

Lesson Plan

Topic : Shopping

Subject : English

Level : Primary 3

Time of lesson: 70 mins in total

Teaching objectives :

Upon completion of the lesson, students are able to

- 1) Use the question “How much is it/ are they?” to ask about the price;
- 2) Use the sentence “It is/ They are...dollars.” to answer the question about price.

Teaching innovation adopted in the lesson, and the justifications:

- Cooperative Learning
 - From grouping themselves to two to facilitating the task as the whole class, students help one another cooperatively and precedingly along the procession of teaching stages.
 - Division of labour is performed in group settings enabling students to have chance working putting aside prior knowledge and talents
- Experiential learning
 - Students can learn and practice authentic conversation in English through experiencing different stakeholders in the shopping activity.

Previous knowledge:

- 1) Vocabulary of shops and goods
- 2) Numbers

Teaching resources:

- 1) PowerPoint
- 2) Worksheets

3) Assessment worksheets

References:

Step Up 3A Textbook

Step Up 3A Teaching Resource Folder

Purpose of teaching/Stage	Teaching sequence and activities	Resources	Time
1. Revision Purpose: to activate Ss' prior knowledge in vocabulary. Prepare for the coming activities.	<ol style="list-style-type: none"> 1. Some pictures of shops are shown on the screen. T uses the pictures to lead Ss to revise the vocabulary of shops and goods. 2. Write down the shops on the blackboard and let students to brainstorm more vocabulary 	PPT	5 mins
2. Development Purpose: to help Ss notice the sentence pattern in a song; practice the target language pattern; help Ss to prepare for the next activity.	<p style="text-align: center;"><u>Part A</u></p> <ol style="list-style-type: none"> 1. Introduce the sentence structure "How much is it/How much are they" "It is/ They are ... dollars" to students using a song. 2. T shows Ss some goods with price. T asks Ss the price of the goods using the sentence "How much is it/How much are they?". Ss use "It is/ They are ... dollars" to answer. 3. Show students some goods with their price hidden. Ss use the sentence "How much is it/How much are they?" to ask T the price of the goods. T answers Ss by using the target sentence "It is/ They are ... dollars". 	PPT, Worksheet	20 mins

	<u>Part B</u>		
	Information Gap activity – T distributes the worksheets after introducing the instructions. Ss work in pairs. Student in odd rows will be distributed worksheet A; Student in even rows will be distributed worksheet B. There is a list of goods and the prices on worksheet A & B, but some prices are missing. Ss need to use the target sentences to ask their partners the price of goods to complete their worksheets.		
3. Group discussion Purpose: to engage Ss in a context to use the target sentence pattern; to help Ss work from peers.	<ol style="list-style-type: none"> 1. Students are asked to form in groups of 4. 2. Each group is assigned with a number (Group 1 - 6) 3. Ss have to create their own shops. Students are asked to: <ol style="list-style-type: none"> i. create their own shops and list all the goods on a paper ii. draw their goods on the papers iii. mark down the prices of the goods on another paper 4. Students are assigned with letters A, B, C and D: <ol style="list-style-type: none"> i. Student A and B: draw and write the list ii. Student C and D: draw and colour the goods 	Papers, Colour pencils	15 mins
4. Presentation Purpose: to practice the target sentence pattern in a context. To learn the	<ol style="list-style-type: none"> 1. Students who are customers will use HK\$50 to buy birthday gifts for their friends from the shops. 2. Group 1-3 will be the sales while Group 4-6 will be the customers: <ol style="list-style-type: none"> i. Customers (Group 4-6) have 10 minutes to walk around the classroom, ask the price of the goods and buy what they want 	Papers, Timer	25 mins

<p>sentence pattern through experiential learning and cooperative learning.</p>	<ul style="list-style-type: none"> ii. Customers are required to use \$50 to buy birthday gifts. iii. Sales (Group 1-3) will tell customers the price and give them the goods (cards of goods) iv. Customers (Group 4-6) need to listen to the price and write it on a small piece of paper when they pay <p>3. Students are asked to change the position after 10 minutes.</p>		
<p>5. Consolidation</p>	<ul style="list-style-type: none"> 1. T invites some students to share what they have bought by eliciting Ss and ask them what they have bought and how much it is/ they are. 2. Choose a product and ask students' the price 3. Tell Ss the assessment 	<p>Papers, Assessment worksheet</p>	<p>5 mins</p>