

GOING SHOPPING 1

Teacher's Notes

Aim

Using the language related to shopping.

Materials

One copy of Worksheet 1, Worksheet 2, Worksheet 3 and Worksheet 4.
24 blank sheets of paper.

Duration

Preparation: 15 minutes

Playing the game: 35 minutes

Language focus

Have you got...? Yes, I have. No, I haven't. How much is it? X pounds and X pence.

Shops: *supermarket, toy shop, clothes shop, newsagent, green grocer.*

Products: *chocolate, Coke, a yoghurt, a pizza, milk, hamburgers, eggs, a ball, a model car, a toy aeroplane, a Gameboy, oranges, pears, lemons, apples, bananas, grapes, a pencil, a notebook, a newspaper, a magazine, a pair of jeans, a T-shirt, a jacket.*

Aim of the game

To be the first team to secure all the items on the shopping list by visiting the shops and "buying" them.

Suggestion

In the form in which it appears here, the game can only be used with classes of a minimum of twelve children (four children are customers and eight are shopkeepers). If you have fewer children in the class then omit one of the shopping lists and cross off the corresponding six items on Worksheet 3.

Introduction

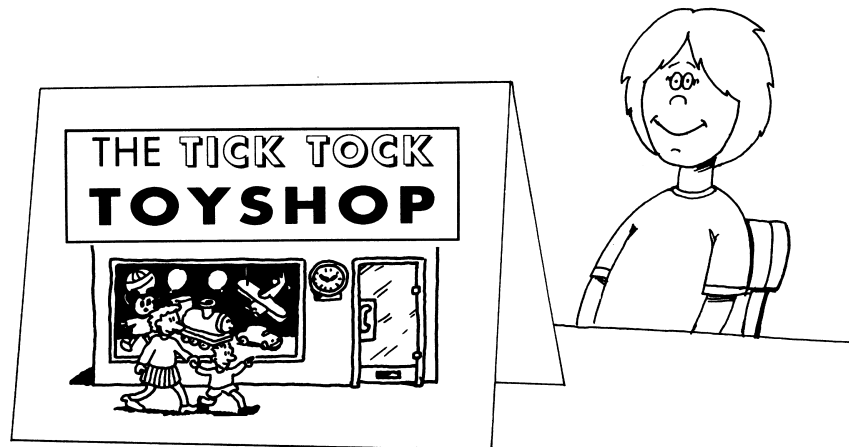
Introduce or revise the names of the shops by writing them on the board. Ask the children to name two or three items that you can buy in each shop. Write all of the items from Worksheet 3 on the board and ask the class to group them according to where they can be bought.

Preparation

- 1 Cut up all the cards on the four sheets along the dotted lines.
- 2 Give each child or pair of children an item to draw from Worksheet 3. There are 24 items in total.
- 3 While the children are drawing, arrange the shop front cards on your desk. As the children finish drawing, you can place each picture with the correct shop, e.g. the picture of a T-shirt is placed under the shop front "The Colour Clothes Shop", etc.

Playing the game

- 1 Divide the class into two groups: one group of eight children are customers and the rest of the class are shopkeepers.
- 2 Divide the customers into four teams (two children in each team) and give each team a shopping list (Worksheet 4). Ask the children to look at their shopping lists and check that they understand all the words. They should not show their shopping lists to the other teams. Each team then decides, very quietly, in what kind of shop they can buy each item.
- 3 While the teams are discussing this, divide the rest of the class into eight groups of shopkeepers, each group representing one shop. Give each group a shop and the corresponding pictures drawn by the children. Ask the shopkeepers to fold their shops in the following way:



they should be able to see what items they have for sale, while the customers should only see the name of the shop.

- 4 Now the race begins. Make sure each team of customers has a pencil. The teams of customers have to “buy” all the items on their shopping lists as fast as possible. The first team to present their shopping list to the teacher with all the items marked with the correct prices together with the six corresponding pictures is the winner.
- 5 The customers move from one shop to another asking *Have you got...?* If one of the shopkeepers replies *Yes, I have*, the customers ask the price (*How much is it/are they?*) The shopkeepers say the price and the customers note this down in the space provided on their shopping lists. The shopkeepers then hand over the picture of the product. If the answer is *No, I haven't*, the customers move on to another shop.
- 6 The two customers in each team must always stay together. They cannot visit shops separately.
- 7 Shopkeepers can CLOSE their shops if customers use any language apart from English. This ensures that the children speak in English while playing the game.
- 8 Other rounds using new teams can be played by making extra photocopies of the shopping lists (Worksheet 4). In this way all of the children take their turn in being customers and shopkeepers.

Extra ideas

Different items can be introduced into the game as long as the changes are made on all four sheets. The game can then be used to practise more vocabulary on *Food, Toys, Household objects*, etc.