Past Simple/Present Perfect

Helen saw a whale during her vacation. She has never played volleyball.

Have you ever ...?

Have you ever gone to a sports camp? Have you ever played games in teams?

Adjectives (Synonyms)

enormous/large, enthusiastic/dynamic, lovely/beautiful, strange/unusual, wonderful/great

Adjectives (Antonyms)

cheap/expensive, interested/bored, kind/unkind, neat/messy, relaxed/ worried,unfriendly/friendly

Language

Vocabulary

Life Skills and Extra Features

Project

Feeling Good Infographic

Topic 1 Feeling Good!

Unit 1 on with Friends

Subject and Object Questions

Who wants to watch the 3D movie? What do you want to see?

Present Continuous for Arrangements What are you doing at the weekend?

Should we...? You could... (Suggestions)

You could come! Should we go and watch the whale conservation movie?

... - ...

Describing People's Appearance blue-eyed, good-looking, healthy, neat, scruffy, slim, smart, wavy, well-built

Friendship

am friends with, best friend, close friends, get on with, like being with, really like, spend time with Mindfulness

Recognizing Body States and Mood

Sounds Fun!

Schwa sound (unstressed vowel sounds)

onit z rowina Up Going to for Intentions

We're going to hunt for some food. I'm going to try and catch a penguin today!

Tag Questions with Can / Do / Be They can jump high, can't they? It looks sad, doesn't it?

Comparatives and Superlatives (Less / the Least)

The orcas are less enthusiastic than those in

It is less safe than it used to be.

The least sociable ones can get aggressive.

Personality

competitive, confident, determined, easy-going, enthusiastic, generous, hard-working, outgoing, patient, quiet, shy, sociable

Adjectives Ending in -ed / -ing annoyed/annoying, bored/boring, disappointed/disappointing, embarrassed/embarrassing, tired/tiring Sounds Fun!

Intonation in tag questions

CLIL

Social Science

Citizenship

Setting personal goals
Home Connection

Create a family values mission statement

Topic 2 Going Green

Unit 3

Present Passive (All Forms)

How is plastic made? It's produced in factories. Lots of things are made of plastic.

Smell / Taste Like

It makes it smell like food.
Surely it doesn't taste like food.

Prefixes in-, re-, de-

decrease, deforestation, destroy, include, increase, incredible, recycle, reduce, refill, replace, reuse

Environment

disposal, dump, nonrenewable, pollution, recycling plant, renewable, toxic, wind farm Mindfulness

Noticing your breathing

Sounds Fun!

/l/vs /r/ correct/collect, road/load, right/light

Unit 4

First Conditional

If people don't have safe drinking water, they will get ill.

If we save water, we will help protect the planet.

Subordinate Clauses

I'm certain that humans cause these problems. Scientists are sure that oceans are getting warmer. Water Issue

crisis, disease, education, health, medicine, poverty, shortage, spend, store, well

Prefixes un-, im-, dis-

disadvantage, disagree, disappear, impatient, impossible, unable, undeveloped, unsafe

Sounds Fun!

Stress patterns in first conditional sentences

CLIL

Math

Citizenship Taking an active role

Home Connection
Make a fridge poster

A Recycling Drive

⋖

Class President Elections

Unit 5 \mazing invent

Past Passive (All Forms)

What was it used for?

It was used to power steamboats. They were used on rivers.

Need to

You need to be creative.

You don't need to have expensive equipment. Do you need to go to college?

As a Result, In Order to, Although

Transportation

bicycle, camel, desert, flight, passenger, railway, steam engine, tire

Suffixes -able, -ible

adaptable, comfortable, fashionable, incredible, possible, reasonable, terrible

Mindfulness

Dealing with traveling stress

Sounds Fun!

/s/ vs /z/ shoes, views, roads, rockets

Journeys

Past Continuous with While

While they were searching, some dolphins were playing nearby.

Other animals were traveling south while they were swimming north.

Past Perfect (All Forms)

When I woke up, the other scientist had already left.

I took my digital camera, but I hadn't charged it.

Had Peter seen butterflies before? Yes, he had. / No, he hadn't.

At the Airport

carry on baggage, check-in desk, flight attendant, line, passport control, screen, security, terminal

Suffixes -ous, -ment

adventurous, agreement, enormous, entertainment, equipment, jealous, movement, nervous Sounds Fun!

Sentence stress (content words)

CLIL

History

Citizenship

Respecting other cultures

Home Connection Keep a transportation log

Topic 4 Living Together

Unit 7 etting Involve

Reported Statements with Say and Tell She said she was a reporter for the magazine.

You said you wanted to do karaoke. He told him that he didn't believe him.

Reflexive Pronouns

She takes the photographs herself.
I'll enter the karaoke competition myself!

School Magazine

article, cover page, editor, interview, headline, microphone, notebook, recorder app, story, video camera, writer

Suffixes -er, -ist

dancer, finalist, guitarist, journalist, medalist, player, runner, sound recordist, vocalist, winner Mindfulness

Being thankful

Sounds Fun!

Word stress in 3-syllable words: carnival, banana, kangaroo

Unit 8 Our Community

Second Conditional

If I were you, I would take my time. If I had a million dollars, I'd build a whale sanctuary.

Reporting Verbs: Suggest and Decide I've decided to do a fun run. I suggest carrying her on George's back. **Community Projects**

animal shelter, collect, donate, homeless shelter, nursing home, raise, volunteer

Suffixes -ful, -less

careful/less, harmful/less, helpful/less, thoughtful/less, useful/less

Sounds Fun!

Contractions in second conditional

CLIL

Art

Citizenship

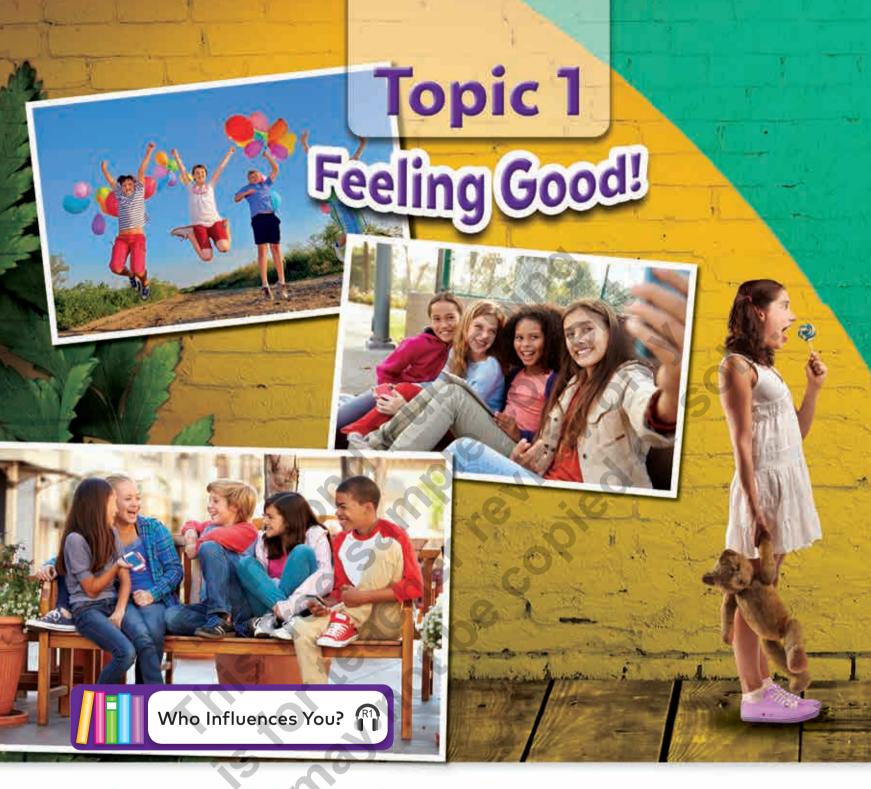
Understanding democracy

Home Connection

Take part in a community volunteer project



Scope & Sequence



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. $\bigcap_{i=1}^{4}$



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. [5]





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.







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.

Spen to Learn

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

1 Listen and follow.

Good Buddies Giants of the Deep





It's Saturday, and Helen and Oliver are at the Museum.

Giants of the Deep

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!



- 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.











You could buy one, too. All the money goes to support orca conservation.

THANKS! WE BOUGHT THEM AT THE WHALE EXHIBIT.

AND WE BOUGHT YOU REUSABLE BAGS AND STRAWS! WE SHOULD ALL USE THEM. THERE'S TOO MUCH PLASTIC IN THE OCEAN!

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 Came!

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?

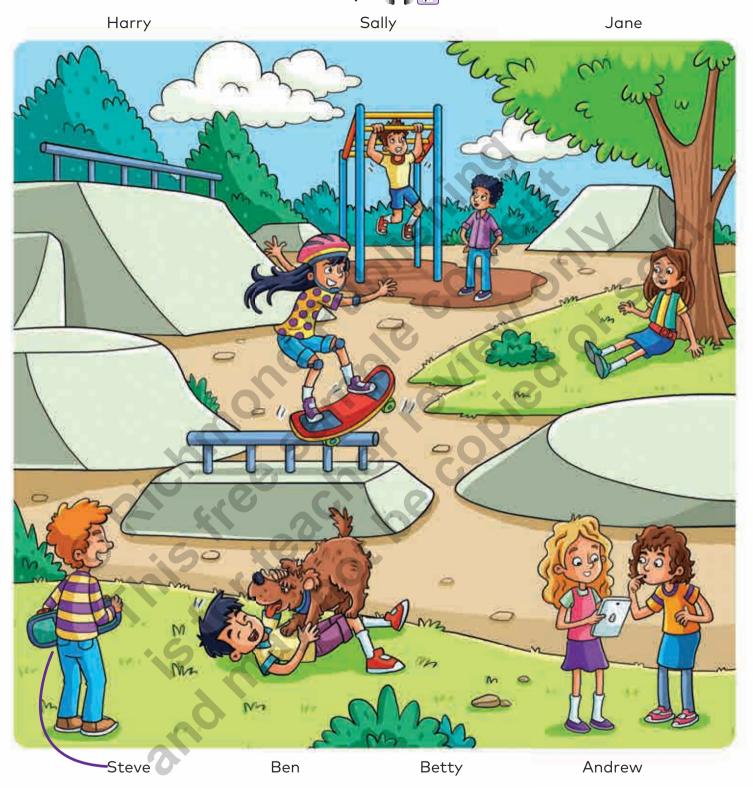
- 3. So what do you like, Oliver?
- 4. What do you want to see?



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



Speaking

2 Ask and answer.

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

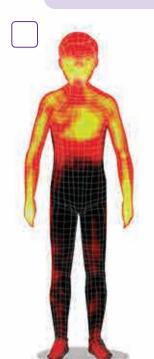
Recognizing Body States and Moods



1 Listen and number the bodies.



- 1. Nervous
- 2. Sad
- 3. Angry
- 4. Нарру





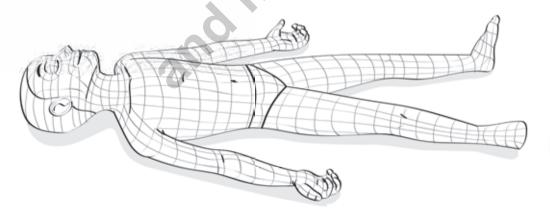




- Look at the pictures again and label the sentences with the emotions.
 - 1. I have butterflies in my stomach.
 - 2. He lost his dog. He feels blue.
 - 3. They are buzzing. They're full of energy.
 - 4. His face was burning and his eyes were red! _
- 2 Listen and follow the body scan instructions. \bigcap



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





1 Look and number the pictures with the feelings.

- 1. Not excited
- 2. Not stressed
- 3. Excited

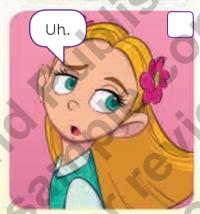
- 4. Stressed
- 5. Surprised
- 6. Not surprised













- Listen and repeat.
- 2 Listen and underline the correct sound pattern. 12
 - 1. vitamin / vitamin
 - 2. celebrate / celebrate
 - 3. president / president
 - 4. experiment / experiment
- 3 Listen and circle the stressed syllable. [13]



problem

about

banana

butter

ocean

enough

zebra

amazing

again

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.

ner

"E

Fitting In

Talways 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

	My Skills
I agreed to give the club a try. But on my first visit I had a surprise.	Intertal about the land to the land the land the land to the land
The girl from school with the sad expression was there, except now she	- 1 >
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 justwell,	
sometimes it's hard to break away from my group of friends."	30
"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.	C. (2) -2 V
"Alice!" she shouted, "Are you coming to the mall with us after	Wa.
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	0.11
can invite everyone else."	
Alice's face brightened. "Good idea!" she replied.	0
Not everyone wanted to practice dancing, but some people did! same interests as me. They're not quite the same as Kim and Anna, but	
3 Read the story again. Write some words to comple	ete the sentences about the story.
You can use 1, 2, 3 or 4 words. There are two exam	ples. 🔀
0. At the end of fourth grade, Olivia received som	e <u>bad news</u> .
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 whe	
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

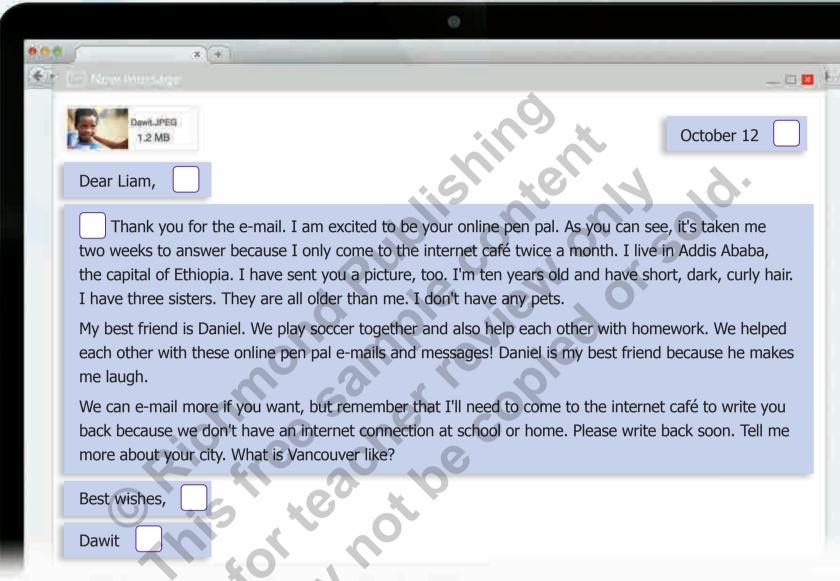
- 1 Read the e-mail quickly. Then discuss the questions.
 - 1. What is a pen pal?
 - 2. Do you think this is a good way to make new friends?
 - 3. How else can you stay in contact with friends who live far away?
- 2 Read the e-mail again. Choose the right words and write them on the lines. There is one example. $\frac{\checkmark}{x}$

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	at 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 k	won do club and we practice every day. We get
(6) really well and we always hang out to	gether. We share other interests, too, like playing computer games
and skateboarding. In fact, I'm (7) him la	ter. Who is your best friend? What do you do together?
I can't wait to find (8) more about you. 0	ur school lets us send our e-mails on Fridays, so I hope you read
this soon. (9) we write each other more e	e-mails in the future? I would be happy to
you want to!	O' C
Best wishes, Liam	0,

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



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

Listening

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



0. Where are the friends going?







1. What does Frank want to see or do?







What is Frank going to wear? 2.







What time is Frank meeting his friends? 3.







Where are the tickets? 4.







Who is Frank's best friend? 5.





В



С

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

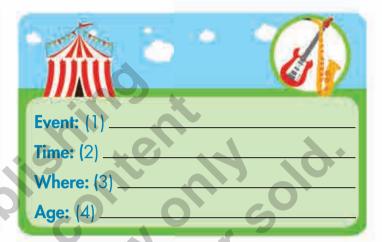
1 Ask and answer questions to complete the information.

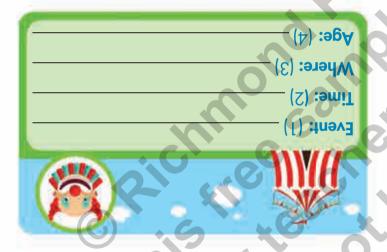
What is your event called?

Who is the event for?

Student A









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?



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

enthusiastic	patient	competitive	quiet
active	generous	determined	hardworking
sociable	easygoing	confident	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.

The second second

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.
- 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!





- I am always **bored** when I go to my aunt's house.
 She doesn't have an internet access nor TV!
- I forgot that yesterday was my best friend's birthday. She was very disappointed because she always remembers to call me on my birthday!
- 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?

My Language

1 Listen and follow. 16



Good Buddies In the Wild!

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.



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!



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

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.



 \mathbf{I}' m not going to let him be taken into captivity when HE GROWS UP. THAT'S WHAT HAPPENS TO A LOT OF ORCAS!



- 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.

They grow up in water parks and PERFORM SHOWS FOR BIG AUDIENCES.



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.



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

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.



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?

> Whales can communicate, can't they?

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

> 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.



1



...is worried about her exams.

...is going to try to be more patient.

2



...feels annoyed

...is going to relax.

3



...is too shy to talk to people at a club.

...is going to work harder.

4



...had an argument with parents.

...is going to be more confident.

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			
١	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)

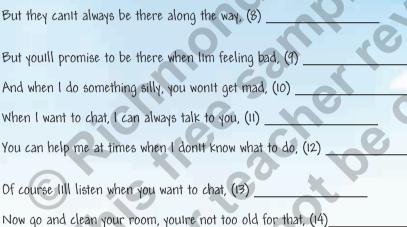
I was in charge of what you could wear, (4)

Now youlre 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)





- 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.
 - 1. You ______, are you?
 - 2. You ______, aren't you?
 - 3. You ______, don't you?
 - 4. 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. $\frac{\sqrt{x}}{x}$

thinking tell sure secret help going less bigger before friend

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) 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.



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 (\checkmark) 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. $\frac{\checkmark}{x}$





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

Responsibility

Characteristics:

Hardworking

Negative examples:

Not doing what you promise to do

Examples:

Doing homework on time

CLIL social Science

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.

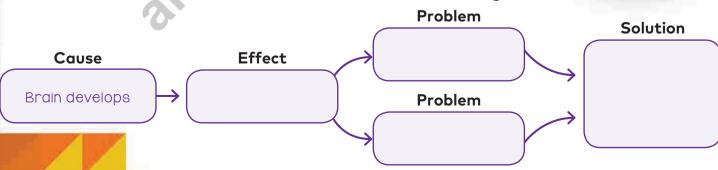
At ten or eleven years of age, the neural connections in your brain get stronger. This helps your planning, information-processing and problem-solving abilities. These are essential skills that help you become more confident as you grow older. However, they can also cause problems.

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.









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 guestions:

- 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."

Topic 1 CLIL 37



Setting Personal Goals

1 Listen and write. There is one example.













Specific

Measurable Attainable

Relevant

Time Limit

My SMART Goal

- 0. Name of student:
- 1. **S**pecific goal:
- 2. **M**easure:
- 3. Achievable or not:
- 4. **R**elevant plan:
- 5. Time limit:
- 2 Choose a scenario.



school

Richard

less

minutes a day

club

next



home and family



hobbies

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

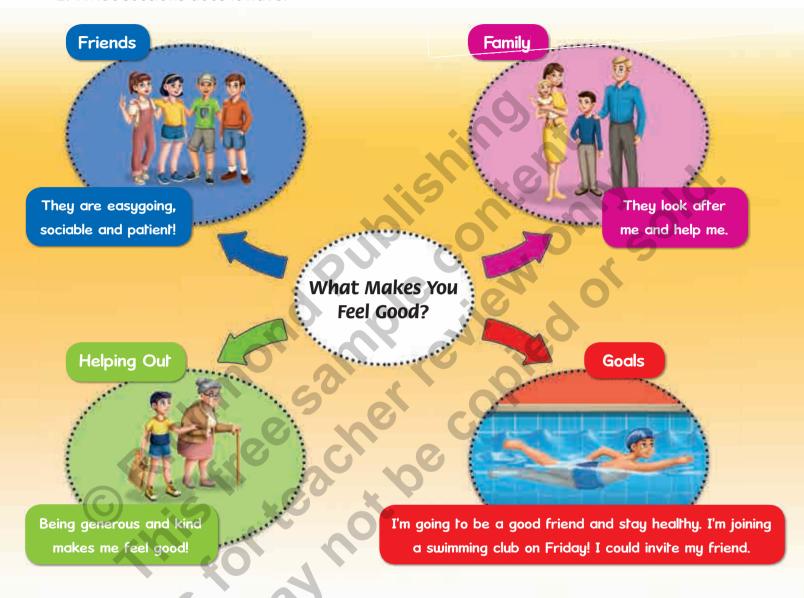
		SMART Goal Pl	anner
þ	Specific	What do you want to happen?	
-	Measurable	How will you know when you have reached your goal?	
7	Achievable	15 your goal possible?	
	Relevant	What effect will it have on your life?	
	Time Limit	When are you going to reach your goal?	
7		CILI	V MOVEMENT III

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

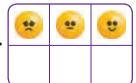


Can you make comparisons?

less

the least

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



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.

the most

Can you describe personalities, situations and feelings?

5 Identify what the words in bold refer to. Write P (Personality), S (Situation) or F (Feelings). 1. Mel takes time to listen to everyone. She is patient. 2. I forgot my lines during the play. It was embarrassing. 3. I don't have any plans now. I'm bored. 4. I failed the test. My teacher is disappointed. 5. We climbed up 300 steps. It was very tiring!

Can you talk about plans and intentions?

-			J.,		
0	Look at the emojis and write	sentences to des	cribe what th	e person is doing	i or not doing to do.
_				- p	,

1. get be / doctor	0		
2. ogo / college		00	
3. or / clean / bedroom			•
4. study / exam			

Can you confirm information?

_							
	Mark (\checkmark) the real	questions ar	nd mark (X)	the ones that	t only confirr	m information.	

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

*	•	*

