**How much is it?**

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| **Topic**: shopping |
| **Instructor** | **Level** | **Age** | **Number of students**  | **Length** |
| Tracey (Jung Min) Kim | Intermediate | 8-10 yrs. | 8 people | 20 minutes |

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| **Materials:** |

Whiteboard, markers, A4size piece of paper and pictures of shopping (Appendix).

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| **Aims:** |

1. To improve speaking skills through discussions with classmates by practicing situational language.
2. To improve listening skills by listening to other’s opinion while preparing a role play.
3. To improve writing skills when students gather information and write it down as a script form when preparing a role play.
4. Students will be able to develop their interpersonal skills by sharing and discussing in a group as well.

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| **Language skills:** |

Speaking: Having verbal discussions and presentations.

Listening: Listening to other speakers and situational language.

Writing: while preparing the script of a role play.

Reading: Reading information in the “expression work sheet” attached.

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| **Language systems:** |

Phonology: Students focus on clear pronunciation to ensure successful communication during discussion and presentation.

Function: Situational language of the expressions when preparing for the role play.

Discourse: Students writing a script and present it to the class in group of four.

Grammar: Students pick up different expressions while making a script.

Lexis: tight, shopping, expensive, cheap

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| **Assumptions:** |

Students would have been to the mall or shops in their life and have had experience in shopping.

Through the role play as well as practice of the vocabularies and expressions in “expression work sheet” students will be able to ask how much the merchandise cost.

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| **Anticipated Errors and Solutions:** |

Students might be unfamiliar to some of the expressions.

* Ask other students to explain the meaning of the expression she or he is having difficulty with.

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| **References:** |

[Bogglesworldesl.com/shopping-lesson-plan.htm](https://www.google.co.kr/search?q=shopping&newwindow=1&biw=1024&bih=673&tbm=isch&imgil=omAldH5IxME8nM%253A%253BdeO2LVbYiVIdRM%253Bhttp%25253A%25252F%25252Fwww.visituzbekistan.travel%25252Fsightseeing%25252Ftashkent%25252Fshopping%25252F&source=iu&pf=m&fir=omAldH5IxME8nM%253A%252CdeO2LVbYiVIdRM%252C_&usg=__Knv5fpawGpY2NToVzke7Z_1c95o%3D&ved=0CIcBEMo3&ei=guKIVavqJ4iB8gWXroKYAQ#imgdii=wFVLjX9Kjz16rM%3A%3BwFVLjX9Kjz16rM%3A%3BrX2sbj4yPZMDsM%3A&imgrc=wFVLjX9Kjz16rM%253A%3B7qZgFdvro1v3AM%3Bhttp%253A%252F%252Fwww.kgps.co.uk%252Fstore%252Fimages%252Fset-shopping-bags-word-shopping-29218670-1.jpg%3Bhttp%253A%252F%252Fwww.kgps.co.uk%252) for materials & [Google.com](113th%20TC%20WK%20Tracey%20%28Jung%20Min%20Kim%29%27s%20Lesson%20Plan.docx)  for pictures

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| **Notes:** |

Make sure every student participates in discussions

Students must be monitored through task preparation

Get SOS (Plan B) activities ready for students to do if they are finished with their tasks early.

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| **Pre-task:** introduction |
| **Aims:** To understand the concept of dream jobs, express personal thoughts and listen to others through verbal discussion. | **Materials:** Whiteboard, markers, picture (flashcard)s of some jobs (singer, plumber, soccer player etc.) |
| **Time** | **Set Up** | **Student**  | **Teacher**  |
| 2 mins | Whole class | Guessing what the topic might be | Show pictures in the appendix. |
| **Notes:** Encourage students to guess and elicit what the topic is about. |

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| **Task Preparation:** - |
| **Aims:** To confirmthe student learn different ways of asking how much something cost. | **Materials:** white board |
| **Time** | **Set Up** | **Student**  | **Teacher**  |
| 4 mins | Whole class | Students will learn to express “how much a merchandise is ”(Vocab and expressions) | Teach different expressions |
| 1 mins | Whole class | How would you like to pay for it?(Vocab and expressions) | Teach different expressions. |
| **Notes:** check if they understood the expressions. Refer to “Expression work sheet”. |

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| **Task Realization:** Real play presentation |
| **Aims:** Student can ask how much something cost and other expressions by organizing it into a script.  | **Materials:** Pen and paper. |
| **Time** | **Set Up** | **Student**  | **Teacher**  |
| 4 mins | In groups of 3 - 4. | \* Teacher goes through the script in appendix as an example.\* Teacher put unfolded paper (shoes, clothes, jewelleries written) in a bag and asks Student to withdraw from a bag.\* Students then do a role play - **Friend 1**: Adviser. **- Friend 2**: actual buyer- **Person 3**: clerk and cashier.- **Person 4**: till | Monitor |
| 6 mins | In groups of 3 - 4. | Each group will come up to the front and present their role play. |
| **Notes: Ask for a volunteer to act as a till.** |

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| **Post Task:** Feedback |
|  **Aims:** To confirm understanding of the expression used in making a receipt. | **Materials:** Whiteboard, markers |
| **Time** | **Set Up** | **Student**  | **Teacher**  |
| 2 mins | Whole class | Get feed-back from student. | MonitorGuide students buy making one person speaking at a time. |
| 1 mins | Whole class | Error correction | Language FocusWrite student errors that I noted as I monitored in group activities or discussions on the board. Let student try to correct as a whole class. |
| **Notes:** Monitoring is important through-out discussions and students giving feedback to each other to make sure they don’t get off-track and also being respectful to classmates. |

* Materials







Expressions – worksheet

**Customer**

1. Expensive
2. Cheap
3. Reasonable
4. It fits
* It’s too tight
* It’s too big
* Can I get a discount

**Clerk & Cashier**

1. Cheaper than
2. More comfortable
3. Exclusive
4. Give away item/compliment item
* It looks good on you
* It goes well with your pants
* $12 for a shirt
* How would you like to pay for it?
* With tax comes to a total of \_\_\_\_\_\_\_\_\_\_
* Role play dialogue

… Customer comes to the cashier with one red velvet dress.

**Customer 2** **(actual buyer):** *How much is it?*

**Clerk & Cashier:** with a tax it comes to a total of $200.

**Customer 1 (adviser):** it’s too expensive!! Give us discount.

**Clerk & Cashier:** This is exclusive in Geiger and you won’t find it anywhere else.

**Customer 2** **(actual buyer):** No! Give us discount. I spent over $500 in here! You remember me right?

**Clerk & Cashier:** Oh well…here is cotton handkerchief for you as a give away item.

**Customer 2** **(actual buyer):** Thank you.

**Clerk & Cashier:** *How would like to pay for it?*

**Customer 2** **(actual buyer):** I will write up a cheque.

**Till (person 4):** … Issuing the receipt…

**Clerk & Cashier:** Here is your receipt, thank you.

-The end-

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| Shoes |

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| Clothes |

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| Jewelleries |