

Lesson Plan

To incorporate national curriculum base design into Amity teachers' lessons

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Lesson title: Clothes Shopping

Objectives: Students will be able to

1. **Use language function:** Shopping
 2. **Communicate about topic:** Social communications: Shopping
 3. **Others:** Master the content of Lesson 3B in Oral Workshop 1
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Using speaking activity type:

Guided questions and answers, pair discussion, role play

Students (level, class size): 3rd-year students of the 5-year programme, 32/30 students

Teaching materials (textbook, other resources):

1. Textbook Oral Workshop 1 Lesson 3B + tape
2. Conversation cards, handout with model dialogue, clothes flashcards from http://bogglesworldesl.com/clothes_flashcards.htm

Preparation:

1. Produce the conversation cards with warm-up questions for Step 2 (one for each pair)
2. Produce handouts with model shopping dialogue for Step 5 (one for each pair)
3. Produce clothes flashcards for the role play in Step 5 (one for each pair, to be rotated during the activity). Source: http://bogglesworldesl.com/clothes_flashcards.htm
4. Provide a 'sound-maker' for the rotation activity in Step 5

Lesson outline and timing:

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| 1. Revision | 5 min. |
| 2. Warm-up: When did you last buy new clothes? | 20 min. |
| 3. Vocabulary Building: Clothes | 20 min. |
| 4. Lesson 3B: May I See a Hat, Please? | 20 min. |
| 5. Role Play: Clothes Shopping | 20 min. |
| 6. Closure | 5 min. |

Step-by-step teaching procedure:

1. Revision

Depends on previous lesson. Omitted here.

2. Warm-up: Clothes Shopping

1. Introduce the topic for today's lesson: Clothes Shopping
2. Hand out the prepared conversation cards. Ask students to ask and answer in pairs:

1. When did you last buy new clothes?
2. What did you buy?
3. What is your favourite place to shop for clothes?
4. Which new clothes would you like to buy right now?
5. What colours look best on you?
6. Do you like fashionable clothes?
7. What is most important to you: price, quality, brand or fashion?
8. What are you wearing right now?

3. Ask different pairs to come to the blackboard and act out their conversations. For question 8, start developing the vocabulary field 'Clothes' on the blackboard. Help with new words as needed.

3. Vocabulary Building Clothes

1. Develop a conversation about the following questions, teach new words as needed. Integrate words from the flashcards to be used in Step 5.

What do you wear on your feet/ on your head/ on your hands in winter/ round your neck / at night / when it's very cold? Which other clothes do people wear? What colour is X's sweater? Which design do you like best? What's your shoe size / clothes size? etc.

4. Oral Workshop Lesson 3B: Could I See a Hat, Please?

1. Lead-in: Talk about the picture on p. 16.
2. Let students repeat the lesson text after the tape and help with pronunciation problems.
3. Students ask and answer the comprehension questions on page 19 in pairs.
4. Check the answers with the class, monitor students' pronunciation.

5. Role Play: Clothes Shopping

1. Introduce the activity: "Let's go clothes shopping."
2. Let students practise the model dialogue with the corresponding flashcard:

Assistant:	Hello! May I help you?
Customer:	I'm just looking, thanks.
Assistant:	This <u>long purple skirt</u> is currently in the sale. The price is reduced from 80 Yuan to 40 Yuan.
Customer:	Do you have it in a smaller size / in a bigger size / in a different colour? This one is too big for me / This one is too small for me / This colour does not suit me.
Assistant:	Just a moment please, I'll check. (Assistant goes to check). Here you are. Would you like to try it on?
Customer:	Yes, please. (Tries it on) It fits perfectly, I'll take it.
Assistant:	Thank you. How would you like to pay?
Customer:	Cash please / By credit card please. (Customer pays)
Assistant:	Thank you. Good bye.
Customer:	Good-bye.

3. Practise again with a plural form clothes item (shoes, gloves, shorts ...). Pay attention to grammatical changes: These shoes are/ I'll take them etc.
4. Give one flashcard to each pair. Demonstrate the rotation system: When you give the sound signal, students in the first desk in the window row pass their card on to the desk behind them, then the 'wave' continues down the row, across to the middle row, and so on, until each pair has a new card. Students change roles with every new card.
5. Play the game. With a good class, take the model dialogue away after some time.
6. For closure, ask students to copy the dialogue into their notebooks.

6. Closure

1. Recap with students what we learned today.
2. Set homework:
 - a. Discuss together: Would you like to have a fashion boutique of your own? If yes, which kind of clothes would you like to sell? If not, which other shop would you like to have? Would you rather be a shop assistant than a teacher? Why (not)?
 - b. Revise Lesson 3B and act out the dialogue.

Comments:

This lesson worked well for my low-level students in the 5-year programme.

Resources for higher-level students: Toolkit p.68: Shopping,

<http://bogglesworldesl.com/shopping-lesson-plan.htm> (> 'Conversation and Class Survey)