

Conversation task: A conversation about shopping

Level: ISE Foundation

Focus: Conversation task

Aims: Students practise asking and answering questions about shopping

Objectives: Students engage in a natural conversation where they exchange information

Subject area: Shopping (this model can also be used for all other ISE Foundation conversation subject areas)

Language functions: Giving personal information about present and past activities, describing future plans, and asking for information

Lexis: Vocabulary specific to shopping

Materials needed: Paper and pens

Timing: 60 minutes

Preparation

Prepare some example questions for each conversation topic you are going to cover using the present, past and future. These can be given to students if they can't think of their own questions.

Examples

Present

- ▶ How often do you go shopping?
- ▶ When do you go?
- ▶ Where do you go?
- ▶ Who do you go with?
- ▶ Do you like shopping for clothes?

Past

- ▶ Did you go shopping last weekend?
- ▶ Where did you go?
- ▶ Who did you go with?
- ▶ What did you buy?
- ▶ How much did you spend?

Future

- ▶ When are you next going to go shopping?
- ▶ Where are you going to go?
- ▶ Which shops are you going to look at?
- ▶ Who are you going to go with?
- ▶ What do you want to buy?

In class

1. Tell the students that the ISE Foundation Speaking & Listening exam includes the Conversation task where the students are expected to hold a conversation for two minutes. Tell the students that one of the possible conversation subject areas is Shopping.
2. Put students in pairs. Tell them to talk for two minutes about shopping.
3. Monitor and give feedback on students' performance. Common problems may be that students didn't ask each other questions, they couldn't think of questions to ask, or each student spoke for one minute about shopping, with little or no interaction.

Preparation activities for ISE Foundation Speaking & Listening

4. Remind students that at ISE Foundation level, they are expected to talk about the **present, past** and **future**. Elicit which forms they can use for each:

Present – remind students of the forms of the present simple tense including the third person 's'. Elicit how to form questions and how to give the negative form.

Past – remind students how to form the past simple tense of regular verbs and some common irregulars. Elicit how to form questions and how to give the negative form.

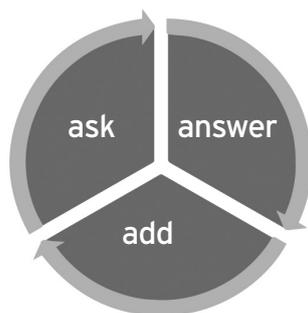
Future – remind students of how to form the *going to* future. Elicit how to form questions and how to give the negative form.

5. Elicit one question about shopping for each tense and write on the board.

Examples:

- ▶ Do you like shopping?
- ▶ When did you last go shopping?
- ▶ Are you going to buy anything this weekend?

6. Put students in pairs (or with larger classes, groups of four or six) and ask them to write six more questions (two using the present, two using the past and two using *going to* future). Monitor and check the questions are grammatically correct.
7. Ask each pair/group for two questions and add them to the board.
8. Put the 'ask-answer-add' model on the board.



9. Choose a student to do an example with. Tell them to ask you a question about shopping. Answer the question, then add some more information. Finally ask the student a related question and encourage him/her to follow the same process.

Example

Student: (Ask) *Do you like shopping?*

Teacher: (Answer) *Yes, I love shopping!* (Add) *I go shopping every weekend.* (Ask) *How often do you go shopping?*

Student: (Answer) *About once a month.* (Add) *I usually go shopping in the city centre.* (Ask) *Where do you go shopping?*

10. Tell students to have another two-minute conversation about shopping using the 'ask-answer-add' model.
11. Give feedback on students' performance. Comment on things they did well, as well as what they could improve on. Write up any common errors on the board.
12. If there is time, repeat steps 6-7 and 10-11 with other conversation subject areas at ISE Foundation. Change the pairs for each new topic.

Extension activity

Ask students to write a set of nine questions using present, past and future with *going to* for a different conversation subject area.

Further support activity

Students finding the task more difficult can be told to write example answers to the question.