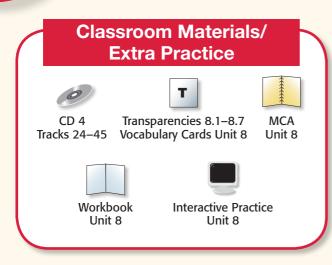
Let's go shopping.

Lesson 1

Clothes and shoes



Unit Goals

- Identify clothes and shoes
- Ask about clothing size
- Use This/That These/Those
- Identify colors
- Say what someone is wearing
- Return clothes and say the problem
- Read a store ad
- Write about the colors people wear at funerals and weddings

Getting Started

5 minutes

Books closed.

- Elicit vocabulary students may already know. Show Transparency 8.1. Ask: *What clothes do you like to wear to school? What clothes do you wear to work?* Give students the opportunity to answer without correcting their English.
- Repeat students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: *We're learning the words for clothes and shoes.*

Presentation

20 minutes

A Cook at the clothes and shoes...

- Show Transparency 8.1 again or hold up your book. Point to the group of pictures and say: *Clothes and shoes.*
- Play CD 4, Track 24. Point to each item. Students listen.
- Continue playing Track 24. Point to each item and have students repeat.

🛄 Books open.

- Play Track 24 again. Students listen and point to the items in their books.
- Continue playing Track 24. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

• Form pairs. Use the Vocabulary Cards for page 130. Student A points to an item. Student B says the word. Then students switch roles.

B Disten and read...

- Play CD 4, Track 25. Students listen and read.
- Continue playing Track 25. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

- Write on the board: *singular plural*. Form pairs. Ask students to put the words from the word box into the two groups.
- Review the answers by writing them on the board so students can check their work.

10 minutes

G 🥟 Listen. Listen and repeat.

- Show Transparency 8.2 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Is the store having a sale? Are the women going shopping?*
- Play CD 4, Track 26. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 26. Ask students to listen and repeat.
- Now show the dialog on Transparency 8.2 or have students read in their books. Play Track 26 again. Students listen and read silently.
- Continue playing Track 26. Students listen and repeat.

Controlled Practice

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 perform for the class.

Presentation

5 minutes

5 minutes

Listen and read the story.

- Play CD 4, Track 27. Students listen and read the story silently.
- Play Track 27 again. Students listen and underline words they do not know.
- Write the words on the board. Ask students to guess the meaning from the context of the story. Help students with any word they can't guess by drawing a picture on the board or by using the word in another context.

Controlled Practice

5 minutes

() Read the story again...

- Ask students to read the questions first and then read the story again.
- Write item 1 on the board. Have students point to the answer in the story. Model circling *Yes*.
- Call on volunteers to read each sentence. Tell students to hold up their YES or NO cards to answer.

Communicative Practice 10 minutes

Show what you know!

GROUPS. Play a game...

- Say the sentences in the speech bubbles for the class to repeat.
- To demonstrate this memory game, have two students model it with you. You should be second in line. Have each person say his or her name.
- Have a student start: *I need* _____. Then you say: [*Name*] *needs* _____. *I need* _____. Help the third student say: [*Name*] *needs* _____. [*Name*] *needs* _____. [*Name*] *needs* _____.
- Circulate and assess students' ability to say the words for clothes and shoes. If the class needs more practice, review pages 130 and 131.

Critical Thinking Skill: Planning

• Set the context. Say: You are going on a job interview. What are you wearing to the interview? What clothes do you have? What clothes do you need?

• Have each student write the clothes and shoes they are wearing to the interview. Students can look at page 130.

• Form cross-ability pairs. Have students share their lists.

• To finish, ask volunteers to tell the class what they are planning to wear for the interview.



Lesson 2 Clothing size • This/That These/Those

Getting Started

5 minutes

Books closed.

- Elicit vocabulary students may already know. Set the context. Draw a T-shirt on the board. Say: *I want to buy a T-shirt. What do you think? What sizes can I find?*
- Repeat students' answers for the class to repeat chorally. Write the words on the board.
- State the lesson objective: We're learning to ask about clothing sizes.

Presentation

10 minutes

Books open.

A 🥟 Listen and point...

- Draw four sizes of shirts on the board or have students look in their books. Point to the pictures and say each word. Say: *These are describing words*.
- Play CD 4, Track 28. Students listen and point.
- Continue playing Track 28. Students listen and repeat.

B *P* Listen. Listen and repeat.

- Show Transparency 8.3 or have students look in their books. Cover the dialog or have students cover the dialog in their books.
- Play CD 4, Track 29. Students listen. Pause the CD. Check comprehension. Tell students to hold up their YES or NO cards to answer. Ask: Are the people in a classroom? Is the man asking for a size large shirt? Does the store have the pants in size 12?
- Continue playing Track 29. Students listen and repeat.
- Now show the dialog on Transparency 8.3 or have students read in their books. Play Track 29 again. Students listen and read silently.
- Continue playing Track 29. Students listen and repeat.

Controlled Practice 15 minutes

O PAIRS. Practice the conversation.

- Model the conversation in Exercise B. 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.

D PAIRS. Look at the pictures...

- Have the class look at the pictures for Conversation 1. Say: *What clothes and shoes do you see? Describe them.* Write students' responses on the board.
- Model a new conversation. The class says the lines for Speaker B. You say the lines for Speaker A.
- Instruct pairs to say each new conversation two times so students role-play Speakers A and B.
- Walk around and help pairs say the new conversations. Then ask volunteers to role-play one of their new conversations.

Expansion: Writing Practice for D

• Students write one of their new conversations.

Lesson 2 Clothing size • This/That These/Those

Presentation

15 minutes

10 minutes

B Read the sentences.

- Use Transparency 8.3 or have students look at the chart in their books. Cover the dialog on the transparency.
- Say each sentence in the chart and have students read silently. Say each sentence again and have students repeat chorally.
- Point to the first question. Circle *this*. Explain: *We use* this *when something is close to us*. Use your hand or an object to demonstrate *close*. Say the question and answer and have the class repeat.
- Point to the answer. Circle *that*. Explain: *We use* that *when one thing/something is far from us*. Use your hand or an object to demonstrate *far*. Say the question and answer and have the class repeat.
- Point to the second question. Circle *these*. Explain: *We use* these *when there are two or more things close to us*. Use your hand or an object to demonstrate *close*. Say the question and answer and have the class repeat.
- Point to the answer. Circle *those*. Explain: *We use* those *when there are two or more things far from us*. Use your hand or an object away from you to demonstrate *far*. Say the second question and answer and have the class repeat.

Controlled Practice

() Write *this* or *these*.

- Write item 1 on the board and do it with the class. Ask: *Do we need* this *or* these? (this) *Why*? (It's about a/one jacket. We need singular.)
- Have students compare answers with a classmate.
- To review the exercise, ask volunteers to write the sentences on the board. Make any necessary corrections.

G Write that or those.

- Write item 1 on the board and do it with the class. Ask: *Do we need* that *or* those? (those) *Why*? (It's about socks. More than one means we need plural.)
- Have students compare answers with a classmate.
- To review the exercise, ask volunteers to write the sentences on the board. Make any necessary corrections.

Communicative Practice 5 minutes

Show what you know!

PAIRS. Practice the conversations...

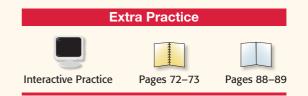
- Model the first conversation. You ask the question. The class says the answer chorally.
- Tell pairs to practice each conversation two times so they can say both sentences. Students can also make up new conversations.
- Circulate and assess students' ability to use *This/That* and *These/Those*. If the class needs more practice, review pages 132 and 133.

Critical Thinking Skill: Organizing

• Set the context. Say: You're going shopping for new clothes and shoes. Make a list of five things you want to buy.

• Write on the board: *Clothes Size*. Have students tell you the sizes used in the United States and write them on the board, for example, *small, medium, large, extra large, 10, 12, 14, shoe sizes*, etc. Tell students to write the size they need next to each item on their list.

• Form cross-ability pairs. Students take turns saying their lists.



Culture Connection

Students will have the opportunity to discuss colors in this lesson. Students should be aware that colors have various meanings in different cultures. Some students may view a specific color as having positive values like happiness, good fortune, and good health, while others see the same color as having negative values like sadness, bad luck, and death.

Getting Started

5 minutes

Books closed.

- Elicit vocabulary students may already know. Show Transparency 8.4. Ask: *What colors do you know?* Ask volunteers to point and say the colors.
- Repeat students' answers out loud for the class to repeat chorally. Write the words on the board.
- State the lesson objective: *We're learning the names of colors.*

Presentation

15 minutes

A 🥟 Listen and point to the colors...

- Show Transparency 8.4 again or hold up your book. Point to the color wheel and say: *Colors*.
- Play CD 4, Track 30. Point to each color on the wheel. Students listen.
- Continue playing Track 30. Point to each color and have students repeat.

Books open.

- Play Track 30 again. Students listen and point to the colors in their books.
- Continue playing Track 30. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

• Form pairs. Student A points to a color. Student B says the word. Then students switch roles.

B States and read...

- Play CD 4, Track 31. Students listen and read.
- Continue playing Track 31. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

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

Controlled Practice

5 minutes

G Write your answers.

- Read the questions out loud. Students repeat chorally.
- Tell students to write the names of the colors.

D PAIRS. Ask your classmate...

- Model the exercise. Ask a volunteer the questions in Exercise C. Then students take turns asking and answering the questions.
- Ask various students: What's your favorite color? Does [the color] have a special meaning?
- To finish this exercise, take a poll. Ask: *What's your favorite color?* Write the different colors and totals on the board.

20 minutes

Eisten. Listen and repeat.

- Show Transparency 8.5 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 the people at a birthday party?* Point and ask: *Is the woman wearing a black blouse?*
- Play CD 4, Track 32. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 32. Ask students to listen and repeat.
- Now show the dialog on Transparency 8.5 or have students read in their books. Play Track 32 again. Students listen and read silently.
- Continue playing Track 32. Students listen and repeat.

Read the sentences.

- Use Transparency 8.5 or have students look at the chart in their books. Cover the dialog on the transparency or have students cover the dialog in their books.
- Say each sentence in the chart and have students read silently. Say each sentence again and have the class repeat.
- Point to the first sentence and circle *white shirt*. Explain: *We put the describing word, the adjective, first and the thing, called the noun, second.* Say the sentence and have students repeat.
- Point to the second sentence and circle *red blouse* and *black pants*. Explain: *We put the describing word, the adjective, first and the thing, called the noun, second*. Point to the words *black pants*. Say: *We don't make the describing word plural*. Say the sentence and have students repeat.
- Point to the conversation on Transparency 8.5 or have students look at Exercise E in their books. Ask a volunteer to come up and circle the groups of adjectives + nouns on the transparency or have students circle in their books.

Controlled Practice

10 minutes

G Look at the pictures...

- Write item 1 on the board and do it with the class. Ask: What color is Rob's shirt? What color are his pants? What color are his shoes? To practice the grammar, have students answer using the sentence: He's wearing [color] [clothing]. Write answers on the board.
- To review this exercise, have students write sentences on the board. Make corrections to the sentences as necessary.

Communicative Practice 5 minutes Show what you know!

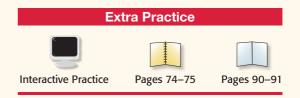
CLASS. Take turns. Say what one classmate...

- Say the sentences in the speech bubbles and have the class repeat.
- Write on the board: *Who is it?* Model the activity by describing what one student is wearing and ask: *Who is it?* Then ask a volunteer to describe another student. Make sure students use the correct word order, adjective + noun.
- Circulate and assess students' ability to say what someone is wearing. If the class needs more practice, review pages 134 and 135.

Critical Thinking Skill: Designing

• Set the context. Say: You are going to a friend's big birthday party. What special clothes are you wearing? What color are the clothes? Draw a picture of the clothes and say what color they are.

• Form cross-ability groups. Students show their drawings and describe the clothes and their colors. Make sure students are using the correct word order, adjective + noun.



Lesson 4 Return clothes and say the problem

Getting Started

5 minutes

Books closed.

- Set the context and elicit vocabulary students may already know. Say: Your brother buys you a jacket for your birthday. But there is a problem with the jacket. What do you think the problem is? Is it too big, too small, the wrong color?
- Repeat students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: We're learning to return clothes to the store and say the problem.

Presentation

15 minutes

A 🥟 Listen and point...

- Show Transparency 8.6 or hold up your book. Point to the pictures and say: *Problems with clothes*.
- Play CD 4, Track 33. Point to each problem. Students listen.
- Continue playing Track 33. Point to each problem and have students repeat.

Books open.

- Play Track 33 again. Students listen and point to the problems in their books.
- Continue playing Track 33. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

• Form pairs. Student A points to a problem. Student B says the words. Then students switch roles.

Controlled Practice

5 minutes

B *P* Listen for the problem...

- Write item 1 on the board. Play CD 4, Track 34. Pause the CD. Students listen and read. Model circling *b*.
- Continue playing Track 34. Tell students to circle the correct answers.
- Have students compare answers with a partner. Then play Track 34 again so students can check answers one more time.
- To review this exercise, write the answers on the board. You may want to play the audio two or three times for students to confirm the correct answers.

Presentation

10 minutes

🖸 🥟 Listen. Listen and repeat.

- Show Transparency 8.6 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards to answer. Ask: What do you think? Are the people in a market? Is the man returning the suit? Are the shoes too big?
- Play CD 4, Track 35. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 35. Ask students to listen and repeat.
- Now show the dialog on Transparency 8.6 or have students read in their books. Play Track 35 again. Students listen and read silently.
- Continue playing Track 35. Students listen and repeat.

Controlled Practice

15 minutes

D 🥟 Listen again...

- Play CD 4, Track 36. Have students listen and circle the answers. Play Track 36 again. Have students check their answers.
- To correct this exercise, ask a volunteer to read the sentences. Tell students to hold up their YES or NO cards to answer.

B 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.

Lesson 4 Return clothes and say the problem

PAIRS. Look at the pictures...

- Talk about the picture for Conversation 1 with the class. Ask: *What are the problems?* Write students' answers on the board.
- Make a new conversation for picture 1 with the class. You are Student A. The class is Student B. Then have pairs practice the new conversation.
- Have pairs work on Conversation 2. Walk around and help as necessary.
- Ask volunteers to role-play their new conversations for both pictures in front of the class.

Communicative Practice 10 minutes

Show what you know!

GROUPS. Take turns. Point to...

- Talk about the first picture with the class. Say the sentence in the speech bubble. Have the class repeat.
- Students take turns saying the problems in the pictures. They can make a list.
- Circulate and assess students' ability to say the problem with clothes. If the class needs more practice, review pages 136 and 137.

MULTILEVEL INSTRUCTION

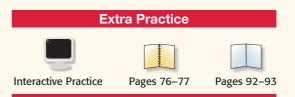
Cross-ability Above-level students listen to the group's ideas and write the lists.

Critical Thinking Skill: Critiquing

• Set the context: Say: *Many people like to give clothes as gifts. Do you ever give clothes as gifts? Do you receive clothes as gifts? What do you do if there is a problem?*

• Form cross-ability groups. Have groups talk about the reasons.

• To complete the activity, have groups say what they decided and why. You may want to write some of the reasons on the board and review the vocabulary.



Getting Started

5 minutes

Books closed.

- Elicit vocabulary students may already know. Hold up a department store ad or your book and point to the ad. Ask: *What is this? Do you read store ads? Why?*
- Repeat students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: We're learning to read store ads.

Presentation

10 minutes

Books open.

A Read the store ad.

- Hold up your book. Point to the clothes. Ask: *What clothes do you see?*
- Tell students to read the ad and underline words they don't know.
- Ask students for their words. To explain the words, give an example or draw on the board to help students understand. Say the words and have the class repeat.

Controlled Practice

15 minutes

B Read the ad again...

- Do item 1 with the class. Ask: *When is the sale?* Have students point to the ad to show the answer.
- Have students compare answers with a partner.
- To review this exercise, ask students to read the questions and answers.

Expansion: Speaking Practice for B

- Form cross-ability pairs. Have students write three more questions about the ad.
- Students take turns asking and answering the new questions. Encourage students to point to the ad to show the answers.
- Have volunteers ask the class their new questions. Tell students to point to the ad to show the answers.

10 minutes

15 minutes

G 🥟 Listen and read the ad...

- Tell students they are going to listen and read the ad silently. Point out the blanks and ask them to listen for this information as well. Play CD 4, Track 37. Students should not be writing yet.
- Tell students they are going to listen again and write the missing information. Play Track 37 again. Students write. Play the audio two or three times.
- Have students compare answers with a partner.
- To review this exercise, ask students to say the answer for each picture. You may want to play the audio again so students can review the correct answers.

D Read the ad again...

- Review item 1 with the class. Ask students to point to the answer in the ad.
- Have students compare answers.

Controlled Practice

• To review this exercise, have students read the questions and have the class hold up their YES or NO cards to answer.

MULTILEVEL INSTRUCTION for D

Pre-level Students read the sentences and circle *Yes* or *No*.

Above-level Students write the correct information for all the *No* answers. Use item 1 as an example: *The sale starts on February 16*.



Getting Started

5 minutes

Books closed.

- Elicit students' ideas. Show Transparency 8.7 or hold up your book. Point to picture 2. Say: *This woman is getting married. She is called a bride. She is wearing a wedding dress.*
- Ask: Who is married? Who has a friend who is married? What did the bride wear on her wedding day? Describe her dress.
- Write students' answers on the board. You may want to write the name of the students' country next to their answers.
- State the lesson objective: We're listening to Yun, a young woman. She's talking about what she should wear for her wedding.

Presentation

15 minutes

A CLASS. Look at each picture...

- Show Transparency 8.7 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 on the board about the pictures.

Books open.

B States Listen to the story.

- Play CD 4, Track 38. Point to each picture on Transparency 8.7 or have students look at their books. Students listen.
- Check comprehension. Show Transparency 8.7 or hold up your book. Ask:
 - 1. What is her name? Is she young or old?
 - 2. When is her wedding? What does she want to wear?
 - 3. In Yun's country, what color are funeral clothes?
 - 4. In Yun's country, what colors are wedding clothes?
 - 5. What do Yun's mother and grandmother say?
 - 6. Does Yun know what to do?
- Play Track 38 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.

10 minutes

G *P* Listen again and read.

- Play CD 4, Track 39. 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

20 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 some questions about what people wear at sad events and what people wear at happy events: *What color do people wear at funerals? What are the colors that people wear during sad times? What color dress does a woman wear at her wedding? What are the colors that people wear for good luck and happy times?*
- 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 its information.

() Write about clothes for funerals and weddings.

- Use information about the United States or about your family and model writing the sentences.
- Walk around the room and help as necessary.

MULTILEVEL INSTRUCTION for F

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

Above-level Students write their own stories about clothes for weddings or funerals on a piece of paper. Exercise C is the model.

Communicative Practice 10 minutes

G GROUPS. Take turns. Read...

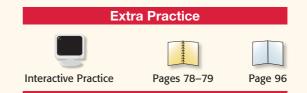
• Form cross-ability groups. Encourage above-level students to help as they share their information.

Critical Thinking Skill: Problem Solving

• Set the context. Say: You are going to act out Yun's problem. Student A is Yun. Student B is Yun's mother. Student C is Yun's grandmother. Student D is Yun's new husband. Students may feel uncomfortable with playing a female part if they are male or playing a male part if they are female. Change groups or assigned parts as necessary.

• Form cross-ability groups of 4. Students act out the problem, and then take turns offering ideas on how Yun can solve her problem.

• To finish, ask each group to share their ideas. Were they able to solve the problem? Write their solutions on the board.



REVIEW

THE SOUNDS OF S AND SH

Language Note

The sounds of *s* and *sh* are voiceless sounds. The throat does not vibrate for these sounds. To make the *s* sound, put your front teeth together. Push air out over your tongue. Practice the sound with the word *suit*. To make the *sh* sound, put your front teeth together. Your lips form a circle as you push air out. Practice the sound with the word *shoes*. Say *suit* and *shoes* to feel the difference in how the two sounds are produced.

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.
- If you demonstrated the information in the Language Note, encourage students to pay attention to the placement of their tongue and lips. Walk around and provide help as needed.

B States Listen and repeat.

- Play CD 4, Track 40. Students listen and repeat to self-correct.
- Walk around and check students' pronunciation of s.
- 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.
- If you demonstrated the information in the Language Note, encourage students to pay attention to the placement of their tongue and lips. Walk around and provide help as needed.

D 🥟 Listen and repeat.

- Play CD 4, Track 41. Students listen and repeat to self-correct.
- Walk around and check students' pronunciation of sh.
- Play the audio two or three times.

I Listen. Write *s* or *sh*...

- Explain that students will complete each word with *s* or *sh*.
- Do the first item with the class. Write on the board: 1. ___ize. Say the word. Have a volunteer come up and write the correct letter.
- Play CD 4, Track 42. You may want to play the audio 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 the class 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 Students write five more words with *s* and *sh*. They can use any words they know. Form pairs. Have students share their words.

REVIEW

Show what you know!

2 VOCABULARY

A Contract Listen and repeat.

- Play CD 4, Track 43. Have students listen and read.
- Continue playing Track 43. Have students listen and repeat chorally.
- Check comprehension. Say each word in the word box. Have students give a definition or draw a picture on the board, or show Transparencies 8.1 and 8.4 and have students come up and point to the items.

B PAIRS. Look at the picture...

- Write on the board: *I'm wearing* _____. Have a volunteer come up to the board. Ask: *What are you wearing?* Point to the board to help the student answer. Make sure the word order in the answer is adjective + noun.
- Ask two or three more volunteers to come up to the front to say what they are wearing. Write answers on the board.
- Point out that items 1 and 4 are examples.
- Form cross-ability pairs. Tell students to work together to complete the exercise.
- To review this exercise, have students write their answers on the board. Make any necessary corrections.

3 SPEAKING

A sales assistant asks...

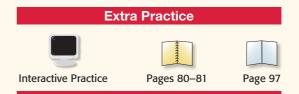
- Have students read the situation and answer choices in their books.
- Say: Circle the answer that completes the dialog.
- Have students compare answers with a classmate.
- Ask a volunteer to write the correct answer on the board.

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 8, 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

ASK ABOUT CLOTHING SIZE AND COLOR

Teaching Tip

To prepare students for the activity, review words for colors, sizes, and clothes. Point to items in the room and ask: *What color is this? What color is that?* Indicate various students and ask: *What is he wearing? What is she wearing?* Students can also look at the vocabulary on pages 130, 132, and 134.

A 🥏 Listen. A sales assistant...

- Set the context. Say: A sales assistant is helping a customer in a store. What does the customer want?
- Play CD 4, Track 44. Have students listen. Write answers on the board.
- Play Track 44 again. Check the answers.

B ROLE PLAY. PAIRS.

- Prepare students for the activity by pointing to the picture and asking: *What do you see?* Add any information not mentioned by the students.
- Write on the board: *Do you have a* ____? *Do you have sizes* ____?
- Form cross-ability pairs. Model a role play with an above-level student.
- Walk around and help as necessary. Encourage students to play both Students A and B.
- Have volunteers role-play one of their conversations for the class.

Expand

2 ASK A SALES ASSISTANT FOR HELP

Teaching Tip

To prepare students for the activity, review words for colors, sizes, clothes, and *this/that/ these/those*. Point to colors in the room and ask: *What color is this/that*? Indicate various students and ask: *What is he/she wearing*? Students can also look at the vocabulary on pages 130, 132, 133, and 134.

A Customer and a sales assistant...

- Set the context. Say: A customer is asking for help. What does the customer want?
- Play CD 4, Track 45. Have students listen. Write answers on the board.
- Play Track 45 again. Check the answers.

Community Building

Try to mix up the pairs and have different students work with each other. This way students have a chance to talk with everyone in the class.

B PAIRS. Look at the pictures...

- Prepare students for the activity by asking: *What do you see in the pictures*? If necessary, review *this/ that/these/those*.
- Form cross-ability pairs. Model asking about sizes and colors of clothes with an above-level student.
- Create a possible conversation together with the class. Write it on the board.
- Walk around and help as necessary. Students may want to first write their dialog on a separate piece of paper, check their work, and then write it in their books.

CLASS. Take turns. Role-play your...

- Ask volunteers to present their conversations in front of the class.
- Try to encourage less confident students to come up and perform.

3 CONNECT

For your Team Project...

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