

5
Pupil's Book

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Express Publishing



iWonder

CONTENTS

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





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



: Project/Poster presentation



: Cross-curricular links



: Internet research



: Formative evaluation


1 Schools Around the World 🎓



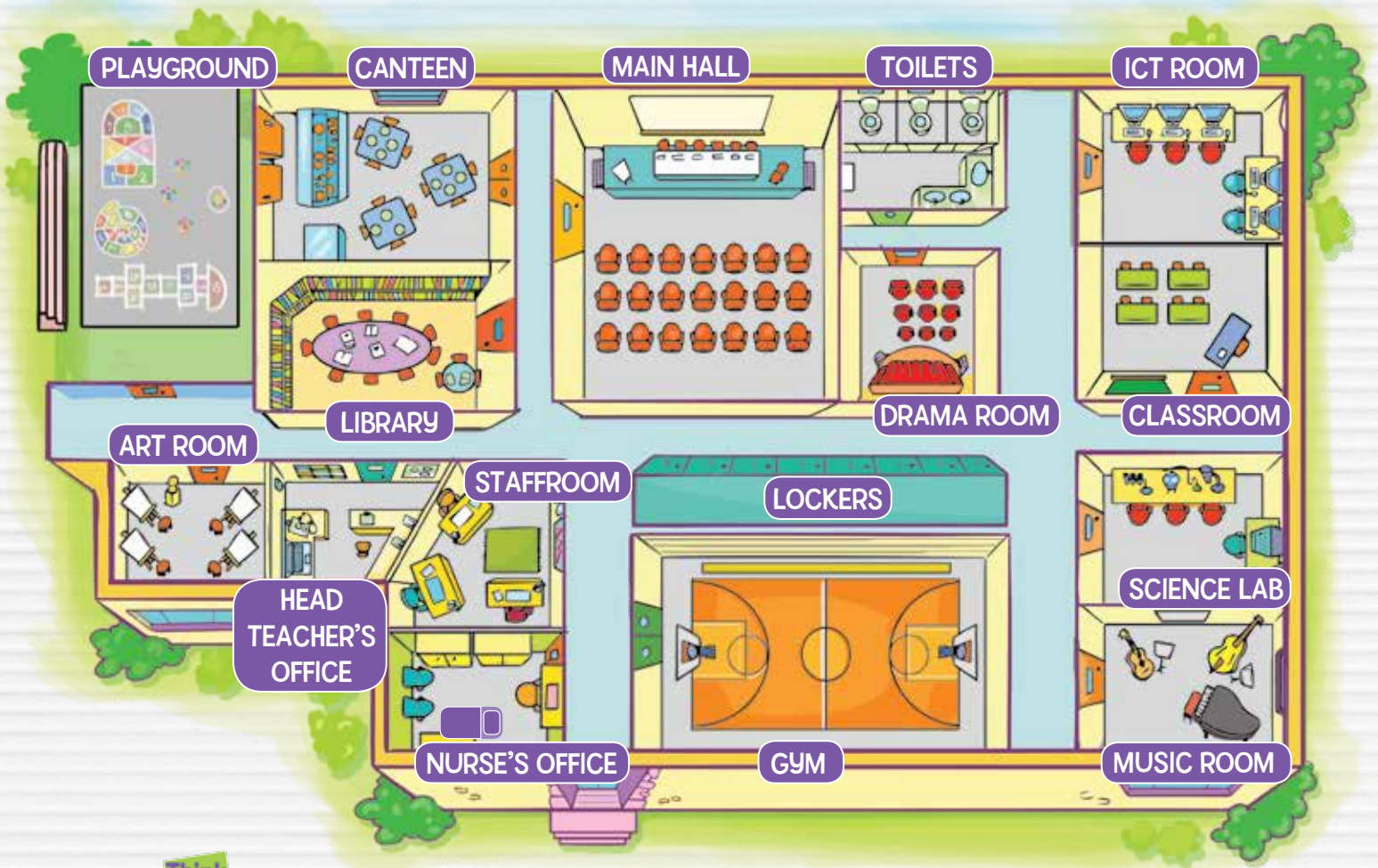
WONDER BOX

Can your pencils **grow** into plants and herbs?

A graphic of a yellow pencil with a green plant growing from its tip, set against a small patch of soil. The plant has several green leaves and roots extending into the soil. To the right of the pencil is a blue cartoon robot with large eyes and antennae, and a large green question mark above it.

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

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



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

A

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

B

ASK your teacher before you use the printer.

C


CLEAN YOUR BRUSHES at the end of each lesson.

D

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

E

TEACHERS ONLY

•  In groups, design notices for these school facilities.

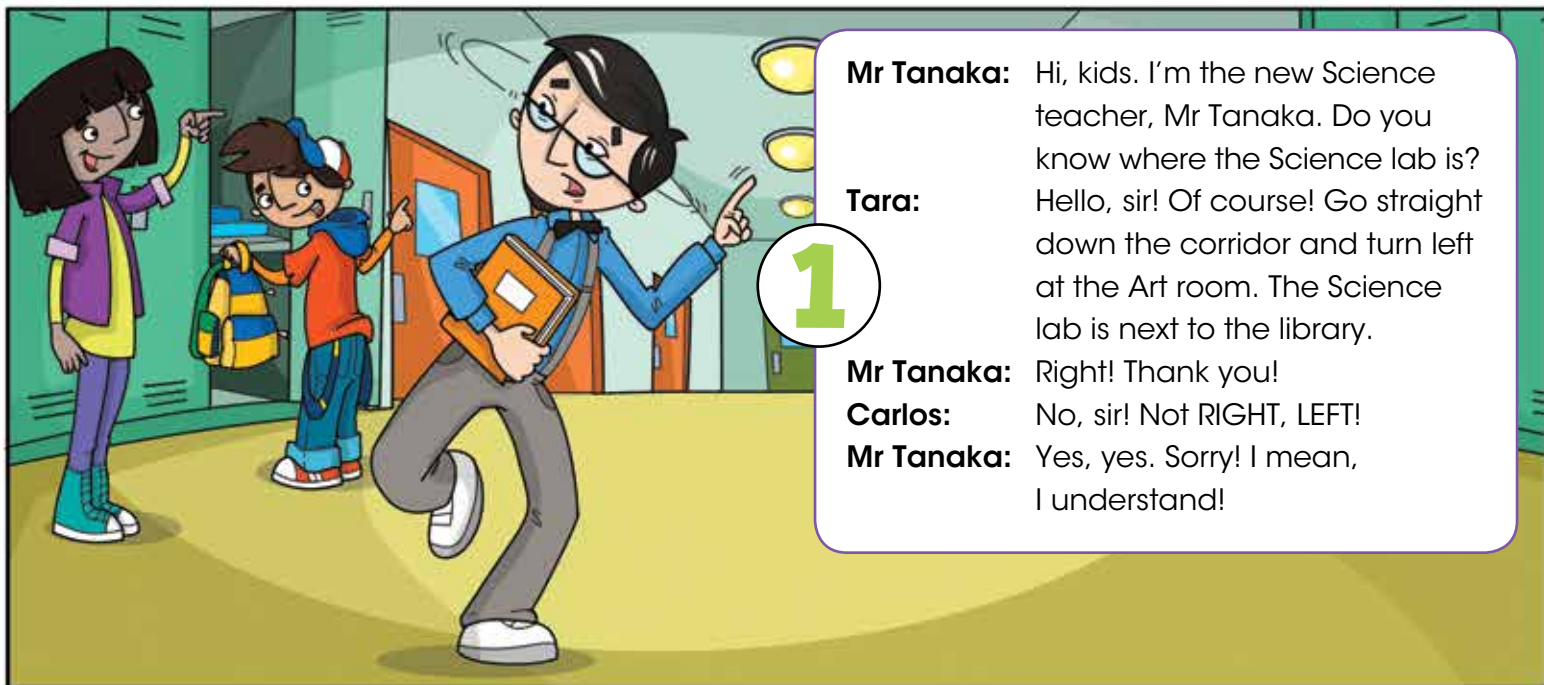
Science Lab Library
Drama Room Music Room

Where's the Science Lab?

1



Listen and read. What is Mr Tanaka looking for?



Mr Tanaka: Hi, kids. I'm the new Science teacher, Mr Tanaka. Do you know where the Science lab is?

Tara: Hello, sir! Of course! Go straight down the corridor and turn left at the Art room. The Science lab is next to the library.

Mr Tanaka: Right! Thank you!

Carlos: No, sir! Not RIGHT, LEFT!

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

1

Five minutes later ...

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

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

Mr Tanaka: OK. How do I get there?

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

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

2



A few minutes later ...

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

Elsa: Hello! Are you OK?

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

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

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

3

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

1 Mr Tanaka is the new Science teacher.

3 Mr Tanaka should turn left at the gym.

2 The Science lab is next to the Music room.

4 Elsa shows Mr Tanaka where the Science lab is.

WONDER Grammar

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



3 Read and complete.

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

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

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

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

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

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

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

Reporter: Which class are you in?

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


Reporter: What about your teachers?

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

Reporter: That sounds good.

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



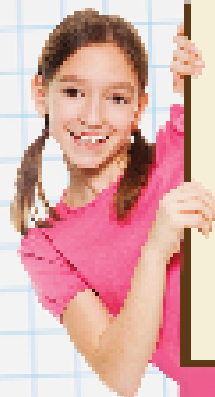
 **ROLE PLAY:** Take roles and act out a similar interview about your school.

4




Let's play!

today	now	usually
does	often	are
never	do	is



Language in Action

1  Read and circle. Then listen and check.



1 have / **do**
Arts and Crafts



3 play / write
for the school
newspaper



5 sing / do
in the
school choir



7 create / write
animations



2 have / sing
Drama Class



4 do / make
experiments




6 practise / have
a sport



8 create / play
in the school
orchestra

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

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



1 Art Room 2 Music Room 3 Drama Room 4 Library



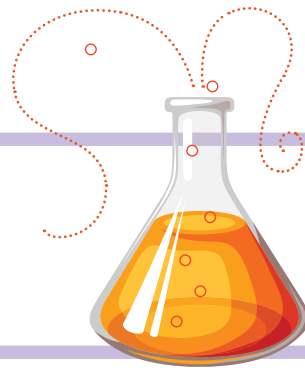
5 Science Lab 6 ICT Room 7 Gym

3  Talk with your friend.



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

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


4 Read and underline.
Preston Primary School Bulletin Board
A Join the school choir


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

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

C New! Create your own animation

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


B Athletics team tryouts

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

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


D Lots of laughs with Arts & Crafts

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


5 Listen and complete.

Interested in
Not interested in
Free on

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



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

1 Listen and answer the questions.

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

ROLE PLAY: Talk with your friend.



2 Read and answer Mum's questions to David.

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

Ellerton School Play

Friday
6 pm to
8 pm



THURSDAY

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

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

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

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

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

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

日本



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

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

Schools in Japan

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

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

Q: 2) _____

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

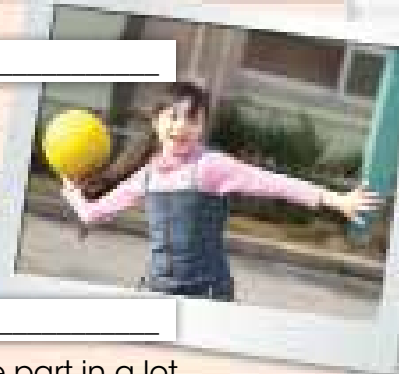
Q: 3) _____

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



Q: 4) _____

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



Q: 5) _____

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

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



Talking Point

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

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

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

Fiona: Sure! What's your next lesson?

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

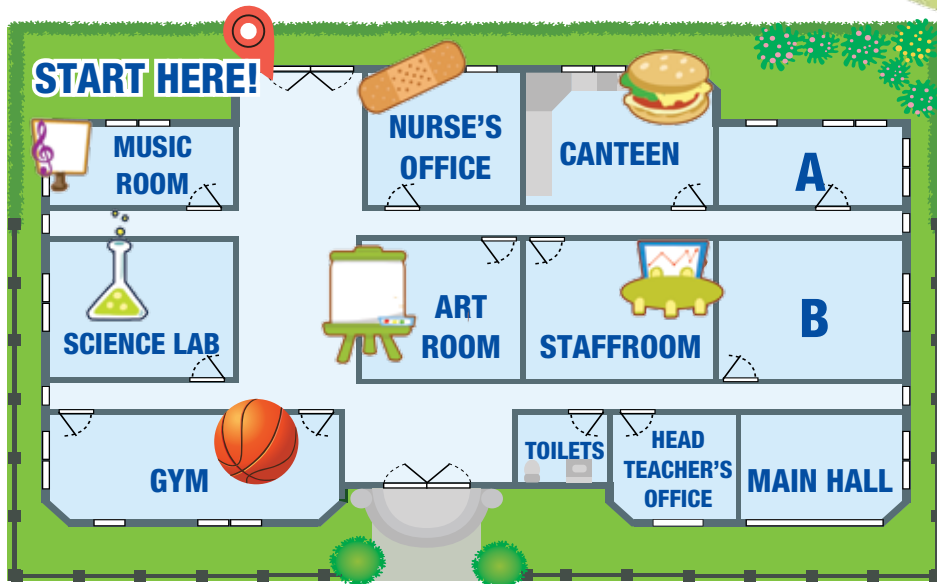
Fiona: OK. That's easy. **Go down this corridor and turn left at the nurse's office. Then walk past the canteen. The ICT room is on your left.**

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

Fiona: Sounds great. See you there!



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



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

Useful Language

Giving directions

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

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

Kate's BLOG

mail
about
info
video
news
more



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

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

Kate

Comments







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

Posted by Manuel, Spain



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

Posted by Susan, UK



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

Posted by Eric, Canada

Like

2 Read and match.

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

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

3  Write your comment on Kate's blog.

FAVOURITE AFTER-SCHOOL ACTIVITY

WHAT IS IT?

WHY DO YOU LIKE IT?



Writing: a blog entry

Activity Book, page 13

17

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

DOS AND DON'TS IN THE ICT ROOM

- 1 Create a strong password and keep it secret.

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

- 2 Do not share your personal information online.

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

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

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

- 4 Ask for permission before you print anything.

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

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

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



- 2 Read and choose.

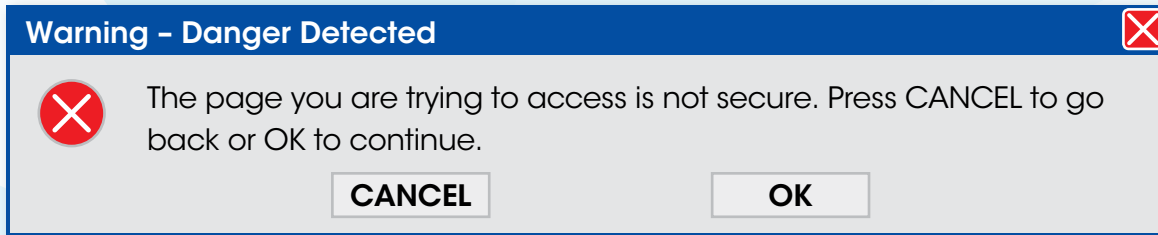
- 1 A password needs to be **easy** / **difficult** for you to remember.
- 2 **Share** / **Don't share** your personal information online.
- 3 You can see the padlock symbol **next to** / **above** the web address.
- 4 Pupils need to sign **in** / **out** before they leave.

3



In the ICT ROOM! Read and choose.

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



What should David do?

- A Press CANCEL and try to find a secure site.
 B Press OK and continue to the site.

- 2 David needs to create a password to log in to his school computer account. The teacher gave him the following instructions:

School Computer Password

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



Which of the passwords is better? Why?

- A David193 B DaPro#1!

- 3 David needs to print his History project, but the teacher isn't there. What should he do?

- A He should wait and ask for permission when the teacher comes back.
 B He doesn't need to wait for the teacher. It should be OK - his project is only 4 pages.

- 4 David receives an email from a person he doesn't know. The person is asking David to send him his home address. What should he do?

- A David should send the person an email with his home address.
 B David should not send the person his home address. He should tell his teacher.

4



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

SONG Time

1



Read and complete. Listen and check. Then sing the song!

School Days are Cool Days!



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

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

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

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



2



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

A School is a lot of fun!

B School is just OK!

SOUNDS and Words

/s/ sound spellings

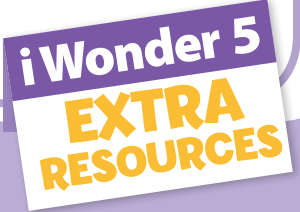
The most common spellings of the /s/ sound at the end of words are:

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

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

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

• Can you think of more words with these endings?



1 Read and complete. Then match.

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

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

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

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



2 What's wrong? Correct the sentences.

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

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

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

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



Now I can...



- talk about school facilities
- talk about after-school activities
- describe what I usually do and what I'm doing now
- talk about preferences
- talk and write about schools around the world
- give directions
- write a blog entry about after-school activities
- use the school computer safely
- recognise and spell words with /s/ sound spellings

in English.

