MINNESOTA Literacy COUNCIL

Sharing the Power of Learning

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…*	**Materials**
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*	**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
Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Disappearing Dialogue,** p. 69-70

Activity 5: **Checking for Understanding**
Description: learners identify the clothing they are wearing
Materials/Prep: (none)

Teacher Directions: Warm Up

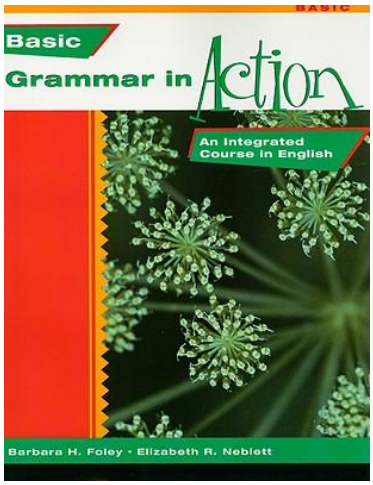
-Materials**:** (none)

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.

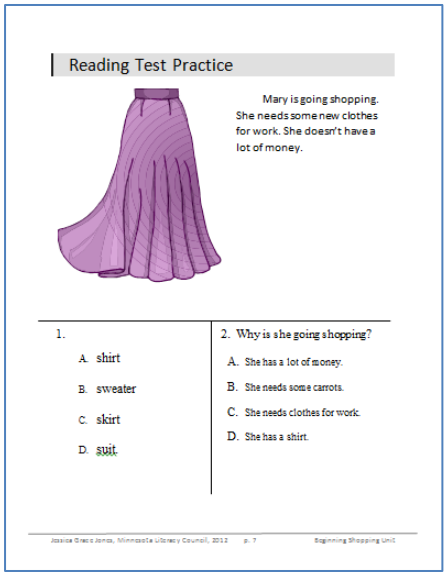
Learners take turns orally substituting other singular and plural nouns in the sentences on the board.

Step 3: Writing.

Learners write 3 sentences in their notebook about clothes they need.

Teacher Directions: Activity 3: Literacy

-Materials: **Reading Test Practice**


Reading Test Practice

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.

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 7 Beginning Shopping Unit

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.

NOTE: The first item on the practice test is modeled after the CASAS standardized test, in which learners see a picture and choose the correct word. Therefore, question one does not have a written question.

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

-Materials**:** (none)

Step 1: Prep

Write on the board and allow learners time to copy:

I like your <u>shirt.</u>
Thank you.

That <u>dress</u> 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

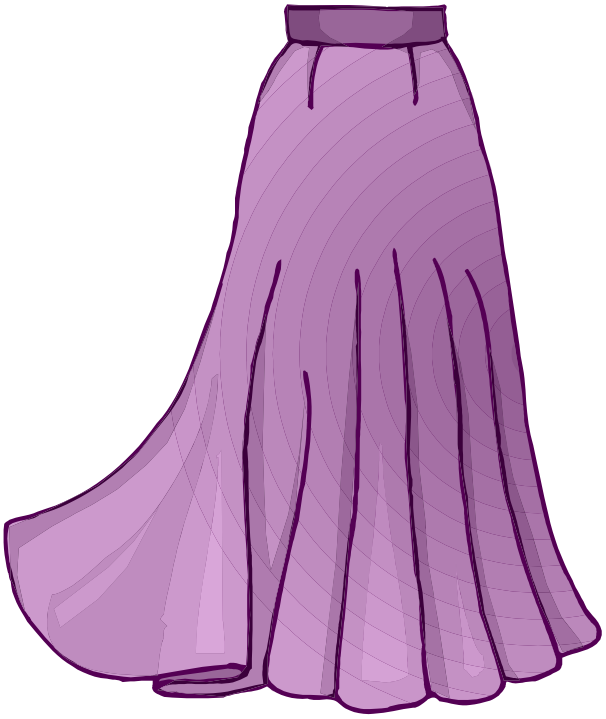
Practice the second dialogue on the board using the instructions in the ESL Volunteer Tutor's Manual, 2012, **Disappearing Dialogue**, p. 69-70.

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.

Reading Test Practice



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…*	**Materials**
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*	**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**

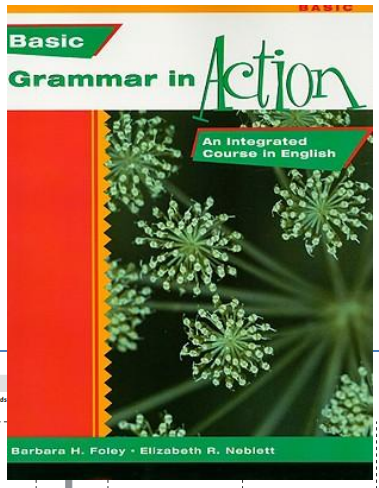
Activity 3: **Listening/speaking, Life Skill**
Description: review giving and receiving compliments
Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Circle Drill**, p. 57.

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)*



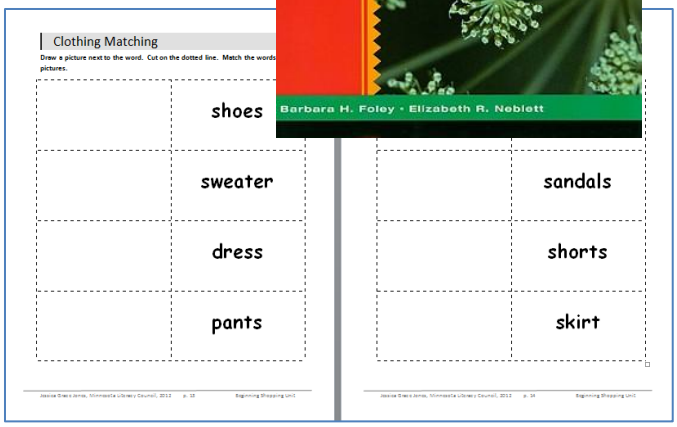
Step 1: draw pictures

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.

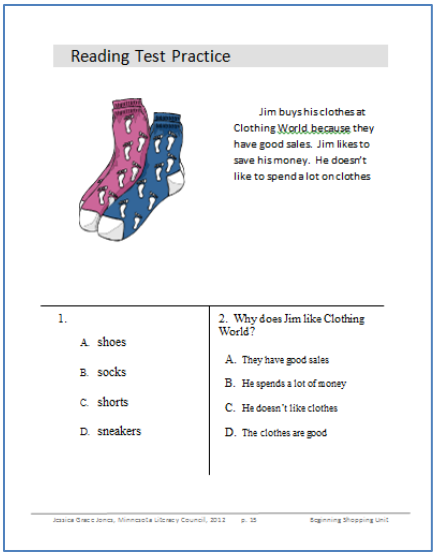
Teacher Directions: Activity 2: Life Skills, Literacy -Reading Test Practice

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.



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

1.

A. shoes
B. socks
C. shorts
D. sneakers

2. Why does Jim like Clothing World?

A. They have good sales
B. He spends a lot of money
C. He doesn't like clothes
D. The clothes are good

NOTE: The first item on the practice test is modeled after the CASAS standardized test, in which learners see a picture and choose the correct word. Therefore, question one does not have a written question.

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

-Materials: ESL Volunteer Tutor Manual, 2012, **Circle Drill**, p. 57.

Step 1: Prep

Write on the board and allow learners time to copy:

I like your shirt.
Thank you.

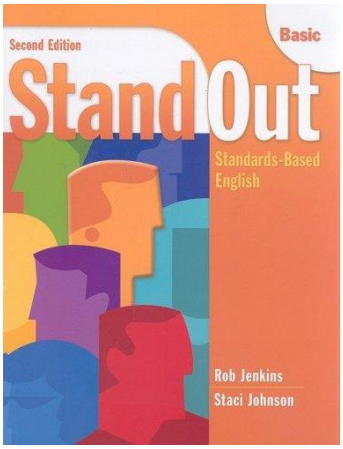
That dress looks great on you.
Thank you. It's new.

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.

	coat
	sandals
	shorts
	skirt

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

1.

A. shoes

B. socks

C. shorts

D. sneakers

2. Why does Jim like Clothing World?

A. They have good sales

B. He spends a lot of money

C. He doesn't like clothes

D. The clothes are good

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 Practie**

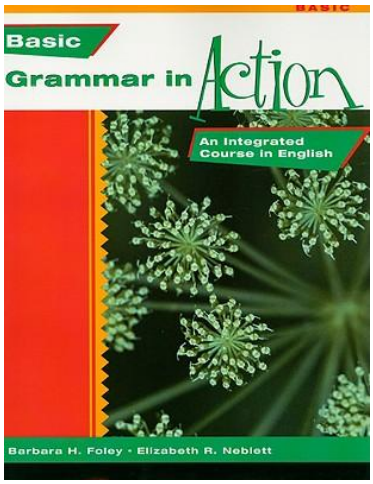
Activity 2: **Listening & Speaking, Grammar**
Description: introduce prepositional phrases (ex. over there, on the right)
Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Substitution Drill**, p. 56

Activity 3: **Life Skill, Literacy, Listening & Speaking, Transition & Effective Communication**
Description: practice asking for the location of clothing items in a store
Materials/Prep: copies of **Where Are The Men's Shirts?,** ESL Volunteer Tutor Manual, 2012, **Dialogue**, p. 69.

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

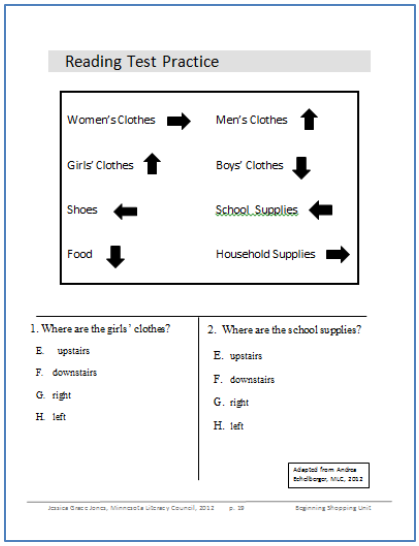
-Materials: **Reading Test Practice**

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.


Reading Test Practice

Women's Clothes ➡	Men's Clothes ⬆
Girls' Clothes ⬆	Boys' Clothes ⬇
Shoes ⬅	School Supplies ⬅
Food ⬇	Household Supplies ➡

1. Where are the girls' clothes?
E. upstairs
F. downstairs
G. right
H. left

2. Where are the school supplies?
E. upstairs
F. downstairs
G. right
H. left

Adapted from Andrea Bellsburger, MLC, 2012

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

-Materials**:** ESL Volunteer Tutor Manual, 2012, **Substitution Drill**, p. 56

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.

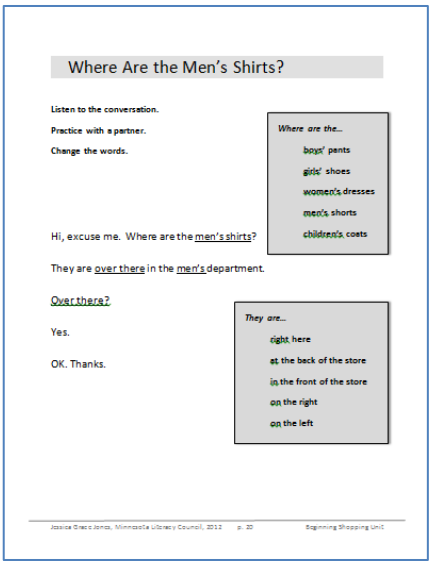
- **over there**
- **right here**
- **at the back of the store**
- **in the front of the store**
- **on the right**
- **on the left**

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?**


Where Are the Men's Shirts?

Listen to the conversation.
Practice with a partner.
Change the words.

Where are the...
boys' pants
girls' shoes
women's dresses
men's shorts
children's coats

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

They are over there in the men's department.

Over there?

Yes.

OK. Thanks.

They are...
right here
at the back of the store
in the front of the store
on the right
on the left

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 20 Beginning Shopping Unit

Step 1: Introduce and Practice the Dialogue

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

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

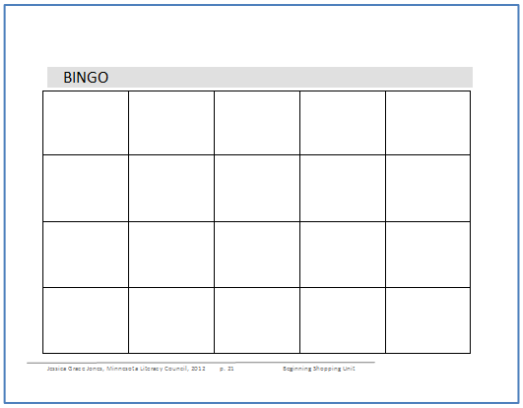
Step 2: vary the information

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**: BINGO**, bingo chips or markers, (optional) bingo prizes


BINGO

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 21 Beginning Shopping Unit

Step 1: Prep

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

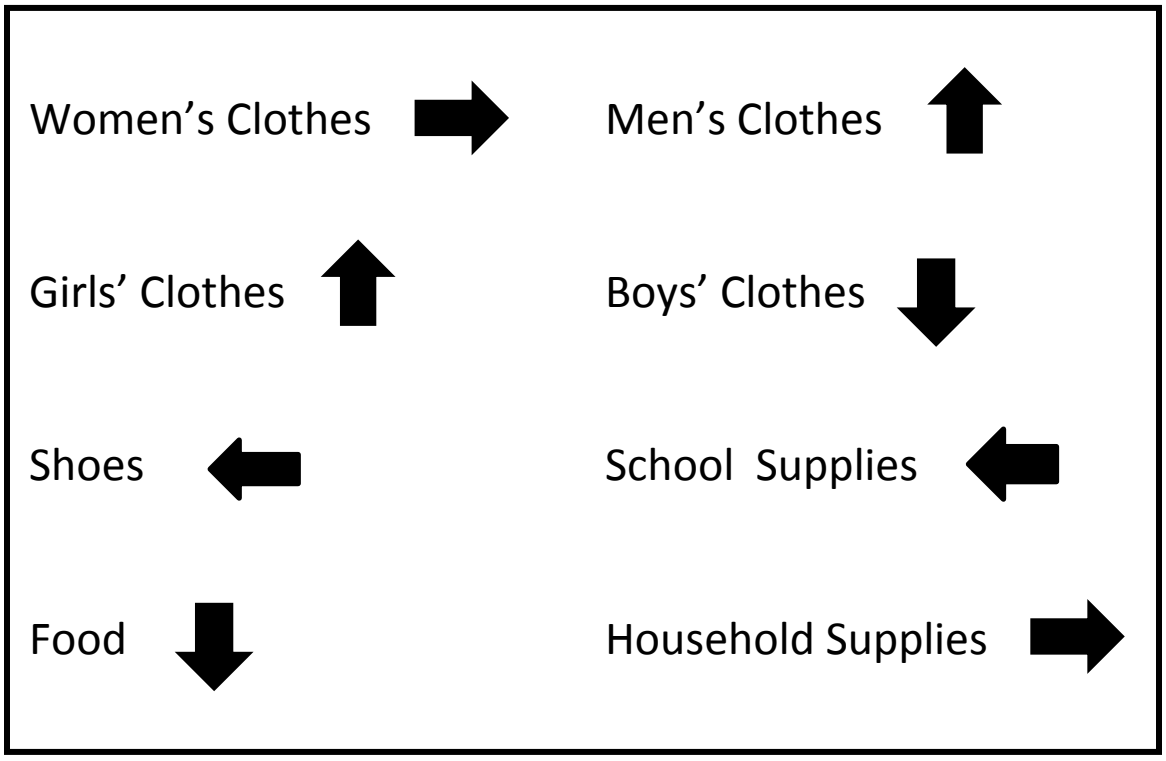
Distribute blank bingo cards.

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

Where Are the Men's Shirts?

Listen to the conversation.

Practice with a partner.

Change the words.

Where are the…

boys' pants

girls' shoes

women's dresses

men's shorts

children's coats

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

They are over there in the men's department.

Over there?

Yes.

OK. Thanks.

They are…

right here

at the back of the store

in the front of the store

on the right

on the left

BINGO

Shopping Unit: Week 1, Thursday

Objectives *Learners will be able to…*	**Materials**
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:*** *categorize clothing items by type* (ex. tops, bottoms, footwear) ***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).	**Make Student Copies** • Textbook: *Basic Grammar in Action, p. 106-107 (for learners absent yesterday)* • Handout: **Where Are the Men's Shirts?** (from yesterday) **Make Single Copies or Reference** • ESL Volunteer Tutor Manual, 2012, p. 159, p. 69 • Handout: **Role-Play Cards** **Props, Technology, or Other Resources** • 8 blank sheets of paper • tape

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)

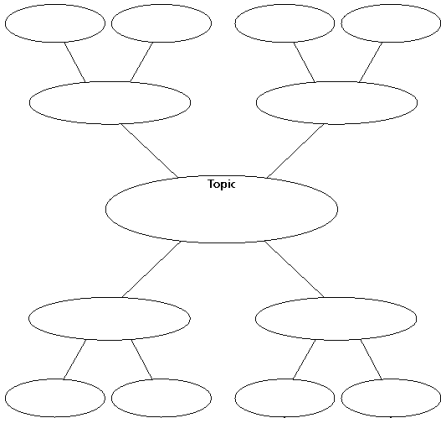
Activity 2: Listening & Speaking, Grammar
Description: review prepositional phrases (ex. over there, on the right)
Materials/Prep: ESL Volunteer Tutor Manual, 2012, **TPR**, p. 159

Activity 3: Life Skill, Literacy, Listening & Speaking, Transition & Critical Thinking
Description: practice asking for the location of clothing items in a store
Materials/Prep: copies of **Where Are The Men's Shirts?,** ESL Volunteer Tutor Manual, 2012, **Dialogue**, p. 69

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 <u>shirt.</u>

Thank you.

That <u>dress</u> 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

-Materials**:** ESL Volunteer Tutor Manual, 2012, **TPR,** p. 159

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

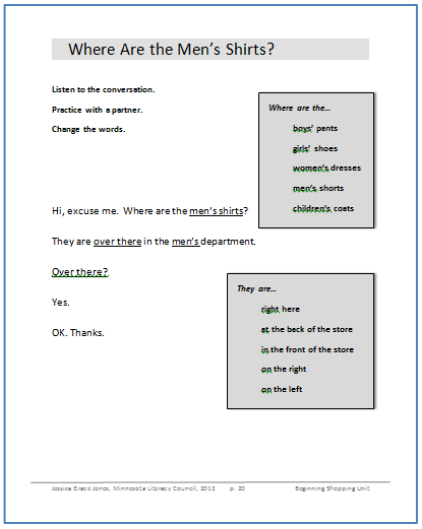
Distribute copies of **Where Are the Men's Shirts?** Handout (from yesterday)

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.



Where Are the Men's Shirts?

Listen to the conversation.
Practice with a partner.
Change the words.

Where are the...
boys' pants
girls' shoes
women's dresses
men's shorts
children's coats

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

They are over there in the men's department.

Over there?

Yes.

OK. Thanks.

They are...
right here
at the back of the store
in the front of the store
on the right
on the left

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

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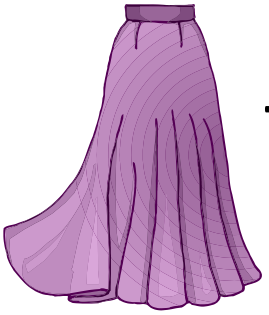

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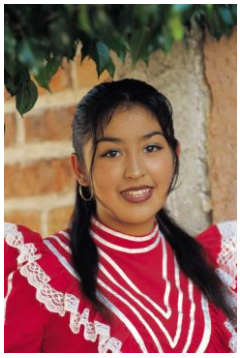

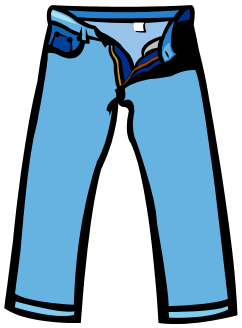

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