



## At the Department Store (Part One)

### Topic: How to find your way around a department store

**Introduction:** This is the first of two lessons introducing the topic of department stores. Students will develop their vocabulary to talk about the different floors and departments and practise asking and answering questions to find out where departments are situated.

#### Aims:

- To expand students' vocabulary of department store floors and departments.
- To develop students' ability to ask and answer questions to find out where departments are located within a store.

**Level:** Beginner/E1

**Length of lesson:** About 90 minutes

#### Additional Resources Required:

- Resource A: Internal pictures of department stores
- Resource B: Floor Cards (1 set per pair – cut up)
- Resource C: Department Cards (1 set per pair – cut up)
- Resource D: Finding Departments Cards (cut up and hand out 1 card per student)
- Resource E: Reading – Floors and Departments (1 per student)
- Plenty of magazine pictures of items that can be bought from department stores (to cover all 9 departments listed in Resource C)

#### Procedure

##### 1. Lead-in (10 minutes)

- Show photographs from **Resource A** to introduce the topic of the department store.
- Elicit basic information such as names of local department stores, floors, departments and what you can buy there. Write up feedback on whiteboard and check pronunciation.

##### 2. Department store floors – vocabulary (10 minutes)

- Hand out cut up sets of **Resource B**.
- Hold up one card at a time and ask learners, 'Which floor is it?'
- Tell students to read the name of the floor on the card aloud, either as a group or individually. Check pronunciation and mark word stress. Elicit the numerical version of ordinals e.g. 1<sup>st</sup>, 2<sup>nd</sup> etc.
- Choose a card but don't reveal it to students yet. Say the floor and tell students to find it in their set of cards and hold up.
- Reveal your card for students to check and repeat the activity for all the floors.
- Ask students to put the cards in order with the highest floor at the top and lowest floor at the bottom.
- Check in pairs before eliciting group feedback by sticking cards on whiteboard in correct order.



### 3. Departments – vocabulary (15 minutes)

- Hand out plenty of magazine photographs of items commonly bought in department stores.
- Ask all students to move out of their seats and stick the photographs on the wall, in groups according to which department they belong to.
- Elicit any department names the students already know before distributing one set of **Resource C** cards amongst the group.
- Ask students to stick the **Resource C** cards next to the appropriate group of photographs on the wall.
- Tell the students to go back to their seats and to make a note of the department names. Check pronunciation and word stress.

### 4. Guessing Game – Speaking and Listening (15 mins)

- Put students into two teams.
- Choose one department card without students seeing.
- Tell teams to guess which department card you are holding, by listening to you say, or watching as you draw, the kind of things that can be bought in that department. The quickest team to answer by putting their hand up gets one point. Repeat with other department cards.
- **Differentiation:** To make the activity more challenging, encourage students to take turns in their teams to give the clues for the cards you choose, instead of you.

### 5. Matching departments with floors (Part one) – Speaking and listening (10 mins)

- Use one set each of **Resource B** and **Resource C** to set up task.
- Arrange the departments and floor cards on a table or whiteboard, **ensuring students can see.**
- Say, 'Where's the ..... department? It's on the .....floor/in the basement.'
- Ask students the questions and elicit the answers for all nine departments.
- Students repeat the questions and answers in pairs.

### 6. Matching departments with floors (Part two) – Speaking and listening (10 mins)

- Arrange the departments on different floors **without showing the learners**
- Make sure each pair also has a set of **Resource B and C** cards.
- Ask learners to find out where the departments are by asking you, 'Where's the .....department?'
- You reply, 'It's on the .....floor/in the basement.'
- Tell them to listen to the answers and use their own sets of cards to match the departments with the right floors.
- When all departments and floors have been matched, ask students to check with another pair.
- Reveal the original arrangement you made.
- Students repeat the activity in pairs, taking it in turns to rearrange the cards, remembering to keep them hidden from their partner.



## 7. Asking where departments are - Speaking and listening (15 minutes)

- Elicit how to ask politely where departments are e.g. *'Excuse me, where's the ....?'* and teach the possible answer, *'Sorry, I don't know.'*
- Give each student one card from **Resource D** and tell them they must not show it to anyone else. If there are more than eight students in the class, photocopy more copies of the resource.
- To complete this task, students should try to recall the names of the nine departments that they have just learned in class.
- Explain that each card shows where two departments are and they must find the seven remaining ones and write their answers on their card.
- They should talk to all the other students and can use the following conversation:

*-Excuse me, where's the.....department?*

*-It's on the .....floor or Sorry, I don't know.*

- Check in pairs before eliciting feeding back as a group, highlighting that there were two departments on some of the floors.

## Extension or Homework – Reading and writing (15 minutes)

- Hand out **Resource F**
- Tell students to read the sentences and fill in the information before checking in pairs.