

Inglés 4

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Serie Iso

"Proyecta tu futuro"



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Presentation

What an incredible journey this has been! Can you imagine we are at book four? And still striving to make a greater and outstanding quality product just for you. We never think that it is impossible to improve because in this changing globalized world, everything can be much better.

So what will you find in our forth book English book in our IO series? Well a lot of hand on material and projects, to be able to meet the requirements of the NMS/NEM, hoping it may help you excel your English learning as much as tree last books. Writing this book has been a true pleasure and challenge but never the less with enormous motivation and as always full of love, which is a strong source of motivation and through our dedication to your growth and learning.

As you may have noticed, the new English Plan for high school education seamlessly integrates the principles of the Nueva Escuela Mexicana (New Mexican School), laying out a comprehensive framework for language acquisition. Within this framework, four distinct categories guide students along their language learning journey, each meticulously organized into subcategories with specific learning goals and progressions tailored to different levels.

In this presentation, we glide through each category and subcategory, unveiling their unique learning objectives. Join us as we explore the richness of English language and empower your educational experience.

Dedicated to my life partner Lety for her understanding and support and our wonderful children Diego, Natalia and Rodrigo, whom I wish to always make them feel proud of me.

And to All those who gave me the opportunity to be part of this big family called PLANEA.

Thank you.



New Mexican School



The New Mexican School (NEM) is based on a diagnosis where education was seen as three disconnected cycles: basic education (preschool, primary, and secondary), upper secondary education, and higher education. Based on this diagnosis, a proposal is built with an education that should be understood as lifelong, under the concept of learning how to learn, continuous updating, adaptation to changes, and lifelong learning.

The NEM proposes a 23-year plan across different educational levels, interconnected with each other, where the comprehensive development of children, adolescents, and youth is enhanced, aiming to promote inclusive, pluricultural, collaborative, and equitable excellence in learning throughout their education.

To achieve well-being and prosperity, the NEM is based on the following principles:



Promotion of identity with Mexico. Love for the country, appreciation for its culture, knowledge of its history, and commitment to the values enshrined in the Political Constitution are the actions that form this principle.

Citizen responsibility. This principle involves the acceptance of personal and collective rights and duties. The respect for civic values by students educated in the NEM is essential to transmit the values of honesty, respect, justice, solidarity, reciprocity, loyalty, freedom, equity, and gratitude.



Honesty. This value is emphasized within the social responsibility of students, which allows the formation of a society based on trust and the foundation of truth in all actions, enabling a healthy relationship among citizens.

Respect for human dignity. Promoting the unrestricted respect for the dignity and human rights, based on the conviction of the opportunities, rights, and equal rights of all individuals.





Respect for nature and environmental care.

Environmental awareness promotes the protection and conservation of the environment. The prevention of pollution and climate change begins with education on sustainable development.

Promotion of interculturality. The appreciation and understanding of cultural and linguistic diversity, as well as dialogue and cultural exchange, are driving forces for having an intellectual, emotional, moral, and spiritual life.



Participation in the transformation of society.

Self-improvement by individual initiative is the foundation of this principle. The social purpose of education allows for the construction of close, supportive, and fraternal relationships that overcome indifference and apathy towards transforming society.

Promotion of a culture of peace. The objective of the 2030 Agenda promoting “Peace, Justice, and Strong Institutions” is based on promoting peaceful and inclusive societies that enable sustainable development, ensure access to justice for all, and build effective and inclusive institutions at all levels that are accountable.





Know your book

Within the book, the New Model of Upper Secondary Education is developed, which is based on a study program through learning progressions. These progressions are developed in three moments, which are:



Opening. In this first moment, the aim is to awaken the student's interest and motivation towards the topic that will be addressed.



Closing. In this final moment, the objective is to consolidate the learning and evaluate the process.



Development. The content is presented, and a clear and detailed explanation of key concepts is provided.



The sections also include:

Diagnostic evaluation. It is found at the beginning of each learning unit and helps identify strengths and weaknesses regarding the topics that will be addressed.

Situated learning in contexts:



School



Classroom



Community



Cross-cutting practices.

These activities link the learning of sociocognitive resources with the disciplines of the knowledge areas.

Socioemotional practices.

The extended curriculum is linked to sociocognitive resources and knowledge areas through the different domains of socioemotional resources that are present in these type of activities.





Learning practices. The best way to apply the knowledge and skills learned is through these type of practices, which are numbered, situated in a learning context, and enhance a principle of the NEM, as shown in the following example:



Learning practice



NEM Reading. It is a reading comprehension activity that addresses one of the principles of the New Mexican School (NEM).



Unit assessment. These are questions or items that cover the topics of each learning unit.

Learnings' categories, subcategories, and learning goals. Each progression begins with the categories, subcategories, and learning goals that its content addresses, as shown below:

Subcategories

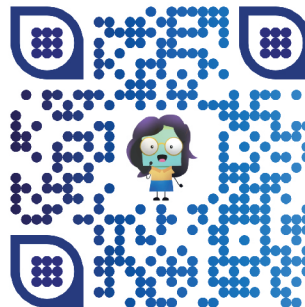
Learning goals

Learnings' categories



Classroom-School-Community Project (PAEC). Through these QR codes, you will be able to complete the activities of the progressions that are part of the PAEC.

Master Iso. Every time you see Master Iso, he dynamically explains the progression by scanning the QR code.



Learning progressions

1. Participate by representing real or fictional situations, among other strategies, to interpret the verb form used to, which describes past customs or habits, encouraging students to reflect on the practices and customs of diverse contexts.
2. Use the past participle of regular and irregular verbs to structure oral and written expressions in different tenses through various strategies, such as creating travel itineraries.
3. Choose the modal verbs must or have to to express responsibilities and obligations by creating a “to-do list,” among other strategies.
4. Use the modal verbs should and ought to to make recommendations to peers, family, the community, and within their context, through role-play and other strategies. This practice helps students enhance their language skills.
5. Practice expressing polite and formal ideas and requests in the future using the modal verbs would and will by creating storyboards, among other strategies.
6. Employ the simple future tense with the auxiliary will and future time expressions like tomorrow, next year, tonight, and after class in affirmative forms to express future predictions, using story construction and other strategies.
7. Practice the simple present tense to reinforce oral and written expression of habits, routines, facts, and feelings through summarization and other strategies.



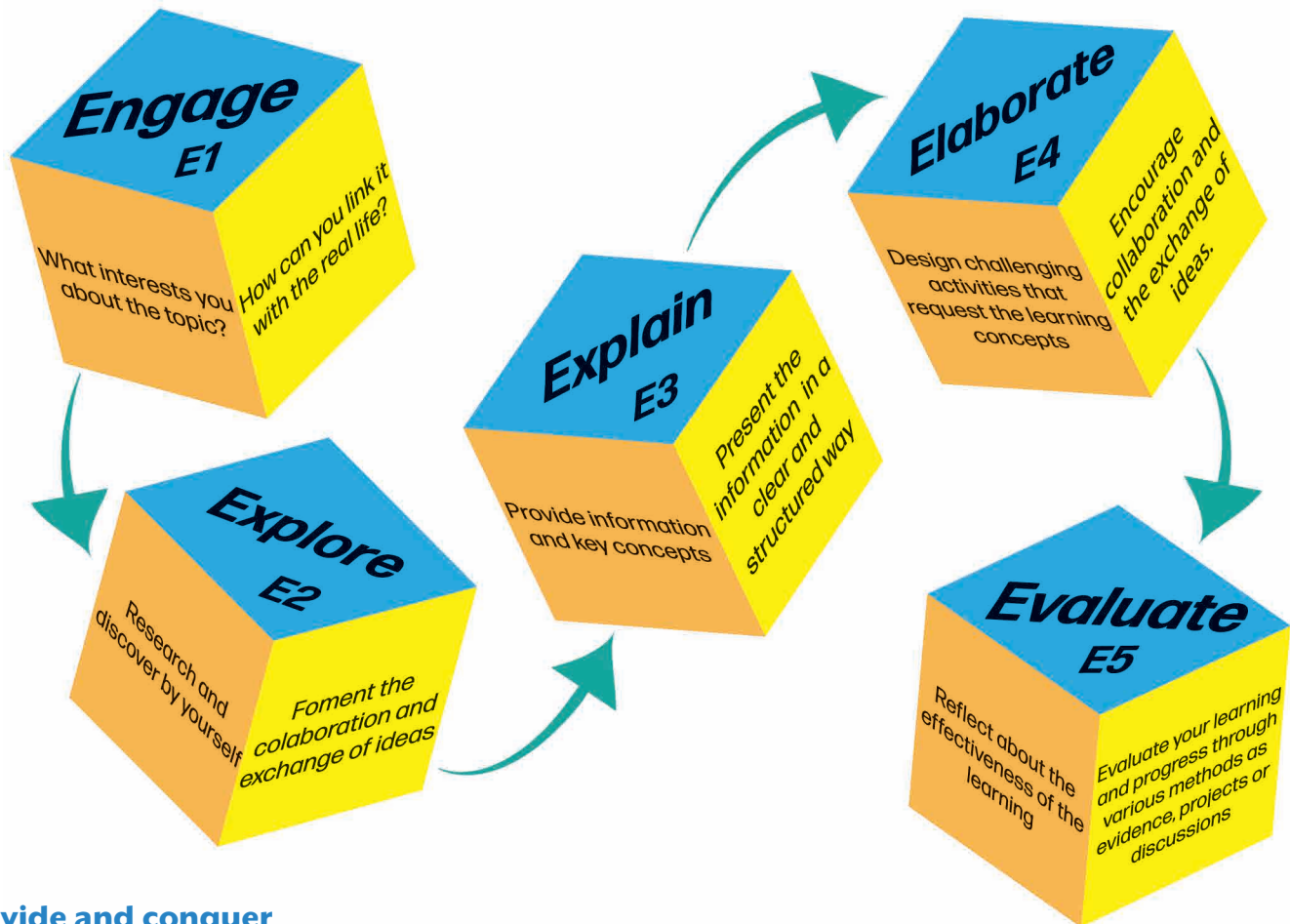
8. Use the zero conditional to discuss cause-and-effect events and daily life situations by creating infographics, among other strategies.
9. Practice the first conditional to discuss present situations that may have future consequences or effects by creating posters and using other strategies.
10. Use adverbs such as yet, already, just, recently, lately, ever, and never to construct expressions about past events that may or may not continue into the present, with clarity and coherence, by creating a songbook, among other strategies.
11. Group regular and irregular verbs in the past tense to identify their use in past and present perfect expressions by creating videos or brochures, among other strategies.
12. Apply the second conditional to express and give advice in hypothetical situations using timelines and other strategies.
13. Identify demonstrative adjectives such as this, that, these, and those to describe objects with defined characteristics through flyers (informative leaflets) and other strategies.
14. Construct affirmative expressions in the passive voice in both present and past tenses to emphasize the object or person receiving the action rather than the doer, by using graphic organizers and other strategies.
15. Select different uses of the prepositions since and for to express past experiences, actions, and situations that began in the past and continue into the present (present perfect) through comic strips and other strategies.



Strategies for collaborative work

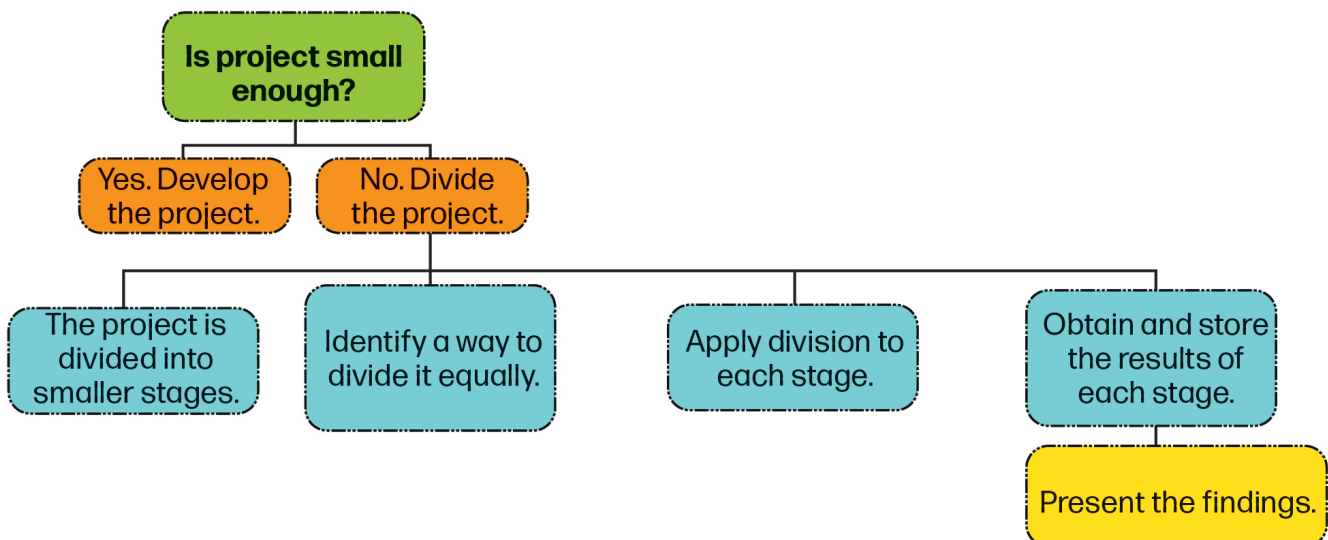
Strategie 5E

It is a strategy used in education for collaborative work and project design, it consists of:



Divide and conquer

It consists of not seeing a project as a unit, but as a series of stages that can be developed individually and then integrate and present the findings found. Below are the steps to follow.



Contents

Unit 1. Building blocks of past, present, and future actions.

- The verbal form of “used to” (P1)
- The past participle of the regular and irregular verbs (P2)
- The modal verbs “must & have to” as obligations and responsibilities (P3)
- The modal verbs “should & ought to” as recommendations (P4)
- The modal verbs “would & will” to make formal and polite requests (P5)
- Simple future “will” with time expressions (P6)

Unit 2. Essentials of present tense and conditional forms.

- Simple present practice and review (P7)
- The zero conditional and its use (P8)
- The way we use the first conditional (P9)
- Yet, already, just, recently, lately, ever, never (P10)
- The difference between the past and present perfect (P11)

Unit 3. Exploring hypotheticals, descriptions, and the perfect tense.

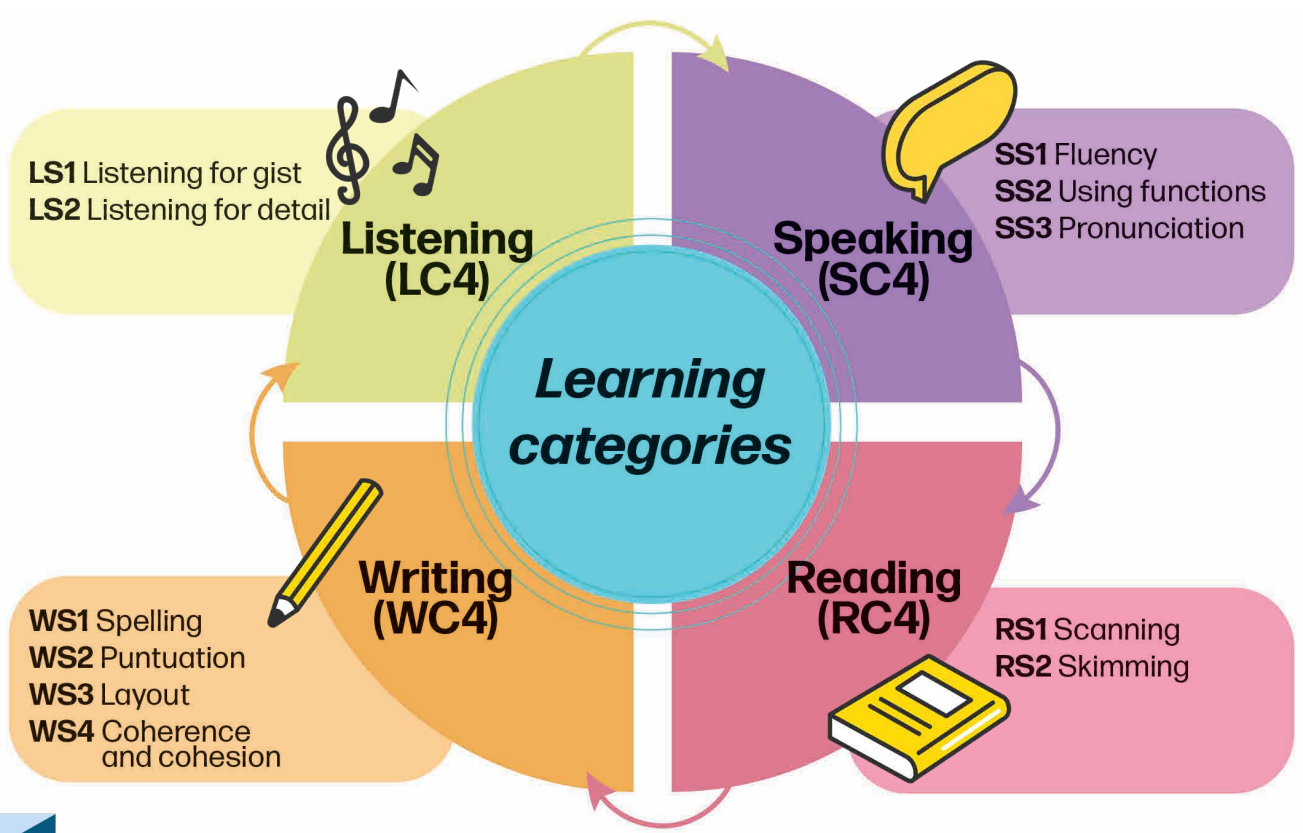
- The second conditional and its use (P12)
- Demonstrative adjectives “this, that, these, those” (P13)
- Passive voice in present and past (P14)
- Reviewing “for and since” with present perfect (P15)
- Making reports in present perfect (P16)





Unit 1

Building blocks of past, present, and future actions



Learning goals:

- **LG4.** Comprehends every day and general oral expressions (basic information about himself/herself and his/her family, shopping, places of interest, occupations, among others) Makes sense of oral information in and its terms about aspects of the past and his/her environment, as well as issues related to his/her diverse needs.
- **SG4.** Communicates orally in a correct way with frequently used expressions (basic information about him/herself and his/her family, shopping, places of interest, occupations, among others). Can interact with others and engage in conversation about aspects of his/her past, future and environment, as well as issues related to his/her diverse needs.
- **RG4.** Interprets texts of diverse topics, writings and daily expressions of frequent use (basic information about the family, shopping, places of interest, occupations, notes, among others). Selects written texts that interest him/her, encouraging the pleasure of reading about aspects of his/her environment, as well as information related to school subjects.
- **WG4.** Writes short texts and correctly and coherently writes frequently used topics (basic information about him/herself and his/her family, shopping, places of interest, occupations, tasks, among others). Writes about diverse aspects with appropriate conjugation of tenses, punctuation and grammar.

Learning progressions:

1. Participate by representing real or fictional situations, among other strategies, to interpret the verb form used to, which describes past customs or habits, encouraging students to reflect on the practices and customs of diverse contexts.
2. Use the past participle of regular and irregular verbs to structure oral and written expressions in different tenses through various strategies, such as creating travel itineraries.
3. Choose the modal verbs must or have to to express responsibilities and obligations by creating a “to-do list,” among other strategies.
4. Use the modal verbs should and ought to to make recommendations to peers, family, the community, and within their context, through role-play and other strategies. This practice helps students enhance their language skills.
5. Practice expressing polite and formal ideas and requests in the future using the modal verbs would and will by creating storyboards, among other strategies.
6. Employ the simple future tense with the auxiliary will and future time expressions like tomorrow, next year, tonight, and after class in affirmative forms to express future predictions, using story construction and other strategies.

Presentation

In the following learning unit of the English book 4, and the following 6 progressions of the current study program are developed so you may learn the use of past forms and modal verbs among other grammar forms, using the affirmative, negative and interrogative forms, through representations and presentations, to narrate short stories creating role plays talking about past anecdotes, agendas, itineraries and the elaboration of comics. And learn to differentiate the modal verbs, managing the vocabulary to compliment the new language acquisition.

Unit 1. Building blocks of past, present, and future actions.

Progression 1
The verbal form of “used to”.

Progression 2
The past participle of the regular and irregular verbs.

Progression 3
The modal verbs “must & have to” as obligations and responsibilities.

Progression 4
The modal verbs “should & ought to” as recommendations.

Progression 5
The modal verbs “would & will” to make formal and polite requests.

Progression 6
Simple future “will” with time expressions.



Diagnostic evaluation

Respond to every day questions.

1. What do you usually do on the weekends? _____
2. How do you get to school or work each day? _____
3. What is your favorite type of food, and why? _____
4. What hobbies or activities do you enjoy in your free time? _____

Answer the questions with complete sentences.

1. Did you use to watch the soccer match? _____
2. What must you do over the weekends? _____
3. Should you visit your grandparents every week? _____
4. Why would Melanie be late for her piano class? _____
5. Where will they study next year? _____

Match the Sentences with the Correct answer.

- | | |
|--|-------------|
| 1. You _____ finish your homework before you go out. | a) should |
| 2. She _____ call her grandmother more often. | b) ought to |
| 3. I _____ like to have some coffee, please. | c) would |
| 4. They _____ wear uniforms at their school. | d) must |
| 5. You _____ see a doctor if you're feeling sick. | e) have to |

Complete the irregular verb chart with the past and past participle forms and write 10 of your own.

Base form	Past simple	Past participle
		Done
Sink		
	Hid	
		Broken
		Grown
Bring		
	Rode	
Cut		
		Bet
Teach		
	Fell	
		Made
Eat		
	Shooke	
Send		
		Risen

The verbal form of "USED TO"

WarmUp

Let's remember things we did as children against what our parents did, use as many verbs in the past tense as you can.



Write all the verbs you use.



Grammar

"Used to"

"Used to" is used to talk about past habits, routines, or situations that are no longer true in the present.

Form	Structure	Example Sentence
Affirmative	Subject + used to + base verb	I used to play soccer every day.
Negative	Subject + didn't use to + base verb	She didn't use to eat vegetables.
Interrogative	Did + subject + use to + base verb	Did you use to live in Paris?

Affirmative:

We use "used to" followed by the base form of the verb to describe actions or states that were regular or frequent in the past.

Example: "I used to watch cartoons every Saturday morning."

Negative:

To make a negative sentence, use "didn't use to" followed by the base form of the verb. This indicates that something was not a regular habit or state in the past.

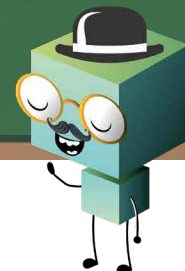
Example: "She didn't use to like coffee."

Interrogative:

To ask a question about a past habit or state, use "Did" followed by the subject, "use to," and the base form of the verb.

Example: "Did they use to play in the park?"

Note: "Used to" is only used to talk about the past.





Fill in the blanks with the correct form of "used to."

1. When I was a child, I _____ (play) outside all day.
2. She _____ (not/like) broccoli when she was younger.
3. _____ (you/live) in the countryside before moving to the city?
4. We _____ (go) to the beach every summer when we were kids.
5. My grandparents _____ (not/have) a television when they were young.



Writing

Now write your own examples.

1. _____
2. _____
3. _____
4. _____
5. _____



Listening

Listen to the audio then read it and underline used to in affirmative with blue, used to in negative with red, and used to in interrogative in green.



A simple life

A few days ago, talking with my grandparents they told me they used to live on a small farm in the countryside. They used to wake up early every morning to tend to their animals and crops. My grandmother used to bake fresh bread every day, and the whole house smelled wonderful. They used to have a cow, and my grandfather used to milk it every morning. However, they didn't use to have a tractor, so all the farming was done by hand.

One day, I asked them, "Did you use to have a car back then?" My grandfather smiled and said, "No, we didn't use to have a car. We used to walk everywhere or ride our old bicycle."

Now, they live in the city, and they don't do those things anymore. But they often remember about how they used to enjoy the simple life on the farm.





Writing

Write your own sentences using "used to" based on the sentences.

1. A hobby you had in the past but no longer do.

| _____

2. A food you didn't like as a child but do now.

| _____

3. A place you lived when you were younger.

| _____

4. An activity your family did together in the past.

We _____

5. A person you were friends with but lost contact with.

| _____



Closing



Learning practice



Writing

Now when you go home ask your parents or grandparents about what they used to do and write a short story with that information. Print a picture of that activity and paste it here.





The past participle of the regular and irregular verbs



WarmUp

Listen to the following monolog then use the flash cards on page # and see how many of them do you know.



When we talk about the **past participle** form of verbs in English, there's a clear difference between regular and irregular verbs.

Regular verbs are quite straightforward—they follow a consistent pattern. To form the past participle, you simply add -ed or -d to the base form of the verb. For example, the verb “walk” becomes “walked”, “need” becomes “needed” and “love” becomes “loved”. This pattern makes regular verbs easy to predict and learn.

On the other hand, **irregular verbs** are different because they don't follow this pattern. Each irregular verb has its own unique past participle form that often needs to be memorized. For example, “go” becomes “gone,” “eat” becomes “eaten,” and “write” becomes “written.” These forms vary widely and don't have a set rule for their endings, making them a bit trickier to master.

In summary, the main difference lies in the formation: regular verbs add -ed or -d to create the past participle, while irregular verbs have unpredictable forms that must be learned individually.



Writing

Check!!



-
-
-
-
-

Write the verbs you do not recognize from the flash verbs.



Writing

Now write sentences with those verbs..

1. _____
2. _____
3. _____
4. _____
5. _____



Grammar

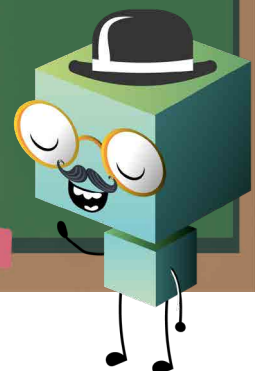
Development



Tense/Voice	Structure	Explanation	Example Sentence
Present Continuous	am/is/are + present participle (-Ing form)	Used to describe an action happening right now or around the current time.	She is running in the park.
Present Perfect	have/has + past participle	Describes an action that occurred at an unspecified time in the past or that has relevance to the present.	They have finished their homework.
Passive Voice (Present)	am/is/are + past participle	Used when the focus is on the action or the recipient of the action, rather than who is performing the action.	The book is written by the author.
Passive Voice (Present Perfect)	have/has + been + past participle	Indicates that the action was completed in the past, but the result is relevant in the present.	The project has been completed.

Explanation of each use:

- Present continuous (am/is/are + -Ing):
Use: To describe actions happening right now or around the current time.
Participle used: Present Participle (-Ing form).
Example: "She is eating lunch."
- Present Perfect (have/has + past participle):
Use: To describe actions that occurred at an unspecified time before now or that are relevant to the present.
Participle Used: Past Participle.
Example: "They have visited the museum."
- Passive Voice (Present) (am/is/are + past participle):
Use: When the focus is on the action or its recipient, not the doer.
Participle Used: Past Participle.
Example: "The cake is baked by the chef."
- Passive Voice (Present Perfect) (have/has + been + past participle):
Use: To show that something was done in the past with relevance to the present.
Participle Used: Past Participle.
Example: "The letter has been sent."





Reading



Listening



Listen to the audio and underline the words you do not understand, afterwards talk about the tenses in bold letters.

Mr. Jenkins' Trip to England

Mr. Jenkins is currently **preparing** for his trip to England. He **has planned** this journey for months, and everything is finally coming together. His flights **have been booked** and his accommodation **has been reserved** at a beautiful hotel in London.

As he **is packing** his suitcase, he **is checking** his list to ensure he **hasn't forgotten** anything. His passport **has been renewed**, and all necessary documents **have been printed** and placed in a folder.

When he arrives in England, his itinerary **is filled** with exciting activities. He **has been wanting** to visit the British Museum, and now his dream **is being fulfilled**. The entire trip **has been organized** meticulously to ensure that he makes the most of his time there.

Mr. Jenkins **is looking forward** to exploring new places, meeting new people, and experiencing all that England has to offer.



Writing

Now write a short itinerary for your next trip, do not be afraid to use your imagination.

Trip Itinerary



Departure Date: _____

Arrival Date: _____

Destination: _____

Day 1:

Time	Place	Activity

□ Vocabulary

Mixed tenses, match the letters with the numbers

- | | |
|------------------------------------|--------------------------------|
| 1. She is _____ | A. prepared in advance. |
| 2. They have _____ | B. being baked in the oven. |
| 3. The cookies are _____ | C. decided to take a vacation. |
| 4. The invitations have been _____ | D. delivered to all guests. |
| 5. The meeting has been _____ | E. talking on the phone. |



With the whole group talk about the activity.

1. Do you like to use itineraries? Why? _____

2. Why is it important? _____

3. Were they similar? _____

4. Do you know how to make an itinerary? _____

Write your itinerary for the week.

🕒	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
13:00							
14:00							
15:00							
16:00							
17:00							
18:00							
19:00							
20:00							
21:00							
22:00							

The modal verbs “must & have to” as obligations and responsibilities



WarmUp

Look at the pictures and comment with your classmates, what activities do you like to do and which ones you do not like, give your reasons why.



Listening

Listen to the conversation and discuss if there is any resemblance at your house.

Wilma: Toby, you **must** clean your room today. It's getting really messy.

Toby: Do I really **have to**? I was planning to play video games.

Wilma: Yes, you **have to**. Keeping your space tidy is important.

Plus, you **must** finish your homework before dinner.

Toby: I know, but do I **have to** do it now?

Wilma: Yes, you **must**. And after that, you **have to** take out the trash. It's your turn this week.

Toby: Okay, I get it. I'll start with my room and then do the rest.





Modal Verb	Usage	Explanation	Example Sentences
Must	Obligation (strong)	Used to express a strong obligation or necessity, often from the speaker's perspective or a rule.	- You must wear a helmet when cycling. - Students must submit their assignments by Friday.
	Prohibition(negative form)	Used to express something that is not allowed or is forbidden.	- You must not smoke in the building. - We must not talk during the exam.
	Assumption/Logical Conclusion	Used to express a strong belief or assumption about something.	- She must be tired after the long flight. - This must be the right address.
Have to	Obligation (external)	Used to express an obligation or necessity that comes from an external source, such as rules, laws, or instruction	- I have to finish this report by tomorrow. - We have to wear uniforms at school.
	Lack of Necessity (negative form)	Used to express that something is not necessary.	- You don't have to come to the meeting if you're busy. - We don't have to leave yet.
	Questions	Used to ask about obligations	- Do I have to attend the meeting? - Does she have to work this weekend?

Key Differences:

"Must" is often used when the speaker is expressing a personal obligation or when something is considered very important or necessary.

"Have to" is used for obligations that are imposed by an external authority, such as rules, or laws.

Negative Forms:

"Must not" (mustn't) indicates prohibition (something is not allowed).

"Don't/Doesn't have to" indicates a lack of necessity (something is not required but is optional).



Fill in the blanks with either "must" or "have to" (use the correct form).

1. You _____ finish your homework before you go out to play.
2. She _____ wear a uniform to school every day.
3. We _____ be quiet during the exam; it's a strict rule.
4. He _____ take his medicine three times a day, as prescribed by the doctor.
5. You _____ not smoke inside the building; it's against the law.



Reading



Listening



Listen to the audio, then listen to it again. Underline the professions and circle the verbs in past participle.

School Rules

“Good morning, students. I want to take a moment to remind everyone about some important rules we must all follow here on school grounds. First and foremost, you **must** respect your teachers and fellow students at all times. This is not just a suggestion; it is essential for maintaining a positive and safe learning environment.

Now, let’s talk about safety. You **must** wear your school ID badges every day. This helps us ensure that everyone on campus is supposed to be here. If you forget your badge, you **have to** get a temporary one from the office before attending your classes. It’s a small task, but it helps keep our school secure.

There are also some things you **must not** do. For example, you **must not** use your phones during class. It’s disruptive and takes away from your learning experience. If you’re caught using your phone, it will be confiscated, and you will **have to** pick it up from the office at the end of the day.

Additionally, you **must not** bring any prohibited items to school, like sharp objects or anything that could be considered dangerous. If you do, there will be serious consequences, and you **have to** understand that these rules are in place to protect everyone.

Finally, while we encourage participation in extracurricular activities, you **do not have to** join every club or team. Choose the ones that genuinely interest you and balance your time wisely. Remember, your studies come first.

Let’s all work together to make our school a place where everyone feels safe, respected, and ready to learn. Thank you.



Learning practice



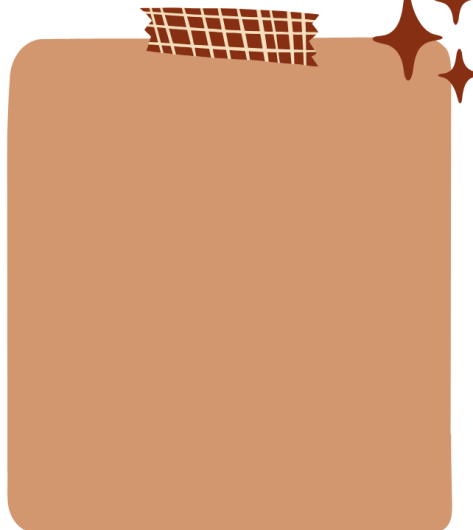
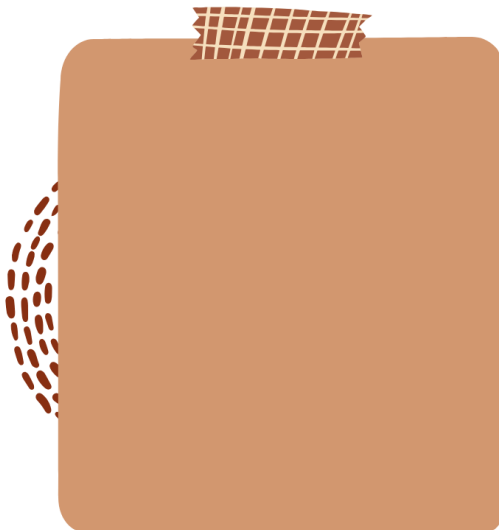
Closing



Speaking



Talk about this topic, is this similar at your school, what is different? Take notes.





Cross-cutting practices



Children and teenagers obligations and rights

Rights of children and teenagers

- **Right to education.** Ensures that all children have access to free and compulsory education.
- **Right to health.** Children are entitled to the highest attainable standard of health and access to health care services.
- **Right to protection.** Protects children from all forms of abuse, neglect, exploitation, and violence.
- **Right to identity.** Ensures that children have the right to a name, nationality, and family ties.

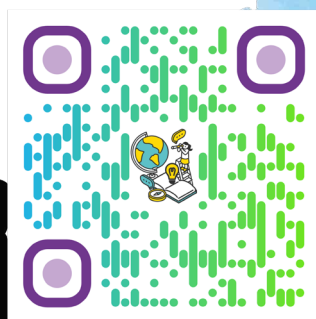
Obligations of children and teenagers

- **Obeying laws.** Children and teenagers are required to follow the laws of their country, including attending school, respecting others' rights, and adhering to age-appropriate responsibilities.
- **Respect for parents and guardians.** While parents have duties towards their children, children also have the obligation to respect their parents or guardians.
- **Educational duties.** Attending school and participating in education are often legally mandated obligations for minors.

Conclusion

Civil laws regarding children and teenagers vary by country, but they generally cover a range of rights designed to ensure their safety, well-being, and development. These laws are complemented by international agreements like the CRC, which provides a framework for the protection of children's rights globally.

Do you think something is missing? Make a group discussion with your teacher and write a couple of obligations and rights as a result of this exercise, and fill in the chart.



Paec



Socioemotional practice

Natural Resources, do we take care of them...?

Teenagers play a crucial role in the stewardship of our natural resources, and getting involved is both impactful and educational. They can start by participating in local environmental groups or school clubs that focus on conservation efforts. Simple actions like organizing clean-up drives, promoting recycling programs, and advocating for reduced plastic use can make a significant difference.

Additionally, teenagers can educate themselves and others about sustainable practices, such as conserving water and energy at home. By using social media, they can raise awareness and inspire their peers to adopt eco-friendly habits. Volunteering for tree-planting initiatives or joining campaigns to protect local wildlife are also excellent ways for teenagers to contribute.

Ultimately, by taking these small but meaningful steps, teenagers can help ensure the preservation of our natural resources for future generations, while also developing a lifelong commitment to environmental responsibility.

Make a list for each column.

Environment

Minerals

Climate

Renewable energy

Now make a group conclusion, then create a poster and share it with your school.



The modal verbs “should & ought to” as recommendations.



WarmUp

These are some problems that teenagers suffer from. Match the pictures to the problems, then place them next to the category in which you think they belong.



Common Colds and Flu



Asthma



Allergies



Obesity



Acne



Sexually Transmitted Infections



Anxiety disorders



ADHD



Substance abuse



Sleep Disorders



Depression



Diabetes



Hypertension

Physical health issues. _____

Mental health issues. _____

Lifestyle-related conditions. _____

Chronic conditions. _____



Listening



Listen to a doctor's lecture on teenage health problems underline the words you do not know and look for them on the internet.

"Good afternoon, everyone. Today, I want to touch on a few important health topics that are especially relevant to you as teenagers.

You might be dealing with common colds, flu, or allergies—these are normal, but it's important to take care of your immune system. Regular exercise, a balanced diet, and good hygiene habits can help keep you healthy. If you have conditions like asthma or acne, managing them with the right treatments and lifestyle choices is important.

This topic is just as important as your physical health. Many of you may experience stress, anxiety, or even depression due to school pressures, social situations, or just the challenges of growing up. It's okay to feel this way, but don't keep it to yourself. Talk to someone—a friend, a teacher, or a counselor. Taking care of your mental health will make a huge difference in your overall well-being.

What you do every day, like your sleep habits, diet, and whether or not you exercise, can have long-term effects. Poor choices can lead to obesity, substance abuse, or sleep disorders. So, make conscious decisions to live a healthier lifestyle. Remember, your habits now will impact your future.

Some of you might have conditions like diabetes, hypertension, or even something more serious like a heart condition. It's crucial to manage these with proper medical care, a healthy diet, and regular check-ups. Even if you don't have a chronic condition, understanding these issues can help you support friends who do and keep you aware of your own health risks.

Remember, taking care of your health now sets the foundation for a healthier future. Don't hesitate to seek help or ask questions; "your health is worth it." Thank you.



Writing

Write a paragraph to comment about the topic you just heard in the audio and show it to your teacher so he/she may help you if needed.





Grammar

Development



Modal Verb	Use	Examples	Form
Should	Giving Advice or Recommendations	"You should eat more vegetables."	Should + Base Verb
Ought	Giving Advice or Recommendations	"You ought to see a doctor."	Ought to + Base Verb

Explanation:

- "Should" is used for:
Advice/Recommendations: Suggesting a course of action that is beneficial.
- "Ought To" is very similar to "should" and is often interchangeable with it:
Advice/Recommendations: Suggesting a course of action with a moral or ethical tone.

Negative Forms:

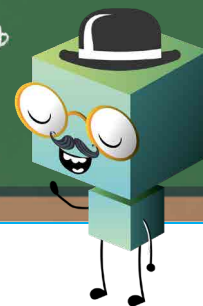
- "Should not" or "Shouldn't" + base verb (e.g., "You shouldn't skip meals.")
- "Ought not to" (less common) + base verb (e.g., "You ought not to lie.")

Interrogative Forms:

- "Should" is used at the beginning of a question (e.g., "Should I call him?")
- "Ought to" is less common in questions but can be used (e.g., "Ought I to help her?")

Important Notes:

Form: Both "should" and "ought to" are followed by the base form of the verb (without "to" for "should" and with "to" for "ought to").



Listening

Listen and repeat.

1. You **should** study hard for the exam.
2. You **ought to** wear sunscreen when you're out in the sun.
3. You **should** return library books on time.
4. You **ought to** take more breaks during long work hours.
5. You **should** listen carefully to the instructions.





Writing



Use the words in the parenthesis to create sentences using "should" or "ought to".

1. (study hard / exam)

2. (wear sunscreen / sun)

3. (return library books / on time)

4. (take more breaks / long work hours)

5. (listen carefully / instructions)



Learning practice



Closing

Make a digital banner or poster to make your school aware of these problems ask your teacher to check it before you share it on facebook or instagram.



Scan me!



The modal verbs “would & will” to make formal and polite requests

LS1 LS2 LG1
RS1 RS2 RG1
SS1 SS2 SS3 SG1
WS1 WS2 WS3 WS4 WG1



WarmUp

Look for the vocabulary words and look for the meaning of the ones you do not understand

a s d f t h j k l o t u o e k a t w d f g h b v r t y c
a t n b s l u s h i e d e r t h g f t h u i o k j h g o
z h u u a s d f g f f q w e r d s e f a x c v b u s t n
z y t r a s d g e r r u i o n h o t d o g c a t f y i d
x d r g d f f s o e i o n i o o n h g r d o g g a d r i
t t t u e i i q l n e d r i v e t h r o u g h s i m p m
h g i u f h d q k c n a s d f r e d t y u i j k l i o e
e g o e c a f w j h d w c h i c k e n n u g g e t s s n
s f n n h b g e u f s e a s d f g h j y u m a s d a a t
o a a s b a r c i r w r a s w e r d f g y e r t y u l s
d r u o u a s y h i t f h n o c a b y u g n v w s s m j
f r i d h h e h f e a c j q w e r t y a d u o e m a o u
d a j d a s d e b s s v y h g f d s r d a n l r o g n i
a n h d z m o e r r s b e e f g r e d e r g c t o e n c
a t g a s o c f f r o s a s d e v t i r t e a g t a g e
s u f s b u r m t g j w w e r e a s d h t r n d h i t d
c i d d p o i n u d g a n u b a s e r t y s d s h r i f
v o s f b t s f h t r e r s a a e r t y j o e w i p u h
b p s m s h t a j t w i g h s a s d f g h j o d e l c q
g l o q i y a b n r d h n j d d r e s s i n g m w a s w
t c a a s u u a a e f t k f t h e t h f b h f s e i e
y l q a t r l o r d e r y b s u n i c o r e a p p d b t
u j w a g o r a n g e e t y h u k n t t n a l e r d c h
i t e u r f g s d o n i o n s r i n g s b t t y u n u b
o r e c o f f e e a s e r t g h a p l e v i c e r t y j
k r e e r t y u s u d h j u e g t r d s a n q s d f g h
h r s s e n i a t n u o f a d o s e r t y u d r i n k s

- | | | | |
|-----------------|---------------|---------------|-----------|
| chicken nuggets | hotdog | sausage | nutrition |
| french fries | bacon | muffin | beef |
| onion rings | drive through | combo | bun |
| soft drink | condiments | menu | dressing |
| takeout | franchise | eatin | biscuit |
| smoothie | beverage | soda fountain | drinks |
| coffee | slushie | hash browns | burguer |



Speaking

Talk about your favorite fast food and your least favorite one try to use the vocabulary in the soup letter, and what would you like to eat or when will you go.



Listening

Listen to the conversation and answer the follow questions.

- Customer:** Good afternoon. I would like to place an order, please.
- Employee:** Of course! What can I get for you today?
- Customer:** I will have a cheeseburger with no pickles and large fries. Also, could you please make sure the fries are fresh?
- Employee:** Certainly. Would you like anything to drink with that?
- Customer:** Yes, I would like a medium soda, please.
- Employee:** Got it. Your total will be \$8.50. It will be ready at the window shortly.
- Customer:** Thank you. I would appreciate it if you could make the burger extra hot.
- Employee:** Absolutely, we'll make sure everything is prepared just as you requested. Have a great day!
- Customer:** Thanks, you too!

1. What does the customer ask for? _____

2. Would you change the order? _____

3. What will the employee do for the customer? _____



Speaking

Make your own conversation with a class mate and make 3 questions for the group about your conversation.

- Employee:** _____
- Customer:** _____
- Employee:** _____
- Customer:** _____
- Employee:** _____
- Customer:** _____



Grammar

Development



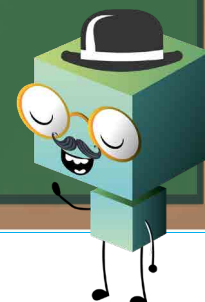
Modal Verb	Use	Examples	Form
Would	Polite Requests or Offers	"Would you mind helping me with this?"	Would + Base Verb
	Hypothetical Situations	"I would travel more if I had more time."	
	Past Habitual Actions	"When I was a child, I would visit my grandparents every summer."	
	Polite Suggestions	"You would do well to study for the exam."	
	Future Actions or Predictions	"I will finish the report by tomorrow."	
Will	Promises or Assurances	"I will call you when I arrive."	Will + Base Verb
	Offers	"Will you have some coffee?"	
	Determination or Intent	"I will not give up on this project."	

Explanation:

- "Would" is used for:
 - Polite Requests/Offer: Making a request or offering help in a polite manner.
 - Polite Suggestions: Giving advice in a considerate way.
- "Will" is used for:
 - Future Actions/Predictions: Indicating something that is expected to happen or be done in the future.
 - Offers: Offering something to someone.



Listening



Listen to the following sentences and repeat them.

Affirmative Forms:

"Would" is followed by the base form of the verb (e.g., "would go").

"Will" is also followed by the base form of the verb (e.g., "will see").

Negative Forms:

"Would not" or "Wouldn't" + base verb (e.g., "I wouldn't know.")

"Will not" or "Won't" + base verb (e.g., "She won't attend the meeting.")

Interrogative Forms:

"Would" is used to form questions (e.g., "Would you like some tea?")

"Will" is used to form questions about the future (e.g., "Will you join us for dinner?")



Speaking



With your class neighbor read each sentence out loud from exercises 1 and 2, follow the instructions

Exercise 1:

Each sentence contains a mistake with the use of “**would**” or “**will**”. Identify and correct the mistake

1. I will have gone to the store if I had known you needed something.
2. She would be excited if she will win the contest.
3. They will help you with your presentation if you asked them.
4. If I see him, I would give him your message.
5. I would finish the report by tomorrow if I will have more time.

Exercise 2:

Choose the correct option to complete each sentence.

1. He said he _____ finish the report by Friday.
a) would b) will
2. _____ you help me with this task?
a) Would b) Will
3. I _____ be there on time if the traffic is light.
a) would b) will
4. We _____ go to the beach if it's sunny this weekend.
a) would b) will
5. She _____ love to visit Paris one day.
a) would b) will



Learning practice



Closing

Now sum everything up think on some characters and create a comic on page # and make sure to cut it out, ask the teacher to check it so the whole group make either a comic book or comic posters to share with the school. GOOD LUCK!!!

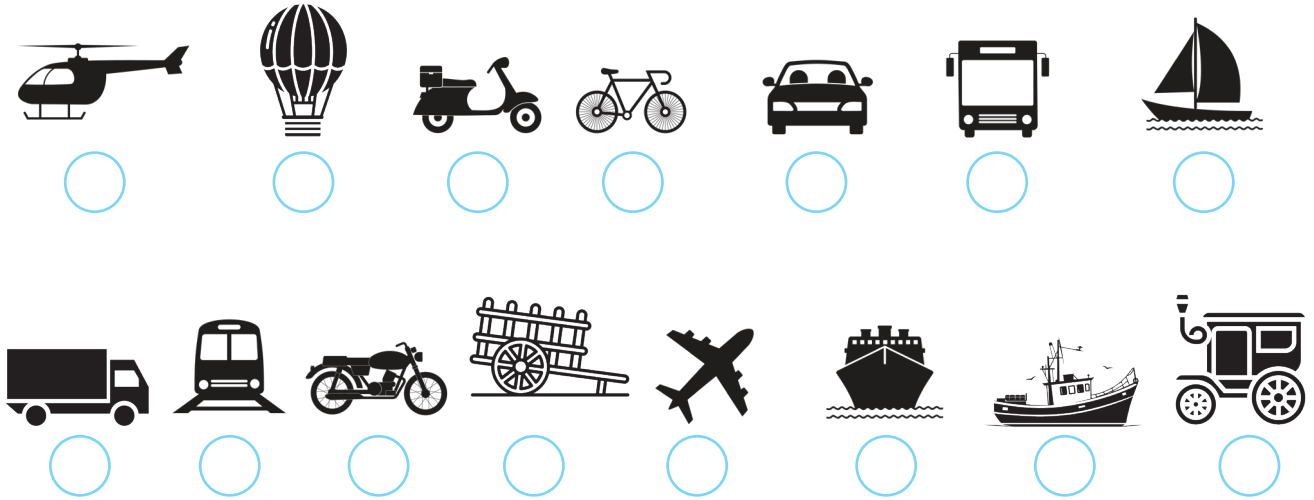


Simple future “will” with time expressions.

WarmUp



Look at the pictures, which ones can you identify and which ones have you used. Match the numbers with the pictures.



- | | | | | |
|---------------|------------|------------|----------------|-------------|
| 1. Bull Cart | 4. Boat | 1. Bicycle | 1. Horse Wagon | 1. Ship |
| 2. Motorcycle | 5. Scooter | 1. Bus | 1. Air Balloon | 1. Sailboat |
| 3. Helicopter | 6. Subway | 1. Car | 1. Truck | 1. Airplane |

FollowUp



Now make 5 sentences and use the means of transportation that you will travel in someday if it is not among the pictures, do not be afraid to look for it on the internet.

Example: One day I will travel to Europe in a hot air balloon and ride a motorcycle to visit different countries.

1. _____
2. _____
3. _____
4. _____
5. _____





Listening

Listen to Sir Phineas Frog as he takes you on a trip of imagination. Underline the words you do not understand and look for them on the internet or in a dictionary.

Sir Phineas Frog and the Hot Air Balloon Trip

“Good day, esteemed friends! As you know, I am a man of precision, and my next grand adventure shall be no different. I will embark on a journey around the world in a hot air balloon, a feat of daring and determination!

I will rise with the dawn, setting off on this extraordinary expedition at precisely six o’clock tomorrow morning. The winds will carry me across vast lands and mighty seas. By next week, I will have crossed the English Channel and the Alps.

In two weeks’ time, I will be floating above the deserts of Africa, marveling at the endless golden sands below. As the days turn into weeks, I will reach the Orient, where I will greet the rising sun from the skies above. By the end of the month, I will have circled the globe and returned to London, having completed the journey in record time.

This voyage will be a testament to the power of human ingenuity and the indomitable spirit of adventure. I will show the world that no challenge is too great when one is determined to succeed. Mark my words, my friends, this will be a journey unlike any other!”



Writing

Write about what you would change while you imagine that it is your trip and what type of transportation will you use. Then show it to your teacher so he/she may help you if needed.



Grammar

Development

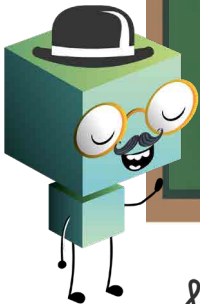


Structure	Example	Explanation
Affirmative	Subject + will + base verb + time expression	"I will travel to Paris next month."
Negative	Subject + will not (won't) + base verb + time expression	"She won't attend the meeting tomorrow."
Interrogative	Will + subject + base verb + time expression?	"Will they arrive on Monday?"
Time Expressions Commonly Used	Tomorrow, next week, next month, in a year, soon, later, tonight	These expressions indicate when the action will take place.
Examples of Time Expressions in Context	"He will call you soon." "We will finish the project by next Friday."	Time expressions can be specific (e.g., "tomorrow") or more general (e.g., "soon").

Examples:

- **Affirmative:** "They will meet us next week."
- **Negative:** "I won't be available tonight."
- **Interrogative:** "Will you come later?"

Note: The time expression can appear at the beginning or end of the sentence. For example, "Next week, they will meet us." or "They will meet us next week." Both are correct, but placing the time expression at the beginning can add emphasis.



Listening



Here are some examples using the simple future with the auxiliary "will" and future time expressions in their affirmative form to express future predictions. Listen and repeat.

"It will rain tomorrow, so don't forget your umbrella."

"She will graduate from university next year."

"They will watch the new movie tonight."

"I will meet you at the café after class."

"We will start the new project next week."

"The bus will arrive in a few minutes."

"We will go hiking this weekend."

"He will finish the report by the end of the day."

"You will receive your package soon."

"They will probably live in a different country in 10 years."





Learning practice



Closing

Make a collage to express what you expect in the future, then present it to the whole group.



A large dashed blue rectangular box intended for creating a collage.



Read and answer the following questions.

Explaining Interculturality in Mexico

In the colorful city of Oaxaca, a young student named Beelia (which means “Star” in zapotec language) walked through the busy streets filled with people from various backgrounds. Her school was hosting an intercultural festival, where students were encouraged to share their heritage. Beelia, of Zapotec descent, proudly wore her traditional dress, while her classmates showcased their own diverse cultures, including those of Mixtec, Afro-Mexican, and even Korean descent.

During the festival, each student shared a piece of their culture—traditional dances, music, and foods were all part of the celebration. Beelia noticed how the different traditions blended perfectly, creating a colorful picture of shared experiences.

Later that day, the students discussed how interculturality had become a cornerstone of modern Mexico. They reflected on how embracing different cultures strengthened their community, fostering respect and understanding. Beelia realized that interculturality was not just about preserving individual traditions, but also about creating a harmonious society where everyone’s heritage was valued.

Through this festival, the students learned that in today’s Mexico, interculturality is a way of life—where diverse cultures coexist, interact, and enrich the nation’s identity, making it stronger and more united.

1. What did Beelia and her classmates do to represent their diverse backgrounds at the festival?
 - a) They exchanged traditional gifts.
 - b) They shared traditional dances, music, and foods.
 - c) They wore school uniforms.
 - d) They studied different cultures from textbooks.
2. What realization did Beelia have about interculturality by the end of the festival?
 - a) It is only about preserving individual traditions.
 - b) It involves creating a harmonious society where everyone’s heritage is valued.
 - c) It is unnecessary in modern Mexico.
 - d) It creates divisions among different cultural groups.
3. How did the students feel interculturality impacted their community?
 - a) It made them feel isolated from one another.
 - b) It weakened their sense of national identity.
 - c) It strengthened their community by fostering respect and understanding.
 - d) It made them forget their own cultural heritage.



1st Learning unit assessment

Grade how well you understood, each topic. Mark the box that best represents your level of understanding.

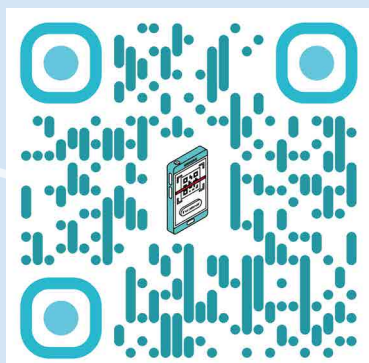
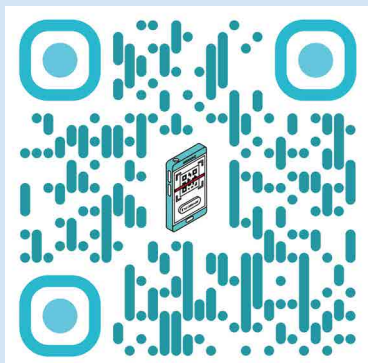
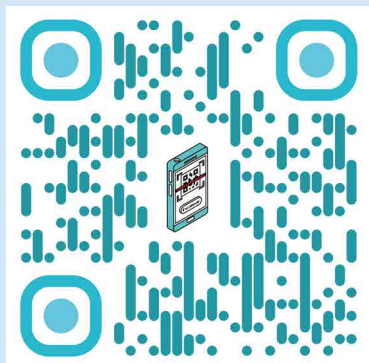
- 5** = I fully understand: You feel very confident with this topic and can explain it to others.
- 4** = I mostly understand: You understand most of it but might have a few small questions.
- 3** = I somewhat understand: You understand the basics but need more practice.
- 2** = I need more practice: You struggle with this topic and need more examples and explanations.
- 1** = I do not understand: You are confused by this topic and need significant help to understand it.


Topic	5	4	3	2	1
The verbal form of "USED TO"					
The past participle of regular and irregular verbs					
The modal verbs "MUST & HAVE TO" as obligations and responsibilities					
The modal verbs "SHOULD & OUGHT TO" as recommendations					
The modal verbs "WOULD & WILL" to make formal and polite requests					
Simple future "WILL" with time expressions					

Reflection:

After filling out the chart, focus on the areas where you rated yourself a 3 or lower. Consider reviewing the topics, asking questions in class, or seeking additional practice to improve your understanding.

Here are some QR codes that you can scan. Each QR directs you to an extra activity for each topic.





The following questions are based on the contents of the first five progressions in this partial.

1. Which of the following sentences correctly uses “used to” to describe a past habit?
 - a) She used to play the piano every day, but she doesn’t anymore.
 - b) She is used to playing the piano every day.
 - c) She used playing the piano every day.
 - d) She will used to play the piano every day.

2. Which sentence correctly uses the past participle of an irregular verb?
 - a) They has taken the bus to school yesterday.
 - b) She has written a letter to her friend.
 - c) We have played soccer last week.
 - d) He has finish the project on time.

3. Which sentence correctly expresses an obligation using “must” or “have to”?
 - a) You have go to the doctor immediately.
 - b) They musted finish their homework before class.
 - c) I must submit my assignment by tomorrow.
 - d) She have to study for the exam.

4. Which of the following sentences correctly uses “should” or “ought to” to give advice?
 - a) You should to eat more vegetables.
 - b) He ought to exercise more often.
 - c) She should studies harder for the test.
 - d) They ought take a break from work.

5. Which of the following sentences correctly uses “would” or “will” to make a polite request?
 - a) Would you mind to help me with this?
 - b) Will you please pass the salt?
 - c) I would to ask for your opinion.
 - d) He will open the door for me.

6. Which sentence correctly uses “will” with a future time expression?
 - a) I will go to the meeting now.
 - b) She will finish her project by next week.
 - c) They will start the presentation yesterday.
 - d) We will leave the office an hour ago.



Inglés 4

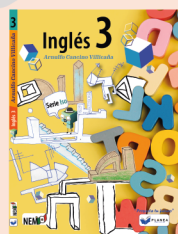
Editorial Planea has the mission of creating high-quality educational materials, with appropriate content to positively impact the education of students by developing their knowledge, skills, and attitudes. These materials aim to transform them into young people capable of understanding and influencing their environment, learning independently throughout their lives, becoming aware of their problem-solving abilities, and accepting challenges that help them achieve their goals. Additionally, they aim to foster sensitivity towards art and its expressions, as well as promote civic participation that reinforces their civic and ethical awareness. This also includes encouraging a respectful attitude towards interculturality, diversity of beliefs, values, and ideas, while adopting critical thinking that supports the sustainable development of their community.

The **Inglés 4** book is developed under the principles of the New Mexican School, with its guiding principle being the New Educational Model for Upper Secondary Education and the study program by progressions. This model proposes the following learning outcomes for this Sociocognitive Resource:

- Understands oral expressions used frequently in everyday situations related to areas of experience that are particularly relevant to him or her (basic information about oneself and family, shopping, places of interest, occupations, etc.). He or she interprets oral messages appropriately concerning simple and familiar tasks that require no more than straightforward and direct exchanges of information. He or she makes sense of oral information in simple terms about aspects of his or her past, surroundings, and issues related to immediate needs.
- Uses oral expressions frequently employed in everyday situations related to areas of experience that are particularly relevant to him or her (basic information about oneself and family, shopping, places of interest, occupations, etc.). He or she delivers oral messages on how to carry out simple, everyday tasks that require no more than straightforward and direct exchanges of information that are familiar or common. He or she shares, orally and in simple terms, aspects of his or her past, surroundings, and issues related to immediate needs.
- Interprets simple written texts and everyday expressions frequently used in areas of experience that are especially relevant (basic information about family, shopping, places of interest, occupations, among others). He or she interprets written messages that describe simple and familiar tasks, requiring no more than straightforward and direct expressions. He or she selects simple written texts that foster the enjoyment of reading, relating to aspects of the past, surroundings, and issues concerning immediate needs.
- Writes everyday phrases and sentences frequently used in areas of experience that are especially relevant to him or her (basic information about oneself and family, shopping, places of interest, occupations, among others). He or she drafts written messages that describe simple and everyday tasks involving straightforward, direct, familiar, and habitual information. He or she writes about aspects of his or her past, surroundings, and issues related to immediate needs.

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