

5

Pupil's Book

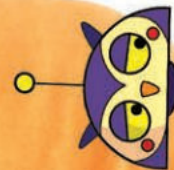


Express Publishing

Jenny Dooley
Bob Obee



I wonder



5
Pupil's Book

Jenny Dooley
Bob Obee



Express Publishing



iWonder

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



Let's Get Started!



1 Elsa, Cody, Carlos and Tara all went on holiday together last summer. What did they do? Look, read and write **True** or **False**.



- 1 They visited Italy. **True**
- 2 They stayed in Florence. _____
- 3 They collected shells. _____
- 4 They went swimming. _____
- 5 They went by train. _____
- 6 They played table tennis. _____
- 7 They went camping. _____
- 8 They rode horses. _____
- 9 They took lots of photos. _____
- 10 They ate tacos. _____



Think



What else did they do? Look again and say.



Listen and read. Talk with your friend.

- A: Hi, **Nick**. How was your holiday?
- B: Fantastic! I went to **Italy**.
- A: Really? How long did you stay in **Italy**?
- B: **A week**.
- A: What did you do there?
- B: Well, we **went camping!** What about you?



Your name **is** Penelope, **isn't** it?
You **don't** come from Portugal, **do** you?



3 Make sentences. Add question tags.

1 Maths/don't/They/like

They don't like Maths, do they?

2 They/late/again/are

3 very/She's/pretty

4 a/work/Your dad/post office/in/doesn't

5 can't/He/speak/very well/French

6 digital camera/expensive/is/It/an

4 Read and complete. Then match.

1 Your surname isn't Garcia, **is it?**

2 You come from the USA, _____?

3 You aren't sixteen, _____?

4 You don't live in the school, _____?

5 You can't speak Spanish, _____?

A No, I live with a family at 25, Green Street.

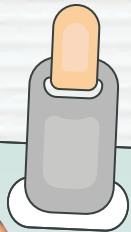
B No, it's Smith.

C No, but I can speak English and French.

D No, I'm thirteen.

E Yes, New York.

5 Read Ex. 4 again and correct the mistakes.



First Name: Anna
Surname: ~~Garcia~~ **Smith**
Country: the USA
Age: sixteen
Address: 25, Green Street
Languages: English, Spanish



International School ID card

6  **Talk with your friends.**

Find someone who ...

- 1 hasn't got a brother or a sister.
- 2 plays a musical instrument.
- 3 doesn't like dancing.
- 4 has got a pet.
- 5 can paint.
- 6 isn't good at football.

A: *You haven't got a brother or a sister, have you?*

B: *Yes, I have./No, I haven't.*

7 Listen. Repeat. Match.

- 1 practise the piano
- 2 work on a project
- 3 get a haircut
- 4 text a friend
- 5 go on safari
- 6 hang out with friends
- 7 go to a sleepover
- 8 eat out



a 5



b



c



d



e



f



g



h

6

8 Before or after? Read and complete.



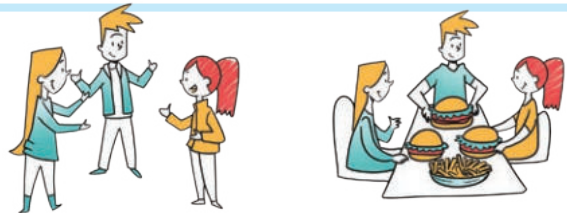
1 I practise the piano **after** I come back from school.



2 He wants to prepare a special meal _____ his parents come back from work.



3 He wants to work on his project _____ he watches TV.



4 I usually eat out _____ I meet my friends.

9 **Think** **OVER TO YOU:** Answer the questions.

What do you usually do ...

- 1 in the morning **before** you go to school?
- 2 **after** you come back from school?
- 3 **before** you go on holiday?
- 4 **after** you come back from holiday?

Game Play the *before or after* game!

10 What's Chico doing? Look and say.



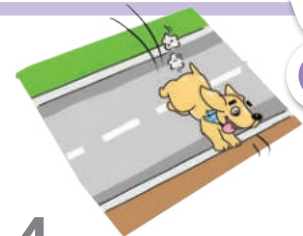
1 up the ladder



2 down the ladder



3 through the tunnel



4 across the street



5 along the street



6 into the room



7 out of the room

1 Chico's going up the ladder.

11 Listen and complete. Then read again and choose **A**, **B** or **C**.



At the Adventure Park

Go **1**) down the steps **2**) _____
 the water. Swim **3**) _____
 the lake. Get **4**) _____ the
 water, onto the blue boat. Climb
5) _____ the ladder and walk
6) _____ the bridge. Go
7) _____ the tunnel. Find the
 bell and ring it. You are finally at
 the finish!

12 **Think** Read and choose.



- 1** Which of these can you walk into?
- 2** Which things can you go up?
- 3** What can you walk along?
- 4** Which things can you climb down?
- 5** What can you go across?
- 6** What can you crawl through?

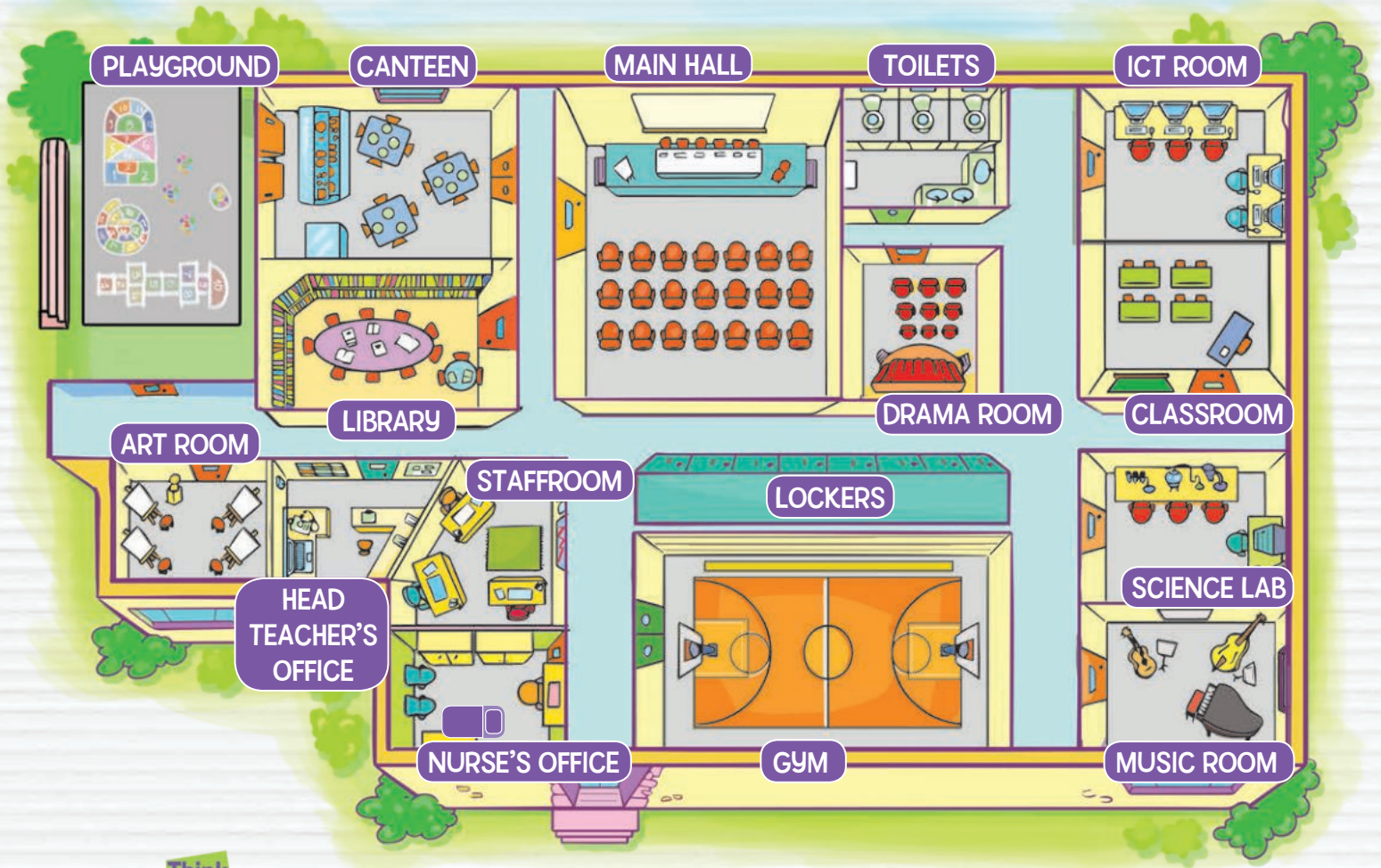
- | | | |
|--------------------------|---------------------|-------------------|
| a a sports centre | b a pencil | c a house |
| a the stairs | b a park | c a tree |
| a a lake | b a beach | c a path |
| a a mountain | b a library | c a ladder |
| a a street | b a river | c a car |
| a a tunnel | b a festival | c a hole |

1 Schools Around the World 🎓



1 **Think** Look at the pictures. Which school looks more like your school? Why? What do you do on a typical school day?

2 Listen. Repeat. What facilities are there in your school?



3 **Think** Read the notices. Match them to the school facilities.

A

Please **clear** the table of any food or drinks after lunch.

B

ASK your teacher before you use the printer.

C

CLEAN YOUR BRUSHES at the end of each lesson.

D

ALWAYS WEAR TRAINERS FOR YOUR **PE** LESSON.

E

TEACHERS ONLY

Think In groups, design notices for these school facilities.

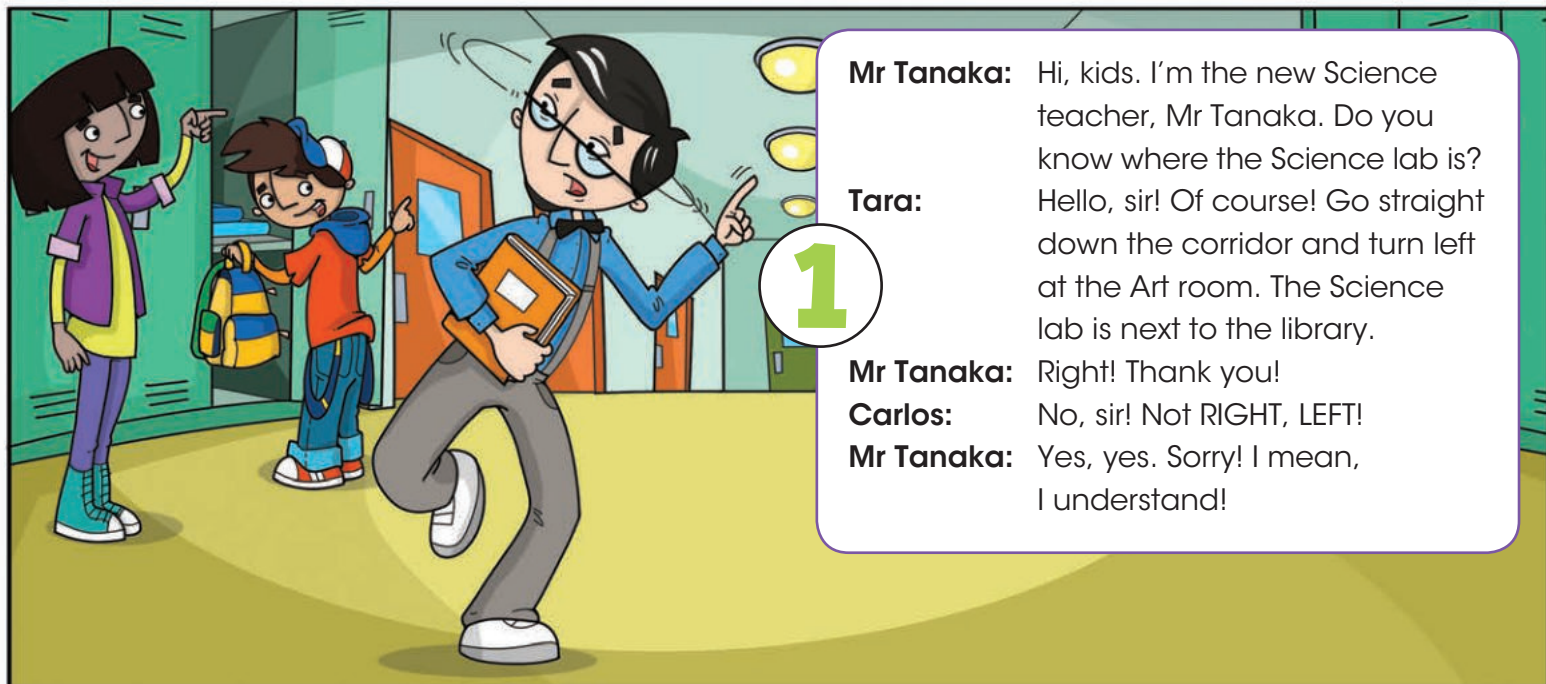
- Science Lab
- Library
- Drama Room
- Music Room

Where's the Science Lab?

1



Listen and read. What is Mr Tanaka looking for?



Mr Tanaka: Hi, kids. I'm the new Science teacher, Mr Tanaka. Do you know where the Science lab is?
Tara: Hello, sir! Of course! Go straight down the corridor and turn left at the Art room. The Science lab is next to the library.

Mr Tanaka: Right! Thank you!

Carlos: No, sir! Not RIGHT, LEFT!

Mr Tanaka: Yes, yes. Sorry! I mean, I understand!

1

Five minutes later ...

Mr Tanaka: Excuse me! I'm looking for the Science lab, but I think I'm lost.

Cody: Don't worry! It's very close.

Mr Tanaka: OK. How do I get there?

Cody: Well, keep walking, then turn left at the nurse's office, and turn left again, then turn right at the gym and then straight! Is it clear?

Mr Tanaka: Oh, dear ... I guess so ...

2



A few minutes later ...

Mr Tanaka: This isn't the Science lab! I don't believe it!

Elsa: Hello! Are you OK?

Mr Tanaka: I'm looking for the Science lab and I'm totally lost!

Elsa: Don't worry! I can show you. Let's go together!

Mr Tanaka: That's great! Thank you so much!

3

2 Read again and put a tick (✓) or a cross (X).

1 Mr Tanaka is the new Science teacher.

3 Mr Tanaka should turn left at the gym.

2 The Science lab is next to the Music room.

4 Elsa shows Mr Tanaka where the Science lab is.

WONDER Grammar

I **usually have** lunch in the school canteen, but **today I'm having** lunch in the playground.



3 Read and complete.

Reporter: Hello, Boris. Tell me about your school.

Boris: I **1** _____ (**go**) to the Vittra Telefonplan School in Stockholm, Sweden.

Reporter: What **2** _____ (**you/like**) about your school?

Boris: Well, we **3** _____ (**not/sit**) in a classroom all day.

We **4** _____ (**study**) in different areas and we usually **5** _____ (**use**) our laptops.

Reporter: Which subjects **6** _____ (**you/do**)?

Boris: We **7** _____ (**do**) all the normal school subjects, as well as interesting projects. Right now, I **8** _____ (**do**) a Science project about plants.

Reporter: Which class are you in?

Boris: I'm not in a class. I often **9** _____ (**work**) on my own and sometimes in a group. Today I **10** _____ (**work**) with my friend, Lucas.


Reporter: What about your teachers?

Boris: They're great! They always **11** _____ (**help**) us when we need it, but they also **12** _____ (**give**) us time to do things on our own.

Reporter: That sounds good.

Boris: It is! I **13** _____ (**love**) my school! Every morning, I **14** _____ (**get up**) with a big smile on my face!



 **ROLE PLAY:** Take roles and act out a similar interview about your school.

4



Let's play!

today	now	usually
does	often	are
never	do	is



Language in Action

1  Read and circle. Then listen and check.



1 have / **do**
Arts and Crafts



3 play / write
for the school
newspaper



5 sing / do
in the
school choir



7 create / write
animations



2 have / sing
Drama Class



4 do / make
experiments




6 practise / have
a sport



8 create / play
in the school
orchestra

• Which of these after-school activities do you like doing?

2  ^{Think} Where do you usually do the after-school activities in Ex. 1? Look and make sentences.



Art Room



Music Room



Drama Room



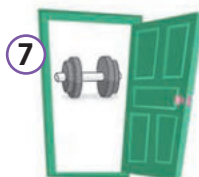
Library



Science Lab



ICT Room



Gym

3  Talk with your friend.

Where's Jimmy? Is he ready to go home?

He's doing Arts and Crafts.

OK. Let's go to the Art room and get him.

1 I usually do Arts and Crafts in the Art room.

Wonder Grammar

- I **enjoy doing** experiments.
- I'm **interested in creating** animations.
- I **don't mind having** Drama classes.
- I **want to write** for the school newspaper.



4 Read and underline.

Preston Primary School Bulletin Board

A Join the school choir



Do you enjoy
1) **singing/to sing**
and 2) **making/
to make** friends?

Then come and sing with us in the school choir. We practise in the Music room every Tuesday and Thursday at 4 pm.

C New! Create your own animation

Are you interested in 5) **creating/to create** animated cartoons? Then you need 6) **signing/to sign** up for Mr Miller's animation lessons! Classes take place every Wednesday at 3 pm in the ICT room.



B Athletics team tryouts

Do you want 3) **exercising/to exercise** and have fun? Then how about 4) **trying/to try** out for the school athletics team?

When: this Saturday at 11 am
Where: in the school playground



D Lots of laughs with Arts & Crafts

Join Ms Magee on Mondays after school and create beautiful art! We love 7) **making/to make** a mess, so wear old clothes that you don't mind 8) **getting/to get** dirty! Sign up today!



5 Listen and complete.

Interested in


Not interested in

Free on

Paula	playing sports and doing 1) athletics	Science	Mondays
Daniella	2) _____	-	Saturdays
Eric	3) _____ and computers	-	Tuesdays and 4) _____
Simon	doing something creative	5) doing _____	Wednesdays



Which after-school activities in Ex. 1 should **Paula**, **Daniella**, **Eric** and **Simon** do? Look and say.

1  Listen and answer the questions.

- 1 What after-school club does Nina go to?
- 2 When do they meet?
- 3 Where do they meet?
- 4 What activities do they do?
- 5 What are they doing this week?

ROLE PLAY: Talk with your friend.



2  **Think** Read and answer Mum's questions to David.

- 1 Where is Becky?
- 2 Where's the new football stadium?
- 3 When is the school play?
- 4 When do you have Music class?

Ellerton School Play

Friday 6 pm to 8 pm



THURSDAY

MUSIC	9:00
ART	10:15
ENGLISH	11:20
MATHS	13:10
HISTORY	14:20



From: carlz@bmail.com
To: david25@bmail.com
Subject: Football final

Dear David, 🏈🏈🏈
 The football final is at the new stadium on King Street. Do you want to come with me and my dad? Let me know.
 Carl

David,
 I'm still at Science Club. Can you please tell Mum?
 Becky

Schools in Japan

3 **Read and complete.**
Then listen and check.

- a Do they play any playground games?
- b When do children in Japan start primary school?
- c What do they do after school?
- d How do children in Japan help their school community?
- e What subjects do they study?

日本



Q: 1) When do children in Japan start primary school?

A: Children in Japan start school when they are six. There are 30 to 40 children in a typical primary school class.

Q: 2) _____

A: They study Japanese, Maths, Social Studies, Science, Music, PE and Home Economics (cooking and sewing). Each lesson lasts about 45 minutes.

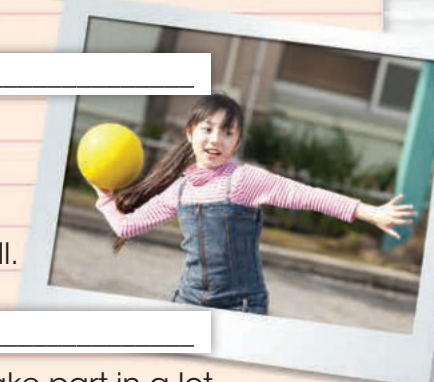
Q: 3) _____

A: There are teams of children who help out with certain activities. At lunchtime, the children take turns to serve each other food. Children also clean the classrooms and other areas of the school.



Q: 4) _____

A: During break time, children enjoy playing games in the playground. One of their favourite games is dodgeball.



Q: 5) _____

A: After school, children can take part in a lot of activities, like football, judo, tennis, arts and crafts or singing in the school choir.

Children in Japan like working hard and playing hard.
They all enjoy their school day!



4 **Think**
Use the questions in Ex. 3 and tell the class about schools in your country.

5 **In groups, do a project or make a PowerPoint® presentation about schools in your country. Present it to the class.**

Talking Point

1  Listen and read. Where does Rob need to go?

Fiona: Hi, **Rob!** How's your first day at school?

Rob: Oh, hi, **Fiona.** It's OK, but this school is bigger than my old school, so I keep getting lost all the time. Can you help me?

Fiona: Sure! What's your next lesson?

Rob: It's **ICT** in the **ICT room.**

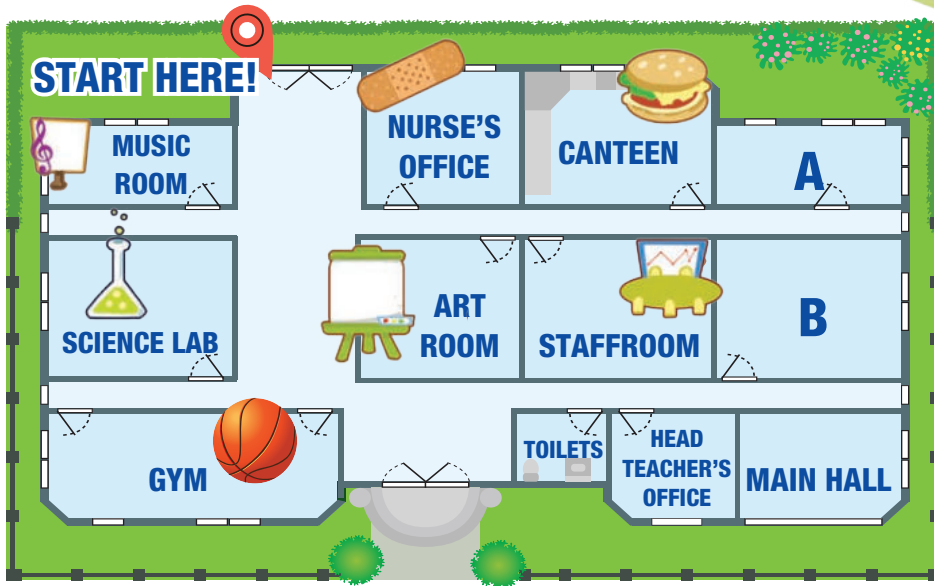
Fiona: OK. That's easy. **Go down this corridor and turn left at the nurse's office. Then walk past the canteen. The ICT room is on your left.**


Rob: Thanks, **Fiona!** Hey! Do you want to meet for lunch in the canteen?

Fiona: Sounds great. See you there!



2  **Think** Read the dialogue again. Which room is the ICT room? **A** or **B**?




3  **ROLE PLAY:** Imagine you are a new pupil at Fiona's school. Take roles and act out a dialogue similar to Ex. 1. Use the map in Ex. 2.

Useful Language

Giving directions

- Walk along/ past ...
- Go up/down/ straight ...
- Turn left/right.
- The ... is on your left/on your right/in front of you.

- 1  Listen and read. What is Kate's blog post about?

Kate's BLOG

mail
about
info
video
news
more



Hi, guys. Today I want to talk about my favourite after-school activity. I enjoy reading books and I'm really good at writing. That's why I write articles for the school newspaper.

What about you? What's your favourite after-school activity?

Kate

Comments







I love playing sports like tennis or volleyball. It's a great way to exercise. It's lots of fun, too! I play for the school football team. Why don't you try it, too?

Posted by Manuel, Spain



There are lots of activities pupils can do after school. Many of my friends are in the Science Club because they like doing experiments. What I love most is singing. That's why I joined the school choir. We meet every Monday. I'd also like to join the Art Club, but I haven't got time.

Posted by Susan, UK



I'm really interested in acting and I want to be an actor when I grow up. That's why I am a member of the school Drama Club. At the end of the year, we put on a play in the main hall at our school.


Posted by Eric, Canada

Like

- 2 Read and match.

- 1 c Kate enjoys
- 2 Manuel loves
- 3 Susan would like
- 4 Eric is interested in

- a to join the Art Club.
- b acting.
- c reading books.
- d playing sports.

- 3  PORTFOLIO Write your comment on Kate's blog.

FAVOURITE AFTER-SCHOOL ACTIVITY

WHAT IS IT?

WHY DO YOU LIKE IT?



- 1**  **Think** Listen and read. What symbol appears when a website is safe? Say.

DOS AND DON'TS IN THE ICT ROOM

- 1 Create a strong password and keep it secret.**

All pupils need a password to use a school computer. The password needs to be easy for you to remember, but difficult for others to guess. **Remember!** Never share your password with anyone and do not write it down anywhere.

- 2 Do not share your personal information online.**

Just like your password, never share your personal information online. This includes your name and surname, your birthday, your address, your telephone number and photos of you and your family.

- 3 Do not visit websites that aren't safe.**

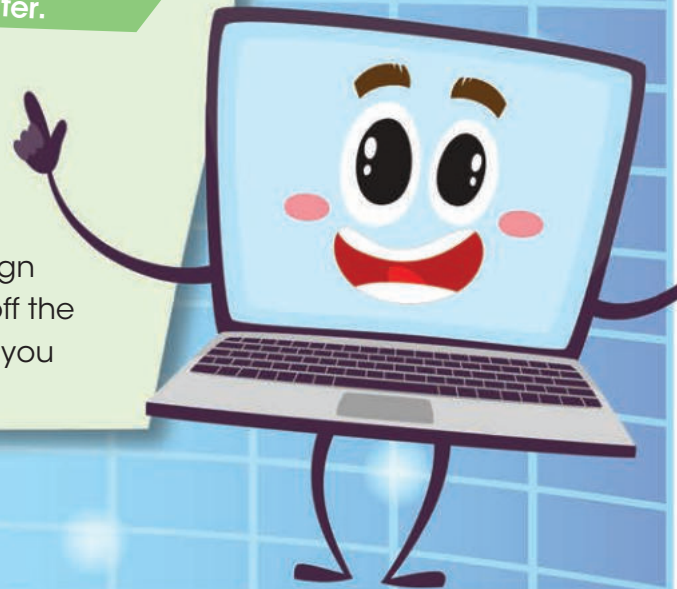
Pupils should only visit safe websites. To make sure the website is safe, look for a green padlock symbol (🔒) next to the web address.

- 4 Ask for permission before you print anything.**

Pupils can use the school printer, but only after they ask their teacher for permission.

- 5 Sign out of your account before you switch off your computer.**

Other pupils use these computers, too. Make sure that they can't use your account. Sign out and switch off the computer when you are done.



- 2 Read and choose.**

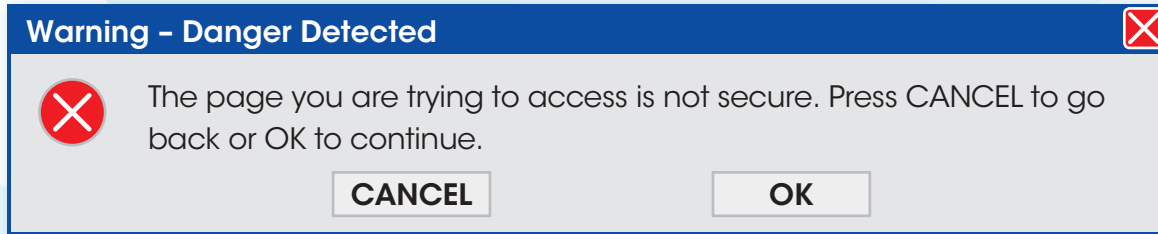
- | | |
|---|---|
| <p>1 A password needs to be <u>easy</u> / difficult for you to remember.</p> <p>2 Share / Don't share your personal information online.</p> | <p>3 You can see the padlock symbol next to / above the web address.</p> <p>4 Pupils need to sign in / out before they leave.</p> |
|---|---|

3



In the ICT ROOM! Read and choose.

- 1 David is searching for information about schools in France. He finds a list of sites and clicks on one. Suddenly, a message pops up on his screen. It reads:



What should David do?

- A Press CANCEL and try to find a secure site.
 B Press OK and continue to the site.
- 2 David needs to create a password to log in to his school computer account. The teacher gave him the following instructions:

School Computer Password

Your password needs to have 8 characters, including letters (Aa), numbers (1, 2, 3) and symbols (!, @, #).



Which of the passwords is better? Why?

- A David193 B DaPro#1!
- 3 David needs to print his History project, but the teacher isn't there. What should he do?
- A He should wait and ask for permission when the teacher comes back.
 B He doesn't need to wait for the teacher. It should be OK - his project is only 4 pages.
- 4 David receives an email from a person he doesn't know. The person is asking David to send him his home address. What should he do?
- A David should send the person an email with his home address.
 B David should not send the person his home address. He should tell his teacher.

4



In groups, find more information about how to use a school computer safely. Create a poster for your ICT room. Present it to the class.

SONG Time



1



VALUES



Think



Read and complete. Listen and

check. Then sing the song!

School Days are Cool Days!



My life is full five days a week,
The days I go to 1) **school**.
The playground's great for playing games,
And the Science lab is 2) _____!

I eat at lunchtime every day
In the school 3) _____,
Then I like meeting in the gym
To practise with our 4) _____!

*School days are cool days,
The best days of our 5) _____!
There's always something happening,
Each day's a big 6) _____!*

The ICT room is busy -
It's my favourite 7) _____!
I'm never bored during the day,
Because life at school is 8) _____!



2



Think

How does the singer feel about school? Choose. Do you agree?

A School is a lot of fun!

B School is just OK!

SOUNDS and Words

/s/ sound spellings

The most common spellings of the /s/ sound at the end of words are:

- ce (place)
- ss (class)
- se (course)

1 Complete the words with **-ce**, **-ss** or **-se**.

- | | | |
|-----------|-----------|---------|
| 1 nurse | 4 pre__ | 7 fa__ |
| 2 addre__ | 5 scien__ | 8 hor__ |
| 3 offi__ | 6 fal__ | 9 gue__ |

• Can you think of more words with these endings?

**iWonder 5
EXTRA
RESOURCES**

1 Read and complete. Then match.

1 We usually **play (play)** sports in the playground, but today we _____ (**practise**) in the gym.

2 Mum _____ (**talk**) to the head teacher now. They _____ (**sit**) at his desk.

3 I love _____ (**eat**) lunch in the school canteen. Today we _____ (**have**) pasta and salad.

4 I _____ (**not/usually/go**) to the nurse's office, but today I _____ (**not/feel**) very well.



2 What's wrong? Correct the sentences.

1 Harry enjoys ~~to do~~ **doing** Arts and Crafts.

2 Katy doesn't mind **to clean** the classroom.

3 Emma wants **practising** basketball on Sunday.

4 David is interested in **create** animations.

Now I can...



- talk about school facilities
- talk about after-school activities
- describe what I usually do and what I'm doing now
- talk about preferences

- talk and write about schools around the world
- give directions
- write a blog entry about after-school activities
- use the school computer safely
- recognise and spell words with /s/ sound spellings

in English.




2 That's Entertainment!



WONDER BOX

How **big** is the smallest theatre in the world?




1  Look at the picture. Do you think it's a film or a play? Do you like going to the theatre? What do you like seeing at the theatre? **comedies?**
musicals? shadow puppet shows?


2  Listen. Repeat. Match.

1 audience	6 curtain
2 sound technician	7 props
3 director	8 stage
4 playwright	9 costume designer
5 scenery	10 make-up artist

• Would you like to take part in a school play? What would you like to do?

3  What's the word? Read and write.

- | | |
|--|--|
| 1 They watch a play and clap and cheer when they think it's good. audience | 4 Actors use these on stage. They can be real or made to look real. _____ |
| 2 When this opens, the play is about to begin! _____ | 5 This person writes the lines that the actors perform. _____ |
| 3 This person gives the actors ideas on how to perform a play. _____ | 6 This is where the actors perform in a theatre. _____ |

 **Game** Let's play the *Theatre Words* game!

The Director's Dream!

1  Listen and read. What is Carlos looking for?



1

Tara: OK. I think everything is under control for the school play. Elsa? Where are the props?

Elsa: Next to the stage.

Tara: And the masks?

Elsa: The masks are there, too!

Tara: That's good! Thank you.

Elsa: And that was the last poster, so let's go home now! We've got a big day tomorrow!

That night, Tara had a dream ...

Elsa: Where is my make-up, Tara?

Tara: I'm sorry. I don't know ...

Carlos: Tara! Where's my costume? Find my costume!

Tara: Err, I'm not sure ...

Cody: And where's my sword? I want my sword! Oh, no! Look at the scenery! It's moving!

Tara: Oh, nooo!

2



3

The next day ...

Elsa: Hey, Tara! Are you OK? You look tired.

Tara: I had a terrible dream! Everybody was looking for their props and their costumes when the scenery fell! It was a mess!

Cody: Don't worry, Tara! Everything's fine! We were all there helping you yesterday. Remember?

Elsa: We know that you're the best at organising things!

Tara: Oh, thank you! But I think it's great because we worked as a team! You're the best friends ever!

2 Read again and write **yes** or **no**.

- | | |
|--|--|
| 1 Elsa knows where the props are. yes | 4 Everybody was helping Tara yesterday. _____ |
| 2 The masks are next to the stage. _____ | 5 Elsa thinks Carlos is the best at organising things. _____ |
| 3 Tara had a bad dream. _____ | |

WONDER Grammar

The children **were painting** the scenery at 8 o'clock last night. The clown **was performing** on stage **when** the lights **went** out.



3 **Funny Theatre Accidents!** Read and complete.



It was the opening night of *Aladdin*. The play was about halfway through and everything **1) was going (go)** well. Aladdin and I **2) _____ (sing)** on the flying carpet when, suddenly, the carpet **3) _____ (stop)** moving! We **4) _____ (fall)** off! The audience **5) _____ (think)** it was really funny and they **6) _____ (cheer)** at the end!

Jane Hill



Harry Brown

Near the end of the play, I **1) _____ (walk)** off stage when I **2) _____ (hit)** my head on a door. I fell over. The audience **3) _____ (think)** it was part of the play! They only **4) _____ (realise)** that I was hurt when they **5) _____ (see)** the ambulance!



4 Write the questions in your notebook. Then read Ex. 3 again and answer them.

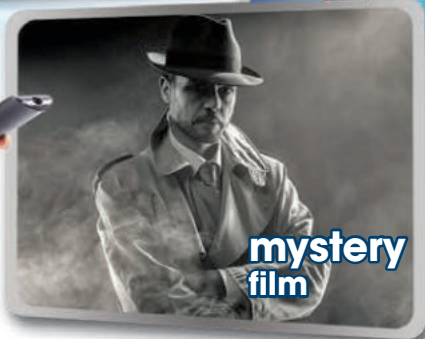
- | | |
|--|-------------------------------------|
| 1 What play/Jane Hill/perform in?
What play was Jane Hill performing in? | 3 What/audience/do/at the end? |
| 2 What/Jane/do/when carpet/stop moving? | 4 How/Harry/hit/his head? |
| | 5 When/audience/realise/he/be/hurt? |

5 **Think** Imagine you are an actor/actress. In pairs, think of a **funny theatre accident**. Tell the class about it. You can use these ideas or your own.

- I took the prince's ring. I was walking off the stage looking at it when
- I was playing the part of a rabbit. I was hopping around the stage when
- I was playing the part of Juliet. I was standing on the balcony when
- I was Sherlock Holmes. I was asking a woman some questions when

Language in Action

1  Listen. Repeat. Which of these do you usually watch on TV?



2  **Think** What are they talking about? Read and say.


1 They didn't know, but the aliens were watching them all the time!

2 He knows all the answers. He's really clever!

3 Her voice is great and she's got star quality!

4 Listen to this! There aren't any trains running today because of the bad weather.

5 The mother gorilla was feeding her baby.

3  Which adjectives are **positive**? Which are **negative**? Use them to talk with your friend.

- exciting
- boring
- imaginative
- funny
- scary
- entertaining
- sad
- educational
- disappointing

A: Did you watch TV last night?
 B: Yes, I watched a science fiction film.
 A: What was it like?
 B: Oh, it was very exciting. I really enjoyed it!/
 Oh, it was boring. I didn't like it at all!

Wonder Grammar

I **used to live** on a farm when I was six.
Did you use to have a bike when you were six?
 I **didn't use to have** a bike. I **used to have** a scooter.



4 **Game** Complete the questions.
 Then play the *Used to* game!

When I was six!

Start	1 What games did you use to play (you/play)?	2 What clothes _____ (you/wear)?	3 What _____ (you/look) like?	4 Who _____ (be) your favourite singer?
	9 Where _____ (your family/live)?	8 _____ (you/have) a pet?	Play Again!	6 What food _____ (you/like)?
10 What TV programmes _____ (you/watch)?	11 Who _____ (be) your favourite cartoon hero?	12 Where _____ (your family/go) on holiday?		13 What _____ (you/be) afraid of?
Finish	18 _____ (you/play) a sport?	Miss A Turn!	16 What _____ (your favourite toy/be)?	15 _____ (you/live) in the same house as now?

5 Listen and match. Then say.

Jobs They Used To Do

- A** dress as a chicken for a fast food restaurant
- B** sell pens over the phone
- C** be a bike messenger
- D** work in an ice cream shop

1 Johnny Depp used to ...



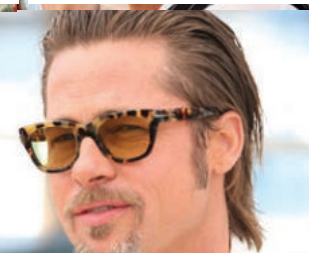
1 **B** Johnny Depp



2 **A** Julia Roberts



3 **C** Jennifer Aniston



4 **D** Brad Pitt

6 **ICT** **SHOW and Tell** Find information about jobs some other actors used to do before they became famous. In groups, make a poster. Present it to the class.


1  Listen and complete.

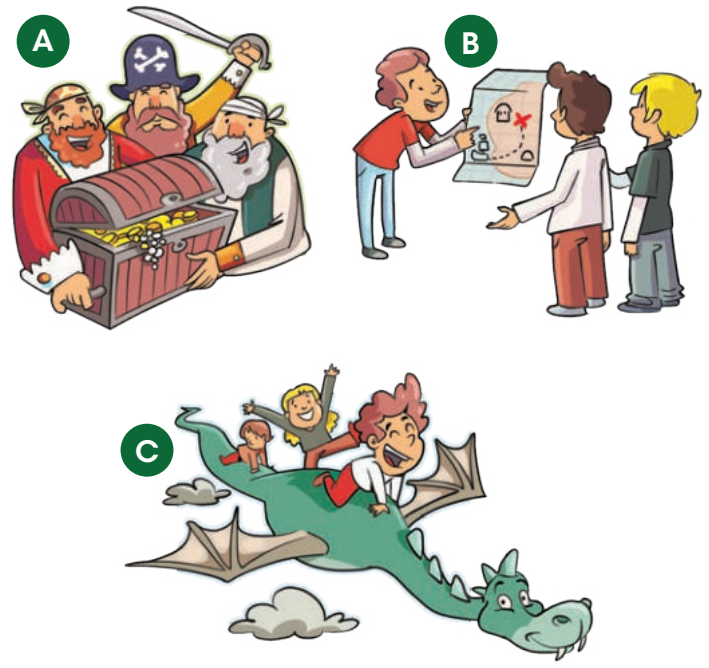
Kyle's School Play


Buried Gold

- 1 Director: Robert Burns
- 2 Day: _____, 22nd January
- 3 Time: _____ pm
- 4 The play is in: _____
- 5 Tickets: £5 (adults)
£ _____ (children)



•  **Think** Which picture best shows the story of Kyle's school play? Choose.



2  Talk with your friend to complete the missing information.

Pupil A

Elmer Primary School Presents


Title: 1) **The Laughing Lion**

Director: Jim Peters

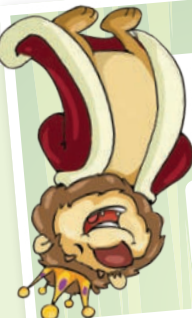
Time & place: 2) _____, 15th December at 7 pm in the 3) _____

Tickets: £5 (adults)
£ 4) _____ (children under 12)

To buy tickets, see Ms White in Classroom 5B.



Pupil B



Elmer Primary School Presents

Director: 1) _____

Time & place: Thursday, 15th December at 2) _____ pm in the school's main hall

Tickets: 3) £ _____ (adults)
£3 (children under 12)


To buy tickets, see 4) _____ in Classroom 5B.

A: What's the title of the play?
B: It's ...


3 Read the tips for a perfect poster. Does the poster follow all of the tips? Give examples.

TIPS for a perfect poster

- have a title (use BIG writing)
- use a picture that shows something about the play
- write short, catchy, easy-to-read sentences
- give details about the performance (when, where, ticket prices, etc)
- write a slogan

4  Listen and read. Answer the questions.

- 1 What's the title of the play?
- 2 Who is the director?
- 3 What is the play about?
- 4 When is it?
- 5 Where is it?
- 6 How much are the tickets?
- 7 Where can you buy tickets?

5  In groups, make a poster about a play your school is putting on. Present it to the class.

Mr Reed's 5th Grade Drama Class presents:

Mary Poppins

Mary Poppins is no ordinary nanny!
She flies in with the wind one day.
That's when the Banks children's lives become one big adventure!

"Practically perfect in every way!"

Director: Darren White

Friday, 12th December at 6 pm
in the main hall
Tickets: £6 (adults),
£3.50 (children under 12)

To buy tickets, see Mr Reed in the Drama Room.

Talking Point

1



Listen and read. How much did Steven pay for the tickets?

Ticket clerk: Hello! How can I help you?

Steven: Hi! I'd like two tickets for *Lego 2* at 5 o'clock.

Ticket clerk: OK. Let me check. ... I'm sorry! There aren't any tickets left for that showing.

Steven: Oh, no! Are there any seats for 7 o'clock?

Ticket clerk: Yes, there are!

Steven: Great! How much are the tickets?

Ticket clerk: They're £9 for children and £12 for adults.

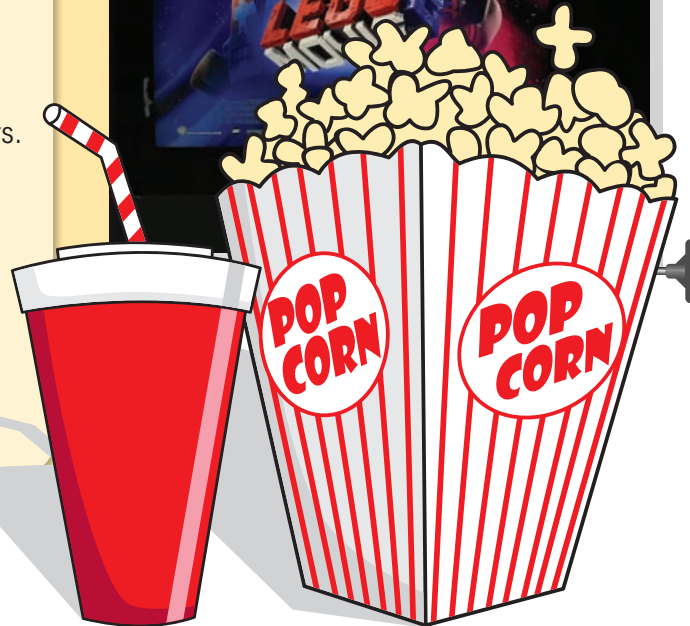
Steven: OK. Can I have one adult ticket and one child ticket, please?

Ticket clerk: Of course! That's £21 in total.

Steven: Here you are.

Ticket clerk: Thank you. Here are your tickets. Enjoy the film!

Steven: Thank you!



2



ROLE PLAY: Look at the poster. Take roles and act out a dialogue similar to Ex.1.



3:00 ~~5:30~~ 8:45

SOLD OUT

Ticket prices:

Adults: £11 – Children: £8

Ticket clerk

- There aren't any tickets left.
- That showing is sold out.
- That's ... in total.
- That will be ... altogether.

Customer

- I'd like ... ticket(s) for ...
- Can I have ... ticket(s) for ... ?
- Are there any seats for ... ?
- Can I/Could I have ... ?

Useful Language

1  Listen and read. What happens to Forky?

Hi, Lucy!

How are you? I'm writing to tell you about an animated film I saw last night. It was *Toy Story 4*, the fourth in the *Toy Story* series, and it came out just a week ago! It was really funny and exciting!

Toy Story 4 is about Sheriff Woody and his other toy friends in their new home. One day, the toys go on holiday, but one of them, Forky, gets lost. Sheriff Woody goes to look for him and that's when the adventure begins!

I loved everything about this film. The story was interesting and funny and the music was amazing. What I liked most was the animation. It was out of this world! Go and see it, I'm sure you'll love it!


What about you? Can you recommend any good films?

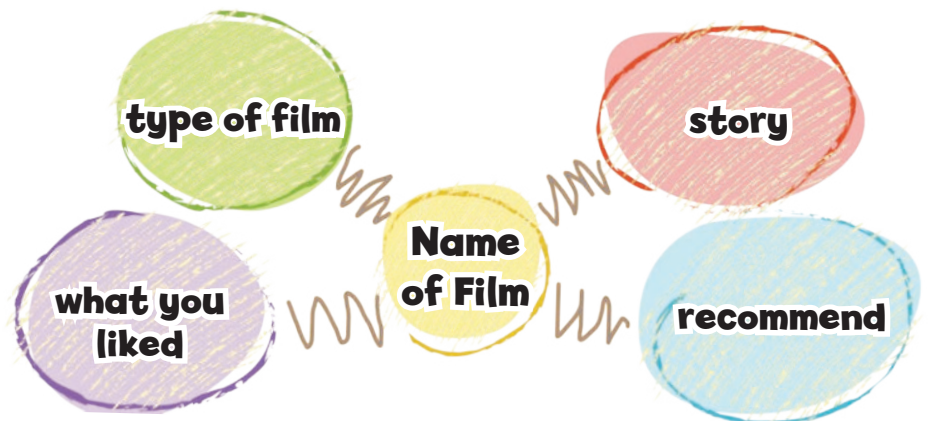
Julia



2 Read and answer the questions.

- 1 What film did Julia see?
- 2 When did she see it?
- 3 What type of film was it?
- 4 What's the film about?
- 5 What did Julia like most about the film?

3  **PORTFOLIO** Complete the spidergram about the last film you saw. Then write an email to your friend about it.



SOUND EFFECTS

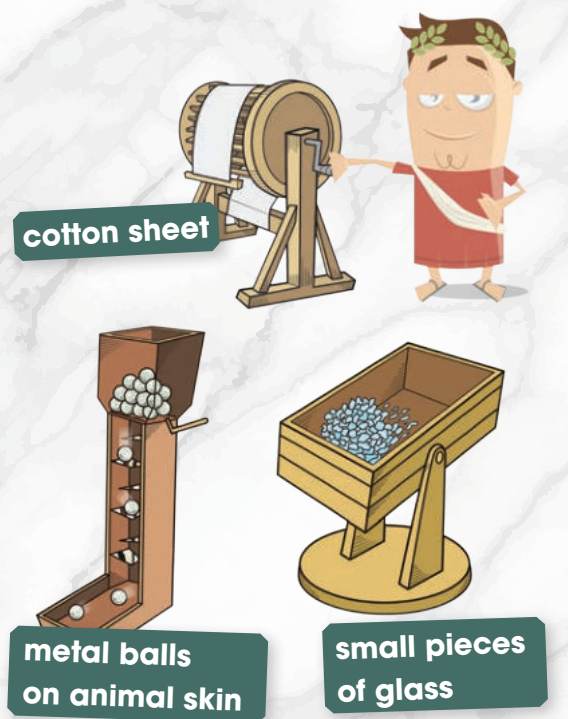
1  Listen and read. Answer the questions.


In films and plays it is not only the actors' voices that are important, but also other sounds that we call **sound effects**. These sounds include things like doors opening and closing, footsteps, dogs barking, etc. Sound effects make a film or play sound more real and they also create the right atmosphere.

People who make sound effects are called **Foley artists**. Foley artists work in a studio. They create the correct sound effects for films and plays. It's an interesting job and you get to meet famous directors and actors!

People used sound effects in the past, too! **Ancient Greeks** and **Romans**, when they were performing plays, used metal balls on animal skin to make the sound of thunder. They also used a cotton sheet to make the sound of wind and small pieces of glass to make the sound of rain!

- 1 Why are sound effects important?
- 2 What does a Foley artist do?
- 3 What did the ancient Greeks and Romans use these for?



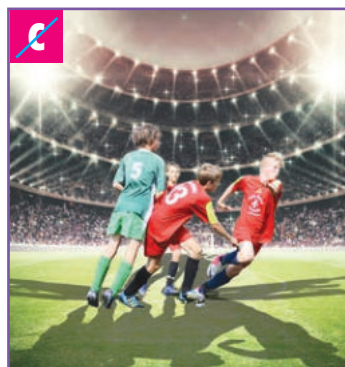
2  Listen and match the extracts to the pictures.

Extract 1 

Extract 2 

Extract 3 

Extract 4 








3




What sound effects do they make? Choose. Then listen and check.

1  coconuts knocking together

A  horse trotting

B  walking in the snow

4  pressing on cornflakes


A  knocking on a door


B  walking on leaves


2  gloves flapping


A  drinking


B  wings flapping


5  opening and closing an umbrella


A  helicopter flying


B  glass smashing


3  packet squeezing

A  cat meowing

B  fire burning

6  dropping rice on aluminium

A  thunder

B  rain falling

4





OVER TO YOU: Read the introduction to a scene of a play. In pairs, find sound effects. Present them to the class.

Act I
Scene I


(It is early morning. Daniel is sleeping in bed. The sound of his dog downstairs wakes him up. Suddenly, there is a loud knock on the door and someone smashes a window.)




I love being in the spotlight!



With my 1) **make-up** 
 And my 2) _____ 
 I really look the part!
 And when I say my lines in role,
 They're coming from my heart!


*I love being in the spotlight -
 I was born to be a star!*

When I'm performing 
 Up on 3) _____ ,
 People say that I'll go far!

The actors and the actresses
 Are one big family!

The 4) _____ 
 Is my new home,
 That's how it feels to me!

The 5) _____ 
 And 6) _____ 
 Create a wonderland!

Every time the 7) _____  opens,
 The audience clap their hands!



1  Read and complete. Then listen and check.

•  Now sing the *I love being in the spotlight!* song!

2  **Think** How does the singer feel about performing on stage? Give reasons.

SOUNDS and Words


Adjective endings: -ing, -al


Some common adjective endings are:
-ing (interesting, fascinating)
-al (magical, comical)


1  Make adjectives from the words below. Listen and check.


- | | |
|--------------------------|---------------------|
| 1 amaze - amazing | 5 thrill - _____ |
| 2 emotion - _____ | 6 tradition - _____ |
| 3 bore - _____ | 7 logic - _____ |
| 4 classic - _____ | 8 frighten - _____ |

2 Make adjectives to complete the sentences.

1 excit 
 The action scenes were really **exciting**.

2 surpris 
 The end of the film was _____.

3 educati 
 This documentary was very _____.

4 mus 
 The fantastic actors gave great _____ performances.

iWonder 5
EXTRA RESOURCES



1  **Question Cards! Read and answer.**

1
It is this person's job to check the sounds and the music at a play. What's his job?

2
Who in the story had a terrible dream about the school play's props and costumes?

3
My big sister likes *Cats* and *The Phantom of the Opera*. What type of plays does she like?

4
"I use to like animated films." Can you correct the sentence?

5
"I was walking on the stage when I was falling and hurt my leg." Can you correct the sentence?

6
I saw a film about some aliens last night. What type of film was it?

7
I'm a big fan of *Shrek* films. What's my favourite type of film?

8
Jenny is an excellent singer. What kind of TV show can she take part in?

2 What were they doing when the lights went out? Look and say.



Mia was putting make-up on a performer.

Now I can...



- talk about the theatre
- talk about past events and habits
- talk about films
- make a poster about a school play
- buy a ticket

- write an email about a film I saw
- create sound effects
- write adjectives ending in **-ing** and **-al**

in English.

Wonder Tales 1

The King's Secret

A story from Wales

1  Listen and repeat.



silver



field

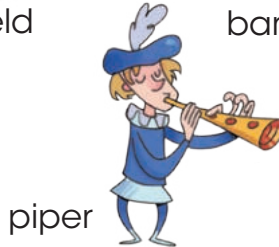


barber

feast



musicians



piper



reed



shocked

2  Listen and read. Where did Bifan go to tell the secret?

Once upon a time, in a beautiful land, there lived a king called March. His castle was full of gold and silver, and he had a lot of fields, animals and ships. "What a good king we have got!" his people said, because King March was kind and fair. But the king wasn't happy because he had a terrible secret: he had horse's ears!

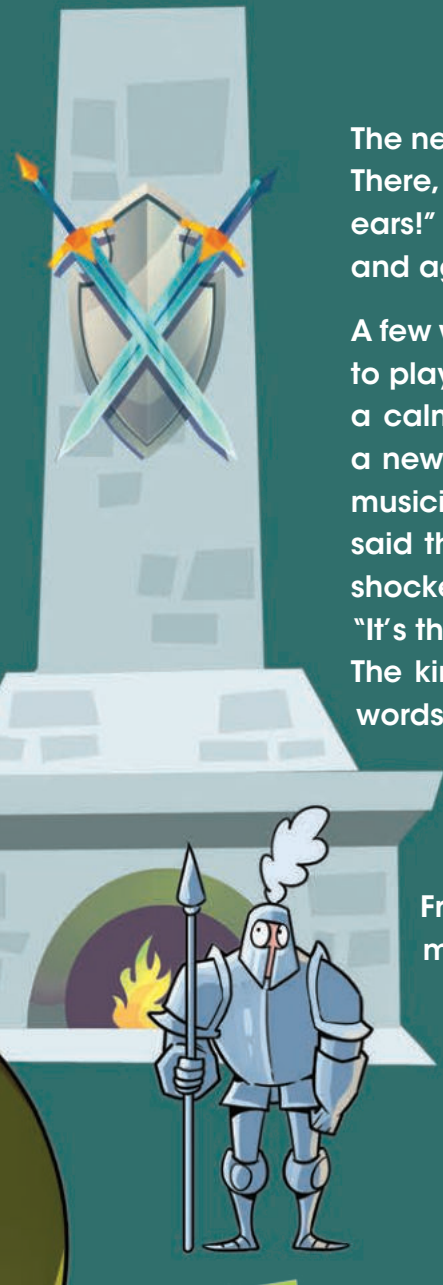
King March always wore a special crown to hide his ears. The only person who knew his secret was Bifan, his barber. Bifan kept the king's secret for a long time and it made him very unhappy. Slowly, he became ill, so the doctor came to his house.

"I think you are ill because you are keeping a big secret," the doctor said.

"I don't know what to do ... I can't tell anyone!" Bifan replied.

"Go to a quiet place and say it there," the doctor told him.






The next day, Bifan walked out of the town. He found a quiet place next to a river. There, he put his head on the ground and whispered, "King March has got horse's ears!" He felt so much better! "King March has got horse's ears!" he said again and again.

A few weeks later, there was a big feast at the castle and the best musicians came to play. While a piper was going to the castle, he saw a lot of reeds growing near a calm river. "These are excellent for making a pipe!" he thought, so he made a new pipe for the feast. When the guests finished their food, the king asked the musicians to play. The piper came to play first, but the pipe made no music! It just said the words: "King March has got horse's ears!" The guests in the room were shocked! "Who said that?" the king shouted. "Stop it!" "It's the pipe!" the piper said, "Here! Try it, Your Majesty." The king was very angry, but he tried to play the pipe. It said the same terrible words. Then, Bifan got up and told the king the truth. "I am sorry, Your Majesty," he said. King March felt sorry for Bifan. Suddenly, he took off his special crown. All the guests saw his horse's ears, but they didn't laugh. "Long live our good King March!" they shouted.

From that day, the king stopped wearing his crown. His people loved him more than ever, because now he was a happy king.



3  **Read again and put the sentences in the right order.**

- A** **1** There once lived a kind but sad king. He had horse's ears.
- B** When the piper tried to play the pipe at the king's feast, the pipe told everyone the king's secret.
- C** The king's barber, Bifan, was the only person who knew his secret.
- D** A few weeks later, a piper used a reed from the river and made a pipe.
- E** Bifan became ill because he couldn't tell anyone the king's secret.
- F** The guests didn't laugh and the king stopped wearing his special crown.
- G** One day, Bifan found a quiet place next to a river and whispered the king's secret.
- H** Bifan told the king the truth and the king took off his special crown.

Wonder Values

It's not how you look,
but how you treat
others that matters!

•  **Was the king right to take off his crown? Why/Why not?**