4 Curious and creative!

Unit objectives

By the end of this unit, students can:

- use vocabulary to describe what things look like, and talk about food
- use *look like* to describe things and *too/enough* to describe quantity
- understand and appreciate creativity and creative people
- read a traditional story, and a non-fiction text about chemistry and food
- read, talk about, and write a blog post

Skills development GSE

Listening: understand gist and specific information in a video story; identify specific information in a vlog restaurant review

Reading: understand gist and specific information in a fiction narrative; identify specific information in a non-fiction text

Speaking: talk about clothing; describe what objects look, smell, and taste like; give reasons for opinions; discuss creativity

Writing: use adjectives in the correct sequence; describe an item for a blog

Vocabulary

Lesson 1: *checked, dotted, plain, shiny, strange, striped*

Lesson 2: *coffee, delicious, honey, horrible, olives, sour, sugar, sweet*

Lesson 4: *butter, flour, frosting, spices*

Grammar

Lesson 3: describing, e.g., *What does it look like? It smells horrible. It sounds like a bird.*

Lesson 5: describing quantity, e.g., *There's too much frosting. There aren't enough colors.*

Myself and others

Appreciating creativity In this unit, a Disney video clip and a story introduce the theme of creativity. Students will study the qualities of creative people and consider how to be creative themselves.

Language: *They aren't afraid to … What if we …? They know how to …*

Social awareness

My world

Science: Chemistry and food

chemical reaction, gas, gel, irreversible, liquid, reversible, solid

Mini-project: Invent a creative meal

Story

Charlie's creative cakes (traditional story)

Project

A blog post

Self-management: Analyzing the task

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Disney Alice Through the Looking Glass

The Mad Hatter

Once wonderfully crazy, the Hatter has lost his "muchness" and become almost normal. It is only when Alice uncovers the mystery behind his family's disappearance that the Hatter returns to his extraordinary, lovable self.

Alice

A curious and independent young woman, Alice has a bold spirit and open-minded wonder. She loves to explore the world, but also to do right by her friends no matter the danger.

Iracebeth, The Red Queen

Bad-tempered Iracebeth is quick to punish and blame anyone who crosses her. Her every thought is bent on regaining the throne from which she was removed.

Mirana, the White Queen

Unlike her sister, Iracebeth, Mirana is gentle, calm, and caring. She is known as the White Queen and rules Underland with a soft but steady hand.

After sailing around the world, Alice returns home only to slip through a mirror into the magical world of Underland. With the help of her curious friends, she must travel through time to save the Mad Hatter and Underland from the evil Red Queen before time runs out.

Did you know?

The people working at the Red Queen's castle are made of vegetables. The idea came from paintings by the famous artist Guiseppe Archimboldo.

Video 4A: *Anything is possible!*
Video 4B: *What does she look like?*

Online modules

Phonics

Words with ous, cious, rious

famous, delicious, curious

Big Project

A class cookery competition

Extra reading

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Objectives

Lesson aim: use adjectives to describe how things look

Target language: *checked, dotted, plain, shiny, strange, striped*

Recycled language: clothes, colors; *pattern, different, unusual; I'm wearing … She's/He's wearing …*

Materials: Video 4A; Audio; (optional) photos of people wearing colorful and patterned clothes

GSE Skills

Speaking: can describe someone's clothes using simple language (33)

Listening: can identify basic factual information in short, simple dialogs or stories on familiar everyday topics, if spoken slowly and clearly (33)

Reading: can identify specific information in a simple story, if guided by questions (35)

Writing: can use common adjectives to add detail to simple phrases or sentences (37)

Teacher toolkit

Video summary – 4A

Anything is possible! **Videoscript see p.247**

Soon after arriving back from a sailing adventure, Alice is off on another adventure through a mirror into Underland. There she experiences a magical world of different colors and textures as she meets up with her old friend the Mad Hatter.

Appreciating creativity

Video 4A introduces a world full of colors, shapes, textures, and smells which you can use to introduce the theme of appreciating creativity. Discuss how Alice loves colorful clothes, and that her friend, the Mad Hatter, makes and wears creative clothes. Explain that Underland is a magical, fun world where anything is possible. Use this to inspire students both to appreciate new and different experiences, and to recognize that diversity around us makes the world more interesting.

Social awareness

Engage

Students keep a diary of "different experiences". They can add to this as they progress through the unit, e.g., in Lesson 1 they can describe some of the colorful or highly patterned clothes they see, and in Lessons 3–5 they can describe different foods they try and give their opinion about each one.

Warm-up

- Introduce the unit title, explaining that someone who is *curious* wants to know more about things, and someone who is *creative* thinks of smart ideas to make new things or solve problems.
- Ask: *What things can we create?* Elicit ideas from students and encourage them to share their own personal experiences.

Look, think, and wonder. Students look at the Big Picture in detail. Introduce the movie *Alice Through the Looking Glass* and the characters, using the information from the unit overview. Students answer the questions in pairs, groups, or as a class. Encourage them to share their ideas and personal responses. (***Possible answers:*** *1 a market, people shopping, dresses, jackets, hats, shoes, fruit and vegetables, many colors*)

Presentation

1 4.1 **Match the words to the pictures. Then listen, check, and repeat.**

- Students work in pairs to match the words to the pictures. Remind them that it is OK not to know all the answers at this point.
- Play the audio while students listen and repeat. They match more words.
- Elicit and check answers as a class.
- Then elicit the words which describe patterns. (***Answers:*** *dotted, checked, striped*)

Audioscript (track 4.1)

1 This woman's dress is dotted.
2 The Mad Hatter's hat is shiny.
3 This man's clothes are plain.
4 Alice sees something strange.
5 This hat is checked.
6 Alice's skirt is striped.

2 4A **Watch the video and answer.**

- Allow students time to read the questions, then play Video 4A.
- Students answer the questions in pairs or groups. If necessary, play the video again for students to check their answers. (***Possible answers:*** *1 She wears different clothes. She has a ship. She is brave and curious. 2 He makes creative hats and wears colorful clothes. 3 Butterflies can talk, you can climb through a mirror, you can become very small or very big.*)
- Discuss with students how they feel about people who are creative and do things differently. Ask questions and model respect and enthusiasm for cultural diversity: *Why does Alice like to wear creative clothes? Do you like Alice's clothes? Would you wear them? What would people say? Do you like the Mad Hatter's hats? Would you wear one?*

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SUPPORT Play Video 4A again, pausing for the first question [2:00 after … *six impossible things before breakfast.*] and for the second question [3:44 after … *wonderful ideas.*].

STRETCH Students work in pairs to discuss if they think the Mad Hatter will make Alice a hat, and what the hat will look like. They can draw a sketch.

Extra activity (video extension) Show stills from the second (colored) part of Video 4A, and elicit what the characters (Alice, Tweedledum and Tweedledee, and the Mad Hatter) are wearing.

Wrap-up

- Show photos of people wearing a range of colorful clothes with stripes, checks, and spots, etc. Elicit descriptions: *She's/He's wearing … .*

Practice

3 4.2 Listen and write.

- Students read and complete the gapped paragraph, using the new vocabulary items.
- Play the audio while students listen and check.
- Elicit and check answers as a class.

4 Describe what you are wearing.

- Review *I'm wearing …* and clothes vocabulary alongside the new vocabulary. Describe what you are wearing as an example.
- Students work in pairs or small groups to describe what they are wearing. If they are wearing uniforms, move directly on to the Wrap-up activity below.

Workbook pages 40–41

Audioscript see p.252

Learning Heroes *3 checked, plain, shiny, striped, dotted*

1 4A **Watch again. Write *T* (True) or *F* (False).** *2 T, 3 T, 4 T, 5 T, 6 F*

2 **Think and write.**

3 4.1 **Look, read, and write. Then listen and check.** *2 dotted, 3 striped, 4 plain, 5 shiny, 6 checked*

4 **Write what a friend is wearing. Can the class guess who it is?**

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Objectives

Lesson aim: use words related to food

Target language: *coffee, delicious, honey, horrible, olives, sour, sugar, sweet,*

Recycled language: *What was it like? It was … Why did/didn't you like it? Why was it (horrible)?; adjective, creative, blog, unusual*

Materials: Audio

GSE Skills

Speaking: can ask someone simple questions about their life and experiences (36)

Writing: can write simple sentences about their likes or dislikes in relation to familiar topics, e.g., food, given prompts or a model (30)

Reading: can identify key information in short, simple, factual texts (34)

Listening: can identify objects, places, or people from short descriptions (31)

Teacher toolkit

Teaching vocabulary

In this lesson, students brainstorm adjectives they already know and then classify them in a table with the headings: *size, color, pattern,* and *look*. Once students have learned the new vocabulary set containing four adjectives and four nouns, they add another column to the table with the heading *taste*. Students add the new adjectives (*sour, delicious, sweet, horrible*), then think of other adjectives they know to describe taste, e.g., *tasty, awful*. To help students practice these taste adjectives in context, have a class discussion about foods they do and don't enjoy.

Engage

To reinforce the Talk buddies oracy tip about asking for reasons, tell students to write down the name of something they like a lot and the name of something they don't like at all. These could be foods, or they could be clothes, perhaps looking back at the Big Picture on pp.46–47 as a starting point. Elicit and drill the questions in the Talk buddies tip. Then students work in pairs or small groups, taking turns to talk about the things they like, and ask and answer about their reasons for their views.

Warm-up

- Review the vocabulary from Lesson 1. Students look again at the Big Picture and the vocabulary items for thirty seconds. Then they close their books and remember and write the six words. Make this a competition by awarding one point for remembering each word and another point for spelling it correctly.

Presentation

1 What adjectives do you know?

- Elicit or review the meaning of *adjective* (*a word that describes a noun*). Students work in pairs or groups to think of all the adjectives they know, recycling known vocabulary. They list the adjectives under the correct heading.
- Elicit and write students' words on the board. Encourage them to copy the chart in their notebook, and to add to it as they learn new words. (***Possible answers:*** *size: small, big; color: green, dark; pattern: striped, checked; look: shiny, old*)

2 4.3 Read and listen. Then match.

- Students look at the text and identify the text type (*a blog post*) and what it might be about (*food*). They then look at the photos and identify the foods (*ice cream, coffee, burger, sugar mice*).
- Read and listen to the text as a class, then students complete the matching activity.
- Elicit and check answers as a class. Ask questions to check students' understanding of the new vocabulary, e.g., *Did Ash like the ice cream?* (*no*) *Why not?* (*It had olives in it. It was horrible.*).

Practice

3 Imagine and write for you.

- Elicit a few new foods students have tried recently, and what they thought of them. Write the names of the foods and the adjectives on the board.
- Read the example sentence with students, and elicit a few other examples, using the words on the board.
- Students write their own sentences.
- Then they compare their writing in pairs. Encourage them to give each other positive and constructive feedback.

SUPPORT Before they write, invite different students to make example sentences, using the scaffolding in the book. Give feedback on these sentences before students work individually.

STRETCH Encourage students to give reasons for their opinions, using because, e.g., *It was horrible because it was sour / there wasn't any sugar / there was a lot of sugar / I don't like pineapple.*

Talk buddies Read the oracy tip with students. Read the speech bubble model in activity 4 with a student, adding to this using the questions in the tip. Elicit some other questions to ask for reasons, e.g., *What was wrong with it? What did you like?*

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LESSON 2
Vocabulary

size	color	pattern	look
tiny	light	dotted	strange
	pink		modern

1 **What adjectives do you know?**

2 **Read and listen. Then match.**

ASH'S BE CREATIVE BLOG

Unusual Food Market Taste Test

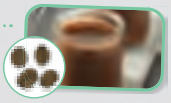
This week I tried four new, unusual foods. Some were delicious, some were strange, and some were horrible!

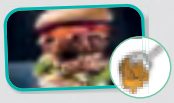
1 Olive ice cream

I love ice cream and I love **olives**, but this was horrible!

2 Coffee yogurt

This was OK, but **coffee** in yogurt was strange. It tasted a bit like lemons. It was a little sour.



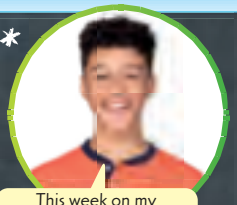


3 Honey burger

I loved this burger! The **honey** sauce was shiny and delicious.

4 Sugar mice

The **sugar** mice were cute and colorful, but they were also very sweet.



This week on my creative blog, I'm focusing on unusual food. Check out these ideas.

Join me next week when I'm going to look at creative clothes.

a It was **sour**. 2
b It was **delicious**. 3
c They were **sweet**. 4
d It was **horrible**. 1

3 **Imagine and write for you.**

I tried a coffee and chocolate cake.
It was sweet and delicious!

I tried _____ .

It was _____ .

4 **Describe an unusual food to a friend.**

Talk buddies
Ask your friend to give reasons for their views:
Why didn't you like it?
Why was it (horrible)?

I tried a pizza with pineapple and olives on it.

What was it like?

It was horrible!

48

I can use words related to food.

Extra activity (fast finishers) Students work on their own to remember and write one or two of the dialogs they had in activity 4.

Wrap-up

- Use the pictures in the book to review the new vocabulary.
- Ask: *What's your favorite food? Why do you like it? What food do you really not like? Why?*

Workbook page 42

1 **Look and complete the crossword. What is the secret word?** *2 horrible, 3 coffee, 4 olives, 5 honey, 6 sour, 7 sugar; secret word: delicious*

2 **Read and write. Use the words in 1.** *2 honey, 3 coffee, 4 horrible, 5 sour, 6 sugar, 7 sweet, 8 Olives*

Ways to learn ***Possible answers:*** *Nouns: coffee, honey, olives; Adjectives: horrible, sour, delicious*

3 **Write for you.**

4 Describe an unusual food to a friend.

- Students work in pairs or small groups, taking turns to ask and answer about an unusual food. Remind them to ask for reasons for their views, using the oracy tip.
- Monitor to check students are using the new vocabulary correctly.

Teaching star

Communication To motivate students to extend their dialogs about food and ask for reasons (see the Talk buddies tip), give them time to use their imagination and have some fun by making up a strange food, e.g., fish with chocolate sauce, orange juice with garlic, and then think what this strange food might taste like.

Sample Material © Pearson 2023

Objectives

Lesson aim: describe things

Target language: *What does it look like? It smells horrible. It sounds like a bird.*

Recycled language: food and taste adjectives; *taste, touch, heart, flower, rabbit, dog, snack*

Receptive language: *tart, snack*

Materials: (optional) Video 4A; Video 4B; (optional) real objects/photos to illustrate sights, sounds, textures, smells and tastes; (optional) simple diagrams of a head and torso

GSE Skills

Writing: can write short, simple texts on familiar topics in linked sentences (40)

Speaking: can ask a range of questions in a guessing game to find the answer (36)

Listening: can identify objects, places, or people from short descriptions (31)

Teacher toolkit

Video summary – 4B

What does she look like? **Videoscript see p.247**

In Underland, a strawberry tart looked and smelled really good, so Mirana just had to eat it – and it tasted sweet and delicious! But when her mother wanted to know who took the tart, Mirana said it was her sister, Iracebeth. Later, Iracebeth became the angry Red Queen and Mirana became the beautiful White Queen.

Teaching grammar

Students may confuse *look like* with *be like*, which they already know. Ask: *What were you like when you were (six)? What are you like now?*, and elicit adjectives describing personality and characteristics, recycling vocabulary from Unit 1, e.g., *talkative, hardworking*. Then introduce *look like*, highlighting the verb *look* and explaining that we use it when we describe physical similarity between two things. Have students look at the picture of the sugar mice on p.48, and ask: *What do they look like?* (*mice*). Then have them look at the picture of the Red Queen on p.49, and ask: *What does her hair look like?* (*a heart*). Elicit different sentences, using *be like* and *look like*, to contrast the difference between these structures.

Warm-up

- Students share what they remember about Video 4A. Play the video again if necessary. Review language students know to talk about senses. Say: *I taste delicious food in my mouth. What do I do with my ears/nose/hands?* to elicit *hear, smell,* and *touch*. Ask: *What is your favorite smell/sound? What do you like to touch?*

Presentation

1 4B **Watch, read, and circle.**

- Students look at the picture. Ask: *What does her hair look like?* (*a heart*) *Does she look happy?* (*no*).
- To focus students as they watch, ask: *Who is she?* Play Video 4B, and elicit the answer (*Iracebeth / the Red Queen*). Then ask: *What happened to her?* (*She fell and hit her head.*).
- Elicit or give the meaning of a *tart* (*a type of cake*). Students read the sentences and circle the correct options.
- Students compare answers with a partner, then elicit and check as a class. You can play the video a second time, if necessary, to help check answers.

2 4B **Watch again. Read and write.**

- Students look at the word pool and read the gapped sentences before you play the video again.
- They complete the sentences, using the words from the word pool.
- Students compare answers with a partner, then elicit and check as a class.

Grammar Heroes

3 **Read, think, and say with a friend.**

- Read the grammar box together as a class.
- Focus on form by eliciting that in the *What* question the verb is in the simple form (*look/sound*), but in the answers with *It* we use verb + *s* (*looks/sounds*).
- Focus on usage by highlighting that when we use verb + *like*, we are comparing two things, e.g., *the mice taste like sugar, the hair looks like a heart, the cat sounds like a baby*.
- Use some real objects to reinforce the meaning of the different verbs, e.g., an apple – *It smells good / It feels cold / It tastes sweet.*
- Students work in pairs to read aloud the questions and sentences in the grammar box. They make their own sentences, using the target structure, then share their ideas with the class.

➜ **Extra Grammar** For extended practice of these structures, refer students to p.122 of the Student's Book. (***Answers:*** *1 like; 1 similarity, 2 a noun*)

Teaching star

Support understanding Students are learning to ask and talk about the language of the senses. Associate each verb with the corresponding part of the body. (*look(s)*: eyes, *sound(s)*: ears, *feel(s)*: hands, *smell(s)*: nose, *taste(s)*: mouth or tongue). They could label a simple diagram of a head and torso. This will help engage students and help them use the verbs correctly.

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Practice

4 Ask and answer with a friend.

- Students look at the pictures. Invite two students to read out the speech bubble model.
- Students work in pairs, taking turns to ask and answer questions to describe what each of the items in the pictures looks like.

5 Describe something in your classroom to a friend.

- Read the example sentences to the class as a model. Elicit or explain the meaning of *snack* (*a small amount of food eaten between meals*).
- Students find an item in the classroom, then use their imaginations to think about what it looks, feels, smells, tastes, and sounds like. They work on their own to write their descriptive sentences.
- Then they work in pairs, taking turns to read their sentences.
- Provide feedback on students' writing, focusing on their use of the target structure.

SUPPORT Write scaffolding on the board to guide students: *It looks/feels/smells/tastes … It looks/smells/feels/sounds like a … It's … .*

STRETCH Encourage students to write longer descriptions. They can use some of the adjectives they reviewed or learned in Lessons 1 and 2, e.g., *It's (shiny/tiny/yellow).*

Extra activity (fast finishers) Students write descriptions of the objects in the pictures in activity 4, e.g., *It's big and red. It looks like a flower. It's a hat.*

Wrap-up

- Invite students to read out the description they wrote in activity 5, without reading the final sentence, for the class to guess the object. Find the object in the classroom, and elicit any further descriptions the class can make.

Workbook page 43

1 **Read, write, and match.** *1 taste, c; 2 look, a; 3 sound, b*

Read and match.
1 He feels soft.; 2 It looks like a bird.; 3 It tastes like chocolate.

2 **Put the words in order to make answers. Write the questions. Then ask and answer.** *2 What does it look like? It looks like a brown ball.*
3 What does it sound like? It sounds like water.
4 What does it feel like? It feels hard and furry.
The secret fruit is a coconut.

3 **Write three questions about the photo.**

Sample Material © Pearson 2023

Objectives

Lesson aim: read a traditional story about being creative

Story language: *butter, flour, frosting, spices*

Receptive language: *fiction, non-fiction*

Recycled language: *cake, bread, picnic, dangerous, recipe*

Materials: Audio; (optional) cake recipes, photos of "illusion cakes" from the internet

GSE Skills

Speaking: can give an opinion on a character or event in a simple story or text they have read, if guided by questions or prompts (40)

Reading: can identify specific information in a simple story, if guided by questions (37)

Writing: can write short answers to questions about what or where people or things are, using simple language (30)

Teacher toolkit

Story summary

When the king keeps all the cake for himself and says that people in his kingdom can only eat bread, someone smart needs to solve the problem. Charlie, a baker's son, finds a recipe book, and he starts to make delicious cakes in the shape of bread, which leads to a very creative picnic!

Engage

Bring to class some cake recipes, or ask students to bring some cake recipes from home. Students work in groups to choose a cake they would like to eat. Invite each group to describe the cake: what is in it (the ingredients), what it looks like, what they think it will smell like, and what they think it will taste like.

Appreciating creativity

Use this traditional story to focus on how people can overcome obstacles, using creative thinking. Ask: *Why can't the people eat cake? (the king wants it for himself) What can the people eat? (bread) How does Charlie solve the problem? (he makes cakes that look like bread).* Elicit other stories in which a character comes up with creative ideas (there are many in movies and TV programs that the students watch as well as in books), and have a class discussion about the importance of creativity.

Social awareness

Warm-up

- Have a class discussion about the difference between fiction and non-fiction. Ask: *What texts about true, real-life things do you know?* (e.g., the texts in Lesson 7 of Units 1–3) *What stories that come from the imagination of the writer do you know?* (e.g., the stories in Lesson 4 of Units 1–3). Review or introduce the words *fiction* and *non-fiction*.
- Elicit and discuss any stories students know about food. Distinguish between fiction stories about food and non-fiction texts about food (e.g., the text in Lesson 7).

Presentation

1 Look at the story and answer.

- Students look at the story title and the pictures to help them answer the pre-reading questions, which focus on plot topic and genre.
- Elicit students' answers as a class, encouraging students to share their ideas. Don't reveal any answers at this stage. (***Answers:*** *1 cake, bread; 3 fiction*)

2 4.4 Listen and read. What do they eat at the picnic?

- Ask the rubric question. Then play the audio for students to read the text as they listen.
- Give students time to read the story again quietly on their own. Then elicit the answer to the question as a class. (***Answer:*** *cake that looks like other food*)

Practice

3 Read again and write.

- Students work on their own to read the story again, think about the questions, write answers, and compare with a partner.
- Elicit and check answers as a class.

SUPPORT Students can write short answers (not full sentences). Alternatively, scramble the words of the full sentence answers for students to unscramble and write.

STRETCH Students write two or three more comprehension questions about the story. They exchange them with a partner, then answer their partner's comprehension questions.

Think! Encourage students to use their imagination about what food can be made to look like. Elicit students' ideas, and check answers as a class. They turn to p.122 for the correct answer. (***Answer:*** *The cakes look like fruit – pineapples and watermelons.*)

4 Vocabulary Write the correct words to complete the recipe. Then match.

- Students look in the story to find the highlighted words, and use them to complete the recipe.
- Then they match the ingredients in the recipe to the pictures.
- Elicit and check answers as a class.

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Sample material © Pearson 2023

Teaching star

Creativity Encourage students' creativity by inviting them to look at the cake ingredients and consider how to combine different ingredients to make different cakes.

5 Discuss with a friend.

- Check students' understanding of the questions. Students answer in pairs or small groups. (***Possible answers:*** *1 in a recipe book, 2 chocolate frosting, 3 cakes that look like other food*)
- Have a class discussion about creative solutions to other problems. Remind students of Videos 3A and 3B (*The Incredibles*). Ask: *How do Edna's superhero costumes reduce waste?* (*They can't be put in the trash.*) *How does Elastigirl help the environment?* (*She has an electric Elasticycle.*).
- Personalize the topic by giving an example of a creative solution you have found to a problem, e.g., repairing something. Elicit other examples from students.

Extra activity (story extension) Bring to class photos you have found online of "illusion cakes", real cakes that look like other things. Elicit what each cake looks like and what students think it will taste like. Have a class vote for students' favorite "illusion cake".

Wrap-up

- Invite individual students to celebrate their own creativity by sharing with the class something they have done which they think is creative, e.g., make a fruit milkshake, build a model, etc.

Workbook page 44

1 **Remember the story. Read and match.** *2 c, 3 a, 4 b, 5 c, 6 a, 7 a, 8 b*

2 **Look, choose, and write. Circle two ingredients in the picture that aren't in Charlie's cake.** *2 flour, 3 spices, 4 frosting; honey and olives*

3 **Read and circle. Then imagine you're going to Charlie's picnic and write.** *share creative ideas*

Storytellers club *many years ago, kings and queens*

Objectives

Lesson aim: describe quantity

Target language: *There's too much frosting. There aren't enough colors.*

Recycled language: *cookies, spices, frosting, sugar, paper, sails, colors, banner*

Receptive language: *ingredients*

Materials: Audio; prepared word cards (Food and taste adjectives, Ingredients); (optional) pictures of food items

GSE Skills

Speaking: can ask basic questions about quantities and amounts (34)

Listening: can follow a simple conversation between two people or characters, if supported by pictures (31)

Reading: can understand a simple written dialog on a familiar topic (32)

Teacher toolkit

Teaching grammar

For students to use *too much* or *too many* correctly, focus on the distinction between countable and uncountable nouns. Review that there are some items that we can count, e.g., *eggs, cookies, olives*, and some items that we can't count, e.g., *milk, sugar, honey*. Show real examples, or use photos, of different countable nouns, then count the items. Do the same with examples of uncountable nouns, to show how it isn't possible to count them. Write on the board a table with two columns, with the headings *countable nouns* and *uncountable nouns*. Elicit the names of different nouns taught in Lessons 2 and 4, and invite students to write these in the correct column.

Extend

Students work in pairs to design and decorate a cake for a tea party. Encourage them to use their imaginations as they draw a range of sketches to show different options including items such as stars, hearts, hats, etc. They give their opinions about the items in each of the sketches, using *too much/many* and *not enough*, collaborating in order to create their final design. Invite the pairs to present their cake designs to the class, and elicit feedback, using *too much/many* and *not enough*. Have a class vote for the best cake design.

Warm-up

- Prepare word cards of the vocabulary from Lessons 2 and 4 (Food and taste adjectives, Ingredients). Use them to review the vocabulary. Then use pictures of food to review the grammar from Lesson 3. Show a picture, and elicit a question: *What does it look/taste/smell like?*, and elicit answers.

Presentation

1 4.5 **Listen and read. What ingredients are in the cookies?**

- Students read the rubric question. Play the audio, and students read the text as they listen.
- Then elicit the ingredients in the text. (***Answer:*** *spices, frosting, sugar, butter*)
- Ask: What other ingredient do you think is in the cookies? (*flour*).

2 **Read again and write *T* (true) or *F* (false).**

- Students read the dialog in activity 1 again. They focus on the use of *too much/many* and *not enough* to help them choose the correct options.
- Elicit and check answers as a class.

Grammar Heroes

3 **Read, think, and say with a friend. Find similar sentences in the dialog.**

- Read the grammar box together as a class.
- Focus on form. Highlight that the first two nouns (*frosting, paper*) are uncountable, so we use *much* (*How much …?, too much*) and the singular *is/isn't*. Then highlight that the last two nouns (*sails, colors*) are countable, so we use *many* (*How many …?, too many*) and the plural *are/aren't*.
- Focus on meaning by eliciting the difference between *too much/many* and *not enough*. Give different examples, using gesture and expression to indicate an excess (*too much/many*) or a lack (*not enough*) of something.
- Elicit from students examples of *too many/much* and *not enough* in the dialog in activity 1.
- Students work in pairs to read aloud the sentences in the grammar box. They make their own sentences, using the target structure, then share their ideas with the class.

→ **Extra Grammar** For extended practice of these structures, refer students to p.122 of the Student's Book. (***Answers:*** *1 enough, many; 3 how many there are, 4 before*)

SUPPORT Give students plenty of practice with the structure. Use your prepared word cards or pictures of food to support meaning, e.g., show a picture of *butter* while shaking your head to elicit the sentence *There isn't enough butter.*

STRETCH Encourage students to extend beyond the sentences in the grammar box, e.g., *There isn't enough paper. We need more paper.*

Sample Material © Pearson 2023

LESSON 5
Language focus

1 4.6 **Listen and read. What ingredients are in the cookies?**

2 **Read again and write *T* (true) or *F* (false).**

1 There aren't enough spices in the cookies. F
2 There's too much frosting. F
3 There isn't enough sugar. T
4 There are too many cookies for Ash's family. T

3 **Read, think, and say with a friend. Find similar sentences in the dialog.**

Grammar Heroes page 122

Quantifiers		
There's	too much	frosting.
There isn't	enough	paper.
There are	too many	sails.
There aren't	enough	colors.

speak up!

4 4.6 **Listen and repeat. Draw arrows when the nouns go up ↗ and down ↘.**

1 There aren't enough **paints**, **pencils**, and **markers**.
2 There isn't enough **coffee**, **sugar** and **honey**.
3 There are too many **olives**, **spices**, and **mushrooms**.
4 There's too much **paper**, **wool**, and **glue**.

5 **Look and read. Do you have what you need to make a banner?**

4 4.6 **Listen and repeat. Draw arrows when the nouns go up ↗ and down ↘.** speak up!

- Write on the board *paper* with an up arrow, then *paper* with a down arrow, and use this to demonstrate rising and falling intonation. Play the audio of the first sentence as an example.
- Play the audio for students to listen and draw arrows above the words. Play the audio again if there is any uncertainty.
- Students compare answers in pairs. Elicit the intonation rule: when we say a list of items, we use rising intonation for all of the words (rising intonation shows that we haven't finished), apart from the last word, on which we use falling intonation (falling intonation shows that we have finished).
- Students read aloud the sentences, using the correct intonation.

Teaching star

Linguistic competence Physical gesture and movement can help students remember intonation as well as vocabulary. When you demonstrate rising and falling intonation, introduce hand movements which students can use as they listen and then practice the sentences.

Practice

5 **Look and read. Do you have what you need to make a banner?**

- Students look at the picture and read the instructions. Review the adjectives to describe patterns from Lesson 1.
- Students work in pairs to make sentences, following the speech bubble model. Elicit and check answers. (***Answers:*** *There's too much checked paper. There isn't enough dotted paper. There's too much striped paper. There isn't enough plain paper.*)
- Students can then write their answers to give further practice with the target grammar.

Extra activity (class game) Play *Remember and say it* (see Games Bank p.35) to review food vocabulary, using the correct rising/falling intonation for lists.

Wrap-up

- Invite students to use *too much/many* and *not enough* to give feedback about their English classes, e.g., *There aren't enough games. There's too much writing.*

Workbook page 45

Audioscript see p.252

1 4.2 **Listen and circle.** *2 are too many, 3 isn't enough, 4 isn't enough, 5 are too many*
2 **Look, choose, and write.** *2 aren't enough, 3 too many, 4 isn't enough*
3 **Read and write sentences.** *2 There are too many eggs. 3 There isn't enough frosting 4 There aren't enough spices. 5 There's too much sugar. 6 There isn't enough flour.*
4 **Look at 3. Check the quantities. Say which you need more or less of.**

Sample Material © Pearson 2023

Objectives

Lesson aim: appreciate creativity

Key language: *They aren't afraid to … What if we …? They know how to …*

Recycled language: *share, present, striped, coffee, plain, stripes*

Materials: Audio; (optional) Video 4A

GSE Skills

Speaking: can make simple, direct comparisons between two people or things, using common adjectives, given a model (38)

Reading: can identify key information in short, simple, factual texts (34)

Listening: can identify key details, e.g., name, number, in factual talks on familiar topics, if spoken slowly and clearly (38)

Teacher toolkit

Appreciating creativity

In this lesson, students expand on what they learned in Lessons 1 and 4 to develop their appreciation of creativity. At this age, students are becoming increasingly aware of their own strengths and abilities, as well as understanding more about the importance of creative thinking when solving problems. Students will learn more about the features of creative thinking as well as put these into practice.

Social awareness

Extend

Search online for "UN World Creativity and Innovation Day", to explore a range of creative ideas with students. Have a class discussion about the ideas and projects shown that help people around the world find life-changing solutions to global problems. Then students work in groups to discuss the idea or project they think is the most inspiring. They use creative thinking to see how they can apply this idea in their local community. Invite the groups to report back to the class.

Home-school link

Encourage students to use their creativity to design and make an unusual present for their mom, dad, or carer.

Warm-up

- Elicit any creative solutions to problems that students have heard about, or they have found themselves.

Presentation

1 How do characters in the unit show creativity?

- Students work in pairs or small groups to answer the question. They discuss the situations and the characters in Video 4A and the Lesson 4 story. If required, replay the video to remind students of the situations and the characters' reactions.
- Elicit and discuss students' ideas. Ask questions to guide students: *How is Alice different from other people? What does she do that is not usual? In what ways is the Mad Hatter creative? What does the movie tell us about creativity? In the story, how does Charlie think creatively? In what way are the town's people creative?* (***Possible answers:*** *In the video, Alice looks for new experiences and wears colorful clothes. The Mad Hatter has creative ideas for hats and clothes. In the story, Charlie uses creative thinking to solve the problem of the no-cake rule. He and the people in the town show artistic creativity by making cakes that look like other foods.*)

2 4.7 Listen and look at the notes. Then look at the diagram and write *a*, *b*, or *c*.

- Building on the previous activity, elicit and discuss different ways of being creative (not just artistic ways), e.g., a new soccer skill, a new design, different ways to recycle, unusual places to hide in a game of hide and seek.
- Ask: *What are creative people like?* Explain that students are going to hear an answer to this question, and that the text shows a summary of this answer. Play the audio, and students read the notes as they listen.
- Read the numbered sentences with students. Elicit or review the meaning of *mistakes* (*something which you did not mean to do*), *share* (*let other people have or use something*) and *solve* (*find an answer to a problem*).
- Introduce the Venn diagram, and read the three questions with students, which are the same questions from the end of the audio. They then match the sections of the diagram to the sentences under the text.
- Elicit and check answers as a class.

Audioscript (track 4.7)

What are creative people like? What makes them different?
1 Creative people are curious. They ask questions like *why*, *how*, and *what if*?
2 Creative people are confident. They aren't afraid to make mistakes. They take chances.
3 They use what they know already. They use the skills they already have.
4 Creative people share ideas. They collaborate. They enjoy teamwork.
5 They solve problems. Creative people look for the solution.
6 Creative people like to try new things. They enjoy different experiences.
So, how can you work on your creativity? Ask these questions in order to explore your creativity:
a What do I know?
b Why am I doing it?
c How can I do it?

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Practice

3 Choose a picture and answer with a friend.

- Students work in pairs to choose one picture to talk about.
- They discuss answers to the three questions, referring back to the text in activity 2. Encourage them to use the phrases in the Useful Language box.
- Have a class discussion about the items shown in each picture, focusing on the originality and creativity of each item. Elicit answers from pairs who chose each picture, encouraging them to use the phrases in the Useful Language box.

SUPPORT Before students start the pairwork speaking activity, choose one of the pictures, then elicit example answers to each of the questions to serve as a model for students.

STRETCH Students can discuss more than one picture. They could also write their answers in their notebook.

4 Copy the M and create a picture. Then compare and discuss in your group.

- Tell students they have five minutes to copy the shape onto a sheet of paper and then turn it into any picture they like. Make it clear that this activity is not a test of their drawing skills but to see what great ideas they can come up with in a short time.
- Students work in groups to answer the questions and discuss their pictures. Encourage each student to explain to their group what they have drawn, with reasons why.

Teaching star

Social-emotional learning As students discuss their responses in activities 3 and 4, encourage an atmosphere of support and openness. Make it clear that all ideas are valuable, and remind students that creative people aren't afraid to make mistakes, so we should all feel comfortable to experiment and sometimes fail.

Reflect Invite students to reflect on the question and discuss with a partner.

Extra activity (fast finishers) Students write a few sentences to describe what they drew in activity 4.

Wrap-up

- Invite individual students to show their drawing from activity 4 and explain what they have drawn. Give positive feedback and praise their creativity.

Workbook page 46

1 **Read and match. What are creative people like?** *2 a, 3 e, 4 d, 5 b, 6 f*
2 **Look, read, and write.**
3 **Make your own art in the circles. Then write and discuss with a friend.**

Sample Material © Pearson 2023

Objectives

Lesson aim: read and understand about food chemistry

Target language: *chemical reaction, gas, irreversible, liquid, reversible, solid*

Recycled language: food; *melt, energy*

Materials: Audio

GSE Skills

Reading: can identify key information in short, simple, factual texts (34); can identify specific information related to a familiar topic in a short, simple text (37); can use key words or captions to find information in a simple text (35)

Speaking: can contribute to simple discussions when asked a question by the teacher (39)

Teacher toolkit

Cross-curricular

The focus of Lessons 7 and 8 is on the chemistry of food, in relation to cooking food. The text explores how heating and cooling can alter the structure of ingredients, changing them between solid, liquid, and gas. This process is sometimes reversible and sometimes it isn't.

Engage

Search online for fun videos using the terms "making liquid nitrogen ice cream" or "gel spherification". These videos will give students more understanding of the second half of the text, and they will serve as good preparation for the listening text in Lesson 8.

Extend

Write on the board: *Is it good to make food look like something else?* Ask: *Would you want to eat a candy that looked like a bug? Or a purple banana? Or a cuboid watermelon? Will the food taste the same?* Ask students to work in groups to come up with one reason why they think it is good to make food look like something else, and one reason why it isn't. Elicit and discuss students' reasons. At the end, have a class vote on the answer to the original question (*yes* or *no*).

Warm-up

- Students look at the text title, photos, and diagram to get a preview of what the text will be about.
- Ask: *What happens when you put butter in the sun?* Review the word *melt*. Ask: *Do all foods melt in the sun?* (*no*). Explain that understanding how things change, and why, is what we do in *chemistry* (*the study of things and how they work together to make new things*).

Presentation

1 4.8 **Read, listen, and answer.**

- Pre-teach or review *energy* (*the power that makes something work, e.g., a light bulb*) and *ingredients* (*the foods we use to make a cake, dish, meal, etc.*).
- Students read the questions to give them a purpose for reading. Play the audio. Students read the text as they listen.
- Students work in pairs to answer the questions, using information from the text. Refer them to the diagram to understand the words *solid*, *liquid*, and *gas*.
- Elicit answers as a class. (***Answers:*** *1 a hot oven, 2 it changes from a solid to a liquid, 3 it changes from a liquid to a solid*)

Reading strategy

Read the tip together as a class. Explain that *e.g.* is a short way of saying *for example*. Students find both of these in the text and read the examples. Point out that examples often help us understand meaning in a text.

2 Vocabulary **Read and complete.**

- Focus students on the words in bold in the text. They use these to complete the gapped sentences. Students work in pairs to compare their answers, then elicit and check as a class.

Practice

3 **Cooking food always causes irreversible changes. True or false?**

- Students read the question and then read the text again to decide on the answer. They work in pairs to discuss, identifying relevant sections of the text to support their answer. (***Possible answer:*** *False. Melting chocolate and freezing or boiling water are both reversible.*)
- Have a class discussion about the answer. Elicit the example of a reversible change (*chocolate*).

SUPPORT Work together with students to answer the question. Ask: *Can a liquid egg change to a solid egg?* (*yes*) *Can a solid egg change to a liquid egg?* (*no*) *Can solid chocolate change to melted chocolate?* (*yes*) *Can melted chocolate change to solid chocolate?* (*yes*) *Is changing chocolate irreversible?* (*no*)

STRETCH Students write three true/false questions about the text. They then work in pairs, taking turns to ask their questions for their partner to answer.

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Thinking skills

Understand In activity 3, students work in pairs to identify the part of the text that deals with reversible and irreversible changes, and discuss, giving reasons and identifying an example for their answer.

Create You can extend HOTS by asking students to read again the final paragraph about gels. They work in pairs to write a short advertisement for a new gel food. They should give the food a name and describe what it looks like (and draw it), what it tastes like, and why people will want to eat it. (See Engage in the Teacher toolkit.)

Teaching star

Application Challenge students to think of reversible and irreversible changes to items outside of the kitchen. Ask: *What things do we change? Is the change reversible or irreversible?* Possible examples: water to ice and steam, melting/burning a candle, burning wood or paper, mixing water, sand, and cement to make concrete.

Disney In the real world

Read the box as a class, and ask: *What other things can tarts or cakes look like? What do you want your birthday cake to look like this year?*

Extra activity (fast finishers) Students give themselves two minutes to learn the six new vocabulary items. Then they close their books and work with a partner to see how many of the words they can remember and use in sentences.

Wrap-up

- Ask questions to review the topics and vocabulary raised in the text: *When you melt a solid, what do you get? When you freeze a liquid, what do you get? When you boil a liquid, what do you get? What can you melt?* (e.g., *chocolate, butter, ice cream, cheese*).

Workbook page 47

1 **Look and write S (solid), L (liquid) or G (gas). Then draw ↔ or →.** *2 L, S →; 3 L, G ↔; 4 S, L ↔*

2 **Read and number in order. Then write.** *a 5, b 2, c 1, d 4, e 3; 1 irreversible, 2 solid, 3 gel*

3 **Think of your favorite meal. Write, circle, and draw**

Sample Material © Pearson 2023

Objectives

Lesson aim: invent a creative meal

Target language: *chemical reaction, gas, irreversible, liquid, reversible, solid*

Recycled language: food; *meal, ingredients*

Materials: Audio

GSE Skills

Speaking: can give simple feedback to a classmate (36); can answer simple questions after giving a presentation on a school topic (42)

Writing: can write short, simple descriptive texts on familiar topics, if provided with key words and supported by pictures (39)

Listening: can identify key details, e.g., name, number, in factual talks on familiar topics, if spoken slowly and clearly (38)

Teacher toolkit

Cross-curricular

The listening text is a monolog presented as a vlog to review a restaurant that serves creative dishes. The vlog includes descriptions of what different foods look and taste like, including dishes with olives, a range of different gels, and quick-freeze ice cream. The descriptions should give students some ideas for their mini-project.

Interdisciplinary link: Food technology

Take students into a kitchen to create a dish that is interesting (and hopefully delicious). You can search for suitable recipes online at Food Technology websites, which are not only easy to make but also encourage healthy eating. As a follow-up, students work in groups to reflect on their creative process: what they thought worked well and what they thought didn't work so well.

Digitizing projects

Students can video their presentations to create vlog posts similar to Ash's model vlog. You could put together the videoed presentations to make a class "Creative Food" show.

Warm-up

- Do a quick quiz to review the new vocabulary from the previous lesson. With books closed, read out the gapped sentences from Lesson 7 activity 2. Students write the missing words.

Practice

1 4.9 Listen. Where did Ash eat lunch?

- Before students listen, refer them to the Listening strategy box.
- Ask the rubric question. Then play the audio while students listen.
- Elicit and check the answer as a class. (***Answer:*** *in an amazing restaurant*)

Audioscript (tracks 4.9 and 4.10)

Hi! It's me – Ash. Welcome to this week's *Be Creative* vlog. Today, I'm talking about creative cooking.
I went to an amazing restaurant with my family for lunch. The restaurant looks like a science lab. It's modern and plain. The cooks know a lot about chemistry. They use chemical reactions to make the food exciting and unusual!
First, I ate a carrot plant! Well, it looked like a carrot plant. The soil tasted like olives. There were noodles with spices too, but they looked like plant roots. The ingredients were strange, but they were delicious. I think there was too much soil.
Then, I ate some gels. They were shiny, colorful balls. The outside of the balls was solid, but the inside was liquid. The yellow balls tasted like honey, the red balls tasted like strawberries, and the orange balls tasted like mangoes. There weren't enough orange balls. Mom had some quick-freeze ice cream. They used a liquid to turn the ingredients into solid ice cream in seconds. The white gas looked like a cloud. It was so cool!
Thanks to this restaurant, I'm going to think about chemistry every time I cook. Join me next time on my *Be Creative* vlog!

Listening strategy

Read the tip as a class. When students listen to an audio for the first time, encourage them to think of the answers to general questions, e.g., *How many speakers are there? Where are they? What is it about?* Explain that after the first listening, they can think of what details they need to identify when they listen a second time, and ask themselves questions, e.g., *What did he eat? Did he like it?* This will help students focus on the key information.

2 4.10 Listen again and complete.

- Explain that students are going to complete the gapped menu. Give them time to read the menu and think what the missing words might be. Play the audio, pausing if necessary to allow students time to write the answers.
- Students work in pairs to compare their answers, then elicit and check answers as a class. Ask: *What do you think of the foods? Would you like to eat them?*

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Mini-project

3 Invent a creative meal.

THINK Students work on their own to think of unusual meals they have eaten or heard of.

PLAN Students develop their ideas, writing descriptions as in the text in activity 2. Then they discuss their plan with a partner to help them improve it. Students go to p.48 in their Workbook and do the scaffolded activities.

SHARE Students take turns to present their meal ideas to a group or the class. Encourage the students who are listening to ask questions and to give positive peer feedback. Ask: *Which meal do you want to eat? Why?*

SUPPORT If students need help with ideas, refer them to the final paragraph of the text in Lesson 7. They could also work in pairs from the start to help stimulate ideas and support one another.

STRETCH Students write a fuller description of their creative meal, including how to make it. They could also write the recipe, with a list of ingredients (as in Lesson 4 activity 4) alongside their explanation of how to make the meal.

Workbook page 48

Audioscript see p.253

1 4.3 **Listen and think. Then listen again and write.** Play the audio, for students to listen and answer the questions. Elicit and check answers. (***Answers:*** *2 cold / a solid, 3 a ball, 4 strawberries/ sweet, 5 hot / a liquid*)

2 **Write notes for your creative meal.** Students generate ideas and make notes using the diagram.

3 **Write questions to ask a friend. Ask and answer.** Students work with a partner to ask and answer about their meal. Encourage them to share opinions about one another's ideas and then to revisit their own plans to make improvements.

4 **Now write a description of your favorite meal.** Students work individually to create their mini-projects.

Extra activity (fast finishers) Using the menu in activity 2 as a model, students create a menu for a modern restaurant which includes the meal they have invented as well as one or two other meals their classmates have invented.

Wrap-up

- Display students' drawings from the mini-project, and encourage them to reflect on what they have achieved. Ask: *What did/didn't you enjoy about this project? What did you learn from doing it? Is there anything you will do in a different way next time you work on a project?*

Objectives

Lesson aim: write a blog post

Vocabulary review: adjectives (of various types), Verbs of the senses; *candle*

Grammar review: *not enough, too much/many; looks like*

Materials: (optional) photos of interesting objects, animals, people

GSE Skills

Writing: can write short descriptive texts (4–6 sentences) on familiar personal topics (e.g., family, animals, possessions), given a model (35); can use common adjectives to add detail to simple phrases or sentences (37)

Reading: can identify the parts of some short, non-fiction text types, e.g., notes, captions, blogs, instructions (43); can understand short paragraphs on subjects of personal interest, if written using simple language and supported by pictures (34)

Teacher toolkit

Writing a blog post

Focus on key features of blog posts: a heading, the date, a short introduction (to explain what the blog is about: an item, an event, an experience), a description, and an opinion. Highlight that the style should be informal, with direct language (*Hi! I'm Emily*). Elicit that descriptions contain adjectives, and reinforce the importance of following the correct order when including more than one adjective in a sentence.

Project skills: Self-management

At this level, students should be able to plan for and organize their writing without your direct involvement. They can analyze what needs to be done in the writing task, and they ask questions if there is anything they are not sure about. They create a list or a mind map to identify the different sections they need to include in the text (in this case, a heading, an introduction, a description, and an opinion), then add more detail to each of the sections.

Engage

Search online for suitable blogs, and show students a few examples. Invite them to identify the key features. Highlight any descriptions containing more than one adjective. Invite students to say if they agree with the opinion expressed in the blog. Ask students whether or not they read blogs and, if so, which are their favorites, giving reasons.

Warm-up

- Show pictures of different interesting objects, animals, or people (anything that will interest students). Ask: *What is it/he/she like? What are they like?*, and elicit adjectives. Write on the board any adjectives that might be useful for students to include in their writing project.

Presentation

1 Read and write.

- Introduce the title of the text, and check understanding of *candle* (using the pictures) and *blog* (*a record of thoughts, opinions, or experiences on the internet*). Ask if any students have made their own candles.
- Students read the text and answer the questions. Elicit answers.

2 Read again. Find and underline in Emily's blog.

- Students work on their own to read and identify the individual features of the text, using different colors. Then they compare answers in pairs.

Writing focus

Read the tip as a class, then create a substitution table on the board. Elicit adjectives for each category. Invite students to use the table to make sentences with up to three adjectives.

	quantity	opinion	size	age	shape	color	noun
There are	two a	horrible delicious	large small	new old	round square	purple yellow	candles.
It's	_____	_____	_____	_____	_____	_____	cake.

Let's write!

3 Write a blog post.

Think Students work in pairs to share and develop their ideas. They can use the topics suggested or come up with their own topic.

Get ready Students follow the questions to plan their blog post.

Plan and write Students go to p 49 in their Workbook to do scaffolded activities to develop their writing.

Tip

Self-management: analyzing the task

Read aloud the tip as a class. Highlight that planning is an important part of writing. Students write the four section names, and then add a short list of words or phrases they want to include for the main sections (description and opinion). They can check off each word or phrase as they use them, or they can use this as a checklist once they have completed the writing task, to check if they have used all the words and phrases.

Sample Material © Pearson 2023

LESSON 9
Writing skills

A blog post

1 Read and write.

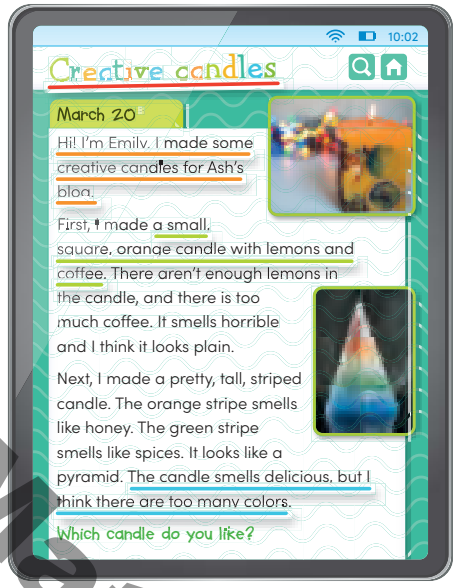
1 Who wrote this blog?
Emily

2 What is the blog about?
some candles she made

2 Read again. Find and underline in Emily's blog.

1 a heading
2 an introduction
3 a description of the first candle
4 an opinion of the second candle

Writing focus
Adjectives always go in this order:
quantity + opinion + size + age + shape + color + noun
There are two horrible, large, new, round, purple gels.



Let's write!

3 Write a blog post.

Think Think of or imagine an item you have made. What was it like?

food | fashion | crafts

I made a scarf. It was soft, colorful and woollen.

Get ready Work with a partner to answer these questions:

What's the heading for your blog?
How can you describe your item?
What's your opinion of your item?

Plan and write Analyze the task and write your blog post. Workbook page 49

Tip
Self-management: analyzing the task
Make sure you understand the writing task. Make a list or map of the different sections you need to include in your blog, then add more detail to the sections.

Heading
↓
Introduction
↓
Description
↓
Opinion

56

I can write a blog post.

Workbook page 49

1 **Put the words in order to make sentences.** *2 One candle is square and orange. 3 I think it smells horrible. 4 Next, I'm going to make a large, striped candle*
2 **Plan your blog post.** Students work on their own to plan the topic, a description, and an opinion for the post.
3 **Write your blog post in your notebook.**

- If suitable, give each student a piece of paper and ask them to work on their own to write a final draft of their blog post.

Teaching star

Learning to learn To encourage collaboration and peer support, students can exchange their blog posts with a partner and give each other constructive and positive feedback. They follow the usual procedure of identifying two points to praise and making one suggestion for improvement.

ACHIEVE

Students write a blog post of six to eight sentences, containing a title, an introduction, a description, and an opinion. Their blog post is written in a chatty style, using informal language, and contains a range of adjectives in the correct order. They demonstrate that they have analyzed the writing task and created a plan before they started writing.

SUPPORT

Students write a shorter blog post of four or five sentences. They include a description with adjectives in the correct order. Before they start writing, they create a list or map of the contents of their blog, containing a few details, to help them structure the task.

STRETCH

Students write a longer blog post of nine or more sentences, containing descriptions of more than one item as well as a few opinions. Their descriptions contain multiple adjectives in the correct order and some descriptive phrases (*looks/smells/tastes* + adjective, *looks like* + noun). They may also include some linking words to show sequence (*first, next*) and reasons to support their opinions (*too much/many, not enough*). Before they start writing, they create a detailed plan.

Extra activity (fast finishers) Students make drawings or diagrams, or find pictures, to illustrate their blog post.

Wrap-up

- Display students' blog posts on the classroom walls. Encourage students to read each other's work, then have a class vote for the creative item most students would like to make.

Workbook page 49

4 **Reflect.** Students discuss the statements in pairs. Have a class discussion, encouraging students to share their ideas on the reflection points.

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Objectives

Lesson aim: review target language from Unit 4

Target language: adjectives, food and taste adjectives, ingredients; *There's too much/many/not enough …* *What does … look/taste/feel/smell like? It looks …*

Materials: Audio; (optional) Video 4A, Video 4B

GSE Skills

Speaking: can take part in a very simple conversation on a familiar topic, e.g., their home, family, school, if the other speaker repeats questions as necessary and speaks slowly and clearly (32); can contribute to simple discussions when asked a question by the teacher (39)

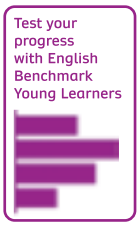
Writing (WB): can write simple sentences about familiar things, given prompts or a model (32)

Reading (WB): can identify key information in short, simple, factual texts (34)

Teacher toolkit

Video review

Play Video 4A and Video 4B again to reinforce the theme of appreciating creativity. Ask students to raise their hands when they see or hear something that shows creativity – whether in the way someone lives, or in the way someone deals with problems, or something relating to artistic creativity. Pause the video and ask students to explain.



The middle of Level 5 is a good time for students to take the English Benchmark Young Learners test to supplement in-course assessment. The formative information it provides can help inform remediation, summer assignments or planning for the following year. Having students take a test twice a year enables teachers to track their progress throughout elementary school. English Benchmark Young Learners is aligned to internationally recognized measures, and therefore can also be used to assess readiness for external high-stakes exams. For more information on using English Benchmark Young Learners, administering the test, and interpreting scores, please visit pearsonenglish.com/benchmark.

Warm-up

- Ask questions to elicit the unit vocabulary: *Who can tell me an adjective to say what something looks/tastes/feels/smells/sounds like? Who can tell me an ingredient in cakes?*
- Ask questions to elicit the Lesson 5 structures: *Who can make a sentence, using* too much / too many / not enough*?*

You can do it!

1 4.11 **Listen and write.**

- Students read the gapped sentences and think about how to complete each sentence.
- Play the audio, pausing after each for students to write the answer.
- Elicit and check answers as a class.

SUPPORT Write all the answers on the board for students to choose from when they write. Then drill the sentences. Play the audio again, pausing before the answers for students to complete.

STRETCH Students write three more sentences to illustrate the use of *too much*, *too many*, and *not enough*.

Audioscript (track 4.11)

1 What do you think of the cake? // There's too much frosting.
2 Do my cookies taste good? // Yes, they do, but there aren't enough spices.
3 Do we have enough ingredients to make a cake? // Erm, I don't think so. There isn't enough butter.
4 Do you like the pizza. // No, I don't. There are too many olives.
5 Hmmm that cake smells like coffee! // Yes! I think there's too much coffee.

2 **Read and match. Then write.**

- Students read the questions and gapped answers. They use the adjectives in the answers to match them to the questions.
- Students work on their own to complete the answers with the correct verb.
- Students compare answers in pairs, then elicit and check answers as a class.

SUPPORT Work with students to match the adjectives in the gapped sentences with the nouns and verbs in the questions, e.g., *sour – lemon taste*. Elicit that they will need to add an *-s* to each verb in the sentences, e.g., *It tastes sour.*

STRETCH Students write three more questions, following the same structure. They work in pairs, taking turns to ask their questions for their partner to answer.

3 **Let's talk! Tell a friend how you were creative this week.**

- Students work in pairs to answer the Let's talk! question, which links back to the question they discussed at the start of the unit.
- Then have a class discussion, encouraging students to share their ideas freely (possibly using the topics listed). This gives students an opportunity to showcase their learning, and to notice how well they are progressing with their English.

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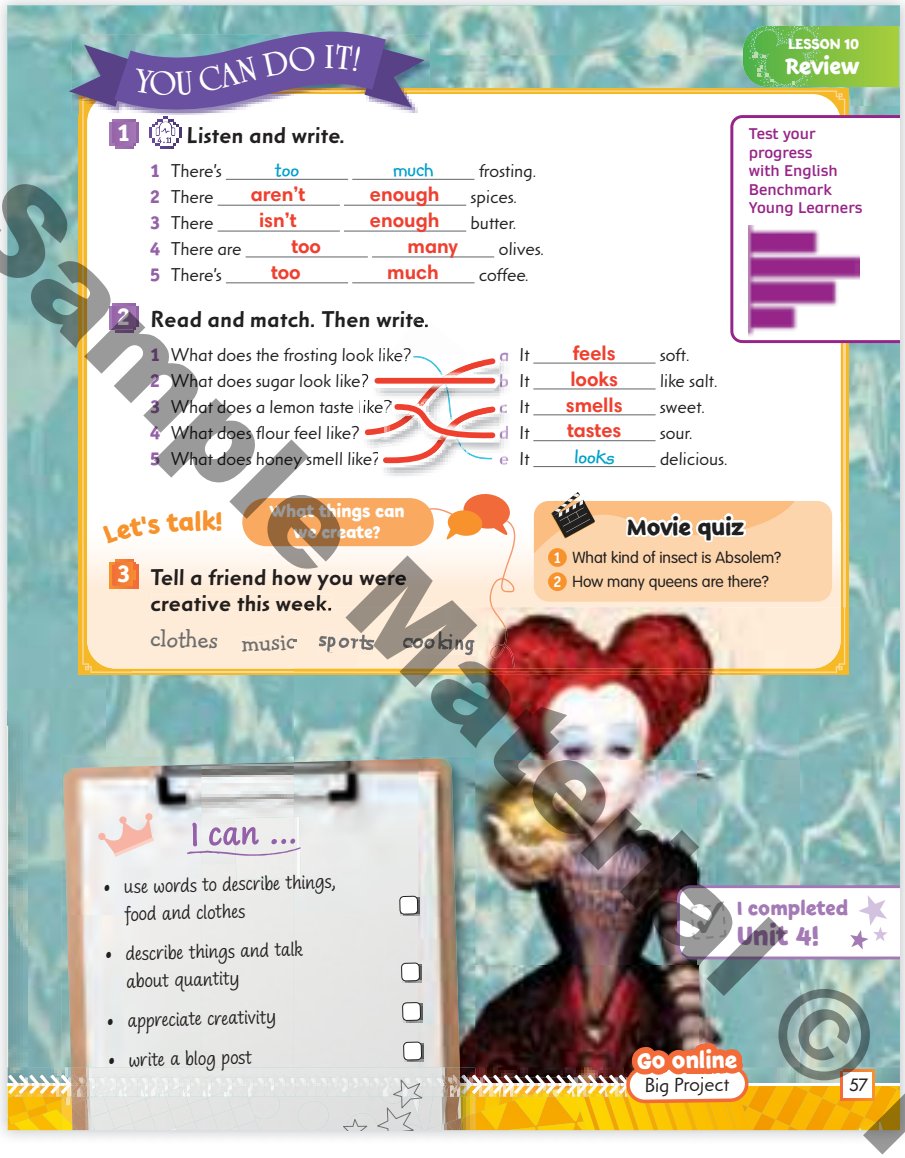

Movie quiz Students do the quiz on their own or in pairs.
(***Answers:*** *1 butterfly, 2 two*)

I can ...

- Read aloud the statements with students, and ask them to check the ones they feel confident about.
- Invite students to demonstrate ability for each statement they have checked.
- Provide students with extra practice in areas where they may need further consolidation.

Extra activity (whole class) Students think about the words they have learned in this unit and choose any word that they particularly like, e.g., because the meaning is positive, it describes them, they like the sound of the word, it is easy to remember. Elicit words from individual students, and ask them to explain why they like the word. Elicit example sentences using each word.

Wrap-up

- Students say something creative they are going to do in the next week, e.g., *I will make a present for my dad.*
- Students reflect on what they learned in Unit 4. Ask: *What was your favorite activity and why? What's the most interesting thing you learned?*

Workbook pages 50–51

My progress journal

1 **Read, choose, and write.** *2 checked, 3 olives, 4 frosting, 5 sugar, 6 shiny*

2 **Read and write. What do you think of Flo's picture? Discuss with a friend.** *2 They look like green grapes. 3 It tastes like coffee, 4 There aren't enough spices in it. 5 The cookies are too sweet.*

3 **Complete your journal.**
Star progress Students color the stars and complete the sentences to reflect their feelings about the unit.

Unit 4 Exam practice

Audioscript see p.253

Listening

1 4.4 **Listen, color, and write.** *Students color the stripes on the table green, the olives black, and the honey yellow. They write "Delicious" on the window and "flour" on the paper bag.*

Reading and Writing

2 **Look at the three pictures. Write about the story. Write 20 or more words.**
Possible answer: *The girl made a cake for her little brother. She mixed flour, butter, sugar, and milk in a bowl. Then she baked it in the oven and put strawberry frosting on it. It looked like a strawberry, and it smelled delicious. Her brother was very happy.*

Speaking

3 **Talk about the store in 1 based on cues.**
What's the name of the store? Delicious food. What does the cheese smell like? It smells horrible. Is there enough honey? No, there isn't. What's the baker's name? Jim. What does the honey taste like? It tastes sweet. Is there enough flour? There's too much flour.

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