

# ENGLISH GAMES & ACTIVITIES

THEME 10  
SHOPPING



# English 10

## Games & Activities

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Games are learner-centered activities and they can be considered as an excellent opportunity for students in terms of taking responsibility for their own learning. Being one of the most essential components in foreign language classes, thanks to the advantages, games are frequently used in learning and teaching English as well.

It is a well-known fact that games are educationally valuable, and they can be highly motivating and challenging. Providing a meaningful context for language use, they encourage students to interact, communicate and sustain the effort of learning (Lee, 1995). Games allow students to analyze the information and develop their critical thinking skills (Lujan et al., 2006), and they also develop problem-solving skills through choices students make during a game (Feinstein et al., 2002). Furthermore, it is known that games can lower anxiety and contribute to second language acquisition. Enabling students to acquire new experiences within a foreign language and adding diversion to the regular classroom activities, they create a relaxed learning atmosphere (Fromme, 2003; McFarlane and Sakellariou, 2002).

Supporting the teaching methods used frequently in the classroom, the games and activities included in the book are quite useful for not only teachers but also students. The book offers teachers to have the opportunity to learn about various types of games and activities that can enhance learning process while adding fun to class. Besides, it is a great book for students to take responsibility for their own learning thanks to the games and activities that let them work individually, in pairs, in groups and as a whole class.

With this book, it is aimed to make learning more effective and meaningful by providing a competitive, participatory and enjoyable educational environment. Another aim of this book is to help students develop self-confidence and build higher self-esteem. Moreover, thanks to the interactive games and activities, it is intended that students use the four basic language skills integrated with each other more effectively.

It is purposed that students are provided with the knowledge and skills determined in line with the language functions in the curriculum effectively, acquire various skills, apply these skills in different situations and enjoy while doing all of these.

We believe the games and activities will be useful for our students.

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## ICONS USED IN THE BOOK



Duration



Individual Activity



Whole Class Activity



Link



Pair Work



QR Code for Listening



Cut



Group Work



# THEME 10 SHOPPING

10<sup>th</sup> GRADE

## FUNCTIONS

F1 Making comparisons

F2 Talking about different kinds of clothing and shopping

F3 Describing objects and people

## 1 Elaborate on Words



The aim of this game is to have students make comparisons by scrutinizing the words practised throughout the shopping theme.

### Materials and Preparation

A piece of paper

### Procedure

- 1 Divide the class into four or five groups, depending on the size of the class.
- 2 Tell the groups to have a pen and a blank sheet of paper to write the items that the teacher jots down on the board.
- 3 Then, write a noun related to shopping on the board, *sweater*. Explain the groups that they are going to suggest and write answers related to the target noun.

**E.g.** *Something lighter than a sweater:* t-shirt

*Something heavier than a sweater:* coat

*A verb that goes with sweater:* wear

*Three adjectives to describe a sweater:* woolen, hand-knitted, high-necked

*A comparative sentence including sweater:* My sweater is cheaper than yours.

*A superlative sentence including sweater:* I have picked up the most attractive sweater in the store.

- 4 When a group has completed all the items, check their answers through reading aloud. Award 1 point for each appropriate answer.
- 5 Write a different noun each round, but the items that the groups have to write will remain on the board. The game may continue till the end of the lesson, depending on the number of target words.
- 6 At the end of the game, the group(s) with the most points will be the winner.

## 2 Boost Your Productivity



The aim of this game is to have students make as many comparisons as possible.

### Materials and Preparation

Worksheet on page 255

The teacher photocopies the worksheet for each group and hands them out.

### Procedure

- 1 Divide the class into four or five groups, depending on the size of the class.
- 2 Tell students that they are going to read the prompts provided on the worksheet and write as many comparative sentences as possible for each one.
- 3 Give them 15 minutes to complete the task.
- 4 Once the time is up, have the groups read their sentences aloud for the class in turn. Award 1 point for each comprehensible, sensible, and accurate sentence.
- 5 Finally, announce the group(s) with the highest score as the winner.



# THEME 10 SHOPPING

10<sup>th</sup> GRADE

## FUNCTIONS

F1 Making comparisons

F2 Talking about different kinds of clothing and shopping

F3 Describing objects and people

## 3 Choose and Compare



The aim of this game is to have students make comparisons based on the prompts given in the board game. It is also expected to help students practice comparative and superlative structures.

### Materials and Preparation

Copies of the dice on page 256

Copies of the board game on page 256

The teacher cuts out the dice pattern and makes the dice. Then, the teacher hands out one board game and one dice to each group.

### Procedure

- 1 Put students into groups of three or four, depending on the size of the class.
- 2 Determine the rule of the progress as clockwise or counterclockwise.
- 3 Remind students to roll the dice in turns.
- 4 Ask each student to move their game pieces (a rubber, a pencil sharpener, a button, etc.) along the path according to the number of spaces indicated by the dice.
- 5 When students land on a gray square, have them read the words and make a comparative sentence using the adjective and two things shown on the square. Then ask them to add one reason for the statement.

**E.g.** *In my opinion, speaking is more difficult than writing in a foreign language because I feel ashamed while speaking before others.*

- 6 When they land on the white square, have them make a superlative sentence using the adjective and three things shown on the square.

**E.g.** *I think that the most enjoyable activity in my spare time is watching a comedy movie because I like stretching out on the couch and laughing a lot.*

- 7 Have the other group members listen to the student's sentence and decide whether the sentences are comprehensible or not all together. If they are comprehensible, the student moves to the next square. If not, the student goes back one square.
- 8 The first group to reach the 'Finish' space wins the game.





# THEME 10 SHOPPING

10<sup>th</sup> GRADE

## FUNCTIONS

F1 Making comparisons

F2 Talking about different kinds of clothing and shopping

F3 Describing objects and people

## 4 Comparative Chain



This fast-paced game aims to have students make comparisons in a limited time. With this game, it is also expected to help students practise and revise the comparative forms of the adjectives learned previously.

### Materials and Preparation

Worksheet on page 257

### Procedure

- 1 Put students into two groups as A and B.
- 2 Display the worksheet on the interactive whiteboard. Alternatively, hand out the worksheet. Choose an adjective on the worksheet and write a comparative sentence on the board.

**E.g.** *Cotton shirts are healthier than synthetic shirts.*

- 3 Then, invite a volunteer from the first group (Group A) to the board and ask her/him to write up a new comparative sentence starting with the compared item at the end of the previous sentence, *synthetic shirts*, and using new adjective.

**E.g.** *Synthetic shirts are cheaper than silk shirts.*

- 4 Then, ask a volunteer from the second group (Group B) to come up to the board and make a new comparative sentence beginning with *silk shirts*. The process goes on like a chain. Students in each group come to the board in turn and make up a new comprehensible sentence by using the comparative form of an adjective either listed or unlisted on the worksheet.
- 5 Finish the game when one student in a group repeats a comparative adjective, can't think of anything to write, or is too slow to answer. In that case, award 1 point to the other group and write a new comparative sentence to carry on the game.

**E.g.** *Wooden toys are healthier than plastic toys.*



# THEME 10 SHOPPING

10<sup>th</sup> GRADE

## FUNCTIONS

F1 Making comparisons

F2 Talking about different kinds of clothing and shopping

F3 Describing objects and people

## 5 Open to Debate



The activity aims to have students participate in a debate and practice the expressions for clothing and shopping.

### Materials and Preparation

Worksheet on page 258

Assessment rubric on page 259

As a preparation, the teacher photocopies and hands out both the worksheet and the assessment rubric to each subgroup.

### Procedure

- 1 Divide the class into two groups. Then, divide both groups into two subgroups as As and Bs.
- 2 Tell students that they will be given various topics to debate over and As of either group will be “for” and Bs “against”.
- 3 Then, ask each group to take a look at the topics given and choose one of them as the debate topic.
- 4 Have the As and Bs of either group debate over their topics standing “for” and “against”. During the debate within a group, the other group will be the jury to evaluate the debating group using the assessment rubrics.
- 5 At the beginning of the debate, remind students to take into consideration the following rules:
  - Respect your opponents.
  - Do not interrupt.
  - Support the arguments with details.
- 6 Give students enough time to prepare their “for” or “against” arguments by making notes on the worksheet. Monitor and guide them while they are carrying out the task.
- 7 When everyone is ready, invite two groups to the front of the class to debate over their topic.
- 8 Once the debate is finished, take the assessment rubrics and determine the winner group.

## 6 Buying Behaviors



The aim of this activity is to have students talk about shopping and buying behaviors. It is expected to raise students’ awareness about buying habits and contribute to their critical point of view on the topic.

### Materials and Preparation

Reading sheet on page 260

The teacher photocopies the reading sheet as many as the number of students and hands them out.

### Procedure

- 1 Put students into pairs.
- 2 Tell them that they are going to read the text critically and then, decide on what type(s) of buying behavior they have. Afterward, have them answer the other related questions on the sheet.
- 3 Finally, have them share the answers with their partners and comment on them.





# THEME 10 SHOPPING

10<sup>th</sup> GRADE

## FUNCTIONS

F1 Making comparisons

F2 Talking about different kinds of clothing and shopping

F3 Describing objects and people

## 7 Build a Shopping Dialog



This game aims to have students talk about clothing and shopping. It is expected to contribute to students in terms of reading, speaking, and listening skills.

### Materials and Preparation

Dialog sheet on page 261(The original one for teacher's reference)

Dialog strip set on page 262

The teacher photocopies the dialog strip set for each pair and then, cuts out the sentences into strips so that each strip will have the dialog phrase on one assigned role. Then, the teacher hands out the strips to each paper.

### Procedure

- 1 Put students into pairs as Student A and Student B.
- 2 Assign a role to Student A as the customer and Student B as the shop assistant. Hand out the sets of strips to each pair based on their assigned roles.
- 3 Explain students that each pair has half of the dialog but in a jumbled order. Tell them to take a glance at the sentences and try to guess the order of sentences without showing them to each other. Give them a suitable amount of time.
- 4 Then, ask Student A to read aloud the first sentence and Student B to find out a suitable answer. Each student reads aloud the following sentence one by one and in turns. Finish the activity when all the speeches are put into order and have a complete and meaningful dialog.
- 5 Read aloud the original one and ask students to check their dialog.
- 6 Afterwards, ask the pairs to extend the dialog by adding some other questions and answers.
- 7 Finally, have them share their new dialog with the class.



# THEME 10 SHOPPING

## FUNCTIONS

F1 Making comparisons

F2 Talking about different kinds of clothing and shopping

F3 Describing objects and people

10<sup>th</sup> GRADE

## 8 Outfit Combinations



The activity aims to have students talk about different kinds of clothing and outfits. It also aims to consolidate the words learned throughout the theme.

### Materials and Preparation

Worksheet on pages 263 and 264

As for preparation, the teacher photocopies the worksheet as many as the number of pairs and hands them out.

### Procedure

- 1 Put students into pairs.
- 2 First, have them go through the worksheet and complete the chart with the suitable words by putting them into their correct categories. Let them add more words to each category if they wish.
- 3 After completing the chart, have them write and describe six outfit combinations on the worksheet. Then, ask them to rate each combination (1 – the lowest; 5 – the highest), and tell what kinds of events/activities (sports events, weddings, business meetings, birthday parties, graduation balls, etc.) the combinations are suitable for. Remind them to justify their opinion(s).

**E.g.** *The first outfit combination consists of a pink shirt, a striped tie, brown shoes and pants, a gray notebook case, a pair of gray leather gloves, and a slim-fit jacket. It is formal in style, so we think it is suitable for a business meeting and we give 5 points for the combination.*

- 4 Have each pair share and discuss their comments with the class.

## 9 What am I?



This riddle activity aims to have students describe objects. This fun brain-teaser activity is expected to contribute to students' creativity in terms of making up a question or statement to be solved.

### Materials and Preparation

Worksheet on page 265

The teacher photocopies the worksheet for each group and hands them out.

### Procedure

- 1 Divide the class into four or five groups, depending on the size of the class.
- 2 First, elicit the sample riddles for the groups. Then, explain that they are going to make up and write a riddle for each object written on the worksheet.
- 3 Give students a suitable amount of time. Monitor and guide them while they are carrying out the task.
- 4 After they have finished the task, ask them to assign a representative for each team to speak on their behalf. Have the representative read aloud the sentences and let the other groups guess what it is. Award 1 point for the fastest group to answer it correctly. If a group gives an incorrect answer, do not let them have another try until the next riddle.
- 5 The group with the highest score wins the game.



# THEME 10 SHOPPING

## FUNCTIONS

F1 Making comparisons

F2 Talking about different kinds of clothing and shopping

F3 Describing objects and people

10<sup>th</sup> GRADE

## 10 Design Your Own Product



This game aims to have students describe a new and original object in details.

### Materials and Preparation

Sheets of paper

As a preparation, the teacher asks each group to have a sheet of paper to make notes.

### Procedure

- 1 Divide the class into four or five groups depending on the size of the class.
- 2 Ask them to imagine that they are going to design a new product that would take on marketing soon and they are required to come up with an exclusive product such as an item of clothing or a household appliance. It is also possible for them to add some variations on a product that they know very well.
- 3 After having a consensus on the product, have the groups write detailed information about it. While writing about the original product, ask them to take into account the following questions:
  - How is it made?
  - What functionality does it provide?
  - What problems can it solve?
  - How much does it cost?
  - What advantages does it present?
  - Why is it superior to other products?
  - Who is it intended for?
- 4 Monitor and guide them while they are carrying out the task.
- 5 Afterwards, have each group read the information about their original product. Have the other groups listen to it and decide on which product they would be most willing to have and explain the reasons.
- 6 Have students give a big round of applause for the most popular product.



# THEME 10 SHOPPING

10<sup>th</sup> GRADE

## FUNCTIONS

F1 Making comparisons

F2 Talking about different kinds of clothing and shopping

F3 Describing objects and people

## 11 Complete the Crossword



The aim of this activity is to have students describe people in details. It also aims to recall previously learned words to describe appearance. This crossword activity is suggested to foster students' creativity in language use.

### Materials and Preparation

Worksheet on pages 266 and 267

As a preparation, the teacher photocopies the worksheet as many as the number of Student As and Student Bs.

### Procedure

- 1 Put students into pairs and assign them as Student As and Student Bs. Hand out the worksheet to corresponding students.
- 2 Explain students that they are going to write down a few clues for each physical appearance word written on their crossword. Tell them that they are allowed to write a description, or give an example with a synonym or an antonym of that adjective. Warn them not to look at each other's worksheets.
- 3 Then, tell them to ask their partner for a clue to one of their missing adjectives in turns.

**E.g.** *What is 3 down?*

- 4 Have them read out the clue for that word and then guess it in turns. If their guess is correct, they write it on their crossword. If not, their partner continues to give more clues until the student is able to guess the adjective. Ask them to give the first letter of the word when their partner has challenges with remembering it.
- 5 When the students have finished the activity, let them check each other's completed crosswords and their spelling with their partners.



# THEME 10 SHOPPING

## FUNCTIONS

F1 Making comparisons

F2 Talking about different kinds of clothing and shopping

F3 Describing objects and people

10<sup>th</sup> GRADE

## 12 Find the Shoppers



This game aims to have students describe people's physical appearance in details.

### Materials and Preparation

Worksheet on pages 268 and 269

As a preparation, the teacher photocopies the worksheet as many as the number of Student As and Student Bs.

### Procedure

- 1 Put students into pairs and assign them as Student As and Student Bs.
- 2 Hand out the worksheet both for Student As and Student Bs.
- 3 Explain that they are going to complete the missing parts of their chart by asking questions to their partners who have the missing information. Have them ask their partner questions about different people's appearances (build, facial features, hair, eyes) in turns to complete the chart.

**E.g.** *What does Mary look like?*

*What is Vanessa's hair like?*

*What color eyes does Andre have?*

*Does Michael wear a mustache/beard?*

- 4 Give them a suitable amount of time to do the task. When the time is over, have them read both the shoppers' clues given in the second activity and physical descriptions in the chart and then, write which shopper bought each item. Ask them to write the name of the person beside the item that they bought.
- 5 Check students' answers orally and make sure that all the pairs have the same answers.



## Answer Key

### 7 Build a Shopping Dialog

#### Shop Assistant

- 10 Sure. Here is your receipt. Have a nice day.
- 1 Hello, can I help you?
- 9 Ok. How will you pay?
- 7 Let me check... Hmm, we have one. Here you are.
- 3 OK, could you tell me about your friend? For example, what is your best friend like?
- 5 Point taken! I got this casual blue jacket for her. I think it matches her blue eyes. What do you think?
- 4 Hmm, what does she look like?
- 6 Then, I'm sure this satin red jacket will be fine. What size does she wear?
- 8 Look, it is on sale today. It costs only £20.
- 2 Who is it for? For you, or...?

#### Customer

- 9 In cash.
- 4 She is blonde and has blue eyes. She is also of medium-height and overweight.
- 2 It will be a present for my best friend. I'm open to suggestion.
- 1 Yes, please. I am looking for an oversize jacket but I can't reach a certain decision.
- 3 Alright. She is so caring, friendly, and funny.
- 8 Great. I shouldn't miss it.
- 6 She usually wears a medium in size, but the red jacket is a slim fit and it is not her style. She likes wide cut ones. Do you have a larger size?
- 7 Yeah, a large size. This suits her perfectly. How much is it?
- 5 Well... In fact, I'm looking for something to wear on a special occasion, not a casual one.
- 10 You, too.





# THEME 10 SHOPPING

10<sup>th</sup> GRADE

Answer Keys & Audio Scripts

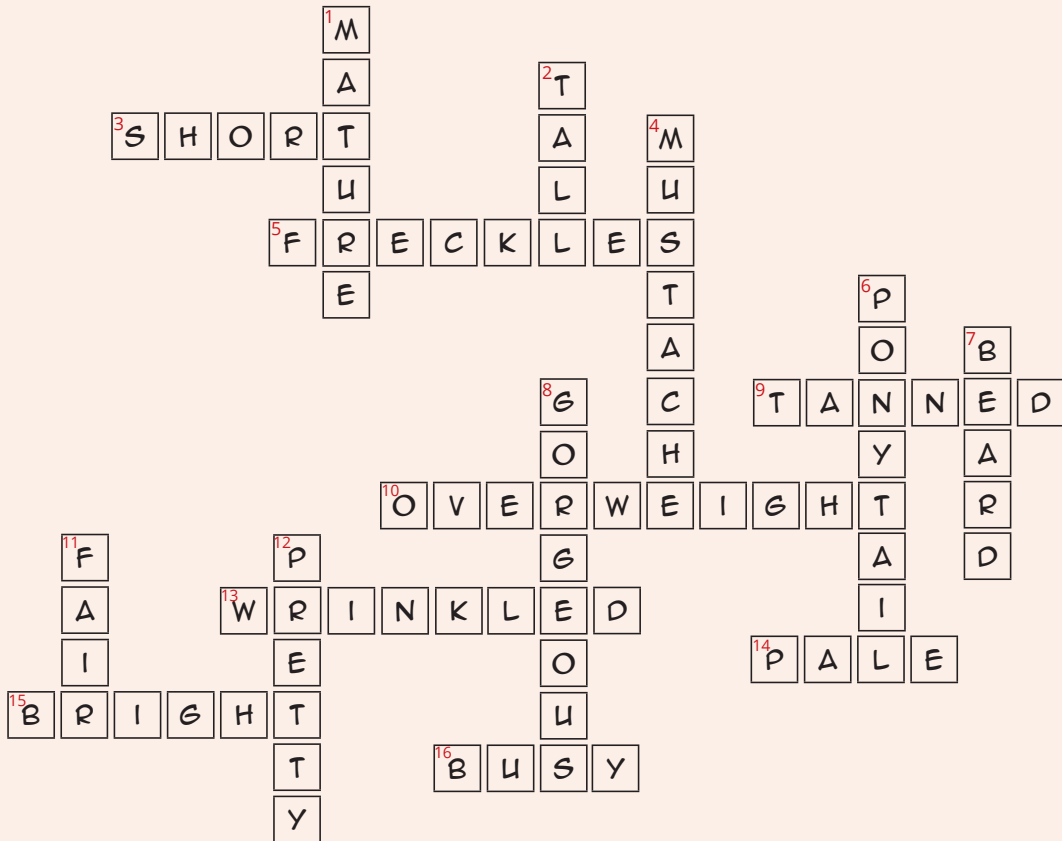
## Answer Key

### 8 Outfit Combinations

Type of Clothing	Style	Footwear	Material	Appearance
jacket	casual	boots	leather	glamorous
sweater	formal	sandals	cotton	smart
blouse	outdoor	flat shoes	suede	fashionable
evening dress	slim-fit	high-heeled shoes	wool	pleasant
anorak	vintage		nylon	fancy
tuxedo	bohemian		denim	elegant
skirt	baggy			erratic
t-shirt	tight-fitting			
jumper	trendy			
socks	unfashionable			
leggings	scruffy			
shorts	polka-dot			
suit	checked			
pants	flowery			
	sleeveless/short-sleeved			

## Answer Key

### 11 Complete the Crossword





# THEME 10 SHOPPING

10<sup>th</sup> GRADE

## Answer Keys & Audio Scripts

### Answer Key

#### 12 Find the Shoppers

Ask your partner questions about each shopper's physical appearance and complete the missing information in the chart.

	Shoppers	Body& Build	Facial Features	Hair	Eyes
1	Mary	overweight	wrinkles	wavy	brown
2	Daniel	well-built	beard, mustache	black, curly	brown
3	Lucy	overweight	oval	straight, black	hazel
4	Sheila	thin	freckles, wrinkles	wavy	green
5	Vanessa	thin	wrinkles	blond, straight	brown
6	Samuel	well-built	beard, freckles	blond	blue
7	Michael	overweight	mustache, oval	wavy	brown
8	Andre	thin	wrinkles	straight	blue
9	Isabel	overweight	oval	blonde	brown
10	Jason	well-built	beard, square	curly	green

The ring	That person isn't thin, has blond hair with blue eyes with freckles on the face.	Samuel
The bag	That person is thin and has blue eyes with wrinkles on the face.	Andre
The necklace	That person isn't thin and has wavy hair with brown eyes.	Mary
The cap	That person has a beard, a square face, and curly hair.	Jason
The earphones	That person is overweight and has an oval face with hazel eyes.	Lucy
The novel	That person has wrinkles on the face with brown eyes.	Vanessa
The coat	That person has an oval face, wavy hair and brown eyes.	Michael
The shoes	That person isn't slim and has a beard, curly hair, and brown eyes.	Daniel
The toy	That person has an oval face with blonde hair and brown eyes.	Isabel
The sweater	That person is thin and has wrinkles with wavy hair.	Sheila

# THEME 10 APPENDIX



## 2 Boost Your Productivity

10<sup>th</sup> GRADE

Read the prompts provided on the worksheet and write as many comparative sentences as possible for each one.

<b>1 Watching sports-Playing Sports</b> _____ _____ _____ _____ _____	<b>2 Sending an e-mail-Sending a text message</b> _____ _____ _____ _____ _____
<b>3 Going on holiday in your country-Going on holiday abroad</b> _____ _____ _____ _____ _____	<b>4 Watching a film at home-Watching a film at the theater</b> _____ _____ _____ _____ _____
<b>5 Swimming in the sea-Swimming in the pool</b> _____ _____ _____ _____ _____	<b>6 Eating at home-Eating at a restaurant</b> _____ _____ _____ _____ _____
<b>7 Drinking tea-Drinking coffee in the morning</b> _____ _____ _____ _____ _____	<b>8 Shopping alone-Shopping with someone else</b> _____ _____ _____ _____ _____
<b>9 Buying online-Buying in a shop</b> _____ _____ _____ _____ _____	<b>10 Traveling by bus-Traveling by car</b> _____ _____ _____ _____ _____

# THEME 10 APPENDIX



## 3 Choose and Compare

10<sup>th</sup> GRADE

Start  
LET'S  
GO!

1- Difficult in a foreign language (speaking/writing)

2- Enjoyable in my spare time (watching a movie/reading a novel/cooking a meal)

3- Relaxing activity in the evening (reading a book/watching TV)

4- Smart animal (dolphins/chimpanzees/elephants)

5- Dangerous (bungee jumping/scuba diving/paragliding)

9- Practical to communicate (texting/calling)

8- Fun for teenagers (playing computer games/playing board games)

7- Practical (reading hardcopy/reading e-books)

6- Easy (face-to-face/online communication)

10- Comfortable (headphones/earphones)

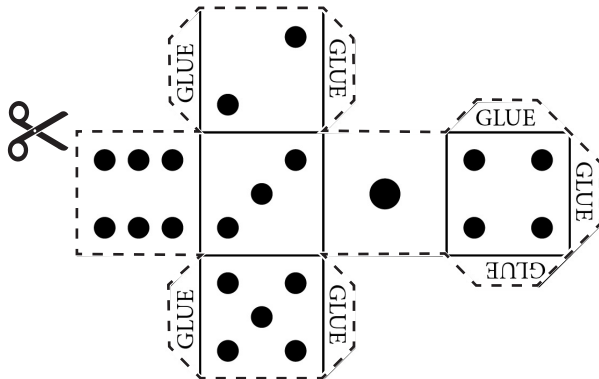
11- Good for summer vacation (beaches/countryside/mountains)

12- Popular pet in my country (cats/dogs/birds)

13- Safe (riding a bike/riding a motorbike)

14- Stylish for summer (sandals/sneakers/slippers)

15- Useful for work (mobile phone/laptop/tablet pc)



FINISH



comfortable	big	dangerous	clever
small	expensive	heavy	intelligent
fast	courageous	slow	thin
boring	busy	polite	careful
healthy	funny	far	quiet
common	much	selfish	little
talkative	tall	nice	horrible
long	popular	old	bad
cheap	friendly	light	shiny
soft	sunny	valuable	lovely
useful	tough	sharp	noisy

# THEME 10 APPENDIX



## 5 Open to Debate (1)

10<sup>th</sup> GRADE

Debate topic chosen: \_\_\_\_\_

- 1 Online shopping is better than traditional shopping.
- 2 Shopping alone is better than shopping with friends.
- 3 Colors of your clothing items show your mood.
- 4 Fast fashion can wind up costing you more than real clothes.

### INSTRUCTIONS

- 1 Prepare your FOR or AGAINST arguments by making notes below.
- 2 Present your argument to the other group.
- 3 After hearing your opponent's argument, disagree and give a counterargument.

A large rectangular area with a light orange background and horizontal red lines, intended for students to write their debate notes.



# THEME 10 APPENDIX



## 5 Open to Debate (2)

10<sup>th</sup> GRADE

### ASSESSMENT RUBRIC

Criteria	Group A			Group B		
	Not Satisfactory	Fair	Satisfactory	Not Satisfactory	Fair	Satisfactory
Active participation						
Responding to counterarguments						
Giving reasons for arguments						
Mannerisms (respect, turn taking, etc.)						



### ASSESSMENT RUBRIC

Criteria	Group A			Group B		
	Not Satisfactory	Fair	Satisfactory	Not Satisfactory	Fair	Satisfactory
Active participation						
Responding to counterarguments						
Giving reasons for arguments						
Mannerisms (respect, turn taking, etc.)						



### Types of Buying Behaviors

- 1 🛒 Habitual:** These people quickly decide and select any product they want. They do not conduct extensive research on the product; instead, they often choose a familiar brand with a reasonable price and often pick it over another.
- 2 🛒 Analytical:** Most analytical buyers generally conduct extensive research on a product before making a decision on it. They often consult on data about the success rates of the product and compare its features with one another. They also read online reviews or ask for friends' experiences to get an opinion about it and to decide on buying.
- 3 🛒 Variety Seeking:** They are called loyal shoppers as well. Buying the same product but with a small variety each time is important for them. They tend to buy a new product to see how it differs from the old one.
- 4 🛒 Impulsive:** Opposite the ones in analytical shopping, they do not waste time searching for or examining the product in detail. They tend to purchase a product quickly after they see it in an advertisement or with an influencer.
- 5 🛒 Average Spending:** They care about both the quality and the price of a product. Even if they set a budget for a product, they may spend more when it is beneficial and worth buying it. These buyers compare the prices with the ones in other stores and then, make sure about the best decision in terms of cost and profit.
- 6 🛒 Frugal Spending:** For these people, the price is the most important criterion to buy a product. They typically care more about the price of a product than its brand, features, and benefits. This type of buyer tends to select the cheapest store to take advantage of a product.
- 7 🛒 Expressive:** These types of buyers typically care about the type of interaction with shop assistants or store managers as well as the experience they have when buying a product. If they receive guidance, support, and positive customer service, they easily become a long-term customer.

- What type(s) of buying behavior do you have?
- What do you generally buy? When do you display this/these behavior(s)?
- Are you generally happy with your buying behavior(s)? Why/Why not?





<b>Shop Assistant</b>	Hello, can I help you?
<b>Customer</b>	Yes, please. I am looking for an oversize jacket but I can't reach a certain decision.
<b>Shop Assistant</b>	Who is it for? For you, or...?
<b>Customer</b>	It will be a present for my best friend. I'm open to suggestion.
<b>Shop Assistant</b>	OK, could you tell me about your friend? For example, what is your best friend like?
<b>Customer</b>	Alright. She is so caring, friendly, and funny.
<b>Shop Assistant</b>	Hmm, what does she look like?
<b>Customer</b>	She is blonde and has blue eyes. She is also of medium-height and overweight.
<b>Shop Assistant</b>	Point taken! I got this casual blue jacket for her. I think it matches her blue eyes. What do you think?
<b>Customer</b>	Well... In fact, I'm looking for something to wear on a special occasion, not a casual one.
<b>Shop Assistant</b>	Then, I'm sure this satin red jacket will be fine. What size does she wear?
<b>Customer</b>	She usually wears a medium in size, but the red jacket is a slim fit and it is not her style. She likes wide cut ones. Do you have a larger size?
<b>Shop Assistant</b>	Let me check... Hmm, we have one. Here you are.
<b>Customer</b>	Yeah, a large size. This suits her perfectly. How much is it?
<b>Shop Assistant</b>	Look, it is on sale today. It costs only £20.
<b>Customer</b>	Great. I shouldn't miss it.
<b>Shop Assistant</b>	OK. How will you pay?
<b>Customer</b>	In cash.
<b>Shop Assistant</b>	Sure. Here is your receipt. Have a nice day.
<b>Customer</b>	You, too.



### Shop Assistant



- Sure. Here is your receipt. Have a nice day.
- Hello, can I help you?
- Ok. How will you pay?
- Let me check... Hmm, we have one. Here you are.
- OK, could you tell me about your friend? For example, what is your best friend like?
- Point taken! I got this casual blue jacket for her. I think it matches her blue eyes. What do you think?
- Hmm, what does she look like?
- Then, I'm sure this satin red jacket will be fine. What size does she wear?
- Look, it is on sale today. It costs only £20.
- Who is it for? For you, or...?

### Customer



- In cash.
- She is blonde and has blue eyes. She is also of medium-height and overweight.
- It will be a present for my best friend. I'm open to suggestion.
- Yes, please. I am looking for an oversize jacket but I can't reach a certain decision.
- Alright. She is so caring, friendly, and funny.
- Great. I shouldn't miss it.
- She usually wears a medium in size, but the red jacket is a slim fit and it is not her style. She likes wide cut ones. Do you have a larger size?
- Yeah, a large size. This suits her perfectly. How much is it?
- Well... In fact, I'm looking for something to wear on a special occasion, not a casual one.
- You, too.



# THEME 10 APPENDIX



## 8 Outfit Combinations (1)

10<sup>th</sup> GRADE

**A** Put the words below into the correct categories and complete the chart. You can add more words to each category.

jacket	flat shoes	sweater	fancy
high	heeled shoes	unfashionable	nylon
boots	sleeveless	tuxedo	blouse
erratic	wool	smart	anorak
socks	long/short	sleeved	evening dress
glamorous	jumper	leggings	denim
skirt	pleasant	suit	pants
checked	leather	fitting	outdoor
fashionable	scruffy	vintage	sandals
cotton	casual	t-shirt	bohemian
trendy	flowery	suede	elegant
polka-dot	slim-fit	formal	baggy

Type of Clothing	Style	Footwear	Material	Appearance

# THEME 10 APPENDIX



## 8 Outfit Combinations (2)

10<sup>th</sup> GRADE

**B** Look at the pictures of six different outfit combinations. Describe them and write what kinds of events/activities the outfit combinations are suitable for. Rate each combination (1 – the lowest; 5 – the highest).

1



Description

Rate

2



Description

Rate

3



Description

Rate

4



Description

Rate

5



Description

Rate

6



Description

Rate



# THEME 10 APPENDIX



## 9 What am I?

10<sup>th</sup> GRADE

<b>E.g. a candle</b> <i>I'm tall when I'm young, I'm short when I'm old. Blow me when you have light.</i>	<b>E.g. a curtain</b> <i>You can draw me. I keep out the light. I am made of fabric. I am in front of windows.</i>
<b>radio</b> _____ _____	<b>sneakers</b> _____ _____
<b>pot</b> _____ _____	<b>carpet</b> _____ _____
<b>coat</b> _____ _____	<b>pants</b> _____ _____
<b>wardrobe</b> _____ _____	<b>shorts</b> _____ _____
<b>headscarf</b> _____ _____	<b>kilt</b> _____ _____
<b>tracksuit</b> _____ _____	<b>sofa</b> _____ _____
<b>iron</b> _____ _____	<b>tennis ball</b> _____ _____
<b>skirt</b> _____ _____	<b>lamp</b> _____ _____

# THEME 10 APPENDIX



## 11 Complete the Crossword (1)

10<sup>th</sup> GRADE

### Student A

Write clues for the words across. Then, take turns to ask and answer questions to find the correct words omitted in the crossword.

1

2

3 SHOR T

4

5 FRECKLES

6

7

8

9 TANNED

10 OVERWEIGHT

11

12

13 WRINKLED

14 PALE

15 BRIGHT

16 BUSY

### ACROSS

- 3 \_\_\_\_\_
- 5 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_
- 13 \_\_\_\_\_
- 14 \_\_\_\_\_
- 15 \_\_\_\_\_
- 16 \_\_\_\_\_

# THEME 10 APPENDIX



## 11 Complete the Crossword (2)

10<sup>th</sup> GRADE

### Student B

Write clues for the words down. Then, take turns to ask and answer questions to find the correct words omitted in the crossword.

The crossword puzzle grid is as follows:

- 1 M
- A
- 2 T
- 3 [ ] [ ] [ ] [ ] T
- U
- 4 M
- U
- 5 R [ ] [ ] [ ] L [ ] S
- E
- T
- A
- 6 P
- O
- 7 B
- 8 G
- C
- 9 [ ] [ ] N [ ] E [ ]
- O
- H
- Y
- A
- 10 [ ] [ ] [ ] R [ ] E [ ] [ ] [ ] T
- R
- D
- 11 F
- 12 P
- 13 R [ ] [ ] [ ] [ ] E [ ]
- E
- O
- 14 [ ] [ ] L [ ]
- 15 R [ ] [ ] [ ] T
- U
- 16 [ ] [ ] S [ ]
- T
- Y

### DOWN

1 \_\_\_\_\_

2 \_\_\_\_\_

4 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

11 \_\_\_\_\_

12 \_\_\_\_\_

# THEME 10 APPENDIX



## 12 Find the Shoppers (1)

10<sup>th</sup> GRADE

### Student A

Ask your partner questions about each shopper's physical appearance and complete the missing information in the chart.

	Shoppers	Body& Build	Facial Features	Hair	Eyes
1	Mary	overweight	_____	_____	brown
2	Daniel	well-built	_____	black, curly	_____
3	Lucy	_____	oval	_____	hazel
4	Sheila	_____	freckles, wrinkles	_____	green
5	Vanessa	thin	_____	_____	brown
6	Samuel	well-built	_____	blond	_____
7	Michael	overweight	_____	wavy	_____
8	Andre	thin	wrinkles	_____	_____
9	Isabel	_____	_____	blonde	brown
10	Jason	_____	beard, square	_____	green

<b>The ring</b>	That person isn't thin, has blond hair with blue eyes with freckles on the face.	
<b>The bag</b>	That person is thin and has blue eyes with wrinkles on the face.	
<b>The necklace</b>	That person isn't thin and has wavy hair with brown eyes.	
<b>The cap</b>	That person has a beard, a square face, and curly hair.	
<b>The earphones</b>	That person is overweight and has an oval face with hazel eyes.	
<b>The novel</b>	That person has wrinkles on the face with brown eyes.	
<b>The coat</b>	That person has an oval face, wavy hair and brown eyes.	
<b>The shoes</b>	That person isn't slim and has a beard, curly hair, and brown eyes.	
<b>The toy</b>	That person has an oval face with blonde hair and brown eyes.	
<b>The sweater</b>	That person is thin and has wrinkles with wavy hair.	

# THEME 10 APPENDIX



## 12 Find the Shoppers (2)

10<sup>th</sup> GRADE

### Student B

Ask your partner questions about each shopper's physical appearance and complete the missing information in the chart.

	Shoppers	Body& Build	Facial Features	Hair	Eyes
1	Mary	_____	wrinkles	wavy	_____
2	Daniel	_____	beard, mustache	_____	brown
3	Lucy	overweight	_____	straight, black	_____
4	Sheila	thin	_____	wavy	_____
5	Vanessa	_____	wrinkles	blonde, straight	_____
6	Samuel	_____	beard, freckles	_____	blue
7	Michael	_____	mustache, oval	_____	brown
8	Andre	_____	_____	straight	blue
9	Isabel	overweight	oval	_____	_____
10	Jason	well-built	_____	curly	_____

<b>The ring</b>	That person isn't thin, has blond hair with blue eyes with freckles on the face.	
<b>The bag</b>	That person is thin and has blue eyes with wrinkles on the face.	
<b>The necklace</b>	That person isn't thin and has wavy hair with brown eyes.	
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<b>The novel</b>	That person has freckles on the face with green eyes.	
<b>The coat</b>	That person has an oval face, wavy hair and brown eyes.	
<b>The shoes</b>	That person isn't slim and has a beard, curly hair, and brown eyes.	
<b>The toy</b>	That person has an oval face with blonde hair and brown eyes.	
<b>The sweater</b>	That person is thin and has wrinkles with wavy hair.	

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