

# Describing Items in the Grocery Store

## Lesson & Key Vocabulary:

[Audio recording of full lesson of describing items in the grocery store](#)

[Recording with repeats and time to practice pronunciation of quantities and sizes](#)

### Quantities and Sizes

How much would you like? (singular)

I would like \_\_\_\_\_.

a quarter of a pound

a half of a pound

a pound/# pounds

a teaspoon/# teaspoons

a tablespoon/# tablespoons

a bunch/# bunches

How many would you like? (plural)

I would like \_\_\_\_\_.

a strip (of steak)/# strips (of steak)

a fillet (of fish)/# fillets (of fish)

a dozen/# dozen

a loaf (of bread)/# loaves (of bread)

a head (of lettuce)/# heads (of lettuce)

What size do you need?

I need \_\_\_\_\_.

a liter

a box

a jug

a gallon

a half gallon

a cup/# cups

a pint

a quart

a half sheet cake

a sheet cake  
a round cake  
a carton

What size are you looking for?

I need \_\_\_\_\_.  
a package  
a bottle  
a can  
# ounces

Is this enough?

I need \_\_\_\_\_.  
a lot less  
less  
a little less  
  
a little more  
more  
a lot more

At the meat or deli counter-  
How would you like the slices?

I would like the slices thin, please.  
I would like slices thick, please.

### Recording with repeats and time to practice pronunciation of colors

#### Colors

What color is it?

It is \_\_\_\_\_ (color).  
dark  
light  
bright  
solid  
red

blue  
orange  
green  
yellow  
purple  
pink  
brown  
black  
white  
gray  
silver  
gold  
multi-colored

What color are they?

They are \_\_\_\_\_ (color).

dark

light

bright

solid

red/blue/orange/etc.

What are you looking for?

I am looking for...

the one in the \_\_\_\_\_ box/bag/package/container/etc.

red

blue

green

yellow

purple

pink

brown

black

silver

gold

## Recording with repeats and time to practice pronunciation of characteristics of groceries

### Characteristics of groceries

#### Key vocabulary:

fresh

frozen

pre-packaged

crunchy

fried

greasy

sliced

thick

thin

heavy

light

salty

spicy

sweet

sour

bitter

tasty

rich

dry

wet

gooey

ripe

moldy

What are you looking for?

I am looking for...

the \_\_\_\_\_

spicy cheese, crackers

loaf of bread with thick/thin slices

sweet/salty/spicy plantain chips

What do you need?

I need ...

thin/thick slices of cheese, bread, turkey, beef  
more ripe avocados  
the spicy chips

Do you have...

an avocado that is more ripe?  
a wine that is more dry?  
any sweet bread?

Where can I find \_\_\_?

the salty snacks  
the sweet snacks  
the fresh fruit

The bread/cereal/flour is located in aisle #.

one/two/three/etc.

The chicken is located in the meat department.

The crackers/chips/etc. are located in aisle #

The bread/crackers/cereal/etc. are located in the \_\_\_ department.

## Describing Grocery Items: Sample Conversation Comprehension- Teacher Version

Listen to the conversation and answer the questions./

Escucha la conversación y contesta las preguntas.

Audio Recording #1: [Describing Grocery Items Sample Conversation](#)

-Hello, what would you like?  
-I would like a dozen cookies, please.  
-Which would you prefer?  
-I prefer the chocolate ones, please.  
-Would you like anything else?  
-I would also like one torte.  
-Which torte would you prefer?  
-I would like the one in front, please.  
-Anything else?  
-No, thank you. That is all. Have a nice day!  
-You too!

1. With what does the customer need help?/¿Con qué necesita ayuda el cliente?
  - A. Is looking for something
  - B. Wants to order something**
  - C. Needs to return something
  - D. Needs help from customer service
2. How many cookies does the customer request?/¿Cuántas galletas pide el cliente?
  - A. 6
  - B. 8
  - C. 10
  - D. 12**

3. Which flavor of cookie does the customer order?/¿Cuál sabor pide el cliente?
- A. Sugar
  - B. Chocolate
  - C. Peanut Butter
  - D. Chocolate Chip
4. What else does the customer request?/¿Qué más pide el cliente?
- A. bread
  - B. a cake
  - C. cupcakes
  - D. chocolates
5. The customer would like the one in the middle of the display case./El cliente desea lo que está en el centro de la vitrina.
- A. True
  - B. False
6. What type of food is the customer ordering?/¿Qué tipo de comida pide el cliente?
- A. produce
  - B. desserts
  - C. fresh meats
  - D. pre-packaged goods
7. Which adjective best describes what the customer ordered?/¿Cuál adjetivo mejor describe lo que pidió el cliente?
- A. salty
  - B. bitter
  - C. spicy
  - D. sweet
8. In which area of the store is the customer most likely shopping during this interaction?/¿En cual área de la tienda es lo más probable que el cliente está durante esta interacción?
- A. The deli
  - B. The bakery
  - C. The frozen section
  - D. The produce department

Audio Recording: [Describing items in the store with colors, quantities and sizes Sample Conversation](#)

Sample conversation:

- Hello, how may I help you today?
- I would like chicken, please.
- We have fresh, frozen or pre-packaged chicken.
- I would like fresh or pre-packaged. Where are they located?
- We have fresh or pre-packaged here at the meat counter.
- How much are they per pound?
- Fresh is \$4.49 per pound and pre-packaged is \$3.64 per pound.
- May I have two pounds of fresh chicken, please.
- Here you go. Can I get you anything else today?
- Do you sell any sweet bread?
- Yes, we do. It would be in the bakery and near the deli.
- Can I help you with anything else?
- That is all for today. Thank you.
- Have a nice day!

9. With what does the customer need help?/¿Con qué necesita ayuda el cliente?

- A. Is looking for something
- B. Needs to return something
- C. Is looking to weigh something
- D. Needs help from customer service

10. Which type of food is the client discussing?/¿Cuál tipo de comida discute el cliente?

- A. meats
- B. snacks
- C. produce
- D. desserts

11. In which area of the store is the customer shopping?/¿En cuál área de la tienda está el cliente durante esta interacción?

- A. The deli
- B. The bakery
- C. The frozen section
- D. The meat department



12. Which type of chicken is NOT mentioned in the conversation?/¿Cuál tipo de pollo no se menciona en la conversación?
- A. Fresh
  - B. Frozen
  - C. Rotisserie
  - D. Pre-packaged
13. How much does the fresh chicken cost per pound?/¿Cuánto cuesta el pollo fresco por libra?
- A. Four dollars and forty-nine cents
  - B. Three dollars and forty-six cents
  - C. Four dollars and sixty-three cents
  - D. Three dollars and sixty-four cents
14. How much does the pre-packaged chicken cost?/¿Cuánto cuesta el pollo preenvasado?
- A. Four dollars and forty-nine cents
  - B. Three dollars and forty-six cents
  - C. Four dollars and sixty-three cents
  - D. Three dollars and sixty-four cents
15. Which area of the store is not mentioned?/¿Cuál área de la tienda de comestibles no se menciona?
- A. The deli
  - B. The bakery
  - C. The meat counter
  - D. The frozen section
16. Which type of bread does the customer want to buy?/¿Cuál tipo de pan desea comprar el cliente?
- A. Rolls
  - B. Sweet
  - C. Sliced
  - D. Loaves

## Task-Based activities to practice vocabulary with **speaking** and **writing**:

- Introduce the vocabulary by printing and cutting out the paper flashcards
- Practice the words by drawing an adjective card and stating the names of foods that can be described by that adjective in English or Spanish, if needed
- Practice comparing what the adjectives mean by putting them into groups
  - Adjectives that have a positive connotation
  - Adjectives that have a negative connotation
  - Indicate personal preferences of your family by selecting the adjectives to best describe the types of foods you like and other members of your family or friends like
    - I like foods that are spicy and sweet
    - My sister likes sour foods, candy and drinks
    - My brother prefers salty foods
- Print off the matching sheet and draw a line to connect the groceries with the characteristic that describes them
  - Work on pronouncing the words while connecting the lines
  - After working on forming connections between the words and foods to describe them, increase the difficulty by progressing to the activity on the sheet where they have to write the word in the wordbank best associated with the food
  - For beginner, allow them to use the words from the previous sheets
  - For intermediate/advanced, have them complete it from memory. Once they have completed it to the best of their ability, allow them to use the other sheets, study them, help them practice the words they missed with additional practice and then return to the activity without using their notes. Also encourage them to make any corrections, if necessary.
  - To increase the difficulty, have students write more than one word to describe the items as they are able.
  - Create connections between topics by having students write the color or colors that would best describe the item and for another extension, have them write the area of the grocery store in which they would find the item

## **Writing** task to practice vocabulary in context:

- Have students write a list of their favorite grocery items they regularly buy. Help them brainstorm words to describe these items. Include the size of the item, the type of package it is usually sold in, the color of the packaging, how many come in a package typically or the

quantity in which they are sold and even the area of the store they are sold in, if they have practice or already know that vocabulary.

- Beginner
  - Help them brainstorm their top 3 favorite items
- Intermediate/Advanced
  - Have students brainstorm without you their top 5-10 items.
- Gamify it!
  - If working with more than one student, or you want to participate with only one student, have them write the list of descriptors without the item they are describing next to it and you do so as well. Trade lists with someone else in the group. Have them see if they can write down the name of the item the person was describing correctly next to each description.