

Shopping online  
Teacher's Notes

STEP 1

Use *Share Screen* (with *share computer sound* ticked) to display the PowerPoint. Show students slide 1 and ask them to guess which letters are missing to complete the phrase. Tell them that the letters come before the ones in the image. Get them to write their ideas in the chat box, making sure that they send their message to everyone, not just to you privately. If nobody comes close, display the clue on slide 2. Click to reveal *Wish for Peace*. Tell students that they're going to talk about wishes for the first part of the class.

STEP 2

Display slide 3 and show students the first sentence stem. Tell them that they should finish the sentence in a way they think nobody else in the group will. Give them thirty seconds to think about it and ask one student to write their answer in the chat box to everyone. Find out if anybody has written something similar. Ask a couple of students with different answers to say their sentences. Depending on what your students remember about the grammar of wish, you may need to elicit or explain why / if sentences are incorrect.

STEP 3

Repeat step 2 for the next three sentence stems.

STEP 4

Display slide 4. Tell students that they are going to listen to something and they should write down what they hear. Play twice if necessary. If you have a small group, let them compare answers. In a larger group, ask somebody to write in the chat box.

**Answer** *I wish I could ask you, "How was your day?"*

STEP 5

Ask students to speculate on a context for the sentence. Who might be wishing that they could ask the question? Who might they want to ask? Why can't they? Give them a minute to think about it before asking for their ideas. Say that they'll see the answer on the next slide.

Video [Dog to lion commercial](#)

STEP 6

Display the image of the dog on slide 5. Did anybody guess that it was an animal? Get students to speculate about the dog's life and who its owners might be.

STEP 7

Tell students to watch the video on slide 6 to see if their ideas are right. Play the video until 00:30 and pause. Ask them what they think will happen next. Play the rest of the video to check.

STEP 8

Ask students if they have bought anything online recently, or tried to. Tell them that they're going to discuss the advantages and disadvantages of online shopping. Display slide 7 and give them moment to read the task.

STEP 9

Create breakout rooms and assign two or three students to each room. Before they join their rooms, tell them to take a photo of the task (or you can take a screenshot and send it to them via the chat). Once they've talked about the advantages and disadvantages of the five points, they should choose the two best reasons for online shopping. Allow them eight to ten minutes in total. If they only have the three-minute total that they're given in a First or Advanced speaking test, you won't have time to visit all the breakout rooms.

STEP 10

Send students a message to warn them when there are thirty seconds left until the breakout rooms close. When they come back to the main screen, choose something they said in the discussion and write it in the chat box. Tell them they have five seconds to think and then correct the mistake by writing in the chat box. Then do another, but mix mistakes with examples of language you want to praise. If the sentence is correct, students give a real or virtual thumbs-up.

STEP 11

Students reflect on the lesson. What did they do well? What could they do better? What could they do at home to improve?

What are the advantages and disadvantages of shopping online?

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graph TD; A[What are the advantages and disadvantages of shopping online?] --- B[security]; A --- C[crowds]; A --- D[price]; A --- E[speed]; A --- F[variety];
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security

crowds

variety

price

speed