

Anna Osborn
with Kay Bentley

TEAM 6 Together



Scope and sequence

Unit	Vocabulary	Grammar	Literacy
5 Let's get started!			
1 City life	City tourism Travel and transport	<i>used to</i> Present continuous for future plans Present simple for timetables	Literature: a picture story Reading and writing: articles
2 Our future	Jobs Life events	<i>will</i> for predictions <i>might, may</i> and <i>could</i> for predictions	Literature: a poem Reading and writing: blogs
3 Let's read!	Books Adjectives	Reported speech: statements Present simple and Past simple passive	Literature: a mystery story Reading and writing: detective stories

Mateo's Learning Club Language booster 1

4 Our planet	The environment Extreme weather	Modal verbs of obligation Reported speech: questions and commands	Literature: a diary Reading and writing: reports
5 Adventure Sports	Extreme sports Geography	Reflexive pronouns Past perfect	Literature: an adventure story Reading and writing: brochures and adverts
6 Spend or save?	Shopping Imaginary situations	Zero and first conditionals Second conditional	Literature: a poem Reading and writing: emails

Mateo's Learning Club Language booster 2

7 Let's talk!	Communication Feelings	<i>(not) as ... as</i> Question tags	Literature: a play Reading and writing: interviews
8 Inventions	Inventions Health and medicine	Relative pronouns Embedded questions	Literature: a biographical story Reading and writing: letters
9 It's party time!	Music Having a party	Verb patterns: <i>-ing</i> / infinitive Verb patterns: object + infinitive	Literature: a story Reading and writing: descriptions

Mateo's Learning Club Language booster 3

Culture	English in action	Pronunciation	Get ready for...
Big city, little city Project: a fact file about a city	Asking for travel information Excuse me, how much is a return ticket to Berlin?	Rising and falling intonation in questions	A2 Key and B1 Preliminary for Schools Listening Part 1 Speaking Parts 2/3
Celebrating life events Project: a poster about a traditional celebration	Making and responding to offers of help Would you like a hand? That would be great!	Sentence stress with modal verbs	A2 Key for Schools Reading and Writing Part 1 Listening Part 3 B1 Preliminary for Schools Reading Part 1 Listening Part 4
Mysteries with no answers Project: a presentation about an unsolved mystery	Agreeing and disagreeing You're absolutely right. I (totally) disagree.	Rising and falling intonation when agreeing and disagreeing	A2 Key for Schools Reading and Writing Part 3 B1 Preliminary for Schools Reading Part 3 Speaking Part 2

Think like a scientist! How can we compare and contrast things?

Climate change and animals Project: an action plan to help an endangered animal	Giving advice Perhaps you ought to ...	Silent letters	A2 Key for Schools Reading and Writing Part 4 Listening Part 1 B1 Preliminary for Schools Reading Part 5 Listening Part 1
Ready for something new? Project: a poster about a new sport for PE lessons	Asking and saying what you prefer Would you rather go jogging or play golf? I'd rather go jogging.	Sentence stress with Past perfect	A2 Key for Schools Listening Part 4 Speaking Part 2 B1 Preliminary for Schools Listening Part 2 Speaking Parts 3/4
Interesting markets Project: a tourist leaflet about an interesting market	Making a complaint I'm afraid I have a complaint about this jacket.	Strong and weak forms in the second conditional	B1 Preliminary for Schools Reading Part 4 Listening Part 2

Think like a scientist! How can we give an explanation?

Communicating without words Project: a poster about a language that doesn't have words	Giving your opinion Personally, I think ... I'm certain that ...	Rising and falling intonation in question tags	A2 Key for Schools Reading and Writing Part 1 Speaking Part 2 B1 Preliminary for Schools Reading Part 1 Speaking Part 3
Young inventors Project: a fact file about a famous inventor	Talking about how sure you are I'm quite sure. I doubt it.	Sentence stress in relative clauses	A2 Key for Schools Listening Part 1 B1 Preliminary for Schools Listening Part 1 Writing Part 2
Don't stop the music! Project: a website for your own music festival	Saying thank you and responding to thanks I'm really grateful. Don't mention it.	Sentence stress in verb patterns with infinitive	B1 Preliminary for Schools Reading Part 2 Writing Part 1

Think like a scientist! How can we talk about chronology?

Let's get started!

1  Listen and read. Who are these children?



World of Wonder! Magazine

[Welcome](#)

[Book Club](#)

[Culture](#)

[Over to you!](#)

Good morning, everyone, and welcome to Year 6! We're your new WOW! Team! We're in our last year of primary school now. It's going to be an exciting year for us all and for the magazine!

Arlo, Lara, Bobby and Ting did such a great job on the magazine last year. We hope we can make it just as good this year.

Do you remember how it works? The WOW!, or World of Wonder!, magazine is full of articles just for you. You tell us what you want in your magazine and we'll make it for you!

So, we need to hear your ideas! What do you want to read about? What do you want to talk about? Tell us and we'll get to work!



This is YOUR page! We want to hear from YOU. Send us your comments and photos like the people below!

1

Hannah, 11, England 2 minutes ago

I'm new to London and it's such a big city! It's very exciting, but it can be a bit scary sometimes. I want to read more about life in big cities.

d



3

Martin, 12, Australia 4 minutes ago

I can't believe this is our LAST year at primary school! It's time to start thinking about the future. I want to read about jobs that I might do or exciting things that might happen to me in the future!

f



6

Selina, 11, Jamaica 20 minutes ago

We've had a lot of stormy weather this summer on our island. I want to read articles about why the weather is changing and what we can do to stop it.

8

Riya, 10, Brazil 1 hour ago

I've just finished reading a brilliant book about a mystery. I loved it! I want to read more about mysteries!

5

Jasiek, 10, Poland 10 minutes ago

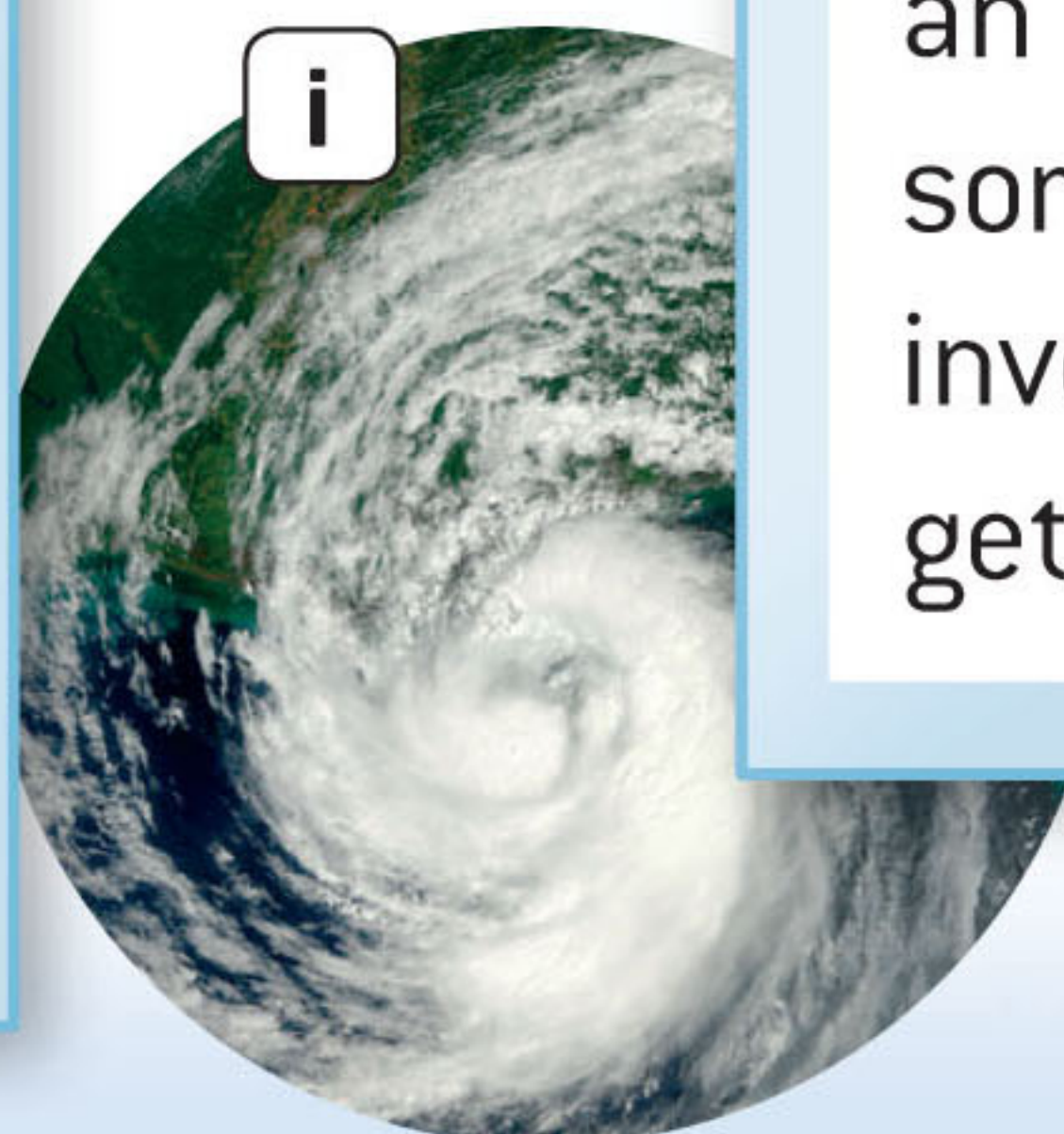
My older sister loves sending texts to her friends on her phone. But I prefer talking to my friends face-to-face! Why do some people spend so long on their phones?

7

Luisa, 11, Argentina 1 hour ago

In the future, I want to be an inventor! I want to read some articles about great inventions, so that I can get some ideas of my own!

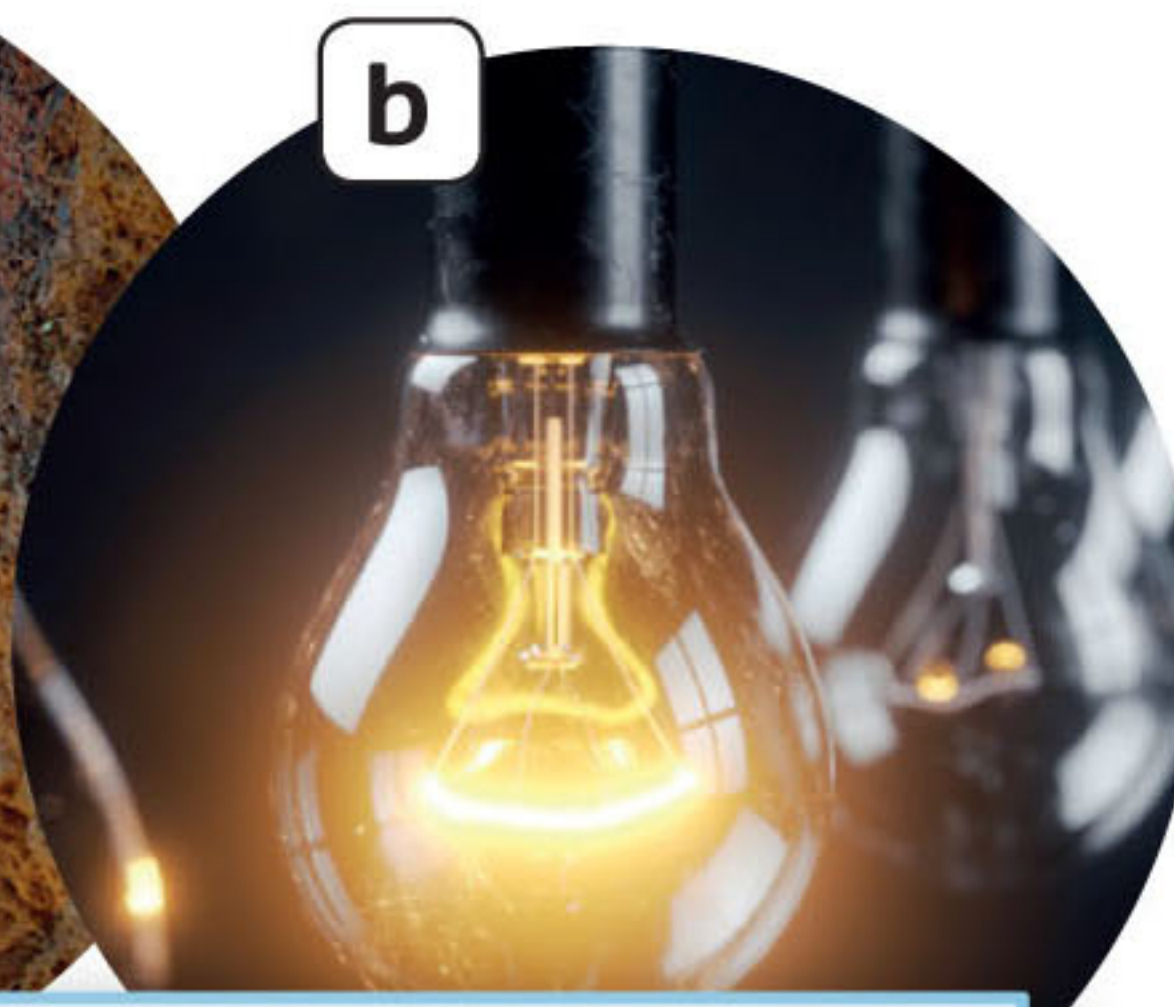
i



a



b



2



Tara, 11, South Africa 3 minutes ago

Last month, we went hiking. It was so exciting! While I was hiking, I thought about all the other adventures I could have. I want to read some stories about adventure.

4



Dominic, 12, USA 10 minutes ago

I love shopping! I want to hear about different types of shopping around the world. Is it the same or is it different?

g



h



9

Ali, 10, India 1 day ago

I enjoy playing the flute every day. I want to read articles about music! I wonder how people use music in different ways around the world.

2 Look and read. Match the pictures to the WOW! Magazine ideas.

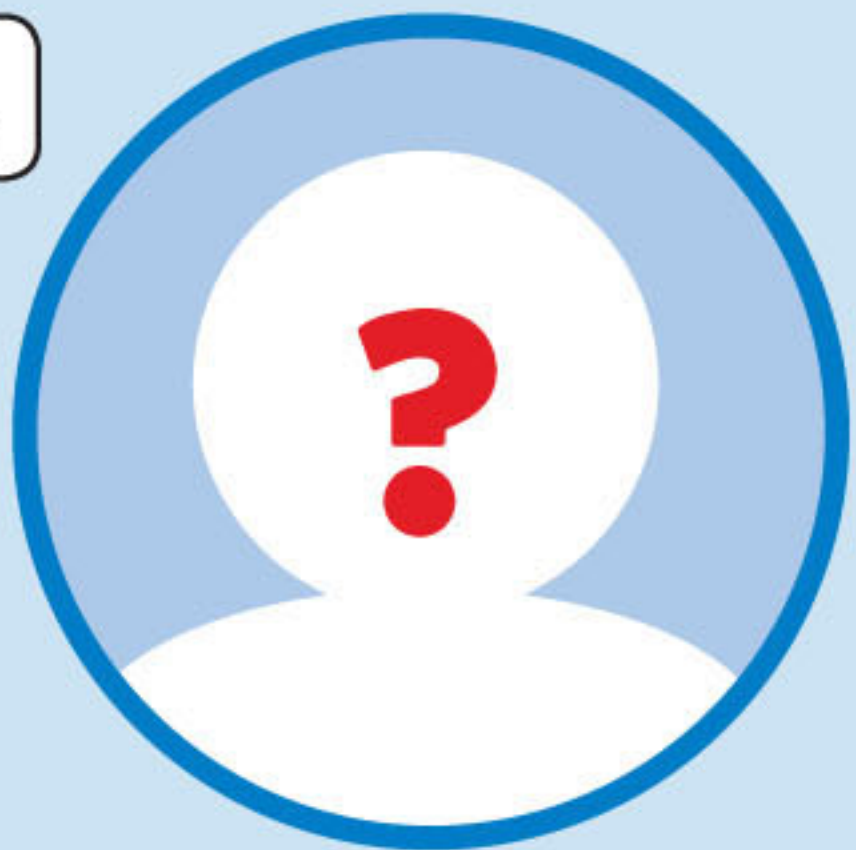
3 Look again at Activity 2 and talk to your partner.

- 1 Which of the topics that the children talk about are you most interested in and why?
- 2 What other topics would you like to see in the WOW! Magazine? Why?



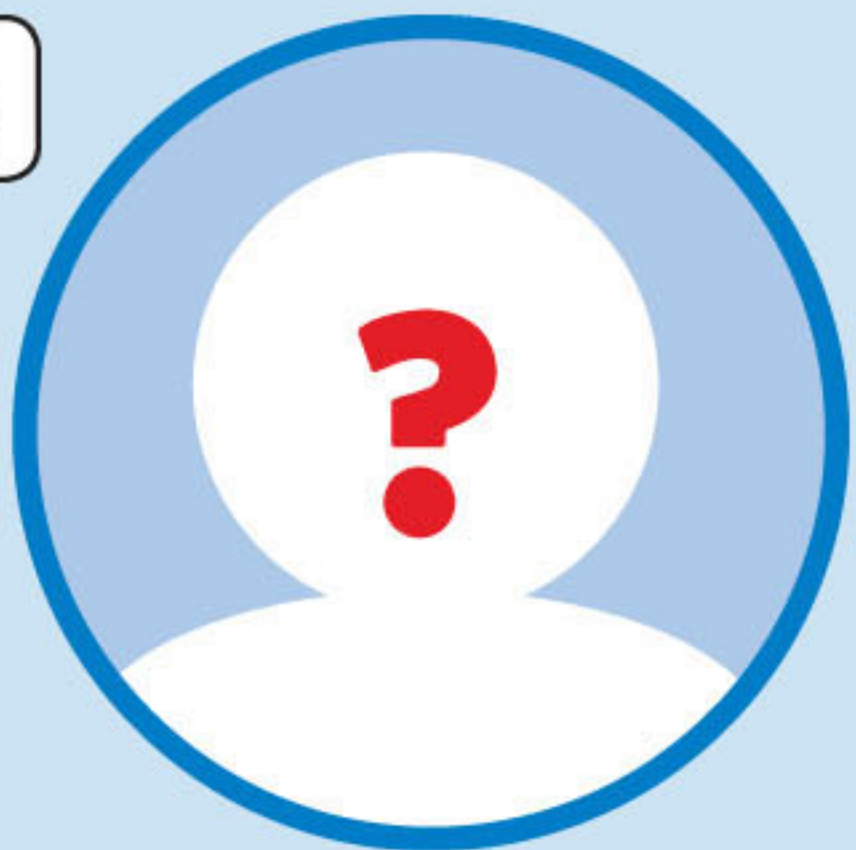
About Us

1



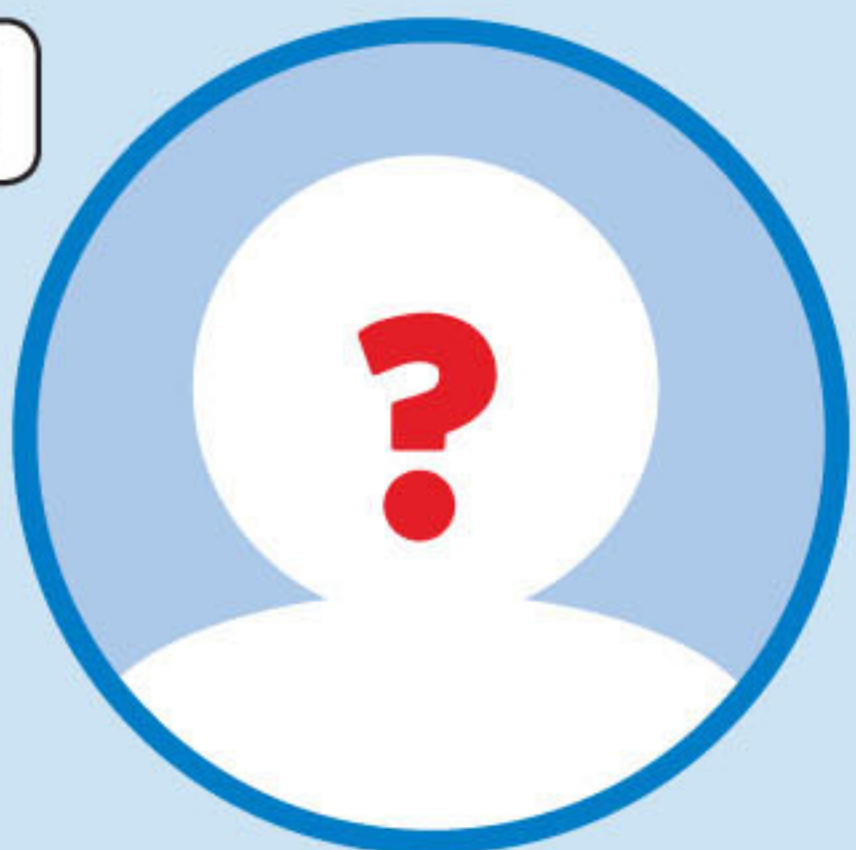
Hello. Nice to meet you! I'm ten years old. I'm going to be eleven very soon – my birthday is on 23rd September. My grandmother comes from Argentina, so I can speak English and some Spanish, too. We often go to Argentina in the summer holidays. I have two sisters and a brother. In my free time, I love reading and writing. At school, my favourite subject is English because we read a lot of interesting books. I also enjoy going ice skating and playing table tennis. I'm looking forward to writing some articles for the magazine this year!

2



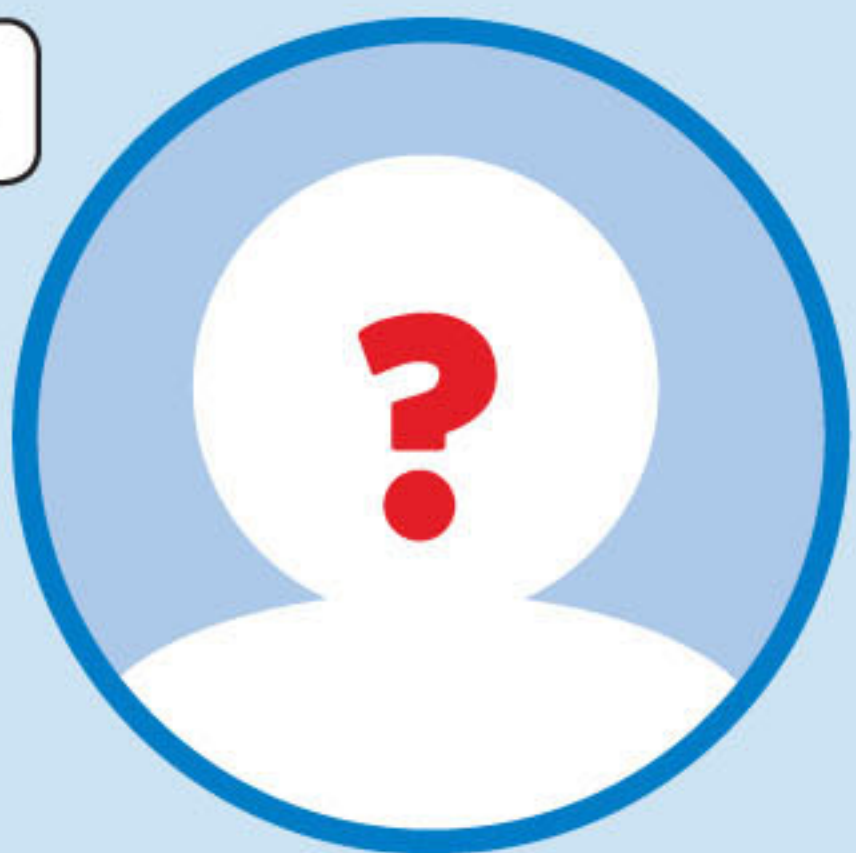
Hi! I'm eleven years old and I'm English. My favourite sport is football. I love football because it's exciting and fun to be part of a team. I play football every day of the week! My dad is my hero because he was the first person to show me how to kick a ball when I was a little boy! I'm interested in other sports and I love adventure as well. I do athletics and I go cycling. In the winter, I go snowboarding and skiing. I never sit still for very long! I also love taking photographs. I promise I'll take some interesting ones for the magazine this year!

3








I'm eleven years old and I come from Spain. My family and I moved to England two weeks ago and I've just started at this school. I miss my old friends and I miss the sea, but it's great to move to a new country and I love London! All the students here are very kind and I've already made a lot of new friends. I really love science and nature and I'm very interested in learning about our planet. I ride my bike to school every day because I want to keep our planet clean. I will try to find interesting articles about science for our magazine.


4



Hello, everyone! I'm eleven and I come from China. We moved to the UK because of my mum's job. I'm excited to be part of the WOW! Team this year! It's a great way to make new friends. I really love design. In my free time, I design and make my own clothes. I made these comfortable trousers and this top! I also love watching TV. I like documentaries and drama series best. I'm going to design the WOW! Magazine this year. I hope you like it!

- 1  Listen and read. Match the photos to the WOW! Team.
- 2  Read the About Us page again. Talk to your partner.
- 1 What are the WOW! Team going to do for the magazine this year?
 - 2 Which job would you like to do on the magazine? Why?
 - 3 Do you have a magazine at school?
- 3  Listen and circle the correct option to complete the questions. Then match to the answers.
- 1 Where **do / does** you come from?
 - 2 How **many years / old** are you?
 - 3 **When / Who** is your birthday?
 - 4 How **many / much** brothers and sisters do you have?
 - 5 **What / Why**'s your favourite sport?
 - 6 **What / Why** do you like football so much?
- a My birthday is on 4th March.
 - b I have one older brother.
 - c I come from England.
 - d My favourite sport is football.
 - e I love football because it's exciting and fun to be part of a team.
 - f I'm eleven years old.
- 4  Work in pairs. Take it in turns to ask and answer the questions in Activity 3. Can you find three things that are the same and three things that are different?
- 5  Play a guessing game about question words. Can your partner guess the answer?

who what where why how many when

- 6  Work in groups to find out some information about your classmates.
- 1 Write six questions of your own using the question words from Activity 5.
 - 2 Ask questions about some of the topics in the box or use your own ideas.
 - 3 Work with another group. Ask and answer questions.

sports hobbies TV programmes school subjects clothes

1

City life

WOW!

World of Wonder! Magazine

[Welcome](#)

[Book Club](#)

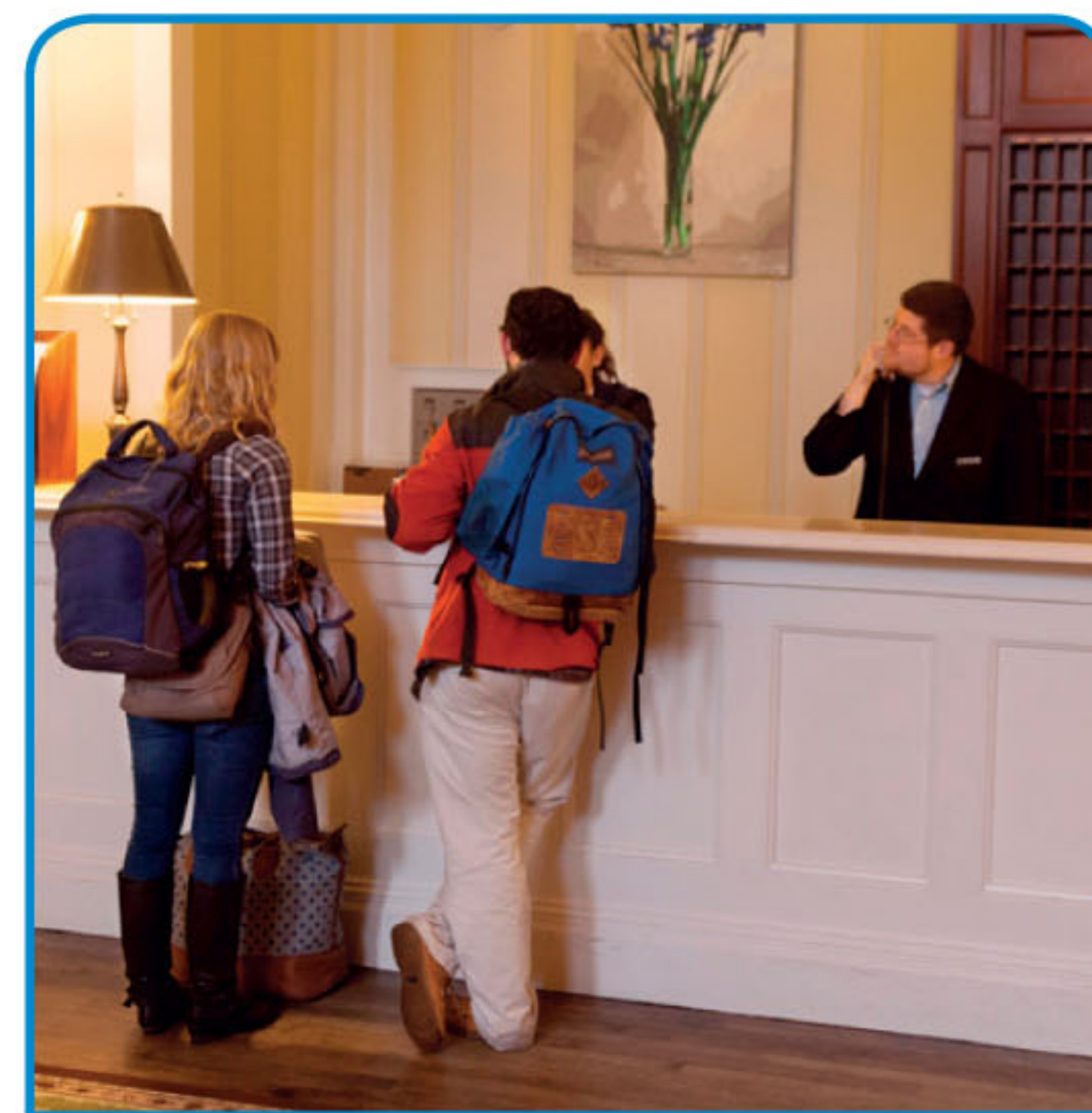
[Culture](#)

[Over to you!](#)

We love visiting big cities! There's so much to do and see! Look at the photos here. How many words do you know for places in cities? How many words for different ways to travel around?



Alex has a question for you. Can you think of some answers to his question?



WOW! Question



Alex 3 minutes ago
What are the advantages and disadvantages of big cities?



In this unit I will ...

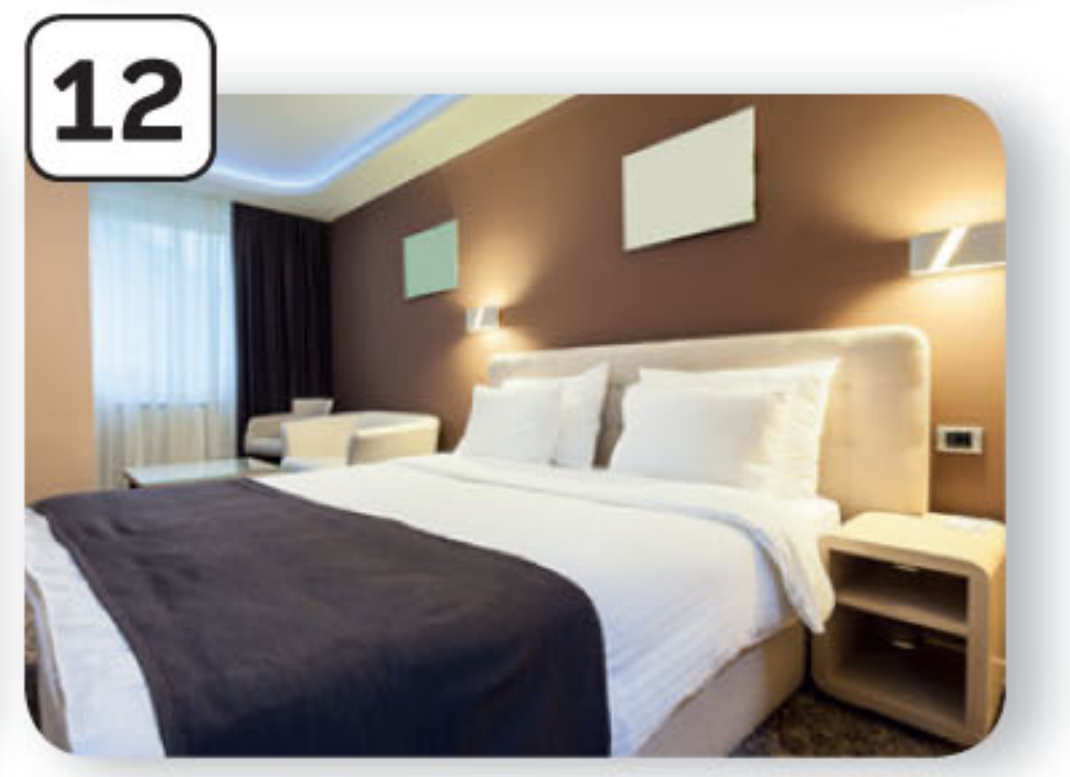
- learn words for city tourism, travel and transport
- use *used to* to talk about the past
- read a picture story
- use the Present continuous and Present simple to talk about the future
- learn about big and small cities
- work in a group to write a fact file about a city
- learn how to ask for travel information
- read and write magazine articles



1 Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.

2 Look and match. Then listen, check and repeat.

capital city 1 backpacker tour guide tourist information centre accommodation
luggage statue monument police station fountain tourist clock tower



3 Listen and read. What cities are the children talking about? Who had a bad experience in a city?

WOW! Blog

1 Alex 8 minutes ago
My brother travelled around Europe this summer by train. He went with some other backpackers and they visited 13 countries in two months. His favourite city was Barcelona!

3 Mei 1 hour ago
When I was young, I lived in Beijing and my grandmother still lives there. Last year we went to Beijing for the summer holidays. There are lots of fountains and squares where you can play.

2 Mateo 10 minutes ago
My family and I have just arrived in London, so last weekend we became tourists! We went to the tourist information centre and found out about places to visit. My mother was our tour guide. We saw the famous clock tower, Big Ben, and The Monument, which was built to remember the Great Fire of London.

4 Sophia 2 hours ago
We went to Sydney last year. It was amazing to go sightseeing, but our accommodation was far away from the city centre. Then I left my bag in a taxi and we had to go to the police station. That wasn't fun.

4 Work in pairs. Look at the photos and words on pages 8 and 9. Find and say.

- 1 Which words are buildings in a city?
- 2 Which words are things or places tourists may go to see in a city?
- 3 Which words do we use for people?
- 4 Which words are things that tourists may need?

5 Work in pairs. Answer the questions.

- 1 What's the best city you've ever visited and why?
- 2 Imagine a tourist is visiting where you live. What places would you tell them to visit and why?

Buenos Aires is the best city I've visited because ...

You should visit ... because ...

Mateo: Hi, Sophia. What's up?

Sophia: Hey, Mateo. I saw in your blog that you visited The Monument in London. What did you think?

Mateo: I thought it was brilliant. Look, here's a picture I took.

Sophia: That's amazing! I know that it's a monument to remember the Great Fire of London, but I don't know much else about it.

Mateo: Well, it's a tall tower with a gold ball at the top. It's a few metres away from where the fire started in 1666.

Sophia: I didn't know that. How did the fire start?

Mateo: Well, there was a bakery on Pudding Lane and the fire started in an oven. The buildings in London used to be wooden, so the fire moved from house to house very quickly.

Sophia: Oh no! That's awful! Then what happened?

Mateo: The fire burned for four days because there was no fire brigade.

Sophia: So what did people use to do when there was a fire?

Mateo: Well, they didn't use to be able to call the fire brigade like we do now, so they just used to throw buckets of water over fires.



1 **1.3** Listen and read. What event from the past does The Monument in London remember?

2 Work in pairs. Read the dialogue again and answer the questions.

1 Where is The Monument and why?

3 Why did the fire move so quickly?

2 When was the Great Fire of London?

4 How many days did the fire burn for?

3 Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out.

That's amazing! What's up?
Oh no! That's awful!

1 I broke my leg last week. (...)


2 (...) Nothing much. I'm doing my homework.

3 We won our football match 11-0! (...)

4 Have you ever visited an interesting old place in a city? Why did you like it? What did you find out about the past?

1 Look back at the dialogue in Lesson 2.

- 1 Find three things that were different about life in London at the time of the Great Fire.
- 2 Find how the Great Fire of London started.
- 3 Find how long the Great Fire of London burned.

2  Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

used to

They	used to	throw buckets of water over fires.
We	didn't use to	call the fire brigade.
Did she	use to	live in a wooden house?
Yes, she did . / No, she didn't .		

We use **used to + verb / the Past simple** for things that happened many times in the past.

We use **used to + verb / the Past simple** for completed actions in the past.



3 Read the dialogue in Lesson 2 again. Find two examples of *used to + verb*.

4 Write three questions about life in London in 1666. Then work in pairs and ask and answer.

Did they use to have fire brigades?

No, they didn't.

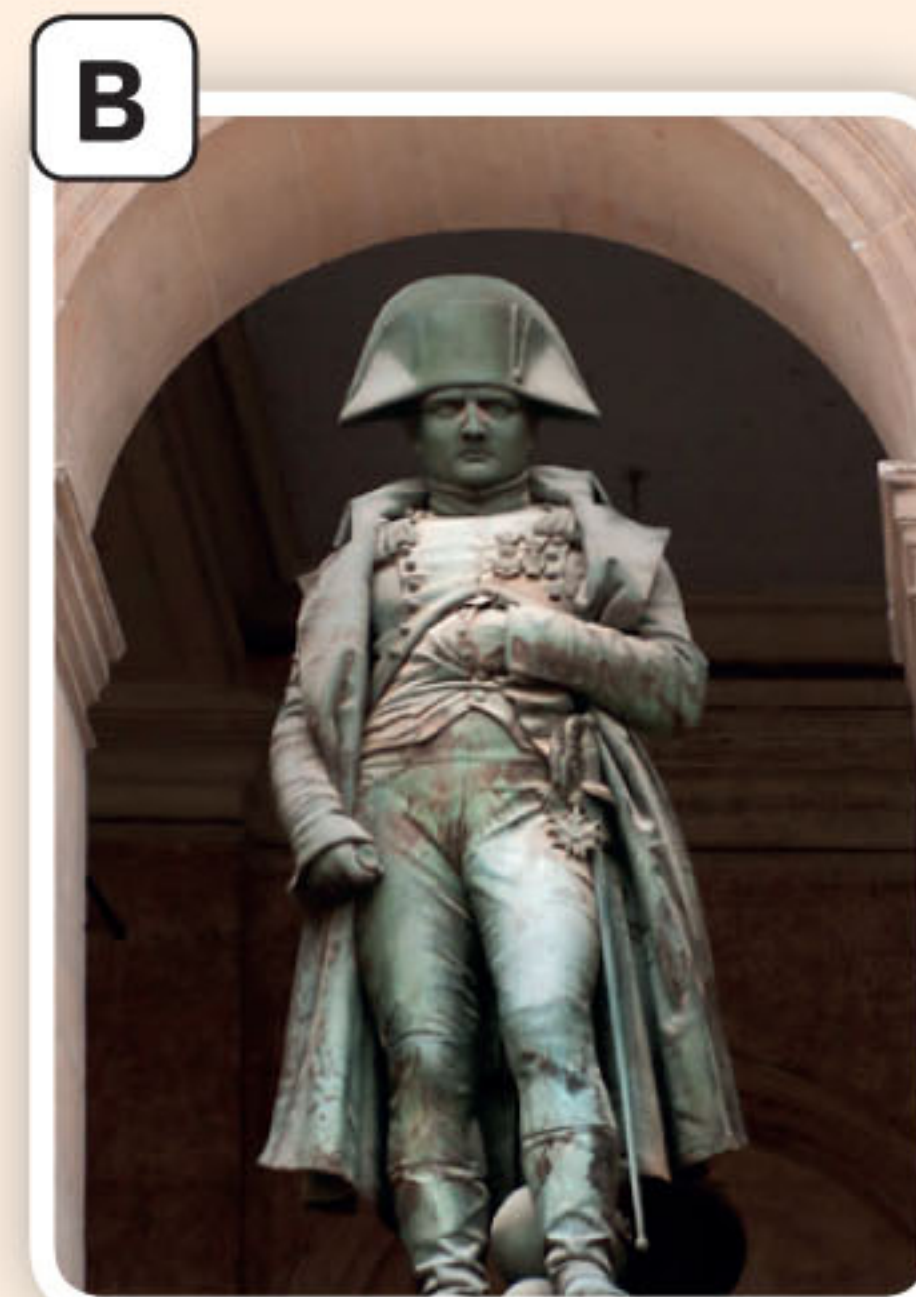


5   Listen. For each question, choose the correct picture.

1 Where did Tom's grandfather use to live when he was young?




2 What place did Martine and Jon always use to visit when they were children?

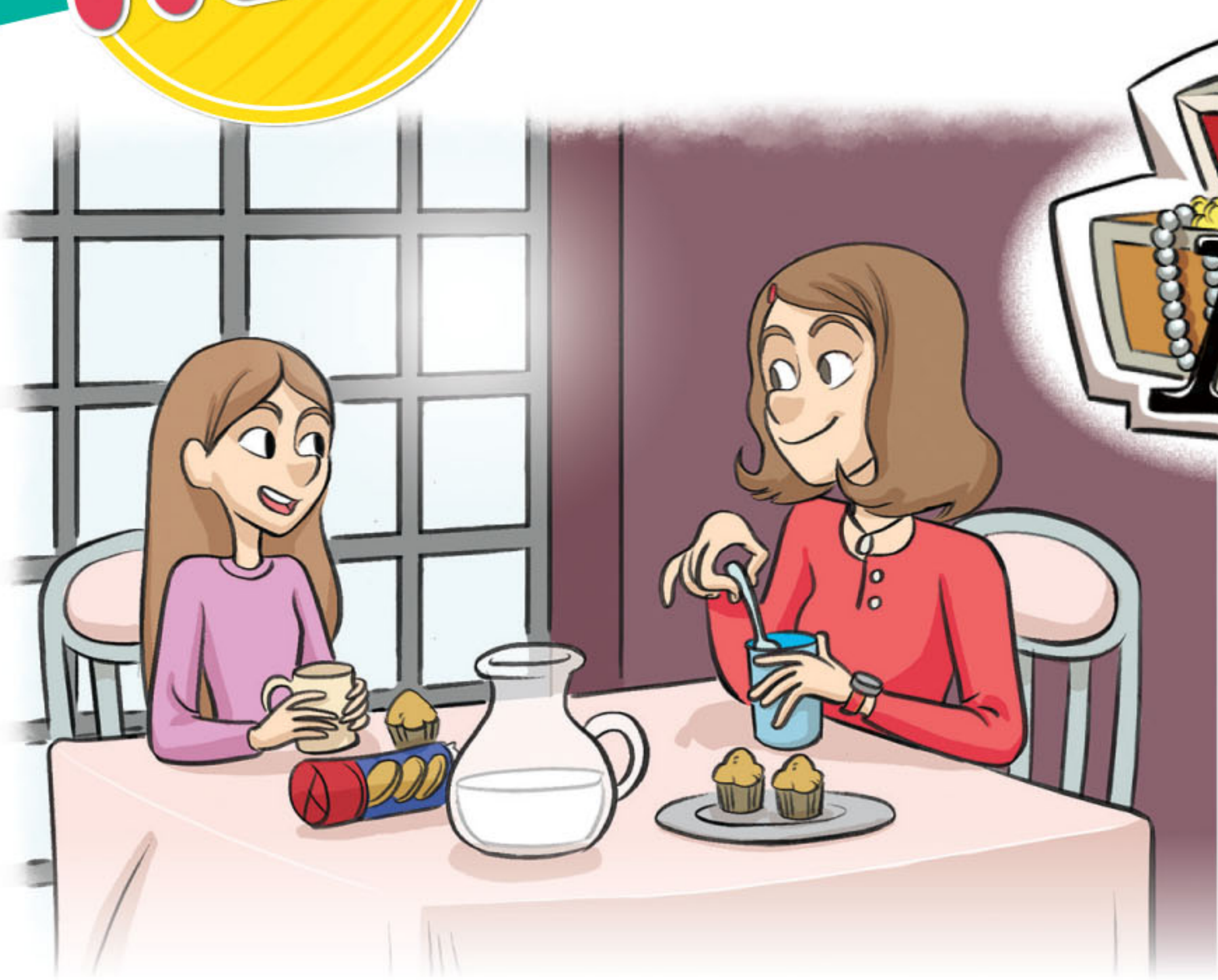


6   Listen again and answer the questions.

- 1 a Why did Tom's grandfather live in a hotel?
 - b What can he remember about living there?
- 2 a What city did Martine and Jon use to visit when they were children?
 - b Why did they have to go to the police station one year?

7  In pairs, talk about things you used to do and didn't use to do when you were a baby.

- play with toys
- ride a bike
- talk to my friends
- sing songs
- go to school
- drink milk
- play football
- read books



A treasure hunt



Lucy: Mum, some of my friends are doing a treasure hunt around the city tomorrow. Can we go, too?

Mum: Yes, OK.

Lucy: It starts at 10 am in the city square. Oh, I'm seeing Sam tomorrow. We planned it last week. Can we take him, too?

Mum: Yes, of course. The train for the city leaves at 9.30 am, so tell him to meet us at the railway station just before.

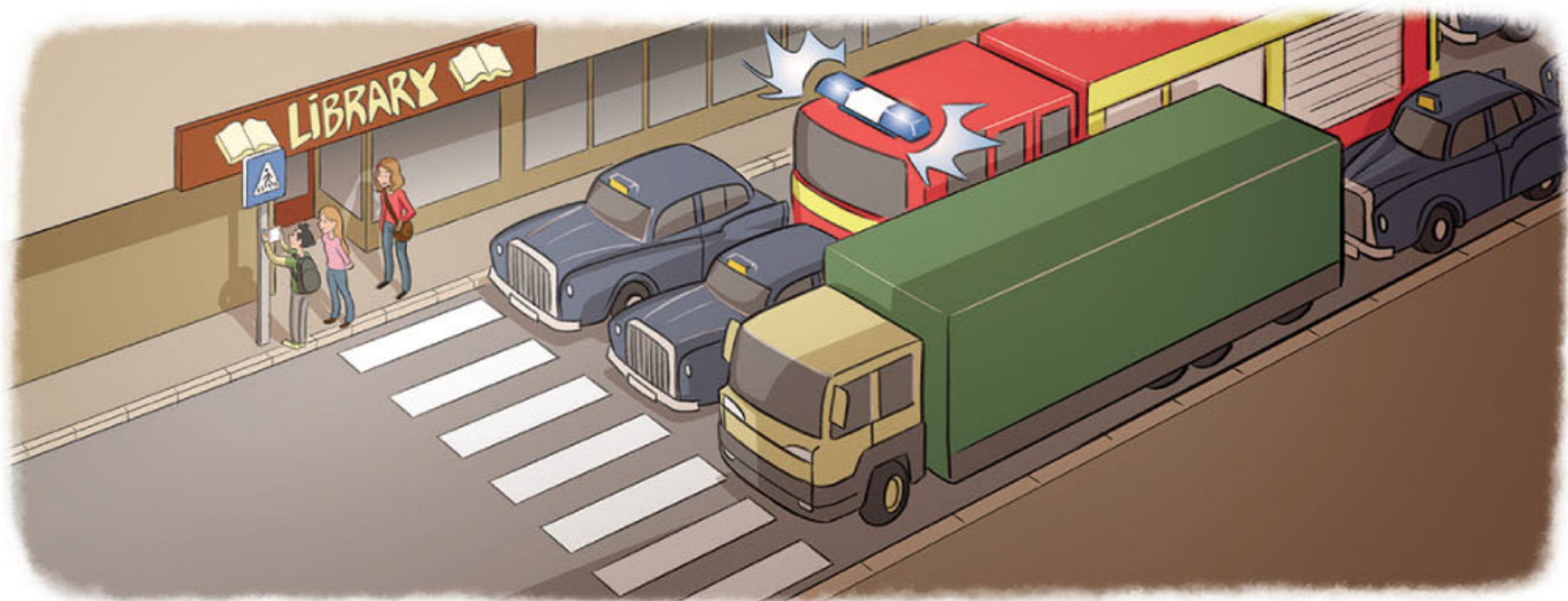
Mum: Right, I have the first clue on my phone.

The first place you will need to look is at the place where you borrow books.

Lucy: The library! You borrow books at the library!

Sam: Yes! I don't know this neighbourhood. Where's the nearest library?

Mum: It's on the other side of the roundabout, past the traffic lights. Come on! Let's go!



Mum: Oh, what a big traffic jam. The fire engine can't get through. Mind that lorry and the taxis!

Sam: I have it! The second clue is on this road sign in front of the library.

The clues just get better and better. Where do you go to send a letter?

Lucy: The post office! We go to the post office to send letters! Where's that, Mum?

Mum: It's on the other side of the crossroads, near the bus station.



Lucy: I have it! Here's the third clue on the pavement in front of the post office!

We hope you think the treasure's funny. You'll find it where you keep your money!

Sam: The bank! You keep your money in a bank! There's a bank over there, where the coach is.

Oh look! There's the treasure! It's chocolate money!

Lucy: We can get chocolate money from that bank!

1 **Before you read** Today's Book Club text is a picture story. Look and circle the words that describe a picture story. Then answer.

- 1 The action is shown in lots of pictures / one large picture.
- 2 The text uses names / speech bubbles.

2 **1.9** Listen and read. What treasure do the children find?

3 **After you read** Activity Book, page 7.

4 ***** Work in pairs. Write three more treasure hunt clues like the ones in the story. Swap with another pair of students and try to guess what the places are.

1 Look and match. Then listen, check and repeat.

taxi 1 neighbourhood lorry
 roundabout coach road sign
 railway station traffic lights
 crossroads fire engine
 traffic jam pavement



2 Read the story in Lesson 4 again. How many things or places in a city can you find in it? How many types of transport?

3 Think about the story in Lesson 4. Are the sentences true or false?

- 1 Some of Lucy's friends are doing a city treasure hunt next week. **T / F**
- 2 Lucy is seeing Sam tomorrow. **T / F**
- 3 The treasure hunt starts at 10 am. **T / F**
- 4 The train leaves at 9 am. **T / F**

4 Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

Present continuous for future

My friends **are doing** a treasure hunt tomorrow.
 I'm **seeing** Sam tomorrow.

Present simple for future

The treasure hunt **starts** at 10 am in the city square.
 The train for the city **leaves** at 9.30 am.

We use the **Present continuous / Present simple** tense to talk about arrangements for the future.

We use the **Present continuous / Present simple** tense to talk about timetables, for example, trains or buses.

5 Listen to two children and answer the questions.

- 1 Which city are they talking about?
- 2 How is the boy getting to his grandmother's house?
- 3 What doesn't Pierre like about this city?

6 Work in pairs. Look at your diary and tell your friend about your plans for the weekend.

Student A

Saturday:
 go → Sara's house, bus 3 pm
 do → homework with Ben at 5 pm
 Sunday:
 play → tennis with Hassan
 match → start at 5 pm

Student B

Saturday:
 go → theatre with Mum
 play → begin at 7.30 pm
 Sunday:
 watch → football with Santiago
 match → end at 5 pm

What are you doing on Saturday?

On Saturday, I'm meeting Sara. My bus leaves at 3 pm.