

3.5 Who's got my shopping?

LEVEL	Elementary
AGE GROUP	10 and above
TIME	15–20 minutes
DESCRIPTION	The children work in groups of four, asking and answering questions to carry out a task.
LANGUAGE	Question formation and shopping vocabulary: <i>bananas, apples, cat food, shampoo, soap, lamp, chocolate cake, ketchup, pencil, milk, water, lemonade, orange juice, chocolates, sweets, sandwich, crisps, biscuits, jam, chicken, Have you got a/an ...? Have you got any ...? Yes! No! Here you are. Thank you.</i>
SKILLS	Speaking: asking and answering yes/no questions.
ASSESSMENT CRITERIA	The children should be able to form comprehensible questions and answers and use turn-taking skills. Their language need not be completely accurate, but should convey the desired message and contribute to the solution of the task.
MATERIALS	Worksheet 3.5 (see back of book); pencils; cassette (optional); an individual silent activity for fast finishers.
PREPARATION	1 Photocopy Worksheet 3.5 for each group of four and cut it into sections a, b, c, and d.

- 2 Make sure you have an individual silent activity you can give out to fast finishers.

IN CLASS

- 1 Divide the class into groups of four.
- 2 Give out one picture to each child so that each group has pictures a, b, c, and d.
- 3 Explain to the children that they go shopping and literally bump into their friends. All their bags fall onto the floor and their shopping gets mixed up. When they put things back in their bags, they need to see if they have the right things.
- 4 Tell the children that each person has their bag and their shopping list. They have first to find out what things are missing. Then they ask the others if they have the missing items. Whenever they find an item, they put a tick on their list and carry on until they have recovered everything.
- 5 Draw a bag and a shopping list on the board and show what things are missing from the bag. Put a question mark (?) next to the things that are missing.
- 6 Give the children time to look at their worksheets and put a question mark (?) next to the things missing from their bags.
- 7 Use the list on the board to act out the situation with one of the stronger children. Depending on the ability of the children, it may be necessary to write the dialogue on the board:
Teacher: Have you got any apples?
Child: No.
Teacher: Have you got a chocolate cake?
Child: Yes. Here you are.
Teacher: Thank you.
- 8 Tell the children to begin the task.
- 9 Go round monitoring the activity to make sure all the groups are working well.
- 10 Give out a silent activity to the fast finishers, so that the rest have a chance to finish their task.

FEEDBACK

- 1 When all the children have finished, ask them to stop what they are doing (the written follow-up activity) and report to the class. Ask how many of them managed to find all the missing items from their lists. Congratulate them accordingly.
- 2 Ask a group of four confident children to the front to do the task again. The others listen and compare the way their group went about the task. Ask the other groups to say if they had any difficulties, how easy/difficult it was for them, what they did well, and how they could do better.
- 3 If the children feel comfortable recording their voices, you could give one or two groups a cassette to record their work. You could then play the recorded task to the rest of the class. Again ask the other groups for comments.

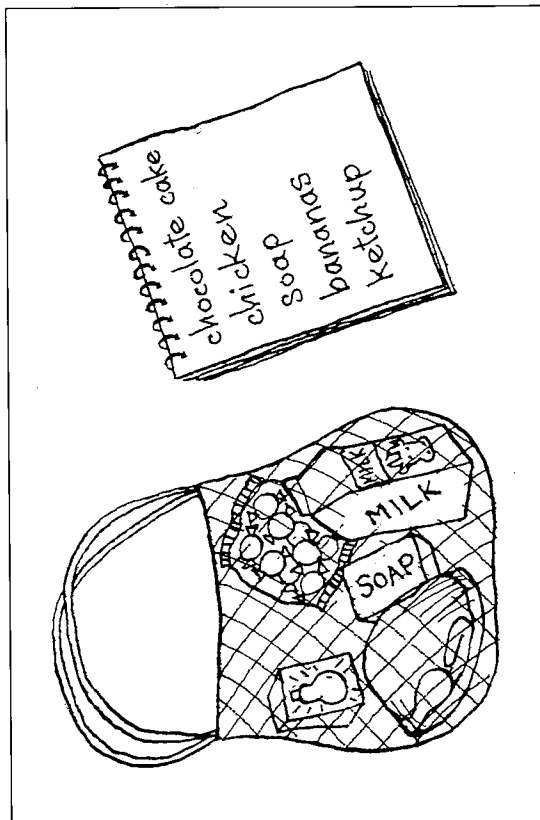
FOLLOW-UP

- 1 Younger children could work in groups and play a memory/speaking game. The first member of the group says 'I want to buy a banana'. The second player has to repeat the same sentence and add one more item: 'I want to buy a banana and cake', and so forth. (If you are using food vocabulary, make sure you pre-set the vocabulary for singular countables, so that the children don't have to cope with *some* and *any*. Also practise *a/an* beforehand.) The group scores a point for every child who says the sentence correctly. The group with the most points is the winner.
- 2 Older children can follow up the activity with written work such as word puzzles or other vocabulary games that focus on the vocabulary items you are assessing.

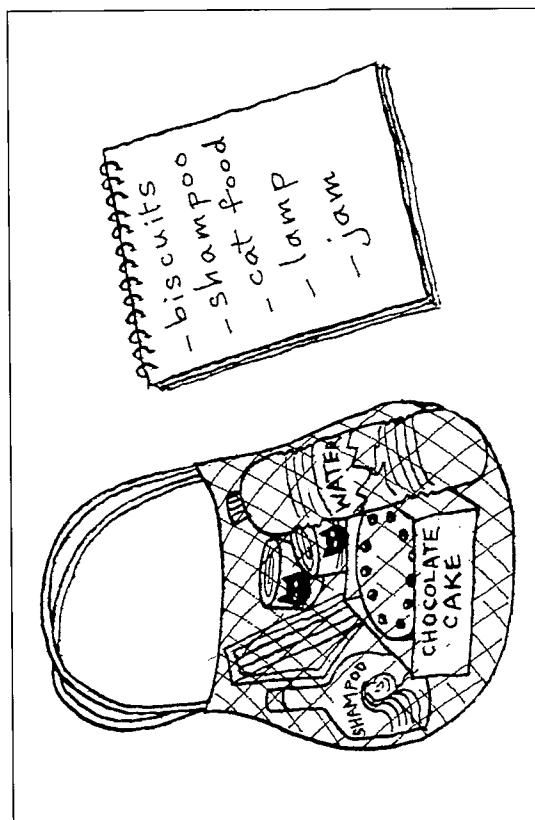
**ASSESSMENT OF
OUTCOME**

- 1 Concentrate on one or two groups to observe. If you used cassettes you can also concentrate on the groups you recorded. Use 10.9b, 'Speaking Task Report' to assess the children in the selected groups and report on their progress.
- 2 All the children should complete self-assessment form 8.8.

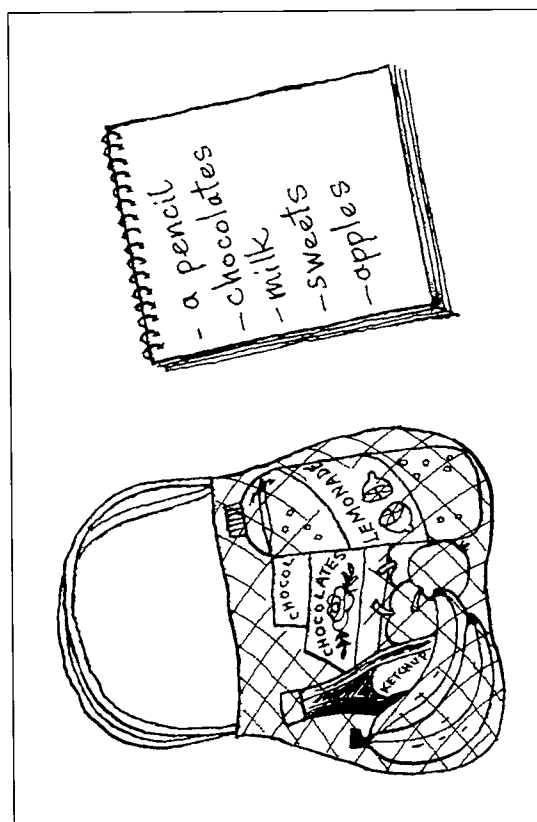
WORKSHEET 3.5c WHO'S GOT MY SHOPPING?



WORKSHEET 3.5d WHO'S GOT MY SHOPPING?



WORKSHEET 3.5a WHO'S GOT MY SHOPPING?



WORKSHEET 3.5b WHO'S GOT MY SHOPPING?

