



## Objectives

### Grammar:

*made of, made from and made in*

### Reading

Reading a website about what things are made of

### Listening

Listening to a conversation about where things are made

### Speaking

Describing objects

### Writing

Writing an article about where things are made

## LESSON 1 SB page 41

### Outcomes:

- To talk about what things are made of
- To read a website about recycling and answer questions
- To carry out an internet search about recycling

### Before using the book:

- Write the title of the unit **Where things are made** on the board and ask the students to tell you what they think they will study in the unit. Confirm any correct answers.
- Ask what things can be made of and brainstorm a list of materials.

## Where things are made

UNIT  
17

### Lesson 1

- 1 Look at the pictures below and guess which material each object is made of

metal plastic rubber wool

- 2 Read the website and check your answers to exercise 1

#### OBJECTIVES

- Grammar *made of, made from and made in*
- Reading Reading a website about what things are made of
- Listening Listening to a conversation about where things are made
- Speaking Describing objects
- Writing Writing an article about where things are made

## Recycle it!

1 Materials often have many different uses. Car tyres, for example, are made of rubber. But did you know that we can recycle old car tyres to make shoes and sandals? These rubber sandals are made in Africa. You can buy them all over the world, in many different sizes.

2 We use plastic bags to carry our shopping home and to put our rubbish in. What else can we do with them? Someone had a great idea: we can make them into new bags!

3 People in South Africa use old cans to make toys. This toy car is made from a metal can!

4 When your old jumper is too small for you, what can you do with it? Some people use the wool from old jumpers to make blankets. These blankets keep people warm. You only need a few large jumpers to make a baby's blanket. How many different jumpers do you think this blanket is made from?

- 3 Are these sentences true (T) or false (F)?

- 1 ☒ You can only buy the sandals in Africa.  
 2 ☐ We only use plastic bags to carry shopping.  
 3 ☐ You can make cans from old toys.  
 4 ☐ You don't need a lot of jumpers to make a baby's blanket.

#### Internet search

How can we recycle old plastic, rubber, wool and paper?

41

### 1 Look at the pictures below and guess which material each object is made of

- 1 Draw attention to the Objectives box on page 41, which refers to the objectives of the unit, and explain in Arabic if necessary.
- 2 Now ask the students to look at the pictures in the text in exercise 2 and discuss in small groups what material they think each object is made of.
- 3 Invite them to share their ideas, but do not confirm them at this point.

### 2 Read the website and check your answers to exercise 1

- 1 Ask the students to read the title of the website and elicit the meaning of *recycle*. Ask them to use the pictures to help explain.
- 2 The students then read the text quickly to check their answers to exercise 1. Tell them not to worry about any words they don't know at this point. Then check the answers as a whole class.
- 3 Ask the students whether they recycle and what kind of things they recycle.

### Answers:

- 1 The tyre and the sandals are made of rubber.
- 2 The bags are made of plastic.
- 3 The can and the toy car are made of metal.
- 4 The jumper and the blanket are made of wool.

### 3 Are these sentences true (T) or false (F)?

- 1 Ask the students to read the sentences and decide in pairs whether they are true or false, without referring back to the text.
- 2 They then read the website again to check their answers.
- 3 Check the answers as a whole class, and then ask the students to correct the false sentences.
- 4 Finally, go through any unknown vocabulary in the text.

### Answers:

- 1 F (You can buy them all over the world.)
- 2 F (We use them to put our rubbish in and to make new bags, too.)
- 3 F (You can make toys from old cans.)
- 4 T



### Internet search

- 1 Ask them to look at the question in the Internet search box. Ask the students to work in small groups and give each one a material to discuss. Then invite the groups to share their ideas with the rest of the class.
- 2 Tell them that they are going to find out more by carrying out an internet search. Ask what they might type into a search engine in order to get the information they need.
- 3 The students then work in small groups to carry out their research.
- 4 Finally, ask groups of students to report back their findings to the rest of the class. Ask them whether they have any of these items, and whether they buy any recycled goods.

## LESSON 2 SB page42 WB page27

### Outcome:

- To use *made of*, *made from* and *made in*
- To ask and answer about classroom objects



### SB Page 42

**Unit 17**

**Lesson 2**

**1 Underline the examples of *is/are made* and the word that follows**

a Car tyres are made of rubber.  
b These rubber sandals are made in Africa.  
c This toy car is made from a metal can!  
d How many different jumpers do you think this blanket is made from?

**made of, made from and made in**

- We say that something is *made of* a material, such as wood or metal:  
*Is that ball made of rubber? No, it isn't. It's made of plastic.*
- When we change one object into a different object, we say the new object is *made from* the first object:  
*My sister has a toy house. It is made from old boxes.*
- We use *made in* to talk about a place:  
*Many beautiful shoes and bags are made in Egypt.  
Are computers made in China?*

**2 Look at the pictures and complete the sentences with *of*, *from* or *in***

1 This desk is made from an old door. It's made of wood.

2 This hat is made from an old newspaper.

3 This kind of bowl is made from China.

4 This bag is made of rubber. It's made from old tyres.

**3 Ask and answer about things in your classroom**

What is this pencil case made of?  
It's made of plastic.

42

Workbook page 27

### 1 Underline the examples of *is/are made* and the word that follows

- 1 Ask the students to look at the photo in exercise 1 and elicit what item of clothing they can see (*jumpers*).
- 2 Ask the students to read the example sentence. Ask them what the form of the verb is (be *in present simple* + *past participle*). Ask which part of speech *of* is (*a preposition*).
- 3 The students copy the rest of the sentences into their copybooks and underline the examples of *is/are made* and the prepositions that follow.
- 4 Go through each sentence, asking different students which words they have underlined.
- 5 Then ask the students to look at the preposition

in each sentence and the words which follow.  
Elicit the difference between *made of*, *made in* and *made from*.

- Ask the students to look at the Grammar box to check their ideas.

**Answers:**

- These rubber sandals are made in Africa.
- This toy car is made from a metal can!
- How many different jumpers do you think this blanket is made from?

## 2 Look at the pictures and complete the sentences with *of*, *from* or *in*

- Ask the students to look at the pictures and say what the objects are (*a desk, a hat, a bowl, a bag*).
- Ask them to work in pairs to complete the descriptions. Remind them to refer to the Grammar box if necessary.
- Invite different students to read out the completed descriptions.

**Answers:**

1 of      2 from      3 in      4 of, from

## 3 Ask and answer about things in your classroom

- Hold up a classroom object, for example, a ruler. Ask *What is this ruler made of?* (*plastic*)
- Invite two or three students to hold up or point to an object in the classroom for the rest of the class to say what they think it is made of.
- Ask two students to read out the dialogue shown in the speech bubbles and tell them that they are going to ask and answer about other things in the classroom.
- The students then work in small groups to ask and answer about classroom objects. Go round and monitor while they are working, helping where necessary.
- Invite different pairs of students to ask and answer about different objects.
- Refer the students back to the materials in exercise 2 and ask them what else is made from these materials outside the classroom.


**Answers:**

Students' own answers

## WB Page 27

UNIT

**17**



### Where things are made

- Match the words and their meanings**

1 <input checked="" type="checkbox"/> can	a Rubber filled with air, that you can see on cars, bikes, etc.
2 <input type="checkbox"/> material	b Something metal that we buy food or drink in.
3 <input type="checkbox"/> sandals	c Something you can use to make other things.
4 <input type="checkbox"/> tyre	d Open shoes that you can wear in hot weather.
- Complete the table with these words**

blanket   boot   laptop   metal   pan   plastic   rubber scissors   skirt   toy car   tyre   wood   wool	
materials	objects
metal	blanket
- Complete the sentences with *made of*, *made from* or *made in***
  - Sewing machines are often made in Japan.
  - Mona has a beautiful new bag that is ..... old car tyres.
  - Are many computers ..... Brazil?
  - Ali's toy truck is ..... plastic.
  - The bird's home is ..... leaves.
  - Is this chair ..... wood?

## 1 Match the words and their meanings

- Ask the students to look at the words on the left and elicit their meanings. Then ask them to look at the example and check whether they were right.
- The students complete the exercise individually and then check their answers in pairs. Then check the answers as a whole class.

**Answers:**

2 c      3 d      4 a

## 2 Complete the table with these words

- Check the meaning and pronunciation of the words in the box. Ensure the students understand the difference between materials (something you can use to make other things) and objects.

- Then ask the students to work in pairs to complete the table.
- Check the answers as a whole class. Then ask the students to say what material each of the objects is made of.



Answers:

materials	objects
plastic	boot
rubber	laptop
wood	pan
wool	scissors
	skirt
	toy car
	tyre

### 3 Complete the sentences with *made of*, *made from* or *made in*

- Elicit the difference between *made of*, *made from* and *made in*, and some examples.
- Ask the students to read the example answer and then work in pairs to complete the rest of the sentences with one of the phrases.
- Invite different students to read out the completed sentences.

Answers:

- 2 made from      3 made in      4 made of  
5 made from      6 made of

## LESSON 3 SB page 43

### Outcomes:

- To talk about countries and nationalities and where things are from
- To listen to a radio programme about where things are made and answer questions
- To ask about and describe objects

### Lesson 3

**1 Match the countries and the nationalities**

American   Brazilian   Chinese   Egyptian   Korean   Japanese

**2 Which countries from exercise 1 do you think these things come from?**

paper   wood   computers and phones   cars  
oil   rice   cotton   leather shoes and bags

**3 Listen to a radio programme about where things are made and check your answers to exercise 2**

**4 Listen again and choose the correct word**

1 A lot of wood for paper and furniture comes from trees in Brazil Brazilian.  
2 Many of the computers and phones we use are Japan Japanese.  
3 A lot of our cars are Korea Korean or China Chinese.  
4 Did you know that a lot of the world's petrol is made from Egypt Egyptian oil?

**5 Choose an object and describe it. Can your partners guess the object?**

**FUNCTIONS BOX**

**Asking about and describing objects**

What is it like?      It's (big) and it's made of (plastic).  
Where does (cotton) come from?      It's from (Egypt)/It's (Egyptian).  
How (big) is it?      It's (not) very big / It's (ten metres) high/long.

What is it like?

How big is it?

Is it a ruler?

It's made of plastic and it's Chinese.

It's 30 centimetres long.

### 1 Match the countries and the nationalities

- Ask the students in the class what nationality they are. Drill pronunciation.
- Ask them to look at the map and identify the countries. Elicit the nationalities of people from the countries.
- The students then read the nationalities and match them to the countries, working in small groups.
- Check the answers as a whole class and drill pronunciation of the countries and nationalities.

Answers:

USA – American, Brazil – Brazilian,  
Egypt – Egyptian, China – Chinese,  
Korea – Korean, Japan – Japanese

### 2 Which countries from exercise 1 do you think these things come from?

- Ask the students to look at the words in the box and work in pairs to decide where the things come from, using the countries in exercise 1.

- 2 Invite different students to say what they think. Do not confirm their answers at this point.
- 3 **Listen to a radio programme about where things are made and check your answers to exercise 2**
  - 1 Tell the students that they are going to listen to a radio programme about the things in exercise 2 and that they have to listen and check their answers.
  - 2 Play the recording while the students make notes. They then check their answers with a partner.
  - 3 Play the recording again if necessary and then check the answers as a whole class.
  - 4 Ask the students what else is made in Egypt that they know of.



### **Tapescript**

*Hello. Today we're going to talk about where things are made. Think about the objects in your house. You can probably describe them, but how often do we think about what objects are made of, or the countries they are made in?*

*Think about your favourite book. What is it like? How big is it? You can answer these questions easily. But do you know where the paper in the book comes from?*

*Most of the world's paper is made in the USA. A lot of the wood it uses for paper and furniture comes from trees in Brazil. Many of the computers and phones we use are Japanese. Look at the cars on our streets. A lot of our cars are Chinese or Korean.*

*But what about things that are made in Egypt? Did you know that a lot of the world's petrol is made from Egyptian oil?*

*You can also find many Egyptian things in other countries. Many Americans, Brazilians and the Chinese love Egyptian rice. People also want to buy cotton and leather from Egypt. Just think, right now, people in many countries are wearing cotton clothes and leather shoes and bags that are made in our country!*

### **Answers:**

USA – American, Brazil – Brazilian,  
Egypt – Egyptian, China – Chinese,  
Korea – Korean, Japan – Japanese

### **Answers:**

Paper: USA  
Wood: Brazil  
Computers and phones: Japan  
Cars: China or Korea  
Oil: Egypt  
Rice: Egypt  
Cotton: Egypt  
Leather shoes and bags: Egypt

### **4 Listen again and choose the correct word**

- 1 Ask the students to read the sentences and decide in pairs what they think the correct options are.
- 2 Play the recording again for them to listen and check their answers.
- 3 Invite different students to read out the completed sentences.

### **Answers:**

2 Japanese      3 Korean, Chinese      4 Egyptian

### **5 Choose an object and describe it. Can your partners guess the object?**

- 1 Ask two students to read out the dialogue shown in the speech bubbles. Tell them that they are going to talk about objects in the same way.
- 2 Ask them to read the phrases in the Functions box.
- 3 Describe an object for the class to guess. Encourage them to ask questions about it, using the phrases in the Functions box.
- 4 The students then play the guessing game in small groups. Go round and monitor while they are working, helping where necessary. Encourage them to describe some interesting or unusual objects if they can.
- 5 Invite different groups to ask about and describe different objects.

### **Answers:**

Students' own answers



## LESSON 4 SB page44 WB page28

### Outcome:

- To match materials with where they come from
- To talk about what everyday objects are made of
- To write two paragraphs about a material



### SB Page 44

17
Lesson 4


**1 Match the materials with where they come from**

1 ☒ leather


2 ☐ wool

3 ☐ gold


4 ☐ rubber




sheep



mine




tree




cow

**2 Name an everyday object. Say what it is made of**



A tennis ball.



It's made of rubber!

**PROJECT**


1 Choose one of these materials.

rubber
gold
wool
wood
oil
leather

2 Find out:


- the name of the country/ countries it comes from
- some of the different things that are made from it
- how we use it.

3 Then write two paragraphs about the material.



*Rubber comes from rubber trees. There are many rubber trees in Brazil and also in countries in Africa and Asia. Some rubber is also made from oil.*

*We use rubber for a lot of different things. Tennis balls are made of rubber, as well as some shoes and, of course, the rubbers we use at school.*



Workbook page 28

### 1 Match the materials with where they come from

- 1 Ask the students to look at the pictures and say what they can see.
- 2 Ask the students to work in pairs to discuss where the materials 1–4 come from. Then ask them to share their ideas with the rest of the class and confirm their answers.

Answers:

2 a    3 b    4 c

### 2 Name an everyday object. Say what it is made of

- 1 Put the students into small groups and ask them to take turns to name an everyday object for the rest of the group to say what it is made of.
- 2 Invite different students to name objects for the rest of the class to say what they're made of.

Answers:

Students' own answers

### 3 Project

- 1 Tell the students that they are going to write about a material. Ask them to choose one of the materials they would like to write about. Make sure there is an even spread within the class. They should not write about rubber, as this is described in the example paragraph.
- 2 Ask them to read the example paragraphs about rubber.
- 3 The students then make notes for the points in question 2. If they aren't sure of the facts, ask them to check online.
- 4 The students then write their paragraphs about the material. Go round and monitor while they are working, helping where necessary.
- 5 When they have finished, ask the students to exchange descriptions with another student to check grammar and spelling.
- 6 Invite different students to read out their paragraphs for the class.

Answers:

Students' own answers

**UNIT 17**

**1 Complete the sentences**

Africa    cotton  
leather    mine    sheep

- Cairo is one of the largest cities in Africa.
- Working in a ..... can be dangerous because it is underground.
- Most shirts and blouses are made of .....
- A ..... is useful because it gives us wool and meat.
- The best shoes are usually made of .....


**2 Rewrite the sentences using adjectives**

- This toy plane comes from the USA.  
This toy plane is American.
- A lot of the coffee that people drink is from Brazil.  
.....
- Does this beautiful cotton shirt come from Egypt?  
.....
- That fast car is not from Korea. It is from Japan.  
.....

**3 Read the answers and write the questions**

How wide are they?    What are they?    What are they like?  
What are you looking at?    Where do they come from?

- What are you looking at?  
I'm looking at a picture of some things on a museum website.
- .....  
They're very beautiful and they're very old.
- .....  
They're Egyptian.
- .....  
They're about 0.5 centimetres wide.
- .....  
They're glass beads that the ancient Egyptians liked to wear.



## 1 Complete the sentences

- Ask the students to look at the photo in exercise 1 and identify where it is (*Cairo*).
- Elicit the meanings of the words in the box.
- The students then complete the sentences in pairs using the words in the box, as in the example.
- Invite different students to read out the completed sentences.

**Answers:**

2 mine    3 cotton    4 sheep    5 leather

## 2 Rewrite the sentences using adjectives

- Elicit the countries and nationalities that the students have learned in the unit.
- Then ask them to read the example sentence and ask *Do the sentences mean the same thing? (yes)* *What is different about them? (The nationality adjective is used instead of the country.)*
- The students then rewrite the sentences in pairs. Remind them to use adjectives. Invite different students to read out their rewritten sentences.

### Answers:

- A lot of the coffee that people drink is Brazilian.
- Is this beautiful cotton shirt Egyptian?
- That fast car is not Korean. It is Japanese.

## 3 Read the answers and write the questions

- Ask the students to read the questions in the box. Then ask them to read the example and explain that they have to match the questions with the answers.
- The students work in pairs to complete the exercise.
- Invite pairs of students to read out the questions and answers.

### Answers:

- What are they like?
- Where do they come from?
- How wide are they?
- What are they?

## REVIEW SB page 45 WB page 29

### Outcomes:

- To review and practise the vocabulary and structures of the unit
- To practise using abbreviations for countries

### Before using the book:

- Write **Where things are made** on the board and ask the students what they have learned in this unit. Brainstorm a list of topics, vocabulary and grammar points.
- Tell the students that they are now going to complete the review section for this unit, to see what they can remember.




Review


UNIT  
17

**Now you can ...**


- **talk about materials**
  - Choose the correct word**
    - Wood/Rubber comes from trees and we use it to make furniture and paper.
    - Paper/Rubber comes from trees and some boots are made of it.
    - Leather/Oil comes from cows and some shoes and bags are made of it.
    - Petrol/Gold comes from a mine and you can use it to make money.
- **use made of, made from or made in**
  - Rewrite the sentences to have the same meaning, using made of, made from or made in**
    - This rubber pencil case was once a car tyre!  
This pencil case is **made of** rubber. It's ..... an old car tyre.
    - A lot of the world's best cotton is Egyptian.  
A lot of the world's best cotton clothes are ..... Egypt.
    - My dad gave me a small, plastic Japanese toy.  
The toy which my dad gave me is ..... Japan and it's ..... plastic.
- **talk about countries, nationalities and materials**
  - Where do these objects come from and what are they made of?**



**a**  
Egypt  
Example:  
*a It's Egyptian and it's made of wool.*




**b**  
Korea



**c**  
China







**d**  
USA



**e**  
Japan

Writing skills

You can use abbreviations for some countries. Unlike most countries, you use *the* with the following:

the European Union	= the EU	
the United Arab Emirates	= the UAE	
the United Kingdom	= the UK	
the United States of America	= the USA	

Workbook page 20

### 1 Choose the correct word

- Brainstorm the materials that the students have learned in the unit.
- The students then complete the exercise in pairs by choosing the correct words. Check the answers as a whole class.

**Answers:**

2 Rubber      3 Leather      4 Gold

### 2 Rewrite the sentences to have the same meaning, using made of, made from or made in

- Elicit the difference between *made of*, *made from* and *made in*.
- Ask the students to read the example and complete the rest of the exercise in pairs.
- Invite different students to read out the completed sentences.

**Answers:**

1 made from      2 made in      3 made in, made of

### 3 Where do these objects come from and what are they made of?

- Ask the students to look at the pictures and name the objects (*a rug, a car, a toy, a ring, a scarf*).
- Elicit the nationalities for each of the countries listed below the pictures a–e.
- The students then work in pairs to write sentences about each object, as in the example.
- Invite different students to read out their sentences.

**Answers:**

- It's Korean and it's made of metal.
- It's Chinese and it's made of plastic/metal.
- It's American and it's made of gold.
- It's Japanese and it's made of cotton/wool.

### Writing skills

- Ask the students to read the examples and look at the flags.
- Then ask them to discuss in pairs why they think the countries use *the*.
- Invite the students to share their ideas and explain that this is because they are made up of different states or countries, or have a plural element (shown by the *s*).
- Ask whether the students can think of other countries which might have a plural element (e.g. the Netherlands).



Unit  
**17**

**1 Choose the correct answer from a, b, c or d**

1 The first car to use this was made in 1885.  
 a oil                      b petrol  
 c water                    d water

2 There is only enough of this material on earth to fill two large swimming pools.  
 a gold                      b metal                      c cotton                      d water

3 A scientist made the first example of this material in 1905.  
 a paper                      b wool                      c plastic                      d gold

4 People found a shoe made of this material that was 5,500 years old.  
 a leather                      b plastic                      c oil                      d petrol

5 A tree needs to be at least six years old before you can get this material.  
 a cotton                      b wood                      c glass                      d rubber

**2 Read and correct the mistakes in these sentences**

1 There are 28 countries in the eu.  
*There are 28 countries in the EU.*

2 Abu Dhabi is the capital of UAE.  
 .....

3 Today, the China is one of the most important countries in the world.  
 .....

4 Alaska is the largest state in USA.  
 .....

**3 Write an article about where things are made**

- Think of some of the things you see or use every day.
- Write where they are made and what they are made of.
- Write information to describe each object: What is it like? How big is it? etc.

Remember to write the names of countries correctly.

.....

.....

.....

29

**Answers:**

- 2 Abu Dhabi is the capital of the UAE.
- 3 Today, China is one of the most important countries in the world.
- 4 Alaska is the largest state in the USA.

### 3 Write an article about where things are made

- 1 Ask the students to read the instructions and to make notes. They then discuss their ideas with a partner.
- 2 The students write the article. They should start their answer in the Workbook and continue in their copybooks if they need more space.
- 3 Go round and monitor while they are working, helping where necessary.
- 4 Invite different students to read out their articles. The rest of the class listens and checks whether *made of*, *made from* and *made in*, and the names of countries are used correctly.

**Answers:**

Students' own answers

### 1 Choose the correct answer from a, b, c or d

- 1 Quickly elicit a list of materials the students have learned in the unit.
- 2 Then ask the students to read the example before completing the exercise in pairs.
- 3 Check the answers as a whole class.

**Answers:**

2 a      3 c      4 a      5 d

### 2 Read and correct the mistakes in these sentences

- 1 Ask the students to look at the example and elicit the countries which use *the*.
- 2 They then complete the exercise individually and check their answers with a partner.
- 3 Invite different students to read out the corrected sentences.

## Speaking task

**Outcome: to describe objects**

Use SB page 43, exercise 5 and Functions box

On the board, write the following:

**school bag   blackboard (or whiteboard)   shoes  
lunch box   pencil case   exercise book**

In pairs, students take turns to choose one of the items and describe it for his/her partner to try to guess, using the expressions in the Functions box.

## Reading task

**Outcome: to read a website about what things are made of**

Use SB page 41, exercise 2 text

On the board, write the following:

**Find...**

**1 three things made of rubber   2 things made of old plastic bags   3 things you can use to make a toy   4 useful things made from old clothes**

Students read the text to find the answers and write them down.

## Writing Task

**Outcome: to practise made of, made from and made in**

On the board, write the following:

**Tom's school things:**

**1 shoes - leather - Spain**

**2 trousers - cotton - India**

**3 school bag - old plastic bags - the UK**

**4 coat - wool - the UK**

Explain that Tom goes to school in England and wears a school uniform. Say or elicit *His shoes are made of leather. His shoes were made in Spain.*

Students write similar sentences with the remaining prompts.

## Listening task

**Outcome: to understand a conversation about where things are made**

Use the recording for SB page 43, exercises 3 and 4

On the board, write the following incomplete extract from the last part of the tapescript:

**You can also find many \_\_\_\_\_ in other countries. Many Americans, Brazilians and \_\_\_\_\_ love \_\_\_\_\_. People also want to buy \_\_\_\_\_ from Egypt. Just think, right now, people in many countries are wearing cotton clothes and leather shoes and bags that are \_\_\_\_\_!**

Students complete the missing words as you play the recording, pausing as necessary.