

Name \_\_\_\_\_

Date \_\_\_\_\_

Read these conversations. What kind of shop are they in?

**Customer:** "Do you have these in a size 10?"

**Sales Assistant:** "I'm afraid we sold the last pair half an hour ago."

**Customer:** "Do you know if they have them in your Henry St. branch?"

**Sales assistant:** " Just a minute sir and I'll check."  
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**Sales assistant:** "How old?"

**Customer:** " About six months I think. But she's big for her age."

**Sales assistant:** "Everything on this rail is for between 6 months and a year."

**Customer (picking up an item and examining the price tag):** " My God!  
I wouldn't pay that for an outfit for myself!"  
\_\_\_\_\_

**Sales assistant:** "Dry or chesty?"

**Customer:** "Chesty. But don't give me anything that's going to make me  
sleepy. I have to drive to Galway this evening."  
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**Customer:** "They look lovely and fresh."

**Sales assistant:** "They sure are. Swimming in the sea not 12 hours ago.

**Customer:** " I'll take six. Could you gut them for me please?"  
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**Customer:** "I like the style and it's a very good fit but I'm not sure about the colour. I'm not sure red really suits me."

**Sales assistant:** "Well why don't you try it in another colour? What about the navy blue?"

**Customer:** " I was hoping to get away from blue for a change. Everything I have is blue. But I suppose at least I'd have the shoes and hat to go with it."

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**Customer:** "I'm looking for something and I don't know the name. I thought I'd see on the shelves but I don't see it anywhere?"

**Sales assistant:** "Well maybe if you tell me what it's for, I might know ?"

**Customer:** "It's a kind of hard paper. Brown. You know hard, not soft. What's the word not ..... smooth .

**Sales assistant:** "Rough?"

**Customer:** " Exactly and you rub it on wood before you start painting"

Sales assistant. "To prepare the surface?"

**Customer:** "That's it! What do you call it?"

**Sales assistant:** " Sandpaper. It's over here in the middle aisle. I'll show you."

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**Sales assistant:** "How are they?"

Customer: "They're fine on the waist but they're too long in the leg. You don't have them in a shorter leg, do you?"

**Sales assistant:** " That's the shortest leg they do in that style. But we could turn them up for you."

**Customer:** "Oh really? How much would that be?"

**Sales assistant:** " Seven euros. And we could have them for you by 4 o'clock."

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**Customer:** "A brown soda please and half a dozen white rolls."

**Sales assistant:** " Anything else?"

**Customer:** "No, that's the lot. And I'll take a bag, please"

**Sales assistant:** "Three euros ninety, please"

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**Customer:** " Which of these would you recommend?"

**Sales assistant:** "Well it depends on the level. This one's for more advanced" learners. It's got 150,000 entries, whereas this smaller one only has half that".

**Customer:** "I think I'll leave it for the moment. I'll check with my teacher. Do you mind if I just write down the names?"

**Sales assistant:** "Not at all. Go ahead. Do you need some paper?"

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**Customer:** "These are lovely. What are they called?"

**Sales assistant:** "Delphiniums."

**Customer:** "How much are they?"

**Sales assistant:** " Five euros a stem, Twenty euros for five."

**Customer:** "How long will they last?"

**Sales assistant:** "At least a week. They were only cut this morning."

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**Customer 1:** "We don't want anywhere too hot. We were in Corfu last August and we nearly melted."

**Sales assistant:** " But you definitely want somewhere on the Mediterranean? To be honest that's a bit of a tall order in August. You wouldn't think of one of the Scandinavian countries? A friend of mine's just back from the Sweden and she loved it. Weather like a perfect Irish summer's day for two weeks."

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**Customer:** "Short back and sides please and if you can thin it out a bit on top. And just trim the fringe"

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**Find words or phrases in the conversations to match these definitions from the *Oxford Wordpower Dictionary* \***

1. An office, shop etc. that is part of a larger organization.
2. A wooden or metal bar fixed to a wall, which you can hang things on.
3. A set of clothes that are worn together for a particular occasion or purpose.
4. To remove the organs from inside an animal or fish, etc.
5. To look well on a person (especially a colour)
6. A passage between the rows of seats in a church, theatre (*N.B. In the conversation here the meaning is different. It's not in a church or theatre but in a shop and it's not between rows of seats but rows of shelves*)
7. To make an item of clothing shorter
8. Twelve or a group of twelve
9. Conjunction used for showing a fact that is different
10. The main, long, thin part of a plant above the ground from which the leaves or flowers grow.
11. An expression used for describing something that is very difficult to do or find.
12. To cut a small amount off something so that it is tidy.
13. The part of your hair that is cut so that it hangs over your forehead.

*\*Except for 9*

## Role play

Work in pairs. You and your partner are going to write a short conversation that takes place in a shop. You have 20 minutes to do this. **Make sure that nobody else in the class knows what shop you are in because later they will have to try and guess where you are!.**

When you are ready practise your conversation for a few minutes because when you do it for the whole class you will have to do it without any notes!

As you listen to the other pairs fill in this table

No.	Names	Shop	Key words
<i>e.g</i>	<i>Abbas and Miriam</i>	<i>Greengrocer's</i>	<i>cauliflower, baby spinach, apples</i>
1.			
2.			
3.			
4.			

5.			
6.			
7.			
8.			

### Feedback

Did you enjoy doing in this role play ? Why? Why not?

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Did you hear any new words or expressions while you were listening to the conversations? Which ones? Make a list

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**Newsagent's**

**Mobile phone shop**

**Post Office**

**Stationery shop**

**Butcher's**

**Bicycle shop**

**Jeweller's**

**OFF Licence**

**Hardware store**

**Man's clothes shop**

**Greengrocer's**

**Florist's**

**Dry cleaner's**

**Pharmacy**

**Fish and chip shop**

**Electrical shop**

## Which shop are they in?

**MODULE: Shopping**

**LEVEL: R2L**

<b>Time: 4 hours</b>	<b>Focus: Useful language for shopping</b>
<b>Class organisation:</b>	<b>Type of activity: Reading comprehension, deducing meaning from context and matching dictionary definitions Role play</b>
<b>Can be adapted to:</b>	<b>Prerequisites:</b>
<b>FETAC: I can make purchases</b>	
<b>ELP: A2 Spoken interaction Ask for a particular size, colour etc. when shopping</b>	

<b>For this activity you need...</b>
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1 worksheet per learner
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<b>N.B.</b>
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<b>In Class Procedure at a Glance</b>
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1. Begin by brainstorming the names of shops. You could do this in different ways. For example you could give students 2 minutes to write down the names of as many kinds of shop as they know, (in which case it may be worth emphasising what you mean by "type of shop" so that you don't get a list on the lines of Centra, Spar, Dunnes, Tesco etc. or the names of individual shop owners where the students live!) Don't let students confer at this point but when the 2 minutes is up go around the class and find out how many each student has. Then starting with the student with the lowest number, get him or her to read out their list and to spell each one while you write them on the board. Tell the rest of the students to tick off the ones that they also have on their lists. Move on to the student with the second lowest number and get him/her to read out the additional shops he/she can add to the list on the board. Continue until you have all of the students' suggestions.

2. Alternatively you could ask students to imagine that all the supermarkets in the town are closed for the day so that the students have to go to different kinds of shop to get what they need. Then call out a list of everyday products and services and as you do students must write down, which shop they would go to. This way you can ensure that all the shops that feature on the worksheet come up but in fact this is not really essential.
3. Distribute the work sheets and explain that students must read the conversation and then write the name of the shop where the conversation takes place in the space provided.
4. Do not allow dictionaries, either bilingual or monolingual but explain that even though there will be words they don't know, they should be able to do the exercise anyway.
5. Encourage students to work on their own in the first instance.
6. As students finish, let them get into pairs to compare their answers.
7. When everybody or most students have finished check the answers as a whole group. When a student offers an answer don't tell them immediately if they are right or not but ask them to explain their choice. Then see if the rest of the group agree with the answer.
8. Still without using dictionaries get students to match the dictionary definitions with words from the conversations. The words appear in order 1) branch 2) rail 3) outfit 4) gut 5) aisle 6) dozen 7) whereas 8) stem 9) a tall order 10) fringe
9. If your students enjoy reading dialogues put them in pairs and let them practice them. (The pedagogical value of reading aloud is widely doubted but it is something that a surprising number of students like doing) If you think your students won't enjoy it move on to the next stage
10. Put students into pairs Make sure no two pairs share a language other than English. Designate the roles of customer and sales assistant in each pair.
11. Tell students that each pair must prepare a short dialogue in a shop. You can either let students choose the shop themselves or you can use the cards provided and distribute them one per pair. The important thing is that each group should keep the name of their shop to themselves as their classmates will have to guess which shop it is
12. Explain that after they have written their dialogues they will have to act them out **without notes** so they shouldn't try to write anything too complicated or too long. As they are writing go around offering help and encouragement but don't interfere too much.
13. If you have space available to you outside of the classroom such as corridors or other classrooms that are not being used, you might like to get students to prepare their dialogues there. This way the pairs won't be able to overhear what the others are doing. If you only have the classroom, keep reminding students not to let the rest of the class know what they are writing about.
14. Once the pairs are ready get them to take turns acting out their dialogues. (If you have a tape recorder with a good microphone, you

- could consider recording them)
15. Remind students that they don't have to reproduce exactly what they have written. As long as they get their message across, this is sufficient.
  16. As they are listening the other pairs should fill in the table with the pair's names, what they think the shop is and the key words that gave them the answer.
  17. It's useful to get students' reactions and feelings to this kind of activity. It encourages them to think about why they are doing activities. These role plays are generally enjoyable and provoke plenty of laughter, which is to be encouraged. They also often give students who have difficulties writing, an opportunity to shine. However don't be disappointed if a few may take a negative view. Some students, (especially if they have been in the country for a while may feel that they can manage in these everyday situations well enough and that class should be about more "serious" things like grammar!
  18. Getting students to write down words they have learned from the dialogues helps to emphasize that it is not only polite but useful to listen to their fellow students.

#### **Variations / Comments / Supplementary Activities**

**If you do have the use of a good microphone and choose to record the role plays, you could consider writing up part of the tape script and basing a future class on it, in which students try to improve their accuracy by suggesting corrections and improvements in the use of language**

**The recording (even with all its imperfections) can also be used in subsequent classes both as a listening and to introduce students to the role play.**