

## **Communicating at the Grocery Store and Talking about Recipes (Week 3, Wed.)**

Eric Christensen

**Course Information:** Beginning (Novice High) English  
MELT University, Humanities Building, M-Th 10:30-11:30

**Background:** So far this week, students have practiced food vocabulary, expressing hunger, and count vs. non-count nouns in contexts related to food. This lesson will further expand students' ability to engage in food-related speech acts by teaching them how to complete simple grocery store transactions (asking about an item and checking out) and describe the ingredients of a recipe using count and non-count and package nouns. This is an integrated-skills lesson with emphasis on listening and speaking.

### **Materials:**

- Stand Out textbook (each student)
  - Whiteboard with projector (for slides) and marker
  - (1) 48 papers with color pictures of food items (2 copies of attached sheet)
  - (2) "Finding an Item in the Store" paper (equal to about half the number of students)
  - (3) Papers with cashier questions (equal to about half the number of students)
- 

### **Terminal Objectives**

1. Students will be able to appropriately communicate with grocery store personnel using formulaic speech in order to locate an item and check out.
2. Students will be able to describe the ingredients of a recipe using appropriate grammar, including count vs. non-count and package nouns.

### **Enabling Objectives**

1. Students will use polite greetings and formulaic speech that is appropriate to interactions with service personnel.
  2. Students will respond to simple questions asked by a cashier.
  3. Students will form noun phrases with count and non-count nouns and package nouns.
  4. Students will communicate the list of ingredients in a recipe.
- 

### **10:30 Review**

- Show slide 1. Have students stand up and follow the directions. (**With someone from a different country**, talk about the following noun phrases. Are they correct? If not, make them correct.)
- Monitor. If students do not accurately use number agreement or package nouns, briefly reteach.

### 10:35 Overview

- Show slide 2. Explain that today we will be practicing the vocabulary and grammar we have learned so far this week in situations that students may encounter at the grocery store.
- Elicit the vocabulary of foods that students have learned so far this week and write it on the “vocabulary” section of the board. Add the vocabulary “aisle”, “section”, “dairy”, “deli”, “produce” (will be used in the 10:45 practice activity).
- Double-check that students are familiar with “here”, “there”,

### 10:40 Present: Ask for help finding an item

- Show slide 2 (picture of someone talking to a store employee). Ask students when they might be in this situation. Say that if you can't find an item, you can ask an employee for help.
- On the whiteboard, construct a dialogue with the students where you ask where to find an item. It may look something like this:
  - **Excuse me.**
  - **How may I help you?**
  - **Where is/are the \_\_\_\_\_?**
  - **It's/they're...**
    - Over here/there.
    - Next to the \_\_\_\_\_.
    - On aisle \_\_\_\_\_.
  - **Great, thank you!**
- Model the dialogue with a few students. Have students briefly **practice** in partnerships with the dialogue visible.

### 10:45 Practice: Ask for help finding an item

- Divide the students into groups of 2 or 3. One student in each group gets the list of food locations within the grocery store. Distribute the pictures of foods to the remaining students.
- Explain that the students with the pictures will play the role of the customer, and the students with the list will play the role of the employee. The customers must

politely ask the location of the item and write down the employee's answer on the back of the paper.

- Model with a few students, monitor, and assist until they are able to complete the task.
- After the activity, collect the pictures.

#### **10:52 Present: Answering questions from a cashier**

- Show the slide with a picture of the customer and cashier. Elicit language that might be used in this situation.
- On the board, list the following questions:
  - How are you today?
  - Cash or card?
  - Would you like it in a bag?
  - Would you like a receipt?
  - Anything else?
- Present and talk about appropriate answers for these questions. Ask each student one of the questions at random.

#### **10:56 Practice: Answering questions from a cashier**

- Divide the students into pairs. Give one student (the cashier) the handout. The cashier asks each question, and the other student (the customer) responds to each one. The cashier's paper has sample customer answers that can be used for hints. Switch afterwards.
- If students quickly complete the task, you can give them language for other answers than the suggested ones on the paper.

#### **11:00 Present/Practice: Reading ingredients**

- Show the slide with the sample ingredients list. Read them to the class and briefly review mass nouns. Introduce the fraction "one half". Show the next slide (with both columns) and explain that sometimes the "of" is omitted.
- Show the slide with the real list of ingredients. Have the students read the list in partnerships and guess what the dish is. (This is to give them practice connecting form to meaning and associating the grammar and written genre with real things.)
- Show the slides with incomplete recipes. Ask the question, "What do I need?" and elicit possible information from the students, with accurate grammar. (This is the question that will be used in the next activity.)

#### **11:10 Perform: Listing and asking about ingredients over the "phone"**

- Show the “A Phone Call” slide. Read through it with the students; as you do, copy it over to the whiteboard so it will be visible when you change slides.
- Divide students in half; one group will be “Ryan” (at home) and the other half will be “Terry” (at the store). Redistribute one set of the pictures, but give more to the students at the store than the ones at home.
- Show the “Shopping List 1” slide. In their groups, the students “at home” determine what they have and what they need. Then, in pairs with one student from each group, have them complete the dialogue, asking for only the ingredients that are at the store.
- Repeat with Shopping List 2 and 3. If time allows, switch groups and redistribute the pictures (the dialogue will be different every time).

### **11:25 Summary/Debriefing**

- Gather the students back from their conversations. Ask 2-4 students to share one thing or vocabulary word they learned with the rest of the class.
- As time permits, briefly review asking for help finding an item and checking out.
- Notify the students of the homework; ask whether the students have questions. Dismiss.

### **Evaluation**

For terminal objective 1, students’ ability to communicate appropriately with grocery store personnel will be evaluated by their completion of roleplays with other students in the class where they take the roles of customers and store employees or clerks.

For terminal objective 2, students’ ability to describe the ingredients of the recipe will be evaluated by monitoring their reading of ingredients during the 11:00 practice and their ability to accurately use singular or plural noun phrases in the 11:10 performance task.

### **Homework**

Textbook: page 68 (A, B, C), page 70 (F), page 71 (A, B, C), page 72 (D, E)

### **Contingency Plan**

Redistribute the food item pictures. Have the students write an ingredients list using the items they got. (Demonstrate on the board.) After doing this, have them get into groups and read their lists to one another. Evaluate for accuracy in singular/plural and count/mass nouns.

# Review

**With someone from a different country,** talk about the following noun phrases. Are they correct? If not, make them correct.

1. Three carrots
2. Three egg
3. Three bread
4. Three cups of milk
5. One cans of soda
6. One potato

# Communicating at the Grocery Store

## Talking about Recipes

Week 3, Thursday











# Ingredients

## For this recipe, you will need:

- 2 bananas
- 2 apples
- 3 tomatoes (chopped)
- 1/2 cup of sugar
- 3 scoops of ice cream
- Ketchup


# Ingredients

## For this recipe, you will need:

- 2 bananas
- 2 apples
- 3 tomatoes (chopped)
- 1 cup of sugar
- 3 scoops of ice cream
- Ketchup

- 2 bananas
- 2 apples
- 3 tomatoes (chopped)
- 1 cup sugar
- 3 scoops ice cream
- Ketchup

# Ingredients

- 1 tablespoon butter 
- ½ cup chopped onion
- ½ cup chopped celery
- 4 (14.5 ounce) cans chicken broth
- 1 (14.5 ounce) can vegetable broth
- ½ pound chopped cooked chicken breast
- 1 ½ cups egg noodles
- 1 cup sliced carrots
- ½ teaspoon dried basil
- ½ teaspoon dried oregano
- salt and ground black pepper to taste

Read the list of ingredients on the left with your partner. What dish is it?

*broth*: a liquid that tastes like meat or vegetables

*basil*: a type of spice

*oregano*: a type of spice

# What do I need?

## French toast

- 1 stick butter
- 2 eggs
- 1 cup milk
- ...?





# What do I need?

## Stir-fry

- ½ cup mushrooms
- ...?



# A Phone Call

## Ryan (at home)

Hi! Are you at the store?

Can you buy some food?

We need... (Name any items on the list that you don't have)

Thanks!

## Terry (at the store)

Yes, I am.

What do we need?

Okay, I can buy (Name the items on the list that you have)

Bye.

## Shopping List 1



Sugar



Cheese



Water



Cookies

## Shopping List 2



Pizza



Burger



Potatoes



Chips



## Shopping List 3



Beef



Coffee



Pasta



Pineapple

Think about one thing you learned today.

Be ready to share with the class.



# Summary



 <p>Pineapple</p>	 <p>Apple</p>	 <p>Bread</p>	 <p>Milk</p>
 <p>Coffee</p>	 <p>Berries</p>	 <p>Pizza</p>	 <p>Burger</p>
 <p>Sugar</p>	 <p>Flour</p>	 <p>Eggs</p>	 <p>Beef</p>
 <p>Pasta</p>	 <p>Potatoes</p>	 <p>Cheese</p>	 <p>Butter</p>
 <p>Water</p>	 <p>Bananas</p>	 <p>Ketchup</p>	 <p>Mayonnaise</p>
 <p>Cookies</p>	 <p>Oranges</p>	 <p>Tomatoes</p>	 <p>Chips</p>

## Finding an Item in the Store

**Directions:** Only one person in the group looks at this paper.

The other students in the group have pieces of paper with pictures and names of food items. When they ask where an item is, find it on the list and tell them.

The other students will write the location on the item on the back of the picture.

<b>Apple</b>	Produce section	<b>Flour</b>	Aisle 6
<b>Bananas</b>	Produce section	<b>Ketchup</b>	Aisle 7
<b>Beef</b>	Deli section	<b>Mayonnaise</b>	Aisle 7
<b>Berries</b>	Aisle 3	<b>Milk</b>	Dairy section
<b>Bread</b>	Aisle 4	<b>Oranges</b>	Produce section
<b>Burger</b>	Aisle 1	<b>Pasta</b>	Aisle 6
<b>Butter</b>	Dairy section	<b>Pineapple</b>	Produce section
<b>Cheese</b>	Dairy section	<b>Pizza</b>	Aisle 1
<b>Chips</b>	Aisle 10	<b>Potatoes</b>	Produce section
<b>Coffee</b>	Aisle 9	<b>Sugar</b>	Aisle 6
<b>Cookies</b>	Aisle 10	<b>Tomatoes</b>	Produce section
<b>Eggs</b>	Dairy section	<b>Water</b>	Aisle 9



How are you today?

*Good, how are you?*

Cash or card?

*Card.*

Would you like it in a bag?

*Yes, please.*

Would you like a receipt?

*No, thank you.*

Anything else?

*No, thank you, have a great day.*

How are you today?

*Good, how are you?*

Cash or card?

*Card.*

Would you like it in a bag?

*Yes, please.*

Would you like a receipt?

*No, thank you.*

Anything else?

*No, thank you, have a great day.*

How are you today?

*Good, how are you?*

Cash or card?

*Card.*

Would you like it in a bag?

*Yes, please.*

Would you like a receipt?

*No, thank you.*

Anything else?

*No, thank you, have a great day.*

How are you today?

*Good, how are you?*

Cash or card?

*Card.*

Would you like it in a bag?

*Yes, please.*

Would you like a receipt?

*No, thank you.*

Anything else?

*No, thank you, have a great day.*