

# Christmas Shopping

**1 Warm Up Work with a partner.**

- Have you started your Christmas shopping yet? How's it going?

**2 Conversation Practice #1 Practise with a partner.**

**Scene: Ian meets his friend Maggie on the train.**

**Ian** Hi Maggie! Where are you going?  
**Maggie** I'm going Christmas shopping!  
**Ian** Oh, what are you going to buy?  
**Maggie** Well, I need to buy a present for my Dad, but I'm not sure what to get!  
**Ian** How about a CD? Your Dad likes music, doesn't he?  
**Maggie** Yeah... but he never listens to his CDs!  
**Ian** OK then, what about a book? He likes reading, right?  
**Maggie** Ooh, good idea! I'll go to a bookshop and have a look. Thanks!



**3 Comprehension Check Ask and answer these questions with your partner:**

- 1) Who would Maggie like to buy a present for?
- 2) What two things does Ian suggest?
- 3) Why didn't Maggie like Ian's first idea?
- 4) Where is Maggie going to go?

**4 Vocabulary #1 Think of some people to buy presents for. Fill in the boxes.**

Dad		Brother		
			Boss	
Son	Girlfriend			

**5 Vocabulary #2 Think of some ideas for presents. Fill in the boxes.**

some sweets			some socks	
	a t-shirt			
a CD		a book		a vase

**6 Vocabulary #3 Think of some different kinds of shops. Fill in the boxes.**

a bookshop			a golf shop	
		a delicatessen		a clothes shop

**7 Conversation Practice #2 Practise the conversation. Use words from 4, 5 & 6.**

- A Hi \_\_\_\_\_ ! Where are you going?
- B I'm going Christmas shopping!
- A Oh, what are you going to buy?
- B Well, I need to buy a present for \_\_\_\_\_ , but I'm not sure what to get!
- A How about \_\_\_\_\_ ? \_\_\_\_\_ likes \_\_\_\_\_ , doesn't \_\_\_\_\_ ?
- B Yeah... but \_\_\_\_\_ !
- A OK then, what about \_\_\_\_\_ ? \_\_\_\_\_ likes \_\_\_\_\_ , right?
- B Ooh, good idea! I'll go to \_\_\_\_\_ and have a look. Thanks!

**8 Conversation Practice #3 Practise changing the conversation.**

Remember to ask follow-up questions:

**WHO**                      **WHAT KIND**                      **WHEN**                      **WHERE**  
**WHY**                      **WHICH**                      **HOW**                      **DOES**

**9 Discussion Discuss these questions in groups.**

- Do you enjoy Christmas shopping? Why or why not?
- What is the best Christmas present you have ever received? Why?
- Have you ever received a Christmas present that you didn't like?
- Which do you prefer: giving presents or receiving presents? Why?
- What is your favorite Christmas tradition? Why do you like it?
- Are there any Christmas traditions that you don't like?
- How do people in your country usually spend Christmas?
- What are your plans for Christmas? Do you have any special plans?



# Christmas Shopping: Teaching Notes

<b>Target Structure:</b>	Vocabulary building / Suggestions
<b>Vocabulary:</b>	Shopping-related (British English)
<b>Level:</b>	Beginner, but can be adjusted for other levels
<b>Time:</b>	45 minutes (depending on discussion)
<b>Preparation:</b>	None

## Suggested Teaching Method

**This Christmas-themed lesson covers many common structures for lower-level classes. It's a great way to spend a constructive forty-five minutes in a December class!**

- 1 Give one worksheet to each student. Students should ask the opening questions to a partner. Elicit a couple of answers from the group. This should be brief: the main discussion questions are at the end.
- 2 Set the scene. Students should read the conversation in pairs, changing roles at the end. They can ignore the underlining, for the moment.  
  
When the students read, encourage lots of intonation and eye contact.  
  
After the conversation practice, go through any vocabulary issues.
- 3 Students can work in pairs. Go through the answers with the group.
- 4 - 6 Follow the instructions. These vocabulary exercises will provide cues for later conversations.
- 7 This exercise follows the original conversation pattern closely, but allows students to personalise the language with ideas they have written in the previous vocabulary exercises.  
  
Allow students a minute to read through the conversation, so they understand what to put in the spaces. They can refer to the conversation in exercise 2, if necessary.  
  
Demonstrate with a confident student. Students should then practise conversations in new pairs, swapping roles regularly.
- 8 Assign new pairs. Demonstrate the conversation again, but this time, without looking at the worksheet. Depending on the ability of your students, the conversation could be extended, using the question cues listed.
- 9 During the discussion, monitor the students' conversations quietly, and try not to join in, unless really necessary. Note common errors and elicit corrections at the end.

**Answers can be found on the next page.**

# Answer Key

Other answers may be possible. Ideas are given for exercises 4,5 and 6.

**3**

- 1) Her Dad / Her Father.
- 2) A CD and a book.
- 3) Maggie's Dad never listens to his CDs.
- 4) To a bookstore.

**4**

Dad	Roommate	Brother	Neighbour	Nephew
Grandson	Daughter	Teacher	Boss	Friend
Son	Girlfriend	Colleague	Cousin	Niece

**5**

some sweets	a sweater	a voucher	some socks	a ticket
a game	a t-shirt	a bag	a scarf	a necklace
a CD	a calendar	a book	a DVD	a vase

**6**

a bookshop	a jeweller's	a luggage shop	a golf shop	a furniture shop
a perfume shop	a tie shop	a delicatessen	a ticket shop	a clothes shop
a music shop	a department store	a hair salon	a shoe shop	a stationery shop

## Your feedback



We're always pleased to hear about how this lesson went for you. Contact us!

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