

# 6

## Getting a Good Deal

### Classroom Materials/Extra Practice



CD 2  
Tracks 15–27



Workbook  
Unit 6



Interactive Practice  
Unit 6

### Unit Overview

#### Goals

- See the list of goals on the facing page.

#### Grammar

- Noun clauses
- Comparison of adjectives
- *As . . . as* with adjectives

#### Pronunciation

- *Th-* sounds
- Linking words together

#### Reading

- Read an article about smart shopping
- Read sales ads and rebate forms
- Reading Skill: Formatting clues

#### Writing

- Write a comparison paragraph

### Preview

- Hold up your book or have students look at their books. Read the unit title aloud. Ask: *What does it mean to get a good deal?* Call on volunteers for answers. Accept various answers and then write on the board: *get a good deal = get a good product for a good price.*
- Set the context of the unit. Ask questions about the picture: *Who are these people? What do you think they are doing? What do you think they are saying?*
- Read the preview questions aloud.
- Ask volunteers to share answers about their experiences buying appliances or electronics. You can help students explain their ideas by writing their information on the board, for example, the appliance or utility plan they are talking about, or the prices they paid or tried to negotiate.
- You may want to summarize the difficulties in buying appliances or in signing up for a cell phone or internet plan. Use the board.

### Unit Goals

- Tell the class: *This list of unit goals shows us what we will be studying in Unit 6.*
- Have students read the goals silently.
- Say each goal and have students repeat. Explain unfamiliar vocabulary as needed. Explain *product defects*: *A product defect is when something is wrong or broken on a product you bought.* Explain *get a good deal*: *get a good price for a good product.* Explain *price and quality*: *Price = how much, Quality = how good the product is.* Explain *sales ads and rebates*: *Sales ads tell you when something is cheaper than usual. Rebates offer you money back after you pay.*
- Say: *We will come back to this page at the end of the unit. You will be able to write a check next to the goals you learned and practiced in this unit.*

### Community Building

Ask: *What kinds of appliances, electronics, and plans or contracts do you have?* Have volunteers talk about some of the things they own and the things that require a monthly usage contract, like a cell phone or the Internet. Helping students talk about common situations helps create a positive classroom environment.

## Getting Started

5 minutes

1

## WHAT DO YOU KNOW?

## Teaching Tip

Encourage fluency by listening to students' ideas and not correcting their mistakes. Encourage accuracy by restating correctly what a student says and having the student or the class repeat.

- Set the context of the lesson. Write on the board: *refrigerator CD cell phone*
- Point to the words. Say: *What kinds of problems and defects can these things have?*
- Call on volunteers to answer. You can model correct English by restating what the student said and having the student or the class repeat.
- Say: *Talk to a classmate about the pictures. What is the problem in each picture?*
- State the lesson objective: *We're learning words that relate to product defects.*

## Presentation

10 minutes

## A Look at the vocabulary....

- Call on volunteers to say what they think the words mean. Ask them for explanations or examples for each phrase.
- Say each word and have students repeat.

## Controlled Practice

15 minutes

B



## Look at the pictures...

- Play CD 2, Track 15 twice. The first time, students listen and look at the pictures. The second time, students listen and repeat.
- Have students read the words in a pair, alternating.
- Read the words aloud and have students repeat.

## Expansion: Vocabulary Practice for 1B

- Form pairs. Say: *Use the new vocabulary and talk about the pictures.*
- Point to picture 1 and say: *The plug is bent. It's dangerous.*
- Call on volunteers to say one of their sentences.

## Learning Strategy: Make connections

- Read the directions. Students can use index cards or pieces of paper.
- Model the activity by making a card for one of the words in Exercise 1B.
- Walk around and help students write the words and products that can have that problem.
- Say: *You can remember new vocabulary when you connect a word to something it can describe.* Tell students they can use this strategy to remember other new vocabulary.

## Teaching Tip

Have students add their vocabulary cards to their ziplock bag or envelope with their cards from previous units. Tell them to take their bag out at home and review their vocabulary.

## Controlled Practice

15 minutes

2

## PRACTICE

**WORD PLAY.** Match each sentence...

- Tell students this exercise is like a dialogue. One person says a sentence from the left; another person responds with a sentence from the right.
- Form pairs. Have students read the two sentences they matched.
- Walk around and provide help as necessary. You may want to write words and definitions on the board.
- Call on two students at a time to read the sentence and the response.

**Expansion: Speaking Practice for WORD PLAY**

- Write on the board: A: *You got a package, but it's dented.* B: *Look inside and see if the merchandise is broken.* A: \_\_\_\_\_ B: \_\_\_\_\_
- Have the class help create a longer dialogue.
- Form pairs. Students create more dialogues using the two sentences from each item.
- To finish, call on volunteers to role-play one of their conversations for the class.

**Teaching Tip**

An effective way to read real-life writing is to bring examples into class. Bring or ask students to bring examples of real warranties. Take some time to put common vocabulary from the warranties on the board. Make simple definitions or give examples.

## Communicative Practice

15 minutes

**Show what you know!****STEP 1. GROUPS.** Read the warranty...

- Call on a student to read the definition of *warranty* on the yellow sticky note. Hold up some of the examples if you or the students brought them in.
- Check for comprehension. Write on the board: *What product is this warranty for? Can you get a new product if the product is defective? In what countries is this warranty good? Does this warranty cover second-hand cameras? How long does the warranty last?*
- As groups discuss the questions, walk around and provide help as necessary.
- To review this activity, call on students to answer the questions.
- Call on students to read the sentence where the answer is found.

**MULTILEVEL INSTRUCTION for STEP 1**

**Cross-ability** Above-level students help pre-level students read and understand the warranty. Encourage above-level students to explain the questions on the board and show pre-level students where the answer is.

**STEP 2. GROUPS.** Which kinds of products...

- If students brought in any warranties, have them share them with their group.
- Call on students to say who in their groups have warranties and for what products.

**Extra Practice**

Interactive Practice



pages 62–63

## Getting Started

10 minutes

## 1 BEFORE YOU LISTEN

## A GROUPS. What do you do...

- Write the question from the exercise on the board.
- Walk around and help as necessary.
- Ask a volunteer from each group to say some of the things people do if an appliance is broken.

## B Match the pictures...

- Read the vocabulary aloud.
- Call on volunteers to say which word goes with which picture.
- Have students copy the new vocabulary words into their notebooks.

## Controlled Practice

10 minutes

B  Read the questions....

- Have students read the statements silently.
- Play CD 2, Track 16.
- While students are listening, write numbers 1 through 5 on the board.
- Have students compare answers.
- Then play Track 16 again. Review the answers by asking volunteers to write *true* or *false* on the board.

## Expansion: Writing Practice for 2B

- Tell students they are going to listen again so they can correct the false statements.
- Play Track 16 again. Call on students to write corrected statements on the board.

## Presentation

10 minutes

## 2 LISTEN

A  Listen. Emilio and Ana...

- Have students read the directions and answer choices silently.
- Ask: *What is the problem?* (Emilio and Ana have a broken vacuum cleaner.) *What information are we listening for?* (What will they do about it?)
- Play CD 2, Track 16. Then ask a volunteer to answer. Write the correct answer on the board.

## Presentation

5 minutes

3

## CONVERSATION

## Language Note

Model the difference between voiced and voiceless sounds. Put your fingers, palm inward, on your throat. Say *think*, exaggerating the beginning *th*- sound. You will not feel any vibration on your fingers. This is a voiceless sound. The voiceless “th” comes from your tongue blowing air through your teeth. Put your fingers, palm inward, on your throat. Say *this*, exaggerating the beginning *th*- sound. You will feel a vibration on your fingers. This is a voiced sound. The voiced “th” comes from your throat.

 **A Listen to the words...**

- Play CD 2, Track 17. Students listen and read.
- Read the Pronunciation Watch note.
- Help students understand voiced and voiceless *th*-sounds. See the Language Note.
- Play Track 17 again. Have students repeat.

## Controlled Practice

10 minutes

 **B Listen to the words....**

- Ask: *What is the difference between voiced and voiceless sounds?*
- Play CD 2, Track 18 twice.
- To review, say the words aloud, exaggerating the beginning *th*- sound.

 **C Listen and read...**

- Ask: *What do you see in the photo? What is happening?*
- Tell students they are going to hear a husband and wife talking about a problem.
- Write on the board: *What is the problem?* Encourage students to cover the conversation in their books.
- Play CD 2, Track 19. Call on students to say what they think the problem is.
- Then play Track 19 again. Have students read. Review the answers on the board.

4

## PRACTICE

**A PAIRS.** Practice the conversation.

- With an above-level student, model the conversation for the class, using correct pronunciation and appropriate emotion.
- Tell students to role-play both Emilio and Ana.
- Walk around and help as needed.
- Call on volunteers to read the conversation for the class.

## Communicative Practice

15 minutes

## Teaching Tip

While pairs are performing role plays, 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. You may want to review the completed rubric with the student.

**B ROLE PLAY. PAIRS.** Make a similar...

- Write on the board: *air conditioner*.
- Have students say what Student A thinks might be the problem.
- Have students say what Student B thinks might be the problem.
- Call on volunteers to perform their role plays.

**MULTILEVEL INSTRUCTION for 4B****Pre-level** Have students role-play Student B.**Above-level** Have students role-play Student A.

## Extra Practice



Interactive Practice

## Getting Started

5 minutes

- Have students close their books.
- Write on the board: *clause = a group of words with a subject and a verb.*
- Write on the board: *I'm happy that you're here. I'm happy you're here.*
- Say: *There are two clauses in this sentence. What are they?* Point out the definition of clause on the board. (*I'm happy* and *you're here*)
- Ask: *I'm happy that . . . what?* (that you're here)
- Tell students that noun clauses often answer the question *What?* about how a person thinks or feels.
- Tell students to open their books to page 110.
- State the lesson objective: *We are going to learn about noun clauses. We'll use them to talk about product defects.*

## Presentation

10 minutes

## Language Note

Give students an opportunity to practice *I think so* and *I don't think so*. Write some questions on the board: *Is it cold in here? Is it going to rain tomorrow? Are the windows broken? Is Sandra sick tonight?* Practice as a class, then ask individual students to answer.

## Noun clauses

- Call on students to read the sentences in the grammar boxes.
- Ask, after each one: *I guess that . . . what? I don't think . . . what?*
- Have students read the Grammar Watch silently. Read each sentence in the Grammar Watch and point to the grammar boxes to show the corresponding information.
- Have students substitute the expressions from the Grammar Watch for the expressions at the beginning of the noun clause examples. For example, *I'm afraid that there's something wrong with it. I'm upset that it's broken.* Ask them to call out some substitutions.

## Controlled Practice

15 minutes

1

## PRACTICE

## Culture Connection

You can let students know that in the United States, many companies have their own customer service departments and technicians. Sometimes a technician's services comes as part of a contract. Sometimes the customer has to pay for the technician to come to his or her house.

## A Read the conversation....

- Write on the board: 1. *Who are the speakers?* 2. *What is the problem?*
- First have students read the conversation to understand the context. Ask volunteers to answer the questions on the board.
- Then have students underline the noun clauses. Walk around and help as needed.

## B PAIRS. Compare answers...

- Have students compare answers with a classmate.
- Call on volunteers to read each sentence and identify the noun clause, if there is one. Write the noun clauses on the board.
- Have students practice the conversation.

## MULTILEVEL INSTRUCTION for 1A

**Pre-level** Students take turns reading aloud. Tell them to read the conversation more than once.

**Above-level** Students practice the conversation once and then change the information to another problem.

## Controlled Practice

15 minutes

2

## PRACTICE

**A** Unscramble the sentences....

- Write item 1 on the board. Show students how to cross off the phrases as they unscramble the sentence.
- Point out that students need to add periods.
- If students need more support, do sentence 2 with the class. Have a volunteer write the correct sentence on the board. Make necessary corrections.
- Have students compare answers with a partner.
- Call on volunteers to write the sentences on the board. Review the sentences with the class.

**Expansion: Reading Practice for 1A**

- Form pairs. Have students take turns reading the corrected sentences aloud. Walk around and correct pronunciation, tone, and pace as needed.

**B** Read the situations....

- Write the words in the box on the board. Have the class help create the first sentence. Point out that the second person was changed to the first.
- Have students compare answers with a classmate.
- To review this exercise, ask volunteers to write the sentences on the board. Review each sentence with the class. Make any necessary corrections.

**Expansion: Speaking and Writing Practice for 2B**

- Form cross-ability groups of 3.
- Give students their tasks. Student A (pre-level): Write the list of appliances. Student B (at-level): Write the list of problems with the appliances. Student C (above-level): Write sentences about the appliances and the problems using noun clauses.
- Walk around and help as needed.
- Then have two groups combine to share their information.

## Communicative Practice

15 minutes

## Show what you know!

**GROUPS.** Did you ever try...

- Say: *Sometimes we or someone we know can fix a broken appliance.*
- Say: *Raise your hand if you try to fix things sometimes.*
- Form groups so that each group has at least one person who tries to fix things sometimes.
- While students are completing the task, write two columns on the board: *Safe to fix* and *Dangerous to fix.*
- Call on a student from each group to write the group's ideas on the board.
- Ask: *What can we do if it's dangerous to fix something?* (call a technician, be really careful)

**Progress Check****Can you . . . talk about product defects?**

Ask students to review appliances and possible problems. Make a list on the board. Ask students: *Can you check this goal?*

**Extra Practice**

Interactive Practice



pages 64–65

## Lesson 4 Get a good deal

### Getting Started

5 minutes

#### 1 BEFORE YOU READ

##### A GROUPS. When you buy...

- Ask: *What does it mean to get a good deal?* (to get high quality and low price)
- Tell students to write on the board some of the appliances and electronics they have bought over the last year.
- Ask: *Did you get a good deal on these things?*
- Say: *In your groups, talk about how you get good deals.*
- Call on a student from each group to say one way to get a good deal.
- State the lesson objective: *We are going to read and talk about getting good deals.*

### Presentation

15 minutes

#### Language Note:

Write on the board:

*Look quickly at an article = Skim*

##### B Look quickly at the article...

- Ask students to read the Reading Skill box silently. Then call on a volunteer to read the information aloud.
- Ask students to tell you the three formatting clues mentioned in the Reading Skill box. Write them on the board: *boldface type, bullets, color.*
- Before students complete Exercise B, ask them to point to examples of each of these formatting clues in their article.
- As students complete the task, have volunteers write five tips on the board. These tips should be: *Do research, Get recommendations, Measure your space, Shop at the right times and go to several stores, Ask the store to price match.*
- Ask: *Which formatting clue made it easier for you to skim the article for these five tips?* (color)

### Controlled Practice

10 minutes

#### 2 READ



##### Listen and read the article.

- Play CD 2, Track 20. Have students listen without reading first.
- Check comprehension. Ask: *What is the article about?* (how to get a good deal when you buy an appliance)
- Play Track 20 again. Have students listen and read silently. Ask them to circle any words they don't know.
- If students want definitions of the boldfaced vocabulary words now, tell them that they will practice vocabulary on the next page.

#### Expansion: Reading Practice for 2

- Play CD 2, Track 20 again. Pause after each paragraph. Have the class read the paragraph aloud together.

#### Expansion: Vocabulary Practice for 2

- Write columns on the board: *Paragraph 1, Paragraph 2, etc., up to Paragraph 7 and Blue Box.*
- Have students write any words—except boldfaced words—that they don't understand under the corresponding paragraph.
- Form groups. Pass out dictionaries or have students use their own. Each group works with a different paragraph. Have them write simple definitions and/or examples on the board next to the words.

#### Teaching Tip

Ask students to bring in warranties and product description books from their homes. Write some questions on the board: *What is the product? Is there a warranty? How long does it last? What is one safety tip?* Pass the booklets around and have students work in groups to answer the questions.

## Controlled Practice

15 minutes

### Community Building

Encourage students to rely on each other for help during class. Tell them to talk to a classmate about what they don't understand. Allow them to compare answers frequently. Give students the opportunity to talk to each other about meaning as they read.

3

### CHECK YOUR UNDERSTANDING

#### A Read the article again....

- Remind students to look at the title and paragraph headings to decide on the main idea.
- Tell students: 1) The main idea is the overall picture, so it includes other ideas. 2) Though something may be true, it is not necessarily the main idea.

#### B Read the article again....

- Tell students to find the information on page 112 to help them decide if a sentence is true or false.
- Have students compare answers. Tell students to point to the paragraph that shows the answer.
- To review, have volunteers read the statement, say *true* or *false*, and identify the paragraph in the article that supports their answer.

#### Expansion: Writing Practice for 3B

- Students rewrite the false sentences with the correct information.

4

### VOCABULARY IN CONTEXT

#### Look back at the boldfaced...

- Write the boldfaced words on the board. Have students read the sentences with the words.
- Ask the class to give definitions for the words.
- To review, ask volunteers to read the completed sentences aloud. Make any necessary corrections.

## Communicative Practice

15 minutes

### Culture Connection

In some countries, one way to get a good deal is to negotiate. In the United States, this is generally done only at car dealers, yard sales, flea markets, swap meets, etc.

### Show what you know!

#### The article talks about ways...

- Call on a student to read the questions in the box.
- Form cross-ability groups. Tell the groups to talk about their experiences getting a good deal. Tell them to talk about what tips from the article they thought were useful and would be good to try.
- Walk around and help as necessary.
- Call on a student from each group to say one thing they talked about.

#### MULTILEVEL INSTRUCTION for Show what you know!

**Cross-ability** Above-level students can help pre-level students express their ideas. Have pre-level students focus on one or two tips, while above-level students can focus on more.

#### Progress Check

#### Can you . . . get a good deal?

Ask the class to identify some ways they know of getting a good deal. Make a list on the board. Ask students: *Can you check this goal?*

#### Extra Practice



Interactive Practice



pages 66–67

## Getting Started

5 minutes

## 1 BEFORE YOU LISTEN

**GROUPS.** Have you ever gotten...

- Call on a student from each group to say one story.

## Presentation

10 minutes

## 2 LISTEN

## Culture Connection

Many companies have hidden charges—that is, charges they don't tell you about when you sign up. Tell students it's very important to ask many questions before they sign up for something.

A  Listen. Luis is complaining...

- Tell students to read the information on the yellow sticky note.
- Say: *You're going to listen to two men talking about a cell phone bill.*
- Have students read the three answer choices.
- Play CD 2, Track 21. Have students mark their answers.
- Then play Track 21 again and have students raise their hands when they hear the answer.
- Review the answer with the class. Play Track 21 again for students to confirm the answer.

## Controlled Practice

15 minutes

B  Listen again to the first part....

- Have students read the questions and answer choices first.
- Play CD 2, Track 22. Then have students compare answers.
- Ask the class for the answers. Write them on the board.
- Play Track 22 again to confirm the answers.

C  Listen again to the second part....

- Have students read the four statements silently.
- Play CD 2, Track 23.
- Continue playing Track 23. Have students raise their hands when they hear each answer. Have students repeat what they heard.
- Call on volunteers to read the statements and say if they are true or false.
- To review, play Track 23 again.

## Expansion: Speaking Practice for 2C

- Form pairs. Have students read the false statements. Have them correct the statements to make them true.

## Controlled Practice

10 minutes

3

## CONVERSATION



Listen and read...

- Play CD 2, Track 24. Have students listen and read.
- Play Track 24 again. Have students repeat.

4

## PRACTICE

**A PAIRS.** Practice the conversation.

- Have pairs read the conversation together, alternating roles. Remind them to use emotion!
- Call on two students to read the conversation for the class.

## Communicative Practice

20 minutes

**B PROBLEM-SOLVE. GROUPS.** Read the situations...

- Draw a T-chart on the board. On one side write *Situation 1*; on the other side write *Situation 2*. Under each heading write: *Solution*. Under *Solution*, write: *Why*?
- Call on a student to read the situations and the possible solutions. Answer any questions.
- Pass out large newsprint and markers, or have students use different sections of the board.
- Assign roles: Student A writes his or her ideas on the T-chart; Student B checks the writing to be sure it's OK; Students C and D report to the class, one for each situation. If the groups are bigger than four, have Student E make sure everyone participates. Student F can watch the time or encourage everyone to speak in English.
- Have each group tape their papers on the board and report to the class.
- To finish, ask: *Are there any solutions that each group agreed with?*

**MULTILEVEL INSTRUCTION for PROBLEM-SOLVE**

**Cross-ability** Above-level students can have more challenging roles, for example, writing the group's ideas and reporting to the class. Pre-level students can have easier roles, for example, checking the writing and watching the time. But remind the groups that everyone should contribute ideas.

**Expansion: Writing and Speaking Practice**

- Form pairs.
- Have students choose one situation and write a conversation between Vera or Sergio and a friend. They can use the conversation between Luis and Manuel for ideas.
- Call on some pairs to read their conversation to the class.

**Extra Practice**

Interactive Practice

## Getting Started

5 minutes

- Write on the board: *tall*.
- Write on the board: *Julia is taller than Mari*. Say: *This is how we compare two things.*
- Point to the word *tall*. Say: *If the adjective has one or two syllables, we use -er at the end.*
- Write on the board: *expensive*.
- Ask one student to hold up a pen. Ask another student to hold up a cell phone. Ask: *Which is more expensive?*
- Write on the board: *The cell phone is more expensive than the pen. The pen is less expensive than the cell phone.*
- Point to the word *expensive*. Say: *If the adjective has three or more syllables, we use more or less plus than.*

## Presentation

10 minutes

### Comparison of adjectives

- Call on a volunteer to read the sentences in the grammar box.
- Then have students read the information in the Grammar Watch. Have students turn to page 288 to look at the spelling rules for comparison adjectives. You may want to ask students to study this list for homework.
- Point out the irregular adjectives of comparison. Have students write these in their notebooks.
- To review, say: *Let's review what we now know. How do we compare two things with an adjective like short? (put -er at the end; use than) How do we compare two things with an adjective like beautiful? (put more or less in front; use than)*

## Controlled Practice

10 minutes

1

### PRACTICE

#### A Look at the ad....

- Have students read the ad silently. Answer any questions about vocabulary.
- Walk around and help as needed.
- Call on a volunteer to write the five adjectives of comparison on the board.
- Ask: *What two things are being compared?* (Pacific cell phone and the cell phone provider you have now)

#### B Read the paragraph....

- Write on the board: *What were some problems this family used to have with their cell phone?*
- First have students read the paragraph to understand the context. Ask students to answer the question on the board with a partner.
- Call on students to say some of the problems.
- Then have students fill in the blanks. Walk around and help as needed.
- To review, have students compare answers with a classmate. Then have volunteers say one sentence each. Write on the board what the students say. Make any necessary corrections.

#### Expansion: Reading Practice for 1B

- Form pairs. Have students alternate reading the paragraph aloud.

## Controlled Practice

20 minutes

## Communicative Practice

15 minutes

2

## PRACTICE

## Language Note

Write on the board:

LCD = *Liquid Crystal Display*Say: *This is a technology that is popular in flat screen computers and TVs.*

## A Read the ads....

- Tell students they are going to read the ads first for context. Write on the board: *How much is each TV? (\$499.99, \$299.99) How many inches wide is each TV? (26 inches and 19 inches) What are some differences between the two TVs? (the size, the brightness)*
- Call on a student to read item 1.
- Have students compare their answers with a classmate when they are finished.
- To review, ask volunteers to write the sentence on the board. Read the sentences aloud with the class. Make any necessary corrections.

## Expansion: Reading Practice for 2A

- Have students practice reading the sentences with a partner. Have both students read all sentences.

## B Read the ads....

- Tell students they are going to read the ads first for context.
- Call on students to say what information they are given in the ads. Answers should include: price, name of company, description of performance, how long the warranty is good for, how much the vacuum cleaner weighs.
- Walk around and help as necessary.
- Call on students to write sentences on the board.
- Read the sentences aloud with the class. Make any necessary corrections.

## Expansion: Reading Practice for 2B

- Have students practice reading their sentences with a partner.

## Show what you know!

## Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

## ROLE PLAY. PAIRS. You are both shopping...

- Review the topic. Ask: *What are some things we look for in a cell phone plan?* You may want to write the ideas on the board.
- Tell students they are going to role-play the conversation they would have while shopping.
- Tell students to write their ideas down.
- Call on two students to role-play their conversation.

## MULTILEVEL INSTRUCTION for Show what you know!

**Cross-ability** Above-level students can write down information for the two plans. Pre-level students can refer to the written information to talk.

## Progress Check

## Can you . . . compare price and quality?

Ask students to review some categories of comparison with appliances or plans. Make a list on the board. Ask students: *Can you check this goal?*

## Extra Practice



Interactive Practice



pages 68–69

## Getting Started

4 minutes

- Bring in or have students bring in newspaper sales ads.
- Form small groups. Write on the board: *What information are we given in these newspaper ads?*
- Call on students to say some of the information given. Write what the students say on the board. Some of these answers may include: name of product; cost of product before and after sale; description of product, including size and other measurements, depending on product; dates of sale.
- Say: *Look at your ads. Do you see anything about a rebate?* Write *rebate* on the board. If students see information, ask them to read it to the class. Either way, tell them: *A rebate is money you can get back if you mail something to the company.*
- Say the lesson objective: *We're going to learn to read newspaper ads and rebates.*

## Presentation

10 minutes

1

### READ A NEWSPAPER SALES AD

**CLASS.** Look at the newspaper...

- Call on a student to read the definition of *rebate* on the yellow sticky note.
- Tell students to write on the board any words from the ad that they don't understand. Review these words with the class.

## Culture Connection

Companies can afford to offer rebates because many people don't take advantage of them. Tell students that they must enclose the exact information the company asks for and by the date the company states. If possible, students should keep a copy of everything they send, so they can follow up if the rebate check does not arrive.

## Controlled Practice

10 minutes

2

### PRACTICE

**Read the statements....**

- Have students compare answers.
- Call on students to read the sentences and the answers. Make corrections as necessary.
- Have students complete the task of correcting the false statements.
- Call on students to write the new statements on the board.
- To review, call on students to read the statements from the board. Make corrections as necessary.

## Presentation

10 minutes

## Language Note

The UPC, or Universal Product Code, is sometimes called a bar code. It appears on most products. It is a computerized, standardized way of identifying the manufacturer and the product.

## 3 COMPLETE A REBATE FORM

## To get a rebate...

- Tell students they are going to read a rebate form.
- Have students read the form. Have them write the words they don't understand on the board. Review the words with the class.
- Call on above-level students to read the rebate form sentence by sentence. Review each sentence for meaning with the class.
- Ask comprehension questions: *Who is the customer?* (Andrew Hernandez) *What is his address?* (10 Gaviota Avenue, Long Beach, CA 90813) *Where is he mailing the rebate form?* (El Paso, Texas)
- Call on a student to say the model number and point to where to write it.
- Call on a student to say the serial number and point to where to write it.

## Expansion: Reading Practice for 3

- Form pairs. Have students alternate reading the rebate form. Alternatively, bring in or have students bring in rebate forms. Have students practice reading these forms in pairs.

## Teaching Tip

If you continue a lesson on the following day, have students tell you what they remember from the previous class. You may want to write words and ideas on the board.

## Controlled Practice

10 minutes

## 4 PRACTICE

## A PAIRS. Discuss the questions.

- Call on a student to read all the questions before answering them.
- Walk around and help as necessary.
- Have pairs compare what they said with other pairs.

## MULTILEVEL INSTRUCTION for 4A

**Pre-level** Call on pre-level students to read the questions.

**Above-level** Call on above-level students to read the answers.

## Expansion: Writing Practice for 4A

- Have students write answers to the questions on the board. Review with the class and make corrections as necessary.

## Communicative Practice 15 minutes

## B GROUPS. Stores sometimes give...

- When students have completed the task, call on a recorder to write the group's ideas on the board.
- Call on a reporter to summarize the group's ideas for the class.

## Progress Check

## Can you . . . read sales ads and rebates?

Ask the class to identify information they might find in a newspaper ad. Make a list on the board. Ask the class to review the rules for getting a rebate. Make a list on the board. Ask students: *Can you check this goal?*

## Extra Practice



Interactive Practice



pages 70–71

## Getting Started

5 minutes

## 1 BEFORE YOU LISTEN

## Look at the picture...

- Write on the board: *Have you ever made an exchange in a store?*
- Tell students to talk to classmates sitting around them. Call on students to say what they exchanged, and what they remember about the experience.
- Have students complete the task.
- Call on a student to read the completed statement. Ask: *Why do you think that?* Discuss the answer with the class.
- Say: *Let's listen to the conversation between the clerk and the customer.*

## Presentation

10 minutes

## 2 LISTEN

A



## Listen to the conversation...

- Say: *You're going to listen to a clerk talking to a customer.*
- Play CD 2, Track 25. Ask: *Were you right with your guess from 1?*
- Review the answer with the class. Play Track 25 again for students to confirm the answer.

## Controlled Practice

15 minutes

B



## Read the questions....

- Have students read the questions and answer choices first.
- Play CD 2, Track 25. Then have students compare answers.
- Play Track 25 again. Read the first question. Play Track 25. Tell students to raise their hands when they hear the answer to question 1. Pause the CD. Have students repeat what they heard. Review all the answers in this way.
- Play Track 25 again to confirm the answers.

## Community Building

If students have any electronics products, ask them to show the class. Have students tell the class about the features they like. They can compare cell phones, iPods, MP3 players, electronic dictionaries, Palm Pilots, etc. Students who have these things usually like to talk about them; students who don't have these things can ask questions about how they work, what they like, and the expense of having them.

## Controlled Practice

15 minutes

3

## CONVERSATION

**A Listen to the sentences....**

- Play CD 2, Track 26. Have students listen and read.
- Play Track 26 again. Have students repeat.
- Have students read the Pronunciation Watch silently. Read the text aloud.
- Play Track 26 again. Stop after each sentence. Exaggerate the pronunciation point and have students repeat.

**B Listen and read...**

- Play CD 2, Track 27. Students listen and read silently.
- Ask: *Who is probably having this conversation?* (a clerk and a customer)

4

## PRACTICE

**A PAIRS. Practice the conversation...**

- Have pairs read the conversation together, alternating roles.
- Call on two students to read the conversation for the class.

**MULTILEVEL INSTRUCTION for 4A**

**Pre-level** Have students practice reading more than once.

**Above-level** Have students practice substituting other products in the conversation.

## Communicative Practice

15 minutes

## Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

**B ROLE PLAY. PAIRS. Pretend you are...**

- When students have completed the task, call on pairs to role-play their conversation for the class.

**MULTILEVEL INSTRUCTION for 4B**

**Cross-ability** Pre-level students can play Student A, the customer. Above-level students can play Student B, the clerk. Have the clerks try to sell the customers the Samsung phone.

## Extra Practice



Interactive Practice

## Getting Started

5 minutes

- Write on the board: 1. *Our house is as big as your house.* Underline *as big as*. Ask: *Are these two houses different or the same?* (same)
- Write on the board: 2. *Our kitchen isn't as big as your kitchen.* Underline *as big as*. Ask: *Are these two kitchens different or the same?* (different) Ask: *How are they different?* (Ours is smaller than yours; yours is bigger than ours.)
- Say: *In Lesson 6, we learned one way to compare things or people. Now we're going to learn another way to compare things or people.*
- State the lesson objective: *We're going to use as with an adjective plus as while we compare shopping experiences.*

## Presentation

5 minutes

## As . . . as with adjectives

- Have students read the Grammar Watch box silently.
- Call on a student to read the two sentences in the grammar box.
- Say: *In the first sentence, the two stores are the same. In the second sentence, the first store is dirtier than the second store.*

## Controlled Practice

10 minutes

## 1 PRACTICE

## A Read the statements...

- Have students read for comprehension first. Ask: *What two stores are we comparing?* (Trego and Archway)
- Call on volunteers to read the statements and say if they are true or false.
- To review, ask students to explain each statement. (Number 1 means that the two stores are the same, so one is not cleaner than the other. Number 2 means that if Archway is not as big, it is smaller, which means that Trego is bigger. Number 3 means the lines at Trego are longer.)

## B Complete the sentences...

- Before reading, review what *dot com* means. For example, *aro* is the name of or an abbreviation for a store; *dot* means a period and must be part of an Internet address; *com* means commercial and means it is a business.
- Point out the words under the lines.
- Walk around and help as necessary.
- Call on students to write the completed sentences on the board. Make corrections as necessary.

## Language Note

It is good practice for students to read Internet addresses. Practice reading them aloud with the class. Include organizations, government sites, and schools.

## Communicative Practice

15 minutes

## Show what you know!

## GROUPS. Compare shopping for...

- Have groups make a list of large purchases. Then have them compare shopping experiences.
- Call on a student to report about one product for their group.

## MULTILEVEL INSTRUCTION for Show what you know!

**Pre-level** Write on the board: *washing machine, car, computer*. Have students compare shopping for these things.

**Above-level** Have students make a list of at least six things to compare.

## Progress Check

## Can you . . . compare shopping experiences?

Ask the class to identify things that are important when choosing a store to shop at. Make a list on the board. Ask: *Can you check this goal?*

## Extra Practice



Interactive Practice



pages 72–73

## Getting Started

5 minutes

## 1 BEFORE YOU WRITE

## Culture Connection

Many of the huge department stores are called “big box” stores. Some communities want them, while some communities have organized to keep them out. Elicit students’ ideas on why this might be.

## A GROUPS. Compare two stores...

- Tell students they can share their ideas about any two stores that sell the same type of merchandise.
- Ask a volunteer from each group to say what stores they talked about.
- Ask another volunteer from each group to say one thing group members liked and one thing they didn’t like about the stores.
- Ask: *Which stores do you like better?* State the lesson objective: *We are going to write a paragraph comparing two stores.*

## MULTILEVEL INSTRUCTION for 1A

**Pre-level** Have students choose either an electronics store or a “big box” store.

**Above-level** Have students compare two electronics stores and two “big box” stores.

## Teaching Tip

Review the rules for comparisons. Write example sentences on the board for comparative adjectives and *as . . . as* constructions.

## Presentation

5 minutes

## B Read the paragraph. What are...

- Tell students to read the paragraph silently.
- Call on students to write a reason why the author likes the Arcadia store better.

## Expansion: Reading Practice for 1B

- Form pairs. Have students alternate reading the paragraph aloud.

## Controlled Practice

15 minutes

## 2 WRITE

## Write a paragraph...

- Read the ideas in the box aloud. Ask students to explain, define, or give examples of each.
- Remind students to use the paragraph in 1B as a model.
- Walk around and help as necessary.

## 3 CHECK YOUR WRITING

- Have students check their own papers first.
- Then ask students to check a classmate’s paper using these same questions.
- Walk around and help as necessary.
- If students hand in their papers to you, let them know what you will be looking at and giving feedback on. You may want to write this list on the board.

## Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate vocabulary, grammar, mechanics and how well they complete the task. You may want to review the completed rubric with the students.

## Extra Practice



Interactive Practice

**1 REVIEW**

**For your Grammar Review...**

- Have students turn to page 250 to review the grammar for this unit.
- Answer any questions students may have.

**2 ACT IT OUT**

**Teaching Tip**

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

**STEP 1. CLASS. Review the conversation...**

- Write on the board:  
*The conversation is about \_\_\_\_\_.*
- Play CD 2, Track 27.
- Have students work with a classmate to fill in the blank. Then have volunteers say what the conversation was about.

**STEP 2. PAIRS. Role-play an exchange...**

- Have each pair read their role play information. Check comprehension. Ask: *Who are the people? What does the customer want? What does the salesperson want?*
- Ask the class to say their ideas. Write the information on the board. Answer any questions students may have.
- As pairs role-play a conversation, walk around and help students with vocabulary, pronunciation, and grammar.
- Ask volunteers to role-play their conversations for the class.

**3 READ AND REACT**

**STEP 1. Read the problem.**

- Have students read the problem silently.
- Check comprehension. Ask: *Where does the Sanchez family live? What do they need? What is the problem?*

**STEP 2. Give the Sanchez family advice....**

- Tell students to summarize, without reading, the problems the Sanchez family has.
- Have groups complete the task.
- Call on a student from each group to say one thing he or she would tell the Sanchez family.

**4 CONNECT**

For general teaching notes about the Self-Evaluation Activities, go to page T-xi.

For general teaching notes about the Team Project, go to page T-xi.

**Progress Check**

**Which goals can you check...**

- Tell students to turn to page 105 (the first page of Unit 6).
- Have them read the goals and check the ones they believe they can do.
- Have them talk to a partner about which goals they checked.



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

If your students need more practice with the vocabulary, grammar, and competencies in Unit 6, encourage them to review the activities on the CD-ROM.

**Extra Practice**



Interactive Practice