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Teacher's Guide

4

SETUP

NEW DGB PROGRAM

GENERAL OUTCOME

In this unit, students will explore and practice the use of the present perfect in affirmative, negative, and interrogative forms to talk about their life experiences and those of others, using time expressions, such as *for*, *since*, *already*, *yet*, *ever*, and *never*, as well as vocabulary related to sports events and animal rescue. Meanwhile, they will take advantage of collaborative activities to review strategies for solving conflicts.

ATTITUDES

This unit fosters the development of the following attitudes:

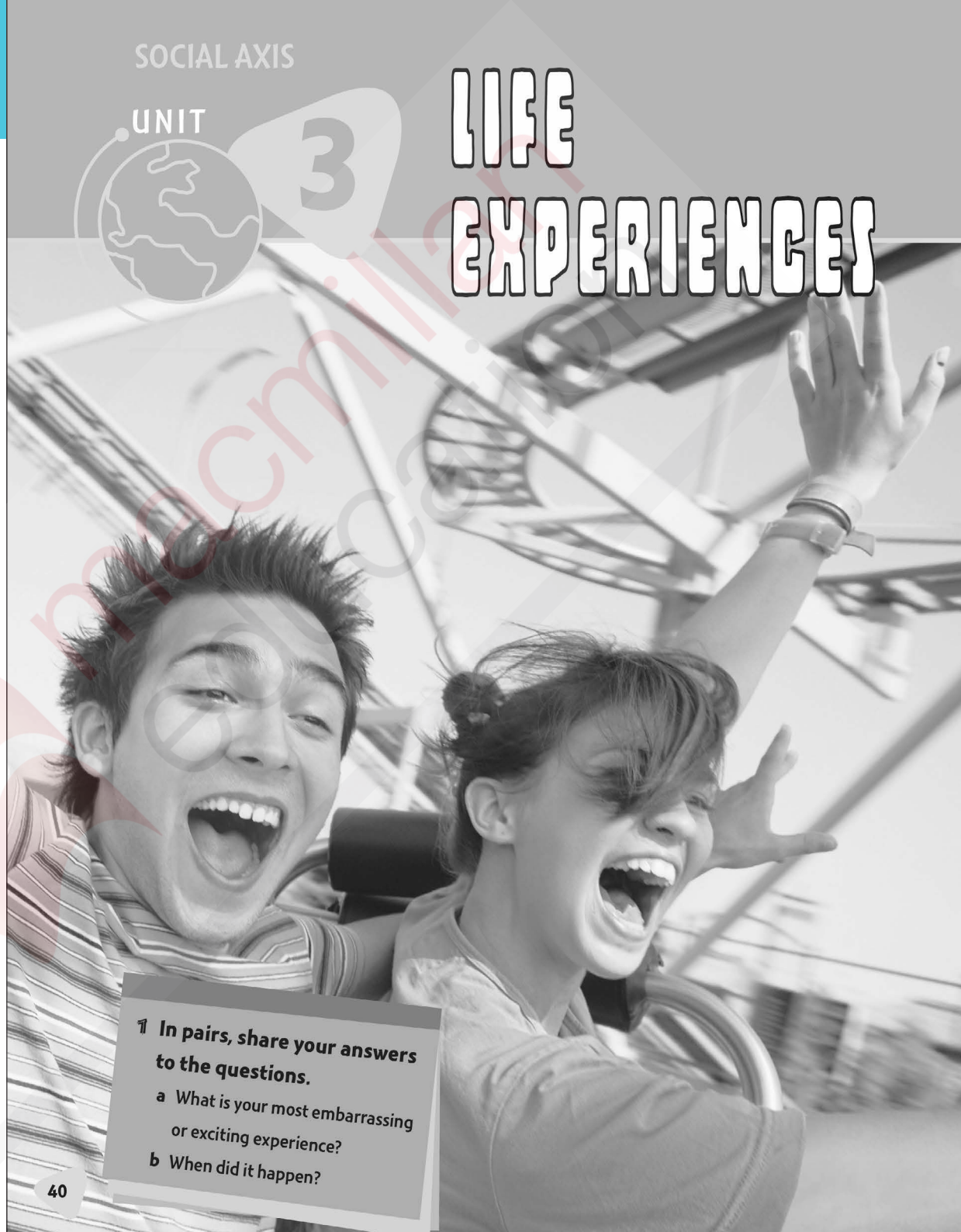
- The student communicates assertively and empathically.
- The student reflects on the consequences of his / her actions as a social being.
- The student favors his / her creative development.
- The student makes decisions responsibly.

To introduce the topic of this unit and activate previous knowledge, carry out the activity provided. Spark students' interest in the topic by encouraging them to reflect on their life experiences. You may need to pre-teach some additional vocabulary related to embarrassing / exciting life experiences so students can do the task.

LIFE EXPERIENCES

1 In pairs, share your answers to the questions.

- What is your most embarrassing or exciting experience?
- When did it happen?





LISTENING NOTE TAKING

- 1 **08** Listen to the radio show and take notes to complete the table.

Year	Invention	Other information
1440	(a) Printing press	Gutenberg invented it.
1840	Code for telegraphs	(b) Samuel Morse developed it.
1854	(c) Telephone	Unable to take pictures or send videos.
1895	(d) Radio	The only way to listen to music broadcasts.
1991	(e) The Internet	Used for more than 25 years.
1997	Six Degrees	(f) First social networking site.

GRAMMAR PRESENT PERFECT

- 2 Read the examples. Underline the three actions that began in the past and continue in the present. Circle the sentence that began and finished in the past. **GO TO PAGE 78**

- You **have used** the Internet for more than 20 years.
- Gutenberg **invented** the printing press in 1440.
- The public **has used** the Internet since 1991.
- Since 2002, social media **has boomed**.

- 3 Read the examples in Activity 2 again and underline the correct option.

- a Since / For indicates the date or time when something began.
 b Since / For indicates a period or length of time (duration) of an action.

- 4 Complete the present perfect sentences with *have* or *has* and the correct form of the verb in parentheses.

- a Ethan has played (play) online since he was 5 years old.
 b My grandfather has used (use) email for twelve years.



PRESENT PERFECT.

It expresses actions that began in the past but continue now. It uses *have* or *has* and the past participle of the main verb. The past participle of regular verbs is the same as their simple past form (-*d* or -*ed* ending).

LISTENING

Activate students' previous knowledge by drawing their attention to the lesson title and eliciting what "tech revolution" means and what technological advances have changed communication in the world. You can then point out the table and have students study it for a moment and then make some guesses about the missing information. You can play the audio pausing after the introductory sound (old-style Internet dialup), elicit what it is, and then play the rest of the audio. Remind them that when they listen for specific information (to complete the notes), they should focus only on the information they need. It may be helpful to have them compare their answers before listening for a second time. If necessary, play the audio more times so students can write all the information. Point out that taking notes in the form of a graphic organizer (in this case a table) allows them to organize information clearly. You will use excerpts from the listening activity to help students identify the past participle form of regular verbs and understand how to use *for* and *since* in the following activities.



As an aid to pre-teach or explain the present perfect, you can use the poster *Present Perfect: Affirmative and Negative Forms*, available in the Teacher's Digital Component. It will be especially useful for Lessons 1 and 2.



WRITING

Invite students to brainstorm the different communication media they use. Monitor and take time to encourage them to self-correct their mistakes. Provide further practice if necessary. Having students prepare their sentences before using them for the speaking activity can make them feel more confident about their interactions.

DISCIPLINARY COMPETENCY 4

The student produces texts based on the normative use of the language, considering intention and communicative situation.

This activity will help students produce sentences to communicate personal information about their experiences using the correct tense (present perfect) and time expressions.

SPEAKING

This activity will give students the chance to exchange information about how long they have used different types of technology. After they finish this activity, have them share the information they learned about their partners with the class. This can also lead to a discussion about their use of technology in more general terms.

LIFE SKILLS

Assertiveness is the ability to stand up for one's own or other people's rights in a calm and positive way, without being aggressive, manipulative, or passively accepting when a person does something we do not like. Remind students that being assertive does not come naturally to everyone; it is a matter of practicing speaking firmly, openly, and showing empathy.



UNIT 3 LESSON 1

- c Most people between 18 and 24 years old have looked (look) for information online for their school projects.
- d TV has existed (exist) since the 20th century.

5 Complete the paragraph with the words from the box.

since (x2) for has have

Fer is only eleven years old, but she has read over 2,000 books. She (a) has loved books (b) since she was eight. She began to enjoy books when her mom read out loud to her. (c) Since then, Fer has enjoyed many stories and she reads all the time. Her mom says Fer has sometimes read (d) for three hours nonstop. Fantasy stories (e) have turned Fer into a bookworm!

WRITING PRESENT PERFECT SENTENCES

6 DISCIPLINARY COMPETENCY 4 Complete the sentences with your own information. Write two more sentences in present perfect to express how long you have used a certain medium of communication. Use *since* and *for*.

- a I have checked my phone messages Students' own answers. times today.
- b I have used computers since Students' own answers.



- c I have listened to music online for Students' own answers.
- d Students' own answers.
- e Students' own answers.

SPEAKING GIVING INFORMATION ABOUT OTHERS

7 In pairs, share your information from Activity 6 and take notes. Then work in small groups and tell each other the information from your first partner.

- A: Pedro has used social media since middle school.
- B: Laura has used a computer for ten years.

LIFE SKILLS ASSERTIVENESS

8 Read the information from the box and check (✓) the sentences below that show assertive attitudes.



ASSERTIVENESS. When you work in groups, it is important to let people know what we think or feel. Not talking does not solve conflicts and makes us feel negative emotions. Speaking aggressively or without empathy does not solve conflicts either. Try assertiveness: say exactly what you want, objectively, and with empathy and respect.

- a Pepe is angry because Marce didn't collaborate for a project, so he decides not to talk to her.
- b Maggie is also angry at Marce because of the project. She confronts her and says exactly what she thinks very aggressively.
- c Juan tells Marce she needs to cooperate and offers to help when he learns Marce had personal problems.

9 In pairs, share if you have been in similar situations and how you have acted.



1 Complete the sentences with *for* or *since*.

- a I have lived in this house for three years.
- b We have used this music streaming service since 2018.
- c Laura has studied English for two semesters.
- d Telephones have existed since the 19th century.
- e Radio's audience has decreased since music streaming services began.

2 Underline the correct option.

- a My parents have / ~~has~~ lived together for more than 20 years.
- b I have used / ~~used~~ the same profile name in my social media account since middle school.
- c I has / have downloaded music from the Internet for many years.
- d I have watched / ~~watched~~ this TV show since I was a child.
- e The commercial telegraph has / ~~had~~ existed since the 1840s.

3 Complete the sentences with the present perfect of the verbs in parentheses.

- a Since last year, 9 % more people have started (start) using social media through their smartphones.

- b In other words, 45 % of the total world population has downloaded (download) social media apps on their smartphones.
- c The average Internet user has opened (open) 7.1 social media accounts.
- d Photo sharing social media apps have become (become) really popular; 72 % of teens now use them.

4 Write sentences in present perfect using *for* or *since* and the words provided.

- a I / study / computer programming / two years
I have studied computer programming for two years.
- b Laura / live / Hidalgo / three months
Laura has lived in Hidalgo for three months.
- c My mother / use / social media / 2015
My mother has used social media since 2015.
- d TV and radio / exist / a longer time than online streaming
TV and radio have existed for a longer time than online streaming.

5 Find and correct the mistake in each sentence.

- a Mike has work at the TV station since last year.
Mike has worked at the TV station since last year.
- b Ed and Alice have lived in this house since four years.
Ed and Alice have lived in this house for four years.
- c I have use a social media account since I was 14 years old.
I have used a social media account since I was 14 years old.
- d My brother has want his own computer since he started high school.
My brother has wanted his own computer since he started high school.
- e Pedro has waited here for two o'clock.
Pedro has waited here since two o'clock.

EXTRA PRACTICE

Play *Tic-Tac-Toe* to practice the present perfect in affirmative form. Draw a nine-square grid on the board. In each square, write a verb in simple form. Take into consideration that students have practiced mainly regular verbs during this lesson. Divide the class into two teams and have them choose a verb for them to make a sentence using the present perfect. If it is correct, they put an X or an O, according to their team. After playing an example game on the board, get students into small groups and have them make their own grids and then play. Depending on your class, you can also get them into pairs to play. Monitor the game paying attention to common mistakes. You can have a feedback session at the end of the lesson to make corrections and praise their efforts.



For further practice, students can complete the Grammar Drill for Unit 3, Lesson 1, in the Student's Digital Component. You can find the student's drill with answers in the Teacher's Digital Component.





READING

Direct students' attention to the picture and the words in bold from the text, and elicit what they know about the person or the event. You might ask them to predict additional words they could find in the text. Invite them to share their ideas. Then have them read the text carefully and match it to the predictions they made and reflect on whether they were right and what helped them make correct predictions. Encourage them to share any predictions that did not match the content of the text and to explain what led them to those predictions. You could do the vocabulary activity before reading the text to make sure students are familiar with some key words.

DISCIPLINARY COMPETENCY 10

The student identifies and interprets the general idea and direction of a text in a foreign language using background knowledge, non-verbal elements, and context.

This activity will allow students to connect their previous knowledge on the topic to enhance their reading comprehension.



To support students in learning more vocabulary for their interactions after practicing the grammar targets, you can use the flashcard *Accomplishments and Plans*, available in the Student's and the Teacher's Digital Components.



READING PREDICTION USING BACKGROUND KNOWLEDGE

- 1 **DISCIPLINARY COMPETENCY 10** In pairs, look at the picture and the words in bold and discuss what you think the article is about. Then read and answer the questions below with your partner.



Victorious Smile

Mexican athletes haven't been in the eye of the international press for some years. However, during the Lima 2019 **Pan American Games**, our country had one of the most impressive results. Thanks to a total of 136 medals, the international sports media finally looked at our country. These Mexican athletes have made history.

One of the most exciting competitions was the men's 1,500 meter run, where José Carlos Villarreal, a Mexican middle-distance runner, gave Mexico its 27th gold **medal** during the games. José Villarreal became internationally famous for a furious finishing **sprint** in a video that has already gone viral. Also, his victorious smile hasn't gone unnoticed by the media. It has appeared on news sites everywhere. Sports followers haven't forgotten this exciting moment and are anxious to see what Villarreal can do in the future.

The 1,500 meters run is the most important middle distance **race** in athletics. It has been an event at the Summer Olympics since 1896. Villarreal hasn't competed in any **Olympic Games** yet, but we are sure that when he does, he will have an outstanding participation. He's an inspiring sports promise.

- Do you know about other Mexican athletes considered as sport promises? Who? **Students' own answers.**
- Find the word *yet* in the text. Does it mean that the action has happened or not? **It has not happened.**
- Find the word *already* in the text. Does it mean that the action has happened or not? **It has happened.**

ALREADY AND YET. Use *already* before a past participle in present perfect to express something that was completed at an unspecified moment in time. Use *yet* after a negative verb to express something that hasn't happened but is expected to occur.

VOCABULARY SPORTS

- 2 Read the article again and match the words to their meaning.

- | | |
|-----------------|--|
| a Pan American | 1 Competition between runners. |
| b sprint | 2 International athletic competition held every 4 years. |
| c race | 3 Related to all countries in the American continent. |
| d Olympic Games | 4 Metal disk received as a prize. |
| e medal | 5 A full-speed race. |



**GRAMMAR PRESENT PERFECT:
NEGATIVE FORM**

3 Read the examples and write T (True) or F (False) for the sentences below. **GO TO PAGE 78**

- Mexican athletes **haven't been** in the eye of the international press for some years.
 - Also, his victorious smile **hasn't gone** unnoticed by the media.
 - Sports followers **haven't forgotten** this exciting moment.
- a The examples are all affirmatives. F
- b We use *have* or *has* + *not* to make a negative present perfect sentence. T
- c There are no contractions for *have* or *has* in negative form. F

IRREGULAR VERBS. The past participle of irregular verbs is not necessarily like the simple past and it follows no rules. For example, the past tense of *go* is *went*, and its past participle is *gone*; the past participle of the verb *to be* is *been*.

4 Write the past participle of the verbs. Go back to the text in Activity 1 or use a dictionary, if necessary.

- a make made
- b go gone
- c forget forgotten
- d be been
- e give given

5 Change the sentences to negative form. In sentences with *already*, use *yet*.

- a Mexico has been part of the Pan American Games for many years.
Mexico hasn't been part of the Pan American Games for many years.
- b Many Mexican athletes have already competed in these games.
Many Mexican athletes haven't competed in these games yet.

- c Some athletes have already run the 1,500 meter competition.
Some athletes haven't run the 1,500 meter competition yet.
- d The athletes have made an incredible effort in their training.
The athletes haven't made an incredible effort in their training.
- e The participants have gone through a lot of difficulties to be part of their teams.
The participants haven't gone through a lot of difficulties to be part of their teams.

6 Think of goals you haven't reached yet but hope to do in the future. In your notebook, write three present perfect sentences using *yet* to express these goals. Write two more with *already* to express what you have done to reach those goals. **Students' own answers.**

I haven't decided what to study in university yet. I have already researched about interesting careers.

SPEAKING EXPRESSING GOALS

7 **GENERIC COMPETENCY 4.4** In small groups, share your goals from Activity 6. If you have a suggestion to help a partner, mention it.

- A: I haven't bought the bike I need yet.
- B: You can try looking for a weekend job and save money.

**LIFE SKILLS ATTITUDES FOR
COMMON GOALS**

8 In small groups, underline the situations that reflect people have worked together for a common goal.

- a Time is almost over and half the team hasn't finished doing their part yet.
- b Right on time, everyone has already finished and you have put together and improved your material.
- c You have given your opinions and agreed on what to do since the beginning.

SPEAKING

You can take this opportunity to remind students about the past participle form of irregular verbs. If they need help to identify it or use it, you can encourage them to first underline the irregular past participles in the article on page 44, and then complete the list in Activity 4. As preparation for the speaking activity, invite students to brainstorm goals they haven't yet reached, and what they need to do in the future (and have not done yet) to achieve them. You might need to review vocabulary related to academic goals (*exams, review, career, graduate, university, major, etc.*). However, you might want to be prepared to help them express different types of goals, not just academic.

GENERIC COMPETENCY 4.4

The student communicates in a second language in everyday situations.

By participating in this activity, students use the language to share goals and give advice to their classmates. Encourage them to share a variety of situations in which they could give similar pieces of advice.

LIFE SKILLS

The aim of this activity is to prepare students to make informed decisions about their attitudes towards common goals. Point out that teams can have difficulties, but that it is important to listen carefully to others, reach agreements, and initiate conversations about their group climate or process if there is something causing tensions. Have small groups discuss the different situations in the activity and explain possible attitudes that caused them.



EXTRA PRACTICE

For extra practice with the present perfect, play *Deception*. Invite students to write down four sentences about activities that famous sports (or entertainment, depending on your students' interests) figures have already done or haven't done yet. Two of the sentences should be true and two false. Get students into groups. Students read their sentences out loud to each other and their classmates decide if the sentences are true or false. Assign two points for every grammatically correct sentence and one point for every correct guess. Alternatively, you can get students into pairs to guess what their partner has done or hasn't done. You can use more everyday life examples, such as homework assignments or preparation for an exam.



For further practice, students can complete the Grammar Drill for Unit 3, Lesson 2, in the Student's Digital Component. You can find the student's drill with answers in the Teacher's Digital Component.



Extra Practice

1 Complete the sentences with words from the box.

Pan American sprint races
Olympic Games medal

- a It was a Pan American competition. Only countries from the American continent participated.
- b Laura Galván won a gold medal in the 5,000 meter run.
- c The Olympic Games take place in different countries around the world.
- d Usain Bolt has the fastest sprint speed in the world.
- e In athletics, there are short, medium, and long distance races.

2 Underline the correct option.

- a Sandra hasn't / haven't decided what to study yet.
- b Paola Espinosa has already won two Olympic medals, but she hasn't / has'nt won a gold medal yet.
- c Some Pan American champions haven't went / gone to the Olympic Games yet.
- d We haven't forget / forgotten José Carlos Villarreal's memorable race.
- e Iván García has already was / been in the Olympic diving competitions.

3 Put the words in order to make negative sentences.

- a haven't / started / school project / yet / We / our / .
We haven't started our school project yet.
- b that museum / yet / I / haven't / visited / .
I haven't visited that museum yet.
- c extraordinary athletes / yet / Several / haven't / won / a medal / .
Several extraordinary athletes haven't won a medal yet.

- d qualified / Some / yet / haven't / athletes / for the Olympic Games / .
Some athletes haven't qualified for the Olympic Games yet.

- e racing times / Runners / equaled / all of Usain Bolt's / yet / haven't / .

Runners haven'tequaled all of UsainBolt's racing times yet.

4 Read Tom's to-do list. Write present perfect sentences to express what he hasn't done yet.

visit Europe run a marathon
win a gold medal become a famous musician
finish high school

- a Tom hasn't visited Europe yet.
- b Tom hasn't run a marathon yet.
- c Tom hasn't won a gold medal yet.
- d Tom hasn't become a famous musician yet.
- e Tom hasn't finished high school yet.

5 Find and correct the mistake in each sentence.

- a I haven't study for the English exam.
I haven't studied for the English exam.
- b My parents hasn't forgotten to write the email to my teacher.
My parents haven't forgotten to write the email to my teacher.
- c It hasn't be a good year for Marta.
It hasn't been a good year for Marta.
- d We yet haven't finished doing all of our homework.
We haven't finished doing all of our homework yet.
- e The school haven't opened a cafeteria for students yet.
The school hasn't opened a cafeteria for students yet.


LISTENING PURPOSE AND TARGET AUDIENCE

1 **09** **GENERIC COMPETENCY 8.3** Listen to the interview and in pairs, answer the questions.

- a What advantages and disadvantages of using a bike are mentioned?
 b What do you think is the purpose of the Pedal Power channel?
 c What kind of followers do you think this channel attracts?

a Advantages: Not wasting time looking for parking; not having to put up with crowded public transportation; becoming more independent and more active.
Disadvantages: Mean drivers, it's impractical when it rains.

VOCABULARY TIME EXPRESSIONS

2 Read the sentences and pay attention to the underlined words. Write ST (Specific Time) or IT (Indefinite Time).

- a I studied in Bremen, Germany, two years ago. ST
 b Recently, the government has built bicycle lanes. IT
 c An angry man almost ran over me yesterday. ST
 d I used to take a bus or any other public transportation last year. ST
 e Lately, I've become more independent. IT

TIME EXPRESSIONS.

Expressions like *in 2017*, *yesterday*, and *five years ago* are exact dates and we use them with past tense. *Recently* and its synonym *lately* are unspecified moments in the recent past, and we use them in present perfect.

GRAMMAR SIMPLE PAST VS. PRESENT PERFECT

3 Read the examples and circle the option that describes them correctly. **GO TO PAGE 78**

- a I **studied** in Bremen, Germany, two years ago.
 1 He continues to study in Bremen.
 2 He does not study in Bremen anymore.
- b When I took the bus, I always **arrived** late.
 1 She doesn't arrive late anymore.
 2 She continues to arrive late.
- c I've **become** more independent.
 1 She was very independent in the past and still is.
 2 She has recently started to be more independent.
- d I've **come across** some mean drivers.
 1 He says exactly when he came across mean drivers.
 2 We don't know the exact moments when he has come across mean drivers.



SIMPLE PAST AND PRESENT PERFECT. Use simple past for actions that concluded at a specific moment in the past. Use present perfect for past actions without mentioning the exact time when they happened; maybe these actions happened at many unspecified moments in the past, or could still happen in the present.

LISTENING

To activate students' background knowledge, you can conduct a survey on how they get to school and a brief discussion about the advantages and disadvantages of each means of transportation. Play the audio up to the speaker's introduction to the channel. Invite them to get into groups and predict what the interview will be about and who they think will watch this channel. Point out that the *purpose* of an interview identifies the reason why it was made and that the followers of a channel are the *audience*, a group of people who see it. Play the complete audio. Ask them to discuss their answers in pairs before writing them out. You can play the audio again for them to check their answers. Support them in reaching their own conclusions about the purpose and audience of the channel.

GENERIC COMPETENCY 8.3

The student has a constructive attitude within different work teams, consistent with his / her knowledge and skills.

Students practice this competency by working in different groups at different stages of the listening activity. Make sure they are aware of their attitudes. Discuss how having a good attitude can affect their learning positively. Make sure you build an environment of respect and openness to foster positive attitudes towards learning and feedback.



To support students in contrasting the past simple and the present perfect, you can use the poster *Simple Past vs. Present Perfect*, available in the Teacher's Digital Component.



SPEAKING

As preparation for this activity, you could invite students to make a graphic organizer with time expressions they can use, adding the ones from the book and others that they know. Encourage them to brainstorm non-conventional (or alternative) means of transportation, for example, skates, e-bikes, bike-sharing, scooter, electric scooter, skateboard, cable car, zip line, etc. Invite them to do some research online. Then have them share their results in small groups. Before they start, remind them to use the present perfect and the simple past when expressing their ideas. Finally, ask them to choose one or two of their best ideas and share them with the rest of the class.

DISCIPLINARY COMPETENCY 12

The student uses information and communication technologies to do research, solve problems, produce materials, and share information.

For this activity, information technologies can help students learn about other contexts. Encourage them to share the most interesting pieces of information they find to enrich their discussion.

LIFE SKILLS

Point out that team members can often solve their interpersonal conflicts negotiating by themselves. However, sometimes a third party needs to be called in to help them come to an agreement. This is defined as mediation. Get students into pairs to discuss each situation, sharing their experiences with the rest of the class. Remind them to use the present perfect to talk about those experiences.



4 Complete the conversation with the simple past or present perfect of the verbs in parentheses.

Pedro: Did you ride your bike to school today?

Luis: No, I (a) haven't ridden (not ride) my bike to school since we began high school.

Pedro: Why don't you do it?

Luis: I (b) have considered (consider) it before, but it's not practical.

Pedro: Why is that?

Luis: Because we have to wear a uniform.

I (c) have ripped (rip) my uniform pants when riding a bike many times before.

Pedro: Oh. That's embarrassing!

Luis: Yes, one day last year I (d) went (go) back home to change my clothes and

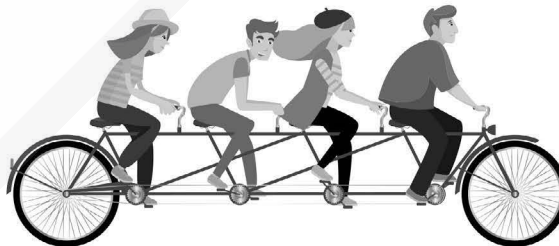
I (e) arrived (arrive) late to school. My mom (f) was (be) really angry.

Pedro: Why don't you ride your bike when we wear our sports uniforms?

Luis: I (g) haven't tried (not try) that yet. Great idea! Thanks!

5 Underline the correct option.

- a It rained yesterday / lately, so I had to take a bus.
- b I have explained / explained that last week.
- c I have lost weight when / since I started riding my bike.
- d I haven't used a bus recently / in 2018.
- e I rode my bike this morning / lately.



SPEAKING REPORTING INFORMATION

6 DISCIPLINARY COMPETENCY 12 Think of a convenient way to get to school without using cars or buses. Research if people have used it in other places or in your town. In small groups, share your information and personal experiences using present perfect and simple past.

A: Scooters have become more popular in Mexico City. I have never used one.

B: The subway has been available in important cities since the 1970s. I used it every day in middle school.

TRANSPORTATION. You can read about some eco-friendly transportation ideas here: <http://www.edutics.mx/5gU>

LIFE SKILLS MEDIATION

7 In pairs, choose the best way to respond to each situation. Then discuss what you have done to help solve a problem with team members. Students' own answers.

- a When team members argue about something, you should
 - 1 take sides and join the argument.
 - 2 try to calm them down and analyze the pros and cons of each idea.
- b When some team members want to give orders to the rest, you should
 - 1 try to help reach respectful agreements.
 - 2 try to propose a fair division of work and roles.



MEDIATOR. A mediator is someone who helps people with opposing ideas to agree on something. To mediate is to find objective solutions and alternatives to solve conflicts.



1 Find and circle five time expressions in the puzzle.

a	s	t	w	e	e	k	r
a	g	y	u	u	s	a	e
t	e	l	s	g	a	u	x
e	k	i	e	a	t	k	o
a	s	t	y	e	a	r	n
v	d	l	s	e	g	u	d
x	q	l	m	d	t	r	j
y	e	s	t	e	r	d	a

2 Complete the sentences with expressions from the box.

when this morning since 7:00 a.m.
recently many times

- a They have been here since 7:00 a.m.
More than two hours!
- b I walked to school today because there were no bikes for rent this morning.
- c Recently, I have used my bike more often.
- d I have walked to school many times this month.
- e I always took the bus when I was in middle school.

3 Underline the correct option.

Yesterday, I (a) registered / have registered in the Share-Bikes app. After I paid the annual fee, I (b) went / gone for a ride. I (c) didn't know / haven't known about Share-Bikes until last week. Share-Bikes (d) existed / has existed since 2016 and my friend Linda (e) was / has been a member for two years.

4 Write sentences in simple past or present perfect using the words provided.

- a We / not take / bus / yesterday
We didn't take the bus yesterday.
- b They / be / very busy / recently
They have been very busy recently.
- c I / consider / other means of transportation / many times
I have considered other means of transportation many times.
- d She / use / scooters / several times
She has used scooters several times.
- e I / ride / bike / this morning
I rode my bike this morning.

5 Find and correct the mistake in each sentence.

- a Yesterday, I have walked to school.
Yesterday, I walked to school.
- b I wasn't late to school since I started using my bike.
I haven't been late to school since I started using my bike.
- c We have taken the bus when we went to the movies.
We took the bus when we went to the movies.
- d Recently, I used my roller skates to go to school several times.
Recently, I have used my roller skates to go to school several times.
- e I didn't visited Lulu since her birthday.
I haven't visited Lulu since her birthday.



EXTRA PRACTICE

For extra practice, play *Time Expressions Relay Race*. Write the following time expressions on the board: *today, since, many times, yesterday, lately, recently, never, this morning, last year*. Get students into teams; each team sends a student to the board and they race to write a sentence using the present perfect or the simple past, depending on the time expression. Then they race back so that their next teammate can write a sentence with the next time expression. At the end of the race, check the sentences with the class and correct any mistakes. The team with the most correct sentences wins. Take notes about common mistakes so that you can provide remedial work, if necessary.



For further practice, students can complete the Grammar Drill for Unit 3, Lesson 3, in the Student's Digital Component. You can find the student's drill with answers in the Teacher's Digital Component.





READING

Identifying different types of texts is a key reading strategy. You could begin by eliciting types of texts students have read in English: magazine and newspaper articles, advertisements, web pages, fiction (literature), e-mails, blogs, and other social media, travel brochures, information materials, etc. Remind them that no matter what type of text they find, it has been written to communicate something to the reader (or audience). Ask students to look at the text and tell you what kind of text it is (*a post and comments on social media*) and where it came from (*the Internet*). Invite them to read the complete text and answer the questions.

DISCIPLINARY COMPETENCY 3

The student uses various sources of knowledge to make suppositions about natural and cultural phenomena.

You can explain that sharing experiences in social media is a relatively recent cultural phenomenon. Their own experiences with social media can help them make suppositions about the context, content, and purpose of the text in this activity.



To support students in learning more vocabulary to exchange personal experiences during their oral production in this lesson, you can use the flashcard *Life Experiences*, available in the Student's and the Teacher's Digital Components. You can also use the poster *Present Perfect: Interrogative Form*, available in the Teacher's Digital Component to review the rules to ask questions whenever it is necessary.



READING TYPE OF TEXT

- 1 DISCIPLINARY COMPETENCY 3 In pairs, look at the conversation and discuss what kind of text it is. Then read carefully and answer the questions below with your partner.

Rodrigo Rockstar
Today my mother told me I'm a terrible person because I laugh when people fall. Have you ever reacted differently? **6 comments**

Jacky28
I've laughed at myself, not at others. Falling is so embarrassing. I mean... have you **ever** pretended to faint because you fell? I did that once. I felt so foolish after that.

Rodrigo Rockstar
No, I've **never** done that. But I've felt very foolish many times... Have you **ever** felt like that?

Zombie Luis
Yes, I have, but not when I've fallen. I've wanted to disappear when I don't remember a person's name and they're right in front of me. Has this **ever** happened to you?

Jacky28
Yes, it has **already** happened to me... twice! It was awkward! Just like the day I "lost my glasses." I walked around asking everyone and I had my glasses on! Have you **ever** had a similar experience?

Rodrigo Rockstar
No, I've **never** been in that situation. But I've worn flip flops to school by mistake. Have you **ever** done that?

Zombie Luis
Actually, yes, I have! A long time ago. I was really, really sleepy. But I've been very careful and I've **never** done that again!

- a Where can you find a text like this one? **Online.** c Why do you think people post these experiences? **Students' own answers.**
b How do these publications work? **Many people respond to a post.** d Do you post or respond to publications like this one? **Students' own answers.**

VOCABULARY **NEVER, EVER, ALREADY**

- 2 Review the phrases in bold in Activity 1 and complete the sentences with phrases from the box.

ever won ever worn already bought never eaten

- a Have you **ever worn** flip flops to school?
b I have **never eaten** rabbit meat.
c Have you **ever won** a competition?
d He has **already bought** tickets for the concert.



GRAMMAR PRESENT PERFECT: INTERROGATIVE FORM

3 Read the examples and answer the questions below. **GO TO PAGE 78**

- **Have** you **ever** felt like that?
- **Has** this **ever** happened to you?
- **Have** you **ever** done that?

- a Are these questions answered with a *yes* or a *no*? Yes.
- b Is the auxiliary *have / has* before or after the subject? Before.
- c Do we put the word *ever* before the subject or the verb? The verb.

EVER. Use *ever* in present perfect questions to ask about the occurrence of an action at any time in the past (not a specific moment).

4 Complete the questions with *have* or *has* and the correct form of the verb in parentheses.

- a Have you ever laughed (laugh) at other people?
- b Has she ever gone (go) to school with socks that don't match?
- c Has that ever happened (happen) to you?
- d Have you ever done (do) a project with Tom?
- e Has Pedro ever had (have) a similar experience?
- f Have you ever been (be) in an embarrassing situation?



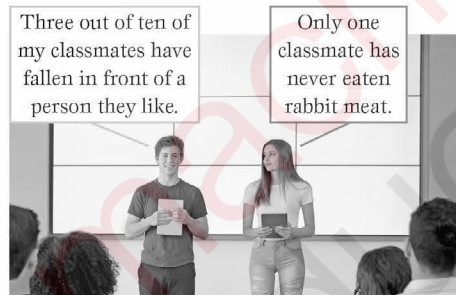
5 In small groups, think of embarrassing or unusual situations. Prepare six questions to find out if other classmates have or have not been in that situation.

Students' own answers.

Have you ever fallen in front of the person you like?

SPEAKING SURVEY

6 **GENERIC COMPETENCY 4.2** Use the questions from Activity 5 for a survey with 10 of your classmates. Present your results to the class.



LIFE SKILLS REACHING AGREEMENTS

7 In pairs, answer the questions about teamwork and discuss which actions help reach agreements and which do not.

- a Have you argued when you are angry or experiencing a negative emotion?
- b Have you taken it personally when someone disagrees with you?
- c Have you tried making a list of pros and cons to decide on the best option?
- d Have you ever made fun of your classmates' opinions and ideas?
- e Have you ever tried making a decision based on an objective or common goal and not on personal preferences?

SPEAKING

To prepare for this activity, invite students to practice the interrogative form of the present perfect beforehand. If necessary, refer students to the Language Reference section on page 78. Encourage them to brainstorm additional examples of embarrassing situations that could be humorous. Ask them to write their questions, but remind them that for their survey they should not read them, but really communicate with their classmates as naturally as possible. As a suggestion, you can have them present their results to the class in the form of a table or graph. Remind them to start their presentation by explaining what the graph shows and then talking about the results of the individual questions. At the end of the activity, ask them to reflect on the general outcome.

GENERIC COMPETENCY 4.2

The student applies different communication strategies according to his / her peers, the context in which he / she is located, and the objectives he / she is pursuing.

Have students reflect on the purpose of preparing a table or graph with the results of their survey, whether it was a useful strategy, and what other strategies they know of.

LIFE SKILLS

Explain that having a specific goal in mind and then analyzing the potential problems is an important first step for conflict resolution. After this, they can brainstorm and evaluate potential solutions and select the best one. Remind them that sometimes they might disagree with the proposed solution, but that it is important to look for common ground to reach an agreement.



EXTRA PRACTICE

For extra practice asking and answering *Yes / No* questions in present perfect, play *Have You Ever...?* Get students into pairs. Have them prepare five questions about unusual (but not impossible) activities beginning with *Have you ever...?* For example, *Have you ever seen a black and white film?* *Have you ever been extremely late to school?* *Have you ever bought anything online?* You may need to have dictionaries at hand or be prepared to answer vocabulary questions from students. Students use the prompts to interview their classmates and, when someone answers *Yes, I have*, they can ask for more information using the simple past (*I saw a black and white film when I was 12 years old*). Alternatively, ask them to play *Find Someone Who* using the questions they prepared. You can turn this into a game by assigning one point for every grammatically correct question and one point for every classmate that answers *Yes, I have* to their questions.



For further practice, students can complete the Grammar Drill for Unit 3, Lesson 4, in the Student's Digital Component. You can find the student's drill with answers in the Teacher's Digital Component.

Extra Practice

1 Complete the sentences with words from the box.

fallen laughed never ever happened

- a I have laughed until my stomach hurts.
- b Have you ever fallen because you are distracted with your phone?
- c I have never forgotten a person's name. I have a good memory.
- d Have you ever worked during summer vacation?
- e I failed the exam because I was nervous. Has that ever happened to you?

2 Put the words in order to make questions.

- a ever / Have / you / fallen / in front of / other people / ?
Have you ever fallen in front of other people?
- b a history / Have / visited / you / ever / museum / ?
Have you ever visited a history museum?
- c backpack / Have / lost / you / ever / your / ?
Have you ever lost your backpack?
- d you / food / Have / ever / Chinese / eaten / ?
Have you ever eaten Chinese food?
- e he / something funny / ever / Has / said / ?
Has he ever said something funny?

3 Change the sentences to questions.

- a I have eaten frog's legs.
Have you eaten frog's legs?
- b We have finally reached an agreement.
Have we finally reached an agreement?
- c I have been in that situation many times.
Have you been in that situation many times?
- d She has learned some irregular verbs.
Has she learned some irregular verbs?
- e Luis has laughed a lot today.
Has Luis laughed a lot today?

4 Complete the questions with your own words.

- a Students' own answers. _____ fallen on the street?
- b Students' own answers. _____ ever _____?
Students' own answers. _____?
- c Has your brother Students' own answers. _____?
- d Students' own answers. _____ had a similar experience?

5 Find and correct the mistake in each sentence.

- a Have you visit the United States? Yes, I have.
Have you visited the United States?
- b Has your parents arrived? No, they haven't.
Have your parents arrived?
- c Have you be in an embarrassing situation?
Have you been in an embarrassing situation?
- d Have the students feel good at school?
Have the students felt good at school?
- e Has the Mexican team win many medals in the Olympic Games?
Has the Mexican team won many medals in the Olympic Games?





LISTENING GENERAL IDEA

- a He works for a dog shelter.
- b He rescued a dog.
- c Students' own answers.

1 **10** **GENERIC COMPETENCY 10.3** Listen to the interview and, in pairs, discuss the questions.

- a What kind of volunteer work does Alex do?
- b What happened at the subway station the day of the interview?
- c Do you feel the same as Alex about rescuing dogs? If not, do you think it is important to respect and support people like Alex?



VOCABULARY DOGS

2 In pairs, read the sentences and match the words in bold to their definition. Use a dictionary, if necessary.

- a Alex volunteers at a **shelter** that helps find homes for stray dogs.
 - b We have rescued from one to 20 **stray** dogs in a day.
 - c Stray dogs usually **roam** where they can find food.
 - d The dog **leaped** on the tracks.
 - e Dogs are **loyal**, so they'll never abandon you.
- 1 To jump.
 - 2 To move without direction.
 - 3 A place for refuge.
 - 4 Loose and without owner.
 - 5 True-hearted and devoted.

GRAMMAR PRESENT PERFECT: WH- QUESTIONS

3 Read the questions and complete the sentences with words from the box. **GO TO PAGE 78**

subject has past participle have Wh- word

- **How many** dogs have you rescued in your life?
- **Where have** you **noticed** stray dogs roam?
- Why **haven't** you **received** an award yet?
- What **have** you **learned** from rescuing dogs?

To create a *Wh-* question in present perfect, start with the (a) Wh- word. Then add the auxiliary (b) have or (c) has. After the auxiliary, put the (d) subject and then the main verb in (e) past participle form.

NEGATIVE QUESTIONS. You can ask about something people haven't done yet. In order to do so, just change the auxiliary *have* or *has* for the negative form (*haven't* or *hasn't*). For example: *Why haven't you done your homework? What kind of food haven't you eaten?*

LISTENING

You could begin by discussing as a class about what students find easy or difficult to understand when they listen to something in English. Draw their attention to the pictures and elicit how they might be related to the lesson title ("Looking for a Home"). To ensure that students understand key vocabulary items, you could do the vocabulary activity first. Explain that they are going to listen to get the main idea or topic. Play the audio and encourage them to answer questions *a* and *b*. Have them compare their answers and play the audio again to check. Then invite them to discuss question *c* in pairs. Point out that mutual respect and empathy are the basis for coexistence.

GENERIC COMPETENCY 10.3

The student acknowledges that respecting differences is a key for integration and coexistence in local, national, and international contexts. By answering the last question, students should be able to reflect and realize how important it is to have the ability to understand, respect, interact, and communicate with people with different interests and priorities.



SPEAKING

To get ready for this activity, invite students to read the questions. Remind them that many of them probably volunteered for different causes when they were in elementary or middle school, or perhaps they would like to volunteer. As an alternative option, they can brainstorm different ways to give a hand to other people and discuss how they have helped. Monitor the activity paying attention to their use of different types of questions in present perfect. Take some time to have a feedback session to discuss mistakes and provide further practice, if necessary.

DISCIPLINARY COMPETENCY 11

The student communicates in a foreign language through logical speech, oral or written, consistent with the communicative situation.

In these activities, students are using the present perfect to ask about people's experiences. They should not only use *Yes / No* questions, but also continue with *Wh-* questions to get more information, as in a logical conversation.

LIFE SKILLS

Point out that they are going to reflect on tolerance and its relevance for teamwork. Invite them to read the definition of tolerance and explain it in their own words. Explain that tolerance comes from being open about different perspectives, intervening when there is intolerant behavior (for example, if someone is being a bully), and encouraging positive ways to interact with others. Promote a respectful environment for this discussion, since it involves talking about the lack of tolerance that sometimes occurs.

4 Complete the questions with a *Wh-* word.

- What have you learned by volunteering at the shelter?
- Where has she taken her rescued dogs? To the shelter?
- Why haven't you adopted a dog? Is it because you don't like dogs?
- How many dogs has she found today? More than 3?
- Why have you created this video? Because people asked for it?

5 Write questions for the underlined answers.

- I have adopted many dogs because I like them very much.
Why have you adopted many dogs?
- We have seen stray dogs in this neighborhood.
Where have you seen stray dogs?
- I have learned to love dogs at the shelter.
What have you learned at the shelter?
- The shelter has rescued more than 100 dogs.
How many dogs has the shelter rescued?
- He has rescued dogs all over this city.
Where has he rescued dogs?



SPEAKING ASKING QUESTIONS

6 DISCIPLINARY COMPETENCY 11 In pairs, take turns asking and answering the questions below. After each question, make up a *Wh-* question to get more information about your partner's answer.

- Have you ever done volunteer work?
- What situations that need volunteer work have you noticed?
- Have you helped with those situations in some way?

I have volunteered in a cat shelter.

Why have you volunteered in a cat shelter?



LIFE SKILLS TOLERANCE

7 In pairs, read the questions and share your answers. Discuss how tolerance helps us work better with others.

- When have you disrespected someone with a different opinion?
- What have you done when you see someone bullying other people?
- How many times has a team project ended badly because the members don't accept different points of view?



TOLERANCE. It's an attitude that shows that you are prepared to accept someone else's opinions, decisions, beliefs, and ways of life, without criticizing them, even if you disagree with them.



1 Circle the correct option.

- a A pet that has no home and is alone on the streets is
 1 a stray. 2 loyal. 3 a shelter.
- b If a dog leaps, it
 1 eats. 2 jumps. 3 barks.
- c When someone walks around with no direction, he or she
 1 roams. 2 leaps. 3 is loyal.
- d A place that takes in animals and gives them refuge is a
 1 street. 2 shelter. 3 subway station.

2 Underline the correct option.

- a Where / When have you roamed for so long? Around the neighborhood?
- b Why / What has he done at the animal shelter?
- c How many / When dogs has Alex rescued?
- d When / How many have you done volunteer work?
- e Where / Why has she decided to help dogs? Is it because she likes them?

3 Put the words in order to make questions.

- a in your neighborhood / have / What / you / done to help / ?
What have you done to help in your neighborhood?
- b seen / she / has / Where / stray dogs / ?
Where has she seen stray dogs?
- c Why / volunteered / the boys / haven't / at the shelter / ?
Why haven't the boys volunteered at the shelter?



- d have / arrived / volunteers / How many / at the dog shelter / ?
How many volunteers have arrived at the dog shelter?
- e you / have / on Internet video channels / learned / What / ?
What have you learned on Internet video channels?

4 Write Wh- questions in present perfect using the words provided.

- a Where / you / take / the rescued dogs
Where have you taken the rescued dogs?
- b Why / she / not adopt / a stray cat
Why has she not adopted a stray cat?
- c How many / animal shelters / open / recently
How many animal shelters have opened recently?
- d What / you / learn / from dogs
What have you learned from dogs?
- e Why / Greta / interview people / for her channel
Why has Greta interviewed people for her channel?

5 Find and correct the mistake in each question.

- a Why has been the most difficult thing about rescuing dogs?
What has been the most difficult thing about rescuing dogs?
- b When have he thought about volunteering?
When has he thought about volunteering?
- c Why have you help so many dogs?
Why have you helped so many dogs?
- d What have you seen dogs? In this neighborhood?
Where have you seen dogs?
- e How many shelters have the organization opened?
How many shelters has the organization opened?

EXTRA PRACTICE

For extra practice, play *Liar, Liar!* Invite students to write a question for their classmates about their life experiences; for example, *Have you ever seen a stray dog?* Students stand up and move around the classroom. When you say *Stop*, they ask the nearest classmate the question. The classmate must answer *Yes, I have*. The student then asks two or three *Wh-* questions to find out whether the classmate is lying. Give one point to the interviewee if he / she is not found out. Give one point to the interviewer if he / she discovers the truth. Monitor the activity by walking around the classroom taking notes about students' questions to have a feedback session later. Be prepared, as you might need to help students out with new vocabulary to ask or answer the *Wh-* questions.




For further practice, students can complete the Grammar Drill for Unit 3, Lesson 5, in the Student's Digital Component. You can find the student's drill with answers in the Teacher's Digital Component.



**KEY CONCEPT:
SOLVING CONFLICTS**

On this page, students will consolidate their reflections from the Life Skills activities in this unit. Draw their attention to the text about solving conflicts in the box at the bottom of the page and encourage them to reflect on the importance of solving conflicts in the classroom and different ways to do it. Point out that everyone benefits when a conflict is solved effectively, and it requires everyone to assert themselves while respecting others. Explain that completing the table can help them become aware of their own abilities when trying to solve a conflict, as well as aspects that they need to develop more. Encourage them to create a poster about those aspects they find more difficult or that they need to develop more. Direct them to the posters created by their classmates and explain that sometimes the key to conflict resolution is having different strategies to deal with it.

 For further practice, students can complete the Life Skills worksheets for Unit 3 in the Student’s Digital Component. You can find teaching notes for the student’s worksheets in the Teacher’s Digital Component.



1 **Reflect on the skills to solve conflicts you identified in this unit. Check (✓) the score you think you have for each skill. Students’ own answers.**

Skill	5	4	3	2	1
Assertiveness					
Controlling emotional responses					
Mediation					
Reaching agreements					
Tolerance					

2 **In pairs, share your scores and talk about the skills that have been difficult for you to develop and those you have improved recently.**

3 **In small groups, choose the skill to solve conflicts you consider the most difficult. Then create a poster with tips to work on that skill and display it in the classroom. Students’ own answers.**



4 **Walk around the classroom and make notes on the tips you like. Share your ideas as a class.**



SOLVING CONFLICTS. The more you concentrate on solving conflicts, the better you become at it. Conflicts are all around us and knowing how to handle them and how to react is crucial if you want to succeed at school, socially, in your community, and even in your family.



INTERPERSONAL SKILLS QUIZ. If you want to know how good your interpersonal skills are, you can take an interpersonal skills self-assessment survey at: <http://www.edutics.mx/5gw>



Complete the activities and go back to the lessons if you need to review any topic.

LESSON 1 (pages 41-42) Present perfect

1 Write two sentences expressing something you started doing in the past and that you still do in the present. Use *since* and *for*.

- a Students' own answers.
- b Students' own answers.

LESSON 2 (pages 44-45) Present perfect: Negative form

2 Write three sentences about things you haven't done, but plan to do. Use *yet*.

	<u>Students' own answers.</u>

LESSON 3 (pages 47-48) Present perfect vs. simple past

3 Complete the sentences using simple past or present perfect according to the time expressions provided.

- a Lately, Students' own answers.
- b In 2010, Students' own answers.
- c Students' own answers. many times in my life.

LESSON 4 (pages 50-51) Present perfect: Interrogative form

4 Change the sentences to questions. Then add two more questions to ask people about a personal experience you choose.

- a I have never eaten Chinese food before. Have you ever eaten Chinese food before?
- b The swimming team has won three medals. Has the swimming team won three medals?
- c Students' own answers.
- d Students' own answers.

LESSON 5 (pages 53-54) Present perfect: *Wh*- questions

5 Write three questions using the words provided.

- a What / have done Students' own answers.
- b Where / have studied Students' own answers.
- c Why / haven't helped Students' own answers.

PROGRESS CHECK

This self-assessment section helps students to review contents and become aware of what they need to practice more. This holds them accountable for their performance.

Graphic organizers are tools that you can use for assessment too. For example, you can ask them to create a KWL Chart (Know, Want to learn, Learned) where they analyze the information from the lessons. It would be more useful if you could start completing it from the first lesson, as you would be able to evaluate students' previous knowledge and expectations for the rest of the unit.

Alternatively, you can ask students to create a 3-2-1 list at the end of the unit. They should write three things they learned during this unit, two things they thought were interesting, and one thing they did not understand or have questions about. More visual students can create a mind map or an illustration / sketch instead of a written list. These activities can be especially useful to identify gaps in their knowledge and prepare extra practice.



For a formal final assessment of this unit, you can create your own test in the Test Generator tool provided in the Teacher's Digital Component.

