

Topic 1

Feeling Good!



Who Influences You? 

Unit 1 Fun with Friends

- ◆ Look at the set of pictures above and discuss the questions.
 1. Why do you like your friends?
 2. What activities do you do with your friends?
- ◆ Write a one-sentence definition of a good friend.



Unit 2 Growing Up

- ◆ **Look at the life stages above and discuss the questions.**
 1. Can you remember when you were in Grade 1? What did you look like?
 2. How are you different now?
 3. Have you enjoyed growing up?
- ◆ **In your notebook, write a list of three activities: what you could do when you were in first grade, what you can do now and what you will be able to do in the future. Then discuss your ideas.**

Unit 1 Fun with Friends

1 Listen to the conversation and write the correct numbers next to the pictures. 

- | | | | |
|---------|----------|---------|---------|
| 1. Josh | 2. Ben | 3. Emma | 4. Adam |
| 5. Amy | 6. Molly | 7. Tom | 8. John |



2 Match the words with the definitions.

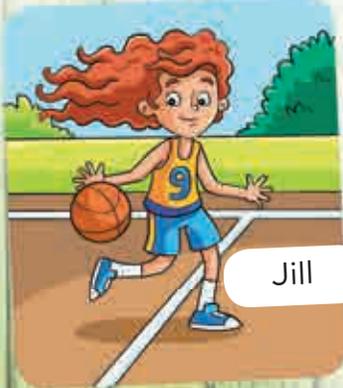
- | | |
|-----------------|--|
| 1. scruffy | having a curvy shape, between curly and straight |
| 2. slim | attractive, handsome or beautiful |
| 3. wavy | physically strong, large |
| 4. good-looking | thin |
| 5. neat | messy and dirty, not neat |
| 6. well-built | clean and well-kept |

◆ Categorize the words from Activity 2. Then add more words for describing appearance.

Appearance			
Hair	Face	Body	General

3 In pairs, take turns describing a famous person's physical appearance.

4 Read, look and complete the song.

Then listen and check.  

Jill

When I was little, **my best friend** was (1) _____,

He was soft and warm and slept on my bed.

Then I got older, and **liked being with** my pet,

A dog named (2) _____ whose nose was wet.

On my first day at school I **made friends** with (3) _____,

But then we moved houses, so I could never see him.

Instead, now **I'm friends with** a girl named (4) _____,

She's the smartest in class and helps me with math.

And we both **get along with** a boy named (5) _____,

He tells funny stories and makes us smile.

Plus, we **really like** (6) _____, a new girl at school,

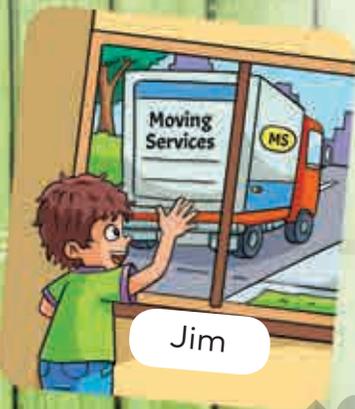
She's excellent at sports and totally cool.

Yes, I like **spending time with** Kath, Kyle and Jill,

They'll be my friends forever, I know that they will.

We all need **close friends**, in good times and bad,

To share happy times and help when we're sad.



Jim



Ted



Kyle



Kath



Max

My Space

◆ Answer the questions.

1. Do you make friends easily?
2. Who do you like spending time with?
3. Who are your close friends?

◆ Play a guessing game. Take turns describing the people from the song and guessing who it is.

Should we go now?
You could buy one, too.

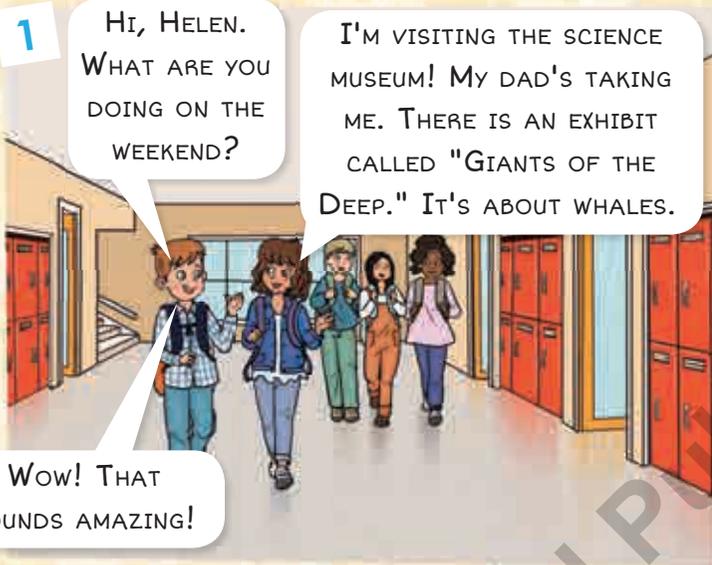
1 Listen and follow. 

Good Buddies Giants of the Deep

1 Hi, HELEN. WHAT ARE YOU DOING ON THE WEEKEND?

I'M VISITING THE SCIENCE MUSEUM! MY DAD'S TAKING ME. THERE IS AN EXHIBIT CALLED "GIANTS OF THE DEEP." IT'S ABOUT WHALES.

Wow! THAT SOUNDS AMAZING!



2 Hey! You COULD COME!

I'D LOVE TO.

I'LL TELL MY DAD. WE COULD PICK YOU UP ON SATURDAY MORNING.

OK! I'LL ASK MY PARENTS IF I CAN GO.

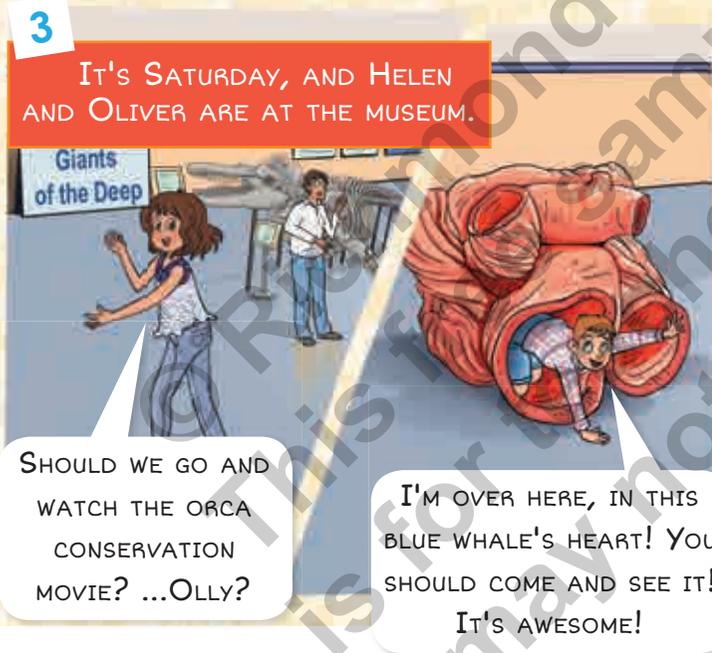


3 It's SATURDAY, AND HELEN AND OLIVER ARE AT THE MUSEUM.

Giants of the Deep

SHOULD WE GO AND WATCH THE ORCA CONSERVATION MOVIE? ...OLLY?

I'M OVER HERE, IN THIS BLUE WHALE'S HEART! YOU SHOULD COME AND SEE IT! IT'S AWESOME!



4 HELEN AND OLIVER EXPLORE THE EXHIBIT. THEY HAVE LOTS OF FUN...

LOOK AT THIS ORCA SKELETON!

IT SAYS ORCAS HAVE BETWEEN 40 AND 56 TEETH. AND THEY ARE EIGHT CENTIMETERS LONG! THEY LOOK SHARP.



2 Read and discuss the most surprising or interesting facts about orcas.

3 Number the events in order.

_____ The friends explore the exhibit.

_____ Helen gives her friends a present.

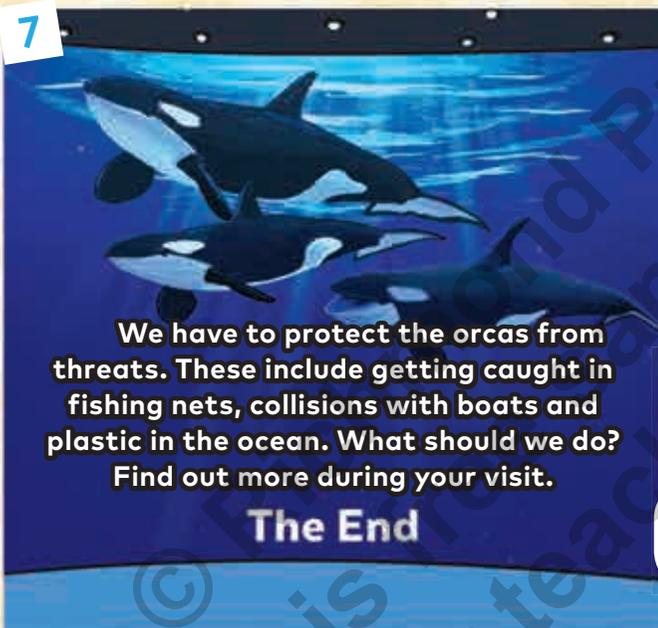
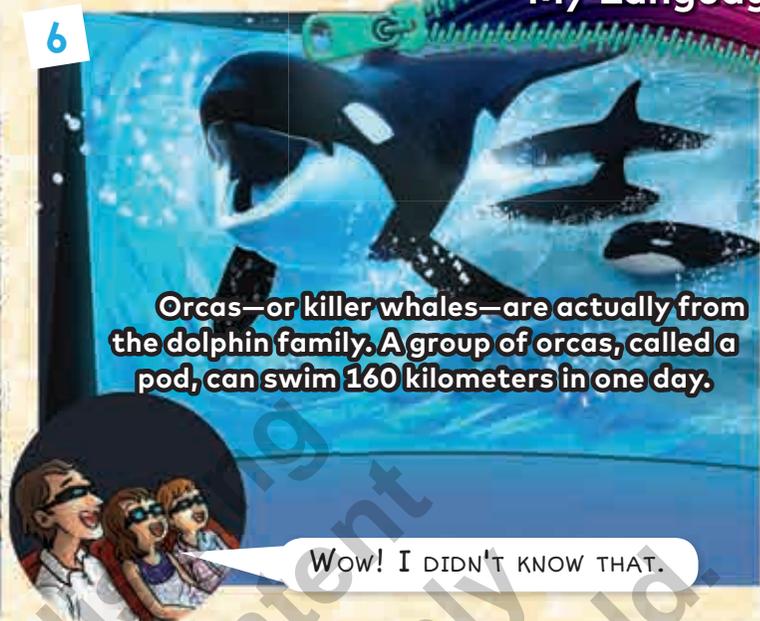
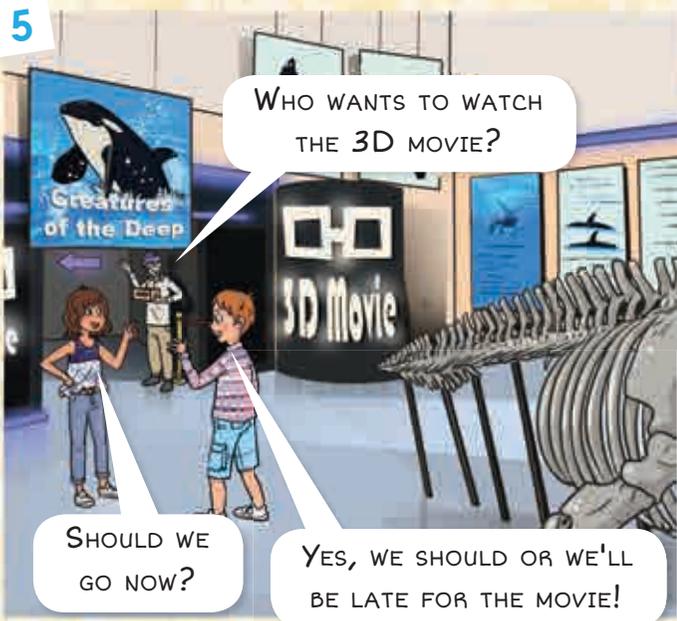
_____ Helen tells Oliver her plans.

_____ They watch a 3D movie.

4 Ask and answer about your weekend plans.

What are you doing on the weekend?

I'm meeting my friends.



5 Read and circle the correct name.

1. **Oliver** / **Helen** suggests going to the museum.
2. **Oliver** / **Helen** suggests seeing the whale's heart.
3. **Oliver** / **Helen** suggests watching the movie before it's too late.
4. **Oliver** / **Helen** suggests using reusable straws.

◆ Imagine you are visiting the museum. Make suggestions using *could* or *should*.

Play the Suggestions Game!

Should we buy a T-shirt?

Yes, I think we should buy one with a whale on it!

What do you want to see?
 Who wants to see a movie?
 My mom **is driving** me to the mall.

6 Listen to the next part of the *Good Buddies'* conversation and write the correct number next to each picture. 

1. Helen 2. George 3. Sarah 4. Oliver



7 Read and write in the numbers to complete the chat.

1. Who wants to see a movie?
 2. Who likes ice cream?
 3. So what do you like, Oliver?
 4. What do you want to see?

Good Buddies
 Helen, Sarah, Oliver, You

George: Are we still meeting on Saturday? 6:31 p.m. ✓✓

Sarah: Yes! My mom is driving me to the mall. Should we meet at the ice cream store? 6:32 p.m. ✓✓

Oliver: I don't. 6:32 p.m. ✓✓

Helen: 6:32 p.m. ✓✓

Oliver: Pizza! We could go for a slice of pizza. 6:33 p.m. ✓✓

Sarah: OK. Then what? 6:33 p.m. ✓✓

George: Me! That's a good idea. 6:34 p.m. ✓✓

Helen: Hmm, good question. Let's think about different movies. I can't wait! I really like hanging out with you guys! 6:35 p.m. ✓✓

8 Agree on something to do and a place to meet with your friends on the weekend. 

Who likes burgers? Smoothies.

What do you like? What are you doing tomorrow?

Listening

1 Listen and draw lines. There is one example.  

Harry

Sally

Jane



Steve

Ben

Betty

Andrew

Speaking

2 Ask and answer.

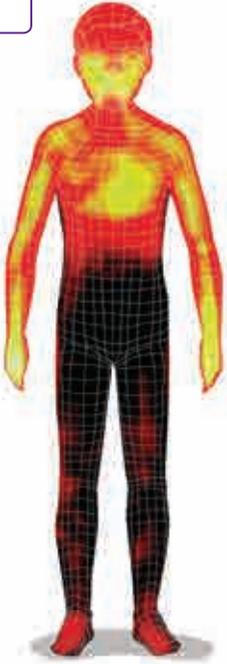
1. Where do you go with your friends?
2. What activities do you do with them?

Recognizing Body States and Moods



1 Listen and number the bodies. 

1. Nervous 2. Sad 3. Angry 4. Happy

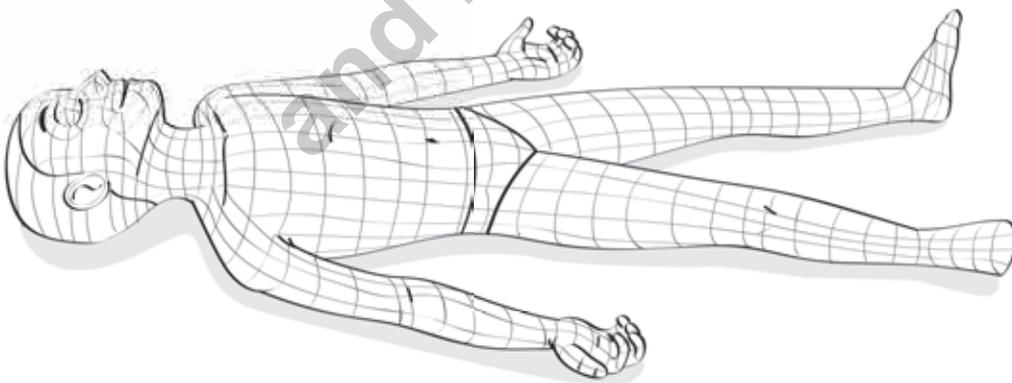


◆ Look at the pictures again and label the sentences with the emotions.

1. I have butterflies in my stomach. _____
2. He lost his dog. He feels blue. _____
3. They are buzzing. They're full of energy. _____
4. His face was burning and his eyes were red! _____

2 Listen and follow the body scan instructions. 

◆ Color the body according to how you feel. Use the pictures in Activity 1 as reference.



Why is it important to recognize our body states?

1 Look and number the pictures with the feelings.

1. Not excited 2. Not stressed 3. Excited
4. Stressed 5. Surprised 6. Not surprised



◆ Listen and repeat.

2 Listen and underline the correct sound pattern.

1. vitamin / vitamin
2. celebrate / celebrate
3. president / president
4. experiment / experiment

3 Listen and circle the stressed syllable.

problem about banana butter
ocean zebra
amazing again enough electric

4 Use the words from Activities 2 and 3 to make up a tongue twister.
Then practice saying your tongue twister quickly.

Butter problem,
problem butter.

Reading

1 Look at the pictures and say how the characters feel. Give reasons for your answers.

Then read and check.

Fitting In



I always loved school because my best friends were there. Kim, Anna and I really enjoyed spending time together. We chatted at recess, went to the same after-school clubs and even saw each other on the weekends. We were really, really close.

But during school vacation at the end of fourth grade, I received some bad news.

"Olivia," said Dad. I knew something was wrong because he looked so nervous. "I've taken a job in a different city. We have to move."

"But I'll have to change schools!" I cried, "What about my friends?"

So I started fifth grade at a new school. I had butterflies in my stomach on the first day. *Who will talk to me?* I thought. I didn't know anybody or what they were interested in, and I was too afraid to ask! At recess, I noticed a group of girls whispering and laughing. I was sure they were laughing at me. They were all wearing similar jackets and skirts, but my clothes were different from theirs. *Do I look scruffy?* I wondered.

Then I noticed one girl in the group was sitting a little to one side.

She was tall and slim, with long, curly brown hair and blue glasses.

She was looking straight at me with a sad expression.

I decided to quickly walk away. I ate lunch by myself and didn't speak to anybody all day.

By the time I got home that afternoon, I was angry. My face felt red and my shoulders were tense.

"Why do I have to go to that dumb school?" I shouted at Dad. I ran to my room and slammed the door behind me.

A few minutes later, Dad came up to my room. "Sorry, Dad," I said, "I just miss my old friends."

Dad was a good listener.

"I know it's difficult," he said. "I haven't made friends in my new job yet, either. I have an idea. There is a dance club in town. You could join! You used to go dancing with Kim and Anna."

2 Number each section with the correct heading.

1. Dad's Idea

2. A Pleasant Surprise

3. Terrible News

4. Feeling Good about the Future

5. Getting Along with Alice

6. Feeling Lonely

I agreed to give the club a try. But on my first visit I had a surprise. The girl from school with the sad expression was there, except now she didn't look sad at all. She was laughing and dancing with some other friends.

Then I got a bigger surprise. The girl waved at me! I breathed deeply and went over.

"I'm Alice," she said. "I saw you at school today. I'm sorry I didn't talk to you. And I'm sorry you ate lunch by yourself. It's just...well, sometimes it's hard to break away from my group of friends."

"What do they like to do?" I asked.

"Not much," Alice said. "They talk about TV and clothes most of the time. I prefer being here."

From that day, things began to improve at school. I got along with Alice, and we started hanging out at recess. One morning, one of Alice's other friends walked toward us. She looked annoyed.

"Alice!" she shouted, "Are you coming to the mall with us after school?"

Alice looked at me and then at her other friend.

"No," she said, "I'm going to the dance club." Her friend walked away and Alice looked sad again.

"If you want," I said, "we can practice dancing at lunch. And you can invite everyone else."

Alice's face brightened. "Good idea!" she replied.

Not everyone wanted to practice dancing, but some people did! So now I have a new group of friends with the same interests as me. They're not quite the same as Kim and Anna, but I think I've started fitting in.



3 Read the story again. Write some words to complete the sentences about the story.

You can use 1, 2, 3 or 4 words. There are two examples.

0. At the end of fourth grade, Olivia received some _____ bad news _____.
0. On her first day at her new school, Olivia had _____ butterflies in her stomach _____.
1. A girl with long, curly hair was looking _____ Olivia.
2. Olivia used to _____ with Kim and Anna.
3. Alice was sorry Olivia _____ by herself.
4. Alice was _____ when her friend walks away.
5. Olivia's new friends _____ her old friends, but she is happy.

4 In pairs, think of three ways you could help a new student fit in at your school.

Writing

1 Read the e-mail quickly. Then discuss the questions.

1. What is a pen pal?
2. Do you think this is a good way to make new friends?
3. How else can you stay in contact with friends who live far away?

2 Read the e-mail again. Choose the right words and write them on the lines. There is one example. 

Dear Dawit, September 7

How are you? My name's Liam and I'm (0) from Vancouver in Canada. I'm really happy (1) _____ our schools are taking part in an online pen pal program and that you are my new pen pal!

I'm eleven years old. How old are you? As you can (2) _____ from the picture, I'm short and well-built and have (3) _____, dark hair. I have a (4) _____ sister. She is eight years old. I have a poodle named Boxer.

My (5) _____ friend is Lucas. We met at a tae kwon do club and we practice every day. We get (6) _____ really well and we always hang out together. We share other interests, too, like playing computer games and skateboarding. In fact, I'm (7) _____ him later. Who is your best friend? What do you do together?

I can't wait to find (8) _____ more about you. Our school lets us send our e-mails on Fridays, so I hope you read this soon. (9) _____ we write each other more e-mails in the future? I would be happy to (10) _____ you want to!

Best wishes, Liam

- | | | |
|-------------|---------|-----------|
| 0. from | at | to |
| 1. when | that | how |
| 2. look | watch | see |
| 3. straight | wavy | curly |
| 4. bigger | taller | younger |
| 5. best | big | close |
| 6. about | along | to |
| 7. meet | meeting | will meet |
| 8. some | it | out |
| 9. Are | Have | Should |
| 10. if | so | should |



3 Read Dawit's reply and label each part of the e-mail using the numbers below.

1. Body 2. Date 3. Signature 4. Closing 5. Greeting

The screenshot shows an email window titled 'New Message'. At the top right, the date is 'October 12'. On the left, there is a small profile picture of a boy and a thumbnail for an attachment named 'Dawit.JPG' (1.2 MB). The email body starts with 'Dear Liam,' followed by a large text area containing the message. At the bottom, there is a signature 'Dawit'.

Dear Liam,

Thank you for the e-mail. I am excited to be your online pen pal. As you can see, it's taken me two weeks to answer because I only come to the internet café twice a month. I live in Addis Ababa, the capital of Ethiopia. I have sent you a picture, too. I'm ten years old and have short, dark, curly hair. I have three sisters. They are all older than me. I don't have any pets.

My best friend is Daniel. We play soccer together and also help each other with homework. We helped each other with these online pen pal e-mails and messages! Daniel is my best friend because he makes me laugh.

We can e-mail more if you want, but remember that I'll need to come to the internet café to write you back because we don't have an internet connection at school or home. Please write back soon. Tell me more about your city. What is Vancouver like?

Best wishes,

Dawit

◆ **Read the body of Dawit's e-mail again and answer the questions.**

1. Does Dawit answer all of Liam's questions?
2. How will Dawit and Liam continue their friendship?
3. What does Dawit want to know?
4. What other questions can they ask?

4 In your notebook, write an e-mail to a new online pen pal. Follow the guidelines below and the models on pages 24 and 25.

Writing Guidelines

- Introduce yourself.
- Describe yourself.
- Talk about your best friend and hobbies.
- Say that you hope to stay in contact. Ask questions.

Listening

1 Listen and mark (✓) the box. There is one example.  

0. Where are the friends going?



A



B



C

1. What does Frank want to see or do?



A



B



C

2. What is Frank going to wear?



A



B



C

3. What time is Frank meeting his friends?



A



B



C

4. Where are the tickets?



A



B



C

5. Who is Frank's best friend?



A



B



C

2 Discuss the questions.

1. What activities can you do with your friends where you live?
2. Which activities are the most popular? Why?

◆ Make suggestions for activities to do on the weekend with your friends. 

Speaking

1 Ask and answer questions to complete the information.

What is your event called?

Who is the event for?

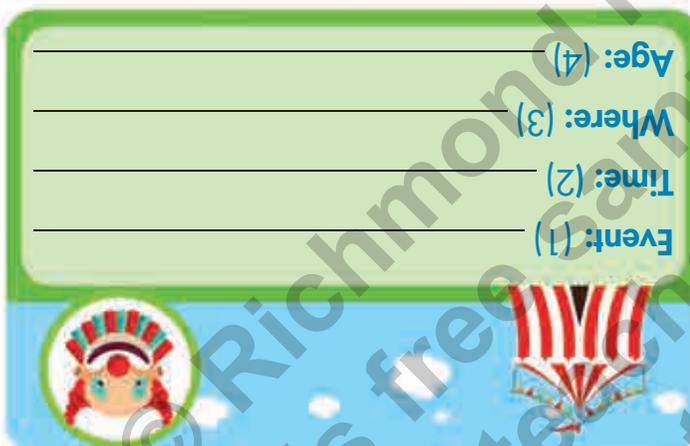
Student A



Event: Clown circus
Time: 12:00 p.m.–1:00 p.m.
Where: Big Top Tent
Age: 6 to 12-year-olds



Event: (1) _____
Time: (2) _____
Where: (3) _____
Age: (4) _____



Event: (1) _____
Time: (2) _____
Where: (3) _____
Age: (4) _____



Event: Rock concert
Time: 2:00 p.m.–3:30 p.m.
Where: Main stage
Age: All ages

Student B

2 Imagine you are meeting your friends at a festival. Decide together on what to do.

Should we go to the clown circus?

No, I don't like clowns. But we could go see the jazz band.

	Main Stage	Arts Tent	Big Top
12:00–1:00 p.m.	Jazz band	Mask-making	Clown circus
2:00–3:30 p.m.	Kids orchestra	Team games	Adventure course
4:00–6:00 p.m.	Rock band	Movie time	Painting

Unit 2 Growing Up

1 Read, listen and write the speaker number according to his or her personality. 

The Personality Chart

As you grow up, your personality develops in unique ways. However, most people show several characteristics from one or more of the personalities in the chart. Which type best describes you?

The Thinkers



"We're good listeners and decision-makers!"

The Connectors



"We want everyone to feel good and be connected!"

The Leaders



"We'll show you how to do it!"

The Movers



"We like action, adventure and trying new ideas!"

2 Listen again and write the personality types from the infographic above.

_____	_____	_____	_____
enthusiastic active sociable	patient generous easygoing	competitive determined confident	quiet hardworking shy

◆ Complete the teacher's descriptions of her students using adjectives from the table.

1. William is very _____. He is always happy and has lots of energy.
2. Lucy is _____. She keeps working until everything is right.
3. Dani is very _____ with her classmates. They were arguing, but she tried to listen to everyone.
4. Roberto is _____. He never gives up until he knows something.

3 Decide which personality type or types you are. Give reasons and examples.

4 Read the second part of the leaflet and write the number of each description on the corresponding picture.

Personality Clashes!

You will also become more independent as you grow up. This might lead to personality clashes with people you love.

1 I have too much homework, so I'm always **tired**. I try to stay in bed late on the weekends, but my mom gets mad.

2 My sister is always very excited and very noisy. Most of the time, I can't concentrate when I do my homework. She's **annoying**!

3 I am always **bored** when I go to my aunt's house. She doesn't have an internet access nor TV!

4 I forgot that yesterday was my best friend's birthday. She was very **disappointed** because she always remembers to call me on my birthday!

5 My mom always picks me up in front of school! I feel like a little kid. It's so **embarrassing**!



◆ Write each of the words in bold from Activity 4 in the correct category.

-ing

-ed

5 Identify the difference between the three sentences below. Write *F* (Feelings), *S* (Situations), or *P* (Personality).

She's bored.

She's boring.

It's boring.

6 In pairs, discuss the questions.

1. What do you find tiring or boring?
2. When was the last time you were annoyed? Why?
3. Why do people feel embarrassed or disappointed?

The least sociable ones can get aggressive. They can jump high, can't they?

1 Listen and follow. 

Good Buddies In the Wild!

1 WE ARE CALLED ORCAS OR KILLER WHALES, ALTHOUGH WE'RE ACTUALLY A TYPE OF DOLPHIN. WE'RE GOING TO HUNT FOR SOME FOOD. WE HUNT IN FAMILY GROUPS CALLED PODS. IN THE WILD, PODS COMMUNICATE THROUGH A VARIETY OF SOUNDS. WE CAN RECOGNIZE EACH OTHER'S SOUNDS FROM FAR AWAY.



2 WE ARE VERY INTELLIGENT ANIMALS, AND WE LIKE WORKING TOGETHER AS A TEAM. THIS HELPS US GET FOOD. WE OFTEN EAT FISH AND SEABIRDS, BUT SOMETIMES WE EAT PENGUINS OR SEA LIONS. I AM VERY DETERMINED AND I CAN EVEN JUMP ONTO LAND TO CATCH ANIMALS.



3 WE ARE VERY PROTECTIVE OF OUR YOUNG. ORCAS HAVE ONE BABY EVERY THREE TO TEN YEARS. THIS IS MY SON. HE IS VERY CONFIDENT, AND HE LOVES SWIMMING AND DIVING. ALL OF US ORCAS DO!



4 I'M NOT GOING TO LET HIM BE TAKEN INTO CAPTIVITY WHEN HE GROWS UP. THAT'S WHAT HAPPENS TO A LOT OF ORCAS!



2 Read the comic strip and answer the questions.

1. What adjectives best describe the orcas? _____
2. What do orcas eat? _____
3. What happens to young orcas when they grow up? _____

3 Find examples of *less* and *the least* in the comic strip. Then write the number to match.

1. enthusiastic 2. less enthusiastic 3. the least enthusiastic



◆ Make sentences comparing the different orcas in the comic.

The whale in captivity is the least happy.

5

THEY GROW UP IN WATER PARKS AND PERFORM SHOWS FOR BIG AUDIENCES.



LIFE IN WATER PARKS IS BORING AND UNNATURAL. THE ORCAS ARE VERY STRESSED AND LESS ENTHUSIASTIC THAN THOSE OF US WHO LIVE IN THE OCEAN.

7

LOOK AT US! WE ARE ENTHUSIASTIC, AREN'T WE? WE LOVE PLAYING. ORCAS IN CAPTIVITY ARE LESS SOCIABLE THAN ORCAS IN THE WILD BECAUSE THEY DON'T HAVE THE OPPORTUNITY TO COMMUNICATE WITH THEIR FAMILY GROUPS. SOMETIMES, THE LEAST SOCIABLE ONES CAN GET VERY AGGRESSIVE.



6

THERE AREN'T A LOT OF ADVANTAGES FOR ORCAS IN CAPTIVITY, BUT THEY DO HAVE PLENTY OF FOOD TO EAT. IN THE OCEAN, WE SOMETIMES HAVE PROBLEMS FINDING FOOD BECAUSE OF OVERFISHING OR POLLUTION. IT IS LESS SAFE THAN IT USED TO BE, BUT IT IS STILL MUCH HEALTHIER TO LIVE IN THE OCEAN.



8

MY SON NEEDS TO BE PREPARED FOR THE FUTURE. WHEN YOUNG WHALES GROW UP, THEY CAN LEAVE THEIR POD IF THEY WANT TO. SOME STAY WITH THEIR ORIGINAL PODS, BUT OTHERS JOIN NEW PODS.



I DON'T KNOW WHAT MY SON IS GOING TO CHOOSE.

4 Read and complete the sentences.

1. They can jump high, _____ ?
2. It looks sad, _____ ?
3. We are enthusiastic, _____ ?



Play the Yes and No Game!

Orcas eat penguins, don't they?

No, they don't! /
Yes, they do!

Whales can communicate, can't they?

Yes, they can! /
No, they can't!

I'm **going to be** more relaxed next time.
I'm **going to catch** a penguin today.

5 Write the numbers to match the intentions with the pictures.

1. She is going to protect her baby.
2. She is going to eat a penguin.
3. He is going to join another pod.



6 Listen and match the children with the situations and intentions. 

<p>1 </p>	<p>...is worried about her exams.</p>	<p>...is going to try to be more patient.</p>
<p>2 </p>	<p>...feels annoyed.</p>	<p>...is going to relax.</p>
<p>3 </p>	<p>...is too shy to talk to people at a club.</p>	<p>...is going to work harder.</p>
<p>4 </p>	<p>...had an argument with parents.</p>	<p>...is going to be more confident.</p>

7 Imagine you are in the following situations. Discuss what you are *going* or *not going to do*. 

1. You are disappointed with your grades.
2. You're enthusiastic about a new hobby.
3. You are interested in different things than your friends.

I'm going to study more! I'm not going to get bad grades next time.

1 Read the song and write the correct tag question next to each line. Then listen and check. 

Verse 1	Verse 2	Verse 3	Verse 4
didn't you?	can they?	will you?	won't I?
do you?	don't you?	can't you?	are you?
wasn't I?	aren't you?	can't I?	
didn't I?	aren't they?	won't you?	

- You don't remember when you were small, (1) _____
- You loved your toy cars and that big, red ball, (2) _____
- I brushed your teeth and combed your hair, (3) _____
- I was in charge of what you could wear, (4) _____
- Now you're eleven, and growing up quickly, (5) _____
- You do things by yourself, but never with me, (6) _____
- Your friends are more important now every day, (7) _____
- But they can't always be there along the way, (8) _____
- But you'll promise to be there when I'm feeling bad, (9) _____
- And when I do something silly, you won't get mad, (10) _____
- When I want to chat, I can always talk to you, (11) _____
- You can help me at times when I don't know what to do, (12) _____
- Of course I'll listen when you want to chat, (13) _____
- Now go and clean your room, you're not too old for that, (14) _____

I ask real questions!

I make confirmations!

◆ Listen again. Identify the different intonations and underline the verses that ask real questions. Discuss and give a reason for your answer.

2 Complete the questions that you think are true about a classmate.

- You _____, are you?
- You _____, aren't you?
- You _____, don't you?
- You _____, can you?

◆ Ask and cross out your classmate's answers. 

No, I'm not. Yes, I am. No, I don't. Yes, I do. No, I can't. Yes, I can.

Reading and Writing

1 Look at the pictures in the leaflet and describe what the people are doing.

2 Read the leaflet. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

~~thinking~~ tell sure secret help
going less bigger before friend



Being responsible means (0) thinking about our actions and behavior and doing the right thing.

When we make good choices, other people know they can trust us. As you get older, you have more and more responsibilities. Here are some tips for how to be a responsible person.

When you say you are (1) _____ to do something, do it. Has anyone promised to do something for you and then not done it? It's annoying, isn't it? When people don't do what they say, they stop being able to trust each other.

Be prepared. Make your own choices and be ready. Adults won't always remind you to be somewhere at a specific time or (2) _____ you what to do. You are responsible for your actions.

Be someone others can trust. Are you going to borrow something from a friend? Make sure you take care of it! Has someone told you a (3) _____? Don't tell anyone else! It is important, so that people can trust you.

Think before you act. Take your time (4) _____ you make decisions. When you think about things, you make better choices.

Do the tasks that you need to do. Do you have some homework to do? Do it! Don't leave jobs until the last minute. The (5) _____ time you have to do things, the less control you have of your life.

3 Now choose the best title for the text. Mark (✓) one box.

- 1. How to Keep Promises
- 2. How to Grow Up
- 3. How to Be Responsible

◆ In pairs, discuss different situations when you were responsible.

4 Michael is asking Sally some questions about showing responsibility. What does Sally say? Read the conversation and choose the best answer.

Write a letter (A–H) for each answer.

You do not need to use all the letters. There is one example.

0. MICHAEL: Tell me, Sally. Are you a responsible person?

SALLY: E

1. MICHAEL: I try to be. I actually feel good when I know that someone trusts me to do the right thing!

SALLY: _____

2. MICHAEL: How do you show responsibility? For example, what do you do when you borrow something from a friend?

SALLY: _____

3. MICHAEL: You haven't ever broken anything that you've borrowed, have you?

SALLY: _____

4. MICHAEL: What did you do?

SALLY: _____

5. MICHAEL: How did he react?

SALLY: _____



- A** No, I didn't.
- B** Unfortunately, yes I have. I broke my brother's new skateboard last week!
- C** He was fine with it and I felt good for being honest. I'm going to save up and get him a new one.
- D** It's hard to be responsible.
- E** Yes, I think so. Aren't you?
- F** Well, I always take good care of it and return it on time.
- G** Do you? Yes, that is a nice feeling!
- H** I was honest. I told him what happened.

5 Make a responsibility chart to display in the classroom. Use the example below and add more information to it.

What does it mean?
Doing the right thing

Characteristics:
Hardworking

Examples:
Doing homework on time

Negative examples:
Not doing what you promise to do

Responsibility

- 1 Look at the pictures and say how the people are feeling.
Discuss possible reasons why they feel that way.

How Do You Feel?

We all know that as we get older, our bodies change. But have you noticed changes in how you think and feel, too? It is perfectly normal if you have. Your brain is developing, and this affects the way you feel about yourself and others.

At ten or eleven years of age, the neural connections in your brain get stronger. This helps your planning, information-processing and problem-solving abilities. These are essential skills that help you become more confident as you grow older. However, they can also cause problems.

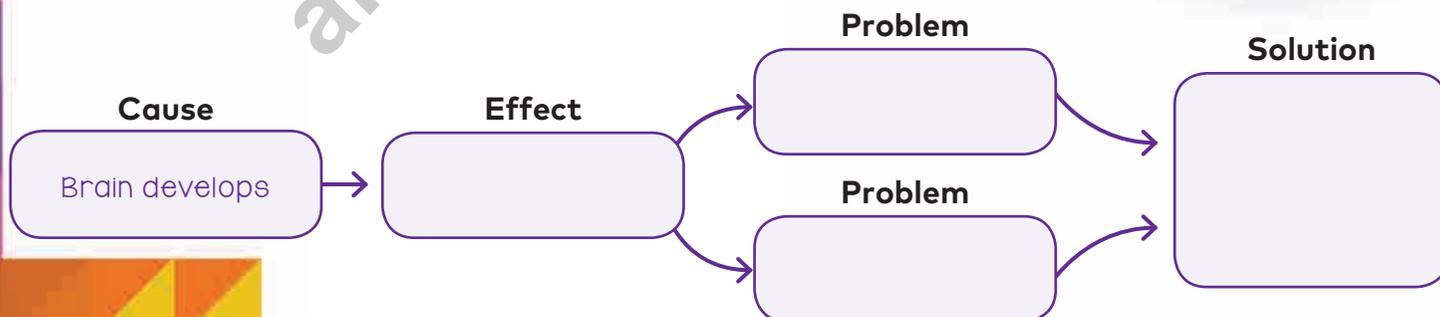
First, you may find that you argue with your parents or other adults more often. As your brain processes more information and finds its own solutions, you realize that older people aren't always right. It can be disappointing to discover this about people you love and trust. But we can't all be perfect, can we?

At around the same time, it is common to want to make new friends and spend more time with them. But it isn't easy to fit in with different groups, and you might experience negative feelings about different people and situations. This can lead to changes in your mood.

If you have one or both of these problems, you should learn how to talk about your feelings. Your brain now notices feelings and the reasons for them, and putting this into words is a useful skill that shows self-control. Don't be embarrassed. Remember that you don't have to talk about every feeling you have.



- 2 Read the *How Do You Feel?* section and make notes in the organizer.



3 Read the rest of the article and write the missing words.

Four Steps for Talking about Your Feelings

1. Think of a name for how you feel.
2. Identify why you feel that way.
3. Put your feeling into words. Write it down.
4. Choose the right person to talk to.

Put It into Practice

Let's see how the four steps work in a real situation. It's Saturday and you are meeting your friend. He or she suggests going to the mall, but you want to hang out somewhere else. You feel like you always do what your friends want to do, but that they never do what you'd like to do.

Now, answer the questions:

1. How do you feel? Can you name the feeling? (Annoyed, etc.)
2. Why do you feel that way? (Your friend never does the things you want to do.)
3. Can you put your feeling into words in a short, simple way? ("I feel angry because I always do what you want to do, but you never do what I want to do.")
4. Who do you talk to about how you feel? (Your friend, of course! In other cases, it could be your parents, grandparents, etc.)

Being Positive

There (1) _____ always a good reason for feeling the way you do. When you were younger, you had (2) _____ understanding and control of your emotions. Now, you are becoming (3) _____ independent and you are ready for new experiences, aren't you? By noticing (4) _____ you feel and why, you can decide how you are (5) _____ to deal with different situations (6) _____ a positive way.

4 Choose a situation and share your feelings about it. Follow the steps in the article.

1. There is a sports event after school and you are on the team.
2. You got a good grade on a test in a subject you are not usually good at.
3. You ask someone you like to dance and they say "yes."



Keep things short and simple. It doesn't have to be a big talk! You will soon find that the more you do this, the less difficult it gets.

Tip

Setting Personal Goals

1 Listen and write. There is one example.  

S	M	A	R	T
				
Specific	Measurable	Attainable	Relevant	Time Limit

My SMART Goal

0. Name of student: _____ Richard _____
1. Specific goal: _____ less _____
2. Measure: _____ minutes a day
3. Achievable or not: _____
4. Relevant plan: _____ join a _____ club
5. Time limit: _____ next _____

2 Choose a scenario.



school



home and family



hobbies

◆ Think of a SMART goal for your scenario. Complete the planner.

SMART Goal Planner		
Specific	What do you want to happen?	
Measurable	How will you know when you have reached your goal?	
Achievable	Is your goal possible?	
Relevant	What effect will it have on your life?	
Time Limit	When are you going to reach your goal?	



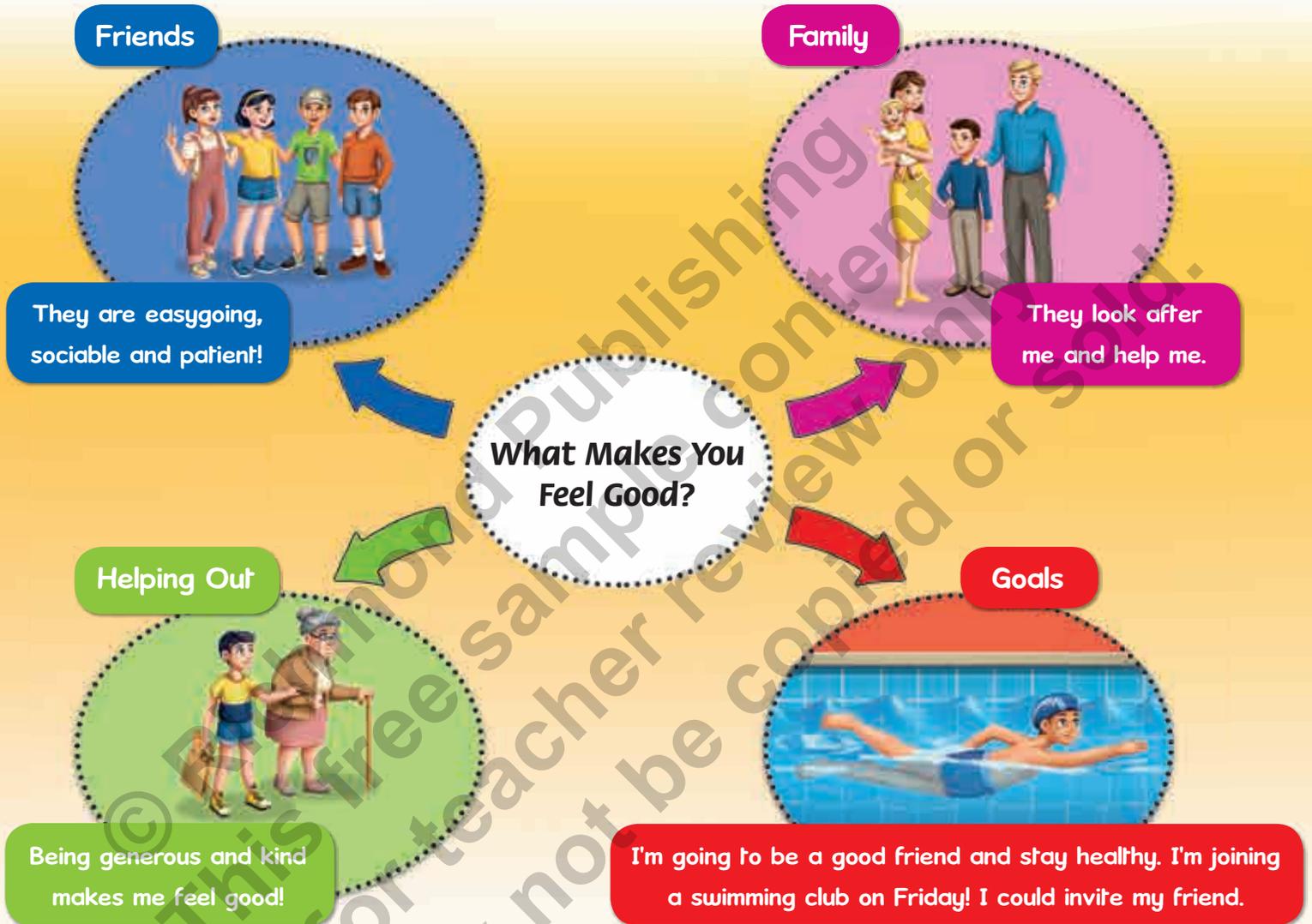
Why is it important to have goals?

◆ In pairs, discuss your goals.

Explore

- ◆ Look at the infographic and answer the questions.

1. What is it about?
2. What sections does it have?



Produce

- ◆ Choose the persons, activities or things that make you happy. Then go to Practice Book page 111 to make notes for your infographic. **PB**
- ◆ Design and make an infographic using your information. Include pictures.

Present

My friends make me feel good. They are easygoing, sociable and patient!

I like helping others. It makes me feel great!

Can you talk about people's appearance and friendship?

1 Look at the picture and circle the correct options.

My best friend is named Tom. He is (1) **slim** / **well-built** and has (2) **wavy** / **straight** hair. He always combs his hair and keeps it (3) **neat** / **scruffy**. We (4) **became** / **did** friends when Tom moved to our school last year, and we really (5) **get along** / **go out** well with each other.



Can you make offers and discuss arrangements?

2 Number the dialogue in order.

- MIKE: Sure, but I think he's visiting his grandparents. We could meet him after the movie!
- STEVE: Sounds like a good idea. I'll ask him what time he's available.
- MIKE: Should we get together this weekend?
- STEVE: We could go see a movie. Should we invite Dan?
- MIKE: Yes! Saturday afternoon is good for me. I'm playing soccer in the morning.

Circle the suggestions and underline the arrangements.

Can you ask for information?

3 Complete the questions. Then look at the picture and match the answers with the questions.

- 1. What _____ Laura like to do? Anna
- 2. _____ likes basketball? roller skating
- 3. Who _____ wearing a baseball cap? Dan



Can you make comparisons?

4 Read the information and complete the sentences with the words in the box.

less the least the most

- Gray Whale – Critically endangered Blue Whale – Endangered Humpback Whale – Low risk
- 1. The gray whale is _____ endangered.
 - 2. The blue whale is _____ endangered than the gray whale.
 - 3. The humpback whale is _____ endangered.

Can you describe personalities, situations and feelings?

5 Identify what the words in bold refer to. Write **P** (Personality), **S** (Situation) or **F** (Feelings).

- Mel takes time to listen to everyone. She is **patient**. _____
- I forgot my lines during the play. It was **embarrassing**. _____
- I don't have any plans now. I'm **bored**. _____
- I failed the test. My teacher is **disappointed**. _____
- We climbed up 300 steps. It was very **tiring**! _____

Can you talk about plans and intentions?

6 Look at the emojis and write sentences to describe what the person is going or not going to do.

- be / doctor _____
- go / college _____
- not / clean / bedroom _____
- study / exam _____

Can you confirm information?

7 Mark (✓) the real questions and mark (X) the ones that only confirm information.

- You're going to do your homework, aren't you?
- Humans can't fly, can they?
- She doesn't like math, does she?
- You'll tell me, won't you?

Home Connection

◆ Create a Family Values mission statement.



Family Values
Mission Statement
Be honest and kind.

Who Influences You?