

OBJECTIVES: By the end of the lesson, pupils will be able to talk about objects and what materials they are made of.

● TARGET LANGUAGE

Key language: materials: *brick, white chocolate, sugar, rubber, fur, paper, bone, wood, stone, grass, leather, leaves; made of*

Revision: food, animals, adjectives

● MATERIALS REQUIRED

Warmer: Classroom objects and clothes made of different materials

Extra activity 1: The CD script from Pupil's Book Activity 1 written on a large sheet of paper

Warmer

- Put several classroom objects on the desk and say, e.g. *This ruler's plastic.* Pupils correct you. (It's wood.) Do the same with other objects and clothes. Tell pupils the theme of Unit 5 is *Material* and write it in the centre of the board.

PB46. SHOW WHAT YOU KNOW! *What materials can you remember?*

- Draw a circle around *Materials* on the board and write one or two of the words pupils said in the warmer to start the word map. Say *Show what you know ... about materials.* Brainstorm materials and create a mind map on the board. Supply words in English. Pupils copy the mind map into their notebooks.

PB46. ACTIVITY 1. *Listen and tick (✓) the materials you hear.*

- Tell pupils to open their Pupil's Books at page 46 and look at the Activity 1 pictures. Elicit the names of the characters and where they are. Remind pupils they do the same as for the Show what you know in the previous units (tick off the words they hear in the Materials mind map in their notebooks).
- Play the CD. Pupils listen and tick. They check in pairs. Use the mind map on the board to check with the class.

CD 2, 27

SHARI: This is a great new shopping centre. It's all made of brick. Look at this sweet shop!

DAN: Wow! Look at those mice! They're made of white chocolate.

ALVIN: Let's go and buy some sweets.

DAN: Ahah! Do you like my new teeth?

SHARI: Ugh. They're horrible. What are they made of?

ALVIN: Ha ha! They're made of sugar. They're great. Nice one, Dan!

DAN: Hee hee hee.

SHARI: Ooh, look! These snakes are made of rubber. They're fantastic!

ALVIN: Yeah! Ooh, I'm going to buy one of these spiders. They're made of fur.

DAN: Really? I don't think anybody's going to be afraid of those.

SHARI: Ah! Look out, Dan! There's a big black spider on your shoulder!

DAN: No, there isn't.

ALVIN: Oh, yes, there is. That spider isn't made of fur, Dan. It's real!

DAN: Aagghhh!

ALVIN AND SHARI: Ha ha ha!

ALVIN: It's OK. We were only joking!

DAN: Hmph. Well, let's go and find out what things are made of for our next ezine.

PB46. ACTIVITY 2. *Listen again. Say 'yes' or 'no'.*

- Focus pupils on the Activity 2 instructions and on the sentences. Give pupils reading time before they listen. Play the CD. Pupils whisper the answer to their friend the first time they listen. Play the CD again and check, eliciting full-sentence answers from the class for the 'no' responses. Check understanding of key vocabulary and add new words to the mind map.

Key: 2 no, 3 yes, 4 no, 5 no, 6 yes

CD 2, 28

Presentation

- Elicit sentence 3 again from Pupil's Book Activity 2 and write it on the board. Underline *made of* in the sentence. Elicit what this tells us. Say the sentence for pupils to repeat. Elicit from the class if *of* is stressed or unstressed (unstressed). Make sure they say it like this: /əv/. Show some of the objects from the warmer again. Introduce the question *What's it made of? / What are they made of?* to elicit responses from pupils using *made of*. Continue the activity in open pairs.
- Play the CD from Activity 1 again. When pupils hear sentences with *made of*, they put their hands up. Stop the CD and elicit what was said. At the end, elicit a story summary.

PB46. ACTIVITY 3. *Read and choose the right words.*

- Focus pupils on the Look box.
- Focus pupils on the Activity 3 instruction. Remind pupils to read the complete sentence before they choose the correct word. Pupils do the activity in pairs. Pairs check with other pairs. Check with the class.

Key: 1 of, 2 are, 3 are, 4 rubber, 5 made, 6 isn't

AB46. ACTIVITY 1. *Match the words with the pictures.*

Key: 2 grass, 3 stone, 4 paper, 5 brick, 6 leaves

AB46. ACTIVITY 2. *Read and order the words.*

Key: 2 That skirt isn't made of chocolate. 3 What's your sweater made of? 4 Is your T-shirt made of fur? 5 Are their shoes made of wood? 6 His clothes are made of paper.

AB46. ACTIVITY 3. *Answer the questions. What are they made of?*

Key: 2 They're made of wood. 3 It's made of stone. 4 It's made of fur. 5 It's made of paper. 6 It's made of grass.

AB46. ACTIVITY 4. *Correct the sentences.*

Key: 2 ~~has~~ is, 3 ~~aren't~~ isn't / ~~cake~~ cakes, 4 ~~off~~ of, 5 ~~mades~~ made, 6 ~~is~~ are / ~~sweets~~ sweet

Extra activities: see page T104 (if time)

Ending the lesson

- Say, e.g. *Name something that's made of wood.* A pupil answers, e.g. *The door's made of wood.* Continue with other materials.

OBJECTIVES: By the end of the lesson, pupils will have had further practice using *made of* for different objects and materials.

● **TARGET LANGUAGE**

Key language: materials: *gold, rock, metal, plastic; cover (v), special, bounce, inside out, protect, drop*

Revision: materials

● **MATERIALS REQUIRED**

Photocopiable 5 (see page T94), one copy for each pupil

Optional: *Kid's Box Teacher's Resource Book 5 Unit 5*

Reinforcement worksheets 1 and 2 (pages 44 and 45)

Warmer

- Give pupils one minute, with books closed, to write a list on a piece of paper of all the materials they remember from the previous lesson. Pupils swap pieces of paper with their partner. Pupils check their partner's work, using the mind maps in their notebooks. They award one point for materials correctly spelt. Elicit how many points each pupil has got.

PB47. ACTIVITY 4. Ask and answer.

- Tell pupils to open their Pupil's Books at page 47. Focus them on the speech bubbles for Activity 4 and on the pictures. Draw pupils' attention to the use of *I think* and elicit that it shows the person is not sure. Pupils work in pairs, taking turns to ask and answer about the pictures. Check using open pairs. Write any new materials on the board.

PB47. ACTIVITY 5. Listen and check.

- Focus pupils on the Activity 5 instruction. Play the CD. They listen and check. They check in pairs. Play the CD again. Check with the class.

Key: 2 Snow. That's 'f'. 3 Bricks. That's 'g'. 4 Fur. That's 'h'.
5 Rubber. That's 'e'. 6 Stone. That's 'a'. 7 Metal. That's 'b'.
8 Wood. That's 'd'.

CD 2, 29

1.

GIRL: Is your new schoolbag made of leather?

BOY: Yes, it is.

2.

BOY: When did you make the snowman in this picture?

GIRL: We made it the last time it snowed a lot. You can only build snowmen in very cold winters because they're made of snow!

3.

GIRL: What is this wall made of?

MAN: It's made of bricks. I always use bricks when I build walls.

4.

WOMAN 1: I love your hat. Is it new? It looks very warm.

WOMAN 2: Thank you. It is new and it is very warm because it's made of fur!

5.

GIRL: What's this? Is it made of plastic?

WOMAN: No, it's called an eraser and it's made of rubber. Look! It feels soft and you can use it if you make a mistake when you write with a pencil.

GIRL: I know that!

6.

GIRL: What's your school like?

BOY: It's nice! It's very big and it's got old, stone walls.

7.

GIRL: Where's your old, metal bike? You usually ride it to school.

BOY: My brother is using it today.

8.

BOY: Can I buy a pencil made of glass?

WOMAN: No! Our pencils are made of wood, like this one.

PB47. ACTIVITY 6. Read and match.

- Focus pupils on the Activity 6 pictures and elicit what they can see (hats, scarf and shoes). Ask a pupil to read the first part of the text aloud. Elicit which picture it matches with (c). Continue in this way, but pupils silently write the match in their notebooks. Pupils then check in pairs. Elicit answers and the words in the text that helped them complete the match.

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

PB47. ACTIVITY 7. Read again and correct the sentences.

- Focus pupils on the Activity 7 instruction and check understanding. Pupils do the task individually and then check in pairs. Check with the class.

Key: 1 The hat changes with the weather. 2 When it's raining, it's got two pieces of plastic to cover his ears. 3 The sunglasses are made of special plastic. 4 The shoes can help her jump. 5 If you drop the shoes, they bounce. 6 The shoes are made of rubber.

Photocopiable 5 (see pages T89 and T94)

AB47. ACTIVITY 5. Write the correct sentences.

Key: 1 Our house is made of stone. 2 The boat is made of wood. 3 My book's made of paper. 4 Their jackets are made of fur.

AB47. ACTIVITY 6. Read, look and label the picture.

Key: 2 windows made of water bottles, 3 roof made of grass, 4 leaves over balcony, 6 door made of wood

AB47. ACTIVITY 7. Read and complete the text.

Key: 2 gold, 3 bottles, 4 stone, 5 bridges, 6 thousand

Extra activity: see page T104 (if time)

Optional activity

- Unit 5 Reinforcement worksheets 1 and 2 from *Kid's Box Teacher's Resource Book 5* (see pages 43–45).

Ending the lesson

- Write some of the materials from this and the previous lesson in jumbled letter order for pupils to unscramble. Check by asking pupils to name something that's made of this material, e.g. *My glasses are made of plastic.*

OBJECTIVES: By the end of the lesson, pupils will have read about different manmade and natural materials from around the world.

● **TARGET LANGUAGE**

Key language: materials, *manmade, factory, natural, wool, recycle, precious metal, card*

Revision: comparative adjectives, present simple

● **MATERIALS REQUIRED**

Extra activity 2: Paper

Optional: *Kid's Box Teacher's Resource Book 5 Unit 5 Extension worksheet 1* (page 46)

Warmer

- Write *Materials* on the board. Hold up two objects, one made of a natural material, e.g. a wooden ruler, and another made of a man-made material, e.g. a plastic bag. Elicit from pupils what the two objects are made of, and ask them if they can think how the two materials are different. Provide other examples of manmade and natural materials to help them. When they guess (in LI), provide the words *manmade* and *natural* and write them on the board.

PB48. ACTIVITY 8. *Read and think. What's the most important material? Why?*

- Tell pupils to open their Pupil's Books at page 48. Focus them on Activity 8 and on the activity instructions. Ask a pupil to read them aloud. Check understanding.
- Focus pupils on the text and elicit that it's a webpage for *Kid's Box* ezine and that it's about materials. Pupils read the introduction aloud around the class.
- Focus pupils on the different materials at the bottom of the webpage, read them through with the class and elicit which are manmade and which are natural. Pupils read the texts silently and think about their answers to the question at the top. Focus on each text in turn and discuss why each material is important. Discuss their ideas and opinions as a class. After discussing each text, elicit from the class what they think the most important material is and why. Finally, give pupils further reading time, check general comprehension and answer any questions they have.

PB48. ACTIVITY 9. *Listen. Repeat the word and say what's made of it.*

- Focus pupils on the Activity 9 instructions and on the example. Elicit the objects mentioned in the text, e.g. *house* and what it's made of (*glass*). Play the CD. Pause after each one for pupils to find the information in the text. They point to the object the first time. Play the CD again. Elicit a choral response each time.

Key: 2 Card. That's the tower. 3 Paper. That's the bridge.
4 Wool. That's the dress. 5 Plastic. That's the chair.
6 Gold and silver. That's the car.

CD 2, 30

1 glass, 2 card, 3 paper, 4 wool, 5 plastic, 6 gold and silver

PB48. ACTIVITY 10. *Read again and answer.*

- Focus pupils on the Activity 10 questions. Pupils work in groups of three and find the answers to / discuss the questions. Elicit answers from the class and provide any new vocabulary on the board. Discuss with pupils what things they recycle and where they recycle them (recycling bins at school / in the supermarket, separating their rubbish at home, etc.).

Key: 1 In factories. 2 80 kilograms. 3 He used 12,000 glass bottles. 4 Paper comes from trees. 5 Animal teeth and bones. 6 'Recycle' means use it again in a different form.

AB48. ACTIVITY 8. *Choose words from the box to label the pictures.*

Note: There are two extra words in the box.

Key: 2 wool, 3 card, 4 gold and silver, 5 paper, 6 plastic

AB48. ACTIVITY 9. *Find and write eight materials.*

Key: 2 silver, 3 plastic, 4 wood, 5 card, 6 paper, 7 metal, 8 wool

AB48. ACTIVITY 10. *Write the words.*

Key: 2 silver, 3 fur, 4 glass, 5 wool

AB48. ACTIVITY 11. *Look at the letters on the clock and write the words.*

Key: 2 wood, 3 coat, 4 metal, 5 silver, 6 card

Extra activities: see page T104 (if time)

Optional activity

- Unit 5 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 5* (see pages 43 and 46).

Ending the lesson

- Play a game similar to the one in the Pupil's Book. Say a material, e.g. *gold*. Pupils give the name of something that's made of gold, e.g. *a ring*. Repeat for other materials. Pupils take turns to call out materials, too.

OBJECTIVES: By the end of the lesson, pupils will have had further practice using *made of* and *come from* and will have sung a song.

● **TARGET LANGUAGE**

Key language: materials, *made from / made of, come from, the ground, sand, bear*

Revision: adjectives, clothes, everyday objects

● **MATERIALS REQUIRED**

Extra activity 1: Encyclopaedia for each group of four / the internet for researching how many different things can be made from different materials, a large sheet of paper for each group of four

Extra activity 2: A large sheet of paper for each group of three

Optional: *Kid's Box Teacher's Resource Book 5 Unit 5 Song worksheet (page 48)*

Warmer

- Draw a triangle on the board and write each of these words at one of the points: *sweater, wool, sheep*. Elicit the connection between the three, providing *come from* if necessary. Write the sentences under the triangle: *The sweater's made of wool. Wool comes from sheep*. Check pupils understand the concept of *come from*. Write one or two other groups of three words. Pupils provide the sentences for, e.g. *ruler, wood, trees; jewellery, gold, the ground*. Elicit pupils' own ideas.

PB49. ACTIVITY 11. Read and choose the right words.

- Tell pupils to open their Pupil's Books at page 49. Focus them on the Activity 11 instruction and tell them to think again about the sentences in the warmer. Pupils work individually to try to complete the sentences. They check in pairs. Check with the class, discussing the processes for certain materials if pupils don't know where they come from. For sentences 1 and 5, elicit where these materials come from. For the other sentences, elicit everyday things which are made of these materials.

Key: 1 wood, 2 the ground, 3 trees, 4 animals, 5 sand, 6 sheep

PB49. ACTIVITY 12. Listen and order. Check and sing.

- Focus pupils on Activity 12 and on the verses of the song. Give them reading time. Check pupils have read and understood the activity instructions before they listen. Play the CD. Pupils listen and order. They check in pairs. Play the CD again. Check with the class.
- Play the CD again for pupils to repeat section by section. When they are confident in their singing, sing the song right through with the class. Divide the class into eight groups. Give each group a pair of lines to sing. Repeat two or three more times, with different groups singing different lines. Play the first version on the CD and then the karaoke version.

Key: 2b, 3d, 4a, 5f, 6c, 7h, 8e

CD 2, 31

As in Pupil's Book and key

CD 2, 32

Now sing the song again. (Karaoke version)

PB49. ACTIVITY 13. Close your book. What can you remember from the song?

- This is a memory game. Focus pupils on the Activity 13 instructions and on the speech bubbles. Check pupils know how to ask the question. They close their books and take it in turns to ask and answer about the objects in the song. Tell them that there are eight objects mentioned. When one pupil makes a mistake, pupils exchange roles.

PB49. ACTIVITY 14. Play the game in pairs.

- This is a guessing game. Ask pupils to copy the table into their notebooks. They secretly think of five things made of each material and write them in their table.
- Use *wood* as an example of the game. Tell pupils that you have written four more things on your list that are made of wood. Ask pupils to guess the things made of wood: *table, bookcase, boat and baseball bat*. Give them a minute to do this. The class get a point for each word.
- Pupils take turns to play the game in pairs. Extend the game by choosing other materials from the song.

AB49. ACTIVITY 12. Read. Change one letter to write a new word.

Key: rice, nice, nine, mine, line, like, live, love, move, more, wore, work, word, wood, wool

AB49. ACTIVITY 13. Now write the clues for this puzzle.

Key: Pupils' own answers

AB49. ACTIVITY 14. Find 8 mistakes in the text.

Key: See Activity 15 key

AB49. ACTIVITY 15. Now write the text correctly.

Key: Bottles are made of glass or plastic. Tables and chairs can be made of wood, plastic or metal. People on Earth like reading books, comics and magazines / newspapers. These are made of card and paper. Earth people get wool from sheep. I'm going to visit Earth next November. I want to get a lovely long scarf made of wool. I can wear it round my neck when it's cold.

Extra activities: see page T104 (if time)

Optional activity

- Unit 5 Song worksheet from *Kid's Box Teacher's Resource Book 5* (see pages 43 and 48).

Ending the lesson

- Sing the song from the beginning of the lesson again with pupils.

OBJECTIVES: By the end of the lesson, pupils will have practised identifying the phonemes /eɪ/ and /eə/ and recognising alternative spellings for these sounds. They will also have completed a writing activity.

● **TARGET LANGUAGE**

Key language: the phonemes /eɪ/ and /eə/, describing objects

Revision: house and household objects, numbers, adjectives, rhyming words

● **MATERIALS REQUIRED**

Extra activity 1: Eight squares of card for each pair of pupils
Optional: *Kid's Box Interactive DVD 5: The school hall* 'Junk music' episode

Warmer

- Write the following words on the board in a random order: *chair, take, ate, bear, where, break*. Ask pupils to put them into two groups of three, according to their sounds. Pupils work in pairs, saying the words aloud to help them. Monitor and give support as necessary. Elicit the two groups (*chair, bear, where; take, ate, break*). Tell pupils that they will be practising the two vowel sounds /eə/ and /eɪ/ in today's lesson. Say the sounds for pupils to repeat. Draw attention to the variety of spellings for the two sounds.

PB50. ACTIVITY 15. Focus on phonics

- Tell pupils to open their Pupil's Books at page 50. Ask them to look at Activity 15. Play the CD. Pupils repeat after each line and then repeat after the whole rhyme. Repeat once more, making sure pupils pronounce the vowel sounds correctly. In pairs, pupils practise the rhyme.

CD 2, 33

As in Pupil's Book

PB50. ACTIVITY 16. Play the game. Choose words to make six sentences.

- Focus pupils on the Activity 16 instructions and check understanding. Demonstrate the game in open pairs, with one or two more examples. Point out that there are two words with different spellings each time, e.g. *knows, nose*. When they hear a word, they must spell it correctly, as in the example. Pupils then play the game in pairs. Give them time to think of sentences before the game starts. Monitor and help where necessary.

PB50. ACTIVITY 17. Work with your friend. How many sentences can you write?

- Make sure pupils know what to do for Activity 17. They use the words from Activity 16 to make sentences. Tell them to make interesting sentences. They can make the sentences into a story if they wish. Pupils work together and write the sentences in their notebooks.

PB50. JOKE CORNER

- Focus pupils on the Joke Corner and review the meaning of *joke*. Play the CD as pupils read the joke in their books. Play the joke a second time and explain if necessary.

CD 2, 34

As in Pupil's Book

AB50. ACTIVITY 16. Match the rhyming words.

- Tell pupils to open their Activity Book at page 50. Check they know the meaning of all the words. Go through the example and make sure pupils know that they have to match numbers 1 to 5 with letters a to e and 6 to 10 with f to j. Pupils complete the activity in pencil. Tell them to say the words aloud again to help and not to focus on the spelling.

AB50. ACTIVITY 17. Listen, check and say.

- Play the CD for pupils to listen and check. They compare answers in pairs. Check with the class. Play the CD again for pupils to listen and repeat.

Key: a4, b5, c1, d2, e3, f7, g9, h6, i10, j8

CD 2, 35

1 wool-pull, 2 near-here 3 goal-bowl, 4 pear-where,
5 should-good, 6 box-socks, 7 team-seem, 8 wear-hair,
9 nose-goes, 10 great-ate

AB50. ACTIVITY 18. Read and match.

- Before pupils do the activity, focus them on the Write it right box and check they understand the different points relating to describing objects.

Key: 3, 4, 1, 6, 2, 5

AB50. ACTIVITY 19. Write about your dream house.

- After completing the writing activity, pupils draw their house on a separate piece of paper. Pin the pictures up round the room. Pupils then read their description to the class, who listen and guess which picture matches the description.

Key: Pupils' own answers

Extra activities: see page T104 (if time)

Optional activity

- The 'Junk music' episode from *Kid's Box Interactive DVD 5 (The school hall section)*. See pages 16-19 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Do the rhyme from the beginning of the lesson again.

OBJECTIVES: By the end of the lesson, pupils will have read a story, reviewed language from the unit and completed a self-evaluation.

● **TARGET LANGUAGE**

Key language: language in the story, *palace, watchdog*

Additional language: *Cleopatra*

Revision: language from the unit

● **MATERIALS REQUIRED**

Extra activity 2: Six strips of paper for each pair of pupils

Optional activity: *Kid's Box 5 Language Portfolio* page 11

Warmer

- Review the story so far with pupils. Elicit if they remember what *Sirius* is and what the date was in the last episode. Ask pupils what time of day it was, where the heroes were at the end of the story and what Diggory shouted to Emily and why. Elicit their answers. (A star that showed the opening of the Egyptian New Year. 21 July. Night. In the secret cave. 'Run to the Light.' They were waiting near a volcano.)

PB51. STORY. *Diggory Bones.*

- Tell pupils to open their Pupil's Books at page 51 and look at the first two pictures. Elicit what happened to Diggory, Emily and Brutus. Set the questions: *What does Brutus find? What is Brutus carrying? What's the inside of Brutus's bag made of? Why is this important? What happened to Cleopatra's palace? What's in the palace? What does Brutus push? Play the CD with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class. (A secret message. The Baloney Stone. Plastic. Because the Baloney Stone on Diggory's computer didn't get wet. Water covered it. Her treasures. A sleeping snake – to open the secret door.) Play the CD again. Pupils listen and read. Stop after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. *What does the writing on the wall tell them? How do they know that? How do you open the secret door? Who watches over the door? What's behind the door? Why does Diggory tell Brutus not to touch the treasure, do you think?**

CD 2, 36

As in Pupil's Book

AB51. ACTIVITY 20. *Read and answer.*

Key: 2 It's made of plastic. 3 The sleeping snake. 4 Because he's an excellent watchdog. 5 They're made of glass. 6 He wants gold.

AB51. ACTIVITY 21. *Read and order the text.*

Key: From left to right: 2, 3, 1, 5, 8, 6, 7, 4

AB51. DO YOU REMEMBER?

- Pupils try to do the activity first without looking back through the unit. Once they have tried to complete all the sentences, they can look back through the unit to find the answers.

Key: 2 wool, 3 metals, 4 of, 5 and 6 Pupils' own answers

AB51. CAN DO

- Focus pupils on the *Can do* section of the page. Ask a pupil to read the first sentence. Elicit what this means with examples and elicit / remind them of the activities they did in this unit when they talked about materials. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting / reminding them of the activities when they talked and found out about what things were made of. Pupils circle the appropriate face. Repeat for the third sentence, eliciting the dream houses they wrote descriptions of.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for / talk about each one.

Extra activities: see page T104 (if time)

Language Portfolio

- Pupils complete page 11 of *Kid's Box 5 Language Portfolio* (How ... is / are made).

Ending the lesson

- Ask pupils which rhyme / song they'd like to do again from the unit. Do it together to end the lesson.

OBJECTIVES: By the end of the lesson, pupils will have read about different kinds of plastics, how they are made and why they are recycled.

● **TARGET LANGUAGE**

Key language: *plastic, decompose, recycle, throw away, reuse, basic material, celluloid, nylon, polyethylene, diagram*

Revision: materials, present simple

● **MATERIALS REQUIRED**

Extra activity 1: Dictionaries

Optional: *Kid's Box Teacher's Resource Book 5 Unit 5 Topic worksheet (page 49)*

Warmer

- Write *Plastic* on the board and brainstorm with pupils as many things that are made of plastic as they can think of in one minute. Ask them if they think all plastic is the same (give examples from the board, e.g. *plastic bag, chair*). Ask pupils if they remember what plastic is made from.

PB52. FACT

- Tell pupils to open their Pupil's Books at page 52. Ask a pupil to read the fact. Elicit / Check understanding of *decompose*. Tell pupils that there are types of plastic that decompose more quickly. Ask for examples (biodegradable carrier bags). Elicit why it might be a problem if plastic takes so long to decompose.

PB52. ACTIVITY 1. Read and do.

- Focus pupils on the Activity 1 instructions and on the pictures. Ask different pupils to read the headings in a) aloud. Tell them b) refers to the questions in the text. Pupils read the text quickly (and silently) to match. They re-read the text to answer the questions for b). They check in pairs. Check with the class.
- Read the first section through with the class, with pupils taking turns to read. Elicit what they think the heading is. Discuss the information, check key vocabulary and check their opinions about the heading again. Tell them if they are correct or not. Discuss the question at the end of the section.
- Repeat the procedure for the other sections.

Key: 1 What happens to plastic when we throw it away? 2 Why do we need oil? 3 What are some of the different plastics? 4 What do we use plastic for?

PB52. ACTIVITY 2. Read again and choose a title.

- Focus pupils on the Activity 2 instruction and on the three titles. They re-read the text silently and then in pairs choose the best title. Discuss choices and reasons with the class.

Key: c) About plastic

PB52. ACTIVITY 3. Listen and label the diagram.

- Focus pupils on the diagram. Elicit that it shows the amounts of plastic which are used for different things. Check they understand the concept of the pie chart before they do the listening.

Key: green: building, white: transport, red: house, yellow: electrics, brown: farming, blue: other

CD 2, 37

WOMAN: Today we have with us Dr Simon Carter who is going to talk to us about how we use plastic in Britain.

DR CARTER: Hi. That's right. Today we use plastic for almost everything. I'm going to tell you what we use it for, and how much we use.

WOMAN: Right. Well, I see you've got a diagram here to help us understand the numbers.

DR CARTER: Yes. Now, can you see this circle has different parts? Look at the biggest part which is pink. That's a third of all the plastic we use. This part is for packaging. Packaging means all the bottles and boxes we get when we buy things from the shops and supermarkets.

WOMAN: Wow! That's a lot.

DR CARTER: Yes, it is. Now look at the second biggest part.

WOMAN: Is that the green one?

DR CARTER: Yes. That is for all the plastic we use in building. In our houses, plastics are very important in windows, doors and the water system.

WOMAN: I see. What are the three that are the same size?

DR CARTER: The white one is for use in transport. You know – cars, planes and motorbikes. The red one is for things around the house and furniture, and the yellow one is for electrics.

WOMAN: OK. What about the last two?

DR CARTER: The brown part is for farming, and the blue one next to it is for a lot of other different things. These include toys, shoes, mechanics and hospitals.

WOMAN: Well, Dr Carter, we really do use plastics for almost everything, don't we?

DR CARTER: Yes, we do.

AB52. ACTIVITY 1. Look at the recycling facts. Read and write 'true' or 'false'.

Note: 17,500,000 = 17.5 million; 17,500,000,000 = 17.5 billion.

Key: 2 true, 3 false, 4 false, 5 true, 6 false

AB52. ACTIVITY 2. What should we do? Put the information in the table.

Key:

Things we should do	Things we shouldn't do
Give toys to friends or playgroups	Throw plastic toys away
Use plastic containers and bags again	Throw plastic containers away
Make containers into something else	Use a bag if you don't need one
Look for products made from recycled plastic	Use lots of plastic

AB52. ACTIVITY 3. Write about what plastic things you use in your school and the changes you are going to make.

Key: Pupils' own answers

Extra activities: see page T104/T105 (if time)

Optional activity

- Unit 5 Topic worksheet from *Kid's Box Teacher's Resource Book 5* (see pages 43 and 49).

Ending the lesson

- Review with pupils what they have done and what they have learnt about in today's lesson.

OBJECTIVES: By the end of the lesson, pupils will have read more about recycling of plastics and completed a project.

● **TARGET LANGUAGE**

Key language: *piece, sort (v), squash, melt, should, shouldn't*

Additional language: *tip, frame, base*

Revision: materials, sequencing

● **MATERIALS REQUIRED**

For each pupil, an empty CD box, scissors, glue or tape, material for decoration. Pupils bring in a photo that they would like to frame or can choose a picture they like from a magazine.

Extra activity 1: Paper, stapler, coloured pencils

Optional: *Kid's Box Teacher's Resource Book 5 Unit 5 Extension worksheet 2 (page 47)*

Warmer

- With books closed, review with pupils what they learnt about in the previous lesson. Review some of the key vocabulary.

PB53. ACTIVITY 4. *Read and match.*

- Tell pupils to open their Pupil's Books at page 53. Focus them on Activity 4. Invite three pupils to read aloud one sentence each in the introductory paragraph. Check pupils have read the activity instruction and know what to do. They read the text quickly and silently and match the steps with the pictures. They check in pairs. Check with the class. Then check understanding of new vocabulary, e.g. *sorts, squashes*.

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

PB53. ACTIVITY 5. *Talk in pairs. Tell the class.*

- Focus pupils on the Activity 5 instructions and explanation. Elicit some ideas for how plastic items can be reused (rather than recycled). Pupils work in pairs. They think of all the plastic items they regularly use at home and at school and how they have reused them. Elicit ideas from pupils for a class discussion. If appropriate, produce a class poster with their suggestions.

Note: Remind pupils that it is not a good idea to reuse drink or water bottles for drinks.

PB53. PROJECT. *Make a photo frame.*

- Tell pupils that they are going to reuse a common plastic object. Hold up the CD case to show them. Show and name the other materials you have brought for the project. Read the project information with the class before handing anything to the pupils, showing the materials as they are mentioned. Hand out the materials. Pupils follow the instructions to make their frame. Monitor and help.

AB53. ACTIVITY 4. FLYERS Listening, Part 3. Listen and look. There is one example. Whose things are these? [YLE]

Key: Robert A, Emma F, Richard B, Katy D, Michael C

CD 2, 38

TEACHER: Hello everyone. Sarah's got some things to show us today. Tell us what you've got, Sarah.

SARAH: Well, I asked my family to give me some things. All the things are made of different materials. The first thing I've got here today is a handbag. This is mine. It's different from other bags because it's made of paper. I made it from some old comics and put plastic on the outside.

Can you see the letter E? Now you listen and write a letter in each box.

TEACHER: That's very interesting. What else have you got?

SARAH: I asked my grandma for her gold watch, but she said it was very expensive. So I've got Katy's watch. Katy is my sister. She's only four years old, so it isn't real, it's a toy. It's made of plastic. It isn't expensive, but she really likes it.

TEACHER: Yes, look after it! Did your grandmother give you anything?

SARAH: Yes, of course she did! She gave me her comb. It's very old and really beautiful. It's made of wood and the inside of shells. She got it for her eighteenth birthday, when she was much younger. It had her name on it. It said, 'Emma', – that's my grandmother's name – but we can't read it now.

TEACHER: No, but you're right. It is really beautiful. Now, who gave you that money?

SARAH: The money! It isn't real because it isn't made of metal. It's chocolate money! My younger brother Robert gave it to me. He's ten. My brother loves chocolate. He said he wants it back. He's going to eat it in the break with his friends.

TEACHER: Now what about that ball? It isn't made of rubber or plastic, is it?

SARAH: No, it isn't. It's made of glass. That's my dad's. His name's Michael. My mother gave it to him as a present. It's quite heavy. He puts it on the papers on his desk.

TEACHER: I see. ... What about the hat? Is that your father's too?

SARAH: No! My dad hates that hat! It's my older brother Richard's. It's made of wool and it's got a lot of colours. He wears it all the time in winter, even with his school uniform! He's sixteen and he wants to play the guitar in a pop group. He sometimes wears really strange clothes.

Extra activities: see page T105 (if time)

Optional activity

- Unit 5 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 5* (see pages 43 and 47).

Ending the lesson

- Review with pupils what they talked and read about in today's lesson and which activities they liked best from this and the previous lesson.