

## Activity 3: Shopping

**Level:**

CEFR A1

**Time:**

60 minutes

**Resources:**

▶ Handouts

**Aims:**

- ▶ To encourage students to exchange information on their food shopping habits
- ▶ To give students practice proofreading and identifying common spelling mistakes
- ▶ To encourage students to express views, give information as part of a simple explanation, give and ask for personal information, describe places and things, express likes or dislikes
- ▶ To give students practice writing a simple article on shopping habits

**Exam task focus:** Task 3

### Procedure

1. Tell students they are going to think of words connected to food shopping. Display images in Activity 1A and tell students they have one minute to write down as many words as they can that they see in the images. Depending on the group you might want to set a timer to add a competitive element.
2. Find out how many words students have before asking them to compare their words with their partner. Display the table in Activity 1B and tell students you want them to put the words they have under one of the two columns. If necessary, give an example. Monitor but don't feedback on spelling at this stage of the lesson.
3. Conduct whole class feedback and focus on pronunciation and spelling of the different words.  
**Suggested answers:** *Places to go shopping* - indoor market, outdoor market, supermarket, local/corner shop, grocers, bakers *Things to put your shopping in* - carrier / shopping bags, shopping basket, shopping trolley (explain that we use the same word for both a supermarket trolley and a personal shopping trolley. Students may come up with or want to know the meaning of some additional words connected to the images such as *customer, shelves, market stall, aisle*.

When focusing on things to put shopping in find out how many students take their own bags shopping and discuss why this is important. You could also use this opportunity to discuss what students can do with their old plastic bags e.g., where they can recycle them, what they can use them for and so on.

4. Tell students about your shopping habits. Explain that you want them to ask their partner / group questions to find out about the group's shopping habits. Give an example of a question using a **Wh** question word and briefly focus on the formation of WH questions (WH + auxiliary (be/do/have) + subject + main verb. Elicit further WH question words to help students with their questions if necessary. Give students time to think of three questions to write down their three questions in the space provided in Activity 1C.
5. Place students in small groups and allow them time to ask at least two of their questions each. Monitor. Conduct feedback and find out how similar/ different people's shopping habits are.
6. Think of an example of how shopping can vary from country to country. For example, in some countries you can pick and choose the fruit you want in a market, but some market sellers here don't allow you pick and choose. Rather than elicit more examples from students at this stage, tell them there will be an opportunity later to share some of the differences they have noticed. Ask students to look at the 5 sentences with a partner and explain they need to decide whether the sentences are true or false. Refer students to the glossary and offer further support if need be. Once students have discussed their answers with a partner, group pairs of students and encourage further discussion. Conduct whole class feedback. *Suggested answers* 1. T (market sellers tend to want to get rid of a lot of their produce when it's time to close.) 2. F 3. T (you might want to take this opportunity to discuss the pros and cons of this.) 4. T (discuss food banks and make students aware of food can be accessed and where local food banks are) 5. F (encourage students to share their top tips re which supermarkets offer the best prices and focus on supermarkets own brands or essential ranges.) Finish by asking students to share what similarities or differences they have noticed when shopping here compare to their countries.
7. Tell students they are going to read about someone's shopping habits. Explain that Shona (an E1 student) has been asked her to write about shopping habits in her country for a class project but she doesn't feel very confident writing. Ask students how they would feel if you asked them to write about shopping habits in their country. Encourage students to share what they find tricky about writing in English and offer each other advice. Tell them Shona finds spelling particularly hard and has made some mistakes in her writing. Ask them to read her work, Activity 2A, on their own and underline the 8 spelling mistakes. Once students have done this pair them or place them in small groups so they can compare the mistakes they found and write the correct spelling. Conduct whole class feedback and suggest what students can do to help them with their spelling. *Answers: 1. shopping 2. market 3. friend 4. food 5. vegetables 6. cheap 7. fruit 8. fresh*
8. Review the different writing tasks students sitting the Entry Level 1 Skills for Life exam will have to write (task 1 complete a form, task 2 an email/ message/ postcard and task 3 a simple article) and explain they'll be looking at writing an article. Go through what students have to do in this task and then ask them to look at Shona's work again with their partner and tick the things she does well in her writing. *Answers: 1,2,3 (mostly)*. Ask students to write her article with all the necessary corrections. You may want to do this as a class.
9. Look at Activity 3A. Tell students they are going to practise writing a simple article about their shopping habits. Point out the word count and elicit what things students need to think about

when writing in addition to what was discussed in Activity 2B – i.e., they need to make sure the information they include is relevant and that their handwriting is legible.

10. Give students time to write their article. Monitor and offer support as necessary. When they have finished pair students with someone they haven't worked with so far in the lesson and ask them to check their work together using the questions in Activity 3B.
11. End the lesson by asking students to share their top money saving shopping tips. Once again focus on what support is available for people who find it difficult to pay for food for themselves and / or their family.

### **Notes on shopping in the UK**

As in most countries, prices for food and other essentials in the UK can vary greatly depending on where you do your shopping. It might be useful to have a conversation about places students have found where these things can be bought at cheaper prices eg markets, certain low-cost supermarkets, pound shops etc.

There may be students in your classes who are struggling financially but are too embarrassed to talk about this. It might therefore be a good idea to mention the fact that there are food banks in the UK as they may be unaware of this.

For information on food banks see

<https://www.trusselltrust.org/get-help/find-a-foodbank/>

Further information can be found by searching for food banks where students are

For information on what free food is available

<https://www.foodcycle.org.uk/>

<https://helpi.org>

In addition, you could mention freecycle – a website where people give away things they no longer need such as furniture, clothes, household appliances, electronics etc. There are hundreds of local branches so they wouldn't have to travel far to pick things up.

[www.freecycle.org](http://www.freecycle.org)

# Handout Activity 1

## Activity 1A

Look at the pictures. You have one minute to write down as many words as you can about shopping.



Compare your words with your partner.

## Activity 1B

Complete the table.

Places to go shopping	Things to put your shopping in

## Activity 1C

Think of three questions to ask your group about their shopping habits

1. \_\_\_\_\_?
2. \_\_\_\_\_?
3. \_\_\_\_\_?

**Activity 1D**

**Look at the sentences about shopping in the UK with your partner. Are they true or false?**

1. You can buy cheaper food in a market when it closes.
2. Prices are not fixed in supermarkets. You can bargain.
3. You can buy fruit and vegetables from lots of different countries in supermarkets.
4. People don't pay for food in a food bank.
5. Prices are the same in all supermarkets.

Compare your answers.

Talk about shopping in the UK and shopping in your country. Is it the same or different?

**Glossary**

**fixed price** - when prices of things don't change. (You can't change them.)

**a food bank** - a place where people who don't have money for food can go to get free food.

**to bargain** - when people talk about prices and agree on a good price for things.

## Handout Activity 2

### Activity 2A

Shona is an Entry 1 student. Her teacher wants her to write about shopping in her country. She thinks writing is difficult and she says spelling in English is very hard. Look at her writing. Can you help her with her spelling?



**There are 8 spelling mistakes. Underline the mistakes.**

I go *shoping* in the marcket. i walk there  
with my freind in the morning. WE buy A  
lot of fude there. THE vegetableS are *cheep*  
*and the fruut is fresch* Then we take the  
*bus Home*.

**Look at the spelling mistakes with your partner. Can you correct them?**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_

**Activity 2B**

**Exam Hint**

In the Entry Level 1 Skills for Life writing exam, you have to write a simple article.

Look at what you need to do.

You need to write in simple sentences and spell words correctly.

You need to use full stops and capital letters correctly.

**Look at Shona’s work again with your partner. Tick the things she does.**

- 1. She writes in simple sentences.
- 2. She ends sentences with full stops.
- 3. She starts sentences with capital letters.
- 4. She uses capital letters correctly
- 5. She spells words correctly.

**Activity 2C**

Can you correct Shona’s work? Write her article below.

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