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| ☐ Listening ☐ Speaking ■Reading ☐Grammar ☐ Writing |
| Topic:Differences in Shopping Behavior |

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| Instructor:  Clara Im | Level:  Intermediate | Students:  10 students | Length:  30 Minutes |

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| Materials:   * White board, markers * Worksheet #1 for pre-teaching vocabulary * Worksheet #2for finding main idea * Worksheet #3 for finding details * Worksheet #4 for free production * SOS activity worksheet |

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| Aims:   * Main aim: Students will develop intensive reading skill by answering questions to find the main idea and detailed information. * Secondary aim: Students will be able to talk about their shopping behaviors by doing interview with the partner. * Personal aim:   -I want my students to think about their own shopping behavior.  -I want to give my students simple and clear instructions. |

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| Language Skills:   * Reading: matching worksheet, reading text to find main idea, detailed information * Listening:pair discussion to answer the question, listening to teacher’s instructions * Speaking: answering the guiding question and interview in free production * Writing: answering worksheets |

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| Language Systems:   * Phonology:pronunciation of new vocabulary words * Lexis:the meanings of new words * Grammar: making questions and answers * Function: interviewing withtheir partners * Discourse:reading anarticle |

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| Assumptions:   * Students know what skimming and scanning are. * Students have experienced shopping before. |

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| Anticipated Errors and Solutions:   * If students need more time to finish their activities   → Be flexible with the time and give them more time to finish their activity.   * If some students finish their worksheets or a task earlier than others   →Give them SOS activity sheet (If not used in the class, give it to students as homework)   * If students do not know some words   →Explain the meanings of the words to the students. |

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| References:  <https://www.guided-selling.org/women-vs-men-gender-differences-in-purchase-decision-making/>  <https://printdiscuss.com/shopping-conversation-questions/>  <https://en.oxforddictionaries.com/definition/> |

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| **Lead-In** | | | |
| Materials: None | | | |
| Time | Set up | Student Activity | Teacher Talk |
| 1 min | Whole  class | Answering the teacher’s questions | Good morning, everyone! What did you do during the weekend? I went shopping last Saturday. Do you like shopping? Yes, many of us like shopping. |

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| **Pre-Activity** | | | |
| Materials: board, markers, worksheet#1 | | | |
| Time | Set up | Student Activity | Teacher Talk |
| 1min  2min  3min  1min | Pairs  Whole class  Individually  Whole  class | Talking about the guiding questions with the partner.  Answering the teacher’s questions.  Working on the worksheet#1  Checking the answers together. | **1.Prediction**  How long does it take you to buy a pairof jeans at the mall?  Talk about this with your partner. You have 1minute.  ICQ  Are you working alone?  What are you going to do?  How much time do you have?  Now we will talk about this in whole class. I’ll ask some of female students. How much time does it take you to buy a pair of jeans at the mall?  What about male students?  (Write the time on the board)  Can you see the difference?  Can you guess today’s topic? Good! Today’s topic is “Differences in Shopping Behavior”.  (Write the topic on the board)  **2. Pre-teaching Vocabulary**  Before we read the text, let’s learn some new vocabulary.  Let me give you worksheet #1.  Instruction  You’ll preview words by answering the questions by yourself. I’ll give you 3 minutes for this activity.  Demonstration  Here is an example. Read the first definition together. What’s the answer for number 1?Right, “mission”. Like this, write the word according to its definition. For the second question, find the similar words to the underlined words. Do you understand?  ICQ  Are you working alone?  What are you going to do?  How much time do you have?  (Monitoring discreetly)  Let’s check the answers together. What did you get for number 2? Ok! Repeat after me. |

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| **Main Activity** | | | |
| Materials: Worksheet #2, #3, #4 | | | |
| Time | Set up | Student Activity | Teacher Talk |
| 3min  2min  1min  3min  1min  5min  5min | Individually  Individually  Whole class  Pair work  Whole class  Pair work  Pair work | Read the text for main idea.  Working on the worksheet#2.  Checking the answers.  Working on the worksheet#3.  Checking the answers.  Working on the worksheet#4.  Presenting their ideas and listening to what other classmates are saying. | **1.Skimming for the main idea**  It’s time to read today’s text. I’ll give you worksheet.This time, you will read the text to find the main idea. You have 3minutes to skim the text. Read the text alone.  ICQ  Are you working alone?  How much time do you have?  What will you do?  (Monitoring)  Ok, time’s up!  Find the answers on the worksheet#2. Work alone and you have 2minutes.  ICQ  Are you working alone or with your partner?  How many minutes do you have?  Let’s check the answers. What’s the answer for number 1?  **2.Scanning for details**  This time, scan the text and find the answers to the questions on the worksheet#3. You will do this with your partner. I’ll give you 3 minutes for this.  ICQ  Are you working alone or with your partner?  How many minutes do you have?  (monitor discreetly and give students help if they have difficulty finding the answers)  Are you done?  (If students need more time, give them 30seconds more)  Let’s check the answers together.  **3. Free Production**  Now let’s do fun activity. We’ll talk about our own shopping behaviors. Please pass these worksheets around. Does everyone get a worksheet? Good! You are going to talk about your own shopping behaviors using the interview sheet. You will work with your partner. You have 5 minutes.  Demonstration  Here is an example.  (model the activity with one student)  ICQ  Are you working alone or with your partner?  What are you doing with your partner?  How many minutes do you have?  Have you all finished?  (If some students need more time, give them two more minutes and give SOS activity to those who finished first.)  It’s time to present your partner’s shopping behaviors.  (model the activity)  Which pair wants to start first?  (Go through all pairs)  Everyone did a great job! |

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| **Post Activity** | | | |
| Materials: white board and makers | | | |
| Time | Set up | Student Activity | Teacher Talk |
| 2min  1min  1min | Whole  Class  Whole  Class  Whole  class | Trying to self-correct their errors.  Answering the teacher’s questions. | **1.Error Correction**  Before wrapping up today’s lesson, we’ll review some errors.  (Board sentences with errors and ask students to try to self-correct first, and then let them know the correct sentences)  **2.Feedback**  Did you have fun today?  What did you learn today?  Was it helpful to think about your shopping behaviors?  (Share students’ ideas and wrap up the class)  **3.Wrap-up**  You guys were great today. I’m so proud of you. Please review the words you learn today. I hope you become a wise shopper.  Have a good day! |

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| **SOS Activity** | | | |
| Materials: Worksheet #4 | | | |
| Time | Set up | Student Activity | Teacher Talk |
| 3min | Those who finished earlier | Working on the extra activity. | You finished the activity early. While waiting for other pairs to finish it, fill in the organizer. You will review the reading text with this organizer.  (If not used in the class)  Everyone, this is an organizer. You should finish it at home. Choose the correct words by reviewing the text.  Good job! |

* **Worksheet #1**

**Vocabulary Preview**

1. Write the correct word next to its definition.

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| lounge scholar wander recreational mission |

1. An important job that someone is given to do:
2. Someone who studies a particularsubject in detail:
3. A public room where many people can relax or wait:
4. Related to activities that people do for enjoyment or pleasure:
5. Walk or move in a leisurely or aimless way:
6. Find the word that has a similar meaning to the underlined word.
7. The project will be completed by the end of this year.
8. expected b. finished c. canceled d. begun
9. They have searched for their lost cat for two days.
10. paid b. cared c. called d. looked

**<Reading text>**

**Differences in Shopping Behavior**

“A man will pay $2 for a $1 item he needs. A woman will pay $1 for a $2 item she doesn’t need.” This is a joke that’s true to reality. When it comes to shopping, men and women are from different planets.

Think about how men and women shop for jeans at the mall. Men usually walk directly to the jeans store and buy them right away, without searching for the best price. However, women usually buy jeans after wandering around the mall first. They check out the discounts on a variety of other items they don’t need, and they stop to do other things, such as test perfumes.

So why do men and women shop so differently? Some scholars think this is because of the difference in how men and women think. Men usually think of shopping as a mission to complete, so they try to do it quickly. On the contrary, women find it recreational and like taking their time to shop around.

Of course, this difference is not a matter of right and wrong. However, knowing these different ways of thinking can help men and women have fun together at the mall. For example, many department stores now have a men’s lounge, where men can watch sports while their wives are shopping.

* **Worksheet #2**

**Reading Comprehension Questionsfor Main idea**

1. What is the best title for the passage?
2. Be a Smart Shopper!
3. Hot Places for Shopping
4. Shopping Patterns by Gender
5. Jeans: A Must-Have Item for Women
6. Circle T if the statement is true or F if it’s false.
7. Women tend to buy what they need quickly when shopping.

( T / F )

1. Many special department stores recently created special places for men. ( T / F )

* **Worksheet #3**

**Reading Comprehension Questionsfor Details**

1. According to some scholars, men and women shop differently because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
2. they are interested in different items
3. they have different ideas about shopping
4. women care more about saving money than men do
5. men think time is important but women don’t think time is important
6. What does the underlined part mean?
7. Men and women hate each other.
8. Men and women are much the same.
9. Men and women have little in common.
10. Men and women should live apart from each other.
11. Do you think that more couples argue when they go shopping or they can enjoy shopping? Write the reason to support your idea.

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* **Worksheet #4**

**Interview**

1. Do you like shopping? For what kinds of things?
2. How long do you usually shop for? Do you try to get your shopping done as fast as possible?
3. Do you shop online? What kinds of things do you buy online? What would you rather buy in person?
4. Which do you prefer? Buying things for yourself or for other people?

**Presentation (example)**

My partner’s name is Clara.

1. She likes shopping and she likes to buy clothes.
2. She usually shops for about an hour and tried to shop as fast as possible.
3. These days, she enjoys shopping online when she needs heavy products because the products are delivered to her house. But she likes to buy electronic devices in person.
4. She prefers buying things for other people because she likes to give others presents.

* **SOS Activity**

**Shopping patterns by Gender**

**-Fill in the blanks with the correct words.**

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| How people shop for jeans   * Men: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ go to one store and buy a pair of jeans * Women: walk around the mall before buying jeans |

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| A reason for the difference   * Men think of shopping as a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, while women   find it an enjoyable \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

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| Understanding the difference   * Helps men and women have \_\_\_\_\_\_\_\_\_\_\_\_\_\_ together at the   mall. |

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| fun mission pastime quickly |