

STUDENT'S AND PRACTICE BOOK

# HASHTAG 2



ROSE CORESPI



**UPDATED  
EDITION**  
ACCORDING TO THE NEW MCCEMS



## Hashtag 2

Student's and Practice Book

Updated Edition 2026

Copyright © Corespi Publications

ISBN: In Process

Printed in Mexico

Contact: [informacion@corespipublications.com](mailto: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:** Julián Magaña  
**Proofreader:** Eduardo Carmona Rodríguez  
**Cover Art:** Dosak Moreno  
**Design:** Ara del Río, Dosak Moreno & Karla Miranda  
**Images:** Adobe Stock, Shutterstock & Depositphotos

### 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.

#Scope&Sequence	p. 4
#NewMexicanSchool & #MCCEMS	p. 6
#DiagnosticTest	p. 8
#EverydayLanguage	p. 10

## UNIT 1

#WellnessTip	p. 12
#MakingADifference	p. 13
Lesson 1	p. 14
Lesson 2	p. 20
Lesson 3	p. 26
Lesson 4	p. 32
#ByMyself	p. 38
Review	p. 96

## UNIT 2

#WellnessTip	p. 40
#MakingADifference	p. 41
Lesson 5	p. 42
Lesson 6	p. 48
Lesson 7	p. 54
Lesson 8	p. 60
#ByMyself	p. 66
Review	p. 98

## UNIT 3

#WellnessTip	p. 68
#MakingADifference	p. 69
Lesson 9	p. 70
Lesson 10	p. 76
Lesson 11	p. 82
Lesson 12	p. 88
#ByMyself	p. 94
Review	p. 100

#VerbLists	p. 102
------------	--------

# #TableOfContents

# #Scope&Sequence

Lesson Week	Vocabulary	Grammar	
UNIT 1			
1 (F.G. 1)	DAILY ACTIVITIES	SIMPLE PRESENT TENSE AFFIRMATIVE FORM FREQUENCY ADVERBS	
2 (F.G. 2)	SCHOOL SUBJECTS ACTION WORDS 2 TELLING TIME	SIMPLE PRESENT TENSE NEGATIVE AND INTERROGATIVE FORMS	
3 (F.G. 3)	FUNCTIONAL SKILLS	CAN AND CAN'T	
4 (F.G. 3)	PLACES TO GO ON WEEKENDS	OTHER USES OF CAN	
UNIT 2			
5 (F.G. 4)	CLOTHES VOCABULARY ADJECTIVES TO DESCRIBE WHAT YOU WEAR	PRESENT CONTINUOUS TENSE AFFIRMATIVE FORM	
6 (F.G. 4)	PARTS OF THE BODY	PRESENT CONTINUOUS TENSE NEGATIVE AND INTERROGATIVE FORMS	
7 (F.G. 5)	VEHICLES AND PUBLIC TRANSPORTATION ADJECTIVES	COMPARATIVES	
8 (F.G. 5)	GADGETS AND TECHNOLOGY MORE ADJECTIVES	SUPERLATIVES	
UNIT 3			
9 (F.G. 6)	PUBLIC PLACES SHOPS AND STORES	GIVING DIRECTIONS ASKING FOR DIRECTIONS	
10 (F.G. 7)	FRUITS VEGETABLES FOOD (PART 1) AND DRINKS	COUNTABLE AND UNCOUNTABLE NOUNS A, AN, SOME, AND ANY	
11 (F.G. 7)	FOOD (PART 2) ADJECTIVES RELATED TO FOOD	QUANTIFIERS MUCH, MANY, A LITTLE, AND A FEW	
12 (F.G. 8)	EVERYDAY DUTIES TIME EXPRESSIONS TO TALK ABOUT ROUTINES	SIMPLE PRESENT TENSE REVIEW FREQUENCY ADVERBS REVIEW	



	Reading & Listening	Speaking & Writing	Evidence of Learning
WELLNESS TIP: A BALANCED DIET MAKING A DIFFERENCE: LAWS			
	MAYA'S RELAXING SATURDAY CHLOE'S EVENING ROUTINE	FIND SOMEONE WHO...	CHART - MY FAMILY'S DAILY ROUTINE
	MY SCHEDULE MARIO'S ROUTINE	OUR CLASSES	SENTENCES - SIMPLE PRESENT TENSE PRACTICE
	GETTING READY FOR COLLEGE	WHAT CAN YOU DO? MY SKILLS PROFILE	SURVEY - YOUR CLASSMATES' ABILITIES AND LIMITATIONS
	I LOVE <i>SIX FLAGS</i> !	ENJOY THE MOVIE! ASKING FOR PERMISSION	CONVERSATIONS - PERMISSIONS AND REQUESTS
WELLNESS TIP: EXPRESSING YOUR EMOTIONS MAKING A DIFFERENCE: BULLYING			
	THE 90S FASHION IS COMING BACK! WHAT ARE THEY WEARING?	BUYING CLOTHES WHAT IS YOUR FAMILY DOING?	PRESENTATION - PEOPLE'S OUTFITS
	LOVE YOUR BODY	BODY IMAGE AND SOCIAL MEDIA EXPRESSING YOUR OPINION	SENTENCES - PRESENT CONTINUOUS TENSE PRACTICE
	TRAVELING BY TRAIN CAB OR APP?	LET'S CALL AN UBER IN MY OPINION	SENTENCES - COMPARISONS
	FEATURES TO LOOK FOR IN YOUR NEXT SMARTPHONE	I DON'T AGREE WHAT DO YOU THINK?	PRESENTATION - COMPARING CELL PHONES' CHARACTERISTICS
WELLNESS TIP: DO SOMETHING YOU REALLY ENJOY MAKING A DIFFERENCE: PIRACY			
	OUT OF THIS WORLD! SHOPPING MALLS AROUND THE WORLD	HOW CAN I GET THERE?	VIDEO - ASKING FOR DIRECTIONS
	LET'S GO TO A FRAMERS' MARKET DO YOU NEED ANYTHING?	AT A FARMERS' MARKET HOW MUCH IS IT?	VIDEO - AT THE SUPERMARKET
	PLANNING A DINNER PARTY ISN'T A PIECE OF CAKE THE FOOD PYRAMID	WHAT IS YOUR FAVORITE FOOD? VEGAN OR VEGETARIAN?	POSTER - THE HEALTHY EATING PLATE
	A MORNING ROUTINE OUT OF THIS WORLD AT A SPACE STATION	MY PARTNER'S DAILY ROUTINE	PARAGRAPH - MY FAMILY'S MORNING ROUTINE



# 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

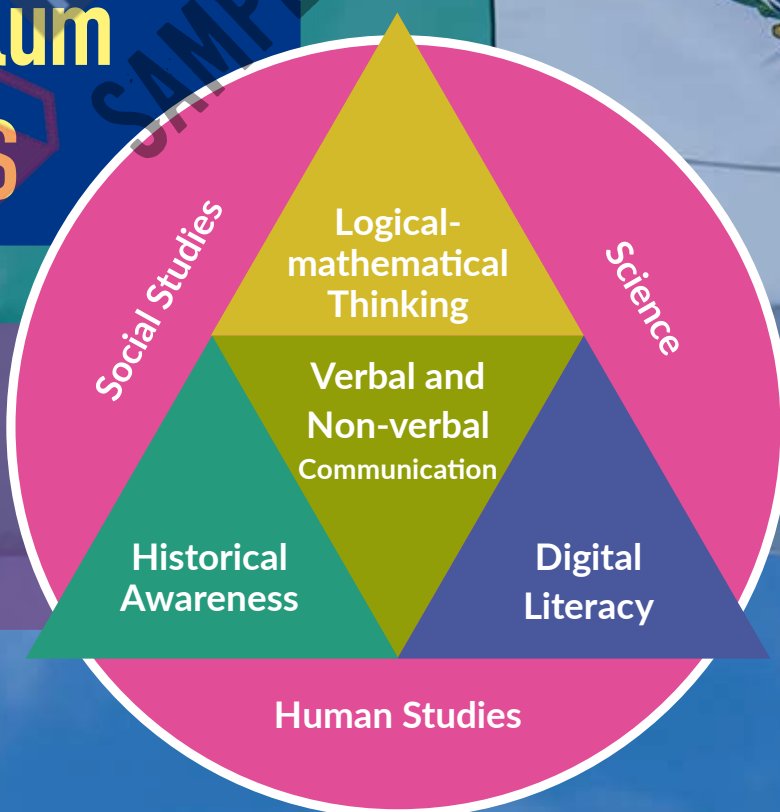
Interculturality

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



# #DiagnosticTest

## I. Complete the conversation with words from the box.

from  
Hello

tomorrow  
name's

are  
Goodbye

I'm



Andrew: (1) \_\_\_\_\_! What's your name?

Patty: Hi. My (2) \_\_\_\_\_ Patty.

Andrew: How old (3) \_\_\_\_\_ you?

Patty: I'm fifteen years old.

Andrew: Where are you from?

Patty: (4) \_\_\_\_\_ from Miami. And you?

Andrew: I'm (5) \_\_\_\_\_ San Francisco.

Patty: Nice to meet you, Andrew. See you (6) \_\_\_\_\_!

Andrew: (7) \_\_\_\_\_!

## II. Complete the sentences using *am*, *is*, or *are*.

Example: Tanya *is* a high school student.

1. I \_\_\_\_\_ fifteen years old.
2. Donald Trump \_\_\_\_\_ the president of the United States of America.
3. Today \_\_\_\_\_ Monday.
4. You \_\_\_\_\_ a good friend.
5. They \_\_\_\_\_ very intelligent.





III. Write the correct action under each picture.

drive

walk

drink

eat

read

clean

swim

sleep



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



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



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



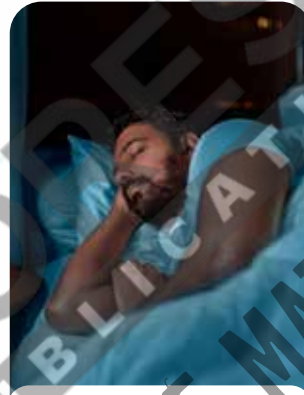
4. \_\_\_\_\_



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



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

IV. Write a sentence with each of the verbs in exercise III.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

# 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?



# UNIT 1



## #WellnessTip

### A Balanced Diet

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.

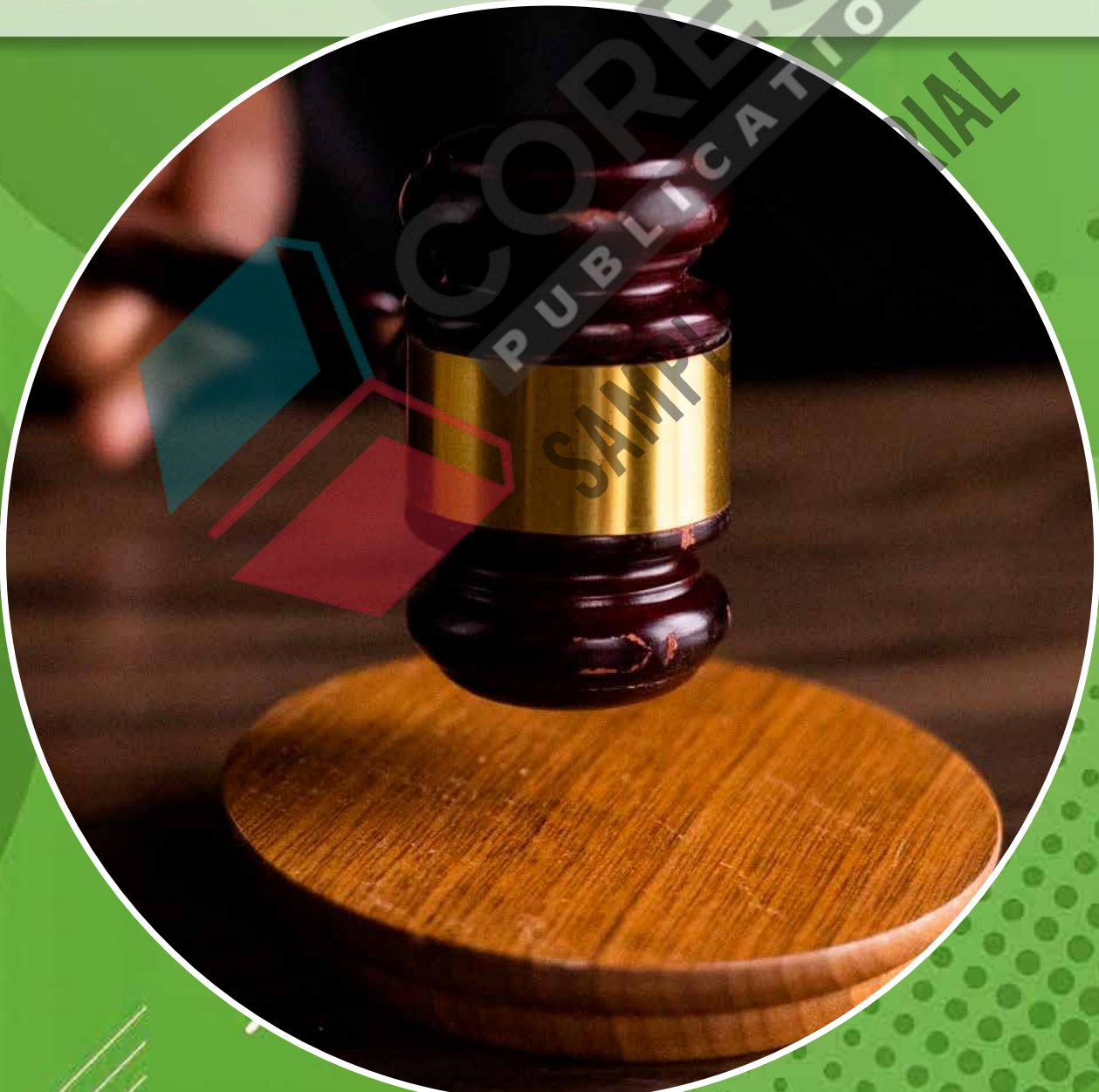
Remember, eating a **balanced diet** is one of the best things you can do for your health.



# #MakingADifference

**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?





# #Intro

## Formative Goal 1

### #LearningOutcomes

You will be able to:

- talk about daily activities.
- use the **Simple Present** tense in **affirmative form**.
- use the **Frequency Adverbs** correctly.
- talk about routines.



### #EvidenceOfLearning

Create a chart in which you explain your family's daily routine using frequency adverbs.

### #AmazingMexicans

**Alfonso Cuarón Orozco** was born on November 28th in Mexico City, Mexico. He received his first camera on his twelfth birthday, and then immediately started to film everything he saw. **Cuarón** studied film at the Centro Universitario de Estudios Cinematográficos (a school within the Universidad Nacional Autónoma de México - UNAM), but was expelled for participating, as part of a class project, in a film that was controversially shot in English instead of Spanish. Though Cuarón feared he would never work in the cinematic arts, he eventually found a job in Mexican television as a technician. That position led to television directing, which in turn led to directing movies. He has been nominated for 11 Academy Awards in six different categories, winning four of them, including two Best Director awards for *Gravity* in 2013 and *Roma* in 2018. He is the first Latin American director to receive the award for Best Director. In 2023, **Cuarón** was nominated by the Academy Awards as producer for Best Live Action Short for *Le Pupille*.





I. Listen and repeat. **Track 1**  
#Pronunciation

## Daily Activities



get up



wake up



make coffee



get dressed



make the bed



eat



wash the dishes



drive



take the bus



work



check messages



talk on the phone



write



shop for groceries



dance



stream shows



cook



call



walk the dog



sleep

Vocabulary



#PRACTICE

II. Match the action words with the pictures related to them.

#WordGame

drive

shop for groceries

talk on the phone

wash the dishes

stream shows

cook

eat

get dressed

make coffee

write



III. Write five simple sentences about your daily routine using vocabulary in exercise I.

Example: *I wake up at 6:00 AM.*

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





## Grammar



## #PRESENTATION

Simple Present Tense  
Affirmative Form

## USE

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



## STRUCTURE

Subject + verb in simple form (-s, -es) + complement

## IMPORTANT NOTE

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**.

## Examples:

We **drive** to school every morning.

My mom **cooks** dinner.

We **stream** **shows** before going to bed.

My brother **gets dressed** quickly.

## IV. Circle the correct form.

- My friends and I \_\_\_\_\_ comic books.  
a) read                      b) reads
- Emily \_\_\_\_\_ salsa lessons every Thursday.  
a) take                      b) takes
- We \_\_\_\_\_ volleyball on Sundays.  
a) play                      b) plays
- Pete \_\_\_\_\_ to school every morning.  
a) drive                      b) drives
- Janet \_\_\_\_\_ her history class  
a) love                      b) loves

## Frequency Adverbs

## USE

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



## STRUCTURE

Subject + frequency adverb + verb + complement

## IMPORTANT NOTES

- a) **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.

Example:

She is **always** late for work.

- b) **Sometimes** can be used at the beginning of a sentence, at the end, or between the subject and the verb.

Examples:

**Sometimes**, I take the bus to school.

I **sometimes** take the bus to school.

I take the bus to school **sometimes**.

The most common **Frequency Adverbs** are:

**always - usually - often - sometimes - rarely - never**

100%

Always

0%

Never

- V. 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.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Grammar



#PRACTICE

VI. Circle the correct form.

1. I \_\_\_\_\_ every morning.  
a) dance                      b) dances
2. They \_\_\_\_\_ eight hours every night.  
a) sleep                      b) sleeps
3. We \_\_\_\_\_ after lunch.  
a) walk the dog              b) walks the dog
4. She \_\_\_\_\_ before breakfast.  
a) make the bed              b) makes the bed
5. He \_\_\_\_\_ at six o'clock.  
a) get up                      b) gets up
6. I \_\_\_\_\_ dinner for my family.  
a) cook                      b) cooks

VII. Fill in the blanks with the correct form of the verbs in the box.

call    check messages    work    wash the dishes  
wake up    shop for groceries

1. I \_\_\_\_\_ my best friend every day.
2. She \_\_\_\_\_ in the morning.
3. They \_\_\_\_\_ in an office downtown.
4. We \_\_\_\_\_ after dinner.
5. He \_\_\_\_\_ at seven o'clock.
6. You \_\_\_\_\_ on Saturdays.

VIII. Rewrite the sentences. Include the *frequency adverb* in bold.

1. I drink coffee at night. **(never)**  
\_\_\_\_\_
2. She goes to the park. **(sometimes)**  
\_\_\_\_\_
3. They read books after dinner. **(often)**  
\_\_\_\_\_
4. He arrives on time. **(always)**  
\_\_\_\_\_
5. We eat breakfast together. **(usually)**  
\_\_\_\_\_
6. You watch television. **(rarely)**  
\_\_\_\_\_



IX. Unscramble the words to form correct sentences. Make sure you put the *frequency adverbs* in the correct position. Capitalize where necessary.

1. candy. / never / eats / she  
\_\_\_\_\_
2. go / sometimes / they / to / the park.  
\_\_\_\_\_
3. always / takes / he / to work. / the bus  
\_\_\_\_\_
4. usually / to the movies / we / go / together.  
\_\_\_\_\_
5. rarely / read / you / the newspaper.  
\_\_\_\_\_
6. often / watches / after dinner. / a TV series / my brother  
\_\_\_\_\_

## SKILLS

## Reading



X. Read the text as you listen to the recording. Then, answer the comprehension activity. **Track 2**

## Maya's Relaxing Saturday

Maya's my best friend, and her Saturdays are very different from her weekdays. She rarely wakes up early. On Saturdays, she usually gets up at 10:00 AM because there is no school. First, she has a late breakfast. She loves pancakes on the weekend. After breakfast, she sometimes helps her parents with chores. For example, she often cleans her room or takes her dog for a walk in the park. In the afternoon, Maya always does something fun. She often meets her friends. They sometimes go to the mall or see a movie. If the weather is bad, they usually stay at her house and play board games. Maya rarely studies on Saturdays, but she sometimes does if she has a big exam on Monday. In the evening, her family always orders pizza or cooks something special for dinner. They watch a movie together or talk about their week. Maya never goes to bed early on Saturdays; she usually stays up until 11:30 PM or midnight.



## Comprehension



XI. Read the sentences below and write **T (True)** or **F (False)** based on the text.

- Maya usually wakes up early on Saturdays. (\_\_\_)
- She often cleans her room after breakfast. (\_\_\_)
- Maya always stays home in the afternoon. (\_\_\_)
- She and her friends sometimes play board games when the weather is bad. (\_\_\_)
- She usually goes to bed late on Saturdays. (\_\_\_)

## Listening



XII. Listen to Chloe talk about her evening routine. Complete the sentences with the missing information from the recording. **Track 3**

## Chloe's Evening Routine

- Chloe always helps her parents make \_\_\_\_\_.
- Her family usually eats together at \_\_\_\_\_ PM.
- After dinner, she rarely does more \_\_\_\_\_.
- On Mondays, she always calls her \_\_\_\_\_.
- Before bed, she usually \_\_\_\_\_ a book.
- She never goes to bed after \_\_\_\_\_ PM on school nights.



## Writing



## Speaking



XIII. Your goal is to find one person in the class for each sentence below. Your first task is to write the full question for each prompt in your notebook.

## Find Someone Who...

Example:

Prompt: *...always does their homework.*

You write: *Do you always do your homework?*

Now, use the questions you wrote in your notebook. Walk around the room and ask the questions to your classmates. If a person says *Yes, I do*, write their name next to each question. If they say *No, I don't*, ask another student. You must find a different person for each sentence.

Prompts

Find someone who:

- ...rarely watches horror movies.
- ...often plays video games on weekdays.
- ...usually gets up late on Sundays.
- ...sometimes helps make dinner.
- ...always walks the dog.



# #Intro

## Formative Goal 2

### #LearningOutcomes

You will be able to:

- identify some **action words**.
- talk about school subjects.
- tell the time.
- use the **Simple Present** tense in its **negative and interrogative forms**.



### #EvidenceOfLearning

Write twelve sentences in Simple Present tense: four in affirmative form, four in negative form, and four in interrogative form. Send them to your teacher via e-mail.

### #EcoFriendly

**Equity** is not always about treating everyone the same – it is about treating people in such a way that the outcome for each person can be the same. This means putting things in place to support people to achieve similar outcomes. It is also the belief that no one should have poorer life chances because of the way they were born, where they come from, what they believe, or whether they have a disability.

Discuss with your teacher and classmates how **equity** enhances our world. Talk about what kind of inequities exist in your country and how they can be reduced.





I. Listen and repeat. **Track 4**

## #Pronunciation

## School Subjects



Art



Literature



Geography



Chemistry



Biology



Ecology



History



ICT



Math



Spanish



English



Physics



Geometry



Music



P.E. (Physical Education)

II. Listen and repeat. **Track 5**

## #Pronunciation

## Action Words 2



watch TV



buy



play



listen



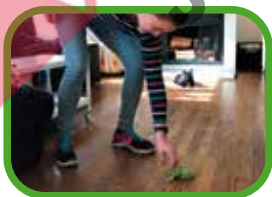
drink



ride a bike



read



pick up



sing



jump

III. Listen and repeat. **Track 6**

## #Pronunciation

## Telling Time



It's three o'clock.



It's six fifteen.



It's nine thirty.



It's eleven twenty-five.

# Vocabulary



## #PRACTICE

IV. Complete the words in the box and find them in the word search below.

### #WordGame

## School Subjects

L \_ T \_ R \_ T \_ R \_  
G \_ \_ G R \_ P H Y  
M \_ S \_ C  
\_ R T  
H \_ S T \_ R Y  
\_ N G L \_ S H  
M \_ T H  
C H \_ M \_ S T R Y  
B \_ \_ L \_ G Y  
\_ C \_ L \_ G Y



Y Q W Q H O X D R P G L P J G N W I M V  
A H U J I B W Q X D E H R C Y K T B J E  
T A Z V S P Z R Y F Z R Q D M O E Q M D  
H W P Q T S O O E I M J Z Z M J M I U C  
P Y M Z O E I S C H C W N D Q X C F Y V  
I O H C R K U Z O O S B N Y T O D A Z M  
U H W V Y M B X L J E H N U Z J Z Y M S  
P R S H I I F X O I A H R X N X Q S R H  
B T W P J O O K G B T L O C I D Q D E V  
W P N V U J T Z Y E G E O G R A P H Y E  
Y Y G O L O I B B O B W R J E A M S G U  
F G Y Q B L M K N Q V E R A Y K H N L R  
T O R D D H R A K P V B L L T P Y F J N  
K F T W E R S X T U Z S U H T U G K G B  
F N S E X F J I V H B B G C F P R P K B  
Y Q I C U G M V L D Y E D R V Q X E T T  
K B M S Q L H T X G N W J U T D V B R U  
I U E M V X A E T A N X Z V N V R M N G  
N O H M U S I C S R B E N V Q P D A H P  
S Y C F H O T Q P V A B V K P N H C U U

V. Write three sentences related to your school schedule.

Example: *My English class is at 8:00 every Monday.*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

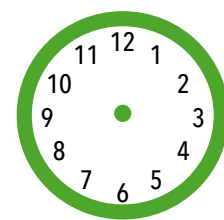
VI. Complete the sentences using action words from exercise II.

## Action Words

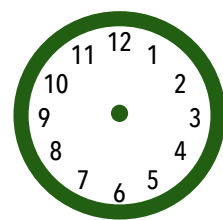
- I always \_\_\_\_\_ to my favorite music when I do my homework.
- My little brother never \_\_\_\_\_ his toys. They are everywhere.
- I \_\_\_\_\_ video games every day.
- Jessica \_\_\_\_\_ very well. She is very talented.
- We always \_\_\_\_\_ cold lemonade on hot days.

VII. Draw the hands on each clock.

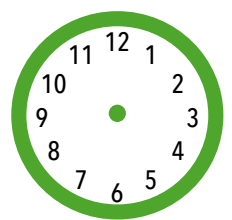
### #WordGame



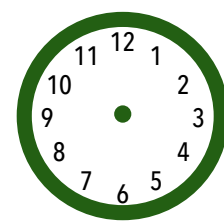
It's six o'clock.



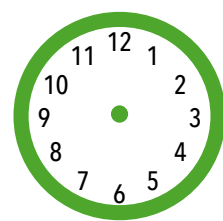
It's seven fifty.



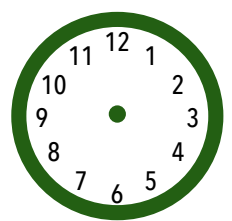
It's four ten.



It's one thirty.



It's eight forty-five.



It's ten twenty.





## Simple Present Tense Negative and Interrogative Forms

### USE

Remember: We use the **Simple Present** tense to talk about facts, routines, and things that happen regularly.



### STRUCTURE

#### Negative Form

Subject + **do / does + not** + verb in simple form + complement.

#### Interrogative Form

**Do / Does** + subject + verb in simple form + complement + ?

### IMPORTANT NOTES

I  
You  
We  
They

do not  
(don't)

He  
She  
It

does not  
(doesn't)

Do

I...?  
you...?  
we...?  
they...?

Does

he...?  
she...?  
it...?

#### Examples:

I **don't like** to eat pizza.  
She **doesn't** drive to work.

**Do** you usually **watch** TV?  
**Does** your sister **play** the piano?

## Simple Present Tense Short Answers

Do you like country music?

Yes, I **do**.

No, I **don't**.

Does Jane go to college?

Yes, she **does**.

No, she **doesn't**.

### IX. Complete the following short answers.

1. Does your brother like horror movies?

No, \_\_\_\_\_.

2. Do your friends play basketball?

Yes, \_\_\_\_\_.

3. Do you visit your grandparents often?

Yes, \_\_\_\_\_.

4. Does Mary do her laundry on Saturdays?

Yes, \_\_\_\_\_.

5. Do we have math classes on Thursdays?

No, \_\_\_\_\_.

### VIII. Change the sentences as indicated.

1. I jump over the puddles when it rains. (**Interrogative**)

2. She rides a bike to school every day. (**Negative**)

3. They buy fresh fruit at the market. (**Negative**)

4. We sing songs in the choir on Sundays. (**Interrogative**)

5. He picks up his kids from school at three o'clock.  
(**Negative**)





## X. Circle the correct option.

1. I (**am not** – **does not** – **do not**) like spicy food.
2. (**Does** – **Do** – **Is**) he work in a factory?
3. They (**are not** – **do not** – **does not**) watch TV in the morning.
4. (**Do** – **Does** – **Is**) we need more water for the plants?
5. She (**do not** – **does not** – **is not**) play the guitar.

XI. Write *negative* and *interrogative* sentences in *Simple Present* tense using the prompts given. Capitalize where necessary and use correct punctuation.

1. she / play / tennis / very well (**Interrogative**)  
\_\_\_\_\_
2. they / eat / vegetables (**Negative**)  
\_\_\_\_\_
3. he / go / to school by bus (**Negative**)  
\_\_\_\_\_
4. You / like / coffee / to drink /in the morning (**Interrogative**)  
\_\_\_\_\_
5. we / watch / movies on weekends (**Negative**)  
\_\_\_\_\_

XII. Answer the following questions with *short answers*.

1. Does your dad work on weekends?  
\_\_\_\_\_
2. Do you practice any sport?  
\_\_\_\_\_
3. Do you and your family celebrate Christmas?  
\_\_\_\_\_
4. Does your mom have a job?  
\_\_\_\_\_
5. Does your teacher arrive late to class?  
\_\_\_\_\_



## SKILLS

### Listening

XIII. Listen and choose the correct answer to each question. **Track 7**

### Mario's Routine

1. What time does Mario wake up?  
6:00 AM / 6:30 AM
2. What time does Mario have breakfast?  
6:30 AM / 10:30 AM
3. What time do classes begin?  
7:30 / 8:00
4. How often does he buy lunch at school?  
usually / always
5. How often does Mario go to a restaurant?  
always / sometimes
6. When does Mario and his friends go to the movies?  
Thursdays / Tuesdays



### Reading

### Comprehension

XIV. Read the following text, and fill in the schedule with the corresponding subjects.

### My Schedule

My name is Anna, and this semester my schedule looks really good!

On Mondays, first I have my English class, History, and then Music. On Tuesdays, first I have Literature class, then Math, and finally Spanish. Wednesdays are fun. We begin with Physical Education, then Ecology, and finally Geography class. Thursdays are a little boring. I have Chemistry class, then Physics, and finally ICT. Fridays are relaxing. We have Art, Biology, and English class again. This semester looks great!

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		P.E		
History	Math			
				English

### Speaking

### Writing

XV. Ask the following sentences about your school schedule to a partner, and write his/her answers in your notebook. Report them to your teacher and your class.

### Our Classes

- When do we have math class?
- Do we have English class every day?
- How often do we have chemistry class?
- What time is our first class?
- What time is our recess?
- Do you have music class?





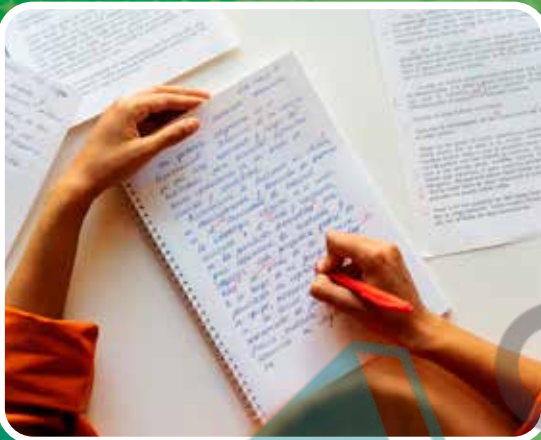
# #Intro

## Formative Goal 3

### #LearningOutcomes

You will be able to:

- identify some functional skills.
- describe abilities using the modal auxiliary **can**.
- create conversations with given prompts.



### #EvidenceOfLearning

Ask five of your classmates about activities they *can* and *cannot* do. Write five affirmative and five negative sentences according to the information you gathered.

### #DigitalWorld

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.





I. Listen and repeat. Match the phrases in the box with the pictures. Then, check your answers with your teacher.

Track 8

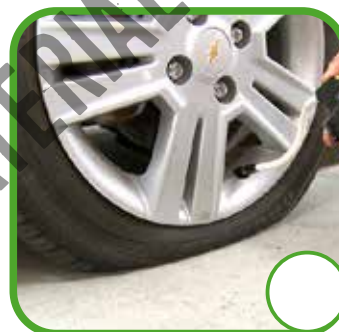
#Pronunciation

## Functional Skills

1. fly a drone
2. ride a scooter
3. speak Chinese
4. sew a button

5. bake a cake
6. iron clothes
7. take selfies
8. change a lightbulb

9. fix a flat tire
10. edit a video
11. paint a wall
12. play the guitar



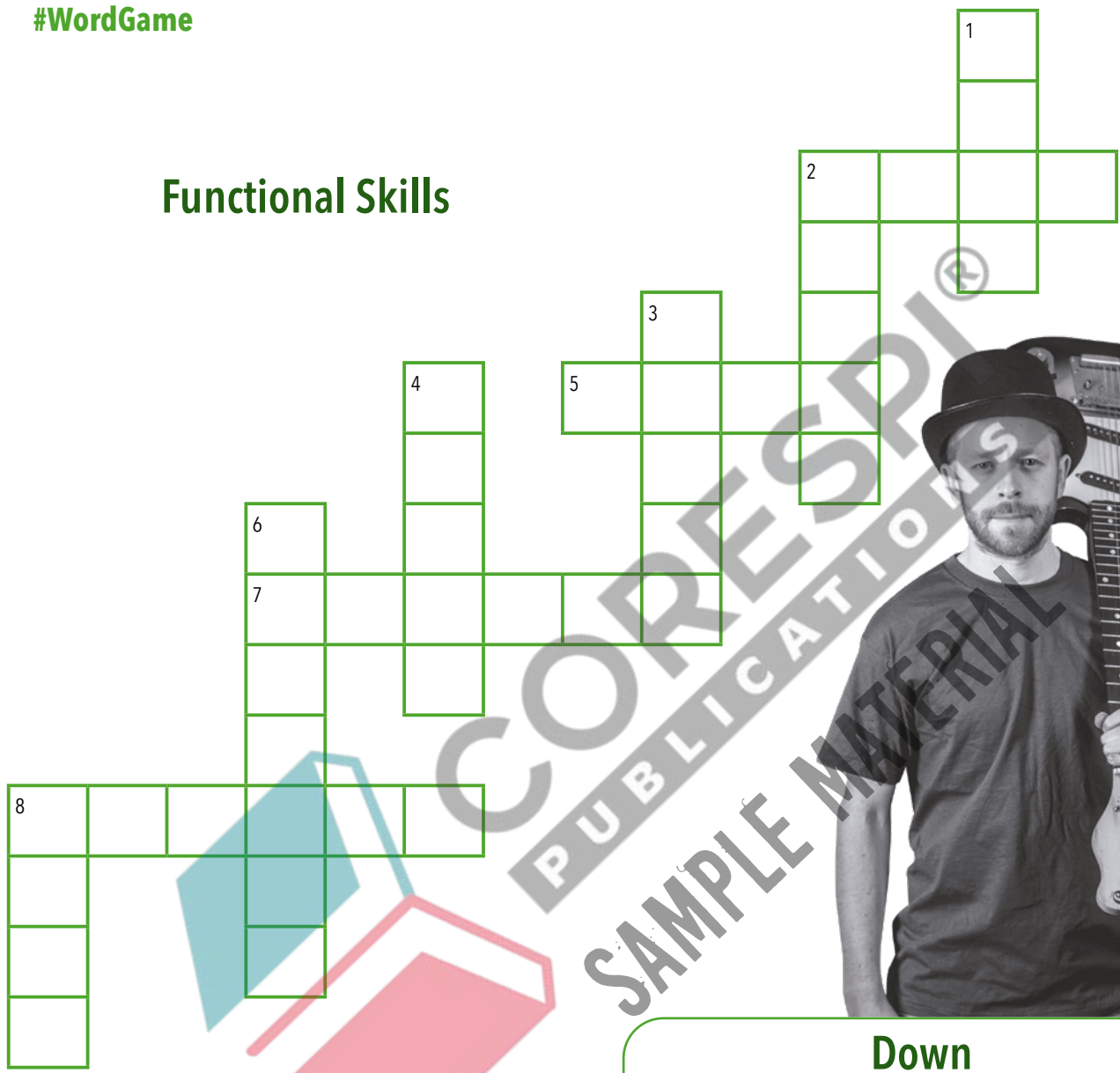
II. Make a list of five functional skills you can perform.

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

III. Complete the crossword puzzle below.

#WordGame

Functional Skills



Across

- 2. My brother is in a band. He can \_\_\_\_\_ the guitar really well.
- 5. My school uniform is wrinkled. I must \_\_\_\_\_ it before I go.
- 7. I can't see! The lamp is broken. I need to \_\_\_\_\_ the lightbulb.
- 8. Mom, can you sew a \_\_\_\_\_ for me, please?

Down

- 1. The car wheel has no air. My dad knows how to fix a \_\_\_\_\_ tire.
- 2. My bedroom is a boring color. I want to \_\_\_\_\_ the walls.
- 3. He uses a remote control to fly a \_\_\_\_\_ and take photos from the sky.
- 4. She is from Beijing, so she can \_\_\_\_\_ Chinese.
- 6. I don't have a car, but I can ride a \_\_\_\_\_ to get around the city.
- 8. My sister is a great cook. She can \_\_\_\_\_ a cake for my birthday.





## Can & Can't

### USE

We use **can** to describe abilities.



### STRUCTURE

Affirmative: Subject + **can** + verb in simple form + complement.

*They **can** drive a car.*

Negative: Subject + **can** + not (can't) + verb in simple form + complement.

*We **can't** play any musical instrument.*

Interrogative: **Can** + subject + verb in simple form + complement?

***Can** you ride a motorcycle?*

### IMPORTANT NOTE

Short answers are commonly used.

**Can** you cook Mexican food?

Yes, I **can**.

No, I **can't**.

IV. Write three things you **can** do and three things you **can't** do.

I can...

---



---



---

I can't...

---



---



---

V. Complete the sentences using **can** or **can't** and the verb in parentheses as indicated:  
+ affirmative or - negative.

- My sister's boyfriend \_\_\_\_\_ really well. (+ **cook**)
- I \_\_\_\_\_. I always fall. (- **rollerblade**)
- My Swedish friend \_\_\_\_\_ three languages. (+ **speak**)
- He \_\_\_\_\_ a horse. He doesn't like horses at all. (- **ride**)
- If we work together, we \_\_\_\_\_ homework faster. (+ **finish**)



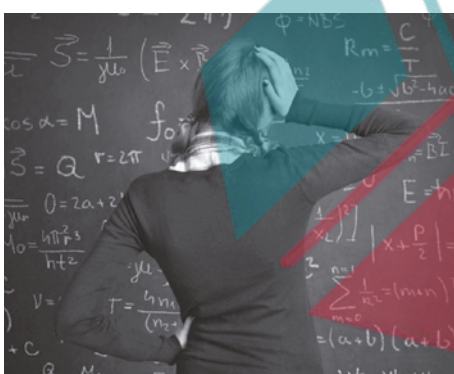


VI. Complete the sentences below with information about the people mentioned.

1. My brother/ sister can \_\_\_\_\_.
2. My best friend can \_\_\_\_\_.
3. My uncle can \_\_\_\_\_.
4. My English teacher can \_\_\_\_\_.
5. My grandma can \_\_\_\_\_.



VII. Look at the pictures and write one complete sentence for each using *can't* or *can't*.





## SKILLS

## Reading



## Listening



VIII. Read the text as you listen to the recording. Write the missing words. Then, answer the comprehension activity. **Track 9**

## Getting Ready for College

I'm Jane, and I'm 18. I want to live in a different city for college. That means in a few months. My mom says I need to be more independent. We made a list of *functional skills* I need to learn. There are some things I can do now. For example, I can \_\_\_\_\_. I painted my bedroom bright yellow last summer. I can also \_\_\_\_\_ (I hate it, but I can do it). There are many things I can't do. I \_\_\_\_\_ at all. I can't even bake a cake or make eggs. My mom says I need to learn this month! There are two "emergency" skills on the list. I \_\_\_\_\_ change a lightbulb (I am afraid of electricity), and I can't fix a \_\_\_\_\_ on a car. My dad says he will teach me these two skills this weekend. There are many things I need to learn on my college list, but my priority is learning to cook.



Read the sentences below and write *T* (True) or *F* (False) based on the text.

1. Ana can paint a wall. \_\_\_\_
2. She loves to iron clothes. \_\_\_\_
3. She can cook really well. \_\_\_\_
4. She can change a lightbulb. \_\_\_\_
5. Her dad will teach her the "emergency" skills. \_\_\_\_

## Speaking



IX. Work in pairs. One of you will be *Student A* and the other one will be *Student B*.

## What Can You Do?

1. Student A: Secretly look at the vocabulary words on p 27. Choose three skills you can do and three skills you can't.
2. Student B: Ask *Can you...?* questions to guess *Student A's* skills.  
Sample Conversation:  
Student B: *Can you bake a cake?*  
Student A: *No, I can't.*
3. Switch roles.



## Writing



X. In your notebook, write six sentences about your personal abilities.

## My Skills Profile

- Write three sentences about things you *can* do.
- Write three sentences about things you *can't* do.



# #Intro

## Formative Goal 3

### #LearningOutcomes

You will be able to:

- identify vocabulary related to places people usually visit to have fun.
- use the modal auxiliary **Can** for asking permissions and making requests.
- read and understand the description of a popular place people usually visit on weekends for entertainment.



### #EvidenceOfLearning

In your notebook, write two different conversations using *can* to ask for permission and to make a request.

### #EcoFriendly

**Eco Dom** is a Mexican startup with an ecological and solidarity vocation. It was founded by Carlos Daniel González in 2013, in Puebla, Mexico. **Eco Dom** collects plastic waste to develop large panels, which are then used to create affordable housing for some of the country's low-income families.

- Do you know how much plastic waste is produced in Mexico every year?
- What do you think of this initiative?





I. Listen and repeat. Write the words and phrases under the corresponding pictures. Then, check your answers with your teacher. **Track 10**

## #Pronunciation

## Places to Go on Weekends

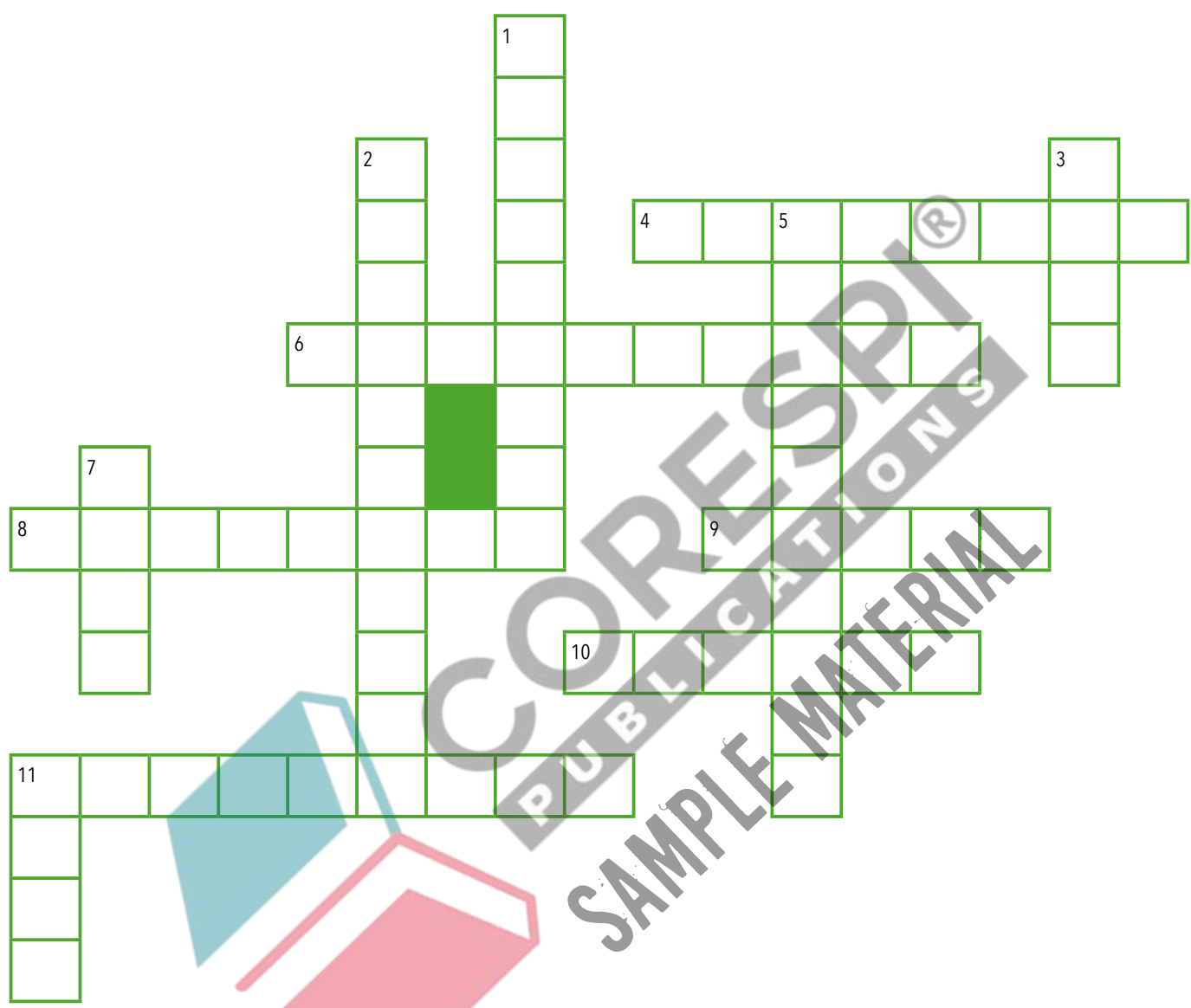
museum   movie theater   amusement park   zoo   theater   aquarium  
concert   café   art gallery   bar   shopping mall   water park   food court  
ice-cream parlor   cue sports lounge



II. Complete the crossword puzzle.

#WordGame

Places to Go on Weekends



Across

- 2. If someone is very sick, they go to the \_\_\_\_\_ to see a doctor.
- 6. We go to a \_\_\_\_\_ when we want to eat dinner outside of our house.
- 8. My dad buys tools, nails, and paint at the \_\_\_\_\_ store.
- 9. Tourists stay at a \_\_\_\_\_ when they visit a new city.
- 10. I go to the \_\_\_\_\_ when I want fresh bread or a birthday cake.
- 11. If I want to buy a novel or a magazine, I visit the \_\_\_\_\_.

Down

- 1. I go to the \_\_\_\_\_ to buy medicine or bandages.
- 2. My mom goes to the \_\_\_\_\_ every week to buy food and groceries.
- 3. I go to the \_\_\_\_\_ to run, play soccer, or walk the dog.
- 5. I buy notebooks, pens, and paper clips at the \_\_\_\_\_ store.
- 7. I meet my friends at the \_\_\_\_\_ to talk and drink coffee.
- 11. I go to the \_\_\_\_\_ when I need to deposit or withdraw money.





## Other Uses of *Can*

### USES

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

**Can** people smoke at a hospital?

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

**Can** you bring me a glass of water, please?



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

1. Can I borrow your math book for a moment? \_\_\_\_\_
2. You can leave the classroom after you finish the test. \_\_\_\_\_
3. Can you help me with this chemistry problem? \_\_\_\_\_
4. Students can use calculators during the exam. \_\_\_\_\_
5. Can I open the window? It's very hot in here. \_\_\_\_\_
6. Can you pass me the salt, please? \_\_\_\_\_



### IV. Unscramble the words to form correct sentences using *can*. Don't forget to capitalize.

1. lend / you / your / can / 50 pesos, please? / me  
\_\_\_\_\_
2. leave / after / you / can / lunch.  
\_\_\_\_\_
3. help / me / can / you / with / homework?  
\_\_\_\_\_
4. use / calculators / can / students / during / the / test.  
\_\_\_\_\_
5. go out? / can / I  
\_\_\_\_\_
6. two copies / get / can / you / me / this document / ,please? / of  
\_\_\_\_\_






V. 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? |



VI. Classify the questions in exercise V. Write the numbers in the corresponding column.

PERMISSION	REQUEST
	





## SKILLS

## Reading



## Listening



VII. Listen and read along. Answer the comprehension questions. (Track 11)

## I Love Six Flags!

My top place ever is *Six Flags*! Every summer, me and my friends go to the park. We are never bored there, seriously.

The park is super big, and the rides are awesome! I love rides that are fast. The best one is the roller coaster. It's really fast and noisy, but I'm good at it! My friends usually ride the Ferris wheel because it's super tall and slow. You can see the whole park from the top, which is cool.

We always eat the best food at the park! We always get big, cheesy pizzas and giant sodas. We love the theme park food, right? After eating, we go to the arcades. My friend Leo is good at the basketball game, so he wins lots of tickets. My friends like the water rides, but I like the dark indoor rides better. We always try the new games because they are exciting. We stay there until it gets dark. I'm always super happy because *Six Flags* is the best place to be!



VIII. Write **T(True)** if the statement is correct according to the text, or **F(False)** if the statement is incorrect.

1. The speaker goes to *Six Flags* every summer with their family. \_\_\_\_\_
2. The speaker's favorite ride is the Ferris wheel. \_\_\_\_\_
3. They can see the whole park from the Ferris wheel. \_\_\_\_\_
4. They usually buy small sodas and hot dogs. \_\_\_\_\_
5. His friend Leo wins many tickets at the arcades. \_\_\_\_\_

## Speaking



IX. Practice the following conversation with a partner. (Track 12)

## Enjoy the Movie!

Sam: Can I go to the movie theater with my friends?

Mom: What time can you be home?

Sam: I can be home at 8:00 PM.

Mom: OK. Yes, you can go. Enjoy the movie!

Sam: Thanks!



## Writing



X. Write five questions asking for *permission* that you usually use at home.

## Asking for Permission

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





# #SingAlong

Here are some suggested songs to reinforce some grammatical structures and vocabulary that you learned in this unit:

## SIMPLE PRESENT TENSE



**Bruno Mars**

## CAN / CAN'T



**Shawn Mendes**



**Ed Sheeran**



**GRAM  
VIDS**

Scan this code to watch the explanation of the grammatical points presented in Unit 1.



# #AudioFiles

