



# Share It!

**Teacher  
Edition**

**+ Teacher App**  
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# 6



# 4 Be Creative!

## Overview

### Unit Objectives

By the end of this unit, students can:

- identify materials
- ask and answer about what things are made of
- describe smells, taste, and what something feels like
- read and write an article about artwork

### Teacher Resources

- Teacher App Unit 4
- Teacher Resource Center: Vocabulary, Grammar, CLIL, and Chant Worksheets, Parent Letter, Unit 4 Test, Mid-Year Test

### Lesson 1 Vocabulary

plastic, cloth, gold, wood, wool, paper, clay, leather

### Lesson 2 Grammar

Asking and answering about what things are made of: *What's it made of? It's made of ...*



### Lesson 3 Reading

#### Leaflets

**Text:** *Summertown School Art Festival*

**Tip:** Underline words you can't remember or don't know and check them in a dictionary

### Lesson 4 Writing

Write a descriptive paragraph

### Lesson 5 Vocabulary

sweet, delicious, horrible, sour, hard, soft, expensive

### Lesson 6 Grammar

Asking and answering about things: *What does it feel/smell/taste like? It feels/smells/tastes ...*



### Lesson 7 Art



natural material, straw, traditional, cool, wet, dry

**Text:** *Traditional House or Home of the Future?*

**Project:** Design a house

### Lesson 8 Word Study

#### Comparatives and Superlatives

Comparatives and superlatives with -er, -est

### Progress Tracker

**Review Game:** *Spin to Win!*

Unit 4 Chant



### Share the World 2

**Article:** *The Harbin International Ice and Snow Sculpture Festival*



### Exam Practice 2

Listening, Reading and Writing

### Teacher Reflection

Try these Unit 4 Teacher Tips with your class! Then, as you reflect on your lesson, assess how well they worked for you. Use the Teacher Reflection Log on page x, download it from the Teacher Resource Center, or record your thoughts in a notebook.

Lesson	Tip	Focus	Rating 1–5
1	Helping students manage taking turns	Communication	1 2 3 4 5
2	Building confidence	Classroom Management	1 2 3 4 5
3	Using dictionaries	Social-emotional Learning	1 2 3 4 5
4	Varying speaking partners	Social-emotional Learning	1 2 3 4 5
5	Setting limits for bad behavior	Classroom Management	1 2 3 4 5
6	Using dictations	Communication	1 2 3 4 5
7	Encouraging students during presentations	Social-emotional Learning	1 2 3 4 5
8	Correcting common errors	Social-emotional Learning	1 2 3 4 5
Share the World 2	Using different comprehension activities	Communication	1 2 3 4 5

### Teachers Share It!

Share your insights with other teachers. Ask questions to learn from them.

This works for me! What works for my colleagues?



## Lesson 1

### Lesson Aims

- To name materials
- To practice asking and answering questions

### New Vocabulary

plastic, cloth, gold, wood, wool, paper, clay, leather

**Materials:** plastic bottle

### Warm Up

Hold up a plastic bottle. Say *This is a bottle. What can you do with it?* In pairs, students brainstorm ideas. Encourage them to be creative. Have volunteers share their ideas with the class.

### Activity 1

Read the questions aloud. Have students look at the pictures on the page. Then, have them share their answers.

### Activity 2 CD2 Track 01

Do the **Vocabulary Routine**. See page xiv.

### AUDIO SCRIPT

- a plastic: There is too much plastic in the oceans.  
 b cloth: My sister bought some cloth. She's going to make a dress.  
 c gold: This gold necklace is really beautiful.  
 d wood: We use wood from trees to make tables and chairs.  
 e wool: This wool jumper is very warm.  
 f paper: Please write your answers on this paper.  
 g clay: We have a lot of clay. What do you want to make?  
 h leather: We use leather to make shoes, belts, and bags.

### Activity 3 CD2 Track 02

Do the **Vocabulary Recognition Routine**. See page xiv.

### AUDIO SCRIPT

- 1 gold 2 cloth 3 leather  
 4 wood 5 paper 6 plastic  
 7 wool 8 clay

## 4 Be Creative!

### Lesson 1 Vocabulary

- 1 **Talk about the pictures.**  
Which things do you have at home? How often do you use them?

- 2 **Listen, point, and say.**

- 3 **Listen, number, and check.**

- 4 **Which materials can you see in the classroom? Tell a friend. What is it?**

A: I can see some leather.  
 B: Is it the teacher's shoes?  
 A: Yes, that's right.



44 I can name materials.

Workbook page 37

### Activity 4

Do the **Vocabulary Share Routine**. See page xiv.

### Communication

In games and activities where students are taking turns, teach easy phrases to help the task continue without interruptions, e.g., *It's your turn next. Please go ahead. Can I take my turn now?* Write these phrases on signs to hang around the classroom. Point to them as a reminder during any games and activities where students are taking turns.

### Wrap Up

Write some objects on the board, e.g., *bag, cup, pencil case, bowl, watch*. Say *What are these items made of?* Divide the class in small groups. Assign each group an object. Give 2–3 minutes to brainstorm, then call on groups to share their answers.

### I Can Routine

Do the **I Can Routine**. See page xiv.

### Resources

Workbook page 37  
 Student App Lesson 1

## Lesson 2 Grammar

- 1 **Read and listen. Why are Seb and Taylor at the market? to buy Seb's mom a gift**

**Taylor:** Look over here, Seb. I'm sure your mom will like something on this table.

**Seb:** Yes. I like this bowl for her.

**Taylor:** It's really heavy! What's it made of?

**Seb:** I don't know. It looks like wood, but I'll ask. Excuse me. What's this bowl made of?

**Dan:** It's made of clay.

**Seb:** Cool. It's nice, but I think my mom will prefer those bags.

**Dan:** Great choice. These are interesting bags. They aren't made of cloth. They're made of plastic!

**Taylor:** Really? This bag, too? Is it made of recycled plastic?

**Dan:** Yes, it is. They're only five dollars.

**Seb:** I'll buy one! That's a really great gift for my mom.

**Taylor:** Quick, she's coming! Buy it before she sees you.



### 2 Complete the questions and answers.

- 1 What's the wallet made of?  
It's made of leather.
- 2 Is the bottle made of plastic?  
No, it isn't.
- 3 What's the bag made of?  
It's made of cloth.
- 4 Are the gloves made of wool?  
Yes, they are.
- 5 What are the rings made of?  
They're made of gold.

### Grammar

What's it **made of**?

It's **made of** clay.

Is it **made of** recycled plastic?

Yes, it is.

Grammar Practice page 107

### 3 Sharebook A: page 25 B: page 27 What's It Made Of?

A: What's my picture?  
 B: Is it made of gold?  
 A: Yes, it is.  
 B: Is it a crown?  
 A: No, it isn't.



Workbook page 38

I can talk about what things are made of.

Unit 4 45

## Lesson 2

### Lesson Aims

- To ask and answer about what things are made of

### New Grammar

Questions and answers with *made of*: *What's it made of? It's made of... Is it made of...?*

### Warm Up

Review Lesson 1 vocabulary. Put students in small groups. Give them two minutes to think of as many things made of each material as they can, e.g., *wood: table, chairs, cup*. Have groups call out how many

things they thought of and keep a record on the board to see who thought of the most objects.

### Activity 1 CD2 Track 03

Do the **Grammar Routine**. See page xvi.

Do the Grammar Practice on page 107 for homework, or in class.

### Grammar Practice Answers

- 1 to be  
 2 are, made, of, It's, made, paper

### Activity 2

For additional support, go over the objects in each item to make sure

students understand (*wallet, bottle, bag, gloves, rings*).

Go over the example. Have students complete items 2–5 individually. Check answers as a class.

To extend, have students make their own questions and answers by substituting other objects or materials into items 1–5.

### Activity 3 Sharebook

See page 66 for instructions on setting up and playing *What's It Made Of?*

### Classroom Management

Students learn by cooperating in pairs or groups. Encourage students to be respectful and wait their turn. Write key phrases on the board to help them communicate more effectively. For example, *What do you think? Me too! That's a good idea, but I think...* This will lead to positive participation resulting in successful pair or group work, and helps build confidence that spreads into other activities.

### Wrap Up

Review Lesson 1 and 2 vocabulary and grammar. Say *Today you are a fashion designer*. Put students in pairs and tell them to design outfits: clothes, shoes, and accessories. Have them label what each item is made of, e.g., *The bracelet is made of gold. The shoes are made of recycled plastic*. Call on pairs to describe their outfits and say what each item is made of.

### I Can Routine

Do the **I Can Routine**. See page xiv.

### Resources

Workbook page 38  
 Student App Lesson 2



## Lesson 3

### Lesson Aims

- To read and understand a leaflet for a festival
- To underline unfamiliar words and look them up later

### Vocabulary Review

plastic, clay, cloth, paper

### Grammar Review

looks like ..., made of ...

### Warm Up

Elicit Lesson 1 materials vocabulary and write a list on the board. In pairs, have students choose three materials from the list and think of what they want to make with those materials. Model an example, using Lesson 2 grammar: *I want to make a belt made of leather. I want to make a desk made of wood. I want to make a necklace made of gold.* Have pairs share their ideas with the class.

### Activity 1 CD2 Track 04

Do the **Reading Routine**. See page xvii.

### Reading Tip

Do the **Reading Tip Routine**. See page xvii.

### Social-emotional Learning

Using dictionaries to independently learn unfamiliar words can help students start developing responsibility for their own learning. Remind students that they can find English dictionaries online. Students can keep a running list of words that they look up throughout the year. It can be a simple list of words and definitions. At the end of the year, this will be a nice record of the words that students have learned on their own or from the reading they've done.

## Lesson 3 Reading

1 Read and listen. Which artists make pictures? Adam Fox, Mako Yamoto

### Summertown School Art Festival

April 16th, 17th, and 18th, 10am–5pm  
Come and meet our young Summertown School artists! These are our awesome finalists. Come and see their work and vote for your favorite at the festival.

**Adam Fox**  
Adam takes pictures of places around town. Then he makes collages with pieces of plastic and his pictures. Adam uses a lot of bright colors. The lights and colors of the city inspire him. His pictures are interesting and colorful.



**Julia Wong**  
Julia makes beautiful jewelry. Her jewelry is usually made of glass that she finds on the beach. It's called sea glass and it looks like stone. Water inspires Julia.



**Ramon Diaz**  
Ramon's beautiful bowls and plates are made of clay, but they look like cloth. He makes sculptures, too. He makes his bowls very quickly because he's so good at art.



**Mako Yamoto**  
Mako mixes cloth and paper for her pictures. She uses old newspapers, books, and colorful paper. Then she draws and paints on them. She likes to make pictures with different materials.



### 2 Read and answer.

- When does the festival start?  
April 16th
- Who creates art made of clay?  
Ramon Diaz
- Who uses nature to inspire their art?  
Julia Wong
- Which artist uses the most materials in their art?  
Mako Yamoto
- Who creates two types of art?  
Ramon Diaz

### 3 Ask a friend. Which artist do you want to vote for? Why?

### Reading Tip

When you read a text, there are often words you can't remember or don't know.

As you read, underline the words or make a list. Keep reading. When you finish reading, check the words in a dictionary. Then read again!



46 I can read and understand a leaflet for a festival.

Workbook page 39

### Activity 2

Go over the example. Read the question and the answer aloud. Have students find the answer in the text. Then, have them do items 2–5 individually. Check answers as a class. Say *What key words did you use to find the answers?* Have students skim the text to find the key words that support their answers.

### Activity 3

Have students choose the artist they want to vote for individually and think of reasons why. Then, put them in pairs to ask and answer the question.

### Wrap Up

Have a class vote on which artist students chose in Activity 3. Tally the votes on the board and announce the winner. Have volunteers share why they voted for the artist they chose.

### I Can Routine

Do the **I Can Routine**. See page xiv.

### Resources

Workbook page 39

## Lesson 4 Writing

Write a descriptive paragraph.

### 1 Think.

Read the descriptions for Adam and Julia in Lesson 3. Write notes about them.

Name	Adam	Julia
What do they make?	pictures	jewelry
What's it made of?	pieces of plastic	glass
What inspires them?	the lights and colors of the city	water
How do people describe their work?	interesting and colorful	beautiful

### 2 Plan.

Now imagine you are a finalist in the Summertown School Art Festival. Write notes about your art.

Name	
What do you make?	
What's your art made of?	
What inspires you?	
How do people describe your work?	

### 3 Write.

Follow the steps in your Workbook page 40 to write your descriptive paragraph.



### Share it!

Read your description to a friend. Which artist is the most interesting? Why?

Workbook page 40

I can write a descriptive paragraph.

Unit 4 47

## Lesson 4

### Lesson Aims

- To write a descriptive paragraph
- To share your paragraph with a classmate

**Materials:** paper, colored pencils or markers

### Warm Up

Put students in pairs. Say *What information can you remember from the leaflet in the last lesson?* Give students two minutes to remember as much as they can. Invite pairs to share what they remember with the class and write it on the board under each artist's name.

### Activity 1

Do the first item as an example. Read the question aloud and elicit the answers for both Adam and Julia. Read the other questions aloud. Have students complete the chart individually. Encourage them to answer from memory first, and then go back and reread the text. Check answers as a class.

### Activity 2

Before starting the activity, review different types of art and materials. Then, give students time to think of their idea. Remind them to write notes. Ask questions such as *Do you use more than one material to make your art? Is it big or small?*

Have students complete the chart individually.

### Activity 3

Remind students that they wrote a descriptive paragraph in Unit 1. Go to page 40 in the Workbook. For support, remind students that their descriptive paragraph should include all the information in their notes, as well as details that may be interesting about their art, such as a title, where they sell it, etc.

### Share It! Routine

Do the **Share It! Routine**. See page xviii.

### Social-emotional Learning

It's helpful for students to have a variety of speaking partners. Have students play a timed "speed round" of the Share It! Routine with one partner, then have them switch. Switching partners also strengthens the class sense of community as they work with and get to know more people.

### Wrap Up

Have students draw a picture of the art they wrote about in Activity 3. Invite volunteers to present their pictures to the class.

### I Can Routine

Do the **I Can Routine**. See page xiv.

### Resources

Workbook page 40



## Lesson 5

### Lesson Aims

- To name describing words
- To make descriptive statements about food

### New Vocabulary

*sweet, delicious, horrible, sour, hard, soft, expensive*

### Warm Up

Review food vocabulary students already know. Have pairs brainstorm food words and categorize them into healthy and unhealthy food. Ask volunteers to share their ideas and write them on the board.

### Activity 1 CD2 Track 05

Do the **Vocabulary in Context Routine**. See page xv.

To check comprehension, say *What is the new creation?* (burger cakes) *Does the reviewer like them?* (yes)

### Activity 2

Read aloud the answer choices a–g and have students repeat chorally and individually. To check comprehension, ask students to identify the opposites of *horrible*, *hard*, and *sour* (delicious, soft, sweet). Then, do the first item as an example. Have a volunteer read the sentence aloud but not the answer. Tell students to find “lemons” in the text and call on a student to read the sentence aloud. Have students look through answers a–g to find the correct answer. Have them repeat the same procedure for each item and to complete items 2–7 individually. Check answers as a class.

### Activity 3

Do the **Vocabulary Share Routine**. See page xiv.

## Lesson 5 Vocabulary

- 1 **Read and listen. Why are the burgers unusual?**  
Because they are actually cakes but they look like burgers.

Inside my local café, you can always find interesting and unusual food. Yesterday, I tried the newest creation from Chef Ben: burger cakes! They look like burgers, but they're really cakes, so they're **sweet!** The big question ... were they **delicious** or **horrible**?

In mine, the cheese was made of lemons, so it was a little **sour**. The meat inside was made of chocolate, so it was a little **hard**. The bread was really **soft**, and inside he used strawberry jelly, not tomatoes! I thought it was delicious. The only problem was the cost. It wasn't cheap at all! It was really **expensive!** Why not share one with your friend?

★★★★☆

### 2 Vocabulary Quiz Choose the best answers.

- |   |          |              |
|---|----------|--------------|
| 1 I can't eat lemons. They're too ...                   | <b>c</b> | a horrible.  |
| 2 There's a lot of sugar in this soda. It's too ...     | <b>d</b> | b hard.      |
| 3 This candy isn't soft. It's really ...                | <b>b</b> | c sour.      |
| 4 When you have a sore throat, eat something ...        | <b>g</b> | d sweet.     |
| 5 I love strawberry ice cream. I think it's ...         | <b>e</b> | e delicious. |
| 6 I really don't like mushrooms. I think they're ...    | <b>a</b> | f expensive. |
| 7 You don't have enough money. Those chocolates are ... | <b>f</b> | g soft.      |

### 3 Ask a friend. What did you eat this morning? What was it like?

I ate pancakes. They were soft and delicious.



48 I can name more describing words.

Workbook page 41

### Classroom Management

To regulate behavior during communicative activities, use a traffic light system. Have students' names written on pieces of paper and place them on the traffic light. Tell students their name should be on the orange light, and green if they are very good. If they see their name on the red light, they are not behaving as they should. If their name is on that light at the end of the lesson, then a letter will be sent to their parent or guardian. If they end the lesson on the green light, they will get a reward such as choosing a fun game for the class to play.

### Wrap Up

Review Lesson 5 vocabulary. Put students in pairs. Have them give examples of foods that can be described using each of the words. Tell students to use the sentences in Activity 2 as models. Check ideas as a class.

### I Can Routine

Do the **I Can Routine**. See page xiv.

### Resources

**Workbook** page 41  
**Student App** Lesson 5

## Lesson 6 Grammar

- 1 **Read and listen. What's behind Seb's back?**

- Mom:** What did you buy, Seb?  
**Seb:** Oh! I didn't buy anything. But Taylor bought one of those candles for her mom.  
**Mom:** That's nice, Taylor. Can I smell it?  
**Taylor:** Sure!  
**Seb:** What does it smell like?  
**Mom:** It smells like oranges.  
**Seb:** Mmm. It smells delicious. Now I'm hungry!  
**Taylor:** You can't eat it, Seb! I'm sure it doesn't taste like oranges. It will taste horrible ...  
**Seb:** I know. Ha, ha!  
**Mom:** What's that behind your back, Seb?  
**Seb:** Oh! I bought this bag for you, Mom. It's a present. It's made of recycled plastic.  
**Mom:** Really? I can't believe it's plastic, it feels like cloth!  
**Seb:** Thank you, Mom. It's beautiful, and it feels very soft.  
**Mom:** I'm so happy you like it!



### Grammar

What does it **smell** (taste/feel) like?

doesn't = does not

It **smells** delicious.

It **tastes** horrible.

It **feels** soft.

It **smells like** oranges.

It **doesn't taste like** oranges.

It **feels like** cloth.

Grammar Practice page 107

### 2 Complete the questions and answers. Then match.

- |   |                                   |
|---|-----------------------------------|
| 1 What <b>does</b> the cake taste like?   | a It <b>feels</b> soft.           |
| 2 What do the candles smell <b>like</b> ? | b They <b>taste</b> sweet.        |
| 3 What does the sweater <b>feel</b> like? | c It <b>tastes</b> delicious.     |
| 4 What <b>do</b> the cookies taste like?  | d They <b>smell</b> like flowers. |

### 3 Sharebook

A: page 29  
B: page 29

**Look! Feel! Taste! Smell!**

- A: What does the bread smell like?  
B: It smells delicious.



Workbook page 42

I can talk about what things feel, smell, and taste like.

Unit 4 49

## Lesson 6

### Lesson Aims

- To talk about what things feel, smell, and taste like

### New Grammar

Asking and answering questions with *smell/taste/feels like*

### Warm Up

Review Lesson 5 vocabulary. Divide the class in pairs or groups. Say *Write one sour food, two soft foods, three hard foods, four sweet foods, five delicious foods*. Write this list on the board for support. Check ideas as a class and have students call out their foods.

### Activity 1 CD2 Track 06

Do the **Grammar Routine**. See page xvi.

Do the Grammar Practice on page 107 for homework, or in class. To extend, have pairs talk about what different things look, taste, smell, and feel like. Have students ask each other to describe their favorite food using these senses. Have volunteers share their ideas.

### Grammar Practice Answers

- 1 a adjective b noun
- 2 does, tastes, do, feel like, smells like, taste like

### Activity 2

Have students first complete items 1–4 individually. Check answers as a class. Then, have them match items 1–4 to answers a–d and complete a–d. Check answers as a class.

To extend, have students write different questions and answers using *taste*, *smell*, and *feel*. Use items 1–4 as a model.

### Activity 3 Sharebook

See page 67 for instructions on setting up and playing *Look! Feel! Taste! Smell!*

### Wrap Up

Review Lesson 5 and 6 vocabulary and grammar. Do a clap dictation, clapping instead of using the word. For example, say *It* (clap) *delicious*. Students can call out *smells*, *tastes*, or *looks*. Tell them that all these answers are possible for *delicious*. If you are omitting two words, such as *feels like*, clap twice. Practice the sentences chorally with the class. Have students write three sentences and take turns leading the class in their own dictations.

### Communication

Dictations help students with language development, pronunciation, and short-term memory, as well as spelling practice. Variations include picture dictation, clap dictation, and running dictation. In running dictation, post sentences around the room. In pairs, the “reader” runs to the sentence, remembers it, and tells the “writer” to write it down. Then, switch roles.

### I Can Routine

Do the **I Can Routine**. See page xiv.

### Resources

**Workbook** page 42  
**Student App** Lesson 6



## Lesson 7

### Lesson Aims

- To read and understand a text about cob houses
- To give a presentation about houses made of natural materials

### New Vocabulary

natural material, straw, traditional, cool, wet, dry

### Grammar Review

made of..., it feels ...

**Materials:** paper, markers or colored pencils, pens

### Warm Up

Draw a mind map on the board and write *Good for the environment* in the center bubble. As a class, brainstorm different ways that people can help the environment. Accept all answers.

### Activity 1

Have students scan the pictures. Say *What are these houses made of?* Point to each picture, and elicit answers. Have them call out the answers. Accept all answers.

### Activity 2 CD2 Track 07

Play the audio. Have students listen and repeat. Pay special attention to the pronunciation of *natural* (-chr sound in the middle) and *traditional* (-shuh sound in the middle). Ask them to find the words in the pictures. For words that are not pictured, have students explain the meaning by giving relevant examples.

### AUDIO SCRIPT

- natural material  
Stone, leather, wool, and wood are natural materials.
- straw  
Cows and horses sometimes eat straw.
- traditional  
It's traditional to give presents at some festivals.

## Lesson 7 Art



1 Look at the pictures. What are these houses made of? wood, clay, stone

2 Listen and say.

- |                    |         |               |
|--------------------|---------|---------------|
| 1 natural material | 2 straw | 3 traditional |
| 4 cool             | 5 wet   | 6 dry         |

3 Read and listen.

### Traditional House or Home of the Future?

Did you know that some houses are made of recycled materials or **natural materials**? Architects are finding new ways to build cheap homes that look interesting and are better for the environment.



Some of the oldest houses in the world are made of cob. Cob is made of clay, sand, **straw**, and water. Straw makes the clay stronger. It's a **traditional** way to build a house, but it could be the house of the future, too. Modern cob houses are easy to build, and cob is cheap. It's made of the cheapest materials on the planet. You can find clay in the ground, sand on the beach, and straw in the fields! Because cob isn't expensive, many people who don't have a lot of money can have their own home.

### Fact box:

About 30% of people in the world live in houses made of clay.

Cob houses are **cool** in summer and warm in winter, so they save energy, too.

Clay is soft when it's **wet**, so cob houses can be unusual shapes. When the clay is **dry**, it feels hard and is very strong. Every cob house looks different. Some have solar panels or plants on the roof. Some have windows that are made of recycled glass and doors that are made of wood from the forest or the beach.



Cob houses are popular now because more people want to take care of the environment and build better homes for the future.

50 I can read and understand a text about cob houses.

Workbook page 43

- cool  
It's cool in the shadow of the trees.
- wet  
It's rainy today. The ground is wet.
- dry  
There isn't a lot of water in the desert. It's a very dry place.

### Activity 3 CD2 Track 08

Play the audio and have students follow along in their books. To check comprehension, say *Who is finding new ways to build houses?* (architects) *What is an architect?* (someone who designs buildings) *Why do people like cob houses?* (cheap, easy to build, use recycled materials) *How many people live in clay houses?* (about 30% of the world)

Put students in pairs. Have them take turns reading each paragraph aloud to each other. If time permits, have them switch parts and read again.

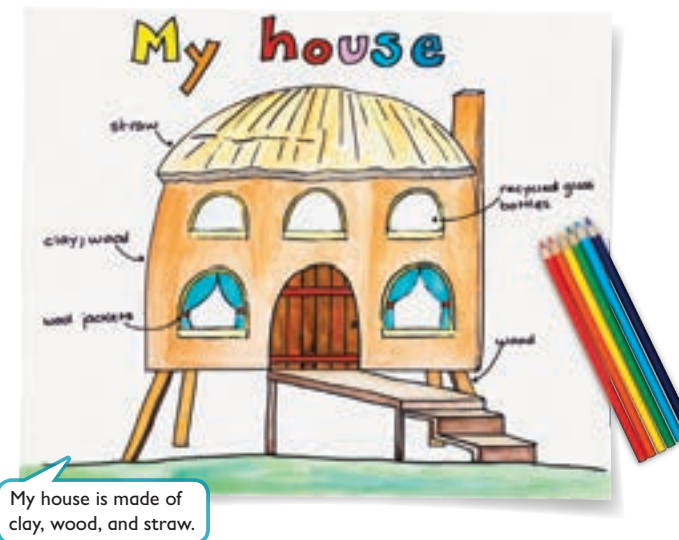
### Activity 4

Have a volunteer read items 1–5 aloud. Go over the example. Tell students to try to complete the activity from memory first, before rereading the text. Have them complete items 2–5 individually. Check answers as a class. Have students point to the sentences in the text where they found their answers.

4 Read the text again and answer the questions.

- What is cob made of? clay, sand, straw, and water
- What does wet clay feel like? soft
- What is sometimes on the roof? solar panels or plants
- What are the doors made of? wood
- Why do cob houses save energy? because they are cool in summer and warm in winter

5 **Project** Design a house that uses natural or recycled materials. Then share your design with the class.



### Share at Home

Talk to your family. Discuss the things in your home. Which things are made of natural materials? Which things are made of recycled materials?

Workbook page 43 I can talk about houses that are made of natural materials.

Unit 4 51

### Activity 5

Students work in groups to design and draw a house that uses natural or recycled materials. Display the house in the book as a model. Point out labels showing what the different parts of the house are made of. Point out the labels that are near the objects. Say *Think about the materials you already know. Which ones are natural? Which ones are recycled?*

Divide the class in groups. Provide students with the necessary materials. Give them 15 minutes to work on their posters and 3 minutes to practice their presentations.

Model presenting the poster in the book. Point to the text in the speech bubble and model the language. Then, have groups take turns making their presentations. All students must present, so they should take turns pointing to different parts of their poster and talking about them.

Encourage students listening to give feedback. Say *What did you like about this house? Are there any materials on this house design that you can add to your house design?*

### Social-emotional Learning



As students present their projects, they may struggle with pronunciation, grammar, vocabulary, or general presentation skills. Encourage them by saying *You're on the right track. Keep going! You're doing fine.*

### Wrap Up

Display all the projects and have the class vote on the most environmentally-friendly house. Say *Which house is the best for the environment? Why?* Go around the class asking each student and eliciting an answer with a reason. Keep count of each vote. After all students have voted, tally and announce the results.

### Share at Home

To help students prepare for this at-home task, have them make a list of the things at home that they want to talk about with their family. Have them take turns practicing what they will say with a partner. Invite volunteers to share their presentations with the class.

### I Can Routine

Do the **I Can Routine**. See page xiv.

### Resources

Workbook page 43



## Lesson 8

### Lesson Aims

- To read and say comparative and superlative words with *-er, -est*
- To recognize comparative and superlative words

### Warm Up

Review Lesson 5 and 6 vocabulary and grammar. Elicit a list of ten foods, such as *pizza, apples, chocolate*, and write them on the board. Have students write sentences describing each food, e.g., *Chocolate is sweet and it tastes delicious*. Tell them to try to use as many different adjectives as they can. Have volunteers share their sentences.

### Activity 1 CD2 Track 09

Do the **Word Study Routine**. See page xx.

Point out that all of the examples are one-syllable adjectives.

### Activity 2 CD2 Track 10

Play the audio. Point to the words. Have students listen and repeat. Then, have them read the words chorally without the audio. Tell students that lines 4 and 5 are a review of word patterns that they learned in previous units.

### Activity 3 CD2 Track 11

Play the audio as students follow along in their books. Repeat. Read the sentences together as a class. To extend, have students work in pairs and make similar sentences using the words in the chart in Activity 2, rows 1–3. Have volunteers share their sentences. Correct common errors with the whole class.

## Lesson 8 Word Study Comparatives and Superlatives *-er, -est*

### 1 Listen and repeat.

Add *-er* to a word to compare two things.  
Add *-est* to a word to compare three or more things.



The dog runs **faster** than the cat.

fast + er = faster



The brown dog runs the **fastest**.

fast + est = fastest

### 2 Listen and repeat. Then read and say.

1	short	shorter	shortest	fat	fatter	fattest
2	slow	slower	slowest	sad	sadder	saddest
3	big	bigger	biggest	tall	taller	tallest

#### REVIEW

4	bedroom	birthday	popcorn	rainbow
5	careful	friendly	unhappy	reread

### 3 Listen, read, and say.



The girl is taller than the boy.



The green box is the biggest.

52 I can read and say comparative and superlative words.

Workbook page 44

### Social-emotional Learning

Correcting common errors with the whole class allows for errors to be dealt with anonymously. Students at this age can easily feel embarrassed if their mistakes are pointed out publicly. Error correction at the end of the activity also means that students are not interrupted while speaking, and so the whole class can benefit from the error correction.

### Wrap Up

Have students write four general knowledge questions using comparatives and superlatives. Provide prompts: 1 *fast / animal on land*, 2 *long / river*, 3 *tall / mountain*, 4 *large / country*. When they have finished, put students in pairs to compare their questions and guess the answers. Check answers as a class. (1 cheetah, 2 the Nile River, 3 Mount Everest, 4 Russia)

### I Can Routine

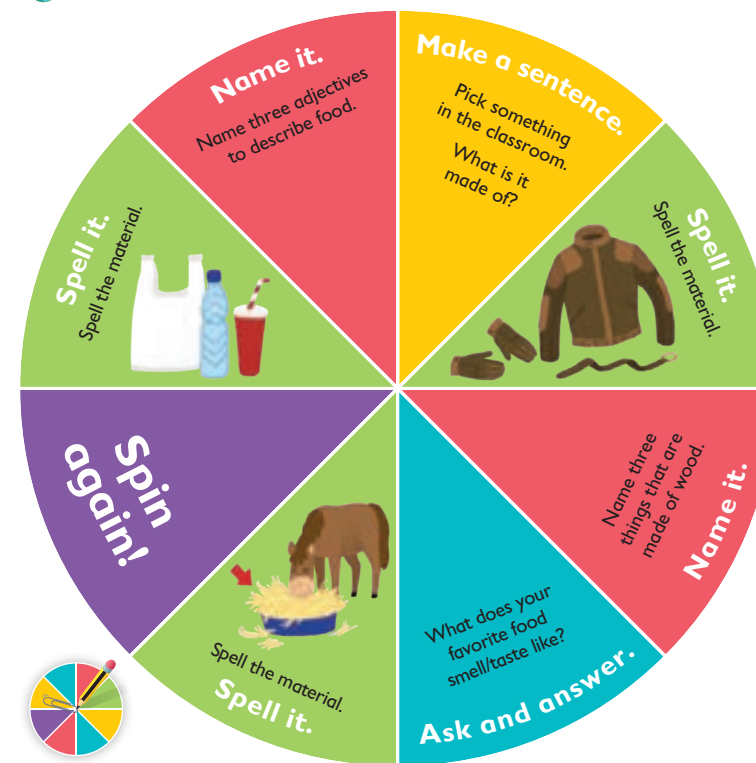
Do the **I Can Routine**. See page xiv.

### Resources

Workbook page 44  
Student App Lesson 8

## Progress Tracker

### 1 Play Spin to Win! Use the language from Unit 4.



#### How to Play

- Spin with a pencil and paper clip.
- Look, read, and answer.
- Don't know? Lose a turn.
- Get six correct answers to win!

### 2 Now complete your Progress Tracker in the Workbook.

### 3 Listen and chant.

Workbook page 45

I can use the language in Unit 4.

Unit 4 53

## Progress Tracker

### Lesson Aims

- To review Unit 4 language.

**Materials:** pencils, paper clips (one set per pair)

### Activity 1

Demonstrate how to play **Spin to Win!** Show students how to make a spinner with a paper clip and a pencil. Spin the paper clip and read aloud the prompt the paper clip points to, e.g., *Ask and answer. What does your favorite food smell like?* Elicit a response, e.g., *Pizza smells delicious*. Show students how to keep score using tally marks or checks.

Then, have a volunteer spin the paper clip and answer the prompt. If the answer is not correct or if he/she doesn't know the answer, he/she loses a turn. Point to *Spin again!* and say students can spin again if they land here. If they land on the same space twice, they can also spin again. Tell students to answer six questions correctly to win and to keep score in their notebooks.

Put students in pairs to play the game. Walk around and help as necessary.

### Activity 2

Students go to Workbook page 45, Activity 2. Do the **Progress Tracker Routine**. See page xxi.

### Activity 3 CD2 Track 12

Do the **Progress Tracker Chant Routine**. See page xxi.

### AUDIO SCRIPT

We had a good time with Unit 4. We are learning more and more! We learned new things, we did! It's true! So let's review what we can do. We can talk about how things feel, taste, and smell. We can talk about what they are made of as well. Let's play guessing game! Ask me for a clue. I'll tell you what it's made of, And what it feels like, too. What is it made of? Is it made of clay? Is it soft or is it hard? Do I use one every day? No, it isn't made of clay, It feels very, very soft. Yes, you use one every day. And it's made of cloth! Tell me, is it a T-shirt? Or is it a dress? Yes, it's a T-shirt! Now, it's my turn to guess! Let's play guessing game! Ask me for a clue. I'll tell you what it smells like, And what it tastes like, too. What does it smell like? Is it sour or sweet? Do I eat it every day? As a delicious treat? Well, it tastes really yummy, But it isn't sour or sweet. It smells really horrible - A little bit like feet! Tell me, is it cheese? I really do not know! Yes, it's cheese! And you guessed in one go! We learned a lot, we feel alive! Get ready, get steady for Unit 5!

### I Can Routine

Do the **I Can Routine**. See page xiv.

### Resources

Workbook page 45  
Student App Progress Tracker

Unit 4 Lesson 2 What's It Made Of?

Student A


**How to Play:**  
Student A: Scatter the cards face down. Then choose a card.  
Student B: Look at the chart. Ask questions to guess what your partner has chosen.  
Student A: Answer Student B's questions.  
Student B: Continue until you have guessed the object and what it is made of. Then change roles and choose a new card.

**Example:**  
Student A: What's my picture?  
Student B: Is it made of gold?  
Student A: Yes, it is.  
Student B: Is it a crown?  
Student A: No, it isn't.

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Unit 4 Lesson 2 What's It Made Of?

Student B

gold			
wood			
cloth			
leather			
paper			
plastic			
wool			
clay			

**How to Play:**  
Student A: Scatter the cards face down. Then choose a card.  
Student B: Look at the chart. Ask questions to guess what your partner has chosen.  
Student A: Answer Student B's questions.  
Student B: Continue until you have guessed the object and what it is made of. Then change roles and choose a new card.

**Example:**  
Student A: What's my picture?  
Student B: Is it made of gold?  
Student A: Yes, it is.  
Student B: Is it a crown?  
Student A: No, it isn't.

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**Materials:** scissors, one set of pre-cut cards (for you to model with)

Put students in pairs, A and B. Each student has the same share pages, pages 25 and 27. Students take turns using page 27 and play a game to guess their partner's objects.

Before modeling the activity, have a set of cards from the activity cut out, so you can model with them.

Model the activity. You are Student A. Have a volunteer be Student B. Scatter the cards face down on the desk. Choose a card and look at it, but don't show Student B. Say *What's my picture?* Student B looks at the chart on page 27 and asks you questions to determine the object on your card, e.g., *Is it made of gold?* You answer Student B's questions until he/she guesses the object. Switch roles and have Student B turn over a card and repeat the process.

Write the model on the board and have students repeat it chorally.

**Student A:** *What's my picture?*

**Student B:** *Is it made of gold?*

**Student A:** *Yes, it is.*

**Student B:** *Is it a crown?*

**Student A:** *No, it isn't.*

Have two students come to the front of the room and model another round for the class. Correct any errors.

Have students cut out their cards. Then, have pairs do the activity. Walk around and monitor. Provide additional support, as necessary.

Fast finishers can do the activity again with a different partner or create new cards to make their own version of the activity.

### Answers

**gold:** earrings, necklace, crown

**wood:** chair, table, pencils

**cloth:** dress, shirts, T-shirt

**leather:** shoes, wallet, belt

**paper:** book, notebook, magazines

**plastic:** bottle, cups, bag

**wool:** rug, sweater, scarf

**clay:** bowl, cups, plate

Unit 4 Lesson 6 Look! Feel! Taste! Smell!

Student A Student B

smells like	tastes like	feels like	looks like
... look like?	... taste like?	soft	hard
delicious	... feel like?	cheap	expensive
... feel like?	... look like?	... taste like?	... look like?
... smell like?	sour	sweet	beautiful
... smell like?	horrible	expensive	hard

**How to Play:**  
Students A and B: Scatter all the cards face down on the table.  
Student A: Turn over a card and make the question or sentence.  
Student B: Turn over a card and make the question or sentence.  
Students A and B: If you have a question and answer that match, leave them face up. If they don't match, put the cards face down. Continue until you match all of the cards.

**Example:**  
Student A: What does the bread smell like?  
Student B: It smells delicious.

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show. When you get a match, leave those two cards face up.

Write the model on the board and have students repeat it chorally.

**Student A:** *What does the bread smell like?*

**Student B:** *It smells delicious.*

Have two students come to the front of the room and model another round for the class. Correct any errors.

Have students cut out their cards. Then, have pairs do the activity. Walk around and monitor. Provide additional support, as necessary.

### Answers

What does a butterfly look like? It looks beautiful.

What does candy taste like? It tastes sweet.

What do cats feel like? They feel soft.

What does a chair feel like? It feels hard.

What does a necklace look like? It looks expensive.

What does a lemon taste like? It tastes sour.

What do sneakers smell like? They smell horrible.

What does a bracelet look like? It looks cheap.

What does bread smell like? It smells delicious.

**Materials:** scissors, a set of pre-cut cards (for you to model with)

Put students in pairs, A and B. Each student has the same share page, page 29. Students make sentences with the cards they choose and try to match the question and answer pair.

Before modeling the activity, have a set of cards from the activity cut out, so you can model with them.

Model the activity. You are Student A. Have a volunteer be Student B. Point out that there are two types of cards: question cards and adjective cards.

Point to the key at the top of the page. Show how an adjective card with an eye, for example, means that it can only match with a "looks like" question card. Remind students that not all adjectives will make sense with the pictures on the question card. For example, point out how a butterfly can look "beautiful," but that it doesn't make sense for a butterfly to look "cheap."

Scatter the cards, face down on the desk. Both you and Student B choose a card. If the cards don't match, turn them back over. Continue choosing cards until you get a match, which occurs when the question card matches the adjective card. For example, the "... smell like?" card will match with the "delicious" adjective card. Make a question and answer based on what your cards



## Lesson Aims

- To read an article about an ice festival
- To talk about a festival in your country

**Materials:** large pieces of paper

The *Harbin International Ice and Snow Sculpture Festival* takes place every year in northern China. It draws competitors and visitors from all over the world. The temperature during the festival can drop to as low as 1°F (-17°C). In 2017, about 18 million people visited the festival. There are several activities that take place during the festival, including skiing, winter swimming, and the ice-lantern exhibit. The festival has the world's biggest ice sculptures.

## ◦ Warm Up

Draw a table on the board with three headings; *material, places, and people*. Then, write these words from the text, outside of the table (not in this order): *snow, wood, clay, leather* (material), *theaters, museums, stores* (places) *tourists, artists* (people). Have students copy the table and work in pairs to group the words together. Call on different pairs to write their answers on the board.

## ◦ Activity 1

Have students scan the pictures on the page. Say *What are the sculptures made of? What season is it?* Point to the pictures, and elicit answers. Have them call out the answers. To extend, say *What sculptures can you see?* Elicit *fish, a person with curly hair, a building*.

## ◦ Activity 2 CD2 Track 13

Say *What should you wear when you visit the festival?* Have students call out ideas and write them on the board. Say *Let's read and find out*.

Share the World 2

1 Look at the pictures. What are the sculptures made of? What season is it?  
*snow and ice, winter*

2 Read the text and listen. What should you wear when you visit the festival?  
*a warm coat, boots, gloves, and a scarf*

## The Harbin International Ice and Snow Sculpture Festival

Harbin is a city in the northeast of China. Between January and the end of February every year, thousands of tourists visit Harbin to see the biggest ice and snow festival in the world. The festival started in 1963. It was small then, but now there are four enormous exhibitions of sculptures made of ice and snow.

The artists take ice from the frozen Songhua River and make sculptures of animals, waterfalls, castles, ice slides, and more. The ice looks like windows because it is so clear. Sculptures that are made of snow are white during the day, but lights are turned on in the evening so the sculptures look colorful and exciting. The sculptures are so large that people feel small when they walk around the festival.

It's very cold in Harbin during the festival, so people should remember to wear a warm coat, boots, gloves, and a scarf. There is a lot of snow on the ground, but it feels hard under your feet because thousands of people walk on it every day. You can walk through the large sculptures, but be careful where you walk because you don't want to fall on the ice and snow.





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Play the audio and have students follow along in their books. Reread the activity task. Have students write their answer individually, then compare in pairs. Check answers as a class. Point to the board and say *Were our answers right?*

To check comprehension, say *What city is the festival in?* (Harbin) *Do a lot of people go to the festival?* (yes, thousands) *What can you get to eat?* (cake, bread, and ice cream) Put students in small groups. Have them take turns reading sections of the text aloud to each other.

Tourists who go to the festival can also enjoy the city of Harbin. The festival is in four different locations north and south of the Songhua River. A lot of tourists choose to stay in the city center because there are many theaters, museums, and stores, and it's easy to visit each of the four festivals. Walk along Central Street and find stores that sell belts made of leather and dolls made of wood, and bakeries that sell soft, sweet Chinese cakes, and bread that tastes a bit sour. There is a popular kind of ice cream in Harbin that is made of milk, but it doesn't taste like most ice cream. It's both salty and sweet.

Make sure that you have a map and a lot of time because there's a lot to see and do in Harbin in the winter.



3 Read and listen again. Then answer.

- 1 Where do artists find the ice to make their sculptures? *the Songhua River*
- 2 Why do the sculptures look exciting in the evening? *the lights are turned on*
- 3 Is the festival north or south of the river? *both north and south*
- 4 Where are the museums and theaters? *in the city center*
- 5 What does the special ice cream in Harbin taste like? *sweet and salty*

4 Think and talk to a friend.

- 1 Why do you think the festival is between January and March?
- 2 Why do you think the people of Harbin started the festival?

5 Share Your World Do you know any festivals that are special to your country? When and where are they? Why are they special?

Workbook pages 46–47

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## ◦ Activity 3 CD2 Track 14

Have volunteers read items 1–5 aloud. Tell students to try to complete the activity from memory first, before rereading and listening to the text. Have them complete the activity individually. Then, play the audio again, and have students follow along in their books and check their answers. Have them compare in pairs. Check answers as a class.

## Communication

To reinforce reading and listening comprehension, have students interact with the text in a variety of ways. Have them write their own comprehension questions and trade with a partner. Students can also summarize the content, come up with another title for the text, or rewrite the text into a different format, such as an email or interview.

## ◦ Activity 4

Give students 1–2 minutes to read the questions quietly and think about the answers. Put them in

pairs. Have them ask and answer the questions. Monitor and provide support, as necessary.

Check answers as a class. Call on volunteers to read the questions and give their answers.

## ◦ Activity 5

Have a volunteer read the questions aloud. Put students in pairs to discuss the questions. Monitor pairs and provide support as necessary.

If students are stuck and cannot think of a festival, encourage them to think about different holidays that are celebrated in your country, and whether any of those include a public celebration in the streets. Then, have them talk about that in their own words.

## ◦ Wrap Up

Do a question dictation. Post the following questions (but not their answers) on large pieces of paper around the room: *When is the Harbin International Ice and Snow Sculpture Festival?* (between January and the end of February) *Why does the ice look like windows?* (it's clear) *Why does the ground feel hard?* (thousands of people walk on it every day) *Where do a lot of tourists stay?* (in the city center) *Where can you find stores and bakeries?* (along Central Street) *What can you buy at the stores?* (leather belts, wood dolls, cakes, and bread) Put students in pairs. Have one student go to the question, memorize it, and come tell their partner what it said. The partner writes it down and finds the answer in the reading. Then, have pairs switch roles. Check answers as a class. Call on volunteers to read the questions and give the answers.

## ◦ Resources

Workbook pages 46–47



## Listening

This is a practice activity modeled on Part 3 of the Listening Test of the Flyers Young Learners English Exam.

In this activity, there are two sets of pictures: four pictures of individually named objects and six pictures of unnamed places, labeled A–F. Students listen and match the named objects to each of the places. The named objects appear in the audio in a different order from how they appear on the page. Two of the place options are not used.

## Activity 1 CD2 Track 15

Students look carefully at the pictures first and check that they know what the places are. Play the audio up to the end of the example (first pause). Show students you are not writing while you listen. Write the answer when the dialogue is finished to demonstrate that students should listen before writing. Play the rest and have students write the letter in each box during the pauses. Repeat. Have students compare answers in pairs. Check answers as a class.

## AUDIO SCRIPT

**N:** NARRATOR; **G:** GIRL

**N:** Hey, Rosa, do you have new sunglasses?

**G:** Yes! I bought them yesterday in town. It was so sunny.

**N:** They look expensive.

**G:** Don't worry. They were cheap. I bought them at the pharmacy.

**N:** Can you see the letter C? Now you listen and write a letter in each box.

**N:** Did you have a good day?

**G:** Yes, we did. We went to the museum and we went shopping.

**N:** Oh, good.

**G:** We were walking to the museum when we saw a sign. It said "ice cream." There was a small café across from the museum that sold ice cream. We were hot ...



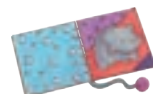
## Listening

1 Where did Rosa get these things? Listen and write a letter in each box. There is one example.



Sunglasses

C



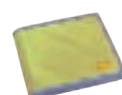
Book

A



Ice cream

D



Wallet

B



A



B



C



D



E



F

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**N:** So you bought an ice cream from the café?

**G:** Yes! It tasted delicious! It was made of fresh fruit.

**N:** Mmm ... this is good!

**G:** Then we went to the museum, and in the museum store, I saw this wallet. It wasn't expensive.

**N:** Oh! That's nice. What's it made of?

**G:** It's made of leather.

**N:** Do you have any money to put in it?

**G:** Er, no, I don't have much money now.

**N:** What else did you buy?

**G:** I bought a book for the new baby. Look, it's made of cloth.

**N:** That's great. Where did you buy that?

**G:** I got it at the bookstore next to the bank.

**N:** Thank you! We will read it tonight. Now listen again. That is the end of the Listening Exam.

## Reading and Writing

2 Read the email and write the missing words. Write one word on each line.



Dear Robert,

## Example

I'm going to ..... **tell** ..... you about my town. It's a small town, but there are a lot of stores and places to visit. There's a movie theater and a museum ..... **in** ..... the center. The post office and the bank are across ..... **from** ..... the museum. Main Street has a pharmacy on the left and a supermarket ..... **on** ..... the right. My favorite store is the bookstore. It's on the ..... **corner** ..... of High Street and River Street. There's a big park. We can go skateboarding there. Go out of town and go over the bridge and my house is on the right. It's a different house with a roof ..... **made** ..... of straw! It's very old. There are two beds in my bedroom, so when you come, you can share my room.

See you soon!

Simon

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## Reading and Writing

This is a practice activity modeled on Part 6 of the Reading and Writing Test of the Flyers Young Learners English Exam.

In this activity, students read a text with spaces and have to write one word in each of the five spaces. The words aren't provided, so students have to think of their own.

## In preparation for the task:

Encourage students to read the whole text first. Then, they should read the whole sentence before writing a word.

## Activity 2

Have students cover the text and look at the picture. Say *What can*

*you see?* (a boy waving, a small house, a bridge over a river, a town)

Read the first two sentences as an example to show students how to answer. Read the first sentence aloud, leaving out the example word *tell*. Say *Which word?* (tell) Discuss why the answer is not *ask* or *say*. Say *Can we write I'm going to say you about my town?* (no) *Why not?* (because you use *say* when you give information) *Can we write I'm going to ask you about my town?* (No) *Why not?* (because you use *ask* for questions)

Ask students to read the entire story. To check comprehension, say *What is on Main Street?* (a pharmacy and the supermarket) *Where can you go*

*skateboarding?* (at the big park) *Who is Robert visiting?* (Simon)

Have students complete the activity individually. Give them time to write their answers. Have students compare in pairs. Check answers as a class.