

Topic 1

What are my rights and responsibilities?

1 Read the lists. Complete the titles with *rights* or *responsibilities*.

These are my

- have my own personal space
- work in a quiet place
- live in a safe place
- be heard and respected
- have my belongings respected

These are my

- clean my room when it's dirty
- feed my pet
- obey traffic laws
- listen carefully to my classmates
- not disturb others who are working

2 Discuss. Which of the rights and responsibilities do you have at home? At school? In your community?

3 What rules do you have to follow in these places?

✦ Which rules are easy to obey? Which are difficult?

Language

Vocabulary

Respect
Rules and Laws
Using Prefixes and Suffixes

Grammar

Make and Let
Must and Mustn't



Skills

Reading

Understanding How
Characters Change
Mapping the Main Ideas

Listening

Listening for Key Words
Listening for Reasons

Speaking

Asking for Permission
Explaining Rules and
Laws

Writing

Comparing and
Contrasting

Project

Poster: Classroom Rights and Responsibilities

Classroom Rights

It is our right to

- 1 Work in a clean classroom.
- 2 Be treated fairly.
- 3 Be safe and have our belongings respected.
- 4 Be heard and give opinions.
- 5 Use school equipment.
- 6 Work in a quiet place.

Classroom Responsibilities

We must:

- 1 Not disturb others.
- 2 Not damage or steal others' belongings.
- 3 Be fair to everyone.
- 4 Keep our classroom clean.
- 5 Listen to others respectfully.
- 6 Take care of school equipment.

Using Prefixes and Suffixes

Prefixes are added to the beginning of a word. For example, the prefixes **dis-** and **im-** mean “not.” So *disrespectful* means “not respectful” and *impolite* means “not polite.”

Suffixes are added to the end of a word. For example, the suffix **-ful** means “full of.” So *respectful* means “full of respect.”

Respect

disrespectful
impolite
polite
respect
respectful
responsibility
right
rude

1 Watch the video. What “house rule” does Max break? ▶



✦ Watch again. What are the new rules in English class?

2 Circle the correct options.



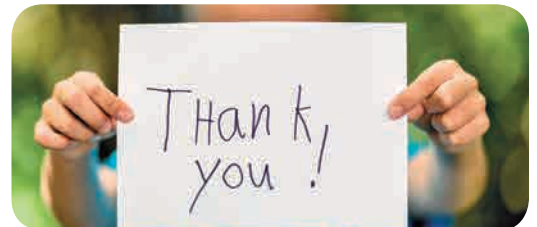
1 It's your **right** / **responsibility** to have your own personal space.



2 It's **respectful** / **disrespectful** to raise your hand before asking a question in class.



3 It's their **right** / **responsibility** to feed and wash their pet.



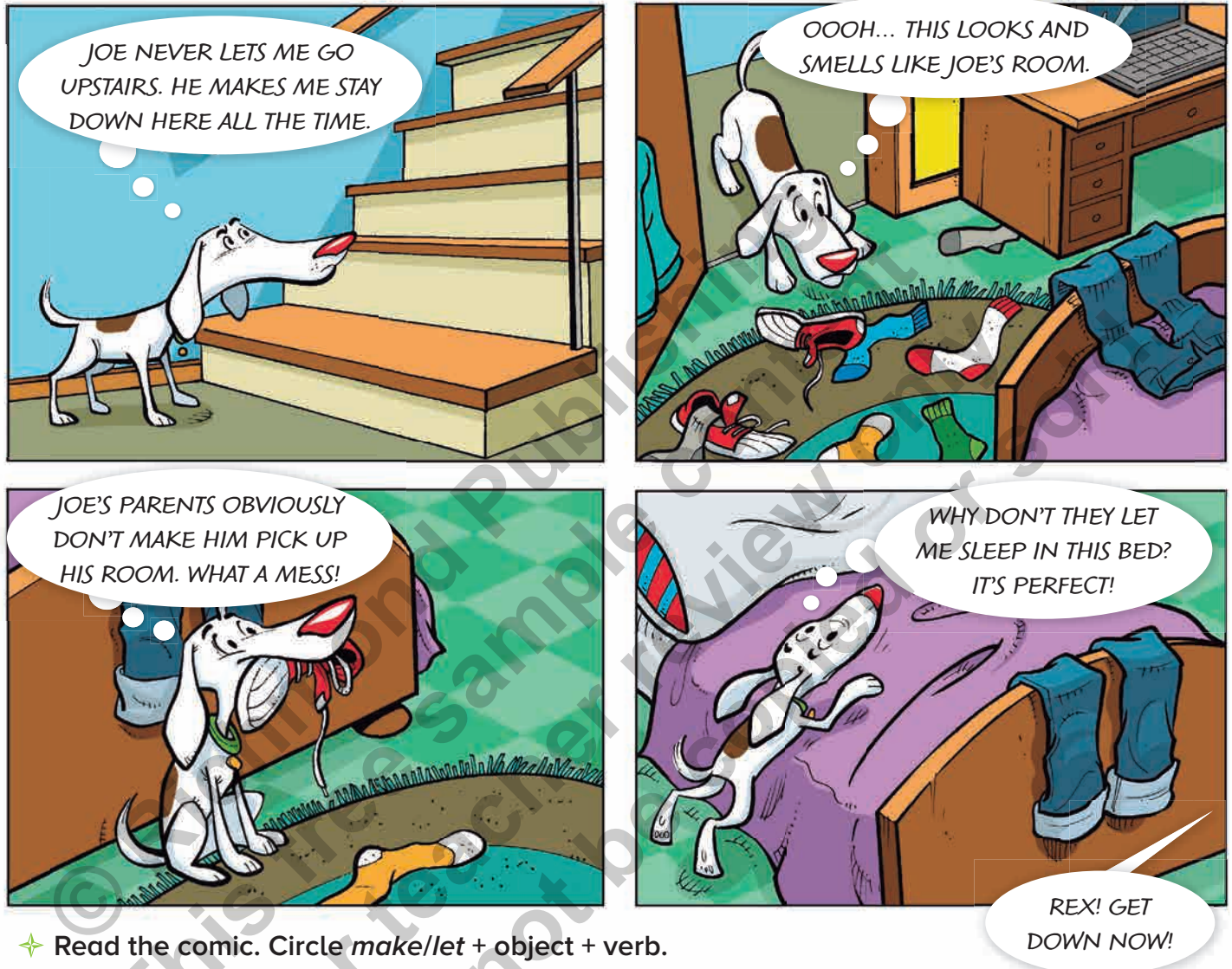
4 It's **polite** / **impolite** to say “please” and “thank you.”

3 Give an example of each kind of behavior.

1 respectful 2 disrespectful 3 polite 4 impolite

4 Name one right you have. Name one responsibility you have.

1 Listen and follow. 2



✦ Read the comic. Circle *make/let* + object + verb.

2 Circle the correct options.

- 1 Rex's owner, Joe, **lets** / **doesn't let** Rex go upstairs.
- 2 Joe **makes** / **lets** Rex stay downstairs.
- 3 Joe's parents **don't make** / **don't let** him pick up his room.
- 4 They **don't make** / **don't let** Rex sleep on Joe's bed.

3 Answer the questions. Add your own ideas.

- 1 What else does Rex's family let him do?
- 2 What else does Rex's family make him do?

4 Discuss. If you have pets, what do you make them do? What do you let them do?

✦ What do your parents let you do? What do they make you do?

Make and Let


Make + object + verb expresses obligation:

Joe **makes Rex stay** downstairs.
Joe's parents **don't make him pick up** his room.

Let + object + verb is for permission:

Joe **lets Rex go** in the yard.
Joe **doesn't let Rex go** upstairs.

Astrid's Kingdom

- ✦ Look at the pictures.
What do you think
Astrid's kingdom is like?
- ✦ Listen and follow. Were
your ideas correct?  3



Astrid stretched lazily in bed as the sun streamed through the window. *Hooray!* she thought. *It's the weekend. No school, no teachers, just fun!*

"Astrid!" her mother called. "Get up now. There's a lot to do today."

Astrid groaned loudly. "Can I stay in bed for a bit? Please, Mom?"

"No," said her mother firmly. "You need to pick up your room and finish your schoolwork before lunch."

"That is SO unfair," complained Astrid. "You never let me stay in bed on the weekend. You always make me do chores. It's my room. I don't care if it's a mess."

"Astrid, we've talked about this," said her mother. "You have a right to your own space, but it's your responsibility to keep it neat! When I get back from the store, I want your room to be spotless."

As she heard the apartment door close behind her mother, Astrid pulled the covers over her head. *If I'm in charge someday, she thought, I'll let people have fun all the time. I won't make them do things they don't want to do. No responsibilities at all!*

Suddenly, there was a bright flash, and Astrid found herself in the middle of a street! She looked around in amazement. People were dancing and singing. Kids were whizzing around on the sidewalks and roads on scooters and skateboards.

"Where am I?" Astrid wondered aloud.

"You're in Astrid's Kingdom," said one of the boys zooming by.

"MY kingdom?" said Astrid. "What's it like?"

"It's wonderful!" said the boy. "We all have the right to do as we please! We don't work, and children don't go to school. We don't have responsibilities. We just have fun!"



Feeling very satisfied with her kingdom, Astrid set off at once to find her castle. (Because kingdoms always have a castle, don't they?)

But as she walked along the sidewalk, Astrid began to see piles of garbage. *Disgusting!* she thought, wrinkling her nose.

Then she stopped and waited to cross safely at a pedestrian crossing. But when the traffic light turned red and the "Walk" sign appeared, the cars didn't stop—the drivers just kept driving! Astrid saw a gap in the traffic and ran across the busy road. *Whew! That was close!* she thought.



By the time Astrid reached her castle, she was exhausted—and starving. She marched into the castle's enormous kitchen, but she couldn't find the chef or any of the other castle staff. "Where is everyone?" she grumbled to herself.

Finally, she came across a gardener sunbathing on the lawn. "I want a burger. Now!" She demanded.

"Excuse me, that isn't very polite. Who do you think you are?" said the gardener.

"Sorry," said Astrid, taking a calming breath. "I am Queen Astrid, and this is my kingdom. I just want a burger... please."

"Well, that's not my responsibility. I'm the gardener," he said carelessly. "Anyway, you won't get any food here. Nobody works. You can't make people do things like cook you a burger."

Astrid stamped her foot. "What is wrong with everyone here?" she cried. "There's garbage on the sidewalks. The streets are dangerous. The people don't do their jobs, and no one even cares! Who is responsible for this chaos?"

Then for the second time that day, there was a bright flash. Astrid opened her eyes and realized that she was still in her bedroom. She jumped out of bed as quickly as she could and picked up her room. She dusted and swept, too, for good measure.

Just then her mom returned from the grocery store. She poked her head into Astrid's room. "Wow! It looks great in here," she said. "Good job, Astrid!"

"Thanks, Mom. You know... maybe responsibilities aren't such a bad idea after all."



Understanding How Characters Change

A character has often changed by the end of a story. Ask yourself: What is the character like in the beginning? What is the character like at the end? Does he or she feel differently? What has he or she learned?

- 1** Read the story again. Answer the questions in your notebook.
 - 1 What does Astrid’s mother want her to do?
 - 2 How does Astrid feel about her chores at the beginning of the story?
 - 3 What rights and responsibilities do people have in Astrid’s kingdom?
 - 4 Why can’t Astrid find something to eat?
 - 5 Why does Astrid get upset when she talks to the gardener?
 - 6 How does Astrid’s mom react when she gets back from the store?

2 Answer the questions in complete sentences in your notebook.

- 1 How do Astrid’s feelings about her responsibilities change after she has visited her kingdom?
- 2 What does she do as a result?

✦ Read and mark (✓) the sentence that best describes how Astrid has changed.

- 1 “If I’m in charge someday, I’ll let people have fun all the time.”
- 2 “Who is responsible for this chaos?”
- 3 “You know... maybe responsibilities aren’t such a bad idea after all.”

3 Find a verb from the story to match each definition. Look for phrasal verbs.



- | | | | |
|-----------------------|----------------------|----------------------|------------|
| 1 to start a journey: | 2 to meet by chance: | 3 to get out of bed: | 4 to tidy: |
| | | | |

4 Imagine that you live in Astrid’s kingdom. What is it like? What are some of the good things about it? What are some of the bad things?

✦ Discuss. What happens when people don’t accept responsibility?

1 Read and circle. What are the items on the list?

1 school rules

2 chores and responsibilities

3 children's rights

- answer the phone politely
- clean my rabbits' hutch
- wash the car
- feed my rabbits
- save part of my allowance
- set the table for dinner
- look after my little brother
- wash the dishes after meals
- practice guitar



2 Listen and mark (✓) the items mentioned.

✦ Listen again. Write the items for each person.

Leo

Marie

Andrew

Listening for Key Words

To help you understand the main idea, listen for key words or phrases. Read the activity before you listen and think about the words you need to listen for.

✦ Listen again and mark (✓ or X).

- 1 Leo's parents don't make him do chores right after school.
- 2 It's Leo's responsibility to wash the car after school.
- 3 It's Marie's responsibility to clean her rabbits' hutch once a week.
- 4 Marie's parents don't let her take the rabbits out of their hutch.
- 5 Andrew's parents make him practice guitar for an hour every day.
- 6 Andrew thinks it's his responsibility to save his allowance to buy a guitar.

3 List your responsibilities. Who makes you do them? How often do you have to do them?

Speaking

Asking for Permission

Whether you are asking for, giving or refusing permission, always be polite and respectful.

Asking for permission:

Can I please...? / May I please...?

Giving permission: **Sure. / Of course. / No problem. / Certainly.**

Refusing permission: **Sorry, you can't. Sorry, that's a bit difficult right now.**

1 Listen and answer the questions.

- 1 Who is Elena talking to?
- 2 What is she asking for permission to do?
- 3 Does she get permission?



✦ Write. How does Elena ask for permission? How does the other person respond?

.....
.....

.....
.....

✦ Discuss. Do you think Elena is being polite and respectful? Why or why not?

2 Role-play each situation. Take turns asking for and giving or refusing permission.

1 You want to borrow your brother's tablet to check something for homework. He is using it. He doesn't let you borrow it.

2 You go to the school cafeteria. You ask another student if the seat next to him/her is free. It isn't.

3 You've forgotten your calculator. You ask a classmate to borrow one. Your classmate lets you borrow it.

4 You feel very hot in class. You ask the teacher to let you open the window. The teacher lets you open it.

3 Discuss. When was the last time you asked for permission? Who did you ask, and what did you want to do? Did you ask politely? Did you get permission?

1 Read the essay. Circle words that compare and contrast.

Rules at My Parents' House and My Grandparents' House

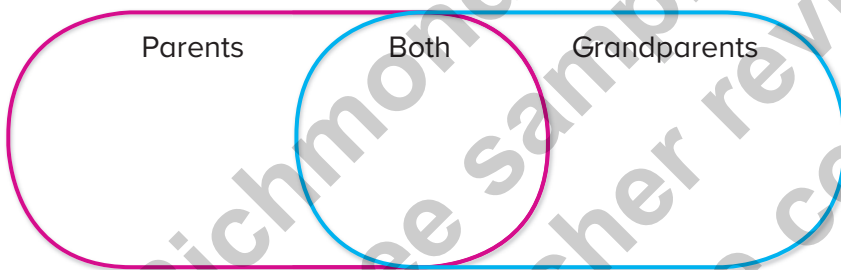
There are a lot of similarities between the rules at home and the rules at my grandparents' house, but there are also some differences.

They both have similar rules about cell phones. They never let me take my cell phone with me when I go to bed. Both my parents and my grandparents also make me say "please" and "thank you."

However, their rules for meals are different. My parents want us to eat together. But my grandparents let me watch TV while I eat. Another difference is that my grandparents don't make me go to bed early like my parents do. They let me stay up late, even on a weekday!

In conclusion, I respect my parents' rules, but my grandparents let me have more fun!

✦ Copy the Venn diagram in your notebook. Complete it with the rules.



Comparing and Contrasting

When you compare, you explain how two or more things are similar. Use words such as **the same**, **similar**, **both**, **alike**, **as well**, **also**. When you contrast, you explain how two or more things are different. Use words such as **different**, **difference**, **however**, **but**.

2 Plan and write your own essay.

- 1 Choose your topic. Think of people with different rules. What do they make you do? What do they let you do?
- 2 Use a Venn diagram to plan your writing.
- 3 Write your essay. Include an introduction, similarities, differences and a conclusion.

Topic 1

What are my rights and responsibilities?

- 1 Think of three responsibilities you have at home and in school.
- 2 Who makes you do these things?

The Good Citizen Song

Rules and Laws

break
follow
good citizen
law
obey
rule
work together

You must obey the rules today,
At home, at home, at home.

“Wash your plate!

Don't stay up late!”

Do what your parents say.

You must follow the rules today,

In school, in school, in school.

“Speak one at a time.

Work together. Be kind.”

Do what your teachers say.

You mustn't break the law today,

In town, in town, in town.

“Wear seat belts, please!

Cross streets carefully!”

Do what the officers say.

Be a good citizen today,

In your community.

Care for each other,

Like sister and brother.

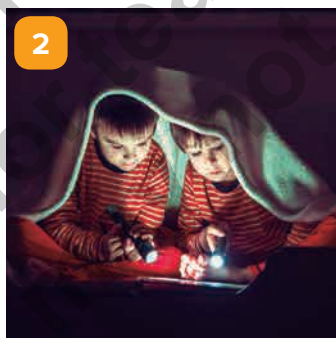
Today and every day!



1 Listen to the song and follow. Which rules and laws are there? 6

✦ Listen again and sing along.

2 Look and write. Which rules from the song are the children obeying or breaking?



1

3

2

4

3 Discuss and give examples.

1 Three rules you must obey at home.

2 Three rules you must follow at school.

3 Three laws you mustn't break in your community.

✦ How can you care for people in your community?

1 Read the class rules. Are any the same in your classroom?

Our Class Rules

Students **must** obey the class rules at all times.

All students...

1 **must** arrive on time.

2 **mustn't** chew gum or eat food.

3 **must** raise their hands to speak.

4 **mustn't** shout out.

5 **must** arrive ready to learn, with the correct supplies.

6 **mustn't** be unkind to other students.

Must and Mustn't

We use **must** for obligation:

You **must** follow the rules.

We use **mustn't** for prohibition:

People **mustn't** break the law.

Like other modals (such as **can**, **may**, **might** and **should**), **must** and **mustn't** have the same form for all persons and are followed by the base form of the main verb.

✦ Circle the obligations. Underline the actions that are prohibited.

2 Write the rules with **must** or **mustn't**.

1



Say "please" and "thank you."

2



Do not run in the classroom.

3



Speak quietly.

4



Do not bring cell phones to class.

5



Bring the correct school supplies.

6



Do not be late.

3 What are some of the rules in your classroom? Make a list.

1 Read the introduction.

What are the five qualities of a good citizen?

2 Read the situations and choose the best answer for each one.

✦ Compare your answers.



We all want to be good citizens at home, in school and in our community, but it isn't always easy. To become a good citizen, we must develop five important qualities.

The first one is **honesty**. We must tell the truth—even if it's difficult. The second is **compassion**. We must care for other people and try to understand how they feel. Then there's **respect**. We must be polite and respect the rights of other people. And we must respect rules and laws by following them. **Responsibility** is the next quality. This means doing the things you're responsible for and to **admit** it when you make a mistake. Finally, there's **courage**. This helps us do the right thing even in difficult situations.

Can you make the right choices and take responsibility for your actions? Let's find out!

Emily is playing dodgeball. One girl is throwing the ball too hard. One of Emily's friends gets hurt and has to go home. Another friend has just **quit** the game, too. The rest of Emily's friends don't want to quit, because they think it will make them look **weak**. What should Emily do?

- Throw the ball hard at the girl the next chance she gets.
- Go play dodgeball somewhere else with her friends.
- Remind the girl that everyone has a right to fair, safe play.

Sam's best friend, Josh, wants to do some magic tricks in the school talent contest. Josh asks Sam to watch his act the night before the contest. Josh has a great costume, and he's really excited. But when Sam sees Josh's tricks, they don't work very well. As a friend, what should Josh say to Sam?

- "Those are great tricks, Josh! You're sure to win the talent contest!"
- "Your tricks are terrible, Josh. Don't bother entering the talent contest."
- "That's a good start, Josh, but you might need some more practice. Let me help you!"



Melissa had a math test at school this morning. She studied hard for it. On the way home from school, her best friend, Courtney, says that she couldn't study for the test because her mom was sick, so she cheated. What should Melissa do?

- Tell Courtney not to worry about it; we all **cheat** sometimes.
- Encourage Courtney to tell the teacher and apologize.
- Tell the teacher the next morning without telling Courtney first.



Nico borrows a book from his class library. While reading it at home, he **accidentally** spills chocolate milk all over it. When he gets to class the next day, he takes the book out of his bag. The teacher is busy and isn't paying attention. Nico could easily put the book back on the shelf. What should Nico do?

- Tell the teacher what happened.
- Put the book back without telling the teacher.
- Pretend that the book was already ruined when he borrowed it.

Cindy is at the movie theater. She's **upset** because there's a long line to buy popcorn. The movie is starting soon. She sees her friend, Tammy, way ahead of her in the line. Cindy knows it's rude to cut in line, but she's feeling impatient. She really wants popcorn, and she doesn't want to miss the start of the movie. What right does Cindy have in this situation?

- The right to get popcorn before anyone else.
- The right to cut in line beside Tammy because Tammy is her friend.
- The right to wait her turn in the popcorn line like everyone else.



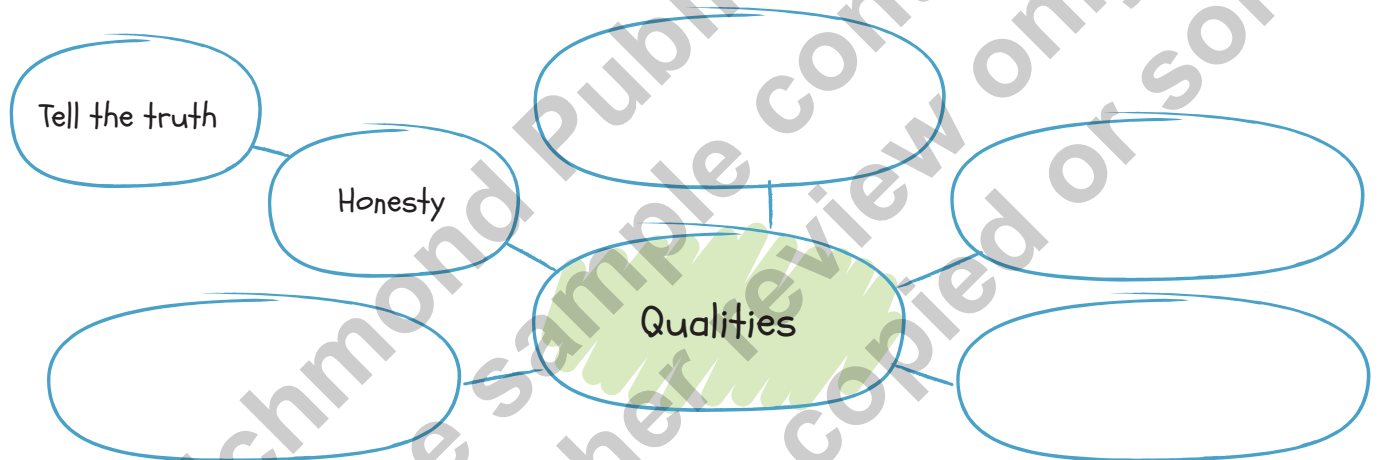
Reading

1 Read the article again. Match each person with the quality he or she must show.

compassion courage honesty respect responsibility

- 1 Emily
- 2 Sam
- 3 Melissa
- 4 Nico
- 5 Cindy

2 Make a mind map of the five qualities of a good citizen in your notebook.



✦ Underline key words and phrases for each quality in the article. Add them to your mind map.

Mapping the Main Ideas

A mind map is a visual way to remember the main ideas of a text. Start with the main topic in the center. Add subtopics around it. Then add key words and phrases to the subtopics.

3 Find the bold words in the text. Match them with the definitions.

- 1 Not strong (adj.):
- 2 Unhappy or disappointed (adj.):
- 3 To stop doing something (v.):
- 4 To not follow the rules (v.):
- 5 Without meaning to (adv.):
- 6 To say what you've done wrong (v.):

4 Think about a time when you were a good citizen. Answer the questions.

- 1 What was the situation? What did you do?
- 2 Which of the qualities of a good citizen did you show?
- 3 How did you respect the rights of other people in this situation?

Listening for Reasons

When we give reasons or answer **Why...?** questions, we often use **because**.
When you hear **because**, listen for the reasons that come next.

1 Read the unusual rules. Which one is not true?



1 You mustn't chew gum in public in Singapore.



2 You must have a pet buddy for your guinea pig or parrot in Switzerland.



3 You mustn't slide on ice or snow on the sidewalks in London, UK.



4 You mustn't feed the pigeons in Venice, Italy.



5 You mustn't wear sandals when driving in Spain.



6 You mustn't open an umbrella inside in Japan.

✦ Listen and check. 🎧

2 Listen again and match the laws with the reasons.

- a Because it's dangerous for you and for others.
- b Because you can't control a car properly without proper footwear.
- c Because they damage statues and make a mess.
- d Because they get sad and lonely by themselves.
- e Because people leave it on sidewalks and stick it on subway doors.

Rules and Laws

ban
fine
illegal
legal

✦ Which two laws exist because everyone has the right to a clean community?

3 Discuss. Would you change any of these laws? Why or why not?

Speaking



Explaining Rules and Laws

You **must** wear a seat belt. You **mustn't** **drive** through a red light.

You **are allowed** to **park** here. You **aren't** **allowed** to **cross** the street here.

Remember to use **because** when you give reasons.

- 1 Look and describe the ten problems in the picture.
Number 1, the driver isn't wearing a seat belt.
✦ Which rules or laws are people breaking? Give the rule or law and a reason for it.
You must wear a seat belt because it keeps you safe.
- 2 Discuss. What are some rules or laws for drivers, cyclists and pedestrians in your town?

1 Look and write the rights and responsibilities in the correct list.

Classroom Rights

It is our right to:

- 1
- 2
- 3
- 4
- 5
- 6

Classroom Responsibilities

We must:

- 1
- 2
- 3
- 4
- 5
- 6

- Work in a clean classroom.
- Not disturb others.
- Not damage or steal others' belongings.
- Be treated fairly.
- Be fair to everyone.
- Be safe and have our belongings respected.

- Be heard and give opinions.
- Keep our classroom clean.
- Use school equipment.
- Listen to others respectfully.
- Take care of school equipment.
- Work in a quiet place.

2 Choose six rights and responsibilities for your class.

✦ Make a poster. Add pictures.

3 Present your poster to the class. Say why the rights and responsibilities are important.

Poster: Classroom Rights and Responsibilities

Make a poster of student rights and responsibilities in your class.

Topic 1

What are my rights and responsibilities?

- 1 What are your most important responsibilities at home and in school?
- 2 How can you be a good citizen in your community?
- 3 Which rules and laws protect your rights?