

# Shopping

## Topic

Shopping habits and supermarkets

## Aims

- To describe and give opinions of shops
- To write about a shop
- To read a text about shopping habits

## Age group

Adults

## Level

CEF Level A1 and ESOL Entry 1

## Time

50-60 minutes

## Materials

Worksheets:

1. Shopping habits survey
2. Talking about shops
3. Which shops do you like
4. Reconstructing a text
5. Homework questions

## Introduction

This lesson reviews vocabulary relating to shops and food. It provides a model of an opinion about a supermarket. Students write their own brief opinion of a supermarket. They read a longer text about shopping habits.

Target Language includes: supermarket, town centre, market, big, small, expensive, cheap, clean, fresh. Simple present sentences: I like, I go, I buy, It is, It isn't. Food vocabulary, types of shop

## Procedure

### 1. Introduction

- Write a list of 6 items you might buy at a supermarket, preferably very common items or items you have covered in class before.
- Ask students to guess what is on your shopping list. As they guess, one student could write the list on the board, until all 6 items have been guessed correctly. Ask the class if they agree with the spelling and allow the student to make corrections as necessary.
- Once you have modelled the activity, ask students to make their own lists of between 4-8 items for a shopping list.
- Ask students to work in pairs or groups to guess each others' lists.
- As a feedback exercise, call out different supermarket items and ask students to raise their hands if you call out something from their list. Write up vocabulary on the board.

**OPTIONAL:** If you have time, this could be extended into a bingo activity in a subsequent lesson to review the vocabulary. Give students a list of all the vocabulary and ask them to draw a grid of 6 squares on a blank piece of paper. Students fill each square on the grid with a supermarket item. Once they have all completed their grids, read out various items from the list. Students cross out words as they hear them and the first student to cross out all their words shouts 'Bingo!' and is the winner.

Note: This game is to activate the student's shopping schema. It reviews words for food and other everyday items purchased regularly. It often produces lots of jokes which everyone can understand because the language is so simple.

### 2. Speaking activity (survey)

- Show a version of **worksheet 1** (Shopping habits survey) on a Smartboard or OHP if available. Otherwise hand out the worksheet.
- Ask students to read the survey questions aloud.
- Explain that they are to write each other's names, ask each other the questions and tick the appropriate box. Demonstrate with a student and complete the first column.
- Hand out **worksheet 1** (Shopping habits survey) if you haven't already and ask students to mingle and complete the table. Stronger students tend to

	<p>model the activity and support weaker students, which is to be encouraged.</p> <ul style="list-style-type: none"> <li>When all students have at least some of the table completed, bring the class back together. Ask general questions: Do many people go to the market? Do many people go to Tesco (or local supermarket)? Why?</li> <li>Try to elicit the adjectives used in the next exercise. Ask students who have used them to explain them if they can. Write them on the board to highlight them and use directed questions to check everyone can read them.</li> </ul>
<b>3. Listening activity (live listening)</b>	<ul style="list-style-type: none"> <li>Read the following text out loud to your students (change the names of the supermarket to personalise the context if you want to):</li> </ul> <p><i>I usually go shopping once a week. I sometimes go to (Tesco) but I like shopping at (Sainsbury's). (Tesco) is good but it's a long way from my house. (Sainsbury's) is near my house so it's easy to get there. It's a big supermarket and it has everything I need, which is great. The best thing is that it's not expensive so I can save money.</i></p> <ul style="list-style-type: none"> <li>Ask concept questions to check understanding.</li> <li>Hand out <b>worksheet 2</b> (Talking about shops). Ask students if they are able to answer any of the questions before you read the text again.</li> <li>Read the text a second time – students check or complete their answers.</li> </ul> <p><b>OPTIONAL:</b> The text could be used as a dictation activity. Read the text and ask students to write down what you say. You will probably need to read it out loud two or three times. If you do the dictation activity, use it to highlight that it's sometimes only necessary to identify the key words or phrases in order to understand everything a speaker says.</p>
<b>Writing activity</b>	<ul style="list-style-type: none"> <li>Show a version of <b>worksheet 3</b> (Which shops do you like?) on a Smartboard or overhead projector if available. Otherwise hand out the sheet to your students.</li> <li>If you are teaching in the UK, ask students if they know the Co-op and if they ever go there.</li> <li>Ask students to read the text aloud. Ask concept questions: 'Does he like the Co-op? Where is it? Is it expensive? Highlight the 'isn't' and explain 'quite'. (compare to 'very')</li> </ul>

	<ul style="list-style-type: none"> <li>Elicit the name of a shop each student uses and ask students to write some sentences about where they shop.</li> <li>Monitor and support the students, focussing on accuracy for the stronger students. Students should be aiming for accurate sentences, correctly spelt, in legible handwriting, with appropriate capitals and punctuation.</li> </ul>
<b>Reading activity (longer text)</b>	<ul style="list-style-type: none"> <li>Give pairs of students <b>worksheet 4A</b> and some scissors.</li> <li>Ask students to cut the sheet into strips.</li> <li>Ask them to reconstruct the text. This requires students to understand both the meaning and the structure of the sentences.</li> <li>When most pairs are coming to the end of the task, ask students to them to read the text back to the class.</li> <li>Allow students to negotiate what they think the correct order is and then put the text from <b>worksheet 4B</b> on a Smartboard or overhead projector to check.</li> <li>Give pairs of students <b>worksheet 5</b>. They answer the question together or you can give this as a homework activity.</li> </ul> <p><b>OPTIONAL:</b> This text could be approached as a dictation or running dictation instead.</p>

### Contributed by

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*\*This plan was edited in October 2015 as the original audio is no longer available*