

1 Going shopping

Unit profile

Vocabulary: Shopping
Reading: No teens allowed
Grammar: Determiners
Vocabulary: *any*
Writing: A short text

Warmer

Write these types of shop on the board: *market*, *department store*, *shopping mall*, *small local shop* and *supermarket*. Put students into pairs to discuss where they prefer to shop and when they last went to these places. Discuss ideas as a class.

Your profile

Ask students to make notes to answer the questions. Put them into pairs to exchange information. Encourage students to extend their answers with reasons and examples. Nominate individuals to tell the class about their partner and see if others do or think the same.

VOCABULARY Shopping

- 1 Ask students to look at the photos. Set a short time limit for them to write a list of items they can buy at each place before putting students into pairs. Check answers and give pronunciation practice where necessary, e.g. *clothes* /kləʊðz/, *shoes* /ʃu:z/, *vegetables* /'vedʒ.tə.blz/ and *fruit* /fru:t/.

Possible answers

- a a high street (for example, fruit, vegetables, meat, cheeses, sweets, pastries, bread)
- b a department store (for example, designer clothes, DVDs, books, furniture)
- c a market (for example, clothes, shoes, fruit, vegetables)
- d a shopping mall (for example, clothes, shoes, kitchen goods, books, jewellery, stationery)
- e online shopping (for example, clothes, books, DVDs, music, computers, video games)

- 2 **1.02** Read the instructions aloud. Direct students to look at each of the photos and take a class vote on their favourite place to shop. Feed back as a class. Play the recording, pausing after each speaker if you think students will find it challenging. Invite two or three students to give answers and see if the class agrees before confirming.

Audioscript

Narrator: Eva

Eva: I love shopping anywhere so I don't really mind where I go. I hate it when I don't have enough money, though, so I guess that markets are probably my favourite place to shop. You don't have to spend much money there, but if you're a tourist, then you should be careful because sometimes they can charge you high prices.

Narrator: Allan

Allan: I think that online shopping is the best thing ever. My parents do their food shopping online. If you spend a certain amount, then you don't have to pay the delivery charges. Also we sometimes buy DVDs and books online – there are plenty of sites! If it's not right, you can usually send the items back.

Narrator: Marty

Marty: Well, I love video games and I'm always looking for new games. Last week my favourite department store was offering a ten percent discount on some games, which is really good. Also, they are really good about refunds like when Mum gave me a game I already had, they just gave us the money back – too easy!

Narrator: Elena

Elena: I love shopping malls especially when I meet up with my friends and we stay there for the whole day. I have several store cards for my favourite shops, you know those cards that get you a discount for the next time you buy something. It's great. Some older kids from our school work in the shops and it's nice when you know the person who serves you.

Narrator: Bonnie

Bonnie: I think walking down the main street in a town and going into all the little shops is fun. It's better when it's nice weather – it isn't much fun in the rain! These are just regular shops and if you buy something and it's not right, you can change it. You just have to show them the receipt.

Answers

a Bonnie b Marty c Eva d Elena e Allan

- 3 **1.02** Put weaker students with stronger students and do the first item as a class (see Answers). Monitor and encourage students to collaborate, asking stronger students to explain why they have chosen a word. As you check answers, elicit which words in the sentences helped them to find the correct answers (e.g. 1 *spend* – *much money*; *charge* – *high prices*). Nominate individuals to give answers and see if the class agrees before confirming.

Fast finishers

Ask fast finishers to find four words in the word box which are both nouns and verbs (*change, discount, refund, shop*) and to write sentences with spaces for each one. Nominate individuals to read their sentences to the class for the other students to guess the missing word.

Extension activity

Put students into pairs and ask them to take turns and choose a word or phrase from the box. They say the word and their partner makes a sentence. Monitor for accuracy and the pronunciation of *receipt* /rɪ'si:t/.

Answers

1 shop; spend; charge 2 online shopping; charges; send; back
 3 discount; refunds 4 serves 5 change; receipt

- 4 Read the instructions and the example as a class. Tell students that the questions are in the past tense and write the example sentence on the board to review the form if necessary. Ask the example question to different students and monitor for accuracy in yes/no answers, i.e. *Yes, I did. No, I didn't*. Encourage them to give additional information.
- Monitor for accuracy as students write the questions. Invite two or three students to give answers and see if the class agrees before confirming. Nominate two strong students to ask and answer at the front of the class before putting students into pairs to take turns asking and answering. Monitor and help with pronunciation and give positive feedback for informative answers. Share any interesting information with the class.

Mixed ability

Encourage weaker students to read the questions and decide on the first word of each of the answers (1 *Did* 2 *How* 3 *Who* 4 *Did*). As an alternative, you could write the question words on a slip of paper and give this to them if they are struggling. Stronger students can complete the exercise without this support.

Answers

1 Did you get a receipt?
 2 How much did you spend?
 3 Who served you?
 4 Did you get a discount?

- 5 Put students into pairs or groups to discuss the questions. Monitor and help them communicate their ideas. Invite two or three students to tell the class about their shopping experiences. As an alternative, you could do the exercise in open pairs. Nominate a student to choose a question and name another student to answer it. The second student asks a question and nominates another. Continue until several students have had a turn.

READING

- 1 Books closed. Write *No teens allowed* on the board. Put students into mixed-ability groups and set a short time limit for them to brainstorm why teens might not be allowed in shopping malls. Monitor and give positive feedback for interesting suggestions. Ask a spokesperson from each group to give a reason, and write key words on the board. Tell students to read the article quickly to see if their ideas were the same as the ones in the text. Find out if there are any malls in your students' hometown that ban teens, and why.

Answer

The Store had trouble with young people during the holiday season.

Prepare for Preliminary for Schools Reading and Writing, Reading Part 3

Task description

In Reading Part 3, students have to decide whether ten sentences about a text are correct (A) or incorrect (B). Part 3 tests understanding of a factual text and recognition of paraphrase. The task involves the use of scanning to locate specific information relating to each sentence. The ten sentences follow the order of information in the text.

Tips

- Suggest that students read the ten sentences and text quickly to get a general idea of the topic.
 - Students should underline key words in each sentence and look for content that matches these in the text. It is unlikely that the same words will be used in both, so students need to understand another way of saying the same thing.
 - Advise students not to leave any answer blank – if they are unsure of an answer, they should make a guess between A (correct) and B (incorrect).
- See Exam Profile 4, Student's Book page 126

- 2 Note that the Part 3 task in Unit 1 is a simple and shortened version with only seven sentences. Read each of the sentences in turn, then tell students to scan the article and the comments to check, before reading again to correct the information in any incorrect sentences. Monitor and direct weaker students to parts of the text where they can find the correct information, if necessary. Allow students to compare their answers with a partner before nominating individuals to give answers. See if the class agrees before confirming. Note that there are ten questions in the actual exam task.

Answers

- 1 Correct (tourists from different countries)
- 2 Incorrect (which also has a theme park)
- 3 Correct (is no longer going to allow young unaccompanied teenagers. If you are under the age of 15 ...)
- 4 Correct (Last year there was quite a bit of trouble with young people ...)
- 5 Incorrect (Some parents think The Store is a babysitter. There were quite a few kids aged 10 here on their own.)
- 6 Correct (we usually meet there for birthday parties.)
- 7 Correct (if I have to go shopping with my father, he'll have to pay for things!)

- 3** Do the first item as a class, and encourage students to reread the sentence, substituting the word from the question to check meaning. Monitor and help as students work individually. Invite two or three students to give answers and to reread the sentence aloud using the word from the question.

Answers

- 1 come to an end 2 babysitter 3 introduce
 4 on your own 5 trouble

- 4** Ask students to read the comments and answer the questions. Check answers. If there are any disagreements, take a vote on the most popular answer before reading the corresponding comment aloud.

Fast finishers

Ask fast finishers to write a comment to post on the website. Nominate individuals to read their comments aloud after checking answers to exercise 4.

Answers

- 1 Stacey ('there are some teenagers who annoy others')
- 2 Luke ('if I have to go shopping with my brother, he'll have to pay for things. Cool!')
- 3 Tarah (It definitely won't be the same if we have to have our parents with us.)

EP Word profile

Ask students to read the sentences and then set the exercise on page 132. Check answers and then tell students to write sentences of their own using each of the phrases with *thing*.

Answers

- 1 B 2 D 3 C 4 A 5 E

Talking points

Put students into pairs to discuss the questions. Encourage them to add examples of situations or reasons to expand on their answers. Discuss ideas as a class.

Cooler

Write the words from Vocabulary, exercise 3 on the board. Give students one minute to look at them, then erase them. Tell students to write down the words they remember. Find out who remembered the most, and ask them to come and write them on the board. Add any missing words, and check spellings, as a class.

GRAMMAR Determiners

Write this exchange on the board, or say it aloud and ask students to complete the blanks.

*Excuse me, have you got ___ (any) coats?
 No, I'm sorry, we haven't got ___ (any). But we've got ___ (some) jackets.*

Elicit why *any* is used in the first two spaces (*interrogative; negative*) and *some* in the final space (*positive*).

Books closed. Divide the class into pairs. The students should ask and answer about things in the classroom using *some* and *any*, for example *Are there any posters? Yes, there are some on the wall.* The class listens and checks for accuracy.

- 1** Read the instructions and do the first item with the class. Pair weaker students with stronger students and ask them to continue the exercise. Monitor and help as necessary, encouraging stronger students to say when a noun is countable or uncountable in English.
- Draw two columns on the board and write *C* and *U* at the top of each. Invite two or three students to come and write words and phrases in the appropriate columns on the board as you check answers.

Mixed ability

For weaker students, you might need to write additional example sentences on the board, e.g. *Some phones are expensive in that shop. Have they got any bookshops in the mall? There are no tickets left for the concert. I don't have much time to go shopping. Are there many shoe shops in the mall? There's plenty of time before the store closes. There are a lot of people waiting to be served.*

Fast finishers

Ask fast finishers to reread *No teens allowed* on page 11 and underline examples of determiners. Elicit some examples after checking answers to exercise 1.

Answers

Countable: games, teens, places, sites, store cards, teenagers
 Uncountable: money, fun

- 2** Put students into pairs to complete the chart. Check answers. In feedback, nominate individuals to make different sentences using each of the words and phrases, e.g. *There are some new shops opening in town.*

Answers

	Countable	Uncountable
Positive	many, several, a lot of, plenty of	plenty of, a lot of
Negative	no	much, any, no

→ Grammar reference Student's Book page 145

- 3** Do the first item as a class. Direct students to look at the noun (*shopping*) and the chart in exercise 2. Ask *Is shopping countable or uncountable?* (uncountable). Nominate a student to give the answer (*some*) and see if the class agrees before confirming. Monitor and encourage stronger students to complete the exercise without looking at the chart. Check answers, making sure that students understand the difference in meaning between *several* (some, but not a lot) and *plenty* (more than enough, a large amount).

Answers

1 some 2 several 3 a lot of 4 any 5 no
 6 much 7 many 8 several

Corpus challenge

Put the students into pairs to correct the sentence before nominating a student to give the answer. Check with the class before feeding back. Ask why *many* not *much* is used here (*photos* is countable).

Answer

I have so many photos on my phone!

- 4** Direct students to look at the picture and say what's going on (*two people are shopping online*). Tell them to read the conversation, ignoring the spaces. Ask *Does B find what they are looking for?* (No). Check vocabulary as necessary. Nominate two stronger students to read the conversation to the class. The class listen and decide if the answers are correct or incorrect.

Mixed ability

Encourage stronger students to cover the box and complete the spaces. Monitor and help weaker students to decide if the noun is countable or uncountable and to use the information on the board to help decide which determiner to use.

Extension activity

Put students into pairs to read or act out the conversation. Encourage Student A to sound positive and helpful, and Student B to sound a little angry. Ask a student pair to perform their conversation to the class.

Answers

1 some 2 any 3 plenty 4 many 5 several
 6 much 7 no

VOCABULARY any

Books closed. Write these letters on the board: *thianyoeg*. Ask students to make three words beginning with the letter *a* and tell them they can use the letters more than once (*any, anything, anyone*).

- 1** Do the exercise as a class. Ask *Which word is used to talk about a place?* (*anywhere*) and *Which word is used to talk about an object, event or situation?* (*anything*). Use the extra information with the answers below to elicit other words beginning with *any*. Write the words and their meanings on the board.

Answers

anyone (person), anybody (person), any more (time), anyhow (manner or way), anyplace (US anywhere)

- 2** Direct students to the box and ask *In which ones is 'any' used in a comparative sense?* (*longer, good, better*). Read the example as a class. Monitor and help as students continue individually. Make a note of common mistakes before putting students into pairs to compare their answers. Nominate individuals to give answers and see if the class agrees before confirming. Review problem sentences, checking students understand the meaning of the words or phrases and why they are appropriate in each of the contexts.

Extension activity

Students write three words or phrases using *any* on a slip of paper. They swap papers and write sentences using the words or phrases they receive. Tell them to swap papers back and check each other's sentences.

Answers

1 any more 2 anywhere 3 anything 4 anyone
 5 any longer 6 any good 7 any better

WRITING A short text

- 1** Direct students to read the information about the competition. Invite two or three students to give answers and write each point on the board.

Answers

The last cool thing you bought, where, why, what your friends think about it

- 2** Read the question and elicit what the word *cool* means (*good, stylish or fashionable*). Tell students to read the texts and say who bought what (*Rachel – trainers; Maria – a money bank; Mitch – sunglasses*). Ask for a show of hands to see which item the class think is the coolest, and encourage individuals to explain why. Help them communicate their ideas.

Extension activity

Nominate two strong students with different opinions to have a discussion in which they try to convince the other that their opinion is the best. Then put students into pairs to have this discussion and express their own opinions.

- 3** Read the instructions aloud and direct students to the *Prepare* box. Point to the board to remind them of the three pieces of information they should include. Put students into pairs to find the information in Mitch's text. Check answers.

Answers

I bought some really cool sunglasses from a shop in my town called J&L; because I just loved them; Several people have already told me I look good in these sunglasses.
 Extra information: what else J&L sells.

- 4** Put students into pairs to do exercise 4. Monitor and help as necessary. Check answers.

Fast finishers

Ask fast finishers to repeat exercises 3 and 4 with Rachel's text. Check answers.

Answers

past simple – was, went, saw, was; present simple – is, can, 've got, wants; present continuous – 'm saving

- 5** Monitor and help as students make notes. Put them into pairs to ask and answer the questions. Tell them to give their partner some more ideas if they can think of any.
- 6** Ask students to write their texts. They can swap with a partner and check their partner has followed all the instructions. Encourage them to make constructive comments, e.g. *You could ... Why don't you ...? What about ...?*

Cooler

Put students into pairs or small groups. Give them three minutes to write down as many words, phrases and/or expressions as they can on the theme of shopping. Ask pairs/groups to take turns reading their lists aloud. They score one point if no one else has included the word, but lose a point if other students have listed it. The pair or group with the most original list wins.

Project

Tell students they are going to write a questionnaire to find out about younger and older people's opinions on teenagers being allowed unsupervised in shopping malls. Brainstorm some possible questions on the board before asking students to write six questions. For example *Where do you go on a Saturday afternoon? How old should people be to go shopping on their own?* To recycle determiners, encourage them to include some of these phrases: *many stores, a lot of teenagers, much fun, no teens, several shops*. Put students into pairs to ask and answer their questions and allow them to revise their questions if they want to. Tell them to survey two younger people and two older people and to write up their findings in a short paragraph. Students can present their findings in the following class, using PowerPoint if they have access to it.

Teacher's resources

Student's Book

Grammar reference and practice page 145

Vocabulary list page 138

Workbook

Unit 1, page 4

Go online for

- Pronunciation
- Corpus tasks