Sample Lesson I – Shopping Language (Listening)

Shopping Language

Names: Josie Pickens, Marlene Beck, Jenna Bollinger

Unit Theme: Creating Classroom Community through Food; Lesson Topic: Shopping Language

Description of the class: 8-12 adults from various countries and multiple native languages, with unknown employment statuses, diverse academic backgrounds and work experiences, and potentially wide-ranging literacy levels.

Proficiency level: Beginner to Pre-Intermediate

Duration of the class: 90 minutes

Standards: CASAS Competencies
- 0.1 Communicate in interpersonal interactions
  - 0.1.2 Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)
  - 0.1.4 Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize)

Standards: CASAS Listening Basic Skills Content Standards
- L1.4 Distinguish basic stress and intonation patterns in English words and sentences (e.g., rising intonation for yes/no questions, emphasis)
- L2.4 Comprehend simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation, employment)
- L3.6 Distinguish between simple questions (e.g., WH- & yes/no) and statements

CASAS Speaking Content Standards
- S1.5 Use basic stress and intonation patterns in English words and sentences accurately (e.g., rising intonation for yes/no questions, emphasis)
- S2.4 Use simple words, phrases, and idioms drawn from functional life skill topics (e.g., shopping, housing, health, transportation, employment)
- S3.6 Produce simple questions (e.g., wh- & yes/no) and statements
- S4.5 Use simple words and phrases drawn from learned topics

WIDA Guiding Principles
- 1. Students’ languages and cultures are valuable resources to be tapped and incorporated into schooling.
- 5. Students learn language and culture through meaningful use and interaction.

Teaching objectives:
- Provide Ss with opportunity to practice listening and speaking through shopping-related dialogues in partner activities.
- Provide Ss with opportunity to hear the difference between “wh-” questions, “yes/no” questions, and statements through listening and information gap activities.
- Provide Ss with opportunity to practice asking “wh-” questions, “yes/no” questions, and statements through listening and information gap activities.

SWBATs:
- Ask simple shopping-related (e.g., “yes/no” and “wh-”) questions to get help from a store employee through dialogue practice with a partner.
- State a fact related to shopping (e.g., “I need to find…”, “The store is out of…”).
- Identify whether a spoken sentence is a “wh-” question “yes/no” question, or a statement.

**Materials:**
- White board, markers, computer, PowerPoint slides (or printed copy), projector.
- Cards (red and blue), handouts/worksheets, teacher notes, cut-out sentences.

**Lesson Phases and Activities**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 mins</td>
<td><strong>Warm-up Activity</strong></td>
</tr>
</tbody>
</table>
|       | - T introduces concept of ‘potluck’ as a party where the people bring food from home to share with others. T tells Ss that the class will be holding a potluck during the last lesson of this unit and that they should think about and tell the class about a food they would like to make and share with the class. T writes the chosen food names on the board.  
- T asks Ss to name places where they would go to buy the food items the Ss identify; T writes each on the board.  
- T asks Ss what they can do when they can’t find an item in a store and takes notes on the board. T will assist as needed. |
| 30 mins | **Teaching Activity** |
|       | - T introduces new vocabulary (aisle, section, department, produce, meat, deli, bakery, dairy, frozen food, cashier, cash register, checkout, grocery store employee) through the use of a graphic organizer (Appendix A). T describes each vocabulary word/phrase with gestures, etc. (drawing on the board when necessary) and asks Ss to identify the picture that goes with the word/phrase. T asks Ss to write the word/phrase with the correct picture. Ss keep worksheet as a reference.  
- T distributes listening worksheet (Appendix B) to Ss. T explains that he/she will read aloud each line and that the Ss should mark the correct option. T explains that the options to choose from are the sentence categories of ‘question’ and ‘statement’. T explains that a question is a sentences that requests information and a statement is the opposite – it gives information.  
- T reads each line aloud twice and Ss mark each sentence as either a question or a statement.  
- T reviews answers with Ss and asks Ss to talk with a partner about what is the same or different about the sentences that they marked as questions and again for those they marked as statements. T asks 1-2 pairs of Ss to share something they noticed with the class.  
- T explains differences/similarities between interrogative (questions) and declarative (statements) sentences. (see Appendix C as a reference)  
- T models 2-6 of the questions and statements on the worksheet again and asks Ss to repeat, using hand movements to mimic contour lines and practice noticing the difference. |
| 20 mins | **Practice Activity** |
|       | - T explains that the next activity will be an opportunity to practice.  
- T distributes cut-outs of sentences (both questions and possible responses; Appendix D) and asks Ss to arrange them in the correct order on a piece of paper.  
- T distributes color coded cards to Ss. T asks S pairs to stand at the front of the class and model 1 sentence inflection. Listening Ss lift appropriate card to show whether the inflection they heard was a question (blue) or a statement (red). |
If inflection was incorrect and/or there is not a consensus among all Ss and T: T gives presenting S pair a chance to try again. If they don’t want to, open it up to the rest of the class. T assists and models as needed until Ss can produce the proper inflection. T collects all cards.

### Application Activity

- T introduces next activity as an opportunity to practice asking questions to get information. T distributes worksheets A and B (see Appendix E) so that each S has a worksheet different from their partner’s. T explains that partner A should imagine he/she is shopping at the grocery store and that they are looking for the items on the shopping list. Partner A cannot find the items, so he/she should ask a grocery store employee (partner B) questions to find out where to look. Meanwhile, partner B should imagine he/she works in a grocery store and when partner A asks questions, partner B should use the map to tell partner A the answer.
- Questions and answers can be formed by Ss by using the sentence frames provided on the worksheets. Ss should mimic the correct intonation for both kinds of sentences (questions and statements).
- Once partner A has asked about all items on his/her shopping list and partner B has answered all questions, Ss should switch roles and partner B is to ask questions about his/her shopping list.

### Wrap-up

- T reminds Ss that the class will be holding a potluck during the last lesson of this unit.
- T explains that Ss should bring their favorite recipe to the next two classes.

### Appendices:

- A – Vocabulary Graphic Organizer
- B – Listening Worksheet: Questions vs. Statements
- C – Questions vs. Statements Notes for Teacher
- D – Sentences Cut Outs and Question/Statement Cards
- E – Information Gap Handout
- F – PowerPoint slides/visuals for lesson

### Resources and references:

**Appendix A: Grocery Store Vocabulary**

**Directions:** Write the vocabulary word or phrase under the correct picture.

<table>
<thead>
<tr>
<th>Vocabulary Words/Phrases:</th>
<th>aisle</th>
<th>department / section</th>
<th>deli</th>
<th>meat</th>
<th>cash register</th>
<th>frozen food</th>
</tr>
</thead>
<tbody>
<tr>
<td>produce</td>
<td>grocery store</td>
<td>employee</td>
<td>cashier</td>
<td>bakery</td>
<td>checkout</td>
<td>dairy</td>
</tr>
</tbody>
</table>

- Part of the grocery store is called a ____________________________
- The woman is walking down the ____________________________
- Products that come from animals like beef and chicken.

- The place where you go to pay is called the ____________________________
- “I work at Kroger. I am a…” ____________________________
- You can find milk, butter, and cheese in the ___ section.

- You can find bread, cakes, and pies at the ____________________________
- Fruits and vegetables are types of ____________________________
- The ___ is very cold.

- The ___ holds money.
- You buy cheese, meat, and prepared food at the ____________________________
- “You give me money to pay for your groceries. I am the…” ____________________________
### Appendix B: Listening: Questions vs. Statements

**Directions:** Listen to the teacher read each sentence. Write an “X” in the column that matches the type of sentence.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Question (?)</th>
<th>Statement (.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can you help me find the frozen food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I need milk for my recipe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. What is in the produce section</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. When does the grocery store open</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The store is out of carrots</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Can I taste the food before I buy it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Where is the rice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Why is the fish so expensive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. There are no more onions in the produce section</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. How do I weigh my apples</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Does Kroger sell mangos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Are tomatoes on sale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. I need to buy chicken for my family’s dinner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. What time does the store close</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. I cannot find the cereal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Questions

**Punctuation:** ?
**Purpose:** To get information

#### Wh- questions
- **Intonation:**
  - These sentences have a final fall in pitch.
- **Key words at the beginning of sentence:**
  - What
  - When
  - Where
  - Why
  - How
- **Examples:**
  - What is in the produce section?
  - When does the grocery store open/close?
  - Where is the rice?
  - Why is the fish so expensive/cheap?
  - How do I weigh my apples?

#### Yes/No questions
- **Intonation:**
  - These sentences have a final rise in pitch.
- **Key words at the beginning of sentence:**
  - Do / Does
  - Is / Are
  - Can I
  - Can you
- **Examples:**
  - Does Kroger sell ______?
  - Are tomatoes on sale?
  - Can I taste the food before I buy it?
  - Can you help me find the _____?

### Statements

**Punctuation:** .
**Purpose:** To give information; To explain

- **Intonation:**
  - These sentences have a final fall in pitch.
- **Examples:**
  - I need _____ for my recipe / meal.
  - I cannot find the ______.
  - The store is out of ______.
  - There is no ______.
### Appendix D: Sentence Cut-Outs and Question/Statement Cards

**Directions:** Teacher cuts out the below sentences, keeping each group of 3 together (by color). Print on cardstock or glue to index cards for sturdier props. Students work in pairs to put the sentences in a logical order and then present them to the class. (Directions continued on next page.)

<table>
<thead>
<tr>
<th>I cannot find the rice.</th>
<th>I need to buy chicken for my family’s dinner.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you help me find the rice section?</td>
<td>Where is the chicken?</td>
</tr>
<tr>
<td>The rice section is in aisle 4.</td>
<td>Chicken is in the meat section.</td>
</tr>
<tr>
<td>I need milk for my recipe.</td>
<td>When does the grocery store close?</td>
</tr>
<tr>
<td>Where is the milk?</td>
<td>The store closes at 6:00pm (18:00).</td>
</tr>
<tr>
<td>Milk is in the dairy section.</td>
<td>It is 5:00pm (17:00) now. I need to go to the store.</td>
</tr>
<tr>
<td>There are no more onions in the produce section.</td>
<td>What is in the produce section?</td>
</tr>
<tr>
<td>Can you help me find onions?</td>
<td>The produce section has apples, oranges, tomatoes, onions, garlic, and other fruits and vegetables.</td>
</tr>
<tr>
<td>Yes, I can find more onions for you.</td>
<td>Thank you. I need to buy vegetables.</td>
</tr>
</tbody>
</table>
Appendix D: Question/Statement Cards

Directions (continued): For additional practice, distribute the cut outs of the below cards to all in the class. Have a pair of students stand at the front of the room and ask one of the students to model the inflection of one of their sentences for the class. Listening students lift appropriate card to show whether the inflection they heard was a question (blue) or a statement (red). If inflection was incorrect and/or there is not a consensus among all students and teacher, teacher gives presenting student pair a chance to try again. If they don’t want to, open it up to the rest of the class. The teacher can assist and model as needed until students can produce the proper inflection.

| ? question | . statement |
| ? question | . statement |
| ? question | . statement |
Appendix E: Information Gap – Worksheet A

**Directions:** Imagine you are shopping at the grocery store. You are looking for the items on your shopping list, but you can’t find them. Ask a grocery store employee (your partner) questions to find out where to look.

**Examples:** I cannot find the _____. Can you help me find ____? Where is the ____?

Next, imagine you work in a grocery store and your partner is shopping. When your partner asks questions, use the map to tell him or her the answer.

**Examples:** The ____ is in the ___ section. You can find the ____ in aisle ____.
Appendix E: Information Gap – Worksheet B

**Directions:** Imagine you work in a grocery store and your partner is shopping. When your partner asks questions, use the map to tell him or her the answer.

**Examples:** The ____ is in the ___ section. You can find the ___ in aisle ____.

Next, imagine you are shopping at the grocery store. You are looking for the items on your shopping list, but you can’t find them. Ask a grocery store employee (your partner) questions to find out where to look.

**Examples:** I cannot find the ____. Can you help me find ____? Where is the _____?

**Shopping List:**
- Butter
- Oranges
- Cookies
- Rice
- Carrots

**Grocery Store Map:**
- Dairy Section
  - Aisle 1
  - Aisle 2
  - Aisle 3
  - Aisle 4
  - Aisle 5
  - Frozen Food Section
  - Ketchup

- Meat Section
- Bakery
  - Bread

- Produce Section
  - Apples
  - Onions

- Checkout Counters
Appendix F: PowerPoint Slides (to either show on a computer/projector or print out)

Asking Questions at the Grocery Store

Unit 2: Shopping

Potluck

- Party
- Bring your favorite food to share
- This unit:
  - [Thursday, Date] – bring recipe
  - [Tuesday, Date] – bring recipe
  - [Thursday, Date] – Potluck, bring food
Where do you shop for...?

Food?

Clothes?

Gas?

Shoes?

Books?

New Vocabulary: Worksheet

Grocery Store Vocabulary
Directions: Write the vocabulary word or phrase under the correct picture.

<table>
<thead>
<tr>
<th>Vocabulary Word(s)</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>aisle</td>
<td>![Picture]</td>
</tr>
<tr>
<td>department / section</td>
<td>![Picture]</td>
</tr>
<tr>
<td>deli</td>
<td>![Picture]</td>
</tr>
<tr>
<td>grocery store / employee</td>
<td>![Picture]</td>
</tr>
<tr>
<td>cashier</td>
<td>![Picture]</td>
</tr>
<tr>
<td>bakery</td>
<td>![Picture]</td>
</tr>
<tr>
<td>checkout</td>
<td>![Picture]</td>
</tr>
<tr>
<td>dairy</td>
<td>![Picture]</td>
</tr>
<tr>
<td>produce</td>
<td>![Picture]</td>
</tr>
<tr>
<td>meat</td>
<td>![Picture]</td>
</tr>
</tbody>
</table>

Part of the grocery store is called a deli.
The woman is walking down the produce section.
Products that come from animals like beef and chicken.
Question (?) or Statement (.)

Teacher reads

Students listen

Students write

Question (?) or Statement (.)

Teacher reads

Students repeat
Work with a Partner

Arrange in correct order:
- Statement () – Question (?) – Statement ()
- or
- Question (?) – Statement () – Statement ()

Let’s go shopping! Can you help me?
Use the map to help your partner find the food they need.
Potluck

- Party
- Bring your favorite food to share
- This unit:
  - [Thursday, Date] – bring recipe
  - [Tuesday, Date] – bring recipe
  - [Thursday, Date] – Potluck, bring food