



**Universidad Nacional Autónoma de México
Escuela Nacional preparatoria Plantel 7
“Ezequiel A. Chávez” Colegio de Inglés.**

**Didactic Sequence
Unit 5**



Subject:	English IV
Grade:	4 th Grade.
Number and name of the Thematic Unit:	Unit 5: Pain is temporary. Quitting lasts forever. (El dolor es temporal. El fracaso es eterno.) Lance Armstrong.
Author:	Ma. Cristina Ferreira Villamar.
Title of the didactic sequence	What are you doing with your time?
Thematic content:	Present Continuous tense to talk about actions happening now.
Number of the sequence sessions:	4
Objectives:	Students will be acquainted with the Present Continuous Tense to talk about their activities, happening now. Finally, they will use the present continuous to create a graphic to show the activities they are engaged into currently.
Situation:	At this point, the Ss. have already worked with the present simple tense to talk about themselves, others and their activities. Talk about schedules, stress and free time activities.
Project:	Students will think about their current activities and if they can handle them without stress, then they will organize a calendar and schedule according to their needs. And they will make a presentation using the present continuous to talk about the activities in this stage of their lives.
Assessment:	The assessment will be done during the development of each activity in teams, or the whole group and by the teacher. At the end of the sequence Teacher will check the Ss. expressions using the Present continuous tense in their presentations.

**DIDACTIC SEQUENCE
Unit 5**

Introduction:

This sequence was designed for students to be acquainted with and practice the present continuous or progressive.

The content of this didactic sequence will create awareness in the use of present continuous to talk about actions happening at the moment or period of speaking.

Didactic Sequence Activities

Opening activities

Activity 1. Introduction Power Point Grammar Presentation of Present and Past Continuous.

Ss. will read and study the Power Point Presentation to learn about the structure and uses of the Present and Past Continuous tenses.

Activity 2. Warm up. Listening Activity. Filling the gaps.

1.The Teacher will introduce the topic of the song by asking the students how much time they dedicate to their appearance compared with other activities.

2.The Teacher will play first the song “Who you are” sung by Jessie J.

3.Then the teacher will give students a hand- out with the activity of filling the gaps in the lyrics of the song. Teacher will play the song again for the students to complete the lyrics, using the ing forms of the present continuous.

4.Students will check their answers in group while the teacher plays the song again.

5.The Teacher makes emphasis in the sentences that are written in the present continuous tense and explains the structure and function. (verb to be+ verb_ing, to talk about actions happening now.)

It can also be solved in line in:

https://es.educaplay.com/juego/5207223-who_you_are.html

Process activities

Activity 3.

Reading and speaking

Students will identify the use of present continuous in an interview made to the artist Rihanna and adapted from the *Vanity Fair* magazine, from November 2015. Teacher will give students a hand out with the interview for them to read it in pairs and then discuss what kind of activities they do in a date. Also, they can talk about different behaviours in a date, or what kind of person they are looking for to date with. Trying to use sentences in present continuous like, we are eating ice-cream while we are watching a movie, or I'm looking for a gentle person, or I don't like people who are talking in the movie projection. etc.

They will also answer a questionnaire about the reading.

Activity 4. Reading. Quiz about Activities and schedules

Teacher will give students a hand-out with a reading adapted from "Junior Scholastic" magazine about the overwhelming schedules some students have, the reading includes a Quiz to think about their own level of stress and number of activities they are involved.

Students will read and answer the quiz.

They can solve the quiz on-line too.

https://es.educaplay.com/juego/5184881-are_you_leading_a_busy_life.html

Activity 5.

How to use before, after, when, while.

Ss. will read a Power Point Presentation to learn about these time expressions.

Activity 6.

Mystery of prehistoric skeleton found by farmer close to Skara Brae on Orkney- Present Continuous

1. Ss. will read a text from a digital newspaper and will find the 6 sentences in Present Continuous tense, that the text contains.

2. Ss. will copy the complete sentences.

3. Ss will underline the verb structure of the present continuous on the sentences.

4. Then, they'll find in the article some of the time words included in the previous point of this didactic sequence, Ss will copy the sentences in which they appear, and underline the time

words.

Activity 7.

Martha Washington's dress

1. Ss. will read the text and find the 3 sentences in Past Continuous tense, that are included in the article.
2. Ss. will copy the complete sentences.
3. Ss. will underline the verb structure of the past continuous tense on the sentences.
4. Then, they'll find in the article some of the time words included in the Power Point on activity 5, and they'll copy the sentences in which they appear, and underline the time words.

Closing activity

Activity 8

Video Quiz-Past Continuous Songs

Ss. will open a link to an activity in the Educaplay website and will answer the exercise. It's a video taken from YouTube that contains several parts from different songs that include the Past Continuous tense in the lyrics of the songs. They'll have to solve several exercises about the song, like filling in the blanks.

Activity 9

Your Own Activity Project

1. Ss. will work in teams of 3 members
2. They'll go to the Educaplay website and will create an account in the Educaplay website. Ss. will explore the site and watch the tutorial on how to make a videoquiz activity.
3. They will create their own videoquiz activity, just like the one they have worked with in the previous point of the didactic sequence. Ss. can use one of the videos, that are included in the links. (Teacher can choose the videos in advance to make sure they are working with the required grammar point or structure (past continuous)).
4. When they finish to create their own educaplay videoquiz, they will share the link with the rest of their classmates for everybody to solve the different quizzes. Teacher can also explain the functioning of the Educaplay website like that they just need one Educaplay account to create their videoquiz, and that they'll have to decide who creates it. Also that the webpage only publishes the games that got more than 50 points, so tell them to check the -Ayuda-

previsualizar- options so they can publish their activity and get the link, in the tags- etiquetas, teacher tells them to choose or add, foreign language(lengua adicional al español o lengua extranjera), 1 bachillerato, past continuous, past progressive.

Sources:

Educaplay website

Thomson and Martinet *A Practical English Grammar*.

Youtube.

Junior Scholastic magazine, published on September 3, 2001. p.8-9.

Rihanna's Solo Scene.

Interview adapted from the one published in Vanity Fair magazine in November 2015, pp.138-149,195.

<https://www.scotsman.com/heritage-and-retro/heritage/mystery-of-prehistoric-skeleton-found-by-farmer-close-to-skara-brae-on-orkney-3140939>

https://www.smithsonianmag.com/history/martha-washington-life-elusive-historians-180976983/?utm_source=facebook.com&utm_medium=socialmedia&fbclid=IwAR3B6-8Eu3xQhuxnhcK8mcjDguJ2WSJVtYi9T3b6QT4s29PoVYxjBfYIySI

Annexes :

Activity 1

Continuous Tenses.

Present and Past Continuous.

Taken from:

A Practical English Grammar by A. J. Thomson and A. V. Martinet. 4th Edition.

Continuous Tenses Structure.

- All the Continuous Tenses follow the structure:

Subject + Verb To Be + Verb ending in *ing* + Objects and Complements.

The verb To Be is the one that is going to function as auxiliary verb, so it is the one that is going to be conjugated according to the context. That is, it's going to be **conjugated** according to the **subject**(I, you, he, we, etc.) the **tense** (present, past, etc.) and its place in the sentence depends on the **form** (affirmative, interrogative, negative).

The main use for this kind of tenses is to give us the idea of an action that continues or is in progress.

Present Continuous (or Progressive) Tense. Most common Uses.

- ▶ We use the Present Continuous Tense, also known as Present Progressive to:
- ▶ Talk about an action happening now (in this precise moment): It is raining. Why are you sitting at my desk?
- ▶ Talk about an action happening about this time but not necessarily at the moment of speaking. (Meaning in this period of time): I am reading a play by Shaw. He is teaching French and learning Greek.

-When two continuous tenses having the same subject are joined by **and**, the auxiliary may be dropped before the second verb, as in the above example.

- ▶ Express one's immediate plans (future intention): I'm meeting Peter tonight, he's taking me to the theatre. Are you doing anything tomorrow afternoon?
- To use this tense as in the last examples, we must always mention the time of the action, to avoid confusion between Present and Future meanings.

Present Continuous Tense Structure.

Affirmative.

Subject + Verb To Be + Verb ending in **ing** + Objects and Complements.

am
is
are

She	is	reading	a book	now.
They	are	playing	football	in the soccer field.
I	am	studying	English	tonight.
We	are	attending	highschool	this year.

Present continuous tense Questions.

- (Wh- Word)* + Verb **To Be** + Subject + verb ending in **ing** + Objects and Complements + ?

Where	are	you	going ?	I'm going to the supermarket.
What	is	she	doing	now ? She is talking on the phone with her friend.
	Is	he	doing	his homework ? Yes, he is.
	Are	they	playing	the guitar ? No, they aren't.

*Remember we use the Wh-words to ask open questions, when we require a complete sentence answer.

When we begin our sentence directly with the auxiliary (to Be, in this structure) it's a closed question, so we can answer them with the Yes or No short answers.

Present Continuous tense- Negative.

Subject + Verb **To Be** + NOT + Verb ending in **ing** + Objects and Complements.

am
is
are (in present)

I	am	not	swimming	in the sea	right now.
They	are	not	playing	football.	
It	is	not	raining.		

Contractions.

- ▶ We can choose to contract in two forms: the auxiliary or the not.

am>'m	'mnot	---
is>'s	'snot	isn't
are>'re	'renot	aren't

*Remember:

I + am	He	} is	You	} are
	She		We	
	It		They	

Spelling rules for the present participle -ing.

- ▶ How can we add the -ing ending for the main verbs in the present continuous sentences?
- ▶ How can we form the present participle of a verb?
- ▶ When a word ends in a consonant + e: eliminate the e. example: takee>taking (exceptions: age, dye, singe, and verbs ending in double ee: see> seeing).
- ▶ When a word ends in a vowel + single consonant- we double the consonant get> getting.
- ▶ Change -ie to -ying. Lie-lying.
- ▶ -ing can be added to a verb ending in -y without affecting the spelling of it. Carry> carrying.

Verbs not normally used in the continuous tenses.

- ▶ We use the continuous tenses to express deliberate actions. That is when we do the action on purpose and consciously. Intentionally. Therefore, not all the verbs can be used in Present Continuous, we only used them in Present Simple.
- ▶ Verbs of the senses: (When these actions are involuntary,) feel, hear, smell, see, taste.
- ▶ Verbs expressing feelings or emotions, ex: admire, adore, hate, appreciate, etc.
- ▶ Verbs of mental activity, ex: agree, assume, believe, etc.
- ▶ Verbs of possession: belong, owe, own, possess.

Past Continuous Tense. Main Uses.

We use the past continuous tense to talk about:

- ▶ Past actions which continued for some time but whose exact limits are not known and are not important.
- ▶ To express an action which began before a point in time and probably continued after it.
- ▶ To talk about parallel actions.
- ▶ To describe in a narrative.

Past Continuous Structure.

Affirmative.

Subject + Verb To Be + Verb ending in **ing** + Objects and Complements.

(In Past)

was
were

He was living in London.

I was studying French, when you called me.

They were travelling five years ago.

Past Continuous tense Questions.

- (Wh- Word)* + Verb **To Be** + Subject + verb ending in **ing** + Objects and Complements +
Where were you going? We were going to the cinema.
What were you studying last night? I was studying Mathematics.
Were you driving her car? No, I wasn't.
Was he eating late last week? Yes, he was.

*Remember we use the Wh-words to ask open questions, when we require a complete sentence answer.

When we begin our sentence directly with the auxiliar (to Be, in this structure) it's a closed question, so we can answer them with the Yes or No short answers.

Contractions.

- In the past continuous tense, we can only contract the not.

I wasn't
You weren't
He wasn't
She wasn't
It wasn't
We weren't
You weren't
They weren't

Past Continuous tense- Negative.

Subject + Verb **To Be** + NOT + Verb ending in **ing** + Objects and Complements.
(In Past)

was
were

I	was	not	swimming	in the sea last week.
They	were	not	playing	football in the afternoon.
It	was	not	raining	yesterday morning.

Be Careful with -ing endings.

- ▶ Always keep in mind that the -ing ending is very usual in many words, and they have different functions and meanings according to the context, in which they are used. The -ing ending (or gerund) is one of the most frequently used word endings (suffixes) in the English language.

- ▶ Gerund can be used as:

- subject of a sentence, complement of a verb, after prepositions, after certain verbs, in compound nouns, etc.

For example: the human beings, in the beginning, the swimming pool, I like dancing.

In all these examples the words ending in ing are not working as verbs, they have another function. As nouns, adjective and object respectively.

- ▶ **To be sure that is a continuous tense, the verb to be must always be included together with the -ing verb. If the -ing verb is alone-no verb to be- then it can be anything else, except a continuous tense.**

Annex 2.

Activity 2

https://es.educaplay.com/juego/5207223-who_you_are.html

Who You Are

Jessie J

I stare at my reflection in the mirror
Why am I doing this to myself?
Losing my mind on a tiny error,
I nearly left the real me on the shelf
No, no, no, no
Don't lose who you are, in the blur of the stars
Seeing is deceiving, dreaming is believing,
It's okay not to be okay
Sometimes it's hard, to follow your heart
Tears don't mean you're losing, everybody's bruising,
Just be true to who you are
Brushing my hair, do I look perfect?
I forgot what to do to fit the mold, yeah
The more I try the less it's working, yeah,
'Cause everything inside me screams, no, no, no, no, yeah
Don't lose who you are, in the blur of the stars
Seeing is deceiving, dreaming is believing
It's okay not to be okay
Sometimes it's hard, to follow your heart
But tears don't mean you're losing, everybody's bruising
There's nothing wrong with who you are
Yes, no's, egos, fake shows
Like woo, just go, and leave me alone
Real talk, real life, good love, goodnight
With a smile, that's my own
That's my own, no, no, no, no, no
Don't lose who you are, in the blur of the stars
Seeing is deceiving, dreaming is believing
It's okay not to be okay
Sometimes it's hard, to follow your heart
Tears don't mean you're losing, everybody's bruising
Just be true to who you are, yeah, yeah, yeah

Fuente: LyricFind

Compositores: Jessica Cornish / Toby Gad / Shelley Peiken

Letra de Who You Are © Kobalt Music Publishing Ltd., Sony/ATV Music Publishing LLC, Tunecore Inc

Listen to the song, then fill in the gaps with the missing words.

Who You Are

Jessie J

I stare at my reflection in the mirror
Why _____ I doing this to myself?
Losing my mind on a tiny error,
I nearly left the real me on the shelf
No, no, no, no
Don't lose who you are, in the blur of the stars
Seeing is deceiving, dreaming is believing,
It's okay not to be okay
Sometimes it's hard, to follow your heart
Tears don't mean you _____ losing, everybody _____ bruising,
Just be true to who you are
Brushing my hair, do I look perfect?
I forgot what to do to fit the mold, yeah
The more I try the less it's working, yeah,
'Cause everything inside me screams, no, no, no, no, yeah
Don't lose who you are, in the blur of the stars
Seeing is deceiving, dreaming is believing
It's okay not to be okay
Sometimes it _____ hard, to follow your heart
But tears don't mean you're losing, everybody's bruising
There's nothing wrong with who you are
Yes, no's, egos, fake shows
Like woo, just go, and leave me alone
Real talk, real life, good love, goodnight
With a smile, that's my own
That's my own, no, no, no, no, no
Don't lose who you are, in the blur of the stars
Seeing is deceiving, dreaming is believing
It's okay not to be okay
Sometimes it's hard, to follow your heart
Tears don't mean you're _____, everybody's _____
Just be true to who you are, yeah, yeah, yeah

Fuente: LyricFind

Compositores: Jessica Cornish / Toby Gad / Shelley Peiken

Letra de Who You Are © Kobalt Music Publishing Ltd., Sony/ATV Music

Annex 3.

Activity 3

Rihanna's Solo Scene.

Interview adapted from the one published in Vanity Fair magazine in November 2015, p.138-149,195.

Rihanna is firmly in control of her life and career- but not of her image, which has veered between club-hopping temptress and poster child for victims of domestic abuse. As the 27-year-old singer, songwriter, producer, actress, designer, style setter, entrepreneur, and philanthropist is preparing a long-awaited new album, she is talking candidly with LISA ROBINSON about the chasm between her reality and her reputation and what's learned from her relationships.

Rihanna is sitting across the table from me in the private room at Giorgio Baldi, her favorite restaurant in L.A. Her hair is reddish, wavy; her face seems free of makeup. She's even more beautiful in person than in her photos. She's wearing a white crop top, denim cutoff shorts and a flowing Chinese-patterned robe. She is elegant, funny, straightforward, and downright horrified (and laughs hysterically) at all of the rumors I tossed at her. I am asking about her bad-girl reputation.

"Honestly, I've been thinking lately how boring I am," she says. "When I do get time to myself, I watch TV."

I asked her about her relationships, there are so many rumors. "This industry creates stories and environments that can make you feel uncomfortable even being friends with someone". She says. "I am the worst. I see a rumor and I'm not calling[them] back. I've had to be so conscious about people- what people are saying and why people want to be with me." She adds, "I am always seeing the best in people, I am hoping for the best and I am always looking for that little bit of good, that potential and I am waiting for it to blossom. You want them to feel good being a man, but now men are afraid to be men. They think being a man is actually being a pussy, that if you take a chair out for a lady, or you're nice or affectionate to your girl in front of your boys, you're less of a man. It's so sick. They won't be a gentleman because that makes them appear soft. That's what we're dealing with now, a hundred percent, and girls are settling for that, but I won't. I'm waiting forever if I have to... but that's O.K. you have to be screwed over enough times to know, but I'm hoping for more than these guys can actually give." "That's why I am not having sex or even really seeing anybody," she says, "because I don't want to wake up the next day feeling guilty. I mean I'm human, I'm a woman, I want to have sex. But what am going to do- just find the first ransom cute dude that I think is going to be a great ride for the night and then tomorrow I wake up feeling empty and hollow? He has a great story and I'm like...what am I doing? I can't do it to myself. I cannot. It has a little bit to do with fame and a lot to do with the woman that I am. And that is saving me."

Rihanna's Solo Scene.- Interview

***Obligatorio**

Write your name beginning by your surname. *

Tu respuesta

What are some of Rihannas's activities? *

4 puntos

entrepreneur

model

songwriter

painter

designer

philanthropist

Who is Lisa Robinson? *

1 punto

A Rihanna's friend.

Rihanna's manager.

The reporter who is interviewing Rihanna.

Rihanna's personal assistant.

Lisa _____ about Rihanna's bad reputation. *

1 punto

is laughing

is criticizing

is asking

is explaining

_____ a white crop top, denim cut off shorts and a flowing Chinese-patterned robe. *

1 punto

She's using

She's wearing

She's admiring

She's designing

Is Rihanna really seeing anybody? *

1 punto

Yes, she is.

No, she isn't.

What is saying Rihanna about what she is looking for in a man? *

1 punto

Elegir

What is saving her from falling into an empty relationship? *

1 punto

She is human.

She is feeling guilty.

The kind of woman she is.

The fame.

Annex 4.

Activity 4

Running Out of Time.

Adapted from Junior Scholastic magazine, published on September 3, 2001. p.8-9.

Kids today are busier than ever before. Are they being pushed too hard?

by Amy Miller.

Thirteen-year-old Beth Dietrich is leading a busy life. She is playing on two soccer teams, two softball teams, and three basketball teams. She's also a member of the student council and the drama club.

"It's all really fun," she told JS. "My parents are very supportive, too. They've asked if I want to give something up, but I like being busy." even though Beth enjoys being active, she admits that sometimes her busy schedule can be overwhelming. "Some days, I get so rushed that I get terrible headaches," she says. "When that happens, I take an aspirin, close my eyes, and try to calm down."

Disappearing Free Time.

Beth's hectic schedule isn't unusual. Kids are leading busier lives than ever before. Every day, kids across the U.S. are juggling school, homework, household chores, and after-school activities such as sports or music lessons.

Many kids are so busy that they have little time left for themselves. A study by the University of Michigan found that kids are having much less free time than they did 20 years ago. In 1981, the average child had 40 percent of the day available for free time- the hours left over after sleeping, eating, school, and after-school activities. By the 1997, the average child had only 25 percent left for free time.

Overdoing a Good Thing?

Experts agree that participating in sports, music, and other activities can be good for kids. "Activities help kids take on risks and challenges and find out who they are," says psychiatrist Lynn Ponton. But too much of a good thing can be bad. "We are taking away childhood," says Dorothy Sluss, an expert in childhood development. "We aren't valuing play in our society. It is becoming a four- letter word." Without enough free time to play or hang out, kids can miss valuable learning opportunities. "Children need free time to develop their imaginations," says Robin Goodman, a psychologist. "They need to be able to be by themselves and do something creative or constructive on their own."

Overscheduled kids are also losing out on family time. Beth says she and her family are trying hard to have dinner together every night. "But that isn't happening so often." She says. "The best time I have to talk to my parents is when we're in the car driving to one of my practices or games."

Too often, the most troubling sign of a stressed-out kid is falling grades in school. Eleven-year-old Adrian Verduzco used to play soccer. But when he started getting C's and D's in school, his father made him quit. "I wouldn't have enough time to do my homework," Adrian told JS, "and then I'd have to stay up late." Now, Adrian is getting A's and B's in school. Some of his friends are following his example. "Their grades are going up because they're concentrating and studying more, too," says Adrian.

Quiz: Are you leading a busy life?

Are you overscheduled? Take this Yes-No quiz.

Check Y or N for each question.

1. Are you feeling tired in school? Y N
2. Are you falling asleep in class? Y N
3. Are you eating your meals in a rush? Y N
4. You are not having fun in activities that you enjoyed before. Y N
5. Are you doing activities just because your parents and friends want you to? Y N
6. Are you spending less time with your family and friends than you'd like? Y N
7. Are you too busy to do your homework? Y N
8. Your grades are dropping because of afterschool activities. Y N
9. You are arguing with my parents because activities leave no time for chores. Y N
10. You are asking yourself constantly "How will I ever get through this day?" Y N

If you answered yes to no more than four questions, you may be stressed at times, but you can handle what's on your plate.

If you answered yes to between five and seven questions, you need to take a step back and get organized.

If you answered yes to eight questions or more, after-school activities have taken over your life! Set aside more time for homework, your family, and yourself now.

Annex 5.

Activity 5

BEFORE, AFTER, WHEN, WHILE TO
TALK ABOUT TIME.

Taken from: dictionary.cambridge.org.

BEFORE, AFTER, WHEN, WHILE TO TALK ABOUT TIME.

Taken from: dictionary.cambridge.org.

INTRODUCTION

- *When, after, before, until, since, while, once, as* and *as soon as* are subordinating conjunctions which can be used to connect an action or an event to a point in time.



Image taken from: <https://www.2000shareware.com/preview/rocket-clock-screensaver.html>.

BEFORE

- Before is a preposition, an adverb and a conjunction. Before means earlier than the time or event mentioned:
- Can you call me back **before** 5 pm, please?
- I met her just **before** she left.

AFTER

After means 'later than' and 'next in time or place'.

After can be used before a noun phrase (as a preposition):

*Shall we have a swim **after** lunch?*

*The bank is just **after** the park, on the left.*

After can introduce a clause (as a conjunction):

***After** I left him a message, he phoned me immediately.*

*She did voluntary work in a hospital **after** she graduated.*

Warning:

We use the present simple following *after* when referring to the future:

*I'll contact you **after** we reach the airport.*

WHEN

- We use *when* as a conjunction meaning 'at the time that'. The clause with *when* is a subordinate clause (SC) and needs a main clause (MC) to complete its meaning.

- Talking about the past:

[SC] [MC]
When I was young, there were no houses here.

[MC] [SC]
Nobody spoke when she came into the room.

- Talking about the present

When you start the engine, there's a strange noise.

- Talking about the future

In references to the future with *when*, we use the present simple or the present perfect in the *when*-clause, not the future with *shall* and *will*:

When the new park opens, I'll go there every day.

WHILE

- We use *while* to show that actions or events happen at the same time in the past, present or future:

Can you wait in the car **while** I run into the shop?

They were talking **while** the teacher was explaining the activity.

- Warning:

We don't use *during* instead of *while*. *During* is a preposition, not a conjunction, and it must be followed by a noun or a pronoun:

I like to have the radio on **while** I study.

Annex 6.

Activity 6

<https://www.scotsman.com/heritage-and-retro/heritage/mystery-of-prehistoric-skeleton-found-by-farmer-close-to-skara-brae-on-orkney-3140939>

Mystery of prehistoric skeleton found by farmer close to Skara Brae on Orkney

A well-preserved skeleton which could be more than 4,000 years old has been found by a farmer close to Skara Brae on Orkney.

By [Alison Campsie](#)

Friday, 19th February 2021, 5:01 pm



The skeleton was discovered on a farm close to the Neolithic settlement of Skara Brae on Orkney but it is not clear if there is a link between the two, with the remains possibly from the later Bronze Age. PIC: Howard Stanbury/Flickr/CC.

The human remains were discovered in a stone burial cist at Skail Farm, around half a mile from the world-famous Neolithic settlement.

Archaeologists are currently on-site excavating the skeleton, which is lying in a crouched position on its right hand side, with the cist some three-metres wide and covered with a heavy stone slab.

It is too soon to say whether the remains are those of a man or a woman or if anything else was buried with them.

But the robustness of the cist has left the skeleton virtually intact, with small bones – such as toes – surviving thousands of years.

Martin Cook, director of AOC Archaeology, said: “The size and scale of the cist would suggest it is a late Neolithic or early Bronze Age burial.

“We think the skeleton is buried by itself and not part of a cemetery. It is obviously very close to Skara Brae.”

Mr Cook said it was too soon to say whether the burial was linked to Skara Brae, the Neolithic settlement that was occupied from around 3180 BC to 2500 BC

“This could be a later grave,” Mr Cook added.

Evidence of other unexcavated settlements have recently been found on the coast at Bay of Skail.

Mr Cook added: “We are currently removing the skeleton and what we are looking for is material goods, things like pottery or animal bones or whether a joint of meat was buried with it.

“The skeleton was laid down in a crouched position and we can see the leg bones, the arms and the toes. Sometimes animals like voles will get in and take the smaller bones but this cist was really well, tightly built. It looks like all the bone is there and well.”

The find was reported to archaeologists after it was discovered during work on the Davidson cattle farm at Skail.

The excavation was carried out by AOC Archaeology on behalf of Historic Environment Scotland.

A spokesperson for Historic Environment Scotland (HES) said “We were approached by the local authority archaeologist in Orkney for assistance after a discovery of a cist burial in the buffer zone of the Heart of Neolithic Orkney World Heritage Site. AOC Archaeology, current holders of our excavation call off contract, are attending the site and will be carrying out an archaeological excavation.”

The find comes shortly after evidence of a possible Neolithic or Bronze Age settlement in the Bay of Skail area was discovered around half a mile from Skara Brae.

The finds of a badly damaged wall, which had been exposed due to the pounding tides on this stretch of coast, along with deer antlers, a boar tooth, a cattle jawbone and a large decorated stone have led archaeologists to consider whether “another Skara Brae” is waiting to be discovered.

Sigurd Towrie, spokesman for the Archaeology Institute at University of Highlands and Islands, said earlier this month that the finds “suggest there is another settlement at the Bay of Skail – one that, from previous environmental sampling, is likely to be 4,000 to 5,000 years old”.

Annex 7.

Activity 7

Retrieved from:

https://www.smithsonianmag.com/history/martha-washington-life-elusive-historians-180976983/?utm_source=facebook.com&utm_medium=socialmedia&fbclid=IwAR3B6-8Eu3xQhuxnhcK8mcjDguJ2WSJVtYi9T3b6QT4s29PoVYxjBfYlySI



Why Martha Washington's Life Is So Elusive to Historians

A gown worn by the first First Lady reveals a dimension of her nature that few have been aware of



A dress worn by Martha Washington from the collection of the National Museum of American History. The gown's basic style is typical of the early 1780s. (Hugh Talman / NMAH)

By **Alexis Coe**; Photographs by **Hugh Talman**

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Ask any American what Martha Washington looked like, and you'll hear of a kindly, plump grandmother, her neck modestly covered and her gray hair poking out of a round, frilled mob-cap, as she was portrayed in [Gilbert Stuart's 1796 portrait](#). Her husband explained her straightforward style in a 1790 letter: Martha's "wishes coincide with my own as to simplicity of dress, and everything which can tend to support propriety of character without partaking of the follies of luxury and ostentation."

Martha, then the first lady, was 65 when she sat for that famous portrait, but in earlier paintings, she is slim, her neckline plunging, décolletage on full display, her dark hair offset with a fashionable bonnet. (Make no mistake about it: Martha was considered attractive.) Her wardrobe—including custom-made slippers in purple satin with silver trimmings, which she paired with a silk dress with deep yellow brocade and rich lace on her wedding day—indicates a fashionista who embraced bold colors and sumptuous fabrics that conveyed her lofty social and economic standing. And it wasn't just Martha, or Lady Washington as she was called: The couple's ledgers are full of extravagant clothing purchases, for George as well.

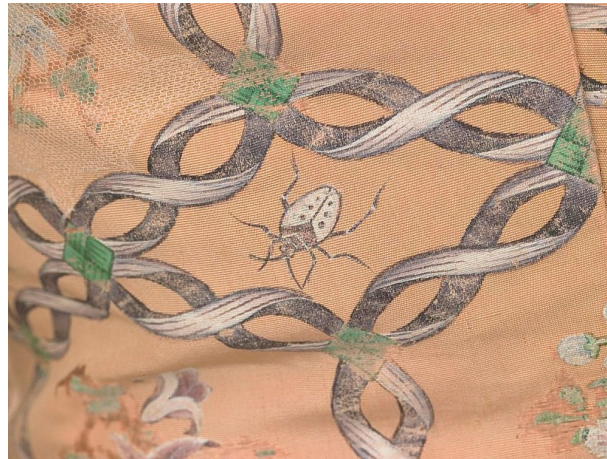


Martha Washington, painted in oil by Rembrandt Peale, circa 1850. (Metropolitan Museum of Art)

I made use of those sources in my biography of George Washington, *You Never Forget Your First*, but I felt frustrated by the limited descriptions of Martha that we find in letters, and which focus almost exclusively on her role as wife, mother and enslaver. Biographers have tended to value her simply as a witness to a great man. Artists painted her according to the standards of the time, with details one would expect to see from any woman in her position—nothing particular to *this* woman. Indeed, Martha might be pleased by how little we know about her inner life; after George died, she burned all the letters from their 40-year marriage, although a few have been discovered stuck in the back of a desk drawer.

Historians are limited by the archives, and by ourselves. Biographers study documents to tell the story of a person's life, using clothes and accessories to add color to their accounts. But what if we're missing something obvious because we don't know what to look for? Of Martha's few surviving dresses, I've spent the most time looking at this one, and when I imagine Martha, I picture her in this dress. She wore it during the 1780s, a period I think of as the Washingtons' second chance at a normal life. They were no longer royal subjects or colonists, but citizens; George was world-famous and finally satisfied with life; Martha was happily raising the young children of her late, ne'er-do-well son, John Parke Custis, as well as her nieces and nephews. They had experienced loss, triumph, life outside of Virginia, and believed, erroneously, that their life of public service had ended with the American Revolution. By the end of the decade, of course, they would become the *first* first family.

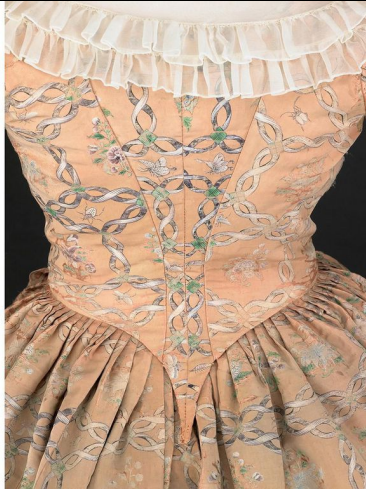
But was I seeing her clearly? The catalog entry for the dress listed the pattern I remembered, with flowers, butterflies and ladybugs—and other parts I didn’t remember. I suddenly found it odd that the 58 insects on the dress included beetles, ants and spiders, but I didn’t know the reasons behind these images. Assuming Martha chose the pattern, it reveals something important.



A close-up of one of the ribbon trellises (and a sprightly-looking bug) painted on the silk taffeta of the dress. (Hugh Talman / NMAH)

Zara Anishanslin, a historian of material culture who has spent time at the Washingtons’ home at [Mount Vernon](#) as a researcher and fellow, posed an intriguing theory to me. “Martha was a naturalist,” Anishanslin explained. Or rather, Martha would have been a naturalist, had she been born a man, or in a different era; she had very few ways of expressing her passion for the natural world, which makes it easy to overlook.

As Anishanslin spoke, I was riveted—in part because, after reading every Martha Washington biography, this was the only new, original insight I’d ever come across about her, and I wondered what the best medium would be to convey this forgotten element of Martha’s life. An academic history would hardly be the best medium to spotlight objects attesting to Martha’s passion for nature; a museum exhibition would be better. If I were curating such an exhibition, I would place the dress in the largest of three glass cases, front and center. In another case, I would display the 12 seashell-patterned cushions Martha made with the help of enslaved women at Mount Vernon. In the third, I’d display *12 Months of Flowers*, one of the only books from her first marriage, to Daniel Parke Custis, that she kept for personal use. The arrangement would be the first chance to see Martha’s husbands used as accessories to enhance our understanding of her. I’d call the exhibition “Don’t Be Fooled by the Bonnet.”



The painted pattern on the silk taffeta is a repeat of four floral bouquets and 58 creatures (butterflies, ants, beetles, snails, bees, grasshoppers, wasps, ladybugs, spiders and grubs) placed between the ribbon-trellis pattern. Each crossover is accented with a painted green "jewel." The fabric displays characteristics common to 18th-century hand-painted Chinese textiles: fluid brush strokes, a white base coat of paint, green malachite pigment for the "jewels" and a 30-inch selvage-to-selvage width. (Hugh Talman / NMAH)

Annex 8.

Activity 8

https://es.educaplay.com/recursos-educativos/8452834-past_continuous_songs.html

Annex 9.

Activity 9

https://www.youtube.com/watch?v=etvW0FOD_so
<https://www.youtube.com/watch?v=MGLedoA3SSE>
<https://www.youtube.com/watch?v=QJ2x20GmUTs>
<https://www.youtube.com/watch?v=9IUMxo4bWzY>