

5

Shopping

Curriculum coverage

Listening and speaking

- Listen for details about products
- Follow main points in conversations in shops
- Ask about and describe products
- Complain about things you buy on the phone
- Give instructions for using a washing machine

Skills

Lr/E2.1a, 2a
Lr/E2.1c, 3b
Sc/E2.1a, 2d; Sd/E2.1c
Sc/E2.3c, 3d
Sc/E2.2e, 3e

Reading and writing

- Find information in advertisements
- Read and write instructions
- Fill in forms
- Write a letter of complaint
- Read and write about things to buy

Skills

Rt/E2.1b, 4a
Ws/E2.1a; Rs/E2.1a; Wt/E2.1a
Wt/E2.1a; Rt/E2.1a; Wt/E2.1b, 3a, 4a
Wt/E2.1a; Ws/E2.3a
Rw/E2.2a, 4a; Ww/E2.1b; Ws/E2.2a

Key functions

- Asking for and finding information
- Giving and understanding instructions
- Explaining a problem
- Describing objects

Key grammar

- Imperatives
- Comparative adjectives
- Substitution with *one, ones* and *so*
- Review of questions

Resources to support the unit

- Dictionaries
- Access to computers and the Internet if possible
- Audio player and recorder
- Audio scripts
- A picture of a man and a woman (teacher's own)
- Mail order catalogues, e.g. Argos catalogue (teacher's own)
- Word cards with lexical items e.g. *stop button* etc (teacher's own)
- Pictures of rooms from catalogues and magazines (teacher's own)
- A selection of furniture adverts from newspapers (teacher's own)
- Examples of formal letters (teacher's own)
- Using a washing machine (photocopiable resource)

Page 1

Bigger buys

Rationale

To introduce the theme and content of the unit and set and discuss the learning objectives

Task

- Introduce the theme of shopping. Create interest with general questions. Use pictures to elicit the names of items and check pronunciation and word stress. Correct and practise chorally if necessary.
- Encourage learners to discuss the two introductory questions in pairs or small groups. Follow with whole class feedback and discuss the most popular choice(s).
- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

Page 2

Buying a mobile phone

Materials

- A picture of a man and a woman
- A stereo system
- Audio – Conversation in a shop
- Mail order catalogues or similar, e.g. Argos or Littlewoods catalogue
- Word cards

Rationale

To present lexis and practise in discussion; to practise listening for specific information; to ask and answer questions; to recognise intonation

Activity A *Listening: Conversation in a shop*

Pre-task activity

- Ask how many learners have a mobile phone or have used one. Elicit some of the features, e.g. text messaging, pre-pay, picture messaging etc.
- Check pronunciation and word stress of words in the picture box and practise chorally if necessary.

Task

- In pairs or small groups, encourage learners to discuss the phones in the pictures. Swap the

pairings and instruct the learners to explain to each other which phone they like and why.

- Feedback to the whole group.
- Establish the context – Baljit and Anna shopping together. Ask learners to predict which phone they think Anna will buy and why.
- Listen to the audio and complete task 2. Encourage learners to check their answers in pairs and then check answers as a group.
- Play the audio again for the second listening. Again, encourage learners to check their answers in pairs. Check as a group or play the audio again to check.
- Check the earlier predictions about which phone learners think Anna will buy. Which phone do they now think she will buy?

Extension

- Encourage learners to work in small groups (make sure there are people in each group with a mobile phone). The learners describe their own phones and say why they like them. Some learners could write a short text explaining which phone they like and why.

Differentiation

- Less confident listeners can use audio script to reinforce questions in task 3.

Activity B *Speaking clearly*

Pre-task activity

- Check learners can hear the difference between rising and falling intonation. Ask: *Is my voice going up? Is it going down?* Ask the question in different ways and vary your intonation so your voice goes up as well as down at the end. Ask them to point up or down as they listen.

Task

- Play the audio again. Stop after each question. Check what they hear. Drill the sentences, emphasising the rising intonation in *yes* and *no* questions and the falling intonation in *wh* questions.
- Encourage learners to practise the same questions in pairs. Check to see that each pair is using the rising and falling intonation correctly with the right question type.

- Learners can draw an arrow above the questions in the audio script to show the rising or falling intonation.

Activity B

Speaking: describing a personal stereo

Differentiation

- Less confident learners focus on sample conversation. More confident learners can be encouraged to extend to their own examples.

Page 3 Buying a personal stereo

Materials

- Shopping catalogues
- Word cards with lexical items, e.g. *stop button* etc

Rationale

To present new lexis; to activate new lexis; to give a short description; to express likes and dislikes with reasons

Activity A Vocabulary: new words

Pre-task activity

- Elicit the names of the items in the picture. In small groups, learners ask each other:
 - *Where do you see people with personal stereos?*
 - *Have you got a personal stereo?*
 - *When do you listen to it?*

Task

- Ask learners to work in pairs to label the parts. Change the pairings and ask them to check each other's work.
- Check and drill pronunciation and word stress, especially on two-word labels, e.g. *rewind button*.
- Discuss the different ways of storing new vocabulary and organising a vocabulary notebook. Learners can record the new words by topic.

Differentiation

- Learners with E1 literacy can label four of the parts or match the lexis on word cards with the labels in the book.

Pre-task activity

- Elicit and drill the positive and negative descriptions and establish the sentence stress in each one, e.g. *It's got a radio*.

Task

- Encourage learners to work in pairs and describe and discuss the two pictures in task 1. Ask learners to give feedback to the whole class, stating which personal stereo they like and why.
- Describe the features of one of the personal stereos and ask learners to identify which one it is.
- In pairs, learners can take it in turns to describe and identify one of the pictures.
- Practise the short form *It's got* and *It hasn't got*.
- Using catalogues or pictures, ask the learners, in pairs, to choose which electrical item they want to buy before you give out the catalogues.
- Give out the catalogues and help learners to use the index to find the entry for the item they have chosen (or provide photocopies of the relevant pages).
- Ask learners to read the descriptions and compare the items in the catalogue. They choose one to buy and say why.

Differentiation

- Learners with less developed literacy can use the pictures and find the price to make their choice.
- Other learners can use both the pictures and more information in the text.

Page 4 Discussing what to buy

Activity A

Language: one, ones or one's

Rationale

To raise awareness of lexical substitution in speaking; to provide controlled practice of lexical substitution

Pre-task activity

- Remind learners about situation.
- Play the beginning of the audio of Baljit and Anna again. Stop it after line three and ask: "What are 'ones'?" Establish that Baljit is talking about mobile phones.
- Listen to the next part and stop again after line five. Establish that *one* is still referring to mobile phones.

Task

- Ask learners to work in pairs or small groups to answer the questions about the use of substitution.
- Feedback to the group and demonstrate the substitution by putting a full sentence from the conversation on the board. Elicit which part can be substituted, cross it out and replace with *one* or *ones*.
- Write another sentence and ask a learner to come to the board and cross out the word or words that can be substituted. Elicit from the class whether they can substitute *one* or *ones*.
- Ask learners to work individually, or in pairs, replacing the words in the conversation in task 3.

Differentiation

- For learners with less developed literacy, enlarge the sentences and use colour to highlight the parts which can be substituted. Match the correct substitute to the coloured parts.

Activity B

Language: so

Pre-task activity

- Demonstrate on the board the use of *so* used as substitution.

Task

- Do the example in task 1 together as a group and check the answer.
- Ask learners to work individually, or in pairs, replacing the words in the conversation in task 2. Check as a group and discuss any problems.
- In pairs, ask learners to practise reading the conversations.

Differentiation

- Some learners could work on the audio script and *underline* examples of substitution.
- Less confident literacy learners can work with two more sentences as above.

Extension

- Learners work in pairs and ask each other about shops they know, e.g. A: *Do they sell... in Marks and Spencer?* B: *I think so / I don't think so.*

Page 5 Buying furniture

Materials

- Pictures of rooms from catalogues and magazines

Rationale

To present and revise furniture lexis; to use adjectives to describe objects; to understand word order of adjectives

Activity A

Vocabulary

Pre-task activity

- Elicit some examples of furniture in the classroom, e.g. desk, chair or use pictures of furniture items.

Task

- Ask learners to work in pairs and describe what they see in the pictures in task 1.
- Ask questions about what the furniture in the room is made of, e.g. *What are the desks made of?* Demonstrate meaning using real materials.
- Point out the differences between nouns and adjectives, e.g. *It's made of wood / It's wooden.*
- Encourage learners to draw a word web and work together to add names of other materials.
- In pairs, ask learners to describe their living room or bedroom to each other. They must try to find two similarities and two differences.
- Ask learners to record the new lexis by topic in their vocabulary notebooks.

Differentiation

- Less confident learners can match word cards to the words in the book. Encourage learners to practise reading and writing any new words in their vocabulary notebook or use a picture dictionary to identify items.
- More confident learners can be encouraged to write a short text describing their own living room. They can start their sentences like this: *There's a... It's made of...*

Activity B

Language: order of adjectives

Activity A

Reading an advertisement

Pre-task activity

- Draw the table on the board without the headings.
- Read the first sentence and add it to the table.
- Elicit that *large* refers to size, *black* refers to colour etc. Do the same with the second sentence. Add headings to the table.

Task

- Ask the learners to re-order the adjectives in task 2. Add them to the table on the board.

Extension

- Ask learners to work in pairs with two different pictures of furnished rooms. They must not show each other their pictures. They must ask questions about each other's pictures, describe them and find five differences.
- Some learners can write a short description of their living room. Their partner can use the chart to check the order of adjectives.

Differentiation

- Learners can draw their own chart and put the adjectives from the sentences in the right column. They can add more adjectives of their own.

Page 6 and 7 Buying furniture in a shop

Materials

- A selection of furniture adverts from newspapers
- Audio – Spelling

Rationale

To practise scanning for information; to help learners notice sound and spelling differences; to practise reading for information; to notice rising and falling intonation in questions

Pre-task activity

- Bring in a range of advertisements for household goods to set the scene. Elicit where you find them.
- Ask learners to look at the advertisement to find out what's being advertised. Give them 15 seconds and time them. Then elicit which part of the ad they looked at to find out the information they needed.
- Ask learners where they would see an advertisement like this. Ask where it might be in the newspaper.

Task

- Tell learners to look at the text and elicit the following information
 - 1 What is *The World of Furniture*?
 - 2 Where is it?
 - 3 Is the furniture expensive?
 - 4 Does it sell things that aren't furniture?
- Set a time limit for reading the advertisement to encourage learners to use their scanning skills.

Differentiation

- E1 literacy learners can underline furniture words and/or prices.

Extension

- Discuss local shops which sell the same items as in the advert.
- Learners can find similar advertisements in the local free newspaper and compare the prices to find the cheapest.

Activity B

Spelling

Pre-task activity

- Play the audio and drill the words. Make sure both pronunciation and word stress are accurate.

Task

- Ask learners to complete the exercise and practise saying the words when they have circled them.

Extension

- Learners can list five other words ending with the same sound.

Activity C *Listening and speaking: asking for information*

Pre-task activity

- In pairs, ask learners to briefly discuss the following questions: *Do you like shopping? Where's the best place locally to buy furniture?*
- Introduce Tobi.

Task

- Give the learners 15 seconds to find the price of the sofa. Discuss whether they think it is a bargain or expensive.
- Elicit their description of the sofa and check the order of adjectives.
- Check understanding by asking the following questions: *Is the sofa always this price? Do you have to collect the sofa from the shop? Is it expensive to borrow money to buy the sofa?*
- Check pronunciation and word stress of new words and drill if needed.
- Ask learners to expand the description on the label by adding an adjective of colour, size and opinion. Revise the order of adjectives from page 5.
- Ask learners to listen to the audio and compare the questions asked by Tobi to the questions that they have devised themselves. Ask learners to check their answers in pairs. Check as a class – *What questions did Tobi ask?*
- Play the audio again for learners to listen to the intonation. Ask them to write down the questions they hear and then to draw a line to show how the voice goes up and down.
- Elicit and write one of the questions on the board and get a learner to draw a line showing the intonation.
- Elicit and drill the questions giving clear signals about intonation.
- Ask learners to practise the conversation in pairs and change parts. Provide picture cards and word prompts with questions to practise.

Differentiation

- Some learners can record themselves doing the role play and then listen to check the intonation of the questions.
- Less confident learners can be provided with gapped conversations with key words missing for additional support.

Page 8 Using mail order

Rationale

To practise reading for specific information; to practise form-filling

Activity A *Reading for information*

Pre-task activity

- Elicit the names of some mail order catalogues.

Task

- Set a time limit for the activity. Ask learners to find out the price, cost and colours of the sofas.
- Check the answers in pairs and as a group.
- Check understanding by asking questions such as *What choices do you have?*

Differentiation

- Ask learners to find advertisements for sofas in different catalogues and compare prices.
- Less confident learners can underline all the colour words in red and all the prices in black.

Activity B *Writing: filling in forms*

Pre-task activity

- Elicit how you order things by mail order, e.g. by post, phone or e-mail. Establish the importance of legible handwriting and following the instructions on the form.

Task

- Ask learners to complete the form.
- In pairs, encourage learners to check each other's forms.
- Do a matching activity, allocating items on cards or on the board to the correct column, and then check using a completed OHT.

Differentiation

- Some learners can compare forms from different catalogues, e.g. Ikea, Marks and Spencer etc and find differences and similarities in the instructions and information requested.

Extension

- Learners fill in order forms for products on the Internet.

Page 9

When things go wrong

Rationale

To provide controlled practice using the simple past tense

Activity A *Speaking: explaining a problem*

Pre-task activity

- Re-introduce Tobi and the sofa. Ask learners: *Who has had something delivered to your house?* Elicit what happened.

Task

- In pairs, ask learners to discuss the story in the pictures and say what the problem is.
- Elicit the story sequence from the group. Put key word prompts on the board if needed.
- In pairs, ask learners to match the verbs and phrases in task 2. Emphasise the value of learning the words and phrases together.
- Check, and then ask learners to change the verbs to the past tense. Check the irregular verb endings and their pronunciation.
- Provide your own examples to elicit the use of link words on the board. Highlight the link words in a different colour to emphasise visually. Ask learners to put the sentences in the correct order.

Differentiation

- Some learners may need to use key word prompts to reconstruct the sentences.
- Learners can write the picture story with or without a writing frame.
- More confident learners can write their own story of a problem delivery.

Page 10 and 11

Complaining

Rationale

To provide freer practice using the simple past tense; to identify organisation of ideas in a letter; to practise using capital letter and full stops; to provide controlled practice of writing using a model

Activity A *Speaking: complaining on the phone*

Pre-task activity

- In small groups, ask learners to discuss the questions. They can discuss what they could do about the problem.

Task

- Remind learners that they must give their name at the beginning of a phone call. Give a few minutes to plan what they want to say. Use the conversation flow chart to elicit suggestions.
- Learners sit back to back and practise the phone call. They change roles and can change partners too.

Differentiation

- Elicit suggestions for the conversation and write on the board. More confident learners sit with backs to the board. Less confident learners use the prompts as support or listen to the conversation.
- Confident learners can record their phone calls and listen to them to decide how clear they are.
- Give learners who are more fluent a role card which tells them to be unhelpful when playing the part of the person working for the company.

Activity B *Writing: complaining*

Pre-task activity

- Discuss what to do if a phone call does not achieve the desired outcome, e.g. visit the shop, write a letter etc. Discuss which might be better and why.

Task

- Elicit the possible content of a letter of complaint.
- Ask learners to read the letter and identify three key ideas and the order in which they are written. Discuss an alternative order.

Activity C *Writing capital letters and full stops*

Pre-task activity

- Elicit and revise where we use full stops and capital letters.

Task

- Ask students to complete the activity in pairs.
- Check the answers as a group exercise.

Differentiation

- Learners with E1 literacy can work with part of the letter.

Activity D Writing: layout of a letter

Materials

- Examples of formal letters

Pre-task activity

- Show some more examples of formal letters and discuss the layout.

Task

- Elicit examples of situations where a letter of complaint needs to be written.
- Ask learners to write a letter of complaint, using the frame and content of Tobi's letter as model.

Differentiation

- If they have access to computers, some learners can word-process the letters.
- Give less confident learners a gapped letter and ask them to supply the missing words.

Page 12 and 13 Using a washing machine

Rationale

To practise listening for specific information; to give controlled practice of sequencing spoken instructions; to practise reading charts for specific information; to practise sequencing instructions

Materials

- Audio – Instructions
- Cards with instructions

📌 Activity A Listening: instructions

Pre-task activity

- In small groups, ask learners to discuss the following situation:
You have to find out about how to use a new washing machine. Which is true for you? (You could put the statements on the board).

- I like to read the instructions myself.
- I'll easily work out how to use it on my own.
- I want someone to show me what to do.
- I want someone to tell me how to use the machine.

- Discuss the differences in the group.
- Ask learners to try and label the parts of the washing machine in the diagram.

Task

- Establish the context. Learners listen and check the labels for the parts of the washing machine.
- Check the answers as a group. Let learners read the questions and play the audio again. Check in pairs and then as a group.
- Ask the group: *Who likes using machines? Are they easy? Do you find them difficult?*
- Learners listen and discuss in pairs before comparing answers as a group. Ask learners if they understand how Gemma feels.
- Elicit the sequencing words learners heard on the audio. Play the audio again to check.

Activity B Speaking: asking for and giving instructions

Task

- Use the conversation flow chart to develop the dialogue in pairs. Elicit suggestions beforehand.
- Ask learners to work in pairs with each taking it in turns to play both parts in the dialogue.

Extension

- Learners can tape themselves and then compare with the original to check how many sequencing words they remembered to include.

Activity C Reading instructions

Pre-task activity

- In small groups, encourage learners to ask each other:
 - *Who does the washing at home?*
 - *Who has a washing machine?*
 - *Who uses a launderette?*
 - *What are some of the difficult things to wash?*

Task

- Elicit the names of some fabrics. Use the clothes which you and the learners are wearing – they should remember some of the fabrics from

page 5. Ask which are easy or difficult to wash. Elicit and give an example of a delicate fabric.

- Ask learners to discuss their answers in pairs and then check as a group. Discuss the reason for the two possible answers for washing a white cotton shirt.

Extension

- Learners discuss which of the following they would put in the washing machine: a pair of jeans, trainers, a suit, a T-shirt, a woollen jacket, a polyester blouse and socks.

Activity D *Writing instructions*

Pre-task activity

- In pairs or small groups, ask learners to list three things to remember when using a washing machine.

Task

- Ask learners to work in pairs to sequence the instructions. They can be put on cards. Change the pairings and discuss the sequence:
 - Press the off button.
 - Open the door.
 - Add the soap.
 - Remember to shut the door properly.
 - Put your washing in the machine.
 - Turn the dial to choose the right programme for your washing.
 - Wait 3 minutes before you open the door.
- Discuss as a whole group – there is more than one right answer.

Extension

- In small groups, learners can take it in turns to read out the instructions in the order they agreed, but missing out an important instruction. The other learners must spot the missing instruction.
- Some learners can write or copy the instruction sequence for their own washing machine or a machine in a local launderette.

Page 14 Project

Rationale

To bring together the skills practised in the unit; to provide an opportunity to move outside the classroom; to provide evidence of learning for the learner's portfolio; progress record and ILP review; to practise reading and asking for information

The project will need careful setting up. See notes on project work in the Introduction to the Teacher's Notes.

Activity A *Decide what to buy*

Task

- This is a discussion task.
- Set a time limit for the discussion.
- Change groups and ask learners to tell the other groups which item they have chosen and why.

Activity B *Find your information*

Task

Divide class into pairs. One learner works with catalogues, the other visits shops. Pair E1 literacy learners with a more able learner. Learners complete table and present result.

Activity C *Discuss choices*

Task

- Encourage learners to discuss the items they have chosen. Change groups to maximise the practice.

Page 15

Check it

Rationale

To check understanding of some of the learning points in the unit; to identify any difficulties individual learners may have.

Learners complete the tasks in their own time and can check their answers in the key. Make time to give feedback and help. See the Introduction to the Teacher's Notes for information on setting up *Check it*.

Activity A *Correcting grammar mistakes*

Task 1

- Checks past tense verbs. Learners complete an e-mail by putting verbs into the past tense.

Task 2

- Checks *one* and *ones*. Learners strike out words which are repeated and can be replaced with *one* or *ones*.

Task 3

- Checks order of adjectives. Learners correct adjectives that are in the wrong order.

Activity B *Remembering phrases for speaking*

Task

- Checks useful phrases for discussing products. Learners note down useful phrases they can remember from the audios.

Page 16

Mini-projects

Rationale

To encourage learners to work independently; to practise and apply the skills and language from the unit outside the classroom

Learners can select one or all of the tasks. For more information, see the Introduction to the Teacher's Notes.

Activity A *Ask for information in a shop*

- Learners prepare and practise questions for finding out about products in real shops.

Activity B *Describe things*

- Learners prepare a description of something, e.g. a piece of furniture, an object they really like. They describe it to the class and write about it.

Activity C *Give instructions*

- Learners prepare oral or written instructions.

How am I doing?

- Learners record and evaluate their learning over the course of the unit. For more information, see the Introduction to the Teacher's Notes.

Rationale

To encourage learners to evaluate their own learning; to provide a record of learning for the learner's progress record

Using a washing machine

Activity D

Press the off button.

Open the door.

Add the soap.

Remember to shut the door properly.

Put your washing into the machine.

Turn the dial to choose the right programme for your washing.

Wait three minutes before you open the door.