



This lesson should take about 5 or 6 academic hours to teach and practice. One academic hour is 40 minutes. However, if you have a class of very smart kids, this should take less time.

**Goal:** Teach vocabulary related to vegetables and learn how to go shopping for vegetables.

**Vocabulary :** vegetables: carrot, tomatoes etc.

### PRESENTATION STAGE

**Powerpoint:** Use the powerpoint presentation to present and teach new vocabulary and sentences of the lesson. If you do not have overhead projectors or computers, print and use the flashcards instead. Alternatively you can use the video slide to present the new language.

### PRACTICE STAGE

**Flashcard Slamming:** Cut out the small-sized flashcards and bring to class. Get the kids to sit in a circle. This is usually possible when you have a small group. Show them the cards and say the words. Then put the cards on the floor or table and when you say a word, the kids slam the card. The student who gets a point is the one who says and touches the card.

**Fly-swatting game:** with the flashcards all displayed around the classroom, call out a word or say something about a card while students run and slam with fly-swatters. The student who gets a point is the one who says and touches the card.

**Shopping Role play:** There is a special lesson plan for doing the role-play. Refer to the *role play lesson below*.

**Worksheets:** Use worksheets as settlers. Hand out worksheets which reflect the area covered for the lesson. Look into the worksheet section. The worksheets have instructions on what to do.

### OUTPUT STAGE

**Video Slide :** Turn off the audio of the video slide and show it while students tell you what they see. Students go shopping for vegetables is the ultimate goal of this lesson. You want to see that happen.



### **Shopping Role play lesson plan**

#### **1. Preparatory stage**

First use the shopping dialogue flashcards to practice the language students will use in the shopping role play. Put the cards on a table or wall and play slap and say or fly swatting. With either of these games, students listen carefully as the teacher says something related to one of the cards displayed. The student slams the right card and repeats what the teacher said. For example, you have all the dialogue cards displayed, and you call two students up from two teams. Then say something like this: **“May I have a kilo, please?”** The student who slams the card and repeats what the teacher said gets the point for his or her team. Keep doing this until you have drilled them properly with the dialogue phrases.

After the game, take the cards and hold them to your chest so the students can't see. Then play a miming and mouthing game for students to guess which card you are holding and score points according to their guess. For example if you had the card: **“How much are the carrots?”**, you mouth and mime the action while students guess the phrase or sentence.

**Worksheet:** Hand out the sentences worksheets and get students to do some writing.

#### **2. Stage two**

Bring some veggies to class or pictures of vegetables to set up a vegetable market. Photocopy and cut out the money cards since students will need them to buy vegetables. Do a quick vocabulary review of vegetables.

Start by being the vegetable vendor. Students come up to you and practice buying vegetables using the phrases and sentences practiced above.

#### **3. Stage three**

At this stage let the students do the dialogue without your help.