

Paying at the Checkout

Let's Learn

In this lesson, you will practise asking and answering questions about methods of payment. You will also review related prepositions.

Warm-Up

I DON'T HAVE ANY CASH

How do you usually pay for items when you are out shopping? Do you usually carry cash? Why or why not?

Ways to Pay

Listen to your teacher say these common ways of paying for something. Then practise saying "I'll pay by/with...".

At the Checkout

- cash
- credit (credit card)*
- debit (bank card)
- gift card (prepaid card)

In Other Situations

- cheque
- e-transfer

***Note:**

People often say the name of a major credit card to identify how they will pay:

- I'll pay by Visa / Mastercard / American Express.



Dialogues

Dialogue 1

Practise paying with a card.

- A: That will **be \$54.72.**
- B: *[holds out a card]*
- A: Is that credit or debit?
- B: **Debit.**
- A: Okay. **Insert your card whenever you're ready.**
- B: Thanks.

Dialogue 2

Now practise paying by cash.

- A: **That's \$88.55.**
Will you be paying with your credit card today?
- B: No, I'll pay **with cash.**
- A: Thank you. *[accepts \$100 bill]*
And here is your change. *[counts it out]*
Ten, eleven, forty-five.
- B: Thank you.
- A: Have a nice day.
- B: You too.

Dialogue 3

Now practise using a gift card (prepaid card) at the checkout.
Then answer the questions on the right.

Dialogue

- A: That's **\$5.45. Will that** be on your **gift card today?**
- B: Yes.
- A: **Okay. So there is \$5.00 left on your card.**
I just need 45 cents, please.
- B: Oh, I'm sorry. I don't have any cash. Can **I use my debit card?**
- A: Of course. Here you go. *[hands customer the debit machine]*
- B: Thank you.

Questions

1. How does person B pay for most of the bill?
2. Why does B need an additional form of payment?
3. What does B not have?
4. What does B have to do?

Payment Problems

- Your card is not working.
- Your card was declined.
- We don't accept *American Express / US dollars.*
- We only take cash.
- I forgot my wallet / purse / card.
- I don't have any cash/change.
- I'll try a different card.
- I'm ten cents short. (I need ten more cents.)

Grammar Review

A. "Pay" + Preposition

In English, we use *prepositions* before *nouns* to describe a method. The verb "pay" is often followed by a preposition and a noun to express a method of payment.

Usage	Examples
Use the prepositions <i>by</i> or <i>with</i> + a noun for a common form of payment (debit, credit, cash, cheque). The meaning does not change.	<ul style="list-style-type: none"> I'll pay by debit. I'll pay with debit.
The preposition <i>with</i> is sometimes followed by an article (<i>a</i> or <i>an</i>) or possessive adjective (<i>my</i> , <i>your</i> , etc.). The meaning does not change.	<ul style="list-style-type: none"> I'll pay with my credit card / bank card. I'll pay with a cheque.
When using "cash," it is okay to remove the preposition.	<ul style="list-style-type: none"> I'll pay cash.

B. "Put" + Preposition

Another common verb + preposition expression used to indicate a method of payment is "put on." You *put* a charge (the cost for something) *on* something (such as a credit card). Place the object or object pronoun between *put* and *on*.

- I'll **put** the shoes **on** my credit card.
- He will **put** it **on** his Visa.

Do not use "put on" with cash.

Note #1

The verb "use" can also take the place of "pay by/with":

- I will **use** my credit card.

Note #2

When a cashier asks about your method of payment, it is also common to answer with one word (no preposition):

Cashier: How will you be paying today?

Customer: **Cash / Debit / Credit.**

Grammar Review cont.

C. Payment Questions

Read the example questions. Notice which prepositions are used.

- Are you paying by debit?
- Will you be paying with cash?
- Do you want to pay for this with your gift card?
- Can I put it on my credit card?
- Can I use my credit card?

Grammar Practice

A. Ask & Answer

Work with a partner. Take turns asking payment questions.
Answer using different methods of payment.

Methods of Payment:

- credit
- debit
- Visa
- cash
- gift card

Example:

A: How will you be paying today?

B: I'll pay with my credit card.

Grammar Practice cont.

B. Complete the Sentences

Complete each sentence with a preposition.
More than one answer may be possible. Then practise with a partner.

1. Are you paying _____ cash?
2. I will put it _____ my Visa.
3. Are you going to pay _____ your gift card?
4. Can I pay _____ debit ?
5. Do you want to put that _____ your credit card?
6. Can I pay _____ a cheque?

C. Complete the Dialogue

Fill in the blanks to complete a conversation at a store checkout.
Many answers are possible. Then practise with a partner.

Customer: Excuse me. Do you accept cash ?

Cashier: No, we only take _____ 1. _____ or _____ 2. _____ .

Customer: Okay. I'll use _____ 3. _____ .

Cashier: Okay. That will be \$44.22.

Customer: Oh. Actually, I have a gift _____ 4. _____ .

Cashier: Great. So your card covers \$40. You just owe \$4.22.

Customer: Okay. I'll put the rest _____ 5. _____ _____ 6. _____ .

Cashier: Great. The debit machine is ready whenever you are.

Review

Task 1

WORDS & EXPRESSIONS

1. List four different forms of payment (include a preposition).

- _____
- _____
- _____
- _____

2. Now write three verbs commonly heard at the checkout:

- _____
- _____
- _____

Task 2

COMPLETE THE DIALOGUE

Now complete a dialogue that takes place at a checkout.

- A: _____ me. Do you accept cheques?
- B: I'm sorry, but we don't. We take cash, credit, or debit.
- A: Okay.
- B: So how will you be _____ today?
- A: _____ .
- B: Okay. That's \$56.99.
Go ahead and put your card into the _____ .
[a moment later...] I'm sorry. Your card was declined.
- A: Oh. That's weird. Okay, I'll pay _____ .
- B: Great. That worked! Thank you.

Task 3

ROLE-PLAY

Work with a partner. Role-play the following scenario for your teacher or classmates.

One of you is a customer at a checkout and the other is a cashier. Include at least one problem. Then switch roles and change the method of payment and problem.

Role-Play Assessment Tool

Student / Group: _____

Date	CLB Level	Assessed By	Role-Play Scenario	Skill Competency
			Paying at the Checkout	I. Interacting with Others, III. Getting Things Done

Criteria	Achieved 	Achieved With Help 	Needs Improvement 
asks about and identifies methods of payment			
uses and recognizes vocabulary related to payment			
uses prepositions correctly with forms of payment			
expresses / addresses problems or concerns related to payment			

Notes




Learner Reflection

PAYING AT THE CHECKOUT

Add check marks (✓) to show what you've learned in this lesson.

Name: _____

Date: _____

Can I...	Yes (very well) 	Yes (with help) 	Not yet 
ask what forms of payment are accepted?			
say what form of payment I will use?			
use prepositions correctly with forms of payment?			
respond to problems with payment?			

My Notes

Answer Key

LESSON DESCRIPTION:

In this lesson, students practise paying for items at a checkout. They learn different vocabulary and expressions related to payment and payment problems, and they review prepositions used with common methods of payment. We recommend using our Super Simple Questions lesson *How Much Is It?* before this lesson: <https://esllibrary.com/courses/110/lessons/2336>

LEVEL: Low Int / CLB 3–4

TIME: 1–2 hours

TAGS: functional English, useful expressions, payment, paying, checkout, cashier, pay, CLB, LINC, PBLA

Let's Learn

Go over the learning objective with your students.

Warm-Up

Discuss the questions with your students and determine what methods of payment they are familiar with.

CLB Skill Competencies

Speaking: I. Interacting with Others

Ways to Pay

Recite the methods of payment with your students and have them practise saying "I will pay by/with (a)" + one of the words in the lists.

CLB Skill Competencies

Grammatical Knowledge (Vocabulary): Shopping/Banking

Dialogues

Read the dialogues out loud or in pairs.

DIALOGUE 3

1. Person B pays for most of the bill with a gift card.
2. The gift card only had \$5.00 left on it.
B needs to pay the remaining amount (45 cents).
3. B does not have any cash.
4. B has to put the remaining amount owed on his/her debit card.

CLB Skill Competencies

Speaking: I. Interacting with Others,
III. Getting Things Done

Listening: II. Comprehending Instructions

(continued on the next page...)

Answer Key cont.

Grammar Review

Review some common prepositions used when making or asking about payments.

CLB Skill Competencies

Grammatical Knowledge: Prepositions

Grammar Practice

A. ASK & ANSWER

Have students work in pairs to practise using prepositions with different methods of payment.

B. COMPLETE THE SENTENCES

- | | |
|--------------|--------------|
| 1. by / with | 4. by / with |
| 2. on | 5. on |
| 3. with | 6. with |

C. COMPLETE THE DIALOGUE

- | | |
|-----------------------|-----------------------|
| 1. Answers will vary. | 4. card |
| 2. Answers will vary. | 5. on |
| 3. Answers will vary. | 6. Answers will vary. |

CLB Skill Competencies

Speaking: I. Interacting with Others

Writing: II. Reproducing Information

Grammatical Knowledge: Prepositions

Review (Assessment Tasks)

The last three tasks are optional and can be used for assessment purposes and/or review practice. Task 3 includes an assessment tool that you can share with learners so that they understand your expectations.

TASK 1

Give students a few minutes to write four methods of payment. Answers will vary. Students will then write three verbs that relate to payment. Answers in part two may vary, but will probably include "pay," "use," and "put on."

CLB Skill Competencies

Writing: II. Reproducing Information

TASK 2

Have students complete the text based on words and expressions they learned in this lesson. Answers will vary.

CLB Skill Competencies

Writing: II. Reproducing Information

(continued on the next page...)

Answer Key cont.

Review (Assessment Tasks) cont.

TASK 3

If you want to use this task for summative assessment, hand out the ready-made Role-Play Assessment Tool (page 7), or personalize your own from a template in Shared Criteria for Success:

<https://esllibrary.com/resources/2352>

Place students in pairs and have them do a role-play for the class (or just for you) using the scenario provided. They should switch roles to demonstrate that they can ask and respond to questions related to payment and deal with different problems at the checkout.

CLB Skill Competencies

Speaking: I. Interacting with Others,
III. Getting Things Done

Listening: II. Comprehending Instructions

Learner Reflection

When you are finished with this lesson, have your students reflect on their learning by filling in the chart.

ABOUT THE EMOJI:

The emoji (and their derivatives) used in this lesson are from Twemoji, an open-source project by Twitter. They are licensed under CC-BY 4.0. <https://github.com/twitter/twemoji>

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Answer Key cont.

Canadian Language Benchmarks Summary

OVERVIEW

Stage: 1 **CLB Range:** 3–4* **Primary Skill Competency:** Speaking – I. Interacting with Others

PAGE	TASK	SKILL COMPETENCIES
1	Warm-Up	Speaking: I. Interacting with Others
1	Ways to Pay	Grammatical Knowledge (Vocabulary): Shopping/Banking
2	Dialogues 1–3	Speaking: I. Interacting with Others, III. Getting Things Done Listening: II. Comprehending Instructions
3	Grammar Review	Grammatical Knowledge: Prepositions
4	Grammar Practice	Speaking: I. Interacting with Others Writing: II. Reproducing Information Grammatical Knowledge: Prepositions
6	Review Task 1	Writing: II. Reproducing Information
6	Review Task 2	Writing: II. Reproducing Information
6–8	Review Task 3 (PBLA)** <i>Includes Assessment Tool</i>	Speaking: I. Interacting with Others, III. Getting Things Done Listening: II. Comprehending Instructions

***Note:**

This CLB range is suggested by ESL Library based on the descriptors in the Canadian Language Benchmarks guide: <http://www.cic.gc.ca/english/pdf/pub/language-benchmarks.pdf>

****Note:**

PBLA refers to portfolio-based learning assessment in the LINC program (though any teacher can use these tasks for review or assessment). Visit our Resources section for Assessment Tools that you can print and personalize for PBLA: <https://esllibrary.com/resources>

Answer Key cont.

Canadian Language Benchmarks Summary cont.

PROFILES OF ABILITY

The following descriptors from the Canadian Language Benchmarks apply to this lesson and are used with permission. For more detailed information see: <http://www.cic.gc.ca/english/pdf/pub/language-benchmarks.pdf> and visit: <https://www.language.ca/>

BENCHMARK	THE LEARNER CAN:
Speaking (3-4)	<ul style="list-style-type: none"> • Initiate and respond appropriately in short routine exchanges about self and another person. (3) • Make and respond to an expanding range of simple requests related to everyday activities. (3) • Asks questions and makes requests and suggestions politely and appropriately. (4)
Listening (3)	<ul style="list-style-type: none"> • Understand expressions used in familiar everyday situations. • Understand instructions and directions related to familiar, everyday situations of immediate personal relevance.
Writing (3)	<ul style="list-style-type: none"> • Copy or record a range of information from short texts for personal use.