

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.

 - 1 Do you wear jeans? If yes, when do you wear them?
 - 2 Why do you think jeans are so popular?
 - 3 What do you do with 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.

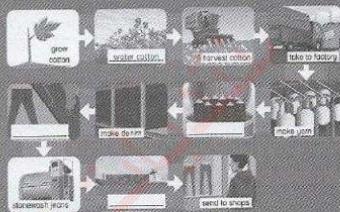
<i>e.g. advertisement</i>	<i>new jeans</i>	<i>old jeans</i>	<i>water-washed</i>	<i>denim</i>
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www.A-new-life-for-your-jeans.com

Do you have an old pair of jeans, but 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.

It takes water and energy to make one pair of jeans. Jeans are made from a magical cloth called denim, and denim comes from a plant called cotton. Cotton grows in warm, wet countries like China, India and Brazil. It takes about six months for a cotton plant to grow a stem, a plant that produces cotton. It needs a lot of water to make it grow—about 3,000 gallons 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. Bright dye is usually used to color the yarn. Bright gives the jeans their dark blue color. After that, the yarn is made into denim material, which is used to make jeans.

Lots of people like unbrushed jeans. To make these, jeans are then put into a washing machine and washed with stones to make them soft and more comfortable. Some washing can also change the colour of the jeans to light blue. Finally the jeans are painted with colors and transported all over the world. Jeans travel up to 30,000 kilometers to reach the shops, where you can buy them. About half of the jeans made in the world are sold in the USA. Last year, people there bought 400 million pairs of jeans.



To make one pair of jeans, 10,000 gallons of water are used. To make one cotton t-shirt, 2,000 gallons of water are used. jeans are all the time, you need to make do in other ways. 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
- Take them to a charity
- Have a recycling party, exchange things or trade
- Recycle or break them
- Make them into a new bag or a top

Give your jeans a new life!

Blending with hidden or integrated

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 Listen to 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? (1) 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.

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.

Teaching star!

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 *Books 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.)

Workbook page 62

6 How is it made?

Lesson 3 Vocabulary

- 1 Read and unscramble the words.
- 2 They are usually made of blue jeans.
- 3 The mineral comes from the leaves plants.
- 4 After about six months the cotton is ready to harvest.
- 5 Cotton is a soft, white, fluffy plant.
- 6 Cotton plants are harvested with machines made from tractors.
- 7 To make the jeans blue, they are dyed in cotton.
- 8 Jeans are usually a kind of blue colour.
- 9 Dyeing changes the colour to light blue.
- 10 You shouldn't wash your old jeans – recycle them.

2 Complete the text with the words from Activity 1.

- What can you do with your old _____? _____ jeans, _____ old clothes, and be creative and imagine them! jeans are made of _____, or cotton which is made when a plant called _____. After a few months, the cotton is ready to _____, and is made into _____, which gives the material its special blue colour. Cotton is a renewable so you can use it to make a useful bag for school. Choose a name _____, blue jeans, or use the material to make a _____, which is _____, _____, and cotton. 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 / Working with words

Pupil's Book page 72

Lesson 2 Reading comprehension

1 Number the stages in order. Then check your answers on pages 70–71. **(See start)**

a The jeans are made and coloured.

b The cotton is harvested.

c The cotton is washed and transported.

d Jeans are bought to produce oil over the world.

e The cotton is planted and watered.

f Yarn is made into denim.

g The jeans are made and transported.

h The cotton is taken to a factory.

2 Answer the questions.

1 Why are jeans sometimes described as 'second-hand'?

2 What's special about this jeans jeans?

3 How many pairs of jeans did people buy there last year?

4 How much water is used to make one pair of jeans?

5 Describe ten things you can do with old jeans.

3 Discuss the questions with a partner.

1 Why is it a good idea to reuse or recycle old clothes?

2 What do you do with your old clothes?

Working with words

Suffixes: -ion and -ation

You can add -ion and -ation to some verbs to make them into nouns:

create → creation clean → cleaning

Remember you have to drop the first 'e' from the verb or change the first consonant, before you add the suffix. If the verb already ends in 'e', then you may need to add -ion, e.g. prevent → prevention. Make a note of these endings as you read more texts.

Make nouns from these verbs.

1 create 2 explode 3 clean 4 protect 5 invent 6 persuade

72 Unit 6 Reading skill: interpret an infographic / Working with words: suffixes

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.

- 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 *Wh-* 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.

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 -ation

- 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 start

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.

- 1 Cotton grows in water / wet dry courses.
2 A lot of water is needed to grow / harvest cotton plants.
3 To change the colour of jeans / water / dye is used.
4 Cotton is a natural / man-made fibre from cotton plants.
5 Jeans are produced / invented at one of the world's (the USA, 8 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 -ion, -er or -sion.

- 1 grow decision 2 decide desert 3 desert desert
4 decide desert 5 desert desert 6 explode

4 Complete the text with the words from Activity 3.

Scott Robinson made the decision to study science when he was 18. He had a good education at school and now he is a scientist testing explosives. He helped NASA's space programme. It's a special module which processes astronauts' cockpit heat. It's designed to work when there is no air. It's desert in the desert of the sun. Without it, there could be explosion. I love my job and Scott. It's great to be part of scientific discoveries and the creation of new ones.



- 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 -ion, -er 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.**

Passive voice (present simple)

Lulu's dress is made from plastic bags.

One million dresses are sold every month.

The cotton is not grown in India.

The jeans are not washed with stones.

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

1 a. They grow many millions of pairs of jeans every year.
b. Millions of pairs of jeans are grown every year.

2 a. Millions of pairs of jeans are thrown away every year.
b. They throw away millions of pairs of jeans every year.

3 a. The style of jeans is made in France.
b. French jeans are made in France.

4 a. My old jeans are given a second life by me.
b. I give my old jeans a second life by me.

5 a. Light blue jeans are preferred by men.
b. Men prefer light blue jeans.

3. Complete the text with the correct form of the verbs in brackets. (See 6.599.)

Every year, 2.8 billion other T-shirts "are produced" (produced) around the world. First, the cotton "is grown" (grow) in India. Then it "is washed" (wash) in India. After that, it "is made" (make) into jeans. The jeans "are sold" (sell) with dye on them. (make) into T-shirts. The T-shirts "are given" (give). Then they "are sold" (sell) to shops and they "are bought" (buy).

Unit 6. Use the passive voice to describe a process. (See page 52) 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 coloured denim.
- A lot of cotton is grown in China every year.
- Many expensive dresses are designed in France.
- Many people give their old clothes to charity shop.
- I like to buy light blue jeans.
- Two and a half billion T-shirts are produced every year.

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.
Where is it used for?
It's used for cutting herbs.
It's a ...
Yes, this is a ... a rocker knife.
What's it made of?
It's made of wood?
Yes, it is. It's made of wood and leather.
It's used for playing music.
It's a ...
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 bottle
It's made of metal.

2 leather / keep books open
It's made of leather.

3 plastic / feed a baby
It's made of plastic.

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

74 Ask and say what things are made of and used for

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; (PRC) - 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 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 4b. 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: _____
A: It's used for sitting on.
B: _____
A: Yes, it is.
B: Now you guess this one.
A: _____
B: It's made of glass.
A: _____
B: No, it isn't. It's used for holding the mail. It's a desk.



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 _____
- 2  _____

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

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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?

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.

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

1. new film 2. orange juice 3. computer game 4. jeans

1. 2. 3. 4.

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

1. new film 2. orange juice 3. computer game 4. jeans

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

1. a. Don't miss the biggest film of the year.
b. Coming next month is a cinema near you.
2. a. Jeannie's Jeans are made of the softest denim in the world.
b. Two pairs of jeans are just £25.
3. a. Download Santa Express for free.
b. It's the most exciting computer game you can buy.
4. a. We sell fresh orange juice.
b. Nothing is added to Breyers Orange Juice.

4. 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 picking Santa Express?
4. What ingredients are in Breyers Orange Juice?

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

Unit 6 Intermediate listening fact and opinion
Pupil's Book pages 65-67

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 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: Mmm... 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! Mmm... Brendan! 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).

- 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 3 Exam practice

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

And here are this weekend's programmes
1 This is followed by **at** 8.00 pm as usual **by** **Greens Boxes**.
2 **and** this **may** **use** **repeat** **in** **more** **new** **creations** **like** **clothes**
3 **or** **has**. You **can** **find** **out** **about** **a** **new** **programme**. It's a **cooking**
4 **programme** **which** **is** **used** **for** **cooking**. It's **unusual**
5 **use** **it** **make** **delicious** **meals**. They **will** **use** **for** **cooking**.
6 **programme** **over** **this**. At 8.00 pm, it's the **weekend** **news** of the **week**.
7 **and** **join** **us** **at** **the** **stadium** **for** **the** **biggest** **match** **of** **the** **week**. You're **all** **waiting** **for**.
8 **And** now it's **time** **for** **the** **biggest** **match** **of** **the** **week**.
9 **Try** **an** **orange** **juice**. It is **very** **delicious** **and** **there** **are** **no** **chemicals** **added**. **It** **comes** **from** **95** **oranges**.
10 **It** **tastes** **delicious**.

Example	for	by	with
documentary	for	by	music programme
2	are	are	news
3	invention	invention	invent
4	make	to make	making
5	of	into	up
6	big	bigger	biggest
7	news	sports programme	sports programme
8	the	the	theatre
9	make	make	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

Pupil's Book pages 76-77



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 g, 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.

Workbook pages 67–69

Lesson 6: Learning to Learn

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

1 The plant is growing.
 a Listen & read online on the internet.
 b Write the news & read.
 c Ask your teacher.
 d Listen to a recording.
 e Ask your parents.
 f Ask your friends.
 g Ask your teacher.

2 **Match the ways of researching information.**

1 **What do you need to research soon and answer the questions?**

1 What do you need to research soon and answer the questions?
 2 Why?
 3 Why?
 4 Why?
 5 Why?
 6 Why?
 7 Why?
 8 Why?

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.**

1 The dough is rising.
 2 The dough is being rolled.
 3 The dough is being stretched.
 4 The dough is being cooked.
 5 The dough is being kneaded.
 6 The dough is being shaped.
 7 The dough is being cooked.
 8 The dough is being rolled.

2 **Prepare an article about how pizza is made. Underline the verbs in Activity 1. Then complete the article with the correct past tense forms.**

1 **What is pizza?**
 2 **When is pizza made?**
 3 **What is pizza made of?**
 4 **How is pizza made?**

3 **Add information to make your article more interesting.**

1 **Why is pizza a popular food?**
 2 **Other countries also make pizza.**
 3 **How is your favorite pizza?**

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.

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

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

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.

1 **What is pizza?**
 2 **When is pizza made?**
 3 **What is pizza made of?**
 4 **How is pizza made?**

5 Read and check what you wrote in Activity 4.

Are you ready?
 1 **Did you underline the verbs in the sentence?**
 2 **Did you make the notes in the correct past tense?**
 3 **Did you underline the correct past tense forms?**
 4 **Did you underline the correct past tense forms?**
 5 **Did you underline the correct past tense forms?**
 6 **Did you underline the correct past tense forms?**

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

What 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 in the dark. It's made of plastic. Comes in light green, dark purple, cheap and useful. 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 it's different or special?
2 Sing the facts sheet about your product.
3 Give two opinions about it.
4 Remember to use adjectives to describe it.

78 Listen & Make descriptions & make advert
Work page 78

Learning objectives: Make and perform a radio advert

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

Resources: - Unit 6, Lesson 7; - Vocabulary 2 worksheet; - Vocabulary activity; - 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 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.

- Have a volunteer read out the example in the speech bubble.
 - While the children prepare their radio advert, circulate, monitor and help.
 - Have some volunteers come to the front to perform their advert.

Teaching star!

- Some children may find it difficult to perform their adverts in front of the class.
 - To help less confident children give a good performance, ask them to record their adverts, if possible. Tell them they can practise first and make as many recordings as they want, before playing their final recording to the rest of the class.

Cooler: Class survey

- Have the children talk about the radio adverts they made in Activity 4. Write the names of the products on the board.
 - Ask *Which product do you find the most useful? What's it used for? What's it made of? Why is it special? Which was the best advert? Why?*



Communicating

- Some children may find it difficult to perform their adverts in front of the class.
 - To help less confident children give a good performance, ask them to record their adverts, if possible. Tell them they can practise first and make as many recordings as they want, before playing their final recording to the rest of the class.

Workbook page 70

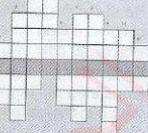
Lesson 7 Functional language



Check-up challenge

1. Complete the puzzle. Find the secret word.

 1. These are shown on TV to set things off.
 2. The opposite of hard.
 3. Different from, and usually better than, what is normal.
 4. This is a person, something that helps you in school or work.
 5. The opposite of safe, something that is dangerous.
 6. Something that doesn't cost a lot of money.
 7. A programme on TV or the radio that tells you about recent events.
 8. A self-model that comes from a person's own ideas about the way they are.
 9. Stories and plays are often made of this.
 10. The opposite of light.
 11. This is used to change the colour of something.



10

1 Complete the advert with the words in the box.

Answers: 1 used for 2 decorating 3 plastic
4 comes in 5 special 6 invention 7 Throw
away 8 cheap

 = Pupil's Resource Centre = Test Generator

127

Lesson 8

Think about it!

Pupil's Book page 79

	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	£50	next day	best denim / £5 goes to charity	very expensive
Just Jeans	£10	buy in shop	cheap	you can't return them

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

Resources: (PK) - Unit 6, Lesson 8; (TRC) - (T) - 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	£50	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.

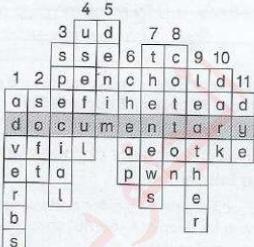
Cooler: Football game

- 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.

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 a 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.