

UNIT 7

EMBRACING OUR WORLD

August 5 was **International Friendship Day** for 2007, time to recognise your friends and their contribution to your life. Friendship helps to bring peace and positivity to the globe – a great reason to celebrate!



Did you know?

Have you heard of great friendships that passed the test of time? Match the friends.

- | | |
|--------------|---------------|
| 1. Damon | a. Mercurio |
| 2. Achilles | b. Phintias |
| 3. Alexander | c. Patroclus |
| 4. Romeo | d. Hephestion |

Kostas has made a poster to celebrate International Friendship day as part of a project he is working on with his class. Look at how many languages he found the word 'friend' in. Which ones are similar to the English word?

"Only your real friends tell you when your face is dirty."

Sicilian Proverb

Afrikaans	vriend
Dutch	vriendje
Danish	ven
French	ami
German	freund
Greek	φίλος
Indian	dost
Italian	amico
Irish	cara
Persian	dust
Spanish	amigo
Swahili	rafiki

«Στις ευτυχείς περιστάσεις οι φίλοι πρέπει να εμφανίζονται μόνο ύστερα από πρόσκληση, στις στιγμές δυστυχίας, χωρίς κάλεσμα.»

Ισοκράτης

Read the quotes about friendship. What qualities do they suggest a real friend must have? Find two more quotes to help Kostas complete the poster.

In this Unit you will:

- read about friends and people who care for others
- read and listen to poems
- listen to stories about amazing people
- talk about friendship
- write an e-mail to a school partner
- learn how to participate in an eTwinning project

- At the end of this Unit, you should be able to:
- discuss the topic of friendship and people in need
 - thank someone and respond to thanks
 - report statements, orders, requests and questions

LESSON 19 • AGAINST THE ODDS

Lesson 19 Against the Odds

Speak & Listen

1 Being a friend is...

1.1 There are all kinds of friends: school friends, e-friends, penfriends, and many more. What activities or experiences come to mind when you think of your friends? Fill in the spider diagram.



1.2 Isocrates said that friends are compassionate and considerate. What qualities do you look for in a friend? Make a list.



To have good friends, you have to be a good friend (old saying)

LESSON 19 • AGAINST THE ODDS

1.3 Ashley's poem is all mixed up. Work in pairs to put it back together again based on what qualities **you** consider most important in a friend. Then listen to Ashley's original poem and compare it with your version.

I HAVE A FRIEND
by Ashley

1. I have a friend
Who is perfect for me
She listens to all my problems
No matter how dumb they may be

2. →

3. →

4. →

5. →

6. →

7. →

8. I am thankful for that friend of mine
Our friendship will never end
And she will always be there
For she is my best friend

a We would talk about love and life
And discuss what we wanted to be
She knew just how I felt
And how happy I could be

b She likes herself for who she is
And never tries to change
She tells me to be myself
And that I should never change

d She was shy on the phone
But she would still call
And we would talk for hours
About nothing at all

c She listens to me patiently
But never judges what I do or say
She helped with all my problems
And never went away

e I never once felt judged by her
How much that meant to me
That I could tell her all my dreams
And she would listen to me

f My friend never goes and tells
What is dear to me
She keeps it all bottled up inside
And doesn't spread it like a bee



1.4 What qualities does Ashley's friend have? Discuss.

1.5 Work in groups. Find a book, a film, a song or any other work of art about friendship and bring it to class to share with the rest of your classmates.

LESSON 19 • AGAINST THE ODDS

read 2 Helping a friend

2.1 Look at the title of the text below and the photo of two friends, Edna (left) and Amanda. What do you think the story will be about?



2.2 Read their story to see if you guessed right.

A Fearless Friend!

To celebrate the end of their first week as ninth graders at a high school in Orlando, Florida, Edna Wilks, her friend Amanda Valance and some other students decided to go for a moonlight dip in a lake near Edna's house. "It's a very safe lake," said Edna, then 15, "and we're good swimmers".

But as they waded and splashed in the water the night of August 18, 2001, something broke the surface of the lake and grabbed Edna's left arm. "I thought it was someone playing around," she said. "When I saw the alligator's head, I didn't have enough time to scream. He just pulled me under and started spinning me over and over. I thought that this was the end".

For a brief instant, the deadly alligator loosened its grip and Edna burst to the surface and cried out for help. "I saw everyone swimming away," she said. "All the kids were heading for the shore. I screamed, 'Come back! Please, don't leave me!'"

But everyone did – except for her best friend Amanda, who didn't panic and paddled towards her on a surf board. "I was a bit scared for a moment,"

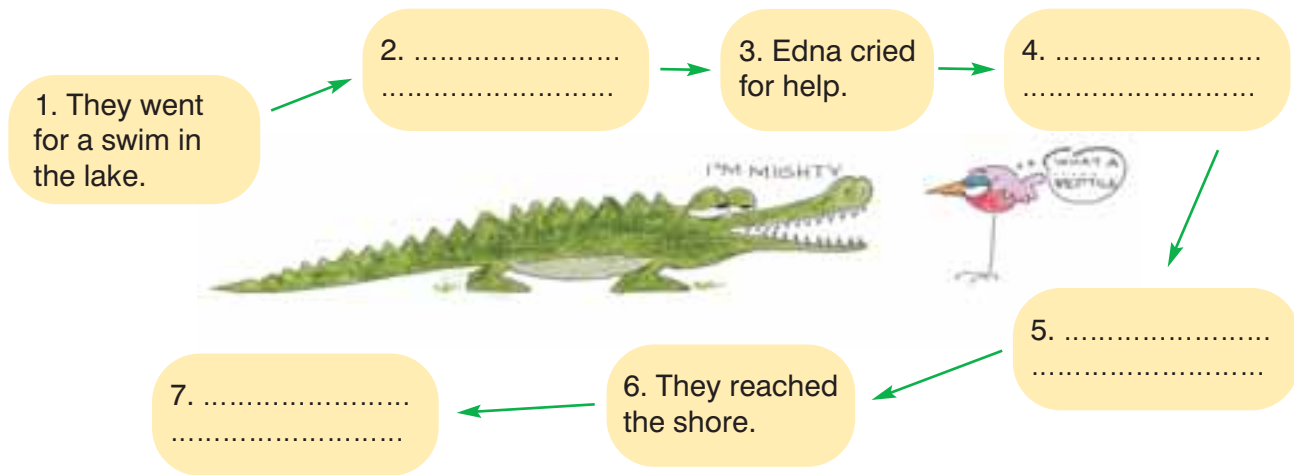
said Amanda. "Then I thought, no, I can't leave my best friend out here to die." When she reached Edna, the gator surfaced and seemed to glare at her. Amanda pushed Edna onto the board, and towed her steadily towards the shore 50 metres away. The alligator began to approach them. Although she was petrified, Amanda kept comforting Edna. "I told her, 'Don't give up... you must try... you can make it...' I was crying."

When they reached the shore, Edna's mother and paramedics were anxiously waiting to rush her to hospital. Miraculously, the reptile had only snapped Edna's upper arm bone. "We all look up to Amanda. If it weren't for her incredible bravery, Edna wouldn't be here today," said Edna's mum. Edna added, "Amanda's biggest fear was being attacked by a shark or alligator, yet she still took the risk and saved me. She's a courageous, amazing friend and she definitely qualifies as a hero!"

*Adapted from: 'Amazing Stories of Survival'
People Magazine, June 2006*

LESSON 19 • AGAINST THE ODDS

2.3 Complete the 'chain of events' diagram below with the main events of the story in your own words.



2.4 Read the text again and put together Amanda's profile.



e.g. *Although Amanda's biggest fear was being attacked by a shark or alligator, yet*

3 Language focus

3.1 Look at the bubbles below. Answer the questions and complete the boxes.

Which bubble has got Edna's actual words?

This is **speech.**

Which bubble has got words used to tell somebody what another person said?

This is **speech.**

a. *We're safe in the lake.*

What?

b. *She said they were safe in the lake.*



3.2 Compare the sentences above and circle the changes you can see.

LESSON 19 • AGAINST THE ODDS

3.3 Look at the text and complete the **direct speech** in the table below.

Direct speech	Reported Speech
<p>Simple Present</p> <p>(1) "Amanda as a hero".</p>	<p>Simple Past</p> <p>Edna said that Amanda qualified as a hero.</p>
<p>Present Continuous</p> <p>(2) "Someone around".</p>	<p>(a)</p> <p>Edna thought someone was playing around.</p>
<p>Simple Past</p> <p>(3) "She the risk".</p>	<p>(b)</p> <p>Edna said that Amanda had taken the risk.</p>
<p>Can</p> <p>(4) "I my friend out here to die".</p>	<p>(c)</p> <p>Amanda said she couldn't leave her friend out there to die.</p>
<p>Must</p> <p>(5) "You try".</p>	<p>(d)</p> <p>Amanda told her friend she had to try.</p>

3.4 How have the verbs changed from direct to reported speech? Complete the tenses and forms in the table above.

3.5 Do you notice any other changes?

3.6 Look at the sentences below and find Edna's exact words in the text.

Direct speech	Reported speech
.....	Edna told her friends to come back.
.....	Edna asked her friends not to leave her.

How do we report orders and requests?

Grammar Reference, pp. 175-176

NOTE

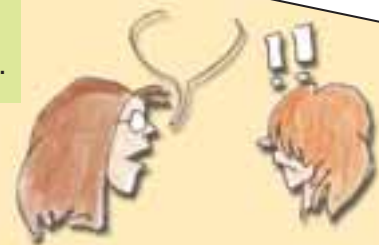
SAY or TELL

He said (that) ...

She told me (that) ...

BE CAREFUL!

We never say: She said me ...



write 4 What a night!

A reporter interviewed some of the children that were swimming with Edna on the night of the attack. Read his notes and help him finish his story.

"I'm not a very good swimmer and I panicked" (Jimmy)

"Please, leave me alone. I can't talk to you. I'm still trembling" (Mary)

"I'm sorry I left her alone" (Jason)

"We must tell her father what happened" (Helen)

It was a terrifying moment for all these children. I saw some of Edna's friends on the shore immediately after the attack and they talked to me. Jimmy, a 14-year-old classmate of Edna's said that

.....

Mary

.....

.....

.....

Thankfully, Edna was taken to hospital very quickly and her injuries were not very serious. It was a night these children will never forget.

Lesson 20 Seeing through a Friend's Eyes

Listen & speak

1

Sounds of a day

- 1.1 Listen to the sounds and try to guess what is happening. Take notes as you listen and share your answers in class.
- 1.2 Now listen to a young boy talking about the beginning of his day. Do you notice anything unusual? How does he experience the world around him?
- 1.3 How is the boy's life different from yours? Why are sounds and touching so important in his life?

Listen & read

2

Making a new friend

- 2.1 Listen to an extract from the same story. How do the boy and Abram meet and how do they become friends?



I am sitting on the bench tapping my good luck song with my shoes when I hear the bells of an ice cream truck. I feel the money in my pocket. I have the dime and I also have a bigger one. I know I have enough for an ice cream bar. I walk out to the curb, touching the cages around the trees. I wait until the bells sound near, and I wave. He stops. He is near enough to me to touch his cart. Now I feel him seeing me.

"Here," I say, but he does not take my money. "Guess what?" he says, and his voice is soft and kind as fur. "Every tenth kid wins a free ice cream bar, and you're the lucky one today."

I can feel him getting off his cart and going around to open the place where he keeps his ice cream bars. I can feel him putting one near my hand and I take it. I start back to my bench.

"You gonna be okay by yourself now?" the ice cream man calls. I sit on the bench. I listen for the sound of his cart starting up, and his bells ringing, but I can only hear the other sounds, the regular ones. Then I hear him walking over to my bench. I am sorry, because I only want to feel the ice cream and see how long I can make it last. I do not want anyone to sit with me now. I may dirty my clothes and I am afraid he will see me.

He starts to talk. His name is Abram. He tells me about the park. My sister says the trees are in cages because if they weren't in cages they wouldn't stay in such a terrible park. Abram says the trees are in cages to keep them safe so they can grow up to be big and tall.

My sister says the park is ugly and dirty. Abram says there are a few little bits of paper, and a couple of cans and some bottles, but he says he can squint up his eyes and all those things lying around shine like flowers. Abram says you see what you want to see.

My sister says the park is just for poor folks, and that no one would ever come here if they had a chance to go anywhere else. Abram says the park is just for lucky people, like him and me. He says the people who come to this park can see things inside themselves, instead of just what their eyes tell them.

After a while Abram goes away. He says, "I will come back and look for you tomorrow". I hear his ice cream bells go farther and farther away until I do not hear them anymore. While I am waiting for my sister to come for me, I fall asleep on the bench. I have a good dream. I dream that Abram lifts me so I can touch the leaves of a tree. All of the leaves are songs, and they fall around me and cover me. I am warm and soft under the songs. My sister shakes me awake. "You'll catch cold lying here," she says.

The next day while I am sitting on my bench, I hear the ice cream bells and I walk out to the curb, touching the cages of the trees as I go. Abram gives me an ice cream bar and we walk together back to the bench. I do not have to touch the cages because I am with him. I have made a good friend.

Adapted from: "Sound of Sunshine, Sound of Rain", by Florence Parry Heide



LESSON 20 • SEEING THROUGH A FRIEND'S EYES

2.2 Work with your partner and answer the following questions.

1. What kind of a person does Abram seem to be?
2. "Abram says you see what you want to see". Why do Abram and the boy's sister 'see' the world around them differently?
3. Whose view do you think the boy prefers and why?



3 What do you think?

3.1 Look at the photos. All of these people need help. What can you do to help them? Complete the table below. Add more ideas of your own.

People in need	Type of help
e.g. the disabled	doing the shopping
.....
.....
.....
.....



3.2 "Dogs are man's best friend". Discuss friendship between people and animals. Find a story that clearly illustrates the bond between man and animals or share your own experience with the rest of the class.



LESSON 20 • SEEING THROUGH A FRIEND'S EYES

4 Language focus

4.1 Look at the following reported statements. Find the actual words of the boy and Abram in the text and complete the **direct speech** list below.

Direct speech	Reported Speech
Present Perfect	Past Perfect
(1)	The boy said he had made a good friend.
will	(a)
(2)	Abram said he would come back and look for him the next day.
may	(b)
(3)	The boy said he might dirty his clothes.

4.2 How have the verbs changed from direct to reported speech? Complete the table above.

4.3 The verbs 'say' and 'tell' are most commonly used as introductory verbs in reported speech. Other verbs that we can use are:

Reported statements	Reported requests and orders	Reported questions
<ul style="list-style-type: none"> • tell • say • add • reply • think • answer • explain 	<ul style="list-style-type: none"> • tell • ask • warn • order • advise 	<ul style="list-style-type: none"> • ask • wonder • want to know

NOTE
 Words and expressions that change in reported speech:
 this – that
 here – there
 now – then
 ago – before
 today – that day
 tomorrow – the next day
 yesterday – the day before
 last week – the previous week
 next month – the following month

4.4 Put the sentences from the text in reported speech using the introductory verb in brackets.

1. "Every tenth kid wins an ice cream bar" (explain)
 Abram
2. "You are the lucky one today" (add)
 Abram
3. "The park is just for lucky people" (think)
 Abram
4. "You will catch cold lying here" (warn)
 His sister

Grammar Reference, pp. 175-176

LESSON 20 • SEEING THROUGH A FRIEND'S EYES



What do you think?

- 5.1** Read the poem below. Can you guess which word is missing from both the title and the poem? Listen to check your answer.

THE BLIND MEN AND THE by John G. Saxe

It was six men of Indostan
To learning much inclined,
Who went to see the
(Though all of them were blind),
That each by observation
Might satisfy his mind.

The First approached the
And happening to fall
Against his broad and sturdy side,
At once began to bawl:
"God bless me! but the
Is very like a wall!"

The Second, feeling of the tusk,
Cried, "Ho! what have we here
So very round and smooth and sharp?
To me 'tis mighty clear
This wonder of an
Is very like a spear!"

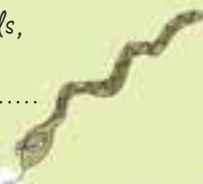
The Third approached the animal,
And happening to take
The squirming trunk within his hands,
Thus boldly up and spake:
"I see," quoth he, "the
Is very like a snake!"

The Fourth reached out his eager hand,
And felt about the knee.
"What most this wondrous beast is like
Is mighty plain," quoth he;
"'Tis clear enough the
Is very like a tree!"

The Fifth, who chanced to touch the ear,
Said: "E'en the blindest man
Can tell what this resembles most;
Deny the fact who can,
This marvel of an
Is very like a fan!"

The Sixth no sooner had begun
About the beast to grope,
Than, seizing on the swinging tail
That fell within his scope,
"I see," quoth he, "the
Is very like a rope!"

And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong,
Though each was partly in the right,
And all were in the wrong!



- 5.2** What is the point the poet is trying to make? How does this point relate to the story of the blind boy?
- 5.3** Draw the animal described above based on the opinions of the blind men. What does it look like?

Did you know?

The Blind Cow Restaurant in Zurich, Switzerland, offers up a different dining experience: Guests eat in complete darkness and are served by blind or visually handicapped staff!



Play a game

Put on a blindfold or close your eyes. Describe the object your teacher gives you only by smell, touch or taste. Reflect on what it felt like to be 'blind'.

Lesson 21 Friends without Frontiers

1 A different kind of friend



How can you make new friends? Are there any ways today that didn't exist in the past?

2 Friends from afar

2.1 Read the e-mails below and answer the questions.

1. Who wrote them?
2. Why did they write them?
3. Who did they send them to?

A

Lin S. – Singapore

We are 30 students in the 2nd Grade of high school in Singapore. Our first language is English. We also learn Malay and Chinese as our second languages. We are a vibrant class of 14-year-olds who enjoy writing about our lives here in sunny Singapore. Singapore is a multi-cultural society and there is much to share about this small, bustling, colourful city. We would like to learn about life in any European / American cities. How often can you exchange e-mails or postcards with us? How about once a fortnight? By the way, have you ever been to Singapore? We are a class of creative, imaginative and well-informed 14-year-olds who would love to meet you!

B

Melina O. – Brazil

We are students from a Public School in Fortaleza, a city in the northeast of Brazil. We are 11-15 years old and we want to improve our English as much as possible. We would be happy to find a school somewhere in Europe to start making penfriends. We would also like to invite you to our country so we can meet each other. We like sports, going to the cinema and of course writing e-mails, but we also want to make a positive impact on the lives of other children and families in need. We are concerned about the hardships and tragedies faced by other children around the globe and we want to help. Right now we are trying to organise some fundraising events to help the children who suffered the terrible earthquake in China. If anyone from anywhere in the world would like to join our project, please get in touch. I'm sure it'll be a great experience for everyone!



Adapted from: www.epals.com

2.2 Read the e-mails again to find who:

1. wants to exchange e-mails every 2 weeks.
2. wants to take action to help other people.
3. suggests other ways of communication besides e-mails.
4. lives in a city full of people and noise.
5. would like to meet their e-pals.
6. would like to work with others on a project.



LESSON 21 • FRIENDS WITHOUT FRONTIERS

3 An eTwinning project

A student writing an article about school partnerships is interviewing Giuseppe Bonano, a teacher responsible for an eTwinning project at a secondary school in Milan, Italy. Listen to the interview and tick the right answer.

1. Is there only one way to find a school partner?
2. Is it easy to find a school partner if your school is an English-speaking one?
3. Is it always possible to find a school partner?
4. Does participating in eTwinning cost anything?
5. Can anybody register?
6. Is there a registration form that you have to fill out?
7. Do you have to send your registration form by post?
8. Is communicating through eTwinning safe?

YES	NO
.....
.....
.....
.....
.....
.....
.....
.....



4 Language focus

4.1 Study the examples below and circle the changes you can see.

Direct speech	Reported Speech
“Do you want to find a school partner?”	→ She asked them if they wanted to find a school partner.
“Have you ever taken part in an eTwinning project?”	→ He asked them if they had ever taken part in an eTwinning project.

What changes do we make when we report Yes / No questions? Answer the questions below.

Yes / No reported questions

- Which is the introductory verb?
- What extra word do we use in the reported question?
- Is the auxiliary verb ‘do’ used?
- Are other auxiliary verbs omitted?.....
- What happens to word order?



ind-mail...



LESSON 21 • FRIENDS WITHOUT FRONTIERS

4.2 Study the examples below and circle the changes you can see.

Direct speech	Reported Speech
"Where do you live?"	→ She asked them where they lived.
"How often can you exchange e-mails?"	→ He asked them how often they could exchange e-mails.

What changes do we make when we report Wh-questions? Answer the questions below.

Wh-reported questions

- Which is the introductory verb?
- Are question words like 'where' and 'how often' omitted?
- What happens to word order?

Grammar Reference, p. 176

5 write What did he say?

Spyros got himself into a bit of trouble for being late after school last week. What did he tell his friend Jenny about it when she asked him?



Where have you been? Why are you so late? Were you at the skate park again? Don't be late next time. Mother is very upset! Please, take the dog out for a walk. When you come back we can watch TV and then we can send e-mails to our friends.

Oh, well, you know. The usual... He asked me

.....

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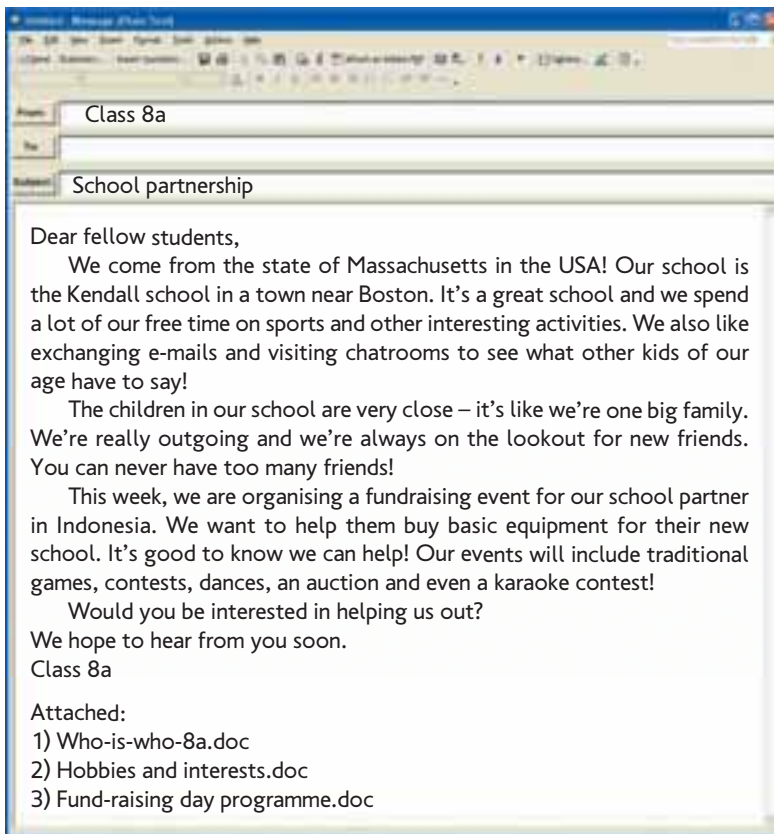
That's all! Nothing much!

LESSON 21 • FRIENDS WITHOUT FRONTIERS

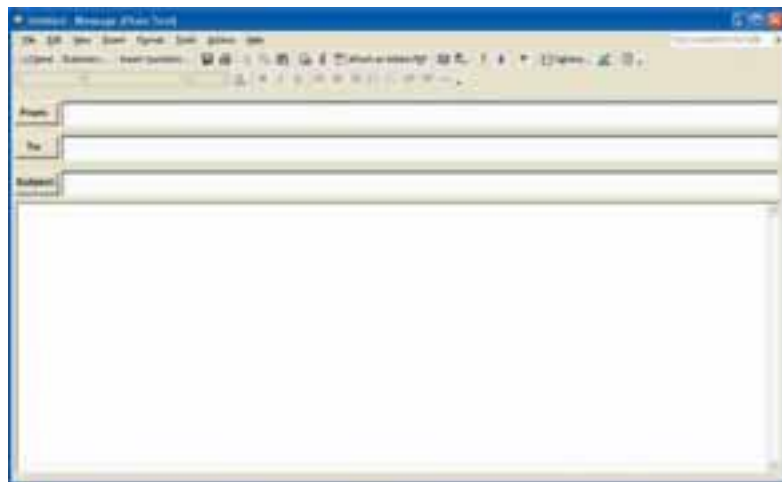
6 Writing an e-mail (2)

6.1 This is an e-mail you've received from a school partner. Read it and answer the questions. Then compare your answers with your partner's.

- Who is sending this e-mail?
.....
- What is each paragraph about?
.....
.....
.....
.....
.....
- What information is there in the attached files?
.....
.....
.....



6.2 Suppose you want to start a school partnership with the class that sent you this e-mail. Work in groups and make a list of ideas you want to include in your e-mail.



USEFUL TIPS

1. Make notes and plan your e-mail.
2. Write in an appropriate style since your new friends are the same age as you.
3. Keep your e-mails brief and attach longer texts.
4. Proofread your e-mail for mistakes.

6.3 Write an e-mail replying to Class 8a. Give them information about your school and your class and suggest how you could help them raise more money.



LESSON 21 • FRIENDS WITHOUT FRONTIERS



Project time: An eTwinning project!!!


7.1 Your Australian friend Jennifer, who is on holiday in Greece, wants to know more about the eTwinning programme you are involved in. Here is some information on it. Could you tell her about it?




Η δράση eTwinning δημιουργήθηκε για να δώσει στα σχολεία την ευκαιρία να μάθουν μαζί, να μοιραστούν τις απόψεις τους και να δημιουργήσουν καινούργιες φιλίες. Προωθεί αντίστοιχα τη συνείδηση του ευρωπαϊκού πολυγλωσσικού και πολυπολιτισμικού κοινωνικού μοντέλου. Μέσω του eTwinning, σχολεία των κρατών της Ευρωπαϊκής Ένωσης αλλά και της Νορβηγίας, της Ισλανδίας, και πρόσφατα της Βουλγαρίας και της Ρουμανίας, υποστηρίζονται στην «αδελφοποίηση» σχολείων μέσω του Internet.

7.2 Below are some comments from your classmates' portfolios about the benefits they gained from participating in the eTwinning project. Write down the benefits and tell Jennifer about them.


I was never really good at using my computer. I felt I had no computer skills at all. Now, I'm fast and most important of all, I can use my computer with ease for many other things.
Helena



eTwinning is really great! I exchange e-mails with so many people, that I feel I now have new friends all over the world.
Jason



The eTwinning project made me work harder on my English! I'm much more fluent and I don't find writing in English difficult any more.
Claire



.....

.....

.....

.....

.....

LESSON 21 • FRIENDS WITHOUT FRONTIERS

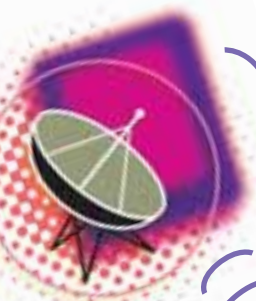
7.3 Suppose you want to find a school partner to collaborate on school projects, practise foreign language skills and establish international friendships. How will you get started? Follow the steps below:

How can you get involved in eTwinning?

It is very simple.

- Decide on the profile of your school partner:
- Register your school.
- Find your school partner:
- Connect with your school partner:
- Decide on your project.
- Register your project.
- Work with your school partner:
- Develop your partnership.

To get more details on the process, visit www.etwinning.gr or send an e-mail to etwinning@sch.gr



Advice for Safe "Surfing"

- ✓ Remember: "virtual" friends may be different from what they seem.
- ✓ Don't upload pictures of your friends on the Internet without their permission.
- ✓ Avoid giving out personal information such as your address or your mobile phone number.
- ✓ If someone makes you feel uncomfortable, inform your parents or a teacher immediately.

Unit 7 Review

1. Vocabulary

1.1 Cross the odd one out.

1. brave, courageous, scared, fearless
2. yell, whisper, shout, scream
3. slam, sigh, bang, crash
4. soft, smooth, rough, fluffy
5. grasp, grip, snap, grab

... / 5

1.2 Unscramble the letters and find the words to complete the sentences.

1. I'm to cooperate with students from other countries. **egrea**
2. He took the and rescued her. **rski**
3. Her friends have a positive on her. **ipctam**
4. Don't at me. It's not my fault! **garel**
5. She tightened her on my arm. **gipr**

... / 5

1.3 Choose the right word to complete the sentences. There is one extra word.

bravery look after hardship
exchange fundraising approach

1. Don't worry about her. She can herself.
2. I e-mails with my e-friend twice a month.
3. Our school often organises events to help people in need.
4. She's been through a lot of in her life, but she seems strong and courageous.
5. is a quality I've always admired.

... / 5

2. Language focus

2.1 Report the statements and questions.

1. "I've called my best friend twice today", she said.
.....

2. "Our community is sponsoring a concert for people in need", they said.
.....

3. "Do you cooperate well with each other?", she asked us.
.....

4. "Where were you last night?", he asked me.
.....

5. "We'll always be friends", she said.
.....

... / 5

2.2 What did the teacher say?

1. The teacher explained that we would do an e-project.
.....

2. She asked us to write short e-mails and not to include many details.
.....

3. She wanted to know if we were interested in participating.
.....

4. She added that we could choose the topic of the project.
.....

5. She thought that it would be a great experience for everyone.
.....

... / 5

3. Everyday English

Complete the exchanges.

1. - Thank you for helping me with my suitcase.
- all.

2. - I really your help.
- My pleasure.

3. - You left your purse in the shop. Here it is.
- That's

4. - Thanks for the informative e-mail.
- I could do.

5. - That was really nice of you.
- Don't

... / 5

SELF-ASSESSMENT

4. Writing

A friend of yours has helped you through a difficult time. Write an e-mail thanking him/her and expressing your feelings (about 100 words).

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0-15: 🌑*	16-20: ☹️	21-25: 😐	26-30: 😊	31-35: ★	36-40: ★★
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Tips to learn

Work by yourself and tick the sentences that are true for you. You can discuss your answers in class.

Doing an e-project

When doing an e-project in English,

- I improve my language skills.
- I improve my computer skills.
- I make new friends.
- I share problems with my peers.
- I have the chance to offer my help to others.
- other

In Unit 7 you did an e-project. Did you enjoy working on it? Why / Why not? Were there any difficulties? Any rewarding moments? Share your answers in class.

Reflecting on your Learning

Tick the sentences that are true for you.

At the end of Lessons 19, 20 and 21, I think I can

- | | |
|--|--|
| <input type="checkbox"/> discuss the topic of friendship and caring for others | <input type="checkbox"/> talk about how I can help people in need |
| <input type="checkbox"/> write an e-mail to a school partner | <input type="checkbox"/> thank someone and respond to thanks |
| <input type="checkbox"/> participate in an e-project with other schools | <input type="checkbox"/> report statements, questions, requests and orders |