

## The clothes shop

### Teacher's notes and answer key

**Level:** Intermediate and above

**Age:** Adults

**Time needed:** 45 minutes plus

**Procedure:** Activities 1, 2 and 3 on the student worksheets should be completed before students listen to the play. The rest of the activities can be completed during and after listening. The 'Twelve top tips' will give you extra ideas for using the plays in the classroom.

#### Notes

1. *Mags* is short for *Maggie*, which, in turn, is short for *Margaret*. *Mags* would only be used by very close friends or relations.
2. Credit card transactions can be declined for a number of reasons. The customer's credit limit may have been reached; the card may have expired; the pin number entered may be incorrect.

#### Twelve top tips

1. Take away the title of the play. Students try to guess the context. Who? Where? Why? What?
2. Ask students to describe the appearance, personality and social status of the characters in the play.
3. Cut the play up into four sections. Students then put it back in the correct sequence.
4. Supply several statements of fact or opinion about the play. Ask students to assess whether each one follows from the play, supports it, contradicts it or is assumed.
5. Use the play alongside a onestopenglish news lesson or news article on a similar subject and hold a debate and discussion on the topic to link the content with students' experience or knowledge.
6. Students add their own stage directions, e.g. ... *he said angrily – rising from his chair*.
7. Students can finish the play off in their own words or change its ending.
8. Students interpret the play, perform it and then record and listen to themselves for correct use of stress and intonation.



9. Students perform the play using the same words but in different styles, e.g. a romance, a ghost story, a thriller, etc.

10. Students identify vocabulary that has a negative connotation.

11. Students identify the word/phrase/phrasal verb that means ...

12. Take an adjective or adverb out of a sentence and put it in brackets at the end of the line. Students put it back in the correct place or wherever it will logically fit, for example:

*I know, but I feel down today. [A BIT]*

*I know, but I feel a bit down today.*

#### Answer key

##### 1. What is the play about?

1. c; 2. b

##### 2. Vocabulary

1. c; 2. e; 3. d; 4. f; 5. a; 6. b

##### 3. Extract from the play

1. c; 2. e; 3. a; 4. b; 5. d

##### 4. Vocabulary

1. split; 2. spoilsport; 3. down; 4. declined; 5. retail therapy

##### 5. Discussion: Topic

There is no single answer to this question but the most likely overall theme of the play is d, or possibly f, as they are shopping for the sake of shopping and not because they actually need anything.

## The clothes shop

### Transcript

**Scenario:** Two friends are shopping in Manchester city centre

**Characters:** Maggie, John, Shop assistant

- Maggie** Quick! Look over there! Can you see that girl's jeans?
- John** Who? The one with the blonde hair and the cute ...?
- Maggie** Yes, that's the one! What do you think of them?
- John** What?
- Maggie** The jeans! The *jeans*!
- John** They're OK.
- Maggie** What brand are they? Can you have a look?
- John** No way! Her boyfriend might thump me!
- Maggie** Spoilsport.
- John** I think they're Tommy Highflyers.
- Maggie** You mean Tommy *Hilfigers*!
- John** Anyway, I thought you weren't spending today.
- Maggie** I know, but I feel a bit down – I've got an eight hundred-word essay to write before Tuesday. I need some retail therapy!
- 
- John** Hey Mags, do you like this jumper?
- Maggie** I like the colour – is it in the sale?
- John** Err ... no ... D'you think it suits me?
- Maggie** What? Oh, er ... yes ... yes, it's nice. I really need some jeans, actually.
- John** What do you mean you 'need some jeans'? You bought some last week!
- Maggie** I know, but you know what happened to those, don't you?
- John** No, what?
- Maggie** I split them when I was getting out of the taxi the other night. Do you know what they cost me?
- John** Maybe you should get a bigger size this time.
- Maggie** I like them tight. They make your bum look better if they're tight.
- John** Not if you split them!
- Maggie** Ooh, look! These are in the sale! 90 pounds! Guess what they were?
- John** 900 pounds?
- Maggie** Don't be silly. They were 250 pounds! Now, that's a bargain if ever I saw one!
- John** It's even more of a bargain if you don't buy them.
- Maggie** Debbie Sloan's got some just like these – I've gotta get 'em!
- John** Well, at least try them on.
- Maggie** If they're good enough for Debbie Sloan, they're good enough for me!
- 
- Assistant** Can you enter your pin number, please?
- Maggie** OK ... Is her bum smaller than mine, John?
- John** Sorry?

**The clothes shop**

**Transcript**

**Maggie** What? One hundred and sixty pounds?  
**Assistant** Yes, love. That's the jeans and the jumper.  
**Maggie** Oh. John, you put the jumper on my bill.  
**John** Do you mind? I haven't got any cards on me.  
**Maggie** Oh ... well, er ... OK then.  
**John** I'll pay you back, I promise.  
**Assistant** Sorry, love – card's declined. D'you have any other form of payment?  
**Maggie** Yes! I have another credit card. Er, hang on ... no, I don't ... not any more.