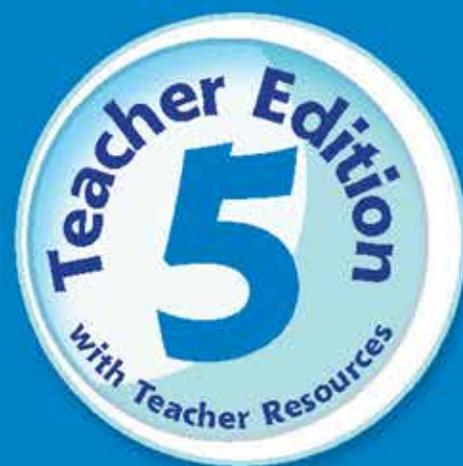


# Story Central PLUS



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# Real or Imaginary? Overview



### The children will:

- use critical thinking skills to identify different materials.
- talk about things using *be made of* and *be used for*.
- read and understand a poem about a fantasy land.
- talk about different facts using the present passive.
- describe the chocolate-making process.
- find out about how tempera paint is made.
- write their own poem about a fantasy land.

### Key Vocabulary

**Materials:** cotton, glass, leather, plastic, silk, silver, wood, wool

**Verbs to describe processes:** collect, deliver, dry, grind, mix, pick, remove, roast



### Key Grammar

*be made of / be used for*

- What's the bag made of? It's made of cotton.
- It's used for carrying shopping.

Present passive

- Soccer is played at my school.
- Spanish and English are spoken in a lot of countries.

### Reading Skills

**Story:** *This Strange Land*

**Genre:** fantasy poem

### Literacy Development

- use reading skills to understand and predict content
- relate story theme to personal experience
- use adjectives for more descriptive writing

### Functional Language

- I'm hungry. Those ... look good.
- Help yourself!
- Thanks! Did you make them?
- No, I didn't. ... made them.

### Spelling

Different types of past participles

### CLIL: Art—How tempera paint is made

The children find out about the process of making tempera paint.

## Competency Focus

### The children will:



use critical thinking skills to deduce the meaning of new vocabulary. (Lesson 1)  
predict the content of a story. (Lesson 3)



activate new vocabulary and apply new grammar knowledge. (Lesson 2)  
apply new grammar rules in a familiar context. (Lesson 5)



work in pairs to act out a dialogue. (Lesson 3)  
work in pairs to describe a process. (Lesson 6)



relate the story theme to their personal experience. (Lesson 4)  
invent and write a poem. (Lesson 8)  
evaluate their own progress in the chapter. (Review)



research different products and how they are made. (Lesson 7)

## Digital Overview

### Teacher Presentation

#### Student eBook and Digital Activity Book

- Oral Storytelling Video 5.1: *The Gold Harvest*
- Interactive versions of AB activities
- Integrated audio and answer key for all activities

### Teacher resources for planning, lesson delivery, and homework

#### Teacher Resource Center

- Class Planner Chapter 5
- Worksheets to print out (including notes and answers):
  - Grammar Worksheet 5A: *be made of / be used for*
  - Grammar Worksheet 5B: Present passive
  - Oral Storytelling Video Worksheet 5: *The Gold Harvest*
  - Phonics Worksheet 5
  - CLIL Graphic Organizer 5
  - Writing Template 5
  - Test Chapter 5 and Mid-year Test
- Test Generator
- Literacy Handbook

### Watch the Oral Storytelling Video



### Children's resources for consolidation and practice at home

#### Student eBook and Reader eBook

- Oral Storytelling Video 5.1: *The Gold Harvest*

#### The Inks Student's App

**Vocabulary games:** Materials and Verbs to describe processes



Cooler: Play "I Spy"

Adapt the traditional "I Spy" game to practice materials, e.g. *I spy with my little eye something made of glass. (window)* Have the children take turns making clues.

Competency Focus



Think! Critical Thinking

The children use critical thinking skills to understand the new vocabulary by using visual clues and processing the written and spoken forms.

Real or Imaginary?

Vocabulary

**Lesson objectives:** identify and use vocabulary for different materials

**Key vocabulary:** cotton, glass, leather, plastic, silk, silver, wood, wool

**Materials:** Track 5.1

**1 Listen and write the prices.**

1 sweater \$25.50 5 boots \$160  
 2 dress \$150 6 ring \$15.99  
 3 necklace \$5 7 handbag \$12.99  
 4 T-shirt \$9.99

**2 Listen again and write the words next to the clues.**

1 It's very soft and warm. **wool**  
 2 The cloth is so light. **silk**  
 3 It's from an apple tree. **wood**  
 4 It's nice to wear when it's hot. **cotton**

5 It's strong and natural. **leather**  
 6 Gold is more expensive than this metal. **silver**  
 7 This is recycled from old bottles. **plastic**  
 8 Your things won't get wet. **glass**

**Boy:** Gold is more expensive than silver. This is silver and green glass. The glass is recycled from old bottles. This ring is \$15.99.

**Girl:** I love this handbag. It's purple, plastic, and shiny.

**Boy:** Your things won't get wet in the rain. And it's only \$12.99.

Answers

1 sweater \$25.50 2 dress \$150 3 necklace \$5 4 T-shirt \$9.99  
 5 boots \$160 6 ring \$15.99 7 handbag \$12.99

2 Listen again and write the words next to the clues.

- Ask the children to look at the first clue. Ask which picture it refers to and which material. (picture 1, wool)
- Play Track 5.1 again. They listen for familiar words they know to help them identify the materials, choosing from the words supplied.
- Elicit answers.

Answers

1 wool 2 silk 3 wood 4 cotton 5 leather 6 silver 7 glass  
 8 plastic

Optional activity: Design an advertising poster

Ask the children to draw a boy or a girl wearing an expensive outfit, including jewelry, and to label all the objects. Have them add advertising captions, e.g. *a light silk dress, an expensive gold necklace*, etc. They could also add prices.

Warmer: What's made from a tree?

Draw a picture of a tree on the board. Ask *What can be made from a tree?* (a chair, a door, a table, a ruler, etc.) Give the children two minutes to make a list of as many objects as possible. Elicit answers.

1 Listen and write the prices.

- Write some prices on the board and have the class say them, e.g. \$3.50, \$12.99, \$75.00.
- Divide the class into pairs to identify the objects pictured. Ask *What are they made of? Are they expensive?*
- Play Track 5.1. The children listen and complete the prices. Elicit answers.

Audioscript

**Boy:** How much is that red sweater? It's great.

**Girl:** It's only \$25.50. It's wool. Wool is very soft and warm.

*Ooh, that's a beautiful dress. The cloth is so light. It's silk.*

**Boy:** How much is it?

**Girl:** Hm, \$150. It's expensive. And this necklace is beautiful.

*It's wood from an apple tree. Wow, it's only \$5. I'm going to buy it!*

**Boy:** I like that T-shirt. \$9.99. That's cheap! It's 100% cotton so it's nice to wear when it's hot. Do you like these boots?

**Girl:** Oh, yes! I like leather. It's strong and natural.

**Boy:** Hm... \$160. They're expensive.

**Girl:** I have a ring like this, but mine is gold.

**1 Unscramble and write the words. Then look and number.**

1 a cool **clock** ..... T-shirt  
 2 some **wood** ..... for the fire  
 3 a **tie** ..... for Grandpa  
 4 some **leather** ..... boots  
 5 some **wool** ..... for a new scarf  
 6 a **plastic** ..... ruler for school  
 7 a **silver** ..... clock for Mom's birthday  
 8 a **glass** ..... lamp for my bedroom

**2 Write true or false.**

1 You can see your face in a silver cup. **true**  
 2 Wood isn't natural - people make it. **false**  
 3 Plastic is always hard. **true**  
 4 Glass usually breaks when it hits something. **true**  
 5 Wool is warmer than cotton. **true**

**3 Look for things in your classroom. Tell a friend.**

Your watch is silver. **There isn't any wood.**

**4 Choose a way to categorize the new words in your notebook.**

1 Unscramble and write the words. Then look and number.

The children unscramble and write the materials. They then number the objects in the picture. Elicit answers.

Answers

1 cotton (t-shirt) 2 wood (wood) 3 silk (tie) 4 leather (boots) 5 wool (balls of wool) 6 plastic (ruler) 7 silver (clock) 8 glass (lamp)

2 Write true or false.

The children write true or false for the sentences. Elicit answers, including the correct version of the false sentences.

Answers

1 true 2 false 3 false 4 true 5 true

3 Look for things in your classroom. Tell a friend.

The children find items in the classroom and discuss what they are made of in pairs. Then have them say which materials are absent.

4 Choose a way to categorize the new words in your notebook.

Have the children brainstorm appropriate categories in pairs. Prompt as necessary, e.g. *soft/hard, alphabetical order, most to least useful*. The children choose the best categories for them and list the words in their notebook.

Answers

Children's own answers.

## Grammar

**Lesson objectives:** talk about what things are made of and what they are used for

**Key grammar:** present passive—statements and questions with *made of / used for*

**Secondary language:** *condition, Moroccan, slippers, jewelry*

**Materials:** Grammar Worksheet 5A [TRC printout] (optional)

Lesson 2

1 Read. Who might buy these things and why?

For Sale sign in

**Cotton bag**  
Condition: new  
Description: big green bag made of cotton. It can be used for food or for clothes.  
Price: \$15

**New toy**  
Condition: new  
Description: This is a new toy train. It's made of wood and has red plastic wheels.  
Price: \$25

**Silver jewelry box**  
Condition: old  
Description: This little box is made of wood and is decorated with small pieces of silver. It's very old and beautiful and is used for jewelry.  
Price: \$18

**Moroccan slippers**  
Condition: new  
Description: These beautiful shoes are from Morocco and are made of soft leather. They're decorated with little glass beads.  
Price: \$20

**Recycled plastic handbag**  
Condition: new  
Description: This handbag is made of recycled plastic bags. It's orange and white. It can be used for money or pencils.

2 Read again and complete the chart. Then talk to a friend.

Object	Material	Price
bag	cotton	

3 Talk to a friend about your clothes and possessions.

What's your ... made of?  
What are your ... made of?  
It's made of ...  
They're made of ...

A: What's your shirt made of?  
B: It's made of cotton.

**Grammar Central**  
be made of / used for  
What's the bag ... made of...?  
It's ... cotton.  
It's ... carrying food from the supermarket.

Grammar Booster on page 65

## Warmer: Play "Word Ping-Pong"

Divide the class into two teams. You "serve" the first material, e.g. *plastic*. The first team names an object made of that material, e.g. *bag*. The teams continue taking turns with different materials/items. Each correct answer gets a point. The team with the most points wins.

## 1 Read. Who might buy these things and why?

- Have the children look at the objects for sale on the website and read the captions quickly. Ask *Who might buy these and why?* (e.g. *A friend might buy a jewelry box as a gift.*)
- Ask *Would you buy any of these objects? Why/Why not?*

## Answers

Children's own answers.

## 2 Read again and complete the chart. Then talk to a friend.

- Have the children read the text again. They write each object, material, and price in the chart. Elicit answers.
- Choose two children to read the example dialogue to the class. Then divide the class into pairs to practice using information from the chart.

## Answers

bag—cotton—\$15; toy—wood, plastic—\$25;  
jewelry box—wood, silver—\$18;  
slippers—leather, glass—\$20; handbag—plastic—\$8

## Grammar Central

## be made of / used for

Have the children complete the grammar examples. Elicit answers. Elicit the structures for describing materials (*is made of*) and what an object is for (*is used for*). The children write further examples in their notebook. For extra practice, try the **Grammar Booster** section in the Student Book (p. 74).

## Answers p. 74

Activity 1: 1 made of 2 are, used for 3 are made of 4 is used for 5 is made of 6 are used for

Activity 2: 1 made of, used for, d 2 made of, used for, a 3 used for, made of, c 4 made of, used for, e 5 used for, made of, b

## 3 Talk to a friend about your clothes and possessions.

- Choose two children to read the example dialogue.
- Divide the class into pairs to practice the dialogue using their own ideas on clothes/materials. Have pairs perform for the class

## Optional activity: Definitions

Ask the children to choose an object and write a sentence in their notebook about what it is made of and used for, e.g. *It's made of wood and glass. It's used for telling the time. (a clock)* Have the children read out their clues for the class to guess.

## Cooler: Play "The Shark Game"

Play the game using vocabulary from the chapter so far (see Games Bank p. 19).

## Competency Focus

## Learn

By reading the text and completing the chart, the children demonstrate their understanding of the new grammatical structures.

## 1 Match.

- 1 What's the box used for? a It's made of silk.  
2 What are your gloves made of? b It's used for my ink pens.  
3 What's your bag made of? c They're used for water or juice.  
4 What's that plate used for? d They're made of wool.  
5 What are the bottles used for? e It's used for cake.

## 2 Complete. Then choose another item and tell a friend about it.

- 1 What ... the robot ... made of...? It ... made of ... wood.  
2 What ... this bag ... used for...? It ... used for ... shopping.  
3 What ... the boots ... made of...? They ... made of ... leather.  
4 What ... the cap ... used for...? It ... used for ... sports.  
5 What ... that pen ... used for...? It ... used for ... coloring.  
6 What ... your sunglasses ... used for...? They're ... made of ... plastic.

## 3 Choose an item from the shopping website. Write a description with made of and used for.

Condition: ..... It's ..... and .....  
Description: This ..... is ..... Price: \$ .....

What kind of information should your description have?

## 1 Match.

The children match the questions and answers. Elicit answers, asking children to explain how they figured them out.

## Answers

1 b 2 d 3 a 4 e 5 c

## 2 Complete. Then choose another item and tell a friend about it.

The children complete the questions and answers. Elicit answers.

## Answers

1 's, made of, made of 2 's, used for, used for  
3 are, made of, 're made of 4 's, used for, 's used for  
5 's, used for, 's used for, 6 are, made of, made of

## 3 Choose an item from the shopping website. Write a description with made of and used for.

Elicit the items in the pictures and what they are made of / used for. The children choose one and write about it. Remind them to choose adjectives which will encourage people to buy their item! Ask *What kind of information should your description have?* (e.g. *adjectives, price, materials, etc.*)

## Answers

Children's own answers.

## Digital Resources

**Digital Activity Book** • Use the AB page to give feedback on activities, using the answer key or interactive digital activities, as appropriate.

**Student eBook, Digital Activity Book** • TIP With the answer key, you can show the answers all at once or one by one to customize feedback.

**Teacher Resource Center** • For extra grammar practice, print out Grammar Worksheet 5A.

## Reading: Story Extract

**Lesson objectives:** talk about food; use the title and pictures to predict story content; read the extract from the fantasy poem *This Strange Land* (start)

**Functional language:** *I'm hungry. Those ... look good. Help yourself! Thanks!*

*Did you make them? No, I didn't. ... made them.*

**Secondary language:** *ruled by, tower, free, sails*

**Materials:** Tracks 5.2 and 5.3

**Lesson 3**

1 Listen and read.

Mim: I'm hungry. Those cupcakes look good.  
Help yourself!  
Thanks, but just did you make them?  
No, I didn't. My dad made them.

2 Imagine that you are hungry. Talk to a friend about food.

3 Look at the story. What do you think is strange about the land?

4 Read the story extract and answer.

1 What are the queen's clothes made of?  
2 What do you think is going to happen to the boy on his journey?  
3 Is the strange land real or imaginary?

**THIS STRANGE LAND**

Let me tell you about my dream.  
When I sailed along a lemonade stream.  
In a boat made of let-tuce and sails made of cheese.  
To a land where chocolate grows on trees.

This strange land is ruled by a queen.  
She lives in a castle made of ice cream.  
The castle tower isn't made of stone.  
It's a delicious, yellow ice cream cone.

The queen's crown is made of gold.  
Her clothes are soft, white silk. I'm told.  
"Welcome" says the queen to me.  
"Help yourself to food. It's free!"

The chairs and tables aren't made of wood.  
They're made of cookies. They're very good.  
Sugar is used for windows and glass.  
The fields are made of green leather, not grass.

Reader Read the story in your Reader on pages 20-23.

### Warmer: Review *this/these* and *that/those*

Draw three circles (plates) on the board and invite three children to come to the board and draw food inside the circles, e.g. cookies, cakes, sandwiches. The children should explain, e.g. *This is a cupcake. These are sandwiches,*, etc. Point to one of the plates and ask *Are those cookies or cupcakes?* Invite children to comment.

### Functional language

#### 1 ))) 5.2 Listen and read.

- Play Track 5.2. The children listen and read along.
- Play Track 5.2 again for them to repeat.
- Divide the class into pairs to practice the dialogue.

#### 2 Imagine you are hungry. Talk to a friend about food.

- Choose two children to read the example dialogue.
- The children practice in pairs using the prompts supplied and adding details. Have pairs do a dialogue for the class.

**Note:** The Reading Strategy activity for this chapter is best done before you read the extract. See p. 121 and the Literacy Handbook for details.

#### Before reading

#### 3 Look at the story. What do you think is strange about the land?

- Have the children study the pictures. Ask *Is there anything different? What's the boat made of? What grows on the trees?*
- Ask the children to choose one strange thing to complete their answer.

#### 4 ))) 5.3 Read the story extract and answer.

- Have the children read the extract and answer question 1.
- Play Track 5.3. They listen and complete their ideas for questions 2 and 3.
- Elicit answers, but do not confirm predictions: explain that they will have to read the story to find out.

#### Answers

1 Her clothes are made of soft, white silk. 2 Children's own answers. 3 The land is imaginary.

**Lesson 3**

1 Write another correct word. Then choose, write, and act out.  
*dress / cake / birthday card / necklace / .....*  
That ..... looks great!  
Thanks.  
Did you make it?  
No, I didn't. ....

2 Read the story in your Student Book. Write F (fantasy) or P (poem).  
1 It tells you about what happened in a dream.   
2 You can read it with rhythm.   
3 There are rhyming words at the end of lines.   
4 It has weird creatures like a giant fish made of jell-o.

3 Circle.  
1 The boy is awake / asleep now.  
2 His boat is made of food / things you can't eat.  
3 The queen's castle is very cold / really warm.  
4 The queen is nice to / doesn't like the boy.  
5 In the strange land, everything is / most things are good to eat.

4 Who or what is the boy going to meet on his journey? Think and write.

#### 1 Write another correct word. Then choose, write, and act out.

The children choose another item to add. They then complete the dialogue about one of the items and act it out in pairs. Encourage the children to use what they know to adapt and extend the dialogue. Have pairs act out for the class.

#### 2 Read the story in your Student Book. Write F (fantasy) or P (poem).

The children read the Student Book story extract again, then write whether each sentence describes a fantasy or a poem.

#### Answers

1 F 2 P 3 P 4 F

#### 3 Circle.

The children complete the sentences by circling the correct word/phrase in each pair. Elicit answers.

#### Answers

1 awake 2 food 3 very cold 4 is nice to  
5 most things are

#### 4 Who or what is the boy going to meet on his journey? Think and write.

Elicit suggestions. The children write their own ideas, then compare with a friend. Elicit ideas.

#### Answers

Children's own answers.

### Cooler: What's the next word?

The children close their Student Book. Read the poem aloud, pausing to elicit the rhyming words, e.g. *Let me tell you about my dream, When I sailed along a lemonade ... (stream).*

### Competency Focus

#### Collaborate and Communicate

The children work together, putting into practice new functional language by acting out a realistic dialogue.

### Think! Critical Thinking

By analyzing visual clues and deducing from the context, the children use prediction skills to help them engage with the story.

### Digital Resources

**Student eBook** • Use *Highlighter* on SB Activity 1 speech bubbles. Focus on *cupcakes* and *dad*, and elicit different things you could say in this context.

**Digital Activity Book** • Display the AB page for Activity 4 feedback. Have children use *Pen* to write their version of who or what the boy is going to meet on his journey. Elicit who in the class had the same response.

# THIS STRANGE LAND

1  
Let me tell you about my dream,  
When I sailed along a lemonade stream,  
In a boat made of lettuce and sails made of cheese,  
To a land where chocolate grows on trees.

This strange land is ruled by a queen,  
She lives in a castle made of ice cream,  
The castle tower isn't made of stone,  
It's a delicious, yellow ice cream cone.

The queen's crown is made of gold,  
Her clothes are soft, white silk, I'm told.  
"Welcome!" says the queen to me,  
"Help yourself to food. It's free."

The chairs and tables aren't made of wood,  
They're made of cookies. They're very good,  
Sugar is used for windows, not glass,  
The fields are made of green leather, not grass.

2  
The queen never smiles. She just looks sad,  
Is living here really so bad?  
She says to me, "Make yourself at home,  
But don't catch the fish when you're alone."



My boat sails slowly through  
night and day,  
Passing mountains and cotton fields  
along the way,  
There are clouds made of wool and trees  
of bread,  
And cute paper birds fly over my head.

3  
In the water are small chocolate fish,  
They swim around and splash and splish,  
"Let's catch a chocolate fish," I think.  
I need something now to eat and drink.

I sit in my boat and catch some fish,  
They aren't easy to catch, but they're easy to miss,  
"I've caught one!" I shout. "Don't let it go!"  
But the boat starts to sway to and fro.

4  
Where the stream meets the big gray sea,  
There is nothing for miles, just the boat and me,  
When the wind blows, the boat starts to shake,  
When the rain falls, the monsters wake.

5  
Then a giant fish made of lemon jell-o,  
Jumps out of the water. He's big and yellow!  
He opens his mouth to take a bite,  
I can see his teeth in the moonlight.

6  
He smashes the boat with his big yellow tail,  
He eats the lettuce, and the cheese sail,  
"Remember, he's made of jell-o," I think,  
But then my little boat starts to sink.

7  
I pick up a plastic spoon and I give him a poke,  
The jell-o fish starts to cough and choke,  
"Wake up!" I shout, "It's only a dream,"  
Then I eat him for breakfast with strawberries and cream!

8  
My poor little boat is now broken in pieces,  
It floats in the water—tasty little lettuces,  
Next time I go sailing, maybe I should,  
Go in a boat that's made of wood.



**Lesson objective:** read and understand the fantasy poem *This Strange Land* in the Reader  
**Materials:** Track 5.4; Reader; Oral Storytelling Video Worksheet 5 [TRC printout] (optional)



## Warmer: Memory test

Ask the children (with Reader closed) to write down the seven food and drink items in the order they appear in the story extract. They check in their Reader. (*lemonade, lettuce, cheese, chocolate, ice cream, cookies, sugar*)

## Story Summary

This story is a boy's dream of a land made of food. He travels in a boat made of lettuce, visits a queen in an ice cream castle, and sees chocolate fish in the water. He fights a big yellow jell-o fish with a spoon.

**Theme:** the importance of using your imagination

## ))) 5.4 While reading

- Have the children look at the pictures in the Reader. Ask them to identify all the food in the pictures.
- Play Track 5.4. The children listen and read along. Ask *What happens to the boat? (It breaks.)*
- Ask questions to check comprehension, e.g. *What are the clouds and trees made of? (wool and bread) What happens when the boy catches a fish? (The boat sways to and fro.) What's the giant fish made of? (lemon jell-o)*
- Have the class read the story. Encourage them to enjoy using pronounced rhythm and cadence (see **Story Time**).

## After reading: Reflect

- Ask questions to give the children the opportunity to think about the issues raised by the story, e.g. *How do the pictures change as the story becomes more dangerous? Does the boy know it might be dangerous? Is the boy scared?*

## Optional activity: Create a story poem

Have the children write their own story poem in pairs. Elicit words which could be changed, e.g. *sail* → *swim*, *lemonade* → *cola*, *chocolate* → *candy*. Choose pairs to read out their story poems.

## Story Time

### Focus on rhythm

Read out the poem again, emphasizing the rhythm and cadence. Say lines for the children to repeat and tap out the rhythm with their hands, or you could use a musical instrument to set the rhythm. This is a fun way of focusing on stress and intonation patterns.

## Reading Strategy

### Visual Imagery

Visual Imagery is a very important strategy that good readers should apply while reading and listening to a story. It helps them personalize the story by building their own mental images as they read. It also offers good comprehension support.

For additional explanation and activities, see the Literacy Handbook on the Teacher Resource Center.

## Cooler: Act out the end of the story

Agree on mimes for the poem, e.g. *take a bite*—use hand gesture, *smashes the boat*—have them bang on the desk. Divide the class into pairs—one child mimes the boy and the other the giant fish. Read the last four verses out slowly and have the children mime their actions.

## Digital Resources

**Student eBook** • For the Warmer, have children use *Pen* to circle and link the food and drink items in order in the SB story extract.

**Reader eBook** • Show the Reader story one picture at a time as you play audio.

• Oral Storytelling Video 5.1 contains a different story on a related theme (*The Gold Harvest*). Watch and discuss it at the end of the lesson.

**Teacher Resource Center** • Print out Oral Storytelling Video Worksheet 5 to get the most out of the video.

## Reading Comprehension and Critical Literacy

**Lesson objectives:** understand and evaluate the story; relate story theme to personal experience; write a description of an imaginary land

**Materials:** Track 5.4; Reader; Oral Storytelling Video Worksheet 5 [TRC printout] (optional)

**Lesson 4 Time to Think**

- Read the story in your Reader on pages 20–23 again. How many different things are there to eat and drink?
- Comprehension**
  - Why did the boy want to catch chocolate fish?
  - What happens to the boat?
  - How did the boy escape from the giant fish?
  - Did you know something bad was going to happen? What were the clues?
- Critical Literacy**
  - Why do you think the queen was sad?
  - Would you like to visit an imaginary place like the strange land?

**Writing Workshop** Using adjectives to make your writing more interesting.

Find adjectives in the story and write them in the chart. Write some more descriptions for an imaginary land.

opinion	size	shape	age	color	material	noun
delicious	small			yellow	chocolate	fish

A beautiful, small, round, red flower.

**Writing Tools** Use adjectives to make your writing more interesting:  
beautiful, big, round, old, green, silk

**Text Connections** Do you know any other stories about imaginary lands?

**Note:** Please ensure that your class has read the Reader story before you do this lesson.

### Warmer: Story recap

Write up fantasy objects/events from the story on the board in random order and have the children put them in order, e.g. *He sees chocolate on trees. He meets the Queen. He catches a fish.,* etc.

### 1 ))) 5.4 Read the story in your Reader.

- Have the children read the story. (Alternatively, play Track 5.4 and have them read along.) Elicit whether they were correct in their predictions in Lesson 3 Activity 4.
- Elicit how many items of food and drink they found. (12—counting chocolate on trees and chocolate fish separately)

### 2 Comprehension

- Ask the children to look at the first three questions in the activity. Have them look at the story and find their answers. Elicit answers. Then discuss question 4. Remind them of how the style of the pictures changes, then have them complete their answer.

#### Answers

1 He was hungry/he wanted something to eat. 2 The jell-o fish eats it/smashes it with his tail. 3 He woke up./He ate it. 4 Children's own answers.

### 3 Critical Literacy

- Ask *Why is the queen so sad?* Elicit what the children like/do not like about the strange land. Ask *Is there a problem there?* Elicit that it is full of tempting food but the big fish is dangerous.
- Ask *Would you like to visit an imaginary land? Why/Why not?* The children then complete their personalized answers. Imagining themselves in the story context helps them engage as readers.

## Writing Workshop

Using adjectives to make your writing more interesting

### 4 Find examples of adjectives in the story and write them in the chart. Write some more descriptions for an imaginary land.

Read out the different types of adjectives. Explain that adjectives are used in the following order: *opinion + size + shape + age + color + material*. The children categorize the adjectives in the **Writing Tools** box, then find more examples of each category in the story. They write four sentences to describe their imaginary land in their notebook, using adjectives in the correct order. Elicit sentences.

#### Answers

Children's own answers.

### 5 Text Connections

- Elicit other stories about imaginary lands. Write the titles on the board. Ask children to give brief descriptions.

#### Optional activity: Find the mistake

Focus on word order with adjectives. Write sentences on the board containing an error in word order, e.g. *I ate a chocolate, brown, delicious cake*. Choose a child to come to the board and correct the order. (*I ate a delicious, brown, chocolate cake*.) Repeat with other sentences.

**Lesson 4 Time to Think**

- What are good and bad things in the strange land? Make notes.

good: chocolate fish  
bad: giant monsters

- Number the adjectives in order. Then match to a noun.

a She was a  young  beautiful boat.  
b This is my  green  small bird.  
c She wore a  gold  new crown.  
d In the sky was a  white  paper monster.  
e Suddenly I saw a  big  yellow queen.

**Story Creator**

The boy sailed/visited ... There are a lot of ...  
He looked excited/nice ... The ocean is full of ...  
I don't know where/what he ... I feel worried/happy about ...  
My strange land is ... I hope he doesn't ...  
It's an amazing/frightening ...

- Connect to Me

Do you always do what people tell you to do? Why?/Why not?  
..... because .....

### 1 What are good and bad things in the strange land? Make notes.

The children list good and bad things in the strange land. Elicit ideas and reasons.

#### Answers (suggested)

*good:* chocolate fish, chairs and tables made of cookies, chocolate grows on trees, free food, a nice queen  
*bad:* giant monsters, a sad queen, you can't catch the chocolate fish, ice cream castle is cold

### 2 Number the adjectives in order. Then match to a noun.

Say *She was a young, beautiful queen*. Elicit the mistake. Look at the example together and how to number the adjectives. The children order the adjectives and match to the nouns. Elicit answers.

#### Answers

a 2 young, 1 beautiful queen; b 2 green, 1 small boat; c 2 gold, 1 new crown; d 1 white, 2 paper bird; e 1 big, 2 yellow monster

### 3 Imagine the queen's diary entry for that day. Write it in your notebook. Use the Story Creator.

Use the **Story Creator** to elicit ideas. The children write a diary entry in their notebook, then compare with a friend. Have children read out their diary entry for the class.

### 4 Connect to Me

Elicit whether the children always do what people tell them to or not. Encourage them to give reasons. They write their own response, then compare with a friend.

### Cooler: Add an adjective

Write *I ate a cake* on the board. Children raise their hands to extend the sentence by adding an adjective and saying the new version. Write up the longer version each time if the child has inserted the adjective in the correct place, e.g. *I ate a delicious, big, round, fresh, brown, chocolate cake*. Repeat the activity with different sentences.

### Competency Focus

Me: Critical Literacy

The children use critical literacy skills to reflect on the story and relate it to their own experiences.

### Digital Resources

- Student eBook** • Have children use *Pen* to write the answers for SB Activity 2.
- Student eBook, Reader eBook** • The children can watch Oral Storytelling Video 5.1 at home with their family.
- If you haven't already, show Oral Storytelling Video 5.1 (a different story on a related theme).
- Teacher Resource Center** • If you haven't already, print out Oral Storytelling Video Worksheet 5 to do the support activities.

## Grammar and Reading

**Lesson objective:** make positive sentences in the present passive

**Key grammar:** present passive—statements with *be* + past participle

**Secondary language:** *penguins, silly, strange*

**Materials:** Track 5.5; Grammar Worksheet 5B [TRC printout] (optional); animal pictures (Warmer)

**Lesson 5**

1 Listen and read. Are there penguins in Africa?



Scarlett: The Strange Land sounds a bit scary, but amazing.  
Rufus: Yes, imagine a land where chairs are made of cookies and chocolate grows on trees. Mum!  
Yasmin: Hey, Angelo, true or false? 1) Chocolate grows on trees.  
Angelo: It's true! Chocolate is made from coconuts, and coconut trees are grown all over South America.  
Yasmin: That's right. 2) Brazilian is spoken in Brazil.  
Angelo: False. They don't speak Brazilian. They speak Portuguese.  
Yasmin: Correct. 3) Kangaroos are eaten in Australia.  
Angelo: True. They eat kangaroo meat in Australia.  
Yasmin: That's right. 4) Penguins are found in Africa.  
Angelo: No way! Penguins like cold countries.  
Yasmin: No, it's true. They live in South Africa, too.  
Angelo: 5) The moon is made of cheese.  
Yasmin: Now you're being silly!  
Angelo: Ha, ha, ha, ha!

**Write passive sentences.**

1 Farmers grow cocoa trees in South America.  
2 They speak Portuguese in Brazil.  
3 People eat kangaroos in Australia.  
4 You can find penguins in Africa.

2 Basketball is (play) ..... in India.  
3 Glass is (make) ..... of sand.  
4 Cotton is (grow) ..... on plants.

A: Ostriches are ridden in South Africa.  
B: Yes, that's true!

**Grammar Control**

Present passive  
Soccer is played at my school.  
Spanish and English ..... in a lot of countries.

**Grammar Booster**  
on page 75

## Warmer: Where do the animals live?

Show animal pictures or write animal names on the board, e.g. *elephant, camel, crocodile, polar bear*. Ask *Where do these animals live?* Write *Elephants live in India and Africa*. Elicit similar sentences following the pattern.

## 1 ))) 5.5 Listen and read. Are there penguins in Africa?

- Ask *Are there penguins in Africa?* Have a show of hands for yes/no. Play Track 5.5. The children listen and read along to confirm the answer. (*Yes, there are.*)
- Play Track 5.5 again. The children underline Yasmin's quiz questions. Elicit how the question is structured. (*the verb to be + a past participle*)
- Write on the board *The dogs eat sandwiches* and *Sandwiches are eaten by dogs*. Explain the concept of active and passive. Elicit further examples.

## 2 Write passive sentences.

- Have the children look at the example. Elicit how the passive is formed. (*the verb to be + a past participle*)
- They change the sentences from active to passive, then compare answers with a friend. Elicit answers.

## Answers

- 1 Cocoa trees are grown in South America. 2 Portuguese is spoken in Brazil. 3 Kangaroos are eaten in Australia.  
4 Penguins are found in Africa.

## Grammar Central

## Present passive

Have the children complete the grammar examples. Elicit answers. Elicit how the present passive is formed. (*the verb to be + a past participle*) The children write further examples with sports and languages in their notebook. For extra practice, try the **Grammar Booster** section in the Student Book (pp. 75–77).

## Answers p. 75

Activity 1: 1 is grown 2 are spoken 3 is served

Activity 2: are decorated 2 is taught 3 are played 4 is used  
5 are written 6 is made 7 is eaten 8 are given

## p. 76

Activity 1: 1 is grown 2 is washed 3 are collected 4 is used  
for 5 is delivered 6 are cut 7 are made of 8 are sent

Activity 2: a made, 4 b separated, 2 c picked, 1 d sold,  
6 e delivered, 3 f sewn, 5

## p. 77

Activity 1: 1 exciting 2 are visited 3 something 4 is located  
5 are spoken 6 is called 7 have lived 8 are found 9 used for  
10 are worn 11 made of 12 are produced 13 are sent

Activity 2: Children's own answers.

## 3 Complete with the correct form of the verb. Then talk to a friend.

- The children complete the sentences with the present passive, writing the past participle.
- Choose two children to read the example dialogue.
- Divide the class into pairs. They take turns asking and responding to true/false sentences using the information in the activity.

## Answers

1 ridden 2 played 3 made 4 grown

## Optional activity: Have a class quiz

Write *languages, sports, animals* on the board. Say *Tigers are found in the USA*. to elicit *true* or *false*. In groups, the children prepare a true/false quiz question for each category. Have groups take turns asking the class.

**Lesson 5**

1 Complete with the passive.



Do you like my painting of an imaginary land? All the houses 1 *make* ..... of wood and glass. They're bright because they 2 *paint* ..... in different colors. There aren't any cars or buses on the street but special trains 3 *use* ..... to take children to school. Interesting food 4 *eat* ..... in this land. The chocolate is delicious and it 5 *grow* ..... on magic trees. You can talk to everyone because only one language 6 *speak* ..... but it isn't English!

2 Unscramble and write. Then talk with a friend.

1 yellow / bedroom / . / is / painted / My  
..... My bedroom is painted yellow.

2 in my family / languages / are / Two / spoken / .  
..... My bedroom is painted blue.

3 . / on Sundays / In my house, / only eaten / is / cake  
..... Nice! My bedroom is painted yellow.

4 grown / Vegetables / in my garden / . / are  
.....

5 is / or dad / . / by my mom / always made / Lunch  
.....

3 Write about an imaginary land.  
In my imaginary land, the houses are .....  
..... are found .....  
The food is .....  
..... is spoken .....

## 1 Complete with the passive.

The children complete the text with the passive form of the verbs supplied. Elicit answers.

## Answers

1 are made 2're painted 3 are used 4 is eaten  
5 is grown 6 is spoken

## 2 Unscramble and write. Then talk with a friend.

The children unscramble and write the sentences. Elicit answers. The children then comment on the sentences in pairs, using their own experience.

## Answers

1 My bedroom is painted yellow. 2 Two languages are spoken in my family. 3 In my house, cake is only eaten on Sundays. 4 Vegetables are grown in my garden. 5 Lunch is always made by my mom or dad.

## 3 Write about an imaginary land.

Encourage the children to imagine their own land and write descriptions of it. Elicit descriptions.

## Answers

Children's own answers.

## Cooler: My country

Have the children give more examples of what is grown in their country, what animals are found there, and what sports are played. Write examples on the board. You could ask them to write a few sentences on the topic *My country* for homework.

## Competency Focus

## Learn

The children demonstrate their understanding of the new language by reading the text and completing the activity.

## Digital Resources

**Digital Activity Book** • Put the class into groups of six. Have groups discuss their ideas for AB Activity 3. The children use *Pen* to write details of their imaginary land, each child writing one detail. Take a class vote on which land the children would most like to visit.

**Student eBook** • Have children use *Highlighter* to identify the present passive in SB Activity 1.

**Teacher Resource Center** • For extra grammar practice, print out Grammar Worksheet 5B.

## Vocabulary, Listening, and Spelling

**Lesson objectives:** understand and talk about the chocolate-making process; practice spelling past participles

**Key vocabulary:** collect, deliver, dry, grind, mix, pick, remove, roast

**Secondary language:** cocoa pods, beans

**Materials:** Track 5.6; Phonics Worksheet 5 [TRC printout] (optional)

**Lesson 6**

1 Listen and write the captions. Which countries eat the most chocolate?

**Roast and grind the beans.** **Collect and dry the beans.**  
**Pick ripe cocoa pods.** **Deliver the beans.**  
**Remove the beans.** **Mix the paste with sugar and milk to make chocolate.**

**Spelling Central**  
 Use the verbs in the text. Write the past participles in the chart. Can you add more past participles?

+ -d	+ -ed	-y to -ied	irregular
removed	picked		

**70**

5 In the factories, the beans are cleaned and roasted. Then they are ground into a paste.

6 The paste is mixed with sugar and milk to make chocolate. People in Switzerland, Belgium, and the UK eat the most chocolate!

### Answers

1 Pick ripe cocoa pods. 2 Remove the beans. 3 Collect and dry the beans. 4 Deliver the beans. 5 Roast and grind the beans. 6 Mix the paste with sugar and milk to make chocolate.

### 2 Talk to a friend. Use the words from Activity 1 to talk about how chocolate is made.

- Tell the children to look at the examples. Elicit the rule again for making a passive and remind them about using past participles. Write irregular forms, e.g. *grind*—*ground*, on the board to help them.
- Divide the class into pairs to describe how chocolate is made. Monitor to check use of past participles.

## Spelling Central

### Past participles

Highlight the different spelling patterns in the chart. The children write the past participles of the verbs in Activity 1, writing them in the correct place. Elicit more examples. (e.g. *danced*, *walked*, *been*)

### Answers

+ -d: removed; + -ed: picked, roasted, mixed, collected, delivered; change -y to -ied: dried; irregular: ground

## Warmer: Pre-teach vocabulary

Pre-teach the vocabulary by giving definitions or sentences showing them in context, e.g. *The mailman delivers letters and parcels. Roast means making something very hot.* Repeat the definitions/sentences, pausing to elicit the key word.

### 1 ))) 5.6 Listen and write the captions. Which countries eat the most chocolate?

- Have the children look at the process of making chocolate. Pre-teach *cocoa pod* and *beans* by pointing to the pictures in the Student Book.
- Ask the children to read the captions in the box.
- Play Track 5.6 twice. They listen and write the correct caption next to its picture. Elicit answers.
- Elicit which countries eat the most chocolate. (*Switzerland, Belgium, and the UK*)

### Audioscript

1 Cocoa beans grow inside pods on cacao trees. When they are ripe, the pods are picked from the trees.

2 The cocoa beans are removed from the pods. They don't look like chocolate. They're white!

3 The beans are collected on banana leaves and dried in the sun.

4 Then the beans are delivered to chocolate factories in different countries.

### Optional activity: Describe another process

Choose another simple process that the children might know, e.g. producing coffee, making pizza. Have the class explain the process using passive verbs. Draw diagrams on the board and list ingredients to help them.

**Lesson 6**

1 Complete.

2 Write answers. Then talk to a friend. Do you have the same ideas?

1 Name two things that can be roasted. ....  
 2 How is something dried? .....

3 What's the opposite of opened? .....

4 Name two things that can be ground. ....  
 5 Where's wood collected from? .....

Name two things that can be roasted. Meat and cocoa beans.

**Spelling Central** Past participles

3 How is the past participle formed? Write the verbs in the correct group. Then write more examples for each group. Who can find most?

close	change y to ied	+ ed	+ d	irregular
carry	.....			
find				
play				

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### 1 Complete.

Using the pictures, elicit or pre-teach *basil*, *garlic*, *olive oil*, *pesto*. The children read the text and complete the present passive verbs by writing the past participles of the verbs supplied. Elicit answers.

### Answers

1 picked 2 removed 3 ground 4 mixed 5 delivered

### 2 Write answers. Then talk to a friend. Do you have the same ideas?

The children write answers and then ask and answer in pairs. Elicit ideas.

### Answers (suggested)

1 any two of: meat, vegetables, coffee beans, cocoa beans 2 with air or heat 3 closed 4 any two of: nuts/ (wheat for) flour/coffee beans/cocoa beans/pepper/rice 5 the countryside/old trees/the beach

### 3 How is the past participle formed? Write the verbs in the correct group. Then write more examples for each group. Who can find the most?

To practice the **Spelling Central** feature, the children make the past participles of the verbs supplied and write them in the correct category (according to how they are formed). Elicit answers. Ask the class if they know the past participles of any other verbs.

### Answers

change -y to -ied: carried, (dried)

+ -ed: played (mixed/delivered/roasted/collected/picked/washed)

+ -d: closed (removed)

irregular: found (put/made/ground)

## Cooler: Play "The Pizza Game"

Have the children draw a pizza with eight slices, number the slices, and add a verb from Activity 1 on each slice. Have the children play in pairs. They take turns saying a number. Their friend gives the infinitive and they have to say the past participle correctly.

## Competency Focus

### Collaborate and communicate

The children work together and use their interpersonal skills to describe the process of making chocolate, incorporating the new vocabulary.

## Digital Resources

**Student eBook** • TIP Use *Timer* to set a time limit for the SB Spelling Central activity.

**Teacher Resource Center** • For phonics practice, print out Phonics Worksheet 5.

**Student's App** • Encourage the children to play the games on their smartphone/tablet. They could do this with a friend as a fun way to review the chapter vocabulary together. (*The Inks Apps* are free and available on the App Store and Google Play.)

## CLIL: Art—How tempera paint is made

**Lesson objective:** find out about the process of making tempera paint

**Materials:** paint box (Warmer); CLIL Graphic Organizer 5 [TRC printout] (optional)

**How Tempera Paint is Made** CLIL: Art Lesson 7

**1 Read. Number the paragraphs in order.**

**An Egg-cellent Painting!**

1 This is how all artists used to make their paint many years ago. These days, paint can be bought in stores, but some artists still like to make paint this way. It's called "tempera" and it's made with eggs!

Some water is added to make the paint easier to use.

Next, a pigment is added. Pigments give paints their color. Pigments of different colors are made from plants, precious stones, and metals. Even insects are collected, dried, and then ground to make colorful powders.

Tempera paint has to be used very quickly. Can you guess why?

The pigment is mixed with the egg yolk to make a paste. The paste is ground until it's very smooth.

First, an egg is broken and removed from its shell. Only the yolk, the yellow part, is used to make paint, so all of the white part has to be removed. Then, the egg yolk is cleaned very carefully.

**2 Write T (true) or F (false).**

1 Egg white is used to make paint.

2 Insects are used to give paint its color.

3 The pigment can be precious stone.

4 Tempera paint can be mixed with water.

5 The egg shell needs to be cleaned.

6 Artists used to make their paint from eggs.

**3 Discuss.**

Why do you think some artists still make paint this way instead of buying it?

**4 Find Out More!**

Research one of the following: cotton, tea, coffee. Then choose another product to find out more about. How is it made?

**Search Engine**

Try searching for flow charts or other diagrams. They can help you understand a process more easily.

### Warmer: Unscramble the colors

Show the children your paint box if you have one. Ask *What kind of paint do you usually paint with?* Prompt as necessary, e.g. *watercolors, poster paint.* Ask *What do you think the paint is made of?* Ask *How do you mix new colors?* Write up scrambled versions to elicit how colors are made, e.g. *theiw + lakcb = rayg*, etc.

#### 1 Read. Number the paragraphs in order.

- Ask the children to look at the pictures and identify *egg shell* and *yolk*. Pre-teach *pigment*.
- The children read the text, then number the paragraphs in order.
- Ask *What are the ingredients for tempera paint?* (*egg yolk, pigment, and water*) *Why is the paint used quickly?* (*The egg gets rotten and smelly.*)

#### Answers

1, 5, 3, 6, 4, 2

#### 2 Write (T) true or (F) false.

- Elicit why the example answer is false. (*Egg yolk is used, not egg white.*)
- The children read the text again and write T (true) or F (false) for each sentence. Elicit answers, including the correct version of the false sentences.

#### Answers

1 F 2 T 3 T 4 T 5 F 6 T

#### 3 Discuss.

- Ask the children to think about this kind of paint and why artists might use it. Elicit suggestions and write their reasons on the board.

#### 4 Find Out More!

- The children choose one of cotton, tea, or coffee, plus another product, and research how they are made. The **Search Engine** feature gives support on where to look. The children will need to complete this research before doing the follow-up activity in the Activity Book. (It could be set as homework.)

#### Optional activity: Make a concertina book

Distribute a piece of paper to each child. Show them how to fold it lengthwise, then into four sections (concertina-style) to make their mini-book. Ask them to choose one of the processes they researched and draw simple diagrams with captions to explain the process.

#### 1 Read and circle.

##### Chalk

Chalk is a type of **plastic / rock** that is **made / washed** under the ocean. This is too hard to draw with, so it's made into chalk sticks for artists. The chalk powder is **roasted / ground / picked** into a powder. The chalk powder is **mixed / mixed** with water and a color pigment to make a **paste / pencil**. Then the paste is made into thin stick shapes and **dried / cooled** in an oven. Oil is sometimes added to artists' chalk to make it softer. And more pigment is added, so the color is darker than chalk that's used for writing on **paper / blackboards**.

#### 2 Use your Student Book research to make an Info Card. Write about how things are made.

Is it grown or made?  
What happens to it?  
What's the product at the end?

#### 3 Make a flow chart to show how something is made.

- Try It Out**
- Choose a process, e.g. how paint is made.
  - Decide on the number of steps to show.
  - Write a sentence for each step and draw a picture.
  - Draw arrows between steps so that the order is clear.

#### 4 Select and store information on this topic in the Class Info Hub.

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#### 1 Read and circle.

The children read and complete the text by circling the correct option in each pair. Elicit answers.

#### Answers

1 rock 2 made 3 ground 4 mixed 5 paste 6 dried  
7 blackboards

#### 2 Use your Student Book research to make an Info Card. Write about how things are made.

Divide the class into groups. Have the children pool the information learned from their research in the Student Book and the Activity Book. They write about and illustrate their ideas individually. Have the groups present their Info Cards to the class.

#### 3 Make a flow chart to show how something is made.

Draw an example of a simple flow chart on the board, e.g. to show how tea is made. Number the steps, write a simple sentence for each, and join them with arrows. Divide the class into groups to make a flow chart following the **Try It Out** instructions. They then present it to the class.

#### Answers

Children's own answers.

#### 4 Select and store information on this topic in the Class Info Hub.

Have the children vote for the most interesting Info Cards and flow charts. Archive these in your Class Hub (see p. 41) in a folder called **Chapter 5 How Things are Made**.

### Cooler: More past participles

Have the children underline all the past participles in the Student Book Activity 1 text. Then ask them to work in pairs and test each other, spelling the word, e.g. *buy (bought)*.

### Competency Focus

#### Act

The children carry out research to find out about other simple products and the processes by which they are made.

### Digital Resources

- Student eBook** • To extend feedback on SB Activity 2, have children use *Highlighter* to identify the section of the text which gives the answer to each question.
- For the Cooler, have children use *Highlighter* to identify the past participles in SB Activity 1.
- Teacher Resource Center** • Print out CLIL Graphic Organizer 5 for the children to use in collating their Find Out More! research.
- CLIL eBook** • The children can use the CLIL eBook to expand their knowledge of the lesson topic.

## Writing Project

**Lesson objectives:** review language from Chapter 5; write a fantasy poem and present it to the class

**Materials:** Writing Template 5 [TRC printout] (optional)

**Lesson 8**

**Prepare**

1 In groups, talk about a fantasy land.

“There are ...  
There aren't any ...  
The land is ruled by ...  
The trees are made of ...”

**Write**

2 Write a poem.

- Draw a picture of your fantasy land and a creature that lives there.
- Write a verse describing the fantasy land.
- Write a verse describing a fantasy creature that lives in your land.
- Then write a verse about what happens there.

**Writing Tools**

When you write a poem:  
Start each new line with a capital letter.  
Use a comma or a period at the end of each line.  
It does not have to rhyme. It should have a rhythm and sound good when read aloud.

**Showcase**

3 Present your poem to the class.

**Reflect**

4 Talk to a friend about the project.

- Did you enjoy this project? Why?
- What did you do well?
- What did you learn?

### Warmer: Picture dictation

Dictate some sentences about your own fantasy land for the children to draw, e.g. *There are two tall trees—they are made of cheese. There are some flying fish.*, etc. Have children show their pictures to a friend.

### Prepare

#### 1 In groups, talk about a fantasy land.

- The children discuss a fantasy land in groups, using the prompts supplied. Groups report back to the class.

### Write

#### 2 Write a poem.

- Have the children read the poem as a model for their own writing.
- Read the **Writing Tools** box together. Elicit examples in the model of poem features.
- The children prepare an outline, using the instructions and the model poem. They write and illustrate their poem, then compare with a friend. Give support as necessary.

### Showcase

#### 3 Present your poem to the class.

- Choose children to read their poems to the class. Ask the rest of the class to listen for the strange creatures and what strange things happen there.

### Reflect

#### 4 Vote for the best poem and talk to the class.

- Have children comment on which poem they liked best and why. Have a class vote for which one they liked the best.

### Optional activity: Write an extra verse

Have the class imagine strange kinds of transportation which might exist in their fantasy land, e.g. flying cars, bicycles that go backwards, etc. Ask them to write an extra verse about transportation for their poem.

## GRAND QUIZ CENTRAL

- 1 Play with a friend. Choose a character.  
2 Write a new question to ask your friend.  
3 Take turns asking. Say the answer, then write it in your notebook.
- 4 If a question is too hard, you can swap! Choose and check (✓) up to three questions. Remember: each swap loses a bonus point!

Questions to ask Jell-o Monster

Questions to ask Chocolate Giant

- |   |   |
|---|---|
| 1 What are fries made of?   | What are newspapers made of?                                    |
| 2 Spell this material.  | Spell this material.  |
| 3 What are cookies used for in the strange land of the story?       | What's lettuce used for in the strange land of the story?       |
| 4 Complete using the passive: They speak English. English is ...    | Complete using the passive: They write letters. Letters are ... |
| 5 What did Yamin say about Africa? Penguins ...                     | What did Yamin say about Australia? Kangaroos ...               |
| 6 What are your shoes made of?                                      | What is your pencil case made of?                               |
| 7 Complete: Cocoa pods are (pick) ... from trees.                   | Complete: Science is (study) ... at my school.                  |
| 8 What food is used for making tempera paint?                       | Name one thing paint pigments are made of.                      |
| 9 Find the one that doesn't belong: paste, remove, collect, deliver | Find the one that doesn't belong: wool, cotton, silver, silk    |
| 10 .....  | .....?  |

Check your friend's answers. Then color your jewels and write your score.

- Now choose your title:
- Quiz Master! I understand this topic well.
  - Quiz Improver! I don't understand everything.
  - Quiz Beginner! I need some help.

### Grand Quiz Central

See p. 43 for details of how to take the quiz.

### Answers

1 potatoes / paper 2 glass / wool 3 They're used for making chairs. / It's used for a boat. 4 spoken / written 5 are found in Africa. / are eaten in Australia. 6 They're made of ... / It's made of ... 7 picked / studied 8 eggs / any one of: plants, precious stones, metals, insects 9 paste / silver 10 Children's own answers.

### Cooler: Make a tongue twister

Choose a letter and ask the class to make a tongue twister about their fantasy land. Model with *f*, e.g. *The flying fish flew far to find their favorite food.*

### Competency Focus

Me

The children invent and write a poem, exploring their imagination and creativity.

### Digital Resources

**Student eBook** • Pairs look at the picture and discuss what you could say in a poem about it. Elicit ideas. Then show the text and have the children compare their own ideas with the model poem.

**Teacher Resource Center** • Print out Writing Template 5 to use for the SB writing activity.

## Language Review

**Lesson objective:** review language from Chapter 5

**Materials:** Tracks 5.7, AB 5.1 and AB 5.2

**Review**

1 Listen and write sentences.



1 carpets / make / of wool .....The carpets are made of wool.....  
 2 carpets / make / in the villages .....  
 3 leather / use for / shoes .....  
 4 olives / grow / in the mountains .....  
 5 olives / deliver / to the towns .....  
 6 English / speak / in the markets .....

2 Write sentences in your notebook about Morocco. Use some of these words.

made spoken action grown  
 hidden ground picked

Carpets are made in Morocco.

3 Think about Chapter 5. Color the bone.

Which activity was easy? Which activity was difficult? Figure it out with a friend.

Write a tip to help you remember:

**Treasure Hunt!**

Look back at pages 4 and 5. Where's cocoa mainly grown? Find something from a country on that continent.



## Warmer: What's it made of?

Ask children to talk with their friend about their own clothes and possessions.

## 1 ))) 5.7 Listen and write sentences.

- Have the children identify the things in the pictures.
- Play Track 5.7 twice and ask them to listen for what the things are made of. Then they write their sentences.

## Audiocript

When you visit Morocco, you should go to the market. You can buy beautiful carpets made of wool. They're made by hand by people in the villages and they aren't expensive. Morocco is famous for leather goods. The leather is used for shoes in all different colors. There's also a lot of jewelry made of silver.

There are a lot of olive trees and olives are grown in the mountains in Morocco. The olives are delivered by trucks to different towns and then sold in the markets. They're delicious.

English is spoken in most of the markets so it's easy to buy things. Pretty boxes made of wood are great gifts for your friends and family.

## Answers

- The carpets are made of wool.
- The carpets are made in the villages.
- Leather is used for making shoes.
- The olives are grown in the mountains.

5 The olives are delivered to the towns.

6 English is spoken in the markets.

## 2 Write sentences in your notebook about Morocco. Use some of these words.

- The children write their sentences in their notebook.

## Answers

Children's own answers.

## 3 Think about Chapter 5. Color the bone.

- Have the children look back at Chapter 5 and color the bone to evaluate their progress (self-evaluation). Discuss ideas for using new grammar. The children choose and write a tip in their Student Book.

## Treasure Hunt!

Ask In which continent is cocoa mainly grown? (South America) Have the children look at pp. 4–5 to find something from a country in that continent. (a Brazilian soccer shirt)

## Cooler: Play "Bingo"

Play the game using material vocabulary from the chapter (see Games Bank p. 19).

## Competency Focus

Me: Self-evaluation

The children reflect on the chapter and express their opinions about their own progress.

## Chapter 5 Exam Booster

## 1 Reading and Writing

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.



## Alex Helps His Dad

It was winter and Alex's dad was working in the yard. "Alex, can you help me, please?" his dad asked. "There was a bad storm last night and I want to remove some of the old trees and plants from the yard." Alex wanted to stay inside and play a computer game with his friends. But he knew his dad needed him, so he put on his warm coat and went outside. It was cold and windy. First, Alex and his dad collected the old trees, then they cut them up to have wood for their fire. Alex soon felt warmer. He found some old flowers and started to pull them out of the ground. Suddenly, he saw something under the flowers. It was shining. At first, he thought it was some glass or plastic. He picked it up and cleaned it with his glove. It was a key. Alex showed it to his dad. "We need to take this to the museum," his dad said. "I think it's made of silver."

## Example

Alex's dad was working in the yard in the ..... winter.....

- Alex's dad asked Alex ..... him in the yard.
- Alex ..... a computer game with his friends.
- He ..... a warm coat before he went outside.
- There was something shining ..... the flowers.
- Alex's dad wanted to ..... with the key.

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## 2 Listening

Listen and draw lines. There is one example.



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## 3 Listening

Listen and draw lines. There is one example.



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## Exam Tip

Don't worry if you miss something on the first listening. Stay calm and listen for it the second time the audio is played.

## 1 Reading and Writing. Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words. There is one example.

The children read the text and complete the sentences.

## Answers

- 1 to help 2 wanted to play 3 put on 4 under  
 5 go to the museum

## 2 ))) AB 5.1 Listening. Listen and draw lines. There is one example.

Play AB Track 5.1 twice. The children listen and match.

## Answers (Audiocript on p. 223)

Lines between: Lily—girl with earrings; Charlie—boy dancing; Dan—boy getting his coat; Alice—girl mixing the fruit juice; Grace—girl talking to DJ

## 3 ))) AB 5.2 Listening. Listen and draw lines. There is one example.

Play AB Track 5.2 twice. The children listen and match.

## Answers (Audiocript on p.223)

Lines between: Robert - man selling toy giraffe; Miss Jones - girl holding two dollars; Ben - boy selling clothes; Mr and Mrs Green - selling cups and plates; Karen - girl talking on her phone; Dad - man holding basket

## Digital Resources

Teacher Resource Center • Print out Test Chapter 5 and Mid-year Test to use at the end of this lesson. The Test Generator also allows you to create customized tests.