Lesson plan | Shopping is GREAT

Topic: Shopping in London

Objectives:
- To give a short presentation about different types of shops
- To discuss different people’s shopping habits
- To use idioms which contain the word ‘shop’
- To write a collaborative story about a shopping experience

Level: Intermediate +

Time: 1 hour

Introduction
This lesson is about shopping in London and develops speaking skills and the use of idiomatic language. The students’ own experiences and opinions form the basis of all discussions and written work.

Procedure

Task 1
Warmer (5 mins)
- Hand out Task 1 and ask students to make sentences from words in the word cloud. Make sure the paper is folded so they do not see the poster yet.
  - Now show the ‘Shopping is great’ poster and elicit the phrase, ‘London is the shopping capital of the world’.
  - Tell the students that before they learn more about shopping in London, they will discuss their own experiences and opinions on shopping.

Task 2
Speaking (10 mins)
- Hand out Task 2.
- In pairs, the students complete Questions 1 and 2 where they give a short talk to each other before moving on to discussion questions.
- Monitor and provide content-based feedback if students require it.
- Listen and make notes of common errors.
- As a group, elicit content feedback and promote debate about different types of shopping.
- Feedback any common errors that the teacher noticed during pair discussion.
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Task 3
Vocabulary (37 mins)

Q1. Definition matching (5 mins)
- Ask the students to match the idioms with the definition, individually and then in pairs, before feeding back as a group.
- For higher levels, a more interactive approach would be to cut up the idioms and definitions and distribute them amongst the group of students. Students mingle to find their matching pair of idiom and definition.

Q2. Pre-vocabulary task (2 mins)
- Allow the students to discuss the two questions in pairs before feeding back as a group.

Q3. Replace phrases in the text (10 mins)
- Tell the students to replace the phrases in the text with the ‘shop’ idioms they studied in Q1.

Q4. Sentence creation (5 mins)
- Tell the students to make one new sentence using the two unused idioms from the previous task in Q3.

Q5. Writing (15 mins)
- Students write their story either on their own or with a partner.

A motivating way to encourage students to write together is to use an online collaborative writing tool like: http://willyou.typewithme/

- Put the students in pairs or threes.
- Ask one student to access the link and generate a title for their story.
- Tell this student to send an email with the URL link to their partners.
- Everyone can then all write on the same document from different computers and continue their collaborative writing out of class if they wish.
- When finished, display the finished products around the classroom and feedback common errors.


Task 4
Cooler (8 mins)

Bingo with the video

- Hand out the Bingo cards, enough for one per student.
- Play the video: http://www.youtube.com/watch?v=X3g8_XSTlIg
- Students watch the video and cross off words on the grid as they see or hear them. Play until one student has crossed off all the words in one line and shouts ‘Bingo’. The game continues until one student crosses off all the words on their grid and shouts ‘Bingo’ or ‘Full House’. This person is the ultimate winner.
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ANSWER KEY

Task 2
Speaking

These question types are commonly found in academic speaking tests where they begin by asking the students to respond personally, before moving on to more abstract discussion.

In question 1, remind students to give reasons for their answers during the presentations. In question 2, encourage students to think about the wider context of shopping. The teacher can promote a healthy debate about how people’s shopping habits have changed and the impact it has had on towns and cities around the world.

Task 3
Vocabulary

Remind students that it would be unnatural to use too many idioms all in one go. However, for the purposes of learning idioms effectively, it can be useful to learn them as a lexical set.

Question 1

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. to shop around</td>
<td>H. to look for the best price</td>
</tr>
<tr>
<td>2. to shop until you drop</td>
<td>G. to go shopping until you are so tired you can’t carry on</td>
</tr>
<tr>
<td>3. to talk shop</td>
<td>A. to discuss work issues in your free time</td>
</tr>
<tr>
<td>4. to go window shopping</td>
<td>F. to look around the shops but buy nothing (You could also teach ‘to browse’)</td>
</tr>
<tr>
<td>5. to shoplift</td>
<td>I. to steal something from a shop</td>
</tr>
<tr>
<td>6. to shop someone</td>
<td>B. to tell the police that someone has committed a crime</td>
</tr>
<tr>
<td>7. to be all over the shop</td>
<td>C. to be disorganised and confused</td>
</tr>
<tr>
<td>8. to be like a bull in a china shop</td>
<td>D. to rush around and knock things over</td>
</tr>
<tr>
<td>9. to go on a shopping spree</td>
<td>E. to buy many things (often without thinking too much about the cost)</td>
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</tbody>
</table>
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Question 2
There are two pre-reading gist tasks to encourage students to contextualise the text before they work on a more detailed vocabulary analysis.

Question 3
Answers
When I was at university in London, I used to love to pop into town on a Saturday afternoon and take a break from talking shop with my classmates. Unfortunately, since I was a student and I had to be careful with my money, I usually ended up window shopping. If, on the odd occasion, I did need to buy something, I had to shop around and went all over the shop to find the best deal.

I have my first job now and don’t live in London anymore. When I get the chance to go back, I usually go on a shopping spree and shop until I drop. It’s all very exciting but I am like a bull in a china shop as I try to find what I’m looking for.

Differentiation
In order to differentiate the task for higher-level students, the teacher could provide this version of the text instead as it does not indicate which phrases should be replaced.

When I was at university in London, I used to love to pop into town on a Saturday afternoon and take a break from discussing work with my classmates. Unfortunately, since I was a student and I had to be careful with my money, I usually ended up just looking. If, on the odd occasion, I did need to buy something, I had to search for the best price and went around in a panic to find the best deal.

I have my first job now and don’t live in London anymore. When I get the chance to go back, I usually buy lots of things and carry on shopping until I am exhausted. It’s all very exciting but I rush around and knock things over as I try to find what I’m looking for.

Question 4
The two unused idioms are:

- To shop someone
- To shoplift

An example of a sentence that the students might create: “The lady saw the man shoplift so she shopped him to the police.”
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Task 4
Bingo

Word list to match the video and Bingo cards (worksheet 2):

Oxford StreetSloane StreetSelfridgesSt. Christopher’s Place
John LewisOxford CircusTOPSHOPNiketown
KnightsbridgeHarrrodsHarvey NicholsCamden Town
Camden MarketCamden Lock MarketThe Stables Borough Market
SouthwarkPortobello RoadNotting HillWestbourne Grove

To create further bingo cards so more students can play whilst watching the video, copy the list of London places below and generate bingo cards by pasting here: http://print-bingo.com/blank-bingo-cards.php

To play Bingo without the video

- Tell the students to write their own London word list which can be used to make Bingo grids. Copy and paste the students’ list here:
- Randomly call out words from the list until one student crosses off all the words in a line and shouts ‘Bingo’.
- Continue calling out words until one student has crossed off all the words on their card and they shout ‘Bingo’ or ‘Full House’. This is the ultimate winner.

Extension activities

The teacher can set the extension activities to promote further learning by organising the discussion activity and encouraging the students to prepare a talk to present in the subsequent lesson.

Answers

<table>
<thead>
<tr>
<th>Area of London</th>
<th>Type of shopping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oxford Street</td>
<td>High Street shopping</td>
</tr>
<tr>
<td>Knightsbridge</td>
<td>Luxury shopping</td>
</tr>
<tr>
<td>Camden Town</td>
<td>Alternative shopping</td>
</tr>
<tr>
<td>Borough Market</td>
<td>Food shopping</td>
</tr>
<tr>
<td>Portobello Road</td>
<td>Antique shopping</td>
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