

Unit Overview

Topic: Talking about shopping

In this unit students focus on talking about shopping. In the Conversation, they listen as Mr. Arnello and Frankie shop for groceries. Students learn the rules for using make, do, get, and go and for using phrasal verbs in How English Works. They talk about shopping in different Situations. In the Communication section, students “buy” and “sell” items in their own flea market. In English Out There, students discuss different ways to shop.

Audio CD-2:

Vocabulary Preview	CD 2 track 1	Conversation questions (1-3)	CD 2 track 3
Conversation	CD 2 track 2	How English Works (1-10)	CD 2 track 4
		Situations (1-5)	CD 2 track 5

Warm Up (books closed)

This activity will activate useful vocabulary for talking about shopping.

- 1. Greet students and introduce the warm up.** T: *Hi. Today's topic is shopping. Does anyone like to shop? What do you like to shop for?*
- 2. Have students use their imaginations and talk about some of the items they would most like to buy.** T: *Pretend I'm giving you (\$10,000). What do you want to buy? Do you want to buy something for yourself or for a friend or your parents?*
- 3. Ask students to think of 3 items they would buy today if they had the money, and then have students share their ideas with the class.** T: *Think of 3 things you would buy — right now — if you had the money. (Name), what would you buy? Would anyone else buy this item?*

some words and expressions we use when we talk about shopping.

- 3** **Read the words or play the audio.** T: *Let's look at some different kinds of shops first.*
- 4** **Explain any kinds of shops that students don't know.** T: *Are any of these kinds of shops unfamiliar to you? Do you know all of these kinds of shops?*
- 5** **Have students repeat the words.**
Emphasize the stressed syllables: T: *Repeat the words: **shopping center**, **bookstore**, etc.*
- 6** **Elicit additional kinds of shops.** T: *Can anyone think of any other types of shops?*
- 7** **Have students brainstorm additional kinds of shops with a partner. Allow 1 minute. Then ask volunteers to say their lists.**
- 8** **Repeat Steps 3 through 7 for Phrasal verbs (separable) and Phrasal verbs (non-separable).**

Unit Goals & Vocabulary Preview page 61

- 1** Read over the Unit Goals with the students.
- 2** Introduce the vocabulary. T: *Let's look at*

Vocabulary Preview: word stress and other examples


Kinds of shops supermarket shopping center/mall bookstore electronics store shoe store department store video store flower shop Other examples fruit stand grocery store clothing store	Phrasal verbs (separable) call up cross out do over fill up find out give back give up hand in look up pick out put down	try on turn off write down Other examples take off tear up seek out brush up	Phrasal verbs (non-separable) get in keep on look out for run out (of) run into show up Other examples look into run up against put up with
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Conversation page 62

This section provides models for talking about shopping.

➊ Warm up by asking a few questions about the illustrations. Encourage students to guess the answers. T: *Now turn to page 62. Look at the illustrations. How are Mr. Arnello and Frankie related? [they're father and son] In Frame 2, where are they? [the grocery store/the supermarket] In Frame 3, what is Mr. Arnello doing? [reading the list/telling Frankie what to get] Look at Frame 4. What are some of the things you can buy in this store? [bananas, fruit, bread, etc.] Look at Frame 6. Do you think they will buy the ice cream? [yes]*

➋ Set up the situation before playing the audio. T: *Frankie and his dad are going grocery shopping. They have a list of items to buy. Let's listen and see what they get.*

➌  Play the audio and ask students to follow along with the conversation. T: *Listen to the conversation and read along. Play the audio twice. Ask the students to close their books as they listen a second time.*

➍  Play the Conversation questions in Step 2 or read the questions yourself. Have students circle the best answer in their books. T: *Now let's listen to the Conversation questions. Circle the best answer for each question.*

Question 1: *Where do Paul and Frankie go shopping?*

Question 2: *What does Frankie get?*

Question 3: *What does Paul say to Frankie?*

➎ Elicit answers from students. T: *(Name), what did you circle for number 1?*

Answers

1. (a) at the supermarket (In Frame 1, Paul says, "Let's do the grocery shopping.")
2. (a) ice cream (In Frame 4, Frankie says, "No, I didn't get any milk, but I did get some ice cream.")
3. (a) Put it back. (In Frame 5, Paul says, "Frankie, put it back.")

Optional

Ask students a few additional questions about the conversation. T: *What do you think is on Paul's list? Do you think they will buy more or less than what is on the list? Do you think they usually do the shopping? Why or why not?*

➏ Put the students into pairs. T: *Work with*

your partner and read the conversation out loud. Then switch characters and read it again.

Practice Point

As students practice, have them use props. Then have them create an original conversation:

- Stand up. Use props for the note, the shopping basket, and the ice cream.
- Make up a similar shopping conversation between a parent and a child.

➐ After the students have practiced the conversation a few times, have them replace the words in red.

➑ Walk around the classroom, helping students as necessary.

➒ Have a few students perform the dialogue for the class without using their books. Have the other students follow along with their books closed.


Culture Notes

- In this conversation, Paul and Frankie do the grocery shopping. Traditionally, women have done most of the shopping, the cooking, and the cleaning in their families. However, the roles are changing, and it is becoming common for men to share these family jobs.
- Frankie coaxes his Dad into buying ice cream. It's common for children to "beg" their parents to buy things. It is also common for parents to give in to their children's wishes in this kind of shopping situation.

How English Works page 63

This section focuses on verb phrases.

Checking Students Knowledge

- 1 Have students fill in the blanks.
- 2  Play the audio.
- 3 Answer any questions students have.

Explaining the Grammar Points

Grammar Point 1: Using “make” and “do”

- 4 Say the example. T: *I made a list.*
T: *Can you find this question in the Conversation? (Frame 2)*
- 5 Write on the board: *I made a list. You should make plans now.*
T: *What does this sentence mean? Point to the first example on the board. Underline: made. Say the rule. T: Use “make” to talk about starting, building, or creating something.*
- 6 Give a few more examples, using information about yourself or the students.
- 7 Go through the rest of the Rule and the More about it: “do” + “the/some”.

Grammar Point 2: Using “get” and “go”

- 8 Say the example. T: *I’ll get the vegetables and fish.*
T: *Can you find a statement like this in the Conversation? (Frame 3: I’ll go get the vegetables and fish.)*
Can you find any other statements using “get”? (Frame 3: Frankie, go get some milk,. Frame 4: No, I didn’t get any milk, but I did get some fish.)

- 9 Write on the board: *I’ll get the vegetables. Let’s get a new car next year.*

T: *What does “get” mean? Underline: get. Say the rule. T: Use “get” to talk about finding or buying something.*

- 10 Add your own examples.
- 11 Go through the rest of the Rule and the More about it: other meanings of “get”.

Grammar Point 3: Phrasal verbs

- 12 Say the example. T: *Put it back.*
T: *Can you find this statement in the Conversation? (Frame 5.)*
- 13 Write on the board:
We’ll pick up some eggs at the store. Emi came down with a cold.
T: *What is the verb in this sentence? Underline: pick up. Say the rule.*
T: *Can you find other sentences with phrasal*

verbs in the Conversation? (Frame 5: You know we have to cut down on sweets. Frame 6: But Dad, check it out.)

- 14 Add some original examples.
- 15 Go through the rest of the Rule and the More about it.

Using the Grammar

- 16 Ask students a few questions about themselves:
 - questions with “make” and “do”:
T: *(Name), who makes dinner at your home? (Name), when do you do your homework?*
 - questions with “get” and “go”:
T: *(Name), what time do you get home every day? Who likes to go shopping on the weekends?*
 - questions with phrasal verbs:
T: *When you go to the grocery store, what kinds of things do you pick up? Are there any kinds of foods that you are trying to cut down on?*

Grammar Guide

Grammar Point 1: Use “make” to talk about starting, building, or creating something new, or something that didn’t exist before. Use “do” to talk about completing general or regular activities.

Grammar Point 2: Use “get” to talk about finding or buying something. Use “go” to talk about doing certain sports or recreational activities. Sometimes in colloquial conversation you might hear someone say, “go get.” This means the same as “get.”

Grammar Point 3: Phrasal verbs have two parts, a verb and a small word called a particle. Some phrasal verbs are separable. Some are non-separable. The verb and the particle have to be next to each other.

Answers

1. Who does the dishes at your house?
2. I have to do the shopping.
3. I’ll get the vegetables.
4. Emi goes jogging every afternoon.
5. Ana got a present from Kate.
6. When do you get home?
7. We’ll pick up some eggs at the store.
8. Emi came down with a cold.
9. Frankie didn’t put back the ice cream.
10. The Arnellos ran out of milk.

Situations page 64

This section focuses on shopping.

- ① Preview the situations by asking questions about each frame. T: *Let's look at the illustrations. In Frame 1, what do you think these women will buy? [some cheese] In Frame 2, what are they talking about? [clothing/a skirt] Where are the people in Frame 3? [at work/in an office] Where are the people in Frame 4? [at a bookstore] In Frame 5, where are the people standing? [on a doorstep]*
- ② Put students into pairs and have them fill in the missing parts of the conversations. T: *Now work with your partner and fill in the blanks with the correct words.*
- ③ Allow about 10 minutes for students to fill in all the blanks and then ask if there are any questions.
- ④ Have the students practice the conversations in pairs. T: *Now, practice the conversations with your partner.*
- ⑤ Have students switch roles and read the conversations again. T: *Now that you've read the conversations once, switch roles. A, you're B. B, you're A.*

Everyday Expressions

Students who finish early can practice again with these substitutions.

Frame 1: Hmm. = That's right.

I'll pick up some cheese. = I'll get some cheese.

Frame 2: This one. = This is the one I like.
Would you like to try it on? = Would you care to try it on?


Frame 3: We ran out of zip disks. = We're out of zip disks.

I'll bring some back for you. = I'll pick some up for you.

Frame 4: I can't put it down. = I can't stop reading it.

Let's buy it. = Why don't we buy it?

Frame 5: Let's go hiking. = Let's go hiking instead.

- ⑥  Play the audio to provide a spoken model of the conversations. T: *Now we'll listen to the conversations. Check your answers.*
- ⑦ Ask students to say the conversations again from memory. T: *Now, cover all the words. Try to have the conversations without*

looking at the words.

- ⑧ Go on to Frame 6. T: *Now look at number 6. Ask your partner about his or her 3 favorite stores. Then ask about his or her 3 favorite things to buy.*
- ⑨ Ask the students questions about their conversations. T: *(Name), what does your partner like to buy? Where does he/she buy it? (Name), what is your favorite store? Does anyone else shop at this store?*

Extension for Frame 6

Ask students to choose one of the following situations and create a dialogue.

Situation 1: *You and a friend are buying food and drinks for a party.*

Situation 2: *You need to buy everyone in your family a birthday present.*

It's okay for students to write out their dialogues. Ask a few volunteers stand up and present their dialogues to the class.

Answers

1. A: We need to buy some eggs.
B: And some bread.
A: Hmm. Can you get some milk?
B: Sure. And I'll pick up some cheese too.
2. A: Did you pick out a skirt?
B: Yes. This one.
A: Would you like to try it on?
B: Yes. Where is the dressing room?
3. A: Oh, no! We ran out of zip disks.
B: Don't worry. I'm going to Office Mart.
I'll bring some back for you.
A: Thanks.
4. A: What are you reading?
B: It's Steven Keen's latest thriller. I can't put it down.
A: Well, it's getting late. Let's buy it.
B: Okay, okay. Just a minute.
5. A: Where are you going?
B: I'm going to go shopping.
A: Shopping? On a nice day like this?
Let's go hiking.

Communication page 65

In this activity, students have a class “flea market.”

❶ **Warm up: Bring in pictures of items and pretend that you recently purchased them. Ask students a few questions about them.** T: *Last weekend, I went shopping. Here are some of the things I bought. Hold up a picture. What do you think of this item? Do you like it? Would you like one? How much would you pay for this?*

❷ **Introduce the main activity.** T: *Now let’s look at the top of page 65. We’re going to have a “flea market”. (Explain what a “flea market” is if necessary: an informal place where people buy and sell used items.) Think of one item that you want to sell. Write the name of the item and draw a picture. As you speak, hold up your book and show students where to write the name and draw the picture.* T: *Then write a description of the item. Show students where to write the description.*

❸ **Make sure students understand the directions.** T: *Does everyone understand what to do?*

❹ **Allow several minutes for students to draw their pictures and write their descriptions. Then go on to Step 2.** T: *Now, “sell” your item and find an item to “buy.” Walk around the class with your books. Show your picture and look at your classmates’ pictures. Ask questions about the items.*

❺ **Choose 2 students to model the example.** T: *(Names), would you read the example before we begin?*

❻ **Start the flea market.** *Okay, let’s start the flea market. Walk around the room with the students, helping when necessary.*

❼ **After about 10 minutes, have students return to their seats. Have them record the items they “bought” and the price.**

❽ **As a follow-up, ask students what they bought and why.** T: *What were some of the items for sale? (Name), what did you buy? Why? (Name), did you sell your item? Who bought it? How much did they pay?*

Bonus

❾ **Put students into pairs and introduce the activity.** T: *Now plan a party with your partner. First, write the date, time, place, and activities.*

Hold up your book and point to the bottom of page 65. You can also write examples for each category on the board. T: *Then make a list of things to do, things to make, and things to buy. Ask the class for examples from each category.* T: *What’s an example of something to do before the party? (invite friends, clean the house, etc.)*

❿ **Walk around the room and help students as needed.**

⓫ **After a few minutes, ask a few of the students to share their party plans.** T: *(Names), would you 2 share your party plans with the class? Who would like to go to this party?*

Communication Expansion

1. Divide class into groups of 8-10 students. Have another flea market, but this time tell students they should try to make the best “bargain” they can.
2. Have the groups write a list of 5 items that they will sell at their market. They should sketch the items and write brief descriptions. Tell them that the total price of all their items must equal \$100.
3. Next, have the students select the people in their group who will try to sell their items. The other students will be the buyers. Tell each group that they have \$200 to spend (they should divide the money among their buyers) and 5 minutes to get the best deals in the room.
4. Send the buyers out to start buying. When they buy items, they should take the sketch and description with them so the item cannot be bought twice.
5. After 5 minutes, have students return to their seats and have groups add up their remaining money.
6. Wrap up with a few questions. T: *How much money does your group have? What do you think was the best deal at our market?*

Extension Writing Activity

1. You have \$500. Write 3 or 4 short sentences about what you will buy.
2. You’re selling a special item at a flea market. Write a few sentences describing the item.

English Out There page 66

In this activity, students talk about different ways to shop.

① **Warm up:** Take a quick survey of the class to find out how students usually shop. *T: How many people often go shopping at a department store? Raise your hands. You can keep track of the results on the board if you like. How many people have shopped through a catalog? How about online shopping? What do you buy?*

② **Have students turn to page 66 and introduce the activity.** *T: There are some ways to go shopping listed at the top of the page. Match the phrases with the pictures. You can have students work alone or in pairs, or you can lead the class through the matching activity.*

③ **Put students in pairs.** *T: Now work with your partner and think of 3 things to buy at each of these places.*

④ **Walk around and help students think of items, if necessary.**

⑤ **After a few minutes, ask for volunteers to name the items they came up with.** *T: Can anyone name a few items to buy online? What can you buy from classified ads?*

Out There Homework

⑥ **Read instructions for the homework assignment.** *T: Look at the bottom of page 66. Read the homework instructions.*

⑦ **Give students ideas of how to find auctions online.** *T: Page 111 has a list of online auctions. You can use the sites listed or find your own.*

⑧ **Explain how the homework will be presented in a later class.** *T: Bring a picture of the item to our next class and we'll share them with each other.*

In the Computer Lab

Page 111 lists auction sites on the web.

1. If students know what item they want, they can type it into the search box. Or, they can browse by topic. If they want to browse, they should look for the kind of item they want. (For example, books, home and garden items, or electronics.)
2. Have students write the prices of 3 interesting items. If possible, students should keep track of the prices for a

few days: they can return to the item's page each day, and write the new price. Encourage students to share the results with a partner or with the class. *T: What were the prices of your items? How did they change? Were there any surprising prices?*

Out There Follow Up (Next Class)

If you have assigned the homework:

⑨ **Put students into groups of 5-6 students and have them take turns describing their items.**

⑩ **Have students explain why they chose the item and if they would pay the amount being asked.**

If you haven't assigned the homework:

1. Print some pictures of auction items or write brief descriptions on paper and hand them out to groups (of 5-6 students each).
2. Have students discuss how much they would pay for the items. If there are any items the students do not want, have them explain why they don't want it.

English in the Real World

Here are some ways students can use the ideas in this unit outside of class.

With another student or a native speaker

Compare prices you pay for different items.

Take it further

Attend a flea market or auction.