# Shopping at the markets

This resource is for the teacher. It provides the content and instructions for you to share with students.

## Instructions

Allocate students the role of either ‘customer’ or ‘stallholder’. Students will use the food stall posters they created in the first learning sequence as a reference, but ‘customers’ will not be shown which items the ‘stallholders’ have for sale. Display the ‘For the customer’ and ‘For the stallholder’ tables in this resource on the board for students to see. Model an interaction with the class using the steps below. When the students understand the steps and are confident to interact independently, provide a copy of the appropriate table to each student. Allow the ‘customers’ to complete their table with 5 food or drink items. When ready, direct the ‘customers’ to stand and approach a ‘stallholder’ at their desk to begin the interaction.

1. The customer approaches a stallholder, who asks 무엇을 드릴까요?
2. The customer asks for an item in their table using the structure ~있어요?
3. The stallholder will respond with네, 있어요 or 아니요, 없어요. If they don’t have the item the customer moves to a new stallholder.
4. The customer approaches a new stallholder, who asks 무엇을 드릴까요?
5. The customer asks for an item in their table using the structure ~있어요?
6. If the stallholder responds with네, 있어요 they will then ask the customer *[*food or drink*]* 드릴까요?
7. The customer responds by asking for the item using the structure *[*food/drink*]* 주세요 and describing the item using the adjective in their table, for example, 불고기 주세요, 맛있어요. If the customers purchases the item, the customer writes the name of the stallholder on their table next to the food. The customer writes the name of the stallholder on their table next to the food. If the customer refuses the item, they describe it with the adjective from the table, for example, 아니요, 매워요.
8. The stallholder writes the name of the customer and the adjective they have used to describe the item in their table. They also indicate with a ✔️ or ❌ if the item was purchased.
9. The customer repeats the interaction until all of their items have been located at a stall.
10. If time and student engagement allows, students swap roles and repeat the interaction.

## For the customer

Complete the table with 5 food or drink items – 3 you like and 2 you don’t like. Include an adjective for each item.

|  |  |  |
| --- | --- | --- |
| Food or drink | Adjective | Stallholder |
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|  |  |  |
|  |  |  |
|  |  |  |

## For the stallholder

|  |  |  |  |
| --- | --- | --- | --- |
| Customer name | Food or drink item | Adjective | Purchased?❌ or ✔️ |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
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