






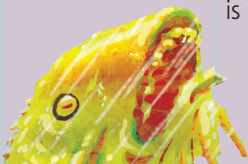









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| Welcome page 4 | Angelo visited his grandma. Angelo has been to Italy before. I was sailing on a boat with my family. I would like to go to Canada because I like mountains. | Countries and places Vacation activities | | | |
| 1 Then and Now page 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  |
| 2 Work Hard, Play Hard! page 18 | 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 |
| 3 Sleep and Dreams page 28 | 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 |
| 4 Up and Away! page 38 | 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 |
| 5 Real or Imaginary? page 48 | What's the bag made of? It's made of cotton. It's used for carrying shopping. 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 page 58 | 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  |
| 7 Let's Cook! page 68 | That's very noisy. Can you do that quietly, please? I did very well in the exam. I couldn't answer anything. 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 |
| 8 Speak Out! page 78 | She said she was very happy to be at the school. She told us that she spoke five languages but she didn't like traveling. He asked where I lived. She asked if I liked reading. | Reporting verbs Spoken communication | Gulliver in Lilliput  | <i>Math:</i> world language statistics | <i>I Don't Understand!</i> words ending in silent -e  |
| 9 Into the Future page 88 | 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 Reference page 98 | Chapters 1–9 Grammar Review and Dialogue Makers | | | |  |

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.

