### Contents

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| **1** ALL ABOUT SCHOOL  
pp. 2-13 | School Activities: do homework, finish a project, hand in an essay, study for a test  
Advice: be more careful, do it earlier, do it again, pay attention to the time, take it away from | Present perfect with yet and already  
Has she done her homework yet?  
Yes, she’s already done it.  
No, she hasn’t done it yet.  
Present perfect with ever  
Have you ever hosted an exchange student?  
Yes, I have. No, I haven’t. |
| **2** AMAZING YOUNG PEOPLE  
pp. 14–25 | Achievements: 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 | Present perfect with for and since  
How long have you lived here?  
I’ve lived here (for five years/since I was six).  
Present perfect continuous  
How long has she been teaching?  
She’s been teaching since she graduated from university. |
| **3** DILEMMAS  
pp. 26–37 | Dilemmas: tell/don’t tell the truth, (return/don’t return) a wallet, (cheat/don’t cheat) in a test  
Results and Consequences: be upset with, feel good, feel guilty, get into trouble | Conditional sentences  
If you tell your parents you forgot, they’ll be upset.  
They’ll tell the truth, if the teacher asks them.  
Should for advice  
You should tell your parents if you’ve got a problem. |
| **Checkpoint**  
Units 1–3  
pp. 38–41 | Revision: Units 1–3 |
| **4** DREAMS FOR THE FUTURE  
pp. 42–53 | Dreams: 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  | Future continuous with will  
Where will you be living fifty years from now?  
In fifty years, I’ll probably be living in France.  
I definitely won’t be living with my parents.  
Will you be bringing up a family?  
Yes, I will / No, I won’t. |
| **5** IF I COULD FLY...  
pp. 54–65 | Super Powers: become invisible, fly, have superhuman strength, read people’s minds, run at lightning speed, travel through time | Speculative clauses with if  
If you could fly, where would you go?  
If I could fly, I’d go to the moon. |
| **6** THE COOLEST SCHOOL SUBJECTS  
pp. 66–77 | Areas of Study: Art, English, Literature, Maths, Music, P.E., Science (Biology), Social Science  
Things We Learn About in School: artists, athletics, democracy, grammar, legends, mammals, murals, myths, plants, playwrights, prime numbers, vocabulary | Comparing amounts with more ... than / fewer ... than / less ... than  
My teacher gives more homework than your teacher.  
There are fewer playwrights in the USA than the UK.  
Comparing amounts with the most / the fewest / the least  
My brother’s got the most homework of anyone I know. |
| **Checkpoint**  
Units 4–6  
pp. 78–81 | Revision: Units 4–6 |
| **7** MYSTERIES!  
pp. 82–93 | Mysteries: Atlantis, aurora borealis (Northern Lights), Bermuda Triangle, crop circles, Great Pyramids, Kryptos, Nazca Lines, Sailing Stones area  
Mystery-related Words: explanation, phenomenon, proof, scientific, theory, unsolved | Question tags with be, can and do:  
The geoglyphs are in Peru, aren’t they?  
Astronauts aren’t going to Pluto, are they?  
Experts can explain aurora borealis, can’t they?  
We love mysteries, don’t we?  
Scientists haven’t explained crop circles, have they?  
It didn’t make sense, did it? |
| **8** WHY IS IT FAMOUS?  
pp. 94–105 | Famous Places: 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  
Structures: cathedral, mausoleum, monument, palace, pyramid, statue, temple, tower | Passive voice  
Stonehenge was constructed more than 4,000 years ago.  
Relative clauses  
Louis XIV was a French king who ruled for 72 years.  
The Statue of Liberty is a landmark that has become a symbol of welcome. |
| **9** THAT’S ENTERTAINMENT!  
She said that the sequel wasn’t as good as the first film.  
He said that he was going to the concert. |
| **Checkpoint**  
Units 7–9  
pp. 118–121 | Revision: Units 7–9 |
| **Wordlist**  
pp. 122–125 | }
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<th>CLIL</th>
<th>Writing</th>
<th>Life Skills/Project</th>
<th>Phonics</th>
<th>I can...</th>
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<tr>
<td>Social Science: School timetables in China daily, free time, period, study period, timetable, typical</td>
<td>Opinion paragraph</td>
<td>Manage your time wisely. Talk about how you spend your time and how you manage it. Create a graph to see how pupils spend their time.</td>
<td>spr, str, scr</td>
<td>...talk about school activities and homework. ...say what I have and haven’t done.</td>
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<tr>
<td>Additional language: must for obligation, shall for suggestions</td>
<td>Biography</td>
<td>Appreciate yourself. Talk about your amazing qualities and talents. Make an ‘Amazing Me’ collage and interview classmates about their amazing qualities and talents.</td>
<td>spl, squ, thr</td>
<td>...talk about past experiences. ...talk about amazing people’s accomplishments (including my own).</td>
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<tr>
<td>A Day at a School in Finland: An alternative school in Finland break, curriculum, objective, pace, task, workshop</td>
<td>Story ending</td>
<td>Do the right thing. Decide on choice to make when faced with a dilemma. Make a class handbook about doing the right thing.</td>
<td>nch, nth, mpt</td>
<td>...talk about consequences. ...talk about doing the right thing.</td>
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<tr>
<td>Social Science: Amazing accomplishments by young people through the ages accomplishment, ages, Braille, opera, personal computing, symphony</td>
<td>Character traits</td>
<td>Take positive steps for the future. 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.</td>
<td>i/ɪ, i/ɪ, i/ɪ</td>
<td>...talk about and make predictions about the future. ...talk about levels of certainty.</td>
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<tr>
<td>Additional language: reflexive pronouns whom</td>
<td>From story to play</td>
<td>Appreciate school. 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.</td>
<td>er, er, cheaper, easier, faster, happier, best, longest</td>
<td>...talk about school subjects and what I learn. ...identify some legacies of ancient civilisations. ...compare things using more/most, fewer/fewest, less/least.</td>
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<td>Seeds of Peace: The organisation for teens, Seeds of Peace conflict resolution, critical thinking, journalist, leader, peace</td>
<td>Science and Technology: Futurists’ predictions in the areas of science and technology 3-D image, download, futurist, nano, upload, virtual, wireless technology</td>
<td>Make decisions. 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.</td>
<td>/ʃ/, /st/, /tʃ/</td>
<td>...talk about and make predictions about the future. ...talk about levels of certainty.</td>
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<td>Social Science: Ethics character, ethical behaviour, ethics, qualities, traits, treat</td>
<td>Science: Scientific inventions that could allow humans to have super powers adhesive, computer designer, digital, electrodes, gecko, technology, tweet</td>
<td>Character traits</td>
<td>/ʃ/, /st/, /tʃ/</td>
<td>...talk about what I would do in different situations. ...answer questions about unreal situations.</td>
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<td>Proverbs from Around the World: Proverbs in other cultures blame, deceive, pass on, proverbs, regret, sayings</td>
<td>Science: Strange things found in nature algae, carnivore, digest, herbivore, nectar, nutrients, protein, sloth</td>
<td>From story to play</td>
<td>/ʃ/, /st/, /tʃ/</td>
<td>...talk about school subjects and what I learn. ...identify some legacies of ancient civilisations. ...compare things using more/most, fewer/fewest, less/least.</td>
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<td>Additional language: complex noun phrases</td>
<td>Ancient Civilisations’ Legacies: The contributions of ancient civilisations cultivation, equivalent, herbal remedy, influence, inspiration, legacy, revolution, terraced farming</td>
<td>Categorize things. 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.</td>
<td>er, er, cheaper, easier, faster, happier, best, longest</td>
<td>...talk about school subjects and what I learn. ...identify some legacies of ancient civilisations. ...compare things using more/most, fewer/fewest, less/least.</td>
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<td>Science, Art, Music: The phenomenon of aurora borealis altitude, atmosphere, atoms, interaction, nitrogen, oxygen, solar winds, stars</td>
<td>Cause and effect</td>
<td>Be curious. Learn the importance of fostering one’s own curiosity. Create a booklet about two mysteries.</td>
<td>un, inter, re, pre, super</td>
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<td>Additional language: whose Mysterious Findings: Mysterious events in different parts of the world diameter, estimate, evidence, expedition, footprint, ton</td>
<td>Mysterious Events: Mysterious events in different parts of the world diameter, estimate, evidence, expedition, footprint, ton</td>
<td>Report</td>
<td>Take pride in your town or city. 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.</td>
<td>able, ful, ly</td>
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<tr>
<td>History: Famous landmarks around the world that were discovered by accident archaeologist, artefact, carved, pharaoh, site, tomb</td>
<td>Social Science: The history of video games arcade, coins, compete, graphics, national, scores, shortage uniquely Musical Instruments: Different musical instruments from around the world bagpipes, herdsman, horn, mellow, notes, sitar, steel drums</td>
<td>Film review</td>
<td>Appreciate different opinions. Read and discuss the opinions of several young people. Make an opinion map to compare, discuss and record classmates’ opinions about a topic.</td>
<td>sion, tion, action, decision, television, fiction, option, celebration, invitation</td>
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