

## Shopping

by Lindsay Clandfield

**Level:** Upper intermediate

**Aim:** Students learn 15 items of vocabulary related to shopping and review phrasal verbs in a shopping role-play.

**Time needed:** 1 hour

### Stage one

Ask students to read the first exercise and answer the question in pairs. When they have finished, do some whole class feedback on this. Ask *What kind of store is it?* when students mention store names.

### Stage two

In the same pairs, students now try to explain in English the difference between the two terms. Allow them access to a dictionary. Go through the answers. To check the vocabulary, ask students to suggest real places they know for each of the categories.

#### Answers

- *A market sells fresh food and is comprised of stalls often each individually owned.*
- *A supermarket is a large store that sells food and other products for the home.*
- *A department store is a large store divided into different sections.*
- *A shopping mall is a collection of stores under one roof.*
- *A boutique is a small fashionable store (usually selling clothes).*
- *A convenience store is a store that sells a variety of things (especially food, drink and newspapers, etc.) and is often open long hours.*
- *A dealership is a place that sells cars.*
- *An outlet store is a place where a particular product is sold.*
- *A duty free shop is a store in an airport that sells things without tax (alcohol, cigarettes, perfume, etc.).*
- *A hardware store sells metal goods and things for your home or garden.*

### Stage three

Reorganize the students into groups of three. For each sentence they must find three examples. You could do this as a game, with a time limit for each sentence. Check answers after each category, using this time to develop the answers into more of a conversation (e.g. by answering *Really? Where is that store? What's the best one of the three?* etc.)

### Stage four

Allow students to do this on their own first, then check their answers in pairs. Go over the meaning of the phrasal verbs, with translation if necessary.

*Answers: 1. up; 2. on/out; 3. back; 4. out/away*

### Stage five

Take one of the dialogues as an example and begin it with the class, eliciting first the context and then following parts line by line. Instruct students to continue the dialogue as a role-play in pairs. If your students like role-play then you could ask a pair to come up to the front and perform theirs.

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### 1. Think quickly

Imagine you had \$200 (or the equivalent in your currency) to go shopping with tomorrow afternoon. Where would you go? What would you buy? Tell a partner.

### 2. Places to shop – what's the difference?

Explain the difference between the following words. Use a dictionary to help you.

What's the difference between...

a *market* and a *supermarket*?

a *department store* and a *shopping mall*?

a *boutique* and a *convenience store*?

a *dealership* and an *outlet store*?

a *duty free shop* and a *hardware store*?

Which of the above places do you have where you live?

### 3. Shopping words – think of **3**

With a partner, provide examples for the following situations:

Three places where you can get good bargains on clothes.

Three times when you need a receipt for something.

Three times of year when things are on sale.

Three kinds of shop which you like to browse in.

Three items you can haggle for when you are shopping.

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### 4. Phrasal verb focus - shopping

Read the dialogues below. Complete the missing preposition and suggest a word, or words, that could replace the underlined words.

1.

Do we have any left?

No, we don't. Can you pick some \_\_\_\_\_ from the corner store?

2.

What do you think of these pants?

Well, you'll have to try them \_\_\_\_\_ first.

3.

What if it doesn't fit her?

Don't worry. You can bring it \_\_\_\_\_ and change it.

4.

That's useful. Where did you get it?

They're giving them \_\_\_\_\_ whenever you buy a pack of CDs.

### 5. Shopping role-play

Choose one of the dialogues above and:

- decide who is speaking (their relationship)
- decide where the speakers are
- continue the dialogue