



LEVEL 2
LESSON 21
TRASH TO
TREASURE, PART 1

Topics Trying something new Home furnishings and repairs	Prepare Before Class Print copies of the shopping handouts Cut enough shopping lists from the Shopper Instructions sheet for the number of students Print out the student Activity Sheet
Learning Strategy Substitute	Goals Use “talk” and “speak”

Day 1

Introduce the Lesson

Say, “In this lesson, we will go to a special kind of shop with Anna. She is looking for a birthday present for Pete. She goes to a shop that sells things people have made from used items.”

Ask students if they have ever been to a store that sells used things. Explain that in the U.S., stores like this sell old items that people have repaired or made into works of art. Ashley says that Anna can get a unique, or one-of-a-kind, present for Pete there.

Teach Key Words

Have students repeat the new words for this lesson after you say them. The list of words can be found in the Resources section. Choose a vocabulary practice activity from the How-to Guide to help students learn the new words.

In this lesson, Anna learns that the shop sells things that are “handmade, reclaimed and recycled.” She says that practice is good for the environment. Ask students to tell about how they or their family recycles or reuses things that would otherwise go in the trash. Find out if students are familiar with someone in their own community who makes art from discarded items or repairs used things for resale.

Present the Conversation

Tell students that the video will show Anna shopping for a present in a store that sells used things. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot's Lesson

Review the grammar and vocabulary points by reading the text or pausing while playing the video.

“

Did you hear Ashley and Anna using the words “talk” and “speak?” “Talk” and “speak” both mean “to say words.” And, many times, you can use either word without losing any meaning. But there are some differences in when we use these words.

Speak and Talk

The word “talk” is usually used:

- for conversations between two or more people
- informal situations, such as between friends or family

For example, Ashley asks Anna: “Are you talking to yourself again?”

“Speak” is usually used:

- for one-way communication, such as presentations
- formal situations, such as a boss speaking with her workers
- to talk about language ability
- and in polite requests

Keep watching, and listen for the words “talk” and “speak.”

Final comment

Will Anna find trash that “speaks” to her? What will it say? We’ll find out next week!

Small Talk Activity

Expand on the information Professor Bot gave about using “talk” and “speak:” “‘Talk’ and ‘speak’ both mean ‘to say words.’ But there are some differences in the ways we use each

word. 'Talk' is less formal than speak. It is usually used for informal conversations between two or more people. Here are some examples." Read aloud or write on the board:

Let's talk about ideas for the show.
I can't talk right now. I'll call you later.

Continue: "'Speak' is usually used for communication in more serious or formal situations. It is also used in polite requests and to talk about language ability. Here are examples using 'speak.'" Read aloud or write on the board:

She spoke on the news about world hunger.
May I speak to the manager?
Which languages do you speak?

Explain the activity: "Now, we'll practice making 'small talk.' Small talk is what we call it when we talk with an acquaintance about less important matters than when we are speaking formally." Give students the Small Talk Topics handout.

Say, "Look at the topic in each box. We will use these topics to find out what you have in common with your classmates. Write your own answer on the first line." Give students time to complete their answers.

Ask, "Now let's think of how we can turn the topic into questions for our classmates. What can we ask for the first box?" Take answers from students for each of the questions related to the topics. Write them on the board or have students write them in their notebooks as they are discussed:

When's your birthday?	What do you like to do on weekends?	How do you come to class?
Where do you live?	How many brothers and sisters do you have?	What are you going to do tomorrow?
What brand of mobile phone do you have?	What did you do yesterday?	What sports do you like to play?
What are your hobbies?	What's your favorite kind of movie?	What food do you like?

Tell students: "Walk around the class speaking to your classmates about the topics on the handout and asking the questions. When you find something that you have in common with someone, write their name down in the box. Then move on to speak to someone else."

Students must try to find a different person for each item on their worksheet.

When everyone has finished, ask students to share what they have in common with their classmates.

Day 3

Learning Strategy

Say, “The learning strategy for this lesson is Substitute. In this lesson, Anna meets Sue, a shopkeeper who makes things from trash. She is substituting, or using another thing than usual, to make things.”

Continue, “When we are using English, sometimes we come to a point when we want to say something and don’t know the right word for it. What can we do in that situation?” Give students a chance to answer. Write some of the students’ suggestions on the board or on paper to hang on the wall and remind them of this strategy. Students may give answers like, “Use gestures,” “Choose another word that is close,” “Draw a picture,” “Use a word from my own language” or the like. If students cannot think of their own examples, demonstrate the strategy by showing students an unusual object. The image below shows an object that washed up on a beach in North Carolina. The Cape Lookout National Seashore park rangers could not identify it. Show students the picture and ask: “What do you call this in English?”



Explain that we can substitute a word like “whatchamacallit” or “thingamabob” to talk about something we don’t know the name of.

Shopping Activity

Explain the activity: “We saw Anna go to a shop in our lesson. Today we will practice using English for shopping. Can someone tell me how you ask for your clothing size when you go shopping?”

Demonstrate with several students how to ask questions such as these:

Do you have a size 7?

I wear a 34 in jeans. Do you have that size?

I'd like this t-shirt in green.

Do you have an extra large?

How much does this jacket cost?

Next, divide the students into two equal groups, **shopkeepers** and **shoppers**. This activity can also be done in groups of eight with four **shopkeepers** and four **shoppers**.

- Cut out the shopping lists from the Shopper Instructions sheet.
- Give one of the four different "Shop" handouts to each **shopkeeper** and a shopping list to each **shoppers**. Make sure there are at least four different shops in play for each group.
- Tell the **shopkeepers** that the information on their handout shows the items they have for sale. Explain that they have only one of each item to sell.
- Tell the **shoppers** that their shopping list shows details of the items they want to buy, including the size, color and budget for each item.
- Explain that some shopping items may be too expensive to buy. But if they save money on other items, they can go back and use the money they saved to buy an item they previously couldn't afford.

The aim of the activity is for the **shopkeepers** to sell all the items on their handout and for the **shoppers** to buy all the items on their shopping list.

- Have the **shopkeepers** sit down spaced out around the classroom.
- The **shoppers** stand up and walk around visiting each shop.
- When a customer buys an item, the **shopkeeper** makes a check mark by the item to show it has been sold and the **shopper** writes down the cost and any money they have saved.
- If an item is over budget, the **shopper** goes to the next item on their shopping list or uses money saved from a previous purchase to buy the item.
- If the **shopper** can't find what they want, they can ask for another item or move on to another shop.

When everyone has finished, have the students swap roles and repeat the activity, so everyone has a chance to practice being the **shopkeeper** and **shopper**.

Listening Quiz

To review the conversation before the quiz, play the video, have students act out the conversation or let students refer to their printed copy. Then ask students to put their papers away.

Give each student a paper copy of the listening quiz. Play each question's video or read the sentences and questions below aloud and pause for students to choose the correct answer.

1. Anna says Pete has a birthday coming up. "I'm getting him a present. Do you know where I can buy something unique?"

The question is: What does Anna want to know?

2. *The question is: Which sentence uses "talk" or "speak" correctly?*

(Read the options or let students choose from the written options on the quiz)

Anna and Ashley speak English fluently.

Pete doesn't like talking about his birthday.

Ashley and Anna were talking about Pete.

All of the sentences use the words correctly.

3. Sue says Tanglewood Works focuses on products that are handmade, reclaimed and recycled.

The question is: What does Sue tell Anna about her store?

4. Sue tells Anna that the broken wood pieces wanted her to save them from the dumpster. She could almost hear them say, "Save me, Sue! Save me!"

The question is: What does Sue say about the wood pieces Anna is looking at?

Collect the papers or ask students to trade papers and check the answers together.

Writing

Ask students to write their answer to the question below in one or more paragraphs using a "Hamburger Paragraph" format as taught earlier. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Compare the times when you talk with friends and when you speak publicly. How do you feel when you have to speak in front of a group of people? How is that different from talking with a group of your friends?

If time allows, have students exchange their writing with another student and discuss their work.

Conversation

- Anna: (on phone, to Pete) Got it. Pete, I promise. I won't tell anyone. (to herself) Bye. He is so strange.
- Ashley: Hey, Anna!
- Anna: Hi, Ashley!
- Ashley: Are you talking to yourself again?
- Anna: No, not this time. I was talking to Pete.
- Ashley: How's he doing?
- Anna: Good. He has a birthday coming up! But he told me not to tell anyone.
- Ashley: Why?
- Anna: Well, from the way he was speaking, I don't think he likes cake or presents or fun.
- Ashley: That sounds like Pete.
- Anna: Well, I don't care. I'm getting him a present. Do you know where I can buy something unique?
- Ashley: I do -- Tanglewood Works. You will definitely find something unique there.
- Anna: Great. I'll go this weekend. Now, speaking of Pete's birthday, what else should I do? I know. I'll rent him a clown!
- Ashley: Yeah, he'll never speak to you again. (Anna goes to Tanglewood Works.)
- Sue: Hey there. Welcome to Tanglewood Works! I'm Sue. How can I help you today?
- Anna: Hi Sue, I'm Anna. A friend told me about your store. She said, "Anna, this place is really unique!"
- Sue: We are! Here at Tanglewood Works, we focus on things that are handmade, reclaimed and recycled.
- Anna: Wow! That is really good for the environment.
- Sue: It's good for you too. Local artists made all of these one-of-a-kind pieces. And I paint most of the furniture.
- Anna: Can I look around?
- Sue: Oh, please do. (Anna walks around the store.)
- Sue: So, Anna, do you like to make things?

Anna: Me? Oh, no. Every time I try to make something, something goes wrong.
(She knocks down many things.) Oh, sorry. Sorry.

Sue: It's okay. Anna, everybody can make something.

Anna: Sue, this piece is very interesting!

Sue: You know, when I found these pieces, they were broken and in a dumpster. But they spoke to me. And they said, "Save me, Sue! Save me!"

Anna: Sue, what do you mean they "spoke" to you?

Sue: When I see something special that someone has thrown away, I can almost hear it talk.

Anna: It's not saying anything!

Sue: Anna, it's not easy to see the treasure in trash.

Anna: Or hear it talk.

Sue: But you can learn. In fact, I teach private classes. And one is called Turning Trash to Treasure.

Sue: Next week, bring in some trash and we'll turn it into treasure. Just remember – pick some trash that "speaks" to you.

Anna: Got it! I'll see you next week!

Key Words

ability	<i>n</i>	the power or skill of doing something
cake	<i>n</i>	a sweet baked food made from a mixture of flour, sugar, and other ingredients (such as eggs and butter)
communication	<i>n</i>	the act or process of using words to express your ideas, thoughts, feelings,
conversation	<i>n</i>	an informal talk involving two people or a small group of people
definitely	<i>adv</i>	in a way that is certain or clear
dumpster	<i>n</i>	a large trash container
furniture	<i>n</i>	chairs, tables, beds, et cetera that are used to make a room ready for use
focus	<i>v</i>	to direct your attention or effort at something specific
handmade	<i>adj</i>	made with your hands or by using hand tools
environment	<i>n</i>	the natural world
local	<i>adj</i>	located or living nearby
one of a kind	<i>adj</i>	used to say that something is the only one of its kind
polite	<i>adj</i>	having or showing good manners or respect for other people
present	<i>n</i>	gift
presentation	<i>n</i>	an activity in which someone shows, describes, or explains something to a group of people
private	<i>adj</i>	for the use of a single person or group
reclaimed	<i>adj</i>	describes getting (a usable thing) from materials that have been used before
recycled	<i>adj</i>	describes something new that was made from something used before

request	<i>n</i>	an act of politely or formally asking for something
situation	<i>n</i>	the facts, conditions and events that affect someone or something at a particular time and in a particular place
strange	<i>adj</i>	different from what is usual, normal, or expected
trash	<i>n</i>	things that are no longer useful or wanted and that have been thrown away
treasure	<i>n</i>	something that is very special, important or valuable
unique	<i>adj</i>	used to say that something or someone is unlike anything or anyone else

Quiz - Level 2, Lesson 21 - Trash to Treasure, Part One

Listen. Circle the letter of the correct answer.

1. What does Anna want to know?

- a. Where she can find a unique gift for Pete
- b. Why Ashley is asking about her phone call
- c. When Pete started to become so strange
- d. Why she can't talk about Pete's birthday

3. What does Sue tell Anna about her store?

- a. Local artists help her paint most of the store's furniture.
- b. Tanglewood Works sells the most unique gifts in town.
- c. Her store sells handmade, reclaimed and recycled things
- d. Sue says all of these things about Tanglewood Works..

2. Which sentence uses "talk" or "speak" correctly?

- a. Anna and Ashley speak English fluently.
- b. Pete doesn't like talking about his birthday.
- c. Ashley and Anna were talking about Pete.
- d. All of the sentences use the words correctly.

4. What does Sue say about the wood pieces Anna is looking at?

- a. They asked her to turn them into furniture.
- b. They wanted her to save them from the dumpster.
- c. They told her to teach Anna how to fix them.
- d. They spoke the same language that Sue speaks.

<p>Your birthday (month)</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>Something you like to do on weekends</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>How you come to class (means of transport)</p> <p>Answer: _____</p> <p>Name: _____</p>
<p>Your home (neighborhood)</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>Number of brothers and sisters</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>Something you are going to do tomorrow</p> <p>Answer: _____</p> <p>Name: _____</p>
<p>Your brand of mobile phone</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>Something you did yesterday</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>A sport you like to play</p> <p>Answer: _____</p> <p>Name: _____</p>
<p>A hobby</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>Your favorite kind of movie</p> <p>Answer: _____</p> <p>Name: _____</p>	<p>A food you like</p> <p>Answer: _____</p> <p>Name: _____</p>

Shopper Instructions

Your shopping list shows details of the items you want to buy, including the size, color and budget for each item. Go around the classroom to talk with the shopkeepers. Ask about the things you want to buy.

If a shop's item is over your budget, go to the next item on your shopping list. If the item costs less than your budget price, write the amount you saved on your shopping list.

You can use money saved to help buy an item that is above your budget price. If you cannot find what you want, ask for another item or move on to another shop.

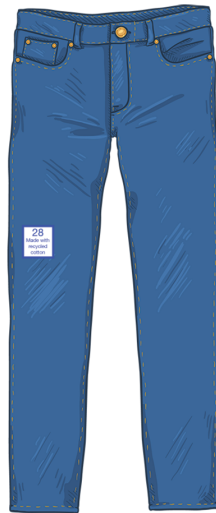
Shopping List 1			Shopping List 2		
	Budget	Saved		Budget	Saved
T-shirt - Size L (green)	\$10		T-shirt - Size XL (white)	\$15	
Polo shirt - Size L (black)	\$10		Polo shirt - Size XL (blue)	\$20	
Jeans - Size 28	\$15		Jeans - Size 30	\$15	
Jacket - Gray	\$25		Jacket - Black	\$35	
Running shoes - Size 9	\$45		Running shoes - Size 10	\$60	
Shopping List 3			Shopping List 4		
	Budget	Saved		Budget	Saved
T-shirt - Size L (white)	\$5		T-shirt - Size XL (green)	\$10	
Polo shirt - Size L (blue)	\$30		Polo shirt - Size XL (black)	\$20	
Jeans - Size 32	\$30		Jeans - Size 34	\$20	
Jacket - Blue	\$40		Jacket - Brown	\$30	
Running shoes - Size 8	\$65		Running shoes - Size 7	\$55	

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Walter's Wears

Here are the items you have for sale. You have only one of each item to sell. Check the box next to the item after you sell it.

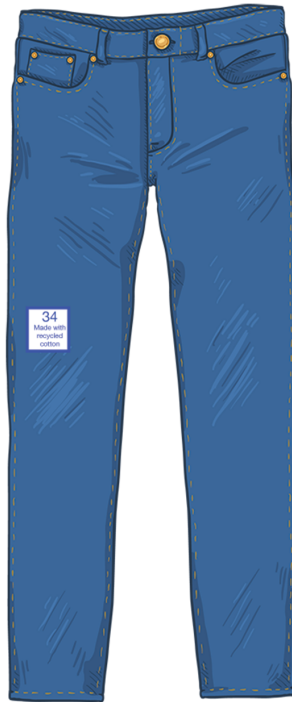
T-shirt - Size L (white)	\$10	
Polo shirt - Size XL (blue)	\$25	
Jeans - Size 28	\$20	
Jacket - Brown	\$30	
Running shoes - Size 10	\$55	



Bell's Boutique

Here are the items you have for sale. You have only one of each item to sell. Check the box next to the item after you sell it.

T-shirt - Size XL (white)	\$10	<input type="checkbox"/>
Polo shirt - Size L (black)	\$15	<input type="checkbox"/>
Jeans - Size 34	\$25	<input type="checkbox"/>
Jacket - Gray	\$25	<input type="checkbox"/>
Running shoes - Size 8	\$60	<input type="checkbox"/>



Derrick's Designs

Here are the items you have for sale. You have only one of each item to sell. Check the box next to the item after you sell it.

T-shirt - Size XL (green)	\$15	<input type="checkbox"/>
Polo shirt - Size L (blue)	\$25	<input type="checkbox"/>
Jeans - Size 30	\$20	<input type="checkbox"/>
Jacket - Blue	\$40	<input type="checkbox"/>
Running shoes - Size 9	\$40	<input type="checkbox"/>



Fatima's Fashion

Here are the items you have for sale. You have only one of each item to sell. Check the box next to the item after you sell it.

T-shirt - Size L (green)	\$5	<input type="checkbox"/>
Polo shirt - Size XL (black)	\$15	<input type="checkbox"/>
Jeans - Size 32	\$35	<input type="checkbox"/>
Jacket - Black	\$35	<input type="checkbox"/>
Running shoes - Size 7	\$50	<input type="checkbox"/>

