



i Wonder



Express Publishing

**Wonder
is the Beginning of Wisdom!**

Let the








Wonder Begin,

Learning Never End!



i Wonder is an innovative series which teaches English alongside other school subjects and brings all the wonderful elements of the real world into the language classroom. The course has been designed to ignite young learners' curiosity, stimulate their minds and open the door to exploration and excitement!

Key Features

-  Cross-curricular Language Learning that extends and enriches the pupils' language experience
-  Focus on **21st Century Skills**
-  Development of **Social** and **Emotional Skills** (role play, craftwork, games, songs, stories and values)
-  Cross-curricular projects that help learners reflect on and consolidate what they have learnt in a creative way
-  Activities that enable pupils to develop their public speaking skills (*Show and Tell*)
-  Winning combination of print and digital resources
-  Plenty of extra resources including authentic documentary-style videos and video animations, CD-ROM, eBook, IWB and a unique Digi Platform





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ead, wonder, learn, enjoy!



WONDER

BOX



A **bluebird** cannot see the colour **blue**!



Many **spiders** have got eight eyes!



There are white, yellow and purple **carrots**, too!



A baby **giant** panda is only the size of a **rubber**!



Promoting Respect/Responsibility



Pairwork



Project/Poster Presentation



Groupwork



Thinking skills



Formative evaluation



Internet research



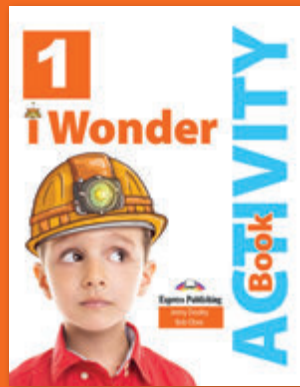
Cross-curricular links



For Pupils



Pupil's Book



Activity Book

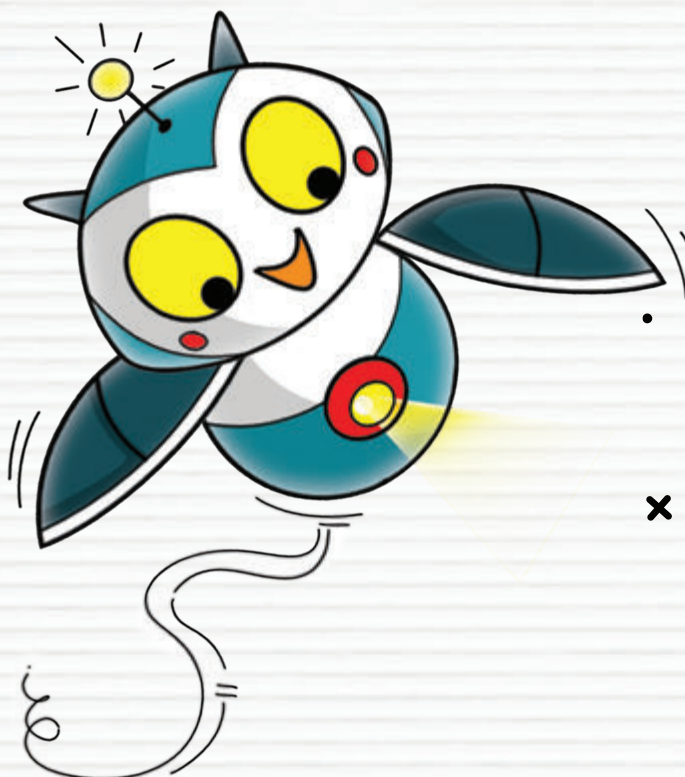
Also Available:

- Pupil's Multi-ROM
(Pupil's CD/DVD)



For Teachers

- Teacher's Book (*Interleaved*)
- Picture & Word Flashcards
- Posters/Cross-curricular posters
- Teacher's Multimedia Resource Pack
(*Class CDs, DVD, Teacher's Resource Pack CD-ROM*)



“
*
Wonder!
Think!
Discover!
”

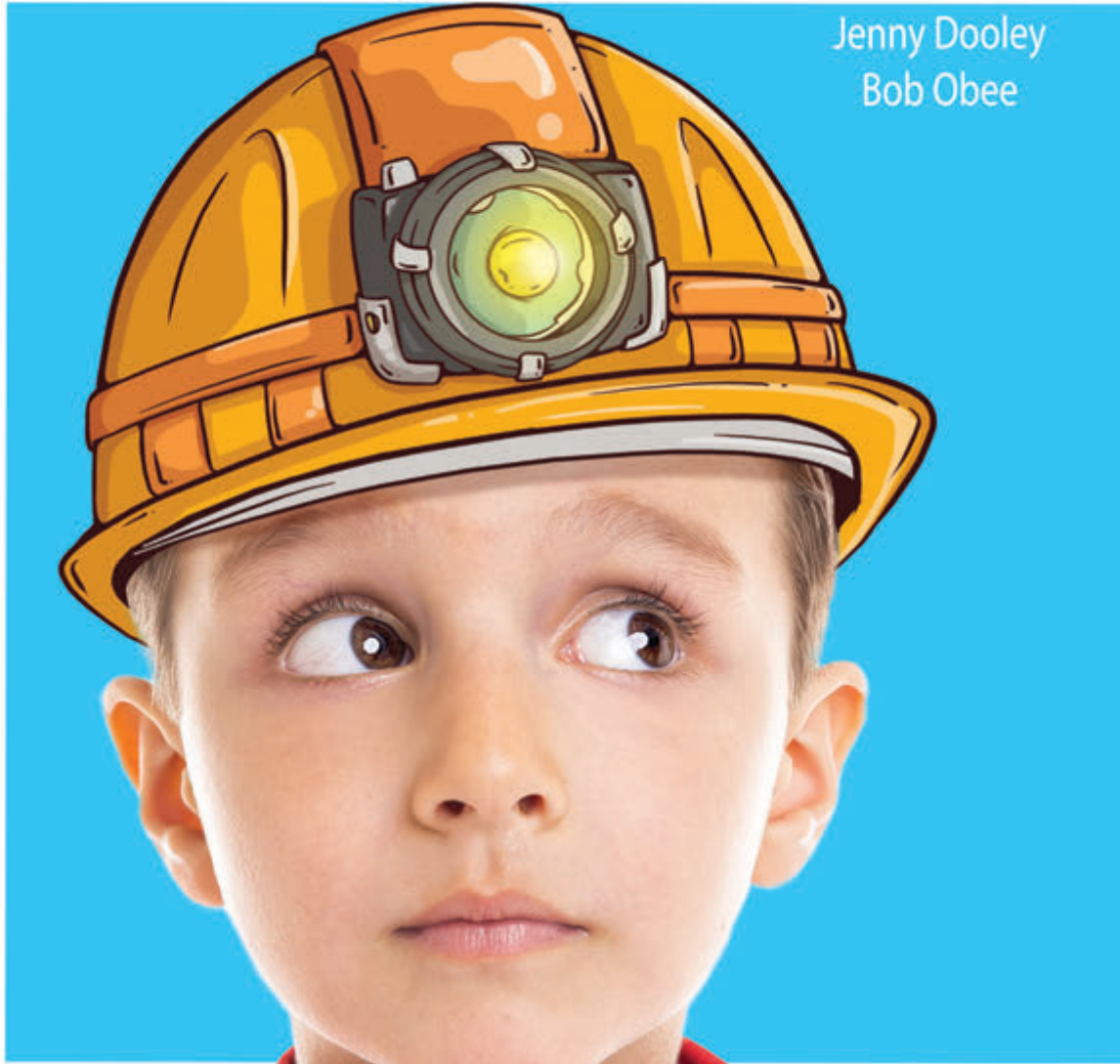
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Pupil's Book

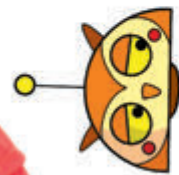


Express Publishing

Jenny Dooley
Bob Obee



I Wonder



CONTENTS

	Vocabulary	Structures
Let's start! (pp. 4-5)	Numbers (1-10)	<i>Hello, I'm This is What's your name? How old are you?</i>
1 Colours (pp. 6-17)	Colours (blue, green, indigo, orange, purple, red, violet, yellow) School (book, desk, pen, pencil, pencil case, rubber, ruler, schoolbag) Commands (close your book, open your schoolbag, point to the door, put up your hand, sit down, stand up, take out your book)	<i>What's your favourite colour? What colour is your schoolbag? Is it a pen? No, it isn't. Red and yellow make orange!</i>
2 Shapes all around! (pp. 18-29)	Shapes (circle, diamond, oval, rectangle, square, triangle) Numbers (11-20) Adjectives (big, long, short, small)	<i>What's this? It's a triangle! How many squares are there? There's one big circle. I've got three sides.</i>
Wonder Tales 1 (pp. 30-31) The Birds and Their Colours (Value: Always be polite!)		
3 Growing up (pp. 32-43)	Family (aunt, brother, cousin, dad, grandma, grandpa, mum, sister, uncle) Action verbs (climb, cry, crawl, dance, draw, drink milk, fly, jump, run, sing, skip, swim, talk)	<i>Who's this? My dad. What's his name? I can run. Cody's mum can climb. Can you crawl?</i>
4 Toys (pp. 44-55)	Toys (ball, car, doll, robot, scooter, teddy bear, train, toy bricks) Adjectives (big, hard, small, soft) Home (bathroom, bedroom, garden, hall, kitchen, living room) Materials (fabric, metal, plastic, wood)	<i>The teddy bear is soft. What have I got? Where is Cody? He's in the kitchen. There are toy bricks on my desk. It's made of wood. This scooter is big.</i>
A World of Wonder 1 (Modules 1-4) (pp. 56-57)		
5 Fruit and Vegetables (pp. 58-69)	Food (apples, bananas, broccoli, cake, carrots, cheese, chicken, chocolate, ice cream, juice, milk, onions, oranges, pears, pineapples, potatoes, tomatoes, water)	<i>I like apples. Do you like juice? Yes, I do. What about you? Are there any bananas? A pineapple is a fruit. It grows on a plant.</i>
6 Places around (pp. 70-81)	My Neighbourhood (funfair, park, pet shop, sweet shop, toy shop, zoo) Activities (go swimming, play computer games, play football, play hide-and-seek, play the guitar, ride my bike, watch TV) Days of the week	<i>Let's go to the park! Oh, yes! Great idea! It's Monday. I ride my bike. Do you go swimming on Fridays?</i>
Wonder Tales 2 (pp. 82-83) The Ant and the Cricket (Value: Always work hard!)		
7 Wild Animals (pp. 84-95)	Body (body, ears, eyes, head, legs, mouth, nose, tail, teeth, whiskers) Animals (cat, dog, elephant, fish, hippo, lion, monkey, mouse, panda, parrot, tiger, zebra)	<i>It's got yellow ears. Elephants have got a big body. Has it got whiskers?</i>
8 Weather (pp. 96-107)	Weather (It's cold, It's hot, It's rainy, It's snowy, It's sunny, It's windy) Clothes (boots, dress, gloves, hat, jacket, jeans, shoes, shorts, skirt, T-shirt)	<i>What's the weather like? It's cold. I'm wearing my shoes today! He's wearing a T-shirt. Bears sleep in a cave.</i>
A World of Wonder 2 (Modules 5-8) (pp. 108-109)		
Happy Holidays! (pp. 110-112)		



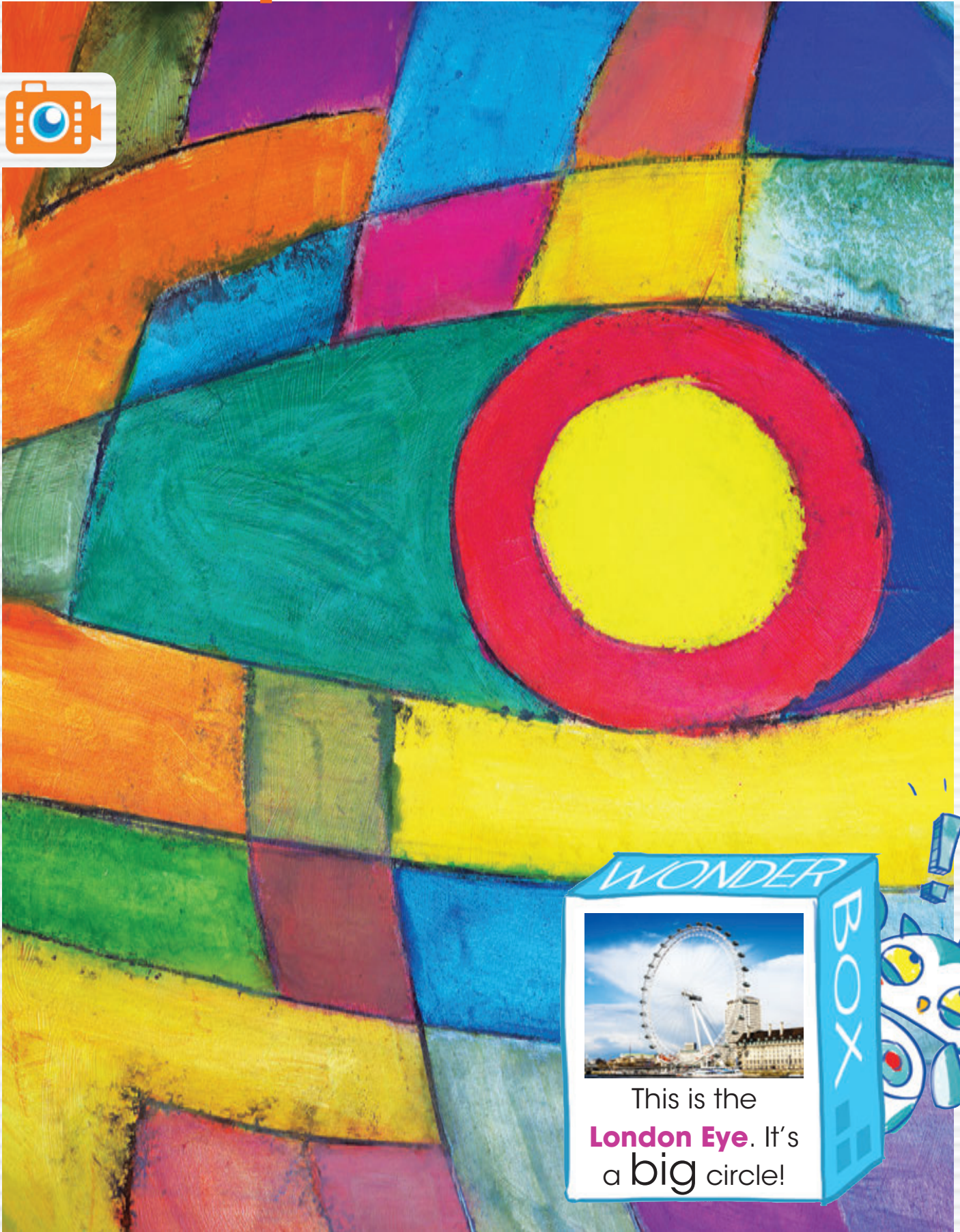


Thinking Skills	Project	CLIL	Sounds and Words (Phonics)
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Applying world knowledge Interpreting visual information Logical/Mathematical thinking Organising and selecting ideas	My Rainbow World (Art)	Cool and Warm colours (Art)	<ul style="list-style-type: none"> e, r, d, p, n red, pen Sight Words: it, is, a, and, isn't
Identifying/Interpreting visual information Organising and selecting ideas Logical/Mathematical thinking	My Shape Art (Art)	Patterns Calculating (multiplying and dividing) (Maths)	<ul style="list-style-type: none"> i, b, s, g, x big, six Sight Words: there, small, is, and, a, it
Recalling information Interpreting visual information Applying world knowledge	I'm Growing Up (Social Science)	How we change as we get older (Science)	<ul style="list-style-type: none"> a, h, t, m, u hat, mum, dad Sight Words: I, my, you, and, can't, are
Applying world knowledge Paying attention to visual details Organising and selecting ideas	My Toy Design (Design And Technology)	Things that can/can't float (Science)	<ul style="list-style-type: none"> o, c, f, w box, cat, fun, wet Sight Words: he, she, where, got, the, in
Interpreting and recalling information Applying world knowledge Organising and selecting ideas	My 5 A Day poster (Science)	How to look after our teeth (Science)	<ul style="list-style-type: none"> j, l, v, y jam, leg, van, yo-yo Sight Words: we, what, do, some, any, here
Recalling information Organising and selecting ideas Applying world knowledge Paying attention to visual details	My Neighbourhood (Geography)	Means of transport: in the air, on land and on water Getting around (Geography)	<ul style="list-style-type: none"> k, q, z quilt, koala, zip Sight Words: find, come, help, go, who, with
Mathematical thinking Organising and selecting ideas Applying world knowledge	My Favourite Wild Animal! (Science)	Animal habitats Products from animals (Science)	<ul style="list-style-type: none"> Revision of letters and sounds Sight Words: like, make, look, play, go, too
Recalling information Organising and selecting ideas	My Weather Report (Geography)	Animals that hibernate (Science)	<ul style="list-style-type: none"> The English Alphabet



2 Shapes all around!




WONDER
BOX

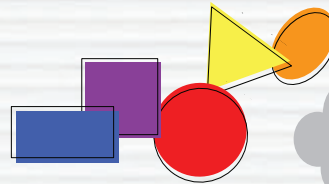
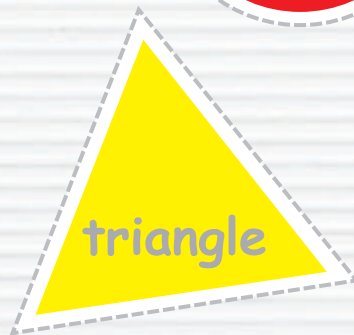
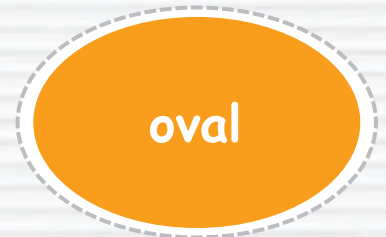
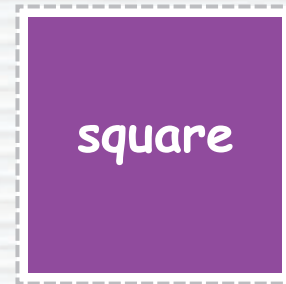
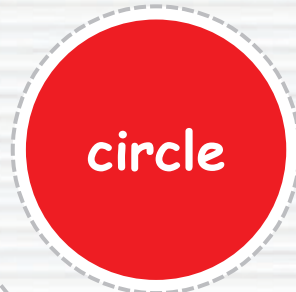


This is the **London Eye**. It's a **big** circle!



- 1  Look at the painting. What colours can you see?
Is it a **REALISTIC** or an **ABSTRACT** painting?

- 2  Listen, point and repeat.



- 3  Let's play!



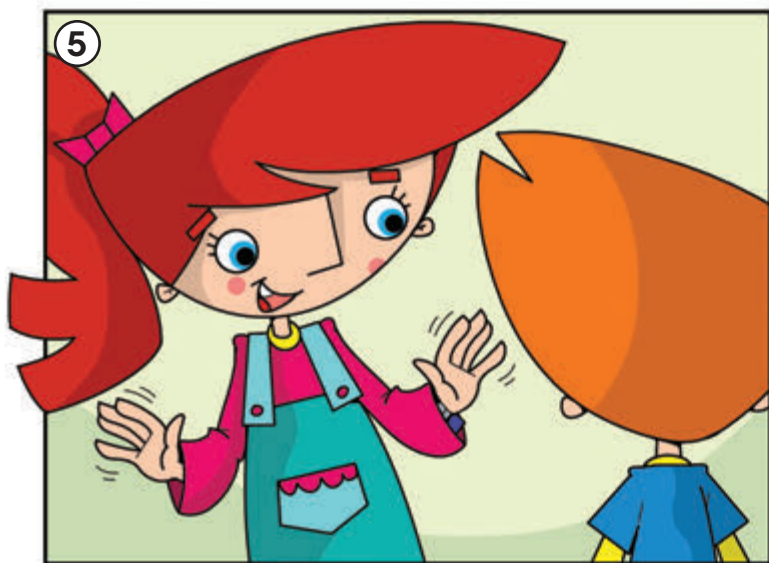
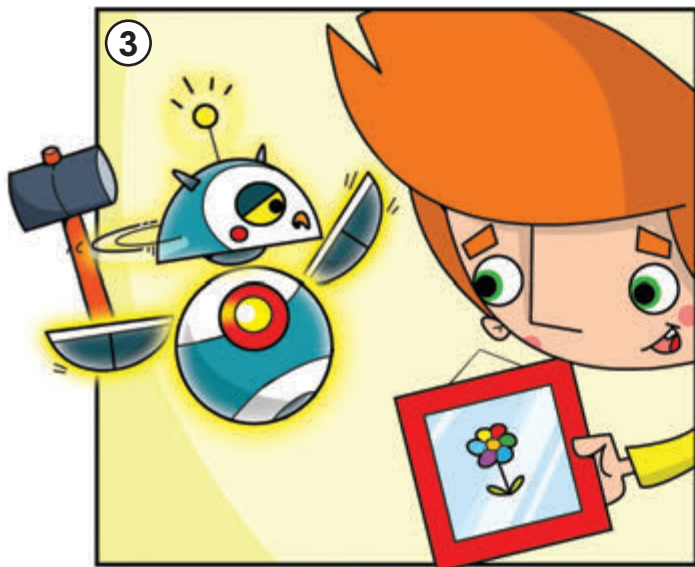
-  Sing the *Shapes* song!

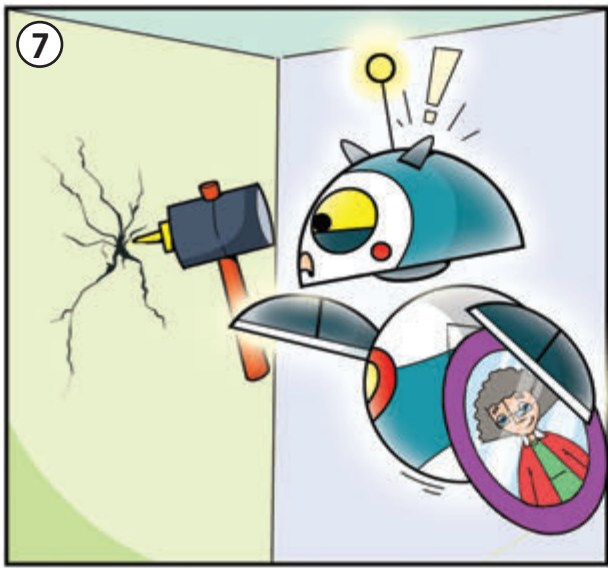
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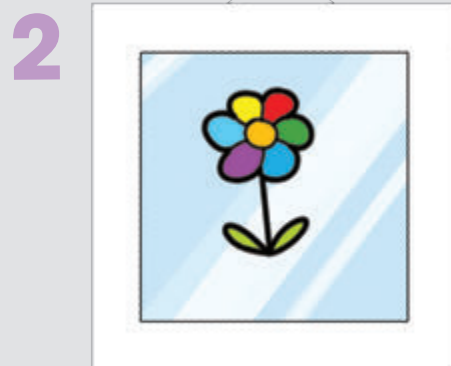
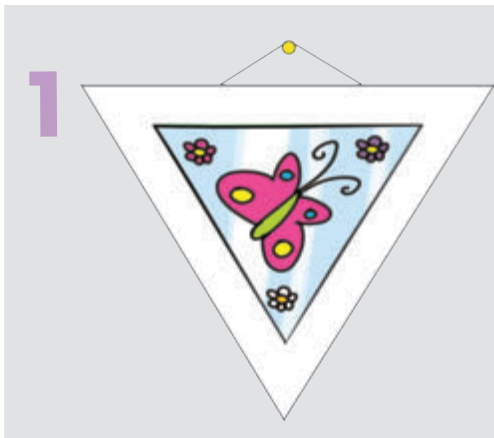
Let's listen!

A new wall!






5  **Think** Colour.



CRAFTWORK

6  **Game** Make a photo frame.
Play the *Shapes* game.



7



Listen, point and repeat.

11

eleven

12

twelve

13

thirteen

14

fourteen

15

fifteen

16

sixteen

17

seventeen

18

eighteen

19

nineteen

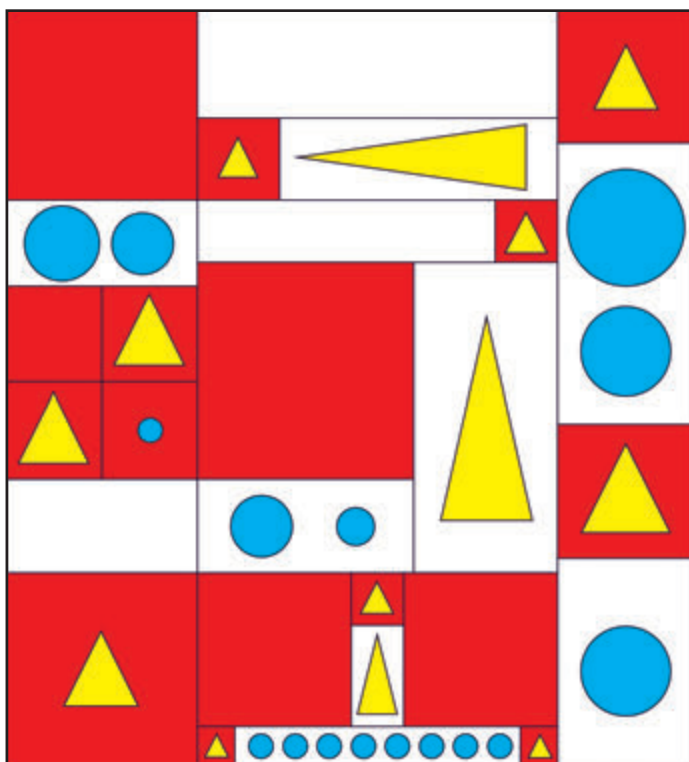
20

twenty

8



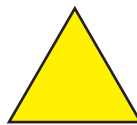
Count and write. Then talk with your friend.



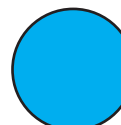
= _____




= _____



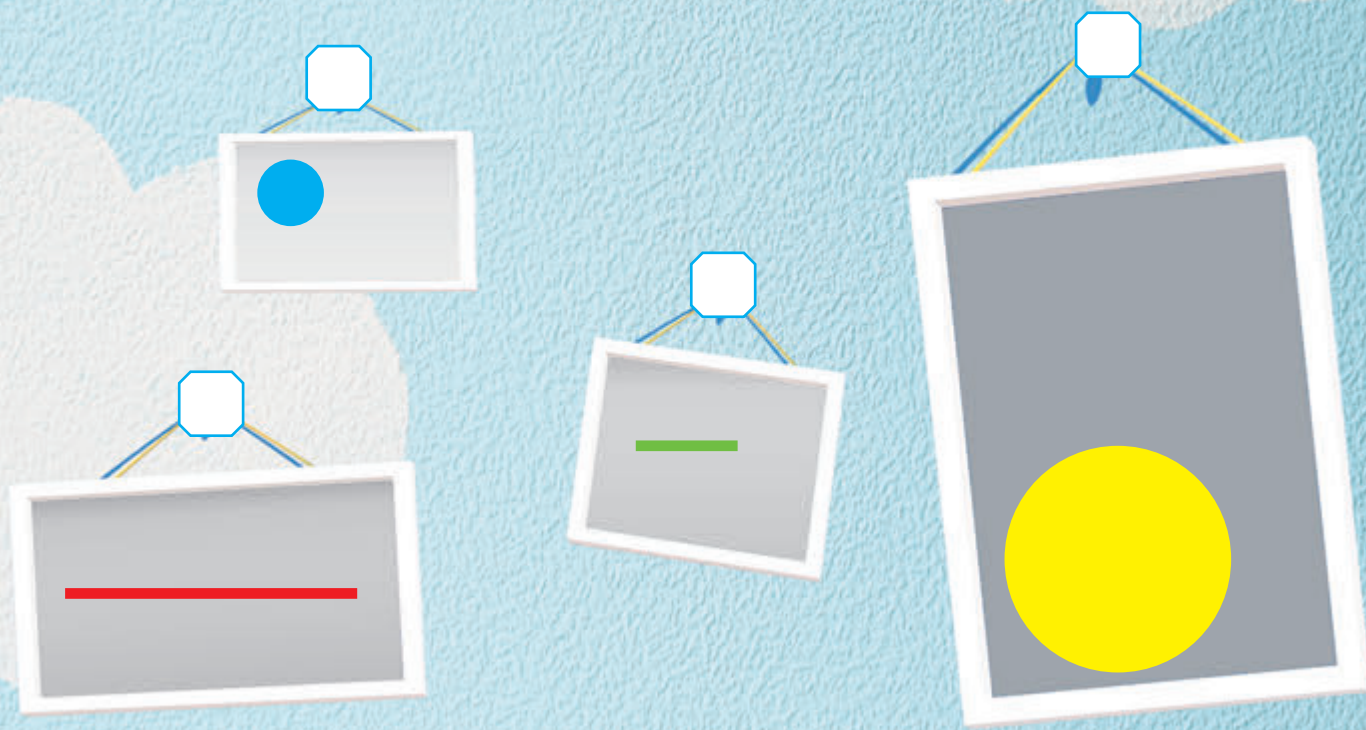
= _____




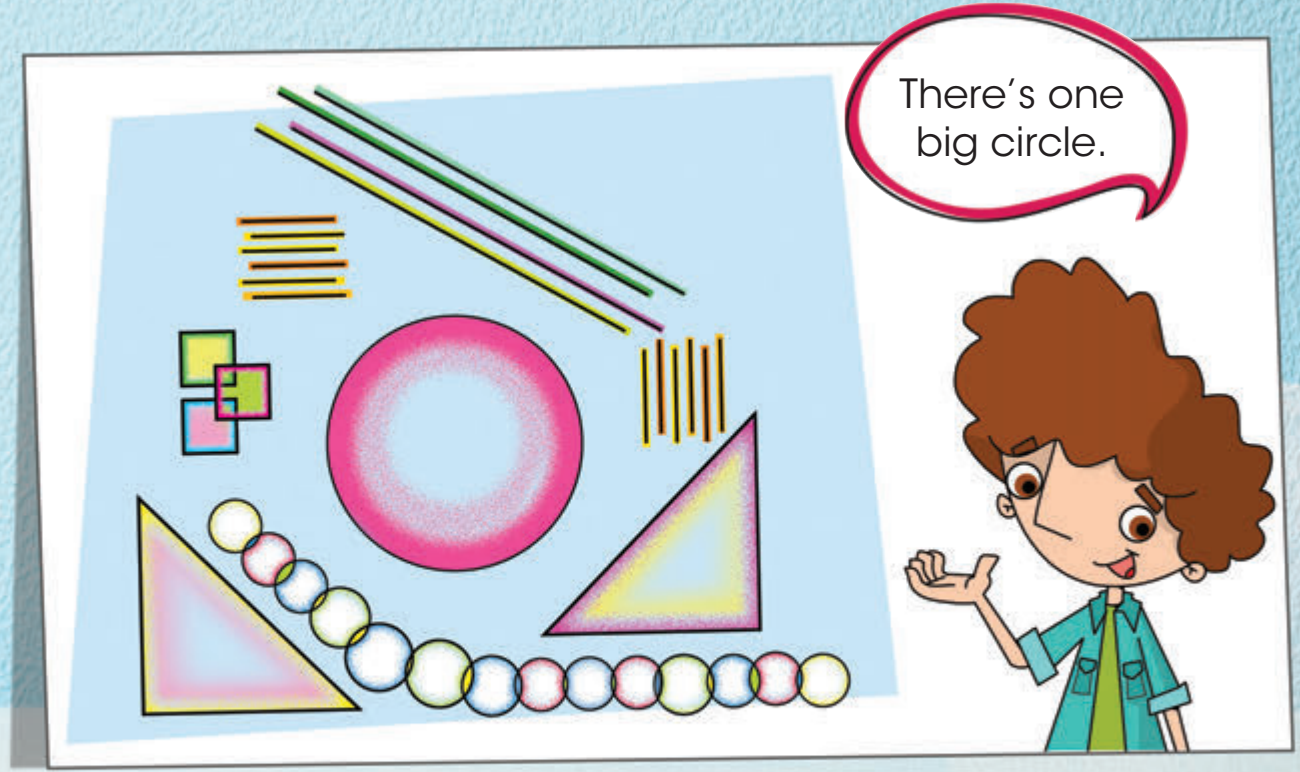
= _____

9  Listen and number.

2



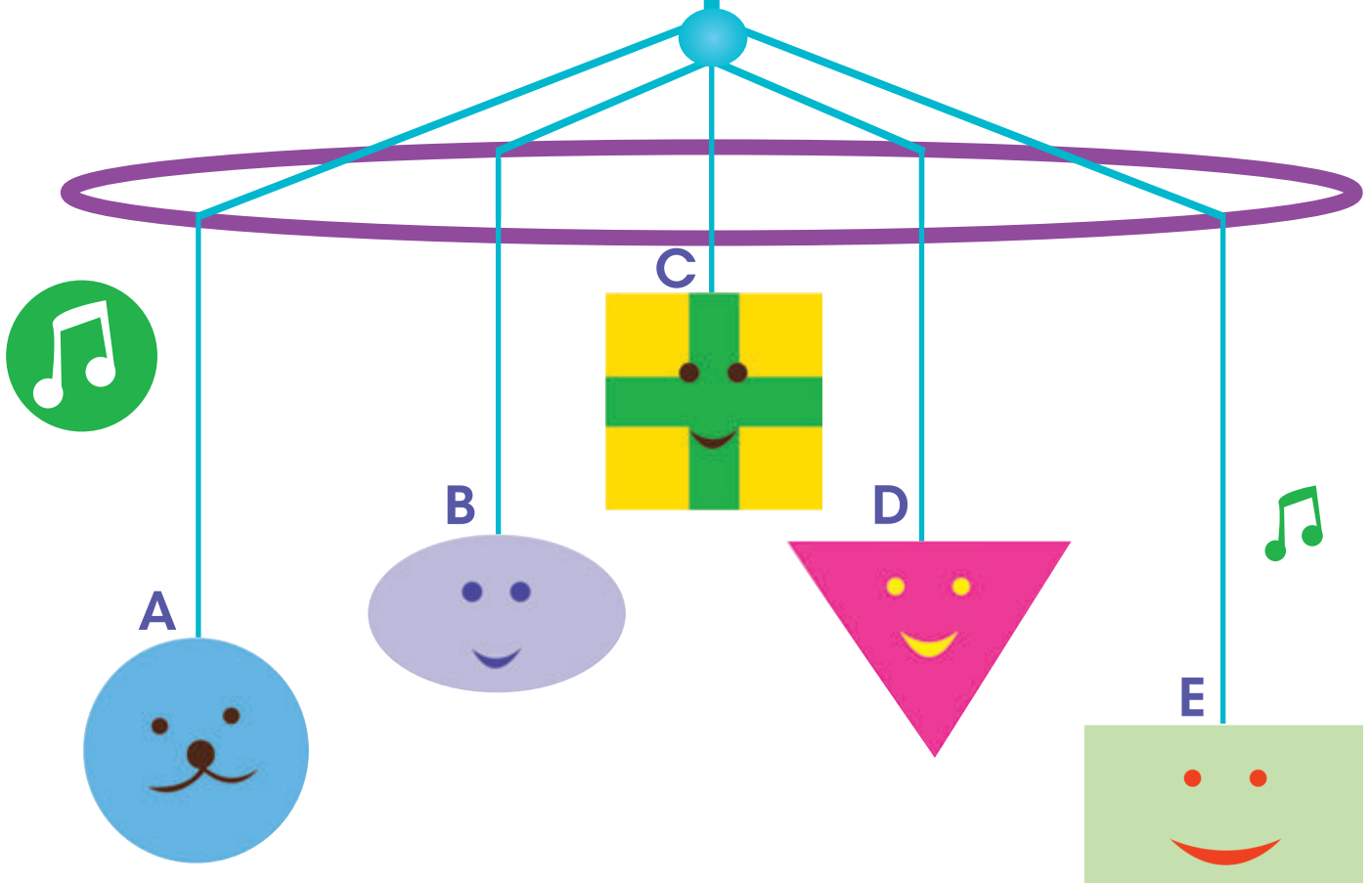
10  Look and say.



11



Listen and choose. Then sing the *Shapes* song!



12

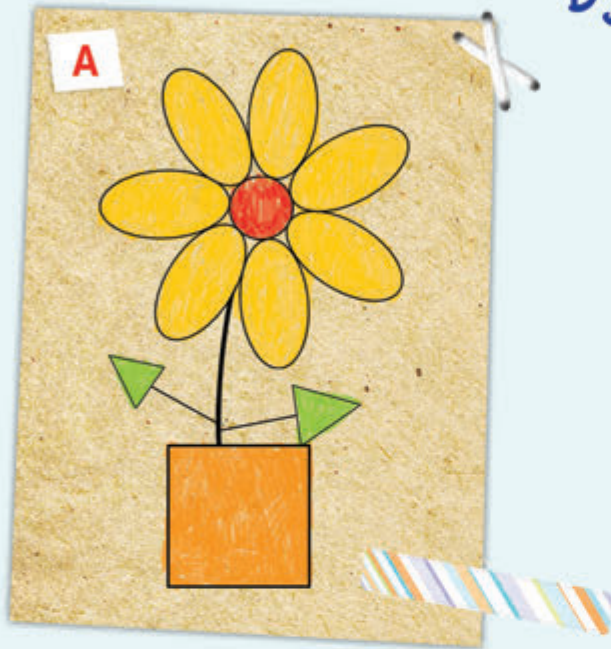


Let's play!



My Shape Art

by Cara




13 Look at Cara's project.

- 1 Which is an abstract painting? A B
- 2 Which is a realistic painting? A B
- 3 What shapes can you see in the abstract painting?
- 4 How many ovals are there in the realistic painting? _____

14 Tell the class.

- Do you like abstract paintings or realistic paintings?
- How do you like to do your artwork?

With crayons? 

With paints? 

With markers? 

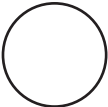


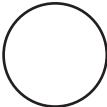











15 Make your own *My Shape Art* project. Present it to the class.

CLIL



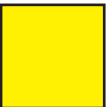


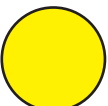
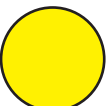
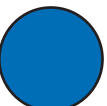




Here's Simon Snake. Look. Can you see a pattern?



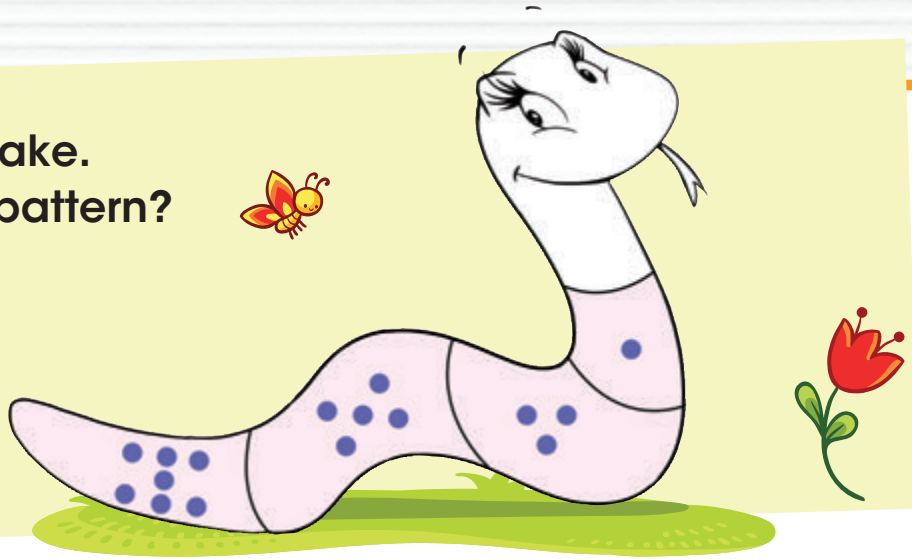
1 Say the shapes. Can you see the pattern? What comes next?


					
					
					

2 Can you see the pattern? Draw and colour the next 3 shapes.

- Look at Sally Snake.
Can you see a pattern?

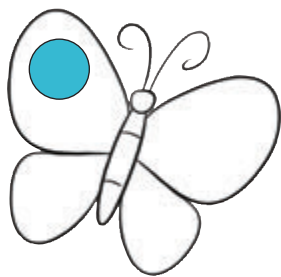


- 3  Say the numbers. Write the missing number.

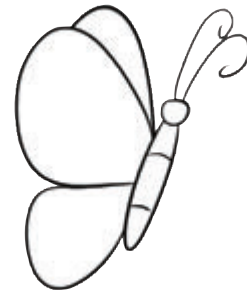
- 2 | 4 | | 8
- 5 | 10 | 15 |
- 5 | 4 | 3 |
- 5 | 7 | 9 |
- 3 | 6 | | 12
- 2 | 4 | 8 |

- 4 Write the number. Draw.

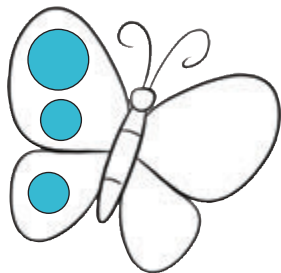
- Double 1
is .



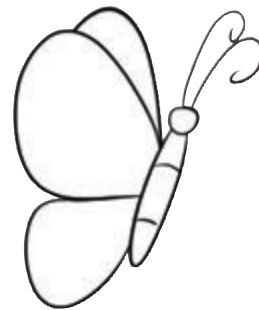
- Half of 6
is .



- Double 3
is .



- Half of 4
is .

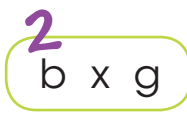


- 5  Play *Double or Half Bingo*.

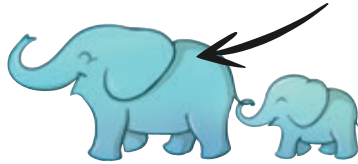
1  Listen. Look. Say.



2  Listen and circle.



3  Listen. Say the sounds together.




4  **Think** Find six/6.

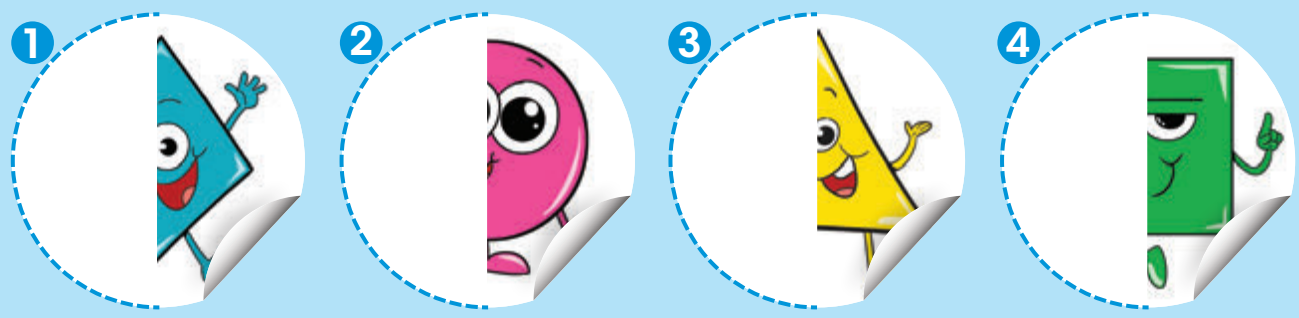
- 1 | 2 | 3 | 4 | 5 | six
- 3 | 5 | 10 | 2 | six | 8
- 6 | 5 | 4 | 3 | 2 | 1
- 20 | 6 | 12 | six | 3 | 17
- 7 | six | 9 | 10 | 4 | 13
- 19 | 6 | 5 | 1 | 7 | 20

5  Listen. Say. Remember.

Sight Words: there | small | is | and | a | it

i Wonder 1
EXTRA
RESOURCES

1  **Think** Point and say. Then find the **STICKERS!**



2 Do the sums. Write the number.

1 $10 + 5 = \square$

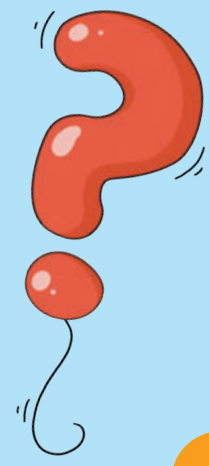
4 $6 + 6 = \square$


2 $9 + 9 = \square$

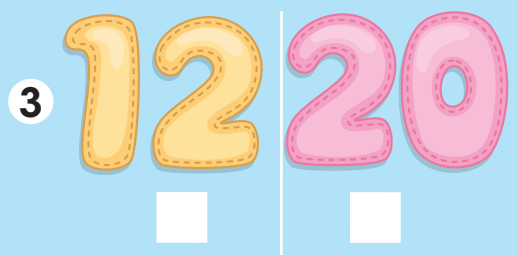
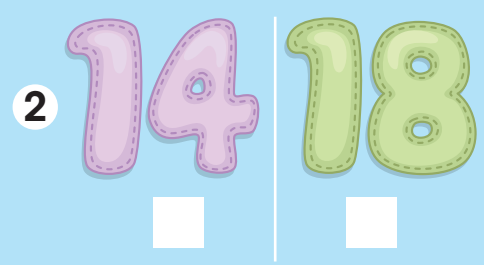
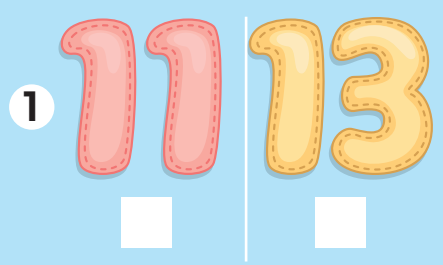
5 $10 + 7 = \square$

3 $6 + 5 = \square$

6 $7 + 7 = \square$



3  Listen and tick (✓).



My Progress Report

Colour.



Sample pages from i Wonder 1 - Pupil's Book

Wonder Tales 1
Let's listen!

The Birds and Their Colours
A story from Belgium

1 2 3 4 5 6 7 8

Wonder values
Always be polite!

WORLD OF WONDER
10
Modules 1-4

1 Listen and look.

Hello, everyone!
Our world is full of shapes.

Look at this tree!
It's Tree-moi! It looks like Nemo, the fish!

Look at this fruit!
It's like a star!

This fish is like a square. How funny!

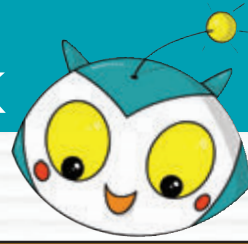
Look at this snail!
Look at the pretty colours. It's like a circle!

This big rock looks like an elephant!

Look! A square watermelon. Yummy!

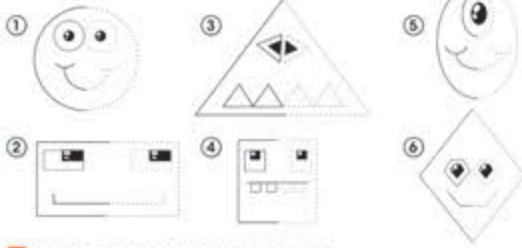
2 ICT Find or draw pictures of things in different shapes. Make a project. Present it to the class.

Sample pages from i Wonder 1 - Activity Book



2 Shapes all around!

1 Complete, Colour.

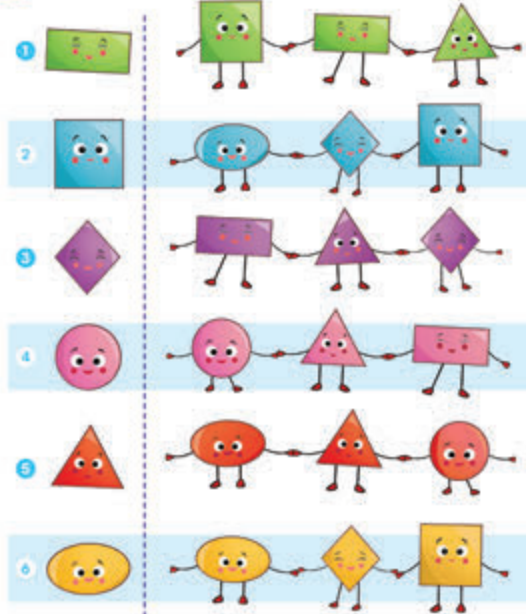


2 Use the code and colour the shapes.



16

3 Circle the same.

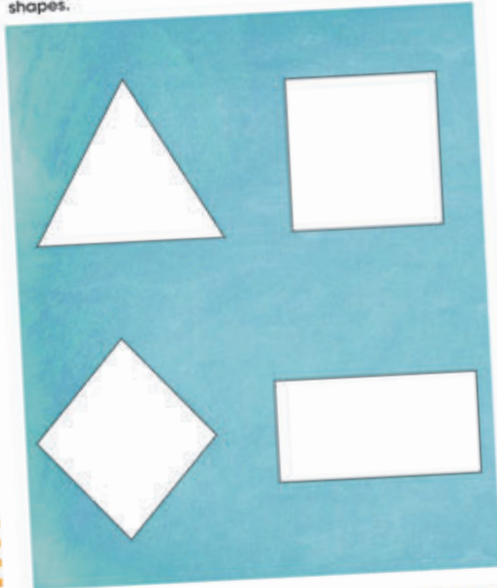


Cover pages 16-17 after page 19 of the Pupil's Book.

17

CLIL MATHS

1 Use a ruler. Draw a straight line in each shape to make 2 shapes.



24

Cover this page after page 27 of the Pupil's Book.

Sounds and Words

1 Find and circle the letters. How many are there? Write.



2 Circle the letters to make words.



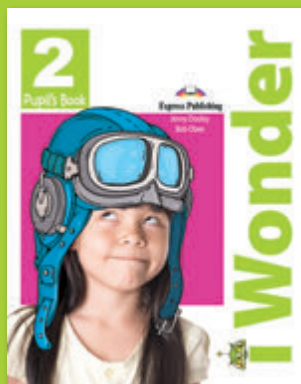
3 Write the words.



Cover this page after page 28 of the Pupil's Book.

25

For Pupils



Pupil's Book



Activity Book

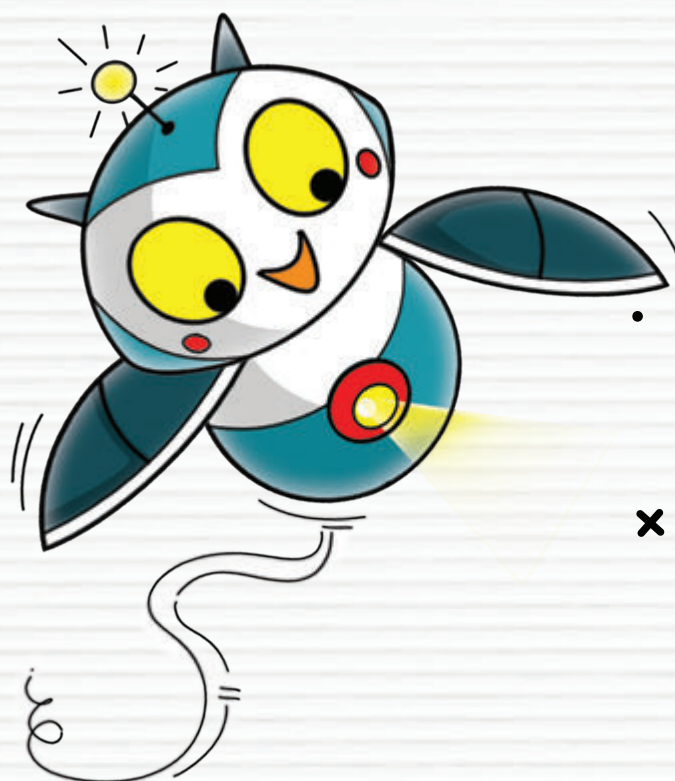
Also Available:

- Vocabulary and Grammar Practice
- Pupil's Multi-ROM (Pupil's CD/DVD)



For Teachers

- Teacher's Book (*Interleaved*)
- Picture & Word Flashcards
- Posters/Cross-curricular posters
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(*Class CDs, DVD, Teacher's Resource Pack CD-ROM*)



“
* Wonder
often,
Wonder
always!
”

+

o

2

Pupil's Book



Express Publishing

Jenny Dooley

Bob Obee



I Wonder



CONTENTS

	Vocabulary	Structures
Welcome back! (pp. 4-5)	Numbers (1-50) Colours (blue, green, orange, purple, red, yellow)	<i>Hello, Nice to see you!</i> <i>How are you?</i> <i>I'm fine, thanks.</i> <i>Twenty plus three.</i>
1 Our Senses (pp. 6-17)	Parts of the body (cheek, ears, eyes, hair, hands, nose, tongue) Senses (hear, see, smell, taste, touch) Feelings (angry, happy, sad, scared, tired)	<i>I can see with my eyes.</i> <i>Has he got blue hair?</i> <i>I'm sad!</i>
2 Animal Groups (pp. 18-29)	Animals (butterfly, chicken, duck, goldfish, horse, ladybird, rabbit, shark, snake, tortoise) Animal groups (birds, fish, insects, mammals, reptiles) Parts of animals' bodies (feathers, fin, fur, scales, shell, wings)	<i>A horse and a cat are mammals.</i> <i>Has it got fins?</i> <i>What can horses do?</i>
Wonder Tales 1 (pp. 30-31) The Dancing Tortoise (Value: Be clever and brave!)		
3 Houses (pp. 32-43)	Parts of a house (chimney, door, floor, roof, wall, window) Things in a house (armchair, bed, chair, clock, cupboard, lamp, mat, mirror, sofa, table) Types of houses (caravan, castle, igloo, houseboat) Materials (ice, metal, stone, wood)	<i>How many windows are there?</i> <i>What's this?</i> <i>It's a red mirror.</i> <i>Where are my shoes?</i> <i>They're on the bed.</i> <i>What is your dream house made of?</i>
4 A Taste of Food (pp. 44-55)	Food (biscuit, burgers, cereal, cocoa, crisps, eggs, fish, green olive, lemon, lollipop, pizza, popcorn, rice, sandwiches, toast, vinegar) Taste (bitter, salty, sour, sweet)	<i>Cola and ice cream are sweet.</i> <i>What food does Alex like for breakfast?</i> <i>Would you like some pizza?</i> <i>In my sandwich there are some eggs.</i> <i>What does your chocolate taste like?</i>
A World of Wonder 1 (Modules 1-4) (pp. 56-57)		
5 Let's play! (pp. 58-69)	Games (do a jigsaw puzzle, have a sack race, play a board game, play chess, play hopscotch, play tag) Sports (baseball, basketball, football, hockey, rugby, table tennis, tennis, volleyball)	<i>What am I doing?</i> <i>You're playing hopscotch!</i> <i>We're playing baseball.</i> <i>Can I play, too?</i> <i>Whose ball is it?</i>
6 My Town (pp. 70-81)	Places (bus stop, café, cinema, supermarket, swimming pool, train station) Transport (boat, bus, car, helicopter, lorry, motorbike, plane, train)	<i>Where's the cinema?</i> <i>It's in front of the café.</i> <i>That's a train.</i> <i>I'd like to travel by plane.</i>
Wonder Tales 2 (pp. 82-83) The Cuckoo (Value: There is good in everyone!)		
7 My Day (pp. 84-95)	My Day (brush my teeth, get dressed, get up, go to bed, go to school, have breakfast, have dinner, have lunch) Time Community helpers (doctor, farmer, firefighter, police officer, postman, teacher) Places (farm, fire station, hospital, police station, post office, school)	<i>What time do you get up?</i> <i>At seven o'clock.</i> <i>I work at a hospital.</i> <i>Whose bag is it?</i> <i>It's the doctor's.</i>
8 Seasons (pp. 96-107)	Seasons (autumn, spring, summer, winter) Months Seasonal Activities (collect leaves, collect shells, go camping, go skiing, have picnics, ice skate, paint pumpkins, pick flowers)	<i>It's before January, but after November!</i> <i>What's your favourite season?</i> <i>Summer.</i> <i>Why?</i> <i>Because I like going camping.</i>
A World of Wonder 2 (Modules 5-8) (pp. 108-109)		
At the seaside! (pp. 110-112)		





Thinking Skills	Project	CLIL	Sounds and Words (Phonics)
Logical/Mathematical thinking			
Recalling information Applying world knowledge Organising and selecting ideas Interpreting visual information	My 5 Senses! (Science)	How the senses help us stay safe Sounds and feelings (Social Science)	<ul style="list-style-type: none"> ch: cheek, touch, chocolate, cheese, cherries, chicken, chips Sight Words: call, chair, cold, chicken, cut, children
Applying world knowledge Identifying and matching information Organising and selecting ideas Interpreting visual information Interpreting information	My Favourite Animals! (Science)	Animals that have/haven't got skeletons (Science)	<ul style="list-style-type: none"> sh: ship, fish, shell Sight Words: walk, your, how, fast, they, many
Recalling information Interpreting visual information Organising and selecting ideas Applying world knowledge Making decisions	My Dream House (Design and Technology)	Building bridges (Design and Technology)	<ul style="list-style-type: none"> Consonant blends: bl, br, cl, gr, pl Sight Words: this, these, under, floor, two, let's
Applying world knowledge Identifying information Combining ideas to form new ones Organising and selecting ideas Logical/Mathematical thinking Interpreting information	Funny Food (Science)	The sense of taste Things that need/don't need chewing (Science)	<ul style="list-style-type: none"> s: salt, cheese c: cake, cereal Sight Words: we, give, or, eat, now, for
Identifying information Organising and selecting ideas Logical/Mathematical thinking Interpreting visual information	My Favourite Sport (PE)	Odd and even numbers Number games (Maths)	<ul style="list-style-type: none"> a_e: same, game, cake, snake i_e: time, bike, nine, kite Sight Words: say, read, sing, game, well, best
Recalling information Applying world knowledge Organising and selecting ideas Interpreting visual information	My Favourite Street (Geography)	Safety in the playground Safety in the street (Geography)	<ul style="list-style-type: none"> ow: town, down, cow ou: house, around, mouse, mouth Sight Words: so, ride, up, see, street, by
Interpreting information Lateral thinking Creative thinking Combining ideas to form new ones Organising and selecting ideas Applying world knowledge Logical/Mathematical thinking Interpreting (visual) information	I am a community helper! (Social Science)	What needs water? Saving water (Science)	<ul style="list-style-type: none"> i_e: time, write, bike, white igh: night, fighter Sight Words: try, light, kind, right, bye, fire
Lateral thinking Logical/Mathematical thinking Identifying information Organising and selecting ideas Applying world knowledge Identifying visual information	My Favourite Season! (Geography)	Reading a calendar Seasons (Geography)	<ul style="list-style-type: none"> ee: queen, bee, week, seeds ea: leave, leaf, season Sight Words: sleep, keep, feet, sheep, street, tree



: Project/Poster presentation



: Cross-curricular links



: Internet research



: Formative evaluation

Sample pages from i Wonder 2 - Pupil's Book

7 Listen, point and repeat.

8 Listen and number.

9 Listen and number the pictures. Then sing the Feelings song!

1

Look at me!
This is me when I'm **1) happy!**
Look at me!
This is my happy face!

Look at me!
This is me when I'm **2) angry!**
Look at me!
This is my angry face!

**Happy, tired,
Angry, sad!
We've all got feelings,
Good and bad!**

Look at me!
This is me when I'm **3) tired!**
Look at me!
This is my tired face!

Look at me!
This is me when I'm **4) sad!**
Look at me!
This is my sad face!

10 Has he got ...? Yes, he has. No, he hasn't. Is he ...? Yes, he is. No, he isn't.

11 Talk with your friend.

A: Has he got blue hair?
B: Yes, he has.
A: Is he happy?
B: Yes, he is.
A: Is he Bill?

12 Play the Feelings game.

Activity Book, pages 8-9

WONDER Project SCIENCE

5 MY SENSES!
by Kim

1 I'm happy when I see the _____.

2 I'm happy when I taste - touch my leddy bear.

3 I'm happy when I hear - taste my dog.

4 I'm happy when I taste - hear ice cream.

5 I'm happy when I hear - smell pizza.

12 Colour and complete. Use: **mum, sea, strawberries, grass, rain.**

13 **Think** What makes you happy? Tell the class.

14 **Create and Share** Make your own My Five Senses! project. Present it to the class.

12 Let's play!

I can hear with my nose!

No, you can't.

Activity Book, pages 10-11

Sample pages from i Wonder 2 - Activity Book



1
1

7 Listen and choose.

1

A B

2

A B

3

A B

8 Look, read and colour.

1 I'm angry.			
2 I'm happy.			
3 I'm scared.			
4 I'm sad.			
5 I'm tired.			

9 Look, read and tick (✓).

Bill

Mary

John

Becky

1 Has Bill got blue eyes? Yes, he has. <input type="checkbox"/> No, he hasn't. <input type="checkbox"/>	4 Has Mary got a blue nose? Yes, she has. <input type="checkbox"/> No, she hasn't. <input type="checkbox"/>
2 Has Bill got a red nose? Yes, he has. <input type="checkbox"/> No, he hasn't. <input type="checkbox"/>	5 Has John got yellow ears? Yes, he has. <input type="checkbox"/> No, he hasn't. <input type="checkbox"/>
3 Has Mary got yellow hair? Yes, she has. <input type="checkbox"/> No, she hasn't. <input type="checkbox"/>	6 Has John got purple hands? Yes, he has. <input type="checkbox"/> No, he hasn't. <input type="checkbox"/>

Now look at Becky and complete.

Becky has got _____ hair and _____ eyes.
She's got _____ ears and _____ hands.

Cover pages 8-9 after page 11 of the Pupil's Book.

1
My WONDER Progress 1

Let's play!

START

1

2

3

4

5

6

7

8

MISS a TURN!

9

10

11

12

13

14

15

PLAY AGAIN!

16

17

18

19

20

GO BACK to START!

FINISH

Tick (✓). I can ...

- name parts of the body and the five senses.
- talk about feelings.
- sing the songs in Module 1.

14
15

For Pupils



Pupil's Book



Activity Book

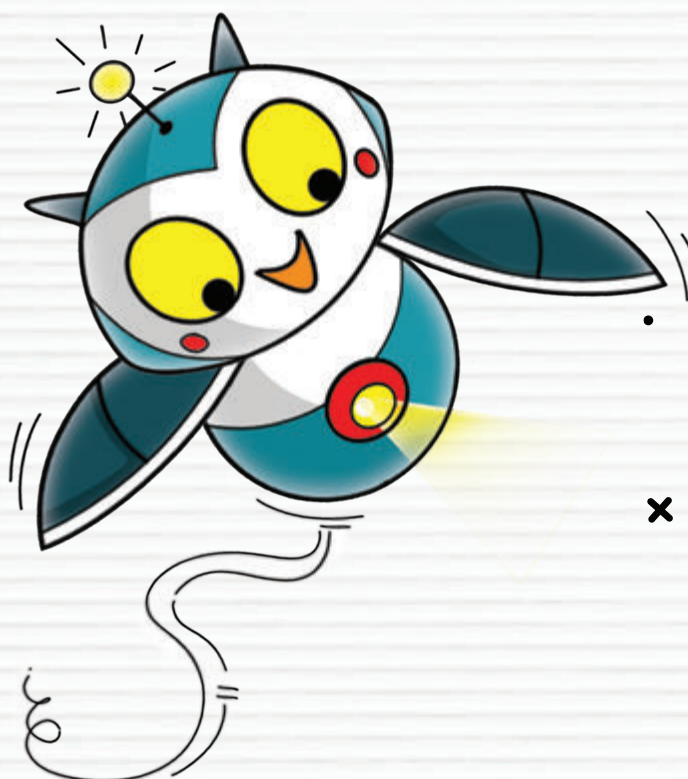
Also Available:

- Vocabulary and Grammar Practice
- Pupil's Multi-ROM (Pupil's CD/DVD)



For Teachers

- Teacher's Book (*Interleaved*)
- Picture & Word Flashcards
- Posters/Cross-curricular posters
- Teacher's Multimedia Resource Pack
(*Class CDs, DVD, Teacher's Resource Pack CD-ROM*)



“
* Always
Question,
Always
Wonder!
”

3

Pupil's Book

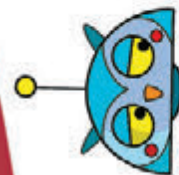


Express Publishing

Jenny Dooley
Bob Obee



I Wonder



CONTENTS

	Vocabulary	Grammar
Hello again! (pp. 4-7)	Numbers (60-100) Things in a house (bookcase, CD player, computer, curtains, cushion, guitar, mobile phone, roller skates, wardrobe)	Prepositions of place Plurals There is – There are
1 Storybook Characters (pp. 8-21)	Adjectives (beautiful, brave, fat, kind, old, poor, short, tall, thin, ugly, young) Appearance (beard, curly hair, dark hair, fair hair, freckles, glasses, moustache, pointed ears, ponytail, straight hair)	Possessive case The verb 'to be' Possessive adjectives The verb 'have got' The verb 'can'
2 Camping (pp. 22-35)	Camping (binoculars, compass, map, raincoat, rope, rucksack, sleeping bag, torch) Camping rules (drop litter, feed wild animals, light a campfire, make noise, pick wild fruit, put up a tent)	like + <i>-ing</i> Present continuous must/mustn't
Wonder Tales 1 (pp. 36-37) The Cracked Pot (Value: We are all useful in our own way!)		
3 Family Life (pp. 38-51)	Time Chores (do the dishes, do the shopping, feed the fish, make my bed, set the table, take out the rubbish, walk the dog, water the plants) Daily routine (cook, do my homework, go jogging, have a shower, listen to music, ride a horse, tidy my room, visit my grandparents)	Present simple Prepositions of time Adverbs of frequency
4 Our Food (pp. 52-65)	Food (beans, bread, butter, cherries, chips, coconut, corn, cucumber, flour, grapes, hot dog, lettuce, mango, pasta, peas, sausages, steak, tea, tuna, yogurt)	a/an a lot of some/any
A World of Wonder 1 (Modules 1-4) (pp. 66-67)		
5 Animal Homes (pp. 68-81)	Animal homes (burrow, coop, den, kennel, nest, shed, stable, tree hollow) Animals (camel, cow, deer, dolphin, duck, gorilla, lizard, penguin, polar bear, python, shark, squirrel, tortoise, whale) Habitats (desert, ocean, jungle, polar region)	Comparatives Superlatives
6 Where we live (pp. 82-95)	Places (baker's, bank, butcher's, hospital, hotel, library, market, museum, post office, sports centre) Natural features (beach, forest, island, lake, mountain, river)	was/were
Wonder Tales 2 (pp. 96-97) The Peacock and the Crow (Value: Always try to be happy with what you've got!)		
7 In the past (pp. 98-111)	Life in the past (animal skin, cave, cooker, fork, hunt, longboat, paint, sail, spoon, stone house, travel) Jobs (actor, astronaut, athlete, dancer, explorer, musician, painter, writer)	Past simple (regular verbs) Past simple (irregular verbs)
8 Getting around (pp. 112-125)	Means of transport (cable car, coach, ferry, helicopter, hot-air balloon, motorbike, tram, yacht) Holiday (go hiking, sandals, suncream, suitcase, sunbathe, sunglasses, swimming trunks, swimsuit, take photos, towel)	Going to can (permission) Question words
A World of Wonder 2 (Modules 5-8) (pp. 126-127)		
Mega Wonder Quiz (p. 128)		






Thinking Skills	Project	CLIL	Sounds and Words
Lateral thinking			
Applying world knowledge Recalling information Interpreting visual information Organising and selecting ideas Creative thinking	My Favourite Book (Literature)	Punctuation (English)	<ul style="list-style-type: none"> oo boot root cook book poor floor
Applying world knowledge Creative thinking Interpreting information Interpreting visual information Organising and selecting ideas	Camping Rules (Social Science)	Map symbols (Geography)	<ul style="list-style-type: none"> -ing going giving winning
Self-reflection Recalling information Creative thinking Organising and selecting ideas Logical/Mathematical thinking Interpreting visual information	My Caring, Sharing Family! (Social Science)	What time is it? (Maths)	<ul style="list-style-type: none"> Third person singular sleeps teaches flies
Applying world knowledge Interpreting information Interpreting visual information Mathematical thinking Recalling information Self-reflection Organising and selecting ideas	My Food Diary! (Science)	Animals that give us milk (Science)	<ul style="list-style-type: none"> ea meat wheat bread spread
Applying world knowledge Interpreting information Self-reflection Organising and selecting ideas	Amazing Animals! (Science)	Carnivores, Herbivores, Omnivores (Science)	<ul style="list-style-type: none"> double letters bee squirrel gorilla deer giraffe hippo
Applying world knowledge Interpreting visual information Recalling information Organising and selecting ideas Interpreting information	Sweet Memories (History)	Happy Clean Neighbourhoods (Social Science)	<ul style="list-style-type: none"> Compound nouns funfair train station
Applying world knowledge Recalling information Organising and selecting ideas Logical/Mathematical thinking	Back in Time! (History)	History Detectives (History)	<ul style="list-style-type: none"> er - or footballer singer sailor inventor
Interpreting visual information Applying world knowledge Identifying information Logical thinking Organising and selecting ideas	Holiday Plans (Geography)	Compass points (Geography)	<ul style="list-style-type: none"> wh - w when walk



2 Camping




WONDER



Going camping?
Don't eat bananas.
Mosquitoes love them!

BOX



1 Look at the picture. Where are they? Where are they going to sleep?
Do you go camping with your family?

2  What do you like doing when you go camping? Talk with your friend.



A: I like fishing.

B: So do I!/Really? I like swimming!




3  Listen and number.



 **Think** Which sounds are **natural**? Which sounds are **man-made**?
Tell the class.


The sound of an owl is natural.

Language in Action



- 1    **Think** Listen. Repeat. Which ones help us to keep warm?
to find our way?



- 2  Read and complete. Then listen and check.

Take out your 1)  **rucksack**

And start to pack!

A 2)  _____, a 3)  _____,

A 4)  _____ and a 5)  _____!



Pack up, let's go,



We're camping today!


Pack up, let's go,

Let's get away!

Take out your rucksack

And start to pack!

6)  _____, 7) a  _____,

And a 8)  _____!



Sing the *Pack up* song!

WONDER Grammar

What **are** you doing?
I **am** packing my rucksack.

Are you going camping?
Yes, I **am**./No, I'm **not**.

I **am** packing = I'm packing

pack - pack**ing** make~~e~~ - mak**ing** swim - swim**ing**



3 Listen and draw lines.

Game Let's play!



Pat is making lunch.

No! Pat isn't making lunch. She's looking at the birds.



4 What are they doing? Make sentences.

1 Pat
Pat is looking at the birds.

4 Judy

2 Bill

5 Mandy

3 Carl

6 Steve



Imagine you are at the park. What are you doing? Tell your friend.

Let's pack!

1 Listen and read. What are the children getting ready for?





2 Think Read and write True or False.

- 1 The children are going on a school camping trip.
- 2 Cody's dad is helping the children.
- 3 Carlos is making a mess.
- 4 Cody's things are in his sleeping bag.

True

TALKING POINT

3 Listen and read. Make a new dialogue with your friend.

Larry: Diana, what are you doing?

Diana: I'm getting ready for our school camping trip. Can you help me, Larry?

Larry: Yes, of course. Make sure you pack a torch and a map.

Diana: Is that everything?

Larry: Well, ... you also need your sleeping bag!

Diana: Got it! I think I'm ready now.



Language in Action

1  Complete. Then listen and check.

feed

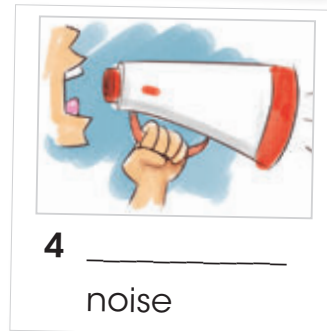
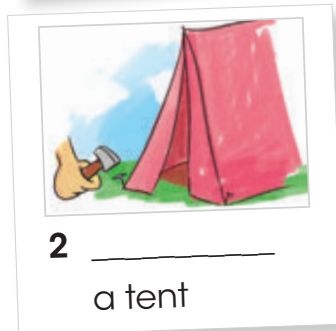
put up

drop

light

pick

make



2  Read and match. Then take roles and act out.

1 **A:** Can I feed the bear?
B: No! We mustn't feed wild animals.

2 **A:** I'm cold! Shall we light a campfire?
B: Good idea! Let's get some wood!

3 **A:** Shall we put these bottles in the bin?
B: Yes! We mustn't drop litter!

4 **A:** Can I eat these berries?
B: No! We mustn't eat wild fruit.

5 **A:** Shall we put up the tent now?
B: No! Let's have something to eat first.

6 **A:** Shall we sing a song?
B: No! We mustn't make any noise!





You **must** stay away from wild animals.


You **mustn't** go near wild animals.





3 Complete. Use: **must** or **mustn't**. Then choose.


1  You **mustn't** feed the animals.
A at the funfair
B at the zoo

4  You _____ talk to the driver.
A on a bus
B on a plane

2  You _____ be quiet.
A at the cinema
B at the toy shop

5  You _____ keep your dog on a lead.
A at a sweet shop
B at a park

3  You _____ eat in class.
A at school
B at the café

6  You _____ run.
A at the swimming pool
B at the park

4  Let's play!



1  Listen and colour and write.



2  **VALUES**  **Think**  **Safe camping!** Choose and say.

- | | |
|--|---|
| <p>1  a Drink water from rivers.
b Drink bottled water.</p> | <p>5  a Stay away from wild animals.
b Feed wild animals.</p> |
| <p>2  a Hang food from tall trees.
b Keep food in tents.</p> | <p>6  a Light a campfire near trees.
b Light a campfire away from trees.</p> |
| <p>3  a Put up a tent away from rivers.
b Put up a tent near rivers.</p> | <p>7  a Swim alone.
b Swim with your family.</p> |
| <p>4  a Cook inside a tent.
b Cook away from tents or trees.</p> | <p>8  a Go for walks with your family.
b Go for walks alone.</p> |

It's safe to ... / It isn't safe to ...

3 Read and choose. Then listen and check.

A camping Holiday *can be great fun*

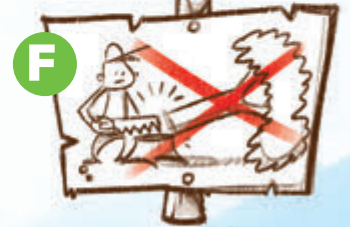
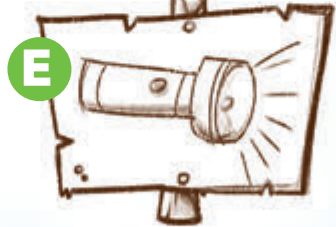
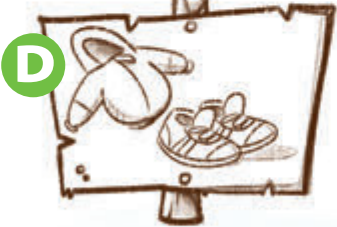
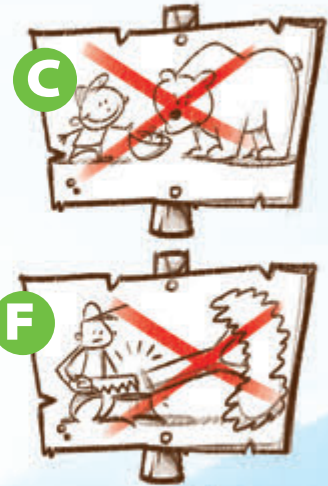
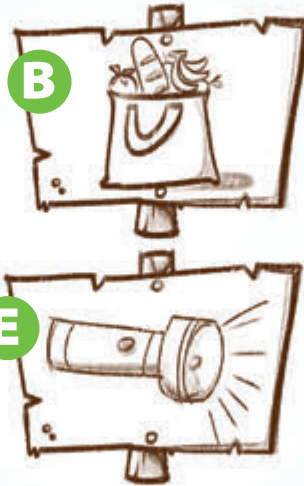
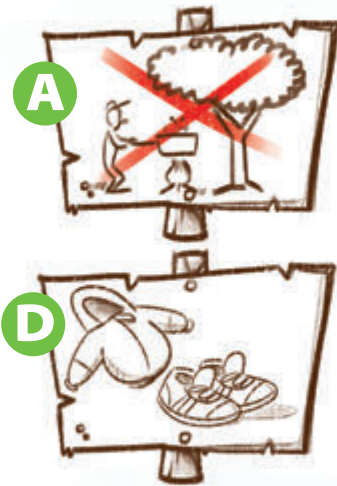
for the whole family, but make sure you all stay safe!

Here are some camping rules:

- 1 You **must** / **mustn't** put up your tent near water or under a tree.
- 2 You **must** / **mustn't** light a campfire away from the trees.
- 3 You **must** / **mustn't** pack the right clothes and shoes.
- 4 You **must** / **mustn't** eat inside the tent.
- 5 You **must** / **mustn't** take a map of the area.
- 6 You **must** / **mustn't** pack food in bags.



4 **Think** Look at the signs. What are the rules? Tell the class.



5 Write 5 more camping rules. Make signs to go with your camping rules. Present your project to the class.



Think

1 Putting up a tent? Which place is best, A or B?
Think and tick (✓).

A

B

1

at the bottom of a hill



at the top of a hill



2

near the campfire



away from the campfire



3

away from a tree



under a tree



4

on hard ground



on soft ground



5

near animals



away from animals



6

near other tents



away from other tents



2 **How many?** Look and write next to the symbols. Then say.

ONE
FOOT
ISLAND!

By Julie

- 2  train station
-  telephone
-  camping area
-  information point
-  footpath
-  picnic area
-  cycling area
-  parking area

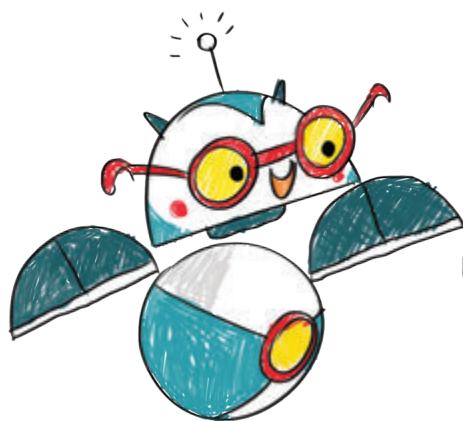
There are two train stations.

3



Make your own *One Foot Island* poster. Present it to the class.

1  Listen and read.



Adding -ing


go - going finish - finishing

give~~e~~ - giving smile~~e~~ - smiling close~~e~~ - closing

win - winning sit - sitting

but

pick - picking



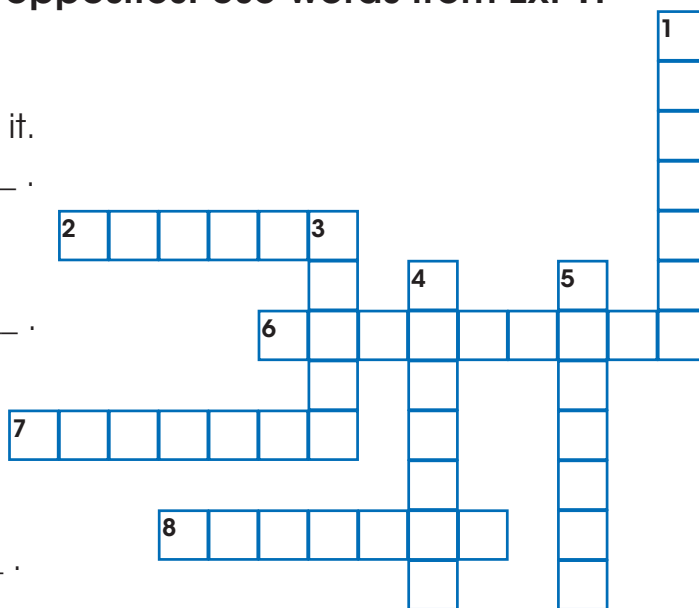
2 Complete the crossword with the opposites. Use words from Ex. 1.

Across


- 2 I'm not **taking** the bag, I'm _____ it.
- 6 We're **starting** now, not _____.
- 7 Are the shops **opening** or _____ now?
- 8 Kim's not **crying**, she's _____.

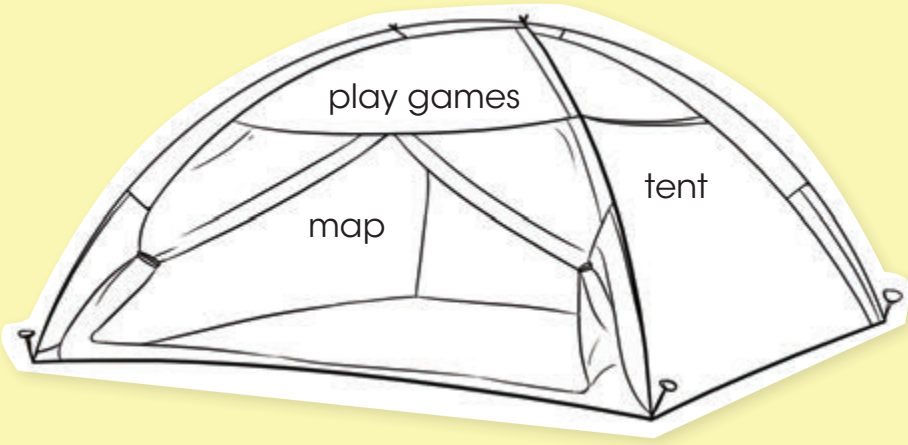
Down

- 1 She isn't **dropping** litter, she's _____ it up.
- 3 I'm not **staying**, I'm _____.
- 4 You're **losing**, we're _____.
- 5 No **standing**, only _____.



i Wonder 3
**EXTRA
RESOURCES**

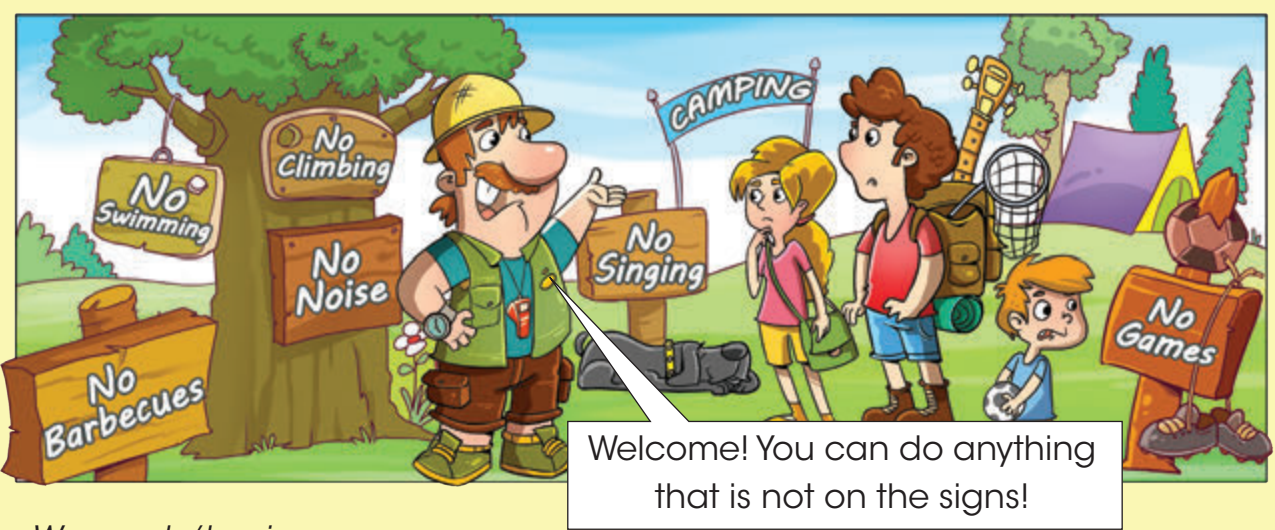
1  Write at least six more words/phrases about camping. Then, in groups, write them in the lists below.



Activities
play games,

Things to take with you
tent,

2 What are the rules? Read and say.



We mustn't swim.

Now I can... 

- say which sounds are natural and which sounds are man-made
- describe actions happening now
- talk and write about camping rules
- say where it is safe to put up a tent
- understand symbols on a map
- spell verbs in the present continuous form

in English.

For Pupils



Pupil's Book



Activity Book

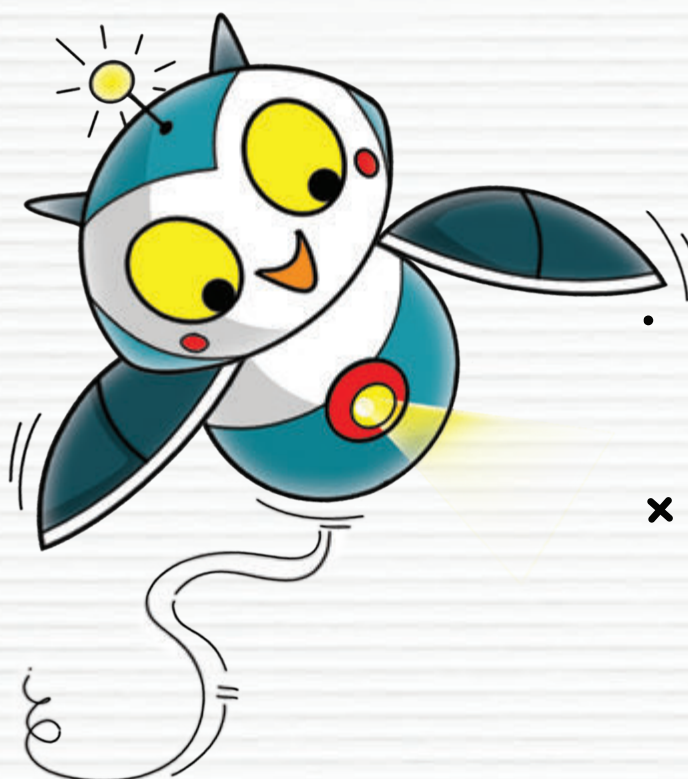
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“
*
Never lose
your Sense
of Wonder!
”

4

Pupil's Book



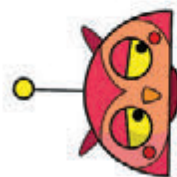
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Wonder



CONTENTS

	Vocabulary	Grammar
Welcome! (pp. 4-7)	Big numbers (100-1,000,000) School subjects (Art, English, Geography, History, ICT, Maths, Music, PE, Science)	Object pronouns Possessive pronouns
1 Music (pp. 8-21)	Feelings (bored, dizzy, happy, sad, scared, sleepy) Musical instruments (cello, clarinet, cymbals, drum, flute, guitar, saxophone, tambourine, trombone, trumpet, tuba, violin) Countries (Argentina, Australia, Brazil, India, Italy, Japan, Portugal, Scotland, Spain, the USA)	Present continuous Adverbs of manner Present simple – Present continuous
2 Animal Survival (pp. 22-35)	Animals (eagle, flamingo, goose, hedgehog, jaguar, kangaroo, koala, orang-utan, rhino, seal) Animal parts (beak, claws, hoof, horn, paw, spines, spots, stripes, webbed feet, wing)	Infinitive -ing form Infinitive of purpose
Wonder Tales 1 (pp. 36-37) The Elephant's Friends (Value: Friends come in all shapes and sizes!)		
3 Keeping Healthy (pp. 38-51)	Partitives (bar, bottle, bowl, can, carton, jar, loaf, packet, piece, pot, slice) Food (cabbage, coffee, fizzy drink, honey, mayonnaise, mustard, nuts, olive oil, plums, strawberries) Illnesses (a cold, a cough, a fever, a headache, a sore throat, a stomach ache, a toothache, an earache)	a lot of/many/much should/shouldn't
4 Gadgets and Inventions (pp. 52-65)	Gadgets and Inventions (digital camera, games console, GPS, headphones, laptop, microwave oven, remote control, smartphone, smartwatch, toaster) Computer parts (flash drive, keyboard, mouse, printer, screen, speakers, tower, webcam)	Comparatives Superlatives
A World of Wonder 1 (Modules 1-4) (pp. 66-67)		
5 People in History (pp. 68-81)	Knights and armour (arrow, axe, bow, crown, fence, knight, shield, suit of armour, sword) Talents and abilities (act, design webpages, do acrobatics, do tricks, juggle, knit, make sculptures, paint portraits)	Past simple (regular and irregular verbs)
6 Read me a story! (pp. 82-95)	Hobbies (build models, do ballet, do the gardening, do karate, go bowling, make jewellery, play pool, read comics) Clothes (cap, coat, hoodie, jumper, pyjamas, scarf, socks, tracksuit, trainers, trousers)	Past continuous
Wonder Tales 2 (pp. 96-97) The Empty Pot (Value: Honesty always brings rewards!)		
7 Go! See! Do! (pp. 98-111)	Weather (blizzard, cloudy, dry, foggy, stormy, thunder and lightning, wet) Travelling (double-decker bus, escalator, go sightseeing, luggage, passport, platform, ticket office, underground)	will must
8 Special Days (pp. 112-125)	Ordinals Festivals and celebrations (candyfloss, cheer, clap, costume, float, lantern, march, merry-go-round, performer, roller coaster) Jobs (artist, photographer, pilot, reporter, taxi driver, tour guide, waiter, waitress)	going to who/which/where
A World of Wonder 2 (Modules 5-8) (pp. 126-127) Mega Wonder Quiz (p. 128)		





Thinking Skills	Project	CLIL	Sounds and Words
Applying world knowledge Self-reflection Logical thinking Creative thinking Recalling information Organising and selecting ideas	Musical Instruments Around The World (Music)	Qualities of sounds (Music)	<ul style="list-style-type: none"> o_e xylophone note u_e flute lute i_e mike synthesizer
Applying world knowledge Interpreting information Identifying information Organising and selecting ideas Self-reflection	Secrets of Survival! (Science)	Animal Camouflage (Science)	<ul style="list-style-type: none"> Spelling patterns bee sea donkey puppy
Applying world knowledge Identifying information Creative thinking Organising and selecting ideas Logical/Mathematical thinking	Design a healthy daily menu (Science)	Measuring (Maths)	<ul style="list-style-type: none"> Double letters pepper spaghetti bread roll bubbles
Applying world knowledge Self-reflection/Prioritising Recalling information Lateral thinking Organising and selecting ideas Interpreting information	Fun Inventions (Design and Technology)	Computing (ICT)	<ul style="list-style-type: none"> Two-letter vowels headphones speakers screen toaster
Applying world knowledge Sequencing events Identifying visual information Organising and selecting ideas Creative thinking Interpreting information	A Great Person in History (History)	Punctuation: speech marks (English)	<ul style="list-style-type: none"> Spelling patterns knife race purple night
Interpreting (visual) information Creative thinking Applying world knowledge Identifying information Lateral thinking Organising and selecting ideas	My Favourite Fiction Book Report (Literature)	Hat design (Design and Technology)	<ul style="list-style-type: none"> 'Always plural' words goggles scissors tights glasses
Applying world knowledge Interpreting information Recalling information Lateral thinking Creative thinking Organising and selecting ideas	My Travel Brochure (Geography)	Climate Zones (Science)	<ul style="list-style-type: none"> One-word compound nouns riverboat iceberg moonlight fireworks
Applying world knowledge Interpreting (visual) information Recalling information Self-reflection Organising and selecting ideas Logical/Mathematical thinking	My Favourite Festival (Geography)	Light and Shadows (Science)	<ul style="list-style-type: none"> Spelling of ordinal numbers



: Project/Poster presentation



: Cross-curricular links



: Internet research



: Formative evaluation

Sample pages from i Wonder 4 - Pupil's Book

2 Animal Survival



Sea otters hold each other's paws when they sleep to stay together!

Time to Wonder 2

1 Look at the picture. Answer the questions.

- What animals can you see?
- Are they usually friends?
- Which animal has got fur? feathers? a shell?

2 Look at the food chain. Read and complete.



grass → worm → hen → fox

Plants use energy from the sun to make their own food. We call plants **producers**. Animals that eat the plants are **consumers**. Animals that eat other animals are **predators**. We call the animals that the predators eat **prey**.

- The producer in the food chain is the **grass**.
- The _____ is the consumer.
- The _____ is a predator, but not prey.
- The _____ is a predator and prey.

3 Let's play!



ICT Make a Food Chain poster. Present it to the class.

Food chains
Activity Book, page 17 23

CLIL SCIENCE

1 Colour, pattern or shape?
Listen and read. Then complete.

ANIMAL CAMOUFLAGE

Do you like playing hide-and-seek? When you wear green, you can hide in the grass and no one can see you! Some animals play hide-and-seek to help them survive! How do they hide? They use colours, patterns or shapes to help them hide from predators or to catch prey. We call this camouflage.

1 The snowy owl uses _____ to hide.



I am a snowy owl. I'm as white as snow. My prey can't see me, so I can catch it easily!

2 The walking stick uses _____ to hide.



I am an insect. My name is walking stick. I look like a stick. I use this camouflage to hide from my predators!

3 The jaguar uses _____ to hide.



I am a jaguar. I'm hungry and I'm hunting for prey! I use my spots to hide in the long grass and wait for my next meal!

2 Look, read and choose to complete the sentences.

A colour - hide - prey

The colour of some animals like dummy frogs and polar bears matches the colour of the things around them. This way they can

1) **hide** from their 2) _____ or predators. These animals use their 3) _____ as camouflage.



polar bear dummy frog

B pattern - stripes - see

Some animals, like tigers and giraffes, have got spots. 1) _____ and other patterns. It makes it difficult for other animals to 2) _____ them. These animals use 3) _____ as camouflage.



giraffe tiger

C predators - look like - shape

Animals like katydids and pygmy seahorses 1) _____ another object. This makes it almost impossible for their 2) _____ to spot them. These animals use their 3) _____ as camouflage.

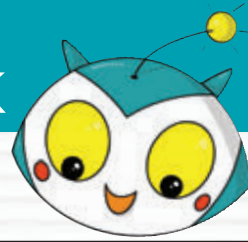


katydid pygmy seahorse


3 Find pictures of animals that use camouflage (colour, shape, pattern). In groups, make a poster. Present it to the class.

Activity Book, page 26 33

Sample pages from i Wonder 4 - Activity Book



1 Read, choose and complete.



Sam: 1) **E**
Sue: It's about flamingos. They're my favourite animals and I know a lot about them!

Sam: 2) _____
Sue: They live in wet and warm habitats, such as the Great Rift Valley in Africa.




Sam: 3) _____
Sue: Because of the food they eat.



Sam: 4) _____
Sue: No, I don't think so. I think they're grey.




Sam: 5) _____
Sue: They move together in big groups to keep danger away.

A How do flamingos keep predators away?
B Are baby flamingos pink, too?
C Why are their feathers pink?
D Where do they live?
E What's your project about, Sue?


2 Listen and circle.

1 What animals are there at the zoo?
A  B  C 

2 What is Susan's favourite animal?
A  B  C 

3 What is Sam's pet?
A  B  C 

3 Read and underline.



Koalas live in Australia. They are 1) **herbivores/carnivores** and they love eating 2) **worms/leaves**. They can eat up to one kilogram of leaves per day.

Koalas have got soft 3) **fur/stripes** and sharp 4) **spines/claws** to climb trees. They look like small bears, but they don't prey on other animals. They live in trees to stay away from 5) **predators/prey**.

Koalas love sleeping for hours. In fact, they often sleep up to eighteen hours a day. When they don't sleep, they spend their day eating.

Do you know that 6) **old/young** koalas are called 'joeys'? You can usually see them riding on their mother's back.

4 Now choose the best title for the text.

1 **KOALAS** - the sleepest animals! 3 All about **JOEYS!**

2 All about **KOALAS!**

4 Read and find the **STICKER!**

1 It's got sharp claws to catch its prey and spots to hide.

2 It's got hooves, a horn, and it loves rolling in the mud.

3 It's got webbed feet, a beak, and it likes standing on one leg.

4 It's got sharp claws, big wings, and it's a dangerous predator.

Cover pages 24-25 after page 31 of the Pupil's Book.

Extra Communication Activities

1 Talking about countries

1 Use the following questions to find out some information about Pupil A.

Where/came from? What/capital city? Play/traditional instrument?
Where/is? What/language speak?

Pupil B: Where do you come from?
Pupil A: I came from ...

2 Imagine you are from this country. Use the information to answer Pupil A's questions.

 Hello! I'm from Italy, a country in Europe. The capital city is Rome. We speak Italian. I play the mandolin. It's a traditional string instrument.

Pupil B

3 Talking about food

1 Pupil A has got a party tomorrow and he/she needs some more food and drinks. Use your list and answer his/her questions.

						
You need	6	10	5	2	4	5
You've got	7	8	8	1	4	3

Pupil A: For my party, I need ..., but I've only got Can I have ...?
Pupil B: Yes, of course! Sorry, no! I need all of them.

2 You've got a party tomorrow and you need some more food and drinks. Ask Pupil A to give you what you need.

2 Talking about animals

1 Ask Pupil A the following questions to find out about his/her animal.

What/name? What/like doing? Why?
Where/live? What/has got?

Pupil B: What's the name of the animal?
Pupil A: It's a ...

2 Use the information below to answer Pupil A's questions.

Name: koala
Lives: in Australia, in trees
Likes: sleeping most of the day
Has got: sharp claws
Reason: to climb trees



Talking about gadgets

1 Ask Pupil A the following questions to find out about his/her favourite gadget museum.

Name/museum? Where? How much/tickets?
What/see? When/open?

Pupil B: What's the name of your favourite gadget museum?
Pupil A: ...

2 Use the information below and answer Pupil A's questions.

CAMERA MUSEUM
Come and see more than 500 cameras, from the oldest to the most modern!
We're at 11, Green Road.
Opening hours: 9:00 am - 2:00 pm, Mon - Fri
Adults: £3 Children: £1



For Pupils



Pupil's Book



Activity Book

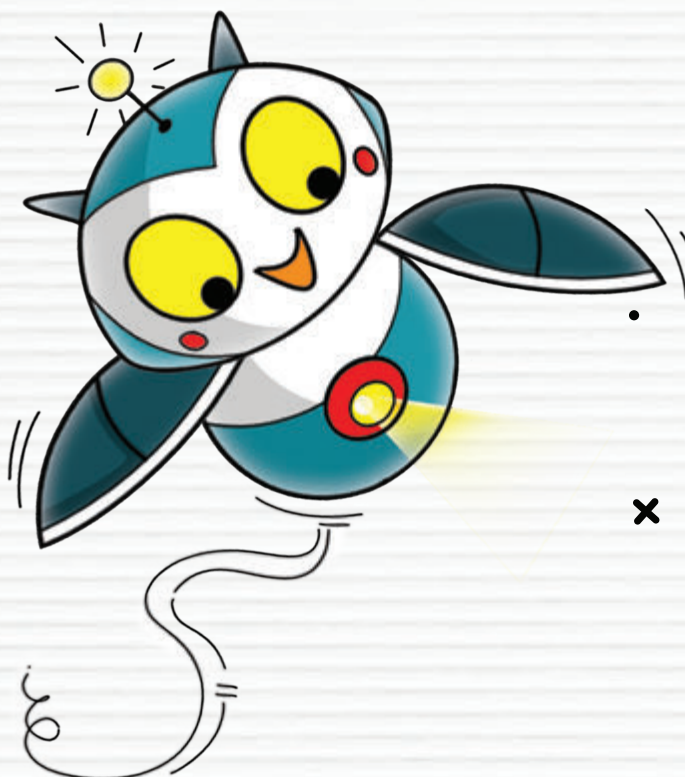
Also Available:

- Vocabulary and Grammar Practice
- Pupil's Multi-ROM (Pupil's CD/DVD)



For Teachers

- Teacher's Book (*Interleaved*)
- Picture & Word Flashcards
- Posters
- Teacher's Multimedia Resource Pack
(Class CDs, DVD, Teacher's Resource Pack CD-ROM)



“
* Think and
Wonder,
Wonder and
Think!
”

5

Pupil's Book



Express Publishing

Jenny Dooley
Bob Obee

I wonder



CONTENTS

	Vocabulary	Grammar
Let's Get Started! (pp. 4-7)	Activities (eat out, get a haircut, go on safari, go to a sleepover, hang out with friends, practise the piano, text a friend, work on a project)	Question tags Prepositions of movement
1 Schools Around the World (pp. 8-21)	School facilities (Art room, canteen, classroom, Drama room, gym, head teacher's office, ICT room, library, lockers, main hall, Music room, nurse's office, playground, Science lab, staffroom, toilets) After-school activities (create animations, do Arts and Crafts, do experiments, have Drama Class, play in the school orchestra, practise a sport, sing in the school choir, write for the school newspaper)	Present simple – Present continuous -ing form – infinitive
2 That's Entertainment! (pp. 22-35)	Theatre (audience, costume designer, curtain, director, make-up artist, playwright, props, scenery, sound technician, stage) Films/TV programmes (action film, animated film, mystery film, the news, quiz show, science fiction film, talent show, wildlife programme)	Past continuous – Past simple used to
Wonder Tales 1 (pp. 36-37) The King's Secret (Value: It's not how you look, but how you treat others that matters!)		
3 Homes Around the World (pp. 38-51)	Types of houses (bungalow, chalet, cottage, detached house, hut, lighthouse, semi-detached house, skyscraper, stilt house, tepee, villa, yurt) Chores (clean the bathroom, do the laundry, dust the furniture, hang out the clothes, load the dishwasher, mow the lawn, sweep the floor, vacuum the carpet)	Comparatives Superlatives as ... as too/enough
4 Sports Challenge (pp. 52-65)	Sports (badminton, canoeing, golf, hang-gliding, kitesurfing, mountain biking, rock climbing, scuba diving, skydiving, windsurfing) Sports equipment (board, club, flippers, goggles, life jacket, mask, oxygen tank, paddle, parachute, wetsuit)	Present perfect (already, yet, just, ever and never)
A World of Wonder 1 (Modules 1-4) (pp. 66-67)		
5 Extreme Earth (pp. 68-81)	Natural disasters (avalanche, drought, earthquake, flood, forest fire, hurricane, tornado, volcanic eruption) Survival kit (blanket, camp stove, cool box, first-aid kit, fishing rod, matches, penknife, whistle)	Zero conditional must may
6 Happy Helpers! (pp. 82-95)	Charities (collect food, design badges, donate clothes, have a cake sale, have an art fair, organise a marathon, raise money, sell second-hand toys) Ambitions (become famous, graduate from university, help out in the community, meet a world leader, publish a book, start my own business, travel abroad, win an Olympic medal)	going to will
Wonder Tales 2 (pp. 96-97) The Oak and the Reeds (Value: It's better to bend than to break!)		
7 Go Shopping (pp. 98-111)	Shops (bookshop, cake shop, chemist's, clothes shop, department store, electrical shop, florist's, jeweller's, newsagent's, shopping centre) Products (belt, bouquet, bracelet, earrings, fan, magazine, necklace, newspaper, plaster, top)	Indefinite pronouns First conditional
8 Our Amazing World! (pp. 112-125)	Monuments (bridge, column, fortress, fountain, palace, ruins, statue, temple) Materials (clay, gold, iron, limestone, marble, nylon, silver, wax)	The passive (present simple) is/was made of
A World of Wonder 2 (Modules 5-8) (pp. 126-127) Mega Wonder Challenge (p. 128)		






Thinking Skills	Project	Talking Point/ Portfolio	CLIL	Sounds and Words
Interpreting visual information Self-reflection Lateral thinking				
Self-reflection Interpreting information Creative thinking Applying world knowledge Identifying (visual) information Logical thinking Forming an opinion	Schools in Japan (Geography)	Speaking: Giving directions Writing: A blog entry	Dos and Don'ts in the ICT Room (ICT)	/s/ sound spellings place class course
Self-reflection Interpreting information Creative thinking Logical thinking Recalling information	A poster about a play (English)	Speaking: Buying a ticket Writing: An email about a film	Sound Effects (Drama)	Adjective endings: -ing, -al interesting magical
Applying world knowledge Logical thinking Self-reflection Interpreting information Organising and selecting ideas Recalling information Decision making Creative thinking	Homes Around the World (Geography)	Speaking: Offering help Writing: An email about your new home	Maps (Geography)	International Words in English taxi bungalow sushi karate ballet pizza igloo
Applying world knowledge Logical thinking Combining ideas to form a new whole Self-reflection Sequencing/Interpreting information Organising and selecting ideas Interpreting information Decision making	Greenhill School Pool Rules (PE)	Speaking: Inviting – Accepting/Refusing Writing: A survey about sports	Friction (Science)	Person suffixes: -er, -or and -ist golfer actor artist
Applying world knowledge Interpreting information Logical thinking Prioritising Organising and selecting ideas Selecting facts Evaluating information	My Disaster Plan for An Earthquake (Social Science)	Speaking: Making an emergency phone call Writing: An email about a natural disaster	The Titanic (History)	Words within words earth – ear forest – rest
Applying world knowledge Creative thinking Interpreting (visual) information Self-reflection Forming an opinion	My Future Ambition (Social Science)	Speaking: Finding ways to raise money Writing: An email about organising a charity event	All Different – All Equal! (Social Science)	/eə/ sound spellings care fair wear
Self-reflection Interpreting (visual) information Logical thinking Combining ideas to form a new whole Organising and selecting ideas Lateral thinking Mathematical thinking Creative thinking	Open-air Markets Around the World (Geography)	Speaking: Buying a present for a friend Writing: A product review	Counting Money (Maths)	Homophones cheque – check
Applying world knowledge Logical thinking Selecting facts and ideas Organising and selecting ideas Interpreting visual information Self-reflection	Amazing Monuments (History)	Speaking: Asking for information Writing: A holiday email to a friend	3D Art (Art)	Silent Letters temple badge autumn night



5 Extreme Earth



1  **How long ago did dinosaurs live? Why did they disappear?**

2  **Listen. Repeat. What is a natural disaster? Are any of these natural disasters common in your country?**

3  **Read and write the natural disaster.**

- 1 A storm with a violent wind. **hurricane**
- 2 A long period of time with no rain.

- 3 Snow or ice sliding down a mountain quickly. _____
- 4 Lakes and rivers overflowing because of too much rain. _____
- 5 Shaking of the earth's surface.

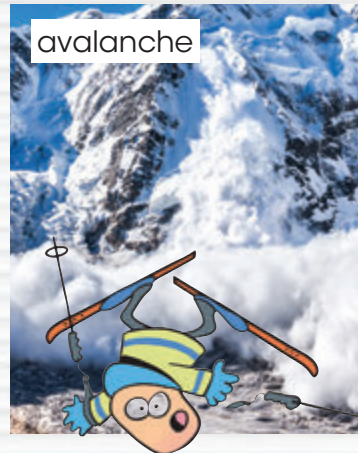
- 6 Lava, gas and ashes coming out of a hole in the earth's surface. _____
- 7 Uncontrolled fire in a forest. _____
- 8 A strong wind that blows in a circle.

4  **Read and answer.**

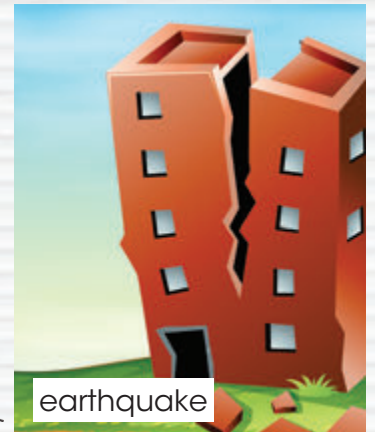
Which natural disasters involve ...

- 1 buildings or rocks moving?
- 2 water or no water?
- 3 hot temperatures?
- 4 cold temperatures?
- 5 strong winds?

Game  **Let's play!**



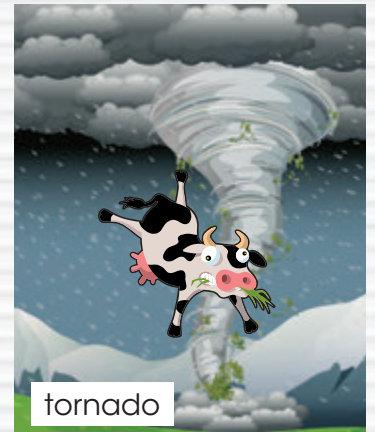
avalanche



earthquake



hurricane



tornado



volcanic eruption



flood



drought



forest fire

The Big Bang!

1   Listen and read. How can Carlos and Cody make their volcano erupt?



1

Mr Tanaka: OK, class. Today we're making model volcanoes that erupt with lava! You can present them at the science fair.

Carlos: This is going to be really cool!

Mr Tanaka: First, you should make your model volcano. Then mix water, vinegar and soap and put it inside.

Cody: What next?

Mr Tanaka: Now, to make your volcano erupt, add the soda. You shouldn't put in too much, though. The best volcano gets a prize.

Carlos: It's a great idea to make a model volcano together for the science fair.

Cody: Yes! I can't wait to make it explode!

Carlos: Oh, no! Is that it?

Mr Tanaka: Sorry, boys! It looks like you didn't put in enough soda. You should put in more.

Carlos: That's a shame. I really wanted to win a prize.

ROLO: Umm ... maybe you still can!

2



3

Carlos: Wow! Look at all that lava! It's incredible!

Cody: ROLO, that's awesome!

Mr Tanaka: Well, boys, your experiment was not great, but your volcano looks amazing! After all, it's the effort that counts the most.

Carlos: Thank you, sir.

Cody: And thank you, ROLO!

2 Read again. Replace the words in bold with words from the text.

- 1 They should put **them** in the model volcano.
- 2 The boys didn't put enough **of it** in their model volcano.
- 3 **It** comes out from the crater of the boys' volcano.
- 4 **He** is pleased with Cody and Carlos.

Wonder Grammar

If you **drop** an apple into water, it **floats**.

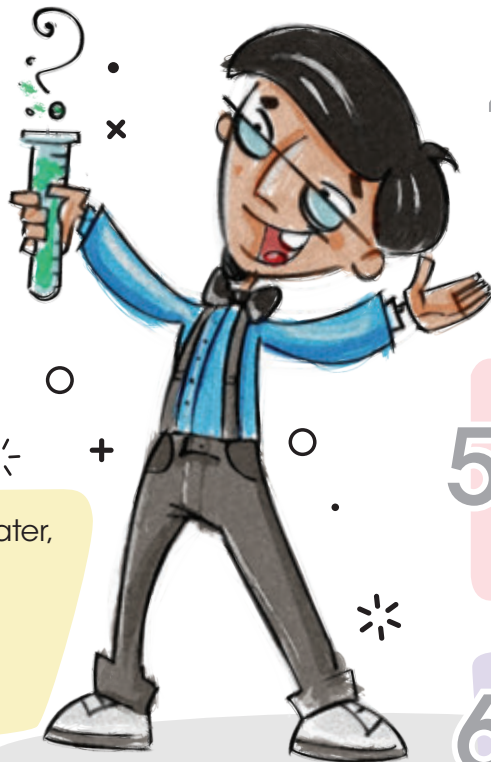


3 All about Science! Read and choose.

1 If you put oil in water, it
 a floats.
 b sinks.
 c mixes.

2 If you put a penny in vinegar for 30 seconds, it
 a melts.
 b turns green.
 c becomes clean.

3 If you add lemon juice to water, you make
 a a delicious sauce.
 b invisible ink.
 c quicksand.



4 If you put a water balloon over the mouth of a hot bottle, it
 a blows up.
 b goes inside the bottle.
 c gets bigger.

5 If you mix yellow and blue, you make
 a pink.
 b purple.
 c green.

6 If you throw salt on ice and snow, it
 a melts.
 b boils.
 c becomes thicker.

In groups, do the experiments and check your answers.

4 Match to make sentences. Say.

A an underwater volcano/erupt	you/put ice in cola	you/hold your nose
you/hold a balloon to your ear	you/mix black, red and yellow	you/drop a coin into water

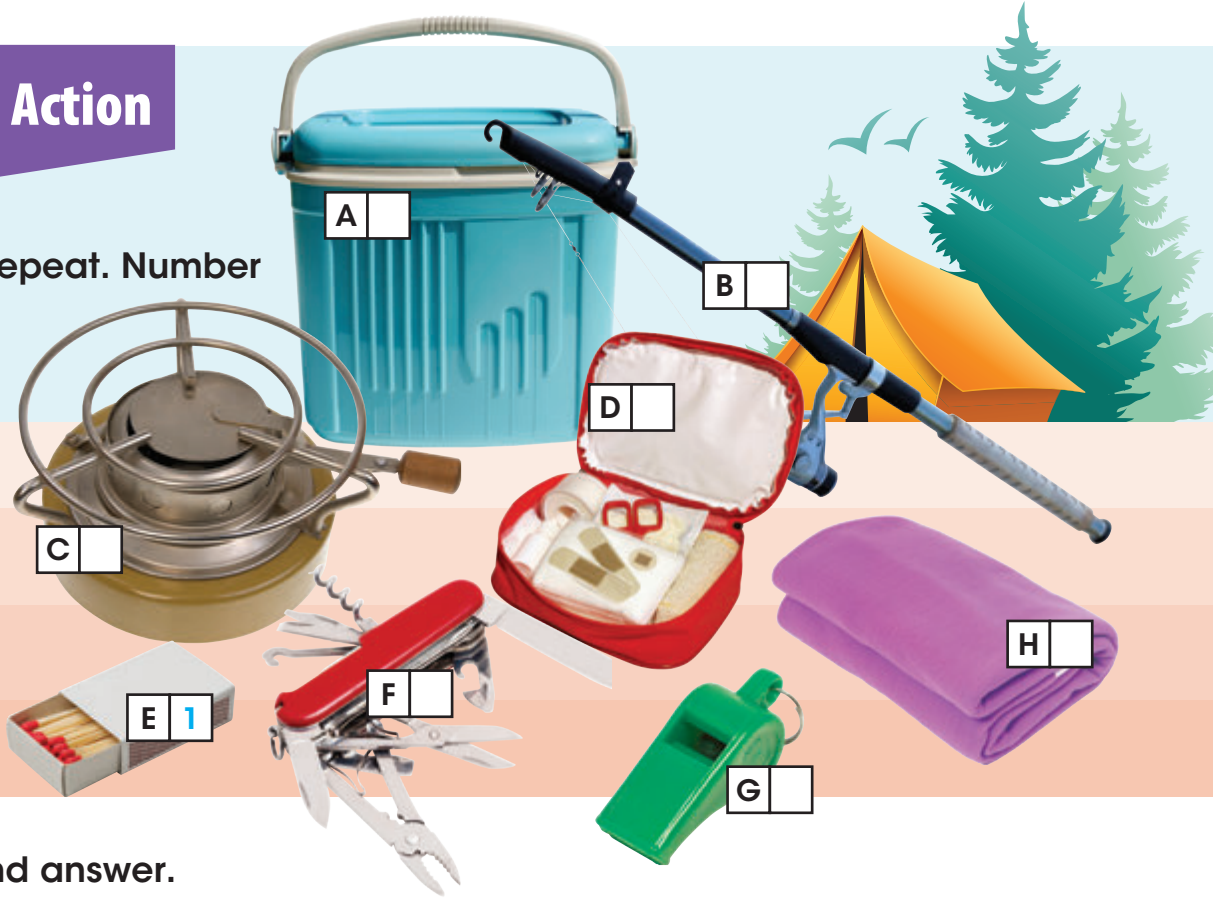
B it/float	you/make brown	you/hear things louder
you/not taste what you eat	it/sink	big waves/appear

If an underwater volcano erupts, big waves appear.

Language in Action

1 Listen. Repeat. Number the pictures.

- 1 matches
- 2 whistle
- 3 camp stove
- 4 blanket
- 5 first-aid kit
- 6 fishing rod
- 7 cool box
- 8 penknife



2 **Think** Read and answer.

What can you use ...

- | | |
|---------------------------------------|---|
| 1 to light a campfire? matches | 5 to keep warm at night? |
| 2 when you get hurt? | 6 to let people know when you are in trouble? |
| 3 to keep your food and drinks cool? | 7 to cook your food? |
| 4 to cut things with? | 8 to catch fish? |

3 **Think** **VALUES** Imagine there has been a tornado warning for your area. In pairs, prepare a list of 6 things to take with you to your basement. Give reasons.

- penknife
- torch
- radio
- compass
- sunglasses
- pocket mirror
- bottled water
- tins of food
- fishing rod
- first-aid kit
- whistle



When there is a tornado, you **must** go to the basement.

You **mustn't** go outside.

You **may** stay there for a while, so you **must** have some food with you.



4 Listen and match. Then say.

1 B SAFETY TIPS

- Get under a table or a desk.
- Don't stand near windows.

2 SAFETY TIPS

- Move to higher ground.
- Don't move through moving water.

3 SAFETY TIPS

- Wear goggles to protect your eyes.
- Don't wear T-shirts and shorts.

4 SAFETY TIPS

- Call the Fire Brigade.
- Walk into the wind.

A VOLCANIC
ERUPTION

B EARTHQUAKE

C FOREST FIRE

D FLOOD

When there's an earthquake, we must ...



5 Find some safety tips about hurricanes and avalanches. In pairs, make a poster. Present it to the class.

6 Look and say.



It may be a whistle!

1



2



3



4





5



6



Safe in the Desert?

1   Are you a survivor? Read and choose. Then listen and check.

1 Your group is exploring the desert and you are lost. What must you do?
A Enjoy the sun and relax.
B Move slowly to save the water in your body.
C Walk for as long as you can.

2 There's a sandstorm. You mustn't ...
A try to run away from it.
B hide behind big rocks.
C cover your face and stay low.

3 You've got some food and water. You must ...
A use the water to wash your face.
B eat the food when you aren't hungry.
C only eat and drink a little.

4 You want to find some food and water. You mustn't eat/drink ...
A water from a cactus.
B fruit from a cactus.
C flowers from a cactus.

5 You decide to go and look for help. What mustn't you do?
A Travel in the early morning.
B Stay in the shade and keep cool.
C Go in the middle of the day.

6 What must you do at night?
A Keep walking because it's cooler.
B Make a fire to keep warm and to show where you are.
C Dig a hole to sleep in.

Scores:

1-2 You must learn some survival skills!

5-6 Well done! You are a survivor!

3-4 You need to learn some more!

2



Talk with your friend.

FIRE DRILL



When you hear the fire alarm at school,

- stop what you are doing.
- get in line.
- follow the teacher.
- walk to the meeting point outside.
- wait quietly.
- don't play, talk or push.



- A:** What must we do when we hear the fire alarm?
B: First, we must stop what we're doing.
A: Then, what?
B: Then we must ... and We must ... and
A: What mustn't we do?
B: We mustn't ..., ... or

My Disaster Plan for An Earthquake



by Sam Brown



I must locate safe spots in each room:

This may be under the kitchen table, against a wall, but away from a window, under my bed, etc.

I must always carry emergency phone numbers with me:

I must make sure to have my mum's and my dad's phone numbers and the number for emergency services.



I must prepare an emergency kit with my family:

Our emergency kit must include bottles of water, tins of food, pet food, a torch, a radio and batteries. Also, a first-aid kit in case someone gets hurt.

I must know where to find the emergency kit:

Everyone in the family knows that our emergency kit is in the kitchen cupboard.



I must keep my pets safe:


I must put the dog on a lead and the cat in a pet carrier so that they don't get frightened and run away.



3  Listen and read. Answer the questions.

- 1 Which are some of the safe spots in Sam's house?
- 2 What phone numbers must Sam have with him?
- 3 What is there in Sam's emergency kit?
- 4 Where is the emergency kit?
- 5 What must he do to keep his pets safe?

4  **Think** Think of a natural disaster. Tell the class about your disaster plan for it. Use the questions in Ex. 3.

5  **SHOW and Tell** Make your own disaster plan for a natural disaster. Present it to the class.



Talking Point

1



Listen and read. What is John reporting?

Operator: Hello, emergency services. **Which service?**

Boy: **The fire brigade**, please!

Operator: **What seems to be the problem?**

Boy: **There's a fire at my house.**

Operator: **Can you tell me** your name and address, please?

Boy: Yes, my name's **John Evans** and my **address is 29, Blackburn Road, Little Town.**

Operator: Don't worry! **Try to hold the line.** The **fire brigade is** on its way.



is the emergency number for the UK! What's the emergency number in your country?

2



Which emergency service do you need if ...

- 1 someone steals your dad's car?
- 2 there is a forest fire?
- 3 there is a car crash?
- 4 your neighbour breaks his/her leg?

• fire brigade • police • ambulance

3




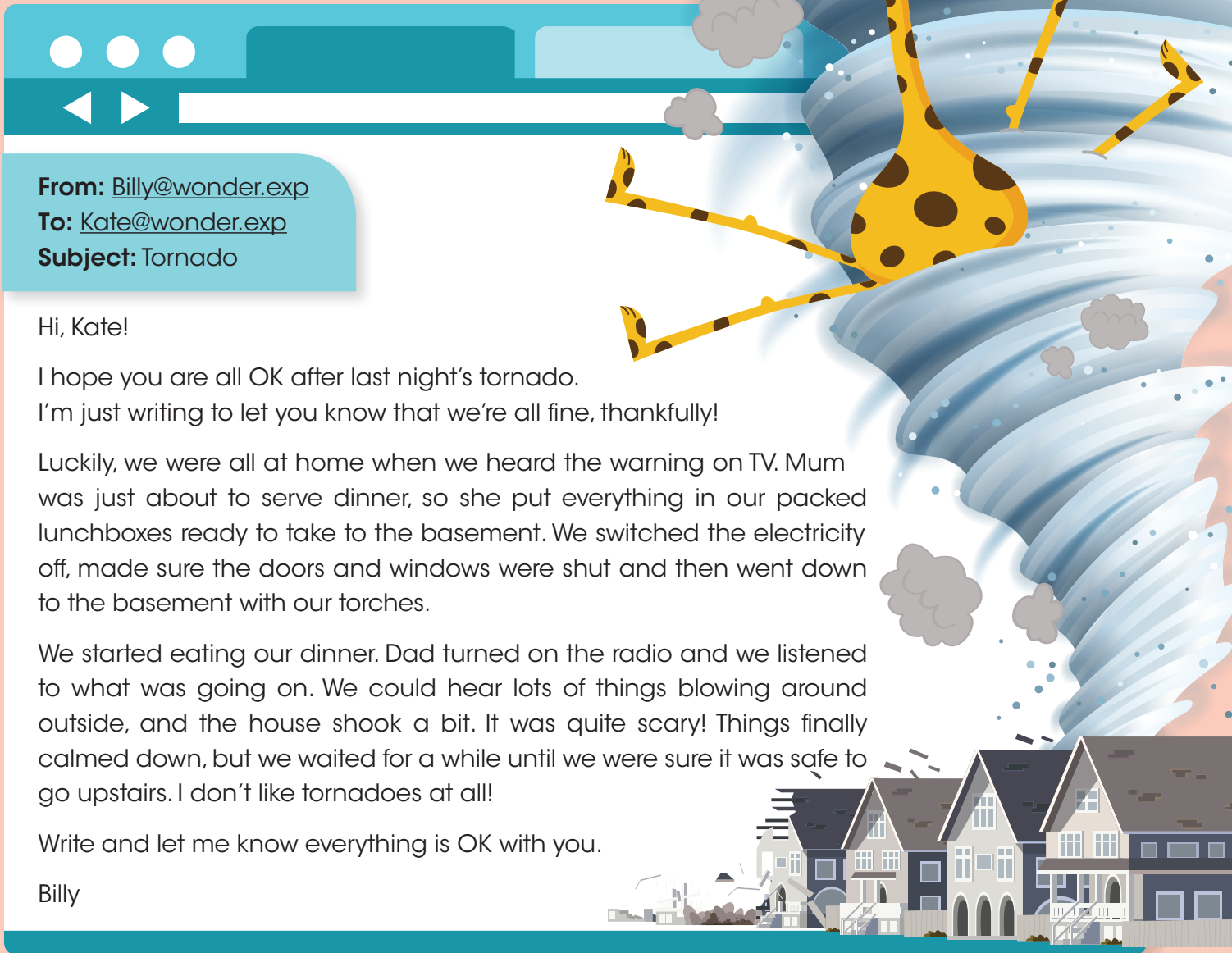
ROLE PLAY: Take roles and act out a dialogue similar to the one in Ex. 1. Use the ideas from Ex. 2.

Useful Language

Operator

- Which service?
- Which service do you want/need?
- What seems to be the problem?
- What's wrong?
- Can/Could you tell me your name and address, please?
- Try to hold the line.
- Try to stay on the line.

1  Listen and read. Where did Billy and his family go when they heard the warning?



From: Billy@wonder.exp
To: Kate@wonder.exp
Subject: Tornado

Hi, Kate!

I hope you are all OK after last night's tornado. I'm just writing to let you know that we're all fine, thankfully!

Luckily, we were all at home when we heard the warning on TV. Mum was just about to serve dinner, so she put everything in our packed lunchboxes ready to take to the basement. We switched the electricity off, made sure the doors and windows were shut and then went down to the basement with our torches.


We started eating our dinner. Dad turned on the radio and we listened to what was going on. We could hear lots of things blowing around outside, and the house shook a bit. It was quite scary! Things finally calmed down, but we waited for a while until we were sure it was safe to go upstairs. I don't like tornadoes at all!

Write and let me know everything is OK with you.

Billy

2 Read and put the sentences in the correct order.

- | | |
|--|---|
| A <input type="checkbox"/> They went to the basement. | D <input type="checkbox"/> Billy's mum put their dinner in lunchboxes. |
| B <input checked="" type="checkbox"/> Billy and his family heard the tornado warning on TV. | E <input type="checkbox"/> They went upstairs when it was safe again. |
| C <input type="checkbox"/> They ate dinner and listened to the radio. | F <input type="checkbox"/> They switched off the electricity and closed doors and windows. |

3  Imagine there was a hurricane or an earthquake in your area yesterday. Write an email to your friend letting him/her know all about it.

1



Read and circle. Then listen and check.



the Titanic

The *Titanic* was the biggest and most luxurious **1) passenger / traveller** ship of its time. It was like a floating **2) palace / castle!** People called the *Titanic* 'unsinkable'. It sailed for the first time from Southampton, England, to New York with 2,223 people on **3) holiday / board**.

Late at night on 14 April, 1912, the boat hit a(n) **4) iceberg / mountain** and sank in the early hours of 15 April. Over 1,500 people died and only 705 people **5) survived / saved**. There were not enough lifeboats for everyone!

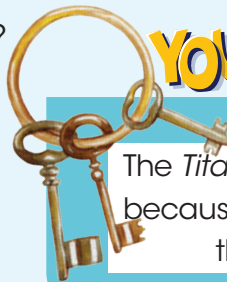
In 1985, people found the *Titanic* at the **6) bottom / deep** of the sea. They found many things, including a violin belonging to a musician from the **7) crew / band** and a **8) watch / clock** showing 2:16, the time its owner Edmund Stone fell into the icy cold water.

In 1997, the film *Titanic* with Kate Winslet and Leonardo DiCaprio came out and it was one of the most successful films of all time!

2 Read again and answer the questions.

- 1 How many people were on the *Titanic*?
- 2 When did it sink?
- 3 How many people died? How many survived?
- 4 What were some of the things they found on the *Titanic*?

DID YOU KNOW?



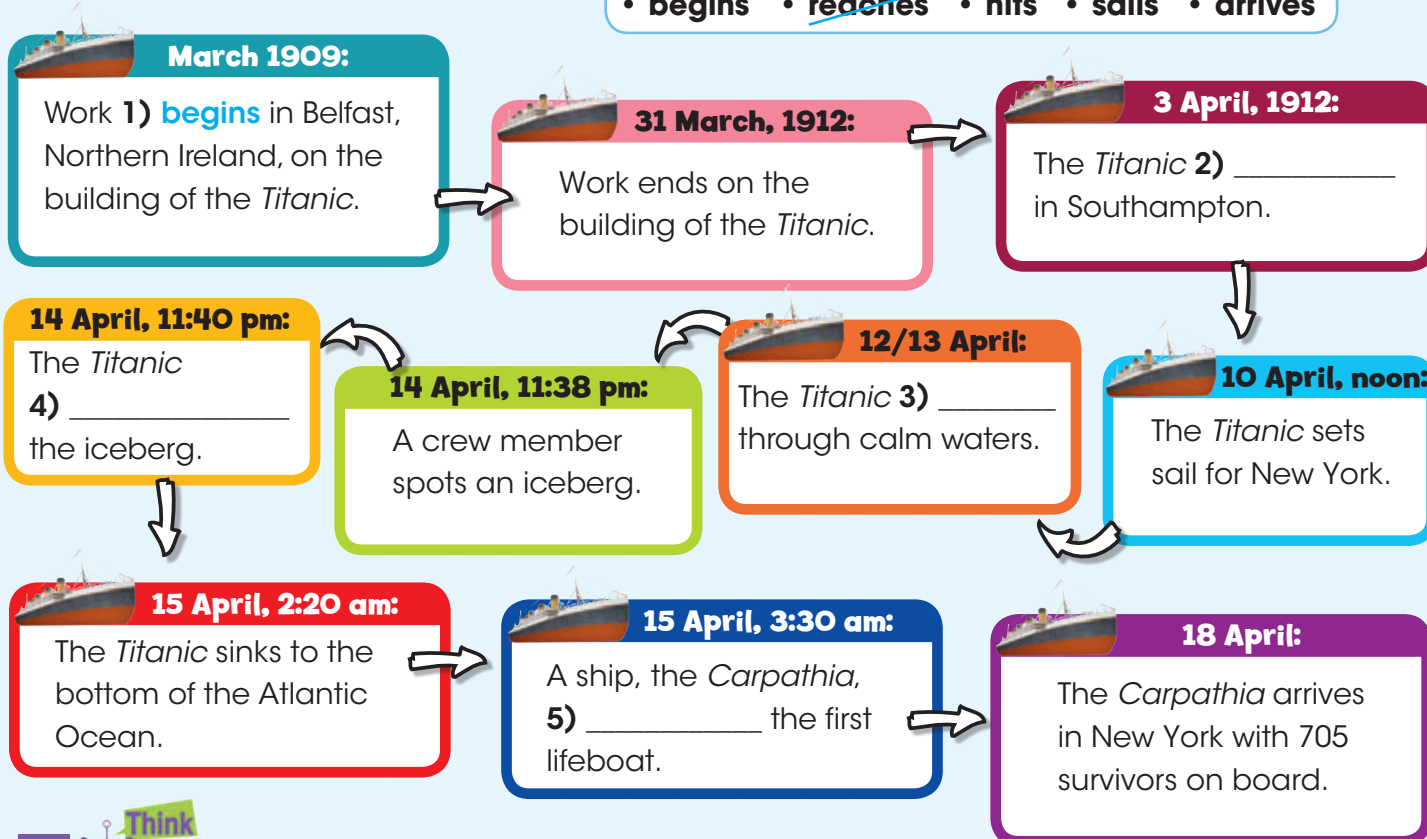
The *Titanic* crew didn't have binoculars because they were in a cupboard and they couldn't find the key!



the Titanic Timeline

3 Read, choose and complete.

• begins • reaches • hits • sails • arrives



Think Ask your friend 2 questions about the *Titanic*.

A: When did work begin on the *Titanic*?

B: In March 1909.

4 **ICT** **Fact or Fiction?** In pairs, decide and write. Check your answers online or with your teacher.

- 1 The *Titanic* was 269 metres long, the same as three football fields. _____
- 2 There were animals on board the ship, including an elephant. _____
- 3 There was a band on board and they carried on playing music while the ship was sinking. _____
- 4 None of the band members survived. _____
- 5 They didn't know where the iceberg came from. _____
- 6 Captain Edward John Smith didn't leave the sinking ship. _____

Fact?

Fiction?

5 **ICT** **SHOW and TELL** Find some more facts about the *Titanic*. In groups, make a poster. Present it to the class. Think about: **facilities, food, activities, famous passengers.**

SONG Time!



1  Read and choose. Then listen and check.

Be Prepared!

When we are at 1) **house** / **home** indoors,
We should feel 2) **safe** / **save** and sound,
But tornadoes, floods and earthquakes
Can make our lovely homes fall down!

Be smart and safe every day,
Make sure you 3) **have** / **include** a plan.
When disaster 4) **attacks** / **strikes** suddenly,
You must act as fast as you can!

Always be prepared -
5) **Expect** / **Look the unexpected.**
Keep 6) **relax** / **calm** and use your head,
Make sure you are protected!

You should find a place to go -
Get out of danger's 7) **way** / **road**!
Call the emergency 8) **kit** / **service**
And they will come to save the day!



•  Sing the *Be Prepared!* song!

2 Read the song again and find words that mean ...

1 **be ready** 2 **without warning**

3 **don't panic** 4 **inside**

5 **alive and well** 6 **hits**



SOUNDS and Words

Words within words

Finding **words within words** can help you remember their spelling.

1 Find ...

- 1 a part of the body in **earth**.
- 2 something relaxing in **forest**.
- 3 something noisy in **clouds**.
- 4 a container in **hurricane**.
- 5 'how old' in **damage**.
- 6 a small animal in **elephant**.

2 Find and circle the **word within the word**.



1 **earth**



2 **crater**



3 **erupt**



4 **volcano**



5 **tsunami**



6 **volcanoes**

i Wonder 5
EXTRA
RESOURCES

Think

1 Read and choose the odd one out. Give reasons.

- 1
- a flood
 - b sun**
 - c earthquake
 - d tornado

- 2
- a avalanche
 - b snow
 - c mountain
 - d building

- 3
- a hurricane
 - b wind
 - c gas
 - d storm

- 4
- a camp stove
 - b drought
 - c fishing rod
 - d penknife

- 5
- a snow
 - b volcano
 - c lava
 - d ashes

1 Sun is the odd one out because ...

2 Read and match.

1 If you put sand on a small fire,

2 If you freeze water,

3 If you drop ice in water,

4 If you throw paper into a fire,

A it burns.

B it floats.

C it turns into ice.

D it stops burning.

3 Read and underline.

- 1 We **must/mustn't** play with matches.
- 2 I **may/must** go camping, but I'm not sure yet.
- 3 You **must/mustn't** put out the campfire before you go to bed.
- 4 In an earthquake, you **must/mustn't** hide under a table.
- 5 This penknife **may/must not** be expensive, but it's better than the others.
- 6 You **must/may** call the emergency services to report a fire.



Now I can...



- talk about natural disasters
- talk about safety during natural disasters
- make a disaster plan for a natural disaster
- report an emergency
- write an email about a natural disaster
- talk about the *Titanic*
- find words within words

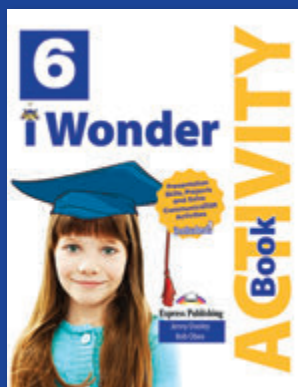
in English.



For Pupils



Pupil's Book



Activity Book

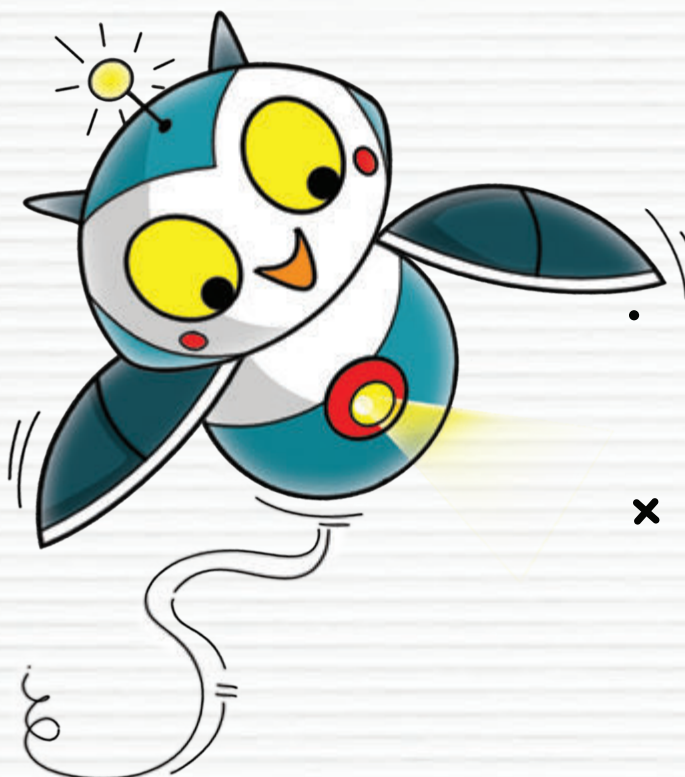
Also Available:

- Vocabulary and Grammar Practice
- Pupil's Multi-ROM (Pupil's CD/DVD)



For Teachers

- Teacher's Book (*Interleaved*)
- Picture & Word Flashcards
- Posters
- Teacher's Multimedia Resource Pack
(*Class CDs, DVD, Teacher's Resource Pack CD-ROM*)



“
Step in a
World of
Wonder!
”

6
Pupil's Book



Express Publishing

Jenny Dooley
Bob Obee



iWonder



CONTENTS

	Vocabulary	Grammar
Let's Start! (pp. 4-7)	Countries and nationalities (China – Chinese, Colombia – Colombian, Finland – Finnish, France – French, Germany – German, Nigeria – Nigerian, South Africa – South African, Turkey – Turkish)	Reflexive/Emphatic pronouns Articles (a, an, the)
1 Keep Active (pp. 8-21)	Sports (archery, fencing, figure skating, gymnastics, high jump, hurdles, long jump, motocross, rowing, water polo, waterskiing, weightlifting) Accidents and injuries (break his leg, bruise his eye, bump her head, hurt his back, pull a muscle, sprain her wrist, twist her ankle)	Present perfect Present perfect – Past simple
2 Mysteries of the World (pp. 22-35)	Mysteries (ancient civilisation, archaeological site, artefacts, expedition, landmark, treasure) Ancient Egypt (archaeologist, Egyptian god, Egyptian goddess, headdress, hieroglyphics, merchant, mummy, papyrus, pharaoh, scribe)	Past simple – Past continuous Relative pronouns
Wonder Tales 1 (pp. 36-37) The Treasure in the Rice Field (Value: Good things come to those who wait!)		
3 Beyond the Stars (pp. 38-51)	The Solar System (Earth, Jupiter, Mars, Mercury, Neptune, Saturn, Sun, Uranus, Venus) Space (control panel, countdown clock, crater, headset, orbit, satellite, space laboratory, spacecraft, spacesuit)	going to will Infinitive -ing form
4 Go Green (pp. 52-65)	Eco-friendly schools (collect rainwater, have a greenhouse, have clean-up days, organise a carpool, recycle paper, aluminium, glass and plastic, start a compost bin, turn off the lights, use solar energy) Environmental problems (acid rain, air pollution, chemical waste, climate change, deforestation, endangered animals, littering, melting ice caps)	can have to Zero/First conditional
A World of Wonder 1 (Modules 1-4) (pp. 66-67)		
5 Food Around the World (pp. 68-81)	International food (beef, cabbage, garlic, lobster, mushrooms, noodles, prawns, spinach, turkey, walnuts) Cooking instructions (bake, boil, chop, fry, grate, mash, peel, slice)	Second conditional a lot of/much/many a few/a little
6 Marvellous Machines (pp. 82-95)	Tools (drill, hammer, nail, pliers, saw, screwdriver, spanner, tape measure) Inventions (iron, light bulb, microscope, printing press, steam train, telescope, test tube, typewriter)	The passive (present simple – past simple)
Wonder Tales 2 (pp. 96-97) The Lord of the Cranes (Value: Be kind and generous to others!)		
7 Literature is Great! (pp. 98-111)	Types of books (autobiography, biography, fable, fairy tale, fantasy, mystery, poetry) Places of entertainment (3D cinema complex, aquarium, art gallery, bowling alley, concert hall, ice rink, stadium, theme park)	Reported speech (statements – commands)
8 Going Places (pp. 112-125)	At the airport (baggage claim, boarding gate, boarding pass, check-in desk, departure lounge, flight attendant, hand luggage, security checkpoint) Holiday problems (food poisoning, get bitten by an insect, get lost, get sunburnt, long queues, lose luggage, lose passport, miss the flight)	Present continuous (future meaning) wishes
A World of Wonder 2 (Modules 5-8) (pp. 126-127) Mega Wonder Challenge (p. 128)		





Thinking Skills	Project	Talking Point/ Portfolio	CLIL	Sounds and Words
Self-reflection Combining ideas to form a new whole				
Applying world knowledge Interpreting information Organising and selecting ideas Self-reflection Creative thinking	The History of Surfing (History)	Speaking: Expressing sympathy Writing: An email giving news	The Circulatory System (Science)	Adjective endings painful tiring sleepy nervous
Applying world knowledge Combining ideas to form a new whole Creative thinking Organising and selecting ideas Forming an opinion Recalling information	King Tut (History)	Speaking: Reacting to news Writing: A comment to a blog entry	Fossils (Science)	-ian and -ion endings Egyptian Persian magician action
Self-reflection Interpreting information Applying world knowledge Forming an opinion Organising and selecting ideas Making decisions Recalling information	All about Saturn (Science)	Speaking: Talking about future plans Writing: A post in a forum	The Phases of the Moon (Science)	Compound nouns spaceship space shuttle check-in
Applying world knowledge Combining ideas to form a new whole Interpreting information Lateral thinking Organising and selecting ideas Creative thinking Interpreting visual information	Reduce, Reuse, Recycle (Science)	Speaking: Making and responding to suggestions Writing: An email about an environmental club	Plastic in our Oceans (Geography)	Spelling /l/ tunnel small hole
Self-reflection Applying world knowledge Organising and selecting ideas Separating a whole into component parts Creative thinking Interpreting information	Spanish Omelette (Design and Technology)	Speaking: Ordering at a café Writing: A comment to a blog about a traditional food	Food Labels (Design and Technology)	Double letters fatty foods chopped peppers
Interpreting (visual) information Applying world knowledge Organising and selecting ideas Creative thinking	All About Computers! (History)	Speaking: Returning a faulty product Writing: A biography of a famous inventor	Simple Machines (Science)	-er and -re endings dishwasher wire
Self-reflection Making connections Creative thinking Organising and selecting ideas Identifying information	A back cover for a book (English)	Speaking: Asking and answering about a past event Writing: A story	Poetry (English)	-ary, -ery and -ory endings diary mystery memory
Self-reflection Making connections Organising and selecting ideas Applying world knowledge Creative thinking	Experience Egypt! (Geography)	Speaking: Checking in at the airport Writing: A postcard	Animal Migration (Science)	The /u:/ sound queue room chew cute



Sample pages from i Wonder 6 - Pupil's Book

6 Marvellous Machines

Time to Wonder **6**

1 Look at the pictures. Which would you use to **take a photo?** **go to school?** **do your homework?** **make a drink?**

2 Listen. Repeat. Number the pictures. What are these tools usually made of?

3 Read and say. Which of the things in Ex. 2 is/are used for ...

4 Let's play!

1 screwdriver **3** saw **5** spanner **7** pliers

2 tape measure **4** hammer **6** drill **8** nail

1 hanging pictures on the wall? **5** making holes into a wall?

2 nailing a nail into wood? **6** twisting wires?

3 checking the length of an object? **7** turning screws?

4 cutting wood? **8** turning nuts and bolts?

1 It's made of wood and metal.

2 Yes, it is!

3 That's right!

4 Is it used for cutting wood?

5 Is it a saw?

82 **83**

WONDER Skills All About CARS!

WONDER Skills **6** History

1 Listen and choose.

1 In 1769, who built a steam car?
A Nicolas Cugnot B Henry Ford
C Karl Benz

2 When did Karl Benz invent the first petrol automobile?
A in 1975 B in 1985 C in 1885

3 What was the name of the car Henry Ford produced in 1908?
A Model T B Model M C Model F

4 What was used in cars for the first time in 1997?
A airbags B seat belts C horns

5 What kind of car was designed in 1916?
A with keys B with windows
C with doors

6 In 1970, a car travelled at what speed for the first time?
A 50 km/h B 300 km/h
C 1,000 km/h

7 When were the first hybrid electric cars produced?
A in 2007 B in 1997 C in 1987

2 **ICT** All about planes! Read and choose. Check your answers online or with your teacher.

3 **ROLE PLAY:** In pairs, act out the interview.

Pupil A: You love cars and planes. You want to find out everything about them. Ask Pupil B questions.

Pupil B: You are a History teacher and you know everything about cars and planes. Answer Pupil A's questions.

All About Computers!

1822 The world's first computer was designed by Charles Babbage.

1939 The ABC was created by Physic professor John Vincent Atanasoff and his student Clifford Berry. It was the world's first electronic digital computer.

1964 The first modern home computer was invented by Douglas Engelbart, the man who invented the mouse. It was much smaller than the ABC.

1975 The first personal computers went on sale. Now people could have a computer in their home!

1991 The World Wide Web was invented by Tim Berners-Lee. The world of computers hasn't been the same since!

1983 The internet as we know it was born when scientists started linking networks together.

3 Listen and read. Answer the questions.

4 **ICT** Think about your favourite invention. Find some important facts about it and tell the class.

5 Make a timeline about your favourite invention. Present it to the class.

DID YOU KNOW?

- The Wright / Gijman brothers invented and flew the first plane in 1903.
- January, 1914: The world's first passenger flight took place in Australia / the USA.
- September, 1924 / 1954: For the first time people flew around the world in 375 days!
- May, 1927: First nonstop solo flight across the Atlantic / Indian Ocean by Charles Lindbergh.
- 2014: First solar / wind powered flight around the world.

88 **89**

Sample pages from i Wonder 6 - Activity Book



Presentation Skills 1

An Ancient Civilisation

1 Listen to Jack presenting an ancient civilisation and circle the correct answers.

- During the Roman Empire, nearly all the _____ went back to the city of Rome.
A roads B rivers
- Ancient Roman Civilisation began about _____.
A 1,000 years ago B 3,000 years ago
- The Roman Empire included _____.
A most of Europe B only the centre of Italy

2 Listen to Jack's presentation again and match the pictures he is using with the sentences below.

- The Romans built many amazing buildings, like the Colosseum.
- They also built aqueducts. Some were special bridges that carried water.
- The Romans changed the world, and many things that we have got today come from them.
- The Romans also gave us wonderful plays, stories and poetry.



Plan 3 ICT Copy and complete the spidergram about an ancient civilisation. Use the questions to help you. You can check online or with your teacher.



Prepare

4 Read. Then choose which you are going to use in the introduction and which in the conclusion of your presentation.

- Use a saying or the words of a famous person/character: There is a famous saying: "It's all Greek to me."
- Tell a joke: What do you call a musician who played for Medusa? A rock star!
- Make a statement: Ancient Greece was one of the greatest civilisations of the past.
- Ask your classmates a question: Can you imagine living in ancient Greece at the time of the Olympics?
- Get your classmates to use their senses: Close your eyes. You are standing outside the Parthenon, looking out over the ancient city of Athens. The sun is shining and the sounds of the city are filling the air.
- Play some music: Listen to this extract from a film called ...

5 ICT How much do you know about the ancient Greeks? Read and circle. Check online or with your teacher.

- Greece is in the south/north of Europe.
- The earliest Greek civilisation began almost 3,000/1,000 years ago.
- Archimedes and Pythagoras/Aristotle were ancient Greek mathematicians.
- The ancient Greeks built the Parthenon/Colosseum.
- The ancient Greeks usually wore cotton/leather sandals.
- The ancient Greeks built theatres/films which are still used.

Practise

- Rehearse your presentation.
- If it is a good idea to fine yourself. Your presentation should not be very long and fine your classmates.

Present

Present an ancient civilisation. Follow PRESENT!

Plan, prepare and practise.
Remember to use simple, short sentences.
Eye contact with your classmates is important.
Speak clearly and not too quickly.
Entertain your classmates with music, pictures, jokes, etc.
Never read from your note cards or slides.
Try to stay relaxed and keep calm.

PROJECT 2

UK Tourism Expo

BEFORE THE EVENT

1 Have you ever travelled abroad? If not, where would you like to go? What would you like to see? Say a few things a tourist would enjoy while visiting your country (sights, food, activities, etc.).

ORGANISING THE EVENT

2 You are going to organise a UK Tourism Expo day with the help of your teachers. Your teachers will put you into four groups. Each group must do something different for the Expo. Read and follow the ideas.

AFTER THE EVENT

3 Look at the photos of the Expo and choose the best ones. Work together to make a photo collage about the Expo. Put the poster up for all the school to see.

A The Advertisers

AIM To make a poster inviting pupils to the Expo and take pictures on the day of the event.

You will need:

- A piece of A3 coloured paper, pencils, pens, markers, glue, paint and other art materials
- A camera or smartphone to take pictures on the day of the event.

Before you make the poster:

- Find out what the other teams are going to do for the event.

To make the poster:

- Write the name of the event in big letters.
- Use pictures of the UK, famous sights and culture.
- Write short, catchy and easy-to-read sentences.
- Give details about the day of the event (date, place, time).
- Make up a slogan or find a quote about the UK.

Before the day of the Expo:

- Put up the poster on your school noticeboard and advertise the event.

On the day of the Expo:

- One team member should take different photos of the Expo (to use in a group poster after the event).

RIVERDALE SCHOOL UK TOURISM EXPO

Come and visit our UK Tourism Expo and learn all about visiting the UK!

- Try delicious British afternoon tea and snacks.
- See videos and presentations about UK sights.
- Learn about the British Royal family.

Saturday, May 5th, 2pm - 5pm
Main Hall, Riverdale School

"By seeing London, I have seen as much of life as the world can show."
Samuel Johnson

B The Performers

AIM To tell people about members of the British Royal family.

You will need:

- Paper or card crowns. (You can also use wigs and/or accessories.)

Decide on the roles:

- Who will be which member of the Royal family?

Before the day of the Expo:

- Do some research on the different members of the Royal family.
- Find interesting facts you can talk to visitors about.
- Memorise the information or make small prompt cards with important details.

On the day of the Expo:

- Wear your crowns and pretend to be a member of the Royal family.
- Answer visitors' questions about the Royal family or let them about the facts that you researched about the person of your choice.
- Tell visitors why the Royal family is important in the UK.



C The Informers

AIM To research and find information about important sights in the UK.

You will need:

- A computer, internet access and/or a library.

Before the event:

- Do online research and find information on:
 - important buildings in the UK;
 - famous natural and historical landmarks in the UK;
 - famous buildings and landmarks (short video clips).

On the day of the event:

- Tell visitors about important places in the UK and answer their questions.
- Play your video clips on a laptop or projector.
- Tell visitors where they can find more information about interesting places in the UK.

D The Afternoon Tea Experts

AIM To make traditional British afternoon tea.

You will need:

- English tea, sliced bread and ingredients for sandwiches, as well as ingredients for cakes and scones.

Before the day of the Expo:

- Do online research about the history of afternoon tea.
- Find out which foods people eat for afternoon tea (e.g. sandwiches, cakes and scones).

- Find recipes online for cakes and scones.
- Ask your parents to help you make the food at home and bring it to the Expo.

On the day of the Expo:

- Have a Tea Party! Offer tea and food to the visitors while you talk to them about the history of afternoon tea in the UK.



Perfect Combination of

Posters



Picture & Word Flashcards



BONUS!

The eBook offline application contains a **fully animated reader**.





AND

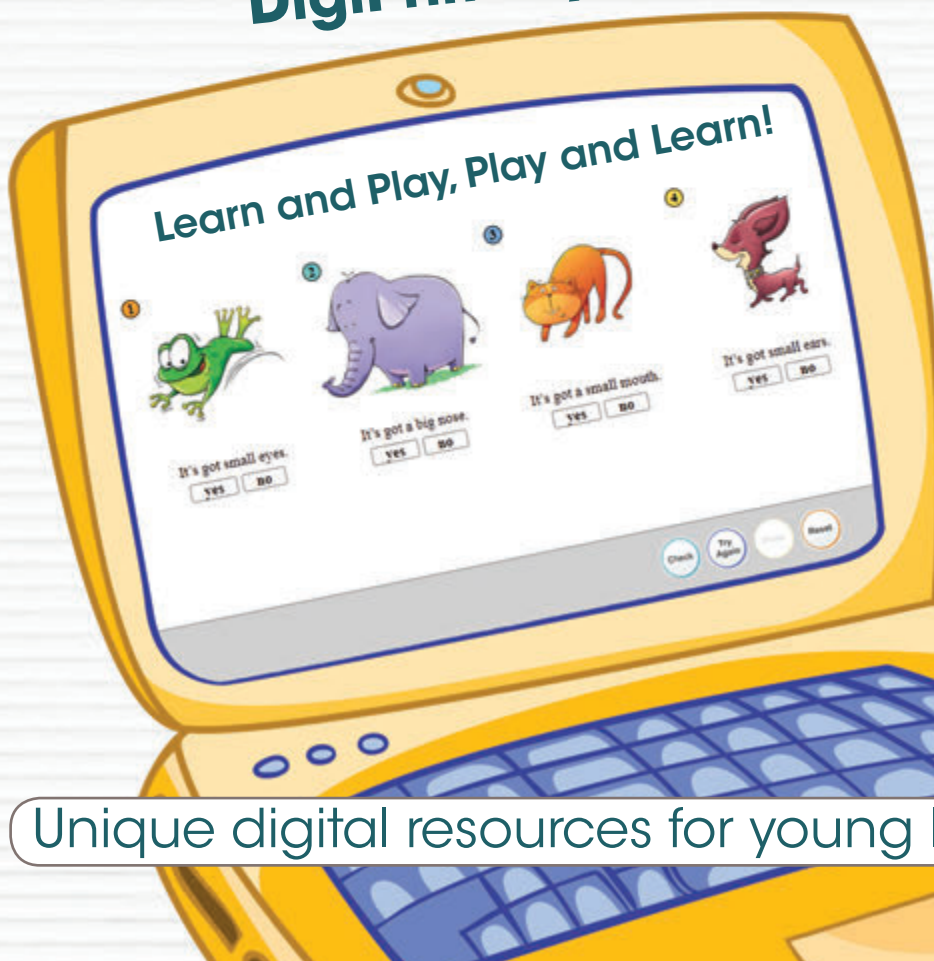


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