

3

Helping Others

Language in Context

I will learn to talk about helping others.



Read about how children are helping others. Answer the questions with a partner. Then listen and check.

- 1 **Cupcakes for Cancer** Thirteen-year-old Blakely Colvin had a friend with leukemia, a kind of cancer. Blakely wanted to help her sick friend. What could she do? She decided to sell cupcakes after school. She sold her cupcakes for \$1 each and, with the help of friends, they raised \$5,000 in six weeks.

On average, how many cupcakes did Blakely and her friends bake every day?

- 2 **Creative Children for Charity** Chirag Vedullapalli wanted to do something to help others. He always loved to paint and draw. When he was nine years old, he decided he could sell his artwork and donate the money to a local children's hospital in Seattle, Washington, a big city on the west coast of the U.S.A. Chirag's friends loved the idea, too. Chirag and ten of his friends each created one piece of art. They sold them for \$20 each.

How much money did Chirag and his friends raise for the children's hospital?

- 3 **Biking for America** When Joseph Machado was 13 years old, he decided he could help children who are less fortunate and could do what he likes best, too – bike riding. He created Biking for America. Joseph rode his bike from California to Washington, D.C., raising money along the way. Joseph rode his bike 120 kilometers a day for 39 days.

In total, how many kilometers did Joseph ride?



40
2

Read. Use the words from the boxes to complete the sentences. Then listen and check.

- A The school choir is entering a big singing competition. The choir wants to buy new outfits for it. They need to raise money to buy them. Listen to their ideas:

art fair cake sale concert

Fundraising

- | | | |
|--|---|---|
| 1 We could have a/an _____.
We could sell cookies, pies, and cakes. | 2 We could have a/an _____.
Local artists could exhibit and sell their work. | 3 We could have a/an _____.
We could perform songs and dances with a specific theme. |
|--|---|---|

- B The choir has ideas for how to advertise their fundraising activities. Listen.

article posters video

Advertising

- | | | |
|--|---|---|
| 1 We're going to design colorful _____ and hang them up around school. | 2 I am going to write a/an _____ about our activities for the school newspaper. | 3 We're going to make a/an _____ of the choir performing and post it on the school website. |
|--|---|---|

- 3 Work with a partner. Listen. Ask and answer.



What could they do to raise money?

What are they going to do to tell people about it?

They could bake cookies and sell them.

They're going to make posters and hang them up around school.



What else could they do to raise money?
How else could they advertise their fundraising activities?

I will understand a text about fundraising.



Listen and read. What did wburrington suggest?

DENTON SCHOOL BLOG

On Wednesday, April 15 at 1:37 p.m., Mr. Thompson wrote...

FUNDRAISING TIME!

The Sports Department is asking students in grades 7-10 to help out with this year's fundraising activities. We're going to use the money to help pay for new equipment, refreshments after games, and trips to games at other schools.

If you have any ideas for fundraising activities, please post them in the comments section below.

COMMENTS

cromano said
We could sell chocolate bars. Who doesn't like chocolate? 😊

rmcnally said
I like chocolate! Let's have a cake sale. We could sell chocolate cake, brownies, and chocolate chip cookies. I'm getting hungry!

wburrington said
We could have a dance. My brother's class did that at his high school, and they made a lot of money.

jharmon said
Yes, we could make something, like T-shirts with the name of our school on them. And then we could sell them on the school website.

lscott said
I have a good idea! Why don't we have a 5 km fun run around the town? It could end on our school sports field, and we could charge an entry fee and sell our school T-shirts, too.

tjameson said
At my middle school, we had a basketball shoot-out to raise money. Children had to pay to shoot ten balls and the person with the best score in each class got a prize. It was a lot of fun!

Login to add your comment below.



www.dentonschool.org

On Monday, April 20, at 9:02 a.m., Mr. Thompson wrote...

FUNDRAISING UPDATE

Thanks for all the great ideas! The sports teachers and I discussed all the ideas you gave us and a few other ones. Here's the fundraising plan that we came up with for this year:

- Grade 7: You're going to sell chocolate bars. We're going to order them from Charlie's Chocolates. They cost a dollar each. Mr. Campbell, the basketball teacher, is going to give you more information on Thursday.
- Grade 8: You're going to sell water bottles with our school name and logo on them. The bottles cost \$2.50 each. Miss Carpenter, the tennis teacher, is going to tell you more about it tomorrow after lunch.
- Grade 9: You're going to have a dance and sell tickets to it. It's going to be in the school gym on Saturday night, May 8. Ms. Richards and Mr. Benson, the soccer coaches, are going to meet you in the cafeteria next Tuesday before lunch to talk more about it.
- Grade 10: You're going to have a cake sale. Mrs. Fenton, the school nurse, is going to meet you this Friday, in the Grade 10 hallway, to give you more information.

We're all looking forward to this year's fundraising events. We know they're going to be a big success!

Reading Comprehension

5 Answer the questions with a partner.

- 1 What fundraising ideas did students post?
- 2 What is each grade going to do to raise money?



Which fundraising idea do you think is the best? Why?

Language in Action

I will listen to a dialog about raising money.



Listen and read. What are the raffle winners going to get?

Vicky: Let's talk about how we're going to raise money for our class trip. Any ideas?

Tanya: I have an idea. We could all make something to sell.

Vicky: Like what?

Tanya: Well, we all like art. I like painting, you're good at sculpture, and Susie likes taking pictures...

Caroline: So we could have an art exhibit here at the school.

Tanya: Yes!

Vicky: Wait a minute. Are people really going to **buy our things**? I'm not so sure.

Caroline: Well, we could sell tickets to the **exhibit**. **You know**, raffle tickets.

Vicky: Oh, I see. We sell raffle tickets, **and we pick the winners** at the exhibit. The winners take **home the art!**

Tanya: That sounds like a **good idea**. **Let's tell** the class.

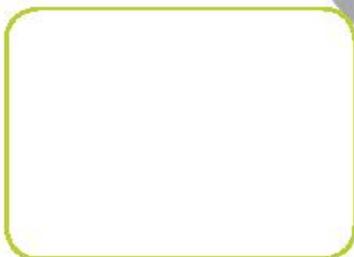


7

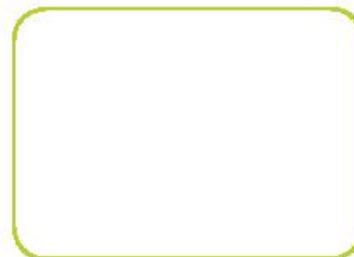
Practice the dialog in 6 with a partner.

8

Listen and stick. Then answer the questions.



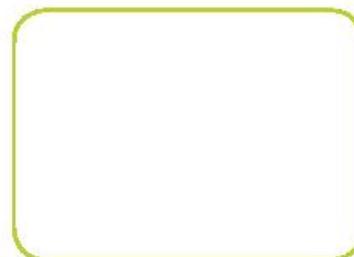
1 What could she do?



2 What are they going to do?



3 What's he going to do?



4 What could she do?

Grammar

I will learn to use *could* to talk about suggestions.

I will learn to use *be going to* to talk about events in the future.

How **could** we raise money for our club?

We **could** have a car wash.

How much **could** they charge to wash one car?

They **could** charge \$10 for a small car.
For a bigger car, they **could** charge \$15.

Tip: Use *could* to express possibility or make suggestions.

9 Complete the questions or answers. Use **How could** or **What could** plus one of the words or phrases in the box.

do to help help us make raise money tell people

- A:** _____ we _____ about the drama club?
B: We could make posters.
- A:** _____ they _____ in their community?
B: They could clean up the town park.
- A:** _____ she _____ at the cake sale?
B: She could put the frosting on the cupcakes.
- A:** _____ they _____ for new equipment?
B: They could have an art fair and sell their art work.
- A:** _____ I _____ for the art fair?
B: You could make a collage.



Are you going to have a concert?

Yes, we **are**.

How **is she going to tell people** about it?

She's **going to** make posters.

Tip: Use *is/am/are going to* to talk about events in the future.

10 Complete the sentences with the correct form of **be + going to**.

Lisa: Our soccer team ¹_____ have a cake sale next week.

Paul: Really? ²_____ you _____ bake something?

Lisa: Uh... no. I'm not into baking.

Paul: So what ³_____ you _____ do to help?

Lisa: I ⁴_____ post an article on the school website.

I will learn about creating an effective advertisement.



Listen and read. What makes a great ad?

CONTENT WORDS

font effective focus get across impatient advertisement layout

Creating an Effective Poster or Ad

What makes an advertisement effective? You can easily answer this question if you walk around the city. There are thousands of advertisements, but which one catches your eye? A good ad (short for advertisement) is one that gets your attention. If it makes you focus on the important information, too, it does its job very well. Lastly, if you still remember the message after you move on, then it's a great ad!

Do the cupcakes on the poster at the bottom of the page make your mouth water? Do they make you scan the text to find out where you can get them? That's what they're there for!

An ad isn't just color and pictures. You have something to say, so the next thing you should do is to decide how much text you should write. Remember that people are impatient and will rarely read a long text to see what it's about. The amount of text should be just right to get your message across, so focus on your message and say it with as few words as possible. Your choice of font (the style of letters), font size (how big or small the letters are), and font color also play an important role. You want the text to be easy to read, especially from a distance.

Finally, you have to decide how you're going to organize both the pictures and the text on the space you have. A good layout helps people "read" the ad and communicates your message more effectively. If your poster is too busy, your message might get lost!



12 Look at the passage. Circle the correct words.

- 1 We know that an ad is effective when it makes us **notice it / compare it with others**.
- 2 Images make us want to **read / talk about** the ad.
- 3 Most people **don't have the time to read / want to read** long texts in an ad.



Name one ad that you have seen. Why is it effective?

I will learn about helping older people.

49
13

Listen and read. What problem do many older people have?

CONTENT WORDS

depressed double intergenerational isolation population pre-school residents retirement home

Generations of Help

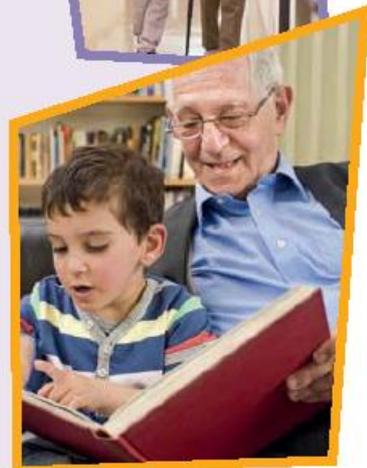
The population in many parts of the world is getting older. There are now more than 7 billion people, and it's possible that the number of people who are over the age of 65 will double by the year 2050.

With higher numbers of older people, there is a new problem seen in many parts of the world. Many older people are living alone, and don't have other people to talk to, or to help them if they need something. This can make people feel lonely, depressed, and even cause them to become sick.

The good news is that there are groups around the world that are trying to help. The local government in Adachi city in Japan, started the Zero Isolation Project in 2013. More than 500 volunteers visit people over the age of 70, talk to them, help them if they have problems, and help them to join social groups in their city.

In Seattle, Washington, USA, the Intergenerational Learning Center is a pre-school that is inside a retirement home. Five days a week, young children talk, play, read, and do art projects with the older people living in the retirement home. Being with the children makes the older people feel happy, and the children learn social skills while having fun.

In the Netherlands, a retirement home called Humanitas allows university students to live there for free if they spend at least 30 hours per month helping older residents. Similar programs can be found across Spain, France, and the United States. As the population continues to get older around the world, there will probably be a lot more programs like this in the future.



14

Look at the passage. Match to complete the sentences.

- | | |
|---|---------------------------------------|
| 1 Older people in Japan are getting... | a help from the local government. |
| 2 In Seattle, pre-school children play games... | b if they help residents every month. |
| 3 Students in the Netherlands get free housing... | c with retirement home residents. |



In what other ways can younger people help older people?

Writing | Letter

I will learn to write a formal letter.

15 Read Michael's letter to his principal.

date → March 19, 2014

greeting → Dear Mrs. Miller,

State the idea. → My idea for a school-wide community service program is to clean up Jackson Road Park. No one uses this wonderful park any more because it's so dirty.

State how to carry out the idea. → We could ask each student to bring one **large** trash bag and fill it up with litter. Then we could put more **trash cans** around the park. We could also put up signs asking **people not to litter**.

Explain why the idea is important. → This is important because **children need safe** clean places to play. My friends are going **to write to you, too**. We all hope that **you will give this idea** careful consideration.

closing → Yours **sincerely**,
Michael Dobson
Grade 7



16 What kind of school-wide community service programs could you suggest to your teacher? Discuss with a partner.



We could visit elderly people in a care home.

And we could visit sick children in a hospital.



17 Choose one of your ideas and write a letter to your teacher. Describe your idea and explain why it's important.

I will learn to talk about helping others.

18 Look at the names of the international charity groups. Match the name of the charity group with the description of the group.

- a **UNICEF** b **Doctors Without Borders** c **Room to Read®** d **WWF**

- 1 This international group sends doctors and nurses to help people in almost 70 countries around the world.
- 2 This organization builds libraries and gives books to children in many different countries across Asia and Africa.
- 3 This group, part of the United Nations, works for the rights of children, including their rights to education, food, clean water, and medical care.
- 4 This conservation group works to protect the future of nature and animals. It has more than five million supporters around the world.

19 Which of the charities in 18 is the most interesting to you? Why? Discuss with a partner.



Project

20 Work in a small group. How could you raise money for a charity group? Write a fundraising plan. Then create an ad.

Fundraising Plan

Goal: Raise \$200 for animal shelter

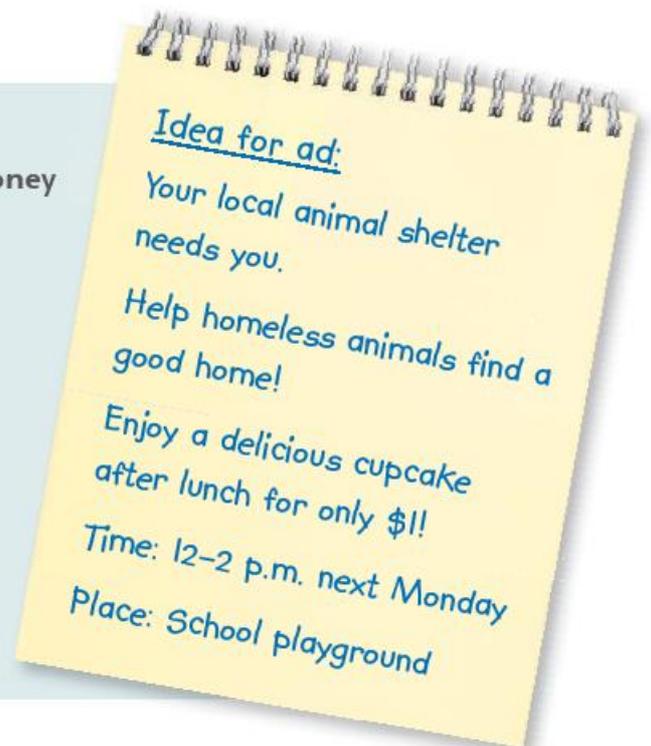
Activity: School cake sale

What: Cookies and cupcakes

Where: School playground

When: Next Monday lunchtime

How: Create an ad



Listening and Speaking

I will review the sounds *lk* and *mb*.

I will learn to talk about helping my school clubs.

50
21

Listen, read, and repeat.

1 l-k lk 2 m-b mb

51
22

Listen and blend the sounds.

1 w-a-lk walk 2 c-o-mb comb
3 l-a-mb lamb 4 t-a-lk talk
5 c-l-i-mb climb 6 ch-a-lk chalk

52
23

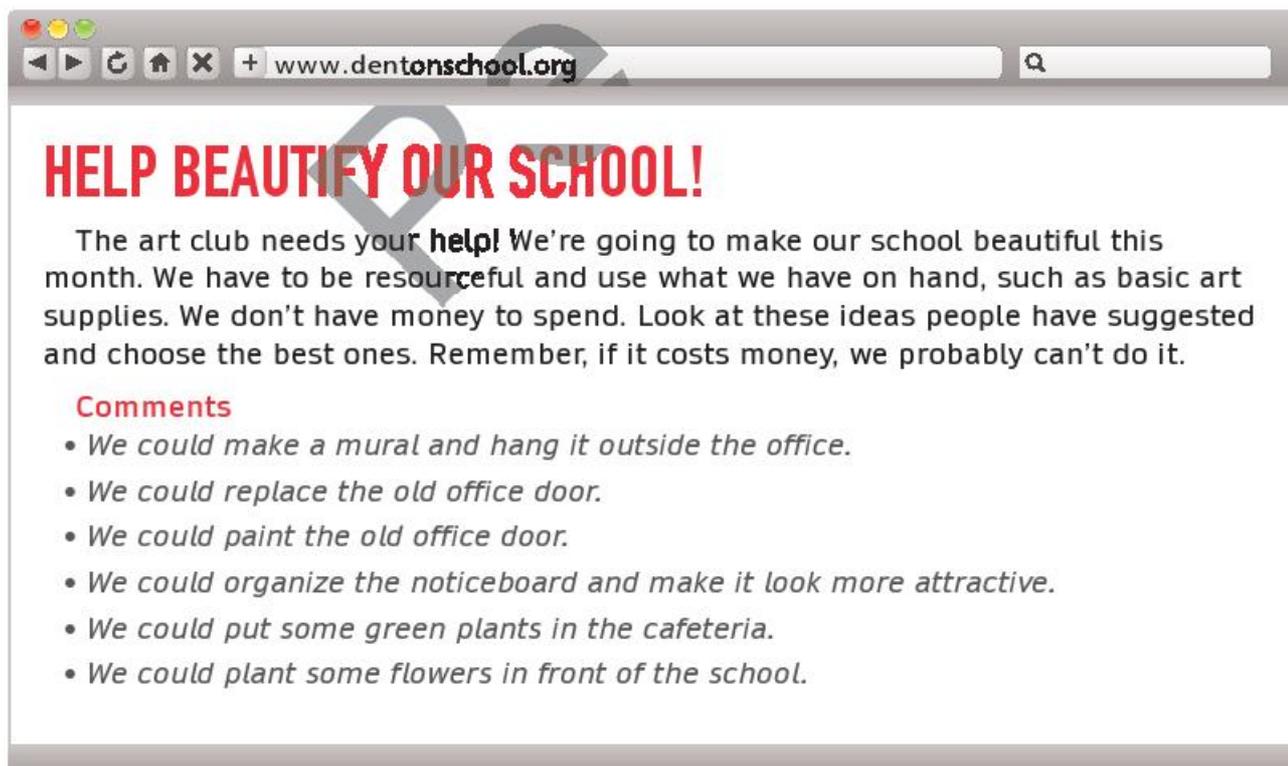
Listen and chant.

A lamb can walk,
But a lamb can't talk.
A lamb is the color of white chalk!



24

Read the blog and comments. Follow the instructions. Discuss your choices with a partner. What else could you do?



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HELP BEAUTIFY OUR SCHOOL!

The art club needs your **help!** We're going to make our school beautiful this month. We have to be resourceful and use what we have on hand, such as basic art supplies. We don't have money to spend. Look at these ideas people have suggested and choose the best ones. Remember, if it costs money, we probably can't do it.

Comments

- We could make a mural and hang it outside the office.
- We could replace the old office door.
- We could paint the old office door.
- We could organize the noticeboard and make it look more attractive.
- We could put some green plants in the cafeteria.
- We could plant some flowers in front of the school.

Review

25 Read and write in your notebook.

Your school band wants to raise money to buy some new drums.

- 1 What could you do? Write three ideas.

We could...

- 2 Which idea is the best one? Why?

I think...

- 3 Write three ways to tell people about your fundraising event. Use complete sentences.

We're going to...



26 Read the poster and the form. Say what people are doing to support the walkathon.

PLEASE SUPPORT OUR WALKATHON!

More than 100 participants, old and young, are going to walk from 1 to 10 km. We are going to raise money for Families in Need.

Can you help?



Pledges

- 1 Mrs. Madison write an article for the newspaper
- 2 Jessie Kincaide walk 5 kilometers in the Walkathon
- 3 Emma Smith sell tickets to watch the Walkathon.

I Can

- use words related to fundraising and helping others.
- talk about events in the future using *going to*.
- make suggestions.
- write a formal letter.



How well do I know it? Can I use it?

1 Think about it. Read and circle. Practice.



I know this.



I need more practice.



I don't know this.

Activities:	Pages	
act, build robots, do martial arts...	5	
Clubs/Teams: baseball team, drama club, school newspaper...	5	
Life events: was born, got married, graduated...	17	
Family members: mom, uncle, baby sister...	17	
Fundraising activities: have a cake sale, raise money...	29	
Advertising: design a poster, write an article...	29	
How about joining the science club? I'm interested in writing articles. She's good at acting .	9	
My family moved when I was five. He graduated six years ago .	21	
Mary's taller than Sam and John. Mary's the tallest person in our class.	21	
How could we raise money for our drama club? We could have a cake sale.	33	
What are you going to do for the cake sale? I'm going to bake some cookies.	33	



I can do it!



Get ready.

A. Complete the dialog with the correct form of the verbs. Then listen and check.

Ms. Rogers: Class, I have news. Do you remember Mr. Finnegan?

Sandra: Sure. He ¹ _____ (be) our music teacher when we ² _____ (be) in elementary school.

Jackson: Yeah, I ³ _____ (have) my first violin lesson with him when I ⁴ _____ (be) six.

Ms. Rogers: Well, Mr. Finnegan ⁵ _____ (retire) at the end of this school year. The principal ⁶ _____ (want) us to think of something we can do for him. Any ideas?

Will: I have one. Everyone could ⁷ _____ (write) a poem about Mr. Finnegan. How about ⁸ _____ (put) them all together in a book?

Sandra: I don't know. I like ⁹ _____ (read) poems, but I'm not good at ¹⁰ _____ (write) them.

Jackson: I like ¹¹ _____ (write) poems. But I have another idea. I think we should ¹² _____ (take) a lot of photos around the school and we should ¹³ _____ (put) them on a big poster.

Will: Yeah. We could ¹⁴ _____ (write) funny notes by the pictures. Mr. Finnegan would like that!

B. Practice the dialog in A with a partner.

C. Ask and answer the questions with a partner.

1 What could the students write poems about?

2 What could the students take pictures of?

3 Which idea do you think is better – the book of poems or the poster?



1

2

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9

3 Get set.



STEP 1 Cut out the cards on page 133.



STEP 2 Divide the cards into two sets: **A** cards in **one set** and **B** cards in **another**. Now you're ready to **Go!**

4 Go!

A. Look at the pictures. Make a dialog for each picture using the **A** and **B** cards.



B. Practice the **two dialogs** with a partner.

C. Now make up **your own** dialog. Choose one of these situations. Role-play your dialog in front of another **pair**.

Situation 1:

Student A	Student B
You're new at this school, and you want to join a club.	You and your brother play sports. You're in several clubs at school, too. Give your new friend advice.

Situation 2:

Student A	Student B
You're moving to another town soon. You're upset about moving.	You moved to this town when you were little. You remember how you felt when you moved. Give your friend advice.

1

2

3

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5 Write about yourself in your notebook.

- Do you play sports at school or are you a member of a club?
- What kinds of things are you interested in doing in your **free time**?
- When did you start going to your current school?
- What school are you going to go to after this one?

All About Me Date: _____

How well do I know it now?

6 Think about it.

A. Go to page 40. Look and circle again.

B. Check (✓).

- I can start the next unit. 
- I can ask my teacher for help and then start the next unit. 
- I can practice and then start the next unit.

7 Rate this Checkpoint. Color.

						
hard	OK	easy		not fun	OK	fun

4

Shopping Around

Language in Context

I will learn to talk about shopping.



Read. Guess the answer to each question. Then listen and check.

- 1 What's an oniomaniac?
 - a Someone who shops too much.
 - b Someone who is afraid of shopping.
 - c Someone who eats too many onions.

- 2 People in Banjarmasin, in Indonesia, get up **early to buy their food**. The market is open from 5:00 to 9:00 in **the morning**. The market sells fresh fruit, vegetables, fish, cake, and **many other things**. Why is this market more interesting **than others**?
 - a There are no stores.
 - b The sellers are all in **boats!**
 - c Both a and b.

- 3 The Dubai Mall **in Dubai, United Arab Emirates**, is the largest mall **in the world** and has the world's biggest candy store. **It's also one of the** most popular malls in the world. **How many people** visited this mall in 2011?
 - a 12 million
 - b 54 million
 - c 97 million



55
2

Michelle and Dylan are talking about buying presents. What do they decide to buy? Listen and choose.



a beaded bracelet



a turquoise necklace



silver earrings



balloons



a picture frame



a bouquet of roses

56
3

Listen again and take notes. Then choose the correct answers.

- Michelle is going to buy her present at _____ in the mall.
a a clothing store b a jewelry store c a department store
- Dylan is going to buy his present at _____.
a a card shop b a flower shop c a craft fair

4

Work with a partner. Ask and answer. Use your notes.



What does Michelle say about the silver earrings?

They're less expensive than the bracelet, and they're beautiful.



THINK BIG

Do you give presents on Mother's Day?
How else can you celebrate Mother's Day?

I will understand product reviews.



Listen and read. What's wrong with the headphones?

The screenshot shows a web browser window with the address bar displaying 'www.reviewsbykids.com'. The website has a yellow sidebar on the left with a navigation menu: TV Shows, Movies, Books, Clothes, Gadgets (expanded), Digital Cameras, Headphones, MP3 Players, and Video Games. The main content area has a blue header with 'REVIEWS BY KIDS' in yellow and 'THE WEBSITE BY AND FOR KIDS' in white. Below the header is a yellow banner with the text 'Click on any category. Read a review or write a review. It's up to you!' and a large grey arrow pointing right. Two product reviews are displayed. The first review is for 'EAR PALS' priced at \$10.99, with an average rating of 4 stars. The reviewer, Tamsin from Norwich, writes a negative review stating the headphones are uncomfortable and fall out of her ears. The second review is for 'CAMO-PHONES' priced at \$20.99, with an average rating of 5 stars. The reviewer, muzik freak from Sheffield, writes a positive review praising the sound and camouflage design.



EAR PALS \$10.99

Average Rating ★★☆☆☆

REVIEWS

★☆☆☆☆ Never again!

By Tamsin (Norwich)

My mom gave me a gift card for an online store. I decided to use it to buy a pair of these headphones. They're called Ear Pals. I don't like them! The cords are too long, and there's no case like the one they showed online. They aren't as good as they looked, that's for sure! Plus, the Ear Pals keep falling out of my ears. Maybe my ears are the wrong shape? Or maybe the wrong size? I don't know. These "earphones" are definitely NOT my pals!

[Read more reviews...](#)



CAMO-PHONES \$20.99

Average Rating ★★★★★

REVIEWS

★★★★★ Fantastic!

By muzik freak (Sheffield)

Good sound and great design. The camouflage design helps you hide when you're on a secret mission. They're a little expensive, it's true. But to me, they're worth the money. I used to buy less expensive headphones, but they never lasted very long. Well, I learned my lesson. Camo-Phones are the best.

[Read more reviews...](#)

www.reviewsbykids.com

BIG SOUND WRAP-AROUNDS

\$7.99

Average Rating ★★☆☆☆

REVIEWS

★★★☆☆ Good for the price

By Danny

OK, maybe these aren't the best headphones in the world. They're definitely not as good as my old ones, but at least they work. And they're the least expensive ones I know. The sound is just OK. Not good, not bad. But they're really cheap.

[Read more reviews...](#)

Reading Comprehension

6 Answer the questions with a partner.

- 1 Which headphones are the most expensive?
- 2 Which headphones are the least expensive?
- 3 Which headphones got the best review?
- 4 Which headphones got the worst review?



Which headphones would you buy? Why?
Why do you think people read product reviews?

Language in Action

I will listen to a dialog about shopping around.

60
7

Listen and read. Which game store has the cheapest prices?

Karen: What are you going to buy with your gift card?

Josh: A new game called Tunnel Island. I played it at Zack's house. It's really fun.

Karen: Great. So, where are you going to buy it?

Josh: That's what I'm trying to figure out. I'm looking at prices online.

Karen: Good idea. Try looking at Game Time. No, wait. Look at Chester's. They're usually less expensive than Game Time.

Josh: Let me see... yes, you can find it at Chester's, and it's only \$25.00. I'm going to ask my mom to drive me there. Want to come?

Karen: OK.



8

Practice the dialog in 7 with a partner.

61
9

Listen and stick. Then write.

a friend has it read an online review
saw it in a magazine saw it on TV



1 _____



2 _____



3 _____



4 _____

Grammar

I will learn to use the comparative and superlative to make comparisons.
I will learn to use the words *too* and *enough*.

The blue shoes are expensive.

The red shoes are **more** expensive **than** the blue shoes.

The black shoes are **the most** expensive of all.

The red shoes are not **as** expensive **as** the black shoes.

The blue shoes are **less** expensive **than** the red shoes.

The blue shoes are **the least** expensive of all.

10 Complete the sentences. Use the adjective in parentheses and **more ... than** or **the most**.

- 1 The craft fair looks _____ (interesting) the card store.
- 2 The headphones are _____ (interesting) gadgets in the department store.
- 3 The bouquet of roses is _____ (expensive) bouquet in the flower shop.
- 4 The gold earrings are _____ (expensive) the turquoise necklace.
- 5 The beaded bracelet is _____ (popular) the picture frame.
- 6 The clothing store is _____ (popular) store in the mall.

11 Look at 10. Use **as ... as**.

- 1 The card store ~~doesn't look~~ _____ the craft fair.
- 2 The turquoise necklace ~~isn't~~ _____ the gold earrings.
- 3 The picture frame ~~isn't~~ _____ the beaded bracelet.

The price of those sneakers is **too** high.

Those jeans are **too** baggy.

The price isn't low **enough**.

The jeans aren't tight **enough**.

12 Make sentences in your notebook. Use **too** or **enough** and a word from each box.

video game jacket bike phone

comfortable expensive exciting old

I will learn about the history of money.

13 Listen and read. When were the first coins used?

CONTENT WORDS

bartering bronze coin currency exchange grain livestock seal trade



Money, Money, Money!

Most people today use coins, paper money, or credit cards to buy things. However, shopping wasn't always as easy as that.

About 10,000 years ago, people farmed and grew the food they needed. They raised livestock, like cows and goats, and grew grain, like rice and wheat. During that time, people used bartering. This means they exchanged goods between them. They mostly used livestock and grain instead of money in many different parts of the world.

Over the years, things changed, and about 3,000 years ago, people started to use other things as money. Shells from the ocean, for example, such as the cowrie shell, were traded as money in places like China, Thailand, India, and some countries in Africa.

It wasn't until about 2,000 years ago when the first coins appeared. China, Greece, and India were probably the first places to use metal coins. Most coins were made of expensive metals like bronze, silver, or gold. They made them by heating small amounts of metal and then putting a seal on them (Greece) or putting a hole in the middle (India and China).

But carrying around a lot of heavy coins wasn't very practical. That's probably why paper money started to be used in China, almost 1,000 years ago. In Europe, paper money began as "bank notes." The first bank notes were made in Sweden, in 1661.

Almost every country has its own currency (a specific kind of money). For example, the U.S.A. has American dollars, and the United Kingdom has British pounds. We can tell how much one unit of a certain currency is worth in another currency. This is a very useful thing when you want to travel abroad!



14 Look at the passage. Complete the sentences.

- 1 When people _____ goods between them, they used livestock instead of money.
- 2 Metal coins in _____ had a seal stamped on them.
- 3 The first _____ were made in Sweden.



How do you think we'll pay for things in the future?

I will learn about shopping experiences around the world.

65
15

Listen and read. Where can you buy a puppy?

CONTENT WORDS

browse experience features haggle products user's manual vendor

Shop Till You Drop

For those who enjoy shopping, every country can offer a different shopping experience. Let's find out about some of the world's most exciting shopping adventures!

1

The Chatuchak Weekend Market in Bangkok, Thailand, is one of the biggest markets in the world and one of the most famous. The market is **huge** – it covers more than 35 acres in all. It has more than 15,000 vendors, and about **200,000** people or more visit it every weekend. Here you can find everything your **heart desires**; from a designer pair of jeans to books, coffee makers, or a cute little puppy!

Because Chatuchak is such a big market **and it has such a wide** variety of products, you're most probably going to spend a **lot of time there**. **Don't** forget to wear comfortable shoes and clothes, **pack a bottle of water**, **and** bring enough cash with you. **And don't be too shy to haggle. Everyone does!**



2

In Tokyo, Japan, one of the most **popular places** for young people is called Akihabara. Akihabara is not a store. It's a whole **neighborhood that's known** as "Electric Town." Young people come from all over **the world to buy the latest** electronics, video games, animation, computers, and more. **If you visit and you** want to buy something, make sure you ask for the **international model that has** the correct features for use in your country, plus a user's manual in **English – it's no fun going** home to find everything's in Japanese!



3

It's a rainy morning, **and you're in** London. Why not head to Camden Market? Although it used to be a **weekend** market, you'll find a lot of vendors during weekdays, too. Fortunately, the market is largely indoors, so you can browse comfortably. With fine arts, traditional crafts, jewelry, clothes, great food, and music, there's something here for everyone!



16

Match the titles with the paragraphs.

A Everything you need

B The Thai experience

C Excitement in Electric Town



Where are the best places to shop where you live?

Writing | Product review

I will learn to write a product review.



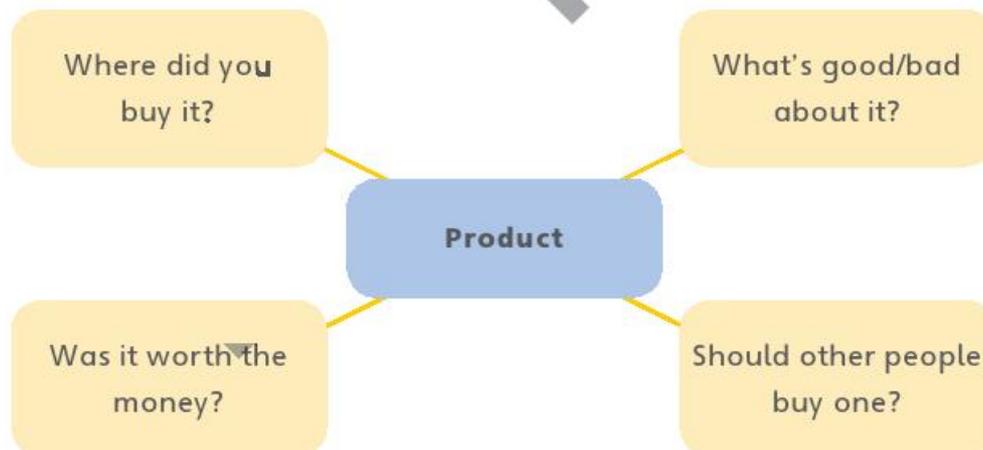
17 Read the product review.

I saved my pocket money for a long time. Then finally, I decided what I wanted to buy. My dad and I bought my remote-controlled robot at Talford's. I brought the box home and opened it. I read the instructions. I put in the batteries. Then I turned the robot on. It made a strange sound and fell over! My new robot didn't work.

So we took it back to the store, and they gave me another robot. I took that one home, and it worked fine. I wasn't happy about the first robot, but I'm very happy now. This robot is really great. It's more expensive than my other gadgets, but it was worth the money. I definitely recommend it.

My Rating ★ ★ ★ ★ ☆

18 Look at the word web. Ask and answer with a partner about the robot in 17.



19 Choose your own product. Copy the word web in 18 into your notebook. Write an answer for each question. Then use the word web to write your own product review.

20 Share your product reviews with the class. How many good reviews were there? How many bad reviews were there?

I will learn to talk about good money habits.

21 What do you do with your money? Read and ✓. Then ask a partner.

	always	usually	sometimes	never
1 I spend all my money right away on things I want.				
2 I like to save my money to buy the things I need.				
3 I like to save my money, but then I spend it on things I don't need.				
4 I use my money to buy presents for other people.				
5 I put my money in a bank. Then I forget about it.				



Project

22 Design a shopping bag for a store that helps you spend your money wisely. Be sure to give your store a name! Work in small groups. Talk about your shopping bags.

Listening and Speaking

I will review the sounds *sc* and *ho*.

I will learn to talk about what you can buy or see at a mall.

⁶⁷
23 Listen, read, and repeat.

1 s-c sc 2 h-o ho

⁶⁸
24 Listen and blend the sounds.

1 m-u-sc-le muscle 2 e-c-ho echo
3 ho-n-e-s-t honest 4 sc-ie-n-ce science
5 g-ho-s-t ghost 6 sc-e-ne scene

⁶⁹
25 Listen and chant.

An honest ghost
Made an echo
In our science class.
Wow! What a crazy scene!



26 Play the **More or Less** game.

- _____ are **delicious**.
- _____ are **expensive**.
- _____ is **an interesting** book.
- _____ is **an exciting** movie.
- _____ is **an amazing** store.
- _____ is a useful gadget.



Hot dogs are
delicious.

Burgers are more
delicious than hot dogs.



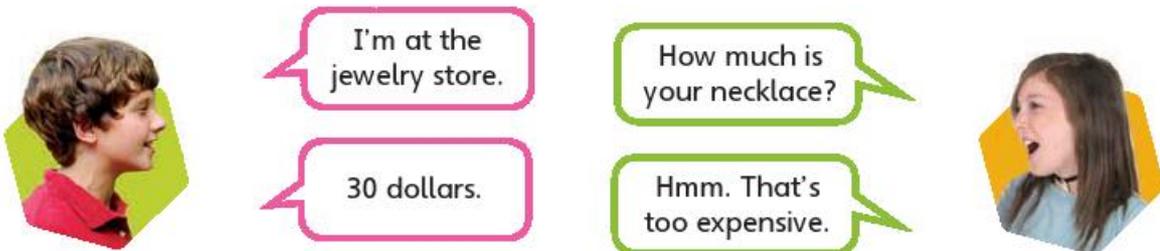
Review

27 Write prices on the products. Then write about the products using **more**, **most**, **less**, or **least**.



- 1 The bike is _____ **expensive** _____ the skateboard.
- 2 The game is _____ **expensive** gadget.
- 3 The jeans are _____ **popular** _____ the jacket.
- 4 The jewelry is _____ **interesting** _____ the gadgets.

28 Work with a partner. Take turns asking and answering about the sales.



I Can

- use name things to buy and places to shop.
- make comparisons using the comparative and the superlative.
- talk about shopping using *too* and *enough*.
- write a product review.

