

6.1

Goal: buy things in shops

Core language:

VOCABULARY Shops and shopping
Buying things

PRONUNCIATION Sentence stress 3

Do you like shopping?

LISTENING AND SPEAKING

1 To introduce the topic, ask the class: *Do you like shopping?* Find out briefly who likes shopping and who doesn't. Tell them whether or not you like shopping.



a *Listening for main idea.* Play recording 2.15 once, and establish if Andrew and Dorien like shopping. (*Answer:* No, they hate it.)

b *Listening for detail.* Play recording 2.15 again, and discuss what they each say.

1 Andrew: *likes shopping on the internet (they deliver the shopping at home).*
2 Dorien: *shops after work, because it's quick.*
3 Dorien and Andrew: *both go to a supermarket and buy shopping for the whole week.*

Alternative


Discuss the questions first. Then play the recording to check.

2  /  Learners discuss the questions.

Whole class. Take each question in turn, and ask learners from different groups what their group said about it. Also tell them what you do.

VOCABULARY Shops and shopping

3 To introduce the vocabulary task, look at the plan with the class, and ask what it shows. (*Answer:* a shopping centre or shopping mall).

a  Look at item 1 together (a bookshop) and ask learners to find it on the plan (*Answer:* D). Then learners look at items 2–8 in pairs and find as many as they can.

2 E 3 B 4 F 5 G 6 A 7 H 8 C

Present any new items. You could do this by giving examples of well-known shops or chains in your town, and ask e.g. *Is there a pharmacy near here? Where is it?*

b  Learners find places 9–15 on the plan.

9 I 10 N 11 L 12 K 13 O 14 M 15 J



c As you go through, say the words or play recording 2.16 as a model, and get learners to repeat. Focus on the pronunciation of /kəmˈpju:tə/, /kləʊðz/, /eskəleɪtə/, /ɪnfəmeɪʃən/.

Language note

- 1 Instead of *pharmacy*, you can also say *chemist* (British English only).
- 2 American English: *toilets* = *rest rooms*; *lift* = *elevator*; *shop* = *store*

4 a Look at the items and ask learners to say the shops and places. *Possible answers:*

1 shoe shop, sports shop
2 bookshop, newsagent
3 cash machine (ATM)
4 clothes shop, sports shop
5 sports shop
6 toilet
7 pharmacy
8 newsagent, bookshop

b  /  Learners think of one other item for each shop in 3a and write it down. You could build up a list of items for each shop on the board. *Possible answers:*

Bookshop: books, CD, dictionary
Pharmacy: medicine, toothpaste, toothbrush
Shoe shop: shoes, trainers, sandals
Sports shop: trainers, tennis ball, rucksack, tent
Computer shop: computer, laptop, monitor, printer
Music shop: CD, musical instruments (guitar, piano ...), music
Clothes shop: coat, jeans, shirt, dress, socks, jumper
Newsagent: pen, paper, newspaper, postcard

Option: Game

Give pairs or groups a score for the words they think of: 1 point for each correct word; 2 points for a word that no one else thought of.



You could use photocopiable activity 6A on the Teacher's DVD-ROM at this point.

Shopping trip

LISTENING

1 Look at the picture of Jon. Ask what he is doing (*Answer:* He's shopping).

a *Listening for main idea.* Play recording 2.17. Pause after each conversation and ask what shops he goes to.

1 sports shop 2 bookshop 3 shoe shop

b *Listening for detail.* Play recording 2.17 again. Ask learners what Jon buys in each shop.

1 sports shop: a tennis racket, six tennis balls
2 bookshop: a map of Melbourne (Australia)
3 shoe shop: a pair of shoes

VOCABULARY Buying things

2 a *Questions and answers.* Read out item 1 (*Do you need some help?*) and ask who says it, Jon or the shop assistant (*Answer:* the shop assistant).

/ Learners decide who says the other remarks, and write 'J' or 'A'.

1 A 2 A 3 A 4 J 5 J 6 J 7 A

b Ask learners to find the reply to the question *Do you need some help?* (Answer: **c**, I'd like a new tennis racket.)

/ Learners match the other replies in **2b** to the questions in **2a**.

c Learners can check in the script (p152) if necessary. For each pair of items, get one learner to ask a question from **2a** and a different learner to give the reply.

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

3 Look again at the expressions with *How much* and *How many* in **2a**. Ask learners which are about the price and which are about the number of things.

Price: *How much ...?* Number: *How many ...?*

Alternative: Presentation on the board with books closed

Ask learners to imagine they are buying a map. Write on the board: *How much ...?* Ask learners to complete the question: *How much is it?* Then add the reply: *It's 5.99.* Then ask learners to imagine they are buying shoes. Ask them to complete the question and give the reply: *How much are they? They're 79.95.* Establish that these questions are about the price. Then ask learners to imagine they are buying tennis balls. Write the assistant's question on the board: *How many ...?* Ask learners to complete it and add a reply: *How many do you want? I'll have six, please.* Establish that this question is about the *number* of tennis balls.

4 Learners cover **2b** and look only at **2a**. To demonstrate the activity, ask one or two questions from **2a**, and get learners to reply.

Learners take it in turn to ask and answer the questions.

PRONUNCIATION Sentence stress 3

5 a Play recording **2.18** or say the questions yourself. Learners underline the stressed words.

Write the questions on the board.

2 *How many would you like?*
3 *Do you have any street maps?*
4 *Would you like anything else?*

b Establish that:
– *How much* and *How many* are stressed at the beginning of questions.
– *Do you* and *Would you* are not stressed.

c Say the questions or play recording **2.18** as a model, and ask learners to repeat them to practise the stress patterns.



You could use photocopiable activity 6B on the Teacher's DVD-ROM at this point.

SPEAKING

6 *Role play.* To demonstrate the role play, choose a shop, and write three things to buy on the board. Then act out a conversation with one learner. Take the part of the customer, with the learner playing the part of the shop assistant.

a Learners choose a shop and write down three things they want to buy.

b Learners practise their conversations, taking it in turn to be the customer and the shop assistant.

7 Ask pairs to act out their conversation. The other learners listen and guess which shop it is.

Alternative: Writing

In pairs, learners write a conversation in the shop they chose. They use this as a basis to act out their conversation.

6.2

Goals: talk about shopping and food
talk about preferences and give reasons

Core language:

VOCABULARY	Food Talking about preferences and giving reasons
GRAMMAR	Countable and uncountable nouns

Shopping list

VOCABULARY Food

1 Read through the items on the shopping list and check that learners know what they mean. Present any new items by simple drawings on the board or using the pictures on p144.

Language note: Meat

Beef is meat from a *cow*; *chicken* and *lamb* are used for the animal and for the meat (a lamb is a young *sheep*). You could also teach the word *pork* (= meat from a *pig*) at this point.

/ Learners say which foods they like or don't like.

Whole class. Choose a few items from the list, and ask who likes or doesn't like them. Then ask a few learners which items they like most or least on the list.

2 a Read through the categories, and check that learners know:

- *sweet* (= like sugar)
- *good for you* (= healthy)
- *skin* (show this by drawing a half onion on the board)
- *round* (show with gestures)
- *on a diet* (= taking care about what you eat, to be healthy or lose weight)
- *high/low in carbohydrates* (= has / doesn't have a lot; *carbohydrates* are in foods like sugar, rice, pasta)

Learners find one more item for each category and write it down.

- b Discuss the answers with the class. Encourage learners to express opinions about the items, and see if they all agree. *Possible answers:*



sweet: apples, chocolate, watermelon
good for you: (this is a matter of opinion, but probably not butter or chocolate)
a skin: banana, potatoes, apples, carrots, watermelon, lemon; chicken, salmon
round: potatoes, onions, apples, lemon, lettuce
good on a diet: prawns, salmon, lamb, beef; onions, yoghurt, apples, carrots, lettuce, lemon, broccoli
high in carbohydrates: bread, chocolate, rice, (bananas)
low in carbohydrates: all the items that are good on a diet; also butter

Language note: Skin, peel

Fruit has a *skin* or *peel*; so we can also say *lemon peel*, *apple peel*.

READING

- 3 Look at the title of the article and ask learners what *weird* means (= strange) and *veg* (short for *vegetables*, pronounced /vedʒ/).

 /  *Reading for main idea.* Learners quickly read the article (you could give them one minute for this) and find which pictures Charlie talks about.

A (= purple carrots)
 C (= square watermelons)
 D (= red bananas)
 E (= low-carb potatoes)
 F (= strawmatatoes)

- 4 *Reading for detail.* Learners read the article again and find out which fruit and vegetables Charlie likes and which he doesn't like. Discuss the answers with the class, and ask learners to say why he does or doesn't like them.

Purple carrots: He doesn't like them (they taste the same as normal carrots, so there's no reason to buy them).
Strawmatatoes: He likes them (they're sweet, you can eat them with desserts).
Low-carb potatoes: He doesn't like them (people should eat either normal potatoes or a different food, such as lettuce).
Square watermelons: He doesn't like them (they aren't natural).
Red bananas: He likes them (they taste good, they're sweet).

VOCABULARY Talking about preferences and giving reasons

- 5 a Learners cover the article. Ask them to match the phrases.
 b When learners have finished matching the phrases, check them in the article.

1 b 2 c 3 a 4 d

Use this to present:

I prefer ... (= I like it more)

I'd rather have ... (= I'd prefer it, I'd like it more)

Give a few examples to show how these phrases are used, e.g.

– *I like potatoes, but I prefer rice.*

– *I don't like pasta very much. I'd rather have rice or potatoes.*



SPEAKING

- 6 To introduce the discussion, say a few things yourself about normal/low-carb potatoes, to show the range of language learners can use:

– *I prefer low-carb potatoes.*

– *I'd rather have low-carb potatoes because they don't make you fat.*

– *I think low-carb potatoes are a good idea.*

 /  Learners look at each pair of items in turn, and discuss what they think about them.

Round-up. Ask different pairs what they think about the foods and why.

Options:

- 1 *Other kinds of food or drink*

Write more pairs of food items on the board, e.g.

– *white bread / brown bread*

– *milk chocolate / dark chocolate*

– *tea / coffee*

Use these for a discussion about which learners prefer and why.

- 2 *Mingling activity: Class survey*

Write the question on the board: *Which do you prefer: X or Y?* Then give each learner one pair of items on a piece of paper. They move round the class, asking other learners which they prefer (e.g. *Which do you prefer: pasta or rice?*).

Round-up. Ask learners which of the foods in their pair most learners prefer.

Some carrots

GRAMMAR Countable and uncountable nouns

- 1 a Look at the pictures and use the questions to focus on the difference between countable and uncountable nouns:

– You can count the food in A, D and E: there is one watermelon, five bananas, six carrots. We call these *countable* nouns.

– You can't count the food in B and C: it's not one watermelon, or one lettuce – it's just watermelon and lettuce (or pieces of watermelon, a bowl of lettuce). We call these *uncountable* nouns.

– The same word may be countable or uncountable, depending on what we mean. So picture A shows *a watermelon* (countable); picture C shows *watermelon* or *some watermelon* (uncountable).

- b Read the sentences in the table and ask learners to match them with the pictures.

1 A 2 E 3 D 4 C 5 B

- c Ask learners to complete the rules.

1 b 2 c 3 a

Point out that:

– Countable nouns have a singular and plural form.

In the singular, we use *a* or *an*: *a banana, a watermelon*. Write on the board:



– *a banana – bananas*

In the plural, we can use *some* or *a lot of*. Write on the board:

– *some bananas – a lot of bananas*

– Uncountable nouns have only a singular form, without *a* or *an*: *lettuce, watermelon*. We can also use *some* or *a lot of*. Write on the board:

– *lettuce – some lettuce – a lot of lettuce*

2 a  /  Learners circle the correct words.

Go through the answers and check that learners understand which are countable nouns (C) and which are uncountable nouns (U).

1 How many tomatoes (C)	5 a lot of bread (U)
2 How much milk (U)	6 some bananas (C)
3 some rice (U)	7 some lettuce (U)
4 an apple (C)	8 six tomatoes (C)

Monolingual classes

Some nouns may be countable in learners' own language but uncountable in English, or the other way round. Point out these differences as you come across them.

b Say the sentences or use recording 2.19 as a model. Get learners to practise saying them. Focus on the /ə/ sound in /təmə:təʊ/, /æpəl/, /wɔ:təmelən/

3 *Writing phrases*. To introduce the exercise, tell learners a few things that you buy or eat every week. Use a mixture of countable and uncountable nouns. Learners write sentences. As they do this, go round and check.

Feedback. Ask learners to read out one or two of their sentences.

Note: Grammar practice


You could do the grammar practice on p137 at this point.



You could use photocopiable activity 6C on the Teacher's DVD-ROM at this point.

SPEAKING

4 *Discussion*. To introduce the activity, you could get learners to ask you the questions.


 Learners take each question in turn and answer it round the group.

Feedback. Focus on each question in turn. Ask each group to tell the class their most interesting answer.

Alternative: Mingling activity

Give learners numbers: 1, 2 or 3. Learners should ask the question corresponding to their number. They move freely around the class, asking their question to other learners.

6.3 Target activity: Order a meal

Goals: talk about shopping and food 
order a meal

Core language:

TASK VOCABULARY	Ordering food
6.1 VOCABULARY	Buying things
6.2 VOCABULARY	Food
6.2 GRAMMAR	Countable and uncountable nouns

TASK LISTENING

1 As a lead-in to the discussion, ask learners how they usually travel and what they eat: Do they take food with them? Do they buy food on the journey? Do they eat in a café or restaurant?

 Then divide learners into groups to talk about this.

Feedback. Ask a learner from each group how they and other people in their group travel and where or what they usually eat.

2 a *Pre-listening task*. Give learners time to look at the picture and read the sentences about Indra. Then ask what the picture shows (*Answer*: an airport café or restaurant, probably self-service; they have meals and drinks).

Read through the menu. Check that learners know what the words mean, and present any new items, e.g. *seafood* (= prawns, tuna, etc.).

Discuss which things Indra can order. (*Answer*: anything except steak or chicken).

b *Listening for main idea*. Play recording 2.20 without pausing. Learners listen and tick the items she orders.

fish with potatoes; vegetables (carrots); tea

TASK VOCABULARY Ordering food

3 a *Listening for detail*. Look at the sentences and ask if learners can complete them (they may be able to remember or guess what goes in the gaps). Then play recording 2.20 again, pausing from time to time so that learners can write the answers.

b Learners check their answers in the script on p153.


1 What's that one?
2 I'll have the fish, thanks.
3 Does it come with anything?
4 Could I have some of those carrots, please?
5 Can I have a tea, please?
6 How much is that?

Focus on these ways of asking for things in a restaurant, and write them on the board:

– *I'll have ...* – *Can I have ...?* – *Could I have ...?*

TASK

4 a *Role play*. Establish the situation: learners are travelling by plane, and they are in an airport restaurant. Give learners time to choose one of the roles.

b  Learners work in A/B pairs. They have a conversation: Learner A orders things to eat and drink; Learner B serves the food and says how much it costs.

c When most pairs have finished, ask them to stop. They change roles and have a second conversation.

- 5 *Round-up.* Ask a few pairs in turn to repeat one of their conversations. The other learners listen and say which role in 4a they think Learner A chose.

6 Explore

Keyword: *this, that, these, those*

Goal: use *this, that, these, those* in conversations

Core language:

this, that, these, those for indicating things you see
that for responding to things people say




- 1 Learners look at pictures A–D and match them with sentences 1–4.

Ask when we use *this, that, these* and *those*, and establish that:

- we use *this* and *that* with singular nouns; *these* and *those* with plural nouns.
- we use *this* and *these* with things close to us (= here); we use *that* and *those* with things further away (= over there).

Note

In some cases we can use either *this/these* or *that/those*, for example when looking at photos on a computer.

- 2 a Learners cover the sentences and try to remember them by looking at the pictures.
- b Hold different objects up and ask *What's this?* or *What are these?* Then point to things around the class and ask *What's that?* or *What are those?* Introduce any new vocabulary that arises.
-  Learners point to things and ask questions.
- 3 a  /  Learners find expressions that mean the same as the underlined phrases.

Option: Presentation with books closed

Write on the board:

- *Are you a student?*
- *Yes, I am.*

Then rub out *Yes, I am* and write *That's right*. Tell the class that we often use phrases with *that* when we reply to what someone says.

- 2 *That's all right, That's OK*
- 3 *That's great!*
- 4 *something like that.*
- 5 *No, that's fine, thanks.*
- 6 *that's a good idea.*

- b Learners cover the conversations. Say the first lines of the conversations in random order, and see if learners can reply with one of the expressions from the box.

 Learners cover the conversations and test each other.

Independent learning: Using a dictionary

Goals: to encourage learners to reflect on their own learning
to help learners to use monolingual and bilingual dictionaries effectively

Core language:

Language study words: *check, find out, mean* (vb), *meaning* (n.), *spelling*

- 1 *Discussion.* Give learners time to read through the types of dictionary and think about what they use. Then focus on each type of dictionary in turn and ask if any learners use it. Ask learners which they think is useful, and why.
- 2 a *Reasons to use a dictionary.* Read through the list with the class. If necessary, present these words:
- *check / find out* (I don't know a word, so I look in a dictionary = I *check* the meaning of the word, or I *find out* what the word means)
 - *mean* (a verb: 'What does this word *mean*?')
meaning (a noun: 'I don't know *the meaning* of this word.')
 - *spell* (a verb: 'How do you *spell* this word?')
spelling (a noun: 'I know the word, but I need to check *the spelling*.')

Learners tick the reasons why they use a dictionary. Then compare the answers together.


- b Look together at the entries for *live*, and ask learners to match the letters with the reasons.

1 A 2 D 3 B 4 E 5 C

Use this to point out to learners the different kinds of information that they can find in a dictionary.

- c Read questions 1–4 together and see if learners can answer them.

1 *verb or adjective* 2 *Verb: /lɪv/ Adjective: /laɪv/*
3 *Four (Two as a verb, two as an adjective)* 4 *Verb: in Adjective: animals, concert, music, performance*

- 3 a  *Using a dictionary.* Give learners a letter, A or B. Learner A looks at the word *book*, Learner B looks at the word *match*. They use either a real dictionary or the dictionary entries on p146. They find answers to the questions in 2c and then tell each other about their word.
- b *Round-up.* Ask learners what they found out about the two words.

Explore writing

Goal: write short practical requests and reminders

Core language:

Requests and reminders
Action verbs and phrases; *and, but*

- 1 To introduce the topic, look at the photos and establish who the people are (husband and wife and their son) and what we know about them (Tim works in an office, Mario plays football).

/ Learners read the notes and decide who they are from and who they are to.

1 From Lydia to Tim 2 From Tim to Lydia
3 From Tim to a colleague 4 From Tim to a neighbour
5 From Tim to a teacher

2 **Reading.** Learners complete the sentences, using the information in the messages.

– ask Annie to take Mario to school
– write note to Miss Fenlon about uniform
– tell Andrew to cancel meeting with Denise
– book a table at Luigi's

3 **Requests and reminders.** Learners read the notes again and underline the key phrases.

Go through the answers with the class, and build up phrases on the board, showing how they continue:

– Don't forget to pick up ...
– Can you call ...

Point out that:

– Remember to ... and Don't forget to ... mean the same.
– Can you ... and Could you ... mean the same. They are both followed by infinitive without *to*: *Can you call ...?* (not '*Can you to call...?*').

4 **Verbs and phrases.** Ask learners to complete the five expressions.

1 cancel 2 book 3 pick up 4 take 5 reply

Make sure learners understand:

– cancel (show by gestures, and give an example)
– book (= reserve; give an example)
– pick someone up (= meet them and take them somewhere, usually in a car)

Option: More expressions

Ask learners to suggest other words that could follow each of the verbs and build these up on the board.

1 cancel a meeting, an appointment, an English lesson
2 book a table, a ticket, a flight, a holiday
3 pick up someone from football club, from school, from the station, from the airport
4 take someone to school, to the station, to the airport, home
5 reply to an email, to a letter, to an invitation, to a text

5 Learners write the sentences, adding *and* or *but*.

1 ... the meeting and reply to ...
2 ... the chicken and carrots ...
3 ... the meal but I didn't ...
4 ... to Carolina but she didn't ...
5 ... the restaurant and book ...
6 ... pick up Johan but he wasn't ...

Optional lead-in with books closed

Write these sentences on the board:

– Can you call Denise? Can you cancel our meeting?
– I phoned to book a table. There was no answer.

Ask learners how to join each pair together to make a single sentence, and change them on the board:

– Can you call Denise and cancel our meeting?
– I phoned to book a table but there was no answer.

6 a **Writing messages.** Learners choose three people to write to and things they want them to do. They should just make brief notes at this stage. If you like, show what to do by writing example notes on the board. As they do this, go round and check.

b Learners write three messages. As they do this, go round and give any help they need.

c Learners swap messages with their partner. In turn, they read each other's messages and guess who they are for.

Round-up. Ask a few learners to tell you about the messages their partner wrote.

Option: Written replies

Learners take the roles of the three people the messages are for, and write a reply. They then 'send' their replies back to their partner.

6 Look again

Review

VOCABULARY Food

1 a Learners find the 'odd one out' in each group.

b Then they add the words to the correct group. Look together at the example ('apples') so that they can see what to do.

Meat: chicken, beef, lamb (not apples)
Seafood: salmon, tuna, prawns (not yoghurt)
Fruit: bananas, watermelon, apples (not lamb)
Vegetables: potatoes, carrots, onions (not prawns)
Dairy products: cheese, butter, yoghurt (not onions)

c Ask learners to suggest other words for each group, and build these up on the board.

Alternative: Group competition

– Learners think of other words for each category, and one person in the group writes them down.
– Go through the answers together. Groups score one point for each correct word, and two points for words that other groups haven't thought of.

GRAMMAR Countable and uncountable nouns

2 a Look at the picture. Ask what the items are and whether they are countable or uncountable. Write them on the board in two lists.

Countable: 1 chickens 2 sausages 4 carrots 5 onions
6 tomatoes 7 apples 8 bananas 9 olives 11 potatoes
Uncountable: 3 lamb 10 cheese 12 bread

b Learners think of a meal, and choose two or three items from the picture.



c Learners have conversations, taking it in turn to be the customer and the person working at the market.

d Learners form new pairs and have another conversation. Ask a few learners what they bought and how much it cost.

CAN YOU REMEMBER? Unit 5 – Adverts for rooms

- 3 Ask learners what phrases they remember for describing flats/apartments, and build up words on the board. Prompt them by asking questions, e.g.
- *What kinds of apartment are there? (one-room, two-room; furnished, unfurnished)*
 - *What is the money you pay for an apartment? (rent)*
 - *You're looking for an apartment. What will you want to know? (How much is the rent? When is it available? Is it quiet? Is there central heating?)*

If learners have difficulty with this, let them look at the adverts on p46 to help them remember.

- a  /  *Books closed.* Learners write an advert for a flat or house in their home town.
- b Learners pass the adverts from group to group. They look at the other groups' adverts and decide which one they would prefer to live in.
- Round-up.* Ask each group which flat/house they would like to live in and why.

Extension

SPELLING AND SOUNDS ou


- 4 a Read the words aloud or play recording 2.21, and get learners to practise saying them. If necessary, show learners how to pronounce the vowel sounds:
- /aʊ/: get them to say /æ/ and /ʊ/ separately, then run them together.
 - /ɔɪ/: this is a long sound, with the mouth shaped into a circle (but lips not rounded).
 - /uɪ/: is a long sound, pronounced with lips rounded.

- b Learners add words to the groups. Then go through them with the class and build up lists on the board. Practise saying the words:

/aʊ/: *round, accountant, sound*
/ɔɪ/: *course, fourteen, bought*
/uɪ/: *group*

- c Play recording 2.22 or read out the words. Learners write them down.
- d If you like, check by asking them to read the words back to you, or let them check answers on p153.

NOTICE Shopping expressions

- 5 a Learners complete the sentences.
- b Let them check their answers in scripts 2.17 and 2.20 on pp152–3.
- Focus on these expressions:
- *It's not in* = not in the shop, we haven't got it
 - *try something on* = put clothes or shoes on to see if they're OK
- c  Learners write a conversation. As they do this, go round and help them.
- Round-up.* Ask a few learners to act out their conversation. After each conversation, ask other learners what happened. (*What did he/she want? What was it like? Did he/she buy it? How much was it?*)

Self-assessment

To help focus learners on the self-assessment, you could read it through, giving a few examples of the language they have learned in each section (or asking learners to tell you). Then ask them to circle the numbers on each line.

Unit 6 Extra activities on the Teacher's DVD-ROM

Printable worksheets, activity instructions and answer keys are on your Teacher's DVD-ROM.

6A Shopping planners

Shopping Centre Plan

FIRST FLOOR

GROUND FLOOR

A

new shoes for Daniel
sweater needed
back to read on holiday
new printer for computer
lunch – 2.30pm!
coffee with Mike – 7pm?

B

present for dad – 15? he says for mum
something for dinner
address for M's party
birthday card for Sue
any's got magazine

C

new sofa – check price!
something for Jane's new baby?

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6B Happy shoppers

QUESTION CARDS

How much is this one?	Is that everything?	Would you like anything else?
Do you need some help?	How much are they?	Can I help you?
How many would you like?	I'm looking for some shoes.	How much would you like?
Do you have these in any other sizes?	What time do you close?	Can I pay by credit card?

RESPONSE CARDS

It's _____.	Yes, that's all.	No thanks, that's everything.
No, I don't, thanks. I'm just looking.	They're _____.	Yes, I'm looking for a present for my mother.
I'll have _____ of them, please.	OK. What kind would you like?	About _____ kilos, please.
No, I'm afraid we've sold out.	_____ o'clock.	No, we don't take cards, I'm afraid.

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6C Dieticians

DIET SHEET Name: _____

1	a) less than twice a day b) two to four times a day c) more than four times a day
2	a) less than twice a day b) about once every three hours c) twice or more an hour
3	a) less than once a day b) once or twice a day c) more than twice a day
4	a) less than four times a week b) four to six times a week c) more than once a day
5	a) hardly ever b) about four times a week c) every day
6	a) never b) about twice a week c) more than twice a week
7	a) once a week or less b) two or three times a week c) four or more times a week
8	a) less than three times a week b) three to six times a week c) every day
9	a) never – I'm a vegetarian b) at least once every two days c) every day
10	a) about once every two days b) about once a day c) twice or more every day

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6A Shopping planners

Activity type: Vocabulary and speaking – Role play – Pairs

Aim: To practise using expressions for different shops and parts of a shopping centre

Language: Shops and shopping – Use at any point from 6.1.

Preparation: Make one copy of the worksheet for every two learners. Cut up each worksheet along the dotted lines.

Time: 20–30 minutes

6B Happy shoppers

Activity type: Speaking and listening – Matching game and role play – Groups / Pairs

Aim: To practise understanding and using shopping language

Language: Buying things – Use at any point from 6.1.

Preparation: Make one copy of the worksheet for every four learners. Cut up the cards and shuffle the grey Question cards and white Response cards together.

Time: 20 minutes

6C Dieticians

Activity type: Vocabulary and speaking – Questionnaire – Pairs

Aim: To practise talking about different types of food and drink

Language: Food; Countable and uncountable nouns – Use at any point from 6.2.

Preparation: Make one copy of the worksheet for each learner.

Time: 25 minutes

Unit 6 Self-study Pack

In the Workbook

Unit 6 of the *English Unlimited Elementary Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills and a whole page of listening and speaking tasks to use with the DVD-ROM Extra video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Shops and shopping; Buying things; Food and ordering food
- **Grammar:** Countable and uncountable nouns
- **Time out:** Food word search
- **Explore reading:** Takeaway menu
- **DVD-ROM Extra:** A world of food – Adam, Mouhammad and Laura

On the DVD-ROM

Unit 6 of the *English Unlimited Self-study Pack DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening, plus an animated video, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the Workbook.

- **Vocabulary and Grammar:** Extra practice activities
- **Pronunciation:** Sentence stress; Word stress
- **Explore speaking:** Stating the same or different opinions
- **Animated video:** Buying a snack
- **DVD-ROM Extra:** A world of food