

Unit 8

Shopping

Overview

Learners practise:

- **Asking for items in a market**
- **Understanding questions/answers from a stallholder**
- Saying food items, types of shop and money/ prices

Suggested context

A customer asking a market stallholder for information and items.

Dialogue 1: at a market stall

Dialogue 2: at two different market stalls

Make this as relevant as possible to learners by using the local context.

Skills

Speaking and listening

- Listen for key phrases, food items, prices and weights.
- Listen and repeat a dialogue using appropriate stress, rhythm and intonation
- Pronounce clearly key words and prices.
- Role play and adapt dialogues to own situations.

Literacy and phonics

- Learners read (and write) words for food items
- Learners say, read and write numbers and prices
- Focus on initial sound/symbol relationships in key words.

Language points

(Core points – bold, extension points – not bold)

- Asking questions about prices using **is** and **are**
 - **How much are the ... / is the ...?**
 - **Is it** (halal)?
- Asking for amounts/ weights
 - *Half a kilo, please?*
- **Singular and plural nouns** and pronouns, including this ... these
- Key words: **food items; market and other types of shop; prices; weights;** please; thanks

Before you start

Depending on the level of your group, record the *Example dialogues* using local voices, accents and references. (See *Guidance* for further details.)

Select relevant images from the [New to ESOL picture pack](#), and source others which are relevant such as local shopping centre, supermarket, shops.

Materials needed

Speaking and listening

- Activity 1** **Resource 1: Images (food items);** realia: items learners buy and/or empty packages;
Resource 2: Images (food shopping places);
Resource 3: Images (money) or real/toy money 10p, 50p, £1, £10.
Resource 4: Image (scales). Limit the number of new items depending on the level of the learners.

- Activity 2** **Resource 2: Images;** realia: food items, empty packaging, plastic bags;
Resource 3: Images (money);
Resource 4: Images (scales);
Resource 5: Prices (potatoes, carrots, tomatoes) – one for each learner;
Dialogue 1

- Activity 3** Image of halal logo; pictures of chicken and lamb; realia: food items and money;
Resource 6: Halal shopping;
Dialogues 2 and 3

Literacy and phonics

- Vocabulary book
- Images and flashcards of key words to suit the group, e.g. items, prices
- Worksheet(s) – matching pictures of food, shops, prices with words/numbers/symbols.
- Flashcards with initial grapheme and rest of word e.g. *ch – icken*.
- Flashcards with syllables, e.g. *tom – a – toes*
- Multiple copies of transcripts of dialogues for reading practice/cutting up for re-ordering, etc.

Note that each unit can be covered across two or three sessions. You can follow the order of activities suggested below or incorporate literacy, phonics, digital opportunities and resources/activities from other sources at different points across the sessions to best meet the needs, interests and priorities of your learners.

Allow some time at the beginning of each session for:

- General chatting
- A warm-up activity
- Recapping and reviewing the main learning from the last session and/or topic.
- Learners to tell each other about anything they have done or followed up related to the most recent topics.

Speaking and listening

Activity 1

Introduction to the topic

- Use **Resource 1: Images (food items)** and/or put food items around the room (realia and packages) focusing on items learners might use/like. Learners walk around, find them and say the words in their language and/or English. Ask learners questions, e.g. *What's this? Milk. What are these? Potatoes.* Drill the correct pronunciation for each food item, then ask learners to practise asking and answering in pairs. (You may need to teach/revise singular and plural nouns. See **Differentiation and Extension** ideas below.)
- Show **Resource 2: Images (food shopping places)** and/or other local images of where learners shop such as the local market, supermarket, shopping centre, corner shop, Sunday market. Elicit the type of shopping place it is, e.g. *market, supermarket*, model the pronunciation and drill. Ensure learners understand key differences, between places, i.e. markets are usually cheaper, in supermarkets you help yourself, in a market you ask for the item/food. Discussion could be in learners' expert languages (or use translation).
- Elicit from learners which places they go to shop e.g. *I go to the market. I shop at Tesco's/Asda/Lidl.* Encourage them to give as much information as they can, e.g. when/how often they go; what they buy.
- Show real money and/or use **Resource 3: Images (money)**. Elicit the amounts: *10 pounds, 50 pence, 10p*, etc. Check learners recognise and understand *99p*, e.g. *£1.99, £2.99* etc. Drill as necessary.
- Show the items, **Resource 4: Image (scales)** and elicit weights, e.g. *half a kilo*. Drill as necessary.

Activity 2

Speaking and listening (Dialogue 1)

- Set the context: use **Resource 2: Images** – a market stall selling vegetables, stallholder and customers. Elicit key vocabulary and what one of the customers might want to buy.
- Hand out a copy of **Resource 5: Prices** to each learner and check vocabulary. Ask learners to listen to the audio and select which the customer wants to buy, and how much they cost.

TIP You may need to teach/review numbers.



- Learners listen to the dialogue, tick the correct picture and write in the amount. Re-play as necessary. Learners compare answers with a partner. Play the audio for a final check.

TIP If learners are unable to write in the amounts, give them a selection of money images to choose from.



- Play the audio again, stopping after each line and drill the questions/answers. Focus on rising/falling intonation for questions to emphasise politeness.
- Learners try to memorise the dialogue and practise in pairs: *How much are the tomatoes? £1.99 a kilo.* Once they feel confident, practise further but substitute with potatoes or carrots and a different cost.

Activity 3

Speaking and listening (Dialogues 2 and 3)

- Review days of the week and drill any words. Hand out **Resource 6: Halal shopping**. Point to images and elicit/say words clearly: *halal, lamb, chicken*. Check learners understand and use first language support or a spoken translation app, if needed. If helpful, ask learners to fold the sheet in half so they only see the top lamb/chicken row.
- Set comprehension question: *Is the lamb Halal?* Learners listen to **Dialogue 2**, tick or cross the halal logo on their worksheet and compare with a partner.
- Play the dialogue again, line by line, pointing to the chicken, then again pointing to the lamb. Check learners understand 'this' refers to the lamb. Choral drill, then ask learners to practise with a partner and pictures of the chicken and lamb. *Is it halal? No, it isn't*. Also, practise the alternative: *'Yes, it is'*.
- Demonstrate 'special offers' such as £1.20 each or three for £3 (or 'buy one get one free/half price'): use real items and say the price of each individually, then say *£1.20 each or 3 for £3*. Ask concept check questions to make sure learners understand. Demonstrate again with some other items/prices.
- Focus on the second part of **Resource 6: Halal shopping**. Set pre-listening questions for **Dialogue 3**: Does the customer want chicken or lamb? *Is it Halal?* Play the dialogue for learners to listen and tick/mark the correct picture and price. Then compare answers with a partner. Re-play the dialogue if needed.
- Repeat the procedure with questions: *How much is it per kilo? How much does s/he buy? What is the total cost?*
- Choral drill the dialogue, line by line, focusing on pronunciation. Ask learners to practise in pairs using the worksheet for support.
- Role play: set the room up as market stalls, ask some learners to act as stall holders and others as customers, then role play using different real food items/empty packaging. Learners change places and role play again.

Intercultural understanding



This is a good opportunity to flag up:

- where to buy Halal meat locally
- the convention of queuing in supermarkets, shops, etc.
- different kinds of special offers advertised, e.g. buy one get one free (BOGOF), three for two, etc.
- different methods of payment and the increased use of contactless
- store loyalty cards, how they work and how to apply for one.

Literacy and phonics

Reading

- Create flash cards with words for items, prices, etc. Learners then label realia (or images).
- Read labels on food items, including weight, price, ingredients, health information, etc.
- Create worksheet(s) with matching pictures of food, shops and prices relevant to learners with words/ numbers/symbols.
- Hand out copies of the transcript for learners for reading practice – use choral, paired and independent reading techniques.
- Cut dialogue transcripts into sentences (or words) for learners to re-order, then listen and check.
- Create gap fill activities from the transcript for learners to fill in (or copy/stick in). Remove key words such *How much is it?* Play the audio for learners to check.
- Create a language experience text based on learners' experiences of shopping.

Phonics

- After showing and drilling coins/notes, learners read the numbers (not words) then write the amounts, e.g. *50p, £3.50*.
- Play money bingo: create grids with different denominations of money, then read out the money for learners to cross off.
- Learners can practise numeracy skills, e.g. adding up several items of shopping, working out special offers, comparing prices in different supermarkets, etc.

Writing

- Identify words with simple phonics patterns to develop awareness of phoneme/grapheme relationships e.g. *h - e - l - p, m - u - ch, c - a - n, m - i - l - k*
- Use sticky notes to write out the separate graphemes for learners to form words.
- Focus on initial grapheme/phoneme relationships: create flash cards (or use sticky notes) with the first grapheme separated from the rest of the word for learners to match, e.g. *l - amb, ch - icken*
- See the [New to ESOL Phonics Pack](#) for more ideas and suggestions.

Digital opportunities

- Learners identify something they would like to buy and search for it on-line
- Learners register for on-line shopping and/or practise buying something on-line
- Learners find out prices (or compare prices) on shopping websites
- Learners use the calculator function on their mobile phone to total prices
- Learners record (or video) one of the roleplays on their phones and listen/watch it afterwards to evaluate their performance.



Learning to learn

- Write new words in vocabulary book with images and/or translations.
- Write numbers and prices in vocabulary book

Differentiation and extension ideas

- You may need to teach/review singular and plural forms, e.g. tomato – tomatoes, apple – apples, egg – eggs, this – these. Model, drill and practise with realia and/or images. Note that it is probably not a good idea to try to teach uncountable nouns at this level – treat '(some) milk' '(some) rice', etc. as lexical items.
- Learners can extend/change the dialogue using other language they know
- Adapt the dialogues to different contexts, e.g. coffee shop: *Can I help you? How much is (a medium latte)? £2.50 OK. Anything else? No, thanks.*
- Extend language learning by talking about different payment methods. Introduce and practise: cash, credit card, debit card, contactless and the questions: *How would you like to pay? Can I pay by credit card/debit card/contactless?*
- Use empty food packaging as a reading activity. Learners read the items, quantities, ingredients and information about health, e.g. fat and sugar content. They could discuss which shops are cheaper or which items are healthier e.g. *Tomatoes from Aldi are cheap. This soup has 40 grams of fat.*
- In Activity 1, ask learners to look at and choose food items they like. Introduce like by picking up, e.g. a picture of chocolate and making an appropriate noise (*umm!*), smile and say *I like chocolate*. Drill and practise the structure with other foods. Extend this by eliciting foods they like/dislike, then practise asking questions and answering, e.g. *What food do you like? I like potatoes. Do you like chicken? Yes / No.*
- Learners use *Have you got any ...* (from Unit 3: *Family and friends*) and *Can I have some/a ...* in the role play.
- Bring in shop leaflets with prices of items for further speaking and reading practice.

- Learners discuss how they get to the shops (refer to *Unit 4: Transport*).
- Learners carry out a class survey on which is the best supermarket locally. Create a simple chart with the results and use this as an opportunity for numeracy practice, e.g. revising numbers, percentages, etc.

Home learning

- Learners take new words home to learn and use 'Look, say, cover, write, check' method to practise spellings.
- Learners read the labels of food products in their home and report back when they come to class. They can bring empty packaging to class to read together or take photos.
- Learners make a shopping list and note the prices as they choose items, then work out their total spending. Or they could visit different shops with their shopping list and compare prices to find the cheapest. The shopping list could be use pictures rather than words.
- Learners do their shopping at a market instead of a supermarket and practise asking for things.

Out and about

- Arrange a visit to a local market – learners can ask stall holders about prices, whether things are halal, etc. (If they are not going to buy anything, it would be best to organise this with the market management.)
- Arrange a trip to a local supermarket. Give learners words or images of items to find. They should note the price/price per kilo. Stronger learners could note other information. e.g. fat and sugar content.
- Learners can apply for a store loyalty card and bring it to the next lesson.
- Bring a supermarket receipt to the next lesson and use these to practise talking about items, how much they cost and saying amounts.

Unit review



In your next lesson, and before you start a new topic, here are some ideas to help you review and recap language learning from this unit:

- Review key vocabulary and phrases
- Ask learners to talk about their recent shopping experiences.

Useful links for further practice



- BBC Learning Circles, Session 4 – Market
<https://www.bbc.co.uk/learningenglish/english/course/emw/unit-1/session-4>
- English My Way Learning Circles, Session 9 – Shopping (you need to register)
<https://www.englishmyway.co.uk/learning-circles/session9>
- British Council ESOL Nexus, Shopping
<https://esol.britishcouncil.org/content/learners/grammar-and-vocabulary/beginners/shopping>
- English My Way, Shopping (you need to register)
<https://www.englishmyway.co.uk/topics/131>
- *New to ESOL templates*, e.g. Template 11, numbers; Template 2, sentence strips
<https://esol.excellencegateway.org.uk/content/etf3085>
- *New to ESOL picture pack*
<https://esol.excellencegateway.org.uk/content/etf3064>
- *New to ESOL Phonics pack*
<https://esol.excellencegateway.org.uk/learners-new-esol-phonics-pack>

Dialogue 1

Customer	How much are the tomatoes?
Stallholder 1	£1.99 a kilo.
Customer	Half a kilo, please.
Stallholder	Anything else?
Customer	No thanks.

Dialogue 2

Stallholder 2	Can I help you?
Customer	Is this halal?
Stallholder 2	No, it isn't.

Dialogue 3

Stallholder 3	Can I help you?
Customer	Is the chicken halal?
Stallholder 3	Yes, it is.
Customer	How much is it?
Stallholder 3	£2.50 a kilo or 3 kilos for £6.
Customer	3 kilos, please.



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	potatoes	£
	carrots	£
	tomatoes	£

	potatoes	£
	carrots	£
	tomatoes	£



lamb



chicken

£ per kilo	£1.50	£2.50	£3
Kilos	2	3	4
Total cost	£3	£6	£8



lamb



chicken

£ per kilo	£1.50	£2.50	£3
Kilos	2	3	4
Total cost	£3	£6	£8