

Working in a shop

Unit 2 'I can't see a price'



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Introduction

This resource has been produced in two different formats:

- a self-access resource for learners with online activities
- this teacher's pack, including teachers' notes and worksheets to download

Overview

'Working in a Shop' is aimed primarily at learners who are already working in retail or who want to find out more about working in the sector, but will appeal to any learners who need to talk about processes, prices or career development. The resource uses authentic sound recordings as a springboard for practice in listening, speaking, writing and numeracy skills within this context.

The materials are designed to be flexible in terms of differentiation, and are accessible to established E2 (Access 2) learners and at the same time relevant to L1 (Intermediate 1) learners.

Level: ESOL Entry 3 / SQA ESOL Intermediate 1 in Scotland / A2 – B2 CEFR Framework

Structure, learning hours and delivery context

The resource provides a minimum of six hours of learning in a classroom or workplace context through a series of three linked units. Each unit can be taught as a standalone. The resource is flexible in terms of timing and differentiation. Here is an overview of the content of each unit:

- Unit 1: How to use a till

Skills: Listening to instructions on how to use a till; writing notes

Language focus: Key vocabulary; conditionals; prepositions and phrasal verbs

- Unit 2: I can't see a price

Skills: Listening to a simple interaction with a customer; listening to prices

Language focus: Using definite and indefinite articles; aural discrimination of numbers such as 15 and 50; different ways of saying prices

- Unit 3: Developing your career

Skills: Listening to advice on career development; asking for advice on career development

Language focus: Key vocabulary; word stress; cleft sentences to highlight information; zero infinitive/ 'to' infinitive/ '-ing' form

The recordings in this resource were made 'in situ' to try to ensure the language was as authentic as possible. They may therefore be of a slightly 'grainy' quality. They were made by ESOL specialist without any technical support using small fairly inexpensive equipment. We hope this may encourage other ESOL teachers to use this model and to focus on the authentic language used in particular contexts



Unit 2 'I can't see a price' - teacher's notes

Time: Approximately 2 hours. Timings are flexible and teachers can break down the units into smaller chunks of learning and build in revision as required.

Aims:

- To establish the context for learning.
- To give learners the chance to listen to an authentic interaction with a customer.
- To help learners understand the basic rules for using articles and apply these in a retail context.
- To develop aural discrimination of pairs of numbers such as 14 and 40 in the context of prices.
- To introduce a range of ways of saying prices.
- To practise basic numeracy skills in a realistic context.

Objectives:

All learners will be able to:

- Use articles more accurately in a customer service context.
- Hear and say prices more accurately.

Some learners will be able to:

- Make calculations based on aural input.

Preparation

You will need:

- computers for each learner/pair of learners, with earphones or audio speakers.

The resource has been split into three online activities. These can be found at:

- **I can't see a price (1)** <http://esol.britishcouncil.org/retail/i-cant-see-price-1>
- **I can't see a price (2)** <http://esol.britishcouncil.org/retail/i-cant-see-price-2>
- **I can't see a price (3)** <http://esol.britishcouncil.org/retail/i-cant-see-price-3>

If computers are not available, you will need:

- audio equipment and to download 4 sound files - I can't see a price STE-015.mp3, Rob saying prices.mp3, tanja 1.mp3 and tanja 2.mp3
- one copy of the learner resources for each learner (pages 8-19)
- answers
- transcript
- dictionaries
- thesauri

Lead-in

Set the context by discussing prices, for example the items in a typical shopping basket.



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Tell the learners they will listen to a conversation between Tanja, a shop worker, and a customer, and then get a lot of practice listening to and saying prices.

Activity 1: Listening for information

If they have access to computers, learners can go to the online activities in **I can't see a price (1)** and follow the instructions online. Alternatively hand out the paper version. Use the recording 'I can't see a price'.

This is a straightforward listening activity. The key words are 'change', 'a couple of' and 'receipt'. Board 'receipt' and tell the learners to focus on how it is pronounced. Encourage them to write prices in figures rather than words; some learners may need to be reminded to write prices with a full stop (e.g. £1.60), NOT a comma (e.g. £1,60). Tell them that they will be able to read the transcript in activity 4.

Activity 2: True or false?

If they have access to computers, learners can go to the online activities in **I can't see a price (1)** and follow the instructions online. Alternatively hand out the paper version. Use the recording 'I can't see a price'.

This activity focuses learners on how prices and totals are given:

When two things are the same price, we usually use 'each', e.g. '£3 each'. Sometimes, when we put something through the till, we say 'twice £3' instead of '£3 each'. They will also hear Tanja saying 'making it...' when she says the total price.

Activity 3: Gap fill

If they have access to computers, learners can go to the online activities in **I can't see a price (1)** and follow the instructions online. Alternatively hand out the paper version. Use the recording 'I can't see a price'.

This activity tests if the learners can hear the difference between 'a' and 'the' and also reviews the expressions encountered in Activity 2 for giving prices and totals. Before starting the activity, make sure the learners are aware that the unstressed forms of articles (/ə/ for 'a' and /ðə/ for 'the') are far more common than their stressed counterparts; drill some examples using classroom objects to help them with this. The aim of the activity is to focus their attention on articles in preparation for Activity 4, where they have a chance to check if they know the basic rules for the use of articles.

There is one word in each gap. Learners should listen to the recording while completing the activity.

Activity 4: Discovering the rules for using articles

If they have access to computers, learners can go to the online activities in **I can't see a price (1)** and follow the instructions online. Alternatively hand out the paper version. Use the recording 'I can't see a price'.

This activity focuses on the basic rule for the use of articles; 'a' for the first mention of an item, 'the' for when the same item is referred to again. Try to let the learners work out the rule for themselves; you



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may need to point them in the right direction by telling them it is connected with 'new information' and 'old information', but the activity should be quite self-explanatory.

When the learners have finished, tell them that this rule applies around 90% of the time- for the rest (as in the example from the recording 'Have you got the change for...?') it is often easiest to memorise chunks of language rather than worry about rules.

The learners should do the activity while reading the transcript at the top of the worksheet. Finish by playing the recording again and then practising the dialogue in pairs- to make this more challenging you could use the gapped dialogue on the second page of the worksheet

Activity 5: Articles gap fill

If they have access to computers, learners can go to the online activities in **I can't see a price (1)** and follow the instructions online. Alternatively hand out the paper version.

This activity gives the learners the chance to apply the rules they met in Activity 4. You may want to let your learners try the activity orally before filling in the gaps on the worksheet. Tell them to go back to Activity 4 if they are not sure or if they make any mistakes.

Activity 6: Listening for prices

If they have access to computers, learners can go to the online activities in **I can't see a price (2)** and follow the instructions online. Alternatively hand out the paper version. Use the recording 'Rob saying prices'.

This activity tests if learners can hear the difference between numbers like '14' and '40'. In this activity they will hear prices in isolation to build up their confidence before hearing prices in context in Activities 7 and 8. Before starting, elicit from the learners that in numbers like 14 and 15, etc., the second part of the word is louder and longer, e.g. 'fourTEEN', 'fifTEEN', while in numbers like 40, 50, etc., the first part of the word is louder, and the second part is short, e.g. 'FORty', "FIFty". Write a couple of examples on the board; you may prefer to highlight the differences using different sized circles rather than capitals. As a follow-up, get the learners to practise saying prices in pairs, in teams, or as a 'test the teacher' game.

Activity 7: Listening for prices

If they have access to computers, learners can go to the online activities in **I can't see a price (2)** and follow the instructions online. Alternatively hand out the paper version. Use the recording 'Tanja 1'.

This activity is similar to Activity 6, but this time the prices are heard in context. Warn the learners that they will have to do some arithmetic to answer the last question about the total price- make sure they have pen and paper ready and be prepared to play the recording a second time.

Activity 8: Listening for prices

If they have access to computers, learners can go to the online activities in **I can't see a price (3)** and follow the instructions online. Alternatively hand out the paper version. Use the recording 'Tanja 2'.

This activity is similar to Activity 7, with the prices in context. Warn the learners that they will have to do some arithmetic to answer the last question about the total price- make sure they have pen and paper ready and be prepared to play the recording a second time.



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Activity 9: Talking about prices

If they have access to computers, learners can go to the online activities in **I can't see a price (3)** and follow the instructions online. Alternatively hand out the paper version.

This activity reviews the expressions encountered in Activity 2 for giving prices and totals.

Cut up the chunks for the learners to put together in groups. To help the learners, you might want to write the following on the board:

Task 1: £1.15 + £2.90 = £4.05

Task 2: £1.50 + £7.50 = £9

NB: The prices are given in full rather than in figures to prepare the learners for Activity 10.

Activity 10: Talking about prices

If they have access to computers, learners can go to the online activities in **I can't see a price (3)** and follow the instructions online. Alternatively hand out the paper version.

This activity looks at the variety of ways we can (and can't) say prices in pounds and pence, e.g. for £1.50 we can say both 'one pound fifty' and 'one fifty', but for £1.05 we can say 'one pound five' but not 'one five'. There doesn't seem to be much logic to this but we use it instinctively (and rapidly!) so learners need to be prepared.

Approach this by boarding the prices in bold below and then eliciting as many examples as possible of ways of saying the price; accept all suggestions before highlighting any versions we wouldn't say. Here is a synopsis;

£1: 'one pound'. NOT 'one'.

50p: 'fifty p' or fifty pence'. NOT 'fifty' (it's not clear if you mean 50p or £50!)

£1.05: 'one pound five', 'one pound five pence', 'one pound five p', 'one pound and five pence', 'one pound and five p'. NOT 'one five', 'one five pence', 'one five p', 'one and five' or 'one pound and five'.

£1.50: 'one pound fifty pence', 'one pound fifty p', 'one pound fifty' or 'one fifty'. NOT 'one fifty pence', 'one fifty p', 'one and fifty' or 'one pound and fifty'.

If the learners are a little reticent with suggestions it is worth revisiting Activities 3 and 9.

Follow up:

After finishing the exercises in this unit the learners will be ready to do a role play involving serving a customer. The more realia you or the learners can bring in the better; you can tailor this to specific retail contexts such as clothing or groceries, depending on your learners' needs. It would also be useful to bring in a good supply of calculators.

To round off this unit, here are a couple of whole-class discussion points:

Are there any other situations where you use a lot of numbers?

What advice would you give to a friend who has problems using numbers in English?



Unit 2 'I can't see a price' - learner resources

Activity 1: Listening for information

Listen to Tanja talking to a customer, and write the answers to the questions.

1. What does the customer buy?

Answer: A _____ and two _____.

2. How much is the shirt?

Answer: _____

3. How much are the books?

Answer: _____ each.

4. Listen to how Tanja says 'receipt'. Does it have a silent 'p' or a silent 't'?

Answer: _____



Activity 2: True or false?

How do you talk about prices? Read the statements below and then listen again to Tanja talking to a customer. Decide if the statements are true or false.

1. The customer can't see a price on the books.
2. The books are the same price.
3. The total price is £7.15.
4. The customer gets more than £10 change.



Activity 3: Gap fill

Can you hear the difference between 'a' and 'the'? Can you hear how Tanja talks about adding up the prices? Read the sentences from the recording between Tanja and the customer, and then listen to the conversation again. Write the missing word in the gaps. There is one word in each gap.

1. I've got _____ couple of books here, and _____ shirt, but I can't see _____ price on _____ shirt.
2. And _____ books are one seventy nine and one seventy nine.
3. So, three ninety nine, _____ one seventy nine, _____ it seven fifty seven, please.
4. Would you like _____ bag?



Activity 4: Discovering the rules for using articles

Fill in the gaps to make an important rule about how to use 'a' and 'the'. Read the conversation at the top first and then put the words in boxes into the right place.

- Customer: Hi. I've got a couple of books here, and a shirt, but I can't see a price on the shirt. Can you see anything?
- Tanja: Right, of course I can. Mm, £3.99, please.
- Customer: OK.
- Tanja: And the books are £1.79 and £1.79.
- Customer: Lovely.
- Tanja: Thank you very much. So, £3.99, twice £1.79, making it £7.57, please.
- Customer: OK. Have you got the change for twenty?
- Tanja: Yes, thank you very much. Right, so that's your receipt and that's your change.
- Customer: OK, thanks.
- Tanja: Thank you very much. Yeah, would you like a bag?

a	the	second	same	conversation	first
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There are lots of rules about when to use 'a' and 'the'.

This is the most important rule: Use 'a' when you say something for the _____ time in a _____ or a text. Use 'the' when you mention the same thing for the _____ time. For example, the customer says 'I've got _____ shirt here' because this is the first time in the conversation that shirts are mentioned. He then says 'I can't see a price on _____ shirt'. This is because he is still talking about the _____ shirt. If you follow this rule, you will be able to use 'a' and 'the' correctly most of the time.

Activity 4: Discovering the rules for using articles**Conversation with gaps**

Customer: Hi. I've got ___ couple of books here, and ___ shirt, but I can't see ___ price on ___ shirt. Can you see anything?

Tanja: Right, of course I can. Mm, £3.99, please.

Customer: OK.

Tanja: And ___ books are £1.79 and £1.79.

Customer: Lovely.

Tanja: Thank you very much. So, £3.99, twice £1.79, making it £7.57, please.

Customer: OK. Have you got the change for twenty?

Tanja: Yes, thank you very much. Right, so that's your receipt and that's your change.

Customer: OK, thanks.

Tanja: Thank you very much. Yeah, would you like ___ bag?



Activity 5: Articles gap fill

Now test yourself. Can you decide when to use 'a' and when to use 'the'? Write 'a' or 'the' in the gaps.

CUSTOMER: I've got ___ couple of CDs here, and ___ T-shirt, but I can't see ___ size on ___ T-shirt. Can you see anything?

TANJA: Yes, it's large. It's £5 and ___ CDs are £3.99 each.

CUSTOMER: OK, I'll take ___ CDs but not ___ T-shirt.

TANJA: So, that's £7.98. Would you like ___ receipt?



Activity 6: Listening for prices

Listen to Rob and choose the correct price.

1. a. £1.15 b. £1.50

2. a. £2.19 b. £2.90

3. a. £7.15 b. £7.50

4. a. 15p b. 50p c. £3.15 d. £3.50

5. a. 18p b. 80p c. £3.18 d. £3.80



Activity 7: Listening for prices

Listen to Tanja and choose the correct price for each item. Then choose the total price.

1. How much is the first item?

- a. £1.15 b. £1.50

2. How much is the second item?

- a. £2.19 b. £2.90

3. What is the total price?

- a. £4.05 b. £4.40 3. £4.50



Activity 8: Listening for prices

Listen to Tanja again and choose the correct price for each item. Then choose the total price. In question 5, you may want to write the prices down so you can add them together.

1. How much is the first item?

- a. £1.15 b. £1.50

2. How much is the second item?

- a. £14 b. £40

3. How much is the skirt?

- a. £7.15 b. £7.50

4. How much is the last item?

- a. 18p b. 80p

5. What is the total price?

- a. £23.45 b. £23.80 c. £49.80



Activity 9: Talking about prices

How would Tanja say the total price? Put these boxes in the right order to make a sentence.

Task 1

it	is two ninety.	please.
That	4 pounds 5p	and this
one pound 15	makes	This is

Task 2

It	nine pounds,	one pound fifty
This is	and the skirt	please.
is seven fifty,	making	is seven fifty,

Activity 10: Talking about prices

There are different ways to say prices, but there are some rules! Decide if both ways of saying the price are correct, or just the first one. Tick the right box.

1. £4.40

a. four forty

b. four pounds forty

Only answer 'a' is correct	<input type="checkbox"/>	Both answers are correct	<input type="checkbox"/>
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2. £12.99

a. twelve pounds ninety nine p

b. twelve ninety nine p

Only answer 'a' is correct	<input type="checkbox"/>	Both answers are correct	<input type="checkbox"/>
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3. 99p

a. ninety nine p

b. ninety nine

Only answer 'a' is correct	<input type="checkbox"/>	Both answers are correct	<input type="checkbox"/>
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4. £5.10

a. five ten

b. five and ten

Only answer 'a' is correct	<input type="checkbox"/>	Both answers are correct	<input type="checkbox"/>
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5. £5.09

a. five pounds nine pence

b. five pounds nine

Only answer 'a' is correct	<input type="checkbox"/>	Both answers are correct	<input type="checkbox"/>
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6. £9.25

a. nine pounds twenty five

b. nine twenty five

Only answer 'a' is correct		Both answers are correct	
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7. 60p

a. sixty pence

b. sixty p

Only answer 'a' is correct		Both answers are correct	
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8. £9.01

a. nine pounds one pence

b. nine and one pence

Only answer 'a' is correct		Both answers are correct	
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Unit 2 'I can't see a price' answers

Activity 1: Listening for information

1. A shirt and two books.
2. £3.99
3. £1.79 each.
4. p

Activity 2: True or false?

1. False
2. True
3. False
4. True

Activity 3: True or false?

1. I've got a couple of books here, and a shirt, but I can't see a price on the shirt.
2. And the books are one seventy nine and one seventy nine.
3. So, three ninety nine, twice one seventy nine, making it seven fifty seven, please.
4. 4. Would you like a bag?

Activity 4: Discovering the rules for using articles

There are lots of rules about when to use 'a' and 'the'. This is the most important rule:

Use 'a' when you say something for the first time in a conversation or a text.

Use 'the' when you mention the same thing for the second time.

For example, the customer says 'I've got a shirt here' because this is the first time in the conversation that shirts are mentioned. He then says 'I can't see a price on the shirt'. This is because he is still talking about the same shirt.

If you follow this rule, you will be able to use 'a' and 'the' correctly most of the time.



Activity 5: Articles gap fill

CUSTOMER: I've got a couple of CDs here, and a T-shirt, but I can't see a size on the T-shirt. Can you see anything?

TANJA: Yes, it's large. It's £5 and the CDs are £3.99 each.

CUSTOMER: OK, I'll take the CDs but not the T-shirt.

TANJA: So, that's £7.98. Would you like a receipt?

Activity 6: Listening for prices

1. £1.50
2. £2.90
3. £7.50
4. 50p
5. 80p

Activity 7: Listening for prices

1. £1.15
2. £2.90
3. £4.05

Activity 8: Listening for prices

1. £1.50
2. 2. £14
3. 3. £7.50
4. 80p
5. £23.80



Activity 9: Talking about prices

1. This is one pound 15 and this is two ninety. That makes it 4 pounds 5p please.
2. This is one pound fifty and the skirt is seven fifty, making it nine pounds, please.

Activity 10: Talking about prices

1. Both answers are correct
2. Only answer 'a' is correct
3. Only answer 'a' is correct
4. Only answer 'a' is correct
5. Both answers are correct
6. Both answers are correct
7. Both answers are correct
8. Only answer 'a' is correct



Unit 2 'I can't see a price' - transcript

Customer: Hi. I've got a couple of books here, and a shirt, but I can't see a price on the shirt. Can you see anything?

Tanja: Right, of course I can. Mm, three ninety nine, please.

Customer: OK.

Tanja: And the books are one seventy nine and one seventy nine.

Customer: Lovely.

Tanja: Thank you very much. So, three ninety nine, twice one seventy nine, making it seven fifty seven, please.

Customer: OK. Have you got the change for twenty?

Tanja: Yes, thank you very much. Right, so that's your receipt and that's your change.

Customer: OK, thanks.

Tanja: Thank you very much. Yeah, would you like a bag?

