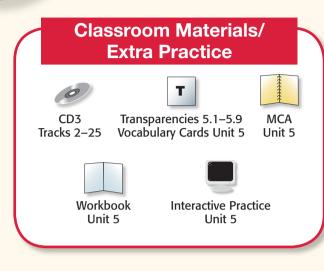
How much is it?

Lesson 1

Make change with U.S. coins



Unit Goals

- Make change with U.S. coins
- Make change with U.S. bills
- Ask for location of items in drugstore
- Use Where is/Where are
- Ask for and give prices
- Read a receipt
- Write a check
- Write about shopping in different cultures

Getting Started

5 minutes

Books closed.

- Elicit vocabulary students may already know. Take out some change in coins. Hold up one coin at a time. Ask: *What's this? How much (money) is it?*
- Repeat students' answers out loud and have the class repeat chorally. If students don't know a word, say the word and have the class repeat.
- State the lesson objective: *We're learning about U.S. coins.*

Presentation

20 minutes

A 🥟 Look at the coins...

- Show Transparency 5.1 or hold up your book. Point to the group of pictures and say: *U.S. coins*.
- Play CD 3, Track 2. Point to each coin. Students listen.
- Continue playing Track 2. Point to each coin and have students repeat.

Books open.

- Play Track 2 again. Students listen and point to the coins in their books.
- Continue playing Track 2. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

• Form pairs. Use the Vocabulary Cards for page 80. Student A points to a coin. Student B says the word. Then students switch roles.

B 🥟 Listen and read...

- Play CD 3, Track 3. Students listen and read.
- Pause the CD. Check comprehension. Ask: *Do you have a quarter? Do you have a half-dollar?* etc. Ask students to answer by holding up the correct coins.
- Continue playing Track 3. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

• Dictation. Books closed. Say and spell three words from the box. Students write the words on a piece of paper. Then students check their spelling. Repeat this activity two more times.

Lesson 1 Make change with U.S. coins

Presentation

10 minutes

G *P* Listen. Listen and repeat.

- Show Transparency 5.2 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Set the context. Elicit information about the picture without correcting students' answers. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Does the man want to buy something to eat? Does he need change? Does the woman have change?*
- Play CD 3, Track 4. Students listen. Pause the CD. Ask the comprehension questions above again.
- Continue playing Track 4. Ask students to listen and repeat.
- Now show the dialog on Transparency 5.2 or have students read in their books. Play Track 4 again. Students listen and read silently.
- Continue playing Track 4. Students listen and repeat.

Controlled Practice

10 minutes

D PAIRS. Practice the conversation.

- Model the conversation in Exercise C. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

MULTILEVEL INSTRUCTION for D

Pre-level Students practice the conversation with books open.

Above-level Students practice the conversation with books closed.

Look at the pictures...

- Do item 1 with the class. Hold up a dollar bill. Ask: *Do you have change for a dollar?*
- Ask students to count the change in the picture (three quarters, two dimes, and a nickel). Ask a volunteer to say the coins. The class repeats chorally.

E Listen and check your answers...

- Play CD 3, Track 5. Tell students to circle any mistakes in their answers in Exercise E.
- Pause the CD. Ask students to correct their mistakes. Start Track 5 again and have students check their answers again.
- Then continue playing Track 5. Have the class listen and repeat.

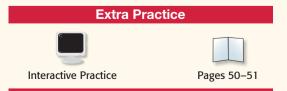
Communicative Practice 15 minutes Show what you know!

GROUPS. Take out your coins...

- Say the sentence in the speech bubble and have the class repeat.
- First, have each student count his or her own coins and tell the group. Each student then writes the information in his or her own book.
- Then ask a volunteer to say how many coins he or she has: *I have* _____. Write on the board how many of each coin the student has.
- Students take turns reading their list to the group.
- Circulate and assess students' ability to identify the coins. If students need more practice, review pages 80 and 81.

Critical Thinking Skill: Associating

- Set the context. Say: We need coins for many activities. When do you need to use coins? Do you need to carry a lot of coins?
- Form cross-ability groups. Have students discuss the questions.
- Ask groups to say their information. Write answers on the board. Possible answers are: *bus fare, pay phones, coin-operated washers/dryers, vending machines, postal stamp machines, parking meters.*



Getting Started

5 minutes

Books closed.

- Elicit vocabulary students may already know. Show the class several bills: \$1, \$5, \$10. Hold up one bill at a time. Ask the class: *What's this? How much is this bill?*
- Repeat students' answers and have the class repeat chorally. Write the words on the board.
- State the lesson objective: We're learning to make change with bills (paper money).

Presentation

20 minutes

\Lambda 🥟 Look at the bills...

- Show Transparency 5.3 or hold up your book. Point to the group of pictures and say: *U.S. bills*.
- Play CD 3, Track 6. Point to each bill. Students listen.
- Continue playing Track 6. Point to each bill and have students repeat.

Books open.

- Play Track 6 again. Students listen and point to the pictures in their books.
- Continue playing Track 6. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

• Form pairs. Use the Vocabulary Cards for page 82. Student A points to a picture. Student B says the word. Then students switch roles.

Culture Connection

Many people in the United States do not carry a lot of cash; they often carry only a few bills in their purse or wallet. When paying for something in a store, people don't take out all their money. They take out only the bills they need at that time. Tell students this is also because of security reasons.

B Ø Listen and read...

- Play CD 3, Track 7. Students listen and read silently.
- Pause the CD. Check comprehension. Ask: *Do you have a dollar bill? Do you have a ten dollar bill?* etc. Students can answer by holding up the bills they have.
- Continue playing Track 7. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

• Dictation. Books closed. Say and spell three words from the box. Students write the words on a piece of paper. Then students check their spelling. Repeat this activity two more times.

Lesson 2 Make change with U.S. bills

Presentation

10 minutes

G *O* Listen. Listen and repeat.

- Show Transparency 5.4 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Set the context. Elicit information about the picture without correcting students' answers. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Are they in the classroom? Does she need change for a twenty? Does the woman get some singles?*
- Play CD 3, Track 8. Students listen. Pause the CD. Ask the comprehension questions above again.
- Continue playing Track 8. Ask students to listen and repeat.
- Now show the dialog on Transparency 5.4 or have students read in their books. Play Track 8 again. Students listen and read silently.
- Continue playing Track 8. Students listen and repeat.

Controlled Practice

15 minutes

D PAIRS. Practice the conversation.

- Model the conversation in Exercise C. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.

MULTILEVEL INSTRUCTION for D

Pre-level Students role-play the conversation for the class with books open.

Above-level Students role-play the conversation for the class with books closed.

Look at the pictures...

- Do item 1 with the class. Hold up a five dollar bill and ask: *Do you have change for a five?*
- Ask students to count the bills in the picture. Say the answer and have the class repeat.
- To review the exercise, ask volunteers to write answers on the board.

Disten and check your answers...

- Play CD 3, Track 9. Tell students to circle any mistakes in their answers in Exercise E.
- Pause the CD. Ask students to correct their mistakes. Start Track 9 again and have students check their answers again.
- Then continue playing Track 9. Have the class listen and repeat.

Expansion: Speaking Practice for F

• Form pairs. Have each student take turns asking and answering the questions in Exercise E.

Communicative Practice 10 minutes

Show what you know!

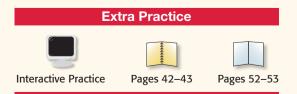
GROUPS. Take turns. Ask...

- You may want to use play money for this activity.
- Say the sentences in the speech bubbles and have the class repeat.
- Students take turns asking: *Do you have change for a* _____?
- Students answer by showing the change and saying: *Yes, I have* _____. If students don't have the change, they answer: *No, I don't. Sorry.*
- Circulate and assess students' ability to make change with bills. If the class needs more practice, review pages 82 and 83.

Critical Thinking Skill: Making Decisions

• Set the context. Say: *Imagine that every* student in our class will now receive a \$100 bill. What would you do with the money?

- Model an answer. For example, say: *I have a hundred dollar bill. I'm going to buy gas for my car and some new shoes.*
- To finish the activity, ask groups to share their answers with the class.



Lesson 3 Drugstore items • Where is/Where are

Getting Started

5 minutes

Books closed.

- Elicit vocabulary students may already know. Ask the class: What can you buy at a drugstore? What are the things at the drugstore that you use every day? Write students' answers on the board.
- Repeat students' answers out loud and have the class repeat chorally.
- State the lesson objective: We're learning to name *items from the drugstore.*

Presentation

20 minutes

A Straight Look at the drugstore items...

- Show Transparency 5.5 or hold up your book. Point to the group of pictures and say: *Items we can buy from the drugstore*.
- Play CD 3, Track 10. Point to each picture. Students listen.
- Continue playing Track 10. Point to each picture and have students repeat.

Books open.

- Play Track 10 again. Students listen and point to the pictures in their books.
- Continue playing Track 10. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

• Form pairs. Use the Vocabulary Cards for page 84. Student A points to a picture. Student B says the words. Then students switch roles.

B States Listen and read...

- Play CD 3, Track 11. Students listen and read silently.
- Pause the CD. Check comprehension. Ask: *What do you use to take a shower*? (soap, shampoo) *What do you need to turn on the lights*? (lightbulbs) *What do you need to shave*? (shaving cream, razor blades)
- Continue playing Track 11. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

• Ask: *What drugstore items do you have in your home?* Instruct students to write down the items on a piece of paper. Form pairs to compare lists.

Lesson 3 Drugstore items • Where is/Where are

Presentation

10 minutes

G Read the sentences.

- Use Transparency 5.6 or have students look at the chart in their books.
- Say each sentence in the chart and have students read silently. Say each sentence again and have students repeat chorally.
- Point to and circle the verb *is*. Explain: Is *tells us* "one" of something: one bar of soap, one bottle of aspirin.
- Point to and circle the verb *are*. Also circle the *-s* in *razor blades* and *tissues*. Explain: Are *tells us "more than one" of something: razor blades*, *tissues*.
- Point to the conversation on Transparency 5.6. Ask students to circle *is* and *are*.

Controlled Practice

15 minutes

D Write *is* or *are*.

- Write item 1 on the board. Ask: *Why do we use* is? (Shampoo is one thing. It is singular.)
- Walk around and help as needed.

E *Listen and check your answers...*

- Play CD 3, Track 12. Tell students to circle any mistakes in their answers in Exercise D.
- Pause the CD. Ask students to correct their mistakes. Start Track 12 again. Students check their answers again.
- Then continue playing Track 12. Have the class listen and repeat.

Read the sign.

- Show Transparency 5.6. Have the class read the sign. Ask: *What's the name of the drugstore? What is a directory?*
- Then point to the picture on Transparency 5.6. Point to the numbers 2–5 at the end of the aisles. Say: *Each one is an aisle*. Point and say: *Aisle 2*, *Aisle 3*, etc. Have the class repeat.

Expansion: Vocabulary Practice for F

• Form pairs. Students take turns saying an aisle number and pointing to the picture.

Communicative Practice 10 minutes

Show what you know!

GROUPS. Read the directory...

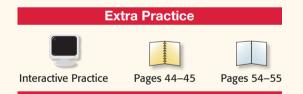
- Say the sentences in the speech bubbles and have the class repeat. Write on the board: *Where is _____? Where are ____?*
- Students take turns asking about drugstore items in Exercise F. Tell students to use the question forms on the board.
- Circulate and assess students' ability to ask about and answer where drugstore items are located. If students need more practice, review pages 84 and 85.

Critical Thinking Skill: Planning

• Set the context. Say: You are going on a trip. What drugstore items do you need? What will you buy at the drugstore?

• Students can look at the vocabulary on page 84. They can also use drugstore items not covered in this lesson.

- Form cross-ability groups. Ask one student to write the list for the group.
- To finish the activity, ask groups to share their lists with the class.



Lesson 4 Ask for and give prices

Getting Started

5 minutes

Books closed.

- Elicit vocabulary students may already know. Encourage students to make up prices. Hold up a pen. Ask: *I need a new pen. How much is a pen?* Hold up a book. Ask: *I need a new book. How much is a book?*
- Repeat students' answers out loud and have the class repeat chorally. Write the prices on the board.
- State the lesson objective: We're learning to say prices.

Presentation

5 minutes

Books open.

A 🥟 Listen and point...

- Write on the board: *cents* = ¢. Draw pictures of coins on the board. For each coin say and write the amount: *A penny is 1¢. A nickel is 5¢. A dime is 10¢. A quarter is 25¢. A half-dollar is 50¢.* Have the class repeat.
- Play CD 3, Track 13. Students listen and point. Continue playing Track 13. Ask the class to listen and repeat.

Expansion: Speaking Practice for A

• Form pairs. Students take turns reading the price tags out loud.

Controlled Practice

5 minutes

B 🥏 Listen. Write the prices.

- Write on the board: *dollars* = \$. Tell the class that when they write the dollar symbol, \$, then they don't write the cents symbol, ¢. Write on the board: \$1.50. Point out the decimal point. Explain: *The numbers to the left of the decimal are dollars. The numbers to the right of the decimal are cents.*
- Play CD 3, Track 14 two times. Students listen and write the prices they hear.
- Form pairs. Students compare answers.
- Ask volunteers to write the answers on the board. Then play Track 14 again and have the class check the answers. Make necessary corrections.

Presentation

5 minutes

🕝 🥏 Listen and point...

- Play CD 3, Track 15. Students listen and point.
- Continue playing Track 15. Ask the class to listen and repeat.

Expansion: Speaking Practice for C

• Form pairs. Students take turns reading the price tags out loud.

Controlled Practice

10 minutes

D 🥟 Listen. Write the prices.

- Play CD 3, Track 16 two times. Students listen and write the prices they hear.
- Form pairs. Students compare answers.
- Ask volunteers to write the answers on the board. Then play Track 16 again and have the class check the answers. Make necessary corrections.

PAIRS. Point to an item...

- Student A points to the items. Student B says the price of each item.
- Then students switch roles.

Presentation

15 minutes

G *P* Listen. Listen and repeat.

- Show Transparency 5.7 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture without correcting students' answers. Ask: What do you think? Are they at school? What is the woman buying?
- Play CD 3, Track 17. Students listen. Pause the CD. Ask the comprehension questions above again.
- Continue playing Track 17. Ask students to listen and repeat.
- Now show the dialog on Transparency 5.7 or have students read in their books. Play Track 17 again. Students listen and read silently.
- Continue playing Track 17. Students listen and repeat.

G 🥏 Listen again...

- Ask the class to read the two sentences silently.
- Play CD 3, Track 18. Instruct students to listen and read. Then they circle Yes or No.
- To correct this exercise, ask a volunteer to read the sentences and say the answers.

H PAIRS. Practice the conversation.

- Model the conversation in Exercise F. Say the lines for Speaker A. The class says the lines of Speaker B.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.

Controlled Practice

5 minutes

PAIRS. Look at the pictures...

- Instruct the class to look at the pictures in Exercise E. Choose an item to model a new conversation. Say the lines for Speaker A. The class says the lines of Speaker B chorally.
- Tell the pairs to take turns as Speakers A and B.
- Then ask volunteers to role-play their new conversations for the class.

Communicative Practice 10 minutes

Show what you know!

GROUPS. Write a new price...

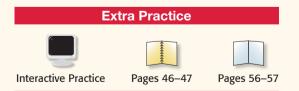
- Say the sentences in the speech bubbles for the class to repeat. Tell students they are going to write the prices for each drugstore item. Ask for different soap prices: *How much is soap*? Write the prices on the board.
- Students talk in groups. They need to decide on a price for each item and then write the prices in the chart in their books.

CLASS. Walk around the room...

- Tell students to walk around the room. They need to ask six students about their drugstore items and prices.
- Circulate and assess students' ability to ask/answer the question about the prices of drugstore items. If students need more practice, review pages 86 and 87.

Critical Thinking Skill: Comparing

- Ask the class to say six items they usually buy at the drugstore. Write the items on the board.
- Form cross-ability groups. Give each group the weekly advertising pages from local drugstores. Tell each group to find the prices for the items on the board. One student writes the group's list, including the store's name.
- Remind students to ask: Is it on sale? How much is it?
- To finish the activity, ask each group to write their price list on the board. The class can read the different lists and compare prices.



Getting Started

5 minutes

Books closed.

- Elicit vocabulary students may already know. Say: You go to the store. You buy something. The cashier gives you a piece of paper. What is it? (receipt)
- Draw a picture of a receipt on the board. Ask: Why do stores give you a receipt? Give students an opportunity to offer ideas. Possible answers are: A receipt tells the customer how much to pay. It is proof of payment. It can be used to return something you bought. You can hand it in at work for reimbursement. It is for the store's sales records. etc.
- State the lesson objective: *We're learning to read a receipt.*

Presentation

10 minutes

Books open.

A Read the receipt.

- You may want to copy the receipt onto the board. Have students read the receipt. Tell students to circle words they don't understand. Write the words on the board.
- Ask students to guess the meaning of the new vocabulary. To help students understand, point to the receipt so they have a context.

Controlled Practice 10 minutes

B Read the receipt again...

- Have students read the items and then read the receipt again.
- Copy item 1 onto the board. Ask the class to look for the word *shampoo* on the receipt and read its price. Model writing the price in the sentence.
- Have students compare answers with a partner.
- Call on various students to read the sentences.

G Read the receipt again...

- Have students read the items and then read the receipt again.
- Read item 1 with the class. Then model circling No.
- To correct this exercise, ask a volunteer to read the sentences. Tell students to hold up their YES or NO cards to answer.

Presentation

15 minutes

Books closed.

- Elicit vocabulary students may already know. Say: You go to the store. You buy something. How do you pay?
- Give students an opportunity to offer ideas. Possible answers are: *cash, check, credit card, payment plan.* Draw pictures on the board to help students understand each answer.
- State the lesson objective: *We're learning to write a check.*

Books open.

D Read the check.

- Show Transparency 5.8. Discuss with the class: *What is a check? When do people write checks?*
- First have students read the check individually. Tell students to come up to the transparency and circle words they don't understand. Write the words on the board.
- Ask students to guess the meaning of the new vocabulary. To help students understand the words, point to the check each time so students have a context.

Controlled Practice 20 minutes

B Read the check again...

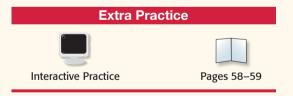
- Read item 1 with the class. Model circling a.
- To correct this exercise, have students compare their answers with a partner. Then call on various students to read the sentences and say the answers.

Write a check for...

- Show Transparency 5.8 or copy the check onto the board. Read the instructions for this exercise out loud.
- Point to the corresponding places on the check. Ask: Where do we write \$33.45 in numbers? Where do we write \$33.45 in words? Where do we write today's date? Where do we sign our name?
- Circulate and assess students' ability to write a check. If students need more practice, review pages 88 and 89.
- To correct this exercise, ask a volunteer to fill in the check on the transparency or on the board. Make necessary corrections.

Expansion: Writing Practice for F

• Draw some blank checks on the board or re-use the transparency. Write the amount under each check. Have volunteers come up and fill in the checks. Choose other volunteers to come up and review the checks for accuracy.



Getting Started

5 minutes

Books closed.

- Ask the class: Where do you go shopping? Name some stores you like.
- Write students' answers on the board. You may want to provide a short review of pronouns by writing: *We shop at* _____. *He shops at* _____. *They shop at* _____.
- State the lesson objective: We're listening to Edna, a young woman. She's talking about shopping.

Presentation

20 minutes

A CLASS. Look at each picture...

- Show Transparency 5.9 or hold up your book. Point to each picture and ask: *What do you see?*
- Elicit information without correcting students' answers. If students have difficulty expressing an idea, try to say it for them.
- Write words or phrases about the pictures on the board.

Books open.

B *P* Listen to the story.

- Play CD 3, Track 19. Point to each picture on Transparency 5.9 or have students look in their books. Students listen.
- Check comprehension. Show Transparency 5.9 or hold up your book. Ask:
 - 1. What is her name? Where does she shop in her country?
 - 2. In Edna's country, what do sales people talk about?
 - 3. In her country, does Edna get a good price?
 - 4. In the United States, where does Edna shop?
 - 5. Does Edna talk to the sales people about price?
 - 6. How does Edna get good bargains?
- Play Track 19 again. Ask students to listen and look at the pictures in their books.
- Check comprehension. Ask the questions above again. Say the answers and have the class repeat.

Presentation

10 minutes

G 🥟 Listen again and read.

- Play CD 3, Track 20. Have students listen and read the story in their books.
- Ask students to identify any words they don't understand. Write the words on the board and encourage students to guess the meaning.

Expansion: Reading Practice for C

• Form cross-ability pairs. Students take turns reading the story out loud.

Controlled Practice

15 minutes

D Read the story again...

- Write item 1 on the board and demonstrate circling *No* as the answer.
- To review answers, ask volunteers to read a sentence and say the answer.

GROUPS. Read the questions...

- Model the discussion. Ask various students: In your country, do people shop at markets or in big stores? Do people ask about the prices? Do people get good bargains?
- Write on the board the roles for the group: Student 1: Read each question out loud. Student 2: Make sure each student talks. Student 3: Tell the class the group's answers.
- Walk around and encourage each student to participate in the discussion. To finish the activity, ask each group to share their information.

Write about shopping.

- Model writing the sentences. Ask a volunteer to say his or her information. Write the sentences on the board.
- Walk around the room and help as necessary.

MULTILEVEL INSTRUCTION for F

Pre-level Students copy Edna's story in Exercise C on a piece of paper.

Above-level Students write their own stories on a piece of paper. Exercise C is the model.

Communicative Practice 10 minutes

G GROUPS. Take turns. Read...

• Form cross-ability groups. Encourage above-level students to help as they share their information.

Critical Thinking Skill: Problem Solving

- Set the context. Say: *Edna wants to buy a car. She needs to save money. She buys things on sale, but she needs to save a lot of money. What can you tell her to do?*
- Form cross-ability groups. One student writes the group's suggestions.
- To finish the activity, ask groups to share their ideas. Write all the ideas on the board. Ask students to say which ideas are the same/ common for each group. Circle them.



REVIEW

Show what you know!

THE SOUNDS OF G AND C

Language Note

The sounds of *g* and *c* are made with the same mouth position. To make the *g* sound, put the back of your tongue to the back of your mouth. Use your voice to say the sound as you move your tongue away. Practice the sound with the word *go*. To make the hard *c* sound, put the back of your tongue to the back of your mouth. Then push the air out of your mouth quickly as you move your tongue away. Do not use your voice. Practice the sound with the word *coin*.

A Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- Encourage students to put their hand on their throat to make sure there is a vibration when pronouncing the *g* in the words.
- Walk around and provide help as needed.

B States Listen and repeat.

- Play CD 3, Track 21. Students listen and repeat to self-correct.
- Ask students to point to each word in Exercise A as they listen.
- Walk around and check students' pronunciation of g.
- Play the audio two or three times.

G Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- Tell students to put their hand on their throat to make sure there is no vibration when pronouncing the *c* in the words.
- Walk around and provide help as needed.

D 🥟 Listen and repeat.

- Play CD 3, Track 22. Students listen and repeat to self-correct.
- Ask students to point to each word in Exercise C as they listen.
- Walk around and check students' pronunciation of *c*.
- Play the audio two or three times.

Listen. Write g or c...

- Explain that students will complete each word with *g* or *c*.
- Do the first item with the class. Write on the board: *1*. ____o. Say: *Go*. Have a volunteer come up and write the correct letter.
- Play CD 3, Track 23. You may want to play the track two times.
- Have students check their answers with a partner.

DICTATION. PAIRS. Student A...

- Form cross-ability pairs.
- Model the activity with a higher-level student. Ask the student to say a word from Exercise A. Write it on the board. Ask the class to check your spelling.
- Encourage students to check spelling after each word.

G DICTATION. SAME PAIRS. Student B...

- Tell students to switch roles. Student B says the words from Exercise C. Student A writes the words.
- If necessary, model the activity again with a word from Exercise C.

MULTILEVEL INSTRUCTION for F and G

Pre-level Students copy the words in Exercises A and C on a piece of paper. Have a classmate check the spelling.

Above-level Each student writes five more words with *g* and *c*. They can use any words they know. Form pairs. Have students share their words.

REVIEW

2

Show what you know!

VOCABULARY

Teaching Tip

To review the words for coins, put several coins of each denomination into a container. Walk around the class and ask for volunteers to take out a coin and say the amount.

A PAIRS. Point to a coin...

- Show Transparency 5.1 or hold up your book. Point to the first coin.
- Ask: *How much (money) is this coin?* Write the correct answer on Transparency 5.1 or on the board.
- Form cross-ability pairs. Student A points to a coin and Student B says the amount. Then students switch roles.

Teaching Tip

To review the words for bills, put several bills of each denomination into a container. Walk around the class and ask for volunteers to take out a bill and say the amount.

B PAIRS. Point to a bill...

- Show Transparency 5.3 or hold up your book. Point to the first bill.
- Ask: *How much (money) is this bill?* Write the correct answer on Transparency 5.3 or the board.
- Form cross-ability pairs. Student A points to a bill and Student B says the amount. Then students switch roles.

3 SPEAKING

Your classmate asks...

- Have students read the situation and answer choices in their books.
- Say: Circle the answer that completes the dialog.
- Have students compare answers with a classmate.
- Ask a volunteer to write the correct answer on the board.

CD-ROM Practice



Go to the CD-ROM for more practice.

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



EXPAND

Show what you know!

ASK WHERE THINGS ARE IN A STORE

Teaching Tip

Review drugstore items and aisles on pages 84 and 85, or show Transparencies 5.5 and 5.6.

A 🥟 Listen. A customer is...

- Set the context. Say: A customer is shopping. She is asking where things are in the store.
- Play CD 3, Track 24. Have students listen.

B PAIRS. Ask where the item is...

- Hold up your book. Point to each item and have the class say the words.
- Students take turns asking and answering: *Where is the* _____?
- Walk around the room and provide help as needed.

2 ASK FOR AND GIVE CHANGE

Teaching Tip

If necessary, review the coins and bills on page 93.

A 🖉 Listen. Someone is asking...

- Set the context. Say: A person is asking for change.
- Play CD 3, Track 25. Have students listen.
- Ask: How much change did the person want?

B ROLE PLAY. PAIRS.

- Model the role plays with an above-level student. Ask the student for change for a quarter. The student can draw the coins for change on the board and say: *Yes, I have* _____.
- Walk around and help as necessary. Tell students they can first draw the coins and bills they need to make change, and then speak.
- Ask various pairs to perform one of their conversations for the class.

EXPAND

3 READ A RECEIPT, WRITE A CHECK

Teaching Tip

Copy the receipt and the check onto the board so that you can point to them as you review.

A Read the receipt...

- Ask: *How much is the total?* Students write the answer.
- Then review the other items on the receipt. Ask: How many items are on the receipt? How much is the tax? How did the customer pay? Did the customer get change? How much is the total?

B Write a check...

- Show Transparency 5.8 or hold up your book. Point to the various parts of the check. Say the information that is necessary for each part. You can ask questions, for example, *What is the date? Who is the check for? How much is the check? Who is writing the check?*
- To review the activity, draw a blank check on the board. Ask a student to fill it in. Make any necessary corrections.

4 WRITE ABOUT YOURSELF

Write about yourself...

- Review vocabulary needed for this activity with the class. Ask: *What is your name? Where do you shop? What do you buy? How do you pay?*
- Write a model on the board. Use your information. Encourage students to look at the model on the board as they write.
- Walk around the room and help as needed.
- Form cross-ability pairs. Say: *Read your classmate's sentences. Are they complete?*



For your Team Project...

• Go to page T-xi for the general teaching notes for the projects.