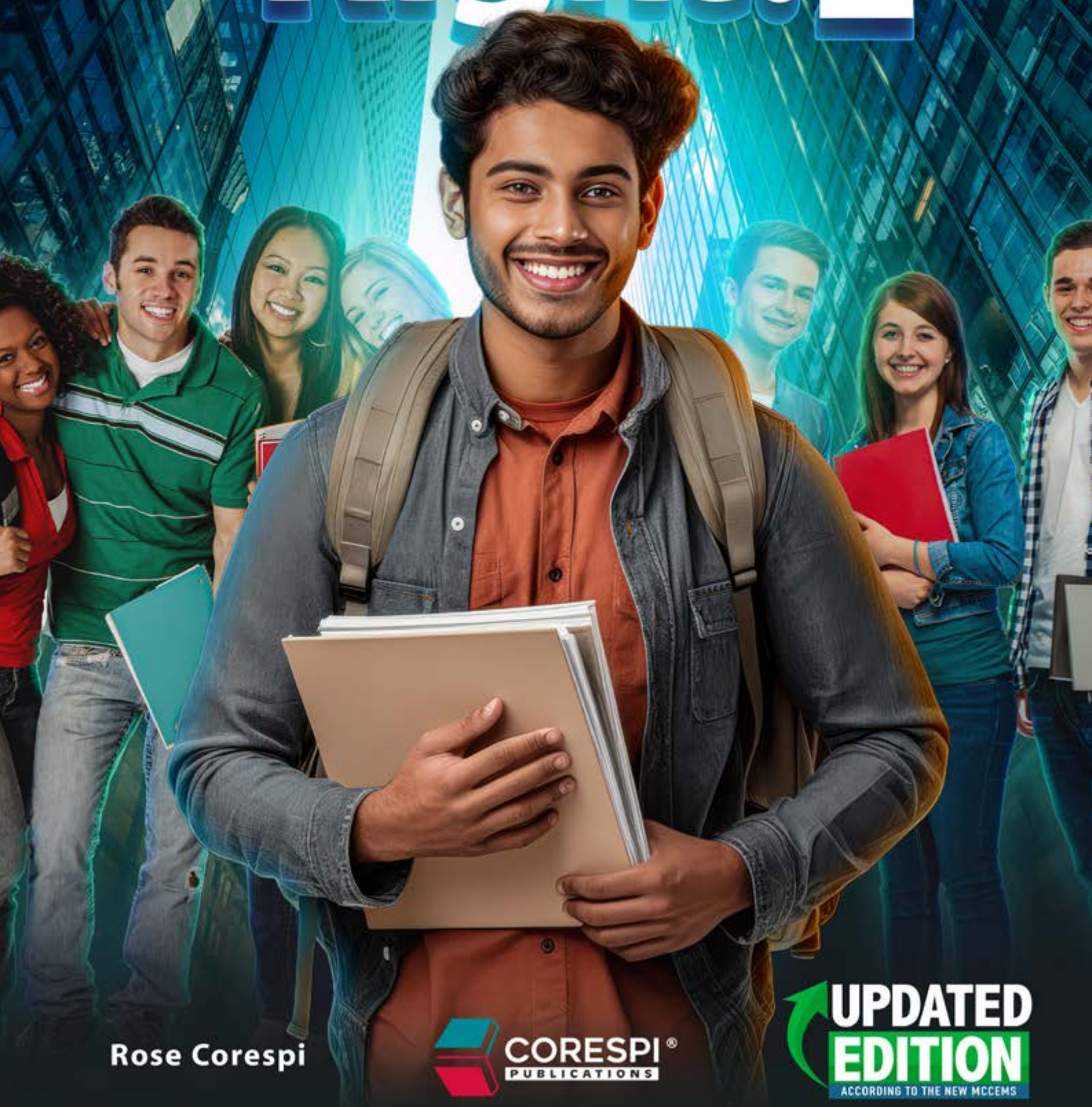


STUDENT'S AND PRACTICE BOOK

Do It Right! 2



Rose Corespi



CORESPI®
PUBLICATIONS



**UPDATED
EDITION**
ACCORDING TO THE NEW MCCEMS

Do It Right! 2

Student's Book

Updated Edition 2026

Copyright © Corespi Publications

ISBN: In Process

Printed in Mexico

Contact: informacion@corespipublications.com

All Rights reserved. No part of these publications may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher and the author, including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

Publisher: Corespi Publications

Author: Rose Corespi

Project Manager: Rosa María Cortés E.

Collaborating Author: E. C. Kent

Collaborators: Barbara Bos Blázquez & Julián Magaña

Proofreader: Eduardo Carmona Rodríguez & Anna Eréndira Gutiérrez C.

Cover Art: Dosak Moreno

Design: Ara del Río & Karla Miranda

Images: Adobe Stock, Shutterstock, Depositphotos & Freepik

Disclaimer notice:

The links provided in this book do not belong to Corespi Publications. Thus we do not have any control over the information that the websites are giving at any given time and we do not represent accuracy of the information provided by the third parties (external links). Although this information is compiled with great care and continuously updated, we assume no liability for its being correct, complete or up to date.

Articles bearing the names of authors reflect the opinions of these authors and, unless specifically stated, do not represent the opinions of the publisher. Furthermore, reproduction of this book or any material on any of the sites included in this book is not authorized, as material may be the subject of intellectual property rights.

Rights are reserved to their respective owners and Corespi Publications takes no credit for anything shown in the links provided.

TABLE OF CONTENTS

Scope and Sequence	p. 4
Principles of the NMS & MCCEMS	p. 6
Everyday Language	p. 8

UNIT 1

Do It Right!	p. 10
Lesson 1	p. 12
Lesson 2	p. 18
Lesson 3	p. 24
Lesson 4	p. 30
That's Our Right!	p. 36
Right On!	p. 37
It's All Right!	p. 93

UNIT 2

Do It Right!	p. 38
Lesson 5	p. 40
Lesson 6	p. 46
Lesson 7	p. 52
Lesson 8	p. 58
That's Our Right!	p. 64
Right On!	p. 65
It's All Right!	p. 95

UNIT 3

Do It Right!	p. 66
Lesson 9	p. 68
Lesson 10	p. 73
Lesson 11	p. 79
Lesson 12	p. 85
That's Our Right!	p. 91
Right On!	p. 92
It's All Right!	p. 97

Sing It Right!	p. 99
Audio Files	p. 100
Verb Lists	p. 101

SCOPE AND SEQUENCE

Lesson Week	Vocabulary	Grammar	
UNIT 1			
1 F.G. 1	Daily Routine	Simple Present Tense (Affirmative Form) Frequency Adverbs	
2 F.G. 2	Action Words	Simple Present Tense (Negative and Interrogative Forms)	
3 F.G. 3	Musical Instruments Sports (Part 2)	Can / Can't	
4 F. G. 3	Places to Have Fun	Other uses of Can	
That's Our Right!: César Chávez		Digital Culture: Digital Rights and Responsibilities	
UNIT 2			
5 F.G. 4	Hobbies	Present Continuous Tense (Affirmative Form)	
6 F.G. 4	Dressed for the Weather!	Present Continuous Tense (Negative and Interrogative Forms)	
7 F.G. 5	The Hottest Tourist Destinations in 2026	Comparatives	
8 F.G. 5	Going on Vacation	Superlatives	
That's Our Right!: Rigoberta Menchú		Digital Culture: Digital Footprint	
UNIT 3			
9 F.G. 6	Public Places and Stores	Imperatives Giving Directions	
10 F.G. 7	Food	Countable and Uncountable Nouns A, An, Some, and Any	
11 F.G. 7	Healthy and Unhealthy Food Food Containers and Portions	Quantifiers Much, Many, A little, A Few	
12 F.G. 8	Skills for Life	Review of Simple Present Tense and Frequency Adverbs	
That's Our Right!: Rick Hansen		Digital Culture: Unplug	

	Reading & Listening	Speaking & Writing	Get It Right! (Evidence of Learning)
Do It Right!: Laws			
	A Day in the Life of Shawn Mendes My Family's Daily Routine	What Time Do You Get Up? A Typical Day in My Life	My Weekend
	My Dream Vacation Hanging Out with My Friends	Yes, I Do. Not on Vacation	Vacation Vibes
	Exploring Talents: Clubs and Rules in Mexican Schools Can I Do That? A Guide to Student Behavior	Can You...? My Abilities and My Limitations	Song Search
	Ride the Fun, Follow the Rules: Amusement Parks Dos and Don'ts Going Places	Can I...? My Favorite Place to Have Fun	Asking for Permission
Wellness Tip: A Balanced Diet			
Do It Right!: Bullying			
	What Your Hobbies Tell about You Do You Have Any Hobbies?	What's New? My Favorite Hobby	My Favorite Hobby
	Dressing for the Occasion Different Styles	What Are You Wearing Today?	Clothes that Make Me Feel Great
	Where Should I Go? From Paradise to Panic: Traveling Abroad	Where Are You Planning to Go?	If I Have to Choose a Place to Visit
	Europe vs. The Caribbean: Your Ultimate Escape Awaits My Perfect Vacation	My Best Break Ever!	My Top Vacation Delights
Wellness Tip: Expressing Your Emotions			
Do It Right!: Piracy			
	Where Do I Go? The Challenge of Directions in Another Language Excuse Me, ...?	At School	How Can I Get to...?
	A Saturday Morning at the Farmer's Market My Grandma's Secret Recipe	What Do We Need?	My Favorite Sandwich
	Teenage Eating Habits: What Is Hot and What Is Not What Would You Like...? Ordering Made Easy	How Much...? The Benefits of Eating Healthy	The Eating Healthy Plate
	More than Homework: Discover New Skills That Sounds Fun!	Likes and Dislikes: An Extracurricular Talk	Beyond Class: The Hobby I Love Most
Wellness Tip: Do Something You Really Enjoy			



Principles of the New Mexican School

Develop their Mexican Identity and Encourage a Sense of Belonging to their Nation.

Social Responsibility:
Honesty

Transforming the Society

Instill Respect for Human Dignity

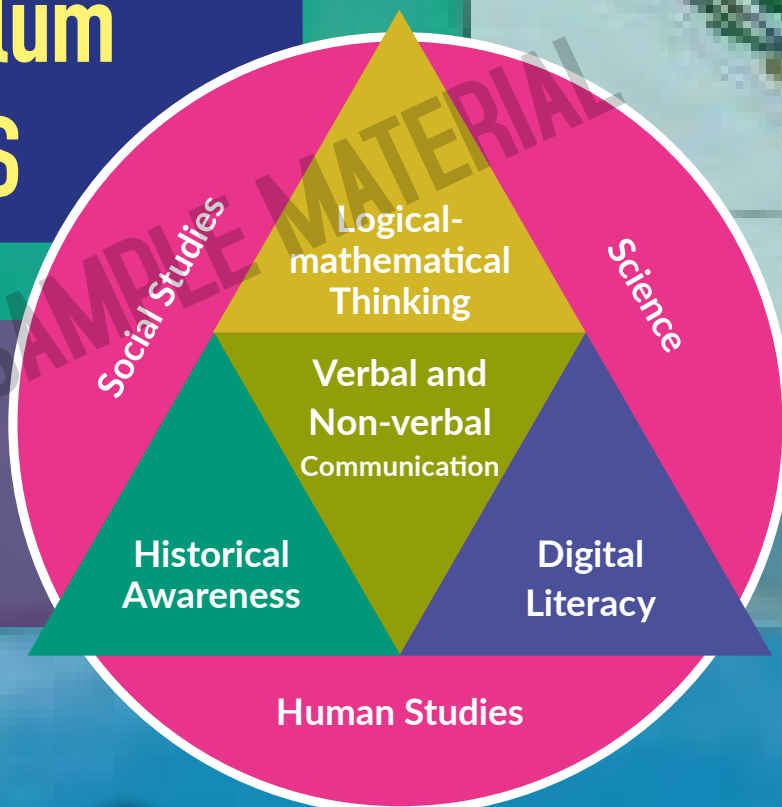
Interculturality

Culture of Peace

Respect for Nature and Care for the Environment

Core Curriculum of the NMS

- Four Socio-cognitive Cross-curricular Resources
- Three Access Areas to Knowledge and Experience



Socio-emotional Resources

Art, Culture, Creativity, and Artistic Appreciation

Social Responsibility: Honesty

Literacy, Democratic Participation, Sustainability, and Global Citizenship Principles

Socio-affective Well-being

Values

Physical Integrity

Sports, Physical Activities, and Sex Education

MCCEMS – English as a Foreign Language Language Skills and Subskills

- Listening for Gist
- Listening for Detail

Listening

Speaking

- Fluency
- Using Functions
- Pronunciation

ENGLISH

Reading

Writing

- Scanning
- Skimming

- Spelling
- Punctuation
- Layout
- Coherence and Cohesion

EVERYDAY LANGUAGE

At a Restaurant

Arriving at a Restaurant

Hello, we'd like a table for [number of people], please.

Is there a waitlist?

How long is the wait?

Can you show us to our table?

May we sit at this table?



Ordering Food



May we see the menu, please?

Do you have any house specialties?

Are there vegetarian or vegan options available?

Is this dish spicy?

Can I have the [dish name], please?

What is your most popular dessert?

During the Meal

Can I have a refill on my soda?

Could I have some extra napkins, please?

Is it possible to get some more bread?

Could we get a box for the leftovers, please?



Asking for the Check



Excuse me, could we get the check, please?

Can we have separate checks?

Do you accept credit cards?

Can I get a receipt?

Showing Gratitude

Thank you. It was delicious.

Thank you for the recommendation.

We'll come again.

Thank you so much for your service.



Concerns and Complaints



We've been waiting quite a while.

This isn't what I ordered.

I'm sorry, but this dish is too salty/spicy.

This chair is broken. Could we have another one, please?



DO IT RIGHT!

Being a Socially Responsible Citizen



Laws are rules, and without *laws* this world would turn into a chaotic mess. *Laws* protect our general safety and ensure our rights as citizens against abuses by other people, by organizations, and by the government itself. The truth is that without rules and regulations the world as we know it today would have gotten plunged into chaos.

- What comes to your mind when you hear the word *law*?
- Why do we have *laws*?
- Do you usually obey the *law/laws* or break it/them?
- When was the last time you or someone you know broke a *law*? (Traffic rules are considered *laws*.)
- If you were offered a lot of money to do something illegal, would you do it?
- Do you think *laws* are evenly applied to everyone in your society?
- What new *laws* would you like your country to pass?
- If you had the power to pass a *law*, what would that be?

UNIT 1



LESSON

1

Formative Goal 1

VOCABULARY



I. Listen and repeat. (Track 1)

Daily Routine



1. wake up



2. get up



3. make the bed



4. do exercise



5. take a shower



6. get dressed



7. eat breakfast
(lunch – dinner)



8. brush my teeth



9. leave home



10. drive to work



11. take the bus



12. go to school



13. walk home



14. do homework



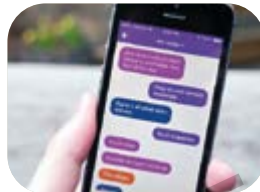
15. clean the
house



16. do the laundry



17. cook dinner
(breakfast – lunch)



18. chat with my
friends



19. watch TV



20. go to bed

SAY IT RIGHT!



(Track 2)

What time do you get up?
I usually get up at 6:00 AM.

When do you go to school?
I always go to school in the morning.



Simple Present Tense (Affirmative Form)

We use the **Simple Present** tense when we talk about facts, routines, or things that happen regularly.

Depending on the person, the **Simple Present** tense is formed by using the simple form of a verb or by adding **-s** or **-es** to the end. We add **-s** or **-es** to the verb when we talk about **he, she, or it**.

Affirmative Form

He **takes** a shower every day.

She **does** homework every day.

It (a dog) **sleeps** in the afternoon.

Examples:

- I **go** to school in the afternoon.
- You **study** English on Saturday.
- He **takes** a shower after exercising.
- She **drives** to work.
- We **walk** home.
- They **do** their homework at night.

I ——— eat breakfast every morning.
You ——— eat breakfast every morning.
He ——— eats breakfast every morning.
She ——— eats breakfast every morning.
It ——— eats breakfast every morning.
We ——— eat breakfast every morning.
You ——— eat breakfast every morning.
They ——— eat breakfast every morning.

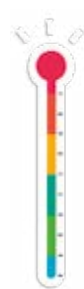
II. Circle the correct form.

- My mom _____ dinner at home.
a) cook b) cooks
- Sophie _____ from 9 to 5.
a) work b) works
- My dad and I _____ to the soccer stadium twice a month.
a) go b) goes
- My dog _____ under my bed.
a) sleep b) sleeps
- My neighbors _____ loud music every Saturday.
a) play b) plays

Frequency Adverbs

We use **Frequency Adverbs** to describe how often we do certain activities.

Subject + Frequency Adverb + Verb



Frequency Adverb

Always
Usually
Often/Frequently
Sometimes
Rarely
Never

Example

I **always** get up at 6:00.

They are **never** late for school.

She **often** goes to the movie theater.

Note:

Frequency Adverbs are used **between** the subject and the verb, except with the verb **To Be**. In that case, the **frequency adverb** goes **after** the verb.

Examples:

I **always** get up at 6:00.

They **are never** late to school.

III. Complete the sentences with **always, usually, often, sometimes, rarely, or never** according to your everyday activities. Add some other sentences.

Example: I **sometimes** order sushi on Sundays.

- I _____ check TikTok.
- I _____ watch something on Netflix.
- I _____ upload a photo on Instagram.
- I _____ eat Italian food.
- I _____ clean my bedroom.
- _____
- _____
- _____
- _____
- _____



LISTENING



IV. Listen to the recording. Then, do the next exercise. (Track 3)

My Family's Daily Routine

Hi, I'm Jake. I live with my parents in a small apartment. Every day, I wake up at 6:00 AM and take a shower. My mom prepares breakfast while my dad reads the newspaper. We eat together at 6:30. After breakfast, I pack my bag and leave for school at 7:00. My dad drives me there. He works as a mechanic, and my mom teaches music. I finish school at 2:30 and walk home. In the afternoon, I do my homework and help my mom with dinner. We eat at 7:00 PM and then watch TV or talk. At 9:30, I go to bed. Our routine is simple, but I like it.



V. Listen to the story again and write a **J** if it corresponds to Jake; an **M** if it's MOM, a **D** if it refers to DAD, or an **F** if it's the whole FAMILY.

- | | |
|----------------------------------|--------------------------------------|
| 1. I live with my parents. _____ | 5. I leave for school at 7:00. _____ |
| 2. I wake up at 6:00 AM. _____ | 6. I work as a mechanic. _____ |
| 3. I prepare breakfast. _____ | 7. I am a music teacher. _____ |
| 4. I read the newspaper. _____ | 8. Our routine is simple. _____ |

SPEAKING



VI. Listen and practice the following conversations with a partner. (Track 4)

What Time Do You Get Up?

Conversation 1

- A: What time do you get up?
 B: At 7:00 AM.
 A: What do you do after that?
 A: I make my bed. What about you?
 B: I get up at noon, and I watch TV series for a while.

Conversation 2

- A: What do you do on the weekends?
 B: On Saturday afternoon, I go with my mom to the supermarket. And you?
 A: We visit our grandparents on Saturday.
 B: Great! Do you do anything special?
 A: My grandma loves to play *lotería*, so we do that for about two hours, and then we have dinner together.



VII. Read the story as you listen to the recording.
Then, do the next exercise. (Track 5)

A Day in the Life of Shawn Mendes

Shawn Mendes is a famous singer. He gets up at six o'clock every morning. He gets dressed at 6:05 and has breakfast at 6:30. At seven o'clock, he goes to the gym and exercises for an hour. After that, he returns home and takes a shower. At 12:45, he eats lunch and then checks his social media. In the afternoon, he writes songs or practices guitar. In the evening, he cleans his house and prepares dinner. He eats at 7:00 PM. After dinner, he brushes his teeth and relaxes. Finally, he goes to sleep at nine o'clock. Shawn follows this routine every day to stay healthy and focused.



VIII. Number Shawn Mendes' routine from 1 to 9 according to the correct sequence of

- | | |
|---|--|
| a) In the afternoon, Shawn Mendes writes songs or practices guitar. _____ | e) He has breakfast at 6:30. _____ |
| b) He goes to sleep at 9 o'clock. _____ | f) After dinner, he brushes his teeth and relaxes. _____ |
| c) He gets up at 6 AM. _____ | g) He goes to the gym at 7:00 AM. _____ |
| d) In the evening, he cleans his house and prepares dinner. _____ | h) He eats lunch at 12:45. _____ |
| | i) He returns home and takes a shower. _____ |



IX. Write a short paragraph including a description of your daily routine.

A Typical Day in my Life



GET IT RIGHT!



(Evidence of Learning)

X. Write five complete sentences about your weekend routine.

My Weekend

1. _____
2. _____
3. _____
4. _____
5. _____



PRACTICE

VOCABULARY



I. Complete the sentences with the correct form of one of the verbs in the box. Look at the pictures on the left to help you decide.

leave home
wake up

get dressed
cook dinner

go to bed
make the bed

eat lunch
do homework



1. She _____
early to do exercise.



5. He _____
at his desk while he works.



2. I _____
every morning.



6. I _____
after school every day.



3. I _____ in
the morning after I take a shower.



7. We _____
together on special occasions.



4. We _____ for
work at 8:00 o'clock



8. I _____
at 11:00 PM every night.

II. Write five complete sentence to describe five activities you do before going to school.

PRACTICE

GRAMMAR



I. Fill in the blanks with the correct form of the verb in parentheses using the **Simple Present** tense.

1. I _____ (wake) up at 6:30 every morning.
2. She _____ (brush) her teeth after breakfast.
3. We _____ (go) to work by bus.
4. My brother _____ (watch) TV in the evening.
5. They _____ (have) lunch at 1:00 PM.
6. He _____ (read) the newspaper before going to bed.

II. Complete the sentences below with the correct **frequency adverb**: **always, usually, sometimes, rarely, or never**.

1. I _____ go to the beach in winter. It's very cold!
2. We _____ go to school from Monday to Friday.
3. My neighbors are nice, but _____ they are noisy when they have a party.
4. She _____ watches French movies. She prefers American ones.
5. My mom _____ watches TV at night. Then, she goes to bed.



LESSON

2

Formative Goal 2

VOCABULARY



I. Match the words with the correct picture. Then, listen to check. (Track 6)

Action Words

- | | | | | |
|---------|----------|----------|----------|----------|
| • send | • cut | • listen | • wait | • fly |
| • drink | • rain | • run | • finish | • speak |
| • dance | • sing | • call | • sleep | • forget |
| • teach | • travel | • fall | • eat | • swim |



1. _____



2. _____



3. _____



4. _____



5. _____



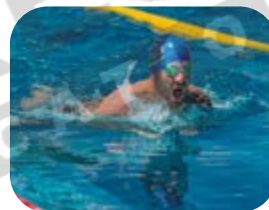
6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____



13. _____



14. _____



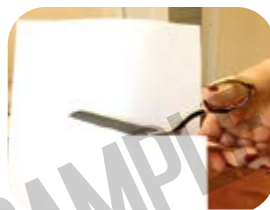
15. _____



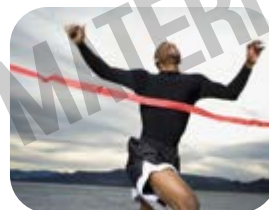
16. _____



17. _____



18. _____



19. _____



20. _____

II. Match the pictures with the correct phrase in the box. Then, listen to check. (Track 7)

Parts of the Day

in the afternoon

in the morning

in the evening



1. _____



2. _____



3. _____

SAY IT RIGHT!



(Track 8)

- My dad is a pilot, and he flies a plane all the time.
- My mom is a teacher, and she teaches at Lincoln Elementary School.
- My brother is a singer, and he sings with a rock band.



Simple Present Tense (Negative and Interrogative Form)

Remember: We use the **Simple Present** tense to **describe routines and everyday facts**.

Negative (Don't)

- I **don't go** to the gym every day.
- You **don't do** yoga every day.
- We **don't play** tennis.
- They **don't take** a nap in the afternoon.

Negative (Doesn't)

- He **doesn't go** to the gym every day.
- She **doesn't do** yoga every day.
- It **doesn't sleep** on the sofa.

Interrogative (Do)

- **Do** I go to the gym every day?
Yes, you **do**. / No, you **don't**.
- **Do** you **do** yoga every day?
Yes, I **do**. / No, I **don't**.
- **Do** we **play** tennis?
Yes, we **do**. / No, we **don't**.
- **Do** they **take** a nap in the afternoon?
Yes, they **do**. / No, they **don't**.

Interrogative (Does)

- **Does** he **go** to the gym every day?
Yes, he **does**. / No, he **doesn't**.
- **Does** she **do** yoga every day?
Yes, she **does**. / No, she **doesn't**.
- **Does** it **sleep** on the sofa?
Yes, it **does**. / No, it **doesn't**.

III. Circle the form that best completes each sentence.

1. **Do / Does** you speak French?
2. My friend Gina **don't / doesn't** like country music.
3. **Do / Does** they usually travel by plane?
4. We **don't / doesn't** go to school on Sundays.
5. I **don't / doesn't** drink soda.



IV. Change the sentences as indicated.

1. Do they wait for the bus here? (**Negative**)

2. It doesn't rain in July. (**Interrogative**)

3. Does Sam listen to classical music to relax? (**Negative**)

4. The band plays on weekends at the bar. (**Interrogative**)

5. We never travel at Christmas. (**Interrogative**)



LISTENING



V. Read the following text as you listen to the recording. Then, answer the questions. (Track 9)

Hanging Out with my Friends

- We usually hang out at the park after school. My friend Leo plays soccer, but I prefer to listen to music. Sometimes, we grab snacks from the corner store. Mia doesn't like sports, so she reads a book while we play. On weekends, we meet at the mall. Do you go to the movies with your friends? We don't go often, but when we do, we enjoy it a lot. My best friend doesn't eat popcorn—he says it's too salty! Do your friends like video games? Mine do. We play online together every Friday night. Hanging out is fun because we talk, laugh, and relax after a long week.



VI. Answer the questions with a short answer.

1. Do the friends usually go to the mall after school? _____
2. Does Leo play soccer? _____
3. Does Mia read a book while the other friends are playing? _____
4. Do they enjoy going to the movies when they do? _____
5. Do they go to a dance club every Friday night? _____

SPEAKING



VII. Listen to the following conversations and practice them with a partner. (Track 10)

Yes, I do.

Conversation 1

- A: Do you like to go to the movies?
 B: Yes, I do. I go to the movies once a week.
 A: Do you like horror movies?
 B: No, I don't. I like to watch comedies and action movies.

Conversation 2

- A: Do you like to play video games?
 B: Yes, I do. I play video games almost every day.
 A: What kind of video games do you like to play?
 B: I like to play action games and sports games.



VIII. Read the following story and listen to check pronunciation. (Track 11)

My Dream Vacation

My name is Alex, and I dream about going to the beach. I live in the city, so I don't visit the ocean. My family doesn't travel often, but next summer, we plan a trip to the coast. I imagine the warm sand and the sound of the waves. Do people swim all day at the beach? I think they do. I want to build sandcastles and eat ice cream. My parents enjoy relaxing under the sun, but they don't like swimming. This vacation is special because this is the first time I see the ocean. I feel excited every time I think about it.



IX. Reread the story and answer the questions.

1. What is Alex's dream vacation? _____
2. Where does he live? _____
3. Where does his family decide to go next summer? _____
4. Is this the first time Alex sees the ocean? _____
5. What does he want to build at the beach? _____
6. Do Alex's parents like swimming? _____
7. How does Alex feel about his next vacation? _____

WRITING



X. Write a short paragraph in which you include at least five activities that you DON'T do on vacation.

Not on Vacation

GET IT RIGHT!



(Evidence of Learning)

XI. Go around the classroom and ask five of your classmates the following questions. Use the chart to take notes and present the results to the class.

Vacation Vibes

1. What is your name?
2. What is your dream vacation?
3. What do you want to do there?

NAME	DREAM VACATION	FAVORITE ACTIVITIES

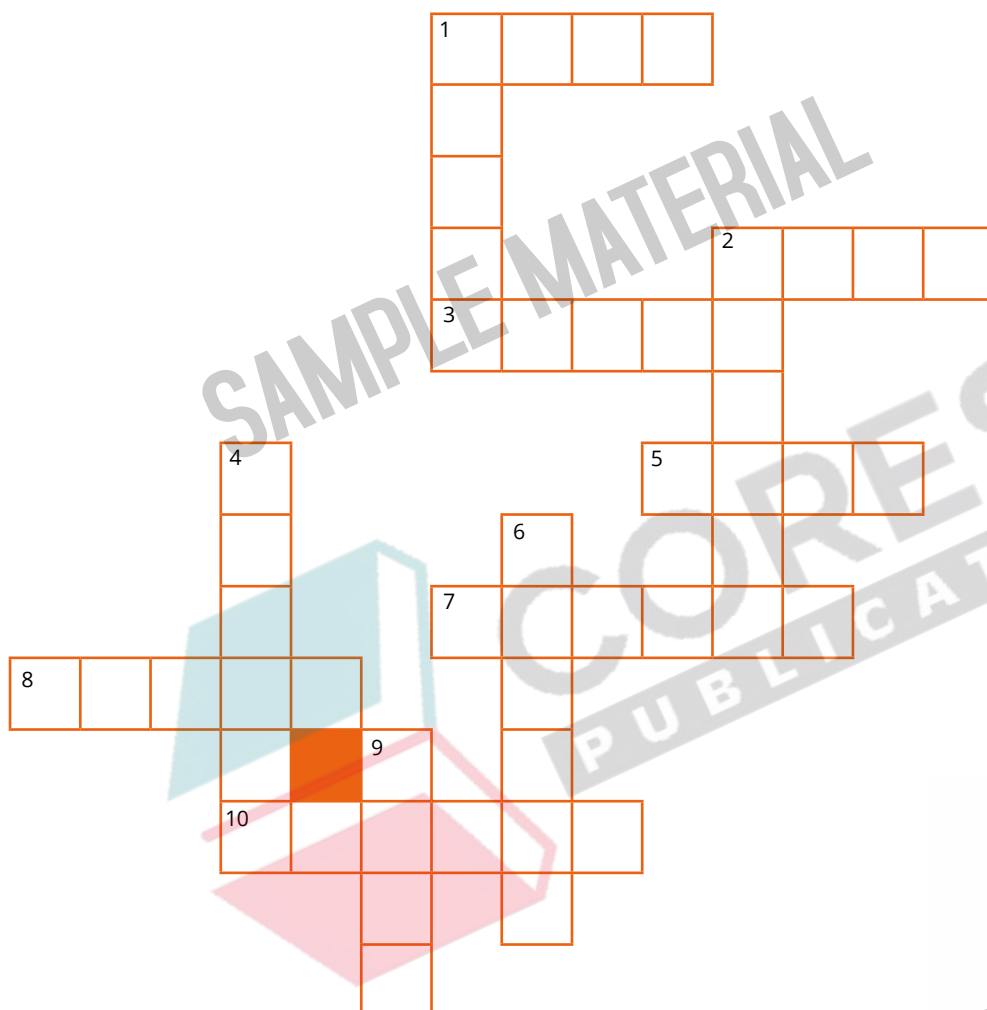
PRACTICE

VOCABULARY



I. Complete the crossword puzzle below using verbs from exercise I in their correct form in **Simple Present** tense.

Action Words



DOWN

1. It usually **r**_____ in May and September.
2. My teacher **s**_____ three languages.
4. I always **f**_____ people's birthdays.
6. I always **l**_____ to music when I go to school.
9. We usually **w**_____ for the bus for about 15 minutes.

ACROSS

1. My dad **r**_____ 10 miles every morning.
2. I **s**_____ very well. I enjoy going to the swimming pool.
3. We need to **s**_____ at least 8 hours every night.
5. I **c**_____ my mom every afternoon.
7. When I **f**_____ my homework, I go to bed.
8. My sister **s**_____ very well. She loves music.
10. We **t**_____ to the beach for vacation.



PRACTICE

GRAMMAR



I. Unscramble the sentences. Don't forget to capitalize where necessary.

1. Italian / I / speak / don't / .

2. drink / do / soda / you / ?

3. finish / when / you / school / do / ?

4. travel / father / how often / does / your / ?

5. sleep / my brother / doesn't / every night / 8 hours / .



II. Fill in the chart with the missing sentences and short answers.

Affirmative	Negative	Interrogative	Short Answers
I like chocolate.		Do you like chocolate?	Yes, I do. / No, I don't.
He plays soccer every day.	He doesn't play soccer every day.		
	Lucy doesn't study English.	Does Lucy study English?	Yes, she does. / No, she doesn't.
Jim and I live in Canada.		Do Jim and I live in Canada?	
They work in a bank.	They don't work in a bank.		
Patrick speaks French.		Does Patrick speak French?	Yes, he, does. / No, he doesn't.

LESSON

3

Formative Goal 3

VOCABULARY



I. Look at the pictures and write the missing letters.
Then, listen and repeat.
(Track 12)

Musical Instruments



c _ ll _



dr _ ms



g _ _ t _ r



s _ x _ ph _ n _



tr _ mp _ t



v _ _ l _ n



p _ _ n _



k _ yb _ _ rd

II. Match the vocabulary with the pictures. Then, listen and repeat. (Track 13)

Sports - Part 2

- gymnastics
- ice skating
- boxing
- running a marathon

- horse riding
- judo
- cycling
- diving
- chess



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

SAY IT RIGHT!



(Track 14)

Can you play the guitar?
Yes, I can. / No, I can't.

Can your mom play chess?
Yes, she can. / No, she can't.



Can / Can't

We use the modal auxiliaries

Can and **Can't** to express:

Ability

- **Can** shows what someone is able to do.

*I **can** play the guitar.*

- **Can't** shows what someone is not able to do.

*She **can't** swim.*

Basic Structure

Affirmative

Subject + **can** + base form of verb + complement

*He **can** drive.*

Negative (can't)

Subject + **can't** + base form of verb + complement

*We **can't** cook very well.*

Interrogative

Can + subject + base form of verb + complement?

***Can** they speak English?*

Key Features

- **Can** and **can't** are followed by the base form of the verb (no *to*).
- They are not conjugated (no *cans* or *canned*).
- They are used for present and general abilities.

III. Fill in the blanks with **can** or **can't**.

1. My brother _____ ride a bicycle with great speed.
2. I _____ play the guitar, but I'm still learning.
3. My sister _____ speak three languages fluently.
4. We _____ fly without a plane.
5. He _____ cook delicious meals for his family.
6. They _____ run a marathon without training.

IV. List some things you **can** do and some things you **can't**.

I can

I can't

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

V. Complete the sentences below with information about your family.

1. My dad can _____.
2. My mom _____.
3. My sister/brother can _____.
4. My grandma can _____.
5. My cousin can _____.

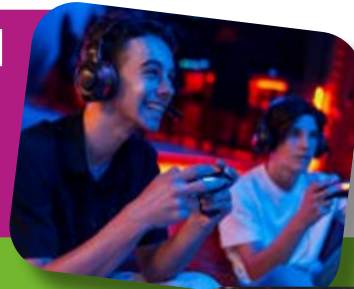




VI. Read the article as you listen to the recording. (Track 15)

Exploring Talents: Clubs and Rules in Mexican Schools

In Mexican high schools, students can join many extracurricular activities. They can participate in sports like soccer, basketball, and volleyball. They can also join music clubs, theater groups, or science teams. Students can learn new skills, make friends, and enjoy their free time. However, they can't skip meetings or practices if they want to stay in the club. They can't ignore rules or arrive late. In academic clubs, students can compete in contests and improve their knowledge, but they can't use their phones during study sessions. Each club has its own rules, and students can choose the one that fits their interests. By joining a club, students can grow as individuals and discover what they love to do.



SPEAKING



VIII. Listen and choose a partner to practice these conversations. (Track 16)

Can you...

Conversation 1

A: Can you speak English?

B: Yes, I can. I can also speak Spanish and French.

A: That's great! What can you do in English?

B: I can read, write, and speak English. I can also understand English very well.

Conversation 2

A: What can you do?

B: I can do a lot of things. I can cook, clean, and wash my clothes. I can also play the guitar and the piano.

A: That's impressive! What can't you do?

B: I can't fly. I can't ride a motorcycle. And I can't speak Russian.

VII. Read the article again, and write **T** if the statement is True, or **F** if it's False.

1. In Mexico, there are no many extracurricular activities for high school students. _____
2. Students can join teams to practice their favorite sport. _____
3. They can learn new things and make friends. _____
4. If they join a club, they can't ignore rules or arrive late. _____
5. Students can't compete in any contest. _____
6. They can use their cell phones any time. _____
7. If they join a club, students can discover what they like to do. _____

LISTENING



IX. Listen to the following article and write the missing words. (Track 17)

Can I Do That? A Guide to Student Behavior

- At school, _____ must follow important rules. They _____
- _____ wear comfortable clothes, but they _____ wear anything inappropriate. They can _____ their phones during breaks, but they can't use them in _____. Students can _____ questions and share ideas, but they can't _____ the teacher. They _____ eat snacks in the cafeteria, but they _____ eat in the classroom. They can _____ in teams, but they can't _____ each other's homework. Students _____ join clubs and sports, but they _____ skip classes. They can _____ their opinions respectfully, but they can't _____ rude. Following these rules helps everyone learn and feel safe.

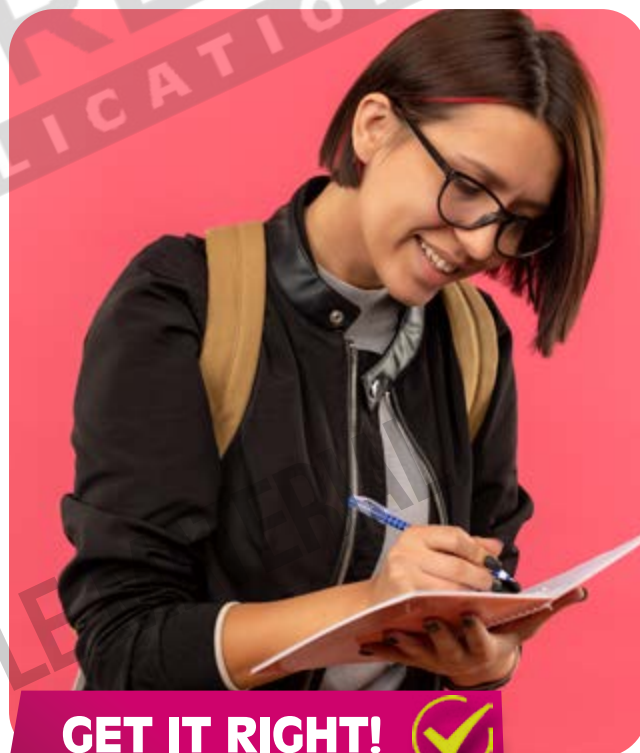


WRITING



X. Write a short paragraph in which you include three things you can do well, and three things you need to improve.

My Abilities and My Limitations



GET IT RIGHT!



(Evidence of Learning)

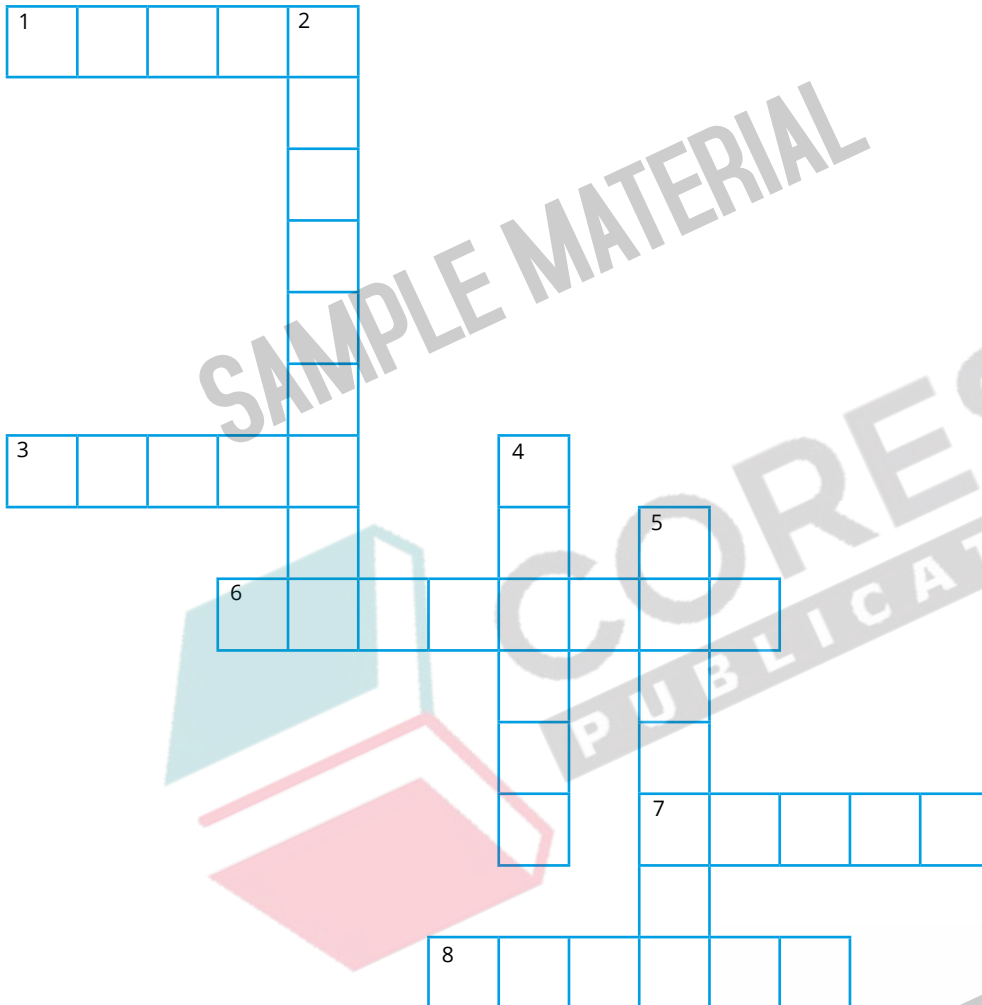
Song Search

XI. Listen to some of your favorite songs in English and, in your notebook, write some lines that include "can" or "can't". Don't forget to include the title of the song and the singer(s).



I. Complete the crossword puzzle below using words from exercise I on page 24.

Musical Instruments



DOWN

2. This instrument is played by blowing into a mouthpiece and creating vibrations in the lips.
4. It is a versatile and stringed instrument that can be used to play from classical music to jazz.
5. It is a brass loud instrument that is often used in jazz, rock, and pop music.

ACROSS

1. It is a percussion instrument that you can play with your hands or with sticks.
3. It is an instrument with four strings and it is larger than a violin.
6. It's similar to a piano, but it's electronic and with fewer keys. It's also cheaper than a piano.
7. It is a keyboard instrument with 88 keys that is played by striking the keys with your fingers.
8. This instrument has six strings and it is popular in many types of music.



PRACTICE

GRAMMAR



I. Complete the sentences with **can** or **can't**, according to the information in the chart.



	Lucy	Luis	Betty	Tom	Angie
Bake a cake	✓	✗	✓	✓	✓
Play the drums	✗	✗	✗	✗	✗
Ride a horse	✓	✗	✓	✗	✗
Play volleyball	✓	✓	✓	✓	✗
Practice boxing	✓	✓	✗	✗	✗
Drive a car	✓	✓	✗	✗	✓

1. Luis _____ play the drums.

2. Lucy _____ drive a car.

3. Betty _____ bake a cake.

4. Angie _____ practice boxing.

5. Tom _____ drive a car.

II. Write two complete sentences about things you **can** do in your English class, and two complete sentences about things you **can't** do. Use the modal verbs correctly.

In my English class, _____



LESSON

4

Formative Goal 3

VOCABULARY



I. Look at the pictures. Choose the correct word from the box, and write it under the corresponding picture. (Track 18)

Places to Have Fun

- zoo
- museum
- concert hall
- café
- stadium
- theater
- amusement park
- aquarium
- bowling alley
- ice-skating rink
- water park
- ice-cream parlor



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

SAY IT RIGHT!



(Track 19)

Dad, can I go to a café with Patty?
Sure, but try to be home early.

Mom, can you take Mike and me to the aquarium later?
Ok, what time do you need to go?
Around noon is fine, thanks.



Other uses of Can

We use **can** to ask for permission to do something:

Can my little brother swim in your pool?

We also use **can** to make a request (to ask for something).

Can you pass me the salt?

II. Read the sentences. Write a **P** if it refers to **permission**, or an **R** if it refers to a **request**.



1. Can I turn on the music? _____
2. Can you close the window, please? _____
3. Mom, can we play outside? _____
4. Can you help me with these shopping bags? _____
5. Dad, Can I go to the mall with my friends? _____
6. Mom, can you pass me the salad, please? _____

III. Write the words in the correct order to form complete sentences.

1. bring / some bread, / Can / please? / you / for the sandwiches

2. Can / window? / the / open / you

3. go / can / Mom, / to the / with Sally ? / I / café

4. wash / you / the red car, / Can / please?

5. I / come in? / Excuse me, / can

6. Sam and I / Dad, / to the park? / go / can





IV. Listen to the conversations and write the name of the person under each picture. (Track 20)

Going Places



1. _____



2. _____



3. _____

SPEAKING



V. Practice the following dialogues with a partner, taking turns to play both roles. (Track 21)

Can I...?

Conversation 1

Teenager: Mom, can I go to the ice-skating rink with my friends on Saturday?

Parent: Sure, that sounds like fun. What time will you go?

Teenager: At about 4:00 p.m.

Parent: Okay, but you must be back at 9:00.

Teenager: I will, thanks Mom!

Conversation 2

Teenager: Dad, can I go to the concert with my friends?

Parent: What concert is it?

Teenager: BTS is playing at the arena on Friday night.

Parent: OK, but you must be careful.

Teenager: Dad, can I ask you one more thing?

Parent: What is it?

Teenager: Can you take us to the arena, please?

Parent: OK, no problem.

Teenager: Thanks, dad!





VI. Read the following article as you listen to it. (Track 22)

Ride the Fun, Follow the Rules: Amusement Park Dos and Don'ts



At an amusement park, visitors can enjoy many fun activities. They can ride roller coasters, eat snacks, and take photos with friends. Children can play in special areas designed just for them. You can bring your own water bottle and wear comfortable clothes. However, there are also rules you must follow. You can't enter rides without a ticket. You can't bring pets or large bags. You can't run in crowded areas because it's dangerous. Visitors can't smoke in non-smoking zones. You can't climb fences or enter restricted areas. These rules help keep everyone safe and happy. If you follow them, you can have a great time at the park.

VII. Reread the article. Then, look at each activity and write YES if it's something you **can do** at an amusement park, or NO if it's something you **can't do**.

1. You can ride roller coasters. _____
2. You can take photos with your friends. _____
3. You can enter rides without a ticket. _____
4. You can bring your dog. _____
5. You can run everywhere. _____
6. You can wear comfortable clothes. _____
7. You can smoke. _____
8. You can take a bottle of water. _____

WRITING



VIII. Write a short paragraph describing the place you prefer to have fun with your friends. Mention some of the things you **can** and **can't** do when you go there.

My Favorite Place to Have Fun

GET IT RIGHT!



(Evidence of Learning)

Asking for Permission

IX. With a partner, prepare a dialogue in which one of you will be the mother or the father and the other one will play the son or daughter. In this dialogue, one of you will ask one of your parents' permission to go to one of the places in exercise I on page 30. Role play the dialogue in front of your class and hand in the script to your teacher.



PRACTICE

VOCABULARY



I. Analyze the following statements carefully. Then, using the vocabulary related to *Places to Have Fun* on page 30, fill in the blanks with the correct word or phrase.

1. An _____ has many exciting rides and attractions.
2. A _____ has at least 10 lanes.
3. An _____ is a popular and refreshing spot that kids and adults enjoy
4. A _____ has a warm and inviting atmosphere.
5. A _____ is a great place to learn about animals and their habitats.
6. A _____ is a great place to see live entertainment.
7. An _____ houses a variety of fish, from tropical fish to sea creatures.
8. An _____ is a great place to get exercise and have fun.
9. A _____ has a variety of slides, pools, and lazy rivers.
10. A _____ is a large, open-air venue that is used for sporting events and concerts.
11. A _____ is an important cultural institution that preserve and share knowledge with the public.
12. A _____ is a popular destination for music lovers of all ages.



PRACTICE

GRAMMAR



I. Match the sentence halves to frame questions.

- | | |
|----------------------|-----------------------------|
| 1. Can we go bowling | a) with your homework? |
| 2. Can I buy | b) your ruler? |
| 3. Can you lend me | c) a pencil, please? |
| 4. Can I use | d) on Saturday? |
| 5. Can you open | e) this jar, please? |
| 6. Can I help you | f) an ice-cream cone? |
| 7. Can I go out | g) the coffee pot? |
| 8. Can you pass me | h) with my friends tonight? |



II. Classify the questions in exercise I. Write the numbers in the corresponding column.



PERMISSION	REQUEST

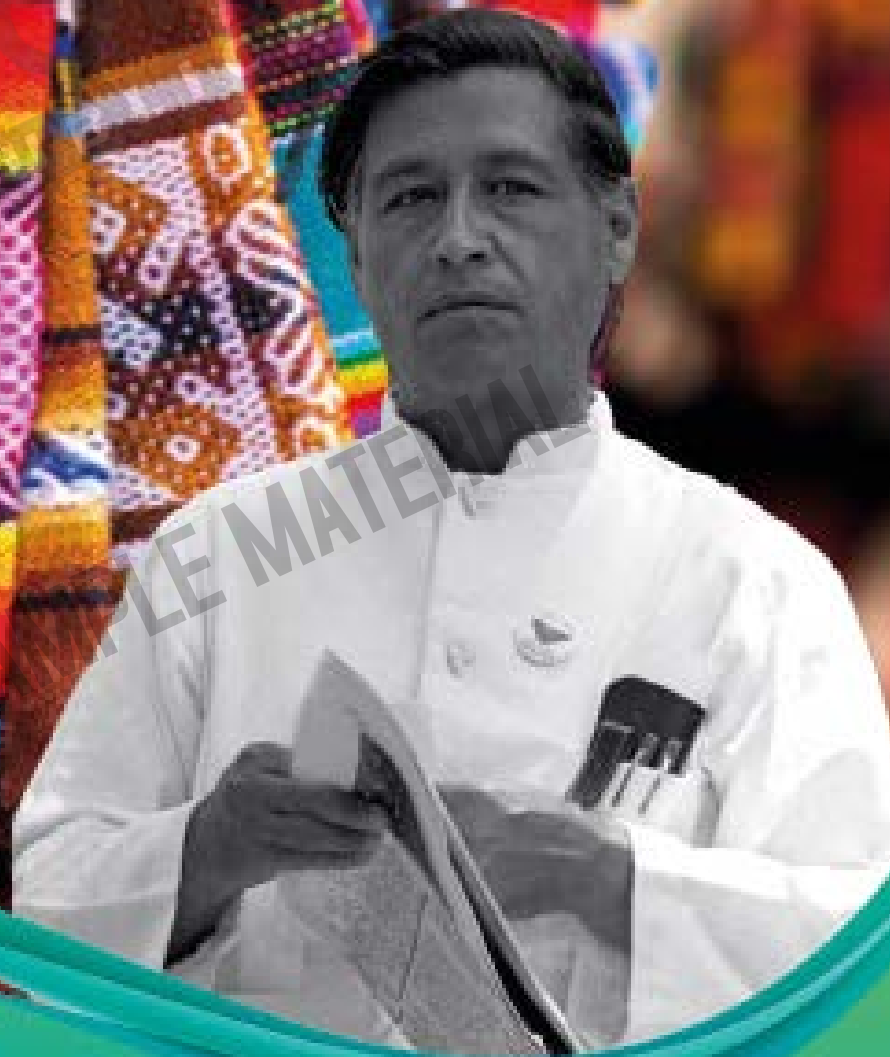
THAT'S **OUR** RIGHT!



"Preservation of one's own culture does not require contempt or disrespect for other cultures."

– César Chávez

(American labor leader and civil rights activist)



Human Rights

Read the quote, think about it, and discuss with your teacher and classmates what you all understood.

RIGHT ON!



Digital Culture

The definition of **digital rights and responsibilities** is having the right and freedom to use all types of digital technology in an acceptable and appropriate manner. Here are some of our **rights and responsibilities**:

- Right to freedom of expression,
- Right to privacy,
- Right to credit for personal works,
- Responsibility to report bullying, harassing, sexting, or identity theft,
- Responsibility to cite works used for resources and researching, and
- Responsibility to download music, videos, and other material legally.



Wellness Tip

A **balanced diet** is one that includes a variety of foods from all food groups, including fruits, vegetables, whole grains, lean protein, and healthy fats. This type of diet gives your body the nutrients it needs to grow, develop, and stay healthy. A balanced diet can help improve your mood and reduce stress levels.

- Eat plenty of fruits and vegetables. Aim for at least five servings per day.
- Choose whole grains over refined grains.
- Include lean protein sources in your meals and snacks, such as chicken, fish, beans, and tofu.
- Limit processed foods, sugary drinks, and unhealthy fats.

Remember, eating a **balanced diet** is one of the best things you can do for your health.