

# What's in your street? A game for ESL students



## Secondary Lesson Plan

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### **Learning area**

English as a second language

### **Level**

Early secondary (Years 7– 9)

### **Description**

Playing simple games helps students to develop the communication skills required to complete given tasks or solve problems using whatever language they already have.

### **Lesson overview**

Students explore vocabulary associated with shops and community buildings and ask questions and give answers about spatial relationships.

### **Duration**

40 minutes

### **Source**

[96 Games for Beginners in ESL](#) (page 40)

### **Materials required**

- 1 duplicated sheet per student of a set of cards with the names of some of the shops and buildings that might typically be found in a shopping centre strip (master provided)
- scissors
- 1 duplicated sheet per student designed to represent both sides of a street shopping centre (master provided)

## Procedure

### 1 General discussion

Ask students to think of as many different types of shops and buildings that might be found in the main street of a shopping centre. List these on the blackboard.

For example:

Hairdresser/Barber	Restaurants	Chemist
Fruit and vegetables/Greengrocer	Clothing	Cafe
Milk bar	Hot bread shop	Supermarket
Butcher	Hotel	Take-away/Fast food
Petrol station	Library	Newsagent
Shoe shop	Town Hall	Cake shop

### 2 Introduction

Give each student:

- a duplicated sheet of a set of cards with the names of different shops and buildings on them. Students will need to cut out the individual cards. (See master sheet 1.)
- a sheet with a street plan marked on it (See master sheet 2.)

Explain what is on each sheet.

### 3 Game

Students work in pairs.

Student A arranges a selection of eight of the cards in two parallel rows to represent both sides of a street.

Student B is not allowed to see Student A's arrangement. Student B has to find out:

- what eight shops and buildings are in Student A's street
- where each shop and building is located

Student B asks questions that require a yes/no answer in order to find out what shops and buildings Student A has included. For example:

- *Is there a supermarket?*
- *Is there a chemist?*

After finding out the eight buildings and shops Student A has included, Student B then asks questions that require a yes/no answer in order to find out the precise location. For example:

- *Is the restaurant on the left-hand side of the street?*
- *Is the chemist on a corner?*
- *Is the butcher between the supermarket and the hot bread shop?*

Student B places the appropriate card in the correct position on the street plan as the required information is discovered.

The game is completed when Student B's sheet correctly matches Student A's sheet. Student B can then have a turn of setting up a street for Student A to discover.

### **Extension activity**

Students draw and label their own set of extra cards of shops and buildings not included in the master sheet.

For example:

Music shop	Sports store	Swimming pool
Park	Delicatessen	Book shop

### **Suggested follow-up activities**

Go for a walk down the main street of the nearest shopping centre with the students. Ask them to:

- list the different types of shops and buildings
- list some of the produce/services that can be purchased in the shops
- make a plan of the shopping centre

Discuss some of the different names that shops are called. For example:

- fruit and vegetable shop/greengrocer
- chemist/pharmacy