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# Progression sequence

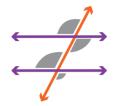
MODULE	PROGRESSION LESSON		GRAMMAR	VOCABULARY				
	1. Use the modal verb 'would' to formulate, accept, and reject invitations, as well as to make a request in a formal context	1-4	Modal verb 'would' (affirmative, negative, and question)	Restaurants				
	2. Use the present continuous to talk about future plans and events.	5-6	Present continuous (affirmative, negative, and questions)	Travel, visits.				
1	3. Identify regular and irregular verbs in the past participle	7-8	Past participle (regular and irregular verbs)	Work, professions, and jobs.				
	4. Use the Present Perfect in its affirmative form, to explain facts and experiences that occurred at a moment in the past and may or may not still be valid in the present.	9-11	Present perfect (affirmative)	Daily activities, professions, trades, trips, countries, work.				
	5. Use the Present Perfect in its negative and interrogative forms.	12-13	Present perfect (negative, questions)	Daily activities, professions, trades, trips, countries, work.				
	Module 1 Project – My career action plan Lessons 14-16							
2	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 in the present.	17-19	Prepositions: since and for (present perfect)	Experiences				
	7. Express ideas in past continuous in their affirmative form, to talk about actions that were happening in a certain period of time in the past.	20-22	Past continuous (affirmative)	Past habits or routines				
	8. Report using the past continuous in its negative and interrogative forms, habitual actions that happened in the past where this period of time is relevant, and we emphasize a certain activity or context.	23-24	Past continuous (negative, questions)	Past habits or routines				
	9. Use the contrast between simple past and past continuous in their affirmative form, to narrate short stories about past anecdotes.	25-27	Simple past vs past continuous in affirmative (When – while)	Shopping malls, vacations				

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# **Progression sequence**

MODULE	PROGRESSION	LESSON	GRAMMAR	VOCABULARY					
	10. Use the contrast between simple past and past continuous in their negative and interrogative forms, to describe short stories about past anecdotes.	28-29	Simple past vs past continuous in negative and questions	Shopping malls, vacations					
	Module 2 Project – School habits scrapbook Lessons 30-32								
3	11. Classify the sequence connectors: and, or, but, so, first, then, later, before, after that to talk about events that occurred at a particular moment in the past.	33-35	Sequence connectors: and, or, but, so, first, then, later, before, after that	Classic literature					
	12. Apply the conjunctions "when" and "while" to express relationships of time, cause and effect, contrast and condition, exchanging information from your own experiences.	36-38	"when" and "while"	Books (Best seller books)					
	13. Use verbs that imply liking or disliking: like, enjoy, love, hate followed by an action or activity (verb + ing) to talk about likes and preferences.	39-41	like, enjoy, love, hate followed by an action or activity (verb + ing)	Preferences and tastes					
	14. Use the verbs: need, want, think, know, believe that express desire or necessity, as well as verbs that imply belief to express daily activities in their context carried out by family members and the aspects of Mexican culture that are most relevant to you.	42-44	need, want, think, know, believe	Mexican culture					
	Module 3 Project - Touris	t guide to	Mexico Lessons 45-48						

# Transversality icons



Refers to the idea of integrating multiple disciplines, perspectives, or areas to address complex issues in a holistic manner.

Applying transversality in education means incorporating different subjects across different courses

Tipo de currículum	Recurso sociocognitivo / Área del conocimiento / Recursos o Ámbitos socioemocionales	Icono
	Lengua y Comunicación	
Currículum	Pensamiento Matemático	+ - × =
Fundamental: Recursos Sociocognitivos	Conciencia histórica	
	Cultura digital	
	Ciencias Naturales, Experimentales y Tecnología	
Currículum Fundamental Áreas de Conocimiento	Humanidades	
	Ciencias Sociales	****
	Cuidado físico corporal	300
Currículum Ampliado Recursos Socioemocionales	Bienestar emocional afectivo	***
	Responsabilidad social	<u>k</u> i



# **Table of Contents**

Acknowledgment		3	Progression	9	
Progression Sequence		4	Lesson 25	They visited Surutato	54
Transversali	ity icons	6	Lesson 26	I was shopping when I saw	
				my friend	56
Module 1		8	Lesson 27	Learning booster 5	58
Progression	1		Progression	10	
Lesson 1	Diagnostic	9	Lesson 28	I went to the mall	60
Lesson 2	From the menu to the table!	10	Lesson 29	Lost at the mall	62
Lesson 3	Would you work at a restaurant?	12	Lesson 30-3	<b>1-32</b> Module 2 Project	64
Lesson 4	Learning booster 1	14			
Progression	2		Module 3		66
Lesson 5	I'm waiting for a flight	16	Diagnostic		<b>67</b>
Lesson 6	Wings of service	18	Progression	11	
Lesson 7	Interesting jobs	20	Lesson 33	Greek tragedies are old,	
Progression	3			but timeless	68
Lesson 8	A Job interview	22	Lesson 34	A Mexican Writer	70
Lesson 9	My academic life	24	Lesson 35	Learning booster 6	<b>72</b>
Lesson 10	Jobs in the 21st century	26	Progression	12	
Progression	<u>.</u>		Lesson 36	I read that book when I was 10!	74
Lesson 11	Learning booster 2	28	Lesson 37	Once upon a time	<b>7</b> 6
	_		Lesson 38	Learning booster 7	78
Progression		70	Progression	13	
Lesson 12	Sustainable actions	30	Lesson 39	I love going to the movies!	80
Lesson 13	Have you attended a festival?	<b>32 34</b>	Lesson 40	I don't like sushi	82
Lesson 14-15	5-16 Module 1 Project	34	Lesson 41	Learning booster 8	84
Module 2		36	Progression	14	
Diagnostic		37	Lesson 42	I think Mexico is amazing	86
_	6		Lesson 43	I don't believe that's true	88
Progression Lesson 17	I've baked since I was a child	38	Lesson 44	Learning booster 9	90
Lesson 18	I've collected comics for a few	36	Lesson 45-4	6-47-48 Module 3 Project	92
Lesson 10	months	40			
Lesson 19	Learning booster 3	42	Workbook		94
	_		Verbs list		110
Progression					
Lesson 20	Meeting my favorite influencer	44			
Lesson 21	We were remembering	16			
Lesson 22	the past!	46 48			
	Learning booster 4	70			
Progression	8				
Lesson 23	I was not texting you	50			
Lesson 24	Were you posting a photo				
	vesterday?	52			





01 Gyros-LetsDoit3-M1-3aF-FINAL.indd 8 18/07/25 6:14p.m.





# >>> Diagnostic

l.		omplete the following sentences with "would" as
	a	ppropriate.
	1.	Ilike a cup of coffee, please.
	2.	She like to order dessert right now.
	3.	you like to have the soup of the day?
	4.	We love to try the special menu this evening.
II.	W	/rite the correct form of the verb in present
	C	ontinuous according to the context.
	1.	I (pack) my suitcase for the trip to Paris.
		They (travel) to the beach this summer.
		you (visit) any museums during
		your vacation?
	4.	She (explore) the city right now.
III.	C	onjugate the verbs in parentheses in the past
1	р	articiple.
		We have already (finish) the project before the
	1.	deadline.
	2	He has (work) in this company for five years.
		The employees have (organize) the meeting
	J.	successfully.
	4.	I have never (meet) such an experienced team
		before.
IV	C	omplete the following sentences using the present
7		erfect (affirmative, negative, or question) as
		ppropriate.
		She (clean) the house already.
		They (eat) lunch yet.
		you (finish) your homework?
	4.	I (watch) the new episode of my favorite series



### From the menu to the table!



**JJARM UP** > **Discuss.** What is your favorite type of restaurant? What kind of dishes would you order?

READING AND LISTENING SKILLS > Read the dialogue between a group of students as they decide where to eat, then answer the questions. Pay attention in how "would" is used.



Sofia: I'm so hungry! But we all want different things...

Luis: Yeah, I would like a burger, but I know Emily wouldn't eat that today.

Emily: That's true! I think I would prefer sushi. What about you,

Carlos: Sushi? I don't know... I would rather have tacos. They look amazina!

Sofia: Since we all want something different, why don't we go to the new food park? We could each order what we want and even share some dishes.

Luis: That's a great idea! I would love a big burger from that American-style truck.

Emily: Tacos sound good too! Would you guys like to share a platter so we can try different flavors?

Luis: That's a good idea! But I would also like to try some nachos from that Mexican food truck.

Emily: Would you share them with me? I love nachos!

Carlos: Of course! And after that, would anyone like ice cream? Sofia: I would! I saw a truck with homemade gelato. It looks

delicious!

1. Why do the students decide to go to a food park? \_\_\_\_\_

2. What food would Luis like to eat? \_\_\_\_\_

3. Why wouldn't Emily choose a burger? \_\_ 4. What suggestion does Sofia make? \_\_\_\_

5. How many times is "would" used in the dialogue? What is its purpose? \_\_\_\_\_



VOCABULARY (in action) > Fill in the blanks using the vocabulary from the box.

#### menu- recommend -try- share- prefer- spicy- delicious- dessert- order- like



- 1. If I went to a food park, I would \_\_\_\_\_\_ a burger and fries.
- 2. I wouldn't \_\_\_\_\_ anything too \_\_\_ because I don't like hot food.
- 3. Would you \_\_\_\_\_ the best dish on the \_\_\_\_\_?
- 4. My friends and I would \_\_\_\_\_ a pizza because it looks \_\_\_\_
- 5. I would \_\_\_\_\_ sushi over a steak, but my friend thinks the opposite.
- 6. Would you \_\_\_\_\_ to have \_\_\_\_ after dinner?



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01 Gyros-LetsDoit3-M1-3aF-FINAL.indd 10 18/07/25 6:14p.m.



#### **GRAMMAR** > Modal verb would (affirmative, negative and questions)

**Would** is a modal verb used to express a hypothetical situation or a wish, talk about a past habit, or make a polite request. It is always used together with a main verb.

FORM	STRUCTURE	<b>EXAMPLE SENTENCE</b>
Affirmative Subject + <b>would</b> + base verb + complement		I would like to order sushi.
Negative	Subject + would not (wouldn't) + base verb + complement	She wouldn't eat anything spicy.
Question	<b>Would</b> + subject + base verb + complement + ?	Would you recommend the chef's special?

#### LANGUAGE TIPS

The contractions of would are commonly used in informal contexts.

- I would I'd
- I would not I wouldn't

Like other modal verbs, **would** never changes according to the subject.

- I would love to go.
- We would like fries.

Match each restaurant-related phrase with its correct meaning.

- 1. Would you like to see the menu?
- 2. I wouldn't eat anything too spicy.
- **3.** Would you recommend the pasta?
- **4.** I would love to try that dessert!
- **a.** A polite way to ask for food recommendations.
- **b.** Asking if the customer wants to look at the food list.
- c. Expressing a food preference negatively.
- **d.** Politely saying you are excited to eat something.

WRITING > Food critic review. Imagine you are a food critic writing a review about a visit to a food park. Write a short paragraph describing what you would eat, what you would recommend, what food you wouldn't choose and what you would do differently on your next visit.

Example: If I visited a food park, I would try a variety	of street food. First, I would
order	
	***

**SPEAKING** > In groups of 3 share your critic.

#### SELF-ASSESSMENT

Read the statements and check if they are true for you.

s N

I can use "would" to express hypothetical situations

I can identify food and restaurant vocabulary



# Lesson 03

# Would you work at a restaurant?







If you could work at any restaurant, where would you work? Would you rather be a waiter or a chef?

# **READING AND LISTENING SKILLS** > Read the text and identify the different ways "would" is used, then answer the questions.

# MY FIRST JOB AT A "OISHI SUSHI"

When I was younger, I would always visit a Japanese restaurant with my family on weekends. We would try new dishes and share desserts. Now, things are different—I just started working at one! I thought it would be easy, but it's much harder than I expected!

At first, I wouldn't talk much to customers because I was shy. But after a few days, I became more confident. Now, I take orders, recommend dishes, and help in the kitchen. Customers often ask me, 'Would you recommend nigiris or sushi rolls?' I always suggest sushi rolls, they are the best!

At the end of my shift, my manager asked, Would you like to work extra hours next weekend? I was tired, so I said, No, I wouldn't want to work overtime this week. Even though it's hard, I think I would love to keep this job!

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- 1. What was the waitress' first impression of working at the restaurant?
  - a) It would be easy.
  - b) It would be very difficult.
  - c) It would be fun but boring.
  - d) It would be the same as being a customer.
- 2. Why didn't the waitress talk much to customers at first?
  - a) She didn't know what to say.
  - b) She didn't like their job.
  - c) She was shy.
  - d) She didn't speak Japanese.
- 3. What do customers often ask the waitress?
  - a) If they can get a discount.
  - b) If the restaurant serves pasta.
  - c) If they should order nigiri or sushi rolls.
  - d) If the restaurant is hiring.
- 4. Why did the waitress refuse to work extra hours?
  - a) She was too tired.
  - b) She didn't like their manager.
  - c) She had another job.
  - d) She had an exam the next day.

/0	CABULA	ARY (IN	action,	Complete	the sentences u	ısing "wou	ld" and the o	correct job title.
		cashier	chef	manager	waiter/wait	ress h	nost/hostess	
1.	If I worked cooking.	in a restau	ırant, I	I	love to be a			because I enjoy
2.	lcustomers	•	being a _		_ rather than a	cashier be	ecause I like	interacting with
3.		you like	to be a _			and	d manage tl	ne restaurant?
4.	I	not wo	ork as a		k	ecause I d	don't like ha	andling money.
5.		you like	to work a	sa		a	nt a fine dini	ng restaurant?

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#### **GRAMMAR** > Modal verb would (different uses)

USE OF "WOULD"	STRUCTURE	EXAMPLE
Hypothetical situations	Subject + <b>would</b> + base verb	I would love to own a restaurant one day.
Past habit	Subject + <b>would</b> + base verb	When I was younger, I would always order pasta.
Polite request	<b>Would</b> + subject + base verb + complement?	Would you like to see the dessert menu?
Refusal	Subject + <b>would not (wouldn't)</b> + base verb	l wouldn't eat anything with mushrooms.

#### LANGUAGE TIPS

#### Did you know?

Would makes your English sound polite and natural.

#### Rewrite these sentences using the correct form of "would".

1. (Polite request) You want to ask for a drink.

? (water)

2. (Hypothetical situation) You dream of being a chef.

! (chef)

3. (Past habit) You used to eat pizza every weekend.

(pizza)

#### Identify and write the intention of the use of would.

WRITING >> Pair work. Imagine you are

a customer at a restaurant and your partner

is the waiter/waitress. Write a conversation using "would" to ask for advice to make an

- 1. I would always order pizza as a kid.
- 2. I would like to visit a Michelin star restaurant someday.
- 3. I wouldn't eat raw oysters.
- **4.** Would you recommend tacos?

Would you like shrimp on your pasta?



**SPEAKING** > Role-play the conversation with your partner.

# **SELF-ASSESSMENT**

Read the statements and check if they are true for you.

Yes

I can use would in hypothetical situations, past habits, polite requests and refusals.

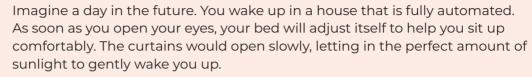
I can order in a restaurant.

order.

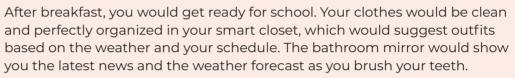


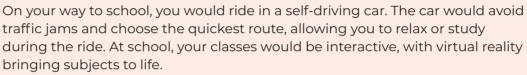
# A Day READING ACTIVITY IN THE FUTURE





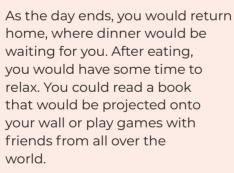
If you feel hungry, you could simply say, "I would like breakfast," and the kitchen would start preparing a meal for you. The fridge would have already checked its contents and ordered any missing ingredients. You wouldn't need to do anything but enjoy your meal!











In this future, technology will make life more convenient and enjoyable, showing just how much would be possible with advanced innovations.





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In teams discuss the next questions.

- Do you think an automated house would make life easier or more complicated? Why?
- What other features would you like to have in a smart home?
- How do you think virtual reality could change the way we learn in schools?
- Would you prefer to have self-driving cars or drive yourself?
- How important do you think it is to balance technology with real-life interactions?

## **VOCABULARY ACTIVITY**

Create a list of key vocabulary from the	ext search and write their meaning.
automated:	
smart closet:	
virtual reality:	
self-driving car:	
CREATIVE ACTIVITY	
Design a Gadget. Ask students to design a new gadget that would fit into this future scenario and describe how it works.	

# Lesson 05 I'm waiting for a flight



WARM UP > Airport sounds. Listen to the airport background sounds. What is happening? answer using present continuous tense.

Eg.: People are boarding the plane.

#### READING AND LISTENING SKILLS

Listen to the airport announcement audio and answer the questions.

Attention, passengers! Flight AZ459 to Rome is now boarding Gate 12. Please proceed to the gate with your boarding passes and passports.

Security officers are checking carry-on luggage, and customs officials are speaking with international travelers.

In the food court, Café Express is offering free samples of their new pastries, and travelers are enjoying fresh coffee before their flights.

Thank you for choosing JFK Airport. Safe travels!

Flight BA782 to London is experiencing a slight delay due to maintenance checks. We apologize for the inconvenience.

- What are travelers doing before their flights?
   What are security officers doing?
- 3. Why is the flight to London delayed? \_\_\_\_\_
- 4. Which flight is boarding now? \_\_\_\_\_
- 5. What special offer is available at the food court? \_\_\_\_\_

VOCABULARY

in action

Write the airport vocabulary with the correct sign.

| Check-in counter | Checkpoint of arrivals of luggage of departures of transfer of information of terminal of smoking, room of elevator of restroom

| Check-in counter | Checkpoint of arrivals of luggage of the lug

#### Complete the sentences using the words from the box.

- Right now, I am standing at the \_\_\_\_\_\_, waiting for my turn to drop off my suitcase.
   The \_\_\_\_\_ screen is showing that my flight to London is delayed.
   Before boarding the plane, the passengers are passing through the \_\_\_\_\_ to scan their bags.
   I am taking another flight to Europe, I need to get to the international \_\_\_\_\_ gate.
   My \_\_\_\_\_ is too heavy, so the airline is charging me extra.
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The present

situations.

continuous tense is

not only for actions happening right now, but also for temporary

 I am waiting for my flight at the airport. (right now

situation)
I am traveling
to Europe this
month. (temporary

situation)

LANGUAGE TIPS

#### **GRAMMAR** > Present continuous tense (Affirmative)

The present continuous tense is used for things that are happening at the moment of speaking. It is formed with the verb be and the gerund of the action verb (-ing ending)

SUBJECT	VERB BE	VERB +ING	COMPLEMENT
I	am	checking	in my luggage.
she		waiting	in line at security checkpoint.
he	is	boarding	the plane.
it		buying	a coffee at the airport café.
we		talking	to the airline staff.
you	are	looking	at the departure screen.
they		going	to the restroom.

Look at the pictures and describe what they are doing using the present continuous.







WRITING > My airport experience. Imagine you are at an airport right now waiting for your flight.

Describe what is happening around you using the present continuous tense.

Examples: I am waiting at Gate 15 for my flight to Spain. Some travelers are eating sandwiches at the airport café.

**SPEAKING** > Pair work. Swap books with a partner, read and circle all the verbs in present continuous.

What interesting things are happening in your partner's airport story? Do you see any grammar mistakes? Help each other correct them!



#### **SELF-ASSESSMENT**

Read the statements and check if they are true for you.

s N

I can use present continuous in affirmative sentences to talk about things are happening at the moment

I can identify airport and travel vocabulary



01 Gyros-LetsDoit3-M1-3aF-FINAL.indd 17

18/07/25 6:14 p.m.



## Wings of service



**JUARM UP** > Look at the flight attendant pictures. What is happening? What is not happening?









READING AND LISTENING SKILLS > Read the text and underline the negative sentences you find. Then, answer the questions with T for true or F for false.

# A day in the life of a flight attendant

Kim is a flight attendant for an international airline. She usually wakes up early because her flights often depart in the morning. Right now, she is not sleeping; she is preparing for her flight to Paris. She is checking her uniform and making sure she has all the necessary documents. At the airport, she is meeting with the crew for a briefing.

The pilots are explaining the flight details, but they are not flying the plane yet. The flight attendants are discussing their responsibilities. Kim is not talking to the passengers at this moment; she is still in the briefing. After that, Kim is welcoming passengers on board. She is smiling and helping them find their seats. She is not ignoring anyone; she is making sure everyone is comfortable.

During the flight, she is serving meals and drinks to the passengers. Some passengers are asking for blankets, and others are watching movies. The

passengers are not listening to the safety instructions now; that happened before takeoff. Kim is not sitting down; she is walking around the cabin to assist the passengers. After landing, Kim is saying goodbye to the passengers and making sure the cabin is clean before leaving the aircraft. She is not resting now; she is still working. She is tired, but she loves her job because she enjoys traveling and meeting new people.

[ ]	Kim is working as a flight attendant.
[ ]	She is ignoring passengers.
[ ]	She is not serving meals on the flight.
[ ]	She is talking to the passengers during the briefing.
[ ]	Kim is not sitting down during the flight

VOCABULARY (in action



> Label the pictures with the correct names from the word bank.

flight attendant · pilot cabin · crew · life vest · lavatory · seatbelt · oxygen masks · overhead compartment · emergency exit . tray table























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01 Gyros-LetsDoit3-M1-3aF-FINAL.indd 18 18/07/25 6:15 p.m.

#### **GRAMMAR** > Present continuous tense (negative and questions)

	SUBJECT	VERB BE IN NEGATIVE	VERB + ING	COMPLEMENT
	ı	am not	serving	drinks right now.
Negative	She	is not	explaining	the safety instructions.
	They	are not	helping	passengers with their luggage.
	VERB BE	SUBJECT	VERB + ING	COMPLEMENT + ?
	ls	he	serving	meals?
Question	Are	they	checking	seatbelts?
Anestion	ls	the flight attendant	talking	to the pilot?

I ANICHIA COC TIPO
LANGUAGE TIPS

Jet lag is a temporary sleep problem that usually occurs when you travel across more than three time zones.

Dawrita the	cantances	into the	negative :	and ir	nterrogative	form
Rewnte the	sentences	into the	negative a	and II	nterrogative	iorrii.

- 1. The flight attendant is serving meals.

  The flight attendant \_\_\_\_\_ meals. (-)
- 2. They are checking the passengers' passports.
  They \_\_\_\_\_\_ the passengers' passports. (-)
- 3. I am helping passengers with their luggage.

  I \_\_\_\_\_\_ passengers with their luggage. (-)
- 4. The pilot is preparing for takeoff.
  \_\_\_\_\_ the pilot \_\_\_\_\_ for takeoff?
- **5.** The flight attendants are giving safety instructions.

\_\_\_\_\_the flight attendants \_\_\_\_\_safety instructions?

Are	you serving right now?	food
	right now?	



No, we are not serving food right now. But we are preparing drinks.

**SPEAKING** > **Role-play.** Practice your dialogue with a classmate and act it out.

#### **SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes N

I can describe airport situations using present continuous in negative statements and questions.

I can identify common airport phrases and flight vocabulary

19

# **Interesting jobs**



**UARM UP > Discuss.** Which jobs do you consider interesting? Write them down.

**READING AND LISTENING SKILLS** > Read the article, then color the countries mentioned.



# VOCABULARY (in action



I have **learned** a lot in my years of service.

#### Match the verb with its meaning.

- 1. Recruit
- 2. Travel
- 3. Assign
- 4. Pretend
- 5. Overcome

- a) to defeat or succeed in controlling or dealing with something.
- b) to persuade someone to work for a company or become a new member of an organization, especially the army.
- c) to give a particular job or piece of work to someone.
- d) to make a journey, usually over a long distance.
- e) to behave as if something is true when you know that it is not, especially in order to deceive people or as a game.



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Remember that

regular verbs have the same form as in

the simple past, and

analyze the context to

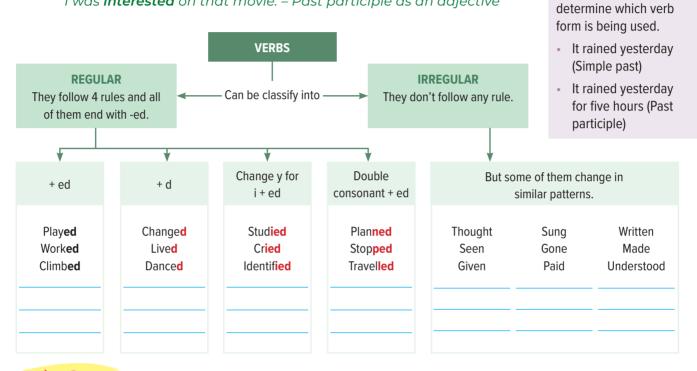
it is necessary to

LANGUAGE TIPS

#### **GRAMMAR** > Past participle

The past participle is a verb form used in perfect tenses and passive voice. It typically appears with auxiliary verbs like "have" or "be".

E.G. I have worked here for 10 years. – Present perfect
She had written a letter to her friend. – Past perfect
The letter was written by her. – Passive voice
I was interested on that movie. – Past participle as an adjective



#### **WRITING** > Complete with your own ideas.

I have practiced \_

I was disappointed with \_

My friend has learned

has won

**SPEAKING** > Share your answers with a classmate. Do you have something in common?



#### **SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes No

I can identify the past participle verbs.

I can classify verbs into regular and irregular.

21



# A Job interview











Have you worked?

Have you been interviewed?

What questions can someone ask you in an interview?

**READING AND LISTENING SKILLS** > Read the conversation, then circle the verbs in past participle, use blue for regular verbs and red for irregular ones.

**Interviewer:** Hello! Thanks for coming to this interview.

Applicant: Thank you! I feel excited about being considered.

Interviewer: Your resume is very complete. You have studied

a Master's in Business and Marketing, and you have gotten an international certification in

Management.

Applicant: Yes, I also have worked at 2 different companies in

Asia. I have lived here for 5 years.

**Interviewer:** So, why do you want to work with us?

Applicant: I feel that I have learned everything I could in my

current job, besides I feel your company has grown a lot in the past couple of years, I want to be part of

it.

Interviewer: Yes, we have expanded our company to Europe

and Asia.

Applicant: I have been sent to Spain for business, because I

can speak fluent Spanish.

Interviewer: Yes, that's why we think you can be a perfect fit for

this position.

Applicant: If you hire me, you won't regret it.



VOCABULARY (in action) > Complete the sentences with the verbs in past participle that you found in the conversation.

1. The plant has \_\_\_\_\_\_\_10 centimeters in one month.

2. Peter has \_\_\_\_\_\_ as a lawyer for 5 years.

3. I have \_\_\_\_\_ for the exam very hard.

4. My dog has \_\_\_\_\_\_ a new trick, he sits when I ask him.

5. The secretary has \_\_\_\_\_ the email to everyone in the company.

6. The students have \_\_\_\_\_ the first place in the competition.

7. We have \_\_\_\_\_ friends since elementary school.

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01 Gyros-LetsDoit3-M1-3aF-FINAL.indd 22 18/07/25 6:15p.m.

#### **GRAMMAR >** Past participle (irregular verbs)

Irregular verbs don't follow any rule, but some of them change in similar patterns in the past participle form.

Example: sing - sang - sung

sing	sang	sung
swing	swung	swung
drink	drank	drunk

sleep	slept	slept
keep	kept	kept
feel	felt	felt

put	put	put
set	set	set
cost	cost	cost

sell	sold	sold
tell	told	told

think	thought	thought
buy	bought	bought
bring	brought	brought

say	said	said
pay	paid	paid
lay	laid	laid

grow	grew	grown
fly	flew	flown
draw	drew	drawn

write	wrote	written
drive	drove	driven
ride	rode	ridden

### LANGUAGE TIPS

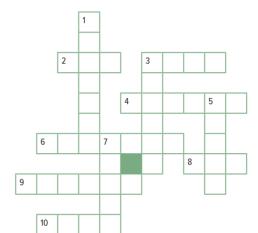
**Achievements** are successes gained through effort, skill, or perseverance in personal, academic, professional, or social areas.

• The past participle is often used to describe them in perfect tenses and passive voice.

Solve the crossword puzzle writing the past participle of the verbs.



- 1. Think
- 3. Speak
- 5. Eat
- 7. Create



#### Across:

- 2. Win
- 3. Say 4. Look
- 6. Watch
- 8. Meet
- 9. Call
- 10. Send

# WRITING > Choose a person you admire and write 5 sentences about his/her achievements.

Example: Sandy has become one of the most famous shoe designers. She has created an eco-friendly shoe line made of recycled plastic bottles. She has donated money to many eco-friendly projects in her community.

SPEAKING > Pair work.

Look at the pictures. Do you recognize anyone? Talk about their accomplishments or achievements.











#### **SELF-ASSESSMENT**

Read the statements and write if it is true for you.

es |

No

I can identify patterns in irregular verbs in past participle.

I can use the past participle to talk about experiences or achievements.



## My academic life





WARM UP > Discuss. Have you ever accomplished something that required a great effort? Have you achieved a big milestone? Check ( $\checkmark$ ) the ones you have completed.

Winning a competition
Passing an exam
Finishing a project
Learn to play an instrumen
Darticinate in a contest



#### READING AND LISTENING SKILLS > Read the following article and underline the milestones mentioned.

#### Academic milestones: Important steps in education

Academic milestones are important achievements or goals in a student's education. These milestones mark progress and help students stay on track for success. In high school, there are several key milestones that students reach as they move through their studies.

One important milestone is passing exams. Each year, students take tests to show what they have learned. These exams help teachers see if students understand the subjects they are studying. Passing these exams is an important step towards graduation. Another milestone is completing assignments. Homework and projects are given to help students practice their skills. Completing assignments on time shows responsibility and helps students improve.

For high school students, graduation is a major milestone. It marks the end of high school and the beginning of the next stage in life, whether it's college, a job, or another path. Graduating means you have successfully finished all your courses and earned your high school diploma.

Setting goals is an important milestone. Students should set personal goals for their academic life. These goals help guide their efforts and keep them focused. The academic journey also includes facing challenges. Some subjects may be difficult, but with effort and help from teachers, students can overcome these challenges.





#### > Match the vocabulary words with their

- 1. Milestone
- 2. Assignment
- 3. Graduation
- 4. Challenge
- 5. Responsibility
- 6. Goals

- a) A difficult task or problem that requires effort to solve.
- b) A step in a process that marks important progress or achievement.
- c) A paper or project assigned by a teacher to be completed.
- d) An official ceremony to celebrate the completion of education.
- e) Personal targets that students set to help them succeed.
- f) The duty to complete tasks and be accountable for your actions.

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The present perfect

tense can be used

with non-concrete

tense expressions like "never", "ever", "many times", "for", "since", "already", "yet", "finally", ...

LANGUAGE TIPS

#### **GRAMMAR** > Present perfect (affirmative)

The **present perfect** tense is used to describe actions or experiences that have already happened but have relevance or effects in the present. It is used for talking about academic experiences, such as achievements, projects, or things you have learned.

Subject	Have / Has	Past participle of verb	Complement
I	have	won	the spelling bee contest.
You		moved	to another class.
We		finished	the assignment
They		completed	Junior High.
He	has	delivered	my science project.
She		passed	all her exams.
It		studied	for the History test.

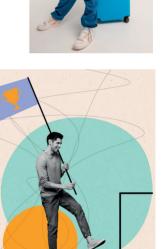
#### Sentence construction. Write sentences in the present perfect.

Example: She / always / want / to be a doctor She has always wanted to be a doctor.

- 1. She / get married / last month.
- 2. We / buy / a new house / recently \_
- 3. They / have / a baby / this year \_
- 4. I/travel/to Europe/twice.
- 5. He / learn / to play the guitar / finally

WRITING > Write about three important academic milestones. Describe how you did each of them using the present perfect tense and explain what they mean for your future.

**E.g.:** I have studied hard for this exam. This has given me confidence for future tests.



**SPEAKING** > Share your achievements with a classmate.

#### **SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes

ما

I can identify milestones in my academic life.

I can use vocabulary related to academic milestones.

I can use the present perfect tense in affirmative sentences.



01 Gyros-LetsDoit3-M1-3aF-FINAL.indd 25

18/07/25 6:15 p.m.

# Lesson Dobs in the 21st century









What kind of jobs are most popular today?
What do you know about remote work?
Have you heard of artificial intelligence (AI)? What does it do?

# **READING AND LISTENING SKILLS** > Read the following article and classify the new skills mentioned.

#### The modern job market

The job market has changed significantly over the past two decades. Many professions that were common in the past no longer exist, and new roles have emerged, especially in technology and digital fields.

One of the most significant developments has been the rise of remote work. More companies have already embraced working from home, and employees have been working remotely for several years now. In fact, professionals in fields like data science, AI, and digital marketing have been working remotely since the early 2000s. Many companies have just started implementing better tools to support remote teams.

Today, hard skills such as coding, data analysis, and digital marketing are in high demand. Many professionals have already developed these technical skills to meet the needs of the changing job market. For example, data scientists have been using advanced algorithms and programming languages to optimize their projects. Similarly, AI specialists have already

worked with machine learning tools to create smarter systems and applications.

However, soft skills remain equally important. Communication, problem-solving, and adaptability are essential in today's professional world. Many leaders and managers have been developing these skills since their early careers. Professionals who can combine technical expertise with strong interpersonal abilities are highly valued.

As we look to the future, more emerging professions will require a balance of both hard and soft skills. People who have already kept up with technological advances since the start of their careers will be in the best position to take on these new roles.

HARD SKILLS	SOFT SKILLS



VOCABULARY in action with corresponding professions.

Match the following skills

Coding

Digital marketing

Problem-solving

Data analysis

Communication

Customer service representative

Data scientist

Social media manager

Software developer

Entrepreneur

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01 Gyros-LetsDoit3-M1-3aF-FINAL.indd 26 18/07/25 6:15 p.m.

#### **GRAMMAR** > Present perfect (just and already)

The adverbs just and already are commonly used with the present perfect tense to provide additional meaning related to time and context.

#### Just

Refers to an action that happened very recently.

• I've just completed my project. (The project was finished moments ago.)

#### **Already**

Emphasizes that an action was completed sooner than expected or before the present moment.

• The class has already started. (The class started earlier than anticipated.)

#### Complete the sentences with JUST or ALREADY.

- 1. The company has \_\_\_\_\_ announced its plan to create new Aldriven job positions. (recent news)
- 2. She has \_\_\_\_\_ completed her training, even though the program ends next week. (earlier than expected)
- \_\_ read an article about careers in space exploration, it was posted online a few minutes ago. (very recent action)
- \_\_ started learning coding, even though his class officially begins next month. (unexpectedly early)
- 5. They've \_\_\_\_\_ launched a platform to match students with future-ready jobs. (recent action)

WRITING >> Choose a job/profession and write about the skills you have already started to develop, or something you just have learned related to be prepared for that job.

E.g.: I want to be a social media manager. I just have learned a new language. I have already used social media.

#### LANGUAGE TIPS

Just can also mean "exactly" or "only." This is a completely different usage and not related to the present perfect.

- "It's just what I needed."
- "I just want a cup of coffee."

Already can be used in questions to express surprise or disbelief.

 "Have you finished your dinner already?"



#### SPEAKING > 💇 💇



Ask a partner. What steps have you taken to prepare for your future career?

#### SELF-ASSESSMENT

Job/profession:

Read the statements and write if it is true for you.

I can identify hard and soft skills required for jobs.

I can use just and already in the present perfect tense.

I can use the present perfect to talk about my future career/job.







Watch the video of Malala's life, then read the text.



# The Story of Malala Yousafzai



Malala Yousafzai has been an inspiration to many people around the world. Born on July 12, 1997, in Mingora, Pakistan, she has loved learning and going to school since she was a young girl. Her father, Ziauddin Yousafzai, ran a chain of schools and encouraged her to pursue education and speak out on behalf of girls.

Malala faced many challenges for standing up for girls' education, especially in a region where the Taliban often banned girls from attending school. Despite these dangers, Malala continued to attend school and began writing a blog under a pseudonym for the BBC, detailing her life under Taliban rule and her desire for education.

In October 2012, when Malala was just 15 years old, she was attacked by a Taliban gunman while riding a bus home from school. She was shot in the head but miraculously survived. Since then, Malala has become a global symbol of courage and hope, advocating for girls' education and women's rights.



Following her recovery, Malala and her family moved to the United Kingdom, where she continued her education. She has traveled to many countries for her advocacy work and has spoken at the United Nations, urging world leaders to prioritize education for girls.

Malala has received numerous awards and honors, including the Nobel Peace Prize in 2014, making her the youngest-ever winner at the age of 17. She has worked hard for the rights of girls to receive an education and has founded the Malala Fund, a non-profit organization that supports education for girls worldwide.



#### Activity to discuss.

- 1. Why is education important for girls?
- 2. How did Malala's father influence her passion for education?
- **3.** What can we learn from Malala's story about courage and resilience?
- **4.** How can we support education for girls in our own communities?



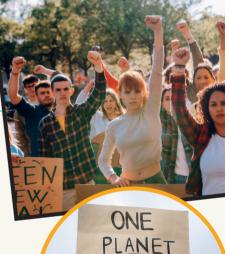
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# Research project

Research other activists who have fought for social causes in your country or region and present your findings to the class.

Activist: a person who campaigns to bring about political or social change.





# Sustainable actions



JARM UP > Discuss. What is the newest technology you use every day? Think about global problems like climate change or hunger. What technology could help solve these problems?



#### **WORLD PROBLEMS**

**EMERGING TECHNOLOGIES** 

#### READING AND LISTENING SKILLS > Read the article and complete the chart.

#### **Emerging technologies** and the United Nations: Shaping a sustainable future

In today's world, technology is changing fast. New inventions and innovations are helping us solve big problems like climate change, poverty, and inequality. The United Nations (UN) is working to use emerging technologies to make the world a better place for everyone. These technologies are helping to meet the **Sustainable Development Goals (SDGs),** which were created to improve life on Earth by 2030.

One important area of innovation is clean energy. The UN believes that by developing new technologies, we can make energy cleaner and cheaper for everyone. Solar power, wind energy, and

other renewable sources are becoming more common, but there is still much to be done. For example, we have **not** yet invented a way to make solar power affordable for everyone around the world. Also, the UN aims to provide better **healthcare** to all people, no matter where they live. One emerging technology is **telemedicine**, which allows doctors to treat patients over the internet. However, we have **not** developed telemedicine systems that work in every country yet. Finally, the UN is focused on **sustainable cities**. New technologies in building materials, transportation, and waste management are helping to create cities that are eco-friendly. Yet, we have not fully developed smart cities everywhere.





> Complete the sentences below with the words from the box.

	emerging	innovation	sustainable	eco-friendly	health	renewable
	The UN aims	·		n energy. around the world	l by using new te	echnologies like
3.	telemedicine The technolo energy.		ping to create s	afer cities are ofte	n	_ and use less
4.	03	e is a rapidly the world.	tech	nology that helps	s doctors treat pa	atients from
5.	The goal is to	create	cities that v	vill be better for bo	oth people and t	he environment.
6.		nd energy are environment.	SOI	urces that can be	used again and	again without

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01 Gyros-LetsDoit3-M1-3aF-FINAL.indd 30 18/07/25 6:15 p.m.



#### **GRAMMAR** > Present perfect (negative)

The present perfect in negative form is used to express that an action or event has not occurred up to the present moment or within the specified period leading up to now.

Subject	Haven't / Hasn't	Past participle of verb	Complement
l you we they	have not / haven't	adopted invested applied reduced	renewable energy sources. in sustainable energy. eco-friendly practices. their carbon emissions.
he she it	has not / hasn't	used changed planted	electric vehicles. her habits to reduce waste. enough trees.

#### LANGUAGE TIPS

We use contractions in everyday speech and informal writing. Contractions are sometimes called 'short forms'.

- She hasn't used eco-friendly bags.
- We haven't reduced ocean pollution.

Use the negative form of present perfect tense to complete the sentences.

- 5. The world still \_\_\_\_\_\_ (solve) major problems such as poverty.

### WRITING >> Future technology. Describe one

technology that has not been developed yet and explain why it is important for the future. Use the present perfect in the negative form.

**Example:** We **have not developed** affordable solar power for everyone. It's important for reducing pollution.

# THE GLOBAL GOALS For Sustainable Development



















**SPEAKING** > Pair work. Share your description with a partner and give feedback.

#### **SELF-ASSESSMENT**

Read the statements and write if it is true for you.

I can identify vocabulary related to emerging technologies and sustainable development.

I can use the present perfect tense in negative form.



## Lesson 13

## Have you attended a festival?











WARM UP > Look at the pictures and answer the questions. Do you know any of these celebrations? What do people do in these celebrations? Have you ever celebrated a festival from another culture?

**READING AND LISTENING SKILLS** > Read the article and underline the name of the festivals or celebrations.

# **Cultural experiences**

and traditions around the world

Cultural traditions are important in every society, as they help people stay connected to their roots and identity. Around the world, different cultures celebrate their heritage in unique ways.

In Japan, one of the most well-known traditions is the cherry blossom festival, or hanami. During spring, people gather under cherry trees to admire the beautiful flowers, enjoy food, and spend time with family and friends. In India, the festival of Diwali lights up the country with candles and fireworks. It symbolizes the victory of good over evil and is celebrated with prayers, sweets, and family gatherings.

In Mexico, the Day of the Holy Innocents is celebrated on December 28th. It has religious origins, but over time, the day has become a festive occasion where people play pranks on friends and family. The victims of the pranks are called

"inocentes palomitas". In Brazil, the Carnival is a vibrant celebration before Lent, featuring parades, dancing, and lively music. People dress in costumes and enjoy the festive spirit.

These cultural traditions bring joy and a sense of belonging to people, and they continue to be passed down through generations.



VOCABULARY (in action) > Read the words and write down the first thing that comes to your mind when you think of each word. Let your imagination run wild!

Festival:	Costumes:	
Vibrant:	Carnival:	100
Ancestors:	Tradition:	
Victory:	Prank:	

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#### **GRAMMAR** > Present perfect (questions)

The present perfect is used in questions to talk about experiences, changes, recent actions, or events that have happened at some point before now, without specifying exactly when.

Have / Has	Subject	Past participle of verb	Complement	Question mark
Have	l you we they	celebrated participated prepared organized	Day of the Dead in the carnival parade turkey for Christmas a show for New Year's Eve	?
Has	he she it	decorated sung worn	with lanterns Christmas carols traditional clothing	

#### LANGUAGE TIPS

 In Japan it is customary to take off your shoes before entering someone's home as a sign of respect and cleanliness.

#### Complete the questions using the correct form of the verbs in parenthesis.

1.	you (attend) a traditional festival in another country?
2.	What cultural dishesyou (try) so far?
3.	you ever (wear) traditional costumes for a celebration
4.	How many different festivals your family
	(celebrate) together?
5.	you ( <i>visit</i> ) a cultural carnival before?

WRITING > In pairs. Write a short dialogue between two friends discussing their cultural experiences.

Eva: Have you ever attended a carnival?

Ben: Yes, I have! I went to the Mocorito's Carnival last year. It was amazing

Eva: Have you ever worn traditional costumes for a celebration?

Ben: No, I haven't, but I'd love to try someday.

#### **SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes No

I can talk about cultural experiences and traditions.

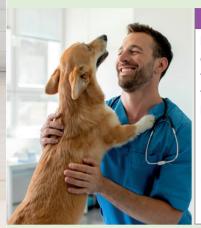
I can use Yes/No questions in the present perfect tense.





01 Gyros-LetsDoit3-M1-3aF-FINAL.indd 34 18/07/25 6:15 p.m.

**4.** Each page of the album must include:



#### **CAREER DESCRIPTION**

Include information about the chosen career. Then, use **present continuous** to describe what the person is doing in this profession.

#### Example:

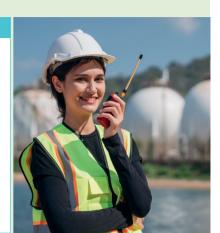
- A graphic designer creates visual designs for websites, advertisements, and more.
- They are currently working with clients to develop creative materials.

#### **REQUIRED EDUCATION AND SKILLS**

Describe what is needed to pursue the chosen career. Use **present perfect** to describe your past experiences or what you have already done to get closer to the career.

#### Example:

- Graphic designers need to have skills in creativity, computer software, and communication.
- I have completed a basic graphic design course.





#### **LONG-TERM GOALS (5-10 YEARS)**

Describe your long-term goals for achieving the career. Use **would** to explain hypothetical or desired outcomes.

#### Example:

 After graduation, I would like to work in a design agency.



**5.** As a team, prepare a **5-minute presentation** where each member explains part of the action plan.

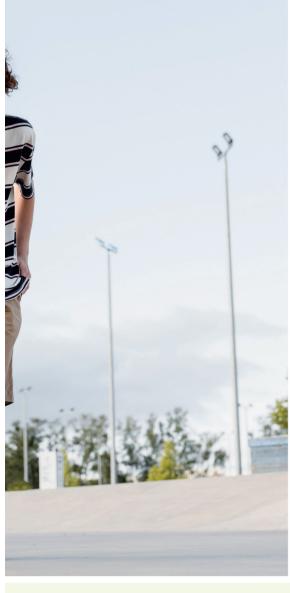
#### **ASSESSMENT CHECKLIST**

Aspect	Criteria	Yes	No
Grammar	Correct use of present continuous, present perfect, and would in context.		
Content	The action plan is clear and detailed, including specific steps for achieving the career goal.		
Collaboration	Each member participates equally in both the research and the presentation.		
Dunnatation	The presentation is clear and well-organized; communicates the career goal action plan effectively.		
Presentation	Visual aids support the presentation and help explain the steps involved.		



02 Gyros-LetsDoit3-M2-3aF-FINAL.indd 36 18/07/25 6:17 p.m.





# **>>>** Diagnostic

l.	C	Complete the sentences with "	since" or "for" in	the
		ppropriate form.		
	ч	ppropriate form.		
	1.	I have lived in this city	2010.	
	2.	She has worked at the company	three	vears.
		We have known each other		_
	٥.	vve have known each other	Crinariood.	
II.	Fi	ill in the blanks with the corre	ct form of the ve	erb in
1	th	he past continuous.		
		(-1,, /,, 1, -)		l-:L-l
		l (always / wake) up		
	2.	My parents (keep	o / tell) me to clear	ı my
		room every weekend.		
	3.	Last year, they (o	ften / visit) their	
		grandparents in the countryside.		
	4.	. He (not / drink) co	offee in the mornir	ngs
		when he was younger.		
	5.	. We (usually / eat)	dinner together w	hen we
		were in college.		
		were in conege.		
III.	Fi	ill in the blanks with the corre	ct form of the ve	erb in
1	si	imple past or past continuous	•	
		(chan) at the mall	ub on I	(000)
	ı.	(shop) at the mall	wnen i	_ (see)
		my old friend.		
	2.	They (wait) in line at		ile we
		(look) for a place to s		
	3.	She (text) her sister w	hen I (d	call) her.
IV.	C	Choose the correct option.		
4				
	1.	I haven't seen Tom	last week.	
		a) for b) since		
	2.	She has been studying English _	two ye	ears.
		a) for b) since		
	3.	We (have) dinner when th	ne fire alarm	(go) off.
		a) were having / went b)	had / was going	
	4.	. I (wait) for you wher	n you	(arrive)
		at the mall yesterday.		·
		-	waited / was arrivi	ng
		- ·		_



# I've baked since I was a child





WARM UP > Discuss. What is your favorite dessert? Have you baked some desserts at home? If so, which ones?





# READING AND LISTENING SKILLS > Read the conversation and answer the questions.

Anne: Hey, Megan! Guess what? I have learned how to bake

since June!

megan: Really? That's awesome! What have you baked since

you started?

Anne: I have baked cookies, brownies, and even a chocolate

cake since I took my first baking class.

megan: That's nice! Have you made anything special recently?

Anne: Yes! Last weekend, I made cupcakes for my sister's

birthday. I have tried at least five new recipes since last

megan: That's amazing! Have you ever had any problems since

you started?

Anne: Oh, yes! I have burned cookies a few times since my

first try. But I keep learning!

megan: That's great! Do you think you'll bake something for me

one day?

Anne: Of course! I can bake you a chocolate cake. I have been

practicing chocolate recipes since last week!

megan: I can't wait to try it!

- 1. Since when did Anne learn to bake? \_
- 2. What has Anne baked since she learned to do it? \_\_\_\_\_
- 3. What problem did Anne have with cookies? \_\_
- 4. What recipes has Anne been practicing since last week? \_



> Complete the dialogue with the vocabulary on the right.

One of my favorite hobbies is My mother taught me this when I was a child.

I love baking dark \_

they are my favorite. However, the first things I learned to bake were \_\_\_\_\_

\_ will be to Finally, my next \_\_\_\_ prepare a delicious \_\_\_\_\_ with









brownies

on top.





chip cookies







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02 Gyros-LetsDoit3-M2-3aF-FINAL.indd 38 18/07/25 6:17 p.m.

# **GRAMMAR** > Since

We use the preposition "since" to indicate the beginning of an action that began in the past. The preposition Since is used for hours, days of the week, months, years, and when we use the word yesterday.

PRONOUN	PRESENT PERFECT AUXILIARY	THE VERB IN PAST PARTICIPLE	COMPLEMENT	PREPOSITION	POINT OF REFERENCE IN THE PAST.
1	have	studied	a lot	since	the weekend.
She	has	lived	here	since	2024.
The team	has	participated	in the tournament	since	last year.
We	have	traveled	together	since	our first trip.

# LANGUAGE TIPS

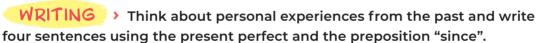
You can make these contractions:

- I have I've
- He has He's
- She has She's
- It has It's
- We have We've
- You have You've
- They have They've

Complete the sentences using the correct auxiliary, the correct form of the verb, and the preposition since. Use contractions when necessary.

1.	I	(have/has)	(bake) cookies	I was a child.
----	---	------------	----------------	----------------

- 2. She has \_\_\_\_\_ (decorate) cakes \_\_\_\_\_ she started her bakery.
- 3. They \_\_\_\_\_(have/has) \_\_\_\_\_ (prepare) brownies \_\_\_\_\_ last night.
- 4. I \_\_\_\_\_ (have/has) \_\_\_\_\_ (try) new dessert recipes \_\_\_\_\_ I bought this cookbook.
- 5. She \_\_\_\_\_(have/has) \_\_\_\_\_ (practice) making macarons \_\_\_\_\_ last summer.



Example: I have ridden a bike since I was 6.

st and write nce".

**SPEAKING** > In pairs, share the sentences you wrote and read them aloud to practice.

# **SELF-ASSESSMENT**

Read the statements and check if they are true for you.

|

I can use the preposition "since" to express previous experiences that began in the past and continue in the present.



02 Gyros-LetsDoit3-M2-3aF-FINAL.indd 39

18/07/25 6:17 p.m.



# I've collected comics for a few months

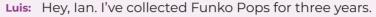




WARM UP > Discuss. Have you collected anything special? What things do some people usually collect? Make a list.

READING AND LISTENING SKILLS > Read the conversation. Write the number in the chart to make a complete sentence.





Ian: That's awesome! I've collected video games for a long

Luis: Have you found any rare games to add to your collection?

Ian: Yes, I've gotten a limited edition one to use with my console. What about you?

Luis: I've traded some duplicates to get exclusive Funko Pops. Oh, and I've started collecting comics for a few months

Ian: That's cool! I've read some comics for fun, but I haven't collected any.

Luis: I've found some really old issues at a great price online.

Ian: Maybe I will buy some. I've wanted to collect something new for a while now, and comics sound interesting.



1. Luis has collected Funko Pops

2. Ian has collected video games

3. Luis has started collecting comics

4. Ian has read some comics

5. Ian has wanted to collect something new

for a long time.
for fun.
for three years.
for a while.
for a few months.



VOCABULARY (in action) > Find the words in the word search.



- 1. For
- 2. Since
- 3. Comic
- 4. Videogame
- 5. Funko
- 6. Pop
- 7. Console
- 8. Collect
- 9. Sneakers
- 10. Cards

V	F	U	N	K	0	0	S	С
Р	ı	W	ı	U	N	R	С	0
0	0	D	0	0	Е	U	0	N
Р	S	С	Е	K	Α	J	М	S
Q	G	ı	Α	0	Α	Ε	-	0
Р	L	Е	N	R	G	R	С	L
Q	N	R	K	С	D	Α	R	E
S	0	S	Χ	J	Е	S	М	В
F	С	0	L	L	Е	С	Т	E

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02 Gyros-LetsDoit3-M2-3aF-FINAL.indd 40 18/07/25 6:17 p.m.



# **GRAMMAR** > For

We use the preposition "for" to indicate the duration of an action (number of hours, days, months, and years), and in expressions such as some, several, a lot of, a long time, and my whole life.

PRONOUN	PRESENT PERFECT AUXILIARY	THE VERB IN PAST PARTICIPLE	COMPLEMENT	PREPOSITION	DURATION OF THE ACTION
I	have	worked	on the project	for	a week
He	has	visited	Costa Rica	for	a few days
They	have	known	each other	for	a long time
She	has	collected	tazos	for	many years

Complete the sentences using the prepositions for or since depending on the

# LANGUAGE TIPS

We can also use "for" to talk about a purpose or a reason for something:

- I'm going for some breakfast. I'm really hungry.
- She leaves on Friday for a 15-day cruise around the Mediterranean.

con	text.
1.	I have collected stamps I was eight years old.
2.	We have gathered rare coins a long time.
3.	Gael has kept his comic books in perfect condition high school.
4.	We have bought antique books the past five years.
5.	She has owned a collection of vintage postcards five years.
6.	They have acquired rare stamps their visit to the museum exhibition.
7.	Andrea has kept her doll collection intact she received her first one.
8.	He has treasured his rare baseball cards many seasons.
son	VRITING > Think about personal experiences from the past and write ne sentences using the present perfect and the preposition "for".  mple: I love playing guitar, I have played it for 2 years.

**SPEAKING** > Pair work. Practice your sentences with a partner.

# **SELF-ASSESSMENT**

Read the statements and check if they are true for you.

S

No

I can use the preposition "for" to express previous experiences that began in the past and continue in the present.









# Lesson 20

# Meeting my favorite influencer



warm up > doing yesterday?	Check ✓ or cross out X what you did	. <b>What</b> were you
Relaxing	Baking	Reading
Studying	Playing videogames	Exercising
Working	Cooking	



# READING AND LISTENING SKILLS > Read the text, then answer the questions with T for true or F for False.



Last Friday, my friends and I were hanging out at the mall after school. We were looking for new clothes because we had a party to go to that evening. While we were walking around, we noticed a huge crowd near the entrance. We were curious and decided to check it out. Turns out, a famous YouTuber was filming a video for his channel right there! We were taking selfies and talking about how cool it would be to meet him. My friend Sarah, who was always watching his videos, was hoping to get an autograph, but she couldn't because there was so crowded, and everyone was recording the whole event on their phones. It was crazy!

After that, we were sitting at the food court, talking about the video we had just seen, when we noticed that the mall was starting to close. We were planning to go to the park, but by then it was already getting late, so we decided to head home instead.



1.	They were looking for new clothes.		1
2.	They saw a famous YouTuber at the park.	[	1
3.	Sarah was hoping to get an autograph from the YouTuber.	[	1
4.	The mall was empty when they were taking selfies with the YouTuber.	[	1
5.	They went to the park after meeting the YouTuber.	[	1
6.	They were sitting at the food court when they noticed the mall was closing.	[	1



# VOCABULARY (in action) > Find the words in the word search.

- 1. commenting
- 2. performing
- 3. browsing
- 4. sharing
- 5. engaging
- 6. scrolling
- 7. streaming
- 8. answering
- 9. watching
- 10. using

- a) Moving through content on a screen by swiping or using a scroll bar.
- b) Looking through or exploring content casually.
- c) Carrying out or presenting an action, often in front of an audience.
- d) Looking at or observing something attentively.
- e) Leaving remarks or opinions on something, typically online.
- f) Employing something for a specific purpose.
- g) Distributing or making content available to others.
- h) Transmitting or receiving media content in real time over the internet.
- i) Responding to a question or inquiry.
- j) Participating actively or getting involved in an activity.



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02 Gyros-LetsDoit3-M2-3aF-FINAL.indd 44 18/07/25 6:18 p.m.



# **GRAMMAR** > Gerunds "ING"

The **past progressive tense** describes an action that was in progress at a specific time in the past. You need the **gerund** form of the verb, adding the **-ing** ending. Sometimes it's necessary to make some adjustments to the spelling of the word.

RULES	EXAMPLES
Verbs that end in "e": Drop the "e" and add "-ing".	make → making write → writing
One-syllable verbs ending in consonant + vowel + consonant:  Double the second consonant and add "-ing".	run → running sit → sitting
Verbs that end in "-ie": Change "ie" for "y" and add "-ing".	lie →lying die →dying

# LANGUAGE TIPS

- -ing not only expresses the gerund of verbs in English, as it is also used to form nouns (fishing, writing...) and even adjectives (boring, mesmerizing...)
- In any case, they are always the same rules, regardless of whether they are verbs, adjectives or nouns.

# Write the following verbs in gerund.

1.	Read .	 <b>6.</b> Sit	<b>11.</b> Sing	<b>16.</b> Put
2.	Write	 <b>7.</b> Forget	<b>12.</b> Drive	<b>17.</b> Travel
			_	<b>18.</b> Get
4.	Swim	 <b>9.</b> Fix	<b>14.</b> Have	<b>19.</b> Enjoy
5.	Begin .			<b>20.</b> Take

**WRITING** > Fill in the blanks with the correct form of the verbs in parentheses in gerund (-ing form).

comment	регтогт	browse	snare	read	SCroll	stream	answer	watcn	use	
Saturday, I was ugh my feed, I s										
 friend was unique filt	ers and _	th	eir reac	ctions i	n real tir	me. Mea	nwhile, se	everal cr	eators wer	
live and al media						was an e	nergetic	day, with	n everyone	) on
SDEOKING		Dair war	k Mark	(in nai	irc and	tako tur	ns to ask	and an	CIMOR	

SPEAKING > Pair work. Work in pairs and take turns to ask and answer the questions.

What was your favorite TikToker doing in their last video? He/she was \_\_\_\_\_\_

What was the funniest video you saw yesterday, and what was the person doing? He/

What song were people using for their videos? They were \_\_\_\_\_

# SELF-ASSESSMENT

Read the statements and check if they are true for you.

I can identify the use of gerunds talking about past experiences.

I can use vocabulary about social media.



No



# We were remembering the past!



**WARM UP > Discuss**. How does your routine change as you become older? What were you doing as a child that you remember as your happiest moment?



**READING AND LISTENING SKILLS** > Read the text and answer the questions below.

# A rainy day with grandpa

Last weekend my brother and I were cleaning our mom's house when I found a photo album. I stopped what I was doing and sat down to look at it. I was looking at the pictures, I saw one that brought back many memories. If was a picture of my brother and I wearing pajamas, raincoats, rain hats, and rain boots. It was a picture my mom took during a vacation. We were staying at our grandparents' house. It was a rainy day. My brother and I were playing in the living room when we heard strange noises outside. We looked out the window, and we saw our granddad. He was gardening in the rain! We thought it looked like fun, so we put on our rain gear and went outside. While we helped our granddad, we were talking about plants and flowers. We

learned a lot from our granddad. I remember we were laughing and enjoying our time. After a while, our mom asked us to go back inside; it was getting cold outside. Before we changed into warm clothes, our mom took the picture I was looking at. I was having such a great time remembering the past that I didn't notice it was getting late. I put away the photo album to look at later and continued cleaning the house.

1.	What made the person remember the past?
7	Who took the picture?
3.	What was the granddad doing when they heard noises?
4.	What were they doing while they helped their granddad?
5.	What did he remember

# **VOCABULARY**



# Routines. Unscramble and write the words.



ahev rebksafta

制

teg rsdeeds



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2.

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.

egt pu

6.



lanec

46

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02 Gyros-LetsDoit3-M2-3aF-FINAL.indd 46 18/07/25 6:18 p.m.



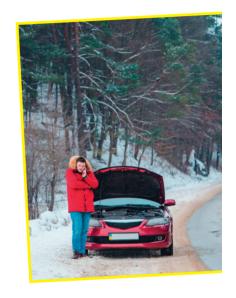
# **GRAMMAR** > Past continuous affirmative

The past continuous tense is used to refer to unfinished actions that were taking place at a specific moment in the past.

SUBJECT	AUXILIARY (PAST FORM)	VERB (ING)	COMPLEMENT
I	was	doing	homework with my friends.
He		working	at the hospital last night.
She		reading	a comic.
lt		playing	with her sister.
	were	running	in the street.
We You		remembering	our childhood.
They		studying	for your exam.
		jumping	on the bed this afternoon.

# LANGUAGE TIPS

 There is no contracted form for affirmative sentences.



# Choose the correct option and write it on the line.

1.	dinner at eight o'clock last night.						
	<b>a.</b> She eating	<b>b.</b> She was eating	c.	were eating			
2.	Miguel's car broke do	own when	home.				
	a. was driving	<b>b.</b> he driving	c.	he was driving			

- 3. When I got to school, I realized \_\_\_\_\_ my sister's sweater.
- **b.** I wearing c. was wearing **4.** \_\_\_\_\_ to school when the accident happened.
  - a. We walking **b.** Were walking c. We were walking
- \_\_\_ dinner together. 5. Lucy and Tom \_\_\_
  - **a.** were having **b.** was having c. were haveing

# WRITING >> Think about important moments in the past. What were you doing when that happened?

Last Christmas: \_\_ Summer vacations: \_\_\_\_\_

Your first concert: \_

# SPEAKING > 🙋 🤦 Pair work. Share your important moments with a partner.

What were you doing last Christmas?

That day, I was ...

# SELF-ASSESSMENT

Last birthday: \_

a. I was wearing

Read the statements and check if they are true for you.

No

I can use present continuous in affirmative form

I can talk about my habits and routines in the past











'Have you ever chatted with a virtual assistant and wondered, "How does it know what I'm saying?" Chatbots aren't magic; they're powered by advanced technology that helps them understand human language and respond (almost) like a real person. They learn by studying tons of data to find patterns in language by recognizing common phrases and responses. For example, they learn that people often greet each other by saying, "Hi," "Hello," or even "What's up?" So, when you say any of these, a chatbot knows it's time to respond with something friendly.

<sup>2</sup>Natural Language Processing (NLP) is a fancy term for how chatbots understand the words we use and what we mean. Let's say you type, "Can you recommend a good book?" The chatbot figures out that you're asking for a recommendation and that the topic is books. Pretty smart, right? NLP also helps chatbots figure out the mood behind your message. Are you happy? Confused? Frustrated? They use this info to make their responses more helpful and human-like.

<sup>3</sup>Also, good chatbots can follow a conversation's flow without getting lost.

You: "Tell me about Paris."

Chatbot: "Paris is the capital of France."

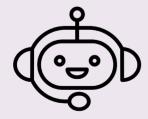
You: "What can I do there?"

Chatbot: "You can visit the Eiffel Tower and the Louvre

Museum."

Notice how the chatbot remembers you're still talking about Paris, even if you didn't mention it again? That's context at work!





<sup>4</sup>Chatbots are smart, but they're not perfect. They can make mistakes because some words have multiple meanings (like "bat" —an animal or a baseball tool?), or maybe some slang or trendy expressions are very new and might not recognize them right away. Even so, the more chatbots interact with people, the more they learn to handle tricky conversations.

<sup>5</sup>In the future, chatbots will advance at a point where they might understand jokes, sarcasm, and emotions. So next time you chat with a bot, remember it's not just a computer. It's a learning, evolving system designed to make conversations smoother and more natural. And who knows? It might just surprise you with how much it understands.



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02 Gyros-LetsDoit3-M2-3aF-FINAL.indd 48 18/07/25 6:18 p.m.

# READING ACTIVITY.

Write 2 more titles that fit the text:	
How do chatbots learn to recognize patterns in language?	
What does NLP stand for?	
Why is it important for chatbots to use context in a conversation?	
Mention two reasons why a chatbot might make mistakes.	
How do chatbots improve over time?	
What's your personal opinion on chatbots?	





We learned that chatbots can be confused by prompts containing words with ambiguous meanings. It is important to identify what could confuse a chatbot.

- "I saw a bat in the park."
- "Can you recommend something cool?"

**Prompt:** It is the user's input or question that guides the chatbot's response based on intent and context.

**Ambiguous:** Something unclear or having multiple possible interpretations, requiring context or clarification to understand correctly.



Make a list of ambiguous prompts that can confuse a chatbot and explain how to fix them. Share with your classmates.

49



# I was not texting you



WARM UP > Work in pairs. Write sentences about things you weren't doing in the past and share them. For example:

"I wasn't hanging out with friends last weekend; I was studying for the exam."

"I wasn't using Instagram yesterday morning; I was listening to music."



READING AND LISTENING SKILLS > Read the text and answer T for true or F for False.

# Tom's day without social media

Last Saturday, I decided to take a break from social media. I wasn't scrolling through Instagram all day like I usually do. I wasn't checking my Facebook notifications every five minutes, and I wasn't posting anything on TikTok. Instead, I spent the whole day outside, walking and enjoying nature. I felt so free, without constantly worrying about what was happening online. It was a nice change, but I realized how often I usually check my phone without even thinking about it.



1.	He wasn't checking Instagram all day.		1
2.	He spent the whole day inside.	Į.	1
3.	He was posting on TikTok all day.	[	1
4.	He noticed he usually checks his phone without thinking.		1

# VOCABULARY (in action) > Match the pictures with their definition.

**Texting:** Sending short written messages through a mobile phone or messaging app.

**Hanging out:** Spending time with friends or others in a relaxed and informal way.

5. He enjoyed his day without social media

**Working out:** Doing fitness routines or going to the gym.

**Dancing:** Moving the body rhythmically to music.

Posting: Sharing photos, videos, or text on social media platforms.













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02 Gyros-LetsDoit3-M2-3aF-FINAL.indd 50 18/07/25 6:18 p.m.



# **GRAMMAR >** Past continuous (Negative)

The past continuous tense in the negative form is used to express that an action was not happening at a specific time in the past.

SUBJECT	VERB TO BE (PAST FORM)	VERB (ING)	COMPLEMENT
I		chatting	with friends.
He	wasn't	listening	to music.
She		going	to the mall.
lt		having	dinner with her family.
		opening	on holidays.
We You	weren't	studying	for the exam.
They	werent	using	their cell phones.
	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	working	yesterday morning.

# LANGUAGE TIPS

When using the word "never", don't write the verb "to be" in the negative form, as the word "never" already expresses the negation.

 Example: "I was never studying at night during high school."

Complete the sentences	with the negative for	orm of the past	continuous.

- 1. Chris and John \_\_\_\_\_ (not / play) soccer in the same team.
- 2. I \_\_\_\_\_ (not / use) TikTok last night.
- 3. We \_\_\_\_\_ (not / run) around the playground.
- 4. My husband \_\_\_\_\_(not / do) exercise yesterday.

WRITING > Imagine there was a massive power outage last night. Write the actions that you or your family usually do but weren't able to do. Use the past continuous tense.

Exca 100	م ا م. ۸	1. 1. 1	~~~+h	051	1010 m 1+	14/0/+0	shina	1/01/7	Th.	videos.
Exam	DIE. N	VIV L	ווטונ	er v	vasn i	WULL	mma	YOUI	ube	videos.



SPEAKING > Pair work.

Share with a classmate the activities you weren't doing last night.



Read the statements and check if they are true for you.

I can use past continuous tense in negative sentences.

Yes N



02 Gyros-LetsDoit3-M2-3aF-FINAL.indd 51

18/07/25 6:18 p.m.

# Were you posting a photo yesterday?





**JARM UP** > Guessing game in pairs. Think about an activity you were doing last holiday. Let your partner guess by asking questions.



Example:

"Were you studying last holiday?" "No. I wasn't."

"Were you watching TV?"

"Yes. I was!"

# READING AND LISTENING SKILLS > Listen to the conversation and answer the questions.

Sasha: Hey, Andre! How were your holidays?

Andre: Hi, Sasha! They were awesome. I went to the beach with my friends, and we rented an Airbnb. What about you?

Sasha: I went to the city, and I rented an Airbnb too. I needed good Wi-Fi because I was checking my social media, stories all the time and answering

my followers.



Andre: That sounds cool! I was posting stories on Instagram too. Were you posting photos?

Sasha: Yeah, but one day I was so tired that I didn't post anything. I was taking a nap while my friends were at the pool.

Andre: That happened to me too! I was resting in the room while my friends were playing soccer on the beach. I was listening to music but didn't notice what they were doing.

Sasha: Haha, that's funny! What did you do at night?

Andre: We went to a restaurant by the beach. We were taking pictures and videos for TikTok. We were posting all the time and I tagged some friends.

Sasha: Same here! My brother was taking pictures for his travel blog.

Andre: I saw everyone's photos while I was resting. I was a little jealous, but it was still a great time.

Sasha: Haha, I know what you mean! I was looking at my

friends' photos while I was relaxing.

-	\ A / A		1 ' C ' 1	1 .	_
1	$1/1/2c$ /\ndro	racting who	n hic triands	Word playing	coccorl
	vvas Aliule	TESTITIO WITE	:	were playing	300001

- 2. Was Sasha listening to music when she posted on social media? \_
- 3. Was Andre posting on social media? \_
- 4. Was Sasha checking her social media all the time?

# VOCABULARY (in action)

1. Social media

2. Post

**4.** Tag

5. Story

3. Follower



# Match the words with their meaning.

- A message, image, or video shared on a social media platform.
- To label someone in a post, photo, or video, notifying them and linking them to their profile
- Websites and applications that allow people to create and share content or to participate in social networking.
- A short-lived form of content (usually photos or videos) posted on platforms like Instagram, Facebook, or Snapchat, typically disappearing after 24 hours
- A person who subscribes to another user's social media account to receive updates on their posts.



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02 Gyros-LetsDoit3-M2-3aF-FINAL.indd 52 18/07/25 6:18 p.m.

# **GRAMMAR** > Past continuous (questions)

Questions in the past continuous tense are used to ask about actions or situations that were happening at a specific moment in the past

VERB TO BE (PAST FORM)	SUBJECT	VERB (ING)	COMPLEMENT
	I	chatting	with friends yesterday?
Was	he she it	listening	to music?
was		going	to the mall?
		having	dinner with her family?
		opening	on holidays?
Were	we you they	studying	for the exam?
were		using	their cell phones?
		working	yesterday morning?

# LANGUAGE TIPS

If you ask "What were you doing?" You expect a detailed description.

If you ask "What did you do?", you expect a brief summary.



# Order the words to make questions.

- 1. tagging / friends / the / you / video / in / Were / your /?
- 2. watching / livestream / they / the / Were /?
- 3. he/to/messages/replying/Facebook/Was/on/?\_
- 4. pictures / Instagram / posting / I / on / Was /? \_
- 5. following / new / on / Were / we / TikTok / anyone /? \_\_\_

WRITING > Imagine you are a journalist, and you are about to interview a famous person (a celebrity, an athlete, etc.). Write at least five questions using the past continuous tense. Examples:

- What were you doing when you won the award?
- Where were you living when you started your career?

# **INTERVIEW QUESTIONS**

1.	
2.	
3.	
4.	
••	



**SPEAKING** > Role-play. Student A pretends to be the interviewer and asks the questions to Student B, who has to answer pretending to be the famous person. Then change roles.

# **SELF-ASSESSMENT**

Read the statements and check if they are true for you.

Yes

No

I can ask questions using past continuous tense.

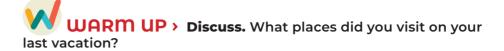












# **READING AND LISTENING SKILLS** > Listen to the conversation and answer the questions.

Karla: Hi, Jason! How was your last vacation?

Jason: It was amazing! I went to Surutato with

my family.

Karla: That sounds fun! What did you do

there?

Jason: We rode horses, went hiking and

hunting, and ate delicious country food.

Karla: Did you visit any interesting places?

Jason: Yes, we visited "La nariz" and "La Puerta al Cielo" viewpoint and went fishing at the Surutato dam. Also, we walked through the streets of the town.

Karla: Wow! Did you take pictures?

Jason: Of course! I took many photos of the

town and the landscapes.

**Karla:** What was your favorite part of the trip?

Jason: My favorite part was sleeping in a cabin

for the first time!

Karla: That sounds amazing. I'm glad you had

a great time!

# Read the following statements and decide if they are true or false.

1. Karla went to Surutato on her last vacation.	T	F
2. Jason rode horses, went hiking and hunting.	T	F
3. Karla ate delicious country food.	T	F
<b>4.</b> Jason took many photos of the Surutato dam.	T	F
5 Jason lived his whole life in a cabin		



VOCABULARY (in action) > Write the following verbs in the past tense and find them in the wordsearch.

<b>1.</b> Travel
2. Visit
3. Explore
4. Relax
<b>5.</b> Stay
6. Rest
<b>7.</b> Plan
8. Pack
9. Unpack
<b>10.</b> Book

	Р	Р	L	Α	N	N	Е	D	N	L
ľ	U	Р	Α	С	K	Е	D	Т	R	R
	I	N	Α	I	С	J	D	R	R	Е
	В	0	Р	S	S	Е	I	Α	Ε	S
	Α	0	0	Α	T	U	М	٧	L	T
	0	Н	0	I	С	А	Α	Е	Α	Е
	٧	T	S	K	Q	K	Υ	L	Χ	D
	Α	I	٧	K	Ε	0	Е	Е	Ε	1
	٧	0	0	0	R	D	I	D	D	Α
	Е	Χ	Р	L	0	R	Е	D	Α	С

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02 Gyros-LetsDoit3-M2-3aF-FINAL.indd 54 18/07/25 6:18 p.m.



# **GRAMMAR** > Simple past (affirmative)

The simple past tense is used to describe completed actions or events that occurred at a specific time in the past.

SUBJECT	VERB (PAST TENSE)	COMPLEMENT		
	explored	the countryside last week.		
	rode	a bike to the river.		
I, he, she, it, we, you, they	traveled	to Cosalá.		
you, triey	took	a bus to the city.		
	packed	the luggage.		

# LANGUAGE TIPS

You can use time expressions in the past tense, for example:

- Yesterday
- Last week/month/ year
- Two days ago
- In 2010

## **REGULAR VERBS**

They are formed by adding -ed to the base verb.

He traveled to Imala with his family.

Mary visited her grandmother last week.

It **started** to rain yesterday afternoon.

## **IRREGULAR VERBS**

They don't follow specific rules, they're memorized.

I went to the park this morning.

You bought a new dress at the store.

We **took** a bus to go to the beach.

They walked through the forest.

# Complete the sentences with the past tense of the verb in parentheses.

1.	My parents	_ (enjoy) their stay at the hotel.

- **2.** We \_\_\_\_\_ (ride) bicycles around the lake last weekend.
- **3.** Karla \_\_\_\_\_ (buy) a beautiful souvenir at the market.
- **4.** They \_\_\_\_\_ (visit) the "Pedro Infante" museum while they were in the city.
- **5.** My father \_\_\_\_\_ (take) a lot of photos during his trip to the national park.

# They're George and Melanie.

# **SPEAKING** > Guessing

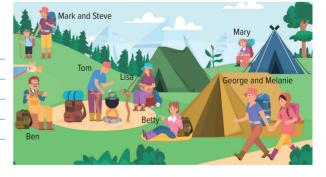
game. Read your sentences to a partner, without mentioning the people's name. Your partner has to guess who you are talking about.

# WRITING > Look at the picture. Describe what people did on vacation. Use simple past tense.

Example: George and Melanie walked through the forest.

•••	
2.	
3.	

j. \_\_\_\_\_



# SELF-ASSESSMENT

Read the statements and check if they are true for you.

s No

I can use the simple past tense to talk about my last vacations.

I can identify regular and irregular verbs in the past tense.



# I was shopping when I saw my friend





WARM UP > Discuss. How many shopping malls are there in your city? Which ones have you visited?

READING AND LISTENING SKILLS > Read the text. Underline the verbs in past continuous tense and circle the verbs in simple past tense.



**Yesterday afternoon**, I was shopping at the mall when I saw an old friend I hadn't seen in years. I was looking at some clothes in a store window when she called my name. We decided to catch up, so we went to a coffee shop inside the mall. While we were drinking our coffee, we were watching people passing by. The mall was full of families, couples, and groups of friends enjoying their day.

Suddenly, we heard loud music coming from the central plaza, so we walked over to see what was happening. A live band was performing, and the area was crowded with people clapping and cheering. While the band was playing, kids were dancing near the stage, and several people were recording videos on their phones. It was such a lively atmosphere!

After the show, we continued exploring the mall. I bought a new pair of shoes while my friend was checking out some jewelry. Later, we were walking toward the parking lot when we realized it was already evening. We both laughed at how quickly time had passed. It was a wonderful day filled with unexpected surprises.



VOCABULARY (in action



Write the following verbs in the past tense.

1.	See
2.	Decide
3.	Try
	Buy
	Shop
	Call
	Go
	Help
	Wait
	. Walk

Write the gerund of the following verbs.

1.	Shop
2.	Drink
3.	Chat
4.	Play
	Browse
	Look
7.	Watch
8.	Perform
9.	Dance
	. Eat

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# **GRAMMAR** > Simple past and past continuous (When & While)

The simple past and the past continuous are English verb tenses that are often used together to describe events in the past. By using "when" and "while", we can establish relationships between actions in these two tenses.

**When** introduces a short action that occurs during a longer action in progress. The short action is expressed in the simple past and the action in progress in the past continuous.

Carlos was driving to the mall **when** he saw an accident on the road.

While introduces a long or ongoing action, often related to another action also in progress. Both actions are usually in the past continuous, although it can also be combined with one in the simple past.

I walked through the mall **while** I was looking for new clothes.

# LANGUAGE TIPS

The simple past is essential for telling stories, describing past routines or talking about historical events.



# Complete the sentences with the past tense of the verb in parentheses.

1.		(shop) at the mall when I	_ (see) my old friend.
2.	We	(wait) in line while the store clerk	(help) another custome
3.	When I	(look) at shoes, she	_ (buy) a new dress.
4.	They	(play) video games at the arcade wh	iile we (walk) arounc
	the mall.		
<b>5</b> .	l	(hear) a loud noise while I	_ (browse) the electronics store.
6.	We	(eat) at the food court while they	(advertise) a sale at
	the clothing stor	e.	
7.	He	(look) at the map while I	(call) him on the phone.
8.	While we	(buy) gifts, they	(dance) at the mall event.
9.	l	(buy) a coffee when my friend	(try) on clothes.
10.	We	(chat) with the sales assistant while I	(try) on a jacket.

WRITING > Imagine that you went to the mall yesterday. Write a short paragraph describing your experience, using the simple past, the past continuous and "when" and "while" to connect your sentences.

Yesterday, I went to the mall with \_\_\_\_\_

# **SPEAKING**

Share your paragraph with the class.

# **SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes No

I can use the simple past and the past continuous in affirmative sentences.

I can use "when" and "while" to connect sentences to talk about the past.





We're going to make a story together. We start with a premise about mystery, adventure, fantasy or something funny, then each person adds one sentence. We'll make a fun story, be creative!

# Example:

One morning, an explorer found an old map in his house.

While he was looking at the map, he noticed a strange symbol.



# **Optional premises**

**ADVENTURE** 

A young boy found a strange key in his garden. \_\_\_

MYSTERY
A message

arrived in the mail, containing only a single word: 'Beware'. 3

COMEDY

A dog wearing sunglasses walked into a bakery. 4

FANTASY A young

A young wizard discovered a prophecy that foretold the end of dragons. 5

SCI-FI
An alien spaceship landed in

a farmer's

field.

6

ROMANCE
They met on
a rainy day at
a bus stop.

7

**HORROR** 

A chilling message appeared in the mirror: 'I'm watching

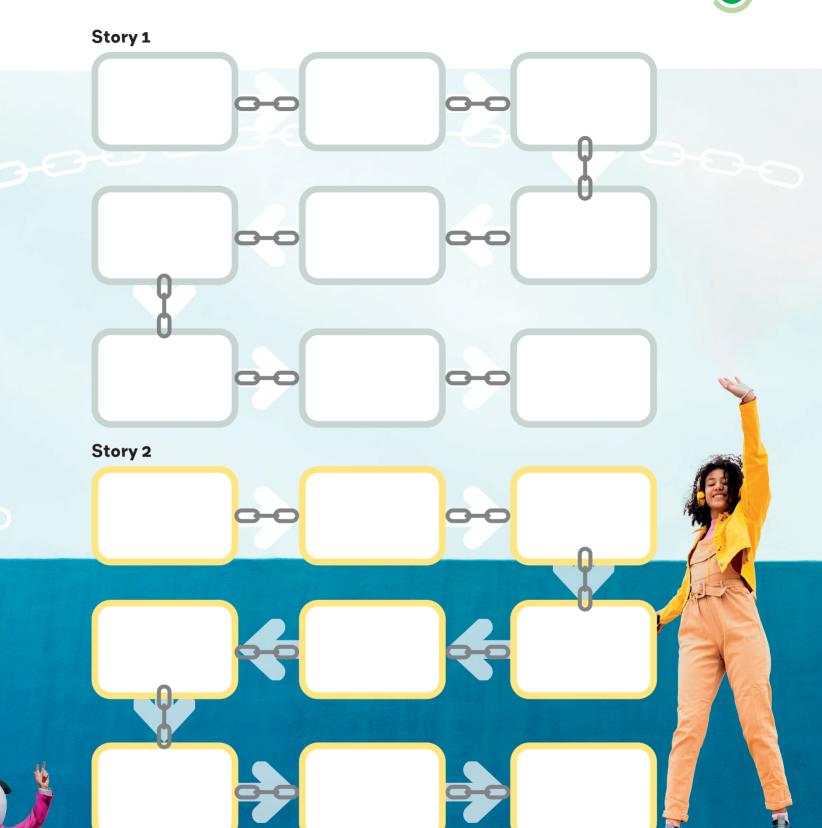
you'.

- Get into **teams** of 3-5 students.
- The teacher picks a **starting idea** for all teams.
- Each member writes a sentence and passes the paper to the next person, who adds their sentence building on what the previous person wrote.
- After 10-15 minutes, teams read their story aloud.
- Spend 5 more minutes finishing the story and choosing a name for it. Then pick a new idea and start again.









Share them with your classmates.

59







I bought a new jacket when I saw the	
sale in the shoe store.	
While I was shopping at the mall, my	
friend was eating in the food court.	

# READING AND LISTENING SKILLS

# Listen and read the conversation and choose T for True or F for False.

**Anna:** I went to the mall yesterday. I visited a few stores, but I didn't buy anything.

mark: Really? I was shopping for new shoes while you were at the clothing store. I found some great ones at the sports store!

**Anna:** Oh, I didn't know you were there. I was looking at some dresses at the clothing store when I saw my old friend Sarah. We chatted for a while.

mark: That sounds fun! I wasn't looking for clothes. I was just checking out the sale at the electronics store. I bought a new charger.

**Anna:** I didn't go to the electronics store. I was too busy trying on shoes at the shoe store.

mark: I wanted to check out the jewelry store, but I didn't have enough time. The last time I was at the accessories shop, I bought a nice bracelet for my sister.

Anna: Oh, I was in the cosmetics store for a long time!
I was trying some new lipsticks, but I didn't buy

mark: Well, I bought a new phone case at the mobile accessories store, but I didn't get anything else.

**Anna:** I guess we both had a productive day, even if we didn't buy much!



Anna went to the mall yesterday and bought several titems.
 Mark was shopping for

shoes while Anna was in the **T F** clothing store.

3. Anna bought a charger at the electronics store.

 Mark visited the jewelry store, but he didn't have enough time to shop there.

 Anna spent a long time in the cosmetics store but didn't buy T F any lipsticks.



> Write items that you can buy in these stores.



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02 Gyros-LetsDoit3-M2-3aF-FINAL.indd 60 18/07/25 6:18 p.m.

# **GRAMMAR** > Past continuous vs Simple past (negatives)

When you combine Simple past and Past continuous in a negative form, each verb will follow its own negative structure. These combinations show two actions in the past: one completed (in simple past) and the other in progress (in past continuous), where neither action happened.

SIMPLE PAST	PAST CONTINUOUS
didn't + base verb	wasn't/weren't + verb (-ing)
I didn't buy the new phone.	I wasn't looking for new sneakers.

# LANGUAGE TIPS

An anchor store is a large department store in a mall, like Sears, Macy's or Liverpool.

These stores are strategically placed to attract shoppers.

# Complete the sentences with simple past and past continuous.

1.	They (not pay) attention to the sales signs when I
	(notice) them.
2.	I (not look) for shoes while I (be) in the store, I
	was just browsing.
3.	When we entered the store, they (not have) the size I
	(want).
4.	I (not notice) the special offer when I (be) in
	the shop yesterday.
5.	I (not look) for a new jacket when my friend
	(find) a great one.

**WRITING** >> Look at the pictures and write 3 sentences about what did not happen during your last visit to a mall using simple past and past continuous tense in the negative form, with the connectors when and while.

Example: I wasn't walking when my phone rang.







# SPEAKING



work. Share your sentences with a partner.

# SELF-ASSESSMENT

Read the statements and write if it is true for you.

Yes

I can use the simple past and the past continuous tense in negative sentences.

I can use vocabulary related to shopping malls and stores.



# Lost at the mall



WARM UP > Discuss. What would you do if your little brother got lost in a shopping mall? Who would you ask for help?



# READING AND LISTENING SKILLS > Listen and read the text, then answer the questions.

Yesterday something unexpected happened at the shopping mall. A little boy named Tommy got separated from his parents. While the security guards were searching for him, they started asking questions to people around the mall.

One guard asked a woman near the food court, "Were you eating when you saw the boy running past?" She replied, "No, I wasn't eating when he passed. I was throwing away my trash." Another guard approached a group of teenagers by the arcade and asked, "Were you playing games when the boy walked in here?" One of them answered, "Yes, we were playing when he walked in, but he left quickly."

At the bookstore, a clerk was organizing shelves. A guard asked her, "Were you helping a customer when the boy entered the store?" She said, "No, I wasn't helping anyone when he entered. I was putting books back on the shelf." Thanks to everyone's help, the guards found Tommy near the toy store. He was safe and playing with some toy cars when his parents arrived. They were very relieved and thanked the guards for their quick action.

- 1. What was the woman doing when she saw the boy near the food court?
- 2. Were the teenagers playing games when the boy walked into the arcade?
- 3. What was the clerk doing when the boy entered the bookstore?





> Read the text again and name the pictures.













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02 Gyros-LetsDoit3-M2-3aF-FINAL.indd 62 18/07/25 6:18 p.m.

# **GRAMMAR** > Past continuous vs Simple past (questions)

Questions with past continuous and simple past tense are used together to ask about events in the past where one action interrupted another action that was in progress, or when both were happening simultaneously.

PAST OF BE	SUBJECT	VERB (-ING)		SUBJECT	PAST TENSE VERB	
Was	I, he, she, it,	shopp <b>ing</b> try <b>ing</b> clothes	when	I, he, she,	saw the sale signs ruined the zipper	?
Were	we, you, they	call <b>ing</b> the security guard look <b>ing</b> for shoes		it, we, you, they	missed your little sister went to a different store	·

# LANGUAGE TIPS

"Window shopping"
means looking
at things in store
windows without
planning to buy
anything. People do it
for fun or to pass time.

Example: I love going to the mall for window shopping on weekends.

# Complete the questions with past continuous and simple past tense.

1.	(he/	stand) in line when you	(shop) at the store?	
2.	What	(they/sell) when you	(walk) past the kiosk?	
3.	(you	ı/ask) for help when the sales as	sistant (show) <u></u>	you the new shoes?
4.	(the	ey/offer) discounts when we	(look) at the elect	ronics?
5.	What	(you/think) when you	(see) the huge sale in	the window?
6.	(voi	/see) her when I	enter) the mall?	

WRITING > Read the scenario and write 5 questions to know what was happening at that moment.

Example: Were you trying on sneakers when Jake tripped?

# Scenario:

Last Saturday your friends went to the mall, but you didn't go because you were sick. That day Jake made a fool of himself when he tripped over a display and knocked down a pile of shoes, and his friends couldn't stop laughing.

**SPEAKING** > Role-play. Your partner asks you his/her questions. Answer them as if you were in the scenario. Then change roles.

Were you trying on sneakers when Jake tripped?

No, I wasn't. I was messaging Andrew.

# **SELF-ASSESSMENT**

Read the statements and check if they are true for you.

Yes N

I can make questions using past continuous and simple past tense.





# School habits scrapbook



**Habits** are things we do often, without thinking. They affect our lives a lot. Good habits, like regular studying, help us do better. Students should build good habits to succeed in school and have a healthy life.

In a **scrapbook** you can stick pictures, newspaper articles, and other items you've collected to preserve memories or organize information.

People often use scrapbooks to create personalized albums that tell stories or document events.





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**Objective:** Create a scrapbook about school habits, incorporate the grammar structures present perfect tense, simple past tense, and past continuous tense. Use the sentences to point out the actions you have done to be a better student. Present your scrapbook to the class.

- 1. Work in teams of 6 students.
- 2. Each student creates a page of the scrapbook (**physical or digital format**), where he/she writes at least 3 sentences describing habits that make them a better student (one in present perfect tense, one in simple past tense, and one in the past continuous tense). Examples:
  - a. I have completed all my homework on time this semester.
  - b. Last week, I studied for my exams with my classmates.
  - c. I was practicing presentations with the help of my teacher.
- **3.** Start your scrapbook with a presentation page. Include colorful images to illustrate the habits.
- **4.** As a team, prepare a **5-minute presentation** where each member presents his/her scrapbook page to the class.





Aspect	Criteria	Yes	No
Grammar	The students use correctly the present perfect, simple past, and past continuous tense in context.		
Content	The central theme is about habits to be a better student. The scrapbook uses clear and detailed sentences.		
Collaboration	Each member participates equally in both the creation and presentation process.		
December	The presentation is clear and well-organized; communicates the school habits effectively.		
Presentation	Visual aids support the presentation and sentences are easy to read for everyone.		





03 Gyros-LetsDoit3-M3-3aF-FINAL.indd 66 18/07/25 6:21 p.m.





# **»** Diagnostic

# I. Choose the correct option.

1.	a) when	b) while
2.	l enjoy (cook) t a) cooking	raditional Mexican food on weekends <b>b)</b> cook
3.	They (need) in Mexico.	a guide to explore the ancient ruins
	a) need	b) needs
4.	· · · · · ·	story of Cinderella is very interesting. <b>b)</b> thinks
5.	We (believe) broadens our minds.  a) believe	that reading classic literature  b) believes
	•	•
6.		author of this novel. He's very famous b) knows
7.	history?  a) Do/want	_ (want) to read more about Mexican b) Does / want
8.	The children were play	ying in the park their
9.	it's very rude.	rrupt) people when they are reading,  b) hate / interrupt
10	. He (love) (ex	plore) new places in Mexico every
	summer. a) loves / exploring	<b>b)</b> loves / explore
11.	They were discussing them in class.	a book their teacher gave
	a) when	<b>b)</b> while
12.	She (want) t	o travel to Mexico and explore its rich
	culture.	
	a) want	b) wants



# Greek tragedies are old, but timeless







READING AND LISTENING SKILLS > Read the text and underline the words "and". "or", "but", "so", and "that". Then, answer the questions.

# A brief overview of classical literature

Classical literature includes books that have been important for a long time and show the ideas, values, and beliefs of their societies. Even though they were written centuries ago, they still influence writers and thinkers today so people continue to read them.

In Ancient Greece, epic poems like The Iliad and The Odyssey by Homer tell stories of heroes and honor, but they also explore human nature. Greek tragedies, such as Oedipus Rex by Sophocles or Medea by

Euripides, deal with themes like fate and morality, so they are still interesting today.

During the Roman era, writers like Virgil created works such as The Aeneid, which is similar to Homer's poems but also talks about Rome's destiny as an empire. On the other hand, philosophers like Cicero or Seneca wrote about ethics and politics, so their ideas influenced Western thought for centuries.

Later, during the Renaissance, classical literature grew in Europe so more people could read important works. The Divine Comedy by Dante, Don Quixote by Cervantes, and Shakespeare's plays are famous worldwide not only for their artistic beauty but also because they discuss themes that are still important today. In this way, classical literature connects the past with the present so we can understand human experiences over time.

- 1. Why is classical literature still important today?
  - a) Because it helps us understand human experiences over time.
  - b) Because it is only about ancient history.
  - c) Because it was written in modern times.
- 2. Which Greek writer created Oedipus Rex?
  - a) Sophocles
  - b) Homer
  - c) Virgil
- 3. What is The Aeneid about?
  - a) The destiny of Rome as an empire.
  - b) The adventures of a knight.
  - c) The life of a famous philosopher.



# Match the images with the correct literature word











] Epic

**]** Tale

Hero

**]** Teather

Poetry



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03 Gyros-LetsDoit3-M3-3aF-FINAL.indd 68 18/07/25 6:21 p.m.

# **GRAMMAR** > Sequence connectors (and, or, but, so, that)

Sequence connectors are used to link opinions from one sentence to the next and to give paragraphs coherence. Connectors help us organize the events of the beginning, middle and end of a story.

CONNECTOR	FUNCTION	EXAMPLE
and	It's used to add another idea or concept.	He is an extraordinary fighter <b>and</b> a great hero.
or	Introduces one or more alternatives.	You can read poetry <b>or</b> a horror story.
but	Introduces an exception or a contrast.	I love poetry <b>but</b> I love horror stories.
so	: It's used to express a result	Literature is a human expression, <b>so</b> people Show their feelings through it.
that	It refers to a specific thing previously mentioned, known, or understood.	The Divine Comedy is a masterpiece that explores themes of morality and faith.

# LANGUAGE TIPS

# Did you know?

- The Iliad by Homer, The Bible, The Divine Comedy, and Don Quixote are some of the most important books in history.
- The Iliad is especially famous because it has influenced literature and culture all over the world

# Complete the sentences using and, or, but, so, or that based on what you learned about classical literature.

- **1.** Homer wrote The Iliad \_\_\_\_\_ The Odyssey, which are famous epic poems.
- 2. Virgil wrote The Aeneid, \_\_\_\_\_\_ it focuses on the destiny of Rome as an empire.
- **3.** You can read works by Sophocles \_\_\_\_\_ Euripides if you are interested in Greek tragedies.
- 4. Shakespeare's plays are very old, \_\_\_\_\_ they are still performed today.
- **5.** Dante wrote The Divine Comedy \_\_\_\_\_\_ people could reflect on life, death, and morality.

# WRITING > Search for information about classical literature and write 5 sentences using the sequence connectors "and", "or", "but", "so", or "that".

**Example:** Shakespeare wrote plays that explore human emotions **and** conflicts.

You can read Don Quixote **or** The Divine Comedy if you like classic books.



**SPEAKING** > Share your sentences with the class.

# SELF-ASSESSMENT

Read the statements and write if it is true for you.

; N

I can identify vocabulary related to classical literature.

I can use the sequence connectors "and", "or", "but", "so", "that".

69

# Lesson 34 A Mexican writer





**WARM UP > Brainstorm.** Do you know the name of a Mexican writer? List some of his/her works.

**READING AND LISTENING SKILLS** > Listen and read the conversation, circle the words "first", "then", "later", "before", "after". Then answer True or False.



Alberto: Adriana, have you read any works by Sor Juana Inés de la

Cruz?

Adriana: Yes, I have! Her most important works are fascinating. First,

I read her poem "Hombres necios que acusáis", which

criticizes the double standards of society.

Alberto: That's a powerful one. Then what did you read?

Adriana: Then, I explored her play "Los empeños de una casa", a

great example of her wit and creativity. Later, I studied her "Respuesta a Sor Filotea". It's amazing how she defends women's right to education in such a thoughtful way.

Alberto: I've heard about that! Did you read anything else before

those?

Adriana: Before I read her works, I learned about her life to

understand the context of her writing.

Alberto: That makes sense. And after reading her works, what do

you think of her legacy?

Adriana: After reading them, I think Sor Juana was not only a literary

genius but also a pioneer for women's rights.

1. Adriana first read Sor Juana's play "Los empeños de una casa".

2. Sor Juana's poem "Hombres necios que acusáis" criticizes societal double standard \_\_\_\_\_\_

3. Adriana read "Respuesta a Sor Filotea" before reading "Los empeños de una casa".

4. Alberto mentions that Sor Juana defends women's right to education in her writings.

5. Adriana learned about Sor Juana's life before reading her works \_\_\_\_\_

**VOCABULARY** 



Match the vocabulary words with the situations.



Double standards

Women's rights

Wit and creativity

The teacher allows one student to submit homework late but punishes another student for the same thing.

A person designs a phone that charges itself using solar energy.

Go to school and get an education just like men

Receive the same salary as men for doing the same work.

A bakery has a sign that says, "Donut worry, be happy!"

People criticize women for aging but say men look more "distinguished" as they get older.

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03 Gyros-LetsDoit3-M3-3aF-FINAL.indd 70 18/07/25 6:21 p.m.

# **GRAMMAR** > Sequence connectors (first, then, later, after, before)

Sequence connectors, such as first, then, later, after, and before, are used to organize ideas in chronological or logical order.

CONNECTOR	FUNCTION	EXAMPLE
first	Introduces the starting action of a sequence.	First, I read poems at school.
then	:	<b>Then</b> I started to read Sor Juana Ines de la Cruz Poems.
later	Indicate something happening at a future time.	I understood her style, <b>later</b> I searched more about her.
after	Describe an event following another event.	After that, I proposed to read more about Mexican writers.
before	Describes a previous action or concept.	<b>Before</b> we start literature class.

Read the passage about Juan Rulfo's "Pedro Páramo" and complete the blanks using the connectors (first, then, later, after, before).

I came to Comala because I had promised my mother I would visit
my father, I arrived in town and saw only empty streets and
abandoned houses, I walked around, looking for someone
o talk to, I met an old woman who told me strange stories
about the people who once lived here, she spoke, I started
o feel that the town was full of whispers and shadows, I
ealized that Comala was not what I had expected."

WRITING > Choose a Mexican writer and research about her/his work, write a short paragraph using the sequence connectors (first, then, later, after, and before).



# Did you know?

Octavio Paz was the first Mexican writer to win the Nobel Prize in Literature in 1990.



Carlos Fuentes



Alfonso Reyes.



Octavio Paz



Guadalupe Loaeza.

Source: Wikipedia

# SPEAKING

Share your paragraph with the class.

# SELF-ASSESSMENT

Read the statements and write if it is true for you.

5 N

I can use the sequency connectors "first", "then", "later", "before", "after".

I can recognize the work of Mexican writers.



# Learning 🥻 booster 6



**Exploring a classic tale.** "Romeo and Juliet" is one of the most famous love stories ever written. It was created by William Shakespeare in the late 1500s, but the themes of love, family conflict, and tragedy are still relatable today.

# Romeo and Juliet



# Act 1: The feud and the meeting

In the city of Verona, two powerful families, the Montagues and the Capulets, have been enemies for as long as anyone can remember. They constantly fight in the streets, causing chaos and tension in the city.

One day, Lord Capulet decides to throw a grand party at his mansion. His daughter, Juliet, is

expected to meet Paris, a wealthy young man who wants to marry her. Juliet is only 13 years old, and marriage is not on her mind. However, her parents think it's time for her to settle down.

Meanwhile, Romeo Montague, a young man from the rival family, is heartbroken over a girl named Rosaline, who doesn't return his love. His friends, Mercutio and Benvolio, convince him to crash the Capulet's party to cheer him up. Disguised in masks, they sneak in.

At the party, Romeo spots Juliet from across the room. For him, it's love at first sight. Juliet feels the same way. They talk, dance, and even share a kiss. But their joy is short-lived. When they discover each other's identities — Romeo is a Montague and Juliet is a Capulet — they realize their love is forbidden.

# **Act 2: Secret love**

Despite the danger, Romeo and Juliet can't stay away from each other. Later that night, Romeo sneaks into the Capulet's garden and finds Juliet on her balcony. They confess their love and agree to marry in secret.

The next day, with the help of Friar Laurence, a kind priest who hopes their marriage will end the feud between their families, Romeo and Juliet are married in secret. Juliet's nurse, who loves Juliet like a daughter, helps them keep their secret.

# Act 3: The fight and the banishment

Trouble begins when Tybalt, Juliet's cousin, discovers that Romeo crashed the Capulet party. Furious, he challenges Romeo to a duel. But Romeo, now secretly married to Juliet, refuses to fight his new relative.

Mercutio, Romeo's hot-headed friend, steps in and fights Tybalt instead. Tybalt kills Mercutio, and in a fit of rage, Romeo kills Tybalt



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in revenge. Realizing what he has done, Romeo flees.

The Prince of Verona, tired of the constant fighting between the Montagues and Capulets, banishes Romeo from the city. If Romeo is found in Verona, he will be executed.

Juliet is devastated when she hears the news. She feels torn between her love for Romeo and her loyalty to her family. But her love for Romeo wins out, and she begs Friar Laurence to help them reunite.

#### Act 4: The plan

Juliet's parents, unaware of her secret marriage, decide to marry her to Paris immediately. Desperate to avoid this, Juliet goes to Friar Laurence for help. He gives her a potion that will make her appear dead for 42 hours. The plan is that after her family buries her in the Capulet tomb, Romeo will come and rescue her.

Juliet takes the potion, and her family is heartbroken when they find her "dead." They lay her body in the family tomb, believing she has passed away.

#### Act 5: The tragic ending

Friar Laurence sends a message to Romeo, explaining the plan. But the message never reaches him. Instead, Romeo hears that Juliet has died. Devastated, he buys poison and heads to the Capulet tomb.

At the tomb, Romeo finds Paris mourning Juliet. They fight, and Romeo kills Paris. Heartbroken. Romeo enters the tomb and sees Juliet's lifeless body. Believing she is truly dead, he drinks the poison and dies beside her.

Moments later. Juliet wakes up. She sees Romeo dead and realizes what has happened. In her grief, she takes Romeo's dagger and ends her own life.





#### **INSTRUCTIONS:**

Write a short summary of the story (100-150 words). Make sure to use at least 8 connectors from the list:

• and, or, but, so, first, then, later, before, after that.


#### Tips to write a summary

- Read and highlight: Understand the text and mark key points.
- Paraphrase: Use your own words.
- Focus on main ideas: Omit details.
- Organize logically: Present ideas clearly.
- Be concise: Keep it brief.
- **Review:** Ensure clarity and completeness.







#### I read that book when I was 10!



# WARM UP > Brainstorm. Have you read any books recently? If so, what did you like about them? What are some best-selling books you have read and enjoyed?



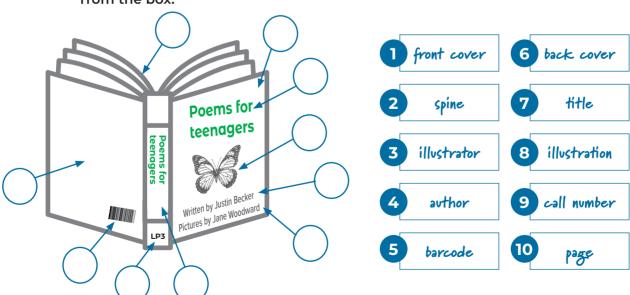
**Bestseller:** A product that is extremely popular and has sold in very large numbers.

## **READING AND LISTENING SKILLS** > Listen and read the conversation, then put the events in the correct order.



- **Sofia:** Hi, Mike! When did you read "Harry Potter and the Philosopher's Stone"?
- mike: Hi, Sofia! I read it when I was in middle school. It was fantastic!
- **Sofia:** That's cool! I read it while I was on vacation last year. It made my trip really fun.
- mike: I also heard "The Hobbit" is a best seller.
- Sofia: Yes, I started reading it while I was visiting my
- grandparents. It's such a great story!
- mike: I finished it when I had a long weekend. I couldn't put it down!
- **Sofia:** We should find more best-selling books to read together.
- They agree to find more best-selling books to read together.
- Sofia and Mike discuss reading "Harry Potter and the Philosopher's Stone".
- Mike mentions finishing "The Hobbit" during a long weekend.

VOCABULARY in action > Label the parts of the book with the words from the box.



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03 Gyros-LetsDoit3-M3-3aF-FINAL.indd 74 18/07/25 6:21 p.m.

#### **GRAMMAR** > When and While (past tense)

**While** is used to show that an action was ongoing or continuous in the past, and it emphasizes that two actions happened simultaneously over a period of time, so you can use while with the past progressive.

• I was reading a book when the phone rang.

difficult to continue.

**When** is used to indicate that one action happened at a specific moment in the past, or that two actions occurred at the same time, you can use it with the simple past.

• I listened to music while I was looking for my favorite book

#### Answer the exercise with when and while.

- I was surprised by the ending \_\_\_\_\_ I finally finished the book.
   They discussed the main themes of the bestseller \_\_\_\_\_ waiting in
- line at the bookstore.

  3. I was reading \_\_\_\_\_ the lights suddenly went out, making it
- **4.** \_\_\_\_\_ reading the novel, I couldn't put it down until I finished it.
- **5.** She was reading the latest bestseller novel \_\_\_\_\_ sipping her morning coffee.

WRITING > Think about a memorable experience you had while reading a book. It could be a specific event, a moment of realization, or an emotional reaction to a story. Describe this experience using "when" and "while" and share your emotions and thoughts.

Example: When I was ten years old, I read "Harry Potter and the Philosopher's Stone" for the first time. I remember feeling excited when Harry received his letter from Hogwarts. While I was reading about his adventures, I imagined myself being part of that magical world...



#### LANGUAGE TIPS

Use "**when**" to introduce specific moments or events.

Use "while" to describe actions or events happening at the same time.







**Pair work.** Share your experiences with a partner.

#### SELF-ASSESSMENT

Read the statements and write if it is true for you.

.05

No

I can use when and while to talk about the past.

I can identify parts of a book.





## Once upon a time...



WARM UP > Word chain. By turns, create a list of related words by adding a new word at a time. The word must connect to the previous one. Example:

Teacher: Book.

Student 1: Bestseller

Student 2: ...



#### **READING AND LISTENING SKILLS** > Try to fill in the blanks with the missing words, then listen to the audio and check your answers.



I was reading a bestseller novel late at night I heard a knock at
the door. The main character in the story discovered an important secret
my heart was beating fast with excitement the main
character found the hidden diary, the suspense in the book had me hanging
The knocking got louder but I didn't want to stop reading. I stopped for a moment I realized I needed to check who was at the door. I stood up the wind was blowing outside and I looked at the clock I noticed it was already past midnight.
I opened the door carefully, expecting something strange, a strong wind came in and the leaves were moving outside. It was just the wind, but my heart was still racing I thought about how caught up I was in the story. I was smiling and shaking my head I realized I was lost in the book.

## VOCABULARY (in action)



> Match the story element with its definition.

Characters Plot Antagonist

Setting Theme Climax

Conflict Resolution Protagonist

- 1. The sequence of events in a story:
- 2. The people or creatures in the story:
- 3. The main character, usually the "hero": \_
- 4. The character who opposes the protagonist: \_
- 5. Where and when the story takes place: \_
- **6.** The central idea or message of the story:
- 7. The most exciting part of the story:
- 8. The problem or struggle in the story: \_
- 9. How the story ends or solves the problem: \_\_\_\_\_



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LANGUAGE TIPS

#### **GRAMMAR** > When and While

**When** and **while** are conjunctions you can use to connect two events happening at the same time in the past.



**Short action:** Simple past **Long action:** Past progressive

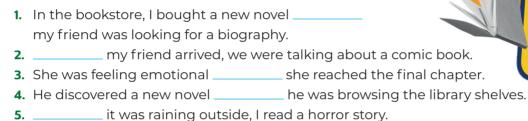
A shorter action interrupts a longer action.

Conjunctions are words used to connect words, phrases, or clauses in a sentence, like when and while.

Examples:

When the phone rang, I was reading a book. I was reading a book when the phone rang. While I was reading a book, the phone rang. The phone rang while I was reading a book.

#### Complete the exercise with when and while.



#### WRITING >> Think about reading or writing moments. Remember

a time when you were reading a book, writing a story, or visiting a library. Describe your experience using "when" and "while" to connect two simultaneous actions.

Example: When we went to the bookstore last summer, I spent hours exploring adventure novels while my sister was checking out the romance section.

**SPEAKING** > Pair work. Students share their moments with a classmate.



Read the statements and write if it is true for you.

I can use when and while to connect two events in the past.

I can identify the elements of a book's story.

Yes

Jo.



03 Gyros-LetsDoit3-M3-3aF-FINAL.indd 77

18/07/25 6:21 p.m.



**Before Listening.** Ask the students to complete the sentences by guessing the correct verbs in the simple past or past continuous tense.

'We	both young when I first	
you."		
<b>"</b> I	my eves and the flashback	,,,

Based on these sentences, what kind of story do you think the text tells?

Listening activity. Listen and complete the following song.

We	both young whe	en I first	you
I m	y eyes and the fla	ashback	
I'm	there		
On a balcony	in summer air		
See the lights	s, see the party, th	ne ball gov	vns
See you	your way th	rough the	crowd
And say, "Hel	0"		
Little	_ I know		
That you	Romeo, yo	u	pebbles
And my dado	ly, "Stay	y away fror	m Juliet"
And I	_ on the staircas	se	
you	ı, "Please don't go	o," and I	
Romeo, take	me somewhere \	we can be	alone
l'IIv	vaiting, all there's	s left to do	is run
You'll	_ the prince and	H I'II	the princess
It's a love stor	y, baby, just say, '	'Yes"	
So I	out to the garde	en to see yo	ou
We	quiet, 'cause we'	re dead if t	they knew
So close your	eyes		
Escape this to	own for a little wh	nile, oh oh	
'Cause you _	Romeo, I		a scarlet letter
And my dado	ly, "Stay	y away fror	m Juliet"
But you	everything	to me	

I you, "Please don't go," and I
Romeo, take me somewhere we can be alone
I'll waiting, all there's left to do is run
You'll the prince and I'll the princess
It's a love story, baby, just say, "Yes"
Romeo, save me, they're to tell me how to feel
This love difficult, but it's real
Don't afraid, we'll make it out of this mess
It's a love story, baby, just say, "Yes"
Oh, oh
I tired of waiting
if you ever around
My faith in you fading
When I you on the outskirts of town, and I
Romeo, save me, I'vefeeling so alone
I waiting for you, but you never
Is this in my head? I don't what to think
He to the ground and out a ring
And, "Marry me, Juliet"
You'll never to be alone
I you and that's all I really
I to your dad, go pick out a white dress
It's a love story, baby, just say, "Yes"
Oh, oh, oh
Oh, oh, oh
'Cause
we both young when I first you
<b>After listening.</b> Number the following events in the
correct order based on the story:
Romeo proposes to Juliet
Juliet feels lonely and hopeless
Juliet secretly meets Romeo in the garden
They plan to get married
Romeo is warned to stay away from Juliet
1 They meet for the first time
Juliet sees Romeo at a party



## I love going to the movies!





Walk around the classroom and ask classmates if they "like, enjoy, love, or hate" these or other activities. Example: Do you like playing video games?

Playing video games

Watching movies

Reading books

Cooking

Swimming



READING AND LISTENING SKILLS > Read the article. Underline the words like, love, enjoy and hate. Then, answer the questions with A for Alex or O for Olivia.

#### A day in the life of teenagers

Teenagers like to spend their free time doing different activities. For example, Alex loves playing soccer. Every afternoon after school, he goes to the soccer field. "I love playing soccer because it's fun and I can be with my friends," Alex says. Soccer helps him relax and enjoy his day. But when it comes to cooking, Alex feels different. "I hate cooking. It's too boring for me," he admits. He prefers to stay out of the

Olivia, on the other hand, likes quieter activities. "I enjoy reading books in my

free time," she says. Reading helps her relax after a busy day. She also likes swimming, especially when it's warm. "I enjoy swimming in the summer," she adds. But she doesn't like playing basketball. "I hate playing basketball, I don't find it interesting" Olivia says with a laugh.

Even though Alex and Olivia like different things, they both agree that doing what they enjoy makes their days better. Whether it's playing sports, reading, or trying new things, finding what they love helps them have fun and relax.



1.	Who likes to play soccer after school?	[	1
2.	Who enjoys reading books in their free time?	[	1
3.	Who loves swimming in the summer?	[	1
4.	Who hates cooking?	I	1
5.	Who dislikes playing basketball?	[	1



#### Match the actions with their meanings.



- Chilling Shipping
  - Spilling
- Roasting
- Slaying
- 1 Ghosting
- Cringing

- a) Hanging out or relaxing.
- b) Hoping for a romantic relationship between two people.
- c) Revealing or sharing information, often gossip.
- d) Teasing or mocking someone harshly.
- e) Performing exceptionally well or looking amazing.
- f) Suddenly cutting off communication with someone.
- g) Feeling embarrassed or uncomfortable.



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03 Gyros-LetsDoit3-M3-3aF-FINAL.indd 80 18/07/25 6:21 p.m.

#### **GRAMMAR** > Like, enjoy, love, hate (affirmative)

The verbs **like**, **enjoy**, **love** and **hate** are used to talk about preferences. When followed by an activity, the verb must be in the gerund form (-ing).

l you we they	like enjoy love hate	watching movies. spilling gossip. playing video games. listening to music. dancing. chilling at home. roasting people. doing puzzles.
he she it	like <b>s</b> enjoys love <b>s</b> hate <b>s</b>	

## Complete the sentences with the correct form of the verb in parentheses.

1.	She	(like/ghost) people w	hen she aets bored.
		( ,,5	5

- **2.** They \_\_\_\_\_ (love/swim) during the summer.
- 3. I \_\_\_\_\_ (hate/ship) friends because that never happens.
- **4.** We \_\_\_\_\_ (enjoy/listen) to music while studying.
- 5. They \_\_\_\_\_ (hate/do) homework every evening.
- 6. John \_\_\_\_\_ (like/cringe) at romantic movies.

# WRITING > Complete the sentences about your own preferences using "like, enjoy, love, hate".

After school,
On the weekend,
Every night,
From Monday to Friday,
In the evening before bed,
In the winter,
At family parties

#### LANGUAGE TIPS

- "Like" refer to things we have a preference for in general.
- "Enjoy" expresses pleasure in doing something, often in a specific moment.
- "Love" indicates
   a strong, deep
   affection or passion
   for an activity.
- "Hate" is used to show a strong dislike or aversion to something.





#### **SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes

I can use the verbs love, hate, like, and enjoy in affirmative sentences.



No

#### I don't like sushi



**JUARM UP > Finding out the truth.** The teacher asks some students to make a statement about their preferences using "like, enjoy, love, hate". They can lie. Others guess if it's true or false about that person. After guessing, the person reveals the truth. Example: I love doing exercise!

#### READING AND LISTENING SKILLS

> Read the conversation. Then, answer the questions with T for true or F for false.

Chuck: Hey, Lisa! I'm so glad you could join us

at summer camp!

Lisa: Thanks, Chuck! I'm happy to be here.

Samuel: Do you want to go birdwatching with

us this afternoon?

Lisa: Hmm... I don't like birdwatching. It's not

really my thing.

Chuck: Okay, what about going on a hike?

There's a great trail nearby!

Lisa: I don't love hiking. It's too exhausting

Samuel: Okay, how about playing volleyball? We

could use another player.

Lisa: Honestly, I don't enjoy playing volleyball

either. I always get tired too quickly.

Chuck: Well, do you want to join us for the

campfire tonight? We'll be telling

stories and stargazing.

Lisa: I hate sitting around campfires. The

smoke always bothers me.

Chuck: Wow, Lisa, what do you enjoy doing?

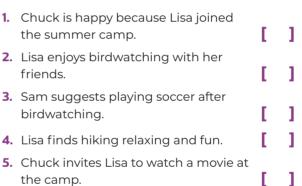


Lisa: I like making crafts or listening to music. Those are more my style.

Samuel: Got it! Next time, we'll plan a quiet hangout with crafts and music.

Lisa: That sounds perfect. Thanks, guys!

- friends.
- 3. Sam suggests playing soccer after birdwatching.
- the camp.







Label the pictures with the correct names from the word bank.

Hiking · Starting a campfire · Stargazing · Kayaking · Fishing Making crafts · Birdwatching · Doing puzzles



















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03 Gyros-LetsDoit3-M3-3aF-FINAL.indd 82 18/07/25 6:22 p.m.

#### **GRAMMAR** > Like, enjoy, love, hate (negative)

The negative form of verbs like, enjoy, love and hate is used to express preferences, feelings, or emotions towards activities, people, or things. To make negative sentences we use "don't" or "doesn't" plus the base form of the verb, then the activity.

l you we they	don't	like enjoy love hate	hik <b>ing</b> . start <b>ing</b> a campfire. stargaz <b>ing</b> . build <b>ing</b> a tent.
he she it	do <b>es</b> n't		kayak <b>ing</b> . fish <b>ing</b> . mak <b>ing</b> crafts

#### LANGUAGE TIPS

 A bratty traveler is a tourist who behaves in an entitled. demanding, or inconsiderate manner while on trips, complaining excessively and showing little regard for others.

Complete the sentences with the negative form of the verb in parentheses.

Saul	(fish) in the ocean, she prefers on the river.
I	(eat) vegetables, but I love fruit.
They	(play) basketball after school. They prefer soccer.
Julia	(dance) at parties, he thinks it's embarrassing.
We	(camp) in the woods, we prefer staying in cabins.
I	(watch) horror movies, they scare me.
He	(miss) an opportunity to go stargazing.
We	(travel) in the winter, we prefer summer vacations.
	I They Julia We I He

WRITING >> The bratty traveler. Write a complaint letter to a travel agency about a recent trip you made using "like, enjoy, love, hate" in negative form to express discontent. Example: "I didn't enjoy the long flight."

Dear travel agent:
I am writing to express my extreme dissatisfaction with our recent trip to
Sincerely,

I can use the verbs love, hate, like, and enjoy in negative sentences.

#### SPEAKING > 💇 💇



Work in pairs. Decide who will be the "bratty traveler" first and who will be the "travel agent". Use the complaints you wrote in the letter to start a conversation expressing discontent while the agent tries to calm down the traveler by offering solutions, focusing on the highlights of the trip, or just listening to the traveler. After a few minutes switch roles. Example:

**Bratty traveler:** | didn't like the food.

Travel agent: Well, at least you experienced the beautiful weather. / I understand.

#### **SELF-ASSESSMENT**

Read the statements and write if it is true for you.

Yes

No

03 Gyros-LetsDoit3-M3-3aF-FINAL.indd 83

18/07/25 6:22 p.m.



# Let's play! STOP!



#### Objective:

Be the first player to complete all the categories for a given letter and shout "Stop!".

#### Setup:

- 1. Play with all the students or in smaller groups.
- 2. Each player has a pen and a piece of paper with categories on the top.

#### How to play:

- 1. Choose a letter: A player selects a letter at random, draws one from a deck of cards, or says quietly the alphabet until the teacher shouts "STOP," then names the last letter said.
- 2. Write words: All players race to write down a word that starts with that letter for each category.
- **3. Say STOP:** The first person to finish all the categories yells "Stop!" and everyone drops their pens to stop writing.
- 4. Check answers: Players compare their answers and score points. Add up the points and write the total at the end of the row.

Original word: 100 points
Repeated word: 50 points
Invalid or null word: 0 points

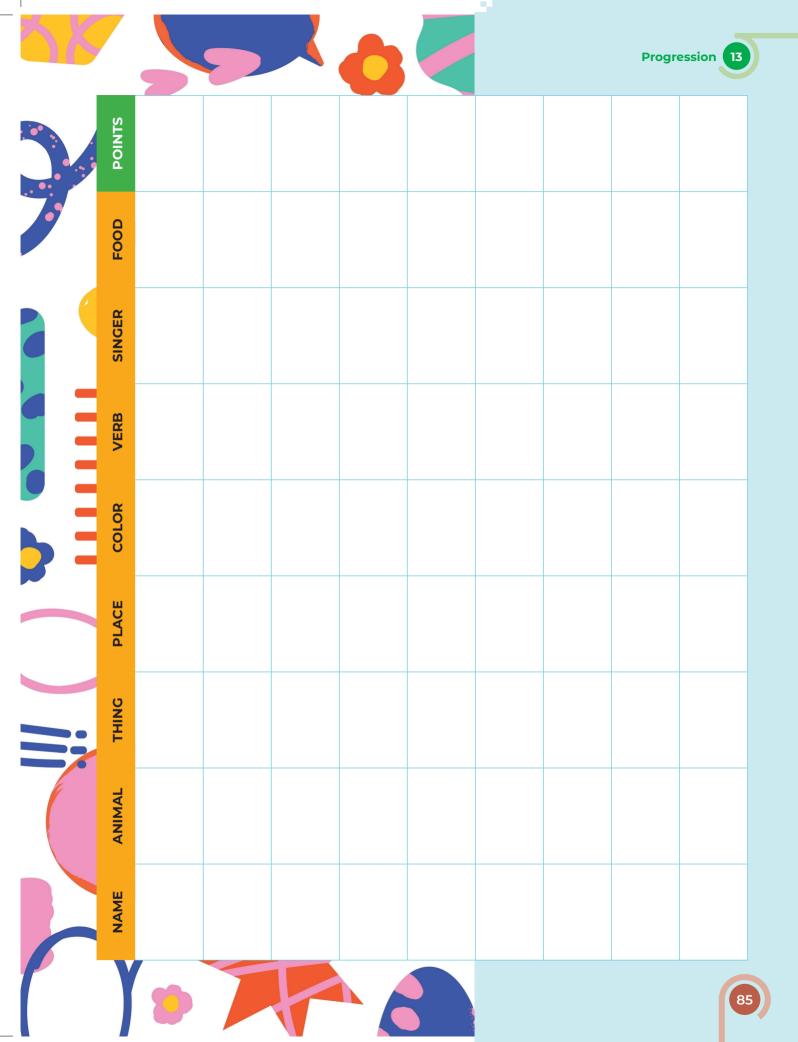
5. Repeat: A new letter is chosen, and the game continues.



#### **LET'S PRACTICE!**

SPORT	BRAND	BODY PART	POINTS

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## I think Mexico is amazing







WARM UP > Discuss. What do you like about Mexican traditions? What are some famous crafts made in Mexico?

## **READING AND LISTENING SKILLS** > Read the article. Then, answer the questions with T for True or F for False.

#### **Hidden traditions**

Mexican culture is full of unique traditions that many people outside the country **want** to learn about, but few truly **know**. One such tradition is the *Danza de los Voladores* in Papantla, Veracruz, where participants climb a tall pole, tie themselves with ropes, and spin in the air. Some people **think** this is just a performance, but it has spiritual meaning, symbolizing harmony between earth and sky.

Another cool tradition is the *Danza de los Viejos*, where dancers wear old-person masks to represent wisdom and tradition. Some people think it's just a fun show, but Mexicans **believe** it's a way to honor elders.

The Danza del Venado from the northwestern part of Mexico is all about the battle between a deer and a hunter. Dancers **need** to wear special costumes and **want** to show the strength of nature. It's a way to honor the environment and their ancestors. Young people **think** it's super interesting!

In Oaxaca, people create *alebrijes*, colorful wooden creatures which many **believe** they have powers to

protect and guide. Artists **need** to be super creative to keep this tradition alive.

Finally, in Guanajuato, there's *La Fiesta de los Locos*, a fun celebration where people dress in crazy costumes and parade through the streets. It's a perfect tradition for young people who **want** to have fun and show off their creativity.

These traditions show how people can enjoy Mexican culture while celebrating their own creativity and traditions.

	1	The Danza de los Voladores is performed in
		northwest Mexico.
	-1	The masks used in the Danza de los Viejos
		symbolize the joy of youth.
[	1	The <i>Danza del Venado</i> is a way to honor
		nature and one's ancestors.
	-1	Alebrijes are colorful creatures made from
		stone and believed to have special powers.
[	1	La Fiesta de los Locos is a creative and fun
		tradition where people parade in costumes.

VOCABULARY (in action

ARY (IN action) > Match the words with their definitions and complete the

puzzle by filling in all the blank squares using the clues.

#### Across -

- **4.** A yellow or orange flower used on Dia de Muertos.
- **5.** A place where people buy and sell goods.
- 7. An open space in a town used for gatherings.
- **8.** Artistic things you make by hand.

#### Down **→**

- 1. Smart thinking from knowledge and experience.
- 2. Something you wear on your face in celebrations or performances.
- **3.** Special clothes for dressing up like a character.
- **6.** A public procession of people and floats.





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#### **GRAMMAR** > Need, want, know, believe and think (affirmative)

Need, want, think, know, and believe are verbs that express different states of mind. These verbs all reflect different ways our minds work and how we perceive and interact with the world.

THE VERB	REFERS TO	EXAMPLE
Need	something essential	I need a pen. I need to go. I need you to wait.
Want	a desire	She wants a car. He wants to eat. She wants him to stay.
Know	confirmed information	We know him. I know how to cook. We know it's late.
Believe	strong feeling of certainty	I believe it's true. I believe in ghosts.
Think	a mental process	l think it's good. I think about music.

Complete the sentences using the words from the box.

nee	d	want	think	know	believe
-----	---	------	-------	------	---------

- 1. Many Mexicans \_\_\_\_\_ that marigold offerings on Day of the Dead honor their ancestors.
- 2. For the Guelaguetza festival, artisans \_\_\_ \_\_ to create intricate masks, costumes and crafts.
- 3. I \_\_\_\_\_\_ to try mole poblano from the market at least once in my life.
- a great Mariachi band that plays on the square.
- 5. Banda music is, I \_\_\_ \_, an essential part of Mexican culture.

WRITING >> Mexico is beautiful. You are messaging a foreign friend interested in Mexico. Use the verbs need, want, think, know, and believe to express your own thoughts, feelings, and beliefs about Mexican culture.

**SPEAKING** > Practice the conversation with a classmate. Then switch roles.

#### LANGUAGE TIPS

Some idiomatic expressions use these verbs to add color and nuance to the language.

- "Need a hand" implies needing help.
- "Want a piece of the action" means wanting to participate.
- "Think outside the box" encourages creative solutions.
- "Know the ropes" means to be experienced.
- "Believe in *miracles*" means to have faith in extraordinary events.



#### SELF-ASSESSMENT

Read the statements and write if it is true for you.

I can use verbs need, want, think, know, and believe in affirmative sentences.

I can talk about Mexican culture.









#### I don't believe that's true



**JARM UP** > **Discuss.** In plenary, mention some misconceptions about Mexican culture.

Example: All Mexicans eat tacos every day.

A misconception is a wrong idea or belief. It happens when someone thinks something is true, but it's actually not.

#### READING AND LISTENING SKILLS > Read the article. Then, answer the questions.

#### **Misconceptions about** Mexican culture

Mexican culture is full of life and tradition, but there are some funny misconceptions out there that we need to talk about. Let's clear up a few!

- 1. The sombrero-wearing, tequila-sipping Mexican. Some people believe that Mexicans wear sombreros all the time and always have a bottle of tequila. We don't! Sombreros are mostly for special occasions or tourists looking for a photo. And not everyone drinks tequila every day. Honestly, we don't need tequila to have a good time—sometimes a nice lemonade or coffee is all
- 2. Mexico is all desert and cacti. Another common

idea is that Mexico is just one big desert. People who think this clearly don't know much about our country. We have beautiful beaches, green jungles, and even snowy mountains. If you don't believe it, you need to visit to see the amazing places we have!

3. Spicy food all day, every day. There's also a belief that all Mexican food is super spicy. This isn't true! While some dishes are spicy, many are not. We don't think about adding chiles to everything. There are plenty of dishes that are mild, perfect for those who don't want too much heat.

So, next time someone gets these ideas wrong, you'll know how to set them straight—maybe over a plate of delicious tacos!

- 1. What do some people wrongly believe about sombreros and tequila?
- 2. What other landscapes, besides deserts, does Mexico have?
- 4. What drinks are mentioned as alternatives to tequila?



VOCABULARY (in action odd one out. Circle the word that does not belong with the others.

- 1. spicy bitter crunchy mild
- 2. succulent sunflower aloe cacti
- 3. tomato wheat corn rice
- 4. carnival parade festival school
- 5. water lemonade coffee tea

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03 Gyros-LetsDoit3-M3-3aF-FINAL.indd 88 18/07/25 6:22 p.m.

#### **GRAMMAR** > Need, want, know, believe and think (negative)

**Need**, want, think, know, and believe in their negative forms express the absence of certain states of mind or perceptions, suggesting what is not required, desired, or believed, giving clarity about one's thoughts or knowledge.

SUB. + NEGAT		VERB	REFERS TO	EXAMPLE
I		need	something is not necessary	l don't need help.
You	don't	want	a lack of desire	She doesn't want tequila.
We They		know	a lack of knowledge	They don't know the answer.
Не		believe	disbelief or skepticism	I don't believe you.
She It	doesn't	think	disbelief or a lack of opinion	I don't think it will work.

#### LANGUAGE TIPS

If you're unsure about something, it's better to say "I think" than "I know", which could make you seem arrogant or closedminded.



#### Complete with the correct negative form of the verbs think, believe, know, need, and want.

1.	Mexico produces a lot of grains, so it (need) to import corn or wheat.
2.	I (think) Mexico is dangerous everywhere, many parts are peaceful.
3.	Jonathan (believe) that Mexicans speak other languages besides Spanish.
4.	Most people in Mexico (want) to wear ponchos or sombreros.
5.	People often assume Mexico is always hot, but they (know) that it has diverse
	climates, from tropical beaches to snowy mountains.
6.	Some people (believe) that Mexico has one of the best cuisines worldwide.

WRITING > Work in pairs. Share a short opinion about a Mexican culture topic using a **negative sentence** with each verb. Example: "I don't want to miss the Candelaria day tamales".

**SPEAKING** > Share your opinions with the class. See if some have similar ideas.

	FOOD	MUSIC	TRADITIONS
need			I don't need to dance at the Carnival.
want	l don't want to try chapulines.		
know	I don't know the flavor of huitlacoche.		
believe			l don't believe Mexicans dislike Day of the Dead.
think		l don't think people forget about Pedro Infante.	

#### **SELF-ASSESSMENT**

Read the statements and write if it is true for you.

i No

I can use the verbs need, want, know, believe, and think in negative form.

I can talk about Mexican traditions.





#### **WHAT MAKES US TRULY HAPPY?**

In a world filled with once they achieve them. But is that really

images of luxury lifestyles and fame, it's easy to believe that happiness comes from wealth and recognition. Many young people set their goals around these ideals. thinking they will find fulfillment

true?

Many studies say that happiness levels tend to stabilize once a person's income covers essential needs, such as housing, food, and healthcare. After that point, earning more money doesn't make a big difference in how happy they feel. Similarly, fame can bring unexpected burdens. Celebrities like Jim Carrey and Lady Gaga have shared how fame didn't solve their struggles with mental health. Fame can create pressure, stress, and

> imagine. One of the best ways to feel happy is to build **strong**

loneliness, not the lasting

fulfillment many

connections with other people. A long-term study from Harvard University found that people with close friends and family tend to live healthier and happier lives. Spending time with loved ones, helping others, and feeling part of a community makes us feel supported and valued. Also, having a positive mindset is another critical factor. Cultivating an optimistic attitude and practicing gratitude recognizing the good things in our lives can make a significant difference. Resilience, or the ability to bounce back from setbacks, also plays a key role.

**Short moments of joy** can boost our mood. Exercising, laughing, listening to music, or even enjoying a snack can release endorphins—chemicals in our brain that make us feel good. These small activities might not solve big problems, but they help us stay emotionally balanced.

Happiness comes from feeling that our life has **meaning** and a **purpose**. This doesn't mean you need to figure out your entire future right now. It can be as simple as helping someone, creating art, or supporting a cause you care about. When we do things that match our values, we feel more satisfied with life. Real happiness isn't about becoming rich or famous. True happiness is often found in the simple things we take for granted—spending time with friends, helping others, or appreciating what we already have. So, instead of chasing money and fame, focus on what truly matters: the people and experiences that make life meaningful.







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03 Gyros-LetsDoit3-M3-3aF-FINAL.indd 90 18/07/25 6:22 p.m. 1. Make a list of activities that bring you short-term joy and which ones bring long-term sources of happiness.

SHORT-TERM JOY	LONG-TERM JOY

**2.** Work in small groups. Discuss the questions with your classmates and write down their opinions.

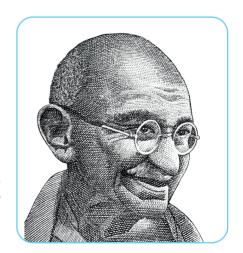
Classmate:		
Why do people place such a high value on wealth and fame?		
How can you have a positive mindset?		
How can you make your life happier in small ways?		
What activity would you like to explore that could give more meaning to your life?		



"It is not how much we have, but how much we enjoy, that makes happiness."

— Charles Spurgeon

"Happiness is when what you think, what you say, and what you do are in harmony." — Mahatma Gandhi





# Tourist guide to Mexico



Pick a place or tradition, and divide tasks

- Decide key attractions or landmarks, typical food and cultural activities.
- Organize the research into sections. Each student researcher one part.



Work in teams of 4. Each team is a group of tourist guides and need to create a tourist guide about a Mexican region or tradition. You will design a **brochure** with a proposed **itinerary** and give an **oral presentation**.



#### Start the brochure draft

- Write the draft using connectors and key grammar. Use visual content to make the brochure pop out.
- Add a title, general information, and sections like Activities, Typical food, Recommendations, Key attractions, Landmarks, and use the final section of the brochure to include the **itinerary** (A day or a weekend organized with specific activities, including schedule).



## Complete the brochure and rehearse presentation

- Teams design the brochure (physical or digital).
- Divide speaking parts so all students participate on the oral presentation.



## Teams present their guide and receive feedback

- The teams present their brochure and itinerary.
- Audience asks questions like What food do you recommend?.
- The teacher evaluates, gives feedback and teams self-evaluate.

#### **KEY GRAMMAR**

- Sequence connectors: first, then, later, before, after that.
- When and while.
- Like/enjoy/love/hate + verb-ing.
- Need/want/think/know.

92

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03 Gyros-LetsDoit3-M3-3aF-FINAL.indd 92 18/07/25 6:22 p.m.











#### **EVALUATION CHECKLIST**

CRITERIA	Yes	No
Select an important touristic place.		
Search and select relevant information.		
Elaborate the brochure in a creative manner (include pictures, colors, etc.).		•
Use key grammar on the oral presentation.		•
Clearly present the project to the class.		•
All members of the team participate in the research and creative process.		•
We could improve at:		

93

#### Progression 01





- 1. If you found a wallet on the street, what would you do?
- 2. If you could have any superpower, what would it be and why?
- 3. If you were the principal of your school for a day, what changes would you make?
- 4. If you could travel anywhere in the world, where would you go?
- 5. If you won the lottery, how would you spend the money?



- When I worked at the sushi food truck. I would always prepare the tempura rolls.
- Would you like to try the chef's special today?
- If I were a food park owner, I would design my sushi stand like a Japanese temple.
- I wouldn't eat eel sushi—it looks too strange!

- a. Hypothetical situation
- b. Refusal
- c. Polite request
- d. Past habit

3. Rewrite the following customer-waiter dialogue using "would" in polite requests, hypothetical situations, refusals, and recommendations.

Example (Original conversation without X "Would"):.

**Waiter:** Do you want to try our sushi special?

Customer: No, I don't like spicy food.

Waiter: Try the salmon roll. It's very good!

Customer: Okay, I will order that.

Rewrite with "Would":

Waiter: ? (Polite request) Customer: (Refusal)

Waiter: (Recommendation) (Polite agreement) Customer:







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04 Gyros-LetsDoit3-WBK\_3aF-FINAL.indd 94

#### Progression 02

1.	Complete the sentences with the correct form of the present
	continuous using the verbs in parentheses.

1.	The passengers	(wait)	in	line	at the	check-in	counter.

- 2. The flight attendants \_\_(prepare) the meals for the passengers.
- (check) the flight plan before takeoff.
- 4. The security officer \_\_\_ \_\_\_\_(inspect) the carry-on luggage.
- 5. The travelers \_\_\_\_\_ (look) at the departure board for their gate number.

#### 2. Rewrite the sentences in the negative form of the present continuous.

- 1. The flight attendants are serving drinks.
  - → The flight attendants \_ drinks.
- 2. The passengers are boarding the plane.
  - → The passengers \_\_\_ the plane.
- 3. The pilot is making an announcement.
  - → The pilot \_\_\_ an announcement.
- 4. The security officer is checking my passport.
  - → The security officer \_\_\_ \_ my passport.
- 5. The passengers are placing their luggage in the overhead compartments.
  - → The passengers \_\_\_\_\_\_ their luggage in the overhead compartments.

#### 3. Answer the questions in complete sentences using the present continuous.

- 1. What is the boy doing right now?
- 2. What are the grandparents doing?
- 3. What is the woman doing?
- 4. Is the plane landing?
- 5. Is the screen showing departures information?



#### 4. Complete the following sentences with the correct vocabulary words.

- 1. Ladies and gentlemen, please fasten your \_\_\_\_\_\_ as we are experiencing some turbulence.
- The flight attendants are giving the \_\_\_\_\_\_ to explain safety procedures before takeoff.
   In case of an emergency, put on your \_\_\_\_\_\_ before helping others.
- 4. The \_\_\_\_\_\_ is responsible for ensuring passengers' safety and comfort during the flight.
- 5. Please place your carry-on luggage in the \_\_\_\_\_\_ before takeoff.



#### Progression 03

1. Complete the chart with the past participle of the following regular verbs, write them in the correct column.

Compare	Compete	Study	Prefer	Try
Rob	Fry	Fix	Plan	Chat
Apply	Need	Start	Imagine	Invite
Help	Disagree	Hug	Grab	Stay

+ ed	+ d	+ied	Double consonant + ed

2. Look for the past participle of the verbs in the chart.

Р	L	S	М	S	٧	N	٧	L	ı	С	Р
Т	Р	Т	Α	Ε	1	В	F	1	М	В	Р
N	Х	U	D	Ε	S	0	0	S	Z	D	Α
В	J	D	Ε	N	1	U	U	Т	В	0	Ε
Е	0	1	K	С	Т	G	N	Ε	K	Ν	С
E	T	E	0	R	Ε	Н	D	N	Z	Ε	0
N	S	D	Q	Z	D	Т	G	Ε	В	Υ	Р
Е	Υ	W	0	R	K	Е	D	D	ı	Р	Р

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- 3. Write the past participle of the verbs to complete the sentences.
  - 1. The mechanic has \_\_\_\_\_\_(fix) the car twice this year.
  - 2. The chef has \_\_\_\_\_(make) delicious dishes or the party.
  - 3. The nurses have \_\_ \_\_\_\_(apply) the correct protocol.
  - 4. A Mexican scientist has \_\_\_\_\_ \_(find) a cure for Human Papilloman Virus (HPV)
  - 5. We haven't \_\_\_\_\_(buy) enough candles for the cake.







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Progression	04
Progression	UT.

1.	Use th	ne verb in parentheses to complete each sentence in the present perfect tense.
1	. 1	(complete) my final project for the semester.
2	2. She_	(receive) her bachelor´s degree last year.
-	۱۸/۵	(study) English fot five years now

We \_\_\_\_\_\_ (study) English fot five years now.
 They \_\_\_\_\_\_ (submit) their research papers
 He \_\_\_\_\_\_ (graduate) from university with honors.

2. Create a timeline of academic milestones that you've achieved so far. Write at least five sentences about your accomplishments, using the present perfect tense.

1. 1		_ (graduate) fro	m secondary sch	ool		
2.	1	(complet	e) my first year of	high schoo	I	
	3. 1	(pr	esent) an inporta	nt paper thi	s year.	
		4				

3. Identify and correct the mistakes in the use of the present perfect tense.

1.	She has writing her dissertation for two months.
	They have submit their final grades already.
	I has attended all the classes this semester
4.	We had finished the lab report two days ago.
5.	He has graduate last year from the program.

4. Complete the sentences with 'just' and 'already' in the present perfect tense.

1.	The technology sec	tor the past decade. (grow)
2.	Companies	on hiring employees with creative skills. (focus)
3.	Job seekers	using online platforms to apply for jobs. (be)
4.	I le	eadership skills since I became the president of the student council
	(develop)	

_			
Pro	gre	SSI	on

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- 1. Complete the sentences using the present perfect in the negative form based on the clues provided.
  - 1. Despite many efforts, we \_\_\_\_\_ (not solve) the issue of digital inequality globally.
  - (not focus) enough on developing technologies for 2. So far, the tech industry \_\_\_\_ sustainable agriculture.
  - 3. Although new technologies are emerging, the global community \_\_\_\_\_ (not make) enough progress on reducing poverty.
  - **4.** We \_\_\_\_ (not see) large-scale changes in the way businesses address their carbon emissions.
  - 5. The UN \_\_ \_ (not finalize) a global digital strategy for achieving all the SDGs yet.
- 2. Ask around the room using present perfect questions to find someone who has done the activities listed. Find a classmate who answers "yes" and write the name.

#### Have you ever...

- visited a church in a Pueblo Mágico?
- learned how to make a traditional dish from another culture?
- attended a famous music festival?
- participated in a religious ceremony
- tried food from Korea?

#### Student's name

- 3. Identify the mistakes in the sentences and rewrite them correctly.
  - 1. Did you visited the Eiffel Tower?
  - 2. Has you tried traditional Japanese tea?
  - 3. Have she visited a country where they speak French?
  - 4. Have they travel to another country before?
  - 5. Has you gone to a wedding in another culture?



#### Progression 06

#### 1. Match the columns to make a complete sentence.

1. I have cooked cookies three hours. 2. She has studied English she was eighteen. 3. My sister has collected dolls for 2000. 4. I have waited for the bus two semesters. 5. The teacher has given the grades yesterday. 6. I have stayed at home I was 10 years old. 7. My girlfriend has driven a day because I got the flu. 8. My father has worked in the company since she was a baby. 9. He has studied for the exam twenty minutes. 10. I have saved money

#### 2. Complete the sentences with the preposition "since" or "for".

1.	I have lived in Sinaloa	I was born.
2.	Andrea has participated in the parac	de
	several years.	
3.	She has worn that jacket	a week.
4.	He has loved classical music	
	he heard it on the radio.	
<b>5</b> .	I have had this phone	_ 2024.
6.	I have listened to the Beatles	
	many years.	
<b>7.</b>	We have taken care of the dog	Christmas.
8.	He has owned a guitar	_ three years.
9.	I have collected coins	five years.
10	He has played soccer	he was ten.



five years.

#### 3. Identify if "for" or "since" is used correctly in each sentence.

Sentence	Correct	Incorrect
My sister has cooked brownies for last year.		
I have learned to speak English since I was in high school.		
My pet Blondie has lived here since three years.		
Jacqueline has baked the dessert for two hours.		
The team has won the championship for 2022.		
I have taken care of my children for my whole life.		

#### Progression 07



#### 1. Complete using past continuous.

1.	I	_ (read) a book when the phone rang.
2.	She	(work) on her project all night.
3.	They	(play) soccer in the park yesterday.

4. He \_\_\_\_\_ (cook) dinner while he \_\_ (listen) to music.

5. We \_\_\_\_\_ (watch) a movie when the lights went out.

6. The children \_\_\_\_\_ (study) for their exams at the library.

**7.** She \_\_\_\_\_ \_\_\_\_ (paint) the fence when it started to rain.

(travel) to New York last summer.

9. They \_\_\_\_\_ (discuss) the proposal when the manager arrived.

10. He \_\_\_\_\_ (fix) his bike when I called him.



#### 2. Describe each picture. What were they doing?







#### 3. Read and correct the sentences using Past continuous tense.

- 1. I was eat dinner when the guests arrived.
- 2. She were study for her exams all night.
- 3. They was dance at the party when I got there.
- 4. He was work on his presentation at the office.
- 5. We was read a book when the lights went out.
- 6. I were drive to work when it started to rain.



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#### Progression 08

**10.** My father \_\_\_\_\_

#### 1. Complete the sentences using past continuous tense in negative form.

ogether. (not rain) outside.



2. Identify the mistakes and correct the sentences in past continuous tense.

(not watch) Netflix

- 1. They wasn't playing the game when I arrived to the party.
- 2. I weren't hanging out with friends.

9. I could go out an hour ago, it \_\_\_

- 3. We weren't postting any pictures on Instagram.
- 4. He wasn't never using his cell phone on holidays.
- 5. He wasn't sleeping because he were reading.
- 6. The children weren't makeing too much noise during the meeting.

3. Make questions using past continuous tense.

- 1. (you / watch) TV when I called you?
- 2. (they / play) soccer at the park yesterday?
- 3. (she / study) for her exam when you arrived?
- 4. (we /have) dinner when the phone rang?
- 5. (it /rain) yesterday afternoon?



4. . Complete the questions with the correct verb in past continuous form and then fill in the crossword puzzle.

#### Down

- 1. Were you \_\_\_\_\_ anyone in your photos yesterday?
- 2. Was she \_\_\_\_\_ new pictures on Instagram?
- 3. Were you \_\_\_\_\_ to music when I called you?

#### Across

- 4. Were you \_\_\_\_\_ for your exams last weekend?
- 5. Was he \_\_\_\_\_ with his friends on WhatsApp?
- 6. Were they \_\_\_\_\_ soccer on holidays?

selfconfidence
is the best
filter



3

4

5

6







## Progression 9

1. Read the following mystery story and complete the sentences with the simple past or past continuous tense.

## The strange night in the cabin

Last winter, Emma and her friends went on vacation to a small cabin in the forest in "Mexiquillo". One evening, they were sitting by the fireplace while the rain was falling outside. Suddenly, they heard a loud knock on the door. Emma opened the door, but no one was here.

While Emma was looking outside, her friend Jake found a strange letter on the floor. It said, "Beware of the shadows". The group was confused but decided to ignore it. Later that night, they were playing cards when the lights suddenly went out. Everyone screamed! Jake used a flashlight while Emma was checking the fuse box,

Eventually, the lights came back on, but they notice the letter had disappeared. "Who took it?" Emma asked. No one had an answer. The mystery of the cabin remaind unnsolved.

\_\_ (open) the door when she \_\_\_\_\_ (hear) the knock.

2.	The rain (fall) while they (sit) by the chimney.
3.	They (play) cards when the lights (go) out.
4.	Jake (use) a flashlight while Emma (check) the fuse box.
5.	The group never (understand) who (take) the letter.
	Continue the story in your own words. Use simple past, past continuous and "when" and "while". Examples:
l	While Emma was checking the kitchen, Jake heard a strange noise upstairs.



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1	Complete the	sentences	usina	nast	continuous	when	and	simple	nast
	Complete tile	. 2011/01/002	using	past	continuous,	· vvii <del>c</del> ii	aliu	SILLIDIE	past.

1.	was eating	(eat) in the food court <u>wh</u>	<u>nen</u> the kitchen <u>cau</u>	g <u>ht fire</u> (catch fire).
2.	The security g	uard (not watc	h) the cameras	the child
	(get lost).			
3.	We	(shop) for clothes	the mall	(announce) it was
	closing.	. ,		,
4.	She	(walk) to the escalator _	her phone	(fall) from her
	pocket.	,	•	,
5.	•	(talk) to the cashier	the lights	(go out).
	-	(shop) in the clothing store	_	
		(watch) a movie at the o		
	off).	, , , , , , , , , , , , , , , , , , , ,		(3)
8.	•	(eat) at the food court	someone	(announce) a
	special sale.	,		,
9.	She	(try) on dresses	she (fir	nd) a perfect one.
		(walk) through the mall _	·	
		( , , , , , , , , , , , , , , , , , , ,		(****, ********************************
2. 1	Unscramble t	he sentences and write a	complete answer fo	r each of them.
			•	
1.	(raining / it / st	tarted / when / hiking / were ,	/ you / ?)	
	Were vou hikir	ng when it started raining?		
		3		
	Yes, I was hikir	ng when it started raining.		
			1 1 - 1	
2.	(your / when /	flight / eating / landed / were	e / you / ?)	
	( a) vis as / as a t		20 / 20 m do d / 2)	
3.	(ariving / got i	ost/was/to Imala/when/h	ne / your dad / ?)	
4	(whon / flying	/was/she/to Los Mochis/p	anicked / my grandma	/2)
4.	(when / nying	/ was / site / to Los Mocris / p	driicked / my grandma	/ · ; )







1 Fill in the blanks with "and" or "but"

#### Workbook

#### Progression 11

••	This is the blanks with and	٠.	
1.	Homer wrote The Iliad	The	Odyssey, two of the most famous epic poems.
2.	Shakespeare's plays are very o	ıld, _	they are still popular today.

3. Don Quixote is a funny \_\_\_\_\_ deep novel about imagination and reality.

4. Virgil was inspired by Homer, \_\_\_\_\_ The Aeneid focuses on Rome instead of Greece.

5. Dante wrote The Divine Comedy, which explores heaven, hell, \_\_\_\_\_ purgatory.

6. Greek tragedies are dramatic, \_\_\_\_\_ they also teach important moral lessons.

7. Oedipus was a great king, \_\_\_\_\_ his fate was tragic.

8. Many classical books discuss war \_\_\_\_\_ heroism as key themes.

9. Seneca wrote about philosophy, ethics, \_\_\_\_\_ the meaning of life.

10. Cervantes' novel is long, \_\_\_\_\_ it remains one of the most important books in history.

# 2. Fill in the blanks with the correct connector (first – so – and – before – later – that – then)

1	ctarting	hic career	r ac a Writer	Juan Dulfo	worked as	s a government	employee
	3(a) (i) i u		as a writer.	Juan Runo	WOINEG as	s a aovennieni	. CHIDIOVEC

2. Octavio Paz was a poet \_\_\_\_\_ an essayist who explored themes of identity.

3. Sor Juana Inés de la Cruz believed \_\_\_\_\_ women had the right to education.

4. José Emilio Pacheco won several literary awards, \_\_\_\_\_\_ he became one of Mexico's most respected writers.

5. Carlos Fuentes wrote Aura \_\_\_\_\_ The Death of Artemio Cruz, two of his most famous novels.

6. Elena Garro's works include plays \_\_\_\_\_ novels that address political and social issues.

7. The Labyrinth of Solitude reflects on Mexican culture \_\_\_\_\_ history.

8. \_\_\_\_\_ exploring fiction, Carlos Fuentes wrote essays about Mexican identity.

9. Elena Poniatowska wrote about social issues, \_\_\_\_\_ her works gained recognition internationally.

10. \_\_\_\_\_ Mexican writers have played a key role in world literature.

11. Sor Juana studied philosophy \_\_\_\_\_ science, making her a true polymath.

# 3. Complete the passage about Elena Garro's "Los recuerdos del porvenir" with the correct connector (first, then, later, after, before).

"I arrived in the town of Ixtepec, a place filled with memories and whispers of the past.
\_\_\_\_\_\_\_, the streets were quiet, and the air was heavy with secrets. \_\_\_\_\_\_, I walked towards the main plaza, where the old church stood in silence. \_\_\_\_\_\_, I heard someone call my name, a voice from long ago. \_\_\_\_\_\_ I turned around, I saw a familiar figure standing in the shadows. \_\_\_\_\_\_, I realized that time had not passed in Ixtepec as it had for me."





#### Progression 12

1.	Fill in the	blanks	with	while (	or when	to	complete	the	sentences	;.
----	-------------	--------	------	---------	---------	----	----------	-----	-----------	----

	The main character was walking through the dark forest
	noise behind him.
2.	the villain was planning his next move, the hero was secretly watching from the
	shadows.
3.	The friends were reading an old, mysterious letter they discovered a hidden map inside.
4.	The protagonist was solving the final riddle the clock struck midnight.
5.	the storm was raging outside, the group was trying to figure out how to escape
	the haunted house.
б.	The detective found an important clue he was going through the suspect's
	belongings.
7.	the characters were arguing about their next move, the antagonist was silently
	following them.
8.	The hero saved the day the bridge was collapsing into the river.
9.	the character was daydreaming about a happy ending, reality pulled them
	back into danger.
10.	The secret was finally revealed everyone was sitting around the table, shocked.

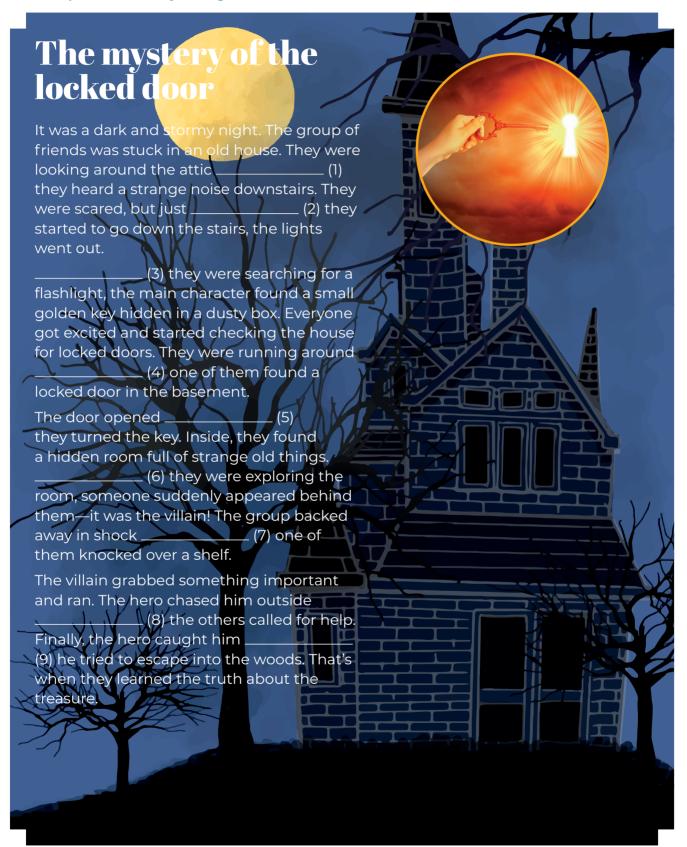
#### 2. Order the events from Little Red Riding Hood. Use while and when to help you figure out the right sequence to form a complete story.

	When she arrived at her grandmother's house, she saw the wolf lying in bed, dressed as her grandmother.
	While she was picking flowers, the wolf ran to her grandmother's house.
1	Little Red Riding Hood was walking through the forest when she met a wolf who asked where she was going.
	The wolf knocked. When the grandmother opened the door, the wolf jumped in and swallowed her whole.
7	The wolf was chasing Little Red Riding Hood when a hunter heard and saw what was happening.
	After talking about his features, the wolf jumped out of bed and tried to eat Little Red Riding Hood while she was screaming for help.
	The hunter rushed and was relieved when he saved both Little Red Riding Hood and her grandmother.
	Little Red Riding Hood walked to the house while the wolf was still disguising in her grandmother's clothes.



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3. Complete the story filling in the blanks with while or when.





#### **Progression** 13

1. Write the correct verb to complete each sentence and link it to the corresponding picture.

· Hiking · Starting · Stargazing · Riding · Kayaking · Fishing · Making crafts · Doing

- 1. I like \_\_\_\_\_ in the mountains during the weekends.
- on the rooftop every night.
- 3. She enjoys \_\_\_\_\_ her new bike every morning.
- 4. They love \_\_\_\_\_\_ a campfire and roasting marshmallows.
- 5. He hates \_\_\_\_\_ puzzles because he finds it boring.
- 6. We love \_\_\_\_\_ on the lake when the weather is nice.
- with my father on quiet afternoons. 7. I enjoy \_\_\_\_
- 8. They hate \_\_\_\_\_\_ because it requires too much patience.



















2. Write sentences about yourself using the verbs "need," "want," "think," "know," and "believe" in affirmative or negative form. The sentences should be creative and personal.

Example: I need to travel more, I don't want to learn to play guitar, I think....

3. Complete the story using the verbs "love," "hate," "like," or "enjoy" in affirmative or negative sentences as needed.

(4) the heat. Their parents \_\_\_\_\_ (5) relaxing under the umbrella, but they \_\_\_\_\_\_(6) swimming in the sea. In the afternoons, they all \_\_\_\_\_\_(7) walking by the shore and watching the sunset, but they \_\_\_\_\_\_\_(8) staying out too late.



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Progression	14

1.	Complete	the sente	nces with	the correct	form of	the verbs
----	----------	-----------	-----------	-------------	---------	-----------

1. I	a new book for my literature class.	need	1	И	vant
<b>2.</b> She	that he is telling the truth.	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			
<b>3.</b> We	to leave early to catch the bus.	think		k	cnow
<b>4.</b> He	all the answers to the quiz.				
<b>5.</b> They	it will rain tomorrow.		belie	ve	

2. Complete the chart transforming the sentences into the missing form.

AFFIRMATIVE	NEGATIVE
She believes in ghosts.	
	They don't want tortillas.
I think Danza de los Voladores is scary.	
	I don't know if it's too spicy.
	He doesn't need help.

3.	Convince people to visit your hometown using the verbs "need," "want," "think	,,,
	"know," and "believe" in affirmative and negative form.	

Example: Los Mochis is a great place to visit. You <u>don't need</u> to wear a sweater because there's a beautiful weather. I <u>believe</u> people never get lost because the city was well planned



# Verbs 1 Let's do it - Verbs

	BASE FORM	PRESENT 3RD PERSON	V+ING	PAST	PAST PARTICIPLE	SPANISH
1	answer	answers	answering	answered	answered	contestar
2	arise	arises	arising	arose	arisen	levantarse
3	arrive	arrives	arriving	arrived	arrived	llegar
4	ask	asks	asking	asked	asked	preguntar
5	awake	awakes	awaking	awoke	awaken	despertar
6	bake	bakes	baking	baked	baked	hornear
7	be	is	being	was/were	been	ser / estar
8	bear	bears	bearing	bore	born	nacer
9	beat	beats	beating	beat	beaten	vencer
10	become	becomes	becoming	became	become	convertirse en
11	begin	begins	beginning	began	begun	comenzar
12	bend	bends	bending	bent	bent	doblar
13	bet	bets	betting	bet	bet	apostar
14	bite	bites	biting	bit	bitten	morder
15	boil	boils	boiling	boiled	boiled	hervir
16	bleed	bleeds	bleeding	bled	bled	sangrar
17	blow	blows	blowing	blew	blown	soplar
18	break	breaks	breaking	broke	broken	quebrar
19	bring	brings	bringing	brought	brought	traer
20	brush	brushes	brushing	brushed	brushed	cepillar
21	build	builds	building	build	built	construir
22	burn	burns	burning	burnt/burned	burnt/burned	quemar
23	burst	bursts	bursting	burst	burst	reventar
24	buy	buys	buying	bought	bought	comprar
25	carry	carries	carrying	carried	carried	cargar
26	catch	catches	catching	caught	caught	cachar
27	chew	chews	chewing	chewed	chewed	masticar
28	choose	chooses	choosing	chose	chosen	escoger
29	clean	cleans	cleaning	cleaned	cleaned	limpiar
30	close	closes	closing	closed	closed	cerrar
31	comb	combs	combing	combed	combed	peinar
32	come	comes	coming	came	come	venir
33	cost	costs	costing	cost	cost	costo/costar
34	cook	cooks	cooking	cooked	cooked	cocinar
35	cough	coughs	coughing	coughed	coughed	toser
36	count	counts	counting	counted	counted	contar
37	crawl	crawls	crawling	crawled	crawled	gatear
38	cross	crosses	crossing	crossed	crossed	cruzar
39	cry	cries	crying	cried	cried	llorar
40	cut	cuts	cutting	cut	cut	cortar
41	dance	dances	dancing	danced	danced	bailar
42	deal	deals	dealing	dealt	dealt	trato/tratar
43	dig	digs	digging	dug	dug	escarbar
44	do	does	doing	did	done	hacer
45	draw	draws	drawing	drew	drawn	dibujar
46	dream	dreams	dreaming	dreamt/dreamed	dreamt/dreamed	soñar
47	dress	dresses	dressing	dressed	dressed	vestirse
48	drink	drinks	drinking	drank	drunk	beber
49	drive	drives	driving	drove	driven	manejar
50	dust	dusts	dusting	dusted	dusted	sacudir



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BASE FORM PRESENT V+ING PAST PARTICIPLE SI	
· · · · · · · · · · · · · · · · · · ·	PANISH
3 3 3	comer
52 earn earns earning earned earned ganar	(de dinero)
53 erase erases erasing erased erased	borrar
54 fall falls falling fell fallen	caer
55 feed feeds feeding fed al	imentar
56 feel feels feeling felt felt	sentir
57 fight fights fighting fought fought	pelear
	ncontrar
59 fix fixes fixing fixed fixed	rreglar
	doblar
61 fly flies flying flew flown	volar
62 forget forgets forgetting forgot forgotten	olvidar
63 forgive forgives forgiving forgave forgiven p	erdonar
64 freeze freezes freezing froze frozen c	ongelar
65 get gets getting got gotten c	btener
66 get up gets up getting up got up gotten up le	vantarse
67 give gives giving gave given	dar
68 go goes going went gone	ir
69 grind grinds grinding ground ground	moler
70 grow grows growing grew grown	crecer
71 hate hates hating hated hated	odiar
72 hang hangs hanging hung/hanged hung/hanged	colgar
73 have has having had had	tener
74 hear hears hearing heard heard	oír
75 help helps helping helped helped	ayudar
76 hide hides hiding hid hidden ex	sconder
77 hit hits hitting hit hit	pegar
78 hold holds holding held held <b>deten</b>	er, sostener
79 hunt hunts hunting hunted hunted	cazar
80 hurt hurts hurting hurt hurt I	astimar
81 iron irons ironing ironed ironed p	lanchar
82 jump jumps jumping jumped jumped I	orincar
83 keep keeps keeping kept kept g	juardar
84 kick kicks kicking kicked kicked	patear
85 kiss kisses kissing kissed kissed	besar
86 kneel kneels kneeling knelt knelt	hincar
87 knock knocks knocking knocked knocked toca	r (toc-toc)
88 know knows knowing knew known cond	ocer, saber
89 laugh laughs laughing laughed laughed	reír
90 lay lays laying laid laid a	acostar
91 lead leads leading led led	guiar
92 lean leans leaning leaned leaned recar	gar, inclinar
93 learn learns learning learned learned a	prender
O/ Januar Januar LG	dejar
94 leave leaves leaving left left	orestar
95 lend lends lending lent lent	mentir
95 lend lends lending lent lent 96 lie lies lying lied lied	mentir r, permitir
95 lend lends lending lent lent 1 96 lie lies lying lied lied 1 97 let lets letting let let deja	
95 lend lends lending lent lent 96 lie lies lying lied lied 97 let lets letting let let deja 98 light lights lighting lit lit prende	r, permitir



	BASE FORM	PRESENT 3RD PERSON	V+ING	PAST	PAST PARTICIPLE	SPANISH
101	live	lives	living	lived	lived	vivir
102	look	looks	looking	looked	looked	ver
103	lose	loses	losing	lost	lost	perder
104	love	loves	loving	loved	loved	amar
105	make	makes	making	made	made	hacer
106	mean	means	meaning	meant	meant	significar
107	meet	meets	meeting	met	met	encontrarse
108	mop	mops	mopping	mopped	mopped	trapear
109	move	moves	moving	moved	moved	mover
110	need	needs	needing	needed	needed	necesitar
111	open	opens	opening	opened	opened	abrir
112	own	owns	owning	owned	owned	tener / propiedad
113	paint	paints	painting	painted	painted	pintar
114	pay	pays	paying	paid	paid	pegar
115	pick	picks	picking	picked	picked	recoger
116	plant	plants	planting	planted	planted	plantar
117	play	plays	playing	played	played	jugar
118	prepare	prepares	preparing	prepared	prepared	preparar
119	pull	pulls	pulling	pulled	pulled	jalar
120	punish	punishes	punishing	punished	punished	castigar
121	push	pushes	pushing	pushed	pushed	empujar
122	put	puts	putting	put	put	poner
123	quit	quits	quitting	quit	quit	dejar
124	read	reads	reading	read	read	leer
125	rid (get)	gets rid of	getting rid of	got rid of	gotten rid of	deshacer, librarse de
126	ride	rides	riding	rode	ridden	pasear/montar
127	ring	rings	ringing	rang	rang	timbrar
128	rip	rips	ripping	ripped	ripped	romper,rasgar
129	run	runs	running	ran	ran	correr
130	say	says	saying	said	said	decir
131	scratch	scratches	scratching	scratched	scratched	rascar
132	see	sees	seeing	saw	seen	ver
133	seek	seeks	seeking	sought	sought	buscar
134	seem	seems		seemed	seemed	parecer
135	sell	sells	selling	sold	sold	vender
136	send	sends	sending	sent	sent	enviar
137	set	sets	setting	set	set	poner / posición
138	shake	shakes	shaking	shook	shaken	sacudir
139	shave	shaves	shaving	shaved	shaved	rasurar
140	shed	sheds	shedding	shed	shed	despojarse de
141	shine	shines	shining	shined	shone	brillar
142	shoot	shoots	shooting	shot	shot	disparar
143	show	shows	showing	showed	shown	enseñar
144	shrink	shrinks	shrinking	shrank	shrunk	encoger
145	shut	shuts	shutting	shut	shut	cerrar
146	sing	sings	singing	sang	sung	cantar
147	sink	sinks	sinking	sank	sunk	hundir
148	sit	sits	sitting	sat	sat	sentar
149	sleep	sleeps	sleeping	slept	slept	dormir
150	smell	smells	smelling	smelled/smelt	smelled/smelt	oler



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	BASE FORM	PRESENT 3RD PERSON	V+ING	PAST	PAST PARTICIPLE	SPANISH
151	smile	smiles	smiling	smiled	smiled	sonreír
152	smoke	smokes	smoking	smoked	smoked	fumar
153	sneeze	sneezes	sneezing	sneezed	sneezed	estornudar
154	slide	slides	sliding	slid	slid	resbalar
155	spank	spanks	spanking	spanked	spanked	nalguear
156	speak	speaks	speaking	spoke	spoken	hablar
157	spend	spends	spending	spent	spent	gastar
158	spin	spins	spinning	spun	spun	girar
159	split	splits	splitting	split	split	partir/separar
160	spread	spreads	spreading	spread	spread	extender
161	stand	stands	standing	stood	stood	pararse
162	start	starts	starting	started	started	empezar
163	steal	steals	stealing	stole	stolen	robar
164	stick	sticks	sticking	stuck	stuck	pegar/ adherir
165	stop	stops	stopping	stopped	stopped	parar
166	study	studies	studying	studied	studied	estudiar
167	swear	swears	swearing	swore	sworn	jurar
168	sweep	sweeps	sweeping	swept	swept	barrer
169	swim	swims	swimming	swam	swum	nadar
170	swing	swings	swinging	swung	swung	mecer
171	take	takes	taking	took	taken	tomar/ llevar
172	talk	talks	talking	talked	talked	platicar
173	taste	tastes	tasting	tasted	tasted	probar
174	teach	teaches	teaching	taught	taught	instruir
175	tear	tears	tearing	tore	torn	romper, desgarrar
176	tell	tells	telling	told	told	decir
177	think	thinks	thinking	thought	thought	pensar
178	throw	throws	throwing	threw	thrown	aventar, lanzar
179	touch	touches	touching	touched	touched	tentar/ tocar
180	try	tries	trying	tried	tried	tratar
181	turn off	turns off	turning off	turned off	turned off	apagar
182	understand	understands	understanding	understood	understood	comprender
183	visit	visits	visiting	visited	visited	visitar
184	wait	waits	waiting	waited	waited	esperar
185	wake up	wakes up	waking up	woke up	woken up	despertar
186	walk	walks	walking	walked	walked	caminar
187	want	wants	wanting	wanted	wanted	querer algo
188	wash	washes	washing	washed	washed	lavar
189	waste	wastes	wasting	wasted	wasted	desperdiciar
190	watch	watches	watching	watched	watched	mirar
191	water	waters	watering	watered	watered	regar
192	wear	wears	wearing	wore	worn	vestir
193	wed	weds	wedding	wed	wed	casar
194	weep	weeps	weeping	wept	wept	llorar
195	wet	wets	wetting	wet	wet	mojar
196	win	wins	winning	won	won	ganar
197	wind	winds	winding	wound	wound	enrollar/mecer
198	write	writes	writing	wrote	written	escribir
199	work	works	working	worked	worked	trabajar
200	whisper	whispers	whispering	whispered	whispered	susurrar