



DISLIBROS
¡Aprendiendo para la vida!



Express Publishing



i Wonder

AMERICAN EDITION



Wonder

is the Beginning of Wisdom!



Express Publishing

Let the








Wonder Begin,

Learning Never End!

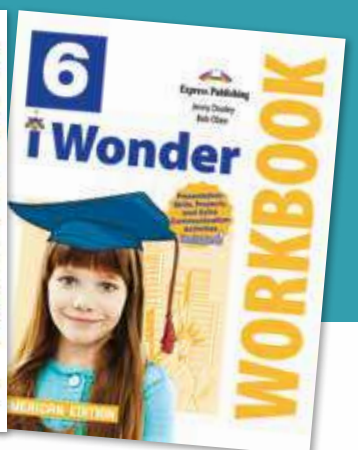
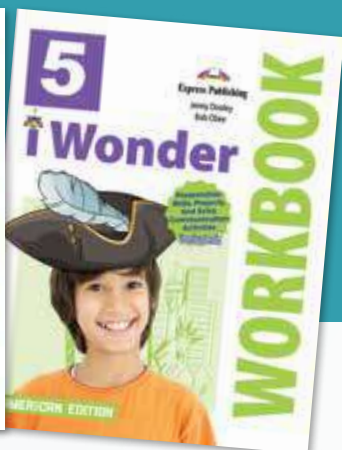
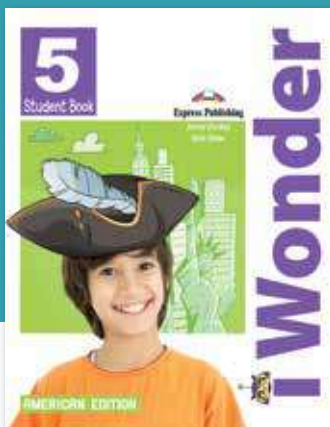
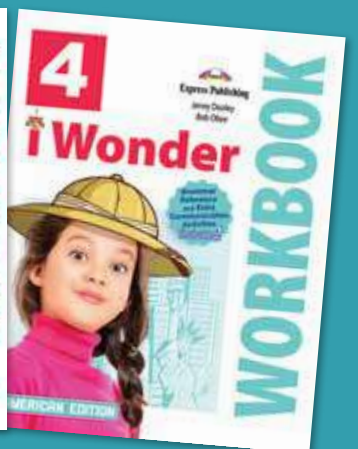
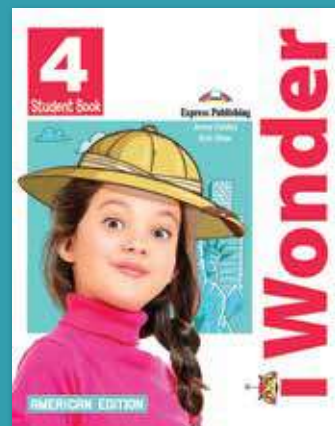
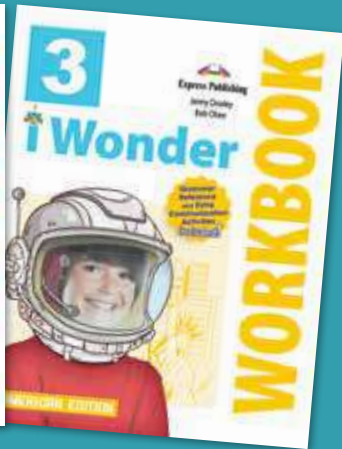
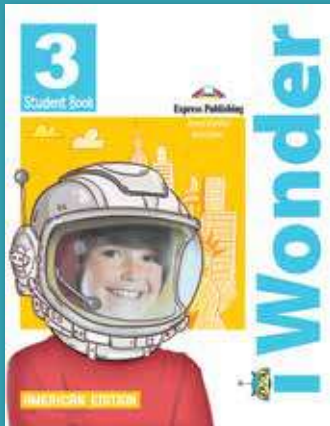
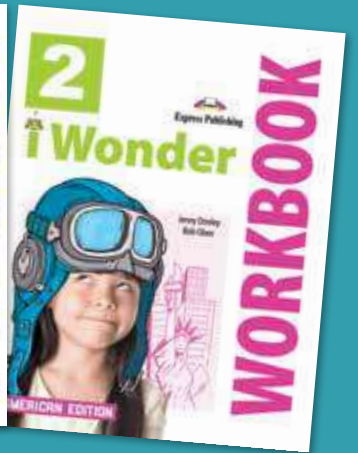
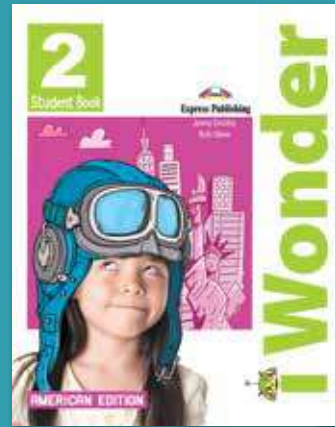
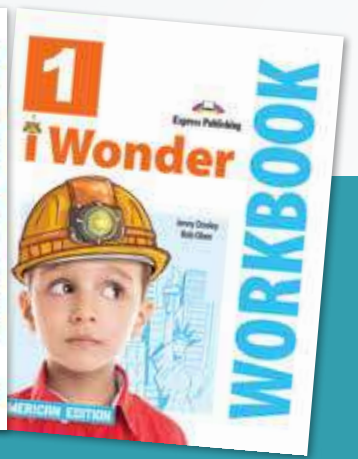
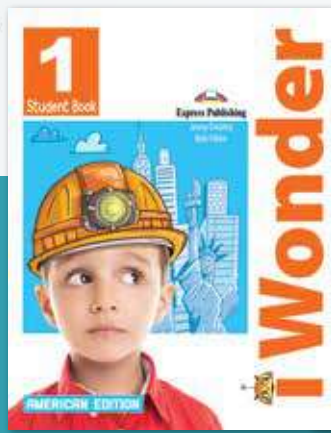


i Wonder is an innovative series which teaches English alongside other school subjects and brings all the wonderful elements of the real world into the language classroom. The course has been designed to ignite young learners' curiosity, stimulate their minds, and open the door to exploration and excitement!

Key Features

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





I t's ...

W hat dreams are made of,

O nly better!

N o other coursebook

D iscovers and

E xplores quite like this one –

R ead, wonder, learn, enjoy!



WONDER

BOX



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



Many **spiders** have eight eyes!



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



A baby **giant** panda is only the size of an **eraser**!



Promoting Respect/Responsibility



Pair work



Project/Poster presentation



Group work



Thinking skills



Formative evaluation



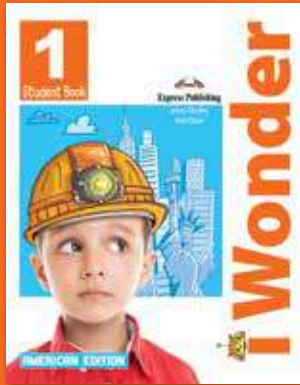
Internet research



Cross-curricular links



For Students



Student Book



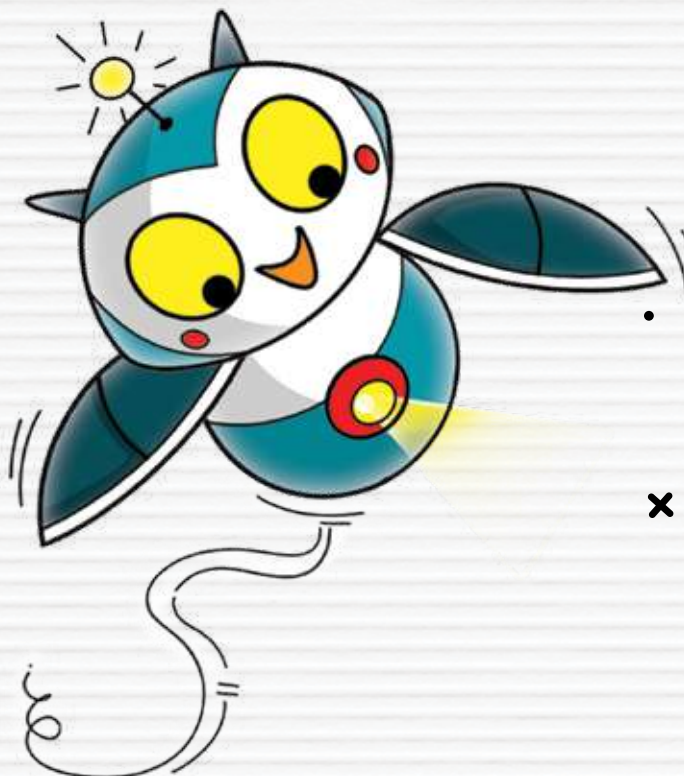
Workbook

Also Available:



For Teachers

- Teacher's Edition (*Interleaved*)
- Picture & Word Flashcards
- Posters/Cross-curricular posters
- Class Audio
- Teacher's Resource Pack & Tests



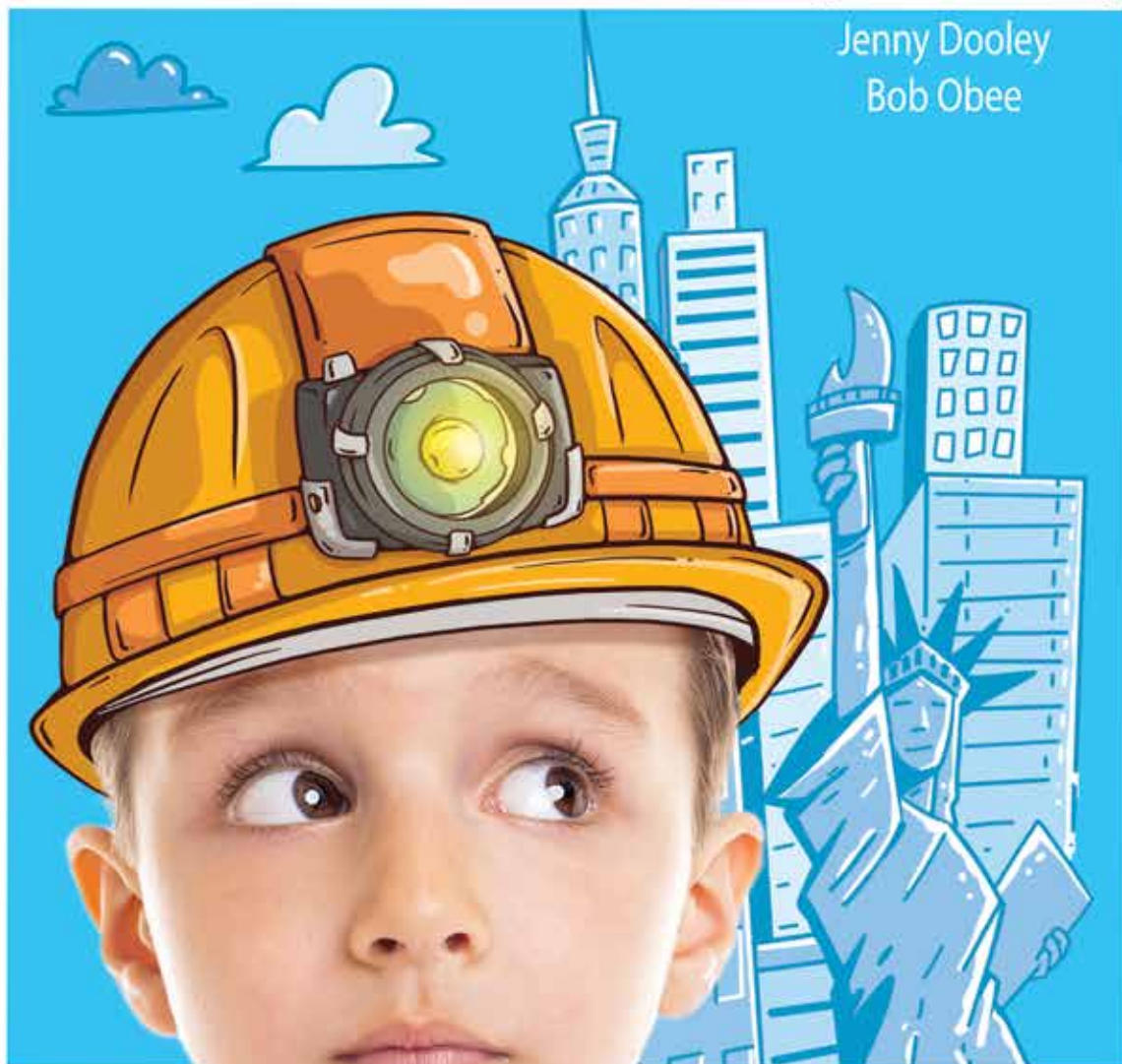
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Student Book



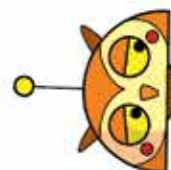
Express Publishing

Jenny Dooley
Bob Obee



AMERICAN EDITION

Wonder



CONTENTS

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

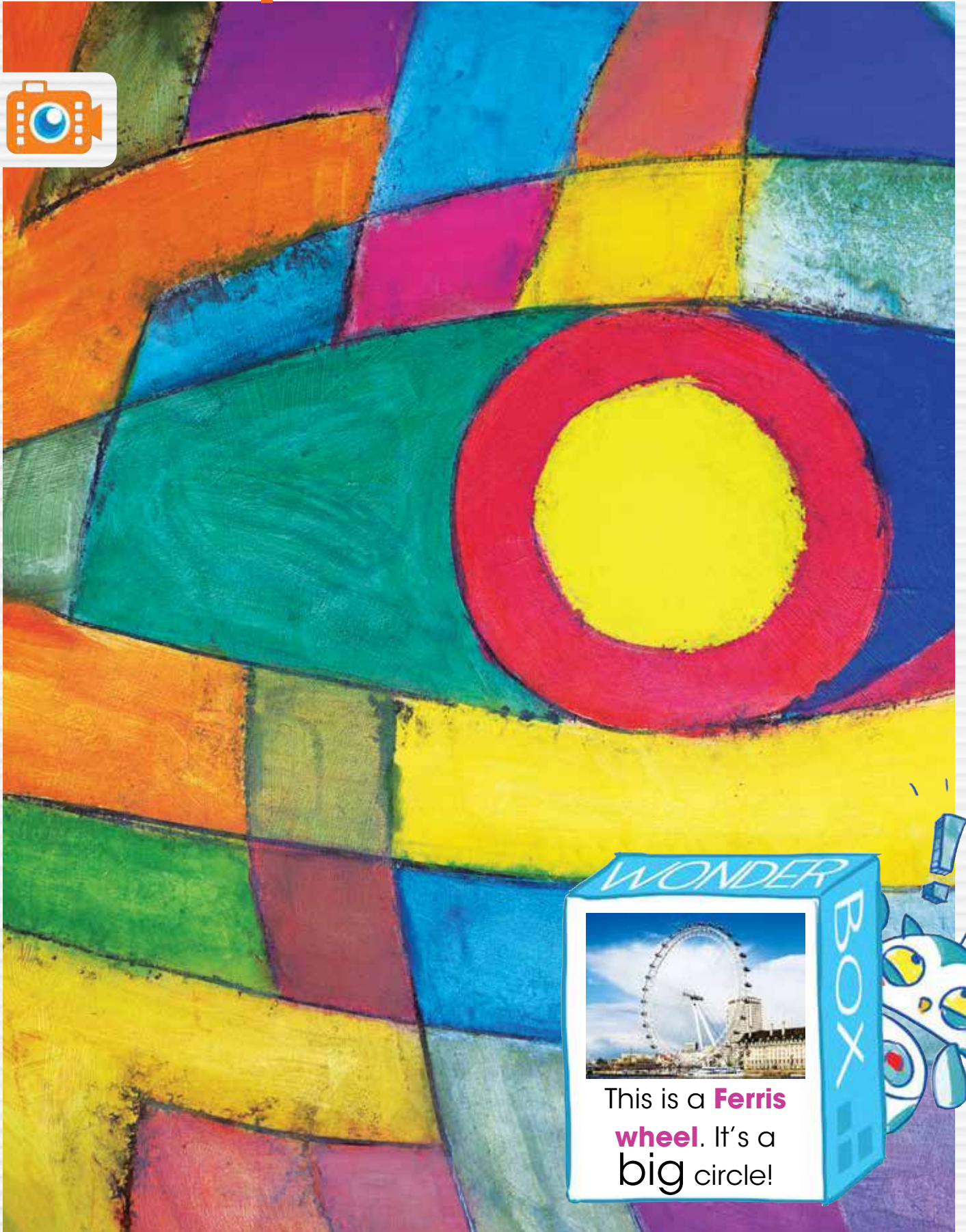





Thinking Skills	Project	CLIL	Sounds and Words (Phonics)
Applying world knowledge Interpreting visual information Logical/Mathematical thinking Organizing and selecting ideas	My Rainbow World (Art)	Cool and Warm colors (Art)	<ul style="list-style-type: none"> e, r, d, p, n red, pen Sight Words: it, is,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



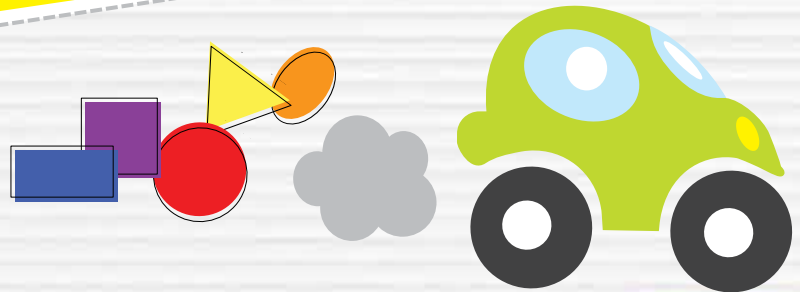
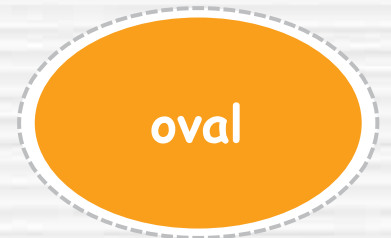
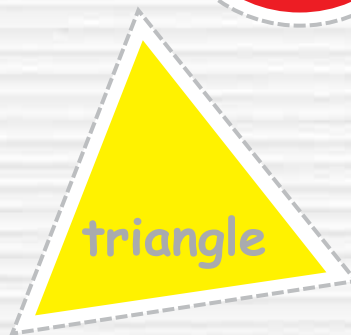
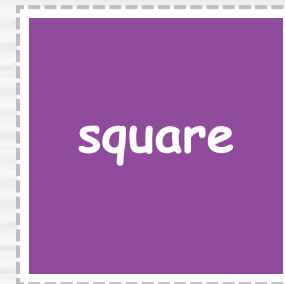
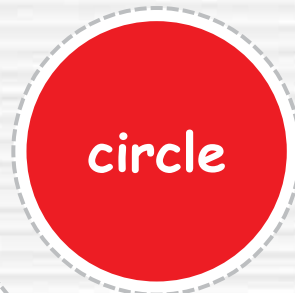
2 Shapes all around!



This is a **Ferris wheel**. It's a **big** circle!

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

- 2  Listen, point, and repeat.



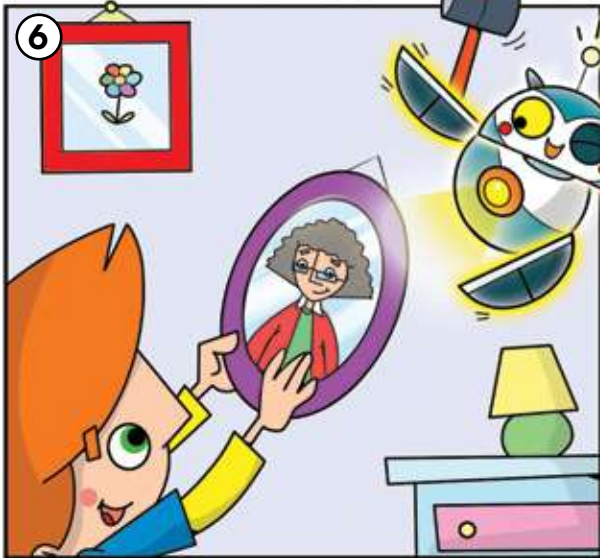
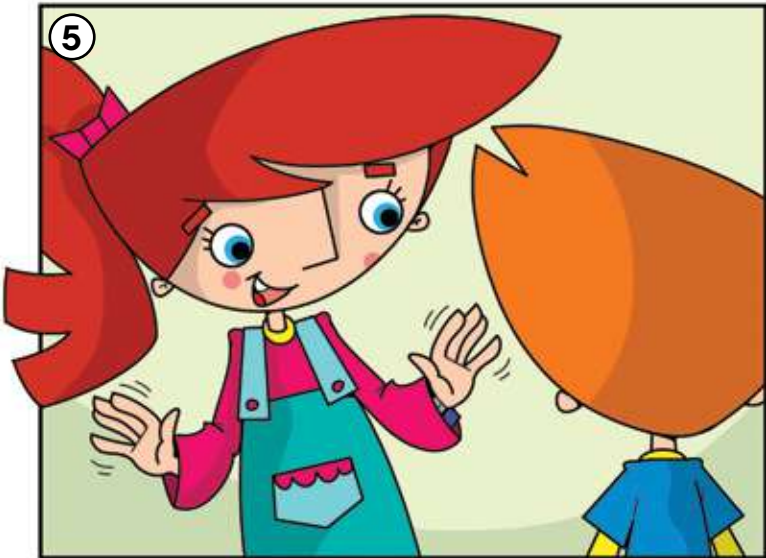
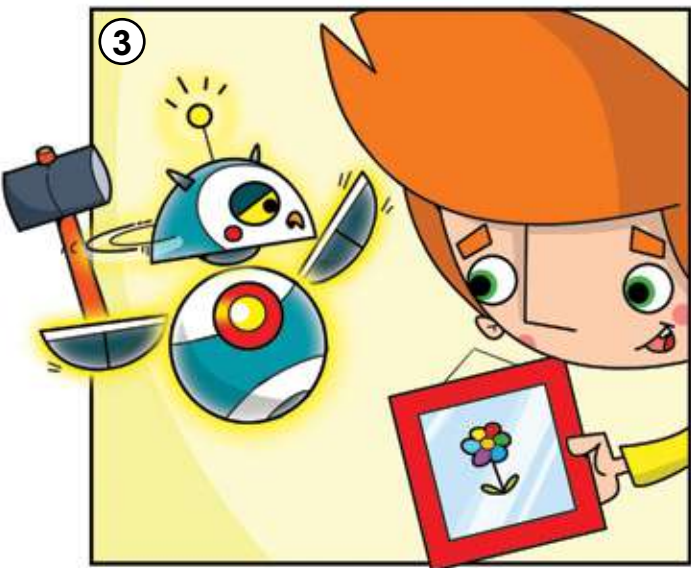
- 3  Let's play!

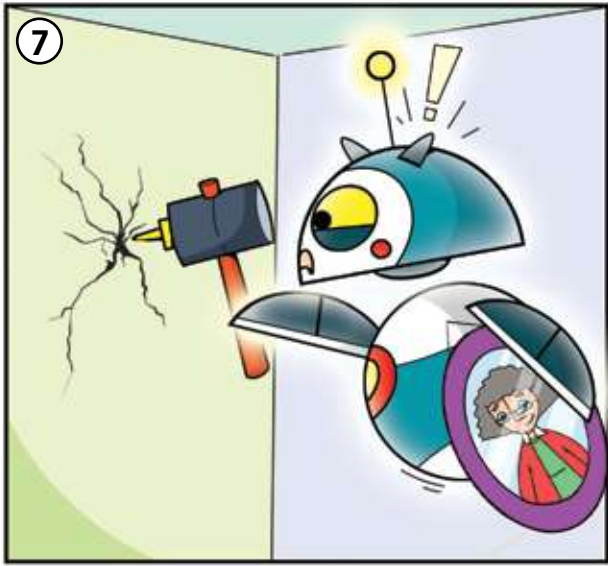


-  Sing the *Shapes* song!

4  Let's listen!

A new wall!







5  **Think** Color.

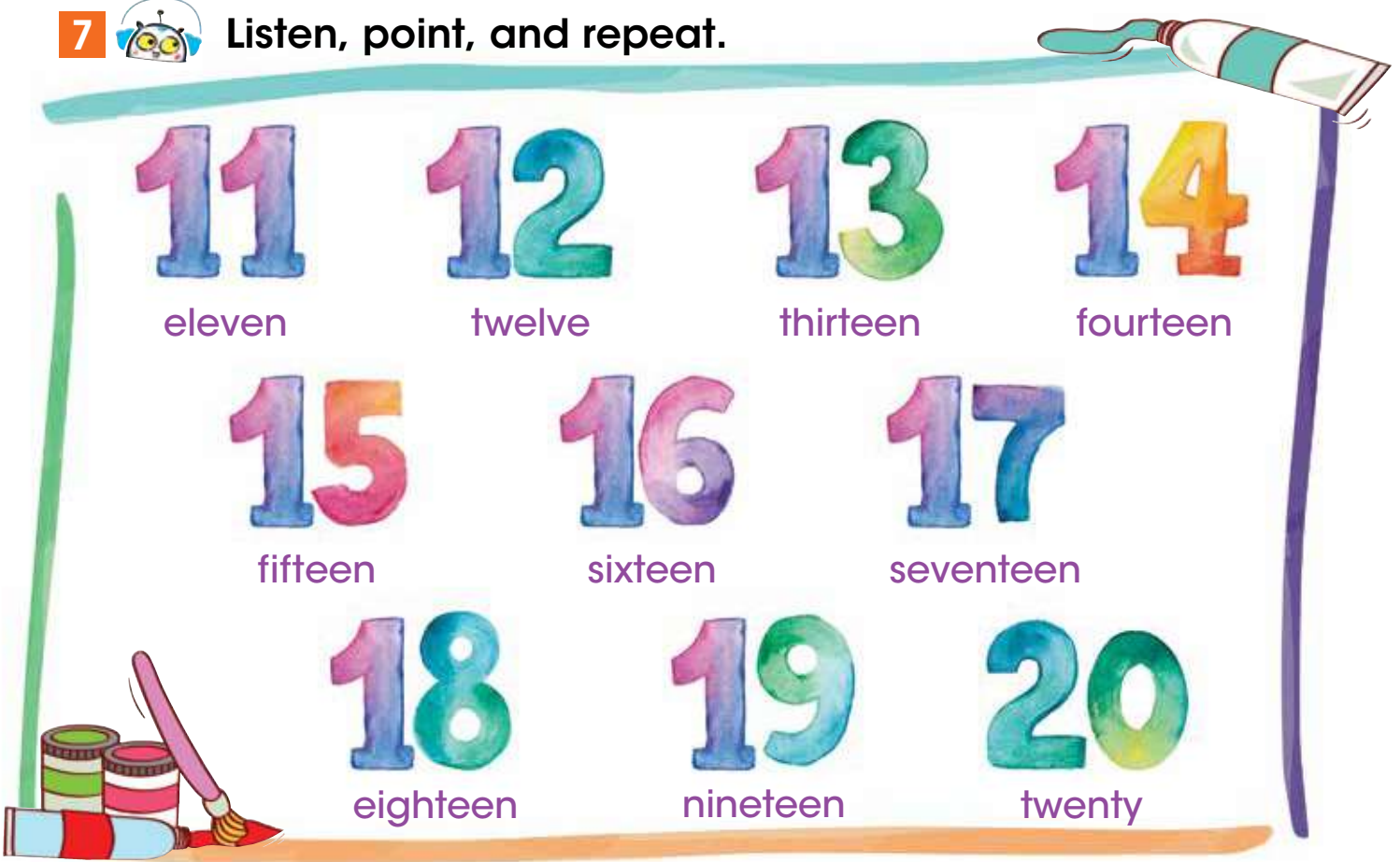


CRAFTWORK

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



7  Listen, point, and repeat.

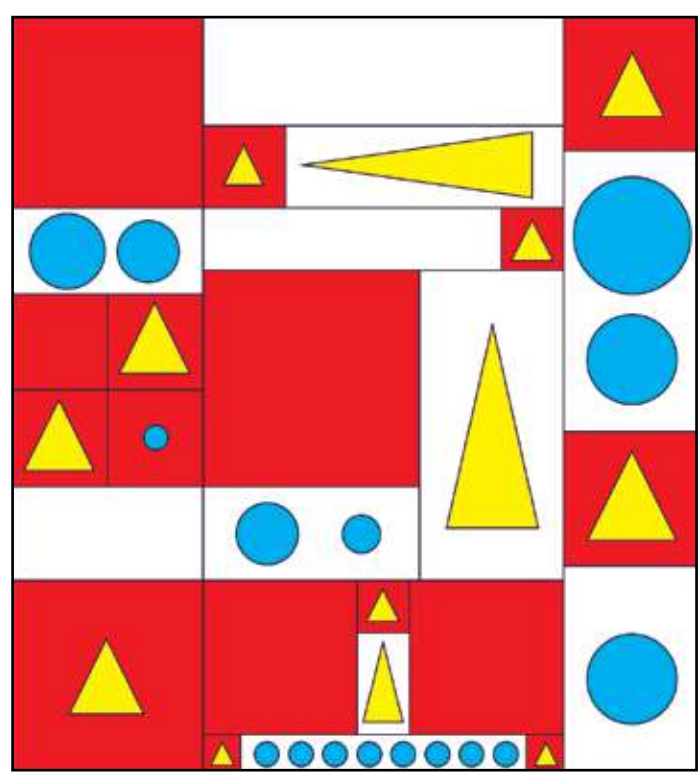
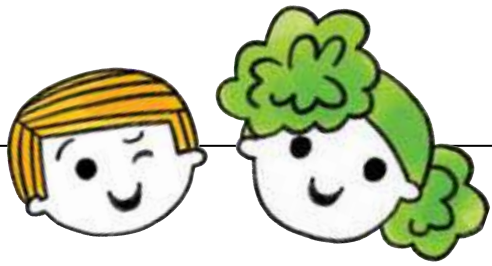


11 eleven 12 twelve 13 thirteen 14 fourteen

15 fifteen 16 sixteen 17 seventeen


18 eighteen 19 nineteen 20 twenty

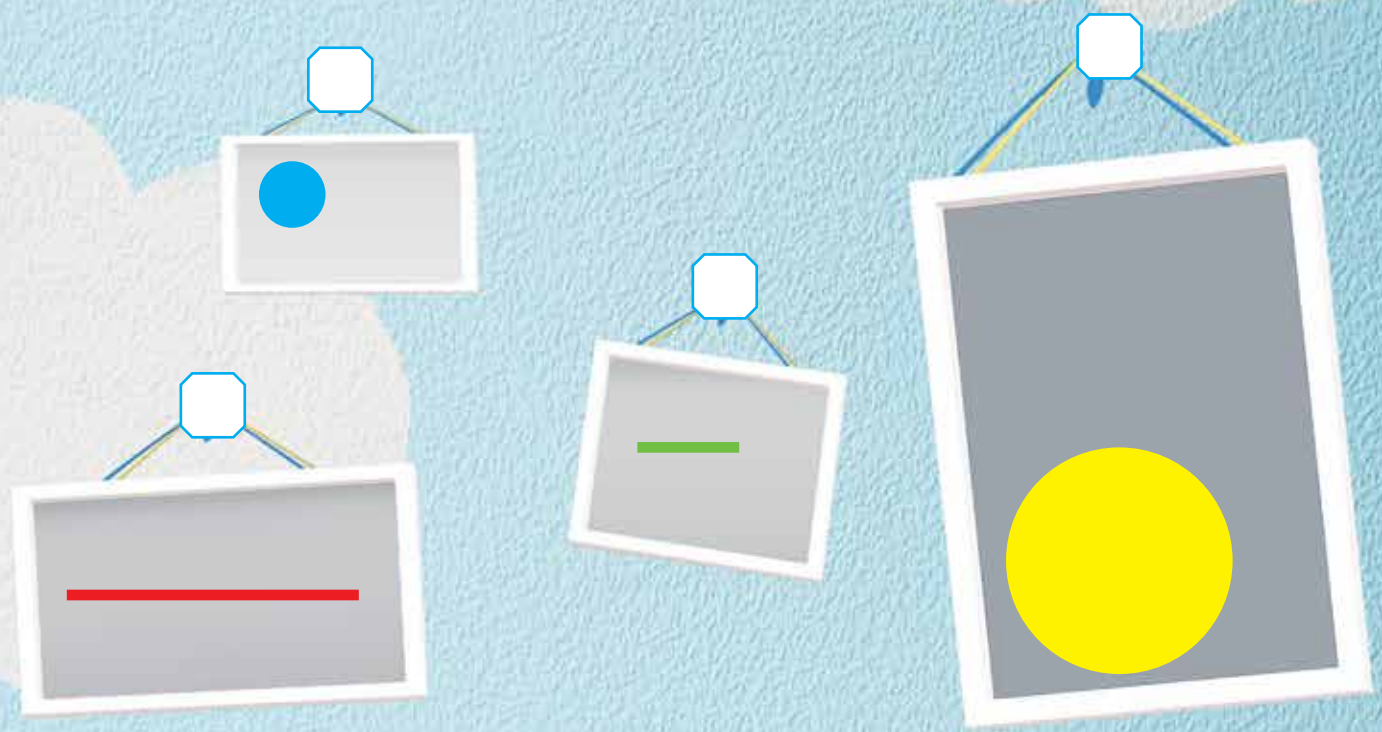
8  Count and write. Then talk with your friend.





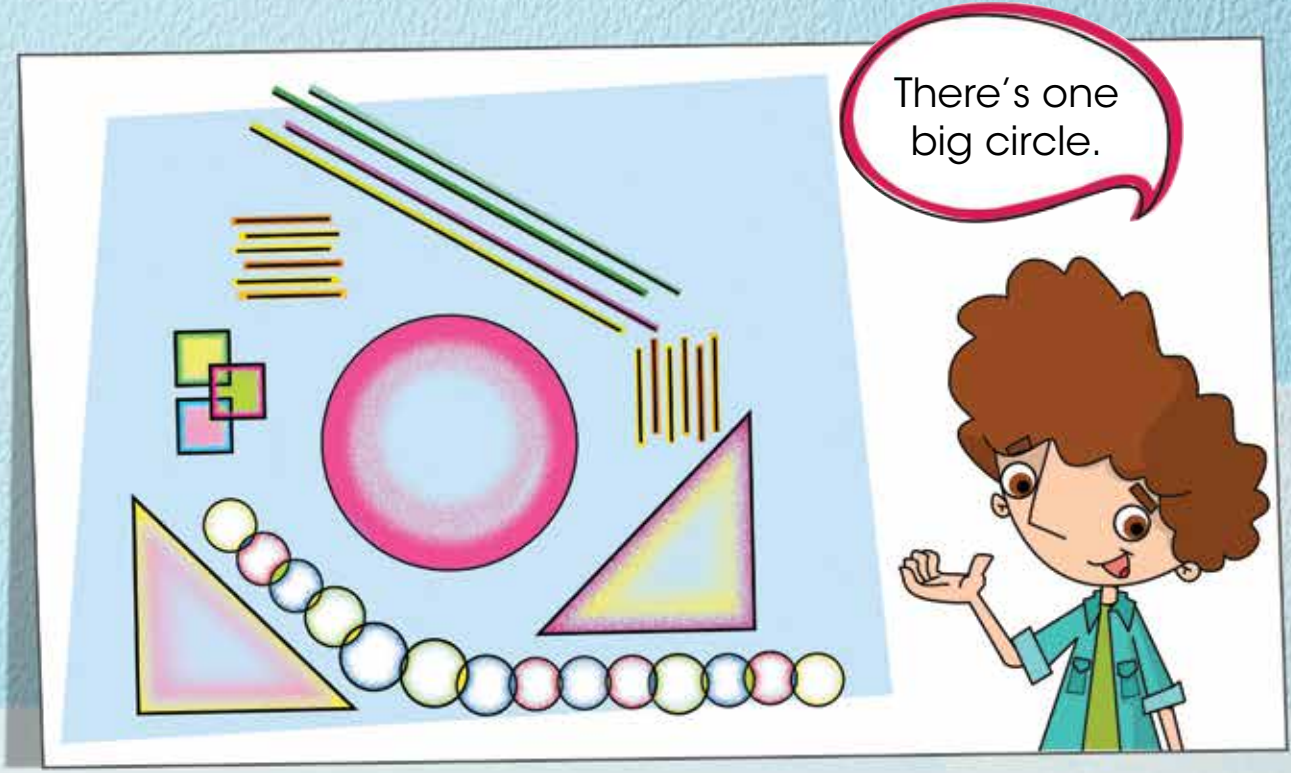
= _____ = _____

= _____ = _____

9  Listen and number.



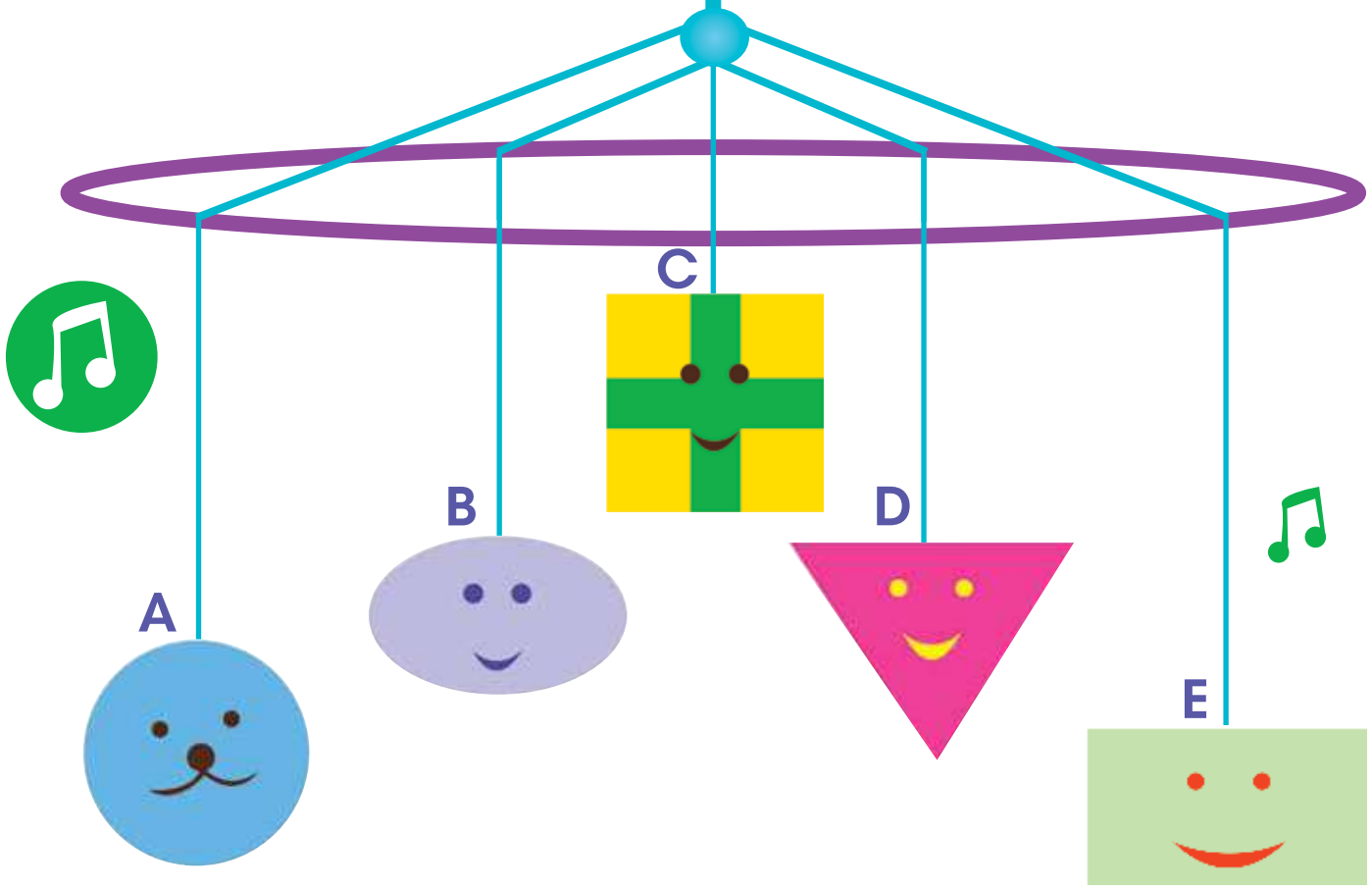
10  Look and say.



11



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



12

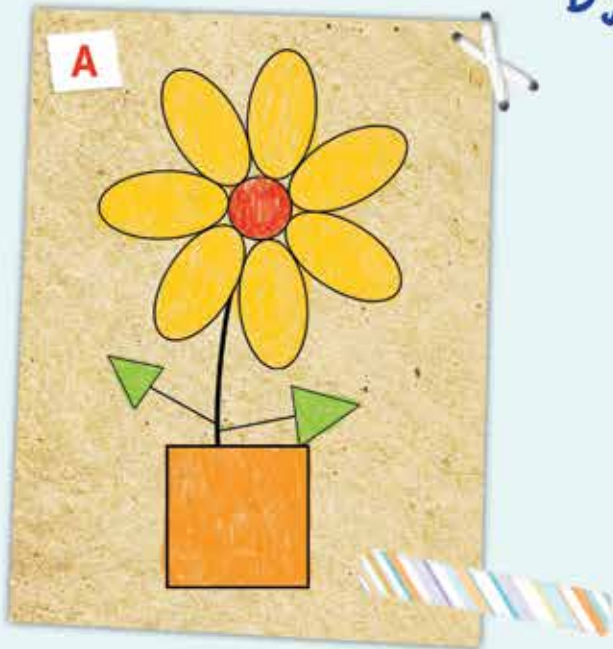


Let's play!



My Shape Art

by Cara





13 Look at Cara's project.

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

14 Tell the class.

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

With crayons? 

With paints? 

With markers? 

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

+ - × ÷ = MATH

CLIL

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



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

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

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

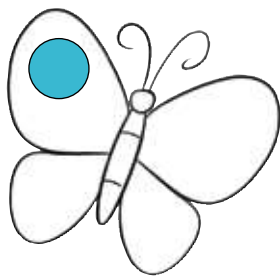


- 3  Say the numbers. Write the missing number.

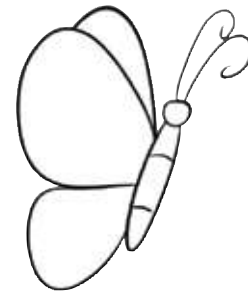
- 2 | 4 | | 8
- 5 | 10 | 15 |
- 5 | 4 | 3 |
- 5 | 7 | 9 |
- 3 | 6 | | 12
- 2 | 4 | 8 |

- 4 Write the number. Draw.

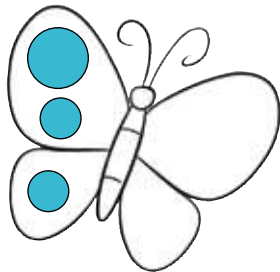
- Double 1
is .



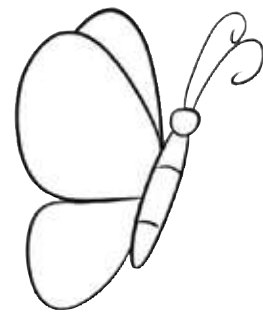
- Half of 6
is .



- Double 3
is .



- Half of 4
is .

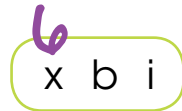
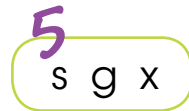
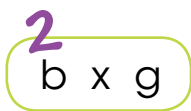


- 5  Play *Double or Half Bingo*.

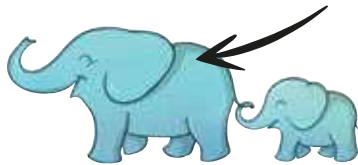
1 Listen. Look. Say.



2 Listen and circle.



3 Listen. Say the sounds together.



4 **Think** Find six/6.

• 1 | 2 | 3 | 4 | 5 | six

• 3 | 5 | 10 | 2 | six | 8

• 6 | 5 | 4 | 3 | 2 | 1

• 20 | 6 | 12 | six | 3 | 17

• 7 | six | 9 | 10 | 4 | 13

• 19 | 6 | 5 | 1 | 7 | 20

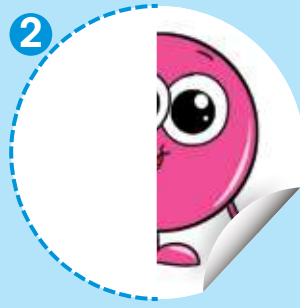
5 Listen. Say. Remember.

Sight Words:

there | small | is | and | a | it

**i Wonder 1
EXTRA
RESOURCES**

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



2 Write the answers.

1 $10 + 5 = \square$

4 $6 + 6 = \square$

2 $9 + 9 = \square$

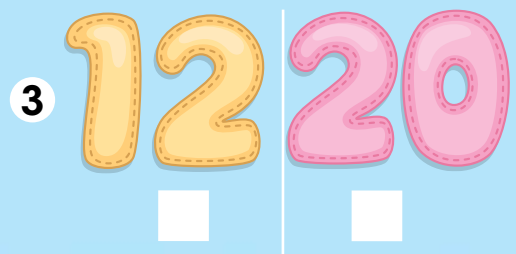
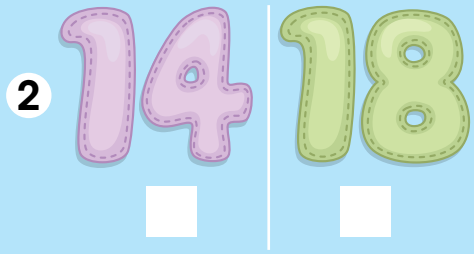
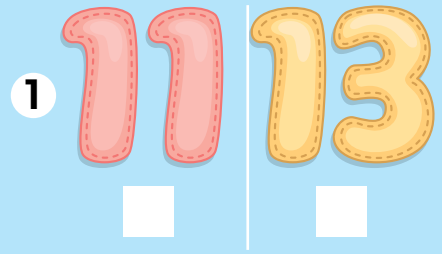
5 $10 + 7 = \square$

3 $6 + 5 = \square$

6 $7 + 7 = \square$



3  Listen and check (✓).



My Progress Report

Color.



Sample pages from i Wonder 1 - Student Book

AMERICAN EDITION

Wonder Tales 1
A story from Belgium

The Birds and Their Colors
A story from Belgium

Let's listen!

1 2 3 4 5 6 7 8

Wonder values
Always be polite!

THE WORLD OF WONDER
10 Modules 1 - 4

Listen and look.

Hello, everyone! Our world is full of shapes.

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

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

This fish is like a square. How funny!

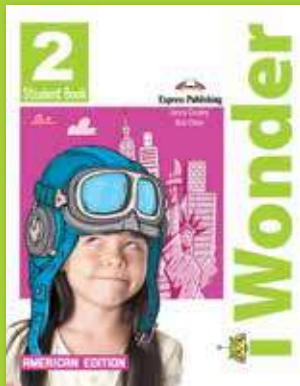
Look at this snail! Look at the pretty colors. It's like a circle!

Look! A square watermelon. Yummy!

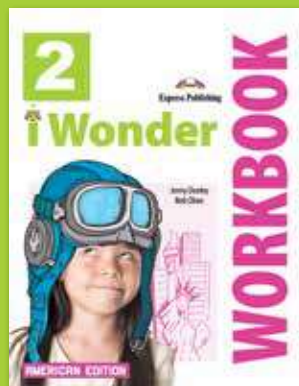
This big rock looks like an elephant!

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

For Students



Student Book



Workbook

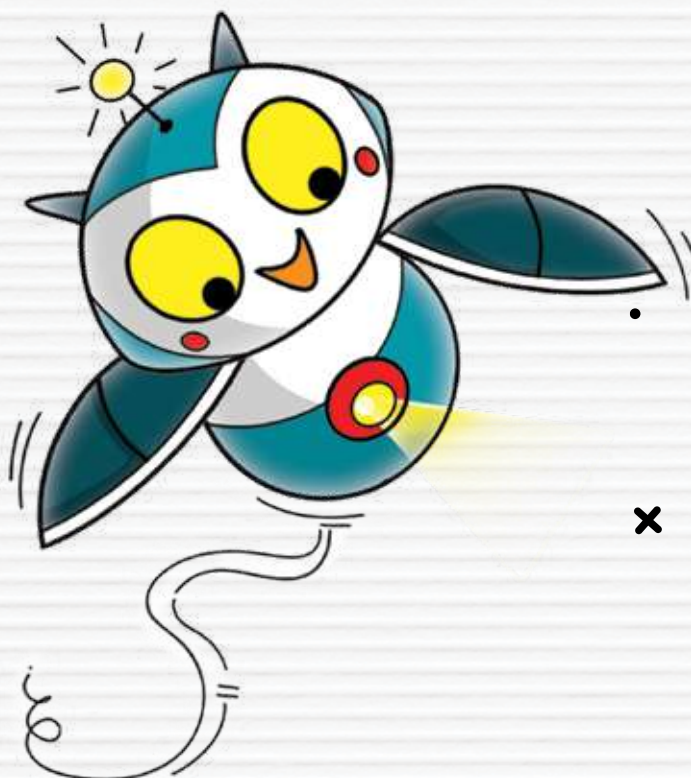
Also Available:

- Vocabulary and Grammar Practice



For Teachers

- Teacher's Edition (*Interleaved*)
- Picture & Word Flashcards
- Posters/Cross-curricular posters
- Class Audio
- Teacher's Resource Pack & Tests



“
* Wonder
often,
Wonder
always!
”

+

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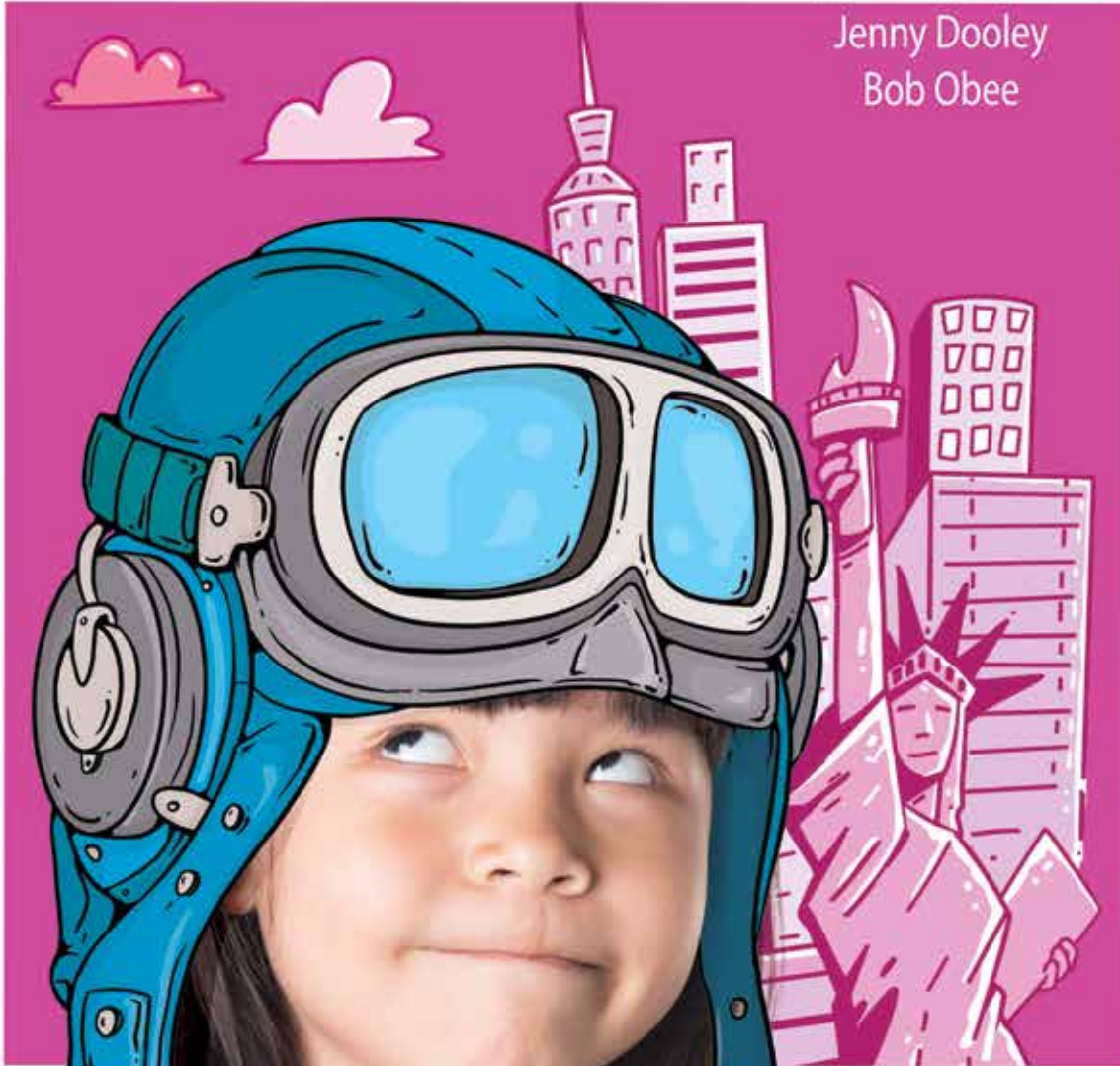
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Student Book



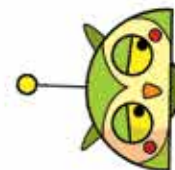
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Bob Obee



AMERICAN EDITION

iWonder



CONTENTS

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





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



: Project/Poster presentation



: Cross-curricular links



: Internet research



: Formative evaluation

Sample pages from i Wonder 2 - Student Book

AMERICAN EDITION

7 Listen, point, and repeat.

8 Listen and number.

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

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

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

Happy, tired,
Angry, sad!
We all have feelings,
Good and bad!

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

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

10 Does he have blue hair? ...? Yes, he does. No, he doesn't. Is he ...? Yes, he is. No, he isn't.

11 Talk with your friend.

A: Does he have blue hair?
B: Yes, he does.
A: Is he happy?
B: Yes, he is.
A: Is he 8??

12 Play the Feelings game.

Workbook, pages 5-9

WONDER Project SCIENCE

MY 5 SENSES!

by Kim

1 I'm happy when I see the _____.

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

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

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

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

12 Color and complete. Use: *mom, sea, strawberries, grass, rain.*

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

14 **Project** Do your own My Five Senses! project. Present it to the class.

Workbook, pages 10-11

Sample pages from i Wonder 2 - Workbook

AMERICAN EDITION



7 Listen and choose.

1

2

3

8 Look, read, and color.

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

9 Look, read, and check (✓).

Bill

Mary

John

Becky

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

Now look at Becky and complete.

Becky has _____ hair and _____ eyes.
She has _____ ears and _____ hands.

Cover pages 8-9 after page 11 of the Student Book.

Let's play!

START

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

FINISH

GO BACK to START!

My WoNDER Progress

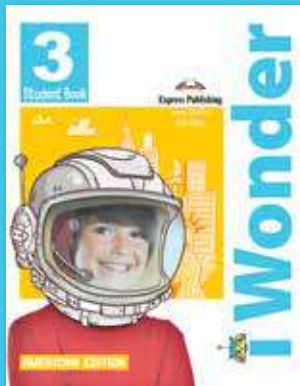
Check (✓). I can ...

name parts of the body and the five senses.

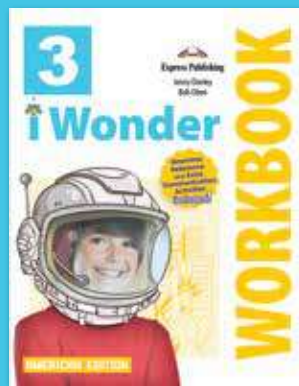
talk about feelings.

sing the songs in Module 1.

For Students



Student Book



Workbook

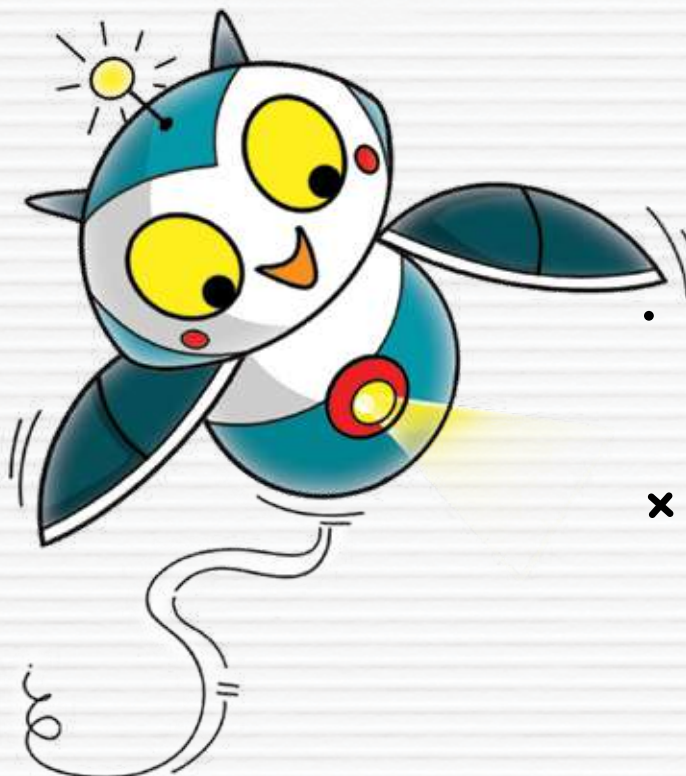
Also Available:

- Vocabulary and Grammar Practice



For Teachers

- Teacher's Edition (*Interleaved*)
- Picture & Word Flashcards
- Posters/Cross-curricular posters
- Class Audio
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“ Always Question, Always Wonder! ”

3

Student Book

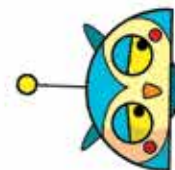


Express Publishing

Jenny Dooley
Bob Obee



I Wonder



AMERICAN EDITION

CONTENTS

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

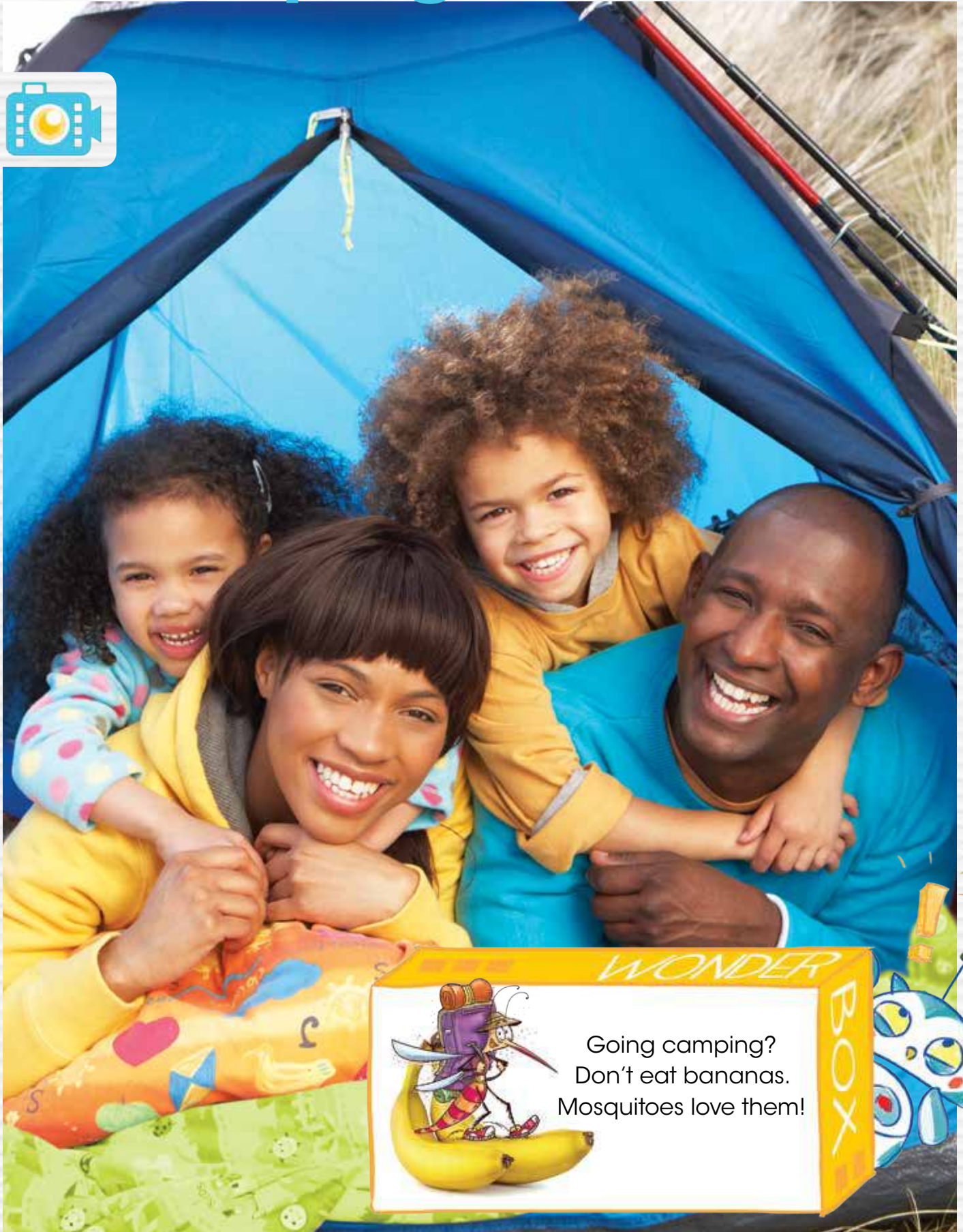
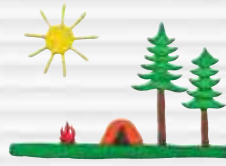




Thinking Skills	Project	CLIL	Sounds and Words
Lateral thinking			
Applying world knowledge Recalling information Interpreting visual information Organizing and selecting ideas Creative thinking	My Favorite Book (Literature)	Punctuation (English)	<ul style="list-style-type: none"> oo boot root cook book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



2 Camping




WONDER BOX



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

A cartoon illustration of a mosquito with a purple body, a yellow and red striped abdomen, and a long proboscis. It is standing on a yellow banana. To the right of the box is a blue cartoon character with large eyes and antennae.

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

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



swim

fish

go for walks

ride a bike

have a barbecue

play games

A: I like fishing.

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

3  Listen and number.



a owl



b fire engine



c river



d radio



e guitar



f wind

1

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

The sound of an owl is natural.

Language in Action

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



2 Read and complete. Then listen and check.

Take out your 1) **backpack**

And start to pack!

A 2) _____, a 3) _____,

A 4) _____ and a 5) _____!



*Pack up, let's go,
We're camping today!
Pack up, let's go,
Let's get away!*

Take out your backpack
And start to pack!

6) _____, 7) a _____,

And a 8) _____!

Sing the *Pack up* song!

WONDER Grammar

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

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

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

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



3 Listen and draw lines.



Let's play!



Pat is making lunch.

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



4 What are they doing? Make sentences.

1 Pat
Pat is looking at the birds.

4 Judy

2 Bill

5 Mandy

3 Carl

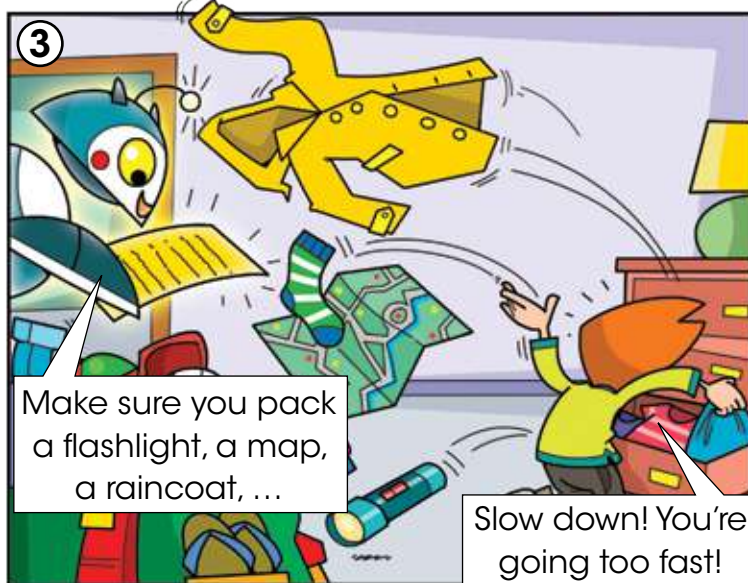
6 Steve



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

Let's pack!

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





2 **Read and write True or False.**

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

TALKING POINT

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

Larry: Diana, what are you doing?
Diana: I'm getting ready for our school camping trip. Can you help me, Larry?
Larry: Yes, of course. Make sure you pack **a flashlight** and **a map**.
Diana: Is that everything?
Larry: Well, ... you also need your **sleeping bag**!
Diana: Got it! I think I'm ready now.



Language in Action

1  Complete. Then listen and check.

feed

put up

throw

light

pick

make



1 feed wild animals



3 _____
wild fruit



5 _____
litter



2 _____
a tent



4 _____
noise



6 _____
a campfire

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

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

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

3 **A:** Should we put these bottles in the trash can?
B: Yes! We mustn't throw litter!

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

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

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

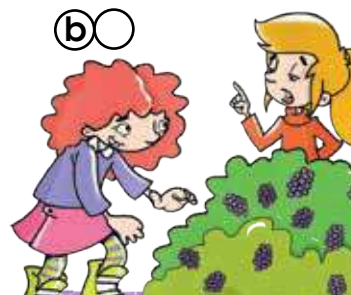
(a) ○



(d) ○



(b) ○



(e) 1



(c) ○



(f) ○





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


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





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


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

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

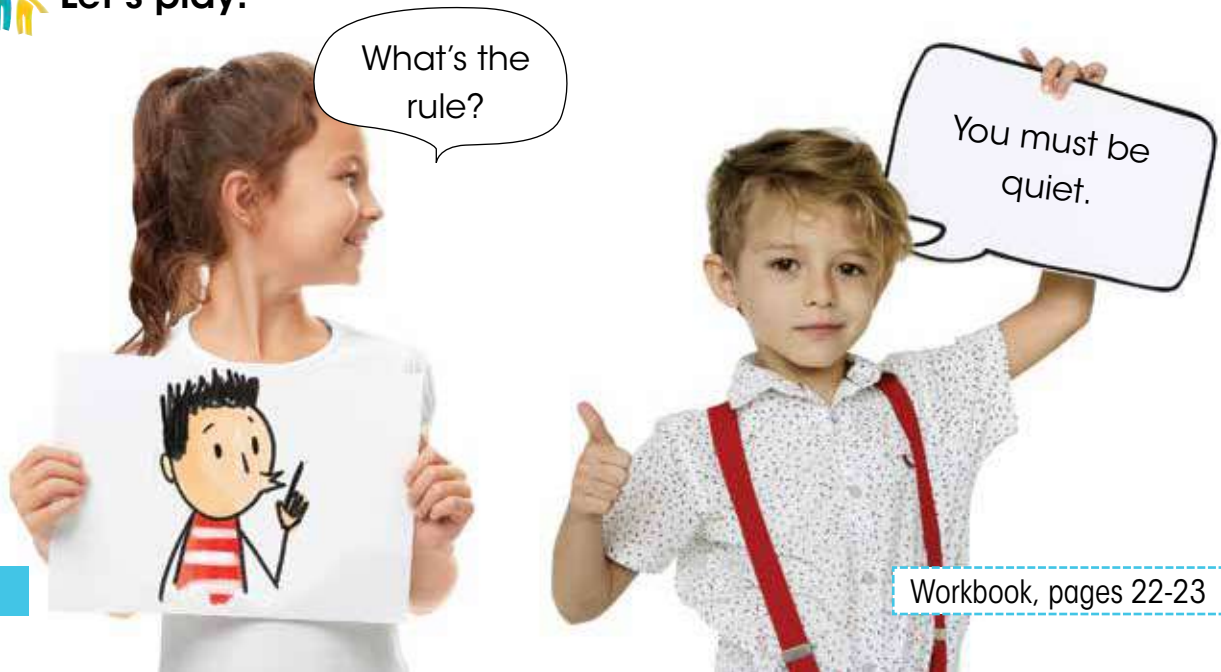
2  You _____ be quiet.
A at the library
B at the toy store

5  You _____ keep your dog on a leash.
A at a candy store
B at a park

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

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







4  Let's play!



1  Listen and color and write.



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

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

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

3 Read and choose. Then listen and check.

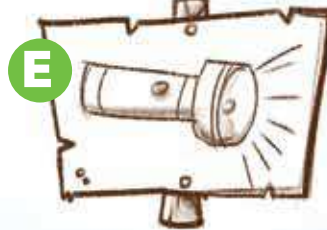
A camping Trip can be a lot of fun for the whole family, but make sure you all stay safe!

Here are some camping rules:

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



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



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



Think

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

A

B

1

at the bottom of a hill



at the top of a hill



2

near the campfire



away from the campfire



3

away from a tree



under a tree



4

on hard ground



on soft ground



5

near animals



away from animals



6

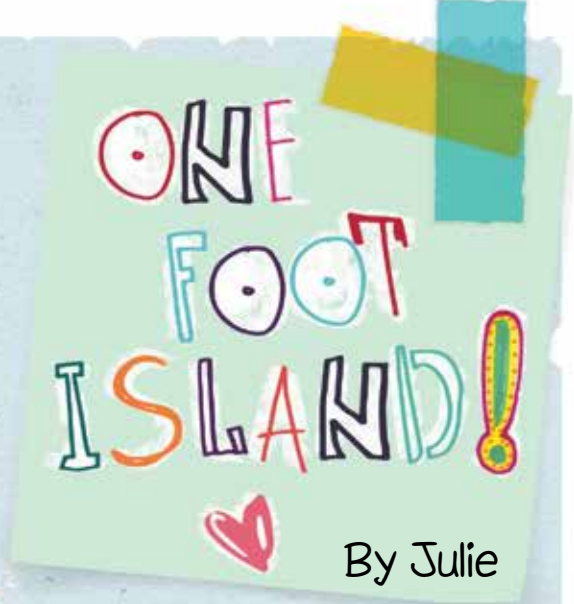
near other tents



away from other tents



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



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

There are two train stations.

3

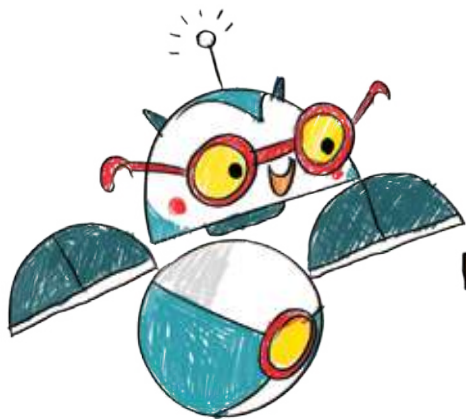


Make your own *One Foot Island* poster. Present it to the class.

Adding -ing

1  Listen and read.

go - going finish - finishing
 give - giving smile - smiling close - closing
 win - winning sit - sitting
 but
 pick - picking



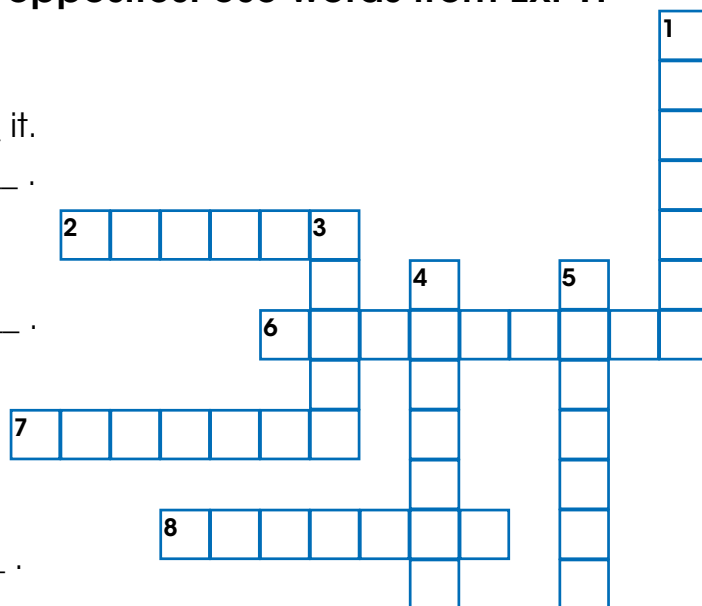
2 Complete the crossword with the opposites. Use words from Ex. 1.

Across


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

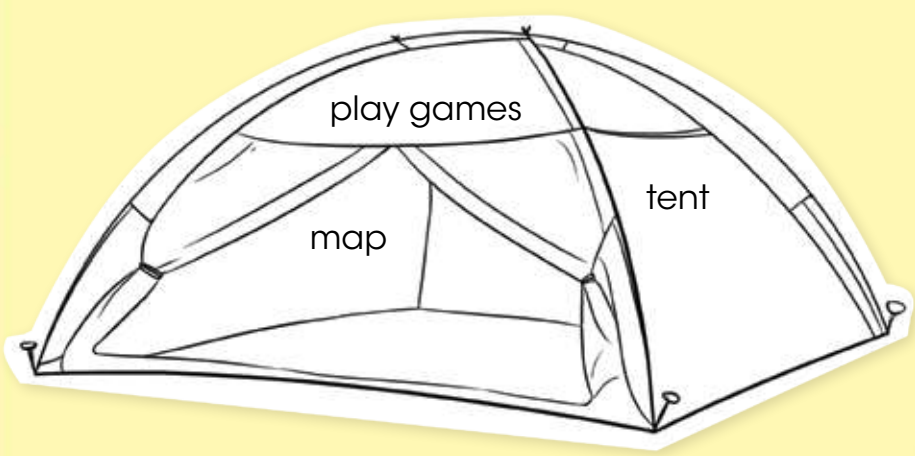
Down

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



iWonder 3
EXTRA
RESOURCES

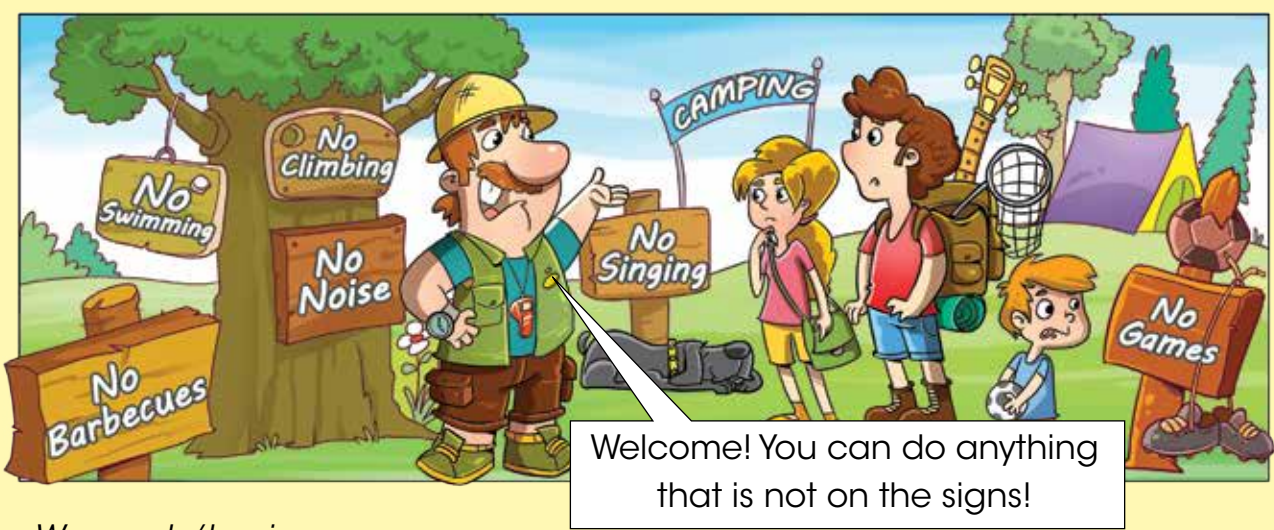
1  Write at least six more words/phrases about camping. Then, in groups, write them in the lists below.



Activities
play games,

Things to take with you
tent,

2 What are the rules? Read and say.



We mustn't swim.

Now I can... 

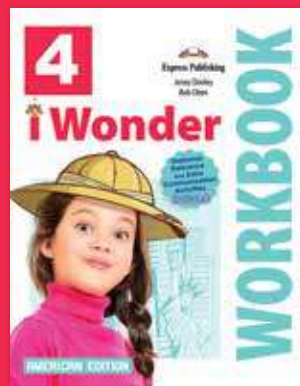
- say which sounds are natural and which sounds are man-made
- describe actions happening now
- talk and write about camping rules
- say where it is safe to put up a tent
- understand symbols on a map
- spell verbs in the present progressive form

in English.

For Students



Student Book



Workbook

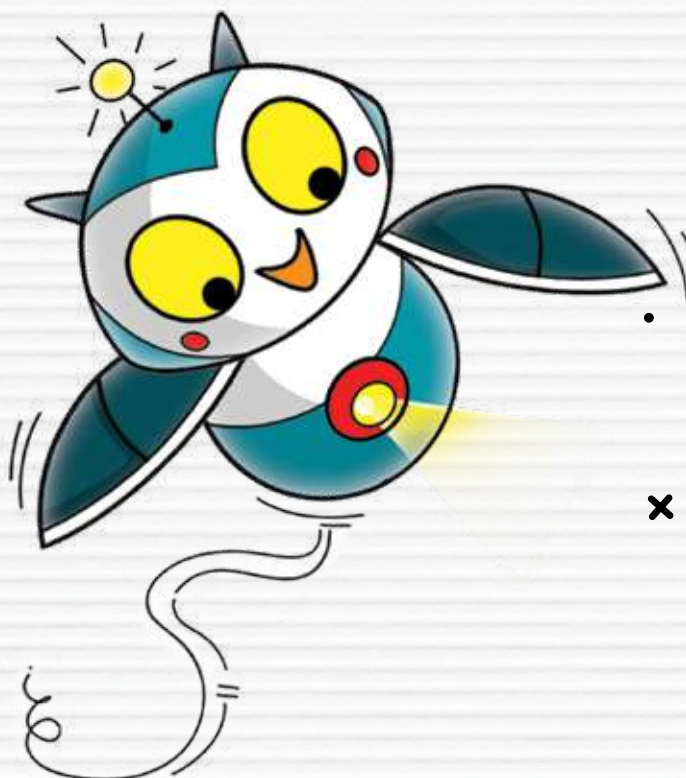
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- Vocabulary and Grammar Practice



For Teachers

- Teacher's Edition (*Interleaved*)
- Picture & Word Flashcards
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- Class Audio
- Teacher's Resource Pack & Tests



“
*
Never lose
your Sense
of Wonder!
”

4

Student Book



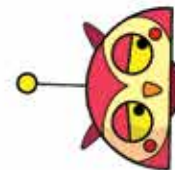
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I Wonder



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





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



: Project/Poster presentation



: Cross-curricular links



: Internet research



: Formative evaluation

Sample pages from i Wonder 4 - Student Book

AMERICAN EDITION



2 Animal Survival

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

Time to Wonder 2

1 Look at the picture. Answer the questions.

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

2 Look at the food chain. Read and complete.

Food Chain

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

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

3 Let's play!

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

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Food chain

Workbook, page 17 23

CLIL SCIENCE

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

ANIMAL CAMOUFLAGE

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

1 The snowy owl uses _____ to hide.

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

2 The walking stick uses _____ to hide.

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

3 The jaguar uses _____ to hide.

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

4 _____ uses _____ to hide.

2 Look, read, and choose to complete the sentences.

A color - hide - prey

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

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

C predators - look like - shape

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

B pattern - stripes - see

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

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

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Workbook, page 26 33

Sample pages from i Wonder 4 - Workbook

AMERICAN EDITION



2 **1** Read, choose, and complete.

Sam: 1) **E**
Sue: It's about flamingos. They're my favorite animals and I know a lot about them!
Sam: 2) _____
Sue: They live in wet and warm habitats, such as the Great Rift Valley in Africa.
Sam: 3) _____
Sue: Because of the food they eat.
Sam: 4) _____
Sue: No, I don't think so. I think they're grey.
Sam: 5) _____
Sue: They move together in big groups to keep danger away.

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

2 **1** Listen and circle.

1 What animals are there in the zoo? **A** **B** **C**

2 What is Susan's favorite animal? **A** **B** **C**

3 What is Sam's pet? **A** **B** **C**

24 Wonder Skills

3 Read and underline.

Koalas live in Australia. They are 1) **herbivores/carnivores** and they love eating 2) **worms/leaves**. They can eat up to one kilogram of leaves per day. Koalas have soft 3) **fur/strips** and sharp 4) **spines/claws** to climb trees. They look like small bears, but they don't prey on other animals. They live in trees to stay away from 5) **predators/prey**. Koalas love sleeping for hours. In fact, they often sleep up to eighteen hours a day. When they don't sleep, they spend their day eating. Do you know that 6) **old/young** koalas are called 'joes'? You can usually see them riding on their mother's back.

4 Now choose the best title for the text.

1 **KOALAS** - the sleepest animals! 3 All about **koalas**!
 2 All about **KOALAS**!

4 Read and find the **TICKETS**!

1 It has sharp claws to catch its prey and spots to hide.

2 It has hooves, a horn, and it loves rolling in the mud.

3 It has webbed feet, a beak, and it likes standing on one leg.

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

Cover pages 24-25 after page 31 of the Student Book. 25

Extra Communication Activities **Student B**

1 Talking about countries

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

Where/come from? What/capital city? Play/traditional instrument?
 Where/it? What/language speak?

Student B: Where do you come from?
Student A: I come from ...

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

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

2 Talking about animals

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

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

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

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

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

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Student B

3 Talking about food

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

You need	6	10	6	2	4	5
You have	7	8	8	1	4	3

Student A: For my party, I need ... but I only have ... Can I have ...?
Student B: Yes, of course!/Sorry, no! I need all of them.

2 You have a party tomorrow and you need some more food and drinks. Ask Student A to give you what you need.

4 Talking about gadgets

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

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

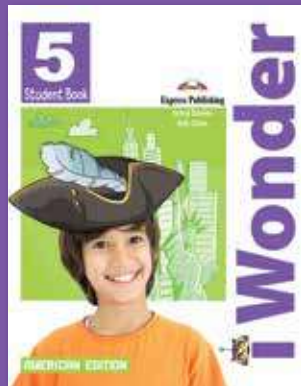
Student B: What's the name of your favorite gadget museum?
Student A: ...

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

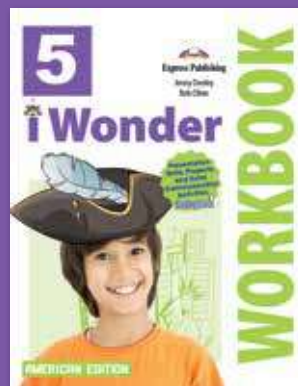
CAMERA MUSEUM
 Come and see more than 500 cameras from the oldest to the most modern!
 Walk of 11 Green Road.
 Opening hours: 9:00 am - 2:00 pm, Mon - Fri
 Adults: \$3 Children: \$1

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For Students



Student Book



Workbook

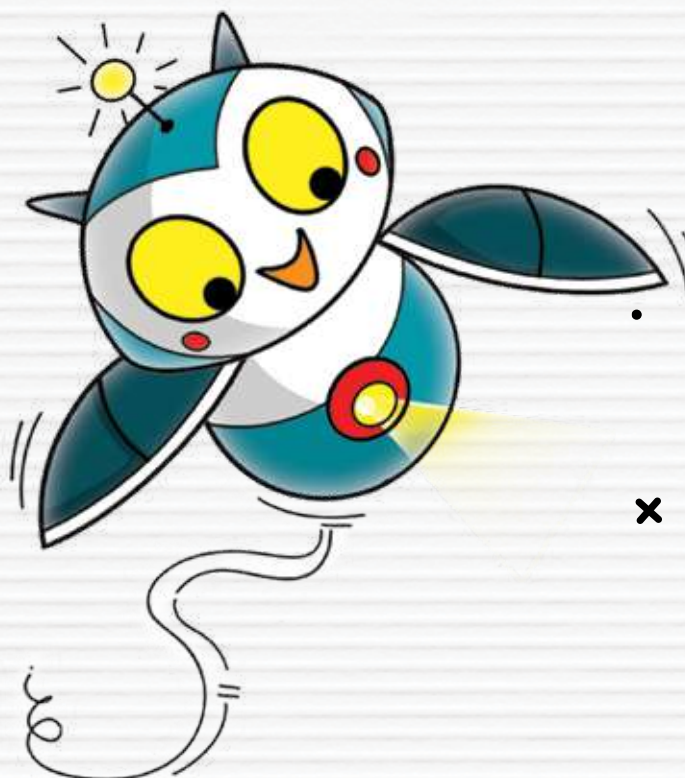
Also Available:

- Vocabulary and Grammar Practice



For Teachers

- Teacher's Edition (*Interleaved*)
- Picture & Word Flashcards
- Posters
- Class Audio
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“
* Think and
Wonder,
Wonder and
Think!
”

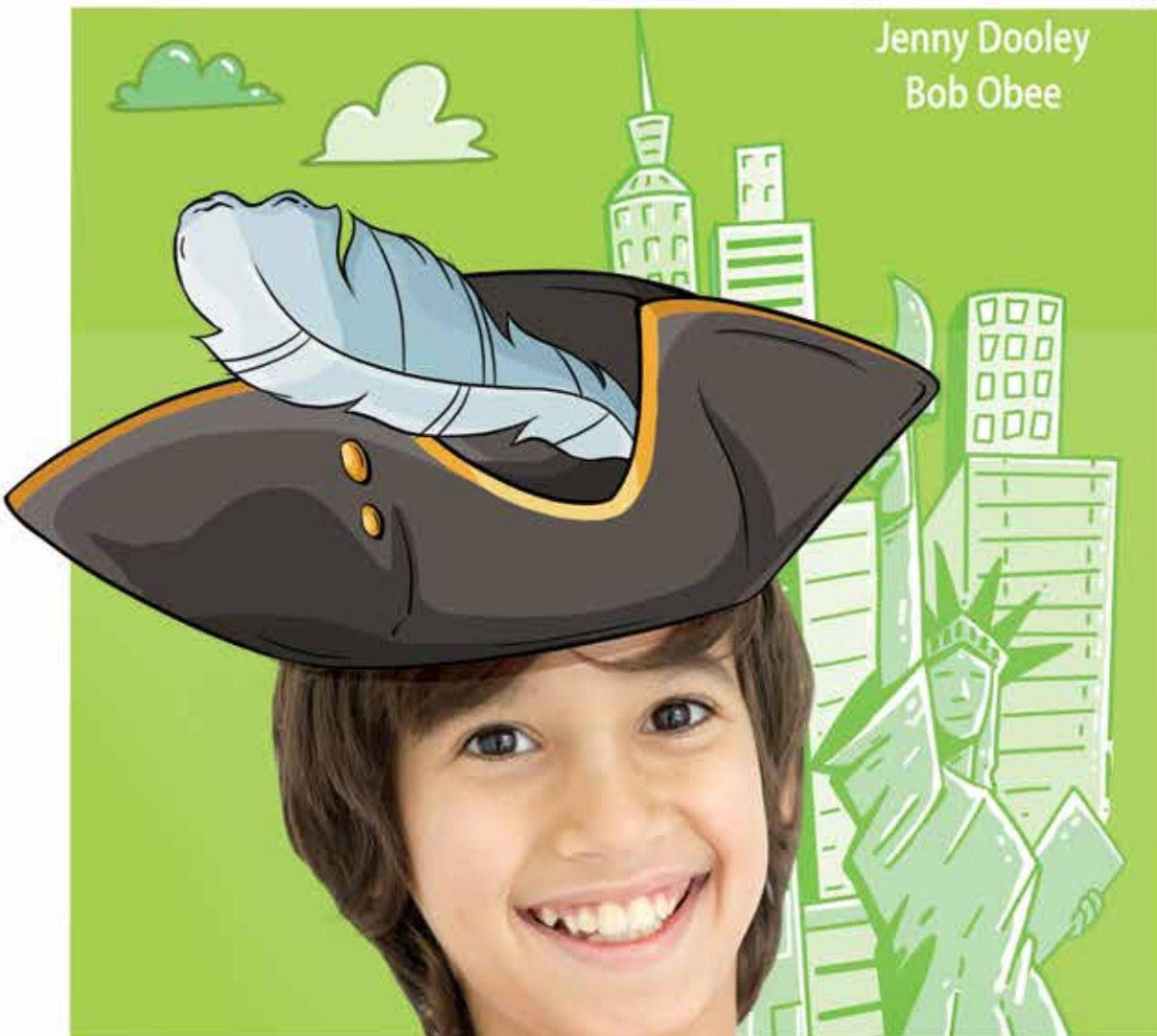
5

Student Book



Express Publishing

Jenny Dooley
Bob Obee



Wonder



AMERICAN EDITION

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, practice the piano, text a friend, work on a project)	Tag questions Prepositions of movement
1 Schools Around the World (pp. 8-21)	School facilities (art room, auditorium, bathrooms, cafeteria, classroom, computer lab, drama room, gym, library, lockers, music room, nurse's office, principal's office, schoolyard, science lab, staff room) After-school activities (create animations, do arts and crafts, do experiments, have drama class, play in the school orchestra, practice a sport, sing in the school choir, write for the school newspaper)	Simple present – Present progressive -ing form – infinitive
2 That's Entertainment! (pp. 22-35)	Theater (audience, costume designer, curtain, director, make-up artist, playwright, props, scenery, sound technician, stage) Movies/TV shows (action movie, animated movie, mystery movie, quiz show, science fiction movie, talent show, the news, wildlife show)	Past progressive – Simple past 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, duplex, hut, lighthouse, single-family home, skyscraper, still 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, cooler, first-aid kit, fishing rod, matches, pocket knife, whistle)	Zero conditional must may
6 Happy Helpers! (pp. 82-95)	Charities (collect food, design badges, donate clothes, have a bake sale, have an art fair, organize 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)	Be 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)	Stores (bookstore, cake shop, clothing store, department store, electrical store, florist, jewelry store, mall, newsstand, pharmacy) Products (band-aid, belt, bouquet, bracelet, earrings, fan, magazine, necklace, newspaper, 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 (simple present/past) 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 computer lab (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 movie	Sound Effects (Drama)	Adjective endings: -ing, -al interesting magical
Applying world knowledge Logical thinking Self-reflection Interpreting information Organizing 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 Organizing and selecting ideas Interpreting information Decision-making	Greenhill School Pool Rules (P.E.)	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 Prioritizing Organizing 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 organizing a charity event	All Different – All Equal! (Social Science)	/er/ sound spellings care fair wear
Self-reflection Interpreting (visual) information Logical thinking Combining ideas to form a new whole Organizing 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 (Math)	Homophones fairy – ferry
Applying world knowledge Logical thinking Selecting facts and ideas Organizing and selecting ideas Interpreting visual information Self-reflection	Amazing Monuments (History)	Speaking: Asking for information Writing: A vacation email to a friend	3D Art (Art)	Silent Letters temple badge castle night



5 Extreme Earth



How **big** were dinosaur eggs?

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

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

3  Read and write the natural disaster.

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

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

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

4  Read and answer.

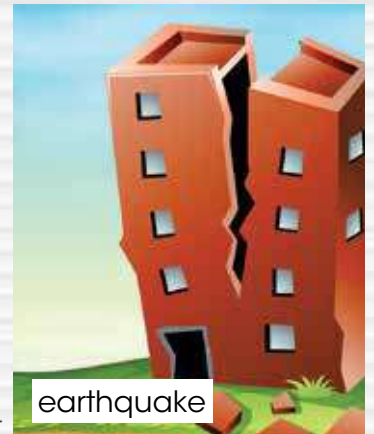
Which **natural** disasters involve ...

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

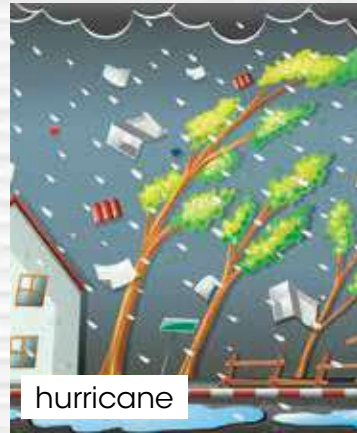
 Let's play!



avalanche



earthquake



hurricane



tornado



volcanic eruption



flood



drought



forest fire

The Big Bang!

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



1

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

Carlos: This is going to be really cool!

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

Cody: What next?

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

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

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

Carlos: Oh, no! Is that it?

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

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

ROLO: Umm ... maybe you still can!

2



3

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

Cody: ROLO, that's awesome!

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

Carlos: Thank you, sir.

Cody: And thank you, ROLO!

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

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

Wonder Grammar

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

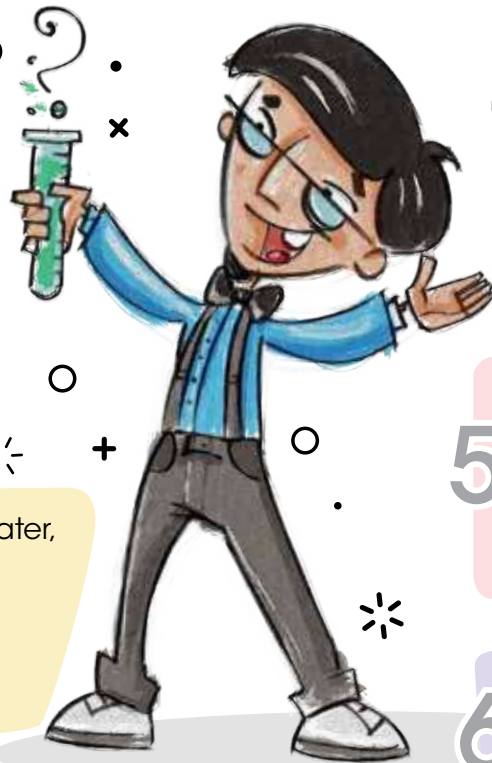


3 All about science! Read and choose.

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

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

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



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

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

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

In groups, do the experiments and check your answers.

4 Match to make sentences. Say.

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

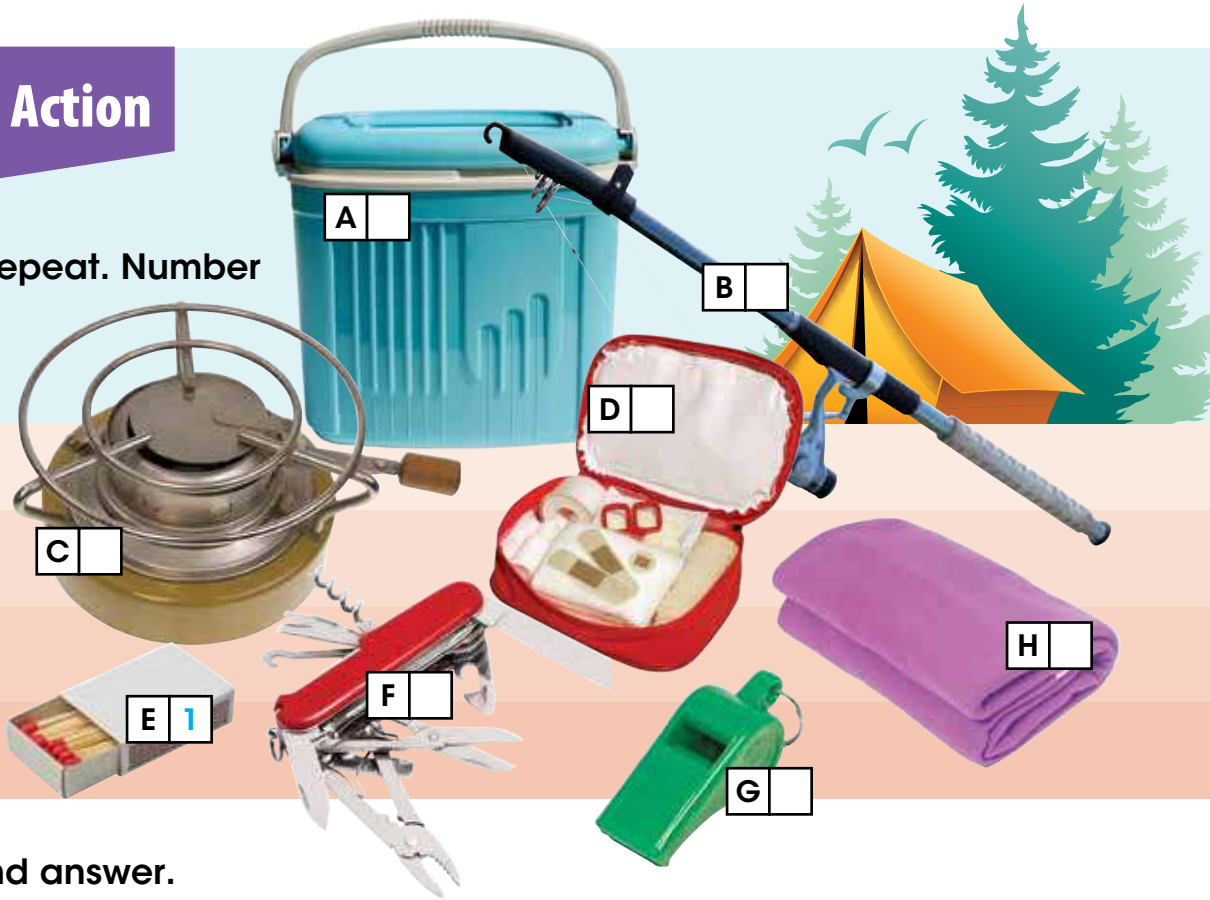
B it/float	you/make brown	you/hear things louder
you/not taste what you eat	it/sink	big waves/appear

If an underwater volcano erupts, big waves appear.

Language in Action

1 Listen. Repeat. Number the pictures.

- 1 matches
- 2 whistle
- 3 camp stove
- 4 blanket
- 5 first-aid kit
- 6 fishing rod
- 7 cooler
- 8 pocket knife



2 **Think** Read and answer.

What can you use ...

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

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

- pocket knife
- flashlight
- radio
- compass
- sunglasses
- pocket mirror
- bottled water
- canned food
- fishing rod
- first-aid kit
- whistle



Survival kit

When there is a tornado, you **must** go to the basement.
 You **mustn't** go outside.
 You **may** stay there for a while, so you **must** have some food with you.



4  Listen and match. Then say.

1 **B SAFETY TIPS**

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

2 **SAFETY TIPS**

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

3 **SAFETY TIPS**

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

4 **SAFETY TIPS**

- Call the fire department.
- Walk into the wind.

- A** VOLCANIC ERUPTION
- B** EARTHQUAKE
- C** FOREST FIRE
- D** FLOOD

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



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


6 Look and say.



It may be a whistle!



Safe in the Desert?

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

Your group is exploring the desert and you are lost. What must you do?

1 **A** Enjoy the sun and relax.
B Move slowly to save the water in your body.
C Walk for as long as you can.

There's a sandstorm. You mustn't ...

2 **A** try to run away from it.
B hide behind big rocks.
C cover your face and stay low.

You have some food and water. You must ...

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

You want to find some food and water. You mustn't eat/drink ...

4 **A** water from a cactus.
B fruit from a cactus.
C flowers from a cactus.

You decide to go and look for help. What mustn't you do?

5 **A** Travel in the early morning.
B Stay in the shade and keep cool.
C Go in the middle of the day.

What must you do at night?

6 **A** Keep walking because it's cooler.
B Make a fire to keep warm and to show where you are.
C Dig a hole to sleep in.

Scores:

1-2 You must learn some survival skills!

3-4 You need to learn some more!

5-6 Well done! You are a survivor!

2



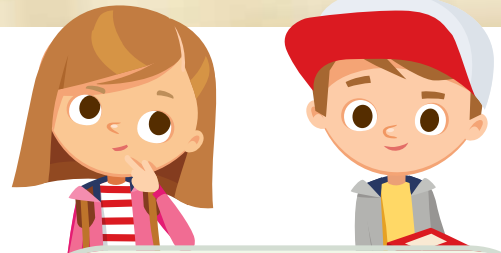
Talk with your friend.

FIRE DRILL



When you hear the fire alarm at school,

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



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

My Disaster Plan for An Earthquake



by Sam Brown



I must locate safe spots in each room:

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

I must always carry emergency phone numbers with me:

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



I must prepare an emergency kit with my family:

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

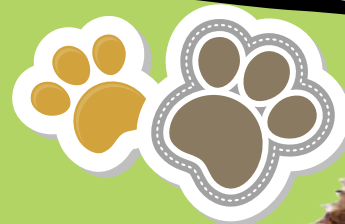
I must know where to find the emergency kit:

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



I must keep my pets safe:

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



3 Listen and read. Answer the questions.

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

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

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



Talking Point

1



Listen and read. What is John reporting?

Operator: 911. **What's your emergency?**

Boy: **I need the fire department**, please!

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

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

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

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

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



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

2



Which emergency service do you need if ...

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

• fire department • police • ambulance

3



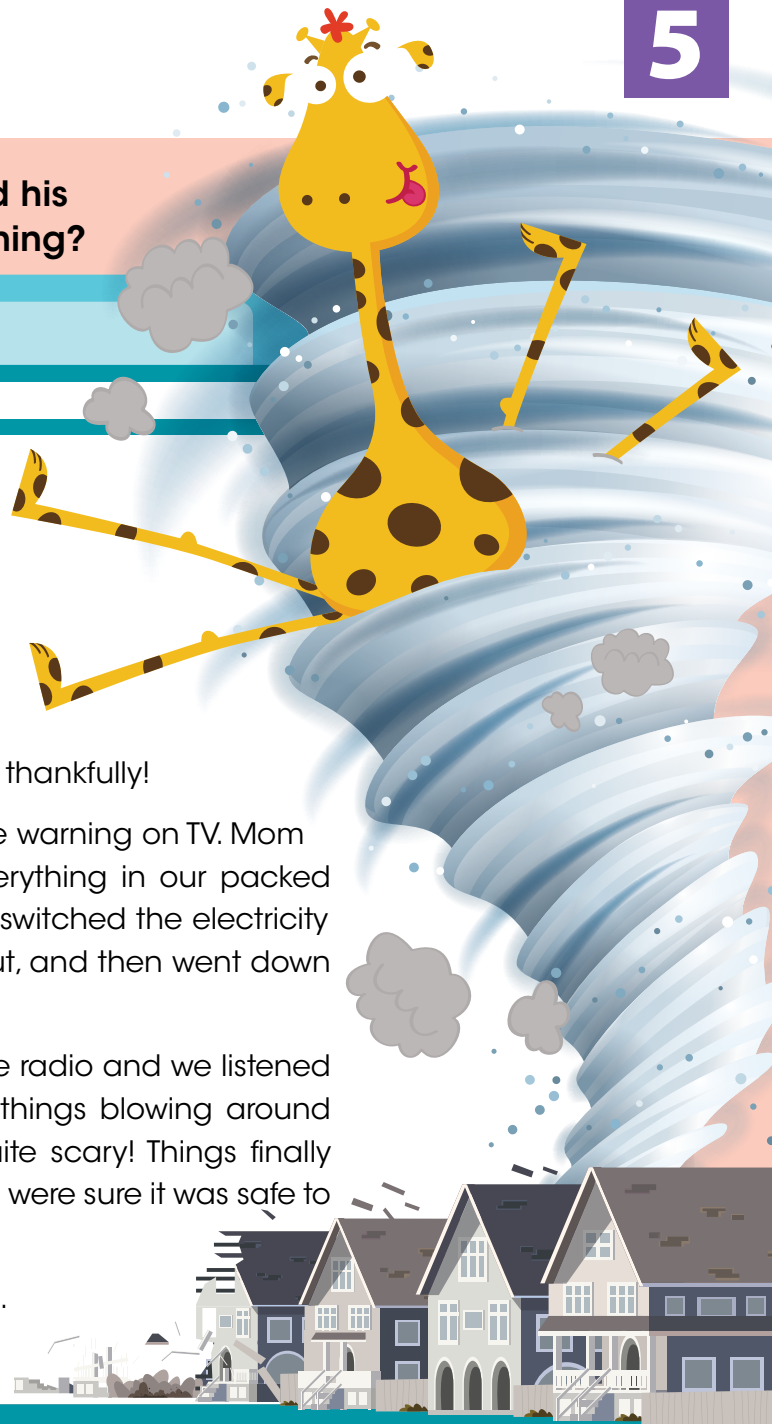
ROLE PLAY: Take roles and act out a dialogue similar to the one in Ex. 1. Use the ideas from Ex. 2.

Useful Language

Operator

- What's your/the emergency?
- What happened?
- What's the matter?
- What seems to be the problem?
- What's wrong?
- Can/Could you tell me your name and address, please?
- Try to hold the line.
- Try to stay on the line.
- Don't hang up.

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



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

Hi, Kate!

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

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

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

Write and let me know everything is OK with you.

Billy

2 Read and put the sentences in the correct order.

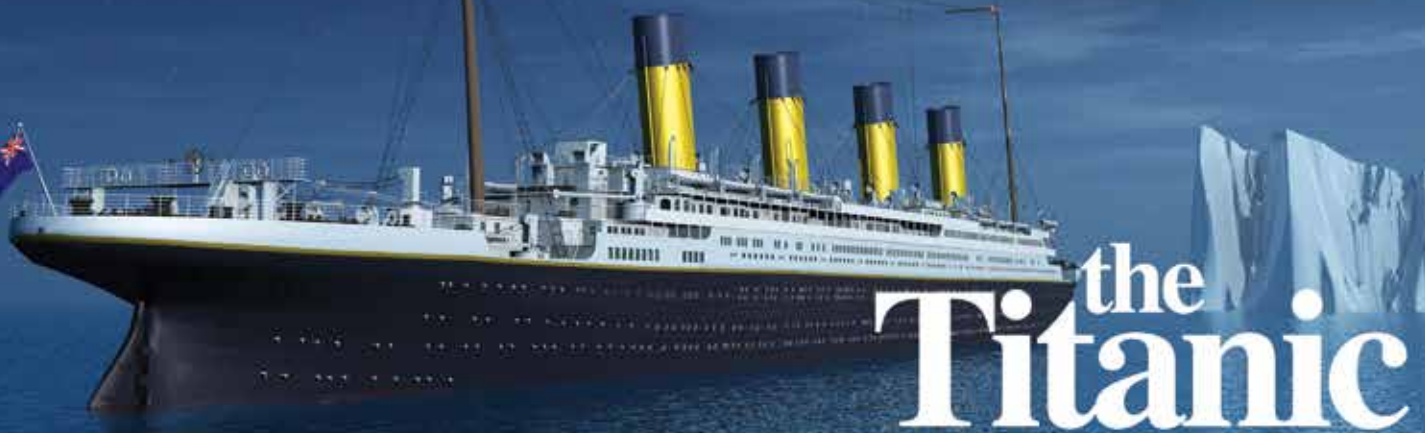
- | | |
|--|---|
| <input type="checkbox"/> A They went to the basement. | <input type="checkbox"/> D Billy's mom put their dinner in lunchboxes. |
| <input checked="" type="checkbox"/> B Billy and his family heard the tornado warning on TV. | <input type="checkbox"/> E They went upstairs when it was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

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

1



Read and circle. Then listen and check.



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

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

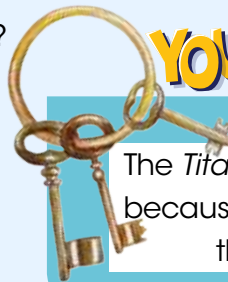
In 1985, people found the *Titanic* at the **6) bottom / deep** of the sea. They found many things, including a violin belonging to a musician from the **7) crew / band** and a **8) watch / clock** showing 2:16, the time its owner Edmund Stone fell into the icy cold water.

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

2 Read again and answer the questions.

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

DID YOU KNOW?



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



the Titanic Timeline

3 Read, choose, and complete.

• begins • reaches • hits • sails • arrives

March 1909:
Work 1) **begins** in Belfast, Northern Ireland, on the building of the *Titanic*.

March 31, 1912:
Work ends on the building of the *Titanic*.

April 3, 1912:
The *Titanic* 2) _____ in Southampton.

April 14, 11:40 p.m.:
The *Titanic* 4) _____ the iceberg.

April 14, 11:38 p.m.:
A crew member spots an iceberg.

April 12/13:
The *Titanic* 3) _____ through calm waters.

April 10, noon:
The *Titanic* sets sail for New York.

April 15, 2:20 a.m.:
The *Titanic* sinks to the bottom of the Atlantic Ocean.

April 15, 3:30 a.m.:
A ship, the *Carpathia*, 5) _____ the first lifeboat.

April 18:
The *Carpathia* arrives in New York with 705 survivors on board.



Ask your friend 2 questions about the *Titanic*.

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

B: In March 1909.

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

- 1 The *Titanic* was 883 feet long, the same as three football fields. _____
- 2 There were animals on board the ship, including an elephant. _____
- 3 There was a band on board and they carried on playing music while the ship was sinking. _____
- 4 None of the band members survived. _____
- 5 They didn't know where the iceberg came from. _____
- 6 Captain Edward John Smith didn't leave the sinking ship. _____

Fact?

Fiction?



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

SONG Time

1  Read and choose. Then listen and check.

Be Prepared!

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

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

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

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



•  Sing the *Be Prepared!* song!

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

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

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

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

SOUNDS and Words

Words within words

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


1 Find ...

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

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

 1 earth	 2 crater	 3 erupt
 4 volcano	 5 tsunami	 6 volcanoes

iWonder 5
EXTRA
RESOURCES

1  **Read and choose the one that is different. Give reasons.**

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

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

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

- 4**
- a camp stove
 - b drought
 - c fishing rod
 - d pocket knife

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

1 Sun is the one that is different because ...

2 **Read and match.**

1 If you put sand on a small fire,

2 If you freeze water,

3 If you drop ice in water,

4 If you throw paper into a fire,

A it burns.

B it floats.

C it turns into ice.

D it stops burning.

3 **Read and underline.**

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



Now I can...



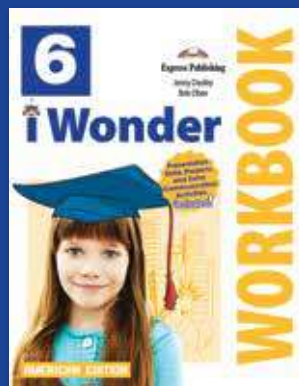
- talk about natural disasters
- talk about safety during natural disasters
- make a disaster plan for a natural disaster
- report an emergency
- write an email about a natural disaster
- talk about the *Titanic*
- find words within words

in English.

For Students



Student Book



Workbook

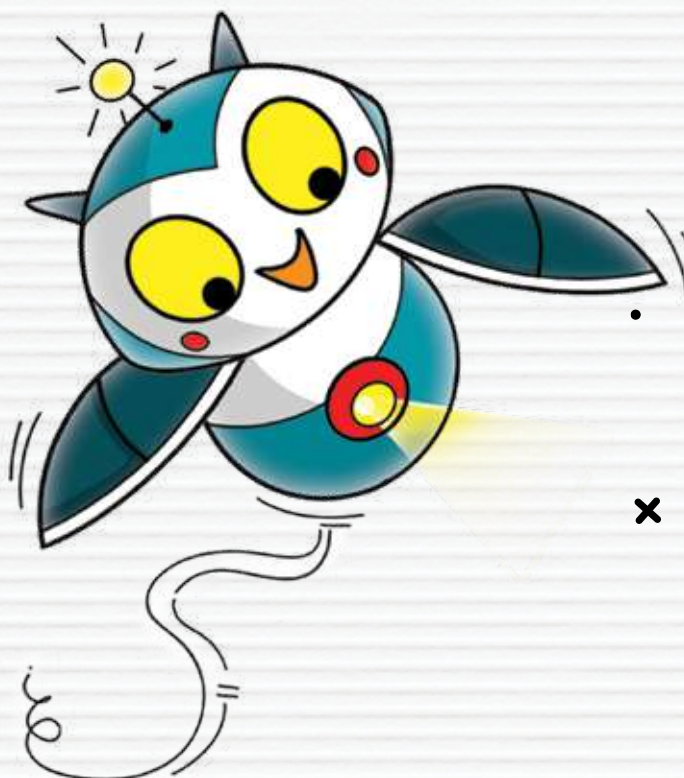
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“

Step in a
World of
Wonder!

”

6

Student Book

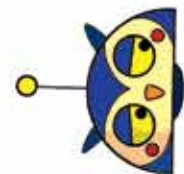


Express Publishing

Jenny Dooley
Bob Obee



AMERICAN EDITION



iWonder

CONTENTS

	Vocabulary	Grammar
Let's Start! (pp. 4-7)	Countries and nationalities (China – Chinese, Colombia – Colombian, Finland – Finnish, France – French, Germany – German, Nigeria – Nigerian, South Africa – South African, Turkey – Turkish)	Reflexive/Emphatic pronouns Articles (a, an, the)
1 Keep Active (pp. 8-21)	Sports (archery, fencing, figure skating, gymnastics, high jump, hurdles, long jump, motocross, rowing, water polo, waterskiing, weightlifting) Accidents and injuries (break his leg, bruise his eye, bump her head, hurt his back, pull a muscle, sprain her wrist, twist her ankle)	Present perfect Present perfect – Simple past
2 Mysteries of the World (pp. 22-35)	Mysteries (ancient civilization, archaeological site, artifacts, expedition, landmark, treasure) Ancient Egypt (archaeologist, Egyptian god, Egyptian goddess, headdress, hieroglyphics, merchant, mummy, papyrus, pharaoh, scribe)	Simple past – Past progressive 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)	Be going to will Infinitive -ing form
4 Go Green (pp. 52-65)	Eco-friendly schools (collect rainwater, have a greenhouse, have clean-up days, organize a carpool, recycle paper, aluminum, 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, shrimp, 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 Marvelous Machines (pp. 82-95)	Tools (drill, hammer, nail, pliers, saw, screwdriver, tape measure, wrench) Inventions (iron, light bulb, microscope, printing press, steam train, telescope, test tube, typewriter)	The passive (Simple present – Simple past)
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 movie theater 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) Vacation problems (food poisoning, get bitten by an insect, get lost, get sunburned, long lines, lose luggage, lose passport, miss the flight)	Present progressive (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 Organizing 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 Organizing 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 Organizing 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 Organizing 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 Organizing and selecting ideas Separating a whole into component parts Creative thinking Interpreting information	Spanish Omelet (Technology Education)	Speaking: Ordering at a café Writing: A comment to a blog about a traditional food	Food Labels (Technology Education)	Double letters fatty foods chopped peppers
Interpreting (visual) information Applying world knowledge Organizing 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 Organizing 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 Organizing 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 barbecue room chew cute



Sample pages from i Wonder 6 - Student Book

AMERICAN EDITION



6 Marvelous Machines

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

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

1 screwdriver 3 saw 5 wrench 7 pliers
2 tape measure 4 hammer 6 drill 8 nail

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

1 hanging pictures on the wall? 5 making holes into a wall?
2 hitting a nail into wood? 6 twisting wires?
3 checking the length of an object? 7 turning screws?
4 cutting wood? 8 turning nuts and bolts

4 Let's play!

It's made of wood and metal.
Is it used for cutting wood?
Yes, it is!
Is it a saw?
That's right!

82 83

WONDER Skills

ALL ABOUT CARS!

1 Listen and choose.

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

2 When did Karl Benz invent the first petrol automobile?
A in 1875 B in 1905 C in 1885

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

4 What was used in cars for the first time in 1959?
A airbags B seat belts C horns

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

6 In 1925, a car travelled at what speed for the first time?
A 50 km/h B 300 km/h
C 1,000 km/h

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

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

DID YOU KNOW?

- The Wright / Glemm brothers invented and flew the first plane in 1903.
- January, 1914: The world's first passenger flight took place in Australia / the USA.
- September, 1924 / 1954: For the first time people flew around the world in 175 days!
- May, 1927: First nonstop solo flight across the Atlantic / Indian Ocean by Charles Lindbergh.
- 2016: First solar / wind powered flight around the world!

ROLE PLAY: In pairs, act out the interview.

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

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

Who built a steam car in 1769?

WONDER Skills

All About Computers!

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

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

1939

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

1964

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

1975

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

1991

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

1983

3 Listen and read. Answer the questions.

- When was the first computer invented?
- Who was the first digital computer created by?
- What went on sale in 1975?
- Who was the World Wide Web invented by?

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

5 **ICT** **Think** Make a timeline about your favorite invention. Present it to the class.

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Sample pages from i Wonder 6 - Workbook

AMERICAN EDITION



Presentation Skills 1

An Ancient Civilization

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

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

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

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



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3 ICT Copy and complete the mind map about an ancient civilization. Use the questions to help you. You can check online or with your teacher.



Prepare

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

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

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

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

Practice

- Rehearse your presentation.
- It is a good idea to time yourself. Your presentation should not be very long and the your classmates.

Present

Present an ancient civilization. Follow 'PRESENT'!

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

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PROJECT 2

U.S. Tourism Expo

BEFORE THE EVENT

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

ORGANIZING THE EVENT

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

AFTER THE EVENT

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

A The Advertisers

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

You will need:

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

Before you make the poster:

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

To make the poster:

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

Before the day of the Expo:

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

On the day of the Expo:

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

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B The Performers

AIM To tell people about Hollywood stars in America.

You will need:

- Sunglasses (you can also use wigs and/or accessories).

Decide on the roles:

- Who will be which famous Hollywood actor?

Before the day of the Expo:

- Do some research on famous Hollywood actors.
- Find interesting facts you can talk to visitors about.
- Memorize the information or make small prompt cards with important details.

On the day of the Expo:

- Wear your sunglasses and pretend to be a famous Hollywood actor.
- Answer visitors' questions about Hollywood or tell them about the facts that you researched about the actor of your choice.
- Tell visitors how Hollywood actors represent the U.S.



C The Informers

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

You will need:

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

Before the event:

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

On the day of the event:

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

D The American Diner Experience

AIM To enjoy traditional diner food.

You will need:

- Vanilla ice cream, milk, and ice for the milkshakes, as well as ingredients for hamburgers and French fries.

Before the day of the Expo:

- Do online research about the history of diners in America.
- Find out which foods people usually eat at diners (e.g., milkshakes, burgers, and apple pie).

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

On the day of the Expo:

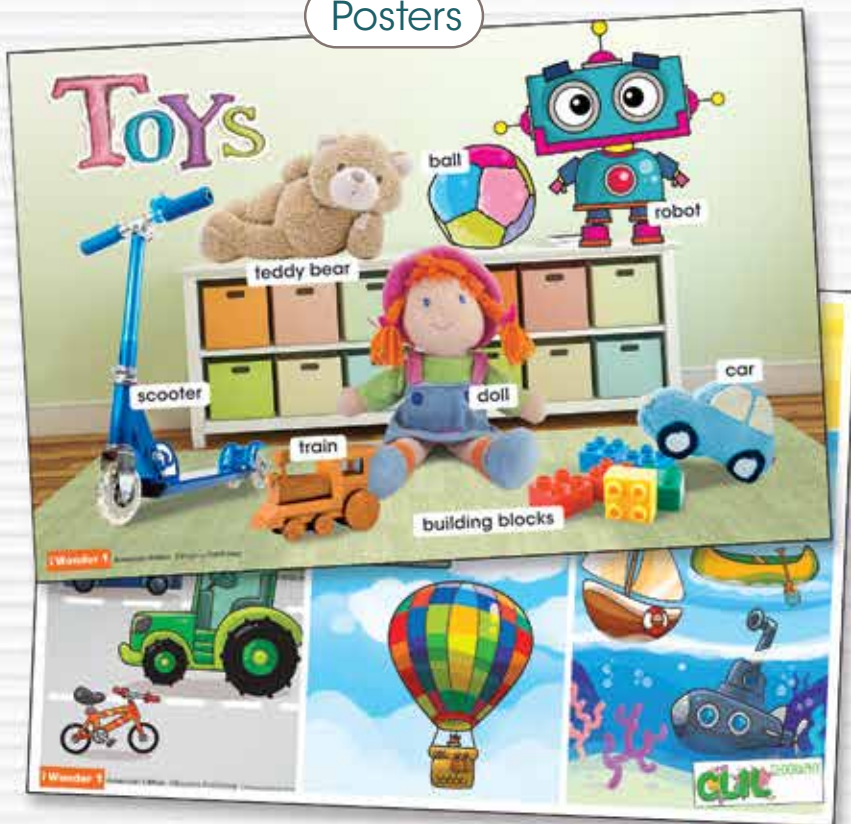
- Have a Diner-Themed Party! Offer milkshakes and food to the visitors while you talk to them about the history of American diners in the U.S.



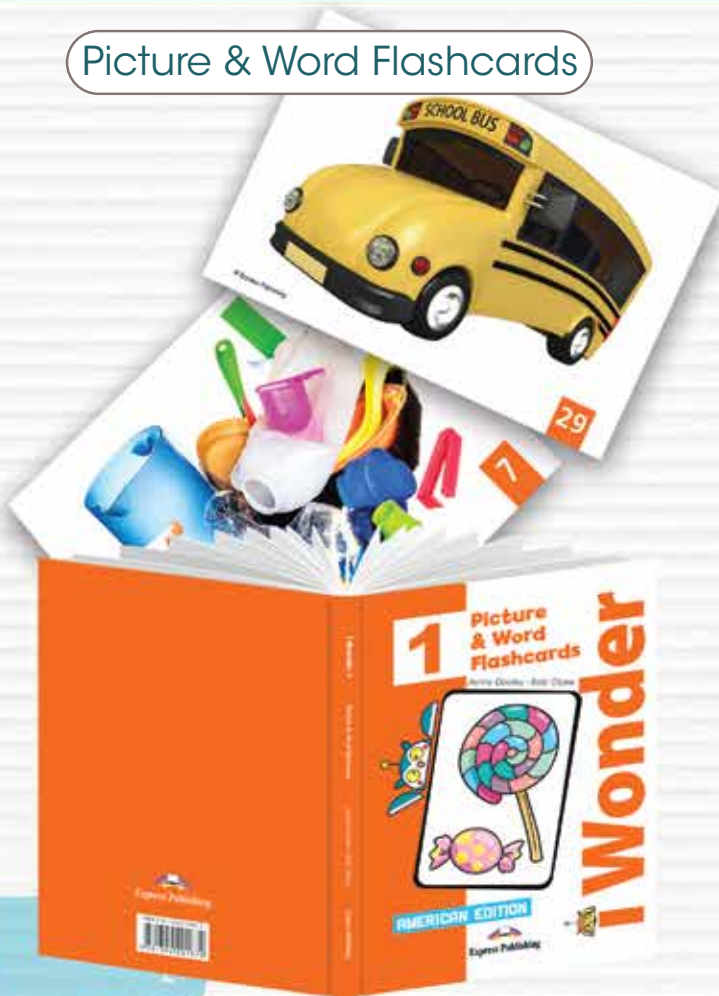
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