

## Survey: *What do you want for your birthday?*

<b>Grouping</b>	Whole-class mixer
<b>Target Language</b>	Simple present affirmative
<b>Materials</b>	Activity Master 21
<b>Class Time</b>	20 minutes

### Teacher Preparation

Copy Activity Master 21, one for each student.

### Procedure

1. Give a copy of Activity Master 21 to each student.
2. Explain that students are going to walk around the classroom to take a survey. Students will ask each other what they want for their next birthday and write the information in the chart on Activity Master 21. Tell students they will have 15 minutes for the activity.
3. Brainstorm items that students would like for their next birthday. Write their ideas on the board. Students may refer to this list during the activity.
4. Play the part of Student A. Walk around the classroom. Stop at the desk of an above-level student. Ask him or her to play the part of Student B. Then model the conversation:
 

A: *What do you want for your next birthday?*

B: (Tells Student A what he or she wants for his or her next birthday)

A: *How do you spell that?*

B: (Spells name of gift)

Write Student B's name and his or her answer on the board.
5. Continue to play the role of Student A. Walk around the classroom. Stop at the desk of another above-level student. Ask him or her to play the part of Student C. Ask Student C the questions you asked Student B. Write Student C's answers on the board.

6. Circulate during the activity to help students spell new words. Students will probably mention non-clothing items, too.
7. After 15 minutes, ask students to sit down and tell the class about what they learned. For example: *Marcel wants a new watch. Maria wants a big party.*

### Multilevel Options

**Pre-level:** During the activity, have pre-level students refer to the words on the board for ideas and spelling support.

**Above-level:** Have above-level students do the activity without looking at the words on the board.

### Extension

After the class has finished the activity, have students write sentences based on their information in their charts. For example:

*Carlos wants a new wallet.*

Have students submit their sentences to you for feedback.

**Survey: *What do you want for your birthday?***

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<b>Name</b>	<b>Birthday Gift</b>

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## Information Gap: *How much?*

<b>Grouping</b>	Pairs
<b>Target Language</b>	Reading receipts, <i>How much?</i>
<b>Materials</b>	Activity Master 22
<b>Class Time</b>	20 minutes

### Teacher Preparation

- Copy Activity Master 22, one for every two students.
- Cut out both receipts. Clip together each set of receipts A and B.

### Procedure

1. Put students in like-ability pairs. Give a copy of Receipt A to Student A and a copy of Receipt B to Student B in each pair.
2. Hold up a copy of each receipt. Point to the question box next to each receipt. Explain that students are going to fill in the missing information on their receipts by asking each other questions beginning with *How much . . .*
3. On the board write *How much \_\_\_\_\_?* Play the part of Student A. Call on an above-level student to play the part of Student B. Then model the activity:
 

A: *How much is the T-shirt?*

B: *Ten dollars and twenty-five cents.*

Instruct all Student As to write \$10.25 on their receipts.
4. Continue to model the activity. Instruct Student B to continue the conversation:
 

B: *How much is the sweater?*

A: *Twenty-four dollars and fifty cents.*

Instruct all Student Bs to write \$24.50 on their receipts.
5. To give students more support, write the model conversation on the board.

6. Have pairs continue the activity. Partners should take turns asking about the missing amounts on their receipts and filling in the information.
7. Tell students not to show each other their receipts.
8. Circulate during the activity to help with question formation and to make sure students do not show their partners their receipts until the end of the activity.
9. When pairs have filled in all the blanks, have them compare receipts to check their information. The amounts on both receipts should be the same.

### Multilevel Options

**Pre-level:** During the activity, have pre-level students refer to the questions in the question box on Activity Master 22.

**Above-level:** Have above-level students fold the question box under the receipt and form the questions on their own.

### Extension

Write the following questions on the board:

*What's the name of the store?*

*What's the date on the receipt?*

*How much are the items before tax?*

*How much are the items after tax?*

After the class has finished the activity, have students work with a partner to answer the questions.

Information Gap: *How much?*

**Receipt A**

Real World Clothes		
Falmouth Mall 207-555-9265		
09-05-09		10:38 A.M.
MEN'S DEPARTMENT		
T-SHIRT	1	_____
JEANS	1	_____
SWEATER	1	24.50
SHOES	1	_____
PANTS	1	45.00
Wallet	1	29.95
SUBTOTAL		209.57
TAX 5%		_____
TOTAL		220.05
CASH		221.00
CHANGE DUE		.95
Thank you! Please come again!		

How much is the T-shirt?  
 How much are the jeans?  
 How much are the shoes?  
 How much is the tax?

**Receipt B**

Real World Clothes		
Falmouth Mall 207-555-9265		
09-05-09		10:38 A.M.
MEN'S DEPARTMENT		
T-SHIRT	1	10.25
JEANS	1	39.88
SWEATER	1	_____
SHOES	1	59.99
PANTS	1	_____
Wallet	1	_____
SUBTOTAL		209.57
TAX 5%		10.48
TOTAL		220.05
CASH		221.00
CHANGE DUE		_____
Thank you! Please come again!		

How much is the sweater?  
 How much are the pants?  
 How much is the wallet?  
 How much is the change?

## Clothes Match: *Do you have a yellow sweater?*

<b>Grouping</b>	Whole-class mixer
<b>Target Language</b>	Clothes, sizes, prices, simple present: <i>yes/no</i> questions and short answers
<b>Materials</b>	Activity Master 23
<b>Class Time</b>	20 minutes

### Teacher Preparation

- Copy Activity Master 23. Make enough copies so there will be one card for each student.
- Cut each copy into 20 cards.

### Procedure

1. Give each student a card at random. Have students read the information on their cards.
2. Explain that students are going to walk around the classroom. They will ask and answer questions in order to find a matching card. Tell students not to show their cards to anyone. They will have 15 minutes for the activity.
3. Write the following questions on the board:
 

*Do you have a (color) sweater in a (size) ?*  
*How much is it?*
4. Play the part of Student A. Read your card. Walk around the classroom. Stop at the desk of an above-level student. Ask him or her to play the part of Student B. Ask the questions on the board. Continue to call on above-level students until you get a match.
5. To give students more support, write this model conversation on the board:
 

*A: Do you have a yellow sweater in a large?*  
*B: Yes, I do.*  
*A: How much is it?*  
*B: Sixty dollars.*  
*A: Oh. This sweater is sixteen dollars.*

**Note:** Remind students that they should continue to question students until they find a match.

6. Circulate during the activity to make sure students are not showing anyone their cards and are clearly pronouncing the prices. When students find a match, give each another card to continue the game.

### Multilevel Options

**Pre-level:** During the activity, allow pre-level students to refer to the questions on the board.

**Above-level:** Tell above-level students to do the activity without looking at the questions on the board.

### Extension

If some students find their match(es) before the rest of the class, have them sit down and write a description of the clothing items on the cards. Students should write complete sentences. For example:

*It's a yellow sweater.*

*It's a size large.*

*It costs sixteen dollars.*

**Clothes Match: *Do you have a yellow sweater?***

<p>A sweater Color: Yellow Size: L Price: \$16.00</p>	<p>A sweater Color: Yellow Size: L Price: \$16.00</p>
<p>A sweater Color: Yellow Size: L Price: \$60.00</p>	<p>A sweater Color: Yellow Size: L Price: \$60.00</p>
<p>A sweater Color: Yellow Size: XL Price: \$17.00</p>	<p>A sweater Color: Yellow Size: XL Price: \$17.00</p>
<p>A sweater Color: Yellow Size: XL Price: \$70.00</p>	<p>A sweater Color: Yellow Size: XL Price: \$70.00</p>
<p>A sweater Color: Red Size: S Price: \$18.00</p>	<p>A sweater Color: Red Size: S Price: \$18.00</p>
<p>A sweater Color: Red Size: S Price: \$80.00</p>	<p>A sweater Color: Red Size: S Price: \$80.00</p>
<p>A sweater Color: Black Size: XS Price: \$19.00</p>	<p>A sweater Color: Black Size: XS Price: \$19.00</p>
<p>A sweater Color: Black Size: XS Price: \$90.00</p>	<p>A sweater Color: Black Size: XS Price: \$90.00</p>
<p>A sweater Color: Black Size: M Price: \$14.00</p>	<p>A sweater Color: Black Size: M Price: \$14.00</p>
<p>A sweater Color: Black Size: M Price: \$40.00</p>	<p>A sweater Color: Black Size: M Price: \$40.00</p>

## Picture-based Story: *I need to return this jacket.*

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<b>Grouping</b>	Pairs and then whole class
<b>Target Language</b>	Returning something to a store
<b>Materials</b>	Activity Master 24
<b>Class Time</b>	25 minutes

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### Teacher Preparation

Copy Activity Master 24, one for each student.

### Procedure

1. Give a copy of Activity Master 24 to each student.
2. Explain that students are going to write a story based on the picture.
3. Put students in cross-ability pairs to discuss the questions on Activity Master 24.
4. Have students report their ideas to the class. Make sure students understand the scene: Tamara is returning a jacket to the store. The zipper is broken. She has a receipt.
5. Ask the class: *What's the story?* Have the class develop a story line orally.
6. Have students dictate the story line. Listen to students' ideas, repeat the ideas while rephrasing them in correct English, and write them on the board.
7. Have students copy the story into their notebooks.

### Multilevel Option

**Above-level:** After they copy the story, have above-level students write comprehension questions about the story to ask the class.

### Variation

Write the class story on an overhead projector transparency. This way you can photocopy the story for the following class and have students reread the text in pairs.

### Extension

After the class has finished the activity, erase words from the story and have students tell you the missing words.

**Picture-based Story: *I need to return this jacket.***

**PAIRS:** Talk about the picture.

- Where is Tamara?
- What is she doing? Why?
- What happens next?

**CLASS:** Tell the story to the teacher.



## Board Game: *Clothes*

<b>Grouping</b>	Groups of 4
<b>Target Language</b>	Clothes, colors, simple present <i>yes/no</i> questions and short answers
<b>Materials</b>	Activity Master 25, a coin, and two markers for each group
<b>Class Time</b>	20 minutes

### Teacher Preparation

Copy Activity Master 25, one for every four students.

### Procedure

- Put students in like-ability pairs. Each pair is a team. Put two teams together to play the game. Give each group of 4 a copy of Activity Master 25, a coin, and two markers.
- Explain that students are going to play a board game. Here are the rules:
  - Pair 1 flips a coin to move. Heads means the team moves their marker ahead two squares; tails means the team moves their marker ahead one square.
  - Pair 1 moves the marker to a square. Student A reads the prompt aloud. Student B answers with true information. Pair 2 listens to make sure Pair 1's answer is correct.
  - If Pair 1's answer is correct, Pair 2 takes a turn.
  - If Pair 1's answer is incorrect, Pair 1 moves the marker back one square, and Pair 2 takes a turn.
  - If a pair lands on a square that already has a marker on it, the pair gets to move forward one square.
  - The first pair to reach FINISH wins.
- Circulate during the activity to make sure students' answers are correct.

### Extension

If some groups finish before the rest of the class, have them write a list of the clothes and colors their classmates are wearing. For example:

*black sneakers*

*blue jeans*

*a red T-shirt*

### Answer Key

- extra small, small, medium, large, extra large
- five dollars and twelve cents, twenty-three dollars and thirty-four cents, forty-seven dollars and sixty-one cents, eighty-four dollars and seventy-three cents
- twelve dollars and ninety-nine cents, thirty-one dollars and twenty-five cents, ninety-eight dollars and fifty-six cents, one hundred-five dollars and ten cents

**Board Game: *Clothes***

<b>START</b>	1	Name these sizes: XS, S, M, L, XL.	→	2	What is your partner wearing?	→	3	Is your partner wearing a watch?	↓
	7	Say these prices: \$5.12, \$23.34, \$47.61, \$84.73.	↓	6	What colors is your teacher wearing?	←	5	Finish the sentence: "I like the color _____."	←
	8	Look at your classmates. Who's wearing sneakers?	→	9	What new clothes do you want?	→	10	Look at your classmates. Who's wearing jeans?	→
<b>FINISH</b>	14	What colors are you wearing?	←	13	Why do people return clothes? Give three reasons.	←	11	Do you have a beige backpack?	↓
				12	Say these prices: \$12.99, \$31.25, \$98.56, \$105.10.	←			

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