

Summary of Lesson Plan

► Vocabulary (Student pages 48-49)

Suggested teaching time: 60 minutes

Your actual teaching time: _____



Vocabulary (Student pages 48-49)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Content: clothing, colors, and shopping vocabulary

Procedure:

🔊 A–B.

- Write the word *clothes* on the board. Point to an item of clothing, say the word, and have students repeat several times. Emphasize that *clothes* is pronounced with one syllable, similar to the word *close*.
- For further illustration of the word *uniform*, refer students to the bus driver's uniform on page 23 and the hospital workers' uniforms on page 62. More pictures of a salesperson and customer are on pages 50, 54, 56, and 59, and more receipts are on page 57.
- Write the word *pants* on the board. Circle the final letter *-s* to highlight that the word *pants* takes a plural form even though it refers to one item. Write the words *a pants* and cross it out to indicate that articles are not used with plural forms. Write on the board the words *a shirt* and circle the article *a* to remind students that singular forms require an article.

Option: To review occupations from Unit 1, elicit from the class a list of occupations requiring a uniform. If students need help, refer them to the illustration of several occupations on page 23.

Option: Have students point to items of clothing they are wearing that they would like English names for. Help with vocabulary, or elicit help from the class, as needed.

Challenge: Introduce the term *a pair of* for use with a single item of clothing that takes a plural form; for example, *a pair of pants*, *a pair of shoes*. Identify other clothing vocabulary used with *a pair of*, such as *boots*, *sandals*, *socks*, *jeans*, *gloves*, and *mittens*.

Challenge: Create large vocabulary flashcards to present additional clothing. Clothing catalogs are good sources of pictures.

🔊 C. Now listen and point to the pictures.

Option: After completing Exercises A through C, use the vocabulary builder flashcards provided in the Teacher's Resource Binder for reinforcement. Photocopy a set of flashcards for each student and have students quiz each other in small groups.

Tapescript

a shoe, pants, a dress, a skirt, white, black, brown

Workbook Link: Exercise 1

D. Match the pictures and the words . . .

- Focus attention on the pictures by asking students to identify the clothing in items 1 through 6. Point to item 1 and say *a uniform*. Point to the other items and elicit from the class the name of each item of clothing. Point to item 1 and say *green*. Point to the other items and elicit the color of each item of clothing.
- Write on the board and say *a green uniform*. Have students repeat several times. Underline the word *green* to highlight that the adjective is placed before the noun. Write on the board and say *an orange shirt*. Have students repeat several times. Circle the article *an* and underline the initial vowel *o* to remind students that nouns with an initial vowel sound use the article *an*.
- Read out loud the phrases in a. through f. on the right. Point to item 1 and elicit the correct answer from the class.
- Students complete the exercise individually, writing the corresponding letter on the line.

Have students check their answers with a partner and then review answers as a class.

Option: Write on the board a list of color and clothes combinations; for example, *blue skirt*, *green tie*, *blue jacket*, *orange uniform*, *white uniform*, *black tie*. Elicit from the class the correct article, *a* or *an*, to complete each combination on the board.

Option: Have students work in groups or as a class to do a chain activity in which each student adds to the sentence *I'm looking for . . .* For example, Teacher: *I'm looking for a green uniform*; First student: *I'm looking for a green uniform and an orange shirt*; Second student: *I'm looking for a green uniform and an orange shirt and a blue dress*; and so on.

Summary of Lesson Plan

- **PROGRESS CHECK**
Check assigned **Workbook** pages
Suggested teaching time: 10 minutes
- **REVIEW/WARMUP**
Do it yourself! (Student page 49)
Suggested teaching time: 15 minutes
Your actual teaching time: _____
- **PRESENTATION**
Practical conversations
(Student pages 50-51)
Suggested teaching time: 35 minutes
Your actual teaching time: _____

➤ Do it yourself! (Student page 49)

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

Procedure:

A. Write about three classmates ...

- Point to the picture and say *Tim*. Point to his shoes and say *black shoes*. Point to his pants, shirt, and tie, and have the class identify the clothing using an article (if necessary), a color adjective, and a noun.
- Write the words *Name* and *Clothes* in two columns on the board. Write your name under the word *Name*. Point to an item of your clothing and have the class identify it using an article (if necessary), a color adjective, and a noun; for example, *a blue shirt*. Write the words on the board under *Clothes*. Continue with several more items of your clothing.
- Students complete the chart individually, writing about the clothes of three classmates.

B. Pair work ...

- In the chart on the board, write a question mark under the word *Name*. Using language from the *Picture dictionary*, describe the clothing of a student in the class. Write the words on the board under *Clothes*. Have the class try to guess which student's clothes you are describing.

- Students work in pairs. Student A reads a list of clothes and Student B tries to match the clothing to a student in the class. Partners then switch roles.
- To review, have several volunteers read their list and have the class try to guess the students from the description of their clothing.

Workbook Link: Exercise 2



Practical conversations (Student pages 50-51)

Suggested teaching time: 35 minutes
Your actual teaching time: _____

Model 1

Content: asking for and offering service; asking and answering questions about color and size; the simple present tense with *need*

Procedure:

🔊 A–B.

- To set the scene for the conversation, ask questions about the picture: *Who is the salesperson?* (the man behind the cash register), *Who is the customer?* (the woman). Have students point to the correct person in the picture.
- Use hand gestures to dramatize the term *This way, please*.

🔊 Sizes

- Point to the pictures in the *Sizes* note. Read each size or play the cassette and have students repeat several times.

C. Pair work ...

- Model the activity with a more advanced student. Play the role of Student A to demonstrate that students should use their own clothes words, sizes, and colors.

Note: Language for talking about numbered sizes for shoes, pants, skirts, and dresses is presented in Model 2.

(continued on p. 3)

Model 2

Content: asking for a size; communicating the availability of sizes; the simple present tense with *have*; apologizing

Procedure:

A–B.

- To set the scene for the conversation, ask questions about the picture: *Where are they?* (a clothes store) *What's her occupation?* (a salesperson)

this / these

- To illustrate that the demonstrative adjective *this* is used with singular nouns, point to the picture of the jacket. Elicit the words *a jacket* from the class and write them on the board. Underline the article *a* and below this write *this jacket*. Say *a jacket, this jacket* and have students repeat several times. Continue in this manner with the picture of the uniform.
- To demonstrate that the demonstrative adjective *these* is used with plural nouns, point to the picture of the pants. Elicit the word *pants* from the class and write it on the board. Underline the final letter *-s* and below it write *these pants*. Say *pants, these pants* and have students repeat several times. Continue in this manner with the picture of the shoes.

Option: If students have difficulty pronouncing the words *this* and *these*, perform a drill to help students improve. Write *this* and *these* on the board. Point to one of the words, say the word, and have students repeat. Continue in this manner as a class or with individual students.

C. Pair work ...

- To prepare students to respond with sizes for shoes, pants, skirts, and dresses, talk about common numbered sizes and write them on the board. (See *Culture note* below.)
- Model the activity with a more advanced student. Play the role of Student A to demonstrate that students use singular nouns with *this* and plural nouns with *these* as shown in the pictures.
- Student B may also respond in the first-person singular: *Yes, I do. / No, I don't.*

If your students are ready ...

Language note: Students may ask why the salesperson responds to the question *Do you have this shirt in large?* with *Yes, we do* rather than *Yes, I do*. Because it is the store that has shirts, not the salesperson. It is common for salespeople to use the first-person plural when speaking of the store collectively rather than themselves specifically.

Culture / Civics note: Clothing sizes in the United States vary from those used in other parts of the world. Dress sizes run from size 4 (very small) to 16 (quite large). A size 8 or 10 dress in the United States is equivalent to a 38 or 40 in Europe. Women's shoe sizes run from about 5 to 10, and men's sizes run from about 7 to 12. A men's size 9 shoe is about a 43 in Europe. Some clothing items, especially athletic apparel like shorts and T-shirts, use approximate size measures, such as XS (extra small), S (small), M (medium), L (large), and XL (extra large). It is best to try clothing on before buying because sizes are not always consistent among manufacturers.

Workbook Link: Exercise 3

(continued on p. 4)

<h2>Your notes</h2>

Model 3

Content: offering service; complaining about merchandise; apologizing; offering a tentative answer; the simple present tense with *have*

Procedure:

A–B.

- To set the scene for the conversation, have students say as much as they can about the picture. Divide the class into small groups. Have students point to and name the clothes, colors, and other words found in the picture, such as *pants, a brown shirt, a salesperson, a customer, a receipt, a store.*

Problems with clothes 

- To present the *Problems with clothes* note, use the photo and the *Sizes* note in Model 1 on page 50. Point to the woman and then point to the three T-shirts illustrating small, medium, and large in the *Sizes* note. Ask the class *What size does the customer want?* Point to the picture of the size “L” (large) T-shirt and ask *Large?* Write on the board and say *No. The wrong size. Too large.* Point to the size “S” (small) T-shirt and ask *Small?* Say *OK.*

Challenge: Introduce additional problems with clothes such as *too long, too short.*

C. Pair work ...

- Model the activity with a more advanced student. Play the role of Student B to demonstrate that students should use language from the *Problems with clothes* note or their own problems.

If your students are ready ...

Culture / Civics note: It is possible to exchange or get a refund for defective or unwanted items purchased in a store. Stores usually require the original sales receipt for a refund, and there is often a time limit on returns. Without a receipt, an exchange or store credit may be offered. Some stores accept returns of nondefective merchandise only if it is unused and in its original packaging. Store policies vary, and the return policy is often posted at the sales counter or printed on the receipt.

Workbook Link: Exercise 4

<h2>Your notes</h2>

Summary of Lesson Plan

- **PROGRESS CHECK**
Check assigned **Workbook** pages
Suggested teaching time: 10 minutes
- **REVIEW/WARMUP**
Do it yourself! (Student page 51)
Suggested teaching time: 20 minutes
Your actual teaching time: _____
- **PRESENTATION**
Practical grammar (Student pages 52-53)
Suggested teaching time: 40 minutes
Your actual teaching time: _____

➤ Do it yourself! (Student page 51)

Suggested teaching time: 20 minutes
Your actual teaching time: _____

Procedure:

- Ask students to name the clothing items pictured on the right. For each item ask *What color?*
- Model the activity with a more advanced student. Mime holding a pair of shoes and a shirt and ask *Do you have this shirt in blue?* Elicit an appropriate response from the student and continue the conversation with additional language; for example, *Do you have these shoes in size 9? I need a tie.*
- Students complete the activity in pairs, creating a conversation from the pictures and their own words. Circulate to offer help as needed.

Option: Have several pairs of volunteers act out their conversation in front of the class.

Your students can say ...

A: Excuse me. (Unit 2) **B:** May I help you? **A:** Yes, please. Do you have this shirt in blue? **B:** No, we don't. I'm sorry. **A:** Do you have these shoes in size 10? **B:** Yes, we do. **A:** And I need a jacket, please. **B:** Sure. What size? **A:** Small / Medium / Large. **B:** What color? **A:** Brown. **B:** OK. This way, please.



Practical grammar (Student pages 52-53)

Suggested teaching time: 40 minutes
Your actual teaching time: _____

The simple present tense: have, want, need, and like

Content: the simple present tense; questions and short answers; information questions with *have*, *want*, *need*, and *like*

Procedure:

- To introduce the simple present tense, write *I*, *you*, *we*, *they* on the left side of the board and *he*, *she* on the right side. Below *I*, *you*, *we*, *they*, write *I need a uniform. You want the shirt. We like red shoes. They have a book.* Below *he*, *she*, write *He needs a uniform. She wants the shirt. He likes red shoes. She has a book.*
- Highlight the difference between the third-person singular (*he / she*) verb forms and all other forms. Say *I need a uniform* and have students repeat. Point to the sentence on the board and underline the verb *need*. Then say *He needs a uniform* and have students repeat. On the board, underline the verb *needs* and circle the final letter *-s*. In this manner, continue highlighting the verbs in each sentence on the board.
- To introduce negative sentences, add to the two columns on the board *I don't need a tie. She doesn't need a uniform.* Say both sentences and have students repeat several times. Point out that the verb does not have an *-s* ending in a negative sentence. To remind students of contractions, write on the board *doesn't = does not, don't = do not*.

(continued on p. 6)

Lesson Plan, Unit 4: Practical grammar (for Student pages 52-53)—continued

A. Complete each sentence . . .

Option: To reinforce the simple present, write on the board *need a uniform* and *needs a uniform*. Say the subject pronoun *I*. Point to *need a uniform* on the board and say *I need a uniform*. Say each of the other subject pronouns—*you, he, she, we, and they*—and have students finish each sentence with *need a uniform* or *needs a uniform*. Continue the activity in this manner with the verbs *want / wants; like / likes; has / have; don't / doesn't need; don't / doesn't want; don't / doesn't like; and don't / doesn't have*.

Option: Write the word *clothes* on the board. As a class, brainstorm a list of clothes. (If students need help, refer them back to the *Picture dictionary* on page 48.) Below this, write *I need _____*. *I don't need _____*. *I want _____*. *I don't want _____*. *I like _____*. *I don't like _____*. *I have _____*. *I don't have _____*.

To demonstrate that students are to make their own sentences, complete the sentences on the board with your own information and read them out loud to the class. Divide the class into pairs and have students use the words on the board to talk about the clothes they have and their needs, wants, and likes. Review answers by having students tell the class about their partner; for example, *She needs a black dress*.

Workbook Link: Exercise 5

Questions and short answers

► Write on the board *Do you like this shirt? Yes, I do. No, I don't*. Point to your own shirt and ask a student the question. Elicit one of the responses on the board. Then write on the board *Does (he / she) like this shirt? Yes, (he / she) does. No, (he / she) doesn't*. Ask the question and indicate with gestures that you are asking about the first student's opinion and your shirt. Elicit the correct response from the class.

► Point out that with *yes / no* questions in the third-person singular (*he, she*), the simple form of the verb is used. Write on the board *She likes this shirt*. Then write *Does she likes this shirt?* Underline the word *likes*, cross it out, and replace it with the word *like*.

Information questions

► To present information questions, write on the board and say *What do you do?* (This question was introduced in Unit 1.) Then write *What color do you like? What color do they like? What color does he like?* Say each question and have students repeat. To point out that *does* is used with third-person singular (*he, she*) and *do* is used with all other forms, circle the subjects (*you, they, or he*) and underline *do* or *does* in each sentence.

B. Answer each question . . .

► Write item 1 on the board and have a volunteer answer the question. Write it on the board. Circle the period to remind students that it marks the end of a sentence. Point out that *you* can be both singular and plural; while pointing to two students, ask *Do you like green shoes?* Elicit an answer using the word *we* and write it on the board.

If your students are ready . . .

Language note: The negative contractions *don't* and *doesn't* are usually used in conversation. The full forms *do not* and *does not* are used to add extra emphasis in conversation and in formal writing.

(continued on p. 7)

Your notes

Your notes

C. Complete the questions ...

Option: Play a memory game to reinforce information questions and review colors. First, brainstorm a list of colors on the board. Next, point to a student and ask *What color do you like?* Elicit an answer and point to a second student. Indicate that you are asking about the first student and ask *What color does (he / she) like?* Elicit an answer and point to a third student. Indicate that you are asking about both the first and second student and ask *What colors do they like?* Elicit an answer. Continue asking random students these questions in this manner. If a student does not know the answer to a question, encourage the student to say *I don't know* and to ask information questions to discover the correct answer.

Workbook Link: Exercise 6

This, that, these, those

Content: use of *this, that, these, those* as adjectives

Procedure:

- To introduce the words *this, that, these, and those*, have a student volunteer stand near you. Point to the student's shirt and say *I like this shirt*. Write the sentence on the board and underline the word *this*. Have another volunteer stand far from you. Point to the second student's shirt and say *I like that shirt*. Write the sentence on the board and underline the word *that*. Repeat in the same manner with two pairs of volunteers for the sentences *I like these shirts* and *I like those shirts*. Emphasize that *these* and *those* are used with plurals by underlining the final *-s* in *shirts*.

D. Look at the pictures. Complete ...

- To model the task, write on the board the answer choices *this, that, these, those* and the sentence *I like _____ uniform*. Point to the picture for item 1 and mime admiring your clothes in a mirror. Point to the answer choices on the board and elicit the word that correctly completes the sentence.

Option: Bring to class a catalog featuring pictures of various clothing. Write on the board: *I (don't) like this blue shirt. I (don't) need that red jacket. I (don't) want these yellow pants. I (don't) have those black shoes.*

Divide the class into small groups. Spread out the pages of the catalog and have students use words on the board or their own words to talk about the clothing. Check that students use *this / these* when talking about pictures near to them and *that / those* for pictures farther away.

Workbook Link: Exercise 7

<h2>Your notes</h2>

Summary of Lesson Plan

- ▶ **PROGRESS CHECK**
Check assigned **Workbook** pages
Suggested teaching time: 15 minutes
- ▶ **REVIEW/WARMUP**
Do it yourself! (Student page 53)
Suggested teaching time: 20 minutes
Your actual teaching time: _____
- ▶ **PRESENTATION**
Authentic practice 1 (Student pages 54-55)
Suggested teaching time: 25 minutes
Your actual teaching time: _____

▶ Do it yourself! (Student page 53)

Suggested teaching time: 20 minutes
Your actual teaching time: _____

Procedure:

A. Pair work ...

- ▶ As a warm-up, have the class list on the board all the clothes, machines, and people found in the picture.
- ▶ Write the words *Do* and *Does* in one column on the board. In a second column, write *want*, *need*, *like*, and *have*. Point to the customer with the dresses in the picture and ask *Does she want the red dress?* Elicit an appropriate response from the class; for example, *No, she doesn't* or *No. She wants the black dress.* Elicit more questions from the class using the words on the board.
- ▶ Divide the class into pairs. Students continue to point and ask and answer questions about the picture.

Your students can say ...

(The customer with the coffee maker)

A: Is she a customer? **B:** Yes, she is. (Unit 1) **A:** Does she want the coffee maker? **B:** No, she doesn't. **A:** Does she have a receipt? **B:** Yes, she does.

(The customer with the dresses)

A: Does she want that dress? **B:** Yes, I think so. **A:** What does she want? **B:** She wants a black dress. **A:** What size? **B:** Size 8. **A:** What size does she need? **B:** Size 8.

(The customer with the lawn mower)

A: What's wrong? **B:** I don't know. **A:** Does he like the lawn mower? (Unit 3) **B:** No, he doesn't.

(The three customers together)

A: Are they customers? **B:** Yes, they are.

(The salesperson)

A: Does she have a computer? (Unit 3) **B:** Yes, she does. **A:** Is she a salesperson? **B:** Yes, she is.

B-C.

- ▶ Write on the board *I like the _____*. Hold up the picture and complete the sentence with something you like in the picture. Have students tell their partner what they like in the picture. Review by having students tell the class what their partner said.

Option: Students say what items in the picture they (don't) like, need, have, and want.

Workbook Link: Exercise 8

 **Authentic practice 1**
(Student pages 54-55)

Suggested teaching time: 25 minutes
Your actual teaching time: _____

Procedure:

 **A. Listen and read.**

- To set the scene for the conversation, point to the picture and ask *Where are they?* (They're in a store.) Next, have students point to the correct person in the picture. Ask *Who is the salesperson?* (the woman) *Who is the customer?* (the man)
- Read the conversation out loud or play the cassette. Students listen and read with books open.

Note: The *Customer* role contains the following new language: *return* (verb), *here it is*, *any*, *that's good*, *great*. In addition, language learned in prior exercises has been slightly modified. For example, *microwave oven* is a variation of *microwave* on page 36; and *I need some help* may remind students of *May I help you?* on page 51 and *I need a uniform* on page 50.

Although students are encouraged to comprehend this new language through context and its similarity to language they know, it is not essential for students to know this new language to complete the task.

 **B. Listen to the customer. Read ...**

- Read out loud the *Customer* role in Exercise A or play the cassette. Have students read the **YOU** role out loud as a class.

Challenge: After practicing with books open, students listen with books closed and say the **YOU** role out loud.

 **C. Listen and read. Choose ...**

- Model the task by writing the statement and the two answer choices for item 1 on the board. Say *Hi, I need some help*. Elicit the correct response from the class.
- Demonstrate that students must circle the letter of the correct answer by circling *b* on the board.
- Check answers by reading the next two items out loud and having the class give the correct response.

Workbook Link: Exercise 9

 **D. Listen. Choose your response ...**

- Read each item in the tapescript out loud or play the cassette as many times as necessary for students to complete the exercise.

Tapescript
1. I need a new T-shirt.
2. This jacket is too large.
3. I need to return these shoes.

Workbook Link: Exercise 10

(continued on p. 10)

<h2>Your notes</h2>

Listening comprehension

Content: reading and filling out an order form

Procedure:

A. Listen to the conversation. Read ...

- Read the conversation in the tapescript or play the cassette. Students listen to the conversation.
- Have students read the form. Write on the board and say the question and two answer choices. Students work individually, circling the answer to the question.

Option: To set the scene for the conversation before students listen, have students read the form and then answer the following questions: *What is the customer's name? What kind of uniform does he need? What color does he need? What sizes does he need?*

Tapescript

Salesperson: May I help you?
Oscar: Yes, please. I'm a nurse at Valley Hospital. I need a new uniform.
Salesperson: Sure. Let me make out an order form for you. Your name, please?
Oscar: Oscar Soto. That's O-S-C-A-R. Last name S-O-T-O.
Salesperson: Fine. Now, what color do you want?
Oscar: Green, please.
Salesperson: OK. Green. What size shirt do you wear, Mr. Soto?
Oscar: A large, I guess.
Salesperson: That's a large ... And your pants size?
Oscar: Well, I usually wear a medium.
Salesperson: OK. That's a green nurse's uniform, a large shirt, and medium pants. Is that all?
Oscar: Yes, it is. Thank you very much.
Salesperson: You're welcome.

B. Listen to the conversation ...

- Read the conversation in the tapescript out loud or play the cassette. Students listen to the conversation.
- Read the conversation in the tapescript out loud again or play the cassette. Have students complete the form as they listen.
- Have students check answers with a partner and then review as a class.

Tapescript

Salesperson: Hello. May I help you?
Martin: Yes. I'm a new driver at City Bus Lines, and I need a uniform. Do you carry that uniform?
Salesperson: Yes, we do. Let's see ... That uniform is blue. What size shirt do you wear?
Martin: Large.
Salesperson: OK. What about the pants?
Martin: I wear a 42.
Salesperson: Hmmm. A 42. That's an extra large. Now, just give me your name, and I'll get that uniform for you.
Martin: Sure. My name is Martin Yu. That's M-A-R-T-I-N ... Y-U.
Salesperson: Thanks.

Summary of Lesson Plan

- **PROGRESS CHECK**
Workbook pages not assigned for Lesson Four.
- **REVIEW/WARMUP**
Do it yourself! (Student page 55)
 Suggested teaching time: 10 minutes
 Your actual teaching time: _____
- **PRESENTATION**
Authentic practice 2 (Student pages 56-57)
 Suggested teaching time: 35 minutes
 Your actual teaching time: _____
- **REVIEW**
Do it yourself! (A plan-ahead project) (Student page 57)
 Suggested teaching time: 15 minutes
 Your actual teaching time: _____

➤ Do it yourself! (Student page 55)

Suggested teaching time: 10 minutes
 Your actual teaching time: _____

Procedure:

A. Write your own response ...

- Model the activity. Read the first speech balloon out loud and elicit appropriate responses from the class, such as *Oh, I'm sorry*.
- Students work individually and then check answers with a partner.
- Have several pairs of volunteers act out their conversations in front of the class.

Your students can say ...

- YOU** Oh, I'm sorry. Do you have the receipt?
- YOU** Great, thanks. / Thank you.
- YOU** Sure. What size / color? OK. This way, please. / I'm sorry, we don't have shoes.

B. Discussion ...

- Model the activity by talking about problems you have had with clothes; for example, *My new shoes are too large*.
- Students talk about problems with clothes in small groups or as a class.



Authentic practice 2

(Student pages 56-57)

Suggested teaching time: 35 minutes
 Your actual teaching time: _____

Note: For the plan-ahead project on page 57, students should bring store receipts to class.

Reading

Critical thinking skill: evaluating and choosing the best alternative

Procedure:

🔄 Refunds and exchanges

- Point to the *Refunds and exchanges* note. Have students identify the customer, salesperson, and the machines in the picture.
- Say each word or play the cassette and have students repeat several times. For further illustration of returns and exchanges, refer students to the picture in the *Do it yourself!* exercise on page 53.

A. Read the sign.

- Have the class read the sign individually. Then have a volunteer read the sign out loud. If necessary, refer students to the illustrations of receipts on pages 48 and 57.

Note: The refund and exchange policy sign contains the new vocabulary word *policy*. In addition, the phrase *office supply* is new, although students learned the words *an office* and *a supply room* in Unit 2, page 24. While this language may be comprehensible through context, it is not essential for students to know this language to complete the task.

(continued on p. 12)

Lesson Plan, Unit 4: Authentic practice 2 (for Student pages 56-57)–continued

B. Critical thinking ...

- Copy on the board the responses in the three language balloons. Read each language balloon out loud and have students listen and repeat.
- Copy item 1 on the board but omit the response. To demonstrate that students are to write the salesperson's response to each customer, role-play the situation in item 1 in front of the class. Play the role of the customer and have a student volunteer play the role of the salesperson. Start the conversation by saying *Hi. This copier is too small. I need a refund, please. I have the receipt.* Elicit from the volunteer the appropriate response and write on the board *We don't give refunds, I'm sorry.*
- Students work individually, reading about each customer and then writing the appropriate response. Have students check answers with a partner and then review as a class.

Option: Have the class role-play the situations in items 1 through 4 in pairs. Have students change roles to play both the customer and the salesperson. To review, have several volunteer pairs act out their conversation in front of the class.

Writing

Procedure:

A. Look at the return form ...

- Have students look at the return form while you read it out loud. Then read the questions out loud and have students write the answers individually.
- To show that to return an item to a store means to take it back to the store because you don't want it, refer students to the illustrations of refunds and exchanges on page 56.
- To point out that documents use a variety of language, note the use of *Customer name* here but *Customer's name* on the forms on page 55.
- Remind students that they should print information on forms so that it can be clearly read by others. If necessary, demonstrate the difference between printed and cursive characters on the board.
- Have students check answers with a partner and then review as a class.

B. Gregory Lin wants to exchange ...

- To present the situation, read the directions out loud. Students then complete the return form for Mr. Lin.
- To check answers, have volunteers copy their return form on the board.

Option: Personalize the activity. Elicit from the class other items and reasons for return and write them on the board. Other items could be clothing as shown on page 48 or machines as shown on page 36. Other reasons for return could be, for example, *too large* or *too small*.

Workbook Link: Exercises 14, 15

➤ Do it yourself!

(A plan-ahead project) (Student page 57)

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

Procedure:

- Remind students ahead of time to bring receipts to class. (If students don't have receipts, they can use the receipts pictured on page 57.)
- Model the activity by asking the class questions about the receipts on page 57. Ask *What's the name of the store? Does the store give refunds?*
- Divide the class into small groups and have students compare their receipts.
- Circulate to offer help as needed.
- Have a volunteer from each group tell the class about his or her receipts.

Option: Have students use their receipts to create conversations. Divide the class into pairs. Student A writes the customer role and Student B writes the salesperson role. The customer wants to return or exchange an item listed on the receipt. The salesperson accepts or does not accept the request based on the store return policy. Have students use another receipt and switch roles to play both parts.

Summary of Lesson Plan

► PROGRESS CHECK

Check assigned **Workbook** pages

Suggested teaching time: 20 minutes

► Review (Student page 58)

Suggested teaching time: 40 minutes

Your actual teaching time: _____

► UNIT REVIEW

Do it yourself! (Student page 59)

Includes expansion activities

role play

dialogues

writing

outside reading

realia applications

math skills applications

civic lesson applications

Booster Pak activities



Review (Student page 58)

Suggested teaching time: 40 minutes

Your actual teaching time: _____

Procedure:

A–D.

- 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 practice.

Option: For Exercise B, read the sentences out loud and have students circle the correct responses.

Pronunciation (optional)

Rising and falling intonation of questions:
concept and practice

To introduce the concept of rising and falling intonation of questions, read the following series of *yes / no* questions, using rising intonation:

Are you a teacher?

Is Sandra here?

Is the copier out of order?

Do you need a uniform?

Write the questions on the board and ask students to repeat each question after you. As each question is repeated, draw an upward-curving arrow at the end of the question.

► Do it yourself! (Student page 59)

Procedure:

1. Point. Name the clothes.

Option: Classification. As a review of the vocabulary learned in Units 3 and 4, write in two columns on the board *clothes* and *machines*. Elicit from the class the items in the picture and ask students to place them in the correct category on the board. Next, have students point and talk about the colors of the items in the picture using *this, that, these, and those*. For example, *Those shirts are red.*

Option: Memory game. Allow students to look at the picture for one minute. Then have students close their books and write down all the items of clothing or machines that they can remember from the picture. To review, elicit answers from the class. Hold up the picture and point to each item as it is identified. Then have the class open their books and look for any items they missed.

Your students can say ...

a yellow shirt, a red T-shirt, a green uniform, brown pants, a red dress, a black tie, a blue skirt, white shoes, an orange jacket.

2. Point. Ask questions.

Option: Question and answer practice. Have students work in pairs to write four information questions using *what* and either *like, have, or want* about the people in the picture; for example, *What does she want?* Then regroup the students into groups of four. Have each pair point and ask the other pair their questions. Students should respond in a full sentence; for example, *She wants the blue dress.*

Your students can say ...

Does he have a book? (Welcome Unit) Is he a bus driver? (Unit 1) Where are the shoes? What's his occupation? (Unit 2) What's wrong / the problem? Do they have microwaves? Does he want that telephone? (Unit 3) Do the students like those shirts? Does she have a receipt? What size does she need? What does he want / like / have / need? Does she want a refund / an exchange? Do they have this dress in size 8 / red?

3. Create conversations for the people.

Option: Create characters. As a class, students agree on a first name for each person in the picture. Next, working in pairs, students write one line of conversation for each person. They then pass these lines to another group, who write the correct name after each line.

Option: Writing activity. Have students write their conversations in dialogue form. (For more ideas on using the picture for writing activities, see the Teacher's Resource Binder.)

Your students can say ...

(The salesperson and the customer with a coffee maker)

A: May I help you? **B:** Yes, this coffee maker is too small. **A:** Oh, I'm sorry. Do you have the receipt? **B:** Yes, I think so.

(The salesperson and the customer with a lawn mower)

A: I need a refund. This lawn mower is too large. (Unit 3) **B:** Do you have the receipt? **A:** No, I don't. **B:** I'm sorry, you need a receipt.

4. Say more about the picture ...

Option: Sentence formation game. Divide the class into small groups. Prompt each group with a word. Each group must make a grammatically correct sentence using that word based on the picture; for example, *telephone* — *The bus driver wants a telephone.*

Your students can say ...

I like these red shoes. I don't like these brown pants. I want a new dress. I don't need a coffee maker. I don't want a lawn mower. I need a microwave. (Unit 3) I have brown pants. I don't have a green uniform. This customer wants a refund. The salesperson needs a receipt. The computers are next to the shoes. The telephones are on the left. The shirts are between the pants and the telephones. They are in a store / not at school. (Units 2 and 3)

Oral test (optional)

Use the *Do it yourself!* illustration on page 59 for an oral test. Have students point and talk about the colors of the items in the picture using *this, that, these, and those*. For example, *Those shirts are red.*