

Let's Teach English – Video Transcript

Unit 5: Role-Plays

Website: [VOA Learning English](https://learningenglish.voanews.com/z/5203) (https://learningenglish.voanews.com/z/5203)

Women Teaching Women English Unit: Shopping

Teaching Topics: Teaching through role plays; group projects

Learning Strategy: Cooperate

Video Transcript

Narrator: In this lesson, the teacher sets up a marketplace to use in a shopping role-play. We join the class as the teacher is reviewing common phrases for shopping exchanges. Students separate into groups using a method that requires them to talk with each other.

Teacher: Good morning, class.

Students: Good morning.

Teacher: So, we learned these **expressions**.

(The teacher points to a poster with shopping phrases on it.)

Teacher: Please say them with me: How much is . . . ?

Students: How much is . . . ?

Teacher: This costs . . .

Students: This costs . . .

Teacher: That's too much.

Students: That's too much.

Teacher: Thank you. And what do we call it when you ask for a lower price?

Julia: Bargain?

Teacher: Right, trying to lower the price is bargaining. Remember, in some places you cannot bargain. But today, in our market, we can have fun and bargain. Please line up by the time you woke up this morning. Who woke up early? Stand here.

(The teacher gestures to her left.)

Teacher: Who woke up later? Stand here.
(*The teacher gestures to her right.*)
(*Students discuss what time they woke up and make a line in that order.*)

Teacher: Okay, now let's divide here.
(*The teacher divides the group in half with her hand.*)

Teacher: You will be shopkeepers.
(*The teacher gestures to the group on the right.*)

Teacher: And you will be shoppers.
(*The teacher gestures to the group on the left.*)

Teacher: Shoppers, please take one of these.
(*The teacher gives each shopper an envelope with play money and a shopping list.*)

Teacher: Shopkeepers, take one of these.
(*The teacher gives each shopkeeper an envelope with play money and price cards.*)

Teacher: Shoppers, take a minute to look at your shopping list. You can come over here.
(*The teacher directs Mimi to a different spot.*)

Teacher: Now, shopkeepers, come over here.
(*The teacher points to a table set up as shops.*)

Teacher: Please stand at one of the shops.

Emma: What are these?
(*Emma shows the teacher the price cards.*)

Teacher: Those are price cards. Put them by the things you are selling. You paid half of that price for each thing. So if a shopper wants to bargain, that's okay.
(*The shopkeepers add price cards to their items.*)

Maryam: What do you mean?

Teacher: How much did you pay for this?
(*The teacher points to an item with a price card of two dollars.*)

Maryam: One dollar.

Jamie: Right. Half of two dollars is one dollar.

Maryam: I keep one dollar.

Emma: You earn money!

Jamie: Yeah!

Narrator: **Authentic** language tasks: Shopping is a good topic for role-plays because it is an authentic task. Students can gain confidence in using English when they practice in such realistic settings.

Teacher: As we do the role play, remember to **cooperate** with your classmates.

Julia: How?

Teacher: If a classmate does not remember how to say something, try to help her.

Mimi: Maybe talk slowly and clearly.

Emma: Or say, "Please repeat that."

Teacher: Good ideas. Now shoppers, go to all of the shops and get the lowest price. Let's begin.

(The students walk around the table and play their roles as shoppers and shopkeepers.)

Julia: How much are the apples?

Emma: They are five dollars a kilo.

Julia: That's very expensive.

Emma: But, they taste very good.

Julia: How about four dollars a kilo?

Emma: Okay. Four dollars a kilo.

Julia: Here.

(Julia hands Emma the play money.)

Emma: Thank you.

Mimi: How much is this scarf?

Maryam: It's thirty dollars.

Mimi: Oh, that's too much.

Maryam: But it's really beautiful!

Mimi: How about twenty?

Maryam: (*Maryam looks at the teacher and asks her a question.*)
Can I say no?

Teacher: Yes, you can say no.

Maryam: No, but I will take forty dollars for two scarves.

Mimi: Okay. I want to buy two.
(*Mimi hands Maryam the play money.*)

Maryam: Thank you.

Teacher: You are all doing very well. What do you think?

Julia: This is fun. I like to bargain!

Teacher: Any questions?
(*Jaime raises her hand.*)

Jamie: Can I be the shopper now?

Teacher: Yes, let's change roles now . . .

Narrator: Summary: Students use new language in an authentic **context** through their role-plays. The shoppers and shopkeepers have different information. This creates a purpose for their communication. Next time, join us for Unit 6. We will teach group work and writing skills.

Transcript Vocabulary

These definitions, in alphabetical order, are from the [Merriam-Webster Learner's Dictionary](http://www.learnersdictionary.com/) (<http://www.learnersdictionary.com/>):

authentic (adjective) – real or genuine; not copied or false

context (noun) – the situation in which something happens; the group of conditions that exist where and when something happens

cooperate (verb) – to work with others to complete tasks, build confidence, and give and receive feedback

expression (noun) – a word or phrase

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