


4 Curious and creative!

What things can we create?

? Look, think, and wonder.

- 1 What can you see?
- 2 Which clothes do you like?
- 3 Which clothes do you think are the most creative?

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

→ Which words describe patterns?

Vocabulary

- 1 dotted
- 2 shiny
- 3 plain
- 4 strange
- 5 checked
- 6 striped



Disney
ALICE
THROUGH THE
LOOKING
GLASS
Storyboard



2  Watch the video and answer.

Appreciating creativity

- 1 How is Alice different from other people?
- 2 How is The Mad Hatter creative?
- 3 "Anything is possible!"
What is unusual about Underland?

Social awareness

3  Listen and write.



Alice doesn't like 1 plain clothes.
She's wearing a colorful 2 skirt from China. The Mad Hatter is Alice's friend.
He lives in Underland. He's wearing a dark green coat. It's 3 strange. The Mad Hatter makes 4 hats. His hat has a pink, 5 ribbon on it.
Will he make Alice a 6 hat, or a striped hat?

4 Describe what you are wearing.

I'm wearing a striped shirt and shiny shoes.

1 What adjectives do you know?

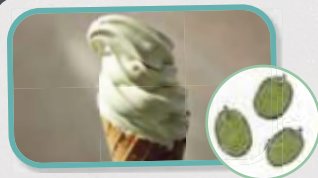
2 Read and listen. Then match.

size	color	pattern	look
tiny	light	dotted	strange
	pink		modern

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.

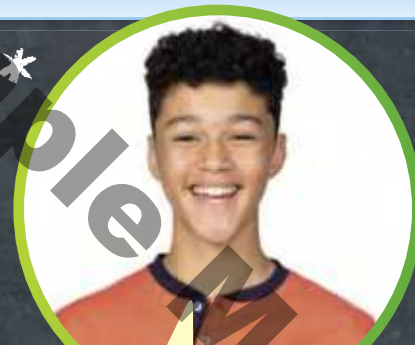


3 Honey burger

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**. ☒
- b It was **delicious**. ☐
- c They were **sweet**. ☐
- d It was **horrible**. ☐

3 Imagine and write for you.

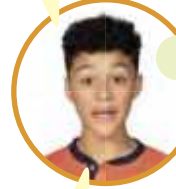
I tried a coffee and chocolate cake.
It was sweet and delicious!

I tried _____.

It was _____.

4 Describe an unusual food to a friend.

I tried a pizza with pineapple and olives on it.



It was horrible!

What was it like?



Ask your friend to give reasons for their views:

Why didn't you like it?
Why was it (horrible)?

I can use words related to food.

3 Read, think, and say with a friend.

Grammar Heroes

page 122

Describing something

What does it	look / sound / feel / smell / taste	like?
It	feels smells tastes looks sounds	hard. horrible. delicious. like a heart. like a bird.

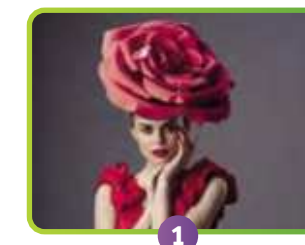
4 Ask and answer with a friend.

What does it look like?

It looks like a flower.

It's the hat!

Yes!



5 Describe something in your classroom to a friend.

It looks small. It smells sweet.
It tastes like fruit. It's my snack.

I can describe things.

1 Watch, read, and circle.



Mirana took a tart from the kitchen and ate it. It **1 looked** / **sounded** delicious. It **2 felt** / **smelled** like strawberries. It **3 looked** / **tasted** sweet. Her mother asked "Where is the tart?" Mirana didn't tell the truth. Iracebeth was sad and angry. She ran out of the palace. She fell and hit her head. Now her head **4 looks** / **smells** big.

2 Watch again. Read and write.

modern shiny soft **sour** creative

- 1 The tart doesn't taste **sour**.
- 2 The Red Queen's dress looks _____ and _____.
- 3 The White Queen's dress looks _____.
- 4 The White Queen's voice sounds _____.



Charlie's creative cakes



1 Look at the story and answer.

- 1 What kind of food is in the story?
- 2 What do you think the king is like?
- 3 Is this fiction or non-fiction?

Many years ago, in the Kingdom of Battenburg, there was a lazy, mean king. King Kucher liked eating cake, but he didn't like sharing. One day, he said to the people, "You aren't important enough to eat cake. All cakes are for me. You can eat bread." The people thought the king was horrible.

King Kucher ate delicious cake for breakfast, lunch, and dinner. He ate too much cake. Every day, the people worked hard and ate their bread. They forgot what cake tasted like.

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

Charlie lived with his parents. They were bakers, and they baked bread. Charlie loved books. One day he said to his mother, "There aren't enough books in town. Please can I have a book for my birthday?" His mother found an old recipe book. "You can have this."

Charlie read recipes for delicious cakes: big cakes with shiny **frosting**, coffee cakes, sweet honey cakes, and sour lemon cakes. He asked, "Can we make a cake?"

His father said, "It's too dangerous. The king's men put cake bakers in the castle."



Think!

What food do the cakes look like? Look and check your answers on page 122.

Charlie was smart. He said, "What if we make a cake, but it doesn't look like a cake?" Charlie and his parents put **butter**, **flour**, eggs, **spices**, milk, and sugar in a bowl. "That's enough sugar," explained his dad. "Don't put in too much."

The cake baked in the oven. It smelled delicious! They put chocolate frosting on the cake. "It looks like bread!" said Charlie.

The next day, the king's men looked at the bread in the baker's shop. They didn't see the cake.

Charlie didn't want to be like King Kucher, so he shared his recipes and ideas with his friends. Soon the town smelled like sugar and spices.

On Saturday, they all had a picnic in the countryside. At the town gate, the king's men looked in their bags and said, "It's just a picnic, there isn't any cake here!"

"This is the most creative picnic ever!" said Charlie, laughing.

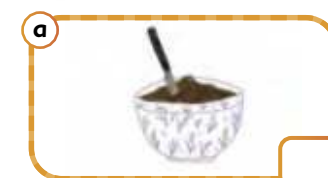
3 Read again and write.

- 1 Who eats cake every day?
The King eats cake every day.
- 2 Why is it dangerous to make cake?

- 3 What do the people do at the end?

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

200g brown sugar
200g soft 1 butter
4 eggs
200g white 2 _____
2 tablespoons milk
some 3 _____
100 g chocolate 4 _____



5 Discuss with a friend.

Appreciating creativity

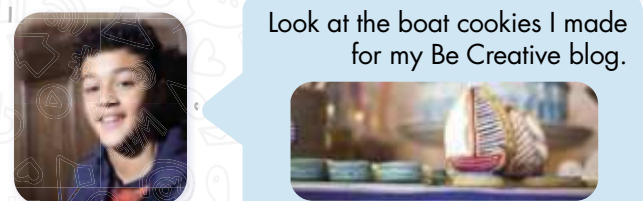
- 1 Where does Charlie find his ideas?
- 2 What makes the cake look like bread?
- 3 What do the people learn to make?

Social awareness



I can read a traditional story about being creative.

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



Look at the boat cookies I made for my Be Creative blog.



They look delicious, but there aren't enough sails.



I didn't have enough paper.

Do they taste good?

Hmm... there are too many spices in the cookies. And there isn't enough frosting. I want to make some more, but there isn't enough sugar or butter.

Well, I like the frosting.

There are too many cookies for my family – do you want some?

Yes, please! 😊 I want to be creative like you!

You can be creative! Why don't you make something for my next blog?

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

- There aren't enough spices in the cookies. F
- There's too much frosting.
- There isn't enough sugar.
- There are too many cookies for Ash's family.

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 Listen and repeat. Draw arrows when the nouns go up and down.

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

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

You need:

- 1 x checked paper
- 2 x dotted paper
- 2 x striped paper
- 3 x plain paper



There's too much checked paper.

Go online
Phonics

I can describe quantity.

Extra Lesson



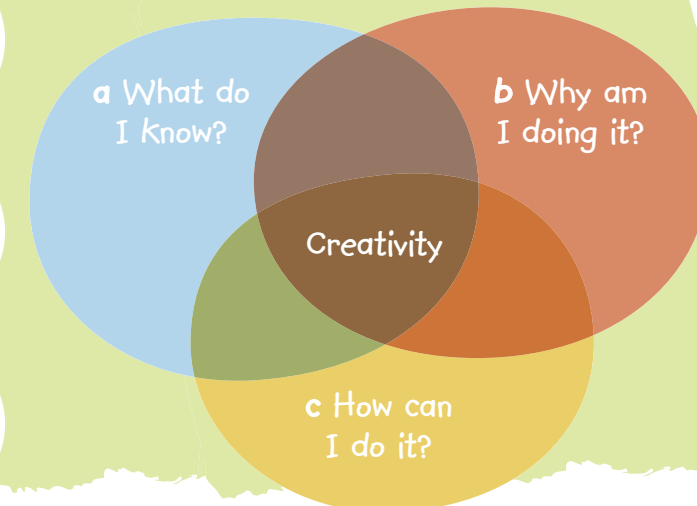
Appreciating creativity

1 How do characters in the unit show creativity?

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

Creative people:

- Ask questions like why, how, and what if?
- Aren't afraid to make mistakes.
- Use what they know already.
- Share ideas.
- Solve problems.
- Try new things.



- I want to make an unusual present for my mom.
- I know she likes striped things and drinking coffee.
- I can buy a plain cup and paint stripes on it.

3 Choose a picture and answer with a friend.

What questions did the creator ask?

What skills do they have?

What new things did they try and why?



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

- Which idea is the most creative?
- Did you have similar ideas?
- Which strategies from 2 did you use?



Useful Language

They aren't afraid to ...
What if we ...?
They know how to ...

Reflect

When is it good to be creative?

Social awareness I can appreciate creativity.



Chemistry and food

1 Read, listen, and answer.

- Where does the energy come from to make a cake?
- What happens when you melt chocolate?
- What does cooking do to an egg?

Reading strategy

For example and e.g. can help you understand new words and ideas in a text.

2 Vocabulary Read and complete.

- When we cook ingredients, a chemical reaction happens.
- When we freeze a liquid, it turns into a solid.
- Melting chocolate is a change.
- Cooking eggs is an change.
- The cold liquid becomes a solid when it touches the warm air.
- Cooks can make gels into many different shapes.

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



In the film *Alice Through the Looking Glass*, the delicious tarts looked like flowers. Chemistry can make cooking even more creative.



Every time you cook a meal, it's science!

For example, we stir cake ingredients and cook them in an oven. The energy from the hot oven changes the ingredients into a cake. This is a **chemical reaction**. The cake looks, tastes, smells, and feels different from the ingredients.

Reversible and irreversible changes

We can change ingredients into other things by stirring, cooking, and freezing.

For example, we can stir and freeze ingredients to make ice cream. We can change a liquid into a solid by freezing it.

We can change a solid into a liquid by melting it. For example, we can melt cheese.

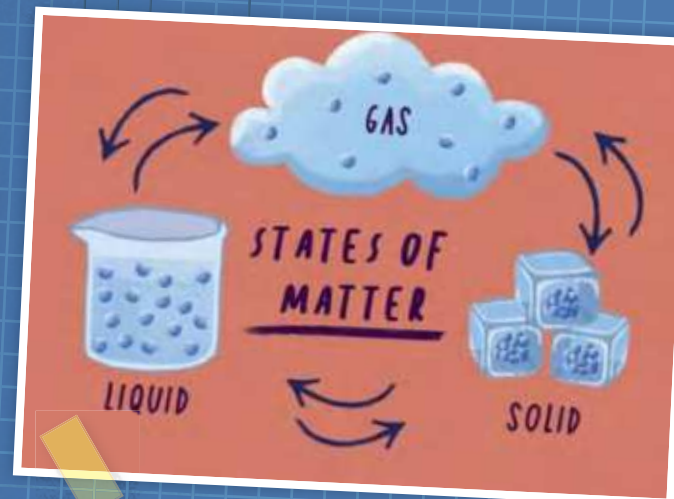
Some changes are **reversible**. When we melt chocolate, it changes from a **solid** to a **liquid**. When we cool the liquid chocolate, it changes from a liquid back to a solid.



Some changes are **irreversible**. When we cook an egg, it changes from a liquid to a solid. We can't change the cooked egg back to liquid – the change is irreversible.



I can read and understand about food chemistry.



Creativity with chemistry

Modern cooks use science to create amazing foods. For example, they use a very cold liquid to freeze ingredients quickly. It's a quick way to make ice cream and it looks amazing! The liquid freezes the cream and at the same time, it becomes **gas** when it touches the warm air.

A **gel** is strange because it is both a liquid and a solid. It's solid on the outside, but liquid on the inside. It can taste like fruit, meat, vegetables, or fish. Cooks can be creative



with gels because they can make them into any shape. They can look like a ball, a cube, or even a pyramid.

1 Listen. Where did Ash eat lunch?

Listening strategy

The first time you listen, try to get a general idea. Don't worry about details.

2 Listen again and complete.

Menu

We use 1 chemical reactions to make exciting food. Our ingredients are delicious and unusual.

Carrot plant

Noodles with 2 , olive oil, and carrots.

Honey and fruit 3

Delicious balls of strawberry, honey, and mango.

Quick freeze ice cream

From liquid to 4 in seconds in a cloud of 5 .

MINI-PROJECT

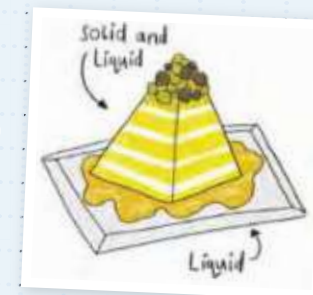
3 Invent a creative meal.

THINK What unusual meals do you know?

PLAN Invent and write notes for your meal.

Workbook page 48

SHARE Present your meal to the class.



I can invent a creative meal.

A blog post

1 Read and write.

1 Who wrote this blog?

2 What is the blog about?

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.



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

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

I can write a blog post.

YOU CAN DO IT!

1 Listen and write.

- There's too much frosting.
- There are spices.
- There is butter.
- There are olives.
- There's coffee.

2 Read and match. Then write.

- | | |
|-------------------------------------|------------------------------|
| 1 What does the frosting look like? | a It <u>looks</u> soft. |
| 2 What does sugar look like? | b It <u>looks</u> like salt. |
| 3 What does a lemon taste like? | c It <u>looks</u> sweet. |
| 4 What does flour feel like? | d It <u>looks</u> sour. |
| 5 What does honey smell like? | e It <u>looks</u> delicious. |

Let's talk!

What things can we create?

3 Tell a friend how you were creative this week.

clothes music sports cooking

Movie quiz

- What kind of insect is Absolom?
- How many queens are there?

I can ...

- use words to describe things, food and clothes ☐
- describe things and talk about quantity ☐
- appreciate creativity ☐
- write a blog post ☐

✓ I completed Unit 4! ★★

Go online
Big Project