

3

Lots to Do

Classroom Materials/Extra Practice



CD 1
Tracks 35–48



Transparencies 3.1–3.6
Vocabulary Cards Unit 3



MCA
Unit 3



Workbook
Unit 3



Interactive Practice
Unit 3

Unit Overview

Goals

- See the list of goals on the facing page.

Grammar

- Simple present: *want / need* + infinitive
- *Be going to* + verb
- Adverbs of degree: *very / too*

Pronunciation

- Weak pronunciation of *to*; “wanna” for *want to* in informal conversation
- “Gonna” for *going to* in informal conversation

Reading

- Read an article about ways to pay for things
- *Reading Skill*: Identifying purpose

Writing

- Write about clothes you need or want
- Write about some people’s errands
- Write about how you will pay for your next big purchase
- Write reasons that people return clothes

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? What do you like to shop for?*).
- Hold up page 45 or show Transparency 3.1. Read the unit title and ask the class to repeat.
- Explain: *Lots has the same meaning as a lot.*
- Say: *Look at the picture.* Ask the Preview questions: *Where are the people? (in a store) What are they doing? (shopping / looking at clothes)*

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. Explain unfamiliar vocabulary as needed:
Purchases: things that you buy
- Tell students to circle one goal that is very important to them. Call on several students to say the goal they circled.
- Write a checkmark (✓) on the board. Say: *We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.*

Getting Started

5 minutes

1


WHAT DO YOU KNOW?

A CLASS. Look at the pictures. Which clothes do you...

- Show Transparency 3.2 or hold up the book. Tell students to cover the list of words on page 47.
- Say: *Look at the pictures. Which clothes do you know?* Elicit a clothes item (for example, *number 5 is jeans.*).
- Students call out answers. Help students pronounce clothes if they have difficulty.
- Repeat with: *Which materials do you know?*
- If students call out an incorrect clothes item or material, change the student's answer to a question for the class (for example, *Letter C is leather?*). If nobody can identify the correct clothes item or material, tell students they will now listen to a CD and practice the words for clothes and materials.

Presentation

10 minutes

B  Look at the pictures and listen...

- Read the directions. Play CD 1, Track 35. Students look at the pictures and listen. Pause after item 9. (*boots*)
- To check comprehension, say each clothing item in random order and ask students to point to the appropriate picture.
- Resume playing Track 35. Pause after item I. Say each material on the list, tell students to look at the picture, and enlist students' help to find an example of each material in the classroom.
- Say each material in random order and ask students to point to the appropriate picture.
- Resume playing Track 35. Students listen and repeat.

Controlled Practice

20 minutes

2

PRACTICE

A PAIRS. Talk about the clothes.

- Read each line in the example and ask the class to repeat. Model correct intonation.

- Play A and model the example with an above-level student. Point to picture 1.
- Continue the conversation. Prompt B to point to a clothes item and say: *I like this . . .* Respond: *It's nice. What's it made of?*
- Write the first two lines of the example on the board. Cross out *coat* and write *jeans*. Ask: *What other changes do I need to make?* Elicit the changes from the class and make them on the board. Then read the new lines: A: *I like these jeans.* B: *They're nice. What are they made of?*
- Tell students to look at vocabulary words 1 to 9. Ask: *What other clothes words are plural?* Write *gloves* and *boots* on the board next to the revised example.
- Pair students and tell them to talk about two pictures each.
- Walk around and check that students make the necessary changes for plural clothes words.

MULTILEVEL INSTRUCTION for 2A

Pre-level Before they practice, students label each picture. Tell them to write *this* or *these* + the clothing item next to each number and the material next to each letter.

Above-level Students can vary the language they use to talk about the clothes. Tell them to point out items they like and don't like. B can respond: *I do, too.* or *I don't, either.*

B WORD PLAY. PAIRS. What clothes are made of...

- Read the directions. Write *Wool* and the example on the board. Tell students to look at vocabulary words 1 to 9. Ask: *What other clothes are sometimes made of wool?* Add *a scarf* and *gloves* to the list.
- Explain that *corduroy* and *denim* are made from *cotton*. Pair students and tell them to choose three common clothes items for each material.
- Tell students to switch partners and compare their charts with another classmate.
- To check answers, copy the chart onto the board and complete the chart as a class.

EXPANSION: Vocabulary and pronunciation practice for 2B

- Tell students to look at their clothes. Ask: *What materials are you wearing?* Say the materials in random order. Tell students to stand, point to the item, and repeat if they are wearing the material.

Learning Strategy: Use pictures.

- Read the directions.
- Bring in (or ask students to bring in) clothing catalogs and fashion magazines.
- Distribute the catalogs and magazines. Tell students to cut out five pictures that represent clothes or material from the vocabulary list.
- Provide each student with five index cards or tell students to cut up notebook paper. Tell students to paste the pictures first and then write the words.
- Walk around, and if misspellings occur, tell students to check the list on page 47. Students who finish early can quiz one another with their cards.
- Say: *You can make cards with pictures to remember new words.* Remind students to use this strategy to remember other new vocabulary.

Teaching Tip

If possible, bring in fabric swatches to class. This will help kinesthetic learners to associate the feel of different fabrics with the vocabulary for materials.

Communicative Practice 20 minutes**Show what you know!****STEP 1. Think about your clothes. Make a list...**

- Read the directions and the examples.
- Write the first example on the board. Underline *black* and ask: *What comes first?* Under *black*, write: 1. *color*. Repeat with *wool* and *coat*. Label them: 2. *material*, 3. *clothes item*.
- If possible, hold up or point to your own clothing item from the vocabulary list. Ask: *What color is it? What material is it? What is it?* Write the words on the board as the class says them. If the item is singular, add *a* or *an*.
- Say: *Now I'm thinking about the clothes in my closet at home.* Write another description on the board. If your first example was singular, make this one plural (for example, *black leather boots*) and vice versa.
- Walk around and check students' word order.
- Encourage students to use clothes and materials from the vocabulary list. Write any other language students use on the board and explain meanings.

STEP 2. PAIRS. Describe your clothes to your...

- Read the directions and ask two above-level students to read the example.
- On the board, write *I have* in front of your own two examples from Step 1. Play A and model the conversation with an above-level student. Read one of your sentences from the board. On the board, write: *I don't* and *Me, too* and prompt B to choose a response. Then ask B to say *I have* and an item from his or her list.
- Pair students and tell them to take turns playing A and B. Say: *Circle any items on your list that your partner also has.*
- Say: *Do you and your partner have any of the same clothes? If not, stand, mingle, and practice the conversation with other partners until you find a classmate who has one of the items on your list.*

STEP 3. Report to the class.

- Read the directions. Ask the student who played Clara in Step 2 to read the example.
- Say: *Look at the circled items on your list.* Call on students to report.

MULTILEVEL INSTRUCTION for STEP 3

Pre-level In Step 3, direct students to underline *Charles* and *black wool coat* in the example. Tell them to substitute their partner's name and the clothes item they both have.

Above-level In Step 3, ask students to use additions with *and . . . too* to report (for example, *I have a red fleece jacket, and Sung does, too.*).

EXPANSION: Speaking and writing practice for STEP 3

- Tell students to stand, mingle, and practice the conversation in Step 2 until they find three clothing items they have in common with classmates.
- Then students sit and write three sentences using additions with *and . . . too*.
- Call on students to read their sentences.

Extra Practice

Interactive Practice



pages 26–27

Getting Started

5 minutes

1 BEFORE YOU LISTEN


CLASS. What is a summer clearance sale? What...

- Tell students to look at the picture. Ask: *What does the sign say?* Write **SUMMER CLEARANCE SALE** on the board. Point to **SUMMER** and ask: *What clothes do you see?* Write *shorts* under **SUMMER**. Point to **SALE** and ask: *Are prices high or low during a sale?* Write *low prices* under **SALE**.
- Ask: *Are there usually low prices for shorts at the beginning of summer or at the end of summer?* Under **CLEARANCE** write *end of summer*. Say: *Look at the words on the board. What is a summer clearance sale?* (low prices on summer clothes at the end of summer) *Stores have summer clearance sales to make room for fall clothes.*
- Write *clearance sale* on the board. Ask: *What other kinds of sales are there?* Write students' responses on the board. If students have difficulty, provide some examples: *pre-season sale, holiday sale, preferred customer sale, grand-opening sale, going-out-of-business sale*. Explain the meaning of each.
- Ask: *Do you look for sales when you shop?* Ask for a show of hands.

Presentation

10 minutes

2 LISTEN

A  Listen to an interviewer talking to...

- Read the directions.
- Tell students to look at the picture again. Say: *An interviewer is someone who asks people questions.* Point to the interviewer in the picture and ask: *What does she have in her hand?* (a microphone)

- Tell students to look at the exercise. Read the names. Then say each letter and tell the class to call out the clothes.
- Play CD 1, Track 36. Students listen and write the letter of each person's clothes on the appropriate line.
- Students compare answers with a partner.
- To check answers, say: *Alicia Duran wants to buy . . . Gladys Flores needs to return . . . John Nichols needs to buy . . .* Students call out the clothes to complete the sentences.

Controlled Practice

15 minutes

B  Listen again. Look at the chart. Check...

- Read the directions.
- To make sure students understand the vocabulary in the chart, ask: *If something is convenient, does it make things easy or difficult for you?* (easy) *When you return something to a store, do you trade it for another item or get your money back?* (get my money back)
- Play Track 36 again. Students complete the chart.
- Students compare answers with a partner.
- To check answers, ask: *Why does Alicia Duran shop at Big Deals?* Repeat with the other two shoppers.

Teaching Tip

If students need additional support, tell them to read the Audio Script on page 298 as they listen.

EXPANSION: Graphic organizer practice for 2B

- Tell students to make their own chart like the one in Exercise 2B. Instead of names of people, tell students to write the names of three stores.
- Students rate each store's convenience, prices, and return policy by checking the boxes.
- On the board, write: *Where do you shop? Why?* Pair students. Tell them to take turns asking one another the questions and to use their charts to answer.

Presentation

10 minutes

3 CONVERSATION

A  Listen. Then listen and repeat.

- Tell students to look at the examples on the left. Say the verb phrases with a strong pronunciation of *to*.
- Read the first sentence of the Pronunciation Watch note. Tell students to look at the sentences and circle *to*. Ask: *Does another word come after to?* (Yes.) *Does to have a strong or a weak pronunciation in the sentences?* (weak)
- Play CD 1, Track 37. Students listen. Pause after *I don't like to shop*.
- Read the second sentence of the Pronunciation Watch note. Resume playing Track 37. Students finish listening and then listen and repeat.

B  Listen and repeat the conversation.

- Ask students to read the conversation silently. Then tell them to circle *to* in the conversation.
- Ask: *Does another word come after to?* (Yes.) *Does to have a strong or a weak pronunciation?* (weak) Say the sentence with a weak pronunciation of *to* and ask the class to repeat.
- Play CD 1, Track 38. Students listen and repeat.

Controlled Practice

10 minutes

4 PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3B. Tell them to take turns playing each role. Walk around and help with pronunciation as needed.
- Then, in Exercise 4A, tell students to look at the information in the boxes. Say each clothing item and ask students to repeat. Ask: *Which one is for hot weather?* (some shorts) *Which one is for cold weather?* (some gloves) *Which one is for cool weather?* (some jeans)
- Read the directions.
- Copy the conversation onto the board with blanks. Read it and fill it in with information from the same row in the boxes (*hot, summer, some shorts*).

- 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 words in the boxes to fill in the blanks.
- Walk around and check that students use the weak pronunciation of *to* in *I need to buy some shorts*. As needed, say the sentence and ask students to repeat.
- Tell students to stand, mingle, and practice the conversation with several new partners.

MULTILEVEL INSTRUCTION for 4A

Pre-level Students write the words in the blanks before they practice the conversation. Tell them to use a pencil so they can erase and practice two different conversations.

Above-level After pairs practice the conversation twice, tell them to make a new conversation with *warm, spring*, and an appropriate clothes item.

Communicative Practice 20 minutes

B MAKE IT PERSONAL. PAIRS. Talk about...

- Write the current season on the board. Ask: *What clothes do you need or want this season?* Tell students to write a short list.
- Ask: *Where do you shop for clothes?* Tell students to write the name of a store. Ask: *Why do you shop there?* Tell students to look at the chart on page 48 and write a reason from the chart or their own reason.
- Read the directions. Ask two students to read the example. Ask the class: *What question can Student A ask next?* (*Where do you shop?*)
- Pair students. Tell them to look at the example and underline the words they need to change to make their own conversation. Ask: *What words did you underline?* (*fall, a new sweater*)
- Walk around and check that A asks all three questions: *What clothes do you need this fall?* *Where do you shop?* and *Why do you shop there?*

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *We're going to study want and need plus an infinitive. In the conversation on page 49, Maryan used this grammar.*
- Play CD 1, Track 38. Students listen. On the board, write: *I need to buy a raincoat.* Underline *need to buy*.

Presentation

10 minutes

Simple present: *want / need + infinitive*

- Point to the following sentence on the board: *I need to buy a raincoat.* Underline *need*. Ask: *What's the infinitive? Circle to buy.*
- Read the Grammar Watch note. Say: *You can also say I need a raincoat.*
- Copy the grammar charts onto the board or show Transparency 3.3 and cover the exercise.
- Tell students to look at the grammar charts. Ask: *What are the infinitives? (to buy, to exchange, to return, to get) Can you think of any other infinitives? Elicit other infinitives and list them on the board.*
- Read the sentences in the chart and ask the class to repeat. Remind students to use *wants* and *needs* with *he, she, or it*. Remind students to use the weak pronunciation of *to*.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

20 minutes

1 PRACTICE

A Complete the conversations....

- Read the directions and the verbs in the boxes. Ask: *What form are the verbs in? (base form) How do you make them infinitives? (add to)*
- Write A's first line in item 1 on the board and read it. Point to the second blank and ask which verb to use. Write *come* in the blank. Underline *want* and ask: *What do we need to add? Write to before come.*

EXPANSION: Grammar and writing practice for 1A

- Tell students to give names to A and B in each conversation in Exercise 1A.
- Then tell them to write a couple of sentences summarizing each conversation. For example, for Conversation 1: *Amy and Denise want to go shopping later, and Beth does, too. She needs to return something.* For Conversation 2: *Alex wants to go downtown tomorrow morning, and Brett does, too. He needs to buy a birthday present for his mom.*

B  Listen and check your answers.

- Play CD 1, Track 39. Students listen and check their answers.
- Tell students to look at their answers and double check that each one includes *to*.
- *Optional:* Pair students and ask them to practice the conversations. Call on pairs to perform the completed conversations for the class.

2 PRACTICE

A Look at the pictures. Write a sentence...

- Read the directions.
- Write item 1 on the board. Tell students to look at the first picture. Ask: *What does Mary need or want to do?* Elicit two possible answers with *go* (*Mary needs to go . . . , Mary wants to go . . .*) and write them on the board.
- Walk around and check that students are using the third-person singular *-s* and *to*.

Teaching Tip

If you notice that students are omitting the third-person singular *-s*, do a mini-review by using examples from the grammar chart on the board.

EXPANSION: Grammar and speaking practice for 2A

- Tell pairs to play the roles of the people in the pictures and say what they need or want to do in the first person (for example, Mary: *I need to go to the shoe store.* Jim: *I want to go to the library.*).

B PAIRS. Compare your answers.

- Pair students and tell them to take turns reading the sentences. Remind them that there may be more than one right answer.
- To check answers, call on students to read sentences.

Communicative Practice 20 minutes**Show what you know!****STEP 1. Complete the sentences about your clothing...**

- Read the directions.
- Write your own clothes shopping needs and wants on the board as an example.
- Review the difference between *return* and *exchange*.

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

- Read the directions.
- Ask three students seated in a row to role-play the example.
- Ask four above-level students to model the game with you. Read one of your sentences from the board. Prompt the first student to change your sentence to the third person and then read one of his or her own sentences. Continue in this manner with the second and third students. If a student has difficulty, elicit help from the class.
- Form groups. Remind students to say *needs* and *wants* when they talk about each group member.
- If time permits, form new groups and play the game again.

MULTILEVEL INSTRUCTION for STEP 2

Cross-ability Ask one of the above-level students who helped model the game to lead each group. This student should take the last turn and say all group members' clothes shopping needs and wants. You may also want to ask this student to report the group's needs and wants to the class. Pre-level students can take the first turn and read one of their sentences from Step 1.

EXPANSION: Grammar and writing practice for STEP 2

- Ask: *Do you remember your classmates' clothes shopping needs and wants?* Tell students to write as many sentences as they can. As an example, point to one of your own shopping needs or wants. Elicit a sentence and write it on the board.

Progress Check**Can you . . . describe your wants and needs?**

Say: *We have practiced describing our wants and needs. Now, look at the question at the bottom of the page. Can you describe your wants and needs?* Tell students to write a checkmark in the box.

Extra Practice

Interactive Practice



pages 22–23



pages 28–29

Getting Started

10 minutes

- Tell students to look at the bills in Exercise 1. Point to each denomination and say: *a twenty-dollar bill, a ten-dollar bill*, etc. Explain that in informal speech, people say: *a twenty, a ten*, etc.
- Ask: *Do you usually pay for things in cash?*

Culture Connection

- *Optional:* Hold up actual U.S. bills. Ask: *Who is pictured on each bill?* List the denominations on the board. Elicit the names students know. Provide the names they don't know: \$1: *George Washington* (1st president of the U.S.), \$5: *Abraham Lincoln* (16th president), \$10: *Alexander Hamilton* (1st secretary of the treasury), \$20: *Andrew Jackson* (7th president).
- Ask: *Who's pictured on the money in your country? What are they famous for?*

Presentation

15 minutes

1 COUNT YOUR CHANGE

Calculate the change for each purchase. Write...

- Tell students to look at the first purchase. Ask: *How much is the purchase?* (\$3.79) *How much money did the customer give the cashier?* (\$4.00) *How much money does the customer get back?* (\$0.21)
- Tell students to look at the first transaction again. Say the amounts in each column and ask the class to repeat. Say: *Three seventy-nine / three dollars and seventy-nine cents, four dollars, twenty-one cents.*
- If students have difficulty, review subtraction or bring in play money and demonstrate how to count back change.

EXPANSION: Speaking practice for Exercise 1

- Bring in play money and ask pairs to practice counting back change for each sale. For example, A: *Three seventy-nine, please.*
B: [hands A \$4]
A: *Three eighty* [hands B a penny] *three ninety* [hands B a dime], *four dollars* [hands B another dime].

Controlled Practice

25 minutes

2 READ A STORE AD

PAIRS. Read the store ad. What's on sale? How...

- Tell students to look at the ad. Ask: *What kind of sale is this?* (a summer sale) *What's the name of the store?* (Mayfield Department Store) *When is the sale?* (Wednesday, July 24–Sunday, July 28)
- Read the directions. Explain that *discount* is the money taken away from the price.
- To model the activity, point to the first item in the ad and ask an above-level student: *What's on sale?* (swimwear) *How much is the discount?* (30%) Write 30% on the board. Label the % symbol. Say *thirty percent* and ask the class to repeat.
- Tell students to underline the questions *What's on sale?* and *How much is the discount on each item?* in the directions. Pair students and tell them to take turns asking one another the questions about the other two items in the ad.
- *Optional:* Show students how to calculate the discount. On the board, write: $\$40 - 30\%$ *discount* = . Under that, write: $\$40 \times .30 = \underline{\hspace{2cm}}$. Ask: *How much is the discount?* Write \$12 on the line. Ask: *What is the sale price?* On the board, write: $\$40 - \$12 = \$28$. Tell pairs to calculate the discount on the other two items (sunglasses, \$12; flip-flops, \$2.50).

EXPANSION for Exercise 2

- Bring in clothing store ads.
- Tell students to circle the clothes they need or want in the ads.
- Hold up your ad. Circle items you want and say: *I need / want to buy . . .*
- Tell students to show their ads to a partner and say: *I need / want to buy . . .*
- Walk around and, when appropriate, ask: *What's it made of?* or *Why do you need / want to buy it?*

Progress Check

Can you . . . count your change and read a store ad?

Say: *We have practiced counting change and reading store ads. Now, look at the question at the bottom of the page. Can you count your change and read a store ad?* Tell students to write a checkmark in the box.

Lesson 4 Pay for things

3 READ A SALES RECEIPT

PAIRS. Read the store sales receipt. Answer...

- Tell students to look at the receipt. Ask: *What is the name of the store?* (Mayfield Department Store)
- Tell students to read the questions and circle the answers on the receipt.
- Point out the difference between *What's the discount?* (30%) and *How much is the discount?* (\$9). Explain that *subtotal* is the purchase amount before tax.
- Pair students and tell them to take turns asking and answering the questions.
- Tell students to write the answers next to the questions.
- Ask: *How much is the sales tax?* (6%) *What state is Mayfield Department Store in?* (Florida) *How much is sales tax on clothes in our state?*

4 PRACTICE

A PAIRS. Read the store ad on page 52 again....

- Pair students. Tell them to look at the items and discounts on the receipts and compare them with the discounts in the ad.
- Tell pairs to compare their answers with another pair.

EXPANSION: Vocabulary practice for 4A

- Ask students to bring in receipts—for clothes, if possible.
- Give them a list of things to find: the name of the store, the date of the purchase, the item(s) purchased, the discount(s), the purchase cost before tax, the tax, the cash paid, the change.

Controlled Practice 5 minutes

B  Read and listen to the conversation....

- Play CD 1, Track 40. Students read along silently.
- Ask: *Which receipt goes with this conversation?* (Receipt 1) *What's the mistake?* (The ad says all swimwear is 30 percent off. The receipt says 20 percent off.)
- Resume playing Track 40. Students listen and repeat.

Communicative Practice 10 minutes

C PAIRS. Make new conversations. Use the...

- Pair students and tell them to practice the conversation in Exercise 4B and to take turns playing each role.
- Read the directions for Exercise 4C.
- Copy the conversation onto the board. Substitute blanks for the underlined information. Read through the conversation. When you come to a blank, fill it in with information from the receipts (for example, *all flip-flops are \$5.00 / \$85.00*).
- 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 information in the incorrect sales receipts.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

MULTILEVEL INSTRUCTION for 4C

Pre-level Before they practice, each student chooses a different receipt and fills in A's lines. When it's their turn to play A, students read the lines from their books.

Above-level Pairs practice the conversation again. Tell them to cover the conversation and look only at the receipts.

5 LIFE SKILLS WRITING

Turn to page 258 and ask students to complete the personal check. See page T-xii for guidelines.

Progress Check

Can you . . . read a sales receipt?

Say: *We have practiced reading sales receipts. Now, look at the question at the bottom of the page. Can you read a sales receipt?* Tell students to write a checkmark in the box.

Extra Practice



Interactive Practice



pages 30–31

Getting Started

5 minutes

1 BEFORE YOU LISTEN


CLASS. Look at the pictures of someone...

- Say: *Look at the pictures of someone running errands.* On the board, write *run errands* and elicit a definition (for example, *go places and do things you need to do*).
- Say: *Look at the pictures again. Where did the man go to buy meat and cheese?* (the deli) *Where did he go to get money?* (the ATM) *Where did he go to wash clothes?* (the Laundromat) *Where did he go to buy paint and a ladder?* (the hardware store)
- Say the names of the places and ask students to point and repeat.
- Ask: *What other errands do people run?* Write students' ideas on the board (for example, *go to the supermarket, go to the post office, go to the bank*).
- *Optional:* Ask: *What errands do you like to run? What errands do you not like to run?*

Presentation

10 minutes

2 LISTEN

A  Listen to the conversation between...


- Read the directions.
- Say: *Point to Debbie. Point to Antonio.* Ask: *What is their relationship?* (Antonio is Debbie's son. / Debbie is Antonio's mother.)
- Tell students to read the sentences and answer choices silently.
- Play CD 1, Track 41. Students listen and complete the sentences.
- Call on students to read the completed sentences.
- Ask: *Who needs to run a lot of errands tomorrow?* (Debbie)

Teaching Tip


Optional: Remember that if students need additional support, tell them to read the Audio Script on page 299 as they listen to the conversations.

Controlled Practice

10 minutes

B  Listen again. Number Debbie's...

- Read the directions and the items.
- Play Track 41 again.
- Say: *First, she needs to . . . Then she needs to . . . Then she's going to . . .* and tell the class to call out the errands.
- Ask: *What does Antonio want to do tomorrow?* (nothing, relax)

C  Listen to the whole conversation....

- Tell students to read the sentence and answer choices silently.
- Play CD 1, Track 42. Students listen and complete the sentences.
- Ask: *Is Antonio going to relax tomorrow?* (No.) *What is he going to do?* (help his mother)
- Read the item and elicit the answer from the class. Ask: *Why?* (He got tired just thinking about tomorrow.) *Do you think Antonio's answer is funny?*

EXPANSION: Listening and writing practice for 2C

- Play Track 42 again.
- Tell students to listen and write a list of errands for Antonio (*1. go to the laundromat, 2. go to the deli, 3. go to the drug store*).
- Students compare lists with a partner.

3 CONVERSATION

A  Listen. Then listen and repeat.

- Read the Pronunciation Watch note. Tell students to look at the examples and underline *going to*.
- Tell students to look at what comes after *going to*. Ask: *Is there another verb?* Tell students to circle the verbs.
- Check that students circled *relax* and *stop*.
- Tell students to look at the first pair of examples. Ask: *Does going to come before another verb?* (Yes.) Say each sentence twice, once with *going to* and once with “*gonna*.” Tell students that both are correct.
- Tell students to look at the second pair of examples. Ask: *Does going to come before another verb?* (No.) Say the sentence with *going to*. On the board, write and then cross out: *I’m “gonna” the post office.*
- Say “*gonna*” several times and ask the class to repeat. Tell them to use “*gonna*” when they repeat the first pair of examples and *going to* when they repeat the second pair of examples.
- Play CD 1, Track 43. Students listen.
- Resume playing Track 43. Students listen and repeat.

Controlled Practice 20 minutes

B  Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2A on page 54.
- Tell students to read the conversation silently and underline *going to*, and then tell them to look at the words after *going to* and circle any verbs.
- Check that students circled *relax* and *stop*. Ask: *Can these sentences use the pronunciation “gonna”?* (Yes.) Tell students to write “*gonna*” in parentheses above the two sentences.
- Play CD 1, Track 44. Students listen and repeat.

4 PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3B. Tell them to take turns playing each role.

- Then, in Exercise 4A, tell students to look at the information in the boxes. Say each word or expression and ask the class to repeat.
- Read the directions.
- Copy the conversation onto the board and complete it with words from the boxes.
- Play A and practice with a student. Switch roles.
- Tell pairs to take turns playing each role and to use the boxes to fill in the blanks.
- Walk around and listen to students’ pronunciation of “*gonna*” *relax* and “*gonna*” *stop*. As needed, pronounce the words and ask students to repeat.
- 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 MAKE IT PERSONAL. PAIRS. Talk about...

- Tell students to write a list of errands they need to run this week. Write your own list on the board as an example. Remind students that they can use the places in the pictures in Exercise 1 on page 54 and in the boxes in Exercise 4A.
- At the top of your list on the board, write: *I need to go to . . .* Play B and model the conversation with an above-level student. Point to the errands on your list as you answer A’s question. Then switch roles and ask the student: *What errands do you need to run?*
- Pair students and tell them to take turns playing A and B.

MULTILEVEL INSTRUCTION for 4B

Cross-ability The above-level student plays B first. After both partners have practiced both roles, the above-level student closes his or her book and the pre-level student asks A’s question again.

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *We're going to study* be going to *to talk about the future*. In the conversation on page 55, Antonio and Debbie used this grammar.
- Play CD 1, Track 44. Students listen. On the board, write: *I'm going to stop at the supermarket*. Underline *'m going to*.

Presentation

15 minutes

Be going to

- Copy the grammar charts onto the board or show the charts on Transparency 3.4 and cover the exercise.
- On the board, write: *be going to + base form of a verb*. Say: *Use be going to to talk about the future*. Say the future time expressions from the charts (*tomorrow, on Thursday, next week*) and ask the class to repeat.
- Circle *be* in *be going to* on the board. Ask: *What are the forms of be?* Elicit and write *am, is, and are*. Say the contractions in the affirmative chart and ask the class to repeat. On the board, write: *You + are = _____* and *It + is = _____*. Elicit and write *You're* and *It's*.
- Read the sentences in the affirmative chart and ask the class to repeat.
- Write *be + not + going to* on the board. Say the contractions in the negative chart and ask the class to repeat.
- Read the Grammar Watch note. On the board, write: *You are not = _____* and *It is not = _____*. Elicit two contractions for each and write them on the board: *You're not / You aren't, It's not / It isn't*. Say: *You can review all of the contractions with be on page 286*.
- Read the sentences in the negative chart and ask the class to repeat.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

30 minutes

1 PRACTICE

A Complete the sentences. Use the correct...

- Read the directions. Tell students to circle *be* in *be going to* in the directions. Say: *Be is the only word you need to change*.
- Write item 1 on the board. Circle *'s* and ask: *Why is this the answer?* (because *is / 's* is the form of *be* that goes with *she*)
- Tell students to use contractions when the subject is a pronoun. Ask: *Which items do not have pronoun subjects?* (items 4 and 5)
- Students compare answers with a partner. Tell them to take turns reading the sentences out loud.

EXPANSION: Grammar practice for 1A

- Tell students to rewrite the sentences in Exercise 1A in the negative (for example, *She's not going to stop . . .*).
- Then tell students to read their negative sentences to a partner. The partner has to restate the sentence using the other way to construct the contraction with *not* (for example, *She isn't going to stop . . .*).
- Point out that there is only one way to make item 2 negative (*I'm not going to . . .*).

EXPANSION: Writing practice for 1A

- Pair students and tell them to underline the future time expressions in Exercise 1A.
- Tell them to choose three of the expressions and write their own sentences with *be going to* (for example, *I'm going to make dinner after work.*).
- Students read their sentences to their partner.

B Complete the sentences. Use the correct forms of...

- Read the directions.
- Write item 1 on the board. Point to *take* in the answer and in parentheses and ask: *Does the verb after to change?* (No.)
- Remind students to use contractions when the subject is a pronoun.
- To check answers, write the numbers from 2 to 6 on the board. Ask students to write only the answers on the board, and ask the class to check them. Make and discuss any necessary corrections.

2 PRACTICE

A PAIRS. Look at the pictures. Talk about what...

- Tell students to look at the pictures. Say each place and ask the class to repeat.
- Read the directions. Pair students and tell them to first brainstorm ideas for each picture (for example, for grocery store: *buy milk, shop for food, pick up something for dinner*).
- Ask an above-level student to read the example. Model continuing the activity by saying another sentence about picture 1 (for example, *He's going to buy stamps*).
- Form new pairs. Tell partners to take turns saying sentences about each picture and to say as many sentences as they can.
- For each picture, call on a pair to say their sentences.

MULTILEVEL INSTRUCTION for 2A

Pre-level Tell students to look at the example and underline the words they need to change to talk about the other pictures. Check that they underline: *1, man, send a package*. (In picture 3, *is* also changes to *are*.)

Above-level Tell students to say where the person is going (*The woman is going to the ATM*.) and what the person is going to do (*She's going to get cash*.). Tell students to say *going to* in the first sentence and “*gonna*” in the second.

B WRITE. On a separate piece of paper, write a...

- Point to picture 2 in Exercise 2A. Elicit a sentence from the class and write it on the board.
- Walk around and check for the correct form of *be going to* + the base form of a verb.
- Ask students to write any one of their sentences on the board. Read each sentence and ask the class to make any necessary corrections. Then the class guesses the picture by calling out the place.

Communicative Practice 15 minutes

Show what you know!

STEP 1. Think of an errand. Don't tell your classmates....

- Read the directions.
- Brainstorm errands and write them on the board. For ideas, tell students to look at Exercise 2A on page 51, Exercise 1 on page 54, Exercise 4A on page 55, Exercise 1A on page 56, and Exercise 2A on page 57. Begin each errand with the base form of a verb.
- Say the errands on the board and ask the class to repeat.
- Tell students to choose an errand from the board and think about how to act it out.

STEP 2. GROUPS OF 5. Play charades. Student A,...

- Choose an errand from the board to act out (not *stop at the bank*). Act out the errand and then read the example. Play A. Ask an on-level student to play B and an above-level student to play C and make a guess by completing C's line.
- Tell students to highlight or underline *You're going to . . .* in the conversation.
- Form groups of 5. Tell students to take turns acting out an errand. Tell them to use *You're going to . . .* to make guesses and to play three rounds.
- Ask each group to act out an errand for the class to guess.

EXPANSION for STEP 2

- After Step 2, call on students to report what a group member is going to do (for example, *Usman is going to take the car to the car wash*).

Progress Check**Can you . . . talk about shopping plans?**

Say: *We have practiced talking about shopping plans. Now, look at the question at the bottom of the page. Can you talk about shopping plans?* Tell students to write a checkmark in the box.

Extra Practice



Interactive Practice



pages 24–25



pages 32–33

Getting Started

5 minutes

1

BEFORE YOU READ

PAIRS. What are the different ways to pay...

- Tell the class to look at the picture. Ask: *What is the customer buying?* (a flat-screen TV)
- Pair students and tell them to answer the question in the directions.
- Ask the class: *What are the different ways to pay for large purchases, such as a TV or furniture?* Write students' ideas on the board (for example, *cash, check, credit card, store credit, financing*).
- Explain terms as needed. For example, *financing* means the store or another company such as a bank lends you money and charges you interest.
- Ask: *What are some other large purchases?* Write students' ideas on the board, for example, *appliances (refrigerator, washer and dryer, etc.), a computer, a cell phone*. As needed, point out that *large* refers to the cost, not the size of the product.

Presentation

20 minutes

2

READ

**Listen.** Read the article.

- Read the title of the article. Ask: *Who says* How would you like to pay for that? (a cashier)
- Play CD 1, Track 45. Students listen and follow along silently.

- Ask: *What did each shopper buy?* (a Sonpanic TV) *How much does a Sonpanic TV cost?* (\$475) *How much is the sales tax?* (\$23.75) *What's the total cost of a Sonpanic TV?* (\$498.75)
- Say: *Point to Brian. How did he pay for the TV?* (credit card) *What does he like about paying with credit?* (It gives him a month to pay the bill.) *Does he pay the whole balance or make the minimum monthly payment?* (He pays the whole balance.) *So, when Brian gets his credit card bill with the TV on it, how much does he pay?* (\$498.75)
- Say: *Point to Cindy. How did she pay for the TV?* (credit card) *Why does she like to pay with a credit card?* (She never has enough money for big purchases.) *Does she pay the whole balance or make the minimum monthly payment?* (She makes the minimum monthly payment.) *So, when Cindy gets her credit card bill with the TV on it, how much does she pay?* (\$10) *How many payments does she need to make?* (98) *How much does the TV cost her?* (\$980.00)
- Say: *Point to Craig. How did he pay for the TV?* (rent-to-own) *Why did he buy his TV at the rent-to-own store?* (because he doesn't have a lot of money and he doesn't have a credit card) *How much does he pay every week?* (\$24) *How many payments does he need to make?* (52) *How much does the TV cost him?* (\$1,248)
- Ask: *What's the least expensive way to pay for the TV?* (pay the whole balance on your credit card) *What's the most expensive way?* (rent-to-own)

Controlled Practice

20 minutes

3

CHECK YOUR UNDERSTANDING

A Read the article again. What's the purpose of...

- Read the Reading Skill note. Ask: *What are some reasons that authors write articles?* Write students' ideas on the board (for example, *to give information, to express an opinion, to tell a story, to compare and contrast*).
- Ask: *Why did the author write this article?* Students circle the number of the correct answer.
- Read each answer choice. Tell students to raise their hands for the answer they chose.
- Ask: *How do you know? How many different ways to pay does the author write about?* (three) *What do the calculations show?* (the real cost of each way to pay)
- Ask: *What is the real cost of the \$498.75 TV when you make the minimum monthly payments on your credit card bill?* (\$980) *What is the real cost of the \$498.75 TV when you rent-to-own?* (\$1,248)

B Underline the advantages and disadvantages of...

- Read the directions. Tell students to look at the chart.
- Ask: *What's good about paying the whole balance on your credit card? What's bad about paying the whole balance on your credit card?* Tell students to write *good* above *Advantages* and *bad* above *Disadvantages*.
- Tell students to read the article again and, if possible, underline the advantages in one color and the disadvantages in another. Students can also underline the words *Advantages* and *Disadvantages* in the chart in their corresponding colors.
- Students compare the advantages and disadvantages they underlined with a partner.
- Say: *Complete the chart. Read the information you underlined in the article. Write notes on the chart.* To model, ask a student to read the advantages he or she underlined for *Credit card* (*pay the whole amount*). Elicit notes to write in the chart from the class.
- Draw the chart on the board. Call on students to write the advantages and disadvantages. Review as a class.

C PAIRS. Which is the best way to pay for the...

- Tell students to look at the chart and circle the best way to pay for the TV.
- Pair students. Say: *Student A, ask the questions in the directions. Student B, answer with the way to pay that you circled and its advantages.*
- Walk around and help students form sentences from their notes as needed.

Communicative Practice

15 minutes

Show what you know!

PRE-WRITING. PAIRS. Think about an expensive...

- Say: *Think about something expensive you want to buy.* Tell students to note the item they want to buy.
- Ask: *How will you pay for it? Will you use one of the ways to pay from the chart? Or will you save up and pay cash? Will you use another way?*
- Pair students. On the board, write: *the purchase you want to make, how you're going to pay for it, and the advantages/disadvantages of your way to pay.*
- Model the activity. Name an expensive purchase you want to make. Talk about the points on the board.
- Tell partners to talk about the points on the board.
- Call on two above-level students to tell the class about the purchase their partners want to make.

MULTILEVEL INSTRUCTION for PRE-WRITING

Cross-ability The higher-level student asks questions to prompt the lower-level student: *What is the product? How are you going to pay for it? What are the advantages of your way to pay? What are the disadvantages?*

WRITE. Write about how you are going to pay...

Ask students to turn to page 269 and complete the activity. See page T-xii for general notes about the Writing activities.

Extra Practice



Interactive Practice



pages 26–27



pages 34–35

Getting Started

10 minutes

1 BEFORE YOU LISTEN

PAIRS. Look at the pictures. What's the problem...

- Tell the class to look at the photos. Elicit the name of each item of clothing (*a jacket, pants, a shirt, a scarf, a sweater, a dress*).
- Read the directions. Ask: *When you return something, where do you take it?* (back to the store where you bought it) *What do you get?* (your money back)
- Read the reasons for returning clothes and ask the class to repeat.
- If necessary, use clothing in the classroom to explain new words such as *hole, loose, tight, zipper, broken, button, missing, seam*, and *ripped*.
- Tell students to look at picture 1. Ask: *What's the problem?* (The zipper is broken.)
- Tell students to match as many pictures and reasons for returning clothes as they can.
- Students compare answers with a partner.
- Ask: *What's the problem with each piece of clothing?* Call on students to say the reason for each picture.
- *Optional:* Elicit other reasons that people return clothes and write them on the board (for example, *It's / They're too big. It's / They're too small. The hem is ripped. There's a spot on it / them.*).

Culture Connection

- Ask: *Do you sometimes return clothes or other purchases? Do you feel comfortable taking something back to the store where you bought it?*
- Explain: *In the U.S., it's usually not a problem for customers to return purchases. Most stores have a return policy, or rules for returning purchases, posted near the cash registers.*
- Ask: *What kinds of rules about returns do stores have?* Write *You need to . . .* on the board. Brainstorm and list students' ideas. Then read the sentences out loud (for example, *You need to have a receipt / return items in a certain amount of time / keep tags on the item / keep the item sealed*).
- Ask: *Is it easy to return purchases in your country? Do stores have similar rules?*

Presentation

15 minutes

2 LISTEN

A CLASS. Look at the picture of two roommates....

- Read the directions. Say: *Point to Shu-Chi. Point to Kelly. What is their relationship?* (They're roommates.)
- Read the directions. Ask: *What are they talking about? Guess.* Write students' ideas on the board (for example, *a sale, what Kelly bought, a problem with a jacket*).

B  Listen to the conversation. Was your...


- Read the directions. Play CD 1, Track 46.
- Ask: *Was your guess correct?* Circle the correct answer on the board.

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 299 as they listen to the conversations.

C  Listen again. Read the sentences....

- Read the directions. Tell students to read the sentences silently.
- Play Track 46 again. Students listen and circle *True* or *False*. Play the CD as often as necessary to aid students' comprehension.
- To check answers, ask students to read the sentences and call on classmates to say *True* or *False*.
- *Optional:* Tell students to rewrite the false sentences to make them true. (1. Kelly needs to return a jacket 3. Su-Chi wants to return a dress.)
- Ask: *What's the problem with Kelly's jacket?* (The zipper is broken.) As needed, play Track 46 again.

D  Listen to the whole conversation....

- Read the directions and the sentence.
- Ask: *What's the problem with Shu-Chi's dress?* (It's too short.) As needed, play Track 46 again.
- Play CD 1, Track 47.
- Call on a student to read the completed sentence.

Controlled Practice

20 minutes

Communicative Practice

15 minutes

3

CONVERSATION



Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2B on page 60.
- Tell students to read the conversation silently.
- Play CD 1, Track 48. Students listen and repeat.

EXPANSION: Writing practice for 4A

- Before students do Exercise 4A, tell them to close their books. List A's lines and B's lines on the board in random order. Pair students and tell them to write the conversation in order. Tell them that A speaks first.

4

PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3. Tell them to take turns playing each role.
- Tell students to look at the information in the boxes in Exercise 4A. Say each word or expression 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 a student's name or information from the boxes. As you fill in each blank, say the color of the answer space and point to the same-color word or phrase you choose from the boxes.
- Ask the student whose name you used and another on-level student to read the conversation on the board.
- Tell pairs to take turns playing each role and to use different information from the boxes 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.

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

- On the board, draw a two-column chart with the headings *Singular* and *Plural*. Tell students to look at the reasons in Exercise 1 on page 60. Ask: *Which reasons are only for singular clothing words?* In the left-hand column, write: *There's a hole in it. It's too tight.* Ask: *Which reason is only for plural clothing words?* In the right-hand column, write: *They're too loose.*
- As a class, rewrite the singular sentences to make them plural and vice versa. Write the new sentences across from the original ones on the chart.
- Tell students to look at the conversation in Exercise 4A. Tell them to write *shorts* in B's first blank and *jeans* in A's next blank. Ask: *What other words need to change?* Tell students to circle the words (*this, a, it,* and *It's* in the conversation; *it* in the green box). Elicit the plural equivalents and tell students to write them above the circled words (*these, some / a pair of / them, They're, them*).
- Model the conversation with *shorts* and *jeans* with an above-level student. Make sure the reasons are also plural.
- Pair students and tell them to take turns playing A and B.
- Walk around and check for correct use of singular and plural.
- Call on pairs to role-play for the class. After a pair performs, ask the class: *What does [name] need to return? Why?*

MULTILEVEL INSTRUCTION for 4B

Pre-level Before practicing each part, students write the item of clothing and reason in the conversation. If the clothing word is plural, they also make any necessary changes to other words in the conversation.

Above-level After practicing both parts, each partner thinks of a clothing item and a reason to return it. Then partners close their books and practice the role play again.

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *We're going to study very and too. In the conversation on page 61, Shu-Chi used this grammar.*
- Play CD 1, Track 48. Students listen. On the board, write: *It's too short.* Underline *too*.

Presentation

5 minutes

Adverbs of degree: *very* / *too*

- Copy the grammar chart onto the board or show Transparency 3.5.
- Circle *expensive* in both examples and write the label *adjective*. Tell the class that *very* and *too* come in front of adjectives.
- Read the Grammar Watch note.
- Read the first sentence in the grammar chart. Say: *But it's possible for me to buy it.* Read the second sentence. Say: *It's impossible for me to buy it.*
- To convey that *too* has negative implications, give several examples: *This skirt is too tight. It doesn't fit. I can't wear it. This food is too hot. I can't eat it.*
- If you are using the transparency, do the exercise with the class.

Controlled Practice

20 minutes

PRACTICE

- A** Complete the sentences. Underline *very* or *too*.
- Read item 1. Ask: *Is it possible to buy the raincoat?* (Yes.) *Is the answer very or too?* (*very*)
 - Read item 2. Ask: *Is it possible for her to wear the dress?* (No.) *Is the answer very or too?* (*too*)

- Students compare answers with a partner. Tell them to take turns reading the sentences.
- To check answers, call on students to read the sentences for the class.

B Complete the conversations. Write *very* or *too*.

- Write item 1 on the board and read it. Ask: *Can they go to the store? Is it possible?* (No.) *Is the answer very or too?* (*too*)
- Students compare answers with a partner. Tell them to choose roles and read the conversations out loud.
- To check answers, call on pairs to read the conversations for the class.

EXPANSION: Grammar and writing practice for Exercise B

- Brainstorm adjectives and list them on the board.
- Pair students and tell them to choose one adjective and write sentences with *very* and sentences with *too*. For example, for *cold*: *It's very cold today. I'm going to wear my wool coat. / I don't want to go to the beach today. It's too cold.*
- Call on pairs to say their sentences for the class.

Extra Practice



Interactive Practice



pages 28–29



pages 36–37

1 GRAMMAR

A Complete the conversation. Use the correct....

- Read the directions. Tell students to refer back to the grammar charts on page 50 (Simple present: *want / need + infinitive*) and page 56 (*Be going to*) as needed.
- On the board, write: *want / need + infinitive*; *be going to + base form of the verb*.
- Tell students to underline the subjects if they have difficulty. Remind them that an *infinitive* is *to + base form of the verb*.
- Students compare answers with a partner. Tell them to read the conversation out loud.
- To check answers, call on a pair to read the conversation for the class. Tell the pair to stop before A's last line. Ask the class: *What's A going to do?* (He's/She's going to run errands.) *What's B going to do?* (He's/She's going to relax at the swimming pool.) Tell A to read the last line and ask: *What's A going to do now?* (He's/She's going to relax at the swimming pool, too.)

B WRITE. Look at the picture of customers....

- Read the directions. Tell students to refer back to the reasons for returns in the box on page 60 and the grammar chart on page 62 (Adverbs of degree: *very / too*).
- Tell students to look at what each customer is returning. Tell them to write the clothing word in parentheses next to each item number.
- Remind students to pay attention to whether the clothing word is singular or plural when they write the customer's reason.
- Walk around and check that students wrote singular reasons for items 2, 5, and 6 and plural reasons for items 3 and 4.

C PAIRS. Compare your answers.

- Pair students and tell them to take turns pointing to each customer and saying the reason for the return.

Expansion for 4C

- Tell pairs to role-play returning the items. On the board, write:
Customer:
Clerk:
Customer:
- Elicit a model conversation and write it on the board. For example:
Customer: I want to return this / these _____.
Clerk: What's wrong with it / them?
Customer: [Reason]
- Tell students to take turns playing the customer.
- Call on a pair to role-play each return for the class.

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 3, 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.

Extra Practice



pages 30–31

2 ACT IT OUT**STEP 1. CLASS. Review the Lesson 2 conversation...**

- Play CD 1, Track 38. Students listen.
- As needed, play Track 38 again to aid comprehension.

STEP 2. ROLE PLAY. PAIRS. Talk about the....

- Read the directions. Ask: *What's the weather like? What season is it? What clothing materials are good for this season?*
- Tell students to look at the pictures and circle the clothes they want or need. Tell them to use the clothes they circled and their own ideas to make a list of *clothes they want* and *clothes they need*. Tell them to add materials before some of the clothes on their lists.
- Pair students. Tell A to talk about the weather. Tell B to respond with clothes he or she needs or wants to buy for this season. Tell A to ask about the color or material of the item B is going to buy.
- Walk around and check that B is using *want / need + infinitive* correctly. Check that A is asking *What color are you going to buy?* or *What material are you going to buy?*
- Call on pairs to perform for the class. While pairs are performing, use the scoring rubric on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task.
- *Optional:* After each pair finishes, discuss the strengths and weakness of each performance either in front of the class or privately.

3 READ AND REACT**STEP 1. Read about Lan'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, *Where does Lan's son live? What does he send her for Mother's Day? What's the problem with the flowers?*).

STEP 2. PAIRS. What is Lan's problem? What....

- Ask: *What is Lan's problem?* (Lan's son sent her a gift of flowers, but there was a problem with the flowers.)
- Pair students. Read the ideas on the list. Give pairs a couple of minutes to discuss possible solutions for Lan.
- Ask: *Which ideas are good?* Call on students to say their opinion about the ideas in the box (for example, S: *I think she can call the flower shop because they made a mistake.*).
- Tell pairs to think of one new idea not in the box (for example, *She can call the flower shop and ask for new flowers.*) and to write it in the blank. Encourage students to think of more than one idea and to write them in their notebooks.
- Call on pairs to say their own solutions. Write them on the board and ask: *Do you think this is a good idea? Why or why not?*

MULTILEVEL INSTRUCTION for STEP 2

Pre-level Ask pairs to agree on one good idea.

Above-level Ask pairs to rank the ideas in the list (including their new idea) on a scale of 1–4 (1 = the best).

4 CONNECT

Turn to page 249 for the Goal-setting Activity and page 276 for the Team Project. See page T-xi for general notes about teaching these activities.

Progress Check

Which goals can you check off? Go back to page 45.

Ask students to turn to page 45 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.