

UNIT 3

MAKING MONEY



LEARNING OUTCOMES:

- Infer future situations
- Take notes using a time line
- Identify the sequence of events
- Use comparative adjectives
- Give explanations
- Write a well-organized paragraph

Vocabulary

bills	illegal
completely	ink
counterfeiters	prevent
equipment	scanners
fake	technologies

INFERENCE

Inferring future situations (p. 59)

- An inference is an *educated guess* about something that is *not directly stated* in a text.
- Readers often use information in a text to *infer what will happen in the future*.

Inferring future situations (p. 59)

The example:

In the future, more people will make fake money.

The best answer: a. Probably true, based on what we read in the article.

In paragraph 2, we learn that anyone with basic computer equipment can be a counterfeiter.

In paragraph 3, we learn that the number of counterfeit bills is growing fast.

In paragraph 7, we learn that technology improves every year.

Inferring future situations (p. 59)

- So, from all this information, we can *infer* that in the future, the *number of casual counterfeiter*s will continue to grow because it's easy, and computers are getting cheaper and better.

NOTE TAKING

Taking notes using a time line (p. 62)

- Making a *time line* can help you to *understand and remember the events in a story*.
- Sometimes the story will give you the events in the order they happen. (But sometimes the events are discussed out of order.)
- Making a timeline can *help you understand*.

READING

Identifying the sequence of events (p. 63)

- When telling a story, a writer uses *time phrases* to *show the passage of time* between plot elements.
- Recognizing these time phrases helps readers understand *the story's sequence of events*.

Identifying the sequence of events (p. 63)

Look at the examples and read the explanations:

Example: “*It took months* of planning...” (paragraph 1)
This gives an overall time structure to the story.

“*During the days...*” (paragraph 2)
This shows that the paragraph describes actions that went on over a long period of time.

- This shows that the paragraph describes actions that went on *over a long period of time*.

GRAMMAR

Comparative adjectives (p. 70)

1. Use the *comparative* form of adjectives to compare two people, places, or things.

They are usually *cheaper* than real drugs.

Comparative adjectives (p. 70)

2. If the adjectives has one syllable, add **-er** to make the comparative.

Add only **-r** if the word ends in **-e**.

3. When a one-syllable adjective ends in a consonants + vowel + consonant, double the last consonant and add **-er**.

fast

faster

large

larger

big

bigger

Comparative adjectives (p. 70)

4. If a two-syllable adjective ends in **-y**, change **y** to **i** and add **-er**.

easy

eas**ier**

5. Some adjectives have **irregular** comparative forms.

good

better

6. For most adjectives that have two or more syllables, add **more** or **less** before the adjective to make the comparative.

Computers are **less expensive** than they used to be.

Comparative adjectives (p. 70)

7. Use *than* after the comparative form and before the second person, place, or thing.

If the second person, place , or thing is understood, do not use *than*.

If the subject and the object are the same, but have changed over time, don't use *than*.

This camera is *cheaper than* that one.

Bart doesn't like his computer. He wants to buy one that is *faster*.

Wow, Timmy is getting *taller*.

REVISE

Giving explanations (p. 75)

- A reader often needs *more information*, *more detail*, and *more explanation*.

FINAL WRITING TASK

A well-organized paragraph (pp. 73-77)

1. *Prepare to write:*
Clustering

2. *Write:* A well-organized paragraph

A well-organized paragraph (pp. 73-77)

3. *Revise*: Giving explanations

4. *Edit*: Writing the final draft

REFERENCE

Haugnes, N. & Maher, B. (2019). *NorthStar 2*. USA: Pearson Education, Inc.

IMAGE SOURCE

- <https://www.pinterest.com/pin/436145545163968673/>