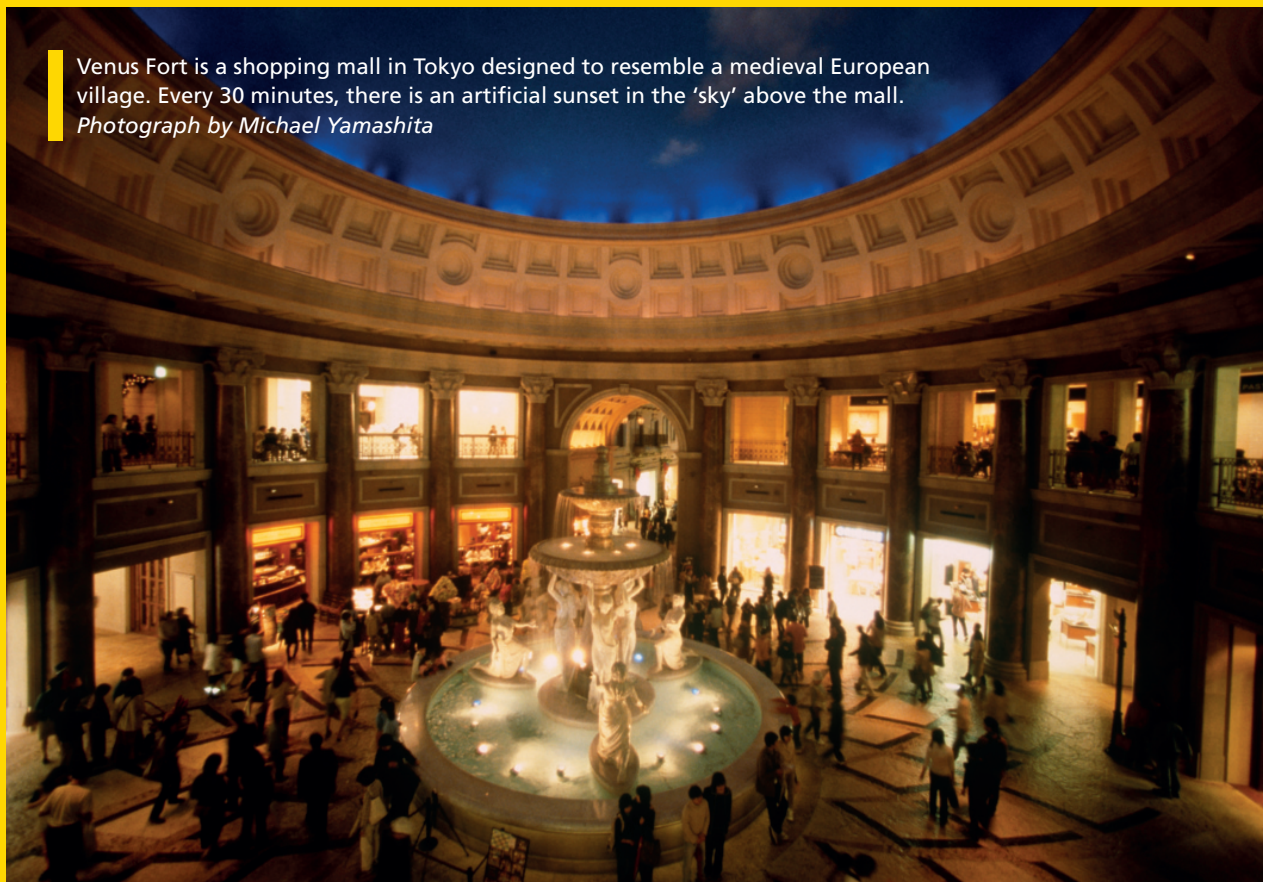


Venus Fort is a shopping mall in Tokyo designed to resemble a medieval European village. Every 30 minutes, there is an artificial sunset in the 'sky' above the mall.
 Photograph by Michael Yamashita



FEATURES

106 Money talk

A radio feature on innovations in personal banking

108 The genuine article

A guide to guilt-free shopping

110 The art of the deal

How to negotiate a price

114 Making a deal

A video about shopping in the oldest market in Morocco

- 1 Work in pairs. Look at the photo and the caption. Compare the Venus Fort mall with places you usually go shopping.
- 2 2.14 Listen to a market researcher interviewing some people who are shopping. Complete the table.

Interview	What?	Who for?
1	a
2	the latest	himself
3	some	each other

- 3 Discuss the questions with your partner.
 - 1 What's the best present anyone has ever given you?
 - 2 What kind of things do you and your family or friends buy for each other?
 - 3 Do you buy these things for yourself and/or for other people?

books / DVDs / CDs clothes electronics / gadgets
 jewellery shoes toiletries / cosmetics other items

- 4 Work in pairs. Prepare a survey on shopping habits. Ask at least three other people your questions. Then compare the results.

9a Money talk



Vocabulary money

- 1 Are you in control of your money? Tick the statements which are true for you. Check the meaning of any words in bold you are not sure about.
- 1 'I never carry a lot of **cash**. I just use my **debit card**.'
 - 2 'I check my **bank statement** every week.'
 - 3 'I don't have any **credit cards** because I don't want to get into **debt**.'
 - 4 'I usually keep **receipts** for things in case I need to take them back.'
 - 5 'I like to do all my **banking** online.'
 - 6 'I know exactly how much is in my **savings account**.'
 - 7 'When my electricity **bill** comes, I pay it by **bank transfer** straightaway.'
 - 8 'I **borrowed** money to buy a new car last year.'
- 2 Make changes to the statements in Exercise 1 so that they are true for you. Then work in pairs. Compare your statements.

Listening

- 3 How do people usually pay (or pay for) these things in your country?

bus and train fares	petrol
household bills	rent or mortgage payments
mobile phone credit	

- 4  2.15 Listen to the radio item about banking via mobile phones (mBanking). Tick the features of mobile banking which are mentioned.
- 1 It is a paper-free system.
 - 2 It uses interactive voice menus.
 - 3 You can transfer money from one person to another.
 - 4 You can pay bills, buy goods and run your savings account.
 - 5 You can text your bank with your instructions.
- 5  2.15 Listen to the radio item again. Correct any factual errors. Do not change the words in bold.
- 1 There are approximately two billion mobile phones in **the world** today.
 - 2 A lot of people don't have easy access to **banks**.
 - 3 With **the interactive voice system**, you can talk to your bank manager.
 - 4 **A new mobile banking** scheme has started in Algeria.
 - 5 In Afghanistan, the mobile network covers **every town and city**.
 - 6 The Afghan Army pays **all salaries** through mobiles.
 - 7 The policemen in Afghanistan receive **their salaries** in cash.
 - 8 **Each police officer** gets an email when he is paid.
- 6 Work in groups. What do you think are the advantages and disadvantages of mobile banking?

Kabul residents pass advertising for electronic mobile phone top-ups.



Grammar noun phrases

- 7 Look at the words in bold in sentences 1–4 in Exercise 5. Match the words (1–4) with their uses (a–d).
- The first reference to this thing.
 - These things in general.
 - There is only one of this thing.
 - The reference to this thing is known or understood.

ARTICLES IN NOUN PHRASES

<i>a/an</i>		singular countable noun
<i>the</i>	+	singular countable noun, plural countable noun, uncountable noun
zero article		plural countable noun, uncountable noun

For further information and practice, see page 167.

- 8 Look at the grammar box above. Then find the patterns in the audioscript on page 179. How many examples of each pattern are there?
- 9 Look at the grammar box below. Which word in bold in sentences 6–8 in Exercise 5 expresses ownership?

DETERMINERS and POSSESSIVES IN NOUN PHRASES

Use *my, your, his, her, etc.* + noun to express ownership.
Use *each, every* to refer to individual things and *all* to refer to a group of things.


For further information and practice, see page 167.

- 10 Read the ideas for saving money. Choose the correct option. Choose – if the sentence is already complete.


- 11  2.16 Complete the sentences where necessary. Then listen and check.

- I tried to save money to get new phone.
- model I wanted cost a fortune.
- I gave up chocolate, buying DVDs and smoking.
- I gave money to sister to look after.
- She told me how much I'd saved week.
- When I had enough, I went to buy phone.
- shop had special offer.
- I got free upgrade with a new phone!
- And I still had cash I'd saved. Amazing!

12 Pronunciation linking

- a  2.17 Listen to these sentences from Exercise 11. Notice how the speaker links the words which start with a vowel to the final consonant of the previous word.

- I tried to save money to get_a new phone.
- The model_I wanted cost_a fortune.

- b  2.18 Underline the words which start with vowels in the other sentences in Exercise 11. Then listen and repeat the sentences.

Speaking and writing

- 13 Work in groups. Discuss the questions.

- What do you think of the methods for saving money in Exercise 10?
- What kind of things do you save up for?
- What other methods for saving money can you recommend?

- 14 Work on your own. Write a short post for a website giving one tip for saving money.

Top Saving Tips

- Make *a / each / –* list before you go shopping.
- Put *a / the / your* small change in *a / the / your* jar.
- Buy *every / the / their* supermarket's 'own brand' products.
- Buy reduced-price products which are near *its / their / your* expiry date.
- Cut up *the / your / –* credit card.
- Compare *each / every / –* prices before you buy *a / an / the* expensive item.
- Unplug *every / their / all* electrical appliances which are not in use.
- Calculate how much you've saved *a / each / the* week to stay motivated.



9b The genuine article

Reading

1 Work in groups. Choose three items each person has with them (including clothes). How many questions can you answer?

- 1 Where was it made?
- 2 Who was it made by?
- 3 How was it made?
- 4 How did it get from the producer to the shop?

2 Look at the website. Answer the questions.

- 1 Who is the woman in the photos?
- 2 What is her job?
- 3 What kind of products does she deal with?

3 Read the product information on the website. Match the products (1–4) with the consumer reviews (A–E) on page 109. There is one extra review.

The screenshot shows a website with a navigation bar (HOME, PLACES, BLOG, SPECIALS, COLUMNS, INDEX, SUBSCRIBE) and a main heading 'THE GENUINE ARTICLE'. A woman, Laura Morelli, is introduced as a shopping expert. Below her are four product sections, each with a description, an image, and a review summary.

THE GENUINE ARTICLE

Laura Morelli is our shopping expert. She gives advice on finding authentic products such as hand-made crafts or fair-trade goods.

[Click here](#) to browse our list.
[Read our](#) consumer reviews!

- All fair-trade goods are bought directly from the producer.
- Our featured crafts have been made from sustainable resources.
- Many of the featured products can be ordered online.

PRODUCT DESCRIPTION:

This eco-basketball has been produced to the highest specifications for an all-weather, high-grip surface. After tax, profits are donated to children's charities.

Review (1 of 2)
By [SB](#)
See also: Fair Trade sports soccer balls
Venture snowboards

PRODUCT DESCRIPTION:

These hand-made American cowboy boots are based on an original design but have been decorated with an explosion of colour. A true work of art.

Review (1 of 8)
By [wichitaman](#)
See also: Genuine Dutch clogs
Fair Trade recycled tyre sandals

PRODUCT DESCRIPTION:

These Fair Trade cut flowers from Kenya have been grown free from chemical pesticides. Water-recycling methods are being introduced in many flower farms. Profits from these flowers will be used to support school projects for farm employees.

Review (1 of 5)
By [billbran](#)
See also: Fair Trade beauty products

PRODUCT DESCRIPTION:

Turquoise jewellery from classic Navajo designs. Turquoise was being mined when the Spanish arrived in the area and the Native Americans soon learned to mix Spanish silver with this beautiful mineral.

Review (1 of 23)
By [lisamay](#)
See also: New England silver

- A** *It's worth paying a little more for these. They last for ages, smell fantastic and I get to help the people who grow them. It's a win-win situation!*
- B** *Absolutely gorgeous and incredibly practical. I'm so happy to be able to buy beautiful clothes that weren't made in sweat-shop conditions.*
- C** *Excellent quality and so comfortable they can be worn all day. I love them.*
- D** *Great product. Great price. Great fun. And guilt free ... knowing that no children were exploited so that my child could have a fun Christmas. It doesn't get any better!*
- E** *I was given a stunning set of matching rings, bracelet and necklace. A gift that will be treasured for ever! And it's great to support local craftsmen.*

Grammar passives

- 4** Look at these sentences from the website. Underline the main verb. Does the sentence give information about who or what does this action?
- All fair-trade goods are bought directly from the producer.
 - Our featured crafts have been made from sustainable resources.
 - Many of the featured products can be ordered online.
- 5** Look at the grammar box. Find eight more sentences with these patterns in the website.


▶ PASSIVES		
(The goods)	are are being were were being have been can be will be	(ordered online).
For further information and practice, see page 168.		

- 6** Which verbs do we use to form the passive?
- 7** Read about a fair-trade company. Choose the correct option.

We started direct trade about four years ago. This means that more of the final price ¹ *pays / is paid* to the producers. We have a simple system. First, the coffee beans ² *take / are taken* to a central collection point by each grower. When the loads ³ *have weighed / have been weighed*, the growers ⁴ *get / are got* the correct payment. At the moment, we ⁵ *are using / are being used* a standard shipping company to transport the coffee to Europe. But our arrangements ⁶ *are reviewing / are being reviewed* and next year, probably, specialised firms ⁷ *will contract / will be contracted* to handle shipping. Once in Europe, the coffee ⁸ *can pack and sell / can be packed and sold* within a week.

- 8** Work in pairs. Write the passive form of the verbs.

- Since its launch in 2003, 250 million *Nokia 1101 mobile phones / Apple iPods* (sell).
- Solitaire / Tetris* (adapt) for 65 different platforms, making it the most successful computer game ever.
- The work of *J.K. Rowling / Agatha Christie* (translate) into more languages than any other author.
- In 1986, the film *The Colour Purple / Out of Africa* (nominated) for eleven Oscars and didn't win any.
- With 400 shops around the world, clothing brand *Ralph Lauren / Mango* (wear) by more people than any other.
- The first music video by *Justin Bieber / Lady Gaga* (view) on YouTube over 500 million times.
- Maps for the Xbox® game *Call of Duty / Grand Theft Auto* (download) one million times in 24 hours when it went on sale.
- A painting by *Picasso / Van Gogh* (buy) at auction for \$106 million in 2010.

- 9**  **2.19** Underline the options you think are correct in Exercise 8. Then listen and check. How many answers did you get right?

- 10** Work in groups. Discuss the questions.

- Do you know the products in Exercise 9?
- Does anything in the sentences surprise you?

Speaking

- 11** Work in groups of four. Brainstorm as many brand names as you can. Then add what kind of product each item is and what alternative brands or 'own brands' exist. Think of five reasons to buy famous brands and five reasons to buy alternative brands. Then turn to page 155.



9c The art of the deal

Reading

- 1 Work in pairs. Do you like bringing souvenirs back from holiday? Discuss why you think people would bring back items like these.

brochures from galleries, museums, etc.
 decorative objects: pictures, ceramics, etc.
 duty-free goods locally made products
 postcards T-shirts with slogans used tickets

- 2 Read the article on page 111 quickly. Decide what kind of shopping experience (a–c) the article describes.

- a bargaining in local markets
- b buying crafts direct from the maker
- c choosing holiday gifts for friends and family

- 3 Read the article again. Answer the questions.

- 1 Who are the three main people in the article and why do they go to Morocco?
- 2 What two things does Sam buy and how much does he pay for them?
- 3 Which is Sam's most successful purchase?

- 4 Find these things in the article. How are they described? Complete the phrases.

- 1 juice
- 2 market
- 3 swords
- 4 fabrics
- 5 bones
- 6 lamps
- 7 vial
- 8 bottle
- 9 slippers

▶ WORDBUILDING compound adjectives

Compound adjectives are made of two words, often joined by a hyphen (-). They are usually adjective + adjective, adverb + adjective or noun + adjective combinations.

freshly squeezed orange juice
world-famous market

For further information and practice, see Workbook page 75.

Critical thinking testing a conclusion

- 5 The writer concludes: 'Mohamed will be proud.' Is this conclusion justified? Look at the text again and underline the advice Mohamed gives to Sam.
- 6 Tick the pieces of advice that Sam follows. How effective was it? How do you know?

Speaking

- 7 You are a market trader. Choose four of these objects. Draw a picture of each object and think how you will describe it. Think about: its origin, age and material, and any interesting facts about it. Decide on a price for each object.

boomerang bottle box clock coin
 figure hat lamp rug stamp sword
 watch

- 8 Choose objects from Exercise 7 which you want to buy. Visit different traders and find out about the objects you want. Then choose which trader you will buy from.

This rug is lovely. How much is it?

The ART of the DEAL

By Andrew McCarthy

I'M IN MARRAKECH, the bustling heart of Morocco at the base of the Atlas Mountains, with my son, Sam. He's eight. We've come here with Mohamed, a friend who owns a shop in our neighbourhood in New York. We're regular customers at Mohamed's shop, where Sam can often be found negotiating with his friend. When they're not bargaining, they're chatting about swords, or camels or the desert. 'You need to come to Morocco, to Marrakech,' Mohamed told me. 'I'll show you around and teach Sam how to really get a bargain!' So here we are. We meet up with Mohamed over a cup of mint tea at a table outside the tiny Café ben Youssef, deep in the medina, the old city of Marrakech. We're sitting in an area bordering the exotic stalls that make the *souq* – marketplace. Vendors with carts offer freshly squeezed orange juice, others sell dates or figs. Nearby are the back-alley workshops that supply the goods to this world-famous market.

Later, as we stroll around, Mohamed introduces us to weavers and olive sellers, tile makers and rug merchants. He also begins the first of his bargaining tutorials for Sam.

'Everything in Morocco is open to negotiation, Sam. When you hear a price, the first thing you say is "Too much – *beza!*" and then walk away.'

'But what if I like it?'

'When you see something you like, maybe a lamp, you ask about something else instead. Then, as you walk out, you ask, "And how much is that lamp?" as though you'd just noticed it and aren't really that interested in it.'

We turn a corner and are greeted with the scent of sweet-smelling orange blossoms. 'Don't always give an offer. Make them continue to lower the price. Oh, and wear something Moroccan,' Mohamed continues as we enter a fairly large shop. Most of the stalls in Marrakech specialise in one thing, but not this one. Decorative and lethal-looking swords hang beside soft hand-dyed fabrics; large camel bones covered in writing sit beside massive copper lamps. It is here that Sam spots his first ornate box. 'Look, a treasure chest!' It's made of wood, and painted red and gold. He opens the lid, then closes it. 'Cool!' Then he spots a tall, cobalt blue, tear-shaped vial – an old perfume bottle. 'Four hundred dirham,' the shopkeeper pronounces. Fifty dollars. Sam says nothing. Whether he's too shy or is practising Mohamed's bargaining technique, I can't tell. He eventually agrees to pay 200 dirham, about \$24. I'd say the bottle is worth \$10, at most. Clearly, his negotiating skills need a bit of work. 'Just to get started, Dad,' Sam reassures me as he pays for the bottle. We spend a few days sightseeing around Marrakech, but Sam really has eyes for only one thing. Late one afternoon, we return to the shop where Sam saw the treasure chest. 'You have returned. Very good!' The shopkeeper opens his arms. He places the chest on the floor. Sam opens the lid. He runs his fingers over it.

The shopkeeper speaks. 'Give me 2,500.'

Sam shakes his eight-year-old head. 'Eight hundred.'

'I like your *babouches*,' says the merchant. Sam's wearing a pair of bright yellow, Moroccan men's slippers. He ignores the comment.

'You're very good. I'll take 1,800 dirham,' the merchant announces.

'One thousand.'

Both are silent. Neither blinks. What happens next happens fast.

'Fifteen hundred, and it's yours.'

'Twelve hundred.'

'Thirteen hundred.'

'Yes!'

The man sticks out his hand. Sam grabs it. The deal is done. Mohamed will be proud.

blink (v) /bɪŋk/ open and close your eyes very quickly
merchant (n) /'mɜːtʃənt/ someone who sells things
vendor (n) /'vendə/ someone who sells things
workshop (n) /'wɜːkʃɒp/ a place where people make things



9d It's in the sale



Real life buying things

1 2.20 Listen to two conversations. Answer the questions for each conversation.

- 1 What kind of shop is it?
- 2 What does the customer want?
- 3 Does the customer buy the item?

2 2.20 Look at the expressions for buying things. Listen to the conversations again. Underline the option the speaker uses. Identify the speakers. Write C (customer) and A (assistant) next to the expressions.

▶ BUYING THINGS

Can I have a look at / Could I see **this silver chain**?
 It's in the sale / reduced **actually**. It's got 20 per cent off.
 I wanted / I was looking for **something more delicate**.
 Can she bring it back / return it **if she doesn't like it**?
 Excuse me, are you on / do you work on **the living room section**?
 What's / Do you have **the reference number or the model name**?
 Let me see if it's in stock / we've got any on order.
 How much do you charge / does it cost **for delivery**?
 We accept payment / You can pay **by card or in cash**.

Vocabulary shopping

3 Work in pairs. Can you remember the question and response for each word? Check your answers in the audioscript on page 179.

return exchange receipt gift-wrapping
 reference number model name in stock
 available delivery tills

4 Pronunciation silent letters

a 2.21 Listen to these words. Notice how the crossed-out letter is silent. Repeat the words.

gift-~~w~~rapping receipt right
 though

b 2.22 Say these words and cross out the silent letters. Then listen and check.

answer autumn bought design
 friendly hour listen mortgage
 weigh

5 Work in pairs. Choose one of the conversations from Exercise 1. Take a role each. Look at the audioscript on page 179 and memorise the conversation. Then close your books and practise the conversation.

6 Take the roles of a customer and a shop assistant. Choose two of these items and act out two conversations. Use the expressions for buying things to help you.

an item of furniture for your new home
 clothes for your father on his birthday
 toiletries for your sister
 a DVD for a friend
 a kitchen appliance for your brother
 sportswear for yourself

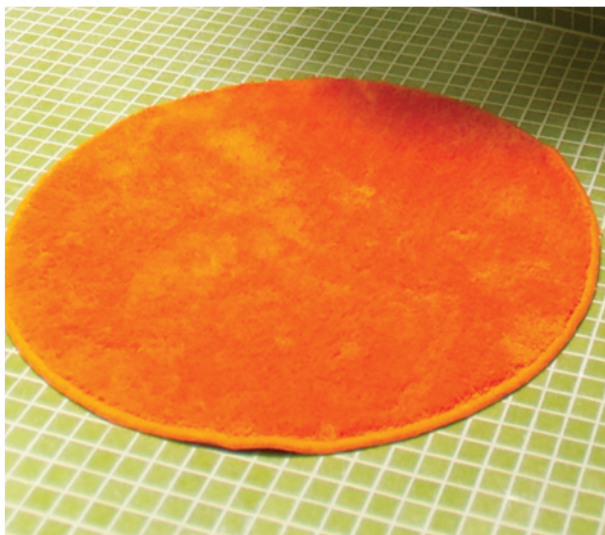
9e For sale

Writing an eBay advert

- Work in pairs. Have you ever bought or sold anything on eBay? Read these headings from the guidelines to sellers. Why is this information useful to buyers?
 - information about the seller
 - item condition
 - item description
 - item photo
 - payment methods
 - postage details
 - starting price
 - reason for selling
- Read the eBay advert and find the information from Exercise 1.
- Writing skill relevant and irrelevant information**
 - Sellers on eBay are advised to give as much information about the item as possible. Read the description of the rug. Cross out three sentences which do not give relevant information.
 - Which of these sentences give relevant information for this advert? Where do the sentences fit in the advert?
 - I've had it for about two years.
 - It looks great in my living room.
 - I've cleaned it regularly.
 - We're moving next month.
 - We are near the centre of Glasgow.
- Prepare an advert for something you want to sell. Use these headings and make notes.
 - item
 - age
 - size and/or shape
 - condition
 - reason for selling
 - starting price
- Write your advert and give your contact details. Use these questions to check your advert.
 - Have you given honest information about the item to prospective buyers?
 - Is there any other information you could add to help the sale?
- Publish your advert in the classroom. Read the other adverts and make a bid for any item you want to buy.

◀ ▶
⏪ ⏩

A ROUND ORANGE DEEP-PILE RUG



Zoom	Enlarge
Item condition:	Used
Starting bid:	£10.00
Postage:	Free local pick up
Payments:	PayPal , cash on collection

Habitat 'Africa' rug in orange. Hand-woven deep pile round wool rug. Measures 250cm across. This rug is in used condition. It was a gift from my parents. It has some marks, but otherwise it is in good condition. I think that with a professional steam clean it will freshen up really well.

Selling because we're moving to a new house and will change the colour scheme. New house is in the country, so we are going to have rustic themed decor.

The rug currently retails at £200 new. It's such a shame to throw it away, so I hope that I can get a sale rather than have to take it for recycling. Payment within three days of end of auction or cash on collection. Local pick up preferred.

9f Making a deal



Beginners ... pay more.

Before you watch

1 Work in groups. Look at the title of this video and the photo and discuss the questions.

- 1 Who are the people in the photo?
- 2 What do you think they are doing?
- 3 What do you think the caption means?

2 Tick the things you think you will see in this video.

birds in cages carpets a cup of tea
 dates and apricots a donkey eggs a hotel
 kaftans a man carrying vegetables
 a metal table a police officer a taxi

While you watch

3 Watch the video and check your answers from Exercise 2. Number the things in the order you see them in the video.

4 Complete the sentences with the correct option.

- 1 Buying and selling in the market is:
 - a quick and not very personal.
 - b slow and very impersonal.
 - c face-to-face and personal.
- 2 A fez is:
 - a a kind of drink.
 - b the name of a person from Fez.
 - c a kind of hat.
- 3 Beginners at bargaining pay:
 - a 20 or 30 per cent more.
 - b 50 per cent more.
 - c 100 per cent more.
- 4 Bargaining is:
 - a a way to cheat customers.
 - b a test to find who is the best bargainer.
 - c a way to make people pay cash.
- 5 The real test for customers is:
 - a the restaurant.
 - b the carpet shop.
 - c the night market.
- 6 According to Gonnie, the secret of bargaining is:
 - a to watch what the Moroccans do.
 - b not to get angry.
 - c to pretend not to be interested.

5 Match the people (1–6) with what they say (a–i).

- 1 the narrator
 - 2 Vincent
 - 3 Ahmed
 - 4 the carpet salesman
 - 5 Chakib
 - 6 Bo
- a This is business, Moroccan-style.
 - b There really is something for everyone.
 - c The Moroccans are very good at bargaining and they say they are the best in the world.
 - d We don't have a really fixed price.
 - e Here it's the natural thing to do.
 - f You want to buy a camel for the price of a donkey?
 - g It's all part of the game.
 - h Everyone comes with an intention to bargain.
 - i For this money I can't leave it.

After you watch

6 **Roleplay bargaining in a Moroccan market**

Work in pairs.

Student A: You are a market vendor. Use the ideas below to make notes.

- What things do you sell?
- What prices are you going to charge?
- Make a list of your items and their prices.

Student B: You are a tourist. You are at a stall in a Moroccan market and you want to buy three presents for friends. Make a deal with the owner of the stall.

Act out the conversation. Student A: try to get as good a price as you can. Student B: don't forget to bargain.

When you have finished, change roles and act out a new conversation with different items and prices.

7 The narrator says that, 'vendors aren't trying to cheat customers' and that 'it's all part of the game'. What do you think she means? Do you agree?

8 Work in groups and discuss these questions.

- 1 Have you ever bargained over the price of something? Where? What?
- 2 Do people bargain for things in your country? What things?
- 3 Which do you prefer: bargaining, or a system of fixed prices? Why?

alley (n) /'æli:/ a narrow street or passage
bargain (v) /'bɑ:ɡɪn/ negotiate a price
cheat (v) /tʃi:t/ make someone pay too much
customer (n) /'kʌstəmə/ a person who buys something
market (n) /'mɑ:kɪt/ a place outside where people buy and sell things

pressure (v) /'preʃə/ obligate
shopper (n) /'ʃɒpə/ a person who visits shops to buy things
stall (n) /stɔ:l/ a small shop with an open front
vendor (n) /'vendə/ a person who sells things
watch out (v) /wɒtʃ 'aʊt/ be careful

UNIT 9 REVIEW

Grammar

- 1** Work in pairs. Which of these things do you consider when you buy electrical goods? Which is the most important factor?
- brand
 - design
 - ease of use
 - energy use
 - price
 - size
 - style (shape, colour, etc.)
- 2** Complete the shopping tips with articles, determiners and possessive adjectives where necessary.

THE GREEN GUIDE

Shopping Tips: televisions

1 days when **2** TVs came in two types, **3** colour or black and white, are long gone. TVs today use several different technologies and **4** technology has **5** different level of energy efficiency.

Many people change **6** TV because they want **7** bigger screen. But, simply put, bigger TVs use a lot more energy. **8** United States Department of Energy says **9** energy from **10** TVs in America is enough to provide power to **11** home in the state of New York for **12** year. Giant plasma screen models can be the most energy-hungry appliance in **13** home.

One major factor in **14** TV power use is the picture setting. **15** TV's picture settings can make a surprising difference, sometimes cutting **16** total by as much as 50 per cent. On the other hand, **17** 52-inch LCD uses twice the power of **18** 32-inch model.

- 3** Work in pairs. Do you have any of these products with you today? Match the products with their raw materials and countries of origin. Then describe the process from the raw material to the final product.

Products	Raw materials and countries of origin
a bar of chocolate	wheat – Canada
a pair of jeans	lithium – Chile
a sandwich	gold – South Africa
jewellery	flowers – south of France
mobile phone batteries	cotton – Egypt
perfume	cocoa beans – Ghana

- 4** Work with other pairs. Compare your ideas. Try to complete any information you are not sure about.

I CAN

- use articles, determiners and possessive adjectives
- describe how products are made (passives)

Vocabulary

- 5** Write and number (1–6) six types of shop you go to regularly. Then work in pairs. Choose a number and your partner will say the shop with this number from his/her list. You have 30 seconds to name six things you can buy there. Take turns.

- 6** Match words from A with words from B. How many compound nouns can you make?

A bank credit debit savings

B account card statement transfer

- 7** Work in pairs. What could a shop assistant or customer say using each of these words?

available delivery exchange gift-wrapping
in stock receipt return

I CAN

- talk about everyday things we buy for ourselves and others
- talk about ways of paying for things and banking
- ask for and give product and sales information in a shop

Real life

- 8** Work in pairs. Take turns to be the customer and the assistant in a shop. Act out conversations in which you buy each of the things in the photos.



I CAN

- buy and sell items in a shop

Speaking

- 9** Work in groups. Discuss the questions.

- Which product or possession could you not live without? Why?
- Do your favourite possessions have monetary or sentimental value?
- What's the best or worst thing you've ever bought?