
IN THE CITY

LET'S DESIGN A NEW SHOPPING CENTRE

Type of module	Project work
Target group	10–13-year-old learners
Level	A1+
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A kiadvány az Educatio Kht. kompetenciafejlesztő oktatási program kerettanterve alapján készült.

A kiadvány a Nemzeti Fejlesztési Terv Humánerőforrás-fejlesztési Operatív Program 3.1.1. központi program (Pedagógusok és oktatási szakértők felkészítése a kompetencia alapú képzés és oktatás feladataira) keretében készült, a sulinova oktatási programcsomag részeként létrejött tanulói információhordozó. A kiadvány sikeres használatához szükséges a teljes oktatási programcsomag ismerete és használata.

A teljes programcsomag elérhető: www.educatio.hu címen.

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INFORMATION TABLE

TYPE OF MODULE	Project work
DESCRIPTION OF MODULE	In this module learners will talk about buildings. They will study a city map and design a shopping centre on a building site. They will create shop windows and advertise their own shops. All the activities will provide the chance to use English as a means of communication in the classroom.
AIMS AND OBJECTIVES OF MODULE	<ul style="list-style-type: none"> ■ to extend learners' vocabulary about buildings and shops ■ to work together in order to plan a shopping centre ■ to enable learners to express opinion, agreement and disagreement ■ to use authentic materials in order to learn about famous shops in London ■ to develop co-operative skills and presentation skills ■ to evaluate self and peer achievement
TIMEFRAME	5 lessons
TARGET GROUP	10-13-year-old learners
LANGUAGE LEVEL	A1+
SUGGESTED LANGUAGE COMPETENCE	<ul style="list-style-type: none"> ■ asking and talking about habits ■ city vocabulary (main buildings and places in a settlement) ■ talking about position (prepositions of place) ■ simple ways of expressing opinion reasoning ■ understanding and using simple comparative sentences and superlative structures
LINKS OF THE MODULE	
Cross-curricular links	Art, Geography (map reading)
Links with other modules	Let's roll it together!

**FOCI OF SKILLS-
DEVELOPMENT**

**Communicative language
skills**

- exchanging information (requesting and giving information)
- giving opinion and reasoning
- making suggestions
- creative writing
- presenting posters

General, educational skills

- solving puzzles and playing games in groups
- planning and managing a group task
- evaluating self and peer achievement

EVALUATION

Formative and summative evaluation: Learners self-evaluate their progress on achievements charts (see attachment). Groups evaluate their own and each other's work based on previously agreed criteria.

SUGGESTIONS

A teacher needs to be constantly aware of what the learners know, what difficulties they are experiencing and how best to help them. Teacher's role during the lessons is that of organizer and facilitator. Teacher monitors group work and provides help when needed. (S)he prepares task sheets and provides learners with materials and stationery needed.

Differentiation can be achieved by forming groups carefully and by giving groups an opportunity to use language at different levels. Teacher can also vary the load of vocabulary according to the learners' needs.

BACK UP SYSTEMS

Suggested literature and other materials:

Escott, John: *London*, OUP, 1995 ISBN 0-19-422801-0

Ioannou-Georgiou, Sophie – Pavlou, Pavlos: *Assessing young learners*, OUP, 2003, ISBN 0 19 437281 2

Keeler, Stephen – Cassidy, Picot: *In Britain*, Chancerel Publishers Ltd. 1989 ISBN 0-905703-81-2 (pp.46-49)

MAP OF THE MODULE

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
1	<p>Information exchange</p> <p>Requesting and giving information</p> <p>Reporting the results of a survey</p> <p>Building association between places (shops) and objects (goods)</p> <p>Listening and memorising</p> <p>Creating correct sentences</p>	<p>Quick question round</p> <p>Class survey</p> <p>Labelling and talking about a map</p> <p>Talking about shopping habits</p> <p>Playing a chain game</p>	<p>Vocabulary: buildings (cinema, restaurant, sports centre)</p> <p>Shops and goods (bookshop, supermarket, corner shop, necklace, magazine, swimsuit)</p> <p>Structures: talking about the place (prepositions of place)</p> <p>Functions: giving opinion: agreeing and disagreeing</p>	<p>small ball</p> <p>1.2 Task cards</p> <p>wrapping paper</p> <p>A4 copy of 1.3 Poster</p> <p>1.3 Poster</p> <p>1.3 Word cards</p> <p>Blu-Tack</p> <p>bag with keys, shoes, a book, a T-shirt, a necklace, a magazine, a swimsuit, a soft animal, cat food, a hair dryer, a plant, a small present, a pair of glasses, a CD, a notepad</p> <p>1.4 Word cards</p> <p>1.6 Homework</p>
2	<p>Listening to find the odd words</p> <p>Developing discussion skills</p> <p>Using English as a means of communication in the classroom</p> <p>Understanding instructions</p> <p>Using and understanding compensation strategies (gesture, mime, paraphrase)</p>	<p>Odd-one out game</p> <p>Brainstorming ideas in groups</p> <p>Sharing ideas: making a class plan</p> <p>Drawing a map</p> <p>Game: Activity</p>	<p>Vocabulary: buildings shops and goods (see above)</p> <p>Structures: describing a map (there is/are; prepositions of place)</p> <p>Functions: discussing ideas: agreeing and disagreeing making suggestions</p>	<p>1.6 Homework</p> <p>1.3 Poster</p> <p>2.3 Sentence cards, Blu-Tack</p> <p>wrapping paper</p> <p>marker</p> <p>dice</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
3	<p>Solving a puzzle</p> <p>Predicting (guessing)</p> <p>Scanning for information in order to find and correct false information</p> <p>Co-operating in groups</p> <p>Taking part in a free conversation</p> <p>Listening and completing notes</p>	<p>Crossword puzzle</p> <p>Wall reading activity</p> <p>Conversation about local shops</p> <p>Brainstorming: Our new shopping centre</p> <p>Game: Bingo</p>	<p>Vocabulary: famous shops in London local shops</p>	<p>3.1 Crossword puzzle OHP</p> <p>3.1 Crossword puzzle solution on OHT (or on A3 copy)</p> <p>3.2 Shop cards</p> <p>3.2 Task sheet</p> <p>3.2 Information cards Blu-Tack wrapping paper with the plan designed in Lesson 2</p> <p>English-Hungarian dictionaries and picture dictionaries</p>
4	<p>Completing a text with given words</p> <p>Designing an advert (selecting illustrations and writing texts)</p> <p>Creative writing</p> <p>Planning and managing a group task</p> <p>Evaluating self performance</p>	<p>Solving a puzzle: adjective word search</p> <p>Working with adverts (reading, gap-filling, creative writing)</p>	<p>Vocabulary: adjectives (trendy, fantastic, cheap, etc.)</p> <p>Structures: making comparisons (superlative form)</p>	<p>4.1 Task sheet</p> <p>coloured pencils</p> <p>3 books</p> <p>project material brought by learners</p> <p>felt tips</p> <p>glue</p> <p>drawing paper background</p> <p>music</p> <p>CD or cassette player</p>

LESSON	FOCI OF SKILLS DEVELOPMENT	MAIN ACTIVITIES	LANGUAGE INPUT	MATERIALS AND RESOURCES
5	Managing time Solving puzzles in groups Giving simple presentation Answering questions Co-operating within groups Evaluating self and peer achievement	Project work: making adverts, designing shop windows Vocabulary games Evaluation	Vocabulary: shopping, shop windows (vocabulary review and practice)	Stationery Ls' adverts an A3 copy of 5.1.B Puzzle sheet English-Hungarian dictionaries Blu-tack goods for shop windows brought by learners background music CD or cassette player a bag (question cards prepared by the teacher – option) the plan designed by Ls in lesson 2 5.4 Evaluation form 5.4 Individual achievement form

PROCEDURE

LESSON 1: IN THE CITY

AIMS OF THE LESSON

- to encourage learners to take an active part in conversations about everyday life and habits
- to introduce a new topic with the help of a city map
- to extend learners' vocabulary about buildings and shops

MATERIALS AND RESOURCES

Collect the following items before the first lesson and put them in a bag: keys, a pair of shoes, a book, a T-shirt, a necklace, a magazine, a swimsuit, a soft animal, some cat food, a hair dryer, a plant, a small present, a pair of glasses, a CD and a notepad; Small ball, 1.2 Task cards (1 copy for the whole group, cut up), a blank sheet of wrapping paper (to cover writing on the board until Stage 2.2), an A4 copy of 1.3 Poster for each pair, 1.3 Poster, 1.3 Word cards, Blu-tack, the bag with the collected items, 1.4 Word cards (cut up and folded so that they can be stood up on the desk), 1.6 Homework (a copy for each L)

BEFORE THE LESSON

Collect some questions about habits and everyday life. (See examples in Stage 1.)
Write some model sentences on the board (See Stage 2.).

STAGE 1 Warmer – Quick question round

TIME 5 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Information exchange

ORGANISATION Whole class

AIDS AND MATERIALS Small ball

TEACHER'S ACTIVITIES

1. Before the lesson, collect some questions about habits and everyday life your learners are able to understand and answer.

E.g.: *Do you like sports?*

Do you like reading (historical) books?

Do you like listening to rap music?

Do you often go to the swimming pool? Etc.

Ask a question and throw the ball to a learner.

2. After a while ask Ls to pass on the ball to each other and ask their own questions.

LEARNERS' ACTIVITIES

1. The learner who gets the ball answers the questions then throws the ball back to the teacher.

T: *Do you like sports?* (T throws the ball to L1.)

L1: *Yes, I do.* (L1 throws the ball back to T.)

T: *Do you like reading historical books?* (T throws the ball to L2.)

L2: *No, I don't. I like reading fantasy novels.* (L2 throws the ball to T.)

T: *Do you like listening to rap music?* (T throws the ball to L3.) etc.

2. Ls have the chance to pass the ball to each other asking questions.

L1: *Do you like Green Day?* (L1 throws the ball to L2.)

L2: *Yes, I do.* (L2 throws the ball to L3.)

L3: *Do you often go to the cinema with your friends?* (L3 passes the ball on to L4.)
etc.

STAGE 2 Lead-in activity - Find someone who...

TIME 15 mins

SKILLS AND COMPETENCIES
IN FOCUS Requesting and giving information
Reporting the results of a survey

ORGANISATION Mingle

AIDS AND MATERIALS 1.2 Task cards (one card for each learner), a blank sheet of wrapping paper

TEACHER'S ACTIVITIES

1. Tell Ls that they will find out some facts about one other during the following game. Hand out 1.2 Task cards and ask them to think about the questions they will have to ask in order to get the requested information. Help them if necessary:

Find someone who lives near a big supermarket.

Question:

Do you live near a big supermarket?

Names: _____

Ask Ls to walk round and talk to each other. Warn them to use the target language during the activity.

NOTE: If you work with a larger group, prepare some extra task cards.

2. Before the lesson, write the following model sentences on the board and then cover them with a blank sheet of wrapping paper:

...children live...

Sandra likes...

Nobody likes...

Everybody goes...

When Ls finish asking each other, uncover the board. Ask Ls to share what they have learnt about each other.

While Ls talk, write the names of the buildings mentioned on the board:

flats, houses, bookshop, supermarket, corner shop,
restaurant, fast food restaurant, sports centre, cinema,
theatre, museum, ice-cream bar, school

LEARNERS' ACTIVITIES

1. Ls write the questions on their card. Then they walk round in the classroom asking each other. They have to note down the names of those classmates whose answer is affirmative.

When they have talked to each classmate, they sit down and prepare for giving feedback.

2. Ls give feedback using the model sentences on the board:

Four children live in a small flat.

Sandra likes visiting museums.

Nobody likes eating out.

Everybody comes to school by bus.

STAGE 3	Labelling - a city map
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Building association between words, corresponding pictures and written forms Giving opinion: agreeing and disagreeing
ORGANISATION	Whole class Pairs (Ls with different abilities are welcome to work together.)
AIDS AND MATERIALS	An A4 copy of 1.3 Poster for each pair, 1.3 Poster, 1.3 Word cards, Blu-Tack

TEACHER'S ACTIVITIES

1. Hand out the A4 copies of 1.3 Poster with different buildings. Ask Ls to work in pairs and label the buildings using the words on the board.
Ask them to use a pencil.
2. Stick 1.3 Poster on the board in order to check Ls' work. Ask Ls to come to the board and label the buildings using 1.3 Word cards and some Blu-Tack.

LEARNERS' ACTIVITIES

1. Ls work in pairs and label the map.
2. Ls go to the map:
 - L1: *We think the cinema is in Green Street next to the park.*
 - T: *Yes, you're right. Stick the word CINEMA on the building please.*
(L sticks the appropriate word card on the part of the poster.)
 - L3: *We think the bookshop is opposite the cinema.*
 - L5: *We don't agree. We think the bookshop is next to the restaurant.*
 - Etc.
 Ls correct their own maps if it is necessary.

STAGE 4	Vocabulary development - shops
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Building association between places (shops) and objects (goods) Pronouncing new words accurately
ORGANISATION	Whole class
AIDS AND MATERIALS	Bag with keys, a pair of shoes, a book, a T-shirt, a necklace, a magazine, swimsuit, a soft animal, some cat food, a hair dryer, a plant, a small present, a pair of glasses, a CD, a notepad, 1.4 Word cards, 1.6 Homework

TEACHER'S ACTIVITIES

1. Ask Ls what shops they can find on the map. Initiate a conversation about their shopping habits:

Do you help your mum with the shopping?

Where do you usually go shopping?

Is there a supermarket near your home? Etc.

Tell Ls that yesterday you did some shopping. Show them your bag full of things.

Take the things out of your bag one by one and talk about the shops you were to. Elicit known vocabulary and teach new words.

Put all the items on your desk so that everybody can see them well.

Suggested vocabulary: key cutter, shoe shop, bookshop, clothes shop, jewellery, newsagent's, sports wear, toyshop, pet shop, electric shop, florist's, gift shop, optician, music shop, stationer's

NOTE: Teach as many words as many learners are there in your language group.

2. Practise new vocabulary. Ask Ls to stand round your desk. Name the shop and ask Ls to show and name the matching item. Then ask Ls to name different items and ask their peers to name the matching shops.

LEARNERS' ACTIVITIES

1. Ls take an active part in the conversation. They answer their teacher's questions.

Then they try to memorise the new words while using them during the conversation:

T: *Look what I've got.*

L1: *It's a T-shirt.*

T: *Yes. Yesterday I was at the clothes shop. What can you buy at the clothes shop?*

L2: *T-shirts and shirts...*

L3: *...jumpers and jeans...*

TEACHER'S ACTIVITIES

3. Show Ls the 1.4 Word cards and ask them to label the items on your desk. Encourage them to ask for help if necessary. Finally ask them to repeat all the words after you.
4. Show learners 1.6 Homework. Explain that their task will be to match the definitions with the names of the shops.

LEARNERS' ACTIVITIES

3. Ls might have difficulties with some of the words, especially if they are all new to Ls. They have the possibility to ask for help:
L1: *I can't read out this word. Who can help me?*
(L2 reads out the word.)

VARIATION FOR LS WHO ARE FAMILIAR WITH THE ABOVE MENTIONED VOCABULARY

AIDS AND MATERIALS

Same as above

DESCRIPTION

Instead of showing the objects to Ls ask them to guess where you were yesterday. When they guess a shop correctly, show them what you bought there.

STAGE 5	End of lesson game - Yesterday I was...
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Listening and memorising Creating complete, correct sentences
ORGANISATION	Chain
AIDS AND MATERIALS	Bag with keys, a pair of shoes, a book, a T-shirt, a necklace, a magazine, swimsuit, a soft animal, some cat food, a hair dryer, a plant, a small present, a pair of glasses, a CD, a notepad

TEACHER'S ACTIVITIES

1. Invite Ls to play a chain game. Ask Ls to choose objects from your desk and put them back to your bag naming the shops as well. They have to repeat the previously named shops as well.

LEARNERS' ACTIVITIES

1. Ls take an active part in the game:
L1: *Yesterday I was at the jeweller's.* (L1 puts the necklace in the bag.)
L2: *Yesterday I was at the jeweller's and at the bookshop.* (L2 puts the book in the bag next to the necklace.)
L3: *Yesterday I was at the jeweller's, at the bookshop and at the clothes shop.* (L3 puts the T-shirt in the bag next to the necklace and the book.)

LESSON 2: PLAN A NEW SHOPPING CENTRE!

AIMS OF THE LESSON

- to work together in order to plan a shopping centre
- to enable learners to express opinion, agreement and disagreement
- to play a game in teams in order to practise learnt vocabulary

MATERIALS AND RESOURCES

1.6 Homework, 1.3 Poster, 2.3 Sentence cards (one set for the group, cut up), Blu-Tack, wrapping paper, markers, dice

STAGE 1 Warmer - Odd-one out

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Building association between words
Listening to find the odd words

ORGANISATION Whole class

AIDS AND MATERIALS 1.6 Homework

TEACHER'S ACTIVITIES

1. Read out the following words and ask Ls to find the odd one and explain their choice.

shoes, boots, boats, slippers

T-shirts, shorts, skirts, glasses

rings, cassettes, bracelets, necklaces

notebooks, pens, flowers, rubbers

board games, jeans, soft toys, jigsaw puzzles

2. Initiate a conversation about shops and things you can buy there. Check Ls' homework during this conversation.

T: *What can you buy at the shoe shop?*

L1: *Shoes, boots, sandals and slippers.*

T: *And where can you buy trainers and football boots?*

L2: *At the sportswear.*

LEARNERS' ACTIVITIES

1. Ls listen to their teacher and name the odd words:

T: *shoes, boots, boats, slippers*

L1: *boats – you can buy shoes, boots and slippers at the shoe shop, and you can buy boats at the toyshop.*

2. Ls answer their teacher's questions with the help of their homework.

STAGE 2	Preparation for project work – brainstorming ideas
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Compiling a list of shops
ORGANISATION	Groups of 3–4
AIDS AND MATERIALS	1.3 Poster

TEACHER'S ACTIVITIES

1. Tell Ls that there is a building site on the map (1.3 Poster). Ask them to imagine that they have to make plans for that area. They have to take the following facts into consideration:

There is a large housing estate near the building site. Lots of young families with small children live there.

There is a nice park but there isn't a playground. The people don't have any shopping facilities.

Ask Ls to work in groups of 3–4 and write down some interesting and useful ideas.

LEARNERS' ACTIVITIES

1. Ls work in groups. They think of what to build on the building site. They write down their ideas (names of shops, other buildings and places) in their exercise books.

STAGE 3	Sharing ideas – making a class plan
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Expressing agreement/disagreement Making suggestions Using English as a means of communication in the classroom
ORGANISATION	Whole class
AIDS AND MATERIALS	Ideas collected by groups, 2.3 Sentence cards, Blu-Tack, a blank sheet of wrapping paper, markers

TEACHER'S ACTIVITIES

1. Explain to Ls that they will make a plan for the area together. Discuss Ls' ideas. In order to do this in the target language, teach them some useful expressions. Draw the following table on the board. Show them 2.3 Sentence cards and ask them to select them into two groups:

Agreeing	Disagreeing

2. Put a blank sheet of wrapping paper on the floor. Ask Ls to stand/sit round it. Encourage them to share and discuss their ideas. Take part in the conversation but try to stay in the background and act as a helper. As they give their ideas of what to build near the housing estate, sketch the map of the new area on the wrapping paper. After drawing one or two items on the wrapping paper, pass the marker on to volunteers.

LEARNERS' ACTIVITIES

1. Ls read the sentence cards and then stick them in the right box of the table with some Blu-Tack. They ask their teacher's help if they do not understand the meaning of the sentences.

2. Ls give the ideas they have collected in groups. They say if they agree or disagree with each other's plans.

T: *What shall we build near the houses?*

L1: *A playground with swings and see-saws.*

L2: *That's a good idea.*

T: *Do you agree, Timi?*

Timi: *Yes.*

Teacher draws some swings and see-saws on the wrapping paper.

L3: *Let's build a cinema.*

L4: *I don't like that idea. There is a cinema here, look.* (L4 points at the cinema building on the map.)

L3: *OK. You're right.*

L5: *Let's build a shopping centre. etc.*

STAGE 4	Our new shopping centre
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Describing a map Giving reasons
ORGANISATION	Whole class
AIDS AND MATERIALS	Wrapping paper with the plan designed by Ls

TEACHER'S ACTIVITIES

1. Ask Ls to describe the new shopping centre.
Possible questions:
What do you plan to build in the area?
Why do you think it is important?
Where do you plan to build it?

LEARNERS' ACTIVITIES

1. Ls take an active part in the conversation:
T: *What do you plan to build in the area?*
L1: *A playground.*
T: *Why do you think it is important?*
L2: *Because there is a housing estate with a lot of young families.*
T: *Where do you plan to build it?*
L3: *Near the houses. Etc.*

STAGE 5	End of lesson game - Activity
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Understanding instructions Using and understanding compensation strategies (gesture, mime, paraphrase)
ORGANISATION	2 teams
AIDS AND MATERIALS	Wrapping paper with the plan designed by Ls, dice

TEACHER'S ACTIVITIES

1. Invite Ls to play Activity in two teams. Explain the rules then start playing.
How to play 'Activity'?
Players in Team A choose a building or place shown on the wrapping paper. They whisper this word into a Team B player's ear. They also roll the dice. If an even number, Team B player has to mime the word, if it is an odd number, he/she has to paraphrase its meaning. His/her own team mates have to find out the word in 20 seconds. Teams take turns in acting out/ paraphrasing and guessing words.

LEARNERS' ACTIVITIES

1. Ls listen to the instructions and ask questions if they do not understand clearly how to play the game. Then they start playing.

LESSON 3: FAMOUS STORES IN LONDON

AIMS OF THE LESSON	<ul style="list-style-type: none">■ to solve a puzzle in order to revise vocabulary■ to use authentic materials in order to learn about famous shops in London■ to listen to complete a table■ to develop co-operative skills
MATERIALS AND RESOURCES	3.1 Crossword puzzle (a copy for each L), OHP, 3.1 Crossword puzzle solution on OHT (or A3 copy of 3.1 Crossword puzzle solution), 3.2 Shop cards (one copy, cut up), 3.2 Task sheet (one copy for each group), 3.2 Information cards (one copy, cut up, placed on the walls of the classroom and/or corridor), Blu-Tack, wrapping paper with the plan designed last time, English-Hungarian dictionaries and picture dictionaries for each group
BEFORE THE LESSON	Teacher should stick 3.2 Information cards on the walls of the classroom and the corridor.
CLASSROOM ARRANGEMENT	Desks should be arranged for group work
STAGE 1	Warmer – Crossword puzzle
TIME	7 mins
SKILLS AND COMPETENCIES IN FOCUS	Solving a puzzle
ORGANISATION	Individuals, pairs
AIDS AND MATERIALS	3.1 Crossword puzzle, OHP, 3.1 Crossword puzzle solution on OHT or A3 copy of 3.1 Crossword puzzle solution

TEACHER'S ACTIVITIES

LEARNERS' ACTIVITIES

1. Hand out 3.1 Crossword puzzle and ask Ls to work on it on their own.

2. Ask Ls to check their work with the classmates sitting next to them. Then show the solution on OHT or on an A3 copy.

2. Ls turn to the person sitting next to them in order to check the solution of the crossword puzzle.

Solution:

1				T	O	Y	S	H	O	P										
2							S	H	O	E	*	S	H	O	P					
3						F	L	O	R	I	S	T	'	S						
4							S	P	O	R	T	S	*	W	E	A	R			
5				B	O	O	K	S	H	O	P									
								*												
6							M	U	S	I	C	*	S	H	O	P				
7	O	P	T	I	C	I	A	N												
								*												
8						J	E	W	E	L	L	E	R	'	S					
9		P	E	T	*	S	H	O	P											
10								N	E	W	S	A	G	E	N	T	'	S		
11	F	A	S	T	*	F	O	O	D	*	R	E	S	T	A	U	R	A	N	T
12		G	I	F	T	*	S	H	O	P										
13			S	T	A	T	I	O	N	E	R	'	S							

STAGE 2	Wall reading activity – famous shops in London
TIME	18 mins
SKILLS AND COMPETENCIES IN FOCUS	Predicting (guessing) Scanning for information in order to find and correct false information Co-operating in groups
ORGANISATION	Groups of 4
AIDS AND MATERIALS	3.2 Shop cards, 3.2 Task sheet, 3.2 Information cards, Blu-Tack

TEACHER'S ACTIVITIES

1. Explain to Ls that they will learn about big department stores and chain stores in London. Introduce the names of these stores with the help of 3.2 Shop cards. Stick the cards on the board and ask Ls to guess what you can buy in these stores.

Key for the conversation:

Laura Ashley sells old-style clothes.

Next sells fashionable clothes.

Boots sells medicines and cosmetics.

Marks and Spencer sells clothes and food.

W.H. Smith sells newspapers, magazines, books and CDs.

The Body Shop sells soaps, shampoos and cosmetics.

Top Man sells men's clothes.

Sock Shop sells tights and socks.

NOTE: For children who need more help you might want to provide a vocabulary bank of goods these shops sell. Give some odd words as well:

Old-style clothes, fashionable clothes, boots, medicines, shampoos, flowers, food, men's clothes, newspapers, cosmetics, books, CDs, socks.

LEARNERS' ACTIVITIES

1. Ls give their guesses:
T: *What do you think you can buy at W.H. Smith?*
L1: *Can you buy food there?*
T: *No, you can't.*
L2: *Can you buy books there?*
T: *Yes, you can.*

TEACHER'S ACTIVITIES

2. Split the class into small groups of 4. Use the names of the shops as a counting rhyme. If you need 4 groups, use 4 names: *Boots, Top Man, Next, Laura Ashley*. Then ask all the 'Boots' to sit down together. Do the same with all the other 'shops'.

Hand out 3.2 Task sheet and explain how to work on it:

They can find some statements on 3.2 Task sheet about shopping in London. They have to decide whether these statements are true or false. In order to make the right decisions, they have to read the information cards on the classroom and corridor walls. Ask them to read one of the statements and send one 'messenger' to run round and look for the right answer. When finding it, he/she has to memorize the information, run back his/her own group and give the answer. Then another player can run for the next piece of information. Warn groups not to forget that they are allowed to send only one messenger at a time.

Groups work simultaneously.

NOTE: You might agree on how to finish the activity. You can either give a time limit or the first group to finish with all the statements can stop the activity.

3. Start the game. Monitor the activity and make sure each group keeps the rules.
4. Check the solution together.

LEARNERS' ACTIVITIES

2. Ls ask questions if they do not understand how to play the game.

3. Groups start running for the right information.
4. Groups read out the statements in turns.

VARIATION FOR MIXED ABILITY CLASSES

AIDS AND MATERIALS

Same as above

DESCRIPTION

Instead of using names of shops to form the groups, try to form groups where more skilful learners can help their less able classmates. In this case, prepare group name cards in advance and place these cards on the desks arranged for group work. Then ask Ls to find their names and sit down together.

E.g.

Group 1
Ági
Balázs
Luca
Zsolti

STAGE 3	Personalising the topic - shops in your town/village
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Taking part in a free conversation
ORGANISATION	Whole class

TEACHER'S ACTIVITIES

1. Initiate a conversation about shopping facilities in your town/village.
Possible questions:
What kinds of shops are there in...?
Which is your favourite shop?
Do you often go there?
What do you usually buy there?

LEARNERS' ACTIVITIES

1. Ls take an active part in the conversation.

STAGE 4 Brainstorming: Our new shopping centre

TIME 10 mins

**SKILLS AND COMPETENCIES
IN FOCUS** Compiling a list of words
Listening and completing notes

ORGANISATION Groups as in Stage 2

AIDS AND MATERIALS Wrapping paper with the plan designed last time, English-Hungarian dictionaries and picture dictionaries for each group

TEACHER'S ACTIVITIES

1. Ask Ls to describe the plans of the new shopping centre.

Possible questions:

What do you plan to build in the area?

Why do you think it is important?

Where do you plan to build it?

2. Ask groups to choose a shop they would like to build and own in the new shopping centre. Make sure each group chooses a different shop. Write their choice on the board:

SHOPS				
GOODS				

Tell groups to copy the table in their exercise books. Give them 5 minutes to collect goods for their store.

NOTE: If your aim is to practise spelling, ask each learner to copy and complete the table. If your learners are quite good at spelling, ask a volunteer in each group to take notes.

3. Ask groups to present their lists.

Don't forget to complete a table of your own for the Bingo game (see Stage 5).

LEARNERS' ACTIVITIES

1. Ls describe the plan on the wrapping paper.

2. Ls work in their exercise books or on a sheet of blank paper.

3. Groups present their lists while others listen and complete the blank columns.

STAGE 5	End of lesson game: Bingo
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Playing a game in groups Concentrating on key words
ORGANISATION	Groups as in Stage 2
AIDS AND MATERIALS	Table completed in Stage 4

TEACHER'S ACTIVITIES

1. Use the table completed in Stage 4 as a Bingo grid. Groups compete with each other. Ask each group to circle 6 items from the lists. Read the items one by one. Group members listen and tick their marked items in the table as they hear them. The first group to tick all the 6 items shouts Bingo and wins the game.
2. Ask Ls to bring some materials (magazine cut outs, printed pictures or drawings, empty packets or boxes of goods, etc.) in order to prepare an advert for their shop in the new shopping centre.

LEARNERS' ACTIVITIES

LESSON 4: ADVERTISE YOUR SHOP!

AIMS OF THE LESSON

- to use learnt vocabulary to design adverts for shops
- to take part in creative writing
- to focus on co-operation within groups

MATERIALS AND RESOURCES

4.1 Task sheet (a copy for each L), coloured pencils, 3 books (to revise superlative form), materials brought by learners (magazine cut outs, printed pictures or drawings, empty packets or boxes of goods, etc.), felt tips, glue, drawing paper, background music, CD or cassette player

CLASSROOM ARRANGEMENT

Desks should be arranged for group work.

STAGE 1

Warmer - Adjective word search

TIME

5 mins

SKILLS AND COMPETENCIES IN FOCUS

Recognising the written form of the words

ORGANISATION

Individuals

AIDS AND MATERIALS

4.1 Task sheet, coloured pencils

TEACHER'S ACTIVITIES

- Hand out 4.1 Task sheet and ask Ls to find eight adjectives in the word search. If you find it too difficult for your learners, help them with the number of letters in each word and/or the first letters of the words. You might want to give the Hungarian equivalents too.

Solution:

B	E	A	U	T	I	F	U	L	
			C			A			
C			H			N			
O			E			T			T
O			A	B		A			R
L	E	X	P	E	N	S	I	V	E
			E	S		T			N
			S	T		I			D
			T			C			Y
C	O	L	O	U	R	F	U	L	

LEARNERS' ACTIVITIES

- Ls circle the words in the word search.

STAGE 2	An advert: The best buys for you and your family
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Completing a text with given words Making comparisons
ORGANISATION	Individuals
AIDS AND MATERIALS	4.1 Task sheet, 3 books

TEACHER'S ACTIVITIES

1. Tell Ls that the found words are missing from an advert. Ask them to complete the text and then read it out (4.1 Task sheet)

Solution:

Do you like beautiful clothes?

Do you want to look cool?

Come to Mimi's Store and buy the most fantastic clothes. They are fashionable but not expensive.

Mimi's Store is the cheapest shop in the city. Mimi's Store has got the most colourful shop window with jeans, T-shirts, tops, skirts, shorts and jumpers.

We have got the best bargain for you! Buy a pair of jeans and get a trendy belt free!

Do not miss it!!!

2. Revise the meaning of superlative forms.

E.g. Show Ls 3 books.

This book is beautiful and colourful.

There are nice pictures in this book too. Look. They are colourful.

But this book is my favourite. I think it's the most beautiful and most colourful. Look at these photos.

What do you think?

Which book is the most colourful? And the most expensive?

Which is the cheapest? Which do you like best?

NOTE: You might want to write some of the superlative forms on the board for learners who find it difficult to use this structure.

LEARNERS' ACTIVITIES

1. Learners work on their own. They complete the advert with the words from the word search.

2. Ls follow their teacher's explanation. Then try to give their opinion:

L1: *I think that book is the most beautiful. I like books about....*

STAGE 3	Project work - making adverts for the shops
TIME	20 mins
SKILLS AND COMPETENCIES IN FOCUS	Designing an advert (selecting illustrations and writing texts) Creative writing Planning and managing a group task
ORGANISATION	Groups as in 3.2
AIDS AND MATERIALS	Materials brought by learners, felt tips, glue, drawing paper, background music, CD or cassette player

TEACHER'S ACTIVITIES

1. Ask Ls to create an advert for their chosen shop in groups. Write the following questions on the board and ask groups to think them over. Give them a short time for the discussion. (They might do this in their mother tongue.)

What is your shop called?

What can you buy there?

Are the goods expensive or cheap?

Are they useful/beautiful/fashionable?

Do you offer any special bargains?

Suggest groups to consider the following points as well:

What colours can make the advert really nice and attractive?

What about the size of the letters?

How to decorate the poster (pictures, price labels, empty food containers, etc.)?

2. Let Ls work on their project. They might use the text on 4.1 Task sheet as well. Suggest being brief to them. Monitor their work and help with designing the poster if necessary. Play some background music.

LEARNERS' ACTIVITIES

1. Groups discuss the questions suggested by their teacher.

2. Groups start creating an advert for their own shop. Group members try to share the tasks. Some may write the text of the advert while others may work on the layout of the poster. They ask each other's or their teacher's help if they have difficulties.

STAGE 4	End of lesson activity: evaluating the work done so far
TIME	5 mins
SKILLS AND COMPETENCIES IN FOCUS	Evaluating self performance
ORGANISATION	Whole class
AIDS AND MATERIALS	Adverts prepared by groups

TEACHER'S ACTIVITIES

1. Ask groups to show their adverts and evaluate them. Decide where and when to finish the posters. If some groups have already finished, ask the other groups to work on their posters after the lessons in the school library.
If nobody has finished, you should provide some time to continue the work at the beginning of the next lesson.
2. Ask group members to bring some goods for their shops for the next lesson (e.g. some clothes for a clothes shop, some magazines, newspapers for a stationer's, etc.).

LEARNERS' ACTIVITIES

1. Groups show their posters to the others. They try to evaluate their own work.
E.g.:
Group1: *This is our poster. We think it's colourful. We like the pictures. We have to finish the sentences.*
Group 2: *Look at our poster. The text is short but OK. We have some nice pictures too. We have to work on the title.*

LESSON 5: LET'S GO SHOPPING

AIMS OF THE LESSON	<ul style="list-style-type: none"> ■ (to complete project work in groups) ■ to present adverts to classmates ■ to take part in a game in order to summarise and practise learnt vocabulary and structures ■ to evaluate self and peer achievement
MATERIALS AND RESOURCES	stationery, Ls' adverts, 5.1.B Puzzle sheet (an A3 copy for each group) and English-Hungarian dictionaries for each group, Blu-Tack, goods for shop windows brought by learners, background music, CD or cassette player, a bag, (question cards prepared by the teacher – option), wrapping paper with the plan designed by Ls in lesson 2, 5.4 Evaluation form (a copy for each project group), 5.4 Individual achievement form (a copy for each L)
BEFORE THE LESSON	You may want to prepare some question cards for “Whose goods?” game. (See examples in Stage 3.)
CLASSROOM ARRANGEMENT	Desks in the middle of the classroom should be arranged for group work. An extra desk should be provided for each group to design their shop windows by the walls.

STAGE 1A	Project work - making adverts for the shops
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Managing time
ORGANISATION	Groups as in 3.2
AIDS AND MATERIALS	Puzzle sheet (an A3 copy for each group) and a English-Hungarian dictionaries for each group

TEACHER'S ACTIVITIES

1. Ask Ls to sit down in their project groups round the desks arranged for them in the middle of the classroom. Hand out unfinished posters and all the materials needed. Give them 10 minutes to finish their work.

LEARNERS' ACTIVITIES

1. Groups finish their adverts.

STAGE 1B	Vocabulary games: Shopping
TARGET GROUP	Option for those who finished working on the adverts in the previous lesson
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Solving puzzles in groups
ORGANISATION	Groups as in 3.2
AIDS AND MATERIALS	5.1.B Puzzle sheet an A3 copy foreach group and a English-Hungarian dictionary for each group

TEACHER'S ACTIVITIES

1. Ask Ls to sit down in their project groups round the desks arranged for them in the middle of the classroom. Hand out an A3 copy 5.1.B Puzzle sheet for each group and let Ls solve the puzzles within their groups. Provide some English-Hungarian dictionaries.

Solutions:

Shoe shop – boots, shoes, slippers, sandals, socks

Jeweller's – bracelet, watch, necklace, earrings, rings

Gift shop – candle, book, bookmark, key-ring, ring, postcard, doll, souvenir, statue, chocolate, tea

Stationer's – glue, felt tip, pen, notepad, paper, ruler, rubber, scissors, crayon, paint, paintbrush

Toyshop – football, ball, balloon, boat, train, skateboard, doll, lions, car, skipping rope

NOTE: You might want to cut 5.1 Puzzle sheet up and give the puzzles out one by one. If you do this, you are able to control Ls working time more effectively. Do not forget that you have to 'balance' between the groups working on the adverts and the ones solving puzzles.

LEARNERS' ACTIVITIES

1. Groups work together to solve the puzzles.

STAGE 2	Opening ceremony for the new shopping centre
TIME	15 mins
SKILLS AND COMPETENCIES IN FOCUS	Giving simple presentation
ORGANISATION	Groups as in 3.2
AIDS AND MATERIALS	Adverts created by groups, Blu-Tack, goods for shop windows brought by learners, background music, CD or cassette player

TEACHER'S ACTIVITIES

1. Ask Ls to design the shop window of their shops. Warn them that they have only got 5 minutes to do that. Tell them that they have to advertise their own shop as well. Remind them to share the tasks. Some can create the shop window while others can prepare for talking about the shop. Play some background music and monitor their activity.
2. When the given time is over, stop playing the music. Ask group members to gather in front of the first shop window and listen to the owners talking about their shop. Then they move on to the next shop windows and listen to the owners.

LEARNERS' ACTIVITIES

1. Groups go to one of the desks arranged for them by the walls. Group members create a nice shop window using the objects brought from home. They stick their adverts on the wall or place it somewhere in the shop window. They also prepare for advertising the shop.

2. Owners of the first shop present and advertise their shop.

E.g.:

Variation A:

Welcome to our shop. Buy some fantastic clothes.

Our clothes shop is the cheapest in the city. We offer you fashionable jeans, T-shirts, tops, skirts, shorts and jumpers.

We have got the best bargain for you! Buy a pair of jeans and get a trendy belt free!

Do not miss it!!!

Variation B:

Welcome to our shop. If you like beautiful clothes and you

want to look cool, come in and buy the most fantastic clothes. They are fashionable, but not expensive.

Our clothes shop is the cheapest in the city. We offer you fashionable jeans, T-shirts, tops, skirts, shorts and jumpers.

We have got the best bargain for you! Buy a pair of jeans and get a trendy belt free!

Do not miss it!!!

Then they move on to the next shop windows, look at the goods and listen to the presentations.

STAGE 3	Game - Whose goods?
TIME	10 min
SKILLS AND COMPETENCIES IN FOCUS	Answering questions Co-operating within groups
ORGANISATION	Individuals, groups as in 3.2
AIDS AND MATERIALS	Goods in the shop windows, bag, (question cards – option), wrapping paper with the plan designed by Ls in Lesson 2

TEACHER'S ACTIVITIES

1. Ask Ls to gather in one corner of the classroom with their backs to the shops. Tell them to walk along the shop windows one by one, pick up one item and hide it in the bag you provide. Make sure they take something from each shop.
2. Ask owners to go back to their shop windows and try to find out what is missing. Then show them the bag and tell that they can get their things back if they can answer your questions correctly.

LEARNERS' ACTIVITIES

2. Ls tell what they can't find.
E.g.: *We can't find our silver necklace. It was between the rings and the bracelets.*

TEACHER'S ACTIVITIES

3. Fish out an object from the bag and ask:

T: *What's this? Whose is it?*

Then ask a question in connection with shopping. If the group can answer correctly, give the object back.

NOTE: It's a good idea to prepare some question cards the Ls can choose from before the lesson. Try to include vocabulary and structures your learners need to practise.

E.g.:

Find our shops on the plan we have designed together and describe their positions.

Describe the second shop window, please.

Which shop window do you like best and why?

What can you buy at the sports wear?

What kind of shop is the jeweller's?

NOTE: As a follow-up activity, you can use the created shop windows for role-plays during the following lessons.

LEARNERS' ACTIVITIES

3. Group members co-operate in order to get their things back.

E.g.:

T: *What's this?*

G1:*It's a ring.*

T: *Whose ring is it?*

G2:*It's ours.*

T: *You can get it back if you tell what you can see in the window of the clothes shop.*

G2:*There are some fashionable clothes. There's a trendy top next to a skirt. There are some T-shirts. We can see a pair of shorts too.*

When they get their objects back, they put them back in the shop windows.

STAGE 4	Evaluation
TIME	10 mins
SKILLS AND COMPETENCIES IN FOCUS	Evaluating self and peer achievement
ORGANISATION	Whole class, groups, individuals
AIDS AND MATERIALS	5.4 Evaluation form, 5.4 Individual achievement form

TEACHER'S ACTIVITIES

1. Ask Ls to think about the activities carried out during the last 5 lessons. Ask them to complete 5.4 Evaluation form together, and then 5.4 Individual achievement form.

LEARNERS' ACTIVITIES

1. Ls might want to add some comments in their mother tongue.

