

# Shopping

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# Shopping

## A. Discussion

Discuss the following questions in groups.

1. Do you enjoy shopping?
2. How does shopping in this country differ from shopping in your country of origin? Discuss types of stores and merchandise, methods of payment, return policies, salespeople, etc.
3. Do you shop at convenience stores very often? What kind of products do you buy there?
4. Is it customary to “bargain” on prices in your country of origin?
5. Is online shopping popular in your country of origin? What do you usually buy on the Internet?
6. Do you receive any catalogues? Which ones?
7. Would you prefer to go to a store that has better service or cheaper prices?
8. How do you usually pay for your purchases (by credit card, debit card, gift card, in cash)?
9. How often do you go to the grocery store?
10. Who usually does the grocery shopping in your family?
11. Where do you usually shop for groceries? Why do you shop there?
12. Are most stores in your country of origin open seven days a week? Are there many stores that are open 24 hours a day?
13. Do you think that credit cards make people spend money too easily?
14. Do you buy “on impulse” very often or do you usually plan your purchases?
15. What is the best-known store in your country of origin? What does it sell?

## B. Type of Stores

Work in groups. What kind of items can you find at the different types of stores listed below?

- |                      |                         |
|----------------------|-------------------------|
| 1. Department store  | 5. Hardware store       |
| 2. Grocery store     | 6. Sporting goods store |
| 3. Drugstore         | 7. Stationery store     |
| 4. Convenience store | 8. Linen store          |

# At the Grocery Store

## A. Sorting

Look at the list of items below and place them in the correct sections of the grocery store.

**Word List:**

- lettuce
- doughnuts
- shampoo
- sliced ham
- ice cream
- salmon
- butter
- muffins
- fresh potato salad
- kitchen sponges
- hair spray
- bananas
- paper towels
- strawberries
- laundry detergent
- can of peas
- whipping cream
- furniture polish
- chicken wings
- popcorn
- soup
- napkins
- potato chips
- yogurt
- fresh shrimp

**Did you know?**

Most grocery stores are arranged in a similar way. They are designed to make the customers spend more money than they had planned.

Most stores place their fresh baked goods, fruit and vegetables, and deli sections near the entrances of the stores. These goods are, of course, more appealing than canned or packaged goods, which are found in the aisles in the middle of the store.

You will also notice that candies, chocolates, magazines, and other small, inexpensive items are placed very close to the checkout counters so people who are standing in line will likely buy them on impulse.

dairy	produce	bakery	fresh meat/ poultry	fish/seafood	deli
butter whipping cream yogurt	lettuce bananas strawberries	doughnuts muffins	chicken wings	salmon shrimp	sliced ham potato salad
frozen foods	canned goods	snack foods	beauty & health	cleaning supplies	paper goods
ice cream chicken wings	can of peas soup	pop corn chips	shampoo hair spray	kitchen sponges laundry detergent furniture polish	paper towels napkins

## At the Grocery Store cont.

### B. Matching

We use different expressions of quantity for different products.  
Match the quantities on the left with the correct products on the right.

K  
T  
S  
C  
H  
N  
J  
R

- |                    |                      |
|--------------------|----------------------|
| 1. a <b>can</b> of | a) bananas           |
| 2. a bottle of     | b) ketchup           |
| 3. a loaf of       | c) toothpaste        |
| 4. a box of        | d) eggs              |
| 5. a bar of        | e) yogurt            |
| 6. a tube of       | f) bread             |
| 7. a bag of        | g) toilet paper      |
| 8. a dozen         | h) soap              |
| 9. a roll of       | i) lettuce           |
| 10. a bunch of     | j) potato chips      |
| 11. a head of      | k) tuna              |
| 12. a container of | l) laundry detergent |

## Pair Work (Student A)

### COMPARATIVE SHOPPING

You have the prices from a shopping flyer from Best Value Foods and your partner has a flyer from Joe's Market. Compare prices and decide where you would prefer to shop this week. Don't forget to compare unit prices for each item.

<b>BEST VALUE FOODS</b>	
<i>Your Best Value in Town!</i>	
green grapes	\$1.49 per lb
bananas	\$0.79 per lb
locally grown lettuce	\$0.79 each
tea bags	\$0.99 for a box of 50
grape juice	\$5.00 for 2 L
sliced turkey breast	\$1.89 per 100 g
cheddar cheese	\$6.98 for 750 g
frozen pizza (all varieties)	\$6.49 each
ground coffee	\$4.98 for 1 kg
ice cream	\$3.98 for 2 L
Italian bread	\$0.99 for 1 loaf
ground beef	\$2.69 per lb
boneless chicken breasts	\$2.99 per lb
Coke (cans)	\$4.98 per 12-pack
baby spinach	2 bags / \$5.20
canned tuna	4 / \$5.00
toothpaste	\$0.68 per 100-mL tube
laundry detergent	\$6.48 for a 2-kg box
olive oil	\$3.98 for 500 mL
toilet paper	\$0.89 for a 2-roll pkg

<b>JOE'S MARKET</b>	
<i>Your Favourite Food Store!</i>	
green grapes	
bananas	
locally grown lettuce	
tea bags	
grape juice	
sliced turkey breast	
cheddar cheese	
frozen pizza (all varieties)	
ground coffee	
ice cream	
Italian bread	
ground beef	
boneless chicken breasts	
Coke (cans)	
baby spinach	
canned tuna	
toothpaste	
laundry detergent	
olive oil	
toilet paper	

## Pair Work (Student B)

### COMPARATIVE SHOPPING

You have the prices from a shopping flyer from Joe's Market and your partner has the prices from Best Value Foods. Compare prices and decide where you would prefer to shop this week. Don't forget to compare unit prices for each item.

<b>BEST VALUE FOODS</b> <i>Your Best Value in Town!</i>	
green grapes	
bananas	
locally grown lettuce	
tea bags	
grape juice	
sliced turkey breast	
cheddar cheese	
frozen pizza (all varieties)	
ground coffee	
ice cream	
Italian bread	
ground beef	
boneless chicken breasts	
Coke (cans)	
baby spinach	
canned tuna	
toothpaste	
laundry detergent	
olive oil	
toilet paper	

<b>JOE'S MARKET</b> <i>Your Favourite Food Store!</i>	
green grapes	\$1.69 per lb
bananas	\$0.85 per lb
locally grown lettuce	\$0.75 each
tea bags	\$1.98 for a box of 100
grape juice	\$2.98 for 1 L
sliced turkey breast	\$1.75 per 100 g
cheddar cheese	\$5.00 for 500 g
frozen pizza (all varieties)	\$6.49 each
ground coffee	\$3.00 for 500 g
ice cream	\$2.20 for 1 L
Italian bread	\$2.89 for 3 loaves
ground beef	\$2.99 per lb
boneless chicken breasts	\$3.98 per lb
Coke (cans)	\$4.98 per 12-pack
baby spinach	\$2.75 / bag
canned tuna	3 / \$5.00
toothpaste	\$0.69 per 100-mL tube
laundry detergent	\$3.75 for a 1-kg box
olive oil	\$9.00 for 1 L
toilet paper	\$2.00 for 4-roll pkg

# Shopping Opportunities

## A. Vocabulary

Match the words on the left with the correct meaning on the right.

- |                           |  |
|---------------------------|--|
| _____ 1. consumer         | a) a place where people live                           |
| _____ 2. range            | b) cheaper than usual                                  |
| _____ 3. suburban         | c) to look like  |
| _____ 4. primarily        | d) unwilling, not wanting to do something              |
| _____ 5. utensils         | e) user, buyer   |
| _____ 6. residential area | f) things that are bought and sold                     |
| _____ 7. resemble         | g) a variety   |
| _____ 8. reluctant        | h) mostly  |
| _____ 9. merchandise      | i) to buy  |
| _____ 10. purchase        | j) knives, forks, spoons, etc.                         |
| _____ 11. refund          | k) being in a residential area away from the downtown  |
| _____ 12. discount        | l) money given back usually when a product is returned |

## B. Reading

- Shopping practices have changed a great deal from the old days of the barter system. In the past, if people needed an item, they would simply exchange something they already had for the thing they wanted. Nowadays, our society is **consumer**-oriented and the opportunities for shopping are endless.
- Department stores are large stores that carry a wide **range** of goods such as clothing, furniture, household items, cosmetics, toys, etc. These stores usually consist of several floors and often occupy a large downtown city block or a large amount of space in a **suburban** shopping mall. They are often part of a chain of stores that are located throughout the country. Grocery stores are **primarily** food stores, but they also carry many non-food items such as cleaning and bath supplies, paper goods, small kitchen **utensils**, small hardware items, etc. Grocery stores are primarily located in **residential areas**. Convenience stores sell common food items, newspapers, magazines, candy, etc. These kinds of stores are usually open seven days a week and often twenty-four hours a day. Their prices are usually higher than traditional grocery stores and they have much less variety of goods, but they are very popular because of their convenient locations and hours of operation. Drugstores in North America may be very different from the pharmacies in your country. Drugstores here sell many items besides medicine. You will usually find cosmetics, health and beauty supplies, paper goods, books, magazines, sodas, and candy. Big box stores or wholesale clubs are becoming increasingly popular nowadays. These large **discount** stores **resemble** warehouses. They carry a huge amount of **merchandise** including groceries, household items, electronic

## Shopping Opportunities cont.

### B. Reading cont.

equipment, etc. Most of the food items are sold in large quantities. You often have to buy a yearly membership to shop in these kinds of stores.

3. Catalogue shopping, Internet shopping, and shopping channels on television are also popular. However, some consumers are still **reluctant to purchase** goods in this manner. Some people prefer to buy certain products such as clothing in person so they can try it on to see that it fits. Other shoppers are afraid to give their credit card numbers over the Internet, so they still prefer to shop in traditional stores. Books, music, and airline or concert tickets are very popular online purchases.
4. Boutiques are small stores that usually specialize in particular goods such as clothing or giftware, and they often carry more unusual and more expensive products. Second-hand stores or consignment stores and garage sales sell used items and are very popular for those shoppers who are interested in finding good bargains.
5. Wherever you shop, always be sure to ask about the store's return policy. Most large department stores allow customers to exchange or return items for a full **refund** if the product is unsatisfactory or if you simply change your mind about the purchase, as long as you have not used or worn the item. Some small stores allow exchanges only, but not refunds. Others may give credit notes for the returned item. They will give you a card or note that will allow you to make another purchase in their store for the same amount as the returned item. Most small stores do not allow returns or exchanges on sale items.
6. Credit cards and easy financing have made it possible for shoppers to buy many items even if they do not have the money available. Many retailers advertise, "Buy now, Pay later" or "No down payment and no payments for 12 months." Unfortunately, the ability to get easy financing often causes people to spend much more than they can really afford. Before you make your next purchase, think about the following advice: "You can always sleep better on an old bed that is paid for than on a new one that isn't."

### C. Comprehension

Answer the following questions in your notebook or with a partner.

1. What was the barter system?
2. Give an example from your city of each of the following kinds of stores:
 

a) department store	e) grocery store
b) convenience store	f) drugstore
c) wholesale club	g) boutique
d) second-hand store	h) chain store
3. Why do many people not like to buy clothing from a catalogue or the Internet?
4. What kind of goods are popular online purchases?
5. Why should you be very careful before you buy an item at a garage sale?
6. Explain the last line in the reading.



# Garage Sales

## A. Discussion

1. Have you ever been to a garage sale or had your own garage sale?
2. What kind of things do people typically buy at garage sales?
3. Do you think people who hold garage sales are more interested in making money or cleaning out their houses?

## B. Vocabulary

Match the words on the left with the correct meaning on the right.

- |                     |   |
|---------------------|---|
| ___ 1. popular      | a) held together                          |
| ___ 2. convenient   | b) to leave, start to go                  |
| ___ 3. get rid of   | c) bug spray                              |
| ___ 4. bargain      | d) to go back again the same way you came |
| ___ 5. hobby        | e) easy, comfortable, suitable            |
| ___ 6. treasure     | f) a person who buys and sells            |
| ___ 7. route        | g) to buy                                 |
| ___ 8. local        | h) to finish                              |
| ___ 9. head out     | i) liked by many people                   |
| ___ 10. backtrack   | j) in, of the area                        |
| ___ 11. dealer      | k) to look for, try to find               |
| ___ 12. snatch up   | l) to throw away, sell, not have anymore  |
| ___ 13. purchase    | m) to get or take something quickly       |
| ___ 14. defect      | n) something you do for enjoyment         |
| ___ 15. refund      | o) to test to see if it fits              |
| ___ 16. insecticide | p) a good deal, a cheap purchase          |
| ___ 17. try on      | q) something you value                    |
| ___ 18. end up      | r) money back                             |
| ___ 19. joint       | s) a road, way                            |
| ___ 20. hunt        | t) a problem, something wrong             |

## Garage Sales cont.

### C. Reading

1. Garage sales are very **popular** in Canada and the United States. Many homeowners believe that garage sales are a **convenient** way to **get rid of** old, unwanted items such as clothing, furniture, toys, books, etc. and at the same time to make some extra cash. **Bargain** hunters also love garage sales for the interesting items and wonderful prices they may find.
2. Sometimes several neighbours will get together and arrange a street or block garage sale. Because there are so many things for sale in these **joint** garage sales, they attract a lot of buyers. Most garage sales are held on the weekends. In fact, some people make a **hobby** of going to garage sales. They like to spend their Saturday and Sunday mornings **hunting** for unusual and inexpensive **treasures**.
3. If you want to be a successful buyer at garage sales, you may be interested in the following tips:
  - Plan your **route** ahead of time. Read the garage sale ads in the **local** newspaper and decide what kind of items you may want to see. Look at a city map and decide where you are going to go before you **head out**. This way you won't waste time **backtracking**.
  - Arrive early in the day. Professional **dealers** always arrive first. These are people who make their living by buying and selling goods. The dealers always try to **snatch up** the best buys, so if you arrive too late, you may not find much of value.
  - Examine the items carefully before you decide to make a **purchase**. Check for flaws or **defects**. If you cannot repair an item yourself, it probably is not worth buying. Look for something else. Remember, there are no **refunds** at garage sales.
  - If you are buying used furniture, check for bugs. If you are unsure about the condition of the item, spray it with an **insecticide** or disinfectant before you take it into your own house.
  - If you are buying chairs or sofas, test them out to see if they are comfortable. If you are buying an item of clothing, **try it on**.
  - The most important thing to remember is to learn to bargain. If the price says \$5.00, why not try for \$3.00? Bargaining can be half the fun of going to garage sales.
  - If you buy too many things you don't really need, you may **end up** needing to have a garage sale of your own very soon. Have fun the next time you go to a garage sale. Happy shopping!

## Group Work

Each of you has one piece of information about Sam Walton, the founder of Walmart. Walmart is the largest retailer in the world. Try to find all the missing information by asking your classmates questions.

### Sam Walton A Retailing Giant

1. Sam Walton was born in \_\_\_\_\_ in \_\_\_\_\_ .
2. When Sam was a boy, he made money to help his family by \_\_\_\_\_ .
3. He graduated from college in \_\_\_\_\_ .
4. In his first real job at a J.C. Penny store, he earned \_\_\_\_\_ a month.
5. In 1945, after World War II, he borrowed \_\_\_\_\_ to start his own small five-and-dime store.
6. By 1962, he had opened \_\_\_\_\_ stores.
7. Walton's idea was to create a new kind of store in small towns in America. He wanted his stores to be known for \_\_\_\_\_ , \_\_\_\_\_ , and \_\_\_\_\_ .
8. In 1972, he had \_\_\_\_\_ stores and \_\_\_\_\_ employees.
9. Walton liked his employees to call him \_\_\_\_\_ .
10. Walton was a \_\_\_\_\_ , \_\_\_\_\_ man.
11. Walton's hobby was \_\_\_\_\_ .
12. Walton contributed to his community by building a \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , and \_\_\_\_\_ .
13. Walton's store motto was \_\_\_\_\_ .
14. Walton died in \_\_\_\_\_ at the age of \_\_\_\_\_ .
15. By the time Sam Walton died, Walmart had grown to \_\_\_\_\_ stores in the United States. Now Walmart has thousands of stores in many different countries and it has become the largest retailer in the world.

## Review

Your teacher will now assess your ability to find information in grocery store flyers.

### Task

#### COMPARE & CONTRAST

Your teacher will give you two different grocery store flyers. Answer the questions. Your teacher will tell you whether to write or respond orally.

1. What are the names of the two stores?
2. Find one product that is available in both stores. Identify the product and the different prices. Which store has the better deal?
3. Explain the term \_\_\_\_\_ in flyer # \_\_\_\_\_ .
4. Identify a product that is on sale. Which flyer has the discount? What is the difference between the regular price and the sale price?
5. Do any of the ads have abbreviations? Which abbreviations do you recognize? What do they mean?
6. If you could only shop at one of these stores, which would you choose? Why?

# Reading Task Assessment

Student: \_\_\_\_\_

Date	CLB Level	Assessed by	Reading Task	Skill Competency
			Finding information in a formatted text	III. Getting Things Done

Criteria	Rating	Notes
reads in a timely manner and stays on task	5 4 3 2 1	
finds information in a formatted text	5 4 3 2 1	
locates and compares two similar products	5 4 3 2 1	
shows an understanding of vocabulary in context	5 4 3 2 1	
understands abbreviations	5 4 3 2 1	

## Teachers' Notes

### LESSON DESCRIPTION:

In this unit, students learn expressions and vocabulary related to shopping. They practise comparative shopping and sorting grocery items into grocery sections.

**LEVEL:** Int / CLB 4–5

**TIME:** 5 hours

**TAGS:** shopping, shop, groceries, grocery shopping, garage sales, containers, Sam Walton, consumers, indirect questions, CLB, LINC, getting things done

### Recommended Flashcards

To accompany this lesson, you may want to use the following flashcard sections: At the Supermarket, Buildings & Places, Clothes, Food & Drink.

### Shopping

Break the class into small groups to discuss the questions in Part A and to complete the questions in Part B. Before the students begin their discussion, you may need to teach certain words such as *merchandise*, *convenience stores*, *bargain*, *catalogue*, *debit card*, *impulse buying*, etc. Always teach the words in context and ask students to supply sentences of their own to ensure understanding. After the students have completed the activities, you may have them report back to the whole class to share some of their information.

#### CLB Skill Competencies

**Speaking:** I. Interacting with Others

**Speaking:** IV. Getting Things Done

### At the Grocery Store

#### A. SORTING

Have one or two students read the "Did you know?" section at the top of the page aloud to monitor pronunciation. Then ask the students to work in pairs or small groups to categorize the food items according to sections of the grocery store. Correct together as a whole class. There may be some overlap in the categories. (E.g., cooked chicken wings could be in the deli section, while raw chicken wings will be in the poultry section, etc.)

You may also want to make this activity into a game for further vocabulary development. Ask the groups to add as many items as possible to each category. Give them a limited period of time. The group with the most grocery items in the correct categories wins.

#### B. MATCHING

Have the students complete Part B on their own, but go over the answers as a class activity. Ask students to add other items that use the same expressions of quantity (e.g., a bottle of ketchup, a bottle of beer, a bottle of juice, etc.).

- |      |      |      |      |       |       |
|------|------|------|------|-------|-------|
| 1. k | 3. f | 5. h | 7. j | 9. g  | 11. i |
| 2. b | 4. l | 6. c | 8. d | 10. a | 12. e |

#### CLB Skill Competencies

**Reading:** III. Getting Things Done

**Reading:** IV. Comprehending Information

*(continued on the next page...)*

## Teachers' Notes cont.

### Pair Work

Break the class into pairs. Give one student the page for Student A and the other Student B. They each have a different grocery shopping flyer advertising different prices. Ask them to find out the prices at the other store by asking their partner and then compare prices.

Before starting the exercise, make sure they understand the concept of unit pricing. For example, Best Value Foods may advertise a product as 2 litres, while Joe's Market may advertise the same product in a 1-litre container.

When the students have finished the pair work activity, ask them to share their choice of grocery store with the whole class. Although the overall prices are cheaper at Best Value, some students may choose Joe's Market because they only want to purchase certain items that are cheaper at Joe's Market. Try to generate a discussion among the students about their grocery shopping practices (e.g., *Do they usually buy in bulk? Do they always look at unit pricing? Do they use coupons? Do they want to support small businesses?* etc.).

#### CLB Skill Competencies

**Reading:** III. Getting Things Done

**Speaking:** III. Getting Things Done

### Shopping Opportunities

#### A. VOCABULARY

Have students complete this exercise on their own or with a partner. Correct it together as a whole class. Ask them to provide sentences for the new vocabulary.

- |      |      |      |      |       |       |
|------|------|------|------|-------|-------|
| 1. e | 3. k | 5. j | 7. c | 9. f  | 11. l |
| 2. g | 4. h | 6. a | 8. d | 10. i | 12. b |

#### B. READING

As a pre-reading activity, ask the students to list all the different kinds of stores they are familiar with and the types of products associated with each. You may choose to have the students read the article silently or have them take turns reading aloud to monitor pronunciation. Try to encourage the students to discover new meanings of words from context. The content in this reading should stimulate a lot of discussion regarding online and catalogue shopping, financing and easy credit, return policies, etc.

#### C. COMPREHENSION

Have students complete this exercise on their own, but correct it together as a whole class.

1. With the barter system, if someone needed an item, they would exchange it for something they had.
2. Individual answers.
3. Some people want to buy clothing in person to make sure that it fits.
4. The reading mentions books, music, and airline and concert tickets as popular Internet purchases.
5. You should be careful when you buy goods at a garage sale because you can't return them.
6. The last line suggests that you should always have the money before you make a purchase. If you are in debt, you will probably worry about it a lot.

#### CLB Skill Competencies

**Reading:** IV. Comprehending Information

*(continued on the next page...)*

## Teachers' Notes cont.

### Garage Sales

#### A. DISCUSSION

Discuss as a class. Ask students to share any information they know about garage sales—personal experiences, similar activities in their own countries, etc.

#### B. VOCABULARY

Have students complete this exercise on their own, but correct it together as a whole class. Ask them to provide sentences for the new vocabulary.

- |      |      |       |       |       |
|------|------|-------|-------|-------|
| 1. i | 5. n | 9. b  | 13. g | 17. o |
| 2. e | 6. q | 10. d | 14. t | 18. h |
| 3. l | 7. s | 11. f | 15. r | 19. a |
| 4. p | 8. j | 12. m | 16. c | 20. k |

#### C. READING

You may choose to have students do the reading silently or have students take turns reading aloud to monitor pronunciation. Check comprehension by asking questions (e.g., *Why should you plan your route ahead of time? How can you find out about garage sale locations? Why should you arrive early?* etc.).

#### CLB Skill Competencies

**Speaking:** IV. Sharing Information

**Reading:** IV. Comprehending Information

### Group Work

Begin by asking the students to share any information they have about Walmart. Ask what kind of store it is, if it exists in their countries, if they shop there regularly, etc. Distribute the worksheet and explain that each student will receive one piece of information about Sam Walton. They will then circulate around the class trying to find out all the other information.

Before they begin, ask the students to provide all the questions needed to elicit the information. (E.g., *Where was Walton born? What was his hobby? When he was a boy, what did he do to help out his family?* etc.) You may need to explain certain terms before they start this activity (e.g., *motto, five-and-dime store, down-to-earth*, etc.)

Cut up the pieces of information (see page 20) and distribute one to each student. If you have fewer than 15 students, some students may need to receive two pieces of information. If you have more than 15 students, several students will receive the same information.

This exercise could also be used as a review of indirect questions. For example, *Do you know when Sam Walton was born? Could you tell me when he died? I'd like to know what his hobby was*, etc. You may also want to use this activity as a game. Make it into a competition to see who can complete the worksheet first. As a follow-up, review all the information together as a class. Have the students try to give a short biography of Walton orally from memory, or have them write a paragraph about Walton.

- |  |  |
|--|--|
| 1. 1918; Oklahoma, USA                                     | 9. Sam   |
| 2. delivering newspapers                                   | 10. very kind, down-to-earth   |
| 3. 1940  | 11. bird hunting   |
| 4. \$85  | 12. library, day-care centre, senior citizen's centre, recreation centre |
| 5. \$25,000  |  |
| 6. 15  |  |
| 7. low prices, good quality products, friendly salespeople | 13. "We Sell for Less"   |
| 8. 41; 3,000   | 14. 1992, 74   |
|  | 15. 1,735  |

#### CLB Skill Competencies

**Speaking:** IV. Sharing Information

**Writing:** II. Reproducing Information

*(continued on the next page...)*



## Teachers' Notes cont.

### Review (Assessment Task)

Bring in two grocery flyers for students to use individually for assessment (or photocopy some pages from them). Label the flyers #1 and #2. Find a term in one or both of the flyers that students learned in this lesson and write it in the blank for Question 3. You can decide whether you want your students to respond orally (one-to-one) or in writing. For a ready-made assessment tool, use page 13. Alternatively, you can personalize one of these forms: <https://esllibrary.com/resources/2132>

**CLB Skill Competencies**

**Reading:** III. Getting Things Done

**EDITOR'S NOTE:**

Dictionaries and style guides differ on how to abbreviate *litres* and *millilitres*. In this lesson, we've followed the guidelines in *The Chicago Manual of Style* (L for *litres* and mL for *millilitres*) to avoid confusion between uppercase "i" and lowercase "L." You may want to point out that your students may also see these abbreviations written as *l* and *ml*.

*(continued on the next page...)*

# Teachers' Notes cont.

## Canadian Language Benchmarks Summary

### OVERVIEW

Stage: 1-2

CLB Range: 4-5\*

Primary Skill Competency: Reading – III. Getting Things Done

PAGE	TASK	SKILL COMPETENCIES
2	Shopping	<b>Speaking:</b> I. Interacting with Others <b>Speaking:</b> IV. Sharing Information
3-4	At the Grocery Store	<b>Reading:</b> III. Getting Things Done <b>Reading:</b> IV. Comprehending Information
5-6	Pair Work	<b>Reading:</b> III. Getting Things Done <b>Speaking:</b> III. Getting Things Done
7-8	Shopping Opportunities	<b>Reading:</b> IV. Comprehending Information
9-10	Garage Sales	<b>Speaking:</b> IV. Sharing Information <b>Reading:</b> IV. Comprehending Information
11	Group Work	<b>Speaking:</b> IV. Sharing Information <b>Writing:</b> II. Reproducing Information
12	Review / Assessment Task	<b>Reading:</b> III. Getting Things Done

**\*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>

*(continued on the next page...)*

# Teachers' Notes 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: <http://www.language.ca/>

BENCHMARK	STATEMENTS
<b>Speaking</b> (4)	<ul style="list-style-type: none"> <li>Ask for and give information about needs and feelings related to common everyday activities. (4)</li> </ul>
<b>Writing</b> (4)	<ul style="list-style-type: none"> <li>Copy or record an expanded range of information from short texts. (4)</li> </ul>
<b>Reading</b> (4–5)	<ul style="list-style-type: none"> <li>Get information from short business or service texts (such as flyers). (4)</li> <li>Understand simple to moderately complex descriptive or narrative texts on familiar topics. (5)</li> </ul>

## Group Work (Teachers' Cut-Out Strips)

Cut up the sentence strips below and hand them out to your students.

Sam Walton was born in 1918 in Oklahoma, USA.	Walton liked his employees to call him Sam.
When Sam was a boy, he helped out his family with money by delivering newspapers.	Walton was a very kind and down-to-earth man.
He graduated from college in 1940.	Walton's hobby was bird hunting.
In his first real job at a J.C. Penny store, he earned \$85 a month.	Walton contributed to his community by building a library, day-care centre, senior citizens' centre, and a recreation centre.
In 1945, after World War II, he borrowed \$25,000 to start his own small five-and-dime store.	Walton's store motto was "We Sell for Less."
By 1962, he had opened 15 stores.	Walton died in 1992 at the age of 74.
Walton's idea was to create a new kind of store in small towns in America. He wanted his stores to be known for low prices, good quality products, and friendly salespeople.	By the time Sam Walton died, Walmart had grown to 1,735 stores in the United States. Now Walmart has thousands of stores in many different countries and it has become the largest retailer in the world.
In 1972, he had 41 stores and 3,000 employees.	