For students to grow into active and productive members of their communities, they need to understand their rights and responsibilities. In this topic, students will learn that they have the right to a safe, secure environment and respect from others in the community. They will also learn that with these rights come certain responsibilities, such as respecting others and following established rules. Students will discuss permission, obligations, rules and laws in the contexts of home, classroom and neighborhood.

Video
Max, Maddie and their friends discuss rules at home and at school. They talk about how they feel about rules and why rules are important.

Vocabulary
Respect
disrespectful, impolite, polite, respectful, responsibility, right, rude
Rules and Laws
ban, break, fine, follow, good citizen, illegal, law, legal, obey, rule, work together
Using Prefixes and Suffixes
Understanding common prefixes and suffixes can help students distinguish the meanings of words with the same root. Prefixes are added to the beginning of a word, while suffixes are added to the end. Students will learn that the prefixes dis– and im– mean "not" (disrespectful, impolite) and that the suffix –ful means "full of" (respectful).

Grammar
Make and Let
Make and let are used when the subject causes someone else to do something. Make with an object and a base verb expresses obligation: My parents make me pick up my room. The verb let with an object and a base verb describes permission: I don’t let my dog sleep on my bed. The form of make/let changes to agree with the subject. Negative forms and questions use the auxiliary do/does: Does your teacher make you do a lot of homework? No, she doesn’t.
Must and Mustn’t
The modal must also expresses obligation. The negative form mustn’t expresses prohibition. However, we usually use must and mustn’t in more formal contexts, such as official rules or laws: Drivers must stop at a stop sign. As with other modals, the form is the same for all subjects, and the main verb is in base form. In this topic, students will briefly review other modals (can, may, might and should) and compare them to must.

Reading
Understanding How Characters Change
Main characters often grow and change based on their experiences in the story. Students will compare the beginning and end of a story to see how the main character changes and what she’s learned.
Mapping the Main Ideas
Visual representations like mind maps can help readers see how a text is organized and recall the details related to each topic. Students will make a mind map for the main points of a nonfiction text.

Listening
Listening for Key Words
In conversation, the main ideas are often mixed in with details and friendly but insignificant expressions and responses. Students will learn to preview the activity to find the key words and phrases they need to listen for.
Listening for Reasons
Students will learn to listen for reasons and answers to Why…? questions by listening for the signal word because. In this lesson, students will listen to reasons for unusual laws in different countries.

Writing
Comparing and Contrasting
In this lesson, students will explore the idea that there may be different rules and appropriate ways to behave in different places. Students will use a Venn diagram to plan an essay comparing and contrasting two sets of rules.
Have groups share and compare answers as a class.

Answers All these rights could apply at home, at school and in your community. Responsibilities at home: clean my room when it’s dirty, feed my pet; at school: listen carefully to my classmates, not disturb others who are working; in your community: obey traffic laws.

3 What rules do you have to follow in these places? (10 min.)

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

• Have groups share and compare answers as a class.

Lead in to the Lesson (10 min.)
- Guide students to speculate about the photo: What rule are they following? Does our class have that rule? What other classroom rules do we have? Elicit at least one rule that gives a responsibility, such as “Put your supplies away at the end of the day.” Tell students that rules often tell us our responsibilities.
- Read the topic question chorally. Explain that responsibilities are things you have to do. Rights are things that everyone deserves to do or have.

1 Read the lists. Complete the titles with rights or responsibilities. (10 min.)
- Read the instructions, and have students answer alone.
- To check, write on the board: It’s OK for me to… I have to… Invite volunteers to read each item with both sentence starters, and discuss which makes more sense.

2 Discuss. Which of the rights and responsibilities do you have at home? At school? In your community? (10 min.)
- Have small groups mark each item H (home), S (school), C (community) or any combination.

• Guide students to speculate about the photo: What rule are they following? Does our class have that rule? What other classroom rules do we have? Elicit at least one rule that gives a responsibility, such as “Put your supplies away at the end of the day.” Tell students that rules often tell us our responsibilities.
- Read the topic question chorally. Explain that responsibilities are things you have to do. Rights are things that everyone deserves to do or have.

2 Discuss. Which of the rights and responsibilities do you have at home? At school? In your community? (10 min.)
- Have small groups mark each item H (home), S (school), C (community) or any combination.

3 What rules do you have to follow in these places? (10 min.)

A Which rules are easy to obey? Which are difficult? (10 min.)
- Read the instructions, and model an answer: “No littering” is a city rule. I think it’s easy to obey, because I agree. We shouldn’t throw trash on the ground. The city will be ugly, and it’s bad for animals.
- Have pairs choose one rule for each question and explain why it’s easy or difficult. Invite pairs to share their answers.

Take the Lesson Further (10 min.)

Get Students Thinking
- Discuss the relationship between rights and responsibilities: I have the right to my own personal space, but it’s my responsibility to keep it clean. Guide students to make similar connections.
1 Watch the video. What “house rule” does Max break?

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.”

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.
Vocabulary

**Objectives**

- Students will watch as Max, Maddie and their friends discuss rules.
- Students will acquire and practice vocabulary related to rights and responsibilities.
- Students will learn the meanings of the prefixes dis– and im– and the suffix –ful.

**Teaching Resources**

- Video Episode 1, Video Worksheet 1

**Lead in to the Lesson** (10 min.)

**Get Students Thinking**

- **Ask:** Why are rules important? Do we need a rule for everything we should or shouldn’t do? Why?
- Have students discuss in small groups. Then invite them to share their opinions. Elicit that it’s important to behave in polite and respectful ways, whether there are explicit rules for those behaviors or not.

1 **Watch the video. What “house rule” does Max break?** (10 min.)

- Read the instructions, and tell students to listen for what Max and Maddie say about house rules.
- Play the video. Then ask: Why does Maddie say to Max, “Really?” Can you guess the rule about skateboards? Elicit the answer.
  
  **Answer** Don’t ride your skateboard in the studio.

2 **Watch again. What are the new rules in English class?** (10 min.)

- Play the video again, pausing when the new rules are shown. Allow students to briefly summarize the rules rather than copying them word for word.

  **Answers**
  1. No smartphones allowed. Please put them in the bin at the beginning of class.
  2. Please do not chew gum during class.
  3. Please do not chat with classmates while others are speaking.
  4. Please raise your hand to ask a question.
  5. No one is allowed to leave class without a permission slip.
  6. All students must pick up their phones from the bin at the end of class.

3 **Take the Lesson Further** (25 min.)

1. Elicit predictions and then play the video again for students to number the scenes.
2. Play the video, pausing after each line for students to complete it and write who says it.
3. Have students discuss in small groups before telling the class their ideas.

  **Answers**
  1. Clockwise from top left: 3, 2, 4, 1, 2
  1. 1 Max 2 Maddie 3 Natalia 4 Lee

**Present the Vocabulary** (10 min.)

- Read the words responsibility and right for students to repeat, and review the meaning of each.
- Read these words for students to echo: respect—respectful—disrespectful. Ask: Who do you respect? (Teachers, parents, adults.) Elicit respectful actions such as raising your hand in class, opening the door or offering a seat.
- Then read these words for students to repeat: polite—impolite—rude. Explain that respectful and polite are similar, but we use polite more for expressions of courtesy, like saying please and thank you. Have students suggest other polite expressions, such as “Excuse me” and “Nice to meet you.”

**Present the Skill** (15 min.)

- Read the entry aloud as students follow.
  
  **Ask:** Why are rules important? Do we need a rule for everything we should or shouldn’t do? Why?
- Write respectful on the board. Have a volunteer circle the suffix (–ful) and say how it changes the meaning (“full of respect”). Help students recall other words with –ful, such as beautiful (“full of beauty”).
- Add the prefix dis–, and ask: How does this change the meaning of the word? (It makes it the opposite.)
- **75** Have students find the opposite of words such as agree, honest, obey, patient and possible in the dictionary. Tell students that the opposites have the prefix dis– or im–.

**Take the Lesson Further** (5 min.)

- Play Echo Names (see page xvi) to practice spelling the vocabulary words. Say a word and then a student’s name. The student you name must spell the word.

**Circle the correct options.** (10 min.)

- Read the instructions, and have students circle alone.
- Discuss answers as a class, having students point out the prefixes in the options for sentences 2 and 4.

  **Answers**
  1. right
  2. respectful
  3. responsibility
  4. polite

**Give an example of each kind of behavior.** (15 min.)

- Have students work in groups of four to think of examples.
- Then have groups share with the class.

**Manage Your Class**

- Have students answer alone. Then have them each read one example for the class to guess the adjective.
- Alternatively, have small groups choose a word pair, either respectful/disrespectful or polite/impolite, and plan one scenario to act out in opposite ways.
- Have groups perform both versions for the class to identify the correct adjective.

**Name one right you have. Name one responsibility you have.** (10 min.)

- Write a two-column chart on the board with these headings: Rights, Responsibilities. Call on students to come up and add an item. Decide as a class whether it’s in the correct column.
Grammar

**Objective**
Students will learn and practice using *make* to express obligation and *let* for permission.

**Teaching Resources**
Track 2, Grammar Worksheet 1.1

**Lead in to the Lesson** (10 min.)

**Get Students Thinking**
- Play a game of Stand Up! (see page xvii). Say a rule, such as *Be in bed by 8:00*, and have students stand up if it’s a rule at their house. Then ask students standing if that rule is for pets, younger siblings, themselves or everyone.
- Ask: *Is it fair to have different rules for different members of the family? Why do you think so?*

**Listen and follow.** (10 min.)
- Have students preview the pictures in the comic. Ask: *Who’s the comic about? (The dog.) Where does he go? (Upstairs to a boy’s room.) What does he do? (Chews on a shoe, jumps on the bed.)*
- Play Track 2 as students follow along. Ask: *Who is Joe? (The dog’s owner.) What is the dog’s name? (Rex.) Who do you think shouts at Rex at the end? (Joe.) Why does he shout at Rex? (Rex shouldn’t be on the bed.)*

**Present the Grammar** (10 min.)
- Read about *make* with the class. Ask: *Do I make you do things? What?* Elicit examples in complete sentences: *You make us do homework.*
- Read about *let* with the class. Ask: *What do I let you do? What don’t I let you do?* Elicit examples in complete sentences: *You let us work together sometimes. You don’t let us chew gum in class.*

**Read the comic. Circle make/let + object + verb.** (10 min.)
- Pair students and have them take turns reading aloud and circling. Remind students to include the word *don’t* as part of any negative verbs.
- Check answers as a class, and point out each pronoun after *make* or *let*. Explain or elicit that they are object pronouns (*me, him, her, us, them*) rather than subject pronouns (*I, he, she, we, they*).

**2 Circle the correct options.** (10 min.)
- Have students work alone or in pairs. Tell them to look back at the comic to help them answer.

**3 Answer the questions. Add your own ideas.** (10 min.)
- Read the instructions, and have pairs think of two ideas for each question.
1 Listen and follow.

Listen and follow.

JOE NEVER LETS ME GO UPSTAIRS. HE MAKES ME STAY DOWN HERE ALL THE TIME.

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?

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.

What do your parents let you do? What do they make you do?
A 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!”

Astrid’s Kingdom

Look at the pictures.
What do you think Astrid’s kingdom is like?

Listen and follow. Were your ideas correct?
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.”
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?

Positive: 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?

Positive: Discuss. What happens when people don’t accept responsibility?
Reading

Objective
Students will observe how a character changes from the beginning to the end of a story.

Teaching Resources
Track 3

Lead in to the Lesson (5 min.)

- Ask: Do you know any stories about kings or queens who rule a kingdom? Discuss stories or fairy tales students know. Ask: What do the kings and queens do? How do they treat others?

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+ Look at the pictures. What do you think Astrid’s kingdom is like? (5 min.)
- Read the title chorally. Have students find Astrid in the pictures. Ask: Which pictures show Astrid’s kingdom?
- Read the instructions. Write students’ predictions on the board to check in the next activity.

+ Listen and follow. Were your ideas correct? (15 min.)
- Play Track 3 in four chunks corresponding to the pictures while students follow.
- Pause after each section to check comprehension: Why can’t Astrid stay in bed? (It’s her responsibility to clean her room.) Why does the boy say Astrid’s kingdom is wonderful? (People have the right to do as they please.) What does Astrid see on her walk? (Truck, drivers not stopping.) Why won’t the gardener make Astrid food? (It’s not his responsibility.)
- Revisit students’ predictions on the board, and discuss which were correct.

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Present the Skill (10 min.)

- Read the entry aloud while students follow.
- Explain that to follow how a character changes, they should think about each event in the story and how the character reacts to it.
- Ask: Which character in this story changes? (Astrid)

1 Read the story again. Answer the questions in your notebook. (30 min.)

- Have students take turns reading the story aloud in small groups or as a class.
- Then have them read the story again independently.
- Invite volunteers to read each question. Have pairs discuss and write.

Answers 1 pick up her room and finish her schoolwork before lunch. 2 She doesn’t want to do them. 3 They have the right to do whatever they want. They don’t have any responsibilities at all. 4 No one has the responsibility to prepare food. 5 Astrid is unhappy that she can’t get food, there’s trash everywhere, the streets are dangerous, people don’t do their jobs and no one cares. 6 Astrid’s mom is surprised and tells Astrid she did a good job.

2 Answer the questions in complete sentences in your notebook. (10 min.)
- Ask: What is Astrid like at the beginning of the story? (She isn’t respectful; she doesn’t want to do chores.)
- Read the questions one at a time. Discuss them as a class, and have students write independently.
- Then ask: What does Astrid do differently at the end of the story?

Answers 1 Astrid feels that responsibilities are important, while before she thought they were unfair. 2 She cleans her room and even dusts and sweeps.

+ Read and mark (√) the sentence that best describes how Astrid has changed. (10 min.)
- Read the options, and choose the best one as a class. Ask: Which option shows that Astrid’s feelings have changed? What lesson does she learn?

Answers sentence 3

3 Find a verb from the story to match each definition. Look for phrasal verbs. (10 min.)

- Read the instructions. Remind students that phrasal verbs are made up of more than one word, such as point out or take away.
- Do the first item with the class. Ask: Where in the story does Astrid start a journey? Have students find the event in the text. Ask: What similar word or phrase can you find? (Set off.)
- Have students work in pairs to find the rest.

Answers 1 set off 2 come across 3 get up 4 pick up

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? (15 min.)

- Read the instructions, and have students answer in a way that suits their learning style.

Integrate Learning Styles

- Visual: Students draw a “good” and a “bad” picture of themselves in Astrid’s kingdom.
- Auditory: In pairs, students role-play an interview with someone who lives in Astrid’s kingdom.
- Read/Write: Students write a short story about a day in Astrid’s kingdom, including good and bad things.
- Kinesthetic: In small groups, students act out a scene showing good and bad things about Astrid’s kingdom.

+ Discuss. What happens when people don’t accept responsibility? (10 min.)

Get Students Thinking

- Elicit that the negative aspects of Astrid’s kingdom arise from people not accepting responsibility. Say: Imagine that Astrid dreams about her kingdom again. This time, people have responsibilities. How is the kingdom different? Do people still have fun?

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Listening

Objective
Students will learn to read an activity before listening and identify key words and phrases to listen for.

Teaching Resources
Track 4

Lead in to the Lesson (15 min.)
• Remind students that a chore is a job you must do regularly to help at home. Ask: What is a chore you do at home? Have the class play Charades (see page xvi) with different chores.
• Then divide students into small groups for one more round of Charades. Ask: What do you do after school? Have students take turns acting out something they do, either a chore or a free-time activity.

1 Read and circle. What are the items on the list? (10 min.)
• Read the instructions. Then read the list chorally, clarifying the meanings of any unfamiliar words, such as hutch, allowance, set the table, look after.
• Have students vote on the answer.
   Answer 2 chores and responsibilities

   Present the Skill (5 min.)
   • Read the entry aloud as students follow.
   • Explain that students should underline important words in the activity, such as nouns and verbs, to help them know what to listen for.

2 Listen and mark (✓ or ✗) the items mentioned. (15 min.)
• Read the instructions, and ask: What key words and phrases do you need to listen for? (The items on the list.) Give students a minute to read the list silently and underline important words (nouns and verbs).
• Play Track 4. Tell students to listen and mark each item as they hear it.
• Play the track again for students to check.
   Answers clean my rabbits’ hutch, wash the car, feed my rabbits, save part of my allowance, wash the dishes after meals, practice guitar

   Listen again. Write the items for each person. (15 min.)
   • Read the instructions and the names. Explain that students should listen for what each child does after school. Ask: What key words should you listen for this time? (Names, items on the list.)
   • Play Track 4 again in three chunks, pausing the track for students to write after Leo asks, “What are you doing after school, Marie?” and again after Marie says, “They love it!”
   • Play the track again for students to listen and check.
   Answers Leo: wash the dishes after meals, wash the car; Marie: clean my rabbits’ hutch, feed my rabbits; Andrew: save part of my allowance, practice guitar

   Take the Lesson Further (10 min.)
   • Have students work in pairs to discuss the photos. Tell partners to take turns identifying the child and the corresponding item on the list. Have students say or guess how often the children do each responsibility (every day, a few times a week and so on).

   Listen again and mark (✓ or ✗). (15 min.)
   • Read the instructions, and have students read the sentences chorally.
   • Have students underline important words, including don’t for any negative verbs.
   • Pair students. Then play the track in the same three chunks as before, pausing after each to allow partners to discuss and mark.
   • Call on pairs to read a statement aloud and say whether it’s true or false. For false statements, ask: Which part of the sentence is false? Have them make a correct statement.

   Take the Lesson Further (10 min.)

   Get Students Thinking
   • Guide the class to draw conclusions about the children’s attitudes toward their responsibilities. Ask, for example: How does Marie feel about cleaning her rabbits’ hutch? (She thinks it’s disgusting, although she loves her rabbits.) How does Leo react? (He thinks she’s lucky to have a pet.) Is Andrew unhappy about having to practice the guitar every day? (No, he doesn’t mind.)

   3 List your responsibilities. Who makes you do them? How often do you have to do them? (15 min.)
   • Read the instructions, and draw a three-column chart on the board with these headings: Responsibility, Who, How Often. Have students copy and complete it in their notebooks.
   • Remind students that their responsibilities may include not only chores, but also meeting deadlines at school, arriving on time for sports practice and so on.

   Manage Your Class
   • Have students complete their charts individually with their own personal responsibilities.
   • Alternatively, have small groups discuss and list responsibilities that they all have in common.

   Take the Lesson Further (10 min.)
   • Invite students to share a responsibility from their chart, and use the statements to play a version of Me Too (see page xvii).
   • Discuss how students feel about their own responsibilities. Ask: Which ones are difficult or unpleasant? Which ones are easy to do? Which ones do you enjoy?
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?
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?

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.

→ 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.

→ 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?
Speaking

**Objective**
Students will learn ways to politely request, give and refuse permission.

**Teaching Resources**
Track 5 and transcript (one per student)

### Lead in to the Lesson (10 min.)
- Discuss what it means to ask for permission (asking if it’s OK to do something, or if you’re allowed to do it).
- Ask: Who do you ask for permission? (Adults such as teachers, parents and so on.) What might you ask for permission to do? Elicit ideas such as asking a teacher for permission to go to the bathroom, or asking a parent for permission to go to a party.

### Present the Skill (10 min.)
- Read the entry with the class, and have students repeat each example after you. Complete Can/May I please...? with phrases such as go to the party.
- Remind students that both their words and their tone of voice should be polite. Read each example question in a whiny tone and then politely. Have students identify which one is polite and respectful.

### 1 Listen and answer the questions. (10 min.)
- Read the instructions, and then give students a minute to read the questions.
- Have students look at the photo and predict. Ask: How do you think Elena feels? (Unhappy, upset.) Who do you think she’s talking to? (Her mom.) Does she look like she agrees or disagrees with her mom? (Disagrees.) Do you think her mom gives her permission or not? (No.)
- Play Track 5 for students to listen and answer. Review whether their predictions were correct.

**Answers**
1 her mom
2 go to a friend’s sleepover
3 no

### + Write. How does Elena ask for permission? How does the other person respond? (10 min.)
- Play the track, and ask students to listen and raise a hand when they hear Elena’s question. Pause the track for students to write. Then continue the track, pausing after Elena’s mom’s answer for students to write.

**Answers**
"Can I please go, Mom? Please?" “No, sorry, you can’t.”

### + Discuss. Do you think Elena is being polite and respectful? Why or why not? (15 min.)
- Read the instructions, and tell students for what Elena says and how she says it. Then play the track again.

### Manage Your Class
- Have students discuss in small groups. Ask each group to agree on an answer to share with the class.
- Alternatively, draw on the board a scale from one (rude and disrespectful) to ten (polite and respectful). Have students rate Elena’s answer, and then poll them to find out which rating most students chose.

### Take the Lesson Further (20 min.)

#### Get Students Thinking
- Distribute or project the Track 5 transcript. Have students work with a partner to role-play the conversation between Elena and her mom, using the same tone of voice they heard on the track.
- Ask: What if Elena used a more polite tone of voice? Have the same pairs role-play again, using the same words but with “Elena” speaking more politely. Have volunteers perform for the class, and discuss that Elena is still not very polite.
- Ask: What if she used different words? What do you think she should say? Have pairs rewrite Elena’s response to be more polite and role-play again. Invite a few pairs to perform for the class.
- Point out that even though Elena is more polite, the outcome is the same. Remind students that it’s important to be polite even if you don’t get permission.

#### Role-play each situation. Take turns asking for and giving or refusing permission. (30 min.)
- Read each situation and check for understanding.
- Pair students, and have partners take turns asking for permission and responding based on the description of the first scenario.
- Invite a volunteer pair to perform the role-play for the class.
- Repeat the process for the other scenarios, forming new pairs each time.

### Know Your Students
- Most students will be able to ask for and give or refuse permission using language from the entry.
- A few students will need to write down their lines before doing the role-play. Encourage them to look up from their notes as much as possible.
- Some students will be able to add additional lines to fit the situation, including expressions of courtesy.

### 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? (15 min.)
- Read the instructions, and give students a few minutes to think about their answer.
- Have students discuss their experiences in small groups. Ask each group to choose one student’s situation to act out for the class.
Writing

Objective
Students will make a Venn diagram and write an essay to compare and contrast rules in two places.

Lead in to the Lesson (10 min.)
• Write a list of rules on the board: 1 Don’t shout. 2 Don’t run. 3 Don’t eat. 4 Don’t write in the books. 5 Put the books back when you are done. Ask: What place do you think these rules are for? (A library.)
• Discuss which of these behaviors might be allowed in other settings. For example, elicit that it’s OK to shout and run on the playground.

Present the Skill (5 min.)
• Read the entry while students follow. Repeat the examples for students to echo.
• Have students make a two-column chart in their notebooks, with the headings Compare and Contrast. Have them draw two things that are the same over Compare and two things that are different over Contrast. Then have them copy the language from the entry in the correct columns.

1 Read the essay. Circle words that compare and contrast. (10 min.)
• Have students read the title chorally, and call on individual students to read the essay a few sentences at a time. Ask the class to listen and raise a hand when they hear a comparing or contrasting word. Pause the reading to check and allow students to circle.
• Then ask: What two things does this essay compare and contrast? (Rules at the writer’s parents’ house and rules at his or her grandparents’ house.)

Answers similarities, but, also, differences, both, similar, Both, also, However, different, But, difference, like, but

Copy the Venn diagram in your notebook. Complete it with the rules. (15 min.)
• Read the question and briefly review a Venn diagram. Ask: Where do you write the similarities? (In the middle.) And the differences? (On either side.)
• To help students phrase rules for their Venn diagram, read this sentence from the essay: They never let me take my cell phone with me when I go to bed. Ask: How can you say it as a rule? (Don’t take your cell phone to bed.)
• Then read this sentence from the essay: They let me stay up late. Tell students they can phrase this kind of “rule” as: You can stay up late.
• Have students work in pairs to copy and complete the diagram in their notebooks.

Answers Parents: Eat with the family; go to bed early. Both: Don’t take your cell phone to bed; say “please” and “thank you.” Grandparents: You can watch TV while you eat; you can stay up late.

Take the Lesson Further (10 min.)
Get Students Thinking
• Help students analyze the structure of the model essay. Tell students to number the paragraphs 1–4. Have them compare the Venn diagram to the essay.
• Ask: Which paragraph describes similarities? (2.) Where are these facts in the Venn diagram? (“Both.”) Which paragraph describes differences? (3.) Where are these facts in the Venn diagram? (“Parents” and “Grandparents.”) Which paragraph introduces the topic? (1.) Which paragraph gives the author’s general opinion, or conclusion? (4.)

2 Plan and write your own essay. (50 min.)
1 Brainstorm people who have different rules, such as parents, extended family members, babysitters, parents of friends, coaches.
2 Have students draw and complete a Venn diagram in their notebooks. They can write the details in rule form or use let/make.
3 Have students write a rough draft, following the structure used in the model.
• Have students exchange drafts with a classmate to check for comparing and contrasting words.
• Then ask them to write a final copy.

Topic 1
What are my rights and responsibilities?

1 Think of three responsibilities you have at home and in school. (10 min.)
• Have each student write down three responsibilities.
• Divide the board into two sections: Home, School. Invite students up one at a time to add one of their rules to either section. Challenge them not to repeat any rules already on the board.

Know Your Students
• Some students may have many responsibilities at home, while others may have very few. Remind students that, as they just learned from writing their essays, different people and places have different rules. Not all students will have the same responsibilities at home, though they likely have similar responsibilities at school.

2 Who makes you do these things? (10 min.)
• Read the question, and elicit answers such as parents, teachers and coaches.
• Then ask: Will someone make you do these things when you are an adult? Will you still do them? Why or why not? Elicit that it is important to carry out responsibilities whether someone is there to make you do it or not.
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.

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.

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.
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? 🎧

Listen again and sing along.

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

1
2
3
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?

Lesson 7
Look and write. Which rules from the song are the children obeying or breaking? (15 min.)

Get Students Thinking
- Read the instructions, and do the first item as a class. Then have students work in pairs or small groups to complete the rest.
- Guide students to evaluate the children’s behavior in the photos. Ask: Which photos show children being good citizens? (1, 3, 4.) How do you know? (They’re following rules and laws.) Who’s breaking a rule? (The children in photo 2.) Is it a law? (No.)

Answers
1. Speak one at a time.
2. Don’t stay up late.
3. Care for each other.
4. Wear seat belts.

Discuss and give examples. (15 min.)
- Read the instructions and the items aloud. Invite volunteers to share one example of each type of rule or law. Tell them to use imperatives, as in the song: Pick up your things.

Manage Your Class
- Have students make lists of rules and laws individually or in pairs.
- Alternatively, have students brainstorm rules by playing a game of Pictionary (see page xvii) as a class. Play one round for each type of rule or law.

Take the Lesson Further (15 min.)
- Divide the class into three groups, and assign each group one of the first three verses. Have them substitute rules or laws from the previous activity for the ones in their verse.
- Give groups time to practice, and then have the class sing together, with each group singing its personalized verse. All students can sing the last verse.

How can you care for people in your community? (10 min.)
- Read the question, and discuss it as a class. Elicit that one way we care for people in our community is by following its rules and laws. Ask questions like: What laws can you follow to help keep people safe? What rules can you follow to show respect for others? Then ask: What else can you do to help people? What do your friends do to care for you? Elicit ideas such as helping if someone needs it, taking turns, being kind and respectful, and so on.
Grammar

Objective
Students will learn to use the modal must to express obligation.

Teaching Resources
Grammar Worksheet 1.2, one piece of poster board

Lead in to the Lesson (10 min.)
• Write on the board: can, may, might, should. Check each one off as you ask and students answer: Can you eat twenty cookies for dinner? (Yes, you can.) Should you eat twenty cookies for dinner? (No, you shouldn’t!) What might happen if you do? (You might get sick!) How could you ask for permission to do it anyway? (May I eat twenty cookies for dinner?) What would your parents say? (No, you may not!)

Present the Grammar (10 min.)
• Read the entry aloud. Say must and mustn’t for students to repeat.
• Point out that must/mustn’t are modals, like can, may, might and should.
• Explain that must is similar in meaning to have to, but must is often used in more formal contexts, such as official rules or laws.

1 Read the class rules. Are any the same in your classroom? (10 min.)
• Have students take turns reading the text aloud. Ask: Who must obey these rules? (All students.)
• Then have pairs read the rules again and check off any that are rules in your classroom.
• Compare answers as a class.

(circle) The obligations. Underline the actions that are prohibited. (5 min.)
• Have students mark independently or in pairs.
• Then ask: Which word shows an obligation? (Must) Which word shows a prohibited action? (Mustn’t.)

Answers Circle: 1, 3, 5; Underline: 2, 4, 6

2 Write the rules with must or mustn’t. (15 min.)
• Write the examples from the entry on the board. Ask students to rephrase them as rules in the imperative: Follow the rules. Don’t break the law.
• Point out that in the imperative, there isn’t a subject. Tell students that rules with must or mustn’t always have a subject. For a general rule, the subject can be a nonspecific you or people, or it can be those the rule applies to, such as all students.
• Read the instructions, and have students work in pairs to rewrite the rules.

Know Your Students
• Many students may struggle to choose a subject. Allow them to use the general you for all sentences.
• Some students may be able to vary the subject. Challenge them to choose an appropriate subject based on who they think the rule applies to.

Answers 1 You must say “please” and “thank you.” 2 You mustn’t run in the classroom. 3 You must speak quietly. 4 You mustn’t bring cell phones to class. 5 You must bring the correct school supplies. 6 You mustn’t be late.

Take the Lesson Further (10 min.)
• Have students look back at the song in Lesson 7. Have them work in pairs or small groups to rephrase the rules in the song with must or mustn’t.
• Then say: Parents/Teachers/Officers say… Point to a student to say a matching rule with must/mustn’t.

Take the Lesson Further (25 min.)
1 Have students do the first two activities alone and then check their answers in pairs.
2 Make sure students’ rules make sense for the context of a park.
3 Have pairs report their answers to the class. Discuss whether students would like to follow any of the rules in this classroom.

Answers 1 1 must 2 mustn’t 3 must 4 mustn’t • 1 mustn’t swim 2 must keep 3 mustn’t feed 4 must leave

3 What are some of the rules in your classroom? Make a list. (20 min.)
• Read the question and instruction aloud. Start with the rules students marked in activity 1. Then have small groups brainstorm more rules in your classroom. Tell groups to write the rules in complete sentences with must or mustn’t.
• Invite groups to share their rules, and discuss them as a class. For each rule, ask: How does it help students/the teacher? Did anyone write a similar rule?
• Create a final list of classroom rules, and write it on a poster for students to refer to throughout the year. It will also be helpful for the project in Lesson 12.

Take the Lesson Further (15 min.)
Get Students Thinking
• Divide the class into as many groups as you have rules and secretly assign each one a rule. Say: Imagine a day in our class without your rule. What happens? Does that cause more problems? What happens next?
• Have groups plan a skit to answer the question. Encourage them to be creative and funny.
• Then invite groups to act out their scenes. Have classmates guess what is happening and which rule they are disobeying.
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.

2 Write the rules with must or mustn’t.

1 Please Thank you
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.

Grammar

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.
Do You Have What It Takes?

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?

a. Throw the ball hard at the girl the next chance she gets.
b. Go play dodgeball somewhere else with her friends.
c. 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?

a. “Those are great tricks, Josh! You’re sure to win the talent contest!”
b. “Your tricks are terrible, Josh. Don’t bother entering the talent contest.”
c. “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?

a. Tell Courtney not to worry about it; we all cheat sometimes.
b. Encourage Courtney to tell the teacher and apologize.
c. 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?

a. Tell the teacher what happened.
b. Put the book back without telling the teacher.
c. 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?

a. The right to get popcorn before anyone else.
b. The right to cut in line beside Tammy because Tammy is her friend.
c. The right to wait her turn in the popcorn line like everyone else.
1. Read the article again. Match each person with the quality he or she must show.

<table>
<thead>
<tr>
<th>compassion</th>
<th>courage</th>
<th>honesty</th>
<th>respect</th>
<th>responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Emily</td>
<td></td>
<td>4 Nico</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Sam</td>
<td></td>
<td>5 Cindy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Melissa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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?
Reading

Objectives
Students will make a mind map and use it to remember the main ideas of a text.
Students will give advice about how people can demonstrate the qualities of a good citizen.

Teaching Resources
Print or online articles about ordinary people who have been good citizens

Lead in to the Lesson (5 min.)
• Describe a situation: Imagine you’re on the playground. You see an older student bullying a younger student. The teacher doesn’t see.
• Ask: What should you do? How can you be a good citizen in this situation? Have students suggest solutions and discuss.

p. 18
1 Read the introduction. What are the five qualities of a good citizen? (10 min.)
• Read the title, and explain that if you have what it takes, you have the skills or qualities needed to do something challenging.
• Read the instructions. Invite volunteers to read the first two paragraphs, and have students raise a hand when they hear one of the five qualities of a good citizen.
• Review the definition of each word in the text.
  Answers honesty, compassion, respect, responsibility, courage

2 Read the situations and choose the best answer for each one. (25 min.)
• Read the last paragraph of the first section aloud.
• Then have students preview the remaining sections. Elicit that each one has a situation and three options.
• Read the instructions, and have students read and mark their choices.

Manage Your Class
• If students are able, have them read each situation and choose on their own or in pairs.
• Alternatively, have small groups read each section round-robin style, a sentence at a time, and discuss and agree on the best answer.

Compare your answers. (10 min.)
• For each section of text, invite a volunteer to summarize the situation. Then poll students to find out which answer they chose. Discuss any answers that are not unanimous.
  Answers c, c, b, a, c

p. 20
1 Read the article again. Match each person with the quality he or she must show. (15 min.)
• Read the instructions, and do the activity as a class. Call on a student to read a section of the article. Then discuss the qualities and agree on the one that best fits the situation.

• If students can’t decide, allow them to write down their top two choices. Return to these items at the end to help students choose the best one, eliminating any that were used elsewhere.
  Answers 1 courage 2 compassion 3 honesty 4 responsibility 5 respect

Present the Skill (5 min.)
• Read the entry while students follow.
• Have students look at the mind map on the page. Ask: What is the main idea? (Qualities.) What quality is shown on the map? (Honesty.) What detail describes honesty? (Tell the truth.)
• Then have students match this information to one part of the text (the section about Melissa).

2 Make a mind map of the five qualities of a good citizen in your notebook. (5 min.)
• Read the instructions. Have students copy the model into their notebooks and add the remaining qualities of a good citizen from the text.
  Answers honesty, compassion, respect, responsibility, courage

Underline key words and phrases for each quality in the article. Add them to your mind map. (10 min.)
• Read the instructions, and have students add detail circles to their mind maps.
  Answers Honesty: tell the truth; Compassion: care for others, understand how others feel; Respect: be polite, respect the rights of others; follow rules and laws; Responsibility: do things you’re responsible for, admit it when you make a mistake; Courage: do the right thing even in difficult situations

Find the bold words in the text. Match them with the definitions. (10 min.)
• Have students find each word in the text and read the sentences around it for clues about its meaning before they match words and definitions.
  Answers 1 weak 2 upset 3 quit 4 cheat 5 accidentally 6 admit

Think about a time when you were a good citizen. Answer the questions. (10 min.)
• Read the instructions and the questions. Give students time to think about their own experiences.
• Then have students take turns interviewing each other in pairs. Invite volunteers to report their partners’ stories.

Take the Lesson Further (15 min.)

Integrate Social Studies
• Help pairs or small groups research good citizens in the news. Distribute news stories about ordinary people who have demonstrated one of the qualities of a good citizen. Have each group answer the questions in activity 4 for their assigned person.
• Have students make a presentation about their person or role-play an interview with him or her.
Listening

Objectives
Students will learn to listen for reasons.
Students will analyze unusual laws in different countries.

Teaching Resources
Track 7 and transcript (one per student)

Lead in to the Lesson (10 min.)
• Have students play Two Truths and a Lie (see page xvii) in small groups. Have students each think of three home rules: two that are real rules at their house and one that is not. Remind students to scramble the order so the group won’t know which is false.

Present the Vocabulary (15 min.)
• Read the words and have students echo.
• Have students guess the opposite pair (illegal, legal). Point out that the prefix il– means “not,” like the prefix im–. Say: If “legal” means “allowed by the law,” what does “illegal” mean? (Not allowed by the law.)
• Have student pairs look up ban and fine in the dictionary and read the definitions. Point out that each word can be a noun or a verb.

1 Read the unusual rules. Which one is not true? (10 min.)
• Explain that five of these are real laws. Invite volunteers to read the laws as students look at the pictures. Ask: Do we have this law in our country? Do you think it’s a real law? Discuss students’ reasoning. Then have students read silently and answer.

Listen and check. (15 min.)
• Play Track 7. Have students follow along. Pause briefly between rules for students to think about whether or not the law on the page is true.
• Discuss each law as a class, starting with the false one. Then ask: Which true law surprises you most?

Answer 6

Present the Skill (10 min.)
• Read the entry with the class. Ask: What word should you listen for to help you find reasons? (Because.)
• Have students practice by telling each other reasons for rules they have at home: We mustn’t leave the door open because the cat tries to run outside.

2 Listen again and match the laws with the reasons. (15 min.)
• Read the instructions and reasons. Play the track again. Have students listen for reasons and raise a hand when they hear the word because.
• Play the track once more, pausing after each rule for students to listen and match.

Answer a 3 b 5 c 4 d 2 e 1
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.

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?
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?

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.
Speaking

Objective

Students will explain rules and laws for road safety.

Lead in to the Lesson (10 min.)

• Draw an octagon on the board and say: What word is missing in this sign? (Stop.) What rule does it stand for? (Stop here.)
• Have volunteers draw other street signs and signals for the class to guess. Prompt them with clues like: P stands for parking. What symbols tell you to walk or not walk? What does a red/yellow/green light mean?
• Draw a “no U-turns” symbol on the board as shown on the page, and elicit or explain what it means.

1 Look and describe the ten problems in the picture. (20 min.)

• Have students preview the picture and identify parts of the street: street, sidewalk, curb, crosswalk, bike lane. Ask: What are crosswalks/bike lanes for? (They show where you’re allowed to cross/ride.)
• Read the instructions, and have students look for numbers 1–10 in the picture and identify a problem for each one.
• Do item 1 as an example. Ask: Why is it a problem? (Because he’s not safe; he might be hurt in an accident.)
• Have students work in pairs or small groups to explain the problems to each other.

Answers 1 The driver isn’t wearing a seat belt. 2 The driver is talking on a cell phone. 3 A child is picking up a book on the street in front of a school bus. 4 A car is not stopping when people are crossing the street. 5 A driver is making an illegal U-turn. 6 A child is running into the street in front of a car. 7 A cyclist is cycling on the sidewalk. 8 A car is parked in an illegal parking place. 9 A cyclist is wearing headphones instead of a helmet. 10 A person is texting while crossing the street.

Present the Skill (10 min.)

• Read the entry with the class.
• Write on the board: The speed limit is 50 kilometers per hour. It’s illegal to drive any faster. Have students rephrase the rule using affirmative and negative forms of must and be allowed to, for example: You mustn’t drive faster than 50 kilometers per hour.
• Ask: Why is there a speed limit? Have students begin their reasons with because.

Take the Lesson Further (10 min.)

• Point out that the man who is breaking the seat belt law is also obeying a rule; he isn’t using a cell phone while driving. Ask: Who else is following a rule or law? Which rule or law is it? Elicit ideas like: some people are using crosswalks, some drivers are wearing seat belts, one child isn’t running into the street after the ball, one cyclist is wearing a helmet, the other cyclist is using the bike lane.

2 Discuss. What are some rules or laws for drivers, cyclists and pedestrians in your town? (20 min.)

Get Students Thinking

• Have students recall the signs they discussed in the Lead in to the Lesson. Ask: What other signs about rules do you see in a real city? Where would you put them in this picture? Why? Elicit ideas such as stop signs; stoplights; and sidewalk and park rules about dogs, littering and staying off the grass. Have students use because for reasons.
• Then read the instructions, and have small groups brainstorm a list of road rules and laws for their town. Elicit students’ ideas, and ask: Why are these rules or laws in place?
• Finally, ask and have students discuss: What rules do your parents tell you when you walk or drive here?

Take the Lesson Further (25 min.)

• Divide the class into ten groups, and have each group invent a skit about one problem in the picture.
• To prompt students, say: Imagine that a police officer sees the problem. What does the officer say? What reasons do people give for breaking the rules/law? What reason does the officer give for the rule/law? Do the people have to pay a fine?
• Invite each group to perform for the class.

Integrate Learning Styles

• Visual: Students draw signs or other props for the skit, or draw a backdrop on the board.
• Auditory: Students serve as narrators for the skit.
• Read/Write: Students write the script for the skit.
• Kinesthetic: Students act out the skit.
Project

Objective
Students will make and present a poster about their own rights and responsibilities in your classroom.

Teaching Resources
Track 6, large poster board divided diagonally by a line (six total, one per small group), art supplies

Lead in to the Lesson (10 min.)

- Have students look back at the “Good Citizen Song” on page 16 and sing along as you play Track 6.
- Ask: How does the song say you can be a good citizen in school? (Follow the rules, speak one at a time, work together, be kind, do what your teachers say.)

Present the Project (10 min.)

- Explain that students will make a poster to help them be good citizens in class.
- Read the entry with the class. Review the meaning of rights (things everyone deserves to do or have) and responsibilities (things you must do).

1 Look and write the rights and responsibilities in the correct list. (10 min.)

- Read the instructions and bulleted items. Have students work in pairs to sort the items and complete the lists.

Answers Classroom Rights: 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: 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.

Take the Lesson Further (10 min.)

Get Students Thinking

- Guide students to notice that each right corresponds to a responsibility. For example, explain that students have the right to work in a clean classroom, but for that to happen, students must keep their classroom clean. Have students match the other pairs, discussing in small groups.
- Check and discuss the answers as a class.

2 Choose six rights and responsibilities for your class. (20 min.)

- Have students brainstorm rights and responsibilities for the class list. Guide students to make connections between rights and responsibilities, and create matched pairs.
- Then ask: Which of these are most important to making our classroom a good place to learn? Have students vote on the top six right/responsibility pairs.

Know Your Students

- Some students may have trouble connecting rights and responsibilities. For rights, ask: What do we need to do so everyone has this right? For responsibilities, ask: What happens in our classroom as a result?

3 Present your poster to the class. Say why the rights and responsibilities are important. (45 min.)

- Have groups plan and prepare a presentation of their rights and responsibilities. They should include their poster as well as a written description, illustrations and a skit demonstrating their right and responsibility.
- Invite groups to present their posters to the class. Then display the posters in the classroom and refer to them throughout the year.

Integrate Learning Styles

- Visual: Students illustrate their right and responsibility.
- Auditory: Students present the poster to the class and explain the right and responsibility.
- Read/Write: Students write a brief description of their right and responsibility.
- Kinesthetic: Students act out a short scene to demonstrate their right and responsibility.

What are my rights and responsibilities?

1 What are your most important responsibilities at home and in school? (10 min.)

- Review the classroom responsibilities on the posters. Ask: What happens if you don’t do these? Which do you think are most important?
- Have students list six responsibilities they have at home. Then compare and discuss to find six common responsibilities that students agree are important.

2 How can you be a good citizen in your community? (10 min.)

- Have students recall basic safety and traffic rules and laws and share ideas about how they can obey them.

3 Which rules and laws protect your rights? (10 min.)

- Prompt student responses with questions like: What rules and laws help keep our communities clean? Which keep our belongings safe? Are there rules or laws about going to school? Why?
1 Look and write the rights and responsibilities in the correct list.

Classroom Rights

It is our right to:

1. Work in a clean classroom.
2. Not disturb others.
3. Not damage or steal others’ belongings.
4. Be treated fairly.
5. Be fair to everyone.
6. Be safe and have our belongings respected.

Classroom Responsibilities

We must:

1. Be heard and give opinions.
2. Keep our classroom clean.
3. Use school equipment.
4. Listen to others respectfully.
5. Take care of school equipment.
6. 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.

What are my 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?