

Appendix C: Lesson Plan Example – CLB 3 - 4

This plan was intended for a F/T (5 hour per day) and is only one of a number of lessons on grocery shopping in this module. This lesson is not the first in the series.

Theme: Consumer

Module: Grocery Shopping

Date: _____

LESSON PLAN

Teaching Activity Key

Warm-Up/Review – WU-R
 Appropriation – APP
 Closure - CL

Awareness-Raising – AWR
 Autonomy – AUT

TIME	SKILL	ACTIVITY TYPE	ACTIVITY								
9:00 – 9:20	L/S	WU - R	<p>Resources/Materials</p> <p>Activity</p> <p><u>Welcome & Announcements</u></p> <p>Pose question generally “What’s new?” Then ask a specific student. Follow-up on the response. Ask class what s/he said. Have student ask another student, etc.</p> <p><u>Debrief Homework Assignment</u></p> <p>Assignment: Students had to find out the hours of operation of their favourite grocery store and copy down info to bring to class.</p> <p>Ask the following questions and fill in the following grid:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. Whose store is open 7 days a week?</td> <td style="width: 50%;">5. Whose store is open in the evening?</td> </tr> <tr> <td>2. Whose store is closed on Sunday?</td> <td>6. Whose store closes at 6:00 on Sunday?</td> </tr> <tr> <td>3. Whose store opens before 9:00 a.m.?</td> <td>7. Whose store closes after 9:00 p.m. nightly? When does it close?</td> </tr> <tr> <td>4. Whose store is open 24/7?</td> <td></td> </tr> </table>	1. Whose store is open 7 days a week?	5. Whose store is open in the evening?	2. Whose store is closed on Sunday?	6. Whose store closes at 6:00 on Sunday?	3. Whose store opens before 9:00 a.m.?	7. Whose store closes after 9:00 p.m. nightly? When does it close?	4. Whose store is open 24/7?	
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			Open 7 days a week	Closed on Sunday	Opens before 9:00 a.m.	Open 24/7	Open in the evening	Closes at 6:00 on Sunday	Closes after 9:00 nightly	<p>Ask how we would use the information in the first box in a sentence. Write on board as example.</p> <p>HW Write sentences for the information in the other boxes.</p> <p>Review Agenda</p> <p>Continue with shopping theme</p> <ol style="list-style-type: none"> 1. Speaking – talk about a routine – an activity you do regularly like a habit 2. Listening – for information 3. Grammar – Simple present tense and present continuous 4. Stress and Pronunciation – words and phrases 5. Discussion – <ul style="list-style-type: none"> • Some people shop everyday and some people shop weekly. What did you do in your former country? What do you do in Canada? Which is better? 6. Game – Pronunciation Bingo 7. Reading – Use flyers to make a grocery list 8. Writing – leave a note for a friend
9:20 – 10:00	Speaking	APP (SB) grammar & vocabulary	<p>Resources/Materials</p> <p>shopping picture story (adapted from <i>Picture Process Dictionary</i>) – 1 per students</p> <p>set of individual pictures from story – enough for 1 picture per student</p> <p>sets of captions for group work – 1 set per group</p> <p>Activity</p> <p style="text-align: center;">Task: Describe a weekly routine</p> <p>Ask class if anyone went shopping the previous evening. Ask where the student shopped. Ask a student “how often do you go shopping?” Ask another student same question, and then have that student ask the next person and so on. Hand out picture story.</p>							

TIME	SKILL	ACTIVITY TYPE	ACTIVITY
			<p>Describe story pictures using simple present tense. (Before beginning, number pictures)</p> <ul style="list-style-type: none"> • Prompt: Every week, Tom goes shopping. Usually, he goes on Friday, after work. I want you to look at the pictures and tell me what Tom does at the store. Look at picture #1. What does Tom get when he goes in the store? (Model each response and have Students repeat several times to focus on accuracy of response and correct pronunciation, stress & intonation.) Do all • Hand out individual pictures. DO NOT GIVE OUT PICTURE # 2. • Say: Look at your picture. <u>DO NOT SHOW YOUR PICTURE TO ANYONE.</u> • Ask S1, What does Tom do at the grocery store? S1 answers using the picture for the answer. Correct pronunciation as necessary. • Now, I will describe a picture. (I will tell you what's in a picture). If you have it, please give it to me. READ DOWN LIST. Collect the individual pictures.
10:00 – 10:15		BREAK	
10:15 – 10:30	(cont'd)		<p>Resources/Materials Sets of Story Captions</p> <p>Activity</p> <ul style="list-style-type: none"> • Use the big sheet. Handout packages of captions to partners. Have Students work in partners to match captions to pictures¹. Circulate and check progress. Debrief students by having them read the caption aloud. EMPHASIZE THE STRESS & INTONATION RE JOINING PHRASES. • Have student copy the sentences onto their picture sheet.
10:30 – 11:00	Speaking	APP (SB) grammar	<p>Resources/Materials</p> <p>Diagram of tense comparison</p> <p>Grammar Exercise p. 14-15 Azar, Understanding & Using English Grammar</p> <p>Activity</p> <ol style="list-style-type: none"> 1. Conclude by emphasizing the difference in Present Simple and Present Continuous.

¹ Although this activity involves some reading, the focus continues to be on using and reinforcing oral skills related to the speaking task. There is little focus on developing reading skills.

TIME	SKILL	ACTIVITY TYPE	ACTIVITY								
			<table border="1" data-bbox="893 407 1948 902"> <thead> <tr> <th data-bbox="893 407 1402 477">Present Simple</th> <th data-bbox="1409 407 1948 477">Present Continuous</th> </tr> </thead> <tbody> <tr> <td data-bbox="893 486 1402 613">A habit; an action you repeat</td> <td data-bbox="1409 486 1948 613">An action that continues for a while</td> </tr> <tr> <td data-bbox="893 622 1402 749">Every, frequently, often, usually, always, sometimes, never...</td> <td data-bbox="1409 622 1948 749">now</td> </tr> <tr> <td data-bbox="893 757 1402 902">X-----X-----X-----X-----X</td> <td data-bbox="1409 757 1948 902">X → → → → → → → X→</td> </tr> </tbody> </table> <p data-bbox="893 944 2059 1077">What time is it? What do you usually do at XXX? What does s/he usually do at XXX? What are you doing now? What is s/he doing now?</p> <p data-bbox="893 1125 1594 1176">Assign grammar exercise for homework</p>	Present Simple	Present Continuous	A habit; an action you repeat	An action that continues for a while	Every, frequently, often, usually, always, sometimes, never...	now	X-----X-----X-----X-----X	X → → → → → → → X→
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11:00 – 11:30	Speaking	AUT (SU)	<p data-bbox="893 1199 1174 1233">Resources/Materials</p> <p data-bbox="893 1266 1218 1309">Activity Discussion</p> <p data-bbox="893 1351 2096 1484">Discussion – Some people shop everyday and some people shop weekly. What did you do in your former country? What do you do in Canada? What is better?</p>								
11:30 – 12:00	Listening & Pronunciation	APP (SB)	<p data-bbox="893 1546 1676 1589">Play pronunciation bingo comparing <i>ch</i> and <i>j</i></p>								
12:00 – 12:45		LUNCH									
12:45 – 1:00		WU-R	<p data-bbox="893 1773 2096 1906">Welcome back from lunch. Remind students what was addressed in the a.m. Ask what they can do now. Ask if there are any questions. Set stage for afternoon activities.</p> <p data-bbox="893 1954 1933 2087">Ask if students make lists before they go shopping. Find out what students know about grocery flyers and if any students use them.</p>								
1:00 – 1:45	Reading	APP (SB) flyer format features vocabulary	<p data-bbox="893 2157 1167 2191">Resources/Materials</p> <p data-bbox="893 2225 990 2262">Activity</p> <p data-bbox="1057 2304 1911 2352">Task: Reading a Flyer to Make a Grocery List</p> <p data-bbox="893 2398 2030 2491">N.B. Grocery store sections and names of food items, etc have been introduced in previous lessons</p> <p data-bbox="893 2539 2030 2703">Distribute grocery store flyers to students. (NB: Try to have matching flyers.) Ask if anyone knows what they are (Elicit term <i>flyers</i>) and what they're for (Elicit the word <i>specials</i>). Explain and practise the word in context (focus on stress and intonation).</p>								

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			<ul style="list-style-type: none"> • There are many SPECIALS this week. • BANANAS are on SPECIAL. • ARE there any SPECIALS this week? <p>Have students look through their flyers to see what is in them and how the flyers are organized (like items are grouped together).</p> <p>Go through flyer and review the categories, such as baking, produce, meats, deli, dairy, household, toiletries, etc. (Elicit from learners). Review food products in each category.</p> <p>Elicit, explain and practise the following:</p> <ul style="list-style-type: none"> • A good buy • Rain cheque/check (both spellings may occur) • Limited quantities • While supplies last <p>Look for specials in each category using prompts, such as:</p> <ul style="list-style-type: none"> • What's on special this week? • Are _____ on special? <p>Check for conditions, such as limited quantities, etc.</p>												
1:45 – 2:15	<p>Essential Skills</p> <p>Working Together & Thinking Skills – Problem-solving</p>	AUT (SU)	<p>Resources/Materials</p> <p>Grocery List blank with headings</p> <p>Activity</p> <p>Have students form small groups. Give students the following scenario and task:</p> <p>You have a family of 5 (a mother, father, son aged 14, a daughter aged 10 and a baby aged 1 1/2 (not toilet-trained). You just moved into your first apartment and you have to go grocery shopping for the first time. You have a budget of \$300.00 to buy groceries and supplies. Work with your partners and use your flyer to fill out the following grocery list. Put the products in the correct categories:</p> <table border="1" data-bbox="999 2180 2001 2697"> <thead> <tr> <th colspan="2" data-bbox="999 2180 2001 2285">Grocery List</th> </tr> </thead> <tbody> <tr> <td data-bbox="999 2285 1537 2369">Bakery</td> <td data-bbox="1537 2285 2001 2369">Baking</td> </tr> <tr> <td data-bbox="999 2369 1537 2454">Produce</td> <td data-bbox="1537 2369 2001 2454">Condiments</td> </tr> <tr> <td data-bbox="999 2454 1537 2539">Dairy</td> <td data-bbox="1537 2454 2001 2539">Tinned Goods</td> </tr> <tr> <td data-bbox="999 2539 1537 2624">Meats</td> <td data-bbox="1537 2539 2001 2624">Deli</td> </tr> <tr> <td data-bbox="999 2624 1537 2697">Cereals/Breakfast foods</td> <td data-bbox="1537 2624 2001 2697">Frozen Foods</td> </tr> </tbody> </table>	Grocery List		Bakery	Baking	Produce	Condiments	Dairy	Tinned Goods	Meats	Deli	Cereals/Breakfast foods	Frozen Foods
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			<div data-bbox="997 361 2004 729" style="border: 1px solid black; padding: 5px;"> <p>Jams, Jellies, Spreads & Syrups</p> <p>Rice/Pasta</p> <p>Oils & Vinegar</p> <p>Toiletries</p> <p>Household</p> <p>Childcare</p> </div> <p><u>Debrief activity</u></p> <p>Did everybody in your group participate? If not, why? What was most difficult thing to decide? When could you do this outside class?</p>		
2:15 – 2:45	Writing	AWR genre features; register	<p>Resources/Materials</p> <p>Activity</p> <p style="text-align: center;">Task: Write a Short Note</p> <p>Show the following writing samples. Ask students what is the same and what is different. Elicit <i>note</i> and <i>letter</i>. Explain, you want to tell your friend or room mate where you went. Which one is better? Why? Discuss different uses of notes and letters.</p> <div data-bbox="893 1529 2074 2406" style="border: 1px solid black; padding: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Maria</p> <p>I went grocery shopping. I'll be back by 4:00. Jose may call. Please remind him to be home by 6:00. We have to go out tonight.</p> <p>Thanks</p> <p>Kristina</p> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p style="text-align: right;">321-1234 Smith Street Winnipeg MB M4V 2G9 May 13, 2007</p> <p>Dear Maria</p> <p>How are you? I am fine.</p> <p>I went grocery shopping. I'll be back by 4:00. Jose may call. Please remind him to be home by 6:00. We have to go out tonight.</p> <p>Thank you</p> <p>Sincerely, Kristina</p> </td> </tr> </table> </div> <div data-bbox="953 2454 2052 2737" style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;">Notes and Letters</p> <p>Read the following situations. Decide if you need a <i>note</i> or a <i>letter</i>. Write a short message for each one.</p> </div>	<p>Maria</p> <p>I went grocery shopping. I'll be back by 4:00. Jose may call. Please remind him to be home by 6:00. We have to go out tonight.</p> <p>Thanks</p> <p>Kristina</p>	<p style="text-align: right;">321-1234 Smith Street Winnipeg MB M4V 2G9 May 13, 2007</p> <p>Dear Maria</p> <p>How are you? I am fine.</p> <p>I went grocery shopping. I'll be back by 4:00. Jose may call. Please remind him to be home by 6:00. We have to go out tonight.</p> <p>Thank you</p> <p>Sincerely, Kristina</p>
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			<ol style="list-style-type: none"> 1. You want to tell a friend in your country that you just moved into your first apartment. 2. You want to go for coffee after class with your friend, Isa. Tell your friend you will meet her after class at the front door but you may be a little late. 3. You want to tell your teacher that you will be late for class tomorrow because you have a doctor's appointment.
2:45 – 3:00		CL	<ul style="list-style-type: none"> • Review agenda – what was accomplished. • Ask several students what activities they liked best. • Ask what they want more of. • Explain that they reviewed the simple tense to talk about grocery shopping every week. What other routines could they use the present tense for? They also learned about the present continuous to talk about grocery shopping now. What other times could they use the present continuous tense? • Ask students what they will do before tomorrow to use the English they practised today.

Reflections and Reminders for next class

Activity to compare notes for formality for audience worked well. Use similar model again.

Do pronunciation lesson on Th segmentals - discriminate between voiced and unvoiced sound