UNIT 6

Clothes

Warm-Up

A VOCABULARY | Colors | Read and listen. Then listen again and repeat.


1 red


6 purple


2 orange


7 brown


3 yellow


8 black


4 green


9 gray


5 blue


10 white

B PAIR WORK | Ask about your partner's favorite color.

What's your favorite color?

Blue. I love blue!

C VOCABULARY | Clothes | Read and listen. Then listen again and repeat.


1 a shirt


2 a blouse

3 pants*


4 a dress


5 a skirt


6 a suit


7 a sweater


8 a jacket


9 a tie


10 shoes

* Pants is a plural noun.

VOCABULARY EXPANDER p. 131
More clothes

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Unit 6 Clothes

WARM-UP	Students learn the names of colors and clothing items.	
LESSON 1 Give and accept a compliment	*Vocabulary*	Verbs *like, want, need,* and *have*
	Grammar	The simple present tense: affirmative statements
	Grammar	Demonstratives *this, that, these, those*
	Pronunciation	Plural nouns
LESSON 2 Ask for sizes and colors	*Vocabulary*	Clothing sizes
	Grammar	The simple present tense: negative statements and *yes / no* questions with *like, want, need,* and *have*
LESSON 3 Describe clothes	*Vocabulary*	Opposite adjectives to describe clothes
	Grammar	Adjective placement / Intensifier *too*
	Grammar	The simple present tense: information questions
LESSON 4 Shop for clothes	*Reading*	Ads for clothes
	Listening	Listen to conversations about clothes
	Writing	Write about clothes
INTERACTIVE COOL DOWN	*Clothes-Talk*; *Chat*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Warm-Up

A VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Have Ss preview the pictures and captions.
- Have Ss read and listen, then listen again and repeat.
- To check comprehension, call out colors. Have Ss point to something in the classroom with each color.

LANGUAGE AND CULTURE *Gray* (American English) and *grey* (British English) are both common spellings of the color.

B PAIR WORK

Suggested time: 2–3 minutes | Your time:

- Read the example conversation aloud. Make sure to stress *love* in the answer. Ask Ss to repeat.
- Form pairs. Have Ss talk about their favorite colors.
- Have volunteers say their favorite colors.

C VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Have Ss preview the pictures and captions before listening.
- Have Ss read and listen, then listen again and repeat.
- Tell Ss to look at item 3. Say, Pants *is always plural. We say* pants, *not* pant.
- Then have Ss look at item 10. Say, Shoes *is also plural.* Point to one of your own shoes and say, *One shoe.* Point to both shoes and say, *Two shoes.*

VOCABULARY EXPANDER (optional, page 131)

LANGUAGE AND CULTURE

- *Shirt* refers to both men's and women's clothes.
- *Blouse* is used for women's clothes only.
- *Pants* is used in American English for both men's and women's clothes. In British English, *pants* are called *trousers*.

EXTENSION (+5 minutes) For more vocabulary practice, say the items in Exercise C in random order and have Ss point to the correct pictures.

EXTENSION (+15 minutes) In groups of three, Ss prepare twenty memory cards: ten cards with words for the clothes and ten cards with drawings of these clothes. Then Ss mix all cards and place them in a grid, face-down. The first player turns over two cards. If the word and the drawing match, the S picks them up, wins a point, and goes again. If the cards do not match, the S turns them back over. The next player repeats the task. The S with the most points wins.

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D PAIR WORK

Suggested time: 10–15 minutes | Your time:

- Write on the board: *What color <u>are</u> the pants? What color <u>is</u> the sweater?* Read the example conversations in the book aloud with a higher-level S.
- Point to the questions on the board. Ask, *When do we use* are? (with plural nouns) Ask, *When do we use* is? (with singular nouns)
- Add these example answers to the board: *<u>They're</u> black. <u>It's</u> red.* Tell Ss to use contractions with *they* and *it* in their answers. Remind Ss that colors don't have plural forms.
- Hold up your book. Point to Exercise C on page 66. Ask, *What clothes are plural?* (pants, shoes)
- To review possessive adjectives, point to the man and woman in item 6 in Exercise C. Say, *His suit. Her suit.* Encourage Ss to use possessive adjectives in their questions. (For example: What color is his suit?) If appropriate, refer them to the possessive adjectives grammar chart on page 20.
- Form pairs. Have Ss take turns asking and answering questions about the clothes in Exercise C.
- Monitor. Listen for the correct pronunciation of colors and clothes.

OPTION (+3 minutes) To review descriptive adjectives Ss have already learned, refer Ss to Exercise A on page 48. Point out the words *dark* and *light*. Write the words on the board. Tell Ss we can also use these words with colors. Point to item 1 in Exercise C on page 66. Say, *The shirt is light blue.* Point to the woman's suit in item 6. Say, *Her suit is dark blue.*

E LISTENING COMPREHENSION

Suggested time: 5–7 minutes | Your time:

- Do item 1 as a class. Play the audio and pause after the first item. Ask, *Is it a or b?* (a) Then point to each clothing item and ask, *What is this?* (a black dress, a black suit)
- Play the rest of the audio. Have Ss complete the exercise individually and then compare answers in pairs.
- Go over the answers as a class. For each item, ask, *Is it a or b?* Then point to each clothing item and ask, *What is this?* Replay the audio if appropriate.

SPEAKING | PAIR WORK

Suggested time: 20–25 minutes | Your time:

- Tell Ss to look at the statements. Ask, *What clothes are in the statements?* (shoes, shirt, jacket, pants) Ask Ss to underline the clothes.
- Give Ss a few minutes to complete the statements individually. Refer them to Exercise A on page 66 for spelling. Tell them they can write about the clothes they have or make up answers.
- When Ss are ready, form similar-level pairs. Read the example conversation aloud with a higher-level S.
- Have Ss take turns asking about their partner's clothes and responding with the statements.
- Monitor. Listen for correct usage of singular and plural forms, clothes, and colors.

TEACHING TIP Before speaking tasks, suggest lower-level Ss write down what they want to say before they speak. Also encourage higher-level Ss to extend conversations with more ideas from the lesson or unit.

EXTENSION (+5 minutes) Describe the clothes a S is wearing and have the class identify the S. Make sure you do not use pronouns (he, she, his, her) in your descriptions. For example, say, *[Brown] pants. A [white] shirt. A [new] jacket.* ([Andrew!])

EXTENSION (+10 minutes) Form pairs. Partner A makes a statement about the color of someone's clothes or shoes. Partner B guesses which clothes or shoes Partner A sees. Model the activity. Look around the classroom. Choose a clothing item, but do not look directly at it. Write on the board: *I see something. It is ___.* Say the statement and complete it with the appropriate color. For example, say, *I see something. It is red.* Add to the board: *Is it ___?* Tell Ss to use the prompt to guess the item that you see. For example: *Is it [Maria's] jacket? Are they [Angel's] shoes?* Have Ss play the game for 10 minutes.

Remind Ss of additional vocabulary practice in their digital resources.

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D **PAIR WORK** | **Ask and answer questions about the colors of the clothes in Exercise C.**

What color are the pants? The pants? They're black.

What color is the sweater? The sweater is red.

E **LISTENING COMPREHENSION** | **Listen to the statements. Circle the letter of the clothes you hear.**

1



2



3



4



5



SPEAKING **PAIR WORK** | **First complete each statement with a color. Then ask about your partner's clothes and shoes.**

1 My shoes are ..... .
2 My shirt is ..... .
3 My jacket is ..... .
4 My pants are ..... .
5 My favorite color is ..... .

What color are your shoes? My shoes are black.

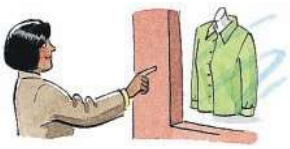
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1 COMMUNICATION GOAL Give and accept a compliment

A VOCABULARY | Verbs like, want, need, and have | Read and listen. Then listen again and repeat.



1 Tina **likes** the shoes.



2 She **wants** the shirt.



3 Rob **needs** a book.



4 Now he **has** a book.

B VOCABULARY PRACTICE | Circle the correct verb to complete each statement.



1 I (want / have) a blue suit for the office.



2 I (like / need) black pants for parties.



3 They (want / have) green sweaters.

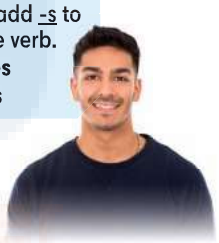


4 We (need / want) white blouses for school.

COACH **C** GRAMMAR | The simple present tense: Affirmative statements

I You We They Sara and Jim	**like** **want** **need** **have**	black pants.	He She Cassie Ivan	**likes** **wants** **needs** **has**	brown shoes.

For he, she, and it, add -s to the base form of the verb.
like → **likes**
BUT: have → **has**



He **likes** black sweaters.

D PAIR WORK | Talk about clothes and shoes with like, want, need, and have.

I need a black dress.

I like black dresses!

E GRAMMAR PRACTICE | Circle the correct form of the verb to complete each statement. Then read the statements aloud.

1 My friends (want / wants) blue suits.
2 Kate (need / needs) a skirt for work.
3 Ray (have / has) a new jacket.
4 We (like / likes) our dresses.

COACH **F** GRAMMAR | Demonstratives this, that, these, those



this sweater



that sweater



these ties



those ties

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LESSON 1 Give and accept a compliment

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Have Ss preview the pictures and captions before listening.
- Say, *Listen to statements with* like, want, need, *and* have.
- Have Ss read and listen. Then have them listen again and repeat.
- Write *like* on the board and draw one heart. Write *love* on the board draw two or three hearts. Say, *Like. Love.*

EXTENSION (+5 minutes) Have Ss ask and answer questions about the items in the pictures. Model the activity with a higher-level S. For example, say, *What color are Tina's shoes?* (red)

B VOCABULARY PRACTICE

Suggested time: 4 minutes | Your time:

- Do item 1 as a class. Read the sentence aloud and elicit the answer. Then ask, *Why is* have *the correct answer?* (It is his suit.)
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, call on Ss to read the completed sentences aloud.

C GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Write *base form* on the board. Hold up your book. Point to the verbs on the left in the grammar chart. Say, *Like, want, need, have. These verbs are in the base form.*
- Point to the first column in the chart. Say, *We use the base form with* I, You, We, They, *and two or more people; for example,* Sara and Jim. Read aloud each statement with *like* in the chart. Have Ss repeat. Point out that all the subjects in the first column can go with *like*, *want*, *need*, and *have*.
- Direct Ss' attention to the blue note. Read the rule and examples aloud. Point to the photo and read the caption aloud.
- Point to the verbs in the right column in the chart. Read aloud statements with the different subjects and the verb *has.* For example: *He has brown shoes. She has brown shoes.* Have Ss repeat. Make sure Ss understand that all the subjects and verbs in the second column can be used together.
- To check comprehension, say subjects from the grammar chart aloud and ask for volunteers to complete the statements. For example, say, *Cassie.* (Cassie likes brown shoes.)

D PAIR WORK

Suggested time: 4–5 minutes | Your time:

- Read the conversation aloud with a higher-level S.
- Form similar-level pairs. Have Ss take turns making affirmative statements in the simple present. Refer Ss to the vocabulary on page 66 if appropriate.
- Monitor. Listen for the correct forms of the verbs *like, want, need,* and *have*. Correct as necessary.
- To go over the answers, invite volunteers to share their statements with the class.

EXTENSION (+10 minutes) Form groups of three. Student A says what he / she likes, wants, needs, or has. Then Student B repeats the information using the third-person singular and makes a new statement about himself / herself. Student C does the same. Continue until Ss have used all the verbs. For example:

A: I like red blouses.
B: She likes red blouses. I want a black jacket.
C: He wants a black jacket. I need . . .

E GRAMMAR PRACTICE

Suggested time: 4–5 minutes | Your time:

- Do item 1 as a class. Read the sentence aloud and elicit the answer. Then ask, *Why is* want *the correct answer?* (The subject is *my friends*.)
- Have Ss complete the exercise individually.
- Form pairs. Have Ss compare answers.
- To go over answers, invite volunteers to read the completed sentences aloud. Write the answers on the board.

CHALLENGE (+5 minutes) To recycle vocabulary, have Ss write four affirmative statements with *like, want, need,* and *have* using vocabulary they learned in earlier units. Write examples on the board: *I like long hair. I want a car. I need a new notebook. I have brown eyes.* Call on Ss to read their statements aloud.

F GRAMMAR

Suggested time: 2–3 minutes | Your time:

- To demonstrate *this* and *that*, pick up a book. Hold it close to you and say, *This book.* Then point to a book on a desk far from you. Say, *That book.*
- Pick up more books. Repeat with *these books* and *those books.*
- Direct Ss' attention to the photos. Write the examples on the board. Point to *sweater* and say, *One sweater. Singular.* Point to *ties* and say, *Five ties. Plural.* Say, *Use* this *and* that *with singular nouns. Use* these *and* those *with plural nouns.*

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G PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Monitor. Listen for an /s/ sound in *this* and a /z/ sound in *these* and *those*.

H GRAMMAR PRACTICE

Suggested time: 5–7 minutes | Your time:

- Go over the sample answer in item 1 as a class. Point to the picture. Ask, *What clothing item is this?* (jacket) *Is there one jacket or more?* (more) *Is the man next to the jackets?* (no) Read the answer aloud.
- Have higher-level Ss complete the exercise individually. Have lower-level Ss complete it in pairs.
- To go over answers, ask for volunteers to read the completed sentences. Correct as necessary.

I PRONUNCIATION

Suggested time: 2–3 minutes | Your time:

- Place your hand on your throat and say the sounds /s/, /z/, and /ɪz/. Ask Ss to do the same. Ss should feel a voiced vibration in their throat when they say /z/ and /ɪz/.
- Play the audio. Have Ss listen and repeat.
- Make sure Ss pronounce three different sounds for the plural endings.

LANGUAGE NOTE Add *-s* to most nouns to make them plural. Add *-es* to nouns ending in *-ch*, *-sh*, *-s*, *-ss*, or *-x*. (For example: *beaches, dishes, buses, dresses, boxes*)

Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model

- Ask for confirmation with *Really?*
- Acknowledge a compliment with *Thanks!*
- Use *You're welcome.* to respond to *Thanks!*

- Direct Ss' attention to the photo. Ask, *What clothes do you see? What color are they?*
- Have Ss preview the conversation before listening. Elicit examples of simple present tense affirmative statements and demonstratives.
- Play the audio as Ss follow along in their books.
- Call Ss' attention to the **Social language** box. Read the information aloud. Say, *When you say something nice, that's a* compliment. *If someone gives you a compliment, say* Thanks!

B PRONUNCIATION PRACTICE

Suggested time: 5–7 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Monitor to ensure Ss use rising intonation for *Really?* and the /z/ sound at the end of *those* and *shoes*.

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- To model the exchange, role-play the conversation with a higher-level S. Play Speaker A.
- Refer Ss to the vocabulary and grammar presentations on page 68 if appropriate.
- Form pairs. Have Ss role-play the conversation and then switch roles. Monitor. Listen for the correct pronunciation of plural noun endings.
- Direct Ss' attention to the **Keep Talking!** box. Encourage them to use the clothes vocabulary on page 66 to extend their conversations.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Have Ss work in different pairs than in Exercise C. Time permitting, have them switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ using the verbs *like, want, need,* and *have*
- ✓ forming affirmative statements in the simple present tense
- ✓ using the demonstratives *this, that, these,* and *those*
- ✓ using the sounds /s/, /z/, and /ɪz/ for plural noun endings
- ✓ using the conversation strategies

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+10 minutes) Say, *We're at a birthday party.* Play music. Have Ss walk around the classroom. Pause the music. Tell Ss to compliment a classmate on his or her clothes and shoes. (For example: *I like your shoes!*) Remind Ss to acknowledge compliments with *Thanks!* Then play the music again. Repeat until Ss have talked with most of of the class. Take notes on areas for review.

Remind Ss of additional vocabulary, grammar, pronunciation, and speaking practice in their digital resources.

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G PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

H GRAMMAR PRACTICE | Look at the pictures. Write statements, using the cues, this / that / these / those, and the clothes.



1 He likes those jackets.
(He / like)



2 I want this jacket.
(I / want)



3 I need this skirt.
(I / need)



4 I want this shirt / these shirts.
(I / want)



5 Bill likes those shoes.
(Bill / like)



6 I have these shoes.
(I / have)



7 Gary wants that suit / those suits.
(Gary / want)



8 I like that tie / those ties.
(I / like)

COACH

I PRONUNCIATION | Plural nouns | Read and listen. Then listen again and repeat.

1 (/s/) **shirts** = shirt/s/	2 (/z/) **shoes** = shoe/z/	3 (/ɪz/) **blouses** = blouse/ɪz/
jackets = jacket/s/	**sweaters** = sweater/z/	**dresses** = dress/ɪz/

COMMUNICATION ACTIVATOR

Now let's give and accept a compliment.



A CONVERSATION MODEL | Read and listen.

A: I really like that jacket.
B: Really?
A: Yes. And I like those shoes, too.
B: Thanks!
A: You're welcome.

Social language
Acknowledge a compliment with "Thanks!"

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation. Compliment your partner on his or her clothes and shoes. Then change roles.

A: I really like ..... .
B: Really?
A: Yes. And I like ....., too.
B: ..... !
A: You're welcome.

KEEP TALKING! ●●●
Talk about other clothes.

D CHANGE PARTNERS | Compliment other classmates on their clothes and shoes.

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2 COMMUNICATION GOAL Ask for sizes and colors

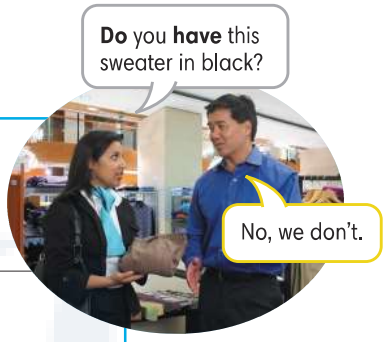
A VOCABULARY | Clothing sizes | Read and listen. Then listen again and repeat.



B PAIR WORK | Make statements about the size and color of your clothes and shoes.

"My shirt is a medium. My shoes are black. My . . . "

COACH **C** GRAMMAR | The simple present tense: Negative statements and yes / no questions with like, want, need, and have



Negative statements

I / You / We / They	don't want / don't need / don't have	a small.	He / She	doesn't like / doesn't need / doesn't have	blue shirts.

Yes / no questions

Do	you / they	want / need / have	the sweater in a large?	
Does	he / she	like / need / have	those pants in gray?	

Short answers

Yes,	I / we / they	do.	No,	I / we / they	don't.
Yes,	he / she	does.	No,	he / she	doesn't.

Contractions
do not → don't
does not → doesn't

D ACTIVATE GRAMMAR | Listen to the conversations about clothes. Write T (true) or F (false) for each statement. Then listen again and circle the color.

1 T They like the dress.
2 F He needs shoes.
3 T Matt needs a suit for work.
4 T He needs a tie.
5 F She needs the sweater in a small.
6 F They don't have his size.

E GRAMMAR PRACTICE | Complete the conversations with the correct form of the verb. Use contractions.

1 A: We need (need) suits for the meeting. Do you have (have) one?
B: Yes, I do. I have (have) a blue one.

2 A: Do your children have (have) new shoes for school?
B: My son does, but my daughter doesn't.

3 A: Does she like (like) that red blouse?
B: Actually, no, she doesn't.

4 A: Do you need (need) a dress for the party?
B: No, I don't. I have (have) a cool black one.

5 A: They don't like (not like) the shoes in this store.
B: Really? That's too bad.

6 A: Do you want (want) this jacket in an extra large?
B: No, I don't. I need a medium.

F PAIR WORK | Read and listen to the conversations from Exercise E. Then practice them with a partner.

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LESSON 2 Ask for sizes and colors

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Point to the pictures and ask, *What are these?* (shirts)
- Have Ss read and listen. Then have them listen again and repeat.

B PAIR WORK

Suggested time: 4 minutes | Your time:

- Tell Ss to look at the example. Read it aloud. Ask for a volunteer to complete the last statement beginning with *My. . . .*
- Write the clothing sizes in Exercise A on the board. Point to *small* and ask, A *or* an? (a small) Elicit articles for the other sizes (a medium, a large, an extra large) and write them on the board.
- Form similar-level pairs. Have Ss take turns making statements about their clothes and shoes. Refer Ss to the vocabulary on page 66 as they talk.
- Monitor. Listen for the correct pronunciation of clothing sizes.

LANGUAGE NOTE The indefinite article before a size is optional. For example, *My shirt is a medium.* and *My shirt is medium.* are both correct.

TEACHING TIP Be aware that Ss may be sensitive about their size. If there is a risk that some Ss in your class will feel embarrassed, focus on colors rather than sizes in this exercise.

C GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Tell Ss to look at the grammar chart. Say, *Look at the negative statements.* Read aloud the statements with different subjects and verbs to show how the form of *do* changes with the subject. For example: *I don't want a small. You don't want a small. He doesn't want a small.* Have Ss repeat.
- Direct Ss' attention to the **Contractions** note. Read it aloud. Have Ss repeat the contractions.
- Read aloud several *yes / no* questions and short answers with different subjects and verbs. Have Ss repeat.
- Remind Ss that we do not repeat the main verb in short answers.
- Tell Ss to look at the photo. Read the question aloud. Ask for volunteers to respond with affirmative and negative short answers.

TEACHING TIP To help Ss pronounce contractions, emphasize the vowel sounds in these words as you read them aloud: *do* /du/, *does* /dʌz/, *don't* /doʊnt/, *doesn't* /dʌzənt/.

D ACTIVATE GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Have Ss preview the statements and identify the colors before listening.
- Do item 1 as a class. Play the audio and pause after *I do, too.* Read the statement aloud. Ask, *True or false?* (true) Write *T* on the board. Then ask, *What color is the dress?* (blue) Hold up your book and circle the color blue in item 1 with your finger.
- Play the rest of the audio. Have Ss write *T* or *F* for each statement.
- Replay the audio. Have Ss circle the color of each clothing item.
- To go over the answers, call on Ss to say *True* or *False* for each statement. Correct the false statements. Elicit the correct colors from the class.

LANGUAGE AND CULTURE In Conversation 5, the word *ma'am* in *What size do you need, ma'am?* is a polite way for a salesperson to address a female customer.

E GRAMMAR PRACTICE

Suggested time: 5–7 minutes | Your time:

- Read the first sentence of item 1 aloud. Ask, *Why is need the correct answer?* (The subject is *We.*)
- Point out that Ss need to write the correct form of the verb in parentheses below the blank. Tell Ss to write the correct form of *do* when there is no verb in parentheses.
- Have Ss complete the exercise individually. Remind Ss to make contractions when possible.
- Read the completed sentences aloud. Write the answers on the board.

F PAIR WORK

Suggested time: 4–5 minutes | Your time:

- Play the audio. Have Ss listen to the conversations in Exercise E once again. Tell them to repeat after each speaker.
- Have Ss role-play the conversations in pairs. Time permitting, have them switch roles. Monitor.
- Invite volunteers to role-play the conversations.

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G PAIR WORK

Suggested time: 4–5 minutes | Your time:

- Read the example conversation aloud with a higher-level S.
- Form similar-level pairs. Have Ss take turns asking and answering questions about what they like, need, and want.
- Monitor. Make sure Ss use rising intonation for *yes / no* questions and falling intonation for responses.
- Ask individual Ss to share their preferences with the class.

TEACHING TIP To help activate Ss' background knowledge of the topic and relate to the theme, give them opportunities to talk about their preferences and personal interests.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model

- Use *Excuse me.* to introduce a question
- Say *I'm sorry.* when presenting disappointing information
- Express disappointment with *That's too bad.*

- Tell Ss to look at the photo. Ask, *Where are they?* Elicit ideas.
- Have Ss preview the conversation before listening. Elicit examples of clothing sizes, simple present negative statements, and *yes / no* questions in the conversation.
- Play the audio as Ss follow along in their books.
- Have Ss look at Speaker A's second line. Read it aloud. Say, *Clothing sizes aren't only small, medium, large, and extra large. They can also be numbers.* Tell Ss they can refer to a numbered size as *a 38* or *a size 38*.
- Call Ss' attention to the **Social language** box and Speaker A's last line. Read the explanation aloud. Say, *That's too bad.* with falling intonation. Ask Ss to repeat.
- To check comprehension, ask, *What does the man want? Do they have the sweater in green? Do they have the pants in a 38?*

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat. Make sure they pronounce *Do you have* as a "chunk" of language (/djuæv/) and say *Great* with enthusiasm.
- Form pairs. Monitor as Ss role-play. Listen for rising intonation in *yes / no* questions.

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Have Ss look at the pictures. Elicit the name of each item and its color. (red shoes, red jacket, gray pants, green tie, blue pants, black skirt)
- To model the exchange, role-play the conversation with a higher-level S. Play Speaker A.
- Form similar-level pairs. Have Ss role-play the conversation and then switch roles.
- Monitor. Make sure Ss are talking about the pictures in their conversations.
- Go over the information in the **Keep Talking!** and **Ideas** boxes and, to provide more support, play the **Keep Talking!** video. Encourage Ss to use this information to extend their conversations.

TEACHING TIP To promote active listening, make sure Ss respond appropriately in their conversations. If Partner B says, *No, we don't,* Partner A should respond, *That's too bad.* If Partner B says, *Yes, we do,* Partner A should respond, *Great.*

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Have Ss work in different pairs than in Exercise C. Time permitting, have Ss switch roles and practice again.
- Monitor. Make sure Ss use a variety of clothes, colors, and sizes as they talk.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ using vocabulary for clothing sizes
- ✓ forming negative statements and *yes / no* questions and short answers with *like, want, need,* and *have*
- ✓ forming and using contractions with *do not* and *does not*
- ✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) Have Ss write their names on a blank sheet of paper. Show at least five different pictures of clothes. Say, *Write one sentence about each picture.* Model the activity. Point to a picture. Write on the board: *I don't like this [dress] in [green]. I want it in [black].* Encourage Ss to use *like, want, need,* and *have* in affirmative statements, negative statements, or *yes / no* questions. Collect the papers. Read them to identify areas for review.

Remind Ss of additional grammar and speaking practice in their digital resources.

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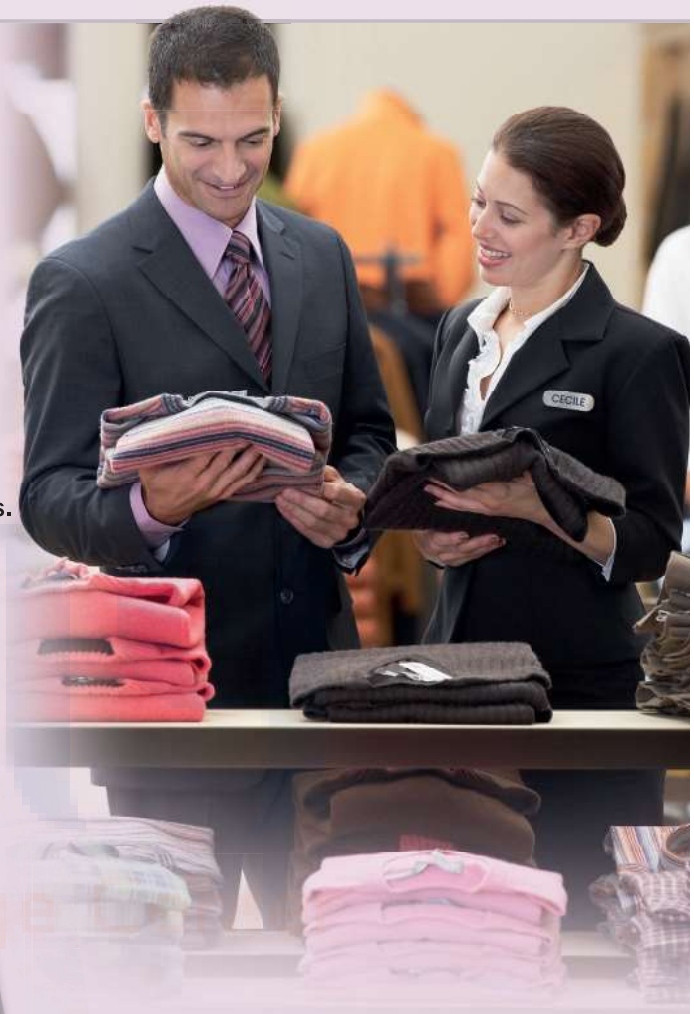
G PAIR WORK | Ask your partner about what he or she likes, needs, or wants.

Do you need a suit?

No, I don't.

COMMUNICATION ACTIVATOR

Now let's ask for sizes and colors.



A CONVERSATION MODEL | Read and listen.

A: Excuse me. Do you have this sweater in green?

B: Yes, we do.

A: Great. And my son needs new pants for work. Do you have these pants in a 38?

B: No, I'm sorry. We don't.

A: That's too bad.

Social language
Express disappointment with "That's too bad."

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation. Ask for colors and sizes. Use the pictures. Then change roles.

A: Excuse me. Do you have ..... in .....?

B: Yes, ... do.

A: ..... . And my ..... needs ..... for ..... . Do you have ..... in .....?

B: ..... .

A: . . .

Ideas
for work
for school
for [a party / a concert]

KEEP TALKING! ●●●
Ask for sizes and colors of other clothes.
Watch the video for ideas!



D CHANGE PARTNERS | Change the conversation again. Ask about other clothes.

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3 COMMUNICATION GOAL Describe clothes

A VOCABULARY | Opposite adjectives to describe clothes | Read and listen. Then listen again and repeat.



1 new



2 old



3 dirty



4 clean



5 loose



6 tight



7 cheap



8 expensive



9 long



10 short

COACH **B** GRAMMAR | Adjective placement / Intensifier too

Place an adjective after the verb be or before a noun.
This shirt **is expensive**. This is an **expensive shirt**.

Adjectives don't have plural forms.
an **expensive** sweater / **expensive** sweaters NOT ~~expensives~~ sweaters.

Use the intensifier too to express a negative meaning.
That skirt is **too** short. (= The skirt is very short. I don't like or want that skirt.)

Be careful!
Don't place an adjective after a noun.
Don't say: It's a ~~shirt expensive~~.
Use very or so, not too, to express a positive meaning.
Say: It's **very clean**. NOT It's ~~too clean~~.

C PAIR WORK | Look at your classmates. Take turns describing their clothes and shoes.

"Rose's shoes are very new. She doesn't need new shoes."

COACH **D** GRAMMAR | The simple present tense: Information questions



Use a question word with do or does to ask an information question.
Place do or does before the subject pronoun, name, or noun.

What **do** they **need**? (Black jackets.)
What **does** she **want**? (A long dress.)
What color **do** you **like**? (Blue.)
What size **does** Ken **need**? (Small.)

Answer Why questions with because in speaking.
Why **do** you **like** that jacket? (**Because** it's cheap!)
Why **doesn't** she **want** that blouse? (**Because** it's too tight.)

Answer Which questions with one or ones.
Which sweater **does** Bill **want**? (The gray **one**.)
Which shoes **do** they **like**? (The black **ones**.)

E PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

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LESSON 3 Describe clothes

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Form pairs. Have Ss use *this* and *these* to identify the type and color of the clothes in the pictures.
- Hold up your book. Point to item 1. Ask, *What are these?* (red shoes) Point to pictures 1 and 2. Say, *These red shoes are new. These shoes are old.* Write on the board: *new / old = opposite adjectives.*
- Have Ss read and listen. Then have them listen again and repeat.

B GRAMMAR

Suggested time: 4–5 minutes | Your time:

- Write on the board:

NOUN	+	be	+	ADJECTIVE
This shirt		is		expensive.

	be	+	ADJECTIVE	+	NOUN
This	is	an	expensive		shirt.

- Read the first rule and examples aloud. Provide additional examples for each rule, such as *This skirt is red. This is a red skirt.*
- Read the second rule and examples aloud. Write on the board: *an expensive sweater / expensive sweaters.* Circle *sweaters.* Underline *expensive* in each example.
- Read the third rule and example aloud. Point to item 3 in Exercise A. Say, *This shirt is too dirty. I don't want this shirt.* Stress *too* in the example.
- Direct Ss' attention to the **Be careful!** box. Read the rules and examples aloud. Provide an example with *so*, such as *This dress is so clean. That's great!*

CHALLENGE (+10 minutes) Write statements on the board following the formula *NOUN + be + ADJECTIVE.* Use both singular and plural nouns. For example: *This jacket is cheap. These blouses are clean.* Have Ss rewrite each statement with the opposite adjective using the formula *be + ADJECTIVE + NOUN.* (This is an expensive jacket. These are dirty blouses.) Invite volunteers to write their answers on the board. Correct as necessary.

C PAIR WORK

Suggested time: 4–5 minutes | Your time:

- Read the example aloud. Point out the adjective placement.
- Form pairs. Tell Ss to make statements in the simple present tense to describe their classmates' clothes and shoes.
- Remind Ss to use possessive nouns, such as *Rose's.* Encourage them to use *like, want, need,* and *have* in their descriptions when appropriate.

OPTION Have Ss close their books. Write on the board: *new, clean, loose, expensive, long.* Tell Ss to use these adjectives to describe their classmates' clothes and shoes.

TEACHING TIP If there is a risk that Ss will be offended by other Ss using certain adjectives to describe their clothes, give the class a list of positive adjectives to use in this activity.

D GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Read the first rule aloud. Then read the example conversation aloud. Write on the board:

QUESTION WORD +	do / does +	SUBJECT +	BASE FORM?
What size	do	you	need?

- Write the answer to the question: *Medium.* Then write *I need a size medium.* Remind Ss they can respond with a complete statement.
- Contrast the word order in the question with the word order in the second answer. Point out the placement of the subject and main verb in both sentences.
- Point to the formula as you read aloud the example *What* questions and answers in the grammar chart.
- Read aloud the rule about *Why* questions. Say, *You can start an answer with* Because *when you speak. When you write, use a complete sentence. For example, I like that jacket because it's cheap.* Read aloud the example questions and answers.
- Read aloud the rule about *Which* questions. Say, *Use* which *when you choose between two or more things.*
- Say, *Use* one *when the speakers know what the thing is.* To show the difference between *one* and *ones*, write the example *Which* questions and answers on the board. Read them aloud. Underline the *s* in *shoes* and *ones.* Circle the nouns *sweater* and *shoes* and the pronouns *one* and *ones.* Draw arrows from *sweater* to *one* and from *shoes* to *ones.*
- Point out the placement of *do* and *does* in the example questions. Ask, *When do we use* do? (with a plural subject) *When do we use* does? (with a singular subject)

E PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Play the audio. Have Ss listen to the examples in the grammar chart and repeat.
- Monitor. Listen for falling intonation in the information questions.

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F GRAMMAR PRACTICE

Suggested time: 4–5 minutes | Your time:

- Do item 1 as a class. Read the sentences and elicit answers. Ask, *Why is* does she want *the correct answer?* (We need *does* in a question.) *Why is* one *correct?* (The subject *blouse* is singular.)
- Have Ss complete the exercise individually. Refer them to the grammar chart in Exercise D on page 72 as they work.
- Form pairs. Have Ss compare answers and practice the conversations.
- To go over answers, call on pairs to read the conversations aloud.

G INTEGRATED PRACTICE

Suggested time: 7–10 minutes | Your time:

- Have Ss identify the clothes in the pictures and say adjectives to describe them.
- Do item 1 as a class. Hold up the book and point to the words in parentheses. Say, *Use these words to make the question.* Then point to the three dollar signs on the price tag of the shoes in the picture. Say, *This means the shoes are expensive.* Read the conversation aloud.
- Have Ss complete the rest of the exercise individually. Monitor. Check for correct word order.
- To go over answers, invite volunteers to write the *Why* questions on the board. Correct as necessary. Then have pairs practice the conversations in pairs.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model

- Ask *What about you?* to ask for someone's opinion
- Use *Well, . . .* to soften a strong opinion
- Agree to a suggestion with *OK!*

- Have Ss look at the photo. Ask, *Where are the two women?* (in a shoe store) *What do they have?* (a black shoe)
- Have Ss preview the conversation before listening. Elicit examples of adjectives to describe clothes and simple present information questions in the conversation.
- Play the audio as Ss follow along in their books.
- Call Ss' attention to the **Social language** box and the last two lines of the conversation. Tell Ss *Let's keep looking.* means the women want to shop more.
- Read the explanation in the box. Say, *OK!* with rising intonation. Ask Ss to repeat.
- Tell Ss to look at the **Positive adjectives** box. Say, *We use these adjectives to describe items we like.* Play the audio. Ask Ss to repeat.

B PRONUNCIATION PRACTICE

Suggested time: 4–5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Monitor as Ss role-play. Make sure Ss use falling intonation for the information questions.

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- To model the exchange, role-play a conversation with a higher-level S. Play Speaker A. Say the S's name in your first line. Have the S use a different positive adjective than *awesome*.
- Refer Ss to the clothes vocabulary on page 66 and the adjectives on page 72 if appropriate.
- Form pairs. Have Ss role-play the conversation and then switch roles.
- Monitor. Listen for the correct pronunciation of clothing items and adjectives.
- Direct Ss' attention to the **Keep Talking!** box. Encourage Ss to use this information to extend their conversations.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Have Ss work in different pairs than in Exercise C. Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ using adjectives to describe clothes
- ✓ making sentences with correct adjective placement
- ✓ using *too* to express negative meaning
- ✓ forming information questions in the simple present tense

CLOSURE ACTIVITY (+10 minutes) Make a copy of Exercise A on page 72. Delete the captions. Make copies of the new page. In class, pass out copies and form pairs. Have Ss take turns making affirmative or negative statements about the items. Tell them to use *Why* questions to ask about their partner's opinions and *because* to respond. For example:

A: I don't like this orange shirt.
B: Why don't you like it?
A: Because it's too loose!

Monitor and take notes on areas for review and extra practice in later lessons.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

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F **GRAMMAR PRACTICE** | **Circle the correct word or phrase to complete the conversations.**

1 **A:** Which blouse (she wants / does she want)?
B: The white (one) / ones).

2 **A:** Which shirts (does he like) / likes he)?
B: Those expensive (one / ones)!

3 **A:** What size sweater (do you) / you do) need?
B: Small, please.

4 **A:** Why (you do / do you) need new shoes?
B: Because my old (one / ones) are too tight.

G **INTEGRATED PRACTICE** | **Use the pictures to complete each conversation. Use a question mark (?) at the end of each question. Use too in each answer. Then practice the conversations with a partner.**



1 **A:** (Why / he / not want / those shoes)
Why doesn't he want those shoes?
B: Because they're *too expensive*.



2 **A:** (Why / he / not like / that shirt)
Why doesn't he like that shirt?
B: Because it's *too tight / too small*.





3 **A:** (Why / she / not want / these shoes)
Why doesn't she want these shoes?
B: Because they're *too old / too dirty*.

4 **A:** (Why / she / not like / that sweater)
Why doesn't she like that sweater?
B: Because it's *too loose / too big*.

COMMUNICATION ACTIVATOR

Now let's describe clothes.



A **CONVERSATION MODEL** | **Read and listen.**

A: Maggie, what do you think of these shoes?
B: I think they're awesome. What about you?
A: Well, they *are* awesome, but they're too expensive.
B: You're right. Let's keep looking.
A: OK!

Social language
Agree to a suggestion with "OK!"

Positive adjectives
awesome / cool / cute / good-looking / nice

B **PRONUNCIATION PRACTICE** |
Listen again and repeat. Then practice the Conversation Model with a partner.

C **CONVERSATION PAIR WORK** | **Change the conversation. Use different clothes and shoes. Then change roles.**

A: ....., what do you think of .....?
B: I think ..... What about you?
A: Well, ..., but ..... too expensive.
B: You're right. Let's keep looking.
A: OK!

KEEP TALKING! ●●●

Express likes and dislikes.
I [like / don't like] ___ .

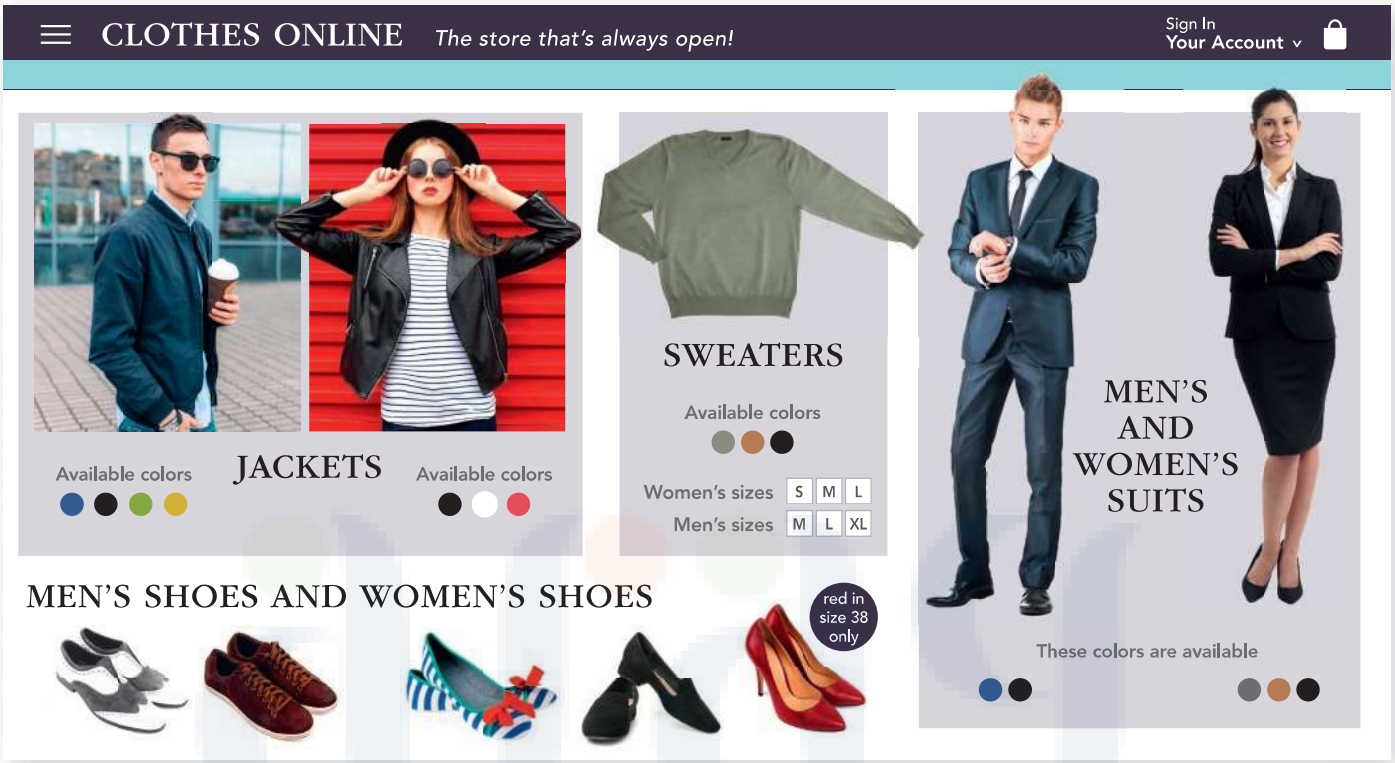
Describe problems.
[This skirt is / Those shoes are] ___ .

D **CHANGE PARTNERS** | **Talk about different clothes and problems.**

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4 COMMUNICATION GOAL Shop for clothes

A READING | Read the ads for clothes from Clothes Online. Which clothes do you like? Which ones do you want? Which ones do you need?



B READING COMPREHENSION | Read the statements about Clothes Online. Check True or False.

		True	False
1	Clothes Online has jackets in yellow and blue only.	☐	☑
2	They have blue jackets for men.	☑	☐
3	They have women's sweaters in XL.	☐	☑
4	The man's suit is not available in blue.	☐	☑
5	They only have shoes for women.	☐	☑
6	They don't have the women's red shoes in size 40.	☑	☐

C LISTENING COMPREHENSION | Listen to the conversations. Circle the correct answers. Then listen again to check your answers.

Conversation 1

1 What does the man need?
(a) medium shirts
b extra large shirts

2 Why doesn't the man want the first shirts?
a because they aren't nice
(b) because they're expensive

3 What does he think of the second shirts?
(a) He thinks they're nice.
b He thinks they're too expensive.

Conversation 2

4 What does the woman think of the skirt?
(a) She likes the skirt.
b She doesn't like the skirt.

5 Why doesn't she want the skirt?
a because it's too expensive
(b) because it's short and tight

6 What size does she need?
(a) a medium
b a small

7 What does she think of the other black skirts?
a They're too long.
(b) They're nice.

Conversation 3

8 Who wants a new jacket?
a the first woman
(b) the second woman

9 What color is the jacket?
(a) red
b black

10 What color does the woman's husband not like?
(a) red
b black

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LESSON 4 Shop for clothes

A READING

Suggested time: 10 minutes | Your time:

- Point to the ads. Say, *This is a clothing store on the Internet.* Ask, *What is the name of this store?* (Clothes Online)
- Read the title and captions aloud as you point to different items. Write *available* on the board. Point to a few available colors and elicit their names. Then point to the sweater. Say and write on the board: *Gray sweaters are available. = The store has this color.* Ask, *Are [brown / yellow] sweaters available?* (brown: yes, yellow: no)
- Read the target questions in the directions aloud. Give Ss a few minutes to read through the ads silently. Encourage Ss to circle the items they like.
- Elicit descriptions of the items. For example, ask, *Which items are in the store? What colors are the items?* Ask for volunteers to answer.
- Form similar-level pairs. Have Ss take turns asking and answering the target questions.
- Tell Ss to ask follow-up *Why* questions to learn more about each other. Remind Ss to use adjectives to explain their preferences.
- Encourage higher-level Ss to extend the conversation by discussing which clothes or shoes they don't want, like, or need, and why.

OPTION Describe a person in the photo. For example, say, *She has red hair and a black jacket.* Ask Ss to point to the correct person in their books.

B READING COMPREHENSION

Suggested time: 7–10 minutes | Your time:

- Do item 1 as a class. Write the statement on the board. Read it aloud. Then ask, *Is this true or false?* Elicit the answer. Then ask, *Why is it false?* (Clothes Online has jackets in six colors.)
- Have Ss work in pairs to complete the exercise but write their answers individually.
- To go over answers, write the statements on the board. Read them aloud. After each ask, *Is this true or false?*

EXTENSION (+5 minutes) Ask for volunteers to correct the false statements on the board. Go over them as a class. (1. Clothes Online has jackets in blue, black, green, yellow, white, and red. 3. They don't have women's sweaters in XL. 4. The man's suit is available in blue. 5. They have shoes for women and men.)

LANGUAGE AND CULTURE Even though the words *store* and *website* are singular, it's common to use *they* instead of *it* to refer to them.

C LISTENING COMPREHENSION

Suggested time: 7–10 minutes | Your time:

- Say, *Listen to conversations in a clothing store.*
- Do Conversation 1 as a class. Have Ss read items 1–3 silently. Then play the audio. Pause after *And they're not too expensive.* Ask each question. Tell Ss to discuss the answer choices in pairs. Elicit the answers. Tell Ss to circle the correct answers in their books. Replay the audio if appropriate.
- Write on the board: *Certainly.* Say, *This is another way of saying* Yes. Say the word a few times. Have Ss repeat.
- Play the rest of the audio. Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, read the questions aloud and elicit the answers. Write them on the board. Replay the audio if appropriate.
- Clarify any new terms or expressions in the listening, such as *pretty* as an adverb in Conversation 2. Ask, *What does it mean if a skirt is* pretty *long?* (It's very long.)

OPTION Pause after each conversation. Give Ss a couple of minutes to circle their answers and then preview the questions for the next conversation.

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Communication Activator

A PAIR WORK

Suggested time: 7–10 minutes | Your time:

- Have Ss review the vocabulary and grammar charts in the unit before they begin the activity, if appropriate.
- Tell Ss to look at the picture. Say, *This is a clothing store. What do you see?*
- Ask for a volunteer to read the examples aloud. Tell Ss to point to the item and person being described as they listen.
- Form similar-level pairs. Have Ss take turns making affirmative and negative statements about the picture.
- Monitor. Listen for the correct use of *like, want, need,* and *have* in the simple present tense. Make sure both partners are taking turns.

OPTION (+5 minutes) Give Ss a few minutes to write descriptive statements before talking. Monitor. Provide help with word order and adjective placement as necessary.

EXTENSION (+10 minutes) Ask Ss to visit a clothing store and observe the people and the clothes. Tell them to write at least five statements describing what they see. If necessary, they can write in their first language and then translate the sentences into English, looking up vocabulary they don't know. Back in class, form groups of three. Have Ss take turns reading aloud their statements and asking follow-up questions about their partners' experiences. Invite volunteers to share their descriptions with the class.

B PAIR WORK

Suggested time: 10 minutes | Your time:

- Tell Ss to look at the picture. Read the example aloud. Ask, *Who asks this question?* (the woman in the red dress) Have Ss point to the correct person in their book.
- Say, *In this store, the two women have a conversation, and the two men have a conversation. Role-play one of these conversations.*
- Have Ss work in the same pairs as in Exercise A. Suggest lower-level Ss write out the conversation before role-playing.
- Remind Ss to ask *yes / no* and information questions in their role play. Refer them to Exercise C on page 70 and Exercise D on page 72 for example questions. Ss can use the conversations in Exercises F and G on page 73 as models.
- Monitor. Listen for the correct adjective placement and use of *too*. Make sure Ss use rising intonation for *yes / no* questions and falling intonation for information questions.
- Challenge higher-level Ss to extend the conversation. Tell them to talk about other people or clothes in the picture.
- Time permitting, have Ss role-play a new conversation between the other people in the picture.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises A and B, monitor their conversations to determine if they are

✓ using adjectives and the intensifier *too* to describe clothes

✓ using correct intonation in information and *yes / no* questions

WRITING

Suggested time: 7–10 minutes | Your time:

- Read the directions aloud. Ask for a volunteer to read the writing sample aloud.
- Remind Ss they can also write about shoes.
- Monitor. Have Ss check their sentences and make any necessary corrections before turning them in.
- Collect Ss' writing and compile feedback. Review the most common areas for improvement as a class.

GUIDED WRITING (optional, page 136)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

OPTION (+5 minutes) Lead a class brainstorm of adjectives before Ss write. Ask, *What adjectives describe clothes?* Elicit Ss' ideas. Write them on the board. Make sure positive adjectives like *awesome* and *cool* are included in the list.

OPTION (+5 minutes) Write these questions on the board: *What clothes do you have? What clothes do you need? What clothes do you want? What clothes do you like?* Form pairs. Give Ss a few minutes to discuss these questions before writing.

CLOSURE ACTIVITY (+10 minutes) Have Ss write their names on a blank sheet of paper. Tell them to write five sentences about the clothes of a family member or friend. For example: *My daughter's clothes are too small. She needs new clothes for school.* Collect Ss' papers. Read them to identify areas for review.

Remind Ss of additional reading, listening, and writing practice in their digital resources.

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COMMUNICATION ACTIVATOR

Now let's shop for clothes.

A PAIR WORK | Make statements about the people and the clothes in the picture.

"That dress is expensive."

"That man has two ties."



B PAIR WORK | Role-play a conversation between the two women or between the two men.

"What do you think of this red dress?"

WRITING

Write about clothes you need, clothes you want, and clothes you like, and about clothes you have or don't have.

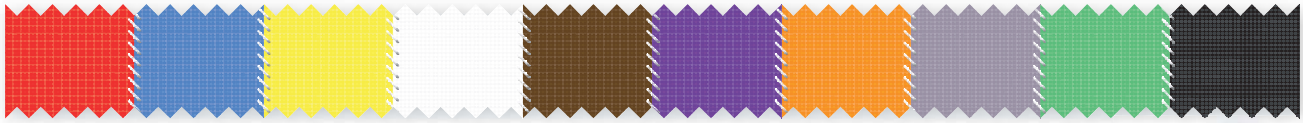
I need new clothes for a party. My clothes are not cool. I want a good-looking black shirt and a white tie. White ties are awesome. . . .

GUIDED WRITING p. 136

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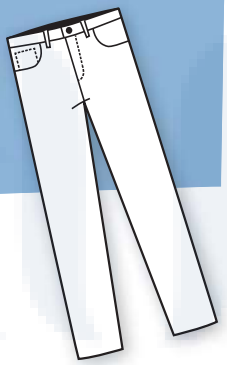
1 CLOTHES – *talk*

- Play with a partner. Flip a coin to decide who goes first.
- To play, flip again. Heads = go 1 space. Tails = go 2 spaces. Place your coin on the square.
- Your partner points to a color. Use the color, the picture, and the cues to make a statement. Then it's your partner's turn.
- The partner who finishes first wins.



START

Mike / want



FLIP AGAIN

She / like





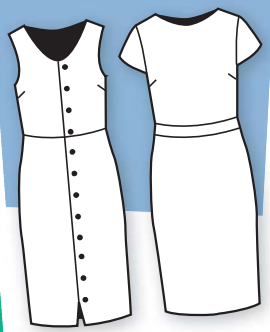
You / need

LOSE TURN



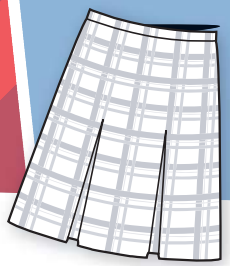
John / have

They / want



LOSE TURN

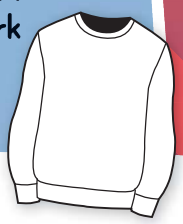
Marie / not need



FLIP AGAIN

FLIP AGAIN

My mom / not have / for work

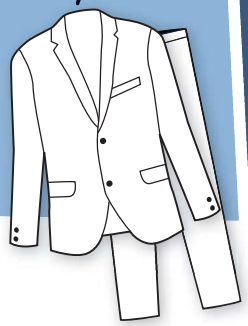


LOSE TURN



I / not need

The lawyer / want



FINISH

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Interactive Cool Down

1 CLOTHES-TALK

Suggested time: 35 minutes | Your time:

- Point to the game board. Say, *To play this game, you make statements with the words on these squares.*
- Read the game directions aloud. Tell Ss to follow along in their books.
- Point out the colors and sentence cues (for example, *Mike / want*) on the game board. Say, *These are the colors. These are the cues.*
- Give Ss a few minutes to preview the game board. Suggest they label the colors and clothing items in the pictures.
- Review the meaning and pronunciation of *lawyer.* (a person who helps people with the law)
- Model the task. Point to the first cue after START on the game board. Write on the board: *Mike / want.* Ask, *What is the clothing item here?* (pants) Call on a higher-level S to pick a color (for example: black). Write *[black] pants* on the board.
- Then ask, *How do we complete this statement?* (Mike wants black pants.) Write the complete statement on the board.
- Form similar-level pairs. Make sure each pair has a coin. Ask each pair to flip the coin. The S who flips heads goes first.
- Walk around as Ss play the game. Make sure they follow instructions to lose a turn or flip again if they land on those squares. Listen for the correct use and pronunciation of plural nouns. Encourage higher-level Ss to add details to their statements. For example: *Mike wants new black pants.* Take notes on areas for review and extra practice in later lessons.
- If Ss finish the game quickly, have them play again with different colors.

TEACHING TIP Bring extra coins with you to class in case Ss don't have any.

EXTENSION (+10–15 minutes) Ask Ss to cross out the word *not* in the language cues. Have them play the game again. This time, ask them to make *yes / no* questions rather than statements. For example: *Does Mike want black pants?*

CHALLENGE (+10 minutes) Have Ss make an additional opposite statement for each turn. For example, if the sentence cue is affirmative, such as *Mike / want*, Ss can say, *Mike wants gray pants. He doesn't want purple ones.* If the sentence cue is negative, such as *Marie / not need*, Ss can say, *Marie doesn't need a green skirt. She needs a green blouse.*

CHALLENGE (+15 minutes) Ask Ss to cross out the word *not* in the language cues. Have them play the game again. This time, partners have a short conversation each turn. First, the partner with the turn asks an information question with the picture and the cues. The other partner responds. Ss can make information questions with *What, Why,* or *Which.* Model the activity. Write the cue *Mike / want* on the board. Ask, *What does Mike want?* (pants) *Why does Mike want pants?* (For example: because he has a new job) *Which pants does Mike want?* (For example: the black ones) Write the example questions on the board if appropriate. The goal of this game is to make conversations, not to win.

EXTENSION (+10–15 minutes) Have Ss change the subjects in the sentence cues and make a new statement for each space. For example, instead of *Mike wants blue pants,* Ss can write *Mike's son wants black pants.* Tell Ss to complete the activity individually on a blank sheet of paper. Collect Ss' papers and check for correct subject-verb agreement.

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2 CHAT

Suggested time: 25 minutes | Your time:

- Say, *Look at the people in the pictures. Where are they?* (at a clothing store) *What is their conversation about?* Elicit ideas.
- In pairs, have Ss describe the clothes they see. Remind them to use *this, that, these,* and *those* to refer to the items.
- Point to the man with glasses. Say, *This is the salesperson. He works at the store.* Point to the man in the yellow shirt. Say, *This is the customer. He needs new clothes.*
- Then read the conversation aloud with a higher-level S. Ask the rest of the class to follow along in their books as they listen.
- Form pairs. Ask Ss to choose roles. Tell Ss that Partner A is the customer and Partner B is the salesperson. Say, *Complete your Chat Guide with new information.*
- Model the activity. Copy the first line of Partner A's Chat Guide on the board. Complete it with new information. For example:

  A: [Good evening]. I need [a new dress] for a birthday party. In a(n) [small, please].

  B: Sure. . . . What do you think of [this dress]?
- Give Ss time to work together to fill out their Chat Guides. Encourage them to personalize the conversation with different clothes and adjectives. Refer them to the **Positive adjectives** box on page 73 if appropriate.
- Remind Ss to use *this / these* for items next to the speaker, and *that / those* for items farther away.
- Walk around and provide help with spelling and vocabulary as Ss write.
- When pairs are ready, have them practice their new conversations.
- Invite pairs to role-play their conversation for the class.

OPTION Rather than reading the conversation at the top of the page as a class, Ss can read it aloud once they are in pairs.

OPTION If possible, make a copy of page 77 and cut out each Chat Guide. Then make copies of each Partner's Chat Guide and hand them out to the appropriate Ss before starting the exercise.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To review and extend the unit content, additional materials are available in the back of the Student's Book and online. For the online content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW, pp. 148–149 The Unit Review section offers two pages of workbook-style activities to review the unit content.

PRACTI-CHANT, p. 160 Practi-Chants reinforce pronunciation, rhythm, and intonation as well as increase vocabulary retention, listening comprehension, and speaking fluency.

***CONNECT TV* (online)** Video presents language from the unit through fun and engaging situational comedy episodes.

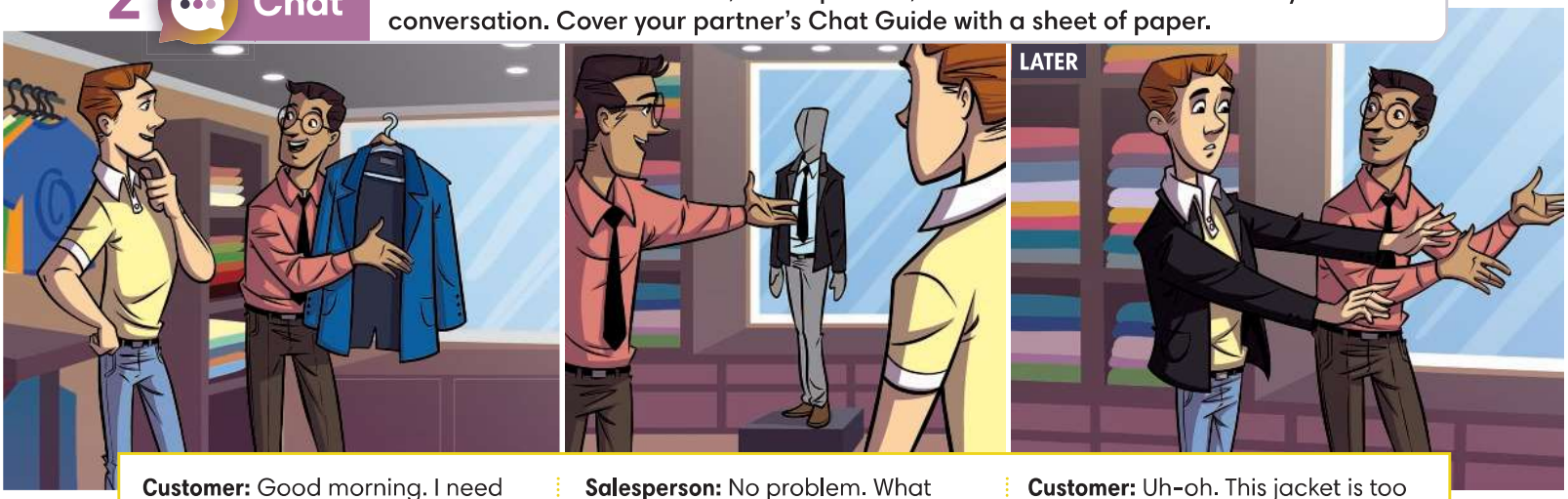
TEST-TAKING SKILLS BOOSTER (online) Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES (online) Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

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2 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Cover your partner's Chat Guide with a sheet of paper.



Customer: Good morning. I need a new jacket for work. In a medium.

Salesperson: Sure. . . . What do you think of this jacket?

Customer: I think it's nice. . . . But I don't want that color.

Salesperson: No problem. What color do you want?

Customer: Black, please.

Salesperson: Do you like the jacket over there? I have that jacket in your size.

Customer: Yes, I do. It's very nice.

Customer: Uh-oh. This jacket is too small. Do you have a large?

Salesperson: No, I'm sorry. We don't have a large in black.

Customer: That's too bad.

Salesperson: But we have a large in brown.

Customer: That's great. Thanks!

Salesperson: You're welcome.

Partner A's Chat Guide

A ___ . I need ___ for ___ . In a(n) ___ .

B

A I think ___ . . . . But I don't want that color.

B

A ___ , please.

B

A Yes, I do. ___ very ___ . . . .
Uh-oh. ___ too ___ . Do you have a(n) ___ ?

B

A That's too bad.

B

A That's great. Thanks!

B

Partner B's Chat Guide

A

B Sure. . . . What do you think of ___ ?

A

B No problem. What color do you want?

A

B Do you like ___ over there? I have ___ in your size.

A

B No, I'm sorry. We don't have ___ in ___ .

A

B But we have a(n) ___ in ___ .

A

B You're welcome.

Language Center

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Give and accept a compliment.
- ☐ Ask for sizes and colors.
- ☐ Describe clothes.
- ☐ Shop for clothes.

For more practice . . . Unit Review, p. 148 / Practi-Chant, p. 160
Connect TV / Test-Taking Skills Booster

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