

TEACHER'S GUIDE

600+
multilevel
activities

SIDE by SIDE

Plus

BOOK 1

Life Skills, Standards, &
Test Prep



Steven J. Molinsky • Bill Bliss

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SIDE *by* SIDE Plus

BOOK 1

**Life Skills, Standards, &
Test Prep**



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UNIT 8 OVERVIEW: Text Pages 67–76d

GRAMMAR

SINGULAR/PLURAL

[s]	I'm looking for a coat. Coats are over there.
[z]	I'm looking for an umbrella. Umbrellas are over there.
[ɪz]	I'm looking for a dress. Dresses are over there.

THIS/THAT/THESE/THOSE

Is this your umbrella? That umbrella is brown.
Are these your boots? Those boots are dirty.

ADJECTIVES

This is a **purple** jacket.
These are **green** gloves.

FUNCTIONS

OFFERING TO HELP

May I help you?
Can I help you?
Yes, please.

EXPRESSING WANT-DESIRE

I'm looking for a *jacket*.
I'm looking for a *brown umbrella* for my son.

DESCRIBING

Here's a nice *jacket*.
But this is a *PURPLE jacket!*
But these are *GREEN gloves!*
That *umbrella* is *brown*.
Those *boots* are *dirty*.

EXPRESSING AGREEMENT

You're right.

EXPRESSING DISAGREEMENT

I don't think so.

ASKING FOR AND REPORTING INFORMATION

Is this your *umbrella*?
No, it isn't.
Are these your *boots*?
No, they aren't.

INQUIRING ABOUT CERTAINTY

Are you sure?

EXPRESSING CERTAINTY

I think *that's my jacket*.

APOLOGIZING

I'm sorry.

ADMITTING AN ERROR

I guess I made a mistake.

ATTRACTING ATTENTION

Excuse me.

EXPRESSING SURPRISE-DISBELIEF

But this is a PURPLE jacket!

COMPLIMENTING

That's a very nice _____!
Thanks.
Those are very nice _____!
Thanks.

NEW VOCABULARY

Clothing

belt
blouse
boot
bracelet
briefcase
coat
dress
earring
glasses
glove
hat
jacket
jeans
mitten
necklace
pajamas
pants
pocketbook
purse
raincoat
shirt
shoe
skirt
sock
sports jacket
stocking
suit
sunglasses
sweater
tie
umbrella
watch

Colors

black
blue
brown
gold

gray
green
orange
pink
purple
red
silver
white
yellow

Adjectives

clean
dirty
empty
frustrated
inexpensive
polka dot
popular
ripped
striped
sure

People

boy
child
person

Materials

cotton
leather
vinyl
wool

Everyday Activities

getting dressed
looking for
think

Time Words

morning
year

Demonstratives

this
that
these
those

Miscellaneous

clothesline
dry cleaner's
gift
lost and found
mouse
nothing
pair (of)
something
tooth
trouble
work (n)

EXPRESSIONS

Can I help you?
having a difficult time
having a lot of trouble
I don't think so.
I guess I made a mistake.
May I help you?
Oh.
over there
please
That's okay.
You're right.

VOCABULARY PREVIEW

You may want to introduce these words before beginning the unit, or you may choose to wait until they first occur in a specific lesson. If you choose to introduce them at this point, here are some suggestions:

1. Have students look at the illustrations on text page 67 and identify the words they already know.
2. Present the vocabulary. Say each word and have the class repeat it chorally and individually. Check students' understanding and pronunciation of the words.
3. Practice the vocabulary as a class, in pairs, or in small groups. Have students cover the word list and look at the pictures. Practice the words in the following ways:
 - Say a word and have students tell the number of the illustration.
 - Give the number of an illustration and have students say the word.

Text Pages 68–69: Clothing/Shirts Are Over There

FOCUS

- Articles of Clothing
- Singular/Plural
- Indefinite Articles: *a / an*

CLOSE UP

RULE: When a noun ends in a voiceless consonant sound [p, k, t], the plural ending is pronounced [s].

EXAMPLES: coats
socks

RULE: When a noun ends in a voiced consonant [b, d, g, m, n, r, l, v], or vowel sound, the plural ending is pronounced [z].

EXAMPLES: mittens
sweaters
ties
umbrellas

RULE: When a noun ends with a sibilant [s, z, š, ž, č, j], the plural ending is pronounced [ɪz], which forms an additional syllable on the end of the noun.

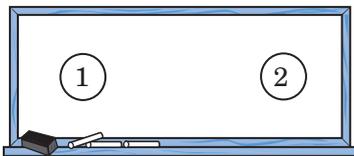
EXAMPLES: glasses
watches

RULE: Some nouns have irregular plural forms.

EXAMPLES: a man – men
a woman – women
a child – children
a person – people
a tooth – teeth
a mouse – mice

GETTING READY

1. Present the vocabulary on text page 68. Use the illustrations in the book, your own visuals, or real articles of clothing.
 - a. Point to an article of clothing and say the new word several times. Whenever possible, also point to a student who is wearing that article of clothing.
 - b. Have students repeat the new word chorally and individually.
2. Introduce the three different pronunciations of the plural as they are shown on text page 69. Practice each final sound separately.
 - a. Begin with the final [s] sound. Say the singular and plural form of each noun. Then say the words again and have students repeat after you chorally and individually. Point out the articles *a* and *an*.
 - b. Same as above for the words in the [z] column and the [ɪz] column.
3. Give students practice listening to singulars and plurals.
 - a. Write on the board:

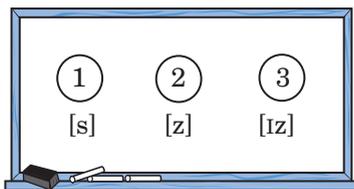


Have students listen as you read the plural nouns at the top of text page 69 in mixed-up order. For each word, have students say:

“One” if they think the noun is singular.

“Two” if they think the noun is plural.

- b. Write on the board:



Have students listen as you read the plural nouns at the top of text page 69 in mixed-up order. For each noun have students say:

“One” if they hear a final [s] sound.

“Two” if they hear a final [z] sound.

“Three” if they hear a final [ɪz] sound.

4. Give students practice saying the final plural sounds. Say the singular form of words at the top of text page 69 and call on students to give the plural.
5. Introduce irregular plurals. Point out the irregular plural nouns at the bottom of page 69. Say the singular and plural forms and have students repeat after you. Practice by saying the singular form and have students tell you the plural form and vice versa.

INTRODUCING THE MODELS

There are three model conversations. Introduce and practice each model before going on to the next. For each model:

1. Have students look at the model illustration.
2. Set the scene: “A salesperson and a customer are talking in a department store.”
3. Present the model.
4. Full-Class Repetition.
5. Ask students if they have any questions. Check understanding of new vocabulary: *looking for, over there*.
6. Group Choral Repetition.
7. Choral Conversation.
8. Call on one or two pairs of students to present the dialog.

(For additional practice, do Choral Conversation in small groups or by rows.)

SIDE BY SIDE EXERCISES

Examples

1. A. Excuse me. I’m looking for a coat.
B. Coats are over there.
A. Thanks.
2. A. Excuse me. I’m looking for an umbrella.
B. Umbrellas are over there.
A. Thanks.
3. A. Excuse me. I’m looking for a watch.
B. Watches are over there.
A. Thanks.

- Exercise 1:** Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation practice.
- Exercise 2:** Same as above.
- Exercises 3–8:** Either Full Class Practice or Pair Practice.

Put These Words in the Correct Column

- Divide the class into pairs.
- Have pairs pronounce the words listed and write them in the appropriate columns.
- Have the pairs share their lists with the class.

Answer Key

[s]	[z]	[Iz]
boots	earrings	briefcases
pants	gloves	glasses
socks	shoes	purses

WORKBOOK

Pages 50–51



1. Remember the Words! ★

- Tell students to spend one minute looking very carefully at text page 68.
- Have students close their books and write down as many words from the page as they can remember.
- As a class, in pairs, or in small groups, have students read their lists.
- Call on students to come to the board and write their list of words. Have the class check the spelling of the words.

2. Clap in Rhythm ★

Object: Once a clapping rhythm is established, the students must continue naming different articles of clothing.

- Have students sit in a circle.
- Establish a steady even beat—one-two-three-four, one-two-three-four—by having students clap their hands to their laps twice and then clap their hands together twice. Repeat throughout the game, maintaining the same rhythm.
- The object is for each student in turn to name a clothing word each time the hands are clapped together twice. Nothing is said when students clap their hands on their laps.

Note: The beat never stops! If a student misses a beat, he or she can either wait for the next beat or else pass to the next student.

3. Drawing Game ★★

- Write the names of articles of clothing on two sets of separate cards.
- Place the two piles of cards on a table or desk in the front of the room. Also have a pad of paper and pencil next to each team's set of cards.
- Divide the class into teams. Have each team sit together in a different part of the room.
- When you say "Go!" a person from each team comes to the front of his or her team, picks a card from the pile, and draws the article of clothing. The rest of the team then guesses what the article of clothing is.
- When a team correctly guesses the article of clothing, another team member picks a card and draws the item written on that card.
- Continue until each team has guessed all the articles of clothing in their pile.

The team that guesses the articles of clothing in the shortest time wins the game.

(continued)

EXPANSION ACTIVITIES (Continued)

4. What's the Word? ★

Point to articles of clothing that people in the class are wearing. Have one student say the word for that article of clothing. Have another student give the plural form of that word.

Variation: Do the activity as a game with competing teams. Have two members of each team come to the front of the room and give the singular and plural forms of the words. The team with the most correct answers wins the game.

5. Letter Game ★

- Divide the class into teams.
- Say: "I'm thinking of an article of clothing that starts with *c*."
- The first person to raise his or her hand and guess correctly [*coat*] wins a point for his or her team.
- Continue with other letters of the alphabet and clothing items.

The team that gets the most correct answers wins the game.

6. Dictation with Plurals ★★

- Have students draw three columns on a piece of paper. Have students write /s/ at the top of the left column, /z/ at the top of the middle column, and /ɪz/ at the top of the right column.
- Call out plurals from pages 68–69. Have students write the word under the appropriate column. For example:

/s/	/z/	/ɪz/
shirts	shoes	dresses

7. Men, Women, or Both? ★★

- Have students take a piece of paper and draw two lines down the center of the page. Have them write Men at the top of the left column, Women at the top of the middle column, and Both at the top of the right column.

- Dictate various clothing words. For example:

suit
dress
shirt
tie

- Have students write the items in the appropriate columns.
- At the end of the dictation, have students compare their lists.

8. Miming Game ★★

- Write down on cards the following items:

tie	belt	pants
socks	shoes	shirt
earrings	necklace	bracelet
hat	coat	gloves
purse	glasses	watch
umbrella	boots	mittens
skirt	stockings	

- Have students take turns picking a card from the pile and pantomiming someone putting on or holding that item.
- The class must guess what the word is.

Variation: This can be done as a game with competing teams.

Text Page 70: I'm Looking for a Jacket

FOCUS

- Colors
- Singular/Plural
- Articles of Clothing

CLOSE UP

RULE: Adjectives and colors come before the noun they describe.

EXAMPLES: But this is a **purple jacket!**
Purple jackets are very popular this year.

RULE: *This* is a demonstrative that refers to a singular object near the speaker.

EXAMPLES: But **this** is a pink belt! (*The speaker is either holding or is very close to the belt.*)

GETTING READY

Teach the colors at the top of the page. Use visuals or real objects and clothing items in the classroom. As you say each new word, have students listen and repeat chorally and individually.

INTRODUCING THE MODEL

1. Have students look at the model illustration.
2. Set the scene: "A salesperson and a customer are talking in a department store."
3. Present the model.

Pronunciation Note

The pronunciation focus of Chapter 8 is **Emphasized Words** (text page 76). You should model this pronunciation at this

point (*But this is a PURPLE jacket!*) and encourage students to incorporate it into their language practice. In this textbook, emphasized words are spelled with all capital letters as a way of visually showing their prominence in the sentence.

4. Full-Class Repetition.
5. Ask students if they have any questions. Check understanding of new vocabulary: *May I help you? please, looking for, here's, this, That's okay, popular, this year.*
6. Group Choral Repetition.
7. Choral Conversation.
8. Call on one or two pairs of students to present the dialog.
(For additional practice, do Choral Conversation in small groups or by rows.)

SIDE BY SIDE EXERCISES

Examples

- A. May I help you?
B. Yes, please. I'm looking for a suit.
A. Here's a nice suit.
B. But this is a RED suit!
A. That's okay. Red suits are very POPULAR this year.
- A. May I help you?
B. Yes, please. I'm looking for a tie.
A. Here's a nice tie.
B. But this is a WHITE tie!
A. That's okay. White ties are very POPULAR this year.

- Exercise 1:** Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation practice.
- Exercise 2:** Same as above.
- Exercises 3–8:** Either Full-Class Practice or Pair Practice.

New Vocabulary

7. striped 8. polka dot

WORKBOOK

Page 52

EXPANSION ACTIVITIES

1. What's the Color? ★

Point to articles of clothing or any item in the classroom. Have students tell you the color.

2. Guess What I See! ★★

- Divide the class into pairs or small groups.
- Have students take turns selecting clothing that classmates are wearing and saying: "I see something (*color*)!"
- The other student must then guess which article of clothing the other sees. For example:

I see something red. (*Maria's belt*)
I see something green. (*Tom's shirt*)

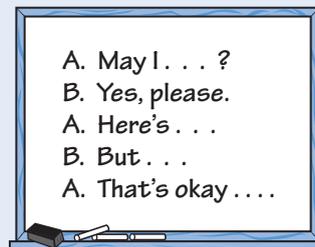
3. Listen and Match ★

- Have students look at the illustrations on page 68.
- Describe an article of clothing and its color and have students listen and point to the item you're describing.

Variation: ★★ Have students work in pairs, taking turns describing and identifying the items.

4. Department Store Role Play ★★★

- Write the following on the board:



- Make word cards or visual of articles of clothing with unusual colors or patterns.
- Divide the class into pairs.
- Give each pair a word card or visual and have them create a role play between a salesperson and a customer in a store, using the dialog framework on the board as a guide.
- Call on different pairs to present their role plays to the class.

5. Correct the Statement! ★★

- a. Make statements about students in the class. Some statements should be true, and others false. Have students respond to your statements. If a statement is false, a student should correct it. For example:

Teacher: Michael is wearing black shoes.

Student: That's right.

Teacher: Carla is wearing a red blouse.

Student: No, she isn't. She's wearing a white blouse.

Variation 1: ★★★ Have students make statements for others to react to.

Variation 2: Do the activity as a game with competing teams.

6. What's Everybody Wearing? ★★★

- a. Have each student choose another student to describe in writing. The student should not mention the name of the person. For example:

He's wearing black pants, a gray sweater, and white sneakers.

- b. Have students take turns reading their descriptions aloud. The class must listen and identify the student being described.

Text Page 71: I'm Looking for a Pair of Gloves

FOCUS

- *A pair of* with Articles of Clothing

CLOSE UP

RULE: *A pair* refers to a set of two. *A pair* is singular in quantity and takes a singular verb.

EXAMPLES: Here **is** (Here's) a nice **pair** of gloves.
Here **is** (Here's) a nice **pair** of pants.

RULE: *These* is a demonstrative that refers to objects near the speaker.

EXAMPLE: But **these** are orange earrings! (*The speaker is either holding or is very close to the earrings.*)

GETTING READY

Introduce *a pair of* by pointing out examples in the classroom. For example:

a pair of pants
a pair of shoes
a pair of socks

Have students repeat after you chorally and individually.

INTRODUCING THE MODEL

1. Have students look at the model illustration.
2. Set the scene: "A salesperson and a customer are talking in a department store."
3. Present the model.
4. Full-Class Repetition.
5. Ask students if they have any questions. Check understanding of new vocabulary: *Can I help you? a pair of, these.*
6. Group Choral Repetition.
7. Choral Conversation.

8. Call on one or two pairs of students to present the dialog.

(For additional practice, do Choral Conversation in small groups or by rows.)

SIDE BY SIDE EXERCISES

Examples

1. A. Can I help you?
B. Yes, please. I'm looking for a pair of shoes.
A. Here's a nice pair of shoes.
B. But these are **YELLOW** shoes!
A. That's okay. Yellow shoes are very **POPULAR** this year.
2. A. Can I help you?
B. Yes, please. I'm looking for a pair of boots.
A. Here's a nice pair of boots.
B. But these are **BLUE** boots!
A. That's okay. Blue boots are very **POPULAR** this year.

- Exercise 1:** Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation practice.
- Exercise 2:** Same as above.
- Exercises 3-8:** Either Full-Class Practice or Pair Practice.

New Vocabulary

8. pajamas

How About You?

Have students answer the questions in pairs or as a class.

WORKBOOK

Page 53

EXPANSION ACTIVITIES

1. Describe the Picture! ★★

Bring in pictures from magazines, newspapers, or mail order clothing catalogs that depict clothing items. As a class, in pairs, or in small groups, have students describe what the people in the pictures are wearing.

2. Guess Who! ★★

- Describe the clothing of someone else in the class. Have students listen and guess who you are describing. For example:

She's wearing a red dress and a gold watch.
He's wearing blue socks.

- Call on students to describe the clothing of someone in the class. Have the other students guess who it is.

3. Chain Game ★★

In this game, students practice all the vocabulary for clothing.

- Begin the game by saying:
"I'm in the department store and I'm looking for a (shirt)."
- Have each student take a turn in which he or she repeats what the person before has said and adds an article of clothing. For example:

"I'm in the department store and I'm looking for a (shirt) and a (pair of pants)."

"I'm in the department store and I'm looking for a (shirt), a (pair of pants), and a (watch)."

4. True or False? ★★

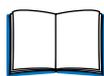
- Bring in pictures from magazines, newspapers, or mail order clothing catalogs that depict clothing items.
- Make statements about the pictures and have students tell you "True" or "False." If the statement is false, have students correct it.

Variation: ★★★ Call on students to make true or false statements about the pictures and have other students respond.

5. What's My Partner Wearing? ★★★

Have pairs of students sit back-to-back and describe what each other is wearing.

Note: To make this activity more fun, don't tell students beforehand what they're going to do so that they won't look carefully at their partner's clothes.



READING *Nothing to Wear*

FOCUS

- Singular/Plural

NEW VOCABULARY

clean	getting dressed	ripped
clothesline	having a	something
dirty	difficult time	sports jacket
dry cleaner's	morning	this morning
empty	nothing	work

READING THE STORY

Optional: Preview the story by having students talk about the story title and/or illustration. You may choose to introduce new vocabulary beforehand, or have students encounter the new vocabulary within the context of the reading.

1. Have students read silently, or follow along silently as the story is read aloud by you, by one or more students, or on the audio program.
2. Ask students if they have any questions. Check understanding of vocabulary.
3. Check students' comprehension, using some or all of the following questions:
 - Why is Fred upset?
 - Is there a clean shirt in Fred's closet?
 - Why not?
 - Is there a sports jacket?
 - Why not?
 - Is there a pair of pants for Fred to wear?
 - Why not?
 - Is there a pair of socks?
 - Why not?

✓ READING CHECK-UP

CHOOSE

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

WHICH WORD DOESN'T BELONG?

Example: jeans (The others are worn on the feet.)

1. c (The others are clothing items.)
2. b (The others are jewelry items.)
3. d (The others are clothes for women.)
4. a (The others are colors.)
5. d (The others come in pairs.)

READING EXTENSION

1. Divide the class into pairs.
2. Tell students that Fred is finally going to work, and he's wearing the clothes that are in his house. Have the pairs work together to draw a picture and write a description of what Fred is wearing.
3. Have students share their ideas in small groups or with the class.

Text Page 73: Excuse Me. I Think That's My Jacket.

FOCUS

- This/That/These/Those

CLOSE UP

RULE: *This* and *These* are demonstratives that refer to objects that are close to the speaker (usually within arm's reach).

EXAMPLES: **This** is my jacket. (*The jacket is close to the speaker.*)
Those are my gloves. (*The gloves are close to the speaker.*)

RULE: *That* and *Those* are demonstratives that refer to objects that are not close to the speaker (further than arm's reach).

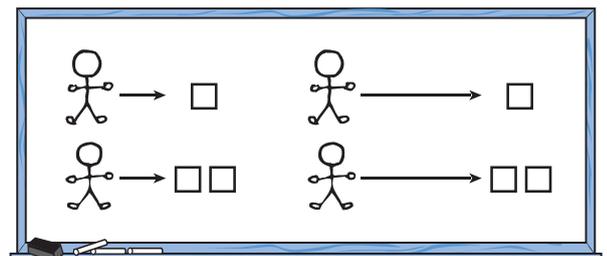
EXAMPLES: **That's** my jacket. (*The jacket is not close to the speaker.*)
Those are my gloves. (*The gloves are not close to the speaker.*)

RULE: *That* is the only demonstrative that can contract with the verb *to be*.

EXAMPLE: I think **that's** (that is) my coat.

GETTING READY

1. Introduce the word *this*.
 - a. Hold up a book (or a pen or other object) and say: "*this* book."
 - b. Give the book to several students. Have each student repeat "*this* book" while holding the book.
2. Introduce the word *that*.
 - a. Put the same book (used for *this*) some distance away from you and the students. Point to the book and say: "*that* book."
 - b. Have students point to the book and repeat: "*that* book" chorally and individually.
3. Introduce the words *these* and *those* the same way, using several books (or pens or other objects).
4. Put the following stick figures on the board to summarize the meanings of *this*, *that*, *these*, and *those*:



INTRODUCING THE MODELS

There are two model conversations. Introduce and practice each model before going on to the next. For each model:

1. Have students look at the model illustration.
2. Set the scene: “Two people are talking.”
3. Present the model.
4. Full-Class Repetition.
5. Ask students if they have any questions. Check understanding of new vocabulary: *this, that, think, Hmm, I don't think so, Oh, You're right, I guess I made a mistake.*

Language Note

“That’s my jacket” and “This is my jacket” are very direct statements. As a way of softening these statements, to make them less blunt and more polite, the speakers preface them with “I think.” This way, the speakers are being polite, leaving open the possibility for correction.

6. Group Choral Repetition.
7. Choral Conversation.
8. Call on one or two pairs of students to present the dialog.
(For additional practice, do Choral Conversation in small groups or by rows.)

SIDE BY SIDE EXERCISES

Examples

1. A. Excuse me. I think that’s my hat.
B. Hmm. I don’t think so. I think this is MY hat.
A. Oh. You’re right. I guess I made a mistake.
2. A. Excuse me. I think those are my boots.
B. Hmm. I don’t think so. I think these are MY boots.
A. Oh. You’re right. I guess I made a mistake.

1. **Exercise 1:** Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation practice.
2. **Exercise 2:** Same as above.
3. **Exercises 3–7:** Either Full-Class or Pair Practice.

New Vocabulary

7. sunglasses

4. **Exercise 8:** Have students use the model as a guide to create their own conversations, using vocabulary of their choice. (They can use any objects or articles of clothing they wish. Encourage students to use dictionaries to find new words they want to use.) This exercise can be done orally in class or for written homework. If you assign it for homework, do one example in class to make sure students understand what’s expected. Have students present their conversations in class the next day.

WORKBOOK

Pages 54–56

EXPANSION ACTIVITIES

1. Category Dictation ★★

- a. Write on the board:



- b. Have students draw two columns on a piece of paper. At the top of one column, have them write near, and at the top of the other column, have them write far.
- c. Dictate phrases and have students write them in the appropriate column. For example:

near

this hat

these blouses

this boot

far

those boots

that shirt

those socks

2. Role Play ★★★

- a. Review the model conversations on text page 73 and then have students close their books.
- b. Call on different pairs of students to come to the front of the class and act out similar conversations, using real objects for props (for example: gloves, a hat, an umbrella, a purse, a book, a pair of glasses).

Text Page 74: Lost and Found

FOCUS

- Review of This/That/These/Those

GETTING READY

Using visuals or realia, review the following adjectives:

new–old
beautiful–ugly
large/big–small/little
expensive–cheap

INTRODUCING THE MODELS

There are two model conversations. Introduce and practice each model before going on to the next. For each model:

1. Have students look at the model illustration.
2. Set the scene: “People are at the Lost and Found department.”
3. Present the model.
4. Full-Class Repetition.
5. Ask students if they have any questions. Check understanding of new vocabulary: *sure*.

Culture Note

Lost and Found: Many restaurants, large stores, and other public buildings in the United States have *Lost and Found* departments where people may turn in and pick up lost items.

6. Group Choral Repetition.
7. Choral Conversation.
8. Call on one or two pairs of students to present the dialog.

(For additional practice, do Choral Conversation in small groups or by rows.)

SIDE BY SIDE EXERCISES

Examples

In these exercises, students use colors or adjectives of their choice.

Possible Conversations:

1. A. Is this your watch?
B. No, it isn't.
A. Are you sure?
B. Yes. **THAT** watch is **OLD**, and **MY** watch is **NEW**. /
Yes. **THAT** watch is **SILVER**, and **MY** watch is **GOLD**.
2. A. Are these your gloves?
B. No, they aren't.
A. Are you sure?
B. Yes. **THOSE** gloves are **BROWN**, and **MY** gloves are **BLACK**. /
Yes. **THOSE** gloves are **SMALL**, and **MY** gloves are **LARGE**.

1. **Exercise 1:** Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation practice.
2. **Exercise 2:** Same as above.
3. **Exercises 3–4:** Either Full-Class Practice or Pair Practice.
4. **Exercise 5:** Have students create two dialogs, using the models as a guide and using vocabulary of their choice, one dialog using *this* and *that*, the other using *these* and *those*. Encourage students to use dictionaries to find new words they want to use. This exercise can be done orally in class or for written homework. If you assign it for homework, do one example in class to make sure students understand what's expected. Have students present their conversations in class the next day.

WORKBOOK

Pages 57–59

EXPANSION ACTIVITIES

1. Scrambled Dialog ★

- Write each line of the two model conversations from page 74 on a separate card. Scramble the cards.
- Give the cards to eight students. Have them unscramble the lines and put together the two conversations.
- Form pairs and have each pair read a conversation.

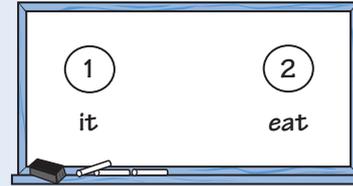
2. Pronunciation Practice ★★

The following groups of words have the sound [ɪ] as in *this* and [i] as in *these*. Write some or all of these words on the board and have students practice saying these sounds.

[ɪ] – “this”		[i] – “these”
single	sister	she
sit	hospital	he
mistake	it’s	sleeping
swimming	little	reading
big		eating
in		feeding
thin		easy
kitchen		cleaning
sink		teeth
living room		cheap
miss		beach
busy		between

3. Listening Practice ★★★

Write on the board:



Have students listen as you read the following words. For each word, have students say “one” if the word has the same sound as in *it*, or “two” if the word has the same sound as in *eat*.

big, miss, he, cheap, sister, beach, she, thin, sink, teeth, swimming, easy

4. Role Play ★★★

- Review the model conversations on text page 74 and then have students close their books.
- Call on different pairs of students to come to the front of the class and act out conversations, using real objects belonging to them. Encourage students to expand the conversations any way they wish.

How to Say It!

Complimenting: “That’s a very nice _____!” is a common way to compliment. It is customary to respond to a compliment by saying “Thank you” or “Thanks.”

- Have students look at the illustration.
- Set the scene: “Two friends are talking.”
- Present the first model.
- Full-Class Repetition.
- Group Choral Repetition.
- Choral Conversation.
- Call on one or two pairs of students to present the dialog.
- Present and practice the second conversation in the same way.
- Have students walk around the classroom complimenting each other.
- Call on several pairs of students to present their *complimentary* conversations to the class.



READING *Holiday Shopping*

FOCUS

- Singular/Plural

NEW VOCABULARY

cotton	inexpensive	vinyl
frustrated	leather	wool
gift	raincoat	
holiday	trouble	

READING THE STORY

Optional: Preview the story by having students talk about the story title and/or illustration. You may choose to introduce new vocabulary beforehand, or have students encounter the new vocabulary within the context of the reading.

1. Have students read silently, or follow along silently as the story is read aloud by you, by one or more students, or on the audio program.
2. Ask students if they have any questions. Check understanding of vocabulary.

✓ READING CHECK-UP

Q & A

1. Call on a pair of students to present the model.
2. Have students work in pairs to create new dialogs.
3. Call on pairs to present their new dialogs to the class.

READING EXTENSION

Ask students the following questions:

- What's another title for the story?
- What's the big *shopping* holiday in your country?
- What's your favorite store for buying gifts?



LISTENING

WHAT'S THE WORD?

Listen and choose the correct answer.

1. A. May I help you?
B. Yes, please. I'm looking for a blouse.
2. A. Can I help you?
B. Yes, please. I'm looking for a pair of boots.
3. A. May I help you?
B. Yes, please. I'm looking for a necklace.
4. A. Can I help you?
B. Yes, please. I'm looking for a raincoat.
5. A. May I help you?
B. Yes, please. I'm looking for a pair of stockings.
6. A. Can I help you?
B. Yes, please. I'm looking for a shirt.

Answers

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

WHICH WORD DO YOU HEAR?

Listen and choose the correct answer.

1. These jackets are expensive.
2. I'm looking for a leather belt.

3. I'm wearing my new wool sweater.
4. Suits are over there.
5. Is this your shoe?
6. Polka dot ties are very popular this year.

Answers

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



PRONUNCIATION

Emphasized Words: A speaker can give emphasis to certain words to stress their importance or to contrast information. To give emphasis to a word, the speaker says it louder and with a higher pitch than the other words in the sentence. For example:

THAT umbrella is **BROWN**, and **MY** umbrella is **BLACK**.

Focus on Listening

Practice the sentences in the left column. Say each sentence or play the audio one or more times. Have students listen carefully and repeat.

Focus on Pronunciation

Practice the sentences in the right column. Have students say each sentence and then listen carefully as you say it or play the audio.

If you wish, have students continue practicing the sentences to improve their pronunciation.



JOURNAL

Have students write their journal entries at home or in class. Encourage students to use a dictionary to look up words they would like to use. Students can share their written work with other students if appropriate. Have students discuss what they have written as a class, in pairs, or in small groups.

WORKBOOK

Check-Up Test: Pages 60–61



GRAMMAR FOCUS

Answers

- | | |
|---------------------|--------------------|
| 1. shirt | 8. this |
| 2. are | 9. Those |
| 3. necklace | 10. That's |
| 4. umbrella | 11. This |
| 5. Blouses | 12. Those are |
| 6. gloves | 13. That's |
| 7. dress, dress, is | 14. These, mittens |

MULTILEVEL VARIATION ★★★

Challenge *above-level* students to cover the grammar boxes as they complete the grammar exercises.

Note: Before you begin this lesson, you may want to review numbers by doing the following activity.

CIRCLE COUNTING

Have students sit in a circle. (For larger classes, have students sit in two circles.) Student 1 starts counting: “One.” Student 2 continues: “Two.” Students continue counting around the circle, stopping at 10.

Variations:

Have students go around the circle, counting backwards or counting by intervals (of 2, 3, 4, 6, or 7).

1 MONEY Coins



Culture Note: Important figures in American history are depicted on U.S. coins. Abraham Lincoln (1809–1865) is on the penny. He was the 16th president of the United States. He was president during the Civil War. Thomas Jefferson (1743–1826) is on the nickel. He was the 3rd president of the United States. Franklin Delano Roosevelt (1882–1945) is on the dime. He was the 32nd president of the United States. George Washington (1732–1799) is on the quarter. He was the 1st president of the United States.

Practice.

- If you have some U.S. coins, show them to the class. Hold up each coin and ask: “What is this?” (It’s a nickel.) “How much is this?” (Five cents.) Write the money amount on the board two ways—with the cent sign and the dollar sign. Point out that a decimal point is used with the dollar sign. Point out how the cent sign follows the number and the dollar sign precedes the number.
- Have students look at student text page 76a. Say each coin name and amount and have the class repeat chorally.

- To check comprehension, have students cover the vocabulary words, say the name of a coin, and have students point to the corresponding coin on page 76a.

Write the amount two ways.

- If students need help recognizing the coins, have the class identify the coins before students work individually to write the amounts.
- As students finish, call on them to write their answers on the board.

MULTILEVEL VARIATION ★★★

If *above-level* students finish ahead of other students, have them add up each line (items 1, 2, and 3 and items 4, 5, and 6) and write the total. (Line 1: 50¢/\$.50, Line 2: \$1.02)

Answers

- 25¢ \$.25
- 5¢ \$.05
- 20¢ \$.20
- 26¢ \$.26
- 60¢ \$.60
- 16¢ \$.16

2 MONEY Currency



Culture Note: Important figures in American history are also depicted on U.S. currency. In addition to being on the quarter, George Washington is also on the one-dollar bill. In addition to being on the penny, Abraham Lincoln is also on the five-dollar bill. Alexander Hamilton (1755–1804) is on the ten-dollar bill. He was an important politician in early U.S. history. Andrew Jackson (1767–1845) is on the twenty-dollar bill. He was the 7th president of the United States.

Practice.

- If you have some U.S. bills, show them to the class. Hold up each bill and ask: “What is this?” (It’s a one-dollar bill.) “How much is this?” (One dollar.) Write the money amount on the board with the dollar sign.

- Have students look at the bills on student text page 76a. Say each bill name and amount and have the class repeat chorally.
- To check comprehension, have students cover the vocabulary words, say the name of a bill, and have students point to the corresponding bill on page 76a.

Write the amount.

- If students need help recognizing the currency, have the class identify the bills before students work individually to write the amounts.
- As students finish, call on them to write their answers on the board.

MULTILEVEL VARIATION ★★★

If *above-level* students finish ahead of other students, have them add up the line (items 1, 2, 3, and 4) and write the total (\$43.35).

3 TEAMWORK Math: Addition Problems



Model the activity by calling on a pair of students to present the first addition problem (*a dime and a nickel*) and another pair to present the second problem (*a 5-dollar bill and a quarter*). Then have students walk around the room posing other math problems to one another. Call on several pairs to present their math addition problems to the class.

LIFE SKILLS ENRICHMENT

Money Match

Life Skills Worksheet 17

Make copies of Life Skills Worksheet 17 and give one to each student. Have students complete the worksheet as homework. In the next class, have students compare their answers in pairs.

EXPANSION ACTIVITIES

1. Naming Coins ★

Tell a student to close his or her eyes. Hand that student a coin. Have the student guess what the coin is by sense of touch only. If you have sufficient coins, have students play this game in pairs or small groups.

2. Counting Practice ★

If possible, have students take out all their U.S. coins (no bills) and count them out on their desks. If students don't have sufficient change, distribute small plastic bags of your own coins or play money, which students can return at the end of class.

3. Dictation ★★

Say dollar and cents amounts and have students write the amounts on a piece of paper.

Variation: Have students dictate amounts to the class.

4. What's the Total? ★★

Begin a math problem and have students say the total amount. For example:

<u>Teacher</u>	<u>Student</u>
a dime and two nickels	twenty cents
a five-dollar bill and a quarter	five dollars and twenty-five cents

Variation: Do this activity as a game with two teams. Limit the response time to 5 seconds to add challenge and excitement.

5. Money Match ★★

Activity Master 37

- Make a copy of Activity Master 37 and cut it into cards. Distribute the cards randomly, one to each student.
- Have students memorize the lines on their cards. Then have students circulate around the room, saying their lines until they find their match. Make sure students don't show their cards to their classmates since this is a listening and speaking exercise.

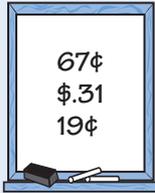
- c. When students have found their match, have them compare their cards and then come show you.

MULTILEVEL VARIATION ★

Below-level students can look at the cards as they do the activity.

6. Math Challenge ★★★

- a. Write coin amounts on the board. For example:



- b. Have students figure out how they can come to that total amount with the fewest number of coins. For example:

67¢: two quarters, a dime, a nickel, and two pennies

\$.31: a quarter, a nickel, and a penny

19¢: a dime, a nickel, and four pennies

4 CONVERSATION Asking About Prices in a Store



1. Before presenting the conversations, have students practice saying prices. Write several prices on the board. Say the prices and have students repeat. For example:



sixty-seven dollars
nineteen fifty
thirty-six twenty-five
forty-five ninety-nine

Continue by writing several other prices on the board and having students say the prices without your modeling them.

2. Have students look at the photographs and the price tags. Ask: “Where are they?” (In a clothing store.) “What are they doing?” (They’re talking about the clothing.)
3. Divide the class in half. Model line A of the first conversation and have Group 1 repeat. Model line B and have Group 2 repeat. Then model line A of the second conversation and have Group 2 repeat. Model line B and have Group 1 repeat. Point out that the first conversation is singular (*a blouse*) and the second conversation is plural (*pants*).
4. In pairs, have students practice the conversation as you circulate around the classroom, helping students as necessary.
5. Call on two students to present the first conversation to the class. Then call on two other students to present the second conversation.

Practice conversations with a classmate.

1. Have the class first identify all the clothing items in this exercise.
2. Call on one or two pairs of students to present the conversation with item 1.
3. Have students practice the conversations in pairs as you walk around the room, listening and helping as necessary.

MULTILEVEL VARIATION ★★★

After *above-level* students finish their conversations, have them make a list of the bills and coins they would need in order to pay for each item. For example:

1. \$17.00: a 10-dollar bill, a 5-dollar bill, and two 1-dollar bills
2. \$23.75: a 20-dollar bill, three 1-dollar bills, and three quarters

5 CONVERSATION Stating Clothing Needs



1. Have students look at clothing item 1. Ask: “What is it?” (A jacket.) “What color is it?” (Green.) “What size is it?” (Small.)
2. Model the conversation with a student volunteer. Then call on two other students to present the conversation again.
3. In pairs, have students practice the conversations as you circulate around the classroom, helping students as necessary.
4. Call on students to present their conversations to the class.

LIFE SKILLS ENRICHMENT

At a Clothing Store

Life Skills Worksheet 18

Make copies of Life Skills Worksheet 18 and give one to each student. Have students complete the worksheet as homework. In the next class, have students compare their answers in pairs.

MULTILEVEL VARIATION ★★★

To challenge *above-level* students, have them write two additional conversations about the two items not mentioned in conversations 1–8 on Life Skills Worksheet 18 (the men’s pajamas and the women’s watch).



1. Disappearing Dialog ★

Write the conversation from Exercise 5 on the board, using any clothing item and size you wish, and ask for two student volunteers to read the conversation. Erase a few of the words from the dialog and have two different students read the conversation. Erase more words and call on two more students to read the conversation. Continue erasing words and calling on pairs of students until everyone has had a turn and the dialog has *disappeared*.

2. Listen and Point ★

Say prices of the various items you see on student text page 76b and have students point to the photo of the item.

3. I See Colors! ★

Divide the class into pairs or small groups. Have students take turns selecting clothing classmates are wearing and saying: “I see something (color).” The partner must then guess which article of clothing the other “sees.” For example:

- A. I see something red.
- B. Jim’s sweater.

4. True or False? ★★

Make statements about the items on student text page 76b and have students decide if the statements are true or false. If a statement is false, have students correct it. For example:

- The necklace is nineteen dollars. [True.]
- The shoes are brown. [False. They’re black.]

Variation: Do the activity as a game with competing teams.

5. Category Dictation ★★

- a. Have students make two columns on a piece of paper and write the following at the top of each column:
 - How much are these . . . ?
 - How much is this . . . ?
- b. Dictate clothing items from Unit 8 and have students write them in the appropriate column.
- c. As a class, in pairs, or in small groups, have students check their work.

6. Information Gap ★★★

Activity Master 38

- a. Make multiple copies of Activity Master 38 and cut them in half (Advertisement A and Advertisement B).
- b. Divide the class into pairs. Give each partner a different advertisement—A or B. Have students ask about the missing prices on their advertisements. For example:
 - A. How much are the boots?
 - B. They’re ninety-nine ninety-nine.
- c. When the pairs have finished completing their advertisements, have them look at their partners’ advertisements to make sure they have written the prices correctly.

Look at the clothing tags and answer the questions.

1. Point to the clothing tags and ask students: “What are these?” (Clothing tags.) “What information do these tags tell you?” (The price, the color, and the size.)
2. Have students answer the questions individually and compare answers in pairs.

Answers

- | | |
|------------|------------|
| 1. medium | 4. 32 |
| 2. \$21.99 | 5. \$36.00 |
| 3. blue | 6. \$22.00 |

Look at the store receipt and answer the questions.

1. Point to the receipt and ask students: “What’s this?” (A receipt.) “Where do you get receipts?” (In stores.) “What does a receipt tell you?” (What you bought at the store and how much you paid.) “Is there a sales tax in our state? How much is it?” “What is the subtotal?” (The cost of the clothing before tax.)
2. Have students answer the questions individually and compare answers in pairs.

Answers

- | | |
|------------|-------------|
| 7. \$24.95 | 9. \$2.10 |
| 8. \$16.95 | 10. \$44.00 |

Look at the ad and answer the questions.

1. Point to the ad and ask students: “What’s this?” (An ad.) Write the abbreviation *Reg.* on the board and ask: “What does this mean?”
2. Have students answer the questions individually and compare answers in pairs.

Answers

11. small, medium, large, extra-large
12. \$14.99
13. \$9.99
14. \$24.99

LIFE SKILLS ENRICHMENT

Clothing Tags and Receipts

Life Skills Worksheet 19

Make copies of Life Skills Worksheet 19 and give one to each student. Have students complete the worksheet as homework. In the next class, have students compare their answers in pairs.

Clothing Store Ad

Life Skills Worksheet 20

Make copies of Life Skills Worksheet 20 and give one to each student. Have students complete the worksheet as homework. In the next class, have students compare their answers in pairs.

EXPANSION ACTIVITIES

1. Listen for the Price ★

- a. Read the following sentences and have students write down the price they hear:

Women's blouses are now on sale for \$19.99.
The subtotal is \$15.25.
The sales tax is \$2.50.
The price is now only \$43.88.
The regular price is \$37.00.
Men's suits are now on sale for \$99.99.
The total is \$52.62.
The sales tax is \$5.75.
The price is now only \$83.00.
The regular price of women's boots is \$69.75.

- b. Have pairs of students check each other's answers after each line.

2. Listen and Point ★★

Make statements about the clothing tags on student text page 76b or 76c. Have students listen and point to the corresponding price tag. For example:

Text Page 76b

The color is pink.
The color is blue.
The price is twenty-one dollars.
The price is thirty-four ninety-nine.
The size is large.
The size is 32 waist and 34 length.

Text Page 76c

The color is white.
The price is twenty-one ninety-nine.
The color is blue.
The size is 32.
The size is medium.
The old price is thirty-six dollars.
The price is now twenty-two dollars.

3. Pair Interviews ★★

Write the following questions on the board. Have students interview each other in pairs. Then ask students to report the names of the stores and the time of the best sales.

What's your favorite clothing store?
Where are there good clothing sales?
In what months are there good clothing sales?

4. Match Game: Clothing Tags ★★★

Activity Masters 39 and 40

- a. Make copies of Activity Masters 39 and 40, cut them into cards, and distribute the cards randomly, one to each student.
- b. Write the following questions on the board:

What color are you looking for?
What size are you looking for?
How much is it?

- c. Have students circulate around the room, asking one another the questions on the board and trying to find their matching clothing tag. Make sure students don't show their cards to their classmates since this is a listening and speaking exercise.
- d. When students have found their match, have them compare their tags and then come show you.

5. Read the Ads ★★★

Bring to class some clothing ads from the newspaper. Make multiple copies and distribute to students. Ask students questions such as the following:

How much are the _____ ?
What is the sale price of the _____ ?
How much are the _____ now?
What sizes are the _____ ?

CHECK-UP TEST **A** **B** **C** **D**

Note: Have students use pencils for the check-up test.

1. Read item number 1 aloud. After students have identified the correct answer, show them how to fill in the bubble on the Answer Sheet.
2. Have students do the check-up test and then review the answers as a class.

Answers

- | | |
|------|-------|
| 1. C | 6. C |
| 2. B | 7. B |
| 3. D | 8. D |
| 4. A | 9. A |
| 5. B | 10. C |

SKILLS CHECK 

Words:

Explain to students that this is a list of words they have learned in the unit. Have students take turns reading each item aloud to the class. Have students put a check next to the item if they feel they have learned it. Encourage students to get a small notebook where they can write down words that are difficult for them.

I can:

Explain to students that this is a list of skills they have learned in the unit. Read each item aloud to the class. Ask students to demonstrate the skill. For example:

Teacher: I can express clothing needs.

Student A: I'm looking for a blouse.

Student B: How much are these pants?

Have students put a check next to the item if they feel they have learned it. Use this information to determine which lessons you may want to review or reinforce for the entire class or for particular students

EXPANSION ACTIVITIES

1. Do You Remember the Words? ★

Check students' retention of the vocabulary depicted on the opening page of Unit 8 by doing the following activity:

- a. Have students open their books to page 67 and cover the list of vocabulary words.
- b. Either call out a number and have students tell you the word, or say a word and have students tell you the number.

Variation: You can also do this activity as a game with competing teams.

2. Drawing Game ★★

Activity Master 41

You will need either an hourglass or a watch with a second hand for timing the following activity.

- a. Make two copies of Activity Master 41 and cut them into cards. Place the two sets of cards in two piles on a table or desk in the front of the room. Also, have a pad of paper and pencil next to each pile.
- b. Divide the class into two teams. Have each team sit together in a different part of the room.
- c. When you say: "Go!" a person from each team picks a card from the pile and draws the clothing item. The rest of the team then guesses what the item is.
- d. When a team correctly guesses the clothing item, another team member picks a card and draws the clothing items on that card.
- e. Continue until each team has guessed all of the clothing items in their pile.

The team that guesses the items in the shortest time wins the game.

3. Dictation ★★

Have students take turns dictating words or questions from the Skills Check on student text page 76d. Write the correct word or question on the board so students can immediately correct their dictations.

4. Match Game ★★

Activity Master 42

- Make a copy of Activity Master 42, cut it into cards, and distribute the cards randomly, one to each student.
- Have students memorize the question or sentence on their cards. Then have students circulate around the room, saying their lines until they find their match. Make sure students don't show their cards to their classmates since this is a listening and speaking exercise.
- When students have found their match, have them compare their cards and then come show you.

MULTILEVEL VARIATION ★

Below-level students can look at the cards as they do the activity.

5. True or False? ★★

Make statements about clothing items students are wearing, and have students decide if the statements are true or false. If a statement is false, have students correct it. For example:

Marisa is wearing blue pants today. [True.]
Ping is wearing a hat. [False. He isn't wearing a hat.]

Variation: Do the activity as a game with competing teams.

6. Dictation with Plurals ★★

- Have students draw three columns on a piece of paper. Have them write /s/ at the top of the left column, /z/ at the top of the middle column, and /ɪz/ at the top of the right column.

- Call out the plural forms of clothing items from student text page 76d and have students write the word under the appropriate column. For example:

/s/	/z/	/ɪz/
pants	ties	blouses
hats	gloves	necklaces

MULTILEVEL VARIATION ★

Allow *below-level* students to look at the Words list on student text page 76d so they do not have to spell and think about the categories at the same time.

7. Movable Categories ★★

Activity Master 41

- Make a copy of Activity Master 41, cut it into cards, and give each student a card.
- Call out one of the following categories:
 - women's clothing
 - men's clothing
 - cold weather clothing
 - warm weather clothing
 - clothing that comes in pairs
 - jewelry
- Have the students whose words are appropriate for that category go to the right side of the room. All other students should go to the left side.
- Those who are in the *right group* call out their words for the class to verify.

8. Can You Remember the Ads? ★★

- Bring to class advertisements for clothing items from newspapers, flyers, and mail order clothing catalogs. Choose advertisements that contain prices.

(continued)

EXPANSION ACTIVITIES (Continued)

- b. One at a time, hold up the advertisement and have students look at it for thirty seconds. Then turn the advertisement backwards so students can't see it and make statements about it. Some statements should be true and others false. Have students respond to the statements. If the statement is false, have students correct it. For example:

Teacher: In this advertisement, there's a green dress and a brown coat.

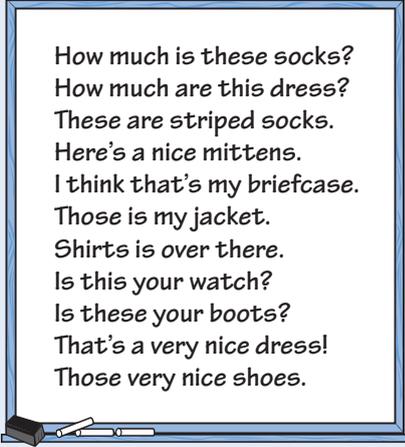
Student: True.

Teacher: The dress is ninety-nine dollars.

Student: False. It's eighty-four dollars.

9. What's Wrong? ★★★

- a. Write several sentences such as the following on the board or on a handout that you give to students. Some of the sentences should be correct and others incorrect. For example:



How much is these socks?
How much are this dress?
These are striped socks.
Here's a nice mittens.
I think that's my briefcase.
Those is my jacket.
Shirts is over there.
Is this your watch?
Is these your boots?
That's a very nice dress!
Those very nice shoes.

- b. Divide the class into pairs. The object of the activity is for students to identify which sentences are incorrect and then correct them. Have students compare their answers.

Variation: Do the activity as a game with competing teams. For each team's turn, write one sentence on the board and have the team decide whether the sentence is correct or not. If it isn't correct, the team must correct it. Every time a team is right, that team receives one point. The team with the greatest number of points wins.



FEATURE ARTICLE *Clothing, Colors, and Cultures*

PREVIEWING THE ARTICLE

1. Have students talk about the title of the article and the accompanying photographs.
2. You may choose to introduce the following new vocabulary beforehand, or have students encounter it within the context of the article:

culture	meanings
for example	sad
lucky	traditional

READING THE ARTICLE

1. Have students read silently, or follow along silently as the article is read aloud by you, by one or more students, or on the audio program.
2. Ask students if they have any questions. Check understanding of new vocabulary.
3. Check students' comprehension by having students decide whether the following statements are true or false:
 - Blue is a color for boys all around the world. (*False*)
 - In some countries, pink is a color for girls. (*True*)
 - White is the color for wedding dresses all around the world. (*False.*)
 - Red is a lucky color in all cultures. (*False.*)
4. Discuss the question at the end of the article.
 - a. With student input, write the names of colors on the board.
 - b. Divide the class into groups, and have students talk about each color.
 - c. Then have the groups share their ideas with the class. Write students' ideas on the board, explaining new vocabulary as it comes up.

5. If possible, bring in pictures of flags from different countries. Have students explain the meaning of the colors in their country's flag.

EXPANSION ACTIVITY

Associations ★★

This activity gets students thinking about the different uses of colors in their cultures.

1. Divide the class into pairs or small groups.
2. Call out a color.
3. Have the students in each pair or group work together to see how many words they can associate with that color.

For example:

white: wedding dress, doctor's coat, snow

green: plants, money

4. Have students share their words with the class.

Variation: You can do the activity as a game with several competing teams. The team with the most items wins.



LISTENING *Attention, J-Mart Shoppers!*

1. Set the scene: "You're shopping at J-Mart."
2. Introduce new vocabulary: *attention, shoppers, aisle.*

LISTENING SCRIPT

Listen to these announcements in a clothing store. Match the clothing and the aisles.

Attention, J-Mart shoppers! Are you looking for a black leather jacket? Black leather jackets are very popular this year! There are a lot of black leather jackets at J-Mart today! They're in Aisle 9, next to the coats.

Attention, J-Mart shoppers! Are you looking for a pair of vinyl gloves? Vinyl gloves are very popular this year! Well, there are a lot of vinyl gloves at J-Mart today! They're in Aisle 5, across from the hats.

Attention, J-Mart shoppers! Are you looking for a blouse? Is red your favorite color? Red blouses are very popular this year! There are a lot of red blouses at J-Mart today. They're in Aisle 7, next to the dresses.

Attention, J-Mart shoppers! Are you looking for a special gift for your mother, your wife, or your sister? A silver bracelet is a special gift for that special person. All our silver bracelets are in Aisle 1, across from the earrings.

Attention, J-Mart shoppers! Are you looking for a special gift for your father, your husband, or your brother? A polka dot tie is a special gift for that special person. All our polka dot ties are in Aisle 11, next to the belts.

Answers

1. c
2. e
3. b
4. a
5. d



BUILD YOUR VOCABULARY!

Clothing

bathrobe	sandals
tee shirt	slippers
scarf	sneakers
wallet	shorts
ring	sweat pants

1. Have students look at the illustrations and identify any words they already know.
2. Present the vocabulary. Say each word and have the class repeat it chorally and individually. Check students' understanding and pronunciation of the words.

EXPANSION ACTIVITIES

1. Clap in Rhythm ★

Object: Once a clapping rhythm is established, the students must continue naming different articles of clothing.

- a. Have students sit in a circle.
- b. Establish a steady even beat—one-two-three-four, one-two-three-four—by having students clap their hands to their laps twice and then clap their hands together twice. Repeat throughout the game, maintaining the same rhythm.
- c. The object is for each student in turn to name a clothing word each time the hands are clapped together twice. Nothing is said when students clap their hands on their laps.

Note: The beat never stops! If a student misses a beat, he or she can either wait for the next beat or pass to the next student.

2. Drawing Game ★

- a. Write the names of articles of clothing from text pages 68 and 77 on two sets of separate cards.
- b. Place the two piles of cards on a table or desk in the front of the room. Also have a pad of paper and pencil next to each team's set of cards.
- c. Divide the class into teams. Have each team sit together in a different part of the room.
- d. When you say "Go!", a person from each team comes to the front of his or her team, picks a card from the pile, and draws the article of clothing. The rest of the team then guesses what the article of clothing is.
- e. When a team correctly guesses the article of clothing, another team member picks a card and draws the item written on that card.
- f. Continue until each team has guessed all the articles of clothing in their pile.

The team that guesses the articles of clothing in the shortest time wins the game.

3. Letter Game ★

- Divide the class into teams.
- Say; "I'm thinking of a piece of clothing that starts with *b*."
- The first person to raise his or her hand and guess correctly [*bathrobe*] wins a point for that team.
- Continue with other letters of the alphabet and clothing items.

The team that gets the most correct answers wins the game.

4. Category Dictation ★★

- Have students draw the following columns on a piece of paper:

Cold Weather Hot Weather Jewelry Feet

Introduce the words *jewelry* and *feet*.

- Dictate various clothing items from text pages 68 and 77 and have students write them in the appropriate column. For example:

<u>Cold Weather</u>	<u>Hot Weather</u>	<u>Jewelry</u>	<u>Feet</u>
scarf	shorts	ring	sandals
mittens	tee shirt	necklace	slippers



AROUND THE WORLD People's Homes

- Have students read silently or follow along silently as the text is read aloud by you, by one or more students, or on the audio program. Check understanding of new vocabulary:

farmhouse	mobile home
houseboat	trailer
hut	

- Have students first work in pairs or small groups, reacting to the photographs and responding to the question. Then have students tell the class what they talked about. Write any new vocabulary on the board.

Option: You might want to see if your students can guess the location of the family in the hut (Kenya) and the family in the houseboat (Hong Kong).

EXPANSION ACTIVITIES

1. Be an Observer! ★★★

Have students take a tour of their neighborhoods, describe the types of homes they find, and then report back to class.

2. Tell a Story ★★★

Have each student choose one of the photographs on text page 78 and write about what the people in that home are doing. Encourage students to use a dictionary to look up words they would like to use in their stories.



FACT FILE

Urban, Suburban, and Rural

- Read the text aloud as students follow along. Explain new vocabulary: *urban*, *suburban*, *rural*, *countryside*, *far from*, *about*, *percent*, *population*.
- Ask students if their home is in an *urban*, *suburban*, or *rural* area.
- For additional practice, do either or both of the following:
 - Have students look at the photographs in *Around the World* and decide whether the homes are in urban, suburban, or rural areas.
 - Bring pictures of different homes to class. Have students decide if the homes are in an urban, suburban, or rural areas.
 - Write *urban* on the board. Ask students:
What's good about living in an urban area?
What's bad?
Write students' ideas on the board. Do the same for *suburban* and *rural*.



GLOBAL EXCHANGE

1. Set the scene: “RosieM is writing to her keypal.”
2. Have students read silently or follow along silently as the message is read aloud by you, by one or more students, or on the audio program.
3. Ask students if they have any questions. Check understanding of vocabulary.
4. Options for additional practice:
 - Have students write a response to RosieM and share their writing in pairs.
 - Have students correspond with a keypal on the Internet and then share their experience with the class.



WHAT ARE THEY SAYING?

FOCUS

- Article of Clothing
- This/That/These/Those

Have students talk about the people and the situation, and then create role plays based on the scene. Students may refer back to previous lessons as a resource, but they should not simply reuse specific conversations.

Note: You may want to assign this exercise as written homework, having students prepare their role plays, practice them the next day with the other students, and then present them to the class.

