

IGCSE English as a Second Language 0510

Unit 2 Shop 'til you drop

Recommended Prior Knowledge

This unit can be used at any stage of the course. It does not assume knowledge of previous units. Students have achieved a lower intermediate level of English to handle the materials effectively.

Context

The unit is suitable for both core and extended tier students. Teachers can use the teaching activities to devise their own lesson plans, picking and choosing from the activities. It is assumed that the teacher will structure open and closed questions to elicit what students already know about a theme or topic and check vocabulary and comprehension before and after any activity, correct errors as appropriate, monitor and support the acquisition of skills. Teachers should carry out any other preparatory and consolidation exercises as they deem appropriate. The websites listed under 'learning resources' usually have additional help and guidance to develop topics and skills. The teacher is free to extend the unit with further ideas and materials of their own or from the resource guides listed to suit their particular situation and the needs of their learners. The activities and materials can be adapted to mixed ability classes by giving more or less guidance, shortening or extending activities, simplifying or editing material or closing some of the information gaps. Pacing and timing of the activities is at the teacher's discretion and should be incorporated into individual lesson planning.

Outline

The content aim of the unit is for students to develop a greater understanding of the commercial world of which shopping is an important aspect. This includes a detailed discussion about shopping with two different worksheets available; exploration of the impact of the consumer society; globalisation; the 'Beckham Brand' and the decline in India of the attraction of the traditional snake charmer because of competition from TV and other kinds of technology.

The language aim of the unit is for students to develop the skills required to discuss the issues and read and write about them. The skills are broken down into micro-skills in the 'Learning Outcomes' column. The 'Teaching Activities' suggest a variety of methods for achieving the learning outcomes. It is hoped that the materials and activities will be thoroughly exploited in the classroom so that students can gain real benefit from doing them and clearly move forward in their skills as well as grow in confidence. In general, they are not materials or activities that should be rushed through, to 'get on to the next thing,' which would cut out a lot of potential learning. The activities include opportunities for information sharing, giving supportive peer feedback, sharing positive criticism and evaluation and providing scope for individual presentations. In addition, the materials and activities enable the development of underpinning knowledge and skills including: vocabulary, spelling, punctuation, paragraphing, sentence structure, tone, style and register. The degree of confidence with which the students achieve the learning outcomes will depend on their starting point and the learning approach, with weaker or core students needing more time for examples and practice. It is hoped that teachers will be able to expand on the unit as they judge best for their situation, with supplementary ideas of their own.

The learning resources in this unit are internet and textbook based. If teachers judge that students need more help to achieve the learning outcomes, it is hoped they will extend the unit at any stage with reinforcement activities.

Assessment Objectives	Learning Outcomes	Teaching Activities	Learning Resources
<p>Speaking</p> <p>S1 Communicate clearly, accurately and appropriately.</p> <p>S3 Employ and control a variety of grammatical structures.</p> <p>S4 Demonstrate knowledge of a range of appropriate vocabulary.</p>	<p>Speaking and Listening: Shopping</p> <p>Students are able to use language to describe and compare, e.g. The best thing I have bought was....My favourite place to shop is....I prefer thrift (second hand) shops rather than expensive shops because thrift shops are... Catalogue shopping is much more convenient than ... Shopping in a small boutique is more enjoyable than shopping in a chain store because...</p> <p>Students are able to give detailed descriptions e.g. Shopping online is really good fun...I found a wonderful bargain in a second-hand shop.</p> <p>Students know and can apply vocabulary for shopping e.g. 'label', 'bargain', 'receipt', 'boutique' etc.</p> <p>Shopping: Written work</p>	<p>Shop 'til you drop</p> <p>Shopping: Discussion, vocabulary. The worksheet: Shopping can be used in a flexible way (cut up for a game for example) to discuss practical issues around shopping, including the kind of shoppers students are, the places they shop, whether they read the label, how price conscious they are, whether they shop in thrift stores (discount stores) and what was the last thing they bought for themselves. The shopping worksheet from englishclub.com enables students to make comparisons e.g. say whether they prefer shopping in big shops or little boutiques and whether it is safer to shop in stores or online. For more able groups, a selection of questions from both worksheets would be ideal to cover a greater range of ability. The Shopping worksheet from englishclub has a stretching range of vocabulary e.g. chain store, 'boutique', 'bargain-hunter', 'shopaholic'. It can be cut up for flexible use.</p>	<p>Online: Conversation Questions: shopping From Karin's ESL Partyland http://www.eslpartyland.com/teachers/conversation/cqshopping.htm</p> <p>Suggestions for Teaching: Shopping Liz Regan http://www.englishclub.com/esl-lesson-plans/TP_Shopping_TS.pdf</p>

Assessment Objectives	Learning Outcomes	Teaching Activities	Learning Resources
<p>Writing:</p> <p>W1 Communicate clearly, accurately and appropriately.</p> <p>W2 Convey information and express opinions effectively.</p> <p>W 6 Employ appropriate register/style.</p>	<p>Students are able to plan and draft writing and choose what is appropriate to include for the purpose and recipient.</p> <p>Proof-reading skills: students are able to proof read their work and correct errors of punctuation, spelling, word order, sentence structure and vocabulary.</p>	<p>Shopping: Written work</p> <p>The previous exercises will have generated many ideas, themes, vocabulary and structures for writing.</p> <p>Written work to consolidate the activity could include writing a letter of complaint or email about an unsatisfactory product or poor service in a shop; writing a description of a favourite place to shop or a shopping website and recommending it to a friend, speculating how we may shop in 50 years time for a teenage magazine; writing a letter to a friend about a recent shopping trip where something totally unexpected happened or something was bought on impulse and later regretted.</p> <p>After brainstorming for ideas, planning and drafting is completed, students compose their own work. Final drafts can be shared with each other for help with proof-reading and peer evaluation. Students can read some good examples aloud to the class for discussion and peer feedback. Less able students will need more preparation time for the activity and more support to develop a language resource to work from. They are likely to need more help to acquire a formal tone and register, if they are writing in a formal context. More able students can write at greater length.</p>	<p>Book: Shopping online evaluation form Practice Tests for IGCSE Book 2 Georgian Press Page 26 -27 ISBN 978-1873630-54-9</p>

Assessment Objectives	Learning Outcomes	Teaching Activities	Learning Resources
<p>W1 Communicate clearly, accurately and appropriately.</p> <p>W2 Convey information and express opinions effectively.</p>	<p>Form-filling activities. Students are able to complete a complex feedback questionnaire. They recognise the conventions and language of forms and can respond to instructions on forms e.g. use block capitals, circle, delete. Write two sentences about...</p> <p>They are also able to interpret and extract the relevant information from a scenario to complete the form.</p>	<p>Form-filling activities:</p> <p>Completing a form based on a scenario: The Shopping online evaluation form can be completed and would make a nice exercise for homework, once student understanding of the conventions of form-filling have been established.</p> <p>To improve form-filling skills in general, students can be asked to bring in a range of forms to discuss and complete. Some forms could be filled in incorrectly beforehand (wrong information given etc). Learners could correct and complete these forms. With help, learners could invent scenarios for the forms, in pairs or small groups which are then used by other groups in form filing.</p>	<p>The Consumer Society From British Council website/worksheets/consumer society http://www.teachingenglish.org.uk/try/lesson-plans/consumer-society</p>

Assessment Objectives	Learning Outcomes	Teaching Activities	Learning Resources
<p>Reading</p> <p>R 1 Understand and respond to information presented in a variety of forms.</p> <p>R2 Select and organise material relevant to specific purposes.</p> <p>R3 Recognise, understand and distinguish between facts, ideas and opinions.</p> <p>R4 Infer information from texts (Extended only).</p>	<p>Reading strategies: The Consumer Society.</p> <p>The students are able to read for detailed meaning. Students are able to identify the main points of the argument and the supporting details and examples.</p> <p>Students are able to draw inferences from the text.</p> <p>Students are able to analyse the use of features of an argument.</p> <p>Students are able to evaluate bias in an argument.</p>	<p>The pros and cons of the Consumer Society</p> <p>The British Council thought-provoking lessons package 'The Consumer Society' enables students to explore the issues around modern consumer society and whether there is pressure to buy the things that are produced. The package provides vocabulary building work, discussion questions. The detailed reading comprehension text introduces the ideas of being a consumer rather than simply a customer.</p> <p>The students can explore the effect of the choices we consciously or unconsciously make and whether we are influenced by advertising and promotions. From the text, it is possible to draw the inference that being rich or poor is as much about the way we think and feel, as about the money we have. Students have the opportunity to explore bias in the argument, especially what has not been mentioned or avoided by the author, such as the long term effects on the economy if people stop buying things so much.</p> <p>It should produce some heated discussion, and will make even the most committed shopaholics in the group pause for thought.</p> <p>Highlighter pens are useful to help students pick out evidence and examples in the text from the main points in the argument. Attention can be drawn to the repeated use of the word 'if' to draw attention to choices. The text is accompanied by comprehension questions requiring short answers.</p>	<p>Globalisation work sheet: English club englishclub.com Liz Regan 2007</p> <p>http://www.englishclub.com/esl-lesson-plans/TP_Globalisation_TS.pdf</p>

Assessment Objectives	Learning Outcomes	Teaching Activities	Learning Resources
<p>Speaking</p> <p>S1 Communicate clearly, accurately and appropriately.</p> <p>S2 Convey information and express opinions appropriately.</p> <p>S3 Employ and control a variety of grammatical structures.</p> <p>S4 Demonstrate knowledge of a range of appropriate vocabulary.</p> <p>S5 engage in and influence the direction of the conversation.</p> <p>S6 employ suitable pronunciation and stress patterns.</p>	<p>Globalisation: Discussion</p> <p>Analysing and speculating: Students are able to use skills of analysing and speculating (e.g. I believe that if we all buy Macdonald's burgers rather than have traditional food from our culture at home....) as well as giving views and expressing likes and dislikes and feelings.</p> <p>Speaking clearly and appropriately:</p> <p>Students are able to speak clearly, in a manner which is appropriate to the situation, using suitable pitch and intonation. They are able to interrupt politely and disagree (Can I just stop you there...etc). They know and can use vocabulary for the topic e.g. 'identity', 'culture', 'multi-national corporations', 'global market' and 'brand name'.</p>	<p>Globalisation: Discussion</p> <p>Students explore the Globalisation worksheet from englishclub.com to discuss what globalisation means to them and how it has affected them The worksheet helps focus their thoughts on the advantages and disadvantages of a global economy in every aspect of life. Activity 4 could be carried out in a flexible way with small groups exploring one main question each and a couple of key words such as 'food', 'clothes'. Vocabulary for the topic can be elicited, repeated, used in example sentences and written on the board. Students will have a chance to discuss how and why globalisation comes about. They could speculate on the future of a world where life has become much more homogenous and big brands dominate more and more of our lives and they could discuss alternatives. The discussion can lead on to how globalisation or alternative economic systems might affect higher values, such as care for the elderly, help for, and attitudes to, poor people etc.</p> <p>In the discussion, the use of stress and intonation patterns and suitable phrases to express views, disagree and interrupt politely can be highlighted, tactfully corrected if necessary, and practised by the whole class. New vocabulary can be elicited, repeated, practised (in example sentences) and written on the board.</p>	

Assessment Objectives	Learning Outcomes	Teaching Activities	Learning Resources
<p>Writing</p> <p>W1 Communicate clearly, accurately and appropriately.</p> <p>W2 Convey information and express opinions effectively.</p> <p>W5 Observe conventions of paragraphing, punctuation, spelling.</p> <p>W4 Demonstrate knowledge of a range of appropriate vocabulary.</p> <p>W6 Employ appropriate register/style.</p>	<p>Globalisation: Pros and Cons Writing activities. Complex structures.</p> <p>The writing exercises enable students to focus on writing complex sentences using a main clause and one or more subordinate clauses. Students are able to use connectives to express reason, purpose, condition, contrast etc.</p>	<p>Globalisation: Pros and Cons Writing</p> <p>Writing activities to consolidate the activities could include writing paragraphs based on questions in the worksheet, or writing a letter to the newspaper in favour or against a proposal to build a foreign-owned factory in a local area. Some students could plan an article for a teenage magazine persuading teenagers to keep to 'traditional' lifestyles and avoid 'modernisation.' The best examples of the latter could be printed and letters written in response to the teenage magazine article disagreeing with the views presented. For preparation, students can brainstorm ideas, plan and draft writing in small groups. Examples of complex sentence structure can be written on the board for students to analyse. Simple sentences, such as, 'We eat traditional food' can be given for contrast and students discuss how to make them more interesting and complex by adding clauses, further phrases and adjectives, or examples. Paragraphs of their own writing can be extracted and discussed, and suggestions elicited of how to make the examples more varied and sophisticated.</p>	<p>From BBC Learning English</p> <p>The Beckham Brand 13 July 07 BBC Learning English</p> <p>http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2007/07/070713_bekham.shtml</p>

Assessment Objectives	Learning Outcomes	Teaching Activities	Learning Resources
<p>Reading:</p> <p>R1 Respond to information presented in a variety of forms</p>	<p>Reading strategies The Beckham Brand Students understand and discuss abstract concepts. They will be able to recognise and understand key specialist terms for business activity e.g. contracts. Students are able to recognise the features which show the purpose of the text and the target audiences for the text (sports lovers and business people) and judge the level of formality in the style.</p>	<p>Reading a newspaper report:</p> <p>The Beckham Brand. The text is based on the move to America of the English footballer David Beckman. However, the focus is on Beckham as a commercial brand and his business activities and earnings. There are opportunities for topic vocabulary development (commercial brand, sponsorship deals, advertising contracts). Further examples can be elicited, practised in example sentences and written on the board. The students can discuss the commercial spin-offs from sport and decide whether this is a good thing. The text is available on audio, so the students can listen rather than read this text, if desired, or they can read and listen at the same time. Students could improve their vocabularies through various games e.g. brainstorming as many words associated with <i>business</i> as possible and put them into sentences to show their meaning. The text also has many examples of compounds e.g. 'commercial brand', 'profit sharing', and students could work on building up examples of compounds from single words.</p>	

Assessment Objectives	Learning Outcomes	Teaching Activities	Learning Resources
<p>Writing</p> <p>W1 Communicate clearly, accurately and appropriately.</p> <p>W2 Convey information and express opinions effectively.</p> <p>W3 Employ and control a variety of grammatical structures.</p> <p>W4 Demonstrate knowledge of a range of appropriate vocabulary.</p> <p>W5 Observe conventions of paragraphing, punctuation, spelling.</p> <p>W6 Employ appropriate register/style.</p>	<p>Writing strategies:</p> <p>Students are able to plan work using a suitable note-taking method for their learning style.</p> <p>They are able to produce, select and order ideas.</p> <p>They are able to choose a suitable register.</p>	<p>Writing a letter about the commercialisation of sport.</p> <p>Students brainstorm ideas, plan and draft a letter to the newspaper saying whether they agree with the proposal that the local sports team carry advertising for a soft drink on their shirts.</p> <p>Students could explore different ways of planning such as a mind map, listing or making notes. They could extract relevant ideas from their notes and order them into paragraphs.</p> <p>They could discuss what they prefer for their own learning style.</p> <p>The same ideas can be expressed in different registers and they can choose the register they think is right for a formal letter from a few options.</p>	<p>IGCSE E2L Past Paper Paper 2 Exercise 2 November 2006: India's Snake Charmers</p>

Assessment Objectives	Learning Outcomes	Teaching Activities	Learning Resources
<p>Reading</p> <p>R1 Respond to information presented in a variety of forms.</p>	<p>Reading strategies</p> <p>Students are able to relate an image to print.</p> <p>They are able to understand and extract information presented visually such as in bar charts, graphs, diagrams or maps.</p>	<p>Reading comprehension:</p> <p>India's Snake charmers. This reading comprehension is about the decline in the snake charmers of India. People no longer find their craft so fascinating as 'more exciting' things can be seen on TV, in computer games etc.</p> <p>The text can be chopped up beforehand to be reordered by students working in groups. Discourse features which helped students order the text can then be discussed.</p> <p>The whole text can be read and the issues of the impact of modernisation and new technology on traditions can be explored.</p> <p>An important and particular feature of the text is the bar chart.</p> <p>Students can discuss how the bar chart helps them to understand the information given in the text. Students can be encouraged to bring in examples of factual texts and the class can discuss what kind of visual image could be used to illustrate the text (graph, diagram, map) and why.</p>	<p>IGCSE E2L</p> <p>Past Paper</p> <p>Paper 2, Exercise 2</p> <p>November 2006</p>

Assessment Objectives	Learning Outcomes	Teaching Activities	Learning Resources
<p>Listening:</p> <p>L1 Understand and respond to information presented in a variety of forms.</p> <p>L3 Select and organise material relevant to specific purposes</p>	<p>Listening:</p> <p>Rug-making. Students are able to identify key words and phrases and extract information in order to complete a set of notes.</p>	<p>Listening: Rug-making Students listen to the interview with a rug-maker. This is a traditional occupation, and the rug-maker clearly takes pride in the intricacies of the work. Students can discuss what they think the interviewer might ask about. You can ask students to list ten key words they think might be associated with rug-making. Students can be encouraged to try to guess the meaning of unknown words, and be aware that it is important to orientate to the context, but it is not necessary to understand every word to understand the gist. Students can listen first to see if any of their key words were mentioned. They can listen a second time to complete the notes and thirdly to check their answers. The students can engage in a follow-up discussion where they discuss the topic overall. They may like to share their views on the pros and cons of traditional occupations, discuss whether these jobs can still thrive in the face of mass production and other modern developments or whether they will become a dying trade.</p>	

