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# Shopping for Groceries

A CLB 3-4 Module with  
Teaching Materials

## Classroom-ready resources that include:

- ✓ Module plan adjusted for two levels
- ✓ Assessment tasks at two levels
- ✓ Skill-building activities
- ✓ Skill-using tasks
- ✓ Goal setting and learner reflection tools
- ✓ Reference list of additional resources

Funded by:

Financé par :



Immigration, Refugees  
and Citizenship Canada

Immigration, Réfugiés  
et Citoyenneté Canada

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## How to Use the Module Package

This module includes activities for a unit on *Shopping for Groceries* for CLB levels 3 and 4. There are suggestions for introducing the topic as well as handouts for goal setting, vocabulary building and an end-of-module learner reflection. In addition, the package includes a series of skill-building activities and skill-using tasks for Listening, Speaking, Reading, and Writing as well as two-level assessment tasks for each of the four skills. Audio files supporting this module are included and posted separately.

### Some Notes about this Module Package:

1. Each learner activity/task is identified in the upper right-hand corner as a skill-building activity, a skill-using task, or an assessment task.



*Skill Building Activity*



*Skill-using Task*



*Assessment Task*

2. The activities are listed by skill, but are not sequenced. The intent is that you select and sequence activities based on the needs of learners and the amount of class time you have to do the module. When planning, also consider skills that have been addressed in previous modules, and how they could be recycled in the current module to “allow learners to transfer their learning to new situations and to demonstrate some of the key competencies in new contexts”. (ICLBA, 2017).
3. Modules can include interrelated real world task goals where the skill-building activities in one skill area (e.g., Listening) support the development of language skills in another (e.g., Speaking).
4. This module includes a variety of tasks and activities; however, you will likely need to supplement them depending on the specific needs of the learners in your class. The *Additional Teacher Resources* section includes references to a sample of published resources with activities to support this module.
5. The skill-building activities and skill-using tasks are not differentiated by level unless specifically noted. They can be used by learners at both CLB 3 and CLB 4 by making accommodations within the class. For example, you might provide more scaffolding for learners at CLB 3 (e.g., giving examples, helping learners complete the first question), than for learners at CLB 4. You might adjust the expectations and expect learners at CLB 4 to demonstrate greater mastery than learners at CLB 3 on the same activity.

6. The skill-using tasks provide opportunities for learners to practise a task in its entirety and get informal feedback. You can use these tasks after you have introduced a new skill or reviewed skills previously taught. Any of the skill-using tasks that learners complete independently may be included in learner portfolios as evidence of growth and progress. Any scaffolding or support provided (e.g., the first question completed as a class) should be indicated on the activity. Note that if the skill-using and assessment tasks in a module are exactly the same for a skill, either one or the other can be included in learners' portfolios, but not both tasks.

### Some Notes about Assessment within a PBLA Context

With PBLA, assessment incorporates a range of assessment and feedback strategies, including:

- **In-the-moment feedback:** informal and on the spot feedback given to learners while they are doing a task to help them move forward.
- **Planned feedback on skill-using tasks:** descriptive and non-evaluative feedback on skill-using tasks focusing on what learners are doing well (in relation to CLB-based criteria) and concrete strategies they can use to improve their language skills.
- **Formal assessment:** feedback that indicates whether learners have met task expectations in relation to specific benchmark expectations. Learners complete these tasks independently.

For a fuller discussion of assessment strategies see the current *PBLA Practice Guidelines: Portfolios: Feedback and Assessment* and *Integrating CLB Assessment*, Chapter 2, Planning for Assessment.

## Module Plan

**Theme:** Commercial Services

**Topic:** Shopping for Groceries

	<b>Listening</b> <b>CLB Level: 3-4</b>	<b>Speaking</b> <b>CLB Level: 3-4</b>	<b>Reading</b> <b>CLB Level: 3-4</b>	<b>Writing</b> <b>CLB Level: 3-4</b>
<b>Real-World Task Goal(s)</b>	Understand information in commercials about grocery stores.	Return an item to a grocery store.	Understand a simple return policy.	Write a positive or negative review about a grocery store or shopping experience.
<b>Context/ Background Information</b>	Small grocery stores versus super stores that offer a large variety of food/non-food items in one place; discount grocery stores associated with large grocery chains; points and reward programs; store return policies (things that can and cannot be returned); online grocery shopping; leaving online reviews for services; company feedback surveys; purposes for advertising			
<b>CLB Competency Area(s) and Statements</b>	<b>Comprehending Information</b> <b>CLB 3/4:</b> Understand short, simple descriptive or narrative communication on topics of personal relevance.	<b>Getting Things Done</b> <b>CLB 3/4:</b> Make and respond to an expanding range of simple requests and offers (such as getting assistance, and asking for, offering, accepting, or rejecting goods and services.). <b>Sharing Information</b> <b>CLB 3/4:</b> Give simple descriptions of personal experiences, situations or simple processes, such as getting goods or services.	<b>Getting Things Done</b> <b>CLB 3/4:</b> Get information from short business or service texts (such as brochures, notices, form letters and flyers).	<b>Sharing Information</b> <b>CLB 3:</b> Write up to 5 sentences to describe a familiar person, object, place, situation or event. <b>CLB 4:</b> Write a short paragraph to describe a familiar situation, event, personal experience or future plan. <b>Getting Things Done</b> <b>CLB 3/4:</b> Write short, simple business service messages.

## Module Plan, *continued*

	Listening	Speaking	Reading	Writing
<b>Language Focus Items</b>	<ul style="list-style-type: none"> <li>Vocabulary for common grocery items (e.g., bread, chicken, cookies, potatoes)</li> <li>Vocabulary related to the module listening activities</li> <li>Phrases and expressions for sales and discounts (% off, half price, BOGO, discount)</li> <li>Comparative and superlative adjectives</li> <li>Compound sentences (with <i>but</i>, <i>and</i>, <i>so</i>); complex sentences with <i>because</i>;</li> <li>Transitions: <i>that's why</i>, <i>also</i></li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary for common grocery items</li> <li>Vocabulary for making returns, such as <i>refund</i>, <i>exchange</i>, <i>receipt</i></li> <li>Adjectives to describe problems with a grocery item such as <i>mouldy</i>, <i>sour</i>, <i>expired</i>, etc.</li> <li>Modals for polite requests</li> <li>Word order in simple and compound sentences to provide details and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary related to return policies, such as refund, receipt, exchange</li> <li>Modals for obligation and lack of obligation (<i>You can get a refund. You must/don't have to have a receipt.</i>)</li> <li>CLB 4: Conditional sentences (<i>You will get a refund if you have a receipt.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary for grocery products and services</li> <li>Comparative and superlative adjectives</li> <li>Sentence structure (word order)</li> <li>Structuring the review: giving opinion up front, supporting with a reason</li> <li>Using basic paragraph structure (for CLB 4)</li> <li>Spelling, punctuation and capitalization</li> </ul>
<b>Language and Learning Strategies</b>	<ul style="list-style-type: none"> <li>Listening for persuasive techniques (e.g., repetition, volume and speed to identify key words and expressions)</li> <li>Using context clues to guess meaning of unknown words</li> <li>Using background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Strategies to ensure understanding               <ul style="list-style-type: none"> <li>CLB 3: Asking someone to repeat</li> <li>CLB 4: Confirming information)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Scanning to locate specific information</li> <li>Strategies for understanding the meaning of unknown words.</li> <li>Vocabulary and strategies for navigating websites to find information online</li> </ul>	<ul style="list-style-type: none"> <li>Proofreading and editing with a checklist</li> </ul>
<b>Assessment Tasks</b>	Listen to a short, simple commercial about a grocery store and answer comprehension questions.	Role play returning a grocery item.	Read a simple refund policy and answer comprehension questions.	Write a short review about a grocery store.

## ESL Learners with Literacy Needs

Within your class, there may be learners with literacy needs. You may find that their speaking and listening skills are higher than their reading and writing skills, or that they need more time and support for reading and writing activities. Refer to the considerations below for suggestions for supporting ESL literacy learners.

### General Accommodations/ Considerations for ESL Learners with Literacy Needs

The following are some suggestions for supporting ESL Literacy learners:

- Elicit and record 'experience' stories from learners about grocery shopping (Language Experience Approach).
- Read texts out loud as learners follow along.
- Emphasize oral practice as a way of developing vocabulary and reinforcing learning.
- Create a sight word wall with vocabulary related to the topic.
- Use picture/picture, picture/word or word/word matching to practise identifying vocabulary.
- Provide additional time to complete tasks and activities.
- Present the listening texts in segments with multiple repetitions.
- Encourage the use of additional supports such as dictionaries, word banks or phones during activities.
- Allow for oral responses (instead of written) on comprehension questions for the receptive tasks.
- Adjust the complexity of tasks or texts for skill-building and skill-using tasks so that they are easier for literacy learners. For example, texts for reading could include less information and reading comprehension tasks could have fewer questions, and require less writing.
- Break each skill-using task into small, manageable parts. Introduce each new part of the task slowly and gradually to ensure overall success. Have learners focus on particular aspects of a task instead of the task as a whole.

See the *CLB: ESL for ALL* document for additional strategies to help literacy learners complete Reading and Writing skill building activities and skill using tasks.



## Additional Teacher Resources

The Language Companion Stage I:

**Helpful English:**      *p. 8 Asking About Prices*  
                                 *p. 10 Describing Foods*  
                                 *p. 44 Foods*  
                                 *p. 45 Adjectives*



- LINC Classroom Activities LINC 3, Algonquin College, 2009
  - Commercial Services & Businesses pg. 229-269
- Ventures 1 Student Book 3<sup>rd</sup> ed, Cambridge University Press, 2018
  - Unit 7 Shopping pg. 84-95
- Ventures 1 Student Workbook 3<sup>rd</sup> ed, Cambridge University Press, 2018
  - Unit 7 Shopping pg. 78-89
- ESL Library [esllibrary.com](http://esllibrary.com) (paid subscription required)
  - Going to the Supermarket
  - Returning an Item
  - Adjectives
- Tutela.ca. In the collection titled “H5P Resources for Online and Blended Learning”
  - Unit: Making Returns CLB 3-4 (Tutela)
- Ispot.tv/browse. A website with a large collection of commercials related to several industry categories, including retail stores and food and beverage
- Janis ESL Links Topics, ISSofBC, 2010
  - Grocery Shopping <https://issbc.org/janis-esl/subtopicgrocshop.html>
  - Advertising <https://issbc.org/janis-esl/subtopicadvertising.html>
- I want to return this milk: A short video of someone returning milk at a grocery store.  
[https://youtu.be/PI9e\\_3s9V2g](https://youtu.be/PI9e_3s9V2g)

## Introducing the Module to the Class

There are many ways to introduce the module to learners. The following are two examples.

### Warm-up Questions

1. Have learners discuss one or a selection of the following questions in small groups. Specific questions could be posted in different areas of the classroom, with groups assigned to those areas.
  - How often do you or someone in your family go grocery shopping?
  - Where do you like to go grocery shopping? Why?
  - What items do you buy every week?
  - How is shopping for food in Canada different from your previous country?
  - How do you pay for your groceries? Cash, debit, credit?
  - What do you do if you need help at the grocery store?
  - Do you keep your receipts? Why or why not?
  - How do you get information about grocery stores? E.g., Store hours, address, sales, etc.
  - Have you ever returned an item to the store? What happened?
  - Have you ever bought groceries online?
2. Debrief with the whole class by alternating through each group, having them share their answers for some questions.

### Using the Language Companion

3. After the discussion, follow up with a look at the Stage 1 Language Companion.
4. Distribute the handout titled *Language Companion Search: Shopping for Groceries*.
5. Have learners search the Language Companion for the answers in pairs. Provide assistance with unfamiliar vocabulary and navigating the text as needed. CLB 3 learners can be paired with CLB 4 learners, and as they finish, they can check their work with classmates.

**Answer Key: Language Companion Search**

Question	Answer
What pages in <b>Helpful English</b> has information about shopping? (4 pages)	Pages 8-11
How can you ask about prices? Write 1 question.	<ul style="list-style-type: none"> <li>• How much does this cost?</li> <li>• How much is this...?</li> <li>• What's the price of this...?</li> </ul>
Look on page 9. What question can you ask when you need help to find something.	<ul style="list-style-type: none"> <li>• Excuse me, can you tell me where the...are?</li> <li>• Where can I find ...?</li> <li>• Which aisle is/are the... in?</li> <li>• Are... in the ... section?</li> </ul>
Which page helps you to describe food?	Page 10
Write 5 words to describe food.	Examples: spicy, mild, sweet, cold, hot, etc
How many groups of foods are on page 44?	5
Write 5 food from <i>Meat, Fish, Seafood &amp; Alternatives</i>	May include any five of the 15 items listed on page 44
What are you going to make for dinner tonight?	Tonight, I'm going to make ...

## Language Companion Search: Shopping for Groceries

**Instructions:** Work with a partner. Look in the **Helpful English** section of your Language Companion. Answer the questions.

Question	Answer
What pages in <b>Helpful English</b> have information about shopping? (4 pages)	
Look on page 8. How can you ask about prices? Write 1 question.	
Look on page 9. What question can you ask when you need help to find something?	
Which page helps you to describe food?	
Write down 5 words to describe food.	
How many groups of foods are on page 44?	
List 5 food items from <i>Meat, Fish, Seafood &amp; Alternatives</i>	
What are you going to make for dinner tonight?	

## Goal Setting: Shopping for Groceries

**Teaching Note:** Complete the goal setting activity after introducing the module to the class.

### Set Up:

1. Post a list of language skills that learners can develop in this module, such as:
  - Understand commercials advertising grocery products and services
  - Build vocabulary to describe problems with grocery items
  - Make polite requests to return grocery items
  - Listen to a cashier or customer service clerk to answer questions
  - Use reading strategies, such as:
    - Searching and scanning for specific information online
    - Guessing the meaning of new words
  - Write feedback about a grocery store, including things you like and things that need to get better
2. Ask learners to think about which skills they want to focus on and improve. Have them complete their goal-setting sheets.
3. Have learners review their goals at the end of the module and think about the strategies they used to achieve these goals. Finally, have them brainstorm some next steps for further practice.

## Goal Setting: Shopping for Groceries

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**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### Beginning of module goal setting:

In this module, I want to improve these skills:	What can I do to achieve these goals?

### End of module review:

**Date:** \_\_\_\_\_

My goals:	Did I achieve my goals?	Were my strategies successful?
<b>My Next Steps:</b>                      		

## Vocabulary: A Teacher's Resource

The master list below includes words that appear frequently in this module. For skill-building activities, select the words that will be the most useful for the learners in your class.

### General Grocery Store Vocabulary

- |              |            |                                   |
|--------------|------------|-----------------------------------|
| • product(s) | • meat     | • basket                          |
| • item       | • bakery   | • cashier                         |
| • online     | • avocado  | • sales clerk                     |
| • service(s) | • yogurt   | • customer service representative |
| • produce    | • dog food | • delivery                        |
| • dairy      | • cart     | • online shopping                 |

### Returning Items

- |              |           |           |
|--------------|-----------|-----------|
| • return     | • cash    | • stale   |
| • refund     | • receipt | • cracked |
| • final sale | • sour    | • leaking |
| • credit     | • mouldy  | • expired |
| • debit      | • bad     | • broken  |

### Adjectives Describing Stores

- |              |             |               |
|--------------|-------------|---------------|
| • fast       | • friendly  | • busy        |
| • easy       | • free      | • messy       |
| • convenient | • helpful   | • dirty       |
| • fresh      | • organic   | • unorganized |
| • natural    | • slow      | • healthy     |
| • real       | • expensive | • cheap       |

### Sales and Promotions

- |            |                 |                           |
|------------|-----------------|---------------------------|
| • discount | • reward points | • BOGO (buy one, get one) |
| • sale     | • save          | • per cent off (% off)    |
| • prices   |                 |                           |

### Online Searches

- |                 |               |          |
|-----------------|---------------|----------|
| • browser       | • web page    | • scroll |
| • search engine | • address bar | • click, |
| • search bar    | • menu        | • select |
| • type          |               | • go to  |

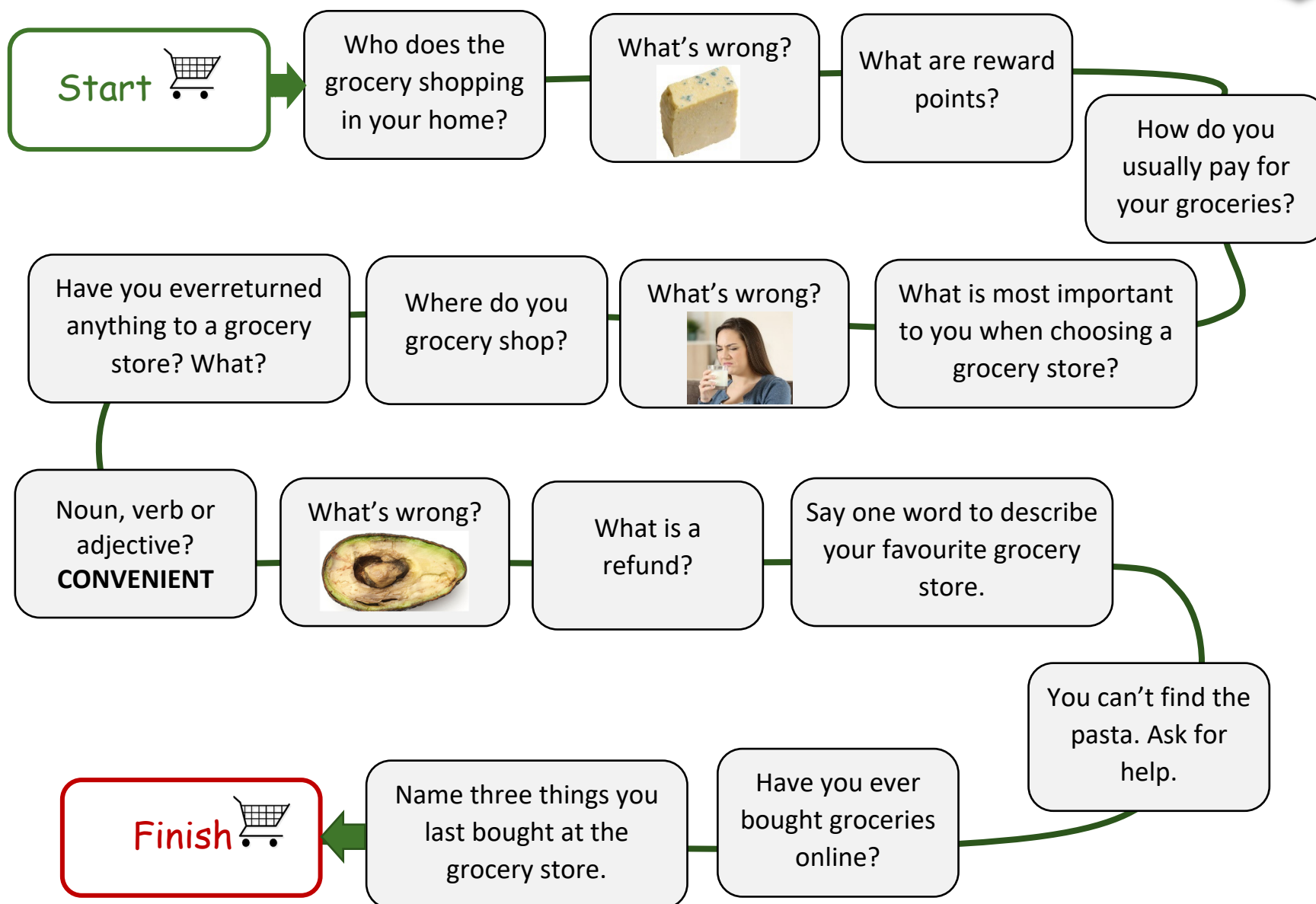
**Teaching Notes:** Use a variety of vocabulary building activities. This will help learners learn and retain new words. Below are possible vocabulary-building activities. Some suggest using food/word cards. Instructors can use any of the picture/vocabulary cards in the skill-building activities in this module or find picture cards online on various websites, such as:

- <https://www.kids-pages.com/folders/flashcards/Food%20&%20Drinks.htm>
- <https://en.islcollective.com/english-esl-worksheets/vocabulary/food>
- <https://esl-kids.com/flashcards/food.html>

## Set Up:

1. **Memory:** Locate or create vocabulary word and picture or definition cards. Copy and cut out a set of matching vocabulary with corresponding pictures or definitions. Place the set of cards face down on a table. Working in a small group, students take turns selecting 2 cards to turn up. If it is a match, the student draws again. If not, the next student draws. Play continues until all cards have been paired.
2. **Go Fish:** Select 15-20 key words to create a set of vocabulary cards. The set should include pairs for each word. The pairs can be identical (word-word) or matching (word-picture). Arrange students in group of 3-4. Place all cards face down in the middle. This is the draw pile. Each student takes 5 cards and holds them hidden from other group members.  
  
The first player asks another player for a specific card in their hand. For example, "Sarah, do you have 'yogurt'?" If Sarah has 'yogurt', she answers, "Yes, I do" and gives her card to the first player. The first player places the pair of cards on the table in front of them and the next player takes a turn. If Sarah does not have the "yogurt" card, she answers, "No, I don't." The first player then draws a new card from the draw pile and the next student takes a turn. The play continues until a student is out of cards or there are no more cards in the draw pile. Students then count their pairs. The student with the most pairs wins.
3. **Categories:** Make a chart for learners with different categories for each column. Categories could include food items, reasons to return something, describing words, words about money, countable and non-countable grocery items, etc. Have learners put a list of new words in the different columns.
4. **Grocery Store Scavenger Hunt:** Give learners a list of key words to look for on their next trip to the grocery store. Learners take a photo of each item they find. The first student to find all the items wins. Learners could work in teams to complete the list of items.
5. **Board Game:** Using the board game on the next page, learners roll a die to move around the spaces on the board. Learners can play in groups of 2-3 and take turns reading and answering the questions until each learner reaches 'Finish'.
6. **Flyer Find:** Bring in some sets of flyers from local grocery stores. Post a list of key words on the board and ask learners to search for and cut out all the words they can find in the flyer. Learners can create a vocabulary collage individually or in pairs.





## Learning Reflection: End of Module

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Think about the skills you practised in this module. Put a check in the column that describes your ability.

	Yes!	Need more practice.	This is hard!
I can use the topic vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can listen and understand information about grocery stores (e.g., personal stories, commercials).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand and answer questions to return an item.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can make a polite request to return an item.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can get information from a return policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can guess the meaning of new words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write sentences about things I like and don't like about a grocery store.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is the most useful thing you learned in this module?

---



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Which activity was the most difficult for you? How can you practise this skill more?

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# Listening

## Skill-Building and Skill-Using Activities

Developing Vocabulary .....	17
Understanding a Commercial .....	21

**Teaching Notes:** Prior to this activity, review vocabulary for grocery items and categories (e.g., dairy, produce), as needed.

## Set Up:

### Part 1:

1. Engage learners in a discussion (with a partner or in small groups) about where they like to buy groceries and why they like to shop there. Also have them discuss any other benefits their store might have (e.g., reward points, home delivery, convenient location).
2. In a class discussion, have each group share some reasons they like to shop at their favourite grocery store (e.g., *It is convenient; the service is friendly/helpful; the produce is good/fresh; they have good sales; low/cheap prices; it has reward points.*). Write sentences on the board.
3. Ask learners if their favourite grocery stores have sales. Identify any new vocabulary for kinds of sales and discounts: BOGO (buy one, get one), on sale, 10% off, half price, etc. Create a list of new words on the board.
4. Encourage learners to create a list of vocabulary and sentences in their notebooks or take a photo using their smartphone. Alternatively, you could provide a handout for learners to use when practising and reviewing the new words.

### Part 2:

5. Inform learners that they will be listening to three people talk about their favourite grocery store. Distribute the handout on the page that follows. Read or play the recording once and have learners circle the words they hear. They can check their answers with a partner or you can take up the answers as a class. Review any other unfamiliar vocabulary in the listening texts.
6. Arrange learners in pairs or small groups. Play the recording again. Pause the recording after each shopper speaks and have learners discuss the questions in Part 2 of the handout. After listening to all three of the shoppers, take up the answers as a class.

## Additional Practice Suggestions:

- Have learners watch commercials for grocery stores or grocery delivery services on TV or the internet and write down any vocabulary from the brainstorming activity that is used to describe the store/service.
- Create a take home scavenger hunt. Learners are given the list of words/expressions from the brainstorming activity and are asked to take a photo or record any words/expressions in the list that they see or hear in commercials at home.
- To reinforce learning, have learners practise writing sentences using the brainstormed vocabulary and comparing their sentences with a classmate's sentences.

**Transcript:**

**Shopper 1:** I love shopping at Save More Foods. They have great prices with new BOGO sales each week. There is a Save More store close to my house, so it's very convenient for me to shop there. I also have a Save More points card, so I can collect reward points whenever I shop.

**Shopper 2:** My favourite grocery store is Good Food Mart. I like to buy healthy food for my family. Good Food Mart has fresh fruits and vegetables, meat, dairy and cheese from local farmers. And the service is excellent, too. The cashiers are always helpful and friendly.

**Shopper 3:** I am really busy with work, school and family. I like to use the Cart2Go app to order my groceries online. It's so easy to use, and they have home delivery, too. That's great for me because I don't have a car.

**Answer Key:**

**Part 1:**

Shopper 1: great prices, BOGO sales, convenient, reward points

Shopper 2: healthy food, fresh, service, helpful, friendly

Shopper 3: online, delivery

**Part 2:**

**Shopper 1:**

1. Great prices, BOGO sales, convenient location, reward points
2. The store is close to the shopper's home.
3. Buy one, get one

**Shopper 2:**

1. Good Food Mart
2. Fresh fruits and vegetables, etc., excellent service
3. The cashiers are friendly and helpful.

**Shopper 3:**

1. Online
2. Easy to use, home delivery
3. Customer doesn't have a car.

**Part 1 Instructions:** Listen to three people talk about their favourite grocery stores. For each shopper, check (✓) all the words you hear.

### Shopper 1:

- |                                       |  |                                   |
|---------------------------------------|--|-----------------------------------|
| <input type="checkbox"/> great prices | <input type="checkbox"/> reward points | <input type="checkbox"/> friendly |
| <input type="checkbox"/> delivery     | <input type="checkbox"/> healthy food  | <input type="checkbox"/> online   |
| <input type="checkbox"/> convenient   | <input type="checkbox"/> fresh         | <input type="checkbox"/> service  |
| <input type="checkbox"/> helpful      | <input type="checkbox"/> BOGO sales    | <input type="checkbox"/> cheap    |
- 

### Shopper 2:

- |                                       |  |                                   |
|---------------------------------------|--|-----------------------------------|
| <input type="checkbox"/> great prices | <input type="checkbox"/> reward points | <input type="checkbox"/> friendly |
| <input type="checkbox"/> delivery     | <input type="checkbox"/> healthy food  | <input type="checkbox"/> online   |
| <input type="checkbox"/> convenient   | <input type="checkbox"/> fresh         | <input type="checkbox"/> service  |
| <input type="checkbox"/> helpful      | <input type="checkbox"/> BOGO sales    | <input type="checkbox"/> cheap    |
- 

### Shopper 3:

- |                                       |  |                                   |
|---------------------------------------|--|-----------------------------------|
| <input type="checkbox"/> great prices | <input type="checkbox"/> reward points | <input type="checkbox"/> friendly |
| <input type="checkbox"/> delivery     | <input type="checkbox"/> healthy food  | <input type="checkbox"/> online   |
| <input type="checkbox"/> convenient   | <input type="checkbox"/> fresh         | <input type="checkbox"/> service  |
| <input type="checkbox"/> helpful      | <input type="checkbox"/> BOGO sales    | <input type="checkbox"/> cheap    |

**Part 2 Instructions:** Listen to each shopper again. After each one, talk about the questions in your group.



### **Shopper 1:**

1. What are 4 things the shopper likes about Save More Foods?
2. Why is this store convenient for this shopper?
3. What is a BOGO sale?

### **Shopper 2:**

1. What is the name of the store?
2. What are 2 things the shopper likes about the store?
3. How does the shopper describe the service?

### **Shopper 3:**

1. How does the shopper buy groceries?
2. What are 2 things the shopper likes about the store?
3. Why is home delivery good for this shopper?

Which of these three stores would you shop at? Why?

**Competency Area:** Comprehending Information

**Indicators of Ability:** Identifies purpose; identifies the meaning of key words and expressions; identifies some details and implied meanings

**Teaching Notes:** In this activity, learners watch a short commercial about an online grocery store. Ensure that learners understand what an 'app' is and what 'downloading an app' means before doing the activity.

## Set Up:

1. Engage learners in a class discussion about online grocery shopping. Ask questions, such as: Have you ever ordered groceries online? Why/why not? Is it something you might consider in the future? What are some of the advantages (*convenience*) and disadvantages (*more expensive, delivery fees*) of online grocery shopping?
2. Inform learners that they are going to watch a commercial about someone who shops for groceries online. Before playing the commercial, promote active listening by asking learners what information they expect to hear.
3. Distribute the handout on the page that follows and give learners a few minutes to look over the questions.
4. Play the video/commercial two times. It is located at this link: <https://vimeo.com/502348453/ce8c511049>. Play it once for learners to answer the questions, and another time to check their answers.

## Assessment:

Decide how answers will be given (e.g., discussed in a small group or taken up as a class). Consider having learners mark their own work and look for any patterns in error types when the answers are taken up.

**Transcript for Commercial:** <https://vimeo.com/502348453/ce8c511049>

This is George. And this is George's dog, Max. George and Max love spending time together. George hates leaving Max even to go to the grocery store. So, George uses Shop4Food.com to buy his groceries online. George chooses chicken, milk, cereal, bananas, beans, potatoes, and cookies. For Max, George buys dog food. George continues to play with his dog while we collect his order. If you have a busy schedule like George, why not try Shop4Food too? It's so convenient! And we have the freshest food at the best prices. Just go to our website Shop4Food.com or download our app. Save 20% on your first order.

## Answer Key

1. b    2. a    3. a    4. c    5. b    6. c    7. b    8. Answers will vary.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** Watch the commercial. Answer the questions.

1. What is the MAIN purpose of the commercial?
  - a. To tell you how to order groceries online
  - b. To get you to buy groceries at Shop4Food.com
  - c. To tell you that Shop4Food.com sells dog food
2. Why does George buy groceries online?
  - a. He doesn't want to leave his dog alone when he shops.
  - b. He doesn't like shopping.
  - c. He saves money.
3. Which of these food item does George buy?
  - a. beans
  - b. eggs
  - c. cheese
4. The commercial says the store will collect George's order. This means \_\_\_\_\_.
  - a. they will get the money for his order
  - b. they will deliver his order
  - c. they will shop for George's groceries
5. What does "It's so convenient!" describe?
  - a. the location of the Shop4Food store
  - b. the experience of shopping at Shop4Food
  - c. the groceries at Shop4Food
6. Which words do NOT describe Shop4Food?
  - a. Fresh food
  - b. Best prices
  - c. Great reward points
7. How much will someone save on their first order with Shop4Food.com?
  - a. 12%
  - b. 20%
  - c. 30%
8. Would you shop at Shop4Food? Give 2 reasons why or why not. (2 points)

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# Speaking

## Skill-Building and Skill-Using Activities

Describing Problems with Grocery Items .....	24
Making a Return .....	28
Returning a Grocery Item: Role-play .....	31

**Teaching Notes:** In this activity, learners practise using different adjectives to describe problems with grocery items. Review count/non-count nouns with *is/are* and vocabulary for various grocery items, as needed.

Mention that we usually return something because there is a problem with the item. However, we may also request a return because we have purchased the wrong item.

## Set Up:

1. Engage learners in a class discussion about returning items to a grocery store. Have they ever returned something? What was it? What was the problem? Did they get their money back or did they get an exchange?
2. Arrange learners in pairs or small groups. Cut out and distribute the vocabulary cards on the pages that follow. Have learners match the words to the pictures as best as they can. Take up the answers as a class.
3. Write the adjectives for each problem on the board. As a class, brainstorm other possible food items relating to each problem (e.g., *moldy: bread, fruit, vegetables; bad: meat, yogurt*).
4. On the board, write the structure of sentences describing problems with grocery items.

*Is there anything wrong with it/them?*

The \_\_\_\_ is/are \_\_\_\_.

- *The milk is expired.*
- *The avacados are bad.*

With a partner or in small groups, have learners practise sentences describing the problems in each picture. Also have them practise sentences related to the problems with the grocery items brainstormed previously (*The bread is moldy; The meat is bad*).

5. Class Mingle: Give each learner a different picture card (there are 12 picture cards). Have them move from one classmate to another and take turns asking what's wrong and/or answering using their picture card. After each exchange, learners switch cards and then find a new partner and repeat the activity. The activity continues until each learner has talked to 12 different classmates and described all of the pictures.

Vocabulary Cards



moldy



sour



expired



bad





Vocabulary Cards

stale/not fresh



broken/cracked



leaking



bought the wrong kind





Additional Picture Cards

bad/not fresh



expired



bought the wrong kind



bad



**Teaching Note:** In this activity, learners practise role-playing two dialogues for making a return; one with a receipt and one without.

## Set Up:

1. As a class, brainstorm expressions learners can use to make a return. Explain that requests like “I want to...” or “I need to...” sound direct, and that using modals (e.g., *can I*, *could I* or *I would/I’d like to*) sound more polite. Write the expressions on the board and have learners take turns repeating each expression by substituting the grocery item using the pictures from the previous activity.

*How can I help you?*

- *Can I return this please?*
- *Could I return this milk, please?*
- *I’d like to return this milk, please.*

2. As a class, brainstorm possible questions a manager might ask when you make a return. Distribute the sentence strips on the page that follows. Working with a partner, have learners match the manager’s questions/comments with the correct responses. Ask learners to practise the dialogue, switching roles so that each learner plays the role of manager and customer.
3. Write the following chart on the board. Have learners practise role-playing the dialogue by substituting the bold/underlined information in the sentence strips with information in the chart. Learners can work with the same or a different partner for each dialogue, switching roles so that each learner has a chance to play both roles. Circulate during the role plays and address any pronunciation issues that arise.

Item	Problem	Method of Payment
<ul style="list-style-type: none"> <li>• meat</li> <li>• vegetables</li> <li>• cheese</li> </ul>	<ul style="list-style-type: none"> <li>• expired, bad</li> <li>• bad, not fresh</li> <li>• moldy</li> </ul>	<ul style="list-style-type: none"> <li>• debit</li> <li>• credit</li> <li>• cash</li> </ul>

4. In a class discussion, talk about what may happen if you don’t have a receipt (e.g., no refund, just an exchange or store credit depending on the store policy). Have learners take turns reading Dialogue 2: Return without a Receipt. After several run-throughs, learners can try playing the role of the customer without the script.

Sentence Strips

Dialogue 1: Return with a Receipt



Hi. How can I help you?	I'd like to return this <b>yogurt</b> , please.
What is the reason for the return?	It has <b>expired</b> .
When did you buy it?	I bought it <b>this morning</b> .
Okay. Would you like a new <b>container of yogurt</b> or would you prefer a refund?	I'd like a <b>refund</b> , please.
Sure. I can help you with that. How did you pay?	I used my <b>debit</b> card.
Can I see your receipt, please?	Yes, here it is.
Okay. Please insert your card into the machine.	Sure.
Thank you. Your refund is complete.	Thanks very much.
You're welcome.	



**Dialogue 2: Return without a Receipt**

**Manager:** Hi. How can I help you today?

**Customer:** I would like to return this milk, please.

**Manager:** What is the reason for the return?

**Customer:** The milk is sour.

**Manager:** When did you buy it?

**Customer:** Two days ago.

**Manager:** How did you pay for the milk?

**Customer:** I paid with my debit card.

**Manager:** Can I see your receipt, please?

**Customer:** I don't have my receipt anymore.

**Manager:** I'm sorry. I can't give you a refund without a receipt. But you can get another carton of milk if you like or I can give you a store credit. Which one would you like?

**Customer:** I would like a store credit.

**Manager:** Okay. Here is your store credit.

**Customer:** Thank you.

### **Competency Area:** Getting Things Done

**Indicators of Ability:** Opens/closes the conversation; makes a polite request; uses appropriate vocabulary to describe a problem with a grocery item

**Teaching Notes:** If needed, review the expressions for polite requests and adjectives for describing problems with grocery items. Consider having learners record the role plays so they can listen back for self-assessment.

Note that for the final speaking assessment task, CLB 3 learners role-play a dialogue returning an item with a receipt; CLB 4 learners do not have a receipt. For this skill-using activity, you may want to organize learners according to their CLB levels, with CLB 3 practising Role-play 1 and CLB 4 learners practising Role-play 2.

### **Set Up:**

1. Group learners in groups of three. Explain that one learner will play the role of a manager, one learner will play the role of a customer, and the third learner will observe and provide feedback using the peer feedback form.
2. Explain the instructions for the role-play and the expectations using the peer feedback form. Ensure that the peer observer is clear about what to do and how to complete the feedback form.
3. Distribute the role cards on the next page: one card for the manager, one customer role-play card to each learner (either of the two cards), and three peer feedback forms.
4. Learners begin by determining who will play each role for the first role play. The learner playing the role of the customer begins the role play. The learner doing the peer feedback observes and completes the *Peer Feedback Checklist* for the learner playing the role of the customer.
5. Once the first role play has been completed (with peer feedback), learners switch roles so that each person has had a chance to play each role.

### **Assessment:**

Choose the approach that best suits the needs of learners, for example:

1. This activity uses peer feedback. Ensure that time is given for peers to share and review feedback.
2. Circulate and make observations during the role plays. Use a simple class checklist to record your observations. Identify any issues that need additional targeted practice. You may want to review the peer feedback.
3. In a class discussion, have learners identify specific issues they feel they need more practice with.

Role Play 1 Cards: A Return with a Receipt

**Manager Card**

Manager: Hi. How can I help you?

**Customer:**

Manager: What is the reason for the return?

**Customer:**

Manager: When did you buy it?

**Customer:**

Manager: Okay. Would you like to exchange it or get a refund?

**Customer:**

Manager: Sure. I can help you with that. How did you pay?

**Customer:**

Manager: Can I see your receipt please?

**Customer:**

Manager: Okay. Please insert your card into the machine.

**Customer:**

Manager: Thank you. Your refund is complete.



**Problem Card**

You bought cheese  
yesterday.

You paid with a **credit**  
**card**. You have the  
receipt.



**Problem Card**

You bought an avocado  
this morning.

You paid with a **debit**  
**card**. You have the  
receipt.



## Role Play 2 Cards: A Return WITHOUT a Receipt

### Manager Card

Manager: Hi. How can I help you?

**Customer:**

Manager: What is the reason for the return?

**Customer:**

Manager: When did you buy it?

**Customer:**

Manager: Okay. Would you like to exchange it or get a refund?

**Customer:**

Manager: Sure. I can help you with that. How did you pay?

**Customer:**

Manager: Can I see your receipt please?

**Customer:**

Manager: I'm sorry. I can't give you a refund without a receipt. But you can get another one if you'd like, or I can give you a store credit. Which one would you like?

**Customer:**

Manager: Okay. Here you go.



### Problem Card

You bought a  
package of ham.

You bought it  
**two days ago.**

You paid with a **debit card.** You  
don't have the receipt.



### Problem Card

You bought a  
package of  
sausages.

You bought it **three days ago.**

You paid with a **credit card.** You  
don't have the receipt.



## Returning a Grocery Item: Role-play, *continued*

Peer Feedback: Returning an Item to the Grocery Store		SU	
Speaker: _____	CLB 3 <input type="checkbox"/>	CLB 4 <input type="checkbox"/>	
Peer: _____	Date: _____		
Put a check ✓			
<input type="checkbox"/> Opens and closes the conversation			
<input type="checkbox"/> Makes a polite request			
<input type="checkbox"/> Uses appropriate vocabulary to describe a problem with a grocery item			
Were the answers clear? Could you understand? Check ✓ one			
<input type="checkbox"/> YES <input type="checkbox"/> NEEDS WORK			



Peer Feedback: Returning an Item to the Grocery Store		SU	
Speaker: _____	CLB 3 <input type="checkbox"/>	CLB 4 <input type="checkbox"/>	
Peer: _____	Date: _____		
Put a check ✓			
<input type="checkbox"/> Opens and closes the conversation			
<input type="checkbox"/> Makes a polite request			
<input type="checkbox"/> Uses appropriate vocabulary to describe a problem with a grocery item			
Were the answers clear? Could you understand? Check ✓ one			
<input type="checkbox"/> YES <input type="checkbox"/> NEEDS WORK			



# Reading

## Skill-Building and Skill-Using Activities

Conducting an Online Search .....	36
Finding Information Online .....	37
Inferring the Meaning of Unfamiliar Words .....	38
Reading a Return Policy.....	40

**Teaching Notes:** This activity focuses on searching for and locating information about grocery stores online. Learners should have access to a smartphone, tablet, or computer with Internet connectivity for the activities. You may need to modify parts of the activity to suit the needs of the learners.

Model each step of the search process. Engage learners as you introduce and practise new vocabulary and skills together. You may choose to use a projector, screen share, or have learners do the steps on their own devices as you work through the navigation together.

## Set Up:

1. Engage learners in a discussion about whether they have ever searched for information about a grocery store online and what they searched for (e.g., the location of the nearest store, store hours, phone number, sales)
2. Inform learners that they will be looking for information about local grocery stores online. Review/teach the vocabulary they will need and the definitions. For example:
  - Browser: software that allows you to access the internet (e.g., Chrome, Firefox, Edge, Safari)
  - Search engine: a program you can use to find specific content on the internet (e.g., Google, Yahoo, Bing)
  - Search bar
  - Web page
  - Address bar
  - Menu
  - Scroll ...
3. If possible and if needed, demonstrate how to search for information for the class. Open the search engine learners will use and point out the search bar. Inform learners that one way to look for things is by typing in key words (in this case, the name of a grocery store and a city/town). Type the key words and press Enter.
4. Look at the search results together. Point out the map and the list of grocery stores under it. Ask learners to identify the type of information they can find (e.g., store name, address, phone number, hours). Show them the icons for website and directions.
5. Continue the demonstration by locating and opening one of the store websites together. Show learners the main features of a website and where specific information is located. Note the drop-down menu options that typically appear at the top of a homepage and explain their purpose. Read the menu options together and brainstorm what kind of information they might find under each option. Also point out the site search bar on the website and discuss how it can be used to find specific information within the website pages.

**Teaching Notes:** In this activity, learners practise what they learned in the previous activity by conducting a search for information from a specific grocery store website. Learners will need access to a smartphone, tablet, or computer for the activity.

## Set Up:

1. Inform learners that they will be searching for information about three grocery stores in their area including addresses, phone numbers, hours of operation and the company's return policy. Review how they might be able to find that information (e.g., using the drop-down menu on the website; scrolling down and looking at the bottom of the webpage; using the site search bar on the website).
2. Have learners brainstorm a list of 3-5 local grocery stores. Create a chart on the board similar to the one below. Have learners copy it into their notes. Review the steps for doing an internet search from the previous activity, as needed. Have learners work in pairs or on their own and follow the steps to locate information about 2 or 3 of the stores.

Name of the Grocery Store	Address	Phone Number	Hours (including weekends)	Where is the return policy? How did you find it?

3. Walk around as learners complete the activity and provide support as needed. Take up the answers in a class discussion.

## Additional Practice Suggestion:

- Read one of the return policies together with the class and have learners answer questions to check their understanding.



**Teaching Notes:** This activity provides an opportunity to practise inferring the meaning of unfamiliar words when reading by looking at contextual clues.

## Set Up:

1. Introduce the activity by asking learners what they do when they read a word they don't understand. Identify strategies that they already use.
2. Discuss the importance of using context clues to figure out the meaning of unknown words as a way to improve reading skills. This means looking at all of the words that come before and after the word that is unfamiliar.
3. Write the following example on the board.

*If you are not happy or **satisfied** with your purchase, you can get a refund.*

Discuss possible strategies learners could use to figure out the meaning of **satisfied**, such as:

- Considering the general context (The word is on a store return policy)
  - Thinking logically about why a customer would want to get a refund
  - Considering other words in the sentence (The word *happy* precedes it and is a synonym that can help them understand the word *satisfied*)
4. Distribute the handout on the following page. Arrange learners in pairs or small groups. Have learners take turns reading the segments of five return policies and discussing what they think the bolded words/phrases mean and choosing the one they think is correct.
  5. Take up the answers as a class. Discuss the strategies learners used to figure out the correct meanings.

## Additional Practice Suggestion:

- Consider having learners bring in receipts that include a return policy on the back. In pairs, have them identify any unfamiliar words in the policy and practise determining the meanings using the strategies learned. Discuss the words/strategies in a class discussion.

## Answer Key:

1. b    2. c    3. a    4. c    5. a    6. b

**Instructions:** Read the sentences from five different return policies. Choose the best meaning for the underlined words.

1. At FoodMart we guarantee the quality of our products. We only sell the freshest produce, meat and dairy.
  - a. FoodMart sells produce, meat and dairy.
  - b. FoodMart promises that everything is fresh.
  - c. Customers like FoodMart's produce.
2. Mike's Supermarket will reimburse you if there is a problem with your grocery item. We will refund your money in full if you are not satisfied.
  - a. You will get a new grocery item.
  - b. You will not get your money back for the item.
  - c. You will get all of your money back for the item.
3. Gift cards and lottery tickets are final sales. There are no exchanges or refunds.
  - a. You can't get your money back.
  - b. You can't sell them.
  - c. You can change them for something else.
4. If you purchased your item online, you can return it to any of our store locations.
  - a. exchanged
  - b. refunded
  - c. bought
5. You may cancel an online order prior to shipment. Once your order is sent, you cannot cancel it.
  - a. You can cancel your order after it is sent to you.
  - b. You can cancel your online order any time.
  - c. You can cancel your order before it is sent to you.
6. Gift cards cannot be redeemed for cash. They can be used for in-store and online purchases only.
  - a. You can't pay cash for a gift card.
  - b. You cannot get cash for gift cards.
  - c. You must pay for gift cards with cash.

**Competency Area:** Getting Things Done

**Indicators of Ability:** Understand key details; make inferences

**Teaching Notes:** In this activity, learners read a return policy and answer questions. To make it more authentic (and to build on the previous skill building activity of conducting an online search), you may want to have learners do an online search for the return policy of a (teacher-assigned) local grocery store. Select the return policy you want to use for this task and create questions that are tailored to the return policy you are using.

### Set Up:

1. Distribute the handout on the following page. Review the instructions together. Review the strategies for inferring the meaning of unknown words/phrases if needed.
2. Have learners read the return policy and complete the questions.

### Assessment:

Choose the approach that best suits the needs of the learners, for example:

- Consider having learners correct their own work. They should not erase their mistakes, but rather write in the correct answers in pen. Explain that this allows them to see their errors and learn from them.
- Self-reflection: Reflect on the task with learners after it is complete. What was easy? What was difficult? What made it easy or difficult?

### Answer Key:

1. Family Food Mart    2. a    3. 30 days    4. b    5. Yes    6. b    7. c    8. No    9. a

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** Read the return policy and answer the questions.

### RETURN POLICY

At Family Food Mart, we work hard to keep our customers happy. If you are not completely satisfied with anything you buy, Family Food Mart will refund your money.

For a full refund, you must return the item within 30 days with a receipt. The item must also be in its original packaging. If you don't have a receipt, we will gladly give you an exchange or store credit.

Gift cards and lottery tickets are final sales. There are no exchanges or refunds.

If you purchased an item using our online store, you can return it to any store location.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### PART A: CLB 3 and 4

1. What is the name of the store? \_\_\_\_\_
2. What do you have to bring to get a refund?
  - a. A receipt
  - b. A credit card
  - c. A gift card
3. How much time do you have to return something? \_\_\_\_\_
4. The item must be in its **original packaging**. What does this mean?
  - a. It can be in a different package.
  - b. It can't be in a different package.
  - c. It must be in a plastic bag from the store.
5. You bought some chicken today, but the chicken is expired. You don't have a receipt. Can you get a different package of chicken?
  - a. Yes
  - b. No

### PART B: CLB 4 only

6. You want to return some yogurt you bought 2 days ago. You don't have a receipt. What will you get?
  - a. a refund
  - b. an exchange
  - c. you can't return it
7. What is a **final sale**?
  - a. You can return the item.
  - b. You can't buy the item again.
  - c. You can't return the item.
8. You bought the wrong gift card. Can you exchange it for a different one?
  - a. Yes
  - b. No
9. How can you return something you bought online?
  - a. Go to a store
  - b. Use the website
  - c. Call the store



# Writing

## Skill-Building and Skill-Using Activities

Analyzing Grocery Store Reviews .....	44
Describing a Grocery Store .....	47
Writing a Review .....	50

**Teaching Notes:** In this activity, learners analyze the language used in positive and negative customer reviews of grocery stores in preparation for writing a review themselves. Consider teaching a grammar lesson on connecting ideas using “and,” “but,” and “because” when giving and supporting opinions.

## Set Up:

1. Ask learners if they have ever read a review before making a decision about choosing a restaurant, a store or a product. Discuss reasons why people would give feedback about a shopping experience or why someone would want to read one.
2. Inform learners that they will read two reviews about two different grocery stores. Ask them to think about what kind of information they expect to read about. Record the ideas on the board. Some ideas could be location, service, products and the store itself.
3. Distribute the handout on the next page and have learners read the two reviews. Discuss unfamiliar vocabulary. Point out the practice of using stars to rate a business. With a partner, learners can talk about the comprehension questions. Ask them to decide how many stars they think the reviewer gave the store. Take up the answers to the comprehension questions in a class discussion.
4. Next, ask learners to think about different aspects of the stores, such as service, products and the store itself. Have them look at the reviews again and underline all of the words/phrases that describe a positive quality and those that describe a negative quality.
5. Distribute the handout titled *Analyzing a Review*. Go over the instructions so learners are clear about what they need to do. With a partner, they refer to the words or phrases they underlined in the reviews and copy them under the correct category in the chart. Take up the answers in a class discussion.
6. Continue the class discussion by brainstorming 2-3 more words or phrases that might fit in each cell of the chart.

## Additional Practice Suggestion:

- Refer to the Reading Skill-building activity titled *Finding Information Online*, and show learners how they can find online reviews when they search for a local grocery store. Read a few reviews about a local grocery store together to familiarize learners with the language used for writing positive and negative reviews.

**Instructions:** Read the reviews from two shoppers about different grocery stores.



**ATR**

Westside Market is a great neighbourhood store. The staff are so friendly and helpful. The cashiers even remember my name! I also like that the store always has a great selection of fresh flowers and produce. The store is clean and well-organized. It's very easy for me to find what I'm looking for. The only bad thing about the store is that it doesn't have all the things that a big grocery store might have. Sometimes I have to shop somewhere else to find a good selection of items I need.

**Talk to your partner.**

1. What does the shopper think is good about Westside Market?
2. What is not so good?
3. Circle the number of stars you think this shopper gave. ☆ ☆ ☆ ☆ ☆



**BarryG**

Eastdale Market is close to my house, so it is convenient for me to shop at, but it is too expensive! I don't know anyone who wants to pay \$6.00 for a carton of eggs. The store is dirty and unorganized. The produce is hit or miss. Sometimes it looks really fresh and sometimes it doesn't. Save your money and go down the street to Kay's Grocery instead.

**Talk to your partner.**

1. What does the shopper think is good about Eastdale Market?
2. What is not good?
3. What do you think *hit or miss* means? (Remember to look past the sentence to try and guess the meaning).
4. Circle the number of stars you think this shopper gave. ☆ ☆ ☆ ☆ ☆



**Instructions:** Look at the words and phrases you underlined in the two reviews. Copy them under the positive or negative column below for service, the store, and the products.

	Positive	Negative
<b>The Service</b> ⇒	<ul style="list-style-type: none"> <li><i>Friendly staff</i></li> </ul>	
<b>The store</b> ⇒		
<b>The products</b> ⇒		

Think about the grocery store you shop at. Write 1-2 **more** words or phrases in each box that could describe it.

**Teaching Notes:** In this activity, learners practise writing sentences using some of the expressions from the previous skill-building activity.

### Set Up:

1. Review words and expressions from the previous activity to describe the quality of service at a grocery store, the products, and the store itself.
2. In pairs, have learners interview one another about places they like to shop for groceries and what they like/dislike about each place.
3. Arrange learners in pairs or small groups. Distribute a set of picture cards to each group. Ask learners discuss each picture and decide if it portrays a positive or a negative image of a store, the service or the items available. Have learners take turns describing the picture using some of the words/expressions learned in the previous activity. Take up the answers in a class discussion.
4. Working on their own, have learners write one or more sentences describing each picture.
5. When they are done, consider having learners write their sentences on the board. Correct and revise them together in a class discussion.

### Additional Practice Suggestion:

- If possible, take the class to a nearby grocery store. Prepare a chart for learners to use to observe and take notes on different aspects of the store, such as its location, the service, prices and products. Learners can compare notes and write sentences together about the grocery store in class.



Picture Cards



Picture Cards



**Competency Area:** Sharing Information

**Indicators of Ability:** Provides adequate descriptions; describes likes and dislikes; writes connected sentences; follows spelling and punctuation conventions

**Teaching Notes:** Learners write a simple review about a grocery store. Note that since this task is very similar to the assessment task, only one or the other should be used in learners' portfolios and not both.

To prepare learners for this task, consider teaching a lesson on the writing process (writing an outline; writing a first draft; reviewing for grammar, spelling, capitalization errors; writing the final draft).

**Set Up:**

1. Distribute the Skill-Using Task on the next page.
2. Review the instructions and the criteria to ensure learners are clear about expectations.
3. Begin by having learners write notes of the main points they want to include in their review to help them organize their ideas. When thinking about what to write, they can take consider different features of the store (e.g., location, service, price, products) and think about one or two things they like and don't like about the grocery store. Then they can continue with the other steps of the writing process (see the Teaching Note).
4. As a class, brainstorm an editing checklist they can use to check their writing before submitting it for feedback.
5. If learners find it helpful, consider having them refer to the pictures from the previous activity when writing their descriptions.

**Assessment:**

When learners have completed the skill-using task, they can exchange their work with a partner for peer feedback using the peer checklist. Alternatively, they could assess their own work by using the feedback form for self-assessment.

Consider reviewing the writing and the peer feedback and make additional notes if needed. Make notes for future lessons, based on learner performance. If additional practice is needed, repeat this task using different months and activities.



- **CLB 3:** Write 4-5 sentences
- **CLB 4:** Write 5-7 sentences

[illegible]

## Writing a Review of a Grocery Store, *continued*

FEEDBACK FORM: Writing a Review			SU
Name of writer: _____		Date: _____	
Check ✓: <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Peer Assessment: Name of peer: _____ <input type="checkbox"/> Instructor assessment			
The writer	Yes	No	Comments
Described some details about the store.	<input type="checkbox"/>	<input type="checkbox"/>	
Used 3-4 describing words.	<input type="checkbox"/>	<input type="checkbox"/>	
Wrote complete sentences.	<input type="checkbox"/>	<input type="checkbox"/>	
Used capital letters and periods.	<input type="checkbox"/>	<input type="checkbox"/>	



-----

FEEDBACK FORM: Writing a Review			SU
Name of writer: _____		Date: _____	
Check ✓: <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Peer Assessment: Name of peer: _____ <input type="checkbox"/> Instructor assessment			
The writer	Yes	No	Comments
Described some details about the store.	<input type="checkbox"/>	<input type="checkbox"/>	
Used 3-4 describing words.	<input type="checkbox"/>	<input type="checkbox"/>	
Wrote complete sentences.	<input type="checkbox"/>	<input type="checkbox"/>	
Used capital letters and periods.	<input type="checkbox"/>	<input type="checkbox"/>	



# Assessment Tasks

Listening, Speaking, Reading, Writing

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Each assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners should complete them independently.

### Set Up:

Review the task, instructions for completion, and criteria for success when introducing the task to learners.

- **Listening:** Learners listen to a short commercial for a grocery store, and answer comprehension questions. Learners can listen once to answer questions, and a second (or third) time to check their answers. Inform CLB 4 learners that their spelling and grammar will not be marked on question 8.

Commercial: <https://vimeo.com/502348275/eff9ac2b48>

- **Speaking:** Learners role play a customer returning an item at a grocery store. It is best done with the instructor playing the role of the manager. However, it could also be done in pairs, with learners alternating the roles of manager and customer. Note that CLB 3 learners have a receipt and can have their money refunded; CLB 4 learners do not have a receipt and must state their preference for either an item exchange or store credit.
- **Reading:** Learners read a return policy and answer comprehension questions. CLB 3 learners read and answer questions about the first half of a return policy; CLB 4 learners read and answer questions about the entire text.
- **Writing:** Learners write a response to a customer feedback survey question. Review the expectations together before beginning the assessment.

### Feedback:

- *Productive Tasks:*

When learners have completed the productive assessment tasks, provide feedback that is simple and direct, focussing on what the learner is doing well, and a few key items the learner can do to improve communication. Consider providing class time for learners to review and, if appropriate, implement the action-oriented feedback. While learners are doing this, circulate and provide individual support as needed. If a common issue surfaces, consider giving a mini lesson and further practice on the area that learners are having difficulty with.

- *Receptive Tasks:*

When learners have completed the receptive assessment tasks, provide feedback on any error patterns noticed. Depending on the needs of learners, give feedback as a group or individually. Consider returning the marked task and text to learners, so they can review their answers individually or in small groups, perhaps discussing the strategies they used to find the answer

**Answer Key:****Listening Task***CLB 3 and 4*

1. b
2. b
3. c
4. a
5. c

*CLB 4 Only*

6. a
7. c
8. Answers will vary, but should reflect information in the listening text. (e.g., *Yes, because they have good prices and I can get free gas or groceries with reward points.*)

**Reading Task***Part 1: CLB 3 & 4*

1. a
2. c
3. a
4. b
5. c

*Part 2: CLB 4 Only*

6. b
7. a
8. b

**Video Transcript: Listening Assessment:** <https://vimeo.com/502348275/eff9ac2b48>

I have a big family that loves to eat. That's why I shop at Buy and Save. They have good food and great prices. Every week they have special sales. This week, when I buy one loaf of bread, I get the second one for free.

I also collect reward points for every dollar I spend. I can use my reward points for free gas or free groceries.

And at Buy and Save, the cashiers are always friendly and helpful. Good food. Great prices. Friendly service. Buy and Save!

## Listening to a Store Commercial

AT

**Module Topic:** Grocery Shopping

CLB 3 ☐

**Competency Area:** Comprehending Information

CLB 4 ☐

**Criteria:** Gets the gist; identifies factual details, key words and expressions;

**(CLB 4:** Identifies purpose, some implied meanings)

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Instructions:** Listen and answer the questions.

### CLB 3 and 4:

1. What is the listening about?
  - a. a big family
  - b. a grocery store
  - c. reward points
2. What is the name of the store?
  - a. Special Sales
  - b. Buy and Save
  - c. Big Family
3. Which word best describes the sale this week?
  - a. 20% off
  - b. free
  - c. buy one, get one free (BOGO)
4. What can shoppers do with reward points?
  - a. get free gas
  - b. get money back
  - c. get 50% off food
5. What is the MAIN reason to shop at the store?
  - a. Good location
  - b. Online ordering
  - c. Good prices

TASK SUCCESS	Your Score
CLB 3: 4 out of 5	/5

**CLB 4 Only:**

6. The purpose of this commercial is to tell you \_\_\_\_\_.  
a. why this store is the best place to shop  
b. about reward points  
c. about free gas
7. **“The cashiers are friendly and helpful”** means the store has \_\_\_\_\_.  
a. good food  
b. good prices  
c. good service
8. Do you think you want to shop here? Give 2 reasons. (2 points)

---

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TASK SUCCESS	Your Score
CLB 4: 7 out of 9 points	/9

# Returning an Item to a Grocery Store

AT

**Module Topic:** Grocery Shopping

CLB 3 ☐

**Competency Area:** Getting Things Done

CLB 4 ☐

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Instructions:** You bought an item at a grocery store. There was a problem with it. You want to return the item. Use the role-play card and answer the manager's questions.

SPEAKING: CLB 3 or CLB 4		Meets Expectations	Not Yet
<b>*Overall:</b>	The request is clear and can be understood.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Request:</b>	Makes a polite request to return an item • CLB 3: Uses polite expressions • CLB 4: Uses modals with some accuracy	<input type="checkbox"/>	<input type="checkbox"/>
<b>*Details:</b>	Answers questions and provides a reason for returning item. • CLB 3: Provides some basic details • CLB 4: Provides enough details (expresses preference about form of payment)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Vocabulary:</b>	• CLB 3: Tries to use some of the key words to describe the problem • CLB 4: Uses key words to describe the problem	<input type="checkbox"/>	<input type="checkbox"/>
<b>Grammar:</b>	• CLB 3: Uses simple sentences and questions • CLB 4: Uses simple and compound sentences and questions; indicates preference	<input type="checkbox"/>	<input type="checkbox"/>
<b>TASK SUCCESS: CLB 3 or 4:</b> Meets 3 out of 5 criteria including starred (*) items.			
Doing well:		Next time:	

### CLB 3: Manager Role-play Card

<b>Manager:</b>	Hi. How can I help you today?
Customer:	<i>[makes a polite request]</i>
<b>Manager:</b>	What is the reason for the return?
Customer:	[provides reason for returning item]
<b>Manager:</b>	When did you buy it?
Customer:	[says when s/he purchased it]
<b>Manager:</b>	Would you like a refund or to exchange it?
Customer:	[refund]
<b>Manager:</b>	Sure, I can help you with that. How did you pay for (the item name)?
Customer:	[answers with method of payment]
<b>Manager:</b>	Can I see your receipt, please?
Customer:	[gives the receipt and answers politely]
<b>Manager:</b>	Okay. Thank you. Your refund is complete.
Customer:	[receives refund and says thank you]

### CLB 4: Manager Role-play Card

<b>Manager:</b>	Hi. How can I help you today?
Customer:	[makes a polite request]
<b>Manager:</b>	What is the reason for the return?
Customer:	[provides reason for returning item]
<b>Manager:</b>	When did you buy it?
Customer:	[says when s/he purchased it]
<b>Manager:</b>	How did you pay for (item name)?
Customer:	[answers with method of payment]
<b>Manager:</b>	Can I see your receipt, please?
Customer:	[doesn't have a receipt]
<b>Manager:</b>	I'm sorry. I can't give you a refund without a receipt. But you can get another [ <i>carton of eggs/yogurt</i> ] if you like or I can give you a store credit. Which one would you like?
Customer:	[indicates preference]
<b>Manager:</b>	Okay. Here is your store credit. <i>OR</i> You can go and get another ( <i>carton of eggs/yogurt</i> )
Customer:	[says thank you]

CLB 3-4: Customer Role Play Cards



**CLB 3: Customer Card**

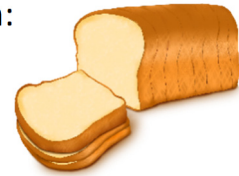
You want to return:



- Give the reason.
- You would like a refund.
- You have a receipt
- You paid by credit card

**CLB 3: Customer Card**

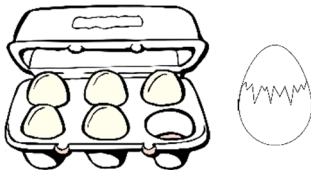
You want to return:



- Give the reason.
- You would like a refund.
- You have a receipt
- You paid by debit card

**CLB 4: Customer Card**

You want to return:



- Give the reason
- You do not have a receipt
- You want an exchange.
- Give your name and phone number.

**CLB 4: Customer Card**

You want to return:



- Give the reason
- You do not have a receipt
- You want a store credit.
- Give your name and phone number.



**Module Topic:** Grocery Shopping

**CLB 3** ☐

**Competency Area:** Getting Things Done

**CLB 4** ☐

**Criteria:** Gets overall meaning; understands key details; makes inferences

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Instructions:** Read the return policy. Answer the questions.

## PRODUCT RETURNS

### CLB 3 and 4:

If you are not completely satisfied with your grocery item, you can return it for a refund or exchange. You must return the item within 14 days of purchase and in the original package.

We only give refunds with a receipt. For returns without a receipt, we can offer an exchange or store credit.

All lottery tickets and gift cards are final sale.

### CLB 4:

**For online orders:** If your grocery item is not fresh, does not meet your expectations, or is missing from your order, you can request a full refund for the item. Fill out the REFUND REQUEST FORM on our webpage. Select "Refund Request" under "Order Information" at the top of the page. You can also ask for a refund by calling Customer Care at 1-800-REFUND.

## Part 1: CLB 3 and 4

1. How long does a customer have to return an item?
  - a. 14 days
  - b. 30 days
  - c. No time limits
2. To get their money back, customers need to \_\_\_\_\_.
  - a. pay with cash
  - b. go back to the store within 30 days
  - c. have a receipt
3. Lottery tickets and gift cards are *final sale*. This means \_\_\_\_\_.
  - a. you can't return them
  - b. you can return them
  - c. you can't return them after 14 days
4. Sam wants to return a box of cookies. He doesn't have a receipt. What can Sam get?
  - a. A refund
  - b. A different box of cookies
  - c. He can't return the cookies
5. Imelda wants to return some cheese. She doesn't have the original package. Which sentence is true?
  - a. Imelda will get a refund.
  - b. She can get a new package of cheese.
  - c. She can't return the cheese.

TASK SUCCESS	Your Score
CLB 3: 3 out of 5	/5

## Part 2: CLB 4 Only

6. Sarah ordered her groceries online. The milk was expired. What can Sarah do to get a refund?
  - a. Go to the store
  - b. Call Customer Care
  - c. Show her receipt
  
7. Luis ordered some apples online. When his order arrived, the apples were missing. What can Luis do?
  - a. Ask for a refund online
  - b. Ask for an exchange online
  - c. Ask for a refund in a store
  
8. Where on the store website can you can find the *Refund Request Form*?
  - a. Under *Customer Care*
  - b. Under *Order Information*
  - c. Under *Online Orders*

TASK SUCCESS	Your Score
CLB 4: 6 out of 8	/8

# Writing About Your Shopping Experience

AT

**Module Topic:** Grocery Shopping

**CLB 3** ☐

**Competency Areas:** Getting Things Done; Sharing Information

**CLB 4** ☐

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Instructions:** Think about a grocery store where you shop regularly.

- **CLB 3-** Write 4-5 sentences. Include 2 things you like about your grocery store.
- **CLB 4-** Write 5 or more sentences about 3 things you like about your grocery store and 1 thing you don't like or that could be better.

Writing CLB 3 and 4	Meets Expectations	Not Yet
* <b>Overall:</b> Message is clear	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• CLB 3: Includes 2 positive ideas about the store</li> <li>• CLB 4: Includes 3 positive and 1 negative idea</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• CLB 3: Some control over basic grammar structures</li> <li>• CLB 4: Adequate control over basic grammar structures</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
Uses adequate adjectives and adverbs in the description	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation and capitalization are mostly correct, and spells common words correctly	<input type="checkbox"/>	<input type="checkbox"/>
<b>TASK SUCCESS: CLB 3/4: Meets 3 out of 5 criteria including starred (*) item.</b>		
Doing well:	Next time:	



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.