Students will analyze how predictions and concerns are expressed by characters in the play, using modals like might, may, could, and will.		
Warm - up Reading Skills	1. Reading and Discussion: • Activity: Read a scene from Macbeth where the witches make predictions and Macbeth expresses his concerns about the future. Review the use of modal verbs in the context of the play, discussing how these modals reflect different levels of certainty and concern. Write a transcript.		
Speaking & Listening skills development	2. Speaking: Prediction Scenarios: • Activity: In pairs, students will create scenarios based on the play and make predictions about what might, could, or will happen next. They will use the appropriate modal verbs to express predictions, and then share their scenarios with the class, justifying their choices. 3. Listening: Group Discussion: • Activity: Discuss how fears and concerns can influence decisions, both in the play and in real life. Students will share their own concerns about a hypothetical situation and how they would express them using appropriate modals like might, may, and could. Listen actively to others' concerns and provide feedback.		
feedback: Writing and Teacher's Assessment skills at closing English Session).	4. Writing: Multiple-Choice Exercises: • Activity: To reinforce the use of modal verbs, students will complete a series of multiple-choice questions based on different scenarios from the play. They will choose the appropriate modal (might, may, could, or will) to express predictions or concerns in each situation. 5. Teacher's Assessment: • Activity: Evaluate students based on their participation in discussions, creativity and accuracy in the prediction scenarios, and performance in the multiple-choice exercises. Use a rubric to assess their use of modals, understanding of the text, and ability to communicate predictions and concerns effectively.		

1. Reading and Discussion: • Activity: Read a scene from Macbeth where the witches make predictions and Macbeth expresses his concerns about the future. Review the use of modal verbs in the context of the play, discussing how these modals reflect different levels of certainty and concern.

Scene from Macbeth (Adapted):

In a dark and eerie setting, the bubbling cauldron, chanting Macbeth's future, saying he beware of Macduff. Macbeth, speaks to himself, "These they could also lead to my

take action." He struggles with his thoughts, questioning whether he should trust the witches or act on his own. The uncertainty grows, and he decides, "I will not wait for fate. I must secure my throne by any means necessary." His resolve is set, but the tension and fear of losing power haunt him.



three witches gather around a their incantations. They predict will become king but warn him to now filled with ambition and fear, predictions might come true, but downfall. I must be cautious and

Your transcript here



A series of horizontal blue lines for writing, with a vertical red line on the left side.



2. Speaking: Prediction Scenarios: • Activity: In pairs, students will create scenarios based on the play and make predictions about what might, could, or will happen next. They will use the appropriate modal verbs to express predictions, and then share their scenarios with the class, justifying their choices.

Prediction on Macbeth

Characters:

- Macbeth (M)
- Lady Macbeth (LM)

LM: (worried) Macbeth, I fear what the witches said. They warned you about Banquo. What do you think he might do?

M: (thinking) Banquo could betray me. He knows too much and his sons are prophesied to inherit the throne. I can't risk it.

LM: (anxious) Then, you must act quickly, Macbeth. If you wait, everything we've worked for could be lost.

M: (determined) I will not wait. Banquo might suspect something already. I must eliminate him before he poses a threat.

LM: (concerned) But what if this decision might bring more trouble upon us?

M: (resolute) It may be dangerous, but I will do whatever it takes to secure my power. Banquo and his son must not stand in my way.

LM: (nervously) Just be cautious, Macbeth. One wrong step and everything could fall apart.

M: (firmly) I understand the risks. But I will not let fear stop me. This is the only way.



Use the appropriate modal verbs to express predictions, and then share their scenarios with the class, justifying their choices

1. What might happen if Macbeth decides to ignore the witches' warnings about Banquo?
2. How could Lady Macbeth's ambition influence Macbeth's next decision?
3. What might happen to Macbeth's power if he continues to trust the witches' predictions?
4. If Macbeth chooses to act against Banquo, what consequences could this decision have on his rule?
5. How might the other characters react if they find out about Macbeth's actions against Banquo?

3. Listening: Group Discussion: • Activity: Discuss how fears and concerns can influence decisions, both in the play and in real life. Students will share their own concerns about a hypothetical situation and how they would express them using appropriate modals like might, may, and could. Listen actively to others' concerns and provide feedback.

Summary of the Witches' Scene in Macbeth for Learning Modal Auxiliaries:

In Act 1, Scene 3 of Macbeth, the protagonist meets three witches on a desolate heath. The witches make predictions about his future, saying he will be king of Scotland. Macbeth might feel pleased by this news, but he could also be concerned about

the consequences. The witches also warn that Banquo, his friend, might father a line of kings, which increases Macbeth's doubts and fears.

Macbeth must decide whether to trust the predictions and how to act. He might ignore them, but his ambition leads him to consider murder to secure the throne. This scene demonstrates the use of modal verbs to express possibilities, obligations, and future consequences.

Provides feedback.



4. Writing: Multiple-Choice Exercises: • Activity: To reinforce the use of modal verbs, students will complete a series of multiple-choice questions based on different scenarios from the play. They will choose the appropriate modal (might, may, could, or will) to express predictions or concerns in each situation.

 Instructions: Choose the appropriate modal verb (might, may, could, or will) to complete each sentence, based on the scenarios from the play.

1. Macbeth fears that Banquo's descendants _____ threaten his reign in the future.

- A) may
- B) must
- C) could
- D) will

2. Lady Macbeth believes that they _____ never achieve power if they do not act quickly.

- A) will
- B) could
- C) might
- D) should

3. If Macbeth follows the witches' advice, he _____ become king very soon.

- A) may
- B) could
- C) will
- D) might

4. Macbeth worries that his decision to kill King Duncan _____ lead to his own downfall.

- A) might
- B) will
- C) may
- D) could

5. Banquo thinks that the witches' prophecy _____ not be trustworthy.

- A) should
- B) may
- C) could
- D) will

6. If Macbeth's actions are discovered, he _____ lose his crown.

- A) must
- B) could
- C) will
- D) may

7. Macbeth fears that Fleance, Banquo's son, _____ become a threat to his throne.

- A) might
- B) may
- C) will
- D) could

8. Lady Macbeth worries that Macbeth's hesitation _____ make him appear weak.

- A) will
- B) may
- C) might
- D) could

9. The witches suggest that Macbeth _____ gain power, but he must be careful.

- A) will
- B) may
- C) should
- D) could

10. Macbeth is afraid that his guilt _____ drive him mad.

- A) could
- B) might
- C) will
- D) may

11. If Banquo's prophecy comes true, his sons _____ become kings after Macbeth.

- A) will
- B) could
- C) may
- D) might

12. Macbeth believes that killing Banquo _____ secure his position as king.

- A) may

- B) could
- C) will
- D) might

13. Lady Macbeth fears that people _____ suspect them if Macbeth acts strangely.

- A) could
- B) may
- C) will
- D) might

14. Macbeth is concerned that his ambition _____ lead him to commit more crimes.

- A) might
- B) should
- C) could
- D) will

15. If Macbeth trusts the witches completely, it _____ cost him everything.

- A) may
- B) will
- C) might
- D) could

Didactic Sequence 3:

Describing Past Events and Reflecting on Outcomes and Phrasal Verbs. **Ev. 1** → Exercises on the WorkBook.

English V

Literary Text:	Weekly Finally Work	Evaluation Tools	Topics & Aims
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Literary Text: “*Les Misérables*” by Victor Hugo.

Ev. 1 → Exercises on the WorkBook. & Create a short essay.

Evaluation Rubric
Observing behavior into classes
Technique: TRAFFIC LIGHT EVALUATION

Focus: *Describing Past Events.*

Didactic Sequence

Expressing Predictions and Concerns

Focus: **Describing Past Events.**

Sessions by week = 5 hours

Objective: Students will explore how past events shape characters' present and future, using the past simple, past continuous, and present perfect. Included phrasal verbs.

**Warm - up
Reading Skills**

1. Reading and Analysis: • Activity: Read an excerpt from *Les Misérables* focusing on Jean Valjean's transformation after his past experiences. Analyze how different past tenses are used to narrate and reflect on these events.

**Speaking & Listening
skills development**

2. Speaking: Timeline Activity emphasizes phrasal verbs. • Activity: In groups, students will create a timeline of Jean Valjean's life, describing key events using the past simple, past continuous, and present perfect. They will present their timelines to the class, explaining how each event influenced his character development.

3. Listening: Group Discussion: • Activity: Discuss how Valjean's past actions affect his present and future. Students will share similar experiences from their own lives, using appropriate tenses to describe past events that have influenced their present behavior.

**feedback: Writing and
Teacher's Assessment
skills at closing
English Session).**

4. Writing: Reflective Essay: • Activity: Write a short essay about how a past event (real or fictional) has influenced their present behavior or outlook, using the appropriate past tenses and phrasal verbs. Focus on expressing the connection between the past and the present clearly.

5. Teacher's Assessment: • Activity: Evaluate students based on their participation in the group discussion, accuracy and coherence in the timeline presentations, and the quality of the reflective essays. Use a rubric to assess their understanding and use of past tenses, as well as their ability to reflect on personal or fictional events.

1. Reading and Analysis: • Activity: Read an excerpt from *Les Misérables* focusing on Jean Valjean's transformation after his past experiences. Analyze how different past tenses are used to narrate and reflect on these events.

Les Misérables



Directions. According to the vocabulary below, highlight the phrasal verbs, then write examples.

From *Les Misérables* by Victor Hugo:

After being released from prison, Jean Valjean struggled to move on from his past. Despite his efforts, society did not easily take him in. He came across many obstacles that made him question his ability to change. However, he made the decision to transform his life, showing resilience and determination. His encounter with the Bishop was a pivotal moment that helped him get over his bitterness and take up a new path, dedicating himself to helping others.

As the years went by, Jean Valjean's past continued to catch up with him. His true identity was revealed,

and he had to run away to protect Cosette, the young girl he had vowed to care for. He always tried to keep up appearances, acting as a respectable man, but the shadow of his past never fully disappeared. His struggles showed the complexity of

human redemption and the power of love and sacrifice.

Despite the constant fear of being discovered, Valjean managed to bring up Cosette in a safe and loving environment. He looked after her as if she were his own daughter, ensuring she had a better life than he ever did.

However, his past actions and the relentless pursuit of Inspector Javert threatened their safety. In the end, Valjean's dedication and love for Cosette proved to be his redemption, allowing him to finally find peace and a sense of purpose in a world that had once rejected him.





1. Move on: Superar o dejar atrás algo.

- Example: *Jean Valjean struggled to move on from his past.*

2. Take in: Aceptar o dar refugio.

- Example:

3. Come across: Encontrarse con algo o alguien inesperadamente.

- Example:

4. Get over: Superar una dificultad o un problema.

- Example:

5. Take up: Empezar una nueva actividad o camino.

- Example:

6. Go by: Pasar (el tiempo).

- Example:

7. Catch up: Alcanzar o ponerse al día, también puede significar ser atrapado por algo.

- Example:

8. Run away: Huir o escapar.

- Example:

9. Keep up: Mantener o seguir el ritmo.

- Example:

10. Bring up: Criar o educar a un niño.

- Example: *He managed to bring up Cosette in a safe environment.*

11. Look after: Cuidar de alguien.

- Example:

12. Find out: Descubrir algo.

- Example:

13. Turn into: Convertirse en algo.

- Example:

14. Give up: Rendirse o dejar de hacer algo.

- Example:

15. Look back: Recordar o reflexionar sobre el pasado.

- Example:

These phrasal verbs are useful for understanding character actions and emotions in complex narratives, like those in Les Misérables.

2. Speaking: Timeline Activity emphasizes phrasal verbs. • Activity: In groups, students will create a timeline of Jean Valjean's life, describing key events using the past simple, past continuous, and present perfect. They will present their timelines to the class, explaining how each event influenced his character development.



Timeline Using Phrasal Verbs in
Different Tenses (Fill in the
Blanks).

Directions. Complete the timeline by filling in the
blanks with the correct form of the phrasal verbs
provided.



1. 1815: Released from Prison (*Past Simple*)

- Jean Valjean _____ (*run away*) from the authorities after being released from prison.

2. 1815: Encounter with the Bishop (*Past Continuous*)

- Valjean _____ (*come across*) many challenges when he met the Bishop.

3. 1815: Decision to Change (*Present Perfect*)

- He _____ (*take up*) a new identity since deciding to change his life.

4. 1823: Becoming Mayor (*Past Simple*)

- He _____ (*set up*) a business and became the mayor of Montreuil-sur-Mer.

5. 1823: Meeting Fantine (*Past Continuous*)

- Jean Valjean _____ (*find out*) about Fantine's struggles when he decided to help her.

6. 1823: Admitting His True Identity (*Present Perfect*)

- Valjean _____ (*give himself up*) to save an innocent man.

7. 1823: Caring for Cosette (*Past Simple*)

- He _____ (*take in*) Cosette and promised to look after her.

8. 1832: Escaping from Javert (*Past Continuous*)

- He _____ (*run away*) with Cosette to escape Javert's pursuit.

9. 1832: Role in the Revolution (*Present Perfect*)

- Jean Valjean _____ (*get involved*) in the June Rebellion to protect Marius.

10. 1832: Final Redemption (*Past Simple*)

He _____ (*find out*) about Marius's love for Cosette and decided to support them.

11. 1833: Passing Away (*Past Continuous*)

Valjean _____ (*pass away*) peacefully, knowing he fulfilled his promises.

12. Legacy (*Present Perfect*)

He _____ (*leave behind*) a legacy of redemption and love for those he cared for.

3. Listening: Group Discussion: • Activity: Discuss how Valjean's past actions affect his present and future. Students will share similar experiences from their own lives, using appropriate tenses to describe past events that have influenced their present behavior.

Jean Valjean's Transformation in Les Misérables

Jean Valjean's life story in Les Misérables is a powerful narrative of redemption and transformation. After being released from prison, he struggled to find his place in society and was constantly facing rejection due to his criminal record. However, his encounter with the kind-hearted Bishop, who gave him a second chance, marked the beginning of his transformation. Valjean took up a new identity and became a respected man, helping others and using his newfound power to improve the lives of those around him. He rescued Cosette from the cruel Thénardiens and raised her as his own, demonstrating his deep commitment to redemption and love.

Despite his past, Valjean has continuously fought to protect Cosette and provide her with a better future. He has struggled to reconcile his identity as a former convict with his role as a father figure. Valjean's journey illustrates the complexity of human nature and the possibility of change. Throughout the novel, he has faced numerous challenges, such as evading the relentless pursuit of Inspector Javert and saving Marius during the June Rebellion. Ultimately, Valjean has redeemed himself by dedicating his life to others, showing that true change is possible through love, sacrifice, and unwavering determination.



PAST TENSES

Examples with Past Simple

1. Jean Valjean _____ (steal) a loaf of bread to feed his sister's children.
2. He _____ (serve) nineteen years in prison for his crime and multiple escape attempts.
3. The Bishop _____ (give) him a second chance by not reporting him to the police.
4. Valjean _____ (rescue) Cosette from the abusive Thénardiens.
5. He _____ (confess) his true identity to save an innocent man.

Examples with Past Continuous

1. Valjean _____ (struggle) to survive when he met the Bishop.
2. He _____ (hide) from Inspector Javert when he found Cosette.
3. Fantine _____ (die) when she asked Valjean to take care of her daughter.
4. Jean Valjean _____ (plan) to escape with Cosette when the rebellion started.
5. He _____ (carry) Marius through the sewers while escaping from the police.

Examples with Present Perfect

1. Jean Valjean _____ (help) many people since leaving prison.
2. He _____ (take in) Cosette and cared for her as his own daughter.

3. Valjean _____ (struggle) with his past identity throughout his life.

4. Javert _____ (pursue) Valjean relentlessly for years.

5. Valjean _____ (redeem) himself by saving Marius and uniting him with Cosette.

Phrasal verbs

A phrasal verb is formed by combining a verb with a preposition or adverb, or both, to form a new phrasal verb.

EXAMPLES

- Look after
- Put off
- Give up

EXAMPLE SENTENCES

- She gets up at midday during the winter.
- However, this morning she got up early morning.
- She has gotten up early on previous days.

Most Common Phrasal Verbs

EXAMPLE



Lined area for writing examples of phrasal verbs.

Phrasal Verbs

A. Inseparable Phrasal Verbs

When the particle can be in only one place in the sentence.

B. Separable Phrasal Verbs

When we can change the place of the particle without affecting the sentence's meaning.

EXAMPLE



Example:

separable: I can turn on the radio/ I can turn the radio on

inseparable: I can look after him/ (and not "I can look him after")

Directions: **Complete the Sentences:** Fill in the blanks with the correct form of the given phrasal verbs (e.g., break out, hide out). Then, **Use the Appropriate Tense:** Use the past simple, past continuous, or present perfect tense as required by the context. **After,** Check for Separable and Non-Separable Verbs: For separable phrasal verbs, ensure the object is placed correctly (e.g., "bring up Cosette" or "look back on his past").



Jean Valjean _____ (break out) of prison many years ago. While he _____ (hide out) under a false identity, he _____ (take care of) many people. One day, he _____ (come across) a young girl named Cosette who _____ (put up with) mistreatment by the Thénardiers. He _____ (make up) his mind to rescue her and they _____ (set off) together for many years. Recently, Jean Valjean _____ (look back) on his past and _____ (find out) how much he _____ (give up) to protect Cosette and do good. Despite his past struggles, he _____ (come to terms with) his past and _____ (bring up) Cosette as his own daughter.

4. Writing: Reflective Essay: • Activity: Write a short essay about how a past event (real or fictional) has influenced their present behavior or outlook, using the appropriate past tenses and phrasal verbs. Focus on expressing the connection between the past and the present clearly.

Using these words and phrasal verbs, you can create a short essay that captures the essence of Les Misérables and its themes.

1. Redemption

2. Justice

3. Compassion

4. Sacrifice

5. Revolution

6. Suffering

7. Poverty

8. Forgiveness

9. Identity

10. Humanity

11. Misery

12. Kindness

13. Oppression

14. Freedom

15. Courage

16. Transformation

17. Hope

18. Integrity

19. Resilience

20. Conflict

15 Phrasal Verbs:

1. Break out

2. Take in

3. Look after

4. Come across

5. Give up

6. Bring up

7. Set off

8. Look back

9. Run away

10. Give in

11. Get through

12. Find out

13. Put up with

14. Turn into

15. Carry on

Didactic Sequence 4:

Integrating Lessons Learned – Creating a Personal Socioemotional Guide

. Ev. 1 → Exercises on the WorkBook.

English V

Literary Text:	Weekly Finally Work	Evaluation Tools	Topics & Aims
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“To Kill a Mockingbird” by Harper Lee.

Ev. 1 → Exercises on the WorkBook.

Evaluation Rubric
Observing behavior into classes
Technique: TRAFFIC LIGHT EVALUATION

Focus: Creating a Personal Socioemotional Guide

Didactic Sequence

Integrating Lessons Learned – Creating a Personal Socioemotional Guide

Focus: **Creating a Personal Socioemotional Guide.**

Sessions by week = 5 hours

Objective: Students will create a personal socioemotional guide based on the lessons learned from the literary texts studied, integrating the use of modals and past tenses.

**Warm - up
Reading Skills**

1. Reading and Reflection: • Activity: Read an excerpt from To Kill a Mockingbird where Atticus Finch gives advice to his children about empathy and understanding others. Reflect on the socioemotional values presented and how they can be applied in real life.

**Speaking & Listening
skills development**

2. Listening: Class Discussion: • Activity: Discuss the importance of empathy, responsibility, and learning from past events. How do the characters from the previous didactic sequences reflect these values? Students will share their insights and listen to their peers' interpretations.

3. Personal Guide Creation: • Activity: Students will create their own socioemotional guide, including: • Advice: Using must, should, and ought to for handling specific situations. • Predictions and Concerns: Using might, may, and could for dealing with future challenges. • Past Reflections: Describing past experiences that have shaped them using the past simple, past continuous, and present perfect.

**feedback: Writing and
Teacher's Assessment
skills at closing
English Session).**

4. Writing: Peer Review: • Activity: Students will exchange guides with a classmate and provide constructive feedback on each other's work, focusing on clarity, relevance, and the appropriate use of modals and tenses.

5. Teacher's Assessment: • Activity: Evaluate students based on the completeness and depth of their socioemotional guide, the quality of their peer feedback, and their participation in the class discussion. Use a rubric to assess their understanding and application of the concepts, as well as their ability to reflect and give constructive criticism.

1. Reading and Reflection: • Activity: Read an excerpt from *To Kill a Mockingbird* where Atticus Finch gives advice to his children about empathy and understanding others. Reflect on the socioemotional values presented and how they can be applied in real life.

Directions: 1. Identify Past Tenses: Look for the past tense verbs that are marked in italics in the essay. Identify the Modals: Look for modal verbs such as *should*, *must*, *might*, *could*, *would*, *ought to*, and *may* in the essay. 2. Analyze Their Use: Reflect on how these past tense verbs describe actions, thoughts, or situations that have already happened. 3. Understand the Context: Consider the context in which each past tense is used to convey the message or lesson from the text.

Essay: Reading and Reflection on *To Kill a Mockingbird*

TO KILL A MOCKINGBIRD



In *To Kill a Mockingbird*, Atticus Finch taught his children, Jem and Scout, valuable lessons about empathy and understanding others. One of the most significant moments occurred when Atticus advised them, saying, "You

never really understand a person until you consider things from his point of view... until you climb into his skin and walk around in it." This advice emphasized the importance of empathy, which can help reduce prejudice and misunderstandings.

Atticus's words could have had a profound impact on how Jem and Scout perceived the people around them. They might have started to see the world differently and judged less harshly. For instance, Jem might have reconsidered his opinion about Boo Radley, understanding that he might have been lonely and misunderstood. Atticus's advice should be applied in our daily lives, as understanding others could have helped create a more compassionate society.

Reflecting on these socioemotional values, we realize that empathy and understanding are essential for harmonious coexistence. We ought to practice putting ourselves in others' shoes before making judgments. This practice might have reduced conflicts and fostered a more supportive community. In our interactions, we should strive to listen actively and consider others' feelings and experiences. In this way, the lessons from Atticus Finch's words can lead to a more empathetic and understanding world.



2. Listening: Class Discussion: • Activity: Discuss the importance of empathy, responsibility, and learning from past events. How do the characters from the previous didactic sequences reflect these values? Students will share their insights and listen to their peers' interpretations.

EXAMPLE



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Socioemotional Guide

1. Advice for Handling Specific Situations

Must:

- You must express your emotions in a healthy way to avoid misunderstandings. For example, if you feel overwhelmed, you must take a break and talk to someone you trust.

- You must prioritize self-care. Taking care of yourself mentally and physically must be a priority to maintain a balanced life.

Should:

- You should practice active listening when others are speaking. It shows respect and empathy, and it helps you understand their perspective better.
- You should set boundaries in your relationships. If someone's behavior makes you uncomfortable, you should communicate your limits clearly.

Ought to:

- You ought to be patient with yourself during difficult times. Personal growth and healing take time, and you ought to give yourself the grace to go through the process.
- You ought to apologize when you realize you have hurt someone. It's a step toward mending relationships and shows that you value the other person's feelings.

2. Predictions and Concerns for Future Challenges

Might:

- You might feel anxious about an upcoming presentation or exam, but preparing thoroughly might reduce your stress.
- There might be conflicts in your personal or professional life, but staying calm and communicating effectively might help resolve them.

May:

- You may encounter setbacks in your goals, but they may also provide valuable lessons and opportunities for growth.

- There may be times when you feel unsure about your decisions, but seeking advice from trusted individuals may give you clarity.

Could:

- You could face challenges in maintaining work-life balance, but prioritizing your time and energy could help you manage both effectively.
- A stressful situation could lead to negative emotions, but practicing mindfulness and relaxation techniques could improve your mental well-being.

3. Past Reflections on Shaping Experiences

Past Simple:

- I faced a difficult situation when I moved to a new city. I felt isolated and struggled to make new friends.
- I took up journaling to manage my stress, and it helped me process my thoughts and emotions.

Past Continuous:

- I was struggling with self-doubt when I started my first job. It was affecting my confidence and performance.
- While I was going through a tough time, I was learning to rely on my support system and ask for help when needed.

Present Perfect:

- I have learned to be more resilient by facing various challenges in my life.
- I have developed a better understanding of my emotions and how to manage them effectively.
- I have come to realize that setbacks are part of life and have used them as stepping stones for personal growth.

This guide provides practical advice, anticipates potential challenges, and reflects on past experiences to offer a comprehensive approach to socioemotional well-being.



3. Personal Guide Creation: • Activity: Students will create their own socioemotional guide, including: • Advice: Using must, should, and ought to for handling specific situations. • Predictions and Concerns: Using might, may, and could for dealing with future challenges. • Past Reflections: Describing past experiences that have shaped them using the past simple, past continuous, and present perfect.

Comprehension Questions:

1. What advice is given under the "Must" section for handling specific situations?
 -
 -
2. Why is it important to practice active listening according to the "Should" section?
 -
 -
3. In which situations should one use the modal verb "ought to" for handling conflicts or emotions?
 -
 -
4. What are some potential future challenges mentioned under the "Predictions and Concerns" section, and which modal verbs are used to express them?
 -
 -
5. How has the author used past tenses to reflect on shaping experiences in the past? Provide examples from the "Past Reflections" section.
 -
 -
6. What is the overall purpose of this socioemotional guide and how can it be applied in real life?
 -
 -

7. Identify two pieces of advice that could be most useful for managing stress in everyday situations.

-
-

8. How can setting boundaries in relationships, as suggested in the "Should" section, contribute to personal well-being?

-
-

9. According to the guide, how might seeking advice from trusted individuals help in times of uncertainty?

-
-

10. What role does self-care play in maintaining a balanced life as mentioned in the guide, and which modal verbs emphasize this practice?

-
-

Reflect on each question and provide thoughtful responses based on the socioemotional guide.

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4. Writing: Peer Review: • Activity: Students will exchange guides with a classmate and provide constructive feedback on each other's work, focusing on clarity, relevance, and the appropriate use of modals and tenses.

Sarah's Situation:

Sarah, like Scout Finch in *To Kill a Mockingbird*, has faced misunderstandings and prejudice from her peers because of her quiet nature and thoughtful demeanor. She used to be overlooked by her classmates, who thought she was too timid to lead. But now, after being elected student council president, she must find the courage to stand up for herself and her classmates.

She might have doubted her abilities in the past, but she has realized that she must speak up to create a positive change in her school. She could have avoided taking on this responsibility, but she chose to

face her fears. Just as Atticus Finch taught his children to understand others, Sarah has learned that she must try to understand her classmates' needs and concerns, even when it is challenging.

One day, a group of students was making fun of a new classmate for being different. Sarah stood up and spoke out, telling them that everyone ought to be treated with respect and kindness. She must remember that her role is not just about leadership, but also about empathy and justice, just like Atticus taught Scout and Jem. In this moment, she realized that she could make a difference by being brave and empathetic, embodying the values of understanding and compassion.

Reflection



Lined area for reflection writing, featuring horizontal blue lines and vertical red margin lines. A large, faint watermark reading 'Dalia Mendoza' is visible across the page.

Didactic Sequence 5:

Practicing Dialogues and Presenting Texts in English. **Ev. 1** → Exercises on the WorkBook.

English V

Literary Text:	Weekly Finally Work	Evaluation Tools	Topics & Aims
"To Kill a Mockingbird" by Harper Lee.	Ev. 1 → Exercises on the WorkBook. Oral skills communication.	Evaluation Rubric Observing behavior into classes Technique: TRAFFIC LIGHT EVALUATION	Focus: Enhancing Oral and Written Communication Skills through Dialogues and Presentations

Didactic Sequence

Sessions by week = 5 hours	Enhancing Oral and Written Communication Skills through Dialogues and Presentations Focus: Enhancing Oral and Written Communication Skills through Dialogues and Presentations. Objective: Students will create a personal socioemotional guide based on the lessons learned from the literary texts studied, integrating the use of modals and past tenses.
	1. Reading and Preparation: • Activity: Students will read short excerpts from selected English texts that demonstrate effective dialogue. They will analyze these excerpts to identify key elements such as tone, structure, and vocabulary used in dialogues. • Purpose: To familiarize students with the characteristics of effective dialogues and provide a model for their own writing.
Warm - up Reading Skills	2. Speaking: Dialogue Creation and Rehearsal: • Activity: In pairs, students will create a dialogue of approximately 100 words based on a given topic or scenario (e.g., discussing a book, planning a trip, or resolving a conflict). They will rehearse their dialogue, focusing on pronunciation, intonation, and natural flow. • Purpose: To encourage collaborative creation of dialogues and improve verbal communication skills.
Speaking & Listening skills development	3. Listening: Peer Dialogue Presentation. • Activity: Each pair will perform their dialogue in front of the class. The audience will listen carefully and take notes on the effectiveness of the communication, use of vocabulary, and clarity of the message. • Purpose: To develop active listening skills and provide constructive feedback to peers.
feedback: Writing and Teacher's Assessment skills at closing English Session).	4. Writing: Text Presentation Preparation. • Activity: Each student will choose a short written text they have previously developed (e.g., a reflective essay, a short story, or a descriptive paragraph). They will prepare a short presentation (2-3 minutes) about the text, highlighting its main points, themes, and their personal motivation for writing it. • Purpose: To strengthen written expression and prepare students for effective oral presentations.
	5. Speaking: Presenting Written Texts: • Activity: Students will present their texts to the class, sharing the content and context of their writing. They should use visual aids (e.g., a slide with key points or images related to their text) to support their presentation. Classmates will be encouraged to ask questions or comment on the presentation. • Purpose: To practice public speaking and presenting personal work confidently in front of an audience.



Teacher's Assessment:

- Activity: The teacher will assess students based on their participation in dialogue creation, the quality and delivery of their dialogues, and the effectiveness and clarity of their text presentations. A rubric will be used to evaluate verbal fluency, use of appropriate vocabulary, coherence in presenting their written text, and the ability to engage the audience.

- Purpose: To provide feedback on students' oral and written communication skills and their ability to present effectively in English.

Materials Needed:

- Copies of selected English text excerpts for analysis.
- Notebooks or devices for writing dialogues and preparing presentations.
- Visual aids (e.g., slides, posters) for supporting text presentations.

This sequence aims to foster a comprehensive approach to using English in the classroom by integrating reading, writing, speaking, and listening activities, ultimately building students' confidence and fluency in the language.

- Worksheets for multiple-choice exercises.

Multiple-Choice Worksheet: Past Tenses.

Instructions: Choose the correct answer from the options provided for each sentence.

1. Jean Valjean _____ a loaf of bread to feed his sister's children.

- a) stealed
- b) stole
- c) has stolen

2. While Valjean _____ in hiding, he met a young girl named Cosette.

- a) was being
- b) was hiding
- c) hid

3. The Bishop _____ Valjean a second chance by not reporting him to the police.

- a) gave
- b) gives
- c) had given

4. By the time Javert arrived, Valjean _____ with Cosette.

- a) has escaped
- b) escapes
- c) had escaped

5. Fantine _____ ill while working to support her daughter.

- a) becomes
- b) became
- c) has become

6. They _____ in Paris when the June Rebellion started.

- a) were living

- c) had been lived

7. Valjean _____ Marius from certain death during the rebellion.

- a) was saved
- b) saves
- c) saved

8. Cosette _____ with the Thénardiens before Valjean took her away.

- a) has been living
- b) had been living
- c) was lived

9. Javert _____ Valjean for many years before realizing his own moral conflict.

- a) has pursued
- b) had pursued
- c) pursued

10. Valjean _____ himself to save an innocent man mistaken for him.

- a) gave up
- b) gave himself up
- c) gives up

11. They _____ a peaceful life in the countryside after the revolution.

- a) were living
- b) had lived
- c) lived

12. When he was young, Valjean _____ to steal for his family.

- a) forced

- b) has forced
- c) was forced

13. The citizens _____ with joy when they learned of Valjean's good deeds.

- a) were cheering
- b) cheered
- c) had been cheering

14. After escaping the sewers, Valjean _____ Marius to safety.

- a) carries
- b) carried
- c) had carried

15. Valjean _____ to live a life of peace after years of struggle.

- a) wanted
- b) was wanting
- c) has wanted

Multiple-Choice Worksheet: Phrasal Verbs.

Instructions: Choose the correct answer from the options provided for each sentence.

1. Jean Valjean decided to _____ a new identity to start a better life.

- a) take up
- b) make up
- c) put up

2. After the encounter with the Bishop, Valjean _____ stealing and began a life of good deeds.

- a) gave up
- b) gave in
- c) gave out

3. Cosette's mother asked Valjean to _____ her daughter after she died.

- a) look for
- b) look after
- c) look at

4. Valjean _____ in at the Thénardiers' inn to rescue Cosette.

- a) walked out
- b) walked into
- c) walked by

5. Javert continued to _____ Valjean for years, trying to catch him.

- a) run after
- b) run over
- c) run out

6. Valjean _____ Cosette's background to understand her situation better.

- a) found out
- b) found up
- c) found in

7. Valjean _____ the barricades to save Marius during the rebellion.

- a) broke through

- b) broke down
- c) broke into

8. Despite his difficult past, Valjean _____ with all challenges to lead a righteous life.

- a) got by
- b) got away
- c) got through

9. Valjean _____ in a lot of effort to protect Cosette and keep her safe.

- a) put on
- b) put in
- c) put off

10. The people of Paris _____ to support the revolution against the government.

- a) rose up
- b) rose off
- c) rose in

11. Valjean never _____ on his promise to care for Cosette.

- a) let off
- b) let out

- c) let down

12. When Valjean _____ Cosette, she was living in terrible conditions.

- a) came across
- b) came about
- c) came around

13. Javert _____ Valjean's past, determined to bring him to justice.

- a) looked into
- b) looked after
- c) looked over

14. Valjean _____ his feelings and focused on doing what was right.

- a) kept down
- b) kept off
- c) kept in

15. Marius _____ Cosette at the garden and instantly fell in love with her.

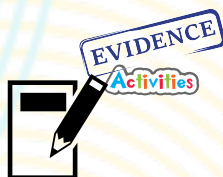
- a) ran into
- b) ran over
- c) ran out

ND 2 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



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Firmas de enterados

Padre de familia /Tutor

Alumno

Docente de asignatura

Nombre y firma

SELF-CARE STRATEGIES



Evaluation Period II:

Didactic Sequence 1. Expressing Probability and Possibility:

- Using might have, could have, must have, and other modal perfects to speculate about past events or express probability and possibility.
- Constructing hypothetical statements about what could have happened or what might happen.

Didactic Sequence 2. Reporting and Narrating Events:

- Learning to report speech and events using indirect speech and narrative tenses.
- Expressing what others said or did, and how it affects the present or future.

Didactic Sequence 3. Comparing Past and Present Actions:

- Using contrastive structures to discuss differences between past habits and current actions or situations.
- Employing expressions like used to, would, and no longer to talk about changes over time.

Didactic Sequence 4: Integrating Lessons Learned – Creating a Personal Socioemotional Guide

- **Comparing Past and Present Actions** • Integrating Lessons Learned – Creating a Personal Socioemotional Guide • Comparing Past and Present Actions

Didactic Sequence 5: Practicing Dialogues and Presenting Texts in English.

- Practicing Dialogues and Presenting Texts in English • Worksheets for multiple-choice exercises.