

Unit 10: Going shopping**Day four: Buying clothes****Objective**

Students will recognize and identify various numbers ranging from 0 to 9999 by calling out specific numbers to the teacher.

Students will create a story involving several friends going shopping for clothes.

Setting the stage (2 minutes)

Teacher projects the [Numbers Review grid](#) on the screen in the front of the room and leads students in locating, recognizing and identifying a specific number on the grid. Teacher encourages students to call out the number and rewards outstanding students with a "Bravo," "That's right," "Great!" or any other compliment appropriate to the culture of their first language (L1).

Input (35 minutes)

Teacher leads students in creating a story about two friends who meet to go together to a clothing store to shop for school clothes.

Teacher helps students build story by asking questions that reinforce the information. Students volunteer names of the two friends, name of the store where these friends will meet, what types of clothing the friends will look at, what comments the friends will make about the various items of clothing, the prices of the items of clothing and the final choices the friends will make concerning their purchase.

Questions that "recycle" the students' suggestions include yes/no, either/or, who/what/where/when/why.

Teacher writes down new vocabulary in the target language (TL) and the students' first language (L1) on the board. Teacher does not speak the L1, but points to the L1 translation whenever a TL vocabulary word is spoken. This assures student comprehension. The constant recycling of information with the questions assures continual student involvement and participation.

In the Model below the information in italics is named by students in the class. Teacher makes suggestions and students choose. Or, students are encouraged to make their own suggestions; the funnier, the more memorable!

Model of a story

Friend A calls up Friend B on telephone or sends text message to suggest they go shopping for clothes.

Friend A suggests a particular store as a meeting place and a particular time to meet.

Friends meet and start circulating around the store.

Friend A sees a rack of jeans and both friends head in that direction.

Friend B picks out a pair of jeans and comments in a positive way.

Friend A makes a different positive comment.

Friend B finds a sales person and asks for the price.

Sales person gives a very expensive price.

Friend A states this is too expensive.

Both friends decide not to look for jeans anymore.

Friend A sees a rack of tee-shirts and both friends go there.

Friend A picks out two shirts of different colors and shows them to Friend B.

Friend A asks Friend B which shirt he or she prefers and why.

Friend B answers.

Both friends look for a sales person. None is in sight!

Friend A starts to complain. He or she is upset that no sales person is available.

Friend A finds a sales person and asks the price of both shirts.

Sales person gives prices.

Friend B makes a negative comment about the price of one of the shirts.

Friend A makes a positive comment about the more expensive shirt.

Friend A decides to buy the more expensive shirt.

Both friends leave the store and decide to go to a café for an afternoon snack.

At the café, they see another teenager wearing exactly the same tee-shirt that Friend A just bought.

Both friends laugh. They agree that the tee-shirt must be really popular.

Closure (10 minutes)

Students fill in a [graphic organizer](#) about the story they created. Teacher collects this work.

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