

**What's new?**

- Subject:** Shops and shopping  
**Language:** Adverbials of quantity (WB extra language point: quantifiers)  
**Function:** LB 8 Complaining  
 LB 9 Quantifying

**1 The BIG question: DO SHOPS RIP YOU OFF?**

The theme of this unit is shopping, in shops and online, and **The BIG Question:** Do shops rip you off? Do customers get the right quality of service? Is shopping enjoyable?

- Look at the title of the unit. Ask students: What is a *shopaholic*? (a person who can't stop shopping / is addicted to shopping. Compare 'alcoholic' and 'chocoholic'). Ask: Are any of you shopaholics?
- Read out **The BIG Question**. Explain the verb *rip off* (to cheat somebody – informal).
- Read through the **FACT** box with students. Make sure students understand *faulty goods*: give or elicit examples. Ask students what they understand by *sales methods* (the way sales assistants try to sell things).

**2 FOCUS ON...****Words****Picture / background information**

In Britain and the USA, there are many large shopping centres (US: shopping malls) outside towns and cities. There are also many large chain stores with shops in lots of different places (in Britain these are often called 'high street stores'). This means many small independent or family shops are forced to close because of price competition; in Britain some people think this is destroying shopping culture in towns. In Britain and the USA, most people pay in shops with credit cards (so they can pay the bank later) or a debit card (which takes money directly out of the cardholder's bank account). In some shops in Britain you can also get 'cash back': you can ask for cash at the till (US: check out), so you don't have to go to the bank, or to a cash machine.

Most British shops have store cards (credit cards for a particular shop). Picture 4 shows a store card for Boots, a big chemist and beauty products chain.

Shopping tips for the UK and London:

[www.ukstudentlife.com/Life/Shopping.htm#Introduction](http://www.ukstudentlife.com/Life/Shopping.htm#Introduction)  
[www.visitlondon.com/choose\\_site/?OriginalURL=/city\\_guide/shopping/](http://www.visitlondon.com/choose_site/?OriginalURL=/city_guide/shopping/)

Shopping tips for the USA:

[www.usatourist.com/english/tips/shopping.html](http://www.usatourist.com/english/tips/shopping.html)

Shopaholics:

[observer.guardian.co.uk/uk\\_news/story/0,6903,403121,00.html](http://observer.guardian.co.uk/uk_news/story/0,6903,403121,00.html)

**2 A 1**

- Look at the table with students and check that they understand the task. Students work individually and add three more items to each list.
- Write the shops as headings on the board and elicit lists of items from the class. Alternatively, you can use consumer items (eg a handbag, an electronic item like an iPod, a sports item like trainers) you have brought from home to prompt students.
- Brainstorm a list of other shops on the board with the class. Students work in pairs and make a list of items for one or two shops on the board.
- Students report back to the class. Add items to the shops on the board.

**2 FOCUS ON... Words A 1 Suggested answers**

**Department store:** furniture, beauty products, bags and luggage, toys, electrical items, sports equipment

**Electronics shops:** computers and computer equipment, phones, music players, CDs and DVDs

**Newsagent:** newspapers, sweets, cigarettes, stamps, stationery (cards, paper, pens etc)

**Sport shops:** sports clothes, trainers, football boots, tennis rackets, table tennis / cricket bats, knee pads, helmets

**Other shops and items:**

Bakers (bread, cakes, sandwiches); butchers (meat, sausages, chicken); chemists (bandages, sun cream); florists (flowers, plants); jewellers (watches, necklaces, rings); supermarket (food, drinks, cleaning products); toy shop (toys, books, games)

**2 A 2**

- Read out the questions. Students work in pairs and answer the questions.
- Students report back to the class.

**2 B 1**

- Look at the words in the box with the class. Point out that the same words can have different meanings in British and American English (eg *purse*).
- In pairs or individually, students match the photos with the words in the box.
- Check the answers. Make sure students understand that in British English a purse is usually for women and that wallets are usually for men. Check that students understand what a store card is.

**2 FOCUS ON...Words B 1** **Answers**

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

**2 B 2**

- Make two lists on the board: *ways to pay* and *places to keep money*. With the class, complete the lists using the words in exercise 1.

**2 FOCUS ON...Words B 2** **Answers**

**Ways to pay:** cash, cheque, credit card, store card  
**Places to keep money:** purse, backpack, handbag, wallet

**2 B 3**

- Read out the question and elicit answers from the class. Ask: At what age can you get a credit card? When do people usually use cheques / cash / credit cards?
- Use the information in the background information box to discuss how ways of paying when shopping are different in the students' country to Britain and the USA.

**Extra activity: What's in my bag?**

- Tell students they have to guess what is in your handbag / backpack. Make sure you have a combination of 'normal' items such as keys, wallet, pens, books etc and a few more unexpected items.
- If they guess correctly, take out the items and put them on your desk.
- Prompt them with definitions and hints so they can guess difficult items.

**2 C**

- Students do the task individually or in pairs.
- Check the answers.
- Ask: Is it easy to get refunds or exchange things in shops here? Are sales assistants usually helpful?

**2 FOCUS ON...Words C****Answers**

1 a 2 a 3 b 4 b 5 a

**2 FOCUS ON...****Ideas**

- Read out the statements. Explain or elicit the meaning of *pushy* (in this instance, trying hard to sell something) and customer service (help and good advice).
- In pairs, students discuss the statements.
- Students report back to the class.

**3 READING****CD2 (Red) track 5, page 25 SB****Picture / background information**

Customer service in Britain and especially in the USA is generally very good: most shops will exchange goods or give refunds if you have a receipt; a few shops even exchange things without a receipt, particularly if the goods are the shop's own brand. Big chain stores will often also exchange or refund items bought in different towns.

In the last few years, store cards have become a big business, leading to debt problems for some customers, particularly young people.

Store cards:

[www.oft.gov.uk/Consumer/Store+cards/default.htm](http://www.oft.gov.uk/Consumer/Store+cards/default.htm)

[news.bbc.co.uk/1/hi/business/2963394.stm](http://news.bbc.co.uk/1/hi/business/2963394.stm)

[www.hero.ac.uk/uk/studying/archives/2003/house\\_of\\_cards5465.cfm](http://www.hero.ac.uk/uk/studying/archives/2003/house_of_cards5465.cfm)

**3 A**

- Look at the magazine page with students. Ask: Do you like reading readers' letters in magazines? Do you ever write letters to magazines or newspapers?
- Look at the pictures with the class. Ask: What do you think the letters are about?
- Read out the task. Students read the letters quickly and answer the question. Tell students not to worry about words that they don't understand; they just need to find the answer to the question.

- Check the answer with the class. Ask: Who is the other letter from? (someone who was a shop assistant); Did he like the job? Why? / Why not?

**3 READING A****Answer**

The last letter / Laurence's letter

**3 B**

- Students read the sentences. Check that they understand them.
- Students read the letters again and decide which people (or none of them) did the things in the sentences.
- Check the answers.
- Check that students understand the meaning of the following words. Encourage them to look at the text and the pictures to explain the meaning.

**Letter 1:** *down* (sad), *shut somebody up* (make somebody stop talking), *afford* (have enough money for), *interest* (extra money you pay when you borrow money)

**Letter 2:** *mosquito* (an insect), *bargain* (cheap), *discount* (money off the price)

**Letter 3:** *criticise* (say bad things about), *approach* (go to), *target* (a certain number)

**3 READING B****Answers**

1 L 2 R 3 L 4 A 5 N 6 R 7 A 8 L  
9 A 10 N

**3 C**

- Read out and discuss the questions with the class.

**3 D**

- Students tell the class about their experiences.

**Optional project: A letters page for a class magazine**

Tell students they are going to create their own readers' letter page.

- The class decides on a name for their class magazine. Decide who is going to put the letter's page(s) together (ie be the editors).
- Ask students to write a letter about a shopping experience they have had.
- Students write their letters and send them by email to the editors.
- The editors produce a letters page or pages for everybody to read.

**4 LANGUAGE: Adverbials of quantity****4 A**

- Look at the example sentences in turn with the class. For each sentence, elicit the meaning. For example, for sentence 1: read out the sentence and ask: Did the clothes suit them? (No); Did the clothes look bad or very bad? (Very bad).
- Explain that the symbols represent how much people like or do something. Ask students to match the meanings of the adverbials of quantity in the example sentences with the correct positive or negative symbol.
- Check the answers.

**4 LANGUAGE A****Answers**

1 - - 2 + + 3 - 4 +

- Refer students to the explanation for adverbials of quantity in Workbook Unit 5. They can read the explanation and do the exercises in class or for homework.
- This unit has an extra language point in the Workbook which is linked to the main language point: revision of *quantifiers*. Students can read the explanation in the Workbook and do the exercise for homework, or you can deal with this point in class.

**5 LISTEN IN****CD1 (Blue) track 7, page 26 SB****5 A**

- Students look at the photo and the illustration. Ask them what they think the listening text is about (a customer is complaining on the telephone about an order).
- Ask students if they often complain and if they find it difficult.

**5 B**

- Read out the task.
- Play the CD. Students listen and answer the question.
- Check the answer.

**5 LISTEN IN B****Answer**

Lucy lives in Brighton, but there is another Lucy Smith in Manchester. Lucy got the Manchester order.

## 5 C

- Students read the sentences and try to complete them.
- Play the CD again. Students check or complete their answers.
- Check the answers.

## 5 LISTEN IN C

## Answers

1 Customer 2 website 3 CD 4 pink handbag  
5 birthday 6 manager 7 faulty 8 keep

## 5 D

- Discuss the sentences with the class.

## 5 LISTEN IN D

## Answer

1 Lucy was angry. She shouted because the order was wrong and Debbie wasn't very helpful.

## 6 YOUR TURN TO SPEAK

## A Role play

- Read the task with the class. Make sure they understand. Check the meaning of *exchange* and *credit note*.
- Go through the phrases in **LB 8** with the class.
- Ask students to complete the dialogue in pairs from the exercise **LB 8** and then read it together. Check the answers.
- Divide the class into pairs. Students practise the role play, using **LB 8** to help them. They can take turns to play both parts.
- Ask for volunteers to perform the role play in front of the class.

## B Conversation

- Go through the phrases in **LB 9** with the class.
- Students work in pairs and take turns to ask and answer the questions, using **LB 9** to help them.
- Ask some students to report back to the class.
- To consolidate the language used in this activity, do the exercise in **LB 9** with the class. Ask students to read out their answers. Alternatively, ask students to review the phrases in **LB 9** at home and do the exercise for homework.

## 7 YOUR TOPIC

- Read out the points learners have to prepare to speak about. Remind students to make brief

notes on each point. You can ask students to bring in the items they bought if they are portable.

- Students can present their best or worst buys to the class, or to smaller groups if you have a large class. Encourage them to ask questions about each other's presentations and comment on what they say. If students work in groups, ask them to briefly report back to the class.

## 8 CONSUMER RIGHTS in English

Page 27 SB

## Picture / background information

Online shopping has become very popular in Britain and many other countries. Most British high street stores and also many small shops provide online shopping services. There are also many online-only shopping websites. One report says that more than one in twenty online shoppers has been a victim of online fraud. As more and more people also do their banking online, there have been many cases of 'identity theft' in which people find that their various online accounts have been used by criminals to buy things or to steal money.

Consumer rights:

[www.oft.gov.uk/Consumer/Your+Rights+When+Shopping/default.htm](http://www.oft.gov.uk/Consumer/Your+Rights+When+Shopping/default.htm)

The online shopping tips text is based on information from the UK Office of Fair Trading website:

[www.oft.gov.uk/Consumer/Your+Rights+When+Shopping+From+Home/Online+shopping/default.htm](http://www.oft.gov.uk/Consumer/Your+Rights+When+Shopping+From+Home/Online+shopping/default.htm)

Other online shopping tips:

[www.imrg.org/8025696F004581B3/pages/toptentips](http://www.imrg.org/8025696F004581B3/pages/toptentips)

Online shopping fraud:

[www.e-consultancy.com/newsfeatures/156668/uk-online-shopping-fraud-reaches-one-million-people.html?keywords=online+shopping](http://www.e-consultancy.com/newsfeatures/156668/uk-online-shopping-fraud-reaches-one-million-people.html?keywords=online+shopping)

- Look at the photo and read out the first line of the text. Ask students to compare the popularity of online shopping in the UK with their country. Ask: How popular is online shopping? What age group mostly shop online? Do your parents use the internet to shop?

## 8 A

- Students read the text and find words or phrases to match the definitions. Tell them to use the text to help them.

- Students check their answers with a partner.
- Check the answers with the class.

**8 CONSUMER RIGHTS in English A Answers**

1 postal address	2 secure
3 privacy statement	4 consumer rights
5 confirmation	6 order
7 cancel	8 credit card statement

**8 B**

- Read out the questions.
- In pairs, students discuss the questions.
- Students report back to the class.

**8 C**

- Read out the questions in turn. Elicit answers from the class.
- Ask: Has anybody had a bad experience when shopping online?

**Optional project: Shopping websites research**

Tell students they are going to do some research on the websites of British high street stores.

- Students work in pairs or groups and study the website of one of these companies: Blockbusters (CDs, videos, games), Boots (beauty products), Debenhams (department store), Harrods (luxury department store), Holland and Barrett (health products), Marks and Spencer (clothes and food), Next (clothes), Thorntons (chocolates), Topshop (clothes), Waterstones (books).
- Students should find the web address of the company and find out what they sell. They should check if the website contains a postal address and if the website has a privacy statement and secure way of paying.
- Students report back briefly to the class.

**9 PORTFOLIO WRITING**

- Read the task with the class.
- Discuss what to write in the subject bar of the email (faulty camera / broken lamp etc). Then discuss how to start and end the email: *Dear* with a name (if available) and *Yours sincerely* OR with *Dear Sir or Madam* and *Yours faithfully*.
- Write up the parts of the email on the board:
  - 1) what you bought and when

2) what the problem is

3) what you want the company to do

- Elicit phrases from the class for each section of the email (eg *I bought / ordered a ... from your website on ... . It's faulty / doesn't work / has got a hole in it. I'd like a refund / a new ...*)
- Tell the class that *I look forward to hearing from you soon* is a good closing phrase for the end of the email.
- Students write their emails in class or for homework.
- Collect the emails and check them.

**10 Your answer**

- Finish the unit with a final whole class discussion of **The BIG Question**: *Do shops rip you off?* Discuss the questions given and then ask two or three students to give their answer to the main question.
- Refer students to the Workbook Unit 5 activities.

**Last word**

- After doing the workbook activities, students evaluate their performance in the three areas. Check if any students feel they need extra practice in any area.

**WORKBOOK answers****Pages 12–13 WB****1 Language: adverbials of quantity; quantifiers****1 A**

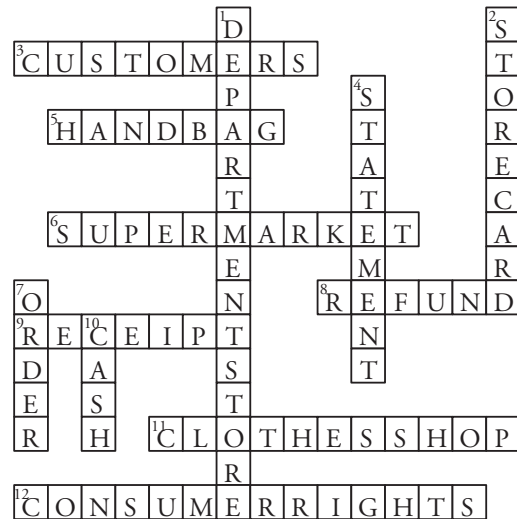
- 1 Maria enjoys spending money a lot.
- 2 She doesn't stay at home much.
- 3 She goes out with boyfriends a lot.
- 4 She doesn't watch TV at all.
- 5 She listens to music a little.
- 6 Jimmy doesn't like going out much.
- 7 He plays computer games a lot.
- 8 He doesn't read much.
- 9 He doesn't enjoy shopping at all.
- 10 He shops on the internet a little.

**1 B**

- |            |            |            |
|------------|------------|------------|
| 1 many     | 2 How much | 3 a lot of |
| 4 a few    | 5 How many | 6 How much |
| 7 a little | 8 much     |            |

## 2 Vocabulary

### 2 A



## 3 Word Building

### 3 A

#### Adjective

- angry
- a** *faulty*
- private
- c** *secure*
- shocking
- e** *useful*

#### Noun

- anger
- fault
- b** *privacy*
- security
- d** *shock*
- use

#### Verb

- to explain
- g** to *criticise*
- to pressurise
- i** to *produce*
- to complain
- k** to *cancel*

#### Noun

- f** *explanation*
- criticism
- h** *pressure*
- product
- j** *complaint*
- cancellation

## 4 Use of English

### 4 A

- 1 I can't *afford* it.
- 2 I don't have *much* time.
- 3 The sales assistant was *rude* to me.
- 4 Can you please send me *confirmation* of my order?
- 5 They don't like shopping *at all*.
- 6 I'm *going* shopping later.

## 5 Portfolio Writing

(Individual answers)