

LEARNING Progressions

Psychosocial Focusing



# English

Workbook

4

Curricular Learning Unit



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2024

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## English 4 Course Overview

The English 4 course is structured into three lessons, each comprising didactic sequences with an introduction, development, and closure. These activities are designed under a Project-Based Learning (PBL) approach, Cognitive Load Theory, and the Learning Progressions Methodology, fostering active and meaningful learning. The lessons include diagnostic, formative, and summative assessments to ensure comprehensive progress tracking.

The course's primary objective is to address students' psychosocial development by creating educational experiences that empower them to express themselves meaningfully in English. By fostering a sense of belonging and self-efficacy, students will develop communication skills relevant to their social interactions and daily lives. The student-centered approach promotes active participation and reflection, enhancing their emotional well-being and confidence in using the language functionally.

Each activity not only engages the student but also involves their families in the learning process. This collaborative approach strengthens bonds and fosters teamwork, enhancing linguistic competence through practical, real-life situations. The three lessons of the course address essential topics, providing students with the tools to build confidence and communicate effectively in English while integrating real-world applications into their learning journey.

## Contents

	Page
<b>Lesson 1: "Step-by-Step Mastery of Habits, Obligations, and Future Expressions"</b>	
<b>Progression 1:</b> Participate through the representation of real or fictional situations, among other strategies, to interpret the verbal form " <b>used to</b> ," which describes past habits or customs.	7
<b>Progression 2:</b> Use the <b>past participle of regular and irregular verbs</b> to structure oral and written expressions in different verb tenses through various strategies, such as travel itineraries.	12
<b>Progression 3:</b> Choose the <b>modal verbs must or have to</b> to express responsibilities and obligations through the creation of a to-do list, among other strategies.	16
<b>Progression 4:</b> Use the <b>modal verbs should and ought to</b> to make recommendations to peers, family, community, and within their context. Through role-play and other strategies, students practice language skills effectively.	20
<b>Progression 5:</b> Practice expressing ideas and making polite and formal requests in the future using <b>the modal verbs would and will</b> through the creation of comic strips, among other strategies.	24
<b>Lesson 2: "A Grammar Journey: Present Habits, Future Plans, and Past Reflections"</b>	
<b>Progression 6:</b> Use the simple future tense with the auxiliary <b>will</b> and future time expressions such as <b>tomorrow, next year, tonight, after class</b> , among others, in its affirmative form to express future predictions through the creation of comic strips and other strategies.	31
<b>Progression 7:</b> Practice <b>the simple present tense</b> to strengthen written and oral expression of habits, routines, facts, and feelings through summaries and other strategies.	35
<b>Progression 8:</b> Use the <b>zero conditional</b> to discuss cause-and-effect events and daily life situations through the creation of infographics, among other strategies.	38
<b>Progression 9:</b> Practice using <b>the first conditional</b> to talk about present situations that will have a consequence or effect in the future through the creation of posters, among other strategies.	42
<b>Progression 10:</b> Use the <b>adverbs yet, already, just, recently, lately, ever, never</b> to construct expressions about past events that may or may not continue in the	46

present with clarity and coherence through the creation of a songbook, among other strategies.

**Progression 11:** *Group regular and irregular verbs* in the past to identify their *use in past* 52  
*and present perfect* expressions through videos or brochures, among other strategies.

### Lesson 3: "Connecting Grammar to Real-Life Contexts: Hypotheticals and Reflections"

**Progression 12:** Apply the *second conditional* to express and give advice in hypothetical 56  
situations using strategies such as a timeline, among others.

**Progression 13:** Identify *demonstrative adjectives (this, that, these, those)* to describe 61  
objects with defined characteristics through an *informational flyer*, among other  
strategies.

**Progression 14:** Construct affirmative expressions in the *passive voice* in the present and 64  
past tense to emphasize the object or person receiving the action rather than the  
doer, through a *graphic organizer*, among other strategies.

**Progression 15:** Select and practice the different uses of the prepositions *since and for* to 67  
express past experiences, actions, and situations that began in the past and  
continue in the present (*present perfect*), through a *comic strip*, among other  
strategies.

**Progression 16:** Practice *making reports in the present perfect tense in* affirmative, 70  
negative, and interrogative forms to explain facts and experiences that occurred at  
a moment in the past and may or may not still be relevant in the present, through  
various strategies such as interviews, among others.



Teacher's book is not included into student's workbook!



#### Firmas de enterados

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

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## Diagnostic Test: Step-by-Step Mastery of Habits, Obligations, and Future Expression

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Student's name: \_\_\_\_\_

**Instructions:** Choose the correct answer for each question. Circle the letter of your choice.

### *First Partial*

- Which sentence correctly uses "used to" to describe a past habit?
  - I used to play soccer every weekend.
  - I am used to play soccer every weekend.
  - I use to played soccer every weekend.
- Identify the correct sentence with a past participle:
  - She have eat lunch.
  - She has eaten lunch.
  - She has eat lunch.
- Which modal verb expresses a responsibility?
  - You must finish your homework by tomorrow.
  - You might finish your homework by tomorrow.
  - You can finish your homework by tomorrow.
- What is the correct use of "have to"?
  - He have to study for the exam.
  - He has to study for the exam.
  - He must to study for the exam.
- Which sentence gives a recommendation?
  - You should try this new restaurant.
  - You might try this new restaurant.
  - You could try this new restaurant.
- Choose the correct use of "ought to":
  - You ought to wear a jacket; it's cold outside.
  - You ought wear a jacket; it's cold outside.
  - You ought to wearing a jacket; it's cold outside.
- Which sentence uses "would" correctly in a polite request?
  - Would you help me with my project?
  - Will you helped me with my project?
  - Would you helps me with my project?
- Identify the correct use of "will" for a future prediction:
  - It will rains tomorrow.
  - It will rain tomorrow.
  - It rains tomorrow.
- Choose the sentence that uses the past participle correctly in the present perfect:
  - I have visited Paris last year.
  - I has visited Paris.
  - I have visited Paris twice

**Lesson 1:**

**PROGRESSION 1.** Participate through the representation of real or fictional situations, among other strategies, to interpret the verbal form "used to," which describes past habits or customs.

**Learning Pathway** Interpreting and describing past habits using "used to & would"

Title	Category	Subcategory	Learning Goals	Independent Study
 <p><b>Used to' for Habits and Customs</b></p>	Listening	<p><b>Listening for gist:</b> Identify the main idea in a text excerpt from <i>Wonder</i> by R.J. Palacio, focusing on past habits and customs described by the characters.</p> <p><b>Listening for detail:</b> Understand specific details about how Auggie's and Via's past habits and routines are portrayed in the text.</p>	Understand and produce sentences in different forms (affirmative, negative, interrogative) using <i>used to</i> .	Learn vocabulary at home with family support.
<b>Progression One Vocabulary</b>	<b>Weekly Finally Work</b>		<b>Evaluation Tools</b>	<b>Topics: Ongoing actions Subtopics</b>
Every life customs yesterday and today. Generation Z and Auggie Pullman	Ev. 1 → Exercises on the workbook.		Observation Guide Rubric (traffic lights technique)	Used to Would

**Didactic Sequence**

**Presentation**

Rooted in **Cognitive Load Theory**, Progression 1 minimizes intrinsic load by introducing "used to" through relatable contexts. Using **Bloom's Taxonomy**, students progress from **remembering** habits to **analyzing** changes over time. The **Learning Progression Methodology** fosters gradual skill-building in listening, reading, and writing, ensuring meaningful comprehension and application, while enhancing reflective thinking about past and present societal customs.

**Warm - up Listening Skills**

This introduction integrates **Cognitive Load Theory**, **Bloom's Taxonomy**, and **Learning Progressions** to teach "Used to" and "Would." By minimizing cognitive overload with visuals and contextual examples from *Wonder*, students recall, understand, and apply past habits. Scaffolding tasks (listening, reading, writing, speaking) build progressively, linking Auggie's experiences with societal changes, fostering reflection, grammar mastery, and meaningful engagement through relatable, real-world connections.

**Writing & Reading skills development**

This section applies **Cognitive Load Theory** by introducing tasks progressively—rewriting sentences, choosing correct answers, and creating personalized examples. Utilizing **Bloom's Taxonomy**, students understand, apply, and analyze *used to* and *would* in reflective writing. **Learning Progression** ensures skill-building through structured exercises, fostering coherence and fluency while reducing extraneous load. Real-life connections, like comparing habits, deepen engagement and comprehension.

**feedback: Speaking skills at closing English Session).**

Aligned with **Cognitive Load Theory**, this activity reduces extraneous load by emphasizing fluency and pronunciation. Guided by **Bloom's Taxonomy**, it engages students in **evaluation** and **application** through reflective tasks like comparing habits and true/false exercises. The **Learning Progression Methodology** ensures gradual development, concluding with a speaking activity that reinforces understanding, promotes critical thinking, and enhances communication skills effectively.

USED TO

Warm - up Listening Skills

Read the infographic and text.

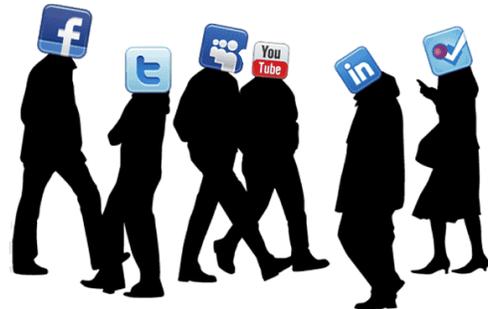
TALKING ABOUT PAST HABITS

Shorts

USED TO		WOULD
'Used to' can be used to talk about past states as well as past habits (repeated actions). <b>used to + infinitive</b> • I used to live in New York when I was a kid. • We used to go out more often. • She used to work for a large insurance company.		'Used to' is for past states or actions, but would is for past actions only. <b>'Would' is not used with stative verbs</b> (verbs that describe a state and not an action), such as be, understand, feel or love. Would for past habits is <b>slightly more formal than used to</b> . It is often used in stories. We don't normally use the negative or question form of would for past habits
NEGATIVE	QUESTION	• Every Saturday I would go on a long bike ride. • My dad would read me amazing stories every night at bedtime.
<b>didn't use to</b>	<b>did + use to...?</b>	
Sometimes we write it with a final -d (didn't used to/ did + used to...?), sometimes not. Both forms are common, but many people consider the form with the final -d to be incorrect, and you should not use it in exams: • I didn't use to eat chips when I was younger. • Did you use to work with Mike? • Didn't you use to have long hair?		<b>SIMPLE PAST</b> We can also use the past simple to talk about past states or habits. The main difference is that the past simple doesn't emphasise the repeated or continuous nature of the action or situation. Also, the past simple doesn't make it so clear that the thing is no longer true. • I had a dog when I was young. • I played tennis a lot when I was younger.
<b>used not to</b> In very formal styles, we can use the negative form <b>used not to</b> : • You used not to smoke, did you?		<b>COMMON MISTAKE: using would with stative verbs</b> (verbs that describe a state and not an action) ✗ When I was a kid I would love playing football. (love is a stative verb) ✓ When I was a kid I used to love playing football.

used to wear an astronaut helmet when going out, hiding his face from the world. His sister, Via, used to protect him fiercely, always ensuring he felt safe. Life used to revolve around their close-knit family, but stepping into school brought new challenges and opportunities for growth.

GENERATION Z



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Exercises on Used to / Would

Exercise 1: Fill in the blanks.

Complete the sentences using **used to**, **didn't use to**, or **would**.

- Auggie \_\_\_\_\_ (feel) scared to show his face in public, but now he goes to school every day.
- Via \_\_\_\_\_ (always defend) Auggie whenever someone made a rude comment.
- Their family \_\_\_\_\_ (spend) most evenings together, but now they have different routines.
- Auggie \_\_\_\_\_ (wear) an astronaut helmet whenever he went outside.
- When they were younger, Via and Auggie \_\_\_\_\_ (play) games to cheer each other up.

Yesterday And Today

In *Wonder* by R.J. Palacio, Auggie Pullman reflects on how his life *used to* be before he started attending school. He *used to* spend most of his days at home, surrounded by the comfort of his family and avoiding the stares of strangers. He

WONDER  
R.J. PALACIO



## Writing & Reading skills development

### Exercise 2: Rewrite the sentences

Rewrite the sentences below using **used to** or **would** to describe past habits or actions.

1. Auggie stayed at home most of the time before going to school.

• **Answer:** Auggie used to stay at home most of the time before going to school

2. Via often read stories to Auggie before bedtime.

• **Answer:** Via \_\_\_\_\_.

3. Their family didn't have as many arguments before Auggie started school.

• **Answer:** Their family \_\_\_\_\_.

4. Auggie never spoke to strangers when he went outside.

• **Answer:** Auggie \_\_\_\_\_.

### Exercise 3: Choose the correct answer

Select the correct form of the verb to complete each sentence.

1. Auggie \_\_\_\_\_ (used to / would) avoid meeting new people because of his face.

2. Via \_\_\_\_\_ (didn't use to / wouldn't) have as much responsibility at home before Auggie started school.

3. Their family \_\_\_\_\_ (used to / would) spend a lot of time together before their lives became busier.

4. Auggie \_\_\_\_\_ (would / used to) feel comfortable when he was with Via.

5. Via \_\_\_\_\_ (didn't use to / wouldn't) let anyone hurt Auggie's feelings.



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### Exercise 4: Reflection Writing

Write a short paragraph comparing Auggie's and Via's lives using **used to** and **would**. Consider how their habits and actions have changed after Auggie started going to school.

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### Exercise 5: Match the sentences

Match the beginnings of the sentences in Column A with their correct endings in Column B

Column A	Column B
1. Auggie used to wear...	a. but now they have their own lives.
2. Their family used to spend...	b. every weekend before they grew older.
3. Via would always help Auggie...	c. whenever he went outside in public.
4. Auggie and Via used to play together...	d. a lot of time together in the evenings.
5. Auggie didn't use to feel...	e. when someone made fun of him.

## Challenge Activity: Create Your Own

Write two sentences describing a habit or routine **you used to have** and two describing something **you didn't use to do**. Then, share with a partner and ask them to guess how your habits have changed over time.

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*Feedback: Speaking skills at closing English Session).*



## Speaking about Comparison: The 90s Generation vs. Generation Z

In the 90s, people **used to** live in a world less dominated by technology. Kids **used to** spend their afternoons playing outside, riding bikes, or gathering with friends to play board games. Families **used to** watch television together during prime time, and video games were limited to consoles that weren't connected to the internet. Communication **used to** rely heavily on landline phones, and letters or handwritten notes were common. People **would** record their favorite songs from the radio using cassette tapes, carefully timing the recording to

avoid interruptions from commercials or DJs. Social interactions **used to** happen face-to-face, creating deep connections among friends and neighbors.

On the other hand, Generation Z has grown up in a digital world. They **would** spend hours scrolling through social media platforms, sharing their lives through photos and videos. Instead of handwritten notes, they **used to** send texts or instant messages. Outdoor activities have been replaced by online gaming and virtual interactions. Instead of cassette tapes, music is streamed instantly through apps. Families now **would** gather around to watch content on streaming platforms instead of traditional TV. Unlike the 90s, where privacy was valued, Gen Z is accustomed to sharing their personal lives online. These changes highlight the stark contrast between two generations shaped by their respective technological environments.

## Final Exercises

### Exercise 1: Fill in the blanks

Complete the sentences using **used to** or **would**.

1. In the 90s, kids \_\_\_\_\_ play outside after school instead of staying indoors with gadgets.

2. People \_\_\_\_\_ record their favorite songs from the radio using cassette tapes.
3. Generation Z \_\_\_\_\_ spend hours scrolling through social media instead of meeting in person.
4. Families in the 90s \_\_\_\_\_ gather around the TV to watch their favorite shows every evening.
5. Teenagers from the 90s \_\_\_\_\_ write letters to their friends, but now they send instant messages.



### Exercise 2: True or False

Decide if the following statements are true or false based on the paragraphs.

1. In the 90s, kids **used to** rely on the internet to play games. \_\_\_\_\_
2. Generation Z **would** spend most of their time outside playing with friends. \_\_\_\_\_
3. Families in the 90s **used to** watch television together during prime time. \_\_\_\_\_
4. People in the 90s **used to** write letters, but now they send texts. \_\_\_\_\_

5. Gen Z teens **would** frequently share their personal lives online. \_\_\_\_\_

### Exercise 3: Writing Challenge

Write a short paragraph about your habits compared to your parents' habits when they were teenagers. Use **used to** and **would** to describe the differences. Include at least 3 examples for each generation.

Example:

"My parents **used to** play outside every afternoon, but I spend more time online. They **would** write letters to their friends, but I send texts instead. While they **used to** ride bikes to school, I take the bus every day."

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**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.

**Lesson 1:**

*“Step-by-Step Mastery of Habits, Obligations, and Future Expressions”*

**Learning Pathway**

Title	Category	Subcategory	Learning Goals	Independent Study
<b>Using Past Participles in Context</b>	<b>Listening &amp; Writing</b>	<p><b>Listening for detail:</b> Identify details about verb conjugations.</p> <p><b>Spelling:</b> Correctly write the forms of verbs in the past and present perfect.</p>	Develop the ability to identify and use the past participle of regular and irregular verbs to construct oral and written expressions in different tenses, applying them in meaningful contexts like creating travel itineraries.	Learn vocabulary at home with family support.
<p><b>Key Vocabulary:</b></p> <p>Travel-related verbs, grouped by common travel activities</p>	<p><b>Weekly Finally Work</b></p> <p><b>Ev. 1</b> → Exercises on the workbook.</p>		<p><b>Evaluation Tools</b></p> <p><b>Observation Guide Rubric (traffic lights technique)</b></p>	<p><b>Topics &amp; Subtopics</b></p> <p>Past participle of regular and irregular Travel-related Verbs</p>

**Didactic Sequence**

**Presentation** Using the past participle of regular and irregular verbs, students develop oral and written skills across tenses. Rooted in Cognitive Load Theory and Bloom's Taxonomy, the methodology enhances listening, reading, writing, and speaking. Incorporating sociocultural elements, technology, social media, and AI tools, learners connect language to real-life contexts, fostering engagement and cultural awareness.

**Warm - up Listening Skills** Rooted in Cognitive Load Theory and Bloom's Taxonomy, this warm-up supports gradual skill-building in listening, reading, writing, and speaking. It fosters active engagement by focusing on recognizing regular and irregular verbs in real-life contexts. Incorporating sociocultural elements, technology, social media, and AI tools enhances understanding and connects language to modern, meaningful applications for students.

**Writing & Reading skills development** Grounded in Cognitive Load Theory and Bloom's Taxonomy, this progression fosters gradual development in writing and reading through The Learning Progression Methodology. Integrating sociocultural elements, technology, and AI, students enhance skills by adapting online games and apps as learning tools. Didactic games in digital platforms connect language practice with real-world engagement, ensuring a dynamic, modern educational experience.

**feedback: Speaking skills at closing English Session).** Aligned with Cognitive Load Theory and Bloom's Taxonomy, this session fosters gradual skill-building in speaking through The Learning Progression Methodology. Incorporating sociocultural elements, technology, social media, and AI, feedback emphasizes adapting online games and didactic apps as tools to strengthen communication. This modern approach ensures engagement and practical application, connecting language learning to meaningful, interactive contexts.

**Regular & Irregular Verbs**

*Warm - up Listening Skills*

Listen and Read the text!



Kahoot has become a

**Kahoot!** is a tool in education, allowing teachers and students to engage interactively. Teachers *have created* quizzes to reinforce learning and used it to practice grammar concepts. For example, students *have written* travel itineraries and included sentences with the past participle of regular and irregular verbs. They have played games that focused on verb usage, improving both oral and written expressions while having fun. This strategy has proven effective for all learners.

Listening for Detail!

**Activity 1: Fill in the Blanks (Past and Past Participle)**

Instructions: Complete the sentences using the correct past or past participle form of the verbs in parentheses.

1. Kahoot has \_\_\_\_\_ (become) a popular tool in education.
2. Teachers \_\_\_\_\_ (create) quizzes to reinforce learning.
3. Students have \_\_\_\_\_ (write) travel itineraries and included sentences.



**Regular & Irregular Verbs**

Q2 - The past participle of 'fall' is \_\_\_\_\_.

fell

falled

fallen

fall

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Spelling!

**Activity 2: Identify and Rewrite**

Instructions: Read the sentences below, underline the incorrect verb forms, and rewrite them with the correct past or past participle.

1. Kahoot became a popular tool in education.  
Correct Answer: \_\_\_\_\_
2. Teachers createded quizzes to reinforce learning.  
Correct Answer: \_\_\_\_\_
3. Students has writed travel itineraries.  
Correct Answer: \_\_\_\_\_

**Activity 3: Match the Base Verb to Its Correct Form**

Instructions: Match the base verbs with their past and past participle forms by completing the chart.

Base Verb	Past	Past Participle
become	_____	_____
create	_____	_____
write	_____	_____

## Writing & Reading skills development

### Activity 1: Fill in the Blanks

Complete the sentences using the correct past or past participle forms of the verbs in parentheses.

1. The author has \_\_\_\_\_ (write) a new book about space exploration.
2. We \_\_\_\_\_ (see) the movie based on the novel last night.
3. The teacher has \_\_\_\_\_ (choose) an excellent story for us to analyze.
4. They \_\_\_\_\_ (visit) the library to gather information yesterday.
5. She has \_\_\_\_\_ (finish) her essay on time.

### Activity 2: Identify Errors

Read the sentences below, underline the incorrect verb forms, and rewrite them with the correct past or past participle forms.

1. The writer has writed a fantastic article.  
Correct Answer: \_\_\_\_\_
2. They seen the play at the theater.  
Correct Answer: \_\_\_\_\_
3. She has choosed a fascinating topic.  
Correct Answer: \_\_\_\_\_

### Activity 3: Complete the Story

Fill in the blanks with the correct past or past participle forms of the verbs.

Last week, our class \_\_\_\_\_ (visit) the museum. The guide has \_\_\_\_\_ (explain) the history of famous artworks. We \_\_\_\_\_ (learn) about the artist who had \_\_\_\_\_ (paint) the masterpiece. Everyone \_\_\_\_\_ (enjoy) the trip.

### Activity 4: Complete the following table of verbs.

Some verbs are regular and others are irregular. Use colors to identify them. Remember, you can download the list from Kahoot.

Kahoot!

## Regular & Irregular Verbs

Base Verb	Past	Past Participle
write	_____	_____
choose	_____	_____
see	_____	_____
finish	_____	_____
visit	_____	_____
finish	_____	_____
explain	_____	_____
paint	_____	_____
enjoy	_____	_____

*Feedback: Speaking skills at closing English Session).*

### Activity 5: Match the Verb Forms

Match the base verbs with their past and past participle forms by filling in the blanks.

Base Verb	Past	Past Participle
write	_____	_____
choose	_____	_____
see	_____	_____
finish	_____	_____

### Activity 6: Sentence Construction

Create sentences using the correct past or past participle forms of the following verbs. Write one sentence for each verb.

1. Write: \_\_\_\_\_
2. See: \_\_\_\_\_
3. Choose: \_\_\_\_\_
4. Finish: \_\_\_\_\_
5. Visit: \_\_\_\_\_

### Activity 7: Fill-in-the-Blank Exercises

Complete the sentences with the correct past or past participle forms of the verbs in parentheses.

- a) We have \_\_\_\_\_ (explore) many ancient ruins on this trip.
- b) They \_\_\_\_\_ (arrive) at the hotel late last night.
- c) I \_\_\_\_\_ (pack) all my clothes before the flight.
- d) He has \_\_\_\_\_ (board) the plane just in time.

Complete the sentences with the correct past or past participle forms of the verbs in parentheses.

- a) The tourists \_\_\_\_\_ (travel) through several cities last summer.
- b) She has \_\_\_\_\_ (visit) the museum twice this week.
- c) We \_\_\_\_\_ (book) a hotel room before leaving for the trip.
- d) They have \_\_\_\_\_ (enjoy) the beautiful view from the top of the mountain.

**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.

**Lesson 1:**

*“Step-by-Step Mastery of Habits, Obligations, and Future Expressions”*

**Learning Pathway**

**the modal verbs must or have to to express responsibilities and obligations**

Title	Category	Subcategory	Learning Goals	Independent Study
<b>Expressing Responsibilities:</b> 	<b>Listening &amp; Writing</b>	<i>Listening for detail:</i> Listening for detail: Identify responsibilities mentioned in conversations.	Develop the ability to use the modal verbs must and have to to express responsibilities and obligations clearly and accurately in written and oral communication, applying them in practical contexts like creating to-do lists.	Learn vocabulary at home with family support.
		<i>Layout:</i> Organize texts related to responsibility lists.		

**Key Vocabulary:**

Vocabulary for a To-Do List: Action Verbs, Time Expressions, Responsibility Words, Connecting Phrases.

**Weekly Finally Work**

Ev. 1 → Exercises on the workbook.

**Evaluation Tools**

Observation Guide Rubric (traffic lights technique)

**Topics & Subtopics**

modal verbs must or have to

**Didactic Sequence**

**Presentation**

This progression focuses on the use of modal verbs "must" and "have to" to express responsibilities and obligations. Guided by Cognitive Load Theory and Bloom’s Taxonomy, students develop their skills through The Learning Progression Methodology, ensuring gradual improvement in listening, reading, writing, and speaking. Creating a to-do list and other practical activities help connect language learning to real-life tasks.

**Warm - up Listening Skills**

Integrating sociocultural contexts, AI tools, and digital platforms, such as apps and interactive games, enhances student engagement. By incorporating to-do list applications and online collaboration tools, learners experience authentic and meaningful practice, ensuring relevance to their daily lives and future contexts.

**Writing & Reading skills development**

Integrating sociocultural elements and technology, such as AI tools, social media, and educational apps, enhances writing and reading by connecting language to real-world contexts. This approach promotes cultural awareness while improving literacy. Using interactive platforms, students engage with authentic materials, fostering creativity and critical thinking, and ensuring meaningful and relevant skill development for modern communication needs.

**feedback : Speaking skills at closing English Session).**

Providing feedback on speaking skills at the session’s closing, incorporating sociocultural elements and technology, enhances language use in real-life contexts. Tools like AI applications, video platforms, and interactive apps foster engagement and self-awareness. Students refine pronunciation, fluency, and accuracy, ensuring meaningful communication while connecting linguistic practice to cultural and technological realities for effective expression.

# MUST / To Have

for obligation



Warm - up Listening Skills

## "Must"

Affirmative	Negative
must	mustn't
Uses	
To talk about necessity, and in its negative form to talk about things that are not allowed.	

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Something you need to do following a rule.

**Structure;**

**Have/Has to + Base Form of the Verb**

**Examples;**

- You **have to** go to school.
- They **have to** clean the house.
- He **has to** see the doctor.
- You **have to** drive slower than 110 km/h on highways.
- What **have you to** say for yourself?
- You **have to** wear uniform in class.
- My brother **has to** drink milk before going to bed.

Something which is not necessary.

**Structure;**

**Don't/Doesn't Have to + Base Form of the Verb**

**Examples;**

- You **don't have to** come to school on Sundays.
- We **don't have to** watch this movie.
- She **doesn't have to** learn your language.
- They **don't have to** wear a suit.
- He **doesn't have to** take the exam.
- You **didn't have to** work for a salary.
- We **don't have to** buy an egg.

## Learning Exercises for "Must" and "Have To"

### Exercise 1: Fill in the Blanks

Objective: Practice using "must" and "have to" in affirmative and negative sentences.

Instructions: Complete the sentences with the correct form of "must" or "have to."

You \_\_\_\_\_ (wear) a helmet when riding a bike.

She \_\_\_\_\_ (not go) to the meeting; it's not mandatory.

Students \_\_\_\_\_ (finish) their homework before coming to class.

We \_\_\_\_\_ (not take) an umbrella today; it's sunny.

He \_\_\_\_\_ (visit) the doctor as soon as possible.

### Exercise 2: Match the Sentences

Objective: Understand the difference between "must" and "have to."

Instructions: Match each situation with the correct sentence.

Situations:

- It's a school rule.
- It's your personal decision.
- It's a legal requirement.

d) It's not necessary.

e) It's very important for safety.

**Sentences:**

- You must wear a seatbelt while driving.
- You have to complete this form to apply.
- You don't have to buy a ticket; it's free.
- I must stay at home and rest; I feel sick.
- Students have to follow the school uniform policy.

### Exercise 3: Rewrite the Sentences

Objective: Practice converting affirmative sentences into negative and vice versa.

Instructions: Rewrite the sentences as indicated.

You mustn't eat in the classroom. (Rewrite as affirmative)

\_\_\_\_\_

He has to attend the meeting. (Rewrite as negative)

\_\_\_\_\_

We don't have to work on weekends. (Rewrite as affirmative)



A witness reported seeing a suspicious man near the museum. "We \_\_\_\_\_ (must/ have to) talk to him immediately," Miller insisted. After hours of investigation, they found the necklace in a bag near the park. The thief \_\_\_\_\_ (must/have to) have escaped in a hurry.

Now, the case was solved, but the museum \_\_\_\_\_ (must/have to) improve its security system to prevent another theft.



*Feedback: Speaking skills at closing English Session).*

### Activity 1: Complete the To-Do List

Objective: Practice using "must" and "have to" by completing sentences with appropriate modal verbs.

Instructions: Fill in the blanks with "must" or "have to" to complete the to-do list for recovering the necklace.

The team \_\_\_\_\_ check the crime scene for fingerprints and evidence.

They \_\_\_\_\_ interview witnesses who were near the museum during the robbery.

Officers \_\_\_\_\_ review security footage to find suspicious activities.

The police \_\_\_\_\_ collaborate with other departments to expand the search.

They \_\_\_\_\_ carefully retrieve the necklace once it is found.

The museum \_\_\_\_\_ improve its security system to prevent future thefts.

### Activity 2: Create Your To-Do List

Objective: Encourage students to practice using "must" and "have to" by creating their own sentences.

Instructions: Imagine you are a detective in charge of solving a theft case. **Write a to-do list** using "must" or "have to" for your team.

Example:

We \_\_\_\_\_ question the suspects immediately.

I \_\_\_\_\_ organize a meeting with the investigation team.

The team \_\_\_\_\_ secure the evidence as soon as possible.

We \_\_\_\_\_ report our findings to the chief of police.

### Activity 3. Write vocabulary.

**PROGRESSION 4 .** Use the *modal verbs should and ought to* to make recommendations to peers, family, community, and within their context. Through role-play and other strategies, students practice language skills effectively.

**Lesson 1:**

*“Step-by-Step Mastery of Habits, Obligations, and Future Expressions”*

Learning Pathway				
Interpreting and describing past habits using “used to & would”				
Title	Category	Subcategory	Learning Goals	Independent Study
<b>Should and Ought To: Advice for Real-Life Scenarios</b>	<b>Listening &amp; Speaking</b>	<i>Listening for detail:</i> Understand the main idea about suggestions or recommendations.	Apply the modal verbs should and ought to to make recommendations effectively to peers, family, and community, demonstrating understanding by creating coherent oral and written expressions and evaluating the appropriateness of recommendations within contextual role-play activities.	Learn vocabulary at home with family support.
		<i>Using functions:</i> Correctly use the structures should and ought to.		
<b>Key Vocabulary:</b>	<b>Weekly Finally Work</b>		<b>Evaluation Tools</b>	<b>Topics &amp; Subtopics</b>
Vocabulary Common Illnesses for Making Recommendations	Ev. 1 → Exercises on the workbook.		Observation Guide Rubric (traffic lights technique)	modal verbs should and ought to

**Didactic Sequence**

<b>Presentation</b>	Using should and ought to, students learn to make recommendations for common illnesses such as colds, headaches, and fevers. Rooted in Cognitive Load Theory and Bloom's Taxonomy, The Learning Progression Methodology enhances listening, reading, writing, and speaking skills. Incorporating sociocultural elements, technology, and social media, students engage in role-play and real-life health scenarios for practical language application.
<b>Warm - up Listening Skills</b>	Using should and ought to, students make health-related recommendations for illnesses like colds and fevers. Rooted in Cognitive Load Theory and Bloom's Taxonomy, this progression enhances language skills. Incorporating sociocultural elements, technology, and social media, students engage in role-play and real-world scenarios, fostering practical application and meaningful learning.
<b>Writing &amp; Reading skills development</b>	Activities in Progression 4 focus on using should and ought to for health recommendations. Students engage in role-play, sentence completion, and real-life scenarios, enhancing listening, reading, writing, and speaking. Guided by Cognitive Load Theory and Bloom's Taxonomy, these tasks incorporate sociocultural elements, technology, and social media to promote meaningful, practical language application.
<b>feedback: Speaking skills at closing English Session).</b>	Closing activities in Progression 4 consolidate learning by using should and ought to through tasks like role-play, writing health guides, and sentence rewriting. Rooted in Cognitive Load Theory and Bloom's Taxonomy, these activities reinforce listening, reading, writing, and speaking while integrating sociocultural elements, technology, and social media for practical application.

# Should & Ought to

Warm - up Listening Skills

## Health & Illnesses Sorting

### Sorting Vocabulary

Objective: Classify the health-related vocabulary into verbs, adverbs, nouns, and adjectives.



verb    Adverbs    Nouns    adjectives



Should & Ought to



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### Exercises: Should & Ought to for Health and Illness Vocabulary

#### Exercise 1: Fill in the Blanks

Objective: Practice using 'should' and 'ought to' with health-related vocabulary.

Instructions: Complete the sentences with the correct advice using 'should' or 'ought to.'

1. If you have a fever, you \_\_\_\_\_ rest and drink plenty of water.

2. To avoid bacteria, you \_\_\_\_\_ wash your hands regularly.

3. If your tooth hurts, you \_\_\_\_\_ visit the dentist immediately.

4. To prevent infections, people \_\_\_\_\_ wear masks in crowded areas.

5. You \_\_\_\_\_ eat healthy food to boost your immune system.

Writing & Reading skills development

# What's Up!

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## Exercise 2: Matching Activity

Objective: Match health issues with appropriate advice using 'should' or 'ought to.'

Instructions: Draw a line to connect the illness with the correct recommendation.

**Health Issue**

**Recommendation**

Headache	You should drink more water.
Stomach ache	You ought to avoid spicy food.
Fever	You should rest and take medicine.
Cough	You ought to see a doctor if it gets worse.
Toothache	You should visit the dentist as soon as possible.

Clues:

- Stomach pain
- Spicy food
- Nausea
- Digestion

1

W o r d :

Clues:

- High temperature
- Chills
- Illness
- Thermometer

1

W o r d :

Clues:

- Hygiene
- Bacteria
- Diseases
- Soap

1

W o r d :

Clues:

- Persistent
- Throat
- Cold
- Medicine

1

W o r d :

# let's play!

## 4 Clues, 1 Word

Instructions: Each group of clues describes a word related to health and illnesses. Guess the word.

Clues:

- Pain
- Head
- Stress
- Rest

1

W o r d :

*Feedback: Speaking skills at closing English Session).*

**Closing Exercises: Practicing "Ought to"**

**Exercise 1: Complete the Sentences**

Objective: Practice using "ought to" in health-related recommendations.

Instructions: Fill in the blanks with "ought to" and the appropriate verb.

1. If you have a fever, you ought to see (see) a doctor immediately.
2. To avoid getting sick, you \_\_\_\_\_ (wash) your hands frequently.
3. People with a toothache \_\_\_\_\_ (visit) the dentist without delay.
4. You \_\_\_\_\_ (drink) plenty of water to stay hydrated.
5. To recover from a cold, you \_\_\_\_\_ (rest) and take care of yourself.

**Exercise 2: Match the Recommendations**

Objective: Understand the use of "ought to" in giving advice.

Instructions: Match the health problems to the correct recommendations using "ought to."

Health Problem	Recommendation
Headache	You ought to take a pain reliever and rest.

Cough	You ought to drink warm tea and avoid cold drinks.
Stomach ache	You ought to eat lighter meals and avoid spicy food.
High temperature (fever)	You ought to stay in bed and drink plenty of fluids.
Toothache	You ought to make an appointment with your dentist.

Example:

**Health Problem: Cough**

**Recommendation: You ought to drink warm tea and avoid cold drinks.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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English

4

**PROGRESSION 5** . Practice expressing ideas and making polite and formal requests in the future using *the modal verbs would and will* through the creation of comic strips, among other strategies.

**Lesson 1:**

*“Step-by-Step Mastery of Habits, Obligations, and Future Expressions”*

**Learning Pathway**

**Apply the modal verbs “would & will”**

Title	Category	Subcategory	Learning Goals	Independent Study
<b>Expressing Ideas and Requests with Would and Will'</b>	<b>Listening § Speaking</b>	<p><i>Listening for detail:</i> Understand conversations about predictions.</p> <p><i>Layout:</i> Write formal requests.</p>	Apply the modal verbs would and will to express ideas and make polite and formal requests in the future by creating coherent and contextually appropriate comic strips, while evaluating the clarity and politeness of expressions used.	Learn vocabulary at home with family support.
<b>Key Vocabulary:</b>	<b>Weekly Finally Work</b>		<b>Evaluation Tools</b>	<b>Topics § Subtopics</b>
Vocabulary: Restaurants – Healthy and Unhealthy Food	Ev. 1 → Exercises on the workbook.		Observation Guide Rubric (traffic lights technique)	the modal verbs would and will

**Didactic Sequence**

**Presentation**

Activities in Progression 5 focus on practicing "would" and "will" through engaging tasks like comic strips, role-plays, and sentence completion. These activities enhance speaking, writing, and listening skills while fostering creativity. Using Cognitive Load Theory and Bloom's Taxonomy, students explore real-life contexts, incorporating technology, social media, and sociocultural elements for practical application.

**Warm - up Listening Skills**

During the Warm - up Listening Skills of Progression 5, activities include interactive examples, guided discussions, and group exercises using "would" and "will" for polite requests. These tasks enhance understanding of modal verbs in real-life scenarios. Incorporating Cognitive Load Theory, students engage in role-play, analyze dialogues, and apply sociocultural contexts for practical language development.

**Writing & Reading skills development**

During the explanation Writing & Reading skills development of Progression 5, activities include interactive examples, guided discussions, and group exercises using "would" and "will" for polite requests. These tasks enhance understanding of modal verbs in real-life scenarios. Incorporating Cognitive Load Theory, students engage in role-play, analyze dialogues, and apply sociocultural contexts for practical language development.

**Feedback: Speaking skills at closing English Session.**

To conclude Progression 5, students will complete a cognitive map, summarizing the uses of "would" and "will". This activity consolidates learning through structured reflection, integrating real-life examples. Rooted in Cognitive Load Theory, it reinforces understanding by connecting key concepts, enhancing retention, and applying polite and formal requests in meaningful contexts.

# WOULD & Will

Warm - up Listening Skills

## Informative Capsule:

Using "Would" and "Will"  
 "Would" expresses polite or hypothetical requests (e.g., Would you help me?).  
 "Will" makes direct requests or future plans (e.g., Will you join us tomorrow?).

## Exercise 1: Polite Requests in Social Media Contexts

Objective: Practice using "would" and "will" to make polite and formal requests in social media interactions.

Instructions: Complete the following sentences with "would" or "will" in the context of social media use.

1. **Would** you share the event link on Instagram, please?
2. \_\_\_\_\_ you mind tagging me in the post about the webinar?
3. **Will** you help me create a new account on Twitter?
4. \_\_\_\_\_ you join the online discussion in the Facebook group tomorrow?
5. \_\_\_\_\_ you write a review for the app I recommended?



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## Exercise 2: Role-Playing: Technology Requests

Objective: Use "would" and "will" to role-play polite and formal requests in technology-related scenarios.

Instructions: Work in pairs. One student acts as a person needing help with technology, and the other responds politely.

Scenario 1:

Student A: I don't know how to reset my password.

Student B: \_\_\_\_\_ you like me to guide you through the steps?

Scenario 2:

Student A: Could you help me upload a video on TikTok?

Student B: Sure, \_\_\_\_\_ you mind sharing your screen with me?

Scenario 3:

Student A: I need someone to check my LinkedIn profile.

Student B: \_\_\_\_\_ you like me to review it for you?

## Writing & Reading skills development

Complete **Online Conversation**: Long-Distance Friends.

Context: Two friends, Anna and David, are catching up online and making plans using "would" and "will" in their conversation.



**Anna:** Hi David! It's been a while. How are you?

**David:** Hey Anna! I'm good, just busy with work. How about you?

**Anna:** Same here, but I miss our gaming nights. \_\_\_\_\_ you like to play something online this weekend?

**David:** That sounds fun! Sure, I'd love to.

\_\_\_\_\_ you send me the link to the game we used to play?

**Anna:** Of course! I'll send it now. By the way, \_\_\_\_\_ you mind sharing some tips for leveling up? I'm so behind!

**David:** No problem, I'll send you a guide. Also, \_\_\_\_\_ you like me to organize a group chat with our old friends for a gaming session?

**Anna:** Yes, that would be awesome! Let me know the time, and I'll make sure to join.

**David:** Perfect. Let's plan for Saturday evening. \_\_\_\_\_ you be available then?

**Anna:** Absolutely! Can't wait. Thanks for organizing this, David.

**David:** Anytime, Anna. See you on Saturday!

## Exercises: Personal Pronouns with "Will" and "Would"

### Exercise 1: Fill in the Blanks

Objective: Practice completing sentences with the correct personal pronoun and the modal verb 'will' or 'would.'

Instructions: Fill in the blanks with the appropriate personal pronoun (I, you, he, she, it, we, they) and 'will' or 'would.'

1. \_\_\_\_\_ help me finish my homework?

**Example: You will help me finish my homework?**

2. \_\_\_\_\_ like to join us for dinner tomorrow?

3. \_\_\_\_\_ lend me your book for the weekend, please?

4. \_\_\_\_\_ attend the meeting at 5 PM?

5. \_\_\_\_\_ mind explaining this to me again?

### Exercise 2: Match the Sentence Parts

Objective: Match the correct subject pronoun and verb with the rest of the sentence.

Instructions: Draw a line to connect the correct pronoun with the rest of the sentence.

Pronoun + Modal Verb	Sentence Ending
I will	send you the report this evening.
They would	enjoy going to the party with us.
She will	call you when she gets home.

We would	like to watch a movie after dinner.
He will	help you carry the boxes upstairs.

*Feedback: Speaking skills at closing English Session*

**Exercise 3: Create Your Own Sentences**

Objective: Practice using personal pronouns with 'will' and 'would' in your own sentences.

Instructions: Write one sentence for each pronoun using 'will' or 'would.'

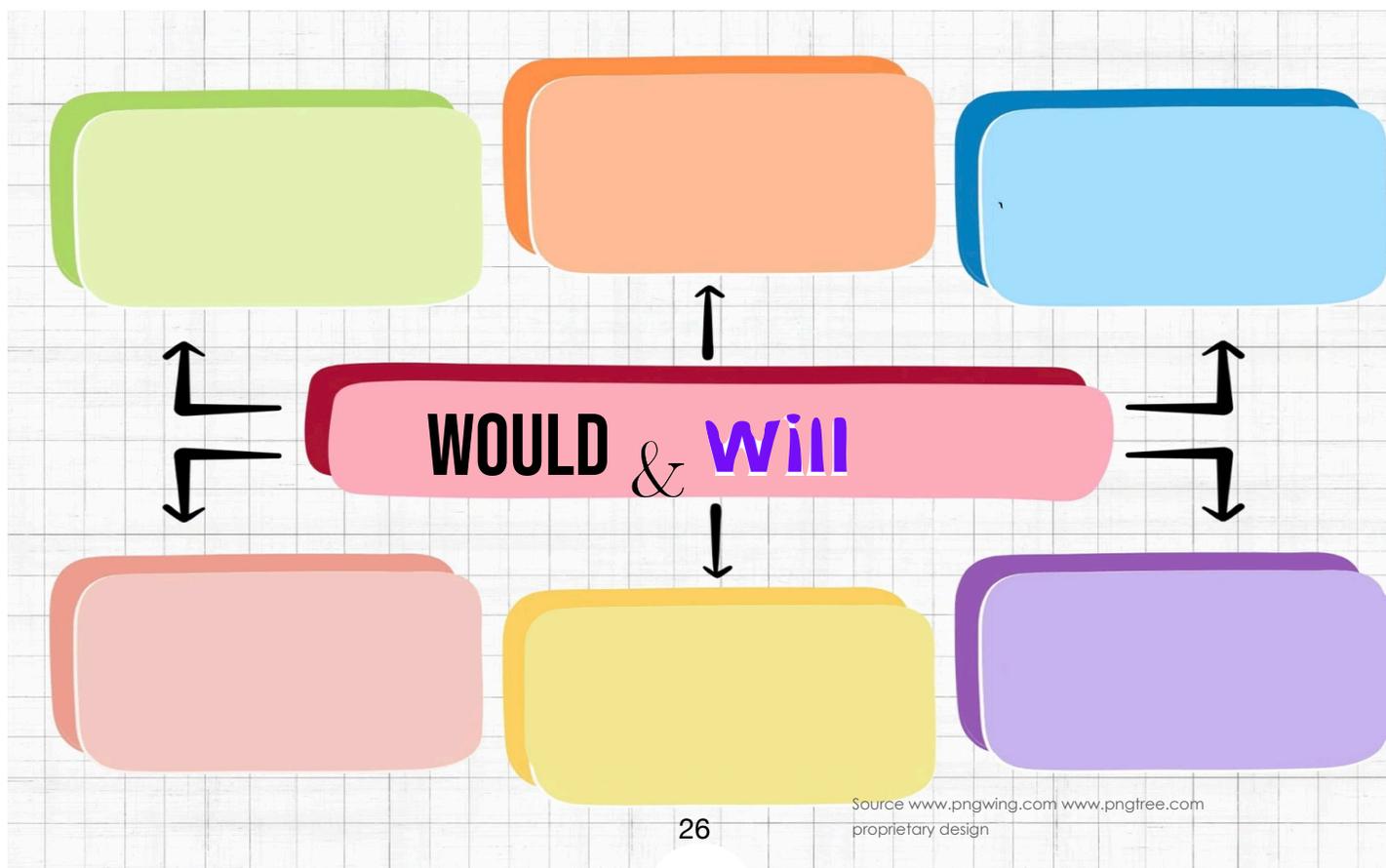
Example:

1. I: I will help you clean the house.
2. You: \_\_\_\_\_
3. He: \_\_\_\_\_
4. She: \_\_\_\_\_
5. We: \_\_\_\_\_
6. They: \_\_\_\_\_

## Cognitive Map

**Activity Instructions: Completing the Cognitive Map for "Will" and "Would"**

Center Node: Start by understanding the central idea: Will is used for future actions and definite plans, while Would is used for polite requests, hypothetical situations, or conditional actions.



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**Summative Test: Step-by-Step Mastery of Habits, Obligations, and Future Expression**

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Student's name: \_\_\_\_\_

**Instructions:** Choose the correct answer for each question. Circle the letter of your choice.**Part 1: Multiple Choice**

Instructions: Select the correct answer.

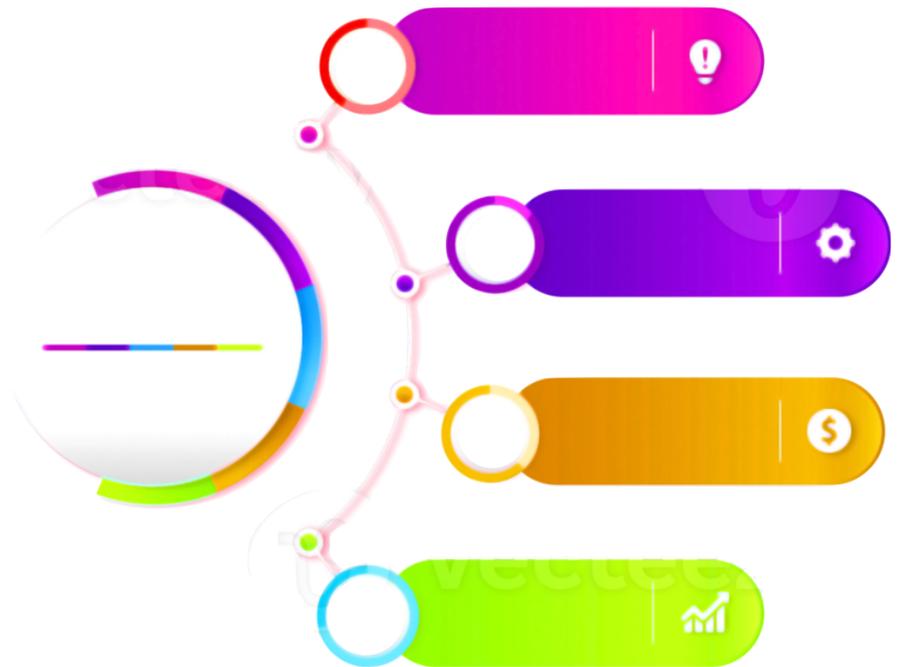
1. What does "used to" describe?
  - a) Current habits
  - b) Past habits or customs
  - c) Future obligations
  - d) Polite requests
2. Which sentence uses the past participle correctly?
  - a) She has eat breakfast.
  - b) They have gone to the park.
  - c) He have wrote a letter.
  - d) I has finish my homework.
3. Which modal verb expresses responsibilities?
  - a) Should
  - b) Ought to
  - c) Must
  - d) Would
4. Which sentence is a polite request?
  - a) Would you pass me the salt, please?
  - b) You must close the window.
  - c) I used to visit my grandparents every weekend.
  - d) They will come to the party next week.
5. What is the purpose of "should" and "ought to"?
  - a) To express obligations
  - b) To describe past actions
  - c) To make recommendations
  - d) To predict future events

**Part 2: Fill in the Blanks**

Instructions: Complete the sentences with the correct option based on the context.

1. When I was a child, I \_\_\_\_\_ (used to/play) in the park every afternoon.
2. She \_\_\_\_\_ (must/submit) her assignment by the deadline.
3. They \_\_\_\_\_ (have to/attend) the meeting tomorrow morning.
4. You \_\_\_\_\_ (should/try) this new café; the coffee is amazing.
5. \_\_\_\_\_ you \_\_\_\_\_ (would/help) me with this report, please?

# ND 2 Partial



### Firmas de enterados

Padre de familia /Tutor

Alumno

Docente de asignatura

Nombre y firma