



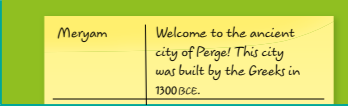





# Pupil's Book contents

Unit	Unit aims	Vocabulary and Phonics	Values	Writing	Structures	STEAM	Project and Review	
<b>Welcome!</b> pp. 4–9	<b>How can I talk about my school timetable?</b> <ul style="list-style-type: none"> <li>Use school day words.</li> <li>Use <i>like</i>.</li> </ul>	<b>School words:</b> assembly, bell's ringing, break, canteen, corridor, detention, gym, locker, packed lunch, portable classroom, queue, timetable	Be welcoming.		<b>Language lab</b> What's he <b>like</b> ? What does he <b>like</b> ? What does he look <b>like</b> ? He's shy and quiet. He likes science. He's tall and has got short hair.			
<b>1 In the news</b> pp. 10–23	<b>How can I make a video news report?</b> <ul style="list-style-type: none"> <li>Use social media and news words.</li> <li>Talk about what others have said.</li> <li>Talk about what others have asked.</li> <li>Write a podcast.</li> </ul>	<b>Social media:</b> blog, caption, cyberbullying, headline, interview, news article, online, report, reporter, sharing, sources, upload, vlog <b>Phonics:</b> u, o, a, oo	Fact checking.	Write a podcast.	<b>Language lab</b> He <b>said</b> that he watched the news. They <b>said</b> that they <b>had</b> a funny news story to tell.	<b>Communication</b> I asked him if he had any brothers or sisters. She asked me what time I got up in the morning.	<b>Science:</b> Freezing liquids and solids <b>Experiment:</b> What happens when you freeze different materials?	Make a video news report. 
<b>2 Inspirational people</b> pp. 24–37	<b>How can I make a book about inspirational people?</b> <ul style="list-style-type: none"> <li>Use words to describe people and their jobs.</li> <li>Use relative clauses.</li> <li>Talk about past habits and states.</li> <li>Write a biography.</li> </ul>	<b>Jobs:</b> author, campaigner, charity worker, lawyer, researcher, volunteer <b>Adjectives:</b> brave, compassionate, determined, generous, inspirational, intelligent <b>Phonics:</b> ea	Value yourself.	Write a biography.	<b>Language lab</b> She's the woman <b>who</b> works as a charity worker. That's the lion <b>which/that</b> he rescued. This is <b>where</b> the politician lived.	<b>Communication</b> I <b>used to</b> live in Texas. She <b>didn't use to</b> go to school. <b>Did you use to</b> study English?	<b>Science:</b> Mould and bacteria <b>Experiment:</b> Which conditions does mould grow best in?	Make a class book of inspirational people. 
<b>Checkpoint</b>	<b>Review Units 1–2</b>	<b>pp. 38–39</b>						
<b>Culture</b>	<b>Sweden</b>	<b>pp. 40–41</b>						
<b>3 Let's earn money!</b> pp. 42–55	<b>How can I make an advertisement for my business?</b> <ul style="list-style-type: none"> <li>Use money words.</li> <li>Talk about obligation and advice.</li> <li>Ask for help.</li> <li>Write an advertisement.</li> </ul>	<b>Business words:</b> advertisement, cash, earn, invent, price, product, save, sell, spend <b>Phonics:</b> oa, oe, ow, ew, ue	Fund our school.	Write an advertisement.	<b>Language lab</b> You <b>should</b> listen to the rules. You <b>have to</b> pay with cash. You <b>don't have to</b> buy all the biscuits. You <b>must</b> queue.	<b>Communication</b> Would you do me a favour and open the door, please? Could we borrow a pencil, please?	<b>Maths:</b> Spending and earning money <b>Experiment:</b> Calculating profit and loss	Make a video advertisement for your business. 
<b>4 Food for the future!</b> pp. 56–69	<b>How can I create a sustainable farm for the future?</b> <ul style="list-style-type: none"> <li>Use food and farming words.</li> <li>Talk about the future.</li> <li>Talk about future possibilities.</li> <li>Write about an event in a newsletter.</li> </ul>	<b>Food:</b> carbohydrate, dairy, fats, fibre, minerals, protein, vitamins <b>Farming:</b> agriculture, intensive farming, organic farming, pesticides, pollinators, sustainable farming <b>Phonics:</b> aw, oo	Food sustainability.	Write about an event in a newsletter.	<b>Language lab</b> It <b>will</b> rain tomorrow. It's <b>going to</b> be delicious. I'm visiting an organic farm on Saturday.	<b>Communication</b> We <b>might</b> grow food in laboratories in the future. He's a vegan, so he <b>might not</b> eat anything on the menu.	<b>Science:</b> Food chains <b>Experiment:</b> How does energy pass through a sea food chain?	Create a 3D plan of a sustainable farm for the future. 
<b>Checkpoint</b>	<b>Review Units 3–4</b>	<b>pp. 70–71</b>						
<b>Culture</b>	<b>Kenya</b>	<b>pp. 72–73</b>						
<b>5 The ancient world</b> pp. 74–87	<b>How can I make an audio tour guide about the past?</b> <ul style="list-style-type: none"> <li>Use words to describe ancient Egypt.</li> <li>Use the Past Passive.</li> <li>Ask questions in the Past Passive.</li> <li>Write a fact file.</li> </ul>	<b>Ancient Egypt:</b> archaeologist, burial place, coffin, digging, hieroglyphics, hole, mummy, papyrus, pyramid, treasure <b>Phonics:</b> ur, or, ear, ere, are	Our history.	Write a fact file.	<b>Language lab</b> My name <b>was written</b> in hieroglyphics. The pyramids <b>were visited</b> by tourists.	<b>Communication</b> Why was it built? Was it moved? Yes, it was.	<b>Engineering:</b> How the pyramids were built <b>Experiment:</b> How do different surfaces affect friction?	Make an audio tour guide about the past. 
<b>6 On the move!</b> pp. 88–101	<b>How can I help exchange students in my town?</b> <ul style="list-style-type: none"> <li>Use airport words.</li> <li>Use the Present Perfect Continuous.</li> <li>Talk about recent events.</li> <li>Write a feedback form.</li> </ul>	<b>Airport:</b> arrivals, check-in, departure gate, emigrating, land, language exchange, luggage, passport, security, take off, terminal <b>Phonics:</b> ire, our, ower	Look after our world.	Give feedback.	<b>Language lab</b> I've <b>been waiting</b> in the queue at check-in for hours! They <b>haven't been staying</b> with a host family.	<b>Communication</b> Have you arrived yet? Yes, we've just arrived here. Have you checked in already?	<b>Technology:</b> Iris recognition <b>Experiment:</b> Can I recognise my classmates just from their eyes?	Create a welcome pack to help exchange students to settle in. 
<b>Checkpoint</b>	<b>Review Units 5–6</b>	<b>pp. 102–103</b>						
<b>Culture</b>	<b>The United Kingdom</b>	<b>pp. 104–105</b>						
<b>7 I hate it when ...</b> pp. 106–119	<b>How can I design a board game about fears?</b> <ul style="list-style-type: none"> <li>Use words to describe challenging situations.</li> <li>Use the Present Perfect and Past Simple.</li> <li>Talk about giving a presentation.</li> <li>Write a dialogue.</li> </ul>	<b>Challenging situations:</b> called your teacher 'Mum', dropped your phone, forgotten your words, got lost in a maze, looked down from the top of a skyscraper, overslept and missed class, slept alone in the dark, slipped on a banana skin, texted the wrong person, switched off the internet <b>Phonics:</b> silent b, k, gh, w	Challenge yourself.	Write a dialogue.	<b>Language lab</b> <b>Have you ever taken</b> a ride in a helicopter? Yes, I <b>have</b> . <b>When did you do</b> that? I went in a helicopter last summer.	<b>Communication</b> Introduce the topic. Use personal experiences. Order your points. End the presentation.	<b>Science:</b> What happens when we feel fear? <b>Experiment:</b> Measuring heart rate	Design and make a board game about fears. 
<b>8 My amazing city</b> pp. 120–133	<b>How can I create a project to change my city?</b> <ul style="list-style-type: none"> <li>Use town and city words.</li> <li>Use the second conditional.</li> <li>Ask for and give directions.</li> <li>Writing instructions.</li> </ul>	<b>City words:</b> factory, flyover, office building, pavement, skyscraper, stadium, statue, town hall, tunnel, university, zebra crossing <b>Phonics:</b> a/an	Choose your environment.	Write instructions.	<b>Language lab</b> <b>If I were</b> a millionaire, I'd buy a huge apartment in a skyscraper. She <b>wouldn't</b> use the zebra crossing <b>if there was</b> a flyover.	<b>Communication</b> How do I get to the stadium? I'd go across the park. Go along this street.	<b>Design:</b> Water features <b>Experiment:</b> Create a water pump!	Create a project to change your city. 
<b>Checkpoint</b>	<b>Review Units 7–8</b>	<b>pp. 134–135</b>						
<b>Culture</b>	<b>USA</b>	<b>pp. 136–137</b>						