

MODULE 5 Shopping

UNIT 1

What can I do for you?

Listening and vocabulary

Preparation

- Show pictures of clothes of different colours. Ask and teach the colours. You can ask for descriptions. (e.g. What's she wearing? What's the pullover like? It's a green pullover.)

- Ask students to brainstorm clothes and colours they know in groups. Write the headings "Clothes" and "Colours" on the board.

- Give out chalks for the whole class feedback.

- Check what students have written on the board with the whole class.

- Use what's on the board to teach other clothes and colours (e.g. scarf / purple). Ask students to take out their coloured pens and a piece of paper. Put students in pairs. One student describes a person and what he/she is wearing, and their partner draws the person.

- Circulate and monitor as they work.

- Ask students to describe their pictures to the rest of the class.

1. Match the words and expression from the box with the pictures.

- Ask the class where they shop for clothes, food, vegetables and fruit.

- Tell students to look at the pictures and match the shops with them.

- Elicit answers from the whole class.

Answers

clothes shop—3; market—1; supermarket—2

Now say where you can buy these things.

- Use pictures to teach vegetables, fruit and

groceries. Ask where they buy them.

- Write "Clothes shop", "Supermarket" and "Market" on the board.

- Tell students to copy what's on the board, look at the things in the box and decide where they would buy them.

- Ask students to decide in pairs.

- Elicit answers from the whole class. Ask students to spell some words as you write them on the board.

Answers

Clothes shop	Market	Supermarket
T-shirt	lemon sausage strawberry	biscuit lemon sausage strawberry

2. Listen and answer the questions.

- Tell students to look at the pictures and guess what Betty wants to buy. Then ask them to read the questions and try to guess the answers.

- Play the recording once and ask students just to listen for the answers. Tell them to read the questions again and try to answer them.

- Play the recording twice more. Stop after each time to give students time to check their answers in pairs.

- Elicit answers from the whole class.

Answers

1. A T-shirt.
2. A cake.
3. Strawberries, biscuits and some lemons.
4. Tomorrow afternoon.

Tapescript

Lingling: It's Mother's Day soon, and I want to buy my mum a T-shirt.

Betty: OK! I want to make a cake for my mother. How about going to the shops tomorrow

afternoon, Lingling? We can buy a T-shirt first and then buy some food in the market on our way back.

Lingling: All right. What do you want to get for this cake?

Betty: Strawberries and biscuits, and let me think, some lemons.

Lingling: OK. See you tomorrow.

3. Listen and read.

- Look at the pictures and ask where Betty and Lingling are. Use the pictures to introduce language for shopping.

- Elicit the questions they can ask when they buy clothes. Use their answers to teach “size” and “colour”. For example, tell students that you are a shopkeeper and ask, “Can I help you?” Model and repeat the answer chorally, “I’d like a pullover.” Then ask, “What size do you wear? What colour do you like?”

- Ask students to practise in pairs.

- Do the same for food. Tell students that they are in the market and ask, “How much do you want?” Elicit vocabulary about weight or amounts (e.g. kilo, half a kilo).

- Tell students to listen to the conversation and find out where Betty and Lingling go. Ask them to just listen for the answers.

- Play the recording through and check their answers.

- Ask students to listen to the conversation while they read it in their books.

- Tell students to check their answers and underline the prices, and make a note of them.

- Ask students if they think the prices are fair or not. Why?

Now complete the table.

- Ask students to look at the table. Elicit what information is missing.

- Play the recording and tell students to listen and read again. Make a note of the prices.

- Ask students to cover the conversation and listen while they look at the table.

- Play the recording again while they complete the table. Tell them they have to do some maths.

- Ask students to check their answers in pairs.

- Tell students to listen and read again to check, particularly their prices.

- Elicit answers from the class with students asking and answering the questions.

Answers

	T-shirts	Sausages	Strawberries
How much/many do they buy?	1	half a kilo	1 kilo
How much is it/are they?	99 yuan	19 yuan	10 yuan

Learning to learn

- Read the *Learning to learn* box aloud and ask students which words they think usually carry the most important information. Elicit names, verbs (e.g. doing words) and descriptive words (e.g. adjectives). For example, write a sentence from the audio on the board, such as “I want to make a cake for my mother.” Elicit that the most important words are “make”, “cake” and “mother”.

4. Complete the sentences with the correct form of the words from the box.

- Read through the words and ask students to repeat them after you.

- Tell students to read the sentences and complete them with the words in the box.

- Elicit answers in full sentences from the whole class.

Answers

1. fresh; price; Everything
2. size; Certainly; half

Pronunciation and speaking

5. Listen and repeat.

- Explain that this activity is to practise pronunciation.

- Play the recording without stopping and tell students to listen to the sounds and words.

- Play the recording again and stop at the end of each line. Ask the class to repeat.

- Do Ping-Pong practice in pairs. Student A pronounces the sound and Student B the words, and then they change.

6. Work in pairs.

- Tell students to use the conversation in Activity 3 as a basis for role-playing.

- Take it in turns to role-play being a shop assistant and a customer in pairs.

- Ask one or two pairs to act it out for the class.

UNIT 2

You can buy everything on the Internet.

Reading and Vocabulary

Preparation

- Tell the class to imagine they have lots of money. For example, write 10,000 *yuan* on the board. Tell students you'd like them to think of what they could buy if they had that much money. Write possible categories on the board (e.g. clothes, electronics).

- Say you'd like to buy a new bicycle. Elicit things they would like to buy by asking "Can I help you?" and students saying what they would like. (e.g. I'd like to buy a computer/mobile phone.)

- Write them up on the board. Then say, "They are all products shops sell." Ask if anyone likes shopping on the Internet. Elicit why. Then model and repeat chorally, "You can buy anything." Ask students why again and they answer individually.

- Ask where they can shop online. Model and repeat chorally, "You can shop anywhere." Say and repeat chorally, "That's an advantage."

- Then ask students which they like more, shopping online or shopping in shops. Repeat all together. Tell students they are going to compare the two ways of shopping.

- Put students in pairs to compare, using the new vocabulary. Decide which they prefer and why.

- Elicit sentences with the advantages of shopping online and write them on the board.

1. Look at the title of the passage. Think about the questions about online shopping.

- Read the words in the box with the students. Ask if there are any they don't know and show the meaning to teach them.

- Tell students to look at the questions and answer them in pairs.

- Elicit the answers in pairs.

Possible answers

1. I can buy almost everything.
2. I pay over the Internet.
3. We don't need to go to the shops to buy things.
4. It's good.

2. Read the passages and check (✓) the true sentences.

- Tell students to look at their advantages of shopping online which are now on the board. Ask students if there are any disadvantages (not good things). Elicit their ideas and put them on the board.

- Have students read the passage quickly to see if they are the same in the passage. Then check with a partner.

- Go through the points on the board with the class. If they aren't sure, put a "?" next to the points for students to check.

- Now ask students to read the sentences and guess the answers.

- Tell students to read again quickly for information related to the sentences and underline it. Decide if they are true or false individually, and then check in pairs.

- Elicit answers with students reading out the full sentences. If they are wrong, please say why.

Answers

1. ✓ 2. ✓ 3. × 4. × 5. ✓

3. Complete the passage with the words from the box.

- Tell students to look at the words in the box. Ask them to repeat the words after you, paying attention to pronunciation. Check the meaning.
- Tell them to read the passage on their own and then go back and fill in the gaps with words from the box.
- Ask students to check their answers in pairs.
- Call back answers in full sentences from the whole class.

Answers

1. pay 2. later 3. receive 4. out

Writing

4. Work in pairs. Complete the table.

- Tell students to talk about Internet shopping in pairs. Tell them to use the examples in the passage to find the advantages and disadvantages of Internet shopping.
- Write “Shopping online” on the board. Then put two headings under it: “Advantages😊” and “Disadvantages☹”. Put students in pairs to make lists under each heading.
- Elicit answers from the whole class.

Possible answers

Shopping online	
Advantages 😊	Disadvantages ☹
<ul style="list-style-type: none">• quick• easy• can buy almost everything• ...	<ul style="list-style-type: none">• can't see things first• not safe to pay over the Internet• less fun• ...

5. Write sentences describing the advantages with *first* and *second*.

- Look at the example sentence in the book with the class. Give students an example with “First... Second...”
- Tell students to look at the advantage list on the board and make sentences like that. Ask a student to make a “First...” sentence. Ask another student for a

“Second...” sentence.

- Continue nominating students around the room to make examples. Tell them to use the list on the board.
- Tell students to write sentences individually following the example.

Now write sentences describing the disadvantages. Introduce the first disadvantage with *but*.

- Look at the example sentence introducing disadvantages with the class. Tell them to look at the list on the board. Elicit some sentences.
- Ask students to write sentences now individually following the example.
- Put students in groups to look at each other's sentences.
- While they are working, have five students come to the front at the same time to write one sentence each on different parts of the board.
- Go over the sentences with the class and ask students to correct any mistakes.

6. Write a paragraph about shopping at a supermarket.

- Tell students you want them to write a short paragraph on their own, using their own words and opinions. Write “Supermarket shopping” on the board. Ask students to follow the method above in Activity 5 to make a list of the advantages and disadvantages of supermarket shopping in pairs.
- Elicit ideas from the class and write them up.
- Write a guided model on the board or on a PPT. Give students an introduction with this simple model and gaps to fill in with their advantages and disadvantages.
- Tell students to use the model to write their paragraph. Circulate and monitor their progress. Help where needed.
- Ask students to read each other's paragraphs in pairs. They can ask questions and help correct any mistakes.
- Collect them to read out in the next lesson.

Possible answer

Supermarket shopping is not difficult. First, you choose the things on your shopping list. Second, everything is in one place, so you can see the prices and you can choose from many different products. Third, it's safe to pay and you can take everything home immediately.

But there are also some disadvantages. First, many people prefer to shop in small shops because they are more friendly. Second, it takes a long time to go around the supermarket. Third, you are always hungry when you're shopping in a supermarket because you can see so much food! Sometimes you only need a few things but you buy too much and spend a lot of money. But I like it. Shopping at a supermarket is fun.

UNIT 3

Language in use

Language practice

Preparation

- Go through the language in the practice box with the students. Repeat chorally and individually for pronunciation.
- Elicit variations of the questions by prompting with substitutions. (e.g. What size do you wear? What size does he wear? How many bananas do you want? How much sugar do you want?)

1. Work in pairs. Look at the picture. Ask and answer.

- Look at the pictures. Ask students where the people are and what they are talking about. Get the whole class to describe the first picture.
- Tell them to describe the other pictures in pairs. Describe what they are buying and how much of it they want.
- Ask students to read the example and the questions to decide what is missing individually. Then check with their partners and ask and answer the questions about the pictures in pairs.

- Ask two pairs to come to the front of the class. One pair asks and answers while another pair writes the questions and answers on different parts of the board.

- Check with the whole class and help correct any errors.

Possible answers

- What size does she take?
— Size M.
- How much are the eggs?
— Ten *yuan* a kilo.
- How much is the beef?
— Fifty *yuan* a kilo.
- What colour does she like?
— She likes blue.

2. Match the sentences in Column A with the sentences in Column B.

- Ask students to read the questions in Column A and repeat them after you.
- Tell them to match the questions and answers on their own, then check with their partners.
- Check answers as a class with students asking and answering.

Answers

- 1—d; 2—b; 3—h; 4—a;
5—e; 6—f; 7—c; 8—g

3. Write down as many words as you can in each column.

- Ask students to work in pairs and brainstorm food and drink for “How many” and “How much”.
- Write “Food and drink” on the board and under it write “countable”. Elicit “How many”. Then write “uncountable.” Elicit “How much”.
- Remind students of the question “How much meat do you want?” Give the answer “Half a kilo.” Tell students that meat is uncountable but the amount is countable (e.g. two kilos).
- Say a few examples and ask students where they belong. Write the examples (e.g. ice cream, melon, grapes, chicken). Put “chicken” under both and ask why.

- Put chalks on the desk and say they can come up as soon as they have finished and write something under each column.
- Check for “countable” and “uncountable” as a class, as well as spelling. Students correct errors together.

Possible answers

How many	How much
eggs	milk
chickens	meat
bananas	beef
apples	pork
vegetables	juice
lemons	tea
oranges	rice
...	...

4. Complete the sentences with *how much* or *how many*.

- Ask students to read the questions first, then to decide if they are countable or uncountable shopping items.
- Complete the questions on their own, and then check their answers in pairs.
- Elicit full questions from the class.

Answers

- | | |
|-------------|-------------|
| 1. How many | 2. How many |
| 3. How much | 4. How many |
| 5. How much | 6. How much |

Around the world: Catalogue shopping

- Talk about different ways of shopping, including shopping from home, and ask the class how they can do this. Teach “catalogue”.
- Ask students to read the description and answer any questions the students have.

Module task: Writing a shopping list for a school picnic

5. Work in pairs. Write a shopping list for a school picnic.

- Ask the students to think about what they would like to eat and drink on a school picnic.
- Make a list of the things they need in pairs.

6. Work with other students and compare your lists.

- Put the pairs into groups of six.
- In their groups, students now talk about each other's lists. They should decide on a final list, then decide who will go shopping and where.
- Present their decisions to the class.

7. Present your shopping list to the class. Choose the best list.

- Groups stick their lists on the wall.
- The class walk around and read them or the groups stand by them and present them.
- The class decide which list they like best and then really organise a class picnic.