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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: In the Supermarket** |

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| Instructor:  Joy Kim (Bo-min) | Level:  Pre-Intermediate | Students:  6 students | Length:  50 minutes |

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| Materials:  - Image of supermarket  - Sorting worksheet (6 copies)  - Matching idioms worksheet (6 copies)  - YouTube video clip of “In the Supermarket”  - Script  - Flash cards  - White board & board makers  - Beam projector  - Writing worksheet |

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| Aims:  - To be able to distinguish between new words and words that the students already know by matching idiom worksheet  - To learn vocabulary to be able to say things that students want to buy at a supermarket in the future through flash cards  - To practice listening skill by doing the sorting worksheet  - To practice speaking conversation by repeating the dialogue |

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| Language Skills:  - Listening: sorting worksheet about distinguishing by writing things into two different groups of boxes  - Speaking: repeating the dialogue, pronouncing words with flash cards  - Reading: idiom worksheet  - Writing: practicing the spelling of each word with sorting worksheet |

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| Language Systems:  - Lexis: idioms used in conversation to express materials at a supermarket  - Grammar: uncountable nouns  - Function: describe materials at a supermarket |

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| Assumptions:  Students already know:  - the teacher’s style of teaching and the pace of the course  - many various kinds of things in the supermarket  - students have been to the supermarket and bought something before  - can speak and write in English bit not accurately |

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| Anticipated Errors and Solutions:  Students may not have been to supermarket before  - ask other students to tell their experience at the supermarket  Students may not be able to do the sorting worksheet  - chunk the listening  Students may need more time on writing answers on the worksheet  - try to give 5 minutes more and write the answers together on the board  Students may finish their activity early (SOS plan)  - give students writing worksheet while the others finish |

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| References:  - http://learnersdictionary.com  - https://www.youtube.com/watch?y=sn\_uGUtef8s&feature=share |

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| **Lead-In** | | | |
| Materials: Image of supermarket | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 4 min | Whole Class | Answering Questions | Procedure:  Hello, everyone? How are you today?  Everyone looks fine, awesome!  Are you all ready to start today? Good!  I see some drinks and snacks over there.  Where did you buy that \_\_\_\_\_\_?  Look at this picture. Where is this?  Yes! It’s a supermarket.  What things can we buy at there?  (Elicit the materials)  Good job guys! There are many things in the supermarket we all want to buy.  Today there are two friends, Felix and Alice who went to their supermarket with their mothers. Let’s look what they got at a supermarket. |

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| **Pre-Activity** | | | |
| Materials: Idioms matching worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min | Whole Class  Individually  Whole Class | Speaking & Answering Questions  Completing the worksheet  Saying their answers out loud  Checking answers together | Procedure:  **Idioms**  Instructions  Work individually. Match the words on the left with the definitions on the right by drawing line. Try to guess what these words mean. We will find the answers together. You have 5 minutes to complete this worksheet.  CCQ  Are you working alone?  How much time do you have?  (Distribute the worksheets)  Monitor discreetly.  Answer students if they ask questions.  Give Warning: 1 minute left  Be flexible with time.  Does anyone need more time?  Yes- give 1 more minute  No- check answers together  Okay. It seems like everyone is ready to check answers.  We can go over the answers together now.  When I read the words which are on left, please tell me the correct definitions you chose.    Check answers:  -Pronounce the words in the order.  -Let students say the answers.  -Go through one by one |

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| **Main Activity** | | | |
| Materials: YouTube video clip, sorting worksheet, board, beam projector | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 12 min  12 min | Whole Class  Individually  Whole class | Listening & Watching  Answering the questions  Doing the worksheet  Checking answers together  Speaking the answer out loud | Procedure:   1. **Listening to the video clip**   Instructions  Put your pens down. Look at the monitor.  Now we are going to watch one short video clip. There are Felix and Alice who met at the supermarket. Let’s listen carefully to their conversation. We will watch this video once this time.  CCQ  How many times are we listening?  (Play the video)  Instructions  I will play this video one more time.  At this time, try to listen to the vocabulary that we already learned in the previous matching worksheet.  CCQ  What should you listen to this video this time?  (Play the video again)  Did everybody hear the words that we matched before with the worksheet?  Good job!  Now you can list some which are in their shopping cart.  What kind of things were there?    (Write down what students say on the board)  Great! I think you listened carefully very well.   1. **Sorting Worksheet**   For the next step, I want you to look at this worksheet.  (Distribute the worksheets)  Instructions  Work individually.  Sort the materials in the box to Felix’s basket or to Alice’s basket.  You have 5 minutes to finish.  Demonstration  Look at number one. We have an umbrella. Whose basket should have this thing? Right, Felix’s basket.  Write the word “umbrella” in the Felix’s basket.  CCQ  What are you supposed to do?  How much time do you have?  Monitor discreetly.  Answer students if they ask questions.  Give Warning: 1 minute left  Be flexible with time.  Does anyone need more time?  Yes- give 2 more minute  No- check answers together  Okay, let’s check the answers together.  Check answers:  - let students say the answers out loud.  - Sometimes take turn so that all students have chance to say.  - If student doesn’t know the answer, help him/her to remember.  Alright. We are done with this worksheet.  Great Job! |

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| **Post Activity** | | | |
| Materials: Flash cards | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 12 min | Whole Class | Answering questions,  Repeating words | Procedure:   1. **Flash cards** (Reviewing vocabulary)   (Showing the flash cards)  Look at these flash cards. Where do you see these materials? Right! At supermarkets!  Instructions  Listen to the pronunciation and repeat twice after me. Say the words out loud!  CCQ  Are you working together?  Are you saying it out loud?  How many times do you repeat?  (Pronounce the words on the flash cards one by one)   1. **Conclude lesson**   Elicit today’s idioms for students  Give homework  Write at least 5 things that you can buy in the supermarket.  You did all great job guys! We are all done with today’s lesson. See you tomorrow! |

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| **SOS Activity** | | | |
| Materials: Writing worksheet | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3 min | Individually | Writing | Procedure:  Instructions  Look at the worksheet and write the sentences. |