

6

Products and processes

Unit objectives

To talk and ask about things where the action is more important than the person who does it

Target language: *Gold is found in rivers.*

Peaches are grown near the coast.

What is sugar used for? How is the air cleaned?

Grammar: passive voice: simple present; simple present passive: *Wh-* question form

Materials: a stopwatch or clock with a second hand

Lesson 1

Grammar start Student's Book, pages 38–39

Warm up

- Elicit what students know about things that are produced in your country, e.g. things that are grown, mined, made, farmed. Which parts of the country do these happen in? Do they know what your country exports? Elicit if your country is famous for any of its exports.

1 Read the information. Match the sentence halves.

- Students look at the pictures and say what they can see. Elicit the meaning of the arrows to the smaller pictures (what happens to the product later).
- Ask: *What is exported to Australia?* Students read the text. If necessary, play Track 14 for additional support while students follow in their books. Elicit the answer to the question (*fruit*).
- Draw attention to the sample answer. Students find the sentence in the text. They then match the other sentence halves. Invite volunteers to read out the completed sentences to check answers.
- Students read and find two things that are made from things New Zealand produces (*woolen clothes and jewelry*).

Track 14

See Student's Book, page 38, exercise 1

Answers

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

EXTRA ACTIVITY Students write lists of all the things New Zealand produces according to the text. They compare answers with a partner (*wool, lamb, beef, natural gas, iron, gold, and fruit, e.g., peaches and plums*).

2 Read and complete the grammar box.

- Draw attention to the three notes in the grammar box. Students read them. Ask what is most important in passive sentences, the action or the person who does the action (the action). Elicit why we don't talk about the person who does the action (to emphasize the action itself, when it isn't important who does it, when we don't know who does it, or when it's obvious who does it). Elicit what students notice about the pairs of sentences in each section (in passive sentences the object takes the position of the subject and the subject is left out). Ask which sentence in each pair sounds better to them.
- Draw attention to the note on forming the passive voice. Read it out. Students read and complete the sentences following the model. Elicit the answers.

Answers

is, are

Interference from L1 may mean that some students try to put the main verb at the end of the sentence or use the progressive form of the main verb rather than the past participle. If so, draw attention to the word order in the example sentences. Elicit that the verb *be* follows the object and the past participle of the main verb follows *be*.

3 Underline the passive sentence in each pair. Check (✓) the sentence that sounds best.

This exercise promotes thinking skills as students have to choose the most appropriate sentence based on information presented in the previous exercise.

- Ask which is more important when we use the passive voice, the person or the action (the action). Elicit what students remember about when we use the passive voice. Refer them back to the grammar box, if necessary.
- Draw attention to the first two sentences. Elicit why the first one has been underlined (it is the passive voice). Draw attention to the check at the end of the line. Point out that this is because the passive voice sounds better than the other sentence.

- Students read and underline the passive sentences. They then check the one that sounds better. The passive sentence should be checked in each case. If students disagree, remind them that this is because it focuses only on the action which makes the sentence clearer.
- Invite volunteers to read out their underlined sentences to check the answers.

Answers

- a Silver is mined in new Zealand.
- b Thirty varieties of apples and pears are exported.
- c More than 50 different vegetables are grown.
- d Nearly 700,000 tons of milk are produced a year.
- e Oil, gas, and coal are found underground.

MIXED ABILITY If students need more support forming the passive, they circle the verb *be* and the past participle in each of the passive sentences. More confident students could be challenged to find the passive sentences in the text on page 38 that contain the past participles of the following verbs: *raise, export, sell, send*. Write the verbs on the board.

EXTENSION Students read the text on page 38 and find the section that contains only passive sentences. They do not call out the answer when they find it but wait until everyone has finished reading. Write the section headings *wool, lamb and beef, fruit, and gold* on the board. Ask: *Is it (wool)? Hands up!* ... Elicit the correct answer (*lamb and beef*). If there are any votes for other sections, invite volunteers to read out the active sentences in that section. Students who need more support then circle the verb *be* and the past participles in all the sentences in the *lamb and beef* section.

Lesson 2

Grammar practice Student's Book, pages 40–41

Warm up

- Students find and read out passive sentences from the text on page 38. Elicit why the passive is used for sentences like these (to focus on the action instead of the person doing the action). Elicit which verb is always used (*be*) and what form the main verb takes (*past participle*).

1 Listen and number the pictures in order.

- Students say what they think the six pictures show. Accept all ideas. Elicit what they can see

in each picture. Elicit some of the key vocabulary and give the words in English, if necessary: *wheat, harvest (verb), mill, flour, yeast, dough, loaves*.

- Draw attention to the sample answer and elicit why it is next to picture C (it's the first stage of the process of making bread). Students try to guess the correct order of the other pictures.
- Play Track 15. Students listen and look at the pictures. Play the track again. Students number the pictures.
- Check answers. Write a–f on the board. Invite volunteers to come and write the numbers next to the letters.

Track 15

For many people in the world, bread is the most important part of their daily diet. Most bread is made from wheat. But how is bread made?

First, the wheat is harvested from fields. It is taken to a mill, where it is ground into flour. Next, the flour is mixed with yeast and water, and dough is made. The dough is made into loaves of bread, and the loaves are put into hot ovens to bake. Finally, they are taken to grocery stores and bakeries, where they are sold.

Answers

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

MIXED ABILITY If students need more support, pause the track after each stage of the process to give them time to number the pictures.

2 Complete the sentences with *is* or *are*.

- Students read the sentences and say what they describe (the bread-making process). Elicit what type of sentences they are (passive). Draw attention to the rubric. Elicit when students will use either *is* or *are* (when the object is singular or plural).
- Students complete the sentences. Divide the class into pairs to compare answers. Go around the class monitoring.

Answers

- a is c is e is g are / are
b is d is f are

MIXED ABILITY Before they complete the sentences, students who need more support circle the objects of each sentence. Elicit whether they are singular or plural. Clarify the meaning of any vocabulary, if necessary, by inviting students who know the words to say them in L1 or point to the item in the pictures in exercise 1.

3 Complete the sentences with the correct form of the passive.

- Students look at the picture and say what they can see (*rice*). Elicit what they think the text will be about.
- Divide the class into pairs. Students read the first two sentences. Elicit which one is the passive sentence (the second). Elicit which verbs are used in the first answer (*be* and *grow*). Elicit which form of *grow* is used (past participle). Students complete the text by using the correct form of *be* and the past participle of the verb in parentheses.
- Check answers by inviting volunteers to read out parts of the text.

Answers

- a** is grown **d** are lost **g** are sent
b is harvested **e** are added
c are dried **f** is put

MIXED ABILITY If students need more support with the past participles of the verbs, write the infinitives in a column on the board, elicit the past participles, and write them alongside before they complete the sentences. If necessary, elicit what the object of each sentence is and whether it is singular or plural.



Praise students for the work they have done so far. Tell them they have earned a bronze medal and they now have the chance to earn a silver medal.

4 Use the prompts to write about how chocolate is made.

- Brainstorm the different types of chocolate we can buy. Elicit what students know about how chocolate is made.
- Students look at the text and say what they think it will be about (the chocolate-making process). Draw attention to the prompts and the first sentence. Elicit the differences between them to indicate what students need to do (the prompts aren't passive, the verb *be* is missing, the main verb needs to change to the past participle form).

- Divide the class into pairs to write sentences. Pairs join other pairs to check their answers. Go around the class monitoring.

Answers

- a** Chocolate is made from cacao beans.
b The cacao beans are harvested.
c They are taken to the factory.
d The beans are roasted.
e They are ground into paste.
f Milk and sugar are added.
g The chocolate is mixed in a machine.

5 Write about how potato chips are made. Use the prompts.

- Students look at the rubric and pictures and say which process they show (making potato chips). Students say what they can see in each picture.
- Draw attention to the first sentence. Elicit the object of the sentence (*the potatoes*). Elicit the form of the verb (past participle). Elicit why *are* is used (because potatoes are plural). Draw attention to sentence e and elicit the object of the sentence (*salt*). Repeat for sentence f (*the potato chips*). If necessary, elicit the past participles of the verbs before students write sentences.
- Students read out a sentence each to check answers.

Answers

- a** First, the potatoes are harvested.
b They/The potatoes are washed.
c They/ The potatoes are cut into slices.
d They/The potatoes are fried.
e Salt is added.
f The potato chips are put into bags.

EXTENSION Students write two or three more sentences to extend the process in exercise 5: *The bags are loaded/put onto trucks. They are taken to stores. They are put on display. They are sold.* More confident students could imagine what happens in another process and write about it, e.g. producing cartons of fresh orange juice (*The oranges are harvested. They are peeled...*). This could be done as a whole class activity or in pairs. Help out with vocabulary as needed.



Praise students for the work they have done so far. Tell them they have earned a silver medal and they now have the chance to earn a gold medal.

Lesson 3

Grammar goal Student's Book, pages 42–43

Warm up

- Write some sentences from the previous lesson on the board. Students work with a partner to write them in the passive: *People add milk and sugar to cacao paste. People dry and clean rice. Bakers make dough with flour, yeast, and water. Machines put potato chips into bags.* Students call out the answers.

1 Read and point to the stages of the process.



This exercise promotes thinking skills by requiring students to infer stages of a process from a picture.

- Students look at the picture and say what process it shows (*photosynthesis*). Elicit what each label tells us (a stage of the process). Elicit what students notice about the language of the labels (they're passive sentences).
- Divide the class into pairs. They read the interview and point to the stages of the process in the picture.
- Ask: *What does photosynthesis do?* (it helps plants to grow and cleans the air) *How does photosynthesis help people?* (people need oxygen to breathe).

2 Read and complete the grammar box.

- Students look at all the questions and say what they are asking about (*photosynthesis*). Read out the first question. Elicit what students notice about the language of the question (it's passive). Elicit why we use passive questions to ask about photosynthesis (because they emphasize the action).
- Draw attention to the verbs and the word order. Elicit what starts the question (a question word). Elicit what is different about the position of the verbs and the object (word order: the object goes between *be* and the main verb). Students complete the sentences.
- Students find and call out other questions in the interview.
- Refer students to the Grammar reference, pages 89 and 90, to review and consolidate the simple present passive.

Answers

is, are

3 Write the words in order. Match the questions to the answers.

- Elicit what students remember about questions in the passive form. Refer them back to the grammar box, if necessary. Elicit which words in the first question and answer help students match correctly (*Where? Through / roots*).
- Students write the words in order and match the questions to their answers. They refer back to exercise 1 for help, if necessary.
- Check answers. Invite volunteers to read out their questions and nominate another student to answer.

Answers

- a Where is water absorbed? 3
- b How is sugar made? 4
- c Why is sunlight absorbed? 2
- d Why is sugar produced? 1

4 Complete the questions with the verbs. Match the questions to the answers.

- Draw attention to the picture and elicit what it shows (breathing in and out). Elicit some of the vocabulary used in the exercise: *lungs, release, respiration, breathe, windpipe*. Elicit the past participles of the main verbs and note them on the board. Elicit what topic the questions are about (the process of respiration).
- Draw attention to the first question and the verb in parentheses. Elicit what students have to do to complete the questions (add *be* and the past participle of the verb). Elicit how they will know whether to use *is* or *are* (if the object is singular or plural).
- Students complete the questions. Then invite volunteers to read out their answers.
- Divide the class into pairs. Draw attention to the sample answer (sentence 4). First, students check that they understand the meaning of the questions and the answers. Then they match them.
- Invite volunteers from different pairs to ask and answer the questions.

Answers

- a are / used 4
- b is / taken 6
- c is / absorbed 5
- d are / used 2
- e is / released 1
- f is / connected 3

MIXED ABILITY More confident students could preview the key vocabulary in groups of three. Encourage them to try and guess the meaning from the other words in the sentence. They then note any words that they still don't understand. Elicit these from each group and call on other groups to help out. Students who need more support work individually circling words they do not know before you check them as a class. Draw a simple reproduction of the picture on the board. Label the parts and explain the process of respiration to help contextualize the vocabulary. Alternatively, invite a student to explain the process.

5 Do a class quiz. Write four questions about photosynthesis or respiration. Ask and answer with a partner.

- Students work individually to write four questions each about either photosynthesis or respiration, using the texts on pages 42 and 43.
- Divide the class into pairs. Students ask and answer with their partner. Go around the class helping where necessary.
- Alternatively, do this as a class quiz: Invite three or four more confident students to the front to be the "team." The other students choose ten questions about respiration or photosynthesis to ask the team. When a student is ready with a question, they put up their hand and ask their question.

- The team has 30 seconds to answer (use a stopwatch or clock with a second hand to time this). They are allowed to look in their books. When the team thinks they know the answer they nominate a member to answer. The team gets 10 points for correct answers. The class gets 10 points for incorrect answers. If the team cannot answer within 30 seconds, the class gets 10 points. The team then has 15 more seconds to try and answer and win back five points. If the class asks the same question more than once, they lose 10 points. They mark each question in their books as it has been asked, to avoid repetition. Keep the score on the board.

MIXED ABILITY If students need more support, play with two teams at the front. One team is asked questions about photosynthesis and the other about respiration. Both teams play against the rest of the class and any points they win are shared between both teams.

EXTENSION Students look back at the text about New Zealand on page 38. They make simple present passive questions about the information: *Where is fruit grown? What is exported to the Far East?* They ask and answer with a partner.



Praise students for their work and tell them that they have now finished the unit and earned a gold medal.

Review 3

Lesson objectives

To review and consolidate target language from Units 5 and 6

Exam practice: Cambridge English: Flyers, Reading and Writing paper, Part 6

Language review: *Ordinary trains aren't as cheap as bamboo trains. Bamboo trains are just as crowded as ordinary trains.*

Most goods are transported by trucks or planes. It's too hot for camels to travel long distances. It's not strong enough to carry heavy goods.

Lesson 1

Grammar review Student's Book, page 44

1 Rewrite the sentences so they mean the same as the first sentence.

- Students look at the picture and say what they can see.
- Point out that students need to read the first sentence in each pair carefully to decide whether it is a comparison or needs to change to the passive voice. Draw attention to the first answer. Invite volunteers to read the other sentences and say which are comparisons and which should change to simple present passive.
- Students re-write the sentences. Invite volunteers to read out the answers.

Answers

- a** Power is provided by a small engine.
- b** Ordinary trains aren't as cheap as bamboo trains.
- c** When two trains meet, one of them is lifted off the track.
- d** This train is carried around the other one.
- e** Bamboo trains are just as crowded as ordinary trains.
- f** Ordinary trains aren't as popular as bamboo trains.

2 Complete the sentences about travel in the desert.

- Divide the class into pairs to do the exercise. Students read the first sentence. Draw attention to the infinitive in parentheses. Elicit what form of *use* is in the answer (past participle). Draw attention to the second sentence. Elicit what

helps students work out the answer (*not* in parentheses and *as* after the parentheses).

- Students complete the sentences. Encourage them to look back at the grammar boxes, if necessary.
- Check answers. Write b–h on the board with lines alongside each one. Invite volunteers from the pairs to come and write an answer each.

Answers

- | | |
|------------------------------|-----------------------------|
| a are used | e aren't as reliable |
| b aren't as important | f are made |
| c are transported | g too hot |
| d isn't as fast | h strong enough |

EXTENSION Divide the class into pairs to write three or four sentences comparing bamboo trains with tuk tuks. They use the picture and information in exercise 1 and on page 34. Refer them to the grammar box on page 33, if necessary. Go around the class helping. Invite volunteers to read out their sentences.

Lesson 2

Exam goal Student's Book, page 45

3 Read the text. Circle the right word and write it on the line.

This exercise practices Part 6 of the Reading and Writing paper from Cambridge English: Flyers.

- Students find and read out some examples of the passive voice on page 38. Elicit why the passive voice is used in that text (the products and processes are more important than the person who does the action). Explain that students are going to read a text about what Jamaica produces and exports. Ask if they expect to find examples of the passive voice in the text (yes). Explain that the text also describes Jamaica and compares it to other places. Elicit what sort of language students might expect to be used to do this. Refer them to the grammar boxes in Unit 5, if necessary.
- Students read the example. Draw attention to the circled word in the list below the text. Tell the students to read the words around the gaps carefully to find clues for the correct word to choose.

- Students read the text and circle the words. They then write them on the lines.
- Divide the class into pairs to check answers. Go around monitoring and helping while they do this.

Answers

1 enough	4 found	7 is
2 too	5 to	8 as
3 aren't	6 just	9 are

EXTENSION Write some verbs on the board: *grow, mine, cultivate, export, find*. Students use the verbs to write passive voice sentences about New Zealand and Jamaica. They make two sentences for each verb, one for each country: *Coffee is cultivated on small farms. (Jamaica) Fruit is cultivated near the coast. (New Zealand)*. They can use sentences from pages 38 and 45. Encourage them to think how they can also change the words, if necessary. They could work in pairs if they need more support.

What can you do? Circle a medal.



This exercise encourages students to reflect on their progress and achievement in the previous two units, developing learner autonomy.

- Students read statement 1. Elicit the grammar they need to use to be able to do this (*just as ... as, isn't/aren't as ... as, too ..., isn't/aren't ... enough*). Refer students to the grammar boxes on pages 33 and 36, if necessary.
- Students circle a medal according to how they feel about their ability to understand and use the language correctly. Point out that they can refer back to their medal later and see if their evaluation has changed.
- Students read statement 2. Elicit the grammar they need to use to be able to do this (passive voice: simple present). Refer them to the grammar box on page 39, if necessary. Students circle a medal, as above.
- Encourage students to discuss which unit they liked most and which exercises they enjoyed.