

## Design technology

<b>LESSON OBJECTIVE</b>	In this lesson, students focus on the processes involved in designing and manufacturing a simple plastic chair.
<b>LANGUAGE REFERENCE</b>	<b>Unit 3:</b> <i>eat dinner, do homework, watch TV</i> ; present simple <b>Unit 4:</b> furniture; countable and uncountable nouns

## WARMER

Ask students to look around the classroom and count up how many different types of furniture they can see. Write them on the board, then brainstorm as a class a list of all the different types of furniture they know, at school and at home.

- 1 Ask students to look at the photos and discuss their answers to the questions. The photos show different kinds of furniture, made from different materials. Elicit answers from around the class.

## Answers

- 1 a sofa, an armchair, some shelves, a chair
- 2 in the living room, in the kitchen, in the garden
- 3 fabric, plastic, metal

- 2 Students quickly read the text and answer the question.

## Answer

The text is about the plastic chair.

Before reading the text again, write the words in the *Vocabulary focus* box on the board and ask students to find them in the text. Pre-teach some of the more complex words if necessary.

- 3 Students read the text again in detail and circle the correct answers. When students have finished, elicit the answers as a class.

## Answers

- 1 the same
- 2 comfortable
- 3 can
- 4 metal
- 5 real model
- 6 hot

- 4 Focus the students' attention on the sentences and ask them to scan the text to find which stage in the process of making the chair each sentence refers to. They then write the stage. With less-confident students, ask them to work in pairs to choose the answers. With stronger or more confident students, ask them to work in pairs and do the activity without looking back at the text, trying to remember each stage. They can then check their answers in the text before checking as a class.

## Answers

- 1 Mould
- 2 Testing
- 3 Research
- 4 Computer modelling
- 5 Design
- 6 Manufacture

- 5 In pairs, students discuss the questions. With a less confident class, you could brainstorm ideas together first and write them on the board. Elicit answers from the class. For question 2, you can do a class survey to find out which factors are most important and write the results on the board.

## ?? DID YOU KNOW?

Direct the students' attention to the *Did you know?* box. Read the fact about plastic. Ask students what other items of furniture could be made of recycled plastic, or other recycled materials.

## PROJECT

- 1 In groups of four, students choose an item from the list that they would like to find out more about.
- 2 Students work together to research how the item is made, using books or the Internet to gather as much information as possible. Encourage students to show photos or graphics where possible to support their findings. Ask them to produce a flow chart to explain the process like the one in the text.
- 3 The group decides how to present their information to the rest of the class. Allow some time for class preparation and set deadlines for the presentations.