

# Contents



Chapter	Grammar	Vocabulary	Story	CLIL	Listening & Spelling
<b>Welcome</b> page 4	I've always liked singing and dancing. I'd like to work in the theater.	Hobbies Future goals			
<b>1</b> <b>Mysteries and Monsters</b> page 8	It must be a chair. They might be earrings or they might be bracelets.  I don't believe it. It can't be true. It must be true. I saw pictures of it! It might be a man. I'm not sure.	Archeology Mysterious creatures	<b>The Tomb of the Ancient Dog</b> 	<i>History:</i> the Bermuda Triangle	Mysterious creatures  Prefixes <b>un-</b> and <b>dis-</b>
<b>Grammar Booster</b> page 18					
<b>2</b> <b>Get Crafty</b> page 22	How did you learn to make candles? I practiced making them with my friend.  I wish I were good at dancing. She wishes she could be on TV. He wishes he didn't have to go to school.	Craft activities Verbs with <i>-ing</i> or <i>to + verb</i> Personality adjectives	<b>Icarus</b> 	<i>Art:</i> yarn bombing	<i>What Are You Like?</i>   Adjectives ending in <b>-ive</b> or <b>-al</b>
<b>Grammar Booster</b> page 32					
<b>3</b> <b>Everything is Connected</b> page 36	If you recycle paper, you will save trees. If you take a quick shower, you won't waste water.  What will happen if we use less fuel? If the ice melts, how will the sea change?	Climate change and the environment Ocean transportation	<b>The Frog Hunt</b> 	<i>Science:</i> effects of plastic	Plastic Toys' Journey  <b>c, k, ck, and ch</b>
<b>Grammar Booster</b> page 46					
<b>4</b> <b>Superheroes, Special Powers!</b> page 50	If I were a superhero, I'd be able to fly. If I were invisible, you wouldn't see me.  If your friend were sick, would you visit him? What would you do if your friend were sad?	Special powers Animal abilities	<b>Master Mind Returns</b> 	<i>Science:</i> memory and the brain	Animal special powers  <b>qu</b>
<b>Grammar Booster</b> page 60					
<b>5</b> <b>Powerful Earth</b> page 64	There had been an earthquake under the ocean before the tsunami hit. Some people hadn't had time to leave their houses before the floods.  Have you ever been to Spain? Had you heard of Plato before you read that story?	Natural disasters Shipwrecks and ocean exploration	<b>The Legend of the Lost Island</b> 	<i>Geography:</i> tsunamis	Shipwrecks  Compound nouns
<b>Grammar Booster</b> page 74					



Chapter	Grammar	Vocabulary	Story	CLIL	Listening & Spelling
<b>6</b> <b>Showtime</b> <i>page 78</i>	I've been practicing my song. I haven't been doing my homework.  What have you been doing? How long have you been learning English? Has Scarlett been going to rehearsals?	Performing arts and talents Performance and shows	<b>Just Dance!</b> 	<i>Performing arts:</i> Javanese shadow puppets	<i>Thank You, Everyone!</i>  <b>s, ce, ss</b>
	<b>Grammar Booster</b> <i>page 88</i>				
<b>7</b> <b>Fantastic Friends</b> <i>page 92</i>	We're happy with ourselves. He introduced himself.  We should listen more carefully when our teacher is talking. I play the guitar well, but I want to play better.	Social life Personality adjectives and feelings	<b>An Unusual Friendship</b> 	<i>Science:</i> health benefits of smiling	Pen pals  Different sounds with <b>gh</b>
	<b>Grammar Booster</b> <i>page 102</i>				
<b>8</b> <b>Social Network</b> <i>page 106</i>	The video was watched at 9:00 a.m. The pictures were taken by people all over the world.  Who were they written by? Was it changed? Who was it stolen by? Were they saved?	Technology and the Internet Socializing online	<b>The Stolen Painting</b> 	<i>Social sciences:</i> online safety	<i>Text Poetry</i>  <b>sh, ti, ci</b>
	<b>Grammar Booster</b> <i>page 116</i>				
<b>9</b> <b>High Flyers</b> <i>page 120</i>	I prefer books to screens. Do you prefer books to screens? I'd rather read a book than watch a movie. Would you rather read a book or watch a movie?	Entrepreneurs and business Future goals	<b>A Fairy Tale Life</b> 	<i>Social sciences:</i> young entrepreneurs	<i>Life is a Journey</i>  <b>ei, ie</b>
	<b>Grammar Booster</b> <i>page 130</i>				
<b>Word List</b> <i>page 134</i>					

## Competencies



me

Activities that encourage children to accept responsibility and reflect on the consequences of lifestyle choices.



act

Activities that develop societal understanding and identification of children's own circumstances in a wider context.



think

Activities that develop critical thinking skills to reflect upon, manipulate, process, and interpret information.



learn

Activities that foster learner autonomy, and allow children to demonstrate and put into practice learning strategies.



communicate

Activities that promote interpersonal and collaborative skills, develop teamwork, and allow children to express opinions and ideas.

