

ROSE CORESPI



HASHTAG 4

STUDENT'S AND PRACTICE BOOK

ACCORDING TO
THE MCCEMS

DREAM BIG, DO RIGHT & INSPIRE OTHERS



CORESPI
PUBLICATIONS

NEW
EDITION



Hashtag 4

Student's and Practice Book

New Edition 2025

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New
Mexican
School

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

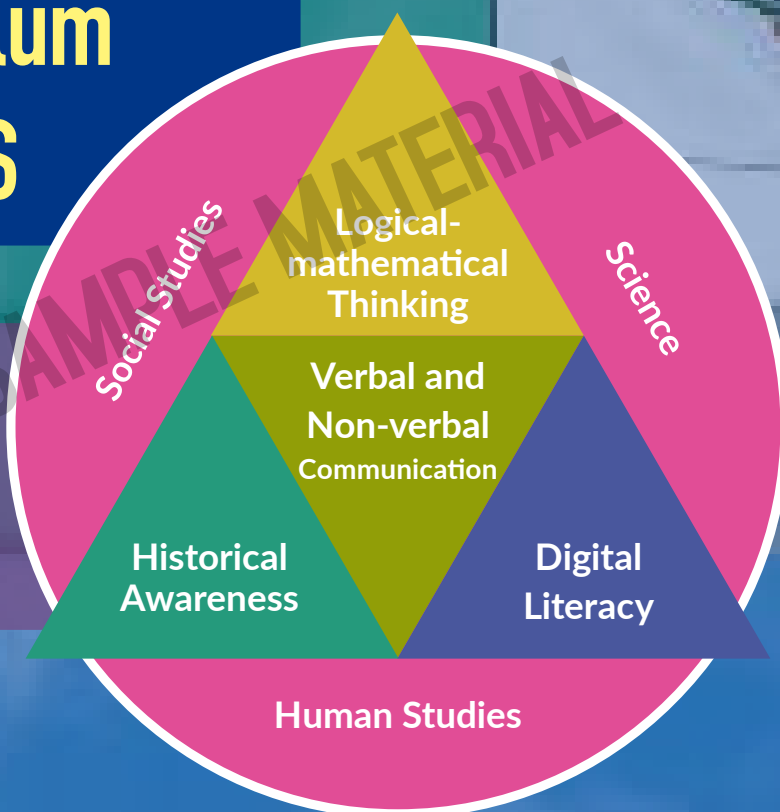
Interculturality

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

- Scanning
- Skimming

Reading

Writing

- Spelling
- Punctuation
- Layout
- Coherence and Cohesion

#DiagnosticTest

I. Complete the chart with the Simple Past and Past Participle forms of the verbs given.

Simple Form

Ex: go

- a. speak
- b. drink
- c. drive
- d. see
- e. get
- f. do
- g. clean
- h. eat
- i. buy
- j. make

Simple Past

went

Past Participle

gone

II. Complete the sentences with the correct form of the verb in parentheses in Simple Past or Past Continuous tense.

1. I _____ (watch) TV

when the phone rang.

2. She _____ (study)

English last night.

3. They _____ (play)

soccer in the park yesterday.

4. While I was cooking, he _____

(read) a book.

5. We _____ (not/go)

to the movies last weekend.



III. Write sentences in Present Perfect tense using the following prompts.

1. You / not / see / that movie yet

2. They / just / finish / their project

3. She / live / in this city for ten years

4. I / already / eat / dinner

5. Have you ever / travel / to another country?

IV. Complete the sentences with the words from the box.

didn't
was

remember
washing

pay
sleeping

ride
moved

were
used to

1. I _____ go to the concert last night. I was really tired.

2. They didn't _____ attention in class this morning.

3. My dad _____ a good student when he was young.

4. My friends _____ playing board games when I arrived.

5. Mary _____ to Canada six months ago. I miss her.

6. That building _____ be a fire station many years ago.

7. Jane was _____ the dishes when I called her.

8. Were your parents _____ when you got home last night?

9. I used to _____ my bike to school when I was a kid.

10. Did you _____ to lock the door when you left home?

EVERYDAY LANGUAGE

Traveling

At the Train / Bus Station

How long is the journey from here to _____?

What platform does the train/bus to _____ depart from?

Does the train/bus have Wi-Fi onboard?

Are there any stops or transfers along the route?

Is there food service available on this train/bus?

Are there power outlets on the train/bus to charge electronic devices?



At the Airport



Can you tell me where the check-in counter is?

Can I request an aisle seat, please?

Excuse me, which gate is my flight departing from?

What time should I arrive at the security checkpoint?

Is there a shuttle bus that runs between terminals?

Where can I find the baggage claim area?

On the Airplane

Could you assist me in stowing my carry-on luggage?

Can I have a blanket and pillow, please?

Could you move up one seat, please?

Are there any in-flight entertainment options on this flight?

Excuse me, could you please lower the window shade?



At the Hotel

Do you have any available rooms for tonight?

What time is check-in and check-out?

Can I have an extra keycard, please?



Is breakfast included in the room rate?

Is there a gym or fitness center in the hotel?

Are there any laundry services available?



UNIT 1



#WellnessTip

Manage Stress

Stress can make us feel bad physically and mentally. It can cause problems like worry, sadness, high blood pressure, heart problems, and a weaker immune system. To feel better, we can take care of ourselves, relax, and talk to a doctor or therapist if needed. By doing these things, we can live healthier, happier, and more balanced lives.

#MakingADifference

Corruption is dishonest behavior by those in positions of power, such as managers or government officials. **Corruption** can include giving or accepting bribes or inappropriate gifts, double-dealing, under-the-table transactions, manipulating elections, diverting funds, laundering money, and defrauding investors.

- Why do you think people are **corrupt**?
- Is **corruption** ever justifiable?
- Have you ever received a bribe?
- Have you ever bribed someone?
- What are some problems with **corruption** in the political system of your country?
- What recent **corruption** scandal was there in the news?
- Who is the most **corrupt** politician or businessperson you know?
- What is the best way to fight **corruption** in business and politics?



#INTRO

#LearningOutcomes

You will be able to:

- identify vocabulary related to childhood activities.
- identify the verb form *used to* in its affirmative, negative and interrogative form.
- talk about your favorite activities when you were a child.



#EvidenceOfLearning

Write a series of sentences using *used to* to describe activities you enjoyed when you were a child.

#SocialConscience

Generosity is the act of being kind, selfless, and giving to others. **Generosity** behaviors include different types of prosocial behaviors, such as philanthropic giving, volunteering, helping behavior, and organ and blood donation. The global COVID-19 pandemic has resulted in more people in need around the world. It should make us take the initiative, be proactive with our neighbors, get personally involved, and forget about indifference. We all have something to offer and should not underestimate it, no matter how insignificant it might seem to us. Discuss with your teacher and classmates how you can show **generosity** in difficult times and the importance of doing it.



Vocabulary

Aa

#PRESENTATION

I. Listen and repeat. Then, write the words from the box under the correct picture. **Track 1**

#Pronunciation

When I Was Little

toy
game
playground

friend
family
school

teacher
assignment
bedtime

dream
nightmare
imagination

childhood
innocence
curiosity



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____



13. _____



14. _____



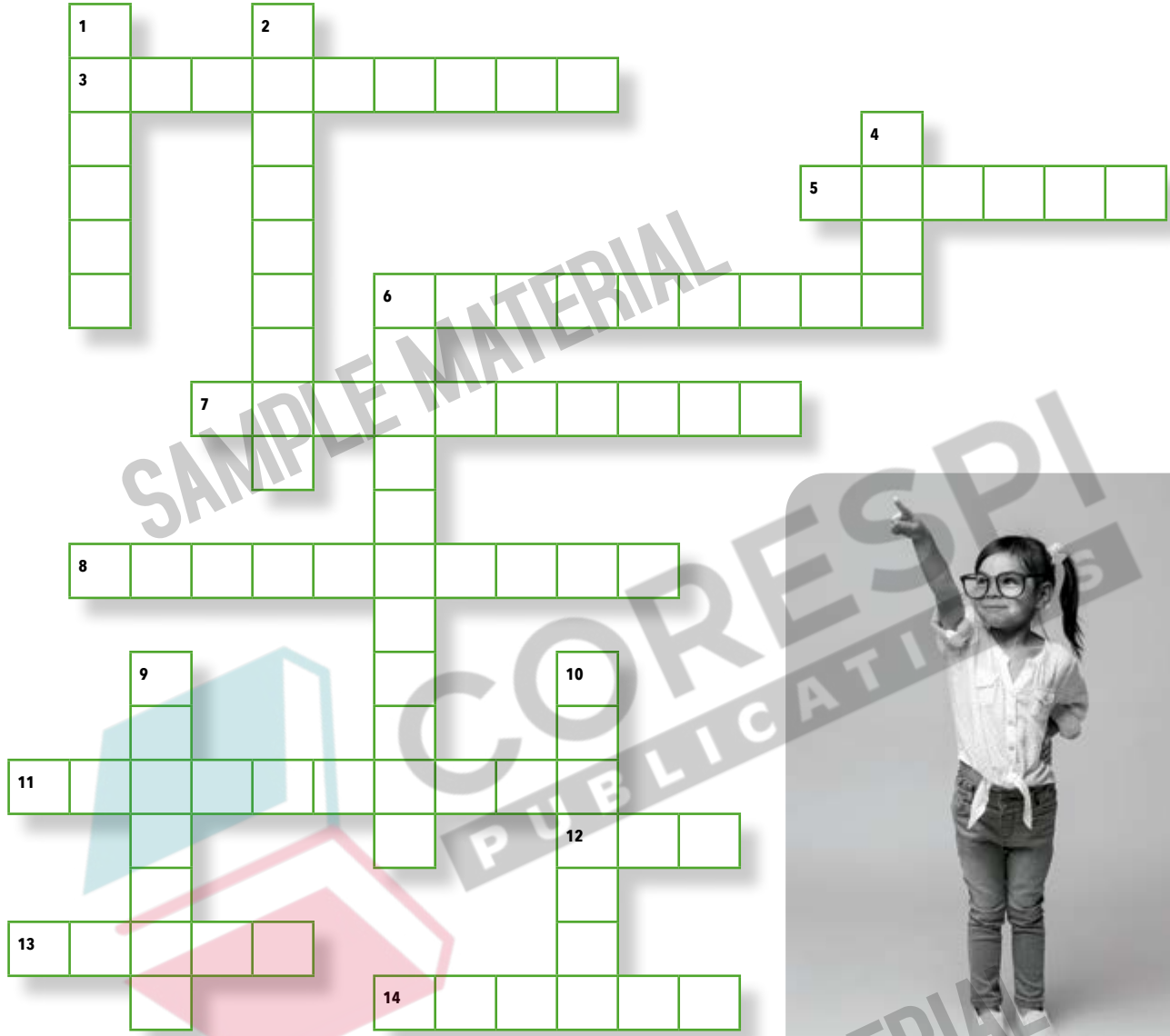
15. _____

II. What other words come to your mind when you think about your childhood? Write them down.

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



III. Complete the crossword puzzle below.



Across

- 3. A strong desire to know or learn something
- 5. A group of people related by blood or marriage
- 6. The quality or state of being innocent
- 7. The ability to produce or use original and unusual ideas
- 8. A task or piece of work assigned to someone
- 11. An outdoor area for children to play
- 12. An object used for playing
- 13. A series of thoughts, images, and sensations occurring in a person's mind during sleep
- 14. A person with whom one has a bond of mutual affection

Down

- 1. An institution for educating children
- 2. A frightening dream
- 4. An activity or sport involving competition
- 6. The ability to form mental images
- 9. A person who teaches or instructs
- 10. The time at which a person goes to bed





Used to

USE

We use **used to** to talk about past habits or activities that were commonly done in the past but are not done anymore. (Example a)

We also use it for something that was true but no longer is. (Example b)



STRUCTURE

Subject + **used to** + verb in simple form + complement.

a. I **used to drive** to work, but now I take the bus.

b. There **used to be** a coffee shop around the corner, but it isn't there anymore.

IMPORTANT NOTE

For the interrogative or negative form, we use the auxiliary **Did** or **didn't** and **use to** (instead of **used to**)

Did you **use to** drink coffee when you were a child?
I **didn't use to** eat broccoli when I was little.



IV. Re-write the sentences below using **used to**. Follow the example.

Last year, I rode my bicycle to school. Now, I don't ride my bicycle to school.

I used to ride my bicycle to school last year.

- Two years ago, I took French lessons every Saturday. Now, I study Japanese.

- Before, I didn't cook at all. Now, I cook everyday.

- My friends and I went to the movies every weekend. Now, we don't go to the movies; we watch **Netflix**.

- When my dad was young, he played baseball. Now, he doesn't play anymore.

- When my grandma was younger, she danced salsa very well. Now, she doesn't dance anymore.



V. Change the following sentences as indicated.

- I used to play chess with my dad when I was little.
(Neg.) _____
- Liz and Sally used to be good friends.
(Int.) _____
- Pablo used to play soccer for his school team.
(Int.) _____
- My brother used to eat broccoli and spinach when he was five.
(Neg.) _____



VI. Find the mistake and rewrite the sentences correctly.

1. My grandma used to cooking turkey for Christmas.

2. I didn't used to play with marbles when I was six.

3. Did you use to took violin lessons before?

4. My family used to traveled to Patzcuaro for *Día de Muertos*.

5. My sister didn't use to went out with Sandy's brother.



VII. Choose the correct option.



1. We _____ go to the beach every summer when I was little.

a. use to b. uses to
c. used to d. didn't used to

2. Ceci _____ play chess when she was in elementary school.

a. didn't use to b. didn't used to
c. doesn't used to d. not used to

3. Susan _____ onions as if they were apples when she was a kid.

a. use to eat b. used to ate
c. uses to eat d. used to eat

4. My grandfather _____ to parties when he was young.

a. didn't used to go b. didn't use to went
c. didn't use to go d. didn't used to going

5. What _____ wear at elementary school, a uniform or regular clothes?

a. did you used to b. did you use to
c. you used to d. did you use

6. Did your mom _____ at the farmers market?

a. use to buy b. used to buy
c. used to bought d. use to bought

SKILLS

Reading



Listening



VIII. Read the following text as you listen to the recording.
Write down the missing words. **Track 2**

The Good Old Days

I can't help thinking about the good old days and feel a little nostalgic. Last week, I was having some coffee at my favorite café while I was working, and I saw some kids that were playing on their cell phones while their moms were talking, laughing, and gossiping a little bit too. And that reminded me how I _____ my time when I was a child. Children _____ outside in the streets, we _____ at home and watch TV, we preferred to run or to climb up to the trees. I remember my best friend, Anna, she was my next-door neighbor, and a lot of other kids too. We _____ our bikes every Saturday morning and we would go to the river and swim. We _____ our Barbie dolls and the boys _____ all over the neighborhood. When it was raining, we all _____ to play and jump in the puddles; it was amazing. We all laughed and had a blast. We _____ about what kind of clothes we wore; some jeans and a t-shirt were more than fine. We didn't have to impress anybody to get more likes on our Instagram account. We were kids and that was all. Those were the days! But let me tell you that our mothers _____ exactly what these kids' moms at the café are doing. I guess some things never change.



Speaking



IX. Work with a partner, ask and answer the questions below to each other.

Did You Use to...?

1. Name something that you used to hate but now you like.
2. Who used to be your hero when you were little?
3. Did you use to have a pet when you were a kid?
4. Did you use to get good grades in elementary school?
5. What food did you use to hate but you like it now?
6. Where did you use to play when you were a child?



Writing



X. Do you remember which were your favorite activities as a child that you don't do anymore? Write five sentences about them using *used to*.

My Childhood

#INTRO

#LearningOutcomes

You will be able to:

- identify vocabulary related to cell phones.
- review the use of the Present Perfect tense.
- talk about the evolution of cell phones.
- describe the characteristics and personal use of cell phones.



#EvidenceOfLearning

Rank your favorite cell phone brands from 1 to 5. Then, write a short description of the best cell phone including some of its main characteristics.

#DigitalWorld

Social media is not a place to air drama. You shouldn't post your personal problems. Keep your personal life as private as possible. If you need some advice or you just want to talk about what you feel or think, it is much better to go to a friend or relative that knows you well, that cares about you, and that you feel confident with, instead of exposing your life to a bunch of people who don't care or that might even use that information to cause you some damage.



I. Match the words to the correct picture. Listen and check your answers **Track 3**

#Pronunciation

Cell Phone Vocabulary

download
upload
turn on
turn off

plug in
unplug
charge
update

touchscreen
dial
hang up
text



1. _____



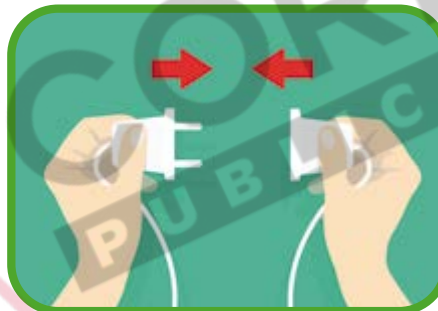
2. _____



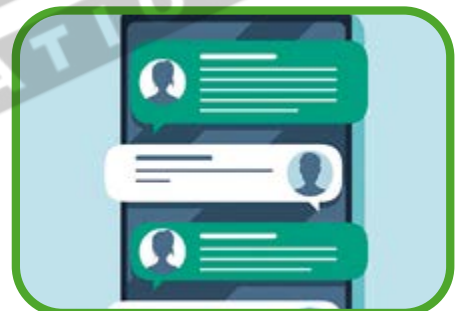
3. _____



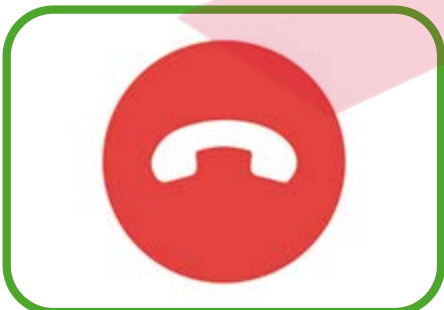
4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



10. _____



11. _____



12. _____

II. Complete the sentences using vocabulary words from exercise I.

1. If you have a single wall outlet, try not to _____ more than three gadgets at the same time.
2. Before you use a new cell phone, you have to _____ it for three hours.
3. You have to _____ the apps in your phone regularly to make it work more efficiently.
4. _____ videos from safe pages only to avoid viruses.
5. If possible, _____ your phone before going to sleep.
6. In case of a thunderstorm, _____ gadgets and appliances.



7. Let's _____ that funny video to *TikTok*.
8. Remember to _____ your phone's silent mode during the meeting.
9. The new smartphone has a beautiful, responsive _____.
10. Before smartphones, people had to _____ numbers on their phones.
11. After the awkward conversation, I quickly _____ the phone.
12. I'll _____ you when I'm on my way.



Present Perfect Tense Review

USE

Remember:

We use the **Present Perfect** tense to describe actions that happened at an indefinite moment before now.

The **Present Perfect** tense is formed by the helping verb **have** and the **Past Participle** form of a verb.

Examples:

*I **have** visited many different places in the world.*

*Mark **has** never eaten sushi before.*



III. Fill in the blanks using the verbs in the box and the Present Perfect tense structure.

start
read

be
live

see
make

Example: *She has made three apple pies already.*

1. You are late! The movie _____ already _____.
2. We _____ many interesting stories in literature class.
3. Victor and I _____ friends for over ten years.
4. That's a wonderful movie. I _____ it four times.
5. Luis is my new neighbor. He _____ next door for three months.

IV. Underline the correct option.

1. My parents have worked as teachers at this school (**since** / **for**) 2013.
2. My sister has lived in Monterrey (**since** / **for**) ten years.
3. Monica hasn't arrived in Mexico City (**yet** / **already**).
4. Ray hasn't called me (**since** / **for**) three days.
5. We have (**already** / **yet**) studied for the history exam for hours.
6. I have (**ever** / **never**) traveled by plane before.
7. My aunt Rose has traveled to more than 20 countries (**since** / **for**) she retired.
8. We have (**yet** / **already**) been to the Louvre museum.
9. My little brother has wanted to go to Disneyland (**for** / **since**) I can remember.
10. Have you (**ever** / **never**) met someone famous?



Grammar



#PRACTICE

V. Complete the sentences with the correct form of the verb in Present Perfect tense.

- I _____ (**read**) this book twice.
- They _____ (**visit**) many countries.
- She _____ (**live**) in this city for ten years.
- We _____ (**study**) English for five years.
- You _____ (**eat**) dinner yet?

VI. Circle the correct word.

- Have the boys _____ their books?
a) **found** b) **finded** c) **find**
- Has Emily _____ French and English at this school?
a) **study** b) **studied** c) **studied**
- Have you _____ abroad?
a) **live** b) **lived** c) **livied**
- Have your parents _____ you the new video game?
a) **bought** b) **buyed** c) **buyied**
- Has anything interesting _____ in the last two weeks?
a) **happen** b) **happening** c) **happened**



VII. Choose a verb from the box and write it in the Present Perfect negative form to complete the sentences.

buy	ride
read	fix
speak	go
make	be

- I _____ a horse in a long time.
- My dad _____ my bike and the competition is next week.
- My sister and I _____ cookies this month.
- Charlie and Max are angry at each other. They _____ for a week.
- The class _____ camping this year.



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

- I have lived here _____ two years.
- She has been studying English _____ she was a child.
- We have been friends _____ ten years.
- I have worked at this company _____ 2020.
- They have been married _____ they were students.

SKILLS

Reading



IX. Read the following text as you listen to it. Then, answer the exercise. **Track 4**

How Cell Phones Have Evolved

Could you survive a day without your cell phone? Cell phones have become incredibly advanced and therefore incredibly necessary. Twenty years ago, cell phones were very different from what we can find in stores nowadays. You could only make phone calls and send text messages. When cameras were introduced in phones for the first time, the images were low quality and that feature was considered to be just an extra, not something essential. Nowadays, we all want our smartphone to have a high quality camera. And cameras were just the beginning. Later, keyboards became more sophisticated, then we were able to store music in them, and little by little, different functions were added, just as other features disappeared, like keyboards that have been replaced by touchscreen keyboards that only come out when necessary. As you can see, in the last decade, the purpose of cell phones has changed from a simple communication tool to a multimedia device that we use to send messages, check e-mail, take photos, update our social media status, google information, find places using GPS, and a bunch of other things than actually making calls. That's why we now call them smartphones or mobile devices because they are much more than just a phone. They have become essential tools in our lives.



X. Write three complete sentences describing how cell phones have evolved in the last years.

1. _____
2. _____
3. _____

Listening



XI. Listen to the conversation. Fill in the blanks with the missing information. **Track 5**

May I Help You?

Salesperson: May I help you?

Jimmy: Yes, I'm looking for a _____ (1) phone.

Salesperson: Do you have any model in mind?

Jimmy: No, not really.

Salesperson: Okay, let me show you our most popular _____ (2).

Jimmy: That sounds great.

Salesperson: This one has a lot of good features. It has a great _____ (3) and plenty of _____ (4) space.

Jimmy: What about the battery? Does it last all day?

Salesperson: Sure! It will get you close to 48 _____ (5) of use.

Jimmy: Really? That's awesome!

Salesperson: Let me tell you a little about our plans. Come this way, please.

Speaking



XII. Work with a partner and ask each other the following questions.

My Cell Phone

1. Do you have a cell phone? _____
2. What do you use it for? _____
3. Do you need a new cell phone? _____
4. What is your favorite cell phone brand? _____

Writing



The Best Cell Phone

XIII. What is the best brand of cell phones in the market nowadays? Rank your favorite brands from one to five. Then, in your notebook, write the characteristics of your favorite cell phone.

#INTRO

#LearningOutcomes

You will be able to:

- identify public signs and their meaning.
- distinguish the use of different modals of obligation: *must*, *have to*, and *should*.
- describe some of the rules people have to consider when they travel by plane.



#EvidenceOfLearning

Write a paragraph in which you describe some of the rules you have to follow at school.

#SocialConscience

Equity and **equality** are not the same thing. **Equality** focuses on creating the same starting line for everyone. **Equity** has the goal of providing everyone with the full range of opportunities and benefits, in other words, the same finish line. Let's focus on the importance of **equality**. **Equality** is vital in any society or the world at large. We all have equal rights and are equal before the law. These are important principles of any democratic society. With your teacher and classmates, discuss the importance of having equal rights and that we all are subject to the same laws of justice, and we all have the same opportunities.



Vocabulary

Aa

#PRESENTATION

I. Match the signs to their meaning. Listen and check your answers.

Track 6

#Pronunciation

Public Signs

No Parking	()	Don't take photos.	()
School Crossing	()	Don't wear caps.	()
Maximum Speed	()	Don't turn left.	()
Don't smoke.	()	No pets allowed	()
Don't use cellphones.	()	No U-turn	()



II. Choose the correct sentence and write it under each picture.

When we go to the movie theater we have to follow these rules:

- You must not speak during the movie.
- You must not smoke inside the room.
- You must not take food from another store inside.
- You must turn off your cell phone.



1. _____

2. _____

3. _____

4. _____

III. Write what the following signs mean.



1. _____

2. _____



3. _____

4. _____



Modals of Obligation: Must, Have to, Should

USE

Modals of obligation are used to express necessity, duty, or advice. Here are the three most common ones:

Must: Strong obligation or necessity

Mustn't: Prohibition

Have to: General obligation or necessity

Don't/Doesn't have to:

No obligation

Should: Mild obligation or advice



STRUCTURE

Subject + **Modal Verb** + **Base Form of the Verb** + Complement

- You **must wear** a seatbelt.
- I **have to go** to work tomorrow.
- You **should eat** more vegetables.

IV. Fill in the blanks with *mustn't* or *don't/ doesn't have to*.

1. We have an exam tomorrow. You _____ be late.
2. The concert is free. He _____ pay for the tickets.
3. You _____ tell Patty about the party. It's a surprise.
4. You _____ smoke inside the hospital.
5. I _____ do any homework today. I did it yesterday.



V. Choose the correct modal verb to complete the sentences.

1. You _____ wear a helmet when you ride a bike.
(**must / should**)
2. I _____ finish my book report tonight.
(**have to / should**)
3. We _____ be kind to others.
(**must / should**)
4. She _____ go to the dentist soon.
(**has to / shouldn't**)
5. They _____ make noise in the library.
(**mustn't / should**)





VI. Fill in the blanks with the correct modal verb (*must, mustn't, should, shouldn't, have to, don't have to*).

1. You _____ brush your teeth twice a day.
2. I can't go with you to the stadium. I _____ go to the doctor tomorrow.
3. We _____ recycle paper.
4. They _____ be quiet in the library.
5. You _____ eat more vegetables.
6. You _____ post anything offensive on social media.
7. We _____ go to work on weekends.
8. You _____ drink plenty of water every day.
9. You _____ answer the call if you're busy.
10. We _____ respect our elders.



VII. Write some of the rules you have to follow at school and some that you have to follow at home. Use *must* or *mustn't*.

Example: *Students must wear a uniform.*

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



SKILLS

Listening



Reading



VIII. Read the following text as you listen to the recording.
Write the missing words. **Track 7**

Flying the Friendly Skies



Flying can be a thrilling experience, but it's important to follow certain _____ and regulations to ensure a smooth journey. When I recently flew, I learned a few things about what's allowed and what's not.

First, it's crucial to arrive at the airport early. You _____ check in and go through security screening. Remember, you _____ bring liquids in containers larger than 100ml in your carry-on luggage. Also, you _____ bring sharp objects like knives.

Once you're on the plane, there are a few things to keep in mind. You _____ fasten your seatbelt during takeoff and landing. You _____ recline your seat too far, as it can be annoying to the passenger behind you. And, of course, you _____ smoke on the plane.

By following these guidelines, you can ensure a pleasant and safe flight.

IX. Read the text and decide if the following statements are **True** or **False**.

1. You can bring any size liquid on a plane. _____
2. You should always wear a seatbelt during a flight. _____
3. It's okay to smoke on a plane. _____
4. You should arrive at the airport early. _____
5. You can bring a knife in your carry-on luggage. _____

Speaking



X. Practice the following dialogues with a partner.

I Had No Idea

1.
 - A. Did you know that in Singapore you must not chew gum?
 - B. Really? Why?
 - A. Because it's illegal.
 - B. Wow! I had no idea.
2.
 - A. Did you know that in Thailand you must not touch someone's head?
 - B. Seriously? Why?
 - A. Because it's considered disrespectful.
 - B. Wow! I had no idea



Writing



XI. Write a short paragraph about the things you are or are not allowed to do at school. Use modals of obligation.

Dos and Don'ts at School



#INTRO

#LearningOutcomes

You will be able to:

- identify vocabulary related to hygiene.
- distinguish the use of modal auxiliaries *ought to* and *should*.
- discuss the importance of oral hygiene.



#EvidenceOfLearning

Write two dialogues expressing obligations, plans, or recommendations using *ought to* and *should*.

#DigitalWorld

Don't just retweet or share, find out about important events happening in your community or in the world. **Be curious, investigate, analyze, and come up with your own ideas**, so you can write your own posts and voice your own opinions. It is our right to be informed and to express our opinions and thoughts without censorship or restraint; we just need to keep in mind that we must do it. **Express yourself!**



I. Match the words and the pictures. Listen and check your answers. **Track 8**

#Pronunciation

Hygiene Vocabulary

sanitize
disinfect
scrub
rinse

germ
personal hygiene
oral hygiene
handwashing

hygiene products
antiseptic
germicide
aseptic



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



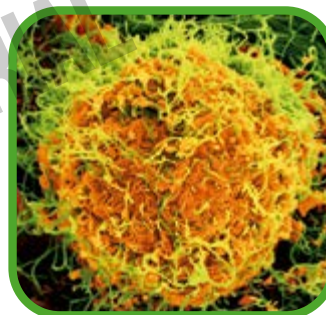
9. _____



10. _____



11. _____



12. _____

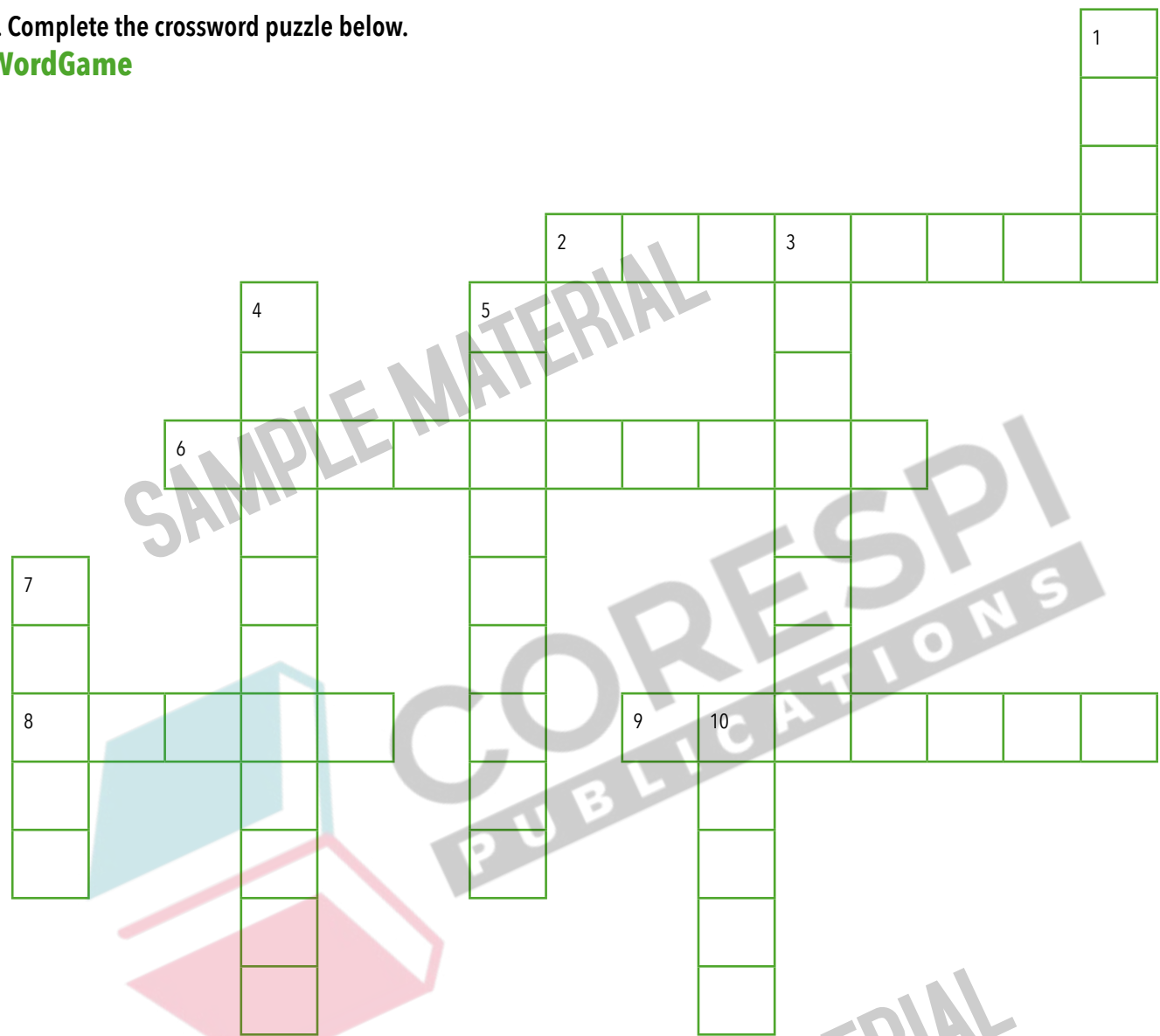
II. Remember the hygiene protocols that we had to follow during the Covid-19 pandemic? Write three different actions that we all had to do in order to protect ourselves and others.

1. _____

2. _____

3. _____

III. Complete the crossword puzzle below.
#WordGame



Across

Down

- 2. Good _____ hygiene is essential for overall health.
- 6. Applying an _____ to a wound can help prevent infection.
- 8. You ought to _____ your mouth after brushing your teeth.
- 9. Maintaining an _____ environment is crucial in healthcare settings.

- 1. Regular _____ hygiene can prevent tooth decay and gum disease.
- 3. You should _____ your hands before eating.
- 4. _____ is the simplest and most effective way to prevent the spread of germs.
- 5. You ought to _____ surfaces to prevent the spread of germs.
- 7. You should avoid touching your face to prevent the spread of _____.
- 10. You should _____ your hands with soap and water.



Ought to and Should

USE



Ought to and **should** are both modal verbs used to express obligation, advice, or expectation.

While they are often interchangeable, there are subtle differences in their usage.

Ought to

- General obligation or duty: It suggests a moral, legal, or social obligation.

Example: You **ought to** respect your elders.

- Strong advice or recommendation: It implies a strong suggestion based on personal opinion or experience.

Example: You **ought to** see that movie; it's fantastic.

Should

- General advice or recommendation: It suggests a less strong obligation or advice compared to **ought to**.

Example: You **should** eat more fruits and vegetables.

- Expectation or probability: It can also express an expectation or probability.

Example: It **should** rain tomorrow.

IV. Circle the correct answer.

1. You (**ought to** / **should**) be more patient with your siblings.
2. We (**ought to** / **should**) recycle to protect the environment.
3. It (**ought to** / **should**) be a sunny day tomorrow.
4. You (**ought to** / **should**) brush your teeth after you eat.
5. I (**ought to** / **should**) go to the dentist because I have a toothache.



V. Identify whether the sentence expresses a **strong obligation, advice, or expectation**. Write it on the line.

1. You ought to follow the traffic signs. _____
2. You should drink more water. _____
3. It should be a warm night. _____
4. You ought to apologize for your mistake. _____
5. She should go to the doctor because she isn't feeling well.

6. We should be on time to catch the bus. _____



Grammar



#PRACTICE

VI. Complete the following sentences with *ought to* or *should*.

1. My teacher told me that I _____ review my notes every day. My grades are not that good.
2. Do you think Alex _____ save her money or spend it? He is planning to go to the beach next month.
3. I'm going to a party tonight. What _____ I wear: this red dress or my new black pants?
4. They _____ follow the rules, or they will get the consequences.
5. We _____ be kind to animals.



VII. Write sentences using *ought to* or *should* to give advice or express obligation.



1. You're feeling sick. What should you do?

2. Your friend is having a hard time. What ought you to do?

3. It's your birthday. What should you do?

4. You're late for school. What ought you to do?

5. You want to get better grades. What should you do?

SKILLS

Reading



VIII. Read the article as you listen to the recording. Answer the questions at the end. **Track 9**

The Importance of Oral Hygiene



Oral hygiene, or taking care of your mouth and teeth, is essential for overall health. Poor oral hygiene can lead to a variety of problems, including cavities, gum disease, and bad breath.

Cavities are holes in your teeth that are caused by bacteria that eat away at the enamel. Cavities can be painful and can lead to more serious dental problems.

Gum disease is an infection of the gums that can cause them to become swollen, red, and bleeding. Gum disease can also lead to tooth loss.

Bad breath is a common problem that can be caused by a variety of factors, including poor oral hygiene. Bad breath can be embarrassing and can make it difficult to socialize.

There are a number of things you can do to improve your oral hygiene. Brushing your teeth twice a day with a fluoride toothpaste is essential. You should also floss once a day to remove food particles from between your teeth. Additionally, it is important to see your dentist for regular checkups and cleanings.

1. What are the three main problems that can be caused by poor oral hygiene? _____

2. What are two ways to improve your oral hygiene? _____

3. Why is it important to see your dentist for regular checkups and cleanings? _____

Listening



IX. Listen carefully and write if the dialogues you hear are about expressing obligation, making plan or giving advice. Write it on the lines. **Track 10**

Obligation, Plan, or Advice

Dialogue 1: _____

Dialogue 2: _____

Dialogue 3: _____



Writing



Speaking



X. With a partner, create two short dialogues like the ones in the previous activity, one using *should* and one using *ought to*. Write them in your notebook and practice them.

Ought to and Should



#ByMyself

#CoolApps

Fun Presentations

Have you ever heard of *Powtoon*? *Powtoon* is a fantastic tool for creating animated presentations and animated explainer videos. You can use it either for school or personal projects. Try it! It's also a great way to develop your creative and writing skills.



#PracticalEnglish



#SingAlong

Here is a song to reinforce a grammatical structure and some vocabulary you learned in this unit:

USED TO:



AJ Mitchell



Scan this code to watch the explanation of the Grammatical Points presented in Unit 1.



#AudioFiles

