

Wonderful WORLD

Build Up Reading Skills for the Real World






LEXILE[®] 480L-790L
WORDS 200-260

PRIME **5**

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Get Ready for Wonderful **WORLD**

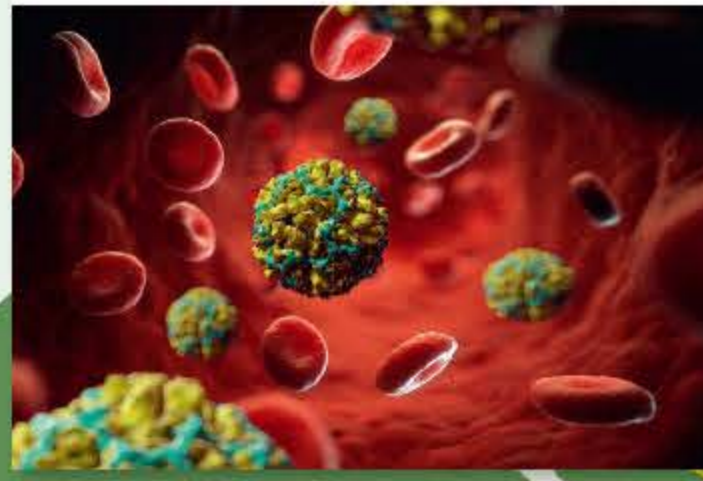
Unit 3

Who's New?



Unit 4

What's Wrong with Me?



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Costa Rica

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Unit 2


Learning in the Wild



Unit 1
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Unit 6
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Unit 8
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Unit 10
 From a Landfill to a Park

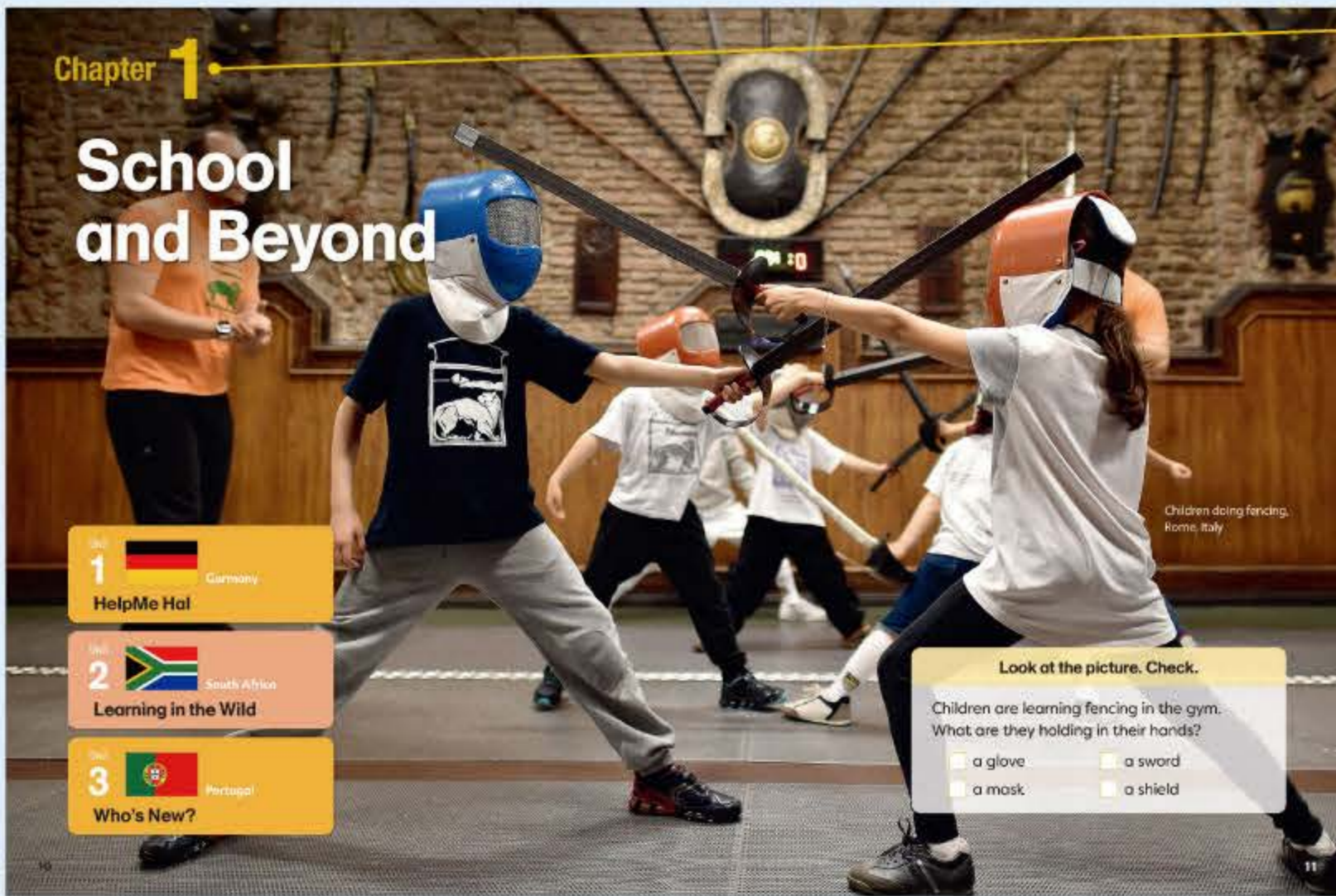


Unit 9
 Help the Turtles!



About Wonderful WORLD

Chapter Each chapter contains three units of the same topic.



Chapter Opener

captures learners' interest with pictures from around the world. It introduces the chapter topic, the unit titles, and the countries each unit will explore. There is an accompanying activity which is connected to the picture.

Unit Each unit consists of six pages, including Picture Reading, New Words, Sentences, Reading Comprehension, etc.



New Words

introduces the eight key words from the passage with pictures. Learners can practice and build on vocabulary through a definition-matching activity.

Sentences

helps learners explore the key sentence structures by solving target grammar questions before reading the passage.

Picture Reading

allows learners to prepare themselves before reading the passage by answering questions about a picture related to the topic.

Listen and read. **14**

HelpMe Hal

ANSWERS YOUR QUESTIONS


Dear HelpMe Hal,

I've just moved to Berlin, and this is my first semester at Handel Elementary School. I've been at this school for two weeks, and I haven't made any new friends. I have tried to talk to my classmates after the bell rings, but nobody says much to me at all. Well, one person did. She told me that I can't wear a sweatshirt over my uniform. And then she left. I didn't have time to ask her name. I'm really friendly and want to meet people. I've never changed schools before. I don't know what to do.

Please help!

Lonely Lea

A lonely girl in Germany

Dear Lonely Lea,

Congratulations! You've taken your first step. Writing a letter to the school magazine is a great thing to do. Now, people will know that there's a super friendly new student. Here are some ideas for making friends. First, don't talk to friends after the bell rings. Most students must move quickly to their next class. It's not you—people don't have the time to talk. Instead, ask to sit with classmates in the cafeteria at lunch. You'll have more time to chat. Or go out to the playground during recess. Find people doing something interesting and talk to them. You'll have friends in no time!

Good luck,

HelpMe Hal

About You
What advice would you give to Lea?

Find and circle the words.

- Line 5: to make a bell produce a sound
- Line 7: a piece of clothing made of thick cotton for the upper part of the body
- Line 7: a set of clothes worn by all members of a particular group
- Line 12: said from being alone
- Line 11: a printed collection of articles and pictures that comes out weekly or monthly
- Line 20: a place where students eat lunch
- Line 20: to talk in a friendly way
- Line 21: a period of time between classes when children can play

14 **15**

Listen and read

introduces a fun, informative, and level-appropriate passage with various types of writing and captivating pictures. It also broadens learners' knowledge of worldwide topics.

About You

gives learners a chance to speak about themselves in relation to the passage topic.

Find and circle the words

checks learners' understanding of the meaning of the words from the passage.

Reading Comprehension

1 Read and choose.

- What is the passage mainly about?
 - how to make friends at a new school
 - how to wear a school uniform
 - how to write a letter to the school magazine
- What is Lea's problem?
 - Lea is worried about moving to a new school.
 - Lea has not made any new friends at her new school.
 - Lea wants to wear a sweatshirt over her uniform.
- What does "first step" in line 14 refer to?
 - trying to talk to the classmates
 - asking a friend's name
 - writing a letter to the school magazine

2 Choose T (True) or F (False).

- Handel Elementary School is Lea's first elementary school. **T / F**
- HelpMe Hal recommends Lea to chat with classmates at lunch. **T / F**

3 Write the answers.

- How long has Lea been at Handel Elementary School?
She has been at this school for _____.
- Why do students have no time to talk after the bell rings?
They have to _____ quickly to their next _____.

Graphic Organizer

1 Write the correct words in each blank.

Help Lonely Lea

| Lea's Problems | HelpMe Hal's Solutions |
|---|--|
| Lea wants to make new friends at a new school. | _____ after the bell rings. |
| Lea tries to talk to her classmates, but _____. | At lunch, ask to _____ at the cafeteria. |
| | During recess, go out and _____ on the playground. |

sit with classmates
nobody says much to her

don't talk to classmates
talk to people

Summary

1 Choose and complete the summary.

It's Lea's first _____ at a new school. She wants to make new friends. She has tried to talk to her _____ after the bell rings, but _____ says much to her. She writes to HelpMe Hal for _____ HelpMe Hal tells Lea to chat with classmates in the _____ at lunch. Or she could go out during recess, find people doing something interesting, and talk to them. By doing this, Lea will have friends in _____.

help nobody classmates semester no time cafeteria

16 **17**

Graphic Organizer

helps learners organize the contents and analyze them with visual aids for a better understanding of the reading passage.

Summary

enables learners to review and summarize what they have learned from the reading passage by completing the summary with the given words.

Reading Comprehension

checks learners' understanding of the passage through a series of multiple-choice questions, true or false questions, and short answer questions.

Review Chapters 1-2

1 Complete the table.

| | | | | | | |
|--------|---------|----------------|------------|---------------|-----------|------------|
| | injury | wildlife | assignment | ankle | lung | symptom |
| | uniform | nature reserve | wrist | immune system | cafeteria | wildebeest |
| School | Nature | Body | Health | | | |
| | | | | | | |

2 Choose and complete the sentences.

- The mummy was _____ well in ice.
a. preserved b. published c. sneezed
- Students _____ problems the plants and animals face on the reserve.
a. chat b. interview c. discuss
- I _____ for the position and here I am!
a. stretched b. protected c. applied
- Healthy sleep strengthens your _____.
a. path b. immune system c. medicine
- Common _____ of colds are a cough, a runny nose, a sore throat, and a mild headache.
a. injuries b. infections c. symptoms

50

Review

helps learners review the vocabulary, structure, and reading comprehension for every two chapters. It provides supplementary questions to check learners' learning progress.

3 Choose and complete the sentences.

- It sounds like you _____ a cold.
(suffer / suffer)
- _____ you ever taught in this town before?
(have / had)
- They work together to _____ the best solutions.
(bring / bring)
- How long have you _____ here?
(bring / bring / been / been)
- You've taken _____ first step.
(take / take)

4 Unscramble the sentences.

- friends / made / new / I / any / haven't / .

- body / to keep / your / lots of water / Drink / hydrated / .

- There / new / at school / teachers / are / a lot of / .

- a cold / very / to / it's / catch / easy / !

- know / we'll / the answer / never / Perhaps / .

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Song Chapters 1-2

1 Listen and choose. Sing.

We all have a head and shoulders,
A stomach and knees and toes,
Hands, arms, legs, and fingers,
Mouth, teeth, eyes, and nose.

With our feet, ears, throats, and faces,
We can walk, hear, cough, and cry.
We / Our bodies do
What we want them to do / do,
We're amazing, you and I.

We must eat good food and exercise,
We'll be healthy and strong.
We must look after our / our bodies
And make / make good choices,
All day long!

2 Read and choose.

- What is the song about?
a. our bodies b. our feelings c. our things
- We can cry with our faces. True / False
- We must exercise to be strong. True / False
- Our bodies can't do what we want them to do. True / False

3 Read and write.

- We're _____, you and I.
- We must _____ our bodies.

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Song

enables learners to sing along to a catchy tune with lyrics related to one of the chapter's topics. It provides comprehension questions to check learners' understanding of the song's content.

Video Chapters 1-2



BEFORE YOU WATCH

1 What do you do at school? Check.

- | | |
|--|---|
| <input type="checkbox"/> read books and articles | <input type="checkbox"/> learn with hands-on activities |
| <input type="checkbox"/> discuss in groups | <input type="checkbox"/> go on field trips |
| <input type="checkbox"/> write reports | <input type="checkbox"/> do science experiments |

2 Match the words to the pictures.

comb bee suit pollinate beehive



WHILE YOU WATCH

3 Check the things that you can see in the video.

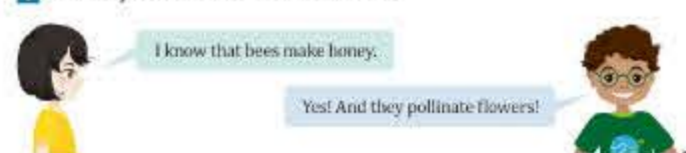
- | | | | |
|------------------------------------|-----------------------------------|---|---|
| <input type="checkbox"/> bee suits | <input type="checkbox"/> beehives | <input type="checkbox"/> uniforms | <input type="checkbox"/> students eating sandwiches |
| <input type="checkbox"/> flowers | <input type="checkbox"/> exams | <input type="checkbox"/> students taking time off from school | |

AFTER YOU WATCH

4 Read and circle.

- People who work with beehives are called beekeepers. T / F
- Beekeepers wear bee suits. T / F
- Bees help produce the food we eat. T / F
- The students in the video are too scared of bees to learn about them. T / F

5 What do you know about bees? Talk about it.

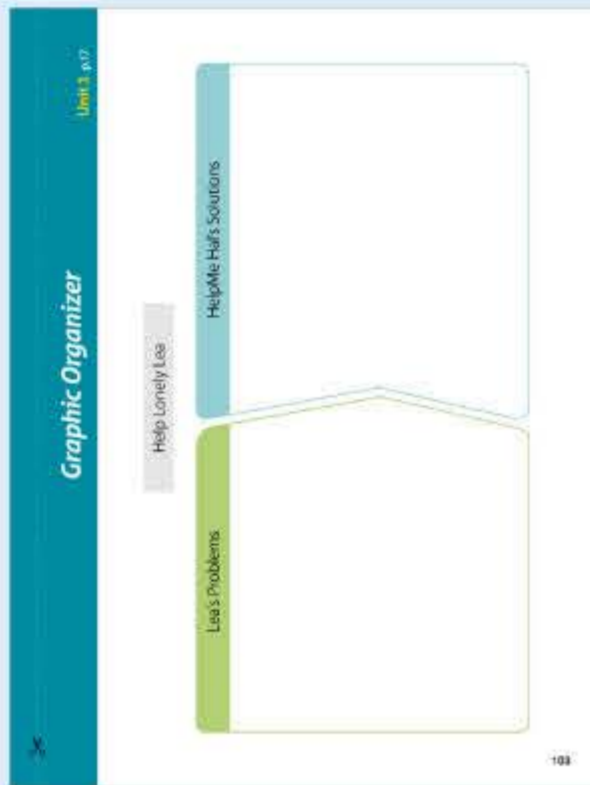


Video

presents a topic-related video in British English to learners.

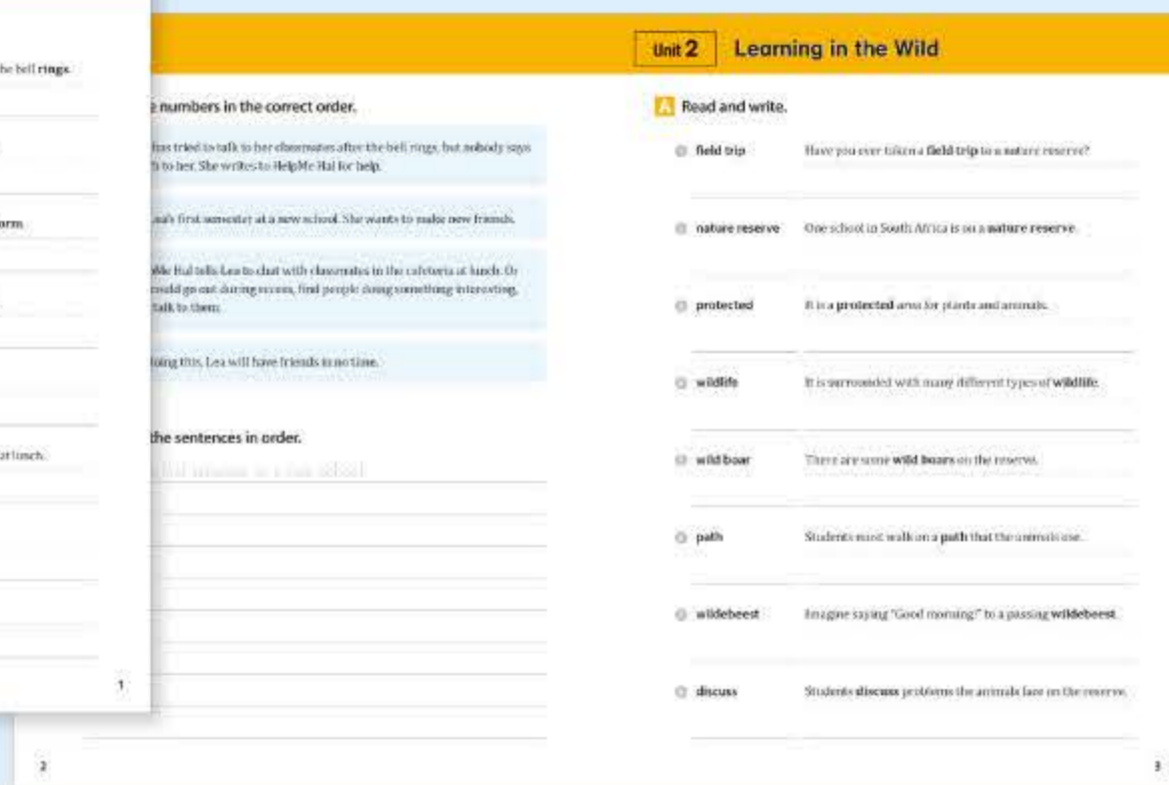
Worksheet

Each worksheet is an adjusted version of the graphic organizer and summary to reinforce learners' critical thinking.



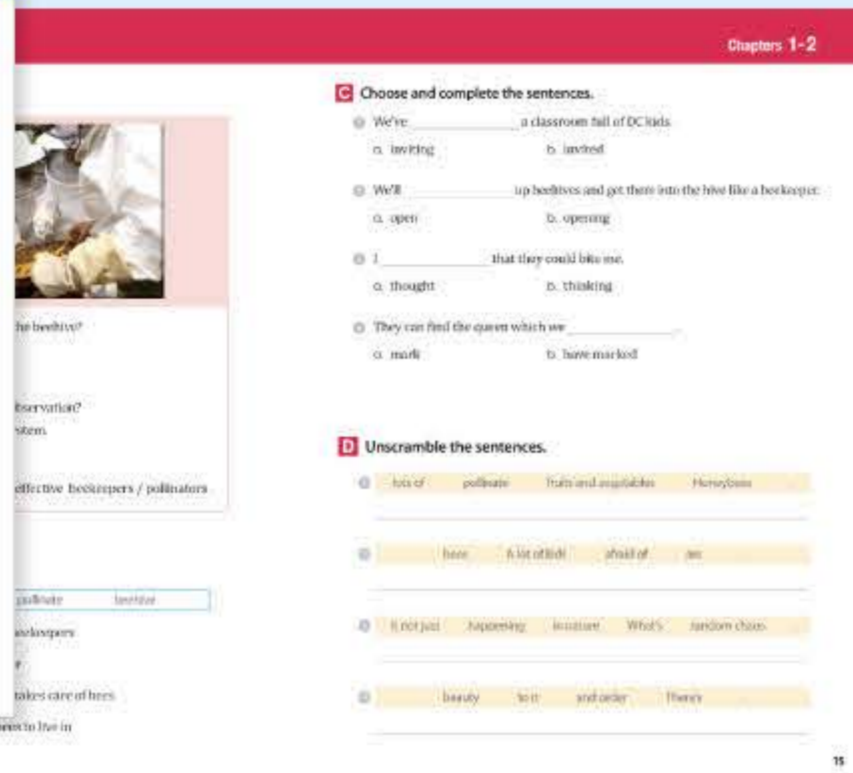
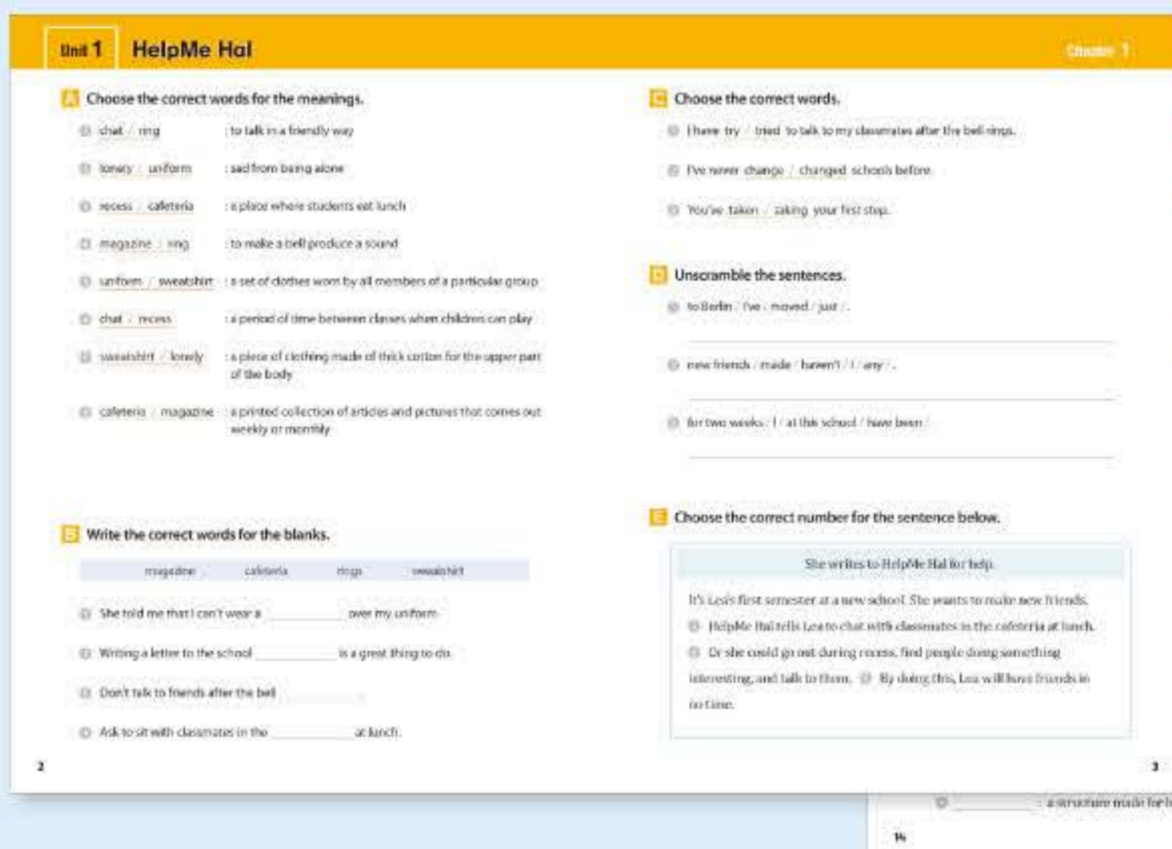
Practice Note

The practice note allows learners to review words and summaries.



Workbook

The workbook offers learners a chance to review what they learned in class.



Chapter 1

School and Beyond

Unit

1



Germany

HelpMe Hal

Unit

2



South Africa

Learning in the Wild

Unit

3



Portugal

Who's New?