

UNIT 11

OBJECTIVES	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> • ask and answer about how much things cost. • talk about where things are made. • comprehend the gist of simple advertisements. • create their own advertisement. • count up to 1000.
<i>Intercultural aspect:</i>	Pupils should: <ul style="list-style-type: none"> • become familiar with famous places around the world. • learn about school uniforms in different countries.
<i>Learning strategies:</i>	Pupils should be able to: <ul style="list-style-type: none"> • infer meaning from visuals. • use a K W L chart. • personalise knowledge.
NEW LANGUAGE	
<i>Production</i>	this – these / that – those made in... too + adjective coat, trainers, tracksuit, swimsuit, uniform, slippers, pyjamas numbers: 100 – 1000 cheap, advertisement
<i>Comprehension</i>	
RECYCLED LANGUAGE	Countries, nationalities How much is it? / How much are they? My favourite.... Numbers 1-100 Comparatives-superlatives (all cases) Adjectives: e.g. expensive, big, short, small, long Adjective + enough (e.g. big enough, etc.) Clothes: e.g. dress, boots, hat, shorts, shoes, skirt, T-shirt, shirt, trousers, belt, tie, socks, scarf, sandals, jacket
MATERIALS	Audio CD for Year 5, PowerPoint presentations from www.schools.ac.cy , Flashcards with clothes (e.g. from www.mes-english.com), mini-whiteboards, soft ball, photocopiable materials
TIME	3 x 40 minutes

LESSON 1

PROCEDURE	
REVIEW	<ul style="list-style-type: none">• Pupils sing ‘She’ll be coming round the mountain’ which they learnt in the previous Unit.• The teacher asks them if they remember any songs they have previously learnt which deal with numbers and invites them to sing along.
PRESENTATION	<ul style="list-style-type: none">• The teacher tells pupils that s/he will teach them a new song about numbers and introduces pupils to the song “The grand old Duke of York”. The song can be found on the Audio CD for Year 5 and is also easily available online (e.g. http://www.youtube.com/watch?v=TWWNFB8grkw or http://www.youtube.com/watch?v=ktkM2GtaSMk). S/he asks them to listen to the song and try to find how many men the Duke of York had.• Pupils listen to the song and answer the question (i.e. He had ten thousand men).• Pupils can listen again and do the matching actions for the song (when they were up – stand up / when they were down – sit down / halfway up – stay halfway up) – activity 4 (Pupil’s Book).• The teacher asks the pupils if they know how to count up to one thousand. S/he writes some examples on the board using numbers they already know (up to 100). S/he then starts writing bigger numbers and helps pupils read them. S/he then adds the word next to the numbers. e.g. 100 one hundred 200 two hundred 300 three hundred etc.• Then the teacher proceeds to add examples in the form of: 204 - two hundred and four 510 - five hundred and ten

	<p>607 - six hundred and seven 123 – one hundred and twenty-three</p> <p>and s/he writes examples on the board assisting pupils to notice how the numbers are formed, e.g. by using <i>and</i> (two hundred and four, etc.).</p> <ul style="list-style-type: none"> • Pupils can do the listen, look and learn activity (activity 5) in their Pupil’s Book.
<p>PRACTICE</p>	<ul style="list-style-type: none"> • The teacher writes numbers and number words on the board or uses a PowerPoint presentation (Unit 11-Lesson 1-presentation 1) from www.schools.ac.cy and pupils play crazy match. They take turns to come out and match the words with the right numbers but if a line crosses another line, they lose. • Pupils work on their mini-whiteboards and work in pairs. The teacher gives various mathematical problems which the pupils solve and write the answer on their mini-whiteboards. The answer should be written in numbers and number words (e.g. 250 – two hundred and fifty), e.g.: <p><i>A farmer has 100 cows and 74 sheep. How many animals has he got?</i></p> <p><i>A zoo has 75 penguins. Each penguin eats 5 fish a day. How many fish does the zoo need every day?</i></p> <p><i>A school has 12 classes. Each class has 15 children. How many children are there in the school?</i></p> <p>After each problem pupils write their answer on the whiteboard and lift it up to share with the teacher. The teacher then reveals the right answer.</p> • Pupils work on their mini-whiteboards. They listen to a story narrated by the teacher and they try to identify all the numbers mentioned and write them on the whiteboard. Numbers can be only written in their number form so as to keep a faster pace for the activity and keep the emphasis on comprehending number values. <p>An example of a story is the following:</p>

	<p><i>Every day I go walking in the park. I love walking in the park. I usually go with my friends but today I'm walking alone as my friend has got a cold.</i></p> <p><i>Suddenly, I hear a noise and I look up. Wow! There must be a hundred birds in the sky. That's unusual.</i></p> <p><i>Then I hear a noise behind me. I turn around and there are many people running past me. I'm counting: one, two... Oh dear. There are 75 runners going past me. How unusual!</i></p> <p><i>I keep walking. I'm so tired. I stop to buy a lemonade but there isn't any lemonade. The runners had the lemonade: all 200 bottles of them! How unusual!</i></p> <p><i>I then ask for water. I'm so thirsty. I drink 3 bottles of water. That's 300 millilitres.</i></p> <p><i>OK, I'm really tired. I'm stopping a taxi. I'm not walking 1000 meters back home.</i></p> <p>Narrate the story at a normal pace and tell the pupils that they are going to hear it again if they miss something. They should use the second time to check their answers.</p>
<p>PRESENTATION</p>	<ul style="list-style-type: none"> • The teacher tells pupils that in the end s/he didn't go back home but decided to go shopping. S/he says "I bought some clothes for me and my family. Can you guess what clothes I bought?" S/he first listens to the pupils' ideas and then tells them what s/he bought. <p>Tip: <i>It will make things more interesting if you can use flashcards or realia of clothes at this stage.</i></p> <ul style="list-style-type: none"> • The teacher asks pupils if they remember the clothes vocabulary they have learnt. She draws a K W L chart on the board and asks pupils to help her fill in the K column (what we know). Pupils name various clothes items they remember and the teacher adds them on the chart. <p>S/he gives pupils post-it notes (one per pair) and asks them to write down, if there are other clothes items they would like to know how to say in English. Each pair can only write one word they would really like to know (they write this word in Greek). They then stick the post-it notes on the chart under W (what we want to know). The teacher checks what they wrote and comments on some of the ideas (e.g. that's very interesting, that's a good idea, etc.). S/he then tells pupils that</p>

	<p>they will try to learn the vocabulary they want by the end of the Unit.</p> <ul style="list-style-type: none"> • The teacher has a set of flashcards, with clothes vocabulary which was taught last year (recycled vocabulary) and new clothes vocabulary - pyjamas, coat, swimsuit, tracksuit, slippers. The slides of PowerPoint presentation 1 can be printed out and used, if needed. The teacher places the flashcards on the board asking pupils to name each item, if they know it, or introducing it to them and asking them to repeat after her/him. The teacher can also use PowerPoint presentation 2 (www.schools.ac.cy) for this activity. The teacher can also ask pupils to describe the clothes each time (e.g. What colour is it? Has it got short or long sleeves? etc.). • Pupils play “I spy...” . The teacher numbers the flashcards on the board (or the pictures on the slide). PowerPoint presentation 3 (www.schools.ac.cy) can be used in this case. S/he then describes an item and the pupils identify it, e.g.: Teacher: I spy with my little eye something we wear in the summer. What is it? Pupil: It’s a swimsuit. Number 3. Or Teacher: I spy with my little eye something we wear when we exercise. etc. <p>Tip: <i>‘I spy ..’ can also be played in the traditional way – using the initial letter of each word (I spy with my little eye something beginning with c’ or in other variations using colours or other ideas).</i></p>
<p>PRACTICE</p>	<ul style="list-style-type: none"> • The teacher asks pupils if they have any favourite clothes (e.g. shoes, trainers, etc.) and what they usually like to wear (e.g. What are your favourite clothes? What do you usually like to wear?). • The teacher tells them they are going to listen to a text about Minas and something he really, really wants (activity 1, Pupil’s Book). They listen to the text without looking in their books and write on their mini-whiteboards what it is that Minas wants and how much this item costs.

	<p>Pupils listen to the text twice. If a few pupils find the answer after the first listening, the teacher can offer additional questions to keep them challenged while offering others the chance to find the answer to the original questions. Additional questions can be:</p> <p>What is the name of the shop? Where do the children go later on in the story? Why are the children surprised?</p> <ul style="list-style-type: none"> • Pupils share their answers on their whiteboards by lifting them up but the teacher does not reveal the correct answer. • Pupils listen again while following in their books and check their answers. • Pupils repeat after the recording or the teacher. • Pupils do activity 2 in their Pupil’s Books. • The teacher asks pupils if they know anything about Oxford Street, if they’ve been there or know someone who’s been there, etc. Pupils do activity 3 in their Pupil’s Books and discuss a bit more about Oxford Street. • If there is time, pupils work in groups of 4 and practice reading the dialogue with the right expression and intonation. They can also change roles and practice the dialogue again.
PRODUCTION	<ul style="list-style-type: none"> • Pupils do activities 1, 2, 3 and 4 in their Activity Books. • Extension activity: adding numbers 100 – 1000 to a new entry in their picture dictionary.
EVALUATION	<ul style="list-style-type: none"> • Pupils play a BINGO game with numbers. The teacher can use the “listen look and learn” activity in the Pupil’s book (activity 5). Pupils can circle three numbers from one column and three from the other. The teacher calls out numbers and each time pupils hear one of the numbers which have been circled, they tick it. When a pupil has ticked all the circled numbers, s/he shouts BINGO! and wins the game.

LESSON 2

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils sing the “Grand Old Duke of York” (activity 4 in their Pupil’s books). • Pupils play a ball game. The teacher throws the ball to a pupil and gives a number problem (e.g. 200 and 100). The pupil answers the problem and throws it to the teacher. The teacher checks with the rest of the class and then proceeds to give another problem to a different pupil, e.g.: Teacher: 200 plus 50 (throws the ball to a pupil) Pupil: 250 (throws the ball back to the teacher) Teacher: What do you think? Yes or No? Pupils: Yes. Teacher: 500 plus 75 (throws the ball to a pupil) etc. • Pupils are divided into two groups. The teacher shows a PowerPoint presentation (Unit 11-Lesson 2-Presentation 1) at www.schools.ac.cy and asks the pupils to look at it carefully for 30 seconds. S/he then takes the prices away (next slide). Then, pupils from one group pick a clothes item and ask the other group ‘How much is the dress?’ or ‘How much are the shorts?’ A pupil from the other group responds. If the answer is correct, both groups get a point (Group A for asking the question correctly and Group B for answering correctly).
PRESENTATION	<ul style="list-style-type: none"> • Pupils work in groups of 4 and practice reading the dialogue (activity 1) focusing on reading it with the right expression and intonation. The teacher monitors and offers feedback. • The teacher writes the word ‘these’ on the board and asks them to find it and underline it in the text (the word appears twice). S/he then asks pupils if they know the word. The teacher listens to what the pupils have to say and whether they can offer an explanation. If

	<p>not, the teacher explains that the word is the plural form of ‘this’ and writes on the board:</p> <p>this these</p> <p>S/he gives various examples to the pupils (e.g. This is a book (holding one book). What about these? (holding two books) These are books.</p> <p>S/he then adds ‘that’ and ‘those’ on the board and gives more examples.</p> <ul style="list-style-type: none"> • Pupils do activity 5 (listen, look and learn). The teacher asks pupils to add another example (under the pictures) using ‘that’ and ‘those’. • The teacher asks the pupils why Jamie didn’t buy the shoes from the first shop. Pupils are expected to say that they were small or that they didn’t have his size and the teacher says “Yes, they were <i>too small</i> for him” and writes ‘too small’ on the board. <p>The teacher asks the pupils what other problems one might have when shopping for clothes aiming to elicit examples such as “too big”, “too expensive”, “too short”, “too long”. S/he also writes these phrases on the board.</p> <ul style="list-style-type: none"> • Pupils do the “listen look and learn” activity (activity 8) in their Pupil’s books.
PRACTICE	<ul style="list-style-type: none"> • The teacher shows a PowerPoint presentation (Lesson 2- Presentation 2) found at www.schools.ac.cy. It is a presentation based on the one used earlier in Unit 4 practicing ‘enough’ e.g. (He’s not tall enough). In this case, the presentation reviews ‘enough’ and practices ‘too + adjective’. The pupils work in pairs using their mini whiteboards. They read individually and silently each slide and do a ‘thumbs up’ if the sentences match the picture or a ‘thumbs down’ if there is a mistake in the text. If there is a mistake in the text, pupils work in pairs to correct the mistake on their whiteboards. They lift their whiteboards up to share their answer and then the teacher reveals the correct answer. • Pupils do the listening activity (activity 7) in their Pupil’s Book. The transcript is as follows:

	<p><i>Mum: Come on, Chloe. Let's go in here. It looks like an interesting shop. You need some new clothes.</i></p> <p><i>Chloe: Yes, mum! I really need a new dress. All the dresses I've got are too small for me now.</i></p> <p><i>Mum: Look at this one! It's beautiful. I like pink and the flowers make it look really nice. And the price is ok. Look! It's only 15 euro.</i></p> <p><i>Chloe: I like it too. How about this yellow T-shirt? Do you like it? It's 25 euro.</i></p> <p><i>Mum: Mmmm.... It's a bit expensive and I don't really like it.</i></p> <p><i>Chloe: Mum! Look! Shall we buy this pair of shoes? I think they are very comfortable.</i></p> <p><i>Mum: How much are they?</i></p> <p><i>Chloe: 30 euro.</i></p> <p><i>Mum: Well, why don't you try them on.</i></p>												
<p>PRESENTATION</p>	<ul style="list-style-type: none"> The teacher asks pupils to imagine they are in a shop in Oxford Street where they want to buy a pair of trousers. S/he asks them to brainstorm useful language they think they will need at the shop (either to understand or to use). The teacher writes down ideas the pupils mention. The ideas can be written in the form of a mind map or a table, e.g.: <table border="0" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">Shop assistant</th> <th style="text-align: left;">You</th> </tr> </thead> <tbody> <tr> <td>Can I help you?</td> <td>Hi! How much are these trousers?</td> </tr> <tr> <td>They are 30 pounds.</td> <td>Do you have a smaller size?</td> </tr> <tr> <td>Here you are.</td> <td>These are too small/ big/ short/ long.</td> </tr> <tr> <td>I'm sorry these are the smallest ones we have.</td> <td>OK, thanks.</td> </tr> <tr> <td></td> <td>I'd like these in red/green/black/..</td> </tr> </tbody> </table>	Shop assistant	You	Can I help you?	Hi! How much are these trousers?	They are 30 pounds.	Do you have a smaller size?	Here you are.	These are too small/ big/ short/ long.	I'm sorry these are the smallest ones we have.	OK, thanks.		I'd like these in red/green/black/..
Shop assistant	You												
Can I help you?	Hi! How much are these trousers?												
They are 30 pounds.	Do you have a smaller size?												
Here you are.	These are too small/ big/ short/ long.												
I'm sorry these are the smallest ones we have.	OK, thanks.												
	I'd like these in red/green/black/..												
<p>PRACTICE</p>	<ul style="list-style-type: none"> Pupils work in pairs or groups. The teacher gives each group as set of mixed up sentences (see photocopiable materials). The pupils work together to put the sentences in order and reconstruct a dialogue taking place in a shop. The teacher monitors and offers feedback and help whenever necessary. Once they finish, the dialogue, they practice reading it using the right intonation and expression. <p>Tip: <i>The activity above can give more time for any pupils that didn't manage to finish their dialogue, i.e. pupils that are still working on their mixed-up sentences can continue doing so while other groups move on to practice reading their dialogue.</i></p>												

PRODUCTION

- Volunteer pupils read their dialogue out while the rest of the groups listen so as to check their answers. The completed dialogue is presented below, although any other version which is logical can be accepted.
 - Good afternoon! Can I help you?
 - Good afternoon. I'm looking for a pair of trousers.
 - Our trousers are here. We have them in many colours.
 - Do you have them in red? I like red.
 - No, I'm sorry. We don't have red trousers. We have brown, orange, blue, yellow, black and green.
 - OK, then. I'll try the brown ones. Do you have a smaller size? I think these are too big for me.
 - Here you are. This is a smaller size.
 - How much are they?
 - They are 25 pounds.
 - Thank you! I'll try them on.

Tip: *The teacher applauds and praises pupils for their efforts and encourages the pupils to applaud for themselves and their classmates. S/he suggests that they did it so well, they can, if they like, video record it as short sketch.*

Other groups can read their versions of the dialogue (if there are any).

- The teacher asks pupils what clothes they wear most of the time. Pupils can mention various things and all are accepted at this point. If they mention their uniforms, the teacher uses this to move forward. If they don't mention their uniforms, the teacher asks them to think about their uniforms (introducing the word uniform) and how much time they spend wearing them. S/he asks them if they like their uniforms and if they think other pupils in other countries wear uniforms.
- The teacher tells pupils that they are going to watch a video of pupils in other countries and their uniforms. Pupils are asked to try and remember the countries mentioned in the video. The video can be found at http://www.youtube.com/watch?v=leGS7md8Y8s&feature=youtube_gdata_player
- After the video, pupils report the countries they noticed.
- The teacher asks the pupils to watch the video once more and try to remember the uniforms for at least three countries. In order to help

	<p>pupils, the teacher can divide pupils in groups and assign each group specific countries to look out for, e.g.:</p> <p>Group A: Australia, India, Uzbekistan Group B: Sri Lanka, Thailand, Syria etc.</p> <p>Pupils report what they remember about their assigned countries. For better management of time, each group can report on one of their assigned countries and the teacher can also go back to the video and pause it at that country so that the pupils can check their answers and the class can look again at the uniforms that have been mentioned.</p> <ul style="list-style-type: none"> • The teacher says they are going to learn a bit more about a few of the countries mentioned and pupils read and answer the questions for the texts in activity 11 (Pupil's Book). • Pupils do activity 8 in their Activity Book where they write about their own uniform. They can use the texts in activity 11 (Pupil's Book) as support. • Pupils do activities 5 and 6 in their Activity Books.
EVALUATION	<ul style="list-style-type: none"> • Evaluation is ongoing and takes place throughout the lesson with the teacher monitoring pupils while working, providing individual help when needed.
PROJECT	<ul style="list-style-type: none"> • Pupils who would like to try can video record a sketch/role-play in a shop. If certain pupils would like to try but feel uncomfortable being on camera, they can use puppets for their sketch.

LESSON 3

PROCEDURE	
REVIEW	<ul style="list-style-type: none"> • Pupils play in pairs the board game in their Pupil's Book (activity 11). Each pupil individually (and without showing their partner) writes prices for the clothes in the board game. The teacher then tells everyone that s/he has given them 100 Euro to go shopping. Every time they land on a circle, they need to ask their partner 'How much is this ...?' or 'How much are these ..'. The partner replies and they can buy that item,

	<p>noting down how much money they spent. The last one to use up their 100 euro, wins the game.</p> <p>The teacher monitors the game and offers feedback and help when necessary. If pupils finish the game or if they arrive at the finish without spending their 100 Euro, they can start again.</p>
PRESENTATION	<ul style="list-style-type: none"> The teacher asks pupils to remember Jamie’s and Mina’s surprise about the shoes and asks pupils to say where the ‘ABIBAS’ shoes were made. S/he then asks pupils if they know where their shoes/clothes/schoolbags/pencil cases etc are made in. Pupils can try to look for such information on their things (pencils, rubbers, pencil sharpeners, etc.). The teacher helps them report where their things are made in by writing on the board: <p>My is/are made in</p> <p>S/he can also give examples about her own things (e.g. My pencil is made in Germany. It’s a German pencil.) and write this first example on the board.</p>
PRACTICE	<ul style="list-style-type: none"> Pupils do activity 7 in their Activity Book.
PRESENTATION	<ul style="list-style-type: none"> The teacher asks pupils if they know what things different countries are famous of. The teacher can help them by showing them pictures of things that are famous in some countries such as Italian pizza, a German car, a French wine, Chinese noodles, a Japanese TV, Greek olives, etc. The teacher asks how the pupils know about these things, where they have heard/seen information about nice pizza, German cars, TVs etc. Pupils mention advertisements (possibly in Greek). The teacher gives the word ‘advertisement’ in English and asks pupils if they remember the advertisement in their text (for ABIBAS shoes) and what it said. <p>The teacher asks the pupils to open their Pupil’s books and read the advertisements in the text (activity 1).</p> <ul style="list-style-type: none"> Pupils then look at more advertisements (Activity 9 in the Pupil’s Book). Pupils discuss the advertisements, e.g. what they

	<p>are advertising , what information is offered in the advertisement, if they think the information is true, which one they like best, the role of visuals/pictures, etc.</p> <p>The teacher asks pupils what they think makes an advertisement successful. Pupils should feel free to add points in their L1, if necessary. Points which can be suggested are: attractive visuals, clear information, humour, interesting, etc</p>
<p>PRACTICE</p>	<ul style="list-style-type: none"> • The teacher tells pupils there are different types of advertisements (radio, TV, magazine, posters, etc.). S/he tells them they will now listen to radio advertisements. They need to listen carefully and do activity 10 in the Pupil’s Book. <p>The transcript is as follows:</p> <p><i>This is the most comfortable bicycle ever and the fastest one, too. SPIDER-BICYCLE – 350 euro – for this week only!</i></p> <p><i>Do you like travelling? Travel to the North Pole! It’s the coldest holiday you can ever have. Stay in the Ice Hotel for 3 days. Only 300 euros. Visit the North Pole this summer!</i></p> <p><i>Mmmm. Yummy. This is the most delicious ice cream ever! You can try it, too! Buy it at McNick’s ice cream shop! Only 4 pounds per scoop.</i></p> <p><i>Are you tired? Are you very tired? You need a holiday. Come to Cyprus. Have a fantastic holiday at the most beautiful island of the Mediterranean. One week in Cyprus for only 850 Euro. Call 999444! Book your holiday in the sun now!</i></p> <ul style="list-style-type: none"> • Pupils listen again to the advertisements. This time the teacher pauses after each advertisement and the pupils say what things they noted that make this a good advertisement. Pupils are encouraged the use of superlatives (advertisements exaggerate), the use of ‘only’ to promote thinking that it is a good deal, and the encouragement to act towards buying the product (book now, this week only, visit the north pole this summer). • The teacher asks pupils to say if they have any favourite advertisements. The teacher can also share some examples of favourite advertisements which conform to the characteristics discussed earlier. Some examples could be poster

advertisements or TV advertisements. Some examples of poster advertisements are:



(an example of an advertisement for books)



(examples of advertisements for milk)

PRODUCTION

- The teacher tells pupils that they are going to create their own advertisements. Pupils brainstorm what information should be included (product, price, clever /catchy title, etc.) and are reminded of the factors they mentioned earlier (humour, clever, etc.).
- Pupils are divided in groups of 4 or 5 to work on their advertisements. Each group is given a piece of paper with the

	<p>product they need to advertise (e.g. a car, shoes, chocolate, pizza, a country, etc.) but the pupils can suggest their own product, too.</p> <p>Pupils then go through the following stages for their project:</p> <ul style="list-style-type: none"> - choose the way they would like to advertise their product (e.g. radio, TV, poster, etc.). - come up with names for their product, prices, as well as language and illustration to use. - work on their text, preparing a draft of their advertisement. - get feedback on their draft suggestion from the teacher - finalise their advertisement. Depending on the type of advertisement, they can work on A4 papers, the computer (preparing posters or PowerPoint presentations), or record their advertisement in voki.com or using a video camera or other audio and/or video recording devices. <ul style="list-style-type: none"> • Pupils present their advertisements to the class. Pupils use a peer-evaluation checklist to evaluate the advertisements presented. The following points can be written on the board. <p>Did you like the advertisement? Yes a little bit No Was it clear? Yes a little bit No Was it interesting? Yes a little bit No Did they present it well? Yes a little bit No Do you want to buy the product? Yes a little bit No</p>
<p>EVALUATION</p>	<ul style="list-style-type: none"> • If there is time, pupils can also play a dominoes game during which the teacher observes progress as regards the Unit’s targets: <p>Pupils work in pairs. The teacher gives them dominoes cards with a question and an answer (see photocopiable materials). Each pair gets one card. Pupils are asked to make the question on their card and the pair who has the card with the answer is expected to reply. Then, the same pair makes the question which is on their card.</p> <p><u>Example:</u></p> <p>George and Maria have a card with the question “How much is the t-shirt?” whereas Marilia and Stavriana have a card with the price of the t-shirt and the question “Where are these shoes made?”</p>

	<p>George and Maria: How much is this t-shirt? Marilia and Stavriana: It's 15 euro. Marilia and Stavriana: Where are these shoes made? Elena and Georgia: The shoes are made in the USA.</p> <ul style="list-style-type: none"> • Pupils complete their self-evaluation forms. • Peer-evaluation of advertisements (as above) • Pupils review their K W L chart and see if they learnt what they wanted to. If not, the teacher should see how to assist them achieve their goals. • Evaluation takes place throughout the lesson through systematic observation of the pupils' response to the various tasks. Especially during the board game, the teacher can observe pupils and note down their progress as regards use of the structure 'how much', use of 'this' and 'these' and numbers.
<p>CROSS-CURRICULAR LINKS</p>	<p><u>Music</u>: Pupils can write a jingle for their advertisement. <u>Art</u>: pupils can create an interesting poster for their advertisement. <u>Drama</u>: pupils can work on a sketch which they can video record as an advertisement. <u>Life Skills</u>: pupils can critically discuss advertisements with the aim to develop consumer skills.</p>

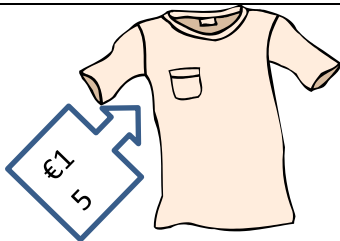
Photocopiable material: Mixed up sentences

- Good afternoon! Can I help you?
- Thank you! I'll try them on.
- Here you are. This is a smaller size.
- Our trousers are here. We have them in many colours.
- They are 25 pounds.
- OK, then. I'll try the brown ones. Do you have a smaller size? I think these are too big for me.
- No, I'm sorry. We don't have red trousers. We have brown, orange, blue, yellow, black and green.
- How much are they?

- Do you have them in red? I like red.

- Good afternoon. I'm looking for a pair of trousers.

Photocopiable materials: Dominoes




Where are the trainers made?

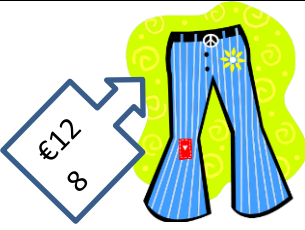
made in the USA




How much is this dress?

	<p>These shorts are too small. Do you have a bigger size?</p>
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<p>I'm sorry. This is the biggest size we have for these shorts.</p>	<p>How much are these trousers?</p>
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	<p>Where is this coat made?</p>
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<p>made in China</p> 	<p>This swimsuit is too expensive. Do you have a cheaper one?</p>
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<p>Yes, of course. This swimsuit is cheaper. It's only 15 Euro.</p>	<p>How much is this jumper?</p>
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	<p>Are these socks made in Germany?</p>
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<p>made in Greece</p> 	<p>This tracksuit is too big. Do you have a smaller size?</p>
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<p>Yes, of course! This tracksuit is smaller. Here it is.</p>	<p>Where are these slippers made in?</p>
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<p>made in Hong Kong</p> 	<p>How much is this swimsuit?</p>
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	<p>This tracksuit is too expensive. Do you have a cheaper one?</p>
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**I'm sorry! This is the
cheapest tracksuit we have.**

**Good afternoon! Can I help
you?**

**Good afternoon! I am looking
for a pair of ABIBAS
trainers please!**

**Do you have a pair of black
pyjamas please?**

**I'm sorry but we only have
blue and brown pyjamas.**

How much is the t-shirt?