Shops secure popular products in cabinets

LEVEL B1


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I. WARM-UP

1. Have you ever seen an item kept behind glass? What was it?
2. Which toys, cards or gadgets are trending at your school now?
3. Do shop rules ever make you feel safer as a customer? How?

II. KEY VOCABULARY

- **cabinet**
  A glass or metal case used to store and protect items
- **shoplifting**
  The crime of stealing goods from a shop
- **retailer**
  A shop or company that sells products to the public
- **figures**
  Numbers that show facts or amounts
- **security**
  Steps taken to keep people and things safe
- **display**
  The way items are shown in a shop
- **counter**
  The long table or desk where staff serve customers
- **offence**
  An illegal action that breaks the law

III. READING

Dozens of shops have changed how they present some popular products. Items that once sat on open shelves are being moved to more secure places, such as locked cabinets or behind the counter. Retailers describe this as a security step to protect stock while the goods are still for sale.

New figures show more than half a million recorded shoplifting offences. The numbers have focused attention on small, in-demand products that can be taken quickly. Stores say the aim of the changes is to reduce theft and keep items available for paying customers.

In some branches, the display now looks different, with favourite lines placed where staff can watch them more easily. The products themselves have not changed, but shoppers may notice where they are kept has. The measures affect only certain items, and ordinary browsing continues for most of the shop.

Reading text adapted from reporting by **BBC News:** *"Why are shops locking away Pokémon cards and...". Original article linked at* theenglishwire....

IV. COMPREHENSION QUESTIONS

1. What change have dozens of shops made to some products?
2. Where are some items now being kept instead of open shelves?
3. What do the new figures show about shoplifting?
4. What is the aim of the changes, according to stores?
5. What might shoppers notice about the displays in some branches?

V. DISCUSSION

1. Do locked cabinets make shopping better or worse for you? Why?
2. Which small items in shops seem most at risk of theft? Why?
3. What fair ways could shops use to protect trending items?
4. Would you wait for help to see a product you like? Why or why not?



VI. GRAMMAR FOCUS

Should have

Use should have + past participle to show regret or criticism about a past action. Form: should have + V3; negative: shouldn't have + V3.

*"I **should have asked** staff to unlock the cabinet."*

*"Students **shouldn't have grabbed** boxes without permission."*

VII. GRAMMAR EXERCISE

Complete each sentence with should have/shouldn't have + past participle.

1. Yesterday my friend wanted a pack of cards; we (bring) ___ cash.
2. Last weekend at the shop, I (check) ___ the cabinet price first.
3. Yesterday at the sale, students (not/push) ___ past others.
4. When the alarms kept beeping, my friends (tell) ___ a worker.
5. I wandered off; I (wait) ___ by the counter for help.

Teacher's Notes

TEACHERS ONLY

These notes are designed to help you get the most out of this lesson. Please do not share this page with students.



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I. LESSON GUIDE

- Timing: 6–8 minutes warm-up, 8–10 minutes vocabulary, 10–12 minutes reading, 8 minutes comprehension, 8–10 minutes discussion. If needed, fold grammar into reading/comprehension time.
- Pre-teach or check cabinet, shoplifting, retailer, figures, security, display, counter. Use quick matching or a photo of a shop layout to anchor meaning.
- Before reading, run a quick class vote: Which items are most likely to be locked—cards, earbuds, or game accessories? Read, then check answers in pairs and do a short whole-class review. The story mentions stealing; keep the focus on shop rules and displays, not personal experiences.
- Differentiation: Stronger students write one benefit and one drawback of locking items, with a reason for each. Others underline two sentences that explain why shops made the change and summarise them with a partner.

II. DISCUSSION FACILITATION TIPS

1. Elicit quick examples, then ask for one reason and one downside before opening to the class.
2. If answers stall, put items on the board and have pairs rank them from most to least at risk.
3. Collect ideas on the board, group them (signs, placement, staff help), and ask which feels fairest.
4. Do a quick show of hands, then pair students with different views to explain their choices.

III. EXTENSION ACTIVITIES

Survey: In small groups, design and run a 4-question class survey on which items students have seen locked in shops, then present the results in 2 minutes.

Writing: In pairs, write a 70-word notice a shop could post explaining why some items are kept in cabinets and how customers can get help.

IV. ANSWER KEY OVERVIEW

Comprehension questions: short factual answers from the text.

Grammar exercise: Should have

Discussion: open-ended. Accept any reasonable ideas supported by examples and reasoning.

Answer Key

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IV. COMPREHENSION QUESTIONS

1. What change have dozens of shops made to some products?
   They have moved popular products away from open shelves.
2. Where are some items now being kept instead of open shelves?
   In locked cabinets or behind the counter.
3. What do the new figures show about shoplifting?
   There are more than half a million recorded shoplifting offences.
4. What is the aim of the changes, according to stores?
   To reduce theft and keep items available for customers.
5. What might shoppers notice about the displays in some branches?
   That favourite lines are kept where staff can watch them more easily.

V. DISCUSSION

Open answers. Accept any reasonable ideas supported by examples and reasoning.

VII. GRAMMAR EXERCISE

Complete each sentence with should have/shouldn't have + past participle.

1. Yesterday my friend wanted a pack of cards; we ___ cash. **should have brought**
2. Last weekend at the shop, I ___ the cabinet price first. **should have checked**
3. Yesterday at the sale, students ___ past others. **shouldn't have pushed / should not have pushed**
4. When the alarms kept beeping, my friends ___ a worker. **should have told**
5. I wandered off; I ___ by the counter for help. **should have waited**

VI. GRAMMAR FOCUS

Key point: Use should have + past participle to show regret or criticism about a past action. Form: should have + V3; negative: shouldn't have + V3. (Examples constructed.)

*"I **should have asked** staff to unlock the cabinet."*

*"Students **shouldn't have grabbed** boxes without permission."*