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| X Listening X Speaking  Reading  Grammar  Writing | | | |
| **Topic: Grocery Shopping** | | | |
| Instructor:  Grace | Students Age –Competency Level  **9-10 years old, Upper Beginner** | Number of students:  6 | Lesson Length:  50 min |
| Materials:  Pictures of vegetables  Pictures of fruit  Pictures of food  Money Worksheet  A4 papers  Shopping Dialogue Wall Chart  Board  Markers | | | |
| Aims: **(What students will be able to achieve by participating in the activities of the lesson.)**  Ss get comfortable and interested in lesson by T presentation and attitude  Ss will improve listening, writing, and speaking skills by responding to teacher, making a shopping list, acting out and sharing their drawings in class  Ss will learn how to draw fruit and vegetables by T demonstration  Ss will learn expressions about shopping by reading a wall chart  Ss will learn how to use the expressions about shopping by acting out  Ss will practice counting numbers by buying and selling things during acting out  Ss will review the things they can get from grocery by doing alphabet dialogue | | | |
| Language Skills: (Lists what language skills students will be using by participating in the activities of the lesson.)   * Reading : wall chart dialogue * Listening: teacher and classmates presentation * Speaking: Answering teacher’s questions, describing pictures and responding to classmates * Writing: Making the shopping list, drawing fruit and vegetables | | | |
| Assumptions: (What students must already be able to do and what concepts must already be mastered before the lesson in order to achieve the aims of the lesson.)  Ss will enjoy and also have fun  Ss will easily learn about names of the food and expressions using in the grocery by practicing in action  Ss have already learned how to count numbers, addition and subtraction  Ss already know alphabets  Ss can make a dialogue with T assistance as needed | | | |
| Anticipated Errors and Solutions: (What things might go wrong in the lesson and what the solution will be)  Activity takes too long; the other activity may be shortened.  Ss have a difficulty on addition and subtraction, teacher can give some help.  Ss might be shy, teacher will give encouragement. | | | |
| References:  -http://www.mes-english.com/flashcards/files/food.pdf  -http://esl-kids.com/pdf/fruit/small-fruit-words.pdf  -http://www.mes-english.com/flashcards/files/vegetables.pdf | | | |

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| **Lead-In In** (Warm-Up Part to activate and create interest in the lesson) **(10)** | | | |
| Materials: Pictures of Food  (salad, bread, spaghetti, soup, fish, cereal, cheese) | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 1 min  2 min  2 min  3 min  2 min | Whole class  S  S  S | Greet teacher  Ss listen – become interested  S respond  SS watch  Sharing ideas | Greet students  T shows pictures of food  Ask Ss about the name of food  T mimes about the food Ss learned  T asks Ss to guess. What’s this food? |

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| **Pre-Activity** (Presentation Part Presenting the language structure to be covered in the lesson) **(14)** | | | |
| Materials: A4 papers  Board  Marker | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 2 min  8 min  2 min  2 min | Whole class  S | Ss respond  Ss draw  Ss draw  Ss present | Ask Ss favorite fruit and vegetable  Handout blank papers to Ss and draw fruit and vegetables together  Example: apple, banana, grapes, watermelon,  Tomato, onion, carrot, broccoli  T asks Ss draw their favorite fruit and vegetable  T asks Ss to share.  What’s your favorite fruit and vegetable? |

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| **Main Activity** (Practice to Production Part Teacher lead practice of the languagepresented) **(19)** | | | |
| Materials: Grocery Shopping Dialogue Wall Chart  Pictures of vegetables  Pictures of fruit  Pictures of food  Money Worksheet | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 3 min  1 min  2min  1min  10min  2min | Whole class  S | Ss respond  Ss watch  Ss write  Ss follow the direction  Ss buy and sell things with money  Ss share the result | Present and ask Ss about pictures of fruit, vegetables and food they learned  Demonstrate Ss the dialogue and act both roles  Ask Ss to choose 5 things and make a shopping list  Make 2 teams.  3Ss are shopkeepers and 3Ss are shoppers.  Put the picture of items on the table  Give them money worksheet  Tell Ss buy 5 things in their list following the dialogue wall chart  Switch the role each other  Ask Ss to share what they buy |

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| **Post Activity** (Wrap-Up Part Close the Lesson on a high note to consolidate language learned) **(10)** | | | |
| Materials: Board  Markers | | | |
| **Time:** | **Classroom Set Up:** | **Student Activity and Goals:** | **Teacher Procedure Instructions:** |
| 1 min  9 min | Whole class  S  Whole | Ss speak out alphabets  Ss listen  Ss say the word about food in alphabetical order  Ss say goodbye | Write alphabets(except q, x, z) on the board  Tell Ss how to do alphabet dialogue  “We are going to the grocery shop to buy a ( ).”  Tell Ss say the word about food in alphabetical order  Congratulate and thank Ss for active participation |

Materials 1. Money worksheet

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| 1$ | 1$ | 1$ | 1$ | 1$ |
| 1$ | 1$ | 1$ | 1$ | 1$ |
| 5$ | 5$ | 10$ | =30$ | |
| 1$ | 1$ | 1$ | 1$ | 1$ |
| 1$ | 1$ | 1$ | 1$ | 1$ |
| 5$ | 5$ | 10$ | =30$ | |
| 1$ | 1$ | 1$ | 1$ | 1$ |
| 1$ | 1$ | 1$ | 1$ | 1$ |
| 5$ | 5$ | 10$ | =30$ | |
| 1$ | 1$ | 1$ | 1$ | 1$ |
| 1$ | 1$ | 1$ | 1$ | 1$ |
| 5$ | 5$ | 10$ | =30$ | |

Materials 2. At the Grocery Store Dialogue

Shopkeeper A: Hi

Shopper B: Hello, I want a banana, please. Do you have it?

A: Of course.

B: How much is it?

A: It’s 6 dollars.

B: Here you are.

A: Thank you.

B: Bye.

**Materials 3. Pictures of vegetables**

**(onions, tomatoes, broccoli, carrots)**

**Pictures of fruit**

**(grapes, watermelon, apple, banana)**

**Pictures of food**

**(salad, bread, spaghetti, soup, fish, cereal, cheese)**

