

Vocabulary

A Listen and repeat.



a checked shirt



a striped shirt

Designs - Patterns



tight jeans



baggy jeans



torn jeans



flared jeans



sparkly trainers



spotted trainers



a woollen hat

Materials



a cotton T-shirt



a denim shirt



a silk scarf



a leather jacket

B Use the vocabulary in activity **A** to describe these clothes.



NOTE

When describing something, follow the order of adjectives shown below.
You do not have to use all the categories together.

NUMBER	OPINION	COLOUR	DESIGN	MATERIAL	NOUN
Two	nice	red and white	striped	cotton	T-shirts.

Grammar

All / Both / Neither /
None / Either

- **All** of my sister's clothes are in fashion, but **none** of them are my style.
- I found a red and a green jumper in the shop. I liked **both**, but **neither** of them fitted me, so I didn't buy **either**.

Complete the sentences with **all**, **both**, **neither**, **none** or **either**.

- Janet and Wendy are into art, but of them have ever taken part in an art competition.
- the students at the school had the same design on their backpacks, but of them knew who the artist was.
- of my parents likes tea, so they drink coffee in the morning.
- A:** Which scarf do you want to buy, the blue one or the purple one?
B: I don't mind.
scarf. They're beautiful.

Speak

A GROUP SURVEY:
Do you wear...?

Go to the Speaking Activities section.

B Discuss in pairs or small groups.

- What are your favourite clothes at the moment?
- Are they in fashion? Are they casual or formal?
- Do you wear clothes that are out of fashion?
- Do you like to follow trends?
- Where is your favourite place to shop?
- What do you usually wear to...
 - ▶ school?
 - ▶ a party?
 - ▶ a sports game?
 - ▶ a concert?
 - ▶ your grandparents' house?

A Discuss.

The words below all have to do with *money*. Do you know what they mean?

coin note cash
paper money currency

MONEY MAKES\$ THE WORLD GO ROUND

1

In ancient times, money didn't exist, so people exchanged animals or things they had, such as cows, tea, spices and stones, for other things that they needed. In ancient Rome, salt was so **valuable** that it was used to pay soldiers for their work. The Aztecs and the Mayas used beans instead of money. In the 5th century in ancient Greece, people used black pepper, which was then called 'black gold'.

2


During the 7th century CE, China created the first paper money in the world. Until then, the Chinese used copper coins. However, it was difficult for merchants to carry lots of coins with them when they travelled long distances. So, they started to use paper money, which was lighter - so **light**, in fact, that it was soon nicknamed 'flying money'!

3

The answer is no. For example, US currency is not made of paper. Instead, it is printed on material that consists of 75% cotton and 25% linen. That makes it hard to tear. Actually, you would have to double fold a dollar about four thousand times (first forwards and then backwards) to tear it! New banknotes can also be made of polymer, which is a thin, flexible plastic. When the new five pound note came out in 2016, the UK government advertised it as 'strong' and 'long-lasting'. This made lots of people post online videos of themselves trying to **destroy** it!

B Look at the questions a-e. Do you know or can you guess the answers?

- Is paper actually used to make all paper money?
- Is money dirty?
- How long do coins last?
- Where was paper money first used?
- What did people use before money as we know it today?

C  Read the facts about money and match each paragraph with the questions a-e in activity B. Then listen and check your answers.



4

They usually last twenty-five to thirty years. Do you think that's not very long? Well, a note only lasts about 18 months. Do you wonder what happens to coins that are too worn out to use? They are recycled to **produce** new ones, of course.

5

Absolutely. Lots of germs live on money. According to a study, 94% of money carries bacteria and viruses - and some of them can **survive** for up to 17 days. Luckily, not all of these germs can make you ill - but don't forget to wash your hands after you **handle** money.

NOTE

- 1600s** (sixteen hundreds) is the century that runs between 1600 and 1699.
- We write **75%**.
We say seventy-five per cent.

FUNCTIONS - TOPICS

Talking about the history of money
Talking about a country's currency
Expressing purpose

STRUCTURES

Full infinitive
Bare infinitive

VOCABULARY

absolutely according to ancient backwards
consist contain destroy double exchange
flexible fold (v.) for example forwards fur germ
gold light (adj.) long-lasting per cent produce
salt soft spices stone study (=research) survive
tear (v.) thin touch (v.) useless valuable

Words related to money

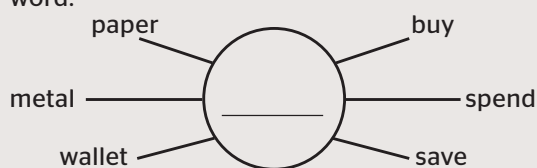
(bank)note cash currency paper money

Read

- A AIMS:**
- to introduce the topic of the lesson by activating Ss' background knowledge
 - to present words related to money



- Draw the following mind map on the board without writing a word in the circle. Give Ss clues to guess the word.



- Elicit answers and write the word *money* in the circle of the mind map.
- Draw Ss' attention to the words in the box. Have them work in pairs and try to understand their meaning.
- Help them deduce the meaning of unknown words by providing them with examples, or if possible by showing them pictures on the Internet.

- B AIMS:**
- to encourage Ss to make predictions about facts related to money



- Draw Ss' attention to the facts about money and ask them to read through them and try to find the answers. Make sure they understand everything.
- Allow Ss some time to do the activity and tell them to compare their answers with their partners'.
- Ask Ss to share their answers in class, but do not correct them at this stage.
- Explain to them that they are going to check their answers through the text.

C CD3 10

- AIMS:**
- to present functions, structures and vocabulary in the context of a text
 - to give Ss the opportunity to confirm their predictions
 - to give Ss practice in reading for gist



- Draw Ss' attention to the title of the text and write it on the board. Ask Ss if they've ever heard of this expression and if they know what it means (*it means that money is so important that we can't live without*).
- Ask Ss if they agree with this expression and initiate a short discussion.
- Then ask Ss to read through the text and explain to

them that they have to match each paragraph with the questions a-e in Activity B.

- Tell Ss to read the whole paragraph before they choose a question and pay attention to the beginning of the paragraphs, such as *The answer is no*, which may reveal the answer, as in paragraph 3- *The answer is no*.
- Allow Ss some time to do the activity.
- Then play the recording and have Ss check their answers in both activities.

KEY

1. e 2. d 3. a 4. c 5. b

- Ask Ss some comprehension questions:

What are some things people exchanged before they had money? People exchanged animals or things they had, such as cows, tea, spices and stones, for other things that they needed.

What did the Aztecs and the Mayas use instead of money? beans

What did the Greeks use instead of money? black pepper
How was it called? 'black gold'

Where was the first paper money created? in China

How did people use to call paper money? 'flying money'

Is the US currency made of paper? No, it's made of cotton and linen.

Is it easy to tear a dollar? No, it isn't.

Where was a new kind of banknote introduced? in the UK

What did the UK government say about this new kind of banknote? that it was strong and long-lasting

Why do you think people in the UK tried to destroy the polymer note? Because they wanted to see if they could destroy this strong banknote.

What should you do after you touch money? wash your hands

- Draw Ss' attention to the NOTE and explain it to them.
- Also draw Ss' attention to the text again and ask them to underline 7th CE. Explain to them that CE (*Common Era*) and BCE (*Before Common Era*) has replaced AD and BC respectively and are extensively used in academic texts.

Background information

Australia was the first to introduce polymer banknotes in 1988, commemorating the country's bicentenary of European settlement. In the UK the first polymer banknotes were issued in 2000 by the Northern Bank in Northern Ireland. The Bank of England began to issue £5 polymer notes in 2016 with a picture of Winston Churchill, and in 2017, a £10 note featuring the author Jane Austen entered circulation.

- D AIMS:**
- to give Ss the opportunity to identify the meaning of expressions from context



- Draw Ss' attention to the highlighted expressions in the text and their definitions 1-6. Make sure they haven't got any unknown words.
- You can have Ss work in pairs and do the activity. Remind Ss that in order to understand the meaning of these expressions, they have to read the whole sentence they are in or the previous/next one, as well.
- Check the answers with the class.

KEY

1. destroy 2. produce 3. survive 4. light
5. valuable 6. handle

- E AIMS:** • to help Ss develop reading techniques
• to give Ss the opportunity to scan a text in order to find specific information



- Draw Ss' attention to the rubric of the activity and the word *scan*. Remind Ss of its meaning and draw their attention to the TIP and explain it.
- Ask Ss to find the numbers in the text first, understand what they refer to and then match them with the sentences a-h.
- Allow Ss some time to do the activity.
- Check the answers with the class.

KEY

5th a 7th e 75 g 25 b 2016 f 18 c
94 h 17 d

Grammar

- AIMS:** • to present the full and bare infinitive and give Ss practice in using them in context



Full infinitive

- Draw Ss' attention to the grammar box and ask them to read through the examples.
- Write the following sentences on the board:
*She went to the supermarket **to buy** some eggs.*
*You can **call** her now. It's not late.*
- Explain to Ss that in the first sentence the full infinitive is used while in the second the bare infinitive. Ask Ss to tell you the difference between the full and bare infinitive (*full infinitive: to + base form of the verb, bare infinitive: base form of the verb*).
- Draw Ss' attention to the first example and point out that it expresses purpose.
- Help Ss understand better by writing the following on the board
I went to the shopping centre because I wanted to buy a present for my mum.
*I went to the shopping centre **to buy** a present for my mum.*
- Ask Ss to come up with their own examples.
- Have Ss read through the second example and explain that we use the full infinitive after certain verbs such as *want, would like, decide, plan, promise*, etc. For more verbs refer Ss to the Grammar Reference.
- Have Ss choose a verb used with full infinitive and form their own sentences.
- Point out the third example and explain to Ss that we use the full infinitive after adjectives mainly describing someone's emotions such as *happy, surprised, sorry, pleased, afraid*, etc. Have Ss come up with their own examples.
- Point out the fourth example and explain that we use the full infinitive after the structure **It+be+adjective**. Write the following on the board
It is important to recycle glass bottles.
It is healthy to drink a lot of water.
- Draw Ss' attention to the fifth and sixth examples and explain to them that we use the full infinitive with **too+adjective/adverb** with the meaning 'more than necessary', and with **adjective/adverb+enough** with the meaning *adequate/adequately*.
- Write the following on the board
*I am **too** short **to** reach that shelf.*
*I'm not tall **enough to** reach that shelf.*

Bare infinitive

- Point out the first example of the bare infinitive and explain that we use it after modal verbs (*can, could, must, should, may, might, etc.*). Ask Ss for a few examples (*You **mustn't** be late for school.*).
- Point out the other two examples and explain that the bare infinitive is also used with the verbs *let* and *make* in the Active Voice. Ask Ss for a few examples (*My sister **made me tidy** our room.*).
- Draw Ss' attention to the NOTE and explain it.
- Refer Ss to the Grammar Reference.
- Have Ss do the activity.
- Check the answers with the class.

KEY

1. to reach, get 2. to see 3. go 4. go, to stay
5. have 6. to understand 7. to use, to do

- Ask Ss to justify their answers. This will challenge **higher-performing Ss**.

Research, Write & Present

- A AIMS:** • to give Ss the opportunity to find factual information about their country's currency
• to give Ss practice in keeping notes



- Ask to read through the questions and check their understanding.
- Allow Ss to work in pairs. This will help **lower-performing Ss**.
- Allow Ss some time to search the Internet to find the information they need. Have Ss do the activity in class, or assign it as homework.

- B AIMS:** • to give Ss practice in making a poster



- Have Ss find pictures of their country's currency or use real money to refer to the information they've found.
- Ask Ss to make a poster and write a few sentences about their country's currency using the information they found in Activity A. Encourage them to draw pictures or print some and stick them to their poster.
- Refer Ss to the *Project Skills* section at the back of the Student's Book and explain to them the steps they have to follow to make their poster.


- C AIMS:** • to give Ss practice in presenting a poster



- Have Ss present their posters.

OPTIONAL ACTIVITY



- Print a similar photo or draw it on the board and ask Ss to complete the expression
Money doesn't _____ on _____.

- Have Ss work in pairs and challenge them by setting a time limit of 1 minute.
- The team that finds the answer is the winner.
- Then ask Ss the following humorous question
If money grew on trees, what would everyone's favourite season be?
- Ask Ss to note down their answer on a piece of paper (*autumn*).

D Look at the highlighted words in the text and try to guess what they mean. Then match them with the meanings 1-6.

1. to damage something so badly that it is useless:
2. to make:
3. to continue to exist:
4. not heavy:
5. very useful and important:
6. to touch, feel or hold something:

E Scan the text and find the numbers below. Then match them with what they refer to.

TIP!

Read the text quickly (scan) to find the specific information you need (date, number, year, etc.). Then read the sentences before and after to understand what it refers to.

- | | | | |
|-----|-----------------------|------|-----------------------|
| 5th | <input type="radio"/> | 2016 | <input type="radio"/> |
| 7th | <input type="radio"/> | 18 | <input type="radio"/> |
| 75 | <input type="radio"/> | 94 | <input type="radio"/> |
| 25 | <input type="radio"/> | 17 | <input type="radio"/> |

- a. the century during which black pepper was used as currency in ancient Greece
- b. the percentage of linen that US banknotes contain
- c. the number of months a note lasts
- d. the number of days germs can survive on money
- e. the century during which paper money was invented
- f. the year the polymer £5 note came out in the UK
- g. the percentage of cotton that US banknotes contain
- h. the percentage of money that carries germs

Grammar

Portal to Grammar

Full infinitive (to + base form of verb)

- Ted went out **to get** a chocolate bar.
- Freda has decided **to save** up money for a laptop.
- I was surprised **to find** a twenty pound note in the park.
- It's not easy **to get** a job these days.
- You're too young **to stay** out late.
- Mary isn't old enough **to get** a credit card.

Bare infinitive (base form of verb without to)

- You should **give** back the money you borrowed from Liam.
- My brother doesn't let me **borrow** his laptop.
- I think my new haircut makes me **look** older.

NOTE

Mary helped me **cook / to cook** dinner.

Circle the correct options.

1. I'm not tall enough **reach / to reach** that book on the top shelf. Would you **get / to get** it for me?
2. We were so happy **see / to see** that Gina was feeling better.
3. My parents won't let me **go / to go** to Cindy's sleepover.
4. I won't **go / to go** out tonight. I've promised **stay / to stay** at home and do my homework.
5. Ask Tina for some money. She might **have / to have** some on her.
6. I think it's difficult **understand / to understand** this joke. I don't get it.
7. I want **use / to use** the computer **do / to do** research on the first coins that were used.


Research, Write & Present

A How much do you know about **your country's currency**? Do research to answer some of the following questions.

- What is your country's currency?
- How many different kinds of notes and coins are there?
- Who or what is depicted on the notes?
- Are there any interesting historical facts about your currency?
- What are the notes made of?

B Make a poster. Write a few sentences about your country's currency. Find pictures or use real money.

C Present your poster to the class.

A  Look at the title of the article. What do you think it is about? Listen, read and check your answers.

Going from too much to just enough:

The Minimalist Family

Stay-at-home mum and blogger of *The Minimalist Family*, Nina Wye, was shocked when she first realised how untidy her house was and how much junk she and her family had collected over the years. Without wasting any more time, she organised a decluttering weekend for the whole family. That was four years ago. Since then, her blog has helped other families find ways to reduce the amount of stuff they have, and find happiness in living more simply and with less. 'Getting started is the easy part,' Nina says. 'After that, you need to avoid buying things you want but don't need.'

During that weekend, Nina, her husband Marty and their three kids gathered two carloads of stuff they didn't use, want, or even know they had. They donated to charity what they could and recycled the rest. Marty says that he enjoyed getting rid of so many things with the help of the kids, but when they came home, the house didn't look much different. 'That's when I realised that we still had work to do. It would be tough, but it had to be done.'

Today each member of the Wye family owns about 100 items, including their clothes, books and toys. Pretty impressive, especially since recent studies have shown that 10-year-olds in England have around 238 toys – and usually end up playing with only twelve of **them**. After the Wyes got rid of two-thirds of their things, the children seemed relaxed and enjoyed playing more. 'We were afraid they would miss their toys, but I think all the choices they had just made them fight more,' Nina says.

Instead of buying their children presents they'd soon get bored of, Marty and Nina now choose to spend their money on experiences. They take the kids horse riding, go to amusement parks, or even travel – things that they couldn't afford to do before. How are they able to do that now? Well, after years of minimalist living, the Wyes have managed to save more money. 'We hadn't realised how much money and, most importantly, how much time we used to spend on shopping for things we didn't even need,' says Nina.

'That has been the biggest gift for our family,' Nina adds. 'We spend a lot less time cleaning our home, deciding what to wear, or looking for things in piles of stuff, so we have a lot more time for doing the things we love – and for each other. I'm so glad we changed our lifestyle!'

B Read the first paragraph again and the question below (not the answers a, b, c).

Why did Mrs Wye organise a decluttering weekend?

- a. She was tired of having a messy house.
- b. She wanted to start a blog about minimalism.
- c. She wanted to show other people how to do it.

Now choose an answer (a, b or c) and answer these questions:

- Which part in paragraph 1 justifies your answer? Underline it.
- Are the exact same words used in the answer you chose and in the text?
- Why are the other two options wrong?

line 21

