

## Warmer

Point to the image and ask: *Where do they live?* (on a houseboat) Say: *They have a different lifestyle than we do. Your lifestyle is the way you live and the things you usually do. Write the questions Where do you live? What do you eat/drink? and What do you do in your free time?* on the board. Divide the class into three groups and have each group brainstorm ideas for one of the questions. Set a time limit (e.g., two minutes). When the time is up, invite a member from each group to write their ideas on the board and share them with the class.



## THINK!

- 1 Have students continue to work in their groups from the Warmer. Tell them to look at the image and talk about what they see. Ask: *What do they do in their daily routine? What is good/bad about living on a houseboat? Would you like their lifestyle?*  
*Open answers*
- 2 Students think about this question individually. Encourage them to make a list of their favorite things, places, and activities. They can use ideas from the board. Then have students go back to their groups to share their ideas.  
*Open answers*



## 4.1 Living Differently

### Summary

The video is about different lifestyles and how they can help the planet.

### In Class

Tell students they're going to watch a video about different lifestyles. Say that the lifestyles in the video help the planet and the environment. Ask: *What can we do in our daily lives to help protect the planet?*

### Exercise 1

Ask students to watch the video to answer the questions:

- 1 *What is a vegan?* Check the answer with the class. Ask if any students are vegan, or if they know anyone who is.  
*Vegans don't eat, drink, wear, or use any type of animal products.*
- 2 *How can you produce your own food? Name two ways.* Tell students to also pay attention to the video images. Check the answer with the class.  
*You can grow vegetables or keep chickens for fresh eggs.*

# 4

## LIFESTYLES

**UNIT GOALS**

- Talk about money and shopping.
- Read about a different lifestyle.
- Listen to people talking about different shopping options.
- Learn about ways people help others.
- Write about a lifestyle.

**THINK!**

- 1 Do you think people in houseboats have good lives? Why / Why not?
- 2 What is the perfect lifestyle for you?

**VIDEO**

- 1 What is a vegan?
- 2 How can you produce your own food? Name two ways.

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### Exercise 2

Write this chart on the board. Have students copy it in their notebooks:

Positive effects of lifestyles	
Vegan	Producing your own food and energy
<i>farmers use less land and water to produce vegetables than to produce meat</i>	<i>cheaper – no energy or water bills; food tastes great; using natural energy is greener; you still have light when the power goes out</i>

Play the video again. Students watch and make notes in each column. Check answers with the class.

### At Home

#### Exercise 3

Ask students to write a list of three things that are positive about their lifestyle to bring to the next class. Tell them the things can be positive for themselves, their families, the community, or the planet.

## Resources

- Teacher's worksheets Unit 4
- Test Generator Unit 4
- Practice Extra Unit 4
- Workbook pages 124–127
- Puzzles and Games page 103

## Flipped Classroom

Ask: *What do you need money for during the week?* Elicit ideas. (transportation, food/snacks, personal items, etc.) Then for homework, ask students to calculate how much money they need in an average week. Tell them to bring their answer and list of weekly expenses to the next class.

## Unit Aims

### Cambridge Life Competencies Framework

I can ...

- make use of contextual and co-textual clues to approach the meanings of unfamiliar lexical items to talk about money and shopping. (**Learning to Learn**)
- give reasons for an argument's plausibility when reading a blog about a different lifestyle. (**Critical Thinking**)
- understand essential grammatical terms and concepts: countable and uncountable nouns and quantifiers. (**Learning to Learn**)
- identify evidence and its reliability in an infographic about volunteer work. (**Critical Thinking**)
- organize notes systematically for a blog post about a lifestyle. (**Learning to Learn**)
- evaluate contributions from my partner with appropriate sensitivity when checking their blog post about a lifestyle. (**Collaboration**)

Warmer

Tell or show students how much money you have in your pocket (alternatively, you can make up an amount). Say what you can do with it, e.g.: *I have ten (reals). I can get (a coffee and a bottle of water).* Divide the class into groups. Have students discuss how much money they have in their pockets and what they can do with it (alternatively, give students a fixed amount to talk about).

Flipped Classroom Check

Students continue to work in the same groups from the Warmer. They share their lists of weekly expenses and discuss how much money they need in a week. Have them find similarities and differences. Ask: *Do you need money for the same things? How much money do you need in a week?*

4.01 Audioscript pT140

Target Vocabulary

ATM	/,eɪˈtiːˈem/
bills	/bɪlz/
borrow	/'bɔːrɒ/
coins	/kɔɪnz/
debit card	/'debɪt ,kɑːrd/
earn	/ɜːn/
money	/'mʌni/
save	/seɪv/
spend	/spend/
spending money	/'spenˌdɪŋ ,mʌni/

- Focus on the quiz title and the images. Ask students to describe what they see. Write any key vocabulary on the board. Then point to the example and ask: *What is the boy doing? Why is he cleaning the car? (to earn money)* Draw attention to the words in bold and have students match them with the images. Students can check their answers in pairs before checking with the class.
- 4.01 Focus on pronunciation as students repeat the words. Draw attention to the pronunciation of *ea /ɜː/* in *earn*.

VOCABULARY IN CONTEXT

SHOPPING 1

- Look at the quiz. Match the words in bold in questions 1–10 with images a–j and label the images.

**Are you good with money?**

- Do you get **spending money**?  
 Yes  No
- Do you **spend** all the money you have every week?  
 Yes  No
- Do you **save** money to buy something you like?  
 Yes  No
- Do your brothers and sisters **borrow** money from you?  
 Yes  No
- Do you do any activity in your free time to **earn** money?  
 Yes  No
- Do you keep **coins** in a special place?  
 Yes  No
- Do you keep **bills** in your school bag?  
 Yes  No
- Do you know how to use an **ATM**?  
 Yes  No
- Do you have a **debit card**?  
 Yes  No
- Can you live without **money** for a day?  
 Yes  No



a ..... **earn** .....



b ..... **save** .....



c ..... **borrow** .....



d ..... **spend** .....



e ..... **spending money** .....



f ..... **debit card** .....



g ..... **ATM** .....



h ..... **bills** .....



i ..... **coins** .....



j ..... **money** .....

**Now check your answers!**

**MORE "YES" ANSWERS**  
You're a money expert. You're really good with your money! You know how to spend your money on good things and save some for the future. Keep up the good work!

**MORE "NO" ANSWERS**  
You're a money learner. You need to learn a little more about money. Find new ways to save your money and plan how to use your money. You know you can do it!

- 4.01 Listen, check, and repeat.

- 3 Monitor and help as necessary as students do the quiz. When everyone has checked their answers, have students raise their hands if they are money experts or learners. Then ask follow-up questions, e.g.: *How much spending money do you get? What was the last thing you saved money for? Do you earn money? How?*
- 4 This is a *learn to learn* activity, which offers students techniques for retaining vocabulary. In this case, students categorize the new words according to the part of speech they are. Do the exercise as a class. Then say that it is easier to remember new verbs if we use them together with nouns. Give an example. Say: *We can spend, save, earn, or borrow money.* Elicit other verbs we can use with *money*, and write them on the board (e.g., *have, win, lose, find, need, give, use*).
- 5 Point to the image and ask: *What is in the jar?* (coins) Then draw attention to the example. Ask students to read the gapped sentences before completing them. Elicit where they will need a verb, and the verb form they will need to write (i.e., simple present or present progressive). Finally, students can complete the sentences individually or in pairs. Check answers with the class.



### USE IT!

- 6 When students work in pairs, encourage them to give more information. Model some ideas. Say: *I can't save money. I always buy books or gadgets! I don't like to keep money in my wallet. I carry my debit card.* Invite pairs to report what they have in common. They can say, e.g.: *We earn money when we help at home. Maria cleans up the kitchen and I take the dog for a walk.*

### 🏠 Homework

Workbook page 125,  
Exercises 1 and 2

### 📖 Practice Extra

Unit 4

### 🎮 Fast Finishers

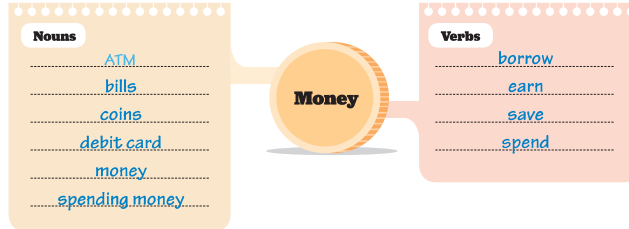
Puzzles and Games page 103,  
Exercise 3

- 3 Take the quiz. Read the questions and check (✓) the correct answers for you.

Open answers

- 4 Write the words below in the correct box in the diagram.

- ATM
- bills
- borrow
- coins
- debit card
- earn
- money
- save
- spend
- spending money



- 5 Complete the sentences with the nouns and the correct form of the verbs in Exercise 4.

- 1 I keep all my small coins in a glass jar. I'm saving money because I want to buy a new T-shirt.
- 2 My sister earns \$5 dollars for walking my uncle's dog. He always gives her five-dollar bills.
- 3 I spend a lot of money on pens because I often lose them.
- 4 My cousin always borrows money from me on Saturdays. That's the day my parents give me my spending money.
- 5 When I go shopping I use my debit card to get money from the ATM in the mall.



### USE IT!

- 6 Read sentences 1–6 and circle the correct option for you. Then take turns saying your sentences to a partner. Open answers

- 1 I can / can't save money.
- 2 I always / sometimes / never get spending money.
- 3 I know / don't know how to use an ATM.
- 4 I learn / don't learn money when I help at home.
- 5 I like / don't like to keep my coins in my wallet.
- 6 I spend / don't spend my money on clothes.



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PRACTICE EXTRA

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## Extension

There are a number of song lyrics online on the topic of money. You can write a phrase or verse from one of the songs on the board and discuss what it means with the class. Here are some options:

*Money makes the world go round* (from the musical *Cabaret*)

*Money, money, money*

*Must be funny*

*In the rich man's world* (Abba)

*Money, get away*

*You get a good job with good pay and you're okay* (Pink Floyd)

After the discussion, play the song and encourage the class to sing along! Project or print out the lyrics, if you can.

## Warmer

Write *The best things in life are free!* on the board. Ask: *Is this true?* Put students into groups. Have them make a list of things that they like doing which don't cost any money. Check ideas with the class and write them on the board.

## 4.02 Audioscript pT140

- 1 Read the questions with the class. Say: *Material things are your physical possessions, such as your clothes, toys, books, electronic devices, and so on.* Have pairs discuss the questions. Then ask different students to report their answer to either question 1 or 2. Tell them to give examples of items they can live without.
- 2 **4.02** Draw students' attention to the image. Ask: *Do people need these things to live?* Go through the statements with the class and ask students to predict what a freegan is. When checking answers, encourage students to correct the false sentences.
- 3 Read the definitions, then ask students to read the sentence where *trash cans* is. Tell them that the words in the text follow the same order as the definitions. Encourage students to highlight the sentences where the words are before they write the words.

## THINK!

Have students discuss this question in small groups. They could make a list of positive and negative aspects of "freeganism" in their notebooks. Then check ideas with the class and hold a discussion. Ask: *Would you like to try this lifestyle? Why / Why not? Do you think it is difficult to live this way? What things do you think you might miss?* *Open answers*

## 🏠 Homework

Workbook page 127

## READING

- 1 Discuss the answer to the questions with a partner. *Open answers*

- 1 Do you need all the material things you have?
- 2 Could you live without these things? Why / Why not?

### LIVING WITH LESS

Carolina Silva – Brazil



I want to tell you about Jacquie, my friend in the US. She's a freegan. What's a freegan, you ask? Well, Jacquie looks for useful things in trash cans, but she isn't poor. Freegans are a combination of "free" and "vegan." They rescue things in good condition that people throw away like furniture, clothes, and, of course, food.

I liked the idea of freeganism. I found some information on the Internet and decided to try some ideas for a month.

- I needed a dress for our school prom. I posted a note on the donation board and got three offers! I didn't pay anything and I got a beautiful dress!

- My friend wanted an apple pie for her birthday party. It was late when I arrived at the street market. There weren't any apples. But a man was putting a box of lemons into his van. Two fell on the street and he gave them to me. I baked a delicious lemon pie for my friend!

- I went to free concerts and cultural activities, and I walked in the park. I didn't spend any money!

This last month made me think. Now, I look at the donation board. When I cook, I try to use all of the vegetables, including the skins. I'm reusing more of my stuff and spending more time outside. Freeganism is a great lifestyle! 😊

- 2 **4.02** Read and listen to the blog. Then read the sentences and write **T** (true) or **F** (false).

- 1 Jacquie and Carolina don't go to the same school. **T**
- 2 Freegans throw away a lot of food. **F**
- 3 Carolina decided to try some ideas for six weeks. **F**
- 4 She couldn't buy all the ingredients for her recipe. **T**
- 5 She's now staying at home more. **F**

- 3 Read the blog again. Write the words for definitions 1–5.

- 1 containers for things you don't want  
...**trash cans**...
- 2 tables, beds, closets, etc. **furniture**
- 3 graduation party **prom**
- 4 exterior part of a carrot, for example  
...**skin**...
- 5 things you have **stuff**



## THINK!

Carolina says, "Freeganism is a great lifestyle!" Do you agree?

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- If necessary, students look at the sentences in the blog on page 44 to help them complete the chart. After you check answers, ensure understanding of *countable* and *uncountable*. Focus on the first sentence in the *Countable* column and ask: *Can you count ideas? Can you say one, two, three ideas? (yes)* Explain that we use *a/an* when the countable noun is singular, and *some* or numbers when it is plural. Then focus on the first sentence in the *Uncountable* column. Ask: *Can we count information? Can we say one, two, three informations? (no)* Explain that we don't use *a/an* or numbers with uncountable nouns because we can't count the items. Say that we use *some* with uncountable nouns in affirmative sentences. Finally, draw attention to the use of *any* with countable and uncountable nouns in negative sentences and questions.
- Do the exercise with the class, if necessary. Read out each noun in turn and ask: *Can you count (bikes)? Can you say a (bike) or three (bikes)?*

### LOOK!

Draw attention to the *Look!* box. Invite a volunteer to read the tip aloud. Then elicit the items in the images (two apples and some sugar). Ask: *How can we count these things?* Elicit that we can say *one/two/three apples*, but *one/two/three kilos of sugar*.

Common mistake: Students may sometimes forget to include *any* in negative sentences.  
*Is there furniture in your new apartment?*  
*Is there any furniture in your new apartment?*

- Remind students that we use *a + noun* starting with vowel and *an + noun* starting with consonant. Have students highlight the nouns in the dialogue and decide if they are countable or uncountable. To check answers, invite two volunteers to read the dialogue aloud.

### USE IT!

- Review the main ideas from the blog on page 44. Ask: *What do freegans do? What are examples of freeganism?* Write ideas on

## LANGUAGE IN CONTEXT

- Look at the examples below. Complete the sentences from the blog.

Nouns		
	Countable	Uncountable
Affirmative (+)	I decided to try <b>some</b> <sup>1</sup> ..... <i>ideas</i> ..... for a month. She wanted <b>an</b> <sup>2</sup> ..... <i>apple pie</i> .....	I found <b>some</b> <sup>3</sup> ..... <i>information</i> on the Internet. She drank <b>some</b> orange juice.
Negative (-)	There <sup>4</sup> ..... <i>weren't</i> ..... <b>any</b> apples.	I didn't spend <sup>5</sup> ..... <i>any</i> ..... money.
Questions (?)	What's a <sup>6</sup> ..... <i>freegan</i> ..... you ask? Do you have <b>any</b> coins?	Is there <b>any</b> furniture in your new apartment?

- Are words 1-8 countable or uncountable? Write C (countable) or U (uncountable).

- |                      |                         |
|----------------------|-------------------------|
| 1 apple .....C.....  | 5 soda .....U.....      |
| 2 bike .....C.....   | 6 spaghetti .....U..... |
| 3 bread .....U.....  | 7 student .....C.....   |
| 4 cheese .....U..... | 8 sweater .....C.....   |

- Complete the dialogue with *a, an, some, or any*.

Han Are you <sup>1</sup>.....*a*..... freegan?  
Pam No, not really. I just want to save <sup>2</sup>.....*some*..... money.  
Han Do you buy <sup>3</sup>.....*any*..... clothes?  
Pam No, I don't buy <sup>4</sup>.....*any*..... clothes.  
Han How do you do it? You always look great.  
Pam I use the clothes my brother and sister aren't wearing anymore.  
Han That's awesome.  
Pam I reuse <sup>5</sup>.....*some*..... things, too. Accessories, furniture ...  
Han Right. That's <sup>6</sup>.....*an*..... incredible pair of jeans, by the way.



### LOOK!

#### Countable and Uncountable Nouns

You can count countable nouns: **one** apple, **two** apples, etc.

You can measure uncountable nouns: **a kilo** of sugar, **a liter** of water.



## USE IT!

- Work in pairs. Imagine you want to be a freegan. Tell your partner five things you want to do. Use countable and uncountable nouns.  
*Open answers*

I want to save some money every week.

I want to go to a street market.

the board. Then draw attention to the example dialogue and ask students to write five things individually. Elicit and write some countable and uncountable nouns students can use on the board. After students work in pairs, invite them to share some of their ideas with the class.

## Homework

Workbook page 126, Exercises 1 and 2

## Practice Extra

Unit 4

## Grammar Game

Divide the class into teams and play a *Ten Things Race*. Give teams a certain situation and tell them to list ten things they need in it. They should use five countable nouns and five uncountable nouns (alternatively, tell students to use countable and uncountable nouns without giving them a specific number). You can suggest situations discussed so far in the unit, e.g.: *Ten things you need to live on a houseboat/be a vegan/produce your own food*. The first team to write a correct list each time wins a point.

# Unit 4 Lifestyles

## Listening and Vocabulary

**Lesson Aim:** I can understand a conversation about people's attitude toward shopping. I can talk about shopping.

### Warmer

Put students into pairs. Give them the following math problems and ask them to find out which items are the "best buy" in each. Allow students to use their calculators (on their phones) if necessary.

- 2 liters of milk for \$3.80 or 1.5 liters for \$2.70?
- 10 pencils for \$4.00 or 6 pencils for \$2.70?

The "best buy" is in bold:

1 **\$ 3.80/2 liters = \$ 1.90 a liter;**  
**\$ 2.70/1.5 liters = \$ 1.80 a liter;**  
 2 **\$ 4.00/10 pencils = \$ 0.40 per pencil;**  
 \$ 2.70/6 pencils = \$ 0.45 per pencil

### 4.03–4.04 Audioscripts pT141

#### Target Vocabulary

afford	/ə'fɔːrd/
bargain	/'bɑːrɪn/
customer	/'kʌs.tə.mə/
donate	/'dɒn.ət/
free	/friː/
price	/praɪs/
sales associate	/'seɪlz ə'səʊʃɪ.ət/
shopping center	/'ʃɒpɪŋ ,sen.tər/

- Clarify or explain what Black Friday is. Say: *It is the name for the day after Thanksgiving Day in the US. On this day, many stores have sales and bargains and some of them open at midnight.* Then ask: *Do we have Black Friday or a similar day in our country? Say how you feel about Black Friday, e.g.: I (don't like it) because (there are too many people in the stores and long lines).* Once pairs have discussed the questions, encourage them to share their ideas with the class.
- 4.03 Have students describe what they see in each image and read the words with the class. After students have done the exercise, ask follow-up questions to ensure comprehension, e.g.: *What was the last bargain you bought? How can sales associates help customers? Where is the nearest shopping center in your area? Do you donate clothes, books, or other things?*

### LISTENING AND VOCABULARY

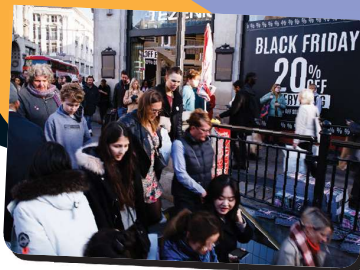
#### SHOPPING 2

- Look at the image and discuss with a partner. What's happening in the image? How does it make you feel?

Open answers

- 4.03 Label images 1–8 with the words/phrases below. Then listen, check, and repeat.

- afford
- bargain
- customer
- donate
- free
- price
- sales associate
- shopping center



bargain



afford



donate



shopping center



free



customer



sales associate



price

- 4.04 Listen to Jake and Mandy talk about shopping. Which day do you think the image in Exercise 1 shows? Which other days do they talk about? Open answers

- 4.04 Listen again. Who says sentences 1–5? Write J (Jake) or M (Mandy).

- Many people spend a lot of money at shopping centers. ....J....
- Nothing is free on Black Friday. ....M....
- When I want to buy something, I check the price. ....M....
- If it's a bargain, I buy it. ....M....
- People donate things and we volunteer as sales associates. ....J....
- Then customers come and pay what they can afford. ....J....

- Mandy says, "Black Friday is only about excessive consumerism." Do you agree? Why / Why not? Open answers

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- 4.04 Check answers and write the name of the three days on the board (Black Friday, Buy Nothing Day, and White Donation Day). Ask: *What do people do on each day? Which day is the most interesting to you? Why?*
- 4.04 Encourage students to predict the answers before listening. Then play Track 4.04 again for students do the exercise and check their predictions.
- Ask: *What is excessive consumerism?* (buying too many things) Then you can divide the class into two groups to have a *for and against* debate. Give the groups time to write down their arguments and monitor as necessary. Write the lesson

vocabulary on the board and encourage students to use it. Finally, conduct the debate and reach a conclusion.

### 🏠 Homework

Workbook page 125, Exercises 3 and 4

**LOOK!**

Draw attention to the *Look!* box and have a volunteer read out the tip. Write the example sentence on the board, and a sentence using an uncountable noun, e.g.: *People spend a lot of money on Black Friday.* Point out that *a lot of* means a large amount and that we can use it with countable and uncountable nouns. Explain that we use *many* with countable nouns and *much* with uncountable nouns.

Common mistake: Students sometimes use *much* instead of *many*.

*How much books do you have?*  
*How many books do you have?*

1 If necessary, play Track 4.04 again to help students complete the chart. After checking answers, ask students questions with *How much?* and *How many?* Say, e.g.: *How many times did you go shopping last month? How much spending money do you get?*

2 Students can use the grammar chart in Exercise 1 for help. Focus on the example and ask: *Is T-shirts countable or uncountable?* Remind students that we use *many* with countable nouns. Elicit *much* for sentence 3. Check answers with the class.

3 You can elicit the noun in each sentence and ask if it's countable or uncountable before students do the exercises. Check answers with the class.

**USE IT!**

4 Elicit the questions and write them on the board. Then have students answer the questions themselves in the *You* column. They should write an amount or number if they remember, or a quantifier, e.g., *a lot*, (*not*) *many*/*much*. Elicit a few individual answers. Then draw students' attention to the example dialogue. Tell them to try and use a quantifier for the first sentence in their answer. Give another example answer, e.g.: *I don't need many coins to buy my favorite candy. I need (three) coins.* Finally, put the students into pairs to ask and answer the questions. Ask them to find similarities and differences. You can then join pairs together to compare answers.

**LANGUAGE IN CONTEXT**

1 Complete the sentences from the dialogue in the chart. Use the words and the **LOOK!** box below.

- a lot of
- many
- money
- people
- spend

Quantifiers		
Countable	How <sup>1</sup> <u>many</u> times did you buy without thinking last month?	There are <sup>3</sup> <u>a lot of</u> incredible things to look at!
	How <b>many</b> sweaters did you buy?	<b>Many</b> teenagers prefer to save their money. <b>Not many</b> <sup>4</sup> <u>people</u> need all those things.
Uncountable	How <b>much</b> <sup>2</sup> <u>money</u> do you spend on Black Friday?	Many people <sup>5</sup> <u>spend</u> <b>a lot of</b> money at shopping centers.
	How <b>much</b> information is there about the new video game?	There isn't <b>much</b> time to rest on weekends.

2 Complete the questions with *much* or *many*.

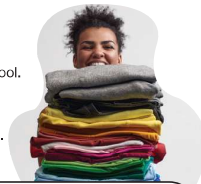
- How many T-shirts do you have?
- How many students are there in your class?
- How much food is there in the fridge?
- How many classes do you have at school today?
- How much money do you save every week?

3 Circle the correct options.

- Ray has *much* / a lot of video games.
- Sarah and Kate don't have *many* / much time to go to the swimming pool.
- There are many / *much* customers in the grocery store today.
- I want to donate *much* / a lot of books to the library.
- Justine is helping her grandma, so she has a lot of / *much* things to do.

**LOOK!**

We use quantifiers: *a lot of*, *much*, and *many* to talk about quantity. I have **a lot of** books on my desk.



**USE IT!**

4 Make questions with the prompts and interview a partner. Take turns asking and answering, and complete the chart. Compare your answers.

Open answers

	You	Your Partner
1 money / spend / on the weekend?		
2 movies / see / TV / last month?		
3 spending money / get / a month?		
4 coins / need / buy your favorite candy?		
5 online games / play / on Saturdays?		

How much money did you spend on the weekend?

I spent a lot of money! I spent ...

**Homework**

Workbook page 126, Exercises 3 and 4

**Practice Extra**

Unit 4

**Fast Finishers**

Puzzles and Games page 103, Exercise 4

**Extension**

Ask students to write their full answers to the questions in Exercise 2. Tell them to use (*not*) *much*, *many*, or *a lot of* and then add one or two sentences to give further information, e.g.: *I have a lot of T-shirts. I have fifteen T-shirts. I spend my spending money on clothes!*

**Grammar Game**

Put the class into teams of four or five students. Tell them to write five questions using *How much?* or *How many?* to test another team, e.g.: *How many students are there in this school? How much does a bus ticket to town cost? When students are ready, join two teams together to ask each other their questions. Explain the scoring system. If a team gives the correct answer, they win a point (e.g., *There are about 450 students in this school*). However, teams get an extra point for using *much*, *many*, or *a lot of* in their answer (e.g., *There are a lot of students in this school*). *There are about 450 students. A bus ticket to town doesn't cost much money. It's \$1.**



## Helping Hands

### Summary

The video is about volunteering and different types of volunteer work.

### In Class

Tell students they're going to watch a video about volunteering. Ask what *volunteering* means (doing work without getting paid). Ask: *What types of volunteer work do you know? Does anyone know volunteer work? What do they do?*

### Exercise 1

Ask students to watch the video to answer the questions:

- 1 How many people volunteer each year? Check the answer with the class.  
*Almost one billion.*
- 2 Is it easy to find the perfect volunteer work for you? Why/Why not? Check the answer with the class. Then ask students if they remember any types of volunteer work from the video.  
*Yes, because there are many different types. Examples are helping on a building project, helping out on a farm and working with older people.*

### Exercise 2

Write these true/false sentences on the board:

- 1 Building work is great for learning how to be independent. **F**
- 2 To help on a farm, you need to like working on your own. **T**
- 3 Volunteering makes most people feel happier. **T**
- 4 Working with older people can make you feel lonely. **F**

Play the video again. Students watch and write **T** (true) or **F** (false) for each sentence. Check answers with the class. Then ask them to correct the false sentences.

### At Home

#### Exercise 3

Ask students to find information about volunteer work in their area. Ask: *What type of work can people do? Where can people do it? Which work interests you?* Students can share their findings in the next class.



# ACROSS THE CURRICULUM

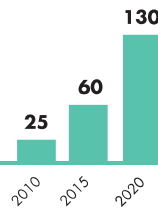
MATH

## HAPPY TO HELP!

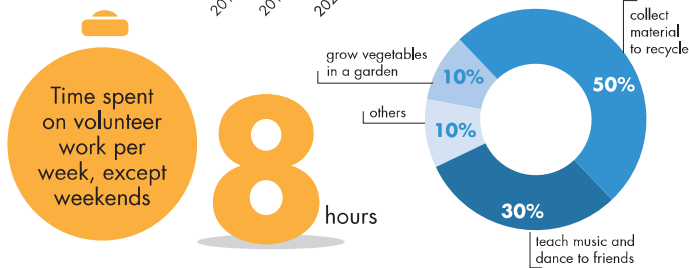
Top-trending volunteer work

- 1 Dog walker
- 2 Personal shopper for elderly people
- 3 Math tutor at the school club

How volunteer work increased over the years



The most popular types of volunteer work among teens age 12–14 in 2020



Time spent on volunteer work per week, except weekends



## WHY

are more teens using their time to help other people?

### 1st

You get to meet nice people.

### 2nd

You help people with something they really need.

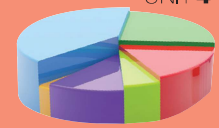
### 3rd

It shows you can make a difference. It feels great to help other people.

### 4th

You give back to your community at the same time as learning new skills.





### 4.05 Audioscript pT141

- Put students into pairs to discuss the question. If students don't do any volunteer work, have them discuss their *At Home* assignment from the previous lesson (see Exercise 3, page T48). Encourage pairs to share ideas with the class.
- Tell students not to read the text yet. They only need to look at it quickly to choose the correct option. Then explain that an infographic shows factual information in a visual (or graphic) format. Ask students what facts and figures they can see. Some examples are types of volunteer work, numbers of volunteers in different years, and time spent on volunteer work per week.
- 4.05** Before students read and listen to the text, read through the questions together. Point out that they have to work out the answers using the facts and figures in the infographic and basic math. Do the exercise with the class. Point to the bar chart for number 1 and ask: *How many volunteers were there in 2010? (25) How many in 2015? (60) Then say: 60 is more than double 25, so what is the percentage? (It has to be more than 100%, as 25 is 100%, and there are 35 more volunteers, so the answer is c.)* Go through the other questions in a similar way.
- 4.05** Read through the options and check understanding. When you check the answer, have students point to evidence in the infographic that confirms it (the graphs and figures show how volunteer work is increasing, and the section at the bottom is about why more teens are choosing to help other people).

### Words in Context

- Elicit the parts of speech the words are (noun, adjective, and verbs). Then ask students to find the words in context in the infographic and discuss what they mean. (*A dog walker* is someone who takes other people's dogs for a walk, *elderly* is a polite word we use with people to mean *old*, *make a difference* means to make something better, and *give back* means return.) Students complete the sentences individually. Check answers with the class.

- Do you ever do volunteer work? Discuss the question with a partner.  
**Open answers**
- Look at the infographic. What can you see? Check (✓) the correct option.
  - facts and figures about volunteer work
  - opinions about volunteer work
- 4.05** Read and listen to the text. Check (✓) the correct answers.
  - How much did volunteer work increase between 2010 and 2015?  
a  40%      b  60%      c  140%
  - How many teenage students grew vegetables in a garden in 2020?  
a  13      b  65      c  39
  - How many hours a day does a teenager do volunteer work?  
a  1.6      b  2      c  1.3
- 4.05** Read and listen again. Check (✓) the best conclusion for the infographic.
  - More teenagers are volunteering every year.
  - Teenagers like science more than animals.
  - You can't volunteer if you're a adult.

### WORDS IN CONTEXT

- Complete the sentences with the words/phrases below.
  - dog walker    elderly    give back    make a difference
  - You can make a difference with your health. Eat good food and exercise!
  - I had a new job last summer. I was a dog walker. I love animals.
  - My neighbor is an elderly man from Spain. He's 95 years old!
  - Many students give back to the community by working as volunteers.



### THINK!

How do you make a difference in other people's lives when you volunteer?



### WEBQUEST

Learn more! Check (✓) True or False. PETA is an organization that helps people.

- True
- False



### VIDEO

- How many people volunteer each year?
- Is it easy to find the perfect volunteer work for you? Why/Why not?



### THINK!

Elicit some popular volunteer jobs and write them on the board. Brainstorm ideas for how each job helps make a difference. Provide some sentence starters to help, e.g.: *You can ...; You help people ...; You learn to ...; People feel ...*. Then divide the class into groups to discuss the question. Refer them to the ideas on the board and the *Why* section at the bottom of the infographic. Have groups share ideas with the class.

**Open answers**



### WEBQUEST

As an extension, you can invite students to answer some questions about PETA, e.g.: *How do they help? What is their mission? What types of activities do they do?* Remind students to get the information from official websites. Tell them to bring and share their findings in class. Finally, ask students if they would like to do volunteer work for PETA or not, and why.

## 4.06 Audioscript pT141

- Read the questions with students. Then have them look at the title, subtitle, photo, and teacher's name. After you check the answer, play the audio for students to read and listen to the text.
- Focus on the post and ask: *Who did Mr. Ling write about? (his grandma) How many paragraphs did he write? (three)* Then read through topics a–c. Explain that you *learn a lesson* when an experience teaches you how to do things better in the future. Say that *significant* means *important*. Then elicit the correct order and have students confirm it by quoting evidence from the text.

### LOOK!

Draw attention to the *Look!* box. Confirm that we use the simple past to write about past experiences, and the simple present to write about what we do now, thanks to lessons we learned. Encourage students to talk about their own past experiences. They could think of when they learned to do something for the first time (e.g., play a sport/musical instrument, cook a dish). Then ask: *What lessons did you learn? What do you do now thanks to that experience?* Elicit sentences in the simple present.

- Underline a few examples in the first paragraph with the class. Then have students work individually. Check answers.
- Go through the steps with the class. Brainstorm people, significant moments, and experiences to write about. Then elicit some lessons learned. Tell students to use the post in Exercise 1 as a model to structure their text. They should write three paragraphs with the topics a–c from Exercise 2. Remind them to use the simple past in paragraphs 1 and 2, and the simple present in paragraph 3 when writing about their lessons learned. Review the Unit 4 vocabulary and encourage students to use some of the words and verbs in their post.
- When they peer correct, ensure students focus on the items in the checklist. Monitor and help as necessary.

## WRITING

**1** 4.06 Read and listen to the post. Check (✓) the correct answers.

1 Who wrote the post?

a student

a teacher

2 Where can you read the post?

on the school blog

on Mr. Ling's blog

WHAT DO YOU KNOW ABOUT DIFFERENT LIFESTYLES?

We asked our teachers what they can remember from their childhood.

**Mr. Ling**, math teacher

<sup>1</sup>My grandma was a very hardworking person. She had a beautiful garden and she always picked a lot of vegetables to cook. She was a vegetarian and when we spent our summer vacations with her, we didn't eat any meat.

<sup>2</sup>The best part was when we helped her carry all those fresh vegetables in a basket. I loved the smell of the carrots, the lettuce, the green peas ... and the tomatoes were delicious and very fresh, of course!

<sup>3</sup>It was great to learn how to choose the best vegetables. Now, every time I go to the market, I know how to select the freshest and most delicious vegetables. I always buy the best.

**2** Read the post again. Match paragraphs 1–3 with a–c.

a lesson learned .....**3**.....      b introduction .....**1**.....      c significant moment .....**2**.....

**3** Study the examples in the LOOK! box. Then circle all the simple past verbs in the post. Underline another lesson learned in the simple present. **Simple past verbs: asked, was, had, picked, was, spent, didn't eat, was, helped, loved, were, was**  
**Simple present verbs: know, go, know, buy**

**4** Write a post for the school blog.

- Choose a relative or friend with a different lifestyle to write about.
- Think of a moment when you learned something positive about his/her lifestyle.
- Find or draw an image to illustrate your post.
- Write the first version of your post. Use vocabulary from Unit 4.

**5** Switch your post with a classmate and check his/her work. Use the checklist below.

- title and image (your name and your photo)
- introduction
- significant moment using simple past verbs
- lesson learned using simple present verbs

**LOOK!**

Use the simple past and the simple present for specific purposes in your post. Look:

She **had** a beautiful garden and she always **picked** vegetables to cook. (a past experience)

Now, every time I **go** to the market, I **know** how to select the freshest and most delicious vegetables. (a lesson learned)

**YOUR DIGITAL PORTFOLIO**

Edit your post. Then publish it. Upload it to the class portfolio for everyone to see!

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### Your Digital Portfolio

Give students a date for uploading their final version and ensure they all look at one another's work.

### Practice Extra

Unit 4

Tell students that the exercises on these pages review the vocabulary and language they have learned in Units 3 and 4. Point out that they can also check their progress and reflect on what they can do.

## Vocabulary

- 1 Draw students' attention to the example. Tell students to read both sentences in each case so they know which adjective to circle. Students can compare answers in pairs before checking with the class.
- 2 Elicit what students can see in the images. Then point to each image and have the class call out the correct word before they do the matching task. Check answers with the class.
- 3 Have students read the sentence parts silently, then elicit that they're all about money. Students do the exercise individually. Monitor and ask questions to confirm understanding, e.g., *What do you buy with your spending money? Where can people get money from? How can teenagers earn money?* Check answers with the class.
- 4 Read the words with the class and review their meanings. To check answers, invite two volunteers to read the dialogue aloud.

# REVIEW UNITS 3 AND 4

## VOCABULARY

### 1 Circle the correct options.

- 1 Will is very *sociable* / creative. He has new ideas every day.
- 2 Nadia is a nice friend, always positive and happy. She's *independent* / cheerful.
- 3 Rick isn't OK. He's too anxious / *easygoing*. I think he's worried about something.
- 4 Dan and Tom aren't funny. I don't know why they're so *mad* / serious.
- 5 Celine is a good parent. She's calm and patient / *negative*.

### 2 Match 1–6 with a–f.



- 1 graffiti ..... b.....
- 2 drawing ..... e.....
- 3 collage ..... c.....
- 4 stickers ..... a.....
- 5 mural ..... d.....
- 6 artist ..... f.....

### 3 Match 1–5 with a–e.

- 1 I need to save my ..... c.....
  - 2 She didn't have a \$10 bill, ..... a.....
  - 3 Fred is going to stop at ..... e.....
  - 4 Ian earns good money ..... b.....
  - 5 I want to use my spending money ..... d.....
- a so she used her debit card.  
b on the weekend at his dad's store.  
c money and not spend it.  
d to buy a snack at the cafeteria.  
e the ATM to get some money.

### 4 Complete the messages with the words below.

- afford • bargain • free • shopping center

Let's go to the  
1 shopping center.....

I don't have any money for the bus.  
2 free.....

We can walk. It's  
3 free.....

I know. I need to keep all my money for a present for my mom.

We can check for a  
4 bargain.....

You're right. Maybe there's something I can  
5 afford.....

## Language in Context

- Ask: *How do we form the gerund? (We add -ing to the verb.)* Point to the example, then elicit the rest of the verbs if necessary. Check answers with the class.
- Review the rules for changing adjectives into adverbs when they are regular (i.e., by adding *-ly* or by replacing *-y* with *-ily*). Write the rules and some examples on the board. Students complete the exercise. Check answers with the class.
- When you check answers, write the words in two lists on the board, as follows: *Countable: bananas, keys, cell phone; Uncountable: meat, rice, juice.* Then ask students to copy the lists into their notebooks and add more words. Check ideas with the class.
- Review the rules for quantifiers + countable and uncountable nouns. Elicit that we use *a lot of* with both countable and uncountable nouns. Check answers with the class.

## Check Your Progress

This section gives students an opportunity to reflect on what they have learned. Read each statement with the class. Elicit examples and/or information students remember related to it. Alternatively, students could go through the statements in pairs or groups. If necessary, have students go back to the relevant unit to review each topic. Students then do the task in the Check Your Progress box individually. When they finish, ask: *What do you need to practice more? What was easy/difficult/interesting?* Invite students to give feedback.

## LANGUAGE IN CONTEXT

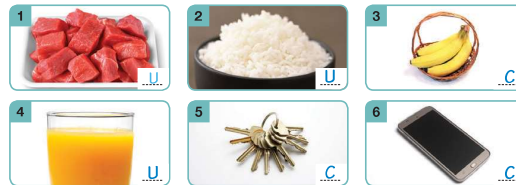
- Put the letters in the correct order to write verbs. Then complete the sentences with the gerund form.

- .....wtahc..... (wthac): .....Watching..... series is what I like to do every evening.
- .....dnace..... (andec): .....Dancing..... is my sister's favorite weekend activity.
- .....pnait..... (tinpa): .....Painting..... helps me express my feelings and emotions.
- .....snig..... (ngsl): .....Singing..... in my bedroom makes me happy.
- .....read..... (eadr): .....Reading..... new books helps me learn more about art.

- Complete the sentences with the correct adverbs of manner using the adjectives in parentheses.

- Doris .....kindly..... agreed to help with the mural. (kind)
- He didn't come to school today. He doesn't feel .....well..... (good)
- Our neighbors left very .....noisily..... this morning. I need to go to bed early tonight! (noisy)
- They don't take her .....seriously..... as an artist because she can't draw. (serious)
- Can you speak .....slowly..... please? (slow)

- Look at the items in images 1-6. Write **C** (countable) or **U** (uncountable).



- Complete the sentences with *much*, *many*, or *a lot of*.

- I don't have .....much..... time. I have to go home now.
- Art books are very expensive, so she doesn't have .....many.....
- .....A lot of..... students in my class don't have a debit card.
- How .....much..... money is in your wallet?
- How .....many..... apples do we need for lunch?

## CHECK YOUR PROGRESS



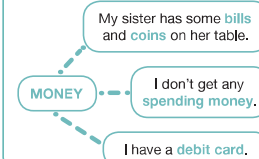
### I CAN...

- talk about personality and art. 😊 😊 😊
- use gerunds and adverbs of manner. 😊 😊 😊
- talk about money and shopping. 😊 😊 😊
- use countable and uncountable nouns, and quantifiers. 😊 😊 😊

## LEARN TO LEARN

### Word Charts

Write example sentences related to a word.



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## Learn to Learn

Throughout the course, students do a variety of *learn to learn* activities, which offer them techniques for retaining vocabulary. Point to the graphic organizer and have students copy it in their notebooks. Ask: *What other words connected with money did you learn in Unit 4?* Write ideas on the board. Then ask students to write sentences with the words and add them to the organizer. Explain that organizing vocabulary in this way helps us remember new words. Encourage students to do this with new categories in the future.