

Shopping and shops

Topic

Different shops

Learning outcomes

- Use words for different shops in both speaking and writing
- Practise asking for common items in shops
- Write simple sentences about what can be bought at different shops

Age and level

Adults (A1)

Time

60-70 minutes

Materials

- Presentation OR student worksheet

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.

There are versions available for both face-to-face and online contexts. A student worksheet accompanies this lesson. However, teachers can use a presentation for a no-printing option.

Procedure

1. Lead- in: Different shops (10 mins)	<ul style="list-style-type: none"> • Show slide 2 of the presentation or ask students: <ul style="list-style-type: none"> ○ Do you go shopping? If yes, where you go? ○ Do you go to street markets / the mall / individual shops? • Ask them to quickly name some shops and buildings that they already know. • Option 1 (with presentation): Show slide 3 to the students. Ask the students to match the names of buildings/shops they see on slide 3 with the names they see at the bottom of the slide. • Option 2 (no presentation): If they haven't mentioned the following shops, give clues until students name them (e.g. by saying what you can buy there): bakery, café, post office, newsagent, market, pharmacy/chemist. Write them on the board. Explain that 'chemist' and 'pharmacy' are both acceptable.
2. Task 1: Speaking practice (15-20 mins)	<ul style="list-style-type: none"> • Option 1 (with presentation): Show the students slide 4. Elicit the language they use for asking for things in a shop. • Show the language (how to ask for things in a shop) listed on slide 5. Ask a few students to practise the questions using some common items they buy for example: chocolates, notebooks etc. Check pronunciation. • Explain that the class is going to do a role play to practise asking for things in shops. Half of the students will be shopkeepers and the other half will be customers. Before they do the role-play, they will need to practise the language. • Show slide 6. Point towards each item and students have identify them. Correct pronunciation errors if any. The items are: medicine, newspaper, chocolate, sandwich, (cup of) tea, bread and cake. • Demonstrate how the role play will work. Students will work in pairs: one will be the shopkeeper, the other will be the customer. Students who are customers will buy the items on the right. Give an example. Point to the cup of tea and say: 'Can I have a cup of tea, please?' or 'Excuse me, have you got any tea?' The shopkeeper can say 'Yes, of course' or 'Sorry, we don't have it at the moment'. Model it for the students if needed with a volunteer student. • In pairs, students perform the role play using the items on slide 6. If they do this quickly, they can swap roles or ask for other things.

- **Option 2 (no presentation):** Review some items that could be bought at a shop / café with the class, e.g.: medicine (e.g. cough mixture, paracetamol), antiseptic cream, cake, bread, chocolate, sandwich, newspaper, magazine, tea, coke. You could bring them into class, bring pictures, or draw them on the board. Write the names of the items and check pronunciation.
- Review how to ask for things in shops. Ask for suggestions but focus on: 'Can I have please?' 'Excuse me, have you got a/any?' Write the questions on the board. Check pronunciation.
- Review some of the responses that the shopkeeper could make: 'Yes, of course.' 'Sorry, we don't have it at the moment.' Write them on the board. Check pronunciation.
- Ask a few students to practise the customer-shopkeeper dialogue using some of the items listed on the board. Correct any problems.
- Ask students to write a shopping list with four of the items on the board. Alternatively, you could cut up and use the lists provided in **Appendix 1** at the end of this lesson plan.
- 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.
- Demonstrate that each student should visit the different shops and ask for the items on their list. The shopkeeper may or may not have the item!
- Tell all students to finish at the café. At the end of the activity, give feedback to the students (how well they did!) and correct any pronunciation errors.

3. Task 2:
Spelling focus
(10 mins)

- Choose one of the new vocabulary items from the lesson e.g. newsagent. Write a dash for each letter on the board like this: _ _ _ _ _ .
- Ask students to suggest some letters. If they suggest a letter that is in the word, write it above the dash. If they suggest a letter which is not in the word, write it at the bottom of the board. Continue until they have guessed the word.
- Make sure each student has an opportunity to suggest letters. Go round the room or name students, otherwise one or two tend to dominate.
- Repeat with more new words from the lesson. If you like, you could ask some students to have a turn at the board. At this level most students need a lot of

	<p>support at the board, for example: write the word clearly for them on a piece of paper for them to refer to and check they are filling in the guessed letters correctly etc.</p> <p>Alternative (with presentation): Show slides 7-12. Explain that the gaps represent a missing letter in each word. Ask students to guess the word. If they can't guess the word, ask them to suggest possible letters until they guess the words. Slide 13 has the complete words.</p>
<p>4. Task 3: Reading (10 mins)</p>	<ul style="list-style-type: none"> • Show slide 14 of the presentation or hand out / display the Student Worksheet and refer students to Task 3. • Explain that they should write the items into the boxes (as in the example with 'fruit'). • You could do this as a team game: divide students into teams and see who can finish the activity first. • If students finish quickly, ask them to suggest more items for each different shop. They could add words they already know or use a dictionary to look up new words to add. • Check answers with the whole class: Where can you buy...? <p>Note: Answers will vary depending on where you are. For example, in some parts of the world it may only be possible to buy paracetamol at a pharmacy; in others it may be possible to buy it at a newsagent. Accept any reasonable answers.</p>
<p>5. Task 4: Writing (15-20 mins)</p>	<ul style="list-style-type: none"> • Show slide 15 of the presentation or display / refer students to Task 4A of the Student Worksheet. • Tell them that they need to complete sentences 1-8 with the name of a shop. Do an example: ask one of the students to read the sentence and ask for suggestions from other students to complete the blank/missing word. Note that more than one shop may be possible. If necessary, repeat with sentence 2. • Individually or in pairs, students complete the remaining sentences. Remind them to pay attention to spellings. To check answers, nominate students to read their complete sentences aloud. You could also ask the whole class to repeat the sentences to work on pronunciation. • Show slide 16 of the presentation or display / refer students to Task 4B of the Student Worksheet.

	<ul style="list-style-type: none">• Tell them that they need to complete the sentences with an item they can buy and where they can buy it. Elicit a couple of examples by nominating students e.g. I can buy chocolate at the newsagent. Students may like to suggest different shops and items to the ones that they have focused on in this lesson.• Give them 5 minutes to fill in the blanks. Stress that they need to write the correct spellings.• Do a whole class feedback by nominating students to share their answers. They should say the complete sentence.• Direct the students to write complete sentences. Nominate students to read their sentences aloud.• Give feedback on any good language and correct any errors here.
6. Task 5: Homework	Students can complete more sentences following the model in Task 4B about different items and shops. Alternatively, they can complete the crossword in Task 5 of the Student Worksheet.

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Appendix 1

Cut up and give one list per student.

Paracetamol Cake Newspaper Cup of tea	Cough mixture White bread Magazine Cup of tea
Antiseptic cream Cake Chocolate Glass of coke	Magazine White bread Paracetamol Glass of coke
Chocolate Medicine Brown bread Sandwich	Newspaper Brown bread Antiseptic cream Sandwich