

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
- (Optional) 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 presentation accompanies this lesson. A Student Worksheet is also available if necessary.

Procedure

At the start of the lesson	<p>Questions for the teacher before beginning the lesson.</p> <ul style="list-style-type: none"> • Are all your students in the online classroom? If not, consider a short, warm-up activity until they have all arrived. Don't wait too long though! • Have you checked that all your students can see and hear you? How do you know? Ask them to type in the chat box, or raise their hand, or say 'yes' if they can hear you and see you. If they can't hear you, ask them to check their audio and video settings. • Can all the students speak if they need to? Have you muted all their microphones? It is a good idea at the start of the lesson to mute students' microphones to avoid unnecessary noise. • Do the students have their webcams switched on, if they have them?
1. Lead- in: Different shops (10 mins)	<ul style="list-style-type: none"> • Show slide 1 of the presentation with the title. Explain that this lesson is about shopping. Then show slide 2 of the presentation to create interest in the topic. <p>Option 1:</p> <ul style="list-style-type: none"> • Ask students where they go shopping: to a street market, a mall or individual clothes/shoe shops etc. You can nominate a few students to unmute their microphones and respond. Inform that others can write their preference in the chat box. This will help you assess where the majority of the students in your class go shopping. • As the next step, ask the students to type, using the chat box, the shops and buildings they already know. Give them some examples such as the bank, grocery store, pharmacy/chemist (suggest both are acceptable). Remind them to think of as many different types of shop as possible. Give students two minutes to write their answers (as students will have varying typing speeds). <p>Option 2:</p> <ul style="list-style-type: none"> • If all the students have their webcams enabled, ask them to write the word or phrase on a piece of paper (in large writing) and hold it up to their webcam, so you can see all of them. • Quickly look through the list of buildings/shops in the chat box or from the words you see on pieces of paper and select 5-6 most common shops presented by the students. You can write the 5-6 shops you selected on the whiteboard or the chat box so that students can see the list.

	<ul style="list-style-type: none"> • Show slide 3 to the students to check if any buildings or shops they listed are on the slide. • 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. Give them 2 to 3 minutes for the task. • Elicit answers by nominating a few students and give more details/clues if required by the students.
2. Speaking practice (15 mins)	<ul style="list-style-type: none"> • Show the students slide 4. Elicit the language they use for asking for things in a shop. You can nominate a couple of students to respond by unmuting their microphone while asking others to write in the chat box. • 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 practice 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. • Show slide 6. Point towards each item and have students identify them. Correct pronunciation errors if any. The items are: medicine, newspaper, chocolate, sandwich, tea, bread and cake. • Demonstrate how the role play will work. 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. • Make a copy of slide 6 so that students can see it when they are in the breakout rooms. Put students into pairs and ask them to decide who is the customer and who is the shopkeeper. They should also decide what type of shop they are in. Then ask them to practise the simple role play. You can monitor the different rooms and make a note of any vocabulary or pronunciation errors to feed back. • If you do not have the option for breakout rooms, you could nominate pairs of students (or ask for volunteers) to practise the role play in front of the group, taking it in turns.

	<ul style="list-style-type: none"> At the end of the activity, give feedback to the students (how well they did!) and correct any pronunciation errors.
3. Spelling focus (10 mins)	<ul style="list-style-type: none"> Tell students that they are now going to review words from the lesson. Suggest that they get a pen and paper ready so that they can write the words, it will help them with spellings and to guess the word with ease. Show slide 7 to the students. If necessary, explain that it is one word with 9 letters, and that each gap represents a missing letter. Nominate a student to guess the word. If they're not sure, get them to suggest possible letters until they get the word (newsagent). Write the full word in the chat. Repeat with slides 8-12. Students can either raise their hand (either on camera or using the raise hands function on your platform), write their answers in the chat privately, or shout out the answer (depending on your group you might prefer to nominate students to answer). Show slide 13 with the complete words.
4. Reading (10 mins)	<ul style="list-style-type: none"> Show students slide 14. Explain that they have to write the shopping items into the right columns (as in the example with 'fruit'). This could be done as a team game: make four teams with your group of students and assign a picture to each group. Each group has to select words from the bottom of the slide for their picture. You can use breakout rooms for this or assign students to teams and ask them just to identify items for their own picture. Set a time limit of 5-7 minutes for the task. The team that finishes first is the winner. Ensure that students know which team they are in and write words for the appropriate picture. Keep track of what's being written in the chat box and provide support as required. The students could also write the complete list on paper and show it on the webcam for you to check. If you are using breakout rooms, set a time limit and then ask each group to identify which items are from their shop. Do a whole class feedback at the end and correct any errors. 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. <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</p>

	possible to buy it at a newsagent. Accept any reasonable answers.
5. Task 4: Writing (15-20 mins)	<ul style="list-style-type: none"> • Show slide 15 to the students. Tell them that they need to complete the sentences by providing a 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. • Go through all of the sentences by nominating one student to read the sentence and another student to fill in the gap. The oral work will help all the students to establish the correct word for each gap. You could also ask the whole class to repeat the sentences to work on pronunciation. • Ask students to write the sentences in their notebook and to pay attention to spellings. • Show slide 16 to the students. 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 by writing the sentences in their notebooks, or you could ask them to write directly to you in the chat. 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 three complete sentences on paper and show on the webcam for you to check or ask them to write them in the chat. Nominate students to read their sentences aloud. • Give feedback on any good language and correct any errors here.
6. Homework	Students can write more sentences about different items and shops, as in the final activity. Or they can complete the crossword in the Student Worksheet (Task 5).

Contributed by

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