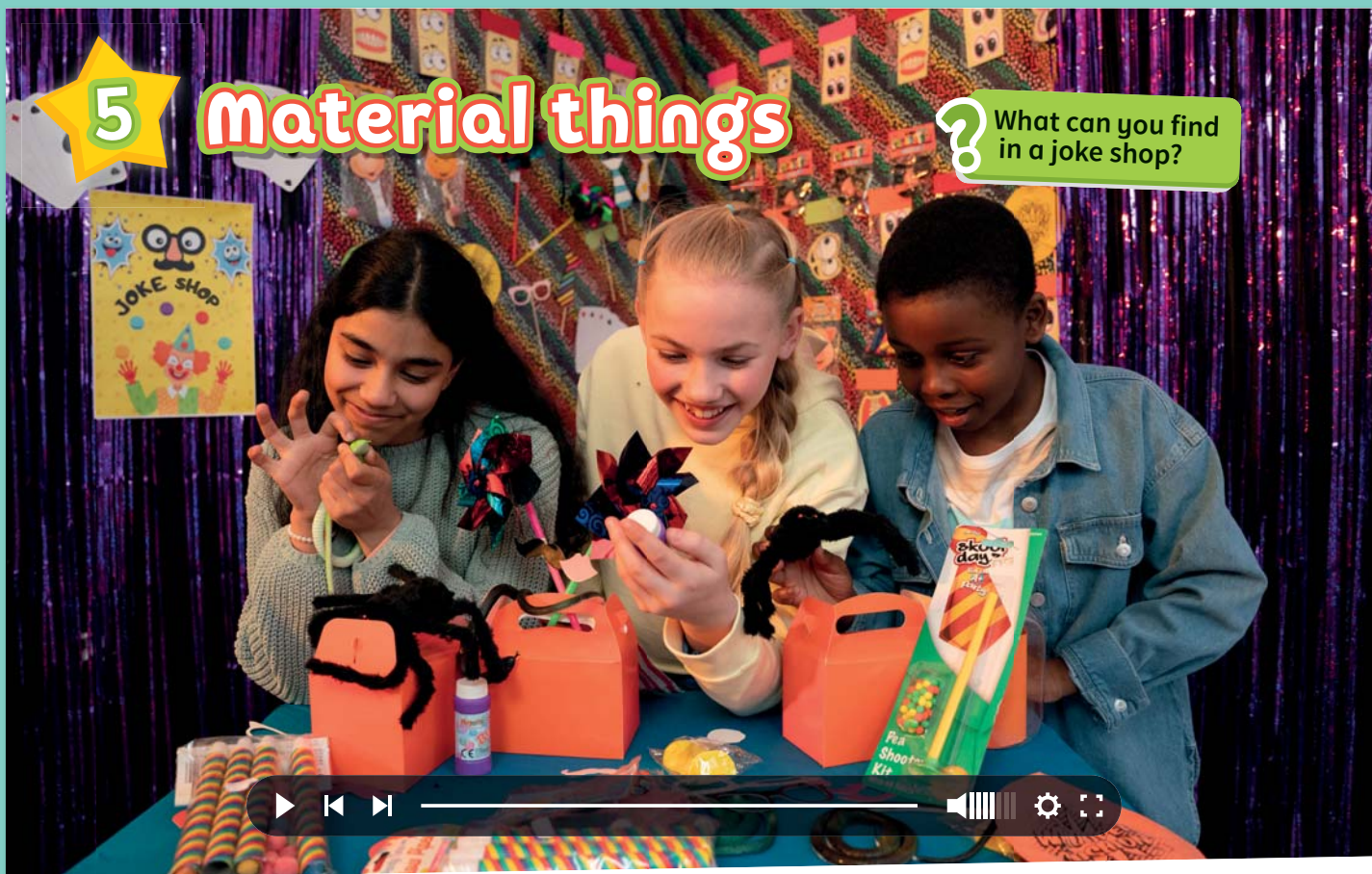


5

Material things



What can you find in a joke shop?



1

What does Stella put her teeth in? Watch and check.

2

Watch again. Say 'yes' or 'no'.

- 1 The sweet shop is made of brick.
- 2 The children go to a pet shop.
- 3 The eggs are made of fur.
- 4 Meera wants to buy some toys.
- 5 The teeth are made of sugar.
- 6 The snakes are made of paper.
- 7 The spiders are made of rubber.
- 8 Stella's afraid of spiders.

Yes.

STUDY

The eggs **are** made of white chocolate.
The spider **isn't** made of fur.
What **are** they made of?

3

Read and choose the right words.

- | | |
|---|--|
| 1 The sweet shop is made on / of brick. | 4 The eggs is / are made of white chocolate. |
| 2 The teeth is / are made of sugar. | 5 The snake is made of rubber / stone . |
| 3 The small black spiders are made / make of fur. | 6 The spider on Stella's shoulder is / isn't real. |

4

Ask and answer.

- 1 What did you think of Meera and Lenny's joke with the spider?
- 2 Look around your classroom. What are things made of?

Objectives

To describe objects and what materials they are made of.

Target language

- **Key language:** materials: *brick, sugar, rubber, fur, paper, plastic, wood, stone, grass, leather; made of*
- **Additional language:** *white chocolate, leaves*
- **Revision:** food, animals, adjectives

Warmer

- Put 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 *Materials* and write it in the centre of the board.
- Draw a circle around *Materials* on the board and write one or two of the words pupils have used to start the mind map. Brainstorm more words. Pupils copy the mind map into their notebooks.



PB46.

What can you find in a joke shop?

- Show page 46 on the whiteboard and ask pupils to focus on the photo. Elicit the names of the characters and where they are.
- Ask pupils what they might find in a joke shop and what materials might be used to make these things. When they feed back, add any new materials to the mind map.



PB46. ACTIVITY 1

What does Stella put her teeth in? Watch and check.

- Tell pupils to open their Pupil's Books at page 46. Focus pupils on Activity 1. Elicit some predictions. Play the ► Video.
- Pupils watch and answer the question. Elicit the answer from the class. Tick any of the materials seen on the mind map.

Key: Stella puts her sugar teeth in a small paper bag.



Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.



PB46. ACTIVITY 2

Watch again. Say 'yes' or 'no'.

- Focus pupils on the Activity 2 instructions and on the sentences. Give pupils reading time before they watch. Play the ► Video. Pupils whisper the answers to their partner the first time they watch.

- Play the ► Video 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 no, 4 no, 5 yes, 6 no, 7 no, 8 yes

Presentation

- Elicit sentence 5 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: /av/.
- Show some of the objects from the Warmer again. Introduce the questions *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 ► Video from Activity 1 again. When pupils hear sentences with *made of*, they put their hands up. Pause the ► Video 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 STUDY box.
- Focus pupils on the Activity 3 instruction. Remind pupils to read the complete sentence before they choose the right word and write it in their notebooks. Pupils do the activity in pairs. Pairs check with other pairs. Check with the class.

► **Extra challenge** Ask pupils to write three more sentences describing what classroom objects are made of.

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



PB46. ACTIVITY 4

Ask and answer.

- Get pupils to focus on Activity 4. Ask pupils to discuss the questions in pairs and then compare their answers with another pair. Check answers with the class.



AB46. Answer key, see page T103

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.

Digital Classroom



Presentation Plus: Unit 5



Practice Extra



Video

Extra Resources

- **Home Booklet:** Picture Dictionary Unit 5
- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Reinforcement worksheet 1
- **AB94 and PB94–95 – Grammar reference 5**
- **T115 – Consolidation activity:** *Role play*
- **T115 – Extension activity:** *What's it made of?*

Objectives

To have further practice of describing objects.

Target language

- **Key language:** materials: *gold, metal*
- **Additional language:** *rock, cover (v), special, bounce, inside out, protect, drop, tyre*
- **Revision:** materials

Warmer

- Give pupils one minute, with books closed, to write on a piece of paper a list 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.

PB47. ACTIVITY 1

Can you remember the last lesson? Watch the language video.

- Show page 47 on the whiteboard. Ask pupils to watch and complete the activity in the ► **Video**.
- Play the ► **Video**.



Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.



PB47. ACTIVITY 2

Ask and answer.

- Tell pupils to open their Pupil's Books at page 47. Focus them on the speech bubbles for Activity 2 and on the photos.
- Draw pupils' attention to the use of *I think* and elicit that it shows the person is not sure. Point out that the bicycle is made of metal, but the seat is plastic or leather and the tyres are rubber.
- Pupils work in pairs, taking turns to ask and answer about the photos. Check using open pairs. Write any new materials on the board.

PB47. ACTIVITY 3

Listen and check.

- Focus pupils on the Activity 3 instruction. Play the  **Audio** for pupils to listen and check. They check in pairs. Play the  **Audio** 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'.

 40

- 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 4

Read and match.

- Pupils match the items with the pictures in their notebooks and check in pairs.

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

PB47. ACTIVITY 5

Read again and correct the sentences.

- Focus pupils on the Activity 5 instruction and check understanding. Pupils write the correct sentences in their notebooks and then check in pairs. Check with the class.





Key: 1 with the weather, 2 ears, 3 plastic, 4 jump, 5 bounce, 6 rubber

 AB47. Answer key, see page T103

Ending the lesson

- Write some of the materials from this and the previous lesson in jumbled letter order for pupils to unscramble, e.g. *berbur*.

Digital Classroom

-  **Presentation Plus:** Unit 5
-  **Practice Extra**
-  **Audio** 40
-  **Video**

Extra Resources

- **Home Booklet:** Unit 5, activity 1
- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Reinforcement worksheet 2
- **Teacher Resources:** Photocopiable 5
- **AB94 and PB94–95 – Grammar reference 5**
- **T115 – Consolidation activity:** *My imaginary house*

1



Can you remember the last lesson? Watch the language video.

5

2

Ask and answer.

a What's the school made of?

I think it's made of stone.



3



40

Listen and check.



1 Is your new schoolbag made of leather?

Yes, it is.

That's 'c'.

4



Read and match.

- 1 This is my favourite hat. I can wear it every day because it changes with the weather. When it's raining, it's got two pieces of plastic to cover my ears. c
- 2 When it's cold, a special scarf, which is made of fur, comes out to cover my neck.
- 3 When it's sunny, my hat protects me from the sun. I've got some sunglasses made of special plastic to protect my eyes.
- 4 These are my favourite shoes. I wear them at the weekend. They are purple.
- 5 I don't need to wear socks with my new shoes. They keep me cool in the summer. They're blue. Look!
- 6 If I jump or drop the shoes on the floor, they bounce. The shoes can help me to jump very high – up to two metres! This is because they are made of a special rubber called 'bounce-a-lot'. I'm going to bounce to the park. Goodbye.



5



Read again and correct the sentences.

- 1 The hat changes every day.
- 2 When it's raining, it's got two pieces of plastic to cover his eyes.
- 3 The sunglasses are made of special rocks.
- 4 The shoes can help her swim.
- 5 If you drop the shoes, they dance.
- 6 The shoes are made of wood.



1 Read the blog. What's the most important material? Why?

ALL BLOGS

MY BLOG

NEW POST



Kid's Box Reports



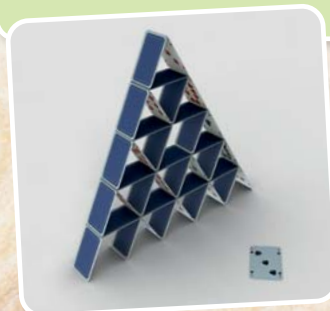
Materials can be man-made or natural. We make man-made materials in factories. We get natural materials from rocks in the ground, animals or plants. Here are some interesting things made of different materials.

Materials

Most houses are made of **bricks**, **stone** or **wood**, but Edouard Arsenault used 12,000 **glass** bottles to build this amazing house.



Card and **paper** come from trees. Card is stronger than paper. This tower is made of thin **card** and the bridge is made of paper.



Gold and silver are precious metals. This car is made of 80 kilograms of gold and 15 kilograms of **silver**. The tyres aren't made of **metal**, but you have to drive it very carefully!



Most animals have **fur**, but sheep have **wool**. We use wool to make fabric for clothes. We can also make things at home from wool. Look at these beautiful cushions. The covers are made of wool.



Lots of things are made of **plastic**. Today we use plastic more than any other material in the world. We must recycle plastic. 'Recycle' means use it again in a different form. This bottle of shampoo is made of recycled plastic.



2 Read again and answer.

- 1 Where do we make man-made materials?
- 2 What are most houses made of?
- 3 How many glass bottles did Arsenault use to build his house?
- 4 How much gold is in the car?
- 5 Where do card and paper come from?
- 6 Where does wool come from?
- 7 What are the cushion covers made of?
- 8 What does 'recycle' mean?



3 Choose five materials. Tell your partner about things made of these materials.

My book is made of paper and card.

Objectives

To read about different man-made and natural materials from around the world.

Target language

- **Key language:** materials: *bricks, stone, wood, glass, gold, silver, metal, fur, wool, paper, card, plastic, man-made, natural, recycle*
- **Additional language:** *factory, precious metal, bracelet*
- **Revision:** comparative adjectives, present simple

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 the words *man-made* and *natural* and write them on the board.

PB48. ACTIVITY 1

Read the blog. What's the most important material? Why?

- Tell pupils to open their Pupil's Books at page 48. Show the page on the whiteboard. Focus them on Activity 1 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 blog and that it's about materials. Pupils read the introduction aloud around the class.
- Focus pupils on the different materials in the photos and elicit which are man-made 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.

Key: Plastic is used more than any other material.

PB48. ACTIVITY 2

Read again and answer.

- Focus pupils on the Activity 2 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. Encourage pupils to use full sentences in their answers.
- Discuss with pupils what things they recycle and where they recycle them (e.g. recycling bins at school / in the supermarket, separating their rubbish at home).

Key: 1 We make man-made materials in factories. 2 Most houses are made of bricks, stone or wood. 3 He used 12,000 glass bottles. 4 There are 80 kilograms of gold in the car. 5 Card and paper come from trees. 6 Wool comes from sheep. 7 The cushion covers are made of wool. 8 'Recycle' means use it again in a different form.

PB48. ACTIVITY 3

Choose five materials. Tell your partner about things made of these materials.

- Focus pupils on the Activity 3 instructions and the example. Ask pupils to discuss in pairs and then feed back to another pair. Ask a pupil from each group to tell the class about one or two of the items their group talked about.

AB48. Answer key, see page T103

Ending the lesson

- Play a game. Put pupils into two teams. Say a material, e.g. *gold*. Ask each team in turn to give the name of something that's made of gold, e.g. *a ring*. Repeat for other materials. Award one point for each correct answer.

Digital Classroom



Presentation Plus: Unit 5



Practice Extra

Extra Resources

- **Home Booklet:** Unit 5, activity 2
- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Extension worksheet 1
- **AB94 and PB94–95 – Grammar reference 5**
- **T116 – Consolidation activity:** *Natural or man-made*
- **T116 – Extension activity:** *Odd ones out*

Objectives

To give further practice using *made of* and *come from* and sing a song.

Target language

- **Key language:** materials, *made from / made of, come from*
- **Additional language:** *the ground, sand, bear, bracelet, jewellery*
- **Revision:** adjectives, clothes, everyday objects

Warmer

- Pre-teach *jewellery*. Explain through an example, e.g. showing your watch or a ring, and ask pupils to give you further examples, eliciting *bracelet, earring*, etc.
- Draw a triangle on the board and write at each of the points: *jewellery, gold, the ground*. Elicit the connection between the three, providing *come from* if necessary.
- Write the sentences under the triangle: *The jewellery's made of gold. Gold comes from the ground*. 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; sweater, wool, sheep*. Elicit pupils' own ideas.

Song

PB49. ACTIVITY 1




Read and choose the right words.



- Tell pupils to open their Pupil's Books at page 49. Display the page and focus them on Activity 1. Pupils work individually to complete the sentences in their notebooks. Check with the class. For sentences 1 and 5, elicit where these materials come from. For the other sentences, elicit everyday objects made of these materials.

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

PB49. ACTIVITY 2

Listen and order. Listen and check. Then do karaoke.

- Focus pupils on Activity 2 and on the verses of the song. Check pupils have understood the activity instructions. Play the  **Audio**. Pupils listen and write the correct order of the lyrics in their notebooks. They check in pairs. Play the  **Audio** again. Check with the class.
- Play the  **Video** 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. If pupils need more practice, play the first version of the song  **Video** again. Finish the lesson with the karaoke version of the song  **Video** for pupils to sing along to.

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

 41

 As in Pupil's Book

 42

 Karaoke Version

PB49. ACTIVITY 3


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

- This is a memory game. Focus pupils on the Activity 3 instructions and example in 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 nine objects mentioned. When one pupil makes a mistake, pupils exchange roles.

PB49. ACTIVITY 4

Look around your classroom. Find and write two things for each material.

- Tell pupils to open their Pupil's Books at page 49. Focus on Activity 4. Ask pupils to copy the table into their notebooks. They then think of two things made of each material and write them in their table.

 **Extra support** Write classroom items randomly on the board to give extra ideas.

PB49. ACTIVITY 5

What are things made of in your classroom? Write 20–30 words.

- Ask pupils to look at the answers to the questions they wrote for Activity 4 and use them to write in their notebooks about two classroom objects and what they are made of.
- Monitor and help as necessary while pupils write. Ask pupils to exchange notebooks and read each other's writing.

 **AB49. Answer key, see page T103**

Ending the lesson

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

Digital Classroom

 **Presentation Plus:** Unit 5

 **Practice Extra**

 **Audio 41–42**

 **Video**

Extra Resources

- **Home Booklet:** Unit 5, activity 3
- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Song worksheet
- **AB94 and PB94–95 – Grammar reference 5**
- **T116 – Consolidation activity:** *Finding out*
- **T116 – Extension activity:** *Material chains*

1 Read and choose the right words.

- 1 Paper and card are made of **wood** / leather / metal.
- 2 Gold comes from **animals** / the ground / trees.
- 3 Wood comes from **the ground** / trees / flowers.
- 4 Fur comes from **trees** / sand / animals.
- 5 Glass is made of **leaves** / sand / wood.
- 6 Wool comes from a **sheep** / cow / bear.

2 Listen and order. Listen and check. Then do karaoke.

- a This table's made of wood,
And that skirt's made of grass.
- b From rocks, plants or animals,
Or from a factory.
- c This scarf is made of wool,
And I wear it when it's cold.
- d This chair is made of metal,
That bowl is made of glass.
- e Some things are made of plastic,
Which can be strong and hard.
- f This box is made of silver,
That watch is made of gold.
- g Everything's material,
Everything we see. 1
- h Books are made of paper,
Their covers are made of card.



3 Close your book. What can you remember from the song?

What's the bowl made of?

It's made of glass.

4 Look around your classroom. Find and write two things for each material.

wood	metal	glass	plastic	paper
pencil

5 What are things made of in your classroom? Write 20–30 words.

Sounds and life skills

Talking about different ideas

- 1 Watch the video. Which shops do they go in?

Pronunciation focus

- 2 Read and listen. What happens to the last sound in the first word in blue?

MEERA: Ooh – **look at** this sweet shop! It's fantastic!
 STELLA: Yeah, and it's all **made of** brick.
 LENNY: Come on Stella!
 STELLA: In a minute!



- 3 Listen and complete. Practise with a partner.

- | | |
|-------------------------|-----------------------------------|
| 1 Come ... | 4 You're ... star. |
| 2 Look ... ! | 5 I've got ... great idea. |
| 3 Look ... this. | 6 ... a minute. |

- 4 Look at the game and listen to young people playing it. Which phrases do they use?

The yes/no game



a soft toy car



a toy car



a skateboard



a bicycle



a tablet



a drawing book



a magnifying glass



a cup

- 6 Is it big?
- 7 Is it long?
- 8 Is it made of wood?
- 9 Is it made of paper?
- 10 Is it made of metal?
- 11 Has it got legs?
- 12 Has it got pages?
- 13 Do you use it to play?
- 14 Do you use it to learn?

- | | | |
|------------------|------------------|------------|
| 1 Wait a minute. | 3 You're a star! | 5 Come on. |
| 2 Nice one! | 4 Look at this. | |

- 5 In pairs, play the game.

Useful language

Is it made of ...?
 Has it got ...?
 Do you use it to ...?

Objectives

To understand how a final consonant sound and an initial vowel sound of two words link together.

Target language

- **Key language:** *Wait a minute. You're a star! Come on. Nice one! Look at this.*
- **Additional language:** *Is it ...? Has it got ... (spots/legs/pages)? Do you use it to ...?*
- **Revision:** materials, *It's made of ... , balloon, bicycle, fish bowl, rubber, pencil, skateboard, silver ring, wooden door; adjectives (big, small, long)*

Warmer

- Elicit clothes and accessories, e.g. *belt, bracelet, ring*.
- Describe one of the items on the board without naming it.
- Group pupils into threes. Write the sentence starters *You wear this ... / It's made of ...* on the board. Pupils take turns to describe one of the items on the board to each other.

Presentation

PB50. ACTIVITY 1

Watch the video. Which shops do they go in?

- Show page 50 on the whiteboard. Read the question. Tell pupils they are going to watch a ► **Video** to answer the question. Play the ► **Video** for pupils to watch and answer. Get feedback from the class.

Key: They go into a sweet shop and a joke shop.



Video Scripts can be downloaded from *Teacher Resources* on Cambridge One.

PB50. ACTIVITY 2

Read and listen. What happens to the last sound in the first word in blue?

- Tell pupils to open their Pupil's Books at page 50. Focus on Activity 2. Tell pupils they are going to listen to the sounds. Pause after the first example. Ask *How many words did you hear? (one). How many words are there? (two).* Elicit the answer to the question.
- Pupils listen to the rest of the dialogue and then compare their ideas in pairs. Feed back as a whole class.
- Ask pupils which three words they also hear as connected speech in the dialogue (In a minute).


Key: It joins to the first sound in the next word.

43

As in Pupil's Book

PB50. ACTIVITY 3

Listen and complete. Practise with a partner.

- Play the  **Audio** again for pupils to repeat.
- Pupils write the phrases in their notebooks, then practise saying the phrases with a partner.


Key: 1 on, 2 out, 3 at, 4 a, 5 a, 6 Wait

44

As in Pupil's Book and Key

PB50. ACTIVITY 4

Look at the game and listen to the young people playing it. Which phrases do they use?

- Tell pupils they are going to listen to two people playing a guessing game. They must write the expressions they hear in their notebooks.
- Play the  **Audio**. Pupils compare answers in pairs.

Key: Come on. Is it big? Is it made of metal? Is it made of wood? Nice one! Is it long? You're a star!

45

Girl: Come on. Let's play the game! Shall I guess first?

Boy: Yes, I'm ready. Ask me.

Girl: OK, is it big?

Boy: No, it isn't. But it isn't small.

Girl: Hmm ... Is it made of metal?

Boy: No, it isn't.

Girl: Is it made of wood?

Boy: Yes! Nice one!

Girl: I've got an idea! Has it got four wheels?

Boy: Yes ... and you use it to play.

Girl: Is it long?

Boy: Yes, it is.

Girl: Ooh! Is it a skateboard?

Boy: Yes! You're a star! OK, now it's my turn.

PB50. ACTIVITY 5

In pairs, play the game.

- Pupils take turns asking and answering with a new partner.

 **AB50. Answer key, see page T103–104**

Ending the lesson

- In small groups, pupils play *I went to the shop and I bought ...*

Digital Classroom



Presentation Plus: Unit 5



Practice Extra



Audio 43–45



Video

Extra Resources

- **Home Booklet:** Sounds and Spelling Unit 5
- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Downloadable Activity Book Audio Script
- **AB94 and PB94–95 – Grammar reference 5**
- **T116 – Consolidation activity: Memory game**

Objectives

To read a story and review language from the unit.

Target language

- **Key language:** materials, describing objects, connected speech
- **Additional language:** *palace, watchdog, Cleopatra*
- **Revision:** language from the unit

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 start of the Egyptian New Year. 21 July. Night. In the secret cave. 'Run to the light.' They were walking near a volcano.)

Story

PB51. ACTIVITY 1

Where was Brutus carrying The Baloney Stone? Which two materials are the different bowls made of?

- Show pupils the first scene of the story on the whiteboard. Ask if they can see any examples of connected speech where the last sound of a word joins to the first sound of the next word (*my arm, it is, stand up*).
- Set the questions: *Where was Brutus carrying The Baloney Stone? Which two materials are the different bowls made of?*
- Play the ► **Video** with books closed. Pupils watch to find the answers.
- Tell pupils to open their Pupil's Books at page 51. They check in pairs with books open. Check with the class.
- Play the 🔊 **Audio**. Pupils listen and read. Pause 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? Ask What can you see in the treasure (in the last picture)?*

Key: He was carrying The Baloney Stone in his bag. The bowls are made of silver and glass.

🔊▶ 46

All: Aagh!

Diggory Bones: Hold my arm, Emily!

Diggory Bones: It's the night when the moon makes the sea move.

Emily: The night of Sirius!

Brutus Grabbe: Here it is! This is the secret message. Stand up, Bones! I need your help!

Emily: The Baloney Stone! You were carrying it in your bag!

Diggory Bones: What about the water?

Brutus Grabbe: The inside of my bag's made of plastic.

Emily: Cleopatra ... the Queen of Kings. Of course! The water completely covered her palace.

Brutus Grabbe: ... And her treasures. There are bowls made of silver and cups made of gold.

Diggory Bones: The black dog watches the secret door. Push the sleeping snake next to it.

Brutus Grabbe: Here it is!

Brutus Grabbe: Good dog!

Diggory Bones: It's dangerous to joke about Sirius, Brutus. He's an excellent watchdog.

Emily: Those bowls are made of glass!

Brutus Grabbe: I don't want glass. I want gold!

Diggory Bones: Don't touch that, Brutus!

Brutus Grabbe: Aagh!

 AB51. Answer key, see page T104

Ending the lesson

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

Digital Classroom

 **Presentation Plus:** Unit 5

 **Practice Extra**

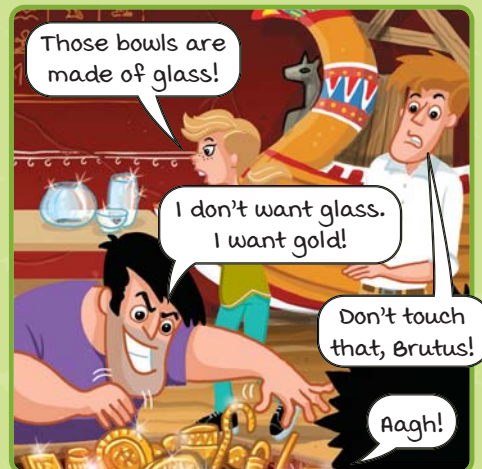
🔊 **Audio 46**

▶ **Video**

Extra Resources

- **Home Booklet:** Unit 5, activities 4–5
- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Extension worksheet 2
- **AB94 and PB94–95 – Grammar reference 5**
- **T116 – Consolidation activity:** *A different ending*
- **T116 – Extension activity:** *Who said it?*

Diggory Bones



1

Where was Brutus carrying The Baloney Stone? Which two materials are the different bowls made of?

▶ What can you make with recycled materials?

1 47 Listen and read. What materials do they use?

Giant Tap, Switzerland

I saw this amazing **sculpture** in a park in Winterthur. It looks like a tap is **magically** hanging in the air, but it's actually a simple **illusion**. Water from under the ground travels up a pipe, which holds the giant metal tap in place. We can't see it because the water flows over it when it comes out.

Everyone stops to look at it **carefully** to see how it works. It feels magical, and that's the idea of art – to create something different that surprises us.



The Bruges Whale, Belgium

This giant whale is made of **plastic waste** from the Pacific Ocean and when you

look **closely**, you can see that there are thousands of **plastic objects**, from bins to toilet seats! Two **artists** created the sculpture to show how much we're polluting our world. Did you know there's more plastic in our oceans than whales!

Lots of artists are working with **recycled materials** now, which is important because it connects art with the world around us. I love how creative and interesting this sculpture is.

Puppy, Spain

This huge dog sculpture sits outside a museum in Bilbao. It's very special because it's **completely** covered in plants – about 38,000 flowers in total! Metal pipes **inside** a **hidden** frame send water to the plants to keep them alive.

I love that the **sculptor** uses nature because it shows that art is always growing and changing. The artist wanted to create something to make people happy, and I think this sculpture really does that.



2 Read again and complete the table.

	Giant Tap	The Bruges Whale	Puppy
What is it made of?	metal, ⁽¹⁾ <u>water</u>	recycled ⁽⁴⁾ ...	metal ⁽⁷⁾ ... , ⁽⁸⁾ ...
How was it made?	Water travels up a ⁽²⁾ ... and flows out of the tap.	The artists collected plastic ⁽⁵⁾ ... from the Pacific Ocean.	Water travels through pipes to keep the ⁽⁹⁾ ... alive.
What is the message?	It shows that art can ⁽³⁾ ... us.	It gives the message that we're ⁽⁶⁾ ... our world.	Art is ⁽¹⁰⁾ ... and ⁽¹¹⁾ ...

3 How do the sculptures make you feel and why? What other sculptures do you know about?

This sculpture makes me laugh.

I saw a metal sculpture of a bear and a tree in the centre of Madrid.



FIND OUT MORE

What is the biggest sculpture in the world?

Objectives

To learn about different sculptures, how they work, the ideas behind them and materials used.

Target language

- **Additional language:** *accurate, bear, bins, changing, completely, creative, hidden, floating, flow (v), frame, giant, growing, illusion, magical, magically, pipe, positive, puppy, recycled materials, sculptor, sculpture, tap, thoughtfully, toilet seat, tree, waste, wonder*
- **Revision:** *environment, exhibition, flowers, huge, metal, museum, nature, ocean, plants, plastic, pollute, recycle, water, whale, It's made of ...*

Warmer

- Write the word *Sculpture* on the board. Elicit or explain a definition of a sculpture.
- Ask pupils *What materials are used in a sculpture?* and add their answers to a mind map around the word *Sculpture*. Encourage them to include examples of recyclable materials.

PB52.

What can you make with recycled materials?

- Show page 52 on the whiteboard and focus pupils on the question. Give pupils time to discuss the question together. Elicit ideas from the class, but don't confirm them at this stage.
- Play the ► **Video** for pupils to watch and answer. Pupils compare ideas in pairs. Check the answer with the class.


Key: Sculptures



Video Scripts can be downloaded from *Teacher Resources on Cambridge One*.

PB52. ACTIVITY 1

Listen and read. What materials do they use?

- Tell pupils to open their Pupil's Books at page 52. Explain that they are going to read three reviews about sculptures. Ask what a *review* is and elicit responses.
- Point to the first photo (Giant Tap). Ask pupils *How does it 'float'?* Accept all reasonable answers.
- Point to the photo of the whale. Ask pupils *What is this sculpture made of?* Accept all reasonable answers.
- Now focus pupils on the last photo and ask *What is it made of?* Accept all reasonable answers. Then ask pupils to listen and read the reviews to check. Play the  **Audio** for pupils to listen and read. Pupils check answers in pairs. Then ask them what other materials sculptures can be made from.

Key: Giant Tap – metal, water, The Bruges Whale – plastic waste, Puppy – metal pipes, plants

 47

As in Pupil's Book

PB52. ACTIVITY 2

Read again and complete the table.

- Focus pupils on Activity 2 and the example. Pupils work in pairs to read again, copy the table in their notebooks and complete it. Check answers as a class.

Key: 2 pipe, 3 surprise, 4 plastic, 5 waste, 6 polluting, 7 pipes, 8 frame, 9 plants, 10 growing, 11 changing

Extra challenge

Put pupils into groups of three. Ask them to choose one sculpture each from Activity 1 and describe the sculpture from memory to the other members of their group. Remind them to include details about the materials used, the way the sculpture works and the message behind the art.

PB52. ACTIVITY 3

How do the sculptures make you feel and why? What other sculptures do you know about?

- Focus pupils on Activity 3 and the example sentences.
- Pupils work in groups and discuss the questions. Feed back feelings and opinions as a whole class. Encourage them to share information about any other sculptures they know.

FIND OUT MORE

- Point to the FIND OUT MORE box and read the question together with pupils. Tell them they are going to search for the answer to the question online. Ask pupils which search engines they use and what kind of search terms they can put in to find the answer to the FIND OUT MORE questions.
- Assign this activity as homework and tell pupils they will share their findings in the next class.
- Ask pupils to do an internet search at home to find out the answer to the question. Remind them to ask an adult for permission first.

 AB52. Answer key, see page T104

Ending the lesson

- Ask pupils to say which is their favourite sculpture from the lesson and why.

Digital Classroom

 **Presentation Plus:** Unit 5

 **Practice Extra**

 **Audio 47**

 **Video**

Extra Resources

- **Teacher Resources:** Unit 5, Subject worksheet
- AB94 and PB94–95 – Grammar reference 5
- T116 – Consolidation activity: Definitions

Objectives

To identify adverbs in a review of a sculpture and discuss a sculpture and compare materials used.

Target language

- **Additional language:** *brightly, cardboard, cleverly, DIY tools, domestic, flower, garage, garden, gardening tools, household objects, linked, paint pots, plant pot, skilfully, tower, tyres, video camera*
- **Revision:** *bike, completely, computer keyboard, creative, exhibition, growing, magically, materials, plants, portrait, recycled materials, sculpture, sports equipment, tap*

Warmer

- Show the FIND OUT MORE feature from page 52 on the whiteboard. Read out the question.
- In pairs, ask pupils to talk about what they learnt from their internet search. Feed back as a class. If pupils had different answers, ask them to discuss and decide which sculpture is the biggest.


DID YOU KNOW ...?

- Show page 53 on the whiteboard. Point to the photo in the Did you know ...? box and elicit a description of the sculpture.
- Ask one of the pupils to read the information out loud. Ask pupils if they are surprised by the size of this sculpture.

PB53. ACTIVITY 1

Read the review. What message does the artist want to give?

- Focus pupils on the photo in the review. Ask *What are the sculptures made of? Where can you find the objects used in the sculptures?*
- Focus pupils on Activity 1 and elicit ideas. Give pupils time to read the review individually. Put pupils into pairs or small groups to discuss. Elicit answers.
- Ask *Which tower is the writer's favourite? Why?* Find out if pupils agree.

 **Extra challenge** Put pupils into groups. Ask them to take turns saying which tower sculpture in Activity 1 is their favourite and why.

PB53. ACTIVITY 2

Underline the adverbs in the review in Activity 1.

- Focus pupils on the example sentences in the Learning to write box and elicit that the words in bold are adverbs. Ask *What do adverbs do?* (describe a verb).
- Tell pupils to find and underline the adverbs in the review in Activity 1.
- Elicit answers as a class and write the adverbs on the board. Ask *What do the words have in common?* (-ly endings). Elicit further examples of adverbs that end in -ly.

Key: brightly, cleverly, skilfully

PB53. ACTIVITY 3

In pairs, discuss a sculpture or statue that you like. Compare the materials used in each one. Write your ideas in your notebook.

- Ask pupils to think of a sculpture they like. Ask pupils to work in pairs and take turns to describe their sculptures.
- Ask them to complete the table in their notebook to make notes about the two sculptures and the materials used.
- Make sure both partners make notes as they will need them for the Activity Book Ready to write activity on page 52.

 **AB53. Answer key, see page T104**

PB53.

PROJECT

- Teaching notes for the Project can be downloaded from the *Teacher Resources* on Cambridge One.

Ending the lesson

- Place the labels *Red*, *Blue* and *Green* on separate walls in the classroom. Ask pupils to assemble in the centre of the room. Call out objects from the sculptures in Activity 1. Pupils run to the correct wall based on the colour of the tower that the object relates to.

Digital Classroom

 **Presentation Plus:** Unit 5  **Practice Extra**

 **Audio 47**

 **Test Generator:** Unit 5 Test; Review Test 2

Extra Resources

- **Home Booklet:** Unit 5, activity 6
- **Teacher Resources:** Unit 5, Downloadable Activity Book Teaching Notes
- **Teacher Resources:** Unit 5, Downloadable Activity Book Audio Script
- **AB94 and PB94–95 – Grammar reference 5**
- **T116 – Consolidation activity:** *Sculptures vocabulary*

1 Read the review. What message does the artist want to give?

DID YOU KNOW...?

At nearly 55 metres tall and 25 metres wide, the Portrait of Decebalus is the biggest sculpture in Europe!



5

Domestic towers

I saw some amazing sculptures in Germany last week. They are 'Domestic towers' and I liked them because they are actually three sculptures in one.

There are three towers painted brightly and each one is cleverly made with household objects.

The green tower is made of recycled objects you find in gardens, and there's a plant pot at the centre with a flower growing in it. The blue tower is made of tools, paint pots and other things you might find in your garage.

The red tower is my favourite because each time I look at it, I see something new.

There are tyres, boxes, sports equipment, a keyboard and a video camera. There's even a bike at the top!

I love the way the artist skilfully linked all the objects together. It shows we can be creative because we can make something beautiful from everyday objects or rubbish.



2 Write the adverbs in the review in Activity 1.

3 In pairs, discuss a sculpture or statue that you like. Compare the materials used in each one. Write your ideas in your notebook.

Sculpture	Materials
...	...
...	...
...	...

Learning to write:

Adverbs

We use adverbs to describe how we do something.

It looks like a tap is **magically** hanging in the air.

It's **completely** covered in plants.

Ready to write:

Go to Activity Book page 52.

Project

Make or draw a sculpture out of recycled materials.