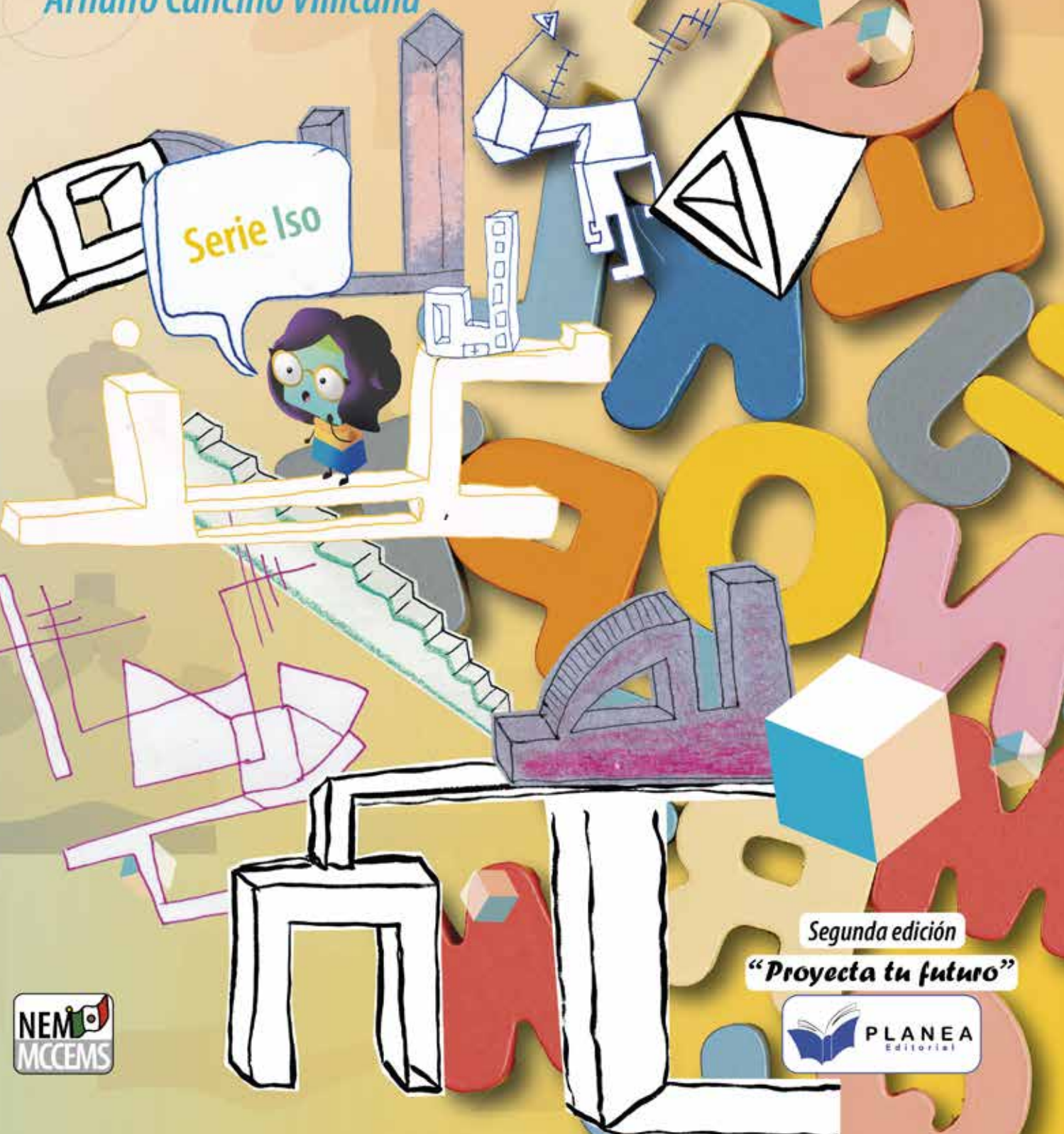


Inglés 3

Arnulfo Cancino Villicaña



Segunda edición

“Proyecta tu futuro”



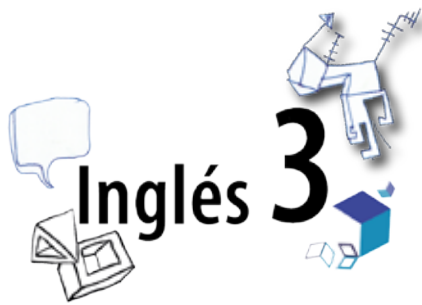
This book belongs to:



The communication is a tool that the humans develop on a innate way, it can be through different languages or drawings. Nas represents this argument with this picture, follow her on

 [@nas.portes](https://www.instagram.com/nas.portes)





Inglés 3

Second Edition 2025

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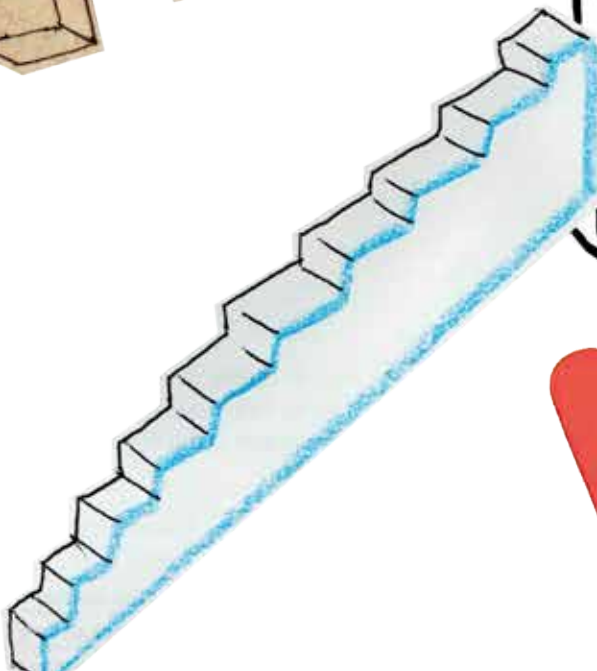
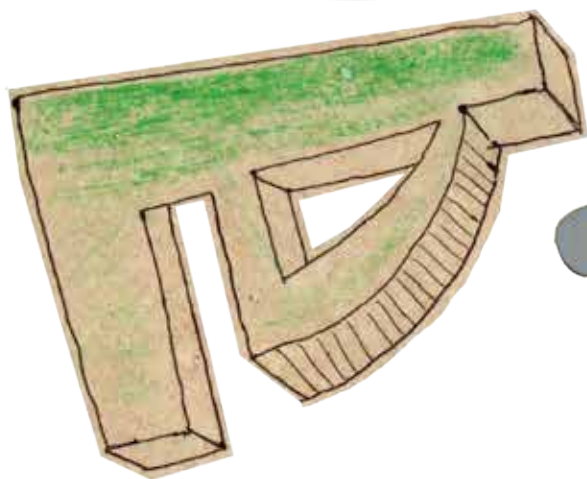
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Presentation

We're thrilled to present the third English book in our series with great enthusiasm, hoping it captures your imagination as deeply as the first and second. Writing this book has been a labor of love, motivated by our dedication to your growth and learning.

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

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



New Mexican School



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

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

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



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

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



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

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





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

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



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

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

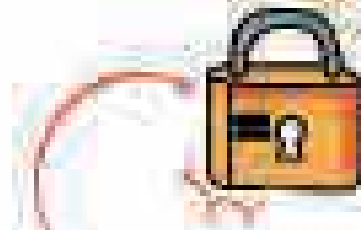


Know your book

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



Opening. In this first element, the aim is to increase the students' interest and motivation towards the topics that will be addressed.



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

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



The activities also include:

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

Situated learning in contexts:



School



Classroom



Community



Cross-cutting practices:

These activities link the learning of sociocognitive resources with the acquisition of this knowledge across

Sociocultural practices:

The **didactic combination** is made in sociocognitive resources and knowledge across through the different domains of sociocultural resources that is present in these type of activities.





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



Learning practice



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



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

Learning objectives, subobjectives, and learning goals. Each programme begins with the categories: labeled, objectives, and learning goals, that its content embraces, as shown below:

Subobjectives



Learning objectives

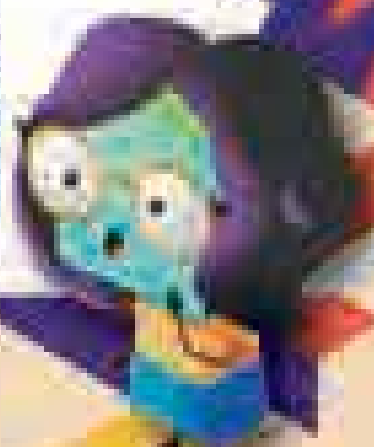
61.92
M1.92

Learning goals



Global Competence Community Project (MPC). Through these 20 units, you will be able to complete the activities of the programme that are part of the NEM.

Monitor app. Every time you use Monitor app, the app will explain the programming according to the L3 model.



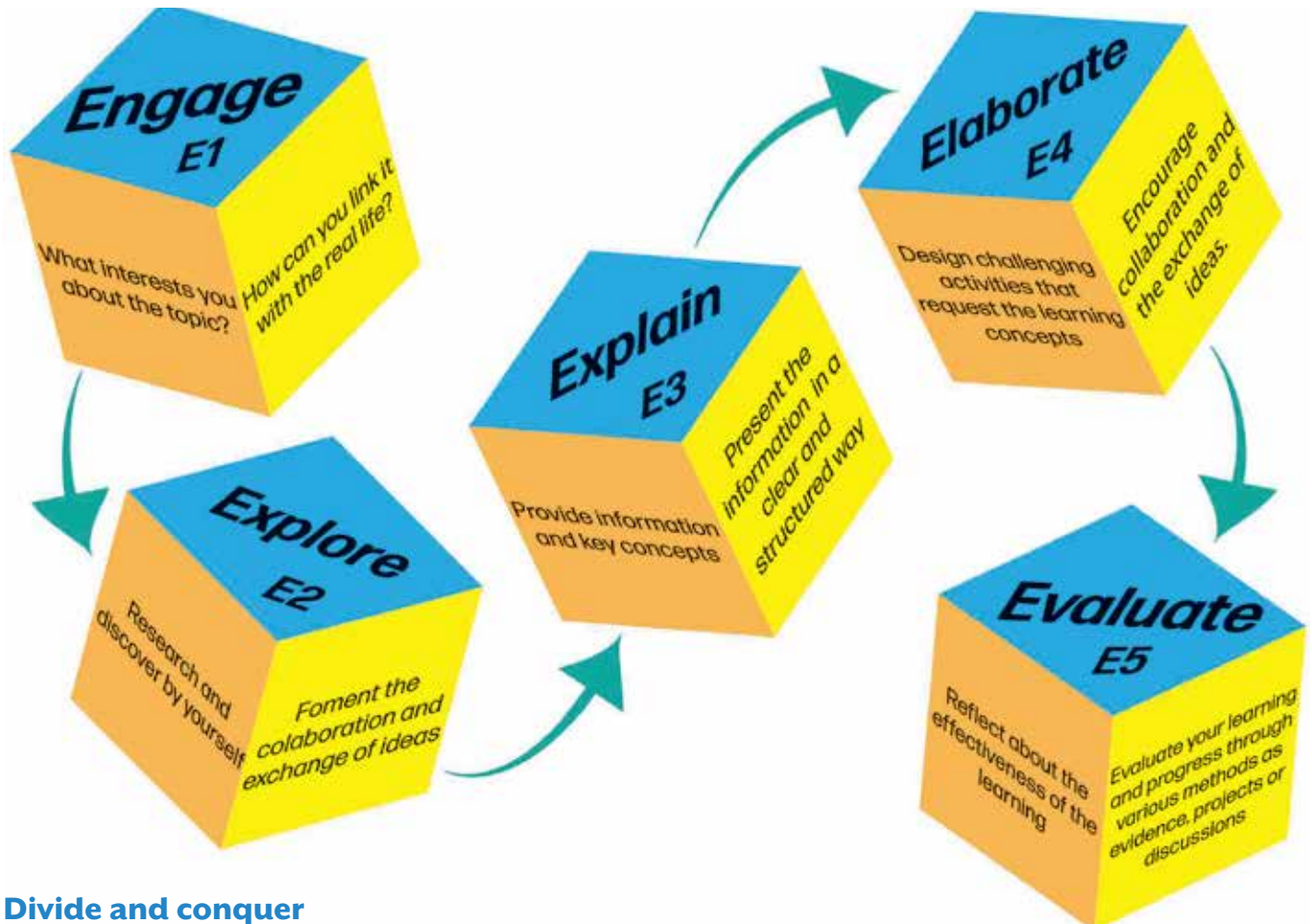
Learning progressions

1. Use the modal verb “would” to formulate, accept, and decline invitations, as well as to make a request in a formal context.
2. Use the present continuous to talk about plans and events in the future.
3. Identify regular and irregular verbs in the past participle. In the present perfect tense, verbs are used in the past participle.
4. Use the Present Perfect in its affirmative form to explain facts and experiences that occurred at some point in the past and may or may not be relevant in the present.
5. Use the Present Perfect in its negative and interrogative forms.
6. Identify the use of the prepositions “since” and “for” to express and complement previous experiences, actions, and situations that began in the past and continue into the present (present perfect).
7. Express ideas in the past continuous in its affirmative form to talk about actions that were happening during a certain period of time in the past.
8. Report using the past continuous in negative and interrogative forms, habitual actions that happened in the past where this time period is relevant, emphasizing certain activity or context, through comics, among other strategies.
9. Use the contrast between simple past and past continuous in its affirmative form to narrate small stories about past anecdotes: vacations, visits, celebrations, memories, and write about actions that happened while others were taking place or interrupted such action, through the elaboration of a brochure, among other strategies.
10. Use the contrast between simple past and past continuous in its negative and interrogative forms to describe small stories about past anecdotes: vacations, visits, celebrations, memories, and talk about actions that were in progress through the elaboration of a brochure, among other strategies.
11. Classify sequence connectors: and, or, but, so, first, then, later, before, after that to talk about events that occurred at a particular time in the past, through strategies such as sociodrama, among others.
12. Apply the conjunctions “when” and “while” to express relationships of time, cause and effect, contrast, and condition, exchanging information from their own experiences, through presentations.
13. Use verbs indicating liking or disliking: like, enjoy, love, hate followed by an action or activity (verb + ing) to talk about tastes and preferences through an infographic, among other strategies.
14. Use verbs: need, want, think, know, believe that express desire or necessity, as well as verbs that imply belief to express everyday activities in their context carried out by family members and aspects of Mexican culture that are most relevant to them, through the construction of songs, oral and written dialogues, among other strategies.

Strategies for collaborative work

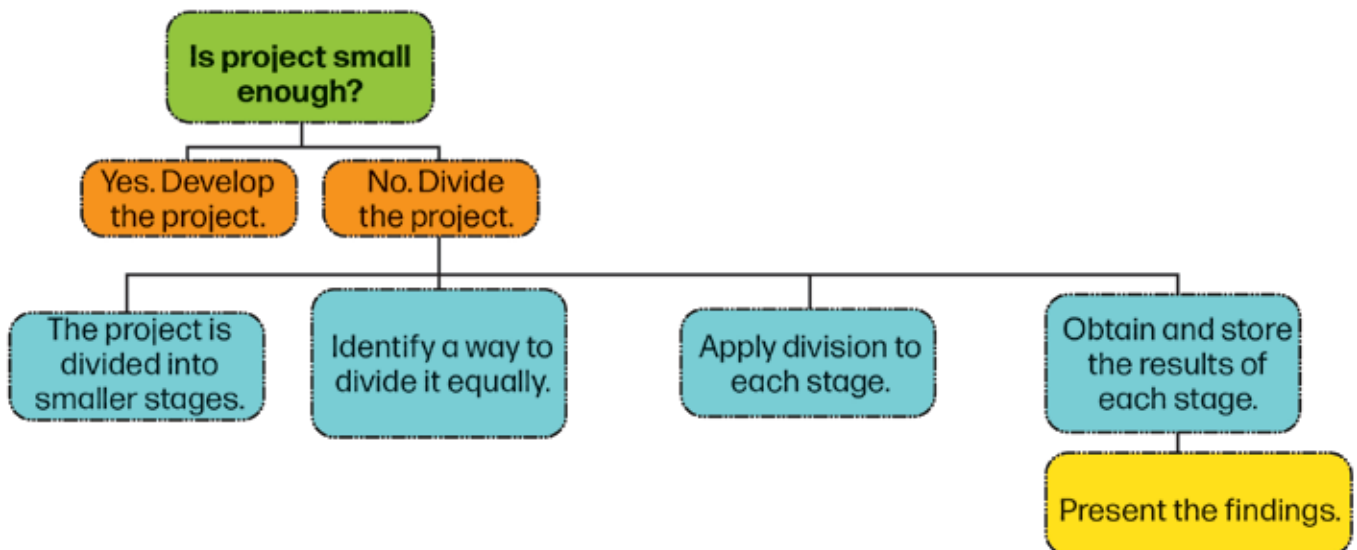
Strategie 5E

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



Divide and conquer

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



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Unit 3. Verbs and connectors

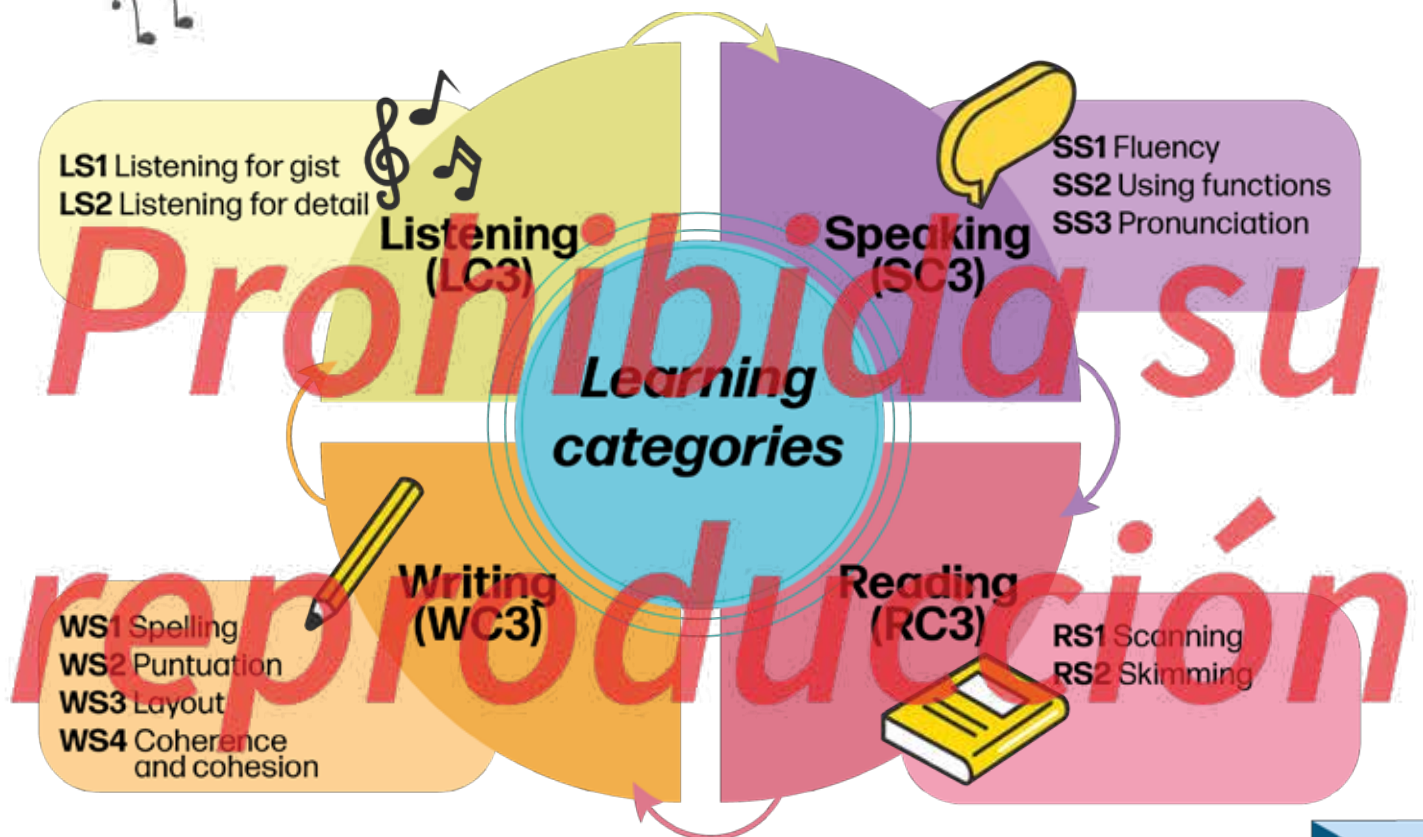
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Proyecta tu futuro

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Present in its miscellaneous ways



Learning goals:

- **L3:** Understands orally quite common everyday expressions, as well as simple phrases intended to meet immediate needs. Grasps when someone presents themselves with basic personal information about their address, belongings, and acquaintances. Accurately acknowledges and interprets the information heard and its verbal conjugations.
- **S3:** Orally uses common expressions correctly, as well as simple phrases intended to meet needs, ask for references, or request various information. Can introduce oneself and others using proper time conjunctions. Successfully constructs simple expressions and conversations if the interlocutor speaks slowly, clearly, and is willing to cooperate.
- **R3:** Understands written texts with frequent use expressions, finds particularities in a text. Can understand basic written texts about personal information including data about address, locations, belongings, and characteristics of people or things known. Accesses simple written texts that provide experiential enjoyment of reading.
- **W3:** Writes small texts coherently and with proper conjugations, follows grammatical rules, punctuation, and signs. Can introduce oneself and describe particularities of people, places, or things in writing, as well as correctly draft a request, question, or about a current topic.

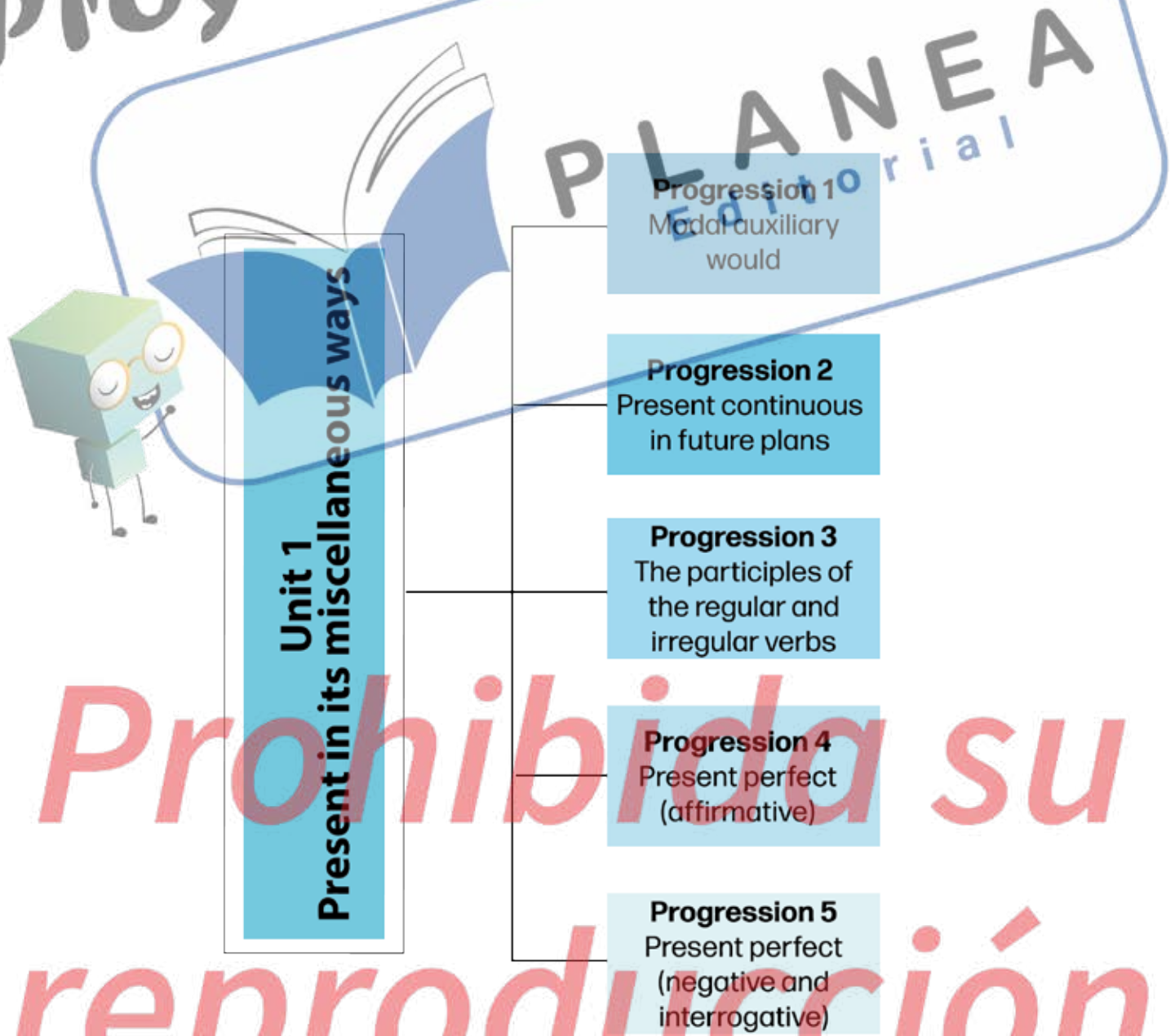
Learning progressions:

1. Use the modal verb “would” to formulate, accept, and decline invitations, as well as to make a request in a formal context.
2. Use the present continuous to talk about plans and events in the future.
3. Identify regular and irregular verbs in the past participle. In the present perfect tense, verbs are used in the past participle.
4. Use the Present Perfect in its affirmative form to explain facts and experiences that occurred at some point in the past and may or may not be relevant in the present.
5. Use the Present Perfect in its negative and interrogative forms.

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Presentation

In the first learning unit of the English book 3 called “Present in its various forms”, the first 5 progressions of the current study program are developed, where the modal verb would is applied to accept and reject invitations or make a request in a context forms; the use of the present continuous to express plans and events in the future; the identification of irregular verbs in the past participle; the use of the present perfect in its affirmative, negative and interrogative forms. The specific contents are displayed in the following diagram.





Diagnostic evaluation

Translate each sentence.

1. ¿Que harías en caso de perder la memoria?

2. ¿Dónde jugaras este fin de semana?

3. Ellos han visitado algunos monumentos dentro de su país.

4. Nosotros no hemos tomado muchas fotografías.

Answer the questions with complete sentences.

1. Where would you eat at the beach?

2. What are you planning for the weekend?

3. Has the chef cooked pasta?

4. Have you studied to pass the exam?

5. Have the animals played with toys?

Match to form logical ideas.

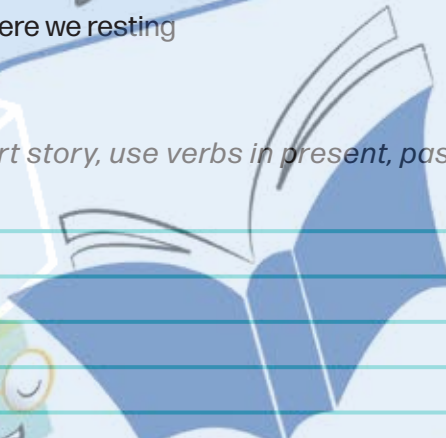
Column A

1. Would you practice
2. The nurse cured
3. The architect built
4. I have not stolen
5. Were we resting

Column B

- _____ A. her patients.
- _____ B. on vacation?
- _____ C. an extreme sport?
- _____ D. a classic church.
- _____ E. the watch.

Write a short story, use verbs in present, past and past participle.



Now draw a comic of your story.



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Modal auxiliary would

LG3 RG3 WG3 SG3

LC3 RC3 WC3 SC3

1 Engage



WarmUp

Opening

Let's practice some common vocabulary, do you remember a visit to a nice restaurant?
Write as many words as you can.

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Grammar

2 Explore

Here's a basic chart to help you to understand and create sentences with "WOULD":

Subject	Formulating Invitations	Accepting Invitations	Rejecting Invitations
I	I would like to...	I would be thrilled to...	I would appreciate, but...
You	Would you like to...?	Would you be interested in...?	Would you mind if...?
He/She	He/She would like to...	He/She would love to...	He/She would rather not...
We	We would be delighted to...	We would happily accept...	We would love to, but...
They	They would be interested in...	They would be honored to...	They would not be able to...

This grammar chart illustrates the use of the modal verb "would" to formulate, accept, and reject invitations across different subjects.



Vocabulary

Explain

Find the words and search the meaning of each one.



- CUSTOMER
- WAITRESS
- BOTTLE
- CASH
- CUP
- BREAKFAST
- NAPKIN
- SPOON
- SALT
- TIP
- BEVERAGE
- MANAGER
- CHAIR
- FORK
- SOUP
- PEPPER
- SALAD
- GLASS
- MAIN COURSE
- TABLE
- MENU
- CREDIT CARD
- CHECK
- CHEF

Match the following sentences to their corresponding categories:

A. Accepting invitations

B. Rejecting invitations

C. Formulating invitations

1. _____ We would be thrilled to join you for dinner tomorrow night.
2. _____ He would like to come to your birthday party on Saturday.
3. _____ She would love to accept the invitation to the concert next month.
4. _____ They would prefer not to attend the meeting on Monday morning.
5. _____ I would appreciate the offer, but unfortunately, I have other plans.
6. _____ He would be honored to be your plus one at the wedding.
7. _____ We would happily accept the invitation to the charity event.
8. _____ She would rather not go to the movie premiere this Friday.
9. _____ They would not be able to make it to the beach trip due to work commitments.
10. _____ I would be delighted to join you for the hiking trip next weekend.



Now write five examples of your own. Then share them with the class.

Vocabulary

Match to the meaning.

- | | | |
|--------------|-------|---|
| 1. Gesture | _____ | motions of the body or parts of body to express something |
| 2. Gathering | _____ | relating to the kitchen or cookery |
| 3. Culinary | _____ | a communal meal to which people bring food to share |
| 4. Potluck | _____ | a coming together of people in a group |



Listening

Listen to the track and repeat.



In a beautiful village, there lived a kind chef named Alice. Every weekend, she would host a small gathering at her cozy restaurant. Alice would meticulously plan her menu, hoping her friends would enjoy her culinary creations.

One day, as Alice was preparing for her next gathering, her dear friend Tom, a waiter at the local café, approached her with an invitation to a picnic by the lake. Alice would love to join him, but she already committed to hosting her own dinner party.

Later that week, Alice received an invitation from her neighbor, Mrs. Jenkins, to attend a community potluck. Grateful for the gesture, Alice gladly accepted, knowing it would be a wonderful opportunity to connect with her neighbors.

However, the town mayor, invited her to host a party during the weekend, Alice politely declined. She would have, but she already had plans.



Learning practice



What would you do and what would you not do in your restaurant? Make a menu and see who has the best ideas use recycled materials.





Independent study

1. Complete the sentences using “would” + verb.

- a) If I had more money, I _____ travel around the world.
- b) She said she _____ call me later.
- c) We _____ go to the beach every summer when we were kids.
- d) I _____ help you, but I’m really busy.
- e) He _____ love to visit Japan someday.

2. Rewrite the sentences using “would”.

- a) She wants to be a singer. _____
- b) He is willing to help. _____
- c) They often played outside when they were children. _____
- d) I want to try that new restaurant. _____
- e) We used to walk to school every day. _____

3. Choose the correct option.

- a) I **would** / **will** go with you, but I have a meeting.
- b) When we were young, we **would** / **will** play in the garden for hours.
- c) She **would** / **wants** to become a doctor.
- d) If I were you, I **would** / **should** talk to the teacher.
- e) He **would** / **did** never lie to his friends.

4. What would you do? Answer the questions using “would”.

- a) What would you do on your perfect day? _____
- b) Where would you live if you could choose any country? _____
- c) What job would you like to have in the future? _____
- d) Who would you invite to your dream dinner? _____
- e) What would you eat every day if it were healthy? _____

5. Read and answer.

If I had a pet, I would take it for walks every day. I would buy it toys and food. When I was a child, we would go to my grandparent’s house every weekend. My grandfather would tell us stories before bed. I miss those days.

- a) What would the person do with a pet? _____
- b) What did the person’s family do every weekend? _____
- c) Who would tell stories? _____
- d) What modal verb is used to express routine in the past? _____
- e) What is the speaker feeling at the end? _____

Present continuous in future plans

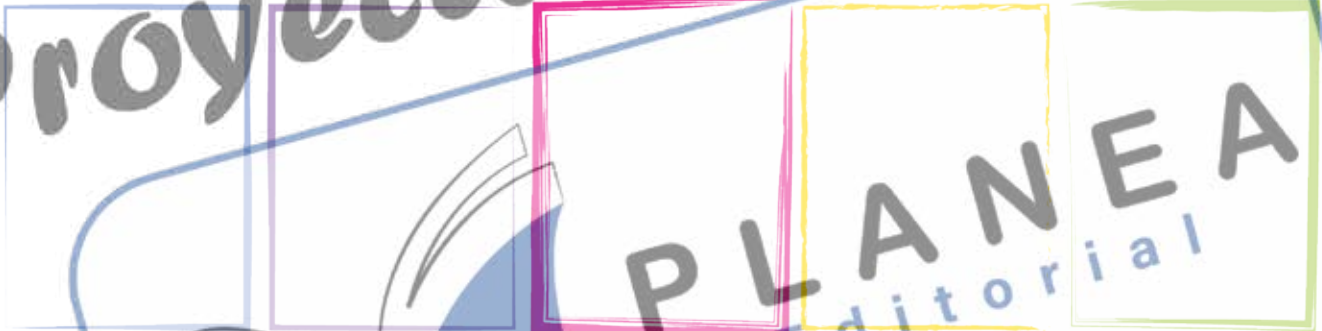


Opening

WarmUp

Make drawings representing the verbs in gerund and make questions.

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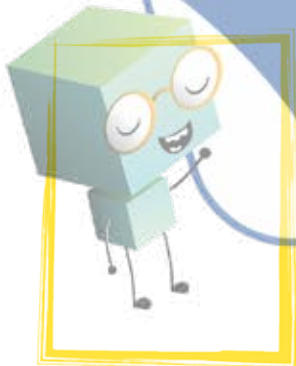
Swimming

Running

Dancing

Singing

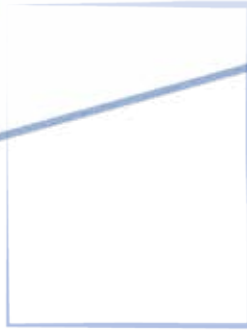
Reading



Writing



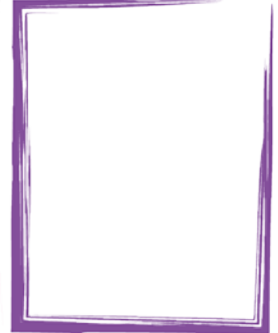
Cooking



Playing



Studying



Traveling

1. _____ ?

2. _____ ?

3. _____ ?

4. _____ ?

5. _____ ?

6. _____ ?

7. _____ ?

8. _____ ?

9. _____ ?

10. _____ ?

Vocabulary

- tomorrow
- soon
- on... (monday, tuesday, wednesday)
- next...(tuesday, week, month)
- later
- this summer/fall/winter/spring
- tonight

Future time expressions

Examples: I **am meeting** my friend for lunch tomorrow.
We **are attending** a concert next month.

1. They _____ (go) for their vacation tomorrow morning.
2. She _____ (present) a presentation at work next tuesday.
3. He _____ (start) his new job next week.
4. The company _____ (promote) a new product next month.
5. I _____ (swim) lessons this summer.
6. She _____ (finish) her project soon.
7. He _____ (meet) his friend for coffee later.
8. They _____ (go) out for dinner tonight.
9. We _____ (hike) on Sunday.

Present continuous in future exercise

These examples demonstrate how the present continuous tense is used to talk about future plans or arrangements with various time expressions.



Reading

Listen to the track, then read in pairs.

Spring Break

As spring break approached, Sarah and her friends eagerly planned their getaway. Tomorrow, they are packing their bags for a beach trip. Next tuesday, they are boarding a flight to their dream destination. This week, they are exploring new places and making unforgettable memories. Next month, they are reminiscing about their adventures. This spring, they are cherishing the bond they share. Soon, they are already planning their next adventure. Later, they are sitting by the campfire, laughing about their escapades. Tonight, they are stargazing on the sandy shore. On thursday, they are reluctantly bidding farewell to their paradise, already looking forward to their next spring break adventure.





Writing

Imagine your next vacation and write a simple story.

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Development

Grammar

Here's a grammar chart illustrating the present continuous tense used to express future arrangements or plans:

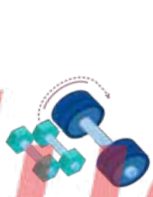
3 Explain

Subject	Formulating Invitations	Accepting Invitations	Rejecting Invitations
I	am + verb-ing	to the doctor	next Monday.
You	are + verb-ing	your grandparents	on Saturday.
He/She	is + verb-ing	a wedding	on Sunday.
We	are + verb-ing	a movie	tonight.
They	are + verb-ing	the new book	soon.

Example sentences:

1. I am meeting friends for dinner tonight.
2. You are attending the conference next week.
3. He is going to the gym later.
4. We are visiting our relatives tomorrow.
5. They are traveling to Paris next month.

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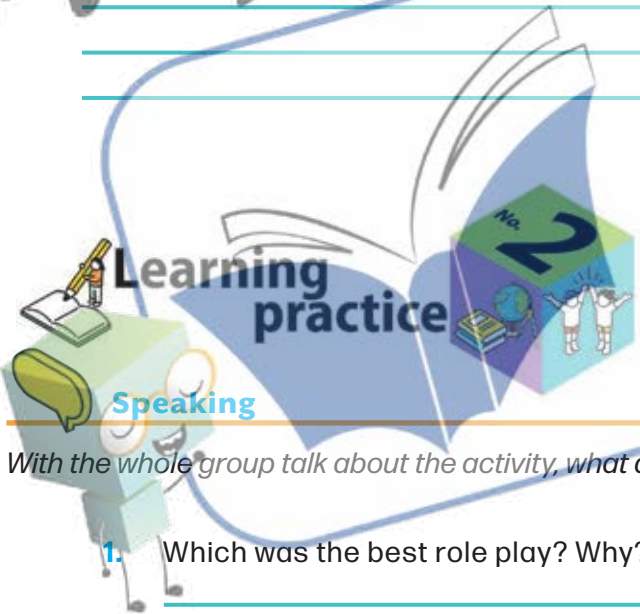
Role play

Elaborate

You are preparing to go on vacation, in teams use the vocabulary from the past lesson to create a simple conversation, then act it.

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Speaking



Closing

Evaluate

With the whole group talk about the activity, what do you think of the roles?

1. Which was the best role play? Why? _____
2. Were they different or similar? Why? _____
3. Do you like role playing? Why? _____

Writing

Write two questions using present continuous as future and ask them in class.

reproducción

1. _____?
2. _____?



Independent study

1. Complete the sentences using the present continuous (**am / is / are + verb + -ing**).

- a) I _____ (**meet**) my friends tomorrow.
- b) She _____ (**visit**) her grandma next weekend.
- c) We _____ (**travel**) to Cancún on Friday.
- d) The _____ (**have**) dinner with us tonight.
- e) He _____ (**start**) his new job on Monday.

2. Choose the correct option.

- a) I am **seeing** / **see** the dentist next week.
- b) We are **fly** / **flying** to New York on Saturday.
- c) She is **having** / **has** lunch with her boss at 1 p.m.
- d) He is **going** / **goes** to the concert tomorrow.
- e) They are **meet** / **meeting** us later today.

3. Write questions using the present continuous.

- a) she / go / to the party on Friday? _____
- b) they / come / to school tomorrow? _____
- c) you / meet / the manager this afternoon? _____
- d) he / travel / to Canada next week? _____
- e) we / visit / the museum on Sunday? _____

4. Write five sentences about your future plans, use the present continuous and a future time expression.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

5. Read and answer.

Hi! My name is Laura. This week is busy! On Thursday, I am meeting my cousins for dinner. On Friday, I am taking an art class. On Saturday morning, I am going to the market with my mom. And on Sunday, we are visiting my grandparents.

- a) Who is Laura meeting on Thursday? _____
- b) What is she doing on Friday? _____
- c) When is she going to the market? _____
- d) Who is she visiting on Sunday? _____
- e) What tense is used in the paragraph? _____

The Participles of the regular and irregular verbs

LG3 RG3 WG3 SG3
LC3 RC3 WC3 SC3

1 Engage



WarmUp

Opening

Review the professions and think of the ones you would like to study.



Follow-Up

2 Explore

Fill in the chart and look for five verbs you do not know.

Regular verbs	Infinitive	Past simple	Past participle	Gerund
Walk				
Play				
Jump				
Listen				
Study				
Irregular verbs	Infinitive	Past simple	Past participle	Gerund
Go				
Buy				
Sing				
Read				
Meet				

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Listening

First listen to the audio then listen to it one more time and underline the professions and circle the verbs in past participle.



Emma: Hey, Sarah! Have you ever thought about what the best profession is?

Sarah: Absolutely, Emma! I've always admired people who have chosen to become doctors.

Emma: Oh, I completely agree! They have studied for years and worked tirelessly to save lives.

Sarah: Definitely! And what about engineers? They've designed incredible structures and built amazing technology.

Emma: You're right! Engineers have truly changed the world with their inventions.

Sarah: And what about teachers? They've inspired countless students and helped shape the future generation.

Emma: Absolutely! Teachers have dedicated their lives to educating others.

Sarah: It's incredible how each profession has contributed something valuable to society.

Emma: Definitely! It just shows that there are so many different paths to success.



Writing

Now create your own conversation with a classmate.

Student 1: _____

Student 2: _____

Student 1: _____

Student 2: _____

Student 1: _____

Student 2: _____

Student 1: _____

Student 2: _____

Student 1: _____

Student 2: _____

Student 1: _____

Student 2: _____

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Grammar



Differentiating between the participle forms of regular and irregular verbs can be discerned through their formation patterns:

Regular verbs

Typically follow a predictable pattern when forming their past participle by adding “-ed” to the base form of the verb.

Examples:

Base form	Past participle
Walk	Walked
Play	Played
Jump	Jumped

Irregular verbs

Do not follow a consistent pattern when forming their past participles vary and often need to be memorized.

Examples:

Base form	Past participle
Go	Gone
Eat	Eaten
Sing	Sung

Look for more examples on page 127



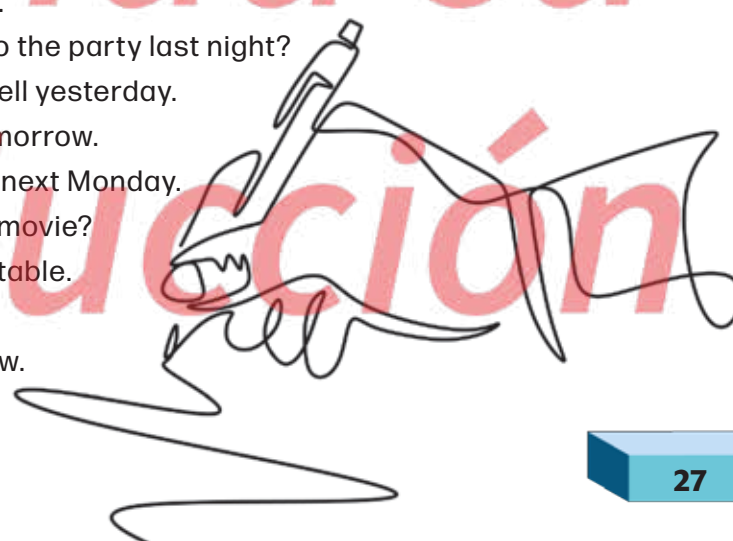
Writing

Elaborate

Choose the correct form of the auxiliary verb and verb to complete each sentence.

go color surprise stay rain watch feel enjoy try travel visit

1. Yesterday, she _____ at the library for hours.
2. We _____ by the sudden news.
3. _____ they _____ to the party last night?
4. I _____ not _____ well yesterday.
5. The children _____ the zoo tomorrow.
6. He _____ not _____ to Dallas next Monday.
7. _____ you _____ a movie?
8. The kids _____ on the kitchen table.
9. It _____ on our vacation.
10. She _____ her favorite TV show.





Independent study

- Write the correct form of the verb in parentheses.
 - I have _____ (**visit**) many countries.
 - She has _____ (**eat**) sushi before.
 - They have _____ (**play**) football all afternoon.
 - We have _____ (**go**) to that museum twice.
 - He has _____ (**break**) his glasses.

- Match the base form with its past participle.

Begin
Go
Play
Write
See

Gone
Seen
Written
Begun
Played

- Write if the participle is from a regular or irregular verb.

- cooked _____
- flown _____
- danced _____
- taken _____
- studied _____

- Complete the sentences using participles as adjectives. Use the correct participle form of the verb.

- The _____ window needs to be fixed. (**break**)
- The _____ kids were full of energy. (**excite**)
- She looked at the _____ documents carefully. (**print**)
- I found a _____ letter on my desk. (**write**)
- The _____ car was blocking the entrance. (**park**)

- Write three regular and three irregular verbs with their participles.

Regular	Participle	Irregular	Participle



Cross-cutting practices



How social are we now-a-days?

In teams of four or six people design and conduct a small experiment to explore sociological concepts. Choose a topic that interests you.

- Conformity
- Prejudice
- Group dynamics
- Social norms
- Propose one

This may involve observing social interactions, conducting surveys or interviews. Collect data during the experiment phase. After completing the experiment, analyze the data and draw. You should reflect on your findings and consider the implications for society. Finally, present your findings to the class and make a reflection.

Sociological concept:	
Component	Description
Experiment description	
Data collection	
Analysis	
Implications	
Findings	
Reflection	









Socioemotional practice

Sexuality through your eyes...

Teenagers today view sexuality through a multifaceted lens influenced by various factors such as cultural norms, media representation, peer relationships, and personal experiences. While attitudes towards sexuality can vary widely among individuals, there are some common themes and trends in how teenagers perceive and navigate their sexual identities, here are just four to discuss.

Make a list for each column.



Peer influence	Media influence	Peer pressure and social expectations	Emotional and psychological factors
			



Write about some other topics you feel are missing.

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

 **Writing**

Write your conversation use the new vocabulary.

Student 1: _____
 Student 2: _____
 Student 1: _____
 Student 2: _____
 Student 1: _____
 Student 2: _____
 Student 1: _____
 Student 2: _____

Share your conversations with the teacher and your group, reflect on how this helps in everyday english.

Grammar

3 Explain



Development

In this chart you can see the personal pronouns and present perfect tense in its affirmative form:

Personal pronoun	Present perfect affirmative
I	I have finished
You (singular)	You have finished
He/She/It	He/She/It have finished
We	We have finished
You (plural)	You have finished
They	They have finished

You can see more info on page 125.

In each sentence, the present perfect tense is formed by using the auxiliary verb "have" or "has" (for third person singular) followed by the past participle of the main verb. This tense indicates actions or events that have occurred at some unspecified time in the past with a connection to the present moment.

Examples: listen and repeat.

- I have finished my homework.
- They have eaten lunch already.
- He has read that book multiple times.
- The team has won the championship.
- Jack has traveled to Japan.
- Sarah has completed her degree.
- The company has launched a new product.
- She has visited Paris twice.
- We have just moved into a new house.
- Maria has learned to play the guitar.



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Elaborate



Vocabulary

Look for new words and make a word cloud. Scan the QR.



New words

Speaking

Talk about the new vocabulary words, use your word cloud and then share it with your group.



Closing



Learning practice



Evaluate

Make three questions and ask them to three classmates. Write the answers they give you.

1. _____ ?

2. _____ ?

3. _____ ?



Independent study

1. Complete the sentences with the correct form of the verb (present perfect).

- a) I _____ (visit) London twice.
- b) She _____ (finish) her homework.
- c) They _____ (eat) sushi before.
- d) We _____ (see) that movie.
- e) He _____ (win) a prize.

2. Match the two halves of the sentence.

I have cleaned
 She has written
 We have studied
 They have gone
 He has broken

the kitchen.
 five emails today.
 for the English test.
 to the museum.
 his phone.

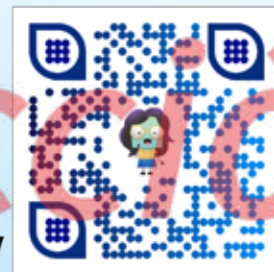
3. Choose the correct option.

- a) She **has** / **have** started a new job.
- b) We **have** / **has** just eaten lunch.
- c) I **have** / **has** read that book.
- d) He **have** / **has** already finished.
- e) They **has** / **have** gone to school.

4. Write five sentences in present perfect (affirmative).

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

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¡Escanéame!



Present perfect (negative and interrogative)

LG3 RG3 WG3 SG3

LC3 RC3 WC3 SC3

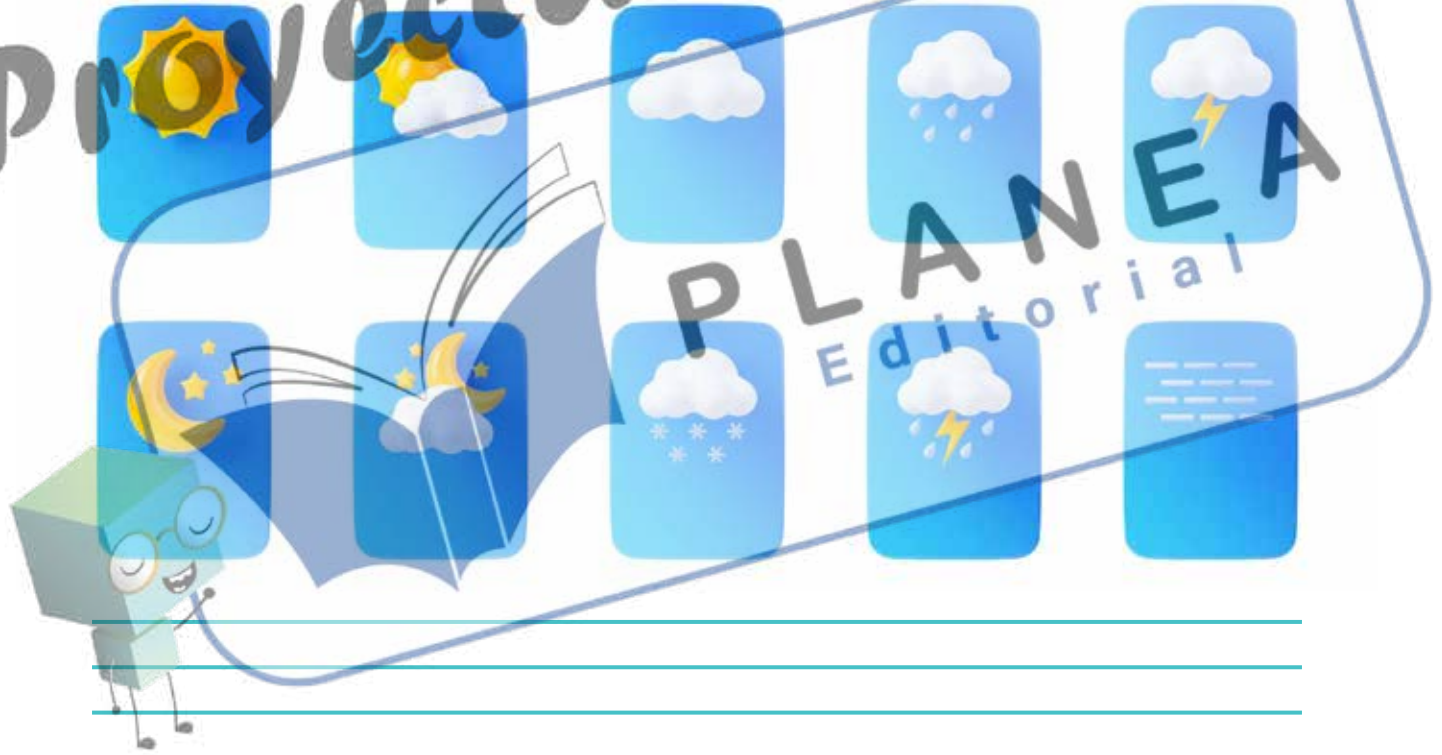
Engage



WarmUp

Opening

Review the weather adjectives and make excuses on why you do not want to do an activity or go to some place.



Listening

Listen and practice in trios.

Interviewer: Thank you for sharing your insights, Mr. Johnson. Now, we have a high school student, Sarah, joining us today. Sarah, do you have any questions for Mr. Johnson?

Sarah: Yes, thank you. Mr. Johnson, as a high school student interested in pursuing a career in the trade industry, what advice would you give to someone like me?

Mr. Johnson: That's a great question, Sarah. My advice would be to explore different trades and find one that aligns with your interests and strengths. Once you've found your passion, don't be afraid to dive in and get hands-on experience. Apprenticeships and vocational training programs are a great way to gain practical skills and start building your career in the trade industry.

Sarah: Thank you, Mr. Johnson. That's very helpful advice.

Interviewer: Thank you both for joining us today. It was a pleasure speaking with you.

Mr. Johnson: Thank you for having me. Good luck with your future endeavors, Sarah.

Sarah: Thank you, Mr. Johnson.



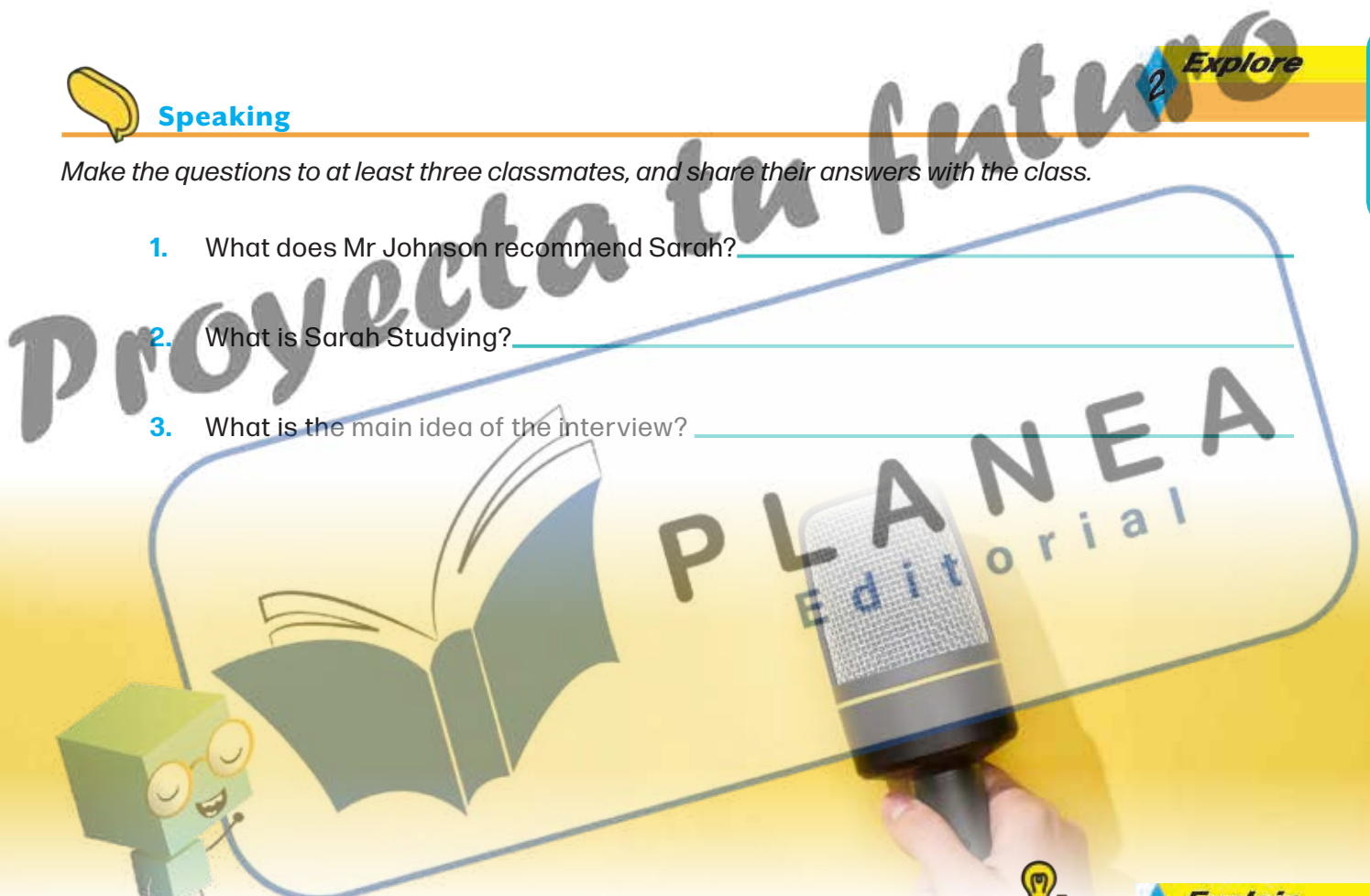


Speaking

2 Explore

Make the questions to at least three classmates, and share their answers with the class.

1. What does Mr Johnson recommend Sarah? _____
2. What is Sarah Studying? _____
3. What is the main idea of the interview? _____



Grammar



Development

3 Explain

Here's a chart with the personal pronouns and present perfect tense in interrogative and negative forms:

Personal pronoun	Present perfect interrogative	Present perfect negative
I	Have I finished?	I have not finished
You (singular)	Have you finished?	You have not finished
He/She/It	Has he/she/it finished?	He/She/It has not finished
We	Have we finished?	We have not finished
You (plural)	Have you finished?	You have not finished
They	Have they finished?	They have not finished

In the interrogative form, the present perfect tense is formed by placing the auxiliary verb "have" (or "has" for third person singular) before the subject pronoun. In the negative form, "not" is added after the auxiliary verb to form the negative contraction "haven't" or "hasn't" for the negative interrogative form.

Here you have an interactive videoclip to understand the present perfect.





Listening

Listen to exercise 1 and connect the sentences as you listen, then answer exercises 2,3,4 and 5. Read them in the class.



Exercise 1:

Match the sentence beginnings with their endings to form sentences in the present perfect tense.

I have visited

a degree in engineering.

She has completed

Paris multiple times.

They have eaten

sushi for dinner.

We have studied

for the exam all week.

He has bought

at the new restaurant in town.

Exercise 2:

Match the questions with their appropriate answers in the present perfect tense.

Have you ever traveled to Europe?

No, I haven't had the opportunity yet.

Has she finished her project yet?

Yes, she has completed it ahead of schedule.

Have they seen the latest movie?

Yes, I have. I went last summer.

Have you tried the new restaurant?

Yes, we have gone over it in detail

Have we discussed the plan thoroughly?

No, we haven't had the chance to see it.

Exercise 3:

Match the statements with the appropriate responses in the present perfect tense.

I have read that book.

Yes, it was a great read!

He has visited London.

Yes, she has been practicing for months.

They have finished their homework.

No, we haven't had the time to do it.

She has learned to play the piano.

No, they haven't seen it yet.

We have watched the new movie.

Yes, it was a wonderful experience.

Exercise 4:

Match the sentence halves to form complete sentences in the present perfect tense.

- | | |
|------------------|---|
| I have lived | hard to prepare dinner for the party |
| They have cooked | spanish for years, so he speaks fluently. |
| She has worked | in that restaurant for three years. |
| We have known | in this city for over ten years. |
| He has studied | together for a long time. |

Exercise 5:

Match the sentence beginnings with their appropriate endings to create sentences in the present perfect tense.

- | | |
|----------------------------|-------------------------------|
| Have you ever tried | Europe, but she wants to go. |
| She has never visited | the new ice cream flavor? |
| They have already finished | to New York City. |
| I have just seen | the project ahead of schedule |
| We have recently moved | the latest superhero movie. |



Learning practice



Closing



The teacher will ask the students to make similar questions and tape them on the classroom walls, in teams of four to seven people then the other teams will try to find as many matching sentences as possible. The team with more phrases wins. Look for the cut-out material on page 123.

Team 1	Team 2	Team 3	Team 4	Team 5

GOOD LUCK!!!

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Independent study

1. Use the correct negative form: haven't / hasn't + past participle.

- a) I _____ (not finish) my homework.
- b) She _____ (not see) that movie.
- c) They _____ (not visit) us this week.
- d) He _____ (not eat) breakfast yet.
- e) We _____ (not read) the book.

2. Make questions in the present perfect.

- a) she / be / to France? _____
- b) they / finish / the report? _____
- c) you / call / your friend today? _____
- d) he / study / for the exam? _____
- e) we / see / that film? _____

3. Find and fix the errors in these questions and negatives.

- a) She haven't studied for the test. _____
- b) Has you seen my phone? _____
- c) I hasn't eaten lunch. _____
- d) Have he done his homework? _____
- e) They haven't saw that movie. _____

4. Answer the questions using short answers.

- a) Have you ever tried Indian food? _____
- b) Has your best friend ever called you late at night? _____
- c) Have your parents been to another country? _____
- d) Have you finished your homework today? _____
- e) Has your teacher given you homework this week? _____

5. Read and answer the questions

Anna hasn't visited her grandparents this month. She hasn't gone to the movies either. Have you seen her? Her friends haven't. Has she been busy? Maybe! She has written some emails and studied a lot.

- a) Has Anna visited her grandparents? _____
- b) Has she gone to the movies? _____
- c) Have her friends seen her? _____
- d) Has Anna done anything? _____
- e) What has she done? _____



WHAT SHOULD WE DO...?

Taking care of nature and our resources is of great importance in ensuring a sustainable and thriving future for generations to come. The preservation of our environment and responsible management of resources are crucial for maintaining ecological balance, supporting biodiversity, and safeguarding the well-being of all living beings on Earth.

One of the fundamental principles of taking care of nature is conservation. Conservation involves the careful management and protection of natural resources, such as water, air, forests, and wildlife, to prevent degradation. By practicing sustainable practices, such as reducing waste, conserving energy, and minimizing pollution, we can help preserve ecosystems and reduce the negative impact of human activities on the environment.

Furthermore, protecting biodiversity is essential for maintaining the resilience of ecosystems and ensuring their long-term survival. Biodiversity refers to the variety of plant and animal species that inhabit the Earth, and it plays a critical role in supporting ecosystem functions, such as pollination, nutrient cycling, and pest control. By conserving and restoring habitats, protecting endangered species, and combating invasive species, we can help safeguard biodiversity and maintain healthy ecosystems.

Education and awareness also play a vital role. By educating people about the importance of nature conservation, sustainable living, and responsible resource management, we can empower individuals and communities to make informed choices and take action to protect the environment, and help raise awareness and inspire positive change.

In conclusion, taking care of nature and our resources is not only a moral imperative but also a practical necessity for ensuring the well-being of current and future generations. By practicing conservation, protecting biodiversity, promoting sustainable practices, and raising awareness, we can work together to build a more sustainable and resilient future for our planet.

Comprehension questions.

1. What is the main topic?
a) people b) nature c) natural resources d) all of the above
2. What does the word "pollution" mean in the second paragraph?
a) many people b) contamination c) waste d) clean
3. Which would be the best conclusion?
a) we can build a better future c) we must be sustainable
b) to ensure the future d) an imperative necessity

1st Learning unit assessment

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

Complete the sentence with the correct form of the verbs.

1. _____ Maria _____ (read) a book right now?
2. They _____ (study) for their exams this week.
3. Why _____ you (not/work) on your project?
4. _____ she _____ (watch) TV at the moment?
5. She _____ (be/not) very happy when she received the news yesterday.
6. We _____ (be) in the same class last year.

Rewrite the following sentences with the appropriate forms.

1. She were no at the party last night. _____
2. Was us in class yesterday? _____
3. Their was three books on the shelf _____
4. No people were there in the park. _____

Complete the table

Base form	Past simple	Past participle	Base form	Past simple	Past participle
Eat			Cut		
Begin			Stay		
Follow			Read		
Write			Pay		
Swim			Buy		
Understand			Decide		
Seem			Provide		
Set			Expect		

Inglés 3

The Editorial Planea's mission is to create high-quality educational materials with appropriate content to positively impact students' formation, developing their knowledge, skills, and attitudes. These materials aim to transform students into individuals capable of comprehending their surroundings and influencing them, fostering lifelong autonomous learning, awareness of problem-solving skills, and acceptance of challenges to achieve their goals. They also aim to cultivate sensitivity to art and its expressions, promote civic participation to reinforce civic and ethical awareness, foster a respectful attitude towards interculturality, diversity of beliefs, values, and ideas, and encourage critical thinking to contribute to sustainable development within their community.

The **Inglés 3** book is developed under the Principles of the New Mexican School, with the guiding principle being the New Model of Upper Secondary Education and the progression-based curriculum. This curriculum proposes the following learning trajectory for this Socio-cognitive Resource:

- Understands and orally employs common everyday expressions related to areas of experience that are familiar, effectively interpreting oral messages regarding simple and routine tasks that are known or habitual, requiring only straightforward and direct information exchanges.
- Appropriately interprets simple written texts, writes sentences and common expressions related to areas of experience such as basic information about oneself and one's family, shopping, places of interest, occupations, among others.
- Writes and drafts everyday sentences and phrases related to areas of experience that are particularly relevant (basic information about oneself and one's family, shopping, places of interest, occupations, among others).

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