

Shopping - online lesson

Important - please read: This lesson has been adapted for teachers providing online classes. The lesson notes are specifically for online lessons and the PowerPoint, is to be used to support your online lesson delivery

There is also guidance and advice for what teachers need to know and do before the lesson and at the beginning of the lesson. Please read the lesson instructions carefully before using them. They are for guidance only, designed to be used with the most common online platforms. You may need to adapt the lesson to the online platform you are working with.

Topic

Different shops

Aims

- To understand words for different shops
- To ask for items sold in different shops
- To make sentences about different shops.

Age/level

Adults/ESOL Entry 1

Time

60 minutes

Materials

1. Shopping Student worksheet 1 – Different shops
2. Shopping Student worksheet 2 – Shopping lists
3. Shopping Student worksheet 3

Introduction

This lesson reviews vocabulary related to everyday shopping and introduces different shop names. Students practise speaking and listening using these items in a meaningful context. They then write short sentences about different shops.

Before the lesson	CHECKLIST <ul style="list-style-type: none"> ● Always make sure you are familiar with the online platform you are using. <ul style="list-style-type: none"> – Have you tested your microphone and camera to make sure they work? Always do this before the lesson to check for any problems. – Do the students need a URL/meeting link to join the online classroom? Do they all have this? – Do you know how to ‘mute’ the students’ microphones if you need to? – Do you know how to share what is on your computer screen so that the students can see it? – Do you know how to use ‘breakout rooms’ if you have this facility? Is this enabled? – Do you know that you can use chat box option for students to contribute during the session rather than just speaking on the microphones? ● Make sure you have the student PowerPoint file open on your computer, and any other material you will be using during the lesson ● Make sure you are able to share what is on your computer screen with your students, so that they can all see it. Always check with your students that they can see what you are sharing. Most online learning platforms have a simple ‘raise hand’ button that can be used to check if students can see what you are showing on the screen or can hear what you are saying. ● Most online platforms have support videos or tutorials available online. Do you know where to access these? ● Make sure all of your students know they must arrive on time and that they have pen and paper. Many online learning platforms have a virtual waiting room. It is a good idea to tell your students to join the class at least 5 minutes before the lesson begins to avoid disruption. ● Email materials (if any) with the students you will use during the lesson (if you can’t transfer them via chat box while delivering the lesson).
At the start of the lesson	Questions for the teacher before beginning the lesson <p>Are all of your students in the online classroom? If not, consider a short, warm-up activity until they have all arrived. Don’t wait too long though!</p> <p>Have you checked that all your students can see and hear you? How do you know? Ask them to type in the chat box, or raise their hand, or say ‘yes’ if they can hear you and see you. If they can’t hear you, ask them to check their audio and video settings.</p>

Can all the students to speak if they need to? Have you muted all their microphones? It is a good idea at the start of the lesson to mute students' microphones to avoid unnecessary noise.

Do the students have their webcams switched on, if they have them?

Procedure

1. Lead-in: Different shops (10 minutes)

- Show the students the opening slide with the title.
- Tell them that this lesson is about shopping.
- Then show slide 2 to create interest in the topic

Option 1:

Ask where they go shopping, to a street market, a mall or standalone clothes/shoe shops in a market etc. You can nominate a few students to unmute their microphones and respond. Inform that others can write their preference in the chat box. This will help you assess where the majority of the students in your class go shopping.

As the next step, ask the students to type, using the chat box, the shops and buildings they already know, give them some examples such as the bank, grocery store, pharmacy/chemist (suggest both are acceptable). Remind them to think of as many different types of shop as possible. Give students two minutes to write their answers (as students will have varying typing speeds).

Option 2:

If all the students have their webcams enabled, ask them to write the word or phrase on a piece of paper (in large writing) and hold it up to their webcam, so you can see all of them.

- Quickly look through the list of buildings/shops in the chat box or from the words you see on pieces of paper and select 5-6 most common shops presented by the students. You can write the 5-6 shops you selected on the whiteboard or the chat box so that students can see the list.
- Show slide 3 to the students to check if any buildings or shops they listed are on the slide.
- Ask the students to match the names of buildings/shops they see on slide 3 with the names they see at the bottom of the slide. Give them 2 to 3 minutes for the task.
- Elicit answers by nominating a few students and give more details/clues if required by the students.

2. Task 1: Speaking practice (10 minutes)

- Show the students slide 4.
- Direct the students to the picture on the slide; ask what is happening in the picture (some people are shopping on the street); now elicit the language they

	<p>use for asking for things in a shop. You can nominate a couple of students to respond by unmuting their microphone while ask others to write in the chat box.</p> <ul style="list-style-type: none"> • Show the language (how to ask for things in a shop) listed on <u>slide 5</u> • Drill the questions using some common items students buy for example chocolates, pencil cases, file folders etc. • Explain that the class is going to do a role play to practice asking for things in shops. Half of the students will be shopkeepers and the other half will be customers. • Inform the students that before we do the customer-shopkeeper role play lets identify the items that the customers have to shop for. • Show <u>slide 6</u>. Point towards each item and students identify them. Correct pronunciation errors if any. The items are cough mixture, newspaper, chocolate, sandwich, coffee, bread and cake. Check the shops they will buy these from for a couple of items. • Demonstrate how the role play will work. State that customers are going shopping. All the students should say which shop they will go to and what they will say to the attendant/shopkeeper. Point towards the cup of coffee on the slide and state I am going to a café and I will say <i>'can I have a coffee, please? Or 'Excuse me, do you have any coffee?'</i> The shop assistant can say <i>'yes, of course'</i> or <i>'sorry, we don't have it at the moment'</i>. Stress that the request has to be polite and the question has to have a rising tone. Similarly, the response has to be polite too. Model it for the students if needed with a volunteer student. • Make a copy of slide 6 so that students can see it when they are in the breakout rooms. Put students into pairs and ask them to decide who is the customer and who is the shopkeeper. They should also decide what type of shop they are in. Then ask them to practice the simple role play. You can monitor the different rooms and make a note of any vocabulary or pronunciation errors to feedback. • If you do not have the option for breakout rooms, you could nominate pairs of students (or ask for volunteers) to practice the role play in front of the group, taking it in turns. • At the end of the activity, give feedback to the students (how well they did!) and correct any pronunciation errors. <p>Rationale: this activity practises the spoken forms of the target language providing lots of opportunity for repetition.</p>
3. Task 2 Spelling focus (10 -12 minutes)	<p>Show <u>slide 7</u> to the students</p> <ul style="list-style-type: none"> • Inform the students that now we are going to revise the vocabulary they have looked at in the lesson. Suggest that they get a pen and paper ready so that they can write the words, it will help them with spellings and to guess the word with ease.

- Do an example with the students, show them the first word on slide 7, N _ W _ A _ EN _. Give them some clues such as we get the newspaper from here. State that it is one word and has 9 letters. Some letters are missing. Suggest that they can refer to their notes if they made any earlier.
- Nominate students to guess the word. If they can't, ask them to guess a letter (you can revise the pronunciation of letters here). If the letter is correct you can write the word with the letter in the chat. Keep going until a student guesses the word.
- Continue in the same way with the other words. Students can either raise their hand (either on camera or using the raise hands function on your platform), write their answers in the chat privately, or shout out the answer (depending on your group you might prefer to nominate students to answer).
- This could also be played as a team game in groups with a time limit. If you have the option of using breakout rooms (where students work separately in smaller groups), put them into small groups of three to five students. Inform the students that they will work in groups and guess the spelling of the word. You will have to ensure that students can see the words with the missing letters by writing each word in the chat and asking each group to respond privately to you when they have solved the anagram. Award points to the groups that get the correct answer first.
- Bring everyone back to the main room at the end of the activity/ show answers ([slide 13](#)) Ask students to check their spelling.

Rationale: Although it is important to recognise letter 'sounds' when learning to read, this is an excellent way to practice letter 'names' as well as focusing on spelling.

4. Reading (10 minutes)

Show students [slide 14](#).

- Inform the students that they have to sort the shopping items into the right columns.
- This could be done as a team game; make four teams with your group of students and assign a picture to each group. Each group has to select the right words from the bottom of the slide for their picture. You can use breakout rooms for this or assign students to teams and ask them just to identify items for their own picture. Set a time limit of 5-7 minutes for the task. The team that finishes first is the winner.
- Ensure that students know which team they are in and write words for the appropriate picture. Keep a track of what's being written in the chat box and provide support as required. The students could also write the complete list on a paper and show it on the webcam for you to check. If you are using breakout rooms, set a time limit and then ask each group to identify which items are from their shop. Do a whole class feedback at the end and correct any errors.
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5. Writing (20 minutes)	<p>Show <u>slide 15</u> to the students.</p> <ul style="list-style-type: none"> Inform them that they need to complete the sentences by providing a name of a shop. Do an example with the help of students; ask one of the students to read the sentence and ask for suggestions from other students to complete the blank/missing word. Go through all of the sentences by nominating one student to read the sentence and another student to fill in the gap. The oral work will help all the students to establish the correct word for each gap; you could also do some drilling work at this stage with the whole class to work on pronunciation. As the next step ask the students to write the sentences in their notebook. Suggest that they pay attention to spellings when writing. <p>Show <u>slide 16</u> to the students.</p> <ul style="list-style-type: none"> Inform the students that they need to complete the sentences with an item they can buy and where they can buy it. Elicit a couple of examples by nominating students. This will enable the students to establish what the task requires – e.g. <i>can buy chocolate at the newsagent</i>. The idea is to give students slightly freer practice here. Give them 5 minutes to fill in the blanks by writing the sentences in their notebooks, or you could ask them to write directly to you in the chat. Once again stress they need to write the correct spellings. Do a whole class feedback by nominating students to share their answers. You could also ask the students to say the complete sentence, which is preparation for the next task on the slide (Can you write some more?). Direct the students to write three complete sentences on a paper and show on the webcam for you to check, or ask them to write them in the chat. You could nominate students to read their sentences aloud. Give feedback on any good language and correct any errors here.
6. Crossword homework	<ul style="list-style-type: none"> Students can complete the crossword in Worksheet 3 (task 5) for homework to reinforce what they have learnt in the class https://www.teachingenglish.org.uk/sites/teacheng/files/Shopping%20student%20worksheetsheet%203.pdf

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