

Community Educational Projects for the PAEC, Cross-Cutting and Focused
on the Sustainable Development Goals of the 2030 Agenda



Karla Karen García Mexicano

English IV Student's Book

The materials are aligned with the **Common Curriculum Framework for Upper Secondary Education (MCCEMS)** and the principles of the **New Mexican School (NEM)**.



English IV Student's Book

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Welcome to the Kukulcan Model: Education for Transformative Action

Dear Students, Teachers, and Parents,

We are pleased to present the **Kukulcan Model: Education for Transformative Action**, an innovative educational approach designed to turn learning into an active, meaningful experience that is deeply connected to the realities of our communities and the world we live in.

This model is built upon three fundamental pillars: **Kolb's experiential learning theory**, the **Sustainable Development Goals**, and the principles of the **New Mexican School (NEM)**. We believe education should serve as a vehicle for change—not just within the classroom but also in the social and cultural environments that surround us.

At **Kukulcan**, we understand that learning must be **active**, enabling students to live real-life experiences, reflect on them, conceptualize their learning, and ultimately take action to transform their environment. Each of our materials aims to offer more than just information, inviting students to become agents of change within their communities.

Community Educational Projects (PEC) are the cornerstone of this model. These projects provide opportunities to address local issues while aligning with the **SDGs**, promoting values such as **gender equality, interculturality, inclusion, critical thinking, and sustainability**. Students will not only learn academic content but also engage in concrete actions that positively impact their surroundings.

In this context, beyond our textbooks, we have created the **Kukulcan 2030 Program: Education for Action**, an initiative that offers **webinars, workshops**, and free **videoconferences** for the **continuous training of teachers**. All our teachers have access to these resources, which we later share on our YouTube channel as part of our commitment to the **Publishers' Compact for the Achievement of the Sustainable Development Goals**.

This model is designed to ensure that all members of the educational community—students, teachers, and parents—work together to nurture engaged, reflective citizens who are prepared to face the challenges of the future. Through collaboration and community work, we aim to cultivate human values, strengthen identity, and foster the holistic well-being of our youth.

Welcome to a learning experience that transforms, empowers, and connects each student with their community and the world.

Together, we can create a fairer, more equitable, and sustainable future!

Sincerely,
Ediciones Kukulcán

Author's profile



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An expert in upper secondary education, she **trains teachers in implementing the MCCEMS curriculum**. **She contributed to the development of the New Mexican School's English plans and programs** in 2022. As an author of English textbooks, she is recognized for her innovative approach and dedication to improving education in Mexico. She also participates in educational forums, such as those organized by the Mexican Council of Social Sciences.

Hi, I'm Kan!

The official mascot of **Ediciones Kukulcán**, and I will accompany you throughout this course.
Welcome!



Get to know your book!

The progressions allow for continuous practice and improvement of the four skills in a cross-cutting and progressive manner, fundamental skills achievable and applicable to the contexts of high school students in the country.

The formation of the Sociocognitive Resource for Communication in Foreign Language (English) based on the MCCEMS is composed of four categories, each of which has its own subcategories.

Listening

L

These are the knowledge, skills, and experiences that allow students to process incoming information (input), spoken in a foreign language (English) by one or more speakers, who can be their peers or members of the community.

Listening for gist

Listening for detail

Reading

R

These are the knowledge, skills, and experiences that allow students to receive and process incoming information from written texts in a foreign language (English), produced by one or more authors.

Scanning

Skimming

Learning activity

LA

Learning activity. These are activities for each category and subcategory, designed to achieve formative assessment throughout the progression.

Final Test

FT

It is a final test to evaluate and measure the knowledge acquired during the progression.

Evaluation by Moments

EM

This section consists of three stages of evaluation, grouping progressions to monitor students' advancement. It aligns with formative assessment throughout the semester, allowing continuous feedback and improvement.

Classroom, School and Community Program

PAEC

Activities aligned with the Classroom, School, and Community Program (PAEC) that promote a comprehensive education, shaping responsible, critical, and committed citizens, prepared to be agents of change in society.

Speaking

S

These are the knowledge, skills, and experiences that allow students to produce appropriate oral texts in a foreign language (English), which will be received by one or more of their peers or by different listeners.

Fluency

Pronunciation

Using Functions

Writing

W

These are the knowledge, skills, and experiences that allow students to produce written texts individually or collectively in a foreign language (English), which can be read by one or more readers.

Spelling

Layout

Punctuation

Coherence and cohesion

Diagnostic test

DT

A diagnostic test. It will help you recognize and recover your previous knowledge.

Kan's Learning Hub

It is a snippet of information that can be consulted on the internet.



Socio-emotional support

SES

It is a snippet promoting or guiding values.

In the **Kukulcán Model**, **Community Educational Projects (PEC)** are developed through three key stages during the semester, ensuring a structured and progressive approach. In the first stage, students conduct a **participatory diagnosis** in their communities, identifying relevant local issues using tools such as **surveys**, **observations**, and **interviews**. This process allows them to connect their learning to real-world contexts, fostering critical reflection and situating issues within the framework of the **Sustainable Development Goals (SDGs)** and the transversal principles of the **New Mexican School (NEM)**, such as **inclusion** and **gender equality**.

In the second stage, students **plan their projects** by designing strategies to address identified issues, setting **measurable objectives**, and aligning their actions with **curricular learning**. This stage is guided by teachers, who facilitate the use of resources like the **Interactive Educator's Book** and the **digital archive** to enrich planning.

The third stage involves the **implementation** and **evaluation** of the **PEC**. Students apply the designed strategies in their communities by developing **campaigns**, **activities**, or specific interventions. After implementation, they conduct a **critical evaluation** where they reflect on the results and areas for improvement, thus completing the **experiential learning cycle** based on **Kolb's theory**. This process is supported by **Kukulcán resources**, such as **self-assessment tools** and **specific rubrics** in each book, as well as ongoing teacher feedback.

Additionally, **transversal themes** are reinforced by integrating activities that develop **socio-emotional skills**, **respect for diversity**, and **sustainability**, ensuring the projects' impact is both **local** and **global** while meeting **learning goals** across progressions.

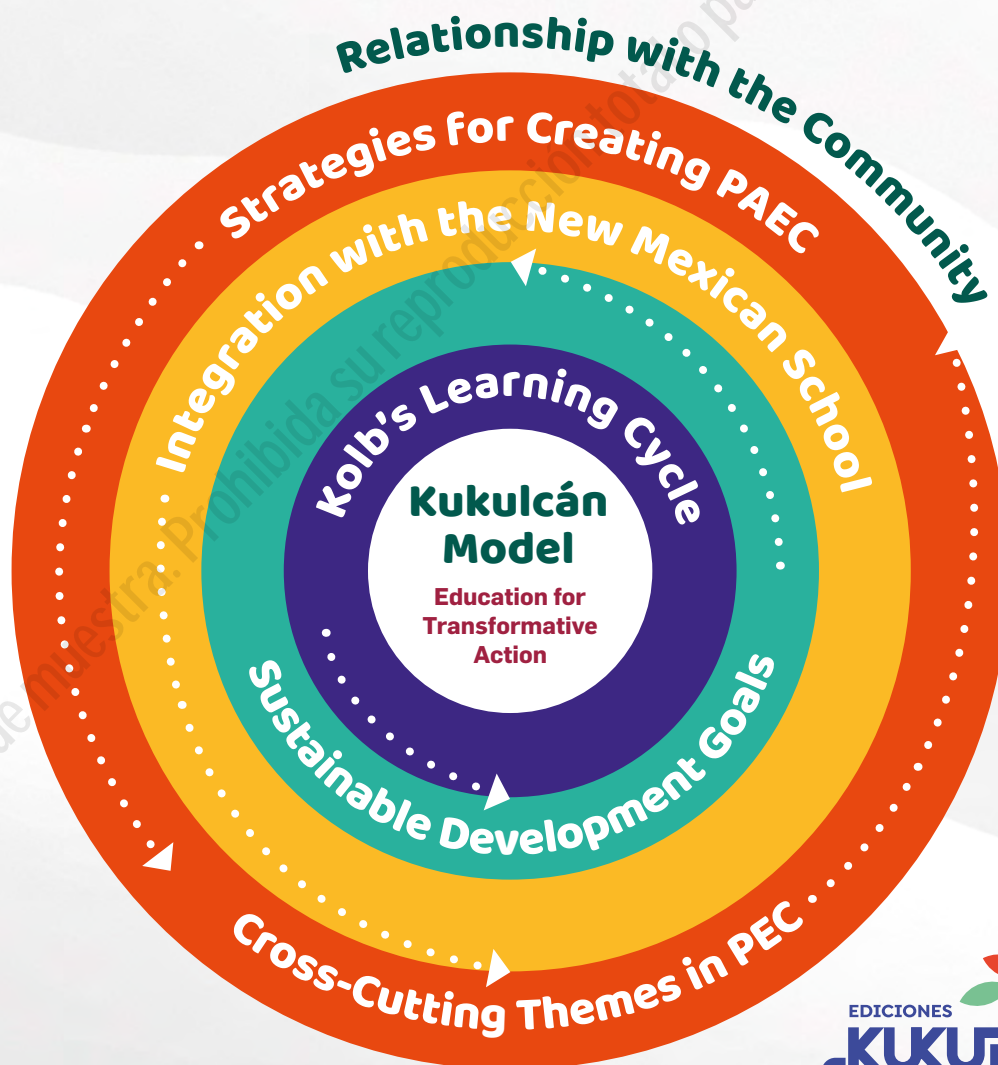


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Participate through the representation of real or fictional situations, among other strategies, to interpret the verbal form 'used to' that describes past habits or customs, encouraging students to reflect on the uses and customs of various contexts.

Progression 2

Page 16

Use the past participle of regular and irregular verbs to structure oral and written expressions in different verb tenses. Through various strategies such as travel itineraries.

Progression 3

Page 24

Choose the modal verbs 'must' or 'have to' to express responsibilities and obligations, through the creation of a to-do list among other strategies.

Progression 4

Page 32

Use the modal verbs 'should' and 'ought to' to make recommendations to peers, family, community, and in their context through the role-play strategy (among others), allowing students to practice language skills.

Progression 5

Page 32

"Practice expressing ideas and polite requests in the future tense using the modal verbs "would" and "will" through the creation of comic strips, among other strategies.

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Progression 9

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Progression 16

Page 120

Practice making reports in the Present Perfect tense in its affirmative, negative, and interrogative forms to explain facts and experiences that occurred at a moment in the past and may or may not continue in the present, through various strategies such as interviews, among others.



Community School Project (PEC): Stories of Equity: Past and Present

Promoting Gender Equity Through English Learning is a transversal project designed to integrate language skills with social awareness, encouraging students to reflect on and promote gender equity. Through three moments—reflecting on the past and present, addressing responsibilities and recommendations, and envisioning an inclusive future—students will develop their linguistic abilities in verb tenses, modals, and conditionals while fostering critical thinking and creativity. The project aligns with SDG 5 (Gender Equality) and the New Mexican School principles, emphasizing empathy, social responsibility, and inclusion. By engaging in activities like research, role-play, and comic strip creation, students will explore how language can empower them to advocate for a fairer society.

First stage: Diagnosis

FS

Project Stage	Activity Linked to the Stage	UAC	Progression	Didactic approach	Week	Participants
Reflecting on the Past and the Present	Researching and comparing past and present gender roles. Creating summaries and discussions..	English IV	Progression 1: Use of "used to" to describe past habits. Progression 7: Simple present tense for routines and facts.	Guided research, collaborative discussion, and oral/ written summary.	1-5	Students and teachers

PROGRESSION 1

Participate with representations of real or fictional situations, among other strategies, to interpret the verbal forms used to describe customs or habits in the past, encouraging students to reflect on practices and traditions in different contexts.

Goals	Categories	Subcategories
<p>L4: Understands everyday and general oral expressions (basic information about oneself and family, shopping, places of interest, occupations, among others). Makes sense of oral information and its terms about past aspects and surroundings, as well as issues related to various needs.</p> <p>S4: Communicates orally correctly with frequently used expressions (basic information about oneself and family, shopping, places of interest, occupations, among others). Can interact and engage in conversation about aspects of the past, future, and surroundings, as well as issues related to various needs.</p> <p>R4: Interprets texts on various topics, written and everyday expressions of frequent use (basic information about family, shopping, places of interest, occupations, notes, among others). Selects written texts that spark interest, fostering the pleasure of reading about aspects of surroundings, as well as information related to school topics.</p> <p>W4: Writes short texts and correctly and coherently drafts topics of general and frequent use (basic information about oneself and family, shopping, places of interest, occupations, tasks, among others). Writes about various aspects with appropriate conjugation of tenses, punctuation, and grammar.</p>	<ul style="list-style-type: none"> ■ Listening ■ Speaking ■ Reading ■ Writing 	<ul style="list-style-type: none"> ■ Listening for gist. ■ Listening for detail. ■ Fluency. ■ Using Functions. ■ Pronunciation. ■ Scanning. ■ Skimming. ■ Spelling. ■ Punctuation ■ Layout ■ Coherence and cohesion

DT

I. Underline the correct answer.

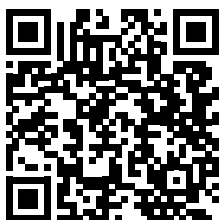
- They _____ go to the cinema every Saturday.
a. use to **b.** used to
- I used to _____ in the park.
a. play **b.** played
- Shakespeare _____ use to write poems, he wrote plays.
a. didn't **b.** do not
- Did you _____ walk to school?
a. use to **b.** used to
- I didn't _____ like broccoli when I was younger.
a. use to **b.** used to

L

II. Listen to the next song and fill in the blanks.

QR

tinyurl.com/n6uvvbya



Now and then I think
of when we were _____
Like when you said you felt so
happy you could die
Told _____ that you were right for me
But felt so lonely in your company
But that was love, and it's an ache
I still remember
You can get _____ to a
certain kind of sadness
Like resignation to the end,
always the end
So when we found that
we could not make sense
Well, you said that
we would still be friends

But I'll admit that I was _____
it was over
But you didn't have to cut me off
Make out like it never _____
and that we were nothing
And I don't even need your love
But you treat me like a stranger,
and that feels so rough
No, you didn't have to _____ so low
Have your friends collect your records
and then change your number
I guess that I don't need that, though
Now you're just somebody that
I _____ to know
Now you're just _____ that
I used to know



Explore grammar explanations, interactive exercises, listening examples, and more to enhance your language skills.

Grammar | Spelling **GS**

Used to

We use "used to"

This expression is used to talk about habits or repeated actions in the past which we don't do in the present. We also use it to describe states in the past that are no longer true.

Affirmative Form

Structure:

Subject +	used to +	base verb (infinitive) +	complement.
I	used to	eat	chocolate.
He	used to	play	soccer.
They	used to	work	together.

Negative Form

The negative form of used to is most commonly **didn't use to**. While it is sometimes written with a final "-d" (e.g., *didn't used to*), this form is considered incorrect by many people and should not be used in exams.

Structure:

Subject +	did not +	use to +	base verb (infinitive) +	complement.
I	did not	use to	watch	this movie.
She	didn't	use to	do	yoga.
We	did not	use to	write	in our book.

Interrogative Form

The most common way to ask questions with used to is by using the auxiliary **did + use to**. Similar to the negative form, the version with the final "-d" (did used to) is often considered incorrect and should be avoided in exams.

Structure:

Did +	subject +	use to +	base verb (infinitive) +	complement + ?
Did	you	use to	live	in the same house?
Did	she	use to	drink	soda at dinner?
Did	they	use to	listen	to this song?

Listen and decide which person is described in the audio: option A or option B.

Listen to the recording as many times as you need.

- a. I used to wake up at seven a.m. every day. I used to take a shower and have breakfast at home. I used to wear an awful uniform at school. My school is near my house, so I used to walk to school. When I was a child, I did not use to watch television. When I grew older, I used to play the guitar and practice baseball, but I did not use to play soccer.
- b. I used to wake up at seven a.m. every day. I used to take a shower and have breakfast at my house. I used to wear an awful uniform at school. My school is far from my house, so I did not use to walk to school. When I was a child, I used to watch television. When I grew older, I used to play the guitar and practice baseball, but I did not use to play soccer.

Kan's Learning Hub tinyurl.com/2vyjwx3j

Explore grammar explanations, interactive exercises, listening examples, and more to enhance your language skills.



Independent Study IE

Listening | Track 2

L

I. Complete the following conversation using the words provided:

Homework | eat | used to | travel | use to

Grethel: Hi Sandy, how are you?

Sandy: Hi Grethel, I'm fine, and you?

Grethel: I'm fine. Sorry, I'm doing my _____, and I need to make some sentences using "used to." Can I ask you some questions, please?

Sandy: Yes, of course. Tell me.

Grethel: Sandy, what did you use to _____ when you were a baby?

Sandy: I _____ eat a lot of candy.

Grethel: Did you use to _____ when you were young?

Sandy: No, I didn't use to travel.

Grethel: Did your mom use to help you with your homework?

Sandy: Yes, she _____ help me with my homework.

Grethel: Sandy, thank you very much. You helped me a lot with my homework.

Sandy: Don't worry, it's okay.

Grethel: See you soon.

Sandy: Take care. See you.

II. Read the following sentences and correct the mistakes.

1. Isaac used smoke before dinner.

2. Anahi did not used to played in the park along.

3. Antonio not used to do exercise in the gym.

4. Did Francisco used to studied English in high school?

5. Did Elena use cook a salad for the dinner?

Learning activity 2

LA

Speaking Fluency, Using Function & Pronunciation

S

Work in pairs. Ask your partner the following questions and write down his/her answers. Then, share the answers with the class.

1. Did you use to play in the street outside your home?

2. What kind of toys did you use to play with?

3. What did you use to do during your vacations?

4. How did you use to celebrate your birthday?

5. How did you use to celebrate Christmas?

Kan's Learning Hub tinyurl.com/429kupc4

Explore grammar explanations, interactive exercises, listening examples, and more to enhance your language skills.



Learning activity 3

LA

Writing Spelling, Punctuation, Layout, Coherence & Cohesion

W

Answer the following questions. Don't forget to use the correct form of *used to*.

1. What is a food that you used to hate, but now you like?

2. Did you use to get good grades in elementary school?

3. Who used to be your favorite cartoon character when you were a child?

4. How often did you use to get in trouble when you were younger?

5. Where did you use to play when you were a child?



You will read a passage about what Abraham used to do some years ago. After reading the text, answer the questions by selecting the correct options: True (T) or False (F).



Hi, my name is Abraham. When I was fifteen years old, I used to live in Cholula, Puebla. One of the most popular days I saw in the year was the "Equinox." I used to arrive early to downtown near the pyramid with my family. We used to wear white clothes. My mom used to make sandwiches and lime water for us. We did not use to eat at our house because



we preferred to eat at the pyramid. When the show started, I used to feel happy because I saw different shows. We used to stay all day there. A solar equinox is a moment in time when the Sun crosses the Earth's equator, which is to say, it appears directly above the equator, rather than north or south of it. At night, we used to come back to our house, and when we were walking, we used to talk about the day and the shows. I used to be happy on this day with my family.

Sentences	True	False
He did not use to see any show.		
They used to eat in their house.		
He did not use to see any show.		
They used to talk about that day.		

Kan's Learning Hub

tinyurl.com/yhxwadzb
tinyurl.com/4bx7kn7a

Explore grammar explanations, interactive exercises, listening examples, and more to enhance your language skills.



I. Complete the following sentences with “used to” + infinitive.

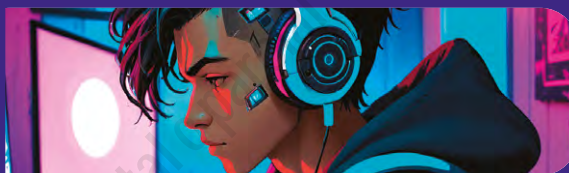
1. We _____ live in this house when I was young.
2. My father _____ play the piano in high school.
3. Aldo _____ not _____ eat vegetables when he was young.
4. _____ Angeles _____ drive very fast?
5. Araceli _____ not _____ write books.

Listening | Track 3

L

II. Listen to the following sentences and write them on the lines.

1.



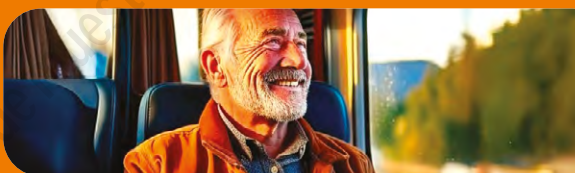
2.



3.



4.



5.



PROGRESSION 2

Use the past participle of regular and irregular verbs to structure oral and written expressions in different verb tenses. Through various strategies such as travel itineraries.

Goals	Categories	Subcategories
<p>L4: Understands everyday and general oral expressions (basic information about oneself and family, shopping, places of interest, occupations, among others). Makes sense of oral information and its terms about past aspects and surroundings, as well as issues related to various needs.</p> <p>S4: Communicates orally correctly with frequently used expressions (basic information about oneself and family, shopping, places of interest, occupations, among others). Can interact and engage in conversation about aspects of the past, future, and surroundings, as well as issues related to various needs.</p> <p>R4: Interprets texts on various topics, written and everyday expressions of frequent use (basic information about family, shopping, places of interest, occupations, notes, among others). Selects written texts that spark interest, fostering the pleasure of reading about aspects of surroundings, as well as information related to school topics.</p> <p>W4: Writes short texts and correctly and coherently drafts topics of general and frequent use (basic information about oneself and family, shopping, places of interest, occupations, tasks, among others). Writes about various aspects with appropriate conjugation of tenses, punctuation, and grammar.</p>	<ul style="list-style-type: none"> ▪ Listening ▪ Speaking ▪ Reading ▪ Writing 	<ul style="list-style-type: none"> ▪ Listening for gist. ▪ Listening for detail. ▪ Fluency. ▪ Using Functions. ▪ Pronunciation. ▪ Scanning. ▪ Skimming. ▪ Spelling. ▪ Punctuation ▪ Layout ▪ Coherence and cohesion

I. Make the past participle of the verb and complete the sentences.

1. Sebastian was not at home. He had _____ (go) to the shops.
2. We have already _____ (have) lunch.
3. This was the first time she had _____ (do) her homework.
4. We have _____ (keep) this secret for three years.
5. I have _____ (be) sick all week.

Listening | Track 4

L

II. Listen to the following verbs and underline the correct past participle form of the verb.

1. lay
a. laid
b. lay



2. make
a. made
b. make



3. throw
a. thrown
b. trown



4. smell
a. smelt
b. smell



5. run
a. run
b. runned



The past participle and simple past

The past participle and simple past are formed by adding -ed at the end of regular verbs. Follow these rules when adding the -ed ending:

A. If the verb ends in "e," just add "d."

- Dance → danced
- Erase → erased
- Embrace → embraced

B. If the verb follows the pattern consonant + vowel + consonant, double the last consonant and then add "-ed."

- Stop → stopped
- Plan → planned
- Skip → skipped

C. If the verb ends in "y" preceded by a consonant, change "y" to "i," then add "-ed."

- Try → tried
- Study → studied
- Carry → carried

D. For all other verbs, simply add "-ed."

- Play → played
- Jump → jumped
- Paint → painted

Pronunciation of the Past Tense Ending

Remember the importance of proper pronunciation of the past tense of regular verbs. The way we pronounce the "-ed" ending depends on the final consonant sound of the base form of the verb.

/t/

If the base form of the verb ends in **p, k, f, g, h, sh, ch, ss, c, x, s, z, g**, the ending "-ed" is pronounced as /t/. The letter "e" is silent.

- Fix → fixed
- Wash → washed
- Match → matched
- Laugh → laughed
- Ask → asked
- Bless → blessed
- Stuff → stuffed

/d/

If the base form of the verb ends in **l, n, r, v, b, m, w**, the ending "-ed" is pronounced as /d/. The letter "e" is silent.

- Call → called
- Clean → cleaned
- Climb → climbed
- Alarm → alarmed
- Snow → snowed
- Move → moved

/id/

When the base form of the verb ends in t or d, the past tense is pronounced /id/. This is the only case where the "e" is pronounced.

- Waste → wasted
- Paint → painted
- Need → needed
- Sound → sounded

Irregular Verbs

These verbs do not follow the rules for forming the past tense or past participle, so they are called irregular verbs. Both their past tense and past participle forms change in spelling.

Examples:

1. Buy → bought



2. Drive → driven



3. Eat → eaten



4. Run → run



5. Catch → caught



There is no specific rule for forming the past participle of irregular verbs. Some change entirely, others change only one letter, and some remain unchanged.

Kan's Learning Hub

tinyurl.com/4jmp39y3
tinyurl.com/4mjc7mb2

Learn how to add the past participle to your English vocabulary, explore grammar explanations and practice using interactive exercises.



Listen the following words, and complete the next letter. There are some extra verbs you do not use.

Been | seen | gone | drank | written | passed | gone | past | lived | come | lived | asked | asked | was | came | remembered | written | saw | drunk | remembered

Dear Mom,

I could finally travel in time. I have _____ (go) to a day I remember clearly.

Everything is strange; I know everything that is going to happen because

I have already _____ (live) it.

I will tell you everything about it now.

I've _____ (come) to Ana's house with the only purpose of spending a nice day.

We have _____ (drink) some beers and _____ (remember) our childhood.

I _____ (ask) him to tell me about the important people in his life, and I have _____ (write) it on a piece of paper. Time has _____ (pass) too fast, and

I have to go. I know I won't see him again because I had already _____ (be) here, and I had _____ (see) him die. I have been looking for the people on the list to tell how important they had been to Ana. I know you will get this letter by tomorrow, and I want to tell you that you are the last person on my list. I am really sorry I won't see you again.

Love, Ana.



Independent Study

IE

Write the past participle of the following verbs:

1. Go _____

2. Play _____

3. Jump _____

4. Cook _____

5. Do _____

6. Run _____

7. Paint _____

8. Rain _____

9. Teach _____

10. Write _____

11. Clean _____

12. Sing _____

13. Know _____

14. Make _____

15. Eat _____

16. Be _____

Past Participle

The past participle is a verb form that allows us to communicate past actions or describe hypothetical or unreal situations. To form it, it is necessary to check whether the verb is regular or irregular. Based on what we have explored on this topic, complete the following activity, which is divided into two sections:

Regular verbs

Review the pronunciation chart of regular verbs. Look at the following verbs. Record yourself pronouncing them.

loved | washed | rested | mailed | cooked | afforded | used | painted |
answered | fixed | waited | saved | watched | recorded | asked

Listening | Track 6

L

Irregular verbs

Listen to the pronunciation of the following sentences. Then, read them aloud and record yourself.



1. I loved my boyfriend.



2. He bought this house two weeks ago.



3. She has been happy at the party.



4. We have broken the door.



5. Luisa has driven fast in that trip.

Kan's Learning Hub

tinyurl.com/ywy7tdnc
tinyurl.com/38kppwk2

Learn about the Past Participle and how to use it in English. Review a list of irregular verbs in their base form, past simple, and past participle to understand the differences between them.



Learning activity 2 LA

Writing Spelling, Punctuation, Layout, Coherence & Cohesion W

Unscramble the following past participle verbs:

- | | |
|--------------------|-----------------------|
| 1. ghoutb → _____ | 9. devorp → _____ |
| 2. eosnhc → _____ | 10. iuetq → _____ |
| 3. demdrae → _____ | 11. isenr → _____ |
| 4. alelfn → _____ | 12. wesad → _____ |
| 5. totegn → _____ | 13. guhatt → _____ |
| 6. ledh → _____ | 14. enogrednu → _____ |
| 7. eptal → _____ | 15. uondw → _____ |
| 8. matne → _____ | |

Learning activity 3 LA

Reading Scanning & Skimming R

I. Search for some verbs in the past participle. Write them on the lines.

G	R	A	D	U	A	T	E	D	S
S	E	B	N	E	M	O	C	E	B
W	P	P	M	Q	E	N	B	D	V
N	C	O	X	Z	A	S	D	E	F
E	G	H	K	L	D	P	O	E	I
T	U	Y	T	E	R	E	W	N	D
T	Q	Z	T	X	N	C	V	B	N
I	N	N	M	A	S	D	F	G	U
R	A	H	J	K	L	Q	W	E	O
W	R	D	E	H	S	I	N	I	F

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

II. In front of the verb, write "R" if it is regular and "IR" if it is irregular.

- | | | | |
|-------------------|-----------------|------------------|-------------------|
| 1. Accepted _____ | 5. Waited _____ | 9. Fought _____ | 13. Lent _____ |
| 2. Awoken _____ | 6. Clung _____ | 10. Talked _____ | 14. Named _____ |
| 3. Brought _____ | 7. Missed _____ | 11. Looked _____ | 15. Ordered _____ |
| 4. Planted _____ | 8. Dealt _____ | 12. Ground _____ | 16. Danced _____ |

I. Read the following sentences and find the mistakes, then rewrite them in the lines.

1. My dad has went to Mexico.

2. The injured man taken to hospital.

3. The bridge was constructing by a famous engineer.

4. My mom has came early to my house.

5. I had watch this movie before.

Listening | Track 7**L****II. Listen to the following text and complete with the missing verbs in the past participle.**

In my life as an agent, I have _____ many interesting things. For example, I have _____ many countries. Just in America, I have _____ to Canada, Mexico, and South America. I have not _____ to Panama, but I'm going to travel there this year.



PROGRESSION 3

Choose the modal verbs 'must' or 'have to' to express responsibilities and obligations, through the creation of a to-do list among other strategies.

Goals	Categories	Subcategories
<p>L4: Understands everyday and general oral expressions (basic information about oneself and family, shopping, places of interest, occupations, among others). Makes sense of oral information and its terms about past aspects and surroundings, as well as issues related to various needs.</p> <p>S4: Communicates orally correctly with frequently used expressions (basic information about oneself and family, shopping, places of interest, occupations, among others). Can interact and engage in conversation about aspects of the past, future, and surroundings, as well as issues related to various needs.</p> <p>R4: Interprets texts on various topics, written and everyday expressions of frequent use (basic information about family, shopping, places of interest, occupations, notes, among others). Selects written texts that spark interest, fostering the pleasure of reading about aspects of surroundings, as well as information related to school topics.</p> <p>W4: Writes short texts and correctly and coherently drafts topics of general and frequent use (basic information about oneself and family, shopping, places of interest, occupations, tasks, among others). Writes about various aspects with appropriate conjugation of tenses, punctuation, and grammar.</p>	<ul style="list-style-type: none"> ▪ Listening ▪ Speaking ▪ Reading ▪ Writing 	<ul style="list-style-type: none"> ▪ Listening for gist. ▪ Listening for detail. ▪ Fluency. ▪ Using Functions. ▪ Pronunciation. ▪ Scanning. ▪ Skimming. ▪ Spelling. ▪ Punctuation ▪ Layout ▪ Coherence and cohesion

I. Listen to the following conversation and complete it with the correct vocabulary.

Must you do | have to explain | have to finish |
need to do | have to prepare



Pao: Hi, Laura, would you like to go to a concert?

Laura: That sounds magnificent, but I _____ a presentation for my class tomorrow.

Pao: What do you _____?

Laura: I _____ the Industrial Revolution and do some activities.

Pao: _____ that tonight, or can it wait until the morning?

Laura: Sorry, I _____ it tonight. Thank you.

II. Choose the best option for the following sentences:

1. She _____ go to the doctor.

a. must

b. has to

2. I _____ finish this work before Friday.

a. must

b. have to

3. He _____ pay taxes every day.

a. must

b. has to

4. Do I _____ take off my shoes?

a. must

b. have to

5. You _____ not drink and drive.

a. must

b. have to

Modal Verbs: Must or Have to

Have to

This modal verb is considered semi-modal because it requires auxiliaries to form questions or negative sentences in different tenses.

Have to shows that the obligation comes from someone else, not the speaker. It is used to talk about obligations and responsibilities. It indicates a law or a rule, and the speaker cannot change it.

The basic structure for *Have to* is:

Affirmative form

Subject +	have +	verb in infinitive
I	have	to work.
He	has	to study.
We	have	to study.

Negative form

Subject +	auxiliary verb +	not	have +	verb in infinitive
I	do	not	have	to work.
He	does	not	have	to study.
We	do	not	have	to read.

Interrogative form

Auxiliary verb +	Subject +	have +	verb in infinitive +	?
Do	you	have	to work	?
Does	he	have	to study	
Do	we	have	to read	

Kan's Learning Hub

tinyurl.com/t2snhf9f
tinyurl.com/u9uszuv9

Learn grammar and practice exercises with *Have to*.



Must

Must is a modal auxiliary verb. It is followed by a main verb. In general, must expresses personal obligation. It reflects what the speaker thinks is necessary.

The basic structure for Must is:

Affirmative form

Subject +	modal verb +	verb in simple form +	complement
I	must	go	to the gym.
She	must	visit	her mother.
They	must	do	their homework.

Negative form: Must not for prohibition.

We use must not to indicate that something is not permitted or allowed.

Subject +	modal verb +	not	verb in simple form +	complement
I	must	not	go	to the gym.
She	must	not	visit	her mother.
They	must	not	do	their homework.

Kan's Learning Hub

tinyurl.com/2vyv37bx
tinyurl.com/3adeypy8

Learn grammar and practice exercises with *Must*.



Learning activity 1

LA

Listening for gist / for detail | Track 9

L

Listen to the following sentences and complete with "must" or "have to":

1. You _____ wear a seatbelt when you drive.
2. You _____ complete this essay by tomorrow.
3. He _____ study for the next exam.
4. He _____ use his phone while driving.
5. They _____ resist the test.

Learning activity 2 LA

Choose the best option for the following questions.

1. Julio _____(go) home early.
a. must go
b. has to go
2. They _____(buy) pizzas, we're out.
a. must buy
b. have to buy
3. Children _____(play) with cleaning products.
a. must not play
b. mustnot play
4. They _____(visit) the doctor, they do not feel well.
a. has not visit
b. have to visit
5. Tom _____ (play) with fire.
a. mustn't play
b. have to play

Independent Study IE

Write the following words in the correct order on the lines.

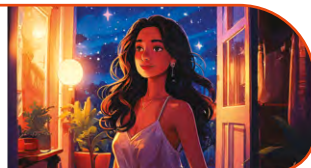
1. Monday's / be / meeting / for / late / mustn't / you



2. not / bill / week / to / gas / must / pay / the / we / forget / next



3. you / o'clock / later / than / home / mustn't / get / eleven



4. be / it / so / we / amazing / an / concert / miss / it'll / must / not



5. in / region / not / must / our / tariffs / apply / year / next / countries / from



Learning activity 3

LA

Speaking Fluency, Using Function & Pronunciation

S

Look at the following pictures. You need to write about the duties.

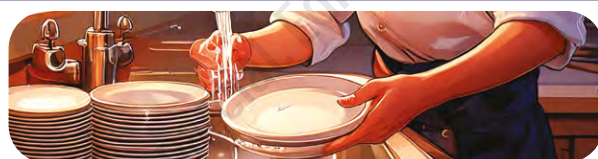
You will look at different images and write a list of sentences describing the processes the man in the picture has to do. Use "**have to**" and "**must**." When you finish, read your story in front of the group.

You can begin as follows:



Example: "My brother is a chef, and he got a new job in a Mexican restaurant. He starts work at 6 a.m. Then..."

1.



2.



3.



Learning activity 4

LA

Writing Spelling, Punctuation, Layout, Coherence & Cohesion

W

There are different jobs, and being a doctor is not really a good one. For example, in Mexico, doctors do not have free time; they must continue studying. Continue describing a doctor's occupation. Include sentences using **must**, **must not**, **have to**, or **does not have to**.

- I. Read the following story about Emma's Busy Day, and underline the modal verbs (must and have to).



Emma woke up early because she had to prepare for her big presentation at work. She glanced at the clock and saw that it was already 8:00 a.m. "I must hurry!" she thought, rushing to get ready. She had to get dressed quickly, and then she had to grab a quick breakfast. On her way to work, Emma realized she had forgotten her notebook at home. She thought, "I must go back and get it. I can't present without it!"



She turned her car around and drove back to her house.

When she finally arrived at the office, her boss told her, "You must finish the project by the end of the day. It's very important."

Emma nodded, knowing she had to give her best effort.

Later in the afternoon, Emma's friend called her. "We must meet up this weekend for coffee," she said.

Emma smiled, thinking about how busy her week had been, but she knew she had to make time to see her friend.

II. Answer the questions about the story.

- Why did Emma wake up early?
 - a. She must get to work on time.
 - b. She had to prepare for her presentation.
- What did Emma realize on her way to work?
 - a. She must stop for gas.
 - b. She had to go back and get her notebook.
- What did Emma's boss tell her?
 - a. You must finish the project by the end of the day.
 - b. You have to work late.
- What did Emma's friend suggest?
 - a. We must meet for coffee this weekend.
 - b. We have to work together next week.
- Which of these is true about Emma's feelings in the story?
 - a. She must be very excited about her presentation.
 - b. She had to work hard, but she still wanted to spend time with her friend.

Read about Tom's Busy Week, then answer the following questions.

Tom's busy week



Tom's week was very busy, and he had to stay organized to get everything done. On Monday, he had to attend an important meeting at 9:00 a.m. He needed to prepare a presentation for the meeting, so he worked late the night before. *I must make sure the slides are perfect,* he thinks. On Tuesday, Tom had to meet with a client for lunch. He had to be on time because the client is very strict about

punctuality. After the meeting, Tom remembered that he had to pick up his dry cleaning before heading home. By Wednesday, Tom was exhausted. He needed to get some rest but knew he had to finish a report for his boss. He decided to work late again to complete the report. *I must finish this before tomorrow,* Tom told himself.

Questions:

1. Why did Tom work late on Monday?
 - a. He must finish his report.
 - b. He had to prepare for a presentation.
2. What does Tom have to do on Tuesday?
 - a. He must go to a meeting.
 - b. He has to meet a client for lunch.
3. Why must Tom be on time for the client meeting?
 - a. The client has to leave early.
 - b. The client must be very strict about punctuality.
4. What does Tom remember he has to do after the lunch meeting?
 - a. He has to pick up his dry cleaning.
 - b. He must call his boss.
5. What does Tom decide to do on Wednesday?
 - a. He must take a break.
 - b. He has to finish his report.
6. Which sentence is correct?
 - a. Tom must work late to finish the report.
 - b. Tom has to take a break after working late.

PROGRESSION 4

Use the modal verbs 'should' and 'ought to' to make recommendations to peers, family, community, and in their context through the role-play strategy (among others), allowing students to practice language skills.

PROGRESSION 5

Practice expressing ideas and polite requests in the future tense using the modal verbs *would* and *will* through the creation of comic strips, among other strategies.

Goals	Categories	Subcategories
<p>L4: Understands everyday and general oral expressions (basic information about oneself and family, shopping, places of interest, occupations, among others). Makes sense of oral information and its terms about past aspects and surroundings, as well as issues related to various needs.</p> <p>S4: Communicates orally correctly with frequently used expressions (basic information about oneself and family, shopping, places of interest, occupations, among others). Can interact and engage in conversation about aspects of the past, future, and surroundings, as well as issues related to various needs.</p> <p>R4: Interprets texts on various topics, written and everyday expressions of frequent use (basic information about family, shopping, places of interest, occupations, notes, among others). Selects written texts that spark interest, fostering the pleasure of reading about aspects of surroundings, as well as information related to school topics.</p> <p>W4: Writes short texts and correctly and coherently drafts topics of general and frequent use (basic information about oneself and family, shopping, places of interest, occupations, tasks, among others). Writes about various aspects with appropriate conjugation of tenses, punctuation, and grammar.</p>	<ul style="list-style-type: none"> ■ Listening ■ Speaking ■ Reading ■ Writing 	<ul style="list-style-type: none"> ■ Listening for gist. ■ Listening for detail. ■ Fluency. ■ Using Functions. ■ Pronunciation. ■ Scanning. ■ Skimming. ■ Spelling. ■ Punctuation ■ Layout ■ Coherence and cohesion.

1. You _____ eat more vegetables to stay healthy.
a. should b. ought to c. both
2. I think he _____ apologize for his behavior yesterday.
a. should b. ought to c. both
3. She _____ bring an umbrella because it looks like it will rain.
a. should b. ought to c. both
4. They _____ have finished their homework by now.
a. should b. ought to c. both
5. You _____ visit your grandparents more often.
a. should b. ought to c. both

L

1. You _____ see a doctor if you're feeling unwell.
2. I think you _____ try studying earlier for your exams.
3. He _____ not be so rude to his classmates.
4. We _____ take the train instead of driving to avoid traffic.
5. She _____ be more careful when handling fragile items.

- If I were rich, I _____ buy a big house.
a. will b. would
- I _____ call you later to discuss the project.
a. will b. would
- _____ you like to join us for dinner tonight?
a. Will b. would
- She promised she _____ finish the work by tomorrow.
a. will b. would

Modal verbs: Should and Ought

Should

The word *should* is used to indicate advice, recommendations, or expectations.

Example:

- I think you should study for the test so that you do not fail.
- You should try typical food.
- You should learn the language.
- You should not pack many things.
- You shouldn't carry a lot of money.

Affirmative form

Subject +	should +	infinitive verb +	complement
You	should	listen	to me.

Negative form: The negative form of *should* is *should not* or *shouldn't*.

Subject +	should not / Shouldn't +	infinitive verb +	complement
You	should not	be	here.

Interrogative form: Don't use the verb *do* to ask questions. To ask questions, use:

Should +	subject +	verb in infinitive +	complement + ?
Should	we	call	him?

Ought to

Ought to is a semi-modal verb. The word *ought to* is used to express opinions or something probable. **Example:** I ought to phone my parents.

Affirmative form

Subject +	ought to +	verb in simple form +	complement
Medicine	ought to	be	free.

Negative form: The negative is formed by adding *not* after *ought* (*ought not to*). It can be contracted to *oughtn't to*. The negative of *ought to* is not commonly used.

Subject +	ought not to	verb in simple form +	complement
we	ought not	to have	ordered so much food.

Interrogative form: The subject and *ought to* change position to form questions.

Ought +	subject + to	verb in simple form +	complement + ?
Ought	she to	call	the police?

Writing recommendations:

1. Write a recommendation to your friend about how to improve their study habits.
 - You should organize your study time better to avoid last-minute cramming.
 - You ought to take short breaks during study sessions to improve concentration.
2. Write a recommendation to your family about how to spend more time together.
 - You should have a family dinner together at least once a week.
 - You ought to plan a family trip to spend more quality time together.

Learning activity 1

LA

Speaking Fluency, Using Function & Pronunciation

S

Improve your speaking skills using *should* and *ought to* by practicing giving and receiving advice. Work in pairs. Each participant will receive a scenario card (or can choose a scenario from the list below). One person presents the problem, and the other gives advice using 'should' and 'ought to.'"

Scenarios:

- You're struggling to wake up early for school.
- Your friend spends too much time on their phone and complains about having no time to study.
- A neighbor wants to improve their fitness but doesn't like exercising.
- A classmate is nervous about giving a presentation in front of the class.

Learning activity 2

LA

Writing Spelling, Punctuation, Layout, Coherence & Cohesion

W

Read the sentences on the right. Complete the sentences with the words in the box.

You ought to study so hard | You should drink something | You should take an umbrella |
You should have some rest | You should take an aspirin | You ought to buy a cake.

1. I am tired.

2. You are thirsty.

3. There is an exam tomorrow in the morning.

4. It's your mother's birthday.

5. It's raining outside.

6. I have a headache.

Kan's Learning Hub

tinyurl.com/3p7k88t4
tinyurl.com/fes8hw34

Watch a video and write to practice your skills, learn new grammar rules, and strengthen your knowledge with interactive exercises.



Read the next conversation, underline the modal verbs *should* and *ought to* that you find, then answer the following questions about the conversation.



Anna: Hi, Jake! I'm feeling so overwhelmed with everything I have to do for the project.

Jake: I understand, Anna. You should start by making a to-do list. It'll help you organize your tasks.

Anna: That's a good idea. I think I've been procrastinating too much lately.

Jake: Then you ought to set specific deadlines for each task. It'll motivate you to stay on track.

Anna: You're right. By the way, I've also been skipping meals to save time.

Jake: That's not good! You should eat regularly. Skipping meals can make you feel even more stressed.

Anna: True. Do you think I need to work late nights to finish everything?

Jake: Not necessarily. You ought to get enough sleep so you can work efficiently during the day.

Anna: Thanks, Jake. I'll follow your advice!

1. What did Jake suggest Anna should do first to manage her workload?

2. According to Jake, what ought Anna to do to avoid procrastination?

3. Why does Jake think Anna should eat regularly?

4. What advice did Jake give about working late nights?

5. Do you agree with Jake's suggestions? Why or why not?

Kan's Learning Hub

tinyurl.com/r95akey2
tinyurl.com/4hueffut

Explore grammar explanations
and practice using interactive exercises.



Modal verbs: Would & Will

Will and would are two modal verbs that are mainly used to talk about willingness and hypothetical situations. Will is used to express a certain event or action that will happen in the future. Would is the past tense form of will and can be used to express the conditional tense or hypothetical situations.

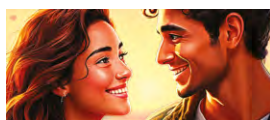
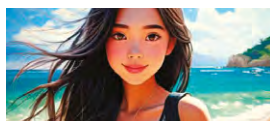
Will

The most common use of will in a sentence is to indicate the future tense. Usually, it refers to future events that have not been planned beforehand. Other cases where will is used include future predictions that have no real proof and express strong certainty or promises.



Examples:

- I am thirsty. I will drink water. (future event that has not been planned)
- I will love you. (strong certainty)
- I guess she will win the lottery. (prediction based on feelings)



Affirmative form

Subject +	will +	verb in simple form +	complement	
I	will	marry	you.	
I	will	travel	in summer.	

Negative form

Subject +	will not +	verb in simple form +	complement	
I	will not	go	to the gym.	
I	won't	eat	pizza this weekend.	

Interrogative form

Will +	Subject +	verb in simple form +	complement + ?	
Will	she	travel	tomorrow?	
Will	she	accept	?	

Would

Would is technically the past tense of *will*, but it has uses in other tenses too.

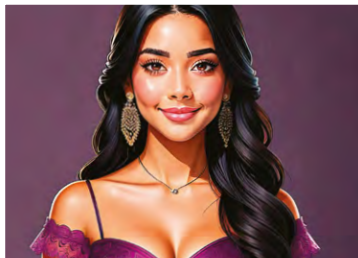
It is used to express:

- The past tense of *will*.
- Imaginary futures.
- Politely offering or making requests.

Examples:



- I would buy a car.
(Imaginary future)





- She would wear that dress everywhere.
(Regular activity)





- Would you like a sandwich? (Politely offering or making requests)



Affirmative form

Subject +	would +	verb in simple form +	complement	
I	would	like	to drink a coffee.	
I	would	like	to work in this company.	

Negative form

Subject +	would not +	verb in simple form +	complement	
I	would not	mind	buying the sodas.	
She	would not	speak	in class.	

Interrogative form

Would +	Subject +	verb in simple form +	complement + ?	
Would	you	play	another song?	
Would	you	like	to visit the park?	

- I. Listen to the following text and complete it with the modal verbs “will” and “would” as you hear them. Then, answer the questions.

A Future Adventure



Maria has always dreamed of traveling the world. Next summer, she _____ finally embark on her long-awaited journey. She _____ visit three countries: Japan, Italy, and Brazil. In Japan, Maria _____ explore the bustling cities and serene temples. She _____ love to learn traditional Japanese cooking during her stay. After Japan, Maria _____ head to Italy, where she _____ indulge in authentic Italian cuisine and visit historic landmarks like the Colosseum and the canals of Venice. Maria _____ enjoy taking art classes in Florence to better understand Renaissance masterpieces.

Her final destination is Brazil. Maria _____ experience the vibrant culture and beautiful beaches of Rio de Janeiro. She _____ participate in a local samba workshop to immerse herself in the Brazilian lifestyle fully.

Throughout her trip, Maria _____ document her experiences through photographs and a travel blog. She hopes that by sharing her adventures, others _____ feel inspired to pursue their own travel dreams.

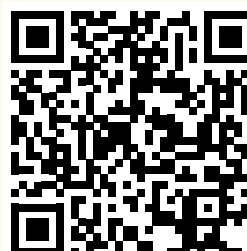
Know more QR

Writing: tinyurl.com/jpvd9sm



Know more QR

Exercises: tinyurl.com/yn3wnzr7



II. Comprehension questions:

1. What three countries does Maria plan to visit next summer?

2. What activities does Maria plan to do in Japan?

3. Why does Maria want to take art classes in Florence, Italy?

4. How does Maria intend to share her travel experiences with others?

Independent Study IE

Choose *Will* or *Would* to complete the following sentences in the correct form.

1. If I had enough money, I _____ buy a new house.
a. will **b.** would
2. Don't worry, I _____ take care of everything.
a. will **b.** would
3. He said he _____ finish the report by Friday.
a. will **b.** would
4. We _____ be very grateful if you could attend the meeting.
a. will **b.** would
5. If the weather is nice tomorrow, we _____ go to the beach.
a. will **b.** would

Learning activity 5

LA

Speaking Fluency, Using Function & Pronunciation

S

Work in pairs. Take a few minutes to practice both scenarios. Then, switch roles so that each student has the chance to use will and would correctly in different contexts.

Scenario 1: One student plans a weekend trip and explains their future plans using will.

Example: “I will visit the beach on Saturday.”



Scenario 2: Another student responds using would for polite suggestions or hypothetical ideas.

Example: “If I had more time,
I would join you.”

I. Change the following sentences according to the instructions:

1. Would you like some coffee?

Negative:

2. I will help you with the project.

Interrogative:

3. I would not do it.

Affirmative:

4. You will pass the exam.

Negative:

5. I would travel around the world.

Interrogative:

- II. Write a short paragraph (4–5 sentences) that uses *will* and *would* in context. Describe what you will do next weekend, including a hypothetical situation using *would* (e.g., "If the weather is nice, I would go hiking.")**

Prohibida su reproducción.



I. Read the following text, then answer the next two questions.

Speaker A: Hi! I just got an invitation to a party this weekend. I think I will go.

Speaker B: That sounds fun! I would join you if I didn't already have plans.

Speaker A: Oh, that's too bad. What are you doing instead?

Speaker B: I will visit my grandparents. They live in the countryside, so it'll be a peaceful weekend.

Speaker A: That's nice! If I had more time, I would love to take a break in the countryside too.

Questions:

1. What does Speaker A plan to do this weekend?

2. Why can't Speaker B join Speaker A at the party?

II. Complete the following sentences with will or would in the lines:

1. If I had enough money, I _____ buy a new house.

2. Don't worry, I _____ take care of everything.

3. He said he _____ finish the report by Friday.

4. We _____ be very grateful if you could attend the meeting.

5. If the weather is nice tomorrow, we _____ go to the beach.

III. Change the following sentences, rewrite them but now use would:

1. Ana will go to the concert.

2. Pedro and Sam will finish the exam on time.

3. My mom will help me tomorrow.

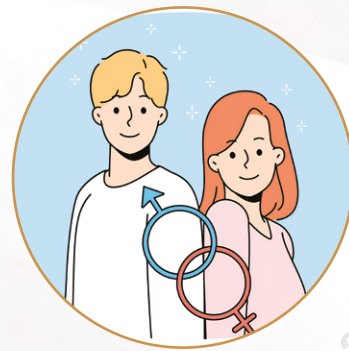
4. Jorge will travel to Morelia.

5. She will call me later.

First moment PEC for PAEC

Reflecting on the Past and the Present

- I. Research how gender roles have changed over time in different cultures. Use books and websites for your findings.
- II. Discuss with your group the differences between past and present gender roles, using the phrase “used to” to describe past customs.
- III. Write and present a summary comparing past and current gender roles, explaining the evolution of gender equality.



Socio-emotional support SES

1. In groups, discuss how gender roles in your family or community have influenced emotions and relationships. Use “used to” to describe past customs and their emotional impact. Share examples like, *“In the past, women used to stay at home, and it made them feel isolated.”*
2. Use the modal verbs “must” and “have to” to identify responsibilities related to emotional well-being and equity in the community. Then, use “should” and “ought to” to make recommendations for improving emotional health and inclusivity. For example: *“We must listen to each other more,”* or *“We ought to encourage equal opportunities.”*

3. Imagine a future where gender roles are completely equitable. Create a comic strip using the modal verbs “will” and “would” to depict polite requests and positive interactions in this future. Share your comic with the class and explain how these changes could improve emotional well-being for everyone.

I. Listen to the following text, then answer the questions:

"Hello, everyone. Today, I'll share some tips for staying healthy. First, you should drink plenty of water every day to stay hydrated. You ought to avoid sugary drinks as they can harm your teeth and overall health. To stay fit, you should exercise regularly—at least three times a week. If you're feeling stressed, you ought to take breaks and try relaxing activities like yoga or meditation. Finally, you should get at least 7–8 hours of sleep every night to recharge your body and mind."

Questions:

- | | |
|--|---|
| <p>1. What advice was given about staying hydrated?</p> <p>_____</p> | <p>4. What activities were recommended for reducing stress?</p> <p>_____</p> |
| <p>2. What was suggested to avoid for better health?</p> <p>_____</p> | <p>5. Why is sleep important, according to the speaker?</p> <p>_____</p> |
| <p>3. How often should people exercise according to the speaker?</p> <p>_____</p> | <p>_____</p> |

II. Read to the short conversation and answer the questions below.

Brenda: What will you do if it rains tomorrow?

Noe: If it rains, I will stay home and read a book.

Brenda: That sounds relaxing! If I had more time, I would join you for a quiet reading day.

Noe: I would enjoy that! Maybe we can plan something for next weekend. I think it will be sunny then.

Brenda: Perfect! I will check my schedule and let you know.

Questions:

- 1.** What will Speaker B do if it rains tomorrow?

- 2.** Why can't Brenda join Noe for a reading day?

- 3.** Identify one sentence where will is used and explain its purpose.
 - Sentence: _____
 - Purpose: _____
- 4.** Identify one sentence where would is used and explain its purpose.
 - Sentence: _____
 - Purpose: _____
- 5.** Predict what Brenda and Noe might do next weekend.



III. Write a short paragraph (6–8 sentences) combining the use of will and would.

I. Listen and read carefully, then answer the questions that follow.



Karla: Next year, I will start my own business. I'm so excited!

Fernando: That sounds great! You should prepare a solid business plan. If I were you, I would also talk to a mentor for advice.

Karla: You're right. I must focus on planning to make it successful. By the way, could you help me design a logo?

Fernando: Sure, I can help you with that. Just let me know what you need.

Questions:

1. What will Karla do next year?

2. What advice does Fernando give to Karla?

3. Identify one sentence where would is used. What is its purpose?

■ Sentence: _____

■ Purpose: _____

4. Identify one sentence where should is used. What is its purpose?

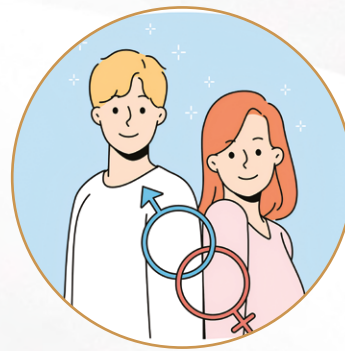
■ Sentence: _____

■ Purpose: _____

5. Why does Karla use could when asking for help?

II. Write a short paragraph (6–8 sentences) about a decision you are planning to make or a challenge you are currently facing. Be sure to use at least five different modal verbs, such as *will*, *would*, *can*, *could*, *should*, *might*, and *must*.

Second moment PEC for PAEC



Responsibilities and Recommendations for Equity aims to engage students in reflecting on the necessary actions to promote gender equity within their community. Students will develop a to-do list and participate in role-play activities, utilizing modal verbs such as “must,” “have to,” “should,” and “ought to” to express obligations and recommendations effectively. The didactic focus emphasizes the practical application of these modal verbs in both real and simulated contexts, encouraging collaborative work for list creation and role dramatization to reinforce oral communication skills. Evaluation will center on the students’ ability to produce a meaningful to-do list and actively engage in role-plays, demonstrating their understanding of modal usage. Key competencies include fostering responsibility, ethical reflection, and problem-solving through teamwork, as well as practicing structured oral communication.

The project aligns with progressions in language skills and supports Sustainable Development Goals (🌐 **SDG 5: Gender Equality and** 🌐 **SDG 10: Reduced Inequalities**). Additionally, it reflects the principles of the **New Mexican School** by promoting social responsibility, empathy, and collaborative learning to address community challenges.



Project Stage	Activity Linked to the Stage	UAC	Progression	Didactic approach	Week	Participants
Responsibilities and Recommendations for Equity	Students will reflect on the actions needed to promote gender equity in their community. By creating a to-do list and engaging in role-play, they will use the modals “must,” “have to,” “should,” and “ought to” to express obligations and recommendations effectively.	English IV	<p>Progression 3: Use of “must” and “have to” to express responsibilities.</p> <p>Progression 4: Use of “should” and “ought to” to make recommendations.</p> <p>Progression 9: Use of the first conditional to discuss consequences.</p>	<p>Practical application of modal verbs in real and simulated contexts.</p> <p>Collaborative work for creating the to-do list and dramatization for reinforcing oral communication.</p> <p>Students will produce a meaningful to-do list and actively participate in role-plays, showcasing their understanding of modal verb usage.</p>	6-10	Students and teacher

PROGRESSION 6

Use the simple future tense with the auxiliary 'will' and future time expressions such as 'tomorrow,' 'next year,' 'tonight,' 'after class,' among others, in its affirmative form to express future predictions through the creation of comic strips, among other strategies.

Goals	Categories	Subcategories
<p>L4: Understands everyday and general oral expressions (basic information about oneself and family, shopping, places of interest, occupations, among others). Makes sense of oral information and its terms about past aspects and surroundings, as well as issues related to various needs.</p> <p>S4: Communicates orally correctly with frequently used expressions (basic information about oneself and family, shopping, places of interest, occupations, among others). Can interact and engage in conversation about aspects of the past, future, and surroundings, as well as issues related to various needs.</p> <p>R4: Interprets texts on various topics, written and everyday expressions of frequent use (basic information about family, shopping, places of interest, occupations, notes, among others). Selects written texts that spark interest, fostering the pleasure of reading about aspects of surroundings, as well as information related to school topics.</p> <p>W4: Writes short texts and correctly and coherently drafts topics of general and frequent use (basic information about oneself and family, shopping, places of interest, occupations, tasks, among others). Writes about various aspects with appropriate conjugation of tenses, punctuation, and grammar.</p>	<ul style="list-style-type: none"> ■ Listening ■ Speaking ■ Reading ■ Writing 	<ul style="list-style-type: none"> ■ Listening for gist. ■ Listening for detail. ■ Fluency. ■ Using Functions. ■ Pronunciation. ■ Scanning. ■ Skimming. ■ Spelling. ■ Punctuation ■ Layout ■ Coherence and cohesion

Diagnostic Test

DT

I. Read the following text and answer the questions.

Lisa and her family will travel to Puebla next summer. They will visit Cuetzalan and Chignahuapan. Lisa will take many pictures, and her brother will try typical food. Her parents will relax in the town. They will have a great time!

1. Where will Lisa and her family go next summer?

2. What will Lisa do in Puebla?

3. What will her brother try?

4. What will her parents do?

5. Will they enjoy their trip?

Listening | Track 14

L

II. Listen to the audio and choose the correct answer.

Tom and Sarah will go to a concert tomorrow night. They will meet their friends at 7:00 p.m. The concert will start at 8:00 p.m. After the concert, they will eat at a restaurant.

1. What will Tom and Sarah do tomorrow night?

- a. Go to a movie
- b. Go to a concert
- c. Go shopping

2. What time will they meet their friends?

- a. 6:00 p.m.
- b. 7:00 p.m.
- c. 8:00 p.m.

3. What time will the concert start?

- a. 6:00 p.m.
- b. 7:00 p.m.
- a. 8:00 p.m.

4. What will they do after the concert?

- a. Go home
- b. Eat at a restaurant
- c. Watch a movie



Auxiliary "Will" & Time Expressions: Tomorrow, Next Year, Tonight, After Class

Simple Future

The simple future refers to a time later than now and expresses facts or certainty. It is used to predict a future event:

Subject +	will +	verb (base form) +	complement
I	will	travel	next summer.
It	will	rain	tomorrow.

Negative form

It is possible to use contractions in both positive and negative sentences. With positive contractions, **WILL** becomes 'll and is joined to the subject. For negative sentences, will not becomes won't.

Subject +	will not (won't) +	verb (base form) +	complement
I	will not	be	in the office tomorrow.
He	won't	see	her.

Interrogative Form

To form a question using will, reverse the order of the subject and will.

Will	subject	verb (base form) +	complement	?
Will	they	win	the cup	?
Yes, they will.				
No, they won't.				

Learning activity 1 **LA**

Writing Spelling, Punctuation, Layout, Coherence & Cohesion **W**

Complete the sentences with the correct form of will and the verb in parentheses.

- I _____ (call) you tomorrow.
- She _____ (buy) a new dress next week.
- They _____ (visit) their grandparents on Sunday.
- We _____ (have) an exam next month.
- He _____ (play) football after school.

Kan's Learning Hub

1. tinyurl.com/yyar26tn
2. tinyurl.com/2s8hyuj

3. tinyurl.com/yx8xwwjh
4. tinyurl.com/2s3hypeh

Learn grammar and practice exercises with *will*.



Learning activity 2

LA

Listening for gist / for detail | Track 15

L

Listen to the dialogue and answer the questions.



Emma: Hi, Jake! What will you do this weekend?

Jake: I will visit my grandparents on Saturday.

Emma: That sounds nice! What will you do there?

Jake: I will help them in the garden and play with their dog.

Emma: Will you stay there all weekend?

Jake: No, I will come back on Sunday because I have to study.

Emma: Good luck with your studies!

Jake: Thanks, Emma!

- What will Jake do on Saturday?
 - Go to the beach
 - Visit his grandparents
 - Watch a movie
- What will he do at his grandparents' house?
 - Watch TV and sleep
 - Help in the garden and play with the dog
 - Study for his test
- Will Jake stay there all weekend?
 - Yes, he will.
 - No, he won't.
 - He doesn't know.
- Why will he come back on Sunday?
 - To go to a party
 - To study
 - To visit his friend

Learning activity 3

LA

Listening for gist / for detail | Track 16

L

Listen to the short passage and decide if the statements are True (T) or False (F).

In the future, people will use more robots to help with work. Many jobs will change, and technology will be very advanced. Scientists will discover new medicines, and space travel will be common. People will live longer, and there will be new inventions to make life easier.

- People will use more robots in the future. (T) (F)
- Technology will not change. (T) (F)
- Scientists will find new medicines. (T) (F)
- Space travel will not be possible. (T) (F)
- People will live shorter lives. (T) (F)

Independent Study

IE

Choose the correct time expression to complete each sentence.

- I will visit my grandparents _____.
 - yesterday
 - next weekend
 - last Monday
- Sarah will start a new job _____.
 - last year
 - tomorrow
 - three days ago
- We will travel to Paris _____.
 - next summer
 - last summer
 - two weeks ago
- Tom will call you _____ dinner.
 - before
 - after
 - during
- My brother will go to university _____.
 - last September
 - next year
 - two months ago

Kan's Learning Hub

tinyurl.com/2pxkj4y6 | tinyurl.com/yrxd7vue | tinyurl.com/jszc4ea9

- Watch a video and write to practice your skills, learn new grammar rules, and strengthen your knowledge with interactive exercises.
- Learn grammar and practice exercises with Will.
- Practice using interactive exercises with Will.



Learning activity 4

LA

Speaking Fluency, Using Function & Pronunciation

S

Instructions:

Work in pairs. Take turns interviewing each other. Ask five questions about your partner's future using "will." After the interview, report your partner's answers to the class.

Example Questions:

1. What **will you do** next weekend?
2. Where **will you travel** next year?
3. What new skill **will you learn** in the future?
4. When **will you buy** your next phone?
5. Who **will you visit** during the holidays?

Example Dialogue:

Student A:

"What will you do next weekend?"

Student B:

"I will go to the beach with my family."

Learning activity 5

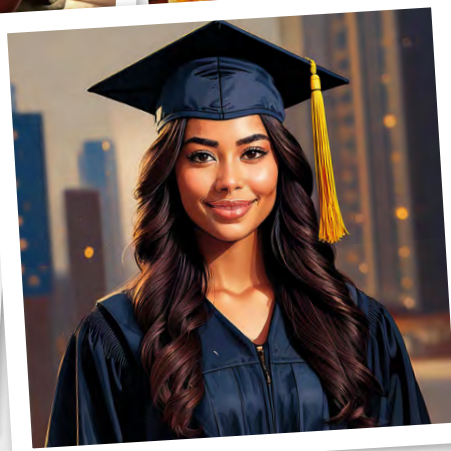
LA

Writing Spelling, Punctuation, Layout, Coherence & Cohesion

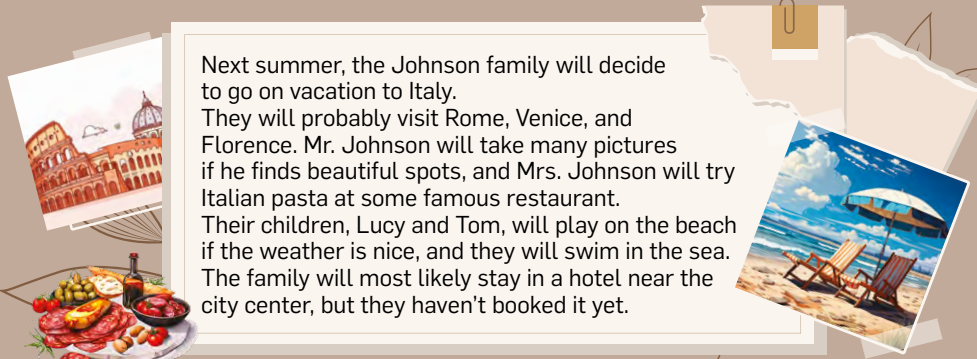
W

Write a short paragraph about your future plans using "will" and future time expressions. Use at least three future time expressions (e.g., tomorrow, next year, in the future, after class).

Next Year



I. Read the next text and answer the questions.



Next summer, the Johnson family will decide to go on vacation to Italy. They will probably visit Rome, Venice, and Florence. Mr. Johnson will take many pictures if he finds beautiful spots, and Mrs. Johnson will try Italian pasta at some famous restaurant. Their children, Lucy and Tom, will play on the beach if the weather is nice, and they will swim in the sea. The family will most likely stay in a hotel near the city center, but they haven't booked it yet.

They will have a great time!

1. Where will the Johnson family go next summer? _____
2. What will Mr. Johnson do if he finds beautiful spots? _____
3. What will Mrs. Johnson try? _____
4. What will Lucy and Tom do if the weather is nice? _____
5. Where will the family probably stay? _____

II. Read the Little text and decide if the statements are True (T) or False (F).

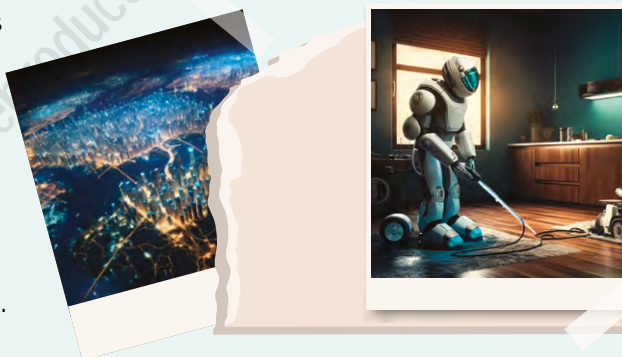
In the future, people **will live** in smart cities with advanced technology.

Cars **will be** electric, and some **will fly**.

Robots **will help** with housework, and schools **will use** virtual reality for lessons.

People **will travel** to space more often, and scientists **will find** cures for many diseases.

Life will be very different from today!



1. People **will live** in smart cities. ☐ T ☐ F
2. Cars **will not be** electric. ☐ T ☐ F (Cars **will be** electric.)
3. Robots **will help** with housework. ☐ T ☐ F
4. Schools **will not use** virtual reality. ☐ T ☐ F (Schools **will use** virtual reality.)
5. People **will travel** to space. ☐ T ☐ F

Kan's Learning Hub tinyurl.com/6mxd788f

Read the following information and write to practice your skills, learn new grammar rules, and strengthen your knowledge with interactive exercises.



I. Write a letter to yourself 10 years in the future using will.

Instructions:

1. Begin the letter with "Dear Future Me."
2. Write about what you think your life **will** be like in 10 years.
3. Use at least six sentences in the simple future tense.
4. Use different future time expressions (e.g., *next year, in 10 years, in the future, when I am older*).



Listening | Track 17

L

II. Listen carefully and answer the questions.

"A Day in the Future"

In the year 2050, life **will be** very different. People will wake up in smart homes that **will prepare** breakfast automatically. Cars **will not** need drivers because they **will drive** themselves. Students **will study** online with virtual teachers, and robots **will help** with homework. In the afternoon, families **will relax** in floating parks, and some people **will travel** to the moon for vacations. Scientists **will discover** new medicines, and technology will continue to improve life. The **future will be** exciting!

- | | | | |
|---|-------------------------------|------------------------|-----------------------|
| 1. What will smart homes do? | a. Wake people up | b. Prepare breakfast | c. Both a and b |
| 2. What will happen to cars? | a. They will drive themselves | b. They will disappear | c. They will fly |
| 3. Who will help students with homework? | a. Parents | b. Robots | c. Teachers |
| 4. Where will some people go for vacations? | a. The moon | b. The ocean | c. Mars |
| 5. What will scientists do in the future? | a. Discover new medicines | b. Stop working | c. Travel to the past |

PROGRESSION 7

Practice the simple present tense to reinforce the written and oral expression of habits, routines, facts, and feelings through summaries, among other strategies.

Goals	Categories	Subcategories
<p>L4: Understands everyday and general oral expressions (basic information about oneself and family, shopping, places of interest, occupations, among others). Makes sense of oral information and its terms about past aspects and surroundings, as well as issues related to various needs.</p> <p>S4: Communicates orally correctly with frequently used expressions (basic information about oneself and family, shopping, places of interest, occupations, among others). Can interact and engage in conversation about aspects of the past, future, and surroundings, as well as issues related to various needs.</p> <p>R4: Interprets texts on various topics, written and everyday expressions of frequent use (basic information about family, shopping, places of interest, occupations, notes, among others). Selects written texts that spark interest, fostering the pleasure of reading about aspects of surroundings, as well as information related to school topics.</p> <p>W4: Writes short texts and correctly and coherently drafts topics of general and frequent use (basic information about oneself and family, shopping, places of interest, occupations, tasks, among others). Writes about various aspects with appropriate conjugation of tenses, punctuation, and grammar.</p>	<ul style="list-style-type: none"> ▪ Listening ▪ Speaking ▪ Reading ▪ Writing 	<ul style="list-style-type: none"> ▪ Listening for gist. ▪ Listening for detail. ▪ Fluency. ▪ Using Functions. ▪ Pronunciation. ▪ Scanning. ▪ Skimming. ▪ Spelling. ▪ Punctuation ▪ Layout ▪ Coherence and cohesion

I. Read the text below and answer the questions.

Emma is a nurse. She works at a hospital in the city. Every day, she wakes up at 6 a.m., eats breakfast, and goes to work. She helps patients and talks to doctors. Emma loves her job because she likes helping people. In her free time, she reads books and goes for long walks in the park.

1. What is Emma's job?

2. What time does Emma wake up every day?

3. Why does Emma love her job?

4. What does Emma do in her free time?

Listening | Track 18

L

II. Listen to the following text and then answer the questions.

"Every morning, Emma wakes up at 7:00 AM. She brushes her teeth and takes a quick shower. Then, she eats breakfast with her family. Emma usually has toast and orange juice, but sometimes she eats cereal. After breakfast, she walks to school because it is close to her house. At school, she studies math, science, and English. Emma enjoys reading books in the library during her lunch break. After school, she plays soccer with her friends. In the evening, Emma helps her mother cook dinner. She goes to bed at 9:30 PM."

1. What time does Emma wake up every morning?



2. What does Emma usually eat for breakfast?



3. How does Emma go to school?



4. What subjects does Emma study at school?



5. What does Emma do during her lunch break?



Present Simple

The simple present tense in English is used to describe actions that are regular, true, or normal.

We use the present tense:

For repeated or regular actions in the present time period.

I drive to school.

For facts.

A cat **has** four legs.

For habits.

I **get up** at 6 a.m. every day.

For things that are always or generally true.

It **rains** a lot in winter.

Grammar

Form the present tense using the base form of the infinitive (without "to"). For the third person singular, we add -S to the verb.

Affirmative Form

Subject +	verb +	complement
I	watch	TV every afternoon.
She	teaches	in high school.

Rules

The spelling of the verb in the third person singular changes depending on the verb's ending:

1. For verbs ending in **-O, -CH, -SH, -SS, -X, or -Z**, add **-ES**:

- go → goes
- catch → catches
- wash → washes
- kiss → kisses
- fix → fixes
- buzz → buzzes

2. For verbs ending in a **consonant + Y**, remove the Y and add **-IES**:

- marry → marries
- study → studies

NOTE: For verbs ending in a **vowel + Y**, simply add **-S**:

- play → plays
- enjoy → enjoys

Negative form

Use **don't (do not)** or **doesn't (does not)** with all verbs except the verb **to be**.

- You **don't** speak French.
- He **doesn't** speak German.

Notice: The **-S** at the end of the verb in affirmative sentences (third person singular) disappears in negative sentences.

Interrogative form

To form questions in English, use **do** or **does** at the beginning of the sentence. Although these words have no direct translation in Spanish, they are essential to indicate that a question is being asked.

- **Do** you speak English?
- **Does** he speak French?

Notice: The **-S** at the end of the verb in affirmative sentences (third person singular) disappears in interrogative sentences. We will explore the reason for this in later lessons.

Kan's Learning Hub

tinyurl.com/22yjaaxz
tinyurl.com/5xp7xsnf

Learn grammar and practice exercises with *present simple*.



Listen to Anna's routine and underline the verbs in the third person.

Anna's Daily Routine



Anna lives in a small town with her family. Every day, she wakes up at 6:30 in the morning. She washes her face and brushes her teeth before getting dressed for school. Anna eats breakfast with her parents. She usually has eggs, toast, and a cup of tea.

After breakfast, Anna takes the bus to school. She attends her classes and studies math, history, and science. During the lunch break, she talks with her friends and eats the lunch her mother packs for her.

In the afternoon, Anna returns home and does her homework. After that, she helps her mother prepare dinner. In the evening, Anna watches her favorite TV show or reads a book. She goes to bed at 9:00 PM because she likes to wake up early.

Kan's Learning Hub

tinyurl.com/mr5xt8vk
tinyurl.com/3z29h9k9

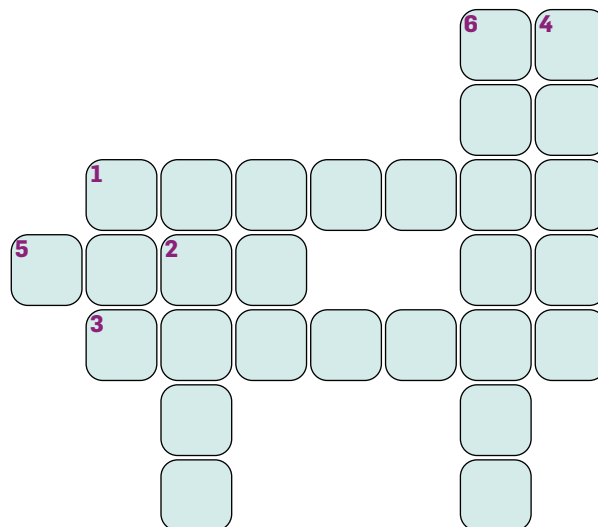
Watch the videos and write to practice your skills, learn new grammar rules, and strengthen your knowledge with interactive exercises.



Independent Study IE

- I. Complete the crossword by filling in the blanks with the correct third-person singular form of the given verbs in the simple present tense.
- II. Use the definitions provided below as clues to find the answers.
- III. Remember to add **-s**, **-es**, or apply the correct spelling rules for third-person conjugation.

- | | |
|---------------|--|
| 1. Horizontal | She _____ to school every day.
(walk) |
| 2. Vertical | He _____ breakfast at 8:00 AM.
(eat) |
| 3. Horizontal | She _____ TV in the evening.
(watch) |
| 4. Vertical | He _____ the piano beautifully.
(play) |
| 5. Horizontal | She _____ her homework after school. (do) |
| 6. Vertical | He _____ to music during his free time. (listen) |



Learning activity 2

LA

Speaking Fluency, Using Function & Pronunciation S

Write three short paragraphs about a friend's daily routine using the simple present tense. Then, read these paragraphs in class (e.g., "My friend Sarah wakes up at 7:00 AM. She eats breakfast, goes to school, and studies math and science. After school, she plays soccer and reads books in the evening.")

Learning activity 3

LA

Writing Spelling, Punctuation, Layout, Coherence & Cohesion W

Write a short paragraph about your daily routine, using different verbs.

Kan's Learning Hub

tinyurl.com/4htjda43
tinyurl.com/tp7rx67x

Explore grammar explanations, interactive exercises, listening examples, and more to enhance your language skills.



Read the following short text, underline the verbs in the third person, then answer the questions. This will help you practice the affirmative, negative, and interrogative forms in the simple present.

Mark's Weekend Routine

Mark loves weekends because he has more free time to do the things he enjoys. On Saturdays, he usually wakes up at 8:00 AM. He eats breakfast with his family, and then he plays soccer with his friends in the park. In the afternoon, he visits his grandparents and helps them with small chores. Mark likes spending time with them.

On Sundays, Mark doesn't wake up early. He stays in bed until 9:00 AM. He doesn't play soccer on Sundays, but he sometimes rides his bike around the neighborhood. In the evening, Mark watches his favorite TV show. Does Mark ever get bored on weekends? No, he doesn't! He always finds something fun to do.



1. What time does Mark usually wake up on Saturdays?

2. Who does Mark eat breakfast with?

3. What does Mark watch on Sunday evenings?

4. Does Mark wake up early on Sundays?

5. Does Mark play soccer on Sundays?

6. Does Mark visit his grandparents on Saturdays?

7. Does Mark ever get bored on weekends?

I. Read the passage below and answer the questions.**Emma's Daily Life**

Emma works as a teacher at a primary school. Every day, she wakes up at 6:00 AM and drinks a cup of coffee. She drives to school at 7:30 AM and teaches her students until 2:00 PM. After school, she corrects homework and prepares lessons for the next day.

Emma doesn't work on weekends. On Saturdays, she visits her friends or goes to the park. On Sundays, she stays home, reads books, and watches movies. Emma loves her job and enjoys her weekends.

1. What does Emma drink every morning?

2. What time does Emma drive to school?

3. What does Emma do after school?

4. Does Emma work on weekends?

5. Does Emma read books on Sundays?

Listening | Track 20**L****II. Listen to the audio and answer the questions.**

"Paul is a chef at a famous restaurant. He starts work at 10:00 AM everyday. He cooks delicious meals for the customers and finishes work at 8:00 PM. On weekends, Paul doesn't work because the restaurant is closed. Instead, he spends time with his family. He plays with his kids in the garden and helps his wife with housework. Paul enjoys cooking at home, too. Does Paul like his job? Yes, he loves it!"



1. What time does Paul start work every day?

2. What does Paul do on weekends?

3. Does Paul work on weekends?

4. Does Paul hate his job?

5. Does Paul help his wife at home?
