

# 6

# How is it made?

## Lesson 1

## Reading

Pupil's Book pages 70-71

## 6 How is it made?

### Lesson 1 Reading

1 Discuss the questions with a partner.

- Do you wear jeans? If yes, when do you wear them?
- Why do you think jeans are so popular?
- What do you do with your old clothes?

2 Look at the infographic on page 71. What process does it show? Read the article quickly to check your answer.

3 Look at the vocabulary panel above. Find the words in the text. Use the context to work out what they mean.

4 Read the article again and label the infographic with the missing information.

- a add colour    b transport jeans    c water-cotton    d make jeans

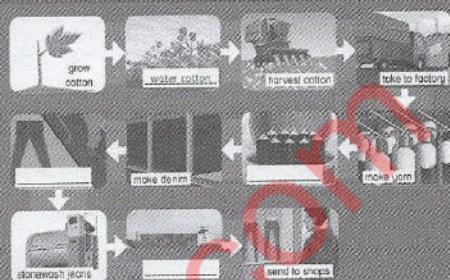
cotton   dark   denim  
dye   harvest (harvested)  
jeans   light   soft  
throw (thrown away)   yarn

### A new life for your jeans

Do you have an old pair of jeans that you don't wear anymore? Are you planning to throw them away? Find out how they are made first - and you'll see why it's a good idea to recycle them!

A lot of water and energy is needed to make one pair of jeans. Jeans are made from a material called denim, and denim is made from a plant called cotton. Cotton grows in warm, wet countries like China, India and Brazil. It takes about six months for a cotton seed to grow into a plant and produce cotton. Cotton needs a lot of water to make it grow - some of this comes from rain, but when the weather is dry, farmers need to water the plants. After the cotton is harvested, it is transported to a factory and made into yarn. Indigo dye is then used to colour the yarn - indigo gives the jeans their dark blue colour. After that, the yarn is made into denim material, which is cut to make jeans.

Lots of people like stone-washed jeans. To make these, jeans are then put into a washing machine and washed with stones to make them soft and more comfortable. Stone-washing can also change the colour of the jeans to light blue. Finally, the jeans are packed into boxes and transported all over the world. Jeans travel up to 60,000 kilometres to reach the shops, where you can buy them! Almost half of the jeans made in the world are sold in the USA. Last year, people there bought 450 million pairs of jeans.



To make one pair of jeans, 10,000 litres of water and many other resources are used - resources are all the things you need to make or do something, like energy, materials and people to do the work. So we really shouldn't throw away old jeans, just because they're too small or because we have a new pair. But what can you do with an old pair of jeans?

Here are some suggestions:

- Give them to friends or family.
- Take them to a charity shop.
- Have a swapping party, where people exchange things they don't need, like clothes or books.
- Make them into a new creation, like a bag or a toy.

Give your jeans a new life!

**Learning objectives:** Read an information text; Reading skill: follow an infographic

**Vocabulary:** cotton, dark, denim, dye, harvest (harvested), jeans, light, soft, throw (thrown) away, yarn

**Resources:** (PK) - Unit 6, Lesson 1, Vocabulary tool; (TRC) - Vocabulary 1 worksheet; (PRC) - Review audio track 1.26

**Materials:** Class Audio CD1

### Warm-up: Association

- Say jeans. A volunteer then says a word he / she associates this word with (e.g. T-shirt). Continue around the class with the next child saying a word he / she associates with T-shirt (e.g. trainers) and the next child a word he / she associates with trainers, and so on (e.g. jeans-T-shirt-trainers-run-park-trees-green-pear-fruit-market, etc).
- Continue until everyone has said a word.

1 Discuss the questions with a partner.

- Say I wear jeans at the weekend. Ask volunteers When do you wear jeans?
- Say I love wearing jeans because they look good and they're comfortable. Ask the class why they think jeans are so popular.
- Ask the third question and have the children brainstorm ideas about what to do with old clothes.
- The children discuss the questions in pairs.
- While they do this, circulate, monitor and help.

2 1.26 Look at the infographic on page 71. What process does it show? Read the article quickly to check your answer.

- Refer children to the infographic on page 71. Ask What can you see in the first picture? (a plant) What can you see in the final picture? (some jeans in a shop) Ask What process does the infographic show? (how jeans are made) Ask How many



stages are there? (11) Go through each picture in the infographic. Elicit what children can see and what they think is happening.

- Children read the text quickly to check their ideas.
- Discuss answers with the class.

### Teaching star!

#### Using Infographics

- Infographics help to develop visual literacy and can motivate children who find it harder to process longer texts.
- When children do Activity 2, ask them to find and underline information in the text that relates to each picture in the infographic.

### 3 Look at the vocabulary panel above. Find the words in the text. Use the context to work out what they mean.

- Children scan the text to find the words in the vocabulary panel.
- Ask children to look at the words before and after the words in bold to help them work out their meaning from the context.
- Have the children explain the meaning of the words in bold.
- Ask them to check their answers in the dictionary on page 139 of the Pupil's Book.
- Read out definitions from the dictionary in the following order: *soft, cotton, harvest, yarn, jeans, dark, throw away, denim, dye, light*. The class call out the words. Check and correct pronunciation as necessary.

### 4 Read the article again and label the infographic with the missing information.

- Refer the children to the infographic on page 71. Say *Three of the pictures need labels*. Read out the missing information in Activity 4 and tell the children to look at the example (*water cotton*).
- Elicit ideas about what stage the unlabelled pictures show.
- Children read the text again quickly and match the labels to the correct pictures.
- Check answers as a class.

Answers: add colour, make jeans, transport jeans

#### Cooler: Backs to the board

- Play *Backs to the board* (see Games Bank, pages 14–17) with kinds of clothes that are made of cotton. (e.g. T-shirts, shorts, shirts, jackets, socks, etc).

## 6 How is it made?

### Lesson 1 Vocabulary

#### 1 Read and unscramble the words.

- 1 The most popular type of trousers are called **jeans**.
- 2 They are usually made of blue **denim**.
- 3 This material comes from the **cotton** plant.
- 4 After about six months the cotton is ready to **harvest**.
- 5 At the factory the cotton is made into **yarn**.
- 6 Some jeans are washed with stones to make them **soft**.
- 7 To make the jeans blue, **dye** is added.
- 8 Jeans are usually a **dark** blue colour.
- 9 Stewerwashing changes the colour to **light** blue.
- 10 You shouldn't **throw away** your old jeans – recycle them!

#### 2 Complete the text with the words from Activity 1.

What can you do with your old **jeans**?  
You really shouldn't **throw away** old clothes.  
Just be **creative** and recycle them!  
Jeans are made of **denim**, a material which is made from a plant called **cotton**. After a few months, the cotton is ready to **harvest**. Then it is made into **yarn**. This is then coloured with **dye** which gives the material its typical blue colour. Denim is a strong material so you can use it to make a useful bag for school.  
Choose names! **Soft** blue jeans, or use stonewashed denim, which is **light** blue. It is also very **comfortable** and **practical**.  
Give your old jeans a new life and help the environment too!



### 1 Read and unscramble the words.

Answers: 1 jeans 2 denim 3 cotton  
4 harvest 5 yarn 6 soft 7 dye 8 dark  
9 light 10 throw away

### 2 Complete the text with the words from Activity 1.

Answers: 1 jeans 2 throw away 3 denim  
4 cotton 5 harvest 6 yarn 7 dye 8 dark  
9 light 10 soft



**Lesson 2 Reading comprehension**

1 Number the stages in order. Then check your answers on pages 70–71. *(Be a star!)*

- The yarn is made and coloured.
- The cotton is harvested.
- Jeans are packed and transported.
- Jeans are bought by people all over the world.
- The cotton is planted and watered.
- Yarn is made into denim.
- The jeans are made and stone-washed.
- The cotton is taken to a factory.

2 Answer the questions.

- Why are jeans sometimes stone-washed?
- Which country sells the most jeans?
- How many pairs of jeans did people buy there last year?
- How much water is used to make one pair of jeans?
- Describe two things you can do with old jeans.

3 Discuss the questions with a partner.

- Why is it a good idea to reuse or recycle old clothes?
- What do you do with your old clothes?

**Working with words**

Suffixes: -ion and -sion

You can add -ion and -sion to some verbs to make them into a noun.

create – creation      decide – decision

Sometimes you have to drop the first a from the verb or change the final consonant, before you add the suffix. If the verb already ends in i, then you only need to add -ion, e.g. prevent – prevention. Write a note of these spellings as you learn new words.

**Make nouns from these verbs.**

|           |           |           |            |
|-----------|-----------|-----------|------------|
| 1 direct  | direction | 3 divide  | 5 invent   |
| 2 explode | explosion | 4 educate | 6 persuade |

72 (24) 18 Reading skill: interpret an infographic Working with words: suffixes



- The children complete the activity individually. Then they read the text on pages 70–71 and check their answers in pairs.
- Check answers as a class.

Answers: a 4 b 2 c 7 d 8 e 1 f 5 g 6 h 3

## 2 Answer the questions.

- Ask a volunteer to read out the first question. Ask children what *Why*-question word is used. Say that *why* is used to ask for reasons so the answer must give a reason. Have the children go back to the text and find the answer. Elicit answers from children.
- Have another volunteer read out the second question. Elicit answers.
- The children complete the activity individually. Tell them to underline the information that supports their answers in the text.
- Check answers as a class.

Answers: 1 To make them soft and more comfortable. 2 The USA 3 450 million 4 10,000 litres 5 Give them to friends or family. / Take them to a charity shop. / Have a swapping party. / Make something new like a bag or a toy.

**Learning objectives:** Reading skill: interpret an infographic; Working with words: suffixes

**Resources:** (PK) – Unit 6, Lesson 2; (TRC) – Working with words worksheet; (PPK) – Working with words activity for Unit 6

**Materials:** Class Audio CD1

### Warm-up: Sit down

- Have all the children stand up next to their chairs. Tell them that they have to sit down when they hear a description that applies to them.
- Say *Everyone wearing a jumper sit down.* *Everyone with blonde hair sit down.*, etc. Continue until all the children are sitting down.

## 1 Number the stages in order. Then check your answers on pages 70–71.

**Be a star!**

- Elicit what children remember about how jeans are made. Write their ideas on the board.
- Ask volunteers to read out the sentences in Activity 1.
- Read out the example answer (*The cotton is planted and watered*). Ask *What happens next?* Let children look at the infographic on page 71 if necessary.

## 3 Discuss the questions with a partner.

- Read out the first question and elicit ideas (e.g. we save energy and water).
- Refer the children to the last part of the text on page 71 and have them vote for the best idea to reuse old jeans.
- The children discuss the questions in pairs. While they do this, circulate, monitor and help.

### Working with words

**Suffixes: -ion and -sion**

- Read out the information in the blue box. Then ask *What is a suffix?* Ask if the children remember the suffixes in Unit 5 (-ful and -less).
- Say that *create* is a verb and *creation* is a noun. Ask *What is the noun in the second example, 'decide' or 'decision'?* (*decision*) Say *What is the difference between these two nouns? (one is spelt with 't' and the other with 's', but the sound is the same)*

**Make nouns from these verbs.**

- Have the children read the rule in the blue box.
- Read out the verbs and have the children repeat after you.
- The children complete the activity individually and make nouns from the verbs. Then have them look up the words in a dictionary to check their answers.
- Check answers as a class.
- Have the children write sentences with the nouns they have made.



Answers: 1 direction 2 explosion 3 division  
4 education 5 invention 6 persuasion

### Teaching star!

#### Dictionary work

- Make sure the children know how to use a dictionary. Explain that most dictionaries categorise words into verbs, nouns, adjectives, adverbs, prepositions, etc.
- Write on the board the following abbreviations: verb (v), noun (n), adjective (adj), adverb (adv), preposition (prep). Then have the children look up three words in the article on pages 70–71 in a dictionary and say what part of speech they are.
- Elicit answers.

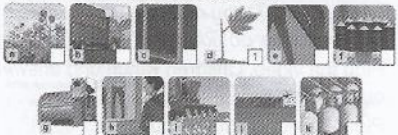
#### Cooler: What are they made of?

- Write the following materials on the board: wood, iron, plastic, cotton, gold. Have the children work in small groups and write a list of objects that are made of each of the materials on the board.
- Have the children read out their lists. The group with the longest correct list for each category are the winners.

#### Workbook page 63

**Lesson 2 Reading comprehension**

1 What do you remember? Number the pictures in order to show how jeans are made. Then read the text on Pupil's Book pages 70–71 and check.



2 Circle the correct words to complete the sentences.

- Cotton grows in warm, very dry countries.
- A lot of water is needed to grow / harvest cotton plants.
- To change the colour of material, water / dye is used.
- Jeans are stored so that they are clean / soft.
- Jeans are packed and transported all over the world / the USA.
- A lot of people / resources are used to make one pair of jeans.


**Working with words**

3 Write the noun form of the verbs by adding -tion, -ion or -sion.

|          |          |           |           |           |           |
|----------|----------|-----------|-----------|-----------|-----------|
| 1 create | creation | 3 direct  | direction | 5 invent  | invention |
| 2 decide | decision | 4 educate | education | 6 explode | explosion |

4 Complete the text with the words from Activity 3.

Scott Robison made the 1 decision to study science when he was 15. He had a good 2 education at university and now he works in a special factory. His latest 3 invention has helped NASA's space programme. It's a special material which protects spacecraft against heat. The material is very 4 important when a spacecraft is travelling in the 5 direction of the sun. Without it, there could be an 6 explosion. 'I love my job,' said Scott. 'It's great to be part of scientific discoveries and the 7 creation of new ideas.'



- 1 What do you remember? Number the pictures in order to show how jeans are made. Then read the text on Pupil's Book pages 70–71 and check.

Answers: a 2 b 4 c 7 d 1 e 8 f 6 g 9  
h 11 i 3 j 10 k 5

- 2 Circle the correct words to complete the sentences.

Answers: 1 wet 2 grow 3 dye 4 soft  
5 the world 6 resources

- 3 Write the noun form of the verbs by adding -tion, -ion or -sion.

Answers: 1 creation 2 decision 3 direction  
4 education 5 invention 6 explosion

- 4 Complete the text with the words from Activity 3.

Answers: 1 decision 2 education  
3 invention 4 direction 5 explosion  
6 creation



## Lesson 3 Grammar

Pupil's Book page 73

**Lesson 3 Grammar**

**1 Look and read.**

**Graphic** **Grammar**

Passive voice (present simple)

Lulu's dress **is made from** plastic bags

One million dresses **are sold** every minute

The cotton **is / isn't grown** in India

The jeans **are / aren't washed** with stones

**2 Read each pair of sentences. Write P for the passive sentence. Which sentence sounds better?**

1 a They throw away millions of pairs of jeans every year. \_\_\_\_\_  
b Millions of pairs of jeans are thrown away every year. **P**

2 a Workers make this style of dress in France. \_\_\_\_\_  
b This style of dress is made in France. \_\_\_\_\_

3 a I give my old jeans to a charity shop.  
b My old jeans are given to a charity shop by me. \_\_\_\_\_

4 a Light blue jeans are preferred by Moko.  
b Moko prefers light blue jeans. \_\_\_\_\_

**3 Complete the text with the correct form of the verbs in brackets. (See a story.)**

Every year, 24 billion cotton T-shirts **are produced** (produce) around the world. First, the cotton **is** (grow) in warm countries like Brazil and India. Then it **is** (harvest). After that, it **is** (clean). The clean cotton **is** (made) into yarn. The yarn **is** (colour) with dye and then it **is** (made) into T-shirts. The T-shirts **are** (print). Then they **are** (take) to shops and they **are** (sell).

Unit 6 Use the passive voice to describe a process TRC page 84 73

**Learning objectives:** Use the passive voice to describe a process

**Grammar:** Passive voice (present simple)

**Resources:** (PK) - Unit 6, Lesson 3, Graphic Grammar video; (TRC) - Grammar 1 worksheet; (PPK) - Grammar 1 activity; (PRC) - Review Graphic Grammar video

### Warm-up: Tic-tac-toe

- Play Tic-tac-toe (see Games Bank, pages 14–17) to review the past participle of verbs.

### 1 Look and read.

- Refer children to the first picture in Activity 1. Ask *Who is the woman? Where is she? What is she wearing? How do you think she feels?*
- Read out the first sentence (*Lulu's dress is made from plastic bags.*). Refer the children to the blue boxes. Ask *What is the word before 'made'?* (*is*) *Is 'dress' singular or plural?* (*singular*) Read out the second sentence. Ask *Which dresses are they?* (*the same one Lulu is wearing*) *Are they popular?* (*yes*) *How do you know?* (*because millions of people are buying them*)

- Ask *Is 'dresses' singular or plural?* (*plural*) *What is the correct form of 'be' for plural nouns?* (*are*)
- Elicit how the passive voice is formed (*to be* in the correct form + past participle of the verb).
- Read out the following two sentences in the box. Ask *What is the negative form of is / are?* (*isn't, aren't*) *What part of the sentence is in the purple box?* (*the subject*) Then elicit the infinitive form of *grown* and *washed*.
- Ask *Do the sentences tell us who grows the cotton in India and who washes the jeans?* (*no*) Explain that the passive voice is used to focus on the action. The person who does the action is not important or not known.
- Have the children look back at the reading texts on pages 70–71 and find examples of sentences which use the same structure. Have them raise their hands when they find one and share it with the class.

- If you have access to the class video, ask *Where is Lulu? What is she wearing? Is she happy? Why / Why not? Are the dresses popular? How do you know?*
- Play the video. Children watch and answer the questions.
- Play the video again. Pause after each sentence and have the children repeat.
- Draw children's attention to the blue squares in each of the sentences. Ask *Which sentence is singular? Which sentence is plural?*
- Continue as above, starting from the fourth point.

### 2 Read each pair of sentences. Write P for the passive sentence. Which sentence sounds better?

- Read out the first two sentences in Activity 2. Ask *What's the subject in the first sentence?* (*They*) *What's the subject in the second sentence?* (*Millions of pairs of jeans*). Elicit how we form the passive (*to be* + past participle of the verb). The children identify which sentence has this form (b).
- Ask *Why does the second sentence sound better? Who are 'they'?* (*We don't know, so it isn't necessary to include this information.*)
- The children complete the activity individually. Ask them to find and underline the verb(s) in each sentence to help them.
- Check answers as a class.

**Answers:** 1 b 2 b 3 b 4 a; 1 passive 2 passive 3 active 4 active



### 3 Complete the text with the correct form of the verbs in brackets. **Be a star!** ★

- Refer the children to the text. Ask what process is described and have them scan the text to find the answer (the process of making cotton T-shirts). Ask *Is it a similar process to making jeans?* (yes)
- Have the children underline the subject in each sentence of the paragraph (*T-shirts, cotton, it, it, clean cotton, yarn, it, T-shirts, they, they*).
- The children say if these are singular or plural. This will help them decide which form of *be* they need to use. Elicit the past participle of the verbs in brackets, if necessary.
- The children complete the text individually. Then they compare answers with a partner.
- Check answers as a class.

**Answers:** 1 are produced 2 is grown 3 is harvested 4 is cleaned 5 is made 6 is coloured 7 is made 8 are printed 9 are taken 10 are sold

#### Cooler: What are they made of?

- Write the following words on the board: *mobile phones, trainers, goggles, bikes, flip flops, guitars, skateboards.*
- Elicit from the children what these things are made of. Then elicit other items and what they are made of.

#### Workbook page 64

**Lesson 3 Grammar**

1 Which sentences are in the passive voice? Tick (✓).

- Some jeans are made of stone-washed denim. ☒
- People throw away millions of pairs of jeans every year. ☐
- Many expensive dresses are designed in France. ☐
- Many people give their old clothes to a charity shop. ☐
- I prefer to buy light blue jeans. ☐
- Two and a half billion T-shirts are produced every year. ☐

2 Write sentences in the passive voice with the prompts.

- In some countries / cotton / plant / by hand  
In some countries cotton is planted by hand.
- A lot of cotton / grow / in China and India  
A lot of cotton is grown in China and India.
- Summer clothes / make / of cotton because it's cool  
Summer clothes are made of cotton because it's cool.
- Some paper money / make / with cotton  
Some paper money is made with cotton.
- Over 2 billion cotton T-shirts / sell / every year  
Over 2 billion cotton T-shirts are sold every year.

3 Complete with the passive form of the correct verbs.

wash make sell transport colour pack design cut

**New for old!**

Did you know that a lot of clothes are made from old plastic bags or bottles? Just look at this amazing dress! You need a lot of plastic bottles to make it. First, the bottles are cut into small pieces. Then they are washed and cleaned. Next, they are made into a fabric. Then the dress is designed by a fashion designer. After that, the dress is made in a factory. Then the dress is packed into a box. It is transported to a shop or market and finally it is sold.

64 Unit 6 Go to Grammar reference page 123

#### 1 Which sentences are in the passive voice? Tick (✓).

**Answers:** ✓ by: 1, 3, 6

#### 2 Write sentences in the passive voice with the prompts.

**Answers:** 1 In some countries cotton is planted by hand. 2 A lot of cotton is grown in China and India. 3 Summer clothes are made of cotton because it's cool. 4 Some paper money is made with cotton. 5 Over two billion cotton T-shirts are sold every year.

#### 3 Complete with the passive form of the correct verbs.

**Answers:** 1 are made 2 are washed 3 are coloured 4 is designed 5 are cut 6 is packed 7 is transported 8 is sold

#### Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 123 while completing these Workbook activities.



## Lesson 4

## Language in use

Pupil's Book page 74

**Lesson 4 Language in use**

1 1.27 **Listen and say.**

glass herb leather metal wood

Can you guess what this is?  
What's it made of?  
It's made of metal.  
What's it used for?  
It's used for cutting herbs.  
Is it a knife?  
Yes, it is. It's called a rocker knife.  
What about this?  
Is it made of wood?  
Yes, it is. It's made of wood and leather.  
It's used for playing music.  
Is it a drum?  
Yes, it is. And what do you think this is?  
It's made of glass and metal. Is it used for checking the weather?  
Yes, it is!

2 Describe the objects using **made of** and **used for**.

1 metal / open bottles  
It's made of metal.

2 leather / keep books open

3 plastic / feed a baby

3 **Make a new dialogue about the objects in Activity 2. Be a star!**

74 Unit 4: Ask and say what things are made of and used for. WB page 66

**Learning objectives:** Ask and say what things are made of and used for

**Vocabulary:** glass, herb, leather, metal, wood

**Resources:** (PK) - Unit 6, Lesson 4, Language in use video; (TRC) - Grammar 2 worksheet; (PPK) - Grammar 2 activity; (PBC) - Review audio track 1.27 and Language in use video

**Materials:** Class Audio CD1; a photocopy for each pair of children of the dialogue in Activity 1, cut up.

### Warm-up: Telephone

- Play Telephone (see Games Bank, pages 14–17) with sentences from Lesson 3:  
*One million dresses are sold every minute.*  
*The jeans are washed with stones.*  
*Cotton is grown in warm countries like Brazil.*

### Vocabulary

- Refer the children to the vocabulary panel at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, page 139). Elicit a definition for the words.
- Children check the definitions in the dictionary on page 139.

### 1 1.27 Listen and say.

- Refer children to the picture in Activity 1. Ask *Who is the boy?* (Kit) *Where is he?* (in a museum) *What's he doing?* (finding out about the objects)
- Play the audio. Children listen to the dialogue and follow it in their books. Ask *What is the form of the verb after 'used for'?* (-ing).
- Elicit what the first object is (a rocker knife). Ask *What's it made of?* (metal) *What's it used for?* (cutting herbs)
- Do the same for the other two objects. Explain that the third object is called a barometer.
- Play the audio again, pausing after each line for the children to repeat.
- Divide the class into two groups. Each group reads out one part of the dialogue. Then switch roles.
- Have the children work in pairs and practise the dialogue.

- If you have access to the class video, play the video first and follow the steps above.
- Play the video again and have the children repeat, copying all intonation and body language as closely as possible.

### 2 Describe the objects using **made of** and **used for**.

- Refer the children to the photos in Activity 2. Read out the names of the objects. Then read out the example answer. Ask *What's it used for?* Elicit the sentence *It's used for opening bottles.*
- The children write sentences to describe the other objects using **made of** and **used for**.
- Check answers as a class.

**Answers:** 1 It's made of metal. It's used for opening bottles. 2 It's made of leather. It's used for keeping books open. 3 It's made of plastic. It's used for feeding a baby.

### 3 **Make a new dialogue about the objects in Activity 2. Be a star!**

- Tell children they are going to make a new dialogue about the objects in Activity 2, using the dialogue in Activity 1 as a model.
- Model the first part of the new dialogue with a volunteer:  
*You: Can you guess what this is?*  
*Child: What's it made of?*  
*You: It's made of metal.*  
*Child: What's it used for?*  
*You: It's used for ...*
- The children work in pairs to make a new dialogue. Then have some volunteers come to the front and act out their dialogues.



## Teaching star!

### Extension

- Some learners recognise patterns easily. To help them improve their language skills, have the children reorder the dialogue on page 74.
- Divide the class into pairs and give each pair a photocopy of the dialogue, cut up and mixed up. The children reorder the dialogue.
- Have volunteers read out their dialogue.

### Cooler: Classifying objects

- Write on different pieces of paper the following headings: *wood, plastic, glass*. Place them in different parts of the classroom.
- Divide the class into small groups. Ask each group to place three objects they can find in the classroom next to or below the corresponding heading.


## Workbook page 65


Lesson 4: Language in use

1 Complete the dialogue with phrases from the box.

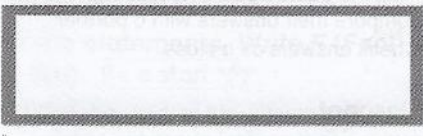
A: Can you guess what this is?  
B: Is it made of leather?  
A: No, it isn't. It's made of metal.  
B: Is it used for sitting on?  
A: Yes, it is.  
B: Now you guess this one.  
A: Is it made of glass?  
B: No, it isn't. It's used for telling the time! It's a clock!

2 Write sentences about the objects with *made of* and *used for*. Then check your answers on Pupil's Book page 74.

1  It's made of metal.  
It's used for \_\_\_\_\_.

2  \_\_\_\_\_  
\_\_\_\_\_.

3 Draw an unusual object. Write sentences about it with *made of* and *used for*.



It \_\_\_\_\_  
It \_\_\_\_\_

Code Grammar reference page 123 Unit 4 65

## 2 Write sentences about the objects with *made of* and *used for*. Then check your answers on Pupil's Book page 74.

Answers: 1 It's made of metal. It's used for cutting herbs. 2 It's made of glass and metal. It's used for checking the weather.

## 3 Draw an unusual object. Write sentences about it with *made of* and *used for*.

Answers: Children's own answers.

## Grammar reference (page 123)

### 1 Complete with the correct verbs in the passive voice.

Answers: 1 are made 2 is grown 3 is used  
4 are thrown 5 are recycled

### 2 Write descriptions of the objects with *made of* and *used for*.

Answers: 1 It's made of metal. It's used for cutting herbs. 2 It's made of plastic. It's used for feeding babies. 3 It's made of leather. It's used for keeping books open.

### Grammar reference:

Remind children that they can refer to the *Grammar reference* on page 123 while completing these Workbook activities.

### 1 Complete the dialogue with phrases from the box.

Answers: 1 Is it made of leather? 2 What's it used for? 3 Is it a chair? 4 What's it made of? 5 Is it used for keeping bottles in?




## Lesson 5 Listening

Pupil's Book page 75

**Lesson 5 Listening**

1 Look at the TV screens. What are they showing? Match.

advert documentary sports programme the news



sports programme

2 1.28 Listen to the adverts. What are they selling? Number them in order.

a a new film ☐ b orange juice ☐ c a computer game ☐ d jeans ☐

3 Read the statements. Write F (Fact) or O (Opinion). (Be a star!)

- a Don't miss the biggest film of the year. ☐ O
- b Coming next month to a cinema near you.
- c Jeannie's Jeans are made of the softest denim in the world.
- d Two pairs of Jeannie's Jeans are just £50.
- e Download Grun's Empire for free.
- f It's the most exciting computer game you can buy.
- g We all love orange juice.
- h Nothing is added to Brendan's Orange Juice.

4 1.28 Listen again. Answer the questions.

- 1 What's the name of the film?
- 2 In what colours can you buy Jeannie's Jeans?
- 3 How many people are playing Grun's Empire?
- 4 What ingredients are in Brendan's Orange Juice?

5 Which advert do you think is the best? Why?

Unit 6 Differentiate between fact and opinion  
75

**Learning objectives:** Differentiate between fact and opinion

**Vocabulary:** advert, documentary, programme, the news

**Resources:** (PK) - Unit 6, Lesson 5; (PPK) - Review audio track 1.28

**Materials:** Class Audio CD1

### Warm-up: What's your favourite TV programme?

- Ask volunteers to come to the front and write the name of their favourite programme on the board. Then ask *Is this a cartoon? Is it a TV series?*, etc. Label each programme on the board.
- Have volunteers say why they like their favourite TV programme.

### Vocabulary

- Refer the children to the vocabulary panel at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, page 139). Elicit a definition for the words.
- Children check the definitions in the dictionary on page 139.

### 1 Look at the TV screens. What are they showing? Match.

- Children look at the word box in Activity 1. Ask a volunteer to read the words out loud.
- Refer children to the TV screens. Ask *What can you see in the first one?* Read out the example answer.
- Point to the second TV screen. Ask *Where is he? What do you think he's doing there?* Have the children label it with the correct word.
- Point to the third TV screen. Ask *What's she doing? How do you know?* The children label the third TV screen.
- Finally, ask *What's the boy doing?* The children label the screen with the correct answer.

**Answers:** sports programme, documentary, the news, advert

### 2 1.28 Listen to the adverts. What are they selling? Number them in order.

- Ask *What is the purpose of adverts?* (to inform people about products in order to sell them)
- Tell the children that they are going to listen to four adverts. Have them read the options in Activity 2. Explain that they are going to number them in the order that they hear them.
- Play the audio. The children number the items in the correct order.
- Play the audio again if necessary. The children compare their answers with a partner.
- Check answers as a class.

### Audioscript

**Narrator:** 1

**Speaker 1:** Don't miss the biggest film of the year! Yes, it's the new film from Silver Rose Productions. Derek Deeks is a dentist on holiday in Russia. He walks into the forest and finds ... something incredible. Dinosaurs that lived 65 million years ago are BACK! This film will make you laugh, cry and want to hide under your seat! It's the most exciting film you will ever see. It's ... DINOSAUR TEETH! Coming next month to a cinema near you.

**Narrator:** 2

**Speaker 2:** Are you looking for a new pair of jeans? Then we have the answer for you – Jeannie's Jeans! They're designed by Jeannie Jenson, the star of *At home with Jeannie* – and she KNOWS how to design jeans. Want to be the COOLEST kid at school? Then buy Jeannie's Jeans – they're made of the softest denim in the world and they're ONLY 35 pounds a pair. Available in blue, black, red and green. Jeannie's Jeans are for you! Jeannie's jeans. This week only: two pairs of Jeannie's Jeans are just 60 pounds!



**Narrator:** 3

**Speaker 3:** *Grun's Empire* is made by the people who brought you *Age of Ancient Cities*. It's the new computer game from Blue Fish productions. Don't miss out – download it now for free! Plan your own village, build huts for your people, bring in water, electricity and stone. *Grun's Empire* is the most exciting computer game you can buy! A hundred thousand people are playing it. Start playing today – and you won't be able to stop! Grun! It's time to get started!

**Narrator:** 4

**Speaker 4:** Mmmm ... I love orange juice ... We all love orange juice! But how do you know it's natural? The answer is ... Brendan's Orange Juice. Our orange juice is squeezed from the orange and poured straight into the carton. Nothing is added. It's the perfect natural drink for a hot summer's day. And it tastes fantastic! Mmmm! Brend-dan! Brendan's Orange juice. Orange juice and nothing else.

Answers: 1 a 2 d 3 c 4 b

### 3 Read the statements. Write F (Fact) or O (Opinion). Be a star! ★

- Elicit from the children the difference between a fact and an opinion (a fact is a piece of true information and an opinion is a personal feeling or attitude about something).
- Read out the first pair of sentences in Activity 3. Have the children look carefully at both sentences and say which one has an adjective (a). The children read the rest of the sentences and say which ones contain an adjective (2a, 3b). Explain that we often use adjectives when we give an opinion.
- The children read the statements and write F or O. Then they compare their answers with a partner.
- Check answers as a class.

Answers: 1 a O, b F 2 a O, b F 3 a F, b O 4 a O, b F

### 4 1.28 Listen again. Answer the questions.

- Refer the children to the questions. Have volunteers read out the questions and elicit answers.
- Play the audio again. Pause after each advert so children have time to write their answers.
- Repeat the audio as many times as necessary.

- Have the children check their answers in pairs.
- Check answers as a class.

Answers: 1 *Dinosaur Teeth* 2 blue, black, red and green 3 100,000 4 orange juice

### 5 Which advert do you think is the best? Why?

- Ask the children *Which of the four adverts that you heard do you think is best? Why?*
- Brainstorm ideas on what makes an advert good, e.g. the music, it's funny, etc.

### Cooler: Dictation

- The children close their Pupil's Books.
- Dictate the words in the vocabulary panels in lessons 4 and 5. Write the words on the board and have the children swap their dictation with a partner to check.

Workbook page 66

Lesson 5 Exam practice

1 Read the text. Choose the right words and write them on the lines.

And here are this evening's programmes ...

The news starts at 6 pm. It is read as usual by Geeta Barnes. This is followed by a documentary at 6.30 pm about recycled materials and how they are used again to make new creations like clothes or bags. You can also find out about a new invention. It's a coffee machine – a machine that is used for making coffee. It's unusual because it's made from wood. Stay with us for more great programmes later this. At 8 pm, it's the biggest football match of the year! Join us at the stadium for the live game to all watching.

And now it's time for the documentary.

Try our natural orange juice. It is made with real oranges and there are no chemicals added. Each bottle contains the juice of 25 oranges. Mmm! It's delicious.

| Example | for         | by               | with            |
|---------|-------------|------------------|-----------------|
| 1       | documentary | advert           | music programme |
| 2       | is          | are              | have            |
| 3       | inventor    | invention        | invent          |
| 4       | make        | to make          | making          |
| 5       | of          | into             | by              |
| 6       | big         | bigger           | biggest         |
| 7       | news        | sports programme | documentary     |
| 8       | live        | and              | advert          |
| 9       | make        | made             | making          |
| 10      | Each        | All              | Other           |

### 1 Read the text. Choose the right words and write them on the lines.

This activity helps the children prepare for Part 4 of the Reading and Writing in the Cambridge English: Flyers test.

Answers: 1 documentary 2 are 3 invention 4 making 5 of 6 biggest 7 sports programme 8 adverts 9 made 10 Each



**Lesson 6 Writing**

1 Look at the infographic showing how pasta is made. Match stages a–i below to the correct pictures. Then complete the sentences using the passive voice.

**From wheat to treat – how pasta is made**

2 You are going to write an article about how pasta is made. Answer these questions for the introduction.

- Why is pasta so popular?
- Where is it eaten?

3 Work in pairs. Write an article about how pasta is made. Use your extra information in Activity 2 to start your text.

**Be a star!**

**Learning to learn**

**Research information**

Readers can find out about pasta in many ways:

- Ask people (teachers, parents, grandparents)
- Use the Internet (websites, email, social media)
- Watch TV programmes (like the news or documentaries)
- Look at the Internet

Important: Always check the date and time. But remember, you need to make sure the information you find is correct. So always check the date and time.

Where would you look for information on these topics?

- your favourite pasta
- the history of pasta
- the different types of pasta
- the different ways to cook pasta
- the different ways to eat pasta
- the different ways to make pasta
- the different ways to serve pasta
- the different ways to store pasta
- the different ways to use pasta

**Learning objectives:** Use an infographic to write about a process;  
Learning to learn: research information

**Resources:** (PK) – Unit 6, Lesson 6

**1 Look at the infographic showing how pasta is made. Match stages a–i below to the correct pictures. Then complete the sentences using the passive voice.**

- Refer the children to the infographic. Ask *Do you know what pasta is made of? (wheat)*
- Children look at the pictures. Elicit ideas about what they can see in each one.
- Ask volunteers to read out sentences a–i. Draw attention to the first picture and elicit which sentence it matches to (e). Children work in pairs to match the remaining pictures to the correct sentences.
- Go over answers with the class, inviting volunteers to read out the sentences in the correct order.
- Explain that children are going to write each stage of the process in the passive. Go over the example, reminding children how we form the passive voice.
- Children work individually to write the remaining stages in the passive.
- Have the children compare their answers in pairs.
- Check answers as a class.

**Answers:** 1 e, is grown 2 h, is harvested 3 b, made into flour in the factory 4 a, is added to make dough 5 i, is pressed into flat sheets 6 g, is cut into spaghetti 7 f, is dried 8 d, is packed in boxes 9 c, is transported to shops

**2 You are going to write an article about how pasta is made. Answer these questions for the introduction.**

- Read out the questions and elicit answers. Write ideas on the board (it tastes delicious, it's easy to make, it's cheap, you can make lots of different dishes; it's eaten all over the world).

**3 Work in pairs. Write an article about how pasta is made. Use your extra information in Activity 2 to start your text.**

**Be a star!**

- Refer children to the introduction to the article and ask a volunteer to read it out. Elicit ideas for continuing the final sentence (e.g. *and then it is harvested*).
- Refer the children to the **Look!** box and revise the use of these words to sequence information.
- The children work in pairs to write their article, using the infographic on page 76.
- If children need more support, build up the text together as a class. Elicit example sentences for each section of the article and write them on the board.
- Children copy the text into their notebooks.

**Suggested answer:** Pasta is a very popular dish. It's delicious, and easy to cook a lot of different dishes. It is eaten all over the world.

To make pasta, first the wheat is grown and then it is harvested. Next, it is made into flour in the factory and water is added to make dough. After that, the dough is pressed into flat sheets and cut into spaghetti. The pasta is dried and then it is packed in boxes. Finally, it is transported to shops.

**Learning to learn**

**Research information**

- Read out the different ways of finding information in the **Learning to learn** box. Do a quick class survey to find out the most common way that children find information.
- Then read the paragraph about using the internet as a source of information. Explain that it's important to know when we can trust the information that we read.


**Where would you look for information on these topics?**

- The children say which sources they would use to find information on each topic.



**Lesson 6: Learning to learn**

1 Match the situations to the best way of researching the information.




The work is hard.

1. What's happening in your country today?
2. What's new in the past?
3. How do you make pizza?
4. What's the best way to find out about pizza?
5. The history of a town.
6. What do you want to find out about?

2 Write two more ways of researching information.

- 1
- 2

3 Think of something you need to research soon and answer the questions.



- 1 What do you want to find out about?
- 2 What is the best way to find out about it?
- 3 Why?

- 1 Match the situations to the best way of researching the information.

Answers: 1b 2c 3a 4f 5d 6e

- 2 Write two more ways of researching information.

Answers: Children's own answers.

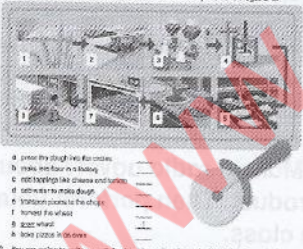
- 3 Think of something you need to research soon and answer the questions.

Answers: Children's own answers.

**Lesson 6: Writing**

Prepare to write

1 Look at the infographic. How is pizza made? Match the pictures to stages a–h.



- a. prepare the dough
- b. make the sauce
- c. mix the ingredients
- d. add the toppings
- e. bake the pizza
- f. serve the pizza
- g. eat the pizza
- h. clean up

2 You are going to write an article about how pizza is made. Underline the verbs in Activity 1. Then complete the notes with the correct passive form.

1. The dough is prepared.
2. The sauce is made.
3. The ingredients are mixed.
4. The toppings are added.
5. The pizza is baked.
6. The pizza is served.
7. The pizza is eaten.
8. The table is cleaned.

3 Add information to make your article more interesting.

- 1 Why is pizza so popular?
- 2 What other toppings can you add to pizza?
- 3 What is your favourite kind of pizza?

### Prepare to write

- 1 Look at the infographic. How is pizza made? Match the pictures to stages a–h.

- If done in class, ask what children can see in each picture.
- Children match each picture to the corresponding stage of the process.

Answers: a5 b3 c6 d4 e8 f2 g1 h7

- 2 You are going to write an article about how pizza is made. Underline the verbs in Activity 1. Then complete the notes with the correct passive form.

- Children identify and underline the verb in each phrase.
- Then they complete the sentences with the passive form of the verbs.


Answers: 1 is grown 2 is harvested 3 is made 4 is added 5 is pressed 6 are added 7 are baked 8 are transported

- 3 Add information to make your article more interesting.

- Brainstorm ideas for each question. The children complete the activity individually.

**Ready to write**

4 Write an article about how pizza is made.



5 Read and check what you wrote in Activity 4.

Are you proud?

- Did I include all the stages in the process?
- Are the stages in the correct order?
- Did I use the passive voice correctly?
- Did I include extra information?
- Did I use language from the list, now, then, next?

6 Rewrite the article in your notebook. Use the points in Activity 5 to improve your work.

### Ready to write

- 4 Write an article about how pizza is made.

- The children write the article using the information on the previous page.

- 5 Read and check what you wrote in Activity 4.

- 6 Rewrite the article in your notebook. Use the points in Activity 5 to improve your work.



## Lesson 7 Speaking

Pupil's Book page 78

**Lesson 7 Speaking**

**1** **1.29 Listen and read. What is the product made of? What can you use it for?**

*cheap (cheaper) plastic special useful*

**This is the new LUMINA torch ... or is it a pen? It's both!**

One small object that you can keep in your pocket for when you need it. You can use it for camping, power cuts or writing in the dark! It's made of plastic and comes in light green or dark purple. There are cheaper torches if you want to save money - but they aren't as good as this one! No other torch is as useful as the Lumina. So throw away your old torch and buy the Lumina today. You'll find out just how special it is!

**2** Read the advert in Activity 1 again and underline the adjectives.

**3** **Work with a partner. Think of a new product to advertise. Complete the information and draw your product.**

**Product name:** \_\_\_\_\_

**Special because:** \_\_\_\_\_

**Made of:** \_\_\_\_\_

**Used for:** \_\_\_\_\_

**Adjectives to describe it:** \_\_\_\_\_

**4** **Make a radio advert about your new product. Then perform your advert for the class.**

1 Introduce your product - why is it different or special?  
2 Say two facts about your product.  
3 Give two opinions about it.  
4 Remember to use adjectives to describe it.

Unit 6: Make and perform a radio advert  
WB page 78

**Learning objectives:** Make and perform a radio advert

**Vocabulary:** cheap (cheaper), plastic, special, useful

**Resources:** (PK) - Unit 6, Lesson 7; (TRC) - Vocabulary 2 worksheet; (PPK) - Vocabulary activity; (PRC) - Review audio track 1.29

**Materials:** Class Audio CD1

### Warm-up: Unscramble

- Write *advertisement* on the board. Elicit that it is the full form of *advert*. Give children five minutes to make as many words as they can from this word (e.g. *tea, mad, tie, visa, sit, ten, men, mean, mat, vet*).
- Write the list of words on the board.

### Vocabulary

- Refer the children to the vocabulary panel at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, page 139). Elicit a definition for the words.
- Children check the definitions in the dictionary on page 139.
- Then use the dictionary to give definitions in the following order to elicit the words: *special, cheap, useful, plastic*.

### 1 1.29 Listen and read. What is the product made of? What can you use it for?

- Refer the children to the picture. Elicit ideas as to what it is.
- Have the children scan the text and check their ideas. Ask *What's it made of? What can you use it for?*
- Play the audio. The children listen and check their answers.
- Check answers as a class.

**Answers:** The new Lumina torch is a torch and a pen. You can use it for camping, power cuts or writing in the dark. It's made of plastic.

### 2 Read the advert in Activity 1 again and underline the adjectives.

- Say *Adjectives describe ...* and let the children complete the sentence (*nouns / things*). Have the children say some adjectives, e.g. *tall, fat, green, small, bad, funny*, etc.
- The children read the text in Activity 1 again and underline the adjectives.
- Check answers as a class.

**Answers:** new, small, light green, dark purple, cheaper, good, useful, old, special

### 3 **Work with a partner. Think of a new product to advertise. Complete the information and draw your product.**

- Brainstorm ideas for a new product. Encourage children to be as imaginative as possible. Give an idea to get them started (e.g. a TV that you can cook food in). Write their ideas on the board.
- Have them read the plan in Activity 3. Tell them that their advert must include all the information there.
- Children work in pairs. They can choose one of the ideas on the board or think of another idea.
- They draw their new product and complete the information about it.

### 4 **Make a radio advert about your new product. Then perform your advert for the class.**

- Have the children work in the same pairs as in Activity 3. They use the information in the previous activity to make a radio advert.
- Read out the four points that the radio adverts must include.
- Tell the children that radio adverts use different voices and sound effects to make the products more attractive.







**Lesson 8 Think about it! Choose the best jeans**

1 Your grandparents have given you £50. You are thinking of buying a pair of jeans. Read the adverts and complete the table.

**Cool Jeans**

Loosely soft stonewashed jeans in blue or black!

Cost only £15 – great value! Sent from our factory in India.

Postage £20. Arrive in 21–28 days!

**Active Jeans**

Jeans for working or playing.

Wonderful, traditional jeans in dark or light blue.

Only the best denim is used for our jeans, and our cotton is grown without washing water. £30 per pair – and £5 of that goes to charity.

Special offer this week, only – free delivery! Arrives next day.

**Just Jeans**

Not stonewashed, not fancy, not special. Just jeans.

Why waste your money when you can buy these for £10 a pair?

One colour (blue).

Find us at your local shopping centre – no postage costs. Just Jeans – just for you.

[No money back if you return them.]

|              | Cost | Time to arrive | What's good?                    | What's bad?                             |
|--------------|------|----------------|---------------------------------|-----------------------------------------|
| Cool Jeans   | £15  | 21–28 days     | great value                     | expensive postage / long time to arrive |
| Active Jeans | £30  | next day       | best denim / £5 goes to charity | very expensive                          |
| Just Jeans   | £10  | buy in shop    | cheap                           | you can't return them                   |

2 Discuss the different options with a partner.

Cool Jeans look ... The problem with Just Jeans is ...

For me, it's important that jeans are ...

3 Decide how to spend your £50. Will you spend it all on jeans – or also buy something else? Tell a partner.

I'm going to buy the Active Jeans because they're the best quality and £5 goes to charity.

Unit 6 Apply thinking skills: evaluate options and reach a decision (A1B pages 79–79)

**Learning objectives:** Apply thinking skills: evaluate options and reach a decision

**Resources:** (PK) – Unit 6, Lesson 8; (TRC) – (TG) – Unit test

### Warm-up: Ready, set, draw!

- Play *Ready, set, draw!* (see Games Bank, pages 14–17) with items of clothing that the children wear at home, for sport, for camping, to a party or at school.

### 1 Your grandparents have given you £50. You are thinking of buying a pair of jeans. Read the adverts and complete the table.

- Refer the children to the three adverts for jeans in Activity 1. The children read the adverts individually. Ask *Where are Cool Jeans sent from? (India) How long do they take to arrive? (21–28 days) What is the special offer for Active Jeans? (free delivery) Where can you find Just Jeans? (at your local shopping centre)*
- Have the children complete the table individually, and then compare their answers in pairs.
- Check answers as a class.

### Answers:

|              | Cost | Time to arrive | What's good?                    | What's bad?                             |
|--------------|------|----------------|---------------------------------|-----------------------------------------|
| Cool Jeans   | £15  | 21–28 days     | great value                     | expensive postage / long time to arrive |
| Active Jeans | £30  | next day       | best denim / £5 goes to charity | very expensive                          |
| Just Jeans   | £10  | buy in shop    | cheap                           | you can't return them                   |

### 2 Discuss the different options with a partner.

- Refer the children to the prompts and elicit ideas for completing them (e.g. Cool Jeans look old-fashioned. The problem with Just Jeans is that you can't return them. For me, it's important that jeans are comfortable.).
- In pairs the children discuss the good and bad points about the jeans in each advert.
- Have volunteers tell the class their ideas.

### 3 Decide how to spend your £50. Will you spend it all on jeans – or also buy something else? Tell a partner.

- Remind children that their grandparents have given them some money to spend. Elicit how much (£50).
- Read out the text in the speech bubble. Ask children if they think this is a good decision, and why / why not.
- Children work in pairs to tell their partner which jeans they will buy and why. Remind them that they can buy something else too if they don't spend all the money on jeans.
- Have volunteers share their decision with the class.

### Cooler: Football game

- Play *Football game* (see Games Bank, pages 14–17) with questions about this unit, e.g. *Where is cotton grown? Why are jeans stonewashed? What is a book opener used for? What is the Lumina torch made of?, etc.*



### Lesson 7 Functional language

#### 1 Complete the advert with the words in the box.

decorating    comes in    plastic    throw away  
special    cheap    see-for    invention

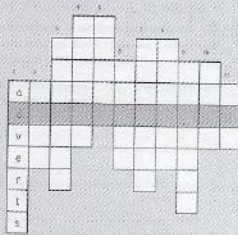
Is it a pen? Is it a pencil? No! It's the new Squiggly  
ketchup pen. It's special for putting ketchup  
on your food and cheap. It with honey flavoured. It's  
made of plastic and it's throw away.  
red or dark blue. It's useful AND fun - that's why it's  
so popular. So try out our new  
and see for yourself how fantastic it is!  
your old ketchup bottle and buy the  
Squiggly ketchup pen today. And look at our special  
price to see how cheap it is!



#### Check-up challenge

##### 1 Complete the puzzle. Find the secret word.

- These are shown on TV to sell things.
- The opposite of hard.
- Different time, and usually better than, what is used.
- This describes something that helps you in different ways.
- The material that jeans are made of.
- Something that doesn't cost a lot of money is...
- A programme on TV or the radio that tells you about recent events.
- A soft material that comes from a plant and is used for making denim.
- Shoes and bags are often made of this material.
- The opposite of right.
- This is used to change the colour of material.



70

#### 2 Number the stages in order. Then write sentences using the passive voice.

These beautiful toys are made in small workshops.

- many / sell / as birthday presents
- the wood / take / to a workshop
- the trees / cut down
- toys / take / to toy shops
- trees / plant
- the wood / make / into beautiful toys



- Trees are planted.
- 
- 
- 
- 
- 

#### 3 Describe the objects using *made of* and *used for*. Use the words in the box.

feed / birds    plastic    keep / money in    denim



- It's made of plastic. It's used for keeping money in.
- It's made of denim. It's used for feeding birds.

#### 2 What I can do!

##### 1 Put a tick (✓) or a cross (x).

- |                          |                          |                                  |                          |
|--------------------------|--------------------------|----------------------------------|--------------------------|
| interpret an infographic | <input type="checkbox"/> | use suffixes -ion and -ion       | <input type="checkbox"/> |
| talk about processes     | <input type="checkbox"/> | write about a process            | <input type="checkbox"/> |
| describe objects         | <input type="checkbox"/> | write and perform a radio advert | <input type="checkbox"/> |

##### 2 My unit progress

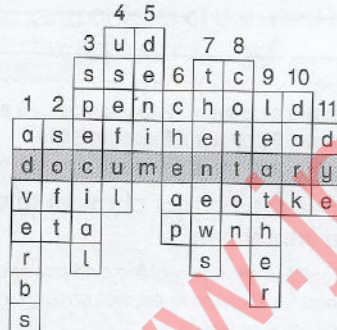
- My favourite activity:
- Something I did well:
- Something I could improve:

Unit 6 71

#### Check-up challenge

##### 1 Complete the puzzle. Find the secret word.

Answers:



##### 2 Number the stages in order. Then write sentences using the passive voice.

Answers: 1 e Trees are planted. 2 c The trees are cut down. 3 b The wood is taken to a workshop. 4 f The wood is made into beautiful toys. 5 d Toys are taken to toy shops. 6 a Many are sold as birthday presents.

##### 3 Describe the objects using *made of* and *used for*. Use the words in the box.

Answers: 1 It's made of denim. It's used for keeping money in. 2 It's made of plastic (bottles). It's used for feeding birds.