

Supermarket Shopping



Supermarket Shopping – ideas for using the sequence story

Note for Tutors: Activities referred to in *Ideas for using the sequence story* are related to the suggested *Vocabulary and text* which you can find on page 15 of this document.

Warm up

Before looking at the picture, ask the learner the last time she went to the supermarket. Who did she go with? What did she buy?

Focus on key vocabulary (see page 15 for suggested vocabulary)

Either provide the learner with a list of target vocabulary and ask her to match the words to what she can see in the picture (Lower level) or brainstorm words with the learner (Higher level)

Question stories (see page 16 for suggested questions)

Ask a series of questions relating to the sequence. The learner's answers can guide them to retell or write the story of sequence. You could then compare the learner's version with the original text.

Alternatively encourage the learner to ask you some questions about the story. Learners often get more practice answering than asking questions.

Jumbled pictures – speaking

Cut the pictures up and jumble them up. Tutor and learner look at them one by one, and discuss what is happening in each picture. When you have discussed each picture put them in order and tell the story. This allows for good recycling of vocabulary.

Alternative class activity. Put the learners into small groups of up to six. Show the learners the first and last pictures and ask them to speculate what the story will be about. Give each learner one or two of the cut-up pictures. Tell them not to show it to the others. Learners take it in turns describe their pictures to the group. The group listens and decides on a good order for the pictures. Finally the learners look at all the pictures and revise their story if necessary.

Jumbled sentences – reading (see page 17 for photocopiable text)

Cut up the text into strips. Each strip relates to one of the pictures. Jumble up the strips.

Look at the picture story and ask the learner(s) to match the appropriate sentence to the right picture.

Adapt the story: to extend more advanced learners

After working with the basic version of the text, brainstorm some more advanced words that could also be incorporated into the story. Use these words to enrich the story by adapting the existing text.

You can also change the story to the past and use more complicated sentence structure:

Yesterday Fatima decided that she needed to go supermarket shopping. She looked in her fridge to see what was running low, and wrote a shopping list for onions, carrots, bananas, milk, rice and bread.

When she got to the supermarket. She took a trolley and started to walk around...

Gapped text

Gap out some words in the text on page 15 after reading it with your learner. The learner completes the text by referring to the pictures.

Depending on your learner's needs, you can focus on particular words: e.g.

- content words from the target vocabulary in the picture (this helps with revision)

First, she goes to the fruit and _____. area where she gets onions, _____ and bananas. She wants to get milk but she doesn't know where it is, so she asks a supermarket _____. He tells her it is opposite _____ 4

- "grammar" words: e.g. prepositions

First, she goes _____ the fruit and vegetable area where she gets onions, carrots and bananas. She wants to get milk but she doesn't know where it is, so she asks a supermarket worker. He tells her it is _____ aisle 4.

- articles

First, she goes to _____ fruit and vegetable area where she gets onions, carrots and bananas. She wants to get milk but she doesn't know where it is, so she asks _____ supermarket worker. He tells her it is opposite aisle 4

Kim's game (speaking or writing class game)

The learners look at the pictures for a set period of time. In pairs they discuss what they can see. The pair turns over the picture and collaboratively try and recall the pictures in the sequence and what was happening (they can do this orally or in writing). They then turn the picture back over and discuss what they left out.

Listening practice: True/false

Say some sentences about the picture, some true, some false: e.g. *Fatima needs some juice* (False). *Fatima needs some bread* (True)

There are three possible activities here:

- The learner simply says *true* for the true ones and *false* for the false ones.
- The learner repeats the true sentences and stays silent for the false ones (So it's a kind of drill, but the learner has to process the meaning as well as repeat)
- The learner says *true* for the true ones and corrects the false ones: e.g. *no, she doesn't need juice, she needs milk.*

In a higher level class the learners can work in pairs. One learner can say a true/false sentence and the other responds. Then they swap roles.

Dialogues

- Practice asking for help finding an item. This worksheet on the ELP website has some activities: [Asking for help in the supermarket.](#)
- Practice the dialogue in with the supermarket operator. Thinks of some variations - e.g. talking about the weather, answering about a Fly-buys or other reward card, asking for some cash out, asking check-out only items like stamps from the operator.

Extension ideas from the English Language Partners website

Under Teach English; Teaching resources; Unit worksheets, there is a good selection of follow-up worksheets you can use to teach useful language in the supermarket and other shops.

[.Shops and shopping](#)

[Supermarket layout](#)

[Where do you find these things in the supermarket?](#)

[Different ways of paying](#)

[Useful language for shopping](#)

[Countable and uncountable nouns](#)

Extension activities - using a supermarket flyer

You will need to obtain a weekly flyer from Pak and Save, Countdown, New World or any other local supermarket. These usually have weekly specials, and sometimes other content such as recipes.

Preparing cards for learning grocery items

You will need:

- *Two or three of the same flyers*
- *Scissors*
- *Glue*
- *Some prepared small cards. You could use one colour for pictures and one for descriptions/words (you can ask your centre to give you some card stock).*

Look through the flyer with your learner. Choose items that your learner regularly buys and that she wants to learn.

Cut out pictures of items.

Cut the pictures into two: picture and written description, and paste each on a piece of paper or card. Alternatively you can simply write the names of the items on the second card (or ask your learner to).

If you have a non-reading learner, make two of each picture card to use in activities below.

Listening activities to introduce the items

Learners sometimes like a chance to listen and understand before they are asked to speak or repeat.

- Introduce. Say the name of each item and point to it. Say it slowly so that your learner can hear all the sounds (but make sure you keep the correct word stress). Say it at normal speed. Repeat as necessary
- Point to the item: Put a few picture cards down. Say the name of one item. The learner points to the correct one.
- Choose the right word. Point to one item. Say two possible names - e.g. *broccoli*, *orange*. The learner uses their fingers to indicate 1 for the first one or 2 for the second one.
- Ordering. Spread the picture cards face up on the table. Read out a list of the items on the cards. The learner arranges the cards in a line in the same order.

Saying and repeating

- Drilling. Say the word. The learner repeats. Again, say it slowly so that your learner can hear all the sounds (but make sure you keep the correct word stress). Say it at normal speed. Repeat as necessary.
Make sure your learner is using the correct word stress, e.g.
 - broccoli = 0oo
 - shampoo = o0
 - chocolate = 0o (the middle syllable is not pronounced)
- Say and pick up: Put a few picture cards down. Say the name of one item. The learner repeats and pick up the correct item.
- Repeat the right word. Point to one item. Say two possible names - e.g. *broccoli*, *orange*. The learner repeats only the correct name.

Word grammar

You might want to highlight the difference between **countable nouns** (e.g. *carrots*) and **uncountable nouns** (e.g. *milk*), and expressions used with them such as:

How many oranges can you see?"

and

"How much milk is in this bottle?"

"I'd like an orange",

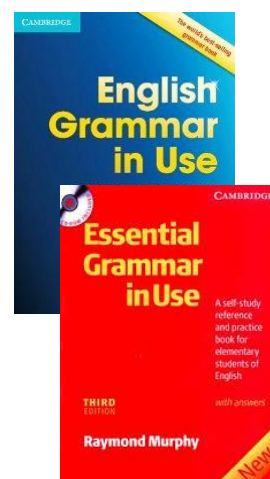
"I'd like some oranges",

"I'd like some milk"

but

"I'd like a litre of milk".

For more information on countable and uncountable nouns, look in grammar books by Raymond Murphy, or on the ELP website - [Countable and uncountable nouns](#)



Games using the cards to reinforce or review vocabulary.

Note: In activities where a home tutor is playing the game as a participant, they can make the game fairer by occasionally making a deliberate mistake and saying the wrong name for the item. If the learner can correct the tutor they “win” the turn from the tutor.

- Matching (one -to-one) - simply match the pictures to the descriptions/word cards.

- Line solitaire (one-to-one). Lay some picture cards in a line face up. The learner names the first item. If correct, they carry on. If they are wrong, they learn the word. They then shuffle the cards and begin again. They see if they can make a longer line than before.
- Ordering. Spread the picture cards face up on the table. The learner says the names of the items. Either the tutor or another learner arranges the items in the correct order.
- Memory (pairs): lay the picture and word cards (or the two sets of picture cards) face down on the table. Take it in turn to pick up two cards. When you have two matching cards, you can keep them (encourage your learner to say the word aloud).
- Snap (pairs): divide the cards into two piles, face down - pictures and descriptions. Turn over one picture from each pile at the same time. If you get a matching picture and description, the first player to say the name of the item can keep the pile.
Variation: put the cards in a diamond or pyramid shape, or in rows of six, and see how many rows they can get right.
- Take that card (pairs or groups). Place the pile of cards on the table, face up. Learners take it in turns to name the top card. If they are right, they keep the card. If they are wrong, the card goes to the bottom of the pile. The player with the most cards at the end is the winner.
Variation: If the learner does not know a card, they put it face up on the table in front of them. It becomes a penalty card. At the end of the game, learners take it in turns to name these cards. Whoever names it correctly, wins it.
- Picture spread (pairs or groups): Spread the cards face up on the table. Learners take it in turns to pick a card and say the appropriate word (e.g. *milk*) or sentence (e.g. *This is some milk*). If they are right, they keep the card. If they are wrong, they put it back. The player with the most cards at the end is the winner.
- Nought and crosses (pairs): (you will need some counters in 2 different colours). Learners lay the picture cards face up in a 3x3 shape. They take it in turn to name the cards. If they are correct, they put one of their counters on. The next player tries to name one of the cards next to it. Three named cards in a row wins the game.
- Bingo (groups): Learners choose 6 or 9 picture cards and spread them out in front of them. The tutor (or a learner if they feel confident) uses the word cards (or a master copy of the flyer) to call out the names of items. If the learner has the item on their card, they can turn the card over. The first player to turn over all their cards calls *Bingo!* and is the winner.

Higher level activities for speaking and listening

- Clue by clue (one-to-one or whole group). Put some cards face up on the table, or give each learner a copy of the flyer. Tell the learners that you are going to ask them to guess an item by listening to clues. Give your learners a series of clues until they can guess the item: e.g. for *milk*

- *it comes in a bottle*
- *it is a liquid*
- *it is white*
- *many Kiwis have it on breakfast cereal*
- *it comes from a cow*

More advanced learners can take it in turns to provide the clues.

- True or false (one-to one or groups). The tutor, or one of the learners, points to a card and makes a true or false statement about it: e.g. for *milk*, false statements could be: *this comes from chickens*, and a true statement would be *this comes from cows*. The first person who correctly says *true* or *false* wins the card.

Variation 1: As above, but the second person repeats the sentence if it is true, or corrects it if it is false.

Variation 2 (listening): The teacher reads out a list of true or false statements about the pictures. The players make a note of whether each is true or false.

- Twenty questions (pairs or small groups). Shuffle the cards and place them face down on the table. The first player takes the top card without showing the others. The others ask yes or no questions to try and guess the item, e.g.

- *Is it a drink?*
- *Does it come in a packet?*
- *Is it a kind of biscuit or cracker?*
- *Is it sweet?*
- *Is it on special?*
- *Does it have chocolate on it?*
- *Does it contain coconut?*

The player who guesses the object wins the card. The player with the most cards at the end is the winner.

- Can we do it? (one-to one or groups).

You need a list of verbs that can be used with the food items; e.g.

cook, chop, slice, dice, fry, deep fry, grill, roast, boil, bake, heat, microwave, roll out, mash, grate, pour, peel, whisk, spread, squeeze, crack,

Put the cards face up on the table OR give each learner a copy of the flyer. Then say a verb – e.g. *chop*. Ask the learners to find one or more items that you can chop. Continue with all the other verbs.

Follow-up activity: ask the learners to make sentences using *can* and *can't*: e.g. *We can chop tomatoes but we can't chop pastry.*

Sorting and categorising (good for memorising)

Sort the foods into different food groups - e.g.

- *dairy*
- *meat*
- *fruit*
- *vegetables*
- *cereals*

Then add more items to the categories (you can suggest the learner looks in their fridge and pantry). For homework you can also ask them to go to their local supermarket and collect more words.

You can also use the supermarket floor plan on page 14 for possible headers. Ask the learner to place the items in the correct section. Then brainstorm some more items from that section.

Sort the items into

- *things I often buy*
- *things I sometimes buy*
- *things I never buy*
- *things I would like to try*

Put the items on a cline - e.g.

- *from cheapest to most expensive,*
- *from least to most useful*
- *from least to most liked by the learner*

Brands:

Make sure that the learners can distinguish between the brands and the generic items - e.g. Weetbix vs breakfast cereal.

Discuss common brands in NZ. Has your learner seen any adverts for them?

What are your learner's favourite brands? Why does she like them?

Units and containers

Give your learner a list of containers, packs or units, and ask them to find foods to match:

a can of _____
a tin of _____
a bottle of _____
a bag of _____
a packet of _____
a six-pack of _____
a jar of _____
a pottle of _____
a pouch of _____
a tin of _____

a dozen _____
a loaf of _____
a roll of _____
a box of _____
a bunch of _____
a bar of _____
a head of _____
a tube of _____
a container of _____
loose _____

Amounts and money

Use the flyer to practise saying prices. We write \$1.59 but say “*a dollar fifty-nine*” or “*one fifty-nine*.”

Practice asking the learner for prices:

- *How much is the _____?*
- *How much are the _____?*

Give your learner practice in asking about prices as well. You can play “true/false”: your learner asks the price of an item. You either reply with the true price or a false one. Your learner says *true* or *false* depending on your answer.

If you have a class, you can create an information gap by whitening out prices and asking your learners to ask each other for the missing information.

Practise working out change: If something costs 5.50, how much change do you have from \$10?

Decide on a budget and make a shopping list that fits the budget.

Practise saying words for weight and volumes, e.g.

- 100 g = *a hundred grams*
- 1L = *one litre*
- 1.5L = *one point five litres* or *one and a half litres*
-

Follow this up with expressing unit costs, like “\$1.99 a kilo” or “\$1.99 per hundred grams.”

Look at expressions for talking about specials “2 for \$7, ½ price, 25% off, now from \$5.99 each, two weeks of specials”.

Comparing.

Follow on from “amounts and money” by practising the language of comparison:

- *The oranges are cheaper than the apples.*
- *The oranges are the cheapest fruit*

Sometime you will be comparing two things that are expressed in different ways, eg:

- *Tarakihi \$24.99 per kilo*
- *Scallops \$5.99/100g*
- *Frozen prawns \$9.99 per 300g packet*

So you will need to do some arithmetic - aloud - to convert them all into one unit - a useful life skill as well.

If your flyer is from New World or Pak’n’Save, you can compare prices on the flyer with prices for the same item on the [Countdown website](#).

Healthy eating

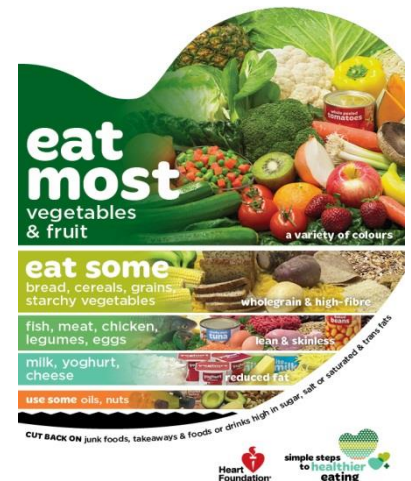
Ask the learner to choose some healthy foods and some unhealthy foods from the flyer.

Discuss what makes foods unhealthy (e.g. high sugar, saturated or trans fats, salt, additives etc).

Discuss what makes foods healthy (e.g. low salt/sugar; healthy fats, colourful fruit and vegetables, unprocessed foods etc)

You could also discuss the [Heart foundation visual guide](#) and have the learner illustrate it with their pictures.

If an unhealthy lifestyle is an issue with your learner, Picture story 7 (“What happened to my body”) and picture story 8 (“Snack attack”) from [Picture Stories for Adult ESL Health Literacy](#) can help you discuss the issues.



Vocabulary expansion for higher levels: descriptions

Identify words in the flyer to describe food, e.g. *shaved / sliced / hot cooked / raw / crumbed / ready to eat / chunky / fresh / soft / sour / gourmet / reduced fat / fruit flavoured*

Think of opposites

- raw ≠ cooked,
- chunky ≠ smooth
- reduced fat ≠ full fat
- sliced ≠ whole

Add other words to categories: *sour, sweet, savoury, bitter, salty*

Think of other foods that could be described with the word: *sliced ham*, but also *sliced beef, turkey, bread*

Fresh bread but also *fresh fruit, fish, vegetables, chicken, meat*

Find some other words to describe the item e.g. *orange: round, juicy, sweet, colourful*

Cooking and recipes

Decide on a budget and plan a meal from the flyer, or a meal for a special occasion.

Your flyer may include a recipe

- Identify the food names. Are they in the flyer? How much are they?
- Identify the verbs - *steam, add, dice, drain, fry, cover, cook, simmer*
- Practise saying the amounts - e.g. *1 cup, 1 tbsp, 750g, 3-4 mins*

You could try making the recipe; and then use the recipe as a model to write your own recipe

Treasure hunt:

Prepare some questions for the learner. You can just choose one page or the whole flyer.

Use it to revise any of the above items, e.g.

- *Find something that costs \$3.99 (or that costs nearly \$4.00)*
- *Find something that weighs 95g.*
- *Find something that comes in a bottle*
- *Find something that is orange*
- *Find something that you can eat without preparation*

Ask the learner to prepare a treasure hunt for you next week to revise the vocabulary you covered.

Directions and location

Use the supermarket floor plan on page 14.

OR

Visit the local supermarket with your learner. Draw up a floor plan, with the aisles and the headings like*dairy, cleaning materials, pet food*, etc.

Decide where you would find some of the items. Your learner could instruct you to place the pictures on the relevant section "The Janola bleach belongs with cleaning materials"

Pre-teach some directions:

- *It's in aisle 4*
- *It's at the back of the store*
- *It's halfway down, on the left*
- *It's next to the biscuits*
- *It's between the milk and the cheese*

Place a counter in one part of your plan, to represent where you are in the store.

Do a role play to practise giving and asking for direction. Your learner could either:

- Practice asking where items are and understand the answers
- Practice giving directions

Using the self-checkout

Many supermarkets have self-checkouts. These can be quite confusing, especially the language and procedures.

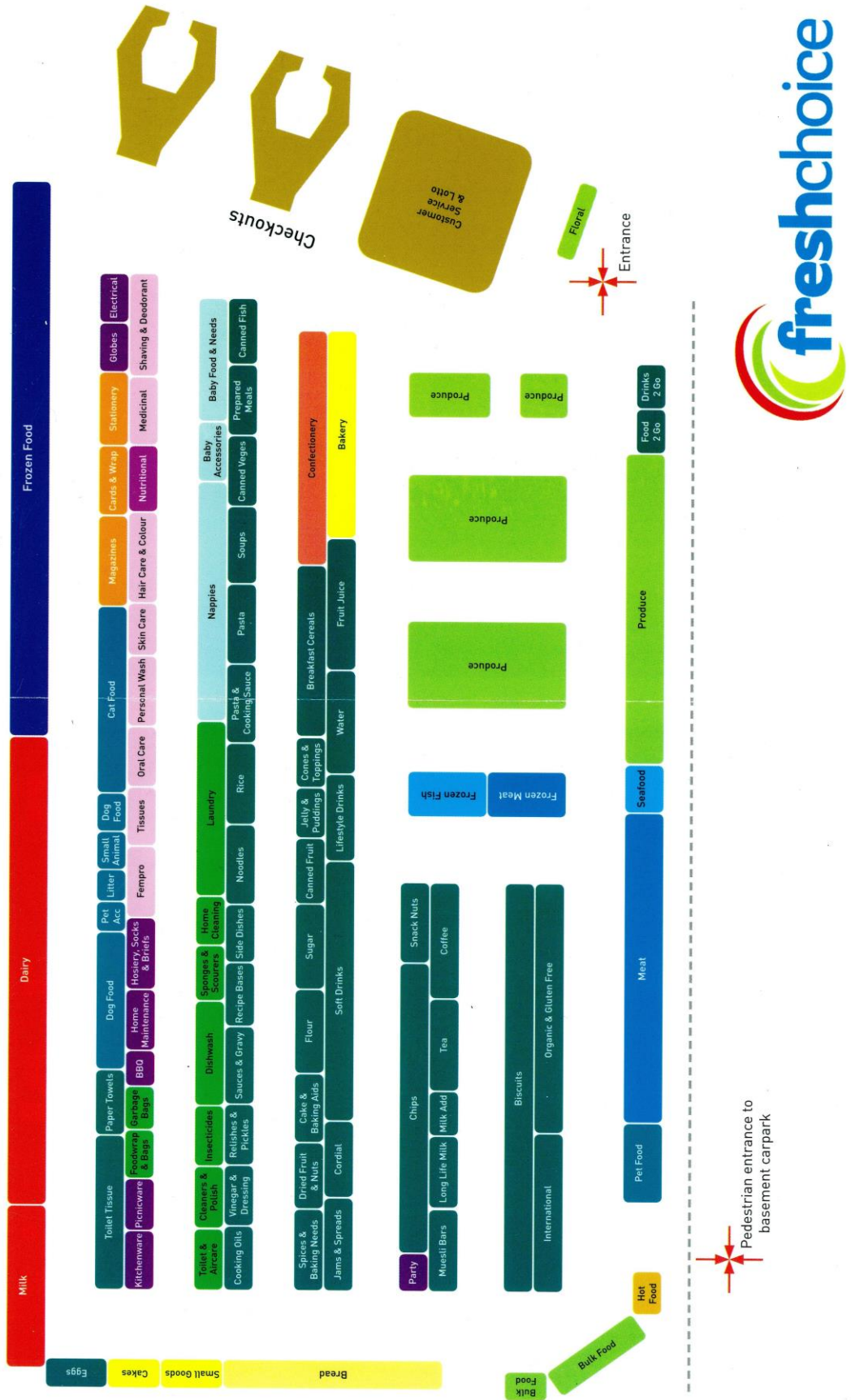
Visit the supermarket your learner uses and find out the language needed for the self-checkout. You may be able to get permission from the supermarket to photograph the screens so you can practice the language at home. If not, make some notes.

Take note of the following procedures:

- Getting help.
- Entering in:
 - fruit and vegetables (you often have to know the exact variety - e.g. Jazz apples)
 - bakery items (do you look it up or enter a code?)
 - bulk bin items
- Checking progress on the screen as you go.
- Entering rewards cards - Onecard, Flybuys.
- Payment options.

Practise the language with your learner and then visit the supermarket with them for a trial run.

Welcome to FreshChoice Glen Eden. Take a look around!



Supermarket shopping – suggested text and vocabulary

Note for Tutors: For ideas about how to use this suggested vocabulary and text, refer to *Ideas for using the sequence story* on page 2 of this document.

Target Vocabulary (see page 2 for instructions)

groceries, fridge (refrigerator), write a (shopping) list, onions, carrots, bananas, milk, rice, bread, supermarket, fruit, vegetables, area, trolley, excuse me, supermarket worker, opposite, aisle, on special, be in the way, reach, checkout, items, conveyor belt, cashier, ring up items, cash register, total cost, cash, eftpos, credit card, hand someone something, receipt, change

Basic Story for Lower Levels

Fatima needs some groceries. She looks in her fridge to see what she needs. She writes a shopping list. She wants to buy onions, carrots, bananas, milk, rice and bread.

Fatima goes to the supermarket. She gets a trolley and starts shopping. First, she goes to the fruit and vegetable area where she gets onions, carrots and bananas. She wants to get milk but she doesn't know where it is, so she asks a supermarket worker. He tells her it is opposite aisle 4. After she gets milk, she goes to the aisle that has pasta and rice. She puts a big bag of rice in her trolley. She is pleased because the rice is on special. A small boy is playing nearby.

Next, she goes to the aisle that has bread. A man is standing in the way so she says: "Excuse me" as she reaches for the bread.

She has all her groceries, so finally she goes to the checkout area. She puts her items on the conveyor belt. The cashier says hello and asks how she is. Fatima replies. The cashier rings up her items on the cash register and tells Fatima that the total cost of the groceries is \$23.50. Fatima gives her \$30. The cashier hands Fatima the receipt and her change. Fatima thanks her.

Questions for “*Question stories*” (see page 2 for instructions)

- Pic 1: Where is Fatima?
 What is she doing?
 What is she thinking about?
- Pic 2: What is Fatima writing?
 What does she need?
- Pic 3: Where is Fatima?
 What is she getting?
 What other fruit and vegetables can you see?
- Pic 4: What is in Fatima’s trolley?
 What is she looking for?
 Who does she ask?
- Pic 5: Where is the milk?
 Where do you think Fatima is going now?
- Pic 6: What is Fatima putting in the trolley?
 Why does she look pleased?
 What else can you get in this aisle?
 Who else is in the picture?
 What is he doing?
- Pic 7: What is Fatima getting?
 Who else is in the aisle?
 What is he doing?
 Why does she say, “Excuse me”?
- Pic 8: Where is Fatima?
 What is she doing?
 Who else is in the picture?
 What is she doing?
 What does she say to Fatima?
 How does Fatima respond?
- Pic 9: What is the total cost of Fatima’s groceries?
 Does she pay by cash or eftpos?
- Pic 10: What does the cashier give to Fatima?
 How much change does Fatima get?
 What does Fatima say to the cashier?

Descriptions for “Jumbled sentences” (see page 2 for instructions)**Photocopy and cut up.**

Fatima looks in the fridge to see what groceries she needs.

Fatima writes a shopping list.

Fatima gets some carrots in the fruit and vegetable area of the supermarket.

Fatima asks a supermarket worker where the milk is.

The supermarket worker tells Fatima that the milk is opposite aisle 4.

Fatima puts a big bag of rice in her trolley.

A man is in the way so Fatima says “Excuse me” as she reaches for some bread.

Fatima puts her groceries on the conveyor belt at the checkout.

The cashier tells Fatima the total cost of her groceries.

The cashier hands Fatima her receipt and change.

