

## Lesson aims

- Learn about shopping habits in other cultures and make connections with my own culture.
- Talk about and discuss shopping habits in my own culture and understand my own cultural identity.
- Make comparisons between cultures and use my own beliefs and values to improve my cultural knowledge leading to successful cultural communication.

## VOCABULARY FOCUS

**be faced with [v]:** *to need to deal with (a problem)*

**convenient [adj]:** *easy to do, or not causing problems or difficulties*

**expenditure [n]:** *money that is spent*

**extremely [adv]:** *very*

**floating [adj]:** *on water*

**flock [v]:** *to gather together in a large group for something interesting*

**phenomenon [n]:** *something very impressive or surprising*

**preserve [v]:** *to take care of something and stop it from being harmed or destroyed*

**produce [n]:** *food usually grown or coming from farms (fruit, vegetables, dairy)*

**retailer [n]:** *person or company who sells products*

**shopping complex [n]:** *a group of shops built together, like a shopping mall (can be indoors or outdoors)*

**shopping mall [n]:** *a large building with lots of shops, etc., usually indoors*

## Lead-in

Ask students to name as many different ways to shop as they can in 30 seconds, e.g. at local shops, in large shopping centres, in markets, on the internet, from catalogues, etc.

- 1** In pairs, students discuss the statistics and answer the questions. Allow time for ideas to be shared with the rest of the class.

## Answers

- 1 They tell us how much different countries around the world spend on internet shopping.
- 2 China and the USA have very large populations, which would account for them spending more.

- 2** Ask students to read the article quickly and answer the question.

## Answers

Shopping habits such as shopping online and big shopping malls are destroying the traditional ways in which we shop.

- 3** Students read the article again and choose the best alternative to answer the questions. When students have finished, elicit answers as a class.

## Answers

1 a 2 b 3 a 4 b 5 b 6 a

- 4** Students read the statements and decide if they are an advantage (A) or a disadvantage (D). Check the answers as a class.

## Answers

1 A 2 D 3 A 4 A 5 D 6 A

- 5** Students read the sentences and write the correct numbers. Check the answers as a class.

## Answers

1 1955 2 2,350 3 80 million 4 77 5 9 billion 6 250

## OPTIMISE YOUR CULTURE

- 6** In pairs, students discuss the questions. Then elicit their ideas as a class.

## PROJECT

- 7** Explain the idea of a debate and the words *for* and *against*. Have students read through the debate card and make sure they are familiar with the words and the ideas. In Step 1, students express their personal opinions on the statement. Ask students to work in pairs to do Step 2 and add more points to the *for* and *against* columns of the table. Elicit ideas from the class and write them on the board.

- 8** Explain that for this stage students will debate as directed, and that this may mean they are arguing against their own personal opinions. With their partner, students find another pair to debate against. In Step 1, one pair argues *for* the statement and the other pair argues *against* it. Then in Step 2 they swap roles so that the first pair argues *against* the statement and the second pair argues *for* it. That way everyone gets the opportunity to put both sides of the argument.