

Lesson plan

Shopping

Topic: Shopping / food / containers

Level: SfL E1 / Access 2 / CEFR A1

Time: 90 mins

Aims

- To build learners' range of vocabulary for shopping (*tin, carton, bag, box, packet, bottle, jar*)
- To introduce learners to common collocations in the context of shopping
- To build confidence in reading and writing shopping lists
- To build confidence and develop learners' digital skills
- To develop learners' visual literacy.

Introduction

This lesson builds learners' range of vocabulary in the context of shopping and aims to develop their confidence in reading and writing shopping lists. It also develops learners' visual literacy through watching a short video called 'Helping our neighbours'. Learners will complete vocabulary activities to consolidate their understanding of the new vocabulary and collocations. They will then apply their knowledge of these new words to write shopping lists. The task encourages them to work collaboratively and to see discussion as an integral part of the writing process.

You will need:

Access to an interactive whiteboard or data projector to display the online module

Learners' access to individual computers for the extension activity

Realia: an empty water bottle, an empty fruit juice carton, an empty box of matches, a jar of hand cream, a bag with an apple in it, tin of tomatoes or tuna

Worksheet 1: one per pair

Worksheet 2: one per learner

Worksheet 3: one per pair

Procedure

Warmer – Pre-video discussion (10 minutes)

- Display the **Info slide** (slide 3) that introduces the characters in the video.
- Tell the class that they are going to watch a short video about two women called Ayesha and Mary. Ask them to think about ways that Ayesha might help her neighbour. Elicit that she is going to help her with her shopping.
- Now display the **Aims slide** and go through them with the class, drawing attention to the aim: *to learn new words for shopping* as you introduce the next part.

Task 1 – Information slides - Introducing new vocabulary (5 minutes)

- Work through the slides one by one, drilling the pronunciation.

Task 2 – Video – Understanding the general idea (15 minutes)

- Put the following question on the board: Why does Ayesha help Mary with her shopping?
- Play the video.
- Ask the learners to discuss the answer in pairs before feeding back to the whole class. (possible answers: because she is ill; she has a cold and cough; Ayesha is her good friend and wants to help)
- Follow-on discussion. Encourage learners to discuss relationships with their neighbours and whether they help each other in any way, with the following prompt questions:

*Do you know your neighbours? Are you friends with them?
If you are ill, can you ask a neighbour to help you?
What can they do to help you?
Do you help your neighbours in any way?*

Task 3 – Video – Understanding the main points (10 minutes)

- Play the video again.
- Ask the class to tear a piece of paper in half and write 'Yes' on one half and 'No' on the other.
- Set up the learners in pairs of similar ability. Work through the next three **True or False** slides, one by one, asking pairs to decide if the statement is true or false and to hold up their card.

Differentiation

- Stretch and challenge stronger learners with extension questions, e.g. What is wrong with Mary? What type of cream does she want? What food does Ayesha buy for her dinner?

Task 4 – Video – Understanding detail (10 minutes)

- Put the following questions on the board:
*What does Mary buy a bottle of?
How many tins of tomatoes does Mary buy?
What does Mary buy a bag of?*
- Tell the learners that you are going to play the video again.
- Ask learners to listen out for the answers individually.
- Work through the **Multiple choice slides** when the class feed back their answers.

Task 5 – Matching – Common shopping collocations (5 minutes)

- Hand out **Worksheet 1**.
- Ask learners to complete **Task 5** individually at first, matching the two halves of the phrases, before comparing their answers in pairs.
- Use the **Matching slides** to go through the correct answers, inviting learners to the front to drag the halves together.

Task 6 – Multiple choice – Remembering new vocabulary (10 minutes)

- Set up the next task as a game. Ask the learners to work in small groups of three, with each group working as a team. (Nominate someone to keep score as you work through the slides.)
- Work through the following five **Multiple choice slides** one by one, giving the groups time to choose an answer. They get one point per correct answer which will appear on the slides.

Task 7 – Gap-fill – Completing a shopping list (5 minutes)

- Focus learners' attention on **Task 7** of **Worksheet 2**.
- Ask learners to work individually before checking their answers in pairs.
- Use the **Word Bank slide** to work through the correct answers with the class.

Differentiation

- Challenge stronger learners to try the task without looking at the words given on the worksheet.

Task 8 – Writing – A shopping list (10 minutes)

- Focus learners' attention on **Task 8** of **Worksheet 3**.
- Set up the learners in pairs.
- Tell learners that they are going to write a shopping list together. Ask learners to choose a scenario on one of the cards that they will make a shopping list for.
- Encourage the pairs to discuss their ideas before they start writing.
- Once they have written their lists, they swap with a different pair who read the list to the class and then guess the scenario. The whole group decide if they are correct and the original pair give the correct answer.

Differentiation

- Monitor and support weaker pairs. Encourage them to refer to the words on the worksheet to help them with the spelling of key words. Highlight tricky parts of the words with a different colour, e.g. 'ck' in packet or double 't' in bottle.

Cooler – Kim's game – memorising (15 minutes)

- Place the realia which you have brought to class under a cloth on a tray.
- One by one, remove an object, challenging the class to remember which one has been taken.

Reflection and self-evaluation

- Display the slide with the self-evaluation survey and ask learners to use this to record their progress in the class in their learning records and to reflect on their learning.

Extension activity

- If learners have access to computers, set them up in pairs and ask them to go to: <http://deeperweb.com/>

Lesson plan

- Allocate each pair a vocabulary item from the lesson, e.g. *tin of*, *carton of*, etc. (be sure to include the 'of').
- They type the words in the search box, click on *enter* and a word cloud will appear to the right of the screen.
- Pairs look for two words that go with their target vocabulary item and write the collocation down.
- Pairs feed back their phrases to the whole group.

Homework

- Ask learners to work through the module independently at home or in college.
- Ask learners to make a list of the things they need the next time they go shopping and to bring the list to the next class.

Answers

Task 3 1. no 2. no 3. yes

Task 4 a box of chocolates; packet of tissues; a jar of hand cream ; a bottle of cough medicine; a bag of onions; a tin of tomatoes; a carton of orange juice

Task 5 1. bottle 2. packet 3. tins 4. jar 5. carton

Task 6 box of matches, bottle of water, bag of apples, tin of tomatoes, carton of milk, packet of crisps, jar of honey