

GRADE X

Unit 10 Theme: Let's go shopping

Project: My favourite clothes

Students will give a MINI TALK on some clothes that s/he is wearing in a photo or a drawing. After preparing, they will practice describing the photo, in class and at home and then 'present' it to the class or a small group, answering questions about it.

Product: A MINI TALK to a group or the whole class describing their favourite clothes shown in a photo or a drawing. The image will act as a support for talking about their clothes.

Life skills¹: Communication: share a personal image. Self-management; prepare and practice a task to increase confidence.

Cross curricular links: Art

Performance indicators: The language is clear; they use language from Unit 10.

WEEK 1: Theme: Let's go shopping

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Name and recall shops Ask and answer questions about shops. Read new words and match them to images.	Show 4 of the Shop FLASHCARDS enlarged on the screen. Or draw 4 shop pictures so that it's easy to see what's being sold Bakery Butcher's Book shop Clothes shop Teaching tip: the students will be familiar with these shop types if they have been shopping with their family even if they don't look exactly the same. Stick them on the board - help the students suggest items to buy in those shops - draw those items under/around the shop FLASHCARDS, CHORAL DRILL the words as you add them. Aim to have at least 2 items per shop. Nominate students to ask: <i>What's in a?</i>	Shops FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachments/flashcards-shops.pdf	Speak: name & recall shops and shopping; ask and answer questions about shops.

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Draw and write a shopping list Ask and answer about a shopping list.	Bakery : <i>bread - cakes</i> <i>Butcher's: Chicken – sausages</i> A book shop – books – news papers A clothes shop – a dress - trousers Nominate students and ask each one: <i>What's in a ... (shop)?</i> Then [CHORAL DRILL] the question, nominate students for [OPEN PAIR] practice (<i>Ask X about a bakery</i>) Use the flashcards and shop item drawings to play [I SPY], <i>I spy something beginning with b'</i> Teaching tip: Playing I SPY helps students notice initial sounds and letters of words and to discriminate between them. Ask students to draw the 4 shops. Set up groups (or open [BREAK OUT ROOMS] if it's an online lesson) to ask & answer questions: <i>What's in a</i> (items to buy)		
Assessment for Learning: [PAIR SHARE] - respond to a partner's shopping list with a smiley face or sentence.			
Vocabulary	Grammar	Interaction	Pronunciation
Names of shops: baker's butcher's, book shop, clothes shop.	Receptive and productive: <i>What's in a bakery?</i> <i>Bread</i>	Teacher to students Student to student	Contractions: What is = What's in <i>What's in a butcher's?</i>

WEEK 2

Theme: In the shop

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
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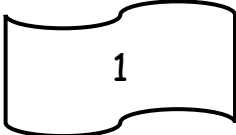
Ask and answer about shops Act out a simple shopping scenario.	Students [MINGLE] with their shop drawings asking: <i>What's in a?</i> (items) Teaching tip - a MINGLE can be set up at the beginning of the lesson when the students enter the class, before they sit at their desks. It makes a good warmer and a reminder of the previous lesson. Show the students the 'shop assistant hat', put it on and explain you are the shop assistant. Demonstrate a simple shopping role play with a confident student. Give the student some 'coins'. The teacher has things to buy FLASHCARDS – the student is the customer The student: Points to a FLASHCARD and says: <i>'This, please!'</i> Teacher says <i>'One coin, please.'</i> Student: (Hands over coin) and says 'Thank you!' Practice a few times (teacher + different students) then get 2 students to do it next to the teacher; change students and repeat a few times.	Props for a simple shopping scene A 'shop assistant hat' Some 'coins' (counters for a board game will work) FLASHCARDS of items to buy	Speak: ask and answer about shops; Act out a simple shopping scenario.
Assessment for learning: [SUMMARY DRAWING] – students draw the shopping scenario they acted out.			
Vocabulary	Grammar	Interaction	Pronunciation
Shops and what they sell, e.g. Toy shop – games & fun toys	Receptive and productive: Talk about shops <i>What's in a baker's?</i> A simple shop dialogue: • <i>This, please!"</i> • <i>One coin, please."</i> • Thank you!	Student to students Teacher to students	Say thank you with a happy intonation (rise fall)  Thank you

WEEK 3

Theme: Let's make a clothesline

Learning Outcomes	Learning Activities	Materials	Skills
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(SWBAT)			
Listen and identify a clothes item. Ask and answer about clothes prices	Show the clothes worksheet for about 30 seconds – take away the worksheet, students [PAIR SHARE] the clothes they can remember. Check each item: What's this? Elicit and CHORAL DRILL the clothes. Use the Listen and MATCH activity. Teaching tip: students learnt a set of clothes items in Grade 1 and used colours to describe them, so this builds on that learning. The teacher describes an item: <i>It's for a girl / boy</i> <i>It's yellow</i> students identify it. [WASHING LINE OF CLOTHES] – students will produce a 'cut out model' of a clothes item and add a price to it (1-5 coins), drawing a price tag like the model. When finished the teacher 'pegs' the clothes items to a washing line at the front of the classroom. Nominate a student to come up to the WASHING LINE and act out a simple shopping scenario with you, the same 3-line dialogue as in Week 2. Then nominate another student to come up – two students act out the shopping scenario. Invite different pairs to do the same. <u>For Week 4</u> Tell students to draw a picture of their favourite clothes (or bring in a photo of themselves wearing some special clothes).	Clothes 1 https://learnenglishkids.britishcouncil.org/grammar-vocabulary/word-games/clothes-1 Washing line of clothes – see https://www.teachingenglish.org.uk/teaching-resources/teaching-primary/activities/level-1/washing-line-teaching-clothes-vocabulary String and pegs for the classroom washing line. A model price tag 	Speak: ask and answer about clothes prices. Listen and identify a clothes item
Assessment for Learning: [EMOJI CARDS]: Students think about the week's lessons & say how they feel with an EMOJI – they can explain in L1.			
Vocabulary	Grammar	Interaction	Pronunciation
Shopping : Recycle clothes,	Receptive and productive: Describe clothes:	Teacher to students Student to students	Falling intonation:

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colours and numbers 1-5	<i>It's yellow and blue.</i> A simple shop dialogue: • <i>This, please!</i> • <i>One coin, please.</i> • <i>Thank you!'</i>		One coin please
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WEEK 4

Project: My favourite clothes [MINI TALK]

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Describe favourite clothes.	Teacher uses a photo to model the MINI TALK – <i>This is my favourite (clothes item) it's ... (colour(s))</i> Set up groups (or BREAK OUT ROOMS in an online lesson) Students use their photos to PAIR SHARE – describing their photos. Teacher monitors and provides vocabulary if necessary. Teacher DISPLAYS the students' images and nominates students to identify the image described: <i>It's a scarf – it's red and blue.</i> The nominated student gets up and touches the image that corresponds to the description.	Teacher's personal image of her/his favourite clothes. Students' personal images, see Week 3 homework.	Speak: describe the clothes they are wearing in a photo.
Assessment for Learning: [3-2-1] – reflect on the unit note: 3 new words – 2 feelings – 1 thing they want to try again. They can do this in L1.			
Vocabulary	Grammar	Interaction	Pronunciation
All Unit 10 vocabulary	All Unit 10 grammar Ask for clarification: <i>Say that again please</i>	Teacher to students Student to students	All Unit 10 pronunciation