

UNIT 7

Overview

TOPICS

- Stores and shopping
- Exchanging and returning
- Advertising
- Consumer scams

GRAMMAR

- Compound sentences: *and, or, but, so*
- Superlative adjectives: regular and irregular
- Comparisons with *as ... as*

COMMUNICATION GOALS

Listening and Speaking

- Talking about purchases
- Exchanging a purchase
- Comparing features of stores and items
- Making a catalog purchase
- Giving reasons for returning a purchase
- Role playing business transactions
- Listening to television ads

Reading and Writing

- Writing a letter of complaint
- Analyzing an ad
- Writing an ad for a school
- Writing about fashion, television ads, desirable products, and comparing stores

SKILL STANDARDS

WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*

Fundamentals

Basic Skills

Reading, writing, listening, speaking

Thinking Skills

Decision making

Seeing things in the mind's eye

Knowing how to learn

Personal Qualities

Responsibility

Self management

Integrity/honesty

Competencies

Information

Acquires and evaluates information

Organizes and maintains information

Interprets and communicates information

Interpersonal

Participates as a member of a team

Exercises leadership

Negotiates

Resources

Time—allocates time, and prepares and follows schedules

Money—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives

Systems

Understands systems—Knows how social and organizational systems work and operates effectively with them

Technology

Applies technology to task

GENERAL COMPETENCIES / CASAS*

0 Basic Communication

0.1.2 Identify or use appropriate language for informational purposes

0.1.3 Identify or use appropriate language to influence or persuade

1 Consumer Economics

1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services

1.2.2 Compare price or quality to determine the best buys for goods and services

1.2.3 Compare discounts

1.2.5 Interpret letters, articles, and information about consumer-related topics

1.3.1 Compare different methods used to purchase goods and services

1.3.3 Identify or use various methods to purchase goods and services, and make returns and exchanges

1.3.4 Use catalogs, order forms, and related information to purchase goods and services

1.3.7 Interpret information or directions to locate merchandise

1.6.2 Identify consumer protections resources available when confronted with fraudulent practices

1.6.3 Identify procedures the consumer can follow if merchandise or service is unsatisfactory

6 Computation

6.4.1 Apply a percent to determine amount of discount

7 Learning to Learn

7.2.1 Identify and paraphrase pertinent information

7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information, or ideas

8 Independent Living Skills

8.1.4 Recognize and/or demonstrate selection and care of clothing and personal property

* See Introduction, page viii, for additional information on SCANS and CASAS.

Lesson 1

WARM UP

- Bring in a selection of magazines that contain advertisements. Distribute one magazine to each pair of students.
- Ask the students to write down the name of their magazines, and to guess what kind of people might read it. They should describe what the gender, income level, education level, and interests of the readers might be.
- Tell the students to look through their magazines and see what kinds of products are advertised in them. Depending on the time available, you might want them to count how many ads there are for several general categories of products, such as clothes, food, jewelry, medicine, or cars. The students should decide whether these products are luxury items or everyday goods. Ask the students to discuss why these specific products are advertised in their particular magazines.
- Ask each pair to report to the class about their magazine, including its title, target readership, the kinds of products advertised in the magazine, and why those items are appropriate for that magazine's readers.

PRESENTATION

I planned to buy the smallest TV in the store.

- **Set the stage.** Instruct the students to cover the conversation and look at the picture. Ask a volunteer to read the title and introduction, then ask the students to predict what Ivan's problem might be.
- **Personalize the situation.** Ask if any of your students has ever planned to buy one thing, and then, after going to the store, bought something completely different. What did they end up buying? Were they happy they bought the different item? If not, what did they do about it?
- **Set the listening task.** Write the following on the board: *What was Ivan's problem with the TV? Why did he have this problem?* Play the cassette twice as the students listen for the answers and take notes.
- **Check the listening task.** Ask the students for their answers to the listening questions. Also inquire what they think Ivan should do about his problem. What would the students do if they were Ivan?
- **Engage the students in pair work.** Read the discussion questions aloud. Elicit the meaning of *aggressive*, and relate it to the salesperson who sold Ivan the TV. Direct the students' attention to the last line of the dialogue: *He's probably laughing all the way to the bank.* Elicit the meaning of this phrase (*the salesman is probably happy because he made a lot of money from the sale*). In pairs, the students come up with three specific suggestions or ideas that shoppers can use to protect themselves from aggressive salespeople.
- **Circulate and monitor progress.** As the students complete the task, circulate and help with vocabulary if necessary. Make sure that the students' responses are in the form of specific advice statements. Recap by having each pair write their suggestions on the board and read them aloud.

Additional Activity See Unit 7 Appendix.

UNIT 7

Lesson 1

In this lesson, you will

- talk about purchases.
- write a letter of complaint.
- exchange a purchase.
- compare features of stores.

I planned to buy the smallest TV in the store.

 Ivan bought a TV set. Listen and read about the problem he had with the TV.



Nelson: Ivan, why did you buy this big TV?

Ivan: Well, I planned to buy the smallest TV in the store . . .

Nelson: This is the smallest TV?

Ivan: I asked for the smallest one, but the salesman said a big TV is the best choice.

Oscar: This is the biggest TV I've ever seen!

Ivan: Do you think I made a mistake? It was on sale.

Oscar: Well, a small TV is cheaper than this big TV, and a small TV is easier to move!

Tony: There are lots of persuasive sales-people, so you have to be careful when you go shopping.

Ivan: I guess he got a nice commission.

Tony: Yep, he's probably laughing all the way to the bank.

Pair Discuss the conversation with your partner. Do you think it is dangerous to deal with an aggressive salesperson? How can shoppers protect themselves?

1 I would like to return an item.



Ivan is returning the TV set. Listen to the conversation.

Ivan: Hello. May I speak to the manager?

Ivan: It's too big for my apartment.

Manager: This is the manager. How may I help you?

Manager: Here's what you should do. Write a letter to the Customer Service Department, and attach the receipt.

Ivan: I would like to return a TV set I bought this morning.

Ivan: Yes, I'll do that. Thank you.

Manager: May I know why you want to return the TV?

Pair Discuss: Is Ivan's reason for returning the TV set valid? Explain.

2 To Whom It May Concern

Ivan wrote a letter of complaint to the store where he bought his TV. Complete the sentences with *and*, *but*, *or*, or *so*.

Examples:

It was a good price, **and** it was on sale.

You can pay cash, **or** you can charge it.

The TV was nice, **but** it was too big.

It was inexpensive, **so** I bought it.

December 15, 2000

A.J. Gerlain's Department Store
Customer Service Department
565 First Avenue East
Riverside, California 98002

To whom it may concern,

I would like to return the TV set that I bought from your store. I wanted to get a smaller TV for my apartment, _____₁ a salesman at your store sold me a much larger one. He was very convincing, _____₂ I bought the biggest set that he showed me. The TV wouldn't fit in my car, _____₃ I had to rent a bigger one. It is now in my apartment, _____₄ I can't find a place to put it.

Could you give me a refund, _____₅ could I choose a smaller replacement? Enclosed is a copy of the receipt. Could your delivery truck pick up the TV? Thank you for your prompt attention.

Sincerely,
Ivan Gorki

Pair You ordered shoes from a catalog but would like to return them. On a piece of paper, write a letter to the Customer Service Department explaining why you're returning them.

1 I would like to return an item.

► **Listening** ► **Speaking**

- Tell the students to close their books. Read the instructions aloud, and tell the class that they will hear a telephone conversation between Ivan and the store manager. Write the following listening questions on the board: *Why does Ivan want to return the TV? What does the manager tell him to do?* Ask the students to listen and take notes as you play the cassette. Play the cassette once or twice. Ask for students' answers, and make brief notes on the board.
- Read the conversation aloud, instructing the students to repeat after each sentence. In pairs, the students practice the conversation. Have a few pairs perform.
- **Pair.** Ask the pairs to decide whether they think Ivan's reason for returning the set is valid. If necessary, elicit the meaning of *valid*. Ask each pair to report their decision. Encourage the students to support their answers with explanations.

2 To Whom it May Concern

► **Reading** ► **Writing**

- Elicit the meaning of *to whom it may concern*, and ask the students when we use this phrase (*when we want to write a formal letter, but we do not know the name of the person we are writing to*).
- Read the instructions aloud. Write the words *and*, *but*, *or*, and *so* on the board. Elicit the term **conjunctions** and write it on the board. Elicit that we use these words to join sentences (to create **compound sentences**) and to show a relationship between events or ideas. Elicit the meaning of each of the words: *and* is used to add more information; *but* is used to add contrasting or contradictory information; *or* is used with alternate information; *so* is used to show a result or effect. Review by giving the class a verbal cue for each word and asking them to complete the sentences: *I like to listen to jazz, but . . . ; I stayed up very late last night, so*
- Instruct the students to complete the paragraph. Recap the answers as a class.

Answers

- | | |
|-----------|------------|
| 1. but | 4. but/and |
| 2. so/and | 5. or |
| 3. so/and | |

- **Pair.** Ask for a volunteer to read the instructions aloud. In pairs, the students write a letter asking to return a pair of shoes. Make sure that both partners participate in the composition of the letter. After the pairs have finished, have them exchange letters with another pair. Tell the pairs to read each other's letters and decide which one is more effective and why.

3 I bought this yesterday, and I'd like to exchange it. 📺

► **Listening** ► **Speaking** ► **Writing**

- Read the instructions aloud. Elicit the meaning of *how the problem is resolved (what solution is found for the problem)*. Play each conversation twice while the students take notes. Go over the answers as a class; list the students' answers on the board. Play all three conversations again, stopping the cassette after each conversation to ask the class if they want to add anything to their answers.

Answers

1. CD; doesn't like it; exchange not possible because CD has been opened
2. sweater; too small; has receipt, so exchange possible
3. baby carriage; needs bigger carriage; exchange possible

- **Group.** Read the instructions aloud. In groups, the students make a list of reasons people return purchases. Encourage the students to think of many different kinds of things that people might want to return and what reasons they might give. Ask each group to share its reasons with the class.

4 Our toys are the cheapest.

► **Reading** ► **Writing**

- Bring in three different sizes of an object (soft drink cups, books, pieces of paper). Show the two smallest objects to the class and ask them to describe the difference between them: *The cup on the left is bigger. The cup on the right is smaller.* Put the largest item next to the other two, and ask them to describe it. If your students do not generate the superlative, write the following on the board: *This cup is bigger than the other two cups. This one is the _____ cup.* You should then be able to elicit the superlative. Next, point to the smallest item and ask the class to describe it: *That cup is the smallest cup.*
- Direct the students' attention to the adjectives in the box. Read them aloud with the students. Tell the students that we follow the same rules for forming superlatives as we do for forming comparatives. You can refer the students to the comparatives they used in Unit 5, Lesson 1. Elicit the rules for forming the superlatives, and make notes on the board. Superlatives are almost always preceded by *the*. For one-syllable adjectives, add *-est* (*-st* if the adjective ends in *e*).

For two-syllable adjectives ending in *-y*, change the *y* to *i* and add *-est*. For most other adjectives with two syllables or more, use *most* before the adjective. When a one-syllable adjective ends in a single consonant preceded by only one vowel (not including *w*), double the consonant before adding *-est*. Remind the students that *bad* and *good* are irregular adjectives and have special comparative and superlative forms.


- **Pair.** In pairs, the students complete the ad with the superlative forms of the adjectives given. Ask for volunteers to write the five sentences of the ad on the board and to read them aloud.

Answers

1. the newest
2. the most exciting
3. the prettiest
4. the cheapest
5. the best
6. the widest
7. the lowest

Additional Activity See Unit 7 Appendix.

3 I bought this yesterday, and I'd like to exchange it.

 Listen to three customers complain about things they bought at Gerlain's Department Store. Write what they want to exchange, why they want to exchange it, and how the problem is resolved.

Customer	What?	Why?	How?
1.			
2.			
3.			

Group In a group of three, make a list of reasons people return purchases. Share your list with the class.

4 Our toys are the cheapest.

Pair Complete the ad with the superlative form of the adjectives.

cheap → cheaper → the cheapest	expensive → more expensive → the most expensive
big → bigger → the biggest	bad → worse → the worst
busy → busier → the busiest	good → better → the best

TOY TOWN—*The Biggest Toy Store in Texas*

Come to **TOY TOWN** and see (1) _____ and
(new)

(2) _____ toys in town! Our dolls are
(exciting)

(3) _____! Our bicycles are (4) _____!
(pretty) (cheap)

Our video games are (5) _____! Our selection is
(good)

(6) _____, and our prices are (7) _____!
(wide) (low)

5 Computer World is the best.

Mr. Brennan is writing a story about computer stores for a local magazine. Look at his notes and then answer the questions.

	Salespeople	Selection	Prices
Computer World Open daily except Sundays 10 A.M. to 9 P.M.	Friendly, mostly college students.	Large: all brands of laptop and desktop computers, printers, modems, and CD-ROMs.	Very expensive. Finance rate: 15%
The Input Open Monday to Friday 8:30 A.M. to 6 P.M.	Very friendly, with degrees in computer science.	Small: only some brands of desktop computers and printers. No laptops, modems, or CD-ROMs.	Expensive. Finance rate: 5%
Computer Central Open daily 9 A.M. to 11 P.M.	Unfriendly, but with at least 5 years computer sales experience.	Large selection of some brands of laptop and desktop computers, printers, modems, and CD-ROMs.	Cheap. Finance rate: 15%

1. Which computer store has the most convenient hours? _____
2. Which one has the friendliest salespeople? _____
Which has the most experienced salespeople? _____
3. Which one has the largest selection? _____
4. Which one has the best prices? _____
Which has the lowest finance rate? _____

Pair Discuss which computer store is the best for you. Write a paragraph comparing the three stores. Use the questions above to guide you.

5 Computer World is the best.

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- Introduce this activity with the students' books closed. Ask the class what features will attract customers to a computer store. Make notes of the students' ideas on the board.
- Tell the students to open their books to the activity. Read the introduction aloud, and ask the students what qualities Mr. Brennan compared (*salespeople, selection, prices*). Ask for volunteers to read the comprehension questions aloud. Write key vocabulary terms on the board: *finance rate, selection, convenient*. Elicit their meanings.
- Ask the students to read each question, then look at the chart for the information they need to answer the question. The students answer the questions individually.
- **Pair.** In pairs, the students explain which computer store is best for them. This individual decision will vary from person to person.
- After the students have decided which store is best for them, ask them to write a paragraph comparing the stores and explaining why they chose one store over the others. Remind the students to use comparatives and superlatives. Ask several students to read their paragraphs aloud.

Answers

1. Computer Central
2. The Input; Computer Central
3. Computer World
4. Computer Central; The Input

WORKBOOK Assign Workbook Lesson 1 for homework, or do in class.

Lesson 2

WARM UP

- Ask your students if they have gone shopping recently. Ask them what they bought and whether the item was on sale. If the item was on sale, ask for the original price of the item, the percentage discount they got, and the final price of the item.
- Ask what stores in your area have sales and what kind of discounts they offer. As the students give their answers, make notes on the board.

PRESENTATION

I don't have enough cash.


- **Set the stage.** Instruct the students to cover the conversation and look at the picture. Ask if they can identify the two women who are shopping (*Gina and Lynn*) and what kind of store they are in.
- **Personalize the situation.** Ask your students what their favorite clothing stores are, and what kind of clothing those stores sell. Ask if the stores give discounts or have sales.
- **Focus on selected items.** Ask what discounts the store in the picture is offering. Elicit the meaning of *Get 2 for the price of 1*, *New arrivals for fall*, and *Excluding sale items*.
- **Set the listening task.** Write the following on the board: *Why didn't Gina get a discount? How did she finally get the discount?* Play the cassette as the students read along. If necessary, play the cassette a second time.
- **Check the listening task.** Let the students talk with a partner to make sure they can explain the answers to the listening questions. Then ask for volunteers to explain the store's discount policy and what Gina had to do to get the discount. (*Gina couldn't get a discount, because the non-sale items she bought came only to \$74.86. When she added a silk skirt, her non-sale total came to over \$100, so she got the 25% discount.*)
- **Play or read the conversation aloud with pauses.** Ask the students to repeat each line as you read. If necessary, review the pronunciation of prices. Tell the students to practice the conversation in groups of three, changing roles if time permits. Have a few groups perform for the class.
- **Engage the students in pair work.** Ask for a volunteer to read the discussion questions aloud. Point out that the students will discuss two topics: Gina's decision to use her mother's credit card, and a bad shopping decision that the students may have made. In pairs, the students answer the questions.
- **Circulate and monitor progress.** After the students have discussed the questions, recap as a class. If the class feels that Gina's decision to use her mother's card was a bad one, ask for reasons why it was a bad decision. Do your students feel that it is the wrong thing to do, or do they think it's a bad idea because Gina's mother might be angry? Remind the students that many credit cards have rules against using another person's credit card without permission.

Lesson 2

In this lesson, you will

- compare features of items.
- give reasons for returning a purchase.
- make a catalog purchase.

I don't have enough cash.

 Did Gina get a good deal? Listen to and read the following conversation.



Lynn: I like those wool sweaters.

Gina: Yes, and they're a good deal! I also love the red dress.

Clerk: Your total is \$114.79.

Lynn: Doesn't she get a discount? That sign on the wall says 25 percent off all purchases over a hundred dollars.

Clerk: Yes, but the discount doesn't apply to sale items. Your non-sale purchases alone total \$74.86.

Gina: So if I buy something else, can I get the discount?

Clerk: Yes, we have some lovely silk skirts. They go with the sweaters you just bought.

Gina: Oh, these aren't as expensive as the wool skirts, are they?

Clerk: No, they aren't. With the skirt and the discount, the total would be about \$116.

Gina: That's a great deal. Uh-oh . . .

Lynn: What?

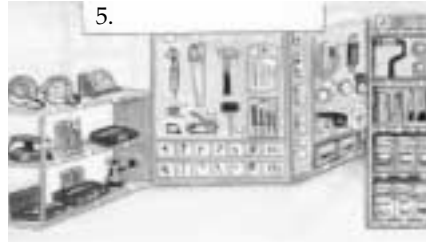
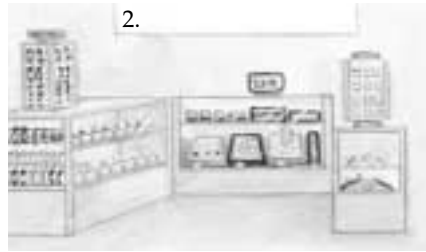
Gina: I don't have enough cash. I have to use my mom's credit card. Oh well, she won't mind when I tell her how much money I saved on today's sale.

Lynn: Hmm . . . I wonder if you saved as much money as Ivan did yesterday.

Gina: OK, OK, I didn't exactly save money, but it was still a good deal!

Pair Was it a good idea for Gina to use her mother's credit card? What do you think Gina's mother will say? Have you ever made a bad shopping decision? Tell your partner what happened.

1 Word Bag: Stores



Pair Write the name of each store in the box above each picture: Clothing, Toys, Electronics, Hardware, Jewelry, Music. Write the number of the store that sells each of the items below. Add two more items, then write the number of the store that sells them.

- | | | | |
|---|--|--------------------------------------|-----------------------------------|
| <input checked="" type="checkbox"/> nails | <input type="checkbox"/> doll | <input type="checkbox"/> fax machine | <input type="checkbox"/> necklace |
| <input type="checkbox"/> computer | <input type="checkbox"/> videocassette | <input type="checkbox"/> wristwatch | <input type="checkbox"/> shirt |
| <input type="checkbox"/> bicycle | <input type="checkbox"/> sheet music | <input type="checkbox"/> screwdriver | <input type="checkbox"/> hammer |
| <input type="checkbox"/> CDs | <input type="checkbox"/> cell phone | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

2 Is the black dress as elegant as the blue dress?

Pair Compare each pair of items below, using the adjectives under each picture.

The black dress is **more elegant** than the blue dress.

The black dress is **as elegant** as the blue dress.

The blue dress is **not as elegant** as the black dress.



elegant



fast



fashionable



convenient

Group Compare and discuss your answers with your group and report back to class. With your group, choose two things: two cars, two schools, two places. On a piece of paper, write a paragraph comparing the two things you chose.

1 Word Bag: Stores

► **Listening** ► **Speaking** ► **Writing**

- **Pair.** Read the instructions aloud, clarifying that there are two steps to this activity. In pairs, the students first identify the stores shown in the picture; then they decide where they could buy the items listed in the activity. Remind them to add two more items to the list and write the number of the store that would sell those items.
- Ask the students what each of the six stores is. As they answer, make column headings on the board, labeling each with the name of the store. Then assign each student one of the items on the list. Write *nails* under **hardware store** as a model, then ask the students to come to the board and write their item under the name of the store that sells it. Also ask them to write their additional items on the board.

Answers

1. music store (CDs, sheet music)
2. jewelry store (wristwatch, necklace)
3. toy store (bicycle, doll)
4. clothing store (shirt, coat)
5. hardware store (nails, screwdriver, hammer)
6. electronics store (computer, videocassette, cell phone, fax machine)

2 Is the black dress as elegant as the blue dress?

► **Listening** ► **Speaking** ► **Writing**

- Ask for volunteers to read the example sentences. Elicit the meaning of *elegant*. Ask the students what the pattern is for making comparative statements. Write the pattern on the board (*more + adj. + than* or *adj. + -er + than*).
- Elicit the meaning of *as elegant as*. Ask the students what the pattern is for saying two things are the same in terms of an adjective (*as + adj. + as*). Choose two students who are the same height. Ask them to stand, and have the class describe them, using *tall*. (*Alicia is as tall as Hoon.*)
- Elicit that the third sentence has the same meaning as the first. Demonstrate the two ways we can state a comparison. Ask two students to stand, and tell the class to compare them using *tall* and the patterns of the first and third example sentences. (*Pedro is taller than Yuki. Yuki is not as tall as Pedro.*)
- **Pair.** Elicit the meaning of *convenient*. In pairs, the students describe the items, using the adjectives given. If you wish, instruct the students to write their sentences in their notebooks.
- **Group.** Tell the pairs to join with another pair to compare and check their answers. Circulate and assist as necessary. Instruct each group to choose two additional things they can compare (*cars, schools, places*). They should use as many adjectives as possible, as well as a variety of comparative patterns. Also remind the students that they can use the conjunctions they have learned for joining sentences: *and, but, and so*. As a group, the students write a paragraph comparing the two things. To encourage all the students to participate, each group should assign one person to write down the group's ideas, and another to read the paragraph aloud to the class.

3 The Style Quiz

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- Ask the class what the word *fashion* means. Is the latest style better than an item of good quality?
- **Pair.** In pairs, the students interview each other, then switch roles. Students determine their partners' fashion attitudes by seeing how many *a*, *b*, or *c* answers were given.
- **Group.** In groups, the students compare answers. They discuss how important fashion is to them and in their cultures. To recap, each group mentions similarities and differences of opinion.
- Students write a paragraph about the importance of fashion in their countries. Several students read their paragraphs aloud.

4 Information Gap Activity, pages 131 and 132.

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- **Preparation.** Ask if anyone has ever ordered anything by telephone. Was it easy or difficult?
- As a class, look at both pages of the activity. Read the Student A sheet instructions and elicit the information the telephone salesperson will need to get. Read the *Useful Language* phrases aloud and practice them as a class. The salesperson should tell the customer whether there will be any shipping and handling charges.
- Repeat the procedure with the Student B sheet, reminding the students to mark which items they want to buy so that they can later check their partners' answers.
- **Activity.** Divide the class as before. Students should sit so they cannot see each other's books. Encourage the students to begin and end with appropriate language for telephone conversations.
- **Wrap Up.** When the role-play is completed, the "customers" check their partners' order forms for accuracy. If there are errors, students repeat that part of the activity to see if they can determine why the misunderstanding occurred.

5 Hear it. Say it.

► **Listening** ► **Speaking**

- Review the sound [b], a voiced sound, showing the position of the mouth. Have students say the first word in each minimal pair, producing the sound clearly when it is at the end of the word. Repeat this procedure for the voiced sound [d]. Point out that this sound is used with regular past tense verbs. If it is not pronounced clearly, the listener may not know that the speaker has used the past tense.
- **Pair.** While listening, students mark the word they hear. Volunteers write their answers on the board. Play the cassette again, stopping after each word. Check. In pairs, the students practice pronouncing the minimal pairs.

Answers

- | | |
|----------|----------|
| 1. bad | 5. roads |
| 2. dead | 6. web |
| 3. big | 7. heard |
| 4. pedal | 8. tribe |

WORKBOOK Assign Workbook Lesson 2 for homework, or do in class.

3 The Style Quiz

Pair Ask your partner the questions and circle his or her answers.

1. At a party, you see a person wearing the same clothes as you. What do you do?
(a) Leave the party.
(b) Compliment the person.
(c) Pay no attention because you're having so much fun.

2. When you buy shoes and clothes, what influences your decision?
(a) Current fashion.
(b) Fit and price.
(c) Need.

3. When you are invited to a formal wedding, what do you wear?
(a) A formal outfit bought especially for the occasion.
(b) Formal clothes that you have worn before.
(c) Whatever you find hanging in your closet.

4. Are you going to buy a new jacket?
(a) Yes, yours is out of style.
(b) No, yours is still in good condition.
(c) Yes, your old one is worn out.

5. You're at a nice restaurant waiting for your sister. She arrives wearing shorts and a wrinkled shirt. How do you feel?
(a) Embarrassed.
(b) Disappointed.
(c) It doesn't bother you.

Score your partner's answers:

(a) Fashion is important to you. You work hard to look good.
(b) You are practical. You try to look good, but you don't spend a lot of time and money on shopping and clothes.
(c) Fashion does not matter to you. You have other interests that take your time and energy.

Group In a group of four, compare and discuss the results of the quiz. How important is fashion to you? to your partner? in your culture? Why?

In your notebook, write a paragraph about fashion and how important it is in your country.

4 Information Gap Activity, pages 131 and 132.

Pair Turn to pages 131 and 132 and follow your teacher's instructions.

5 Hear it. Say it.

 Listen to the words. Check (✓) the word you hear.

Minimal Pairs [b] [d]

- | | | | |
|---------------|-----------|--------------|-----------|
| 1. [] bad | [] dad | 5. [] robes | [] roads |
| 2. [] bed | [] dead | 6. [] web | [] wed |
| 3. [] big | [] dig | 7. [] herb | [] heard |
| 4. [] pebble | [] pedal | 8. [] tribe | [] tried |


Pair With a partner, practice pronouncing each pair of words.

Lesson 3

In this lesson, you will

- analyze information in an advertisement.
- write an advertisement.

Can you save money when you spend money?

 Read and listen to the advertisement. Would you enroll in the *Everyday Rewards* program?



The UNICA Card®

If you're not enrolled in the *Everyday Rewards* program, call **1-800-REWARDS** and start earning points immediately.

Five everyday ways to faster rewards.

You make purchases almost every day—you buy groceries, fill up the car, mail packages, or buy stamps. Now you can turn all the purchases you make into rewarding experiences. Just use a *Unica Card* instead of cash or checks.

Look at these everyday places where your purchases can add up to points and rewards:

- at the grocery store
- at the post office
- at the department store
- at entertainment and sports events

How? For every dollar you charge on your *Unica Card*, you will earn valuable points that can be credited toward gifts, travel, hotel discounts, and other rewards. So think about using the *Unica Card* this holiday season.

Group Discuss these questions.

1. What product is advertised?
2. Who are the customers for this product? Young people? Parents? Retired people? Rich people? People who need to save money?
3. What do you think of the Unica Card? Is it useful? Would you use it?
4. Should you believe advertisements? Why or why not?

Lesson 3

WARM UP

- Ask your students how they pay for their purchases. Do they use cash, checks, or credit cards? Write the students' answers on the board. Ask about the benefits of each form of payment. Which is safest? the most convenient?

PRESENTATION

Can you save money when you spend money?

- **Set the stage.** Tell the students that they will be reading and listening to an advertisement and evaluating the product that is being advertised. Ask the students to glance briefly at the ad in the activity and tell you what kind of product the ad is for.
- **Personalize the situation.** Ask how many of your students have credit cards. Ask whether they think credit cards are a good idea. Elicit some of the problems associated with credit cards, as well as some of the benefits.
- **Focus on specific items.** Write the words *rewards, rewarding, enroll, earn, and points* on the board. Elicit what part of speech each word is, as well as its meaning.
- **Set the reading and listening task.** Write the following on the board: *What special program does the Unica Card offer? What are the "five ways" you can get rewards with the Unica card? Does it cost anything to use the Unica card?* Tell the students to read the ad the first time you play the cassette. The second time you play the cassette, they should take notes or mark important information in their books.
- **Check the reading and listening task.** Ask the class for their answers to the questions. Take brief notes on the board. (Note: the *five ways* are *at the grocery store, at the post office, at the department store, at entertainment events, and at sports events*. Also, the ad does not mention whether there is any cost for using the Unica Card.) Ask if any of the students have credit cards that give them points, and whether or not that kind of program is useful for them.
- **Engage the students in group work.** Ask for volunteers to read the discussion questions aloud. In groups, the students evaluate the Unica Card. Elicit that question 2 requires the students to infer information from the ad, question 3 asks the students' opinion of a specific topic, and question 4 asks the students to make judgments about a more general topic.
- **Circulate and monitor progress.** Encourage the students to give reasons for their responses to the questions. Ask the groups to report their opinions to the class. Recap by having a general class discussion about advertisements.

1 What are they selling?

► **Listening** ► **Speaking**

- **Pair.** Write the word *slogan* on the board. Ask two volunteers to read the slogans in the ads. Elicit the meaning of *slogan*. In pairs, the students determine what each ad is selling. Tell them to think of reasons why the ads use the slogans that they do, and what the implied meaning of each slogan is.
- **Group.** Write the term *effective advertisement* on the board. Elicit the meaning of the phrase (*an*

advertisement that makes people want to buy a product). In groups, the students discuss the ads and their slogans. Ask the students to give their opinions about the effectiveness of the two ads. Recap as a class, encouraging the students to support their opinions with reasons and examples of other effective or ineffective ads they have seen or heard.

2 It could happen to you.

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- Ask for a volunteer to read the instructions. Write the word *scam* on the board and elicit the meaning. Ask four students to read the four passages aloud. Clarify any difficult vocabulary words by writing them on the board and eliciting the meaning from the context of the passages.
- **Group.** In groups, the students decide what they could do to protect themselves in each of

the four situations. Instruct them to write several suggestions for each situation, using the modals of advice that they have learned. Ask each group to write its suggestions on the board and read them aloud. As a class, produce a list of general suggestions that people can use to protect themselves against scams.

1 What are they selling?

Pair What do you think each ad is selling? Discuss with your partner.



“We eat as much as we can and sell the rest.”



“The best comes from a tiny mountain village.”

Group In a group of four, discuss the two ads. Are the ads effective in attracting customers?

2 It could happen to you.

Group A scam is a trick to get someone’s money. In groups, discuss what you could do in these situations. Make a list of suggestions for avoiding these scams.

Gold Card Scam

A woman phones to offer you a low-interest credit card. To process the card, she needs some information from you. This will be your first gold credit card, so you are excited and give her the information she asked for.

You never get the card. Later, you discover that the caller used the information to steal from your bank account and used your credit card.

The Slippery Used-Car Dealer

You want to buy a used car. The dealer shows you a car and says that it is in perfect condition. You are happy with the test drive, so you buy the car.

A week later, you notice sand in the carpet. Your mechanic tells you the car was in a flood and the metal is rusting away.

Paying for Your “Prize”

You get a sweepstakes notice in the mail. It says you have won a valuable prize. To learn how to collect, you must call a special long-distance number.

When you call, the person talks to you a long time. Finally he says that you must pay shipping charges for your “prize.” You hang up—but they’ve already charged you for the expensive phone call.

Quick-Change Artist

You are watching a musician play the guitar on the street. A man asks you for change. He shows you a twenty-dollar bill. You give him a ten, a five, and five one-dollar bills. The man puts a dollar in the musician’s hat and leaves.

You look at the money in your hand and find that you are holding a one-dollar bill.

3 Online



Log onto http://www.prenhall.com/brown_activities

The Web: Shopping on the Internet

Grammar: What's your grammar IQ?

E-mail: Shopping spree

Did you know that . . . ?

Shopping on the Internet is rapidly increasing. Every year more and more sales are made over the Internet.

4 Wrap Up

Group Work in a group of four. You have a language school. Design an advertisement for your school.

1. Circle the type of market you are targeting: (You can circle more than one.)

K-6 Middle School High School Adults Seniors

2. Check the media you will advertise in.

___ radio ___ television ___ newspapers
___ magazines ___ flyers ___ other: _____

3. Write a catchy slogan for your school:

4. Write a 30-second commercial or design a flyer for your language school.

5. Present your commercial or flyer to the class.

Strategies for Success

- Role playing business transactions
- Using television for listening practice
- Writing to persuade

1. Find a mail-order catalog written in English. Decide on ten items that you would like to order. With a partner, role play the process of ordering the items.
2. Make plans to listen to an English-speaking television program that has commercials in it. Listen very carefully for words (for example, "more," "discount," "sale"), phrases (for example, "number one," "save more money"), and superlatives ("best," "the most efficient") that try to convince you to buy a product. Write a paragraph about whether this commercial was convincing.
3. Write a description of a particular product that you would like to own, such as a special model of a car, a particular type of computer, or a stereo system. Describe why you think this product is (a) important for you to have, and (b) the best choice compared to other models. Read your description aloud to your partner.

3 Online *(Teacher's Notes for each Online activity can be found on the Web page for that activity.)*

- Ask for a volunteer to read the *Did you know that . . . ?* paragraph. Ask your students if any of them have ever bought anything over the Internet. Ask what they bought and why they used the Internet instead of going to a store. Ask the class how Internet shopping might affect business people, shoppers, and communities, both positively and negatively.

4 Wrap Up

► **Speaking** ► **Writing**

- Ask the students how they heard about your language school or program. Did they hear about it from a friend, from an ad, on the Internet? In groups, the students design an ad for an imaginary language school. Read the instructions aloud, clarifying terms as needed. If you wish, you can supply the students with materials such as markers, paper, magazines from which to cut pictures, scissors, and glue. Encourage the students to use whatever formats they wish for their ads. Ask the students to perform their radio or television commercials, and explain their flyers or print ads to the class.

WORKBOOK Assign Workbook Lesson 3 for homework, or do in class.

STRATEGIES FOR SUCCESS

1. For Exercise 1, if necessary, help your students to find an English language mail-order catalog.
2. For Exercise 2, suggest TV programs in your coverage area, if necessary. Tell students to take notes in their journals of the words or phrases they hear, in order to do the next exercise.
3. For Exercise 3, make sure that students address both (a) and (b) in their paragraphs.

CHECKPOINT

Checkpoint activities help the students identify their areas of success in using the communicative skills presented in the unit as well as areas in which they need improvement. *Checkpoint* activities can be done in class, or they can be done as homework once students have learned the procedures.

- As a class, read the communicative skills listed at the beginning of each lesson and in the communication summary. Make a list of these skills on the board. Ask the students to decide their level of competence with each skill, and write it in one of the two columns in the book. Ask for volunteers to tell the class one skill they have learned well and one skill they need to practice.
- In the *Learning Preferences* activity, the students decide which kind of activity they enjoyed most in this unit. Explain that we do different types of activities so that students can learn things in different ways. In some units, a student may prefer one type of activity, but may prefer a different type of activity in another unit. Before completing the activity, elicit examples of each type of activity from the

unit. Ask the students to rank the types of activities according to which type they liked the best (1) and which they liked the least (4).

- Finally, the students analyze specific activities in the lesson on the basis of how much they felt the activities helped them improve their listening, speaking, reading, and writing skills. As a class, review the activities for each specific skill area. After you have reviewed one skill area, ask the students to decide which activity helped them to improve the most in that skill area. Make sure the students write their responses in their books. They also should decide which specific activities they liked most and least. When answering these questions, the students should indicate which lesson the activity came from. A possible format for this would be 2 (4), meaning Lesson Two, Activity Four.
- From time to time you may want to analyze your class's responses to the *Checkpoint* activities. This can be done by asking the students to photocopy the pages from their books after they complete the activity.

CHECKPOINT

How much have you learned in this unit? Review the goals for each lesson. What skills can you confidently use now? What skills do you need to practice? List these below.

Skills I've Learned Well

Skills I Need to Practice

Learning Preferences

In this unit, which type of activity did you like the best and the least? Write the number in the box: 1 = best; 2 = next best; 3 = next; 4 = least.

- | | |
|---|---|
| <input type="checkbox"/> Working by myself | <input type="checkbox"/> Working with a group |
| <input type="checkbox"/> Working with a partner | <input type="checkbox"/> Working as a whole class |

In this unit, which exercises helped you to learn to:

- | | |
|---|------------------------------------|
| listen more effectively? Exercise _____ | read more easily? Exercise _____ |
| speak more fluently? Exercise _____ | write more clearly? Exercise _____ |

Which exercise did you like the most? _____ Why? _____

Which exercise did you like the least? _____ Why? _____

VOCABULARY

Verbs

advertise
apply
bother
carry
complain
exchange
fit
influence
load
purchase
return
save

Stores

clothing
electronics
hardware
jewelry
music
toy

Nouns

cash
cell phone
comfort
commission
complaint

cotton
discount
fax machine
flyer
hammer
item
nail
necklace
product
purchase
raincoat
scam

screwdriver
selection
service
silk
sports jacket
style
wool
wristwatch

Adjectives

aggressive
anxious

attractive
convenient
dangerous
efficient
elegant
expensive
experienced
persuasive
reasonable
valid
worn out

▶ **GRAMMAR SUMMARY**

Compound Sentences

		Conjunction	
Additional information: <i>and</i>	It was a good price,	and	it was on sale.
Contradictory information: <i>but</i>	The TV was nice,	but	it was too big.
Alternate information: <i>or</i>	You can pay cash,	or	you can charge it.
Result: <i>so</i>	It was expensive,	so	I didn't buy it.

Forming the Superlative of Adjectives

Regular Adjectives

One-syllable Adjectives

big → the biggest
cheap → the cheapest

Two-syllable Adjectives Ending in -y

busy → the busiest
heavy → the heaviest

Multisyllable Adjectives

beautiful → the most beautiful
expensive → the most/least expensive

Irregular Adjectives

good → the best
bad → the worst
far → the farthest

Comparisons of equality with *as . . . as*

	Subject	Verb Be	as + adj.+ as	Complement
Affirmative	The black dress	is	as elegant as	the blue dress.
Negative	The wool skirts	are not	as fashionable as	the silk ones.

▶ **COMMUNICATION SUMMARY**

Talking about purchases

It was on sale.

Writing a letter of complaint

I wanted to buy a small TV, but the salesman sold me a large one.

Exchanging a purchase

I bought this yesterday, and I'd like to exchange it.

Comparing features of stores

Computer Central has the lowest prices.

Comparing features of items

The black dress is more elegant than the blue dress, but it is also more expensive.

Giving reasons for returning a purchase

I'd like to return this shirt because it doesn't fit. I have one just like it.

Analyzing information in an advertisement

I think this advertisement is for adults.

Writing an advertisement

It's the fastest way to learn English.

GRAMMAR AND COMMUNICATION SUMMARY

- Draw the students' attention to the summaries of the forms and skills they have learned in this unit. Tell the class that they can use these summaries to review and practice what they learned.
- Briefly model how to review using the Grammar Summary. Ask the students to write sentences using each of the conjunctions in the *Compound Sentences* box. Review superlative and equative statements by asking the students to describe things that they see in the classroom.
- Look at the Communication Summary with the students. Read the name of each communication skill, and ask the students to raise their hands if they feel they need more practice with that skill. Elicit ways that the students can practice each skill in their daily lives. If enough students need extra practice with a particular skill, you may wish to devote class time to additional activities or role-plays that use the skill.

Appendix

ADDITIONAL ACTIVITIES

Lesson 1, Presentation (p. 73)

Shopping Role-Play

- In this role-play, the students play the parts of a customer and an aggressive salesperson.
- On index cards, write description of objects that a shopper could buy. One item in each pair should be inexpensive or moderately priced, and the other should be more expensive (*a plain wristwatch* and *a waterproof watch with calculator, stopwatch, and alarm*). Alternatively, you can instruct your students to create their own pairs of items.
- Write one pair of descriptions on the board. Elicit the kinds of things that an aggressive salesperson might tell a customer in order to convince him or her to buy the more expensive item.
- In pairs, the students create a role-play about an aggressive salesperson and a customer. Encourage the students to think of many different arguments that the salesperson can use, and reasons why the customer might still want the less expensive item.
- Ask several pairs to perform their role-plays.

Lesson 1, Exercise 4 (p. 75)

Create an Advertisement

- Ask the students to create an imaginary product and write an ad for it using comparatives and superlatives. The ad can be a television or radio commercial that the students perform, a poster-sized ad that the students draw and then present, or a combination of the two. Encourage the students to be creative with both the choice of products and the claims of what the product will do for the person who buys it.

WORKBOOK ANSWER KEY Lesson 1, pp. 47–50

Exercise 1

- | | | |
|------|------|------|
| 1. c | 3. d | 5. a |
| 2. e | 4. f | 6. b |

Exercise 2

Answers will vary.

Exercise 3

- | | | |
|--------|-------|--------|
| 1. but | 4. or | 6. but |
| 2. and | 5. so | 7. and |
| 3. and | | |

Exercise 4

- | | | |
|----------|-----------|----------|
| 1. Susan | 3. Andrew | 5. Paul |
| 2. Mark | 4. Anita | 6. Alice |

Exercise 5

- | | | |
|--------------------|---------------------|-----------------------|
| 1. older, taller | 5. younger, shorter | 9. youngest, shortest |
| 2. youngest | 6. oldest | 10. younger, shorter |
| 3. older, shorter | 7. shortest | |
| 4. oldest, tallest | 8. older, taller | |

Exercise 6

Answers will vary.

Exercise 7

- | | | |
|-------------------|-----------------------|------------|
| 1. better | 3. cheaper | 5. cheaper |
| 2. more expensive | 4. the most beautiful | 6. happier |

Exercise 8

- | | | |
|-------------------|---------------------|--------------------|
| 1. smaller | 6. more modern | 11. costlier |
| 2. newer | 7. cheaper | 12. more beautiful |
| 3. more expensive | 8. friendlier | 13. older |
| 4. higher | 9. more fascinating | 14. more charming |
| 5. bigger | 10. lower | |

WORKBOOK ANSWER KEY Lesson 1 (continued)

Exercise 9

- | | | | |
|-----------------|----------------|----------------------|--------------------------|
| 1. the highest | 4. the tallest | 7. the longest | 10. the most interesting |
| 2. the largest | 5. the biggest | 8. the busiest | |
| 3. the smallest | 6. the deepest | 9. the most valuable | |

WORKBOOK ANSWER KEY Lesson 2, pp. 51-52

Exercise 1

Answers will vary.

- | | | |
|--|---|----------------------------------|
| 1. Steve is as old as Martha. | 4. The chocolate cookies are as delicious as the peanut butter cookies. | 6. I was as tired as my husband. |
| 2. This old chair is as comfortable as that new chair. | 5. The supermarket is as close as the drugstore. | |
| 3. The nurses were as busy as the doctors. | | |

Exercise 2

- | | | |
|---|--|---|
| 1. I'm not as tired tonight as I was last night. | 4. It is not as beautiful today as it was yesterday. | 6. The red dress is not as expensive as the purple dress. |
| 2. George is not as tall as Frank. | 5. The French film was not as exciting as the American film. | |
| 3. The Italian restaurant is not as good as the Spanish restaurant. | | |

Exercise 3

Keiko			Miyako		
Sale		Price	Sale		Price
leather jacket	$\$170.00 \times .50$	= \$85.00	jacket	$\$65.00 \times .50$	= \$32.50
sneakers	$\$75.00 \times .50$	= \$37.50	sneakers	$\$35.00 \times .50$	= \$17.50
jeans	$\$50.00 \times .50$	= \$25.00	jeans	$\$25.00 \times .50$	= \$12.50
sweater	$\$45.00 \times .50$	= \$22.50	sweatshirt	$\$15.00 \times .50$	= \$7.50
	Total	\$170.00		Total	\$70.00

Exercise 4

- | | | |
|------|------|------|
| 1. a | 3. a | 5. b |
| 2. b | 4. b | 6. a |

WORKBOOK ANSWER KEY Lesson 3, pp. 53-54

Exercise 1

1. c

3. b

5. a

2. b

4. a

6. c

Exercise 2

Answers will vary.

Exercise 3

Answers will vary.