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Chapter	Grammar	Vocabulary	Story	CLIL	Listening & Spelling
Welcome page 4	Angelo visited his grandma. Angelo has been to Italy before. I was sailing on a boat with my family. I would like to go to Canada because I like mountains.	Countries and places Vacation activities			
1 Then and Now page 8	Boys and girls had to sit separately. Did the girls wear dresses? Yes, they did. / No, they didn't. In 1950, the boys used to wear shorts. They didn't use to have computers. Did you use to have lunch at school? Yes, we did. / No, we didn't.	School items, then and now Technology and communication	A Boy Named Edward 	<i>History:</i> past, present, future	<i>That's How We Talk!</i>  silent letters
Grammar Booster page 18					
2 Work Hard, Play Hard! page 22	He's lived in Tokyo for three years. He's done karate since he was five. How long have you lived in Japan? I'm going to go to music school. She isn't going to go to college. He might be a singer. Are you going to be a vet?	Challenging hobbies Future aspirations	Andy and Grant 	<i>Social sciences:</i> volunteer projects	<i>Life is Full of Challenges</i>  words ending in -ll and words with ll in the middle
Grammar Booster page 32					
3 Sleep and Dreams page 36	The movie isn't as good as the book. The movie was scarier than the book. The book was just as good as the movie. I feel bored. The movie was disappointing.	Adjectives for common dreams Sleep habits	Down the Rabbit Hole 	<i>Science:</i> the importance of sleep	Sleep Habits gh
Grammar Booster page 46					
4 Up and Away! page 50	We're flying to New York tomorrow. I'm not going to school. Are you eating at Joe's Café on Tuesday? Someone gave me a book. I don't know anything about the Montgolfier brothers. Did anyone travel in it?	Hot air balloons Continents and world travel	The Great Balloon Adventure 	<i>Geography:</i> turtle migration	<i>I'm Going Around the World</i>  compound nouns
Grammar Booster page 60					
5 Real or Imaginary? page 64	What's the bag made of? It's made of cotton. It's used for carrying food from the supermarket. Soccer is played at my school. English is spoken in a lot of countries.	Materials Verbs to describe processes	This Strange Land 	<i>Art:</i> how tempera paint is made	The Process of Making Chocolate past participles



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6 On the Ocean Waves <i>page 78</i>	The ship was sailing in the Mediterranean Sea when it hit the rock. While you were reading, I fell asleep. When I fell asleep, you were reading. What were you doing when the ship sank?	Ocean rescue Ship and ocean	The Journal 	<i>Geography:</i> icebergs	<i>The Golden Vanity</i>  irregular plurals
Grammar Booster <i>page 88</i>					
7 Let's Cook! <i>page 92</i>	That's very noisy. Can you do that quietly, please? I did really badly on the exam. I eat too many cookies and I drink too much cola. I don't drink enough water.	Ingredients and cooking verbs Sense verbs and adjectives to describe food	The Best Food in the World 	<i>Science:</i> food science	Food and the Senses adjectives ending in -y
Grammar Booster <i>page 102</i>					
8 Speak Out! <i>page 106</i>	She said (that) she was very happy. They explained (that) they didn't sports. She asked where I lived. He asked if I liked writing.	Reporting verbs Spoken communication	Gulliver in Lilliput 	<i>Math:</i> world language statistics	<i>I Don't Understand!</i>  words ending in silent -e
Grammar Booster <i>page 116</i>					
9 Into the Future <i>page 120</i>	In the future everyone will travel by bike or tram. You won't need a car. Will we drive cars? Yes, we will. / No, we won't. What will people wear?	Cities Technology	The Memory Bank 	<i>Science:</i> future living	Predictions For the Future suffixes -able and -less
Grammar Booster <i>page 130</i>					
Word List <i>page 134</i>					



Competencies



Activities that encourage children to accept responsibility and reflect on the consequences of lifestyle choices.	Activities that develop societal understanding and identification of children's own circumstances in a wider context.	Activities that develop critical thinking skills to reflect upon, manipulate, process, and interpret information.	Activities that foster learner autonomy, and allow children to demonstrate and put into practice learning strategies.	Activities that promote interpersonal and collaborative skills, develop teamwork, and allow children to express opinions and ideas.
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