

Making a Grocery List

In this lesson, you will learn useful words to use at a grocery store. You will also learn words for containers and quantities. Try to make your next grocery list in English.

Pre-Reading

A. Warm-Up Questions

1. What food items do you buy every time you go to a grocery store?
2. What grocery items do you only buy once in a while?
3. What products are the most expensive to buy at a grocery store in your country?



B. Vocabulary Preview

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

- | | |
|-----------------------|--|
| ___ 1. be out of | a) soap that you use to wash plates, cups, and other dishes |
| ___ 2. sugar | b) a baked product used for making sandwiches or toast |
| ___ 3. flour | c) twelve |
| ___ 4. bread | d) to not have any left |
| ___ 5. loaf | e) a glass or plastic container that holds food such as jam or sauce |
| ___ 6. toothpaste | f) a sweetener |
| ___ 7. cereal | g) a container that you squeeze something out of such as toothpaste |
| ___ 8. dish detergent | h) a breakfast food made from grains such as wheat or oats |
| ___ 9. a dozen | i) a baked mound of bread that you slice up for single servings |
| ___ 10. jar | j) a substance that you clean your teeth with |
| ___ 11. tube | k) a powder made from grains such as wheat, used for making bread |

Dialogue Reading

Read the dialogue with your partner a few times. Take turns being each character. Practice your intonation and pronunciation. Circle any new words or phrases that you need to practice.

Ruth: **I'm out of sugar and flour.** I'm going to the grocery store. **Can I get anything for you?**

Anna: Uh, let me think. **I need some bread.**

Ruth: **How much do you want?**

Anna: **I'd like two loaves.**

Ruth: **Do you need anything else?**

Anna: **No, I think that's all. Do you want me to pay you now?**

Ruth: **No. That's okay. You can pay me when I get back.**

Anna: Okay. Thanks. See you later.

Ruth: Bye.

Practice

Work with your partner. Role-play the dialogue on page 2, substituting the different expressions below. Then switch roles.

1. **I'm out of sugar and flour.**

- I don't have any milk.
- I need some peas and carrots.

2. **Can I get anything for you?**

- Do you need anything?
- Have we run out of anything else?
- Are we out of anything else?

3. I need **some bread**.

- some eggs
- some peanut butter
- some toothpaste
- some soap
- some tuna
- some cereal
- some dish detergent

4. **How much do you want?**

- How much do you need?
- How much should I get?

5. **I'd like two loaves.**

- I need two dozen.
- I could use one jar.
- Could you get me one tube?
- I need three bars.
- Just two small cans.
- I just need one box.
- I could use one large bottle.

6. **Do you need anything else?**

- Is that everything?
- Is that all?

7. **No, I think that's all.**

- That's everything.
- No, that's it.

8. **Do you want me to pay you now?**

- Should I pay you now?
- Should I give you the money now?

9. **No. That's okay.**

You can pay me when I get back.

- No. That's fine. You can pay me later.
- It's okay. I'll get it later.

Listening Practice

Two student volunteers will go to the front of the class and read the dialogue from page 2. Fill in the missing words as you listen. Listen again with two new speakers. Now look back at page 2 and check your work. Did you fill in the correct words? Did you spell everything correctly?

Ruth: I'm out of _____ and flour.
I'm going to the _____ store. Can I get anything for you?

Anna: Uh, let me think. I need some _____ .

Ruth: How much do you want?

Anna: I'd like two _____ .

Ruth: Do you need anything _____ ?

Anna: No, I think that's all. Do you want me to _____ you now?

Ruth: No. That's okay. You can pay me when I get _____ .

Anna: Okay. Thanks. See you _____ .

Ruth: Bye.

Vocabulary Review

Match the quantity or container on the left with the product on the right.

- | | |
|-------------------|----------------------|
| _____ 1. a tube | a) of tuna |
| _____ 2. a dozen | b) of peanut butter |
| _____ 3. a can | c) of dish detergent |
| _____ 4. a bar | d) of cereal |
| _____ 5. a loaf | e) eggs |
| _____ 6. a jar | f) of toothpaste |
| _____ 7. a box | g) of soap |
| _____ 8. a bottle | h) of bread |

My Staples

In English, the word *staple* refers to something you buy regularly for basic needs. *Milk*, *eggs*, and *toilet paper* are examples of staples. Make a list of your top 10 staples and compare it with a partner's list.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Write Your Own Dialogue

Write a dialogue with a partner using phrases from page 3. One of you will be going to buy groceries and the other will need groceries. Practice and present the dialogue to your class.

Answer Key

LESSON DESCRIPTION:

In this lesson, students learn words for foods and other products that they will buy at a grocery store. They also learn quantities and containers.

LEVEL: Beginner – Intermediate

TIME: 1.5 hours

TAGS: everyday dialogues, groceries, grocery shopping, food, products, list, supermarket, shopping, store, quantity, container, roommate

Pre-Reading

A. WARM-UP QUESTIONS

Discuss as a class or in small groups. Answers will vary.

B. VOCABULARY PREVIEW

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

Dialogue Reading

Give your students time to read the dialogue in pairs.

Practice

Have your students read the dialogue again and practice subbing in some of the different expressions.

Listening Practice

Have students complete the dialogue by listening to two students read the completed dialogue from page 2. Choose a new pair to read it a second time.

Vocabulary Review

- | | | | |
|------|------|------|------|
| 1. f | 3. a | 5. h | 7. d |
| 2. e | 4. g | 6. b | 8. c |

My Staples

Answers will vary.

Write Your Own Dialogue

Encourage your students to use vocabulary from the model.

SPELLING NOTE:

This lesson shows the American spelling of the word *Practice*. Most other English-speaking countries spell it this way: *Practise* (when used as a verb; *Practice* when used as a noun). Make it a challenge for your students to find this word in the lesson and see if they know the alternate spelling.