**Sing Chia English Academy**

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| **Theme** | E-Mart | **Grade** | | 4th | |
| **Time needed** | 50 minutes | **Date** | | 2020/9/1 | |
| **Design concept** | **Content Objective(s): This lesson integrating Math and English language is designed to reinforce students’ learned or new knowledge and skills in both subjects and to enable students to apply them to real life convenience store shopping and services.**  **Students will be able to purchase items, serve customers as cashiers; they will be able to count money, do subtraction and addition as well as percentage discount through role playing activities in E-Mart convenience store in English.** | | | | |
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| **Teaching Goal** | 1. Students will be able to purchase E-Mart items in English. 2. Students will be able to serve customers in English. 3. Students will be able to apply their Math skills in English practices. 4. Students will be able to use English to answer Math questions. | | | | |
| **Teaching Materials** | Flash Cards, Memory Game cards, Convenience Store Items, To Buy Lists, 2 Cash Register Machines, 1 coffee machine, drink menu wall, 1 microwave, and 1 barcode scanner, EA passports, Easy cards. | | | | |
| **Vocabulary** | seaweed, popcorn, sports drink, chocolate, snacks, lollipops, potato chips, tortilla chips, juice, oolong tea, green tea, coke, black tea, soy milk | | | | |
| **Sentence Pattern** | Hi, may I help you?  Yes, I would like \_\_\_\_\_\_\_\_\_\_. Yes, I am looking for\_\_\_\_\_\_\_\_\_\_. | | | | |
| **Dialogue** | Looking for Something  Ca = Cashier Cu = Customer  Cu: Excuse me.  Ca: Hi, may I help you?  Cu: Yes, I am looking for \_\_\_\_\_\_\_. Where are they?  Ca: Over there in aisle \_\_\_\_\_\_ (or) Aisle \_\_\_\_\_\_, please.  Cu: Thank you.  At the Checkout Counter  Ca: Hi are you ready to checkout?  Cu: Yes, please.  Ca: That will be $ \_\_\_\_\_\_\_\_\_\_  Cu: Here is my Easy Card.  Ca: Do you want to print the receipt?  Cu: No, thank you.  Ca: You’re welcome. Have a nice day.  Ordering Drinks  Ca: Hi, may I help you?  Cu: Yes, I would like a cup of \_\_\_\_\_\_\_\_, please.  Ca: Hot or cold? Cu: \_\_\_\_\_\_\_  Ca: Large or small? Cu: \_\_\_\_\_\_\_\_  Ca: OK, that will be $\_\_\_\_\_\_\_\_\_\_.  Cu: Here you go.  Ca: OK, Sir / Ma’am. Your drink is ready. Have a good day!  Cu: You too! | | | | |
| **Teaching Procedure** | | | **Time** | | **Teaching Materials** |
| **Introduction / Warm up**   1. Teacher greets students “Welcome to E-Mart” and introduces the theme room. 2. Teacher gathers students to sit down in front of the checkout counter. 3. Teacher introduces E-Mart items. 4. **Teacher gives each student a card which states a target item each student should look for.** 5. Teacher goes around to check and assist each student with the item word and pronunciation. 6. Teacher asks each student to **write** (fill in the blank) the target item on page 14. | | | **5** | | **Cards with words of convenience store items.**    **Pens / pencils** |
| **Main Activity**  **Part 1**   1. Page 14 --- Teacher practices the dialogue, Looking for Something with students. 2. Teacher as a cashier stands at the checkout counter and students act as customers, line up to practice the dialogue. 3. Teacher points to the location where each student can find his/her target item and its price.     **Part 2**   1. Teacher gathers students to the checkout counter with their items. 2. Teacher practices numbers and prices with students and reviews the items with the class. 3. Teacher puts students into 2 groups A and B. A as cashiers; B as customers. 4. Teacher guides students to practice Dialogue At the Checkout Counter in action. 5. Group A and B change their roles to practice again. (This can be omitted if no time).   **Part 3**   1. Teacher shows students the drink menu and goes through each pronunciation with students. 2. Page 14 ---Teacher practices the dialogue Ordering Drinks with students. 3. Teacher asks students to choose their favourite drinks and get ready to order. 4. Teacher asks Group A and B to switch their roles. 5. Teacher directs students to act and speak in their roles. | | | **10**  **15**  **15** | | Passport  Page 14  Passport  Page 14  Notes:  Impromptu dialogue lines  Calculator |
| **Wrap up**  Teacher gives stamps. | | | **5** | |  |
| **Additional Notes:**  Teachers could use Memory games to enhance students’ E-Mart vocabulary.  Teachers could create Math worksheets to trigger students’ “English brain”. | | | | | |