

# 3

## Shopping 1

### Curriculum coverage

#### *Listening and speaking*

- Ask for information
- Ask for directions
- Give information in shops
- Listen for information

**Skill**  
Sc/E1.1a, 1b, 3b  
Sc/E1.3c, 3d  
Sc/E1.4a  
Lr/E1.1b, 1c, 2a, 2b, 2d, 2e

#### *Reading and writing*

- Read prices
- Read leaflets
- Write a shopping list
- Read and write notes

**Skill**  
Rt/E1.2a  
Rt/E1.2a; Rw/E.1a, 2a, 3b  
Wt/E1.1a; Ww/E1.1a, 1b, 2a, 2b  
Rs/E1.1a, 1b; Wt/E1.1a; Ws/E1.1a, 2a

#### *Key functions*

- Saying when you do not understand
- Asking for clarification
- Checking back
- Enquiring about prices and quantities
- Making requests
- Expressing thanks

#### *Key grammar*

- *Have/Haven't got*
- *Can I have ...?*
- *Where's the ... /Where are the ...?*
- *How much/How many?*
- *a/an/some/any*

#### *Resources to support the unit*

- Audio player and recording
- White or blackboard
- Dictionaries
- ESOL Core Curriculum. Check each curriculum reference for ideas for presentation
- Flashcards with key words (teacher's own)
- Realia: shopping items or pictures, special offer leaflets and coupons

## Page 1 Shopping 1

### Rationale

To introduce the theme and content of the unit and look at the learning objectives

### Task

- Focus attention on the pictures and introduce the theme of shopping.
- Elicit the lexis (e.g. types of shops) and ask questions about the pictures.
- For suggestions on working with the objectives, see the Introduction to the Teacher's Notes.

## Pages 2 and 3 What do we need?

### Materials

- Audio – deciding what to buy
- Flashcards with key words
- Photocopiable resource – shopping lists and picture cards

### Rationale

To present lexis of shopping items; to listen for specific information; to present *have got/haven't got*; to present *some* and *any*; to introduce countable/uncountable nouns; to practise *Have you got any ...?*, *I have/haven't got*, *some* or *any*; to practise the pronunciation of key lexis; to introduce/reinforce the notion of syllables and stress

## Activity A *Things to buy*

### Task

- Focus on the pictures of the items. Elicit lexis. If necessary, teach word recognition with flashcards before learners complete the activity.
- Learners complete the matching activity and compare their answers in pairs.
- Feedback.

## Activity B *We need to buy ...*

### Task

- Introduce *have got/haven't got* by, for example, looking on the desk for a marker pen and a pencil and saying *I've got a marker pen./I haven't got a pencil*. Practise this around the class. Do the same with *Have you got ...? Yes, I have./No, I haven't*.
- Learners listen to the conversation and tick the items that Irina needs to buy. Play the conversation as many times as needed, including in sections.
- Feedback.

### Extension

- Learners work in pairs and ask each other *Have you got...? Yes, I have/No, I haven't* using things they find in their bag, or a list of items that you provide.

## Activity C *some or any*

### Task

- Focus on the words *some* and *any*.
- Instruct learners to listen again and to write *some* or *any* in the spaces. Play the audio as often as is required. They can compare their answers before feedback.
- Elicit the type of sentence that is used in each example.
- Explain the rule and give further examples.
- Focus on the 'Remember' box. Highlight *plasters, milk and bread*. Explain briefly about countable/uncountable nouns here.

### Differentiation

- Provide a large print worksheet for learners with beginner literacy skills. They can have *some/any* on pieces of card to place in the correct gap and copy out later, or they can have the two choices in the sentence and tick the correct one.

### Extension

- Write the names of items to buy, on the board, illustrate if necessary. Give out pictures of the same items, or realia. Learners make statements about what they have or haven't got using *some/any*. Ask learners questions using *Have you got ...? Yes, I have./No, I haven't*. Learners ask each other around the group and in pairs.

## Activity D *Have you got any ...?*

### Task

- Group learners into fours.
- Set up the activity as below. Use the shopping lists and picture cards from the photocopiable resources.
- Demonstrate with more confident learners.
- A–D all have a shopping list. The aim is to collect all the items on the shopping list.
- There are 6 picture cards. Distribute the cards randomly so that each learner has three cards.
- Learners take it in turns. They say one thing they've got and one thing they haven't got.
- The other learners can ask them if they have one item. If they have, they pass it over. Then move on to the next player.
- Continue until each player has all the items on their shopping list.

### Differentiation

- Group less confident and more confident learners together.
- Illustrate the shopping lists for learners with beginner literacy skills.

## Activity E *How do we say it?*

### Task

- If this idea is new to learners, demonstrate with their names/countries on the board. Elicit the syllables and stress from them and reinforce the necessity of correct stress by saying the words with incorrect stress if they suggest an incorrectly stressed syllable.
- Work through an example from the task together on the board.
- If necessary, say the words for the learners before they begin. Learners complete the activity.
- Say the words for learners to check their answers.
- Feedback.
- Practise saying the words chorally, individually and in pairs.

## Page 4 Different kinds of shops

### Materials

- Audio – asking for information
- Pictures/realia of key words
- Flashcards of key words

### Rationale

To listen for gist and for detail; to present shop lexis; to extend lexis for shopping

## Activity A *Where can I buy ...?*

### Task

- Focus on the photograph and the rubric in task 1.
- Play the audio once and ask learners to answer the question. Learners then write it in the table.
- Elicit suggestions for the completion of the table.
- In task 2, play the audio once all the way through and ask the questions: *How many people are talking? What do they want to buy?*
- Play the audio again as many times as necessary, pausing the audio regularly so that learners can complete the table.
- Feedback.
- In task 3, present the lexis in the word box using flashcards and pictures/realia.
- Refer back to the table in task 1, then complete one or two examples together.
- Learners complete the activity in pairs or individually.
- Feedback.
- Elicit further lexis from the learners.

### Differentiation

- For learners with beginner literacy skills, enlarge the table and provide the key words on slips of card for learners to place in the correct part of the table; or provide shop names and pictures of items to match.
- To provide extra support for all learners, write the lexis on the board for them to copy into the table.
- Learners who complete the task quickly can begin to write extra words into the table.

## Page 5

### A shopping list

#### Materials

- Flashcards of key words
- Realia/pictures of key items
- Audio – weak pronunciation of *of*

#### Rationale

To present container collocations; to introduce the weak form /əv/ for *of*; to reinforce the collocations from Activity A; to write a shopping list

#### Activity A *A packet of ...*

##### Task

- Present the lexis by focusing on the illustrations and, if possible, using realia or pictures.
- Present the lexis in the word box.
- Complete one or two examples together.
- Learners complete the activity in pairs or individually.
- Feedback.
- Elicit further examples from the learners.

#### Activity B *Pronunciation*

##### Task

- Focus the attention of the learners on the phrases in Activity A.
- Read the phrases for them, ensuring that *of* is weak.
- Learners listen to the phrases on the audio.
- Demonstrate the difference between weak and strong *of*.
- Practise the pronunciation of the phrases in Activity A chorally, individually and in pairs.

#### Activity C *Writing a shopping list*

##### Tasks

- Introduce the activity. Complete the first item together.
- Feedback.
- Write a shopping list together on the board. Either learners tell you what to write, or they come up and write on the board.
- Learners write their own shopping lists.

#### Differentiation

- Pair less confident with more confident learners.

## Pages 6 and 7

### At the baker's

#### Materials

- Audio – at the baker's
- Flashcards with key words
- Realia/pictures of items from a baker's shop
- Examples of receipts
- Photocopiable resource – list of items from a baker's shop

#### Rationale

To introduce price list lexis; to read simple tabular information; to understand a receipt; to read simple, tabular information; to present *How much is/are ...?* and *Can I have ...?*; to listen for gist and for detail; to listen for and practise appropriate intonation; to practise *How much* and *Can I have ...?*; to practise using correct intonation when asking questions

#### Activity A *Reading a price list*

##### Task

- Focus on the photograph to contextualise the activity. Elicit baker's shop lexis.
- Focus on the price list and teach lexis as necessary with pictures and flashcards.
- Explain that *pasty* is the singular of *pasties*:  
y → ie + s.
- Teach *each, for, per* and *packet*.
- Ask questions such as *How much is pitta bread?*
- Focus on the pictures next to the descriptions of what the boys buy and elicit the lexis.
- Work through the task for Alexi together, then learners complete the task.
- Give extra support to those learners who may have difficulty with adding up/use of decimal point.
- Feedback.

#### Activity B *Checking a receipt*

##### Task

- Show examples of receipts and discuss layout/content.
- Refer learners back to the price list and ask them if the cost of the sandwich is correct. Correct it together.
- Learners complete the activity.
- Feedback.

## Activity C

### Listening to a conversation

#### Task

- Set context. Look at the sentences and elicit possible combinations from the learners.
- Play the audio as many times as necessary.
- Feedback.
- Ask learners whether Mr Brent's intonation goes up or down when he asks a question.
- Play the audio again, stopping after each question to focus on the intonation. Use hand movements to illustrate intonation if learners find it hard to hear.
- Explain that intonation is downwards for *wh-* questions and upwards for *yes/no* questions. Give further examples.
- Practise the questions chorally, individually and in pairs.
- Play again to listen for the shop assistant's responses. Write them on the board.
- Write the four questions on the board.

## Activity D

### At the baker's

#### Task

- Organise learners into pairs. Demonstrate task with a confident learner.
- Set up the activity as below. Use the name cards from photocopiable resources. Demonstrate the activity with a confident learner.
- A is the customer, B is the shop assistant. A chooses three or four cards from the pile and asks the shop assistant for those items. The shop assistant refers to the price list on page 6 for his or her answers. Learners use the questions and answers modelled on page 7 in Activity C.
- Ensure learners use the correct intonation. Play audio again if necessary.

#### Extension

- Bring in (or ask learners to bring in) pictures/items from other types of shop and practise the role play in other contexts

## Page 8

### At the supermarket

#### Materials

- Audio – asking where things are
- Flashcards with key words
- Photocopiable resource – floor plans

#### Rationale

To listen for gist and for detail; to present key structures; to reinforce the notion of countable/uncountable nouns; to teach *Where is/Where are the ...?*; to practise *Where is/Where are the ...?*, *by the* and *next to the*

## Activity A

### Finding things

#### Task

- Focus on the photograph to set the context.
- Instruct learners to listen for the items Irina wants in each conversation.
- Play the audio as many times as necessary while learners complete the activity.
- Feedback.
- Focus learner attention on the gapped sentences in task 2.
- Play the audio again as many times as necessary while learners complete the activity.
- During feedback, highlight the use of echoing to check information (*over there, by the ...?*).
- Practise *by the* and *next to the* using learners and objects in the classroom.
- Practise the pronunciation of *I don't understand./Can you say that again?* etc.

## Activity B

### is or are?

#### Task

- Focus on the sentences in Activity A: *Where is the coffee? Where are the red peppers?*
- Elicit the difference between the two, i.e. that *red peppers* is a plural noun and treated as such but that *coffee* is treated as a singular noun. Explain that some nouns cannot be counted and elicit/provide examples such as *water, rice, oil, sugar* and *hair*.
- Learners complete the activity.
- Feedback.
- Drill the questions chorally and individually and practise in pairs.

- The extent to which you focus on the terms countable and uncountable will depend on the learners in your class.

### Extension

- Create a worksheet with a set of images representing things to buy, both countable and uncountable. Learners fill in gapped questions practising *Where is/Where are the ...?*

## Activity C Asking where things are

### Task

- Organise the learners into pairs, A and B.
- Give each a floor plan and short list of items from photocopiable resources.
- Demonstrate the activity with a confident learner. Each learner has three items to write into their floor plan. They should ask the other learner where it is. The other learner should reply *By the .../Next to the ...*.
- Feedback.

### Differentiation

- Pair less confident and more confident learners.

### Extension

- Revise *The x is next to/by the y* from Activity B. Learners produce sentences describing the classroom orally and/or in writing.

## Page 9 Special offers

### Materials

- Flashcards with key words
- Examples of special offer leaflets/coupons

### Rationale

To present the language of special offers; to read for specific information

## Activity A Reading for information

### Task

- Show examples of leaflets and coupons and elicit/teach key lexis. Discuss where learners shop and what sort of special offers they buy.
- Ask questions such as *How much is Robson's jam? Tendertot nappies cost £5.80. How much do they cost with a reward card?*

- Read through the situations a to c with the learners and let them carry out the activity individually or in pairs, giving support as necessary.

- Learners compare answers. Feedback.
- Ask learners what they would buy.

### Differentiation

- For learners with beginner literacy skills, simplify the text by highlighting the choices on the leaflet; read the situations out for the learners.
- Write extra situations for learners who finish quickly.

## Page 10 At the market

### Materials

- Audio – at the market
- Photocopiable resource – pictures of fruit and vegetables
- Flashcards with key words

### Rationale

To listen for gist and specific information; to present *How much/How many ...?*; to reinforce countable/uncountable nouns; to practise *How much/How many*

## Activity A Buying fruit and vegetables

### Task

- Elicit/teach the lexis in the pictures.
- Introduce the task. Play the audio as often as is necessary while learners complete Activity A1.
- Feedback.
- Learners listen again and write down the amount asked for under the picture.
- Feedback and deal with any queries.
- Discuss other things that can be bought in bunches, individually, in kilos, etc.

### Differentiation

- Learners with beginner literacy skills can say the amounts or tick a list.

## Activity B

### *How much or How many?*

#### Task

- Focus on onions and coriander and establish that onions are countable and coriander is uncountable.
- Play the first two conversations for learners to fill in the gaps.
- Explain that we use *How many* with countable nouns and *How much* with uncountable nouns. Point out that the coriander is uncountable, but bunches are countable.
- Provide further examples and drill the questions chorally, individually and practise in pairs. Use realia or the pictures from the photocopiable resources as prompts.

## Activity C

### *Asking for fruit and vegetables*

#### Task

- Organise the learners into pairs.
- Give out word prompts from the photocopiable resources. Alternatively, bring in pictures of the different fruits and vegetables.
- Learners practise the conversations from Activity A in pairs by picking up a card and asking for what is on the card.

#### Extension

- Provide a price list and help learners to write fruit and vegetable shopping lists. Role play buying fruit and vegetables from a market stall using all the questions from the unit.

## Page 11 Check it

#### Rationale

To check understanding and productive use of some of the language points in the unit; to identify any difficulties individual learners may have

Learners complete the tasks in their own time and can check their answers in the key. Make time to check progress and give feedback and help.

## Activity A

### *Asking questions*

- Learners fill in the gaps.

## Activity B

### *Types of shop*

- Learners fill in the gaps using the words in the box. The words can be used more than once.

## Page 12 Mini-projects

### *Materials*

- Newspapers, leaflets and coupons

#### Rationale

To encourage learners to work independently; to practise and apply the skills and language from the unit outside the class

Learners select one or both tasks. For more information, see the Introduction to the Teacher's Notes.

## Activity A

### *Looking at prices 1*

#### Task

- Learners work in small groups of three or four.
- Help them to write a list of five things that would be useful for them all to buy.
- Learners each go to a different shop and write down the prices of the items on the list.
- At a subsequent lesson, they compare prices and decide on the best place to buy the items.

## Activity B

### *Looking at prices 2*

#### Task

- Encourage learners to collect information about bargains in local shops from sources such as leaflets that come through the letter box, adverts in local papers and coupons.
- At a subsequent lesson, learners compare the information in groups and identify some good bargains. Bring in extra material for learners who don't bring anything.
- The results of Activities A and B could form the basis of a display.

### *How am I doing?*

#### Rationale

To encourage learners to evaluate their own learning; to provide a record for their progress record

Learners use the checklist to review their learning over the course of the unit. For more information, see the Introduction to the Teacher's Notes.

## More reading and writing

- Pages 13–16 are optional. They provide support for learners needing more practice with reading and writing. The activities can be done at any stage of the unit.

### Page 13 Signs in shops

#### Materials

- Flashcards with key lexis

#### Rationale

To understand signs commonly found in shops; to teach/reinforce the formation of upper and lower case letters

#### Activity A      *Understanding signs*

##### Task

- Present the lexis using flashcards. Check meaning and pronunciation.
- Learners complete the matching activity.
- Feedback.

##### Extension

- Look around the college building and nearby buildings for some of the signs.

#### Activity B      *Forming upper and lower case letters*

##### Task

- Write some upper and lower case letters on the board and elicit the difference between them.
- Check with learners when we use upper case letters.
- Encourage learners to collaborate to write the upper and lower case versions of the alphabet on the board.
- Learners complete the activity using the alphabet on the page for reference.

## Differentiation

- Learners with beginner literacy skills match upper and lower case letters on a worksheet or by manipulating cut-up letters.

### Page 14 Weights and measures

#### Materials

- Pictures of/real scales and measuring jug
- Weights to put on scales (if scales are available)
- Items to be weighed
- Examples of food packets

#### Rationale

To become familiar with measurements used in the UK; to become familiar with abbreviations used for measurements; to practise numbers and measurements

#### Activity A      *Weights and measures*

##### Task

- Contextualise with examples of food labels.
- Present the measurements with the scales/measuring jugs and flashcards.
- Explain that people use both imperial and metric measurements in the UK.
- Practise the pronunciation.
- Weigh some of the items together and describe the weights.
- Refer learners to the key to the abbreviations.
- Learners complete the activity.
- Feedback.

#### Activity B      *Looking at labels*

##### Task

- Help the learners to say the amounts on the labels.
- Check that learners know or have reference to the spellings of numbers. If not, provide the spellings.
- Learners carry out the activity.
- Feedback.

## Extension

- Bring in various examples of food labels/containers, identify the measurements and practise saying them.

## Page 15 Writing a note

### Rationale

To use punctuation to aid understanding; to identify the subject, verb and object of a sentence; to write simple sentences; to write a note

### Activity A *Reading a note*

#### Task

- Focus on the photograph to contextualise.
- Read the note and ask questions such as *Who wrote the note? Where is she?*
- Answer questions a and b together. Pick out the punctuation – full stop/question mark and capital letters.
- Look at the three sentences together and ask what the difference is between them. Establish that the statements begin with a pronoun and the question begins with a verb.
- Learners look at the unpunctuated letter. Discuss why punctuation is important. Complete the activity.
- Feedback.
- Work extra examples on the board.

### Differentiation

- Learners with beginner literacy skills order cut-up sentences.

### Activity B *Writing a note*

#### Task

- Explain that learners are going to write a note.
- Discuss the layout.
- Ask questions such as *Who are you writing to? Where are you? What time is it? Where do you want to meet? Why do you want to meet up?*
- Learners write a note based on the model in Activity A.

### Differentiation

- Learners with beginner literacy skills complete a gapped note.

## Page 16 Spelling

### Rationale

To focus on the spelling of initial *p* and *b*; to focus on the spelling of final *t* and *d*; to extend awareness of initial *p* and *b* and final *t* and *d*

### Activity A *Initial consonants*

#### Task

- Elicit the vocabulary from the pictures and complete the first item together.
- Learners complete the activity.
- Feedback.

### Activity B *Final consonants*

#### Task

- Elicit the vocabulary from the pictures and complete the first item together.
- Learners complete the activity.
- Feedback.

### Activity C *More words*

#### Task

- Elicit further examples of words which begin with *p/b* or end with *t/d*.
- Put the words on the board.
- Learners complete the table.
- Individually or in groups they add any other words they can think of.

# Photocopiable resource

Page 3

Have you got any?

Activity D

**A Shopping list**  
milk  
envelopes  
bananas

**B Shopping list**  
potatoes  
tea  
biscuits

**C Shopping list**  
bread  
tomatoes  
cheese

**D Shopping list**  
eggs  
coffee  
chocolate

<AW E1.ESOL.PR.3 b-m – black and white line illustrations – not labelled – of the following items>

<3b> milk pic

<3c> bread pic

<3d> Chocolate

<3e tomatoes >

<3f>envelopes pic

<3g>Cheese

<3h>Potatoes

<3i>Coffee

<3j>Biscuits

<3k>Tea

<3l>Eggs

<3m>Bananas

Page 7  
At the baker's  
Activity E

<b>cheese pasty</b>	<b>sausage roll</b>	<b>samosa</b>
<b>egg sandwich</b>	<b>hummus sandwich</b>	<b>meat pasty</b>
<b>tuna sandwich</b>	<b>doughnut</b>	<b>iced bun</b>
<b>large loaf</b>	<b>small loaf</b>	<b>bread rolls</b>
<b>salt and vinegar crisps</b>	<b>cheese and onion crisps</b>	<b>pitta bread</b>

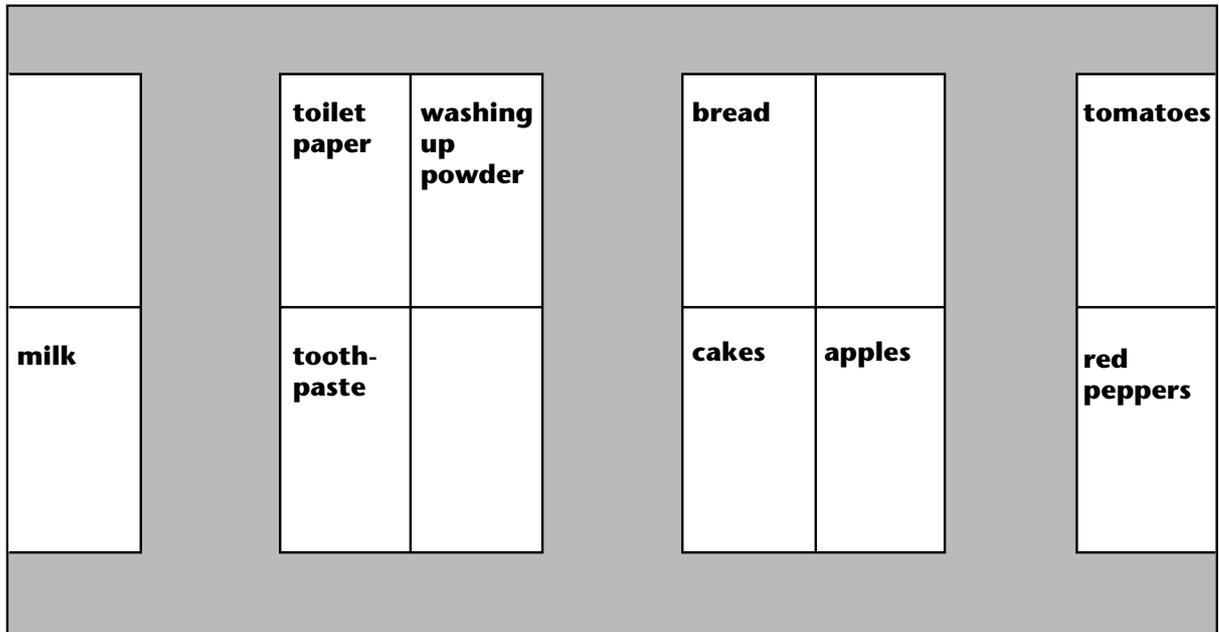
# Page 8

## Finding things

### Activity C

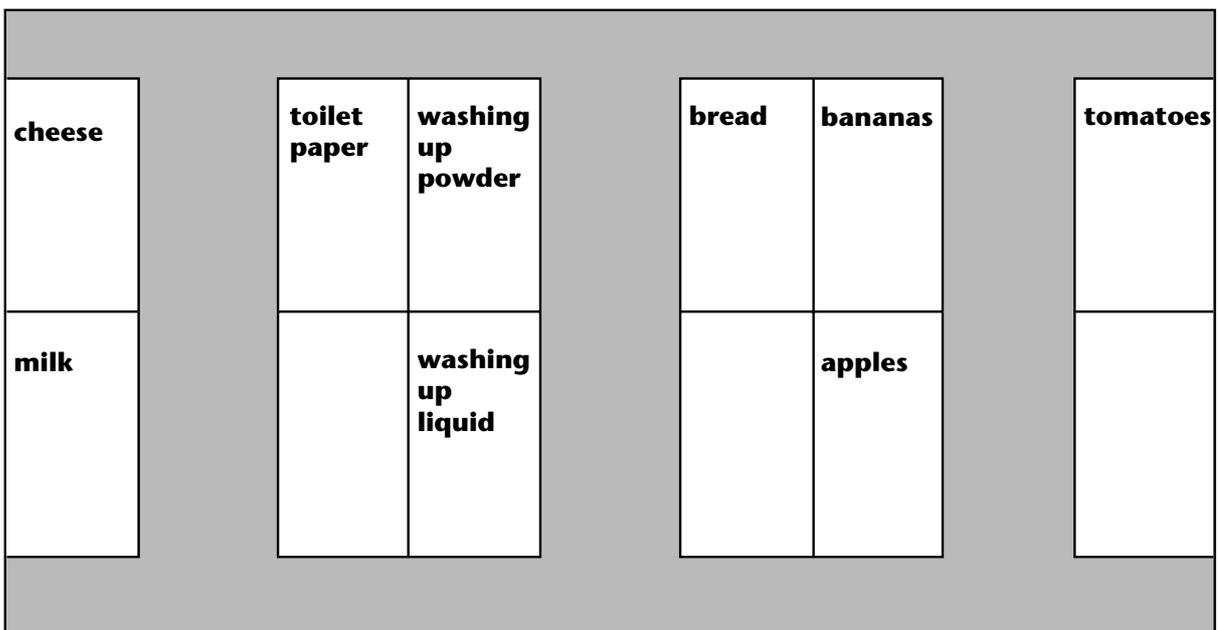
You want to find the following items:

- the cheese
- the washing up liquid
- the bananas



You want to find the following items:

- the cakes
- the toothpaste
- the red peppers



Page 10  
At the market  
Activity C

onions	carrots
tomatoes	potatoes
peas	apples
bananas	grapes
aubergines	mushrooms
peas	oranges

<E1.ESOL.3.PR.10.a-l – black and white line illustrations:

<10.a onions>

<10.b carrots > <10.c tomatoes> <10.d

potatoes>

<10.e peas>>

<10.f apples> <10.g bananas> <10.h grapes>

<10.i aubergine>

<10.j mushrooms> <10.k pears> <10.l

oranges>