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.

SB Page 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

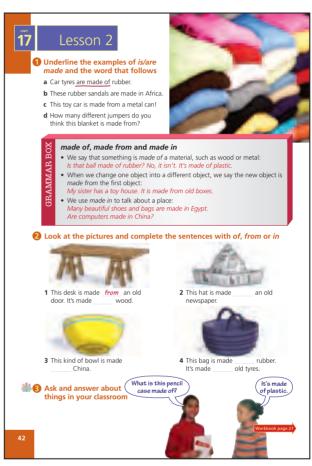
- 1 Ask them to look at the question in the Internet search box. Ask the students to work in small groups and give each one a material to discuss. Then invite the groups to share their ideas with the rest of the class.
- 2 Tell them that they are going to find out more by carrying out an internet search. 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



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*.

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

Answers:

- 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?

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

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

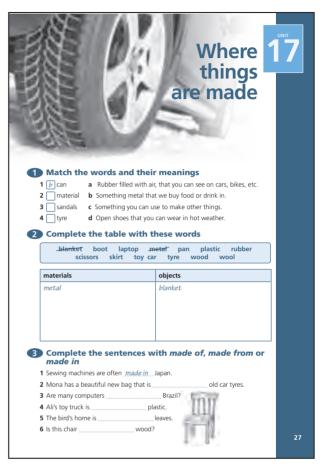
Answers:				
1 of	2 from	3 in	4 of, from	

3 Ask and answer about things in your classroom

- 1 Hold up a classroom object, for example, a ruler. Ask *What is this ruler made of? (plastic)*
- 2 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.
- 3 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.
- 4 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.
- 5 Invite different pairs of students to ask and answer about different objects.
- 6 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



1 Match the words and their meanings

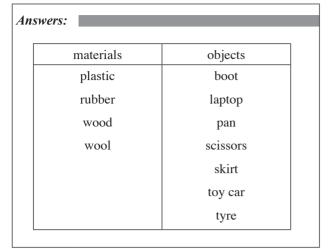
- 1 Ask the students to look at the words on the left and elicit their meanings. Then ask them to look at the example and check whether they were right.
- 2 The students complete the exercise individually and then check their answers in pairs. Then check the answers as a whole class.

Answei	rs:		
2 c	3 d	4 a	

2 Complete the table with these words

1 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.

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



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

- 1 Elicit the difference between *made of, made from* and *made in,* and some examples.
- 2 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.
- 3 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

SB Page 43



1 Match the countries and the nationalities

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



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

1 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.

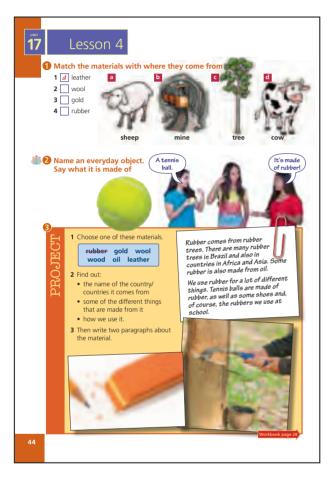
Answers:

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



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.



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.

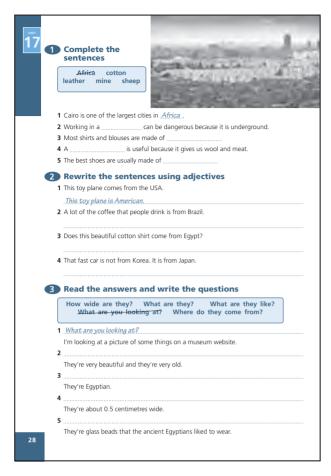
Answers:		
Students'	own answers	

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

WB Page 28



1 Complete the sentences

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

Answers:				
2 mine	3 cotton	4 sheep	5 leather	

2 Rewrite the sentences using adjectives

- 1 Elicit the countries and nationalities that the students have learned in the unit.
- 2 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.)
- 3 The students then rewrite the sentences in pairs. Remind then to use adjectives. Invite different students to read out their rewritten sentences.

Answers:

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

3 Read the answers and write the questions

- 1 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.
- 2 The students work in pairs to complete the exercise.
- 3 Invite pairs of students to read out the questions and answers.

Answers:

- 2 What are they like?
- 3 Where do they come from?
- 4 How wide are they?
- 5 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.

SB Page 45



1 Choose the correct word

- 1 Brainstorm the materials that the students have learned in the unit.
- 2 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

- 1 Elicit the difference between *made of, made from* and *made in*.
- 2 Ask the students to read the example and complete the rest of the exercise in pairs.
- 3 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?

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

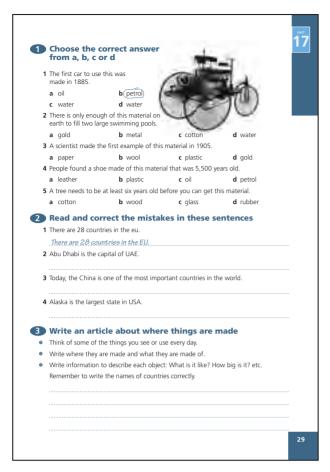
Answers:

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

Writing skills

- 1 Ask the students to read the examples and look at the flags.
- 2 Then ask them to discuss in pairs why they think the countries use *the*.
- 3 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*).
- 4 Ask whether the students can think of other countries which might have a plural element (e.g. the Netherlands).

WB Page 29



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.



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.

Answers:

- 2 Abu Dhabi is the capital of the UAE.
- 3 Today, <u>China</u> 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

Assessment

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, Brazilian	is and love		
People also want to	buy from		
Egypt. Just think, right nov			
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.