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# Shopping for Groceries

A CLB 1-2 Module with  
Teaching Materials

## Classroom-ready resources that include:

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

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## How to Use the Module Package

This module includes activities for a unit on *Shopping for Groceries* for CLB levels 1 and 2. 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<sup>1</sup>”.
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 1 and CLB 2 by making accommodations within the class. For example, you might provide more scaffolding for learners at CLB 1 (e.g., giving examples, helping learners complete the first question), than for learners at CLB 2. You might adjust the expectations and expect learners at CLB 2 to demonstrate greater mastery than learners at CLB 1 on the same activity.

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<sup>1</sup> Integrating CLB Assessment into your ESL Classroom, 2017 <https://iclba.language.ca/>

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: 1-2</b>	<b>Speaking</b> <b>CLB Level: 1-2</b>	<b>Reading</b> <b>CLB Level: 1-2</b>	<b>Writing</b> <b>CLB Level: 1-2</b>
<b>Real-World Task Goal(s)</b>	Understand locations and directions in a grocery store.	Ask for assistance in a grocery store.	Understand information on a food label.	Respond to a text message about items needed at the grocery store.
<b>Context/ Background Information</b>	The concept that in Canada, most people purchase food at large grocery stores; farmers' markets; superstores that include groceries, pharmacies, apparel and other items; sections of grocery stores (meat, dairy, bakery, etc.) and aisles; the idea that grocery store employees can provide information and assistance in finding items; recognizing that food is sometimes measured in metric and imperial units (e.g., prices of produce are often listed in pounds)			
<b>CLB Competency Area(s) and Statements</b>	<p><b>Comprehending Instructions</b> Understand very short, simple instructions, commands, and directions <b>(CLB 2)</b> related to immediate personal needs.</p> <p><b>Getting Things Done</b> Understand expressions used to attract attention and to request assistance in situations of immediate personal need.</p>	<p><b>Getting Things Done</b> Make and respond to simple requests related to immediate personal needs/common everyday activities (such as asking for assistance, a price, or an amount).</p>	<p><b>Getting Things Done</b> Get information from very short, simple, common formatted texts.</p>	<p><b>Sharing Information</b> Write a few words to complete a short, guided text or answer simple questions to describe a personal situation. <b>CLB 1:</b> 3 to 5 sentences <b>CLB 2:</b> 5 to 7 sentences</p>

## Module Plan, *continued*

	Listening	Speaking	Reading	Writing
Language Focus Items	<ul style="list-style-type: none"> <li>Vocabulary for common food items, sections of a grocery store, people working in the store (e.g., <i>cashier, manager</i>)</li> <li>Prepositions of location (<i>next to, beside, in</i>)</li> <li>Phrases to convey locations and directions in a grocery store (<i>on the right/left, at the front/back</i>)</li> <li>Expressions to request assistance</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary for common food items and sections of a grocery store</li> <li>Vocabulary and phrases to convey locations and directions in a grocery store</li> <li>Formulaic phrases for requesting assistance</li> <li>Pronunciation of key vocabulary items</li> </ul>	<ul style="list-style-type: none"> <li>Format of food labels</li> <li>Common abbreviations for amount, such as g and mL</li> <li>Vocabulary for identifying and describing food on a food label</li> <li>Common nutritional vocabulary, such as <i>sodium, fat, and sugar</i></li> </ul>	<ul style="list-style-type: none"> <li>Format of messages and notes</li> <li>Common phrases and courtesy formulas for a request, such as <i>Can you please, and thank you</i></li> <li>Writing legibly</li> <li>Using capitals and periods</li> </ul>
Language and Learning Strategies	<ul style="list-style-type: none"> <li>Listening to recordings multiple times</li> <li>Asking for repetition</li> </ul>	<ul style="list-style-type: none"> <li>Asking for repetition and clarification; asking someone to slow down</li> <li>Memorizing common formulaic expressions/phrases to ask for assistance</li> </ul>	<ul style="list-style-type: none"> <li>Using pictures and format to help with comprehension</li> <li>Identifying key information on a label</li> <li>Recognizing metric and imperial measurements</li> </ul>	<ul style="list-style-type: none"> <li>Using a picture dictionary or other resource</li> </ul>
Assessment Tasks	Listen to a dialogue about locations in a grocery store and mark locations on a floorplan.	Use prompt cards to ask for assistance in a grocery store.	Read a food label and answer questions.	Respond to a simple text message about items needed at the grocery store. <b>CLB 1:</b> Completes a grocery list <b>CLB 2:</b> Completes a very simple text message

## 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 going to a grocery store (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 Adult Literacy Learners \(ALL\)\*](#) 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 1 (CLB 1-4):

*Helpful English: Shopping, pp. 8-10*



- LINC Classroom Activities (LINC 2), Algonquin College, 2009.  
[http://www.moresettlement.org/LINC1-4/LINC4/LINC\\_2\\_Classroom\\_Activities.pdf](http://www.moresettlement.org/LINC1-4/LINC4/LINC_2_Classroom_Activities.pdf)
  - Where Can I Find Toothpaste? (p. 210)
- Oxford Picture Dictionary High Beginning Workbook (Canadian Edition), Oxford University Press, 2010.
  - Food (pp. 66-85)
- ESL Library: [www.esllibrary.com](http://www.esllibrary.com)
  - Everyday English - Going to the Supermarket: [esllibrary.com/courses/76/lessons/1712](http://esllibrary.com/courses/76/lessons/1712)
  - Everyday Dialogues - Making a Grocery List: [esllibrary.com/courses/76/lessons/3542](http://esllibrary.com/courses/76/lessons/3542)

### Free online vocabulary activities:

- Learning Chocolate: <https://www.learningchocolate.com/>
  - In the “Food” category: Grocery store, in the grocery store, fruits and vegetables, bakery and meat, beef, condiments, fruit, fruits and vegetables, vegetables, nuts and seeds
- Language Guide: <https://www.languageguide.org/english/vocabulary/>
  - In the “Food” category: fruit, vegetables, food, drinks

## 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 these questions as a class or in small groups.
  - Where do you buy groceries?
  - Is grocery shopping different in Canada than in other countries?
  - What kinds of things do you buy at the grocery store?
  - Do you cook a lot, or does someone in your family cook a lot?
  - Do you go to different stores to buy your groceries, or do you go to one big store?
  - Where is the cheapest place to buy food in your community?
  - What are the parts of a grocery store?
2. Discuss the responses as a class.

### Using the Language Companion:

After the discussion, follow up with a look at the Stage 1 Language Companion.

Distribute the handout titled *Language Companion Search: Helpful English for Shopping*

Have learners search the Language Companion for the answers in pairs. Provide assistance with unfamiliar vocabulary and navigating the text as needed. CLB 1 learners can be paired with CLB 2 learners, and as they finish, they can check their work with classmates.

## Introducing the module to the class, *continued*

**Language Companion Search:** Helpful English: Shopping

**Instructions:** Work with a partner. Look in your Language Companion on page 9 (Asking About Locations in a Store). Answer the questions.

Question	Answer
Name two sections in a grocery store.	
Where are fruits and vegetables?	
Where are cheese and milk?	

**To ask for an amount:**

I'd like a \_\_\_\_\_ of bread.



I'd like a \_\_\_\_\_ of milk.



I'd like a \_\_\_\_\_ of crackers.



## Goal Setting: Shopping for Groceries

**Teaching Notes:** 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:
  - Learning words for food and parts of a grocery store
  - Listening to directions in a grocery store
  - Asking for help in a grocery store
  - Reading a food package
  - Writing a shopping list and a message to a friend
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?
<p>My Next Steps:</p>          		

## Vocabulary: A Teacher 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.










Food	Parts of a Grocery Store
<ul style="list-style-type: none"> <li>• oranges</li> <li>• apples</li> <li>• peppers</li> <li>• broccoli</li> <li>• potatoes</li> <li>• onions</li> <li>• garlic</li> <li>• flour</li> <li>• bananas</li> </ul>	<ul style="list-style-type: none"> <li>• chicken</li> <li>• milk</li> <li>• eggs</li> <li>• cheese</li> <li>• rice</li> <li>• bread</li> <li>• pasta</li> <li>• sugar</li> <li>• fish</li> </ul>
	<ul style="list-style-type: none"> <li>• produce section</li> <li>• bakery</li> <li>• meat/fish sections</li> <li>• dairy section</li> <li>• aisles</li> </ul>
	<b>Getting Attention</b>
	<ul style="list-style-type: none"> <li>• Excuse me?</li> <li>• Can you help me?</li> <li>• Can I ask you a question?</li> </ul>
Measurements	Writing a Message
<ul style="list-style-type: none"> <li>• kilograms (kg)</li> <li>• milligrams (mg)</li> <li>• litres (L)</li> <li>• millilitres (mL)</li> </ul>	<ul style="list-style-type: none"> <li>• Can you buy ...?</li> <li>• thanks</li> <li>• please</li> </ul>
	<b>Reading a Food Package</b>
	<ul style="list-style-type: none"> <li>• sodium</li> <li>• sugar</li> <li>• fat</li> <li>• peanuts</li> <li>• chocolate</li> </ul>

## Vocabulary-building Activities

Use a variety of vocabulary-building activities. This will help learners learn and retain new words. The following are possible vocabulary-building activities. The skill-building and skill-using activities and tasks help to build a familiarity with these words and phrases. You can do other activities as well:



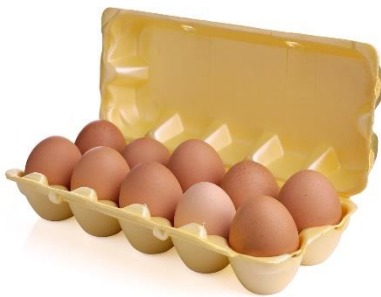






1. **Card Matching:** Copy and cut out the cards on the pages that follow. Have learners work in pairs to match the words to the pictures.
2. **Sort:** Have learners sort the food words in a variety of ways. Learners can sort by the first letter, the number of syllables, or vowel sounds. Learners can also sort the food items into the different sections of the grocery store (produce section, meat section, dairy section, bakery, and aisles).
3. **My Food:** Learners can sort pictures of foods they eat and foods they don't eat, their favourite foods, or the foods they would put together into a meal. Once they have put together a meal, they can tell their partner the foods they have chosen for their meal.
4. **TPR (Total Physical Response):** Have learners lay out the cards on the table in front of them and stand up. Name a food and have learners point to or pick up the correct card.
5. **Spelling Bee:** Divide the class into teams. Have two learners come to the board from one team. Say one of the vocabulary words out loud. The learners work together to write the word on the board. Each team that spells a word correctly gets a point.
6. **Swat:** Divide the class into two teams. Tape two sets of vocabulary cards on the board (with some space in between). Ask a learner from each team to come to the board. Give each learner a fly swatter. Name a food item. The first learner who swats the right item with the fly swatter gets a point.
7. **Make a Dictionary:** Divide the class into teams and tape sets of vocabulary cards (one set per team) to the board. Have each team work together to write the names of the words under the pictures to make a dictionary. The first team to complete their dictionary wins. Follow up by having learners copy the words to their own personal dictionary (e.g., in a notebook or on their phone).



		
peppers	onions	broccoli
		
flour	apples	garlic
		
potatoes	bananas	oranges





		
milk	cheese	eggs
		
bread	rice	pasta
		
chicken	sugar	fish



## Sections of a Grocery Store



Bakery



Aisles



Meat Section



Fish Section



Produce Section



Dairy Section

## Learning Reflection: End of Module

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

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

Think about the skills you practised in this module. Can you do these skills?

	Yes!	Need more practice.	This is hard!
I can understand locations in a grocery store.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can ask for help in a grocery store.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use the food words correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can read a simple food package.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write a shopping list.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write a message to a friend to buy some food.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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What was the hardest for you? How can you practise this skill more?

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# Listening

## Skill-Building and Skill-Using Activities

Understanding How to Get Someone's Attention .....	18
Finding Items in a Grocery Store .....	20
Understanding Locations in a Grocery Store .....	23
Listening to Grocery Store Conversations .....	25

**Teaching Notes:** In this activity, learners practise identifying how to get someone's attention politely to ask for help in a store. They learn three phrases, and focus on understanding and identifying them.

## Set Up:

1. Ask learners if they have ever asked someone for help in a store. Ask what you can say to get someone's attention. Elicit any language from learners, and write it on the board (e.g., *Excuse me. Can you help me? Can I ask you a question?*)
2. Read the three phrases to learners a few times. Read them together as a class. Ask individual learners to say each one.
3. Pretend to be busy working. Have learners get your attention by using one of the openers.
4. Distribute the worksheet on the page that follows. Tell learners that you will read six sentences. Ask them to check off which opener they hear. Read each sentence as often as needed.
5. Check the answers together.

## Additional Practice Suggestion:

- Allow learners to take turns asking for something using one of the three openers while the rest of the class makes a note of what they hear.

## Transcript

1. Hi. Can you help me? Where is the milk?
2. Excuse me. Where is the bread?
3. Can I ask you a question? Where are the oranges?
4. Can you help me? Where is the meat section?
5. Excuse me. Where are the eggs?
6. Can I ask you a question? Where is the rice?

## Answer Key

- |                              |                              |
|------------------------------|------------------------------|
| 1. Can you help me?          | 4. Can you help me?          |
| 2. Excuse me.                | 5. Excuse me.                |
| 3. Can I ask you a question? | 6. Can I ask you a question? |

**Instructions:** Listen to the sentences. What do you hear?

	Excuse me.	Can you help me?	Can I ask you a question?
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



-----

**Instructions:** Listen to the sentences. What do you hear?

	Excuse me.	Can you help me?	Can I ask you a question?
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Teaching Notes:** This activity focuses on the sections of a grocery store. It should be done after learners have had some practice with the food words. It can be repeated many times during the module to give extra practice with the vocabulary and with locations in the grocery store.

### Set Up:

1. Teach/review the sections of a grocery store using the picture/vocabulary cards from the Vocabulary-building Activities section of this module. Go over the names of the grocery store sections and have learners repeat. Call out the sections and ask learners to hold up the correct picture.
2. Working in pairs, learners can match the pictures cards of the grocery store sections to the word cards. They can also shuffle the picture cards, lay them face down on the table, and take turns flipping over a card one at a time and naming the section in the picture.
3. Write the names of the sections on the board and ask learners what kinds of food they might find in each section. Tell learners that the middle of the grocery store has aisles. Ask what kinds of food are in the aisles (e.g., rice, sugar, canned food, soup, beans, cereal).
4. Teach/review the names of food items using the picture cards from the Vocabulary-building Activities section of this module and any of the vocabulary-building activities listed there.
5. Distribute a copy of the handout on the page that follows. Explain that the top of the page is a floor plan (or map) of a grocery store. Learners will listen to 10 sentences about where each food item can be found. Ask learners to cut out the small images of the food vocabulary on the bottom portion of the handout.
6. Read each sentence from the transcript on the next page, and have learners place (or glue) the correct food item to the appropriate section of the floor plan. Repeat each sentence as often as needed.
7. Take up the answers together as a class.

### Additional Practice Suggestions:

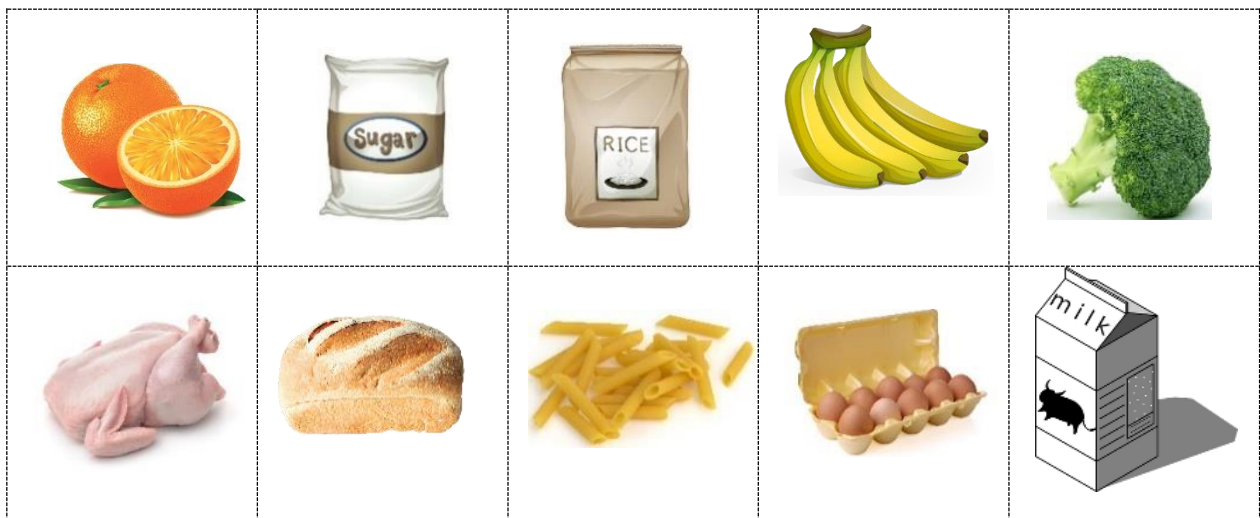
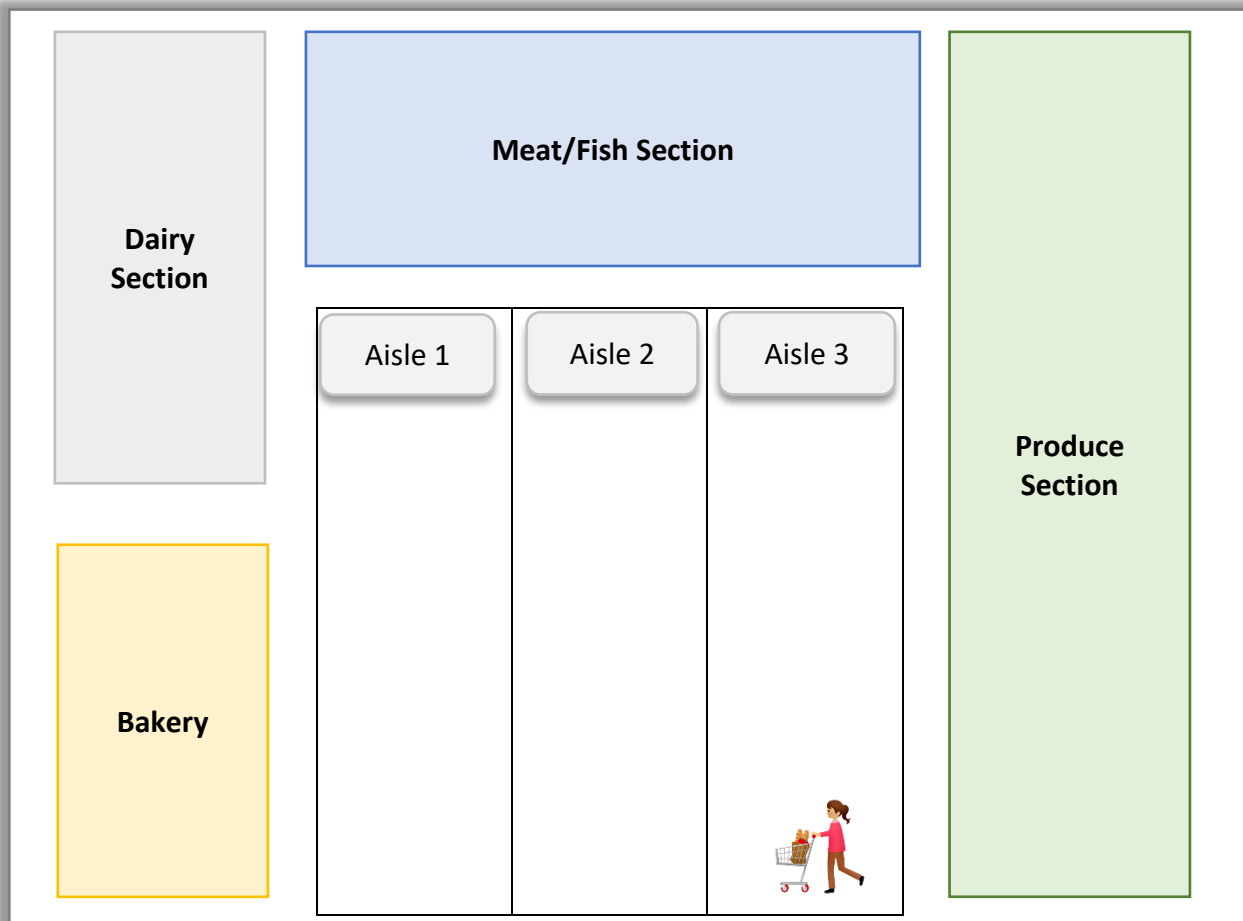
- Using the Food Items and Sections of a Grocery Store cards (from the Vocabulary-building Activities), have learners sort the food items into the correct sections.
- Using their completed floor plans (with attached food items), learners can take turns saying where each food item is located.
- Working with a partner, learners can practise asking and answering questions about the locations of items on their floor plans (e.g., Where is the rice? It's in aisle 3.)

### Transcript

1. The chicken is in the meat section.
2. The broccoli is in the produce section.
3. The eggs are in the dairy section.
4. The rice is in aisle 3.
5. The oranges are in the produce section.
6. The milk is in the dairy section.
7. The pasta is in aisle 4.
8. The bananas are in the produce section.
9. The sugar is in aisle 3.
10. The bread is in the bakery.



**Instructions:** Listen. Put the food in the right section.



## Understanding Locations in a Grocery Store

SB

**Teaching Notes:** In this activity, learners practise listening to prepositional phrases (at the back/front of the store, on the right/left, beside) to locate different sections of the grocery store.

### Set Up:

1. Teach the following words/expressions: beside, on the left side, on the right side, and at the back. Ask learners to point to the left side of the classroom, the right side of the classroom, and the back of the classroom. Ask learners about different things in the classroom. For example, Where is the window? It is at the back of the classroom. Where is the door? It is on the right side of the classroom. Where is Mohamed? He is on the left side of the classroom.
2. Using the grocery store floor plan from the previous activity, ask questions about the locations of different sections. For example, Where is the dairy section? Where is the produce section? Write sentences like the following on the board and have learners repeat.
  - The meat section is at the back of the store.
  - The dairy section is on the left side of the store.
  - The produce section is on the right side of the store.
  - The bakery is on the left side of the store.
  - Aisle 3 is beside the produce section.
3. Distribute the handout on the following page. Read the six sentences below and have learners check off the locations they hear. Read each sentence as often as needed. Take up the answers as a class.

### Transcript

1. The meat section is on the right side of the store.
2. The dairy section is at the back of the store.
3. Aisle 4 is beside the dairy section.
4. The produce section is on the left side of the store
5. The bakery is at the back of the store.
6. The fish section is beside the meat section.

### Answer Key

- |          |         |           |         |         |           |
|----------|---------|-----------|---------|---------|-----------|
| 1. right | 2. back | 3. beside | 4. left | 5. back | 6. beside |
|----------|---------|-----------|---------|---------|-----------|

What do you hear?

	On the left	On the right	At the back	Beside
1. The meat section	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The dairy section	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Aisle 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The produce section	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The bakery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The fish section	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



What do you hear?

	On the left	On the right	At the back	Beside
1. The meat section	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The dairy section	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Aisle 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The produce section	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The bakery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The fish section	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Competency Area:** Getting Things Done

**Indicators of Ability:** Identifies expressions to get attention; identifies key words and locations

## Set Up:

1. Distribute the task sheet and explain the instructions to learners. They will listen to four short conversations and circle the correct answer.
2. Play each conversation at least two times. Pause and provide time after each conversation for learners to read the questions and select their answers.

## Assessment:

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

- Collect the task sheets and mark them or have learners mark their own papers.
- Self-reflection: Reflect on the task with learners after they complete it. Are they still having difficulty with it? Would they like more practice?

## Transcript:

### Conversation 1:

Shopper: Excuse me, where is the bread?

Store employee: It's in the bakery. It's on the left side of the store.

Shopper: Okay. Thank you.

### Conversation 2:

Shopper: Hi, can you help me? Where are the apples?

Store employee: They are in the produce section. They are beside the bananas.

Shopper: Thank you.

### Conversation 3:

Shopper: Excuse me, where is the milk?

Store employee: It's in the dairy section. It's on the right side of the store.

Shopper: Okay. Thanks.

### Conversation 4:

Shopper: Hi, can I ask you a question? Where is the chicken?

Store employee: It's in the meat section. It's at the back of the store.

Shopper: Thank you.

**Answer Key**

**Conversation 1**

1. c

2. c

3. b

**Conversation 3**

1. a

2. b

3. b

**Conversation 2**

1. b

2. a

3. c

**Conversation 4**

1. c

2. a

3. a

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

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

**Instructions:** Listen to the conversations. Answer the questions.

**Conversation 1:**

1. What do you hear?
  - a. Can I ask you a question?
  - b. Can you help me?
  - c. Excuse me.
2. Where is the bread?
  - a. meat section
  - b. aisle 4
  - c. bakery
3. What do you hear?
  - a. It's at the back of the store.
  - b. It's on the left side of the store.
  - c. It's on the right side of the store.

**Conversation 2:**

1. What do you hear?
  - a. Excuse me.
  - b. Can you help me?
  - c. Can I ask you a question?
2. Where are the apples?
  - a. produce section
  - b. aisle 1
  - c. bakery
3. What do you hear?
  - a. beside the chicken
  - b. beside the milk
  - c. beside the bananas

**Conversation 3:**

1. What do you hear?
  - a. Excuse me.
  - b. Can you help me?
  - c. Can I ask you a question?
2. Where is the milk?
  - a. meat section
  - b. dairy section
  - c. bakery
3. What do you hear?
  - a. It's at the back of the store.
  - b. It's on the right side of the store.
  - c. It's on the left side of the store.

**Conversation 4:**

1. What do you hear?
  - a. Excuse me.
  - b. Can you help me?
  - c. Can I ask you a question?
2. Where is the chicken?
  - a. meat section
  - b. dairy section
  - c. bakery
3. What do you hear?
  - a. It's at the back of the store.
  - b. It's on the right side of the store.
  - c. It's on the left side of the store.



# Speaking

## Skill-Building and Skill-Using Activities

Asking for Help .....	29
Pronunciation Practice .....	32
Asking for an Item in the Grocery Store .....	35





**Teaching Notes:** This activity recycles food vocabulary and gives learners a chance to practise expressions for getting someone’s attention and asking for assistance finding things in a grocery store. Learners should already have had multiple opportunities to become familiar with the food vocabulary.

## Set Up:

1. Ask learners what they do when they can’t find something in a grocery store. Who can they ask? What can they say? Write expressions on the board: *Excuse me, Can you help me?* and *Can I ask you a question?* Practise saying them with learners.
2. Inform learners that they will be role-playing a grocery store employee/shopper interaction. The shopper will ask for help finding different grocery items and the employee will respond. Distribute the employee sheet on the page that follows. Elicit from learners the names of each of the food items. Teach/review sections of the grocery store by asking “Where is the fish?”, and having learners respond with the correct section of the store.
3. Practise requests and responses with the class, “Excuse me, where is the...” and “The...is in the...” Point out that for food words that refer to one item, we use “is” in the question, and for food words that refer to more than one item, we use “are”.
4. Give each learner a shopper card. Arrange the class into two groups: employees and shoppers. Have the shoppers mingle with the employees, use an opener to get the employees attention, and ask where one of the items on their card is. The employee looks at their sheet and gives an answer. Then the shopper moves on to another employee and asks for a different item. When shoppers have asked for the locations of the 4 items on their card, learners switch roles and repeat the activity.



Employee Sheet

The Grocery Store	
<p>Bakery</p> 	<p>Meat/Fish Section</p> 
<p>Dairy Section</p> 	<p>Produce Section</p> 
<p>Aisle 1</p> 	<p>Aisle 2</p> 

Shopper Cards



**You want:**



**You want:**



**You want:**



**You want:**



**Teaching Notes:** In this activity, learners practise differentiating between /p/ and /b/ and /ch/ and /sh/. It also presents an opportunity to recycle the vocabulary in the module.

In some languages, such as Arabic, there is no distinction between /p/ and /b/. These sounds can be challenging for some learners to differentiate, and many Arabic speakers will use /b/ for both /p/ and /b/. In this activity, learners practise producing both sounds.

Note that in Spanish, /v/ is pronounced /b/. Point out the difference in these letter/sound combinations in English to any Spanish speakers in the class.



















## Set Up:

1. Distribute the activity (Part 1) on the page that follows. Elicit the names of the food items orally from learners. Have learners work in pairs to read the names of each item. Practise saying the words together.
2. Distribute the second page of the handout (Parts 2 and 3). Point out the difference between the /p/ sound (unvoiced) and the /b/ sound (voiced). Both sounds are made in identical positions in the mouth (a small burst of air escaping between the lips; the tongue is resting in the middle of the mouth). The only difference is that /p/ is unvoiced and /b/ is voiced. Have learners place their hands on their throats and try saying each sound. They should notice a vibration when they make the /b/sound.
3. Ask learners to write the food words that contain /p/ and /b/ in the chart in Part 2 of the handout. The sounds can be at the beginning (broccoli) or in the middle (apple) of the words. Practise saying each one with the class. If possible, pair learners from different first languages to practise with a partner.
4. Have learners find the words that contain /ch/ (chicken and cheese) and /sh/ (fish and sugar) and write the words in the boxes for Part 3 of the activity. Learners can practise saying these with a partner. Point out that sugar is pronounced with an /sh/ but spelled with /s/.

## Additional Practice Suggestion:

- With learners, brainstorm additional words that have the p and b sounds (e.g., pen, paper, book, brother) or sh/ch sounds (shoes, choose). Add them to the boxes in Parts 2 and 3 of the handout. Practise saying the words as a class. Have learners practise with a partner.

**Part 1:** Say the words with a partner.

		
orange	apple	pepper
		
broccoli	chicken	bread
		
pasta	onion	flour
		
rice	fish	sugar
		
milk	potatoes	garlic
		
cheese	bananas	eggs

**Part 2:** Write the words with p and b. Say these words with a partner.

p	b

**Part 3:** Write the words with ch and sh. Say these words with a partner.

ch	sh

**Competency Area:** Getting Things Done

**Indicators of Ability:** Uses an expression to get attention; uses correct food vocabulary; uses an expression to close the conversation

**Teaching Notes:** In this task, learners use the expressions they have learned in a short conversation to ask for help in a grocery store. Learners should practise more than one expression for getting attention (Excuse me. Can you help me? Can I ask you a question?).

## Set Up:

1. Elicit from learners how we get someone's attention and ask for help in a grocery store. Write the expressions on the board. Then elicit how we ask where something is, and how we end a conversation politely (thanks or thank you). Practise a few times with learners. Write a food word on the board. Have a learner get your attention, ask you where the item is, and thank you. Erase the board.
2. Prepare and distribute the handout titled Round 1 on the next page. Give shopper sheets to half the learners and employee sheets to the other half. Employees can pin or tape the "employee" label to their shirts to identify themselves.
3. Explain the task: a shopper will approach an employee, get their attention politely, ask for the first item on their list, and thank them (after the employee responds). Then the shopper will approach a NEW employee and repeat for the second item, and continue for all four items. Explain the criteria for assessment using the assessment form.
4. Collect the papers. Prepare and distribute the handout for Round 2. Learners switch roles and repeat the task for Round 2.









## Assessment:

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

- Circulate and make observations during the interactions. Use a simple class checklist to record your observations and identify any issues that need additional targeted practice. Alternatively, you could use the feedback form to provide individual feedback.
- Self-assessment: Have learners use the feedback form for self-assessment.
- In a class discussion, have learners identify specific issues they feel they need more practice with.

Round 1











Shopper	Employee
	 <p>in the produce section</p>
	 <p>in the dairy section</p>
	 <p>in the bakery</p>
	 <p>in aisle 6</p>



Round 2



Shopper	Employee
	 <p>in the produce section</p>
	 <p>in the dairy section</p>
	 <p>in aisle 3</p>
	 <p>in the meat section</p>



**Feedback: Asking for Help**

SU

**Speaker:** \_\_\_\_\_

**CLB:** ☐ CLB 1 ☐ CLB 2

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

**Put a check ✓**

- ☐ Uses correct words to get attention and ask for something.
- ☐ Uses correct food words.
- ☐ Ends the conversation politely.
- ☐ Speaking was clear.



**Feedback: Asking for Help**

SU

**Speaker:** \_\_\_\_\_

**CLB:** ☐ CLB 1 ☐ CLB 2

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

**Put a check ✓**

- ☐ Uses correct words to get attention and ask for something.
- ☐ Uses correct food words.
- ☐ Ends the conversation politely.
- ☐ Speaking was clear.



# Reading

## Skill-Building and Skill-Using Activities

Reading Measurements .....	40
Reading Nutritional Information .....	42
Reading a Food Label .....	45

**Teaching Notes:** This activity focuses on reading metric measurements. Since the metric system is used most countries, learners are likely familiar with it. You can inform learners that some grocery items (and prices) are still measured in pounds.

Measuring is an abstract concept. It may be helpful to bring in a small scale to weigh items in the classroom. Familiarize learners with words like how big, how heavy, or how much to help get the idea across.

## Set Up:

1. Show the class several common classroom objects or food items that have noticeably different weights, such as a stapler, a paper clip, an apple, or a package of pasta. Also, point to large objects in the room, like a desk, table, chair, or computer. Ask learners to estimate how much they weigh. Use hand gestures (holding the stapler in your hand and weighing it up and down a little) to illustrate the idea of different weights, if necessary.
2. Using a small kitchen scale (if possible), weigh a few small items. Have learners estimate how much they weigh. Create a table on the board and write the weights with the appropriate units (either kg or g). Learners can copy this table into their notebooks. Inform them that small items are measured in grams and larger ones in kilograms.
3. Pass around some measuring cups (in metric). Use liquids in the classroom (e.g., water bottles, pop cans, juice containers, hand sanitizer). Note how liquids are measured.
4. Draw a simple chart with two columns and the headings L and mL on the board. Brainstorm with learners what is measured in litres (milk, jugs of water, large bottles of pop, etc.) and in mL (cans of pop, bottled water, or other drinks, etc.).
5. Distribute the handout on the next page. Introduce the concept of abbreviations (shortened forms of a word). Read the story aloud a couple of times. Ask learners to read the sentences to themselves. Have them circle the measurement abbreviations in each sentence.
6. Working with a partner or on their own, have learners complete the activity on the handout by matching the abbreviation to the correct word and item. Review the vocabulary for the five items if needed. Take up the answers as a class.

## Additional Practice Suggestions:

- Have learners look at food packages at home and write the weights of three items. Have them report back in class.
- If you have introduced imperial measurements (pounds and ounces), consider having learners use their smart phones to convert between pounds and kilograms.

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

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

**Instructions:** Read the story. Match the abbreviations.

### Tulio Goes to the Grocery Store

Tulio buys 8 apples. That is 2 kgs.

He buys 500 g of pasta.

He buys a can of pop. The can is 350 mL.

Tulio buys 2 L of milk.

Tulio looks at the crackers. They have 100 mg of sodium. That is too much salt!



Match the abbreviation.

kg

millilitre

g

litre

mg

kilogram

mL

milligram

L

gram

Match the grocery item.

kg

g

mg

mL

L



**Teaching Notes:** Inform learners that they can determine how healthy a food item is by reading the package. Introduce the term “allergies,” and common allergens. Inform learners that many schools and workplaces are “nut-free” or “nut-aware.” Teach learners how to find out if packaged food is nut-free by introducing them to the peanut-free symbol.

## Set Up:

1. Show pictures of peanuts in various forms (with shells, without shells, peanut oil). Ask learners what they are and what they contain (peanuts). Ask learners if they know anyone who is allergic to peanuts. (Explain the concept of allergies). Inform them that many schools do not allow peanuts because some children will get very sick.
2. If possible, bring in several different packages of food. You can also ask learners if they have any packaged snacks with them. Examine these together. Notice whether they are peanut-free.
3. Ask students what else can be in packaged food. Elicit salt, sugar, and fat. Show them where the nutritional information is on the packages of food. Inform learners that sodium is salt.
4. Distribute the activity on the pages that follow. Read the information together. Have learners match the words to the pictures.
5. Have learners complete the second page on their own or with a partner. Take up the answers as a class. Discuss with the class whether they would buy this product and why.

## Additional Practice Suggestion:

Have learners find three packaged food items at home and complete a chart (similar to the one below) listing the sugar, sodium, and fat they find on the label.

Food Item	Sugar	Sodium (Salt)	Fat

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

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

Some people cannot eat peanuts. They get sick. This picture means there are no peanuts in the food.

Food packages tell us information. They say how much:

- sodium (salt)
- sugar
- fat



**Match the words to the pictures.**

sodium (salt)



sugar



fat



Read the package. Answer the questions.



1. How much sodium is there? \_\_\_\_\_
2. How much fat is there? \_\_\_\_\_
3. How much sugar is there? \_\_\_\_\_

**Discussion:**

Would you buy this for your family?

☐ YES

☐ NO

Why?

---

---

**Competency Area:** Getting Things Done

**Criteria:** Identifies key information

### Set Up:

1. Show an image of a food package. Ask learners what kind of information is on the package. Elicit from them things like sodium, sugar, fat, peanuts, and how much is in the package.
2. Distribute the handout on the next two pages. Review the instructions. Go over each of the questions to make sure learners understand them.

### 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 they complete it. What was easy? What was difficult? What made it easy or difficult?

### Answer Key

- |      |      |
|------|------|
| 1. a | 6. a |
| 2. c | 7. c |
| 3. b | 8. b |
| 4. b | 9. b |
| 5. c |      |



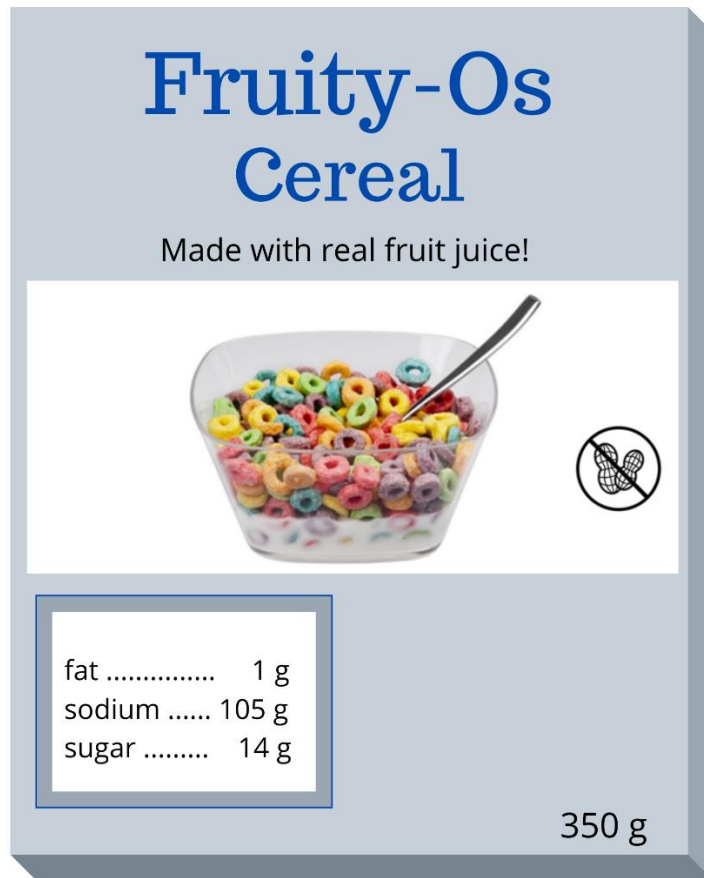
☐ CLB 1

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

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

☐ CLB 2

Read the package. Answer the questions.



1. What kind of food is this?
  - a) cereal
  - b) juice
  - c) fruit
2. What is the name of the food?
  - a) Made with real fruit juice
  - b) sodium
  - c) Fruity-Os

3. How much fat is there?
  - a) 105 mg
  - b) 1 g
  - c) 14 g

---
4. How much sugar is there?
  - a) 50 mg
  - b) 14 g
  - c) 350 g

---
5. How much salt is there?
  - a) 1 g
  - b) 50 mg
  - c) 105 g

---
6. Hani cannot eat nuts. Can she eat this?
  - a) YES
  - b) NO

---
7. How much is in the package?
  - a) 1 g
  - b) 50 mg
  - c) 350 g

---
8. What is it made with?
  - a) peanuts
  - b) real fruit juice
  - c) 350 g

---
9. Kim cannot eat sugar. Should she eat this?
  - a) YES
  - b) NO



# Writing

## Skill-Building and Skill-Using Activities

Ramzia Goes Shopping: Filling in the Blanks.....	49
Spelling Food Words .....	52
Writing a Shopping List and a Note .....	55

**Teaching Notes:** This activity should be completed after learners have had some practice with the vocabulary in the module.

### Set Up:

1. Distribute the handout on the pages that follow. Read the story aloud. Choral read the story together. Listen for challenging words and help learners with pronunciation as needed. Ask learners to read the story to their partner.
2. Have learners complete the activity on their own or with a partner.
3. Have them read their completed sentences to another learner in the class and compare their responses.

### Additional Practice Suggestion:

- Post pictures of various food items on the board. Make sure they are different food items than those in the story about Ramzia. Co-create a new story about a shopper using the pictures. Have learners copy the story (or the list of food items) in their notebooks.

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

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

Read the story.

### Ramzia Goes to the Grocery Store

Ramzia goes to the grocery store. She goes to the meat section. She buys chicken.

Ramzia goes to the dairy section. She buys eggs, cheese, and milk.

Ramzia goes to the bakery. She buys bread.

Ramzia goes to the produce section. She buys onions, broccoli, and oranges.

Ramzia also buys rice and sugar.



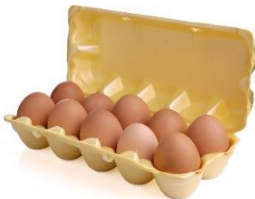
What does Ramzia buy? Fill in the blanks.

1.



Ramzia buys \_\_\_\_\_ in the \_\_\_\_\_ section.

2.



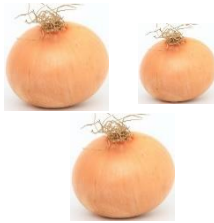
Ramzia buys \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ in the \_\_\_\_\_ section.

3.



Ramzia buys \_\_\_\_\_ in the \_\_\_\_\_ section.

4.



Ramzia buys \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ in the \_\_\_\_\_ section.

5.



Ramzia also buys \_\_\_\_\_ and \_\_\_\_\_.

**Teaching Notes:** This activity focuses on spelling food words, and will help prepare learners for the assessment task for this module. It should be completed after learners have engaged in multiple vocabulary development activities.

Some learners may need to use their vocabulary cards to complete this activity. Point out that there is a picture for each word. In Part 2 of the activity, they can use the strategy of checking off each picture as they write the word.

### Set Up:













1. Review the vocabulary for food items in this module by using the Food Item picture cards from the Vocabulary-building Activities section of this module. Arrange learners in groups of three and provide one set of picture cards to each group. Instruct learners to place all cards face down on the desk. Have them take turns flipping a card face up and saying what is pictured. Have learners sort the cards into categories: dairy, meat, produce, bakery, and other.
2. Have learners match the picture cards to the word cards. When they are done, have one learner in each group take a word card (without showing the other learners in the group) and spell the word out loud. Group members try to guess the word from the spelling.
3. Have learners shuffle and place all of the picture cards face down on the table. Each learner in the group draws a picture card and tries to spell the word without looking at the written form. Learners can check their spelling using the word cards. Alternatively, they could refer to the pronunciation handout from the speaking section of this module.
4. When learners have had sufficient practise spelling the words orally, distribute the activity on the pages that follow and have learners complete it independently or in pairs as needed. If learners need more support, they can use their vocabulary cards to check the spelling.
5. Have learners compare their answers with a partner. Review the answers together as a class.

### Additional Practice Suggestions:

- Have learners choose five (or more) pictures of food items they purchased recently. Have them write a list of the items.
- Engage learners in a spelling dictation to help them memorize and practise spelling the names of food items.

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

**Part 1:** Fill in the missing letters to write the words.

 <p>c _ _ c _ e _</p>	 <p>b _ _ _ d</p>	 <p>e _ _ s</p>
 <p>b _ o _ _ o l i</p>	 <p>_ a _ _ a</p>	 <p>o _ i _ n</p>
 <p>_ a _ _ n _ s</p>	 <p>_ _ e e _ e</p>	 <p>p _ p _ e _ s</p>
 <p>o _ _ n _ _ s</p>	 <p>_ p _ _ e</p>	 <p>p _ t a _ o _ s</p>



**Part 2:** Unscramble the letters.

1. cire \_\_\_\_\_

2. lpeap \_\_\_\_\_

3. cieknhc \_\_\_\_\_

4. oclbiroc \_\_\_\_\_

5. reeppps \_\_\_\_\_

6. nogare \_\_\_\_\_

7. usagr \_\_\_\_\_

8. kmil \_\_\_\_\_

9. rdbae \_\_\_\_\_

10. sgeg \_\_\_\_\_

11. hecese \_\_\_\_\_

12. cigral \_\_\_\_\_



**Competency Area:** Sharing Information

**Indicators of Ability:** Writes the correct food words; spells accurately; writes legibly

**Teaching Notes:** In this task, learners use their food vocabulary to write a shopping list and to ask a friend to buy a few items at the grocery store. They can choose which foods to write from the pictures.

## Set Up:

### Part 1

1. Ask learners how they remember what to buy items at the grocery store. Ask them if they ever make a list for themselves, or for someone else, like a family member.
2. Tell learners you want to make soup tonight for dinner. Ask them what you should buy. Write the items on the board as a shopping list.
3. Distribute the first page of the task (Part 1). Review the instructions. Have learners complete the shopping list.

### Part 2

1. Ask learners who does the shopping in their home. Do they ever ask someone to buy something for them? Does anyone help them shop?
2. Together with the class, write a note to a family member on the board. Ask them to pick up a few items at the grocery store. Draw learners' attention to the beginning of the note (Hi...), the request (Can you buy...), and the end of the note (Thanks! with your name).
3. Distribute Part 2 of the task. Review the instructions. Remind learners that they can choose any 4 food items from the pictures. They can use the same words in Part 1 and Part 2 if they like.

## Assessment:

When learners have completed the task, write the words for the 10 food items on the board (or ask for volunteers to write a word) so that learners can check for spelling.

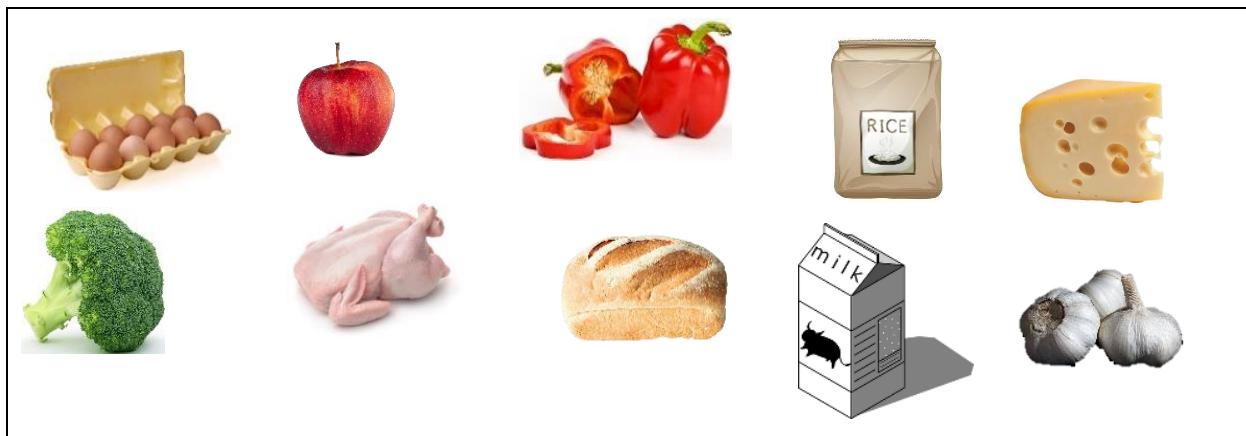
Learners can exchange their work with a partner for peer feedback using the peer feedback form. Alternatively, they could use the form to assess their own work.

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

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

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

**Part 1:** Look at the pictures. Choose 5 foods. Make a shopping list.



### My Shopping List

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Part 2:** Dan is going to the grocery store. Look at the pictures. Write a note. Ask him to buy 5 things for you.



Hi \_\_\_\_\_,

Can \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Thanks!

\_\_\_\_\_

## Writing a Shopping List and a Note, *continued*

FEEDBACK FORM: Writing		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
Writes food words from the list of pictures	<input type="checkbox"/>	<input type="checkbox"/>	
Spells correctly (makes a few spelling errors)	<input type="checkbox"/>	<input type="checkbox"/>	
Writes neatly	<input type="checkbox"/>	<input type="checkbox"/>	
Completes the note correctly	<input type="checkbox"/>	<input type="checkbox"/>	



FEEDBACK FORM: Writing		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
Writes food words from the list of pictures	<input type="checkbox"/>	<input type="checkbox"/>	
Spells correctly (makes a few spelling errors)	<input type="checkbox"/>	<input type="checkbox"/>	
Writes neatly	<input type="checkbox"/>	<input type="checkbox"/>	
Completes the note correctly	<input type="checkbox"/>	<input type="checkbox"/>	



# Assessment Tasks

Listening, Speaking, Reading, Writing

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## Preparation for Assessment Tasks

AT

Each assessment task is the culmination of the skill-building activities and skill-using tasks in the 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 shoppers asking for the locations of specific items in the grocery store and answer questions. Distribute the first page of the task sheet to all learners and the second page to CLB 2 learners only. Audio can be played twice during the assessment. The questions and prompts can be read to learners if they are having trouble reading them.
- *Speaking:* The speaking assessment is a conversation between the teacher, who is acting as a store clerk, and the learner, who is a shopper asking for assistance in a grocery store. Give a prompt card to the learner you are assessing. Note that there are two prompt cards for CLB 1 and two for CLB 2 to choose from. Review the card to ensure learners understand expectations. Use the Instructor Prompt cards to respond if needed. Use the speaking assessment tool to check off how well the learner performed on each criterion.
- *Reading:* Learners read a food label and identify key information. Note that there are separate texts and comprehension questions for CLB 1 and CLB 2. The label includes the word chocolate. Ensure learners are familiar with the word and what it is.
- *Writing:* CLB 1 learners write 4 food words to complete a text message; CLB 2 learners complete the message with a very simple request (Can you buy ...) and include 5 food words using a set of pictures to choose from. Inform learners that CLB 1 writes words for 4 of the 5 pictured food items (not all five); CLB 2 writes words for 5 out of the 8 pictured items.

### Feedback:

- *Productive Tasks:* When learners have completed the productive assessment tasks, provide feedback that is simple and direct, focusing on 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.  
  
Consider having learners use the assessment tool for self-assessment before they hand in their work. Learners can insert their initials in the appropriate column (meets/not yet) beside each criterion or write “not sure” if appropriate.
- *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****Conversation 1**

1. a
2. b
3. a

**Conversation 2**

1. b
2. c
3. a

**Conversation 3**

1. b
2. a
3. c

**Conversation 4**

1. b
2. b
3. c

**Reading Task****CLB 1**

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

**CLB 2**

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



**Transcript: Listening Assessment**

**CLB 1 and 2**

**Conversation 1**

A: Excuse me.

B: Yes. Can I help you?

A: Yes, please. Where can I find milk?

B: Milk is in the dairy section. It is at the back of the store.

**Conversation 2**

A: Excuse me. Do you have any broccoli?

B: Yes. It's beside the carrots.

A: Thank you.

**CLB 2 only**

**Conversation 3**

A: Excuse me. Can you help me?

B: Yes.

A: Where can I find the chicken?

B: Chicken is in the meat section. It's on the right side of the store.

A: Thank you.

**Conversation 4**

A: Hi, can I ask you a question?

B: Yes, how can I help you?

A: Where is the bread?

B: Bread is in the bakery. It is on the left side of the store.

A: Thank you.

# Listening to Requests in a Grocery Store

AT

**Module Topic:** Shopping for Groceries

**CLB 1** ☐

**Competency Areas:** Comprehending Instructions/Getting Things Done

**CLB 2** ☐

**Criteria:** Identifies key words and locations; identifies expressions to get attention and ask for assistance

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

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

**Instructions:** Listen to the conversation. Answer the questions.

## Part 1: CLB 1 and 2

### Conversation 1

1. What do you hear?
  - a) Excuse me.
  - b) Can you help me?
2. Where is the milk?
  - a) the bakery
  - b) the dairy section
  - c) the meat section
3. Where is it?
  - a) at the back of the store
  - b) at the front of the store
  - c) on the left of the store

### Conversation 2

1. What do you hear?
  - a) Can you help me?
  - b) Excuse me.
2. What do you hear?
  - a) Do you have any carrots?
  - b) Do you have any corn?
  - c) Do you have any broccoli?
3. Where is it?
  - a) beside the carrots
  - b) beside the broccoli
  - c) beside the corn

### TASK SUCCESS

### Your Score

**CLB 1:** 4 out of 6

/6

**Part 2: CLB 2 only**

**Conversation 3**

1. What do you hear?
  - a) Excuse me. I have a question.
  - b) Excuse me. Can you help me?
  - c) Excuse me. I need help.
  
2. Where is the milk?
  - a) Where can I find the chicken?
  - b) Where is the chicken?
  - c) Is there any chicken?
  
3. Where is it?
  - a) at the back of the store
  - b) on the left of the store
  - c) on the right of the store

**Conversation 4**

1. What do you hear?
  - a) Hi. Can you help me?
  - b) Hi. Can I ask you a question?
  - c) Hi. Can you find something for me?
  
2. What do you hear?
  - a) Where can I find the bread?
  - b) Where is the bread?
  - c) Do you have any bread?
  
3. Where is it?
  - a) at the front of the store
  - b) on the right side
  - c) on the left side

**TASK SUCCESS**

**Your Score**

**CLB 2:** 4 out of 6 in Part 1.  
4 out of 6 in Part 2.

\_\_\_ /6  
\_\_\_ /6

# Asking for Assistance in a Grocery Store

AT

**Module Topic:** Shopping for Groceries

**CLB 1** ☐

**Competency Area:** Getting Things Done

**CLB 2** ☐

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

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

**Instructions:** Look at your card. Ask for help. Ask where it is in the grocery store.

SPEAKING: CLB 1 or CLB 2		Meets Expectations	Not Yet
*Overall: Request is clear and can be understood.		<input type="checkbox"/>	<input type="checkbox"/>
Opens the conversation politely.		<input type="checkbox"/>	<input type="checkbox"/>
Uses an expression to ask for help.		<input type="checkbox"/>	<input type="checkbox"/>
Uses correct food vocabulary.		<input type="checkbox"/>	<input type="checkbox"/>
Closes the conversation politely.		<input type="checkbox"/>	<input type="checkbox"/>
CLB 2: Uses is/are for singular/plural food items correctly.		<input type="checkbox"/>	<input type="checkbox"/>
<b>TASK SUCCESS:</b> <b>CLB 1:</b> Meets 4 out of 5 criteria, including starred (*) item. <b>CLB 2:</b> Meets 5 out of 6 criteria, including starred (*) item.			
<b>Doing well:</b>          		<b>Next time:</b>          	

### Instructor Prompts (CLB 1)

1. Respond to the learner's request for assistance.
2. Respond to the question about location.

#### Response to Learner Prompt Card option 1



Sugar is in aisle 4. It is on the left side.



Oranges are in the produce section at the back of the store.

#### Response to Learner Prompt Card option 2



Rice is in aisle 2. It is on the right.



Bananas are in the produce section at the front of the store.

3. Respond to the learner's closing. (Note: a simple Thanks or Thank you from the learner would be an appropriate closing).

**Instructor Prompts (CLB 2):**

1. Respond to the learner's request for assistance.
2. Respond to the question about location.

**Response to Learner Prompt Card option 1**



Peppers are in the produce section at the front of the store.



Chicken is in the meat section on the left.



Eggs are at the back of the store.

**Response to Learner Prompt Card option 2**



Onions are in the produce section on the right.



Cheese is in the dairy section at the back of the store.



Pasta is in aisle 5 on the left side.

3. Respond to the learner's closing. (Note: a simple Thanks or Thank you from the learner would be an appropriate closing).

## Learner Prompt Cards (CLB 1)

**CLB 1 Instructions:** Look at the pictures. You want to buy them.

- Ask for help.
- Ask where it is.
- End the conversation politely.

**You want:**



**CLB 1 Instructions:** Look at the pictures. You want to buy them.

- Ask for help.
- Ask where it is in the grocery store.
- End the conversation politely.

**You want:**



**CLB 2 Instructions:** Look at the pictures. You want to buy each item.

- Ask for help.
- Ask where it is.
- End the conversation politely.



**CLB 2 Instructions:** Look at the pictures. You want to buy each item.

- Ask for help.
- Ask where it is in the grocery store.
- End the conversation politely.





**Module Topic:** Shopping for Groceries | **Competency Area:** Getting Things Done **CLB 1** ☐

**Criteria:** Identifies key details; identifies information to make a decision

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

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

**Instructions:** Read the food label. Answer the questions.



1. What kind of food is this?

- a. cereal
- b. granola bars
- c. chocolate bar

2. How many are in the box?

- a. 12
- b. 288 g
- c. chocolate

3. How much does the box weigh?

- a. granola bars
- b. 12
- c. 288 grams

4. Tia does not eat chocolate. Can she eat this?

- a. yes
- b. no

5. Jack does not eat peanuts. Can he eat this?

- a. yes
- b. no

**TASK SUCCESS**

**Your Score**

**CLB 1:** 4 out of 5

\_\_\_/5

**Module Topic:** Shopping for Groceries | **Competency Area:** Getting Things Done **CLB 2** ☐

**Criteria:** Identifies key details; identifies information to make a decision

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

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

**Instructions:** Read the food label. Answer the questions.



1. What kind of food is this?

- a. cereal
- b. granola bars
- c. chocolate bar

2. How many are in the box?

- a. 12
- b. 288
- c. 70

3. How much does the box weigh?
  - a. granola bars
  - b. 12
  - c. 288 grams
4. Tia is allergic to chocolate. Can she eat this?
  - a. yes
  - b. no
5. This food is made with \_\_\_\_\_.
  - a. peanuts
  - b. milk
  - c. oats
6. How much salt is there?
  - a. 70 mg
  - b. 288 g
  - c. 1.5 g
7. How much sugar is there?
  - a. 1.5 g
  - b. 70 mg
  - c. 11 g
8. Jack is allergic to peanuts. Can he eat this?
  - a. yes
  - b. no

TASK SUCCESS	Your Score
CLB 2: 6 out of 8	___/8

## Writing a Text Message: CLB 1

AT

**Module Topic:** Shopping for Groceries | **Competency Area:** Sharing Information **CLB 1** ☐

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

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

**CLB 1 Instructions:** Choose 4 foods from the pictures. Write the words.

9:30 am

Hi Mom. Do you need anything at the grocery store?

M

9:34 am

Yes please. Can you buy:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9:50 am

Okay.

M

9:52 am

Thanks. ❤️



## Writing a Text Message: CLB 2

AT

**Module Topic:** Shopping for Groceries | **Competency Area:** Sharing Information **CLB 2** ☐

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

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

**CLB 2 Instructions:** Answer your friend's message. Ask her to buy 5 things. Choose from the pictures.

I'm going to the grocery store. Do you need anything?

9:30 am

M

Yes, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9:42 am

M

Thanks!

9:50 am

Okay.



**Module Topic:** Shopping for Groceries | **Competency Area:** Getting Things Done

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

**Instructions:** Complete a text message with a grocery list.

- **CLB 1:** Writes 4 words
- **CLB 2:** Completes the message and writes 5 words

WRITING: CLB 1 <input type="checkbox"/> CLB 2 <input type="checkbox"/>		Meets Expectations	Not Yet
* <b>Overall:</b> List/Message can be understood.		<input type="checkbox"/>	<input type="checkbox"/>
Uses good words to fill in the blanks.		<input type="checkbox"/>	<input type="checkbox"/>
Uses correct spelling. <ul style="list-style-type: none"> <li>• <b>CLB 1:</b> Some errors but can be understood.</li> <li>• <b>CLB 2:</b> Some minor errors but can be understood.</li> </ul>		<input type="checkbox"/>	<input type="checkbox"/>
Printing is clear.		<input type="checkbox"/>	<input type="checkbox"/>
<b>CLB 2:</b> Writes a very simple request.		<input type="checkbox"/>	<input type="checkbox"/>
<b>TASK SUCCESS:</b> CLB 1: Meets 3 out of 4 criteria including starred (*) item. CLB 2: Meets 4 out of 5 criteria including the starred (*) item.			
<b>Doing well:</b>          		<b>Next time:</b>          	