TEACHER'S GUIDE

TT 3 - 1

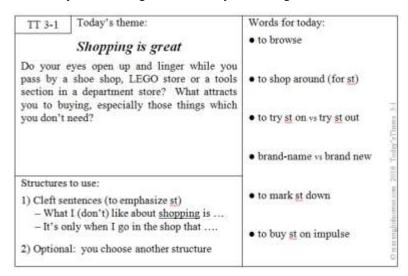
Shopping is great

SUGGESTED GENERAL APPROACH

- Introduce the topic / opening question
- Hand out cards / go over the vocabulary
- Grammar option
- Read passage (any questions)
- Optional writing or preparation before speaking
- Students discuss in groups
- Follow-up and feedback

POSSIBLE OPENING QUESTIONS TO GET THE BALL ROLLING

- ▶ Do you like shopping? What kind of things do you enjoy buying?
- ▶ Do you have things at home that you've bought but never used? What are they?



2 EXAMPLES OF OPTIONAL GRAMMAR STRUCTURES TO BE INCLUDED IN THE SPEAKING

Cleft sentences draw attention to something particular that you want to emphasize

What / The thing that (all = the only thing)

- What I (don't) like about shopping is how easy it is to buy something any time of the day or night.
- What you don't understand is that shopping is a need some people have to fill a gap in their lives.
- What really annoys me is the way shop attendants treat you.
- All / The only thing I can buy today is this pair of jeans.
- All / The only thing I care about is getting a good deal.

It

- It was only last week that I bought all those clothes, but I feel I should get some more.
- It wasn't me who spent all that money. It was you.

NOTE: If the students aren't already very well versed in using cleft sentences, it is recommended that you give them a few examples, and then some time to come up with a couple on their own before they begin the speaking activity. Let them write a few sentences that they can later use in the conversation, go over them quickly, and then let them talk, trying to incorporate their sentences when they can.

3 OPEN-CLASS QUESTION(S) TO TIE THINGS UP

What do shops do, to make you want to go in?

If you have doubts about whether or not to buy something, what sways your decision in the end?