

UNIT 7

Shopping and fashion



UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts and conversations about shopping for objects and the clothes people wear
- exchange information about shopping for objects and the clothes people wear
- understand conversations in which people ask about and pay for things in a shop and do so themselves
- write an email request for information

UNIT CONTENTS

G GRAMMAR

- *this, that, these, those*
- Possessive 's
- Revision of adverbs

V VOCABULARY

- Common objects 2: *bag, chair, clock, cup, football, glass, guitar, lamp, picture, plant, plate, radio, suitcase*
- Prices: *twenty-five euros, three pounds eighty, etc.*
- Clothes: *blouse, coat, dress, glasses, hat, jacket, jeans, shirt, shoes, skirt, trousers, T-shirt*
- Colours: *black, blue, brown, green, grey, red, white, yellow*
- Language Plus: *dark / light*

P PRONUNCIATION

- Sound and spelling: /b/, /p/, /g/ and /k/
- Sound and spelling: *this, that, these* and *those*
- Sound and spelling: /f/ and /dʒ/
- Joining words

C COMMUNICATION SKILLS

- Talking about things you want to buy
- Talking about the clothes that people wear
- Asking about and paying for things in a shop
- Writing an email request for information
- Writing Plus: Commas, exclamation marks and question marks

stage. Take feedback as a class. Elicit students' ideas about question 1 and write them on the board. For question 2, write any shopping questions that students suggest on the board. For question 3, make a list of clothes that students can name in the picture. Leave students' ideas on the board.

Play the recording for students to listen to other people talk about the picture. Ask: *Do the speakers have the same ideas?*

Audioscript

- MAN** So, the people on the boat ... **W** There's a white T-shirt too. So, what do you like to buy when you go shopping?
- WOMAN** Are they on holiday? **M** Well, I don't really like shopping – only when I need something.
- M** Yes, I think so. And they're shopping for clothes, of course. **M** I love shopping! I look at clothes for a really long time!
- W** Yes. **W** I don't like shopping for clothes at all.
- M** Are they friends? **W** I love shopping! I look at clothes for a really long time!
- W** No, I think they're family. **M** Sometimes I don't buy any, I just like looking at them.
- M** Yes, maybe two sisters and their father? **M** I don't like shopping for clothes at all.
- W** What question does the woman in the boat ask? **M** What clothes do you have?
- M** 'Why do you have really big trousers?' **M** I don't have a lot of clothes.
- W** Maybe! Or 'How much are those trousers?' **W** Jeans, T-shirts. And one shirt.
- M** Yes. And what clothes can you see? **W** One shirt?
- W** Well, dresses. **M** Yes.
- M** And skirts. Some blue trousers. **W** Do you have a hat?
- W** No. **M** No, I don't. Do you?
- W** No.

GETTING STARTED



OPTIONAL LEAD-IN

Write *market* on the board.

Put students into pairs. Ask: *What do you buy at a market?* Give students two minutes to write as many things as they can. Monitor and help with vocabulary as necessary. Take feedback as a class, asking each pair to tell you one item from their list they think nobody else has written.



3.2



Use the picture to teach *boat* and *clothes*. Ask students: *What country do you think this is?* Elicit their ideas, then tell them it's Thailand. Ask: *Do you have places (markets) like this in your country?* If you wish, give students information from the Culture notes.

Put students into pairs to answer questions 1–3. Monitor and notice whether students attempt to use *this, that, these* and *those* and how much vocabulary they have for clothes and colours, but don't correct errors at this



EXTRA ACTIVITY

Clean the board. Play the recording again, pausing it after each colour. In pairs, students point to that colour in the picture each time. Check as a class and write the colours and clothes on the board (blue trousers, white T-shirt). Ask: *Does the man like shopping? Does the woman like shopping?* and play the recording to the end. Check answers as a class (the man doesn't like shopping, but the woman does).



CULTURE NOTES

The picture shows a tourist in a wooden boat choosing a pair of trousers at a stand at Damnoen Saduak Floating Market in Ratchaburi, Thailand, about 100 km south of Bangkok.

This 100-year-old market was traditionally a place where vendors sold locally grown fruit and vegetables from boats on the canal. This has changed a lot in recent years, as the market has now become a very popular tourist destination and there are now also a large number of souvenir stands.

Beyond the market, there are quieter canals which can be explored by hiring a boat. South of the floating market are several small family businesses, including a Thai sweet maker, a citrus fruit farm and a knife crafter.



- b** Put students into pairs to answer the questions. Monitor and check how much clothes and colour vocabulary students produce. Don't correct errors or try to teach more vocabulary at this stage. Take feedback as a class.

7A How much are these books?



OPTIONAL LEAD-IN

Books closed. Write the names of some local shops students will know on the board in one column and an item you can buy in each in another column. Put students into pairs and ask them to match the shops to the items. Take feedback as a class by asking: *What does Smith's sell? What can you buy in Smith's?* Afterwards, write these two questions on the board without *sell* and *buy* and elicit what the verbs are.

1 READING AND VOCABULARY

Common objects 2

- a** If you didn't do the Optional lead-in, draw a simple picture of a shop counter and cash register with a person at either side. Use the picture to elicit the verbs *buy* and *sell*. Elicit some different shops students already know from SB p.41, e.g. *supermarket*, *bookshop*. Tell students to look at the *Shopping* text. Give students one minute to read about the three places to shop and decide which place is in the picture. Check the answer as a class, asking students to say why this is the answer.

Answer

The Saturday Market (*They sell lots of old things.*)

- b** Students read what the four people say. Check students understand *magazine* (a type of thin book with news articles and colourful pictures) and *lamp* (point to the lamp in the picture). Students read the text again to see which place is good for each of the four people. Students compare answers in pairs. Check answers as a class, asking students to say why these are the answers. To get some personal response to the text, ask: *Do you sometimes buy old things? What? Why?* If you wish, give students information from the Culture notes.

At the end of this lesson, students will be able to:

- understand a text about three places to shop
- use a lexical set of common objects correctly
- understand a conversation about objects at a market stall
- use *this*, *that*, *these*, *those* correctly
- understand prices and say them correctly
- ask and talk about objects at a market stall

Answers

- 1 The Mega Home Store (*They sell beds... Everything is new.*)
- 2 Books & Co. (*They sell old and new books and they also have magazines.*)
- 3 The Mega Home Store (*Open 8 am–8 pm*)
- 4 The Saturday Market (*They sell lots of old things. You can buy ... lamps.*)



CULTURE NOTES

Both *Books & Co.* and *The Saturday Market* sell second-hand things (things that other people owned or used in the past). In the UK, buying second-hand things is popular. You can buy them at:

Flea markets such as *The Saturday Market*, and **car boot sales** (an event in a public place where people sell their unwanted possessions, often from the backs of their cars).

Second-hand book shops, which sell everything from very cheap old paperbacks to expensive and rare books. *Books & Co.* is unusual because it sells other things too.

Charity shops are found on most UK high streets. Charities collect people's unwanted goods and sell them cheaply.

Antique or Vintage shops: These shops are run by people who collect old but valuable, attractive or still useful objects to sell.

These days buying second-hand things online on auction sites such as eBay is also very popular.

- c Students read about The Saturday Market again and find the words for objects a–f in the picture. Students compare answers in pairs. Check answers as a class. Make sure students are saying singular forms (e.g. *lamp*, *suitcase*) and not the plural forms that are in the text (*lamps*, *suitcases*). Ask: *Which objects can you see in the classroom?* Ask: *Which words in The Saturday Market text means 'look without buying'?* (look around).

Answers

a lamp b radio c clock d suitcase e picture f chair

- d Remind students that *would like* is the polite way to say *want*. Take a class vote to find out which object in the picture most people in the class want.



EXTRA ACTIVITY

Write on the board: *Old things or new things – which do you like best?* Then add this list below it on the board:

- newspapers
- cars
- lamps
- phones
- suitcases
- clothes
- houses
- books
- clocks
- chairs

Put students into pairs to talk for two minutes about which they like best – old houses or new houses, old cars or new cars, etc. Take feedback as a class. Do students have the same or different opinions?

- e 3.3 Students complete the exercises in Vocabulary Focus 7A on SB p.133. Play the recording in exercise a for students to listen and repeat the words. For exercise b, put students into groups of three. Write: *At home, I have a ...* on the board and elicit a few simple sentences from the class, e.g. *At home, I have a clock. At home, I have a clock and a guitar.* Ask students to read the speech bubbles, study the pictures again and then cover them up. Demonstrate how to play the game with two strong students. Stop the game after three or four minutes. Ask: *Is it easy or difficult to remember long sentences?* Tell students to go back to SB p.56.

f Sound and spelling /b/, /p/, /g/ and /k/

For exercise 1, students complete the words in the table. Ask: *Are these letters and sounds vowels or consonants?* (consonants).

- 3.4 For exercise 2, play the recording for students to listen and check. Check answers as a class.

Answers

Sound 1 /b/	Sound 2 /p/	Sound 3 /g/	Sound 4 /k/
bag football	plant plate picture	glass guitar	cup suitcase clock

Discuss the question in exercise 3 as a class. Show how the sounds /b/, /p/ and /g/ are always spelled with b, p and g by writing more examples on the board, e.g. *big*, *bottle*, *pizza*. Show how the sound /k/ can be spelled with c, k, or ck by writing *computer*, *key* and *back* on the board.

Answer

/k/



Put students into pairs for exercise 4 to practise saying the words. Monitor and check they are pronouncing the consonants correctly.



FAST FINISHERS

Ask fast finishers to find more words in the *Shopping* text which start with the sounds /b/, /p/, /g/ and /k/ (e.g. *buy*, *places*, *go*).

- g Ask: *A shop, a market? What's the difference?* (a shop is a building where you buy things, a market is a place where people meet to buy and sell things, usually outside). Point to a table and mime that it's your market stall with things to sell. Teach: *market stall*. Divide the class into pairs and assign A and B roles. Give Student As 30 seconds to write five things to sell at their market stall. Write: *Do you have ... ?* and *Do you sell ... ?* on the board. In pairs, Student B uses the questions to find out what Student A sells. Students then swap roles and repeat the task. At the feedback stage, ask Student Bs: *Do you like your partner's stall? Why / Why not?*

2 LISTENING AND GRAMMAR

this, that, these, those

- a 3.5 Tell students that they're going to listen to two people at a market stall. Give them time to read the task, then play the recording for them to answer the questions. Play the recording again if necessary. Students compare answers in pairs. Check answers as a class, and ask: *Is Sue happy?* (yes). *Is Mike happy?* (no). Say: *Mike says about the radio, 'What?! That's very ...'.* Elicit the word *expensive* and its opposite, *cheap*.

Answers

1 Sue 2 Sue 3 £135 4 No, he doesn't.

Audioscript

SUE I like this picture. What do you think? For the kitchen.
MIKE Hmm ... it's OK.
S Or these chairs. They're really nice.
M No, I don't really like them. That clock's quite nice.
S But it's new!
M Yeah, well, who wants an old clock?
S Hmm ... Oh, look. Those books are interesting. And look at that radio. That's so cool.
M Is it? It's very old!
S I know, but it's beautiful. I love old things ...
M Hmm.
S Excuse me.
STALLHOLDER Yes?
S How much is that radio?
ST The radio? £135.
M What?! That's very ...
S OK, I'll buy it!

- b 3.6 Play the recording for students to add the missing words. Check answers as a class, writing the missing word and the noun that follows it on the board: *this picture, these chairs, those books, that radio*.

Answers

1 this 2 these 3 Those 4 that

- c Underline *this*, *these*, *those* and *that* in the phrases on the board. For each one, ask: *Singular or plural?* (*this picture* – singular, *these chairs* – plural, *those books* – plural, *that radio* – singular). Students complete the table. Check answers as a class by copying the table onto the board.

Answer the question about what the words mean as a class. Use gesture to teach *here*, *near me* and *there*, *not near me* in relation to yourself. Point to *this* and *these* in

the table to show that they mean *here*, *near me*. Point to *that* and *those* in the table to show that these words mean *there*, *not near me*. Give a few examples using things in the classroom, e.g. *I like this book. I like that clock. I like these pens. I like those shoes.*

Answers

Singular	this	that
Plural	these	those

1 this, these 2 that, those

d Sound and spelling *this, that, these and those*

3.7 For exercise 1, play the recording for students to listen and answer the questions.

Answers

This and *that* have a short vowel sound.
These and *those* have a long vowel sound.
This ends in a /s/ sound.
These and *those* end in a /z/ sound.

Put students into pairs for exercise 2 to practise saying the words.

e 3.8 Students read the information in Grammar Focus 7A on SB p.122. Play the recording where indicated and ask students to listen and repeat. Students complete the exercises on SB p.123. Check answers as a class. Tell students to go back to SB p.57.

Answers (Grammar Focus 7A SB p.123)

a
 1 this 2 that 3 those 4 is 5 these
b
 1 that 2 These 3 those 4 this

CAREFUL!

Students often make agreement errors with the determiners *this, that, these* and *those*. The most common mistake is using a plural determiner rather than a singular one, e.g. *I like ~~these~~ book*. (Correct form = *I like **this** book.*), but they may also use a singular where a plural determiner would be correct, e.g. *~~That~~ pictures are interesting*. (Correct form = ***Those** pictures are interesting.*)

f Divide the class into A and B pairs and tell them they are the people in the picture of a shop at the bottom of the page. Elicit a few of the items in the picture (e.g. *plates, bags, lamp*, etc.). Tell them to look at the speech bubbles and say similar things to their partner. Monitor and check that students are using *this, that, these* and *those* correctly. Close the activity by asking students to say one of their sentences to the whole class.

3 VOCABULARY Prices

a 3.9 Play the recording for students to tick the prices they hear. Play the recording again if necessary. Check answers as a class. Write the two answers on the board and underline the plural *s* in each phrase: *three pounds eighty, twenty-five euros*.

Answers

1 b 2 b

b 3.10 In pairs, students practise saying the prices. Play the recording for them to listen and check.

Audioscript

1 five pounds ninety-nine 3 four euros fifty
 2 sixteen dollars fifty 4 a hundred dollars

c 3.11 Play the recording for students to fill the gaps. Check answers as a class by playing the recording again, pausing it after each answer and writing the whole phrase on the board.

Answers

1 How much 2 It's 3 how much 4 They're

d In pairs, students practise the conversation in 3c, changing the objects and the prices.

e Give students one minute to think about their answers. Put them into pairs or small groups to talk together. Monitor and check that they are saying prices correctly. Take feedback as a class. With a mono-cultural class, find out if everyone agrees on the prices. With a multi-cultural class, write up the most and least expensive price for each item on the board to see how big the differences are. If you wish, give students information from the Culture notes.



LOA TIP MONITORING

At A1 level, many speaking activities are highly structured, like speaking exercise 3d in which students practised mini-conversations with *How much ... ?* and prices. It's relatively easy to assess how well students can reproduce a conversation when there is a clear model to compare it to.

Exercise 3e is a different kind of speaking activity. It has a clear focus on saying prices, which you can monitor and assess, but it also gives students the opportunity to talk more freely – sharing their knowledge and ideas with others, agreeing and disagreeing with each other, responding to information with interest or surprise. The aim here is fluency – effective self-expression – not accuracy.

Here are some things to monitor when students are talking:

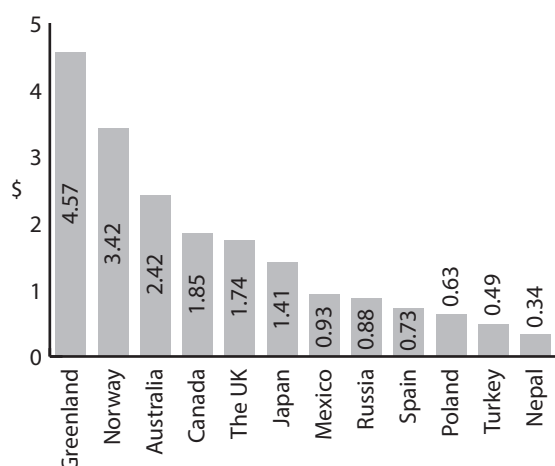
- Are students able to express themselves clearly, regardless of the accuracy of their grammar, vocabulary or pronunciation?
- Do both students in each pair, or all the students in the group, speak for more or less the same amount of time?
- Do students stay on the topic and answer the question(s)?
- What extra information do students bring to the discussion?
- Does the conversation dry up at all? Why?
- Is there a complete breakdown in communication at any point? Why?
- Do students make eye contact and listen to each other well?
- Do students switch to L1?

If you notice students struggling with their fluency, think about building in longer preparation times for speaking activities and getting students to repeat speaking activities by changing the groups or pairs around. It's also a good idea to give the message to students that they shouldn't always worry about being correct. It is also important to practise speaking and trying to say what you want, and worrying too much about making mistakes can often harm students' confidence and stop them developing fluency.



CULTURE NOTES

These were the prices (in US dollars) of a 1.5 litre bottle of water in 12 different countries in 2014:



4 SPEAKING

▶ Tell students that they can now practise using all the language from the lesson with a partner. Divide the class into pairs and assign A and B roles. Student As read the information about what they want to buy and sell on SB p.106 and prepare what they're going to say. Student Bs do the same on SB p.111. They then take turns to be a buyer and a seller at a market stall. Monitor, but don't interrupt fluency. Note down any common mistakes with the target language to deal with during feedback. Take feedback by asking students about their conversations at the market stall: *Do you have some new objects? Are you happy with the price? Why / Why not?*

ADDITIONAL MATERIAL

- ▶ Workbook 7A
- ▶ Photocopiable activities: Grammar p.154, Vocabulary p.161, Pronunciation p.168

7B It's Greg's T-shirt



OPTIONAL LEAD-IN

Books closed. If appropriate in your setting, put students into small groups and give them some sticky labels. Ask for one volunteer from each group to have stickers stuck on them. Tell students to work together and write the names of the clothes their volunteer is wearing in English and stick them on the appropriate items, e.g. *jeans*, *T-shirt*, *shoes*. Take feedback as a class.

1 VOCABULARY Clothes

- a** ▶ Use the pictures to teach *model* and *fashion designer*. You may wish to elicit the names of some famous fashion designers.
- b** ▶ **3.12** Individually, students match the clothes words with a-g in the pictures. Play the recording for students to listen and check their answers. Check answers as a class.

Answers

a coat b dress c skirt d shirt e jacket
f T-shirt g trousers



LANGUAGE NOTES

Clothes, *trousers* and *jeans* only exist in the plural form. Students at this level often forget the plural *s* at the end of these words, e.g. *Like old clothe.* and *Are they new trouser?*

At the end of this lesson, students will be able to:

- use a lexical set about clothes correctly
- understand a text about three fashion designers
- use a lexical set about colours correctly
- understand a conversation about the clothes people wear and like
- use possessive *'s* correctly
- use adverbs of frequency more proficiently
- ask and talk about the clothes that people wear



- c** ▶ In pairs, students ask and answer the question. Take feedback as a class.



FAST FINISHERS

Ask fast finishers to ask each other: *How many (coats, jackets, jeans, etc.) do you have?*

d Sound and spelling /f/ and /dʒ/

- ▶ **3.13** For exercise 1, play the recording for the students to listen and repeat the sounds and words.
- ▶ **3.14** For exercise 2, play the recording for students to listen and categorise the sounds. Students compare answers in pairs. Play the recording again if necessary. Check answers as a class.

Answers

Sound 1 /f/	Sound 2 /dʒ/
international	German
fashion	large
sugar	language
	village



- ▶ Put students into pairs for exercise 3 to practise saying the words.

- e ▶ Divide the class into pairs and assign A and B roles. Student As look at picture 1 on SB p.104 and make notes about the people's clothes. Tell them not to worry about the colours. Student Bs do the same on SB p.110. Student A tells Student B about the people in his/her picture and Student B listens and tells Student A the names. They then repeat the activity: this time Student B talks and Student A listens and says the names. Monitor and check students are saying the clothes correctly. Tell students to go back to SB p.58.

2 READING

- a Write this headline on the board: *They make colourful clothes, but do they wear them?* Tell students to read the introduction and then ask: *Who is 'they'?* (fashion designers). Check the meaning of *colourful* by asking them to point to some colourful things in the room. Ask: *What do you think – do fashion designers wear colourful clothes?* and elicit some opinions. Give students two minutes to read about the three fashion designers and find out what's the same about them. Check the answer as a class. If you wish, give students information from the Culture notes below.

Answer

They usually wear black and white clothes.

CULTURE NOTES

Tom Ford (born in the USA, 1961) was the Creative Director of Gucci from 1994 to 2004. He then founded his own fashion company, Tom Ford, which offers clothes, glasses and sunglasses and beauty products. Tom Ford is also a film director.


Carolina Herrera (born in Venezuela, 1939) launched a fashion company in New York in 1980. Her line of elegant clothing for women became highly successful and the company grew rapidly to enormous success.

Alexander Wang (born in the USA, 1983) is the Creative Director of the Alexander Wang label, which he launched in 2005. His cool and minimal clothes are popular with a wide range of celebrities and he always uses the most famous and fashionable models for his shows.

- b Tell students to read the text again in detail to decide if the statements are true or false and to correct the false ones. Students compare answers in pairs. Check answers as a class. Ask: *Do you wear colourful clothes? Why / Why not? Are black, grey and white clothes boring?* and elicit some answers from the class.

Answers

- 1 T 2 F (He often wears a black jacket.)
3 F (She usually wears a black skirt.) 4 T

- c  Students discuss the question in pairs. Join pairs with other pairs for them to compare opinions in a bigger group. Take feedback as a class.

3 VOCABULARY Colours


- a Individually, students look at the picture of Tom Ford and complete the sentences with the colours.

Answers

Tom Ford often wears a white shirt and a black or dark grey jacket.

Language Plus *dark / light*

Ask students to read the information. Point to the blues and greys in the Carolina Herrera and Alexander Wang pictures and ask: *Is this light blue or dark blue/grey?* Ask students if they can see more examples of light and dark blue, green and grey in the classroom. Drill the phrases.

- b ▶  3.15–3.16 Students complete the exercises in Vocabulary Focus 7B on SB p.152. Play the recordings for exercises a and b for students to listen and repeat the words. Give students five minutes to write about the people in exercise c. Monitor and help as necessary, checking the students' work as you go. Students compare sentences in pairs. Nominate a few students to read out their sentences. Tell students to go back to SB p.59.

Suggested answers (Vocabulary Focus 7B SB p.152)


c

- Sunyun usually wears a white blouse and a brown skirt.
- Ali usually wears a light blue shirt and dark grey trousers.
- Carmen usually wears a yellow T-shirt and dark blue trousers.
- Shinji usually wears a dark grey hat, a white shirt, a light grey jacket and a dark grey coat.
- Elena usually wears a red dress.




EXTRA ACTIVITY

In pairs, students look at the clothes in the pictures in a and ask each other: *What colour is this? What colour are those?* Monitor and check that they are using the colours correctly. Are they using *light* and *dark* too?

- c  Divide the class into pairs and assign A and B roles. Student As talk about the clothes and colours in one of the pictures in 1a. Student B listens and guesses the picture. They then swap roles. Monitor and check that students are using clothes and colour vocabulary correctly.

4 LISTENING

- a  3.17 Point to the picture of the Costa family. Tell students the children are called Greg and Sara and the parents are called Giuseppe and Kate (from left to right). Tell students they're going to listen to Kate and Giuseppe talking about clothes. Play the recording for students to listen and tick the clothes they talk about. Check answers as a class.

Answers

T-shirt, jeans, shirt

Audioscript

- | | |
|---|---|
| KATE Look at all our old clothes! There are a lot! We need to throw some away. | G But she sometimes wears these. |
| GIUSEPPE Yeah, you're right. ... Is this my old T-shirt? | K But she doesn't like them. |
| K No, it's Greg's T-shirt. He never wears it. | G OK. ... Wait just a minute – that's my shirt. I sometimes wear that. |
| G Are these your jeans? | K Really? |
| K No, they're Sara's jeans. | G Well, no ... not really. |
| | K So ... ? |
| | G Fine – out it goes. |

- b** **3.17** Ask: *Do you think Kate and Giuseppe talk about old clothes or new clothes?* (They talk about old clothes.). Hold an object (e.g. a book) close to you to teach the word *keep* and throw something (e.g. a crumpled-up piece of paper) in the bin to teach the phrase *throw something away*. Write the new words on the board. Ask: *Do you think they keep their old clothes or throw them away?* (They throw old clothes away.). Tell students to look at the task. Play the recording again for students to listen and complete the table by writing the clothes and the reason for throwing them away. Students compare answers in pairs. Check answers as a class. To get some personal response to the listening, ask: *Do you keep your old clothes or throw them away?* Put students into pairs to compare what they do. Take feedback as a class.

Answers

who?	what clothes?	why?
Greg	T-shirt	doesn't wear
Sara	jeans	doesn't like
Giuseppe	shirt	doesn't wear

5 GRAMMAR

Possessive 's; Revision of adverbs

- a** **3.18** Individually, students read the mini-conversations and add the missing names from the listening. Play the recording for them to listen and check their answers. Check answers as a class.

Answers

1 Greg 2 Sara

- b** **3.19** Students read the information in Grammar Focus 7B on SB p.122. Play the recording where indicated and ask students to listen and repeat. Students complete the exercises on SB p.123. Check answers as a class. Point out that the 's sound is usually /s/ or /z/ (e.g. it's /s/ in *Jake's* and /z/ in *Tim's*), but after an s or z (e.g. in *Louise's*) it sounds like /ɪz/. Tell students to go back to SB p.59.

Answers (Grammar Focus 7B SB p.123)

a

2 It's Steven's shirt. 3 It's Liza's dress. 4 They're Luke's jeans.
5 They're Sara's shoes. 6 It's Tim's jacket.

b

2 Jake's house is near the station.
3 Louise's shoes are brown.
4 I like my friend's new coat.
5 Ross and Emma's new car is blue.
6 Penny's new dress is lovely.
7 He's Ron's best friend.
8 The boys' room is on the first floor.

CAREFUL!

Learners commonly make mistakes with the possessive 's. They may omit it, e.g. *It's Martin shirt*. (Correct form = *It's Martin's shirt*.), or, in writing, use the possessive 's where a plural s is needed, e.g. *I always wear black shoe's*. (Correct form = *I always wear black shoes*.)



LOA TIP DRILLING

Use this drill to give students extra practice with producing and pronouncing the possessive 's correctly. Students should be using the sounds /s/, /z/ or /ɪz/. Repeat the drill a couple of times. Listen and correct students' pronunciation as necessary.

Say: *Sam/hat* – *It's ...* Students say: *It's Sam's hat*. /z/

Say: *Luna/shoes* – *They're ...* Students say: *They're Luna's shoes*. /z/

Say: *Pete/T-shirt* – *It's ...* Students say: *It's Pete's T-shirt*. /s/

Say: *Louise/jeans* – *They're ...* Students say: *They're Louise's jeans*. /ɪz/

- c** Tell students to ask and answer questions about the Costa family with *Who*.

Suggested answers

Who's Kate? She's Giuseppe's wife.

Who's Greg? He's Kate and Giuseppe's son.

Who's Sara? She's Greg's sister.

Who are Kate and Giuseppe? They're Greg and Sara's parents.

Who are Greg and Sara? They're Kate and Giuseppe's children.

- d** **3.20** Write on the board: *Alexander Wang wears a white T-shirt*. (*usually*). Elicit the sentence with *usually* in the correct position (*Alexander Wang usually wears a white T-shirt*). Tell students to read about the people in Kate's office and to add the adverbs of frequency in the correct place. Play the recording for them to check their answers. Check answers as a class. To revise the grammar, ask: *Do we say 'always wears' or 'wears always'?* (always wears). Then ask: *What about 'is'?* *Do we say 'always is' or 'is always'?* (is always). Elicit and write: *My sister's clothes are always colourful*. on the board as an example sentence.

Answers

1 My boss always wears a blouse and trousers.
2 She never wears a skirt.
3 Johnnie usually wears jeans and a white shirt,
4 but he sometimes wears black trousers.
5 And Fran often wears a dress,
6 but on Fridays she usually wears jeans.

- e** Give students one minute to think about their answer and make notes. Put them in pairs to talk about their answers. Take feedback as a class.

6 SPEAKING

- a** Individually, students put the words in the correct order to make questions. Check answers as a class. Give students one minute to write one more question with their own ideas. Elicit their questions and collate them on the board, encouraging the class to be involved if any errors need to be corrected.

Answers

1 What do you wear at work/school?
2 What colour clothes do you wear?
3 Do you wear your brother's/sister's/father's/mother's clothes?
4 Do you wear shoes in your home?

- b** In pairs, students ask and answer the questions in 6a, adding extra information to their answers.

ADDITIONAL MATERIAL

- ▶ Workbook 7B
- ▶ Photocopiable activities: Grammar p.155, Vocabulary p.162

7C Everyday English

Can I help you?

OPTIONAL LEAD-IN



Books closed. Write the names of some local shops students will know on the board, e.g. *Henley's Great Reads*.

Write these sentences on the board:

- *I never go into ...*
- *I sometimes go into ...*
- *I often go into ...*
- *I never buy things in ...*
- *I often buy things in ...*
- *I sometimes buy things in ...*

Put students into pairs to finish the sentences using the shops on the board so they are true for them. Take feedback as a class.

1 LISTENING

- a** Point to the picture of Sophia and Megan. Ask: *Where are they?* (in a shop) *What do you think Sophia wants to buy?* (Students' own answers, but probably things for her new flat, like cups or plates). Tell students to look at the list and rate shopping for each kind of thing from 1 (= *I like going shopping for this/these very much*) to 4 (= *I really don't like shopping for this/these*). Check that they understand *things for the home* (chairs, cups, glasses, etc.) and *IT things* (= things connected with computers).
- b**  In pairs, students compare their opinions. Take feedback as a class, asking some pairs: *Do you like shopping for the same things?*
- c**  **3.21** Play Part 1 of the video or audio recording for students to understand the general meaning and answer the two questions. Check answers as a class.

Answers


- 1 Megan 2 Megan

Video/Audioscript (Part 1)

- SOPHIA** So, where are the cups? **S** Mm ... no ... I don't think so. Can I look around?
- MEGAN** OK, let's see. Ah ... These cups are nice. **F** Of course.
- S** Yes, they are. **M** Sophia, these cups are really nice.
- M** But there are only three. **S** Yes, they are. But I need six.
- FRANK** Can I help you? **M** Yes, I know ... but not for you ... for me!
- S** Yes, how much are these cups? **S** Oh. Do you need some cups too?
- F** They're five pounds each. **M** Not really, but I really like them ... and they're so cheap.
- M** That's a good price. **S** Excuse me ... I'd like two of these cups, please.
- S** But I need six. Do you have any more? **F** Certainly.
- F** No, I'm sorry. We only have three.
- S** Oh dear.
- F** These cups are the same price.

At the end of this lesson, students will be able to:

- understand conversations in a shop
- use appropriate phrases for going shopping
- recognise the extra sounds /j/ and /w/ in joining words
- role play buying and selling things at a market stall
- use commas, exclamation marks and question marks correctly
- write an email request for information

- d**  **3.21** Check students understand the difference between *need* and *want* by asking: *What do people need every day – food and water or computer games and books?* (food and water). *So what about computer games or books – do they need or want them?* (want). Play Part 1 of the video or audio recording again for students to listen and add the numbers. Students compare answers in pairs. Check answers as a class. To get some personal response to the video/audio, ask students: *Do you only buy what you need? Do you sometimes buy things that you want, like Megan with the cups?*


Answers

- 1 Price: £5
2 Number in the shop: 3
3 Sophia needs: 6
4 Megan wants: 2

EXTRA ACTIVITY


Write *I need ...* and *I'd like ...* on the board. Remind students that *I'd like* is polite way to say *I want*. Write *shopping list* on the board and ask students to write a shopping list of six things: three things they need and three things they want, in any order. They can use objects and clothes from Lessons 7A and 7B or use their own ideas. In pairs, they show each other their list. Can students guess which things are the 'wants' and which are the 'needs' on their partner's list? Do they have the same wants and needs? Take feedback as a class, encouraging students to use *'d like* rather than *want*.

2 USEFUL LANGUAGE Going shopping 1

- a**  **3.22** Use the picture on SB p.61 to elicit or teach *customer* and *shop assistant*. Individually, students complete the categorising task. Play the recording for students to check their answers. If you didn't do the Extra activity above, remind students that *I'd like* is the polite way to say *I want*. Play the recording again, pausing it after each expression for students to listen and repeat.

Answers

- 1 C 2 C 3 S 4 S 5 C 6 S 7 S

- b**  **3.23** Individually, students put the conversation in the correct order. Play the recording for students to check their answers. Write the correct sequence on the board (3, 7, 5, 1, 4, 6, 2).

Answers and Audioscript

- 1 **A** Can I help you?
2 **B** Yes, you can. How much is this large bowl?
3 **A** It's fifteen pounds.
4 **B** And how much is the small bowl?
5 **A** It's ten pounds for the small one.
6 **B** OK, then I'd like the large bowl, please.
7 **A** Certainly.

- c In pairs, students practise the conversation in 2b.
- d Working in the same pairs, students repeat the conversation in 2b, talking about glasses instead of cups this time and changing the prices. Invite a strong pair to perform their conversation in front of the class.

3 PRONUNCIATION Joining words

- a 3.24 Play the recording for students to listen for the extra sounds in the sentences.

In pairs, students practise saying the sentences.

- b Go through the rules as a class.

Answers

We add a /j/ sound between words ending with /i:/ and words starting with a vowel.

We add a /w/ sound between words ending with /u:/ and words starting with a vowel.

LANGUAGE NOTES

The sounds /j/ and /w/ are semivowels. In connected speech, they appear between a word ending in /i:/ or /u:/ and a word starting with a vowel because they make the change from one mouth position to the next easier, which in turn makes the sound change smoother. For example, it's easier to say *he is* /hi: jɪz/ than *he is* /hi: ɪz/. Without the extra sound, the break between the words sounds noticeable, and speech becomes jerky.

- c 3.25 Play the recording for students to listen and mark the extra /j/ or /w/ sound. Check answers as a class.

Answers

1 /w/ 2 /j/ 3 /j/ 4 /w/

- d In pairs, students practise saying the sentences. Monitor and check that they are using the extra sounds correctly to make their speech sound smooth and natural.

4 LISTENING AND USEFUL LANGUAGE

Going shopping 2

- a 3.26 Write the following prices on the board and ask students to say them: £10.00, £20.00, £35.00, £2.50, £15.72, £29.99 (ten pounds, twenty pounds, thirty-five pounds, two pounds fifty, fifteen pounds seventy-two, twenty-nine pounds ninety-nine). You may wish to substitute the £ sign for another currency. Point out that in normal speech, we can drop the *pounds* (or *dollars*, *euros*, etc.) when there are *pence* (or *cents*, etc.) in the price. For example, we can say £2.50 as *two fifty*, £15.72 as *fifteen seventy-two*, etc.

Play Part 2 of the video or audio recording for students to listen and decide if the statements are true or false. Students compare answers in pairs. Check answers as a class. Ask students to correct the false sentence.

Answers

1 F (Megan pays ten pounds.) 2 T 3 T

Video/Audioscript (Part 2)

FRANK OK, that's ten pounds, please.

MEGAN Here you are.

F Thank you. Enter your PIN, please.

M OK, no problem.

F Thank you. And here's your receipt.

M Thank you. Can you see anything you want?

SOPHIA No, I don't really like anything.

M OK – well, there's another shop near here.

S But now you have some nice new cups!

M Yes, I do!

S Bye.

F Bye. Thank you.

- b 3.27 Check students understand *PIN* (Personal Identification Number; you use this number with your bank card in a shop) and *receipt* (you give the money to the shop assistant and he or she gives you the object and this small piece of paper). Individually, students complete the sentences with the words in the box. Play the recording for students to check their answers. Check answers as a class. Drill the sentences, reminding students about the extra /w/ sound in *Here you are*.

Answers

S OK, that's two pounds, please.

C Here you are.

S Enter your PIN, please.

C OK, no problem.

S Here's your receipt.

- c 3.28 Individually, students complete the conversation using the word in brackets (*shoes*) and the phrases in 4b. Play the recording for students to check their answers. Check answers as a class.

Answers

C How much are these shoes?

S Twenty pounds.

C Here you are.

S Enter your PIN, please.

C OK, no problem.

S And here's your receipt.

- d In pairs, students practise the conversation in 4c with a partner a few times. Each time, they change the object and the price. Monitor and check that students are pronouncing the shopping expressions and saying prices correctly.

5 SPEAKING

► Tell students that they can now practise using all the language from the lesson with a partner in two role-play conversations in a shop. Write on the board: *Hello, can I help you?* Ask: *Who says this – a customer or a shop assistant?* (shop assistant). Divide the class into pairs and assign A and B roles. Student As look at the information on SB p.105 about their roles as shop assistant and customer, and prepare what to say. Student Bs do the same on SB p.112 about their roles as customer and shop assistant. Monitor and note down any common mistakes/errors to deal with during feedback. Tell students to go back to SB p.61.



LOA TIP CONCEPT CHECKING

Write these four stages of learning to 'Ask about and pay for things in a shop' on the board:

Learning to ask about and pay for things in a shop

1 Put the conversation in the correct order (exercise 2b)

2 Practise the conversation with a partner (exercise 2c)

3 Have a conversation with a partner (exercise 5)

4 Have a conversation with a real shop assistant

Write these three phrases on the board in speech bubbles:

No problem!

OK.

Not OK.

Read out Stages 1–4 from the board and ask students to say how they feel about each stage by saying one of the three speech bubbles. Remind students where they can find extra practice of this language (Workbook 7C).

6 WRITING

- a** Give students one minute to read the online advertisement and Sophia's email and answer the question. Check the answer as a class. Write *an email request for information* on the board, and explain *request* (when you ask for something).

Answer

How old are these things?

How much are they?

Can I pay online by credit card?

- b** Students go to Writing Plus 7C on SB p.157. Go through the information as a class. Individually, students do exercises b and c. While they are doing the exercise, copy all the unpunctuated sentences from the two exercises onto the board. Check answers as a class by inviting a few students to come to the board and add the punctuation. Tell students to go back to SB p.61.

Answers (Writing Plus 7C SB p.157)

b

- 1 For sale: old books, newspapers, magazines.
- 2 I love old cups, plates and glasses.
- 3 She's wearing black trousers, a white shirt, a grey jacket and black shoes.
- 4 They sell radios, clocks, pictures, lamps, tables, chairs ...
- 5 For sale: coats, jackets, hats, shoes, shirts, dresses ...
- 6 We need bread, milk, cheese and apples.

c

- 1 How old are these things?
- 2 Thank you!
- 3 Write soon!
- 4 New bookshop!
- 5 Can I pay by credit card?
- 6 How much are they?

- c** Give students one minute to read the two advertisements and choose one to write to for information. Give them five minutes to write their email. Remind students to use commas, question marks and exclamation marks in their emails. Monitor, help as necessary and check students' punctuation.



FAST FINISHERS

Ask fast finishers to work in pairs and look at the commas, exclamation marks and question marks in each other's emails. Does their partner use them correctly?

- d** Students read their partner's email to see if they are similar or different. Take feedback by asking a few students: *Does your partner ask about the same objects as you? What do you and your partner ask about?*

ADDITIONAL MATERIAL

- ▶ Workbook 7C
- ▶ Unit Progress Test
- ▶ Personalised online practice
- ▶ Photocopiable activities: Pronunciation p.168

UNIT 7

Review

1 GRAMMAR

- a Individually, students use the words to complete the sentences. Check answers as a class.

Answers

1 This 2 these 3 That's 4 Those

- b Individually, students read the conversation and choose the correct answers. Students compare answers in pairs. Check answers as a class by writing the correct answers on the board.

Answers

1 These 2 Kate's 3 is 4 dad's 5 girls'

- c  Put students into groups of three to practise the conversation.

2 VOCABULARY

- a Individually, students complete the names of the common objects. Check answers as a class.

Answers

1 a plate 2 a guitar 3 a chair 4 a glass
5 a lamp 6 a plant




FAST FINISHERS

Ask fast finishers to make a list of as many objects in the classroom as they can.

- b In pairs, students complete the descriptions. Check answers as a class.

Answers

1 a dark blue dress
2 light brown trousers and black shoes
3 a grey shirt and a green jacket
4 a light green coat and a red hat
5 a white blouse and a red skirt
6 dark blue jeans and a light blue T-shirt


- c  Students think about their answers to the questions, then ask and answer in pairs. Take feedback as a class.



EXTRA ACTIVITY


Tell students to look at Vocabulary Focus 4A and 6B on SB pp.136–7. In pairs, they take turns to point to clothes in the pictures and ask: *What's this/that? What are these/those?* (e.g. shirt, jacket, shoes, trousers). Encourage students to add colours to their answers, e.g. *What's that? It's a green T-shirt.*

3 SOUND AND SPELLING

- a  3.29 Students answer the four questions. Play the recording for them to check their answers. Check answers as a class. In pairs, students practise saying the words.

Answers

1 suitcase, clock, cup, jacket, coat, dark
2 blue, black, brown, blouse, bed, bowl
3 pink, lamp, picture, pillow, plate, plant
4 magazine, bag, grey, green

- b  3.30 Students complete the table. Play the recording for them to check their answers. Check answers as a class. In pairs, students practise saying the words.

Answers

/ʃ/	/s/	/dʒ/
sugar	dress	jeans
international	Spain	large
fashion	this	jacket
T-shirt	skirt	Germany



LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook, the Photocopiable activities and the Personalised online practice.