

## BUY, BUY, BUY: MODULE OUTLINE

**Field:** Personal and Community Life    **Band:** Lower Secondary



### Purpose

Students develop an understanding of language used in different types of shopping and use the knowledge to communicate about shopping.

### **Core learning outcomes**

This module is designed for students in three stages of LOTE learning. It is assumed that most students will be in the lower intermediate stage.

Outcomes for students at the lower intermediate stage would be:

Comprehending [5.1, 5.2, 5.3, 6.1, 6.2, 6.3](#)

Composing [5.4, 5.5, 5.6, 6.4, 6.5, 6.6](#)

Some students could be in either the beginner or elementary stages of LOTE learning.

Outcomes for students at the beginner stage would be:

Comprehending [1.1, 1.2, 1.3, 2.1, 2.2, 2.3](#)

Composing [1.4, 1.5, 1.6, 2.4, 2.5, 2.6](#)

Outcomes for students at the elementary stage would be:

Comprehending [3.1, 3.2, 3.3, 4.1, 4.2, 4.3](#)

Composing [3.4, 3.5, 3.6, 4.4, 4.5, 4.6](#)

To see the detailed descriptions, click on the relevant level.

### **Content**

The content for this module is delineated in the field and tasks and under the headings of ‘sociocultural understanding’ and ‘functions and language elements’. The teacher will need to select a range of appropriate [process skills and strategies](#) that will meet the current needs of the students.

### **Sociocultural understanding**

Students develop an awareness of popular or famous shopping areas in **target country**, especially areas that young people enjoy visiting, and discover the types of goods young people in **target country** like to buy.

## Functions and language elements

- [asking for assistance](#): Excuse me, may I have ...?
- [asking for repetition](#): Would you please repeat that?
- [comparing](#): different types of shopping and products
- [describing situations, activities and events](#): fun, tiring, convenient
- [describing places and things](#): size, price, colour,
- [expressing and asking about wants, wishes and intentions](#): I want, what do you want?
- [expressing and asking about needs](#): I need some ...
- [expressing and asking about likes and dislikes](#): I like ...
- [expressing possibility and impossibility](#): You can/can't
- [asking for and giving confirmation](#): That's right
- [describing and asking about routines and habits](#): shopping habits
- [introducing](#): I'd like to introduce myself
- [identifying and asking about places and things](#): types of shops, products, markets, catalogue items
- [offering and responding to suggestions](#): This could be ...
- [offering things](#): Would you like ... ?
- [expressing opinions](#): I think ...
- [expressing understanding and lack of understanding](#): I don't understand
- [giving and asking for directions and locations](#): first floor, left, right

- [giving reasons](#): because
- [requesting goods and services](#): I'd like ...

## Assessment strategy

In [Task 4](#) and [Task 8](#), the teacher can record anecdotal observations of oral interactions in the survey and role-play. At what [level](#) can students use language when interacting with others?

In [Task 7](#) and [Task 10](#), the teacher can assess comprehension of language. At what [level](#) can students comprehend language describing features of different types of shopping?

In [Task 11](#) and [Task 12](#), the teacher can collect samples of written work, and record performance notes on speaking. At what [level](#) can students use language to talk about shopping?



## Teaching considerations

### Sample units

One work unit is provided for this module:



### Unit 1: Buy, buy, buy

## BUY, BUY, BUY: UNIT OVERVIEW



### Orientating task

- 1 Create a summary chart of the different styles of shopping.



### Enhancing tasks

- 2 Categorise items seen in catalogues or magazines into a table and compare items and categories in **target country** and Australia. Assemble a page of a catalogue for peers.
- 3 Read shopping catalogues, identify items, sizes, prices etc., and make statements about preferences in size, price and budget.
- 4 Survey and draw a table of results about the most popular shops visited by members of the class. Compare this with which shops are popular amongst teenagers in **target country**.
- 5 Read shopping guides for department stores in **target country**, ask and listen for various details about the store.
- 6 Read the classified advertisements from a newspaper or magazine to note the language used,

and compose an advertisement to sell something.

- 7 Listen to or read a report on the life of a personal shopper and list the qualities required. Write or produce a radio advertisement promoting a personal shopping service.
- 8 Investigate different types of markets and role-play buying goods at a market.
- 9 Read four webpages that advertise online shopping and design a webpage or advertising brochure to sell a well-known product.
- 10 Listen to a passage about various types of shopping and retrieve information about the advantages and disadvantages of these different types.

Students' needs and teaching programs will determine the specific content of [form-focused instruction](#).



### Synthesising tasks

- 11 Write a brochure and present a commentary to promote local shopping facilities and provide information for visitors from **target country**.
- 12 Prepare an advertisement for radio or print to sell a particular item. The ad should identify all the ways in which the item could be bought.