

# Contents

Unit	Vocabulary	Structures
<b>1 ALL ABOUT SCHOOL</b> pp. 2–13	<b>School Activities:</b> do homework, finish a project, hand in an essay, study for a test <b>Advice:</b> be more careful, do it earlier, do it again, pay attention to the time, take it away from	<b>Present perfect with yet and already</b> Has she <b>done</b> her homework <b>yet</b> ? Yes, she's <b>already done</b> it. No, she <b>hasn't done</b> it <b>yet</b> . <b>Present perfect with ever</b> Have you <b>ever hosted</b> an exchange student? Yes, I <b>have</b> . No, I <b>haven't</b> .
<b>2 AMAZING YOUNG PEOPLE</b> pp. 14–25	<b>Achievements:</b> become a doctor, climb a mountain, invent something, meet a world leader, play an instrument, speak another language, start a company, win a tournament, write and publish a book	<b>Present perfect with for and since</b> How long <b>have you lived</b> here? I've <b>lived</b> here <b>for</b> five years/ <b>since</b> I was six). <b>Present perfect continuous</b> How long <b>has she been teaching</b> ? She's <b>been teaching</b> <b>since</b> she graduated from university.
<b>3 DILEMMAS</b> pp. 26–37	<b>Dilemmas:</b> (tell/don't tell) the truth, (return/don't return) a wallet, (cheat/don't cheat) in a test <b>Results and Consequences:</b> be upset with, feel good, feel guilty, get into trouble	<b>Conditional sentences</b> If you <b>tell</b> your parents you forgot, they'll <b>be</b> upset. They'll <b>tell</b> the truth, <b>if</b> the teacher <b>asks</b> them. <b>Should for advice</b> You <b>should tell</b> your parents <b>if</b> you've got a problem.
<b>Checkpoint</b> Units 1–3 pp. 38–41		
<b>4 DREAMS FOR THE FUTURE</b> pp. 42–53	<b>Dreams:</b> be famous, bring up a family, earn a good salary, go on adventurous holidays, live in another country, run a business, work in my dream job, work in the music industry	<b>Future continuous with will</b> Where <b>will you be living</b> fifty years from now? In fifty years, I'll probably <b>be living</b> in France. I definitely <b>won't be living</b> with my parents. <b>Will you be bringing up</b> a family? Yes, I <b>will</b> . / No, I <b>won't</b> .
<b>5 IF I COULD FLY...</b> pp. 54–65	<b>Super Powers:</b> become invisible, fly, have superhuman strength, read people's minds, run at lightning speed, travel through time	<b>Speculative clauses with if</b> If you <b>could fly</b> , where <b>would</b> you <b>go</b> ? If I <b>could fly</b> , I'd <b>go</b> to the moon.
<b>6 THE COOLEST SCHOOL SUBJECTS</b> pp. 66–77	<b>Areas of Study:</b> Art, English, Literature, Maths, Music, P.E., Science (Biology), Social Science <b>Things We Learn About in School:</b> artists, athletics, democracy, grammar, legends, mammals, murals, myths, plants, playwrights, prime numbers, vocabulary	<b>Comparing amounts with more ... than / fewer ... than / less ... than</b> My teacher gives <b>more</b> homework <b>than</b> your teacher. There are <b>fewer</b> playwrights in the USA <b>than</b> the UK. <b>Comparing amounts with the most / the fewest / the least</b> My brother's got <b>the most</b> homework of anyone I know.
<b>Checkpoint</b> Units 4–6 pp. 78–81		
<b>7 MYSTERIES!</b> pp. 82–93	<b>Mysteries:</b> Atlantis, aurora borealis (Northern Lights), Bermuda Triangle, crop circles, Great Pyramids, Kryptos, Nazca Lines, Sailing Stones <b>Mystery-related Words:</b> explanation, phenomenon, proof, scientific, theory, unsolved	<b>Question tags with be, can and do:</b> The geoglyphs <b>are</b> in Peru, <b>aren't</b> they? Astronauts <b>aren't</b> going to Pluto, <b>are</b> they? Experts <b>can</b> explain aurora borealis, <b>can't</b> they? We <b>love</b> mysteries, <b>don't</b> we? Scientists <b>haven't</b> explained crop circles, <b>have</b> they? It <b>didn't</b> make sense, <b>did</b> it?
<b>8 WHY IS IT FAMOUS?</b> pp. 94–105	<b>Famous Places:</b> Big Ben, City of Petra, Christ the Redeemer Statue, Easter Island, Forbidden City, Great Sphinx of Giza, Great Wall of China, Machu Picchu, Pyramid of Kukulcán, St Basil's Cathedral, Statue of Liberty, Stonehenge, Sydney Opera House, Taj Majal, Temple of Borobudur <b>Structures:</b> cathedral, mausoleum, monument, palace, pyramid, statue, temple, tower	<b>Passive voice</b> Stonehenge <b>was constructed</b> more than 4,000 years ago. <b>Relative clauses</b> Louis XIV was a French king <b>who ruled</b> for 72 years. The Statue of Liberty is a landmark <b>that has become</b> a symbol of welcome.
<b>9 THAT'S ENTERTAINMENT!</b> pp. 106–117	<b>Entertainment:</b> book signing, comic book exhibition, concert, festival, film premiere	<b>Reported speech</b> She said (that) the sequel <b>wasn't</b> as good as the first film. He said (that) he <b>was going</b> to the concert.
<b>Checkpoint</b> Units 7–9 pp. 118–121		
<b>Wordlist</b> p.122–125		

CLIL	Writing	Life Skills/Project	Phonics	I can...
<p><b>Social Science:</b> School timetables in China daily, free time, period, study period, timetable, typical</p> <p><b>Additional language:</b> <i>must</i> for obligation, <i>shall</i> for suggestions</p> <p><b>A Day at a School in Finland:</b> An alternative school in Finland break, curriculum, objective, pace, task, workshop</p>	Opinion paragraph	<p><b>Manage your time wisely.</b> Talk about how you spend your time and how you manage it. Create a graph to see how pupils spend their time.</p>	<p><b>spr, str, scr</b> spring, sprint street, strong screen, screw</p>	<p>...talk about school activities and homework. ...say what I have and haven't done.</p>
<p><b>Social Science:</b> Amazing accomplishments by young people through the ages accomplishment, ages, Braille, opera, personal computing, symphony</p> <p><b>Additional language:</b> reflexive pronouns <i>whom</i></p> <p><b>Seeds of Peace:</b> The organisation for teens, <i>Seeds of Peace</i> conflict resolution, critical thinking, journalist, leader, peace</p>	Biography	<p><b>Appreciate yourself.</b> Talk about your amazing qualities and talents. Make an 'Amazing Me' collage and interview classmates about their amazing qualities and talents.</p>	<p><b>spl, squ, thr</b> splash, split squash, squid three, throat</p>	<p>...talk about past experiences. ...talk about amazing people's accomplishments (including my own).</p>
<p><b>Social Science:</b> Ethics character, ethical behaviour, ethics, qualities, traits, treat</p> <p><b>Proverbs from Around the World:</b> Proverbs in other cultures blame, deceive, pass on, proverb, regret, sayings</p>	Story ending	<p><b>Do the right thing.</b> Discuss the right choice to make when faced with a dilemma. Make a class handbook about doing the right thing.</p>	<p><b>nch, nth, mpt</b> crunch, lunch month, tenth prompt, tempt</p>	<p>...talk about consequences. ...talk about doing the right thing.</p>
<p><b>Science and Technology:</b> Futurists' predictions in the areas of science and technology 3-D image, download, futurist, nano, upload, virtual, wireless technology</p> <p><b>Kids' Predictions for the Future:</b> Predictions young people have made about the future environment, harmoniously, shelter, time machine, turn out</p>	Formal and informal emails	<p><b>Make good decisions.</b> Talk about how the decisions you make now affect the future. Pupils write letters to themselves in the future and share them with the class.</p>	<p><b>/s/, /z/, /iz/</b> eats, cooks, sleeps runs, sings, swims dances, washes, watches</p>	<p>...talk about and make predictions about the future. ...talk about levels of certainty.</p>
<p><b>Science:</b> Scientific inventions that could allow humans to have super powers adhesive, computer designer, digital, electrodes, gecko, technology, tweet</p> <p><b>Superheroes from Different Cultures:</b> Superheroes in different parts of the world android, armour, bolt of lightning, meteorite, reflexes, superhuman</p>	Character traits	<p><b>Take positive steps for the future.</b> Discuss amazing achievements and things we can do to help the future of the world. Make a class book about positive steps for the future.</p>	<p><b>/t/, /d/, /id/</b> looked, walked, watched called, cleaned, climbed ended, painted, wanted</p>	<p>...talk about what I would do in different situations. ...answer questions about unreal situations.</p>
<p><b>Science:</b> Strange things found in nature algae, carnivore, digest, herbivore, nectar, nutrients, protein, sloth</p> <p><b>Additional language:</b> complex noun phrases</p> <p><b>Ancient Civilisations' Legacies:</b> The contributions of ancient civilisations cultivation, equivalent, herbal remedy, influence, inspiration, legacy, revolution, terraced farming</p>	From story to play	<p><b>Appreciate school.</b> Complete a chart and discuss practical uses for the topics learnt at school. Create an album of words/ names from ancient Greece that are used today.</p>	<p><b>er, est</b> cheaper, easier, faster, happier best, longest</p>	<p>...talk about school subjects and what I learn. ...identify some legacies of ancient civilisations. ...compare things using <i>more/most, fewer/fewest, less/least</i>.</p>
<p><b>Science, Art, Music:</b> The phenomenon of aurora borealis altitude, atmosphere, atoms, interaction, nitrogen, oxygen, solar winds, state</p> <p><b>Additional language:</b> <i>whose</i></p> <p><b>Mysterious Findings:</b> Mysterious events in different parts of the world diameter, estimate, evidence, expedition, footprint, ton</p>	Cause and effect	<p><b>Be curious.</b> Learn the importance of fostering one's own curiosity. Create a booklet about two mysteries.</p>	<p><b>un, inter, re, pre, super</b> unhappy international recycle, reduce preused Superman</p>	<p>...discuss mysterious phenomena. ...confirm information using question tags.</p>
<p><b>History:</b> Famous landmarks around the world that were discovered by accident archaeologist, artefact, carved, pharaoh, site, tomb</p> <p><b>Additional language:</b> complex noun phrases</p> <p><b>The New 7 World Wonders:</b> A bicycle trip to the new seven wonders of the world empire, gladiators, landmark, route, sea level</p>	Report	<p><b>Take pride in your town or city.</b> Describe special places, monuments or other attractions of one's own town/city or a nearby city. Create a map for a bicycle trip to famous or interesting places in one's town/city.</p>	<p><b>able, ful, ly</b> comfortable, washable beautiful, peaceful deeply, slowly</p>	<p>...talk about famous places and structures around the world. ...describe places and structures using the passive voice and relative clauses.</p>
<p><b>Social Science:</b> The history of video games arcade, coins, compete, graphics, national, scores, shortage</p> <p><b>Unique Musical Instruments:</b> Different musical instruments from around the world bagpipes, herdsman, horn, mellow, notes, sitar, steel drums</p>	Film review	<p><b>Appreciate different opinions.</b> Read and discuss the opinions of several young people. Make an opinion map to compare, discuss and record classmates' opinions about a topic.</p>	<p><b>sion, tion, ation</b> decision, television fiction, option celebration, invitation</p>	<p>...talk about entertainment. ...talk about people's opinions. ...report what people say.</p>