

UNIT 10 SHOP TILL YOU DROP

UNIT OVERVIEW: In this unit students will talk about free-time activities.

Conversation Starters: *Going Shopping*

Friends negotiate a shopping trip.

Building Fluency

Making suggestions; verb phrases — free time activities

Conversation Model

What's so bad about that? — Stress and stretch words to show feeling

Let's Talk About It: *What do you do in your free time?*

Share free time preferences and practice inviting.

Conversation Idioms

catch a movie

do the grocery shopping

go shopping

go out for dinner

get a bite to eat

hang out with friends

surf the net

go on a date

is a waste of money

get it on sale

go for a drive

shop till you drop

stay at home

have a barbecue

do something fun

go for a walk

Additional Links for this unit: Rebecca from Australia talks about shopping. <http://www.elllo.org/english/0851/T852-Reb-Shopping.htm>

STEP 1 BUILDING THE ATMOSPHERE

- Start this unit with a quick dictation and conversation activity. Write the **Amy and Erik Introduction** on the board, leaving the underlined words blank. Tell students they are going to listen for the missing words and then play the audio.

Script [Track 61]

Amy: Hi, everyone and welcome to Unit 10, Shop Till You Drop.

Erik: Hey, Amy, I love that shirt! Where did you get it?

Amy: Thanks Erik. Actually, I got it on sale yesterday.

Erik: Good find! And that brings us to today's topic: shopping. Two of our friends are talking about shopping. Let's listen.

- After students have filled in the blanks, have them practice short “compliment” conversations using the **Amy and Erik Introduction** as a model.
- Next, ask your students if they love or hate shopping, and briefly discuss their answers as a lead in to the **Conversation Starters** listening activity.

STEP 2 CONVERSATION STARTERS: GOING SHOPPING

Students will listen to two friends negotiating a shopping trip.

1. First Listening

Tell your students they are going to listen to Ken and Emma discuss what they want to do today. Direct their attention to the pictures and ask them to guess what each person wants to do. Play the audio and have students circle the things they talk about. Have them check the answers in pairs.

2. Second Listening

- Play the audio again and have students answer the questions. Now ask them if they had guessed correctly above. Have them check their answers in pairs and then go over the answers as a class.
- Note: Ken's "You've got me again" indicates that he will go shopping. He says this because he feels like he's been cleverly tricked into agreeing to go shopping (again), even though he doesn't want to go.

Answer Key

First Listening: groceries, go for a drive, shoes, dress, go shopping

Second Listening: 1. b, 2. b, 3. c

BONUS:

Go over the questions. Encourage students to also compare the speakers to other students in class. ("I think Emma is like Yoko. She also loves to shop for dresses.")

BONUS ACTIVITY:

Have students compare the best locations to buy the things or do the activities shown in the images in the First Listening pictures. For each image, students work in pairs and think of an ideal place in their local area to shop for the item or to do the activity in the image. Then, have them swap pairs and compare or debate their findings.

Script: [Track 62]

Ken: Hey, Emma. Let's do something fun today.

Emma: Yeah, that sounds good. How about...

Ken: Do you want to go for a drive?

Emma: A drive? You mean, like, in your car?

Ken: Well, ye-ah... we could go out to the lake, or up to...

Emma: Actually, I'd rather go shopping.

Ken: Shopping? Again? You just went shopping last week. I swear, Emma, you could shop till you drop.

Emma: I know, but I need to get a new pair of shoes to go with the dress I bought last week.

Ken: Ah, Emma, you know how I feel about shopping.

Emma: You could learn to love it. I mean, what's so bad about shopping?

Ken: Everything! It's a waste of time. It's a waste of money. And on top of that, it's just so boring!

Emma: Oh, Ken, maybe there's no hope for you. OK, I have an idea. Why don't we go downtown together? We can drive in your car if you want.

Ken: Uh-huh.

Emma: And then you can go shopping by yourself for a couple of hours, while I look for my shoes. How's that?

Ken: But what am I going to do for two hours?

Emma: Isn't there something you need to get?

Ken: Well, I guess I need some groceries.

Emma: All right then, perfect! I'll go shoe shopping and you can do your grocery shopping. I'll give you a call when I've found my shoes. How's that?

Ken: Hah, you got me again!

STEP 3 BUILDING FLUENCY: MAKING SUGGESTIONS

Students will practice ways to make suggestions and invitations, as well as some common free time activities.

1. Expressions

Working individually, have students fill in the blanks. Then go over the answers as a class. Take the time to explain the following notes before moving on to vocabulary.

Notes:

- 1, 2 and 4 sound like true suggestions or invitations because they are questions. Expression 3 is also a suggestion,

but because it is a statement, it comes across as slightly stronger or proactive.

- While “Do you want to...” may be considered more “grammatically correct,” “Want to...?” is very commonly used in conversations. Students should make sure they raise their voice at the end of this expression to indicate that it’s a question/suggestion/invitation.

Answer Key

1 – go, 2 – going, 3 – go, 4 – go

2. Vocabulary

Working individually, have students match the phrases to the best pictures. Then have students work in pairs to add to the collocations. See samples below:

- 1) go for a drive / ride
 - 2) catch a movie / matinee
 - 3) do the grocery shopping / laundry
- etc.

Answer Key

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

VOCAB TROUBLESHOOTING:

Catch a movie – go and see a movie

Do the grocery shopping – buy food from a supermarket

Go shopping – to go to a department store to buy things you want (e.g. clothes, furniture, electric products)

Go out for dinner – go to a restaurant to eat dinner

Get a bite to eat – to buy a small meal or snack, especially from a fast food restaurant

HOW THE GRAMMAR WORKS:

Go over the structures as a class. Allow students to practice making sentences using the additional phrases provided in the “Note.”

3. Let’s Practice

Have students use the sample dialogue to make suggestions about what to do. One option is to put students in pairs and have them fill up a schedule of things to do each afternoon for the week. When they are finished, have them swap pairs and then share their plans. They negotiate with their new partner what the better activity is and why.

STEP 4 CONVERSATION MODEL: WHAT’S SO BAD ABOUT THAT?

Students will practice using stress and stretching to express one’s feelings.

Optional Warm Up

Write the following questions on the board.

- 1) *What does the woman suggest?*
- 2) *How does the man respond?*
- 3) *Why does he feel this way?*

Books closed. Direct the students to the questions on the board. Next, have the students listen to the audio and try to answer the questions above. After listening as needed, students compare answers in pairs and then as a class.

1. Situation

- Have your students check the conversation for unknown words, and explain any difficult phrases.

VOCAB TROUBLESHOOTING:

Let’s do something else – Let’s do something different (not shopping)

What’s so bad about shopping? – What don’t you like about shopping?

HOW THE PRONUNCIATION WORKS: STRESS AND STRETCH WORDS TO SHOW FEELING

Explain the unit pronunciation point to your students. This is the fourth unit to consider stress and stretching (also see Units 2, 6 and 9). In this conversation the male speaker hates shopping and definitely does not want to accept the female speaker’s suggestion to go shopping on the weekend. In order to express how much he hates shopping and doesn’t want to go shopping, he stresses and stretches “again,” “else,” “everything” and “and.”

- Next, play the conversation model [Track 63] and encourage your students to listen out for the use of stress and stretching in the conversation.
- As a class do a choral practice of this conversation, focusing particularly on the pronunciation point. Say each line or chunk, and have your students repeat.

EXTRA PRONUNCIATION POINTS: REDUCE AND BLEND SOUNDS

Why don't we – why *don(t)* we
 What's so bad about shopping? – *wha(t)so ba dabou(t)* shopping?
 It's a waste of money – *itsa wastov* money
 And it's a waste of time – *an (d)itsa wastov* time

2. Substitution

Have students work individually to connect the phrases in the columns to make a coherent conversation. Then have students compare answers in pairs.

Answer Key

Stay at home – staying home – so boring
 Go out to eat – eating out – too expensive
 Go camping – camping – too cold

3. Practice

- Have students use the **substitution** words to practice the conversation. Remind them to use stress and stretching where appropriate. Have early finishers create their own conversations.
- Choose a pair to demonstrate the conversation. Comment on their use of stress and stretching, and offer pronunciation and intonation advice as necessary.

STEP 5 LET'S TALK ABOUT IT: WHAT DO YOU DO IN YOUR FREE TIME?

Students will discuss their free time preferences and practice making invitations.

Optional Warm Up:

Divide the class into two teams. Have one student from each team come to the front of the class and sit in chairs facing the other students. They should be sitting with their backs to the board. Then, write one of the activities from the activity page on the board (for example, catch a movie). Their teams compete to get their teammate sitting in the front of the class to guess the word. Students can use words related to the word on the board, but not the words themselves (for example, theater, popcorn, ticket, etc). The first teammate to produce the phrase gets a point for their team.

1. Get Ready

Have students complete the free-time activity questionnaire individually. Then, in pairs, have them think of four additional ideas to write at the bottom and discuss their preferences.

2. Let's Talk

Have students mingle around the classroom inviting at least 8 different classmates to 8 different activities. Be sure to model how to do the activity. In the model, it is best to show how to greet someone, bring up the topic of doing something and closing a conversation before moving on to a new partner. See sample dialogue below:

A: *Hey, Bill. How are you?*
 B: *Not bad thanks.*
 A: *Say, I was wondering, are you free this weekend?*
 B: *Yeah, I have no plans.*
 A: *How about going for something to eat?*
 B: *Sure, what do you have in mind?*
 A: *Well, how about Chinese? There is a great new restaurant.*
 B: *Sounds good...*

BONUS: Speaking Activity

If time permits, have students try the bonus speaking questions. This could be done as either a pair/group/class discussion or an extemporaneous speaking exercise.

STEP 6 LANGUAGE AWARENESS

Assign the language awareness activity on page 90 for homework. If necessary, do the first one or two questions together as a class. Leave 5 or 10 minutes at the beginning of the next class to go through the answers.

Answer Key

1. Yes – “do” becomes “doing” when we use “How about”
2. I’d rather go shopping
3. a new pair of shoes
4. go with
5. on top of that
6. so boring
7. No – We use “during + noun” (during the holiday) and we use “while + subject + verb” (while I was on holiday).
8. How’s that?
9. get
10. groceries

STEP 7 ERIK’S CONVERSATION TIP

In the **Building Fluency** section, students practiced four ways of making suggestions or invitations in English. However, there are some occasions when we want to be a bit more indirect – for example when asking someone on a date, or when we think we might be turned down. In these cases we often add phrases like “I was just wondering,” “I guess you’re probably busy, but…” or “You’ve probably already got plans, but…”

Bonus Activity:

A nice follow up activity to this unit would be to have students practice writing invitation emails using the expressions learned in the unit. If time permits, they could exchange their invitation emails and also practice writing replies.

STEP 8 UNIT TEST

Make copies of the Unit Test for each student. Start by playing the audio for the Listening section (download Track 10 from <http://www.elttestcenter.com>). Decide whether you give them one or two listenings. Then, allow the students about 5-10 minutes to complete the rest of the test. Correct the test in class, and record the score.

AUDIO Script

Am I a shopaholic? Well, I wouldn’t call myself a shopaholic. But, yes, I enjoy going shopping once in a while, especially for clothes or furniture. I like going with my girlfriend because I find it really hard to make decisions and I really appreciate her opinion. But she absolutely hates shopping. She says no every time!

Answer Key

Part A.

1. b
2. c

Part B.

3. you want to
4. have
5. catch
6. go shopping

Part C.

7. stayed
8. grocery
9. bite
10. expensive