

Elementary English Conversation Class

Literacy NJ, Mercer County Programs

Week 6 – Supermarket Shopping

Objectives for Week 6 – Students will:

- learn words about food
- express food preferences
- learn about supermarket layout
- study how to ask about the location and prices of food items at a supermarket
- study food prices and a supermarket receipt
- learn to pay for groceries by credit or debit card

Lesson 6.1 – Expressing Food Preferences and Supermarket Shopping

Recommended Materials for Lesson 6.1

- extra copies of the review sheet from Lesson 5.2
- whiteboard (with markers) or blackboard (with chalk), and eraser
- nametags, name tents, or equivalent, and markers
- backup supply of paper and pens for student use
- pictures of food and supermarkets
- copies of blank checks for the group practice in Activity #1, food pictures (fruit, vegetables, meat, fish) for the group practice in Activity #3, the dialog in Activity #4, and the Lesson 6.1 review sheet



To reduce the need to write long displays on the board, consider preparing “posters” (on newsprint paper) in advance.

Dialogs and sample pictures of food and supermarkets appear at the end of the lessons for this week.

Activity #1 – Review

1. Greet the students. Ask a student to write the day and date [day of the week, month, day, year] on the board. Do the weather report for today – Say and write **“The weather today is [weather word].** If the students don’t know the right word, provide it for them and write it on the board. Include a reference to the approximate temperature (in Fahrenheit).

2. Make sure that everyone has a copy of the review sheet from Lesson 5.2. Refer the students to the picture of money in the middle of the review sheet. Review the first example, totaling \$.67. Ask students for the answers to the next two items (\$1.32 and \$2.45), with different students coming to the board to write the answers.
3. Read the question about change from a clothing purchase, and ask a student for the answer. Review two meanings of the word *change*.
4. Review the receipts and sample checks from students who completed that part of the homework. Use an example (preferably from one of the students) to review how to write checks.



Divide the class into pairs. Give each student a blank check and dictate a date, payee, and amount. Remind the students to sign their checks. Then ask the students in the pairs to compare their checks to see if they are correct. Circulate among the students to review their work and answer questions.

Activity #2 – Talking about food (fruit and vegetables), the verb *to like*



Pictures of food and supermarkets appear at the end of the lessons for this week.

We typically use singular nouns for some food items and plurals for others. For example, we say “I like fruit,” “I like vegetables,” or “I like broccoli and melon, and tomatoes, carrots, and grapes.” Just say the commonly used forms and avoid complicated explanations.



Erase the board.

1. Pointing to a picture of fruit, say and write “**I like fruit**” and “**Do you like fruit?**” Ask a student this question, show the picture to him/her, point to a few kinds of fruit, and say “**I like [names of fruit].**” For example, you can point and say “**I like peaches and oranges.**” Ask the same student to look at the picture, point, and say “**I like [names of fruit in the picture].**” Help the student say the names. Write on the board “**[student’s name] likes fruit. He (or she) likes [names of the selected fruit].**” Show the entire class pictures of the named fruit.
2. Repeat with a different student.
3. Repeat with a picture of vegetables and two different students.



If a student tries to say that he/she doesn't like some food, you can introduce "[student's name] does not like [food item]." Otherwise, this form will come later in the lesson.

Activity #3 – Talking about food (meat and fish), the verb *to like*

There are many varieties of meat and fish. This lesson refers only to beef, chicken, and pork, and to fish and shellfish. If a student is interested in more detail, talk to the student separately.



*This lesson does not make use of negative contractions (e.g., **do not** is used instead of **don't**). Negative contractions are introduced in a later lesson.*

*As you proceed through this activity, explain and repeat that **like** becomes **likes** for he/she/it (as in **[student's name] likes meat**). Similarly, **do not like** becomes **does not like** for he/she/it.*

1. Say “Some people like meat and some people do not like meat. I like [or do not like] meat.” Ask a student (preferably one who didn't participate earlier) “**Do you like meat?**” If the answer is no, prompt the student to say “**I do not like meat,**” and add “**[student's name] does not like meat**” to the list on the board.
2. If the student (or the next student) likes meat, show the pictures of beef, chicken, and pork. Ask “**Do you like beef? Do you like chicken? Do you like pork?**” Say and write “**[student's name] likes meat. He (or she) likes [names of meat].**” Repeat with a different student.
3. Repeat with pictures of fish and shellfish, and two different students. With the pictures, ask “**Do you like fish? Do you like shellfish?**” Record the students' preferences on the board.
4. Depending on the students' answers, the board should look something like this:
[student's name] likes fruit. He (or she) likes [names of fruit].
[student's name] likes fruit. He (or she) likes [names of fruit].
[student's name] likes vegetables. He (or she) likes [names of vegetables].
[student's name] likes vegetables. He (or she) likes [names of vegetables].
[student's name] does not like meat.
[student's name] likes meat. He (or she) likes [names of meat].
[student's name] likes meat. He (or she) likes [names of meat].
[student's name] likes fish. He (or she) likes [names of fish].
[student's name] likes fish. He (or she) likes [names of fish].

To accommodate the transformation drill below, try to find several examples of students' dislikes as well as likes. You might even add one of your own to the list. Say "**I do not like [food item],**" and write "**[your name] does not like [food item].**" Try to add other examples from the class.

- Review "**I like [item]**" and "**He (or she) likes [item],**" and "**I do not like [item]**" and "**He (or she) does not like [item].**" Point out that there is no "s" at the end of the verb *like* in *does not like*. You can say that the "s" is in *does*, and we don't need it for the word *like*.
- Using information from the discussion above, set up a simple transformation drill in which you change *like* to *does not like* and vice versa. (You can adjust the food items in the exercise depending on students' actual likes and dislikes. It is best if students have different likes and dislikes! If not, you can use hypothetical names and food items.) For each item, nod or shake your head to indicate *yes* or *no*, and gesture for the students to repeat after you. Do each item several times. Do this entire exercise orally and repeat for many different types of foods. Examples:

[student's name] likes fruit.

[student's name] likes bananas.

[student's name] does not like bananas. (Emphasize *not* and the "k" sound in *like*.)

[student's name] likes vegetables.

[student's name] does not like vegetables.

[student's name] likes meat.

[student's name] does not like meat.

- Continue the transformation drill, but just gesture (nod or shake your head) and say a student's name and a food item. Gesture for the students to reply in complete sentences as practiced in the previous item. Then ask students to take your role by gesturing and saying a student's name and a food item. The rest of the students should reply with complete sentences; e.g., *[name] likes/does not like [food item]*.



Divide the class into pairs or groups. Give each group one of the pictures (fruit, vegetables, meat, or fish). Students should take turns choosing an item of food in the picture and saying "I like [item]" or "I do not like [item]." When the pairs/groups finish, rotate the pictures so all pairs/groups have a chance to discuss all four pictures.

Activity #4 – At the supermarket, asking *where*?



Erase the board.

1. Show a picture of a supermarket, and say **“You can buy fruit, vegetables, meat, and fish at the supermarket. Let’s talk about other things you can buy at the supermarket.”** Tell them that supermarket items are called **groceries**. Write the word on the board. Show pictures of other groceries: bread, cheese, rice, eggs, and soap. Ask students if they know other things to buy at the supermarket.
2. Say **“Let’s make a shopping list for the supermarket.”** Write a shopping list on the board, using items already discussed and any items that students suggest; for example:

Shopping List

**bananas
carrots
bread
cheese
chicken
rice
eggs
soap**

3. Explain the word **aisles** (use the supermarket pictures), and write it on the board. Say **“At the supermarket, bread is in the bakery or the bread aisle, eggs and cheese are in the dairy aisle, and fruit and vegetables are in the produce aisle.”** Show pictures, repeat, and write the words **“bakery,” “dairy,”** and **“produce.”**
4. Present the dialog, using the technique established in previous lessons.

Dialog at the supermarket

- A. Excuse me. Where is the cheese?**
B. Cheese is in the dairy aisle. Aisle 15.
A. Thank you. And where are the eggs?
B. Eggs are in aisle 15, too.
A. Is soap in aisle 15?
B. No, soap is in aisle 12.
A. Thank you very much.
B. You’re welcome.



Divide the class into pairs to practice the dialog. A copy of the dialog appears in the section at the end of the lessons for this week. Give each student a copy and tell the students to take turns as A and B.



Activity #5 – Review and conclusion

1. Distribute and discuss the review handout for this lesson.
2. Remind the students to complete the sentences on the handout and change five words in the dialog. They should also go to a supermarket and write sentences for the location of at least eight items.
3. Review any other important words or expressions introduced in this lesson.
4. Say “**Goodbye**” and “**See you on [day of next class].**”



Week 6, Lesson 6.1 Review of Supermarket Shopping

Important vocabulary about shopping at the supermarket

aisle	bakery	beef	chicken	dairy	fish	fruit	groceries	meat
pork	produce	shellfish	shopping list	supermarket	vegetables			

to like

I like chicken.

We like bananas.

I **do not like** meat.

We **do not like** shellfish.

You like fruit.

You like vegetables.

You **do not like** fish.

You **do not like** eggs.

He **likes** rice.

They like bread.

She **does not like** cheese.

They **do not like** carrots.

Write sentences with *like* and *not like*.

1. I like _____. I do not like _____.

2. She likes _____. She does not like _____.

3. _____.

4. _____.

Dialog at the supermarket. Study the dialog. Change five words to make a new dialog.

A. Excuse me. Where is the cheese?

B. Cheese is in the dairy aisle. Aisle 15.

A. Thank you. And where are the eggs?

B. Eggs are in aisle 15, too.

A. Is soap in aisle 15?

B. No, soap is in aisle 12.

A. Thank you very much.

B. You're welcome.

Go to a supermarket. Find the aisles for the items on the shopping list in this lesson or for other things that you want to buy. Write sentences for eight items: _____ is in aisle _____.

Lesson 6.2 – Paying for Groceries

Recommended Materials for Lesson 6.2

- extra copies of the review sheet from Lesson 6.1
- whiteboard (with markers) or blackboard (with chalk), and eraser
- nametags, name tents, or equivalent, and markers
- backup supply of paper and pens for student use
- copies of the dialog in Activity #2, the receipt in Activity #3, and the Lesson 6.2 review sheet



To reduce the need to write long displays on the board, consider preparing “posters” (on newsprint paper) in advance.

Sample pictures and copies of handouts appear at the end of the lessons for this week.

Activity #1 – Review

1. Greet the students. Ask a student to write the day and date [day of the week, month, day, year] on the board. Do the weather report for today – Say and write **“The weather today is [weather word].** If the students don’t know the right word, provide it for them and write it on the board. Include a reference to the approximate temperature (in Fahrenheit).
2. Make sure that everyone has a copy of the review sheet from Lesson 6.1. Call on students to read their *like* and *not like* sentences.
3. Ask the students who did the homework (about aisles in the supermarket) to write their sentences on the board and then read them.



Divide the class into pairs. Ask the students to discuss how they changed the dialog on the review sheet from Lesson 6.1. (They will probably have two different versions of the dialog.) They should practice their revised dialogs with each student having a turn as A and B.

Activity #2 – How much are ...? How much is ...?



Erase the board.

1. Remind the class about the shopping list from the previous lesson. The list in the lesson plan included bananas, carrots, bread, cheese, chicken, rice, eggs, and soap. Your list might have included other items.
2. Say **“How much do we pay for the groceries? How much are the bananas? Bananas are 59 cents for one pound.”** Show the picture of bananas. Remind the class that **59 cents** can be written in different ways – write **“59¢, \$.59, 59 cents, fifty-nine cents”** – but are all pronounced the same. Gesture to show that a **pound** refers to weight (.45 kilos or about half a kilo). Write **“How much are the bananas? Bananas are \$.59 a pound.”**
3. Say **“How much is the bread? Bread is \$3.50 for one loaf.”** Show the picture of a loaf of bread. Explain why you said **“How much is (not are) the bread?”** and **“Bread is (not are) \$3.50 a loaf.”** Write **“How much is the bread? Bread is \$3.50 a loaf.”**
4. Proceed slowly with the other items from the shopping list. As you introduce each item, show the picture and explain each unit (a dozen eggs, a 5-pound bag of rice, a bar of soap). Repeat the explanation of the use of **are** and **is**. Depending on your shopping list, the board will look something like this:

How much are the bananas?	Bananas are \$.59 a pound.
How much is the bread?	Bread is \$3.50 a loaf.
How much are the carrots?	Carrots are \$.79 a pound.
How much is the cheese?	Cheese is \$5.00 a pound.
How much is the chicken?	Chicken is \$2.25 a pound.
How much are the eggs?	Eggs are \$1.49 a dozen.
How much is the rice?	Rice is \$7.50 for a 5-pound bag.
How much is the soap?	Soap is \$1.25 a bar.

5. Present the following dialog, using the established method for dialogs.

Dialog at the supermarket

A. Excuse me. How much is the cheese?

B. The cheese is \$5.00 a pound.

A. Thank you. How much are the eggs?

B. Eggs are \$1.49 a dozen.

A. Thank you. Where is the bread?

B. Bread is in the bakery and in aisle 10.

A. Thank you.

B. You're welcome.



Divide the class into pairs to practice the dialog. Each student should have a turn as A and B. Ask them to discuss how to change five words in the dialog. Then they should enact the new dialog, taking turns as A and B. Ask the pairs to present their new dialogs to the whole class.

6. Using the pricing information that is on the board, ask the students how much they would pay for **two pounds** of bananas. Do the math with them: $2 \times .59 = \$1.18$. Ask how much they would pay for **two loaves** of bread (explain the plural of **loaf**). Do a few more conversions with them: If carrots are \$.79 a pound, how much do you pay for three pounds, etc.?

Activity #3 – Grocery receipt

1. Say “**At the supermarket, you pay the cashier.**” Write the word **cashier**, and show the picture. Say “**The cashier gives you a receipt.**”
2. Give the students a copy of the receipt, and slowly discuss each part.
 - The receipt shows the name, address, phone number, schedule of hours for the supermarket, and date and time of your shopping. Ask the students to identify and read each of these items.
 - Explain the abbreviations on the receipt: **pounds** are written as **lbs**, and **doz** means **a dozen** eggs. Repeat the meaning of a dozen.
 - For each item, say “**How much are you buying?**” The receipt shows the amount for each item: two pounds of bananas, two loaves of bread, etc. Ask the students to identify the quantities of the other items. You will probably need to explain how to say 0.8 and 4.7.

Receipt			
Your Supermarket			
123 Market Street			
Mytown, NJ 08123			
(609) 123-4567			
Open 7 days			
Mon. – Fri. 7am – 9pm			
Sat. 7am – 7pm			
Sun. 8am – 1pm			
3/30/18		11:46am	
bananas	2 lbs @ 0.59	1.18	F
bread	2 loaves	7.00	F
carrots	1 lb @ 0.79	0.79	F
cheese	0.8 lbs @ 5.00	4.00	F
chicken	4.7 lbs @ 2.25	10.58	F
rice	1 5-lb bag	7.50	F
eggs	1 doz	1.49	F
soap	3 bars	3.75	T
	total before tax	36.29	
	tax	.26	
TOTAL		36.55	
Cash		40.00	
Change		3.45	
THANK YOU!			

- Explain that @ *sign* tells the price for a pound of each item: bananas are \$0.59 a pound, carrots are \$0.79 a pound, etc. Ask the students to identify the other unit prices through the list on the receipt.
- Review the calculation of each subtotal, and read each one in two ways; e.g., for bananas, *one dollar and eighteen cents* and *one eighteen*.
- The letters F and T in the right margin mean *food* (non-taxable in NJ) and *taxable items*.
- Read the total as *thirty-six dollars and fifty-five cents* and as *thirty-six fifty-five*.
- Ask the students to tell you the total, how much the customer gives to the cashier, and how much change the cashier gives the customer.

Activity #4 – Paying the cashier by credit card or debit card



Erase the board.

1. Ask the students how they usually pay for groceries at the supermarket.
2. Explain that customers can pay the supermarket in cash or by check. Another choice is to use a credit card or debit card. Credit cards and debit cards look the same, but they are different. Show a sample credit or debit card.



Activity #5 – Review and conclusion

1. Distribute and discuss the review handout for this lesson. Review the abbreviations.
2. Review any other important words or expressions introduced in this lesson.
3. Say “**Goodbye**” and “**See you on [day of next class].**”



Week 6, Lesson 6.2 Review of Paying for Groceries

Important vocabulary about paying for groceries

bag bar of soap cashier credit card debit card dozen loaf/loaves pound

How much are ...? How much is ...?

How much are the bananas? Bananas are \$.59 a pound.

How much are the carrots? Carrots are \$.79/lb.

How much is the bread? Bread is \$3.50 a loaf.

How much is the cheese? Cheese is \$5.00 a pound.

How much is the chicken? Chicken is \$2.25/lb.

How much are the eggs? Eggs are \$1.49 a dozen.

How much is the rice? Rice is \$7.50 a bag.

How much is the soap? Soap is \$1.25 a bar.

Your receipt has a total of \$45.24. You give the cashier \$50. How much is your change? _____

Bananas are \$.49/lb. You buy four pounds. How much do you pay for bananas? _____

A bag of Super Rice is \$7.00 for five pounds. A bag of Best Rice is \$12.50 for ten pounds. Which bag do you buy? Why?

Use the supermarket receipt from this lesson. Change eight parts of the receipt to make a new receipt. You can change the groceries, the prices, or the amounts you are buying. Write the new total, how much you are paying, and the change.

Sample Pictures and Dialogs for Week 6

1936

DATE _____

PAY TO THE ORDER OF _____ \$

_____ DOLLARS  Security Features Details on back

FOR _____

⑆000000186⑆ 000000529⑆ 1000

1936

DATE _____

PAY TO THE ORDER OF _____ \$

_____ DOLLARS  Security Features Details on back

FOR _____

⑆000000186⑆ 000000529⑆ 1000

Fruit

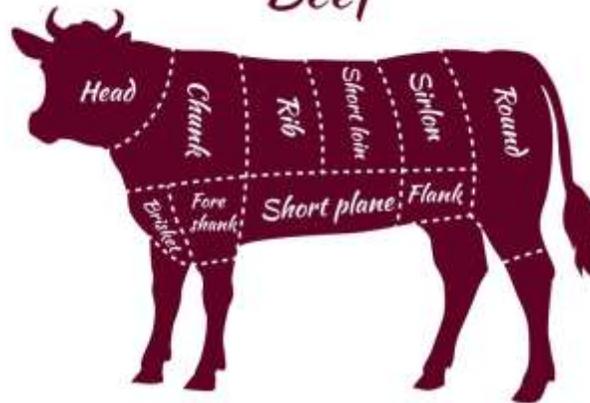


VEGETABLES

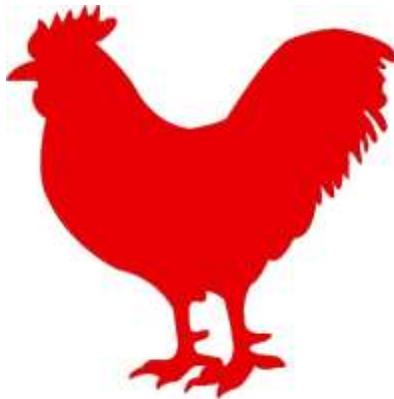


Meat

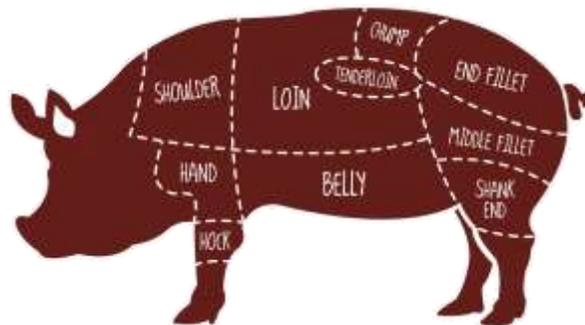
Beef



Chicken



Pork



Fish and Shellfish



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Supermarket Aisles





Dialog at the supermarket: *Excuse me. Where is the cheese?*

A. Excuse me. Where is the cheese?

B. Cheese is in the dairy aisle. Aisle 15.

A. Thank you. And where are the eggs?

B. Eggs are in aisle 15, too.

A. Is soap in aisle 15?

B. No, soap is in aisle 12.

A. Thank you very much.

B. You're welcome.





Dialog at the supermarket: *Excuse me. How much is the cheese?*

A. Excuse me. How much is the cheese?

B. The cheese is \$5.00 a pound.

A. Thank you. How much are the eggs?

B. Eggs are \$1.49 a dozen.

A. Thank you. Where is the bread?

B. Bread is in the bakery and in aisle 10.

A. Thank you.

B. You're welcome.





Receipt

Your Supermarket
123 Market Street
Mytown, NJ 08123
(609) 987-6543

Open 7 days
Mon. – Fri. 7am – 9pm
Sat. 7am – 7pm
Sun. 8am – 1pm

3/30/18 11:46am

bananas	2 lbs	\$ 1.18 F
bread	2 loaves	7.00 F
carrots	1 lb	0.79 F
cheese	0.8 lbs	4.00 F
chicken	4.7 lbs	10.58 F
rice	1 5-lb bag	7.50 F
eggs	1 doz	1.49 F
soap	3 bars	3.75 T
total before tax		36.29
tax		.26
TOTAL		\$ 36.55
Cash		\$ 40.00
Change		\$ 3.45

THANK YOU!

