

# I New Can Do It

By Richie Losaba

New Mexican School & Progressions



Communication  
for Real Life!

3

STUDENT'S BOOK

# New I Can Do It 3

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# Important and Useful Proverbs in English



## YOU SNOOZE, YOU LOSE

### 1. Don't judge a book by its cover.

Things are not always as they appear. This proverb teaches you not to judge people based on their appearance or clothing.

### 2. You can't have your cake and eat it too.

It means you can't eat your cake and still have it afterward. In other words, you can't have everything you want at once.

### 3. Honesty is the best policy.

Lying can cause problems because it's hard to remember your own lies. Eventually, people will catch on, and you'll get into trouble.

### 4. Look before you leap.

Think before you act. Just like you wouldn't jump off a cliff without knowing how far down it is, take time to understand what you're getting into before making big decisions.

### 5. Beggars can't be choosers.

When someone offers you something for free or helps you, you can't ask for specific colors or perfect timing. You should accept it without being picky.

### 6. Don't make a mountain out of an anthill.

This proverb tells us to not get too upset about little things that don't really matter. So, it's important to stay calm and not get angry about small problems.

### 7. Rome wasn't built in a day.

This saying reminds us that great things take time to create. Just like Rome, which is an amazing city but took a long time to build, so take your time and do it right.

### 8. It's better to be safe than sorry.

This saying advises us to take precautions to prevent bad things from happening, so it's important to be cautious and take steps to protect yourself from harm.

### 9. Don't count your chickens before they hatch.

Don't assume you'll receive something before you actually have it.

### 10. Two heads are better than one.

It's beneficial to collaborate and work with others to solve problems or make decisions.

## Unit 1 How have you been?

	Grammar	Vocabulary
<b>Progression 1 pp. 12 - 17</b>	Modal verb <i>Would</i> Offers, Invitations & Requests	food, menu items, at the restaurant
<b>Progression 2 pp. 18 - 23</b>	Present Continuous Future plans & arrangements	traveling
<b>Progression 3 pp. 24 - 29</b>	Regular and irregular past participle verbs	past participle verbs
<b>Progression 4 pp. 30 - 35</b>	Present Perfect – Affirmative form Indefinite actions in the past <i>lately, recently, already, just</i>	experiences, recent activities
<b>Progression 5 pp. 36 - 41</b>	Present Perfect – Questions & Negative <i>ever, never, yet</i>	uncommon actions, experiences, recent activities

Socioemotional Resources I Emotional Well-being –Culture of Peace p. 42

## Unit 2 What were you doing?

	Grammar	Vocabulary
<b>Progression 6 pp. 48-53</b>	Present Perfect <i>for / since</i>	experiences, past participle verbs
<b>Progression 7 pp. 54-59</b>	Past Continuous- Affirmative Actions in progress at a specific time in the past	actions in progress
<b>Progression 8 pp. 60-65</b>	Past Continuous- Questions & Negative Form	actions in progress

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## Unit 3 Were you having fun?

	Grammar	Vocabulary
<b>Progression 9 pp. 72-77</b>	Past Continuous & Simple past Contrast — Interrupted actions	actions in progress, interrupted actions
<b>Progression 10 pp. 78-83</b>	Past Continuous & Simple past Questions & Negative	anecdotes
<b>Progression 11 pp. 84-89</b>	Sequence Connectors & Conjunctions	vocabulary related to a performance
<b>Progression 12 pp. 90-95</b>	<i>When &amp; While</i> Simultaneous and interrupted actions in past	best seller books, synopses
<b>Progression 13 pp. 96-101</b>	Preferences and hobbies <i>like, dislike, love &amp; hate</i>	hobbies
<b>Progression 14 pp. 102-107</b>	Verbs of necessity, desire and opinion <i>need, want, think, know, believe</i>	Mexican culture

Socio-Emotional Resources: *Emotional-Affective Well-Being Integral— Education in Sexuality and Gender* p. 108

Listening	Speaking	Reading	Writing
What would you like to order?	Ask and answer questions about things you would like to do.	At the Restaurant	Write a short conversation ordering at a restaurant.
Are you ready for our trip?	Ask and answer about future plans.	Essential Tips to Plan Your Next Trip	Write plans for an imaginary trip with friends.
How Technology Has Transformed Life Listen to a famous song.	Practice verbs pronunciation	How Technology Has Transformed Life We Are the Champions	Use past participle verbs to complete sentences.
Achievements of a Famous Singer	Ask and answer about things you have done.	Proverbs and Sayings	Write about remarkable things a person you admire has done.
Unusual Actions of Stan Richards Interview	Ask and answer about unusual and recent things you've done.	Unusual Actions of Stan Richards Interview	Interview about experiences in life.

Checklists p. 44 Instruments of Evaluation p. 45

Listening	Speaking	Reading	Writing
How Long have you played soccer?	Practice the substitution dialogues.	Four Monologues	Report your partner's information.
Joe's Activities	Ask and answer what you were doing at specific times.	That's been my favorite party!	Describe what a family was doing. Write about a personal event.
What were you doing yesterday?	Ask and answer about Carol's activities. Find someone who was doing certain activities.	Read and order the dialogue.	Answer questions about actions that were in progress.

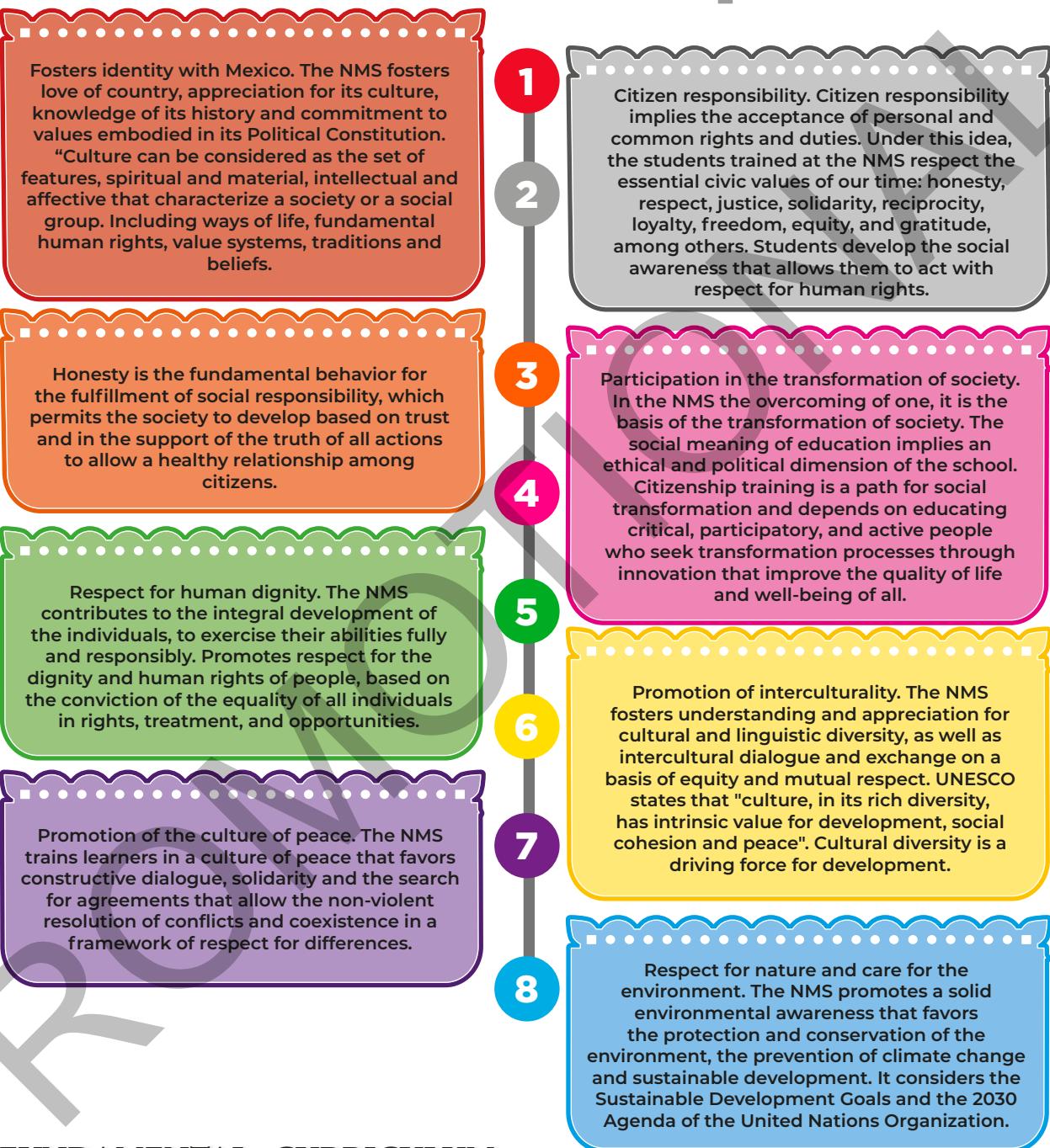
Checklists p. 68 Instruments of Evaluation p. 69

Listening	Speaking	Reading	Writing
Special Moments in Life	Talk about interrupted actions.	The Old Bridge	Write a short story about an anecdote.
A Funny Misunderstanding	Talk about anecdotes.	A Chance Encounter Tips to Write an Anecdote	Write a dialogue about an anecdote.
What is sociodrama?	Talk about a special day in your life.	A Very Tiring Day	Write about a special day. Describe an experience.
Harry Potter and Twilight	Talk about Kate's family, say what they were doing at the same time.	Best Seller Books Alice's Adventures in Wonderland	Write about a story you like.
What do you enjoy doing?	Express if you like or dislike certain activities.	An Alternative Vacation	Describe your hobbies.
Talking About Mexican Culture	Talk about celebrations and traditions.	Different Aspects of Mexican Culture	Write about your family's beliefs and opinions.

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Social-Emotional Skills p. 116 Transcripts p. 119 Lists of verbs p. 124



# The New Mexican School Principles



## FUNDAMENTAL CURRICULUM

### Sociocognitive Resources

They are the articulating axis of the fundamental curriculum, made up of language and communication, mathematical thinking, historical awareness and digital culture, essential elements for the construction of knowledge and experience in the social sciences, natural sciences, experimental and technology and humanities.

The role of sociocognitive resources in the learning process is to expand, enhance and consolidate knowledge of experience; they allow to take advantage of and apply the knowledge of the areas (natural sciences, experimental and technology, social sciences, and humanities) and among themselves; learn to generate, process and order increasingly complex information; develop higher-order thinking skills; think systematically and critically and thus make decisions.

In summary, sociocognitive resources contribute to developing skills, attitudes and values in students, providing the possibility of building their own experience, so that they know what to do with the knowledge they have, know how to act, understanding what they do, understanding how to participate and collaborate, assuming responsibility for the actions carried out, their implications and consequences, and transforming local, community and common good contexts.

## EXTENDED CURRICULUM

In addition to the sociocognitive resources and areas of knowledge, it is important to build in students capacities for their coexistence and learning in family, school, work and society. These skills are developed through an expanded curriculum, which involves actions in the classroom, school, and community, and which are essential in the formation of citizens with identity, responsibility, and capacity for social transformation.

The second component of the new EMS curricular proposal is made up of three **socio-emotional resources**: social responsibility, physical-corporal care and emotional-affective well-being that must be developed in five areas: citizen practice and collaboration, health education, physical and sports activities, comprehensive education in sexuality and gender; and finally, artistic and cultural activities that seek that students are formed as responsible, honest citizens, committed to physical, mental and emotional well-being, both personal and social





### Listening (L)

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



### Speaking (S)

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



### Reading (R)

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



### Writing (W)

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

#### Listening Subcategories

- **Listening for gist.** The student concludes the main idea in a conversation. He/She also understands the speaker's intention when addressing him, identifies questions, directions, and instructions. Obtains the general idea of a conversation based on prior knowledge of the vocabulary and context in which it is developed.
- **Listening for detail.** The student can understand basic questions and instructions, as well as identify what the speaker asks or instructs specifically to formulate a simple answer or take the indicated action.

#### Speaking Subcategories

- **Fluency.** The student can communicate verbally using vocabulary and tenses corresponding to their narrative intent. Examples: The student can describe people, places, and objects. The student can ask questions and formulate answers according to the context.

- **Using Functions.** The student uses the appropriate vocabulary in their context. Example: words for greetings, farewells, permissions, instructions, among others.
- **Pronunciation.** The student adequately articulates the sounds, considering the correct accentuation of the words. Example: letters of the alphabet and numbers. The student uses intonation and rhythm based on a communicative intention.

## Reading Subcategories

- **Scanning.** The student can find accurate information in a text. Example: dates, names, places in the context presented (purchase receipt, a job advertisement, a travel itinerary).
- **Skimming.** The student can understand the intention or main idea of a text by reading keywords (titles, subtitles), observing the images of the text, relating and deducing the intention of the text without having to read word for word. Example: identify signs and regulations, understand the idea of a story or comic.

## Writing Subcategories

- **Spelling.** The student can correctly write the vocabulary presented in each of the progressions, as well as the verbs in the corresponding grammatical tenses.
- **Punctuation.** The student makes correct use of punctuation marks. Examples: the question mark when asking a question, as well as the exclamation point, apostrophes when indicating belonging or use of contractions with personal pronouns and the verb “to be” or the future “will”.
- **Coherence and cohesion.** The student can link words or groups of words based on a communicative intention. Example: The use of connectors allows to give continuity to a writing.
- **Layout.** The student knows the parts that make up a written product. Example: write an email, a letter or a postcard identifying greeting, content, and closing.

## Diagram of foreign language categories and subcategories (skills & subskills)



# Unit 1

## How have you been?

### Categories Subcategories

- Listening
- Speaking
- Reading
- Writing

- Listening for Gist
- Listening for Detail
- Fluency
- Using Functions
- Pronunciation
- Scanning
- Skimming
- Spelling
- Punctuation
- Layout
- Coherence and Cohesion

### Learning Progressions

1. Use the modal verb <i>would</i> to make, accept and decline invitations as well as to make a request in a formal context.	p. 12
2. Use the Present Continuous to talk about plans and events in the future.	p. 18
3. Identify regular and irregular verbs in past participle.	p. 24
4. Use the Present Perfect in affirmative form to explain events and experiences that occurred at an indefinite time in the past and may or may not continue in the present.	p. 30
5. Use the Present Perfect in negative and interrogative forms.	p. 36

NMS Principles - Interculturality: *A Journey Through Cultural Diversity*

p. 42

### Learning Goals:

- **L3:** Can orally understand common expressions that are very frequently used, as well as simple phrases intended to satisfy immediate needs. Can understand when someone introduces themselves with basic personal information about their home, personal belongings and people they know. Can adequately acknowledge and interpret the information they hear as well as verb tenses.
- **S3:** Can use common expressions and simple phrases correctly in order to satisfy needs, ask for references or information. Can introduce themselves and others in appropriate verb tenses. Can produce simple sentences and conversations provided the speaker talks slowly and clearly and is willing to cooperate.
- **R3:** Can understand written texts with frequently used expressions, identifying particularities in a text. Can understand basic written texts about personal information including home addresses, locations, possessions, and characteristics of people or things they know. Can approach simple written texts that provide the experiential enjoyment of reading.
- **W3:** Can write small texts coherently and with appropriate tenses, attending to grammatical rules, punctuation and signs. Can introduce themselves and describe particularities of people, places or things in writing, as well as correctly write a request, doubt or about a current topic.

# Diagnostic Evaluation

## A Choose the correct option to complete the sentence or question.

1. \_\_\_\_ a cup of coffee?

- a. You like
- b. Would you like
- c. Do you like

2. She \_\_\_\_ have the cheeseburger.

- a. 'd like
- b. 'd likes to
- c. 'd like to

3. Frank \_\_\_\_ to the party with us.

- a. come
- b. is coming
- 3. coming

4. I \_\_\_\_ Indian food.

- a. never have try
- b. am not tried
- c. have never tried

5. They \_\_\_\_ already done the housework.

- a. are
- b. have
- c. has

6. He \_\_\_\_ to another country yet.

- a. hasn't been
- b. wasn't
- c. hasn't be

7. \_\_\_\_ you been busy lately?

- a. Are
- b. Do
- c. Have

Answer the questions with complete sentences.

8. Are you studying at the university after high school?

---

9. What would you like to study?

---

10. Have you been to another country?

---



# PROGRESSION 1

## What would you like to order?

*Modal verb Would*

Offers, Invitations & Requests

TRACK 1



### 1 Listening & Vocabulary

A PRONUNCIATION B SPELLING

**A** Listen to the vocabulary of menu items and repeat the words.

chicken noodle soup  
beef  
apple pie  
chicken wings  
shrimp cocktail  
garlic bread  
carrot cake

roasted chicken breast  
French onion soup  
grilled salmon or fish  
vanilla ice-cream  
Caesar salad  
meatballs and pasta  
chocolate chip cookies

seafood  
steamed vegetables  
cheeseburger  
mashed potatoes  
rice  
French fries  
strawberry cheesecake

**B** Write the names of the menu items under the pictures.



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_  
with \_\_\_\_\_



8 \_\_\_\_\_  
with \_\_\_\_\_

Find more vocabulary of food at this suggested website:



[t.ly/oiARp](http://t.ly/oiARp)

## 2 Writing & Listening

C SPELLING D FOR GIST E FOR DETAIL

### C Classify the words from Activity A in the correct section of the menu.

Starters / Appetizers	Entrees / Main Course
Caesar salad ✓	sea food
Side Dishes	Desserts
French fries	strawberry cheesecake ✓

### GLOSSARY

**appetizer:** a small dish of food taken before a meal  
**main course:** the largest or most important part of a meal  
**beef:** (noun) meat from a cow, bull or ox  
**breast** (noun): meat from the front of a bird  
**pork** (noun): meat from a pig  
**grilled** (adj): cooked usually on a metal frame (grill)  
**roasted** (adj): cooked in an oven or over a fire

### D Listen to the conversation in a restaurant and check (✓) the food that Alice and Bob order in the chart above.

TRACK 2 

### E Listen again and answer True or False.

1. The waiter offers beverages first. True False
2. Alice would like to share a salad with Bob. True False
3. Bob would like grilled chicken and potatoes. True False
4. Alice requests the sauce on her pasta. True False
5. Bob orders some bread. True False
6. Bob wants two desserts. True False



### 3 Grammar Focus

#### Would (like)

We use **would + like** as a **polite way** of saying “I want” or to express a **desire**.

 <b>would like</b>  (object)	 <b>would like to verb</b> (base form)
I'd like the beef, please. We'd like a new car. She'd like some water.	I'd like to order the beef. We'd like to have a new car. She'd like to drink some water.

#### IMPORTANT:

It's common to use the contraction of **would**:

I'd like  
You'd like  
He'd like  
She'd like  
We'd like  
They'd like

► In a **question**, **would like** is used to make a **polite offer** (to offer something to someone in a polite way) or to make an **invitation**.

**Would you like (to verb)....?** (More polite than: *Do you want....?*)

*Would you like something to drink?*

*Would you like to dance?*

*Would you like some coffee?*

*Would you like to go out for dinner?*

► The negative form is **would + not (wouldn't)**:

*Would you like to study at that school?* No, I **wouldn't like** to study there.

We **wouldn't like** to live next to a gas station.

► We also use the modal auxiliary verb **would** in a question to make a **polite request** (to ask someone to do something politely).

*Would you (please) pass the salt?*

*Would you open the door, please?*

*Would you please be quiet?*

Common answers to a polite request, offer or invitation:

Accepting	Declining
Certainly.	Sorry.
Yes, of course.	No, I'm sorry. I can't.
I would love to.	Sorry, I can't. I'm busy right now.
I'd be happy to.	I'd like to, but I can't.
I'd be glad to.	I'd love to, but I'm busy right now.
Sure!	I would love to but...

**A** Use phrases from the chart to answer the questions. Then ask and answer them with a classmate.

1. Would you like to go shopping? \_\_\_\_\_
2. Would you like some coffee now? \_\_\_\_\_
3. Would you please lend me a pen? \_\_\_\_\_
4. Would you like to see a movie this weekend? \_\_\_\_\_

## 4 Writing & Speaking

B C COHERENCE & COHESION D FLUENCY/ USING FUNCTIONS

### A Match the questions to the best answer. Write the letter (a-h) in the box.

1. Would you like some fresh water?	<input type="text"/>	a. Of course. Take it.
2. Would you like to go shopping with me?	<input type="text"/>	b. I'd like to go to a concert.
3. Would you please open the window?	<input type="text"/>	c. Maybe some other time. I'm not hungry.
4. What would you like to drink?	<input type="text"/>	d. No, thanks. I'm busy right now.
5. Where would you like to go on Sunday?	<input type="text"/>	e. I'd love to. Thank you. I'm thirsty.
6. Would you like to have a cat?	<input type="text"/>	f. Sure! Right away. It's too hot in here.
7. Would you lend me your pen?	<input type="text"/>	g. I'd like some tea, please.
8. Would you like to join us for dinner?	<input type="text"/>	h. No, I wouldn't. I'm allergic.

### B Listen and check your answers. In pairs, practice the dialogues.

TRACK 3



### C Answer these questions with complete answers. Follow the example.

Example: Would you like to go to a party this weekend?

Yes, I'd like to go to a party this weekend. / No, I wouldn't like to go to a party this weekend.

1. Would you like to eat pizza tonight?

---

2. Where would you like to travel?

---

3. Would you like to do housework this weekend?

---

4. Would you like to become a doctor?

---

5. What would you like to study when you finish high school?

---

### D Work in pairs or trios.

Ask each other the previous questions.

I would like to travel to China.

Where would you like to travel?



## 5 Reading, Speaking & Writing

A SCANNING B FLUENCY C PUNCTUATION / COHERENCE & COHESION

### A Read the dialogue and insert the missing parts. Then listen and check your answers.

- Would you like anything else?
- Would you please serve the salmon without the butter?
- Would you like dessert?
- Ready to order, or need a moment?

TRACK 4

- What would you like to drink?
- What would you like for the main course?
- I'd like to start with the French Onion Soup.



**Waitress:** Good evening! I'm Betty, your waitress tonight.

**Emma:** Hi, Betty! I'd like a sugar-free lemon soda, please.

**Jake:** I'd like some coffee, thanks.

**Waitress:** Got it. \_\_\_\_\_?

**Emma:** We're ready. \_\_\_\_\_?

**Jake:** And I'd like to have the chicken noodle soup.

**Waitress:** Excellent choices. \_\_\_\_\_?

**Emma:** I'd like the grilled salmon with lemon butter, and steamed vegetables.

**Jake:** I'd like the cheeseburger, medium-rare, with French fries.



**Waitress:** Perfect. Any other sides or extra requests?

**Emma:** \_\_\_\_\_?

**Jake:** And can I get the steak with extra mushrooms?

**Waitress:** Sure thing. \_\_\_\_\_?

**Emma:** A chocolate chip cookie sounds good, thanks.

**Jake:** I'd like the vanilla ice-cream on a brownie, please.



**Waitress:** Great! I'll get that in for you. \_\_\_\_\_?

**Emma:** That's it for now. Thanks, Betty!

### B Practice the conversation with two classmates. Change roles.

### C Work in groups of three or four. Write a short conversation ordering at a restaurant. Role-play it to the class.



Check these videos to get ideas:



# WORKBOOK

## A Choose the best answer to these questions.

1. Would you please bring us the bill?  
a. I wouldn't.      b. Sure! Right away.      c. Yes, you would.
2. Would you like to come to the party with us?  
a. I'd love to!      b. I can.      c. Sorry! I would.
3. Would you help me with my homework?  
a. No, wouldn't.      b. No, I'd like to.      c. I'm sorry but I can't today.
4. Would you like to go to the theater with me?  
a. Yes, would like.      b. I'd be glad to.      c. I do but I'm busy.

## B Order the words to form a logical sentence or question.

1. a movie like would to I this weekend see

---

2. like My brother to an become architect would

---

3. miss I like Hurry up! to the wouldn't bus.

---

4. you me Would of water please bring a glass?

---

5. sister to Would to your the like party come?

---

## C Change the questions to a more polite way by using would / would like. Follow the examples.

Do you want to have eggs for breakfast? → **Would you like to have eggs for breakfast?**

Can you open the door, please? → **Would you open the door, please?**

1. Do you want a cheeseburger? \_\_\_\_\_

2. Do you want to go out? \_\_\_\_\_

3. Can you lend me some money? \_\_\_\_\_

4. Can you bring me some soda? \_\_\_\_\_

# PROGRESSION 2

# Are you coming with us?

## *Present Continuous for future arrangements*

# 1 Listening & Speaking

## A B FOR GIST / PRONUNCIATION C FLUENCY

**A** Check (✓) the correct column. In which of these places are you most likely to hear these questions?

1. Is anybody else traveling with you today?
2. What are you having for dessert?
3. Would you like a view of the street or onto the sea?
4. How many pieces of luggage are you checking in?
5. How many nights are you staying with us?
6. Do you have anything suitable for vegans?
7. Where is the luggage arriving?
8. What is the combination for the safe?
9. What are the specials for today?
10. Are there any restaurants for dinner around here?
11. Are you transferring on to another place?
12. Are you paying cash or credit card?

At the airport	At a hotel	At a restaurant



**B** Listen to the short conversations at the three places and check your answers.

## TRACK 5

**C** Work in pairs. Pretend you are at these places. Ask and answer the questions. Be creative and give different answers every time.

## 2 Listening

A B FOR DETAIL

### A Listen and complete the conversation with the missing parts.

**TRACK 6** 

**Lucy:** George, are you ready for our trip?

**George:** Yes, I am. I'm just \_\_\_\_\_ the reservations tomorrow morning.

**Lucy:** What time \_\_\_\_\_ the flight \_\_\_\_\_?

**George:** It's leaving at 5:00 p.m. but we have to be there two hours before. \_\_\_\_\_ at the airport?

**Lucy:** Yes, remember \_\_\_\_\_ in the morning but I'll go to the airport right after that. Roger and Katy \_\_\_\_\_ also \_\_\_\_\_ us there.

**George:** Great! We're ready. It's all planned. \_\_\_\_\_ the week at a beautiful hotel near the beach. And we're \_\_\_\_\_ some ancient ruins and tasting the typical local food.

**Lucy:** Sounds fantastic! \_\_\_\_\_ my new camera. It's better than the cell phone.

**George:** By the way I'm \_\_\_\_\_ many clothes because remember there's a traditional market nearby and \_\_\_\_\_ lots of souvenirs for my friends, so I'll need space.

**Lucy:** Well, I'm \_\_\_\_\_ two outfits and my swimsuit.

**George:** Yes, we're definitely \_\_\_\_\_. It's such a beautiful beach.

**Lucy:** Well, see you tomorrow. We are \_\_\_\_\_!

**George:** Sure, we are!



### B Listen and read again. Choose True or False.

1. Lucy and George are talking about an upcoming trip.	True	False
2. The plane will depart in the morning.	True	False
3. Lucy is working at this moment.	True	False
4. They're going to the beach.	True	False
5. They're taking a lot of clothes.	True	False
6. They want to buy a lot of souvenirs.	True	False

### 3 Grammar Focus

#### Present Continuous for Future Arrangements

We often use the Present Continuous (Present Progressive) to talk about the future, especially when we have made plans or arrangements (decided on a time, place, etc.) with other people.

*We're meeting at the airport.* = We have discussed this.

*I am leaving tomorrow.* = I have my plane ticket.

*We're having a party next Friday.* = All guests know about it.

*They're getting married in June.* = They have planned the wedding.

*She's having a baby soon.* = She's pregnant.

Remember how to form the Present Continuous:

Affirmative:



am  
is  
are

verb + ing

Time Expression:

at 7:00 a.m.  
tomorrow  
next month  
this weekend  
soon  
tonight

Questions

Am / Is / Are verb + ing → (T.E.)?

*Are you seeing the dentist tomorrow?* Yes, I am.

*Is Mark picking you up at 5:00?* No, he's not.

Negative:



am / is / are NOT verb + ing → (T.E.)

*I'm not getting up early tomorrow.*

*You are not taking my car to the trip.*

#### A Complete the sentences with the Present Continuous. Use the verbs in parentheses.

1. We \_\_\_\_\_ a family party on Christmas Eve. (have)
2. My father is on a trip but he \_\_\_\_\_ back this Sunday. (get)
3. What \_\_\_\_\_ you \_\_\_\_\_ over the weekend? (do)
4. Unfortunately, I \_\_\_\_\_ this Sunday. (work)
5. My mother \_\_\_\_\_ tonight. We have to buy some food. (not cook)
6. \_\_\_\_\_ we \_\_\_\_\_ at the movies this afternoon? (meet)
7. We \_\_\_\_\_ the final test next Monday. (take)
8. \_\_\_\_\_ you \_\_\_\_\_ dinner with us tonight? (have)
9. \_\_\_\_\_ your brother \_\_\_\_\_ with us to see the match on Saturday? (come)
10. No, he \_\_\_\_\_. He has other plans. (not come)

## 4 Speaking & Writing

A B USING FUNCTIONS C COHERENCE & COHESION

**A** Look at this list of plans. Check (✓) in the first column the things you are doing in the near future.

ME

MY CLASSMATE

ME

MY CLASSMATE

<input type="checkbox"/> 1. meet friends this weekend	<input type="checkbox"/>	<input type="checkbox"/> 6. watch TV tonight	<input type="checkbox"/>
<input type="checkbox"/> 2. take a shower tonight	<input type="checkbox"/>	<input type="checkbox"/> 7. read a book next week	<input type="checkbox"/>
<input type="checkbox"/> 3. listen to music in the evening	<input type="checkbox"/>	<input type="checkbox"/> 8. eat pizza next Friday	<input type="checkbox"/>
<input type="checkbox"/> 4. clean your room this weekend	<input type="checkbox"/>	<input type="checkbox"/> 9. wear jeans tomorrow	<input type="checkbox"/>
<input type="checkbox"/> 5. adopt a dog soon	<input type="checkbox"/>	<input type="checkbox"/> 10. take a trip soon	<input type="checkbox"/>

**B** Work in pairs. Ask and answer questions about the activities on the list. Check the second column according to your partner's answers.



**C** Write five activities that your partner is or is not doing in the near future.

Example: *Alex is meeting friends this weekend. He's not taking a shower tonight...*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## 5 Reading & Writing

A SKIMMING B SCANNING C COHERENCE & COHESION

**A** Read the article and find in the box the correct subtitle for each tip.  
Write them on the lines.

Plan Your Itinerary · Choose Your Destination · Set Your Budget · Pack Wisely  
Research Transportation Options · Book Accommodation in Advance

### Essential Tips to Plan Your Next Trip

Planning a trip can be both exciting and tiring. Here are some essential tips to consider when planning your next adventure:



1. \_\_\_\_\_: Determine how much you're spending on your trip. This includes expenses like transportation, accommodation, meals, activities, and souvenirs.
2. \_\_\_\_\_: Research potential destinations based on your interests and budget. Consider factors such as weather, local culture, safety, and accessibility. Whether you're going on a beach getaway, a cultural immersion, or an outdoor adventure, pick a destination that aligns with your preferences.
3. \_\_\_\_\_: Outline a rough itinerary for your trip, including the duration of your stay, places you want to visit, and activities you'd like to do. Be flexible with your plans to accommodate unexpected changes or discoveries along the way. Prioritize your must-see attractions while leaving room for spontaneity.
4. \_\_\_\_\_: Secure your accommodation well in advance, especially during peak travel seasons when availability may be limited. Compare prices, read reviews, and consider factors like location, amenities, and cancellation policies.
5. \_\_\_\_\_: Research the best transportation options for getting to your destination and getting around once you're there. Compare prices for flights, trains, buses, or rental cars, and book tickets in advance to save money.
6. \_\_\_\_\_: Make a packing list based on the activities you are planning and the weather forecast for your destination. Pack light to avoid lugging around unnecessary items, but don't forget essentials like clothing layers, toiletries, medications, travel documents, and electronic devices.

By following these tips and planning ahead, you can ensure a memorable and stress-free trip. Happy travels!

**B** Read again and answer these questions in your notebook.

1. What are some factors to consider when setting a travel budget?
2. How does the article suggest choosing a destination for a trip?
3. Why is it important to book accommodation in advance, according to the article?



**C** Work in small groups. Pretend you are planning a trip with friends. Choose a destination and use the Present Continuous to write 10 things you are doing during the trip.

Example: *We're traveling to Tulum. We're checking in at the hotel at 10:00 a.m. We are spending some time at the beach. We're visiting the ruins. We're buying souvenirs at the local market...*

# WORKBOOK

**A** Find among the questions on page 18 the one that best fits the answer in each case.

Example:

*Are you transferring on to another place?*

No, this is my final destination.

1. \_\_\_\_\_

I'm paying cash.

2. \_\_\_\_\_

The Lemon Pie, please.

3. \_\_\_\_\_

No, it's just me and my dog.

4. \_\_\_\_\_

We're staying for three nights.

**B** Roger is taking a trip. Write five things he's doing during his vacation according to the things he's taking with him.



**C** Answer the questions with real information. Write complete sentences.

1. Are you doing homework tonight? \_\_\_\_\_

2. Is your mom buying food tomorrow? \_\_\_\_\_

3. Where are you traveling on your next vacation? \_\_\_\_\_

4. What are you doing this weekend? Mention 3 activities.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## I have been busy!

Regular and Irregular Past Participle Verbs

## 1 Vocabulary &amp; Writing

A SPELLING

A Work in pairs. Check the lists of verbs on pages 124-128 and answer the test.

## Verb Test

1. Complete the statements by writing **Regular** or **Irregular**.

- \_\_\_\_\_ verbs are generally formed by adding **-ed** to the base form of the verb.
- \_\_\_\_\_ verbs are the same in Simple Past and Past Participle forms.
- \_\_\_\_\_ verbs are usually different in their base, Simple Past and Past Participle forms.

2. Write examples of verbs that match the description.

- Three more examples of **Irregular verbs** that are the same in their Simple Past and Past Participle forms

Base Form	Simple Past	Past Participle
bleed	bled	bled

- Three more examples of **Irregular verbs** that are different in their Simple Past and Past Participle forms.

Base Form	Simple Past	Past Participle
be	was / were	been

- Three more cases of **Regular** verbs where the last consonant is doubled when adding **-ed**.

chat - chatted			
copy - copied			

- Three more cases of **Regular** verbs where the last **-y** changes to **-i** when adding **-ed** (after a consonant).

copy - copied			
stay - stayed			

- Three more cases of **Regular** verbs where the last **-y** does not change when adding **-ed** (after a vowel).

stay - stayed			
play - played			

## 2 Reading

A SKIMMING B SCANNING

**A** Look at the text below and read the first paragraph. Which of these is the title of the article? Write it on the line over the text.

- Society and Revolutions of the Century
- How Technology Has Transformed Life Over the Last 50 Years

**B** Read the text. Find and underline all the verbs in past participle.



Over the past half-century, technology has revolutionized nearly every aspect of human existence, fundamentally altering the way we live, work, and interact. From the arrival of personal computing to smartphones and the internet, the pace of technological advancement has *reshaped* society in profound ways.

One of the most noticeable changes has been the way we communicate. The days of snail mail and rotary phones have gone. Instead, we now enjoy instant communication through emails, text messages, and social media platforms. The rise of the internet has made the world

more interconnected than ever before, shrinking distances and facilitating global collaboration at the click of a button.

Moreover, technology has changed the workplace, with automation and digitalization revolutionizing industries. Tasks that once required manual labor or tedious paperwork have improved through the use of computers, robots, and artificial intelligence. While these advancements have led to increased efficiency and productivity, they have also given place to debates about job displacement and the future of work.

In addition to revolutionizing communication and industry, technology has also profoundly impacted entertainment and leisure. Streaming services have transformed the way we consume media, with on-demand access to movies, music, and television shows becoming the new norm. Video games have evolved from simple pixelated graphics to immersive virtual worlds, blurring the lines between reality and fantasy.

However, along with these transformative changes, technology has also brought about its own set of challenges. Issues such as privacy concerns, cybersecurity threats, and digital addiction have come up as pressing concerns in our increasingly connected world.

### GLOSSARY:

**reshape** (verb): shape or form (something) differently or again

**snail mail**: the ordinary postal system as opposed to email



**rotary phone**: a telephone used in the past with a rotating number selector

**shrink** (verb): become or make smaller  
**job displacement**: involuntary job loss

**C** Read again and listen at the same time. Then answer True or False.

**TRACK 7**



1. The way we communicate has changed a lot.	True	False
2. Emails and text messages have replaced snail mail and rotary phones.	True	False
3. Before the Internet the world was more interconnected.	True	False
4. The substitution of manual jobs by technology has led to debates.	True	False
5. Technology has not made great impact on the entertainment area.	True	False
6. Cybersecurity threats and digital addiction are issues of concern.	True	False

### 3 Grammar Focus

#### Past Participle Verbs

Past participle verbs (regular and irregular) are used in the Present Perfect Tense after **have** or **has** to express an action that happened in an indefinite time in the past or an action that began in the past and continues in the present.

*The days of snail mail and rotary phones have gone.*

*Video games have evolved to immersive virtual worlds.*

*The Internet has made the world more interconnected.*

*These advancements have given place to debates.*

**A** Complete the charts with the verbs you found in the text on the previous page.

REGULAR VERBS		IRREGULAR VERBS	
VERB (BASE FORM)	PAST PARTICIPLE	VERB (BASE FORM)	PAST PARTICIPLE
revolutionize		be	

**B** Complete the sentences with the past participle form of the verbs from the box.

1. The teacher has \_\_\_\_\_ three classes today.
2. My parents have \_\_\_\_\_ married for 20 years.
3. My brother has not \_\_\_\_\_ his bed.
4. The idea of a good marriage has \_\_\_\_\_ a lot over the years.
5. I have \_\_\_\_\_ at this school for more than a year.
6. We have \_\_\_\_\_ our pet for five years.
7. Our couch has \_\_\_\_\_ the team well.
8. Technology has \_\_\_\_\_ our lives in different ways.
9. I lost my keys and I have not \_\_\_\_\_ them yet.
10. We're too late! The movie has \_\_\_\_\_.

transform  
lead  
change  
study  
start  
find  
give  
have  
be  
make

## 4 Writing

### A SPELLING / COHERENCE & COHESION

#### A Find the past participle form of the verbs in the wordsearch puzzle.

BASE FORM	PAST PARTICIPLE
	a d f e n e t t i r w y j u p
become	s e n o g t n w r i t b l i e
break	f s v c h o e n c v a e o f t
choose	o e d o n a v p r n b c v n t
do	r b t r i d i d i r e o e e e r
drink	g t r e a t r e d n t m j l y
drive	o r d o i n d w d l l e o l h
eat	t o r t k o m k e w i k y a a
fall	t j a h g e f f n v e g m f p
feel	e h m k l p n i e t t a e u y
forget	n f o r n e d s n o w e t l q
go	a x g e t o k s e e n w n e w
know	n s n t k o w n w c h o s e n
ride	o o l t n f e n t e d n o w n
see	d k p e k n u r d i d d e s a
write	

#### B Complete the sentences with some of the verbs you found.

1. I have \_\_\_\_\_ a lot of candy lately. I have to stop doing it.
2. My uncle has \_\_\_\_\_ a horse many times.
3. Is Joe still here at school? No, he has \_\_\_\_\_ home.
4. Sorry! I have \_\_\_\_\_ your name. Can you say it again?
5. I have \_\_\_\_\_ my best friend since we were in primary school.
6. Fiona has not \_\_\_\_\_ what she wants to study after high school.
7. He's a good writer. He has \_\_\_\_\_ many books.
8. I have \_\_\_\_\_ in love only once in my life.
9. Henry has a car but he has never \_\_\_\_\_ it. He needs to learn.
10. Mark is not coming with us because he has already \_\_\_\_\_ that movie.

## 5 Reading & Listening

### A SCANNING / PRONUNCIATION

**A** Read the lyrics of this famous song by Queen. Find 9 past participle verbs and fill in the chart.

### We Are the Champions



I've paid my dues  
Time after time  
I've done my sentence  
But committed no crime

And bad mistakes  
I've made a few  
I've had my share of sand  
Kicked in my face  
But I've come through

And we mean to go on and on  
and on and on  
We are the champions, my friends  
And we'll keep on fighting till  
the end  
We are the champions  
We are the champions  
No time for losers  
'Cause we are the champions of  
the World

I've taken my bows  
And my curtain calls  
You brought me fame and fortune  
And everything that goes with it  
I thank you all



Verb	Past Participle Form
1	
2	
3	
4	
5	
6	
7	
8	
9	

But it's been no bed of roses  
No pleasure cruise  
I consider it a challenge before  
The human race  
And I ain't gonna lose



# WORKBOOK

### A Choose the correct verb in each case.

**B** Complete the sentences by writing a past participle verb.

**IMPORTANT:**

traveled = A. English  
travelled = Br. English

1. My cousins like to travel. They have \_\_\_\_\_ to many places.
2. Mike is a photographer. He has \_\_\_\_\_ a lot of pictures.
3. Salma Hayek is a celebrity. She has \_\_\_\_\_ a famous actress for a long time.
4. My family and I have \_\_\_\_\_ in this house since I was a child.
5. John and Richard are musicians. They have \_\_\_\_\_ music together for many years.

# PROGRESSION 4

## What have you done lately?

*Present Perfect - Affirmative*

### 1 Speaking & Reading

**A** FLUENCY **B** SCANNING

**A** Take a look at the texts below. Discuss with the class: What is a riddle? Give a short definition.

**B** Read these riddles. Can you guess the answer? Match them to the pictures.

I have helped plants to grow.  
I have provided warmth to the world.  
I have given light for millions of years.  
Who am I? \_\_\_\_\_

I have given unconditional love to humans.  
I have been by your side in good times and bad times.  
I have only asked for love and care in return.  
Who am I? \_\_\_\_\_

I have given light to your darkest night.  
I have inspired a lot of stories.  
Humans have visited me a few times.  
You have watched me every night.  
Who am I? \_\_\_\_\_

We have provided people with shade.  
We have provided oxygen and improved air quality.  
We have preserved soil and supported wildlife.  
But humanity has been killing us off.  
Who are we? \_\_\_\_\_



a



b



c



d

## 2 Reading & Listening

A SKIMMING B FOR DETAIL C SCANNING

**A** Look at the picture and take a quick look at the text. Do you know who she is?



**TRACK 8**

**Kent:** Hey Tom, what are you listening to?

**Tom:** I'm listening to my favorite singer.

**Kent:** Who is she?

**Tom:** Well, you have to know her! She's a great American singer.

She \_\_\_\_\_ a lot of songs. She started at age 14, and she \_\_\_\_\_ more than 10 albums.

**Kent:** Tell me more. What else has she done?

**Tom:** She \_\_\_\_\_ one of the youngest singer-songwriters to sign with a record label. She \_\_\_\_\_ the music industry and popular culture. She \_\_\_\_\_ prominence as a country and pop singer but also \_\_\_\_\_ with rock, electronic and other styles.

She \_\_\_\_\_ one of the world's best-selling digital artists; she \_\_\_\_\_ more than 200 million records worldwide. Six of her albums \_\_\_\_\_ with over one million sales in a week.

She \_\_\_\_\_ on lists such as Rolling Stone's 100 Greatest Songwriters of All Time, Billboard's Greatest of All Time Artists, and Forbes' World's 100 Most Powerful Women.

She \_\_\_\_\_ 14 Grammy Awards, 40 American Music Awards, and 23 MTV Video Music Awards, among others.

**Kent:** Oh! I think I know who she is.

**C** Read again and answer True or False.

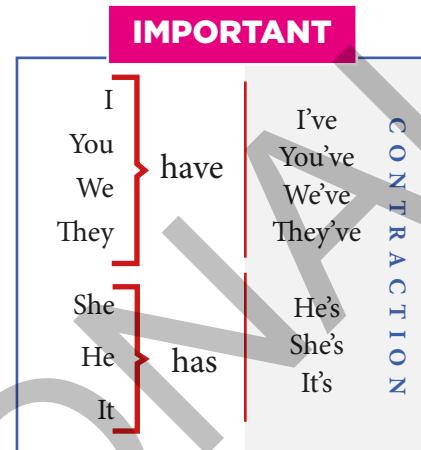
1. Kent recognized Tom's favorite singer immediately.	True	False
2. This singer has written songs since she was a teenager.	True	False
3. She has sung different musical styles.	True	False
4. She has sold records only in the United States.	True	False
5. They have considered her one of the most powerful women in the world.	True	False

### 3 Grammar Focus

#### Present Perfect – Indefinite past action

The Present Perfect is used to express actions that occurred in an indefinite time before the present. This means that we don't know exactly when they happened. They may have occurred recently, once or many times, or over a lifetime.

 have has	Verb Past Participle	→	TIME EXPRESSIONS
			<ul style="list-style-type: none"><li>• lately</li><li>• recently</li><li>• once</li><li>• twice</li><li>• 3 times</li><li>• several times</li></ul>



*She **has sold** a lot of records.*

*I **have seen** that movie twice.*

*I've **been** very busy lately.*

*You **have finished** all the homework.*

*We've **been** to Cancun three times.*

*My sister **has had** two jobs (in her life).*

*It's **been** very hot lately.*

*He's **cooked** at home only once.*

**Already** and **Just** are common expressions used with Present Perfect before the main verb.

We use "already" to express that something has happened before than expected.

- Don't forget to buy your English book!*
- Oh, I **have already** bought it.*
- Is Mom still at home?*
- No, she **has already** left.*
- Are we still on time for the movie?*
- No, it **has already** started.*

We use "just" to express a recently completed action.

*The flight **has just** landed. (= a few minutes ago)*

*The bride and the groom **have just** arrived. Let's congratulate them.*

*I'm not hungry, I **have just** eaten lunch.*

*I don't know him very well. We **have just** met.*

#### A Complete the sentences with **have** or **has** and the past participle of the verb.

1. My parents \_\_\_\_\_ to the U.S. once. (be)
2. I \_\_\_\_\_ this book twice. I like it a lot. (read)
3. Kathy \_\_\_\_\_ two boyfriends in her life. (have)
4. It \_\_\_\_\_ very cold recently. (be)
5. He's not ready. He \_\_\_\_\_ just \_\_\_\_\_. (wake up)
6. We're ready for the party. We \_\_\_\_\_ already \_\_\_\_\_ everything we need. (buy)
7. I \_\_\_\_\_ just \_\_\_\_\_ all my work. I'm going home now. (finish)
8. The show \_\_\_\_\_ already \_\_\_\_\_. We are late. (start)
9. We \_\_\_\_\_ pizza twice this week. Let's have something else. (eat)

**IMPORTANT:**

We use **been to**, instead of **gone to**, when referring to completed visits to a place.

## 4 Writing & Speaking

A C COHERENCE & COHESION B USING FUNCTIONS / FLUENCY

### A Answer the following survey about yourself.

Example:

What's something you have eaten twice this week? I've eaten roast chicken twice this week.

#### What's...

a movie you have seen several times? \_\_\_\_\_

a book you've read more than once? \_\_\_\_\_

a place you have been on vacations more than once? \_\_\_\_\_

something you have eaten twice this week? \_\_\_\_\_

the number of pets you have had in your life? \_\_\_\_\_

something you have done a lot lately? \_\_\_\_\_

### B Work in small groups. Ask each other the previous questions.

What's a movie  
you have seen  
several times?

I've seen  
*Harry Potter*  
three times.



### C Report five of your classmates' actions.

Example: Robert has read the book "Twilight" twice. Gina has had three pets in her life.

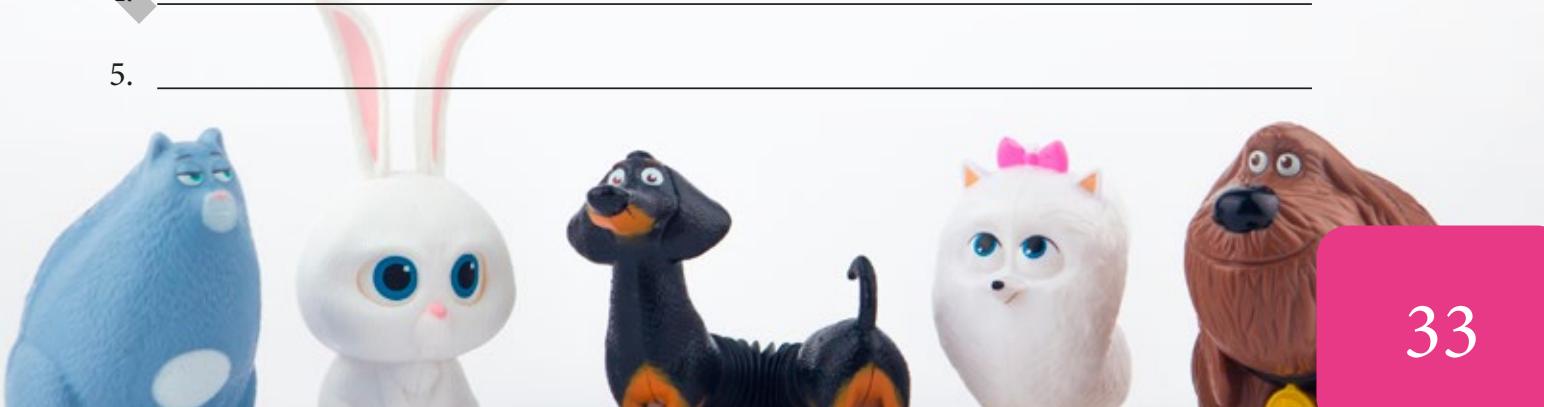
1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



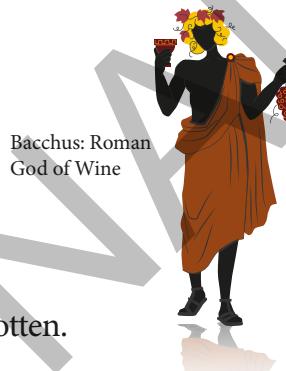
## 5 Reading & Speaking

A D FLUENCY B SKIMMING C SCANNING

**A** Discuss with the class. What is a proverb or saying?

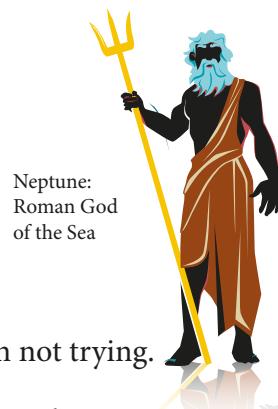
**B** Read these popular proverbs and sayings. Identify and underline the Present Perfect.

1. You don't know what you have until you have lost it.
2. Don't sell the bear's skin before you have caught the bear.
3. Bacchus has drowned more men than Neptune.
4. Life is what you've made of it. Always has been, always will be.
5. If you do what you've always done, you'll get what you've always gotten.
6. I don't regret the things I've done. I regret the things I didn't do when I had the chance.



**C** Read the explanations and match them to the sayings. Write 1-6 in the boxes.

- a. You shouldn't spend the money you haven't gotten.
- b. If what you are doing is not working, do something different.
- c. We should appreciate the good things in our life.
- d. More people die because of alcohol than drowned in the sea.
- e. Don't avoid doing something because of fear. It's better to fail than not trying.
- f. You are responsible for your own results in life and your life will be what you put into it.



<input type="checkbox"/>

**D** Work in small groups. Discuss these questions.

1. What's your favorite of the previous sayings. Why?
2. What other sayings or proverbs do you know in English? Choose and write two.

**E** Choose a person you admire that is alive. Write on a cardboard 10 sentences about remarkable things he/she has done in her/his life. Paste a picture of the person. Present your work to the class.



# WORKBOOK

## A Order the words to form logical sentences.

1. played / World Cups / has / in five / Memo Ochoa

---

2. popular films / starred / Tom Cruise / in a long list of / has

---

3. to Acapulco / My family / been / several / and / have / times / I

---

4. done / has / her homework / Kathy / already

---

5. breakfast / just / I'm not / had / hungry / have / I / because

## B Write sentences with the information required.

1. Mention what states of Mexico you have been to.

---

2. Say what movie you have seen more than twice.

---

3. Say a person who has won several awards.

---

4. Say something you have just done.

## C Use the verbs from the box in the Present Perfect tense to complete the text.

be (3)      win      sell      recognize      sing      make      have (2)      give



Mexican singer Luis Miguel \_\_\_\_\_ in multiple genres and styles, including pop songs, ballads, boleros, tangos, jazz, big band, and mariachi. But his romantic songs and “boleros” \_\_\_\_\_ him the most success over the years. He \_\_\_\_\_ one of the most popular Mexican singers for nearly his entire career, which started in Mexico in 1981.

He \_\_\_\_\_ more than 90 million records worldwide and \_\_\_\_\_ considered one of the best-selling Latin music artists. Billboard Magazine \_\_\_\_\_ him as the artist with the most top-10 hits on Billboard's Hot Latin Songs chart. He \_\_\_\_\_ numerous awards throughout his career. Furthermore, he \_\_\_\_\_ the longest and highest-grossing tour ever made by a Latin artist.

Luis Miguel \_\_\_\_\_ many romances, possibly the best known was with singer Mariah Carey in the late nineties. But he \_\_\_\_\_ married only once and he \_\_\_\_\_ three children.

*Present Perfect – Questions & Negative*

### 1 Listening & Vocabulary

**A** PRONUNCIATION **B** SPELLING

**A** Listen and repeat the vocabulary.

**TRACK 9**

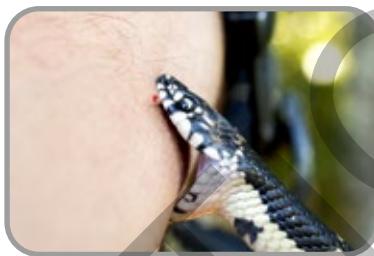


climb a mountain · broken bone · bite · UFO · ghost · go surfing  
caviar · crooked finger · snake · cast · corn · fungus · poisonous

**B** Look at the pictures and write the correct vocabulary word under each picture.



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_



8 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_



8 \_\_\_\_\_

## 2 Listening & Speaking

B FOR GIST C FOR DETAIL A D E FLUENCY / USING FUNCTIONS

### A Listen while you read the dialogue. Write the missing verbs. **TRACK 10**



**Teacher:** Class, this is Stan Richards. He's famous because of all the unusual things he has done in his life. Let's ask him some questions to find out what things he has done.

**Nancy:** Hi, Stan. Have you ever \_\_\_\_\_ a mountain?

**Stan:** Yes, in fact, I have \_\_\_\_\_ many mountains and just last year I climbed Mount Aconcagua in Argentina.

**Nancy:** Have you ever climbed the Pico de Orizaba in Mexico?

**Stan:** No, I haven't climbed that mountain yet.

**Dan:** Have you ever \_\_\_\_\_ huitlacoche?

**Stan:** No, I'm afraid I have never \_\_\_\_\_ that. What is it?

**Dan:** It's a corn fungus and it's delicious. We eat it here in Mexico.

**Stan:** Hmm. I'll have to try it while I'm here.

**Patty:** Have you ever been \_\_\_\_\_ by a snake?

**Stan:** Yes, actually I have been \_\_\_\_\_ three times. Fortunately, none of the snakes were poisonous.

**Patty:** That was lucky! And have you ever \_\_\_\_\_ a bone?

**Stan:** Yes, I have \_\_\_\_\_ many bones. I broke my arm when I was 15. I broke my finger five years ago and that's why it's crooked. And just last year I broke my leg. I was in a cast for two months.

**Nancy:** Stan, have you ever \_\_\_\_\_ a marathon?

**Stan:** No, I have never \_\_\_\_\_ a marathon. I've done many sports in my life, but I haven't run a marathon, yet.

**Teacher:** Stan, thank you very much for talking to our class today.

**Stan:** You're welcome.

### B Read the sentences about Stan Richards and fill in the missing information.

1. Stan has \_\_\_\_\_ mountains.
2. Stan \_\_\_\_\_ the Pico de Orizaba yet.
3. Stan has \_\_\_\_\_ huitlacoche.
4. Stan has been \_\_\_\_\_ times by snakes.
5. Stan has broken \_\_\_\_\_ bones.
6. Stan \_\_\_\_\_ last year.
7. Stan has \_\_\_\_\_ a marathon.



### C Work with a classmate and ask each other these questions.

1. Have you ever broken a bone? When? What happened?
2. Have you ever eaten huitlacoche? Do you like it?
3. Have you ever run a marathon or done any other sports? Which?



### 3 Grammar Focus

A FLUENCY / USING FUNCTIONS / PRONUNCIATION

## Present Perfect – Questions and Negative form

To ask a question in the Present Perfect, we use **Have** or **Has** as an auxiliary placed at the beginning.

Have  
Has



Verb Past  
Participle



**Have you been busy lately?** → Yes, I have.

**Has your mother studied English?** → No, she hasn't.

**Have you and your family played board games recently?** → Yes, we have.

### Short Answers

Yes,



have.  
has.

No



haven't.  
hasn't.

### The negative form is:



**have not** (haven't)  
**has not** (hasn't)

Verb Past Participle



*My friends and I haven't seen each other lately.*

*You haven't called me. Are you angry with me?*

*Roger hasn't come to class. Maybe he's sick.*

*It hasn't rained recently. The plants are drying out.*

**Ever** and **Never** are common expressions used with Present Perfect before the main verb.

**Yet** is used with Present Perfect at the end of a question or negative sentence.

We use "ever" to **ask about** uncommon actions or experiences.

a. *Have you ever been to Canada?*

b. *No, I haven't. or:*

*No, I have never been there.*

Notice that when we use **NEVER**, **has** and **have** are **affirmative**.

*He has never gone surfing.*

*We've never seen an alien.*

*It's never snowed in my state.*

If the answer is affirmative, you can say: **once**, **twice**, **# times**.

*Has anyone ever given you flowers?*

*Yes, my boyfriend has given me flowers twice.*

We use "yet" to **ask about** actions that are **expected** to happen.

*Have you done your homework yet?*

*Yes, I have. / No, I haven't.*

*Has he called you yet? - No, he hasn't.*

**We also use YET in a negative statement:**

*I haven't finished my homework yet.*

*He hasn't called me yet. I'm worried.*

*They haven't graduated yet. But they will soon.*

Remember that in affirmative statements we can use **already** / **just**.

*Have you made your bed yet?*

*Yes, I've already / just made it.*

## 4 Writing & Speaking

A C COHERENCE & COHESION B FLUENCY / USING FUNCTIONS

### A Complete the questions with *have* or *has* and the past participle of the verb.

1. \_\_\_\_\_ you ever \_\_\_\_\_ a ghost? (see)
2. \_\_\_\_\_ your mom ever \_\_\_\_\_ to a rock concert? (be)
3. \_\_\_\_\_ your best friend \_\_\_\_\_ you lately? (visit)
4. \_\_\_\_\_ you ever \_\_\_\_\_ a UFO? (see)
5. \_\_\_\_\_ anyone ever \_\_\_\_\_ you a poem? (write)
6. \_\_\_\_\_ you \_\_\_\_\_ how to drive yet? (learn)
7. \_\_\_\_\_ you ever \_\_\_\_\_ a famous person? (meet)
8. \_\_\_\_\_ anyone ever \_\_\_\_\_ you an expensive present? (give)
9. \_\_\_\_\_ you ever \_\_\_\_\_ lost? (get)
10. \_\_\_\_\_ your father ever \_\_\_\_\_ insects? (eat)
11. \_\_\_\_\_ you \_\_\_\_\_ any extreme sport? (try)
12. \_\_\_\_\_ you \_\_\_\_\_ a shower today? (take)

### B Work in pairs or small groups. Ask and answer the previous questions.



### C Write sentences reporting your classmates' answers.

Example: *Mary has never seen a ghost. Her boyfriend has written poems to her. Her mother has been to a rock concert once ...*



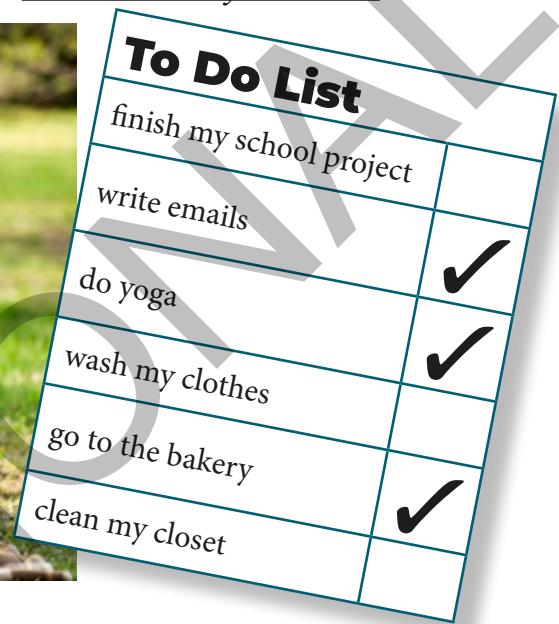
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## 5 Reading & Writing

A B COHERENCE & COHESION C FLUENCY / USING FUNCTIONS

**A** Look at Carol's list of things to do today. She's just checked what she's already done. Complete the questions below, then answer them with complete sentences.

Example: Has she finished her school project? No, she hasn't finished it.



1. Has Carol \_\_\_\_\_ emails yet? \_\_\_\_\_
2. Has she \_\_\_\_\_ yoga yet? \_\_\_\_\_
3. Has she \_\_\_\_\_ her clothes? \_\_\_\_\_
4. Has she \_\_\_\_\_ to the bakery? \_\_\_\_\_
5. Has she \_\_\_\_\_ her closet yet? \_\_\_\_\_

**B** Write your "To do list" for this week in the chart below. Include some activities you have done and others you haven't.

To Do List	



**C** Now, work in pairs, show your list to your partner and ask and answer questions about your activities. You have to check (✓) your partner's list according to his/her answers.

Have you done your math homework yet?

Yes, I've already done it.  
Have you washed the dishes?

No, I haven't washed them yet.

# WORKBOOK

## A Read the question and match the best answer. Write the letters (a-j) in the boxes.

1. Have you ever lost something valuable?	<input type="checkbox"/>	a. We have. We had a lot of fun.
2. Has Billy done the report yet?	<input type="checkbox"/>	b. Yes, he has. He's tried it several times.
3. Has Sophie seen her friends lately?	<input type="checkbox"/>	c. We have but we didn't like it.
4. Has your father ever drunk pulque?	<input type="checkbox"/>	d. She has already seen it.
5. Have you ever gone surfing?	<input type="checkbox"/>	e. She hasn't. She'll finish next year.
6. Has your brother gotten married?	<input type="checkbox"/>	f. He hasn't. He wants to wait a few years.
7. Has your sister finished high school yet?	<input type="checkbox"/>	g. Yes, my cell phone!
8. Have you and your family ever eaten caviar?	<input type="checkbox"/>	h. He hasn't finished it yet.
9. Has Sharon seen the new movie yet?	<input type="checkbox"/>	i. She hasn't seen them. She's been busy.
10. Have you two been to a party lately?	<input type="checkbox"/>	j. No, I've never done that.

## B Change these sentences into questions. Then give your own short answer.

Example: I haven't done my homework yet.

*Have you done your homework yet?*

*Yes, I have. OR No, I haven't.*

1. I haven't studied for my next exam.

\_\_\_\_\_

\_\_\_\_\_

2. I have never been to Los Cabos.

\_\_\_\_\_

\_\_\_\_\_

3. My best friend has not called me lately.

\_\_\_\_\_

\_\_\_\_\_

4. I have never driven a car.

\_\_\_\_\_

\_\_\_\_\_

5. It hasn't rained lately.

\_\_\_\_\_

\_\_\_\_\_

## C Use the Present Perfect to write five questions that you can ask a person about experiences in their life. Interview someone older in your family or at school. Write the answers.

Example: *Have you been to another country? Have you ever tried any extreme sport? How many pets have you had? Have you ever met a famous celebrity? Who?*



## Exploring Mexico: A Journey Through Cultural Diversity

TRACK 11



### A Answer these questions.

1. What states have you visited in Mexico? 2. What state would you like to know and why?

### B Read and listen to the passage. Go to the dictionary or use your favorite app to look up the vocabulary you don't know.

Mexico is a country rich in cultural diversity, with each state offering its own unique traditions and expressions. Let's embark on a journey to discover the vibrant cultures of five different states in Mexico.



Known for its lively indigenous culture, Oaxaca is filled with traditional arts and crafts. Walk through the colorful markets of Oaxaca City. Skilled artisans have made detailed textiles and wooden figures for many years. Enjoy the delicious smells of Oaxacan cuisine, including tasty dishes like mole and *tlayudas*.

In the green jungles of southern Mexico, Chiapas is full of old Mayan ruins and lively indigenous towns. Here, we can see ancient ceremonies and traditions that families have kept for years. The streets are full of the sound of marimba music, and you can smell the delicious coffee brewing everywhere.



Planning to visit Yucatan? The Yucatán Peninsula offers stunning beaches and ancient ruins, including the famous Chichén Itzá. Don't forget to try delicious local dishes like *cochinita pibil* and *panuchos*.

Famous for its beautiful beaches along the Pacific coast and vibrant cultural scene, Guerrero mixes indigenous, African, and Spanish influences. The beaches are filled with fun and laughter as people soak up the sun. Acapulco has been the most visited beach destination ever.



**Jalisco:** Known for its mariachi music and tequila, Jalisco has been a cool and lively state in western Mexico for years. In the cute town of Tequila, we have the opportunity to visit the agave fields and learn how they have made Mexico's famous drink for generations. In Guadalajara, where mariachi music originated, we can enjoy the lively music that has entertained people for decades.

# TRANSVERSALITY ACTIVITY

**C** Work in groups and prepare a mini presentation.  
Which of these states would you like to visit?

**Activity:** Online Group Discussion - Favorite Travel Destinations

**Objective:** Improve your English communication skills by participating in group discussions about your favorite travel destinations and cultural experiences.

**Instructions:**

**1. Group Formation**

- In-Class Formation: Organize yourselves into groups of five within the classroom.
- Online Collaboration: Coordinate with your group members to discuss and agree upon a suitable time and platform for conducting the group discussion.

**2. Accessing the Forum**

- Log in to the designated online discussion forum platform using your credentials provided by the instructor.
- Once logged in, take a moment to greet everyone in the group. If you're not already acquainted, introduce yourselves briefly to get to know each other.
- After introductions, begin by reading through the guidelines provided for the discussion forum to ensure a smooth and respectful discussion experience.

**3. Participation Guidelines**

- Read the introduction and guidelines for the group discussion on page 119.
- Familiarize yourself with the discussion thread for sharing favorite travel destinations.

**4. Share Your Destinations**

- Each member of the group should discuss their favorite travel destinations, whether they've visited them in person or virtually.
- Explain why these destinations hold significance to you, detailing any memorable experiences, attractions, cultural elements, or personal connections you may have.
- Utilize English to effectively communicate your thoughts and experiences, incorporating relevant vocabulary and expressions learned in class to enrich your descriptions.

**5. Responding to Posts**

- Provide feedback, ask questions, and share your own experiences or recommendations related to your group members' favorite travel destinations.
- Encourage open discussion and collaboration within your group by actively participating in the conversation.

**6. Record the session and present a fragment to the class.**





Unit # \_\_\_\_\_ CHECKLIST FOR TEAMWORK Progression # \_\_\_\_\_

Mark with an X those criteria that the students have shown, leaving blank those in which they still need to improve.

Criteria	
Participates actively and focuses on the work to be done	
Provides useful ideas into discussions	
Collaborates and supports his / her classmates	
Maintains group harmony and cohesion, without causing conflict	
Fulfils the specific tasks that are established as a team	
Demonstrates interest in the quality of work and the objective	

Unit # \_\_\_\_\_ CHECKLIST FOR PRESENTATION Progression # \_\_\_\_\_

Mark with an X those criteria that the students have shown, leaving blank those in which they still need to improve.

The student expresses his / her ideas clearly and fluently.	
The student makes use of a wide and appropriate vocabulary.	
His / her pronunciation is clear and correct.	
The student reinforces his / her presentation with gestures and appropriate body language.	
His / her tone of voice is adequate.	
The title of his / her presentation is accurate and appropriate.	
The content and selection of the information of his / her presentation is relevant and sufficient with respect to the task.	
The student includes clear examples.	
The student has included adequate written and graphic supports, written correctly, that clarify and exemplify the content of the exhibition.	
The student answers questions logically, rationally, and convincingly.	
The student accepts with tolerance the others' opinions.	
The student takes advantage of the information and opinions of others to improve his / her work.	
The student uses good grammar and fluency.	
The student uses information he / she thinks it is pertinent to persuade peers cordially.	
Student's name: _____	Teacher's signature: _____



## **Instruments of Evaluation**

Co-evaluation (student to student)	VW	W	NP
My classmate uses Critical Thinking.			
My classmate uses Creative thinking			
My classmate develops Analytical Thinking.			
My classmate uses Reflective Thinking.			
My classmate has entrepreneurial spirit.			
My classmate promotes collaboration.			
My classmate uses problem solving skills.			
My classmate uses technology.			
My classmate cares for social responsibility.			
My classmate uses leadership and innovation.			
My classmate has flexibility to adapt to changing environments.			
My classmate cares for honesty.			
My classmate has perseverance.			
My classmate has determination.			

Generic Competence Rubrics (the teacher to student)	VW	W	NP
The student determines and takes care of him/herself			
The student appreciates the art as a manifestation of beauty and expression of ideas, feelings, and emotions.			
The student makes decisions from the evaluation of the consequences of different consumption habits and risk behaviors.			
The student faces the difficulties that arise and is aware of his/her values, strengths, and weaknesses.			
The student listens, interprets and gives relevant messages in different contexts, using appropriate tools, codes, and media.			
The student identifies his/her emotions, handles them in a constructive way and recognizes the need to request support in a situation that goes beyond.			
student critically analyses the factors that influence his/her decision making.			
The student assumes the consequences of his/her behaviors and decisions.			
The student expresses ideas and concepts through linguistic, mathematical, or graphical representations.			
The student can communicate in a second language in routinary situations.			
The student uses information and communication technologies to process and interpret information.			
The student follows instructions and procedures in a reflective manner, understanding how each of his/her steps contributes to reach his/her goals.			
The student innovates and suggests solutions to problems based on established methods.			

## Progressions

Self-Evaluation (myself). I can do it!		
P1.	VW	W
I can use the modal verb <i>would</i> to make, accept and decline invitations as well as to make a request in a formal context.		
P2.		
I can use the Present Continuous to talk about plans and events in the future.		
P3.		
I can identify regular and irregular verbs in past participle.		
P4.		
I can use the Present Perfect in affirmative form to explain events and experiences that occurred at an indefinite time in the past and may or may not continue in the present.		
P5.		
I can use the Present Perfect in negative and interrogative forms.		

