

3

How important is money?

1 Look at the picture and answer the questions.

- 1 Where are the people?
- 2 What can they buy there?

▶ **3.1** Watch the video. What does Kim buy?

2 Discuss. How is a market different from a shopping mall?



3 Write lists of what you want and what you need.

▶ Discuss your lists.

44


STEAM Project 3
Budgeting

What do adults have to spend every month?

45

Vocabulary

Shopping

advertisement, bargain, cash register, change, discount, pay by card, pay in cash, price, receipt, sales assistant, secondhand, shop online, stall, store, try on

Money Verbs

afford, borrow, buy, cost, donate, earn, lend, pay back, pay for, save, spend, waste

Grammar

(not) too, too much/many, too

We use *(not) too, too much/many, too* to express that something is *(not)* more than we want or need.

enough

We use *enough* to express that something is as much as we want or need.

Present Perfect Simple Review

We use the present perfect to talk about experiences in an indefinite time in the past. It is also used to refer to actions in an unidentified time in the past that relates to the present.

Reading

Making Inferences

Reading between the lines in a text helps students interpret the author's words. Students practice making inferences by identifying details and clues that support their comprehension.

Dealing with Unknown Vocabulary

Main ideas and relevant details in a text have priority over understanding every word. Students deal with unknown vocabulary by using the context and information around unknown words.

Listening

Listening for Specific Information

Predicting and focusing on missing information helps get the bigger picture of interviews. Students practice detecting words they need to listen for.

Identifying the Main Idea and Supporting Information

Listening for keywords or specific phrases helps identify the general topic. Repetition of ideas, tone of voice or chronological order of ideas contribute to the identification of supporting information in a listening task.

Speaking

Going Shopping

Students develop skills to organize a conversation coherently when shopping.

Expressing Opinions

Students use expressions to give and support an opinion in a conversation or debate when they encounter disagreements.

Exam Practice

Preliminary English Test for Schools, Writing Part 2

Students analyze a story to identify its parts and the language used in it. They also choose between an article and a story to develop it.

Writing

Writing an Argumentative Essay

Supporting ideas when writing an essay are essential. Students identify phrases and connectors to give reasons for their opinions.

Social-Emotional Learning

How to Use Values

Raising awareness of values and ethics guide students when making sensible choices. Students discuss possible reactions to situations.

Unit 3

How important is money?

Objectives Students see Ben, Kim and Alex in two different places for shopping. Students become aware of different ways people interact with money to obtain items they want or need.

Teaching Resource Video 3.1

Session 1

Language Log pp. 44-45

Lead into the Lesson (5 min.)

- Write the word **shopping** on the board and invite volunteers to write places they like to go shopping to and items they like buying there.

1 Look at the picture and answer the questions. (5 min.)

- Lead a discussion about the picture and elicit any items students can name, such as spices, handicrafts and so on.
- Discuss the questions as a class.

▶ **3.1 Watch the video. What does Kim buy?** (10 min.)

- Encourage students to recall some of the places for shopping they wrote. Play the video and ask students to identify where the characters go: **Where do Alex, Ben and Kim go?**
- Play it again for students to identify what Kim buys. Elicit if she wants it or needs it: **Does Kim want or need the hat?**

Answer a hat

2 Discuss. How is a market different from a shopping mall? (5 min.)

- Have students discuss the question. Refer them to the family in the picture and the spread to help them think of differences.
- Know Your Students:** A few students may be shy and need to take some notes before they discuss so they feel more confident. Encourage them to use key words in their notes instead of complete sentences.

3 Write lists of what you want and what you need. (5 min.)

- Students draw two columns in their notebook, labeled *want* and *need*. Invite them to reflect on the difference between things we need to live and things we simply like to possess.

▶ **Discuss your lists.** (10 min.)

- Students compare their lists in pairs and explain the reason for their choice.
- Encourage them to tell their classmate if they think they want or need the items and why. Example: *I think you want a new cap, Rita. You don't need it because you have many.*

Wrap Up the Lesson (10 min.)

- In pairs, students create a list of things that people often believe are necessary for life but are actually just things they want.

Session 2

Grammar and Skills Log p. 36

Lead into the Lesson (5 min.)

- Give students different contexts for them to decide what they would want and need: vacation, first day of school, going out with friends, an after-class activity.

1 ▶ **3.1 Watch the video. What do Alex, Ben and Kim talk about buying at each place?** (10 min.)

- Ask: **What do Alex, Ben and Kim say they can buy at a mall or market?** Refer them to the task and have them complete the chart before watching the video.

- Play the video and check answers as a class.

Answers Mall: 1 sneakers 2 tech goods 3 sporting goods
Market: 4 fruits and vegetables 5 spices 6 hats

2 ▶ **3.1 Watch again and choose the correct person.** (10 min.)

- Students try to complete the chart from memory. Play the video again but ask students to only focus on listening without watching to confirm their answers.

- Lead a discussion about the importance of saving money
- Encourage students to justify their ideas.

Answers 1 Alex 2 Kim 3 Ben 4 Kim 5 Alex 6 Ben

3 Complete the sentences from the video.. (10 min.)

- Invite volunteers to explain what "haggle" means. Then ask how shopping in stores and from stalls is different: **Can you haggle at stores, too?**
- Finally, elicit different ways to pay for things at both places.

▶ **3.1 Watch the video again and check.** (5 min.)

- As they watch the video again, ask students to compare their answers with a classmate's.
- Know Your Students:** Some students may find it helpful to watch the video once and then only listen to it the second time, while others might need to watch it twice.

Answers 1 stores 2 want 3 stalls 4 haggle 5 pay by 6 back

Wrap Up the Lesson (10 min.)

- Play Word Association using shopping items. (see page xvi).

 **Classes with access to the STEAM Projects are now ready to start Project 3.**



1 Find the words in the pictures and match.

▶ 3.1 Listen and check.

- | | | | |
|------------------------|-----------------------|---------------------------|-----------------------|
| 1 advertisement | ☐ | 9 receipt | ☐ |
| 2 bargain | ☐ | 10 sales assistant | ☐ |
| 3 cash register | ☐ | 11 secondhand | ☐ |
| 4 change | ☐ | 12 shop online | ☐ |
| 5 discount | ☐ | 13 stall | ☐ |
| 6 pay by card | ☐ | 14 store | ☐ |
| 7 pay in cash | ☐ | 15 try on | ☐ |
| 8 price | ☐ | | |

2 Use the shopping words to describe the pictures.

The boy is buying a secondhand book.

3 Discuss the questions.

- Do you try on clothes before you buy them?
- Do you usually pay in cash or by card?
- Do you keep receipts or throw them away?
- When did you last shop for something online?
- How often do you buy secondhand things?
- Do advertisements make you buy things?

Do you try on clothes before you buy them?

No, I don't. My mom always buys my clothes!



What are the advantages of shopping online, in a store or at a market? Which do you prefer?

Vocabulary

Objective Students practice shopping vocabulary.

Teaching Resources Track 3.1, Shopping Flashcards

Session 3

Lead into the Lesson (10 min.)

Present the Vocabulary

- Draw on the board four columns labeled *money*, *market*, *store* and *online shopping*. Contextualize each word from the vocabulary: **Advertisement.** *This is a public notice to motivate customers to buy something.* **Bargain.** *You negotiate the price of an item.*
- Invite volunteers to write the words in one of the columns. Elicit spelling of some words when necessary. Some words may fit into different categories.

Take the Lesson Further (10 min.)

- Show students the Shopping Flashcards and elicit what they show. Play each word to model pronunciation and conduct some group and individual repetition. Correct pronunciation if necessary.

1 Find the words in the pictures and match. (10 min.)

- Refer students to the pictures and help them identify the places and what people are doing: **Where is the boy in picture a? What is he buying? Where is the girl in picture b? What does she want to try on? Where is the woman in picture c? Why is she happy?**

➤ 3.1 Listen and check. (5 min.)

- Play the track for them to check their answers.
- **Manage Your Class:** Students can do this activity individually or in pairs if additional support is necessary. If in pairs, make sure both students feel comfortable working together.
Answers a change, pay in cash, price, secondhand, stall b cash register, receipt, sales assistant, store, try on c advertisement, bargain, discount, pay by card, shop online

2 Use the shopping words to describe the pictures. (5 min.)

- Have students work in small groups. Encourage them to take turns saying one sentence about any of the pictures using the target language. Their classmates must say which picture the sentence refers to.

Wrap Up the Lesson (10 min.)

- **Option 1:** Write these categories for students to copy into their notebook and make a list of items they could buy: **secondhand:** *books, toys, videogames, skates;* **shop online:** *clothes, electronic devices, food;* **store:** *clothes, toys, presents.* Lead a class discussion and accept any logical answers.
- **Option 2:** Do activities 1 and 2 on page 37 of the *Grammar and Skills Log*.
Answers 1 pay by card, 2 advertisement 3 discount 4 sales assistant 5 receipt 6 price 7 cash register 8 change 9 store 10 stall 2 1 secondhand 2 in cash 3 bargain 4 shops online 5 pays by card 6 try on.

Session 4

Lead into the Lesson (10 min.)

- Display the Shopping Flashcards. In pairs, one student looks at the projection, and the other faces away from it. Display one picture at a time, and have students looking at the projection give a definition or description to describe the flashcard for the classmate looking away. Have them raise their hand and call out each word.
- They change roles and repeat the activity. This time, show the words instead for students to draw and help their classmates guess.

3 Discuss the questions. (10 min.)

- Choose two volunteers to read the speech bubbles. Have them work in pairs asking and answering the six questions.
- Ask follow-up questions: **What type of clothes do you try on? What did you last buy online?**

Global Skills (5 min.)

- Lead a class discussion to answer the questions. In addition to expressing their preferences, encourage the class to say which of the options is the most convenient and why.
- **Manage Your Class:** You can lead this as a class activity, with individual students giving an example for each category. Alternatively, the activity can be done in pairs in classes that need more support.

Take the Lesson Further (15 min.)

- Have students work in groups. In their notebooks, have them work on a mind map with the following categories: *online*, *store* and *market*. Ask them to imagine they will have to use only one of these means to buy everything they need for a year.
- Encourage them to think of what their families usually buy and then work on a list of advantages and disadvantages of shopping online, in a store and in a market.
- Allow them to work on the mind map. Then have them discuss and choose the best option for the situation.
- Lead a class discussion and encourage groups to justify their ideas and decisions.

Wrap Up the Lesson (10 min.)

- **Option 1:** Play Snowman (see page xvi) with the class using the words *receipt*, *receive*, *ceiling*, *science*, *ancient* and *society*.
- **Option 2:** Do sub-activity 2 on page 37 of the *Grammar and Skills Log*.
Answer 3

Students are now ready to do EPA 3.1.

Grammar

Objective Students identify and practice the differences between *too* and *enough*, and *much* and *many* with countable and uncountable items.

Teaching Resources Track 3.2, Video G3.1, a soft ball

Session 5

Lead into the Lesson (5 min.)

- Toss the soft ball to a volunteer and say the name of a group of words from previous sessions: **sporting goods**, **tech goods** and so on.
- The volunteer says one word related to it and tosses the ball to a classmate. Use a different group name each time.

1 3.2 Listen and follow. Read the sentences. Choose *T* (true) or *F* (false). (10 min.)

- Ask: **Where are they? Who looks impatient? Who looks annoyed?** Students listen to the track and follow along.
- Students try to complete the task from memory. Play the track again for them to confirm their answers.

Answers 1 T 2 F 3 F 4 F

Present the Grammar (10 min.)

- Ask questions about the comic strip and write the answers in full sentences with *too*, on one side, and with *enough* on the other side.
- Point to Kim in the first scene: **Why is she surprised?** (Alex has too many bags.)
- Scene 2: **Does he buy this T-shirt? Why?** (No, it costs too much.) **Does he have a lot of money?** (No, he doesn't have enough money.)
- Scene 3: **Why does Kim look impatient and look at her watch?** (They don't have enough time.)
- Point to the last scene of the comic strip: **What's the problem with Alex's new T-shirt?** (It's too big.)
- Explain that we use *too* when something is more than we need or want.
- Explain that *not enough* means less than necessary or less than we want.

G3.1 Use the Grammar Video (10 min.)

- Read the chart in activity 1 on page 38 of the *Grammar and Skills Log*. Students complete the sentences in pairs.
- Play the video for students to confirm their answers. Play it again if necessary.

Answers 1 enough 2 don't enough 3 too much 4 too many 5 too

Take the Lesson Further (5 min.)

- Write the following sentences on the board: **I don't have enough money for this sweater. (expensive). I'm size 9. These shoes are 7. (small)** and have the class express the same idea using *too* or *enough* and the word in parentheses.

Wrap Up the Lesson (10 min.)

- **Option 1:** Play Me Too (see page xvi) using *too* and *enough*.
 - **Option 2:** Do activity 2 on page 38 of the *Grammar and Skills Log*.
- Answers** 1 too much 2 too many 3 enough 4 is too large

Session 6

Lead into the Lesson (5 min.)

- Play Hot Potato (see page xvi) using *too* and *enough*.

2 Which words in the comic strip mean... (5 min.)

- Remind students about Alex and Kim and what the problem was. (Alex's new T-shirt was too big.)
- Write *too* and *enough* and elicit examples.
- Students complete the task individually.

Answers 1 too many, too much, too big 2 enough 3 not enough

3 Complete the sentences with your own ideas. (5 min.)

- Give the class one example of your own and invite a volunteer to complete the same sentence with their own idea.
- Allow students to do the task individually.

► Compare your sentences. Do you have similar ideas? (10 min.)

- In small groups, students take turns reading the sentences and saying if they agree or disagree with the sentences.
- Check as a class.

Take the Lesson Further (5 min.)

- Write these sentences on the board and ask students to complete them with *too* or *enough*:
 1. Alex has too many shopping bags. He has ... many clothes.
 2. The T-shirt is too expensive. Alex doesn't have ... money.
 3. Alex is size M and his new T-shirt is L. It's ... big.
 4. Alex can't pay with a credit card. He doesn't have one because he's ... young.

Global Skills (15 min.)

- Read the activity as a class. In groups of three, students make a list of what they would do with the shirt. Encourage them to be creative but, at the same time, think of the best use of the shirt in terms of what others might need or want.
- Have a class discussion and take a vote on the best three uses of the shirt.
- **Know Your Students:** Students can do this activity as a competition. Set a limit of five minutes to create their lists.

Wrap Up the Lesson (10 min.)

- **Option 1:** Have a class discussion and invite students to name something their parents bought for them because they wanted it and not because they needed it. Encourage them to reflect and say if it was worth it.
 - **Option 2:** Do activity 3 on page 38 of the *Grammar and Skills Log*.
- Answers** 1 enough money 2 too many 3 too much 4 isn't enough 5 too big

Students are now ready to do EPA 3.2.



1 3.2 Listen and follow. Read the sentences. Choose *T* (true) or *F* (false).

- | | |
|-------------------------------------|---|
| 1 Alex has bought a lot. T / F | 3 Alex tries on the second T-shirt. T / F |
| 2 The first T-shirt is cheap. T / F | 4 Alex's new T-shirt is the right size. T / F |

2 Which words in the comic strip mean...

- 1 more than we want or need? _____
- 2 as much as we want or need? _____
- 3 less than we want or need? _____



(not) enough, too much/many, too

You have **enough** clothes.

There **isn't enough** time.

I'm old **enough** to go shopping on my own.

You spend **too much** time shopping online.

There are **too many** people at the mall.

I'm **too** young to use a credit card.

3 Complete the sentences with your own ideas.

- 1 If I can save enough money, I'll buy _____.
- 2 I sometimes spend too much on _____.
- 3 I don't have enough time to _____.
- 4 I have too many _____.
- 5 I'm too young to _____.
- 6 I'm old enough to _____.

Imagine that you bought a shirt that is too big for you. Think of three things you could do with it.

► Compare your sentences. Do you have similar ideas?

Reading

1 Match the words with the definitions.

allowance bill own on sale

- 1 at a lower price than normal (adjective): _____
- 2 money given to children each week (noun): _____
- 3 paper money (noun): _____
- 4 to possess or have in your name (verb): _____

2 Read the title, look at the pictures and guess what happens.



Making Inferences

Authors don't always tell us everything in a text. We can use other information from the text to guess what is happening. For example, Max took a small box from a shelf in his bedroom [...] and started to count. We can infer that the small box contains Max's savings.

3 Read the story. Make inferences and explain your answers.

- 1 Why did Grandpa put a finger to his lips?
- 2 Why did Max kick the pile of leaves in the park?
- 3 How did Max get to the skateboard store?
- 4 Why did Max not meet his mother's eyes when he got home from the store?
- 5 Why did Max start jumping up and down?

4 Where did Max get his money?

- 1 \$51.69: _____
- 2 \$20: _____
- 3 \$20: _____
- 4 \$10: _____

5 Think of something you really wanted. Discuss the questions.

- 1 What did you want?
- 2 Why did you want it so much?
- 3 How much did it cost?
- 4 Did you get it?
- 5 Where did you get the money from?
- 6 Do you still have it?



48

THE SPECIAL OFFER



Max loved skateboarding, but his skateboard was very old and one of the wheels was broken. He wanted more than anything to own a new carbon-fiber skateboard, but they were too expensive. One Saturday, he was in the shopping mall when he saw one on sale. Instead of the normal price of \$200, it was a bargain at \$100! He still didn't have enough money, but maybe he could save for it. In the store, the sales assistant told him the discount was only for one day. Max needed to get \$100, and fast!

Max ran home and took a small box from a shelf in his bedroom. He opened it and started to count all the notes and coins. In total, there was \$51.69—quite a lot of money, but not enough. He went downstairs and told his mother about the skateboard.

"I'm sorry, Max," his mom said. "But I can't just give you fifty dollars. It's too much!"

"I know," said Max, and then he looked up and added, "but maybe I can get my allowance early this week."

Mom smiled. "OK, here's ten dollars." Then she added, "And if you clean the car, I'll give you ten dollars more!"

"Thanks, Mom!" Max replied, and immediately started to fill a bucket with soapy water. Two hours later, Max was sitting on his bed. Outside, his mom's car was sparkling clean, and Max had another ten-dollar bill in his pocket. There was a knock on the door.

"Max?" It was his grandpa. "I hear you need a little help," said Grandpa, and he put a twenty-dollar

Unit 3

bill into Max's hands. Max's eyes lit up. Grandpa smiled and put a finger to his lips.

"Thank you!" Max called quietly after him. Max started doing the math in his head. He was very grateful, so he couldn't tell his grandpa that he still didn't have enough money. He put all the money together—\$91.69—and went to the park.

He walked along the path with his head down. It was already half past five, and the store closed at six o'clock. There was a pile of leaves next to a tree, and he ran and gave it a big kick. The leaves flew everywhere, but he also noticed some paper hidden among them. He picked it up and saw it was... a ten-dollar bill! He had enough money! But did he have enough time?

He was breathing hard and sweating when he arrived back at the store at 5:54. "I've come for the skateboard," he said. "I have enough cash already!"

"I'm sorry," replied the sales assistant. "But we just sold the last one."

Max held his head in his hands. He felt like crying. When he got home, his mother opened the door and smiled. "We've been waiting for you. Where were you?" she said.

"I just went for a walk," he said quietly, not meeting her eyes.

"Well, come into the living room," she said. "Grandpa has a surprise for you." Max followed his mom, and then he saw it, in the middle of the room—a brand-new carbon-fiber skateboard!

"Your mom told me the price," said Grandpa, smiling, "and I knew you didn't have enough money."

"Oh! Thank you!" said Max, jumping up and down. "You're welcome. Max. It was the last one in the store!" replied Grandpa, laughing. "Now, let's go to the park. I'm having the first turn!"



49

Reading

Objective Students read a story and develop skills to make inferences.

Teaching Resources Track 3.3, relaxing music

Session 7

Lead into the Lesson (10 min.)

- Introduce the topic of the text by asking some questions:
Do you go shopping when there are special offers? Do special offers make you want to buy things?
- Elicit items students buy on special offers and invite volunteers to make a list. Ask them if they want them or need them.

Take the Lesson Further (5 min.)

- Say *I need an aspirin* and encourage students to make inferences of the possible reasons why you need a pill.
- In pairs, students write three similar sentences. Ask them to work with a different pair to make inferences.

1 Match the words with the definitions. (5 min.)

- Draw a bill of your currency on the board and ask: *Do you get money to spend at school? What do you spend it on?*
- In pairs, students match the words with the definitions.
Answers 1 on sale 2 allowance 3 bill 4 own

Present the Skill (5 min.)

- Read the entry while students follow along. Explain: *Some authors don't give too many details in texts. Instead, they give readers clues for them to guess or read between the lines.*

2 Read the title, look at the pictures and guess what happens. (5 min.)

- Refer students to the first picture to guide them to guess what the text is about. Ask students to justify their answers. Refer them to the boy's face, the sign and the skateboard. Explain that guessing what he is doing helps them infer what's happening.
- In pairs, students look at the second picture to guess what's going on.
- Write a summary of their ideas. Keep it for the next activity.

➤ 3.3 Listen and follow. Check your guesses. (10 min.)

- Play the track and have students follow along. In pairs, students look at the summary of their ideas and the pictures.
- Ask them to underline sentences that justify the inferences they made.
- **Manage Your Class:** Have students work individually if you think they need to work at their own pace to identify the necessary information to do the task after listening the first time.

Wrap Up the Lesson (10 min.)

- **Option 1:** Play Twenty Questions (see page xvi). Encourage a student to say a sentence for their classmates to make inferences about it.
- **Option 2:** Do activities 1 and 2 on page 40 of the *Grammar and Skills Log*.
Answers 1 2 2 1 b 2 a 3 b 4 a 5 b

Session 8

Lead into the Lesson (5 min.)

- Ask the class to say five things they remember from the story ("A Special Offer.")

3 Read the story. Make inferences and explain your answers. (10 min.)

- Ask students to read the questions and underline key words.
- Have them read the text on their own and spot their underlined keywords in the text.
- Ask them to read the corresponding paragraphs in detail to answer the questions.

4 Where did Max get his money? (10 min.)

- Ask students to try answering from memory. Then have them scan the text quickly and find the right information to confirm their answers.
- **Know Your Students:** Most students should be able to remember the information at this stage. However, some students might need a chance to refer back to the text.
Answers 1 small box from a shelf/piggy bank 2 Mom 3 Grandpa 4 pile of leaves

5 Think of something you really wanted. Discuss the questions. (10 min.)

- Students reflect on their own first. Then, in small groups, they share their answers.
- Have a class discussion to reflect on needs and wants.
- Explain that we can feel frustrated when we want something, but if we don't really need it, we should be patient and value what we do have.
- **Manage Your Class:** Play some music and ask students to close their eyes. As they relax and listen, ask the six questions and encourage them to think of their answers. Auditory students will enjoy this and the whole class might come up with ideas more easily.

Take the Lesson Further (5 min.)

- Ask the class to think of an expensive item they want.
- Have them work in pairs and make a list of things they could do to make enough money to buy the items.
- Remind them of what Max did to get some extra cash and check ideas as a class.

Wrap Up the Lesson (10 min.)

- **Option 1:** Write this and ask pairs to make inferences: *Adam arrived to school with new clothes on Monday. On Tuesday, he arrived on a new bike. On Wednesday, he paid breakfast for everyone. On Friday he gave everyone a present! Why?*
- **Option 2:** Do activity 3 on page 40 of the *Grammar and Skills Log*.

Listening

1 3.4 Listen to four interviews. What did they buy today?



2 Look at the sentences and predict what type of information you need.

- 1 Catalina bought the ball for _____.
- 2 Carlos was at the mall with his _____.
- 3 Carlos didn't buy _____ because it cost too much.
- 4 Ezra's dad will keep the plant in his _____.
- 5 Ezra bought the book _____ ago.
- 6 Charlotte is worried her new shirt might be too _____.

► 3.4 Listen again and complete the sentences.

3 Discuss the questions.

- 1 Where is your nearest shopping mall?
- 2 How often do you go there?
- 3 What do you buy there?



Listening for Specific Information

Sometimes you need to listen for specific information:

- Identify what information you need (a place, a number, a name, etc.).
- Predict what type of words you will hear.
- Listen carefully and write the answers.



Write a similar dialogue and act it out.



Listening

Objective Students listen for specific information.

Teaching Resource Track 3.4

Session 9

Lead into the Lesson (5 min.)

- Draw five columns labeled *pet store, restaurant, sports store, tech store* and *home and decoration*. Invite volunteers to write items they can buy at those places.

1 3.4 Listen to four interviews. What did they buy today? (10 min.)

- Ask students in which stores, from the Lead-into, they could buy the items in the pictures.
- Play the track and have students listen and choose the items.
- Have them take notes of any additional information, such as whom the items were for or if people did buy something.

Answers a b c e

Present the Skill (5 min.)

- Read the entry and ask students to share situations where we might need listen carefully for specific information.
- Write: *I like this watch, but one over there looks nicer.* Ask what type of information is missing (a determiner).

2 Look at the sentences and predict what type of information you need. (5 min.)

- Students might remember the answers from the first time they listened to the four interviews. Encourage them to say the types of words they need (such as a name, a number or a place) to fill in the blanks, but do not confirm answers yet.

➤ 3.4 Listen again and complete the sentences. (5 min.)

- Play the track and allow students to compare their answers in pairs.

Answers 1 her dog 2 friends 3 anything 4 office 5 a while 6 small

Take the Lesson Further (10 min.)

- In pairs, students write six sentences about shopping. They must include prices, sizes, whom they bought it for and so on. *I bought this ... for my sister. She loves swimming.*
- Have them write these sentences on a separate sheet of paper and leave blanks instead of the specific details about each one.
- Have pairs form groups of four and exchange sentences. Each pair must predict the type of word they need. They take turns reading the sentences aloud for their classmates to complete.
- **Manage Your Class:** Most students enjoy pair work, but they might need a bit of a challenge sometimes. For this activity, they can work individually first and then in pairs.

Wrap Up the Lesson (10 min.)

- **Option 1:** Play Word Association (see page xvi).
- **Option 2:** Do activities 1 and 2 on page 41 of the *Grammar and Skills Log*.

Answers 1 2, 1, 4, 3 2 1 place 2 object 3 adjective 4 number/amount 5 day/date 6 adjective

Session 10

Lead into the Lesson (5 min.)

- Play Twenty Questions using shopping items. (see page xvi).

3 Discuss the questions. (10 min.)

- Students reflect on the questions on their own for a minute. Then, in small groups, they discuss and discuss if they had similar answers.

Take the Lesson Further (10 min.)

- Explain that you will say some sentences for the class to complete with the specific information: *Yesterday I went to the mall, and I bought ...* Before they attempt to complete it, specify the information they need to say: pet toy.
- Encourage them to name one ball. Do two more examples with the class: *Yesterday I went to the mall and I bought a ball and (food). Yesterday I went to the mall and I bought a ball and a vegan burrito and (sports equipment).*
- Have students work in groups to play the chain game. The first student in the group begins a sentence related to the topic of shopping and says the specific information requested. The second student completes the sentence and adds another request for the third student to complete it, and so on.
- Allow them to play for a while and see how long the chain goes. If a student fails to complete the request or forgets the previous items, they must begin with a new sentence.

Global Skills (15 min.)

- Write these categories on the board: *greetings, items bought, frequency of visits to the mall*. Explain that you will play the interviews from activity 1 for them to take notes of the phrases and questions Roxy asks about each category.
- Play Track 3.4 and pause after each key question for them to take notes. Check as a class.
- Have students work in pairs to create a similar dialogue using some of the questions from the listening.
- Allow them to rehearse their dialogues and invite volunteers to perform them.
- **Know Your Students:** Some students need more support when it comes to acting out a dialogue. Allow pairs to decide whether they want to perform their dialogue by reading it or by memory.

Wrap Up the Lesson (10 min.)

- **Option 1:** Have students choose a different classmate to interview. They take turns doing so spontaneously, without their notes.
- **Option 2:** Do activity 3 on page 41 of the *Grammar and Skills Log*.

Students are now ready to do EPA 3.3.

Functional Language

Objective Students act out a conversation in the context of shopping.

Teaching Resources Track 3.5, shopping props and pretend money for role playing, soft background music

Session 11

Lead into the Lesson (5 min.)

- Write these words in random order: *money, friends, health, family, pet, gadgets, clothes* and *vacation*. Ask students to work individually and number them in order of importance, from 1 (the most important) to 8 (the least important).
- Lead a class discussion and discuss how money might have affected their choices.

1  **3.5** Listen to Cara in a clothing store and answer the questions. How many hoodies does she try on? (10 min.)

- Draw a hoodie. Ask : *Do you usually wear hoodies? Are they expensive? How much is a hoodie?*
- Explain that they will listen to Cara in a clothing store. Play the track and ask the class to identify this specific information: *How many hoodies does she try on?*
- Ask students if Cara found the type of hoodie she was looking for.

Answer one

Present the Skill (10 min.)

- Read the entry with the class. Play the track again and have them mark (✓) the phrases and questions as they hear them.

2 Match the exchanges between Cara and the sales assistant. Then write C (Cara) or SA (Sales Assistant). (10 min.)

- Students work in pairs. Explain that first, they must match questions 1 to 5 with responses a to e. Do an example. Read: *Can I help you?* and elicit: *I'm looking for a hoodie*. Have students trace a line from 1 to a.
- Then ask: *Who says "Can I help you?"*? (the assistant) *Who says "I'm looking for a hoodie."?* (Cara). Have them write C and SA on the spaces provided.
- Students work in pairs to complete the task.
- **Manage Your Class:** Lead this as a class activity, with one student reading one item and another, the matching answer.

►  **3.5** Listen again and check. (5 min.)

- Play the track again for students to confirm their answers.

Wrap Up the Lesson (10 min.)

- **Option 1:** Play Echo Names (see page xvi).
- **Option 2:** Do activity 1 on page 42 of the *Grammar and Skills Log*.

Answer 2

Session 12

Lead into the Lesson (5 min.)

- Play the tennis-court game. Say a word related to shopping and encourage a student to say a spontaneous idea about it in one word. Respond in the same way. Continue until one of you runs out of ideas.
- Have students work in pairs to play one round.

3 Take turns asking and answering the questions. (10 min.)

- Remind students of Cara and her situation: *What did she want to buy? What color did she prefer? Did she buy it?*
- Have them work in pairs to practice. Ask them to switch roles.

4 Act out a similar conversation between a customer and a sales assistant. (10 min.)

- Read the first prompt in the sales-assistant column. Refer students to skills box and the scrambled conversation in activity 2. Ask them to find the corresponding question. Do the same for the first prompt in the customer column.
- Students work in pairs and continue with the rest of the conversation. Have them switch roles and practice.
- **Know Your Students:** Some students might be able to deal with the task orally right away, but some may need more guidance. If they necessary, allow those students to write their conversation in their notebook first so that they can read and practice it before acting it out.

Global Skills (15 min.)

- Allow the pairs who will play the role of a shop assistant to put on their costumes and grab their props.
- Everybody walks around the classroom as if they were customers in a real store.
- Play some background music. When you turn the volume down, sales assistants should look for a customer and begin the conversation.
- Continue the activity with students switching roles.
- Have some more rounds, inviting volunteers to perform for the whole class. When the music stops, everybody must be quiet and see their classmates' performance.

Wrap Up the Lesson (10 min.)

- **Option 1:** Call out the words "customer" or "assistant" and encourage volunteers to say a phrase or question from their conversation.
- **Option 2:** Do activity 3 on page 42 of the *Grammar and Skills Log*.

 **Students are now ready to do EPA 3.4.**



- 1 3.5 Listen to Cara in a clothing store and answer the questions. How many hoodies does she try on?

- 2 Match the exchanges between Cara and the sales assistant. Then write C (Cara) or SA (Sales Assistant).

- | | |
|---|---|
| 1 Can I help you? _____ | a I'm looking for a hoodie. _____ |
| 2 How much is it? _____ | b I'm not sure. If you wait here, I'll check for you. _____ |
| 3 Do you have this one in black? _____ | c This one is 100 dollars. _____ |
| 4 Can I try it on? _____ | d No, that's all for now. _____ |
| 5 Is there anything else I can help you with? _____ | e Yes, of course. The dressing rooms are over there. _____ |

- 3.5 Listen again and check.

- 3 Take turns asking and answering the questions.

- 4 Act out a similar conversation between a customer and a sales assistant.



Going Shopping

Customer

Do you sell (hoodies)?
Can I try this on?
Do you have this in (a medium)?
Thanks for your help.

Sales Assistant

How can I help you?
I'm sorry. We don't sell those here.
Can I help you with anything else?
You're welcome!

Sales Assistant

Ask the customer if they need help.

Say you don't sell them but show where similar items are.

Say you'll check and then come back with the item.

Say where the dressing rooms are and ask if the customer needs anything else.

Customer

Ask if the store sells a specific item.

Ask for the item in a different size or color.

Ask if you can try on the item.

Say you don't need anything and thank the sales assistant.



Act out a shopping scene for the class. Use props and pretend money.



Writing an Article or a Story

- Choose the writing task that matches your knowledge and interests. Think about what language you will need.
- Read the instructions carefully and notice the information they ask for.
- Think of all the important information carefully. Don't include irrelevant information.
- Notice the word count. Don't write a lot more or any less.
- Use clear handwriting.

1 Read the questions. What are the differences between an article and a story?

Choose **one** of these questions.

Write your answer in no less than **100 words**.

Question 1

You see this announcement in your school language magazine.

Articles wanted!

My Favorite Possession

- What is your favorite possession?
- Where and when did you get it?
- Did you buy it or was it a present?
- Why do you like it?

Write an article answering these questions and we'll publish it in the school magazine!

Question 2

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

Maria looked down at the ground and saw a twenty-dollar bill.

Write your **story**.

2 Read the article a student wrote. Answer the questions.

- 1 Did the student answer all the questions? _____
- 2 Is there any unnecessary information? _____
- 3 Is the answer the correct length? _____

My favorite possession is a stuffed animal, Fluffy Bunny. He's a plush rabbit. He's light blue with a white belly and a red collar. I got him on my eighth birthday from my grandma. She knows I love soft toys. It was a special gift from her. My grandma says I already have too many of them, but I don't think so. I can never have enough!

I love Fluffy Bunny because he's always there for me. When I'm sad or scared, I hug him, and it makes me feel better. He always sleeps in my bed beside me. He's like a loyal friend. Plus, he's really cute and makes me smile!



3 Choose one of the questions in activity 1. Write your article or story.



Exam Practice

Objective Students become familiar with the two types of texts of Cambridge, B1 Preliminary for Schools.

Exam Paper Writing Part 2

Session 13

Lead into the Lesson (10 min.)

- Students work individually. Explain that for each prompt you say, they must write one sentence. They don't have to copy the prompts; they should focus on completing the ideas.
- Write as you speak out loud.
*Rob and Julia entered the mall and they saw ...
They looked around but no one was there. So, they decided to ...
To their surprise, ...
Suddenly, a man arrived and said ...
Rob and Julia left the mall feeling ...*
- Students outline the story by using the prompts and the sentences they wrote.
- They compare in pairs and volunteers read their stories for the rest of the class.

Present the Skill (10 min.)

- Explain that in exams of this type, they choose between an article or a story.
- Read the entry and ask students to underline the key words "knowledge" and "interests."
- Say: *Think of what you already know about the topic or what you like about it before you choose between the article and the story.*

Take the Lesson Further (10 min.)

- Students draw two columns in their notebook labeled *article* and *story*.
- Say some words or phrases for them to write them where they think they belong: *Article: title, introduction, body, final sentence, Movies at home or at the theater? Indoor or outdoor training? Story: beginning, main paragraph, second paragraph, ending, As we were leaving, they saw the blue sky. After that experience, they became good friends. She didn't know what to do.*
- Check as a class and explain that the questions can be titles for an article and the sentences parts of a story.

1 Read the questions. What are the differences between an article and a story? (5 min.)

- After reading the questions as a class, have students read both tasks. Have them discuss the differences of each type of writing and the strengths and interests they need to have to deal with the task they choose.
- Manage Your Class:** You can lead this activity in pairs. Alternatively, you can also have students read the task individually so that they have time to reflect and pick carefully.

Wrap Up the Lesson (15 min.)

- Option 1:** Play Chain Game (see page xvi).
- Option 2:** Do activity 1 on page 43 of the *Grammar and Skills Log*.

Session 14

Lead into the Lesson (5 min.)

- Review the characteristics of the writing task from the previous session: *What are the two types of texts? What are the parts of an article? What are the parts of a story?* Give an example of a title for an article.

2 Read the article a student wrote. Answer the questions. (10 min.)

- Have students read a couple of lines of the text, and elicit what type it is (an article).
- Read Question 1 from activity 1 as a class. Individually, students read the model text and underline any information that answers the questions from the exam task.
- Students work individually to answer the three questions. Check answers as a class.
- Know Your Students:** If you think the task can be too challenging for some students, do some brainstorming. Before they begin, write the parts of each text. Ask them to write short notes about the text they chose. Explain that it's worth doing this as their ideas might come up more easily.
Answers 1 Yes, he/she did. 2 No, there isn't. 3 It isn't. The text is 110 words.

3 Choose one of the questions in activity 1. Write your article or story. (25 min.)

- Ask them to choose either to write an article or story from activity 1. Explain that they have twenty-five minutes to do it.
- When time is up, have students choose a classmate they feel comfortable with to share their piece of writing.
- Refer them back to the questions in activity 2 to analyze their classmate's work if they wrote an article. If it was a story, remind them of the number of words and the sentence to begin the story.
- Have a class discussion and elicit some tips students could give someone when doing this task (do some brainstorming before writing, plan the parts of the text you chose, read the instructions again when you finish writing).

Wrap Up the Lesson (10 min.)

- Option 1:** Play Me Too using the sentence beginning "My favorite possession is..." Invite volunteers to write some sentences. (see page xvi).
- Option 2:** Do activity 2 on page 43 of the *Grammar and Skills Log*.

Writing

Objective Students analyze an argumentative essay to identify conjunctions to give reasons when writing an opinion.

Teaching Resource Background music, plain paper

Session 15

Lead into the Lesson (5 min.)

- Write ideas for birthday presents and ask students to copy them in their notebooks in the order of preference: *a new bike, a pajama party, a trip abroad with their friends, a ticket to a concert of their favorite band/singer, an evening out with friends, a new watch, a surprise party, 500 dollars.*
- Have students give reasons for their choices when sharing with the class.

1 Look at the pictures and discuss. Do you prefer to spend money on objects or on experiences? (10 min.)

- Lead a class discussion about the pictures. Ask students if they have spent money on those experiences or items.
- Students discuss in pairs and give two good reasons to spend money on objects and two reasons to spend it on experiences. Remind them that it is OK to have different opinions.
- Remind student about their lists in the lead-in activity. Ask them which ones are material things, and which ones are experiences
- Invite volunteers to say how they prefer to spend money.

2 Read the topic and the essay. Does the writer agree or disagree with the topic? (10 min.)

- Students read individually and underline any information that shows the writer's point of view about the topic.
- Check and elicit some sentences that show whether the writer agrees or disagrees.

Answer The writer disagrees.

Present the Skill (10 min.)

- Read the entry and explain: *When we give opinions about a topic, we need to support our ideas so that others understand the way we think.*
- Focus students' attention on the words in red and explain that they help us link our ideas when giving reasons.

Take the Lesson Further (5 min.)

- Write these statements: *Going to an amusement park is more fun than going to a concert. Parties are the best way to celebrate your birthday.*
- Students agree or disagree in small groups. Encourage them to give reasons using the key words from the entry.
- **Manage Your Class:** You can do this activity as a whole class. Invite volunteers to express their opinion about one of the statements. Alternatively, you can have them discuss their ideas in pairs and decide on the best option for them.

Wrap Up the Lesson (10 min.)

- **Option 1:** Play Hot Potato (see page xvi).
- **Option 2:** Do activity 1 on page 44 of the *Grammar and Skills Log*.
Answers 1 because 2 due to 3 because of 4 Therefore 5 As a result

Session 16

Lead into the Lesson (10 min.)

- Have students relax and close their eyes. Play some music and guide them to remember a nice experience like their best birthday ever, their last vacation or any good moment. Ask some questions in a soft voice, such as: *Where were you? Who was with you? Were you celebrating something?*
- After some time, students open their eyes. Invite volunteers to share the experience they remembered. Encourage them to say why this was a good experience, using the words they learned in the last session.

3 Read the essay again and answer the questions. (10 min.)

- Elicit what students remember about the essay: *Does the writer prefer to spend money on experiences or on objects?*
- Have them read again and take notes to answer the questions.
- **Manage Your Class:** Students can do this orally in pairs. For those students who may want to keep a record, allow them to write the answers in their notebooks.

4 Complete the sentences with as many ideas as you can. (10 min.)

- Students write a minimum of two ideas per sentence individually. Ask them to give reasons linked by the words in the entry for their opinions. Give an example to the class: *People buy things they do not need because of marketing. As a result, they end up buying things they don't need.*

5 Do you agree or disagree with the essay? Discuss and give reasons. (5 min.)

- Have students think about their opinion and write notes using the target language: *because, due to/because of, therefore/as a result.*
- Ask students to give reasons when expressing their opinions.

Wrap Up the Lesson (15 min.)

- **Option 1:** Students choose one sentence they completed from activity 4 and write it on a piece of plain paper. In groups of four, they take turns reading one sentence and have a discussion.
- **Option 2:** Do activities 2 and 3 on page 44 of the *Grammar and Skills Log*.
Answers 1 It makes them expect money every time they do a chore. 2 Because they get an allowance. 3 Because of the price. 4 To get more money. 5 Because I get money for doing extra chores.



It's better to spend money on material things than on experiences.

- 1 Look at the pictures and discuss. Do you prefer to spend money on objects or on experiences?
- 2 Read the topic and the essay. Does the writer agree or disagree with the topic?
- 3 Read the essay again and answer the questions.
 - 1 Why do some people think you shouldn't spend money on experiences?
 - 2 What two reasons does the writer give for why we spend money on objects?
 - 3 What example of an experience does the writer give?
 - 4 Why does the writer think experiences are worth more than material things?
- 4 Complete the sentences with as many ideas as you can.
 - 1 People buy things they do not need...
 - 2 People enjoy shopping...
 - 3 There is a lot of advertising on social media. ...
 - 4 Experiences are often expensive. ...
- 5 Do you agree or disagree with the essay? Discuss and give reasons.

Some people think that experiences such as going to theme parks are a waste of money because after you have had them, you do not own anything. Other people believe these experiences are worth much more than material things.

In my opinion, people spend too much money on objects. I believe this is due to envy and advertising. People envy their friends and want to have the same things. There is also pressure to buy things because of too much advertising. As a result, many of us own things that we do not need.

Experiences are not a waste of money. I will never forget the time I went to a theme park for my friend's birthday. It is a really important memory for me. Also, we usually have experiences with friends and our friendship usually gets stronger as a result. Therefore, I think it is better to spend money on experiences than on things.

In conclusion, a phone or a T-shirt will get old or go out of fashion, but exciting experiences give us memories that last forever.



Giving Reasons

Experiences are a waste of money **because** you don't own anything afterward.

I believe this is **due to/because of** envy.

Therefore/As a result, many of us own too much stuff.

COMPASS Pod Kids

Season 5, Episode 1

▶ Money Problems

Do you get an allowance?
Do you earn any money?
Is it enough? How do
you spend it?

Today we listen to
three young people
with money problems.



1 Discuss the questions in the ad for the podcast.

2 3.6 Listen to the podcast. Write the names.

- 1 _____ doesn't want to spend any money now.
- 2 _____ wants to give money to other people.
- 3 _____ gave money to someone and can't get it back.

3 3.6 Listen again and complete the problems with the money verbs.

afford borrow buy cost donate earn lend pay back pay for save spend waste

I have a weekend job, so I
1 _____ money
every week. My parents tell
me to 2 _____ it on
fun things, but I don't want to
3 _____ it on stuff I
don't need. So I have decided
to 4 _____ some of
the money. But who to? Help!

A friend wants me to join
an art class with her, but
it will 5 _____
a lot each week. I can
6 _____ to go, but I
prefer to 7 _____ my
money for a new laptop. Now,
her parents have offered to
8 _____ me to go to
the class! What should I do?

My little brother asked to
9 _____ some
money to 10 _____
a new T-shirt. I decided to
11 _____ him ten
dollars, but now he won't
12 _____ the money
and he won't show me the
T-shirt either! Should I tell
my parents?

4 Discuss. What should Karla, Barney and Leila do?

I think Leila should
tell her parents.

I agree. Her brother
is hiding something.

Imagine you just won one
million dollars. List all the
things you could do
with the money.

Vocabulary

Objective Students infer and practice the meaning of verbs related to money in context by listening to a podcast.

Teaching Resources Track 3.6, Money Verbs Flashcards

Session 17

Lead into the Lesson (5 min.)

- Invite students to write answers to this question: *What is money good for?* Lead students to conclude that apart from buying things, money can be good for helping people, for education or good causes.
- 1 Discuss the questions in the ad for the podcast. (10 min.)
 - Have students look at the ad and identify the topic of this episode.
 - Discuss the questions as a class.
 - **Manage Your Class:** Students can do this in small groups or pairs and with classmates they feel comfortable with to talk about money. Lead students to notice that not everyone get an allowance and we should be respectful about that.

2 3.6 Listen to the podcast. Write the names. (10 min.)

- Explain that Leila, Barney and Karla sent messages to PodKids to ask for advice.
- Have students read the incomplete sentences and underline key words.
- Play the track and ask them to take notes on the information that helped them identify each kid.

Answers 1 Barney 2 Karla 3 Leila

Present the Vocabulary (15 min.)

- Play Track 3.6 again and ask students to focus on these questions: *Who doesn't make enough money? Who has enough money for a laptop? Who lends her brother some money?*
- As you elicit the answers, write: *Karla earns a little money. Barney can afford to go to an art class, but he prefers a laptop. Leila's brother asked to borrow some money.*
- Point to the underlined words and encourage students to define them in their own words.
- Show and play each of the Money Verbs Flashcards at a time.
- Clarify meaning with examples or short explanations.
- Play each word again to model pronunciation. Conduct some group and individual repetition.

Wrap Up the Lesson (10 min.)

- **Option 1:** Ask students to write similar sentences with the money verbs.
 - **Option 2:** Do activity 1 on page 45 of the *Grammar and Skills Log*.
- Answers** 1 c 2 a 3 e 4 b 5 f 6 d

Session 18

Lead into the Lesson (5 min.)

- Lead a short conversation about the podcast and elicit why each listener contacted the PodKids.

3 3.6 Listen again and complete the problems with the money verbs. (10 min.)

- Review the money verbs by eliciting synonyms or examples.
 - Students work individually to complete the task before they listen again.
 - Play the track for students to confirm or complete their missing answers.
 - Have students work in groups of three to check. They take turns reading one paragraph each, using intonation as if they were calling to PodKids.
- Answers** 1 earn 2 spend 3 waste 4 donate 5 cost 6 afford 7 save 8 pay for 9 borrow 10 buy 11 lend 12 pay back

4 Discuss. What should Karla, Barney and Leila do? (10 min.)

- Write these prompts on the board and have students notice the words for giving reasons:
I think he/she should because...
I agree/disagree/don't agree with you because...
I think people do that because of...
- Have students take notes about what each kid should do and invite them to choose a classmate to work with to discuss their opinions. Remind them to give reasons for their answers.
- Lead a class discussion to listen to students' ideas.
- **Know Your Students:** A few students might need to take notes before discussing the options. Have them practice them and then try performing without reading them.

Global Skills (15 min.)

- Read the task and write the amount in big numbers.
- Guide students to reflect on everything they can do with it, apart from spending it on material things and experiences for themselves.
- Have them work on their lists in groups. Encourage them to balance using money for helping and good causes and for their own wishes.
- Lead a class discussion after a few minutes and promote a respectful atmosphere regarding everyone's decisions.

Wrap Up the Lesson (10 min.)

- **Option 1:** Play Charades using money verbs (see page xvi).
 - **Option 2:** Do activity 2 on page 45 of the *Grammar and Skills Log*.
- Answers** 1 donated 2 spends 3 earn 4 costs 5 lend 6 saved

Students are now ready to do EPA 3.5.

Grammar

Objective Students review the present perfect to refer to actions, experiences and ongoing states and situations.

Teaching Resources Video G3.2, Money Verbs Flashcards, a soft ball

Session 19

Lead into the Lesson (10 min.)

- Use these prompts to ask the class full questions: *donate money, lend someone money, borrow money*. For example: *Has your family or someone you know ever donated money?* Ask students to raise their hand. Count and write the numbers on the board.
- If students know many people have donated money, they can conclude they are very generous.

1 Match the questions with the answers. (10 min.)

- Students work individually and underline key words on the questions in the cell phone screen and the speech bubbles to confirm the right match.
- Volunteers take turns asking and answering.

Answers 1 c 2 b 3 a

2 Read the messages again. Answer the questions. (5 min.)

- Elicit the answers and ask comprehension questions: *Which words indicate it's an experience?* (never) *Which words indicate it's recent?* (yet) *Which word(s) indicate the action is still true?* (since)
- Manage Your Class:** You can do this as a whole class to control the noticing task. Students also benefit from doing language awareness individually. Set the task by asking them to underline key information from the model questions and answers.
Answers 1 Have you ever won money in a competition?
2 Have you spent any money yet today? 3 How long have you had a bank account?

Present the Grammar (5 min.)

- Read each item from the entry emphasizing the words in red. Ask comprehension questions: *Which question is about an unfinished situation? Is the first question about a recent action? Is the second question about an experience?*
- Point to Kim in the first scene: *Why is she surprised?* (Alex has too many bags.)

G3.2 Use the Grammar Video (10 min.)

- Direct students' attention to activity 1 on page 46 in the *Grammar and Skills Log*. Students read and complete the table individually.
- Play the video and allow students to confirm their answers. Play it again, pausing after each set.

Answers 1 haven't 2 ever 3 yet 4 already 5 How long 6 since

Wrap Up the Lesson (10 min.)

- Option 1:** Students write one question using *ever*, *yet* and *how long* and discuss in pairs.
- Option 2:** Do activities 2 and 3 on page 46 of the *Grammar and Skills Log*.

Session 20

Lead into the Lesson (5 min.)

- Play Two Truths and a Lie with experiences (see page xvi).

3 Ask and answer the questions in the chat forum. (5 min.)

- Ask one of the questions and throw a soft ball to a student who will answer it. Then ask a different question to someone else as they throw the ball.

4 Complete the sentences with your own ideas. (5 min.)

- Give the class two examples of your own before students begin. Invite a volunteer to give one example, too. Explain that their answers are about different moments in their lives.

► Compare your answers. (5 min.)

- Students compare their answers with at least two classmates.
- Invite volunteers to share what they found out about their classmates.

Take the Lesson Further (10 min.)

- Elicit and write money verbs. Example: borrow, lend, waste, afford. Have students write a question using *Have you ever...?* Explain that they must find out how many people in the class have had that experience. Write an example: *Have you ever paid for an English private lesson?* If they struggle to use money verbs, allow them to use any other so their questions are meaningful.
- Students go around asking everybody the same question and registering their answers in their notebooks to come up with a number.
- Invite students to report their findings: *Five people in the class have paid for a private lesson.*

Global Skills (10 min.)

- Review money vocabulary. Show each of the Money Verbs Flashcards at a time and elicit the meaning. Then display the words and have students listen.
- Ask students to prepare their questions individually. Encourage them to think about how a child of their age spends money.
- If possible, ask students to sit in a circle. Invite volunteers to ask their questions for the class to answer them.
- Assign a moderator to give volunteers a chance to speak. Promote a respectful atmosphere and ask students to raise their hand to give their opinion.

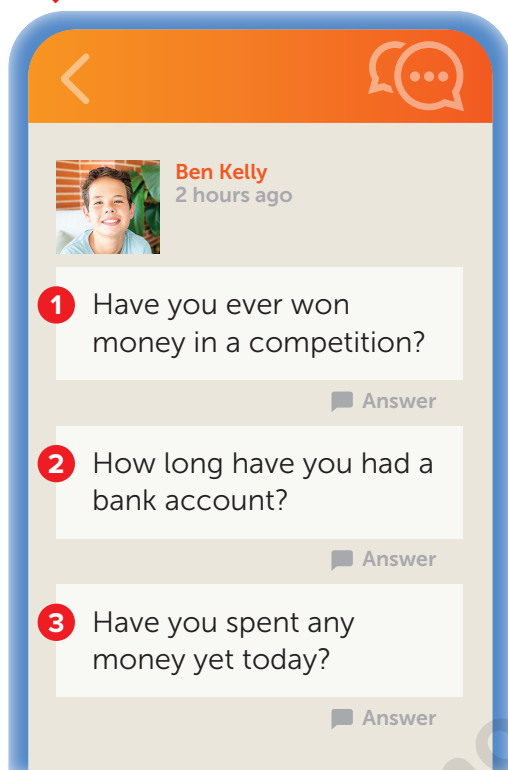
Wrap Up the Lesson (10 min.)

- Option 1:** Play Snowman using questions in the present perfect simple (see page xvi).
- Option 2:** Do activity 5 on page 47 of the *Grammar and Skills Log*.
Answers Lucia 5 Viraj 14 Camila 9

 **Students are now ready to do EPA 3.6.**

 **Students are now ready to do the Grammar Challenge.**

1 Match the questions with the answers.



a

Yes, I have. I've already spent three fifty for lunch... and the day hasn't finished yet! I might buy a snack this afternoon. 🍪



b

I've had a bank account since I was eight. I put all my allowance there. I also cut my neighbor's grass every weekend, so I can save that money, too. 💰



c

No, I haven't. I've never won anything! But my sister has won some money in a writing competition. She won \$50 for a poem! 📝



2 Read the messages again. Answer the questions.

- 1 Which question asks about a life experience?
- 2 Which asks about a recent action?
- 3 Which asks about the duration of an unfinished situation?

3 Ask and answer the questions in the chat forum.

4 Complete the sentences with your own ideas.

- 1 I have never _____.
- 2 My class hasn't _____ yet.
- 3 I'm only _____ years old, and I have already _____.
- 4 I've been at this school since _____.
- 5 I've had _____ since I was _____ years old.

➤ Compare your answers.



Present Perfect Simple

Have you **ever** shopped online?

Yes, I have. / No, I haven't.
I've **never** shopped online.

Have you bought the ticket **yet**?

Yes, I've **already** bought it.
No, I haven't bought it **yet**.

How long have you been here?

I've been in the mall **since** ten o'clock.
I've been in the mall **for** two hours.



Ask three questions about experiences with money.

Reading

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



- 1 Read the article and choose the best title.

○ **The Climate Crisis**
—a Problem That Won't Go Away

○ **How to Save the Planet**
(and Some Money!)

○ **A Guide to...**

Spending Less Money at the Store

- 2 Find the words in the text. Are they nouns, adjectives, verbs or adverbs?

- 1 tools _____
- 2 currently _____
- 3 rarely _____
- 4 huge _____
- 5 solve _____
- 6 consumers _____
- 7 damaged _____
- 8 swap _____



Dealing with Unknown Vocabulary

Sometimes you need to figure out the meaning of a new word.

- Think if the word is an adjective, a noun, a verb or an adverb.
- Read the sentences that include the word and those that come before and after it.
- Guess what the word means in its context.

- Guess the meaning of the words.

- Match the words with the definitions.

- | | |
|---|--|
| 1 very big _____ | 5 not often _____ |
| 2 to exchange one thing for another _____ | 6 objects that you use to do a job _____ |
| 3 people who buy goods or services _____ | 7 in bad condition _____ |
| 4 at the present time _____ | 8 to find an answer to a problem _____ |

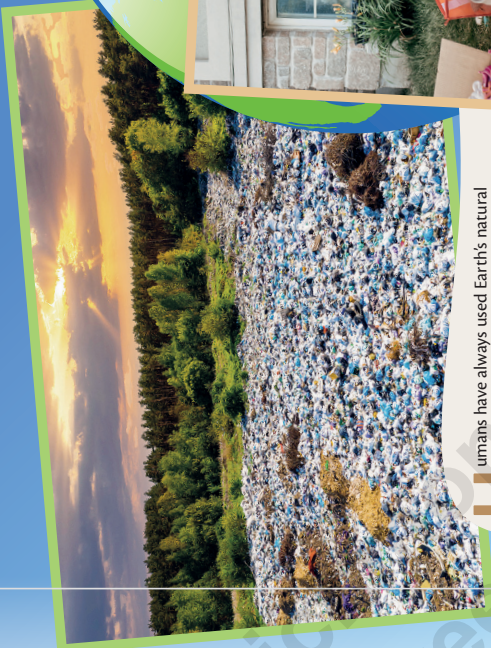
- 3 Read the article again. Read the sentences and choose T (true) or F (false).

- | | | | |
|--|-------|---|-------|
| 1 There aren't enough natural resources for all the people in the world. | T / F | 4 Only governments can solve the problems discussed in the article. | T / F |
| 2 The climate crisis is caused by using too much wood and oil. | T / F | 5 It's a good idea to buy cheap goods because it saves money. | T / F |
| 3 Many modern products are only used for a short period of time. | T / F | 6 At a swap party, people exchange things they don't want for things they need. | T / F |

- 4 Discuss. What other actions do you normally take to save the planet?

I turn off the faucet while brushing my teeth.

I take part in neighborhood clean-up activities.



Humans have always used Earth's natural resources. For thousands of years, we have used animals and plants for food and to make clothes, we have cut down trees and used wood to build things, and we have taken stone and metal from the ground to make tools, art and jewelry. For a long time, this was not a problem. There was more than enough for everyone.

Today, even with eight billion people in the world, there are still enough resources. However, we are currently using them at a much faster rate than they can be replaced. We have already cut down too many trees and taken too much oil from the ground. As we use these resources, we produce gases that trap heat in the atmosphere and cause the climate crisis.

There is also the issue of waste. Nowadays, people are buying more and more products, and these things rarely last more than a few years. We often buy something, use it for a short time and then throw it away because it breaks or because there is a newer, better version available. This is causing huge problems for the environment: as well as creating garbage that pollutes the ground and water, even more resources are used up to produce all the new products.

To solve these problems, governments need to take action. However, as individual consumers we can also have an impact. Start by asking yourself some questions before you buy something:

- "Do I really need this, or do I just want it?"
- "How often will I use it?"
- "Would it make a difference if I didn't get it?"

And if you decide you do need it, remember these tips:

✓ **Buy good quality**—We sometimes buy cheap goods because we think it saves us money but that is often not true. Good-quality clothing or tools can last ten times longer than cheap, poor-quality ones. This means that in the end, you save money, and you use up fewer resources.

✓ **Buy secondhand**—Not everything has to be new. You can buy used products that are in very good condition from many places such as market stalls, secondhand stores, garage sales or online. These products work just as well as new versions, and they're usually a lot cheaper.

✓ **Repair**—Even if you buy good-quality products, they sometimes break. However, don't throw your damaged clothes or broken electronic devices away! Instead of buying new products, you can usually find someone in your area who can repair them cheaply.

✓ **Borrow or swap**—Imagine one of your friends has something you need and you have something your friend needs. You can swap! You could even organize a swap party, where people go to swap things they don't want anymore!

If you follow these tips, you will save money and help protect the planet for future generations!



56



57

Reading

Objective Students read an article and deal with unknown vocabulary.

UN Sustainable Goal 12 Responsible consumption and production

Teaching Resources Poster paper, colored markers or pencils, an online dictionary

Session 21

Lead into the Lesson (5 min.)

- Write this question on the board: **What can you do to save the planet?** Invite students to name small everyday actions they do to avoid wasting products, to save water and so on.

1 Read the article and choose the best title. (15 min.)

- Elicit what the problem is in the picture on the left of the text. Then elicit how the girl in the picture on the right is helping the planet.
- Refer students to the titles and have them read the article individually. Check as a class.

Answer How to Save the Planet (and Save Money!)

Present the Skill (5 min.)

- Explain that texts have words we don't know, but we can understand the approximate meaning from the context and type of word.
- Read the entry and refer students to the word resources on line 1, paragraph 1 in the text. Ask: **What type of word is it, an adjective, a noun...? How do you know?** Read part of the sentence after the word and emphasize key words: **... we have used animals and plants for food...** Elicit the names of some other resources students know.

2 Find the words in the text. Are they nouns, adjectives, verbs or adverbs? (10 min.)

- Have students do the task on their own and remind them of the steps to deal with unknown words.
- Manage Your Class:** Students can do this activity as a competition. Have them work in small groups and set a time limit.

Answers 1 noun 2 adverb 3 adverb 4 adjective 5 verb 6 noun 7 adjective 8 verb

➤ Guess the meaning of the words. (5 min.)

- In pairs, students exchange short definitions or examples to explain the meaning of the words.

Wrap Up the Lesson (10 min.)

- Option 1:** Write: **We live happily on a beautiful planet.** Ask students to identify each type of word and replace it with a word from the same category, such as: **They walk slowly in a big park.**
- Option 2:** Do activity 1 on page 48 of the *Grammar and Skills Log*.

Answers 3 1 2

Session 22

Lead into the Lesson (10 min.)

- Show the class an entry from an online dictionary. Focus on the type of word and whether it is singular or plural.
- In pairs, students write dictionary entries about two difficult words. For each word, they must write a true definition and a false one plus a sample sentence.
- Have them exchange their sentences and entries for another pair to deal with unknown vocabulary. Encourage them to see the sample sentence to help them guess.

➤ Match the words with the definitions. (5 min.)

- Students work on their own to write the words in bold from the text next to the definitions.
- Check as a class.

Answers 1 huge 2 swap 3 consumers 4 currently 5 rarely 6 tools 7 damaged 8 solve

3 Read the article again. Read the sentences and choose **T** (true) or **F** (false). (10 min.)

- Have volunteers read each sentence and elicit key words that help them spot the answers more effectively.
- Have students work individually. Check and ask students to mention the information from the text that helped them answer. Encourage them to correct the false sentences.
- Know Your Students:** All students should be able to do the task individually, but some may prefer to check in pairs before checking as a class.

Answers 1 F 2 F 3 T 4 F 5 F T

4 Discuss. What other actions do you normally take to save the planet? (15 min.)

- In small groups, students make a list of creative and useful tips to save the planet.
- Students create posters on poster paper with colored markers or pencils with that information.
- Display their work on the classroom walls for the class to see everybody's ideas.

Wrap Up the Lesson (10 min.)

- Option 1:** Explain to students that you will all commit to doing something for the planet. Ask students to make a list of at least three small actions that can make a huge difference. Give one example of your own: **I will take ten-minute showers to save water.** Allow students to write their sentences and ask volunteers to share them. Encourage students to write this on a sheet of paper and stick it in their room as a reminder. Lead students to conclude that we can work together for a better world.
- Option 2:** Do activity 2 on page 48 of the *Grammar and Skills Log*.
Answers carefully—adjective, purchase—verb, wise—adjective, budget—noun, debt—noun • 1 budget, 2 debt, 3 wise, 4 purchase, 5 carefully • 1 debt, 2 wise, 3 purchase, 4 budget, 5 carefully

Listening



1 Look at the rooms. How are they similar and different? Which room is more similar to your bedroom?

2 3.7 Listen to a conversation and choose the main idea.

- 1 It is important to keep your room neat and clean. ☐
- 2 Losing your phone can be a big problem. ☐
- 3 You don't need a lot of possessions to be happy. ☐



Identifying the Main Idea and Supporting Information

The main idea is the general topic. Supporting information consists of details and examples that support the main idea.

► Listen again. Number the supporting information in order.

- a Fumio Sasaki wrote a book about minimalism. ☐
- b Minimalism is about living with less stuff. ☐
- c You can get rid of things and become a minimalist slowly. ☐
- d Family, friends and hobbies are more important than possessions. ☐

3 Discuss the questions.

- 1 How often do you pick up your bedroom?
- 2 What are the advantages of being a minimalist?
- 3 What are the disadvantages of being a minimalist?
- 4 Do you find it difficult to get rid of your old possessions?



Make four lists of your possessions: to keep, to sell, to donate and to throw away.

Listening

Objective Students identify main ideas and supporting information.

Teaching Resources Track 3.7, poster paper, background music

Session 23

Lead into the Lesson (5 min.)

- Play some relaxing music and ask students to close their eyes. As they listen, guide them to picture their bedroom. Ask: *Where's your bed? Where do you keep your clothes and shoes?*
- Students work in pairs to describe their rooms.

1 Look at the rooms. How are they similar and different? Which room is more similar to your bedroom? (5 min.)

- Discuss the similarities and differences between the two spaces and students' own rooms.

Present the Skill (10 min.)

- Read the entry and explain that there are aspects that help identify main ideas and supporting information.
- Give tips and write these notes: *Listen to the beginning of the text carefully. Note key words or phrases that describe the idea of the discussion. Listen for details that support the main idea. Pay attention to the tone of voice of the speakers. They usually emphasize the main idea. Focus on what they first say. This can give you a clue about the main idea*

2 **3.7** Listen to a conversation and choose the main idea. (10 min.)

- Before playing the track, ask: *What do you need to notice at the beginning?* (key words or phrases).
- Play the track and stop after "A minimalist? What's that?". Elicit key words or phrases up to this part of the listening.
- Play the whole track and check answers.

Answer 3

➤ Listen again. Number the supporting information in order. (5 min.)

- Students underline keywords before listening. Play the track again. Have them compare in pairs. Ask if they would like to become minimalists.

Answers a 2 b 1 c 4 d 3

Take the Lesson Further (5 min.)

- Individually, students make a list of items they could get rid of. Then they discuss in pairs why they chose those items.
- **Manage Your Class:** You can lead a discussion to check answers as a class instead of closed pairs. This can be a good opportunity to raise students' awareness on how many things they own that they don't really need.

Wrap Up the Lesson (10 min.)

- **Option 1:** Play Hot Seat (see page xvi) with words from students' lists in the Take the Lesson Further activity.
- **Option 2:** Do activity 1 on page 49 of the *Grammar and Skills Log*.
Answers 1 2 4

Session 24

Lead into the Lesson (10 min.)

- Ask students to imagine they want to become a minimalist. Have them make a list of the items they think are absolutely necessary to have that lifestyle.
- Lead a class discussion and find out if there are similarities in their choices.

Take the Lesson Further (10 min.)

- Elicit what students remember about Fumio Sasaki.
- Before students listen to Track 3.7 again, ask them about the tips to get main ideas and supporting information.
- Play the track and allow them to compare in pairs before checking as a class.

3 Discuss the questions. (5 min.)

- Allow students to think of their answers for a moment. Then number students 1–4.
- Discuss the questions as a class by calling out number ones to say their answers, number twos, and so on.

Global Skills (15 min.)

- Before students begin, have them reflect on their flexibility and adaptability to live without certain items. Ask: *Would you feel comfortable getting rid of your favorite gadgets? Do you have items you love but don't use anymore? How would you feel about donating them?*
- Display four sheets of poster paper around the class labeled to keep, to sell, to donate, to throw away.
- Invite them to write their ideas in big letters on each poster using colored pencils or markers.
- Take this opportunity to ask the class if they would like to collect and donate the items on their lists. Invite volunteer to take an active role on this activity and carry it out as an extra activity out of class.
- **Know Your Students:** Most students should be able to deal with the task. However, vocabulary might be challenging for a few. Allow anyone who needs it to work in pairs to come up with ideas more easily.

Wrap Up the Lesson (10 min.)

- **Option 1:** Play Stand Up! (see page xvi) using the present perfect for experiences about keeping, donating or giving away possessions.
- **Option 2:** Do activity and sub-activity 2 on page 49 of the *Grammar and Skills Log*.
Answers 1 a 2 b 3 b 4 a

Students are now ready to do EPA 3.7.

Oracy

Objectives Students see Sara, Oliver, Rob and Alice talking about money. Students reflect on the possible relationship between money and happiness.

Teaching Resources Video 3.2, poster paper

Session 25

Lead into the Lesson (5 min.)

- Draw a big smiley face that represents happiness. Invite volunteers to reflect about whether material things are important in their lives.

1 3.2 Watch a conversation. What question are they discussing? (10 min.)

- Direct students' attention to the characters and explain that they will watch the characters discussing a topic in the oracy video. Remind them that we can also identify main ideas when watching videos.
- Refer them to the questions and ask them to name key words that help them identify the topic being discussed. Play the video once and check answers as a class.

Answer 2

Present the Skill (10 min.)

- Invite volunteers to read one tip at a time, and complement the tips with questions or statements: *Use an appropriate tone of voice. How can you introduce reasons to give an opinion? How do you ask for an opinion? Respect others' opinions, too.*
- Elicit answers for each question you ask and write them down.

2 3.2 Watch again and write the names. (10 min.)

- Allow students to read the task. Play the video again and ask them to pay attention to the characters' opinions.
- Students compare their answers in pairs. Check as a class and ask what each character thinks about the fact that money can make you happy.
- **Manage Your Class:** Ask students to work in groups of four and assign each group one character. Play the video again and ask students to focus on their assigned character to complete one of the sentences. To check answers, they take turns reading their sentences.

Take the Lesson Further (5 min.)

- Play Me Too using sentences with the words "money" and "happiness" (see page xvi).

Wrap Up the Lesson (10 min.)

- **Option 1:** Write this sentence: *I wish I had a lot of money to...* Invite volunteers to complete it orally and say to what extent money might make you happy.
- **Option 2:** Do activities 1, 2, 3 on page 50 of the *Grammar and Skills Log*.

Answers 1 a c 2 b c 3 a b

Session 26

Lead into the Lesson (5 min.)

- Play Chain Reaction (see page xvi). Students name items they normally spend their money on.

3 Complete the sentences from the video. (5 min.)

- Elicit as much as students remember about the video.
- Ask students to try completing the sentences from memory.

► 3.2 Watch again and check. (10 min.)

- Divide the class into pairs. Have one student from each pair face the screen to watch the video. Play the first half of the video and then have students switch places. Play the second half of the video.
- Have students check in pairs. This will promote collaborative work as they only watch one part of the video each.
- **Know Your Students:** Most students should be able to grasp the ideas from the video by just listening. However, after students switch roles, you can play it again for everyone to watch it.

Answers 1 think 2 think 3 mean 4 opinion 5 say 6 about 7 suppose

Take the Lesson Further (5 min.)

- In pairs, students create a list of situations in which money wouldn't be useful at all (failing a test, falling out with a friend, and so on).
- This activity aims at encouraging reflection on the importance of other valuable gifts in life, such as health, friendship and more.
- Lead a discussion with the class.

4 Discuss. Remember to express your opinions. (10 min.)

- Students create a chart in their notebooks with two columns labeled *yes* and *no*. Have them write numbers 1–4 as a list, each corresponding to questions 1–4 in the activity.
- Have them interview five people and discuss each question with them. They must justify their opinions apart from answering *yes* or *no*.
- Ask them to register the answers in their chart.
- Invite volunteers to share their findings (I found out that three people think designer clothes are not a waste of money. Liz, Rob, Charles and Rita think that money makes them happy.).

Global Skills (5 min.)

- Read the question and have students discuss them in pairs. Encourage them to name what other things would make them happy in this situation.
- Explain that a positive attitude in adversity helps them become more flexible and adapt to difficult circumstances.

Wrap Up the Lesson (10 min.)

- **Option 1:** Play Board Race (see page xvi).
- **Option 2:** Do activity 4 on page 50 of the *Grammar and Skills Log*.

Answers 1 do you think 2 don't know 3 I suppose 4 think 5 I'd 6 good point 7 I'm sorry, but I 8 And another thing

 **Students are now ready to do EPA 3.8.**

1 3.2 Watch the conversation. What question are they discussing?

1 Should friends lend each other money?

2 Does money make you happy?

3 Can you have too much money?



Sara



Oliver



Rob



Alice

2 3.2 Watch again and write the names.

- 1 _____ thinks the best things in life are free.
- 2 _____ says you need money to be happy.
- 3 _____ starts the discussion about money.
- 4 _____ finds it hard to give an opinion at first.



Expressing Opinions

- Give your opinion confidently.
- Give reasons and examples to support your opinion.
- Ask other people their opinions.
- Don't worry if people disagree with you. We all have different opinions!

3 Complete the sentences from the video.

about mean opinion say suppose think (x2)

- 1 Does money make you happy? What do you _____?
- 2 I _____ money makes you happy.
- 3 I _____ you use money to buy fun things, right?
- 4 What's your _____, Alice?
- 5 I'd _____ money doesn't make you happy.
- 6 Think _____ it. What makes you really happy?
- 7 I _____ money helps make you happy.

3.2 Watch again and check.

4 Discuss. Remember to express your opinions.

- 1 Does money make you happy?
- 2 Is it important to save money?
- 3 Are designer goods a waste of money?
- 4 Should children have bank accounts?



Imagine a life with only enough money for food, clothes and shelter. Could you be happy?

1 Match the values with the examples.

- 1 compassion
- 2 courage
- 3 generosity
- 4 gratitude
- 5 honesty
- 6 justice

- a I am thankful for everything I have.
- b I always say what I think and tell the truth.
- c I share my time and things with others.
- d I am empathetic with others.
- e I can tell right from wrong.
- f I am not afraid of doing the right thing.

2 Read the text. Choose *T* (true) or *F* (false).

Values and Ethical Choices

Each of us has our own set of values. Compassion, courage, generosity, gratitude, honesty and justice are part of a long list of values that may rule our actions. Our values are our positive beliefs that are important to us. They accompany us throughout our lives and are like a compass that guides us when we are faced with a difficult choice or decision.

When making an ethical choice, we choose to do the right thing based on our values and principles. When in doubt, ask yourself what a person you admire would do in that situation. That's when your values come into play. They help you decide between right and wrong.

Being true to our values and making ethical choices might not always be easy. So, be kind, be honest, and let your values be your compass as you navigate life.



How to Use Values

Values affect how you behave, and they help you choose what to do in different situations. Here's a list of tips on how to use them.

- Identify the values that are part of you.
- Think of different scenarios and imagine how your values would guide you to respond.
- Spend time with people whose values are similar to your own.

- 1 Our personal set of values affects the decisions we make.
- 2 Values can be both positive and negative.
- 3 Ethical choices don't require values.
- 4 Sticking to your values may sometimes be challenging.

T / F

T / F

T / F

T / F

3 Read and discuss. What would you do in each situation?

- 1 You're going into a store. A man is sitting outside asking for money. He says he is poor and has nowhere to sleep.



- 2 You are playing in the park with your friends. You find an envelope on the ground with "Ruby" on it. There are 100 dollars inside.



- 3 There are cheap T-shirts for sale online, but you don't know who makes them. A local company makes similar T-shirts, but they are more expensive.



► Share how your values influence what you would do in each situation.

Social-Emotional Learning

Objective Students raise their awareness of the importance of values and ethics.

Teaching Resources Plain paper, markers or colors

Session 27

Lead into the Lesson (10 min.)

- Students draw three columns in their notebooks labeled *right*, *wrong* and *both*. Dictate words related to values and ethics. Students must write them where they think they belong: *helping, stealing, fighting, thanking, lying, yelling, swearing, kissing, cheating, sharing, hugging, ignoring, talking*.
- Elicit answers. If students used the *both* column, have them justify their choice. For example, “kissing” can be right or wrong depending on whether both people want to do it.

Present the Skill (10 min.)

- Lead a class discussion and ask students what helped them decide where to write the actions in the right and wrong activity (their values).
- Read the entry, for each tip elicit different scenarios and names of people students know that share the same values. Say: *If you see a blind person on the street, do you help? Which value does this action represent?*

1 Match the values with the examples. (5 min.)

- Have students do the task individually.
- Check as a class and after each item, elicit a definition of the values.

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

2 Read the text. Choose *T* (true) or *F* (false). (10 min.)

- As a class, read the sentences one at a time, and elicit if students agree or disagree.
- Students read the text individually and, based on the information on it, they must choose if the sentences are true or false.
- Check as a class and elicit specific information in the text that helped them chose their answers.

Answers 1 T 2 F 3 F 4 T

Wrap Up the Lesson (15 min.)

- Refer students to the values in activity 1. Elicit the corresponding adjectives for each: (*compassionate/ sympathetic, courageous, generous, grateful, honest, fair*).
- Students work in small groups and think of a famous character or person from a cartoon or (animated) movie, an influencer, a singer or an actor they can identify well and whose behavior they can describe.
- In their groups, they create a list of adjectives that describe them and explain why. Example: (*name of character/person*) *is generous because he donates money to shelters in poor countries every year*.
- Have groups present their work to the class.
- Manage Your Class:** Students may have similar likes when it comes to choosing characters. However, if someone wants to work in a different group because they are not comfortable with the chosen character, they can do so.

Session 28

Lead into the Lesson (10 min.)

- Play a couple of rounds of Bingo (see page xvi) using words related to values and ethics.

3 Read and discuss. What would you do in each situation? (10 min.)

- Direct students' attention to the pictures in the situations. Elicit what each might be about and how they could be related to values.
- Explain that they are going to talk about different scenarios, and they need to give their opinions and reasons why they think so.
- Write useful language on the board: *I think I would.... I would definitely... I might... I would (not)...*
- Remind them about the words they can use to give reasons for their opinion: *because, because of, as a result*.
- In groups, students discuss and say if they have ever been in those situations. Encourage them to share what they did.
- Invite volunteers to share their ideas and say if their classmates have similar values.
- Manage Your Class:** Some students are more fluent than others. Those who struggle in speaking activities can work with a more confident classmate. Encourage them to ask additional questions or help their partners express their points of view.

➤ Share how your values influence what you would do in each situation. (5 min.)

- Allow students to reflect on their own for a moment. Ask them to look back at the situations and think of the specific values that relate to these scenarios (compassion, courage and so on).
- Go through each situation and ask students to name each value and share how these influenced their decisions.

Wrap Up the Lesson (25 min.)

- Invite students to write values and adjectives related to ethical choices and scenarios like the ones they have talked about.
- Have them create a piece of work focused on values by using adjectives or other words that describe such values.
- Explain that their piece of work should, in a way, reflect or represent their values.
- Provide them with plain paper and markers or colors.
- Invite students to present their work to the class.
- Know Your Students:** Allow students to choose how they want to do their pieces of work. Visual students can use drawings and colors. Kinesthetic ones can make origami shapes and decorate them with words or phrases. Auditory students can write a rap/chant to describe their values. If students like reading or writing, they can write a story about themselves.

Reflection

Objective Students review the content of the unit and reflect on their learning.

Teaching Resources Write the four questions from activity 3 in big letters on separate sheets of paper.



Session 29

Lead into the Lesson (10 min.)

- Review the skills in this unit. Start with making inferences. Ask the class to define the term or give examples. Refer them to the skills box on page 48 and have a volunteer read it. Ask how confident they feel about this skill.
- Continue with listening for specific information (page 50), dealing with unknown vocabulary (page 56), and expressing opinions (page 59).

1 Choose how well you can do these skills. (5 min.)

- Have students complete the chart individually.
- Ask volunteers share aspects they think they need to reinforce. Encourage the class to give advice.

2 Answer the quiz. (10 min.)

- Explain that students will answer the task individually as quickly as they can. Although some items require speaking, at this point students will only write short notes.
- Explain that they will only have two minutes to answer. Tell them to start when you say **Go!**
- Shout **Stop!** after two minutes and check how far students got. Just ask how many items they managed to answer.
- Now have students work in pairs to complete the task. Encourage them to go through the pages of this unit to find some answers if necessary.

Take the Lesson Further (15 min.)

- Students work in pairs to create a ten item quiz. They can write open questions, sentences to complete, multiple-choice questions, riddles or any other form to test their knowledge.
- Write some examples of items: **Define the word "bargain."** Complete the question: **Can I try...? What does "afford" mean? a, b or c?**
- Students must go through the contents of the unit to create their quiz.
- Have pairs exchange quizzes and answer them.
- Manage Your Class:** Students can do the quiz in groups. Make sure there aren't too many members, so they all participate actively. Or they can do it in pairs and then exchange the quiz with another pair of students.

Wrap Up the Lesson (10 min.)

- Option 1:** Play Action Stations (see page xvi). Elicit additional examples of words or ideas related to the topic in each station.
- Option 2:** Do activity 1 on page 51 of the *Grammar and Skills Log*.

Answers Down: 1 donate 3 discount 5 borrow 7 earn 9 change Across: 2 afford 4 store 6 receipt 8 price 10 save



Session 30

Lead into the Lesson (10 min.)

- Prepare statements about the content of the unit. Read them out loud and ask students to show how they feel about each by showing their thumbs up if they think they did well, down if they need to improve, or neutral (pointing horizontally) if they are not sure.
- If some show their thumbs down, allow students to ask questions about any problems they need help with.
- For each statement, elicit examples to help them recall the information. Sample statements: **I can use shopping vocabulary. I know how to use too and enough. I can make inferences when reading a text. I can identify specific information in a listening activity. I can carry out a dialogue in a store.**

3 Discuss the questions. (15 min.)

- Divide the class into four groups. Place one question in the middle (see Teaching Resources) of each group.
- Explain that these are debate stations and they will discuss a different question in each.
- Allow them to discuss their first question for a few minutes. Ask additional questions to keep the debate going. Then have them stand up and move to a different station.
- Repeat until all the groups have visited the four stations.
- Lead a class discussion. Ask if they agree or disagree with their classmates.

4 Answer the big question. (10 min.)

- Refer students to the question. Explain that you will dictate some ideas and they should score each from 1 (very important) to 5 (not so important) regarding the importance of money in each situation.
- For example, health. Have students think about its importance when we have a health problem. (Suggestions: education, entertainment, traveling, food, friends, family, pets, home services.)
- Check as a class and have students explain their scores.
- Know Your Students:** All students should be able to do the scoring, but some may feel more confident sharing their answers in pairs before. Allow these students to work with a classmate before checking as a class.

Take the Lesson Further (5 min.)

- Students do activity 2 on page 51 of the *Grammar and Skills Log*
Answers 2 1 d 2 f 3 a 4 c 5 b 6 e

Wrap Up the Lesson (10 min.)

- Option 1:** Play Word Freeze using money or values vocabulary (see page xvi).
- Option 2:** Do activity 3 on page 51 of the *Grammar and Skills Log*.
Answers 1 ever 2 already 3 never 4 since 5 yet 6 for



Students are now ready to do the Unit Test.

1 Choose how well you can do these skills.

	I can do this well.	I'm OK at this.	I need more practice.
1 I can use information in a text to guess what is happening.			
2 I can listen for specific information, for the main idea and for supporting information.			
3 I can work out the meaning of new words.			
4 I can give my opinion with reasons and examples.			

2 Answer the quiz.

1 List five items you can find in a clothing store.

2 Share a time when you saved enough money to buy something you wanted.

3 Recall five money verbs.

4 Talk about a time when you have wasted money.

5 Say three questions you can ask a sales assistant when shopping.

3 Discuss the questions.

- 1 Should there be a balance between spending money on material things and experiences?
- 2 What are two positive aspects of minimalism?
- 3 How can we save the planet while saving money?
- 4 When can possessions have a sentimental value for us?

4 Answer the big question.

How important is money?

