

9

Shopping 2

Curriculum coverage

Listening and speaking

- Buy clothes and other items
- Talk about colours and sizes
- Give personal information
- Talk about things you like and don't like

Skills

Sc/E1.2a, 3c, 4a; Lr/E2.2b
Sd/E1.1b; LrE1.1a, 1b, 2a
Sc/E1.3b, 4b; Lr/E1.4a
Sd/E1.1c; Lr/E1.5a

Reading and writing

- Get information leaflets, catalogues, labels
- Fill in simple forms
- Shopping in a department store

Skills

Rt/E1.1a, 1b, 2a; Rw/E1.1a, 3b; Ws/E1.2a
Wt/E1.1a; Ww/E1.1a, 2a, 2b
Rw/E1.1a, 2a; Ws/E2.1a; Ww/E1.1a, 1b

Key functions

- Buying clothes and other items
- Asking for and giving personal information
- Describing colour and size
- Expressing likes and dislikes

Key grammar

- Present continuous
- *would like*
- *have got*

Resources to support the unit

- Audio player and recording
- Flashcards of key words (teacher's own)
- Dictionaries
- Simple catalogues and order forms (teacher's own)
- Various pieces of realia – clothing, materials, wool (teacher's own)

Page 1 Shopping 2

Rationale

To introduce the theme and content of the unit and look at the learning objectives

Task

- Focus attention on the pictures and introduce the theme of shopping.
- Introduce the questions and discuss with the learners.
- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

Page 2 In a department store

Materials

- Flashcards of key words
- Audio – in a department store
- Photocopiable resource – store guide
- Scissors and glue sticks

Activity A *Signs in the store*

Rationale

To present high frequency words and signs used in department stores and store guides; to practise listening for and asking about simple locations in a store

Task

- Set the scene. In task 1, use the illustrations of common signs in shops to elicit meaning. Practise the pronunciation of any new words.
- In task 2, use flashcards to practise word recognition. Learners then work in pairs and match the words and the signs.
- Introduce task 3 by asking what a store guide is and its purpose.
- Use a picture on the board to demonstrate and elicit the expression *ground floor* and the ordinals *first, second, third*.
- Use flashcards or words on the board to consolidate the reading of key vocabulary such as *floor, department, café* and the ordinals *first, second, third*.
- When they can recognise the words, focus on the store guide on page 2 and make sure learners understand how it works.

- For task 3, play the audio while learners point to the correct floor (thus integrating aural and visual information). Monitor and play the audio again if appropriate.
- Learners assemble their own simple store guides using the photocopiable resources (by cutting out the words and icons and arranging and sticking them on the floor of their choice).
- Learners work in pairs and role play simple dialogues between customers and store assistants. Learners in the role of store assistants should answer questions using the information on the store guide they have made.

Differentiation

- In task 2, use flashcards to focus on initial, medial and final consonant sounds and letters as appropriate.
- In tasks 3 and 4, pair more confident with less confident learners.

Extension

- After task 3, learners act out the short dialogues on the audio.
- After task 4, ask learners to visit a well-known local department store. Give them a card with the name of one of the departments in that store and ask them to find out which floor it is on. When learners have found out the information, ask them to use it to compile a simple store guide for the department store and again role play.

Page 3 Colours and clothes

Materials

- Flashcards of clothes
- Audio – listening for colours
- Photocopiable resources – clothes and colours

Rationale

To teach/consolidate the names of items of clothing; to practise listening for and naming colours

Activity A

Naming clothes

Pre-task activity

- Use realia to check learners can identify the items of clothing illustrated on page 3 orally, and elicit names of other items. Clarify and practise pronunciation.
- Use flashcards for word recognition of names of clothes. Focus on initial, medial and final consonants as appropriate.

Task

- Learners match the items of clothing with the words. They compare answers with a partner before whole class checking/feedback.

Activity B

Listening to colours

Task

- Learners listen to the audio and tick the colour they hear. In pairs, learners check after each sentence, then name the colour they have chosen.
- Replay and check with the whole group as appropriate.

Activity C

Asking for clothes in colours you like

Pre-task activity

- Using items in the room, elicit colours the learners know. Highlight the use of *light* and *dark* to modify basic colours.

Task

- Set the scene eliciting what question a customer would ask to find out if an item of clothing was available in particular colour: *Have you got these/these (name of item of clothing) in (name of colour)?* Practise a friendly and polite intonation for the question.
- Highlight and practise the short dialogue in the speech bubbles.
- Go through the 'Remember' box with learners.
- Give out the activity from the photocopiable resources. Explain the activity and demonstrate how pairs should use the resource to role play short dialogues between a customer and a sales assistant.
- Learners perform the dialogues in pairs.

Extension

- Learners practise the dialogues with different partners.

Page 4

Buying clothes

Materials

- Examples of clothes and shoes with sizes
- Audio – buying a T-shirt
- Flashcards of key words
- Photocopiable resource – customer and assistant role play
- Blank cassettes for recording learners' dialogues – extension

Rationale

To introduce ways to talk about the sizes of clothes and shoes; to follow the gist of a short narrative; to role play buying clothes

Activity A

Sizes

Note

- Complications will come up when dealing with this topic. Many learners may have non-western garments with different sizing conventions; different systems are used for men's and women's sizes; although metric measurements are 'officially' in use, people tend to use traditional expressions and imperial measurements; some people may be sensitive about discussing size. Judgement and sensitivity need to be exercised on the topic and the way it is presented.

Pre-task activity

- Use different-sized clothes to emphasise the idea that ways to describe the size of items of clothing are important. Elicit examples of what learners already know about expressing sizes of clothes and shoes in English.

Task

- Present and practise the three systems of size illustrated on page 4 both orally and for word recognition.
- In task 2, elicit suggestions as to which system of size measurement is used with the items of clothing shown on page 3 and any other items to hand.

Activity B

With an assistant

Task

- Set the scene for the dialogue by asking one or two simple questions, e.g. *Who is in the picture? Where are they?* and *What is the man buying?*
- Focus attention on the task. Learners read the speech bubbles and put the pictures in the correct order to form a coherent dialogue.
- Compare answers in pairs, then play the audio so they can check. Practise using correct pronunciation and intonation.
- Focus on the polite and formal register of the dialogue through the use of such phrases as *please, Can I help?, sir* and *certainly*.

Activity C

Role play

Task

- Organise learners into pairs, customers and assistants. Give out the photocopiable resource with the dialogue frames for each learner and the role cards for the ones playing the customer. Read through the materials and practise them to improve learners' ability to recognise, remember and recreate the core language of the dialogue.
- Demonstrate the activity with two learners, then get learners to perform the various role plays in pairs. Monitor and ensure that partners swap roles in the dialogues.

Differentiation

- Pair learners with stronger literacy skills with learners whose skills are not as developed. Alternatively, write some of the sentences on word cards for learners to arrange in the correct order.

Extension

- Record the dialogues as learners perform them. Play back the recordings and ask the other learners to correct errors in the key language.

Page 5

At the market

Materials

- Samples of different material
- Audio – buying material
- Flashcards and word cards
- Blank cassettes for recording learners' dialogues – extension

Rationale

To introduce core vocabulary about material and shopping; to practise the present continuous; to listen to a dialogue for gist and specific information; to role play buying material

Activity A

Buying material

Pre-task activity

- Elicit/Explain *material*. Show samples of the different material shown in the picture on page 5 (wool, silk, linen, cotton) for learners to touch and feel.

Task

- Present the names of the materials and the items illustrated in the picture. Practise the pronunciation.
- In pairs, learners name the materials and items in the pictures. They suggest the most suitable material for each object, e.g. the wool for the jumper.
- Use flashcards of key words to practise reading the key words of the questions in task 3. When you are sure learners understand the prompts, elicit and practise the complete form of the questions. The questions are in the present continuous. If necessary, insert extra practice of the present continuous at this point if learners are making consistent errors with the form.
- Play the audio as necessary. In pairs learners read the questions and discuss the answers.
- Feedback.

Differentiation

- Give less confident learners individual word cards with the cut-up questions (expanded to their full length) from task 2. Working on one question at a time, learners identify the words, arrange them in the correct order to make the question, then read it aloud.

Activity B Talking to the trader

Task

- Set the scene for the second audio. Win Yin, Sue and Arshad are buying the material they need from a market stall.
- Focus attention on what learners do in task 1. They listen to the audio and complete a table with the amount of material each customer buys and the price they pay. Write the table on an OHT or on the board. List the materials on the board in random order to help learners with spelling.
- Play the audio as necessary. Learners fill in the table. Check in pairs and as a group.
- Set up role plays between pairs of learners. One is a customer who wants to make a shirt and the other is a trader selling materials. Learners can act out the role play based on the situations, structures and vocabulary in the dialogues in Activities A and B.

Extension

- Record the dialogues as learners perform their role plays to the class. Play back the recordings to highlight the strengths and weaknesses.
- Focus on appropriate register, expressions and accuracy of sentences in the present continuous.

Pages 6 and 7 Lost in the shops

Materials

- Flashcards/Word cards of key vocabulary, especially *Wh-* question words
- Audio – lost child
- Original copies of 'safe child' leaflets (available at large retail shops, e.g. Tesco)
- Photocopiable resource – details of a lost child

Rationale

To practise asking and answering *Wh-* questions with the present continuous; to listen and recognise general contexts and practise asking for and giving personal information; to read and recognise the purposes of different texts and obtain information from texts

Activity A An unhappy child

Pre-task activity

- Set the scene for pages 6 and 7 by eliciting the meaning of *lost* and *unhappy*. Where this is possible, e.g. in monolingual classes, ask learners to speak in their first language about any personal experiences of being lost or losing their own children in shops, though deal with issue sensitively, given some learners' background.

Task

- Focus on the picture and ask check questions. If necessary, review the formation and meaning of sentences in the present continuous.
- Ensure learners understand the questions under the picture. Practise reading them.
- In pairs, learners read the questions and discuss the answers based on what they can see in the picture.
- Feedback.

Differentiation

- Give less confident learners the questions cut up on individual word cards. Learners identify the words, arrange them in the correct order to make the question and then read it aloud.

Activity B At the information desk

Task

- Write the questions in task 1 separately on cards and hand one question to each learner in the class or group. Ensure every learner can understand and read or remember their question.
- Learners stand in a ring and pass their question to the left. They work with the learners closest to them to ensure they can read their new question. The procedure is repeated until learners can read or remember all the questions.
- Focus attention on task 1 and explain the activity. Learners listen to the audio and number the questions in the order they hear them on the audio.
- Feedback.
- Ask learners to listen and remember the information to answer the questions. Play the audio as necessary; learners ask and answer the questions in task 2 in pairs.

Extension

- Set up a role play. Learners can act out dialogues based on the situations in Activity A or Activity B. The role play could be recorded to check for clarity, accuracy and appropriacy.

Activity C *Safe child scheme*

Task

- There is a relatively large amount of reading in Activity C, so learners will need time and support to carry it out. Set the scene for the activity by showing copies of a safe child leaflet.
- Present and practise orally words which might be new or unfamiliar to learners, e.g. *assistant, around, close*.
- Use a variety of presentational techniques to highlight and practise the written form of words in the activity, both as individual words and in the context of the sentences here.
- Once learners have reasonable grasp of the meaning and form of the vocabulary in the leaflet, focus attention on two tasks. Learners can carry them out at the same time.
- Whole class feedback.

Differentiation

- Encourage learners with beginner literacy to focus on a restricted number of sentences from the leaflet.

Extension

- Give learners original copies of safe child leaflets to read.

Activity D *Report form and conversation*

Task

- Use flashcards to practise word recognition of the words in the form. Ask learners to suggest details for the different sections of the form and then write these suggestions on an OHT or the board to illustrate how the form should be completed.
- Play the audio again to remind learners about Ben Harper's details. If necessary, elicit spellings of words and write them on the board.
- Focus attention on the task. Learners complete the form individually. Monitor and check.

- For task 2, give out the blank report form and prompts from the photocopiable resources. Set up the role play between Mrs Patel and the staff member recording details of her missing daughter. Demonstrate with two learners. Monitor.

Differentiation

- Help learners with beginner literacy by writing Ben's details on cards. Learners recognise the information and write it in the appropriate place on the form.

Extension

- In pairs, learners invent details of a new child, swap partners and act out a new role play between a parent and the staff member.

Pages 8 and 9 Shopping from home

Materials

- Flashcards of key vocabulary
- Realia – items of bedding, selection of mail-order catalogues
- Photocopiable resource – Bedtimes order form – extension

Rationale

To introduce key vocabulary; to use pictures to help understanding and reading; to compose a simple text on an order form; to read a simple text for specific information

Activity A *Using a catalogue*

Task

- Set the scene for pages 8 and 9 by asking simple questions about the picture. Elicit/Present the names of the items of bedding and check that learners can pronounce the words correctly.
- Use flashcards to present and practise the written form of the words. Learners match the items of bedding to the words.
- For task 2, show learners a mail-order catalogue. Ask what these are for. Ask who reads them and what information they have in them.
- Focus learners on the extract from catalogue on page 8. Use flashcards or the board to present and practise the categories of information, e.g. *item number, colour, price*.

- In pairs, learners read through the catalogue table, highlighting any words they don't recognise or understand. Use the board, flashcards or peer support to practise the words which are causing difficulty.
- Focus attention on the task and read through the sentences in task 2. Explain the task, then learners complete the activity in pairs.
- Learners swap partners to compare and check their answers.

Differentiation

- Encourage learners with a very low level of literacy to use first letter recognition of items of bedding.

Extension

- Use real items of bedding or pictures for learners to name or match with flashcards.
- Bring in examples of catalogues. Learners practise obtaining information from the catalogues, e.g. by scanning for item references or names and matching them to appropriate pictures or by highlighting words they can read and understand.

Activity B *Filling in an order form*

Task

- Focus learners' attention on the order form. Ask learners to identify the words they can read and understand.
- Use flashcards to introduce and practise other key vocabulary items on the Bedtimes order form, e.g. *phone number, e-mail address, sub total, postage and method of payment*.
- Ask simple comprehension questions to ensure learners understand the layout and meaning of the order form.
- Discuss the kinds of responses and information learners should use for each section of the form.
- Write different parts of the form on the board. Elicit and illustrate how to complete the personal information section of the form, using your personal details or the details of one of the learners in the class.
- As a whole class activity, illustrate ways to complete the order section and method of payment sections of the Bedtimes order form.
- Learners work in pairs, helping each other to complete the forms. Check and help pairs as necessary.

Differentiation

- Encourage learners with a very low level of literacy to use first letter recognition to help them identify the items of bedding which they are going to order.

Extension

- Give out additional copies of the Bedtimes order form in the photocopiable resources. In pairs, learners role play a telephone conversation between a customer and a sales assistant. The sales assistant completes the order form on the basis of the information the customer supplies.

Page 10 Shopping with a friend

Materials

- Audio – I like that hat
- A selection of fashion accessories or items of clothing

Rationale

To listen to a text and identify speakers' feelings and attitude; to practise *likes/doesn't like*

Activity A *I like that hat*

Task

- Set the scene using the pictures of Selina and Leila in the shop. Elicit what they are looking at and key items of vocabulary. Present and practise unfamiliar words.
- Introduce or consolidate the third person singular affirmative and negative forms of *likes/doesn't like*. Elicit sentences to illustrate the use of these structures.
- Focus attention on task 2 and make sure learners understand what to do. Play the audio while learners complete the task.
- Learners compare answers in pairs. Play the audio again before whole class feedback.

Differentiation

- If the class contains a number of learners with less developed listening skills, break up the audio into smaller chunks or give out the audio script so learners can read and listen at the same time.

Activity B *Saying what you think*

Task

- Play the example sentences on the audio for learners to listen to and repeat.
- Focus attention on the first person singular form of the verb and ask learners to talk about some things they like or don't like, e.g. television programmes.
- Elicit or introduce simple ways to comment on clothes or personal accessories. These can be positive, e.g. *I like that handbag. It's nice/beautiful/smart/a nice colour.* Or the comments can be negative, e.g. *I don't like that handbag. It's expensive /old-fashioned/I don't like the colour/style/material etc.*
- Learners work in pairs and say if they like the items Selina and Leila are looking at. Learners should give simple reasons for their opinions.

Differentiation

- More able learners can say or write sentences joined with *because*, e.g. *I like that handbag because it's very smart.*

Extension

- Learners comment on a selection of fashion accessories or clothes that you bring in and give reasons why they like or don't like the items.

Page 11 Check it

Materials

- Photocopiable resource – cut up dialogue

Rationale

To check understanding of some of the language points in the unit; to identify any difficulties individual learners may have

Learners complete the tasks in their own time and can check their answers in the key. Make time to check progress and give feedback and help.

Activity A *Buying a jumper*

- Learners put the dialogue in order. Use the photocopiable resources dialogue cut up to make ordering easier if necessary.

Activity B

Word groups

- Learners read the words and write them under the correct heading.

Page 12 Mini-projects

Materials

- Catalogues from shops like Argos and Ikea
- Order forms from shops

Rationale

To encourage learners to work independently; to practise and apply the skills and language from the unit outside the class

Learners can select one or both tasks. For more information, see the Introduction to the Teacher's Notes.

Activity A *Filling in order forms*

Task

- Elicit from the learners the names of shops that sell goods via catalogues, e.g. Argos, Ikea.
- Distribute catalogues and order forms.
- Discuss vocabulary in catalogues and on forms.
- Learners select items to buy and fill in order forms.

Activity B *Describing clothes*

Task

- Each group of learners chooses four other people in the class. They name and discuss the clothes the four class members are wearing. As a group or individually, learners write a description of the clothes and colours that the four class members are wearing. The next lesson, each group reads aloud their descriptions to the rest of the class, who try to identify which class member is being described.

How am I doing?

Rationale

To encourage learners to evaluate their own learning; to provide a record of learning for the learner's progress record

Learners evaluate their learning over the course of the unit. For more information, see the Introduction to the Teacher's Notes

More reading and writing

Pages 13–16 are optional. They provide support for learners needing more practice with reading and writing. The activities can be done at any stage of the unit.

Page 13 Colours and sizes

Materials

- Sets of alphabet cards
- Flashcards for key words

Rationale

To recognise and consolidate the spelling of key vocabulary; to form correct letter shapes; to read and complete sentences giving information about sizes

Activity A

Missing letters

Task

- Focus on the colours and elicit the words.
- Explain the task with the aid of the example.
- Use flashcards to focus on the spelling of colours. Randomly cover a letter and ask learners to name the concealed letter.
- Give out sets of alphabet cards to learners in pairs. Learners identify the missing letters in the words in the learning materials and choose the correct letters for each colour from the alphabet cards. Check as a class.
- Learners write the missing letters into the words in the learning materials. Monitor the correctness of the pen movement, letter shape and spelling.

Extension

- Learners use the alphabet cards to say and spell colours.

Activity B

Sizes of clothes

Task

- Focus attention on the pictures. Review how to talk about sizes and the idea that there are different ways to talk about sizes for different items of clothing and for men and women.
- If necessary, mention the dual use of metric and imperial measurements.
- Read the text in the speech bubbles while learners listen and follow. Read as a group and then individually.
- Learners find words in the text from a flashcard cue.
- Ask simple questions to ensure understanding.
- Ask learners, in pairs, to choose the appropriate incomplete paragraph (according to gender) and read through it. Elicit suggestions on the missing information and write them on the board.
- Demonstrate the guided writing task using yourself as an example. Learners complete for themselves. Monitor. Check.

Differentiation

- Use other learners to act as scribes for those with beginner literacy skills. Alternatively, write information on the board for learners to copy in the correct place in the paragraph.

Extension

- Learners could copy the paragraph with their personal information into their notebook.

Page 14 Signs in shops

Materials

- Flashcards of key words
- Copies of the relevant signs

Rationale

To recognise common signs and symbols in shops and their word equivalents

Activity A

Signs in shops

Task

- Ask learners to name which common social signs and symbols they are familiar with.
- Hold up the signs and elicit their meaning.
- Focus on flashcards with the word equivalents of the signs and symbols.
- Put the signs on the board. Learners come to the board and match with flashcards of the words to the appropriate sign. Reverse the procedure as extra practice if necessary.
- Learners complete the task in their learning materials in pairs.

Extension

- Using the flashcards of words and signs to play games such as Snap or Pelmanism.

Activity B

Puzzle

Task

- Focus attention on the sentences. Ask what words learners can recognise.
- Read the sentences while the learners listen and follow. Read as a group and then individually.
- Learners find words in the text from a flashcard cue.
- Ask simple questions to ensure understanding.
- Use flashcards for further word recognition practice.
- Demonstrate the activity with the aid of the example in the book.
- Learners answer the clues by copying the appropriate words from Activity A.

Extension

- Learners think of their own sentences about common signs or social sight vocabulary, e.g. *You see the words on doors* (push/pull/no exit, etc.).

Page 15

Washing instructions

Materials

- Flashcards of key words
- Realia, e.g. clothing with various labels; common washing powders or laundry products

Rationale

To practise reading text-based care instructions and care labels to obtain information; to develop awareness of the use of capital letters and full stops

Activity A

Washing instructions

Task

- Use the realia to introduce or develop the notion of care instructions and care labels on clothes. Elicit in simple language why manufacturers put this information on clothes.
- Focus attention on the pictures. Ask simple questions to introduce each item and engage the interest of learners. Present and practise new words as necessary, e.g. *iron, bleach and tumble dry*.
- Show flashcards of new signs and words, e.g. *100%, jumper, 40, iron, bleach and tumble dry*.
- Focus on the text. Read the text while the learners listen and follow. Read as a group and then individually around the class. Ask learners to find words within the text. Ask simple questions to check comprehension.
- Give an example to introduce the dual-choice task. For each picture, learners choose the correct sentence. They complete the task working in pairs or individually. Monitor and check as a group.

Extension

- Photocopy the sentences and cut up into words for learners to reconstruct. Alternatively, photocopy the sentences with words deleted which learners then complete.

Activity B

Punctuation

Task

- Write simple pairs of sentences on the board without full stops or capital letters. Ask learners as a class to decide where the break between the two sentences should come.
- Briefly review the purpose of full stops and the need for capital letters at the beginning of sentences.
- Present or review unfamiliar vocabulary in the sentences in the learning materials.
- Learners complete the task either individually or in pairs. Use a corrected OHT for checking.

Spelling and plurals

Materials

- Flashcards of key words

Rationale

To develop awareness of common initial consonant clusters; to recognise matching pairs of irregular singular and plural words

Activity A

Spelling

Task

- Elicit the names of common items of clothing. Ask learners to suggest the spelling of the first letter of each word they supply.
- Use flashcards to focus on the spelling of clothes. Randomly cover letters and ask learners to name the concealed letter.
- Give out sets of alphabet cards to learners in pairs. Learners identify the missing letters in the words in the learning materials and choose the correct letters for each item of clothing from the alphabet cards. Check as a class.
- Learners write the missing letters into the words in the learning materials. Monitor the correctness of the pen movement, letter shape and spelling.

Activity B

Irregular plurals

Task

- Remind learners of how the plural form of regular nouns is made. If necessary, conduct activities to consolidate this idea.
- Write the singular form of the words from page 16 on the board. Learners come to the board and match the appropriate words with flashcards of the plural forms of the words. Reverse as extra practice if necessary.
- Learners complete the task in pairs.

Extension

- Using either verbal or flashcard prompts, say or show one of the words with irregular plurals from page 16 (in either its singular or plural form). Learners should select the matching form from a set of flashcards.

Photocopiable resource

Page 2

In a department store

Activity A4

Third floor	
Second floor	
First floor	
Ground floor	

In a department store

Activity A4



food department
shoe department
ladies' wear
men's wear
children's clothes

customer services/information
gents
ladies
cash machine
café

Page 3
Colours and clothes
Activity C

A

1 a pair of jeans

2 a jacket

3 a coat

4 a blouse

5 a pair of shorts

6 a skirt

7 a scarf

8 a pair of trousers

9 a dress

10 a T-shirt

B

1 blue, black, dark green, brown

2 grey, black, brown, white

3 red, blue, grey, brown

4 pink, light blue, yellow, red

5 black, green, red, beige

6 white, yellow, dark blue, green

7 dark blue, pink, red, brown

8 white, dark blue, brown, black

9 light green, pale yellow, light blue, dark red

10 orange, lime green, beige, light blue

Page 4
Buying clothes
 Activity C

A Assistant
Yes, (madam/sir). Can I help?
Certainly. What colour?
(.....)? Yes, we have. And what size?
OK (madam/sir). Is that all?

B Customer
Yes, I'd like (this/ these....), please.
Have you got (it/them) in (....)?
I'd like (....) please.
Yes, thanks.

<p>Pair of shoes</p> <p>Size 50 Colour: brown</p>	<p>Long skirt</p> <p>Size 16 Colour: red</p>
<p>Man's jumper</p> <p>Size large Colour: green</p>	<p>Dress</p> <p>Size 12 Colour: yellow</p>

Page 7
A lost child
Activity D2

A

Missing Child Report

Date Time

Location Parent's name

Name of child

Description

.....

Clothes

.....

B

Details

Date **7 April** Time **at 10.30**

Location **in the food department** Parent's name **Samir Patel (mother)**

Name of child **Rabina Patel**

Description **7 years old, brown eyes, long hair**

and a round face

Clothes **Brown jeans, yellow T-shirt, blue coat**

.....

Page 9

Shopping from home

Activity B – extension

< AW E1.ESOL.9.PC.9.a copy of order form, **duplicate of E1.ESOL.9.9a**> (?)

Bedtimes Order Form

Phone 0870 8743

E-mail Centre@bedtimes.com

By post Bedtimes, PO Box 243

Manchester, M14 59H

Name

Address

Phone number

E-mail address

Item number Item Colour Price

SUB TOTAL

Postage

Up to £15 = £3.00

Over £15 = £4.00

TOTAL

Method of payment

By cheque I enclose a cheque made payable to Bedtimes for £

By credit or debit card < show icons from Visa, Mastercard and Switch together with tick boxes q >

Card details < show 20 boxes q marked card number, and for start date and expiry date>

Signature _____

Page 11
Activity A



Can I help you?

Yes. I'm looking for a dark red jumper.

Do you want a cotton jumper?

No, I'd like one in wool.

What size?

Medium.

I'm sorry. I only have green in that size.