

STUDENT'S AND PRACTICE BOOK

# Do It Right! 4

Rose Corespi

ACCORDING TO  
THE MCCEMS





## Do It Right! 4

Student's Book

First Edition 2025

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# SCOPE AND SEQUENCE

Lesson Week	Vocabulary	Grammar
<b>UNIT 1</b>		
1 (P.1)	Remember the Time	<i>Used to</i>
2 (P.2 & 16)	Passport to Adventure	Present Perfect Tense Review Past Participles
3 (P.3)	A Guide to Obligations and Responsibilities	Modal Verbs of Obligation <i>Must</i> and <i>Have to</i>
4 (P.4)	Healthy Habits Made Easy	Modal Verbs <i>Should</i> and <i>Ought to</i>
5 (P.5)	Time Travel Adventure	<i>Will</i> and <i>Would</i>
That's Our Right!: Desmond Tutu		Digital Culture: Social Media
<b>UNIT 2</b>		
6 (P.6)	A Journey through Transportation	Simple Future Tense Review Time Expressions
7 (P.7)	Making Every Day Count	Simple Present Tense Review
8 (P.8)	Amazing Facts	The Zero Conditional
9 (P.9)	If - Then Scenarios	The First Conditional
10 (P.10)	Catchy Tunes, Timeless Words	Using Adverbs: <i>yet, already, just, recently, lately, ever, and never</i>
That's Our Right!: 14th Dalai Lama		Digital Culture: Get Informed and Express Yourself!
<b>UNIT 3</b>		
11 (P.11 & 16)	Immortal Icons	Review of Verb Tenses
12 (P.12)	Beyond Reality	The Second Conditional
13 (P.13)	The Spark of Genius	Types of Adjectives
14 (P.14)	The Legacy of Literature	Passive Voice
15 (P.15)	Mexico's Enchanted Towns	Using Prepositions of Time
That's Our Right!: Arundhati Roy		Digital Culture: Reliable Websites

	<b>Reading &amp; Listening</b>	<b>Speaking &amp; Writing</b>	<b>Get It Right! (Evidence of Learning)</b>
<b>Do It Right!: Corruption</b>			
	The Importance of Good Childhood Memories Do You Remember...?	Good Times	When I Was a Child
	Top Travel Tips for High School Students	You Should Go!	Exploring Your Last Adventure
	Life Is So Unfair! Rules Matter: Building a Better School Experience	We Have to...	Visiting a Museum
	Tips for Teenagers to Stay Healthy in Modern Times Losing Weight	Changing Habits	Tips for a Healthy Life
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	Wheels of Progress Exploring Transport Systems	Will You Travel by Plane?	Transport in My Hometown
	The Power of Daily Habits	What's a Typical Day for You?	A Day in My Life
	Discover the Unknown Fact or Fiction?	Did You Know that...?	Surprising Facts
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Wellness Tip: Connecting with Others			
<b>Do It Right!: Integrity</b>			
	Immortal Icons Michael Jackson: The King of Pop	She's Hard to Forget!	A Star To Be Remembered
	What If...? Dream Big, Think Big	Would You...?	An Imaginary Situation
	Changing the World	What An Awesome Invention!	Great Discoveries
	Classic Stories and Their Impact The Count of Monte Cristo: A Plot of Justice	What's Your Favorite Classic?	A Universal Classic Story
	Uncovering Mexico's Hidden Treasures	Have You Been to a Pueblo Mágico?	Describing a Pueblo Mágico
Wellness Tip: Stay Away from Junk Food			

# Principles of the New Mexican School

New Mexican School

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

Social Responsibility: Honesty

Transforming the Society

Instill Respect for Human Dignity

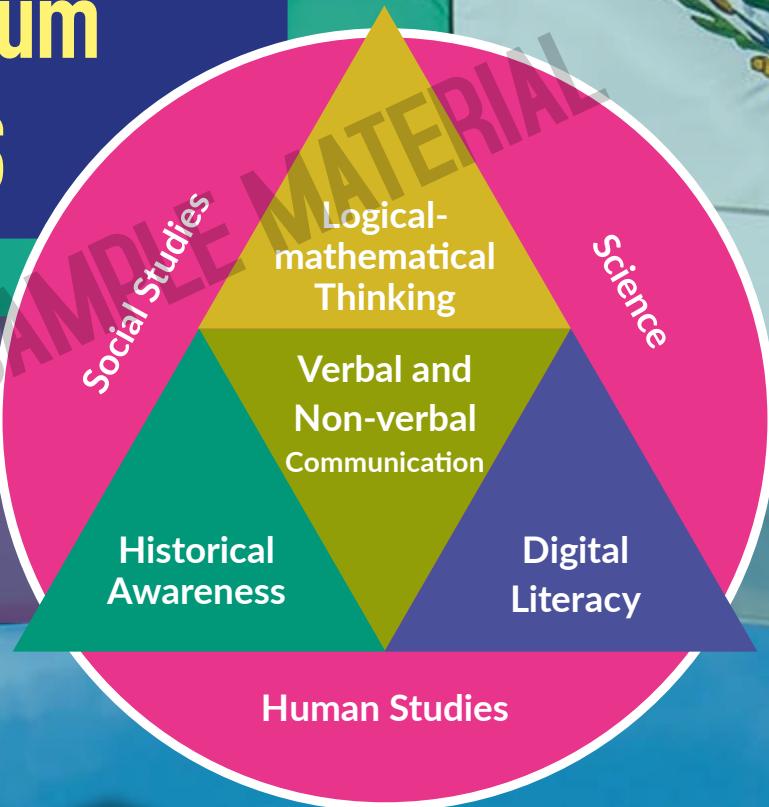
Interculturality

Culture of Peace

Respect for Nature and Care for the Environment

## Core Curriculum of the NMS

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



# Socio-emotional Resources

Art, Culture, Creativity, and Artistic Appreciation

Social Responsibility: Honesty

Literacy, Democratic Participation, Sustainability, and Global Citizenship Principles

Socio-affective Well-being

Values

Physical Integrity

Sports, Physical Activities, and Sex Education

## MCCEMS – English as a Foreign Language Language Skills and Subskills

- Listening for Gist
- Listening for Detail

Listening

Speaking

- Fluency
- Using Functions
- Pronunciation

ENGLISH

- Scanning
- Skimming

Reading

Writing

- Spelling
- Punctuation
- Layout
- Coherence and Cohesion

# EVERYDAY LANGUAGE

## Traveling

### At the Train / Bus Station

How long is the journey from here to \_\_\_\_\_?

What platform does the train/bus to \_\_\_\_\_ depart from?

Does the train/bus have Wi-Fi onboard?

Are there any stops or transfers along the route?

Is there food service available on this train/bus?

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



### At the Airport



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

Can I request an aisle seat, please?

Excuse me, which gate is my flight departing from?

What time should I arrive at the security checkpoint?

Is there a shuttle bus that runs between terminals?

Where can I find the baggage claim area?

# On the Airplane

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

Could you move up one seat, please?

Can I have a blanket and pillow, please?

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

Excuse me, could you please lower the window shade?



# At the Hotel

Do you have any available rooms for tonight?

What time is check-in and check-out?

Can I have an extra keycard, please?



Is breakfast included in the room rate?

Is there a gym or fitness center in the hotel?

Are there any laundry services available?



# DO IT RIGHT!

Being a Socially Responsible Citizen



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

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

# UNIT 1

SAMPLE MATERIAL

CORESPI  
PUBLICATIONS

SAMPLE MATERIAL

# LESSON

# 1

## VOCABULARY



I. Look at the pictures and write the number of the corresponding verb in the box. Then, listen to check. (Track 1)

## Remember the Time

- 1. to use
- 2. to tell
- 3. to give

- 4. to explore
- 5. to read
- 6. to climb

- 7. to sit
- 8. to laugh
- 9. to stand

- 10. to cycle
- 11. to come
- 12. to sing



## SAY IT RIGHT!

(Track 2)

What's your best childhood memory?

I used to climb trees with my cousins.

Did you use to cycle when you were a kid?

Yes, I did. I used to do it every afternoon in summer.



## Used To

### Affirmative Form

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

*Ben used to travel a lot in his job, but now he doesn't.*

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

We also use it for something that was true but no longer is.

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

*She used to have really long hair, but she donated it to the cancer hospital last month.*

**Note:** After **used to** we use the **verb in simple form**.

### II. Fill in the blanks with the correct form of the verbs in the box.

explore  
give  
sing

sit  
use  
laugh

1. I used to \_\_\_\_\_ under that big tree and read my favorite books.
2. My grandmother used to \_\_\_\_\_ me the best advice whenever I felt lost.
3. We used to \_\_\_\_\_ out loud during family road trips.
4. As kids, we used to \_\_\_\_\_ the woods behind our house every weekend.
5. My friends and I used to \_\_\_\_\_ uncontrollably at the silliest jokes.
6. I used to \_\_\_\_\_ my imagination to create entire worlds with my toys.

## Used To

### Negative and Interrogative Forms

**Negative:** Subject + **did not (didn't)** + **use to** + **verb** + **complement**.

*I didn't use to eat broccoli when I was little.*

**Interrogative:** **Did** + **subject** + **use to** + **verb** + **complement** + **?**

*Did you use to drink coffee when you were a child?*

### III. Choose the correct option.

1. I \_\_\_\_\_ climb trees because I was afraid of heights.
  - a) don't use to
  - b) didn't use to
  - c) didn't used to
2. \_\_\_\_\_ you \_\_\_\_\_ read comic books before bedtime?
  - a) Did-used to
  - b) Didn't-used to
  - c) Did-use to
3. We \_\_\_\_\_ cycle to school; we always took the bus.
  - a) didn't use to
  - b) did not used
  - c) wasn't use to
4. \_\_\_\_\_ your dog \_\_\_\_\_ stand by the window and watch the cars?
  - a) Was-use to
  - b) Did-used to
  - c) Did-use to
5. She \_\_\_\_\_ tell stories before bedtime, but now she loves it.
  - a) wasn't use to
  - b) did not use to
  - c) didn't used to
6. \_\_\_\_\_ they \_\_\_\_\_ come over for dinner every Sunday?
  - a) Did-use to
  - c) Do-use to
  - c) Didn't-used to



**IV. Read the following passage as you listen to it. (Track 3)**

## The Importance of Good Childhood Memories

- Good childhood memories play a crucial role in shaping teenagers' emotional and psychological well-being. These memories provide a sense of continuity and identity, helping teenagers navigate the complexities of adolescence. For instance, recalling how they used to play with friends in the park can remind them of the joy and freedom of simpler times. These positive recollections can serve as a source of comfort and stability during challenging periods.
- Moreover, childhood memories often include moments of learning and growth. Teenagers who remember how they used to explore new places with their families may develop a lifelong love for adventure and curiosity. Similarly, recalling how they used to laugh with siblings or friends over silly jokes can strengthen their ability to find humor and joy in everyday life.
- These memories also foster a sense of belonging and connection. Remembering how they used to sit around the dinner table and share stories with their family can reinforce the importance of family bonds and traditions. Overall, good childhood memories are not just nostalgic; they are foundational experiences that contribute to a teenager's resilience, self-esteem, and overall happiness.

**V. Classify the following statements as True or False.**

- Good childhood memories help teenagers to develop emotional intelligence. \_\_\_\_\_
- When a teenager remembers when he/she used to play with his/her friends in the park, he/she knows that modern times are much better. \_\_\_\_\_
- Teenagers lose their sense of curiosity when they remember the times of exploring new places with the family. \_\_\_\_\_
- If teenagers find humor in everyday life is because they remember how they laughed about silly jokes with their friends. \_\_\_\_\_
- In general, good childhood memories help a teenager to learn how to be happy. \_\_\_\_\_



**LISTENING**

**VI. Listen to a conversation between Alex and Jamie describing their favorite shared childhood memories. Fill in the blanks with the missing information. (Track 4)**

**Do You Remember...?**

**Alex:** Hey, do you remember how we \_\_\_\_\_ the woods behind our houses? Those were the days!

**Jamie:** Oh, absolutely! We \_\_\_\_\_ the coolest forts out there. I still remember the one with the secret entrance.

**Alex:** Yeah, and we \_\_\_\_\_ we were on some grand adventure, like treasure hunters or something. It felt so real back then.

**Jamie:** Totally! And do you remember the summer we \_\_\_\_\_ around the neighborhood all day? We thought we were so grown-up.

**Alex:** Haha, yes! We \_\_\_\_\_ each other to the park and back. I think you won most of the time.

**Jamie:** Only because you \_\_\_\_\_ to pick flowers for your mom. Those were such carefree times.

**Alex:** They really were. It's nice to look back and \_\_\_\_\_ all the fun we had.

**SPEAKING**

**VII. Listen to the following conversations and practice them with a partner. (Track 5)**

**Good Times!****Conversation 1**

**A:** Do you remember how we used to climb those huge trees?

**B:** Oh, definitely! We used to pretend it was our secret hideout.

**A:** Yeah, and we used to tell each other ghost stories until until we got really scared!

**Conversation 2**

**A:** Did you ever use to cycle around the neighborhood with your friends?

**B:** All the time! We used to race each other to the park and back.

**A:** I used to fall off my bike so often.

**B:** Haha, same here! We used to laugh so hard at each other's wipeouts. Good times!

**WRITING****GET IT RIGHT!** **(Evidence of Learning)**

**VIII. Write two complete sentences describing your favorite childhood memories, and two sentences about things you didn't like to do when you were a child. You must use *used to* in affirmative and negative forms.**

**When I Was a Child...**

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

# PRACTICE

## VOCABULARY



### I. Use one of the verbs in the box to complete the sentences:

cycle  
sit

laugh  
sing

come  
stand

tell  
give

read  
climb

use  
explore

1. My dad didn't use to \_\_\_\_\_ at jokes easily.
2. Did you use to \_\_\_\_\_ in the choir?
3. My teachers used to \_\_\_\_\_ me advice on my studies.
4. They used to \_\_\_\_\_ books together in the library.
5. I didn't use to \_\_\_\_\_ trees when I was a child.
6. Did Mike and Tim use to \_\_\_\_\_ new places together?
7. When we were salesclerks, we didn't use to \_\_\_\_\_ long periods.
8. I used to \_\_\_\_\_ this software for my projects.
9. My brothers used to \_\_\_\_\_ to school every day.
10. Did Susan use to \_\_\_\_\_ you her secrets?
11. The smartest students used to \_\_\_\_\_ in the front row.
12. Did you use to \_\_\_\_\_ to school on Saturdays?



# PRACTICE

## GRAMMAR



### I. Use the clues to write complete sentences using *used to* in affirmative, negative, or interrogative form.



1. My friends / in the summer / soccer / play / hide and seek / used to /.

---

---

2. Did / work / your father / for the same company / use to / when you were little /?

---

---

3. didn't / I / eat / when I was a kid / use to / vegetables /.

---

---

4. used to / for my birthday / bake / my mom / a cake /.

---

---

5. loud music / did / play / use to / your neighbors / late at night /?

---

---

### II. Circle the mistake in each sentence and rewrite it correctly.

1. My friends and I used to hanging out on the weekend.

---

---

2. Do you use to play with building blocks when you were a child?

---

---

3. I didn't used to buy food when I worked in the other factory.

---

---

4. She uses to play basketball when she was in junior high.

---

---

5. My parents didn't using to go to the same school when they were younger.

---

---



# LESSON 2

## VOCABULARY



I. Look at the pictures and write the corresponding verb under each picture. Then, listen to check. (Track 6)

## Passport to Adventure

to plan  
to fly  
to sightsee

to book  
to check in/out  
to discover

to pack  
to tour  
to enjoy

to travel  
to visit  
to unpack



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



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



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



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



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



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



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



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



9. \_\_\_\_\_



10. \_\_\_\_\_



11. \_\_\_\_\_



12. \_\_\_\_\_

## SAY IT RIGHT!

(Track 7)

Have you ever traveled abroad?  
Yes, I have. I've been to the US,  
Canada, and Europe.

What have you enjoyed the  
most on your trip?  
I've visited wonderful places.



# Present Perfect Tense Review

## Remember:

These are some of the main uses of the **Present Perfect** tense:

### 1. Unspecified Time Before Now:

To describe actions that occurred at some unknown time before the present.

*Example: I **have visited** Paris.*

### 2. Experiences:

To talk about experiences up to the present moment.

*Example: She **has never seen** a snowstorm.*

### 3. Change Over Time:

To indicate changes that have happened over time.

*Example: My Spanish **has improved** since I moved to Mexico.*

### 4. Achievements:

To mention accomplishments.

*Example: Scientists **have discovered** a new planet.*

### 5. Uncompleted Actions:

To discuss actions that started in the past and continue into the present.

*Example: They **have lived** in Monterrey for five years.*

### 6. Multiple Actions at Different Times:

To describe several actions at different times.

*Example: We **have visited** the museum twice this week.*

## STRUCTURE

**Affirmative:** Subject + **have / has + Past Participle**

**Negative:** Subject + **have / has + NOT + Past Participle**

**Interrogative:** **Have / Has + Subject + Past Participle?**

## II. Fill in the blanks with the **Present Perfect** structure using the verbs in the box.

book  
travel  
be

stay  
explore  
visit

- I \_\_\_\_\_ Japan twice and I really enjoyed it.
- We \_\_\_\_\_ never \_\_\_\_\_ in a five-star hotel.
- \_\_\_\_\_ he \_\_\_\_\_ his flights for the trip?
- They \_\_\_\_\_ many ancient ruins.
- She \_\_\_\_\_ to South America yet.
- \_\_\_\_\_ you \_\_\_\_\_ to Italy?

## III. Complete the chart below.

BASE FORM	SIMPLE PAST	PAST PARTICIPLE
drive		
visit		
enjoy		
fly		
plan		
be		
pack		
eat		
book		
travel		



IV. Read the following article as you listen to it. Fill in the blanks with the missing information.  
**(Track 8)**

## Top Travel Tips for High School Students



Traveling can be an exciting adventure, especially for high school students looking to \_\_\_\_\_ new places and cultures. Here are some tips to ensure your trip is both fun and safe.

1. **Plan:** It's essential to do some research about your destination. \_\_\_\_\_ you \_\_\_\_\_ the weather forecast?

2. **Stay Connected:** Ensure you have a way to stay in touch with your family. \_\_\_\_\_ you \_\_\_\_\_ international roaming to your phone plan? Also, downloading maps offline can be a lifesaver.

3. **Budget Wisely:** Traveling can be expensive if not planned properly. \_\_\_\_\_ you \_\_\_\_\_ a budget for your trip? Keeping track of your expenses helps ensure you don't overspend.

4. **Safety First:** Always be aware of your surroundings. \_\_\_\_\_ you \_\_\_\_\_ your itinerary with someone you trust? It's also wise to avoid isolated areas, especially at night.

5. **Embrace New Experiences:** Traveling is an opportunity to try new things. \_\_\_\_\_ you \_\_\_\_\_ local cuisine? Don't be afraid to step out of your comfort zone and make lasting memories.

Traveling \_\_\_\_\_ many people valuable lessons and broadened their horizons. By following these tips, your travels can be both \_\_\_\_\_ and \_\_\_\_\_.

*Bon voyage!*



## V. Choose a partner to practice the following conversations. (Track 9)

## You Should Go!

## Conversation 1

A: Have you ever traveled abroad?  
 B: Yes, I have visited Canada with my family. It was amazing!  
 A: That sounds fun! I have always wanted to see Niagara Falls.  
 B: You should go! I have never seen something so impressive.



## Conversation 2

A: Have you been to any interesting places recently?  
 B: Yes, I have just come back from a trip to Italy. The food was incredible!  
 A: I have heard so much about Italian cuisine. Have you tried any unique dishes there?  
 B: Yes, I have tasted authentic gelato, and it was the best ice cream I have ever had.

## GET IT RIGHT!

## (Evidence of Learning)

## WRITING

VI. Write a short paragraph in which you describe the last place you visited on vacation. Include complete sentences using the *Present Perfect* tense.

## Exploring Your Last Adventure

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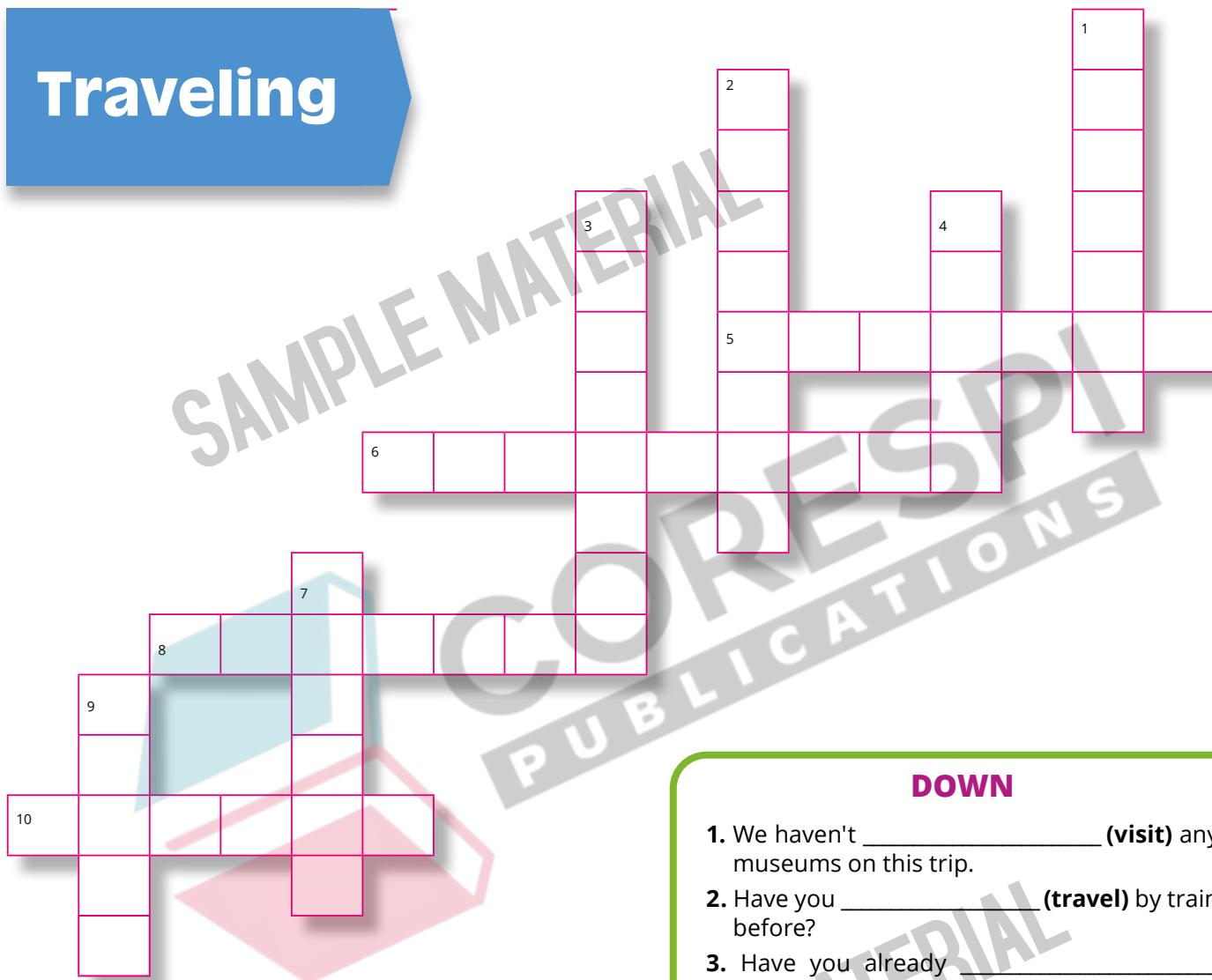
# PRACTICE

## VOCABULARY



I. Complete the crossword puzzle below with the past participle form of the verbs in parentheses.

### Traveling



#### ACROSS

5. She hasn't \_\_\_\_\_ (enjoy) the local cuisine.

6. We haven't \_\_\_\_\_ (check in) at the hotel yet.

8. I have \_\_\_\_\_ (plan) my trip to Europe.

10. They have \_\_\_\_\_ (tour) the city for three days.

#### DOWN

1. We haven't \_\_\_\_\_ (visit) any museums on this trip.
2. Have you \_\_\_\_\_ (travel) by train before?
3. Have you already \_\_\_\_\_ (unpack)?
4. Have they \_\_\_\_\_ (fly) to Colombia before?
7. He has \_\_\_\_\_ (pack) his suitcase already.
9. She has \_\_\_\_\_ (book) the hotel for our vacation.

# PRACTICE

## GRAMMAR



### I. Change the following sentences in **Present Perfect** tense as indicated.

1. Have you ever gone on a cruise?

**Negative:** \_\_\_\_\_

2. Jackie and her sister have traveled to the Middle East several times.

**Interrogative:** \_\_\_\_\_

3. I haven't tried Thai food in my life.

**Affirmative:** \_\_\_\_\_

4. My uncle has collected lots of souvenirs from his trips around the world.

**Interrogative:** \_\_\_\_\_

5. Have you tried pizza in Italy?

**Negative:** \_\_\_\_\_

### II. Answer the following questions with personal information.

1. Have you ever traveled abroad? If so, where did you go?

---

---

2. What has been the most interesting place you have visited so far? Why?

---

---

3. What's the strangest food you have ever eaten?

---

---

4. Have you ever gotten lost being on vacation? When was it?

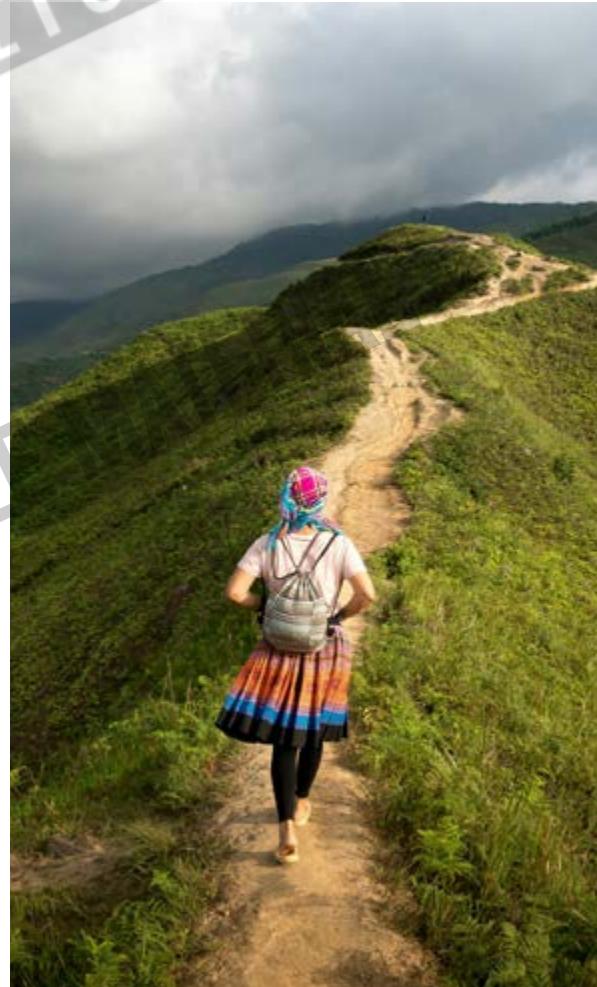
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5. What have you learned from traveling?

---

---



# LESSON 3

## VOCABULARY



I. Listen to the following list of jobs and repeat to practice pronunciation. (Track 10)

## A Guide to Obligations and Responsibilities

### At Home At School



1. Cleaning Your Room



1. Completing Assignments

2. Sweeping the Floors



2. Studying for Tests



3. Helping with Meal Preparation



3. Participating in Group Work

4. Feeding Pets



4. Volunteering for School Events



5. Mowing the Lawn



5. Following School Rules

## SAY IT RIGHT!

(Track 11)

What are you doing this weekend?

I have to clean my room and mow the lawn.

Is there any dress code at school?

We must wear a uniform on Mondays and Thursdays.



# Modals of Obligation

## Must and Have to

**Must** and **Have to** are both used to express obligation or necessity in English, but they have some differences in usage.

### Must

- **Strong Obligation:** It indicates a strong necessity or requirement.  
*Example: You **must** wear a seatbelt.*
- **Personal Conviction:** It often reflects the speaker's opinion or belief.  
*Example: You **must** see this movie; it's fantastic!*
- **Formal Contexts:** It is commonly used in formal writing or rules.  
*Example: All participants **must** register by Friday.*

### Mustn't

- **Prohibition:** It indicates that something is not allowed or is forbidden.  
*Example: You **mustn't** smoke in the hospital.*
- **Strong Advice Against:** It can also imply that it's strongly advised not to do something.  
*Example: You **mustn't** ignore the warning signs.*
- **Formal Contexts:** It is often used in rules or regulations to emphasize that an action is prohibited.

## Key Differences

- **Strength:** **Must** conveys a stronger sense of obligation than **have to**.
- **Source of Obligation:** **Must** often comes from the speaker's perspective, while **have to** usually refers to external requirements.
- **Nature of Obligation:** **Mustn't** indicates a strict prohibition, while **don't have to** suggests freedom from obligation.
- **Tone:** **Mustn't** carries a sense of urgency or seriousness regarding the prohibition, whereas **don't have to** is more permissive.

## II. Fill in the blanks with **must**, **mustn't**, **have-has to**, **don't – doesn't have to**.

1. He \_\_\_\_\_ work overtime to meet the deadline.
2. You \_\_\_\_\_ drive too fast on this road.
3. \_\_\_\_\_ I bring my ID to access?
4. They \_\_\_\_\_ wear a uniform to work. Comfortable clothes are enough.
5. \_\_\_\_\_ we \_\_\_\_\_ pay for parking in this area?
6. We all \_\_\_\_\_ arrive on time for the meeting. They said it's mandatory.



## LISTENING



III. Listen to a conversation between Theo and Alex and choose the right word or phrase from the box to fill in the blanks.  
**(Track 12)**

## Life Is So Unfair!

don't have to (x2)  
mustn't (x2)  
outdated  
strict  
must

sick  
have to (x2)  
policy  
rules  
lesson

Theo: I'm so \_\_\_\_\_ of all the rules at home. My parents are always on my case about something.

Ben: Life is so unfair! My parents are super strict too. I \_\_\_\_\_ be home by 10 PM every night, no exceptions.

Theo: That's nothing! My parents won't let me play video games until I finish my homework. And I \_\_\_\_\_ help on the cleaning \_\_\_\_\_ too.

Ben: Yeah, cleaning is the worst. But at least you \_\_\_\_\_ deal with school \_\_\_\_\_ too. Our school has rules about everything - for example, we \_\_\_\_\_ wear shorts or sandals to class. And we \_\_\_\_\_ write a journal every weekend as homework.

Theo: Tell me about it. Our school has those rules too. And the teachers are always breathing down our necks, making sure we follow them.

Ben: Exactly! And what's with the no-phone \_\_\_\_\_ during class?

Theo: Yeah! It's so \_\_\_\_\_. Our parents are always saying how important technology is, but then they take away our cell phones!

## SPEAKING



IV. Listen to the following conversations. Then, practice them with a partner.  
**(Track 13)**

## We Have to...

### Conversation 1

A: Ugh, my mom says I must help her with meal preparation if I want to go out with my friends.

B: Well, my parents say I have to complete my assignments before I can watch TV.

A: And we mustn't use our phones during dinner!

B: At least we don't have to do the dishes. My mom does that.



### Conversation 2

A: Did you know that we have to wear our ID badges at all times on campus?

B: Yeah, and we mustn't eat in the classrooms. We have to do it during recess or before class.

A: I know. And we have to follow the dress code too.

B: Luckily, we don't have to take so many exams!





## V. Read the article as you listen to it. (Track 14)

## Rules Matter: Building a Better School Experience

For high school students, following rules and understanding obligations are not easy tasks. However, they are crucial for personal growth and success. Students have to adhere to school policies, such as arriving on time and completing assignments. These rules help create a structured environment where everyone can learn effectively.

Also, students must respect their teachers and classmates. This respect promotes a positive atmosphere, making it easier for everyone to engage in discussions and collaborate on projects. On the other hand, students don't have to participate in every extracurricular activity, but joining clubs can enhance their social skills and provide valuable experiences.

It's also important to recognize what students mustn't do. For example, they mustn't participate in cheating or disruptive behavior, as these actions diminish their education and can lead to serious consequences. By understanding and following these guidelines, students not only prepare themselves for academic success but also develop a sense of responsibility that will benefit them in their future projects.

In summary, rules and obligations are not just restrictions; they are essential tools that help students navigate their high school years and beyond.

### VI. Reread the article and match the columns:

1. _____ are not easy tasks for high school students.	4. _____ helps create a structured environment to learn effectively.
2. _____ can enhance students' social skills and provide valuable experiences.	5. _____ promotes a positive atmosphere for collaborative work.
3. _____ diminishes students' education and can lead to serious consequences.	6. _____ are not restrictions, but essential tools to be successful in high school.

a) Rules and obligations  
 b) Participating in cheating and disruptive behavior.  
 c) Respecting teachers and classmates  
 d) Following rules and understanding obligations  
 e) Joining clubs  
 f) Adhering to school policies



## GET IT RIGHT!

(Evidence of Learning)

## WRITING



### VII. In your notebook, write a list of six complete sentences describing rules you have to follow when you visit a museum. Three of them must be affirmative; the other three must be negative. Be sure to use **must**, **have to**, **mustn't**, and **don't have to**.

#### Visiting a Museum

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

# PRACTICE

## VOCABULARY



### I. Draw a line to match each phrase to the corresponding picture.



**Completing  
Assignments**



**Sweeping the Floors**



**Volunteering for  
School Events**

**Mowing the Lawn**

**Following School  
Rules**

**Feeding Pets**

**Studying for Tests**



**Participating in Group  
Work**

**Helping with Meal  
Preparation**



# PRACTICE

## GRAMMAR



### I. Underline the correct option.

1. She **(has to - must)** attend the meeting tomorrow. They're discussing the annual budget.
2. You **(mustn't - don't have to)** talk during the exam.
3. **(Must we - Do we have to)** pay the fee in advance?
4. He **(has to - must)** wear a helmet while riding a bike.
5. We **(don't have to - mustn't)** bring our own lunch.
6. **(Mustn't he - Doesn't he have to)** follow the safety rules?
7. You **(have to - must)** register for the course before Friday. If not, you'll have to pay a fine.
8. They **(have to - must)** clean their rooms every weekend.

### II. Write a list of five complete statements describing what you **must, mustn't, have to, or don't have to do** when you ride a roller coaster.



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

# LESSON 4

## VOCABULARY



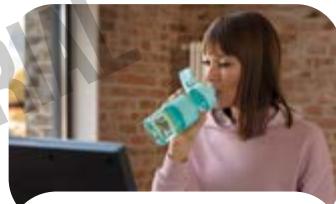
I. Choose the phrase from the box on the left that best fits each picture and write it below. Then, listen to check. (Track 15)

## Healthy Habits Made Easy

- Eat a Balanced Diet
- Stay Hydrated
- Exercise Regularly
- Get Enough Sleep
- Manage Stress
- Limit Processed Food
- Avoid Smoking and Excessive Alcohol
- Stay Active Throughout the Day
- Have Regular Health Check Ups
- Build Strong Relationships
- Maintain a Healthy Weight
- Practice Good Hygiene



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



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



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



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



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



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



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



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



9. \_\_\_\_\_



10. \_\_\_\_\_



11. \_\_\_\_\_



12. \_\_\_\_\_

## SAY IT RIGHT!



(Track 16)

Should I continue smoking if I want to lose weight?

No, you shouldn't. You ought to quit smoking.

What is the first thing I need to do to stay healthy?

You ought to eat a balanced diet



# Modal Verbs

## Ought to and Should

**Ought to** and **should** are both modal verbs used to express advice, recommendations, or obligations, but they have some differences in usage and connotation.

### Main Uses

#### 1. Advice or Recommendations:

- **Should:** It is commonly used to give advice.
- **Ought to:** It is also used for advice, but it can sound slightly more formal.

*Example: You **should** see a doctor if you feel sick.*

*Example: You **ought to** consider your options carefully.*

#### 2. Obligation or Duty:

- **Should:** It indicates a strong recommendation or moral obligation.
- **Ought to:** It is similar in meaning, but it often implies a slightly stronger sense of duty.

*Example: You **should** help your friends.*

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

#### 3. Expectation:

- **Should:** It is used to express what is expected or likely.
- **Ought to:** It is less commonly used in this context, but it can still apply.

*Example: The train **should** arrive at 5 PM.*

*Example: The train **ought to** arrive on time.*

### Key Differences

- **Formality:** *Ought to* is generally considered more formal than *should*. In everyday conversation, *should* is more commonly used.
- **Strength of Obligation:** *Ought to* can imply a stronger moral obligation compared to *should*, which is often seen as more flexible.

In summary, while both *should* and *ought to* can often be used interchangeably, *should* is more common in casual conversation, whereas *ought to* carries a slightly more formal tone and can imply a stronger sense of obligation.

### II. Underline the correct option to complete each sentence.

1. You **(should / ought to)** exercise for at least 30 minutes every day.
2. They **(shouldn't / ought not to)** ignore their mental health.
3. **(Should we / Ought we to)** consider joining a gym to stay fit?
4. We **(should / ought to)** eat more fruits and vegetables to improve our health?
5. You **(shouldn't / ought not to)** skip breakfast to maintain your energy levels.
6. **(Should I / Ought I to)** consult a nutritionist for better dietary advice?

### III. Identify whether the sentences express a **strong obligation, advice, or expectation**. Write it on the line.

1. You should drink at least eight glasses of water a day. \_\_\_\_\_
2. We ought to exercise regularly to maintain our health. \_\_\_\_\_
3. You should not smoke if you want to live a long and healthy life. \_\_\_\_\_
4. They ought to get enough sleep each night to function well during the day. \_\_\_\_\_
5. Should we consider reducing our sugar intake for better health? \_\_\_\_\_
6. You ought to schedule regular check-ups with your doctor. \_\_\_\_\_





## IV. Read the article as you listen to it. (Track 17)

## Tips for Teenagers to Stay Healthy in Modern Times

- In today's accelerated world, staying healthy is more important than ever for teenagers. First, you should prioritize a balanced diet. Eating lots of fruits, vegetables, and whole grains can provide the nutrients your body needs. You shouldn't rely too much on fast food or sugary snacks, as they can lead to health issues over time.
- Physical activity is also crucial. You ought to participate in at least 30 minutes of exercise most days of the week. This could be anything from playing sports to dancing or even walking with friends. On the other hand, you ought not to spend excessive time on screens, as this can affect both your physical and mental health.
- Mental well-being is just as important. You should take breaks when studying and practice relaxation techniques. Additionally, you shouldn't hesitate to talk to someone if you're feeling overwhelmed or stressed.
- By following these tips, you can create a healthier lifestyle that supports both your physical and mental well-being. Remember, small changes can lead to big improvements in your overall health!



## V. Reread the article and complete the following statements.

1. This adjective describes the type of life we experience nowadays: \_\_\_\_\_.
2. A \_\_\_\_\_ should include lots of fruits, vegetables, and whole grains.
3. If you eat a lot of these, you might have health problems in the future: \_\_\_\_\_.
4. You ought to do at least \_\_\_\_\_ of exercise daily.
5. Spending too much time on \_\_\_\_\_ can affect your physical and mental health.
6. When studying, you should take \_\_\_\_\_ to relax yourself.
7. If you feel stressed out, you can always \_\_\_\_\_ to someone you trust.

**LISTENING**

**VI. Listen to a nutritionist talking to a patient about how to lose weight. Fill in the chart with the information you listen to. (Track 18)**

## Losing Weight



DOS	DON'TS

**SPEAKING**

**VII. Practice the conversations with a partner. (Track 19)**

## Changing Habits

### Conversation 1

**A:** I think we should pay more attention to our health.  
**B:** Definitely! We shouldn't ignore how our habits affect our mood and energy levels.  
**A:** Exactly! We ought to make time for exercise.  
**B:** And we ought not to rely too much on fast food.



### Conversation 2

**A:** I think we should start eating more fruits and veggies.  
**B:** Yeah, but we shouldn't skip our favorite snacks completely.  
**A:** True! We ought to find healthier snacks, like nuts or yogurt.  
**B:** Exactly! And we ought not to forget about exercising.

**WRITING**

### GET IT RIGHT!

**(Evidence of Learning)**

**VIII. Make a poster including your tips to stay healthy. Be sure to include pictures and complete sentences using *should*, *shouldn't*, *ought to*, and *ought not to*.**

**Tips for a Healthy Life**

# PRACTICE

## VOCABULARY



**I. Check the vocabulary on page 30 to complete the sentences with the missing words. Then, find them on the word search.**

1. Doctors often advise patients to eat a balanced \_\_\_\_\_ to help prevent chronic diseases.
2. Schools often teach children the importance of practicing good \_\_\_\_\_ to help them develop healthy habits from a young age.
3. Learning to manage \_\_\_\_\_ effectively can improve both your mental and physical health.
4. It's important to have regular \_\_\_\_\_ check-ups to catch any potential health issues early.
5. By making healthy lifestyle choices, you can effectively maintain a healthy \_\_\_\_\_ and enhance your quality of life.
6. Students who usually get enough \_\_\_\_\_ often perform better academically and feel more energized.
7. To improve your lung health and reduce the risk of respiratory diseases, it's important to avoid \_\_\_\_\_.
8. People who \_\_\_\_\_ regularly often experience improved mood and reduced stress.
9. To improve your overall health, try to stay \_\_\_\_\_ throughout the day by incorporating short walks and stretching exercises into your routine.
10. By limiting \_\_\_\_\_ food, you can increase your intake of fresh, whole foods that provide essential nutrients.

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

# PRACTICE

## GRAMMAR



### I. Complete the sentences with **should**, **shouldn't**, **ought to**, or **ought not to**.

1. We \_\_\_\_\_ drink plenty of water to stay hydrated.
2. She \_\_\_\_\_ ignore signs of stress.
3. \_\_\_\_\_ we \_\_\_\_\_ limit our intake of processed foods?
4. You \_\_\_\_\_ skip breakfast, as it's an important meal.
5. \_\_\_\_\_ I see a doctor for regular check-ups?
6. He \_\_\_\_\_ exercise regularly to maintain his fitness.
7. \_\_\_\_\_ they do something to control their stress?
8. He \_\_\_\_\_ smoke. It's harmful to his health.
9. We \_\_\_\_\_ get enough sleep each night.
10. They \_\_\_\_\_ spend too much time sitting without moving.



### II. Write C in the parentheses if the sentence is **Correct**, or I if it is **Incorrect**. If the sentence is incorrect, rewrite it on the line.

1. Should I take a walk every day? ( )

---

2. He ought to limit the number of alcoholic drinks. ( )

---

3. Ought not he to reducing his caffeine consumption? ( )

---

4. If she wants to lose weight, she shouldn't modify her diet. ( )

---

5. Experts say that we should to drink two litters of water every day. ( )

---

# LESSON 5

## VOCABULARY



I. Listen to the vocabulary words and practice vocabulary. Look up in a dictionary or ask your teacher for help if you don't know their meaning. **(Track 20)**

### Time Travel Adventure



1. Adventure



2. Journey



3. Time Machine



4. Time Traveler



5. Timeline



6. Paradox



7. Alternate Reality



8. Imaginative



9. Intriguing



10. Enigmatic



11. Surreal



12. Thrilling



13. Dreamlike



14. Breathtaking



15. Fantastic

### SAY IT RIGHT!



**(Track 21)**

- What will you do this weekend?  
- I'll watch *Everything Everywhere All at Once*. It's an interesting movie about alternate realities and time manipulation.

- If you could, would you travel back in time or into the future?  
- I would love to travel to the 80s. It would be fantastic!



# Will and Would

The modal auxiliaries **will** and **would** have distinct purposes in English.

## Main Uses

### Will

- Future Actions:** It is used to express actions that are certain to happen in the future.  
*Example: I **will** go to the store tomorrow.*
- Promises and Offers:** It is used to make promises or offers.  
*Example: I **will** help you with your homework.*
- Intention:** It indicates the intention to do something.  
*Example: I **will** take care of that.*

### Would

- Past Tense of Will:** It is used to refer to future actions from a past perspective.  
*Example: She said she **would** call me later.*
- Polite Requests:** It is often used to make requests more polite.  
*Example: **Would** you please close the window?*

## Key Differences

- Time Reference:** **Will** is used for definite future actions, while **would** often refers to hypothetical situations or past intentions.
- Certainty vs. Possibility:** **Will** conveys certainty and determination, whereas **would** suggests possibility.
- Politeness:** **Would** is generally considered more polite than **will** when making requests or offers.

In summary, use **will** for definite future actions and promises, and **would** for polite requests, and past intentions. This distinction can help you communicate more effectively in various contexts.

## II. Fill in the blanks with **will** or **would** to complete the following sentences.

- \_\_\_\_\_ you like to meet a dinosaur if you could time travel?
- I \_\_\_\_\_ travel to the future to see flying cars.
- I \_\_\_\_\_ not change any major events in history if I could travel to the past.
- \_\_\_\_\_ you join us at the conference about alternate realities?
- If I had a time machine, I \_\_\_\_\_ visit ancient Egypt.
- The crew \_\_\_\_\_ travel to Mars at the end of the month.

## III. Choose a sentence from the box and write it on the line to match each dialogue.

- So **will** ! It must be fantastic!
- I **would** never tell anyone; it's just between you and me!
- I **will** definitely join you in that adventure!
- Wonderful! If I had the chance, I **would** like to meet a knight!
- Of course, I **will**! I've been waiting a long time to see it!

1. A: Will you promise to keep our time travel a secret?  
B: \_\_\_\_\_

2. A: We will explore the medieval times in class next week.  
B: \_\_\_\_\_

3. A: Will you come with me to see the new science fiction movie?  
B: \_\_\_\_\_

4. A: I will visit the moon in the future.  
B: \_\_\_\_\_

5. A: If I could time travel, I would visit the future to see new technology.  
B: \_\_\_\_\_





IV. Read the article as you listen to it. Review vocabulary on page 36 and fill in the blanks with the missing words.. (Track 22)

## Time Travel: An Imaginative Adventure



Time travel has always fascinated people, sparking the imagination with the idea of a \_\_\_\_\_ using a \_\_\_\_\_ to embark on incredible journeys. Imagine stepping into a device that takes you away to different eras, each adventure more \_\_\_\_\_ than the last. The concept of time travel raises intriguing questions about \_\_\_\_\_ and how altering a single event could change the entire \_\_\_\_\_.

In this \_\_\_\_\_ experience, a time traveler might find himself/herself in an \_\_\_\_\_ where history unfolds differently. The possibilities are \_\_\_\_\_ and \_\_\_\_\_, inviting us to reflect on what could be. For instance, if you could travel back in time, you would witness the signing of the Declaration of Independence. On the other hand, you will explore the future to see how technology evolves.

The idea of time travel is not just a fantasy; it motivates us to think about our choices and their consequences. Each journey offers an \_\_\_\_\_ view into what might be, making the concept of time travel a truly \_\_\_\_\_ adventure that captivates our minds and hearts.

Would you dive into the unknown if you had the chance?





V. Listen to the following conversations and choose a partner to practice them. (Track 23)

## Future or Past? A Time Travel Debate!

### Conversation 1

A: Do you think time travel will ever be possible?  
 B: I hope so! If I could time travel, I would visit the future to see what life is like.  
 A: That would be amazing! I think I would go back to the past and meet some famous people.  
 B: Yeah! Imagine what we could learn from them.



### Conversation 2

A: Hey, do you want to come over this weekend for a *Loki* marathon?  
 B: That sounds fun! I will definitely join you.  
 A: Awesome! We can watch all the episodes about time manipulation and alternate realities.  
 B: I would love to see how they handle those concepts!

## GET IT RIGHT!

### (Evidence of Learning)

### WRITING



VI. Answer the following questions and use that information to write a short paragraph in which you express your opinion about time travel. Try to use the vocabulary and structures that you learned in this lesson.

1. Do you believe time travel is possible? Why or why not?
2. If you could travel to any period in history, which one would you choose and why?
3. If you could meet one historical figure through time travel, who would it be and what would you ask him/her?
4. What are some potential dangers or problems that could be considered during time travel?

### Time Travel: Dream It, Write It!

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# PRACTICE

## VOCABULARY



### I. Match the words or phrases to their definitions.

1. TimeMachine	(      )	a. Something that seems too odd or unusual to be real.
2. Breathtaking	(      )	b. A fictional device that allows people to travel to the past or future.
3. Dreamlike	(      )	c. Very exciting and full of action.
4. Timeline	(      )	d. Something that feels magical or imaginary, like in a dream.
5. Time Traveler	(      )	e. A statement that seems to contradict itself but may still be true.
6. Paradox	(      )	f. A different version of the world or universe.
7. Surreal	(      )	g. Very interesting and making you want to know more.
8. Journey	(      )	h. A trip from one place to another.
9. Alternate Reality	(      )	i. Very beautiful or amazing.
10. Enigmatic	(      )	j. A visual representation of events in the order they happened.
11. Thrilling	(      )	k. Mysterious and difficult to understand.
12. Intriguing	(      )	l. A person who travels through time, usually using a time machine.



# PRACTICE

## GRAMMAR



### I. According to the different uses of **will** (Future Actions, Promises, Offers, and Intentions) and **would** (Past tense of **will**, and Polite Requests), classify the following sentences writing their meaning on the line.

Example:

Would you please help me with this box? **Polite Request**

1. I'll probably travel to South America in a few

months. \_\_\_\_\_

2. They said they would call to give us more

information. \_\_\_\_\_

3. I think I'll have another cup of coffee.

\_\_\_\_\_

4. Would you please turn up the air conditioner?

\_\_\_\_\_

5. We'll bring some snacks to the party on

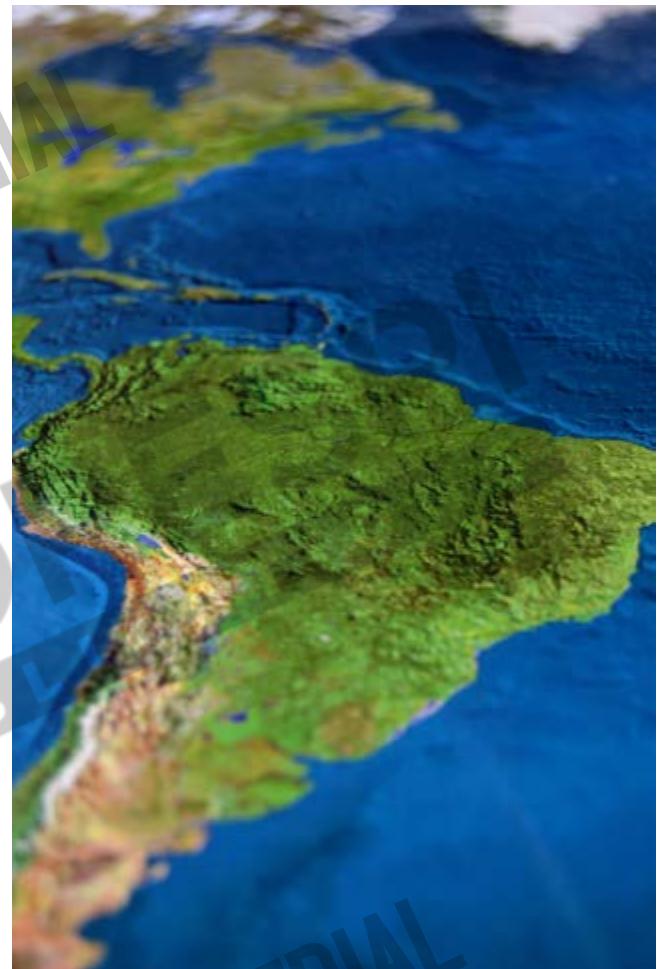
Saturday. \_\_\_\_\_

6. I'll always be there for you, no matter what.

\_\_\_\_\_

### II. Underline the correct option.

1. Scientists (**will** - **would**) eventually discover how to travel through time.
2. I (**won't** - **wouldn't**) risk traveling to dangerous periods in history.
3. (**Wouldn't** - **Won't**) it be fascinating to witness historical events firsthand?
4. She (**would** - **will**) explore ancient civilizations if she had a time machine.
5. I (**wouldn't** - **won't**) reveal my time travel adventures to anyone.
6. We (**would** - **will**) learn from past mistakes by observing history.
7. Time travelers (**would** - **will**) change significant events to improve the present.
8. Time travel (**wouldn't** - **won't**) be possible without advanced technology.

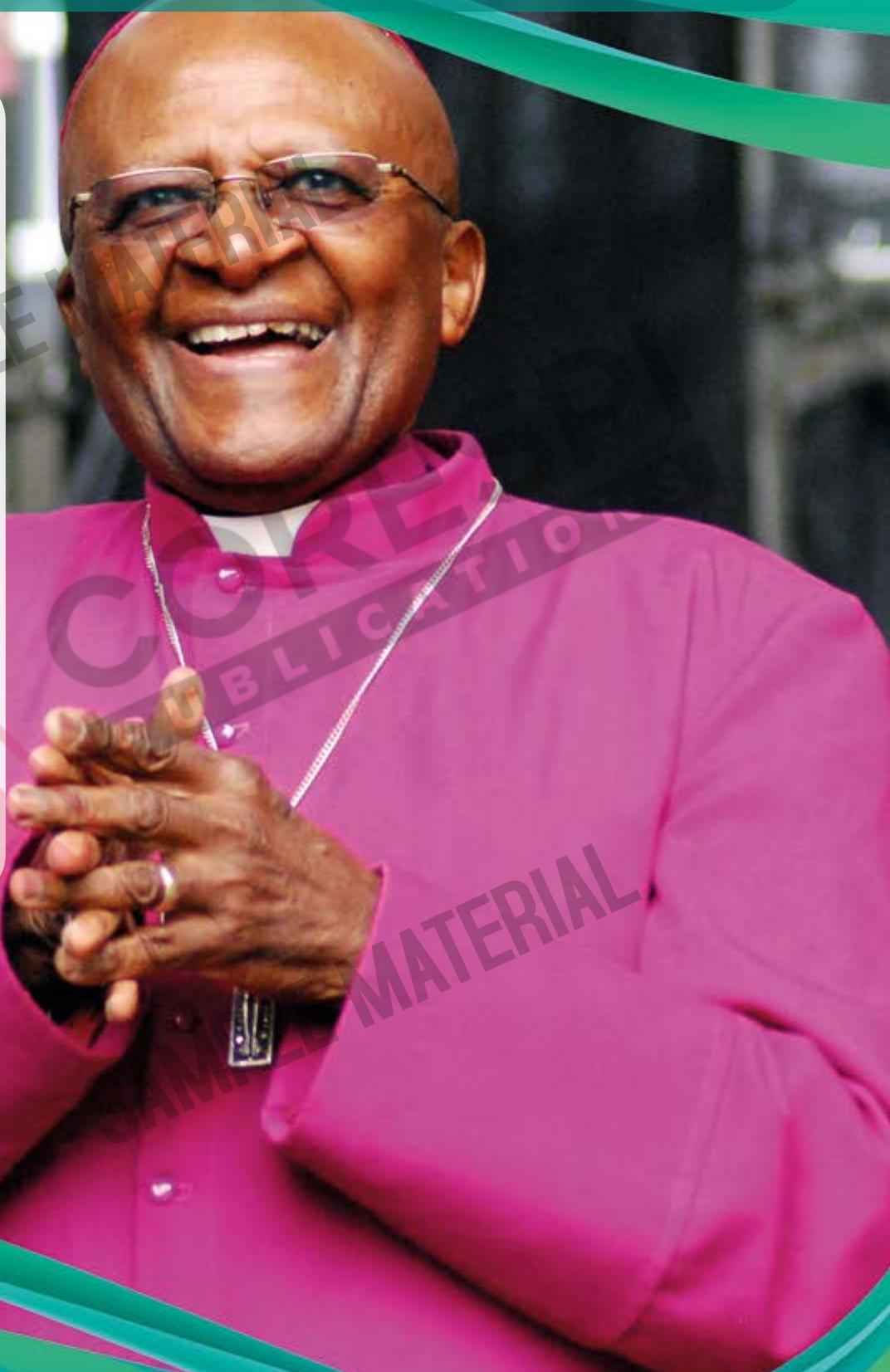


# THAT'S OUR RIGHT!



**"It means a great deal to those who are oppressed to know that they are not alone. Never let anyone tell you that what you are doing is insignificant"**

– Desmond Tutu  
(South African Civil Rights Activist)



Human Rights

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

# RIGHT ON!



## Digital Culture

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



## Wellness Tip

### Manage Stress

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

By doing these things, we can live healthier, happier, and more balanced lives.