



Pre-Reading Activities

A: Matching Words And Pictures

Match each sentence below with a picture.

a. To be very busy.

b. To win a competition.

c. To have a shopping spree.



If you still don't know the meaning of one of the words, use your dictionary to check its meaning.

B: Language

Here are some verbs from today's article. What is the past simple form of each of these verbs? One verb is regular (it takes an -ed ending); the other verbs are irregular. One is done for you as an example.

Base Form -> Past Simple

win -> won

say ->

hear ->

enter ->

be ->

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C: Listening For Understanding

1. Listen to your teacher reading the first part of today's article. (You may like to write down any important names or numbers that you hear to help you remember.)
2. Talk to another student about what you heard. What can you remember?
3. Answer this question: Did the woman want the prize? Answer: Yes / No.

Reading Activities

A: Checking Comprehension

Check your answer for Pre-Reading Activity C Question 3 by looking at Part One of today's article.

Were you correct?

Word: enter - take part in; give your name to someone because you want to do something like run a race

Part One

Woman Too Busy for Free Shopping Spree

MADRID Fri Nov 21 (Reuters) - A 1._____ who won a free shopping spree said she didn't want the prize. She said she was too busy.

The Spanish 2._____ won a prize of 6,000 euros (\$7,118) for a 3._____ -hour shopping spree. She **entered** a competition in the city of Murcia in 4._____.

When the woman heard that she was the winner of the competition, she said she would have to think about it. She did not come to get her 5._____. (Continued/...)

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B: Reading Cloze

Look again at Part One of today's article above. Fill the gaps in the article with a word.

C: Choose The Best Answer

Read Part Two of the article and choose the best answer for the questions.

1. The woman did not want the prize because she...
 - a. had no money.
 - b. was too busy.
 - c. was sick.
2. Piedad Lopez...
 - a. won the prize.
 - b. was too busy to come and get the prize.
 - c. didn't win the prize.

Part Two

She said she was "too busy to waste the morning," a **spokesman** for the competition said.

The **runner-up**, 28-year-old Piedad Lopez got the prize.

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Words: spokesman - a person who speaks as the representative of a group
runner-up - a person who finishes in second place in a competition

D: Sequencing

Below is the complete article. Use the article to put the events below in the correct order. (The first one is done for you as an example.)

- a. Piedad Lopez won the prize. -
- b. She did not come to get the prize. -
- c. The woman won the competition. -
- d. She said she would think about it. -
- e. A woman entered a competition in Murcia. -
- f. The competition organizer phoned the woman to tell her she was the winner. -

Woman Too Busy for Free Shopping Spree

MADRID Fri Nov 21 (Reuters) - A woman who won a free shopping spree said she didn't want the prize. She said she was too busy.

The Spanish woman won a prize of 6,000 euros (\$7,118) for a three-hour shopping spree. She entered a competition in the city of Murcia in Spain.

When the woman heard that she was the winner of the

competition, she said she would have to think about it. She did not come to get her prize.

She said she was "too busy to waste the morning," a spokesman for the competition said.

The runner-up, 28-year-old Piedad Lopez got the prize.

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E: Comprehension

Use the article to answer these questions.

1. How much money could the winner spend on the shopping spree?
2. How long was the shopping spree?
3. Did the woman come to get her prize?
4. What is Murcia?
5. How old is Piedad Lopez?



Post-Reading Activities

You may do one or more of these.

A: Language

Andrea is four years old. She is from Australia. She sometimes makes mistakes with verbs when she talks. Read the text below.

1. Underline the verbs in the text.
2. Some of the verbs are incorrect. (They have the wrong form.) Find the verbs that have errors and correct them.

I went shopping with Mummy. We drove to the shops in the car. We went into a big shop. There was many things in the shop. Mummy buyed some clothes and sheets. Then we went to a cafe. I had a glass of orange juice and some chocolate cake. I ate my cake and dranked my orange juice. Then we went home.

B: Picture

Here is a picture of the woman hearing she has won the money. What do you think she is saying? Write your answer in the picture.



C: Where Do They Go?

Part One: Your teacher will give you some words and headings. They are all things you can buy in shops. Work in pairs and put each thing under the right heading. (You may use your dictionary.)

Part Two:

1. Mix up all the words that you got for Part One. (Do not use the headings.) Turn the words over and put them on the table in front of you so you can't see the words. Pretend you have won a competition for a shopping spree. Take turns with your partner and choose seven things. (Pick up seven words from the table. Don't look at the words!) These are your prizes in the shopping spree. Ask your partner to turn the words over and tell you what you have won!
2. Now think about what you will do with the prizes you won. Your partner will ask you about each thing you bought. You can give them to your family, friends (or teacher)!

Your partner will say; "Why did you buy...a basketball / the pumpkin?"

You say; "I chose it for my sister. She likes playing basketball."
"I chose it for my brother. He likes cooking."

TEACHERS' NOTES AND ANSWER KEY

A: Matching Words And Pictures - Notes

A shopping spree is when someone does a lot of shopping at one time (and perhaps spends too much money).

A: Matching Words And Pictures - Answers

a. Picture 2, b. Picture 3, c. Picture 1.

B: Language - Answers

Base Form -> Past Simple: win -> won, say -> said, hear -> heard, enter -> entered, be -> was / were.

C: Listening For Understanding - Notes

Read the text below two or even three times at a normal or slightly slower than normal speed. (If you read it too slowly, you will distort some words and sound unnatural.) You could of course make a tape of yourself or someone else reading it before class.

Students could make notes of any key information. However, listening and note-taking is very difficult for elementary students, so do not expect them to have written much (some will not be able to note down anything), as they find it very difficult to listen and write at the same time.

If students have had little success, you could ask them to share any words they heard with the class. Write these on the board so that everyone can refer to them before you read the text again. (You may decide to write only words that were really in the article on the board, as writing incorrect ones can confuse students. However, some students enjoy the chance to see why they listened incorrectly.)

Give them an opportunity to discuss what they have heard from other students before reading the text for the last time. Students can then answer the question in pairs. Do not tell them if they are right or wrong at this stage as they can check the answer in the first reading activity.

C: Listening For Understanding - Text To Be Read Aloud To Students

A woman who won a free shopping spree said she didn't want the prize. She said she was too busy.

The Spanish woman won a prize of 6,000 euros (\$7,118) for a three-hour shopping spree. She entered a competition in the city of Murcia in Spain.

When the woman heard that she was the winner of the competition, she said she would have to think about it. She did not come to get her prize.

Reading Activities

A: Checking Comprehension - Notes

Students scan the article to check their answer for the previous listening activity. Encourage them to work quickly and look for clues to locate the information: e.g. key words like 'woman', 'want' and 'prize'.

A: Checking Comprehension - Answer

No.

B: Reading Cloze - Notes

Students are not given a list of words to fill the gaps with. Instead, they must use the text itself and what they remember from Pre-Reading Activity B to fill the gaps.

B: Reading Cloze - Answers

1. woman, 2. woman, 3. three, 4. Spain, 5. prize.

C: Choose The Best Answer

1. b, 2. a.

D: Sequencing - Answers

1. e, 2. c, 3. f, 4. d, 5. b, 6. a.

E: Comprehension - Answers

1. 6,000 euros (\$7,118), 2. 3 hours, 3. no, 4. a city in Spain, 5. 28 years old.

Post-Reading Activities

A: Language - Notes

The errors are all mistakes with the form of the past simple. Make sure students realize that some of the verbs are correct. You may like to tell them that the tense of all the verbs is correct (i.e. it is correct that they are in the past simple tense); however, the form of some of the verbs is incorrect. You could tell them how many mistakes there are. The activity may be done in pairs.

A: Language - Answers

1. went, ~~drived~~, went, was, ~~buyed~~, went, had, ate, ~~drinked~~, went.
2. ~~drived~~ - drove, ~~was~~ - were, ~~buyed~~ - bought, ~~drinked~~ - drank.

B: Picture - Suggested Answer

The woman is probably saying "I'm too busy." Students may also like to add an explanation for why she is so busy.

C: Where Do They Go? - Notes

Part One: Make copies of the words below so that each pair will have a set of the headings and words. Cut the words up and make sure that each pair has a complete set. (If you copy the words and headings on to colored paper, it will be much easier to sort them into sets.) Students work in pairs to sort the words as quickly as they can into the right category. Make sure they have put the headings above the words. You can set a time limit if you wish. Students may use a dictionary if necessary. Check the answers quickly with the whole class. You could then suggest that students choose some of the words to write into their vocabulary notebooks.

Part Two: Students pretend that they have each won a shopping spree. They stay in their pairs and take all the words (but not the headings) and put them face down on a table. They mix the words up. They each then take turns to choose seven of the words. Their partner then tells them what they have won. Some of the prizes will, of course, be rather strange: e.g. a pumpkin, a notebook etc. Students then tell their partners what they will do with their prizes. Model how to do this if necessary by saying what you would do with two or three of the answers.

You may like to give students the following prompts or write them on the board.

I bought it for my brother / mother / father / sister / cousin...

I bought it for Hiroko / Sam / Jun...

because he / she...

likes cooking / playing basketball / dolls / teddybears...

is a cook / a student.

needs a new chair / table .

You could ask volunteers to say some of their answers to the class.

C: Where Do They Go? - Part One - Words To Be Cut Up And Given To Students

Furniture	a bottle of orange juice	a basketball	a chair
Children's Toys	a teddy bear	a pumpkin	a doll
Sports	a pineapple	a bookshelf	a cake
Food And Drink	a tennis racquet	a dictionary	a pen
Study	a baseball bat	a dollhouse	a notebook

C: Where Do They Go? - Part One - Answers

Furniture: a chair, a bookshelf

Children's Toys: a teddy bear, a doll, a dollhouse

Sports: a basketball, a tennis racquet, a baseball bat

Food And Drink: a bottle of orange juice, a pineapple, a cake, a pumpkin

Study: a notebook, a pen, a dictionary