



Lesson Plan

At the Department Store (Part Two)

Introduction: This is the second of two lessons about the department store.

Aims:

- To expand the students' vocabulary of items that can be bought in a department store
- To develop the students' ability to ask a shop assistant for help when shopping

Level: Beginner/E1 (SfL); Access 2 (Scotland); A1 (CEF)

Additional Resources Required:

Resources from Lesson One (for revision)

- Resource B: Floor Cards (1 cut up set per pair)
- Resource C: Department Cards (1 cut up set per pair)

New Resources for Lesson Two:

- Resource G: Items to buy Picture Cards (1 cut up set per pair)
- Resource H: Items to buy Word cards (1 cut up set per pair)
- Resource I: Reading – Which Floor? (1 per student)
- Resource J: Research Card (1 per student)

Procedure

Revise language covered in the previous lesson (10 mins)

- Use **Resources B and C** from the previous lesson (teacher and students to have a set each).
- Hold up the cards in turn and ask students to read them aloud. Check pronunciation.
- Put the students in pairs. Tell student A to arrange the floors and departments without showing student B. Student A should then describe which floors the different departments are on and Student B should arrange their cards to match.
- Monitor and note any common errors to feed back to the group.

Vocabulary – Items to buy in a department store (10 mins)

- Hand out a set of **Resource G and H cards** to each pair and tell them to match the words to the pictures. Focus on as many words as appropriate for your students.
- Monitor and elicit feedback on the whiteboard by displaying each picture with the correct word. Check pronunciation and word stress.

Practising Vocabulary – Items to buy in a department store (10 mins)

Using picture and word cards (**Resources G and H**) choose one or more of the games below.

- **Game One:** Pelmanism - pictures. Put all the picture cards (Resource G) face down and, as an example, ask a student to pick one up and guess what it is before they look. The student turns the picture over and if they have guessed correctly, they keep it and have another turn. If they are wrong, then the next student has a turn. The winner is the student who collects the most pictures.
- **Game Two:** Pelmanism – pictures and words. Mix all the pictures and words (Resource G and H) together and put them face down on the table. Tell the students to take it in turns to try to find

matching pairs by turning over a picture and word at the same time. If successful, they keep the cards and have another go. If not successful, they put the cards back and the game moves on to the next person.

- **Game Three:** Noughts and Crosses - Draw a noughts and crosses grid on the whiteboard and write in 9 words/phrases that you feel need most reinforcement. See example on next page:

plate	beans	mugs
sofa	knives and forks	cup of coffee
cardigan	gloves	laptop

- Divide the class into 2 teams, one called noughts and the other called crosses.
- Use either a set of Resource G or H cards and put them face down on the table. Ask students from each team to take it in turns to pick up a card and say what it is.
- If the card matches a word on the grid, the student marks it with a nought or cross according to which team they are in.
- The aim is to get a line of noughts or crosses, as in the normal noughts and crosses game.

Speaking – ‘Where can you buy ?’ (10 minutes)

- Ask, ‘What can you buy in the department?’
- Students suggest what you can buy there using, ‘You can buy.....’
- Put students in pairs and ask them to put their **Resource G** cards in a pile, face down.
- Tell students to take it in turns to turn over a card, look at it and say, ‘I want to buy’ The partner replies, ‘Go to the department.’

Reading and speaking extension (10 minutes)

- Hand out **Resource I** and tell students to complete Reading Task A individually before checking with their partner.
- Tell students to complete Speaking Task B with their partner by practising the model sentence and then substituting with the other departments from the table.

Speaking - Conversations in a department store (15 minutes)

- Elicit how to ask a shop assistant for help. For example:
Shop assistant: Can I help you?
Customer: I’m looking for
Shop Assistant:? I will show you what we’ve got. /I’m sorry we don’t sell those.
Customer: Thank you
- Drill the basic conversation until learners are familiar. Elicit or teach alternatives, for example: ‘Excuse me, could you help me?’
- Put students into pairs to practise the conversation.
- Monitor and note any common errors to feed back to the group.

Speaking – Conversation practice (10 mins)

- Divide the class into two and tell half the learners they are the shopkeepers and the other half they are the customers.
- The shopkeepers should think of a name for their shop and display it on a piece of card. They should also write a list of ten individual items *that they do not sell* in their department store **but do not show this to anyone else**.
- The customers should write a shopping list of ten items they want to buy.
- The customers go round to all the shopkeepers and use the conversation they have just practised to ask for the items, ticking off what they are able to buy.
- The winner is the student who gets all their shopping done first and has all ten items on their list ticked off.

Extension or homework – research (25 minutes) Class or homework activity

- If the students have no internet access in class or at home to complete this activity, you could print off information related to different department stores beforehand.
- Tell learners to use the internet to research a department store they know and record their findings on **Resource J**.