



# i Wonder



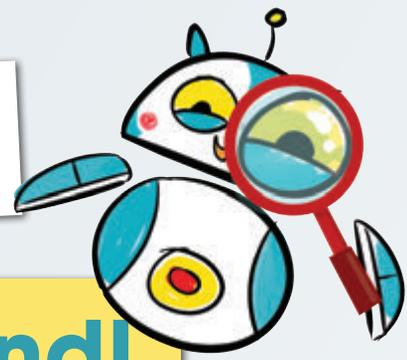
Express Publishing

**Wonder  
is the Beginning of Wisdom!**

# 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 pupils' 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 pupils 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, CD-ROM, eBook, 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 colour **blue**!



Many **spiders** have got eight eyes!



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



A baby **giant** panda is only the size of a **rubber**!



Promoting Respect/Responsibility



Pairwork



Project/Poster Presentation



Groupwork



Thinking skills



Formative evaluation



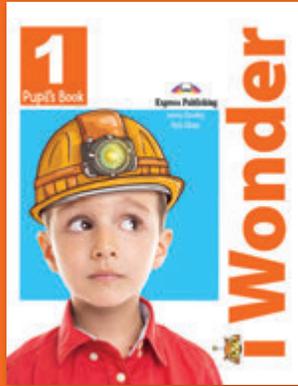
Internet research



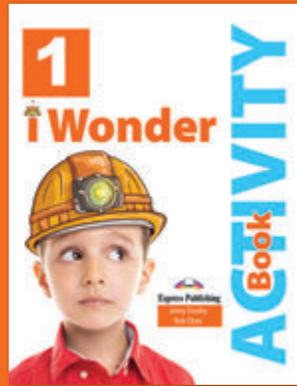
Cross-curricular links



# For Pupils



Pupil's Book



Activity Book

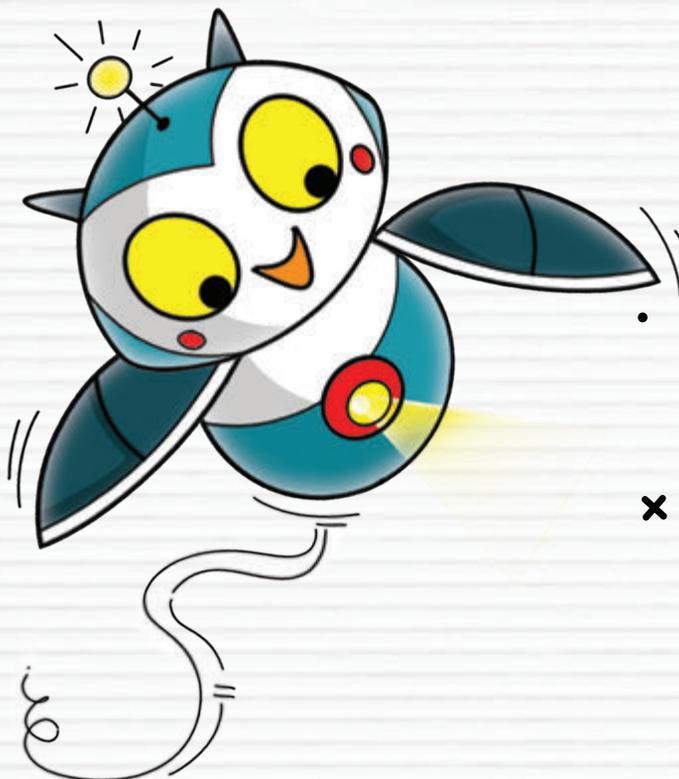
## Also Available:

- Pupil's Multi-ROM (Pupil's CD/DVD)



# For Teachers

- Teacher's Book (*Interleaved*)
- Picture & Word Flashcards
- Posters/Cross-curricular posters
- Teacher's Multimedia Resource Pack  
(*Class CDs, DVD, Teacher's Resource Pack CD-ROM*)



“  
\*  
Wonder!  
Think!  
Discover!  
”

+

o

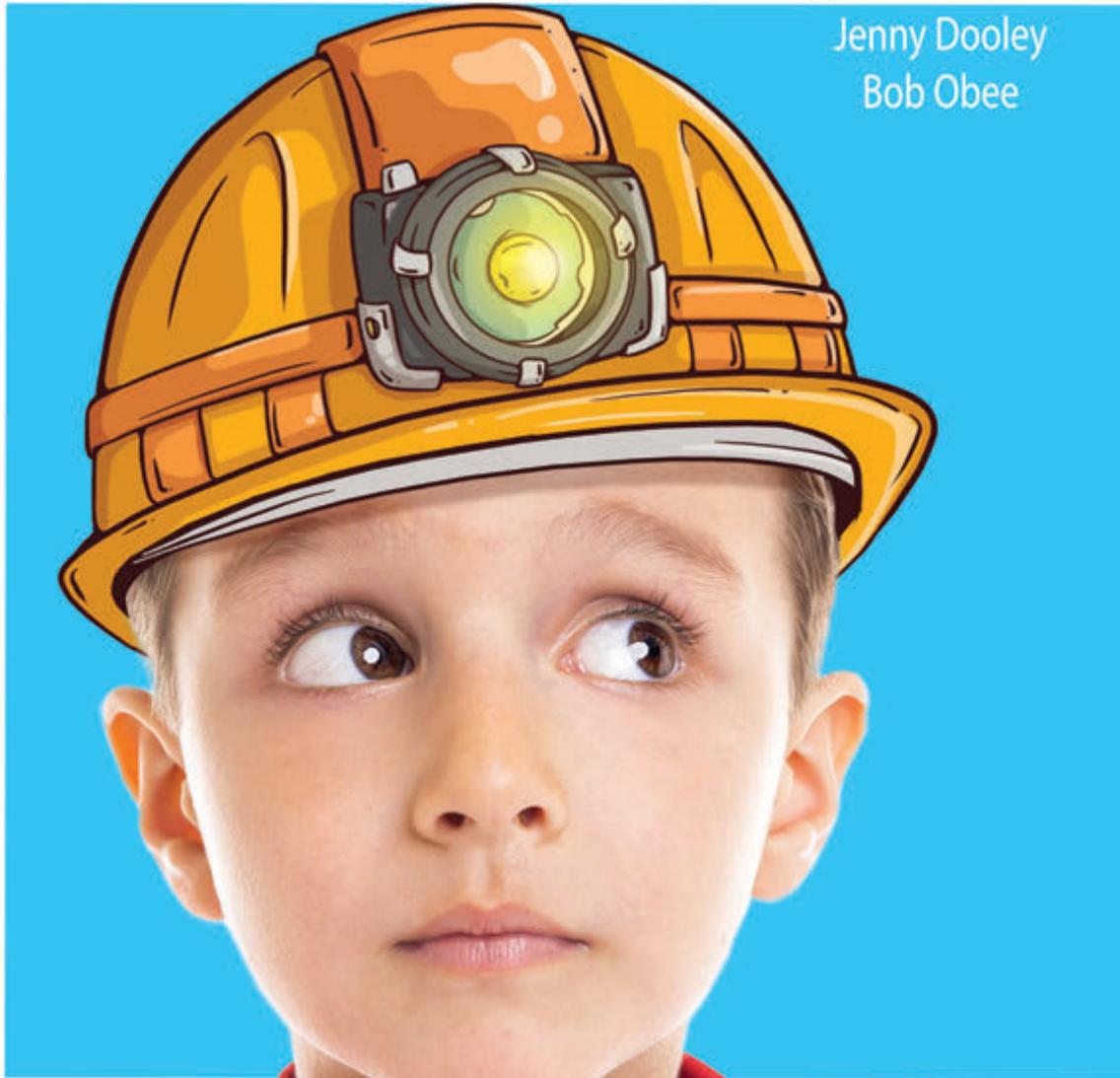
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Pupil's Book

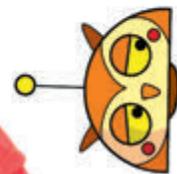


Express Publishing

Jenny Dooley  
Bob Obee



# I Wonder



# CONTENTS

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





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



: Project/Poster presentation

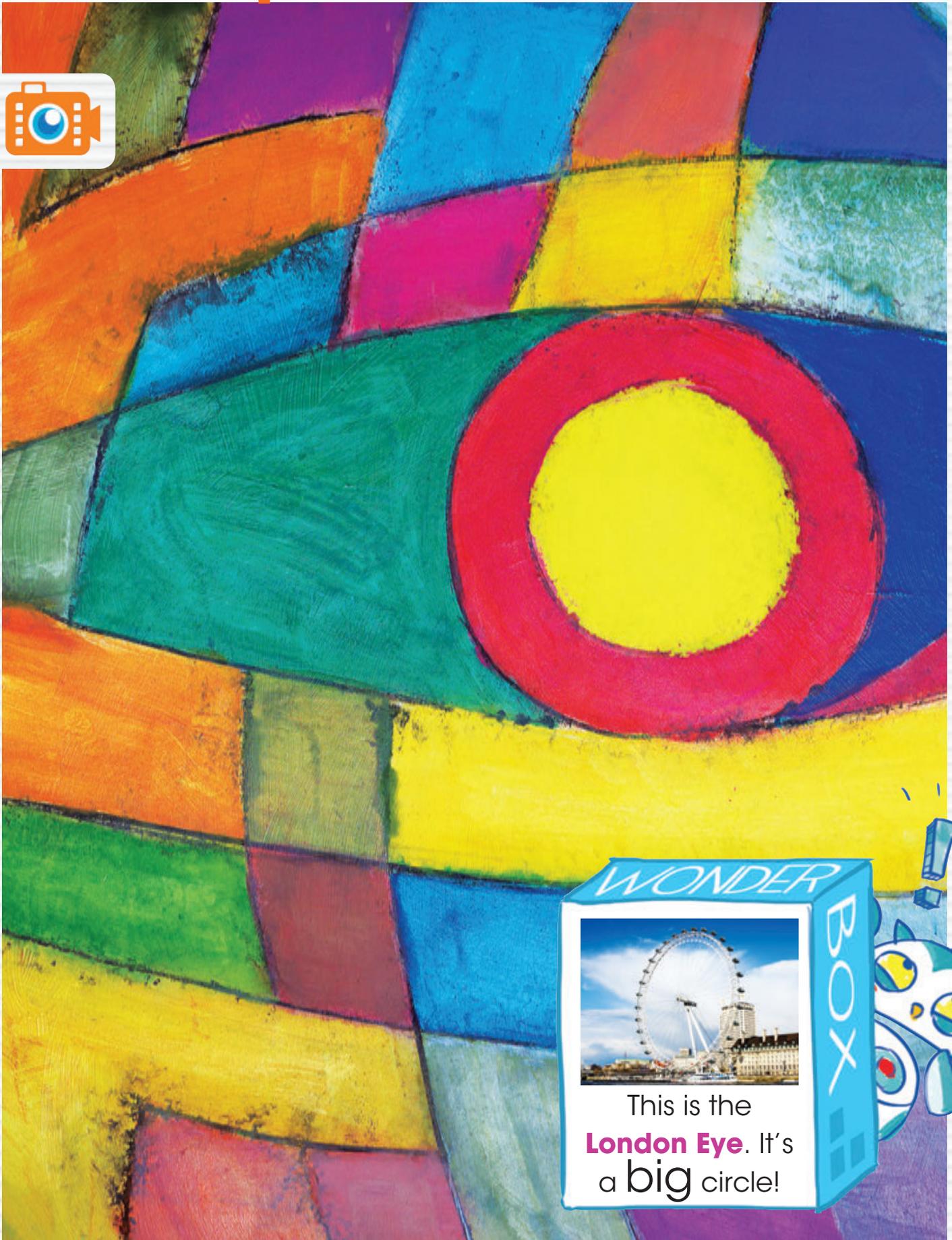


: Internet research



: Formative evaluation

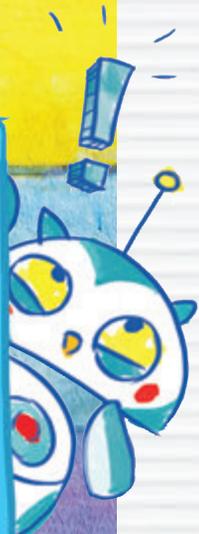
# 2 Shapes all around!



WONDER  
BOX

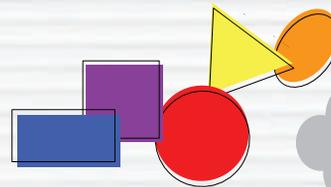
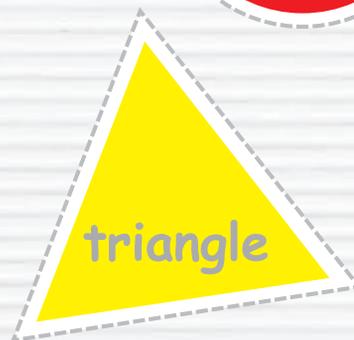
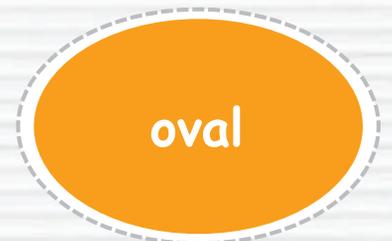
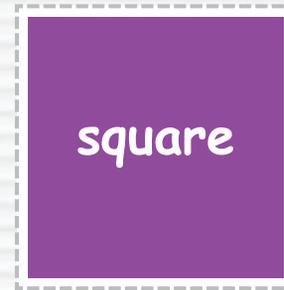
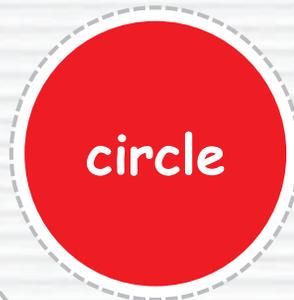


This is the **London Eye**. It's a **big** circle!



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

- 2  Listen, point and repeat.



- 3  Let's play!



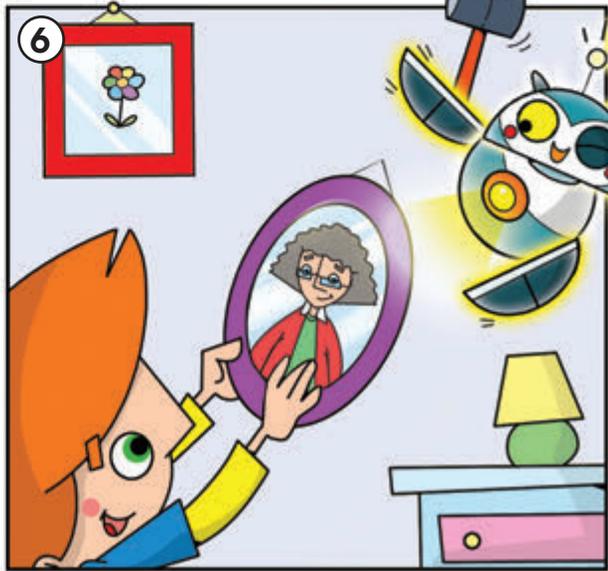
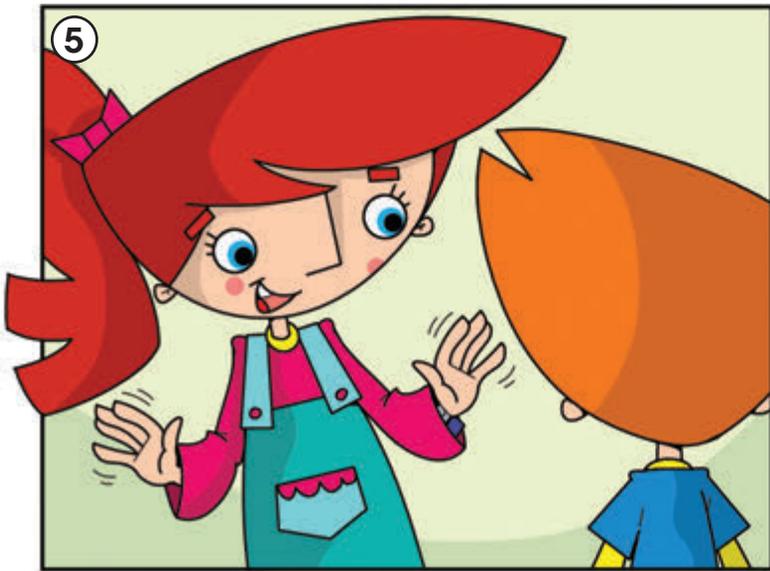
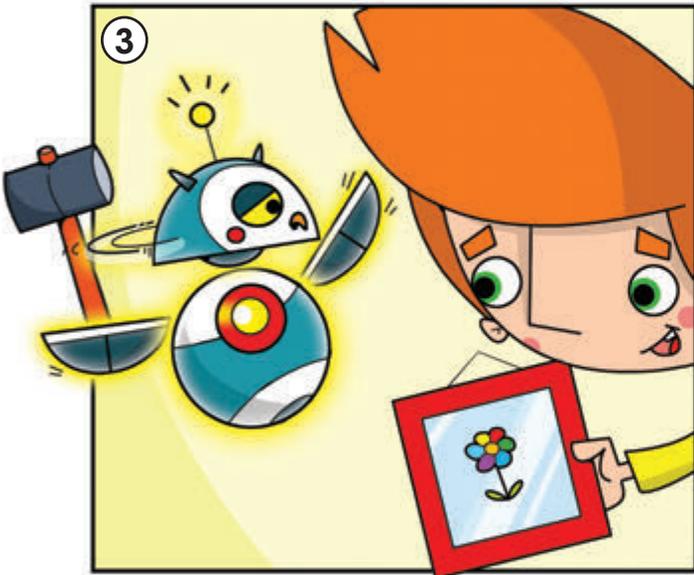
-  Sing the *Shapes* song!

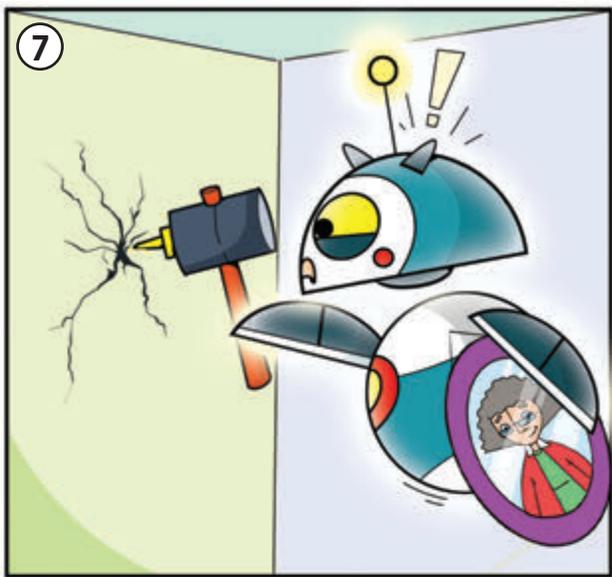
4



Let's listen!

A new wall!





5  **Think** Colour.



# CRAFTWORK

6  **Game**  Make a photo 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

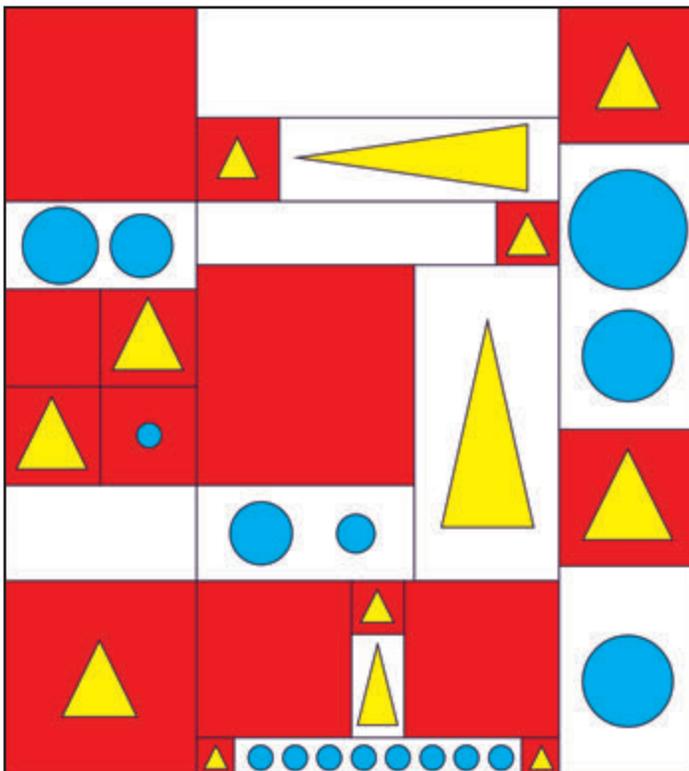
nineteen

20

twenty



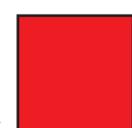
**8**  Count and write. Then talk with your friend.

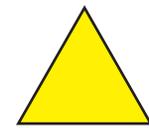


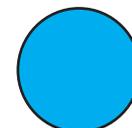




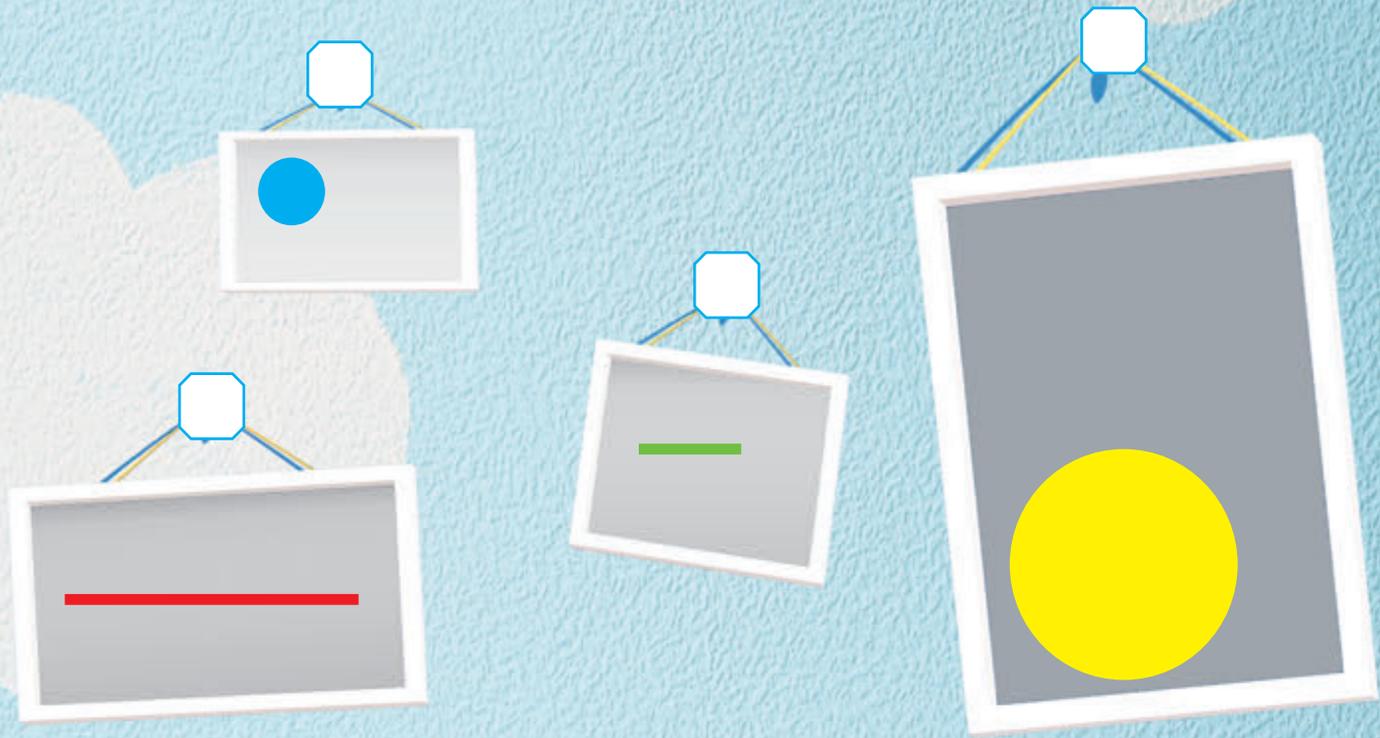
 = \_\_\_\_\_

 = \_\_\_\_\_

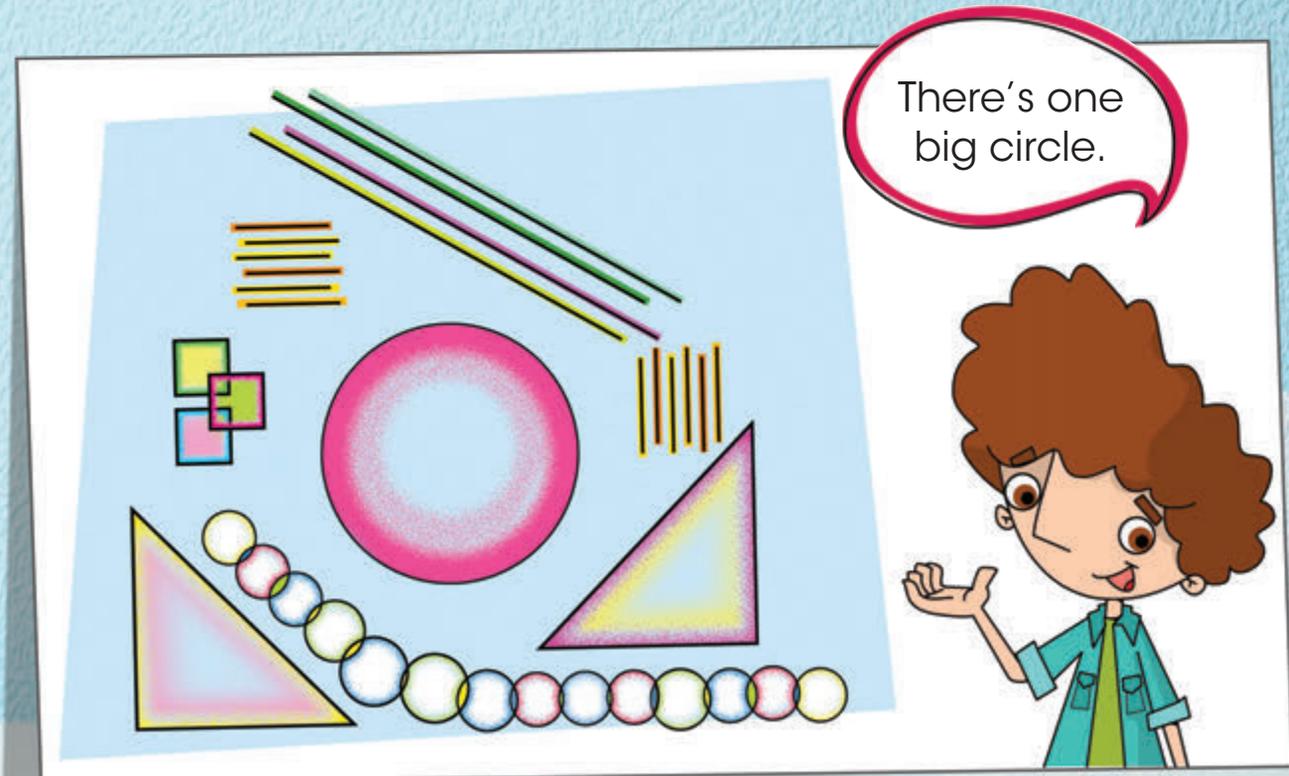
 = \_\_\_\_\_

 = \_\_\_\_\_

9  Listen and number.



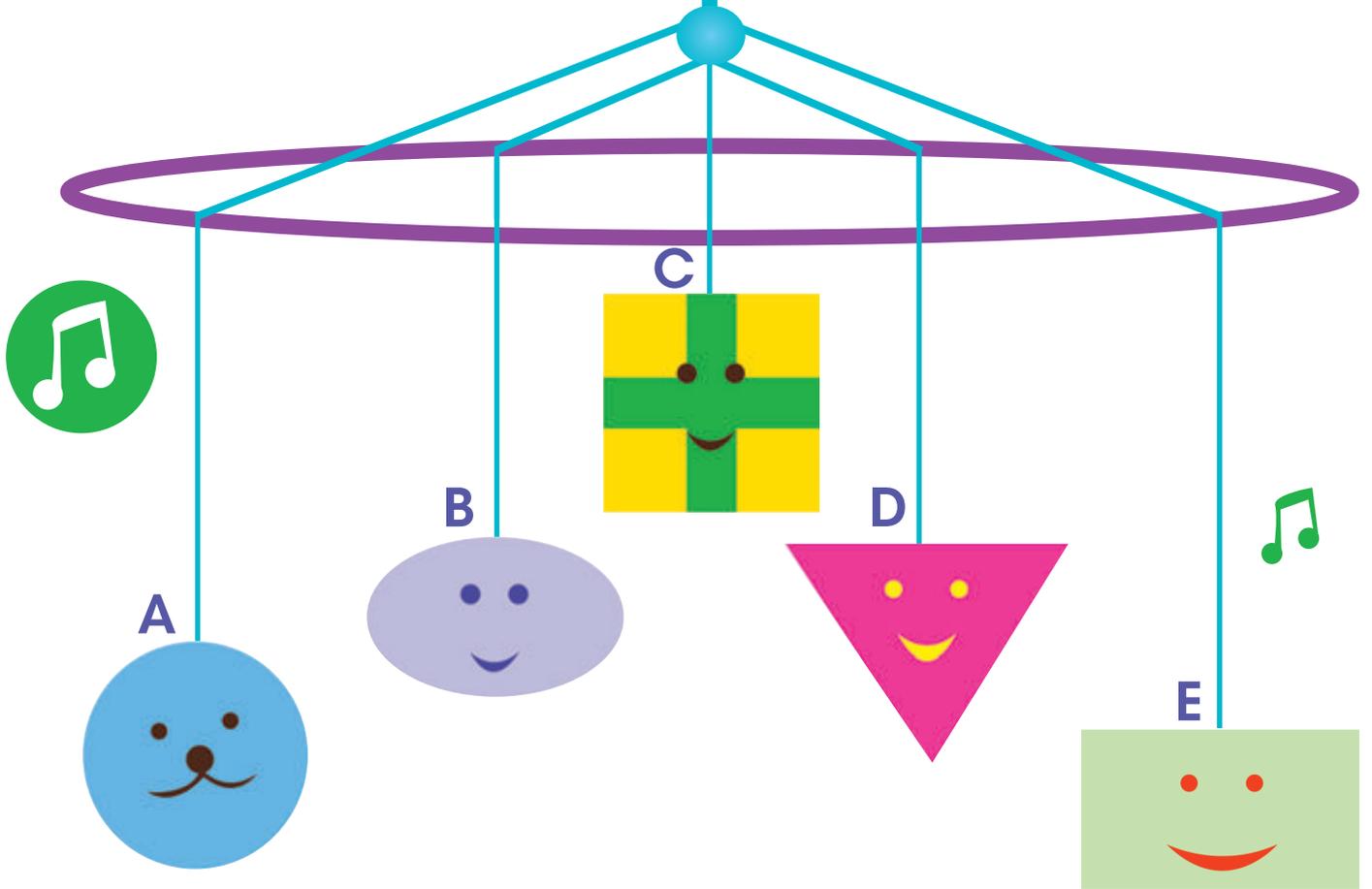
10  Look and say.



11



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



12

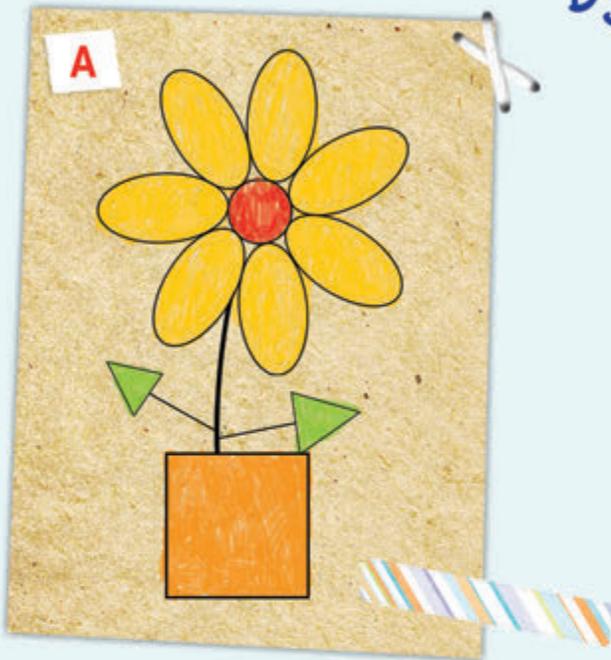


Let's play!



# My Shape Art

by Cara



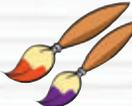
### 13 Look at Cara's project.

- |   |   |       |
|---|---|-------|
| 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? 

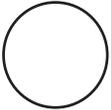
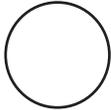
### 15 Make your own *My Shape Art* project. Present it to the class.

# CLIL

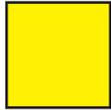
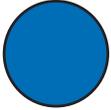
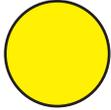
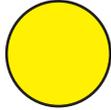
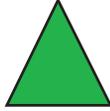
• Here's Simon Snake. Look. Can you see a pattern?



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

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

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

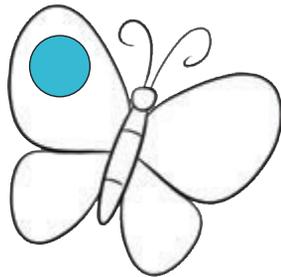


- 3**  **Think** Say the numbers. Write the missing number.

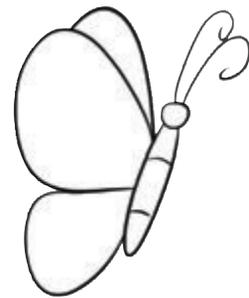
- 2 | 4 |      | 8
- 5 | 10 | 15 |
- 5 | 4 | 3 |
- 5 | 7 | 9 |
- 3 | 6 |      | 12
- 2 | 4 | 8 |

- 4** Write the number. Draw.

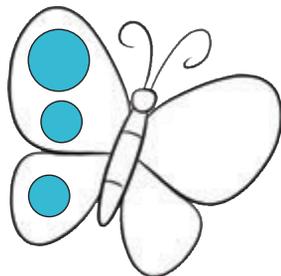
- Double 1  
is     .



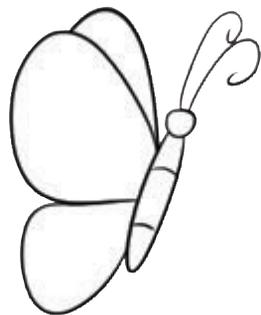
- Half of 6  
is     .



- Double 3  
is     .



- Half of 4  
is     .

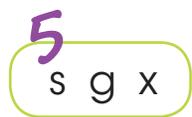
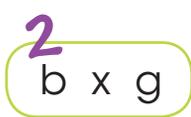


- 5**  **Game** Play Double or Half Bingo.

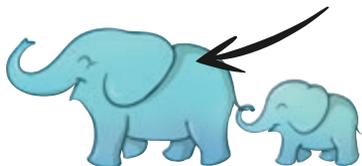
1  Listen. Look. Say.



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

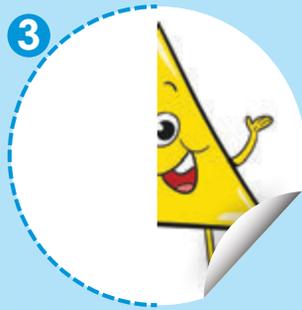
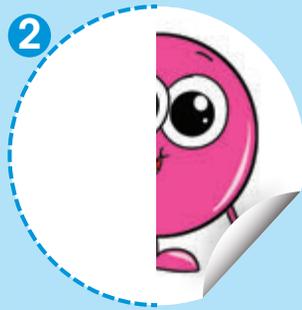
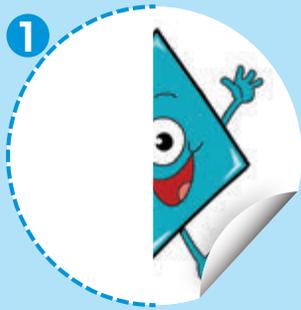
5  Listen. Say. Remember.

**Sight Words:**

there | small | is | and | a | it

**i Wonder 1  
EXTRA  
RESOURCES**

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



**2** Do the sums. Write the number.

**1**  $10 + 5 = \square$

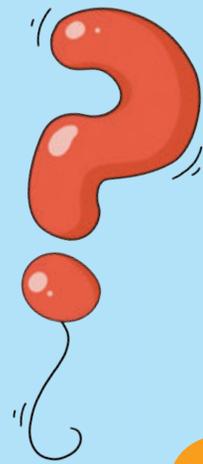
**4**  $6 + 6 = \square$

**2**  $9 + 9 = \square$

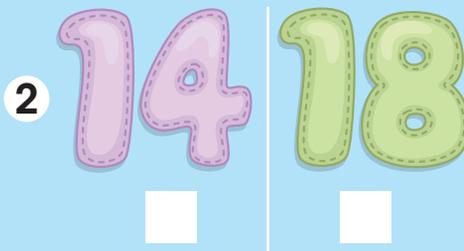
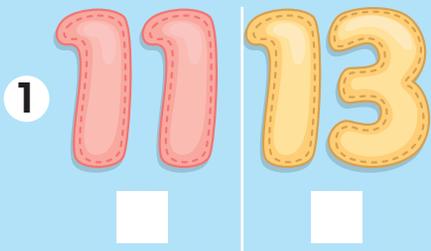
**5**  $10 + 7 = \square$

**3**  $6 + 5 = \square$

**6**  $7 + 7 = \square$



**3**  Listen and tick (✓).



**My Progress Report**

Colour.



# Sample pages from i Wonder 1 - Pupil's Book

**Wonder Tales 1**  
The Birds and Their Colours  
A story from Belgium

Let's listen!

1 2 3 4 5 6 7 8

**Wonder values**  
Always be polite!

**WORLD OF WONDER**  
Modules 1-4

1 Listen and look.

Hello, everyone! Our world is full of shapes.

Look at this tree! It's Tree-mo! 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 colours. It's like a circle!

Look! A square watermelon. Yummy!

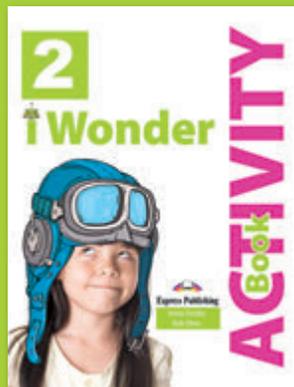
2 ICT Find or draw pictures of things in different shapes. Make a project. Present it to the class.



# For Pupils



Pupil's book



Activity book

## Also Available:

- Vocabulary and Grammar Practice
- Pupil's Multi-ROM (Pupil's CD/DVD)



# For Teachers

- Teacher's Book (*Interleaved*)
- Picture & Word Flashcards
- Posters/Cross-curricular posters
- Teacher's Multimedia Resource Pack  
(*Class CDs, DVD, Teacher's Resource Pack CD-ROM*)



## i Wonder 2 covers the following topics and structures:

### Topics

- senses
- feelings
- animal groups
- parts of an animal body
- houses and things in a house
- food and taste
- sports and children's games
- places
- means of transport
- daily routines
- community helpers
- seasons and months
- seasonal activities

### Structures

- can
- the verb 'have got'
- plurals
- this/these – that/those
- there is/there are
- prepositions of place
- some/any
- present simple
- present continuous
- like *-ing*



CLIL



WW

2

Pupil's Book



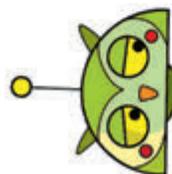
Express Publishing

Jenny Dooley

Bob Obee



# I Wonder



# 1 Our Senses

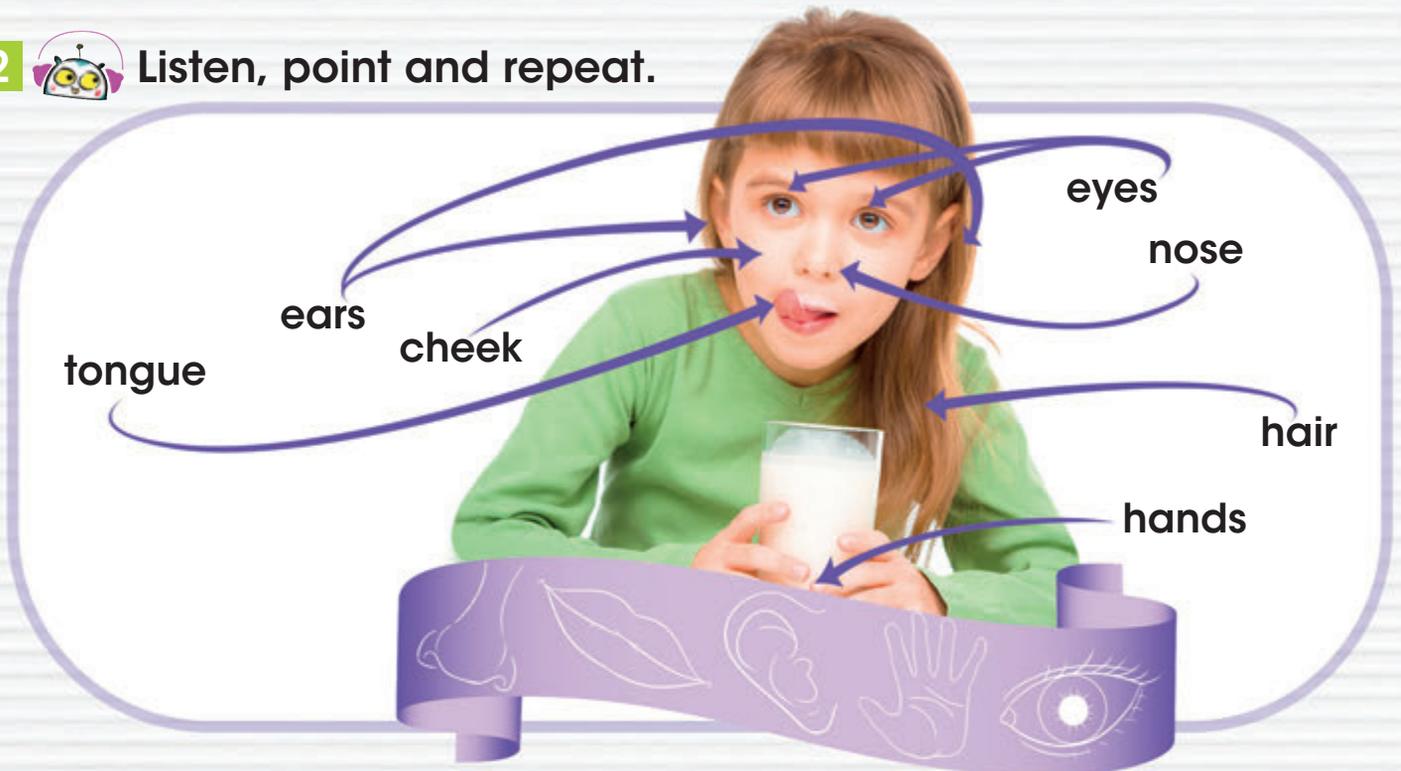


WONDER BOX

All kittens have got **blue** eyes.

1 **Time to WONDER** Look at the pictures. How many senses have we got? What can you see, hear and touch in your classroom?

2  Listen, point and repeat.



3  Read and match.

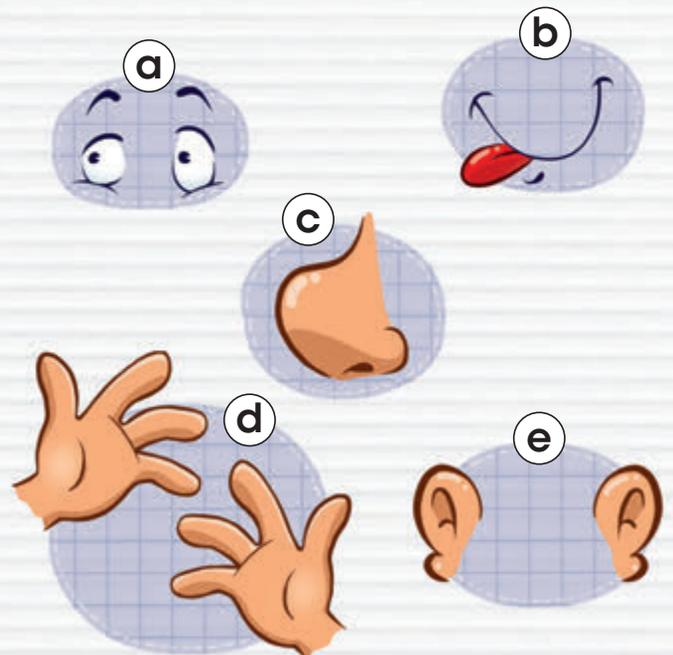
1 I can **see** with my

2 I can **hear** with my

3 I can **smell** with my

4 I can **taste** with my

5 I can **touch** with my



•  Sing the *Here are my eyes* song!

4 Listen and read.

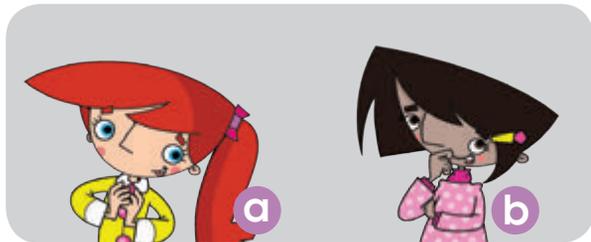
# I can smell chocolate!



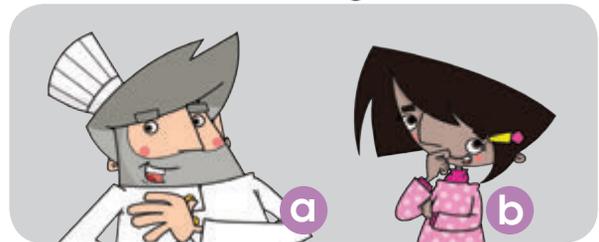


5 **Think** Choose.

1 *I can smell chocolate!*



3 *Where's the sugar?*



2 *Can we help?*



4 *Sorry! It tastes so yummy!*



**CRAFTWORK**

6 **Game** **Make a dice. Play the Senses game.**



7  Listen, point and repeat.



8  Listen and number.



9  Talk with your friend.

- A: Has he got blue hair?
- B: Yes, he has.
- A: Is he happy?
- B: Yes, he is.
- A: Is he Bill?

9



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

We've all got feelings,  
Some are good and some are bad!  
We can feel **1) happy**,  
Oh, yeah!  
Or we can feel **2) sad**,  
Oh, no!

We've all got feelings,  
Some are good and some are bad!  
We can feel **3) tired**,  
Oh, dear!  
Or we can feel **4) scared**,  
Heelp!

**A**

**B**

**C**

**D**

10



Let's play!

I'm happy!

I'm happy, too!

11 Look, read and choose.



1 I'm happy when  
I **hear** - **see** the sun.



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



Let's play!



I can hear  
with my nose!



No, you can't.



# MY 5 SENSES!

by Kim



1 I'm happy when I see the \_\_\_\_\_.



2 I'm happy when I smell the \_\_\_\_\_.



3 I'm happy when I hear the \_\_\_\_\_.

4 I'm happy when I touch my \_\_\_\_\_.



5 I'm happy when I taste \_\_\_\_\_.

13 Colour and complete. Use: **mum**, **sea**, **strawberries**, **grass**, **rain**.

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

15  **SHOW and Tell** Make your own *My Five Senses!* project. Present it to the class.

# CLIL SOCIAL SCIENCE

**1** **VALUES** **Be safe!** Can you see, hear or smell the danger?  
Tick (✓).

			
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**DANGER**

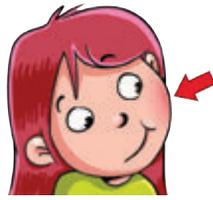
2  Sounds and feelings! Listen and circle.

1				
2				
3				
4				
5				
6				

3  Let's play!



1 Listen. Look. Say.



cheek



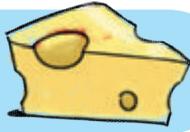
touch



chocolate

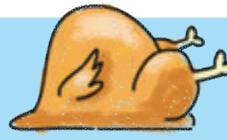
2 The taste of 'ch'. Say the words. Colour the 'ch'. Use the same colour if **a** and **b** taste good together!

1 |



**a** chocolate **b** cheese

3 |



**a** chicken **b** cherries

2 |



**a** chocolate **b** cherries

4 |



**a** chicken **b** chips

3 Listen. Say. Find the words.

Sight Words:

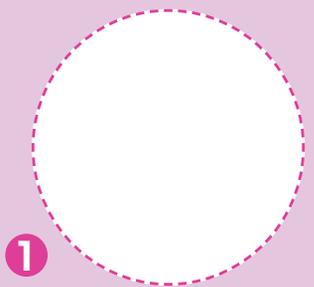
call | chair | cold | chicken | cut | children

c	h	i	c	k	e	n	c
c	a	i	o	c	t	u	o
c	h	i	l	d	r	e	n
a	l	c	d	a	l	n	n
l	d	h	u	c	u	t	c
l	i	c	h	a	i	r	a

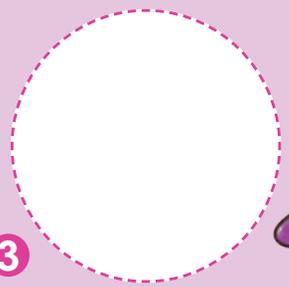
iWonder 2  
EXTRA  
RESOURCES



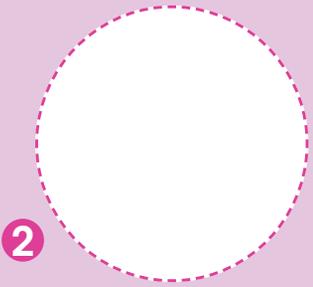
1  **Think** Read and find the **STICKERS!**



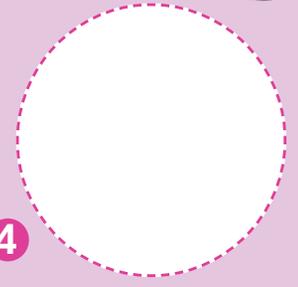
1 Ted is happy.



3 Sam is tired.

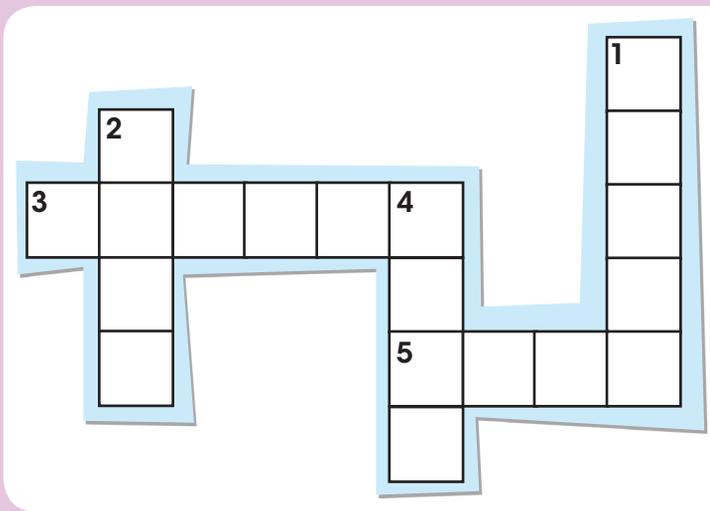


2 Ron is sad.



4 Rickie is angry.

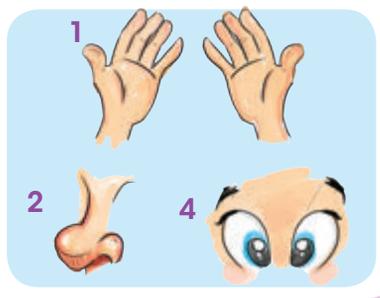
2 Complete.



Across



Down



3  Listen and colour.



My Progress Report

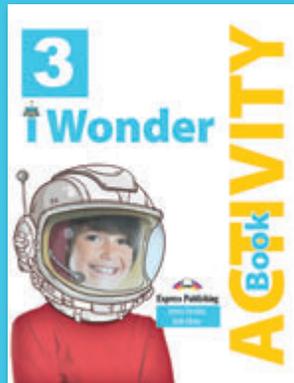
Colour.



# For Pupils



Pupil's book



Activity book

## Also Available:

- Vocabulary and Grammar Practice
- Pupil's Multi-ROM (Pupil's CD/DVD)



# For Teachers

- Teacher's Book (*Interleaved*)
- Picture & Word Flashcards
- Posters/Cross-curricular posters
- Teacher's Multimedia Resource Pack  
(*Class CDs, DVD, Teacher's Resource Pack CD-ROM*)



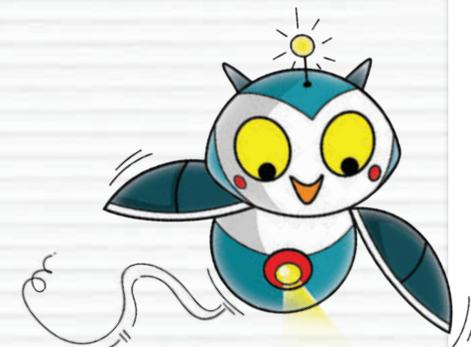
**i Wonder 3 covers the following topics and structures:**

## Structures

- the verb 'have got'
- can (ability and permission)
- possessive adjectives and possessive case
- present continuous
- must/mustn't
- have to
- present simple and adverbs of frequency
- prepositions of time
- a lot of, much, many
- a/an, some/any
- comparisons and superlatives
- past simple
- be going to
- question words

## Topics

- storybook characters
- camping and camping rules
- daily routines
- chores
- food from plants and animals
- animal homes
- places
- heroes
- means of transport
- at the beach



Always  
Question,  
Always  
**Wonder!**

CLIL



3

Pupil's Book

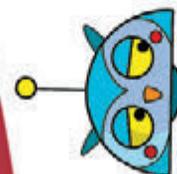


Express Publishing

Jenny Dooley  
Bob Obee



# I Wonder



# 2 Camping



WONDER BOX



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



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.



A: I like fishing.

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

3  Listen and number.



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

*The sound of an owl is natural.*

4   **Think** Listen and repeat. Which ones help us to keep warm? to find our way?



5  Read and complete. Then listen and check.

Take out your 1)  **rucksack**

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 rucksack  
And start to pack!

6)  \_\_\_\_\_, 7) a  \_\_\_\_\_,

And a 8)  \_\_\_\_\_!

 **Sing the Pack up song!**

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

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

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

pack – pack**ing**    make – mak**ing**    swim – swim**ing**



6



Listen and draw lines.

•

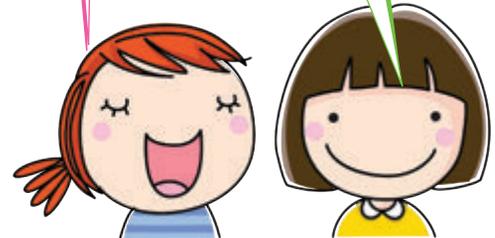


Let's play!



Pat is cooking burgers.

No! Pat isn't cooking burgers. She's looking at some birds.



7 What are they doing? Make sentences.

1 Pat

**Pat is looking at some birds.**

4 Judy

\_\_\_\_\_

2 Bill

\_\_\_\_\_

5 Mandy

\_\_\_\_\_

3 Carl

\_\_\_\_\_

6 Steve

\_\_\_\_\_



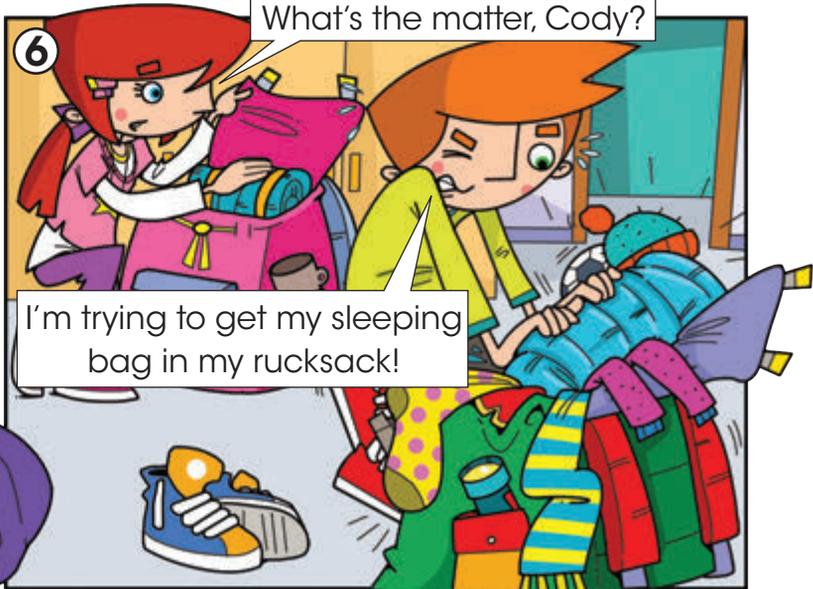
Imagine you are at the park. What are you doing?  
Tell your friend.

8



Listen and read.

# Let's pack!





## 9 Think

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

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

True

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## TALKING POINT

### 10 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 torch** and **a map**.

**Diana:** Is that everything?

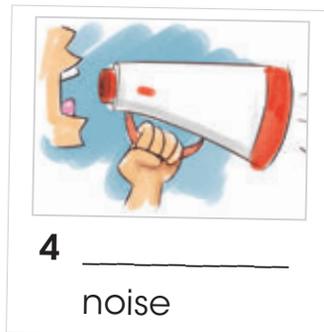
**Larry:** Well, ... you also need your **sleeping bag**!

**Diana:** Got it! I think I'm ready now.



**11**  Complete. Then listen and check.

- feed
- put up
- drop
- light
- pick
- make



**12**  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. Shall we light a campfire?  
B: Good idea! Let's get some wood!
- 3** A: Shall we put these bottles in the bin?  
B: Yes! We mustn't drop litter!
- 4** A: Can I eat these berries?  
B: No! We mustn't eat wild fruit.
- 5** A: Shall we put up the tent now?  
B: No! Let's have something to eat first.
- 6** A: Shall we sing a song?  
B: No! We mustn't make any noise!



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

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



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

1  You **mustn't** feed the animals.  
A at the funfair  
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 cinema  
B at the toy shop

5  You \_\_\_\_\_ keep your dog on a lead.  
A at a sweet shop  
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

14  Let's play!



15  Listen and colour and write.



16  **Think** Safe camping! Choose and say.

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

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



17  Read and choose. Then listen and check.

# A camping Holiday *can be great fun*

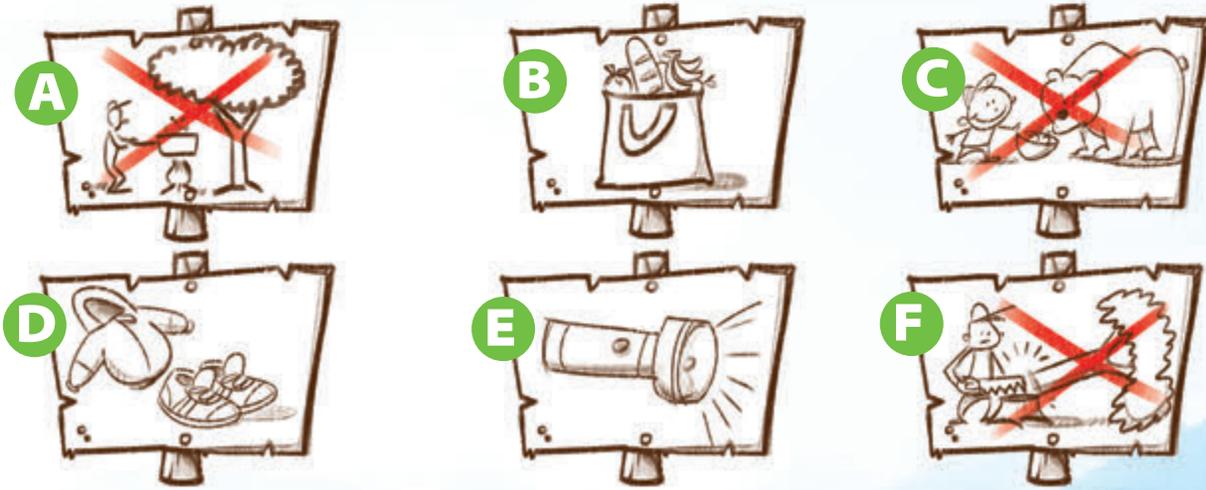
*for the whole family, but make sure you all stay safe!*

**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.



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



19  **SHOW and Tell**  **VALUES** Write 5 more camping rules. Make signs to go with your camping rules. Present your project to the class.

# CLIL GEOGRAPHY

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

**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

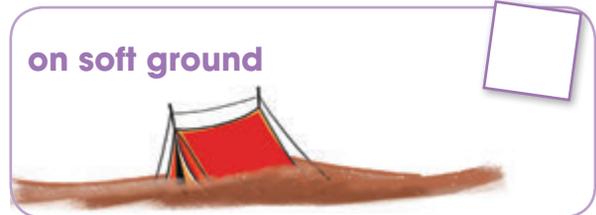


**4**

on hard ground

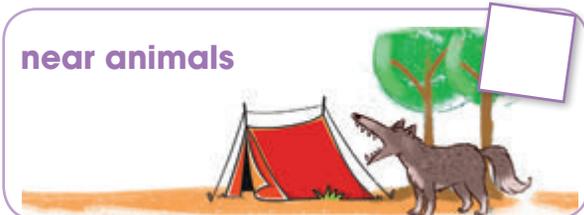


on soft ground

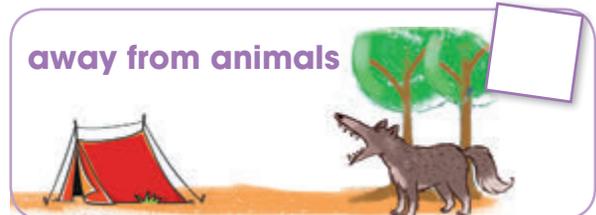


**5**

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.

ONE  
FOOT  
ISLAND!

By Julie

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

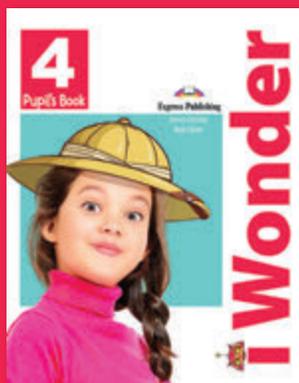
There are two train stations.

3



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

# For Pupils



Pupil's book



Activity book

## Also Available:

- Vocabulary and Grammar Practice
- Pupil's Multi-ROM (Pupil's CD/DVD)



# For Teachers

- Teacher's Book (*Interleaved*)
- Picture & Word Flashcards
- Posters/Cross-curricular posters
- Teacher's Multimedia Resource Pack  
(*Class CDs, DVD, Teacher's Resource Pack CD-ROM*)



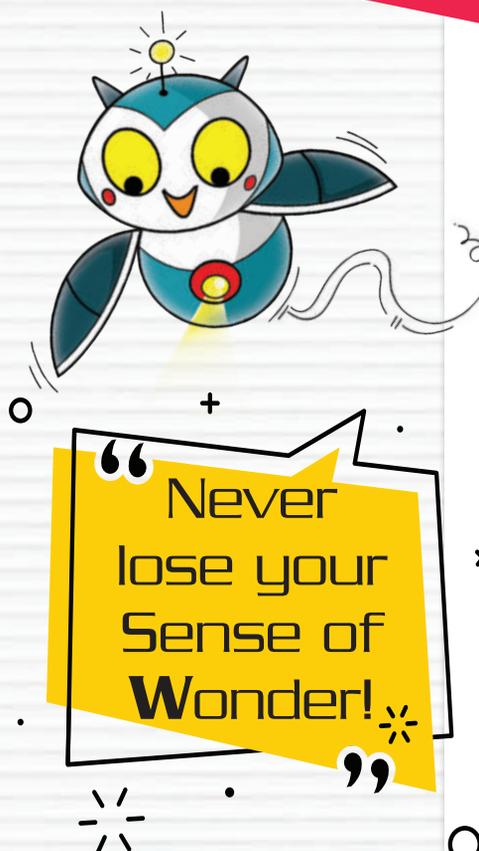
**i Wonder 4 covers the following topics and structures:**

## Topics

- animals
- celebrations
- clothes and accessories
- emergency
- entertainment and hobbies
- food and healthy living
- gadgets
- holiday and travelling
- house
- illnesses
- jobs
- × life in the past
- nature
- places
- safety
- school
- space
- weather

## Structures

- present simple and present continuous
- past simple and past continuous
- much/many/a lot of and some/any
- adverbs of manner
- object, possessive and relative pronouns
- comparisons and superlatives
- modal verbs (have to, must, should)
- infinitive of purpose
- future simple
- be going to



CLIL



4

Pupil's Book



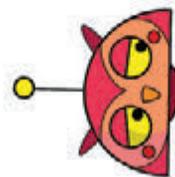
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# I wonder

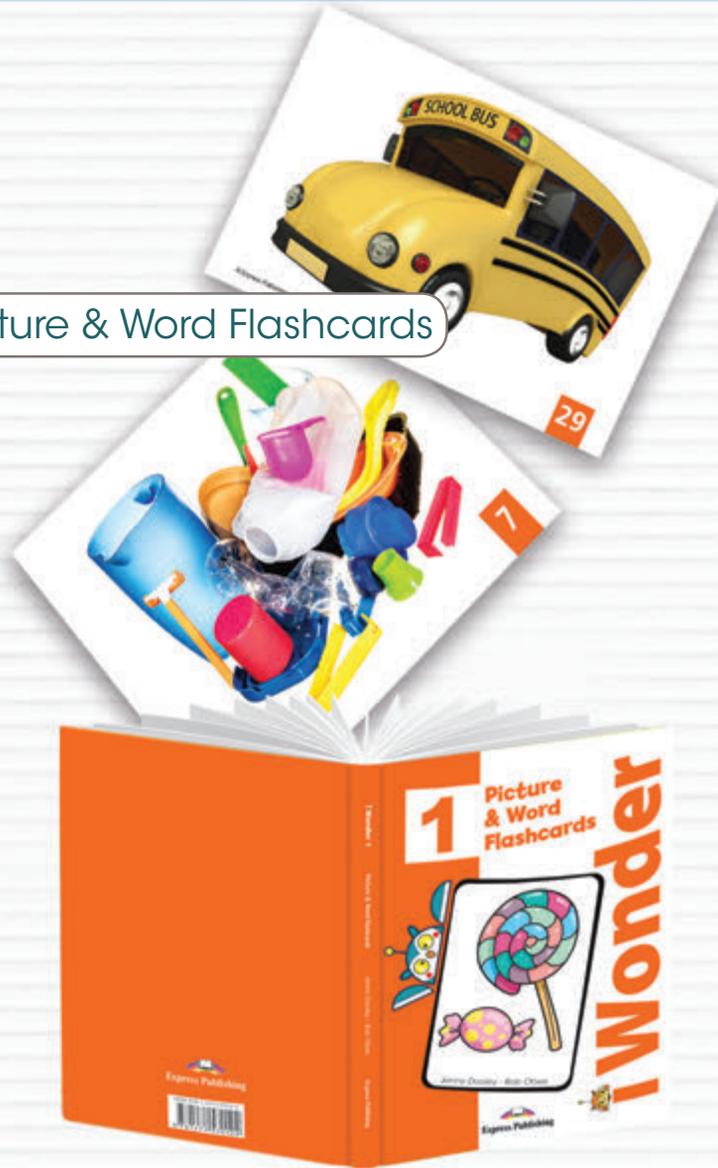


# Perfect Combination of

Posters



Picture & Word Flashcards



## BONUS!

The eBook offline application contains a **fully animated reader**





AND

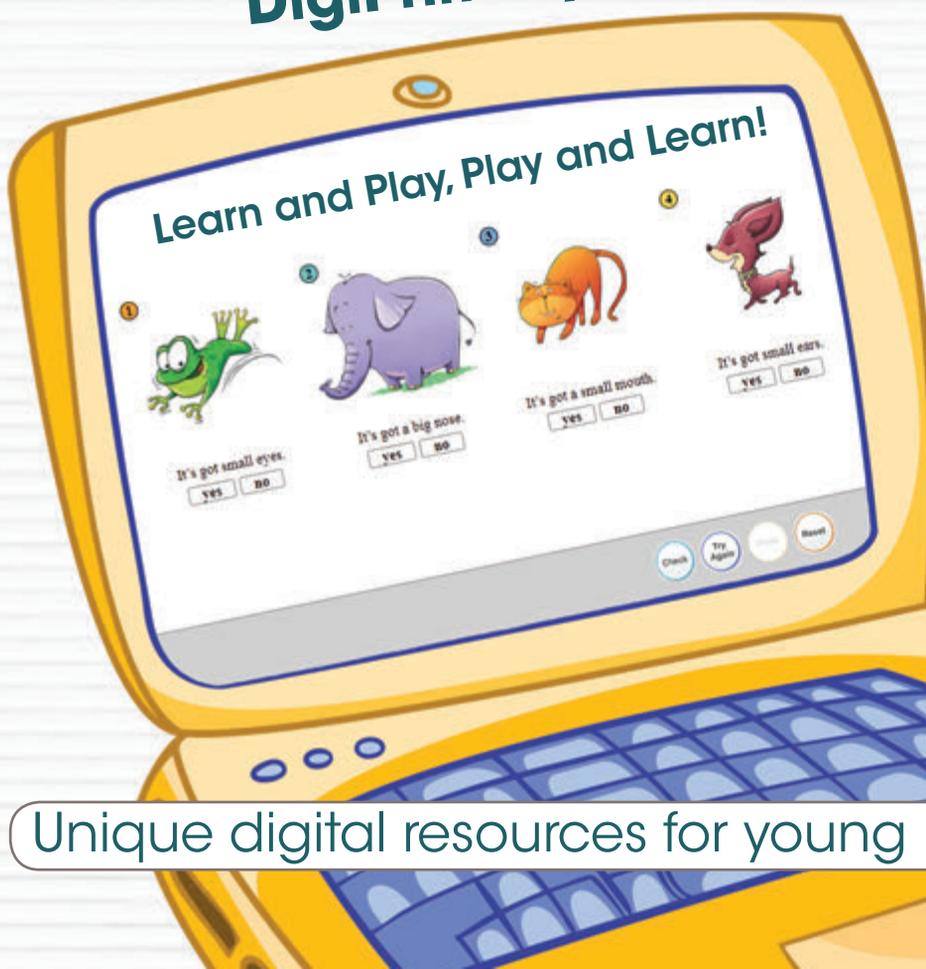


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will bring **WONDER**  
to our **WONDER**ful classes!



# i Wonder



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