

Summary of Lesson Plan

► Preview/Practical conversations (Student pages 71-73)

Suggested teaching time: 60 minutes
includes Cultural notes and Discussion

Your actual teaching time: _____



Preview and Practical conversations (Student pages 71-73)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Note: Have students bring to class coupons and catalogs for use on pages 72 through 73.

Warm up. Which is the best buy?

Procedure:

- Draw on students' prior experience by asking them questions about their own buying habits, such as *Who does the shopping in your household? How do you decide what products to buy? Is price an important consideration? What other things do you consider? How can you tell which product is the cheapest?*
- Have students look at the picture. Ask questions such as *What kind of food is this? (pasta sauce) Where is it? (on a shelf in the grocery store) How can you tell? (There are prices on the shelf.) What are the brands? (Old World, Healthy Acres, Mama's Own)*
- Write the three brand names as headings on the board. Have students cover up the pricing information and look only at the containers of sauce. As a class, compare the three sauces. Elicit and write on the board information about each brand of sauce. For example, if a student says *Old World and Healthy Acres are tomato sauce. Mama's Own is cheese sauce*, write *tomato* under *Old World and Healthy Acres* and *cheese* under *Mama's Own*. Ask students which sauce they would buy based on the information on the board and why.

- Have students look at the pricing information. Ask how much each container of sauce costs. Then ask *What are the prices on the right? (the unit prices) The unit price is the price per ...? (ounce)* Demonstrate how the unit price is calculated. Write \$2.76 on the board. Ask *How many ounces are in the jar of Old World pasta sauce? (12 ounces)* Write *12 ounces* on the board and then $\$2.76 \div 12 = \$.23$.
- Ask *Which container of sauce is cheapest? (Mama's Own) Which sauce has the lowest unit price? (Mama's Own)* Point out that, in this case, the product with the lowest price also has the lowest unit price. Ask *Why?* If necessary, explain that this is because the containers of sauce are all the same size, 12 ounces. Ask *When is it helpful to compare the unit prices? (when the products are different sizes)*
- Ask *Which pasta sauce is the best buy? Why? Which pasta sauce would you buy? Is price the most important consideration? Is price more important than taste? Is price more important than nutrition?*

Option: Have students calculate the unit price for a 12-ounce jar of pasta sauce that costs \$3.48 (\$.29).

Unit 6 objectives

Procedure:

- Have students read the objectives. Ask *What will this unit help you do? (be a better shopper, find the best prices) What does a good shopper do? (compares prices, looks for sales, uses coupons) What are some ways that you as a shopper can save money? What can you do with the money you save?*

(continued on p. 2)

Lesson Plan, Unit 6: Preview/practical conversations (for Student pages 71-73)–continued

Model 1

Content: talking about bargains; reading coupons; describing quantities and how food is sold; exclamations with *What*; conclusions with *must*

Procedure:

A–B.

- To set the scene for the conversation, ask questions about the photo, such as *Where is this couple?* (at the supermarket or grocery store) *What is the man holding?* (three cans) *What do you think they are looking at?* (a shopping list, an advertising circular, a coupon)
- After students listen to the conversation, check comprehension by asking questions such as *How much is the tuna?* (three cans for a dollar) *What size can?* (seven ounces) *Why does the woman think the price is a mistake?* (because it's so low) *What is the regular price?* (89 cents per can) *Where is the cheaper price listed?* (on the coupon)
- Have students read the conversation again silently. Then ask *What is a bargain?* (something bought cheaply or for less than its usual price) *What is a coupon?* (a small piece of printed paper that gives you the right to pay less for something) If students have trouble with the meaning of *coupon*, show coupons you or the students have brought in. Ask *Where can you find coupons?* (in the mail, in the newspaper, in advertising circulars at the front of the store) Ask students if they use coupons. Have them save any coupons they find and bring them to class.

Option: Have students calculate how much three cans of tuna would cost at the regular price. (\$2.67) Then ask *How much do you save with the coupon?* (\$1.67)

Vocabulary

- For each of the vocabulary words, have groups brainstorm food items that are sold this way; for example, for *a can*, students might list *tuna, soup, beans, corn*.

Option: Have groups brainstorm food items that are sold in *a bottle, a jar, and a bag*. Use the pictures in Exercise C to illustrate the meanings of these words, if necessary.

C. Pair work ...

- Have a different volunteer read each coupon. If necessary, elicit from the class the meanings of abbreviations as they are encountered.
- Copy the conversation on the board. Read the conversation, pausing at each blank substitution line. Using the first coupon, have the class provide the correct word or phrase for each blank. The class should give the answers *Three packages, a dollar fifty-nine, They're, 99 cents each, twelve-ounce package*.
- Students then practice the conversation in pairs, using the other coupons or their own ideas. Point out that *Wow, that is a bargain* stresses the word *is*, indicating agreement with the other speaker.

Challenge: With their partners, have students calculate how much two or three of each product would cost at the regular price. Then have them determine how much is saved by using the coupon. For example, three packages of cheese at \$.99 would cost \$2.97; the savings with the coupon is \$1.38. Then have students calculate the total savings if all the coupons are used (\$8.32).

If your students are ready ...

Culture / Civics note: In North America, there are many ways that shoppers can save money at the supermarket. Most supermarkets hold weekly sales with discounted prices on selected items. These sales are advertised in printed circulars found at the entrance to the store and in Sunday newspapers. Stores and manufacturers also offer discounts in the form of *coupons*: pieces of paper that the customer presents to the cashier to pay less money for a specified item. Coupons are often included with Sunday newspapers, in popular magazines, and inside product packaging. Most major supermarkets and drugstore chains also offer a savings club card. Presenting this card to the cashier allows members to take advantage of sales available only to club members.

Workbook Link: Exercises 1, 2, 3

(continued on p. 3)

Lesson Plan, Unit 6: Preview/practical conversations (for Student pages 71-73)—continued

Model 2

Content: making a suggestion; explaining how to order things by phone or online; acknowledging a good idea

Procedure:

A–B.

- Ask questions about the picture, such as *What is this?* (a computer screen, a window, a Web site) *What is sold on this Web site?* (pencils, fax machines, clipboards, paperclips)
- After students listen to the conversation, ask questions such as *What does the woman on the left need to do?* (go shopping for office supplies) *What does the woman on the right suggest?* (ordering supplies by phone or online) *What Web site sells office supplies?* (paperclips.com)
- Ask *How much will the phone call to 1-800-NOTEPAD cost?* If necessary, explain that calls to telephone numbers with the area code 800 are toll free.
- Elicit or explain the meanings of *online* and *log on*. *Online* means over the Internet, and to *log on* to a Web site is to go to the site by typing in its address. Brainstorm, write on the board, and discuss the meaning of other terms related to using the Internet, such as *Web browser*, *Web address*, *search*, *click*.
- Ask who has ordered something by phone and who has ordered something online. If many students have experience ordering by phone or online, have students discuss in groups what they ordered, how, from what company, and if there were any problems. If few students have ordered by phone or online, ask those students to share their experience with the class.

Vocabulary

- After students listen to and repeat the vocabulary, brainstorm and write on the board other things that students or people they know have ordered by phone or online, such as *books*, *CDs*, *furniture*.

C. Pair work . . .

- Ask students what they think can be ordered using each phone number or Web address. Point out that companies try to get telephone numbers and Web addresses that are easy to remember and make obvious what they sell. Ask students if the companies they work for have 800 numbers and / or Web sites and what the numbers and addresses are.

- Have students match a telephone number and Web site from the box with each vocabulary word. For example, for *clothes*, you can call 1-800-CLOTHES or log on to *yourclosets.com*.
- Read the first line of the conversation four times, inserting each of the vocabulary words. Each time, have the class respond by reading the second line of the conversation chorally. Listen to make sure that the class says *Order them* for *clothes*, *auto parts*, and *uniforms*, and *Order it* for *safety equipment*.

Option: Use catalogs that you or the students have brought in. Give each pair a catalog and have them find the 800 number and Web address that customers use to place an order. Have students practice the conversation again using this information.

Option: Have students look at their telephones at home and figure out the numbers for the three 800 numbers that are given in letters in Exercise C.

Field project: If possible, have students use computers to learn more about ordering online. Have students choose a product and have the class follow step-by-step instructions to do a search for that product. Demonstrate how to click on the different sites found and how to go back to the page of search results. Then choose an online shopping site and have students select a couple of products. Point out the *Add to shopping cart* icon. Tell students how to add the products they've selected to their carts. Next have them *Proceed to checkout* to see what information they have to provide to place an order online and what the shipping costs are.

If your students are ready . . .

Language note: Most Web addresses for companies end in *.com*. Addresses for public agencies may end in *.org*, those for universities in *.edu*. Most Web addresses begin with *www*. *Paperclips.com* would actually be *www.paperclips.com*.

Workbook Link: Exercises 4, 5

Do it yourself!

Procedure:

A–B.

- Model the activity for students. Draw the chart on the board. Fill in the first row according to your own buying habits. Talk about why you prefer to buy each item at a store, by telephone, or online, and where you get the best bargains.

Summary of Lesson Plan

- **PRESENTATION**
Practical grammar (Student pages 74-75)
 Suggested teaching time: 60 minutes
 Your actual teaching time: _____

► Practical grammar (Student pages 74-75)

Suggested teaching time: 60 minutes
 Your actual teaching time: _____

Note: Have students bring to class coupons and catalogs for use on page 74.

Conclusions with must

Content: conclusions with *must* and *must not*

Procedure:

- Say (*Name of absent student*) *is not here today. Why do you think he or she's not here?* Elicit from the class several possible reasons and write them on the board. Then point to the reasons and ask *Which one is probably the real reason he or she's not here?* Elicit a response from the class and then ask *Are you almost sure?* If, for example, your class agrees that the absent student is most likely sick, circle this response on the board and then write next to it *She must be sick.*
- Make two other observations about your students. Write sentences that students can draw obvious conclusions from, for example, *Esther is yawning, George is looking at Ismael's book.* Ask *Why do you think so?* and elicit conclusions with *must* or *must not*, for example, *She must be tired, George must not have his book.*
- Have two students read the speech balloons in the grammar box out loud. As a class, read and discuss the explanation and example on the right.

Option: Have students create additional examples with a partner. Circulate and check students' examples for correctness. Have students add one or two examples to the space in the grammar box.

A. Match each statement . . .

- Have students cover up the conclusions on the right and look only at the statements. Have a volunteer read item 1. Ask *Why do you think she bought 24 cans of cleanser?* Elicit ideas. If

students don't use *must* when they guess a reason, rephrase their response. Say *So you think it must . . .* Have students look at the answer choices on the right and identify the correct conclusion. If necessary, explain that a case contains 24 items.

- Students complete items 2 through 5 individually and then check answers with a partner.

Note: For item 2, the subject pronoun *They* in answer (c) refers to *the people at Harry's*.

B. Complete each conclusion . . .

- Read item 1 and elicit the correct answer, *must be*, from the class.
- Students complete items 2 through 5 individually and then check answers with a partner.

Challenge: Have students write a sentence about a classmate on a slip of paper, for example, *Lars got a new job* or *Yelena is wearing her coat*. Students take their slips of paper and walk around the room. Students pair up, read their sentences, and use *must* or *must not* to draw conclusions from each other's sentences. For example, if one student reads the sentence *Lars got a new job*, the other could draw the conclusion *He must be happy*. Students then exchange slips of paper, find a new partner, and repeat the activity. Direct students to sit down once they have exchanged sentences with five different partners.

Workbook Link: Exercises 6, 7, 8

Exclamations with What

Procedure:

- Use exclamations with *What* to give compliments to students in your classroom. Say, for example, *What a beautiful sweater! What gorgeous earrings! What a nice shirt!*
- Have volunteers read the speech balloons in the grammar box. Encourage students to read with expression.
- Point out that *a* or *an* is used when describing a singular count noun, *What a nice tie!* You may wish to explain by writing *tie* on the board and eliciting the plural *ties*. Then write *cheese* on the board and make sure students understand that there is no plural form. Write *a tie*, and then write *a cheese* and cross out the article *a*.

(continued on p. 5)

Lesson Plan, Unit 5: Practical grammar (for Student pages 74-75)–continued

- ▶ Brainstorm on the board adjectives students can use to describe things they like, such as *gorgeous*, *great*, *cool*, *fantastic*.
- ▶ Have students walk around the room and use exclamations with *What* and the adjectives on the board to compliment each other, for example, *What cool shoes!* *What nice handwriting!*

Option: If you or the students have brought in catalogs, have students look through them with a partner and use exclamations with *What* to comment on the products; for example, *What a nice table!* Before students begin, brainstorm and write on the board adjectives students can use to describe products they don't like, such as *awful*, *terrible*, *horrible*. Remind students to use *an* with *awful* and singular count nouns.

C. Complete each exclamation ...

Note: Although the examples in the grammar box on page 74 include adjectives before the noun, an adjective is not necessary, for example, *What fun!* *What a day!*

- ▶ Have students cover up the speech balloons. For each picture, elicit exclamations with *What* from the class, for example, for item 1, *What a beautiful car!* or for item 2, *What a nice computer!*
- ▶ Explain that students should complete the exclamations with *What* or with *What* and the adjective below the line. Remind students to use *a* or *an* with singular count nouns such as *car* and *loaf*.
- ▶ Review by having different students read each speech balloon. Encourage students to read with expression.

Challenge: With a partner, students choose one picture and create an extended conversation based on the speech balloon(s). Encourage students to look at the model conversations in this and previous units for ideas. To model the activity, have students look at item 4. Then read the following conversation with a more advanced student:

Woman: Look, dear. I won two movie tickets. What luck!

Man: Great! We'll go tonight. What fun!

Woman: I wonder if we can get a baby-sitter.

Man: I don't know. It's not easy to find a baby-sitter on short notice.

Woman: You can say *that* again! Maybe we'd better go next week.

Have volunteers role-play their conversations for the class.

Workbook Link: Exercises 9, 10

▶ Do it yourself!

Procedure:

- ▶ Ask *How do you feel when you receive a package or box in the mail?* Elicit responses such as *happy*, *excited*, *curious*.
- ▶ Have students look at the photos and read the speech balloons. Then, in pairs, have them say something about each box using an exclamation with *What*. Have them use *must* to make guesses about what's in each box.
- ▶ Have each pair share with the class something they said about one of the boxes.

Option: Put some items that students will be able to describe in a box. Have a volunteer go to the front of the class, choose an item from the box (without showing it to the class), and describe the item, for example, *It's small. It's a piece of paper. You find it in the newspaper. You use it at the supermarket to get a cheaper price.* Students use *must* to guess what the item is, for example, *It must be a coupon.* The student who guesses correctly goes up to the front of the class and chooses a different item from the box to describe.

Summary of Lesson Plan

► PRESENTATION

2 Authentic practice sections (Student pages 76-79)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

► REVIEW

Do it yourself! (A plan-ahead project) (Student page 79)

Suggested teaching time: 15 minutes

Your actual teaching time: _____



Authentic practice (Student pages 76-77)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Note: Students will need to go to a grocery store for the plan-ahead project on page 79.

Procedure:



Note: The procedure for the picture story is different in this unit to help students develop strategies for improving listening comprehension.

- Have students listen with books closed. Then ask questions such as *How many people are speaking?* (three) *Who are they?* (a child, a father, a store clerk) *What does the child want?* (Wow Cow cheese) *Which brand does the father decide to buy?* (Wow Cow) *What size?* (the big package)
- Have students look at the picture story. Ask questions about the pictures, such as *Where are the father and son?* (at a supermarket) *How can you tell?* (the food, the display case, the shopping cart) *What is the child doing in the first picture?* (pointing at cheese) *What is the father doing in the second picture?* (comparing two packages of cheese) Point to the clerk and ask *How can you tell that he works at the store?* (He's wearing an apron.) *What is the child doing in the last picture?* (raising his arms / cheering) Ask *Does seeing the pictures help you better understand what happened?*
- Have students listen again with books open. Ask *Is it easier to understand when you can read along?* (yes, probably) *Why?* (because you can listen and

see the written words) *Why is it a good idea to practice listening and not read along at the same time?* (When you listen to someone talking, there are no written words to look at.) *What words or phrases were difficult to understand when you were only listening?* Have students underline these words and phrases in the picture story. Elicit words and phrases students had trouble with and write them on the board. Try to identify patterns, such as difficulty understanding a particular speaker, with new expressions like *no-brainer*, or understanding numbers.

- Write on the board and discuss the following listening comprehension strategies: *using context to guess about meaning, asking for repetition, asking for clarification, taking notes, listening to the news or talk radio for more practice.* Explain *context* as what you see, what you know about a situation, and what is said before and after the word or phrases you don't understand. Brainstorm and write on the board ways to ask for repetition and clarification, such as *Could you repeat that, please?* *I'd like to make a note of it* and *What do you mean?* Discuss when taking notes is appropriate, for example, when talking on the phone or during an interview. Ask students to choose one listening strategy to practice before the next class.
 - Have students look at picture 1. Ask *Why is it difficult to compare the prices of the two brands of cheese?* (because they come in different-sized packages) Have students look at picture 2. Ask *How does looking at the unit price make it easier to compare?* (because it gives the price per pound for both brands) *How much is Wow Cow per pound?* (\$6.56) *How much is Star per pound?* (\$4.16) *Which brand does the father want to buy?* (Star)
 - Have students look at picture 4. Ask *How much is Wow Cow per pound if you buy the big package?* (\$3.20) Have students calculate how much you save per pound if you buy the big package. (\$3.36) As a class, discuss *Why does the big package cost less per pound? Why do you get a discount, or lower price, for buying more? Is it always better to buy the bigger package so that you can get the discount?*
- Option:** In groups, have students compare food shopping in the United States and in their home countries. Ask *In the country you come from, who usually does the food shopping? Do people shop at supermarkets or in small stores? Do the stores give unit prices? Is there a discount for buying larger quantities?*

(continued on p. 7)

Lesson Plan, Unit 6: Authentic practice (for Student pages 76-79)–continued

A–C.

- ▶ Have students check answers with a partner before reading their responses out loud in Exercise C.

Tapescript

1. If you just check the unit price labels, it'll be easier to figure the best buy.
2. What a no-brainer!
3. The bigger the better.

If your students are ready ...

Culture / Civics note: In North America, buying larger quantities of a product can often result in a lower unit price. For example, in the *Authentic practice* conversation on page 76, the Wow Cow 12-slice package of cheese is priced at \$6.56 per pound, but the much larger package is priced at only \$3.20 per pound. Some supermarkets have a special aisle with bulk quantities of products for sale at a discounted price, and there are also discount stores that specialize in bulk goods.

Workbook Link: Exercises 11, 12

Ordering supplies online

Procedure:

A. Listening comprehension ...

- ▶ Have students listen to the conversation with books open. Before students listen, have them read the directions. Then ask *What will the conversation be about?* (ordering supplies online) Point to the pictures and ask *What are these?* (computer screens) Explain that one of the speakers in the conversation will move from one screen to the next, in order, by clicking on certain items. Use a mouse, if available, to demonstrate clicking.
- ▶ Ask *At a workplace, who is usually responsible for ordering supplies?* (a secretary, an office manager, an administrative assistant) Ask if any students are responsible for ordering supplies at their workplaces.

Option: After students listen to the conversation the first time, but before they look at Exercise B, have them listen again and practice taking notes as a listening strategy. Tell students to imagine that they are on the telephone with Maritza, the second speaker, and that she is explaining to them how to order supplies online. They are taking notes so that they'll be able to order when they get off the phone.

Tapescript

Gloria: Maritza, I'm sick and tired of going out every time we need supplies. It's such a waste of time.
Maritza: You can say that again. Why don't you just order online?
Gloria: Excuse me?
Maritza: It's the twenty-first century, girl. You've got a computer on your desk. Use it.
Gloria: But I've never ordered online. Can you walk me through it?
Maritza: With pleasure. OK. What do you need to order?
Gloria: I need pencils for the office.
Maritza: Pencils. OK. Type in www.pencilpoint.com. [pause] Now "Go." [pause] Great.
[pause, screen 1]
Gloria: Cool. Look at that.
Maritza: Which kind do you want?
Gloria: Let's see ... Standard Round is good.
Maritza: Click on that.
[pause, screen 2]
Gloria: Oh, yeah. Those look great. I'll order them.
Maritza: Great. Just click on "Order."
[pause, screen 3]
Gloria: Let's see. How many should I get?
Maritza: Well, the more you order, the cheaper they are.
Gloria: That's true, but what are we going to do with 5000 pencils? We don't have room for all those pencils! Hmmm. ... there's not that much difference in price between 500 and a thousand. I'll just get 500 this time.
Maritza: OK. Click on "500." ... Now, color?
Gloria: Oh ... School Bus Yellow. That sounds cute. I think I'll click on that. Or maybe Assorted Dark would be a better idea. No, on second thought, I'll take all School Bus Yellow.
Maritza: OK. Click on that. Now click "Next."
[pause, screen 4]
Gloria: Just type in the name of the company?
Maritza: Yup.
Gloria: [typing] ABC Oil Company ... 2200 Main Street ... Dallas, Texas ... 75219. That's it?
Maritza: Now click "Submit." Easy as pie.

B. Listen again ...

- ▶ Allow students to listen to the conversation as many times as necessary to complete the exercise. Have students also fill in the company's name and address on the last screen.

(continued on p. 8)

Lesson Plan, Unit 6: Authentic practice (for Student pages 76-79)–continued

- After reviewing the answers as a class, have students use the pictures and items they have circled to tell a partner how to order supplies online. Remind students to use *Click on . . .* Have students begin their directions with *Log on to . . .* or *Type in . . .* and a Web address from the book (*paperclips.com, pencilpoint.com*), an actual Web address, or one they make up. Point out that with *Type in . . .* students should include the *www* at the beginning of the address.

C. Answer the questions . . .

Option: Have students calculate the per-pencil savings and the total savings when 5000 pencils are purchased (\$.07, \$350). Read Maritza’s line *Well, the more you order, the cheaper they are* and Gloria’s response *That’s true, but what are we going to do with 5,000 pencils? We don’t have room for all those pencils!* Ask students if they would follow Maritza’s advice and order more to get the discount, or if they think Gloria is right to order only 500 pencils.

➤ Do it yourself!

Procedure:

A. Write your own response . . .

- Explain to students that they should give the man in the photo advice about what brand of tuna to buy.
- Students read the speech balloons and complete the activity individually. Circulate to offer help as needed.
- Students read their conversations out loud with a partner and then change roles to practice both parts.

B. Culture talk . . .

- Have students look back at the picture story on page 76. Ask *What brand of cheese did the son want? (Wow Cow) What brand of cheese did the father buy? (Wow Cow) Why did the son want Wow Cow cheese? (because Big Bunny, a character on TV, eats Wow Cow)* Ask the class to speculate about how the child in the picture story would have reacted if the father had decided to buy Star c
- Before groups discuss, ask questions to give students ideas about what to say, for example, *In the country you come from, do children go shopping with their parents? Do they ask for certain products? Do parents buy what their children want? How do children react when they don’t get what they want?*



Authentic practice (Student pages 78-79)

Unit pricing

Procedure:

A. Read about unit pricing . . .

- Have students read the first section of text, *Use unit pricing to find the best buys!* Then ask *What are the six things to consider when shopping for food?* (nutrition, personal tastes, storage space, quality, convenience, economy) List these considerations on the board and discuss the meaning of each. Next, on a sheet of paper, have students list these considerations in order of importance to them, the most important one first. Have each student tell which consideration is most important to him or her. Record the results on the board. See which consideration the class identifies as most important.
- Have students read the second section of text, *What is unit pricing?* Ask students to explain unit pricing to a partner in their own words.
- Have students read the last section of text, *When to use unit pricing.* Then ask the class *What does unit pricing help you do?* (save money, compare costs of any package size or brand of similar items) *What does unit pricing not help you do?* (compare nutritional value, quality, convenience; give you information on family tastes)

Option: Demonstrate the units of measure mentioned in the reading. For example, bring in a square foot of aluminum foil, a pound of flour, and a quart container of milk.

Challenge: Draw a two-column chart on the board with the headings *Noun* and *Adjective*. Under the heading *Noun* write the following words from the reading: *nutrition, taste, space, convenience, economy, information*. In pairs, students fill in the right-hand column of the chart with the adjective forms of each noun: *nutritious / nutritional, tasty, spacious, convenient, economical, informative*. Allow students to use dictionaries, if available, pointing out that they should look for the abbreviation *adj.* After reviewing the adjective forms as a class, have students use each adjective in a comparative sentence, for example, *Apple juice is more nutritious than soda.*

(continued on p. 9)

Lesson Plan, Unit 6: Authentic practice (for Student pages 76-79)–continued

B. Read the statements ...

- After students complete the exercise individually, have them work with a partner to change the false statements to make them true.

Workbook Link: Exercises 13, 14

C. Discussion ...

- Write on the board the six things from the reading on page 78 to consider when shopping for food: *nutrition, personal taste, storage space, quality, convenience, economy*. Have students write the six considerations on a sheet of paper. In groups, students compare the three brands of sauce on each of the considerations and write down the one they would choose based on that consideration alone. For example, for *nutrition*, a student might choose *Healthy Acres* because it doesn't have salt or preservatives.
- Have students put stars next to the two considerations that are most important to them. Have them look at their papers and decide which sauce to buy.
- Students tell their groups which sauce they chose and why.
- Survey the class. For each brand of pasta sauce, have students who chose that brand raise their hand. Tally the results. Have students who chose the most popular brand give reasons why they chose it.

Challenge: In groups, have students create a radio or print advertisement for one of the three brands of pasta sauce. The ads should highlight one or more of the six things to consider when shopping for food.

➤ Do it yourself!

(A plan-ahead project) (Student page 79)

Suggested teaching time: 15 minutes
Your actual teaching time: _____

Procedure:

A–B.

- Preview the activity by asking *Do you buy the products listed? What brand do you usually buy? About how much do you spend? Where do you shop?*
- Model the activity by copying the chart headings on the board and listing *pasta sauce* as the first product. Ask the class for the *Brand and package price* of the first jar of sauce in Exercise C (Old World brand \$2.76). Then ask for the *Unit price from shelf* for Old World brand sauce (\$.23 per ounce).
- Ask students to complete the chart on their next trip to the supermarket. Have them find the information for chicken soup, even though it is used as an example.
- When students have completed the activity, post four large charts, one for each product, like the one that follows. Ask students to write on the charts the information they found.

Brand of chicken soup	Package price	Unit price from shelf

- Divide the class into four groups. Have the groups rotate so that each group has an opportunity to look at and discuss each chart. Groups look at each chart and discuss which brand is the best buy based on the unit price.

Option: To prepare students for the activities on page 80, have them find the unit prices for five additional products of their choice. Then draw on the board a two-column chart with the headings *Product* and *Unit of measure* and have students copy it. Students list the products from their charts in Exercise A and the five additional products they chose. In the right-hand column, students write what units the products were sold in. For example, for *chicken soup*, students write *per fluid ounce*. For *potatoes*, students might write *per pound*.

Workbook Link: Exercises 15, 16

Summary of Lesson Plan

- **PRESENTATION**
Authentic practice (Student pages 80-81)
 Suggested teaching time: 60 minutes
 includes Cultural discussion
 Your actual teaching time: _____

Authentic practice (Student pages 80-81)

Suggested teaching time: 60 minutes
 Your actual teaching time: _____

Note: Have students bring to class empty food and drink containers for use on page 80.

Units of measure

Procedure:

A. Read about how ...

- Ask *In the country you come from, how is meat measured? How is juice measured? How is aluminum foil or plastic wrap measured?*
- Have students look at the information on the computer screen. Ask *Where are the units of measure listed? (on the left) Where are the products listed? (on the right)* Have students scan the reading to find how *meats, juices, and food wrap* are measured in the United States (ounces, pounds; fluid ounces, pints, quarts, gallons; square feet)
- Demonstrate the meaning of each way of measuring. For *By weight*, hold a heavy object in one hand and a light object in the other. Lower the hand holding the heavy object and ask *Which object weighs more?* For *By volume*, bring in an empty container such as a juice or soft drink bottle. Fill the bottle with water and explain that the volume is the three-dimensional space that the water fills. Read and point out the unit of measure on the label of the bottle, for example, *12 fluid ounces*. For *Count*, bring in an item that is sold by count, such as a box of tea bags. Read and point out on the box the number of tea bags the box contains. Then open the box and take out several tea bags one at a time, counting out loud. For *Square feet*, use a ruler to draw on the board a rectangle that is two feet long and one foot wide. Label the length and the width. Write $2 \text{ feet} \times 1 \text{ foot} = 2 \text{ square feet}$. Draw

a line down the middle of the rectangle and show how big one square foot is.

- Ask about the unit of measure for specific products in the categories listed—such as *apples, vegetable oil*—and for items that are similar to those listed—such as *pork, water, sandwich bags*. You may also want to bring in empty containers to show units of measure on a variety of products.
- Ask *Are unit prices usually higher or lower for larger size packages? (lower) Is it always a good idea to buy the larger size?* Ask where on the screen students can find information to help them answer this question. (under the heading “Is biggest best?”) Have students read this last section independently.

Option: Write on the board a list of several two-dimensional objects that can be found in your classroom; for example, desk tops, the board, the door, the floor, a window. Have students use rulers to practice estimating how many square feet these objects are. When measuring, have students round off to the nearest foot.

B. Collaborative activity ...

- This activity will be most successful if students are able to read the units of measure on a variety of product labels. If possible, bring in or have students bring in several empty food and drink containers or supermarket circulars that show units of measure. Before students begin completing their charts, write the units of measure from the chart on the board. Have students look at the containers or circulars and find the abbreviations for each unit of measure. Have volunteers write the abbreviations on the board.
- After students have completed their charts, ask *What products are measured in ounces?* Have each group tell one product. Repeat with the other units of measure.

Option: Instead of bringing in empty containers or advertising circulars, take a class trip to the supermarket, or have students complete the chart at home so that they can look at the labels of products in their cupboards to see what units of measure are used.

Option: If it is not convenient or appropriate to bring in containers or circulars or to complete the chart outside of class, students can use the products listed in Exercise A, products from the *Do it yourself!* activity on page 79, and / or products that they and their group members buy that are similar to those in Exercise A or that they know the units of measure for.

If your students are ready ...

Culture / Civics note: The United States remains one of the few countries that has not adopted the metric system as the standard for measurement. Some common traditional-to-metric conversion values include:

- 1 pound (lb.) = 454 grams (g)
- 1 ounce (oz.) = 28 g
- 1 fluid ounce (fl. oz.) = 30 milliliters (ml)
- 1 pint (pt.) = 473 ml
- 1 quart (qt.) = 946 ml
- 1 gallon (gal.) = 3.8 liters (l)
- 1 square foot (sq. ft.) = 929 square centimeters (sq. cm)

Ordering supplies by mail

Procedure:

A. Look at the order form ...

- Ask questions about the order form, such as *What information do you have to provide at the top of the form?* (your name [submitted by], the company's name, the company's address [billing address]) *What can you order using this form?* (binders, clips, pens) If available, show students a binder and some clips. Measure the thickness of the binder and show students what size it is (e.g., one inch, two inches). Point out that the material the binder is made of is vinyl.
- Ask questions about the items that can be ordered, such as *How much is a two-inch black vinyl binder?* (\$3.39) *How much is a box of mini clips?* (\$1.19) *How much are a dozen fine, blue markers?* (\$11.99) *What is the item number for the jumbo clips?* (C3401) *What is the item number for the medium, black ballpoint pens?* (P3402)
- Have students place a sheet of paper under the row beginning with item B3401 so that they are looking only at this first row. Ask *What item is this information for?* (a binder) *What is the item number?* (B3401) *What do you think you write under "QTY"?* (how many you want) *How are the binders sold?* (each, individually) *What color is this binder?* (black) *What size is it?* (one inch) *How much does one binder cost?* (\$2.39) *If you order two binders, what is the total cost?* (\$4.78) If helpful, ask the class similar questions about other rows.

Option: Demonstrate the difference between fine-point and medium-point pens by drawing on the board a thin line and then a thicker line. Show students a ballpoint pen and a marker. Ask students to take out a pen and describe it by color, point size, and type, for example, *I have a blue, medium ballpoint pen.*

B. Discussion ...

- Have students find and circle each abbreviation on the form. Have them write the meanings for as many of the abbreviations as they can.
- Have students stand up and find a partner to compare answers with. If after comparing with one partner students still don't have all the answers, they find another partner to check answers with.
- Review as a class. Then ask *How many items are in a dozen?* (12) *What products are sold by the dozen?* (markers, pens, eggs, doughnuts)

C. Now fill out the order form ...

Challenge: Give groups a budget, such as \$350, for ordering supplies. Tell them to order as many supplies as they can without spending more than the specified amount.

Workbook Link: Exercises 17, 18

Do it yourself!

Procedure:

- In groups, students think of one advantage and one disadvantage of each way of buying supplies.
- Have students in each group agree on the best way to buy supplies and make an extended list of advantages. Have each group read its list to the class.

Option: As a class, discuss whether the advantages and disadvantages of each way of ordering supplies are different for companies and for individual consumers.

Option: If appropriate, ask the person responsible for ordering supplies for your school or department to visit your class. Have students brainstorm questions to ask before he or she arrives, for example, *How often do you order supplies? What do you order? How are the supplies purchased—at a store, by telephone, by mail, or online? What catalog or Web site do you use? How much can you spend? How much do you pay in shipping costs?*

Summary of Lesson Plan

► Review (Student pages 82-84)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

► UNIT REVIEW

Includes expansion activities

role play

dialogues

writing

Workbook activities

outside reading

realia applications

math skills applications

civic lesson applications

Booster Pak activities



Review (Student pages 82-84)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Procedure:

A. Pair work or group work.

Challenge: Have students use the signs on the wall to calculate the unit price for one ounce of Carioca Coffee (\$.26), one ounce of Florida's Best Natural Orange Juice (approximately \$.04), and one Country Napkins brand napkin (approximately \$.01).

Ask and answer questions.

- Ask the class general questions about the picture, such as *Where are the people?* (in a grocery store or supermarket) *What employees are in the picture?* (a cashier and a manager) *What are the bargains in this store?* (the five products advertised on the wall and the Nature's Grain bread)
- Have students point to people in the picture and ask their partners *What is this person doing?* or *What is he or she buying?* Students can also ask and answer questions about the package prices of different products, for example, *How much is the Cola Cola?* (\$3.99 for six cans)

Option: Have students list all the products that they can see in the picture or that are advertised on the wall. Students write the unit of measure next to each product, for example, *Salerno Spaghetti—pound*. For some products, students will need to speculate about the unit of measure based on the information on page 80 or their own experience; for example, *Nature's Grain bread—ounce*. Then have partners compare answers by asking each other *What is the unit of measure for . . . ?*

Create conversations.

- In pairs, have students create a conversation for either the manager and woman shaking hands under the *Help Wanted* sign, the two customers looking at the signs on the wall, the cashier and the customer who is paying, or the customer who is paying and her son. Have students label the pair they choose *A* and *B*. Students write their conversations in the same format as the model conversations.
- Pairs copy each line of their conversations onto a slip of paper, mix up the order of the slips, and give them to another pair. The other pair must then put the conversation back in the correct order.
- Each pair reads the conversation they put in order to the pair who wrote the conversation and guesses who is being portrayed.

Tell a story.

Option: Draw conclusions. Have students look at what the woman who is paying bought and talk about what meal each product *must be* for, for example, *The milk and cereal must be for breakfast*.

Option: Give a tour. Have students imagine that they are the store's manager. Explain that the woman in the red jacket wants to apply for the job as assistant manager. They should take her on a tour of the store, describing what is sold, where things are, and what this week's bargains are. They can also introduce her to the cashier and tell her about pay, hours, expectations, and so on. Encourage students to say as much as they can.

(continued on p. 13)

Lesson Plan, Unit 6: Review (for Student pages 82-84)–continued

B. Listen to the conversation ...

- Tell students that they are going to listen to a conversation about ordering supplies.
- After students listen to the conversation the first time, have them read the statements so that they will know what to listen for.
- Allow students to listen to the conversation as many times as necessary to complete the exercise. Review the answers as a class. Then have students change the false statements to make them true.

Option: Have students imagine that they are the employee who takes orders at 1-800-AUTOFIX. Students listen again and write down the product, the model year, the 15-digit code number from the back of the catalog, the quantity, and the charge for overnight delivery.

C–F.

- Students work individually to complete the review exercises.
- Circulate to offer help as needed.
- Have students check answers with a partner. Review answers as a class.
- Identify any areas of difficulty that may require additional instruction and practice.

Tapescript

Man 1: Did you order those hoses? I'm almost out, and next week I've got five Monsoon customers coming in with defective air conditioners. It's the same old story. That Monsoon ventilation system's a lemon.

Man 2: You can say *that* again. Well, I totally forgot. And now there's no way to get an order here in time.

Man 1: Well, I have this catalog from 1-800-AUTOFIX. I think they'll overnight stuff. It costs a little more, but it's worth it.

Man 2: Let's check it out. Hand me that catalog. . . . Let's see. Monsoon, 2000 model, ventilator hose. Great. Here it is. I'll call.

[touchtone sounds]

Lorraine: Hello. 1-800-AUTOFIX, fast service, low prices. This is Lorraine. How can I help you?

Man 2: I need to order Monsoon ventilator hoses, 2000 model year.

Lorraine: OK, sir. Could you please read me the 15-digit code number on the back of the catalog?

Man 2: [turning pages] Sure. 0-6778934-3321-456.

Lorraine: OK. What quantity were you looking for? The more you buy, the cheaper they are.

Man 2: Let's see. I'll take two dozen.

Lorraine: OK. And can we send that by regular mail? That takes approximately ten business days.

Man 2: Actually, no. I need overnight delivery. How much will that cost?

Lorraine: Overnight delivery is \$18.99. Do you want us to send it overnight?

Man 2: Yes. I need them right away.

Lorraine: Would you like to order something else? The delivery charge would be the same.

Man 2: No, thanks. That's all I need to order today.

(continued on p. 14)

<h2>Your notes</h2>

Lesson Plan, Unit 6: Review (for Student pages 82-84)–continued

G–I.

- Students work individually to complete the review exercises.
- Circulate to offer help as needed.
- Have students check answers with a partner. Review answers as a class.
- Identify any areas of difficulty that may require additional instruction and practice.

J. Composition . . .

- Provide students with concrete approaches to writing about the picture on page 82. Use one of the following options, give students a choice of options, or assign options based on students' levels of proficiency. Model what is expected of students for each option.
- Advise students to look back through the unit for help and ideas as they write.
- Circulate to offer help as needed.

Option: Have students write the shopping list of the woman who is paying for her groceries; for example, *spaghetti, bread, cereal*.

Option: Have students write a job announcement for the assistant manager position. Have them include as much information as possible, such as hours, shifts, pay, overtime pay, expectations, skills.

Option: One person in a group begins by writing a sentence about the picture on a sheet of paper. This person then passes the sheet of paper to the person on his or her right, who reads what is written and adds another sentence. If a student can't think of a new sentence, the group can help, but he or she must be the one to write the sentence. Groups continue passing the sheet of paper and adding sentences until they can no longer write anything new.

Now I can

- Read the first item in the box out loud, *Now I can determine the best buy*. Elicit from the class an example of how to determine the best buy, such as *It's easy to compare prices and find the best buy if you look at the unit price labels*.
- In pairs, have students take turns reading each item in the box and giving an example of what they have learned. When students can provide an example, they should check that objective. For the items students weren't able to check, they should look back through the unit for ideas.
- When students are finished reviewing with their partners, read each item out loud and elicit an example from the class.

Oral test (optional)

You may want to use the *Now I can* box as an informal evaluation. While students are working on the *Composition* activity, you can call them up individually and check their ability with two or three objectives.