

Women Teaching Women English – Student Text

Unit 5: Shopping

Warm-up

Choose

Which of the pictures is a place you like to shop?



A.



B.



C.

Discuss

1. How often do you shop for food or clothes?

2. What other kinds of shopping do you do? Why?

Photo

Put photos or pictures of your favorite shopping places here:

Vocabulary

Look at the pictures below. Practice pronunciation of the words with your teacher. Then match the words to the picture. You can also review clothing words from Unit 2.

hanger / hangers

jewelry

needle

pockets

ring / rings

sewing machine

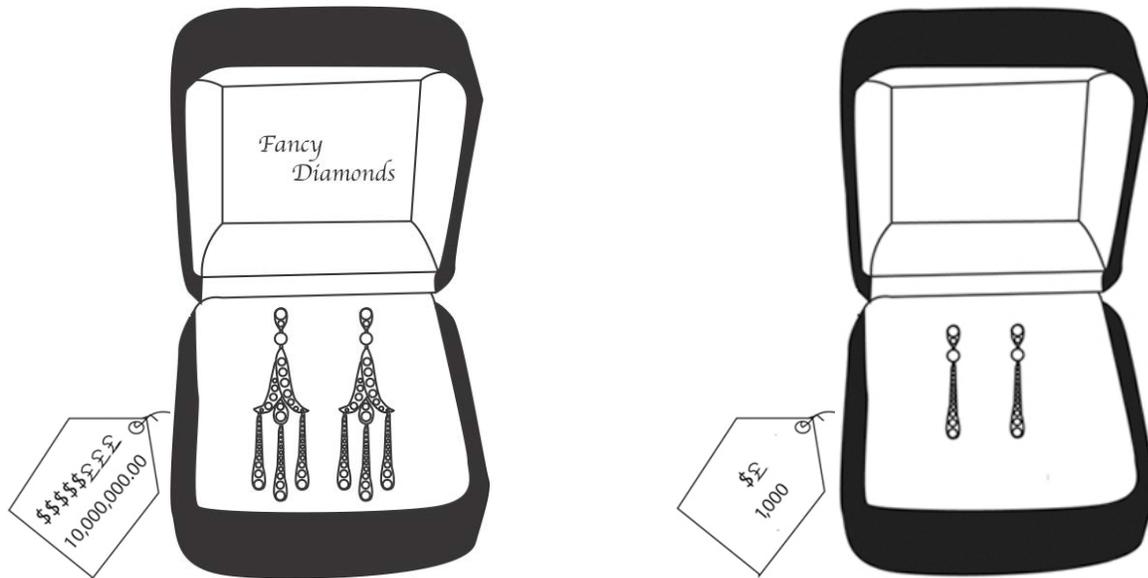
sizes (small, medium, large)

sleeve / sleeves

thread



Which earrings are expensive? Which earrings are cheap (inexpensive)? How can you tell the difference?



Read-Write-Talk

True or False

Write **T** for true or **F** for false.

1. _____ It was cold yesterday.
2. _____ It was sunny on my last birthday.
3. _____ Yesterday I was at a café for lunch.
4. _____ Last night I was at a market.
5. _____ Last week I was in a different town.

What About This Coat?

This is a picture of your friend. She was at a shop yesterday. Write answers to the questions below. You can write any answers you like.



1. What was the name of the store?

2. What color was the coat?

3. Was the coat expensive?

4. Was she able to buy the coat?

5. Was she happy about the coat?

Group Work

Bring pictures of things from magazines or newspapers, or other small items. Put all the pictures and things in the middle of your table. You each get a shopping basket. You can draw a picture of one or use this one:



What looks interesting? One by one, choose three or four things to put in your baskets. You can bargain with each other if you want to exchange things. Ask at least two other students in another group the questions below.

1. What was the most expensive thing in your basket? _____
2. How many things were for you? _____ How many things were for someone else? _____

The Hilwe w Morra Story

Listen and read along.

*The women are shopping together at the market in the women's **co-operative (co-op)**.*

Auntie Hala: Joumana, what do you think of this red dress?

Joumana: Mmmmm, I **prefer** blue on you. Try the blue one!

Auntie Hala: You have good taste, Joumana.

Excuse me, how much is this dress?

*(Auntie Hala says this to the **shopkeeper**.)*

Shopkeeper: This dress **costs** 20 dollars. The women from the women's cooperative **hand-sew** all these dresses.

Auntie Hala: That's very **expensive**. Will you take 16 dollars?

Shopkeeper: Do you want to **bargain**? Okay, 16 is not enough. The thread is gold! 18 dollars.

Auntie Hala: Okay, 18 dollars. Thank you. Goodbye.

- Joumana: Auntie Hala, look at these earrings and necklaces! The women in the cooperative also make them.
- Auntie Hala: They are beautiful. Joumana, why don't you try to **sell** your jewelry here? You make beautiful jewelry!
- Joumana: Do you think people will buy it, Auntie Hala?
- Auntie Hala: Of course, dear! You are so **talented**!
- Joumana: Hmmmm, that's a good **idea**, Auntie Hala!

Words in This Story

Choose the best answer:

- | | | |
|-------------------------------------|----------------------|-----------------------------|
| 1. cooperative, co-op (noun) | = a place to eat | or a place to buy or sell |
| 2. prefer (verb) | = like more | or don't like more |
| 3. shopkeeper (noun) | = works in a shop | or works in a restaurant |
| 4. cost (verb) | = is free | or sells for (money) |
| 5. hand-sew (verb) | = make by hand | or make by machine |
| 6. expensive (adjective) | = cheap | or sells for a lot of money |
| 7. bargain (verb) | = tell a story | or ask to change the price |
| 8. sell (verb) | = give away money | or get money from a buyer |
| 9. talented (adjective) | = good at doing it | or not good at doing it |
| 10. idea (noun) | = think of something | or wait for something |

Group Work

First, practice saying the questions and answers below with the teacher.

Then practice in pairs or small groups. You can add other words to make different questions if you like.

Make questions and answers for a time in the past (for example, yesterday, last week, two years ago):

1. Were you . . . cold? . . . sleepy? . . . surprised?

Answers for one person

- Yes, I was.
- No, I was not. (No, I wasn't.)

Answers for two or more people

- Yes, we were.
 - No, we were not. (No, we weren't.)
2. Was he / she / it . . . angry? . . . expensive? . . . cheap?
- Yes, he / she / it was.
 - No, he / she / it was not. (No, he / she / it wasn't.)
3. Were they . . . shopkeepers? . . . sellers? . . . buyers?
- Yes, they were.
 - No, they were not. (No, they weren't.)

Discuss in pairs or small groups:

1. Last week, were you more of a buyer or a seller? How or why?

2. Last year at this same time, what was your favorite thing to wear?

3. When you were younger, were you able to sew or make jewelry?

Here are some extra discussion questions:

1. What are some more questions for Samar?

2. What are some more questions for the shopkeeper?

Reading

“Spaniards Shop at Secondhand Stores”

Guess

Think about the title: “Spaniards Shop at Secondhand Stores.” Do you think these sentences about the story are **T** (true) or **F** (false)? Guess.

1. _____ This story is about people from Spain.
2. _____ This story is about shopping.
3. _____ Spaniards shop only at two stores.
4. _____ The things for sale in these stores are not new.

Listen-Read-Find

Listen to the story.

Now listen again. Find five or more words about shopping (for example, money, buy, sell . . .).

Spaniards Shop at Secondhand Stores

The people of Spain like new clothes. But, one out of four people in Spain have no jobs. They are looking for ways to save money. Now they are learning to **fix** things when they break and to buy used or “**secondhand**” things.

For many years, secondhand shops were unusual in Spain. Then, in 2008, there was a big change in the **economy**. Now there are many more secondhand shops across the country. In 2010, forty percent (40%) of Spaniards were able to buy or sell secondhand things.

In 2012, 22 million Spaniards were able to buy or sell used things. This was more than 50% of all adults.

Shop **owners** say some of the buyers still do not want to buy used things. But, for example, some young Spanish women now buy secondhand clothes to save money.

These shop owners say that some of the people who were the sellers are now the buyers too.

Like people in many other countries, they find it gives them more money to spend on other things.

The original YouTube news story “Europe Second Hand” is from [Voice of America Special English, Economics Report](https://www.youtube.com/watch?v=dSZ0ZsZzqC0) (https://www.youtube.com/watch?v=dSZ0ZsZzqC0) on December 5, 2013.

Words in This Story

1. **fix** (verb) – to make something whole or right again
2. **secondhand** (adjective) – someone owned it before you
3. **economy** (noun) – the way in which goods and services are produced, sold, and bought in a country or region
4. **owner(s)** (noun) – a person or group who owns (has) something

What's the Buzz?

First, practice the questions with the teacher. Then talk to two students in the class and ask them all of the questions. Write their answers below so you can remember them.

1. Do you shop for secondhand things? If yes, what kinds of things?

2. Is there a women's co-op in your neighborhood or city? If yes, what does it sell?

3. Do you sell things in your community? If yes, what?

4. Do you sell or buy things online? If yes, what?

5. What is your secret for finding a good place to shop?

Discuss with Your Group

1. How many people shop at secondhand stores? What kinds of things do they buy?

2. How many people buy or sell things online? What kinds of things do they buy or sell?

3. What were some good examples of shopping secrets?

Discuss with the Teacher All Together

1. What time of day and days of the week do most people in the class shop?

2. What is the total number of different shopping secrets in your class?

In our class, we have _____ shopping secrets.

Writing

Shopping While on a Vacation

Imagine you were on a shopping vacation last month. Where were you? Write the name of the place here: _____

Write about five things you were able to buy. How much was each one?

example: I was in Paris. I was able to buy some red shoes. They were 100 euros.

1. _____
2. _____
3. _____
4. _____
5. _____

Project Possibilities

- Bring advertisements from newspapers, magazines, catalogs, etc. to class. Use them as examples to create advertisements for real or imaginary things to sell.

This can be a stand-alone activity or in connection with the following Shopping Role-Play activity.

- Shopping Role-Play

Set up a market in class and role-play buying and selling things. Half of the group can be sellers (shopkeepers) and half can be buyers (shoppers). Write scripts for the conversation between the shopkeepers and shoppers. Bargain for prices. Who can get the best deal?

Materials Needed:

1. example Shopping List #1

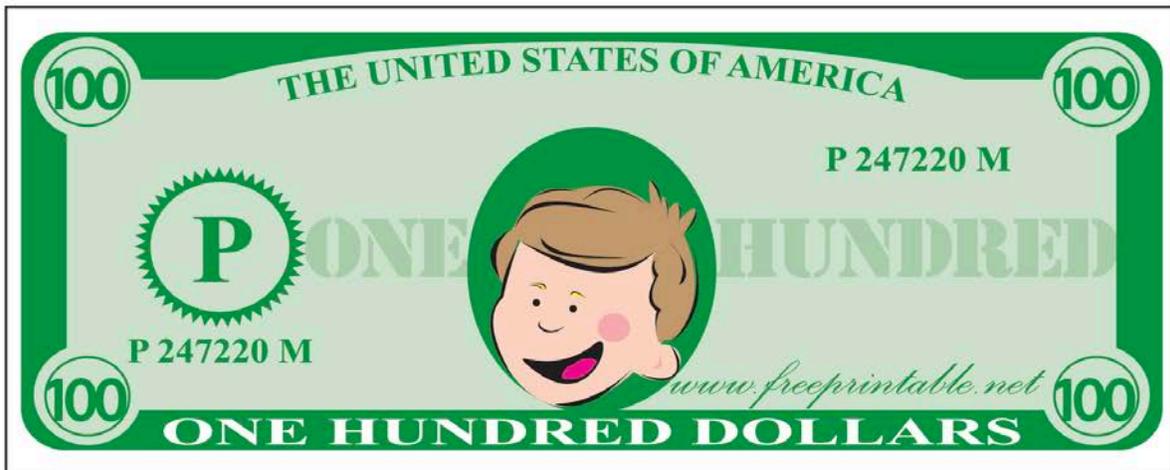
- gift for mother
- pants
- apples
- hamburger meat

2. example Shopping List #2

- skirt
- bread rolls
- scarf
- necklace

3. Make price cards in different amounts in dollars, euros, or whatever kind of money you like. For example, you can use 200.00, 100.00, 50.00, 25.00, 15.00, 10.00, 5.00, and 1.00.
4. Print or create play money to use.

Some examples of free play money follow from [Big Play Money](https://www.printableplaymoney.net/category/large) (<https://www.printableplaymoney.net/category/large>).



Internet: Webquest

Here are some places to **Go** and things to **Do** online. Do at least two of them. Doing more is even better. Bring your answers to class to talk about them.

- **Go:** [Flowers2Mail](http://www.flowers2mail.com/)
(<http://www.flowers2mail.com/>)
Do: Free (the best kind of shopping)! Choose flowers, write a message, and email it to a friend.
- **Go:** [Grocery Lists](http://www.freeprintablegrocerylist.com/)
(<http://www.freeprintablegrocerylist.com/>)
Do: Here you can see some grocery lists. You can print them for free. Which one is the most helpful for you?
- **Go:** [Everyday Conversations – Shopping](https://share.america.gov/everyday-conversations-shopping/)
(<https://share.america.gov/everyday-conversations-shopping/>)
Do: Watch the video and read the conversation. What shopping questions or answers are new for you?
- **Go:** [Shopping for the Day](http://www.esl-lab.com/shop1/shoprd1.htm)
(<http://www.esl-lab.com/shop1/shoprd1.htm>)
Do: Listen to the conversation and do the exercises.
- **Go:** [PriceGrabber](http://www.pricegrabber.com/)
(<http://www.pricegrabber.com/>)
Do: What is something you want? Type it in. Where can you find the cheapest price?
- **Go:** [Do It Yourself](http://smallnotebook.org/category/diy/) (D.I.Y.), from Small Notebook
(<http://smallnotebook.org/category/diy/>)
Do: This site has many inexpensive ideas for “do it yourself” projects. Can you find something interesting? What is the cost?

Supplementary Activities

The Hilwe w Morra Story

- Add names and information to the family tree.
- Do a Readers Theater play with the new information from this unit. See Unit 1 for a review of Readers Theater if you like.

Flashcards

At the end of each unit, there is a set of flashcards with some of the vocabulary from the unit. You can copy them by hand onto paper or enlarge and photocopy them. Cut out

the cards and create your own sets of flashcards. You can make new cards and add more words too.

Work in pairs or groups. Sort the flashcards in these ways:

- in order of preference (things you like to buy the most to the least)
- by cost (least expensive to most expensive)
- Add more flash cards and use the cards to build sentences. Who can build the funniest sentence? The longest one? What other kinds of winners can you have?

Game – How Much Was It?

Work in groups or play as a whole class. If you're in groups, each group gets a tray. The teacher or other students can prepare the tray(s) in advance. Put food or other items on the tray. Add price cards for each item. Cover the tray with a cloth so that the players can't see the price cards.



Uncover the tray. Players get 10 seconds to look at the tray. Cover the tray.

Answer the questions:

1. How many things were there? _____
2. What were the prices? _____

Write the names of the things and the prices. The player with the most correct answers wins.

Flashcards to Enlarge and Copy

buttons	jewelry	needle
expensive	inexpensive	cheap
sleeves	sew	hand-sewn
sizes	small	medium
cost	sell	large
buy	bargain	idea
buyers	pockets	talented
store	cooperative	sewing machine
hangers	secondhand	shopkeeper
price tag	price	prefer
fix	own	owners

Images

1. Image B [Young Woman Shopping for Vintage Clothing](http://www.gettyimages.com/detail/photo/young-woman-shopping-for-vintage-clothing-royalty-free-image/171585706) (<http://www.gettyimages.com/detail/photo/young-woman-shopping-for-vintage-clothing-royalty-free-image/171585706>) (page 1) is from [Getty Images](http://www.gettyimages.com) (<http://www.gettyimages.com>) and licensed for use by VOA.
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Women Teaching Women English – Teacher’s Manual

Unit 5: Shopping

Warm-up

There are no wrong answers to the warm-up activities. This encourages independent thinking and gives students an opportunity to personalize their learning.

Choose

In this section, students can choose any of the options. They can work individually or with a partner.

Discuss

In this section, students talk about the topic studied for this unit and connect it with their experiences and preferences.

Photo

This section lets students personalize the activity and link it to their own lives. It also offers a hands-on element to their learning.

Read-Write-Talk

There are no wrong answers to this exercise. This is another example of student-centered learning.

The Hilwe w Morra Story

“Hilwe w Morra” loosely translated from Arabic means “Sweet and Sour,” representing the universal mix of life’s events. This is a serial, soap opera-style story that continues throughout the book, unit by unit. Each unit gives more information about the women and the things that are happening in their lives.

The bold words are the vocabulary focus. Note that the grammar focus for this unit is simple past.

Words in This Story – Answer Key

Choose the best answer:

1. **cooperative, co-op** (noun) = a place to buy or sell things
2. **prefer** (verb) = like more
3. **shopkeeper** (noun) = works in a shop
4. **cost** (verb) = sells for (money); price

- | | |
|---------------------------------|---|
| 5. hand-sew (verb) | = make by hand with a needle and thread |
| 6. expensive (adjective) | = sells for (costs) a lot of money |
| 7. bargain (verb) | = ask to change the price |
| 8. sell (verb) | = get money from a buyer |
| 9. talented (adjective) | = good at doing it |
| 10. idea (noun) | = think of something |

Vocabulary from “The Hilwe w Morra Story”

These more complete definitions, in alphabetical order, are from the [Merriam-Webster Learner’s Dictionary](http://www.learnersdictionary.com/) (<http://www.learnersdictionary.com/>):

bargain (verb) – to discuss an agreement or price in order to make it more appealing

cooperative, co-op (noun) – a business or organization that is owned and operated by the people who work there or the people who use its services

cost (verb) – to set an amount of money as a price to buy something

expensive (adjective) – costing a lot of money

hand-sew (verb); **hand-sewn** (adjective) – sew by hand, using a needle and thread

idea (noun) – a thought, plan, or suggestion about what to do

prefer (verb) – to like (someone or something) better than someone or something else

sell (verb) – to exchange (something) for money; to make (something) available to be bought

shopkeeper (noun) – a person who owns or manages a shop or store

talented (adjective) – having a special ability to do something well

Reading

“Spaniards Shop at Secondhand Stores”

This is a true story that was adapted from the news. It intentionally mirrors the theme of shopping.

The original YouTube news story “Europe Second Hand” is from [Voice of America Special English, Economics Report](https://www.youtube.com/watch?v=dSZ0ZsZzqC0) (<https://www.youtube.com/watch?v=dSZ0ZsZzqC0>) on December 5, 2013.

Guess – Answer Key

Students try to predict the content of the story just from the title. This is a critical thinking skill and an important reading strategy. Have students go back after they read the story to see if they were right or wrong in their guesses.

1. **I** = This story is about people from Spain.
2. **I** = This story is about shopping.
3. **F** = Spaniards shop only at two stores.
4. **I** = The things for sale in these stores are not new.

Vocabulary from the Reading

These more complete definitions, in alphabetical order, are from the [Merriam-Webster Learner's Dictionary](http://www.learnersdictionary.com/) (<http://www.learnersdictionary.com/>):

economy (noun) – the process or system by which goods and services are produced, sold, and bought in a country or region

fix (verb) – to make something whole or right again

owner(s) (noun) – a person or group who owns (has) something

secondhand (adjective) – someone owned it before you

What's the Buzz?

This activity lets students personalize what they have been learning in this unit.

Writing

Shopping While on a Vacation

This is an opportunity for your students to share imaginary or “wish list” information, and to put to use the language from this unit. Again, there are no wrong answers in this activity.

Project Possibilities

Shopping Role-Play

Following are some additional details for this activity. Students act out going shopping at the local market. Some of the students are shopkeepers, working in pairs as needed, at the following kinds of stores:

- a vegetable market
- a clothing store
- a secondhand store

You can add other stores and make your market as large as you like.

The other students are shoppers.

1. Each student from the shopper part of the class receives a shopping list and an envelope with play money.
2. Shopkeepers receive a set of picture cards for their store and place them around the area of the room that is their store. Shopkeepers create their own affordable prices. Students are given 20 minutes to buy all the items on their list.
3. When a shopper or “customer” buys an item, the shopkeeper gives the customer that card.
4. After the customers have finished shopping, the students change roles (the shopkeepers are now the customers) and repeat the process above.
5. At the end of class, bring the whole class back together to review vocabulary as needed and ask some general questions about the shopping experience.

Images from the Student Text

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Images from the VOA Let's Teach English Video for This Unit

In order of appearance below

1. Secondhand Clothing with [Colorful Women's Sweaters at Flea Market](http://www.istockphoto.com/photo/colorful-womens-sweaters-for-second-life-at-flea-market-gm534114588-94712779) (http://www.istockphoto.com/photo/colorful-womens-sweaters-for-second-life-at-flea-market-gm534114588-94712779) (page 24) from [iStock](http://www.istockphoto.com/) (http://www.istockphoto.com/) is licensed for use by VOA.
2. Gift Shop with [Gift Boxes](http://www.istockphoto.com/photo/gift-boxes-background-gm529998794-93343693?esource=SEO_GIS_CDN_Redirect) (http://www.istockphoto.com/photo/gift-boxes-background-gm529998794-93343693?esource=SEO_GIS_CDN_Redirect) (page 25) image from [iStock](http://www.istockphoto.com/) (http://www.istockphoto.com/) is licensed for use by VOA.
3. Grocery with [Fresh Organic Vegetables and Fruit](http://www.istockphoto.com/photo/fresh-organic-vegetables-and-fruits-on-shelf-in-supermarket-farmers-market-healthy-gm641708312-116289221) (http://www.istockphoto.com/photo/fresh-organic-vegetables-and-fruits-on-shelf-in-supermarket-farmers-market-healthy-gm641708312-116289221) (page 26) from [iStock](http://www.istockphoto.com/) (http://www.istockphoto.com/) is licensed for use by VOA.

SECONDHAND CLOTHING



Gift Shop



GROCERY



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