

## Warmer

Invite students to think about all the items they have bought over the past two weeks. Have them make a list of the products, leaving nothing out. Have them compare their lists and rank the items in the whole class from most to least common.

## THINK!

- 1 Invite them to list the positive and negative aspects of shopping in this kind of store. Ask them to make a chart in their books and work in pairs. Have them share their work.
- 2 Ask students what they take into consideration when buying items. Give them two minutes to do this, then invite them to share their ideas with the class.

## 3.1 How We Sell

### Summary

The video discusses how advertisements are intended to make us buy things.

### In Class

Put students into pairs and have them tell each other about an occasion they bought a product because of an ad. Ask: *What aspects of the ad made you buy the product? Are there too many ads on TV and the Internet? Are ads a normal part of life?*

### Exercise 1

Ask students to watch the video to answer the questions.

- 1 Say two places where you can find adverts. Check answers with the class.  
*Two of the following: on TV, online, in movie theatres, while you work out, or on billboards.*
- 2 What helps you to remember a product in an advertisement? Check answers with the class.  
*humor*

### Exercise 2

Play the video again and ask students to answer the following questions. Then, ask them to make up two more questions to ask their partners.

- 1 What aspects of ads mentioned in the video catch people's attention?  
*bright colors and designs, music, and humor*

# 3 CONSUMER WORLD





**UNIT GOALS**

- Talk about advertising and money.
- Read about advertising techniques.
- Listen to a dialogue about spending money.
- Learn about a zero-waste project in Japan.
- Keep a conversation going.



**THINK!**

- 1 Is it a good idea to buy things at a secondhand store? Why / Why not?
- 2 What do you consider before you decide to buy something?

**VIDEO**

- 1 Say two places where you can find adverts.
- 2 What helps you to remember a product in an advertisement?

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- 2 Why are the colors blue and green better to advertise soap?  
*These colors make us think of cleanliness and water.*
- 3 In pairs, talk about other colors you believe are good for advertising other products.

### At Home

#### Exercise 3

Ask students to research an advertisement at home and take a photo of it or bring it in to class. Have students analyze the colors and the product, and define the characteristics of the final consumer (age, gender, etc.). If possible, use a collaborative panel for students to share the images. Prepare the panel before the class and share the link with your students.

## Resources

- Teacher's worksheets Unit 3
- Test Generator Unit 3
- Practice Extra Unit 3
- Workbook pages 120–123
- Puzzles and Games page 103

## Flipped Classroom

Ask students: *Can you remember an advertising campaign that caught your attention?* Describe an ad and the products involved. Encourage students to list different methods of advertising nowadays. If possible, use a digital collaborative platform so that students can share their work.

## Unit Aims

### Cambridge Life Competencies Framework

I can ...

- use simple techniques to start, maintain, and close conversations of various lengths when talking about products and advertisements. **(Communication)**
- understand essential grammatical terms and concepts using the modal verbs *have to* and *must*. **(Learning to Learn)**
- act parts in role plays talking about buying presents for friends. **(Creative Thinking)**
- create questions about a video and discuss its content. **(Creative Thinking)**
- assess strengths and weaknesses of a product or advertisement. **(Critical Thinking)**
- make informed choices about buying products with a lot of packaging. **(Social Responsibility)**

Warmer

Encourage students to use a dictionary to find as many words as possible related to advertising. Apart from synonyms, have students also list words that are commonly used to talk about advertising, such as *persuade*, *influence*, etc. If necessary, they can use a dictionary to get more ideas: <https://dictionary.cambridge.org/pt/dicionario/learner-english/>. Give them 5 minutes for this task. Have students share their work as a class.

Flipped Classroom Check

Put students into pairs and have them share their favorite advertisements. Have them justify why they chose them and the products involved. If a digital tool was used to collate their ideas, project it for the class.

3.01 Audioscript pTXXX

Target Vocabulary

advertise	/ˈæd·vər,tɑɪz/
advertisement	/,æd·vər'taɪz·mənt/
attract	/ə'trækt/
headline	/'hed,lɑɪn/
influence	/'ɪn.flu·əns/
logo	/'lɒ·gɒʊ/
persuade	/pər'sweɪd/
product	/'prɒd·əkt/
promise	/'prɒm·ɪs/
value	/'væl·ju/

1 3.01 Ask students if they often take part in surveys on the Internet and what kind of survey mostly comes up on their social media. Have students look at the images and ask them what kind of product they believe is being advertised in this survey. Ask students to read through the sentences in the survey individually and circle the best alternatives. Do not ask them to answer the survey at this moment, just circle the words. Play the audio to check their work. Encourage them to repeat the words, paying attention to intonation and pronunciation.

VOCABULARY IN CONTEXT

ADVERTISING

1 3.01 Circle the correct words in the survey. Then listen, check, and repeat.

HOME SURVEY ABOUT US MY ACCOUNT

- Think of an 'advertise / advertisement that persuaded you to buy something in the past. What product did it 'advertise / advertisement? \_\_\_\_\_
- How did the ad present the product / influence to 'value / persuade you to buy it?  
 modern  good 'promise / value  necessary  fun  other \_\_\_\_\_
- Do ads often influence / headline your decisions about what to buy?  Yes  No
- Which of these two pop-up ads works better to attract / logo your attention?  A  B

A

B

- Which headline / product do you prefer?  
 **Feel alive!**  OFFER ENDS TODAY!
- Which 'value / logo do you prefer?  
 **OUTPACE**  **OUTPACE**
- What benefits does each ad 'attract / promise to give you? Write A or B.  
 staying fit  feeling good  saving money  enjoying the taste

Thanks for taking the time to complete this survey!

- Remind students that what they heard was a survey. Invite them to answer the survey, and then discuss their answers with a partner. Encourage them to justify their choices.
- Invite a student to read the sentences to the class. Then, individually, have students write *T* (true) or *F* (false). Have them check their answers in pairs.
- Read the words in the charts with the students. Draw their attention to the headings. Write the headings on the board. Allow them to refer to Exercises 1 and 3 to complete the charts. Have them do the task individually and then compare their work in pairs. Have a student come up to the board and write the answers. Then, ask them to match the charts to the sentences a–b.
- Have students work in pairs. Ask each pair to choose two words in bold from Exercise 3 and make up two sentences using the words. Have them share their sentences with the class. Then ask them to read sentences 1–6 and complete them with words from Exercise 3. Check their work as a class. Then, have them check the sentences that are true for them and justify their answers.



### USE IT!

- Write the following sentence on the board: *I don't think ads influence me, but I like to watch them.* Draw their attention to the speech bubbles in the chart and model the activity by asking them, using one of the prompts: *Do you think ads influence you?* Tell them they should use the prompts to make questions about the sentences in Exercise 5. Write the following example answer on the board: *I don't think ads influence me, but I like to watch them.* Pair students up for the activity. Monitor the activity by walking around the class.

### 🏠 Homework

Workbook page 121, Exercises 1 and 2

### 📖 Practice Extra

Unit 3

- Complete the survey in Exercise 1. Then share your answers with a partner.

- Write *T* (true) or *F* (false).

- The **product** in ads A and B is an energy drink. ....*T*.....
- The **logo** in ad A shows a person running. ....*T*.....
- Both advertisements are trying to **persuade** people to save money. ....*F*.....
- The **headline** appears at the bottom of a pop-up ad. ....*F*.....
- Ads often **promise** to improve our lives. ....*T*.....
- Every **advertisement** has an **influence** on people's decisions about what to buy. ....*T*.....
- Some ads **attract** us to the product by showing that it's not good **value**. ....*F*.....
- Companies **advertise** their products on the Internet, on TV, and on the radio. ....*T*.....

- Complete charts 1–3 with the words in bold in Exercise 1. Then match the charts with a or b below.

1 ...*b*.....

Verb	Noun
<b>persuade</b> .....	persuasion
<b>attract</b> .....	attraction

2 ...*a*.....

Verb	Noun
influence	<b>influence</b> .....
<b>promise</b> .....	promise

3 ...*b*.....

Verb	Noun
advertise	<b>advertisement</b> .....

- a The verb has the same form as the noun.      b The verb and the noun forms are different.

- Complete the sentences using the words in bold in Exercise 3. Then check (✓) the sentences that are true for you.

- I don't think ads **influence** me but I like to watch them.
- I never believe ads that **promise** to change my life.
- It's always easy to **persuade** my grandparents to buy what I want.
- I like to wear clothes that have a famous **logo**.
- Headlines in pop-up ads usually **attract** my attention.
- Before buying a product, I often compare prices to make sure I get a good **value**.



### USE IT!

- Work in pairs. Take turns asking and answering questions about the ideas in Exercise 5.

Do you think ads ...?

Do you believe ads that ...?



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PRACTICE EXTRA

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### Fast Finishers

Puzzles and Games page 103,  
Exercise 1

### Extension

Have students choose one of their favorite advertisements from social media. Ask them to write a short paragraph using the vocabulary learned in this unit so far, describing the ad and its main objective. Have them share their work on a collaborative platform. If possible, have them post the ad as well.

Warmer

Ask students to think silently for one minute about a time when they believe they were influenced by an advertisement. Ask them to list the product that was being sold and why the ad influenced them. Write the word *Emotions* on the board. In pairs, encourage them to think of different advertisements that made them feel different emotions: *sad, happy, angry, surprised*, etc. Ask them if the ad they chose influenced them emotionally, and in what way.

3.02 Audioscript pTXXX

- 1 Draw student's attention to the images and title of the blog. Ask students where this kind of article could be found (social media posts and forums). Have them read the sentences in bold in the start of the four paragraphs 1–4 in the blog. Individually, ask them to read the sentences in Exercise 1 and circle the correct words.
- 2 3.02 Ask students why they think this blog post was written. Ask students: *What is the writer trying to point out?* Have a volunteer read the questions and options in Exercise 2. Then have students read the blog to check the correct options. Play the audio to check their work. Encourage students to write Mason's reply to Blogger Boy.
- 3 Have a student read sentences a–d. In pairs, have students match the sentences to the sentences in bold in the blog. Check with the class, asking volunteers to read out the sentences. Ask: *Can you think of an ad that uses famous people to influence the viewers?*

**THINK!**

In pairs, ask students to list different ads that use the strategies mentioned in the blog post. Encourage them to list the strategies used and add any other techniques they notice in each ad (uses award systems, repeats the brand's name, appeals emotionally, uses famous people's names, etc.). Have them choose their favorite two and share them with the class, mentioning all the techniques applied. Use a collaborative platform, if possible.

READING

SMART TEEN

A BLOG FOR SMART TEENAGE CONSUMERS  
[HOME](#) | [ABOUT](#) | [PAST POSTS](#) | [WRITE FOR US](#)

SEARCH

## 4 THINGS WE MUST NOT FORGET ABOUT ADS

by Mason Carlson

**1 People produce ads to influence you**  
Behind all ads there are professionals who know what techniques will persuade us to buy. Even the funniest and most creative ads have one basic aim: to sell us something.

**2 Ads want you to think you have to buy something – now!**  
Ads make you think you must act urgently; there's something fantastic out there and everyone else is enjoying it. And they also say it's easy to get it. Look! This burger is the "best" and "only" costs \$3.99!

**3 Ads use your emotions to get what they want**  
Are you worried about your friends thinking you're not attractive and cool? Ads show you beautiful, successful people having fun. Their idea? You buy what they advertise and you'll feel great, like the people in the ads.

**4 Ads use famous people to attract you**  
Advertising companies pay a lot of money to celebrities. They know that fans will buy the product, not because they need it, but just because they love the star.

Do you sometimes decide to buy a product just because of an advertisement? Well, we all do. But here are some things to remember when we read or watch ads.

Comments

mei

I sometimes feel I have to buy something after I watch an ad. I buy it, and then I want to buy something else.

Blogger Boy

Ads don't influence me. You don't have to buy what they advertise.

**1** Look at the blog page and circle the correct options.

- 1 The blog Smart Teen is about ads (money).
- 2 The people who write are adults (teenagers).
- 3 The readers are usually adults (teenagers).
- 4 Mason's post is about (advertising) allowances.
- 5 Successful people (earn) save a lot of money from advertising.

**2** 3.02 Read and listen to the blog post and comments. Check (✓) the correct answers.

- 1 What opinion does Mason have about ads?
  - They influence us.
  - They don't influence us.
  - He's not sure about their influence.
- 2 Who disagree(s) with Mason in the comments?
  - mei
  - Blogger Boy
  - mei and Blogger Boy

**3** Read these people's comments during a meeting for an ad. Match them with 1–4 in the blog post.

- This will be a big hit with teens if we can persuade Taylor Swift to appear. .... 4.....
- We can start by asking, "Do you sometimes feel sad when you look at yourself in the mirror?" .... 3.....
- Let's go with the cartoon dog. If we can make people laugh, they'll feel good about the product. .... 1.....
- Let's end with "Hurry! This offer ends Saturday!" .... 2.....

**THINK!**  
 Think of two ads you like. Do they use any of the techniques listed in the blog? If so, how? What other techniques do they use?

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🏠 Homework

Workbook page 123, Exercises 1, 2, and 3

- If necessary, students look at the blog post on page 34 again to help them complete the chart. Draw students' attention to the difference between the negative and affirmative statements for each modal. When they finish, encourage students to make sentences about their own buying behaviors, using the modal verbs in the affirmative and negative forms. Have them use the chart as reference.
- Have volunteers read through the sentences 1–5 and a–e. Encourage students to look at Exercise 1 to help them match the sentences. Have them check their work in pairs, before rewriting sentences a–e with the other modal verb in each case. Ask volunteers to read their rewritten sentences to check answers. (a *must get*; b *has to study*; d *has to take*; e *must read*).
- Have students refer to the blog post and the chart in Exercise 1 again. Draw attention to the fact that they will now be using the negative form of the modal verbs to complete the sentences. Have them do the exercise individually and then check in pairs. Point out that *must* is not very common in American English, but it is common in British English.

**LOOK!**

Draw attention to the *Look!* box. Have a volunteer read the sentence. Ask students to come up with more examples that are true for them, using *must not*. Brazilian students tend to use *don't have to* or *can't* instead of *mustn't*: *You can't forget to bring some sun lotion and a camera to take some photographs. You mustn't forget to bring some sun lotion. You don't have to (mustn't) be shy! You mustn't be shy!*

**USE IT!**

- Tell students to work individually and complete the sentences so that they are true for them. Give them one minute to do this.
- Model the activity with a student using the examples from the speech bubbles. Then put students into groups. Invite them to read their sentences to the

**LANGUAGE IN CONTEXT**

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

Have to		
Affirmative: Obligation		
I/You/ We/They	1 ..... <b>have to</b> .....	buy something.
He/She	<b>has to</b>	
Negative: No Obligation		
I/You/ We/They	2 ..... <b>don't have to</b> .....	buy what they advertise.
He/She	<b>doesn't have to</b>	

Must		
Affirmative: Obligation		
I/You/ He/She/ We/They	3 ..... <b>must</b> .....	act urgently.
Negative: Prohibition		
I/You/ He/She/ We/They	4 ..... <b>must not</b> .....	forget four things about ads.

- Match 1–5 with a–e. Then write the other form for obligation for the words in bold in a–e.
  - The students have an exam next week. .... **c**     a He **has to get** a passport. .... **must get**
  - Fernando is going to fly to Tokyo. .... **a**     b She **must study** hard. .... **has to study**
  - You started reading two hours ago. .... **d**     c They **have to review** their lessons. .... **must review**
  - Caroline wants to be a doctor. .... **b**     d You **must take** a break. .... **have to take**
  - This is a fantastic book. .... **e**     e You **have to read** it. .... **must read**
- Complete the sentences with *don't/doesn't have to* or *must not*.
  - You ..... **don't have to** ..... go now. You can stay here if you want.
  - She has a lot of clothes. She ..... **doesn't have to** ..... buy a new skirt.
  - You ..... **must not** ..... tell Ren about the party. It's going to be surprise.
  - The teacher said, "Put your phones in your bags. You ..... **must not** ..... use them in class."
  - You ..... **don't have to** ..... buy something just because it's a bargain.
  - He likes his job. He ..... **doesn't have to** ..... look for a new one.

**LOOK!**  
We use *must not* to say something is the wrong thing to do.  
You *must not* forget to do your homework.

**USE IT!**

- Complete the sentences so they are true for you. *Students' own answers*
  - When I'm in the library, I must not .....
  - To get to school on time, I have to .....
  - When I'm at home, I don't have to .....
  - When I'm at school, I must .....
- Work in groups. Take turns reading your sentences in Exercise 4 to your group. Then tell the class one thing you have in common and one thing you don't have in common.

When we're in the library, we must not talk on our cell phones.

To get to school on time, Fernando has to get up at 6 a.m. The rest of the group don't have to get up so early.

group. Each group should then choose a reporter to tell the class one thing they had in common as a group and one thing which was different.

**Grammar Game**

Divide students into smaller groups. Have them create a poster using the modal verbs of obligation and prohibition regarding their school rules. If possible, use a collaborative platform. Have students share their work. Have them build a final one, using everyone's examples. Draw their attention to the context in order to use the correct modal verbs for each situation. (Possible answers: High school students don't have to wear uniforms. You must sanitize

your hands. You must not run in the corridors. You must take good care of school property. You don't have to join a sports team. You have to hand in your homework on time.) Have them share their poster with the school and if possible, hang it on a wall.

**Homework**  
Workbook page 122, Exercises 1 and 2

**Practice Extra**  
Unit 3

#### Warmer

Ask students if they help at home in any way. Divide students into groups of three. Have them list some ideas of small jobs they could do to earn some extra money at home or around their neighborhood. Have them share their ideas. Write the most common suggestions on the board.

#### 3.03–3.05 Audioscripts pTXXX

#### Target Vocabulary

cost	/kɒst/
invest	/ɪn'vest/
label	/'leɪ·bəl/
on sale	/ɔn.seɪl/
own	/oʊn/
sell	/sel/

- Ask students to look at the image and say the first word that comes to their minds without looking at the word box. Have them tell you where they think the boys are and what they are doing. Read through the words with students to check understanding. Individually, have students check the words they think they will hear in the dialogue.
- 3.03** Play the audio for students to check whether the words they checked in Exercise 1 are correct. Have them summarize the first part of the dialogue in their own words. Ask: *What does "big label" mean? Do you think he should buy it?*
- 3.04** Have students look at the images and describe what is happening in each one. Have students compare their list of small jobs from the Warmer with the images. Ask: *Are any the same?* Play the audio and have students match each image with the teenagers. Ask them to check in pairs.
- 3.04** Have a volunteer read the sentences without giving the answers. Ask students to circle the correct words from memory. Then play the audio again and check answers with the class.

#### LISTENING AND VOCABULARY

- Look at the image. Check (✓) the words you think you will hear in the first part of the dialogue between Wilson and Diego.

- |                                   |                               |
|-----------------------------------|-------------------------------|
| 1 <input type="radio"/> afford    | 4 <input type="radio"/> money |
| 2 <input type="radio"/> buy       | 5 <input type="radio"/> price |
| 3 <input type="radio"/> expensive | 6 <input type="radio"/> spend |



- 3.03** Listen to the first part of the dialogue and check your answers to Exercise 1.  
*buy, money, spend*
- 3.04** Diego and Wilson discuss how teenagers can make money. Look at these images. Whose ideas are they? Listen to the whole dialogue and write D (Diego), W (Wilson), or N (neither).



- 3.04** Listen again and circle the correct options.

- At the beginning of the dialogue, Wilson wants / doesn't want to buy new shoes.
- Wilson can / can't afford the sneakers.
- Wilson's parents think that we must / don't have to buy things because they are a good price.
- Diego agrees / doesn't agree with Wilson's parents.
- Diego gives Wilson some ideas about donating / saving money.
- At the end of the dialogue, Wilson is bored / excited by Diego's suggestion.

- 3.05** Match the words below with the definitions 1–6. Then listen, check, and repeat.

• cost • invest • label • on sale • own • sell

- opposite of *buy* ..... sell .....
- have, possess ..... own .....
- company ..... label .....
- with a reduced price ..... on sale .....
- need payment of an amount of money ..... cost .....
- put your money into something that will produce more money ..... invest .....

- Complete the sentences with the words in Exercise 5.**

- Diego tells Wilson that the things we ..... own ..... don't have to be from a big ..... label .....
- Wilson's parents don't think it's always a good idea to buy things ..... on sale .....
- Diego thinks Wilson should save or ..... invest ..... his money.
- Wilson wants to make models and ..... sell ..... them.
- Cleaning materials don't ..... cost ..... much.

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- 3.05** Have a volunteer read the words. Individually, ask students to match the words to the definitions 1–6. Play the audio for them to check their work. Have students come up with two sentences which are true for them using two of the words.
- Have students complete the sentences individually. Have students volunteer one at a time to read their answers.

#### Homework

Workbook page 121, Exercises 3 and 4

- 1 Draw students' attention to how we form questions using *have to*. Write the first question from the chart on the board. Ask for a volunteer to ask the same question using the second-person *you*. Elicit the short answers from the class. Ask students to complete the rest of the questions in the chart and draw attention to the changes that occur. Have them check answers with the class.
- 2 Put students into pairs and invite them to complete the questions using the correct form of *have to*. Check as a class and encourage students to ask two more questions.
- 3 Draw students' attention to the weekend to-do list of Juliana and Mateo. Have students read through what each of them has to do. Invite students to write questions and short answers according to the to-do list. Allow students to refer to the initial chart for reference. Have students check in pairs.



**USE IT!**

- 4 Have a volunteer read through the phrases 1–5. Model the activity with a student using the speech bubbles under the chart. Have students stand up and walk around the class to find someone who has to do the activities in the chart. When they find a person, have them ask for more information regarding the activity with *what time, who, where*, etc. Monitor the activity by walking around the class.

**Homework**

Workbook page 122, Exercises 3 and 4

**Practice Extra**

Unit 3



**Fast Finishers**

Puzzles and Games page 103, Exercise 2



**LANGUAGE IN CONTEXT**

- 1 Complete the sentences from the dialogue in the chart. Use the words and phrases below.

• does ... have to (x 2) • do ... have to • don't

**Have to: Questions and Short Answers**

Do I <b>have to</b> use this product?	Yes, you <b>do</b> . / No, you <b>don't</b> .
1 <b>Do</b> you <b>have to</b> get them now?	Yes, I <b>do</b> . / No, I <b>don't</b> .
2 <b>Does</b> everything <b>have to</b> be from a big label?	Yes, it <b>does</b> . / No, it <b>doesn't</b> .
3 <b>Do</b> we <b>have to</b> buy everything that's on sale?	Yes, we <b>do</b> . / No, we <b>don't</b> .
How much <b>does</b> Diego <b>have to</b> spend on cleaning materials?	
When <b>do</b> they <b>have to</b> pay for the products?	

- 2 Complete the questions with the correct form of *have to*.

- 1 **Do** you **have to** go to bed early on Friday?
- 2 **Do** we **have to** add salt to the food?
- 3 **Does** the owner of the store **have to** invest money in big labels?
- 4 When **does** Ana **have to** take her exams?
- 5 How many books **do** I **have to** buy for this course?

- 3 Look at the chart. Then write questions using *have to* and short answers.

Weekend To-do List	Juliana	Mateo
1 prepare for English exam	✓	✗
2 go to the ATM	✓	✗
3 finish school project	✗	✗
4 bake cookies	✓	✓

- 1 Juliana / exam?  
**Do Juliana have to prepare for her English exam? Yes, she does.**
- 2 Mateo / ATM?  
**Does Mateo have to go to an ATM? No, he doesn't.**
- 3 Juliana and Mateo / school project?  
**Do Juliana and Mateo have to finish their school project? No, they don't.**
- 4 Juliana and Mateo / cookies?  
**Do Juliana and Mateo have to bake cookies? Yes, they do.**



**USE IT!**

- 4 Ask your classmates questions to find names for 1–5. Then ask *Wh-* questions (*what, where, why*, etc.) to get extra information and complete the chart. *Students' own answers*

Find Someone Who Has To ...	Name	Extra Information
1 get up early on Saturdays.		
2 help at home.		
3 buy something soon.		
4 save some money for something.		
5 take a bus home after school.		

Do you have to get up early on Saturdays?  
Why do you have to do that?

Yes, I do. Because I have soccer practice at 8 a.m.



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PRACTICE EXTRA

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**Extension**

Encourage students to think of a job they could do during their break to make some extra money. Have them write a brief description of this job. In pairs, have students interview each other in order to discover what job their partner is thinking about. Students should ask as many questions as possible such as: *Do you have to wake up early? Do you have to wash a car? Do you have to work in an office? Do you have to work in a shop?* etc.

**Grammar Game**

Write the following activities/places on the board: *shopping mall, school, movie theater, restaurant, sailing club, driving, and vacationing*. Divide students into pairs. Each pair should choose two activities/events and write as many sentences and questions using *have to, has to, must*, and *must not* related to the activity/place as they can think of. Give students three minutes to do this. The pairs with the most sentences/questions wins.



## The Problem with Plastic

### Summary

The video is about our excessive use of plastic in our daily lives.

### In Class

Tell students they are going to watch a video about how plastic is destroying our environment. The video gives students an idea of how much plastic we use on a daily basis and how we can decrease its use. Have students look around them and count how many things made out of plastic they can see. In pairs, have them make a list. Give them two minutes to write the list and share it with the class before watching the video.

### Exercise 1

Ask students to watch the video to answer the questions:

- 1 *When did people start to use plastic? Check answers with the class.*  
*In the 1950s.*
- 2 *How much plastic waste gets recycled? Check answers with the class.*  
*Less than 10%.*

### Exercise 2

Write the following questions on the board and have students answer them from memory. Have them watch the video again to check their answers. Then, ask them to make up two more questions about how to reduce waste to ask their partners.

- 1 The video mentions the main reason why we should stop using plastic. What is it?  
*Plastic doesn't decompose like other materials. It only breaks into smaller pieces.*
- 2 Mention two positive aspects of plastic.  
*Thanks to plastic packaging, food can stay fresh for much longer, and medicine can stay safe and effective.*
- 3 Write two ideas the video mentions that can help us reduce our use of plastic.  
*Buy food and drink in glass bottles or metal cans, rather than plastic containers; stop buying bottled water today; use a reusable bottle and fill it up at home; stop using plastic bags.*



## AROUND THE WORLD

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### Rethinking Waste: Lessons From Japan



Some years ago, people in a Japanese village called Kamikatsu had the idea to go "zero waste." For this to happen, all residents would need to collaborate in important ways. A central idea in the project was the creation of a waste center where the residents had to take all their trash.

At first not everyone welcomed the idea because it involves a lot of work. Before going to the center, residents have to wash their non-organic trash, including plastic bags and bottles. At the center they have to put their waste in separate containers for different materials. There are 45 different categories of waste: for example, different places for different kinds of metal like aluminium and steel, and seven containers for paper, including newspapers, cardboard, and paper tubes. There are special places for toothbrushes, pillows, and furniture.

Nowadays, however, most people agree that the waste center is a great idea. Recycling makes money for the village. The fact that all waste is separated and cleaned adds value to it because it's easier to recycle. People also enjoy going to the *kuru-kuru* store in the center (*kuru-kuru* means "circular" in Japanese), where they can leave clothes, plates, or other useful items they don't want anymore. And a person who wants something from the store can take it away for free.

The village now recycles more than 80% of its waste but the project isn't only about recycling. As one of the organizers explained, "People have to avoid buying things that will go to waste. We must also avoid unnecessary packaging and try to use our own containers when possible." In other words, we must think about waste not only after we use something. We have to do it before use as well.



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### At Home

#### Exercise 3

Ask students to research more about how plastic waste is destroying our environment. Divide students into four smaller groups and have each group focus on one of the following topics and consider how plastic waste is affecting it:

- oceans
- forests
- rivers
- cities



### Background Information

A small village in Japan decided to go zero waste. The city of Kamikatsu, at first, did not think it would succeed, but now, apart from successfully recycling their waste, zero waste also brings in money for the city. Recycling is not only about waste, but also about your buying behavior. When we buy things, we must avoid unnecessary packaging. Zero waste makes us aware of how we buy things and how we throw things away.

### 3.06 Audioscript pTXXX

- Write the word waste on the board. Encourage students to come up with as many related words as possible. Ask them if they recycle things at home and what their thoughts are about recycling. Have students look at the text on page 38 and guess what it is about. Have them look at the images and the title. Have a volunteer read sentences 1–3. Individually, have students circle the correct alternatives.
- 3.06 Have students read the article and take notes of the main things that happened in each paragraph in their notebooks. Have them check their work in pairs. Have a volunteer read sentences 1–6. Individually, have students write T (true) or F (false). Play the audio for them to check their work in pairs. Then, ask them to underline the sentences that justify their answers in the article.

### Words in Context

- Ask students to find the words in bold in sentences 1–4 in the article to figure out their meaning from the context. Then, invite students to match the words to the definitions a–d. Ask them to use a dictionary, if necessary. They should then choose another four words from the article and write them and their definitions on separate strips of paper. Put students into pairs, and have them swap their strips of papers and match the words to the definitions. Have them make up sentences using the words.
- Invite students to look at the images and describe what they see. Ask them whether any of the images relate to their daily lives, encouraging them to justify their answer. Have a volunteer read

1 Look at the article: the title, image, and the first paragraph. Circle the correct options.

- The words "waste" and "trash" have / don't have the same meaning.
- A possible caption for the image is Kamikatsu / Zero waste.
- The article is about a project to spend less money / produce less waste in a village.

2 3.06 Read and listen to the article. Write T (true) or F (false). Underline the parts of the article that justify your answers.

- There is a trash collection at all residents' homes in Kamikatsu. F
- At the beginning of the project not everyone liked the "zero waste" idea. T
- People have to put newspapers and cardboard tubes in the same place. F
- The village gets more money when it can sell clean waste. T
- It is possible to donate things at the center. T
- People can also buy recycled objects from the center. F

### WORDS IN CONTEXT

3 Match the words in bold in 1–4 with their definitions a–d.

- Residents must separate **steel** from other types of metal. d
  - They must avoid unnecessary **packaging**. b
  - They mustn't put **cardboard** together with paper tubes. a
  - They have to choose the correct **container** for all their waste. c
- a thick, hard paper, for example to make boxes  
b materials used to cover products you buy  
c object used for holding something  
d very strong metal

4 Which image illustrates "We must also avoid unnecessary packaging and try to use our own containers when possible"? 2



5 Check (✓) the sentence that summarizes the main idea of the last paragraph.

- When you have new ideas, it's important to advertise them.
- When a city wants to do something, all residents must agree.
- It's possible to invent creative ways to use old materials again.
- Consumers must think about waste before they decide to buy something.



### THINK!

Think about something you bought recently. Did it have a lot of packaging? Did it create a lot of waste? Next time you buy something similar, what can you do to avoid unnecessary waste?



### WEBQUEST

Learn more! Check (✓) the correct answer. Some stores use the letters BYOC to show they don't have any packaging for some products. What do these letters mean?

- Borrow your own container
- Bring your own container
- Buy your own container



### VIDEO

- When did people start to use plastic?
- How much plastic waste gets recycled?

the question. Have them match the sentence to the corresponding image. Ask them how we could encourage people to use less packaging.

- Individually, ask students to read the last paragraph of the text. Have a volunteer read sentences 1–4. Have students check the sentence that best summarizes the last paragraph of the text. Have them justify their answer.



### THINK!

If possible, bring in a product that can normally be bought in a supermarket and that has excessive packaging or find images on the Internet of such products. Encourage students to think about how this waste can be reduced and why

companies use excessive packaging. Have them give you examples of things they recently bought that also had excessive packaging. In pairs, encourage students to make a list of ideas for how we can reduce our packaging on a daily basis. Have them share their lists.



### WEBQUEST

Ask for a student to read the sentence. Have them check the alternative they believe is correct and then check it on the Internet. Remind students to check two or three websites to confirm their answers. Have them also look up the meaning for BYOD (Bring Your Own Device). Ask them if they know any other general acronyms to share.

#### 3.07-3.10 Audioscripts pTXXX

- Ask students to look at the images and, as a class, discuss what they think the friends might be talking about. Encourage them to think about the topic of the unit to make their guesses. Play the audio for them to check whether they were right. Ask: *What are they planning to do? Does Emilio sound surprised? Why?* Have them read the dialogue silently and then play the audio again to notice intonation and pronunciation.

#### Living English

- Check understanding of the expressions 1-3. Ask students to find them in the dialogue in Exercise 1 and see how the speakers use them. Ask: *Which expression shows the speaker agrees 100%? (Ah, OK, so) Which expression sounds less sure about the fact? (Yeah, OK, I guess) Which expression shows that the speaker does not fully agree? (Well, you know)* Encourage students to think of similar expressions in their own language. Have students match the expressions to their meanings a-c. To check answers, ask volunteers to read the sentences.
- When students repeat the expressions, have them mimic the intonation they hear.

#### Pronunciation

- Look back at the dialogue in Exercise 1 and ask students to underline the modal verb *have to*. Ask: *How do we pronounce this?* Invite students to repeat it to themselves many times before answering. Have them check the correct alternative and ask them to come up with other examples.
- Have students listen to the audio and repeat after it.



#### SPEAKING

##### KEEPING A CONVERSATION GOING



- Read and listen to Helen and Emilio. Where are they planning to go? Why? **to the secondhand store downtown, to buy a present for Cristian.**  

Helen	Hey Emilio. It's Cristian's birthday tomorrow. We have to buy him a present.	Helen	Yeah, why not? We don't have to get an expensive present. I bet we'll find something special there.
Emilio	Ah, OK, so let's go to the mall!	Emilio	Yeah, OK, I guess ... Maybe sports clothes or stuff like that ...
Helen	Well, you know, I was thinking we could go to the secondhand store downtown.	Helen	Great. Let's go.
Emilio	What?		

#### LIVING ENGLISH

- Match the expressions (1-3) with their meanings (a-c).  

1 Ah, OK, so	a I agree
2 Well, you know	b Yes, maybe, but I'm not sure
3 Yeah, OK, I guess	c I don't agree
- Listen and repeat the expressions.
- Listen and circle the sound you hear: /f/ or /v/.  

1 I always <b>have</b> time for my friends.	/f/ (v)
2 The students <b>have to</b> review for the exam.	/f/ /v/
3 Liz doesn't <b>have</b> a lot of furniture.	/f/ (v)
4 We <b>have</b> a lot of cousins - what about you?	/f/ (v)
5 This is awful! We <b>have to</b> do something about it.	/f/ /v/

#### PRONUNCIATION

- Listen and pay attention to the pronunciation of the *v* in *have to*. Check (✓) the sound you hear.  
 have to  
 We **have to** buy him a present.  
 /f/  /v/
- Listen again and repeat.



#### YOUR DIGITAL PORTFOLIO

Record your dialogue and upload it to your class digital portfolio.



#### PRACTICE EXTRA

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- Have students read through sentences 1-5 individually. Then put students in pairs and encourage them to read the sentences to one another in order to practice the correct pronunciation. Play the audio to check their work.
- Have the class read the dialogue along with the audio. Then play the audio again, pausing after each speaker for the class to repeat what they say. Finally, have students practice the dialogue in pairs.
- Read through the steps with the students and check understanding. Encourage them

to use the vocabulary learned throughout this unit. Monitor as they practice and provide feedback on intonation and linking. If time allows, have them present their dialogue to the class.

#### Your Digital Portfolio

Give students a date for uploading their work and make sure they all listen to one another's dialogues.

#### Practice Extra

Unit 3