

# CONTENTS

	Vocabulary	Grammar
<b>Welcome!</b> (pp. 4-7)	<b>Big numbers</b> (100-1,000,000) <b>School subjects</b> (Art, English, Geography, History, ICT, Maths, Music, PE, Science)	Object pronouns Possessive pronouns
<b>1 Music</b> (pp. 8-21)	<b>Feelings</b> (bored, dizzy, happy, sad, scared, sleepy) <b>Musical instruments</b> (cello, clarinet, cymbals, drum, flute, guitar, saxophone, tambourine, trombone, trumpet, tuba, violin) <b>Countries</b> (Argentina, Australia, Brazil, India, Italy, Japan, Portugal, Scotland, Spain, the USA)	Present continuous Adverbs of manner Present simple – Present continuous
<b>2 Animal Survival</b> (pp. 22-35)	<b>Animals</b> (eagle, flamingo, goose, hedgehog, jaguar, kangaroo, koala, orang-utan, rhino, seal) <b>Animal parts</b> (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 ( <b>Value:</b> Friends come in all shapes and sizes!)		
<b>3 Keeping Healthy</b> (pp. 38-51)	<b>Partitives</b> (bar, bottle, bowl, can, carton, jar, loaf, packet, piece, pot, slice) <b>Food</b> (cabbage, coffee, fizzy drink, honey, mayonnaise, mustard, nuts, olive oil, plums, strawberries) <b>Illnesses</b> (a cold, a cough, a fever, a headache, a sore throat, a stomach ache, a toothache, <b>an earache</b> )	a lot of/many/much should/shouldn't
<b>4 Gadgets and Inventions</b> (pp. 52-65)	<b>Gadgets and Inventions</b> (digital camera, games console, GPS, headphones, laptop, microwave oven, remote control, smartphone, smartwatch, toaster) <b>Computer parts</b> (flash drive, keyboard, mouse, printer, screen, speakers, tower, webcam)	Comparatives Superlatives
A World of Wonder 1 (Modules 1-4) (pp. 66-67)		
<b>5 People in History</b> (pp. 68-81)	<b>Knights and armour</b> (arrow, axe, bow, crown, fence, knight, shield, suit of armour, sword) <b>Talents and abilities</b> (act, design webpages, do acrobatics, do tricks, juggle, knit, make sculptures, paint portraits)	Past simple (regular and irregular verbs)
<b>6 Read me a story!</b> (pp. 82-95)	<b>Hobbies</b> (build models, do ballet, do the gardening, do karate, go bowling, make jewellery, play pool, read comics) <b>Clothes</b> (cap, coat, hoodie, jumper, pyjamas, scarf, socks, tracksuit, trainers, trousers)	Past continuous
Wonder Tales 2 (pp. 96-97) The Empty Pot ( <b>Value:</b> Honesty always brings rewards!)		
<b>7 Go! See! Do!</b> (pp. 98-111)	<b>Weather</b> (blizzard, cloudy, dry, foggy, stormy, thunder and lightning, wet) <b>Travelling</b> (double-decker bus, escalator, go sightseeing, luggage, passport, platform, ticket office, underground)	will must
<b>8 Special Days</b> (pp. 112-125)	<b>Ordinals</b> <b>Festivals and celebrations</b> (candyfloss, cheer, clap, costume, float, lantern, march, merry-go-round, performer, roller coaster) <b>Jobs</b> (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 Organising and selecting ideas	Musical Instruments Around The World ( <i>Music</i> )	Qualities of sounds ( <i>Music</i> )	<ul style="list-style-type: none"> <li>o_e xylophone note</li> <li>u_e flute lute</li> <li>i_e mike synthesizer</li> </ul>
Applying world knowledge Interpreting information Identifying information Organising and selecting ideas Self-reflection	Secrets of Survival! ( <i>Science</i> )	Animal Camouflage ( <i>Science</i> )	<ul style="list-style-type: none"> <li>Spelling patterns bee sea donkey puppy</li> </ul>
Applying world knowledge Identifying information Creative thinking Organising and selecting ideas Logical/Mathematical thinking	Design a healthy daily menu ( <i>Science</i> )	Measuring ( <i>Maths</i> )	<ul style="list-style-type: none"> <li>Double letters pepper spaghetti bread roll bubbles</li> </ul>
Applying world knowledge Self-reflection/Prioritising Recalling information Lateral thinking Organising and selecting ideas Interpreting information	Fun Inventions ( <i>Design and Technology</i> )	Computing ( <i>ICT</i> )	<ul style="list-style-type: none"> <li>Two-letter vowels headphones speakers screen toaster</li> </ul>
Applying world knowledge Sequencing events Identifying visual information Organising and selecting ideas Creative thinking Interpreting information	A Great Person in History ( <i>History</i> )	Punctuation: speech marks ( <i>English</i> )	<ul style="list-style-type: none"> <li>Spelling patterns knife race purple night</li> </ul>
Interpreting (visual) information Creative thinking Applying world knowledge Identifying information Lateral thinking Organising and selecting ideas	My Favourite Fiction Book Report ( <i>Literature</i> )	Hat design ( <i>Design and Technology</i> )	<ul style="list-style-type: none"> <li>'Always plural' words goggles scissors tights glasses</li> </ul>
Applying world knowledge Interpreting information Recalling information Lateral thinking Creative thinking Organising and selecting ideas	My Travel Brochure ( <i>Geography</i> )	Climate Zones ( <i>Science</i> )	<ul style="list-style-type: none"> <li>One-word compound nouns riverboat iceberg moonlight fireworks</li> </ul>
Applying world knowledge Interpreting (visual) information Recalling information Self-reflection Organising and selecting ideas Logical/Mathematical thinking	My Favourite Festival ( <i>Geography</i> )	Light and Shadows ( <i>Science</i> )	<ul style="list-style-type: none"> <li>Spelling of ordinal numbers</li> </ul>






# 2 Animal Survival

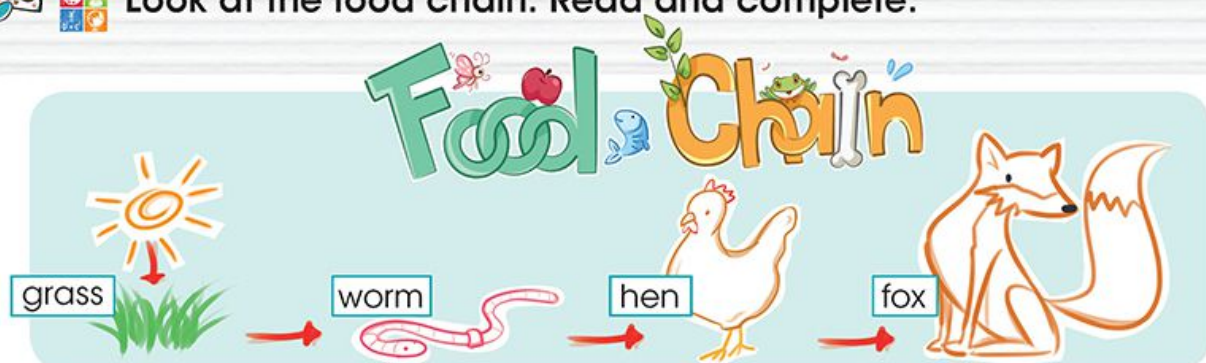




**1**  **Think** Look at the picture. Answer the questions.

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

**2**  **Think** Look at the food chain. Read and complete.



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**.


- 1 The producer in the food chain is the **grass**.
- 2 The \_\_\_\_\_ is the consumer.
- 3 The \_\_\_\_\_ is a predator, but not prey.
- 4 The \_\_\_\_\_ is a predator and prey.

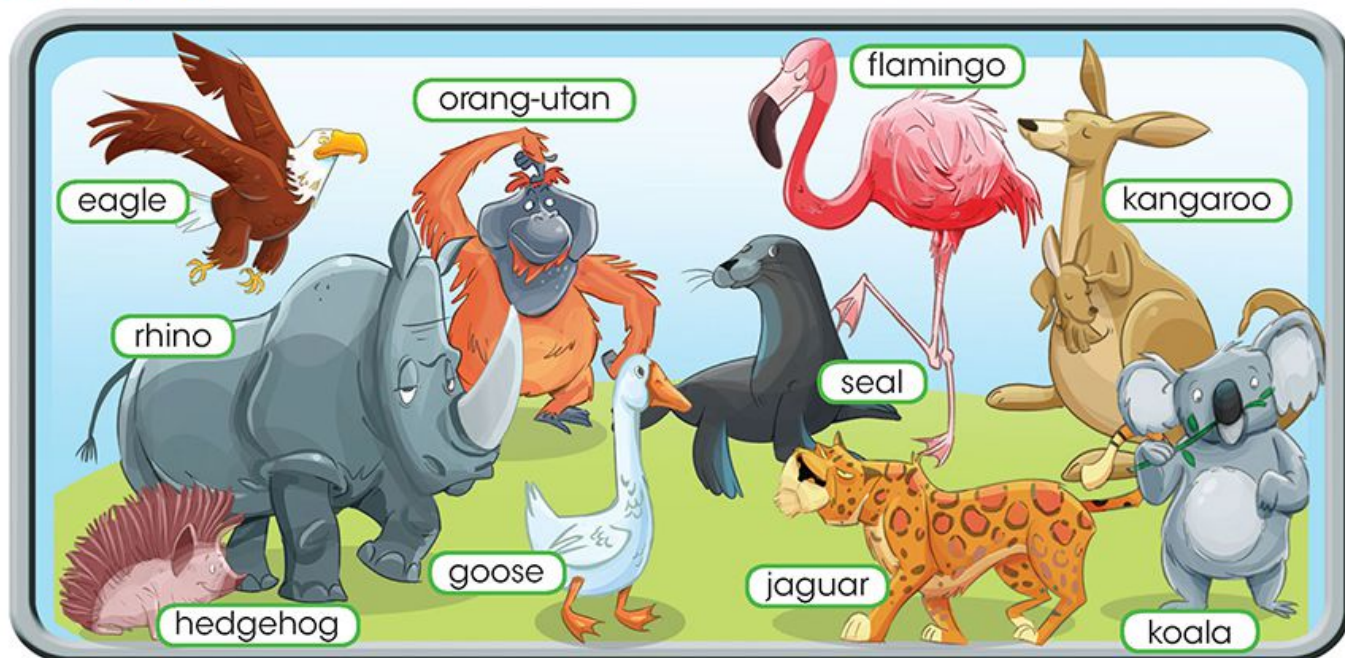
**3**  **Game** Let's play!



**ICT**  **SHOW and Tell** Make a *Food Chain* poster. Present it to the class.



- 1   Listen. Repeat. Which of these animals live in your country?



-   Where do the rest of the animals live? Find and say.

- 2    Read and write the animals. Then listen and check.

Orang-utans like swinging in the trees,

And 1) **seals** (5 letters) like swimming in the deep blue sea!

2) \_\_\_\_\_ (9 letters) like boxing, but not with gloves,

3) \_\_\_\_\_ (9 letters) like eating worms and bugs!

*We love them all, we love them all,*

*We love animals, big and small!*

*Some can talk, some can even sing -*

*Animals can do some amazing things!*

Geese are good at flying far, far away,

4) \_\_\_\_\_ (6 letters) like rolling in the mud all day!

5) \_\_\_\_\_ (7 letters) are good at running around,

And 6) \_\_\_\_\_ (9 letters) like eating upside down!

-  Sing the *We love animals* song!



# WONDER Grammar

Kangaroos **like swimming**.  
They are really **good at hopping**, too!  
I **want to learn** more about kangaroos.  
I **would like to have** a pet kangaroo!



## 3 Read and complete.

Some of my friends don't know what they want **1) to be (be)** when they grow up, but I do! I love animals, so I'd like **2) \_\_\_\_\_** (**work**) with them! I really like **3) \_\_\_\_\_** (**take**) care of animals, especially cats! I'm good at **4) \_\_\_\_\_** (**make**) animals feel calm and relaxed. I don't like **5) \_\_\_\_\_** (**see**) wild animals in cages. I want them **6) \_\_\_\_\_** (**live**) free in the wild!

## Think Choose.

When Tom grows up, he wants to be a ....

a) zookeeper

b) vet

c) dog walker



## 4 Listen and match.

**This animal ...**

1	<input type="checkbox"/>	enjoys sleeping in the shade during the day.
2	<input type="checkbox"/>	is good at keeping strangers away.
3	<input checked="" type="checkbox"/> A	is really good at catching fish.
4	<input type="checkbox"/>	loves sleeping for up to 18 hours.
5	<input type="checkbox"/>	is extremely good at diving.

## 5 Game Let's play!

Am I good at catching fish?





# Watching Seals!

1



Listen and read. What do monk seals like eating?

1

Let's watch Mum and Dad. They're making a programme about wildlife.



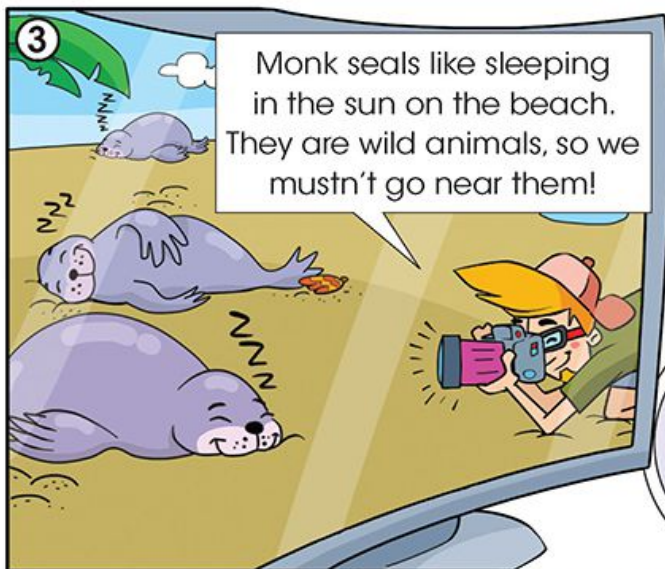
2

Hello! On today's programme we're looking at monk seals.



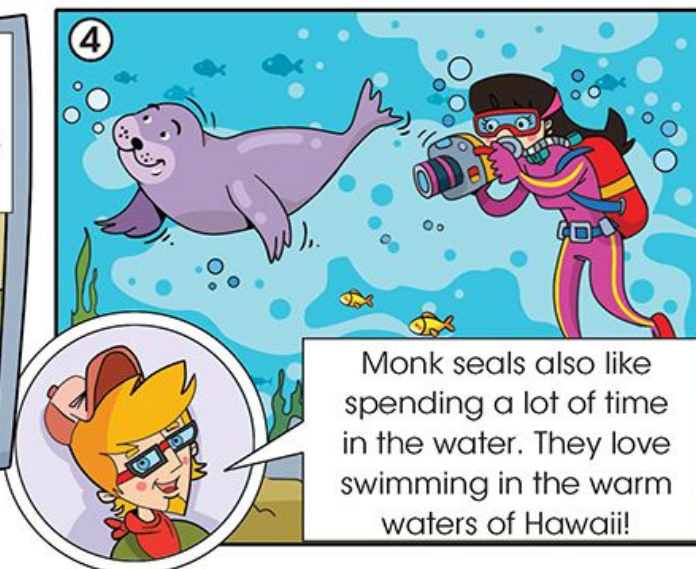
3

Monk seals like sleeping in the sun on the beach. They are wild animals, so we mustn't go near them!



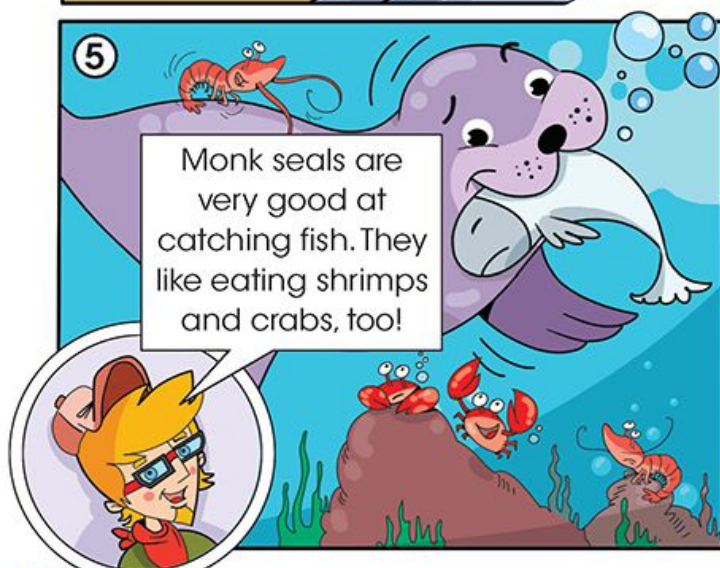
4

Monk seals also like spending a lot of time in the water. They love swimming in the warm waters of Hawaii!



5

Monk seals are very good at catching fish. They like eating shrimps and crabs, too!

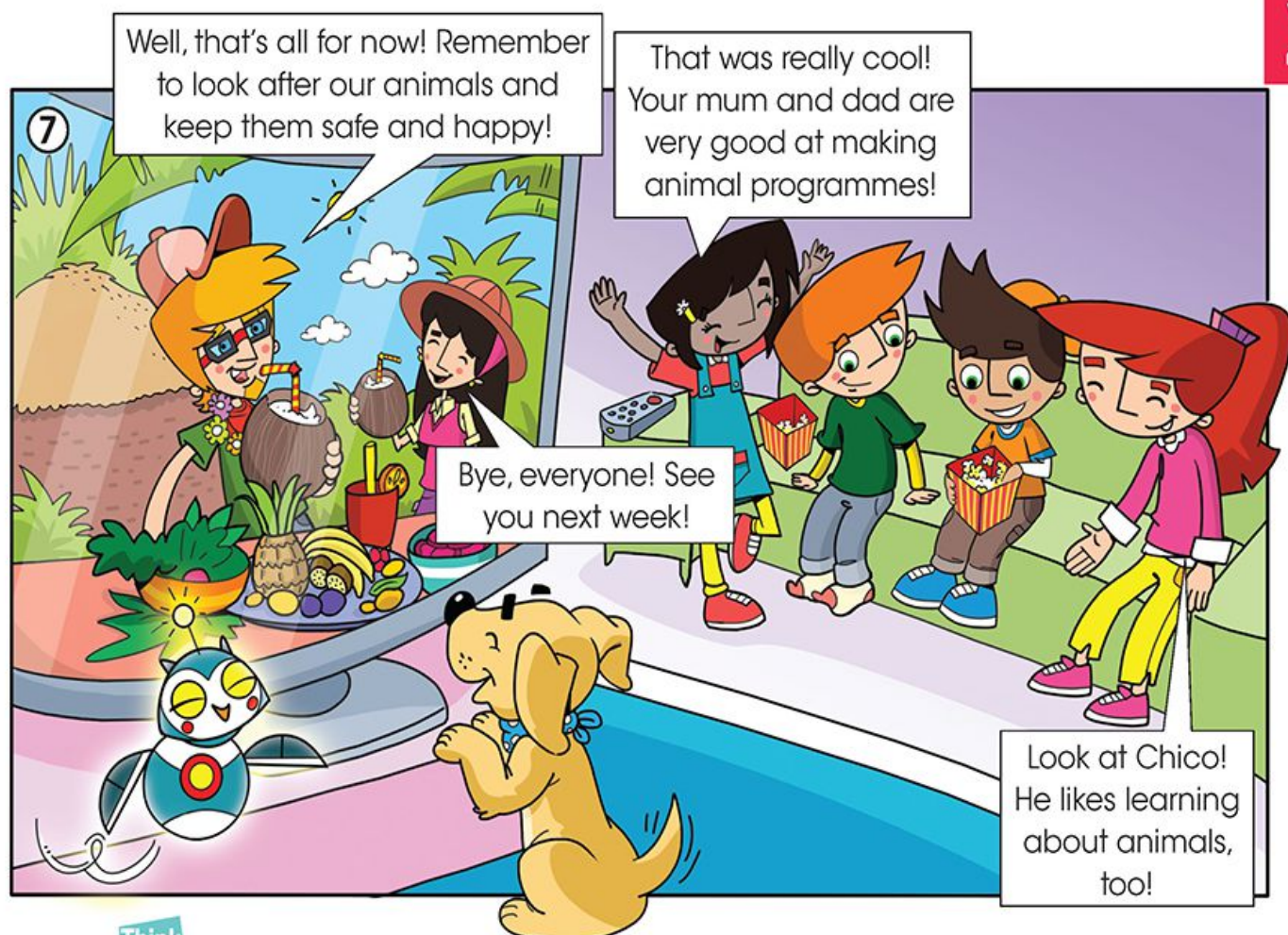


6

Look at these plastic bags! Monk seals sometimes eat them. We mustn't throw rubbish on the beach or in the sea!







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

Monk seals ...

1 live in Hawaii.

☒

4 like swimming in cold water.

☐

2 can be pets.

☐

5 are good at catching shrimps and crabs.

☐

3 like sleeping in the sun.

☐

6 never eat plastic bags.

☐

## TALKING POINT

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

**Mary:** That was a great wildlife programme about **monk seals!**

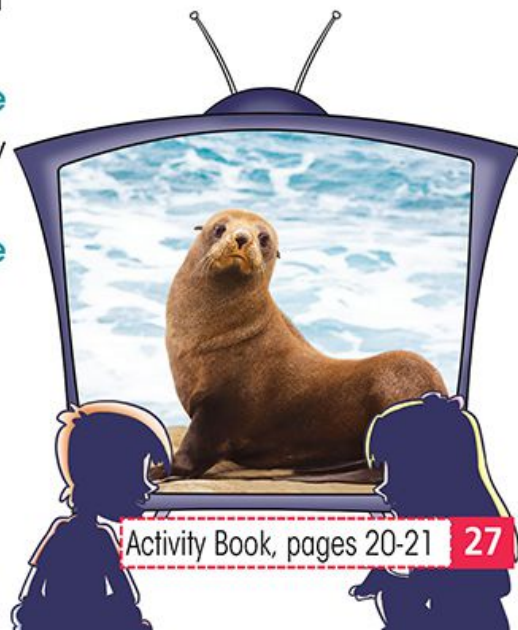
**George:** Yes, it was. **Monk seals** like **sleeping in the sun on the beach**. That's funny! And they **like spending a lot of time in the water**.

**Mary:** They're good at **catching fish**, too! They **like eating shrimps and crabs**.

**George:** I love learning about animals.

**Mary:** So do I!

**George:** Animals are amazing! We must look after them and keep them safe!





# Language in Action

- 1  Listen. Repeat. Which of these helps an animal to: **catch food?** **fight?** **swim?** **protect itself?** **hide?**



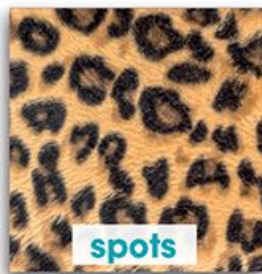
beak



stripes



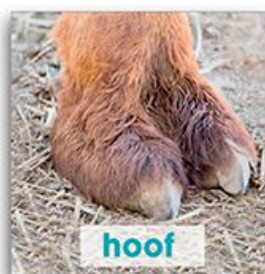
claws



spots



horn



hoof



paw



webbed feet



wing



spines

A beak helps an animal to catch food.

- 2  Read and circle the odd one out. Then say.

①



- a beak
- two webbed feet
- feathers
- stripes

④



- a horn
- spines
- ears
- a nose

②



- four hooves
- a beak
- horns
- a tail

③



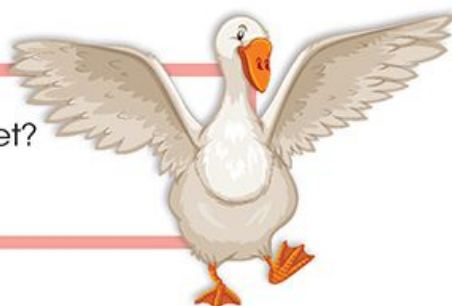
- paws
- claws
- wings
- spots

A goose has got a beak, ...  
It hasn't got ...



# WONDER Grammar

**Why** have geese got webbed feet?  
**To** help them swim.



## 3 Make sentences.



①

**birds**/use their beaks/eat nuts and seeds  
**Birds use their beaks to eat nuts and seeds.**

③

**tortoises**/go into their shells/hide from their predators



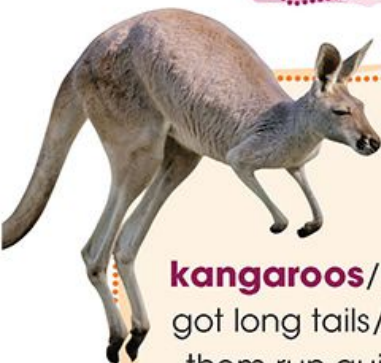
⑤

**hedgehogs**/have got spines/protect them from their predators



②

**kangaroos**/have got long tails/help them run quickly



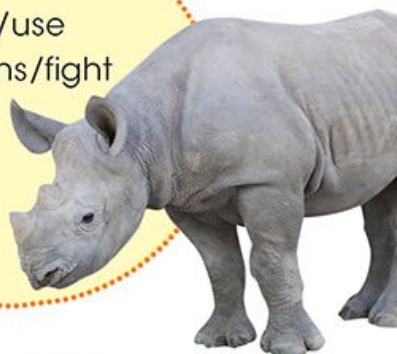
④

**koalas**/have got sharp claws/help them climb trees



⑥

**rhinos**/use their horns/fight other animals



4



**Match. Talk with your friend.**

- 1 Camels – big hooves
- 2 Polar bears – sharp claws
- 3 Goats – horns
- 4 Frogs – webbed feet
- 5 Giraffes – spots
- 6 Parrots – a beak

- A fight other animals
- B help them swim
- C hide from their predators
- D help them walk on the sand
- E catch fish and seals
- F pick up food to eat

**A:** Why have camels got big hooves?

**B:** To help them walk on the sand.



### 1 Listen and choose.

#### Going to the Safari Park

- 1 Going to the safari park by: **coach** / train
- 2 Name of safari park: Animal **Wild** / World
- 3 Number of different kinds of animals: **ninety-five** / fifty-nine
- 4 Can give food to: **flamingos** / rhinos
- 5 Animal food in shop next to the: **orang-utans** / monkeys
- 6 You can buy: koala and kangaroo **toys** / photos

### 2 ICT True or False? In pairs, decide and write. Check your answers online or with your teacher.

#### ANIMAL QUIZ

- 1 Baby flamingos are pink. \_\_\_\_\_
- 2 Koalas can sleep for 18 hours a day. \_\_\_\_\_
- 3 Orang-utans are good at swimming. \_\_\_\_\_
- 4 Rhinos like living in big groups. \_\_\_\_\_
- 5 Geese are herbivores. \_\_\_\_\_
- 6 Eagles can spot their prey three kilometres away. \_\_\_\_\_
- 7 Hedgehogs usually sleep at night. \_\_\_\_\_
- 8 Seals can sleep underwater. \_\_\_\_\_

A: I think baby flamingos are pink.

B: So do I./No, I don't think so.  
I think it's false.

### 3 In three minutes, think of ...

- 1 two animals that live in Australia.
- 2 two animals that have got arms.
- 3 three animals that have got wings.
- 4 two animals with webbed feet.
- 5 four animals that have got claws.
- 6 two animals that live in the wild and near people.
- 7 four animals with paws.
- 8 two animals that like staying in water and on land.





Orang-utans live in Sumatra and Borneo in Asia. They are omnivores and they usually like eating fruit and leaves. Sometimes they eat insects and small animals.

Orang-utans have got long arms to help them swing from tree to tree. They are very clever. They use their hands to make things. They use leaves as umbrellas to keep them dry. They also use leaves as cups to drink water!

Orang-utans are big, strong animals, so they haven't got many predators in the wild. Tigers and pythons are their main predators. Orang-utans are good at surviving in the forest. In fact, orang-utan means 'person of the forest'!

4 Listen and read. Then complete.

## ORANG-UTANS

They live in 1) \_\_\_\_\_ They use their hands to 3) \_\_\_\_\_  
 They have got long arms to 2) \_\_\_\_\_ Their main predators are 4) \_\_\_\_\_

5 **Think** Think of an animal and tell the class.

- What is its name?
- Where does it live?
- Is it a carnivore, herbivore or omnivore?
- How does its body help it survive?
- What are its predators?

6 **SHOW and Tell** Make your own *Secrets of Survival!* project. Present it to the class.



- 1   **Think** Colour, 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 **colours, 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!



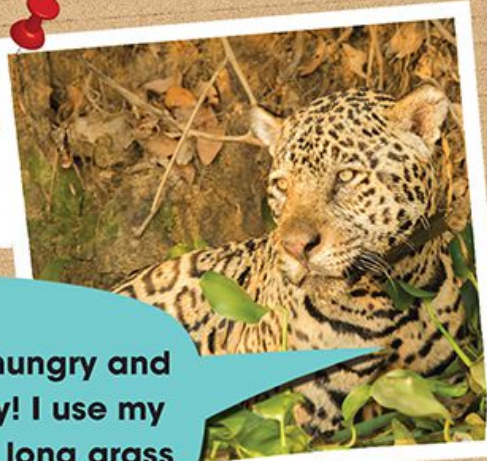
- 2 The walking stick uses \_\_\_\_\_ to hide.

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!





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

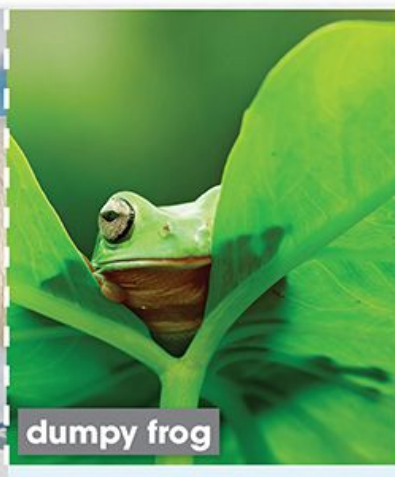
A

colour - ~~hide~~ - prey

The colour of some animals like dumpy frogs and polar bears matches the colour of the things around them. This way they can 1) **hide** from their 2) \_\_\_\_\_ or predators. These animals use their 3) \_\_\_\_\_ as camouflage.



polar bear



dumpy frog

B

pattern - stripes - see

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



giraffe



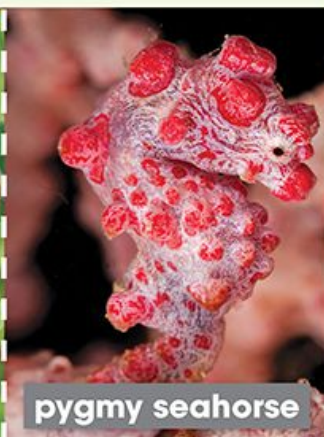
tiger

C

predators - look like - shape



katydid



pygmy seahorse

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

3















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



**1**  **Spelling patterns!** Listen. Look. Say.

ee	ea	ey	y
			
bee	sea	donkey	puppy

**2** Complete. Say the words.

<b>1</b>  puppy  pon___  bab___	<b>3</b>  donkey  turk___  monk___
<b>2</b>  sea  t___  p___	<b>4</b>  see  b___  tr___

**3** Why is the dog scratching? Choose. Say.



It's got ...

- a fleas!
- b peas!
- c seas!



**i Wonder 4**  
**EXTRA**  
**RESOURCES**



## 1 Circle the odd one out.

- 1 Seals – Koalas – Flamingos like eating fish.
- 2 Jaguars – Cheetahs – Rhinos have got spots.
- 3 Geese – Seals – Eagles are predators and prey.
- 4 Orang-utans – Rhinos – Horses have got hooves.
- 5 Eagles – Koalas – Geese have got claws.
- 6 Seals – Zebras – Tigers have got stripes.



## 2 Complete the questions. Then draw lines to match.

- |                                                                                                                       |                            |
|-----------------------------------------------------------------------------------------------------------------------|----------------------------|
| 1 Why have  flamingos got long legs? | a To swim fast.            |
| 2 Why have geese got  _____?         | b To hide from their prey. |
| 3 Why have  _____ got spots?         | c To fight other animals.  |
| 4 Why have rhinos got  _____?       | d To catch their prey.     |
| 5 Why have  _____ got claws?       | e To stand in water.       |

## 3 Over to you: Complete the sentences to be true about yourself.

- |                         |                                 |
|-------------------------|---------------------------------|
| 1 I really enjoy _____. | 4 I'm especially good at _____. |
| 2 I love _____.         | 5 When I grow up, I want _____. |
| 3 I don't like _____.   | 6 I'd like _____ one day.       |

### Now I can...



- talk about food chains
- talk about animal characteristics
- describe animals
- talk about animal survival and animal camouflage
- recognise words with different spelling patterns

**in English.**