Market and supermarket

Teacher’s Pack
Out and about: market and supermarket

Contents

Market and supermarket: teachers’ notes
Market and supermarket: answers
Market and supermarket: transcripts
Market and supermarket: classroom materials

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Introduction

Out and about focuses on speaking skills and functional language that your learner might need to use in the local communities. This is supplemented with vocabulary work and a small amount of reading. There are three units in this pack: Market and supermarket, Going out, and A busy week. These nine lessons complement each other but can be used separately. Timings are approximate and depending on your learner may take less or more time than shown.

This first unit will give your learner the language he or she will need for interactions in local shops. Bearing in mind that your learner may be more confident in oral skills than literacy skills, the materials do not require strong reading and writing skills. However, there are activities which specifically aim to improve basic literacy.

Where real objects (realia) are available as a stimulus for activities, it is good to use them. In the event of realia being unavailable, pictures have been provided to use for all activities.

Overview

Unit 1: market and supermarket
1a. At the market
1b. At the supermarket
1c. At the checkout

Unit 2: going out
2a. Places to visit
2b. Getting around
2c. I’m going out

Unit 3: a busy week
3a. An ill child
3b. Helping a neighbour move house
3c. Visitors
Lesson 1a: at the market

Time: 90 minutes

Aims
To develop functional language and vocabulary for everyday basic shopping activities.

Objectives
Your learner will be able to:

- recognise and use ‘these/those’ and ‘this one/that one’ when making requests
- make requests using ‘Can I have one of these/this one’
- ask for prices of items
- talk about his or her own shopping habits and preferences
- ask to try something on (extension).

Preparation

You will need:

- **Worksheet 1** - introduction pictures
- **Worksheet 2** - clothes pictures (cut up)
- **Worksheet 3** - cake stall pictures and pound sign (cut up)
- **Worksheet 4** - price cards (cut up)
- **Worksheet 5** - listening activity script and answers
- **Worksheet 6** - listening activity pictures (cut up)

Consider:

- This lesson looks at the use of *these, those, this one, that one*. It may seem straightforward but your learner may take quite a long time to grasp the grammar concepts confidently.
- Realia can be used in place of pictures in any of the activities below.
Introduction (15 mins)

- Look at the pictures from Worksheet 1 together. Use the questions below as a guide to talk about the pictures. Add more of your own as the conversation develops.
- Share your own thoughts and preferences but let the learner talk as much as possible with whatever language he or she has, however limited. This builds fluency.
  
  - In your country, do you go to markets? How are they different to the UK?
  - Do you like markets here? Which ones? Where? Why?
  - What do you buy there? Are things expensive?
  - When do you go? How often? Who with?

Activity 1: Talking about clothes - this one/that one (10 mins)

- Look at the clothes in the pictures on Worksheet 2. Point to individual items and say ‘I like this one/ I don’t like that one’. Ask the learner which ones he or she likes and does not like and encourage him or her to use the same phrases you have modelled.
- Ask the learner how many items there are in each picture (one). Explain that this one / that one is used for one item. Put two clothes pictures together. Say ‘this one’ but show it’s wrong to call two items ‘this one’ or ‘that one’.

Activity 2: Talking about cakes – these/those (15 mins)

- Look at the two cake stall pictures from Worksheet 3.
- Choose a type of cake from each picture and ask the learner ‘Do you like these or those?’ or ‘Which cakes do you like/ don’t you like?’ Where needed, help the learner say the appropriate response ‘I like these/those’. Do this with a number of different items in the pictures.
- Ask the learner how many of each kind of cake there are in the picture. The learner should answer five or three. Now contrast with the previous activity. Show that for more than one we don’t use ‘this/that one’ but ‘these/those’.
- It is also important to point out that ‘these’ is usually used for items pointed to which are close by. ‘Those’ is used for items farther away. Try to make this clear with the use of the two stall pictures – put one near the learner and one farther away. Show that it would be wrong to say ‘these’ for the pictures farthest away and ‘those’ for the closest.
Extension:
If possible, go out to a market or shop and try talking about items you both like and dislike using the phrases above. Alternatively, look around the house or room you are in or through a catalogue for similar practice.

Activity 3: Asking for prices (20 mins)
- This activity uses the pictures from the previous activities but could also work with realia on hand in the teaching location.
- Look at Worksheet 2 pictures again. Point to the pound sign card and elicit a question to ask the price of the items in the pictures. If not known, practise the question ‘How much is this one/that one?’ pointing to the pictures to show the correct context for the question. Drill the question with the learner using different pictures, if required.
- Point out the use of ‘is’. Use three fingers to count out the three key words ‘How much is...’. Show that ‘is’ is used for one item.
- Tell the learner that you have the prices (show cards from Worksheet 4). Tell the learner to point to the item and ask for the price. Tell the learner the price and place the card on the corresponding picture. This is helpful if your learner is not able to recognise numbers well. Drill pronunciation of the prices.
- Look at the cakes on Worksheet 3 again. Point to the pound sign again and elicit the question ‘How much...?’ This time your learner will need to say ‘How much are these/those?’ Correct where appropriate.
- Say that ‘How much is...?’ is wrong here. With two or more things we need to say ‘How much are..?’
- Drill the question several times pointing to different items on the two pictures, as before.
- The learner should now practise asking for prices. Say a price and then write it next to the picture. Alternatively, the learner could listen and write it next to the picture, where able or hand over the appropriate amount of money, if using realia.

Differentiation:
- If your learner is more confident with numbers and it is possible to use real money rather than price cards, tell the learner the price. The learner should then give the exact or an appropriate amount of money to pay for the item.
- Alternatively, if using cue cards, the cards could be placed on the table and the learner could place the correct price on the corresponding item as further listening practice.
Activity 4: listening practice - this/that/these/those (5 mins)

- Look at Worksheet 6. Place set A and B farther away from the learner and C and D nearer. Say each of the phrases (see Worksheet 5) and the learner has to point to the corresponding picture to show understanding of singular and plural and also items close by or farther away.

Activity 5: making requests at the market – can I have...this one/these (15 mins)

- Look at the pictures from Worksheets 2 and 3 (or use realia).
- Tell your learner that he or she is going to buy some of the items now. Tell the learner that he or she will be the stall holder and you will buy things from his or her stall. Now ask the learner for items from the pictures/realia using the key phrase ‘Can I have..?’ for example, ‘Can I have this one please?’ or ‘Can I have three of those, please?’ Your learner should then hand the items over.
- Now swap roles. The learner is the shopper and asks you for things from your ‘stall’. First elicit the key phrase ‘Can I have...?’ Drill some possible requests with the learner using the cards/realia, for example: ‘Can I have three of those, please?’ ‘Can I have that one, please?’ Practise until confident.
- Now role play a conversation. Make it as natural as possible by adding phrases such as: ‘Who’s next?’ ‘Morning. What would you like?’ ‘Anything else?’ ‘That’s £2 please.’ Use real money if appropriate.

Differentiation:

- If your learner is familiar with ‘Can I have...?’ introduce the phrase ‘I’d like...’ as an alternative.
- If the learner is not confident with the role play the first time, work through it again slowly, coaching the learner to respond to the additional phrases. Then try the role play again one or two more times, until confident.

Learning check: (10 mins)

Use the pictures of the four stalls from Worksheet 1. Role play the following conversation:

- You are the stallholder.
- Ask the learner to check prices and then buy things from the stalls using ‘How much is /are this/these?’ etc. and ‘Can I have this one/two of these?’ etc.
Extension:

If your learner is quite confident he or she could also learn to ask to try things on.

- Show pictures of clothes from Worksheet 7 or by using realia. Mime trying something on and elicit from your learner what to ask if he or she wanted to do that. Confirm or correct the phrase the learner says and then practise ‘Can I try this on please?’ for single items and ‘Can I try these on please?’ for plural items.
- Using Worksheet 7, look at each picture. The learner should use the correct form of the question to ask to try the item on.
- Role play. Now try a role play adding in extra phrases around the learner’s question, for example: ‘Morning, do you need any help?’ ‘Yes, there’s a mirror just here’ etc. Use the pictures or realia as a stimulus.
Lesson 1b: at the supermarket

Time: 60 minutes

Aims:
To develop functional language and vocabulary for everyday basic shopping activities.

Objectives:
Your learner will be able to:

- recognise a number of vocabulary items related to money and supermarket shopping
- ask for help to find things in the supermarket
- recognise the words ‘next to’ and ‘opposite’
- recognise four labels on supermarket items

Preparation

You will need:

- Worksheet 8 - supermarket pictures
- Worksheet 9 - vocabulary pictures
- a dice
- Worksheet 10 - supermarket plan
- Worksheet 11 - shopping items flashcards/or your own ad hoc cards (cut up)
- Worksheet 12 - supermarket labels
- Worksheet 13 - reading comprehension
- supermarket advert leaflets.

Consider:

- Your learner might not ask for things in a supermarket for fear of not understanding the response. If this is the case, to build confidence, go to a shop or supermarket with the learner and practise some of the aspects of the lesson.
- For further lesson ideas on this topic look at session D from the Shopping topic in the English My Way programme (www.englishmyway.co.uk/topics/131/243 [registration required]) or Learning Circle 10 from the same programme (http://www.englishmyway.co.uk/learning-circles/session-10).
Introduction (5 mins)

- Look at the images on Worksheet 8 and ask your learner to guess where they are taken (a supermarket).
- Ask your learner questions about his or her supermarket shopping preferences. Use these as a guide. Allow the learner plenty of time to talk. Prompt where necessary but avoid interrupting too much. An example is below:
  - ‘Which supermarket do you go to? Why?’
  - ‘How often do you go there? What do you buy?’
  - ‘Do you like...(x).. supermarket? Why / not?’
  - ‘Tell me about supermarkets in your country.’

Activity 1: supermarket vocabulary (10 mins)

- Ask your learner to identify any of the vocabulary items shown in the pictures on Worksheet 9. Introduce any that are not known and drill them with the learner until confident.
- Dice game. Roll the dice and say the vocabulary item that corresponds with the number on the dice, for example: 1 – aisle. Tick off the picture. Your learner should do the same and tick off the vocabulary items mentioned. Continue until each of you has each ticked off all the items. The first to do so is the winner.

Activity 2: looking for things in the supermarket (10 mins)

- Look at the plan of the supermarket on Worksheet 10. Recap the word ‘aisle’.
- Look at the six shopping item pictures on Worksheet 11 and elicit or drill the names of each item.
- Ask the learner what he or she normally says when looking for things in the supermarket. Introduce the phrase ‘Excuse me, I’m looking for…..’ Say the phrase with each of the six shopping items.
- Ask the learner to tell you what he or she is looking for using one of the pictures. Say which aisle it is in. The learner should put in the right place on the plan.

Differentiation:
If your learner would be better off with familiar vocabulary rather than any new items at this stage, make some ad hoc flashcards and draw items that the learner does know.
Extension:

• Swap roles in the dialogue. With the six items still on the supermarket plan, tell the learner what you are looking for. The learner should then state the aisle number.
Market and supermarket: at the supermarket – teachers’ notes

Activity 3: Understanding ‘next to’ and ‘opposite’ (10 mins)

- Place the flashcards from Worksheet 11 (or your own) on to the supermarket plan on Worksheet 10. Place some items next to each other on an aisle and some opposite each other on an aisle.
- Elicit the learner’s prior knowledge by asking where the items are and indicating opposite or next to with your finger. If the words are not known, tell the learner and demonstrate the meaning using the items on the plan. Then say the two words and ask your learner to indicate with his or her finger on the plan which word is being said, ‘opposite’ or ‘next to’.
- Take all the flashcards off the plan, except one. Now the learner has to tell you what he or she is looking for using the language practised in activity 3. Tell the learner where the item is in relation to the one on the plan, for example: ‘opposite the tissues’. The learner should place the item in the correct place on the plan.

Learning check: (5 mins)
Use the teaching location to practise the language learnt:

- your learner can ask for items he or she wants to find, for example: ‘I’m looking for the toilet’ or ‘I’m looking for the cups.’
- looking around the room, the learner could answer your question ‘Where’s the chair?’ with ‘Next to the table’ and describe the location of other items using ‘next to’ and ‘opposite’.

- Follow this procedure with all the flashcards.

Activity 4: supermarket special offer labels (15 mins)

- Show pictures of the labels from Worksheet 12 and see which are recognised.
- If your learner would have difficulty reading the labels aloud, read out each one in turn and ask the learner to try and match it with one of the four meaning diagrams by drawing a line between them. Establish meanings by explaining the diagrams in more detail or using realia, if required.
- Look at the example special offers on Worksheet 13. Ask the following questions: ‘Which things are half price?’ ‘Which things have 20p off?’ ‘Which things are buy one get one free?’ ‘Which one is two for the price of one?’

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Use the teaching location to practise the language learnt:

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Differentiation:

- For emerging readers this is a chance to learn words by sight. It may take longer to explain concepts and extra explanation may be required in addition to what is here.
- If extra practice is required, cut up the labels and meanings on Worksheet 5, mix them up and ask the learner to match them again.

Learning check: (5 mins)

Look at supermarket advertising leaflets that come through the door/local newspaper and see if the learner can spot any of the labels showing special offers.

- Discuss whether or not the learner normally buys things with these labels on.
Lesson 1c: at the checkout.

Time: 60 minutes

Aims:
To develop functional language and vocabulary for everyday basic shopping activities.

Objectives:
Your learner will be able to:

- recognise and respond to phrases commonly used at a supermarket checkout ‘Do you want cashback?’ ‘Have you got a points card?’ ‘Do you need a bag?’ ‘Insert your card.’
- make some common requests at the checkout ‘Can I have a bag?’ ‘Can I have help packing?’ ‘Can I have cashback?’ ‘I’ve got a voucher.’
- recognise what a loyalty card is and apply for one.

Preparation

You will need:

- Worksheet 14 - vocabulary pictures
- supermarket loyalty card ( or a picture of one from your local supermarket)
- points card form from a local supermarket (your learner may want to use the form to apply for a card, in this case, take multiple copies for practice)
- transcript
- Worksheet 15 storyboard
- Worksheet 16 picture cards (cut up)
- Worksheet 17 role play script
- real vouchers (if possible)
- Audio recording.

Consider:

- The first part of this lesson concentrates on helping your learner to listen and respond to information while the second part will develop your learner’s ability to make simple requests.
- You might need to be able to explain how ‘cashback’ works if your learner is unaware.
Introduction (5 mins)

- Look at Worksheet 14 pictures. Elicit the word checkout using the picture and say you are going to talk about going to the checkout.
- Show the points card picture or your own card and talk about what it is and how it works. Ask whether or not your learner uses one.
- If possible, fill in a simple points card form. Use a real form and guide the learner through filling the main sections in, supporting less or more as required.

Activity 1: vocabulary at the checkout (10 mins)

- Look at the items on Worksheet 14 and brainstorm and practise saying what each item is: cashback, checkout, a bag, insert bank card, points card and packing bags.
- Let your learner look at the six pictures for 30 seconds or a minute. Turn the worksheet over. The learner should then try to recall all the items on the sheet.

Activity 2: understanding phrases at the checkout (20 mins)

- Look at the storyboard on Worksheet 15 and see if your learner can guess what the assistant says. Elicit ideas from the five pictures.
- Go through each phrase with the learner listening while you point to the relevant picture.
  'Would you like cashback?' 'Insert your card please' 'Would you like a bag?' 'Would you like help packing?' 'Have you got a points card?'
- Say each of the phrases several times. Your learner should listen and point to the picture of the phrase being said.
- Use the audio recording. Ask your learner to listen to a recording of a conversation at the checkout. The learner should listen and look at Worksheet 15. As the learner listens he or she should look at Worksheet 15 and write down the order in which the phrases are said and the numbers of the picture which corresponds with this. Play the recording of the role play as many times as required.
- Listen to the recording one more time. This time stop the recording at the point where the customer speaks and encourage your learner to repeat the customer’s part of the role play.
- Now role play the conversation together. You are the checkout assistant and can read the transcript. Your learner should respond either as per the recording or with a response of his or her own.
Activity 3: asking for things at the checkout (20 mins)

- Look at the four image cards from Worksheet 16. Recap the basic words – bag, cashback, and packing. Voucher may be a new word so introduce that by showing examples of vouchers if you have some; elicit or explain what they are used for.
- Explain that your learner is going to say these things to the checkout assistant. Ask what he or she would say so you can check prior knowledge.
- Then drill the four phrases: ‘Can I have a bag?’ ‘Can I have cashback?’ ‘I have a voucher’ and ‘Can I have help packing?’
- Lay the four (or two) cards on the table. Say one of the phrases and ask your learner to point to the appropriate one. Repeat this several times. At the end of the activity point to the pictures and ask the learner to try to remember the phrases.
- Now show your learner the picture cards, one after another and several times. The learner should say the phrase that corresponds to each image. When your learner appears confident, move on to the role play.
- Carry out a role play. Take the role of the assistant. Use the pictures to prompt the learner to say the phrase on the card. You may wish to follow the example script from Worksheet 17.
- Repeat the role play several times.

Differentiation:

If the learner is less confident, just choose two of the phrases to focus on.

Learning check: (5 mins)

- Try the role play using the pictures but let the learner choose the order in which to say them. Alternatively, try the role play without the picture prompts.
- Monitor to assess whether your learner is able to carry out a conversation.
Lesson 1c Answers

Activity 2 listening:
5, 2, 3, 1, 4
Lesson 1c. Transcript.

Assistant: Morning. Do you need help packing?

Customer: No thanks. I’m fine.

Assistant: Do you need any bags?

Customer: Yeah, just two please.

Assistant: So that’s £45 please. Have you got a points card?

Customer: Yeah, here you are.

Assistant: Do you want cashback?

Customer: Um..yeah, £20 please.

Assistant: Insert your card please.

Customer: OK.

Assistant: OK. Thanks very much. Have a good day.
Market and supermarket: at the market – classroom materials

Lesson 1a. Worksheet 1. Introduction.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><img src="image1.jpg" alt="Clothing" /></td>
<td>£</td>
</tr>
<tr>
<td><img src="image2.jpg" alt="Clothing" /></td>
<td></td>
</tr>
<tr>
<td><img src="image3.jpg" alt="Clothing" /></td>
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<td><img src="image7.jpg" alt="Clothing" /></td>
<td><img src="image8.jpg" alt="Clothing" /></td>
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Lesson 1a. Worksheet 3. Cake stall pictures.

<table>
<thead>
<tr>
<th>£3.99</th>
<th>£7.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>£11.99</td>
<td>£19.99</td>
</tr>
<tr>
<td>£25.00</td>
<td>£22.50</td>
</tr>
</tbody>
</table>
Lesson 1a. Worksheet 5. Listening activity with answers

1. I don’t like that one. Answer (B)

2. How much are these? (C)

3. I like those. (A)

4. I don’t like those. (A)

5. I like this one. (D)

6. How much is that one? (B)

7. How much is this one? (D)

8. I like these. (C)

9. How much are those? (A)

10. I don’t like this one. (D)
Lesson 1a. Worksheet 7.

Lesson 1b. Worksheet 8. Supermarket photos.
Lesson 1b. Worksheet 9. Vocabulary pictures

1

2

3

4

5

6
Lesson 1b. Worksheet 11. Shopping items

**buy one**
**get one free**

**20p off**
**half price**

| 1 = 50p | £1 50p |
| 2 = 50p |       |
| £1 - 20p = 80p | 1 = £1 +1 = £0 |
Lesson 1b. Worksheet 13. Reading comprehension.

<table>
<thead>
<tr>
<th>Item 1</th>
<th>Item 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Image of bananas]</td>
<td>[Image of carrots]</td>
</tr>
<tr>
<td><strong>half price</strong></td>
<td><strong>20p off</strong></td>
</tr>
<tr>
<td>[Image of matches]</td>
<td>[Image of toilet paper]</td>
</tr>
<tr>
<td><strong>buy one get one free</strong></td>
<td><strong>half price</strong></td>
</tr>
<tr>
<td>[Image of tissues]</td>
<td>[Image of garlic]</td>
</tr>
<tr>
<td><strong>2 for the price of 1</strong></td>
<td><strong>buy one get one free</strong></td>
</tr>
</tbody>
</table>
Lesson 1c: Worksheet 14. Vocabulary pictures
Lesson 1c. Worksheet 15. Storyboard.

1. Cashier holding a £20 note.
2. Customer showing a credit card.
3. Cashier holding a card reader.
5. Customer receiving a bag of groceries.
Lesson 1c. Worksheet 16.
Lesson 1c. Worksheet 17.
Assistant: Morning.

(show bag picture.)

Assistant: Yes of course. Just one?

(Learner responds. Then show packing picture.)

Assistant: No problem. I’ll just call someone. That’s £58 please.

(Show voucher picture.)

Assistant: Ok thank you.

(Show cash back picture.)

Assistant: How much would you like?

(Learner responds.)

Assistant: No problem. Insert your card please.

(Learner does action.)

Assistant: Thanks very much. Here is your cash back and a new voucher

(Prompt learner to respond appropriately.)