

Shopping nation

Topic

Shopping and shopaholics

Aims

- To practise and develop vocabulary related to shops and shopping
- To practise speaking skills
- To practise reading skills
- To describe your ideal shop

Age group

12- adult

Level

A2 / B1

Time

60 minutes

Materials

1. Shopping nation student worksheet
2. Internet links: <http://www.buynothingday.co.uk/> - UK Buy Nothing Day
http://www.bbc.co.uk/videonation/articles/b/bradford_shopaholic.shtml - Video interview with a shopaholic
<http://www.bbc.co.uk/cult/buffy/angel/interviews/benz/page3.shtml> - Interview with a shopaholic fashion victim

Introduction

This lesson is about shopping and introduces the idea of shopaholics. Task 1 is a simple vocabulary task for lower levels. Task 2 is a 'find somebody who' mingle activity where students ask each other questions related to shopping. Task 3 is a higher level reading based on a radio programme that has asked UK shoppers if they think the British are turning in to a nation of shopaholics. Issues that arise in the comments such as out of town shopping, Sunday opening, 24 hour shops etc. could be used as a basis for further discussion. Task 4 is a short reading activity about Buy Nothing Day, an event celebrated around the world to raise consumer awareness. With higher levels it could easily be used as a spring board onto topics such as consumerism and globalisation. Task 5 is an idea for younger learners to design their ideal shop.

Procedure

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| 1. Task 1 – Town centre | With younger students set this task up as a competition. Ask students to think of six shops in the centre of their town. They can write the actual names of the shop. When they have finished students compare answers. If they have written something on the list that no one else has put they get one point. If you are in a huge city, choose the main shopping street and only allow shops from this street so there's more chance some of the students will put the same answers. Focus on any new vocabulary. |
| 2. Task 2 – Shopping find someone who | With lower levels make sure they know what the questions are before starting the mingle activity. Go through them together and write them (or get a student to) on the board for students to refer to. E.g. "Do you love shopping?" "Did you buy anything new last week?" "Have you ever worked in a shop?" etc. Also encourage a follow up question so they can get some extra information. Give some example follow up questions before they start |
| 3. Task 3 – A nation of shopaholics? | <p>Introduce the idea of shopaholic by asking students what you call someone who is addicted to alcohol – alcoholic or chocolate – chocoholic or work – workaholic. What about someone who is addicted to shopping?</p> <p>Then ask students if they like shopping, if shopping makes them happy or if they ever get excited when they buy something new.</p> <p>Use your own point of view about how shopping is seen in the UK and you could compare it with the country you are in.</p> <p>If you are short of time, put students into groups and ask each group to read about just two of the people interviewed and they can then feed back the comments to the rest of the group. Encourage students to give their own opinions.</p> |
| 4. Task 4 – Buy Nothing Day | This is a short reading text for intermediate levels and above about Buy Nothing Day. If you've never heard of the event, try to check out the website before the class. Encourage students to discuss the questions in groups. |
| 5. Shop til you drop word game (optional) | This is a simple vocabulary game sometimes known as vocab tennis. Get students in pairs and to sit facing each other. If you have space, two lines of chairs facing each other is best. Demonstrate the game before you start. Tell students they have to think of as many things as they can that you can buy in different shops. You are going to tell them a type of shop and they are going to take it in turns with their partner to say as many items as possible that you can buy there. The pairs 'hit' the words to each other and the loser |

is the one who either repeats an item or can't think of an item.

For example:

Teacher – “Sports shop. Go!”

Student 1 – “trainers”

Student 2 – “footballs”

Student 1 – “tennis rackets”

Student 2 – “swimming costumes”

Student 1 – “tracksuits” etc. etc. until one of the students repeats an item or can't think of one.

Students get a point for each round they win and at the end each pair declares the winner.

Task 5 – My ideal shop

For younger learners this can be extended into a project that could be presented on large cardboard. If you have the space, time and freedom to do so you could make it into a craft project and students produce a mini model of their ideal shop in a shoe box.

Encourage them to use their imagination and go wild. If students need examples of new shopping concepts tell them about Tchibo, a German coffee shop which changes its stock every Wednesday. One week it will sell skiing equipment, the next week it will sell office supplies!

Contributed by

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