





3



MODULE

1

My Government



Module 1 : My Government

THE GOVERNMENT

In this unit, the Big Questions are:

- **Lesson 1:** What does the government do?
- **Lesson 2:** What kind of governments are there?
- **Lesson 3:** How does a government look after its people?
- **Lesson 4:** What are taxes?
- **Lesson 5:** How does the government help citizens?

 Key Words

border
constitution
government
infrastructure
minister
tax

Lesson 1 What does the government do?

By the end of this lesson, you will be able to:

- explain what a government is
- describe what a government does

The words I need to learn:

a government the economy education health infrastructure to make laws to make policies a sewerage system

1 Talk together.

- 1 Do you know what a government is?
- 2 Do you know what a government does?

2 Read the text. How does the government make sure that people have jobs and money?

? What does it mean?

a government – a group of people who govern a country
infrastructure – the basic facilities a country needs, such as buildings and electricity.

What is a government?

A government is a group of people who run a country.

A government makes decisions for the people of a country and has the power to do certain things, such as making laws. Laws protect people and their homes.

The government builds the infrastructure of a country. They build roads, freeways, and bridges. The government makes sure that everyone has water and electricity, and that towns and cities have sewerage systems.

The government builds schools and hospitals, so that people have access to education and healthcare. They keep the country safe by having the police and an army.

The government makes sure that the economy (the way that money and businesses are organized in a country) works. They make policies (plans) to create a strong economy, so that people have jobs and money.



3 Read the text again. Answer the questions.

- 1 How do governments help a country? They build its infrastructure.
- 2 How does a government keep their country safe? _____
- 3 What might happen if we did not have laws? _____
- 4 Which do you think is more important: schools, hospitals, or a good infrastructure? _____

4 Read the texts. How has the government helped the town?

1

Hassan



In my town, there are four primary schools and two secondary schools. There's a university in the city where students from our town go.

2

Sara



There is a big hospital in the city, ten kilometers from here.

3

Adel



All children have to go to school. It's important for children to learn. It is your obligation.

4

Peter



The government is building a new bridge. It will join the east part of the town to the west part. This will improve communications.

5 Read the texts again. Match each speaker (1–4) with the topics (a–d).

a

Infrastructure

☐

b

Laws

☐

c

Health

☐

d

Education

☒

6 Talk together.

- 1 Where can people go to get an education in your town or city?
- 2 Where can people go when they are sick?
- 3 What laws help to keep people safe?
- 4 How does the infrastructure help people to move around?

Research

Find out how many freeways there are in your country. Where do they go from and to?



What can I do?

I can explain what a government is.

☐

I can describe what a government does.

☐

Think about this lesson.

How much did you understand?

☐

red: I don't understand and I need help.

☐

orange: I understand some of it, but I need a little help.

☐

green: I understand it and I can do this on my own.

Lesson 2 What kind of governments are there?

By the end of this lesson, you will be able to:

- describe different types of government
- describe what type of government your country has

The words I need to learn:

a constitution a federation a minister
a monarch a monarchy a parliament
a president a prime minister a republic a state

1 Talk together.

1 Which of these does your country have?

king queen prince
president prime minister

2 Do you know their names?

? What does it mean?

a constitution – the principles and laws by which a country is governed

2 Read the text. How many types of government does it describe?

Types of government

There are lots of different types of government around the world. In some countries, such as Kuwait, the head of the country is the sheikh (the Emir of the state of Kuwait). This is known as a constitutional monarchy. The Emir appoints the prime minister – a member of the ruling family. The prime minister chooses the ministers and forms the government. The constitution says that parliament makes the laws. The head of the government is the prime minister.

A country without a king or queen is a republic, such as Lebanon. In a republic, parliament makes the laws. The head of government is the president or the prime minister and he, or she, is also the head of state.

A group of states that join together to form one country, such as the United Arab Emirates, is called a federation. Each state can make some laws, but the central government makes most of the laws.

There are lots of different types of government around the world. In an absolute monarchy, such as the Kingdom of Saudi Arabia, the head of state makes the laws. There are usually ministers to help the monarch govern.

A parliamentary constitutional monarchy is where a monarch has limited powers and parliament represents the people, such as in Jordan.



King Salman bin
Abdulaziz Al Saud

? What does it mean?

a minister – an official who works for the government

3 Read the text again. Circle True or False.

- 1 The constitution are the principles and laws for government.
- 2 The head of the government in a republic is the king or queen.
- 3 In a federation, each state makes some of the laws.
- 4 Monarchs have ministers to help them govern.

True / False

True / **False**

True / **False**

True / **False**

4 **Talk together. Read the fact file. Answer the questions.**

Country	The United Kingdom
Head of state	The king
Name of head of state	King Charles III
Head of government	The prime minister

- 1 What is the name of the country?
- 2 What is the name of the head of state?
- 3 What type of government is it?

 Mini project

Complete a fact file about your country.

Country	
Head of state	
Name of head of state	
Head of government	
What kind of government does your country have?	

5 **Read the clues, and write the answers.**

What is the mystery word?

- 1 The head of a government.
- 2 A country with no royal family.
- 3 A king or queen.
- 4 A politician in government.
- 5 A set of rules for government.
- 6 The king is the head of this.
- 7 A group of countries.
- 8 A place where they make laws.

Mystery word: _____

1	p	r	e	s	i	d	e	n	t
2									
	i								
3									
	e								
4									
	i								
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	i								
	6								
	t								
	7								
8									

What can I do?

I can describe different types of government. ☐

I can describe what type of government my country has. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 3 How does a government look after its people?

By the end of this lesson, you will be able to:

- describe how the government takes care of people
- explain what the government does in my country

The words I need to learn:

a border education a freeway
health to print money to protect

1 Talk together.

- 1 What kind of things does the government do for its people?
- 2 What has the government built in your region?

What does it mean?

a border – a line separating two countries or other areas

2 5.1 Listen to the song. Match each verse (1–5) to a photograph (a–e).



Who builds the roads?

1 Who builds the roads and freeways for us?
Who builds the bridges?
The government does!

2 Who builds airports and railways for us?
Who protects our borders?
The government does!

3 Who sends the police to look after us?
Who prints our money?
The government does!

4 Who looks after our health for us?
Who builds hospitals?
The government does!

5 Who makes sure there's education for us?
Who builds schools?
The government does!



3 5.2 Listen to the song again. Answer the questions.

- 1 What does the government print?

- 2 What seven things does the government build?

4 Talk together.

- 1 Why do you think the government wants you to have a good education?
- 2 Why do you think the government wants us to stay safe and healthy?

5 Read the sentences. Circle the correct answers.

- 1 The government builds a country's **health** / **infrastructure**, including its roads, bridges, and airports.
- 2 The government makes **education** / **laws** to help protect its citizens.
- 3 The government protects a country's **borders** / **culture** to keep its citizens safe.
- 4 The government builds schools, so that children have a good **education** / **money**.
- 5 The government helps to improve a country's **culture** / **hospitals** by building museums.



6 5.3 Listen to the conversation. What has the government built in the last five years?

7 5.4 Listen to the conversation again. Check ✓ the things the government has done.

- | | |
|---|--|
| ☒ A new freeway | ☐ A new hospital outside the city |
| ☐ A new airport | ☐ Two new schools |
| ☐ A new bridge | ☐ Plans for a new university |
| ☐ A new railway station | ☐ Two new universities |
| ☐ A new hospital downtown | ☐ A new police station |

8 Talk together.

- 1 Which things from the lesson do you think are the most important that a government can do? Why?
- 2 Compare your ideas with other pairs. Do they agree?

What can I do?

- I can describe how the government takes care of people. ☐
- I can explain what the government does in my country. ☐

Think about this lesson. How much did you understand?

☐ red ☐ orange ☐ green

Lesson 4 What are taxes?

By the end of this lesson, you will be able to:

- explain what sales tax and income tax are
- explain how the government spends taxes

The words I need to learn:

income tax percent a receipt
a salary sales tax a wage

1 Talk together.

- 1 Why do governments need money?
- 2 How do governments get the money they need?

2 Read the stories. How much of the waiter's wage goes to the government?



3 Read the stories again. Answer the questions.

- 1 How much does the toy cost without tax?
_____ It costs \$10.
- 2 How much does the waiter earn after income tax?

- 3 How much money goes to the government from the sale of the toy?

- 4 What is the difference between sales tax and income tax?

- 5 How much does the waiter earn without tax?

- 6 Do you think it is right that people pay these taxes? Why?

4 Read the texts. Which country has the highest income tax: Sweden or Australia?



Astrid Larsson lives in Sweden. She works in a university and earns a good salary. Astrid pays the government 57 percent of her salary in tax. The government built an excellent public transport system in Astrid's city. This helps Astrid, so she doesn't need a car. The government also makes sure there are enough hospitals for all of the citizens, so they can see a doctor easily. Astrid has a young son who goes to a primary school that was built by the government.

Jack Smith lives in Australia. He works as an architect (designs buildings) and earns a very good salary. Jack pays the government 32 percent of his salary in tax. The government have built good roads, so it is safe for Jack to travel around. The government also spends money on the police, so Jack and his family feel safe. The more money Jack earns, the more income tax he pays. He thinks this is fair because the money is used to make his life comfortable.



5 Read the texts again. Answer the questions.

- 1 Why does Jack's family feel protected?
Because the government spends money on the police.
- 2 What did the government in Sweden build, so that Astrid doesn't need a car?

- 3 How does the government in Sweden help Astrid's son?

- 4 Do you think that people should pay more income tax when they earn more money? Why/Why not?

6 Talk together.

What do you think the government should spend most money on in your country?

- The transport system
- Hospitals and healthcare
- Schools and universities
- The police and the army

What can I do?

I can explain what sales tax and income tax are. ☐

I can explain how the government spends taxes. ☐

Think about this lesson.
How much did you understand?

☐ red

☐ orange

☐ green

Lesson 5 How does the government help citizens?

By the end of this lesson, you will be able to:

- explain how the government helps citizens
- describe who works for the government

The words I need to learn:

to direct traffic a doctor an emergency
a firefighter a healthcare worker a police officer
a postal worker a soldier a teacher

1 Talk together.

- 1 How do you think the government helps its citizens?
- 2 Do you know anyone who works for the government?

2 Look at the photographs and answer the questions.

- 1 Who brings letters to your home?
_____ a postal worker _____
- 2 Who stops fires in a forest?

- 3 Who gives lessons to children?

- 4 Who directs the traffic?

- 5 Who looks after people in a hospital?

- 6 Who helps in an emergency?



healthcare worker



police officer



teacher



postal worker



firefighter



soldier

3 Talk together.

- 1 Which of these jobs do you think is most important? Why?
- 2 Which of these jobs do you think needs the most education?
- 3 Which of these jobs do you think pays the most money? Why?
- 4 Can you think of any more government workers? What do they do?

4 Look, read, and complete (1–3). Then write about another person who works for the government. Draw a picture.

1

I work in a big building with lots of people. I work with people who are sick. I help to make them better. I wear a white coat.

I'm a doctor.



2



I love my job. I work all over the town. I drive to a street and then I go to every house, delivering letters and parcels.

I'm a _____.

3

Every day is different. Some days I control the traffic downtown. Other days I drive my car around the streets and check that everyone is safe. I wear a uniform. I'm a _____.



5 Talk together.

How do other government workers help people?



Did you know?

You have to study for about ten years to become a doctor.



Game time

Mime one of the government workers. What do they do in their job? Can your partner guess what job it is?

What can I do?

I can explain how the government helps citizens. ☐

I can describe who works for the government. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

GOVERNORATES

In this unit, the Big Questions are:

- **Lesson 1:** What is a governorate?
- **Lesson 2:** How is my governorate structured?
- **Lesson 3:** What services are provided by governorates?
- **Lesson 4:** How can I help my local governorate?
- **Lesson 5:** What happens in other countries?



 Key Words

governorate
local
provided
ruler
structure
volunteer



Lesson 1 What is a governorate?

By the end of this lesson, you will be able to:

- explain what a governorate is
- understand the structure of local government

The words I need to learn:

central government a district
a governor a governorate local government
a mayor a municipality the structure

1 Talk together.

- 1 Do you know what central and local government is?
- 2 Do you know what a governorate is?
- 3 Do you know the name of the governorate where you live?

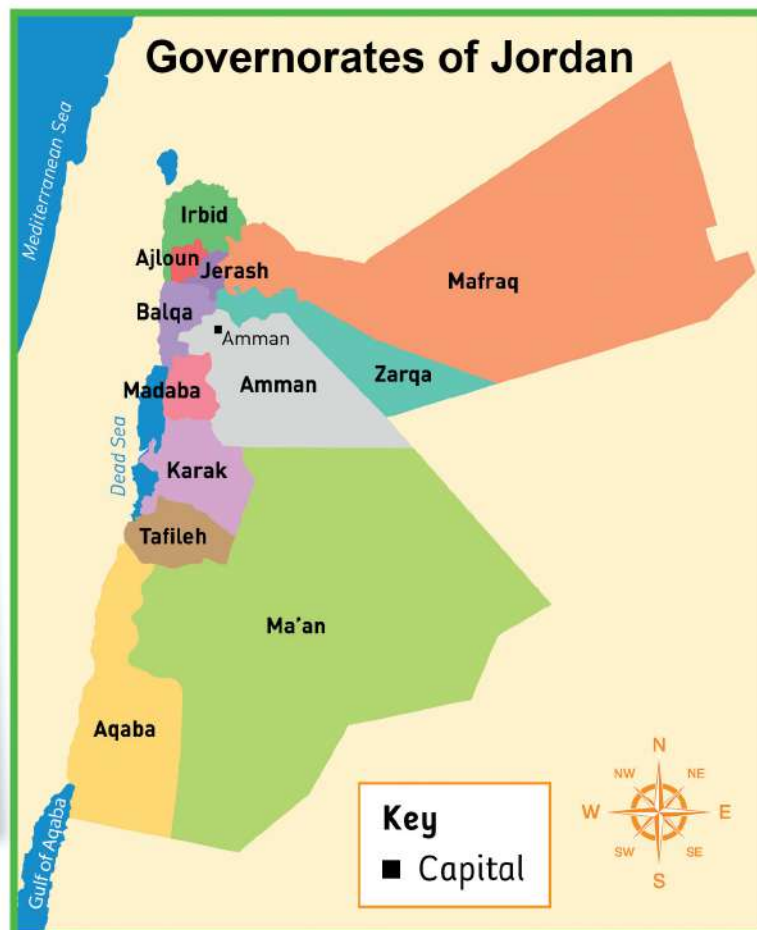
? What does it mean?

a governorate – a region of some countries

the structure – the way the parts of something are put together

local – an area near you

2 Look at the map. How many governorates are there in Jordan?



3 Answer the questions.

- 1 Which are the biggest and smallest governorates in Jordan?

The biggest is Ma'an and the smallest is Jerash.

- 2 Which governorates are next to the Dead Sea?

- 3 Which governorate is the capital city of Jordan in?

- 4 Which governorates are north of Balqa?

4 Read the text. What does each council do?

Local government in Lebanon

The structure of local government is different in each country. Some countries, such as Lebanon, have governorates.

Lebanon is divided (to separate one area into smaller areas) into eight governorates – Akkar, North Governorate, Baalbek-Hermel, Mount Lebanon, Beirut, Beqaa, Nabatieh and, South Governorate. The head of each governorate is called a governor.

Each governorate is divided into districts, which are run by the Head of District.

Each district is divided into smaller municipalities, which is a group of villages, a town, or a city that has its own local government.

The local government of each municipality is called a council and the head of the council is the mayor. The council (people who run the municipality) organizes local services like street cleaning, public lighting, and street signs.



5 Read the text again and look at the map. Answer the questions.

1 What is each governorate of Lebanon divided into?

It is divided into districts.

2 What is the name of the head of a council in Lebanon?

3 Which governorate is the capital city of Lebanon in?

4 Which governorate is north of North Governorate?

What can I do?

I can explain what a governorate is. ☐

I can understand the structure of local government. ☐

Think about this lesson.

How much did you understand?

☐ red: I don't understand and I need help.

☐ orange: I understand some of it, but I need a little help.

☐ green: I understand it and I can do this on my own.

Lesson 2 How is my governorate structured?

By the end of this lesson, you will be able to:

- describe different levels of local government
- explain how a governorate or local government is structured

The words I need to learn:

a province to be regional
a ruler a sub-governorate

1 Talk together.

- 1 What are the names of the regions (or governorates) in your country?
- 2 What are the names of the main cities in each of the regions (or governorates)?

2 Read the text. How many levels of local government are there in the Kingdom of Saudi Arabia?

The Kingdom of Saudi Arabia is divided into 13 large areas called provinces. This is the first level of local government. Each province is then divided into governorates. This is the second level of local government. Some provinces have many governorates and some only have one. The province of Al Madinah al Munawwarah in the west of the Kingdom of Saudi Arabia, for example, has seven governorates. Governorates are divided into smaller areas called sub-governorates. This is the third level of local government.

Regional capitals are the main cities in each province. The capital of the province of Al Jawf is Sakakah, for example. These cities are not part of a governorate. The local government here is called a municipality and each one has a mayor.



3 Read the text again. Answer the questions.

- 1 What is the name of the local government in the capital of each province?
a municipality
- 2 Name the governorates in Al Madinah al Munawwarah. _____
- 3 Explain in your own words the structure of local government in the Kingdom of Saudi Arabia. _____

4 Read the text. Who looks after education in each country?



Kuwait is divided into six governorates. This is the first level of government in the country. The governorates are then subdivided into different areas, which is the second level of government. Each governorate looks after its own healthcare, social housing, and education. The main government of the country chooses a governor for each governorate.

The United Arab Emirates is divided into seven Emirates. The ruler of each Emirate has control over local government. The President of the United Arab Emirates is the ruler of Abu Dhabi. The Prime Minister is the ruler of Dubai and the head of government. Government services include defence, education, and healthcare.



5 Read the texts again and look at the maps. Answer the questions.

- How many governorates are there in Kuwait? There are six.
- Who chooses the governor of each governorate in Kuwait? _____
- Why do you think that the President of the United Arab Emirates is the ruler of Abu Dhabi? _____
- Why do you think that each Emirate has its own local government? _____

6 Write a short fact file about the governorates in your country.

? What does it mean?

a ruler – a president, king, queen, etc. who has power in a country

Research

Find out the name of your governorate (or district). Draw a map. Include the capital of the governorate and the main cities, towns, and villages.

What can I do?

- I can describe different levels of local government. ☐
- I can explain how a governorate or local government is structured. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 3 What services are provided by governorates?

By the end of this lesson, you will be able to:

- describe the services local government provides to the community
- describe people who work for the local government

The words I need to learn:

construction a department a recreation area
road safety garbage collection provided
transportation

1 Talk together.

- 1 What services do you think governorates provide for the community?
- 2 Which people work for the governorates?

What does it mean?

provided – to give or supply something that other people need or want

2 Read the text. Which services would be most useful to a visitor to the area?

Local government services

Local governments provide services for the community at a local level (in regions, cities, towns, and villages).

Here are some examples of the kind of services they provide:

- local transportation
- road safety
- construction
- garbage collection and street cleaning
- tourist information
- recreation areas.

3 Read the text again. Match the services in Activity 2 to the photos (a–f).



garbage collection
and street cleaning



4 Talk together.

Which of the services in Activity 3 have you or your family used this week?

5 6.1 Listen to an interview with a mayor. How many different local government departments does he mention? _____



6 6.2 Read and match. Then listen and check.

- | | |
|------------------------------------|--|
| 1 The biggest department is | a keep the city clean and tidy. |
| 2 The street cleaners | b the transport department. |
| 3 The second biggest department is | c the one that looks after garbage collection and street cleaning. |
| 4 In the transport department | d improves the city's infrastructure. |
| 5 The recreation department | e you can buy tickets to travel by bus and train. |
| 6 The construction department | f makes sure that parks are safe. |

7 Read the questionnaire and answer the questions. Compare your answers with your partner.

How many times have you used local services in the last week?

	more than once	once	not at all
1 used public transportation	☐	☐	☐
2 used a park	☐	☐	☐
3 crossed a road safely	☐	☐	☐
4 used tourist information	☐	☐	☐
5 put trash in a trash can	☐	☐	☐

Mini project

Make a list of five jobs where people provide a service in your community. Describe what each person does.

What can I do?

I can describe the services local government provides to the community. ☐

I can describe people who work for the local government. ☐

Research

Choose one of the following local government departments and find out what they do in your town or city. Also, find out how many people work for each department.

- transportation
- trash collection
- recreation
- construction.

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 4 How can I help my local governorate?

By the end of this lesson, you will be able to:

- explain how people can help in the community
- explain how I can help in the community

The words I need to learn:

- to be noisy a public place
- to recycle a road sign to volunteer

1 Talk together.

- 1 How do you think your governorate helps your community?
- 2 What things do you do to help your community?

2 6.3 Read and listen to the song. How does the speaker help in the community?

 **What does it mean?**

to volunteer – when someone helps other people without being asked to



Helping in my community

1 I respect all public places,
yards, parks, and squares.
When I'm playing in the park,
I don't play noisily.

2 When there are things to do
In my community,
I volunteer to help.
They can count on me.

3 I recycle all my trash,
I'm always good and fair.
I help to clean the street
When there's garbage everywhere.



3 6.4 Listen to the song again. Match each verse (1–3) to the photographs (a–c).

4 Write how you can help in the community.

5 **Read and check ✓ if you agree and cross X if you disagree. Talk to your partner.**

1


☐

You can be noisy in a park and in a restaurant!

2


☐

Everyone has to help to keep the streets clean.

3


☐

I feel happy when I help people in my community.

4


☐

Road signs are important because they help to keep people safe.

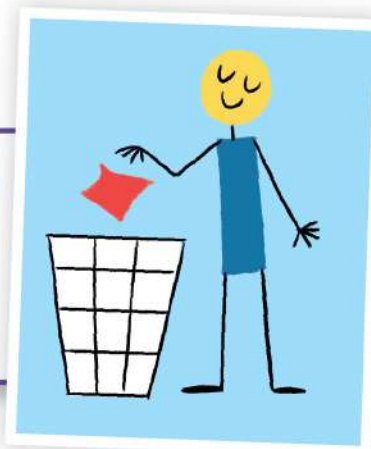
6 Read and write.

- 1 What should I do with my trash? I should recycle it.
- 2 In which places should you not be noisy? Why? _____
- 3 Who or what might have a problem if you leave trash somewhere? _____
- 4 What kinds of people can you help in the community? _____
- 5 Draw some road signs. How do they help to keep people safe? _____



Game time

In pairs, draw a picture of a person doing something to help their community. Can your partner guess what the person is doing?



What can I do?

I can explain how people can help in the community.

☐

I can explain how I can help in the community.

☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 5 What happens in other countries?

By the end of this lesson, you will be able to:

- understand what local government does in other countries
- explain how local services are similar to the ones in my country

The words I need to learn:

- a council worker to employ
- a local authority to vote

1 Talk together.

- 1 What is happening in the photograph?
- 2 Who organizes this service in your country?

2 Read the text. What are council workers?



Local government in England

England has a central government. People vote for the ministers in this central government every five years. These ministers decide on the laws that people have to follow.

Each local authority (or municipality) in the country has its own local government. In total, there are 343 different local governments and they run their own municipality. The central government gives each municipality money every year and the local government decides how to spend it.

Each local government employs people to work for them. These are called council workers. They include people who collect garbage, people who look after the parks and other green areas, and even people who work with young people. Local governments in England spend money on other things, such as museums, libraries, and some schools.

Local governments don't spend money on the police. This is something that the central government spends money on.

3 Read the text again. Circle **True** or **False**.

- 1 There is a central government and local governments in England. **True** / False
- 2 Local governments deal with the affairs of the whole country. True / **False**
- 3 Local governments employ people to work for them. **True** / False
- 4 Local governments spend money on all schools in the municipality. **True** / False
- 5 The police receive money from the local government. **True** / False



Did you know?

England is part of the United Kingdom, along with Wales, Scotland, and Northern Ireland.

4 **6.5 Read and listen to three workers talking about their jobs. Match each speaker (1–3) to a photograph (a–c).**



1 I'm a lifeguard for the local government. I work at a public swimming pool. I help to keep people safe in the pool. There are rules to follow, so I make sure nobody breaks them.

2 I'm a road worker. I work for the local government. I repair the road and make sure the traffic can move around without any problems.

3 I'm a traffic warden. I make sure people don't park their cars in the wrong place and that everyone follows the parking rules.

5 **6.6 Listen and read again. Answer the questions.**

1 What services do the three workers provide for their communities?

2 Do you have the same services in your country? What other services do you have?

6 Think of more local government workers. Write about what they do.

What can I do?

I can understand what local government does in other countries.

☐

I can explain how local services are similar to the ones in my country.

☐

 Research

Choose one of the municipal workers from your list and find out how people do that job in different cities around the world.

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

REVIEW 3

I can say...

- what the government does
- what kind of governments there are
- how a government looks after its people
- what taxes are
- how the government helps citizens
- what a governorate is
- how my governorate is structured
- what services are provided by governorates
- how I can help my local governorate
- what happens in other countries

See how well you have understood the topics in Units 5 and 6.

1 Complete the quiz!

??QUIZ??

- 1 Name two things a government helps to build.

- 2 Who is the head of state in a republic?

- 3 What does a government do with our borders?

- 4 What do you call the tax you pay on the money you earn?

- 5 What is a governorate?

- 6 Is a governorate the first or second level of local government in the Kingdom of Saudi Arabia?

- 7 Which local government department improves the city's infrastructure?

- 8 Which country has council workers?

2 Read the text. Answer the questions.

Jordan is a parliamentary constitutional monarchy. The most important person in Jordan is the King. The prime minister is the head of the government of the country. Jordan is divided into 12 governorates. Each governorate is headed by a governor, who is appointed by the King.

- 1 Who is Jordan's head of state? _____
- 2 How many governors are there in Jordan? _____
- 3 Who is the head of the government? _____
- 4 Who is responsible for appointing the governors? _____

3 Think about your town's infrastructure. What would you like your town to have?

4 How can you help your local community? Write two things.

5 Write to a friend in a different country. Tell them:

- about the government workers in your town.
- how they help your country's citizens.

6 What do you think the government should spend taxes on? Order the following in importance from 1–6. Then write a few sentences explaining why.

- a ☐ public transportation _____
- b ☐ hospitals _____
- c ☐ schools _____
- d ☐ universities _____
- e ☐ postal services and communication _____
- f ☐ roads and bridges _____

7 Give an example of two ways in which the structure of your country's local government is different to another country.

PROJECT 3

Design a leaflet about your government

Step 1 Research the information you will include.

You will need:

- three pieces of A4 paper
- a stapler
- colored pencils or crayons.

People in charge

- 1 Who is the head of your country?

- 2 Who is in charge of your national government?

- 3 Who is in charge of your town or city?



The King of Jordan



Laws and taxes

- 1 Who makes the laws in your country?

- 2 Make a list of five laws that you think are important.

- 3 What kind of taxes are there in your country?

- 4 Make a list of five things the government spends taxes on.



Infrastructure

1 What are the most important roads and bridges in your area?

2 Make notes about why they are important.

Services in the community

1 Which services are provided for your community? E.g. transportation.

3 Write three ways that you help in your community.

2 Make a list of people who work in these services, for example a bus driver.

Step 2 Write a short description for each part.

Step 3 Find photographs or draw pictures.

Step 4 Complete your leaflet and present it to the class.



MODULE

2

My Culture



Module 2: My Culture



34



Al Faisaliah Centre, Saudi Arabia

CELEBRATIONS

In this unit, the Big Questions are:

- **Lesson 1:** How do we celebrate?
- **Lesson 2:** What do we celebrate?
- **Lesson 3:** How do we celebrate in our community?
- **Lesson 4:** How do other countries celebrate?
- **Lesson 5:** Have our celebrations changed?

 Key Words

celebrate
celebration
cherry blossom
community
decorate
traditional

Lesson 1 How do we celebrate?

By the end of this lesson, you will be able to:

- explain what I do when I celebrate something
- describe a celebration

The words I need to learn:

to celebrate a dance to dance decorations
a dragon fireworks fortune a parade

1 Talk together.

- 1 What days do you celebrate?
- 2 When was the last time you celebrated something special?

? What does it mean?

to celebrate – to do a fun thing on an important or special day with family, friends or community

2 Look at the photographs, and write the words.

clothes ~~fireworks~~ decorations food parade party

1



watch fireworks

2



have a p

3



wear special c

4



eat special f

5



put up d

6



watch a p

3 Talk together.

What do you like doing when you celebrate a special day?

4 What do you know about Chinese New Year? How is this celebrated?

5 Read the text. Why is the color red important?



People celebrate Chinese New Year all over the world. Chinese New Year is in January or February. The date is different every year. In China, people put up red decorations in their houses and in the streets. The color red is very important because people think it is a lucky color. Red means good fortune (luck) and joy (happiness). Everyone has a special meal with their families. People give presents to each other. Parents and grandparents give children money in red envelopes. Sending red envelopes is a way to send good wishes and luck. There are lots of fireworks and parades. The Chinese dragon dance is the most important because dragons are a part of China's culture and they are believed to bring good luck to people. The longer the dragon dances, the more luck it will bring to the community. The dragon is not a real animal.

6 Read the text again. Answer the questions.

1 When is Chinese New Year?

It is in January or February.

2 What do grandparents give children?

3 Summarize how people celebrate Chinese New Year in China.

4 Do people celebrate Chinese New Year in your country?



7 Read and write. Think of a special day. How does your family celebrate?

On _____, we _____

What can I do?

I can explain what I do when I celebrate something. ☐

I can describe a celebration. ☐

Think about this lesson.

How much did you understand?

☐ **red:** I don't understand, and I need help.

☐ **orange:** I understand some of it, but I need a little help.

☐ **green:** I understand it, and I can do this on my own.

Lesson 2 What do we celebrate?

By the end of this lesson, you will be able to:

- understand why we celebrate some important days
- give examples of important days we celebrate

The words I need to learn:

a celebration a flag unify
independence to be national a wedding

1 Talk together.

What is your favorite celebration of the year?

2 Read the text. When is the National Day in Kingdom of Saudi Arabia?

What does it mean?

a celebration – when you are with family, friends, or community to celebrate an important or special day

On different days of the year, there are lots of celebrations all over the world. People celebrate birthdays and weddings with their families and friends. They also celebrate national days such as New Year's Day, Thanksgiving, and National Day with their families, neighbors, and communities. Many people celebrate the start of the New Year with fireworks.

In the Kingdom of Saudi Arabia, National Day is a holiday when people wear the national colors of green and white to celebrate the occasion of unifying their country. A National Day is a special day when people celebrate their country or nation every year. In Saudi Arabia, it falls on September 23rd and it is a national holiday.

In Saudi Arabia, September 23rd is a very special day. People stand in the street to watch parades and folk dances and listen to songs. Lots of people wave the Saudi flag. In the evening, there are fireworks and parties.



3 Read the text again and answer the questions.

1 What is a country's National Day?

It is a special day when people celebrate their country or nation every year.

2 What do people in Saudi Arabia do on 23rd September?

3 Why do you think people in Saudi Arabia celebrate National Day?

4 Talk together.

Do you celebrate Flag Day in your country? When is it?

5 Look, read, and match the sentences (1–6) to the photographs (a–f).



1 In Kuwait we celebrate National Day on February 25th.

2 We watch fireworks on New Year's Day in Spain.



3 Chinese New Year is the most important celebration in my country.

4 Flag Day is on March 11th in the Kingdom of Saudi Arabia.



5 In the United States of America we eat a special family meal on Thanksgiving.

6 In Sweden we celebrate midsummer's day. It is the longest day of the year!



Research

Find out which countries around the world celebrate these days. What are the dates? Which of these days do you celebrate in your country?

National Day

Mother's Day

Father's Day

New Year's Day

Independence Day

Teachers' Day

Flag Day

Thanksgiving

Game time

In pairs, describe a celebration for your partner to guess. Don't say what it is. Describe what you do, who you see, and what you eat on this day.

What can I do?

I can understand why we celebrate some important days. ☐

I can give examples of important days we celebrate. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 3 How do we celebrate in our community?

By the end of this lesson, you will be able to:

- describe how we celebrate in our community
- give examples of celebrations in different communities

The words I need to learn:

to dance to decorate to sing
to be traditional

1 Talk together.

- 1 How do you celebrate National Day in your community?
- 2 Who do you celebrate with? What do you do?

2 7.1 Listen and read. Which of the following is in the song?

being with friends decorating our homes
eating a special meal having fun in the park

National Day!

*Let's all celebrate National Day!
National Day! National Day!
Let's have a happy National Day.
We'll have fun with friends today.*

*We decorate our house on National Day!
National Day! National Day!
We decorate our house on National Day!
We sing and dance, and play all day.*

*We go to the park on National Day!
National Day! National Day!
We go to the park on National Day.
We celebrate and then we play!*

*Let's watch parades on National Day!
National Day! National Day!
Let's watch parades on National Day!
It's our favorite, favorite day!*

? What does it mean?

to decorate – to make an object or place more attractive by adding things to it



3 7.2 Read and listen to the song again. Answer the questions.

- 1 Where do we go on National Day?
We go to the park.
- 2 What do we watch on National Day?

- 3 Why do you think it is important to celebrate National Day?

Mini project

In pairs, draw a picture for each verse of the National Day celebration in the song. Put the pictures together and make a classroom collage.

4 Look and check ✓ the celebrations that are similar to ones in your community.



5 Match the sentences (1–4) to the photographs (a–d).

- 1 We love watching the dragon boat races every year.
- 2 Look! We're watching the National Day parades!
- 3 Our city is celebrating flowers. We grow amazing flowers here.
- 4 It's Flag Day! Everyone is wearing white and green!

☒ c
☐
☐
☐

6 7.3 Listen. What is Sara describing?

7 7.4 Listen again. Circle Yes or No.

- 1 Azraq is a small town near Amman.
- 2 The community is famous for making things.
- 3 There are traditional clothes to buy.
- 4 There are always lots of fireworks.
- 5 There isn't any music or dancing.

☒ Yes / No
☐ Yes / No
☐ Yes / No
☐ Yes / No
☐ Yes / No

8 Talk together.

- 1 Do you have any special celebration days in your community?
- 2 What do you do on these days?



What does it mean?

traditional – relating to a custom, belief, or way of doing something that continues from the past to the present

What can I do?

I can describe how we celebrate in our community.

☐

I can give examples of celebrations in different communities.

☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 4 How do other countries celebrate?

By the end of this lesson, you will be able to:

- give examples of celebrations in different countries
- describe how people celebrate in some different countries

The words I need to learn:

cherry blossom a cherry tree
a festival a play spring

1 Talk together.

- 1 What celebrations do you know from around the world?
- 2 Which of these celebrations would you like to visit?

2 Read the story. Where do Akari and her family have a picnic?

What does it mean?

cherry blossom –
a flower, or a group of
flowers, on a cherry tree

1 It is April and the cherry trees are pink and white with flowers. The flowers mean it is spring. The Cherry Blossom festival is an important festival in Japan.



2 Everyone celebrates with picnics and parties in the park. Akari is helping her mom prepare a picnic.



3 Oh no! Akari's brother Hiroshi feels sick in bed. The family can't go to the park to see the cherry blossom. What is Akari doing?



4 "Don't worry, Hiroshi," says Akari. "We can have a picnic at home. Look! We've brought the cherry blossoms to you!"



3 Read the story again. Circle True or False.

- 1 The Cherry Blossom festival is in spring.
- 2 A cherry is a vegetable.
- 3 People celebrate at home with fireworks.
- 4 Hiroshi is unhappy because he can't go to the park.
- 5 Hiroshi's family have a picnic in the park.

True / False

True / False

True / False

True / False

True / False

Did you know?

The Cherry Blossom festival also marks the start of the school year in Japan.

4 Read the text. Where are the three festivals?



- 1 The **Hala Festival** in Kuwait is a celebration of spring. People celebrate with street parties and parades all month.

- 2 **Thanksgiving** is a celebration of family, friends, and food in the United States of America. People watch parades. In the evening they have a special meal with their families.



- 3 In Greece, the **Full Moon festival** is in August. People go to the theater outside, under the full moon, and watch plays.

5 Read the text again and circle.

- 1 The Hala Festival is a celebration of spring / the family.
- 2 People celebrate the Hala Festival for a **week** / month.
- 3 Thanksgiving is a holiday in **the United States of America** / the United Kingdom.
- 4 People celebrate Thanksgiving with a special **dance** / meal.
- 5 The Full Moon festival is in **August** / April.
- 6 At the Full Moon Festival, people go to **sports games** / theaters and watch plays.

- 6  Which celebration in this lesson is your favorite? Why?

Research

Find out what food people eat for a Thanksgiving meal. Write the words and draw pictures. Do you eat any of this food in your country?

What can I do?

I can give examples of celebrations in different countries. ☐

I can describe how people celebrate in some different countries. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 5 Have our celebrations changed?

By the end of this lesson, you will be able to:

- name some ways we use technology to help us celebrate today
- compare some ways we celebrate today with the past

The words I need to learn:

- an e-card New Year's Eve
- a video call a video message

1 Talk together.

- 1 Do you celebrate special days like any of the people in the photographs?
- 2 In which photographs are they using technology to help them celebrate?



2 Read and complete the questionnaire.

How do you celebrate?

- 1 When do you send cards / e-cards to your friends? _____
- 2 When do you put up decorations in your house? _____
- 3 When does your family buy you presents? _____
- 4 When do you watch parades in your town or city? _____
- 5 In which celebrations do you watch fireworks? _____
- 6 When do you eat a special meal with your family? _____
- 7 When do you wear traditional clothes? _____
- 8 When do you celebrate special days in your community? _____

3 7.5 Listen. How does Omar watch the spring festival parades?

4 7.6 Listen again. Circle the correct answers.

- 1 Max's grandparents always **phone** / **video call** him on Thanksgiving.
- 2 Jaber **posts birthday cards** / **sends e-cards** to his friends.
- 3 Waleed makes his dad a **video** / **card** for Father's Day.

5 Do you agree? Read and check ✓ or cross X.

☐

I send e-cards to my friends on their birthdays.

☐

I send video messages to my cousins on National Day.

☐

On New Year's Eve, we watch fireworks on the television.

☐

My dad takes videos of the street parades.

6 Read the text. What did people do on the first Kuwait National Day?

Kuwait became independent from Britain on June 19th, 1961. The first National Day was on this date in 1962. People wore traditional clothes like the dishdasha and met with friends and family in Kuwait's parks and public places. There were also parades and amazing fireworks. However, it is very hot in Kuwait in June! So, in 1963 they moved National Day to February 25th. The date was different, but they celebrated in the same way. They still celebrate like this today!

7 Talk together.

- 1 What is the same and what is different about National Day today, and the first National Day in 1962?
- 2 Do you prefer watching events where they are taking place, or watching them on TV? Why?



What can I do?

I can name some ways we use technology to help us celebrate today. ☐

I can compare some ways we celebrate today with the past. ☐

Think about this lesson.
How much did you understand?

☐ red

☐ orange

☐ green

UNIT 4

MY CULTURE AND OTHER CULTURES

In this unit, the Big Questions are:

- **Lesson 1:** What is my culture?
- **Lesson 2:** What other cultures are there?
- **Lesson 3:** What do people in other cultures eat and wear?
- **Lesson 4:** What do people do in their leisure time?
- **Lesson 5:** What is important to people about their culture?



Key Words

culture
praise
protect



Lesson 1 What is my culture?

By the end of this lesson, you will be able to:

- understand what your culture is
- describe a different culture

The words I need to learn:

art buildings clothes culture
customs food language music

1 Talk together.

What do you know about the culture of your country? Think about the art, buildings, clothes, customs, food, language, and music.

? What does it mean?

culture – the ideas, beliefs, and art of a particular country or group of people

2 Read the fact file. Do you follow these customs?

CULTURE FACT FILE

- 1 Hello, I'm Ibrahim. I'm from Saudi Arabia. On special days we wear a thobe.
- 2 I'm Sara from Lebanon. It is our custom to serve Meghlé to guests when a baby is born.
- 3 Hi, I'm Tarek. I'm from Jordan. On special days such as weddings or special holidays, we eat mansaf. It's a dish of meat, cooked with rice and yogurt.
- 4 Hello. I'm Hiba from Kuwait. I love music. I play an instrument called an oud.



3 Read the fact file again. Answer the questions.

1 Who likes music a lot?

Hiba

2 Who sometimes wears special clothes?

3 Why do you think people eat special food during celebrations?

4 Why do you think people serve special desserts when a baby is born?

4 Read about Wayan. What is important in his culture?

My name is Wayan. I'm from Bali in Indonesia.

The language of Bali is Bahasa. I speak Bahasa, Indonesian, and English. In many parts of our country, we eat with our hands. One of our favorite dishes is *nasi goreng*, which is rice and vegetables.

On special days, my mom and my sisters wear a white shirt and a long sarong. My dad and I wear sarongs, too, and a headscarf.

Painting, sculpture, music, dance, and art are very important in our culture. The most famous Indonesian music is *gamelan*.



5 Read the text again. Answer the questions.

- 1 How many languages does Wayan speak? He speaks three languages.
- 2 What does his mom wear on special days? _____
- 3 Would you like to try *nasi goreng*? Why/Why not? _____
- 4 In your own words, describe the culture of Indonesia. _____

6 Talk together.

What are the differences between Wayan's culture and your culture? Think about these things:

- the language(s) you speak
- the customs of your country
- the food you eat
- what you wear on special days
- your music, art, and dance.

Mini project

In small groups, choose three of the topics below. Write about your culture. Draw pictures. Then do a presentation for the class.

art buildings clothes customs
food language music

What can I do?

I can understand what my culture is. ☐

I can describe a different culture. ☐

Think about this lesson.

How much did you understand?

☐ **red:** I don't understand and I need help.

☐ **orange:** I understand some of it, but I need a little help.

☐ **green:** I understand it and I can do this on my own.

Lesson 2 What other cultures are there?

By the end of this lesson, you will be able to:

- discuss different cultures from around the world
- understand what makes a culture

The words I need to learn:

Austria Canada Japan
Kenya to praise

1 Talk together.

- 1 What's your favorite thing about your culture?
- 2 What things do you like about other cultures?

What does it mean?

to praise – to give thanks for

2 Read the text. Which country's national sport is ice hockey?

I'm Charlie from Canada. In Canada, people love being outside and playing sport. Our national sport is ice hockey. Our flag is red and white.



I'm Naipanoi from Kenya. My family have cows, but we aren't farmers. We move to different places during the year. We sing and dance to praise our cows. We make beautiful jewelry.



I'm Akio from Japan. I speak Japanese and English. In Japan, we eat a lot of rice and fish. We don't use a knife and fork. We use chopsticks.



I'm Greta from Austria. I speak German. There are lots of mountains in my country. We love skiing in the winter. We build many of our houses from wood.



3 Read the text again. Answer the questions.

- 1 In which country do people enjoy outdoor sports? Canada and Austria
- 2 Why does Naipanoi sing songs? _____
- 3 What languages does Akio speak? _____
- 4 Why do you think Naipanoi in Kenya moves to different places during the year?

- 5 Which sport does Greta enjoy doing in the winter?

- 6 What do you think it is like to speak two different languages?

4 Talk together.

What do you think makes a culture?

Research

- 1 Find out about a country's culture. Choose two of the following topics: art, buildings, clothes, customs, food, language, and music.
- 2 Write about the country's culture. Do a presentation in groups.



5 Invent a new culture.

Work with your partner and complete the sentences.

- 1 We speak _____ and _____.
- 2 Our customs are _____ and _____.
- 3 We eat _____ and _____.
- 4 We wear _____ and _____.
- 5 Our music is _____.
- 6 We make _____ and _____.
- 7 We live in _____ and build _____.

6 Design a new flag for your new culture. Draw.

Did you know?

There are two languages in Canada: English and French, but Arabic is also spoken!

What can I do?

I can discuss different cultures from around the world. ☐

I can understand what makes a culture. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 3 What do people in other cultures eat and wear?

By the end of this lesson, you will be able to:

- describe what some cultures eat and wear
- understand that people wear special clothes because of where they live

The words I need to learn:

cool India pancakes pasta
a pineapple to protect sushi

1 Talk together.

Have you tried food from other cultures? Did you like it? Why/Why not?

2 8.1 Listen to the song. Have you tried any of the food below? Check ✓.

a 

☐

b 

☐

c 

☐

d 

☐

*Do you eat sushi?
Yes, we do!
Do you eat pancakes
and berries too?*

***We eat what we grow.
We make a national dish.***

*Do you eat pizza
and pasta, too?
Do you eat apples
and pineapples, too?*

***We eat what we grow.
We make a national dish.***

3 8.2 Listen to Nada's podcast. What is her favorite food? _____

4 8.3 Listen to the podcast again. Complete the table.

	Where is it from?	Does Nada like it?
pancakes	Canada	yes
pasta		
pineapple		
sushi		

5 Read and complete the texts.

Arctic China India United States of America

What does it mean?

to protect – to keep something safe

1

In the United States of America, these men ride horses to move the cows. They wear special trousers called "chaps" to protect their legs.



2

The Sami people live in the _____.

It is very cold. They wear hats, boots, and big jackets when it snows.



3

In _____, women wear "saris". They are long and they have beautiful colors. They are cool in the hot weather.



4

In _____, rice farmers wear these hats. The hats protect them from the sun and the rain.



6 Read the texts again. Circle Yes or No.

- 1 In the United States of America, some men wear chaps.
- 2 The Sami people wear boots when it snows.
- 3 A sari protects you from the rain.
- 4 The hats in China protect farmers from the snow.

Yes / No

Yes / **No**

Yes / **No**

Yes / **No**

7 Talk together.

- 1 What clothes do you wear for different types of weather?
- 2 Do people wear different clothes for other reasons? What are they?

Research

Find out about food or special clothes from different cultures around the world. Draw pictures or find photographs.

What can I do?

I can describe what some cultures eat and wear. ☐

I can understand that people wear special clothes because of where they live. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 4 What do people do in their leisure time?

By the end of this lesson, you will be able to:

- describe what some cultures do in their leisure time
- write about what you do in your leisure time

The words I need to learn:

baseball bike riding cricket
ice hockey to help at home

1 Talk together.

- 1 What activities do you do in your leisure time?
- 2 Is there a sport or activity from a different culture that you want to try?

2 Look and label the photographs. Then check ✓ the activities that you do and put a question mark ? for those you would like to do.

baseball cricket ~~riding bikes~~



riding bikes



3 Read the texts. Who are you most similar to and why?

My name is Tom and I'm from Australia. In my leisure time, I love playing cricket. I'm on the school cricket team and I play it every weekend.

I'm Georgia and I come from Canada. I play sports like baseball and ice hockey, and I also volunteer for a local charity. We go to the local park and plant trees.

Hi! I'm Ava and I'm from Nairobi in Kenya. I love riding my bike with my family. We always go on long rides on the weekend. I also help out a lot at home. I do chores and I look after my baby sister.

4 Read the texts again. Answer the questions.

- 1 What team does Tom belong to? He belongs to the school cricket team.
- 2 How does Georgia help in the local community? _____
- 3 How does Ava help at home? _____

5 Read the text. Match each paragraph (a–d) with the photographs (1–4).

a Dune surfing is popular in Egypt because it has big dunes in the desert. It is a hot country, so it is good for outdoor sports.

b Paragliding is popular in Switzerland because it has big mountains. It is cold in winter, but it is warm in summer when warm air rises to help lift the paragliders.

c Surfing is popular in Portugal because it is next to the ocean, and has big waves and many beaches. It is a warm country, so it is good for outdoor sports.

d Snowboarding is popular in Canada because it has big mountains and a lot of snow.



6 Talk together.

- 1 Which of the leisure time activities in Activity 5 can you do in your country?
- 2 Which of the leisure time activities would you like to learn? Why?

7 Write a diary about your leisure time activities.

- 1 What leisure time activities do you do each day for a week?
- 2 Read your diary to the class.

Game time

Mime a leisure-time activity. Can your partner guess what it is?

What can I do?

I can describe what some cultures do in their leisure time. ☐

I can write about what I do in my leisure time. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 5 What is important to people about their culture?

By the end of this lesson, you will be able to:

- understand what is important to people about their culture
- explain what is important to you about your culture

The words I need to learn:

to clap history nature
the past to respect values

1 Talk together.

What do you think is important to people about their culture? Think about values, showing respect, history, and the past.

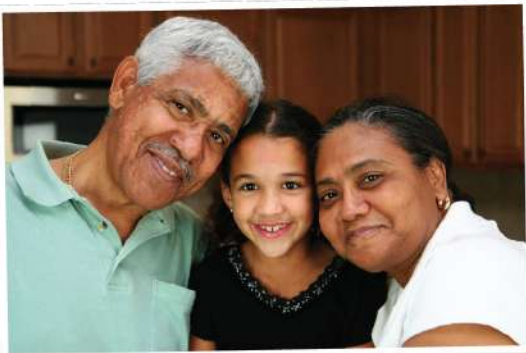
2 Read and circle the correct words.



- 1 I love the mountains, rivers, lakes, and trees. **Nature** / **History** is important to me.



- 2 **Values** / **Food** is important to me. It is about where we live. It is about family.



- 3 I respect my parents and grandparents. **Family** / **Nature** is important to me.



- 4 Our **family** / **history** and our past are important parts of our culture.

3 Complete the sentences about you. Compare with your partner.

- 1 I respect my _____ . 2 My favorite national dish is _____ .

- 3 In my culture, it's important to _____ . 4 My favorite natural place is _____ .

4 Read the text. Match each paragraph (a–d) with the photographs (1–4).

a Community and family history are important to the Sami people of Finland. The colors of their clothes tell stories about their past and their community.

b Some special music from Kuwait is called *fidjeri*. To make this music, men sing and clap their hands. They also play the drums. In the past, men sang these songs and played this music when they swam for pearls.

c In Jordan, everyone eats *mansaf* at weddings and on special days. Mansaf is meat and rice with a special yogurt sauce. It is an important part of the culture.

d This painting is from Japan. It is hundreds of years old. It celebrates nature. Nature is important to the people of Japan.



5 Read the text again. Circle True or False.

1 The history of the world is important to the Sami people.

True / **False**

2 The Sami people's clothes tell stories about their community.

True / **False**

3 Men use drums to play fidjeri.

True / **False**

4 In the past, men played fidjeri music on their farms.

True / **False**

5 In Jordan, people eat mansaf every day.

True / **False**

6 The painting of nature is a hundred years old.

True / **False**

Mini project

Think about what is important to you about your culture. Is it clothes, food, music, or something else? Write and draw a picture. Then do a presentation to the class.

What can I do?

I can understand what is important to people about their culture.

☐

I can explain what is important to me about my culture.

☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

REVIEW 4

I can say...

- how we celebrate
- why we celebrate
- what we celebrate in my community
- how other countries celebrate
- if our celebrations have changed
- what culture is
- what other cultures there are
- what people in other cultures eat and wear
- what people do in their leisure time
- what is important to people about their culture

See how well you have understood the topics in Units 7 and 8.

1 Complete the quiz!

QUIZ

- 1 In which event is red a lucky color?

- 2 Which country celebrates National Day on February 25th?

- 3 What do many people decorate on National Day?

- 4 Which country has a Cherry Blossom festival?

- 5 When do people eat mansaf in Jordan?

- 6 In which culture do they sing and dance to praise their cows?

- 7 In which country do women wear saris to keep them cool?

- 8 Which leisure time activities do many people do in Canada?

2 Circle the correct answers.

- | | |
|--|---|
| 1 Which of these is not a national celebration?
a) Thanksgiving
b) Flag Day
c) Independence Day
d) Fireworks | 2 Which of these activities do you do to celebrate special days?
a) send e-cards
b) put up decorations
c) make a video call
d) go to school |
| 3 Which of these is not part of a country's culture?
a) food
b) language
c) taxes
d) clothes | 4 Where do they play a special music called <i>fidjeri</i> ?
a) Japan
b) Finland
c) Kuwait
d) Jordan |

3 Read the text. Answer the questions.

Scotland is part of the United Kingdom. It has its own language, but most people speak English. On special days in Scotland, men wear kilts. These are long skirts in different colors. They also play music on special instruments called the bagpipes. New Year is an important celebration in Scotland. People watch fireworks when the new year begins.

- 1 What is part of Scotland's culture? Write two things. _____
- 2 What do people do on special days? _____
- 3 List one similarity and one difference between your country's culture and Scotland's. _____
- 4 Imagine that you are in Scotland for New Year. Write a short paragraph describing your experience. _____

4 Write to a friend. Tell them about

- | | |
|------------------------|---|
| • your language | • food that you eat on special days |
| • your country's music | • what people do in their leisure time. |
- _____

5 Imagine that you are at a celebration. Write in your notebook what you can see.

PROJECT 4

Make an information sheet about your culture

Step 1 Look at the diagram. Use the topics to write some notes about your culture.

You will need:

- an A3 sheet of paper
- glue
- photographs to represent your culture.



customs

language

clothes



art and music

My culture



food

celebrations



Step 2 Design your information sheet.

- Where will you write the text?
- Where will you put the pictures?
- Do you need an outline or border?
- What colors will you use?

INFORMATION SHEET: MY CULTURE







Step 3

Write the text for your information sheet.

Use the notes you made in your diagram and answer the questions to help you.

- 1 What languages do you speak?
- 2 What clothes do you wear on special days?
- 3 What art and music is important in your culture?
- 4 What food is important in your culture?
- 5 What special days do you celebrate?

Step 4

Present your information sheet to your teacher and class.

MODULE

3

My World



Module 3: My World

Two empty light blue rounded rectangular boxes for writing.

USING A MAP

In this unit, the Big Questions are:

- Lesson 1: What are the different types of map?
- Lesson 2: What can I see on a map?
- Lesson 3: Where is north-east?
- Lesson 4: Can I use a map?
- Lesson 5: Can I create a map?



Key Words

atlas
capital
create
gridlines
intermediate point
scale
treasure hunt



Lesson 1 What are the different types of map?

By the end of this lesson, you will be able to:

- explain what a map is
- explain the differences between physical and political maps

The words I need to learn:

a capital city a compass rose directions
a map a physical map a political map

1 Talk together.

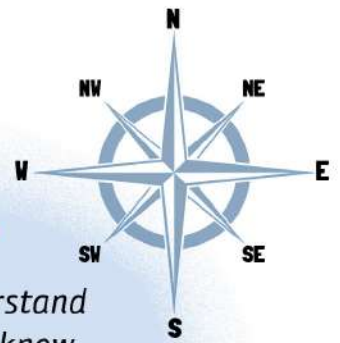
- 1 What is a map?
- 2 What things can you see on a map?

? What does it mean?

a capital – a city which is the center of government of a country, state, or region

2 9.1 Read and listen to the song. Answer the questions.

- 1 What can you find on a physical map? _____
- 2 Which map is a physical map and which is a political map? _____



What is a map?

Maps can help us understand
All the places we don't know.
Maps explain where we have been
And where we'd like to go.

Maps can show us all directions
Like north, south, east, and west.
These are points on a compass rose
But do not say what's best.

Political maps show the shape of a country,
These lines are called the borders.
Then we have names of capital cities.
Some are long, and some are shorter.

Physical maps show the natural world
Like mountains, rivers, and lakes.
And other natural things
That none of us can make.



3 Read and circle.

- 1 There are four main **borders** / **directions**: east, west, north, and south.
- 2 A **political** / **physical** map shows borders and cities.
- 3 A **compass rose** / **border** is a line on a map that separates two countries.
- 4 A **capital** / **town** is the most important city in a country.
- 5 A **political** / **physical** map shows natural features such as mountains, rivers, lakes, and deserts.

4 Read and complete the quiz. Check ✓ Yes or No.

What do you know about maps?

- 1 Political maps show the names of cities.
Yes ☒ No ☐
- 2 Physical maps show borders.
Yes ☐ No ☐
- 3 Political maps show rivers and valleys.
Yes ☐ No ☐
- 4 Physical maps show the oceans around a country.
Yes ☐ No ☐
- 5 Political maps show the names of countries.
Yes ☐ No ☐
- 6 Physical maps show mountains and lakes.
Yes ☐ No ☐

Europe (political)



Australia (physical)



5 Look at these situations. Do you need a physical map or a political map?

- 1 You want to know the names of the countries surrounding your country.
You need a political map.
- 2 You want to know where there are rivers and mountains in an area. You need a _____.
- 3 You want to see where the borders of a country are. You need a _____.
- 4 You want to see where deserts are located on a continent. You need a _____.

What can I do?

I can explain what a map is. ☐

I can explain the differences between physical and political maps. ☐

Think about this lesson.

How much did you understand?

☐ red: I don't understand and I need help.

☐ orange: I understand some of it, but I need a little help.

☐ green: I understand it and I can do this on my own.

Lesson 2 What can I see on a map?

By the end of this lesson, you will be able to:

- explain what map symbols are
- identify the parts of a map

The words I need to learn:

a key a map symbol a scale
a title

1 Talk together.

- 1 What are map symbols?
- 2 Do you know any map symbols?

2 Look, read, and write the word.

Look at these map symbols.
What do you think they represent?

Did you know?

The oldest map of the world was found in Iraq. It dates back to around 500 BCE.

airport fire station ~~hospital~~ mountains
park river road school

1



hospital

2



3



4



5



6



7



8



3 Draw and write.

Can you think of
other symbols you
could use on a map?
Draw and write the
word for the symbol.

4 Talk together.

Do you know what the parts of a map are?

5 Look, read, and write. What do the different parts of a map mean?

key scale symbol ~~title~~

1 This tells you what the map shows.
It is usually found at the top.

title

2 These are small pictures that
represent real things like parks.

3 This tells you the connection
between the distance on a map and
the actual distance. _____

4 This tells you what the symbols on
the map represent. _____



Mini project

Draw a map of your neighborhood. Include a title, key, symbols, and a compass rose. Add some symbols of your own, but include them in the key. Describe your map to your partner.

What can I do?

I can explain what map symbols are. ☐

I can identify the parts of a map. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 3 Where is north-east?

By the end of this lesson, you will be able to:

- name the intermediate points on a compass
- use a scale

The words I need to learn:

an intermediate point north-east
north-west south-east south-west

1 Talk together.

- 1 Do you know what the four main points on a compass rose are?
- 2 Do you know what the intermediate points on a compass rose are?

2 Read the story. Where is north-west on a compass?

? What does it mean?

an intermediate point –
a direction on a compass that is
midway between each of the four
main points

- 1 Imad is trying to do his geography homework, but he doesn't understand it.



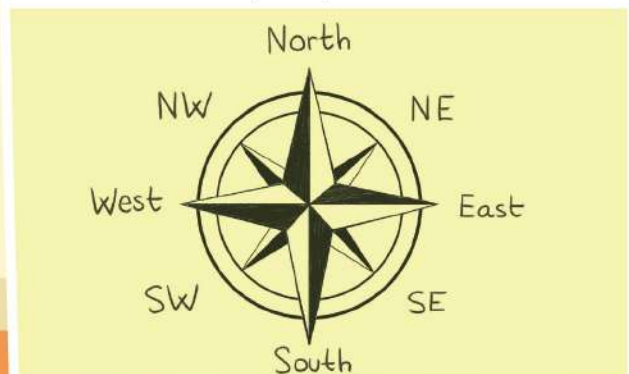
- 2 "It's easy," Reema says. "Do you remember the four main points?"



- 3 "The intermediate points are between the four main points," Reema continues.



- 4 "Can you see the symbol NW in between north and west on the compass rose? Well, that represents north-west," she says. "It's a direction that is not completely north and not completely west."



"Thank you Reema!" says Imad.
"I understand my homework now!"

3 Read the story again. Answer the question.

Why do you think that intermediate points on a compass are useful? _____

**4 Read the text and look at the map "My town".
What does the scale show?**

What does it mean?

a scale – this helps us to work out the distances on maps

The scale on a map tells you the connection between the distance on a map and the actual distance. Look at the map "My town". The scale is at the bottom of the map. This shows you that one centimeter on the map is the same as one kilometer in the town. So, if you measure two centimeters between places on the map, the distance in the town is two kilometers. This is useful information when you want to know how long it will take to travel somewhere!

5 Look at the map again. Answer the questions.

1 What's the real-life distance between the hospital and the library?

3 kilometers

2 What's south-west of "My house"?

3 What's the real-life distance between the park and the school?

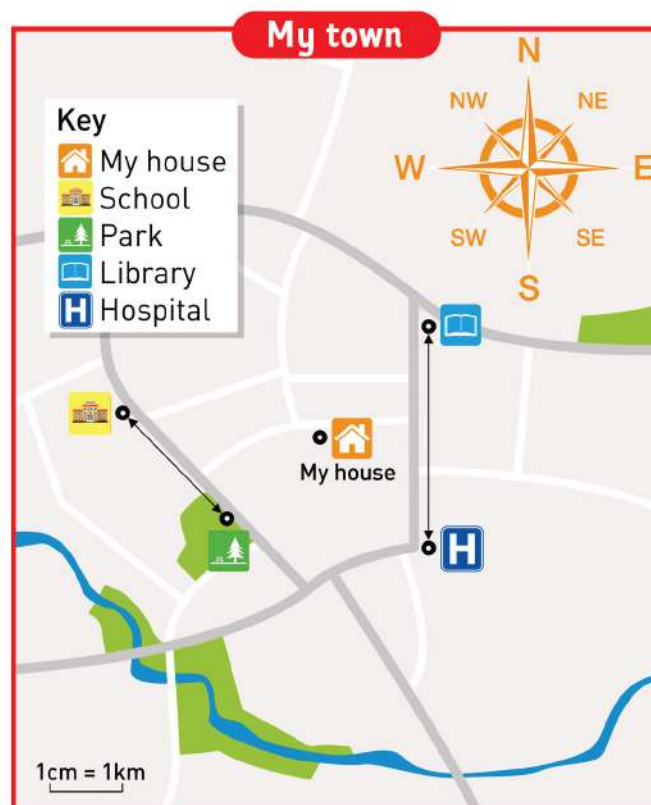
4 What's north-east of "My house"?

5 What's south-east of the school?

6 Talk together.

1 How far is your house from your school? How many centimeters would this be on the map "My town"?

2 Why is it important to know the distance between places?



What can I do?

I can name the intermediate points on a compass. ☐

I can use a scale. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 4 Can I use a map?

By the end of this lesson, you will be able to:

- follow directions using a special map
- draw a map of a classroom

The words I need to learn:

a clue a gridline a treasure hunt

1 Talk together.

- 1 What objects can you find in your classroom?
- 2 How could we show these objects as symbols on a map?

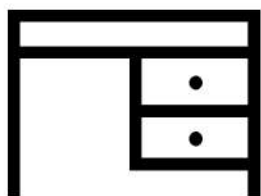
What does it mean?

gridlines – vertical and horizontal lines on a map, which help us to find exact places and locations

2 Look and write.

clock computer dictionary door ~~teacher's desk~~ television

a



teacher's desk

b



c



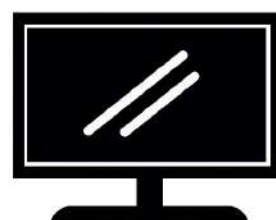
d



e



f



3 Look at this special map of a classroom. Read and circle Yes or No.

	1	2	3	4
A				
B				
C				
D				

1 This map has gridlines.

Yes / No

2 Gridlines tell us where objects are.

Yes / No

3 The squares from left to right have letters.

Yes / No

4 The squares from top to bottom have numbers.

Yes / No

4 Draw a map of a classroom.

My map

	1	2	3	4
A				
B				
C				
D				

My partner's map

	1	2	3	4
A				
B				
C				
D				

5 Talk to your partner.

The door is in square A1.

6 9.2 You are going on a treasure hunt. Listen and write which squares the objects are in.

What does it mean?

a treasure hunt – a game where you follow clues to find a hidden prize

	1	2	3	4
A				
B				
C				
D				



Game time

Draw a symbol on the grid. Describe it, but do not say what it is. Your partner can guess the object and say where it is.

This object has four legs and you sit on it, but it doesn't run or walk. Which square is it in?



It's a chair and it's in square B2.

What can I do?

I can follow directions using a special map. ☐

I can draw a map of a classroom. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 5 Can I create a map?

By the end of this lesson, you will be able to:

- identify what is on a map of your country
- use a map to describe where places are in your country

The words I need to learn:

- an atlas a hill
- to trace to be useful

1 Talk together.

- 1 What things can you normally see on a map of a country?
- 2 What is the name of the book in which you can find maps of different countries around the world?

What does it mean?

an atlas – a book which contains many maps

2 Read the poem. Where is the scale on the map?



Let's make a map of our country

Our country's map shows our capital city.
And other places, big and small.
Our country's map shows special buildings,
Some are old and some are tall.

Our country's map has a compass rose,
With the four main points that we all know.
Intermediate points are there, too.
They tell you where you need to go.

Our country's map shows oceans and rivers,
Mountains and hills, and beaches, too.
The border is a line all around
So you know which country is next to you.

The scale is at the bottom.
It shows how near or far things are.
The key has lots of useful symbols
And tells you what all of these things are.



3 Read the poem again. Answer the questions.

- 1 What type of points and directions can you find on a compass rose?
four main points and intermediate points
- 2 What natural features are on the map in the poem?
- 3 Which countries are next to your country?
- 4 Why do you think that maps use symbols?

4 Read and complete.

compass ~~Draw~~ intermediate key scale title

How do we make a map of our country?

1 Draw the shape of your country.
You can trace the borders from an atlas.
Don't forget the _____ at the top!



2 Draw a _____ rose and write the four main points. Don't forget the _____ points!



3 Mark and write the names of the capital city and any other important town or place.
Make sure the space between them matches the _____ on your map.



4 Draw important natural features like mountains, hills, lakes, and deserts.
Draw and name the symbols for each one in the _____.



Research

Find a detailed map of your country online. Then draw a map of your country.

5 Talk together.

Compare your maps.

Where is the capital city?

It's north-east of the mountains.

Where's the desert?

It's south-west of the town.

What can I do?

I can identify what is on a map of my country. ☐

I can use a map to describe where places are in my country. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

WEATHER AND CLIMATE

In this unit, the Big Questions are:

- **Lesson 1:** What is weather?
- **Lesson 2:** What is climate?
- **Lesson 3:** What affects weather and climate?
- **Lesson 4:** How do the weather and the climate affect me?
- **Lesson 5:** How do we adapt to our climate?



Key Words

adapt
affect
cause
climate
elevation
period
weather



Lesson 1 What is weather?

By the end of this lesson, you will be able to:

- explain the term weather
- identify different types of weather

The words I need to learn:

to be dry to be foggy to be mild
thunder and lightning to be warm weather

1 Talk together.

- 1 What is the weather like today?
- 2 What's the weather like in the different seasons?

2 10.1 Listen and complete the song.

? What does it mean?

weather – what is happening in the sky, day-to-day, in a particular time and place, such as how warm it is or how much rain there is



The weather song
What's the weather like?
What's the weather like?
What's the weather like today?

Go outside.
What's it like?
Is it ¹ sunny ?
Get on your bike!
Now it's ² _____.

That's no fun.
Thunder and ³ _____
Where's the sun?

Oh no! It's ⁴ _____ !
I can't see!
Let's stay inside
And sing with me.

What's the weather like?
What's the weather like?
What's the weather like today?



3 10.2 Listen to the song again. Put the pictures in the order of the song.

4 Talk together. Do you know any other types of weather?

5 Read the text. Circle the types of weather for each country.



Hi, I'm Ayman and I'm from Jordan. It's mostly dry and sunny here, but sometimes we have rain in the west in winter and spring. I like spring the best because it's mild.



I'm Sara and I'm from Lebanon. My country is small, but we have different

types of weather. The winters are wet and cool, but the summers are hot, dry, and sunny.



Hello, I'm Dina and I'm from Kuwait. It's very hot and dry here, and we have plenty of sunshine. We have a lot of deserts in our country.

Hello, I'm Sami and I'm from the Kingdom of Saudi Arabia. It's very hot, dry, and sunny all year here. We have deserts in our country, too.



Hi, I'm Tarek and I'm from the United Arab Emirates.

It's mostly dry here, but sometimes it's cool in the mountains in the east. Our winters are usually mild.



6 What is the weather like today where you live? Write.

rainy dry thunder and lightning mild
foggy warm windy hot snowy sunny

Today, it is hot and sunny, but it
may be rainy later.

Research

Do some research about the types of weather in a country of your choice. Then tell the rest of the class.

What can I do?

I can explain the term weather.

☐

I can identify different types of weather.

☐

Think about this lesson.

How much did you understand?

☐

red: I don't understand and I need help.

☐

orange: I understand some of it, but I need a little help.

☐

green: I understand it and I can do this on my own.

Lesson 2 What is climate?

By the end of this lesson, you will be able to:

- explain what climate is
- describe the climate of your region

The words I need to learn:

the climate a climate zone the Earth
the equator a period polar temperate tropical

1 Talk together.

What do you think climate is?

2 Read the text. Check your answers to Activity 1.

Farah and Reem are doing their geography homework.

What does it mean?

the climate – describes the types of weather you can expect in different places over longer periods of time

a period – a length of time

"Why do we need to know about climate?" asks Rachel. "What's climate? Isn't it the same as the weather?"

"Well, not really. They're not quite the same thing. The weather is usually just over a few days in the place where we are," explains Linda.

"It tells us what it's like outside today or tomorrow, or for the whole week."

"What about climate?" asks Rachel.

"Climate tells us about the types of weather in a larger area. Also, the weather can change from day to day, but climate describes the types of weather over a very long time, even years!" says Linda. "We all need to know about the climate because it can change our Earth," says Linda. "Now I understand!" says Rachel. "Thank you, Linda."



3 Read the text again. Circle True or False.

- | | |
|--|--|
| 1 Climate and weather are the same thing. True / <u>False</u> | 2 Weather changes all the time from day to day. True / False |
| 3 The weather tells us what it's like outside today. True / False | 4 Climate describes the types of weather over a short period of time. True / False |
| 5 Climate tells us what it will be like outside tomorrow. True / False | 6 If the climate changes, our Earth changes too. True / False |

4 Talk together.

- 1 What do you think a climate zone is?
- 2 Look at the map. Which climate zone do you live in?

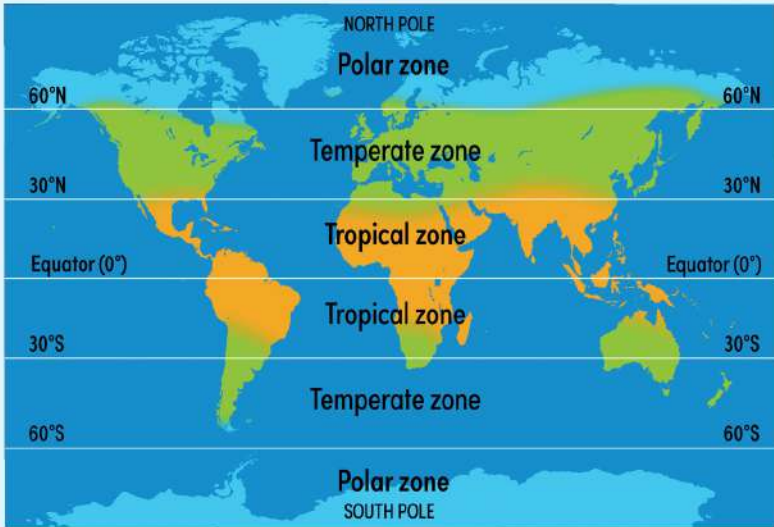


Did you know?

The equator is an imaginary line around the middle of the Earth at an equal distance from the North Pole and the South Pole.

5 Read the webpage, and look at the map. Circle the correct answers.

Climate zones.com



Polar climate zones are cold all year round. They are found near to the poles. There are two seasons.

Tropical climate zones are hot or warm all year round. Some tropical climates are warm and rainy all year. Tropical climate zones are found near to the equator.

Temperate climate zones are cooler than tropical climate zones. They have four seasons: spring, fall, and winter. Temperate zones are found between tropical and polar climate zones.

- 1 The climate is the same / different in a climate zone.
- 2 There are two / three main climate zones.
- 3 The polar zones have very cold / warm weather.
- 4 The tropical zones are near the North and South Pole / in the middle of the Earth.
- 5 The temperate zones have different seasons / no seasons.

6 Talk together.

- 1 What's the climate of your region?
- 2 Are there any other climate zones you would like to live in? Why?

Mini project

What types of weather are in your climate zone? Do some research and make a poster.

What can I do?

I can explain what climate is. ☐

I can describe the climate of my region. ☐

Think about this lesson.

How much did you understand?



red



orange



green

Lesson 3 What affects weather and climate?

By the end of this lesson, you will be able to:

- describe what causes weather
- describe what affects climate

The words I need to learn:

the atmosphere a cause to cause elevation
moisture precipitation temperature

1 Talk together.

What was the weather like in your country this week?

What does it mean?

a cause – something which makes something happen
to cause – to make something happen

2 Read the text. How does the sun influence weather?

When we talk about the weather, we are really talking about the changes that happen in the atmosphere. This is the layer of air surrounding the Earth. The weather can change during the day. For example, it might be sunny in the morning, then cloudy or rainy in the afternoon.



Climate doesn't change as quickly as weather because climate is a pattern of weather over many years.

So, what causes the weather? There are different causes. The heat from the sun causes changes in temperature and the movement of the air causes wind. The wind can give us clear or cloudy skies. Moisture also causes the weather to change. For example, how much moisture is in the air can cause precipitation (when the moisture in the air falls to the ground as rain or snow). So, even if these changes happen high up above our heads in the atmosphere, they cause the different types of weather we have every day!

3 Read the text again, and match the words (1–4) to the definitions (a–d). Use your dictionary.

- | | | | |
|-----------------|---|---|---|
| 1 atmosphere | ● | ● | a the water in the air |
| 2 temperature | ● | ● | b the air around the Earth |
| 3 precipitation | ● | ● | c "wet" types of weather like rain, snow, and fog |
| 4 moisture | ● | ● | d how hot or cold it is |

4 Check ✓ what causes the weather.

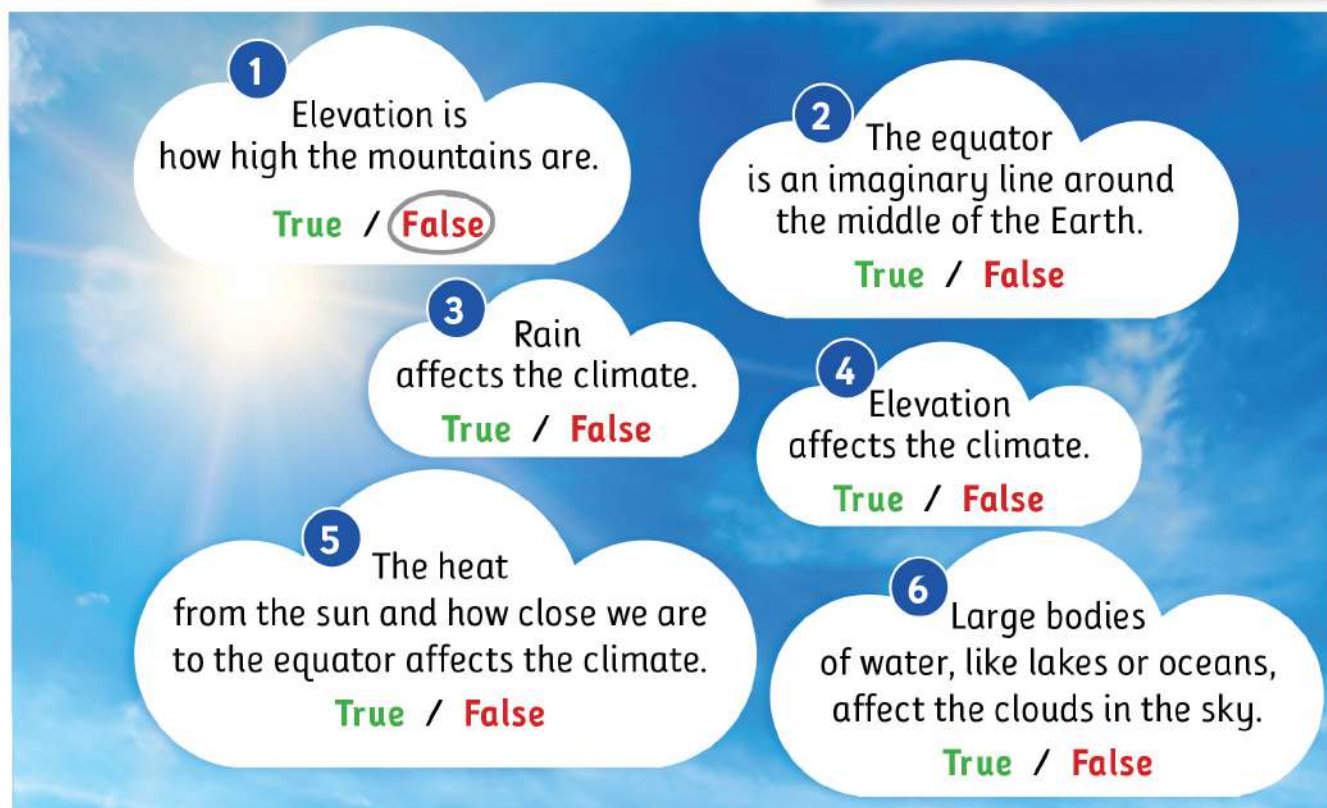
- | | | | |
|--------------------------|-------------------------------------|----------------------------|--------------------------|
| 1 The heat from the sun. | ☒ | 2 The movement of the air. | ☐ |
| 3 The climate. | ☐ | 4 Moisture in the air. | ☐ |
| 5 The times of the day. | ☐ | 6 The clouds. | ☐ |

5  Read the quiz. Circle **True** or **False**.

6  10.3 Listen to the quiz. Check your answers to Activity 5.

 **What does it mean?**

elevation – how high we are compared to the level of the ocean



1 Elevation is how high the mountains are.
True / **False**

2 The equator is an imaginary line around the middle of the Earth.
True / **False**

3 Rain affects the climate.
True / **False**

4 Elevation affects the climate.
True / **False**

5 The heat from the sun and how close we are to the equator affects the climate.
True / **False**

6 Large bodies of water, like lakes or oceans, affect the clouds in the sky.
True / **False**

7  10.4  Listen again. Answer the questions.

1 What does elevation tell us?

How high we are compared to the level of the ocean.

2 What is the name of the imaginary line that goes around the Earth between the North Pole and the South Pole?

3 What are bodies of water?

4 What information surprised you the most in the quiz? Why?

8  In pairs, write two more quiz questions about the weather and the climate for your friends to answer.

1 _____ 2 _____

What can I do?

I can describe what causes weather. ☐

I can describe what affects climate. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 4 How do the weather and the climate affect me?

By the end of this lesson, you will be able to:

- identify the kinds of homes we can find in different weather and climates
- describe how the weather and climate affects our food and what we wear

The words I need to learn:

cool to affect to be flat
heating shutters warm

1 Talk together.

- 1 Is the weather and climate the same everywhere in the world?
- 2 Do you think the climate influences the type of house people live in? How?

What does it mean?

to affect to have an effect on

2 Read the texts and match the people (1–3) to the photographs (a–c).

1 My name is Nanuq. I live in the Arctic, which is in the polar climate zone. It's very cold here, so in the past we lived in small, round homes made out of ice to keep warm. Today, we don't live in these houses anymore. We live in wood, stone, or cement buildings with heating and thick walls to keep us warm all year.



2 My name is Salma. I live in Tunisia. This is in a temperate climate zone. It's very hot here, so the outside walls of our houses are often white to keep the house cool. The houses also have wooden shutters to let the air go through and keep the sun out. It's like a natural air conditioner!



3 My name is Adelina. I live in Malaysia. This is in a tropical climate zone. It is near the equator, so it is hot and rainy all year. Our traditional houses have small windows to keep out the sun. The roofs are high and not flat, so it's easier for the rain to fall off the rooftops.



3 Read the texts again and answer the questions.

- 1 Who lives in a polar climate zone?

Nanuq lives in a polar climate zone.

- 2 How are the houses in the Arctic different today than in the past?

- 3 How are houses in hot and cold countries different?

- 4 Explain how you keep your house cool in summer and warm in winter.

4  10.5 Listen to Salma and Lama. What does Salma wear and eat in the summer? Check ✓.

a


☐

b


☐

c


☐

d


☒

e


☐

f


☐

5  10.6 Listen again. Complete the table.

	Winter	Summer
Clothes	a coat	
Food		

6 What food do you eat and what clothes do you wear in different seasons? Write.



Game time

In pairs, describe an item of clothing to your partner. Don't say the word and don't mime! Can your partner guess what it is?

In winter, I wear a **sweater and a coat**, and I eat **meat and fish**.

In summer, I wear **sandals and a T-shirt**, and I eat **fish and fruit**.

In winter, I wear _____, and I eat _____.

In summer, I wear _____, and I eat _____.

What can I do?

I can identify the kinds of homes we can find in different weather and climates. ☐

I can describe how the weather and climate affects our food and what we wear. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 5 How do we adapt to our climate?

By the end of this lesson, you will be able to:

- describe how different people live according to their climate
- explain how we have adapted to our climate

The words I need to learn:

to adapt a brick flooding
a stilt to be underground

1 Talk together.

Is your home cool in summer? Do you know what it is made of?

2 Read the text. Match the descriptions (1–4) with the photographs (a–d).

? What does it mean?

to adapt – to change according to the situation around you

How we adapt our homes

1 Stilt house, Cambodia

This is a stilt house in Cambodia. This area has very little dry land, so some people build their houses above the water on posts called stilts. When there are heavy rains the water level can rise, so the stilts protect the houses from flooding.

2 Underground house, Australia

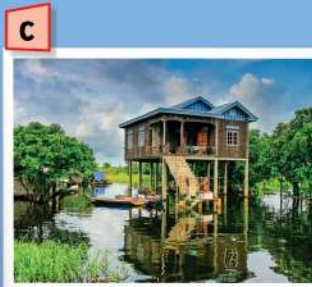
Some people in Australia live in underground houses. The summers there are very hot, so building the house underground keeps the house cool in summer. Unfortunately, an underground house is very dark because there are no windows.

3 Mud brick house, Kingdom of Saudi Arabia

In the past, people in the Kingdom of Saudi Arabia lived in mud brick houses. The climate is very hot, so people used mud bricks to keep the houses cool. Today, most houses are made out of concrete to help keep them cool.

4 Log cabin, Canada

Some people in Canada live in log cabins. The climate here is very cold in winter and there are a lot of forests (there are bears and reindeers!), so the wood is used for building houses. Wooden cabins keep the cold out and the wood lasts a long time.



3 Read the text again. Answer the questions.

1 How have some people adapted to the wet weather in Cambodia?

They build their houses on stilts.

2 How have some people adapted to the hot weather in Australia?

3 What do people today use to build their homes in the Kingdom of Saudi Arabia?

4 Why do some people use wood to build their homes in Canada?

4 You are going to live in the north of Canada. Circle the correct answers.



gloves



a log cabin



snowmobile



reindeer

1 What clothes do you think you will wear?

T-shirts

gloves

sandals

boots

2 What do you think your house will be made of?

glass

wood

metal

mud bricks

3 How will you travel?

by horse

by car

by bike

by snowmobile

4 What animals do you think you will see?

reindeer

camels

bears

lions

5 Compare your answers with other pairs. Who do you think will adapt best to life in the north of Canada? Why?

6 Talk together.

How have people in your region adapted to the climate?

What can I do?

I can describe how different people live according to their climate. ☐

I can explain how we have adapted to our climate. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

REVIEW 5

I can say...

- what the different types of map are
- what I can see on a map
- where north-east is
- that I can use a map
- that I can create a map
- what weather is
- what climate is
- what affects weather and climate
- how the weather and climate affect me
- how we adapt to our climate

See how well you have understood the topics in Units 9 and 10.

1 Complete the quiz!

? QUIZ ?

1 What can you see on a physical map? Write two things.

2 What does a map use to show a hospital or a park?

3 What are the four intermediate points on a compass?

4 What are the gridlines on a map?

5 What do you often hear with lightning?

6 Where can you find tropical climate zones?

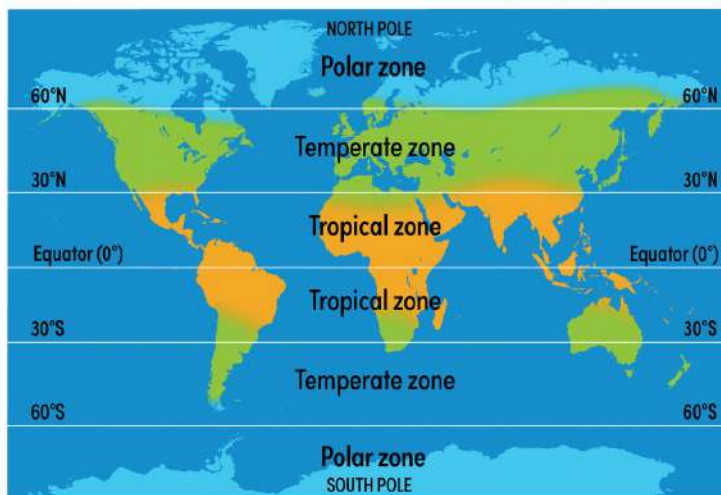
7 What does temperature measure?

8 Why do houses in Malaysia have small windows?

2 What season is it now? In your own words, describe the usual types of weather in this season.

3 Look at the picture. Answer the questions.

- Which climate zone is closest to the equator? Which is the furthest from it? _____
- How many climate zones does Africa have? _____
- How many climate zones does Asia have? _____



4 Look at the map of a classroom and answer the questions.

	1	2	3	4
A				
B				
C				
D				

- What is in square A2? _____
- Which square is the clock in? _____
- What is in square A4? _____
- Which square is the computer in? _____

5 Look at the map and answer the questions.

- Is Abu Dhabi north-east or north-west of Muscat? _____
- Is Muscat south-east or south-west of Riyadh? _____
- Which direction is Riyadh from Abu Dhabi? _____
- Which direction is Riyadh from Kuwait? _____



6 Research and make a map of your area.

- Decide which area your map will show.
- Decide places to put on your map.
- Draw some symbols if necessary.
- Add a title, key, and scale.

PROJECT 5

Make a brochure about the weather

You are going to make a brochure about the weather and climate in a country of your choice! Choose a country that you would like to know more about. It can be your own country or any other country in the world!

Find pictures of different parts of this country in different seasons. The pictures should show how the weather in this country changes in the year.

You will need:

- magazines
- travel brochures
- colored pencils or crayons
- a glue stick.

Step 1

Put paper together to make a brochure.

- Fold one piece of paper in three pieces.
- Ask the teacher for help.



Step 2

Make the front of your brochure.



Step 3

Page one: The weather.



- On page one, write about the weather in this country in different seasons.
- Draw or stick a picture of this country in different seasons.
- Write facts about what the weather is like in different seasons.
- Use weather symbols to show how the weather changes in each season.

Step 4

Page two: How the climate affects where people live in this country.



- On page two, write about how the climate affects where people live in this country.
- Draw or stick a picture of where people live in this country.

Step 5

Page three: How the climate affects the way people travel.

- On page three, write about how the climate affects the way people travel in this country.
- Draw or stick a picture of how people travel in this country.



Step 6

Page four: How the climate affects what people eat.

- On page four, write about how the climate affects what people eat in this country.
- Draw or stick a picture of what people eat in this country.



Step 7

Page five: Did you know?

- On page five, write one or more interesting facts about the weather and climate in this country. For example:
 - If it's a hot country with deserts, has it ever rained or snowed?
 - If it's a cold country, has there ever been a heat wave?
 - Is there a big difference in temperature in different seasons?
 - What climate zone is this country in? Is this country in more than one climate zone?
- Draw or stick a picture to illustrate your interesting fact.

**Swap brochures with a friend.
Make a class display of your brochures.**

MODULE

4

Everybody Works



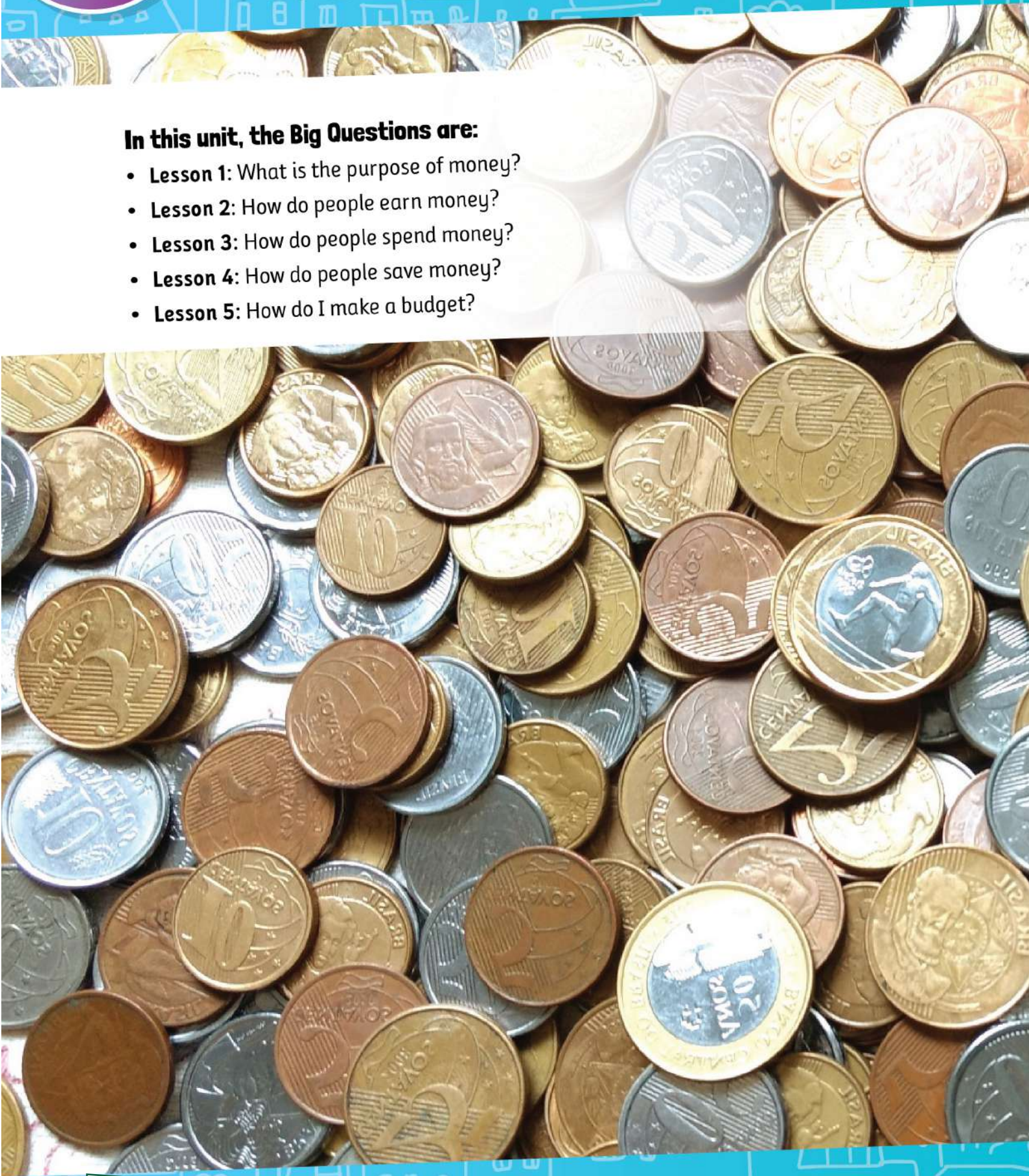
Module 4: Everybody Works

Two empty light blue rounded rectangular boxes for notes.



In this unit, the Big Questions are:

- **Lesson 1:** What is the purpose of money?
- **Lesson 2:** How do people earn money?
- **Lesson 3:** How do people spend money?
- **Lesson 4:** How do people save money?
- **Lesson 5:** How do I make a budget?



Key Words

budget
purpose
savings
spend
swap
value

Lesson 1 What is the purpose of money?

By the end of this lesson, you will be able to:

- understand the difference between bartering and using money
- give examples of some different currencies from your region

The words I need to learn:

a bill to barter a coin
a credit card currency money
to swap the value

1 Talk together.

- 1 What is money?
- 2 What different kinds of money are there?

2 Read the article. Why did people first start using money?



What is money and why do we need it?

- A** Have you ever swapped a toy for a friend's toy? If you have, then you've used the oldest way to trade goods. More than 10,000 years ago, people started to trade things that they needed or wanted. They did this by bartering. Bartering was when people swapped goods, like rice, for other things, like animals.
- B** Bartering was useful, but it was hard to move around heavy goods, like animals, when people wanted to trade them for smaller goods. So, around 650 BCE, people made coins and started using money instead.

Coins were first made of metal. They were easy to carry around and didn't break. Coins were also easier to count than some goods.

- C** Today, people usually use money to trade and they still barter sometimes. Money is a good way to show the value of things and to pay for goods and services. People don't just use coins: paper money (bills), credit cards, and digital money are all available, too. Each country has its own currency, or money system. What's your country's currency?

3 Match the photographs (1–3) to the paragraphs (A–C).



C



? What does it mean?

value – how much money you can sell something for

swap – to give something to someone and get something from them in return

4 Read the article again. Circle **Yes** or **No**.

- Bartering was a way of swapping goods.
- It was easy to barter heavy goods, like cows.
- The invention of money made trading more difficult.
- There are lots of different ways to pay for things today.
- People never barter goods today.

Yes **No**
Yes **No**
Yes **No**
Yes **No**
Yes **No**

5 3.1 Listen and match the countries to the currencies.



Lebanon



Jordan



Kuwait



Kingdom of Saudi Arabia



United Arab Emirates



France



dinar
(1 dinar = 1,000 fils)



pound



dirham



euro



dinar
(1 dinar = 100 piastres)



riyal

Did you know?

The first bills were used in the 7th century CE by Chinese traders.

Mini project

Make a poster about your currency.

- What is the currency called?
- How old is the currency?
- What different coins and bills are there?
- Are there pictures on them? What are they?

What can I do?

I can understand the difference between bartering and using money. ☐

I can give examples of some different currencies from my region. ☐

Think about this lesson.

How much did you understand?

- ☐ **red:** I don't understand and I need help.
- ☐ **orange:** I understand some of it, but I need a little help.
- ☐ **green:** I understand it and I can do this on my own.

Lesson 2 How do people earn money?

By the end of this lesson, you will be able to:

- understand what it means to earn money
- identify the different ways that people earn money

The words I need to learn:

to earn goods a job
services to work

1 Talk together.

- 1 Do people have to work to earn money?
- 2 Can you think of three different ways to earn money?

2 3.2 Sing the song. Match the photos (a–c) to the people in the song (1–3).

- 1 "Hello, hello,
Can you tell us what you do?"
"I fix your teeth when they are sore.
Can I fix a tooth for you?"

People earn money in different ways,
Do different jobs on different days.

- 2 "Hello, hello,
Can you tell us what you do?"
"I help children learn at school.
Can I read a book with you?"

People earn money in different ways,
Do different jobs on different days.

- 3 "Hello, hello,
Can you tell us what you do?"
"I make sure the streets are safe.
Can I catch a thief for you?"

People earn money in different ways,
Do different jobs on different days.



3 Answer the questions.

- 1 Which of these jobs would you most like to do? Why? _____
- 2 Do these people earn money by selling goods or providing services? _____

4 Complete the table.

Look at the table about the different ways that people earn money. Complete the table with the jobs from the word pool or your own ideas.

~~dentist~~ police officer teacher ~~baker~~
car salesperson doctor store owner

They sell goods	They provide a service
baker	dentist
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5 3.3 Listen and match the teenagers (1–4) to the things (a–d).

How do these teenagers earn money?



Naji



Maria



Peter



Nada



6 3.4 Listen again. Answer the questions.

- 1 What does Naji take pictures of? his town
- 2 Apart from money, what else does Maria get for her work? _____
- 3 How often does Peter work? _____
- 4 Is Nada's business going well? _____

7 Write a plan to earn money.

- 1 Think of some ways to earn money. Can you make and sell something?
Can you provide a service? _____
- 2 Choose one thing that you would like to do. _____
- 3 How often will you do it? _____
- 4 Who will you work for/with? _____

Research

How did your parents earn money when they were younger? Did they do lots of different jobs, or did they always do the same job? Did they make and sell anything?

What can I do?

I can understand what it means to earn money. ☐

I can identify the different ways that people earn money. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 3 How do people spend money?

By the end of this lesson, you will be able to:

- understand what it means to spend money
- identify different ways to spend money

The words I need to learn:

careful a charity savings
to spend a spender

1 Talk together.

- 1 What is the difference between needs and wants?
- 2 Name four things that you need every day.
- 3 Name four things that you want right now.

2 Take the quiz with your partner. Circle their answers.

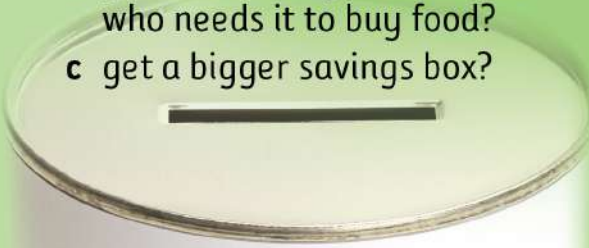
What does it mean?

savings – money that you keep safe so that you can use it later to spend – to use money to pay for goods or services

What type of spender are you?

- 1 You have 8 coins. Do you:
a buy a new book?
b buy your friend a new book?
c save the coins?
- 2 You have 4 coins. Do you:
a spend 4 coins on lunch?
b spend 2 coins on lunch and save 2 coins?
c save the 4 coins and make your lunch?
- 3 Your sister breaks her schoolbag. Do you:
a use your savings to buy yourself a new schoolbag?
b buy your sister a new schoolbag?
c make your sister a new schoolbag?

- 4 The game you want costs 30 coins and you have 20 coins. Do you:
a buy a cheaper game?
b earn 10 more coins and buy the game?
c decide not to buy the game?
- 5 Your savings box is full. Do you:
a spend all the money on treats?
b give the money to someone who needs it to buy food?
c get a bigger savings box?



Mostly a. Happy spender: You spend money on treats. You think it's important to be happy now. Just remember to plan for the future, too!

Mostly b. Kind spender: You buy presents for people who need things. You believe in working hard to earn money.

Mostly c. Careful spender: You're good at saving money for the future. Remember to have fun, too!

3 Now add up your partner's answers.

- 1 Were they mostly a, b, or c?
- 2 Tell your partner what kind of spender he/she is. Does he/she think this is correct? Why/Why not?

4  3.5 Listen to the interviews. What are the children talking about?

5  3.6 Listen again. Number the photographs from 1 to 4.



6  3.7 Listen again. Check ✓ the correct answers.

	Family 1	Family 2	Family 3	Family 4
1 Which family goes shopping every week?			✓	
2 Which family loves sports?				
3 Which family gives money to charity?				
4 Which family spends their money on where they live?				
5 Which families prefer to do things instead of buying things?				

7 Think and write.

1 Which family is most similar to your family? How?

2 Imagine that you have a lot of money. How will you spend it? Write a sentence.

What can I do?

I can understand what it means to spend money.

☐

I can identify different ways to spend money.

☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 4 How do people save money?

By the end of this lesson, you will be able to:

- talk about reasons to save money
- talk about different ways to save money

The words I need to learn:

a bank a receipt a savings box
a saving goal a tip a treat

1 Talk together.

Why might people want to save money?

2 Read the story. What did Jad learn?

- 1 Adel and Jad are cousins. Once a week, they see their grandmother and she gives them each a coin.



- 2 Adel always puts his coin in his savings box. He is planning to buy something that he really wants: a bicycle. Jad always spends his coin on candies.



- 3 At the end of the year, Adel's savings box is full of coins. Jad's box is empty.



- 4 Adel is excited. He can buy a bike with all his coins. Jad is happy for Adel, but sad that he can't buy a bike, too. Now they both understand why saving money is a good idea.



3 Read and match.

- | | |
|-----------------------------------|---|
| 1 Adel saves his money ... | a ... has lots of money in it. |
| 2 Jad always buys ... | b ... but he doesn't have enough coins. |
| 3 Finally, Adel's savings box ... | c ... for something he really wants. |
| 4 Jad wants to buy a bike, ... | d ... small treats with his money. |

4 Talk together.

- 1 Are you more like Jad or Adel? Why?
- 2 Saving for a bike was Adel's saving goal. Do you have a saving goal? What is it?

5 Read the article. Match the tips (1–4) to the photographs (a–d).

Tips for saving money

Tip 1 Spend less money on treats. Do you really need the thing you want to buy? Try to buy fewer treats and you will save more money.

Tip 3 Think about something that you really need or want to get, like a skateboard. This will help you to save your money instead of spending it on things that you don't need.

Tip 2 Banks are a good place to keep your money safe. It's harder to spend your money when it's in the bank! You could also use a savings box at home.

Tip 4 Keep the receipts when you spend money. That way, you can check how much money you spend.



6 Read the article again. What is the best title for each tip?

Record what you spend
~~Don't spend lots of money on treats~~
 Make a savings goal
 Have a place for your money

Tip 1: Don't spend lots of money on treats

Tip 2: _____

Tip 3: _____

Tip 4: _____

7 Talk together.

What advice would you give to these people?



What can I do?

I can talk about reasons to save money. ☐

I can talk about different ways to save money. ☐

Think about this lesson. How much did you understand?

☐ red

☐ orange

☐ green

Lesson 5 How do I make a budget?

By the end of this lesson, you will be able to:

- talk about weekly income and expenses
- make a weekly budget

The words I need to learn:

a budget expenses to have left
income to increase to set aside

1 Talk together.

- 1 What do you think a spending plan is?
- 2 Why is it important to make a spending plan?

 **What does it mean?**
a budget – a spending plan

2 Read the text. Why might someone make a weekly budget?

What is a weekly budget?

A weekly budget is a spending plan that tells you how much money you need each week for your expenses. Expenses are the things that you spend money on, such as food or electricity. A budget also tells you how much income you have each week. Income is how much money you earn, for example from working or selling things.

3 Read the text again. Circle **True** or **False**.

- | | |
|---|---------------------|
| 1 A budget tells you how much money you spend and earn. | True / False |
| 2 A weekly budget tells you how much money you need every month. | True / False |
| 3 Electricity and water are examples of expenses. | True / False |
| 4 Income is how much money you spend each week. | True / False |
| 5 Money you make from selling old things is an example of income. | True / False |

4 Read the tips for making a budget. Check ✓ the ones that you agree with.

Tips for making a weekly budget

- | | |
|--|--------------------------|
| 1 Write down everything that you spend money on every day. | ☐ |
| 2 Plan ahead. What will you need money for next week? | ☐ |
| 3 Set aside some money for surprise expenses. | ☐ |
| 4 Buy treats whenever you want them. | ☐ |
| 5 Make a list of your income and expenses each week. | ☐ |
| 6 Plan to spend exactly as much money as you have each week. | ☐ |
| 7 Think of some ways to increase your income. | ☐ |

5 Read and complete the budget.

Read about Khalil's income and expenses. Complete his weekly budget.



Hi, I'm Khalil.
I'd like to buy
a present for a
friend. How many
coins do I have left
for this?

Every week, Khalil:

- gets 4 coins for helping his aunt with her shopping.
- gets 3 coins for growing and selling 3 plants (1 coin per plant).
- goes to the bookstore to buy a comic for 2 coins.
- gives 2 coins to his favorite charity.
- earns 3 coins for teaching his grandmother about computers.
- saves 3 coins a week for a guitar.

Khalil's budget			
Weekly income		Weekly expenses	
Helping aunt	4 coins		
Total income:		Total expenses:	
Money he has left for present:			

6 Make your own weekly budget.

- 1 List your weekly income. What's the total?

- 2 List your weekly expenses. What's the total?

- 3 How much money will you have left?

- 4 What will you do with the money that you have left?

- 5 How can you increase your income?

Game time

In January, your grandmother gives you 1 coin. In February, she gives you 2 coins. In March, she gives you 3 coins. She continues to give you an extra coin each month for the rest of the year. You save all of them. How many coins will you have at the end of the year? What will you spend them on?

What can I do?

I can talk about weekly income and expenses. ☐

I can make a weekly budget. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

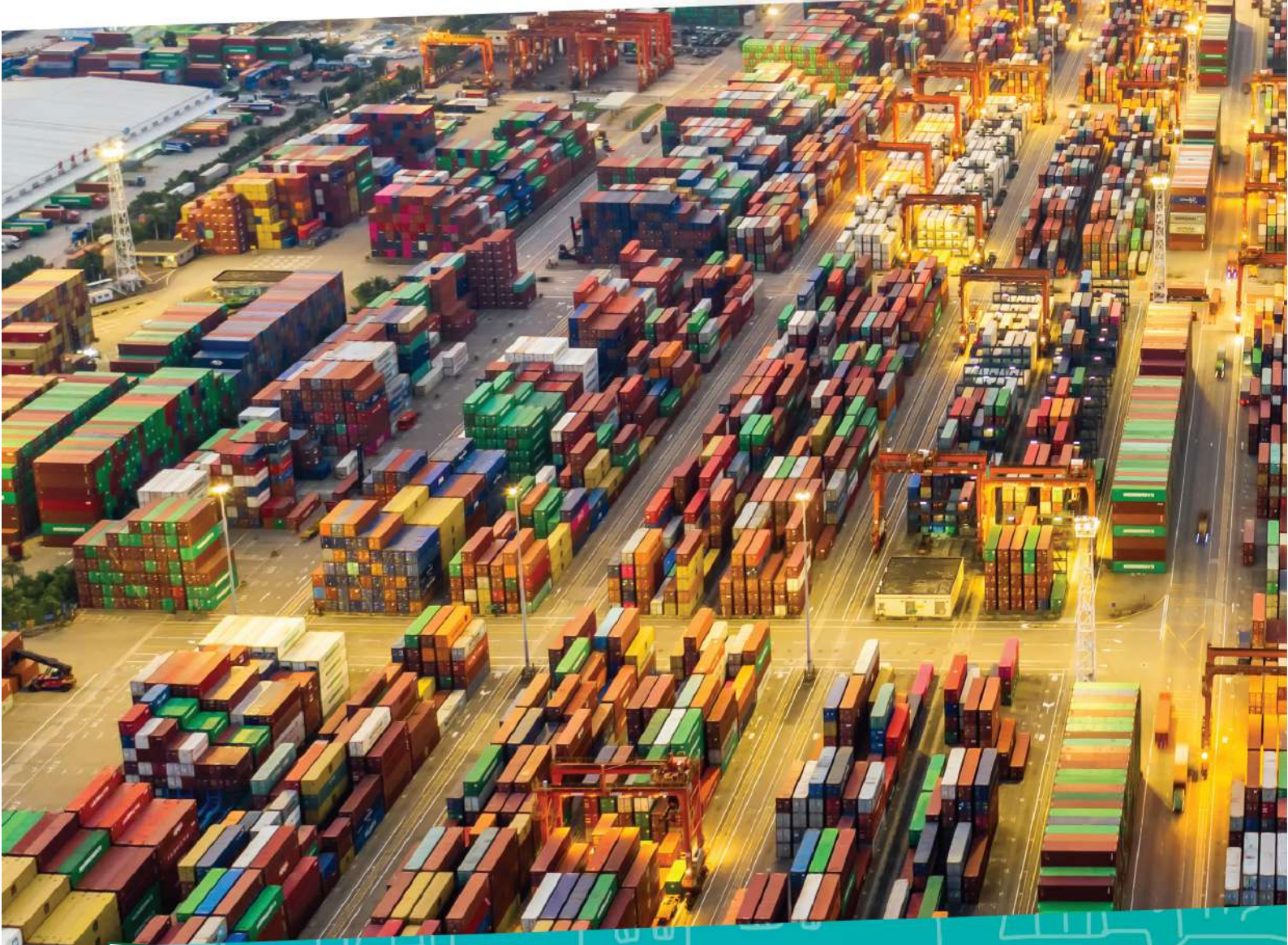
☐ green

UNIT 8

SUPPLY AND DEMAND

In this unit, the Big Questions are:

- **Lesson 1:** What is supply?
- **Lesson 2:** What is demand?
- **Lesson 3:** How does supply and demand affect price?
- **Lesson 4:** How does increased supply affect price?
- **Lesson 5:** Can I decide the price?



 Key Words

affect
brand
charge
compete
decrease
demand
increase
materials
scarce
supply

Lesson 1 What is supply?

By the end of this lesson, you will be able to:

- explain what it means to supply something
- understand why the supply of something could increase or decrease

The words I need to learn:

to decrease equipment to increase
materials rubber to supply

1 Talk together.

Look at the photographs.
What do you think these
people supply?

? What does it mean?

supply – to provide goods, services, or materials that
people need or want

materials – something that we make things from

decrease – to get or make smaller

increase – to get or make bigger



2 Read the text. Match the paragraphs (A–C) to the photographs (1–3).

A My name is Tarek. Lots of people work in this factory. We build cars from materials like metal, glass, and rubber. We work quickly so that we can make 600 cars a day. 3

B My name is Reema. This is my fruit farm. We need sunny weather so that lots of fruit grows. In late summer, we pay people to pick the fruit. One picker can pick about six kilograms of fruit per hour. _____

C My name is Ayman. We have 200 sheep and we farm them for wool. We sell the wool to factories. Our sheep need to be healthy so that they can grow about 1,500 kilograms of wool a year. _____

3 Read the text again. Answer the questions.

- 1 What materials does the factory make cars from? metal, glass, and rubber
- 2 How much fruit can one fruit picker pick in an hour? _____
- 3 Who does Ayman sell the wool to? _____
- 4 Choose one of the people. What could change the amount of goods that they supply?

4 Read the article. Who in the town of Blue River is having a bad year?

Blue River

This year's biggest business headlines

- 1 Tennis Time opens a new factory in Blue River and tennis players love the equipment it makes!
- 2 Rice farmers say that this year's dry summer is bad for their rice. We need it to rain like it did last year!
- 3 Popular jewelry store Golden Days gives jobs to three new jewelry makers.
- 4 New ice cream machine arrives in all three Blue River ice cream parlors. Making ice cream has never been easier!

What does it mean?

to increase – to get or make bigger
to decrease – to get or make smaller



- 5 Hill Farm decides to decrease the amount of rice it grows and grow more tomatoes instead.
- 6 This year's increase in the cost of glass is a problem for Blue River's window factory.

5 Read the article again. Answer the questions.

- 1 Which two things will probably decrease in supply? _____ rice _____
- 2 Which four things will probably increase in supply? _____

6 Read and match.

Read the reasons why supply can increase or decrease. Match each reason (a–d) to the headlines in the text (1–6).

- a The cost of materials changes. _____ 6
- b The weather changes. _____
- c A business decides to grow bigger. _____
- d People make new machines. _____

7 Talk together.

- 1 What things are in good supply where you live?
- 2 What might make the supply of these things increase or decrease?

Research

Find out about some businesses in your town. What do they sell?

Think of two reasons why:

- their supply could increase.
- their supply could decrease.

What can I do?

I can explain what a supply is. ☐

I can understand why the supply of something could increase or decrease. ☐

Think about this lesson.

How much did you understand?

☐ red: I don't understand and I need help.

☐ orange: I understand some of it, but I need a little help.

☐ green: I understand it and I can do this on my own.

Lesson 2 What is demand?

By the end of this lesson, you will be able to:

- explain what demand is
- understand why demand for something might be high or low

The words I need to learn:

a bar graph demand high
low medium a price

1 Talk together.

What things are in high demand where you live?

2 Read the article. What do the people in the village enjoy doing?

What does it mean?

demand – how many people need, want, and are able to pay for a product or service. We can say that something is in high, medium, or low demand

Life in Willow Creek

I'm Katie and I live in Willow Creek, a small village in Canada.

In Willow Creek, most adults drive to work in the town 15 kilometers away. There aren't any buses or trains, but there are several gas stations.

More than half of our houses have big yards, so we can grow our own vegetables.

There isn't a library and there aren't any stores in my village, but we all enjoy reading and there are lots of reading clubs.

The village is next to a big lake and people here like sailing. Some families own small boats, but there's also a sailing club which rents out boats very cheaply.

There's only one builder in this village, but we need a lot of new houses!

There are lots of apple trees in this village, so you can get apples for free. There aren't any banana trees, but we all love eating bananas.



3 Think and write.

Look at the list. Do you think that these things are in high, medium, or low demand in Willow Creek?

- 1 gardening tools medium
- 2 boats _____
- 3 builders _____
- 4 bananas _____
- 5 gas _____
- 6 apples _____
- 7 online bookstore _____
- 8 vegetables _____

4 Talk together.

- 1 What do you think is in highest demand in this village? Why?
- 2 What business would you start in this village? Why?

Game time

Water is always in demand. How many ways can you think of that people use water?

5 4.1 Listen to Farah. Why did she decide to make a bar graph?

6 4.2 Listen again. Complete the bar graph.



7 Look at the bar graph again. Answer the questions.

- 1 What is the most expensive item? toys
- 2 What is in highest demand? _____
- 3 What is in lowest demand? _____
- 4 Why do you think that demand for stickers is higher than toys?

- 5 What do you think that Farah will decide not to sell at the store? Why?

8 Read and check ✓ or cross X.

- ☒ 1 Low prices can increase demand.
- ☐ 2 Demand is often high for things that people don't need.
- ☐ 3 High prices usually decrease demand.
- ☐ 4 Demand is often high for things that people need.

Mini project

You are setting up a school store. Choose five things that you want to sell. Do a survey to find out the demand and make a bar graph.



Did you know?

Lots of things can cause demand to change, such as price or quality, or changes in the weather, fashions, or advertising.

What can I do?

- I can explain what demand is. ☐
- I can understand why demand for something might be high or low. ☐

Think about this lesson.

How much did you understand?



red



orange



green

Lesson 3 How does supply and demand affect price?

By the end of this lesson, you will be able to:

- talk about different reasons why things are expensive
- understand how low supply can affect the price of goods

The words I need to learn:

- to affect cheap expensive
- to rent scarce

1 Talk together.

- 1 Think of something expensive. Why do you think that it is expensive?
- 2 Think of something cheap. Why do you think that it is cheap?

2 Look and write.

Look at the photographs. Write if you think each item is expensive or cheap.



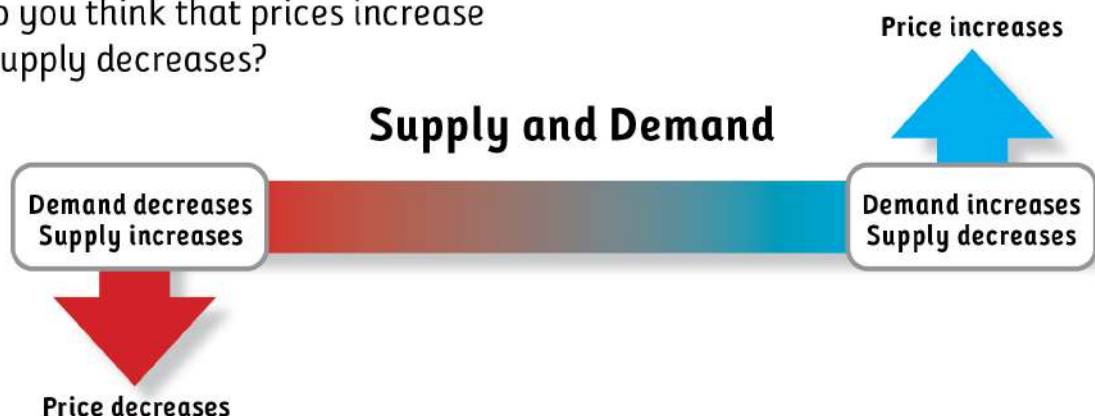
expensive



3 Listen and check. In your notebook, write why each thing is expensive or cheap.

4 Talk together.

- 1 Are you surprised by any of the answers? Why/Why not?
- 2 Look at the diagram below. Why do you think that prices decrease when supply increases?
- 3 Why do you think that prices increase when supply decreases?



5 Read the texts. What do you think happens to the price of each of the goods?

- 2** There were three sandwich stores in a town and then two more stores opened. Now there are five places to buy sandwiches. How might this affect the price of sandwiches?



What does it mean?

to affect – to change or make a difference to something
scarce – difficult to get or find

- 1** Oranges are cheap in this country and everyone loves them. One year it snows much earlier than usual and oranges become scarce. Only half the usual number of oranges are available. How might this affect the price of oranges?



- 3** There are three cars to rent in a village and usually only three people want to rent them. This year, there is a concert in the village and ten people want to rent cars. How might this affect the price of renting a car?



6 Read the texts again. Circle Yes or No.

- | | | |
|---|------------|-----------|
| 1 The weather has caused the supply of oranges to decrease. | Yes | No |
| 2 There are fewer sandwiches, so the store manager can choose to increase the cost of sandwiches. | Yes | No |
| 3 Cars are already scarce and now more people want to rent them. | Yes | No |
| 4 When the supply of goods decreases or the demand increases, the price often goes up. | Yes | No |
| 5 When goods are scarce and in demand, they are usually cheap. | Yes | No |

7 4.4 Listen and say the chant. Explain why the price of lemons and sun hats changes.

*Oh, no! There's too much snow!
The lemons just won't grow.
Supply will go down
And everyone in town
Will pay a higher price.
That won't be very nice.*

*Oh, no! There's too much snow!
Demand for sun hats is low.
All the clothes stores in town
Will have to put their prices down.
What can the stores do?
Sell wool hats and snow boots, too!*

What can I do?

- I can talk about different reasons why things are expensive. ☐
- I can understand how low supply can affect the price of goods. ☐

**Think about this lesson.
How much did you understand?**

☐ red

☐ orange

☐ green

Lesson 4 How does increased supply affect price?

By the end of this lesson, you will be able to:

- describe how increased supply affects the price of goods and services
- plan how to compete with another business

The words I need to learn:

a business to charge to compete
competition a market a stall

1 Talk together.

- 1 When something becomes scarce, how can that affect its price?
- 2 What do you think happens to the price when something that was scarce becomes more available?

? What does it mean?

to charge – to ask for money for goods or services

to compete – to try to do better than the people around you

2 Read the story. How does Reem compete with the other toy sellers?

1 Reem makes wooden toys. They are difficult to make and are beautiful. The wood that she uses is expensive. She sells the toys at a market for 3 coins each. Children love them!



2 Reem is worried. Now there are two more women who make and sell wooden toys at the market. Their toys only cost 2 coins. Children aren't buying Reem's toys any more.



3 Reem decides to use cheaper wood to make her toys. This means that she can charge less for them. She only charges 1 coin per toy. Now she is selling more toys than the competition.



4 Now the other women decide to compete and charge less, too. What can Reem do?



3 Read the story again. Circle True or False.

- 1 At first, Reem is the only person selling wooden toys.
- 2 When more toy stalls open, it's easier for Reem to sell toys.
- 3 Reem decides not to change the materials that she uses, so that she can compete.
- 4 Reem makes more toys than her competition.
- 5 When the supply of toys increased, the price of toys decreased.

True / False

True / False

True / False

True / False

True / False

4 Read the text. Why might a business lower its prices?

How can businesses compete?

Businesses compete with each other by charging different prices. When there is a high supply of something, businesses will often lower their prices in order to compete. For example, if a grocery store usually charges 5 coins per kilogram for bananas and the supply of bananas increases, it might lower the price of bananas to 4 coins per kilogram. If the supply of bananas then decreases, the grocery store will probably increase the price of bananas. If a business doesn't have any competition, it will often charge more. For example, if there is only one bakery in town, it can charge higher prices because it doesn't have any competition.

5 Read the text again. Answer the questions.

- 1 A grocery store usually charges 3 coins for a kilogram of rice. The supply of rice increases. Should the grocery store increase its prices? Why/Why not?

- 2 There is only one café in town and it charges 2 coins for a cup of coffee. It sells so many coffees a day, it often runs out of coffee beans. Should it change its prices? Why/Why not?

- 3 A furniture store sells wooden tables for 50 coins. The supply of wood decreases. Should the furniture store increase its prices? Why/Why not?

6 Talk together.



You own a candy store and you charge 3 coins for a kilogram of candies. A new candy store opens next door. They also charge 3 coins per kilogram. Now you have half the customers, so you are selling fewer candies. What can you do to compete with them and sell more candies?

What can I do?

I can describe how increased supply affects the price of goods and services. ☐

I can plan how to compete with another business. ☐

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

Lesson 5 Can I decide the price?

By the end of this lesson, you will be able to:

- decide the price of goods and services
- describe how changing supply and demand might affect the price of goods and services

The words I need to learn:

an advertisement a brand
by hand perfect a product
special a venue

1 Talk together.

- 1 Can you think of any famous brands?
- 2 Are there any brands you really like?
Why do you like them?

? What does it mean?

a brand – a name for a special type of product or service made or provided by a business

2 Look and write.

Look at the advertisements for three brands.

Do you think that the price of each product or service will be high or low? **Why?**

1

Kelly's Chocolate

Our milk comes from special cows and our chocolate comes from mountain farms. We make each bar by hand to give you the best.

4 coins



2



Bright Tennis Balls

Do you like watching tennis? Why not try playing it? We know how to make great tennis balls and we sell thousands every year.

coins

3

Fun Rooms

Do you need a room to rent for a family party? Rooms to rent are hard to find in Greentown, but demand is high. We can help you find the perfect room.

coins



1 Kelly's Chocolate: I think that the price will be high because the materials are hard to get and the chocolate is handmade.

2 Bright Tennis Balls: _____

3 Fun Rooms: _____

3 4.5 Listen and write the prices in the price tags above.

4 Look, read, and complete.

The brands in Greentown are each going to be affected by a change. Will their prices increase or decrease? Can you suggest a new price?

1



1 It's a dry year and there is less grass for cows to eat. They make less milk, so milk becomes expensive.

brand: Kelly's Chocolate

price: increase ☒ decrease ☐

old price: 4 coins **new price:** 5 coins

2



2 Elliott Moore – a famous tennis player – becomes very popular with young people online. Lots of children start playing tennis for the first time.

brand: Bright Tennis Balls

price: increase ☐ decrease ☐

old price: _____ **new price:** _____

3



3 A building company builds a large new party venue with rooms to rent in Greentown.

brand: Fun Rooms

price: increase ☐ decrease ☐

old price: _____ **new price:** _____

5 Talk together.

- 1 What has happened to the supply and the demand for each product or service in Activity 4?
- 2 Can you think of any other changes that could affect the price of each product or service in Activity 4?

What can I do?

I can decide the price of goods and services. ☐

I can describe how changing supply and demand might affect the price of goods and services. ☐

Mini project

- 1 Choose a brand for a product: one that you already know or think of a new one.

Now decide:

- How will you make what you sell?
 - Who will you sell it to?
 - What will you charge for it?
- 2 Think of two things that could affect the price of your product. How will the price change? Why?
 - 3 Present your work.

Think about this lesson.

How much did you understand?

☐ red

☐ orange

☐ green

REVIEW 2

I can say...

- what the purpose of money is
- how people earn money
- how people spend money
- how people save money
- how I can make a budget
- what supply is
- what demand is
- how supply and demand affect price
- how increased supply affects price
- how I can decide the price

See how well you have understood the topics in Units 3 and 4.

1 Complete the quiz!

QUIZ ?

- 1 Explain the difference between bartering and using money.

- 2 People can earn money by selling goods or providing a service. Name two jobs that involve selling goods and two jobs that involve providing a service.

- 3 Do you think it is better to spend your money or to save it? Why?

- 4 Your friend wants a new toy, but he/she doesn't have enough money for it. What advice would you give him/her about how to save money?

- 5 A café in your town gets three new coffee machines. Do you think the supply of coffee will increase or decrease? Why?

- 6 What goods do you think will be in high demand in a hot country?

- 7 What often happens to the price of a product or service when demand for it increases? Why?

- 8 You own a sandwich store and you charge 4 coins for a sandwich. A new store opens that sells sandwiches for 3 coins. How can you compete?

2 Read and complete Lama's budget.

Hi, I'm Lama. Every week, I earn 4 coins by washing the car and 5 coins for helping my neighbor in their yard. I make cakes and sell them for 2 coins per cake.

This week I sold three cakes. I also got 2 coins from my family as a present. This week I spent 5 coins on bus tickets and 1 coin on school snacks. I also bought a new pen for 2 coins and a present for a friend for 6 coins. Can you complete my budget?

Lama's budget			
Weekly income		Weekly expenses	
Wash the car	___4___ coins	Bus tickets	_____ coins
Help a neighbor in yard	_____ coins	School snacks	_____ coins
Make and sell a cake (2 coins per cake)	_____ coins	New pen	_____ coins
Present from family	_____ coins	Present for friend	_____ coins
Total income	_____ coins	Total expenses	_____ coins
Money Lama has left: _____ coins			

3 Read the advertisement. Answer the questions.



Everyday Cakes

Our factory has been making party cakes for 50 years. They're not expensive and children love them. We use fresh eggs, sugar, butter, milk, and flour – nothing else. Get one today! We charge just \$5 per cake.

- 1 The cost of flour increases because of a hot summer. Why might this cause the price of cakes to increase?

- 2 It becomes fashionable to have ice cream cakes at parties instead of normal cakes. Explain how this might affect the demand and price for Everyday Cakes.

- 3 Another business in the area, Happy Cakes, closes down. Everyday Cakes is now the only company selling big cakes for children's parties. Do you think that the price of Everyday Cakes will change? Why/Why not?

4 Think of a successful brand. Why is it successful?

PROJECT 2

Have an auction

? What does it mean?

an auction – when you sell goods or services to members of a group of people who make competing bids (offers of money) for each product or service until it is sold. The person who bids the highest amount gets the product or service



1 Think and draw.

- Work in small groups to decide what you are going to sell.
- Think about what goods/services the students in your class want and need.
- Draw a picture of each product/service and label it.
- Decide what is special about each thing. For example, what materials is it made from? How big is it? What can it do?

2 Make some bills.

Make 16 bills. Each bill is \$1.
You can use these to bid on goods or services at the auction.



3 Present your goods or services to the class.

Tell the class about the three goods or services that you are going to auction and stick them on the board.

- Why should people buy each product/service?
- What is special about each product/service?

People should buy this bicycle because there is no other bicycle like it. It can play music and it can fly!

Our toy delivery service is really special. You get a new toy every week and if you like it you can keep it. If you don't like it, you can swap it for a different toy.

4 Answer the questions.

1 Look at the board. What do you want to buy with your money?

2 Decide on your budget. How much do you want to spend on each of the goods or services that you want to buy?

5 Attend the auction.

- Put your hand up to make bids for the things that you want to buy.
- You can bid more than once for each thing.
- You can't spend more money than you have.
- You can't bid on the goods/services that your group designed.

6 Talk together.

- 1 Was there more than one of any product/service?
- 2 How did supply and demand affect the price of the goods/services?
- 3 What sold for the most dollars? Why?
- 4 What sold for the fewest dollars? Why?
- 5 Are you happy with the goods/services you chose to auction? Why/Why not?



7 Think and write.

- Imagine that you are starting a business.
- Choose two goods or services from the auction to sell. Why did you choose these things?
- How much will you sell each thing for?
- What might affect the supply and demand of the goods/services that you are selling?

