

Shopping

Topic

Different shops

Aims

- To understand words for different shops
- To ask for items sold in different shops
- To make sentences about different shops

Age group

Adults

Level

ESOL Entry 1

Time

60 + minutes

Materials

- Shopping Student worksheet 1 – Different shops
- Shopping Student worksheet 2 – Shopping lists
- Shopping Student worksheet 3

Introduction

This lesson reviews vocabulary relating to everyday shopping and introduces different shop names. Students practise speaking and listening using these items in a meaningful context. They then write short sentences about different shops.

Procedure

1. Lead- in: Different shops

- Elicit names of shops and buildings that students already know and make a list on the board
- Give clues until students have suggested shops to be focused on in this lesson (Explain that chemist and pharmacy are both acceptable).

	<ul style="list-style-type: none"> • Give out Shopping – Different shops vocabulary sheet and ask students to label the pictures. For stronger students, you can give them the pictures without the words.
2. Task 1: Speaking practice	<ul style="list-style-type: none"> • Review how to ask for things in shops. Ask for suggestions but focus on 'Can I have please?' 'Excuse me, have you got any?' Drill the questions if necessary. • Nominate one student to run the bakery, one to run the café, one to run the newsagent and one to run the chemist. • Seat each one at a separate table, with the café at the biggest table, and ask them to make a sign for their shop. • Give them the pictures of items for their shop (from student worksheet 2 – shopping lists), cut into individual cards. • Give all other students one of the 6 shopping lists on (also from student worksheet 2) • Demonstrate that each student should visit the different shops and ask for the items on their list. The shopkeeper should give them a picture of the item they ask for. • All students should finish at the café and can check each others' lists and items. • It may take more than one attempt to get this activity running smoothly, and repeating the activity with a changeover of roles and shopping lists would be beneficial. <p>Rationale: this activity practises the spoken forms of the target language, providing lots of opportunity for repetition and is good for kinaesthetic learners.</p>
3. Task 2: Spelling focus	<ul style="list-style-type: none"> • Before Choose one of today's vocabulary items. • Take the first turn yourself. Put dashes for the letters, elicit suggestions for letters, write the unwanted letters at the bottom of the board and the correct letters over the dashes until the word is complete. • Make sure each student sitting down has an opportunity to suggest letters; go round the room or name students, otherwise one or two students tend to dominate. • Allow students to have a turn at the board. At this level most students need a lot of support at the board, for example: write the word clearly for them on a

	<p>piece of paper for them to refer to, check they are filling in the guessed letters correctly etc.</p> <p>Rationale: Although it is important to recognise letter 'sounds' when learning to read, this is an excellent way to practice letter 'names' as well as focussing on spelling.</p>
4. Task 3: Reading	<ul style="list-style-type: none"> • Give out student worksheet 3, and ask students to sort shopping into the right columns. • Check using a giant version on a Smartboard if possible, otherwise check orally
5. Task 4: Writing	<ul style="list-style-type: none"> • Put a giant version of Task 4 on the Smartboard if possible, or write up the first sentence. • Ask one student to read the sentence and ask for suggestions to complete it. • Repeat with sentence 2, to ensure students understand what is required. • Ask students to look at Task 4 (worksheet 3) and ask students to complete the sentences. • Students can write original sentences when they have filled the gaps in 1 and 2.
6. Task 5: Crossword Homework	<ul style="list-style-type: none"> • Students can complete the crossword for homework to reinforce what they have learnt in the class

Contributed by

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