

# 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.

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## 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



Jim



Ted



Kyle



Kath



Max

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.

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

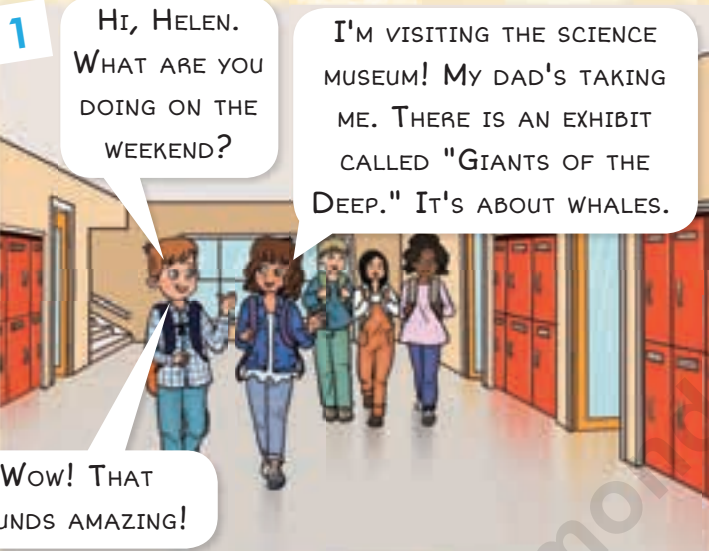
1 Listen and follow. 

## 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.

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.

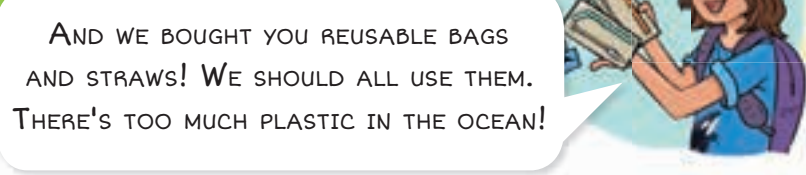
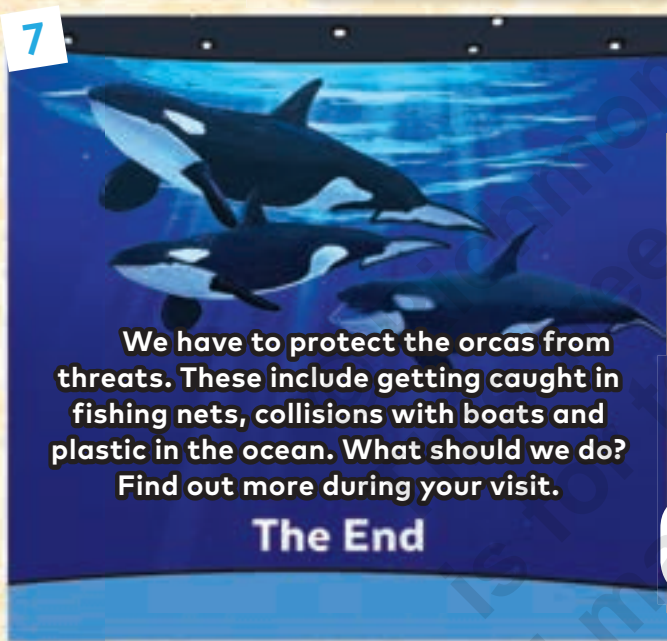
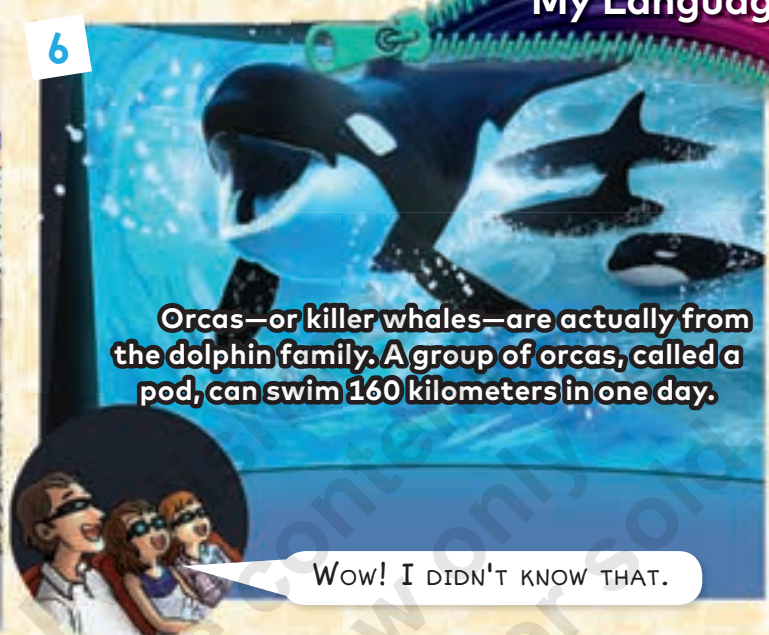
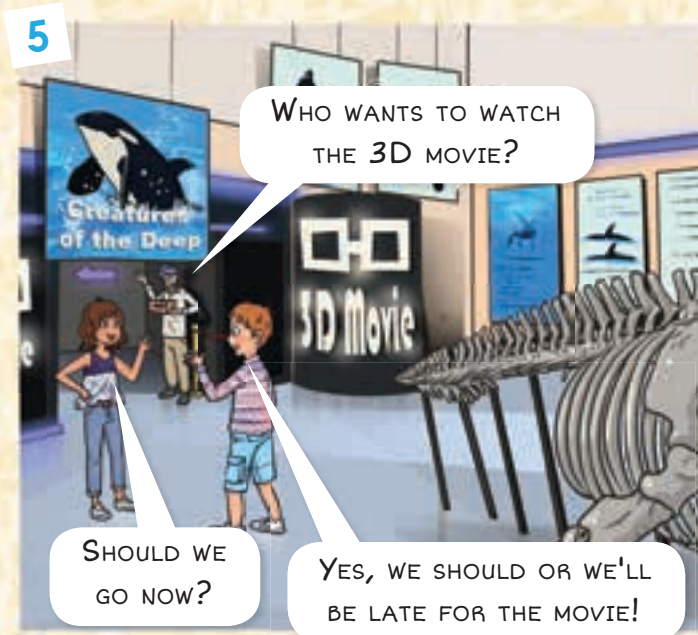
\_\_\_ Helen tells Oliver her plans.

\_\_\_ 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.

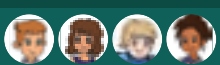
6 Listen to the next part of the *Good Buddies'* conversation and write the correct number next to each picture. 

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



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

- Who wants to see a movie?
- Who likes ice cream?
- So what do you like, Oliver?
- 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?

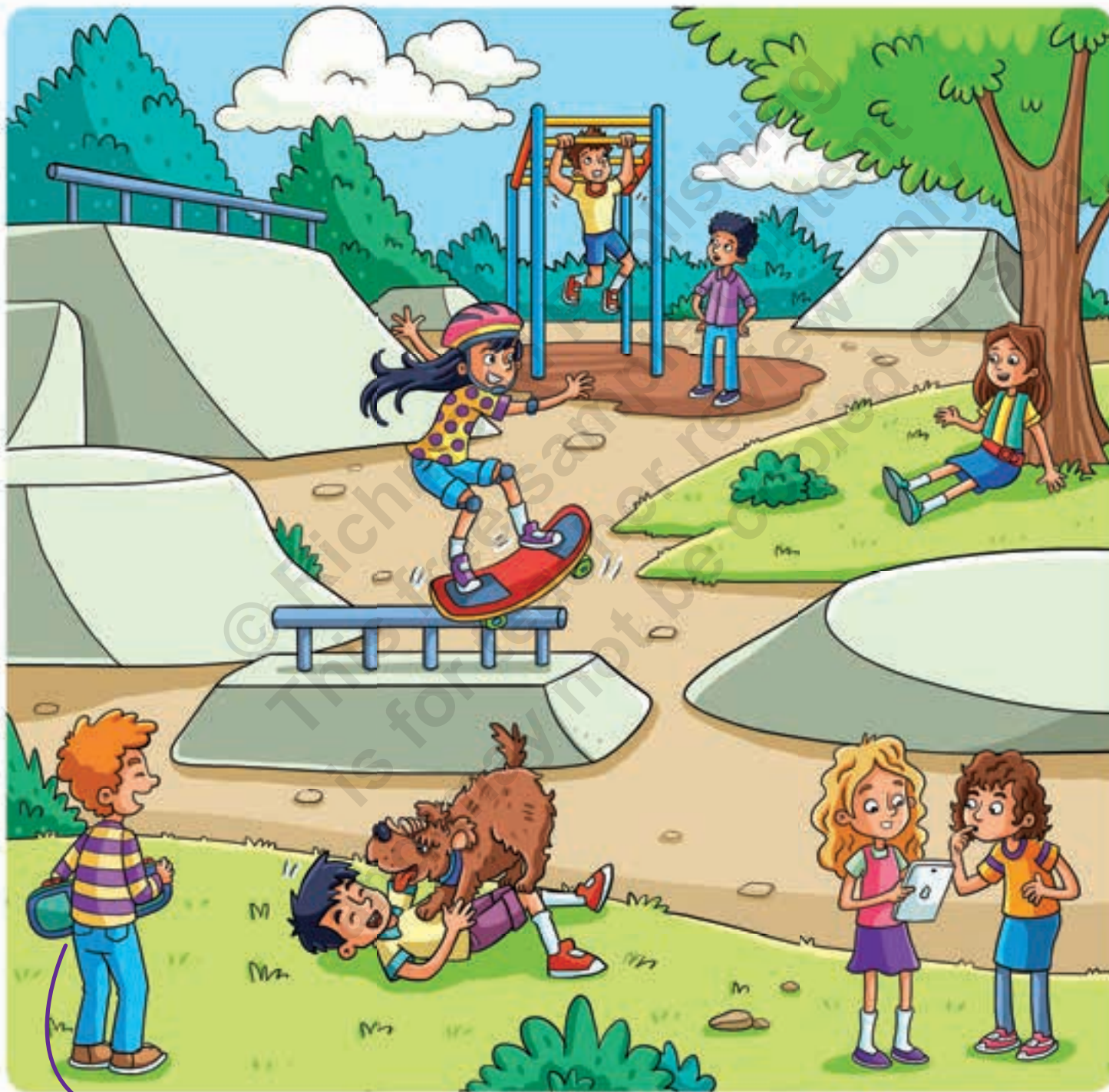
Listening

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?

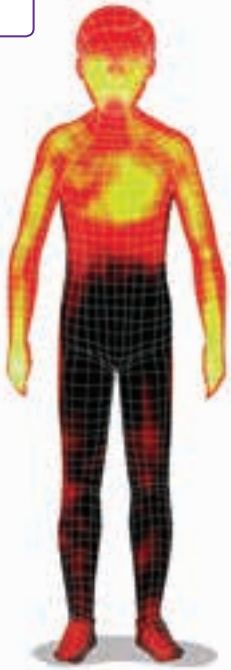


## Recognizing Body States and Moods



1 Listen and number the bodies. 

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

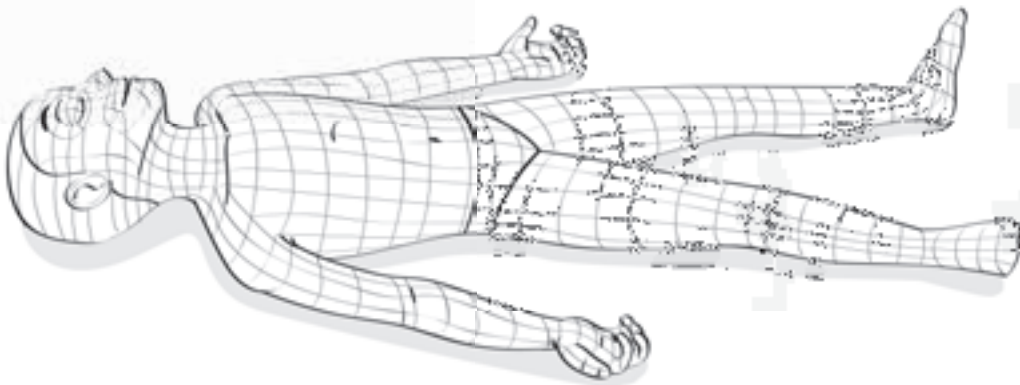


◆ Look at the pictures again and label the sentences with the emotions.

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. 

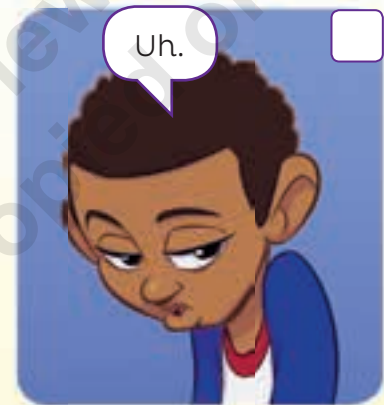
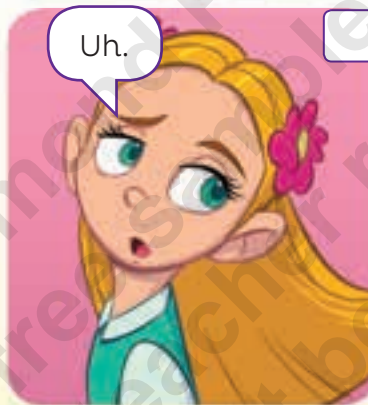
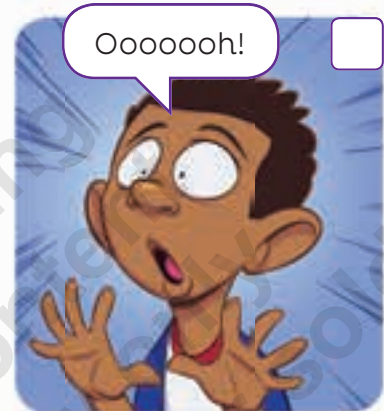
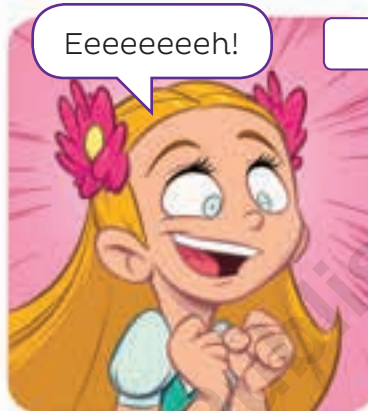
◆ Color the body according to how you feel. Use the pictures in Activity 1 as reference.





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. **vi**tamin / vit**am**in
2. **cele**brate / **cele**brate
3. **pres**ident / **pres**ident
4. **ex**periment / **ex**periment

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          | 4. Feeling Good about the Future |
| 2. A Pleasant Surprise | 5. Getting Along with Alice      |
| 3. Terrible News       | 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

New message

 Dawit.JPG  
1.2 MB

October 12

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) \_\_\_\_\_

\_\_\_\_\_ **Age:** (4) \_\_\_\_\_  
 \_\_\_\_\_ **Where:** (3) \_\_\_\_\_  
 \_\_\_\_\_ **Time:** (2) \_\_\_\_\_  
 \_\_\_\_\_ **Event:** (1) \_\_\_\_\_

**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