

Unit 3 How important is money?

Fiction: “The Herb Lady”

Genre: Magical Realism

Magical realism means that a story takes place in the familiar world but contains elements of magic or the supernatural.

Summary

“The Herb Lady” is a story about a wise old woman and a young girl. The old lady sells herbs, and there is a rumor that she has special magical powers. The young girl, Luz, is scared of the herb lady, but still helps her return home during a storm. In return, the herb lady helps Luz, and also shares her knowledge about herbs with her.

Key Words

bundle (n.) a number of things, such as clothes or sticks, that are held together

frail (adj.) weak; not strong or healthy

glimpse (n.) if you get/catch a glimpse of something or someone, you see it/them for a short time

hover (v.) to stay in the air without moving anywhere

kneel (v.) to go down into, or stay in, a position where your knees are on the ground

nod (v.) to move your head up and down, often to say that you agree

rumble (n.) a continuous low sound

shiver (v.) to shake because you are cold or frightened

sneeze (v.) to suddenly expel air from the mouth and nose

whisper (v.) to speak very quietly so that only the person you are speaking with can hear you

Reading Comprehension Skill

Making Inferences

What is it? Authors do not always tell the reader everything in a story. The reader can use other information in the text to deduce what is happening.

What will students do? Students will make inferences about the story and explain how they arrived at them.

Reading Analysis Skill

Quoting Accurately

What is it? A quote is a phrase, sentence or paragraph taken from a text. We use quotation marks (“ ”) when we take a quote from a text. Quotes can be used to support your ideas about a text.

What will students do? Students will choose quotes from the story to support ideas expressed in it.

Writing: An Argumentative Essay

Model Text Summary

In this essay, the writer gives their own point of view and supports it with reasons or evidence.

Structure and Features

Essays contain an introduction, a main body and a conclusion.

The first paragraph introduces the topic and the two sides of the argument. The main body gives the writer’s arguments and reasons. In the conclusion, the writer summarizes the different sides and their reasons, while also making their own point of view clear.

Writing Skill

Giving Reasons

What is it? In an essay, a writer needs to give reasons for why they think something. If writers don’t provide reasons, the essay will not be convincing. Writers can connect ideas to reasons using words and phrases such as because, due to, as a result and therefore.

What will students do? Students will connect ideas to reasons using the correct word or phrase. They will then use these words and phrases in their own essays about shopping.

Nonfiction: “The History of Money”

Genre: Informational Text

An informational text provides information about a particular topic. Informational texts can be neutral or formal and often contain headings, sub-headings, paragraphs, pictures and captions.

Summary

“The History of Money” is a text that provides the reader with information about how the concept and use of money has changed over time. The text is organized into sections, each of which discusses a different type of money.

Key Words

clay (n.) a type of heavy soil that is used for making ceramics

commodity (n.) a product that you buy or sell

copper (n.) a brown metal that is used in electronic devices and to make coins

gemstone (n.) a jewel or precious stone

grain (n.) seeds from a plant, especially those from wheat

payment (n.) an amount of money paid

purchase (v.) to buy something

shell (n.) the hard outer layer of something, such as an egg

swap (v.) to exchange something for something else

Reading Comprehension Skill

Dealing with Unknown Vocabulary

What is it? Sometimes you need to figure out the meaning of a new word. You can do this by thinking about what type of word it is (adjective, noun or verb), reading the sentences around it and by guessing the meaning that makes sense in the context.

What will students do? Students will look at a list of words and decide what type of word each one is, before predicting their meanings.

Reading Analysis Skill

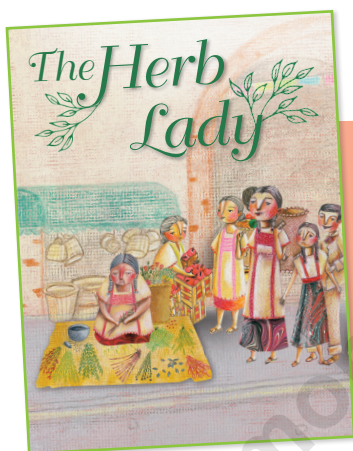
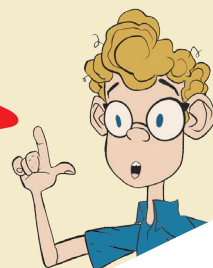
Identifying Main Points and Supporting Details

What is it? Each section of a text develops a main idea, which is often set out in the first paragraph. The rest of each section provides details and examples that support the main idea.

What will students do? Students will identify the main idea of each section of the text, as well as two supporting details.



How important is money?



Reading

pp. 58–67

Fiction

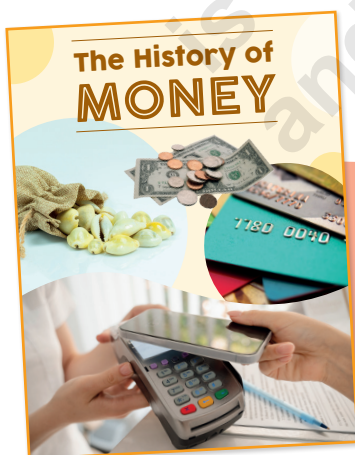
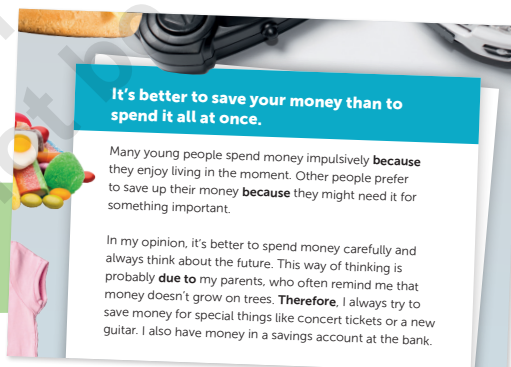
Genre: Magical Realism

Magical realism means that a story takes place in the real world but contains elements of magic or the supernatural. “The Herb Lady” is a story about a wise old woman and a young girl. Magical things happen in the story.

Writing

pp. 68–71

An Argumentative Essay



Reading

pp. 72–79

Nonfiction

Genre: Informational Text

An informational text tells readers about history, art or other subjects. “The History of Money” is about how buying and paying for things have changed over the years.

Before Reading

Objectives Students learn the new vocabulary from the story. They also use parts of the story, such as the illustrations and title on the first page, to make predictions.

Teaching Resources Literacy Log 5 pp. 59–64, A soft ball, Digital Flashcards 3.1, Track 3.1

Session 1

Lead into the Lesson (5 min.)

- Divide the class into small groups. Ask students to close their eyes and imagine an outdoor market.
- Ask: **What can you find at an outdoor market?** Give the groups one minute to think of as many people or things as they can.
- Throw the ball to a member of one group and ask them to say a person or thing. They then throw the ball to the member of another group, who says a different person or thing, and so on.

1 Look at the story title and the picture on page 59. Answer the questions. (5 min.)

- Keep the class in small groups. Give students 20 seconds to look at the story title and picture on page 59 before they close their books.
- When all books have been closed, ask: **What can you remember?** Have group members discuss what they remember for one minute before sharing their answers with the class.
- Invite students to open their books again. Direct their attention to questions 1–3 and choose a different group to answer each question.

Answers 1 an outdoor market 2 the old woman on the left 3 selling herbs

2 Discuss. What people and things do you expect to find at an outdoor market? (5 min.)

- With students' input and help, develop a list of people and things found at a market.
- Ask different students to come to the board and write one person or thing they thought of during the **Lead into the Lesson** activity.

Suggested Answers stalls, vendors, shoppers/customers, fruit, vegetables, clothes, pots, pans, etc.

Present the Key Words (10 min.)

- Have students work in pairs. Ask students to read the key words. Ask: **Which words refer to actions?**
- Model the actions for *kneel*, *nod*, *shiver*, *sneeze*, *hover* and *whisper* and say the words. Invite students to repeat the action and pronunciation.
- Present the other key words using the digital flashcards and have students repeat the words.
- Check understanding. Ask: **What can you have bundles of?** (clothes, sticks) **Who do you think is frail in the story?** (the Herb Lady) **What can rumble?** (thunder)
- **Know Your Students:** If most students become familiar with the meaning of the actions quickly, you could ask them to act out two actions—or even three—at the same time. For example, invite them to: **nod and kneel... and sneeze!**

Before Reading

- Look at the story title and the picture on page 59. Answer the questions.
 - Where does the beginning of the story take place?
 - Which person do you think is the Herb Lady? Why?
 - What do you think the Herb Lady is doing there?
- Discuss. What people and things do you expect to find at an outdoor market?
- Complete the sentences using the key words.

bundle hover kneel sneeze whisper

 - I usually cough and _____ a lot when I have a bad cold.
 - A helicopter can stop in the air and _____ in one place.
 - When you _____, both of your knees are on the ground.
 - Be quiet in the library. Always _____ and don't be noisy.
 - We found a _____ of photos and letters in the attic.
- Read the definitions and write the key words.

frail glimpse nod rumble shiver

 - a quick look at something: _____
 - make long, deep sounds like thunder: _____
 - thin and not very strong or healthy: _____
 - shake because you are cold, scared or excited: _____
 - move your head up and down to show you agree with someone: _____
- Look at the pictures of the old woman in the story. What do you think she is like?
 - She's a mysterious and dangerous person. ☐
 - She has some special knowledge about nature. ☐
 - She doesn't like helping other people very much. ☐

Key Words

bundle
frail
glimpse
hover
kneel
nod
rumble
shiver
sneeze
whisper

58 Reading: Fiction

3 Complete the sentences using the key words. (5 min.)

- Students complete the sentences using the correct key word.
- Answers** 1 sneeze 2 hover 3 kneel 4 whisper 5 bundle

4 Read the definitions and write the key words. (5 min.)

- Students complete the definitions using the correct key word.
- Answers** 1 glimpse 2 rumble 3 frail 4 shiver 5 nod
- **Manage Your Class:** Students can complete activities 3 and 4 individually or in pairs. If you feel some students may struggle with these activities, consider pairing students who seem more confident with the meaning of the key words with students who seem less confident.

5 Look at the pictures of the old woman in the story. What do you think she is like? (5 min.)

- Invite students to work in pairs. Have them look through the story on pages 59–64 and describe the old woman wherever they find her.
- In their pairs, students choose which option they feel best describes her according to the pictures.

▶ 3.1 Listen and follow the story to check. (5 min.)

- Play Track 3.1. Invite students to read along.
 - At the end of the story, ask the class: **Was your prediction about the old woman correct?**
- Answer** b

Wrap Up the Lesson (5 min.)

- Place students in small groups and ask them to think of words or phrases to describe the Herb Lady.
- To help direct the discussion, ask: **Is the Herb Lady mean? Is she young? Is she strong? What does she know a lot about?**

Reading
Unit 3

The Herb Lady



"Luz, do you see that old lady there?" my older brother, Marcos, **whispered**. "By the tomato seller?"

"Who? The Herb Lady?" I asked.

She sat there every market day, with **bundles** of herbs arranged on a mat in front of her. Sometimes Mama bought herbal medicines from her.

Marcos **nodded**. "Some people call her the Coyote Lady," he continued. "At night, she grows fur, and her teeth turn into sharp fangs."

Marcos liked scaring me, but that was easy—I was afraid of nearly everything. More than anything else, I was afraid of thunder and lightning.

Marcos lowered his voice. "If she looks into your eyes, you'll turn into a coyote."

"Let's go," Mama said. "I want to get home before the rain begins."

"And before the lightning starts," Marcos said, looking at me with a half-smile.

A week later, Mama and Marcos were both coughing and **sneezing**. When Mama said she didn't feel well enough to do the shopping, Marcos said, "I'll go!"

"You're too sick," Mama said. "Luz, you're old enough to go alone." And she handed me her coin purse.

As I walked out the door, Marcos said, "Be sure to visit the Herb Lady."

"Good idea," Mama agreed. "Get something for our colds."

? Why did the family leave the market early?

The Herb Lady 59

Comprehension Check (25 min.)

p. 59 Why did the family leave the market early?

- Play track 3.1 and pause at the end of page 59.
- In pairs, students discuss the "While you read" question.
- Invite pairs to volunteer their answers.

Answer Because it was going to rain.

pp. 60–61 Why did Luz walk with the Herb Lady to her home?

- Play track 3.1 and pause at the end of page 61.
 - Direct students' attention to the list of key words on page 58 and ask: *Which key word can we use to describe the Herb Lady?* (frail)
 - In pairs, students discuss the "While you read" question.
- Answer** Because the Herb Lady is old and frail and there is a storm.

p. 62–63 Where did Luz wake up?

- Play track 3.1 and pause at the end of page 63.
- In pairs, students discuss the "While you read" question.
- Take answers from the class by asking: *Where is Luz in the picture?* (on a hill/some grass) *Does she wake up here?* (no) *Which part of the story tells us the answer?* (the last line on page 63)

Answer In a cave.

p. 64 What did Luz see when she woke up?

- Play track 3.1 and pause at the end of page 64.
- In pairs, students discuss the "While you read" question.
- Take feedback by asking the class: Did Luz see a coyote? (no) *Did Luz see a bird?* (no) *What did Luz see?*

Answer The Herb Lady and her lost goat.

Take the Lesson Further (10 min.)

- With students in small groups, ask : *What elements of the supernatural or magic were in the story?* (Luz hovered above the ground, which meant that her dreams and the Herb Lady's prediction came true.)
- At this stage, students may also be able to identify that it is inferred that the Herb Lady could turn into a coyote, and also that Luz is able to turn into a bird when she grows up.

Wrap Up the Lesson (5 min.)

- Hide questions related to the key words in the story around the classroom. Questions might include: What were there bundles of? (herbs) Who shivered? When? (Luz shivered when the Herb Lady touched her.) What rumbled? (thunder) Who hovered? When? (Luz hovered when she was struck by lightning.) What did Luz catch a glimpse of in the forest? (an animal)
- Invite pairs or small groups of students to find the questions, carrying their books with them.
- Encourage students to identify the key word in each question is (bundle, shiver, and so on). Then encourage them to scan the story for the key word, before agreeing on an answer.
- **Know your Students:** if you have a confident class, this can be done as a game where students race to find the correct answers.

Reading

Objectives Students read a story and demonstrate understanding by answering questions at different stages.

Teaching Resources Sets of word cards containing the key words from Session 1, Literacy Log 5 pp. 59–64, Track 3.1.

Session 2

Lead into the Lesson (5 min.)

- Review the key words from the previous lesson.
- Organize the class into two teams. Place two sets of ten word cards, each card featuring a key word from the previous lesson, at the front of the classroom.
- Invite the two teams to line up behind the two stacks of cards. Encourage the first student in the line to take the word card from the top of the pile and act it out, without speaking. If their team members shout out the correct word, that student goes to the back of the line, and the next student takes the next card and acts out the word.

Take the Lesson Further (5 min.)

- Write 'magical realism' on the board. Elicit that magical realism contains elements of magic or the supernatural in the real world. Ask the class: *What supernatural or magical elements might there be in a story of magical realism?*
- Have students recall the story from the previous lesson, "The Herb Lady". In small groups, students discuss whether the story is one of magical realism. Encourage them to consider why or why not.
- Invite different groups to give their responses to the class.



When I reached the market, I wandered around slowly, visiting the different sellers. I asked about the prices and looked for bargains, just like Mama always did. But when it was finally time to visit the Herb Lady, a cold wave of fear suddenly passed over me.

Slowly, I walked over to her and **knelt** down.

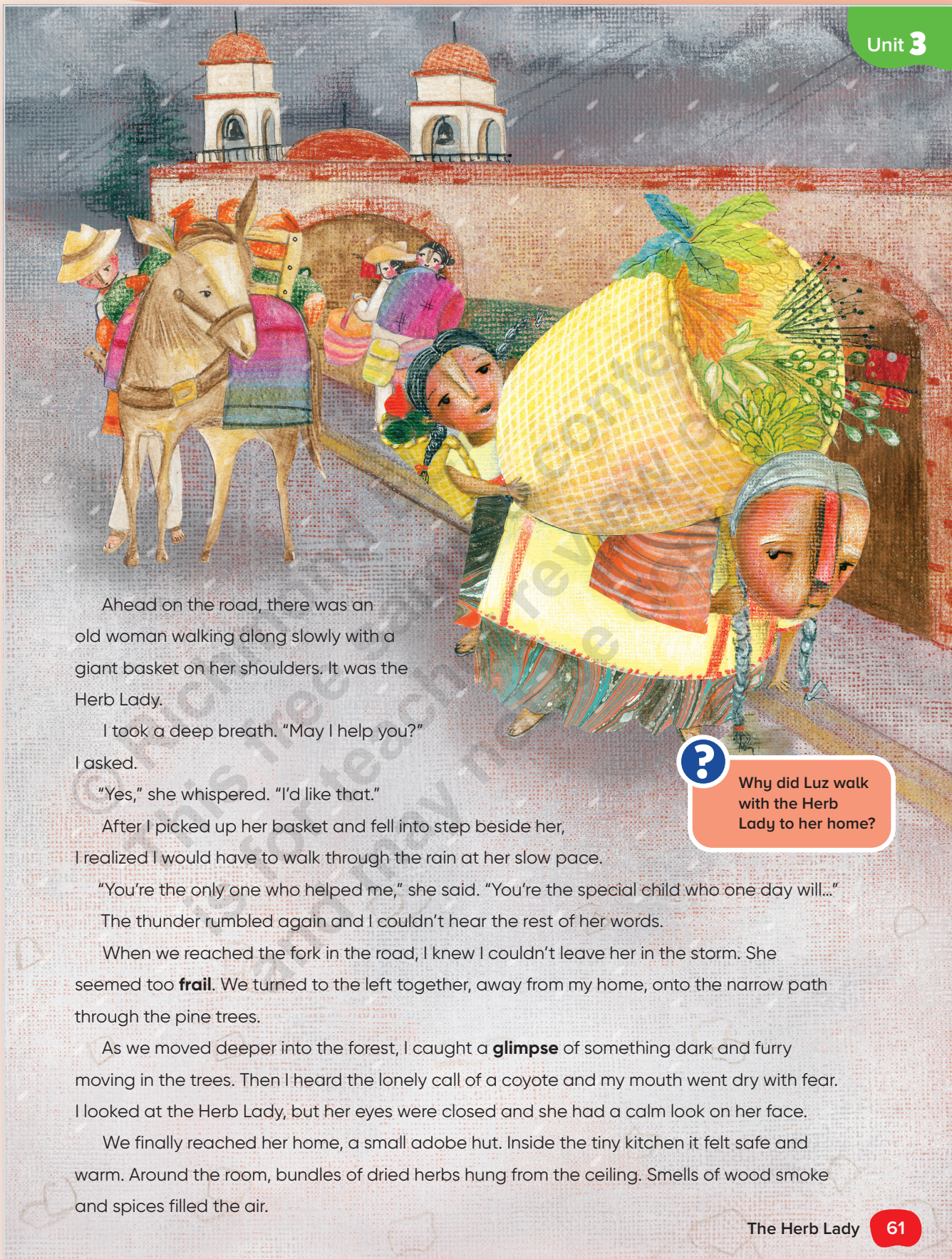
"Hello," I said, with my eyes low. "I'd like some medicine for colds, please."

She nodded. Her rough hand reached out and picked out three bundles of herbs. "Boil these and add some honey, my child."

I dropped some coins into her hand. "Thank you."

At that moment, the wind caught some bunches of herbs and blew them across the ground. As I picked them up to put them back on her mat, the Herb Lady watched me closely. Then she put her hand on my arm and looked into my eyes. I started to **shiver** and my skin became warm for some reason.

I slowly pulled away my hand. Then I turned and slipped into the crowd. Soon, I noticed people looking up at the darkening sky. A storm was coming. Half-running, I headed home. Thunder **rumbled** in the distance and fat raindrops fell on my arms.



Ahead on the road, there was an old woman walking along slowly with a giant basket on her shoulders. It was the Herb Lady.

I took a deep breath. "May I help you?" I asked.

"Yes," she whispered. "I'd like that."

After I picked up her basket and fell into step beside her, I realized I would have to walk through the rain at her slow pace.

"You're the only one who helped me," she said. "You're the special child who one day will..."

The thunder rumbled again and I couldn't hear the rest of her words.

When we reached the fork in the road, I knew I couldn't leave her in the storm. She seemed too **frail**. We turned to the left together, away from my home, onto the narrow path through the pine trees.

As we moved deeper into the forest, I caught a **glimpse** of something dark and furry moving in the trees. Then I heard the lonely call of a coyote and my mouth went dry with fear. I looked at the Herb Lady, but her eyes were closed and she had a calm look on her face.

We finally reached her home, a small adobe hut. Inside the tiny kitchen it felt safe and warm. Around the room, bundles of dried herbs hung from the ceiling. Smells of wood smoke and spices filled the air.



Why did Luz walk with the Herb Lady to her home?

Thunder cracked overhead and I jumped.

"Do lightning and thunder frighten you?" the old lady asked.

I bit my fingernail and nodded.

"I dreamed about you last night," she told me. "The girl who can fly, the one who will continue my work."

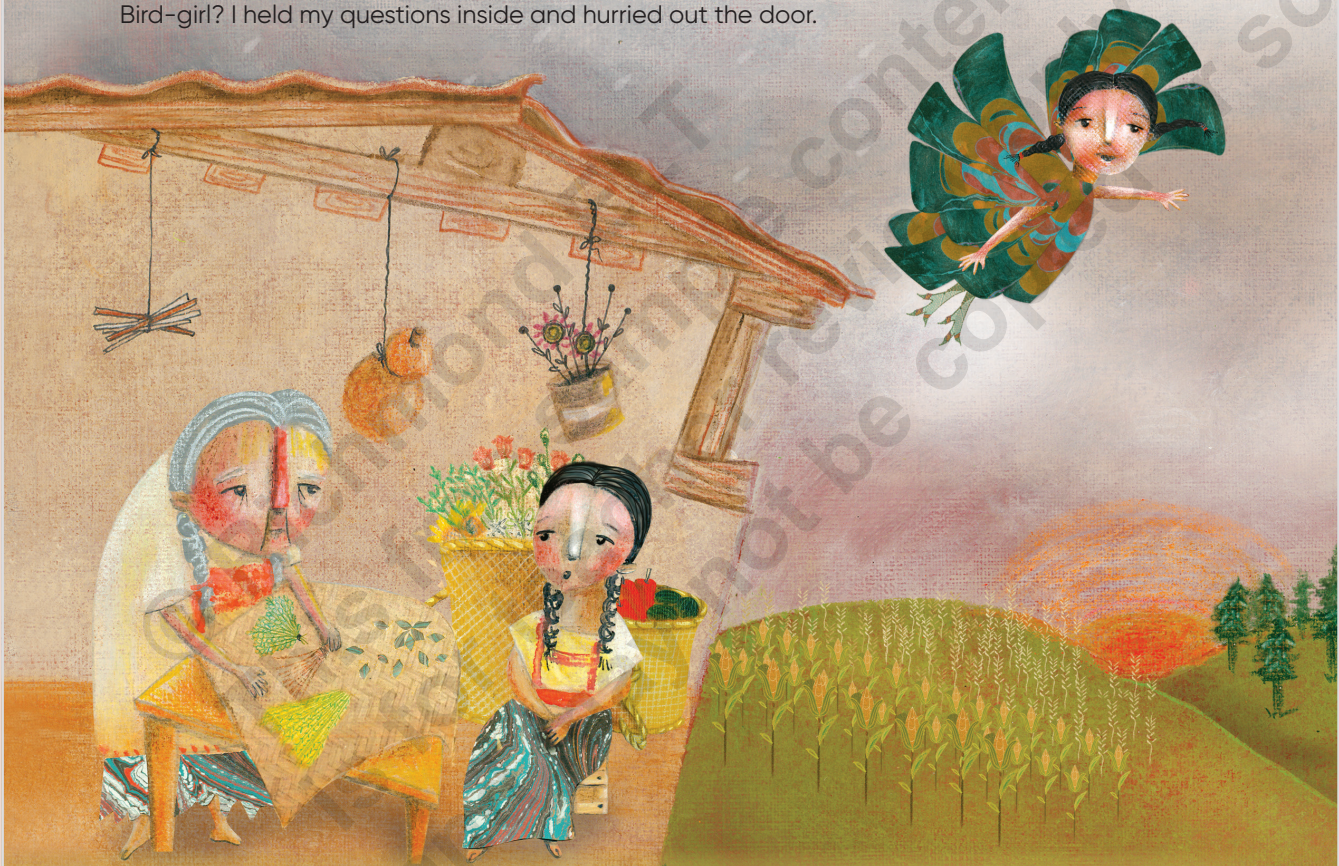
Fly? I hesitated. "What work?" I asked, finally. "Selling herbs?"

"Becoming friends with the herbs, knowing their powers. Helping people with them," she replied.

"The storm's over," I said, moving toward the door. "I have to go now."

"Come back soon, Bird-girl. We have work to do."

Bird-girl? I held my questions inside and hurried out the door.



All through the summer, I flew in my dreams at night. Every morning, Marcos and I took the goats out to the hills, and every afternoon we tried to return home before the storm clouds gathered.

One afternoon, on the way home, I noticed our smallest goat was missing. "We have to look for him, Marcos!"

But my brother just kept walking. "We'll find him tomorrow."

"He could get lost or eaten," I said, watching rain clouds move in. "I'm going to search for him."

"I hope the coyotes don't eat you," Marcos said, as he left for home.

Alone, I searched everywhere for the lost goat. No luck.

Now lightning was flashing and dancing across the field. And maybe coyotes were hiding in the shadows. I **shivered**.

Just in front of me, a bolt of lightning struck a low tree, splitting it in two. Terrified, I dropped down and lay flat, hugging the ground.

The tears felt warm on my face and there was mud in my mouth.

BOOM! A fierce shock. Blinding light.

A blue flash entered my hand and left through my foot, leaving a trail of fiery heat. At the same time, my body was thrown into the air. For a moment, I **hovered** there like a bird. My body hit the ground. Then everything went black.

Suddenly I felt warm breath on my neck. Something was pulling me by the collar of my dress, dragging me through the mud. My eyes opened for a moment and I saw rough fur, a brownish-gray tail.

Then all was still. Lying on my back, I felt solid rock beneath me. My eyes opened to see the shadows of a cave.



Where did Luz wake up?



The Herb Lady

63

I slept. When I woke up, the Herb Lady was kneeling next to me and my lost goat was curled up beside us. I could still feel the pain of the lightning bolt in my foot and hand. My worst fear had come true, but to my surprise, it left me with a feeling of power.

"Are you ready now, Bird-girl?" the Herb Lady asked, smoothing my damp hair with her hands. Outside, I heard the coyote call again, but this time I wasn't afraid.

Every afternoon, I walked through the forest to the Herb Lady's hut. One by one I became friends with the herbs and learned their uses. At night, I dreamed of flying, finding wild herbs in the hills.

Many years later, when the Herb Lady died, I knew the herbs as well as she did—where to find them, how to prepare them. Now I have a stall near the market where I offer my herbs to customers with aching backs or troubled stomachs. Children who pass the stall sometimes point at me and whisper, "If she looks into your eyes, you'll turn into a bird!"

I smile and wait patiently for the right child, the one to continue the chain.



What did Luz see when she woke up?



1 Listen 3.1 Choose T (true) or F (false). Listen and follow the story again to check.

- 1 Luz was afraid of many things, especially thunder. T / F
- 2 It was raining when the Herb Lady first met Luz. T / F
- 3 Luz and Marcos took their goats into the hills. T / F
- 4 The Herb Lady hovered in the air like a bird. T / F
- 5 Luz became a family doctor when she grew up. T / F

2 Look at the pictures. Choose the correct words.



seller / mat

basket / bargain

smoke / ceiling

bolt / breath

3 Number the events in order.

- a The Herb Lady teaches Luz about the herbs. _____
- b Luz accompanies the Herb Lady to her home. _____
- c Marcos and Mama feel sick one day. _____
- d Luz looks for the lost goat during the storm. _____
- e The Herb Lady sells some medicine to Luz. _____

4 Read the story again. Make inferences and explain your answers.

- 1 Marcos told Luz to visit the Herb Lady and buy medicine. What was his real reason for suggesting a visit?

- 2 Luz asked the Herb Lady if she wanted some help getting home. How did Luz really feel about doing this?

- 3 Luz was afraid on the way to the Herb Lady's hut during the rain storm. How did the Herb Lady feel?

- 4 Luz woke up and found herself in a cave with her goat after the storm. How do you think she had gotten there?

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.

The Herb Lady 65

2 Look at the pictures. Choose the correct words. (5 min.)

- Have students work in pairs. Invite them to look at the pictures, read the words and decide which word they think describes the picture.
- Have students scan the text individually to find the words. Encourage them to read the text around the words to help decide if their predictions were correct.
- As you check answers, reinforce students' understanding by asking questions such as: *What is on the mat? What is in the basket? What is hanging from the ceiling? What is it a bolt of?*
Answers 1 mat 2 basket 3 ceiling 4 bolt

3 Number the events in order. (5 min.)

- Invite students to complete this activity in pairs.
- Encourage students to think about the connections between each event. For example, ask: *Why does the Herb Lady sell some medicine to Luz?* (Because Marcos and Mama feel sick one day.) *When does Luz accompany the Herb Lady to her home?* (after she has bought some medicine from her)
- Know Your Students:** It may help some students if you place the story images in the correct order on the board while they are doing the activity.

Answers a 5 b 3 c 1 d 4 e 2

Present the Skill (5 min.)

- Read the entry with the class. Explain that authors don't always say things directly, they sometimes 'suggest' or 'infer' what is happening.
- Write a simple narrative on the board, for example: *Yesterday, I worked from 8:00 a.m. to 8:00 p.m. It was a very long day. When I arrived home, I went to bed immediately, without eating dinner.*
- Ask: *What is inferred?* (You were very tired.) Ask: *Do I say this directly? Do I say, "I'm very tired"?* (no)

Reading Comprehension

Objective Students learn how authors can infer what is happening in a story without stating it directly. They demonstrate their understanding of the story by making inferences about it.

Teaching Resources Printouts of the story images (one set for each pair of students), Literacy Log 5 pp. 59–65

Session 3

Lead into the Lesson (5 min.)

- Invite students to work in pairs. Give each pair a set of the story images, ensuring the images are in a jumbled order.
- Allow the pairs to put the images in order, ensuring they don't look at their books. Students then retell the story in their pairs, using the images to help them.
- Know Your Students:** Monitor to check that more confident students are not dominating the storytelling.

1 Listen 3.1 Choose T (true) or F (false). Listen and follow the story again to check. (10 min.)

- Invite students to read the sentences, and to try to remember if each is true or false.
- Students listen to the story again and follow. Pause the audio at the point when each question is answered. Ask volunteers to answer the questions. Review answers as a class.
- After checking answers, ask: *Why are statements 2, 4 and 5 false?* (On page 59, the mother says "Let's go ... before the rain begins." Luz hovered in the air. Luz became an herb lady when she grew up.)

Answers 1 T 2 F 3 T 4 F 5 F

Wrap Up the Lesson (10 min.)

- Lead a class discussion. Ask students if they believe the Herb Lady turned into a coyote, and also if Luz could turn into a bird at the end of the story.
- Manage Your Class:** This discussion can also be done in smaller groups.

Reading Analysis

Objectives Students learn how quotes can be used to support their ideas about a text.

Teaching Resources Scraps of paper, Track 3.1, Literacy Log 5 pp. 59–66

Session 4

Lead into the Lesson (5 min.)

- Play *Two truths, one lie*. Place students in small groups and distribute scraps of paper to each group.
- Have students write two statements that are true about the story, and one that is false.
- Invite different groups to read out their statements to the class. Other students listen and raise their hand to identify the incorrect statement, and to say why it is false.

Present the Skill (10 min.)

- Read the entry with the class. Explain that when we quote a text, we have to copy the selection exactly as it appears in the text.
- Ask: *Why do we use quotes when talking about a text?* Explain that we can use quotes to support an idea we have about a text.

1 Who says these sentences in the story? Write the names. (5 min.)

- Invite students to work in pairs. Have them read and discuss the quotes. Individually, they then write the names of the characters they think say the sentences.

▶ 3.1 Listen and follow the story again to check. (5 min.)

- Play Track 3.1. Students read along and review their answers.

Answers 1 Mama 2 Luz 3 the Herb Lady 4 Marcos
5 children who pass Luz's stall and point at her

2 Read the ideas about the story. Choose the correct quote from the story to support each idea. (10 min.)

- Look at the first question together as a class. Ask students to find the three quotes on p. 59 and identify who says each one. (a Luz, b Marcos, and c Marcos). For each sentence, ask: *Does this show that Marcos wanted Luz to be afraid of the Herb Lady?* Elicit that sentence a cannot because it was Luz who said it, and that sentence c shows that he wanted Luz to be afraid of the lightning, not of the Herb Lady.
- Ask: *In question b, who is "she"?* (the Herb Lady) The correct answer is therefore sentence b.
- Working individually, students then read the remaining questions, find the quotes within the story and circle the correct answers. NOTE: It is important for students to read the quotes within the text since the answer is not always immediately obvious from the quotes in isolation.
- Once students have completed the activity, have them compare their answers in pairs.

Answers 1 b 2 a 3 b 4 c

Reading Analysis

1 Who says these sentences in the story? Write the names.

- 1 "I want to get home before the rain begins." _____
- 2 "I'd like some medicine for colds, please." _____
- 3 "I dreamed about you last night." _____
- 4 "I hope the coyotes don't eat you." _____
- 5 "If she looks into your eyes, you'll turn into a bird!" _____

▶ 3.1 Listen and follow the story again to check.

2 Read the ideas about the story. Choose the correct quote from the story to support each idea.

- 1 Marcos wanted Luz to be afraid of the Herb Lady. [page 59]
 - a "More than anything else, I was afraid of thunder and lightning."
 - b "At night, she grows fur, and her teeth turn into sharp fangs."
 - c "And before the lightning starts," Marcos said."
- 2 The Herb Lady has abilities that Luz doesn't understand yet. [page 60]
 - a "I started to shiver and my skin became warm for some reason."
 - b "Her rough hand reached out and picked out three bundles of herbs."
 - c "A cold wave of fear suddenly passed over me."
- 3 The Herb Lady knows something about the future. [page 61]
 - a "Inside the tiny kitchen, it felt safe and warm."
 - b "You're the special child who one day will..."
 - c "Her eyes were closed and she had a calm look on her face."
- 4 In her dreams, Luz became a bird, searching for plants. [page 64]
 - a "When I woke up, the Herb Lady was kneeling next to me."
 - b "If she looks into your eyes, you'll turn into a bird!"
 - c "At night, I dreamed of flying, finding wild herbs in the hills."

Quoting Accurately
A quote is a phrase, sentence or paragraph taken directly from a text. There are quotation marks (" ") around it. When you reference a story or text, use quotes to support your ideas.

3 Read the story again. Find quotes from the story to support the statements. Write the quotes in the chart.

- | | |
|---|--|
| 1 | Mama wanted some medicine from the market. |
| 2 | Luz paid in cash for the bundles of herbs. |
| 3 | The coyote in the forest made Luz feel afraid. |
| 4 | A lightning bolt hit Luz during the storm. |

66 Reading: Fiction

Take the Lesson Further (5 min.)

- Write two variations of the same sentence on the board:
 - 1 "Every afternoon, I walked through the forest."
 - 2 "Every afternoon, I walked through the forest".
- Ask students to identify the correct quote and to explain why.
- Explain that to write quotes correctly, the entire selection—including punctuation—needs to go inside the quotation marks. Circle the difference on the board: "...forest". And "...forest."

3 Read the story again. Find quotes from the story to support the statements. Write the quotes in the chart. (5 min.)

- Invite students to work in pairs. Ask the pairs to quickly read the sentences. They then discuss which character they will have to find a quote from to support these ideas (1 – Mama; 2–4 – Luz).
- Students find quotes to support each idea and write them in the spaces. Monitor and remind students about the end punctuation if necessary.

Answers 1 "Get something for our colds." 2 "I dropped some coins into her hand." 3 "My mouth went dry with fear." 4 "A blue flash entered my hand and left through my foot, leaving a trail of fiery heat."

Wrap Up the Lesson (5 min.)

- Organize students into groups of four. Assign a character to each group member: Mama, Luz, Marcos and the Herb Lady.
- Invite each group member to scan the story and underline the sentences from their characters that have quotation marks.
- Read the story aloud and pause before each quotation mark. Invite students to say the lines they underlined.

1 Think about the story. Answer the questions.

1 Luz was afraid of thunder and lightning. What are you afraid of?

2 Why did Luz help the Herb Lady on the road? How do you help other people?

3 Was it a good idea to look for the goat in the storm? Explain your answer.

4 What can we learn from older people like the Herb Lady?

2 Imagine you're making a movie about "The Herb Lady." Choose famous actors to play the roles of Luz, Marcos, Mama and the Herb Lady.

3 Make a poster for the movie. Use photos, drawings and text to make the poster interesting and to encourage people to see it.



➤ Share your poster with the class.

The Herb Lady 67

and write their answers before giving feedback to the class. If done as a group discussion, you can write phrases on the board for students to use to show agreement and disagreement. For example: *I agree, I'm not sure about that, I also think that....*

Take the Lesson Further (5 min.)

- Explain that it is OK to be afraid of things. Give the students an example of something that you are afraid of that they might also have concerns about. Say: **Luz is afraid of the Herb Lady at the beginning, but does she still help her?** (Yes.) Encourage students to think of things that they were once afraid of but aren't anymore.

2 Imagine you're making a movie about "The Herb Lady." Choose famous actors to play the roles of Luz, Marcos, Mama and the Herb Lady. (10 min)

- Ask the class to suggest actors who could play each of the characters. Write them on the board. Once you have at least two suggestions for each character, put the students into groups and ask them to decide on the final "cast" list.
- Monitor and encourage students to give reasons to support their opinions. Encourage students to think about things such as the age of the actors and whether they look like they could be members of the same family.
- Know Your Students: Be prepared to give examples of famous actors that the students might know. Be ready to show photos of the actors for any students who do not know them.

3 Make a poster for the movie. Use photos, drawings and text to make the poster interesting and to encourage people to see it. (10 min.)

- Keep the students in the same groups as for the previous activity. First, have the students think about the text that they can put on their poster. Write different headings on the board, such as "themes," "genre," "adjectives to describe the story."
- Monitor the groups and help them formulate sentences about the story. Model a tagline of your own, such as "A magical story about a kind girl, a mysterious old lady and the power of nature."
- Present each group with a large piece of poster paper, but suggest that groups use the space on page 67 to sketch and draft their posters before they do their final, large-scale version. Supply the groups with any photos of actors they might want to use on their posters.
- Know Your Students:** Some students may want to get more creative with the poster and invent quotes, such as from reviewers. Encourage them to show their creative side and help them with any language.

➤ Share your poster with the class. (5 min.)

- Once the groups have completed their posters, display them on the classroom walls. Have the groups walk around the classroom to look at their classmates' posters.
- While looking, have each group write one positive thing about each poster in their notebooks.

Wrap Up the Lesson (5 min.)

- Have the groups exchange their feedback as a whole class.

Students are now ready to do EPA 3.1.

Over to you!

Objectives Students identify the themes of the story and think about them in the context of their own lives.

Teaching Resources Literacy Log 5 p. 67, Photos of famous actors that students will be familiar with, Large pieces of paper or card



Session 5

Lead into the Lesson (10 min.)

- Review the themes of the story. Ask the class: **What do you think the themes or messages of the story were?** Give them an example to guide them. Say: **One theme was that we should be kind to older people.** Encourage the students to say which part of the story this is demonstrated by (Luz helps the Herb Lady get home with her basket).
- On the board, write the heading *Themes* and underneath write *Be kind to older people*.
- In groups, invite students to discuss other themes from the story. Write down student responses on the board. Possible answers include: you can learn a lot from older people, you shouldn't judge people before you get to know them, nature can provide us with valuable things such as medicine, we should respect nature and the weather.

1 Think about the story. Answer the questions. (5 min.)

- Students read and answer the questions. Take feedback from the class.
- Manage Your Class:** This activity can be done as a group discussion, or students can reflect on the questions individually

Writing An Argumentative Essay

Objectives Students learn how to give reasons for opinions in an essay using appropriate words and phrases.

Teaching Resources Literacy Log 5 pp. 68–69, A printout of the essay with the words in bold blanked out, Sentences 1–6 and a–e from activity 4 written out on 12 large pieces of paper (optional)

Session 6

Lead into the Lesson (5 min.)

- Ask students to look at the essay topic and the pictures on page 69. Give them 30 seconds before asking them to close their books. Divide the class into groups. Give the groups one minute to try and remember the essay title as well as details of all the photos.
- Write details of the photos on the board (junk food: burger, candy, soda; games console; T-shirt; concert tickets; bank card; car; electric guitar).
- Once all of the items have been named, ask students to categorize them as “essential” or “nonessential.”

1 Look at the pictures on page 69. Answer the questions. (5 min.)

- Invite students to work in pairs and discuss the questions.
- Ask different pairs for feedback.
- Know Your Students:** Some students may be able to elaborate on their answers and say why they do or don't spend money on these things. Write down any responses that contain *because* or *because of* on the board to refer back to later.

2 Read the essay. Does the writer agree or disagree with the essay title? (5 min.)

- Give students two minutes to read the essay title and the essay itself.
- Ask the class if the writer agrees or disagrees with the title. Ask them: **Which part of the essay gives the answer to the question?** (the last sentence)
Answer The writer agrees.

3 Read the essay again. Choose the points that the writer makes. (5 min.)

- Students read the essay again and choose the points the writer makes.
- Invite them to work with a partner and compare their answers.
- Ask students for feedback. Have them quote the parts of the argumentative essay that indicate the correct answer. You could write the quotes on the board using quotation marks.
Answers 2, 5 and 6

Present the Skill (15 min.)

- Ask students to close their books. Circulate the printouts of the essay with the words in bold blanked out. In pairs or small groups, have students see if they can remember the missing words. Review the answers as a class.
- Read the entry with the class. Explain that it is important to give reasons for opinions in essays, and these words help connect the two. Elicit that if we don't give reasons, our essays will be unconvincing, and the reader won't take what we say seriously.

Writing An Argumentative Essay

1 Look at the pictures on page 69. Answer the questions.

1 Do you spend money on any of these things?

2 What other things do you buy with your money?

2 Read the essay. Does the writer agree or disagree with the essay title?

3 Read the essay again. Choose the points that the writer makes.

- Young people never think before they spend money. ☐
- Some people buy clothes they don't wear very much. ☐
- Many companies spend a lot of money on advertising. ☐
- Some parents tell their children money grows on trees. ☐
- It's good to save some money for important purchases. ☐
- Some people waste money by spending without thinking. ☐

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.

4 Match 1–6 with a–f.

- I never go to that sports store. ☐
 - They always spend impulsively. ☐
 - We always buy shoes there. ☐
 - I'd like to get a new backpack. ☐
 - There aren't any fitting rooms. ☐
 - My friend bought a new drone. ☐
- because of the great bargains.
 - Therefore, you can't try on the clothes.
 - due to its high prices and poor service.
 - because she loves electronic gadgets.
 - As a result, they can't save their money.
 - because the one I have now is old.



68 Writing

4 Match 1–6 with a–f. (5 min.)

- Have students complete the activity and then compare their answers with a partner.
- Know Your Students:** If you feel that your students would benefit from moving around, you could write out and stick the divided texts around the classroom. This would also be more challenging since students won't have all the options in front of them.

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

Take the Lesson Further (5 min.)

- Have students look at the complete essay again. Say: **Can you find three phrases the writer uses to introduce their opinion?** (in my view, I believe, in my opinion) Say: **Can you find one word/phrase used to introduce a contrasting piece of information?** (however). Ask: **Where do these words/phrases come in their sentences?** (at the start)

Wrap Up the Lesson (5 min.)

- Divide the class into groups of four. Assign a viewpoint to each pair of students—two students will agree with the essay title and two students will disagree with the essay title.
- Have each pair write sentences using the connectors from the lesson to support their opinion. Encourage them not to copy the sentences from the essay.
- Each group then discusses the essay title using their sentences.



It's better to save your money than to spend it all at once.

Many young people spend money impulsively **because** they enjoy living in the moment. Other people prefer to save up their money **because** they might need it for something important.

In my opinion, it's better to spend money carefully and always think about the future. This way of thinking is probably **due to** my parents, who often remind me that money doesn't grow on trees. **Therefore**, I always try to save money for special things like concert tickets or a new guitar. I also have money in a savings account at the bank.

Also, I think many people waste money on things they don't really need, like junk food, electronic gadgets and clothes they only wear a few times. **As a result**, people don't have enough money for important things. I believe this is often **because of** advertising, which encourages us to spend a lot of money without thinking.

In conclusion, wasting money can be easy because there are so many different ways to spend it. However, it's better to save some money for important things we might want or want to do in the future.



Planning My Argumentative Essay

Objective Students learn how to structure an argumentative essay.

Teaching Resources Literacy Log 5 p. 70, A model essay, with the order of the paragraphs mixed up

Session 7

Lead into the Lesson (5 min.)

- Do a class survey. Ask: *What things do you, or your family, buy online? What things do you, or your family, buy in person?*
- Write the findings on the board, for example: Seven students buy groceries online.
- Invite students to make statements about the findings, such as: *Most people..., In general,...*

1 Read the essay topic. Do you agree or disagree? (5 min.)

- Have students discuss the question in pairs or small groups, giving reasons for their opinions.
- Write the connectors from the last lesson (*because, because of, due to, As a result, Therefore*) on the board for students to use while discussing the question.
- Ask different students for feedback. Write some of their suggestions on the board.

2 Complete the chart using the sentences below. (5 min.)

- Give students one minute to read the sentences. Ask them if they made any of these points in activity 1.
- Look at sentence 1 as a class. Ask: *Is this sentence about shopping online or in person?* (in person). Ask if it's in favour (positive, a good point) or against (negative, a bad point) shopping in person, and why.
- In pairs, have students discuss which part of the table each sentence goes in. They then write the sentences in the table.

Answers 1 – Shopping in person: bad point 2 – Shopping online: bad point 3 – Shopping in person: good point 4 – Shopping online: good point

3 Add two of your own sentences to each box in the chart. (5 min.)

- In pairs, students add two more sentences to each box in the table.
- You can refer to the suggestions that you wrote on the board during activity 1 if necessary.

4 Write down the main points for your essay. (5 min.)

- Students think about which option in the essay title they agree with. Have them write this in the first space and include a reason why they think this.
- Then ask students to add another point that supports their opinion in the second space and to include the reason for this.

Take the Lesson Further (10 min.)

- On the board, draw a sample page containing four paragraph boxes. Invite students to work in small groups and ask them to discuss what goes in each box.

Planning My Argumentative Essay

1 Read the essay topic. Do you agree or disagree?

It's better to go shopping in person than to browse for things online.

2 Complete the chart using the sentences below.

- Some form of transportation is often needed to get there.
- You always need a credit card to make your purchases.
- It's an experience you can share with family or friends.
- You can do this alone and at any time that you like.

Shopping in person	Shopping online
Good points:	Good points:
•	•
•	•
•	•
Bad points:	Bad points:
•	•
•	•
•	•

3 Add two of your own sentences to each box in the chart.

4 Write down the main points for your essay.

In my opinion, it's better to

Also, I think

5 Write notes for the introduction and conclusion of your essay.

Many people _____
because _____
Other people _____
because _____
In conclusion, _____
However, _____

70 Writing

- Elicit that the basic structure of the essay is students are going to write is: 1 Introduction; 2 Arguments for their chosen opinion (with reasons); 3 More arguments for their chosen opinion (with reasons); 4 Conclusion. Leave this model on the board for students to refer to.
- Give each group the model essay with the paragraphs in the wrong order. Ask them to rearrange or number the paragraphs in order.

5 Write notes for the introduction and conclusion of your essay. (10 min.)

- Ask students to turn back to page 69 and look at the first paragraph. Have students underline the phrases the writer uses to introduce the two options from the essay title (Many [young] people, Other people).
- Students then look at the final paragraph and underline the phrases the writer uses to summarize the option that they are not choosing (In conclusion) and give their final opinion (However, it's better to...).
- Invite students to return to page 70 and complete activity 5. Ask: *Do you mention both options in the introduction? And in the conclusion? Ask: What can you write after "However" to make it clear what your opinion is?* (it's better to...)

Wrap Up the Lesson (5 min.)

- In their notebooks, students create a basic plan for their essays, using four boxes.
- Organize the class into groups of three. Have students present their plans to their group members.
- Encourage them to ask any questions that naturally arise.

Writing My Argumentative Essay

My Draft

- 1 Use your plan to write your essay.
- 2 Exchange your essay with a classmate. Choose Yes or No about your classmate's essay.

1	The introduction presents the two options.	Yes ☐	No ☐
2	The first paragraph supports the writer's opinion.	Yes ☐	No ☐
3	The first paragraph explains the writer's reasons.	Yes ☐	No ☐
4	The second paragraph supports the writer's opinion.	Yes ☐	No ☐
5	The second paragraph explains more reasons.	Yes ☐	No ☐
6	The conclusion summarizes the reasons.	Yes ☐	No ☐

- 3 Write about your classmate's essay:

- 1 One thing you think is great about the essay.
- 2 One thing you think can make the essay better.

My Edit

- 4 Look at your classmate's answers. Correct your draft.
- 5 Read your draft again. Answer the questions.
 - 1 Do you think your explanations are clear and easy to follow?
 - 2 Have you used expressions for giving reasons correctly?
 - 3 Is your handwriting neat?

My Final Text

- 6 Rewrite your essay.
- Post your essay where others can read it.

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- 3 Write about your classmate's essay: (5 min.)

- Read aloud the first sentence, then write on the board: *I liked (Sam's) essay because...* Have students write why they liked their classmate's essay in their notebooks.
- Read aloud the second sentence, then write on the board: *(Sam) could make his essay better if he/she...* Discuss with students the different ways this sentence could be completed. Then have them write a sentence about how their classmate's essay can be improved.
- Manage Your Class:** Students who are more confident can write notes on their partner's essay in pencil.

Wrap Up the Lesson (5 min.)

- In small groups, encourage students to think about the best way to deliver feedback. Compile a list of best practices on the large piece of paper or card. Examples could include: *Be polite; Do not write in red pen; Do not write using capital letters; Do not be mean; Always say something positive.*
- Display the list in the classroom to refer to throughout the school year.

Session 9

Lead into the Lesson (10 min.)

- Review ways of delivering feedback. Give the students some imaginary feedback about an imaginary essay. Say: *It uses different connectors correctly. However, it doesn't have a conclusion.*
- Put students in groups and given them a few minutes to think about how they would deliver this feedback to you. Invite some volunteers to give you the feedback. Ask the class what was good about the feedback. Ask them if there was anything that could be improved upon.

- 4 Look at your classmate's answers. Correct your draft. (10 min.)

- Ask the pairs of students to exchange books and look at the checklist, as well as the activity 3 responses about their essays.
- Each student explains their feedback to their classmate before correcting their own draft.

- 5 Read your draft again. Answer the questions. (5 min.)

- Students review their essays before answering the questions.
- Monitor and encourage students to be honest, but also ensure that they're not being too critical.

- 6 Rewrite your essay. (15 min.)

- Students rewrite their essay in their notebooks based on their partner's feedback, as well as their own from activity 5.

- Post your essay where others can read it. (5 min.)

- Display the essays around the classroom. Alternatively, if your school has a shared digital space, students can write their essays on a computer before posting them digitally.

Wrap Up the Lesson (5 min.)

- Mix up the pairs so that students have an opportunity to work with a new classmate. Have the pairs exchange essays.
- Invite volunteers to say one positive thing about their partner's essay to the class.

Students are now ready to do EPA 3.2.

Writing My Argumentative Essay

Objective Students write a structured essay and edit it based on feedback. They read a classmate's essay and give them positive and constructive feedback.

Teaching Resources Literacy Log 5 p. 71, A large piece of paper or card

Session 8

Lead into the Lesson (5 min.)

- Take a class survey. Ask: *Do you think it's better to shop in person?* Note student numbers. Ask: *Do you think it's better to shop online?* Note student numbers.

- 1 Use your plan to write your essay. (25 min.)

- Have students use their notebook plans, as well as the notes they made on page 70, to write their essays in their notebooks.

- 2 Exchange your essay with a classmate. Choose Yes or No about your classmate's essay. (10 min.)

- Give students time to read the checklist. Invite students to work in pairs. Have students exchange books. Tell them to read each other's essays. When they have finished, have them choose Yes or No for each item on the checklist.
- Tell students to return the books to their classmates. Have students look at their classmate's comments. All the items should be marked Yes. If they are not, have students raise their hands so you can review the items to see what, if anything, is missing from their essays.

Before Reading

Objective Students learn the new vocabulary from the text. They predict text content by ordering events before listening to and following the complete text.

Teaching Resources Digital Flashcards 3.2, Track 3.2, Literacy Log 5 pp. 72–76, Photos or pictures of: five chickens; two large jugs of milk; three ceramic pots; one gemstone; two donkeys

Session 10

Lead into the Lesson (5 min.)

- Divide the class into groups of six or seven students. Have students stand up. Play a word association game. Invite each student in the group to say a word associated with money. If a student cannot think of a word to say, they sit down. Keep playing until there is only one student standing. Take feedback as a class. Ask volunteers from each group for their words and write them on the board.
- Know Your Students:** To make sure that less confident students will have at least one word to say during the game, consider pairing students quickly before the game begins so that they can write down some ideas. Less confident students can be paired with students who are more confident.
- Ask: *Do you think that money has always existed? How do you think people acquired new things before they had money?*

1 Look at the text and pictures on page 73. Answer the questions. (5 min.)

- In pairs, students discuss and write answers to the questions.
- As you check answers, ask students: *What do we call money made of metal?* (coins) *Do you think money is important?*
Answer 1 bills/banknotes/notes

Present the Key Words (10 min.)

- Show students the flashcards individually and have them listen and repeat the words.
- To reinforce learning, consider asking checking questions for each of the key words. Ask: *What can we make out of clay?* (pots) *What is copper?* (a metal) *What colour is it?* (golden brown) *Are gemstones valuable?* (yes) *What part of a plant is grain?* (the seed) *What type of grain is there?* (wheat or rice) *Where do you see lots of shells?* (on the beach) *What is another word for purchase?* (buy)
- Act out the verb *swap* with a student at the front of the class. Ask: *What things do you swap with your friends?* (food, clothes, stickers, sports cards) *Can you think of another word for swap?* (exchange)

2 Label the pictures using the key words. (5 min.)

- Students write the correct key words below the pictures.
- Invite them to check their answers with a partner.
Answers 1 grain **2** gemstone **3** clay **4** shell **5** copper

3 Complete the sentences using the key words. (5 min.)

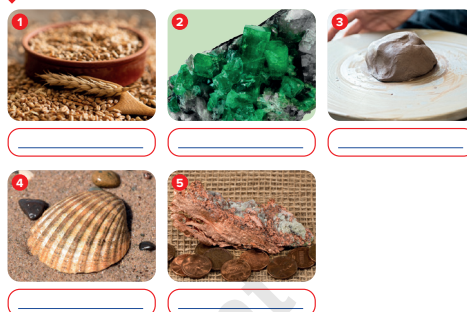
- Students write the correct key words in the spaces to complete the sentences. Invite them to check their answers with a partner.
Answers 1 commodity **2** payment **3** swap **4** purchase

Before Reading

1 Look at the text and pictures on page 73. Answer the questions.

- What do we call money made of paper?
- What types of things do your parents spend money on?

2 Label the pictures using the key words.



Key Words
clay
commodity
copper
gemstone
grain
payment
purchase
shell
swap

3 Complete the sentences using the key words.

- commodity payment purchase swap
- Gold has always been a very valuable _____.
 - Cash and credit cards are common forms of _____.
 - When we feel like a change, my friends and I sometimes _____ clothes.
 - You can _____ your tickets either online or at the theater.

4 Number the ideas in the order you think they will appear in the text.

- People started to buy things using valuable objects and then coins.
- The use of credit cards and then digital transactions became possible.
- People used money (like paper money) that had a symbolic value.
- People used to exchange things with neighbors.

▶ **3.2** Listen and follow the text to check.

72 Reading: Nonfiction

4 Number the ideas in the order you think they will appear in the text. (5 min.)

- Ask students to look at the sentences in the activity. Have them underline *valuable objects* (sentence a), *credit cards* (sentence b), *paper money* (sentence c), and *exchange* (sentence d). Ask: *Which of the key words from the box could replace these words?* (commodities, payment (cards), gemstones/shells/grain, swap).
- Have students number the sentences in the order they think they will appear in the text.

▶ **3.1** Listen and follow the text to check. (10 min.)

- Play track 3.2. Have students listen and follow the text.
- Pause the audio when it reaches the end of each section and check answers as a class.

Answers a 2 b 4 c 3 d 1

Wrap Up the Lesson (5 min.)

- Divide the class into five groups. Give each group member a photo or picture of a set of items. For example, each student in group 1 gets five chickens; each student in group two has two gallons of milk; each student in group 3 has three ceramic pots; each student in group 4 has one gemstone; each student in group 5 has two donkeys. Reorganize the class so that there are new groups, each with a student from each of the previous groups.
- In their new groups, have students barter with each other to exchange goods. Model language that students can use to barter with and write it on the board, for example: *I'll give you X for Y. I don't think that's a fair deal. How about ...?*
- Take feedback by asking: *How many (chickens) is (a ceramic pot) worth?*

The History of MONEY

Around the world, people use money to pay for goods and services they need or **desire**. Goods are objects that you can buy and sell. Toys and clothes are types of goods, for example. Services are the things that people do for people, for example cutting hair. The most common forms of money today are paper bills and credit cards, but those are quite recent inventions, compared with other methods of payment used in the past.

1 Bartering in Ancient Times

Long before money existed, people “bartered” for items or materials they wanted. Bartering was a form of trade that involved **swapping** things of similar usefulness or value. For example, a family that raised chickens could barter with a neighbor, offering eggs in exchange for **grain** or milk. These exchanges allowed people to specialize in certain activities.

In ancient times, some animals, such as cows, sheep and goats, were especially valuable because they provided people with milk and meat. Useful textiles like wool and leather had great value, too. Pack animals, like camels, horses and donkeys, were essential for transporting goods and people over long distances.

In addition to food products and animals, ancient people bartered with a variety of everyday possessions, such as clothing, blankets, furniture, pottery and other housewares.

Ancient Markets

Towns and cities had market squares where traders could **swap** goods and make **deals**.



Can you think of any problems with bartering?



The History of Money 73

Suggested Answer It could be difficult to agree on how much something is worth. You might not have something the other person wants or needs.

p. 74 Why do you think gold and silver are valuable commodities?

- Have students focus on the pictures and identify all the things they see (shells, gemstones, salt, pepper, cacao beans, coins).
- Play track 3.2 and pause at the end of page 74. In small groups, have students discuss the “While you read” question.
- Encourage students to compare gold and silver to other metals, such as copper, and other materials, such as shells.

Suggested Answer They are rare and not easy to obtain. This makes them more valuable.

p. 75 What notes and coins do people use where you live?

- Play track 3.2 and pause at the end of page 75.
- In small groups, have students discuss the “While you read” question. Ask volunteers for their answers.
- Show the photos of old currency from your country. Ask students to predict the time periods when these currencies were used.

p. 76 How do you think people will pay for things 100 years from now?

- Play track 3.2 and pause at the end of page 76.
- Have students focus on the pictures and identify all the things they see on page 76 (credit cards, bank/cashpoint machine, online payment, cell phone payment).
- Invite students to work in pairs and discuss the “While you read” question. Take feedback from the class.

Take the Lesson Further (10 min.)

- Draw a timeline on the board. Ask students to race to find a period of time or a date in the text. (The first period of time mentioned is “ancient times” – 3000 BCE to 500 CE. The first date mentioned is the first century BCE.)
- Ask a volunteer to say what the period or date is, what happened and where. Write their response on the timeline in the correct place.
- Put students into small groups. Have each group scan the text and underline periods of time or the specific dates mentioned.
- Distribute a large piece of paper to each group. Invite the groups to design a timeline with the information they’ve found.
- As they develop their timeline, students should notice that the information in the text is, for the most part, presented in chronological order. Explain the meaning of chronological if necessary. (events following the order in which they occurred)

Wrap Up the Lesson (5 min.)

- Divide the class into three groups.
- Group 1 writes two *Wh*- question about the beginning of the text (page 73); Group 2 writes two *Wh*- questions about the middle of the text (pages 74–75); Group 3 writes two *Wh*- questions about the end of the text (page 76). Possible questions include: *Who sold beaver fur?* (Canadian hunters) *Who paid for things with cacao beans?* (the Mayans and Aztecs) *Where were clay tokens used to represent different commodities?* (ancient Mesopotamia)
- Conduct a class quiz using the questions.

Reading

Objective Students read and demonstrate understanding of an informational text about the history of money.

Teaching Resources Digital Flashcards 3.2, Track 3.2, Literacy Log 5 pp. 72–76, Photos of old currency from your country, Large pieces of paper or card

Session 11

Lead into the Lesson (10 min.)

- Review the key words from the previous session by showing the digital flashcards and asking the students to say the words.
- Invite students to work in pairs. Ask the pairs to write a definition or example sentence for one of the words, for example: *I made a pot out of* ___. (clay)
- Pairs then swap their definitions or example sentences and try to complete them.

Comprehension Check (25 min.)

p. 73 Can you think of any problems with bartering?

- Have students focus on the pictures on page 73 and identify the two figures who are bartering. Ask: What are the people trying to swap in the picture? (a sheep, tomatoes)
- Play track 3.2 and pause at the end of page 73.
- In small groups, have students discuss the “While you read” question. Accept answers from different groups.



2 Commodities and Coins

One of the problems with bartering was that each person had to have something the other person wanted at the same time. Items that are used in exchange for goods and services are known as **commodities**. But it was difficult to compare the value of different commodities. For example, how many goats is a donkey actually worth? And how much bread can you get in exchange for a chicken?

To get around these problems, traders started to buy things using intermediate commodities that everyone agreed were valuable. Some examples of these were useful metals such as **copper** and iron, and precious metals like gold and silver. Some cultures used **gemstones** or **shells**, along with salt, pepper and other spices.

Beans and Shells

The ancient Mayans and Aztecs used cacao beans to buy things and to pay taxes to their leaders.

From the first century BCE, cowrie shells were a customary form of money in many parts of Africa and Asia for hundreds of years.



In the seventh century BCE, the Kingdom of Lydia, an area now in Türkiye, started issuing coins called *staters* with a standard value: 220 grains of wheat. These coins were oval or bean-shaped and made of gold and silver. They usually had the heads of a lion and a bull on one side. Other kingdoms soon borrowed the idea and issued their own coins.

A Lydian stater coin



Why do you think gold and silver are valuable commodities?

3 Representative Money

In contrast to intermediate commodities, which have a real or practical worth, representative money only has a symbolic value. However, people can redeem this form of money for real goods and services. The most common example today of representative money is the paper money we spend in stores.

In the fourth century BCE in ancient Mesopotamia, traders started to use tiny **clay** tokens (disks that can be used as money) to represent certain commodities, such as grain and animals. Then they sealed the tokens in a hard ball of dried clay called a *bulla*. On the outside, they made marks to indicate the contents. This was a convenient form of money for long-distance trading.

The first representative paper money, called *jiàozi*, was issued in China during the Tang Dynasty in the eighth century CE. This form of money was much cheaper to make than metal coins. It was also lighter and easier to carry around in large amounts.

In the twelfth century, European bankers issued paper money in the form of promissory notes. A promissory note was a written promise or agreement to pay somebody at a future time. Traders and travelers could redeem these notes at other banks, instead of carrying gold with them. Centuries later, the Bank of Sweden issued the first official banknotes in 1656.

An ancient Mesopotamian *bulla*

An example of Chinese *jiàozi*

Beaver Tokens

In the 1800s, Canadian hunters trapped beavers and then sold their prized fur to the Hudson Bay Company. As payment, they received small, copper tokens, which they could spend in the company's stores.



What notes and coins do people use where you live?

4 Digital Transactions

The next important change in the way money was used took place in the twentieth century, with computer technology and credit cards. Later, digital transactions and online shopping became possible.

- A** The first credit cards appeared in the U.S. in the 1950s, when companies like American Express started issuing them. People used their credit cards to **purchase** all sorts of things, but they had to pay off the charges **promptly** every month. Today, people can wait longer to pay their debts.



- B** In the 1980s, banks started issuing debit cards so their clients could withdraw cash from automatic teller machines, or 'ATMs'. Clients could also use a debit card to pay for purchases directly from their bank account.

- C** As the internet became popular in the 1990s and 2000s, more people started shopping online through websites. For these digital transactions, customers generally used a credit card or a digital wallet system, such as PayPal or Google Checkout.



- D** Since 2010, digital payments have become even easier with mobile payment systems such as Google Wallet and Apple Pay. This technology uses radio signals to transmit data over short distances.

As technology improves, other payment options such as face recognition, fingerprint scanning or electronic chips implanted under the skin, will become more popular. The final result will be a cashless society and the end of physical money. Can you imagine a future like that?



How do you think people will pay for things 100 years from now?

1 3.2 Choose the answers. Listen and follow the text again to check.

- 1 Bartering was a system that allowed people ____ of similar value.
a to buy items b to exchange things c to provide money
- 2 Intermediate commodities were things that everyone ____.
a traded for gold b paid as taxes c considered valuable
- 3 Representative money, like dollar bills, doesn't have any ____.
a real worth b common tokens c symbolic value
- 4 Digital transactions require the use of ____.
a debit cards b computer technology c online purchases
- 5 In a cashless society, shoppers won't need to have ____.
a mobile phones b digital wallets c physical money

2 Find each underlined word in the text. Choose whether the word is a noun (N), an adjective (Adj), a verb (V) or an adverb (Adv).

	N	Adj	V	Adv
1 desire				
2 deal				
3 issue				
4 customary				
5 redeem				
6 promptly				
7 physical				



Dealing with Unknown Vocabulary

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

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

3 Answer the questions.

- 1 Why did ancient people need to barter with each other?

- 2 How were Lydian staters different from other types of commodity?

- 3 How were European promissory notes similar to Chinese *jiaozhi* money?

- 4 How are credit cards different from debit cards?

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- At the end of each section, pause the audio and check the answers to the questions. Ask volunteers to quote the part of the text that indicates the answer.

Answers 1 b 2 c 3 a 4 b 5 c

Present the Skill (5 min.)

- Ask students what they can do if they do not know the meaning of a word. Read the entry with the class.
- Write the word *redeem* on the board. Ask them to find this word in the text. Ask students: **What type of word is redeem? Is it a noun, a verb or an adjective?** Ask: **How do we know it's a verb?** (Because it comes after *could* in the sentence.)
- Have students look at the sentences around *redeem* and guess its meaning (to exchange a piece of paper for an amount of money or gold).
- Know Your Students:** Be prepared to review/clarify what nouns, verbs, adjectives and adverbs are.

2 Find each underlined word in the text. Choose whether the word is a noun (N), an adjective (Adj), a verb (V) or an adverb (Adv). (5 min.)

- Invite students to work in pairs. Students work together to find the words and complete the table.
 - They can then compare their answers with other pairs.
- Answers 1 verb 2 noun 3 verb 4 adjective 5 verb 6 adverb 7 adjective

Take the Lesson Further (10 min.)

- Invite students to work in small groups. Have them guess the meanings of the words in activity 2. If groups are struggling with the meaning of some of the words, consider presenting options on the board for students to choose from. (Suggested answers: desire – to want something; deal – a business arrangement; actually – used in the same way as “really” when you are saying what the truth of a situation is; customary – normal for a particular person, situation, or society; redeem – to exchange something for something else; promptly – quickly or immediately; physical – relating to something real that you can see and touch)

3 Answer the questions. (5 min.)

- Have students read and answer the questions.
- They can then check their answers with a partner, before you review the answers as a class.

Answers 1 People specialized in certain activities, so they needed to barter for other things they needed or desired.
2 They were official money, and they had a standard value.
3 They were made of paper, so they were cheaper to produce and easier to carry. 4 People use credit cards to buy things and pay later. They use debit cards to take out cash from ATMs or to pay (immediately) from their bank account.

Wrap Up the Lesson (5 min.)

- In pairs, students find another word in the text that they don't know the meaning of. They discuss what type of word they think it is (noun, verb, adjective, adverb), and what they think the meaning might be.
- Monitor to ensure that they are looking at the sentences around the word. Students can then check their predictions using a dictionary definition.

Reading Comprehension

Objectives Students demonstrate their understanding of the text by answering questions. Students learn how to deal with unknown vocabulary.

Teaching Resources Track 3.2, Literacy Log 5 pp. 72–77, Dictionaries (including online dictionaries)

Session 12

Lead into the Lesson (10 min.)

- Divide the class into four groups. Assign each group a different section (1–4) from the text. Give the groups several minutes to discuss and write down two or three sentences that summarize their section of the text.
- Once students have their sentences written, reorganize them into new groups. Each group should have at least one student for each section of the text.
- In their new groups, have students organize themselves according to the various sections of the text they were assigned (1–4). They then read their sentences aloud.

1 3.2 Choose the answers. Listen and follow the text again to check. (10 min.)

- Have students read the sentences and the answer options.
- Invite students to work in pairs, and encourage them to predict the answers.
- Play track 3.2 again as students follow the text.

Reading Analysis

Objective Students learn how each section of an article develops a main idea. They identify the main idea in each section of the text, as well as the supporting details.

Teaching Resources Track 3.2, Literacy Log 5 pp. 72–78, Images from the text “The History of Money”, Printouts of three short age-appropriate news stories

Session 13

Lead into the Lesson (5 min.)

- Divide the class into groups. With their books closed, have students try to remember the titles of the four sections in the text “The History of Money” (Bartering in Ancient Times, Commodities and Coins, Representative Money, Digital Transactions)
- Take feedback from the class and write the headings on the board.
- Assign each group a heading/section. Encourage the groups to recall three facts from their sections.
- The groups give feedback to the class.

1 3.2 Match the facts with sections 1–4 of the text. Listen and follow the text again to check. (10 min.)

- Students read the sentences and predict which sentences of the text they correspond to. Have them write their predictions next to the sentences in pencil.
- Play track 3.2 and have students follow along.
- Once the track has finished, students can revise their predictions and check their answers with a classmate.

Answers 1 section 2 2 section 4 3 section 1 4 section 3
5 section 4 6 section 1 7 section 3 8 section 2

Present the Skill (10 min.)

- Read the entry with the class. Explain that each section of a text has a main idea, and that this is usually found in the first paragraph.
- Have students turn to section 1 of the text on page 73. Ask: **What is the main idea?** (People used to barter for items or materials they wanted.)
- Explain that main ideas are also accompanied by supporting details. Turn students’ attention to the sentences in activity 1 and explain that these are supporting details for the main points of each section of the article. Go through the first three sentences (1–3) and ask: **Is this a supporting detail for the main idea of section 1?** Students should be able to identify that sentence 3 is the correct answer.

2 Write the main points (a–d) in the chart. Then add the facts from activity 1 as supporting details. (10 min.)

- Students must first decide the main points for each section and write one for each section in the space provided. Check answers as a class.
- Students then write the sentences from the previous activity (activity 1) below the main points as supporting details.
- Invite students to check their answers with a partner or in a small group. Encourage them to check any disagreements about the answers in the text.

Answers Main points: 2b, 3d, 4a Supporting details from Exercise 1: Bartering points: 3, 6 Commodities points: 1, 8 Representative money points: 4, 7 Digital transactions points: 2 and 5

Reading Analysis

1 3.2 Match the facts with sections 1–4 of the text. Listen and follow the text again to check.

- 1 Some cultures used cowrie shells as a form of money. _____
- 2 An e-wallet allows customers to pay for goods online. _____
- 3 Ancient people often swapped goods of similar value. _____
- 4 Mesopotamian traders used tokens to represent goods. _____
- 5 Companies started offering credit cards in the 1950s. _____
- 6 People traded livestock and everyday possessions. _____
- 7 Hunters in Canada traded animal furs for copper coins. _____
- 8 Precious metals and gemstones were highly valued. _____

2 Write the main points (a–d) in the chart. Then add the facts from activity 1 as supporting details.

- a Modern technology has made digital transactions possible.
- b Traders used intermediate commodities that everyone valued.
- c People had to barter for items or materials they wanted.
- d People can redeem representative money for real commodities.

Identifying Main Points and Supporting Details

Each section of an article develops a main idea. This idea is often found in the first paragraph. The rest of the section gives supporting details and examples.

1 Bartering in Ancient Times	Main point: • People had to barter for items or materials they wanted. Supporting details: • _____ • _____ • _____
2 Commodities and Coins	Main point: • _____ Supporting details: • _____ • _____ • _____
3 Representative Money	Main point: • _____ Supporting details: • _____ • _____ • _____
4 Digital Transactions	Main point: • _____ Supporting details: • _____ • _____ • _____

3 Read the text again. Find more supporting details for activity 2. Write them in your notebook.

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3 Read the text again. Find more supporting details for activity 2. Write them in your notebook. (10 min.)

- Work together as a class to find another supporting detail for section 1. You could give the class three different options and have them discuss in small groups which one is correct; for example: 1 *Some animals were essential for transporting goods;* 2 *Towns and cities had market squares where people could swap goods;* 3 *The most common forms of money today are paper bills and credit cards.*
 - Students look for more supporting details in the text.
 - Take feedback from the class. Write students’ ideas on the board below headings for each main point.
- Suggested Answers** 1 Towns and cities had market squares where traders could offer goods and make deals. 2 The ancient Mayans and Aztecs used cacao beans as a form of money. 3 The Chinese used paper money called jiaozi in the 8th century. 4 Mobile payment systems use radio signals to transmit data over short distances.

Wrap Up the Lesson (5 min.)

- Place printouts of the three short news stories around the classroom.
- Invite students to work in pairs and have them walk around the class and read/scan the articles to find the main ideas. They write the main ideas in their notebooks.
- This activity can be done as a race, or within a time limit. Remind the students that the main idea is often found in the first paragraph.

1 Think about the text. Answer the questions.

1 Think of something you want. What possessions can you trade for it?

2 Imagine you're a medieval trader. What form of money do you prefer? Why?

3 Which is better, a credit card or a debit card? Explain your answer.

2 Imagine it's the year 2050. You're opening a new business, and you must decide how customers can pay. Make a list of payment options you will offer.

3 Make a sign for your store to inform customers about the payment options. You should include text and images.

➤ Share your sign with the class.

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1 Think about the text. Answer the questions. (10 min.)

- Students answer question 1 individually. Ask volunteers for their responses.
- Ask the class what the different forms of payment were that they read about in the text. Write them on the board. (Students will need to refer to them for the next question, as well as for activity 2.)
- Invite students to work in pairs to answer question 2. Encourage them to think about the practical differences between paper bills and coins.
- Ask students if they can remember the difference between a debit and a credit card. Give pairs of students a few minutes to think about question 3 and to write an answer, before sharing their thoughts with the class.

Take the Lesson Further (5 min.)

- Have a class discussion about the pros and cons of credit cards. You can divide the class into groups and assign them a viewpoint—either for or against. During the discussion, encourage students to think about how credit cards can be used responsibly, and what happens if you use them too much.

2 Imagine it's the year 2050. You're opening a new business, and you must decide how customers can pay. Make a list of payment options you will offer. (5 min.)

- Give students a minute to think of an imaginary business for 2050. Encourage them to be creative! Ask volunteers for their ideas.
- Students write their list of payment options and then compare them with a partner.

3 Make a sign for your store to inform customers about the payment options. You should include text and images. (10 min.)

- Show the class the photos of *no cash*, *no cards* and *no checks* store signs and ask what they mean. You will need to explain what a check is. (It is a written, dated and signed document instructing a bank to pay an amount of money to a specific person.)
- Students design their signs in the space provided.

➤ Share your sign with the class. (5 min.)

- Reorganize students into small groups. Each group member briefly describes their sign and why they chose the payment options they did. Model useful language, such as: *I have chosen to offer... because (in the future)...*

Wrap Up the Lesson (5 min.)

- Students role-play trying to buy something in 2050. Have them write the name of their store in their notebooks.
- Model with a volunteer. They can stand behind a table or desk (the counter), with their store name and sign about payment options on display.
- Walk into their store and attempt to buy something. Say: **Hi, I'd like to buy this (robot), please.** Attempt to pay with a payment option not approved by the sign, before choosing an approved option. Model language the store owner can use, such as: *Sorry, but we don't accept..., we only take....*

Over to you!

Objective Students reflect on the themes of the text in the context of their own lives. They make predictions about money in the future.

Teaching Resources Literacy Log 5 pp. 72–79, Photos of *cash only*, *card only* and *no checks* store signs
Large pieces of paper or card

Session 14

Lead into the Lesson (10 min.)

- Encourage students to think about their favorite possessions. Have them write a numbered list of items in order of importance in their notebooks.
- Write a list of your own favorite possessions on the board.
- Ask a volunteer to tell you their list. React to one item in their list and say: **Oh... I would like (a bike). I'll give you my (headphones) for your (bike).**
- Model some useful language of negotiation with the volunteer, for example: *No, but I'll swap my (bike) for your (phone); How about if you give me your... and I give you my...; I don't think that's a fair deal; OK, it's a deal!*
- Ask two more volunteers to come to the front of the class and try to strike a deal in the same way.
- Organize students into large groups. Within their groups, students barter with each other in order to swap at least one item from their lists.
- Take feedback from the class. Ask: **Who bartered for something successfully?**

Reflection

Objective Students reflect on what they have learned throughout the unit.

Teaching Resources Images from the story and the text, Literacy Log 5 p. 80, Internet access

Session 15

Lead into the Lesson (10 min.)

- Divide the class into small groups. Display pictures from both the story and the text around the classroom.
- Invite each group to walk around and make notes about what they can remember about the pictures. While students are doing this, you can write some prompts on the board for them to think about. Prompts might include: *magical realism, bartering, market, supernatural, commodity, debit card*, etc.).
- Ask groups for their feedback.

1 What do you remember? Describe the pictures. (5 min.)

- Students look at the pictures and write what they can remember about them in pencil. They can then compare what they've written with a classmate or other students.
- Ask the class if they can remember the key words from the story and from the text. Write them on the board.
- Once you have checked that students remember the meaning, review key vocabulary by asking questions, such as: **Who was frail in the story?** Give students time to revise what they have written in the boxes—this time in pen—adding any key words where necessary.

2 Choose the words to complete the sentences. (5 min.)

- Write on the board: *It was raining the other day and I left the house without an umbrella. ____, I got wet.*
- Ask students what they can put in the space. (As a result or Therefore)
- Students choose the correct options to complete the sentences. Take feedback from the class.

Answers 1 because 2 result 3 due 4 Therefore
5 conclusion

Take the Lesson Further (5 min.)

- In pairs, have students write two sentences: one about the story of Luz and the Herb Lady, and one about the text on money.
- Suggest that they use the words in bold in activity 2. You could write an example sentence on the board to get them started, for example: *There were problems with bartering. **As a result**, people started trading in valuable commodities.; One of Luz's goats was missing. **Therefore**, she went to look for it.*
- Monitor and help students formulate their sentences.

Connect to Computer Studies

3 Research digital currencies. Answer the questions. (15 min.)

- Students read the questions.
- Remind them to read the questions carefully, and suggest they underline the key words. (Bitcoin: What, How... work, When... launched?) Also remind them where you usually find the main point in a text (the first paragraph).
- In the computer lab or on tablets, students search for information on Bitcoin and answer the questions in their notebooks.
- **Manage Your Class:** Students can search online individually or with a partner.
- **Know Your Students:** Monitor students' progress when they are online. Be prepared to direct them to a website that contains the answers.

Answers 1 Bitcoin is a type of digital money that you can use to buy things or send to other people over the Internet. It's like the money you use every day, but it only exists online and not as coins or paper bills. 2 Bitcoin works using a special kind of technology called a "blockchain," which is like a big digital notebook that keeps track of every time someone sends or spends Bitcoin. 3 Bitcoin started on January 3, 2009.

Wrap Up the Lesson (10 min.)

- Write these headings on the board: *Three facts I learned, Three words or phrases I can use to give reasons, Five new words I learned, One tip for writing an essay, One thing I learned about magical realism and One way to try to understand new vocabulary.*
- Have students copy the headings into their notebooks. Invite them to reflect on each one individually before writing their responses below.
- Students can compare their responses with a partner.
- Then ask volunteers to tell the class what they wrote.

 **Students are now ready to do the Unit Test.**

Reflection

1



What do you remember? Describe the pictures.



Empty box for writing a description of the first two images.

Empty box for writing a description of the last two images.

2

Choose the words to complete the sentences.



- 1 Emma tries to save money **because** / **due to** she might need it later.
- 2 I'm not an adult. As a **therefore** / **result**, I don't have a credit card.
- 3 People may spend too much money **due** / **because** to advertising.
- 4 Phones aren't cheap. **Therefore** / **Because** you should think carefully before buying one.
- 5 In **result** / **conclusion**, we should spend our money on experiences.

Connect to Computer Studies

3 Research digital currencies. Answer the questions.

- 1 What is Bitcoin?
- 2 How does Bitcoin work?
- 3 When was Bitcoin launched?