

The Big Picture 2

Materials and Resources for ESOL Tutors



2 Shopping in Ireland

Lesson plan and exercises

Objectives

The students will be able to:

- discuss where they go shopping, what they buy, and ask and answer questions
- identify everyday shopping signs
- identify numbers and prices in shopping signs
- recognise numbers in word form
- understand percentages in sale prices
- return items to a clothes shop

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2. Shopping in Ireland

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2.1 Where Do You Go Shopping - Lesson Plan

Objectives:	At the end of the activity students will be able to discuss where they go shopping, what they buy and ask and answer questions
Functions:	Asking and giving information
Level:	Beginners - Elementary. Basic Literacy, ESOL Literacy
Materials:	<ul style="list-style-type: none">• Shopping Places page 31• Interview Worksheet page 33

Key Vocabulary

• go shopping • shop (noun and verb) • buy • like • names of food items

Instructions:

The following two activities can be done in either order – if students need more reinforcement with reading and writing skills, the **Shopping Places Text** worksheet should follow the speaking exercise; if students are weaker in listening or speaking, the **Shopping Places Text** should be introduced first in order to introduce structures and vocabulary the students will be using in the **Interview worksheet** activity.

Interview Worksheet

1. Introduce this topic with a short discussion or question and answer session. Tell the students where you go shopping and what you buy. Give both versions
 - I go shopping
 - I shop
 - and let them know both are correct.

Bring authentic materials, if possible or use flashcards of the items you mention. Alternately, have students ask you questions about where you go shopping and what you buy. Bring a bag of items or pictures. Have students ask, “Do you buy?” Write the name of the item on the board. If the answer is yes, show the card or food item and put it on the desk or hand it to a student. At the end of the session, ask students to tell you what you do or do not buy, using the items and words on the board.

2. Tell the students you want them to ask each other questions about where they shop. Ask one or two examples from students about where they shop (list food shops on the board and explain any unfamiliar vocabulary, market, etc). If other students are unfamiliar with the shop, have them ask where it is or what kind of shop it is.

2.1 Where Do You Go Shopping? Lesson Plan (continued)

3. Hand out the **Interview Worksheet**. Tell them student 1 is their partner. Give them a set amount of time to ask and answer questions. Model an example with a stronger student if they seem unsure of the assignment. Students may list more than one shop or food item. When they finish, ask for volunteers to tell the class about their partner. Write the statements on the board.
4. Ask them to find another student (or pair them up yourself) and repeat the exercise. Ask each student to give you two sentences about their partner (____goes shopping in Aldi. He/she buys chicken and rice.) If any are reluctant to speak, give them a pass and go back later, if appropriate.
5. Follow steps 1 - 4 for the second part of the interview sheet. If students are more advanced, have them do both parts in the same session. Students who are weaker could do the first section only or one partner instead of two.
6. Elicit sentences and write them on the board. Check for comprehension. If students use an unfamiliar food item, write it on the board and let students check their dictionaries. Encourage students to bring unusual food items or their shopping items to class.

Shopping Places Text

1. If you are starting with this activity or using it on its own, start with a general conversation about shopping, where you go shopping, where students shop, what they buy, etc.
You could write up the different shops in the text on the board (African shop, halal shop, Tesco, etc.) and have students guess what items people can buy there. You can also ask students names of different African, Russian, Irish, Asian shops and where they are located.
2. Explain to students that they are going to read about six different shoppers. Hand out the **Shopping Places Text**.
3. Before they read the text, you could ask them to identify the types of shops in the pictures. You could also use this as a dictation exercise and have them cover the text and look at each picture as they do the dictation. Another possibility is to give them the six different dictation items, have them look at the pictures and match each dictation to the picture. If students have low literacy skills, you could give them the sentences or food items and have them find them in the text.
4. A writing exercise could follow, with students following the structure in the text or using their own structures. You may want to extend the structures with weekly routines (On Monday, I go to the African shop. I buy) On Tuesday I go to Moore Street. I buy) or other structures being studied in class.

2.1 Where Do You Go Shopping? Lesson Plan (continued)

Consolidation/extension activities:

1. A “shopping box” is a good way to consolidate and build vocabulary. Ask students to bring in empty packets or containers of things they buy. When a student brings something in, have him/her tell the class about it or get students to ask questions. These objects can be used in roleplays, reading exercises (directions, weights, measures), to teach grammatical structures (countable/uncountable, adjectives, purpose, prepositions of place) or functional English (requests and offers, descriptions, lost and found, prices, addition and subtraction, listing, one student describes, the other finds the objects, etc.) As the level of the class increases, other non-shopping items may be added or a new theme box started. Although the teacher may feel there is a lot of repetition, students do not seem to get tired of it; it is also a good way to introduce students’ cultures to each other in a non-threatening way.
2. Students may want to use their phone to record a shopping expedition in their neighbourhood. Roleplays may be written and students stage it in a nearby shop. Photo stories, class storyboards, videos or student writings can be created to use within the class or with future classes as materials (with the students’ permission).
3. A map of Dublin (or your local town) could be put on the wall and/or a copy given to each student. Students can write the name of the shops they go to on a strip of paper and place it on the map. This could be extended to a directions exercise, where students direct other students to the shop. If students live “off the map” they could tell the other students which bus/train to take and where the shop is in their area. They could also draw maps of their neighbourhoods or copy maps and put in shops and other buildings or do it in pairs, each telling the other where places are. The maps could be displayed and added to throughout the course.

2.1 Where Do You Go Shopping - Shopping Places



I go shopping in the African shop near my house. I buy plantain, palm oil and yams.



I go shopping in the market in Moore Street. I buy fruit like bananas, oranges and apples and vegetables like potatoes, beans and beets.



I go shopping in the Russian shop. I buy pickles, sausages and cheese.

2.1 Where Do You Go Shopping - Shopping Places



I go shopping in Tesco.
I buy chicken, semolina and juice.



I go shopping in the Asian Market.
I buy lemongrass, fish sauce and rice.



I go to the halal shop.
I buy lamb, couscous and coriander.

2.1 Where Do You Go Shopping - Interview Worksheet



Ask two students the questions below

	Student 1	Student 2
Part 1		
Write the names here		
Where do you shop?		
What do you buy?		
Part 2		
What do you eat for breakfast?		
What do you eat for lunch?		
What do you eat for dinner?		

2.2 Shopping Signs - Lesson Plan

Objectives:	At the end of the activity students will be able to identify everyday shopping signs
Functions:	Matching spoken words to written text
Level:	Elementary-Pre-Inter, Basic Literacy
Materials:	<ul style="list-style-type: none">• Photo Sheet page 36• Dictation Sheet page 37• Matching Signs 1 page 38• Matching Signs 2 page 40

Key Vocabulary

- sale • fitting rooms • 25% off • Children's Wear • Children's Department • Girls • Boys • Baby • Boots • Dunnes • supermarket • Customer Pay Point • ATM Banking • Customer Services

Introduce the shopping signs by matching, tracing, writing, etc. before this lesson plan. The matching signs Worksheets 1 and 2 (pages 38 and 40) could be used for introductory activities.

Instructions:

1. Have a short discussion on shopping for clothes for children and individual students. Ask what they have to do in the shops and what kind of information they need. Write these on the board.
2. Hand out the **Shopping Signs Photo Sheet**. Ask students if they can identify any of the signs. Let them work together in pairs or groups. You could also hand out a sheet with the signs written on them and have them match them.
3. Tell the students you are going to give them a dictation and that each sentence has one sign in it. Have them write the number of each sentence in the box under the appropriate sign. Tell them that only eight sentences will be used, so there will be four signs not marked. An additional sentence has no sign.
4. Read dictation or record it on your phone for class use. You can emphasise the sign used in each sentence. You may play the dictation a pre-arranged number of times or allow students to request repetition. This activity may be done individually or in pairs.
5. When the dictation is finished, check the answers.

2.2. Shopping Signs - Lesson Plan

Consolidation/extension activities:

- For consolidation, more exercises using the signs may be done. If students are confident about these signs, ask them to write down and bring in other signs they have seen in town. You may want to extend the dictation to twelve sentences for stronger groups.
- Ask students to write their own dictations using the signs. They may then take turns dictating the sentences to the whole class, in pairs or in small groups. Have them check their answers and do additional work if needed.
- Have students take pictures of shop signs on their phones and write short texts using the signs. They could take additional pictures of people acting out a story and incorporate the signs as part of the story. The photos could also be used to build up an environmental print library with flashcards or printed out on a large sheet of paper and put on the wall separately, together or in student-created collages.

Use the Matching Signs Worksheets 1 and 2 (pages 38 and 40) for consolidation activities

2.2. Shopping Signs - Photo Sheet

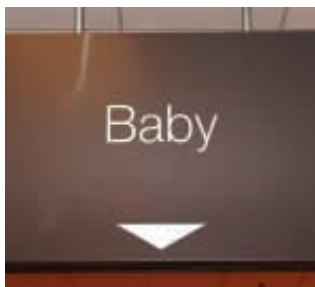
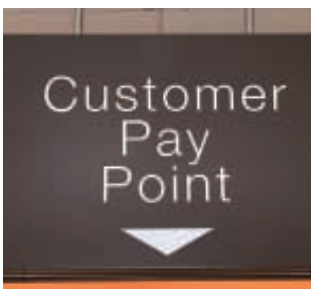
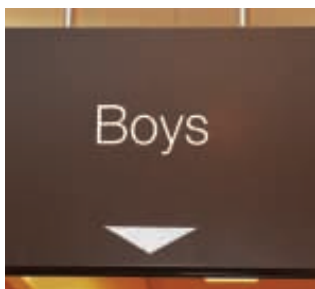
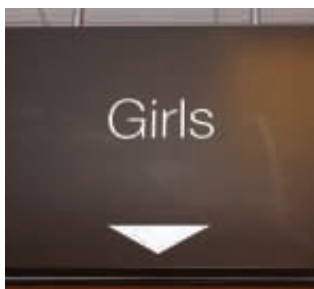
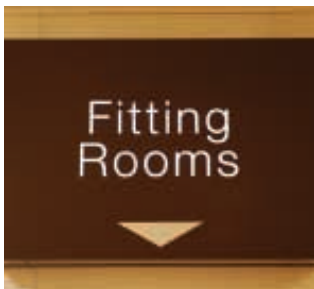
Teacher: Read out Shopping Signs from page 37

Students: Write the number in the correct box of the sign you hear.
Only eight signs are used.

The first one is done for you.



1



2.2 Shopping Signs - Dictation Sheet

Dictation - Signs to find are in bold.

Record dictation sheet on your phone or ask students to read aloud in class

1. Yesterday I wanted to buy clothes for my daughter, so I went to **Mothercare**.
2. Everything was very expensive, so I went to **Dunnes Stores**.
3. I went to the **Children's Wear** department.
4. There was a big **sale** on, so I bought several things for my daughter.
5. Then I saw a nice dress for me it had **25% off**.
6. I went to the **Fitting Rooms** and tried it on. It looked good and was just my size.
7. Then I remembered I had only a little cash with me, so I went to the **ATM Banking** machine to withdraw some money.
8. I went to the **Customer Pay Point** and purchased my clothes.
9. When I got home, I was tired but happy because I had got some great bargains.

2.2 Shopping Signs - Matching Signs 1

Match the pictures with the words.
The first one is done for you.

1.



Customer Services

2.



Girls

3.



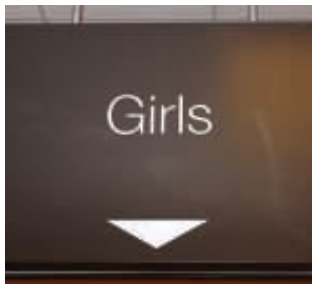
Fitting Rooms

4.



Supermarket

5.



ATM Banking

2.2 Shopping Signs - Matching Signs 1 (continued)

Match the pictures with the words.

6.



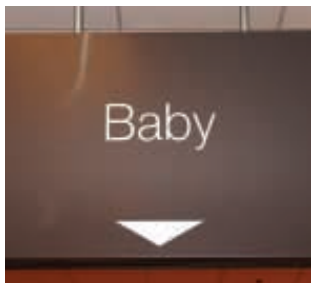
Children's Department

7.



Sale

8.



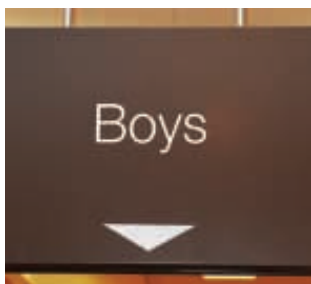
Customer Pay Point

9.



Boys

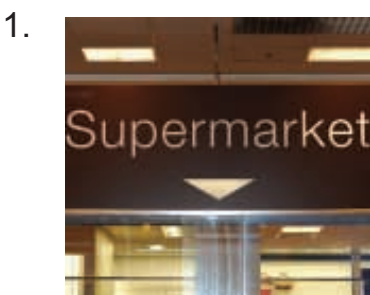
10.



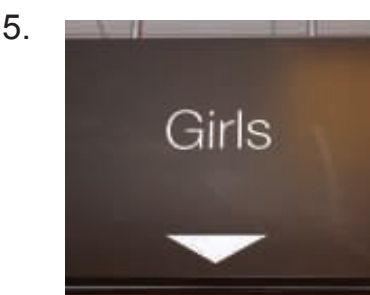
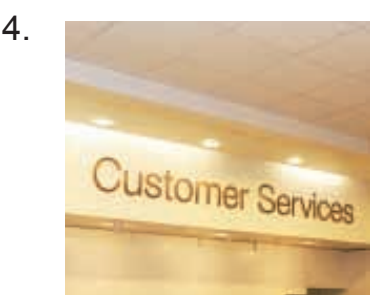
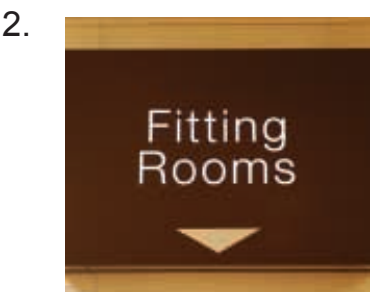
Baby

2.2 Shopping Signs - Matching Signs 2

Write the word in the space given.
The first one is done for you.



Supermarket



2.2 Shopping Signs - Matching Signs 2 (continued)

Write the word in the space given.

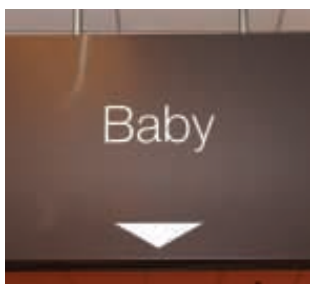
6.



7.



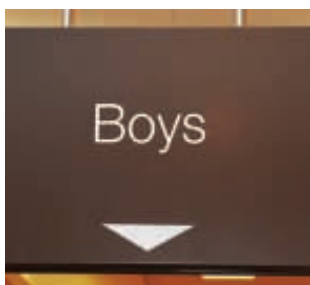
8.



9.



10.



2.3 Numbers and Shopping - Lesson Plan

Objectives:	At the end of the activity students will be able to: <ul style="list-style-type: none">• identify numbers and prices in shopping signs• recognise numbers in word form• understand percentages in sale prices (for example 20% off)
Functions:	Matching numbers to written text Matching spoken words to written text Word/number recognition
Materials:	<ul style="list-style-type: none">• Numbers, Prices and Signs Worksheet page 44• Prices Dictation Sheet page 45• What is the Sale Price? page 46

Key Vocabulary

- 25% off marked price
- buy 2 get 1 free
- each
- half-price
- sale
- reduced
- discount
- items
- closing down sale
- clearance sale
- clothes rail

Focus on numeracy

Percentages (for example 20% off)

Instructions:

Numbers, Prices and Signs

1. Introduce this activity by writing a few numbers on the board as examples. Ask the students how to spell out the numbers in full written form. Students practise copying the numbers.
2. Hand out the **Numbers, Prices and Signs Worksheet**. Students match the numbers with the written words. Check individually/as a group.
3. Students look at the photos of signs and circle the numbers from the previous exercises in the signs.

2.3 Numbers and Shopping - Lesson Plan (continued)

Prices Dictation

1. Introduce this activity by reading out a few numbers/prices. Students write down the numbers they hear. Write the correct numbers on the board/flipchart for students to check.
2. Hand out the **Prices Dictation Sheet**. Tell the students to circle the number they hear you read (one number from a, b, c, d, e). Alternatively, students listen to the cassette if pre-recorded. Students check in pairs. Repeat. Check as a group.

What is the Sale Price?

Ask the students for examples of good bargains they have found in sales. How much did they get off? Where do they get good bargains? What shops are good value? What shops are expensive? Discuss. Model an example of 10% or 20% off on the board/flipchart.

Students work in pairs to work out percentages/sale prices.

NB: Adapt activities for more basic literacy students: Circle/match/copy numbers.

Give out a very simple dictation sheet. Students circle numbers they hear. Practise saying/writing own phone number.

Note

Numeracy extensions:

This section can also be used to reinforce and develop other numeracy skills:

- Ensure all learners are familiar with the concept of percentage and its calculation.
- Ensure all learners are familiar with what terms like 'half price' actually mean.
- Encourage learners to discuss what '25% off' means in particular situations (in English or in their own language) and ask them to communicate what the result of their discussion is to you and the rest of the class in English.
- Reinforce the concept, language and written form of different numbers, for example talk and write about quantities of money that can e.g. be withdrawn from the ATM machine. Introduce terms around bank accounts e.g. balance, lodgement, current account, deposit account, etc.
- Use discussion and activities involving money to ensure familiarity with currency and its use.
- Highlight the convention of how we write money, for example price using the decimal point rather than the comma for prices.

(Please refer to *Numeracy - some guidelines for the ESOL classroom*, page 91, for guidelines on good practice in the ESOL numeracy classroom.)

2.3 Numbers and Shopping - Numbers, Prices and Signs

Match the numbers with the words.

The first one is done for you

- | | |
|----------------|-------|
| a) twenty-five | €1.00 |
| b) twelve | 6 |
| c) six | 12 |
| d) one Euro | 25 |
- (A line connects 'a) twenty-five' to '25')'*

Now find these numbers in the signs.

The first one is done for you

- a) €6 Clothes



- b) €12 Clothes Rail



- c) Buy 2 get 1 free
1 euro each



- d) 25% off marked price



2.3 Numbers and Shopping - Prices Dictation Sheet

Teacher: Record details onto cassette for class use or read aloud

Students: Listen and circle the correct answer

a) 25% off 10% off 20% off

b) €10 €12 €20

c) €15 €50 €55

d) 1 euro each 2 euro each 3 euro each

e) €6.50 €2.50 €16.50

2.3 Numbers and Shopping - What is the Sale Price?

Work alone or with a partner.

Work out the sale price and write it down.

The first one is done for you

Original Price	Sale	Sale Price
a) €20	10% off	€18
b) €30	20% off	€_____
c) €40	25% off	€_____
d) €60	30% off	€_____
e) €70	50% off	€_____
f) €70	half-price	€_____

Read the sale signs. Circle the word SALE.

All Sale Items Must Go	Half Price Sale
Reduced To Clear	Discount
Clearance Sale	Closing Down Sale

2.4 Shopping Dialogues and Roleplays - Lesson Plan

Objectives:	At the end of the activities students will be able to return items to a (clothes) shop
Functions:	Requesting a refund or exchange
Level:	Elementary – Pre-Intermediate
Materials:	<ul style="list-style-type: none">• Shopping Dialogues page 49• Roleplay page 50

Key Vocabulary

- to return something • refund • receipt • price tag • credit note
- supervisor • stain • heel • wrong size

Focus on language:

- Modal verbs for making a request (“Can I have?”)
- How to sound polite (“Can I please?” “May I ?” “Could I ?”)
- Pronouns (it, they and them)

Instructions:

Shopping Dialogues Worksheet

1. **Pre-listening:** Tell the students they will listen to a short dialogue in a clothes shop. Ask them to listen for specific information: for example what item is discussed/what does the customer want . Give key vocabulary and check comprehension.
2. Listen to the pre-recorded **Dialogue 1** (Asking for a Refund). Ask the students questions to check comprehension. Play the dialogue again. Elicit customer and/ or shop assistant phrases from the students and write the dialogue on the board/ flipchart. Play again and students read/listen at the same time. Students practise the dialogue in pairs. Record students in pairs onto a cassette and listen or ask students to read in pairs.

2.4 Shopping Dialogues and Roleplays - Lesson Plan (continued)

Roleplay Cards

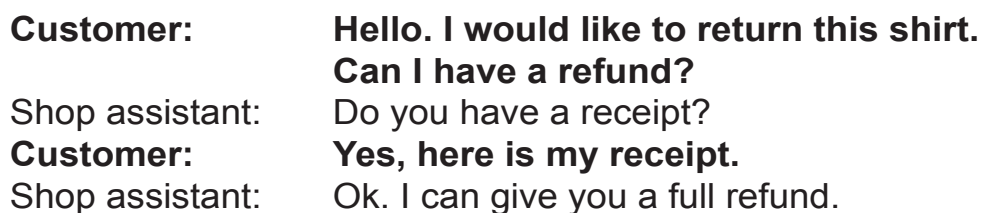
1. Introduce new vocabulary. Divide the group into customers and shop assistants. Customers sit together in pairs/small groups and prepare what they will say (give **Customer A Roleplay Card** to all customers first to avoid confusion). Shop assistants do same. Monitor and check.
2. Customers and shop assistants pair up and practise the dialogue. Ask volunteers to demonstrate their roleplays for the whole group.
Reinforce with as much practice as possible, for example customers and shop assistants switch roles; give alternative roleplay cards; students write roleplay cards themselves and give to other students to act out.

*NB Only record students if they are comfortable. Record yourself first role-playing a dialogue with a more confident student. Play back for everyone to listen to. Generally, if done in a relaxed atmosphere, students enjoy recording/listening to their own dialogues.

2.4 Numbers and Shopping - Shopping Dialogues

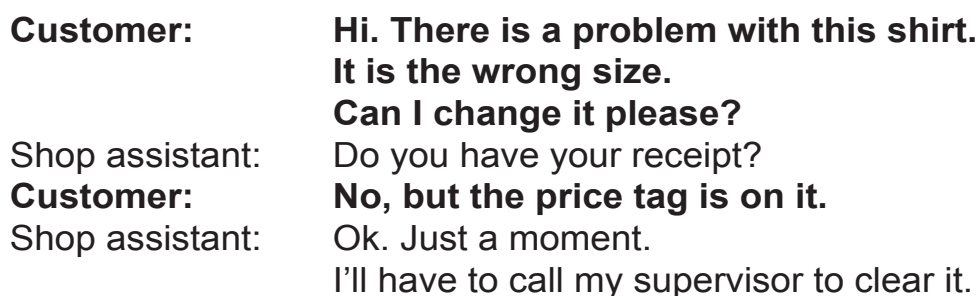
Teacher: Please record onto a cassette for class use or ask students to read aloud in pairs

1. Asking for a refund



Customer: Hello. I would like to return this shirt.
Can I have a refund?
Shop assistant: Do you have a receipt?
Customer: Yes, here is my receipt.
Shop assistant: Ok. I can give you a full refund.

2. Asking to exchange something



Customer: Hi. There is a problem with this shirt.
It is the wrong size.
Can I change it please?
Shop assistant: Do you have your receipt?
Customer: No, but the price tag is on it.
Shop assistant: Ok. Just a moment.
I'll have to call my supervisor to clear it.

Students: Listen and check. Practise the dialogues in pairs.

2.4 Roleplays - Roleplay Cards

Customers: Work in pairs to prepare your part of the dialogue.

Customer A



You bought a shirt. There is a stain on the sleeve. You would like to exchange it.
You have a receipt.

Customer B

You bought a pair of trousers for your son. They are too small.
You want to change the size. You do not have a receipt.

Customer C

You bought a pair of shoes. The heel fell off after one week.
You would like a cash refund. You have a receipt.

Shop Assistants: Work in pairs to prepare your part of the dialogue.

Shop Assistant
You can exchange or give a credit note only.
The customer must show a receipt.
You cannot give a cash refund.
It is store policy.
Apologise.

Now practise the dialogue in pairs.