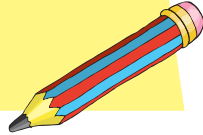


## 1. Hurray for sport!

After reading the first lesson of our story, look for words and actions which show the good that comes from sport.

Re-order the syllables of the words listed on the stairs. Write them correctly on the steps in between.



ING - GROW

THY - HEAL

E - TION - MO

SHIP - FRIEND

NESS - HAPPY

CIPLINE - DIS

MENT - DE - OP - VEL BRAIN

## 2. Having the right attitude

Look at the illustrations and cross out those attitudes that DO NOT help teamwork.



Happiness



Cheating



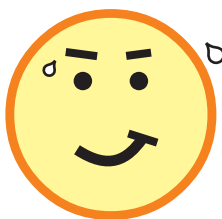
Anger



Friendship



Sadness



Effort

Based on what you have read, tell your father, mother or an adult at home about why sport is good for us.

Together make a list of ten good things about sport.



It was easy



It was a little difficult



We need to do it again

*Signature of a parent or responsible adult.*

## 1. Let's make lists:

Working on your own, or in pairs, list five games and five sports:

Games

Sports

.....

.....

.....

.....

.....

.....

.....

.....

.....

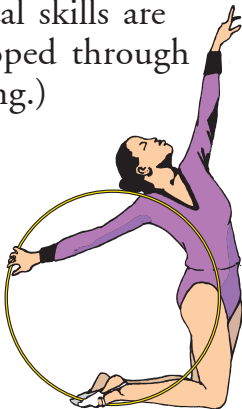
.....

### Sport works at three levels:

#### Physical Level

*\*at which we develop strength and bodily control.*

(The body is strengthened and physical skills are developed through training.)



#### Psychological Level

*\*at which we enjoy playing and want to win.*

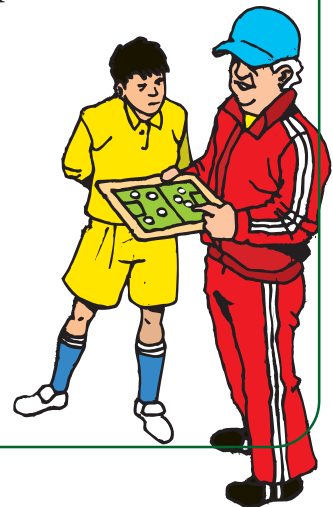
(Our enjoyment increases as we learn to handle feelings and emotions.)



#### Spiritual Level

*\*at which we plan our game and show team spirit.*

(Tactics and teamwork need intelligence and willpower.)



## 2. Answer

a) What is the difference between games and sports?

.....

b) What is your favourite game? Why do you enjoy it?

.....

c) With whom do you like to play that game?

.....

d) What is your favourite sport? Why do you enjoy it?

.....

e) With whom do you like to play that sport?

.....

## 3. I work with my memories and my imagination

How do babies play?	..... ..... .....
How do 8-year-olds play?	..... ..... .....
How do older children play?	..... ..... .....



- Explain to your parents, or an adult at home, the difference between games and sport.

- Ask them what games they played when they were young.

- Were their games the same as yours?

- How did they differ?



We did it well



It was a little difficult



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.....

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## 1. Answer:

a. Has anyone ever cheated against you? .....

b. How did you feel?

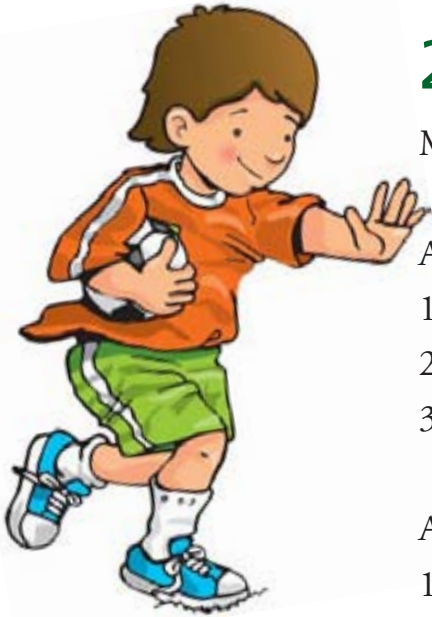
.....  
.....

c. Have your ever cheated? Why?

.....

d. How did you feel when you cheated?

.....  
.....



## 2. Fill in the blanks:

My favourite game is .....

Actions allowed in this game:

1. ....
2. ....
3. ....

Actions not allowed in this game:

1. ....
2. ....
3. ....



### 3. Answer:

How would you feel if somebody who has cheated wins?

What would you tell that person?

.....

.....

.....

### 4. What do we mean when we talk about 'the rules of a game'?

.....

.....

.....

.....



- Tell your parents or an adult at home what you learnt about rules today.
  - Ask them why they think rules are important.
- Do you think that cheating and being cheated is the same thing? Why?

.....

.....

.....



We did it well



It was a little difficult



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.....

*Signature of a parent or responsible adult.*

## 1. Reflect and respond:

- a. What should Jack have done that he didn't do? And Beth?
- .....
- b. Why was it important that Beth and Jack played their positions?  
What is the mistake each made?
- .....
- c. Identify Beth's attitude before the teacher spoke to her. Was she a good team player, or did she harm her team by wanting to be in a more demanding position? Why?
- .....
- d. Do you think that mistakes are useful? Why?
- .....

## 2. Tick the correct answer



- a. It was important that Beth stuck to her position because...
- ☐ she was placed there as part of the team.
  - ☐ the teacher said so.
  - ☐ the captain wanted her to.
- b. Jack arrived late for the game because...
- ☐ he was tired.
  - ☐ he thought the team didn't need him.
  - ☐ he didn't belong on the team.
  - ☐ he resented being just a reserve.
- c. Alice's team lost the game...
- ☐ because of Jack.
  - ☐ because they didn't act as a team.
  - ☐ only because Beth didn't stay in her position.

### 3. Alice's gossip

*"Today we lost the rounders match because Beth wanted to be the star. She thinks that she's the only one who knows how to play.*

*And Jack didn't even show up till it was too late. It meant we were a player short. He doesn't play well, but at least he could have taken up some space on the field.*

*I thought I played really well. I nearly scored a rounder but nobody said well done.*

*Anyway, if we keep playing like this we'll never win."*

a. What attitude does Alice show towards her team-mates? Is Alice showing team spirit?

.....  
.....

b. Have you ever felt like Alice? What happened?

.....  
.....

c. Do you think that every member has a contribution to make to a team? Is that important? Why?

.....  
.....

d. What effect will Jodie's kind of attitude have? Why?

.....  
.....



Ask your parents or an adult at home what they think about Alice's ideas. Ask if they ever felt like Alice and what they did about it?

Write down your conclusions.

.....  
.....  
.....  
.....



We did it well



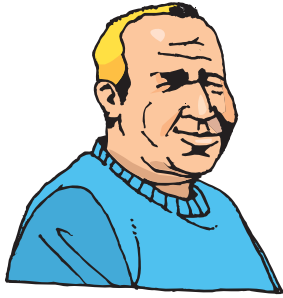
It was a little difficult



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.....  
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Many people think that the best coach of all time was an American called Knute Rockne. He didn't just know his players' weight and speed; he knew how they all thought and felt and how to make the most of each person. This made him a superb tactician. His instructions were always exact but given in an encouraging way.

Having been a player who followed orders closely, he knew how to give them and how to win.



In the army, those chosen to give orders are the ones who follow them best. Soldiers perform difficult, boring, and sometimes dangerous tasks. They do this because they respect their officers.

Giving orders is not easy. You need to be sure of what needs to be done, how it should be organised and how to be fair, without asking more than people can give. This will motivate others to trust you and follow your orders.



## 1. What are Jodie's...

...responsibilities as the captain of the rounders team?

.....

What do you think are the responsibilities of a team captain during a hiking expedition?

.....

Imagine that you are a team captain. What do you think would be your most difficult task?

.....



## 2. Re-read...

... Knute Rockne's story and answer:

- a. Why was it important that Knute Rockne learnt to follow orders from his coach when he was a player?

.....

.....

- b. Why did his team win when he was a coach?

.....

.....

- c. Why did his team trust him?

.....

.....

"The effort is more important than the prize"

## 1. Olympic Motto

Explain the Olympic Motto in your own words.

.....

Where can you apply this motto to yourself?

.....

## 2. Tick the correct statement

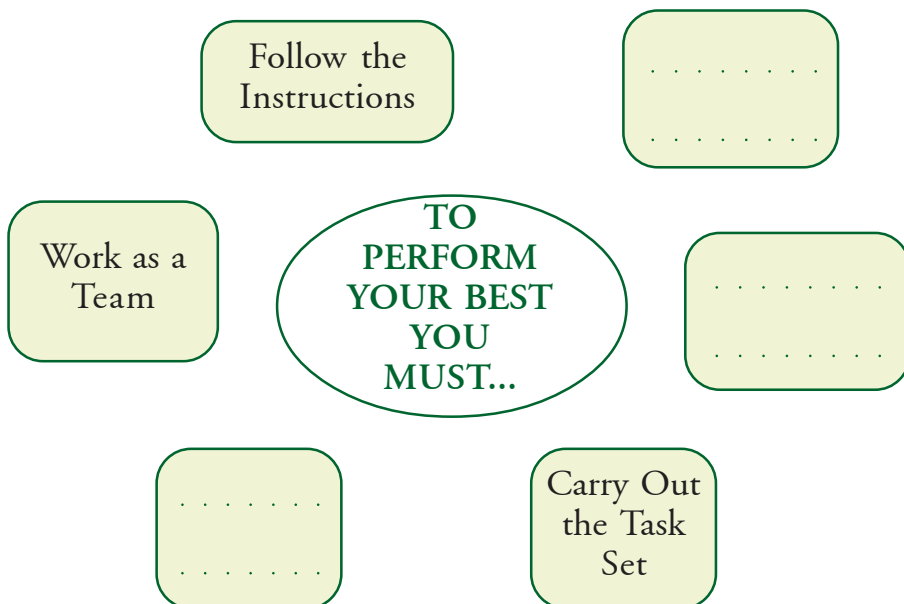
Who is the better athlete:

- ☐ the one who tries to improve even if he or she doesn't succeed right away?
- ☐ the one who does everything just right and does not try to improve?

Why? .....

.....

## 3. Find phrases to complete the boxes



## 4. Create a story

Imagine that you are Dorando Pietri and you want to tell your grandson about how you finished that famous marathon.

Answer the questions:

*Grandson:* Grandpa, why was it so important to you to finish the race, even though you were tired and you had taken the wrong turn?

Answer: .....  
.....  
.....

*Grandson:* But Grandpa, if you knew you weren't going to win why did you make such an effort to reach the finishing line?

Answer: .....  
.....  
.....

*Grandson:* Why did the Queen give you a gold cup, Grandpa? Who did you really beat in that race?

Answer: .....  
.....  
.....



Ask your parents or an adult at home to tell you about a family mishap. Make sure they tell you how they solved the problem.

.....  
.....  
.....  
.....  
.....



We did it well



It was a little difficult



We need to do it again

.....  
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## My PE class

### 1. Complete the sentences using the following words:

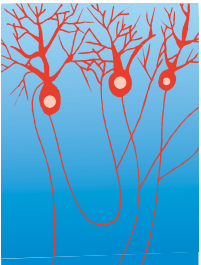


Our brain has neurons with connectors, like 'wires', called axons.

When we perform new exercises, we build more connectors. That's how the brain develops.

These axons are useful in many other functions.

Developing them makes us more intelligent. Sport helps to develop our emotions and our mental abilities as well as our physical ones.



practise

co-ordination

exercise

develop

When we learn how to do an .....  
two things happen.

On the one hand, the brain learns .....

On the other hand, we.....  
muscles.

To accomplish this, we need to .....  
the exercises

## 2. Think and answer

a. How many PE classes do you have at school every week?

.....  
.....

b. Which activity do you like best?

.....  
.....

c. Do you play a sport after school? Which one?

.....  
.....

d. Do you like music? Do you play an instrument or sing in a choir? Would you like to?

Which instrument/s?

.....  
.....

e. Do you do any other activity that you enjoy? What?

.....  
.....  
.....



Tell your parents or an adult at home what you learnt today about the importance of physical exercise.



We did it well



It was a little difficult



We need to do it again



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## Word search

1. Good habits which strengthen our character are called 'virtues'. In the following list, circle the virtues needed to be a good sportsman:

Respectful - Calm - Disobedient - Persevering - Lazy - Organised - Disciplined - Disorganised - Obedient - Punctual

2. See if you can find the words you have selected in the box below.

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

3. Choose one of the athletes from the examples given in this chapter and say which virtues he or she shows us:

.....

.....

.....



4. Choose three virtues from Exercise 1 which would help you in sport:

.....  
.....  
.....

How could these same habits help you in other areas of life?

**Example:**

1. Being organised with my homework.

2. ....  
.....

3. ....  
.....

4. ....  
.....

Talk with your parents or an adult at home about why you need to prepare well for every important event in your life. Ask them to give you an example (from their work or profession, from sport, etc.) and write about it briefly.

.....  
.....  
.....



We did it



It was a little difficult



We need to do it again

.....  
*Signature of a parent or responsible adult.*



# Unit Self-Evaluation

Talk to your parents or an adult at home and fill in the following together.

What part of the unit did I enjoy most? .....

.....  
.....  
.....

The most important thing I learnt was:

.....  
.....  
.....

I should like to think further about:

.....  
.....  
.....

My target area for improvement is:

.....  
.....  
.....

*Signature of a parent or responsible adult.*

## For the Parents or Responsible Adult

I will help ..... in .....  
.....  
.....

1. Let's help a friend

Let's help a friend find out the steps they need to take to overcome some difficulty.

**Example:** Peter is good at maths, but he always gets bad marks in spelling. What should he do?

- Find out which words he normally spells wrongly.
  - Write each word 3 times.
  - Ask somebody to check his spelling until he gets the words right.
- a. Dane always gets told off because he shouts when he speaks. Should he shrug it off, telling himself that that's his way of speaking, and continue being told off? Or should he do something about it?

.....

.....

.....

- b. Olivia is always late for school. How could she correct this?

.....

.....

.....

- c. Nathan sends the ball wide every time he bowls.  
Should he give up cricket?

.....

.....

.....

*In the past, travelling was possible only by horseback, and horses are not always easy to ride. People used to fall and had to face getting back on the horse again. The longer it takes us to do something difficult, the more difficult it becomes.*



d. Rose always forgets to take her gym shoes to school on Fridays.

What steps could she take to help her remember?

.....

.....

.....

## 2. Thinking back

a. Have you ever felt like Charlie? What triggered the situation?

.....

.....

.....

b. What mistake did you make?

.....

.....

.....

c. How should you have behaved?

.....

.....

.....

Ask your

parents or an adult at home what the following means to them:

"After a fall, you need to get back in the saddle again."

Write down a few conclusions.

.....

.....

How can we get over our bad experiences?

.....

.....

.....



It was easy



It was a little difficult



We need to do it again

.....

*Signature of a parent or*

## 1. Connect the phrases

Each one of our double-edged characteristics can develop either into a weakness or into a virtue depending upon how we choose to act.

Virtue	Characteristic	Weakness
I dream of big things that I would like to do, and I prepare to do them.	Determined	I help my friends but not my family.
I force myself to excel at what I do, and I insist that others do what they have promised to do.	Outgoing and popular	I spend all day fantasising about the future, and don't pay enough attention to the moment.
I am helpful and cooperative with everyone.	Imaginative	I want my own way and I don't listen to others.
I can make people laugh and have a good time.	Humorous	All I do is joke around and don't take anything seriously.

## 2. Complete the table

Choose 4 characteristics that can be good or bad and complete the table below, indicating when they are a virtue and when a defect. (Do not choose the ones used in Activity 1.)

Characteristic	Good	Bad
.....		
.....		
.....		
.....		



Ask your parents or an adult at home what Mr Sullivan meant when he said: "Look at your weaknesses because under them lie some of your strengths."

Write down a few conclusions.

.....

.....

Along with your parents, think about what your strengths and weaknesses might be

.....

.....

.....

.....



It was easy



It was a little difficult



We need to do it again

.....  
Signature of a parent or responsible adult.

## 1. Re-read the text and answer:

- What impressed Charlie most about Andy?

.....

.....

.....

- Did those attitudes help his team?

.....

.....

.....

## 2. Complete the sentence:

The virtues of a good winner are:

Humility

.....

Responsibility

.....

.....

### 3. Make sentences

Make sentences with the virtues listed above to show why each is important.

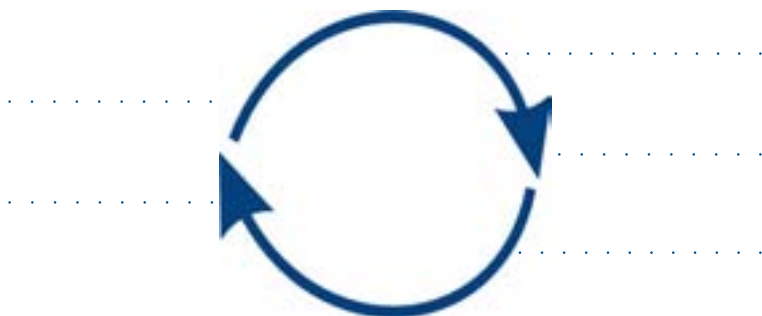
- a. ....
- b. ....
- c. ....
- d. ....
- e. ....



### 4. Complete the Vicious Circle

Turn back to the Virtuous Circle at the beginning of the chapter. Can you make a contrasting Vicious Circle for being arrogant?

Vicious Cycle: being arrogant



Choose from the list below to make further Vicious Circles:

- |                     |                               |
|---------------------|-------------------------------|
| Being defensive     | Giving up                     |
| Not open to advice  | Blaming others                |
| Rejecting criticism | Feeling inadequate            |
| Being a pessimist   | Lacking spirit of improvement |

Together with your parents or an adult at home analyse Andy's remark:

"As soon as you start thinking that you know it all, you stop learning.

That's when you begin to lose."

Conclusion:

.....

.....

.....

.....



It was easy



It was a little difficult




We need to do it again

.....

*Signature of a parent or responsible adult.*

## 1. Let's Help Charlie

Charlie has got all the labels mixed up, and now he doesn't know where each belongs. Can you help him?



Arrogant

Helpful

Fair

Generous

Never shares

Envious

Humble

Kind

Grumpy

Cowardly

Responsible

Disciplined

A bad loser is...

.....

.....

.....

.....

.....

.....

A poor loser is...

.....

.....

.....

.....

.....

.....

*Making our best effort + analysing our progress + facing our weaknesses = self-confidence.*

*People who are arrogant and don't make an effort are heading for failure.*



## 2. Think and answer

Tell a story about a time when you lost a game.

.....  
.....  
.....  
.....

Do you think you took losing well? Why?

.....  
.....  
.....

Give an example of a bad loser.

.....  
.....  
.....

How do you think he/she should have taken it?

.....  
.....  
.....



Re-read with your parents or an adult at home the information shown along the sides of the story.

Write down any ideas you think are important.

.....  
.....  
.....  
.....



It was easy



It was a little difficult



We need to do it again

.....  
*Signature of a parent or responsible adult.*

## 1. Circle:

Circle the phrase below which you think best describes the topic of this chapter.

- a. The importance of optimism (a positive attitude).
- b. The effects of pessimism (a negative attitude).
- c. Teamwork.

## 2. Complete:

Complete the sentences below by writing down what happens when someone in a group is pessimistic.

- a. If a team believes that it can't win, and they don't make an effort because they are afraid of looking ridiculous, then

.....

- b. If one of the players acts selfishly by keeping the ball instead of passing it, then

.....

- c. If a defender leaves his position to try to score a goal, then

.....

- d. If a player loses control and begins to push others, then

.....

- e. If a player is lazy and doesn't care if the team wins, then

.....

- f. If the captain wants to be the star and doesn't pass the ball to anybody else, then

.....





g. If the members of a team compete among themselves by fighting for the ball and pushing each other, then

.....

.....

h. If someone kicks the ball hard without caring where it will go, then

.....

i. If a player stumps off screaming, "I'm not going to play anymore—you're all cheats!" then

.....

### 3. Reflect and respond:

a. What did Mr Klein mean when he said, "You didn't act as a team?"

.....

.....

.....

.....

.....

b. The negative attitudes that harmed Charlie' team were:

.....

.....

.....

.....

Ask your parents or an adult at home if teamwork is required only in sport and at school.

Write down a few conclusions

.....

.....

.....

.....



It was easy



It was a little difficult



We need to do it again

.....

*Signature of a parent or responsible adult.*

## 1. Connect with arrows:

Draw arrows to connect the virtues (on the left) to their definitions.

**Generosity**

Doing our duty

**Responsibility**

Doing as we are  
told by someone in  
authority

**Obedience**

Co-operating and  
working with others

**Teamwork**

Considering others  
and sacrificing for  
them.

## 2. List the above virtues:

List the four virtues above in order of importance.  
Put the most important at the top, then the next  
most important, and so on. Work out in your head  
why you have put them in your chosen order.  
Could you explain it to someone else?

.....

.....

.....

.....

### 3. Virtues for winning

Circle the virtues of a winning team.

Camaraderie - Dislike - Discipline - Envy

- Flexibility - Perseverance - Care -

Loneliness - Endurance - Consistency - Laziness -

Generosity - Sacrifice for the group - Selfishness -

Following the game plan - Envy - Attention to detail

- Pain tolerance



Discuss with your parents or an adult at home the inset on p. 79 "Team spirit is about ...".

Together, answer: How do we have team spirit at home?

### 4. Choose two virtues:

Choose two virtues and write down actions that help you develop them.

Example:

Responsibility:

– Attending practices.

– Finishing your homework.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



It was easy



It was a little difficult



We need to do it again

.....  
*Signature of a parent or responsible adult.*

# Unit Self-Evaluation

I ask my parents or an adult at home to help me with this unit's self-evaluation.

Colour the house that shows what you have learnt from this unit... and write why you deserve that grade and what you need to improve.



.....

.....

.....

.....

.....

*Signature of a parent or responsible adult.*

## 1. Answer



### Accepting Change

During our lives, we will see our family go through many different events: a relocation, a new member in the family, an unemployed parent or a sick person. It is easier to adapt to events if we face them together, as a team.

- a. Do you think that Mr Sullivan exaggerated about the rubbish? Count the bin bags before answering.

.....

.....

- b. What would happen if Charlie didn't take out the rubbish? Why?

.....

.....

- c. How would the kitchen in Charlie's house smell? Why?

.....

- d. Is it important for you to be able to count on your family? Can they count on you?

.....

.....

- e. What are the advantages of being known as someone who always does his/her part within the family team?

.....

## 2. Think and answer:



a. Do you think that it is important to help out at home? Why?

.....

.....

.....

.....

b. How do you help to keep your house tidy?

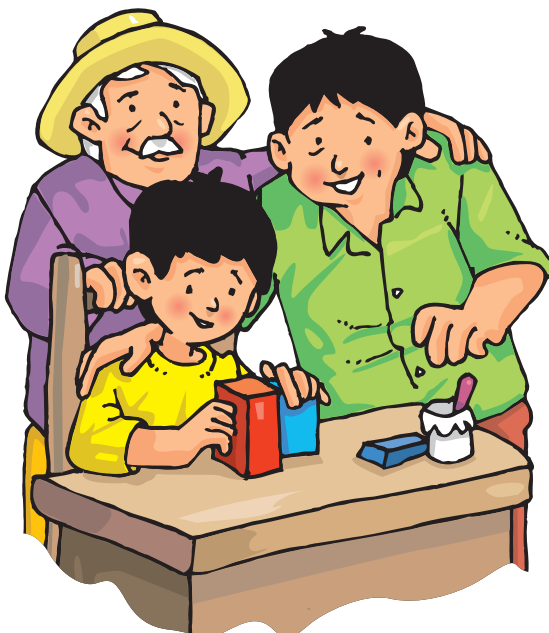
.....

.....

c. Do you always do your jobs or only sometimes? Why?

.....

.....



With your parents or an adult at home answer the following:

a) Have your parents or an adult at home ever been angry with you for not doing your jobs?

.....

.....

b) Do you think they were right? Why?

.....

.....

.....



It was easy



It was a little difficult



We need to do it again

.....

*Signature of a parent or responsible adult.*



# Activities

## 1. Fill in:

Who is the leader of your family?

Give one or two names and say how you are related.

.....He/she is my .....

.....He/she is my .....

## 2. Answer:

Think about your family:

a. What does the leader of your family team do? Tick all his/her responsibilities.

- ☐ Pays for the house
- ☐ Buys food
- ☐ Responds to emergencies
- ☐ Takes me to the doctor
- ☐ Pays for the electricity
- ☐ Pays for the oil/gas
- ☐ Mends things that break
- ☐ Buys books
- ☐ Buys clothes
- ☐ Is in charge of me legally
- ☐ Any other responsibility? What is it?

.....

.....

b. Which of these things do you think are important in a family leader?

- |   |   |
|---|---|
| <input type="radio"/> Works hard                | <input type="radio"/> Repairs things at home              |
| <input type="radio"/> Pays attention to detail  | <input type="radio"/> Sets an example                     |
| <input type="radio"/> Looks after the house     | <input type="radio"/> Picks you up at your friend's house |
| <input type="radio"/> Pays taxes Gives us tasks | <input type="radio"/> Gives you permission to go out      |
| <input type="radio"/> Helps with homework       | <input type="radio"/> Pays for food and heating           |
| <input type="radio"/> Organises family outings  |   |



Farm work is very demanding. Often the harvest needs the help of workers from other countries. These workers leave their families for as long as is necessary in order to support their families.

Many times we don't understand our parents' orders. But we need to respect and obey them because parents have good reasons and want what is best for their children.



c. What do you enjoy doing with your family leader?

.....

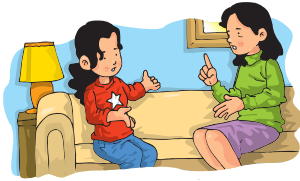
.....

.....



### 3. What's going on?

Look at the pictures. What's going on? Write a short story.



.....

.....

.....



.....

.....

.....



.....

.....

.....



.....

.....

.....

Tell your parents or your 'family leader' what you learnt about leaders.

Ask them to tell you how it was when they were children.

On a separate sheet of paper, write down one of their stories.

.....

.....

(Find some family photographs, put them in an envelope, and bring them to school.)



It was easy



It was a little difficult



We need to do it again

.....

*Signature of a parent or responsible adult.*



## Napoleonic Code

In 1804, Napoleon established a new code of law in France to help reconstruct the country after a bloody revolution. It was designed to guarantee justice and allow the country to run smoothly. This 'Napoleonic Code' was adopted by all the countries of Europe which were occupied by Napoleon, and in the French colonies. It still forms the basis of law in the whole of Latin America.

## 1. Complete:

Complete these rules:

- |                                     |                     |
|-------------------------------------|---------------------|
| If you use it...                    | <i>put it away.</i> |
| If you open it...                   | .....               |
| If you make a mess...               | .....               |
| If you take off your clothes....    | .....               |
| If you find it left open...         | .....               |
| If you find it left lying around... | .....               |
| If you unwrap a sweet...            | .....               |

## 2. Think...

Think about your own house rules. Can you name five?

- a. ....
- b. ....
- c. ....
- d. ....
- e. ....

### 3. Answer:

a. What are the most important laws in a country?

1. ....
2. ....
3. ....
4. ....
5. ....

b. What are the most important rules for traffic?

1. ....  
.....
2. ....  
.....
3. ....  
.....
4. ....  
.....

English Law is built on an older system called Common Law. The judges say what the law laid down by Parliament (or Statute Law) means in a particular case, and the courts then have to treat other cases in a similar way. If there is no Statute Law and no earlier example to follow, the judges decide what is right and make the law themselves. Common Law became the norm throughout the British Empire, and is still used in America, Canada, and in the Commonwealth.



Talk to your parents or an adult at home and ask them why rules are important. Why are they useful? When are they necessary?

.....

.....

Ask them to tell you what their house rules were when they were children.

Write them on a blank sheet of paper.



It was easy



It was a little difficult



We need to do it again

.....

*Signature of a parent or responsible adult.*

## 1. Answer:

- a. What big projects has your family organised, where each member had a special part?

.....

.....

- b. What projects would you like to do with your family team?

.....

.....

- c. What entertainment projects, such as holidays, picnics, etc., has your family organised?

.....

.....

- d. Acting can be fun. Have you ever taken part in a family performance at home or in a neighbour's house?

.....

.....

- e. Do you sing or play instruments together? Have you heard of the film 'The Sound of Music?'

.....

.....

- f. Some children have a surprise performance for their mum's birthday. Would you like to do this with your family? How would you do it?

.....

.....

## 2. Sometimes...

Sometimes we begin a project, but we don't finish it. Write down a project that you were unable to finish. Why couldn't you finish it?

.....

.....

## 3. Write:

Write about a project that your family organised. Was it a success. If so, why?

.....

.....

.....



In a winning family, everyone makes small sacrifices to help each other.



With your parents or an adult at home, think about your answer to Activity 3. Write down anything else that you or they can remember about it.

.....

.....

.....

.....

.....



It was easy



It was a little difficult



We need to do it again

.....

*Signature of a parent or responsible adult.*

# Unit Self-Evaluation

Colour the balloon that represents your performance in this unit.



– Why do you think that you deserve that grade?

.....  
.....

– What was difficult in this unit was

.....  
.....

– In the next unit, I want to improve

.....  
.....

*Signature of a parent or responsible adult.*

## 1. Class Brainstorm

Big projects are only possible when people work together and rely on each other.

Make a list of the people who are needed for the following:

Example:

To build an aeroplane:

*designer, engineers, mechanics, metalworkers, glass workers, electricians, upholsterers, electronics engineers*



To build a house:

.....

To build a motorway:

.....

To create a telephone system:

.....

To sell a box of eggs:

.....

To make a loaf of bread:

.....

To travel to the Moon:

.....

To create a good class atmosphere, everyone needs to: listen to each other, take turns talking, follow the teacher's instructions, and be fair to each other.



Great projects only succeed when people work together in a team, know their targets, follow a clear plan, and rely on each other.



## 2. Answer:

1. How do you feel when somebody offers to help you and remembers to do it?

.....

2. How do you feel when you count on someone for help, but he/she forgets?

.....

3. How do you feel when you offer to do something but then you don't do it?

.....

4. How do you feel when you promise to do something and you do it, and do it well?

.....

5. How do you feel when you are part of a good team? Why?

.....

.....

.....



People need to communicate. In every society, knowledge and progress depend on how well we communicate.



With your parents or an adult at home, re-read the chapter and pick out the people who showed poor team spirit.

Write down your conclusions.

.....

.....

.....

.....



We did it



It was a little difficult



We need to do it again

.....

*Signature of a parent or responsible adult.*

## 1. Answer:

*Athletes who use drugs to achieve greater strength or speed take an unfair advantage over others. Cheating like this destroys sport.*

a. Have you ever been cheated?

.....

.....

.....

b. How did you feel?

.....

.....

c. Have you ever cheated?

.....

.....

.....

d. How did you feel?

.....

.....



Cheating in politics and business damages individuals and society as a whole. It is called 'corruption'. Corrupt people often begin by cheating at school.



All games must be played fairly. Playing with cheats is a waste of time and causes arguments.

## 2. Think:



- a. Would you put your trust in a doctor who cheated at school? Would you prefer a doctor who had studied hard? Why?

.....  
.....

- b. What do you think when you hear that 'government funds' (money provided by your family and by the community) have been badly spent?

.....  
.....  
.....

- c. How does a thief think? What would you say to one?

.....  
.....

- d. How does a person who cheats think?

.....  
.....

- e. Do you think that cheats are happier than other people?

.....  
.....  
.....

Talk to your parents or an adult at home about what it would be like if people cheated at home. Together, write down some of the things you think of.

.....  
.....  
.....  
.....



We did it



It was a little difficult



We need to do it again

.....  
*Signature of a parent or responsible adult.*



My schoolmates and I are responsible for making the atmosphere at school good or bad.

Sometimes we cause problems and fight, but that only makes more problems.

Learning self-control and teamwork make us stronger all round.

## 1. Complete:

Complete by answering each question:

- a. How should we behave if we want a school that is:  
clean?

.....

happy?

.....

interesting?

.....

beautiful?

.....

fair?

.....

- b. How would the teachers react if we always:

paid attention?

.....

greeted each other politely?

.....

worked together?

.....

wanted to learn?

.....

.....



lied?

.....

.....

caused problems?

.....

.....

## 2. Write below:

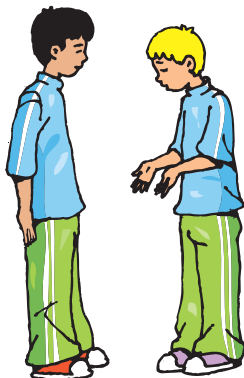
What does the following Golden Rule mean to you?

*"Do to others as you would have them do to you."*

.....

.....

.....



We all make mistakes. Recognising our own mistakes and apologising are noble gestures. Being able to forgive other people's mistakes is twice as noble.

Tell your parents or an adult at home what you have learnt in class.

Ask them if they have had similar problems.

What do they do if they are faced with one?

.....

.....

.....

.....



We did it



It was a little difficult



We need to do it again

.....

*Signature of a parent or responsible adult.*

# Activities

In some private schools in America, students organise themselves into teams to clean up the school during the last 20 minutes of the day. Students enjoy this and the schools save a lot in cleaning costs.



## 1. Answer:

a. After reading about Charlie's neighbouring school, what does the following expression mean to you?

"We are responsible for our own world."

.....

.....

.....

b. Why does Mrs Mandy think that the students at that school probably live in messy homes?

.....

.....

.....

c. Who do you think is responsible for things looking nice in a school?

.....

.....



Some French schools ask parents to help. During the holidays, they gather for a whole week to paint and repair the school inside and out, sharing their skills.

## 2. Connect with an arrow:

Draw an arrow to connect the people or organisations and their responsibilities.

Teachers	Pay taxes
School Administration	Study well
Government	Support the school
Students	Run the school
Community	Teach well



Tell your parents or an adult at home what you think of your school: is it a winner or a loser? If they have suggestions, write them down and bring them in to school.

.....

.....

.....

.....

## 3. Your opinion

Why do we have schools? Write your opinion below.

.....

.....

.....



We did it



It was a little difficult



We need to do it again

.....

*Signature of a parent or responsible adult.*

# Unit self-evaluation

Colour the face that represents your performance in this unit.



Very good



Good



Average

Why did you draw that face? What were your contributions?

.....

.....

What could you or should you improve?

.....

.....

*Signature of a parent or responsible adult.*



## 1. Answer:

- a. Communities where everybody works together are more prosperous than others. Why?

.....

.....

.....

- b. Whose responsibility is it to ensure a safe and well ordered community?

.....

.....

.....

- c. How can you and your friends help in the community?

.....

.....

.....

In America, the groups of Covered Wagons that went west were famous for their organisation. Settlers had to travel many months before finding a good place to settle. The wagon trains travelled during the day, and at night they were grouped in a circle. Women and children stayed in the centre around a fire, while men collected firewood or kept watch to warn of possible attacks by Indians. Everybody felt protected and knew their responsibilities. Men hunted buffaloes and other animals to provide meat for food. When they arrived at a river or lake, they bathed and washed their clothes. Through teamwork, these settlers were able to build a new and prosperous country.



## 2. Public places

Public places belong to all of us because they have been built with our taxes. Libraries, hospitals, parks, and city buildings are examples of public places. We can all use them, and we must all take care of them.

Each town is run by a Council. Complete the table by filling in the responsibilities of the Council and of its citizens.

Local Council	Citizens' Responsibilities
	To respect traffic signs.
Maintain and clean streets.	
	Use, respect, and take care of libraries, hospitals and city buildings.
Create and maintain green spaces, squares and parks.	



Talk to your parents or an adult at home. Memorise information such as your name, address, telephone number, and an emergency phone number. Make sure that you have the right information. Ask them what you should do if you are faced with a dangerous problem on the street.



We did it



It was a little difficult



We need to do it again

.....  
*Signature of a parent or responsible adult.*

# Activities

## 1. Reread the text and answer



- a. What examples of 'wise guy' actions can you find in the text?

.....

- b. Are these 'wise guy' actions good or bad? Why?

.....

- c. Nobody believed what George said, but everybody believed Rahul. Why?

.....

## 2. Credibility

Credibility is important. If nobody believes what we say, we could end up like the boy who cried 'Wolf !' The villagers got used to the boy's lies. So, one day when the wolf really came, the boy cried 'wolf' but nobody came to rescue him. The wolf ate all the sheep, and the boy as well. Unfortunately, this story continues to happen in different guises.

- a. Which of the characters in the text resembles the boy who lied? What was the outcome of his actions?

.....

- b. Do you know someone like the boy who lied?

.....

## 3. Fill in:

Fill in the blanks by writing what might happen in the circumstances below:

- Example: Driving through a red light *can cause an accident.*
- Lying

.....



– Cheating and not studying for the exams

.....

– Stealing

.....

– Trying to bribe a traffic warden in order to avoid a parking ticket

.....

– Give other examples of 'being a wise guy' and the consequences.

.....

## 4. Cheating affects us all

a. We know that cheats become bad professionals. What kind of a leader would someone who cheated in school become?

.....

b. Leaders and politicians who cheat are corrupt. How does corruption affect a country?

.....

c. Given that corruption makes a country poorer, what should we do to stop it?

.....

d. What can we do to become honest and capable citizens?

.....

Ask your

parents or an adult at home what differences there are between the neighbourhood in which they lived as children and the neighbourhood where you live today.

.....

.....

.....

.....



We did it



It was a little difficult



We need to do it again

.....

*Signature of a parent or responsible adult.*

## 1. Answer:

a. What does the word 'democracy' mean?

.....

.....

b. Why is democracy important, do you think?

.....

.....

c. Do you think that you can do something to improve your country? What?

.....

.....

.....

d. What do you think citizens should do to make sure that they get all the services they need?

.....

.....

e. Do you need courage to be a good citizen? Why?

.....

.....

.....



## 2. Write a paragraph to complete the idea

A neighbourhood is as orderly as the people who live there. What about a country?

.....

.....

.....

## 3. Letter to your Local Authority:

Think about a problem in your area and what could be done about it. Then write a letter to the Local Authority.

Remember to:

- Describe the problem in detail.
- Tell them why it worries you.
- List some possible solutions.

Problem:

.....

.....

.....

.....

.....



Re-read the text with your parents or an adult at home. Together, list the attitudes that promote democracy in your country.

.....

.....

.....

.....



We did it



It was a little difficult



We need to do it again

.....

*Signature of a parent or responsible adult.*

## 1. Answer:



Who you are, and not what you have, determines your value as a person. That's why people look each other in the eye: to see if the other is trustworthy.

a. What qualities do you look for in your friends?

.....

b. How do you behave with your friends?

.....

c. Sometimes being a good friend means making sacrifices. Have you ever experienced that? How?

.....

## 2. Write:

Write about an event where you felt like Matthew or Charlie. Say how you felt and how you tackled the situation.

.....  
.....  
.....  
.....



"ONE FOR ALL AND ALL FOR ONE"

This is the motto of the famous 'Three Musketeers', who protected a French King when he was a child. Their story inspired the French writer, Alexandre Dumas, to write about them. Athos, Porthos, Aramis and later D'Artagnan are examples of what it is to be a steadfast friend in peace and in danger.

### 3. Connect with a line:

Connect each word in the first column to a description in the second column.



Someone who is:

...is someone who:

loyal  
a true friend

- doesn't cheat or lie
- feels the pain and sadness of others

open

- doesn't expect anything in return

compassionate

- doesn't put conditions on his/her friendship

honest

- you can always count on

unselfish

- is willing to listen

Proposal:

I'm determined to be more

.....

To achieve that, this week I will .....

.....

.....

.....

### 4. Define in your own words:

A friend is:

.....

.....

.....

.....

.....



We did it



It was a little difficult



We need to do it again

.....

*Signature of a parent or responsible adult.*



# Activities

## 1. Answer

- a. The first friendly gesture Charlie's friends made towards Matthew was to play football with him. What was the second gesture?

.....

- b. Why does Matthew find Charlie's group so different from his own?

.....

- c. What mattered more to Charlie's friends—what people thought about Matthew, or Matthew as a person and a possible friend?

.....

- d. What qualities mark out Charlie's friends as a group?

.....

## 2. Connect with a line ...

... the qualities of the group with the character/s in the lesson.

Openness	
Generosity	Charlie
Optimism	
Sincerity	
Team spirit	
Sense of responsibility	
Spontaneity	Matthew
Likeability	
Effort	
Consideration	
Loyalty	Charlie's friends
Enthusiasm	
Courage	

### 3. Write:

Write down some attitudes of a true friend.

a. *A true friend knows how to share.*

b. ....

c. ....

d. ....

e. ....

f. ....

Gratitude is important because it shows appreciation of others.

Friends **HELP** each other study

**SHARE** their love of sports

**SUPPORT** each other in difficult times

**MAKE SURE** they don't get into trouble

**GET TOGETHER** to laugh and have a good time

**TALK** about serious things.

### 4. Think and write:

What do you think might have happened to Matthew if he had remained with his group?

.....

.....

.....

#### "Loyal in spite of danger"

During World War II, two brothers fought in the same French battalion. One fell, wounded by a German bullet. His brother asked permission to take him from the battlefield. His commanding officer replied that it wasn't worth the risk since his brother would probably die anyway. The soldier kept asking until he was allowed to go.

When he found him, his dying brother said: "Tom, I knew that you would come... I knew it. You're a true brother." Tom was both sad and happy—he knew that he had eased his brother's suffering during the last moments of his life.



Being loyal is defending others when they are criticised and are not there to defend themselves.

# Home Activity

## Unit Self-Evaluation

Ask your parents or an adult at home to help you with the Unit Evaluation.

Colour the shape that represents your performance in this unit.



VERY GOOD



GOOD



FAIR

a) Why do you think that you deserve that grade?

.....  
.....

b) What do you need to do to improve in the next unit?

.....  
.....

c) How can your parents help you?

.....  
.....

*Signature of a parent or responsible adult.*

1. The food chain

Complete the following three chains by using the words beneath them:

Sea algae	Soil	Soil
Plankton (tiny organisms)	Grass	Grass
Small fish	Cows	Gazelles
.....	.....	.....
Words: Lions	Big Fish	Humans

2. Nature's team

As members of nature's team, we depend on the other members. Nature's main players are in List A. List B shows some of our needs. Choose a player in List A and link it to a need in List B.

<b>A.</b>	<b>B.</b>
Mammals	For heat and light
Birds	For growth of plants that provide fruits and vegetables
Insects	Give meat and milk proteins
Rain	Provides water for drinking and washing
Soil	Control the number of insects
Humans	Eat dead plant and animal matter
Sun	Take care of things, using their intelligence

### 3. Think and imagine:

Insects are sometimes annoying but we need them.

- a. Why do we say that bees are good members of Nature's Team?

.....  
.....  
.....

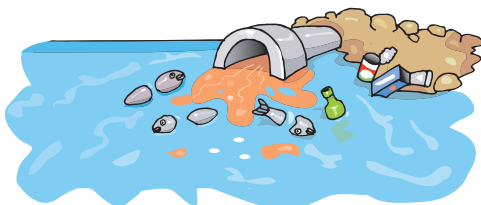
- b. What would happen if there were no insects in the world to carry pollen between flowers?

.....  
.....  
.....

- c. What would happen if there were no insects in the world to eat dead plant and animal matter?

.....  
.....  
.....

*Humans can destroy this cycle through greed or carelessness.*



Talk with your parents or an adult at home about how you can take care of the following members of Nature's Team.

Plants:

.....

Soil:

.....

Rivers:

.....

Animals:

.....



We did it



It was a little difficult



We need to do it again

.....  
*Signature of a parent or responsible adult.*

## 1. Connect:

Connect with arrows the parents to their children.



## 2. Find from the text:

Find from the text the information to complete the following sentences.

Each living organism has .....

Inside the DNA are the ....., that contain ..... for each part of the body.

Humans also have ..... in every ..... of the body.

Every child .....  
some ..... from his/her .....  
and others from his/her .....  
.....

## 3. Genetic inheritance

What do you think 'genetic inheritance' means?

.....  
.....  
.....



a. Using a dictionary, look up the following two words:

Inheritance.....

Genetic .....

Compare these words with the statement you wrote in Question 3.

b. Tell your parents or an adult at home what you learnt about genetic inheritance.

-Ask them what characteristics they think they inherited from each of their own parents.



We did it



It was a little difficult



We need to do it again

.....  
*Signature of a parent or responsible adult.*

## 1. Re-read the text ...

... and look for information to complete the sentences.

Like animals, plants also need a combination of ..... from their father and from their .....

For a new ..... to be born, it needs to have the ovum from the ..... and a sperm from the..... .

The two halves of genetic information join when the father's ..... enters the mother's ..... . It's like a ..... where each parent gives half of the information and when the pieces are joined, the puzzle is complete.

That's why children look partly like their ..... and partly like their.....

The ..... that parents give their children by taking good care of them is another way to ..... characteristics.

## 2. Chose the correct option



The emotional characteristics are.....by love.

The physical characteristics are.....from the parents.



### 3. Classify:

Classify the following characteristics as inherited or transmitted, by placing an 'I' or a 'T' by each one.



Characteristics	Genetics	Upbringing
Way of speaking		
Eye colour		
Good study habits		
Skin colour		
Respect		
Height		
Clothing style		
Values		
Hair colour		
Nose size		

Tell your parents or an adult at home the difference between inherited characteristics and transmitted characteristics. Use your own characteristics as examples.

Inherited characteristics:

.....

Transmitted characteristics

.....



I did it



It was a little difficult



I need to do it again

.....

*Signature of a parent or responsible adult.*

## 1. Think and answer:

- a. Why do we sometimes feel uncomfortable with people who are 'different'? Is it because we don't know them?

.....

- b. How do you think that people like Max feel when others make them feel that they are 'different'?

.....

- c. What would you say to a child who said he/she was afraid to be Max's friend?

.....

- d. It is rude to stare at people who are different, but we shouldn't ignore them either. How should we treat people who are physically or mentally disabled?

.....

People with Down's Syndrome or Trisomy 21 are born with a birth defect. It can make simple things very difficult for them to do.

But they are known for being cheerful and sincere.

They and their families deserve respect and help.

## 2. Complete the following:

When someone doesn't treat a 'different' person like everybody else, it's called

.....

### 3. Order:

Order the events according to how they occurred in the text.



- ☐ Alice and Charlie went to visit Max.
- ☐ You have to understand how to treat Max fairly.
- ☐ Max has Down's Syndrome.
- ☐ He's always cheerful.
- ☐ Everyone should try to become the best person that they can be.
- ☐ That's called discrimination.
- ☐ Things go wrong with the genes.
- ☐ Some children don't want to know Max because he is different.

*"To be impaired in one's intelligence does not mean that one is any less in one's emotions, spirit, and soul."*

Professor Jerome Lejeune, the scientist who discovered the genetic origin of Down's Syndrome

Talk to your parents, or an adult at home, about discrimination.

- Ask them how they feel about discrimination. Is it good or bad, and why?

.....

.....

Together, look for examples of discrimination.

.....

.....



We did it



It was a little difficult



We need to do it again

.....  
*Signature of a parent or responsible adult.*

1. Reflect

a. My DNA and me:

- 1. Do you have an XX or an XY chromosome in your DNA?.....
- 2. Knowing that you have your own unique DNA, inherited from your parents and grandparents, and that you are also a product of your upbringing and your environment, do you believe that this sentence is true?

"I should try to develop more as a person, and become more and more myself, to fulfil the mission that nature has given me."  
.....

b. We inherit many of our characteristics from DNA.

- 1. What characteristics have you inherited from your mother?  
.....

- 2. What characteristics have you inherited from your father?  
.....

- 3. Everybody has talents. What do you believe are your talents, or what talents would you like to develop as you get older?  
.....

- c. Write down how you think you are today, and how you hope to be when you grow up.  
.....

Male characteristics are called 'masculine' and female characteristics are called 'feminine.'

## 2. Read...

Read this statement and mark T (true) or F (false) in the blank.

All people are identical .....

All people have dignity .....

Men and women are different, and they complement each other .....

A variety of talents is good .....

Important people are better .....

What we inherit from DNA determines our life .....

We inherit important characteristics through DNA .....

A confident person feels happy and proud to be who he/she is.

Such a person acts the same way at home, with friends, and with everyone else.

Being self-confident will help others get to know and love us the way we are.



## Home Activity

With your parents, or an adult at home, make one list with the traits you inherited from your parents or grandparents, and another list with the characteristics you've learnt from them.

.....

.....

.....

.....



We did it



It was a little difficult



We need to do it again

.....

*Signature of a parent or responsible adult.*

# Unit Self-Evaluation

Complete the face by drawing the expression that represents your work in this unit.



Why do you think you deserve this facial expression?

.....

.....

.....

What activities did you think were hard to do? Why?

.....

.....

.....

*Signature of a parent or responsible adult.*

1. The right to life:

a. The right to life is the first and most important right.  
Why?

.....

.....

b. Why is it the basis of all other rights?

.....

.....

2. Think:

How do you think children benefit from the following human rights?

a. Adults' right to work.

.....

b. The right to a trial before being convicted.

.....

3. What does this mean?

a. "My rights end where the rights of others begin."  
(For example, think about your right to express yourself.)

.....

.....

b. The right to equal opportunity.

.....

## 4. As a young person...

1. How could you help disabled people exercise their rights?

.....

.....

2. Under what circumstances do you think a child should be attended to before an adult?

.....

.....

Tell your parents or an adult at home everything you learnt about children's rights.

Find and attach a newspaper article which shows...

... a right being ignored.

What right is often ignored? Why?

.....

.....

A possible solution:

.....

.....

...a right being enforced.

What right is often enforced? Why?

.....

.....

.....



We did it



It was a little difficult



We need to do it again

.....

*Signature of a parent or responsible adult.*



## 1. Read and analyse the following statements:

- a. When the traffic lights are green, everybody has the right to go through them without stopping. Everybody is entitled to this right because they also have the duty to stop when the lights are red. If you don't stop on red, you take away the right of the person who is going through green. What would happen if one person doesn't stop on red?

.....

Why?

.....

.....

- b. John and Peter received identical bicycles for Christmas. John always leaves his out in the rain, rides it over rough ground and never oils it. Peter always takes care of his bike. He dries it and oils it when it gets wet, and mends anything that breaks. Sometimes other children make fun of him because he takes such good care of his bike. After several months, who can enjoy his right to have a nice bike: John or Peter?

.....

Why?

.....

.....

Rights and Duties = Care for things in order to be able to rely on them.

We can only rely on having rights if we defend the rights of others.

For example: Taking care of things we need and use means that we will continue to have the things we need. Saving our money is the only way to have enough for the things we want to buy.



- c. Claire and Monica love to have pretty dresses for their holidays. Their grandmother gave them both some money for summer dresses. Claire bought 4 lengths of cotton material, worked every morning learning how to sew, and ended up making 2 dresses and 2 blouses.

Monica found cutting, tacking and sewing boring tasks, so she bought a dress with her money.

Who has the right to have more clothes: Claire or Monica? .....

Why?

.....  
.....

- d. During the holidays, Imran worked from 10 a.m. until 1 p.m. sweeping his uncle's small factory. He put most of his money in a savings account, and spent a little on toys.

After a few summers, does Imran have the right to have more money than his friends? .....

Why?

.....  
.....



The right to be taken care of by adults means that we have a duty to obey them.

# Home Activity

Tell your parents, or an adult at home, everything you have learnt about rights and duties.

Then, discuss what is meant by the following:

"When we don't fulfil our duties, someone loses their rights. If you don't have respect, someone loses their right to be respected."

Write your conclusions

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We did it



It was a little difficult



We need to do it again

.....

Signature of a parent or responsible adult.

## 1. Your opinion:

We are continually exposed to bad bacteria, but if we are strong, our bodies can resist them. However, if our body's defences are low—for instance if we have a cold or are under stress—our body loses some of its capacity to fight, and the bacteria can grow and multiply.

From the list below, tick the 4 most important health precautions:

- ☐ Not coughing on others
- ☐ Sunbathing
- ☐ Not sharing cups and glasses
- ☐ Eating a lot
- ☐ Removing wet clothes promptly
- ☐ Washing hands well before meals
- ☐ Exercising

## 2. Choose:

Many children used to die 100 years ago from infections and disease. Fortunately, today we know how to avoid most of these problems.

Choose from the list below the 4 important measures for a healthy childhood:

- ☐ Vaccinations against infectious diseases
- ☐ Not leaving the house
- ☐ Keeping our neighbourhoods clean
- ☐ Getting lots of sleep
- ☐ Wearing a hat in the sun
- ☐ Sunbathing
- ☐ Putting rubbish in bags and making sure they are disposed of properly
- ☐ Not swimming in contaminated water

## 3. Order:

Acids form and attack our teeth when sugars and starches are left in our mouths. To keep teeth healthy we should brush them at least twice a day, and avoid eating between meals.



Number the following in order of importance:

- ☐ Avoiding fizzy drinks
- ☐ Washing teeth every morning and night
- ☐ Eating sweets only after meals
- ☐ Eating healthy snacks
- ☐ Flossing between the teeth
- ☐ Eating raw celery
- ☐ Leaving half an hour between eating and brushing teeth
- ☐ Going to the dentist every six months

## 4. True and False

Bacteria and viruses are so small that they can only be seen with a microscope. We all have bacteria and also defences called antibodies, but they are difficult to see.

*Imran says to Peter: "Have a lick of my lollipop! It's OK—I'm not sick."*

Put "T" for True or "F" for False next to each phrase:

- ..... If Imran doesn't have a fever, he doesn't have bacteria.
- ..... Imran isn't sick because his defences are high, but he could have bad bacteria in his body.
- ..... If Peter's defences are low, he could be infected by Imran's bacteria.
- ..... Bacteria can't be seen.
- ..... Defences, or antibodies, can't be seen.
- ..... You shouldn't take risks that might cause infection.
- ..... There are still dangerous illnesses today.
- ..... Sharing a friend's glass or spoon is a nice, friendly thing to do.

With your parents or an adult at home, analyse the definition of health given by the World Health Organisation "Health is a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity."

Note your conclusions:

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We did it



It was a little difficult

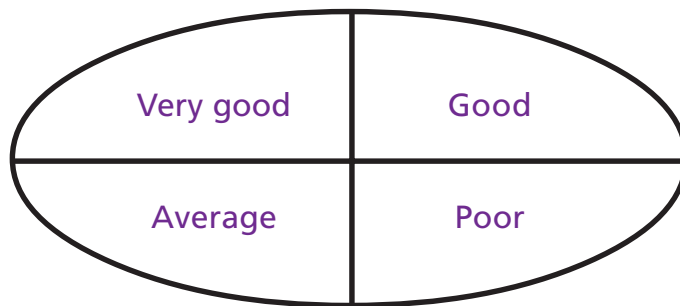


We need to do it again

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*Signature of a parent or responsible adult.*

# Unit self-evaluation

Colour the part that represents your performance in this unit.



Why do you deserve that rating? What did you not accomplish?

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*Signature of a parent or responsible adult.*