

Smart Choices

In this unit, I will . . .

- talk about products and their safety and quality.
- recommend products.
- report commands and questions.
- write a product review.

Answer the question.

What is the most important thing to consider when you buy a product?

Rank them 1–4 (1 = most important).

- a good price useful
 good quality a cool design



VOCABULARY 1

1 Listen and read. TR: 6.1

2 Listen and repeat. TR: 6.2

Have you ever bought a **product** that **broke** the next day? Probably not! Why is that? One reason is that it's bad for the **manufacturer** if their product breaks. It can **cost** a lot of money to replace a broken product. Also, unhappy **customers** tell others if a product isn't good **quality!**

Most manufacturers **test** their products carefully before selling them. Cars must pass **safety** tests. To test a car, manufacturers put **dummies**, which look like humans, inside the car. Then they make the car crash. **Crash tests** show manufacturers what happens on **impact**.



Toys are tested, too. The “torque test” twists toys until they break. The “drop test” **drops** toys on the floor! **Waterproof** toys are **dipped** in water. Machines **tear** balloons. If something doesn't work, manufacturers **fix** the problem.

What happens when customers are unhappy with a product?

3 Ask and answer. Work with a partner. What did you learn?

They tell others.

SONG

1 Listen, read, and sing. **TR: 6.3**

Safe Buys

CHORUS

**Many of the things we buy
are tested for safety.
That's good! Products should be safe.
They should be safe for you and me.**

When you're a customer,
the products you buy shouldn't break.
A manufacturer
should try not to make mistakes.

Is this clock waterproof?
It goes tick tock.
Let's dip the clock.
It's just a test to make sure everything is safe.

CHORUS

Quality is important.
Products should be safe.
A factory that makes things
should test everything, just in case.

A dummy sits inside a car.
The car speeds up!
BAM! It's a crash!
It's just a test to make sure everything is safe.

CHORUS

Safe for you and me!

2 Complete the sentences.

- 1a. The two products tested in the song are a clock and _____.
- 1b. We test products so that they are _____ for people.
2. Have you ever bought anything that broke? What happened?



GRAMMAR 1

Reported speech: Imperatives TR: 6.4

"Put your pen in your backpack."

Mom told me **to put** my pen in my backpack.

"Don't break my toys."

My brother told me **not to break** his toys.

1 Read. Your friends lent you a toy. Report their instructions about the toy. Circle the toy.

1. "Look after it."

They told me to look after it.

2. "Wipe the screen after you play."

3. "Don't take out the batteries."

4. "Don't use it indoors."

5. "Keep it away from trees."



2 Write. What about you? Imagine your friends want to use some of your things. Tell them what to do and what not to do.



Your backpack

1. _____
2. _____
3. _____



Your new pen

1. _____
2. _____
3. _____



Your bicycle

1. _____
2. _____
3. _____

3 Compare. Work in a group. Compare your ideas. Are they the same or different?

I told Mario not to tear my backpack.

I did, too. And I told him not to give it to anyone.



VOCABULARY 2

1 Listen and repeat. Read and complete the paragraph. TR: 6.5



This is a great smartphone for young people. Kids can use it to make phone calls and send _____. The phone has a cool design and comes in many colors. The screen is large and the _____ are easy to use. The _____ is good in most places. It has the latest _____ for fast internet access and makes it quick and easy to download new _____. Young people may prefer a smartphone with a better camera, but this is a great, simple phone that will survive lots of _____. Tests show that it doesn't break if you drop it, which should make parents, who pay for the phone, very happy.

2 Listen and stick. Work with a partner. Compare your answers. TR: 6.6

How do manufacturers test the keys?

They press them thousands of times for five days.

Yes, I have the same answer.

1

2

3

4

5

GRAMMAR 2

Reported speech: Questions TR: 6.7

Lisa: "What do I need to do next?"

Lisa asked me what she needed to do next.

Ken: "Can you help me?"

Ken asked me if I could help him.

1 Read. Look at the pictures. Follow the model. Write in your notebook.

1. The woman asked him if she could help him.



2 Play a memory game. Cut out the cards in the back of the book. Play in a small group.



READING

1 Listen and read. TR: 6.8

Be an *Ad Detective!*

Every day we see ads—on TV, in magazines, on websites, in the street, and on our computer screens. We hear them, too. But often we don't notice them. A famous film producer once showed over one hundred products in his movie, but most people didn't notice them!

Are you an ad detective? Can you understand the messages advertisers send you? To be an ad detective, it is useful to know how ads work. Let's look at some typical advertising techniques.

- Group pressure:** An ad shows lots of young people, each with their own cell phone. Message: Everyone has a cell phone. You need one, too!
- Association:** Everyone looks happy and healthy in the ad. They're cool and beautiful, too. Message: If you buy the product, you will be happy and cool like these people.
- Testimonials:** A famous athlete says he wears a certain brand of sneakers. Message: You'll be good at sports, too, if you buy these sneakers. Or, because a famous athlete wears these sneakers, they're a product you can trust.
- Repetition:** These ads mention the product many times and say wonderful things about it. Message: You need to remember the product.
- Time pressure:** These ads use expressions like "Buy now! Half price this week." Message: You should buy the product quickly before you miss a great opportunity.

Ads are interesting, but you can make better decisions about what to buy when you know these techniques! Try these tips: read product reviews, compare products, test products in the store, and, if you are not sure, wait 24 hours before buying. You may decide that you don't really need or want the product!



2 Read. Reread the text. Find the technique used in each ad below. Write the number.

- 3 A popular hip-hop singer is advertising some clothes.
- _____ Summer vacations end next week. Backpacks are half price this week.
- _____ You hear the name of the product seven times in a thirty-second ad.
- _____ Some friends are playing outdoors. They're all wearing the same sneakers.
- _____ Young people are cycling outdoors. They're laughing. The sun is shining.

3 Read the text again. Find other word forms.

- advertising → ad / advertisers
- decide → _____
- producer → _____
- repeat → _____

4 Discuss. Work with a partner. Look at the tips in the last paragraph. Which is:

- the most useful tip?
- a tip you already use?
- a tip you would never use?
- a tip you would like to try?

I think the most useful tip is, "wait 24 hours."

Me, too. I always buy things too quickly!



The time shown on most watches in ads is 10:10. This is because the hands of the watch in this position look like a smiling face.

WRITING

Product Review In a product review, you help the customer decide what to buy. It is not an ad, so you can describe both the positive and negative aspects of the product. To emphasize the good points, use expressions like *above all*, *particularly*, *of course*, *in fact*, *really*, *the truth is*, and *in addition*.

- 1 Read.** Read the review. Underline the positive points in blue and the negative points in red.

Work and Play in Style

This is a good-quality backpack for school kids who need to carry a lot of books. First of all, it is made of strong material that will survive a lot of wear and tear. In fact, I tested it and it doesn't tear easily. In addition, the material is waterproof, so books won't get wet in the rain.

I particularly like this backpack because it doesn't weigh a lot. Of course, leather backpacks may look cooler, but they are heavier. Carrying a heavy backpack is bad for your back, so the truth is, I prefer this one.

Above all, I like that the backpack comes in many colors and designs. The only problem? The straps are a little short. So I suggest that you try it on in the store before you decide. I give this backpack four stars. ****



- 2 Write.** Review a product. Write about why you like it, and make a recommendation. Use expressions of emphasis for the good points.
- 3 Share.** Share your writing. Work in a small group. Listen and take notes.

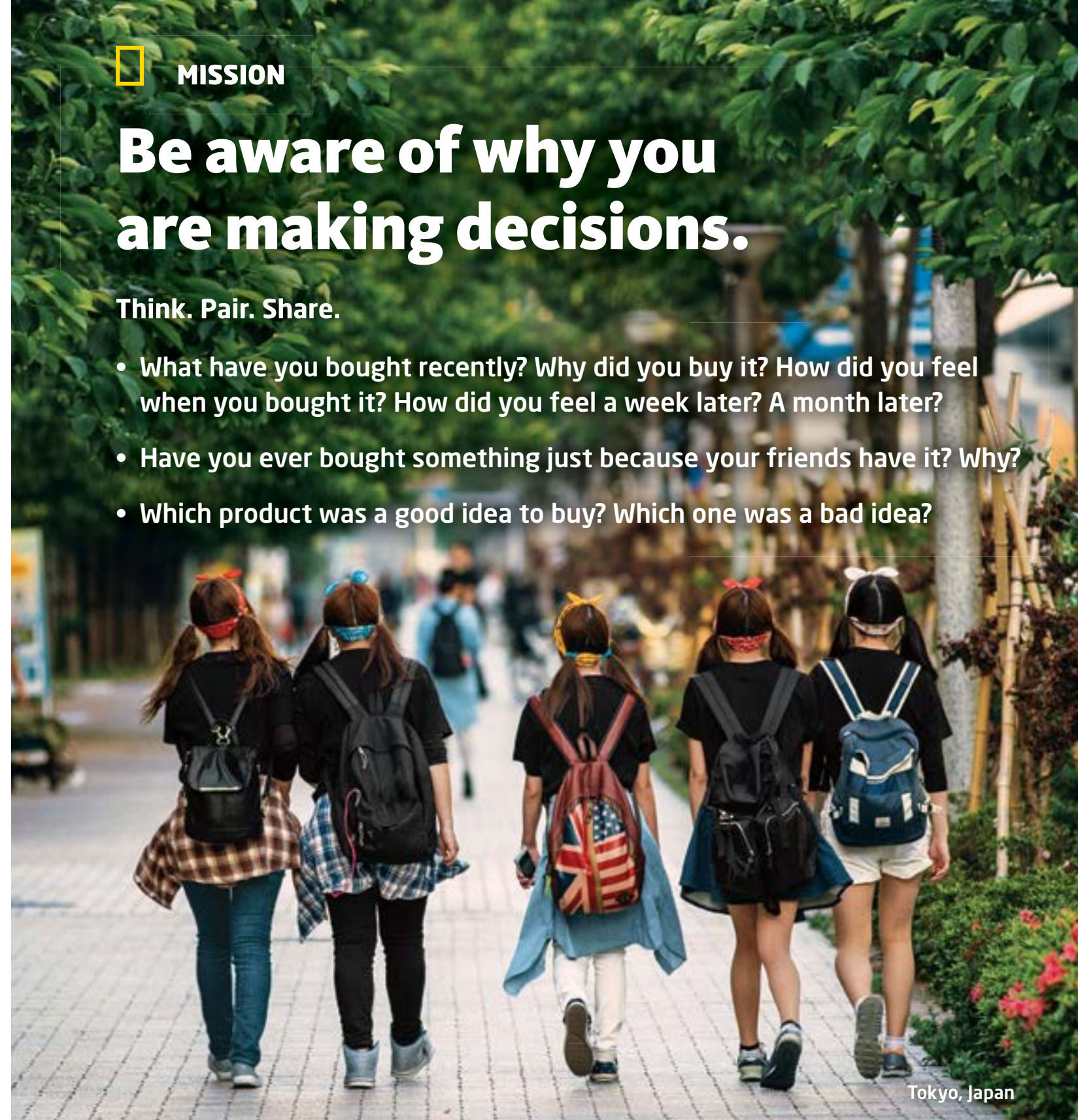
Name	Product	Good points	Bad points	Number of stars
Ana	cell phone	great camera	bad reception	3 stars

MISSION

Be aware of why you are making decisions.

Think. Pair. Share.

- What have you bought recently? Why did you buy it? How did you feel when you bought it? How did you feel a week later? A month later?
- Have you ever bought something just because your friends have it? Why?
- Which product was a good idea to buy? Which one was a bad idea?



Tokyo, Japan



“Socially contagious behavior is common in humans.”

Iain Couzin, Behavioral Ecologist, National Geographic Explorer

PROJECT

Make your own ads.

- 1 Choose a product.
- 2 Create two advertisements that sell your product.
- 3 Both advertisements should be for the same product, but one should be for kids and one for adults.
- 4 Make a poster showing the two ads.

I chose smartphone ads. This is an ad for kids and adults.



Now I can . . .

- talk about products and their safety and quality.
- recommend products.
- report commands and questions.
- write a product review.

Review

- 1 Listen.** What kind of cell phone has Olga bought?
Check the features. **TR: 6.9**



- email text messages nice color strong keys
 big screen wear and tear Wi-Fi games / apps

- 2 Listen.** Number the sentences. **TR: 6.10**

- ___ I told them that it cost me money.
 ___ I'll ask my son not to take it for a swim next time!
 ___ The clerk said that they tested everything.
 | ___ Did you ask the clerk in the store if it was waterproof?
 ___ They told me to buy another one!
 ___ Did you ask them if they could fix it?

- 3 Speak.** Work with a partner. You want to return or exchange the broken phone. Act out a conversation.

Hello. Can I help you?

Yes, please. Yesterday I bought a cell phone in this store and ...

- 4 Ask and answer.** Work in groups of three. Take turns and take notes.

1. Have you ever visited a waterfall or a lake? Where?
2. Which water creatures do you find interesting? Why?
3. How do you try to save water at home?
4. If you saw someone wasting water right now, what would you tell them?
5. Whenever you see a leaking faucet, what do you do?
6. Have you been swimming recently? Did you swim in salt water or in fresh water?

- 5 Speak.** Work with another group. Compare your information. How are you similar and different?



- 6 Read.** Match the questions and answers. Then put the words in parentheses in order.



QUESTIONS

1. Tiny bugs have been crawling on old books in our study. My son said they were booklice. Are there really booklice? What are they?
2. My daughter said that head lice only lived in dirty hair. Is this true?

ANSWERS

- A: ___ No. They like all kinds, clean and dirty! However, these (gray / tiny / common) _____ insects prefer children between the age of four and eleven! They have long legs that help them crawl on human heads.
- B: ___ He's right. These (brown / strange / light) _____ organisms usually live outdoors, but some other habitats include: libraries, closets, and other warm indoor places. Adults reach lengths of 1–2 millimeters.

- 7 Write.** Imagine you are a very small insect. Write a fun question about humans. Then write a short description of a human!

EXTENDED READING

1 Listen and read. TR: 6.11

The myth of Unk Cekula

Unk Cekula was a giant water snake that had come out of the freezing waters of the Northeast Atlantic. She had a long scaly body covered in smoke and spots and her eyes were made of fire. Her claws were as strong as iron and she had a fierce voice that sounded like thunder.

After leaving the sea, Unk Cekula had crossed the land and made her home in the Black Hills of South Dakota, North America. She made a lot of trouble for the local tribesmen who lived there. She polluted the rivers and flooded the land with salt water so that nothing could grow. After some time, she also had snake children, who decided that they liked eating people! The tribesmen had to fight to protect themselves and their families.

Unk Cekula was extremely difficult to fight, because most of her body was very strong and she couldn't be attacked with

normal spears and arrows. And people said that whoever looked at her would go mad and turn blind. However, she had one weak spot on her body: the seventh spot, which was just over the position of her heart.

One day, two young twin brothers decided to hunt and kill Unk Cekula. One of the twins was blind, so he was safe from looking at her. The twins asked a medicine woman to help them, and she gave them a magical arrow. They took this arrow and shot it into the weak spot on Unk Cekula's body.

The arrow injured Unk Cekula greatly, but she hadn't stopped causing trouble. She didn't die immediately but she crawled away and damaged the land. As the sun dried her body, it also dried up the land, which according to the myth, caused the desert in the Dakota Badlands.

2 Read. Check T for *True* and F for *False*.

1. Unk Cekula came from the Atlantic Ocean. (T) (F)
2. She made friends with the tribesmen of the Black Hills. (T) (F)
3. It was impossible to kill Unk Cekula. (T) (F)
4. Unk Cekula was killed by twin brothers. (T) (F)
5. According to the myth, when she died, it caused a desert to form. (T) (F)

3 Read. Complete the chart. Then in your notebook draw a picture of Unk Cekula.

What do we know about Unk Cekula?	Example or quote	What this shows us about her character
1. Unk Cekula's appearance		
2. Her actions		
3. How other people feel about her?		

4 Express yourself. Choose an activity.

1. What seas, rivers, lakes, or deserts do you have where you live? Write a myth about how one of these came to exist.
2. Invent a water creature of your own. Where does it live? What does it look like? Is it good or bad? Draw a picture and write a description of it.
3. Imagine you are one of the twin brothers who hunt and kill Unk Cekula. Write and illustrate a comic strip telling your story.

The Badlands, South Dakota, USA