

Summary of Lesson Plan

► Vocabulary (Student pages 108-109)

Suggested teaching time: 60 minutes

Your actual teaching time: _____



Vocabulary (Student pages 108-109)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Content: money and payment vocabulary

Procedure:

🔊 A–B.

- Use illustrations 1 and 11 to point out that *cash* can be a thing (money in the form of coins or bills) or an action (to exchange a check for money).
- To point out that *money* and *cash* are non-count nouns, write on the board *I have three monies. I have a cash.* Cross out the sentences and write *I have money. I have cash.*
- If necessary, demonstrate the concepts of *cheap* and *expensive* with actual prices. For example, write on the board *cheap old car: \$1,000; expensive new car: \$50,000.* As a class, talk about examples of cheap and expensive prices for other items.

Option: To further demonstrate the different methods of payment, list the following words on the board: *cash, credit card, personal check, money order.* Next to the word *cash*, write examples of when you commonly pay with cash; for example, *at the movies, a parking lot, a post office.* Elicit other examples from the class. Continue in this manner with each form of payment.

If your students are ready ...

Culture / Civics note: Many cultures prefer to conduct business in cash. In North America, however, except for small purchases, credit cards, debit cards, and personal checks are very popular methods of payment. Money orders, which can be bought for a small fee at most convenience stores, banks, and post offices, are a common method of payment for those without a bank account. They are also the cheapest method of sending money to other countries.

Workbook Link: Exercise 1

🔊 C. Listen to the conversations ...

- To prepare students for the task, point to each picture. Elicit from the class the vocabulary word that corresponds to each picture. For example, elicit *a bill* for picture a.

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

Conversation 1

Woman 1: Oh, no. I'm out of money. Is there an ATM nearby?

Woman 2: Yes, I think there's one on the corner of First, only three blocks from here.

Conversation 2

Man: Do you have any cash on you?

Woman: No, but I have my credit card. No problem.

Conversation 3

Woman: How do you want to pay?

Man: Is a check OK?

Conversation 4

Man: Look at this bill!

Woman: Wow! You really made a lot of calls, didn't you!

(continued on p. 2)

Summary of Lesson Plan

- **PROGRESS CHECK**
Check assigned **Workbook** pages
Suggested teaching time: 10 minutes
- **REVIEW/WARMUP**
Do it yourself! (Student page 109)
Suggested teaching time: 15 minutes
Your actual teaching time: _____
- **PRESENTATION**
Practical conversations
(Student pages 110-111)
Suggested teaching time: 35 minutes
Your actual teaching time: _____

➤ Do it yourself! (Student page 109)

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

Procedure:

A. Complete the chart.

- Use illustrations 1 and 8 in the *Picture dictionary* to point out that the word *bill* can mean both a piece of paper money as well as a list of services or items you have bought and the amount you have to pay for them.
- To demonstrate that *coins* and *bills* are count nouns, write on the board *I have a coin. I have 3 five-dollar bills.*

- Use real coins or point to the illustrations to identify each coin. Say the name of each coin and have the class repeat several times. To identify the bills, point to the one-dollar bill and say *one dollar*. Continue in this manner for the other bills.
- To demonstrate the task, write on the board *a penny = \$.01*. Then write *a nickel = \$_____*. Elicit the correct answer from the class and write *.05* on the line.

Option: Present the value of each coin in cents. Write on the board and say *a penny = 1¢ = one cent*. Have students repeat several times. Continue in this manner for each coin in the chart.

B–C.

- Point out the plural forms of the four coins. To remind students that most nouns form their plural by adding *-s*, write on the board *1 quarter, 2 quarters*. Elicit from the class the plural forms of *dime* and *nickel*. To demonstrate that most nouns ending in *-y* form their plural by changing the *-y* to *i* and then adding *-es*, write *1 penny, 2 pennies*. (For a summary of plural spelling rules, see the *Language note* in the Teacher’s Edition on page T20, Unit 1.)
- To model the activity, write on the board *\$1.00 = 4 quarters*. Elicit from the class other possible combinations of coins that equal one dollar and write them on the board.

Option: Bring play money to class. Identify the various bills and coins and then count the total amount of cash out loud. Then pass the play money out randomly to the class and have each student tell the class about the bills and coins they received and the total amount of cash.

Workbook Link: Exercises 2, 3

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| <h2>Your notes</h2> |
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Practical conversations (Student pages 110-111)

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

Model 1

Content: asking for change; offering to check something

Procedure:

A–B.

- After students listen to the conversation, check comprehension by asking questions about the people in the photo, such as *What does she need? (change for five dollars) Does he have change for five dollars? (Yes, he does.)*
- Students should be able to determine from the photo that *to have change* means to have coins or small bills to exchange for an equal amount of money in a larger unit. To further demonstrate the meaning, bring a small amount of cash to class. Role-play asking for and giving change with several more advanced students.
- To demonstrate that *Here you go* is used when you give someone something, say the phrase as you hand out material to the class, such as homework or books. Point out that students could also say *Here you are*.

C. Pair work ...

- Model the activity with a more advanced student. Play the role of Student B to demonstrate that students should answer *Yes, I do* or *No, I'm sorry. I don't*. Point out that if Student B answers *No*, Student A can respond with *Thanks, Thanks anyway*, or *No problem*.

Option: Have students ask for change for other amounts, such as *a quarter, a dollar, twenty dollars*.

Model 2

Content: inquiring about a price; stating problems with prices; asking for time to consider a purchase

Procedure:

A–B.

- After students listen to the conversation, ask questions about the people in the photo. For example, point to the woman on the left and ask *What does she need? (a lawn mower) How much is the lawn mower? (\$300) Does she think the lawn mower is cheap or expensive? (expensive)*

Problems with prices

- Read the words in the *Problems with prices* note or play the cassette. Have students repeat several times.
- To remind students that *too* is used to say that something is more than you need or more than is acceptable, refer students to the phrases *too small* and *too large* on page 51 in Unit 4.

C. Pair work ...

- To prepare students to use their own prices in the conversation, have the class speculate on the prices of the pictured items.
- Model the activity with a more advanced student. Play the role of Student A to demonstrate that students should use the pictures and the language in the *Problems with prices* note.

Option: Suggest other items that students could ask the price of by referring students to the machines vocabulary on page 36, Unit 3, and the clothing vocabulary on page 48, Unit 4. Be sure to point out that when asking the price of plural items, such as *pants*, Student A should ask *How much are these _____?* rather than *How much is this _____?* (For further review of *this* and *these*, refer students to Model 2, page 50, Unit 4.)

If your students are ready ...

Culture / Civics note: In the United States and Canada, the price of most products is fixed and salespeople rarely have the ability to offer lower prices. Bargaining for a lower price is uncommon. One exception is the automobile showroom, where bargaining is often necessary to obtain the lowest possible price. Bargaining is also acceptable in places where used goods are sold, such as at garage sales, antique stores, and flea markets.

(continued on p. 5)

Summary of Lesson Plan

► PROGRESS CHECK

Check assigned **Workbook** pages
Suggested teaching time: 10 minutes

► REVIEW/WARMUP

Do it yourself! (Student page 111)
Suggested teaching time: 20 minutes
Your actual teaching time: _____

► PRESENTATION

Practical grammar (Student pages 112-113)
Suggested teaching time: 40 minutes
Your actual teaching time: _____

► Do it yourself! (Student page 111)

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

Procedure:

- To set the scene for the conversation, ask questions about the photo, such as *Where are they?* (They're in a store.) *What's her occupation?* (She's a cashier / a salesperson.) *Is the customer paying with cash?* (No, with a check.)
- To prepare students for the activity, have the class speculate about what the customer is buying and the price of the item.
- Model the activity with a more advanced student. Play the role of the customer to demonstrate that students should create a conversation using the picture and their own words.
- In pairs, students create a conversation for the customer and cashier in the picture. Have students switch roles to play both parts.

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

Your students can say ...

A: Excuse me. How much is this dress / shirt / skirt? **B:** Only _____. It's on sale. **A:** Great. I'll take it. **B:** Will that be cash or charge? **A:** What about a check? **B:** Sure. / OK. / No problem. / No, I'm sorry.



Practical grammar (Student pages 112-113)

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

The future

Content: affirmative singular and plural forms of the future with *be going to*; contractions; information questions with *be going to*

Procedure:

- First review the present continuous. List the following pronouns on the board: *I, you, he, she, we, you, they*. Point to a clock or watch and ask *What time is it now?* Elicit the correct answer and say *It's _____. I am teaching now*. Point to a student, say the student's name to indicate you are addressing that particular student, and say *You're studying right now*. Gesture to indicate the entire class and say *You're studying now*. In this manner, create sentences using the present continuous for the pronouns *he, she, we, and they*.
- Introduce the future tense by writing a timeline for the current day on the board. It should include what you are doing now and what you plan to do later in the day. For example, if the current time is 4:00, write on the board *4:00—teach English, 6:00—cook spaghetti, 7:00—go shopping, 8:00—see a movie*. Point to the current time and state what you are doing now, using the present continuous. Then point to each future time and state what you are going to do using the future tense with *be going to*. For example, in the above example, point to 4:00 and say *I'm teaching English now*. Then point to 6:00 and say *I'm going to cook spaghetti at 6:00*.
- To review contractions, write on the board: *I'm, you're, he's, she's, we're, they're*. Read each of these contracted forms and elicit the corresponding full forms from the class. For example, say the contracted form *I'm* and elicit the full form *I am*.
- Use a calendar to present future times. Write the following time expressions on the board: *today, tomorrow, next week, next weekend, next month*. Hold up the calendar and point out each time. Write the actual date or dates next to each time expression on the board.

(continued on p. 7)

Lesson Plan, Unit 9: Practical grammar (for Student pages 112-113)–continued

A. Complete the sentences ...

- Copy item 1 on the board. Elicit the correct form of *be going to* and the verb and write them on the line. Point out that students can write the contracted form or the full form in their answers.

Workbook Link: Exercise 6

B. Pair work ...

- Model the activity with a more advanced student. Write on the board *What are you going to do today? What are you going to do next year?* First, have the student ask you the questions. Talk about your plans for today and next year using *be going to*. Then change roles.
- To review, have each student tell the class about his or her partner's plans for today and next year.

Option: Have students also tell what they are going to do at other future times such as *tomorrow, next week, next weekend, next month*.

If your students are ready ...

Language note: In casual conversation, the words *going to* are often pronounced "gonna." However, in written English the words are always spelled *going to*.

Workbook Link: Exercise 7

Whose and review of question words

Content: asking and answering questions with *whose*; possessive nouns and adjectives; information questions

Procedure:

Whose

- Review possessives by identifying the owners of items around the classroom. Use the words *my, your, his, her, our, their*, and student names with an *'s* to show possession. For example, point to your cup of coffee, point to yourself, and say *It's my coffee*.
- To present questions with *whose*, write on the board *A: Whose book is this? B: It's your book. A: Whose books are these? B: They're his books. / They're Carla's books*. Hold up your book and ask *Whose book is this?* Elicit the response *It's your book*. Then hold up two books belonging to a male student and ask *Whose books are these?* Elicit the response *They're his books* or *They're (student name)'s books*. Continue in this manner by holding up singular and plural items belonging to different students and asking and answering questions with *whose*.

Workbook Link: Exercise 8

Review of question words

- Highlight the difference between *whose* and *who's*. To emphasize that *whose* is used to ask about belonging, write on the board *Whose book is this? It's _____'s book*. Hold up a book, ask the question, and elicit the owner's name. Write the name on the line.
- To emphasize that *who* is used to ask about people, write on the board *Who's studying English?* Ask the question and elicit answers from the class. Write on the board *We are studying English*. To remind students that *who's* is a contraction of *who is*, elicit the full form from the class and write it on the board.
- Have volunteers read the questions in the grammar boxes on pages 112 and 113 out loud.

Option: To review question words, write the following information questions on the board: *Who's studying English? What can you fix? Where's the restroom? When is the post office open? Why can't you go shopping right now? How many cans of soup do you have? How much juice do you have at home?* In small groups, students ask and answer these questions.

C. Complete the conversations ...

- Copy item 1 on the board. Point to the highlighted question words in the grammar boxes on pages 112 and 113 and elicit the correct answer from the class. Write the word *Whose* on the line. Underline the initial capital letter to remind students to use correct capitalization.
- If necessary, use the illustration in Model 1 on page 110 to review the meaning of *ask for change*. To remind students that *be ready* means to be prepared or able to do something, refer students to the use of the question *Are you ready to go?* in Model 2 on page 86 in Unit 7.

Workbook Link: Exercise 9

(continued on p. 8)

Summary of Lesson Plan

- ▶ **PROGRESS CHECK**
Check assigned **Workbook** pages
Suggested teaching time: 15 minutes
- ▶ **REVIEW/WARMUP**
Do it yourself! (Student page 113)
Suggested teaching time: 20 minutes
Your actual teaching time: _____
- ▶ **PRESENTATION**
Authentic practice 1 (Student pages 114-115)
Suggested teaching time: 25 minutes
Your actual teaching time: _____

▶ Do it yourself! (Student page 113)

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

Procedure:

A. Pair work ...

- ▶ To model the activity, write on the board *Is she going to return the jacket?* Point to the woman holding the jacket in the picture and elicit an appropriate answer from the class, such as *Yes, she is* or *No, she is going to buy / exchange the jacket.*

Your students can say ...

(The woman holding the jacket)
Is she going to buy / exchange / charge the jacket?
(The woman holding a checkbook)
Is she going to cash a check? Is she going to pay by check / money order / credit card?
(The bus driver)
Is he going to ask for change for a one-dollar bill?
Is he going to have / need change? Is he going to go shopping / drive a bus / work today?
(The cashier)
Is she going to be busy?

B. Personalization ...

- ▶ Model the task by talking about your future shopping plans using *be going to*. For example, say *I am going to go shopping tomorrow.*

Workbook Link: Exercise 10



Authentic practice 1 (Student pages 114-115)

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

Procedure:

▶ A. Listen and read.

- ▶ To set the scene for the conversation, ask questions about the picture, such as *Where are they?* (in a store) *Who's the cashier?* (the woman on the left) *Who's the customer?* (the woman on the right) *What's she buying?* (clothes / a shirt / a dress) *How much is it?* (\$23.68) *Is she going to pay by credit card?* (No, by check.)
- ▶ Read the conversation out loud or play the cassette. With books open, students listen and read.
- ▶ To further demonstrate that a *local bank* is a bank in the same area as you, write the names and locations of several local banks on the board. Then provide examples of non-local banks located in other states.

Note: The *Cashier* role contains the following new language: *including the tax, local, some kind of I.D., go ahead, write the check, and have a nice day.* In addition, language learned in prior exercises has been modified; for example, the statement *That'll be \$23.68* resembles the question *Will that be cash or charge?* on page 111.

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 cashier. Read ...

- ▶ Read out loud the *Cashier* 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.

(continued on p. 10)

Listening comprehension

Procedure:

A. Listen to the conversation ...

► First read out loud the conversation in the tape-script or play the cassette. With books closed, students listen to the conversation. Then read items 1 and 2 out loud. Students write *yes* or *no* after each statement.

Note: Although the conversation contains new language (*Good morning, sir; I'm here to pay; actually; total; I was afraid I would be too late; that's right; payment is due; singles; Do you mind taking four dollars in quarters? not at all; use; You, too*) it is not essential for students to know this language to complete the task.

B. Read the questions and answers ...

► To prepare students to listen for specific information, have volunteers read the questions and answers for items 1 through 5 out loud.

Tapescript

Woman: Good morning, sir. How can I help you?

Mr. Klein: Well, I'm here to pay my phone bill. Actually, it's not my bill, it's my daughter's. She's in Korea right now, so I'm paying it for her.

Woman: That's good. Can I see the bill, please?

Mr. Klein: Sure. Here you go. It's for Janet Klein, my daughter. The total is forty-five eighty-eight.

Woman: Do you want to pay that with cash... is it... Mr. Klein?

Mr. Klein: Yes, it is. Actually, I wanted to pay by mail with a check, but I was afraid I would be too late.

Woman: Yes, that's right. The payment is due tomorrow, September eighteenth. OK. That's forty-five eighty-eight out of fifty. Let me just get your change. Uh-oh. I'm out of singles. Do you mind taking four dollars in quarters?

Mr. Klein: No, not at all. I can always use the quarters in the parking lot.

Woman: There you go. Thank you very much. Have a nice day.

Mr. Klein: You, too. Thanks.

Workbook Link: Exercise 12

Your notes

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| Your notes |
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Summary of Lesson Plan

► PROGRESS CHECK

Workbook pages not assigned for Lesson Four.

► REVIEW/WARMUP

Do it yourself! (Student page 115)

Suggested teaching time: 10 minutes

Your actual teaching time: _____

► PRESENTATION

**Authentic practice 2
(Student pages 116-117)**

Suggested teaching time: 35 minutes

Your actual teaching time: _____

REVIEW

**Do it yourself! (A plan-ahead project)
(Student page 117)**

Suggested teaching time: 15 minutes

Your actual teaching time: _____

► Do it yourself! (Student page 115)

Suggested teaching time: 10 minutes

Your actual teaching time: _____

Procedure:

A. Write your own response ...

- To prepare students for the conversation, elicit from the class the names and street addresses of several local banks.
- Model the conversation. Read the first speech balloon out loud and elicit appropriate responses from the class. Point out that to match the speech balloons, students should respond affirmatively that their check is from a local bank and should offer an acceptable form of I.D.

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

Your students can say ...

YOU Yes, it's from _____ Bank on _____ Street / Avenue.

YOU Is a check-cashing card / driver's license OK?

YOU Thank you. / Thanks. / Thanks a lot. You, too. Bye.

B. Discussion ...

- Model the discussion by talking about the forms of I.D. that you commonly carry and the bills you have to pay.
- Circulate to offer help as needed.
- To review, have several volunteers tell the class about their I.D. or bills.

► Authentic practice 2 (Student pages 116-117)

Suggested teaching time: 35 minutes

Your actual teaching time: _____

Note: For the plan-ahead project on page 117, students should bring a bill to class.

Reading

Critical thinking skill: reasoning (making inferences and drawing conclusions)

Procedure:

A. Look at the bill for newspaper delivery ...

- To introduce the topic of the activity, bring to class a newspaper that is delivered to your school or home. Point out the title of the newspaper and talk about how often it is delivered, how it is delivered, and how it is paid for. Then ask the class about the newspapers that they read, how they get them, and their method of payment.
- Copy item 1 on the board. Ask the class *Can you find the name of the newspaper on the bill?* Elicit the correct answer (yes) and check the box next to item 1.

(continued on p. 13)

Lesson Plan, Unit 9: Authentic practice 2 (for Student pages 116-117)–continued

B. Look at Larry Wilson’s check ...

- To prepare students for the activity, point to the check and ask the class *Whose check is this?* (Larry Wilson’s) *What is he paying for?* (newspaper delivery) *What delivery dates is he paying for?* (March 22 to June 21, 2002)
- Point out that the information on the check should be printed, except the signature, which is signed. If necessary, demonstrate on the board the difference between a printed name and a signature.
- Read the directions to Exercise B out loud. Point to item 1 and the circled and numbered delivery dates on Larry’s check.

Option: Identify and explain the purpose of other elements of a personal check, such as the name and address of the person writing the check, the check number, the bank account number, the memo line, and the signature.

C. Critical thinking ...

- Prepare students for the task. Point to The Journal Gazette bill and ask the class *What date is payment due?* (3/4/02) Point to the check and ask *What is the date of the check?* (February 25, 2002)
- Ask the class *Is Mr. Wilson’s payment early, on time, or late?* Have students check the box next to the word *early* and then check answers with a partner.

Workbook Link: Exercise 13 W

Writing

Critical thinking skill: reasoning (making inferences)

Procedure:

- Have students identify the bill, receipt, and checks in the exercise.
- To check comprehension, point to the Southern Phone bill and ask questions such as *Is this a newspaper delivery bill?* (No, a phone bill.) *Whose phone bill is it?* (Clara Molina’s) *Where does she live?* (at 76 South Place / in New Beach, Florida) *What is the date of the bill?* (June 6, 2003) *When is the bill due?* (June 25, 2003) *How much does Clara have to pay?* (\$90.00)

- Demonstrate the activity by pointing to the date line on the check and asking the class *What date can you write here?* Point out that the date should be between June 6 (the bill date) and June 20, 2003 (to give the post office five days to deliver the check before the June 25 due date).
- Students work individually, looking at the bill and receipt and completing the checks. Circulate to offer help as needed. Refer students to the check on page 116 to use as a guide.

Workbook Link: Exercises 14, 15

➤ Do it yourself! (A plan-ahead project) (Student page 117)

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

Procedure:

- To review money and payment vocabulary, point to the pictures and elicit the name of each item from the class.
- Write the following questions on the board: *What kind of bill is it? Can you pay the bill with a check? How are you going to pay the bill?* Read the questions out loud and have students repeat each question several times.
- Model the activity with a more advanced student. Bring a bill to class. Hold up the bill and have the student ask you the three questions on the board. After answering each question, write your responses on the board.
- Divide the class into small groups. Have each group compare their bills by asking each other questions. To review, have a volunteer from each group tell the class about their group’s bills.

Workbook Link: Exercise 16

► **Do it yourself!** (Student page 119)

Procedure:

1. Point. Talk about the people.

Option: Competition. Divide the class into two teams. To begin, a student from team A points to any person in the illustration and then points to a student on team B, who must make a sentence about the person indicated. If the sentence is grammatically correct, team B is awarded one point. The teams then reverse roles; the student from team B who made a sentence points to another person or place and selects a student from team A to make a sentence.

Your students can say ...

(The dark-haired woman and the salesperson)

The customer needs / wants a new suit. (Units 2 and 4) She sometimes buys expensive suits. (Units 4 and 8) The salesperson doesn't have the suit in brown. (Unit 4)

(The blonde woman with the blue suit)

She doesn't like the blue jacket. The jacket is too small / the wrong size. She wants an exchange / a refund / a size 10. She has a receipt. (Unit 4)

(The woman with the checkbook and the cashier)

This customer is writing a check. She needs I.D. (Units 4 and 7) She's a cashier. The cashier is busy. (Units 1 and 7) She's helping her customers. (Units 7 and 8)

(The bus driver and man giving change)

He's a bus driver. (Unit 1) He needs change for a dollar. This man has / doesn't have change for a dollar. He has three quarters, a dime, two nickels, and five pennies. (Unit 4)

2. Point. Ask your partner ...

Option: Name game. As a class, decide on names for each person in the picture. Have students write a future sentence about five people in the picture, describing what the people are going to do. For example, *She is going to buy the suit.* Students then pass the five sentences to a partner, who must write the name of each person described.

Your students can say ...

Is she going to buy / return / exchange this jacket? Who's going to buy a tie? (Units 4 and 6)
Is she going to write a check? Is he going to pay by credit card / ATM card? How many ties is he going to buy? What color tie is he going to buy? (Units 4 and 6)

3. Create conversations for the people.

Option: Writing activity. In pairs, students write their conversations in dialogue form. Each pair then writes each line of their conversation on a slip of paper, mixes up the order of the slips, and gives them to another pair. The other pair must then put the conversation back in the correct order. (For more ideas on using the picture for writing activities, see the Teacher's Resource Binder.)

Your students can say ...

(The customer and tie salesperson)

A: Excuse me. How much is this tie? **B:** Only \$7.99. It's on sale. **A:** Great! I'll take it. / That's a lot / not cheap / too expensive. I'll have to think about it.

(The customer and the suit salesperson)

A: Excuse me. (Unit 2) Are you a salesperson? **B:** Yes, I am. (Units 1 and 4) Do you need help? **A:** Do you have this suit in blue / size 8? **B:** Yes, we do. This way please. / No, we don't. I'm sorry. (Unit 4)

(The bus driver and the man giving change)

A: Do you have change for a dollar? **B:** Let me check. Yes, I do. Here you go. **A:** Great! Thanks.

(The customer with a check and the cashier)

A: Can I pay with a check? **B:** Do you have I.D.? **A:** Yes, I do. **B:** No problem. (Units 4 and 7) **A:** Is it November sixth or seventh? **B:** It's November sixth. (Unit 5)

(continued on p. 16)

