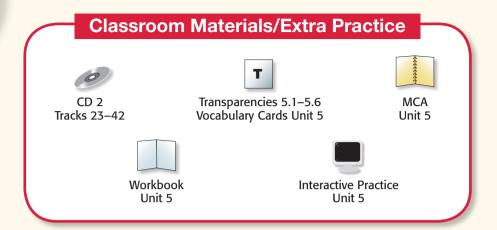


## Shop, Shop, Shop



### **Unit Overview**

#### Goals

• See the list of goals on the facing page.

#### Grammar

- Simple present affirmative statements
- Simple present *yes/no* questions and short answers; contractions
- Simple present negative statements; contractions

#### **Pronunciation**

• Sentence rhythm: stress on important words

#### Reading

• Read an article about U.S. dollar coins

#### Writing

- Write sentences about problems with clothing
- Write sentences about things people need, want, or have

#### Life Skills Writing

• Write a personal check

#### **Preview**

- Set the context of the unit by asking questions about shopping (for example, *Do you like to shop? Where do you shop?*).
- Hold up page 85 or show Transparency 5.1. Read the unit title and ask the class to repeat.
- Explain: *Many people like to shop*. Shop, shop, shop *means that people shop a lot.*
- Say: *Look at the picture*. Ask the Preview question: *What do you see?* If students call out various types of clothing, tell them they will learn more words for clothes in this unit.

#### **Unit Goals**

- Point to the Unit Goals. Explain that this list shows what the class will be studying in this unit.
- Tell students to read the goals silently.
- Say each goal and ask the class to repeat. To explain any unfamiliar vocabulary, bring in the following items or show them from the book: receipts (page 93), price tags (page 93), and personal checks (page 257) to illustrate. Explain the following term:

Return something: To take something that you do not want back to the store and get your money back

- Tell students to circle one goal that is very important to them.
- Call on students to say the goal they circled.

## **Lesson 1** Vocabulary

### Getting Started

5 minutes



WHAT DO YOU KNOW?

#### A CLASS. Look at the pictures. Which clothes...

- Show Transparency 5.2 or hold up the book. Tell students to cover the list of words on page 87.
- Read the directions. Point to picture 1 and ask: What is this? Read the example with the class.
- Say: Look at the other pictures. Ask: Which clothes do you know? Students call out answers as in the example.
- Point to picture 5 and ask: What color is this? Read the example with the class.
- Say: Look at the other pictures. Ask: Which colors do you know? Students call out answers.
- If students call out an incorrect article of clothing, change the student's answer into a question for the class (for example, Is number 3 a blue shirt?). If nobody can identify the correct item, tell students they will now listen to a CD and practice the names of the colors and clothes.

### **Presentation**

5 minutes



#### B Listen and point to the pictures....

- Read the directions. Play CD 2, Track 23. Pause after number 12 (brown shoes).
- To check comprehension, say each article of clothing in random order and ask students to point to the appropriate picture.
- Resume playing Track 23. Students listen and repeat.

#### Controlled Practice 10 minutes

**PRACTICE** 

#### **A WORD PLAY.** Look at the pictures and the list...

- Read the directions and the note. Say: Pair *means* two parts. Write on the board: Pair = 2 parts.
- Ask: Are my shoes a pair? (Yes.) Why? (Because there are two of them.) Ask: *Is my shirt a pair?* (No.) Say: Remember: A pair means two parts.
- Say: People also say a pair of pants. Why? (Because each leg is one part.) Call on students to answer.

#### Expansion: Speaking Practice for 2A

- Bring in several clothing catalogs.
- Form groups of 4. Each group gets at least one catalog. Each student finds clothing he or she likes and writes it down. Students tell each other what clothes they like. Call on students to say the clothing they like (for example, A: [Holds up the catalog picture] *I like this white shirt.*).

#### **B** PAIRS. Ask and answer questions about the pictures.

- Read the directions. Read each line in the example and ask the class to repeat.
- Play A and model the example with an above-level student. Change roles and repeat.
- Pair students and tell them to take turns playing A
- To check comprehension, ask individual students: \_\_\_\_\_? What color is it/are they? What's number \_\_\_

#### MULTILEVEL INSTRUCTION for 2B

**Cross-ability** The higher-level partner points to the item when asking What's number \_

#### **© NETWORK.** What is your favorite color? Find...

- Read the directions, including the questions.
- Ask a few above-level or on-level students both questions. To the class, say: Think of your favorite color. Ask a few students to say their favorite color.
- Tell students to stand, mingle, and ask as many students as possible about their favorite color. Say: Stand with the students who have the same favorite color as you.
- Walk around and check that students are grouping themselves according to favorite color.
- Then say: *Now ask the students in your group*, What clothes do you have in that color? Provide a model by asking a few students to tell you the clothes they have in their favorite color (for example, S: *I have a* blue jacket. I have blue jeans. I have a blue shirt.).
- Visit each group to check that students are discussing clothing items they have in their group's favorite color.

## **Lesson 1** Vocabulary

#### **Learning Strategy:** Make word groups

- Read the directions, including the questions.
- Draw a chart on the board with the headings Men and Women. Ask: Which clothes do men wear?
   Write a sample answer under Men on the board (for example, sneakers). Repeat for Women (for example, a dress). Tell students to copy the chart.
- Walk around and check that students are using all the vocabulary on page 87. If misspellings occur, tell students to check the list. (*Men*: everything on the page except dress, skirt, and blouse; *Women*: everything on the page)
- Say: You can remember new words by putting them into groups. Remind students to use this strategy to remember other new vocabulary.

#### Communicative Practice 30 minutes

## Show what you know!

#### **STEP 1. PAIRS.** Describe your clothes.

- On the board, write *I'm wearing* . . . and ask the class to repeat. Say: *When you talk about clothes on your body right now, say* I'm wearing. Point to your clothes and describe them (for example, *I'm wearing brown pants and a white shirt*.).
- Read the directions. Read A's line from the example and ask the class to repeat it.
- Call on an above-level student to say what he or she is wearing (T: What are you wearing? S: I'm wearing a red blouse and beige pants.).
- Pair students. Say: Take turns saying what you're wearing. Walk around and help students identify their own clothing. Correct a/an errors you hear.
- Write on the board any new vocabulary students used during the activity. Say each word and ask the class to repeat. To check comprehension, call on a few students to say what they're wearing.

#### Expansion: Speaking Practice for STEP 1

- Form groups of 4 or 5. Tell each group to plan a fashion show.
- Students take turns being the announcer. The announcer describes what each student in the group is wearing, for example, *Today John is wearing black pants and a white shirt. He's wearing a (new) gray sweater.*

## Expansion: Writing and Speaking Practice for STEP 1

- Write on the board: *Who's wearing* \_\_\_\_\_? Tell students to write at least one question to ask the class.
- Ask each student to come to the front of the class and read his or her question. The student should call on a classmate to answer the question.

#### STEP 2. NEW PAIRS. What are your classmates...

- Read the directions.
- Play A and read the example conversation with an on-level student. Write the question on the board with a blank (*Who's wearing* \_\_\_\_\_?).
- Tell the class to look around to see what people are wearing. Read the question on the board and call on students to complete it with different articles of clothing (for example, T: *Who's wearing*... S: *a red shirt?*). Tell the class to answer with a student's name. Repeat a few times.
- Pair students and tell them to take turns playing A and B. Walk around and model the conversation as needed.
- To check comprehension, call on a few students to come to the front of the class and ask: *Who's wearing* . . . ? while the class calls out answers.
- To wrap up, use some of the new vocabulary generated by Steps 1 and 2 and ask the class questions, for example, *Who's wearing brown boots?*

#### **MULTILEVEL INSTRUCTION for STEP 2**

**Pre-level** Student A can start by asking who's wearing one article of clothing (for example, A: *Who's wearing gray pants?*), instead of two as in the example conversation.

**Above-level** Student A asks negative questions also (for example, *Who's not wearing a white shirt?*). B names a few students who aren't wearing the article of clothing.

# Extra Practice Interactive Practice pages 50–51

## Talk about things you need or want

### **Getting Started**

10 minutes

#### **Presentation**

20 minutes



#### **BEFORE YOU LISTEN**



#### **READ.** Look at the picture. Listen and...

- Read the directions.
- Tell students to look at the picture. Say: *This is Mr.* Monro. Ask: What is he thinking? (He needs/wants a new jacket.)
- Play CD 2, Track 24. Students listen and read along silently.
- Optional: Play Track 24 again. Pause the CD after the following paragraphs and ask these questions:

First paragraph: When is Mr. Monro's birthday? (next week) What does his wife ask him? (What do you want for your birthday?)

Third paragraph: What's wrong with his green iacket? (It's old.)

Fourth paragraph: What does Mr. Monro say? (Oh, I need a jacket and I want a jacket. I want a black jacket!)

• Call on two students to say the completed sentences.

## **Expansion: Writing and Speaking Practice**

- Say: You need clothes, but you want a special color. Think of the clothes you need. Write a list of three things you need (for example, a pair of pants, a dress, and a shirt). On the board, write the heading *Clothes I Need* with the examples under it.
- Say: Look at pages 86–87 for more clothes. In your notebooks, write a list of three things you need. On the board, create a new list with the heading *Things I Want.* Under it, write a black pair of pants, a red dress, and a green shirt.
- Say: *Now write a list of the colors you want.*
- Pair students. Tell Student A to ask: What do you need/want? Tell Student B to answer: I need a pair of pants, or I want a pair of black pants. Tell them to take turns asking and answering the questions.
- Walk around and check that students are identifying articles of clothing they need and specific colors they want.

#### **LISTEN**

#### A Look at the picture. Zofia and Carlos...

- Read the first line of the directions (*Look* . . . friends.). Ask: What do you see in the picture? (A man and a woman are talking to each other.)
- Read the rest of the directions and ask: Who is Robert? Write the answer choices on the board and
- Play CD 2, Track 25. Students listen and circle the answer.
- Call on a student to circle the answer on the board.

#### **Teaching Tip**

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 284 as they listen to the conversations.

### B Listen again. Read the sentences....

- Read each sentence and answer choice.
- Play Track 25 again. Students listen, read, and circle *True* or *False*.
- Call on students to say answers.

#### **G** Listen to the whole conversation...

- Ask: What is A? What is B? What is C? Write the answers on the board to help with spelling.
- Play CD 2, Track 26. Students listen and write the answer in their book.
- Say the sentence and tell the class to call out the answer (Carlos wants a . . .).
- *Optional:* Ask: *Why is Carlos funny?* (Because he wants a backpack, too.)

#### Expansion: Vocabulary Practice for 2C

- On the board, write *I buy gifts for* . . . and tell students to copy this partial sentence.
- Say: *In your notebook, write a list of family members* you buy gifts for (for example, my father, my sister).
- Pair students and say: Share your list with your partner.
- Call on students to read their list out loud.

## Talk about things you need or want

#### **Controlled Practice**

20 minutes

#### **Communicative Practice** 10 minutes

#### **CONVERSATION**



#### Listen and read the conversation. Then...

- Note: This conversation is the same one students heard in Exercise 2A on page 88.
- Explain: How about . . . is a common way to make a suggestion.
- Play CD 2, Track 27. Students listen and read along silently.
- Resume playing Track 27. Students listen and

#### **PRACTICE**

#### A PAIRS. Practice the conversation. Then...

- Pair students and tell them to practice the conversation in Exercise 3.
- Then, in Exercise 4A, ask students to look at the pictures and say what they are. Wallet and handbag are new, so hold up these items or point to the pictures, say them, and ask the class to repeat.
- Read the directions.
- Copy the conversation onto the board with blanks. Read through the conversation. When you come to a blank, fill it in with information from the pictures (friend and wallet). Remind students they need to use the correct subject pronoun and possessive adjective for the person.
- Ask two on-level students to practice the conversation in front of the class.
- Tell pairs to take turns playing each role and to use the pictures to fill in the blanks.
- Walk around and check that Student A is using the correct pronouns and possessive adjectives.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

#### MULTILEVEL INSTRUCTION for 4A

Pre-level To build students' confidence, first tell pairs to read the conversation together before taking A and B roles.

**Above-level** Tell students to cover the conversation and practice only by looking at the information in the boxes.

#### **B ROLE PLAY. PAIRS. Make your own...**

- Read the directions.
- With an above-level student, make up a new conversation and practice in front of the class. Base the conversation on Exercise 3.
- Remind students that they can use the family vocabulary on pages 67 and 69 and the classroom vocabulary on pages 47 and 55. With the class, brainstorm additional gifts and write new vocabulary on the board (additional clothing, sports equipment, electronics).
- Pair students. Say: Student A, say you need a gift for someone. Student B, suggest a gift. Use words on the board or new words. Use the words need and want in your conversation. Take turns playing A and B.
- Walk around and check that students are using pronouns and possessive adjectives correctly.
- Call on pairs to perform for the class.
- To wrap up, on the board write some of the errors you heard during the role plays. Ask students to correct the mistakes. Go over the corrections by saying the words or sentences correctly and asking the class to repeat.

#### MULTILEVEL INSTRUCTION for 4B

**Cross-ability** Tell the higher-level student to write out each sentence of the conversation on strips of paper (one strip per line). If the lowerlevel partner has difficulty, the higher-level student can hand his or her partner a strip with the appropriate line to read from.

## **Expansion: Listening and Speaking Practice**

• After a pair performs for the class, call on a student from the audience to report on who wants/needs what (for example, S: Yolanda needs a gift for her mother. Her mother needs a handbag, but she wants an iPod.).

#### **Extra Practice**



Interactive Practice

## Lesson 3 Talk about things you need, want, or have

### **Getting Started**

#### 5 minutes

#### **Controlled Practice**

30 minutes

- Say: We're going to study want, need, and have. In the conversation on page 89, Zofia used this grammar.
- Play CD 2, Track 27. Students listen. Write *He needs new clothes, but he wants a backpack!* on the board. Underline *He needs* and *he wants*.

#### **Presentation**

10 minutes

#### Simple present affirmative

- Copy the grammar charts onto the board or show the charts on Transparency 5.3 and cover the exercise.
- Read the sentences in the left chart and ask the class to repeat.
- Read the sentences in the right chart and ask the class to repeat.
- Read the first point in the Grammar Watch note. Circle *wants* and *needs* in the chart. Then write: *He wants a new shirt*. Make the *-s* large for emphasis. Read the sentence and ask the class to repeat.
- Read the second point in the Grammar Watch note.
- Ask students to close their books. Remove any visual aids for the chart. On the board, write the following incomplete sentences:

You \_\_\_\_\_\_ new clothes. (want)

He \_\_\_\_\_ new clothes. (need)

We \_\_\_\_ new clothes. (have)

She \_\_\_\_\_ new clothes. (have)

- Students call out answers. Write answers on the board.
- If you are using the transparency, do the exercise with the class.

#### **Language Note**

Students often do not hear the final -s on third-person singular present affirmative verbs. Pronounce it clearly when modeling sentences. Further, provide a variety of examples so that students begin to recognize subjects that fall within the third-person singular category (for example, The teacher \_\_\_\_\_\_ new clothes. Christina \_\_\_\_\_ new clothes.).

## PRACTICE

#### **A** Underline the correct word.

- Read the directions.
- Ask students to look at the picture of Mr. Garcia. Point to the blue shirt he is wearing and say the example item with emphasis on *has*.
- Say: Look at the subject of the sentence before answering. Also, look at the grammar chart to help you answer.
- Walk around as needed to help students make connections between the subjects in the exercise items and the subjects in the chart (for example, *Amy and Jeff = They*).
- Students compare answers with a partner.
- Call on students to say answers.

#### **B** Complete the sentences. Use the verbs in parentheses.

- Read the directions and tell students to look at the picture of the woman. Read the example and ask the class to repeat it. Write it on the board.
- Ask: Why is the answer needs and not need? (Because My sister is the same as she.) Point to the example on the board and circle My sister. Write she under it, saying: They are the same. Remember—look at the subject of the sentence before answering.
- Students compare answers with a partner.
- Call on students to write answers on the board.

## Expansion: Vocabulary and Graphic Organizer Practice for 1B

- To provide extra practice with *need*, *want*, and *have*, tell students to make three lists with the headings *Need*, *Want*, and *Have* in their notebooks. Students then write three clothing items they need, three they want, and three they have.
- Students compare lists with a partner by reading the items they listed (for example, *I want new shoes. I need a new jacket.*).
- To practice ordinal numbers, students can also list their items in order of importance (for example, *First, I want new shoes. Second, I want*...) and share these with their partner.

### **PRACTICE**

#### A PAIRS. Look at the picture of Joe and Ellen...

- Read the directions. Hold up the book, point to the clothing items, and ask: What is this? Students call out answers. (a watch, a red shirt, a red blouse)
- Say: Look at Joe. He has a problem. (Point to the hole in Joe's jacket and his tattered sneakers.) What does Joe need? (a jacket, a pair of shoes) Write students' answers on the board in complete sentences (for example, He needs a new jacket.) and ask the class to repeat.
- Say: Practice with a partner. Student A, ask What does Joe need? Student B, Look at the picture of Joe and answer. Student A, say another thing that Joe needs. Do it again for Ellen.
- Call on pairs to perform the conversations about Joe and about Ellen for the class.
- To wrap up, write student errors with the simple present affirmative on the board. Ask students to come up and make corrections. Say the correct answers and ask the class to repeat.

#### MULTILEVEL INSTRUCTION for 2A

Pre-level Tell students to look first at Joe and talk about him, then look at and discuss Ellen. Above-level Tell students to add a line about what Joe and Ellen already have (for example, A: What does Joe need? B: Well, he has old shoes. So, he needs new shoes.).

#### **B** Complete the sentences.

- Point to the thought bubbles above Joe's head and say: Joe wants the things above his head. He is thinking about what he wants.
- Read the directions and example. Ask: Why does *Joe need new shoes?* (Because his shoes are old.)
- Remind students to write *new* before the words.
- Students compare answers with a partner.
- Call on students to say answers.

#### **©** WRITE. Look at the picture again. What do...

- Read the directions. Explain: Both *means you are* writing about Joe **and** Ellen.
- Students compare answers with a partner.
- Call on students to read the answers. Write the sentences on the board, correcting as needed.

#### **Communicative Practice** 15 minutes

## Show what you know!

#### **STEP 1.** Complete the sentence with true...

- On the board, write *I* want a red dress (or *I* want a red shirt.). Ask the class to repeat. Ask individual students: What do you want? Write a couple of student responses on the board.
- Read the directions. Say: Write the things you want.
- Call on several students to say what they want.

#### STEP 2. GROUPS OF 5. Play the Memory Game....

- Say: Listen and remember what your classmates
- Play Agnes and ask two on-level students to play Pedro and Maury. Model the activity.
- Form groups of 5. Walk around and practice with individual groups. As needed, model correct pronunciation and ask students to repeat.
- Optional: Ask individual groups to play the Memory Game for the class.

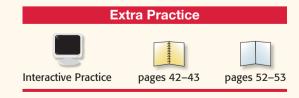
#### Expansion: Writing Practice for STEP 2

- Tell students to write the five sentences from their group's Memory Game.
- Collect the students' papers and provide feedback.

#### **Progress Check**

#### Can you . . . talk about things you need, want, or have?

Say: We have practiced talking about things we need, want, or have. Now, look at the question at the bottom of the page. Can you talk about things you need, want, or have? Tell students to write a checkmark in the box.



### **Getting Started**

#### 5 minutes

#### **Culture Connection**

- On the board, write the heading *Money Around the World*.
- Say: The money we use in the U.S. is the dollar. Ask: What money is used in your home country? Call on students to say their country and unit of currency (for example, Mexico—the peso). Write countries and their currencies on the board
- Write a \$ symbol on the board and ask: *What is this?* (the symbol for dollars) Ask volunteers to write the symbols of their home country's currency in the chart on the board.

### Presentation

10 minutes



**USE U.S. MONEY** 

#### **A** CLASS. Where do you shop for clothes?...

• Read the directions. Write the names of stores that students say on the board. As needed, point to the pictures and explain: Cash *is dollar bills or coins*.

### **B** Look at the U.S. money. Listen and...

- Play CD 2, Track 28. Students listen and point to the money.
- Resume playing Track 28. Students listen and repeat.
- Say each amount in random order and tell students to point to the appropriate bill.

#### Expansion: Speaking Practice for 1B

- Point to Washington's face on the \$1 bill and ask:
   Who's this? Repeat for the other bills. Write answers on the board:
  - \$1—George Washington, 1st president of the U.S.
  - \$5—Abraham Lincoln, 16th president of the U.S.
  - \$10—Alexander Hamilton, 1st secretary of the treasury (finance/money)
  - \$20—Andrew Jackson, 7th president of the U.S.

#### **Culture Connection**

- Say: In the U.S., famous presidents and important politicians from history are on our bills.
- Ask: Who is on the money in your country?

### **6** Look at the coins. Listen and point....

- Play CD 2, Track 29. Students listen and point to the coins.
- Resume playing Track 29. Students listen and repeat. Explain and write on the board: *A penny is also called a cent. The symbol* \$\psi\$ means cents.
- Ask: How many cents are in a dollar? (100) How many cents are in a nickel? (5) How many cents are in a dime? (10) How many cents are in a quarter? (25)

#### Expansion: Speaking Practice for 1C

• Point to the penny and ask: *Who's on the penny?* Repeat for the other coins. Write answers on the board:

1¢—Abraham Lincoln, 16th president of the U.S.

5¢—Thomas Jefferson, 3rd president of the U.S.

10¢—Franklin D. Roosevelt, 32nd president of the U.S.

25¢—George Washington, 1st president of the U.S.

#### **Controlled Practice**

30 minutes

### 2 PRACTICE

#### **A** Count the money. Write the amount.

- Read the directions.
- Say: Number 1 is 65 cents. There is one quarter, three dimes, and two nickels. Write on the board: 25 + 10 + 10 + 10 + 5 + 5 = 65. Ask the class to repeat the equation.
- Review numbers 1–99 on pages 32 and 58.
- Ask students to look at the pictures and write the amount on the line.

### B Listen and check your answers. Then...

- Read the directions. Play CD 2, Track 30.
- Ask students to recalculate each amount on the board to illustrate the steps to add money (for example,  $2.10 + 10 + 5 + 5 + 5 + \cdots$ ).
- Resume playing Track 30. Students listen and repeat.

## Lesson 4 Use U.S. money



#### **TALK ABOUT PRICES**



#### Listen. A customer in a clothing store...

- Tell students to look at the pictures. Ask: What do you see? (a skirt and a pair of jeans) Say: Look at the price tags. Ask: How much is the skirt? (\$15.99) How much are the jeans? (\$17.99) Is the skirt a lot of money? Are the jeans a lot of money?
- Say: When you are in a store, you can ask How much . . . ? to learn the price.
- Read the first line of the directions.
- Play CD 2, Track 31. Students listen and repeat.
- Say: *Remember, say* How much is this . . . ? *for* singular items and How much are these . . . ? for plural items. Write these two questions as headings on the board. Ask students for clothing items for each one and write them on the board.
- Resume playing Track 31. Students listen and repeat.
- Pair students and tell them to take turns playing the customer and the assistant.
- Call on pairs to perform for the class.



#### **PRACTICE**



#### A Listen. Fill in the price tags.

- Read the directions. Write the first answer on the board as an example so students remember to write a dollar sign and a decimal point.
- Play CD 2, Track 32. Students listen and write.
- Call on students to write answers on the board.

#### **Communicative Practice** 15 minutes

#### **B** PAIRS. Practice the conversation above. Use...

- On the board, rewrite the conversation from Exercise 3 with blanks for the prices and items.
- Read the directions. Play the assistant and practice the conversation with an above-level student.
- Pair students. Say: Practice the conversation with the clothes and prices from Exercise 4A.
- Ask: Which things are singular? (blouse, watch) Which things are plural? (shoes, jeans) Say: Take turns playing the customer and the assistant.
- Call on pairs to perform for the class.

#### MULTILEVEL INSTRUCTION for 4B

**Cross-ability** Tell above-level students to play the customer so they control the flow of the conversation.

#### C Look at the receipt. Answer the questions.

- Read the directions. Ask the question in item 1. Tell students to point to the date on the receipt. Quickly scan the room and check that students are able to find the date. Say: Ask the student next to you for help if you can't find it.
- On the board, write sales tax. Say: In most states in the United States, we pay sales tax on clothes and other things we buy. Ask: What is the sales tax here? Write it on the board.
- Explain: Change is money you get back when you pay for something. For example, if the total is \$18.00 and I pay with a \$20 bill, then the change is \$2.00.
- · Read the directions.
- Walk around and spot-check students' answers. Students compare answers with a partner.
- Call on students to say answers.

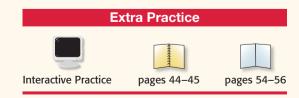
#### **LIFE SKILLS WRITING**

Turn to page 257 and ask students to complete the personal check. See pages Txi-Txii for general notes about the Life Skills Writing activities.

#### **Progress Check**

#### Can you . . . talk about prices and read price tags and receipts?

Say: We have practiced talking about prices and reading price tags and receipts. Now, look at the question at the bottom of the page. Can you talk about *prices and read price tags and receipts?* Tell students to write a checkmark in the box.



## Lesson 5 Ask for sizes and colors

### **Getting Started**

5 minutes



#### **BEFORE YOU LISTEN**

#### **CLASS.** Read the information. Answer the question.

- Tell students to look at the picture. Ask: What sizes do you see? Point to each tag and ask: What size is this? Write answers on the board.
- Read the directions and the information. Ask: What clothes come in sizes with numbers? (Some possible answers: pants, dresses, shoes) Write several clothes that students say on the board.

#### **Presentation**

30 minutes



#### LISTEN

#### A Look at the picture.... Guess:...

- Read the directions.
- Ask: What do you see in the picture? (a customer and an assistant, a department store, a red sweater) What is happening? (The customer is asking a question about the sweater.)
- Ask: What is he asking about? Write the answer choices on the board and read them. Call on students to guess.
- Tell students they will listen for the answer in Exercise B.

### B Listen to the conversation. Was your...

- Read the directions. Play CD 2, Track 33.
- Circle the correct answer on the board. Ask: Was your guess correct?

#### **Teaching Tip**

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 284 as they listen to the conversations.

#### Listen again. Complete the sentences.

- Ask students to look at the pictures and identify the articles of clothing and the sizes.
- Play Track 33 again. Students listen and complete the sentences.

• Call on students to say answers. Write them on the

#### C Listen to the whole conversation...

- Read the directions. Ask students to look at the pictures. For each one, call on students to say the color of the sweater (for example, This is a green
- Play CD 2, Track 34. Students listen and answer the question.

#### Expansion: Vocabulary Practice for 2C

- In their notebooks, students make a three-column table with the following headings: Price, Color, Size. For each heading, dictate several examples (for example, Price—\$8.75, \$15.35, \$19.95; Color blue, orange, yellow; Size—XS, M, XL). Students copy this information into their table.
- Pair students. Student A randomly says a price, color, or size. Student B must identify what it is:
  - A: \$15.35.
  - B: A price.
  - A: Good! Orange.
  - B: A color.
  - A: Yes!
- After a few tries, students switch roles and repeat.

#### Expansion: Speaking Practice for 2C

- Play a *Price Is Right* style activity with the class. If possible, cut out clothing items from a department store catalog. On a separate sheet of paper, tape one cutout picture and write two prices below one real and one made up. Next to the picture, write the name of the item (for example, a green blouse). Repeat this for all the items.
- Hold up one item and say: How much is this green blouse? Call on individual students to guess the correct price (for example, I think it's \$19.95.).
- Students can work as a class or in groups to take turns asking a price and guessing the correct price. Note: Whoever is leading the activity must know the answers.

## Lesson 5 Ask for sizes and colors

#### **CONVERSATION**



### A Listen. Then listen and repeat.

- Read the Pronunciation Watch note. On the board, write *important* = *stressed* and *not important* = unstressed (short and weak).
- Say: Listen for the stressed word. Ask: What time is it? and say: The word time is stressed.
- Say: Listen for the unstressed words. Ask: What time is it? and say: What, is, and it are unstressed.
- Write What time is it? making time bigger than the rest of the words.
- Play CD 2, Track 35. Students listen.
- Resume playing Track 35. Students listen and
- Play Track 35 again. Students listen and repeat. If students have difficulty with the pronunciation, break each question into chunks and ask the class to repeat.

### B Listen. Underline the stressed words.

- Play CD 2, Track 36. Pause after item 1. Ask: What are the unstressed words? (do, you)
- Resume playing Track 36. Students underline the stressed words.
- Call on students to write answers on the board and say the sentences.

#### **Controlled Practice** 15 minutes

#### Listen and read the conversation....

- Explain: You say too bad when you are unhappy about something and you can't change it.
- Say: Listen to the stressed words. Play CD 2, Track 37. Students listen.
- Resume playing Track 37. Students listen and
- Ask students to point out the important words.

#### **PRACTICE**

#### A PAIRS. Practice the conversation. Then make new...

• Pair students and tell them to practice the conversation in Exercise 3C.

- Then, in Exercise 4A, ask students to look at the pictures and identify the clothing items and sizes.
- Read the directions and the note.
- Copy the conversation onto the board with blanks. Read through the conversation. When you come to a blank, fill it in with information from the pictures.
- Ask two on-level students to practice the conversation in front of the class. Tell pairs to take turns playing each role and to use the pictures to fill in the blanks.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

#### **Communicative Practice** 10 minutes

#### **B** ROLE PLAY. PAIRS. Make your own...

- Read the directions.
- On the board, begin listing clothing and sizes for students to use in their conversations. Call on students to suggest more clothing and sizes.
- Play A and, with an above-level student, make up a new conversation and practice in front of the class. Use information from the board. Base the conversation on the one in Exercise 3C. Continue the conversation for three or four exchanges (for example, B: Well, we have a different color in a large. A: Which color? B: Green. A: Hmm. OK. Can *I see it?* B: Sure. I'll be right back.).
- Pair students. Check that students are asking and answering questions about clothing and size.
- Call on pairs to perform for the class.

#### MULTILEVEL INSTRUCTION for 4B

**Cross-ability** The higher-level partners play A so they control the flow of the conversation. After a few times, students switch roles.

#### Expansion: Speaking Practice for 4B

• Ask Student A to also ask about available colors (for example, A: Do you have this skirt in an extra small in green?).

#### **Extra Practice**



Interactive Practice

### **Getting Started**

#### 5 minutes

- Say: We're going to study simple present yes/no questions and short answers. In the conversation on page 95, Assefa used this grammar.
- Play CD 2, Track 37. Students listen. Write Do you have this sweater in a large? on the board. Underline Do you have.

#### **Presentation**

#### 15 minutes

#### Simple present: Yes/no questions and short answers

- Copy the grammar charts onto the board or show the charts on Transparency 5.4 and cover the exercise.
- Read the first part of the Grammar Watch note while students read along silently. Underline the base form *need* in the grammar chart.
- Read the questions in the left chart and ask the class to repeat. Remind students to use rising intonation with the *yes/no* questions.
- Say: *Use* Do with I, we, you, and they. *Use* Does with he and she.
- Ask students to close their books. Remove any visual aids for the charts. On the board, write the following incomplete sentences:

1. \_\_\_\_\_ he need new shoes? 2. \_\_\_\_\_ we need new shoes? 3. \_\_\_\_\_ she need new shoes? 4. \_\_\_\_\_I need new shoes?

Call on students to say Do or Does for each question.

- Ask students to go back to page 91 and look at the picture of Joe and Ellen. Ask: Does Joe need new shoes? (Yes, he does.) Write the short answer on the board and ask the class to repeat.
- Read the affirmative and negative short answers from the right chart. Ask the class to repeat. Remind students to use falling intonation with the short answer.
- Say: When answering no, use don't or doesn't. Write do not and does not on the board and make the contractions. Say: Don't is a contraction of do and not. Doesn't is a contraction of does and not.
- If you are using the transparency, do the exercise with the class.

#### Expansion: Grammar Practice

• Ask other questions about Joe and Ellen and tell students to call out a short answer, for example:

Does Joe need a new watch? (No, he doesn't.) [He wants a new watch.]

Does Ellen need a new purse? (Yes, she does.) Do Joe and Ellen need a new watch? (No, they don't.) [They want a new watch.]

#### **Controlled Practice**

20 minutes

#### **PRACTICE**

#### **A** Match the questions with the short answers.

- Read the directions and the example. Ask the class to repeat the example question and answer. When you get to item d, say: It is normal for an assistant in a store to use we because we means the store.
- Remind students to match the subject and pronoun in the answer choices (for example, in item 2, your son = he).
- Call on students to say answers.

#### B Complete the conversations. Use do, does, don't,...

- Read the directions. Play A and read the example with a student.
- Ask: Why is the answer Do in A's line? (Because Do goes with *you*.) Why is the answer *do* for B's line? (Because do goes with we.) Remind students to begin a question with a capital letter.
- Students compare answers with a partner.
- Call on students to say answers.

#### **© PAIRS.** Practice the conversations in Exercise B.

- Pair students and tell them to take turns playing A
- Walk around and check that students are stressing words correctly. Model the conversation as needed.

#### MULTILEVEL INSTRUCTION for 1C

**Pre-level** Pairs first read each line of the conversation out loud before playing A or B. **Above-level** After practicing the conversations as they are written, Student B creatively reverses the answer for each conversation (for example, for item 1, B: No, we don't. I'm sorry.).

## **Lesson 6** Ask about sizes and colors

## 2

#### **PRACTICE**

#### Complete the questions. Use do or does and the verbs...

- Read the directions. Read the example question, pausing after *Does Ben*. Ask the class: *Why* Does? (Because it goes with Ben.) Continue reading the question and then ask: *Why* have? (Because we use the base form of the verb with *does* or *do*.)
- Then say: Look at Ben's clothes in the picture. Ask: Does Ben have an extra-large white T-shirt? (Yes, he does.) Read the answer. Write it on the board and point to the capital letter, the comma, and the period.
- Walk around and check that students are using the comma and period in the short answer.
- Students compare answers with a partner and practice the conversations.
- To check answers, call on students to perform the conversations for the class.

#### Communicative Practice 20 minutes

## Show what you know!

#### **STEP 1.** Write *yes/no* questions. Use *you*.

- Tell students to look at the picture. Ask: *Does this man like red ties?* (Yes, he does.)
- Read the directions and the example.
- Say: Remember to use Do with you and to end each question with a question mark.
- Walk around and check that students are using question marks.
- Students compare answers with a partner.
- Call on students to say answers.

#### **STEP 2. PAIRS.** Ask and answer the questions...

- Read the directions and the example.
- Pair students. Students take turns asking and answering the questions in Step 1.
- Say: Remember to use Do.

#### STEP 3. NEW PAIRS. Ask your new partner...

- Read the directions and the example.
- Ask students to find a new partner and to tell their new partner the name of their old partner (for example, *My first partner was Pat.*).
- Say: Remember to use Does.
- Walk around and check that students are talking about their old partner.
- To check comprehension, ask individual students about themselves (*Do you want new jeans?*) and their old partner (*Does Pat want new jeans?*).

#### MULTILEVEL INSTRUCTION for STEP 3

**Cross-ability** The lower-level partner starts the conversation and the higher-level partner corrects by providing a model as needed (for example, A: *Do you like red ties?* B: *No, ask about my first partner like this: Does Ed like red ties?* A: *Does Ed like red ties?* B: Yes, he does.). Partners switch roles after four questions.

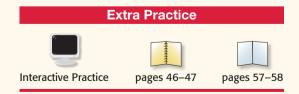
#### Expansion: Grammar Practice for STEP 3

- Tell each student to write what they are wearing in today's class (for example, *a gray T-shirt*, *blue jeans*, *and white shoes*). Each student should write at least three articles of clothing.
- Pair students. Students take turns reading their list to their partner (for example, *I have a gray shirt*. *I have*...). Then students can ask each other if they like their clothing (for example, A: [Pointing to his own shirt] *Do you like this shirt?* B: Yes, *I do*. A: Do you like these pants? B: Yes, *I do*.).

#### **Progress Check**

#### Can you . . . ask about sizes and colors?

Say: We have practiced asking about sizes and colors. Now, look at the question at the bottom of the page. Can you ask about sizes and colors? Tell students to write a checkmark in the box.



#### Lesson 7

## Read about U.S. dollar coins

### **Getting Started**

10 minutes

1

#### **BEFORE YOU READ**

#### A CLASS. Look at the \$5 bill. Who is the...

- Ask: *Who is the man in the picture?* (Abraham Lincoln, 16th president of the U.S.) Ask: *Why is he famous?* (He freed the slaves.)
- Ask: How many dollars are in a five-dollar bill? (5)

#### **B** CLASS. Look at other bills you have. Who...

- Read the directions.
- Write the following on the board for students to copy into their notebooks if they don't already know this information.

\$1—George Washington, 1st president of the U.S.

\$5—Abraham Lincoln, 16th president of the U.S.

\$10—Alexander Hamilton, 1st secretary of the treasury (finance/money)

\$20—Andrew Jackson, 7th president of the U.S.

#### Expansion: Listening Practice for 1B

- Form groups of 4 or 5. Explain: I will ask a question. If you know the answer, raise your hand. I will call on you. Say the answer. If you are correct, your group gets one point. The group with the most points after all the questions wins.
- On the board, write a list of all the groups (*Group 1*, *Group 2*, . . . ) so you can write points next to each one.
- Ask: Who was the first president of the United States? Call on the first group member to raise his or her hand. If the student is correct (George Washington), award one point. Ask similar questions (for example, Who was the seventh/sixteenth president? Who was the first secretary of the treasury?). Recycle questions to reinforce the answers. After ten questions, stop and declare the winning group.

#### **6** Look at the U.S. presidents on the coins. Which...

- Read the directions.
- Say: These coins are new \$1 coins.
- For each coin, ask: Who is on the coin? Which president was he? When was he president? Point out that the answers are on the coins. Read the information on the first coin: George Washington—1st president 1789–1797.
- To check comprehension, ask a few questions and call on students to say the answer (for example, T: Who was the third president? S: Thomas Jefferson.).

#### **D** GROUPS OF 3. Look at the coins again....

- Read the directions. Then ask an above-level student to read the questions and example answers. Ask the class to repeat.
- Form groups of 3. Each member can focus on one question in the chart and tell the other members in the group the answer. Group members can practice asking and answering questions to share the answers with the group (for example, A: George Washington is on coin 1. When was he president? B: 1789–1797. Which president was he? C: First.).
- Call on students to say answers. Write answers on the board to confirm.

#### **Community Building**

If your school or program offers U.S. citizenship preparation classes, now might be a good time to mention them to your class since this lesson is closely connected to American history topics.

## Read about U.S. dollar coins

#### **Presentation**

20 minutes



**READ** 



#### Listen, Read the article.

- Ask: What's the title? (The New One-Dollar Coin)
- Ask students to look at the pictures. Point out the Statue of Liberty and ask if anyone knows where and what it is. (in New York, symbol of U.S., gift from France)
- Play CD 2, Track 38. Students listen and read along silently.
- Optional: Play Track 38 again. Pause the CD after each of the following paragraphs and ask these questions:

First paragraph: Who is on the new coins? (U.S. presidents)

Second paragraph: What information is on the front of each coin? (the president's picture, his name, the dates he was president, and which president he was)

Third paragraph: What's on the back of the coin? (the Statue of Liberty)

Fourth paragraph: *Are the coins popular?* (We'll have to wait and see.)

#### Controlled Practice 15 minutes

#### **CHECK YOUR UNDERSTANDING**

### A Read the article again. What is the main idea?...

- Remind students: The main idea is the most important idea of the article.
- Ask students to read the title and the first paragraph and then to complete the sentence.
- Students compare answers with a partner.
- Call on a student to write the completed sentence on the board.
- To wrap up, point to the sentence on the board and ask: What is this? (the main idea of the article)

#### **B** Read the sentences. Circle *True* or *False*.

- Read the directions and the example.
- Walk around and if you see incorrect answers, point to where that information is discussed in the article and tell students to read the article again.
- Students compare answers with a partner.
- Call on students to say answers and ask: Where in the reading did you find the answer?

#### **Communicative Practice** 15 minutes



#### PAIRS. Talk about it. Do you have any \$1 coins?...

- Read the directions. Pair students.
- Practice with an above-level student. Ask all the questions and have the student say answers.
- Walk around and check that partners are asking and answering the questions.
- Call on students to say answers to the questions.

#### Expansion: Speaking Practice

- Pair students and tell them to discuss the following questions: Do you like coins? Why or why not? Do you like bills? Why or why not?
- Call on students to say answers. Write several responses on the board, explaining or demonstrating unfamiliar vocabulary as needed. (*Some possible answers:* I like coins because they are small. I don't like bills because they can tear.)

#### Expansion: Graphic Organizer Practice

- As a follow-up to the above activity, create a pro/ con chart on the board. Write Bills above it.
- Call on students to say why they like (pro) bills and why they don't like (con) bills. Repeat for coins.
- Students can copy the charts into their notebooks.



## Return something to a store

### **Getting Started**

5 minutes



**BEFORE YOU LISTEN** 

#### **CLASS.** Read the information. Answer the question.

- Say: Look at the picture. Ask: What is happening? (The woman is returning clothes.)
- Say: Remember that return means to take something that you do not want back to the store to get your money back.
- Read the directions and the paragraph. Ask: *Do* you ever return clothes?

#### Expansion: Speaking Practice for 1

• If possible, ask students to tell stories about what they returned. Ask: What did you return? Why?

#### **Culture Connection**

- Say: In the United States, many stores allow you to make returns.
- Ask: What about in your country?

#### **Presentation**

20 minutes

LISTEN

#### A Look at the pictures. Why do people return...

- Read the directions.
- Hold up the book. Point to each picture, and ask about the article of clothing: What is it? What's the problem? Students identify the clothing (for example, pants) and read the reason (They don't fit. *They're too big.*).
- On the board, write the singular and plural forms of each reason (for example, It's too big. They're too big.). Tell students to copy them into their notebooks.

• Finally, hold the book up and point to the circle next to the title of the art, which says On the air. Say: On the air means that a show is on the radio. We will now listen to a radio show.

### Matt Spencer is interviewing people...

- Read the directions. Point to the picture on page 101 and explain: Customer service employees are the people in a store who answer your questions and help you when you have a problem.
- Read the question and the answer choices.
- Play CD 2, Track 39. Students listen.
- Call on the class to say the answer.

#### **Teaching Tip**

Optional: If pre-level students need additional support, tell them to read the Audio Script on page 284 as they listen to the conversations.

**G** Listen again. Number the reasons...

- Read the directions.
- Play CD 2, Track 39. Pause after the first reason (My husband doesn't like it.) and ask: Which reason did you hear? Students put a 1 in the circle next to It doesn't look good. I don't like it.
- Resume playing Track 39. Students number the remaining reasons.
- Students compare answers with a partner, using first, second, third, and fourth.
- Call on students to read the reasons in order. Ask: Which one is first/second/third/fourth?

## Return something to a store

#### **Controlled Practice**

20 minutes



#### **CONVERSATION**

#### A Look at the picture.... Guess:...

- Read the directions.
- Ask: What is she looking for? Write the answer choices on the board and ask a student to read them. Call on students to guess.

#### B Listen to the conversation. Was...

- Read the directions. Play CD 2, Track 40.
- Circle the correct answer on the board. Ask: Was your guess correct?

#### **G** Listen and read the conversation....

- Play CD 2, Track 41. Students listen and read along silently.
- Resume playing Track 41. Students listen and repeat.

#### **PRACTICE**

#### A PAIRS. Practice the conversation. Then make new...

- Pair students and tell them to practice the conversation in Exercise 3C.
- Then, in Exercise 4A, tell students to look at the clothes and reasons on page 100. Write the clothing items and return reasons on the board.
- Read the directions.
- Copy the conversation onto the board with blanks. Read through it. When you come to a blank, fill it in with information from page 100 or the board (this pair of pants and They don't fit. They're too big.). Ask: When do we use this? (for singular items) When do we use these? (for plural items)
- Ask two on-level students to practice the conversation in front of the class. Tell pairs to take turns playing each role and to use the pictures to fill in the blanks.
- Walk around and check that students are stressing important words.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

#### MULTILEVEL INSTRUCTION for 4A

**Cross-ability** Higher-level partners first practice as the assistant and ask questions to help the customer explain (Assistant: Excuse *me?* What do you need to return?).

#### **Communicative Practice** 15 minutes

#### **B** CLASS. What are other reasons people return things?

- Ask: What are other reasons people return things? Write students' answers on the board. (Possible answers: 1. It's too expensive. 2. I changed my mind. 3. It's a gift I don't want. 4. I don't like the color. 5. It's too small.)
- Keep all the reasons on the board to refer to in Exercise 4C.

#### © ROLE PLAY. PAIRS. Make your own...

- Play the customer and model a new conversation based on Exercise 3C with an above-level student. Use new clothing and a new reason.
- If possible, continue the conversation to inspire creativity and humor:

Assistant: *I need the receipt*.

Customer: Yes, I know. I need it, too!

Assistant: Do you have it?

Customer: No, but I want my money back. Assistant: I'm sorry. I need the receipt.

- Pair students and ask them to create a new conversation.
- Check that students are stressing important words and using this/these correctly. Also check that the reasons for making a return are realistic.

#### **Community Building**

As you model the activity, also show students how to prompt each other by pointing to the reasons on the board.

#### **Extra Practice**



Interactive Practice

## Talk about problems with clothes

### **Getting Started**

#### 5 minutes

- Say: We're going to study statements with don't and doesn't. In the conversation on page 101, the customer used this grammar.
- Play CD 2, Track 41. Students listen. Write on the board: *It doesn't fit.* Underline *It doesn't*.

#### Presentation

10 minutes

#### Simple present negative

- Copy the grammar charts onto the board or show the charts on Transparency 5.5 and cover the exercise.
- Say sentences from the left chart and ask the class to repeat.
- Read the Grammar Watch note. On the board, write *needs* and *need*. Ask: *Which one is the base form?* (need)
- Say sentences from the right chart and ask the class to repeat. On the board, write do + not = don't and does + not = doesn't. Remind students: Don't is a contraction between do and not. Doesn't is a contraction between does and not.
- Ask students to close their books. Remove any visual aids for the chart. On the board, write several incomplete sentences:

<i>I</i>	want this	She	like this
color.		color.	
We	have this	It	fit.
color			

Call on students to say don't or doesn't.

• If you are using the transparency, do the exercise with the class.

### **Controlled Practice**

5 minutes



**PRACTICE** 

#### A Underline the correct word.

- Read the directions and the example. Say: Zipper matches the subject pronoun it in the grammar chart, so I know that doesn't is the correct answer. Match the subject in each sentence with a subject in the chart to know if don't or doesn't is the answer.
- Do item 2 with the class. Ask: What's the subject? (jeans) What's the matching pronoun in the grammar chart? (they) What's the answer? (don't)

- Walk around and, as needed, ask students to write the matching subject pronoun to the left of the sentence (for example, *It* 1. *The zipper*...).
- Students compare answers with a partner.
- Call on students to say answers.

#### Communicative Practice 10 minutes

#### **B** PAIRS. Look at the picture. Find the problems...

- Read the directions.
- Play A and read the example conversation with an on-level student. Point to the woman's waistline in A and say: *See? The jeans are too big. They don't fit.* Ask: *Where is the woman?* (in a dressing room)
- Pair students and tell them to take turns playing A and B. Walk around and ask students what is wrong with the pictures (for example, *What's the problem in D?*). (*Possible answers*: A: The jeans don't fit. B: The zipper is broken. C: She doesn't like it/the color. D: It doesn't match. E: It's too small.)
- Call on pairs to perform for the class.

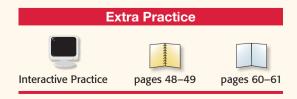
#### MULTILEVEL INSTRUCTION for B

**Pre-level** Write all the return reasons on the board as a visual aid for students while they practice. Students can later copy these reasons when they do Exercise C.

**Above-level** Ask students to name two logical problems per dressing room (for example, Room E: *It doesn't fit. She doesn't like the color.*).

#### **©** WRITE. Write three problems from Exercise B.

- Read the directions. Say: Write in complete sentences. Use a capital letter and a period.
- As an example, point to the conversation in Exercise B where it states, *The new jeans don't fit.* Say: *This is a complete sentence.*
- Say: Write three different problems.
- Walk around and check that students are writing problems from the picture in Exercise B and are writing complete sentences.
- Call on students to say answers.



### REVIEW

## Show what you know!

## 1

#### **GRAMMAR**

#### Complete the sentences. Use the verbs in parentheses.

- Read the directions and the example.
- Say: Read the sentence before you answer and look at the subject.
- Walk around and, as needed, tell students to refer back to the grammar charts on pages 90 (simple present affirmative), 96 (simple present *yes/no* questions and short answers), and 102 (simple present negative). Say: *Remember to use the base form of the verb with* do *or* don't *and* does *or* doesn't.
- Students compare answers with a partner.
- Read the conversation and call on individual students to say answers. When reviewing answers, point out how the sentence reveals the correct answer (for example, *In the first line, we know the answer is* need *because* need *goes with* I.).
- Optional: Pair students and ask them to practice the conversation. Call on pairs to perform the completed conversation for the class.

### 2

#### **WRITING**

#### **STEP 1.** Complete the questions. Use words from...

- Read the directions and the example.
- As a warm-up, write *Do you have* \_\_\_\_\_? on the board. Next to it, write *blue* and *jeans*. Say the question and tell the class to complete it (*Do you have* . . . Ss: . . . *blue jeans*?).
- Erase *blue* and *jeans* and replace with *a black* and *jacket*. Say the question and tell the class to complete it (*Do you have a black jacket?*). Point to *a* and ask: *When do we use* a *or* an? (for singular things)
- Tell students that more than one answer for each item is possible.
- Students compare answers with a partner.
- Call on students to say answers.

#### STEP 2. PAIRS. Take turns. Student A, ask...

- Read the directions and write the example conversation on the board. Call on a student to finish the question as you write.
- Say: *Use* but *after you say* No, I don't. But *comes after a negative statement and before an affirmative one.*
- To illustrate, write on the board: *No, I don't.* Put a negative sign (–) over it. Then write: *But I have pink shoes.* Put an affirmative sign (+) over it.
- Pair students and tell them to take turns playing
  A and B. Walk around and check that students are
  asking and answering questions using *like*, *need*,
  want, and have.
- As students practice, tell them to use words from the box in Step 1. They can also turn back to the vocabulary list on page 87.

#### **STEP 3.** Write sentences about your partner.

- Read the directions and the example.
- Ask a student: *Do you have pink shoes?* On the board, change the student's response to the third person (*Eugenia doesn't have pink shoes.*).
- Walk around and check that students are writing complete sentences and using their partner's name as the subject.
- Tell students to exchange books with a classmate and check each other's answers.
- To wrap up, ask students to share sentences about their partners. Correct as needed and ask the student to repeat the corrected sentence.

#### **CD-ROM Practice**



#### Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 5, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.



#### **EXPAND**

## Show what you know!

### 3

#### **ACT IT OUT**

### **STEP 1.** Listen to the conversation.

- Play CD 2, Track 42. Students listen.
- As needed, play Track 42 again to aid comprehension.

#### **STEP 2.** You are in a clothing store. Student A,...

- Read the directions and the guidelines for Students A and B.
- Pair students. Students practice at their desk with their partner.
- Walk around and check that Student A is correctly asking *yes/no* questions in the simple present and that Student B is giving correct short answers.
- Call on pairs to perform for the class. While pairs are performing, use the scoring rubric on page Txiv to evaluate each student's vocabulary, grammar, fluency, and how well they complete the task.
- Optional: After each pair finishes, discuss the strengths and weakness of each performance either in front of the class or privately.

#### **STEP 3.** Review the conversation...

- Tell students to review the conversation on page 101.
- Play CD 2, Track 40. Students listen.
- As needed, play Track 40 again to aid comprehension.

#### **STEP 4.** It's the next day.

- Read the directions and the guidelines for Students A and B.
- Pair students. Students practice at their desk with their partner.
- Walk around and check that Student A is correctly using the negative of *be* and that Student B is asking about the reason for returning the sweater.
- Call on pairs to practice for the class.
- While pairs are performing, use the scoring rubric on page Txiv to evaluate each student's vocabulary, grammar, fluency, and how well they complete the task
- *Optional:* After each pair finishes, discuss the strengths and weakness of each performance, either in front of the class or privately.

### 4 READ AND REACT

## STEP 1. Read about Luis's problem.

- Say: We are going to read about a student's problem, and then we need to think about a solution.
- Read the directions.
- Read the story while students follow along silently. Pause after each sentence to allow time for students to comprehend. Periodically stop and ask simple *Wh* questions to check comprehension (for example, *When is Luis's birthday? What does Paula give him?*).

#### STEP 2. PAIRS. Talk about it. What is Luis's...

- Pair students. Read the directions and the question.
- Read the ideas in the list. Give pairs a couple of minutes to discuss possible solutions for Luis.
- Ask: Which ideas are good? Call on students to say their opinion about the ideas in the list (for example, S: I don't think he can keep the tie because he doesn't need it.).
- Now tell students to think of one new idea not in the box (for example, *He can sell it on the Internet.*).

#### MULTILEVEL INSTRUCTION for STEP 2

**Pre-level** For more support, students work in groups of 3.

**Above-level** Ask pairs to discuss the pros and cons of each idea. Call on pairs to say the pros and cons of each (for example, *He can return the tie and buy a wallet*. Pro: *This is an easy way to get a wallet*. Con: *Maybe the wallets at the store are all expensive*. He will pay more money for it.).

### 5

#### CONNECT

Turn to page 248 for the Community-building Activity and page 268 for the Team Project. See pages Txi–Txii for general notes about teaching these activities.

#### **Progress Check**

#### Which goals can you check off? Go back to page 85.

Ask students to turn to page 85 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.