

# ESL Intensive

ESLS 4000

Listening/Speaking 400

(CLB 4)

**Unit 2: Shopping**

**Instructor Resource Guide**

Language Training and Adult Literacy

ESL Intensive

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Listening/Speaking 4000 (CLB 4)

Unit 2: Shopping

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V1.10

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# Introduction

This unit explores shopping and how to save money in Edmonton. This particular unit is quite benchmark heavy in that it treats many of the requesting and responding to offers of goods and services. In writing this unit, we are trying to give our learners the advantage someone growing up here might have. This unit should be able to help learners find the best deals in the city and become more aware of the resources available when money is short. At the end of the unit we have included a short set of exercises that involve division. One need our learners have is that they may be able to perform math functions but they are unable to articulate what they are doing. The math section of this unit works to redress this difficulty. This unit aims to give you more opportunities to practise. You do not need to work through the entire unit but use this resource to help learners learn the skills in order to perform benchmark based tasks.

At this level, you may want to introduce the symbols for vowels and consonants. One convenient and uniform way to do this is to refer students to the inside cover of the dictionary. The learners can see the relationship between the stress and the formation of the sounds and pronunciation. It works very well at this level and builds awareness.

**Speaking – Information:** Give a description of a person, object, situation, or daily routine.

**Listening – Information:** Listening to a story about obtaining goods or services; identify details, get the gist, detail, key words, and expressions.

**Viewing:** You may want to show scene 8 in *Family Man* (we have it in the library). The *Family Man* is about a very rich, single, financial wizard who wakes up one morning as a family man working in his father in law's tire store.

In the clip, Nicholas Cage (Jack) wants to buy an expensive suit because 'he deserves it.' His wife (Kate) scoffs at him because she can't believe that he wants to spend that much on a piece of clothing.

The scene is really about self image and money as a status symbol. For the shopping unit, I would focus on the language of service and the description of the suit. You may want to touch the larger issues of money and happiness because it will probably come up later in the budgeting unit.

The learners won't understand all of the words but the situation is familiar enough that they certainly will understand what is going on.

One possible procedure:

1. Discuss: Have you ever wanted to buy something you knew you couldn't pay for?
2. Introduce the clip and watch it once.
3. Ask learners to jot down key words or phrases about what happened.
4. Watch the clip again and ask learners to jot down anything else they caught.
5. Discuss as a class what happened in the video. You could take this time to especially highlight the first phrases between the clerk and Nicholas Cage.  
SALESMAN: It's perfect for your frame... Would you like to try it on?  
KATE: You look amazing in that suit... I mean... wow... off the charts great.
6. Put transition markers (first, next, after that, then, in the end) on the board – learners may be very familiar with them from their reading and writing class.
7. As a class write a paragraph on the board describing what happened in the clip.
8. Ask learners to retell what happened to their partner without looking at the paragraph on the board.

### Shopping Discussion

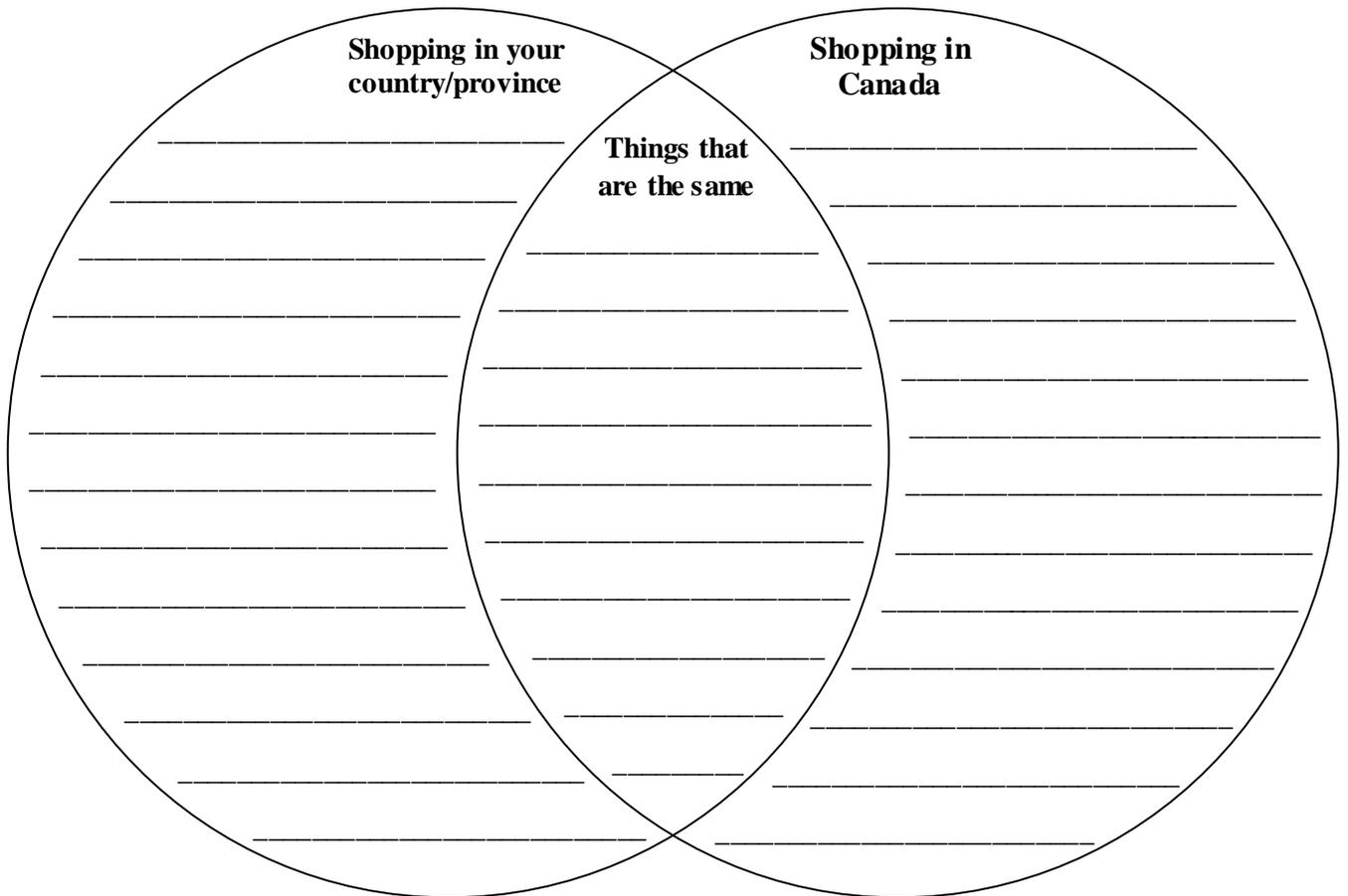
The idea behind this exercise is to get learners to relate their own experiences to the material in class. It also is a good modelling of Venn diagrams which they will use extensively in RW500.

# Shopping Discussion

With a partner or a small group, discuss the questions below:

1. What kinds of shopping do you do the most?
2. What kind of shopping do you like to do the most?
3. What makes a store fun to shop at?
4. What frustrates you when you are shopping?

Take a few moments and fill in the Venn diagram below. If you think the experience is the same in both places, put it in the center, overlapping column.



## Introduction Dialogues

### **Speaking – Information (the discussion questions):**

Relate a story about an everyday activity.

**Suasion (getting things done):** Request, accept, or reject goods or services, assistance, or offers in a service or sales situation

*Instructors please note that you could also say that this unit also works toward the **Social Interaction Benchmark outcome**: “Speak on immediate and personal needs in short, informal conversations.” I find this outcome to be quite general and will pop up throughout this course.*

**Listening – Social interaction:** Identify specific words and details; infer simple details.

In this section you will see many dialogues. The idea is that the dialogues progress from highly supported to no support at all. Learners are given many opportunities to observe and then fill in the missing spaces before they are expected to create the language on their own. You don't need to do all of the dialogues in succession; I just put them together for easy access for you and the learners.

# Introduction Dialogues

## Discussion Questions

What is the best way to get a clerk's attention in a store? How about in a restaurant?

Do you like it when clerks ask if they can help you? Is it a nuisance?

What can you say if you don't really want a clerk's help?



## Buying a Car

Peter: *Hello there, my name is Peter, is someone helping you?*

Fatima: *Uh... no, not yet...*

Peter: *So, what can I help you with today?*

Fatima: *Well, do you have any used Toyotas?*

Peter: *We have some of those! What are you thinking? 2 doors? 4 doors?*

Fatima: *Uh... I want a 4-door car.*

Peter: *OK, follow me; I might have something you like.*

Fatima: *Good.*

Peter: *Here is a 4-door FJ Cruiser. What do you think?*

Fatima: *Well... it isn't really my thing... Do you have anything else?*

Peter: *OK, How about this Sienna?*

Fatima: *Actually... I think this Corolla will do nicely.*





## Buying Clothes

A woman is trying on clothes while a friend and a salesperson watch.

Salesperson: *Wow! Those pants look great on you!*

Customer: *Yeah, I like the style but the colour could be better. Do you have any in another colour?*

Salesperson: *OK, do you like these red ones?*

Customer: *Yeah, those look good.*

Customer's friend: *Oh, did you look at the price?*

Customer: *Oh... hmm... I think I'd prefer a different style.*

Customer's friend: *I saw a really great pair of pants on sale near the door.*

Customer: *Hey! That is more like it!*





## At the Hardware Store

- Marina: *Hi, Are you busy right now?*
- Salesperson: *No. How can I help you?*
- Marina: *Yeah, I am looking for a new hammer.*
- Salesperson: *Oh, okay, follow me. Here is one.*
- Marina: *It is pink ... seriously? That is not for me.*
- Salesperson: *Ah, not for you, eh? Hmm. Here's another one.*
- Marina: *Perfect! Oh, but, it is a little heavy.*
- Salesperson: *I see... Hmm. Here is a lighter one.*
- Marina: *That is exactly what I was looking for... Thank you!*
- Salesperson: *Will that be all for you today?*
- Marina: *Yes! I'll just go check out, thanks!*



## At the Grocery Store

- Alexander: *Excuse me... Do you have a minute?*
- Clerk: *Sure, what can I do for you today?*
- Alexander: *Where can I find whole wheat flour?*
- Clerk: *OK, follow me... Here it is!*
- Alexander: *That is what I need! Thank you!*
- Clerk: *Did you find everything you need?*
- Alexander: *Yes, thanks!*

## Expressions for Starting a Conversation with a Clerk

Getting the clerk's attention	<p><i>Hi. Are you busy right now?</i></p> <p><i>Excuse me... Do you have a minute?</i></p> <p><i>Hello... Is anyone here?</i></p>
Offering help	<p><i>My name is _____. Is someone helping you?</i></p> <p><i>What can I help you with today?</i></p> <p><i>How can I help you?</i></p> <p><i>What can I do for you today?</i></p> <p><i>Will that be all for you today?</i></p> <p><i>Did you find everything you need?</i></p>
Questions about goods or services	<p><i>Where can I find _____?</i></p> <p><i>Do you have any _____?</i></p> <p><i>Do you have any (in) _____?</i></p> <p><i>I am looking for (a) _____.</i></p> <p><i>I want a _____.</i></p>

**Missing Words – Answer Key**

1. Customer: *[Excuse] me... Do you [have] a minute?*  
Clerk: *How can [I] [help] you?*  
Customer: *I am looking for a binder.*
2. Customer: *Hi, are you busy right now?*  
Clerk: *What can I [help] [you] with today?*  
Customer: *Where can [I] find the [nails]?*
3. Clerk: *My name is Anna. Is someone [helping] [you]?*  
Customer: *No. Do [you] have any snow tires?*  
Clerk: *Yes, [follow] me.*

## Missing Words

**A number of words have been removed from each sentence and listed below the sentence. Use the listed words to fill the blanks in the sentence.**

1. Customer: \_\_\_\_\_ *me*... *Do you \_\_\_\_\_ a minute?*

Clerk: *How can \_\_\_\_\_ you?*

Customer: *I am looking for a binder.*

a. help                      b. I                      c. excuse                      d. have

2. Customer: *Hi, are you busy right now?*

Clerk: *What can I \_\_\_\_\_ with today?*

Customer: *Where can \_\_\_\_\_ find the \_\_\_\_\_?*

a. I                      b. nails                      c. you                      d. help

3. Clerk: *My name is Anna. Is someone \_\_\_\_\_?*

Customer: *No. Do \_\_\_\_\_ have any snow tires?*

Clerk: *Yes, \_\_\_\_\_ me.*

a. you                      b. helping                      c. follow                      d. you





## Dialogues

**Listen to the following dialogues and mark where you hear the voice rise and fall.**

Customer: *Hello... Is anyone here?*

Clerk (coming out of the back room): *What can I do for you today?*

Customer: *Do you have any DVDs from China?*

Clerk: *Probably, let me look.*

---

Customer: *Excuse me... Do you have a minute?*

Clerk: *How can I help you?*

Customer: *Do you have any of these chairs in red?*

Clerk: *No, I'm sorry... we only have black in this model.*

---

Clerk: *My name is \_\_\_\_\_. Is someone helping you?*

Customer: *Yes! Thanks! I want a new mother in law.*

Clerk: *I am sorry we don't sell those. We can't even give them away!*

**Do You Remember All of the Words Exactly? – Answer Key**

Customer: *Excuse me...Do you have a [minute]?*

Clerk: *[What] can I do for you today?*

Customer: *Where can I [find] cans of tuna?*

Clerk: *Hmm, let me check oh... they're down aisle 12.*

Customer: *Thanks!*

Customer: *Hi, Are you [busy] right now?*

Clerk: *How can I [help] you?*

Customer: *I am [looking] for a pair of black jeans.*

Clerk: *Yes, we have a lot of those. Check the back wall.*

Clerk: *My name is Andrew. Is someone [helping] you?*

Marina: *No, not yet. Do you have [any] vacuum cleaners?*

Clerk: *Oh, yes! Let me take you there, they are beside the check out.*

Marina: *Thank you so much!*

## Do You Remember All of the Words Exactly?

**Fill in the missing words and expressions.**

Customer: *Excuse me... Do you have a \_\_\_\_\_?*

Clerk: \_\_\_\_\_ *can I do for you today?*

Customer: *Where can I \_\_\_\_\_ cans of tuna?*

Clerk: *Hmm, let me check oh... they're down aisle 12.*

Customer: *Thanks!*

---

Customer: *Hi, Are you \_\_\_\_\_ right now?*

Clerk: *How can I \_\_\_\_\_ you?*

Customer: *I am \_\_\_\_\_ for a pair of black jeans.*

Clerk: *Yes, we have a lot of those. Check the back wall.*

---

Clerk: *My name is Andrew, is \_\_\_\_\_ helping you?*

Marina: *No, not yet. Do you have \_\_\_\_\_ vacuum cleaners?*

Clerk: *Oh, yes! Let me take you there, they are beside the check out.*

Marina: *Thank you so much!*



## Introduction Dialogues

### Speaking:

**Suasion (getting things done):** Request, accept, or reject goods or services, assistance, or offers in a service or sales situation.

**Listening – Social interaction:** Identify specific words and details and infer simple details.

**Teaching idea:** The living sentence – intonation

Take some of the phrases above and write them in large print on cards, one word per card.

Give one card to each learner in a small group. They must make sentences or questions by lining up in the correct order at the front of the class and holding their card in front of them so that everyone can see. I would tell learners that they can subtract some extra words so that the questions can also be statements. For example:

What can I help you with today?

I can help you today.

Have separate cards with question marks and periods.

Audience members must read the statement with the correct intonation. If the intonation is appropriate for a question, the group at the front will add a question mark. If the intonation is appropriate for a statement, the learners will add a period. This exercise will also help learners memorize the order of the words in these common phrases.

**Pronunciation – Intonation:** Rising and falling tones.

For your reference you can check Hewings, M. (2004). *Pronunciation Practice Activities*. Cambridge University Press. pp. 7–9.

You can also adapt the activities Hewings suggests on pp. 154–160.



2. **Look at your dialogues and mark where the voice goes up or down. Consider whether the question is to find out whether there is new information or if the question is to make sure you got the information right.**
3. **Practise saying each dialogue and concentrate on having your voice go up or down.**
4. **Memorize one of your dialogues and be ready to perform it in front of your class.**

Your classmates will be listening for the following when you perform your dialogues.

- The number of times you used each type of expression (Getting the clerk's attention, offering help and questions about goods or services)
- If the voice went down at the end of sentences
- If the voice went up then down for "Wh" questions to find out new information
- If the voice went down and then up for yes/ no questions



**Analyzing Classmates' Dialogues**

This checklist is supposed to help learners be accountable for attempting the correct pronunciation. It is also supposed to assist learners in building awareness of pronunciation and hearing it in other's speech. If your learners are unable to handle listening to all of the variables, you could ask them to listen for one pronunciation element as they listen to each of the different class groupings.

# Analyzing Classmates' Dialogues

Listen to one of your classmates' presentations and write a checkmark when you hear the pronunciation features in it.

<b>Rising and falling voice</b>	Group #				
Check if you can hear the following:					
• Voice went <b>down</b> at the end of sentences					
• Voice went <b>up then down</b> for “Wh” questions for new information					
• Voice went down and then up for <b>yes/no</b> questions					

<b>Type of expression</b>	<b>The number of times you heard this type of expression</b>
Getting the clerk's attention	
Offering help	
Questions about goods or services	