

GRADE 4

Unit 4: Theme: Let's go shopping

Project: Students ACT OUT a shopping dialogue

Goals: Students will practice functional shopping language and role play a scene in a shop. In the last lesson of the unit, students will act out the role play in small groups and give feedback to each other.

Product: Students will take roles as a customer and shop assistant and [ACT OUT] the shopping scene, using 'props', e.g. a shopping basket, money /notes they have made. They will be encouraged to share the scene with their family

Life skills¹: Creativity and negotiation: decide on roles and language.

Cross curricular links: Art

Performance indicators: Students are able to prepare a role play and ACT OUT a shopping scene; they are able to use language from the unit correctly.

WEEK 1: Theme: At the shops

Learning Outcomes (SWBAT)	Learning Activities	Materials / links	Skills
Describe a shop Listen and recall a tongue twister about shopping	Show the picture of a shop and ask questions: <i>Is it a shop? What colour is the door/windows? Does the man work in the shop? What's his job?</i> [CHORAL DRILL] new words as necessary. Take the picture away and pairs help each other to draw what they remember about the shop. Write on the board 2 [SENTENCE STARTERS]: There's a There ares Elicit from students what they remember about the shop, encourage them to use the SENTENCE STARTERS. Ask about the shop assistant- what does he say when we go into the shop. Elicit ideas – greetings,	Picture of a shop https://learnenglishkids.britishcouncil.org/fun-games/tongue-twisters/bye-bye The [TONGUE TWISTER]: <i>'If you want to buy, buy, if you don't want to buy, bye bye!'</i> 5 large cards with parts of the tongue twister, written in large print, e.g. <i>bye bye!</i>	Speak: describe a shop Listen and recall a tongue twister about shopping

GRADE 4

	questions, information about what he has in the shop, etc. Teaching tip: students can give ideas in L1/Arabic, the teacher can reformulate them in simple English, e.g. <i>Can I help you?</i> Listen to the tongue twister. Ask – <i>Is it funny?</i> (because words are repeated) Which word do they hear lots of times? (<i>buy</i>). ** It's not necessary, at this stage, to make the distinction between 'buy' and 'bye'. Listen again to check. Stick the phrase cards on the board – NOT in order, e.g. <i>bye bye!</i> <i>if you don't</i> <i>If you want</i> <i>to buy, buy,</i> <i>want to buy</i> <i>students listen</i> Ask: Can they find the first part? listen again to help/check. Put students in pairs and ask them to order the TONGUE TWISTER. Nominate a pair to come to the board and move the cards into the correct order. Get students to repeat the TONGUE TWISTER in 3 parts: '<i>If you want to buy, buy,</i> <i>if you don't want to buy,</i> <i>bye bye!</i>' Then say it altogether – you can ask them to say it softly – loudly – slowly – quickly. Start building a [MIND MAP] about shopping – write <i>buy</i> in the actions section, elicit some other actions: <i>sell, look, ask, try on</i> etc. CHORAL DRILL new words as necessary.	<i>if you don't</i> <i>If you want</i> <i>to buy, buy,</i> <i>want to buy</i> A simple MIND MAP frame, e.g.  <pre> graph TD shops --- shopping((shopping)) actions --- shopping things_to_buy[things to buy] --- shopping questions --- shopping </pre>
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GRADE 4

	Students copy the MIND MAP, adding words to the 'actions' section.		
Assessment for Learning: SMILEY FACE REACTION – students show a card that represents how they feel after Week 1.			
Vocabulary	Grammar	Interaction	Pronunciation
Shopping actions: buy, sell, look, ask, try on	Receptive: <i>Does the man work in the shop? What's his job? A shop assistant</i> Productive: <i>A shop assistant There's a There ares 'If you want to buy, buy, if you don't want to buy, bye bye!'</i>	Teacher to students Student to student	Stress for emphasis, e.g. <i>'If you want to buy, buy, if you don't want to buy, bye bye!'</i>

WEEK 2

Theme: Where do you buy bread?

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall shop names. Ask and answer about shopping. Identify specific information in a song.	Choose shops that students will be familiar with, e.g. bakery, butcher's clothes shop, from the shop FLASHCARDS set. [SLOW REVEAL] the shops, and students guess what it is. Write the shop names on the board with vowels missing, e.g. bak-ry butch-r's clothes sh-p sh-e shop, bo-k shop Help students read the words, then tell them to add them to the 'Shops' section of the MIND MAP from Week 1. Teaching tip: Training students to record vocabulary in a MIND MAP like this helps them develop good study skills for language learning. View an ANIMATED SONG in stages: Stage 1: view <i>without sound</i> to see which shops are in	Shop FLASHCARDS https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-shops.pdf ANIMATED SONG: <i>Shopping</i> https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/songs-shopping-lyrics.pdf	Speak: name and recall shop names; ask and answer about shopping. Listen: identify specific information in a song.

GRADE 4

	the song. Students [PAIR SHARE] what they remember. Stage 2: View <i>with sound</i> to check, write up the shops on the board. Stage 3: Listen for everything she wants to buy, e.g. bread, shoes, books, write up the items in a list and view again if necessary. Use the list to ask: <i>Where do you buy?</i> [SUBSTITUTION DRILL] the question saying items from the list, e.g. bread - <i>Where do you buy bread?</i> Nominate [OPEN PAIRS] to ask and answer questions. Ask students to write the list in the 'things to buy' section of their MIND MAP and '<i>Where do you buy?</i>' in the questions section. Set up groups (or [BREAK OUT ROOMS] in an online lesson) Students take turns to ask questions: <i>Where do you buy?</i> (using the MIND MAP for prompts) Teaching tip: while students are in groups you can play the song in the background.		
Assessment for learning: [POST ITS] students write or draw something about the song			
Vocabulary	Grammar	Interaction	Pronunciation
Shops: bakery butcher's clothes shop shoe shop, book shop Things to buy: food, books, papers, magazines, bread, cakes, clothes, shoes, sweets	Receptive: Most of the song language, except shops + things to buy. Productive: <i>Where do you buy?</i>	Teacher to students Student to students	Final ...s sounds e.g. /s/ /z/ Books /bʊks/ Shoes /ʃuːz/

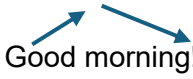
GRADE 4

WEEK 3

Theme: I'm looking for a

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Name and recall shop names Listen and identify the speaker in a shop dialogue. Read and complete a shop dialogue Practice a shopping role play	Review numbers 1-20: write numbers in order on the board with gaps, e.g. 1 2 - 4 5 6 - 8 9 - Etc, elicit and write the missing numbers Remind students of the song, e.g. say where the girl went, e.g. <i>She went to the bakery</i> students respond with 'Yes' or 'No'. Show Activity # 3 from the worksheet '<i>Choose the answer!</i>'. Explain how it works, do b) together then ask pairs to finish it. Teaching tip: if you don't want to include all the shops from Activity #3, you can make a similar multiple choice activity with shops that students are familiar with. Show a picture of a shopping dialogue (shop assistant + customer), ask who the 2 people are. Draw two people on the board: One on the left, and one on the right, ask '<i>Who's this?</i>' - customer - shop assistant. Write the roles under the pictures – in different colours (choose colours connected to the picture). Ask students to copy the pictures and names (shop assistant – customer) onto 2 different cards or different pages in their notebooks.	ANIMATED SONG Worksheet https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/songs-shopping-worksheet.pdf An image of a shopping dialogue (shop assistant + customer), e.g. -  A simple shop dialogue as a DICTATION, e.g. C: Good morning SA: Can I help you?" C. Yes, please. I'm looking for a T-shirt SA: How about this? C: How much is it? SA: It's 20 C: Here you are. Thank you!" SA: Have a nice day!	Speak: name and recall shop names; practice a shopping role play Listen and identify the speaker in a shop dialogue. Read and complete a shop dialogue

GRADE 4

	Read aloud/say a simple shop dialogue, ask questions about it, e.g. <i>Is it the morning? Does she want a T-shirt? How much is it?</i> Then use a [DICTATION] to say the phrases from the dialogue – but NOT in order. Pairs listen and decide if it's <i>the customer</i> or <i>the shop assistant</i>, then hold up the correct card or page from their notebooks. Ask students to divide a page in their notebooks into 2 parts: <table><tr><td>Left</td><td>Right</td></tr><tr><td>customer</td><td>shop</td></tr><tr><td>assistant.</td><td></td></tr></table> Show the [WRITING FRAME], set up pairs to decide on the missing words. Students copy the full dialogue into a 2-column table. Pairs practice saying the dialogue, swapping roles, first with the table to help, then without. Nominate a confident pair to act out the dialogue. Tell students to practice at home and to make some role play 'props' for next week's lesson: draw, colour and cut out some money/ notes; draw, colour and cut out a T-shirt.	Left	Right	customer	shop	assistant.		C: Bye bye Shop dialogue WRITING FRAME with gapped words, e.g. <table><tr><th>Customer</th><th>Shop assistant</th></tr><tr><td>G— (1) morning</td><td>Can I h— (2) you?</td></tr><tr><td>Yes, p— (3) I'm looking for a T-shirt</td><td>H— (4) about this?</td></tr><tr><td>How m— (5) is it?</td><td>It's 20</td></tr><tr><td>Here you a— (6). Thank you!</td><td>Have a n— (7) day!</td></tr><tr><td>Bye b— (8)</td><td></td></tr></table>	Customer	Shop assistant	G— (1) morning	Can I h— (2) you?	Yes, p— (3) I'm looking for a T-shirt	H— (4) about this?	How m— (5) is it?	It's 20	Here you a— (6). Thank you!	Have a n— (7) day!	Bye b— (8)		
Left	Right																				
customer	shop																				
assistant.																					
Customer	Shop assistant																				
G— (1) morning	Can I h— (2) you?																				
Yes, p— (3) I'm looking for a T-shirt	H— (4) about this?																				
How m— (5) is it?	It's 20																				
Here you a— (6). Thank you!	Have a n— (7) day!																				
Bye b— (8)																					
Assessment for Learning: [POST ITS] students draw or write something about the shopping dialogue																					
Vocabulary	Grammar	Interaction	Pronunciation																		
Recycle shop names	Receptive <i>There's a baker's!</i> <i>You can buy</i> Productive <i>Functional language for shopping:</i> C: Good morning	Teacher to students Student to student	Friendly intonation (rise fall), e.g.  Good morning!																		

GRADE 4

	SA: Can I help you?" C: Yes, please. I'm looking for a T-shirt SA: How about this? C: How much is it? SA: It's 20 C: Here you are. Thank you! SA: Have a nice day! C: Bye bye		
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WEEK 4 (1 lesson)

Project: In the shop [ROLE PLAY]

Learning Outcomes (SWBAT)	Learning Activities	Materials	Skills
Act out a shopping dialogue Listen and respond with EMOJIs.	Pairs practice their ROLE PLAYS with props, teacher monitors and helps pronunciation. Set up groups of 6 or 8 (or BREAK OUT ROOMS in an online lesson) Pairs of students take turns to act out their dialogue. Students show an EMOJI CARD after each description	The students can refer to their: MIND MAPs WRITING FRAMEs Props: pretend money etc	Speak: act out a shopping dialogue Listen to others and respond with EMOJIs.
Assessment for Learning: [EMOJI CARDS] - students show an appropriate EMOJI CARD after each role play.			
Vocabulary	Grammar	Interaction	Pronunciation
Unit 4 vocabulary	Unit 4 language.	Student to students	Unit 4 pronunciation