

Unit 11

Level: Beginners

Age: Adults

Time: Approx. 90 - 120 minutes

Language objectives: Active: food and drink (revision, plus *salt; sugar; eggs; soft drink*); *need; how much is it / are they?*; supermarket (*basket; trolley; aisle; check out; self-service; bag*). Passive: *Clubcard/Nectar card; total*.

Materials: Unit 11: one copy of the worksheet per student; one copy of part A or B of the two pairwork sheets per student; one set of flashcards (*SALT, SUGAR, EGGS, SOFT DRINK, SHOPPING LIST, SUPERMARKET, RECEIPT*). Materials from Unit 6: One copy of the *CHICKEN, FISH, BREAD, MEAT, PASTA, RICE, WINE, SALAD, JUICE, BEER, CARROT, ORANGE, POTATO* flashcards. Materials from Unit 4: One copy of the *APPLE, BANANA, SANDWICH, BISCUIT* flashcards. Materials from Unit 3: One copy of the *COFFEE, TEA, MILK, WATER* flashcards.

Notes for an interpreter – Part 1

- Ask if there were any misunderstandings from Unit 10.
- Ask them to explain to the students that each lesson will now focus on an aspect of everyday life. This is to help prepare them for living in UK.
- Ask them to explain that the topic of *shopping: the supermarket* is to be covered in Unit 11, as it will be easier for the students if they know what to expect. Ask them to find out if the students have been to a supermarket in UK yet. If so, are they aware of supermarket loyalty cards?
- Ask if they can return at the end of the lesson to clarify, if necessary, any language items.
- If they are not available at the end of the lesson, agree on the best means of communication with the teacher.

local supermarkets. Fill one with three revision food items (e.g. *bread, potatoes and bananas*), along with the new ones (*salt, sugar and eggs*). Fill another two bags with a mixture of revision food items (four or five things per bag), and fill the last bag with drink items. NB. If it is difficult to bring in the real thing, then put flashcards in the bags instead.

- If possible, bring in, if possible, loyalty cards which match the brands of the bags above (eg Tesco Clubcard, Sainsbury's Nectar Card) and some receipts from local supermarkets.
- Place all the flashcards depicting food and drink face down on the table, if you haven't used them in the bags. The new flashcards should be at the bottom of the pile.

Procedure

1. When the students enter, smile and say *Hello, how are you?* and wait for an appropriate response.
2. Ask the students *What's the date today?* and write it on the board.
3. Hold up the plastic bag containing the mix of revision food items and new food items (*salt, sugar and eggs*). Ask *What is in the bag?* Encourage students to make suggestions. You will probably have to model the question. For example, ask *Is there coffee?* and pretend to search for coffee in the bag, before shaking your head and saying *No*. Next ask *Is there bread?* After another pretend search, pull out the bread triumphantly and say *Yes*. Place the bread on the table. Now allow the students to make all the suggestions. When the revision items have been found, pull out the remaining items and introduce the new vocabulary.

Before the lesson

- Print out the new flashcards of *salt, sugar, eggs, soft drinks, shopping list, receipt* and *supermarket*.
- Print out the worksheets and pairwork sheets. NB. The Numbered aisles pairwork activity in this unit features numbered supermarket aisles and so may or may not be relevant to your students, depending on the layout of the supermarkets in your area. If the activity is not relevant, or you do not have time in class, it is fine to skip it.
- If possible, bring in four different plastic bags from

Unit 11

4. Now offer another bag containing food items to a confident student and invite them to answer the students' questions. Repeat the process with the third bag of food.

5. Invite another student to continue the game using the bag with the drinks. When there is only the soft drink left, use this as your cue to introduce this item of vocabulary.

Brand names

Students may already be familiar with brand names such as Coke or Fanta. These answers are perfectly acceptable but also give the generic term *soft drink*.

6. At the end of the game, ask which bag is different. Hopefully they will be able to tell you that it is the bag with the drinks, as all the other bags contain food. If not, guide them towards the answer by taking items out of the different bags and asking *food or drink?*

7. Arrange all the food/drink items (or flashcards if you don't have the real items) on the table. Revise all the vocabulary, by pointing to either an item or a flashcard on the table. Ask the students to close their eyes (you will probably have to mime). When they have their eyes closed, remove two or three items and put them in a bag. Tell them to open their eyes – usually just saying *OK* will work – and hold up the bag. Using mime, pointing at missing spaces on the table and, looking in the bag, ask them to remember what items have been taken. As each item is correctly remembered, take it out of the bag and place it back in its slot. Repeat the game three or four times. Write up the new vocabulary items (*salt, sugar, eggs, soft drink*) at the end of the game.

8. Refer to Exercise 1 on the student worksheet. Ask the students to write their names and the date in the space provided.

9. Refer to Exercise 2. Ask the students to name the items in the pictures, then do the crossword. Encourage them to help each other and to compare answers.

Key:

Across: 1. carrots; 4. salt; 7. soft drinks; 8. bread; 11. coffee; 12. sugar; 13. fish; 14. eggs. Down: 1. chicken; 2. rice; 3. tea; 5. water; 6. bananas; 8. biscuits; 9. potatoes; 10. meat.

10. Show the flashcard of the shopping list and point to the first item. Read aloud *milk*, then look at the

students and say *I need milk*. Ask the students to repeat the sentence. Continue in the same way for the remaining items.

11. Refer to Exercise 3. Point to the shopping list and ask *Do you need milk?* Elicit the answer *Yes* by pointing to the first item and nodding your head. Repeat the procedure with the next couple of items. Then ask *Do you need tea?* and elicit the answer *No* by looking at the list and shaking your head.

12. Write the price *£1* on the board and, pointing again at the first item on the shopping list (milk), ask *How much is it?* After eliciting the correct response, revise prices by repeating the process with different prices on the board.

13. Ask the students to repeat the question *How much is it?* Now point at the fourth item (bananas) and ask the students to repeat *How much are they?* Make sure to underline the *s* at the end of the word to convey the reason for the change in question.

14. Divide the students into two groups, A and B, and give each student the appropriate *I need ...* pairwork sheet. Demonstrate the activity first. Point to the photos at the top of the sheet and elicit what the items are. Next, read the example sentences *I need tea. How much is it, please?* and *I need oranges. How much are they please?* Check students understand that they are asking their partner about the items at the top of their sheet and that they have the prices for their partner's items at the bottom of their sheet. Ask the students to start, and monitor carefully.

Key:

milk – 65p; biscuits – £1.20; bananas – 68p; eggs – £1.80; sugar – 54p; salt – 85p; bread – £1.30; chicken – £4.75; potatoes – £1.10; apples – £2.45

15. Refer to Exercise 4 on the student worksheet. Point to the photo of the first item and ask *What is it?* to elicit the answer *Coffee*. Make a show of looking back to the shopping list and finding the word *coffee* before nodding your head and reading *I need coffee*. Then repeat the process for the next photo (*salt*), but this time making a show of the fact that it is not on the list before reading *I don't need salt*. Go over the next two sentences orally before allowing the students time to complete the exercise. Students should compare their answers, before checking as a group.

Key:

I need coffee; I don't need salt; I don't need pasta; I need chicken; I need bananas; I don't need rice; I need sugar; I need milk; I don't need oranges; I don't need carrots

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16. Refer to Exercise 5. Point to the picture of the supermarket, and then hold up the supermarket flashcard, saying *Supermarket*. Then point to the basket on the worksheet and ask *What's that?* It's possible a student may have already come across this word. If no one knows, then give the word *basket*. Continue in the same way with the following vocabulary items: *trolley, aisle, checkout, bag*. Ask a confident student to come to the board and write the new words as you spell them. Then ask the students to label the pictures.

Optional activity

1. If supermarket aisles are numbered in your area, and you have time to do this additional activity with your students, hand out the optional Numbered aisles sheets. (Note that the second exercise is a pairwork activity, so be sure to hand out worksheet A to student A and worksheet B to student B.) If not, skip this section and go ahead to part 17.

2. Refer to Exercise 1, which is a listening activity. Point to the answers in question 1 and play the first mini-dialogue. Now point to the blanks in question 2 and play the corresponding mini-dialogue. Ask *What?* and elicit *Sugar*. Then ask *What aisle?* and elicit the answer *10*. Play the next dialogue and check the answer. Then play the last six dialogues without stopping. Allow time at the end for the students to compare their answers. If necessary, play the recording again before going over the answers.

Transcript:

1. **Customer:** Excuse me, where can I find the eggs, please?
Shop Assistant: Eggs? Aisle 9.
Customer: Thanks
2. **Customer:** Excuse me, I'm looking for the sugar.
Shop Assistant: The sugar is in aisle 10.
Customer: Thank you.
3. **Customer:** Can you tell me where the biscuits are please?
Shop Assistant: They're in aisle 15. Behind the tea.
Customer: Thanks.
4. **Customer:** Excuse me, where are the soft drinks?
Shop Assistant: In aisle 21. I'll show you.
Customer: Thank you.
5. **Customer:** Where can I find the salt please?

- Shop Assistant:** In the next aisle. Number 5
Customer: Thanks.
6. **Customer:** Excuse me, I'm looking for the bread.
Shop Assistant: It's in aisle 11. If you follow me, I'll take you there.
Customer: Thank you.
7. **Customer:** Can you tell me where the milk is please?
Shop Assistant: It's in aisle 3. Next to the cream.
Customer: Thanks.
8. **Customer:** Excuse me, where is the tea?
Shop Assistant: In aisle 18. I can take you there if you like.
Customer: It's OK, thanks. I'll find it.

3. As preparation for the pairwork activity, attach the flashcard of tea on the board. Next to it write *aisle 11* and *£2.30*. Ask *Where is the tea?* and wait for the answer *Aisle 11*. Next ask *How much is the tea?* and wait for the answer *£2.30*. Write the prompt: *W_ _ _ e i _ t_ _ t_ _ ?* Offer the board pen to the group and allow a volunteer to come and fill in the missing letters (the sentence should read *Where is the tea?*). Repeat the process for *H_ _ m_ _ _ i _ t_ _ t_ _ ?* (*How much is the tea?*) Follow the same procedure to elicit *Where are the biscuits?* and *How much are the biscuits?* If you feel the need, check *Is or are?* for the other items in the pairwork activity by holding up the relevant flashcards (*salt, apples, eggs, soft drinks, water, bananas, coffee, sandwiches*).

4. Refer to Exercise 2, the pairwork activity. Students should work in their original pairs. Monitor and help as necessary.

Key

	Where?	How much?
salt	aisle 6	85p
apples	aisle 1	£2.35
eggs	aisle 19	£1.80
soft drinks	aisle 23	£1.10
water	aisle 17	48p
biscuits	aisle 9	£1.10
tea	aisle 11	£2.30
bananas	aisle 2	68p
coffee	aisle 12	£3.52
sandwiches	aisle 20	£2.45

Unit 11

17. Refer to Exercise 6 on the student worksheet. Point to the picture of the checkout and revise this item of vocabulary. Show the supermarket loyalty cards you have brought in, and match them with the relevant supermarket bag. At this stage giving the generic term *card* is probably sufficient. Play the first checkout dialogue, then pause the track and ask *Bag?*, *Card?* and *How much?*, eliciting the responses *Yes*, *Yes* and *£19.86*. Ask the students to write the answers on the sheet. If necessary, repeat the dialogue before checking they have written the answers down correctly. Play the next three dialogues, one by one, allowing the students to compare their answers before correcting as a group.

Brand names

The fact that the audio file contains words and phrases that are unfamiliar to the students reflects real life. This exercise is designed to show students that they do not have to understand every word in order to understand the vital points of a conversation. Encourage the students to focus on what they do understand.

Transcript

1. **Customer:** Hello
Shop Assistant: Hello, do you need any bags?
Customer: Yes, please.
Shop Assistant: Do you have a Nectar Card?
Customer: Yes, here it is.
Shop Assistant: Thanks. That's £19.86, please.
2. **Customer:** Hello.
Shop Assistant: Hello, how are you today?
Customer: Fine, thanks.
Shop Assistant: Do you need a bag?
Customer: Yes, please.
Shop Assistant: Do you have a Clubcard?
Customer: No, I don't.
Shop Assistant: OK, that's £6.25, please.
3. **Customer:** Hi!
Shop Assistant: Hi, do you need any bags today?
Customer: No, I think I have enough.
Shop Assistant: Do you have a Match and More card?
Customer: Yes, here it is.
Shop Assistant: Thanks. That's £42.63, please.

4. **Customer:** Hello.
Shop Assistant: Hi, how are you?
Customer: Fine, thanks.
Shop Assistant: Do you need some bags?
Customer: Yes, please.
Shop Assistant: Do you have a Nectar Card?
Customer: No, I don't.
Shop Assistant: Would you like one?
Customer: No, I'm fine, thanks.
Shop Assistant: That's £18.37, please.

18. Show the students the supermarket receipts you have brought in. Using mime, explain that you are given this at the checkout after paying. Allow the students time to look at the receipts, pointing out the items and prices, the date and telephone number.

19. Refer to Exercise 7 on the student worksheet. Show the flashcard of the receipt, then point to it on the worksheet and read out the first question – *What is the telephone number?* Go over all questions orally. Give the students time to do the exercise by themselves, before correcting as a group.

Key:

1. 020 7843 2797; 2. 28/06/2016; 3. £2.65; 4. 43p; 5. £17.26

20. Say *Goodbye* and wait for the students to say goodbye to you.

Notes for an interpreter – Part 2

- Did the students understand what a shopping list is? (This is not spelled out during the lesson.)
- Did the students understand the concept of *need*?
- Did the students understand the difference between *How much is it?* and *How much are they?*
- Did the students understand what happens at a UK supermarket? Specifically, did they understand *checkout*, *self-service checkout* and *loyalty cards*?
- Explain to the students that there is an expectation to reuse plastic bags, and that they are not given out free but are sold for 5p.
- Is there anything needing clarification?
- The students should continue adding new words to their vocabulary notebook.
- The students should practise all the language covered as much as possible before the next lesson.









Absolute Beginners

by Frances Marnie









Unit 11

1 Name: _____ Date: _____

2 ACROSS →

1. 	4. 	7. 	8. 
11. 	12. 	13. 	14. 

DOWN ↓

1. 	2. 	3. 	5. 
6. 	8. 	9. 	10. 

The crossword puzzle grid consists of 14 numbered starting points for the words:

- 1: Across, top row, column 1
- 2: Down, top row, column 2
- 3: Across, top row, column 3
- 4: Across, middle row, column 4
- 5: Down, middle row, column 1
- 6: Down, middle row, column 2
- 7: Across, middle row, column 1
- 8: Across, middle row, column 3
- 9: Down, middle row, column 4
- 10: Down, middle row, column 5
- 11: Across, middle row, column 6
- 12: Across, middle row, column 7
- 13: Across, middle row, column 8
- 14: Down, middle row, column 9

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Unit 11

3



4 Do you need ... ?



I need coffee



I don't need salt



I don't _____ .



I need _____ .













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Unit 11

5



6



1.			
2.			
3.			
4.			

Unit 11

5 1. What is the telephone number?

2. What is the date?

3. How much is the tea?

4. How much are the bananas?

5. How much is the total?

Macmillan Supermarket	
020 7843 2797	
	£
SPINACH	2.00
TEA BAGS	2.65
EGGS	2.15
MUESLI	3.00
BISCUITS	1.59
YOGHURT	2.40
BANANAS	0.43
LEMON	0.35
BROWN RICE	1.89
TISSUES	0.80
BALANCE DUE	£17.26
CASH	£20.00
CHANGE	£2.74
MACMILLAN CARD POINTS EARNED: 17	
28/06/2016	15:19:23

Goodbye



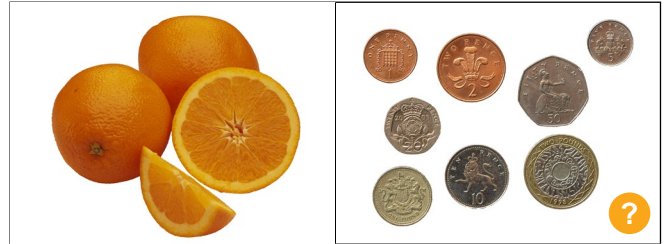
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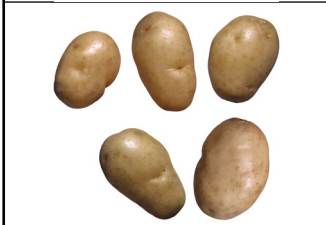
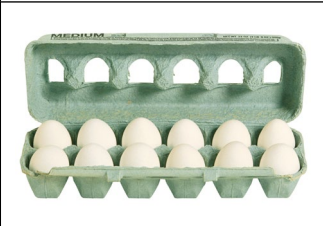


Unit 11: I need ...



I need **tea**. How much is it please?



I need **oranges**. How much are they please?

		85p
		£1.30
		£4.75
		£1.10
		£2.45
		

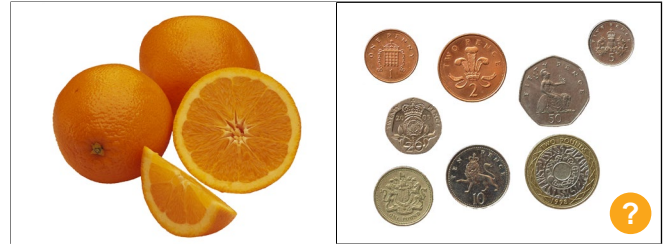
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Unit 11: I need ...



I need **tea**. How much is it please?



I need **oranges**. How much are they please?

			65p
			£1.20
			68p
			£1.80
			54p

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Unit 11: Numbered aisles

1

What?	Aisle?
1. eggs	9
2.	
3.	
4.	
5.	
6.	
7.	
8.	

2

	Where?	How much?
		
		
		
		
		
	aisle 9	£1.10
	aisle 11	£2.30
	aisle 2	68p
	aisle 12	£3.52
	aisle 20	£2.45

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Unit 11: Numbered aisles

1

	What?	Aisle?
1.	eggs	9
2.		
3.		
4.		
5.		
6.		
7.		
8.		

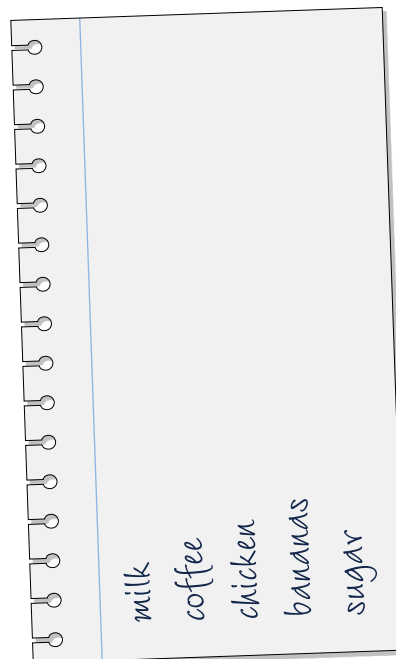
2

	Where?	How much?
		
		
		
		
		
	aisle 6	85p
	aisle 1	£2.35
	aisle 19	£1.80
	aisle 23	£1.10
	aisle 17	48p

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one stop english



FLASHCARDS

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SALT

SOFT
DRINK



SUGAR

SHOPPING
LIST

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one stop english

Macmillan Supermarket
020 7843 2797

SPINACH	£	2.00
TEA BAGS		2.65
EGGS		2.15
MUESLI		3.00
BISCUITS		1.59
YOGHURT		2.40
BANANAS		0.43
LEMON		0.35
BROWN RICE		1.89
TISSUES		0.80

BALANCE DUE	£17.26
CASH	£20.00
CHANGE	£2.74

MACMILLAN CARD POINTS EARNED: 17

28/06/2016

15:19:23



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RECEIPT

SUPERMARKET

