

2025

Curricular Learning Unit

English V

LEARNING Progressions

Dalia Mendoza Herrera



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Presentation of the Curricular Learning Unit: English 5

The *Curricular Learning Unit English 5*, part of the Language and Communication field, is designed to develop students' communicative skills through meaningful and functional use of English in diverse personal, academic, and social situations. The unit is structured around **11 learning progressions**, which are implemented through weekly Didactic Lesson Plans of **five sessions** that integrate the four language skills: listening, speaking, reading, and writing. As established in the 2023 Curriculum Framework (MCCEMS), this unit promotes a comprehensive education that “recognizes students as historical, ethical, political, and cultural subjects, capable of transforming their reality through dialogue and active participation” (SEP-SEMS, 2023).

Weekly, students complete a 📌 **Integrative Product** designed to consolidate language learning, promote critical thinking, and strengthen oral and written communication in English. These products may vary in format—interviews, dialogues, presentations, descriptive or argumentative texts—depending on the specific learning progression, and are always aligned with the thematic content of the week. This unit also incorporates a Cross-Curricular Approach, integrating Literary Studies, Language and Communication, and Digital Culture, while fostering **Social-Emotional Resources**, particularly 🧡 **Emotional and Affective Well-being** through 🎨 **Artistic and Cultural Activities**.

Each product is evaluated using a 🚦 **traffic-light rubric**: 🟢 **Green = Excellent** 🟡 **Orange = Satisfactory**. 🔴 **Red = Insufficient**—, supporting formative assessment and encouraging students' self-awareness. The course is divided into three partial blocks throughout the semester, allowing for ongoing and balanced assessment that values both the learning process and its outcomes.

The evidence portfolio will be kept in a **large-grid physical notebook**, which enhances visual clarity, organization, and legibility—especially for tasks involving written composition, vocabulary organization, or note-taking. This notebook will be used to monitor each student's individual learning progress and will be reviewed weekly as part of the closure of each Didactic Lesson Plans.



Index – English 5 Learning Progressions

		Pages
✦ First Partial Block – Daily Communication: Present Tenses and Real-life Expression		
1. Progression 1	<i>Engages in fluent conversation about general facts, habits, and universal truths by coherently using the present simple and present continuous to express actions, routines, and states in different contexts, confirming information using tag questions.</i>	6
2. Progression 2	<i>Narrates events, situations, facts, and/or anecdotes from their context that occurred in the past, including actions that were in progress, both orally and in writing.</i>	13
3. Progression 3	<i>Communicates spontaneous decisions, formulates responses to actions in their environment, and predicts future events in personal, academic, and professional contexts, confirming information using tag questions.</i>	19
4. Progression 4	<i>Communicates consequences, forecasts, or possible events both orally and in writing using the zero conditional. Offers advice on personal, academic, or professional topics and discusses events that are likely to happen due to a present action or situation.</i>	26
🧠 Second Partial Block – Narratives, Arguments and Language Structures		
5. Progression 5	<i>Develops a narrative, review, or chronicle describing a past event that continues in the present or a recent event that is currently relevant, identifying which action happened shortly before another. Confirms the given information using tag questions.</i>	42

- 6. Progression 6**
Debates and argues orally on a specific topic, articulating and distinguishing modal verbs of obligation (*must, have to*), advice (*should*), permission (*can, could, may*), and possibility or ability (*can, could, might*). Also includes "would" to express opinions, using tag questions to confirm information. **46**
- 7. Progression 7**
Creates a report or summary using the passive voice to describe recent news events by comparing different sources of information, writing affirmative, negative, and interrogative sentences. **53**
- 8. Progression 8**
Infers the meaning of unfamiliar words in spoken or written texts related to a topic of interest, technical career, or cross-curricular project by analyzing word components and using prefixes, suffixes, gerunds, and infinitives. **62**

📌 Third Partial Block – Hypothetical Thinking, Agreement, and Specialized Language

- 9. Progression 9**
Creates and communicates hypothetical situations, expressing wishes, dreams, or unlikely events. Practices giving advice or discussing imaginary consequences if a certain condition were met. **71**
- 10. Progression 10**
Expresses a personal and critical stance on a specific topic using various connectors (*so, too, neither, not either*) to express agreement, disagreement, and affirmations both orally and in writing, interacting fluently in diverse contexts. **77**
- 11. Progression 11**
Identifies technical vocabulary related to their field, both orally and in specialized texts. Writes value judgments using reflexive and reciprocal pronouns. **84**

First Partial Block



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The Evidence Portfolio will be kept in a *large-grid physical notebook*, which enhances visual clarity, organization, and legibility—especially for tasks involving written composition, vocabulary organization, or note-taking.

The Evidence Portfolio



Firmas de enterados

Padre de familia /Tutor	Alumno	Docente de asignatura
Nombre y firma		

Cross-Curricular Approach:
Literary Studies, Language
and Communication, and
Digital Culture

✦ **First Partial Block:**
-Daily
Communication:
Present Tenses and
Real-life Expression

PROGRESSION 1. Engages in fluent conversation about general facts, habits, and universal truths by coherently using *the present simple and present continuous* to express actions, routines, and states in different contexts, confirming information using tag questions.

Learning Objectives: **L5.** Understands the main message as well as specific details in conversations on various topics, clearly identifying the speaker's intentions in order to make inferences. Follows detailed instructions and extracts key information from speeches, news, and audiovisual materials by applying prior knowledge to deduce implicit meanings or infer missing details.

Category	Subcategory	Topics and Subtopics
Listening	• Listening for detail	Topic 1: Daily Routines and Habits 1.1. Describing personal and others' routines using the Simple Present.
Speaking		Topic 2: General Truths and Universal Facts 2.1. Talking about facts related to nature, society, or the human body (e.g., "The sun rises in the east").
Reading		Topic 3: Actions Happening Now 3.1. Using Present Continuous to describe ongoing actions and temporary situations.
Writing		Topic 4: Confirming Information with Tag Questions 4.1. Identifying and practicing the use of tag questions in conversation to verify or reaffirm information

Social-Emotional Resources. → ♥ Emotional and Affective Well-being (🎨 *Artistic and Cultural Activities*):
✓ Create illustrated daily routine posters & general facts about the world: science, culture, nature.

Warm-up / Diagnostic Phase (Listening Skill) In the opening phase, students will explore personal and others' daily routines through short readings and guided conversations. Prior knowledge of the simple present will be activated, and observation of everyday habits will be encouraged, with emphasis on understanding grammatical structures and applying them in personal contexts.

Development Phase (Reading & Writing Skills) In the development phase, students will practice identifying universal truths using the simple present, describe ongoing actions with the present continuous, and form sentences using tag questions. Through readings, dialogues, written exercises, and oral activities, they will strengthen their communication skills with a focus on grammatical accuracy and contextual expression.

Closing Phase (Speaking Skill) In the closing phase, students will integrate the content learned by creating a mini booklet that includes routines, universal facts, present continuous descriptions, and dialogues with tag questions. This final product will be presented creatively and evaluated using a traffic-light rubric, encouraging self-assessment and reflection.

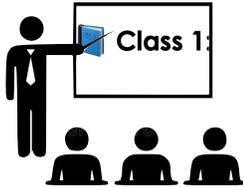
Portfolio Task → Evaluation methods (Assessment Strategies: Rubric) → 📌 Integrative Product: **Mini booklet -digital or printed-** (with images or drawings of general facts about the world: science, culture, nature). 🚦 **Traffic Light Technique:** 🟢 Green = Excellent. 🟡 Orange = Satisfactory. 🔴 Red = Insufficient.



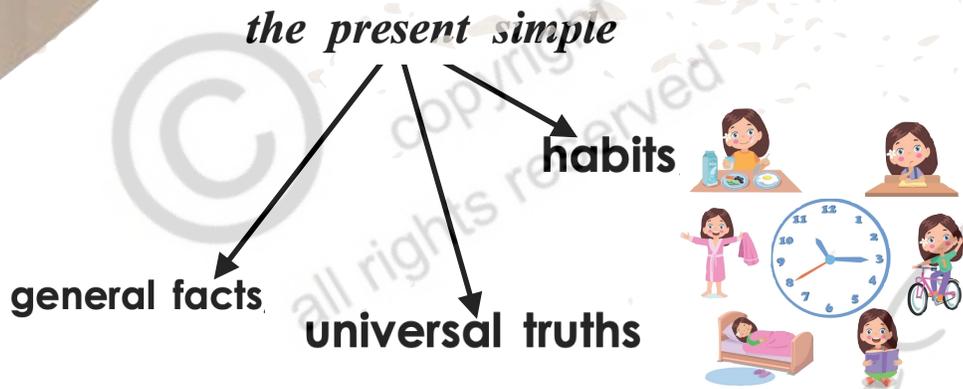
Cross-Curricular Approach:
Literary Studies, Language and Communication, and Digital Culture

✦ *First Partial Block:* -Daily Communication: Present Tenses and Real-life Expression

PROGRESSION 1. Engages in fluent conversation about **general facts**, **habits**, and **universal truths** by coherently using *the present simple and present continuous* to express actions, routines, and states in different contexts, confirming information using tag questions.



Warm-up / Diagnostic Phase
(Listening Skill)



present continuous

Actions Happening Now



2. What is the correct form: *He go* or *He goes*?

3. When do we use "does" instead of "do" in questions?

Comprehension Questions (Tag Questions + Present Simple):

1. Luis studies volcanoes, doesn't he?

2. Ana meditates every morning, doesn't she?

3. They write in journals every night, don't they?

4. Ana wants to be a therapist, doesn't she?



 **Class 2: General Truths and Universal Facts**

Topic 2: Talking about facts related to nature, society, or the human body.

Objective 2.1: Students will identify and write 5 universal truths using the Simple Present.

Reading Text:

The Earth orbits the sun, doesn't it? Volcanoes erupt when pressure builds beneath the Earth's surface. Water boils at 100°C, and humans need oxygen to survive. Bees help pollinate flowers, and without them, ecosystems suffer. These truths help us understand the natural world, don't they?

Comprehension Questions:

1. What happens when pressure builds under Earth's surface?

2. Why are bees important for the environment?

Grammar Rule Questions:

1. Why do we use the base verb after *do/does* in questions?

2. What form of the verb do we use for *he/she/it* in affirmative sentences?

Class 3: Actions Happening Now

Topic 3: Using the Present Continuous to describe ongoing actions and temporary situations.

Objective 3.1: Students will write short descriptions or dialogues about what is happening in their lives or environment.

Dialogue Example:

Luis: Hi Ana! What are you doing? Ana: I'm watching a documentary about brain development. What about you? Luis: I'm building a new volcano model. It's erupting lava everywhere! Ana: That sounds fun! Are you writing about it in your science journal? Luis: Yes, I'm adding some new facts right now, aren't I?

Tag Questions Practice:

- She is watching a documentary, isn't she?

- He is building a model, isn't he?

- They are learning together, aren't they?

Note taking

**Closing
Phase
(Speaking Skill)**

Class 4: Confirming Information with Tag Questions

Topic 4: Identifying and practicing the use of tag questions in conversation to verify or reaffirm information.

Objective 4.1: Students will participate in short conversations using tag questions. **Activity (Fill in the blanks):**

Luis: You love natural sciences, _____? (don't you / do you)

Ana: Yes, I do. And you're studying volcanoes, _____? (aren't you / don't you)

Luis: I am. You get up early every day, _____? (don't you / aren't you)

Ana: I do. We're both preparing for our futures, _____? (aren't we / don't we)

[Optional] Activity: Pair work using cue cards with prompts to form tag questions.



The Evidence Portfolio

Class 5: Integrative Product – My Mini Booklet

Task: Students will create a mini booklet (digital or printed) with the following sections:

- A page about their daily routine with images or drawings. (Example: *I wake up at 6 a.m., don't I?*)
- A page with general facts about the world (science, nature, culture). (Example: *Volcanoes erupt due to pressure, don't they?*)
- A comic strip using Present Continuous. (Example: *The volcano is erupting, isn't it?*)
- A conversation using tag questions between two characters.

Optional: Oral presentation or 90-second video explaining their booklet.

Mini Booklet Evaluation Rubric (Traffic Light Technique):

Criteria	Excellent	Satisfactory	Insufficient
Daily Routine Page	Complete and clearly illustrated.	Mostly complete, some details.	Lacks clarity or missing elements.
General Facts Page	At least 5 correct facts + images.	3–4 facts, limited visuals.	Fewer than 3 facts or unclear.
Comic Strip (Present Continuous)	Creative and accurate use of tense.	Some tense errors or missing art.	Lacks Present Continuous structure.
Tag Question Dialogue	Accurate, fluent, 4+ questions.	2–3 questions, minor errors.	1 or no tag questions used.
Visual/Oral Presentation	Well-organized, engaging delivery.	Adequate presentation.	Incomplete or unclear.

Cross-Curricular Approach:
Literary Studies, Language
and Communication, and
Digital Culture

✦ *First Partial Block:*
-Daily Communication:
Present Tenses and
Real-life Expression

PROGRESSION 2.
Narrates events, situations, facts, and/or anecdotes from their context that occurred in *the past*, including actions that were in *progress*, both orally and in writing.

Learning Objectives:
L5. Understands the main message as well as specific details in conversations on various topics, clearly identifying the speaker's intentions in order to make inferences. Follows detailed instructions and extracts key information from speeches, news, and audiovisual materials by applying prior knowledge to deduce implicit meanings or infer missing details.

Category	Subcategory	Topics and Subtopics
Listening	<ul style="list-style-type: none"> Listening for detail Fluency. Skimming, Summarizing. Coherence and cohesion 	Topic 1: Past Routines and Memorable Events 1.1. Listening to short stories or testimonies about a school trip, a celebration, or a memorable moment.
Speaking		Topic 2: Past Actions in Progress (Past Continuous) 2.1. Reading short narratives that include both simple past and past continuous forms.
Reading		Topic 3: Personal Anecdotes 3.1. Students write a short anecdote (real or imagined) that includes a mix of past simple and past continuous.
Writing		Topic 4: Creative Storytelling 4.1. Read a short comic or illustrated story

Social-Emotional Resources.	→ ❤️ Emotional and Affective Well-being (🎨 <i>Artistic and Cultural Activities</i>): ✓ Reflect on an emotional experience from the past. What were you feeling at the time? Who helped you through it?
Warm-up / Diagnostic Phase (Listening Skill)	In the opening phase, students will listen to and analyze a short narrative about a memorable school trip. Through guided comprehension and grammar exercises, they will identify the use of the simple past in real-life contexts. This stage activates prior knowledge and fosters confidence in understanding and expressing past routines and events.
Development Phase (Reading & Writing Skills)	During the development phase, students will explore the past continuous and its contrast with the simple past through reading and writing tasks. They will identify interrupted actions, describe background settings, and create short anecdotes combining both tenses. Creative storytelling and peer feedback will enhance their narrative and grammatical precision in context.
Closing Phase (Speaking Skill)	In the closing phase, students will synthesize their learning by creating a 6-panel comic strip. They will narrate a personal or imagined anecdote using past simple and past continuous, combining visual storytelling with written expression. This integrative product encourages creativity, linguistic accuracy, and reflective application of the grammar learned throughout the unit.
Portfolio Task → Evaluation methods (Assessment Strategies:Rubric)	→ 📌 Integrative Product: 6-panel vertical comic strip- ((approx. 57 x 25 cm) in their notebook). 🚦 Traffic Light Technique: 🟢 Green = Excellent. 🟡 Orange = Satisfactory. 🔴 Red = Insufficient.

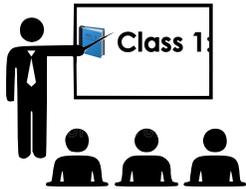


Cross-Curricular
Approach:
Literary Studies,
Language and
Communication, and
Digital Culture

✦ **First Partial
Block: -Daily
Communication:
Present Tenses and
Real-life Expression**

PROGRESSION 2.

Narrates events, situations, facts, and/or anecdotes from their context that occurred in *the past*, including actions that were in *progress*, both orally and in writing.



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

Past Continuous: was/were + verb+ing was walking → **Background**

Simple Past vs. Past Continuous (interrupted actions) started → **Interruption**



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

◆ **Class 1 – Topic 1: Past Routines and Memorable Events**

Objective: Understand and identify The use of the *simple past* in short stories/testimonies.

Activity 1.1:

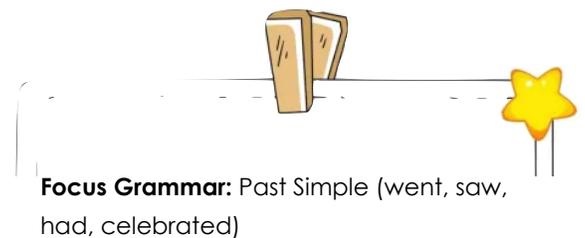
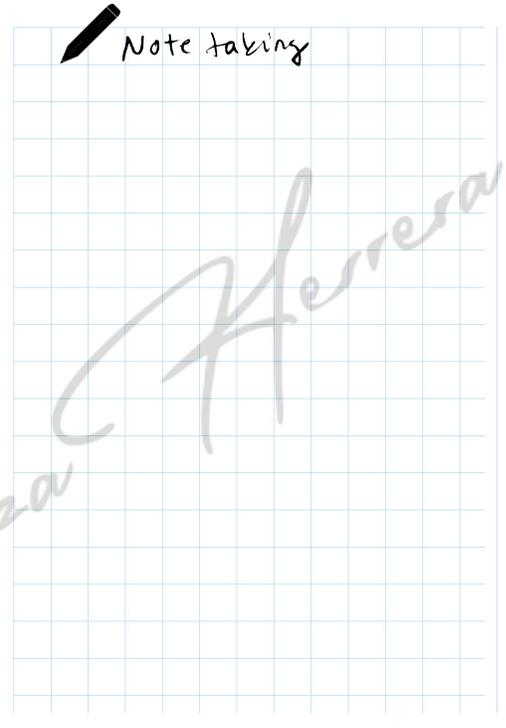
🎧 *Activity 1.1: Listening Comprehension (Function in the Narrative)*

Audio Script :

"Last summer, we went on a school trip to a museum in the city. We saw ancient artifacts, sculptures, and paintings from different cultures. Everyone was excited and took lots of pictures. After the visit, we had lunch at a local restaurant where the food was delicious. Then, we celebrated my friend's birthday with cake and music. We laughed, shared stories, and enjoyed every moment together. It was one of the best days of the year—full of fun, surprises, and great memories that we will never forget."

📖 **Complete the Exercises:**

1. We _____ on a school trip. (*went / go*)
2. They _____ ancient artifacts. (*saw / see*)
3. They _____ lunch at a local restaurant. (*had / have*)
4. They _____ a birthday. (*celebrate / celebrated*)
5. The story happened in the past. (*True / False*)
6. The trip was boring. (*True / False*)
7. They visited a science lab. (*True / False*)



Closure: Pair-share – “Tell your partner about a memorable moment in your life in 4–5 sentences.”

◆ **Class 2 – Topic 2: Past Actions in Progress**



Highlight the verbs:

- Yellow = Simple Past
- Blue = Past Continuous

Objective: Recognize the use of *past continuous* and its difference from *past simple* in written narratives.

Activity 2.1:

📖 Reading Task → *Past Simple & Past Continuous*

"While I **was walking** to school early in the morning, **it** suddenly **started** to rain heavily. I didn't have an umbrella, so I got completely wet. My shoes were making squishy sounds, and my backpack was soaked. My friend was waiting at the corner when I finally arrived, also dripping wet. We were talking about our homework and complaining about the weather when the teacher saw us through the window and called us into class. While we were taking off our wet jackets, the bell rang. It was a messy morning, but at least we weren't late."

✓ **Instructions:** Read the text. Identify the verbs in past simple and past continuous. Then, complete the table below.

Verb (underline it in the text)	Function in the Narrative
was walking	Background
it started	Interruption



Grammar Focus:



- Past Continuous: was/were + verb+ing was walking → **Background**
- Simple Past vs. Past Continuous (interrupted actions) *started* → **Interruption**

Closure: Create 3 sentences using both tenses correctly.

◆ **Class 3 – Topic 3: Personal Anecdotes**

Objective: Write a short anecdote using both *past simple* and *past continuous*.

Activity 3.1:

 **Writing Task**

- "One day, I was reading a book when suddenly the lights went out. I got up to check the fuse. While I was walking to the kitchen, I heard a strange noise. My dog was barking loudly. It turned out the wind had opened the door. I laughed and closed it quickly."

 **Highlight the verbs:**

- Yellow = Simple Past
- Blue = Past Continuous

Past Continuous	Past Simple

 **Peer Feedback:** Students create a list of verbs and write each one in both forms: *past simple* and *past continuous*.

Example:

play → played / was playing

run → ran / was running

- Each student must include at least 8 verbs in their list.

Closure: 2–3 students will choose verbs from their list and use them to write and read aloud a short anecdote (real or imagined) using both past simple and past continuous.

◆ **Class 4 – Topic 4: Creative Storytelling → Use your notebook!**

Objective: Interpret and create a story using visual and written narration.

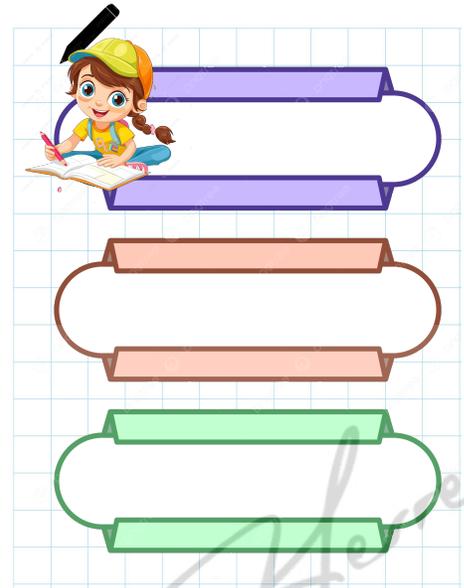
Activity 4.1:

Reading & Analysis

- "While Sara was drawing in her notebook, her jumped on the desk and spilled her juice. She got up quickly and grabbed a towel. As she was cleaning, she smiled. The page had a funny orange stain—her art looked even better now! She laughed and decided to keep it as part of her comic."
- *Identify sequence of events and use of tenses.*

Instructions: Draw three scenes from the story in the provided diagram (each color box = one scene).

Below or inside each box, **write a sentence** using either *past simple* or *past continuous* to describe what happened



The Evidence Portfolio

Class 5 – INTEGRATIVE PRODUCT → Use your notebook!

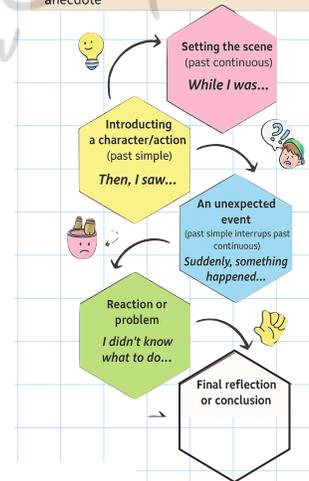
Task: Create a **6-panel vertical comic strip** in notebook (approx. 57 x 25 cm)

- Include characters, dialogue or narration
- Use *past simple* and *past continuous*
- Incorporate **a memorable or imagined anecdote**

Suggested text for each hexagon (based on the narrative structure)

Hexagon Color	Narrative Function	Suggested Text (can be added in Canva or handwritten)
Pink	Setting the scene (<i>past continuous</i>)	"While I was..."
Yellow	Character or main action (<i>past simple</i>)	"Then, I saw..."
Blue	Unexpected event (<i>interrupts past continuous</i>)	"Suddenly, something happened..."
Green	Reaction or problem	"I didn't know what to do..."
Orange	Resolution	"Finally, I decided to..."
White	Final reflection	"Now, I think it was..."

- Include characters, dialogue or narration
- Use past simple and past continuous
- Incorporate a memorable or imagined anecdote



Traffic Light Technique – Rubric

Criteria	Excellent	Satisfactory	Insufficient
Grammar Use	Accurate use of both tenses	Mostly accurate, minor errors	Frequent errors or confusion
Story Coherence	Clear, logical sequence	Understandable with some jumps	Hard to follow or unclear
Creativity and Originality	Highly creative and unique	Some originality	Lacks creativity or copied
Visual Presentation (Comic Layout)	Neat, colorful, well-spaced	Mostly neat and clear	Disorganized or incomplete
Completion (6 panels, clear text)	All parts completed	1–2 elements missing	Incomplete or rushed

Cross-Curricular Approach:
Literary Studies, Language
and Communication, and
Digital Culture

✦ **First Partial Block:**
-Daily
Communication:
Present Tenses and
Real-life Expression

PROGRESSION 3. Communicates spontaneous decisions, formulates responses to actions in their environment, and predicts *future events* in personal, academic, and professional contexts, confirming information using *tag questions*.

Learning Objectives: **L5.** Understands the main message as well as specific details in conversations on various topics, clearly identifying the speaker's intentions in order to make inferences. Follows detailed instructions and extracts key information from speeches, news, and audiovisual materials by applying prior knowledge to deduce implicit meanings or infer missing details. (L5, S5, R5 & W5)

Category	Subcategory	Topics and Subtopics
Listening	<ul style="list-style-type: none"> Listening for detail Using Functions: Interaction, Reasoning, Fluency & Coherence and cohesion 	Topic 1: Expressing Immediate Decisions with "Will" 1.1. Students recognize contexts where "will" is used for spontaneous decisions.
Speaking		Topic 2: Talking About Future Plans with "Be Going To" 2.1. Identify how "be going to" expresses planned events.
Reading		Topic 3: Making Predictions Based on Evidence 3.1. Use context clues to make predictions.
Writing		Topic 4: Confirming Information Using Tag Questions in the Future Tense 4.1. Practice creating tag questions in future tense.

Social-Emotional Resources. → ❤️ Emotional and Affective Well-being (🎨 *Artistic and Cultural Activities*):
 ✓ Students design a visual roadmap of their future goals with drawings and short commitments using "will" or "be going to" with tag questions.

Warm-up / Diagnostic Phase (Listening Skill)
 In this phase, students listen to short dialogues featuring spontaneous decisions. They identify key phrases with "will" and respond to comprehension questions. This activity activates prior knowledge, improves listening comprehension, and sets the stage for using future forms in context.

Development Phase (Reading & Writing Skills)
 In this phase, students read and interpret dialogues, images, and short texts to identify spontaneous decisions, plans, and predictions. They practice writing structured sentences using "will" and "be going to," and apply grammar rules through matching, descriptions, and visual prompts.

Closing Phase (Speaking Skill)
 In the closing phase, students integrate what they've learned by presenting a poster about their future. They describe spontaneous decisions, plans, predictions, and confirm ideas using tag questions, reinforcing speaking fluency and grammar accuracy through meaningful, personalized oral production.

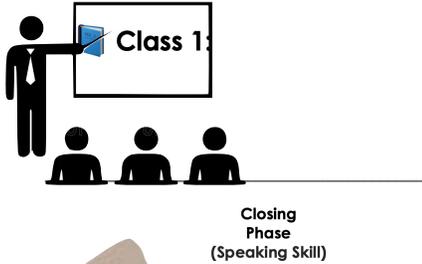
Portfolio Task → **Evaluation methods (Assessment Strategies: Rubric)**
 → 📌 Integrative Product: **Future Goals Poster-** (on cardboard or in digital format).
 🚦 **Traffic Light Technique:** 🟢 Green = Excellent. 🟡 Orange = Satisfactory. 🔴 Red = Insufficient.



Cross-Curricular
Approach:
Literary Studies,
Language and
Communication, and
Digital Culture

✦ **First Partial
Block: -Daily
Communication:
Present Tenses
and Real-life
Expression**

PROGRESSION 3. Communicates spontaneous decisions, formulates responses to actions in their environment, and predicts *future events* in personal, academic, and professional contexts, confirming information using *tag questions*.



future events

 **Grammar Focus:**
Structure: *be (am/is/are) + going to + verb*

 **Grammar Focus:**
Structure: *Subject + will + verb*



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

◆ **Class 1 – Topic 1: Expressing Immediate Decisions with “Will”**

🎯 **Objective:**

Recognize and use “will” for spontaneous decisions in personal or academic situations.

📄 **Activity 1.1 – Short Dialogues**

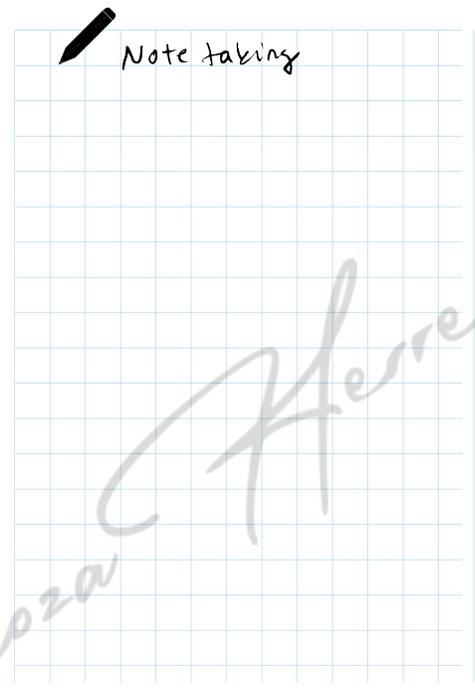
A: “I forgot my pencil.”

B: “Don’t worry, I’ll lend you one.”

A: “Thanks! Oh no, I also left my notebook!”

B: “I’ll share mine with you.”

✓ **Underline** 🟡 **Yellow** = examples of “will” used for quick decisions.



👥 **Pair Activity – Mini Dialogue** → **Work with a partner. Take turns acting out the mini dialogue. Record a 90-second audio.**

A: “I missed the bus!”

B: “I’ll call a taxi for you.”

A: “And I forgot my wallet too.”

B: “I’ll pay and you can give it back later.”

A: “Thanks! You’re a lifesaver!”

B: “No problem, I’ll help you anytime.”



Grammar Focus:

Structure: **Subject + will + verb**

Example: *I'll help you.*

◆ **Class 2 – Topic 2: Talking About Future Plans with “Be Going To”**

Objective:

Identify the use of “be going to” for expressing planned actions or intentions.

Activity 2.1 – Match Pictures to Sentences

1. Girl packing suitcase → *She's going to travel.*
2. Boy with books and laptop → *He's going to study tonight.*
3. Family with grocery list → *They're going to buy food.*
4. Someone wrapping a gift → *She's going to give a present.*
5. Teen putting on sneakers → *He's going to play basketball.*
6. Girl with flour and eggs → *She's going to bake a cake.*
7. Friends with popcorn and tickets → *They're going to watch a movie.*
8. Boy setting up canvas and brushes → *He's going to paint a picture.*

✓ *Students match each image to the sentence and circle the clue of “plan” in the picture.*



Note taking



Visual Exercise:

→ **Use your notebook!**

Draw or describe your personal plan for the weekend using 2–3 “going to” sentences.

 **Grammar Focus:**

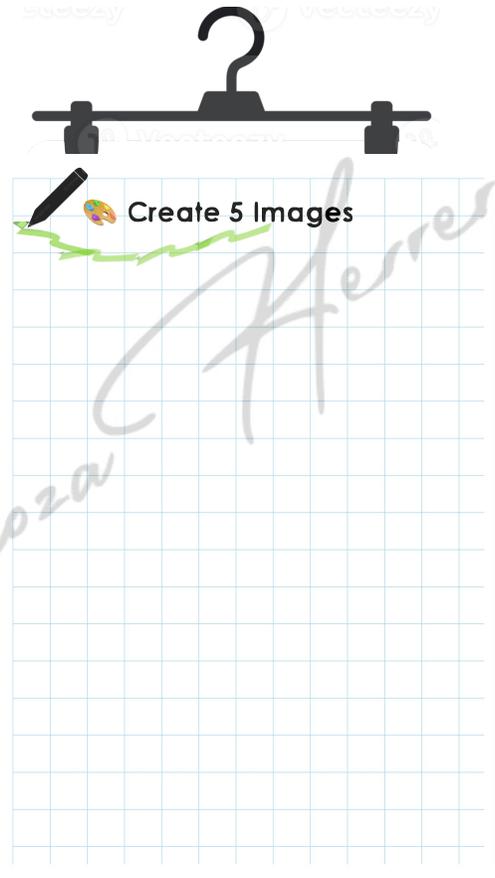
 Structure: **be (am/is/are) + going to + verb**
◆ Class 3 – Topic 3: Making Predictions Based on Evidence
🎯 Objective:

Use visual or contextual clues to make predictions with “will” or “be going to.”

📝 Activity 3.1 – Write 5 Descriptions

1. *The sky is full of dark clouds. It's going to rain very soon.*
2. *She has studied every night this week. She'll do great on her exam.*
3. *The boy is yawning and his eyes are closing. He's going to fall asleep.*
4. *The dog is barking at the door. It's going to scare the mailman.*
5. *He's running with untied shoelaces. He'll trip if he doesn't stop.*

✅ Students write a prediction below each image using “will” or “be going to.”


 **Grammar Focus:**

- **Will** = neutral prediction
- **Be going to** = prediction based on clear evidence

- Optionally 🎲 **Game: Prediction Challenge** → Teams guess what is going to happen based on funny or mysterious images.

→ **Use your notebook!**

◆ Class 4 – Topic 4: Confirming Information Using Tag Questions in Future Tense

🎯 Objective:

Practice tag questions in future tense to confirm or verify information.

📌 Activity 4.1 – Complete the Tag Questions

1. You'll help me with the project,
_____?
2. She's going to travel tomorrow,
_____?
3. We're going to present first,
_____?
4. They'll call the teacher, _____?
5. He's going to study later,
_____?
6. You won't forget the homework,
_____?
7. She isn't going to miss class,
_____?

🔄 Pair Practice – 8 Interactions

1. A: You'll come early, won't you?
B: Yes, I will.
2. A: He's going to print the report, isn't he?
B: Yes, he is.
3. A: They're not going to skip class, are they?
B: No, they aren't.
4. A: We won't be late, will we?
B: I hope not.
5. A: You're going to study tonight, aren't you?
B: Yes, I am.
6. A: She won't answer the phone, will she?
B: No, she won't.
7. A: He's going to email us, isn't he?
B: Yes, he is.
8. A: You're not going to forget, are you?
B: Of course not!

🧠 Grammar Focus:

- Positive statement → **negative tag** (You will... won't you?)
- Negative statement → **positive tag** (You won't... will you?)

**Closing
Phase
(Speaking Skill)**

The Evidence Portfolio



Class 5 – Integrative Product: "My Future Goals Poster"

Task:

Create a **poster** (physical on cardboard or digital) that includes:

- ✨ 1 spontaneous decision using "will"
- ✨ 2 personal plans using "be going to"
- ✨ 1 prediction based on evidence
- ✨ 2 tag questions related to their future

Suggestions:

- Use drawings, magazine cutouts, or digital icons
- Write sentences next to visuals
- Title: "My Future in 6 Sentences"



Traffic Light Technique – Rubric

Criteria	● Excellent	● Satisfactory	● Insufficient
Grammar Accuracy	All sentences correct	1–2 minor errors	Multiple errors, unclear meaning
Use of "will" and "be going to"	Used correctly and clearly	Mostly correct, 1–2 confusions	Incorrect or missing use
Tag Questions	Both tags used correctly	One correct, one with error	Tags missing or incorrect
Creativity and Visual Presentation	Very creative, colorful and clear	Basic visuals, clear layout	Little effort, hard to understand
Completion of Requirements (6 elements)	All parts included	1 missing	2 or more missing

Cross-Curricular Approach:
Literary Studies, Language
and Communication, and
Digital Culture

✦ **First Partial Block:**
-Daily Communication:
Present Tenses and
Real-life Expression

PROGRESSION 4.

Communicates consequences, forecasts, or possible events both orally and in writing using **the zero conditional**. Offers advice on personal, academic, or professional topics and discusses events that are likely to happen due to a present action or situation.

Learning Objectives:

L5: Understands cause-effect relationships expressed through the zero conditional in spoken and written texts. **S5:** Participates in discussions, offering advice and predicting logical consequences using zero conditional structures. **R5:** Identifies conditional patterns and extracts consequences from contextual information. **W5:** Writes clear statements about actions and their probable outcomes using appropriate grammatical structures.

Category	Subcategory	Topics and Subtopics
Listening	<ul style="list-style-type: none"> Inference-making 	Topic 1: Understanding the Zero Conditional Structure 1.1. Recognize when to use zero conditional for general truths and consequences.
Speaking	<ul style="list-style-type: none"> Reasoning Coherence and cohesion 	Topic 2: Giving Advice Using Zero Conditional 2.1. Write suggestions related to academic or emotional wellbeing using conditional logic.
Reading	<ul style="list-style-type: none"> Using Functions Summarize 	Topic 3: Predicting Logical Outcomes Based on Actions 3.1. Explore predictable consequences in daily life using real-life scenarios.
Writing	<ul style="list-style-type: none"> Spelling and Punctuation 	Topic 4: Applying Zero Conditional in Dialogues 4.1. Practice dialogues using everyday situations with consequences.

Social-Emotional Resources. → ❤️ Emotional and Affective Well-being (🎨 **Artistic and Cultural Activities**):
 ✓ Design a cause-and-effect collage using cut-out images or drawings. Include written statements with the zero conditional and tag questions about personal and social actions.

Warm-up / Diagnostic Phase (Listening Skill)
 In the opening phase, students will be introduced to the zero conditional through relatable and engaging examples connected to science facts and daily routines. They will read, match, and categorize cause-effect sentences, identify structure and verb tense, and answer comprehension questions. This stage activates prior knowledge and contextual understanding of general truths.

Development Phase (Reading & Writing Skills)
 In the development phase, students will practice giving advice, predicting logical outcomes, and applying the zero conditional in real-life scenarios. Through writing tasks, multiple-choice activities, image analysis, and role-plays, they will combine accurate grammatical use with meaningful communication. Tag questions will be integrated to reinforce confirmation and interaction skills.

Closing Phase (Speaking Skill)
 In the closing phase, students will create a cause-and-effect collage including zero conditional sentences and tag questions. Using images, drawings, or digital elements, they will visually represent consequences in themes such as school, health, and the environment. This creative product will consolidate their learning and be evaluated with the traffic light rubric.

Portfolio Task → Evaluation methods (Assessment Strategies: Rubric) → 📌 Integrative Product: **cause-and-effect collage-** (Include written statements with the zero conditional and tag questions about personal and social actions). 🚦 **Traffic Light Technique:** 🟢 Green = Excellent. 🟡 Orange = Satisfactory. 🔴 Red = Insufficient.



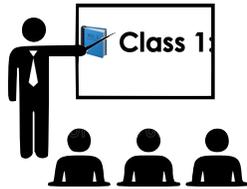
PROGRESSION 4.

Cross-Curricular
Approach:
Literary Studies,
Language and
Communication, and
Digital Culture

✦ **First Partial**
Block: -Daily
Communication:
Present Tenses
and Real-life
Expression

PROGRESSION 4.

Communicates consequences, forecasts, or possible events both orally and in writing using **the zero conditional**. Offers advice on personal, academic, or professional topics and discusses events that are likely to happen due to a present action or situation.



Warm-up / Diagnostic
Phase
(Listening Skill)

the zero conditional



 **Grammar Focus:**

Structure:

If + present simple, present simple
(If this happens, that happens)



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



Grammar Focus:
Structure:
If + present simple, present simple
(If this happens, that happens)

◆ **Class 1 – Topic 1: Understanding the Zero Conditional Structure**

🎯 **Objective:**

Recognize when to use the zero conditional for general truths and consequences.

📖 **Activity 1.1: Categorize sentences: science facts / daily routines. Reading Task – Understanding Zero Conditional**

- Read and match condition-result examples:

- *If you heat water to 100°C, → it boils.*
- *If students don't study, → they fail the test.*
- *If you touch fire,*
- *If you don't drink water,*
- *If a plant gets sunlight,*
- *If people eat too much sugar,*
- *If you don't brush your teeth,*

- a. *it grows.*
- b. *you get cavities.*
- c. *you get burned.*
- d. *you feel tired.*
- e. *they gain weight.*

Understanding the Zero Conditional Structure

The zero conditional is used to express general truths, habits, or logical consequences that always happen under certain conditions. For example: *If the sun shines, the day gets hot.* These types of sentences are commonly used to describe **scientific facts** (such as how nature behaves) or **daily routines** (like what happens if you skip breakfast or forget your homework). Both parts of the sentence use the **present simple tense** to show cause and effect.

? Comprehension Questions – Zero Conditional

1. *What is the zero conditional used to express?*

2. What verb tense is used in both parts of a zero conditional sentence?

3. Give one example of a scientific fact mentioned in the text.

4. What might happen if you forget your homework, according to the text?

5. How does the zero conditional show cause and effect?

 **Grammar Focus:**

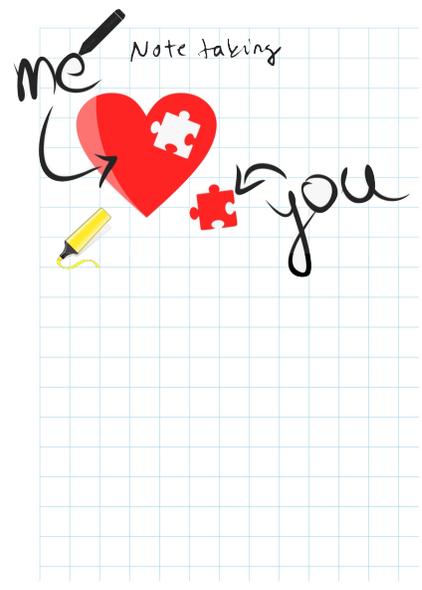
Structure:

If + present simple, present simple

(If this happens, that happens)

 **Reading Task – The Science of Love**

Love is not just an emotion; it also involves complex chemical reactions in the brain. If someone feels attracted to another person, the brain releases dopamine, a chemical that creates pleasure and motivation. If two people spend time together regularly, they develop emotional bonds through oxytocin, known as the "love hormone." If stress levels rise, love can act as a natural buffer, lowering anxiety. When people feel loved, their immune system works better. If people feel rejected, their brain responds similarly to physical pain. These patterns are proven by neuroscience and help explain how love affects the human body.



 **Comprehension Questions**

1. What happens in the brain when someone feels attracted to another person?

2. Which hormone is responsible for emotional bonding? _____
3. What effect does love have on stress levels? _____
4. How does love impact the immune system? _____
5. How does the brain react when a person feels rejected? _____
6. Why is love considered more than just an emotion? _____

◆ **Class 2 – Topic 2: Giving Advice Using Zero Conditional**

🎯 **Objective:**

Write suggestions related to academic or emotional wellbeing using *zero conditional* logic.

📌 **Activity 2.1:**

Complete advice-based conditionals:

- ***If you sleep well, → you feel better.***
- ***If you don't ask for help, → you stay confused.***

1. **If you stay up late, ____**
 - a) you feel energetic
 - b) you feel tired
 - c) you become stronger
2. **If you exercise daily, ____**
 - a) you get stressed
 - b) you feel healthy
 - c) you gain weight

3. **If you don't eat breakfast, ____**
 - a) you concentrate better
 - b) you get sleepy
 - c) you wake up earlier
4. **If you revise before a test, ____**
 - a) you fail it
 - b) you feel more prepared
 - c) you forget everything
5. **If you don't sleep well, ____**
 - a) you get good grades
 - b) you feel alert
 - c) you feel moody

👉 **Writing Practice:**

Write 5 suggestions for a friend using the zero conditional (academic/emotional focus).

✅ Peer feedback with highlighting: condition in **blue**, result in **green**.

◆ Class 3 – Topic 3: Predicting Logical Outcomes Based on Actions

🎯 Objective:

Explore predictable consequences in daily life using real-life scenarios.

 Activity

- Analyze images or short texts:



- *If you don't water the plant, → it dies.*
- *If you're late to class, → you miss instructions.*

 Activity 3.1 – Multiple Choice. Choose the correct result for each sentence using zero conditional.

- If you don't water the plant, ____
 - it grows
 - it dies
 - it gets flowers
- If you don't do your homework, ____
 - you get a reward
 - you get a zero
 - you go on vacation
- If you touch a hot pan, ____
 - you get burned
 - you sleep better
 - nothing happens

- If the teacher sees your phone, ____
 - she ignores it
 - she takes it
 - she gives you candy
- If you leave your backpack in the hallway, ____
 - it disappears
 - it gets organized
 - it transforms
- If you arrive late to school, ____
 - you win a prize
 - you miss the first class
 - you take a nap
- If you don't charge your laptop, ____
 - it turns invisible
 - it works better
 - it shuts down
- If you write everything in capital letters, ____
 - it looks like you're shouting
 - it becomes fancy
 - the letters vanish

 Optional: Group Game: "What happens if...?"

One student starts a sentence, the group completes it:

A: *If you leave your phone outside...*

B: *Someone takes it.*

**Grammar Focus:**

Emphasis on realistic cause-effect logic in present tense.



 **Grammar Focus:**

Emphasis on realistic cause-effect logic in present tense.

 **-Real Consequences and Tag Questions**

Real consequences happen when we act or don't act in daily life, don't they? If you don't take care of your things, you lose them. That happens to everyone, doesn't it? If you follow instructions, you avoid problems. These cause-effect situations are always true in the present. For example, if students don't do their homework, they get low grades. If you don't sleep enough, you feel tired all day, don't you? These are real-life facts, and the zero conditional helps us describe them clearly and logically.

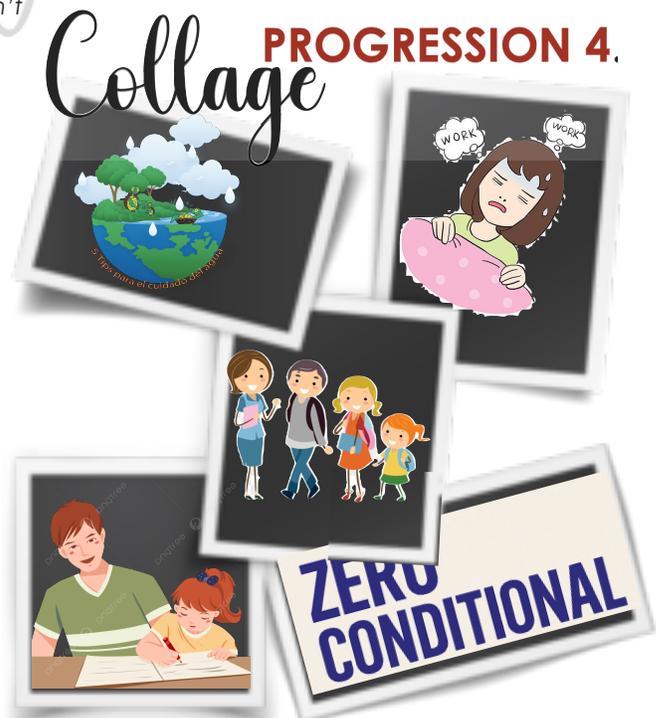
 **Comprehension Questions – Real Consequences and Tag Questions**

1. What happens if you don't take care of your things?
2. According to the text, what is the result of following instructions?
3. Why is the zero conditional used in these examples?
4. What happens if students don't do their homework?
5. Complete this sentence from the text: *If you don't sleep enough, _____.*
6. Identify two tag questions from the reading. What do they confirm?

Optional:  **Group Game – "What happens if...?"**

Student A: *If you don't close your backpack...*

Student B: *Everything falls out.*



◆ Class 4 – Topic 4: Applying Zero Conditional in Dialogues

🎯 **Objective:**

Practice dialogues using everyday situations with consequences.

📌 **Activity 4.1: Ex.**

- Students complete guided dialogues:

A: *If I skip breakfast, I feel tired.*

B: *Yes, and if I eat too much, I get sleepy.*

📌 **Choose the correct continuation for each dialogue using zero conditional and tag questions.**

- A: If I don't eat breakfast,
B: ____

a) I feel tired

b) I feel rich

c) I go shopping
- A: If I don't study,
B: ____

a) I win a prize

b) I fail the exam

c) I take a photo
- A: If she forgets her notebook,
B: ____

a) she draws on the table

b) she copies everything

c) she borrows mine, doesn't she?
- A: If we leave our books at home,
B: ____

a) we read them anyway

b) we get in trouble

c) the teacher gives us candy

- A: If he plays video games all night,
B: ____

a) he sleeps well

b) he feels tired in the morning

c) he finishes his homework
- A: If the bell rings,
B: ____

a) we go to class

b) we go shopping

c) we stay outside, don't we?
- A: If you don't turn in your project,
B: ____

a) you get a perfect grade

b) you get a zero

c) you get an extra week, don't you?

👥 **Role-play:**

In pairs, students write and perform short dialogues using 2–3 zero conditional examples. Example – Short Dialogue (Transcript):

A: If I don't sleep early, I get cranky.

B: Yeah, and if I don't drink coffee, I can't function!

A: If we're tired, we make more mistakes, don't we?

B: Yes, and if we make mistakes, we lose points!

👂 **Optional:** Record a 90-second audio per pair.

Closing Phase
(Speaking Skill)

PROGRESSION 4.

The Evidence Portfolio



Class 5 – Integrative Product: Cause-and-Effect Collage

Collage



Task:

Create a **collage** (digital or on cardboard) that includes:

- **5 Zero Conditional Sentences** (visual + text)
E.g., *If you waste water, it runs out.*
- **2 Tag Questions** to confirm actions or consequences
E.g., *You recycle plastic, don't you?*

Use magazine cutouts, drawings, or digital graphics. Write clearly next to each image

Organize by theme: school, health, environment, etc

Traffic Light Technique – Rubric

Criteria	Excellent	Satisfactory	Insufficient
Use of Zero Conditional	All 5 sentences are accurate and clear	3-4 correct sentences	2 or fewer, with major errors
Use of Tag Questions	2 accurate examples	1 partially correct	Missing or incorrect
Creativity and Visual Quality	Visually appealing, creative layout	Organized but basic	Disorganized or lacks effort
Relevance to Personal or Social Contexts	All examples are meaningful and relevant	Some relevance	Weak or no connection to real contexts
Completion of Requirements	All elements included	1 missing	2 or more missing

✦ **First Partial Block** – Daily Communication: Present Tenses and Real-life Expression

Formative Guide Exercises

Students name: _____ Date: ____ / ____ / ____

✓ **Progression 1 – Present Tenses and Tag**

Questions (7 pts)

Multiple Choice – 1 pt c/u

1. She always _____ lunch at 1 p.m.
a) having
b) has
c) have
d) had
2. Right now, we _____ a movie.
a) watch
b) watches
c) are watching
d) watched
3. You don't like coffee, _____?
a) don't you
b) do you
c) are you
d) will you
4. My friends are studying, _____?
a) aren't they
b) don't they
c) are they
d) didn't they
5. She is not here today, _____?
a) is she
b) isn't she
c) does she
d) will she

Open Questions – 1 pt c/u

6. Write one sentence in present simple and one in present continuous.

7. Complete this tag question:
You study English, _____?

✓ **Progression 2 – Narrating in Past Simple and Past Continuous (7 pts)**

Multiple Choice – 1 pt c/u

8. Yesterday, I _____ pizza for dinner.
a) eat
b) ate
c) eats
d) eating
9. While I _____, the phone rang.
a) slept
b) was sleeping
c) sleep
d) was sleep
10. They _____ TV when I got home.
a) watch
b) watched
c) were watching
d) are watching
11. We _____ to the beach last weekend.
a) go
b) gone
c) went
d) going
12. My parents were cooking while I _____ my homework.
a) did
b) doing
c) do
d) was do

Open Questions – 1 pt c/u

13. Write a 2-sentence anecdote using both past simple and past continuous.

14. Complete:
While I was walking to school,
_____.

✓ Progression 3 – Future Decisions, Plans, Predictions, Tag Questions (8 pts)

Multiple Choice – 1 pt c/u

15. I forgot my pen. I _____ lend you mine.
 a) am
 b) will
 c) going to
 d) do
16. They _____ travel next month. They already bought tickets.
 a) are going to
 b) will
 c) go
 d) went
17. If you don't study, you _____ fail.
 a) going to
 b) will
 c) are
 d) does
18. It's going to rain, _____?
 a) is it
 b) isn't it
 c) will it
 d) aren't they
19. She won't come to class, _____?
 a) will she
 b) doesn't she
 c) is she
 d) can she
20. I think they _____ win the game.
 a) are going
 b) are going to
 c) went
 d) do

Open Questions – 1 pt c/u

21. Write one spontaneous decision and one future plan.

22. Write a prediction based on evidence (using "going to") and add a tag question.

✓ Progression 4 – Zero Conditional and Consequences (8 pts)

Multiple Choice – 1 pt c/u

23. If you don't water the plant, it _____.
 a) grows
 b) gets flowers
 c) dies
 d) eats
24. If I eat too much sugar, I _____ sick.
 a) am
 b) feel
 c) be
 d) gets
25. If students don't do their homework, _____.
 a) they get good grades
 b) they get in trouble
 c) they win candy
 d) they rest
26. If you follow the rules, you _____ problems.
 a) avoid
 b) get
 c) creates
 d) have
27. If I touch fire, I _____ burned.
 a) gets
 b) get
 c) will get
 d) got
28. You don't eat breakfast, _____?
 a) do you
 b) are you
 c) didn't you
 d) won't you

Open Questions – 1 pt c/u

29. Write two zero conditional sentences about school.

30. Write a tag question for this sentence:
 If you don't sleep well, you feel tired,
 _____?

Second Partial Block

– Narratives, Arguments and Language Structures



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



Mendoza Herrera

- Workbook Activities/ hamburger-style timeline diagram
- Workbook Activities/modal verb cards
- Workbook Activities/ Success Board
- Workbook Activities/ Vocabulary Tree Poster
- Workbook Activities / Formative Guide Exercises

Firmas de enterados

Padre de familia /Tutor	Alumno	Docente de asignatura
Nombre y firma		