

## Activity Type

Reading and Vocabulary Exercises: ordering, matching, short answer questions

Speaking Activity: role-play, asking and answering questions, negotiating, communicative practice, table completion (group work)

## Focus

Bargaining vocabulary

## Aim

To practice using bargaining language.

## Preparation

Make one copy of the worksheet for each student.

Copy two sets of cards for each group of eight and cut as indicated.

## Level

Intermediate (B1)

## Time

30 minutes

## Introduction

In this bargaining activity, students learn language associated with bargaining and then take part in a role-play at a market where they practice negotiating prices.

## Procedure

Give each student a copy of the worksheet.

First, students put a shopping conversation in the correct order.

Exercise A - Answer key

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. c | 2. e | 3. j | 4. g | 5. a  |
| 6. h | 7. b | 8. i | 9. f | 10. d |

Students then match the words in bold from the shopping dialogue to their definitions.

Exercise B - Answer key

- |            |             |
|------------|-------------|
| 1. pricey  | 4. discount |
| 2. bargain | 5. deal     |
| 3. offer   |             |

Next, students refer to the conversation to answer questions in their own words.

Exercise C - Answer key

1. It's a designer sweater, so you'd pay more for it in the shops.
2. There is a small hole under the arm.

After that, divide the students into groups of eight.

Explain that the students are going to do a role-play activity between customers and sellers at a market in which they practice bargaining for items.

Give the sellers a stall role card each and ask them to write the price they want for each item shown.

Give the customers a role card showing the items they want to buy.

The sellers then tell the customers what they sell, e.g. clothes, toys, etc.

(continued on the next page)

Note: This resource can be edited using a PDF editor.

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### Procedure continued

The customers visit the sellers to buy the items on their role cards by negotiating a price for each one.

Customers start by asking 'How much is this...?', referring to the item they need.

The seller then gives the price written in their table, and the customer writes it down.

Next, the customer tries to convince the seller to give them a discount by stating the reason why they deserve one from their card.

After that, the seller explains why the item is such good value as stated on their role card.

The pair then has two minutes to negotiate a price.

Once they have done this, they both write the agreed price down in the 'amount received' column of their table. The customer then moves on to the next seller.

When the customers have visited all the sellers, the students add up the numbers in the 'difference' column of their table.

The student with the lowest amount is the winner.

Afterwards, students swap roles and repeat the activity, giving everyone a chance to play the seller and customer.

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**A. Put the shopping conversation in the correct order from 1 to 10.**

	a. There's a small hole under the arm, so I'd like a <b>discount</b> . I'll give you \$23 for it.
	b. I'll give you \$24. That's my final <b>offer</b> .
	c. Can you tell me how much this sweater is?
	d. Thank you. Have a lovely day!
	e. Certainly. It's \$30.
	f. No thanks. Just the sweater. Here's \$24.
	g. \$20! This is a designer sweater. You'd pay much more for it in the shops. It's a <b>bargain</b> !
	h. Sorry, as I said, it's a designer sweater. I can't go any lower than \$25.
	i. Okay. It's a <b>deal</b> ! Can I interest you in some jeans to go with it?
	j. \$30! That's a bit <b>pricey</b> ! I'll give you \$20 for it.

**B. Match the words in bold from the shopping dialogue to their definitions.**

1. Expensive. ....
2. A good deal. ....
3. The amount someone says they'll pay for something. ....
4. A lower price than the usual cost of something. ....
4. An agreement made when doing business. ....

**C. Refer to the conversation to answer the questions below.**

1. Why does the seller think the sweater is good value?

.....

2. Why does the customer want a discount?

.....

Item	<b>ELECTRICAL STALL</b> The reason it is good value	Price	Amount received	Difference
phone	very recent model, many features			
TV	smart TV, large screen			
laptop	long battery life, large screen			
radio	made in the 1950's, great sound			

**Total:**

Item	<b>FURNITURE STALL</b> The reason it is good value	Price	Amount received	Difference
chair	hardly used, very comfortable			
carpet	hand-made, one-of-a-kind			
table	100 years old, hand-painted			
wardrobe	large, high-quality, free delivery			

**Total:**

Item	<b>CLOTHES STALL</b> The reason it is good value	Price	Amount received	Difference
dress	worn by Lady Gaga, very stylish			
scarf	hand made, extremely warm			
trainers	rare, excellent quality			
shirt	designer brand, gold buttons			

**Total:**

Item	<b>TOY STALL</b> The reason it is good value	Price	Amount received	Difference
doll	100 years old, real human hair			
toy car	hand-made, one-of-a-kind			
kid's bike	almost new, sells for \$100 in shops			
ball	real leather, used by Ronaldo			

**Total:**

Item	The reason you want a discount	Price wanted	Price paid	Difference
phone	has a scratch on the screen			
dress	zip is broken			
wardrobe	door doesn't close properly			
ball	looks old and worn			

**Total:**

Item	The reason you want a discount	Price wanted	Price paid	Difference
chair	the arm rest is scratched			
kid's bike	has flat tyres			
scarf	has a mark on it			
radio	volume switch is broken			

**Total:**

Item	The reason you want a discount	Price wanted	Price paid	Difference
shirt	missing two buttons			
tv	scratch on the screen			
toy car	has a broken wheel			
carpet	has a footprint on it			

**Total:**

Item	The reason you want a discount	Price wanted	Price paid	Difference
doll	missing an eye			
trainers	they smell			
laptop	has old software			
table	moves when you put weight on it			

**Total:**