

6
Pupil's Book

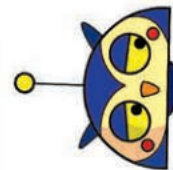


Express Publishing

Jenny Dooley
Bob Obee



iWonder

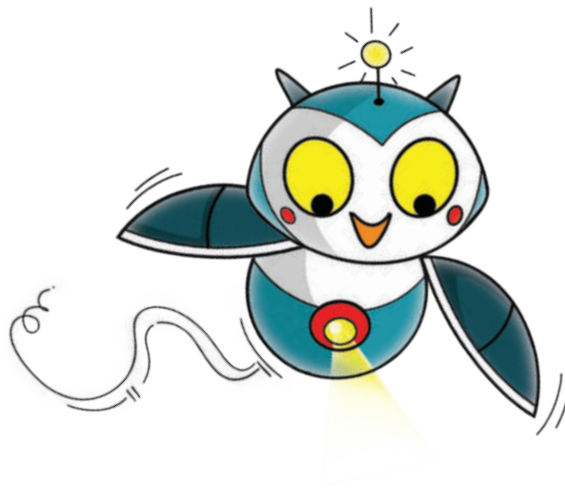


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CONTENTS

	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, space station, 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



Let's Start!



1 **Think** Read and answer.

ABOUT YOU

- 1 Where are you from?
- 2 How old are you?
- 3 What's your favourite colour?
- 4 What colour are your eyes?
- 5 What colour is your hair?
- 6 Have you got an email friend?
- 7 What number is your house?
- 8 What's the name of your street?
- 9 Do you live in a house or a flat?
- 10 Where's your school? (address)
- 11 Have you got any brothers or sisters?
- 12 Have you got any cousins?
- 13 When's your birthday?
- 14 What's your best friend's name?
- 15 When's your best friend's birthday?
- 16 What's your favourite food?
- 17 What's your favourite drink?
- 18 What's your favourite fruit?
- 19 Is there a school bazaar at your school? When?
- 20 What's your favourite subject?
- 21 Do you like doing sport? Which one(s)?
- 22 What time do you usually go to bed?
- 23 What time do you get up on weekdays?
- 24 What do you usually do in the evening?
- 25 What do you do at weekends?
- 26 What do you like doing in your free time?
- 27 Do you collect anything?
- 28 What do you want to be when you grow up? Why?

2 **Game** Let's play! In three minutes, think of ...

- 1 four types of natural disasters.
- 2 two types of houses you can find in the countryside and two in the city.
- 3 one item made of wood and one of stone.
- 4 two after-school activities.
- 5 two things you need when you go canoeing.
- 6 two types of films and two types of TV programmes.
- 7 three shops in a shopping centre.
- 8 three school facilities.
- 9 three sports you do in water.
- 10 four words related to the theatre.



I made the salad **myself**.





myself	himself	ourselves
yourself	herself	yourselves
	itself	themselves



3 Read and choose.

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 She's a great singer. She writes all the songs _____ .
 a herself b yourself c himself</p> <p>2 I'm sure they'll enjoy _____ on this trip.
 a myself b himself c themselves</p> <p>3 He taught _____ to speak Spanish. He didn't have any lessons.
 a itself b yourself c himself</p> | <p>4 She gave us a plate full of sandwiches and told us to help _____ .
 a themselves b ourselves c yourselves</p> <p>5 Be careful or you'll cut _____!
 a herself b yourself c himself</p> <p>6 I cooked the meal _____. Mum was out shopping.
 a myself b yourself c himself</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

4 Look, read and complete.

				
1	2	3	4	5
Ricky made the cake himself .	We enjoyed _____ at the cinema.	Karen fell down and hurt _____ .	Luke taught _____ how to play the guitar.	The children painted the picture _____ .

5 Read and complete the answers.

- 1 Who fixed the laptop for you?
- 2 Who made Sam's costume?
- 3 Who told you it's Diana's birthday today?
- 4 Can you do the laundry for me?
- 5 Can you introduce us to the new pupil?

No one. I **fixed it myself**.
 No one. He _____ .
 Diana _____ .
 Why can't you _____ ?
 Why don't you _____ ?

1   Listen. Repeat.
Match.




- 1 China
- 2 Colombia
- 3 Finland
- 4 France

- 5 Germany
- 6 Nigeria
- 7 South Africa
- 8 Turkey



2  Read and complete.

- 1 I'm **Chinese**. I'm from Beijing, **China**.
- 2 I'm **Nigerian**. _____ is a country in Africa.
- 3 I'm **Turkish**. The capital city of _____ is Ankara.
- 4 I'm **South African**. _____ is an English-speaking country.
- 5 I'm **Colombian**. I'm from Bogotá, _____.
- 6 I'm **Finnish**. _____ is in the north of Europe.
- 7 I'm **French**. _____ is famous for its food.
- 8 I'm **German**. The capital city of _____ is Berlin.

3  **Think** Put the adjectives in Ex. 2 in the right column. Can you add some more?

-ish	-ese	-an	other
Spanish	Portuguese	Brazilian	Greek

4  Find and make sentences.



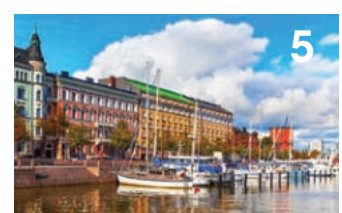
singer: Shakira



river: the Seine



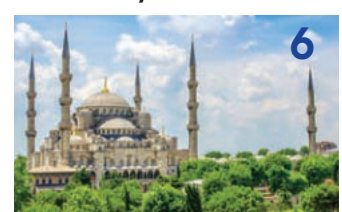
dish: Peking duck



city: Helsinki



car: BMW



landmark: the Blue Mosque

- 1 Shakira is a Colombian singer.

Malta is **an** island **and** **a** country.

The capital city of Malta is Valletta.

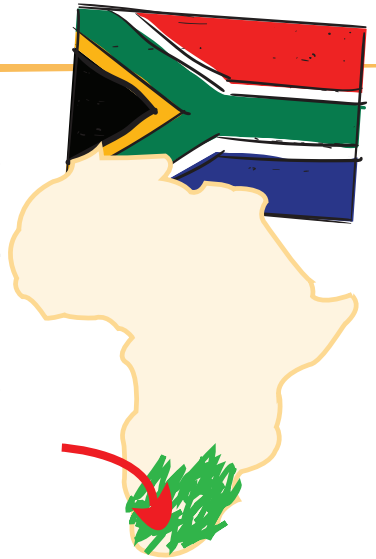


5 Read and choose.

- We visited _____ Germany this summer.
A a B an C the **D -**
- My aunt lives on _____ island.
A a B an C the D -
- Where is _____ Gobi Desert?
A a B an C the D -
- Nigeria is _____ big country in Africa.
A a B an C the D -
- _____ Limpopo River begins in South Africa.
A A B An C The D -
- They went on holiday to _____ Lake Constance.
A a B an C the D -
- Was there _____ earthquake in Colombia?
A a B an C the D -
- Halti is _____ mountain in Finland.
A a B an C the D -

6 Read and complete. Use: **a**, **an** or **the** where necessary.

South Africa is **1)** **the** ninth largest country in **2)** _____ Africa. Zulu is the main language spoken at home, but a lot of people also speak **3)** _____ Xhosa, Afrikaans and English. South Africa is **4)** _____ great place to visit! The Football World Cup final in 2010 was in Johannesburg, **5)** _____ exciting, modern city. There is also a lot of natural beauty in South Africa, including mountains, rivers and lakes. You can see **6)** _____ white rhinos, elephants and lions. You can also go whale watching in **7)** _____ South Atlantic Ocean, or, if you like fishing, **8)** _____ Komati River is great for catching tigerfish! **9)** _____ visit to South Africa is **10)** _____ interesting experience and the South African people always give their visitors **11)** _____ very warm welcome!



7



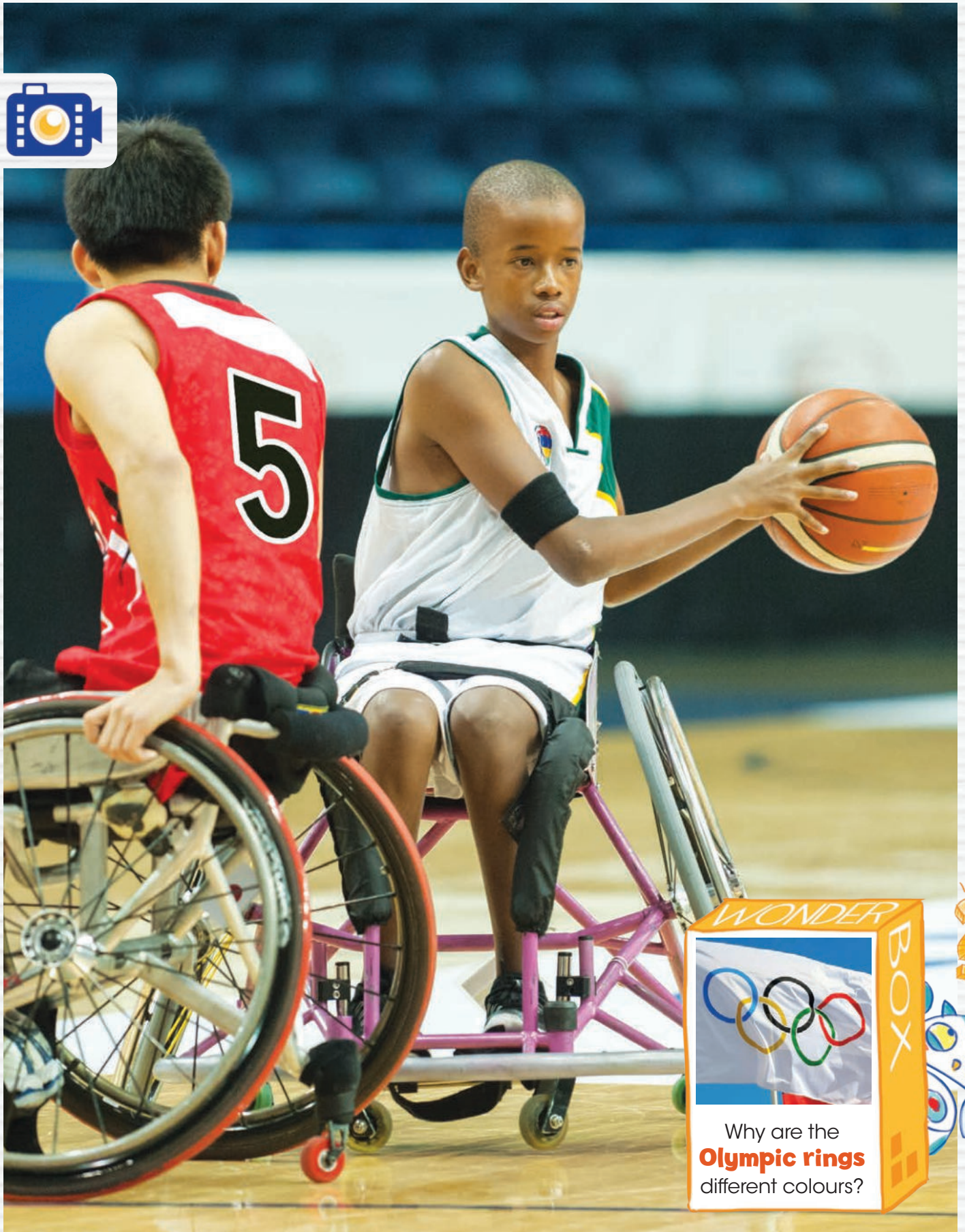
Let's play!

That's wrong!
Germany is a country in Europe.

The Germany is a country in Europe.



1 Keep Active




WONDER BOX

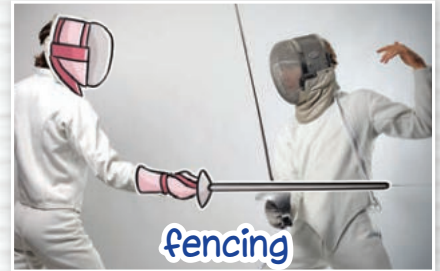



Why are the **Olympic rings** different colours?




1  Look at the picture. Which sport can you see? Is it a **team sport** or an **individual sport**? What's special about the athletes?

2  Listen. Repeat. Which of the sports below are **NOT** Olympic sports?



•  Can you name some more Olympic sports?

3  Talk with your friend about the sports in Ex. 2.



- Yes! It's really exciting/fun/amazing!
- You bet! I love it!



- No! I think it's too boring/dangerous/tiring!
- No! I'm not very sporty!

A: Have you ever tried fencing?

B: Yes! It's really exciting! / No! I think it's too dangerous!

Training Hard!

1  Listen and read. What sport would Tara and Elsa prefer to do?



- Elsa:** This is so cool! I've never been to a big sports event like this before! It's amazing!
- Tara:** Yes, it is! Hurdles are so exciting, but they seem a little dangerous.
- Cody:** Actually, it's a very safe sport. These athletes have got great coaches and they train all the time to be ready for competitions.
- Tara:** Really? Even for sports like the long jump and fencing?
- Cody:** Absolutely! Training is important for all sports.

The next day ...

- Tara:** That sports event yesterday was great! I feel like exercising more now!
- Cody:** I know what you mean. Look! There's a sports club over there. Have you ever tried weightlifting?
- Tara:** No, I haven't. To be honest, it seems a bit boring. I'd like to do gymnastics.
- Elsa:** Me, too! It looks like fun. Why don't we ask about classes?



- Cody:** Hi, Carlos! What are you doing here?
- Carlos:** Can't you see? I'm walking Chico! In the sports club I can relax and walk Chico at the same time!
- Cody:** That's a great idea! Chico's getting his exercise, that's for sure!
- Tara:** You're very clever, Carlos!
- Elsa:** And look at Chico! He's very happy!
- Cody:** Yes, he is ... but the club owner isn't!

2 Read again and write True or False.

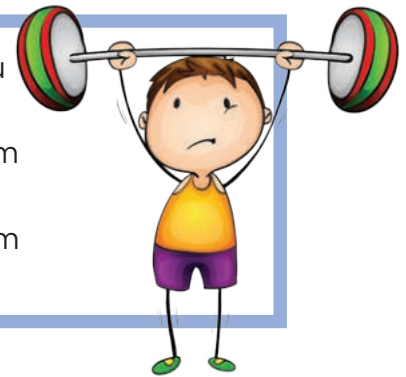
- | | |
|-----------------------------------------------------------------------------------------|-------------------------------------------------------|
| 1 Elsa has been to a lot of big sports events. False | 4 Elsa wants to try gymnastics. _____ |
| 2 Tara thinks hurdles aren't a safe sport. _____ | 5 Carlos is exercising hard in the sports club. _____ |
| 3 Tara hasn't tried weightlifting. _____ | 6 Chico enjoys using the running machine. _____ |

WONDER Grammar

I **have just arrived** at the gym.
 Bill **has already done** his warmup.
 I **haven't done** my warmup **yet**.

Have you **ever run** a marathon?
 I've **never run** a marathon.







How long have you **been** at the gym?
 I've **been** at the gym **for** an hour.
 I've **been** at the gym **since** 2 o'clock.





3 Read and choose.

- | | |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------|
| 1 John hasn't bought a basketball just / yet | 5 We have yet / just won the competition! |
| 2 I have never / ever tried the high jump. | 6 Have you ever / for tried figure skating? |
| 3 The sports event has yet / already started. | 7 How long / Since have you been on the team? |
| 4 She's been at the pool for / since ten minutes. | 8 The boys have been in a swimming lesson for / since 4 o'clock. |

4 Brenda has joined Club Active. Listen and choose ✓ or ✗.

1 do  <input checked="" type="checkbox"/> <input type="checkbox"/>	4 try  <input checked="" type="checkbox"/> <input type="checkbox"/>
2 learn to play  <input checked="" type="checkbox"/> <input type="checkbox"/>	5 go  <input checked="" type="checkbox"/> <input type="checkbox"/>
3 ride a motocross  <input checked="" type="checkbox"/> <input type="checkbox"/>	6 try the  <input checked="" type="checkbox"/> <input type="checkbox"/>



•  What has Brenda already done? What hasn't she done yet? Talk with your friend.

- A: She has already ...
 B: She hasn't ... yet.

Language in Action

1 Listen. Repeat.



pull a muscle

bruise his eye

bump her head

hurt his back

break his leg

twist her ankle

sprain her wrist

2 Look at Ex. 1 again. Read and complete. Write the names.

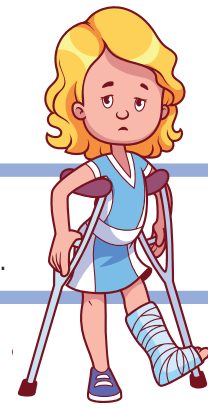
- 1 He has **broken** his leg. He tripped on a mat. **Dad**
- 2 She has _____ her head. She hit it on the shelf. _____
- 3 She has _____ her wrist. She didn't warm up properly. _____
- 4 He has _____ his eye. A tennis ball hit him. _____
- 5 He has _____ a muscle. He lifted heavy weights. _____
- 6 She has _____ her ankle. She fell off the bike. _____
- 7 He has _____ his back. He did too many press-ups. _____

3 Talk with your friend.



I **have broken** my leg.
When **did** you **break** it?

I **broke** it **last week**.



4 Read and choose.

- 1 I _____ lots of exciting sports since June.
A did **B have done**
- 2 Tom _____ his ankle last week.
A twisted **B has twisted**
- 3 Mary _____ her wrist.
A already sprained **B has just sprained**
- 4 _____ the fencing tournament yesterday?
A Did you like **B Have you liked**
- 5 She _____ a muscle.
A ever pulled **B has never pulled**
- 6 I _____ my eye at tennis practice last night.
A bruised **B have bruised**
- 7 How long _____ that ball?
A have you had **B you had**
- 8 When _____ your back?
A did you hurt **B have you hurt**

5 Read and underline.

My Favourite **TENNIS** star

By Paul Turner



Rafael Nadal is a famous tennis player. He is my favourite athlete. He **1) has competed/competed** in a lot of tournaments. Nadal **2) has started/started** his career in 2001. He **3) already won/has already won** 80 trophies! He is amazing! He **4) got/has got** his first Olympic gold medal in 2008 and his second in 2016. I **5) haven't thought/didn't think** I would ever meet him, but believe it or not, last year I **6) did/have done!** That day he **7) has signed/signed** a tennis ball for me, too! I **8) have kept/kept** that ball on my bedroom shelf ever since! I love Rafael Nadal and I want to be just like him!



Let's play!

ever	never	yesterday
last week	yet	just
for	since	already

The History of Basketball

1 Listen and choose.

- In 1891, Dr James Naismith invented basketball in **1) the USA / Canada**. They played with a football and used peach baskets to get the ball into.
- In **2) 1909 / 1894**, they stopped playing with a football and changed to a basketball.
- In 1936, basketball became a(n) **3) Olympic / team** sport.

- In 1940, people watched the first basketball game on TV.
- In 1962, Wilt Chamberlain became the first and only NBA player to score **4) 50 / 100** points in one game.
- In 1992, the USA 'Dream Team' won the gold medal at the **5) London / Barcelona** Olympics.



• Talk with your friend.

- A:** When did Dr James Naismith invent basketball?
B: In 1891.

2 Rita is a great fan of football and golf. Use her scrapbook to answer her friend's questions.

- 1 Who was the first person to hit a golf ball in space?
- 2 Who was the first player ever to score 5 goals in a Champions League match?
- 3 When was the first football World Cup?
- 4 Why did King James II stop people from playing golf and football?
- 5 How old is football?



Lionel Messi – the first player to score five goals in one Champions League match.

Alan Shepard became the first astronaut to hit a golf ball on the moon!



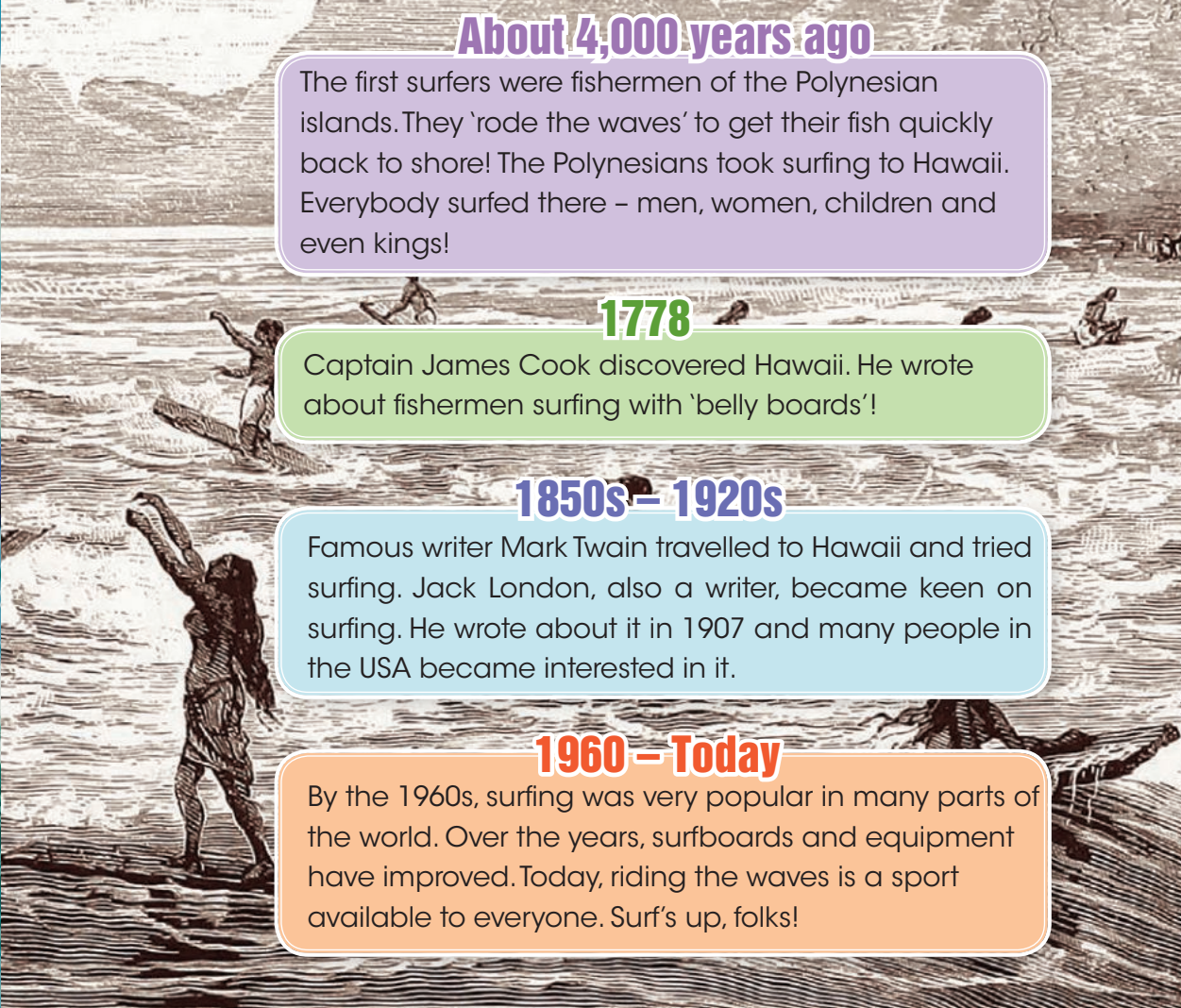
Did you know? People in China played a sport similar to football about 2,000 years ago!



In 1457, **King James II** stopped golf and football so that people could practise archery.



THE HISTORY OF SURFING



About 4,000 years ago

The first surfers were fishermen of the Polynesian islands. They 'rode the waves' to get their fish quickly back to shore! The Polynesians took surfing to Hawaii. Everybody surfed there - men, women, children and even kings!

1778

Captain James Cook discovered Hawaii. He wrote about fishermen surfing with 'belly boards'!

1850s – 1920s

Famous writer Mark Twain travelled to Hawaii and tried surfing. Jack London, also a writer, became keen on surfing. He wrote about it in 1907 and many people in the USA became interested in it.

1960 – Today

By the 1960s, surfing was very popular in many parts of the world. Over the years, surfboards and equipment have improved. Today, riding the waves is a sport available to everyone. Surf's up, folks!

3 Listen and read. Write: Right, Wrong or Doesn't Say.

- 1 Fishermen used boards to surf.
- 2 People in Hawaii hated surfing.
- 3 James Cook liked surfing.
- 4 Two famous American writers tried surfing.
- 5 Modern surfboards are better than old ones.

4 Think Think of your favourite sport. Tell the class.

- How did it start?
- What are some important dates/years?
- What are some sports personalities you admire? Why?

5 ICT SHOW and Tell Do a project or make a PowerPoint® presentation about the history of your favourite sport. Present it to the class.

Talking Point

1



Listen and read. What's wrong with Jane?

Mark: Are you alright, Jane?

Jane: My ankle is killing me. I've been in pain all day!

Mark: Oh, dear! What happened?

Jane: I twisted it yesterday at the Gymnastics Club.

Mark: You poor thing! Did you put anything on it?

Jane: The school nurse put an ice pack on it, but I think I should see a doctor, too!

Mark: It's probably nothing serious, but that's a good idea. Let me help you get on the bus!

Jane: Thanks!



2



Read and match. Say. There can be more than one answer.

1 bump head

a put an ice pack on it



2 twist ankle

b put a bandage on it



3 sprain wrist

c put a plaster on it



4 cut finger

d have an X-ray



5 break leg

e clean the wound



A: I've bumped my head on the cupboard.

B: Oh, dear! You should put an ice pack on it.

3



ROLE PLAY: Take roles and act out a dialogue similar to Ex. 1.

Useful Language


Expressing sympathy

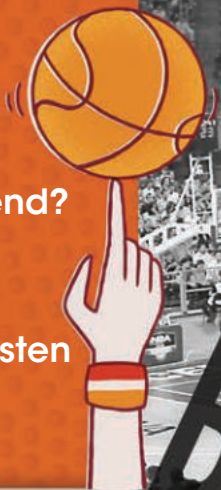
- Are you alright, ...?
- What's wrong, ...?
- Oh, dear!
- Oh, no!
- You poor thing!
- Poor you!
- It's probably nothing serious, ...
- I don't think it's anything to worry about, ...

My Wonder Portfolio

1

1 Read. What event did Rick attend? What happened to him?

2  Read and choose. Then listen and check.



BASKETBALL



Hi, Jason!

I hope you're well. Guess where I went **1) last weekend** / **since last weekend!** I **2) have taken part** / **took part** in a basketball tournament! I play for my school team now. It's a lot of fun!

The tournament was at the sports stadium in town. It's very big inside and there were lots of people there. I **3) have been** / **was** to a lot of tournaments **4) since** / **for** I joined the school team, but this was the biggest!


You won't believe what happened, though! I tripped and twisted my ankle really badly. My coach **5) has put** / **put** an ice pack on it and told me to rest. It's really painful. I **6) haven't seen** / **saw** a doctor **7) already** / **yet**, but I think I should.

Anyway, what **8) did you do** / **have you done** last weekend? I hope you've had a better week than me!


Take care,
Rick

Send



3  **Think** Imagine you took part in a sports tournament. Tell the class. Think about:

- what event it was
- what you did there
- where it was
- what it was like
- what happened to you there
- who helped you and how

4  **PORTFOLIO** Write an email to your friend giving news about a sports tournament you took part in.

Hi, ____ !

I hope you're well. Guess where I went last weekend! I ____ . It's ____ !


The ____ was at ____ . It ____ and there were ____ . I ____ , but this was ____ !

You won't believe what happened, though! I ____ . My ____ . I haven't ____ , but I think ____ .

Anyway, what did you do ____ ?

Take care,

The Circulatory System

- 1**  What colour are our arteries? Why? What do the two sides of the heart do? Listen, read and answer.

The circulatory system sends blood around your body to give your organs the **oxygen** and **nutrients** they need. Getting oxygen to your **muscles** is especially important when you exercise, so they can continue to function.



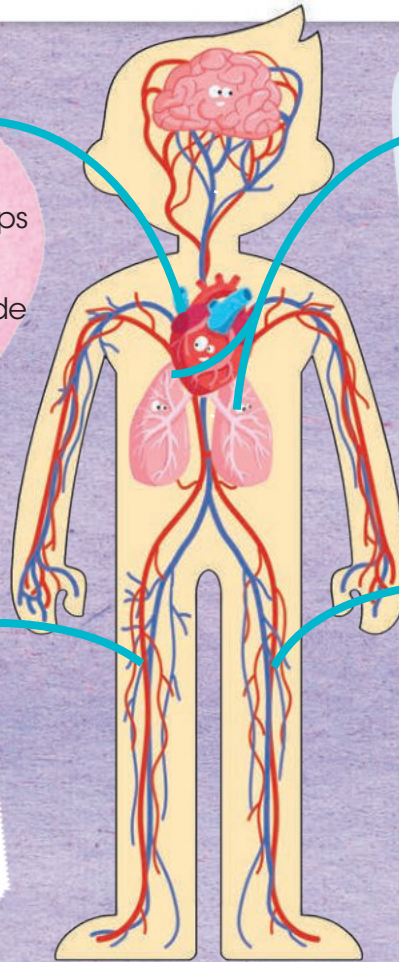
The heart

The heart is at the centre of the circulatory system. It's very important because it pumps blood around your whole body. The heart has got two sides. The right side sends blood to the lungs, and the left side sends blood around the body and to the other organs.

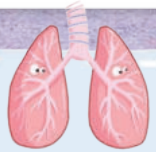


Arteries

These are thick tubes that carry the blood from your heart around your body. They are red because this blood is full of oxygen.



Lungs



Without the lungs we can't get oxygen into our blood. The lungs take the blood from the right side of the heart and fill it with oxygen. Then they send it back to the heart to continue its journey.



Veins




These are similar to arteries, but carry the blood from your organs back to your heart. This blood looks darker because there isn't much oxygen in it.

2 Read again and choose.

- 1** The blood leaves the right side of the heart
 - A** and goes to the lungs.
 - B** and goes to the muscles.
- 2** The left side of the heart
 - A** sends the blood to the lungs.
 - B** sends the blood to the organs.
- 3** The lungs fill the blood with oxygen
 - A** and send it to the heart.
 - B** and send it to the organs.
- 4** The blood leaves the organs
 - A** and goes back to the arteries.
 - B** and goes back to the heart.

Heart Rate

3 Read and write True or False.

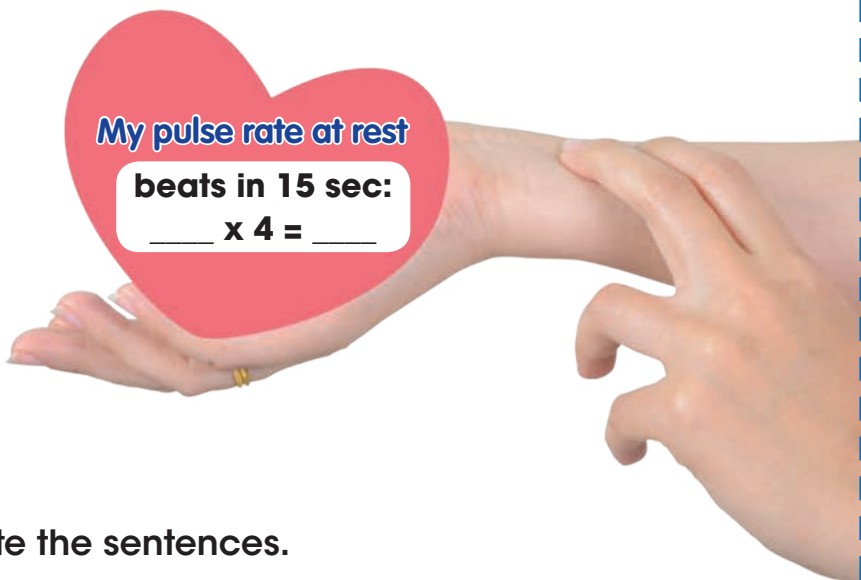
When you exercise, your organs and muscles need more oxygen. Your heart beats faster and you breathe faster, taking in  more oxygen and breathing out  more carbon dioxide .

1 The heart beats faster when you exercise.

2 You breathe out oxygen.

4 Read and complete.

Your **pulse** is the number of **heartbeats** per minute (bpm). Look at the picture. When you take your pulse, count the number of beats in 15 seconds, then multiply it by 4.



5 Take your pulse rate. Complete the sentences.

ACTIVITY

-  Hop on one foot for 1 minute.
-  Touch your toes as many times as you can in 1 minute.
-  Do 15 star jumps.

	PULSE RATE STRAIGHT AFTER	PULSE RATE AFTER 2 MINUTES REST
	_____	_____
	_____	_____
	_____	_____

DID YOU KNOW?

Blood contains small amounts of gold!



- 1 When I exercise, my pulse rate goes up to _____.
- 2 When I rest, my pulse rate goes down to _____.
- 3 My fastest pulse rate was _____ bpm.
- 4 My slowest pulse rate was _____ bpm.



1

Read and complete. Then, listen and check.

I CAN DO ANYTHING!

possibility

fear

ability

anything

top

full

Don't feel bad for me,
I've shown you my **1) ability**.
Now I think you see
I've got the **2)** _____.

I have shown no **5)** _____,
I've climbed all the way to the **6)** _____.
I have done my best,
I've come this far and I won't stop!

*There's no stopping me,
Because I'm in **3)** _____ swing!
Don't try blocking me,
I can do **4)** _____!*



Sing the *I Can Do Anything!* song!



2

Think of another title for the song. Draw a picture for it.

SOUNDS and Words

Adjective endings

These are common endings for adjectives:

-ful (painful) **-y** (sleepy)

-ing (tiring) **-ous** (nervous)

Remember: **-ful** only **one 'l'**



1 Make adjectives. Use: **-ful, -y, -ing** or **-ous**.

1 smelly socks

2 success_____ swimmers

3 thrill_____ match

4 danger_____ ride

5 sport_____ grandma

6 fam_____ athlete



2 Use the phrases to make sentences.

1 *Take off your smelly socks!*

iWonder 6
EXTRA
RESOURCES

1 Read, match and say.

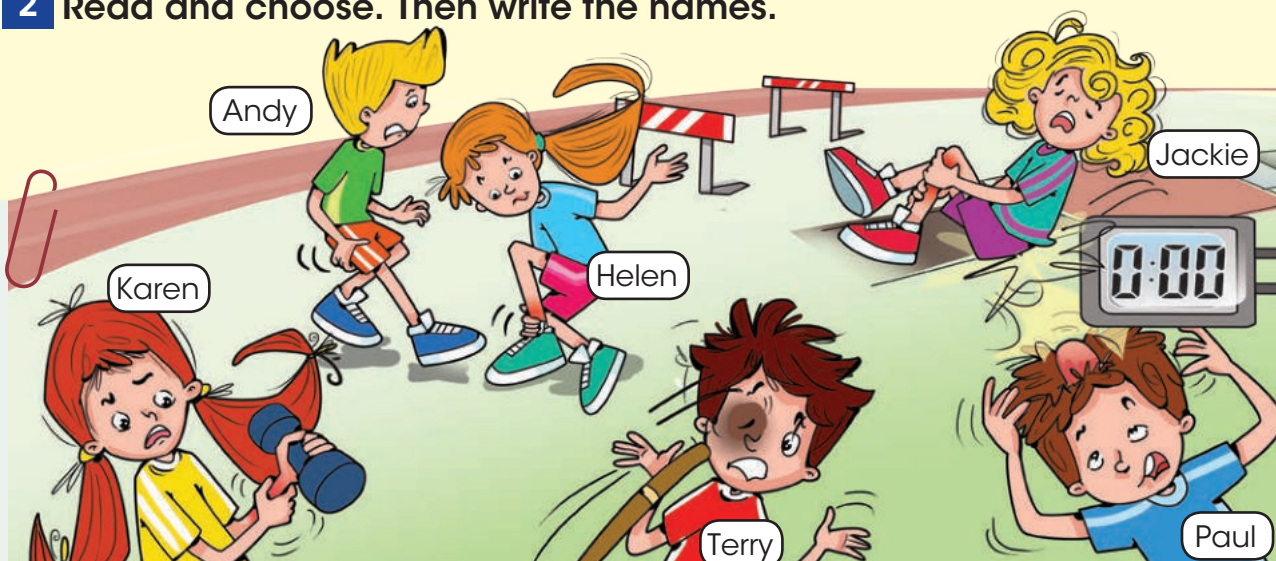
In which sport do you ...

- 1 B use a sword?
- 2 ride a motorbike?
- 3 wear a life jacket?
- 4 use weights?
- 5 wear a swimming cap?



1 We use a sword in fencing.

2 Read and choose. Then write the names.



- 1 Who has **cut** / **pulled** a muscle? **Andy**
- 2 Who has **broken** / **pulled** a leg? _____
- 3 Who has **bumped** / **sprained** their head? _____
- 4 Who has **sprained** / **pulled** a wrist? _____
- 5 Who has **bruised** / **broken** an eye? _____
- 6 Who has **pulled** / **twisted** an ankle? _____



3 **OVER TO YOU:** Say two sports you have already tried, two sports you haven't tried yet but you would like to, and two sports you did last week.

Now I can...

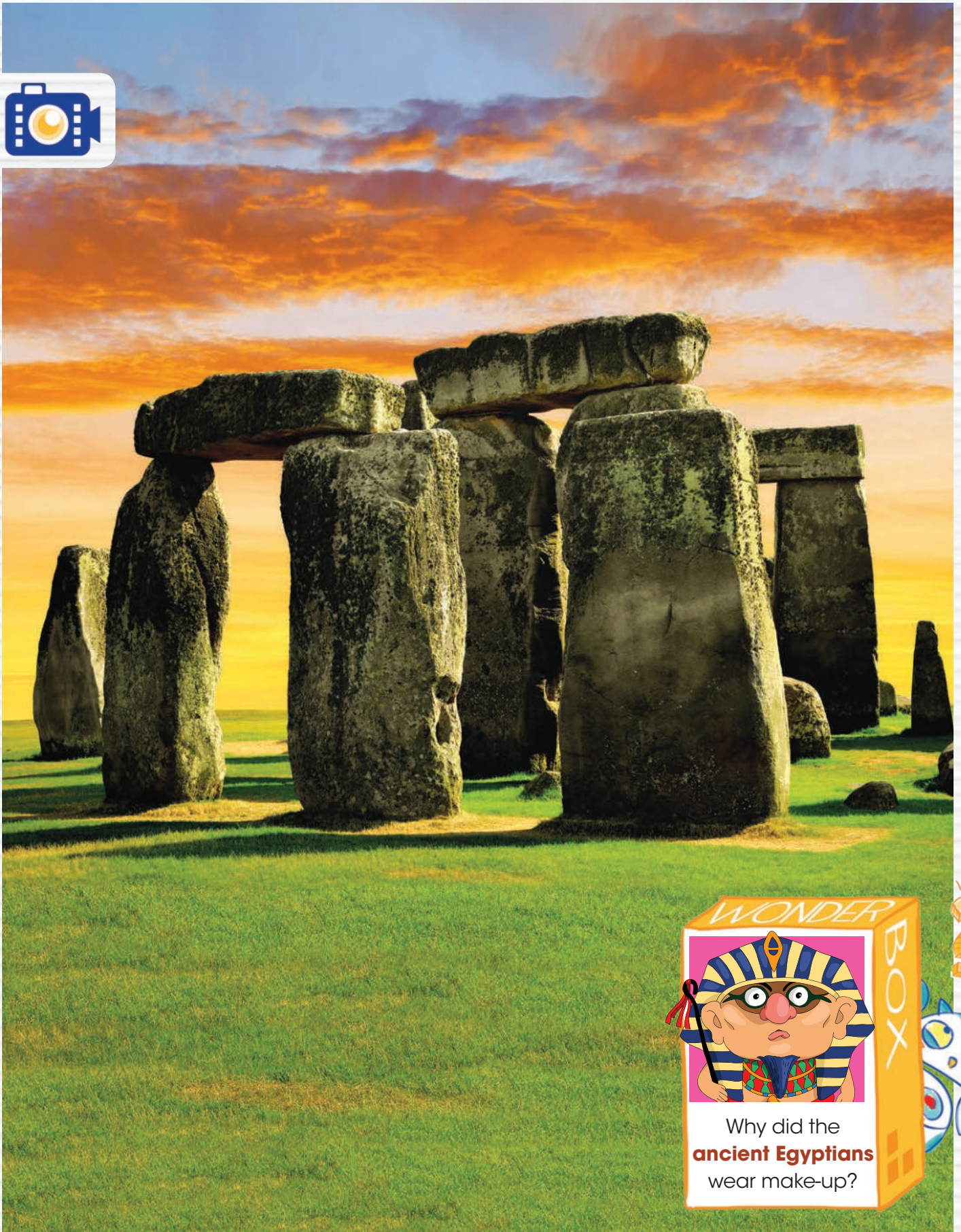


- talk about sports
- talk about injuries and accidents
- talk about experiences
- talk and write about the history of a sport
- express sympathy
- write an email giving news
- understand how the circulatory system works
- recognise and spell adjectives with **-ful**, **-ing**, **-y**, **-ous** endings

in English.




2 Mysteries of the World



WONDER BOX



Why did the **ancient Egyptians** wear make-up?

1  Look at the picture. Do you know this place? Where is it? Do you know why it is mysterious?

2  Read the sentences about Stonehenge. Are they **True** or **False**? Guess.

- 1 People built it 2,000 years ago.
- 2 Each of the big stones is as heavy as four African elephants.
- 3 No one knows how the stones got there.

3  Listen. Repeat. Match.

A landmark

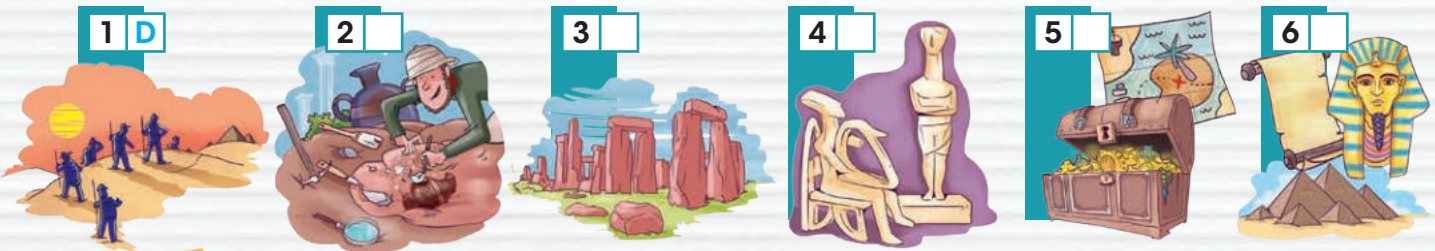
C ancient civilisation

E artefacts

B archaeological site

D expedition

F treasure



4  Read and match.

- | | | | |
|------------------------------------------------|--------------------------------------------------|---------------------------------------|--------------------------------------------|
| 1 <input checked="" type="checkbox"/> d | Stonehenge is | a | an expedition to the Pyramids. |
| 2 <input type="checkbox"/> | Near Stonehenge, archaeologists found | b | an archaeological site in Egypt. |
| 3 <input type="checkbox"/> | The pharaohs were the kings and queens of | c | artefacts from Anglo-Saxon times. |
| 4 <input type="checkbox"/> | The Pyramids of Giza are | <input checked="" type="checkbox"/> d | a famous landmark in Britain. |
| 5 <input type="checkbox"/> | In 1880, Sir William Flinders Petrie went on | e | hidden treasure and gold inside the tombs. |
| 6 <input type="checkbox"/> | In the Valley of the Kings, archaeologists found | f | an ancient civilisation in Egypt. |

ICT  Talk with your friend. Check your answers online or with the help of your teacher.

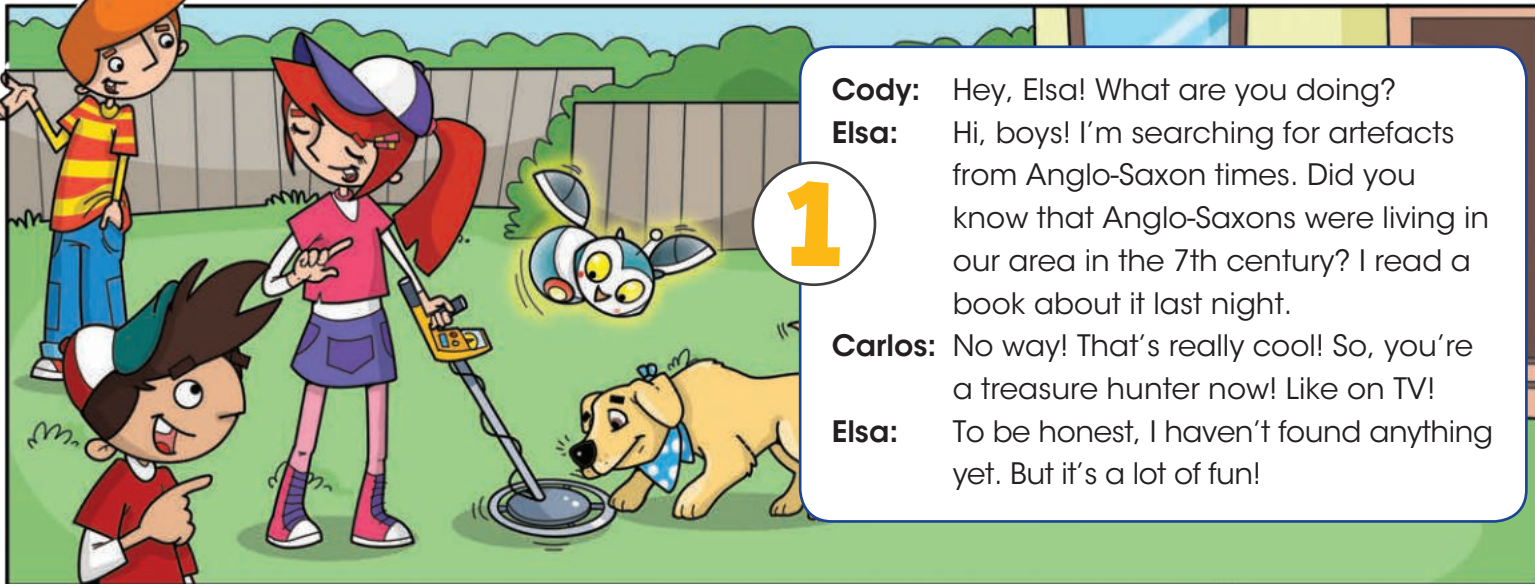
A: Were the pharaohs Egyptian kings and queens?

B: Yes, they were.

<p>The pharaohs were Egyptian kings and queens.</p> <p>1</p> 	<p>There was gold inside the tombs.</p> <p>2</p> 	<p>Sir William Flinders Petrie went to Egypt in 1400.</p> <p>3</p> 	<p>People built Stonehenge 2,000 years ago.</p> <p>4</p> 	<p>Archaeologists discovered Anglo-Saxon items at Stonehenge.</p> <p>5</p> 
---------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Treasure Hunters!

1   Listen and read. When did Anglo-Saxons live?



Cody: Hey, Elsa! What are you doing?
Elsa: Hi, boys! I'm searching for artefacts from Anglo-Saxon times. Did you know that Anglo-Saxons were living in our area in the 7th century? I read a book about it last night.
Carlos: No way! That's really cool! So, you're a treasure hunter now! Like on TV!
Elsa: To be honest, I haven't found anything yet. But it's a lot of fun!

1

Elsa: I think there's something here!
Cody: I can't believe it! I always thought that history was boring, but this is so exciting! Let's see what it is. Come on, Chico! Dig, boy!
Elsa: ROLO, do you think it's something important? Maybe a princess was walking here when she dropped her jewels!
ROLO: Show me what you find and I can check my database to tell you what it is!
Carlos: Look! Chico has got something. Here, ROLO, have a look.



2



ROLO: Well, Elsa, you were right. This **is** Anglo-Saxon, but it isn't a jewel. Maybe there wasn't a castle here, but there was definitely a village. You've found an old farming tool!
Elsa: Really? We can take it to the museum so that everyone can enjoy it.
Cody: What a great idea, Elsa!
ROLO: See, Cody? History isn't just in books. It's all around us. You never know what fascinating things are right under your feet!
Cody: You're right, ROLO. History's great!

3

2 Read again and underline.

- 1 Elsa is searching for **artefacts/treasures** from Anglo-Saxon times.
- 2 Elsa learnt about Anglo-Saxons **on TV/ in a book**.
- 3 Elsa thinks she has **found/dropped** an item in the garden.
- 4 Cody thought that history was **boring/ exciting**.
- 5 There was a **village/castle** in their area.
- 6 They found an old **jewel/farming tool**.

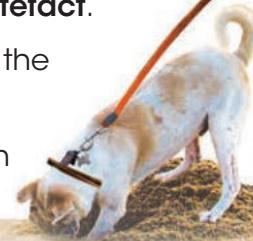
Wonder Grammar

Carlos **visited** Elsa and Cody yesterday.
Elsa **was searching** for artefacts when she **found** something special.
Cody **was holding** the artefact while ROLO **was checking** it.



3 Read and complete. Then listen and underline.

- 1 Helen **was walking** (walk) her dog, Bobby, by the sea **at 2 o'clock yesterday afternoon/last Sunday**.
- 2 Helen _____ (look) at the sea, while Bobby _____ (run) along **the waves/the beach**.
- 3 They _____ (play) by the **water/sand**, when Bobby _____ (start) barking.
- 4 Bobby _____ (dig) in the sand when Helen _____ (see) a gold **landmark/artefact**.
- 5 Helen _____ (take) it to the **museum/school**.
- 6 They _____ (tell) her it was an Anglo-Saxon **treasure/statue**.



4 Choose the right headline.

A DOG FINDS TREASURE

B GIRL LOSES DOG



Tell Helen's story. Can you think of a different ending?

5 In pairs, imagine you have made an amazing discovery! Answer the questions. Tell the class.



- When did the discovery happen?
- Where were you?
- Who were you with?
- What did you find?
- What did you do?
- How did you feel?

Language in Action

1 Listen. Repeat. Then read and complete.



- 1 A(n) **merchant** sold gold, clothes and other products.
- 2 The _____ was a king or queen.
- 3 Pharaohs wore a(n) _____ on their head.
- 4 The ancient Egyptians wrote on _____.
- 5 Ancient Egyptians wrote in _____.
- 6 A(n) _____ had an important job because not everyone could read and write.
- 7 You can see Tutankhamun's _____ in Egypt.
- 8 A(n) _____ searches for ancient artefacts.
- 9 A(n) _____ or a(n) _____ ruled different areas in ancient Egyptians' lives.

2 **Game** **Let's play!**

SH	
CH	
KH	

HIEROGLYPHICS				
A	or	B	C	or
D	E	F	G	H
I	J	K	L	M
N	O	P	Q	R
S	T	U	V	W
X	Y	Z	or	



A pharaoh was a king or queen **who** ruled ancient Egypt.
This is the papyrus **which** the scribes used.
The Valley of the Kings is a place **where** many pharaohs built their tombs.



3




ICT

Read and choose. Then do the quiz. Check your answers online or with your teacher.

What do you know about Ancient Egypt?

QUIZ

- The pyramids were buildings **where** / **who** _____ were buried.
A gods B pharaohs C scribes
- The Sphinx is a statue **which** / **where** _____ the Pyramids of Giza.
A guards B belongs C rules
- _____ was a pharaoh **who** / **which** wasn't Egyptian.
A Tutankhamun B Cleopatra C Khufu
- Kohl was a type of make-up **which** / **where** the ancient Egyptians put on their _____.
A eyes B face C hair
- _____ was the pharaoh **who** / **which** built the Great Pyramid.
A Ramesses II B Khufu C Tutankhamun
- Giza is a place **which** / **where** you can see ancient _____.
A merchants B scribes C pyramids
-  is the symbol **which** / **who** the ancient Egyptians used for the letter _____.
A E B X C K
- Ancient Egyptian police officers used _____ **which** / **where** helped them on patrol.
A dogs B cats C snakes

4



Let's play!

who	place	something
person	which	town
country	someone	where

Score:

?


1-3 Oh, dear! Egyptology isn't your strong subject!
4-6 A good effort, but do a bit more reading.
7-8 Excellent! You're an Egyptologist!




1   Listen to a History teacher talking about Ramesses II. Choose.

- 1 Ramesses II was born in **1303** / 1330 BCE.
- 2 Ramesses II built many famous **treasures** / temples.
- 3 He was **90** / **66** years old when he died.
- 4 He had about **53** / **100** children.
- 5 His tomb is in the Valley of the **Kings** / **Pharaohs**.
- 6 Maspero and Brugsch discovered his mummy in **1881** / **1901**.




2  Talk with your friend to complete the missing information.


PUPIL A



Name: Thoth
God of: ? and knowledge
Appearance: head of a bird, headdress of the ?



Name: Hathor
Goddess of: beauty, love, music and ?
Appearance: head of a cow, headdress of cow horns and ?




Name: Isis
Goddess of: women and ?
Appearance: headdress of a throne

PUPIL B



Name: Thoth
God of: writing and knowledge
Appearance: head of a ?, headdress of the moon



Name: Hathor
Goddess of: beauty, love, music and dance
Appearance: head of a ?, headdress of cow horns and the sun



Name: Isis
Goddess of: women and mothers
Appearance: headdress of a ?

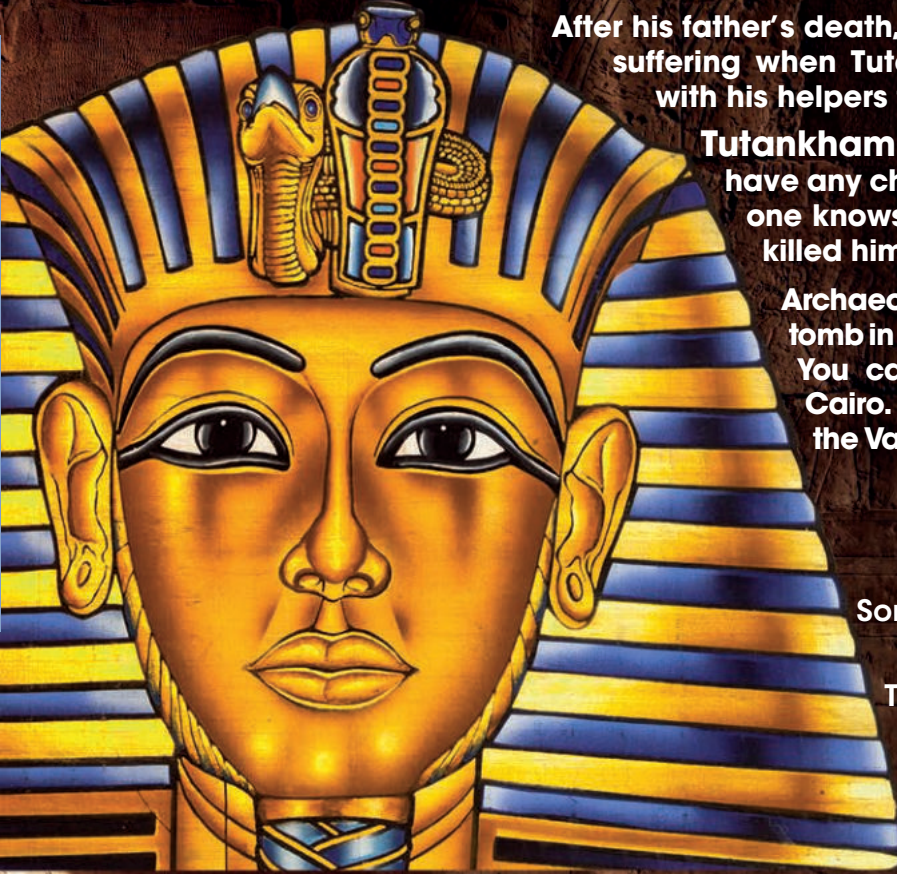
A: Who was Thoth?
B: He was the god of ...

Tutankhamun, or King Tut as he is also called, was born, around 1341 BCE. He was called The Boy King because he was only eight or nine when he became pharaoh of Egypt.

After his father's death, the country was weak. The people were suffering when Tutankhamun became king, so he worked with his helpers to make things better.

Tutankhamun married Ankhesenamun, but they didn't have any children. He died at the age of nineteen. No one knows exactly how he died; perhaps someone killed him or he died of an injury or illness.

Archaeologist Howard Carter discovered King Tut's tomb in 1922. It was full of gold, jewels and treasures! You can see these in the Egyptian Museum in Cairo. You can also see Tutankhamun's tomb in the Valley of the Kings.



Did you know?



Some people believed that there was a curse on Tutankhamun's tomb. They called it the 'Pharaoh's Curse' because many people connected to the discovery died mysteriously!

3 Listen and read. How did King Tut die?

4 Read again and write: **R** (Right), **W** (Wrong) or **DS** (Doesn't Say).

- 1 King Tut became pharaoh at the age of ten. W

- 2 He had two brothers. _____
- 3 He never got married. _____
- 4 He didn't have any children. _____
- 5 He died before he was twenty. _____
- 6 We don't know where his tomb is. _____
- 7 King Tut's mummy is in the Egyptian Museum in Cairo. _____
- 8 Some people believe there was a curse on King Tut's tomb. _____

5 Think ICT Think of a pharaoh and tell the class.



6 ICT SHOW and Tell In groups, do a project or make a PowerPoint® presentation about a pharaoh. Present it to the class.

Talking Point

1



Read the first exchange. What are Karen and John talking about? Listen and check.

Karen: Hi, **John**. How was your weekend?

John: Oh, it was amazing! I went to **Stonehenge**.

Karen: Really? **How was it?**

John: It was fantastic! I saw **the stone circle** and I **took lots of photos!**

Karen: **I bet!** It's such a famous landmark. What else did you do there?

John: I went to the **New Stonehenge Visitor Centre**. **There were lots of artefacts and treasures from ancient Britain. I bought some souvenirs, too!**

Karen: **That sounds great!**

John: Yeah, it was. I really want to go again.

Karen: Can I come with you next time?

John: Of course! Anytime!

Karen: Thanks!



2



Imagine you went to an archaeological site in your country. Tell the class about it. Think about:

- where you went
- what you did
- what you saw
- what you bought

3




ROLE PLAY: Take roles and act out a dialogue similar to Ex. 1.

Useful Language

Reacting to news


- How was it?
- What was it like?
- I bet!
- I'm not surprised!
- That sounds great!
- That's wonderful/fantastic!

MYSTERIES OF LAKE MICHIGAN


1  Listen and read. What's strange about these places?

Jerry's mystery BLOG

[My Blog](#) [News](#) [Contact](#)

 Hi, bloggers!
I'm back from my trip to the USA. I had a great time in Michigan. And you know what? I heard a really cool story there! It was a mystery about Lake Michigan.
Lake Michigan is a spooky place. Boats, planes and people disappear there! In 1950, a plane was flying over Lake Michigan to Seattle when it disappeared. No one knows why. Was it the weather? Was it an accident? Or maybe a UFO?
What do you think? Have you ever heard of a mystery like this?
Post a comment and tell me all about it!

[Follow me](#)

 Hi, Jerry!
When I was on holiday in Samoa, I heard a story about a mystery as well. In 1955, a boat was sailing to the Tokelau Islands when it disappeared. A month later, people found the boat, but there wasn't anyone on board!
No one knows for sure what happened to the people. Some say it was pirates, but others think it was a terrible sea monster. Isn't it a bit strange?
Bob

2 Read again and answer the questions.

- 1 Where did Jerry go?
- 2 What happened in 1950?
- 3 What happened in 1955?

3  Listen and match.

1 **A** Florida, USA

2 planes

3 Georgian Bay, Canada




4 ship

5 1902

6 UFOs

8 1945

7 ghosts or monsters

4  **PORTFOLIO** **ICT** Write a blog comment to Jerry about a mysterious place you've been to or you've heard of. Use the Internet to help you.

Fossils



1 **Think** Read and guess. Then listen and check.

1 A palaeontologist is a scientist who studies fossils. **True/False**

- 2 What are fossils?
- a all rocks
 - b preserved remains of plants and animals
 - c dinosaur bodies

3 Which is not a fossil?



4 Match.



1 mould fossil



2 cast fossil



3 amber fossil

a Parts of animals or plants preserved in **tree sap**.

b Shapes of animals or plants left in rock.

c Solid 3D shapes of the remains of animals or plants.

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

Fossils take thousands of years to form. When an animal dies, its remains sink into the ground and make a shape. Next, water washes away the remains.

This gives us an empty shape called a **mould**. Slowly, the mould fills with minerals and these turn into solid stone and make a **cast fossil**. Palaeontologists then dig up the fossil and study it to learn about life in prehistoric times.



- 1 It takes up to ten years for a fossil to form. 3 The mould fills with minerals.
- 2 Water washes away the remains of animals. 4 Palaeontologists dig up minerals.

3 How are cast fossils formed? Look, read and match. Write.



The remains of an animal sink into the ground.









- a An empty space – the exact shape and size of the bones – is created. This is called a **mould**.
- b Over time, the mould fills up with minerals and becomes solid rock. This is called a **cast**.
- c Palaeontologists dig up the cast fossil and study it.
- d Small amounts of water go into the ground and wash the remains away.
- e The remains of an animal sink into the ground.

4 Make your own cast fossil.

You need:

- a block of Plasticine™
- two paper cups
- half a cup of warm water
- half a cup of flour
- a spoon
- an item you want to make into a fossil (leaf, seashell, piece of wood, small plastic dinosaur, etc)

- 1 Take the block of Plasticine™ and press it flat on a table or in your hands.
- 2 Press your object (seashell, piece of wood, etc) into the Plasticine™ until it's half-buried.
- 3 Carefully take the object out of the Plasticine™ so that you can see the mould.
- 4 Put the Plasticine™ into a paper cup.
- 5 Put the flour into the other paper cup and add the water. Mix with the spoon to make a thick mixture.
- 6 Pour the mixture into the mould in the first paper cup. Let it dry.
- 7 Tear away the paper cup and carefully remove the Plasticine™. You now have your own cast fossil!





1 **Think** Read and complete. Then listen and check.

THE MYSTERIES OF HISTORY

History's all around us -
 You don't have to dig too deep.
 Just look and you'll **1) discover**
 All the secrets that it keeps!
 It gives us ancient **2) ph**_____
 Who ruled in distant lands,
 And **3) a**____ **f**____ or fossils
 Which were buried in the sand!

The **4) m**_____ **s** of history,
 The secrets that it holds!
5) Tr_____ **s** of all different
 kinds -
 From **6) p**____ **p**_____ to gold!



History's all around us -
 It's in tombs and pyramids.
7) M____ **m**____ held great mysteries
 For the **8) a**____ **c**_____
 And so did **9) h**_____ **s**_____
 Which were difficult to read,
 But now we know the stories
 Of great times in **10) h**_____ **y**!

• Sing *The Mysteries of History* song!

2 **Think** Why is **HISTORY** important? Discuss.

SOUNDS and Words

-ian and -ion endings: same sound - different spelling

Egyptian

Persian

magician

action

1 Listen. Say.




2 Listen and complete.

1 A _____ (5 letters)
 2 m _____ (8 letters)
 3 s _____ (7 letters)
 4 h _____ (9 letters)

5 i _____ (10 letters)
 6 d _____ (9 letters)
 7 a _____ (6 letters)
 8 e _____ (11 letters)

i Wonder 6
EXTRA
RESOURCES

1  What do you remember from the module? Read and match.


- 1 **E** The ancient Egyptians wrote on it.
- 2 A king or queen of Egypt.
- 3 You can find ancient artefacts there.
- 4 Archaeologists go on this to search for something.
- 5 It was the ancient Egyptian writing system.
- 6 This person searches for artefacts.
- 7 The pharaohs wore it on their head.
- 8 Archaeologists found it inside pharaohs' tombs.

- A hieroglyphics
- B treasure
- C archaeological site
- D headdress
- ~~E~~ papyrus
- F pharaoh
- G expedition
- H archaeologist




2 Find the mistakes. Read and correct.

A Howard Carter was the man which discovered King Tut's tomb.




B Jack bought tickets for the museum while Lisa was reading the guidebook.



C We were visiting the Pyramids last year.



D Papyrus was a plant where the ancient Egyptians used to make paper.




E Mark was taking photos of the landmark when it was starting raining.



F We visited Wiltshire which Stonehenge is.



G The Valley of the Kings is the place which they found the tomb of Ramesses II.



H Ancient Britons were building Stonehenge 5,000 years ago.



Now I can...

- talk about ancient civilisations
- talk about ancient Egypt
- talk about mysteries and past events
- post a comment on a blog
- talk about fossils
- recognise and spell words with **-ian** and **-ion** endings


in English.

Wonder Tales 1

The Treasure in the Rice Field

A story from Laos



1  Listen and repeat.



2  Listen and read. Where did Akamu find the pot?

A long time ago, an old man and an old woman, called Akamu and Laya, lived near a rice field. They worked very hard to grow their own food, but they were still poor. "We have worked so hard every day of our lives!" they said.

One day, they were in the rice field. While Akamu was digging near an anthill, he hit something hard. It was a very big old pot. When he opened it, he saw that it was full of gold!

"Laya! Come and see what I've found!" he shouted.

"Oh, my! How lucky we are!" she said when she saw the pot. "Let's carry it home!"

"No. We can't do that," Akamu said. "It is not ours to take. If it really belongs to us, it will find a way to come to us!"

Laya was sad, but she knew Akamu was right. Later that day, when they got back to the village, she told the neighbours about the pot.



Nobody believed her strange story and they all laughed. "Buried treasure! You are funny!" they said.

A few weeks later, a group of traders were passing through the village. While they were buying and selling goods, they heard about the two old people who found a pot of gold in the fields. "How interesting!" they said.

The traders decided to go and look for the pot. They went to the rice field and found the anthill with the pot near it. When they opened the pot, they jumped back; inside it, there was a half-sleeping snake!

"This is not gold! What liars they are!" one of them said. "Let's teach them a lesson!" So they took the pot and left it outside Akamu and Laya's house.

The next day, Laya got up early to make breakfast. When she opened the door to go out, she hit something hard with her foot. "Ouch!" she cried, and Akamu came to see what was happening.

They saw the pot in front of their door and looked inside. It was full of gold!

"Who has brought this to our house?" Akamu said.


"Who knows? Do you think we should keep it?" Laya asked.

"Yes. Now it has come to us, so it must be ours!"

From that day on, they stopped working and lived an easier life. And all over the country, everybody talked about the treasure in the rice field!

3  **Who says what? Read and choose.**

- | | |
|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| 1 "We have worked so hard every day of our lives!"
a Akamu and Laya
b the villagers | 6 "Let's teach them a lesson!"
a the traders b the villagers |
| 2 "You are funny!"
a the villagers b the traders | 7 "This is not gold!"
a the traders b Akamu |
| 3 "Who knows?"
a Akamu b Laya | 8 "Who has brought this to our house?"
a Akamu b Laya |
| 4 "Buried treasure!"
a Laya b the villagers | 9 "How interesting!"
a the villagers b the traders |
| 5 "Oh, my! How lucky we are!"
a Akamu b Laya | 10 "No, we can't do that."
a Akamu b Laya |

4  **Why does Akamu leave the pot in the field? Do you agree? Why/Why not?**

Wonder Values

Good things come to those who wait!