

Shopping habits

Topic

Shopping, shops and supermarkets

Learning outcomes

- Ask and talk about shopping habits
- Understand details of short spoken and written texts describing shopping habits
- Give opinions about shops
- Write a short text describing a shop

Age and level

13-17, Adults (A1)

Time

50+ minutes

Materials

- Presentation OR Student worksheet
- (Optional) Scissors

Note: Page 3 of the student worksheet may be given for homework.

Introduction

In this lesson, students practise language related to shops and shopping. They begin by reviewing vocabulary related to items that you can buy at a supermarket, then they practise speaking with a survey about shopping habits. They listen to a short text describing a favourite shop, then use a model to write about where they like to shop. Finally, students read a longer text about shopping habits. In the lesson,

students develop all 4 skills and they practise using the present simple tense and simple adjectives to describe things.

A student worksheet accompanies this lesson. However, teachers can use a presentation for a no-printing option.

Procedure

Notes about materials	<ul style="list-style-type: none"> You can use either the presentation or the student worksheet for this lesson. If you use the student worksheet, give students pages 1-2 of the worksheet at the start of the lesson. Do not hand out page 3 of the student worksheet until students have finished Task 4. Page 3 may be given as homework.
Lead-in (10-15 mins)	<ul style="list-style-type: none"> Write a list of 6 items you might buy at a supermarket, preferably very common items or items you have covered in class before. Don't let your students see the list! Ask students to guess what is on your shopping list. If necessary, give clues e.g. miming, drawing pictures of the items on the board, or giving simple descriptions of the items. For example, you could mime washing your hair and say: 'I wash my hair with this.' (shampoo) 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. Ask students to make their own shopping lists with 4-6 items. They mustn't show the list to others in the class. In pairs or small groups, students guess what's on each other's shopping list. They can give clues by miming, giving descriptions or drawing pictures – just as you modelled earlier. 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. <p>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</p>

	<p>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.</p>
<p>Task 1: Speaking activity (10-15 mins)</p>	<ul style="list-style-type: none"> • Show slide 2 of the presentation or refer students to Task 1 of the student worksheet. If using the presentation, ask students to quickly copy the table. • Ask students to read the survey questions aloud. Check pronunciation and check that everyone understands the meaning of each question. • Explain that students should write the names of other classmates in the top row, then ask them the questions. They should complete each column with the classmates' answers. Demonstrate with a student and complete the first column. • If you have a small group, students can mingle and move around the classroom to ask and answer the questions. If you have a larger group, divide them into groups of 6 students. Stronger students tend to model the activity and support weaker students, which is to be encouraged. • 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 / small shops / town centre? Which supermarkets are popular?
<p>Task 2: Listening activity (10 mins)</p>	<ul style="list-style-type: none"> • Tell your students that they are going to listen to a text about your habits. Read the following text out loud to your students: <p>I usually go shopping once a week. I sometimes go to the market, but I like shopping at the supermarket. The market is good but it's a long way from my house. The supermarket is near my house so it's easy to get there. It's also big and it has everything I need, which is great. The best thing is that it isn't expensive so I can save money.</p> <ul style="list-style-type: none"> • Ask some questions to check understanding of the gist, for example: What is the text about? What shops do I go to? Why? • Tell students not to worry if they didn't understand everything - they will listen to the text again. Before they listen again, show slide 3 or refer students to Task 2 in the student worksheet.

	<ul style="list-style-type: none"> • Make sure everyone understands the vocabulary used in questions 1-4. Ask students if they are able to answer any of the questions before you read the text again. • Read the text a second time. Students check or complete their answers. Review answers with the class: 1c, 2d, 3a, 4d <p>Optional: 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>
<p>Task 3: Writing activity (10-15 mins)</p>	<ul style="list-style-type: none"> • Show slide 4 of the presentation or refer students to Task 3 in the student worksheet. • Read the questions / answer aloud or ask students to read them. Explain that the Co-op is a supermarket in the UK. • Ask questions to check understanding, e.g.: Does he like the Co-op? Where is it? Is it cheap or expensive? Highlight 'it's' and 'it isn't' and explain 'quite' (e.g. by comparing to 'very'). • Ask some students these questions and help them to answer: Which shop do you like? Why? • Tell students to write about the shop they like, and to say why. They can use the words in the box. • Monitor and support students as they write, focusing on accuracy for the stronger students. They should be aiming for accurate sentences, correctly spelt, in legible handwriting, with appropriate capitals and punctuation.
<p>Task 4: Reading activity 1 (10 mins)</p>	<ul style="list-style-type: none"> • Show slide 5 of the presentation or refer students to Task 4 in the student worksheet. Explain that the lines are from a text, and they are in the wrong order. Students need to rearrange the lines to make a text. • In pairs, students rearrange the text. They can do this by writing the letters a-f in the correct order, or by cutting the lines into strips to order them. Make sure you have scissors available if you choose this option.

	<ul style="list-style-type: none"> Allow pairs to negotiate what they think the correct order is and then show them the text (on slide 6 of the presentation) or read out the text for students to check. <p>Answer: d, c, b, f, e, a</p> <p>I go shopping on Saturday. I go to the town centre to buy things for the house, for my children or for work. Sometimes I go with my husband. We go to a café for a cup of tea. On the way home, we go to the supermarket to buy food.</p>
<p>Task 5: Reading activity 2 (or Homework) (10 mins)</p>	<ul style="list-style-type: none"> If you are using the presentation, show slide 7. If you are using the student worksheet, hand out page 3 now and refer students to Task 5. If you are using the activity in class, give students some time to read the text again, and to answer the questions in pairs. When most pairs are ready, ask some pairs to share their answers. Alternatively, give all students a copy of page 3 of the student worksheet as homework. Students can write answers for questions 1-5. <p>Answers: 1. She goes shopping on Saturday. 2. She goes to the town centre. 3. She goes with her husband (sometimes). 4. She has a cup of tea. 5. She goes to the supermarket.</p>

Contributed by

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