

Summary of Lesson Plan

► Vocabulary (Student pages 42-43)

Suggested teaching time: 60 minutes

Your actual teaching time: _____



Vocabulary (Student pages 42-43)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Content: personal care products; medicines; shopping vocabulary

Procedure:

🔊 A. Listen.

- Point to the drugstore (12) and ask *What can you buy in a drugstore?* Elicit product names from the class and write them on the board. As a class, classify responses into three categories: *personal care products*, *medicines*, and *other products*. Have students name other places where they can buy these things, such as a supermarket, a pharmacy, and a convenience store.
- If necessary, ask questions about the items in the *Picture dictionary* to check comprehension. For example, point to the *shampoo* (2) and ask *What is it used for?* Elicit from the class that it is used to wash your hair. In the same way, be sure students understand that *painkillers* are used to help stop pain caused by headaches, backaches, and muscle aches, and that a *thermometer* is used to measure temperature. Students may not be familiar with *underarm deodorant*. If necessary, explain that it is a substance that you put on the armpits to stop the smell of perspiration.
- To convey that *brand* refers to the name of a product made by a particular company, say the names of famous brand names and elicit more from the class. Point to the Nice Smile brand toothpaste (3) and ask *What brand of toothpaste do you buy?*

- Ask the class why we say *a toothbrush* but not *a toothpaste*. Remind students that things we can count, such as *a toothbrush*, use an article (*a, an*) and have plural forms (*two toothbrushes*) but that things we can't count, such as *toothpaste*, do not use an article and do not have plural forms. Point out that the word *tissues* is plural because we buy more than one. Elicit from the class the singular form and write *a tissue* on the board.

Option: To practice vocabulary, mime using items in the *Picture dictionary* and elicit the name of each item from the class. For example, mime washing your hair and elicit the word *shampoo* from the class. Then divide the class into pairs. Have students alternate miming and naming items in the *Picture dictionary*.

If your students are ready ...

Culture / Civics notes: Most Americans and Canadians are very conscious of body odors. This concern is reflected in the large amount of store space dedicated to personal hygiene products. Most Americans and Canadians bathe daily, use products such as underarm deodorant to conceal perspiration odor, and brush their teeth two or three times a day.

Drugstores frequently sell much more than medicine. Some, especially chain drugstores, serve as mini-supermarkets, offering such items as snacks, personal care products, small appliances, and stationery, in addition to medication. A drugstore may also be called *a pharmacy*, although this word refers specifically to the part of a store where medicines are prepared and sold. Some medicines cannot be sold without a doctor's written orders, called *a prescription*. "Over-the-counter" medicine such as aspirin and cold medication can be bought without a prescription.

Personal care

Option: Present other actions associated with personal care, such as *blow-dry your hair*, *wash your face*, *put on deodorant*, *take medicine / painkillers / cough medicine*, *take your temperature*.

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Lesson Plan, Unit 4: Vocabulary (for Student pages 42-43)–continued

B. Listen again and repeat.

Option: While students listen and repeat, note words that students have difficulty pronouncing. Then reinforce the correct pronunciation of these words with a short, fast-paced pronunciation drill.

Option: Practice vocabulary with a drugstore shopping list chain activity. Arrange the class in a circle. Say *I'm looking for shampoo*. Then have the student to your right repeat what you said and add a product found in the picture dictionary. For example, the student could say *I'm looking for shampoo and a comb*. The game continues with each student adding a different item to the list.

C. Listen to the conversations ...

- To prepare students for the listening task, have students look at pictures *a* through *c*. Point to picture *a* and ask *What's this called in English?* Elicit *a camera* from the class. In this manner, have students identify the shampoo and the thermometer.

D. Complete each sentence ...

- To model the exercise, copy item 1 on the board. Elicit the correct answer from the class and write the word *painkiller* on the line.
- If necessary, convey the meaning of the word *headache* by putting your hand to your forehead and pretending to be in pain.

Option: After completing exercises A through D, 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.

Workbook Link: Exercise 1

Tapescript

Conversation 1

Woman 1: I really love this shampoo.

Woman 2: What brand is it?

Woman 1: Wonderful Hair. I'm going to buy a larger bottle the next time I go to the drugstore.

Conversation 2

Man: Where did you take this picture?

Woman: I'm not sure. I think it was in Chicago. Do you like it?

Man: It's great. What kind of camera do you have?

Woman: A Sure Snap, nothing special. I was just lucky.

Conversation 3

Woman: Oooh, I feel terrible.

Man: What's wrong?

Woman: I think I have a fever.

Man: I'm sorry. I'll go get the thermometer.

Summary of Lesson Plan

- ▶ **PROGRESS CHECK**
Check assigned **Workbook** pages
Suggested teaching time: 10 minutes
- ▶ **REVIEW/WARMUP**
Do it yourself! (Student page 43)
Suggested teaching time: 15 minutes
Your actual teaching time: _____
- ▶ **PRESENTATION**
Practical conversations
(Student pages 44-45)
Suggested teaching time: 35 minutes
Your actual teaching time: _____

▶ Do it yourself! (Student page 43)

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

Procedure:

A. Personalization ...

- ▶ Model the activity by listing on the board the personal care items, medicines, and other items that you usually buy at the drugstore. Have volunteers add the things that they buy to the list on the board.
- ▶ Working individually, students complete the chart by listing the things that they buy at the drugstore.
- ▶ Circulate to help students express their ideas. Encourage students to dramatize any new vocabulary they might introduce by miming or drawing pictures on the board.

B. Pair work ...

- ▶ To model the task, compare your answers with those of a volunteer. Write on the board and ask *What do you buy at the drugstore?* Elicit an appropriate response and then have the volunteer ask you the question. Ask the class *Do we buy the same things?* Identify the things that you both buy.
- ▶ Divide the class into pairs. Have students compare their charts and talk about whether they buy the same things.

Workbook Link: Exercise 2

▶ Practical conversations (Student pages 44-45)

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

Model 1

Content: talking about prices; questions with *Which*; specifying with *one* and *ones*; comparatives; asking for a cheaper model; talking about items on sale

Procedure:

▶ A—B.

- ▶ Before students listen, set the scene for the conversation by asking questions about the people in the picture. Ask *Where are they?* (in a drug store) *What product is she looking at?* (a hair dryer)
- ▶ Students should be able to understand from context that *on sale* means to have a lower price than usual. If necessary, use the discounted sale price tags for the three items pictured to convey this. Students should also be able to understand that the word *only* in the phrase *only \$9.99* suggests that the price is low and that the word *usually* in the phrase *usually \$14.99* means that this is the price of the item when it's not on sale.
- ▶ If necessary, help students understand that *cheap* means at a low price and that the sentence *Do you have any cheaper ones?* is used to ask for hair dryers with a price below that of the first hair dryer.

Note: This model offers students a preview of the use of comparatives, the words *one* and *ones* for clarification, and *Which* for questions, which are presented in the *Practical grammar* section on pages 46 and 47.

Option: To help convey the meaning of the language, act out the conversation in front of the class with a volunteer. Use props to represent the various hair dryers and use gestures to convey the meaning of language. For example, while saying *the one over here*, point to a hair dryer close to you.

C. Pair work ...

- ▶ To prepare students for the activity, have students look at the pictures. Point to each picture and ask *What's this called in English?* Elicit the words *a camera, a hair dryer, and a brush* from the class.
- ▶ Model the activity with a more advanced student, playing the role of Student A to demonstrate that students should use one of the pictured items or their own words.

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Model 2

Content: stating a price; clarifying a price; asking for a rain check; stating how long something is valid

Procedure:

A–B.

- ▶ Students should be able to understand from context that *That'll be \$7.21* means “the price is \$7.21” and that *sold out* means that the store has sold all of the product it had. Students should also be able to understand that *That's too bad* is used to convey that you are sorry or disappointed that something happened.
- ▶ If necessary, demonstrate that the expression *Here you go* is used when handing something to someone. Help students understand that *It's good for a month* means that the rain check must be used within 30 days.
- ▶ After students listen, check comprehension by asking questions about the conversation. Point to the man in the photo and ask *What did he want to buy?* (film) *What brand did he want to buy?* (the store brand) *Why did he want the store brand?* (It's cheaper.) *Did he buy the store brand?* (no) *Why not?* (They were sold out.) Point to the woman and ask *What is she giving the man?* (a rain check) Ask *Why?* Help students understand that a rain check would allow the man to buy the film at the sale price when it is available.

Option: Ask students if they usually buy store brands or name brands. Have students explain the reasons for their preference.

If your students are ready ...

Culture / Civics notes: *Rain check* began as a baseball term. If a game was cancelled because of bad weather, fans could use rain checks to attend a subsequent game. This term is now commonly used in stores. If an item is advertised at a sale price but is sold out or is not available, customers can ask for a rain check. When the item becomes available, customers with a rain check can buy the item at the sale price, even if it is no longer on sale. The term is also used idiomatically to mean that you can't accept an invitation right now but would like to accept it later. For example, if someone invites you to an event you can say *I'm sorry, but I'm busy tomorrow. Can I take a rain check?*

Many chain supermarkets and drugstores offer a store brand in addition to nationally advertised brands. Store brands are cheaper than name brands and are often identical in quality.

C. Pair work ...

- ▶ To prepare students for the activity, review how to say prices. Write on the board \$59 and say *fifty-nine dollars*. Then write \$.59 and say *fifty-nine cents*. Write \$1.59 and say *one dollar and fifty-nine cents*. Point out that this could also be said as *one fifty-nine*. Say each price again and have students repeat several times.
- ▶ Have students identify the shampoo, toothpaste, and soap in the picture. Elicit the price of each item from the class.
- ▶ Model the activity with a more advanced student. Play the role of Student B to demonstrate that students can use the pictures or their own items.

Option: To practice saying prices, write several prices on the board. Elicit from the class the correct way to say each price. Then divide the class into pairs. Have students alternate writing a price and saying the price out loud.

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Summary of Lesson Plan

► PROGRESS CHECK

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

► REVIEW/WARMUP

Do it yourself! (Student page 45)
Suggested teaching time: 20 minutes
Your actual teaching time: _____

► PRESENTATION

Practical grammar (Student pages 46-47)
Suggested teaching time: 40 minutes
Your actual teaching time: _____

► Do it yourself! (Student page 45)

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

Procedure:

- To prepare students for the activity, ask questions about the illustration. For example, point to the male customer and ask *What is he looking for?* (a camera) *Which camera is he pointing to?* (the blue one) *Which brand is the camera?* (Presto) *Does the store have any cheaper ones?* (yes) *Is there a store brand?* (yes, the Discount Drugs brand)
- 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.

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

Workbook Link: Exercise 4



Practical grammar (Student pages 46-47)

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

Comparisons with adjectives: comparatives

Procedure:

- Introduce comparatives using objects in the classroom. For example, hold up a pencil and write the word *small* on the board. Then hold up a smaller pencil and write *smaller*. Then hold up the two pencils. Write on the board and say *That pencil is smaller than this one*. Underline the comparative form *smaller* and circle the word *than* to highlight their position in the sentence.
- To demonstrate that the comparative of short, one-syllable adjectives is formed by adding *-er*, write on the board and say *cheap, cheaper*. Underline the *-er* ending in the word *cheaper*. Below *cheap*, write *new* and elicit the comparative form *newer* from the class. In this manner, elicit the comparative forms of *old* and *clean*. Say each of the simple and comparative forms on the board and have students repeat several times.
- Point out that adjectives ending in *e* form the comparative by adding only *-r*. Write on the board and say *nice, nicer*. Underline the *-r* ending in the word *nicer*. Below *nice*, write *large* and elicit the comparative form *larger* from the class.
- Show that with one-syllable adjectives ending in a consonant, vowel, and consonant, the last consonant is doubled before adding *-er*. Write on the board and say *thin, thinner*. Underline the ending *-ner* in *thinner*. Below *thin*, write *hot* and elicit the comparative form *hotter*.
- Point out that with two-syllable adjectives ending in *-y* the comparative is formed by changing the *y* to *i* and adding *-er*. Write on the board and say *busy, busier*. Circle the letter *y* in *busy*. Then circle the letter *i* in *busier* and underline the *-er* ending. Write on the board *early* and *dirty* and elicit the comparative forms *earlier* and *dirtier*.

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Lesson Plan, Unit 4: Practical grammar (for Student pages 46-47)–continued

- Show that most adjectives of two or more syllables form the comparative by adding the word *more* before the adjective. Write on the board *expensive, more expensive; beautiful, more beautiful*.
- Highlight the irregular comparative forms. Write on the board *good, better; bad, worse*.

Option: Practice creating comparative forms using large flashcards. Write an adjective from the grammar box on one side of the flashcard and the comparative form on the other. Hold up each adjective and elicit the correct comparative form from the class.

Option: Practice comparative sentences with a transformation drill. Write on the board *This one is cheaper than that one*. Then say the adjective *hot* and elicit from the class the sentence *This one is hotter than that one*. Then point to a student and say *new*. Elicit the sentence *This one is newer than that one*. In this manner, continue saying adjectives from the grammar box and eliciting comparative sentences from individual students.

A–B.

- Students complete the exercises individually. Have students check their answers with a partner.
- To review, have volunteers write their answers on the board.

Challenge: In small groups, students make comparative statements about things they are familiar with. For example, students could compare summer and winter by saying *Summer is hotter than winter*. Other things students could compare are an SUV and a car, cats and dogs, and today's weather and yesterday's weather.

Workbook Link: Exercises 5, 6

One / ones and questions with Which

- Use the illustrations in the grammar box to introduce the pronouns *one / ones* and questions with *Which*. Point to the illustration of the customers shopping for a toothbrush in the grammar box. Write on the board *A: Which toothbrush do you want? B: The red one. A: Which one? B: The one over there*. Help students understand that *which* is used when asking a question about a choice you need to make. Ask the class *What are they talking about?* (choosing a toothbrush) *What color toothbrush does the woman want?* (red) Underline the words *toothbrush* and *one* on the board. Connect the two words with an arrow to convey that *one* refers to the toothbrush that has already been mentioned.
- To show that the pronoun *ones* is used for plurals, point to the illustration on the right. Write on the board *A: Which tissues do you want? B: The cheap ones. A: Which ones? B: The ones on that shelf*. Elicit from the class that *ones* refers to the *tissues*.

Option: For further practice, use the illustration on page 41. In small groups, have students ask and answer questions about the cars using *one / ones* and *Which*. For example, students could say *A: Which car do you like? B: The green one. A: Which one? B: The one next to the white car*.

Challenge: Use the illustration on page 41 to practice asking questions with *Which* using comparatives. In small groups, have students ask and answer questions about the cars. For example students could say *A: Which cars are older / cheaper? B: The ones over here. A: Which ones? B: The ones outside in the parking lot*.

C. Complete each conversation ...

- To model the task, write on the board *Which, one, and ones*. Copy item 1 on the board and elicit the correct answer from the class. Write *Which* on the line. Underline the initial capital letter to remind students that the first word of a sentence is capitalized.

Option: Bring a clothing catalog to class. In small groups, students talk about the clothing they like. For example, *A: Which sweater do you like? B: I like this one. A: Do you like the black one? B: Yes, but it's more expensive than the red one*.

Workbook Link: Exercise 7

Summary of Lesson Plan

► PROGRESS CHECK

Check assigned **Workbook** pages
Suggested teaching time: 15 minutes

► REVIEW/WARMUP

Do it yourself! (Student page 47)
Suggested teaching time: 20 minutes
Your actual teaching time: _____

► PRESENTATION **Authentic practice 1 (Student pages 48-49)**

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

► Do it yourself! (Student page 47)

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

Procedure:

A. Personalization ...

- As a warm-up, have the class list as many drugstore products as they can on the board. Refer students to page 42 if necessary.
- To model the activity, copy the chart on the board. In the product box, write the word *shampoo*. As a class, brainstorm as many brands of shampoo as you can. Then for each brand, elicit an appropriate adjective from the class.

B. Pair work ...

- To demonstrate the task, ask comparative questions about the brands of shampoo on the board. For example, ask *Is Discount Drugs shampoo cheaper than Beautiful Hair shampoo?* Elicit opinions from the class.
- In pairs, students compare the brands in their charts.

Challenge: To prepare students for the activity, take a field trip to a neighborhood drug store. Have students look at the products on the shelves and make a list of twelve products they usually buy. Have students include the brand name of each product.

Workbook Link: Exercise 8



Authentic practice 1 (Student pages 48-49)

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?* (in a store) *What are they looking at?* (a camera) Have students speculate about what they are talking about.
- Read the conversation out loud or play the cassette. With books open, students listen and read.

Note: The *Customer* role contains the following new language: *Do you work here? I hope so; film compartment; Can I exchange it? Well, that's very nice of you, but...; I'll take one.* Some of the new language is comprehensible because of its similarity to language students have learned in prior exercises. For example, the expression *There's something wrong with it* may be understandable to students familiar with the expression *What's wrong?* presented on page 35. Although students are encouraged to comprehend the new language through context and its similarity to language they know, they are not expected to produce this new language themselves.

🔊 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 *Excuse me. Do you work here?* Elicit the correct response from the class. Circle the letter *a* on the board to demonstrate that students must circle the letter of the correct answer.
- To check answers, read the next four items out loud and have the class give the correct response.

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Lesson Plan, Unit 4: Authentic practice 1 (for Student pages 48-49)—continued

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.

Challenge: Have the class create a correct statement for the incorrect responses for items 1 through 3. For example, for the response *No, It's too expensive* in item 1, students could create the question *Do you want this camera?*

Tapescript

1. Can I have a rain check?
2. How long is the rain check good for?
3. I'm sure I was overcharged.

Workbook Link: Exercise 9

Listening comprehension

Procedure:

A. Listen to the announcement ...

- ▶ To prepare students for the listening task, read the questions and two answer choices for items 1 through 3.
- ▶ If necessary, point out that *an announcer* is a person who gives people news or tells people what is happening at an event. Use the illustration of a copy shop on page 8, Model 1, to remind students of the meaning of *a copy shop*.

Note: Although this conversation contains new language (*Where every price ends in a 7; Doors open at 7 a.m.; that's right; for the first time ever; perfect; Today only; quality items; buy one, get one free; every time*), it is not essential for students to know this language to complete the task.

B. Look at the chart. Then listen again ...

- ▶ Have students look at the chart as you read each item out loud. Then point to the price for the Perfect Picture camera. Explain that students are to listen for the price of each item and write it on the chart.

C. In your own words ...

- ▶ Ask the class *What would you like to buy at 77 Electronics?* Then read the radio announcement in the tapescript or play the cassette again. Students listen again and answer the question.
- ▶ Divide the class into pairs. Have students explain their answers to their partners. To review, have several volunteers tell the class about their partner's answer.

Challenge: As homework, have students listen to advertisements on the radio. Students should listen and write about each ad. For example, students could note the name of the store, the product that is being advertised, and the details of the sale or promotion. Have students make a presentation to the class about the ads they heard.

Tapescript

Radio announcer: 77 Electronics. At 77th Street and 7th Avenue. Where every price ends with a 7. Doors open at 7 a.m. Close at 7 p.m. Here are some of this week's specials.

Today through Sunday only: Perfect Picture brand cameras, at the fantastic low, low price of \$27.77. The Brew Right coffee maker. Yes, that's right. I said the Brew Right. On sale for the first time ever. For only \$37.77. Copy Clean, the home copier, makes perfect copies and cheaper than a copy shop. Today only: 177 dollars and 77 cents.

And finally, the following quality items are all "buy one, get one free": Copier paper—\$4.77. Buy one box, get one box free. Computer diskettes—\$12.77. Buy one package, get one free. Pocket calendars—\$2.77. Buy one, get one free. Film—\$5.77. Snapshot Brand color film—Buy one roll, get one free. For beautiful pictures every time.

So walk, drive, or take the number 7 bus to 77 Electronics. Corner of 77th Street and 7th Avenue.

Workbook Link: Exercise 10

Summary of Lesson Plan

► PROGRESS CHECK

Workbook pages not assigned for Lesson Four.

► REVIEW/WARMUP

Do it yourself! (Student page 49)

Suggested teaching time: 10 minutes

Your actual teaching time: _____

► PRESENTATION

**Authentic practice 2
(Student pages 50-51)**

Suggested teaching time: 35 minutes

Your actual teaching time: _____

REVIEW

**Do it yourself! (A plan-ahead project)
(Student page 51)**

Suggested teaching time: 15 minutes

Your actual teaching time: _____

► Do it yourself! (Student page 49)

Suggested teaching time: 10 minutes

Your actual teaching time: _____

Procedure:

A. Write your own response ...

- Model the activity. Read the first speech balloon and elicit responses from the class, such as *Yes. I'm the assistant manager. Can I help you?*

B. Personalization ...

- Model the discussion by talking about a sale at a local store. For example, say *There's a sale at the electronics store. Digital cameras are only \$400. They're usually \$550.*



Authentic practice 2 (Student pages 50-51)

Suggested teaching time: 35 minutes

Your actual teaching time: _____

Note: For the plan-ahead project on page 51, students should bring to class ads from the local newspaper or from a neighborhood store.

Reading

Critical thinking skill: problem solving (recognizing that a problem exists, implementing a plan of action to solve it)

Procedure:

A. Read the ad. Check ...

- Have students read the advertisement. Then read out loud the list of items to the right of the ad. Have students repeat several times.
- To check comprehension, ask questions about the ad, such as *What's the name of the store?* (The Tool Box) *What day does the sale start?* (Monday) *Is there a sale on Tuesday?* (yes) *Is there a sale on Sunday?* (no) *Are drills on sale?* (yes) *What is the sale price?* (\$42.99) *What's the regular price?* (\$59.99)
- Working individually, students read the ad and check the items that are on sale. Have students check answers with a partner and then review as a class.

B. Critical thinking ...

- Copy the responses in the two language balloons on the board. Read each language balloon out loud and have students listen and repeat several times.
- If necessary, point out that the word *right* in the responses *Yes, you're right* and *That is the right price* means "correct."
- Copy item 1 on the board. To demonstrate that students are to write the cashier'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 cashier. Start the conversation by saying *Hi, I paid \$2.99 for this tape measure on Monday. I think I was overcharged.* Point to the tape measure in the ad and elicit from the volunteer the response *No, I'm sorry. That is the right price.*

(continued on p. 11)

Lesson Plan, Unit 4: Authentic practice 2 (for Student pages 50-51)–continued

- ▶ 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: In pairs, students role-play the situations in items 1 to 3. Have students change roles to play both the customer and the cashier. To review, have several volunteer pairs act out their conversations in front of the class.

If your students are ready ...

Culture / Civics note: It is important to read sale advertisements carefully. Sale prices are usually valid for only a limited time, sometimes for only one specific day. In addition, there may be limits on the number of items available at each store or that each customer may buy. Sometimes a special coupon or additional purchases may be required before the customer can get the lower price. Information explaining the sale price policy is often printed in very small text so that it is easy to overlook.

Writing

Procedure:

A. Look at the ad ...

- ▶ Have students look at the rain check while you read it out loud. Then read the question out loud and have students write the answer individually.
- ▶ To point out that documents use a variety of language, note *Sold-out item* here but *Item sold out* on the rain check on page 44.
- ▶ Have students check answers with a partner and then review as a class.

B. Collaborative activity ...

- ▶ To model the activity, copy the rain check on the board. Complete the rain check for a different item from the ad on page 50.
- ▶ Working in pairs, students complete the rain check. Circulate to offer help as needed.

Challenge: For extra practice, refer students to the rain check on page 142. Have students do Exercise B again. This time, students switch roles. Partner A asks for a rain check for a power drill and Partner B fills out the rain check on page 142.

Workbook Link: Exercises 11, 12, 13

▶ Do it yourself!

(A plan-ahead project) (Student page 51)

Suggested teaching time: 15 minutes

Your actual teaching time: _____

Procedure:

- ▶ Remind students ahead of time to bring to class ads from the newspaper or from neighborhood stores. (If students don't have their own ads, they can use the ad on page 51 or ads that you bring in to class.)
- ▶ To model the activity, hold up two ads displaying similar products. Compare the two ads by noting the prices of the items. For example, point to one ad and say *Great Hair shampoo is only \$1.89 at Discount Drugs. Great Hair shampoo is \$2.25 at Shopping Time Supermarket.*
- ▶ Divide the class into small groups and have students compare their advertisements.
- ▶ Walk around the room, offering help as needed.
- ▶ Have a volunteer from each group tell the class about their ads. They should include the names of the stores, the types of products they sell (drugs, tools, food, and so on), and some examples of good sale items.

Option: Have students use their ads to create conversations. Divide the class into pairs. Partner A writes the customer role and partner B writes the cashier role. The customer wants to buy an item that is sold out. The cashier offers a rain check. Have students use another sale item and switch roles to play both parts.

Workbook Link: Exercises 14, 15

Summary of Lesson Plan

► PROGRESS CHECK

Check assigned **Workbook** pages
Suggested teaching time: 20 minutes

► Review (Student page 52)

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

► UNIT REVIEW

Do it yourself! (Student page 53)

Includes expansion activities
 role play
 dialogues
 writing
 outside reading
 realia applications
 math skills applications
 civic lesson applications
 Booster Pak activities



Review (Student page 52)

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

Procedure:

A–E.

- Students work individually to complete the review exercises.
- Circulate to offer help as needed.
- Have students check their answers with a partner.
- To review, have volunteers read their answers out loud. Encourage students to explain their answers by asking *Why do you think so?*
- 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

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

Can you leave it here?

Was she driving an SUV?

Do you have any cheaper ones?

Will you give me a rain check?

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

(continued on p. 14)

► **Do it yourself!** (Student page 53)

Procedure:

1. Point. Name things in the picture.

- Hold up the illustration, point to the shampoo, and say *shampoo*. Have students point to and name other items in the picture, such as *a toothbrush, a hair dryer, and a camera*.

Option: Scavenger hunt game. Divide the class into groups of three. Have each group try to find each of the following items in the picture: *soap, shampoo, toothpaste, a toothbrush, deodorant, a coffeemaker, a comb, a brush, a thermometer, tissues, painkillers, cough medicine, a drugstore, a camera, batteries, a hair dryer, a brand, a price, a sale price*. Explain to students that five words in the list are not in the picture. The first group to find the fifteen items pictured is the winner.

2. Compare products in the picture.

- To model the task, point to the Kodiak cameras and the Presto cameras in the picture. Write on the board *The Kodiak cameras are more expensive than the Presto cameras*. Point to the two cameras again and say the word *cheap*. Elicit from the class the sentence *The Presto cameras are cheaper than the Kodiak cameras*.

Option: Word prompts. As a class, write a list of adjectives on the board that students could use to compare the products in the picture, such as *soft, expensive, cheap, good, powerful, good tasting / smelling, small, large*.

3. Create conversations for the people.

- To demonstrate that students should create conversations for the people, point to the female cashier and the male customer. Role-play a conversation with a more advanced student. For example, *Customer: Excuse me. How much are those cameras? Cashier: Which ones? Customer: The blue ones. Cashier: They're \$21.99.*

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 dialogue for each person but do not write the name. The next pair then reads each line of dialogue and writes the correct name of the speaker after each line.

4. Say more about the picture . . .

- Model the activity by brainstorming as a class more words about the picture. Encourage students to say anything they can, either single words or complete sentences. For example, students could point to a Discount Drugs toothbrush and say *a store brand* or they could point to the people in the store and say *They are inside*.

Option: Sentence cues. 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, *hair dryer*—*Excuse me. I'm looking for a hair dryer.*

Oral test (optional)

Use the *Do it yourself!* illustration on this page as an oral test. Have students ask and answer questions about the products using *Which* and *one / ones*. For example, students could say *A: Which toothbrush do you want? B: The green one.* Evaluate students on correctness, intelligibility, and completeness.