

# 1 GOING SHOPPING

## ABOUT YOU

Where do you usually go shopping?  
Which is your favourite shop?  
Which is better: going to shops or shopping online?

## VOCABULARY Shopping

- 1 Look at the photos. What different things can you buy in these places?

Compare your answers with your partner.

- 2 Listen to five teenagers talking about these different places to shop. Match each speaker to one of the photos.

Daisy ☐ Sean ☐ Alec ☐ Rose ☐ Iris ☐

- 3 Complete the sentences with the words in the box. Then listen again and check.

charge    charges    discount    exchange  
online shopping    promotions    purchases  
receipt    refunds    send ... back    serve  
service    shop    spend

- 1 Daisy says that markets are probably her favourite place to \_\_\_\_\_. She says you don't have to \_\_\_\_\_ much money there. But if you're a tourist, sometimes they can \_\_\_\_\_ you high prices.
- 2 Sean thinks that \_\_\_\_\_ is the best thing ever. He says if you spend a certain amount, you don't have to pay the delivery \_\_\_\_\_. If the item isn't right, you can usually \_\_\_\_\_ it \_\_\_\_\_.
- 3 Alec's favourite department store was offering a 10% \_\_\_\_\_ on some games. He also says they are really good about \_\_\_\_\_.
- 4 Rose uses store cards when she \_\_\_\_\_ items. Her favourite shop often has \_\_\_\_\_. Some of her schoolmates work in shops and they \_\_\_\_\_ her, which she thinks is nice. She often gets good \_\_\_\_\_.
- 5 Iris likes little shops. She says if you buy something and it's not right, it's easy to \_\_\_\_\_ it. You just have to show them the \_\_\_\_\_.

- 4 Discuss the questions.

- 1 Where do you generally shop?  
2 Do you keep receipts? Why are they important?  
3 Is good service important? Why?  
4 When was the last time you got a discount? How much was it?  
5 How do you get discounts?  
6 Have you ever sent an item back, or returned it to the shop yourself? Say what happened.



# 1 GOING SHOPPING

## Unit Overview

|            |  |
|------------|--|
| TOPIC      | Teenagers' shopping habits and things they buy |
| VOCABULARY | Shopping                                       |
| READING    | Shopping: teen trends                          |
| GRAMMAR    | Determiners                                    |
| VOCABULARY | Phrases with <i>any</i>                        |
| WRITING    | A short text                                   |
| EXAM TASKS | Reading Part 4                                 |

## Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 147; TB page 265  
PREPARE FOR THE EXAM: SB page on TB page 240; TB page 252  
WORKBOOK: pages 4–7  
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 1;  
Vocabulary worksheet Unit 1  
TEST GENERATOR: Diagnostic test; Unit test 1

## WARMER

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

## ABOUT YOU

Ask students to write key words in answer to the questions. Put them into pairs to exchange information and monitor and encourage them to extend their answers with reasons and examples. Nominate individuals to tell the class about their partner and ask 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 them into pairs. Check answers and give pronunciation practice where necessary, e.g. *clothes* /kloʊðz/, *shoes* /ʃuːz/, *vegetables* /ˈvedʒ.tə.blz/ and *fruit* /fru:t/.

### Possible answers

- A plants, shoes, fruit and vegetables, jewellery, wool
- B clothes, shoes, kitchen goods, books, jewellery, stationery
- C fruit, vegetables, meat, cheeses, sweets, pastries, bread
- D clothes, books, DVDs, music, computers, video games
- E designer clothes, DVDs, books, furniture

- 2 Read the instructions aloud. Tell students that the following are the first part of some words they will hear in the recording and see if they can predict the word: *fav(ourite), mon(ey), clo(thes), dep(artment), we(ather)*. Write students' predictions on the board but do not feedback at this stage. Play the audio, pausing after each speaker to give students time to reflect on what they

heard and understood. Invite two or three students to give answers and ask if the class agrees before feeding back. Students could check their predictions with the audioscript on page 00.

## Answers

A Daisy B Rose C Iris D Sean E Alec

- 3 Check students understand the vocabulary in the box and ask which can be both a noun and a verb, i.e. *charge, discount, exchange, purchase, refund, shop*. Model the pronunciation of the following words so students will find it easier to recognise them when they hear them: *charge, charges, discount, promotions, purchases, receipt and refunds*. Put students into mixed ability pairs and do the first item as a class (see Answers). Monitor as pairs continue and encourage stronger students to explain why they think a word or phrase is correct. Play the audio for students to check their answers, pausing after each one. Nominate pairs to give answers and see if the class agrees before confirming or correcting.

## Answers

- 1 shop, spend, charge
- 2 online shopping, charges, send (it) back
- 3 discount, refunds
- 4 purchases, promotions, serve, service
- 5 exchange, receipt

## AUDIOSCRIPT TB PAGE 284

- 4 Put students into pairs or groups to discuss the questions. Monitor and help them communicate their ideas. Encourage students to give full answers and to reuse the words from the unit so far. Invite two or three students to tell the class about their shopping experiences. Alternatively, you could do the exercise in open pairs. Nominate a student to choose a question and to name another student to answer it. The second student asks a question and nominates another. Continue until several students have had a turn. Give extra pronunciation practice as necessary.

## Answers

Students' own answers



READING


BACKGROUND INFORMATION

The number of people who shop online is increasing. The top three countries which spend the most money shopping online are the United States, the United Kingdom and Sweden. In Britain, people usually go to the shops to have a look at things they want to buy, and then compare prices online. Clothes shoppers often return to a shop to buy, whereas those who are buying cell phones, tablets and computers will buy from online sites. Internet shopping is thought to have begun in 1994 and both Amazon and eBay started their online shopping service one year later, in 1995. Currently, Amazon is growing in popularity with boys, but falling for girls. Meanwhile, eBay is falling in popularity for both boys and girls.

- 1 Read the question and the first line of the article and elicit some suggestions from the class. Write key words on the board. Set a short time limit of about three minutes for students to read the article quickly to check their ideas. Tell them to ignore the gaps and to guess the meaning of new vocabulary at this stage.

Answers

Students' own answers

 The Reading text is recorded for students to listen, read and check their answers.



PREPARE FOR THE EXAM

B1 PRELIMINARY FOR SCHOOLS  
Reading Part 4

In this part, students read a text from which five sentences have been removed. They have to choose the sentence which fills each gap from eight sentences. The five sentences are not given in the same order as they appear in the text. Part 4 tests reading for gist and understanding of text structure.

**Tips** Ask students to read the text first to understand the general idea. Read all eight sentences carefully before starting the activity. Advise them to read the information before and after each gap before deciding which option is the best fit and tell them to read the whole text again to check it makes sense.

- 2 Tell students to read the instructions for this part of the Reading exam carefully and ask true/false questions to check they have understood (for example: *There are five sentence spaces in the text – true; There are the same number of sentences as spaces – false*). Ask students to read sentences A–H carefully and do the first item together as a class. Elicit or point out the connections between words in sentence B and the ideas either side of the gap. For example, *‘there’* refers to *‘coffee shop’* in the sentence before the gap, and *‘do some online shopping’* is topically connected to *‘finding the latest fashions on Pinterest or Instagram.’* after the gap. Put students into pairs to continue, and monitor and encourage them to analyse the information in the text and match it up with information in the sentences. Invite volunteers to give

answers and see if the class agrees before confirming. Encourage students to explain their choices.

Answers

1 B 2 D 3 C 4 H 5 F

» PREPARE FOR THE EXAM TEACHING NOTES AND ANSWER KEY TB PAGE 252

- 3 Ask students to read the meanings 1–6 and check vocabulary if necessary. Point out that two of the highlighted phrases are found in the sentences that have been removed from the article. Do the first item as a class, asking for a volunteer to suggest an answer. Re-read the section of the text before and after the gap, and substitute the highlighted word or phrase for a meaning from 1–6. Students should check that it makes sense generally, and not look for a perfect grammatical fit with the surrounding sentence. Point out that this is a technique that students can use to help them check their answers. Monitor and help as students continue individually before inviting individuals to give answers and see if the class agrees before feeding back. Ask for volunteers to give reasons for their choice.

MIXED ABILITY

For weaker students, monitor and point to information in the main text that could help them intuit the meaning of some of the highlighted words or phrases. For example: good value for money – *get them when ‘they’re on sale a few weeks later’*; checkout – *‘when you’re paying’*; can afford – *‘wait until there’s a special offer, when you can get two games for the price of one’*; special offer – also *‘you can get two games for the price of one’*.

Answers

1 can afford 2 checkout 3 second-hand 4 special offer  
5 good value for money 6 keen on

FAST FINISHERS

Ask fast finishers to find the words *cool* and *stuff* in the text and write their own meanings. They compare with other fast finishers and decide which definition is best before checking in a dictionary. Nominate students to tell the class what each word means.



TALKING POINTS

Before students discuss the questions, put them into pairs to write some notes of useful vocabulary. As students discuss in pairs, monitor and encourage them to add examples of situations or reasons to expand on their answers. Give positive feedback where possible. Bring the class together to share ideas.

COOLER

Write the words and phrases from Vocabulary, Exercise 3, on page 10 on the board. Give students one minute to study the words and phrases, 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. Ask the class if there are any missing words, and add them to the board. Check spellings and pronunciation as a class.

READING

- 1 Read the title and first line of the article. What do you think Olivia and her friends do in town? Read the article quickly to check.

SHOPPING: TEEN TRENDS

It's Saturday morning and Olivia, 16, is going into town with some friends like they usually do.

Their day begins in a coffee shop. 'We have frappuccino coffees and chat,' Olivia says. <sup>1</sup> ..... 'We like finding the latest fashions on Pinterest or Instagram.' Like adults, many teens want **good value for money**. 'If there's something new I want, but it's too expensive, like these cool trainers I saw the other day, I won't get them till they're on sale a few weeks later. <sup>2</sup> ..... And you can sometimes get discounts at the **checkout** when you're paying,' says Olivia. Although girls are more likely to spend money on jewellery or make-up, both sexes are into looking good and buy high-quality hair and body products. <sup>3</sup> ..... This means downloading apps is a favourite activity.

Teens shop on the internet because 'online companies don't always charge you as much money and it's easy,' says Olivia. <sup>4</sup> ..... 'For example, sometimes we go to a gaming store and try out several new games. A lot of games cost more than we **can afford**, so we wait until there's a **special offer**, when you can get two games for the price of one and that kind of thing. <sup>5</sup> ..... There's no brand new stuff on them but you can save a lot of money.'

After that, Olivia and her friends go for lunch. 'I love any healthy food, especially organic stuff,' says Olivia. 'We go anywhere that serves it – plenty of places do, but it can be expensive. After that, I don't usually have any money left!' laughs Olivia.



PREPARE FOR THE EXAM

Reading Part 4

- 2 Read the article again. Five sentences have been removed from the text. For each space choose the correct sentence. There are three extra sentences which you do not need to use.
- A Some people I know send everything back.
  - B While they're there, they also do some online shopping.
  - C They're also **keen on** keeping their mobile technology up to date.
  - D You can usually get anything new that way if you're prepared to wait!
  - E You can get refunds online but it takes longer.
  - F There are plenty of **second-hand** websites, too, where stuff's even cheaper.
  - G I'm not really interested in buying things like that.
  - H But they still enjoy looking around the shops.

» PREPARE FOR THE EXAM PAGE 124

- 3 Match the **highlighted** words and phrases in the article to the meanings.

- 1 have enough money to buy something
- 2 where you pay for your goods
- 3 not new; already used in the past by someone else
- 4 a price that is lower than usual
- 5 the amount you paid for something was right
- 6 very interested in or enthusiastic about something



TALKING POINTS

Do you think people spend too much time looking at things they'd like to buy online?

Do you think it is important to buy good-quality products which are more expensive, rather than buying cheaper items? Why? / Why not?

GOING SHOPPING

11

GRAMMAR Determiners

1 Read the examples and look at the nouns after the words. Which are countable and which are uncountable?

- 1 Olivia, 16, is going into town with **some** friends.
- 2 After that, I don't usually have **any** money left!
- 3 There's **no** brand new stuff on them.
- 4 They don't charge you as **much** money.
- 5 Like adults, **many** teens want good value for money.
- 6 There are **plenty of** second-hand websites, too.
- 7 Sometimes we go to a gaming store and try out **several** new games.
- 8 **A lot of** games cost more than we can afford.

2 Complete the table with the words in the box. Use the examples in Exercise 1 to help you.

|      |           |          |         |
|------|-----------|----------|---------|
| some | any       | a lot of | many    |
| much | plenty of | no       | several |

|           | Countable   | Uncountable |
|-----------|-------------|-------------|
| Positive  | <i>some</i> |             |
| Negative  |             | <i>any</i>  |
| Questions |             |             |

GRAMMAR REFERENCE AND PRACTICE PAGE 147

3 Listen to the short conversations. Add more determiners to the table.

4 Choose the correct word to complete the sentences.

- 1 Last weekend I got *a / some / any* great discounts on clothes.
- 2 My brother buys *much / a lot of / many* clothes online.
- 3 I got a discount on *a / some / no* headphones online.
- 4 I bought *a / some / much* jeans yesterday.
- 5 Have you got *any / much / several* BeBop trainers?
- 6 We don't eat *some / any / no* special food.

5 Complete the conversation with the words in the box.

|        |         |      |             |
|--------|---------|------|-------------|
| any    | many    | much | no          |
| plenty | several | some | <b>some</b> |

- A: What are you doing?  
B: I'm looking for <sup>0</sup> *some* information about <sup>1</sup> \_\_\_\_\_ trainers. I looked on a few websites but there weren't <sup>2</sup> \_\_\_\_\_ in my size – not even one pair!  
A: I'm surprised. There are <sup>3</sup> \_\_\_\_\_ of websites where you can buy trainers. Have you tried this site?  
B: Not yet! I can't see <sup>4</sup> \_\_\_\_\_ places that sell the trainers I want!  
A: Look here. It looks like there are <sup>5</sup> \_\_\_\_\_ models listed here in fluorescent green. How <sup>6</sup> \_\_\_\_\_ money were they in the shop?  
B: About £50, I think.  
A: Oh dear, there are <sup>7</sup> \_\_\_\_\_ trainers in your size!

6 Complete the questions with the correct words. Then ask and answer the questions with a partner.

- 1 How \_\_\_\_\_ pairs of trainers do you have?
- 2 Do you have \_\_\_\_\_ sunglasses?
- 3 How \_\_\_\_\_ time do you spend shopping online?
- 4 Do you know \_\_\_\_\_ websites where you can get discounts?

VOCABULARY *any*

1 Read the examples. Complete the rules with the words in the box.

- 1 They aren't doing **anything**.
- 2 We go **anywhere** that serves healthy food.
- 3 Has **anyone** seen my new trainers?

|          |          |          |
|----------|----------|----------|
| negative | positive | question |
|----------|----------|----------|

- a With a \_\_\_\_\_ verb, *any* has a positive meaning.
- b With a \_\_\_\_\_ verb, *any* means the same as *no*.
- c Use *any* in a \_\_\_\_\_.

2 What other words or phrases do you know with *any*?

3 Complete the sentences with the words and phrases in the box.

|            |            |          |
|------------|------------|----------|
| any        | any better | any good |
| any longer | any more   | anyone   |
| anything   | anywhere   |          |

- 0 I don't mind what colour the trainers are – *any* colour will do.
- 1 Maria doesn't work in this shop \_\_\_\_\_.
- 2 Is there \_\_\_\_\_ in this shop that would be a good present for your mum?
- 3 This book isn't \_\_\_\_\_ – it's so boring. I won't finish it.
- 4 Has \_\_\_\_\_ got David's number? I need to call him today.
- 5 Tony isn't feeling \_\_\_\_\_ today – the boss wants me to work this afternoon.
- 6 Is there \_\_\_\_\_ near here where I can buy some speakers?
- 7 I can't eat \_\_\_\_\_. I'm full. That was delicious!

4 >> Work in pairs. Turn to page 135.



GRAMMAR

Determiners

WARMER

Dictate the following words: *teens, friends, make-up, food, games, hair, websites, discounts, money, shops*. Draw two columns entitled 'countable (C)' and 'uncountable (U)' and ask students, in pairs or small groups, to classify the words. Ask for suggestions and write the words in the appropriate column. (C = *teens, friends, games, websites, discounts, shops*; U = *make-up, food, hair, money*).

- 1 Read the instructions and do the first item with the class. Monitor and help as necessary, encouraging stronger students to say when a noun is countable or uncountable. Invite students to write words and phrases in the appropriate columns on the board to check answers.

Answers

1 countable 2 uncountable 3 uncountable 4 uncountable  
5 countable 6 countable 7 countable 8 countable

- 2 Copy the chart onto the board and put students into pairs to complete it. Check answers by asking students to write the answers on the board. Nominate individuals to make different sentences about their town e.g. *There are some new shops opening in town.*

GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 265



- 3 Play the conversations and pause after each one for students to suggest different determiners. See if the class agrees and play the conversation again if necessary. Add the determiners to the chart on the board.

Answers 2 and 3 (Words in *italics* are from the conversations in Exercise 3)

|           | Countable                                       | Uncountable                      |
|-----------|---|----------------------------------|
| Positive  | <i>some, a lot of, many, several, plenty of</i> | <i>plenty of, a lot of, some</i> |
| Negative  | <i>many, no</i>                                 | <i>much, no</i>                  |
| Questions | <i>any, some, a lot of, plenty of, many</i>     | <i>any, much,</i>                |

AUDIOSCRIPT TB PAGE 284

- 4 Direct students to find the noun (*discounts*) in item 1. 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 as a class, and point out that we don't use a double negative in English, for example 'We don't eat no special food'; item 6, is wrong.

Answers

1 some 2 a lot of 3 some 4 some 5 any 6 any

- 5 Ask students to read the conversation quickly, ignoring the gaps, and say whether or not the shopper found trainers in the right size on the website (*No*). Remind them to look at the information before and after the gap before they continue individually. When you check answers, make sure that students understand the difference in meaning between *several* (some, but not a lot) and *plenty* (more than enough, a large amount).

MIXED ABILITY

Ask stronger students to cover the box and complete the spaces. 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.

Answers

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

- 6 Do the exercise as a class, directing students to the chart in Exercise 2 for support. Check students understand why there are two possible answers for item 4. Nominate two strong students to take turns asking and answering in open class pairs to demonstrate the activity, and give positive feedback for accuracy and/or informative answers.

Answers

1 many 2 any 3 much 4 any / many

GRAMMAR WORKSHEET UNIT 1

VOCABULARY

any

- 1 Write the word *any* on the board and ask students to think of words with *any*. Ask which word is used to talk about a place (*anywhere*); an item (*anything*); a person (*anyone*). Go through the exercise with the class. Read sentences 1–3 and the words in the box.

Answers

a positive b negative c question

- 2 Read the question and ask students for suggestions, without looking at their books. Write answers on the board.

Possible answers

any more, any longer, any better, any good

- 3 Go through these phrases from the box and elicit or explain meaning. Use simple sentences to help students understand: any better = *Today's school dinner isn't any better* (the structure 'isn't any' + an adjective strengthens the negative, so that it means something like *not at all*). This applies to the following phrases in the box: *any good* and *any longer*. Monitor as students continue individually and nominate individuals to give answers.

Answers

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

- 4 Direct students to page 135. Ask students to read the first question and nominate stronger students to ask and answer as open pairs for the class. Give feedback after each turn, encouraging students to continue with informative and interesting answers. Put them into same ability pairs to continue.

Answers

Students' own answers

VOCABULARY WORKSHEET UNIT 1

WRITING A short text

- 1 Direct students to read the information about the competition. Invite two or three students to answer the question and write key words on the board.

Answers

Students have to write about: the last cool thing that they purchased; where they bought it; whether their friends like it or not.

- 2 Read the question and elicit or remind students of the meaning of *cool* (*good, stylish or fashionable*). Tell students to read the texts quickly to answer the question. 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.

FAST FINISHERS

Ask fast finishers to write two sentences about where they would buy the items. Invite them to tell the class after you have checked answers to Exercise 2.

Answers

Students' own answers

- 3 Go through the instructions and direct students to the *Prepare to write* box and read the information aloud. Monitor and help as students continue individually. Fast finishers compare answers. Ask students to compare in pairs before checking as a class.

Answers

Maksim, Russia

Last week, I bought some really cool sunglasses from a shop in my town called Eyewear. It's a great shop that only sells sunglasses. There are a lot of styles to choose from but I chose these ones because I just loved them! There was a promotion that day and I got a 10% discount. I forgot the receipt, so I went back to get it and the assistant gave me a free case to keep them in. Great customer service!

Emily, Ireland

Mum was going to get these cute trainers for me at the end of the month, but I couldn't wait any longer, so I bought them myself. I got them from the local sports shop near my house. Several of my friends already had pink ones, but I wanted to be different. So I got some orange and blue ones! Plenty of people have asked me where I got them, but I'm not telling anyone my secret store!

JD, UK

Last week, I was (past simple) at the shopping centre and I went (past simple) into Soundz, which is (present simple) my favourite shop. They have (present simple) an online store, but I prefer (present simple) to go to the shop so I can try (present simple) the things on sale. You can find (present simple) a lot of cool stuff there like headphones, speakers and MP3 players. I saw (past simple) these great Bluetooth headphones. I put (past simple) them on and listened (past simple) to several songs from my phone. They were (past simple) expensive, but I got (past simple) a 10% discount because of a promotion. My friend is saving up (present continuous) for a pair now!

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

Answers

JD, UK

Last week, I was at the shopping centre and I went into Soundz, which is my favourite shop. They have an online store, but I prefer to go to the shop so I can try the things on sale. You can find a lot of cool stuff there like headphones, speakers and MP3 players. I saw these great Bluetooth headphones. I put them on and listened to several songs from my phone. They were expensive, but I got a 10% discount because of a promotion. My friend is saving up for a pair now!

Extra information:

They have an online store, but I prefer to go to the shop so I can try the things on sale.

You can find a lot of cool stuff there like headphones, speakers and MP3 players.

I put them on and listened to several songs from my phone.

They were expensive, but I got a 10% discount because of a promotion.

- 5 Read through the instructions and monitor and help as students make notes of key words and phrases. Put them into pairs to ask and answer the questions and to give their partner more ideas if they can think of any.

Answers

Students' own answers

- 6 Go through the instructions and monitor and help if necessary as students write their texts. Fast finishers swap texts to check they've followed all the instructions and make further suggestions using the following phrases e.g. *You could ... Why don't you ...? What about ...?*

Answers

Students' own answers

COOLER

Books closed. 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 and see which group has the longest list.

**WRITING** A short text

- 1 Read the introduction to the magazine competition.  
What do you have to write about?

# COMPETITION!

Tell us about the last cool thing you bought. Where did you buy it?  
Do your friends like it? Email us at [itsallaboutyou@weareteens.co.uk](mailto:itsallaboutyou@weareteens.co.uk).  
We'll include the best stories in our magazine next month!



**Maksim, Russia**

Last week, I bought some really cool sunglasses from a shop in my town called Eyewear. It's a great shop that only sells sunglasses. There are a lot of styles to choose from but I chose these ones because I just loved them! There was a promotion that day and I got a 10% discount. I forgot the receipt, so I went back to get it and the assistant gave me a free case to keep them in. Great customer service!

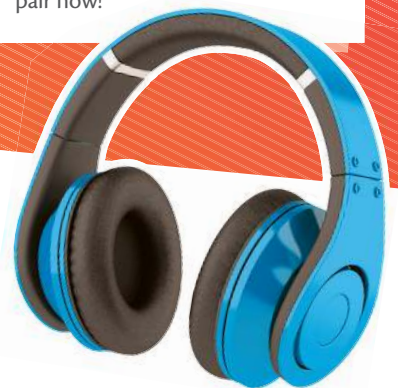


**Emily, Ireland**

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**JD, UK**

Last week, I was at the shopping centre and I went into Soundz, which is my favourite shop. They have an online store, but I prefer to go to the shop so I can try the things on sale. You can find a lot of cool stuff there like headphones, speakers and MP3 players. I saw these great Bluetooth headphones. I put them on and listened to several songs from my phone. They were expensive, but I got a 10% discount because of a promotion. My friend is saving up for a pair now!



- 2 Read the three texts. Which thing do you think is the coolest?
- 3 Read the *Prepare to write* box. Read the texts and underline the following in each one:
- |                   |                                  |
|-------------------|----------------------------------|
| Maksim's message: | shopping vocabulary              |
| Emily's message:  | all the determiners from page 12 |
| JD's message:     | two different tenses             |
- 4 Read JD's text again. Underline the sentences that answer the competition questions. What extra information does she add?
- 5 Read about the competition again. You are going to write a short text about something you bought recently. Plan your ideas and make some notes. Here are some ideas to help you.
- What is the last thing you bought?
  - Why did you choose it?
  - Where did you buy it?
  - What do your friends think?
  - Extra information?
- 6 Write your own short text.
- Use the tips in the *Prepare to write* box.
  - Write about 80 words.
  - Remember to check your spelling and grammar.



## PREPARE TO WRITE

A short text

When you write an answer to something:

- answer all the questions.
- add some extra information.
- use a range of different tenses and structures.