The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.

Beginning Level (CASAS reading scores of 181-200)

Shopping: Week 1 of 2

Unit Overview
In this 2-week unit learners will practice clothing vocabulary in a variety of shopping situations, such as asking where to find something in a store or asking for a different size or color.

Focus of Week 1
- Clothing vocabulary
- Giving and receiving compliments
- Interpreting clothing store signs
- Asking where to find an item in a store

Focus of Week 2
- Asking for a different size
- Asking for a different color
- Interpreting store hours signs and messages
Shopping Unit: Week 1, Monday

**Objectives** Learners will be able to...

| Life skill: identify common clothing items |
| Literacy: read and write clothing item vocabulary |
| Listening/speaking: give and receive compliments about clothing (ex, I like your shirt. That’s a beautiful dress.). |
| Grammar: distinguish singular and plural clothing nouns |

**Materials**

Make Student Copies
- Textbook: *Basic Grammar in Action, p. 106-107*
- Handout: *Reading Test Practice*

Make Single Copies or Reference
- ESL Volunteer Tutor Manual, 2012, p. 69-70

---

**Lesson Plan**

**Warm up for today’s Lesson**

*Description:* learners work in small groups to brainstorm all the clothing words they know.

*Materials/Prep:* (none)

**Activity 1:** Life skill, literacy

*Description:* introduce and practice clothing vocabulary

*Materials/Prep:* copies of *Basic Grammar in Action, p. 106-107*

**Activity 2:** Grammar, literacy

*Description:* sort clothing vocabulary by singular and plural nouns

*Materials/Prep:* (none)

**Activity 3:** literacy

*Description:* practice reading skills needed for the CASAS Life and Work Reading Test

*Materials/Prep:* copies of *Reading Test Practice*

**Activity 4:** Listening & Speaking, Life Skills

*Description:* practice complimenting each other’s clothing


**Activity 5:** Checking for Understanding

*Description:* learners identify the clothing they are wearing

*Materials/Prep:* (none)
**Teacher Directions: Warm Up**

- **Materials:** (none)

In groups of 2-4 students, learners write down as many clothing words as they cannot without referencing their notebooks or dictionaries. Emphasize that spelling is not important.

After a few minutes, have each group share 2-3 words from their list.

**Teacher Directions: Activity 1: Life Skills, Literacy**

- **Materials:** *Basic Grammar in Action, p. 106-107*

**Step 1: Read and Pronounce vocabulary**

Distribute copies of p. 106-107.

For each vocabulary word pictured:
- Learners repeat after the teacher several times
- Look for an example of someone in the classroom wearing this item

**Step 2: Partner Practice**

With a partner, one person says the name of an item on the worksheet. The other person finds and points to that item.

**Step 3: Workbook Practice**

Complete part A. on p. 107.

**Step 4: Talk about learners clothing**

Write on the board: **He is wearing ______.**

- **She is wearing ______.**

Learners take turns describing what another classmate is wearing.
**Teacher Directions: Activity 2: Grammar, Literacy**

- **Materials:** (none)

**Step 1: Circle plural words**

Ask learners to find the picture of “socks.” Show how there is an S at the end of the word. It is *plural*. *More than 1.* There are two socks.

Learners circle the word **socks**.

Ask learners to find the picture of “shorts.” Show how there is an S at the end of the word. It is also *plural*. But there is only one. Some clothing words are always plural. Usually clothes for the legs.

Learners circle the word **Shorts**

Ask learners to circle all of the plural words.

Practice saying the plural words as a class.

**Step 2: Grammar in Context**

Write on the board: **I need a shirt.**
    **I need pants.**

Practice both phrases as a class.

Point out how we use “a” before a singular word but not before a plural word.

Learners take turns orally substituting other singular and plural nouns in the sentences on the board.

**Step 3: Writing.**

Learners write 3 sentences in their notebook about clothes they need.
**Teacher Directions: Activity 3: Literacy**

**Step 1: Independent Practice**

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

**Step 2: Reviewing Answers**

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

**Teacher Directions: Activity 4: Listening & Speaking, Life Skills**

**Step 1: Prep**

Write on the board and allow learners time to copy:

I like your shirt.
Thank you.

That dress looks great on you.
Thank you. It’s new.
**Step 2: Model and Cultural Context**

With a student or volunteer, model both ways of complimenting someone’s clothing.

*In the U.S. if someone says “I like your shirt,” it is good to say “Thank you.”*  
*In your country, what do you do?*  
*In some countries, people do not say “thank you.” They might say “I think it’s too big.” “It’s not a good color.”*

**Step 3: Disappearing Dialogue**


**Teacher Directions: Activity 5: Checking for Understanding**

-Materials: (none)

Before leaving, or on their way out the door, ask each learner to name two of the thing they are wearing. They can just point and say the word.
Mary is going shopping. She needs some new clothes for work. She doesn’t have a lot of money.

1. A. shirt  
   B. sweater  
   C. skirt  
   D. suit.

2. Why is she going shopping? 
   A. She has a lot of money.  
   B. She needs some carrots.  
   C. She needs clothes for work.  
   D. She has a shirt.
# Shopping Unit: Week 1, Tuesday

## Objectives

Learners will be able to...

**Life skill:** identify common clothing items

**Literacy:** read and write clothing vocabulary

**Literacy:** read and understand clothing department vocabulary (ex. men’s, women’s, children’s, shoes)

**Listening/speaking:** give and receive compliments about clothing

**Grammar:** identify singular and plural clothing items

## Materials

- **Make Student Copies**
  - Textbook: *Stand Out Basic, 2nd Ed.* p. 64
  - Textbook: *Basic Grammar in Action*, p. 106-107 (for learners absent yesterday)
  - Handout: *Clothing Matching*
  - Handout: *Reading Test Practice*

- **Make Single Copies or Reference**
  - ESL Volunteer Tutor Manual, 2012, p. 57

- **Props, Technology, or Other Resources**
  - Student scissors

## Lesson Plan

**Warm up and Review of Previous Lessons**

**Description:** learners draw pictures of clothing vocabulary to create their own “memory” game

**Materials/Prep:** copies of *Clothing Matching* handout, student scissors

**Activity 1: Grammar**

**Description:** sort clothing vocabulary by singular and plural

**Materials/Prep:** (none)

**Activity 2: Literacy**

**Description:** practice reading skills needed for the CASAS Life and Work Reading Test

**Materials/Prep:** copies of *Reading Test Practice*

**Activity 3: Listening/speaking, Life Skill**

**Description:** review giving and receiving compliments


**Activity 4: Life Skills, Literacy**

**Description:** identify clothing items in a store by department

**Materials/Prep:** copies of *Stand Out Basic, 2nd Ed. p. 64*

**Activity 5: Checking for Understanding**

**Description:** learners draw a picture of a person based on the teacher’s description of their clothing

**Materials/Prep:** (none)
Teacher Directions: Warm Up and Review

-Materials: Clothing Matching, student scissors, Basic Grammar in Action, p. 106-107 (a few copies for learners absent yesterday)

Step 1: draw pictures
Ask learners to take out p. 106-107 from yesterday. Distribute copies to learners who need them.
Distribute copies of Clothing Matching handout.

Review the pronunciation of each of the words on the Clothing Matching handout.
Model how to draw a picture of the clothing item in the empty box next to the word.

Step 2: Cut out cards
Model how to cut on the dotted line to create 16 separate cards (8 pictures and 8 words).
Learners cut out their own set of cards.

Step 3: Play ‘memory’
Using one set of cards, two learners place cards face down in a 4 x 4 grid.
They take turns looking for matches.
The person with the most matches at the end wins.

Teacher Directions: Activity 1: Grammar

-Materials: (none)

Step 1: Review Singular and Plural Nouns
Write on the board: I need a shirt.
I need pants.

Practice both phrases as a class.

Point out the ‘s’ at the end of “pants”. This word is plural
Point out how we use “a” before a singular word but not before a plural word.

Step 2: Sort words by singular and plural
Using the word cards from their matching deck, learners sort the words into singular and plural.
With a partner, practice the phrase on the board with each clothing item on the cards.
Teacher Directions: **Activity 2: Life Skills, Literacy**

**-Reading Test Practice**

**Step 1: Independent Practice**

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners' papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

**Step 2: Reviewing Answers**

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

Teacher Directions: **Activity 3: Life Skills, Listening & Speaking**


**Step 1: Prep**

Write on the board and allow learners time to copy:

I like your shirt.
Thank you.

That dress looks great on you.
Thank you. It's new.
Step 2: Circle Drill
Using the phrases on the board, lead a Circle Drill, as described in the ESL Volunteer Tutor Manual, 2012, p. 57

Teacher Directions: Activity 4: Life Skills, Literacy
-Materials: Stand Out Basic, 2nd Ed. p. 64

Step 1: Context
Look at the picture on p. 64. Ask What do you see? Where is this? What can you do here? Who works here?

Step 2: Introduce new vocabulary
For each clothing department (men’s, women’s, etc.):
- Say the name of the dept. and have learners point to the sign in the picture.
- Talk about the meaning of the word.
- Ask What clothes do you see in (Children’s)?

Step 3: Complete part B.
Model how to fill in the grid in part B by referring to the picture.
Learners complete the grid independently then check with a partner.

Teacher Directions: Activity 5: Checking for Understanding
-Materials: (none)

Step 1: Model the activity
Draw a stick figure on the board.
Say He is wearing a shirt. Draw a shirt on the stick figure.
He is wearing pants. Draw pants.
He is wearing shoes. Draw shoes.

Step 2: Learners draw as teacher describes
In their notebooks, learners draw a stick figure and his clothes as you describe them. Use words from Basic Grammar in Action, p. 106-107.

Need a challenge?: learners can take turns standing up and describing the clothing as other learners draw the picture in their notebooks.
Clothing Matching

Draw a picture next to the word. Cut on the dotted line. Match the words and pictures.

shoes
sweater
dress
pants
**Clothing Matching**

Draw a picture next to the word. Cut on the dotted line. Match the words and pictures.

<table>
<thead>
<tr>
<th>coat</th>
<th>sandals</th>
</tr>
</thead>
<tbody>
<tr>
<td>shorts</td>
<td>skirt</td>
</tr>
</tbody>
</table>
### Reading Test Practice

Jim buys his clothes at Clothing World because they have good sales. Jim likes to save his money. He doesn’t like to spend a lot on clothes.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td><strong>2. Why does Jim like Clothing World?</strong></td>
</tr>
<tr>
<td>A. shoes</td>
<td>A. They have good sales</td>
</tr>
<tr>
<td>B. socks</td>
<td>B. He spends a lot of money</td>
</tr>
<tr>
<td>C. shorts</td>
<td>C. He doesn’t like clothes</td>
</tr>
<tr>
<td>D. sneakers</td>
<td>D. The clothes are good</td>
</tr>
</tbody>
</table>
## Shopping Unit: Week 1, Wednesday

### Objectives

**Learners will be able to...**

**Life skill:** Ask for the location of clothing items in a store

**Literacy:** read and understand clothing department vocabulary (ex. men’s, women’s, children’s, shoes)

**Listening/speaking:** ask and respond to the question “Where are the ___?” “They’re over there in the children’s department.”

**Transition & Critical Thinking:** seek and offer clarification in a conversation between a customer and department store worker

**Grammar:** use prepositional phrases to describe the location of items in a store (ex. over there, right here, on the right, on the left, in aisle 3).

### Materials

**Make Student Copies**
- Handout: Reading Test Practice
- Handout: Where Are the Men’s Shirts?
- Handout: BINGO
- Textbook: Basic Grammar in Action, p. 106-107 (for learners absent yesterday)

**Make Single Copies or Reference**
- ESL Volunteer Tutor Manual, 2012, p. 69, p. 56

**Props, Technology, or Other Resources**
- Old magazines or clothing catalogs
- Student scissors
- Tape or glue
- Chips or markers for BINGO
- (optional) BINGO prizes

### Lesson Plan

**Warm up and Review of Previous Lessons**

**Description:** learners label clothing items in a catalog or magazine  
**Materials/Prep:** old magazines or clothing catalogs, student scissors, tape or glue

**Activity 1:** Literacy  
**Description:** practice reading skills needed for the CASAS Life and Work Reading Test  
**Materials/Prep:** copies of Reading Test Practice

**Activity 2:** Listening & Speaking, Grammar  
**Description:** introduce prepositional phrases (ex. over there, on the right)  
**Materials/Prep:** ESL Volunteer Tutor Manual, 2012, Substitution Drill, p. 56

**Activity 3:** Life Skill, Literacy, Listening & Speaking, Transition & Critical Thinking  
**Description:** practice asking for the location of clothing items in a store  

**Activity 4:** Checking for Understanding  
**Description:** play bingo with clothing vocabulary  
**Materials/Prep:** copies of BINGO handout
**Teacher Directions: Warm Up and Review**

-Materials: old magazines of clothing catalogs, student scissors, tape or glue, *Basic Grammar in Action, p. 106-107*

**Step 1: Browse magazines**

Learners browse magazines and catalogs looking for a picture with at least 3 clothing items they know. If learners were absent Monday and Tuesday, give them a copy of *Basic Grammar in Action, p. 106-107*

**Step 2: Cut, Paste, and Label**

Write on the board: 

- **He is wearing________.**
- **She is wearing __________.**

Learners cut a picture from a magazine, paste it in their notebook, and write about the clothing in the picture.

**Teacher Directions: Activity 1: Literacy**

-Materials: Reading Test Practice

**Step 1: Independent Practice**

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.
Step 2: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

Teacher Directions: Activity 2: Listening & Speaking, Grammar

Step 1: Context
Ask: Where do you buy clothes? What clothes do you buy? Do you speak in English when you go shopping?

Sometimes I go shopping. I don’t see the shirts. I look and look. I ask a question, ”Where are the shirts?”

Step 2: Introduce new vocabulary
NOTE: learners will receive this vocabulary on a handout in the next activity. Provide oral practice first, without writing the words.

For each phrase, say the phrase, pantomime the location using hand gestures. Have learners repeat the word and the gesture several times.

- over there
- right here
- at the back of the store
- in the front of the store
- on the right
- on the left

Step 3: Substitution Drill

Using the phrases above, lead a substitution drill as described in the ESL Volunteer Tutor Manual, 2012, p. 56.
**Teacher Directions:** Activity 3: Life Skills, Literacy, Listening & Speaking

-Materials: *Where Are the Men's Shirts?*

**Step 1: Introduce and Practice the Dialogue**

Distribute copies of *Where Are the Men's Shirts?* Handout


**Step 2: vary the information**

Model how to vary the underlined words in the dialogue using the information in the boxes.

Have learners practice varying the dialogue several times and with several different partners.

---

**Teacher Directions:** Activity 4: Checking for Understanding

-Materials: BINGO, bingo chips or markers, (optional) bingo prizes

**Step 1: Prep**

Learners look at p. 106-107 from today's warm up.

Distribute blank bingo cards.

Model how to randomly write the vocabulary words in different squares on the BINGO card so that everyone has a different card.

**Step 2: Play BINGO**

Instead of calling out the clothing vocabulary, show pictures from p. 106-107 on the projector.
Reading Test Practice

1. Where are the girls’ clothes?
   A. upstairs
   B. downstairs
   C. right
   D. left

2. Where are the school supplies?
   A. upstairs
   B. downstairs
   C. right
   D. left

Adapted from Andrea Echelberger, MLC, 2012
Listen to the conversation.

Practice with a partner.

Change the words.

Hi, excuse me. Where are the men’s shirts?

They are over there in the men’s department.

Over there?

Yes.

OK. Thanks.
<table>
<thead>
<tr>
<th>BINGO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
# Shopping Unit: Week 1, Thursday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Life skill:</strong> Ask for the location of clothing items in a store</td>
<td><strong>Make Student Copies</strong></td>
</tr>
<tr>
<td><strong>Literacy:</strong> read and understand clothing department vocabulary (ex. men’s, women’s, children’s, shoes)</td>
<td>• Textbook: <em>Basic Grammar in Action</em>, p. 106-107 (for learners absent yesterday)</td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong> ask and respond to the question “Where are the ___?” “They’re over there in the children’s department.”</td>
<td>• Handout: <em>Where Are the Men’s Shirts?</em> (from yesterday)</td>
</tr>
<tr>
<td><strong>Transition &amp; Critical Thinking:</strong> categorize clothing items by type (ex. tops, bottoms, footwear)</td>
<td><strong>Make Single Copies or Reference</strong></td>
</tr>
<tr>
<td><strong>Grammar:</strong> use prepositional phrases to describe the location of items in a store (ex. over there, right here, on the right, on the left, in aisle 3)</td>
<td>• ESL Volunteer Tutor Manual, 2012, p. 159, p. 69</td>
</tr>
<tr>
<td><strong>Props, Technology, or Other Resources</strong></td>
<td>• Handout: <em>Role-Play Cards</em></td>
</tr>
<tr>
<td></td>
<td>• 8 blank sheets of paper</td>
</tr>
<tr>
<td></td>
<td>• tape</td>
</tr>
</tbody>
</table>

## Lesson Plan

**Warm up and Review of Previous Lessons**

Description: create a word web of clothing vocabulary

Materials/Prep: a few copies of *Basic Grammar in Action*, p. 106-107 for learners absent yesterday.

**Activity 1:** Listening & Speaking, Life Skill

Description: practice giving and receiving compliments about clothing

Materials/Prep: (none)

**Activity 2:** Listening & Speaking, Grammar

Description: review prepositional phrases (ex. over there, on the right)


**Activity 3:** Life Skill, Literacy, Listening & Speaking, Transition & Critical Thinking

Description: practice asking for the location of clothing items in a store


**Activity 4:** Checking for Understanding

Description: role-play asking for the location of clothing items in a store

Materials/Prep: copies of *Role-Play Cards*, 8 blank sheets of paper, tape
**Teacher Directions:** Warm Up and Review

-Materials: a few copies of *Basic Grammar in Action, p. 106-107* for students absent this week.

**Step 1: Context**
Distribute textbook copies to learners who need them.
“Let’s write some clothing words in groups.”

**Step 2: Model the Word Web**
Remind students to put their pencils down. They will write in a few minutes.
On the board, write the word “*clothes*” in the central circle.
Write each of these words in the next level of circles:
- tops
- bottoms
- footwear
- underwear

Using the worksheet as a reference, elicit words for each category. Write those words in the next level of circle. 1-4 words for each category is enough.

**Step 3: Learners copy the word web**
Learners copy the completed word web in their notebooks. Those who finish quickly can try to add more words or categories.

**Teacher Directions:** Activity 1: Life Skills, Listening & Speaking

-Materials: (none)

**Step 1: Prep**
Write on the board and allow learners time to copy:

*I like your* **shirt**.
*Thank you.*

*That* **dress** looks great on you.
*Thank you. It’s new.*

**Step 2: Review the dialogue**
Practice the phrases on the board several time, substituting different articles of clothing.

Learners stand up, mingle around the classroom, and give compliments to 3 other students.
Teacher Directions: **Activity 2: Listening & Speaking, Grammar**


**Step 1: Review vocabulary**

For each phrase, say the phrase, pantomime the location using hand gestures. Have learners repeat the word and the gesture several times.

- over there
- right here
- at the back of the store
- in the front of the store
- on the right
- on the left

**Step 2: TPR (Total Physical Response) Practice**

Continue reviewing the phrases above using the instructions in the ESL Volunteer Tutor Manual, 2012, p. 159

---

**Why is moving around important?**

Anyone who has studied another language knows that it is difficult to remember what you’ve learned from one day to the next. Incorporating multiple senses into language learning helps lay down additional pathways in the brain that help us remember.

So tell your students: *This isn’t just silly, it will help your brain remember!*  

---

**Teacher Directions: Activity 3: Life Skills, Literacy, Listening & Speaking**

-Materials: *Where Are the Men’s Shirts?*

**Step 1: Introduce and Practice the Dialogue**

Distribute copies of *Where Are the Men’s Shirts?* Handout (from yesterday)

Follow the **Dialogue** instructions in the ESL Volunteer Tutor Manual, 2012, p. 69.

**Step 2: vary the information**

Model how to vary the underlined words in the dialogue using the information in the boxes.

Have learners practice varying the dialogue several times and with several different partners.
Teacher Directions: Activity 4: Checking for Understanding
- Materials: one set of Role Play Cards, cut apart

Step 1: Prep
Use blank sheets of paper to create the following “signs”
- Men’s
- Women’s
- Boy’s
- Girl’s
- Men’s Shoes
- Women’s Shoes
- Children’s Shoes

Hang the signs in different areas of the classroom.

Step 2: Introduce the Role-Play
Point to the signs and review the names of the departments.
Say This is a store.

Ask for a volunteer. Give that learner a role-play card.
Say You are going shopping. What do you need? Gesture to the role-play card. Learner describes the pictures -an item of clothing and a person (man, woman, boy, or girl).

Say I work at the store. Ask me a question.
Help the learner, as needed, to role-play the situation without looking at their worksheet from the last activity.

Step 3: Learners take turns role-playing
Learners take turns being store employees and customers. Each time the customer receives a role-play card and the employee must point them in the direction of the correct department using the phrases they’ve learned.

As you watch, note what aspects of this task are still difficult for learners. Report that to Monday’s teacher.
### Role-Play Cards

<table>
<thead>
<tr>
<th>Item</th>
<th>For</th>
<th>Item</th>
<th>For</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socks</td>
<td>for</td>
<td>T-shirt</td>
<td>for</td>
</tr>
<tr>
<td>Shoes</td>
<td>for</td>
<td>Skirt</td>
<td>for</td>
</tr>
<tr>
<td>Jeans</td>
<td>for</td>
<td>Hoodie</td>
<td>for</td>
</tr>
</tbody>
</table>

Jessica Grace Jones, Minnesota Literacy Council, 2012