

# 4

## Off to the shops

1 How many shops do you know?



What doesn't belong in the picture?  
Can you find some coins and a tablet?  
How many people are carrying bags?  
What's the name of the building where the shops are?



What doesn't belong in the picture? **the envelope (1)**  
Can you find some coins and a tablet? **coins (2), tablet (3)**  
How many people are carrying bags? **There are nine people carrying bags. (4)**  
What's the name of the building where the shops are? **a shopping centre**

## Unit objectives

Talk about shops and money and prices

## Language

<b>Vocabulary</b>	<i>Shops</i> <i>butcher's, corner shop, fishmonger's, gift shop, greengrocer's, jeweller's, newsagent's, pharmacy, phone shop, shoe shop, sports shop, toy shop</i> <i>Money and prices</i> <i>buy, earn pocket money, money box, purse, save, sell, spend, wallet</i>
<b>Grammar</b>	Relative clauses <i>have to/don't have to</i>
<b>Functions</b>	Asking for a price: <i>How much is (it)? It's (fifteen) pounds and (fifty) pence.</i>
<b>Pronunciation</b>	/3/

## Key competences

**Linguistic competence:** use language as an instrument for communication (L. 1–9)

**Mathematical, science and technological competences:** order to complete a task (L. 2)

**Digital competence:** use Pupil's Book eBook (L. 1–9)

**Social and civic competences:** learn to be creative (L. 2); learn to talk about someone in your family (L. 8)

**Cultural awareness and expression:** raise awareness of cultural similarities and differences (L. 5)

**Learning to learn:** reflect on what has been learnt and self-evaluate progress (L. 1–9); use previous knowledge (L. 1); follow instructions (L. 1–9); personalisation of language learnt (L. 3 and 5)

**Initiative and entrepreneurship:** choose topic for the project (L. 5)

## 21<sup>st</sup> Century Skills for Learning and Innovation

<b>Critical thinking</b>	Predicting (L. 7); Problem solving (L. 2); Logical thinking (L. 1, 2 and 5); Defining and describing (L. 1, 2, 4 and 5); Finding information (L. 1, 2, 3, 6, 7 and 8); Planning (L. 8); Reflecting on learning (L. 1–9)
<b>Creativity</b>	Designing a phone case (L. 2)
<b>Communication</b>	Describing what you can buy in shops (L. 1); Describing a person, place or thing (L. 3); Talking about what you have/don't have to do (L. 4); Talking about a shop (L. 5); Giving prices (L. 6); Functional dialogue (L. 8); Challenge game (L. 9)
<b>Collaboration</b>	Project groupwork (L. 5); Acting out (L. 2)

## Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book p. 58; Activity Book p. 52
- Unit 4 Extra practice: Activity Book pp. 53 and 54
- Unit 4 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Song, Reading differentiation, Listening differentiation, Culture video, English in action, CLIL
- Unit 4 Test

## External exams

<b>Pupil's Book</b> A1 Movers Reading and Writing Part 1 A1 Movers Speaking Part 4	<b>Activity Book</b> A1 Movers Listening Part 5
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### Objectives

- **Lesson aims:** to learn and use shops vocabulary
- **Target language:** *butcher's, corner shop, fishmonger's, gift shop, greengrocer's, jeweller's, newsagent's, pharmacy, phone shop, shoe shop, sports shop, toy shop*

### Materials

- sheets of A4 paper, enough for each pair of students
- stopwatch
- Resource 4A

### Global Scale of English (GSE)

- **Speaking:** Can describe everyday activities in town (e.g. buying food at the supermarket, borrowing a book from the library) using simple language (GSE 35).

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation; Key question technique
- Monitoring students' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions

### Starting the lesson

- Write *Shops* on the board. Ask *How often do you go to the shops? Who do you go with? What do you like buying?* Ss raise their hands to answer.

### Presentation

- Explain that in this lesson ss will learn to talk about shops.

### Practice

#### Pupil's Book

#### 1 How many shops do you know?

- Refer ss to page 48. Read the rubric and tell ss to look at the pictures and find the shops. Give ss an example: *Graham Shoes is a shoe shop.* Ss work in pairs and find the shops they know.
- Using the Lollipop stick technique, ask ss to say shops they know.
- Place ss in the same pairs. Pick up the stopwatch and explain that they have one minute to answer the questions together.
- Check answers as a class by having ss raise their hands to give answers.
- **Extension** Ask ss to look at page 48 again. Have them describe the picture in pairs, telling each other where the people in the picture are, what they are doing, and to name any objects or appearance words that they know, e.g. *juggling, mobile phone, moustache.*

#### 2 4.1 Listen, point and repeat.

- Refer ss to page 49. Tell ss to count how many shops they knew.
- Play the audio.

- Tell ss to look at the photos 1–12 and practise the new vocabulary. Ask these questions in any order and have ss call out the shop:

*You can buy meat/oranges/fish/medicine at this shop.*

*You go to this shop to buy a comic/pair of earrings/basketball/birthday present.*

*You can get a mobile phone/all kinds of things/leather shoes/a doll at this shop.*

- Have ss say a word to their partner for their partner to point to the correct picture. Then they swap.

#### 3 Look for the words from Activity 2 in the picture on page 48. Write the missing word.

- Give ss one minute to work in pairs to find the shop words and write the missing word. Ask for feedback using the Lollipop stick technique.

#### 4 Read and say the shop.

- Ss work in pairs and take turns to read and say the shop.
- Ask different pairs to give one answer.
- **Extension** Pairs repeat the activity for other shops.

### Diversity

#### Challenge

- For feedback, ask two ss on different sides of the classroom to stand up and demonstrate a sentence and answer.

#### Support

- First read to the class the sentences with the things you can buy and explain meanings if necessary. For the Extension, write ss' ideas for objects on the board first.

### Extra activity Creativity

- Ss work in pairs. Give each pair a sheet of A4 paper. They draw an imaginary line of shops in a local shopping street and the favourite shops they would like there. They label each type of shop and present their shopping street to the class, e.g. *This is a sports shop. You can buy tennis balls here.*

#### 5 You and your partner need to buy some things from the shops. Decide where you'll go.

- Place ss in the same pairs for this activity. Ask different ss to say what they can see in the pictures.
- Walk around the class monitoring pairs.

### Extra activity TPR

- Assign four shops to each corner of the room: *fishmonger's, butcher's, toy shop and jeweller's.*
- Say (Name), *let's get some fish/some meat/a doll/a necklace.*
- The student goes to the correct shop. Repeat with other ss and also change the shops.

### Activity Book

#### 1 Look at Pupil's Book page 48 and write.

- Give ss one minute to complete the activity. Have ss check their answers with their partners.

**Answer key** 1 He's posting a letter.; 2 She has long dark hair and she's tall.

2 Listen, point and repeat.



butcher's



greengrocer's



fishmonger's



pharmacy



newsagent's



jeweller's



sports shop



gift shop



phone shop



corner shop



shoe shop



toy shop

3 Look for the words from Activity 2 in the picture on page 48.  
Write the missing word. corner shop

4 Read and say the shop.

In this shop, you can buy ...

**pharmacy**  
medicine

**sports shop**

running shoes and a football

**newsagent's**

newspapers, magazines and snacks

**corner shop**

lots of different things: food, drinks, newspapers ...

**gift shop**

presents

**butcher's**

meat

5 You and your partner need to buy some things from the shops.  
Decide where you'll go.



I need to buy a necklace  
for my sister.

We'll go to the jeweller's  
or the gift shop!

forty-nine 49

2 Look and write.

- Ss complete the activity individually. They then talk about the things you can buy in the shops in pairs.
- Ss work in groups and make spider webs in their notebooks for the *I'm learning* box in their Activity Books.

**Answer key** 2 butcher's, 3 pharmacy, 4 phone shop, 5 greengrocer's, 6 gift shop, 7 sports shop, 8 fishmonger's, 9 shoe shop, 10 jeweller's, 11 newsagent's, 12 corner shop

3 Read and circle.

- Ss work individually to complete the text.
- Ask for feedback using the Lollipop stick technique.

**Answer key** 2 fish, 3 gift shop, 4 newsagent's

**Extra activity Fast finishers**

- Have ss write down two lists: the shops they knew and the shops that are new words for them.

**Finishing the lesson**

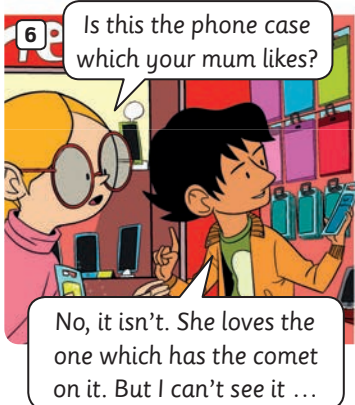
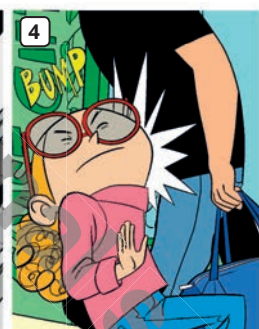
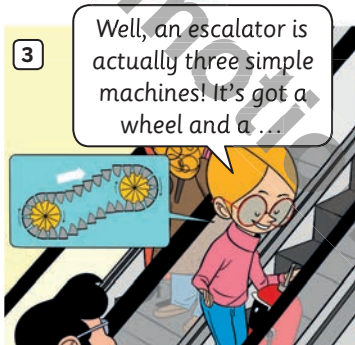
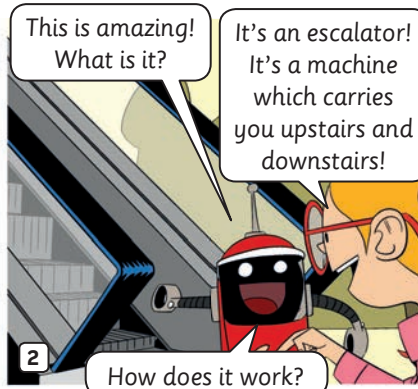
- In pairs, ss close their books and write down the names of the shops and one thing you can buy in each shop.
- Ask *How many shops did you remember?*

newagent's(frame 1), toy shop (frame 5),  
phone shop (frames 6-9)



1 Before you read Which shops can you see in the story?

2 Watch or listen and read.







- 3 Who is the thief? Go to page 131 to find out.  
the third man in the line of four men: black T-shirt, blue jeans, trainers, moustache and blue sports bag



- 4 **After you read** Number the sentences in the correct order to tell the story.

- |   |   |  |   |
|---|---|--|---|
| a They go up the escalator.                         | 2 | e The children look at phone cases in the phone shop.                          | 4 |
| b The children see a man stealing a phone.          | 5 | f Ash is looking for the phone shop, where there's a phone case his mum likes. | 1 |
| c The children look for the thief outside the shop. | 7 | g A man walks into Lois.   | 3 |
| d Bo tries to stop the thief.                       | 6 | h They tell the shop assistant about the thief.                                | 8 |

- 5 Act out the story.

- 6 Design your own phone case! Tell your partner about it.

This is my phone case. It's got ...

## Objectives

- **Lesson aims:** to listen to/watch a story
- **Target language:** revision of shops vocabulary; *downstairs, escalator, phone case, upstairs*

## Materials

- a ball
- a mobile phone case
- sheets of A4 paper, enough for each student
- coloured pencils
- Resource 77

## Global Scale of English (GSE)

- **Reading:** Can follow the sequence of events in short, simple cartoon stories that use familiar key words (GSE 32).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).
- **Speaking:** Can act out parts of a picture story using simple actions and words (GSE 30).

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Basketball technique, Happy/sad face technique
- Peer learning: acting out
- Independent learning: Summative questions technique

## Starting the lesson

- Using the Basketball technique, ask ss to say one shop each from Lesson 1.

## Presentation

- Explain that in this lesson ss will listen to or watch a story.

## Practice

### Pupil's Book

- 1 **Before you read** Which shops can you see in the story?
  - Refer ss to pages 50 and 51.
- 2 **4.2 Watch or listen and read.**
  - Pre-teach *downstairs, upstairs, escalator* and *phone case*. Write the words on the board and tell ss they are in the story. To explain the meanings, draw an escalator and say *This is an escalator. Here is downstairs and here is upstairs*, pointing accordingly. Show ss the phone case and say *Look. This is a phone case*.
  - Play the audio or the animation.
  - Check comprehension. Ask *Whose birthday is it? (Ash's mum's)* *Has Bo seen an escalator before? (no)* *What does the man steal? (phones)*

## Diversity

### Challenge

- Before ss open their books, tell them the title of the story and where it takes place. Ss predict what might happen.

### Support

- Pre-teach other words that ss might have problems with.

### 3 Who is the thief? Go to page 131 to find out.

- Ss discuss in pairs.
- Using the Happy/sad face technique, ask *Did you find the thief?*

### 4 **After you read** Number the sentences in the correct order to tell the story.

- Ss work individually to complete the activity. Ask for answers using the Basketball technique.

### 5 Act out the story.

- Divide ss into groups of five. Allocate a role to each student (Lois, Lottie, Ash, Bo and the thief).
- Ss act out the story in groups.

### 6 Design your own phone case! Tell your partner about it.

- Give ss sheets of A4 paper for their designs.
- Ss describe their case to a partner. Monitor.
- **Extension** Internet search key words: *cool phone case images*

## Extra activity Critical thinking

- Divide the class into four groups. Assign one shop from the story to each group. Give the groups one minute to make a list of things you can buy in their shop. Which group found the most words?

## Extra activity TPR

- Ss listen to the story and pretend to talk on the phone when they hear the word *phone*.

## Activity Book

### 1 **After you read** Look, read and order.

**Answer key** 1 How does it work?; 2 What a rude man!; 3 What's he doing?; 4 Where did he go?

### 2 Circle the correct answer.

**Answer key** 1 upstairs, 2 phone case, 4 sports bag

### 3 Complete the sentences.

**Answer key** 2 escalator, 3 comet, 4 thief

### 4 **Values** Read and tick (✓). Which is good behaviour?

- Ss write and then compare answers with a partner.
- Answer key** 4 ✓, 6 ✓

## Extra activity Fast finishers

- Ss find shopping words in the story and write them in their notebooks.

## Finishing the lesson

- Ask ss what they remember from the story.

## How to work with stories

### Stage 1 – Before listening to the story

First, talk to ss about the characters appearing in the story and about the places in which they appear. Ask ss what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise ss for all their ideas, but do not correct them and do not explain too much. (In a moment ss will listen to the recording and check if they were right). Focus more on what occurred in the story than on the language itself. First, ss will understand the story as a whole, then they will remember the vocabulary used in the story.

### Stage 2 – Listening to the story

At this stage remember to encourage ss to compare their previous ideas with what actually happened in the story. Play the recorded story and ask ss to point to the appropriate pictures in the Pupil's Book.

### Stage 3 – After listening to the story

After listening to the story together, ask ss a few questions about it to make sure that they understood what happened. When answering, ss additionally practise and consolidate the previously introduced language material.

### Stage 4 – Acting out

After having listened to the story a few times your ss should be ready to act it out. Ss can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask ss to repeat them each time.

Next, you may divide ss into groups and ask each of them to say the lines of one character. Under the teacher's supervision and on the basis of the pictures, ss quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

### Suggested exercises

- Ask ss to draw a scene from the story they have heard.
- Ask ss to invent another ending for the story they have heard.
- Ss draw their favourite character.
- Talk to ss about what the characters learnt.
- Ask ss about the way they would behave or feel if they were one of the characters.
- Read some lines from the story. Ss should provide the name of the character who says the lines.

### CLIL Link

In Unit 4, the story is based around the concept of compound machines and mechanisms (an escalator) from the Natural Science curriculum.

The Discovery Team are shopping at the mall to buy a present for Ash's mother when they have to take the escalator to go upstairs. Bo has never seen an escalator before and Lois explains to him how it works. When they arrive upstairs, a man bumps into Lois and later they see him stealing phones at the phone shop.

To explore the concept of compound machines further, you can use Resource 77.



## Objectives

- **Lesson aims:** to learn and use relative clauses
- **Target language:** *It's the man who we saw earlier. We're in the shop where my brother works.*

## Materials

- sheets of A4 paper/card, enough for three for each student
- Resource 13A

## Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story if guided by questions (GSE 35).
- **Speaking:** Can read aloud a short, simple story in a way that can be understood (GSE 35). Can describe someone's personality in a basic way, if guided by prompts (GSE 39). Can describe common everyday objects using simple language (GSE 31). Can describe where they live in a basic way (GSE 29).

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Yes/No response cards, Lollipop stick technique
- Peer learning: groupwork
- Independent learning: Summative questions technique

## Starting the lesson

- Write *Stop! Thief!* on the board.
- Ask ss what they remember from the story from Lesson 2. Prompt with questions: *What did Ash buy? Who was the present for? What did Bo see for the first time?*

## Presentation

- Explain that in this lesson ss will learn to use relative clauses: *who*, *which* and *where* which give us more information about a person, thing or place.

## Practice

## Pupil's Book

- 1 **Look back! Tick (✓) the sentence in this picture.**
  - Refer ss to pages 50-52.
- 2 **4.3 Listen and repeat.**
  - Play the audio.
  - Tell ss to copy the sentences. Then they underline in red the word before the relative clause that the relative clause refers back to.
  - Ask different ss to say the sentences again with a new person, thing or place of their own choice.
  - **Extension** Ss look at the story on pages 50-51. They find the sentences with relative clauses in the story and write them in their notebooks.
- 3 **Circle the correct word.**
  - Ss complete the activity individually. They then compare answers with a partner.
  - Check answers using the Lollipop stick technique.

## Extra activity Critical thinking

- Ss add number 6 to Activity 3 with their own idea.

4 **4.4 Tell the story! Then listen and check.**

- Place ss into pairs to complete the activity.
- Play the audio.

5 **In pairs, describe a person, place or thing. Your partner guesses.**

- Ss work in the same pairs. Monitor.

## Diversity

## Challenge

- Tell ss that they should say two sentences each, for each relative clause.

## Support

- Ss brainstorm people, things and places as a class before completing the activity in pairs.

## Extra activity TPR

- Hand each student three sheets of A4 paper/card. Ss write *Person*, *Thing* and *Place* on the cards. Read out sentences with relative clauses from the lesson. Ss hold up the correct card.

## Activity Book

1 **4.5 Listen and draw lines.**

- Play the audio.

- 1 **Man:** Hi, Tom! What are you doing?  
**Boy:** Hi, Grandpa! I'm looking at some photos. Look! Yesterday I went shopping with my friends.  
**Man:** Really? What are your friends' names?  
**Boy:** The girl who's wearing a blue T-shirt is Sally.  
**Man:** The one who's holding a spacesuit costume?  
**Boy:** Yes ... it's for the school play.
- 2 **Man:** What about the other girl in the toy shop?  
**Boy:** You mean the girl who's next to Sally?  
**Man:** Yes, the one who's wearing a red T-shirt.  
**Boy:** She's Daisy. She loves teddy bears!
- 3 **Boy:** My best friends, Charlie and Jack, are buying magazines.  
**Man:** So they're at the newsagent's.  
**Boy:** That's right. Charlie is the boy who's holding a sports magazine.  
**Man:** Is he the boy who's wearing glasses?  
**Boy:** Yes, he is!
- 4 **Man:** So Jack is the boy who is next to Charlie.  
**Boy:** Yes. He's got a magazine which is about arts and crafts. He loves making models and drawing.  
**Man:** I see.
- 5 **Man:** Is this the sports shop where our neighbour Peter works?  
**Boy:** Yes, and these are two of my friends, Paul and Lily. They're brother and sister.  
**Man:** So Paul must be the boy who is buying a football.  
**Boy:** Yes, correct!
- 6 **Man:** What about Lily? Is she the girl who's sitting next to the shoe boxes?  
**Boy:** No, she isn't. Lily is the girl who's holding a baseball.  
**Man:** I see. She's wearing a baseball cap which looks like yours.  
**Boy:** Yes, we're in the same baseball team!

1 🔍 Look back! Tick (✓) the sentence in this picture.

- 1 Isn't that the man who walked into me earlier? ☐
- 2 Is this the phone case which your mum likes? ☐
- 3 It's a machine which carries you upstairs and downstairs. ☒



2 🎧 Listen and repeat.

It's the man **who** we saw earlier. (person)

That's the phone case **which** my mum wants. (thing)

We're in the shop **where** my brother works. (place)

3 🗑️ Circle the correct word.

- 1 That's the girl **who** / which / where bought a basketball from the sports shop.
- 2 This is Sharp's Shoes. It's the shop **who** / which / **where** I buy all my shoes.
- 3 Look, that's the boy **who** / which / where lives next door to us!
- 4 Alex likes magazines **who** / **which** / where are about space.
- 5 Can you see that house? That's the house **who** / which / **where** my dad lived as a child.

4 🗣️ Tell the story! Then listen and check.



friend / will be 11 next week **This is my friend who will be 11 next week.**  
 shopping centre / went shopping **That's the shopping centre where we went shopping.**  
 sports shop / saw some football shirts **This is the sports shop where we saw some football shirts.**  
 football shirt / my friend loved **That's the football shirt which my friend loved.**  
 present / gave to my friend **This is the present which I gave to my friend.**

5 🗣️ In pairs, describe a person, place or thing. Your partner guesses.

It's a shop where you can buy medicine.

The pharmacy?

Yes!

52 fifty-two

**Answer key** Sally: girl in a blue T-shirt, holding a spacesuit costume; Daisy: girl in a red T-shirt, holding a teddy bear; Charlie: boy holding a sports magazine; Jack: boy holding a magazine about arts and crafts; Paul: boy buying a football; Lily: girl holding a baseball

2 Complete the sentences with **who**, **which** or **where**.

- Ss work individually.

**Answer key** 2 which, 3 who, 4 where, 5 who, 6 which

3 🗣️ In pairs, look at Activity 1 and play a guessing game. Use **who**, **which** or **where**.

- Place ss in pairs for this activity.

**Extra activity Fast finishers**

- Ss write down the story from Pupil's Book Activity 4.

**Finishing the lesson**

- 🗣️ Ask Do you understand how to use relative clauses?

### Objectives

- **Lesson aims:** to learn and use vocabulary connected to money and prices; to learn and use *have to/don't have to*; to learn and sing a song
- **Target language:** *buy, earn pocket money, money box, purse, save, sell, spend, wallet; I have to earn some pocket money*

### Materials

- a ball
- 8 cards with words and phrases written on each one: *buy, earn pocket money, money box, purse, save, sell, spend, wallet*
- Resources 4B, 13B, 22, 31

### Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can repeat single words if spoken slowly and clearly (GSE 18). Can sing a basic song from memory (GSE 22). Can talk about everyday activities using simple language (GSE 32).

### Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique
- Peer learning: pairwork
- Independent learning: Summative questions technique

### Starting the lesson

- Ask *Where do people keep money?* and elicit answers.

### Presentation

- Explain that in this lesson ss will learn and use vocabulary connected to money and prices and they will learn to talk about what they *have to* and *don't have to do*. They will also sing a song.
- Stick the word cards on the board. Ask ss to count how many words they already know. Explain to ss that these are the new words for the lesson today.

### Practice

#### Pupil's Book

#### 1 4.6 Listen, point and repeat.

- Refer ss to page 53.
- Play the audio.
- Practise the vocabulary to consolidate the meanings with these definitions. Ss call out the word.  
*This is when you get something from a shop with money. (buy) This is the verb for when you work for pocket money. (earn) You can save money in this. (money box) People put money in this and then put it in a handbag. (purse) This is when you keep money and add more to it for something special. (save) This is what you do with money when you use it in a shop. (spend) People usually keep their money in one of these. (wallet)*
- **Extension** Play *Hangman* with the new words.

### Extra activity Critical thinking

- Ss work in pairs and write a sentence for each new vocabulary item. They swap sentences with other pairs to compare.

#### 2 4.7 & 4.8 Listen and sing.

- Ask ss to look at the pictures and say what they can see (*a boat*).
- Play the song and tell ss to listen only this time.
- Read out the song one line at a time and have ss repeat.
- Play the song again and encourage ss to join in.
- 4.8 Play the karaoke version of the song again and encourage ss to sing.

#### 3 4.9 Listen and repeat.

- Play the audio.
- Tell ss *Have to means it is necessary to do something. You don't have a choice.* Tell ss to find *have to* and *don't have to* in the song.
- Ask *What do you have to do at school?*

#### 4 In pairs, ask and answer.

- Ask three ss to read out the examples.
- Place ss in pairs for this activity. Monitor.

### Diversity

#### Challenge

- Ss can complete the activity in pairs without preparation. Ask different pairs to report their ideas to the class. Continue a class discussion.

#### Support

- Ss brainstorm ideas as a class.

#### 5 Student A: Activity Book, page 124.

#### Student B: Activity Book, page 128.

- Place ss in pairs for this activity.
- Walk around the class monitoring pairs.

### Extra activity TPR

- Place the word cards around the class. Read out the definitions from Activity 1 teacher's notes again. Ask different ss to find the correct cards.

### Activity Book

#### 1 Find and circle money words in the wordsnake.

- Ss complete the activity individually. They then compare answers with a partner.

**Answer key** purse, buy, wallet, money box, sell, spend, save

#### 2 Label the pictures. Use the words from Activity 1.

- Check feedback using the Lollipop stick technique.

**Answer key** 2 wallet, 3 purse, 4 save, 5 money box, 6 sell, 7 buy, 8 spend

#### 3 Look at the pictures in Activity 2. Tell the story. What's the present?

- Ss complete the activity in pairs.



## 1 Listen, point and repeat.



money box



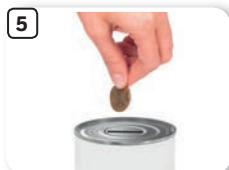
purse



wallet



earn pocket money



save



spend



buy



sell

## 2 Listen and sing.

I stood outside the toy shop  
And I saw a big, blue boat.  
I have to earn some pocket money  
So I can spend it on that boat!

I don't have to buy it now,  
I can save money every day.  
But I have to earn more pocket money  
So I can spend it on that boat!



## 3 Listen and repeat.

I **have to** / He **has to** earn some pocket money!

I **don't have to** / He **doesn't have to** buy it now.

Do you **have to** buy that boat? Yes, I **do**. / No, I **don't**.

Does he **have to** buy that boat? Yes, he **does**. / No, he **doesn't**.

## 4 In pairs, ask and answer.

What do you have to do  
to earn pocket money?

I have to tidy my room!

I don't have to tidy my room,  
but I have to help my mum.

## 5 Student A: Activity Book, page 124. Student B: Activity Book, page 128.

fifty-three 53

4 Read and write the correct form of **have to**.

- Ss work individually and check in pairs.
- Check feedback using the Lollipop stick technique.

**Answer key** 2 doesn't have to; 3 doesn't have to, has to; 4 have to, don't have to

## 5 In pairs, say what you have to and don't have to do tomorrow.

## Extra activity Fast finishers

- Ss copy the song but change the *big blue boat* to something they would like and draw a picture.

## Finishing the lesson

- Ask *Do you like the song? Can you remember it without looking at the book?*
- Ask some fast finishers/different ss for a different idea for a toy. Ss sing the song with a different toy.
- Play the karaoke version of the song again and encourage ss to sing.

## Objectives

- **Lesson aims:** to learn about corner shops in different countries
- **Target language:** revision of vocabulary and grammar

## Materials

- a ball
- objects that you can buy at a corner shop (newspaper, magazine, stamps, cleaning products, stationery, ice cream wrapper)
- sheets of A4 paper, enough for six for each group
- coloured pencils
- sheets of A4 paper, enough for each student
- Resource 58

## Global Scale of English (GSE)

- **Reading:** Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33). Can extract specific information in short texts on familiar topics (GSE 39).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Basketball technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

## Starting the lesson

- Write *Corner shop* on the board. Ask *What can you buy at a corner shop?* and elicit answers.

## Presentation

- Explain that in this lesson ss will talk about corner shops in different countries.
- Ask to guess which English-speaking countries they will read about. Write their ideas on the board.
- Introduce these words from the text. If available, show ss the objects you brought in. Write the words on the board with the first letter missing. Ss raise their hands to say the complete words:  
*newspaper, magazine, stamps, cleaning products, stationery, ice cream.*
- Ask *What would you buy from a corner shop from this list?* They come to the front, point to an object/word and say *I'd buy ...*

## Culture notes

- There are fewer milk bars in Australia today than 30 years ago, but you can still find them in suburban areas.
- In North America you can usually find a convenience store at a petrol station.
- Corner shops usually open early and close late, so they are open when other shops are closed.

## Practice

### Pupil's Book

#### 1 Before you read What do you buy from corner shops?

- Refer ss to page 54 and read the question. Ss discuss in pairs for one minute. Then ask for class feedback.
- Tell ss to look at the photos. Ask *What can you see?*

#### 2 4.10 Listen and read.

- Tell ss to find different names for *corner shop* in the text.
- Play the audio all the way through.
- Check comprehension with questions. Ask *What other names did you find? (milk bar, dairy, bodega, convenience store, corner store) What countries did you read about? (the UK, Australia, New Zealand, North America/the USA, Canada) Look at the countries on the board. Did you guess these countries?*

#### 3 After you read Activity Book, page 48.

- Ss turn to page 48 in their Activity Books.

### Extra activity Critical thinking

- Ss work in pairs and write three more sentences about the text: two true and one false. They then read them to another pair who guess which are true.

#### 4 In pairs, ask and answer.

- Place ss in pairs for this activity.
- Ask different pairs to demonstrate a question and answer.

### Diversity

#### Challenge

- Using the Basketball technique, ask ss to say a key word from the text that is connected to the theme of shops. Ss write the words in their vocabulary lists.

#### Support

- Write key words from the text on the board. Have ss copy the words into their vocabulary lists.

#### Find out more! Watch the video.

- Tell ss they are going to watch a video and to watch carefully because they are going to do a worksheet, too.

## Project

### Make a TV advert for a corner shop!

- Divide ss into groups of four.
- Explain that ss should write a script for their advert and that there should be something for every student in the group to say.
- Each group presents their advert to the class.
- **Extension** Film the adverts on a mobile phone. Ss watch their adverts.

### Extra activity TPR

- Call out different things you can buy at a corner shop. Ss mime they are using each thing, e.g. *newspaper, ice cream, pen, chocolate bar, carton of juice, a stamp.*

Which shop will you go to when you need something quickly, or when you want to spend your pocket money? Do you have to go to a supermarket or a shopping centre? Or will you go to a corner shop, where it's quick and easy to get what you need?



Most corner shops sell sweets, food, drinks, newspapers and magazines. In the UK, corner shops also sell stamps, cleaning products and stationery, such as pens and birthday cards.

In Australia, a traditional corner shop is called a *milk bar*. In New Zealand, it's called a *dairy*. In the past, milk bars and dairies sold a lot of milk and ice cream, and some were also cafés where you could eat and drink. Now they usually sell a lot of different foods and drinks, as well as milk and ice cream.

In North America, there are many different names for corner shops! In New York, a corner shop is often called a *bodega*. In other parts of the USA, it's a *convenience store*. In Canada, it's a *corner store*. There are many names for corner shops, but one thing is the same: we all buy things from them!

## Fun fact

Did you know that in Detroit, a city in the USA, a corner shop is called a *party shop*?



## Project

Make a TV advert for a corner shop!

- 1 Work in groups.
  - Choose a name for your shop.
  - Decide what you sell in the shop.
  - Choose three things to say about your shop.
- 2 Plan and practise your TV advert.
- 3 Present your advert to the class.



- 1 **Before you read** What do you buy from corner shops?  
**food, drinks, newspapers**
- 2 **Listen and read.**

- 3 **After you read**  
Activity Book, page 48.

- 4 **In pairs, ask and answer.**
  - What does your corner shop sell?
  - What do you like buying there?

- Find out more! Watch the video.

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## Activity Book

- 1 Where can you use these names for a corner shop? Match.
  - Ss compare answers with a partner.

Answer key 2 g, 3 e, 4 a, 5 b, 6 c, 7 f
- 2 After you read Read and write **True or False**.
  - Check answers using the Basketball technique.

Answer key 2 False, 3 False, 4 True, 5 False, 6 True
- 3 Open a corner shop!
  - Place ss in groups of six for this activity.
  - Hand six pieces of paper to each group. Each student draws one item you can buy at their shop.

- Ask for class feedback after ss complete the activity. Prompt with questions: *What does your shop sell? What are your prices? How much money did your shop make?*

## Extra activity Fast finishers

- Ss draw a shelf with products in a corner shop and label the items you can buy there.

## Finishing the lesson

- Ask *What did you learn today?* and have ss raise their hands to offer answers.



## Objectives

- **Lesson aims:** to learn to ask for a price; to learn and practise 3
- **Target language:** *How much is (it)? It's (fifteen) pounds and (fifty) pence.*

## Materials

- Yes/No response cards
- sheets of A4 paper, enough for each student
- Resource 67

## Global Scale of English (GSE)

- **Reading:** Can understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures (GSE 30).
- **Listening:** Can identify how much something costs in short, simple dialogues about the price of something, e.g. in a shop, if speech is slow and clear (GSE 31).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can act out a short dialogue or role play, given prompts (GSE 38). Can say simple tongue twisters and other types of playful language (GSE 27).

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Yes/No response cards; Lollipop stick technique
- Peer learning: pairwork
- Independent learning: Thought-provoking questions technique

## Starting the lesson

- Ask ss questions for them to respond with their Yes/No response cards. Ask *Do you spend money on presents? Are you careful about prices? Do you buy things which are expensive/cheap? Do you like buying presents? Do you like getting presents?*

## Presentation

- Explain that in this lesson ss will learn to ask for prices.
- Ask *What do we call a shop where you can buy presents?* and elicit *gift shop*. Ask *What was the last present you bought? Who was it for?* Ss raise their hands to offer answers.

## Practice

### Pupil's Book

- 1 **Circle the things you can find in a gift shop.**
  - Refer ss to page 55. Ss circle the things individually and then compare their answers in pairs.
- 2 **4.11 Listen. How much is the present which Luis buys?**
  - Play the audio. Ss raise their hands to offer answers. Do not confirm answers yet.
  - **Extension** Internet search key words: *money in the UK*

### 3 4.12 Listen, read and check.

- Play the audio again and ss listen and read. Confirm the answer to Activity 2.
- Draw ss' attention to the *Say it!* box. Read out the sentences and have ss repeat as a class.

### Extra activity Collaborative work

- Divide the class into two groups. One group is Luis; the other is the shop assistant. Play the audio and pause after each sentence. Ss from each group repeat what they hear in unison.
- Have different ss stand up and read the dialogue.

### 4 Go shopping for presents for your family!

- Place ss in pairs and assign Student A and Student B. Student A is a customer and asks for information and prices and Student B is the shop assistant. Then ss swap roles. Use the dialogue in Activity 3 as a model.
- **Extension** Ss repeat the activity with ideas of their own.

### Diversity

#### Challenge

- Have ss perform their dialogues to the class.

#### Support

- Give ss one minute to prepare their ideas.

### Extra activity TPR

- Play Prices bingo. Hand each student a sheet of A4 paper and tell them to draw a grid with six squares in it. They write six of these prices in the squares: £15.50 £16.70 £10.20 £9.25 £4.50 £30.00 £14.10 £1.60
- Read out the prices in random order. When ss hear a price in their grid, they cross it out. When they cross out all their prices, they stand up and shout *Bingo!*

## Pronunciation

### 5 4.13 Listen and say the tongue twister.

- Write /z/ on the board. Say the sound and have ss repeat. Then say *pleasure* and have ss repeat.
- Play the audio. Play it again, pausing after each line, and have ss repeat. Play it a third time and have ss say the tongue twister with the audio.
- In pairs, ss say the tongue twister as fast as they can.

### Activity Book

#### 1 4.14 Listen and match. Then write.

- Play the audio.
- Check answers using the Lollipop stick technique.

- 1 **Boy:** This magazine about video games is three pounds and fifty pence.
- 2 **Girl:** I'll buy this pizza. It's six pounds and ninety-nine pence.
- 3 **Boy:** This bag of apples is one eighty.
- 4 **Boy:** How much is this football?  
**Man:** It's five ninety-five.
- 5 **Woman:** This pen is two pounds and thirty pence.
- 6 **Girl:** I'll buy the pack of shoelaces. It's four fifteen.

**Answer key** 2 f, £6.99; 3 a, £1.80; 4 b, £5.95; 5 d, £2.30; 6 e, £4.15

## Asking for a price

- 1 Circle the things you can find in a gift shop.
- 2 Listen. How much is the present which Luis buys? £12.99
- 3 Listen, read and check.

jewellery, notebooks, books  
(cards, bags, clothes, toys)



Hi, can I look at a necklace which is in the window, please?

Sure. Which necklace would you like?

The one which has got the blue star on it.

Here it is.

How much is it?

It's fifteen pounds and fifty pence.

Oh, I haven't got enough money. I've only got thirteen pounds.

How about the necklace which has a flower on it? That's twelve ninety-nine.

OK, that's a good idea. I'll have that one, please. My sister will love it! Thank you!

My pleasure!

Say it!

Can I look at a necklace which is in the window, please?  
How much is it?  
It's fifteen pounds and fifty pence. / It's fifteen fifty.  
I'll have that one, please.  
Thank you!  
My pleasure!

- 4 Go shopping for presents for your family!

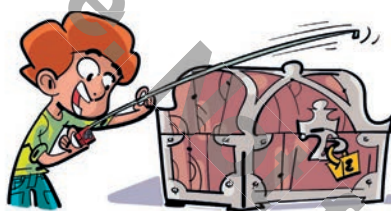
a pair of shoes   a notebook  
a ring   a phone case

Can I look at a pair of shoes which is in the window, please?

## Pronunciation

- 5 Listen and say the tongue twister.

It is a pleasure, yes, such a pleasure  
To measure this unusual treasure!



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- 2 You've got five pounds. Look at Activity 1. What two things can you buy?

Answer key   apples, pen

- 3 4.15 Complete the dialogue. Then listen and check.

• Play the audio.

Answer key   2 would, 3 which, 4 Here, 5 much, 6 pence, 7 pounds, 8 I'll

- 4 4.16 Colour the words with the /z/ sound. Then listen and check.

• Ss work individually and check in pairs.

Answer key   usually, television, measure, visual, decision

## Extra activity Fast finishers

- Ss write the questions Luis asked the shop assistant. Then they try to remember the answers.

## Finishing the lesson

- Ask Do you think you can ask for prices in English?

## Objectives

- **Lesson aims:** to read and understand a reading text
- **Target language:** revision of unit vocabulary and grammar

## Materials

- a ball
- sheets of A4 paper, enough for each pair of students
- Resource 40

## Global Scale of English (GSE)

- **Reading:** Can identify key information in short, simple factual texts from the headings and illustrations (GSE 33). Can follow simple stories with basic dialogue and simple narrative (GSE 35). Can scan a simple text to find specific information (GSE 33). Can identify the overall theme of a simple illustrated story, if guided by questions or prompts (GSE 38).

## Assessment for Learning

- Setting aims and criteria: WILF; lesson objectives presentation; Key question technique
- Monitoring students' learning: Lollipop stick technique; Two stars and a wish technique
- Peer learning: pairwork; groupwork
- Independent learning: Thought-provoking questions technique

## Starting the lesson

- Write *trainers* on the board. Ask *What's the name of the shop where you can buy trainers? What's the word for a person who steals something? What's the name of the object which a woman often puts her money in?*
- Ask a student to write the three words on the board (*sports shop, thief, purse*). Say *We're doing a reading lesson today. What am I looking for?* Elicit key words that are in the reading text.

## Presentation

- Explain that in this lesson ss will read a text about a thief in a shop. Ask ss to predict what they think the story will be about, using the words on the board.
- Write *try on, storeroom, detective and notice* on the board. Read them out and have ss repeat.
- Explain the meanings with sentences:  
*I always try on clothes before I buy them.*  
*Shops keep some items they sell in a storeroom.*  
*A shop detective watches people so they don't steal things.*  
*A shop detective looks carefully and notices everything.*
- Ask ss to add ideas to their predictions for the story with these new words.

## Diversity

### Challenge

- Ask ss extra questions, e.g. *What do you try on in shops? Is there a detective in your corner shop/sports shop? Have you ever noticed a thief in a shop?*

### Support

- Point to the words on the board as you say the sentences. Speak slowly and clearly. Explain meanings in L1 if necessary.

## Practice

### Pupil's Book

#### 1 Before you read Look at the picture. What do you think the text is about?

- Refer ss to page 56. Ss discuss in pairs first. Using the Lollipop stick technique, ask ss for ideas. Accept all reasonable suggestions.

#### 2 4.17 Listen and read.

- Ask ss to find out if their prediction was correct. Play the audio.
- Check comprehension with questions. Ask *When did Tom go to the sports shop? (on Saturday) What did the thieves steal? (some expensive trainers) Did they get away? (no) What happened? (the store detective shut them in the storeroom after putting her purse in there)*

### Extra activity Critical thinking

- Ss work in pairs and find all the words in the text connected to the theme of shopping. They write the words in their notebooks. Hand each pair a sheet of A4 paper. They write an activity on it with the words in a box and gapped sentences. They swap sentences with another pair and solve their activities.
- Pairs give each other feedback about their activities, using the Two stars and a wish technique

#### 3 After you read Read the sentences and circle **True** or **False**.

- Ss work in pairs and takes turns to read sentences.
- Ask for feedback using the Lollipop stick technique.
- Put ss in groups of six. Each student is assigned a role from the reading text (Tom, Dad, two thieves, shop assistant, store detective). They write a dialogue for the reading text and act out the story.

### Extra activity TPR

- Tell ss that they are at the sports shop and they should mime what you describe. Say  
*You are Tom and you are trying on some trainers.*  
*You are a thief and you are putting some trainers in a bag.*  
*You are the shop assistant and you are looking for some trainers in the storeroom.*  
*You are the shop detective and you are looking at your purse.*  
*You are kicking your purse into the storeroom.*  
*You are locking the thieves in the storeroom.*  
*You are a thief and you are banging on the storeroom door.*

#### 4 Tick (✓) the best summary.

- Read the Reading tip to ss.
- Give ss a minute to complete the activity.

### Activity Book

#### 1 After you read Complete the crossword.

- Give ss one minute to complete the activity. They compare answers with a partner.

**Answer key** 2 storeroom, 3 notice, 4 detective, 5 try on



## Reading

- 1 **Before you read** Look at the picture. What do you think the text is about?

stealing shoes

- 2  Listen and read.

Hi Izzy!

Guess what? On Saturday I saw a store detective catch some thieves! It was amazing! In the sports shop near us there were some trainers which I really wanted. For months I saved my pocket money. Finally, on Saturday Dad and I went to buy them.

Dad and I were waiting for the shop assistant when a man and a woman came into the shop. We saw them put some expensive trainers into their bags before the shop assistant came out of the storeroom with the trainers for me. They were thieves!

I didn't know what to do. Then I noticed the woman nearby. She took out her purse, which had a lot of money in it. She opened her purse and counted the money loudly. The thieves watched her. Then she dropped her purse! As she walked away, she kicked it into the storeroom.

The thieves went straight into the storeroom to get the purse. Then the woman suddenly came back, quickly shut the storeroom door and shouted for help. It turned out the woman was a store detective! The police came and took the thieves away! Can you imagine???

Love,  
Tom



- 3 **After you read** Read the sentences and circle *True* or *False*.

- |   |              |
|---|--------------|
| 1 Tom saved his pocket money to buy some trainers.            | True / False |
| 2 Tom and his mum went to buy the trainers.                   | True / False |
| 3 The thieves went into the storeroom to steal some trainers. | True / False |
| 4 The store detective shut the thieves into the storeroom.    | True / False |

- 4 Tick (✓) the best summary.

- a Tom saved his pocket money to buy some trainers. In the sports shop he saw thieves stealing expensive trainers. The store detective caught the thieves. The police came and took the thieves away. ☒
- b Tom saved his pocket money to buy some trainers. In the sports shop he saw thieves stealing expensive trainers. The police came and took the thieves away. ☐

**tip** Reading


A summary should mention all the important points in the story. Which summary does that?


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- 2 **Answer the questions.**

- Ss complete the activity individually.

**Answer key** 2 Tom wanted to buy some trainers.; 3 The two men put expensive trainers into their bags.; 4 She dropped her purse and kicked it into the storeroom.; 5 She was a store detective.; 6 The police took them away.


- 3  **Go to the story on Pupil's Book page 56. Change the information below and make your own version of the story. Retell it in pairs.**

-  Place ss in pairs to complete the activity.
- Walk around the class monitoring pairs.

**Extra activity** Fast finishers

- Ss write ten favourite words from this lesson in their notebooks.

**Finishing the lesson**

-  Ask *Did you like Tom's email? Did you believe his story? What do you think about thieves? Would you like to be a story detective/shop assistant? Why?*

## Objectives

- **Lesson aims:** to understand a listening task; to talk about where you like to go shopping; to write an email to a friend about shops
- **Target language:** revision of vocabulary and grammar

## Materials

- a ball
- sheets of A4 paper, enough for each group of students
- coloured pencils
- Resource 49

## Global Scale of English (GSE)

- **Reading:** Can extract specific information in short texts on familiar topics (GSE 39).
- **Listening:** Can identify key information such as prices, times and dates in a short description, if supported by prompts or questions (GSE 35).
- **Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29).
- **Writing:** Can write short, simple descriptive texts giving information about common shops and amenities in their town, using basic linking words/phrases and given a model (GSE 45).

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Basketball technique; Happy/sad face technique
- Peer learning: pairwork; Two stars and a wish technique; groupwork
- Independent learning: Learning diary

## Starting the lesson

- **4.7** Play the song from Lesson 4 and encourage ss to join in and do the actions they learnt.

## Presentation

- Explain that in this lesson ss will listen to people talk about a shopping centre, talk about the shops they like and then write an email to a friend about shops.
- Using the Basketball technique, ask ss to say the shops they remember.

## Practice

### Pupil's Book

### Listening

- **4.18** Listen and write.

- Refer ss to page 57 and tell them to read the information before they listen so they know what to listen for.
- Play the audio.

**1 Man:** Hi, everyone. Here we are in Westport and it's time to go shopping! I'll tell you about the different shops in Westport. Firstly, the main shopping street is Queen Street. On Queen Street there is also an indoor market, where you can buy clothes, pictures and shoes.

- Girl:** Can you buy food there?  
**Man:** Oh, yes! There are a lot of cafés, and also a greengrocer's and a fishmonger's.  
**2 Man:** In the city centre there's also a big shopping centre. It's called the Smith Centre.  
**Boy:** How do you spell 'Smith'?  
**Man:** S-M-I-T-H.  
**Boy:** Thank you!  
**3 Girl:** Excuse me. I've got a headache. I have to find a pharmacy and buy some medicine.  
**Man:** I'm sorry you're not feeling well. There's a pharmacy at the shopping centre. I can take you there.  
**Girl:** Thank you.  
**4 Woman:** I'd like to buy some presents for my children. Where is a good shop for children?  
**Man:** Oh, there are a lot of shops! In the Smith Centre there's a good children's clothes shop. And in the market there are two great toy shops!  
**Woman:** Two toy shops? That's great, thank you!  
**Man:** You're welcome! OK, everyone ready? Let's go shopping!

## Diversity

### Challenge

- Ask *What can you buy in the indoor market? Why does the girl want to find a pharmacy? What does the woman want to get for her children?*

### Support

- Write the questions above on the board for ss to answer.

## Speaking

- **5** Ask and answer where they like to go shopping.

- Ss work in pairs.
- When they have talked about shops, students change partners and repeat the activity.
- Ask different ss to talk about their preferences. Ask for class feedback. Prompt with questions: *Who likes going shopping in the market?*

## Writing

- **7** Read. What does Maria like to buy from the greengrocer's?

- Give ss a minute to read the text and find the answer.
- Check comprehension with questions. Ask *What's the name of the street she likes? (Jacinto Street) What can you buy at the shopping centre? (clothes and presents) What does Olenka have to bring? (all her pocket money)*

## Extra activity TPR

- Using the Happy/sad face technique, ss respond to your questions: *Do you know how to write an email? Are you ready to write this email? Are you going to read the plan?*

- **8** Write an email to a friend suggesting some shops to visit where you live.

- Read the Writing tip and read the plan to ss. Ss turn to their Activity Books.

## Extra activity Critical thinking

- Ss write a list of items that a lot of people buy online.

## Listening

## 5 Listen and write.

## Shopping in Westport

Main shopping street: Queen Street

- 1 Indoor market has cafés, a greengrocer's, a **fishmonger's**
- 2 The shopping centre is called the **Smith** Centre.
- 3 For medicine: go to the **pharmacy** in the shopping centre.
- 4 Toy shops: **two** in the market.

## Speaking

## 6 Ask and answer where they like to go shopping.

Where do you like to go shopping?

I like to go shopping in the sports shop and the gift shop.



## Writing

## 7 Read. What does Maria like to buy from the greengrocer's?

Hi Olenka,

You asked for some advice about good places to shop in my city.

On Jacinto Street there are a lot of great shops and there's also a market where you can buy delicious food. There's a fishmonger's, a butcher's and a greengrocer's at the market. I love the apples and pears which you can buy from the greengrocer's!

There's a big shopping centre where you can buy clothes and presents. There are gift shops, a jeweller's, shoe shops and a big toy shop which is called Pablo's Toys. My favourite shop is the toy shop, of course! You'll have to bring all your pocket money!

Love from Maria

## tip Writing

We use an apostrophe after some shop names. That's because *the greengrocer's* is short for *the greengrocer's shop* = *shop of the greengrocer*.

## 8 Write an email to a friend suggesting some shops to visit where you live.

## 1 Plan

- Which shops should he/she visit?
- Are the shops at a shopping centre, at a market or on a street?
- What special things can he/she buy there?

## 2 Write

You asked for some advice about ...  
At the market ...  
At the shopping centre ...  
I love ...

## 3 Check your work

- Used an apostrophe correctly?

Activity Book, page 51.

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## Activity Book

## 1 Look and write 's to the shop names where necessary.

Answer key 2 fishmonger's, 4 greengrocer's, 5 newsagent's

## 2 Plan and write an email to a friend suggesting same shops to visit in your town.

- Plan: Give ss one minute to complete their notes.
- Write: Ss work individually to complete the report.
- Check your work: Ss evaluate their own work.
- Using the Two stars and a wish technique, ss read and check each other's work.

## 3 In groups, make a shopping map of your town. Display it in class.

- Place ss in groups to design the map.
- Have a class vote for the best map.

## Extra activity Fast finishers

- Ss find the shopping vocabulary and write the words down.

## Finishing the lesson

- Ss write down what they achieved in their Learning diary: *Today I listened to ..., I described ... and I wrote an email about ...*



## Objectives

- **Lesson aims:** to review unit language
- **Target language:** unit vocabulary

## Materials

- eight word cards from Lesson 4
- sheets of A4 paper, enough for each pair of students

## Global Scale of English (GSE)

- **Speaking:** Can describe common everyday objects using simple language (GSE 31). Can talk about everyday activities using simple language (GSE 32). Can ask a range of questions in guessing games to find the answer (GSE 36).

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation; Key question technique
- Monitoring students' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique

## Starting the lesson

- Ask ss a key question about learning numbers, e.g. *When will you need to ask prices in English?* Accept all reasonable answers.

## Presentation

- Explain that in this lesson ss will do revision of the unit vocabulary and then play a game.
- Revise the shops by saying what you can buy in a shop. Ask different ss to write the names on the board: *butcher's, corner shop, fishmonger's, gift shop, greengrocer's, jeweller's, newsagent's, pharmacy, phone shop, shoe shop, sports shop, toy shop.*
- Write vocabulary connected to money and prices on the board with the first letter missing: *buy, earn pocket money, money box, purse, save, sell, spend, wallet.*
- Say these sentences, but say *beep* instead of the relative clause. Ss raise their hands to say the missing word. *My friend is a person 'beep' likes going shopping. The shopping centre is the place 'beep' we often meet. The trainers in the sports shop are the 'beep' he likes best.*
- Revise *have to* and *don't have to*. Using the Lollipop stick technique, ask ss to say one thing they have to or don't have to do at home.

### Extra activity TPR

- Divide the class into two teams. Hide the word cards around the room. Call out a word/phrase and have two ss (one from each team) search for the word. The student who finds the word card thinks of a sentence with the word to win his/her team a point.

## Practice

### Pupil's Book

#### 1 Sort the words.

- Refer ss to page 58. Ss work in pairs and sort the words.
- Check answers using the Lollipop stick technique.

#### 2 Describe a shop, a job, or a thing which you can buy in a shop.

- Ss work in the same pairs and complete the activity.
- Walk around the room monitoring pairs.

### Diversity

#### Challenge

- Promote class discussion about shops after the activity. Ask *Where you can buy a football/T-shirt/book/phone/comic? What else can you buy there?* Ask ss to suggest more things.

#### Support

- Ss can write some ideas down in notes before talking in pairs in Activity 2. This can be a class brainstorm or in pairs.

#### 3 Max, Rebecca, Alice and Paul have to buy and sell some things to earn some money. Describe what they have to and don't have to do. Your partner guesses.

- Ss work in the same pairs and complete the activity.
- Walk around the room monitoring pairs.

### Extra activity Collaborative work

- Play a memory game. A student says *I have to sell my bike*. The next student adds something: *I have to sell my bike and my books*, and so on.

## Challenge

### Challenge your classmates and play the game!

- Divide the class into two teams. For large classes, divide the class into groups of eight and divide each group into two teams of four.
- Give ss two minutes to think of three extra questions.
- Monitor the game or groups and award points.

### Activity Book

#### 1 Read and circle in **red** the shops Vicki will visit and in **blue** the things she will buy. Then write how much Vicki will spend and save.

##### Answer key

Shops Vicki will visit: toy shop, newsagent's

Things Vicki will buy: orange yo-yo, yellow pencil case, magazine

Spend: £10.50

Save: £4.50

#### 2 You've got £15. Look at Activity 1. Choose three things you want to buy. Write and say how much you are going to spend.

- Ss work individually. They read their partner's work.
- Ask different ss to read out their descriptions to each other in groups and compare.

### Self-evaluation

- Ss do the activity individually.

### Extra practice

#### 1 Circle the odd one out.

**Answer key** 2 medicine, 3 magazine, 4 TV

#### 2 Complete the sentences. Use *who*, *which* or *where*.

**Answer key** 2 where you can buy nice presents; 3 which I'll buy tomorrow; 4 who are from Australia

## 1 Sort the words.

jeweller's pharmacy sports shop newsagent's butcher's  
corner shop fishmonger's gift shop

Shops where you can buy food	Shops where you can buy jewellery	Shops where you can buy medicine	Shops where you can buy something to wear
butcher's fishmonger's corner shop newsagent's	jeweller's gift shop	pharmacy	sports shop gift shop

## 2 Describe a shop, a job, or a thing which you can buy in a shop.

It's a shop where you can buy ...

It's a person who works in a ...

It's a thing which you can buy in a ...

## 3 Max, Rebecca, Alice and Paul have to buy and sell some things to earn some money. Describe what they have to and don't have to do. Your partner guesses.

	Max	Rebecca	Alice	Paul
sell a bike	✓	✗	✓	✗
earn some pocket money	✓	✗	✓	✓
spend some birthday money	✗	✓	✗	✓
buy a new wallet	✓	✗	✗	✓
buy a new money box	✗	✓	✓	✗

He has to sell a bike. He doesn't have to spend any birthday money.

Max?

Yes!

## Challenge

Challenge your classmates and play the game!

Work in two teams. Look back through the unit to find the answers to these questions.

- Find a person who is holding a credit card (1 point) **the man at the newsagent's (Lesson 1)**
- Find the name for a corner shop in New Zealand. (1 point) **dairy (Lesson 5)**
- Say £14.53 two different ways. (1 point) **fourteen pounds and fifty-three pence**  
**fourteen fifty-three (Lesson 6)**

Now think of three more questions to ask the other team.

58 fifty-eight

## 3 Complete the sentences.

- Ask different ss to read out a sentence.

**Answer key** 2 money box, 3 spend, 4 purse, 5 sell, 6 buy

4 Read and complete for you. Use *have to* or *don't have to*. Then compare in pairs.

- Ss work individually and check in pairs.

## Vocabulary and Grammar reference

## 1 Translate the words into your language. Add more words to the list.

- Ss can work in pairs to complete the activity.

## 2 Read and complete.

**Answer key** 2 email, 3 where, 4 has to, 5 have to, 6 What, 7 Does, 8 don't, 9 does

## Finishing the lesson

- Write on the board *In Unit 4 I can ..., I am good at ..., I am not very good at ...*. Ss complete them with their own evaluation.

**Next lesson** Unit 4 Test

## Objectives

- **Lesson aims:** to practise for A1 Movers Reading and Writing Part 1, Speaking Part 4 and Listening Part 5
- **Target language:** unit vocabulary and grammar

## Materials

- sheets of A4 paper, enough for each student
- coloured pencils

## Global Scale of English (GSE)

- **Reading:** Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 24).
- **Speaking:** Can talk about everyday activities using simple language (GSE 34).

## Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Traffic light cards technique; Lollipop stick technique
- Peer learning: Expert envoy technique; pairwork; groupwork
- Independent learning: Thought-provoking questions technique; portfolio

## Starting the lesson

- Elicit the different shops from page 49 of Unit 4 and ask ss to write the words correctly on the board. Say sentences and ss say which shop it is. Say, e.g. *This is a place where you can buy fruit and vegetables. This is a place where you can buy fish. This is a place where you can buy a football. This is a place where you can buy a comic.*

## Presentation

- Explain that in this lesson ss will revise the work from the unit and practise for the A1 Movers exams.

## Practice

### Pupil's Book

### A1 Movers Reading and Writing Part 1

- 1 **Look and read. Choose the correct words and tell your partner.**
  - Tell ss that this practises the A1 Movers Reading and Writing Part 1 exam.
  - Ask a volunteer to read the *Exam tip* aloud. Point out that there are eight pictures and five sentences.
  - Ss read the sentences and choose their answers individually. Then they compare their answers with a partner.
  - Check answers as a class using the Lollipop stick technique. Ss read out the sentences and their answers. Point out that number 2 could be purse or wallet.

## Diversity

### Challenge

- Once the ss have finished, have them write definitions for the pictures not used in the activity.

### Support

- Read the sentences with the class. Ask ss which they think are the key words and have them underline them.

### A1 Movers Speaking Part 4

- 2 **Let's talk about shopping. Answer the questions.**
  - This activity is based on the A1 Movers Speaking Part 4 exam.
  - Ask two volunteers to read Activity 2. One person reads the question and the other finds the answer.

### Extra activity Collaborative work

- Divide the class into groups. Ask them to discuss what they liked about the unit using the Expert envoy technique. Ss write their opinion about the unit under the lesson headings. The envoy reports back to the class.

## Activity Book

### A1 Movers Listening Part 5

- 1 **Think! Tick (✓) the things and places you can see in the picture in Activity 2. Then say where they are.**
  - Tell ss that this activity practises the A1 Movers Listening Part 5 exam.
  - Check answers using the Lollipop stick technique.

**Answer key** 2 ✓, 3 ✓, 4 ✓, 7 ✓, 10 ✓, 12 ✓
- 2 **4.19 Listen and colour and write.**
  - Hand out coloured pencils and play the audio.

- 1 **Woman:** Can you colour this picture now?  
**Boy:** Yes, OK! It's a busy shopping day at the shopping centre.  
**Woman:** That's right. There's a girl who's buying some carrots at the greengrocer's. Colour the carrots.  
**Boy:** OK.  
**Woman:** You have to make them orange.
- 2 **Woman:** Now, I'd like you to colour the gift shop? Can you see it?  
**Boy:** Yes. It's the shop which is between the pharmacy and the jeweller's.  
**Woman:** That's right. Well ... you don't have to colour all the shop. Colour only the present which is in the window. Colour it green, please.  
**Boy:** It's a big present!  
**Woman:** Yes, it is!
- 3 **Boy:** Can I colour a wallet?  
**Woman:** OK. Colour the wallet which the boy in the pharmacy is holding.  
**Boy:** Can I colour it red?  
**Woman:** Yes, why not? Red is a nice colour.  
**Boy:** Great!
- 4 **Boy:** Can I do some writing too?  
**Woman:** Yes, I'd like you to write the word 'Pharmacy'.  
**Boy:** Where? At the pharmacy which is next to the gift shop?  
**Woman:** Yes, please. You have to be careful when writing the word. Don't rush!  
**Boy:** OK.  
**Woman:** You don't have to write anything else.



**tip** Exam

## A1 Movers Reading and Writing Part 1

- 1** **Look and read. Choose the correct words and tell your partner.**

Remember: you won't need all the pictures! But check each picture carefully to make sure you've got the right one.



spend 5



corner shop 4



money box 3



fishmonger's



wallet 2



pocket money 5



purse 2



gift shop 1

- 1 This is a place where you can buy presents for your family and friends.
- 2 This is something which people use to carry their pocket money.
- 3 This is something which you can save your pocket money in.
- 4 This is a small shop on the street where you can buy a lot of different things.
- 5 You do this when you take your money to a shop and buy something with it.

Number 1.  
Gift shop.

## A1 Movers Speaking Part 4

- 2** **Let's talk about shopping. Answer the questions.**

- How often do you go shopping?
- Who do you go shopping with?
- What shops do you like to go to?
- What kinds of things do you buy?

I go shopping every week.

I go with my mum.

We go to the supermarket.

We buy food.

fifty-nine 59

**Boy:** OK, but can I colour something else?  
**Woman:** Yes, of course. I'd like you to colour a pair of shoes.  
**Boy:** The shoes which the boy in the shoe shop is trying on?  
**Woman:** No, the big pair of shoes in the shoe shop window. Can you see them?  
**Boy:** Yes, they're big.  
**Woman:** Please colour them pink.  
**Boy:** OK.  
**5 Woman:** And now, can you see the jeweller's? Colour the money box which the girl is holding, please.  
**Boy:** All right. Can I colour it yellow?  
**Woman:** That's a nice colour, but I'd like you to colour it blue, please.

**Boy:** Blue then.  
**Woman:** Thank you! Well done!

**Answer key** green present, red wallet, Pharmacy, pink shoes, blue money box

## Finishing the lesson

- Ask *How did you get on in Unit 4? Which lesson did you like best? Which words were the easiest and most difficult?*
- Use the Thought-provoking questions technique to ask how successful their learning is so far and, on a scale of 1-5, have them rate how much they enjoyed this unit.
- Congratulate ss on completing the unit.