1. What’s your favourite type of cake? What ingredients do you need to make a cake? Make a list.

2. Listen, point and say the vocabulary chant.

3. Listen, look and sing *Let’s go shopping!*

4. **Talk Partners** Look at the picture. Play a memory game.

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**Key learning outcomes:** identify and say ingredients; sing a song about going shopping

**Vocabulary:** ingredients for making a cake

---

Flour, oil, nuts, biscuits, chocolate chips, salt, jam, coconut, sugar, raisins, butter, cream.
1. Listen and read. Listen and repeat. Act out.

Luke: Let’s make a cake for the festival. I’ve got a recipe for a Burfi cake from India.
Lily: Cool! Can I help?
Luke: Yes, please. We need some sugar.
Lily: How much sugar do we need?
Luke: We need a lot of sugar. We need some nuts, too.
Lily: How many nuts do we need?
Luke: We need a few nuts. We need some milk and some coconut, too.
Lily: OK. It’s going to be delicious!

2. Read again. Which ingredients do Luke and Lily need?

3. Talk Partners Listen and follow. Repeat.

<table>
<thead>
<tr>
<th>Quantifiers</th>
<th>a lot of</th>
<th>some</th>
<th>nuts</th>
<th>a few</th>
<th>raisins</th>
<th>a lot of</th>
<th>butter</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>You</td>
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<tr>
<td>We</td>
<td>need</td>
<td>a few</td>
<td>raisins</td>
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<td></td>
</tr>
<tr>
<td>They</td>
<td></td>
<td>a lot of</td>
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<tr>
<td>He</td>
<td>needs</td>
<td>some</td>
<td>cream</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>She</td>
<td></td>
<td>a little</td>
<td></td>
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</tr>
</tbody>
</table>

4. Talk Partners Ask and answer about the ingredients for the Burfi cake.

We use How many to ask questions about things we can count. How many nuts do they need?
We use How much to ask questions about things we can’t count. How much sugar does he need?

Key learning outcomes: ask questions using How much and How many; identify and use countable and uncountable nouns. Grammar: How many nuts do they need? They need a few nuts.
Lesson 3 Story

Before you read

1. Can you remember the ingredients for the Burfi cake?

2. Listen and read. Act out.

The Burfi cake disaster


We’ve got all of the ingredients.

Coconut, milk, raisins ...

... nuts, sugar and butter.

2. Lily and Josh are helping Luke. Ravi is playing a computer game.

Let’s chop the nuts.

How many nuts do we need?

We need a few nuts.

3. What do we need to do now?

Put the butter in the pan and mix it with the coconut and raisins. Then, add a little milk.

4. They need to add the sugar next.

Ravi, can you pass me the sugar, please?

Ravi! What are you doing?

5. Ravi is thinking about his game. He isn’t paying attention to what he’s doing.

How much sugar do we need, Luke?

We need a lot of sugar.

Here you are.

6. Ravi gives Josh the salt by mistake.

Add the sugar and stir.

This doesn’t look right.

Never mind. Let’s put it in the oven.

Key learning outcomes: read, listen and understand a story about a Burfi cake

Language: What do we need to do now? Add the sugar and stir.
After you read

3 Talk Partners Ask and answer.
1 Who chops the nuts?
   Josh chops the nuts.
2 Do they add a lot of milk?
3 How much sugar do they need?
4 What does Ravi give to Josh?
5 What does Luke’s friend bring?

4 Values Read and discuss.
• Who isn’t paying attention in the story? Why?
• What happens because Ravi isn’t paying attention?
• Do you pay attention when people talk to you?
• What happens when you don’t pay attention?

5 Use the code to read the message from Luke.

Values: paying attention
Lesson 4 Vocabulary and Grammar

Key learning outcomes: identify and say verbs for cooking; use need to to talk about requirements

Vocabulary: cooking verbs

Grammar: We need to (chop) the carrots.

1 Listen, point and say.

1 stir  2 mix  3 chop  4 heat  5 pour  6 add

2 Listen and sing Let’s make soup!

Let’s make soup!
Let’s make soup!
What do we need to do
To make delicious soup?
First, we need to get a pan.
Next, we chop the carrots.
Mix some green beans,
Onions and tomatoes.
Then, we put them in the pan.
Chorus

After that, we need to add the water.
Then, we heat it up.
Finally, cook the ingredients all together.
Stir it all the time.
Chorus

3 Listen and follow. Repeat.

<table>
<thead>
<tr>
<th>need to</th>
<th>I</th>
<th>you</th>
<th>we need</th>
<th>to do?</th>
<th>they need</th>
<th>to chop?</th>
<th>does</th>
<th>he</th>
<th>she</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>do</td>
<td>we</td>
<td>need</td>
<td>to</td>
<td>they</td>
<td>to chop?</td>
<td>does</td>
<td>he</td>
<td>she</td>
</tr>
</tbody>
</table>

4 Talk Partners Ask and answer.

What do we need to chop?
We need to chop the carrots.

We use do with I, you, we and they.
We use does with he and she.
1 Listen, read and say.

**Speak and spell**

‘i_e’ or ‘ie’?

Spike likes rice and Mike likes pies and wearing a tie.

Now practise spelling on page 10 in your Activity Book.

2 Read the recipe. Listen and identify five differences.

**Banana bread**

**You need:**
- some flour
- 2 eggs
- some sugar
- a lot of milk
- a lot of butter
- a little salt
- a few bananas

Mix the sugar and the butter.
Add the eggs and pour the milk into the bowl.
Cut the bananas and stir in the flour.
Heat the oven and cook for 40 minutes.

**Listening tip!**
Read the recipe carefully before you listen.

3 ➔ Talk Partners Ask and answer to complete the recipe.

How much sugar do we need?
We need a lot of sugar.

Now it’s my turn. How much flour do we need?
We need a lot of flour.

Key learning outcomes: listen for specific information; play a communication game using How much / How many and need to. Phonics: Alternative vowel spellings: i_e – ie.
Before you read

1. Look at the photo on the recipe. What ingredients do you think you need to make a Knickerbocker glory? Make a list.

2. Read the text quickly. Do you think a Knickerbocker glory is healthy?

3. Read and listen. What’s the last ingredient you add to a Knickerbocker glory? What’s your favourite ingredient?

Knickerbocker glory

Ingredients
- biscuits
- vanilla and chocolate ice cream
- raspberry sauce
- chocolate chips
- chopped nuts
- cream
- cherries

Equipment
- a bowl
- a spoon
- an ice cream scoop
- an ice cream dish

Preparation time: 10 minutes

Instructions
1. First, break the biscuits into pieces. Put the biscuit pieces in the dish.
2. Next, add two scoops of chocolate ice cream and one scoop of vanilla ice cream to the dish.
3. Then, pour a little raspberry sauce on the ice cream.
4. After that, mix a few chocolate chips with the chopped nuts in a bowl.
5. Next, sprinkle the nuts and chocolate chips on the ice cream.
6. Then, add the cream.
7. Finally, add the cherries on top.

Serving instructions
Serve straight away.

After you read

Go to page 11 in your Activity Book.
Investigate a text

1. What ingredients do you think you need to make these pizzas? Which pizza do you prefer?

2. Read and listen. Which picture in Activity 1 is the pizza for this recipe?

Reading tip!
Use the photo to help you identify all the ingredients in the pizza.

Tuna and vegetable pizza

Ingredients
- mushrooms
- onions
- peppers
- oil
- sweetcorn
- tomato sauce
- cheese
- a pizza base
- tuna
- olives

Equipment
- a chopping board
- a pan
- a knife
- a spoon

Instructions
1. First, chop the mushrooms, onions and peppers.
2. Next, heat the oil in a pan.
3. Then, add the chopped vegetables to the pan and cook for one minute. Stir it all the time. Add the sweetcorn.
4. After that, add the tomato sauce and cheese to the pizza base. Then, add the tuna.
5. Next, add the vegetables. Put the olives on top of the pizza.
6. Finally, cook the pizza in the oven for 15 minutes.

Discuss a text

3. Think and discuss.

1. Look at the layout of the recipe. Where’s the list of ingredients and equipment?
2. Are the instructions in order? Are they numbered?
3. Is there a photo of the end result?
4. Where can you see how long it takes to make the pizza?

Writing tip!
We use First to start the recipe instructions.
We use Next, Then and After that for the following instructions.
We use Finally for the last instruction.

Plan and write a recipe on page 12 in your Activity Book.

Key learning outcomes: prepare and write a recipe; know and use time sequencers
Lesson 8 Culture around the world: New York City

Key learning outcomes: read about street food in New York City; think about and research New York City

1 Read Luke’s questions. What do you think?

I’m in New York City now. It’s the city that never sleeps! You can find every type of food at any time of the day. Can you answer these questions?

1. Which food can you eat in a hard shell?
2. Which food is big and salty?
3. Which food can you eat with salad or vegetables?
4. Which food is from Belgium?


Street food in New York City

Tacos in New York City are delicious. The best place to eat them is from a cart on a street corner. Tacos in New York City are served in a hard shell. Try them with beef or chicken and refried beans. You can add chopped onions, peppers and grated cheese.

Squeeze a lime over your taco to complete the taco experience!

New York City is great because you can find food from all over the world. You can buy waffles from Belgium. They’re delicious with cream, melted chocolate and strawberries.

There are pretzel stands in New York City, too. The pretzels are very big, warm and salty. They’re delicious!

For a different type of savoury snack, you can try falafel. It’s made from chickpeas, and people eat it on thin bread. For a healthy option, try it with lots of salad or vegetables.

Some diners stay open ALL NIGHT!

Read Luke’s questions. What do you think?

1. Which food can you eat in a hard shell?
2. Which food is big and salty?
3. Which food can you eat with salad or vegetables?
4. Which food is from Belgium?

Think about your culture

What types of street food can you eat in your country? Do you like street food? Can you find food from other countries where you live?

Do the New York City web quest and the Unit Review on pages 13 and 14 in your Activity Book.
Welcome back to Channel 21! Our first programme this year is about street food. What street food do you like?

1. Watch the video. Which street food isn’t in the video?

2. Watch the video again. Read and say true or false. Correct the false sentences.
   1. A falafel sandwich can’t be healthy.
   2. Pretzels are cold and sweet.
   3. All the stalls serve savoury food.
   4. There’s only one type of sundae.
   5. You can’t eat pancakes for breakfast.

3. Work in a group. Choose two ingredients to add to each food and explain why.

   Waffle: strawberries, chocolate, cream
   Falafel sandwich: onions, tomatoes, lettuce
   Ice cream sundae: nuts, cherries, bananas
   Pancakes: butter, syrup, sugar

When you work in a team, you need to take turns, speak clearly and listen to each other.

Key learning outcomes: watch and understand a video about street food
21st Ways of working: collaboration and teamwork