

6
Pupil's Book

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Express Publishing



iWonder

CONTENTS

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

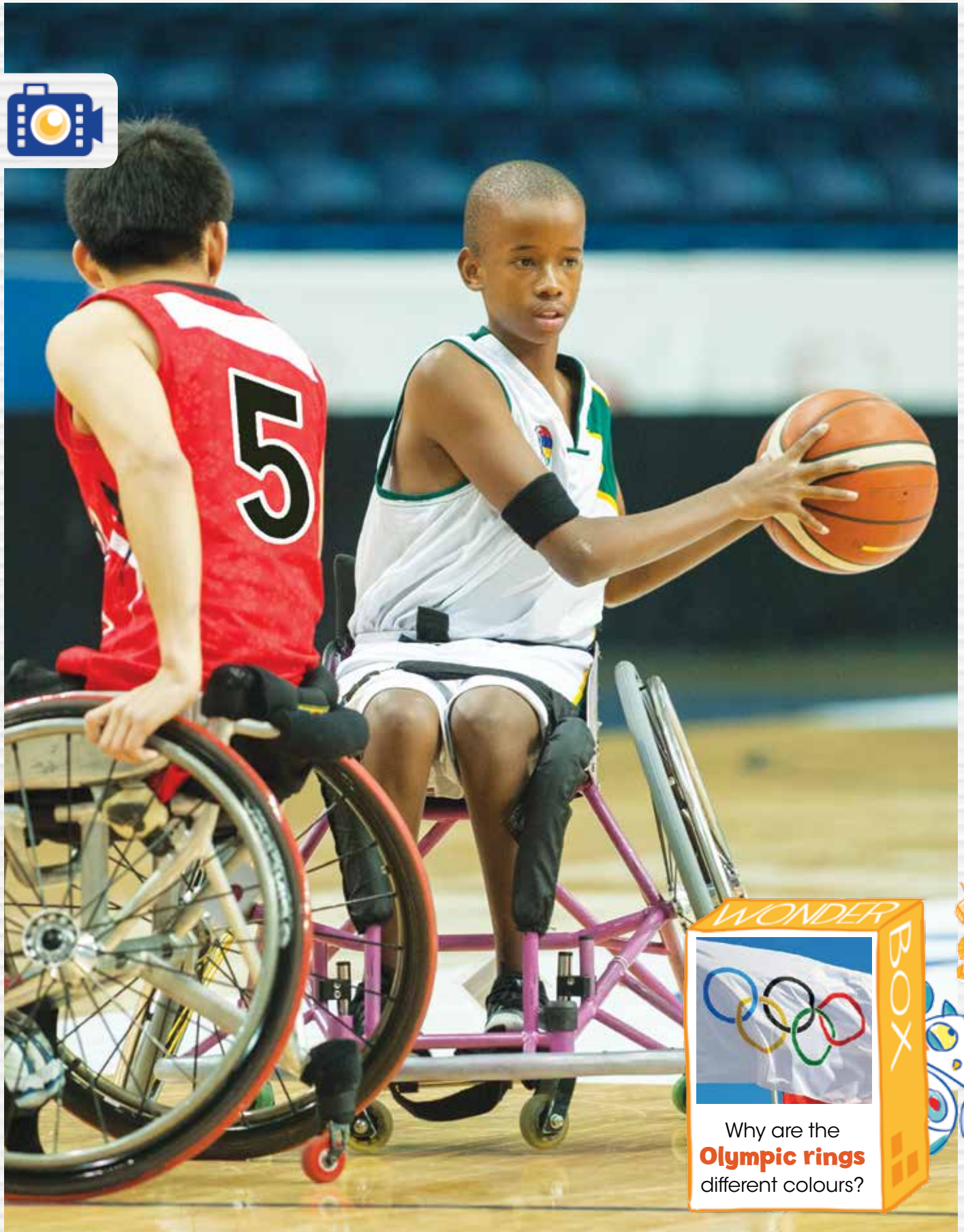




Thinking Skills	Project	Talking Point/ Portfolio	CLIL	Sounds and Words
Self-reflection Combining ideas to form a new whole				
Applying world knowledge Interpreting information Organising and selecting ideas Self-reflection Creative thinking	The History of Surfing (History)	Speaking: Expressing sympathy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



1 Keep Active





WONDER BOX

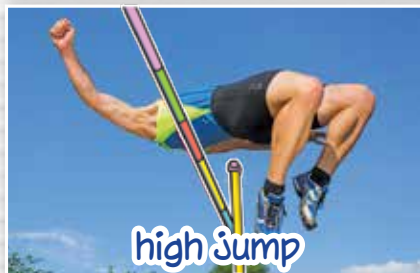



Why are the **Olympic rings** different colours?




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

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



•  Can you name some more Olympic sports?

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



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



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

A: Have you ever tried fencing?

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

Training Hard!

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



Elsa: This is so cool! I've never been to a big sports event like this before! It's amazing!

Tara: Yes, it is! Hurdles are so exciting, but they seem a little dangerous.

Cody: Actually, it's a very safe sport. These athletes have got great coaches and they train all the time to be ready for competitions.

Tara: Really? Even for sports like the long jump and fencing?

Cody: Absolutely! Training is important for all sports.

The next day ...

Tara: That sports event yesterday was great! I feel like exercising more now!

Cody: I know what you mean. Look! There's a sports club over there. Have you ever tried weightlifting?

Tara: No, I haven't. To be honest, it seems a bit boring. I'd like to do gymnastics.

Elsa: Me, too! It looks like fun. Why don't we ask about classes?

2



3

Cody: Hi, Carlos! What are you doing here?

Carlos: Can't you see? I'm walking Chico! In the sports club I can relax and walk Chico at the same time!

Cody: That's a great idea! Chico's getting his exercise, that's for sure!

Tara: You're very clever, Carlos!

Elsa: And look at Chico! He's very happy!

Cody: Yes, he is ... but the club owner isn't!



2 Read again and write True or False.

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

WONDER Grammar

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

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




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




3 Read and choose.

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

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

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



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

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

Language in Action

1 Listen. Repeat.



pull a muscle

bruise his eye

bump her head

hurt his back

break his leg

twist her ankle

sprain her wrist

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

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

3 Talk with your friend.

Dad has broken his leg!

Oh, no! How did it happen?



He tripped on a mat.

The History of Basketball

1 Listen and choose.

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

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



• Talk with your friend.

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

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

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




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

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



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

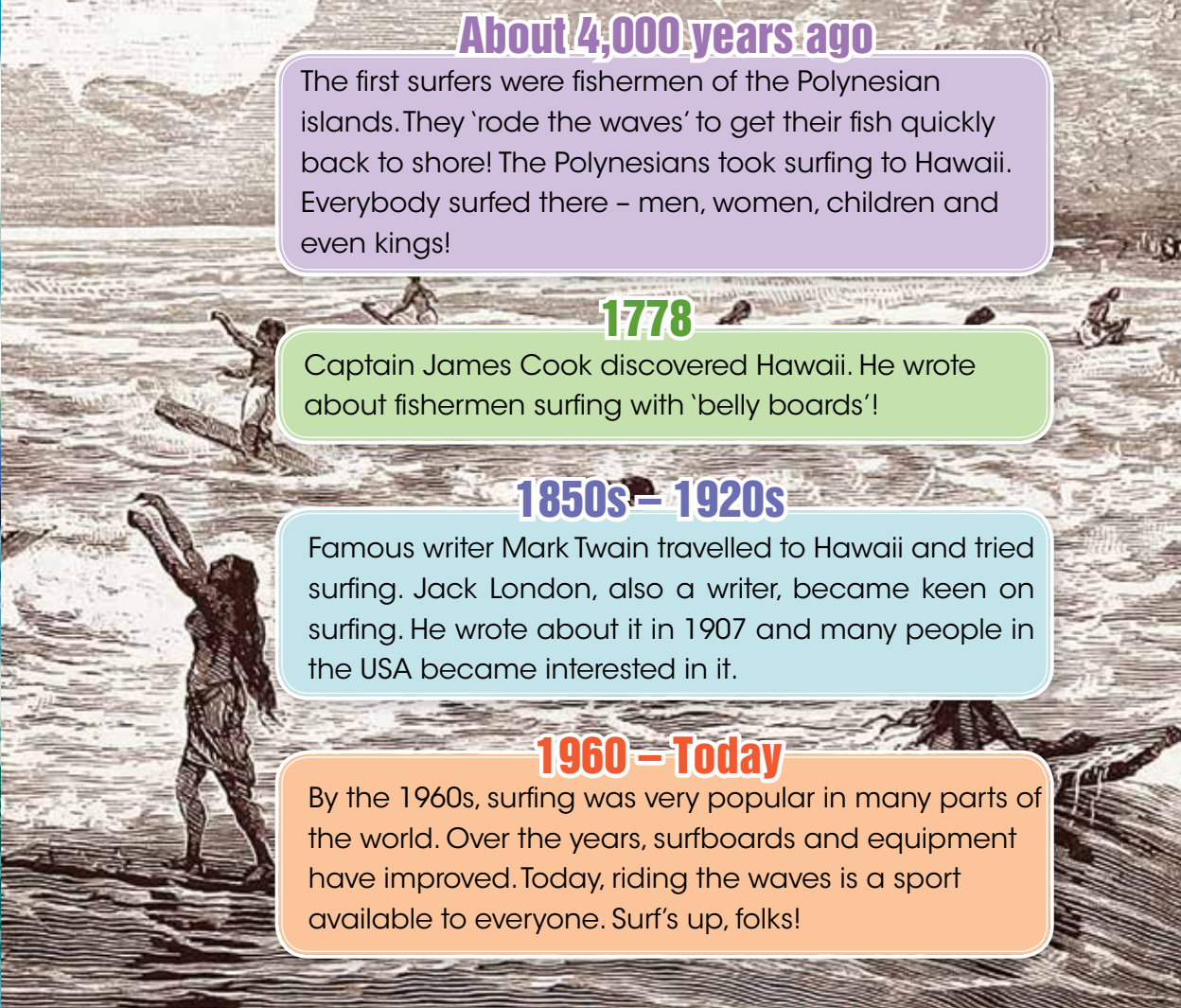


In 1457, **King James II** stopped golf and football so that people could practise archery.

30 July 1930
URUGUAY WINS THE FIRST WORLD CUP!



THE HISTORY OF SURFING



About 4,000 years ago

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

1778

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

1850s - 1920s

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

1960 - Today

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

3



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

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

4



Think of your favourite sport. Tell the class.

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

5



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

Talking Point

1



Listen and read. What's wrong with Jane?

Mark: Are you alright, Jane?

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

Mark: Oh, dear! What happened?

Jane: I twisted it yesterday at the Gymnastics Club.

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

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

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

Jane: Thanks!



2



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

1 bump head

a put an ice pack on it



2 twist ankle

b put a bandage on it



3 sprain wrist

c put a plaster on it



4 cut finger

d have an X-ray



5 break leg

e clean the wound



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

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

3




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

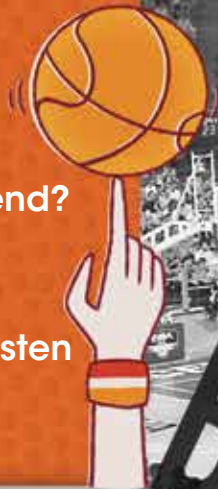
Useful Language

Expressing sympathy

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

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

2  Read and choose. Then listen and check.



Hi, Jason!

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

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


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

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


Take care,
Rick

Send



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

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




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

Hi, ____ !
I hope you're well. Guess where I went last weekend! I ____ . It's ____ !
The ____ was at ____ . It ____ and there were ____ . I ____ , but this was ____ !
You won't believe what happened, though! I ____ . My ____ . I haven't ____ , but I think ____ .
Anyway, what did you do ____ ?

Take care,


The Circulatory System

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

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



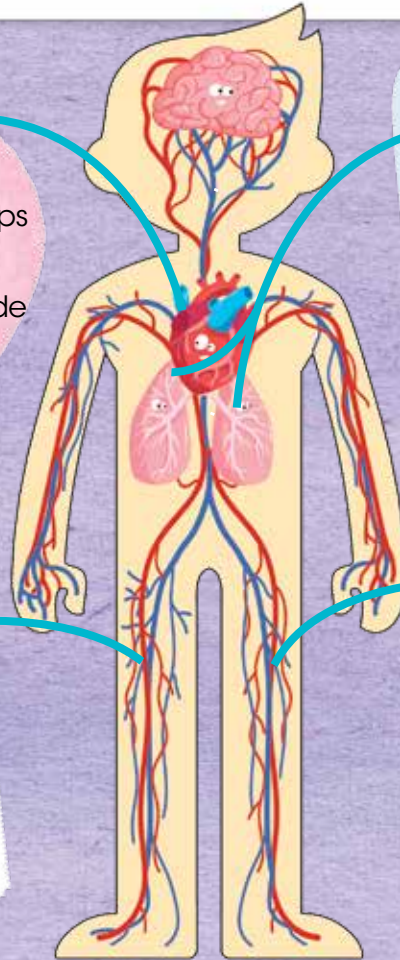
The heart

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



Arteries

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



Lungs



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

Veins



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

- 2 Read again and choose.

1 The blood leaves the right side of the heart
A and goes to the lungs.
B and goes to the muscles.

2 The left side of the heart
A sends the blood to the lungs.
B sends the blood to the organs.

3 The lungs fill the blood with oxygen
A and send it to the heart.
B and send it to the organs.

4 The blood leaves the organs
A and goes back to the arteries.
B and goes back to the heart.

Heart Rate

3 Read and write True or False.

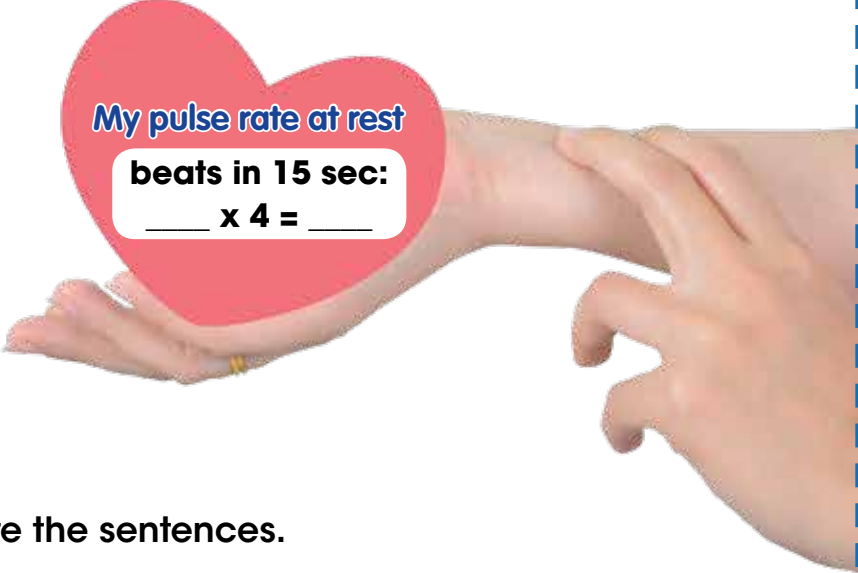
When you exercise, your organs and muscles need more oxygen. Your heart beats faster and you breathe faster, taking in  more oxygen and breathing out  more carbon dioxide .

1 The heart beats faster when you exercise.

2 You breathe out oxygen.

4 Read and complete.



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



5 Take your pulse rate. Complete the sentences.

ACTIVITY

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

	PULSE RATE STRAIGHT AFTER 	PULSE RATE AFTER 2 MINUTES REST 
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

DID YOU KNOW?

Blood contains small amounts of gold!



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



1

Read and complete. Then, listen and check.

I CAN DO ANYTHING!

possibility

fear

ability

anything

top

full

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

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

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



Sing the *I Can Do Anything!* song!



2

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

SOUNDS and Words

Adjective endings

These are common endings for adjectives:

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

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

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



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

1 smelly socks

2 success _____ swimmers

3 thrill _____ match

4 danger _____ ride

5 sport _____ grandma

6 fam _____ athlete



2 Use the phrases to make sentences.

1 *Take off your smelly socks!*

i Wonder 6
EXTRA
RESOURCES

1 Read, match and say.

In which sport do you ...

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



1 We use a sword in fencing.

2 Read and choose. Then write the names.



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

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

Now I can...

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

in English.