

[Designing an interactive activity with a mindmap \(see session 20240224-8ach\)](#)

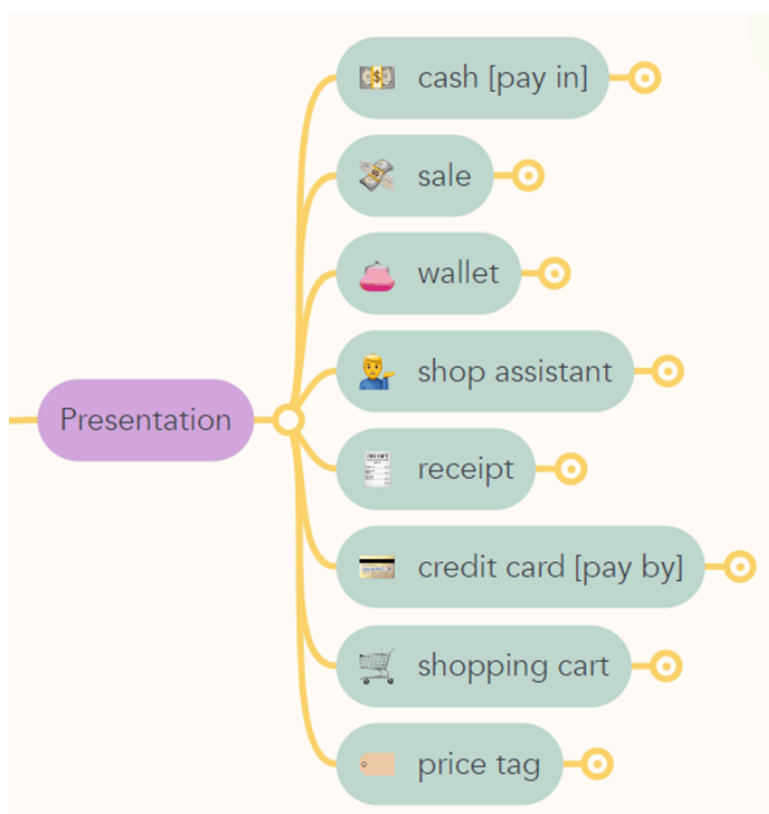
By Natalia Tarasova

20240228

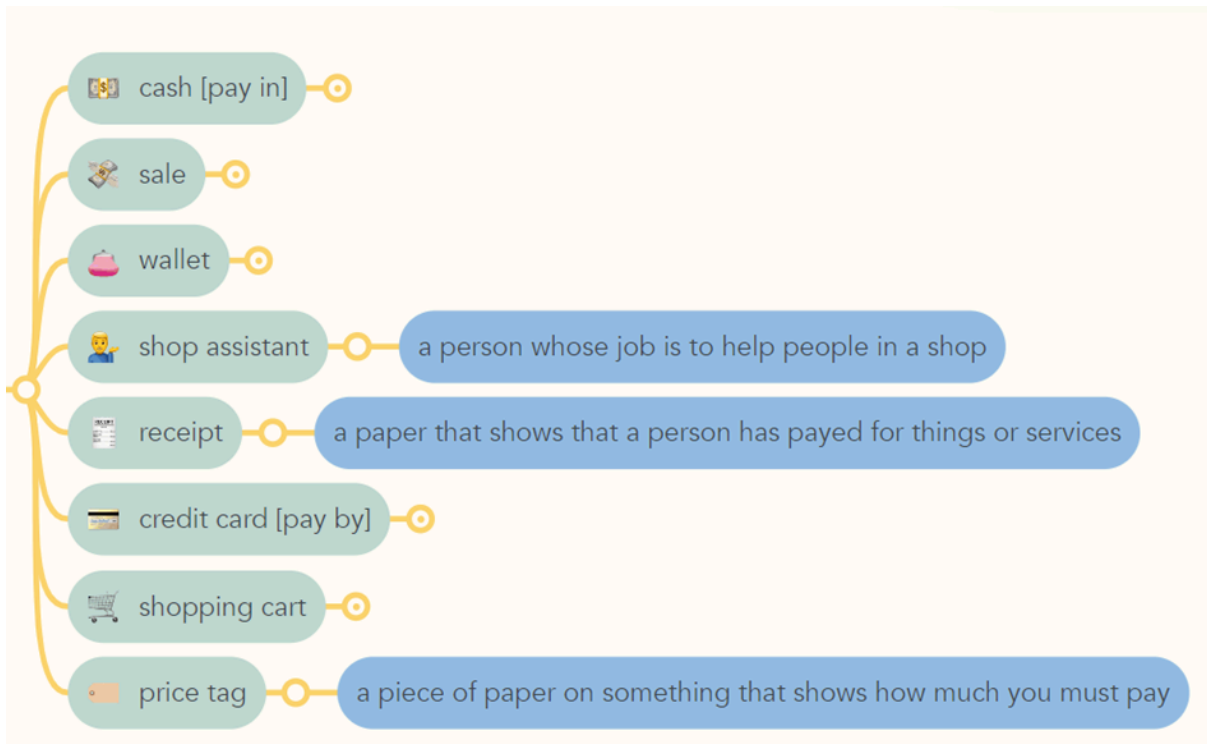
Link to the mindmap: <https://mm.tt/app/map/3179599082?t=aHioIhKlkl>

This vocabulary lesson is designed for pre-intermediate students on the topic of money and shopping. It follows the structure of a typical systems lesson and includes stages such as presentation, controlled practice and freer practice.

On the presentation stage students are introduced to new vocabulary on the topic with some visual aid of emoji icons. Some vocabulary items have verbs and prepositions in the square brackets to help students understand how they would be used in a sentence.

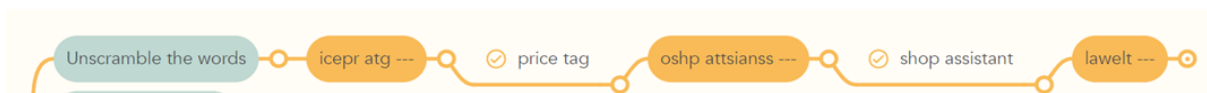


If the meanings of some of the new words remain unclear, students can look at the definitions by clicking the circle next to the word.

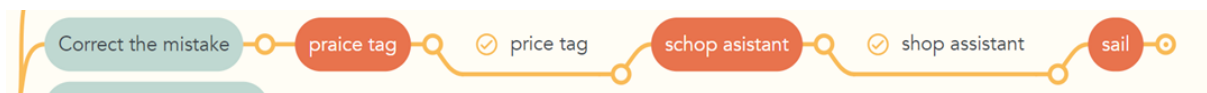


Controlled practice stage features two tasks aimed at development of spelling skills and two tasks that teach students to use new words in context. First task in each category can be used for weaker classes, while the second task can be utilized with stronger classes.

Weaker classes are offered an unscramble task. By clicking on the circle on the right students open the task and then after completing it reveal the correct answer.



Stronger classes look at the incorrect spellings of the words and correct the mistakes. The mistakes that are made in the words are common for Russian speakers and those who learn German as one of their foreign languages, which is a common situation in Russia.



To practice using words in sentences weaker classes choose one of the three suggested variants in brackets. The answers feature an emoji to reinforce the connection between the chosen word and visual image.

Choose the right word

I grabbed a () to help carry all the things I'm going to buy.
(wallet / shopping cart / receipt)

I grabbed a shopping cart to help carry all the things I'm going to buy.

Stronger classes are offered to choose the words from the list and their choice is not limited by just three options. The answers feature images reinforcing the meaning of the words as well. There is one extra word that the students will not be required to use.

Use one of the target words in each sentence:
price tag, shopping cart, credit card, cash, receipt, shop assistant, wallet, sale. (one word is extra)

The friendly () helped the old woman pick a good dress.

The friendly shop assistant helped the old woman pick a good dress.

Freer practice stage includes a list of questions that students are required to answer in pairs orally.

Answer the questions with your partner

What do you usually prefer to use for payment - cash or credit card? Why?

What do you do with your receipts after shopping? Have you ever tried to return something using a receipt?

After answering pre-prepared questions from the list students are asked to make one question themselves using one of the given expressions.

Pick one of the expressions and make your own question for your partner

- pay in cash Your question:
- pay by credit card Your question:
- keep in a wallet Your question:
- push a shopping cart Your question:
- buy on sale Your question:
- throw away the receipt Your question:
- ask the shop assistant for a bigger / smaller size Your question:

If the expression is too difficult to understand, students can open a tab 'hint' and read an explanation of the phrase.

pay in cash

Your question:

pay by credit card

Your question:

keep in a wallet

Your question:

push a shopping cart

Your question:

buy on sale

Your question:

throw away the receipt

Your question:

Hint: put the receipt into the rubbish bin

ask the shop assistant for a bigger / smaller size

Your question: