

9 Shop till you drop

Unit profile

Vocabulary: Money and shopping

Reading: Help! I just can't stop shopping!

Grammar: Present perfect

Vocabulary: *been* and *gone*

Writing: A story (2)

Warmer

Put students into small groups to discuss these questions:

- How often do you go shopping?
- Who do you go shopping with?
- Where do you go?
- Which are your favourite shops and why?

Ask each group to nominate a spokesperson to tell the class about their group's shopping habits.

Your profile

Do the first question as a class survey. Ask students to stand up and talk to as many people as possible, asking them the questions and making a note of their name and answers.

Then put them into groups to look at their notes and find the most popular jobs at home that students do for pocket money, and what the most popular things are that they buy. Share some ideas as a class.

Ask 'Who likes shopping? Who doesn't like shopping?' and ask individuals to give reasons why.

VOCABULARY Money and shopping

- Put students into pairs to read the quiz questions and decide which photo they match. Check answers.

Answers

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

- 1.31 Tell students that they are going to listen to Ali and Jess doing a quiz about money, called *Money Wizard* or *Money Waster*. Ask what they think the terms mean (good with money; bad with money). Ask 'Which are you? A Money Wizard or a Money Waster?' and get students to raise their hands according to which they think they are.

Play the recording for students to find out whether Ali is a Money Wizard or a Money Waster. Check the answer (he's good with money, so he's a Money Wizard).

Ask students to read the quiz and check the meaning of any difficult vocabulary. Check pronunciation of *receipts* /rɪ'si:ts/. Put them into pairs to predict Ali's answers (they may remember some of them). Play the recording again for them to listen and check.

Allow students to compare their answers with a partner before checking as a class.

Audioscript

Ali: Hi, Jess. What's that you're reading?

Jess: I'm just finishing this quiz about money. *Money Wizard* or *Money Waster*? Which are you, Ali?

Ali: What do you think?

Jess: I know what you think but let's find out. Question 1 is about saving. Do you save up for things?

Ali: All the time. At the moment I'm saving up for a new computer.

Jess: Really? I've never saved up for anything in my life! Question 2. What about a bank account? Have you got one?

Ali: My dad opened one for me a few years ago. But I usually keep my money at home.

Jess: Hmm ... maybe I should get one. I didn't think I was old enough. Anyway, question 3. Do you always look at the price of things before buying them?

Ali: Always. You know that shop near school? The drinks are really expensive.

Jess: Yeah, I know. I never buy anything there.

Ali: How am I doing? Am I a money wizard or ...?

Jess: Hold on. Four. What about special offers? Do you look for them?

Ali: Of course! Everyone loves a special offer! But I'm not like my sister. She buys stuff she doesn't need – just because it's on special offer.

Jess: Hmm ... I do that sometimes.

Ali: Money waster!

Jess: Yeah, yeah. Here, read question 5.

Ali: Do you ever change your mind while you're waiting at the checkout? No, I never change my mind.

Jess: No, I don't. OK. Six. What about checking your change?

Ali: I don't always check it. Sometimes I'm in a hurry. But most of the time, yes, I do.

Jess: Ah! I always do!

Ali: What's the next one?

Jess: Receipts. Do you keep them?

Ali: Not really. But sometimes for big things. I might need to take them back.

Jess: OK. And the last one. What about your old things? You know, CDs and stuff like that. What do you do with them?

Ali: The internet is great for selling things like that. I've sold a lot of my stuff.

Jess: OK. That's the end. Now, let's look in the key and see what it says ...

Answers

1 a 2 b 3 a 4 a 5 c 6 b 7 b 8 a

- 3** Play a game. Divide students into groups of five. Each student in the group copies one sentence from exercise 3 onto a piece of paper, including the gap. They then write the correct answer on the back of the paper (you will need to check that their answers are correct). Students take turns to hold up their sentence for their group to read and say the missing words. They tell their group whether their answers are right or wrong.

Answers

- 1 checkout; change 2 bank account; save up
3 special offer; price 4 take; back; receipt 5 give; away

- 4** Tell students that they are going to do the quiz and find out whether they are Money Wizards or Money Wasters. They ask and answer the questions in pairs. Encourage them to provide additional information, for example, what kind of special offers they look for (clothes, games, etc.). Then tell them to read the key on page 121. Invite different students to say whether they agree with the key and why.

READING

- 1** Write *Shopaholic* on the board and elicit what it means (someone who is addicted to shopping). Tell students that they are going to read an article about a girl called Alison who is a shopaholic. Tell them to look at the title and ask 'Why is she asking for help?' (because she shops too much and wants to stop). Tell students to read the three statements and predict which one is not true. Then ask them to scan the article quickly to find the answer. Check the answer by taking a class vote on the incorrect statement.

Answers

- 2 Alison's problem is a very modern one.

- 2** ● Preliminary Reading and Writing, Reading Part 4 tests students' ability to understand both the detailed and global meaning of a text. Students also need to demonstrate understanding of the writer's purpose, attitude and opinion. This part consists of a long text followed by five four-option multiple-choice questions. Ask students to read the questions and options carefully and to predict the answers before they read the article again. You may need to explain *persuade* (make someone agree to do something), *encourage* (make someone more likely to do something), *inform* (tell someone about something) and *warn* (advise someone not to do something). You could write the words and definitions in a random order on the board for students to match. They read the article and choose the correct options. Tell them not to worry about any words in the article they don't know at this point. Ask them to compare

their answers with a partner and point out the section of text which provides the answer. Check answers.

Check understanding of any other new words in the text by asking other students to explain the meaning. These may include *label* (a small piece of material giving information about the thing it is fixed to) and *anxious* (worried and nervous).

Extension activity

Write *Shopaholic* on the board and divide students into teams of three. Ask them to write the word as a heading. Tell them that they have five minutes to write down things families buy on a shopping trip starting with the letters in the word (i.e. words starting with s, h, o, p, a, l, i and c). Provide examples, e.g. sugar, oranges. Stop students after five minutes and ask one student from each group to write their shopping lists on the board. Award points for each answer which is correctly spelled, and a bonus point for each answer that no other team has thought of.

Answers

- 1 C – the article isn't trying to encourage, persuade or warn readers. It tells the story of one person, and how she overcame her addiction.
2 D – the article tells us that she bought clothes, jewellery and phone covers. It also says she didn't buy things that were too expensive, such as shoes.
3 B – this paraphrases *According to experts, we all feel excited after we buy something new. For shopaholics, it's a little different. Soon after they buy something, they think they've made a mistake and start to feel miserable.*
4 D – A is wrong because she still goes shopping, B is wrong because it is not mentioned and C is wrong because she asks 'Do I need it?' and walks away if not.
5 A – B is wrong because she no longer needs help, C is wrong because she realised her problem was serious and D is wrong because she says 'It's great!'

Talking points

Put students into groups of four to discuss the questions. Then ask one pair from each group to move to another group and compare their ideas. Hold a short class discussion, inviting students to share their ideas.

EP Word profile

Put students into pairs to decide what *change* means in each sentence (sentence 1 = money that you get back when you pay more for something than it costs, sentence 2 = become different, sentence 3 = something different). Ask students to write three more sentences using the three meanings of *change*. Invite different students to read out their sentences for the rest of the class to say whether they have correctly used *change*. Monitor as students complete the exercises on page 125. Check answers.

Answers

- 1 1 changed 2 changing 3 changed 4 changing
5 changes
2 1 change 2 changes 3 change

Cooler

Demonstrate the activity by drawing three items on the board (e.g. a football, a book, a pen) and say 'I've got a football, a book and a pen'. Invite a confident student to come to the board and do the same. Then write a shopping list of three things you want. Include one or two of the items from the student's pictures (e.g. a DVD). Say 'I want a (DVD). Have you got a DVD?' Encourage the student to answer 'Yes, I have'.

Encourage the student to write their own list, including an item from your own drawings. The student asks for the item you have. Mime exchanging the items. Say, for example, 'Here's the football. Thank you for the DVD'. Repeat with an item on your list that the student doesn't have. Encourage them to say 'No, I haven't'. Say that you will ask someone else for this.

Ask each student to draw three items on a piece of paper. Tell them to write a list of three things which they would like, but haven't got. Encourage them to use *I've got*, *I'd like* and *Have you got ...?*

Students mingle to try to swap the items they have with the items they want. Stop them after five minutes and find out how many items they managed to swap.

Students might ask how the present perfect is different from the present simple. Ask them to talk to their partner and discuss the differences. Feed back as a class.

Explain that the past simple is used to describe events which happened and finished in the past. We usually know when this happened (for example yesterday, last week, two months ago). The present perfect has a connection with now. It may describe an action which has just finished, e.g. *I've (just) listened to that new album* or hasn't finished yet, e.g. *I've read two books this week so far* (the books are finished but this week isn't). We don't usually know exactly when the action happened, e.g. *I've had my hair cut*.

→ Grammar reference Student's Book page 146

Answers

been (be) and worn (wear)

- 2 Ask students to look at the two lists and say which form of the verbs they are (infinitive and past participle). Put them into pairs to match the verb forms. Check answers by reading the list of infinitives and eliciting the past simple forms.

Review the past participles by playing Bingo! Students choose six of the past participles and write them down. Call out the infinitives in a random order. When they hear an infinitive which matches one of the past participles on their list, students cross it off their list. The first person to cross out all of their past participles calls 'Bingo!' and wins the game. Play several times to give more students the chance to win.

Answers

1 c 2 f 3 i 4 g 5 j 6 a 7 l 8 k 9 e 10 b 11 h
12 d

- 3 Write *I have spent a lot of money this week! I have not saved any money this month* on the board. Ask students whether any of the words can be contracted. Invite different students to come to the board and underline the words they think can be contracted (*I've*, *I haven't*). Write the positive and negative contracted forms for each sentence on the board.

Ask students to work individually to complete the sentences, using the correct forms of *have/has* as in the example. Monitor and help as they working. Put them into small groups to compare their answers.

Fast finishers

Ask fast finishers to look at the sentences and decide whether they are true or false for them. They can tell the class about their experiences after checking answers to exercise 3.

GRAMMAR Present perfect

- 1 Books closed. Tell students about something you have just bought and what you think about it. Say, for example, 'I've just bought a new pair of jeans. They were quite expensive; I've never spent so much money on a pair of jeans before! I haven't worn them yet. I'm going to wear them to a party on Saturday'.

Write the sentences using the present perfect on the board (*I've just bought a new pair of jeans, I've never spent so much money on a pair a jeans before, I haven't worn them yet*). Invite different students to come to the board and underline the verb forms in the sentences.

Ask 'When did I buy the jeans?' (a short time ago), 'What does *never ... before* mean?' (never in my life before now) and 'Have I worn the jeans?' (no). Elicit the form of the present perfect (present simple of *have* + past participle).

Books open. Ask students to read the sentences and the rules. Elicit the irregular verbs (*go* and *wear*).

Extension activity

Put students into pairs and ask them to make a set of cards to practise recognition of past participles. They should choose ten common irregular verbs (e.g. *make*, *do*, *win*) and write pairs of cards for each verb, one with the infinitive and one with the past participle.

Put pairs into groups of four to play the game. They should shuffle the cards and place them face down on the desk. Tell them not to change the card's position. They take turns to turn over a card, say what the infinitive or past participle form is (their group can say whether they are correct or not), and then turn over another card. If the pair matches, i.e. infinitive and past participle form, they keep the cards. If they don't match, the student turns them both back over again and the next student takes a turn.

Students should start to remember where the cards are. The winner is the person with the most cards.

Answers

- 1 haven't / have not bought 2 've/have never taken
3 've/have saved up 4 's/has never borrowed
5 've/have visited 6 've/have never had
7 haven't / have not met 8 've/have never stolen

Questions and short answers

- 4 Ask three or four stronger students questions using the present perfect and *ever*. Ask, for example, 'Have you ever been to Australia?', 'Have you ever done a bungee jump?' and 'Have you ever eaten sushi?' Encourage them to answer *Yes, I have* / *No I haven't*.

Tell students to read the example and answer the question. Check the answer.

Ask each student to think of one *Have you ever ... ?* question. Choose a student to ask their question to another member of the class. The student answers with 'Yes, I have' or 'No, I haven't' and nominates another student to answer a different question. Continue until several students have had a turn.

Answer

ever

- 5 Put students into pairs to look at the verbs in brackets and to write the past participles. Then call out the verb in brackets for them to respond with the past participles. Say 'I've never sold anything online' and mime putting a cross in the *You* column. Then say 'I've earned money for doing jobs at home' and indicate putting a tick in the same column. Tell students to read the list, putting a tick or a cross for themselves in the *You* column.

Answers

- 1 earnt 2 lent 3 used 4 lost 5 received

Corpus challenge

Ask students to correct the sentence in pairs, and then nominate a student to give the correct answer, identify the tense (present perfect), and explain why this is used (to talk about an experience).

Answer

Have you ever had a dog?

- 6 Students ask their partner the questions. Alternatively, they could move around the room, asking different students one question and writing their name in the *Your partner* column when they find someone who has done each thing. Monitor and help as they are working. Encourage them to give more information if they answered 'Yes, I have' to any of the questions.

- 7 Invite different students to tell the class about what their partner has and hasn't done. Give positive feedback for extra information and the correct use of the past participles.

You could play 'Have you ever ...?' Students take turns to read out a question. Any students who have done the action stand up. Those who haven't remain seated. Continue until all the questions have been asked.

VOCABULARY *been and gone*

- 1 Write *be* and *go* on the board and ask students what the past participles are. Refer them to the pictures and sentences 1 and 2.

Tell students to work in pairs to decide which meaning belongs to which example sentence. Check answers. Explain that here *be* is similar in meaning to *go*.

Answers

- 1 b 2 a

- 2 Monitor as students complete the sentences individually. Allow them to check their answers with a partner. Then invite different students to read out the sentences. See if the class agrees before confirming answers.

Mixed ability

Weaker students can work in pairs, while stronger students should be able to complete the exercise individually. To support weaker students, tell them to ask themselves 'Is the person there now (use *gone*) or have they come back?' (use *been*). 'Does the question mean *ever in your life?*' (use *been*) to help them decide.

Answers

- 1 been 2 gone 3 gone 4 been 5 been 6 gone

WRITING A story (2)

- 1 Ask students to look at the photo and describe what they can see. Then tell them to read the first sentence of the story. Put students into pairs to think of something interesting that might happen on a shopping trip. Invite suggestions from the class, but do not confirm their ideas at this point.
- 2 Set a short time limit for students to read about Lily's shopping trip. Invite a stronger student to provide a summary of the story, and then ask the class whether any of their ideas were mentioned.
- 3 Put students into small groups to discuss what they already know about how to write a story, e.g. the first sentence should be interesting, so that people want to read the rest of the story.
Invite some suggestions from the class and then ask them to compare their ideas to the tips in the *Prepare* box.
Answer the question about Lily's story as a class, inviting students to explain their reasons.

Answers

Yes, Lily's story has a beginning (visiting the department store), a middle (entering the competition) and an end (she won £2,000).

- 4 Ask students to work in pairs to decide what the highlighted words in the text mean, using the context to help them.
Invite different students to give their answers but do not confirm them at this point. Tell them to complete the exercise and check their ideas.
You could get students to write their own sentences using the highlighted words.

Answers

1 rushed 2 arrived 3 visited 4 noticed

- 5 Ask students to cover the *Prepare* box and to call out the time adverbs and phrases in Lily's story. They then uncover the box and check.
Students then complete the exercise in pairs.
Check answers, inviting students to explain their choices.


Fast finishers

Ask fast finishers to write another sentence with two options for another fast finisher to complete. They can write the sentences on the board for the rest of the class to do.

Answers

1 as soon as 2 later 3 while 4 suddenly

- 6 Give students time to plan their ideas. Remind them to think of a good beginning, middle and end to their story. Monitor and help with ideas as they are working.
Ask students to compare ideas with a partner and make suggestions about how the story might be improved.

- 7  Preliminary Reading and Writing, Writing Part 3 tests students' control and range of language. They can choose between writing an informal letter or a story of about 100 words.

Monitor as students write their stories. Remind them to use interesting verbs, as well as time adverbs and phrases.

Ask them to check each other's stories for spelling and grammar. Invite confident students to read their stories aloud.

Cooler

Tell students that they are going to tell a story as a class. Divide the class into small groups and ask them to think of an opening sentence. Invite them to share their ideas and write the sentences on the board. Take a class vote for the story they would like to tell. Read out the opening sentence and follow it with another. Then invite students to think of the next sentence. Students who wish to provide a sentence raise their hands. Accept any feasible sentences (i.e. which follow on from the previous sentence) and continue the story in this way. Remind them to use interesting verbs, time adverbs and phrases. Tell students when it is time to finish the story, and invite different endings. Ask which ending they like best.

Project

Ask students how people can get or earn money (from working, winning a competition, pocket money, gifts, etc.). Put them into small groups to discuss which items they think people in their country spend most money on when they go shopping. Invite groups to share their ideas with the class. Write a list on the board. Tell students that they are going to find out whether their ideas are correct by doing some online research into shopping. They work in their groups to use the internet to find out which items people in their country spend most money on when they go shopping. Ask them to make a note of the most popular items and rank them in order of popularity. They should produce a graph to present the information. In the following class, ask each group to share what they have found out with the class and to compare their results to their predictions.

Teacher's resources

Student's Book

Grammar reference and practice page 146

Vocabulary list page 132

Workbook

Unit 9, page 36

Go online for

- Pronunciation
- Corpus tasks