

TIPO DE ESPACIO AL QUE CORRESPONDE EL PLAN: ASIGNATURA TRONCAL
NOMBRE DEL ESPACIO: INGLÉS
NOMBRE DEL PLAN: <i>MEMORIES</i>
DURACIÓN: 1 BIMESTRE UBICACIÓN TEMPORAL DEL PLAN: Nivel A2.2
INTRODUCTION: Hi there! Welcome to a new learning journey! In this unit, we will explore special moments in life. We all have important memories: a birthday, a trip, the first day at school, a family celebration, or a surprising moment. You will learn how to talk about your past using Past Simple, how to understand short texts about people's memories, and how to share your own experiences in simple sentences. If something feels difficult, don't worry — your teacher and classmates are here to help. Let's start discovering our life events! 😊
TOPIC: • Life events • Special days • Personal memories • Childhood moments • Past experiences ACHIEVEMENTS AND INDICATORS: • Describe simple past experiences using past simple • Understand short texts about life events • Ask and answer questions about the past • Produce a short narrative of an event CONTENTS AND ABILITIES: • Past Simple (regular and irregular verbs) • Past Continuous • When / While • Sequencing words (first, then, after that, finally) TEXTS GENRES: • Life events • Feelings and emotions • Holidays and celebrations



- School experiences
- Sports and personal achievements

THROUGHOUT THIS PLAN, YOU WILL LEARN TO:

- Identify the main idea and specific information in short narratives
- Describe past events using simple structures
- Express feelings related to personal experiences
- Distinguish between actions in progress and completed actions
- Organize ideas chronologically
- Produce a short digital narrative

OBJECTIVES:

- By the end of this unit, students will be able to:
- Understand short written and oral narratives about past experiences
- Use Past Simple and Past Continuous appropriately
- Express feelings and personal reactions
- Organize and present a short digital narrative using clear structure
- Reflect on their own learning process



OBJETIVOS:

<u>STARTING POINT</u> (Punto de partida)	<u>INQUIRY</u> (Indagación)	<u>PRODUCTION</u> (Producción)	<u>ASSESSMENT</u> (Evaluación)
At this stage, students are expected to be able to: Activate prior knowledge related to life events and personal memories. Read and understand short descriptions about past experiences and identify their main topic. Identify the general idea and specific information in short written and audiovisual texts. Participate in short oral interactions, expressing simple ideas about familiar past events. Classify information related to life events using graphic organizers (mind maps, tables). Produce very short written sentences about a personal memory using basic vocabulary. Build a personal glossary with new vocabulary related to memories and past experiences.	At this stage, students are expected to be able to: Identify the general idea and main ideas of short narrative texts about personal memories. Locate specific information in short written texts and brief oral narratives. Infer the meaning of unknown words or expressions using context and visual support. Express feelings, likes, and preferences, giving simple reasons. Distinguish between actions in progress and completed actions in past narratives. Use Past Simple and Past Continuous in a guided way to describe events and actions. Retell a short personal experience orally using basic sequencing words. Plan a short personal narrative by organizing ideas before writing.	At this stage, students are expected to be able to: Create a digital presentation in Canva following a suggested slide structure. Select a personal topic and organize information chronologically. Use Past Simple to describe completed actions in the past. Use Past Continuous to describe actions in progress in the past. Use vocabulary related to memories, feelings, and life events accurately. Combine short written texts and images to communicate meaning. Describe what was happening in images clearly and coherently. Produce a short, organized, and meaningful digital narrative about a personal experience.	At this stage, students are expected to be able to: Present their digital Canva presentation to the class. Use the vocabulary and grammatical structures acquired throughout the unit to narrate past events. Describe images and explain what was happening and what happened. Demonstrate clarity, coherence, and accuracy in their oral and written production. Organize information effectively across slides and use visual elements appropriately. Reflect on their own learning process by identifying strengths and areas for improvement. Self-assess their performance using a checklist or guided reflection.
2 WEEKS	3 WEEKS	2 WEEKS	1 WEEK



STARTING POINT

Hello! ☺ Let's begin thinking about our memories and important life moments. You will activate vocabulary about memories, understand simple stories and talk briefly about past experiences.

1. In pairs: Answer these questions:

★ **What is a "life event"?**

★ **Can you name 5 important moments in life?**

🎮 **Play time:** [Wordsearch](#) [matching](#) [pictures](#) [memotest](#)

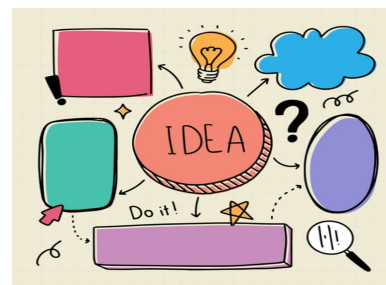
2. Whole class: Write "LIFE EVENTS" in the center of a *mind map*.

(Add ideas like: birth, first school day, first pet, trip, birthday, new friend, special celebration.)

3. Look at these memes 📷 about memories and answer:

➔ What memory do they show?

➔ Do you remember a similar moment?





Before social media this is how we knew where everyone was at



4. Comparing stories. 📝

Watch 📺 the following videos:

Video 1: ["My First Day at School – A Funny Story"](#)

Video 2: ["My Best Birthday Ever"](#)

Answer:

- What happened?
- Why was the day special?
- What went wrong / what went well?

Complete the table:



THE FIRST MOBILE PHONE KIDS HAVE TODAY



THE FIRST MOBILE PHONE I HAD AS A KID



first day of school outfit



Positive aspects	Negative aspects

5. Create a GLOSSARY of new vocabulary you've learnt up to now.

6. Write short sentences about a memory you want to share.



DURATION: 2 Weeks (eight hours)

RESOURCES:

- Videos (see links)
- Online games (see links)
- Pictures
- Online dictionary
- Folder

INQUIRY

☐ **Pre reading:** Getting Ready to Read – Personal Experiences.

→ Think about your **first tournament** OR a **special summer**. For example:

I felt nervous. 🤪 *I felt happy.* 😄 *I was with my friends.* 👥

1 – Feelings First!

☐ nervous

☐ excited

☐ proud

☐ sad

☐ relaxed



☐ happy

👉 When was the last time you felt... nervous / proud / relaxed? Answer in pairs using:

"I felt ____ when..."

2- Share your experience!

- What do you think these texts are about?
- Are they *happy* memories or sad memories? - Which one sounds more exciting?
-

☐ **Reading: Memories.**

→ Read two short personal narratives. And mark the sentences T (true) or F (false) .

MEMORY QUIZ.

1. In one story, someone **won** a big tournament. T / F
2. In one story, someone **felt** sad in the morning. T / F
3. In one story, someone **broke** their phone. T / F
4. One memory **happened** at the beach. T / F
5. One person **moved** to another city. T / F
6. All the memories **were** expensive and luxurious experiences. T / F
7. In one story, the person **felt** proud at the end. T / F
8. In one story, the person **felt** nervous at the beginning. T / F



MY FIRST TOURNAMENT.

I still remember my first sports tournament because I felt nervous and excited. It happened last year with my school team. We were playing in a small inter-school tournament in a sports club near our neighbourhood. I arrived early with my friends, and we were warming up while the teachers were checking the teams. When the match started, my hands were shaking a little. The other team was playing well, but we were trying our best. Near the end of the match, I made a good pass while my teammates were running to the goal. This pass helped us score. Everyone was shouting and hugging me, and I was feeling very proud. We didn't win the tournament, but we finished in second place. For me, it was a very special experience because it made me feel confident and part of the team.



SUMMER TIME!

Last summer, I went to the beach with my friends from school. We didn't go far — just to La Costa, but it felt like a mini holiday. The day was sunny and super hot, so we were running into the water.

We spent hours talking, taking pictures, listening to music, and playing cards under an umbrella. While we were enjoying our time, a big wave hit me and I dropped my phone. Luckily, it didn't break, and everyone was laughing.

In the afternoon, we were buying churros and watched the sunset. I felt relaxed and happy. It wasn't expensive or fancy, but it became one of my favorite summer memories.



☐ After reading:

→ Read again and choose the best answer.

Why did the student arrive early at the tournament?

- a) Because the match started late.
- b) Because they were warming up and meeting friends.

What was the student doing when the match started?

- a) Warming up .
- b) Hugging friends.

How did the student feel after helping the team score?

- a) Angry.
- b) Proud .

Why was the experience important?

- a) Because they won everything
- b) Because it gave confidence and teamwork .



→ **Match the actions (Match A with B).**

A – Actions in progress

- ☐ We were warming up
- ☐ The other team was playing well
- ☐ My teammates were running

B – Short actions

- a. I made a good pass
- b. the match started
- c. we scored a goal

→ **Complete the sentences with the correct form.**

- ★ We _____ (warm up) when the teachers _____ (check) the teams.
- ★ While my teammates _____ (run) to the goal, I _____ (make) a good pass.
- ★ I _____ (feel) proud when everyone _____ (hug) me.

→ **Write about your experience.**

1) Choose ONE situation:

- a sports game or tournament

- a summer or holiday moment

2) Write 3 short sentences. 👉 Follow this order:

- 1) Action in progress (what you were doing)
- 2) Short action (what happened)
- 3) Feeling

Use these starters (you MUST use at least two):

- I was ... **when** ...
- **While** I was ...,
- I felt ...

✓ Writing frame. Complete:

★ I was _____ when _____.

★ While I was _____, _____.

★ I felt _____.



 Self-check

- ☐ Uses past continuous
- ☐ Uses past simple
- ☐ Expresses a feeling

→  Write down/ highlight the past verbs you found in the text. Write them in your glossary.


→ **Create a Multiple choice activity for your class. (5 lines) Pair-check then whole-class feedback.**

→ **Oral retell. Prepare a 1-minute retell of their text using the frame:**
“First..., then..., after that..., finally...”

Language reflection: Past continuous. When do we use it?

1. Interrupted Past Actions

Used when one longer action in the past was interrupted by another shorter action (usually in the simple past).

- ☐ I was watching TV when the phone rang.



- ☐ He was walking to school when it started to rain.



- ☐ They were eating dinner when the power went out.



2. Parallel Actions in the Past

Describes two or more actions happening at the same time in the past.



- ☐ I was reading while I was cooking.
☐ She was listening to music as she was painting.



3. Setting the Scene or Background

Used to describe what was happening around a specific time, often to give background for a story.

- ☐ The sun was setting, and birds were singing.
- ☐ People were dancing, and the band was playing loudly.
- ☐ Everyone was chatting while I was waiting quietly.



DURATION: two weeks.

RECURSOS:

Texts

Pictures

Audio recorder app

Laptop

Folders

PRODUCTION

1. **Choose** ONE option **and create** your production in Canva.

- ☐ My first sports tournament
- ☐ A special summer or holiday
- ☐ A fun day with friends
- ☐ A school activity I remember
- ☐ A birthday or celebration
- ☐ A day something funny happened
- ☐ A trip or excursion
- ☐ A moment I felt proud
- ☐ A moment I felt nervous.

2. **Slide** structure to follow.

<u>Slide 1 – Title & Context</u> ☐ Title ☐ Where you were ☐ When it happened ☐ Who you were with ☐ 1 image (AI can be used here)	<u>Slide 2 – Before the Moment</u> ☐ What you were doing ☐ Action in progress (Past Continuous)	<u>Slide 3 – The Main Event</u> ☐ What happened ☐ Short action (Past Simple)
<u>Slide 4 – Feelings</u> ☐ How you felt ☐ Why you felt that way	<u>Slide 5 – Closing</u> ☐ Result or final comment	

3. **Check** your presentation.

- ☐ I used Past Continuous
- ☐ I used Past Simple
- ☐ I wrote 4–5 slides
- ☐ I added images
- ☐ My ideas are clear

4. **Share your presentation.**

ESTIMATED DURATION: 2 Weeks





EVALUATION

1. Rate your presentation and your classmates' with this chart ☒

	<u>Good</u>	<u>Needs Some Improvement</u>	<u>Needs a lot of Improvement</u>
Language Use	Correct use of Past Simple and Past Continuous. Clear vocabulary about feelings and memories.	Some grammatical mistakes but message is clear.	Frequent errors. Message is unclear.
Organization	Ideas are well organized (beginning – main event – ending).	Ideas are mostly organized.	Ideas are not clearly organized.
Clear Presentation	Speaks clearly and confidently.	Sometimes clear.	Difficult to understand.
Task Achievement	Follows slide structure. Uses images and required grammar.	Follows most instructions.	Does not follow structure or instructions.

2. ☒ Self-assessment time

Reflect on the objectives of this unit. Tick the correct box.

Yes, I can!

I'm working on it

I need to work harder

I can talk about past experiences.

I can use Past Simple correctly.

I can use Past Continuous to describe actions in progress.

I can describe my feelings in the past.

I can organize a short digital presentation.

I can speak in front of the class with confidence.



Final Reflection

Complete:

- In this unit, I learned to...
- The most difficult part was...
- Now I feel more confident about...

DURACIÓN ESTIMADA DE LA ETAPA: 1 or 2 weeks



