



LESSON PLAN

MODULE	M2
LESSON	L3
TOPIC	Shopping for phone accessories and more ...
LEARNING OUTCOMES: Learners understand basic vocabulary and phrases regarding smartphone related accessories and devices, and are able to describe their use/function. They can also shop online for these accessories.	

STAGES	AIMS	PROCEDURE	RESOURCES
In this episode		In this lesson, learners learn how to shop for different phone accessories both in traditional shops as well as online. After this episode, learners will be able to: <ul style="list-style-type: none">- use basic smartphone / tablet related vocabulary;- buy the accessories they need for their smartphone;- describe different functions of different accessories;- shop online for phone accessories;	
TASK 1 Lead in (time: 15 min)	To introduce the learners to the topic of the lesson. To garner their interest in the lesson material.	To start the lesson, the instructor presents the following questions on the monitor and asks learners to read them and ask about any vocabulary they don't understand. After explaining any difficult words, the instructor asks learners to discuss the questions in pairs. The instructor monitors the discussions and notes down any mistakes the learners make. Finally, each question is answered by a different student. Questions:	blackboard/ whiteboard / flip chart / markers / projector



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		<ol style="list-style-type: none"> 1. <i>How often do you use your smartphone?</i> 2. <i>What do you use your smartphone for?</i> 3. <i>What other devices do you use along with your smartphone?</i> 4. <i>Which app on your phone is your favourite?</i> 	
TASK 2 (time: 15 min)	<p>To teach smartphones related vocabulary;</p> <p>To describe the function / different devices and accessories</p>	PART 1. The instructor hands in WORKSHEET ACTIVITY 1. Learners complete tasks 2 and 1 in pairs.	M2.L3.NON multi 1 M2.L3.NONmulti 2.
TASK 3 (time: 15 min)	To practise dialogues at an electronics shop	<p>The instructor asks the learners to listen to the dialogue and to answer the questions presented / written on the board / projector. Learners listen to the dialogue (2 times if necessary) at an electronics shop and answer the following questions explaining any difficult vocabulary:</p> <ol style="list-style-type: none"> 1. What does Marek need? 2. How much does he pay? 3. Does he get a discount? 4. What else does the shop assistant offer? <p>The instructor elicits the answers from the learners and asks them to listen to the recording again and complete the gaps in WORKSHEET 2. Learners complete the dialogue and</p>	<p>white board / flip chart / projector / computer sheet of paper</p> <p>M2.L3.Multi2</p> <p>RECORDING OF THE DIALOGUE - MULTIMEDIA MATERIAL</p> <p>DIALOGUE TEMPLATE- NON MULTI</p>
TASK 4 20 (MINS)	to consolidate the vocabulary and grammar for shopping and to practise speaking	The instructor distributes worksheets with a similar dialogue. However the sentences of the dialogue are mixed up and the learners are asked to work in pairs to rearrange the sentences in the correct order. The	M2.L2.NON-MULTI 2 M2.L2.NON-MULTI 2



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		instructor monitors the activity and helps whenever necessary. RACE. In the next task learners are asked to use the prompts from the first dialogue to buy other accessories	
TASK 5 (time: 20 min)	to practise listening comprehension and to learn new vocabulary	<p>The instructor tells learners that they're going to listen to a conversation between Paul and his uncle. Answer the general questions:</p> <p>Grandpa needs a new tablet. T / F</p> <p>Paul thinks internet shopping is simple. T / F</p> <p>Grandpa chooses a black colour. T / F</p> <p>Grandpa pays by BLIK. T / F</p> <p>+ learn the key verbs for internet shopping - learners complete them in pairs</p> <p>After listening and completing the two activities the instructor invites students to repeat the order of internet stages</p>	M2.L3.MULTI 4 M2.L2.NON-MULTI 4
FEEDBACK / REFLECTION TASK (time: 10 min)	<ul style="list-style-type: none"> - to recap useful vocabulary and language - to reflect on today's episode and learning 	<p>Trainer distributes the portfolio / self-reflection sheets and learners individually fill out the table and complete the statements.</p> <p>The "personal comments" section can be filled in the learner's mother tongue or left blank, if the learner has nothing to add.</p> <p>Trainer invites volunteers to share their answers with the group (optional).</p>	
Self-study quizzes	- to consolidate and strengthen gained knowledge and skills	<p>M2.L3.Mult1</p> <p>M2.L3 Multi2</p> <p>M2.L2.MULTI 5</p>	



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