

Student's name _____

Date _____

Doing the shopping

Discuss these questions in small groups. Make notes.

1. Do you do a big weekly or fortnightly shop or do you buy things, day-by-day, as you need them?
2. Do you make a shopping list before you go to the supermarket? If you do, what language do you write it in? English? Your mother tongue? A mixture?
3. Do you always check your receipt before you leave the supermarket?
4. When you get home, do you check off the items on your receipt as you put them away to make sure you have left nothing behind?
5. Do you compare the prices of different brands of the same product before choosing which one to buy?
6. If you do, do you always choose the cheapest one?
7. Do you have a loyalty card for any supermarkets? If yes, which ones?
8. If something is on special offer, do you buy the usual quantity or do you buy extra?
9. What do you think of the plastic bag levy? Did you have to pay for plastic bags in your country? Do you always remember to bring reusable bags?
10. Do you always check the best- before date?

11. When you are buying fruit and vegetables, do you prefer to buy them pre-packed or loose?
12. In some countries, supermarkets are not allowed to display sweets at the checkout tills. Do you think this is a good idea?
13. If there is a promotion on in the supermarket, where they are giving out samples of food or drink, do you have a taste?
14. Do you ever buy things in the supermarket because you've seen them advertised on the telly?
15. Do you buy all your food in supermarkets or do you sometimes use specialist shops such as butcher's, baker's, greengrocer's fishmonger's *etc.* What about ethnic food shops?
16. Do you ever go to open-air food markets?
17. Do you prefer to do the shopping alone or with somebody to help you?
Is it a pleasure or a pain?
18. Do you think working on the check-out in a supermarket is a stressful job? In general, do you find the people who do this job to be pleasant and friendly? Would you do it? If not, why not?
19. How does shopping for food in Dublin compare with shopping for food in your country?
20. What are some of the things that used to be on your shopping list in your country that you no longer buy here in Ireland?

Look at Miriam's receipt from FRESCO's on the next page and underline all the examples of brand names.

Miriam is a single woman living alone. Look again at her receipt. Do you think these statements are true or false?

1. Miriam is probably a Muslim.
2. .Miriam probably isn't feeling very well.
3. Miriam is probably allergic to dairy products.
4. Miriam probably eats a healthy diet.
5. Miriam probably has a pet.
6. Miriam probably likes to know what's happening in the world.

Now help Miriam to put away her shopping. Where should everything go?

Cupboard	Bathroom	Fridge	Fruit Bowl	Bread bin

FRESCO

	€
HAND WASH	2.39
LEMSIP 5PK	3.69
BAG FOR LIFE	0.28
C/BAGS GOV LE	
2@ €0.15	0.30
PLASTERS	2.29
FACE WIPES	5.44
RYVITA	1.47
FRESH MILK	.92
CEREAL VARIETY PACK	2.76
CHEESE	3.29
COUGH/COLD REM	4.79
SALADS	1.59
ROMA TOMATOES	0.67
PORK CHOPS	5.99
LOIN LAMB CHOPS	
0.348 KG @ €11.38/ KG	3.96
JOHN WEST TUNA	1.23
DAIRYLEA SPREAD	1.09
PHILADELPHIA	1.99
CRÈME CARAMEL	0.95
BABY SPINACH	2.99
SHAPE YOGURT	1.89

KILMEADEN WHITE	2.30
NECTARINES	2.99
BLUEBERRIES	2.99
TOMS OTV	2.49
DENNY HAM	3.09
LRGE.BROWN SLICED	1.20
WHISKAS CAT FOOD	0.89
RADOX SHOWER GEL	4.35
THE IRISH TIMES	1.65
MUSHROOMS	
0.110 KG @ €4.16	0.46
PETIT PAIN 4PK	1.18
COLGAGE TOOTHPASTE	2.46
TOTAL	74.49
LASER	74.49

THANK YOU FOR SHOPPING AT FRESCO

126 PEMBROKE ROAD

SLÁN ABHAILE

STORE OPENING HOURS

Monday to Saturday 8:00 – 22:00

Sunday 10:00 – 22:00

FRESCO- SHOPPING AS IT COULD BE

Doing the Shopping

MODULE: Shopping

LEVEL: R2Lower

Time: 2 hours and can extend	Focus: Speaking about shopping
Class organisation: Small groups, pairs, individual, whole class	Type of activity: Group discussion and note-taking, true or false reading comprehension based on a supermarket receipt, categorising vocabulary based on items purchased in a supermarket.
Can be adapted to:	Prerequisites:
FETAC: I can make purchases	
ELP A2 Spoken interaction: Keep a short conversation going on a familiar topic, Writing make notes of the important points in a conversation B2 Reading Read and understand information that is available in public leaflets (receipts)	

For this activity you need...

1 worksheet per learner

N.B.

In Class Procedure at a Glance

1. Distribute the first two pages of the worksheet to the students and give them some time to read through the questions individually. Tell them they must check any words they don't understand now. Let them use dictionaries to do this initially and if individuals are still having problems encourage them to seek help from their peers. Emphasise that they will not be allowed to use dictionaries during the discussion phase.
2. When you are satisfied that everybody has a good understanding of the questions check by asking if anybody would like to ask any questions about vocabulary. If there are any, see if other students can answer them before offering your own explanations. This groundwork will help to ensure that the subsequent discussion will be more animated and fluent and that everybody will be able to participate.
3. Put the students into small groups of four or five depending on the size of your class. You should engineer this to get as wide a diversity of cultural backgrounds as possible in each group. A good male/female balance will also help to maximise a variety of points of view.
4. Tell students that they must now discuss the 20 questions. Tell them that as they listen to their fellow students they should make notes so that they will be able to report back to the whole class at the end of the discussion. Make sure that they understand that they should be taking notes about what their group says and **not about their own answers to the questions.**
5. Allow plenty of time for the discussion. Most students find the subject interesting and love or hate shopping they will have something to say on most topics. Circulate among the groups, offering encouragement where necessary and noting points for subsequent feedback but as much as possible keep in the background. If you feel the speaking element is losing out to the note-taking abandon the latter and if necessary forbid the use of pens completely. This is first and foremost a fluency exercise for spoken communication.
6. Once the groups have exhausted the topic look for some general feedback. For questions 1 to 4 look for a show of hands. For question 5 you could emphasise the idea of brand names by finding out orally which kinds of products students show brand loyalty to- good items include shampoo, washing powder, toothpaste, tea, coffee *etc.* Students will be more forthcoming if you throw in your own contributions
7. For question 7 on the supermarket loyalty you could do a quick oral market survey. Again add your information to make it more interesting
8. For the plastic bag levy and the sweets display questions (9 and 12) allow a few minutes for whole group discussion.
9. For 8,10 and 11 look for a show of hands.
10. For 13 see if students can remember any new products they have sampled in the supermarket recently
11. For 14 allow some time for general discussion

12. For 15 find out about the different experiences each nationality has of trying to find products from their country. Are there ethnic shops available for them? Do they have a good range of products? Are the expensive?
13. Having checked if students have been to an open air market give those who have been an opportunity to talk about the experience
14. For question 17, ask for a show of hands. If you find that there is a gender divide, you might like to stir things up a little!
15. This is a job that is increasingly done by non-nationals and it may be one that some of the students aspire to.
16. Questions 19 and 20 should prompt plenty of chat. In a recent class it led to an animated debate between 4 Somalis as to what constituted the choicest cut of camel and I was fascinated to learn that while most of the shopping was done by women, it was the men who bought the meat- exactly as it was in rural Ireland where I grew up!
17. Give some feedback on both the content of the discussion and on the use of language, highlighting strengths as well as weaknesses.
18. Distribute the shopping receipts. (FRESCO is the supermarket in Coronation St. where Curley watts used to work but your students possibly don't need to know this detail.) For the first exercise let the students confer freely. Between them they should be able to identify most of the brand names and what the product is. Check answers as a whole class with students taking it in turn to call out the brand names and identify and explain what the product is.
19. Working individually students do true or false questions before comparing their answers in pairs.
20. Check answers as a whole class getting students to justify their answers. 1) False- pork and ham, 2) True- Lemsip, cough/cold remedy 3) False- Milk, cheese, Dairylea, Philadelphia yogurt Kimeaden white (cheddar) 4) True - lots of fruit, fresh vegetables, no crisps, sweets, fizzy drinks *etc* 5) True- Whiskas Cat food 6) True – Irish Times
21. Students work in pairs to categorise the items on the shopping receipt. Allow for some disagreement.
22. Finally you may like to draw attention to a few additional language points You might like point out the abbreviations and see if students can guess what they mean PK – Pack/Package, Gov Le- Government levy, Rem- Remedy, KG – Kilogram, TOMS OTV – Tomatoes on the vine, Lrge. – Large
23. Draw attention to the use of “store” and see if students can guess the difference between “shop” and “store”. (This may lead to some quite ingenious explanations) If nobody comes up with American vs. British English explain. The use of “department store” is worth noting and of course Roches Stores and Dunes Stores which were no doubt originally intended to impart some American cache.
24. Finally see if students can guess what “Slán Abhaile” means. You may even like to see if students have any theories as to why a supermarket might use the “cúpla focail” on a receipt.