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**Macmillan  
English Campus**

**Lesson Plans**  
*Listening:  
food vocabulary*



## Listening: In the supermarket



### Campus Resource Title

*In the supermarket* Listening Activity (British English ID: MLA005230). There is an alternative Listening Activity for the American English site called *At the supermarket* (resource ID: MLA011330). If you are using this resource the lesson plan will have to be adapted slightly.



### Level

Level 1 (Beginner)



### Aim

Listening for specific information. Vocabulary development (food). Pronunciation practice.



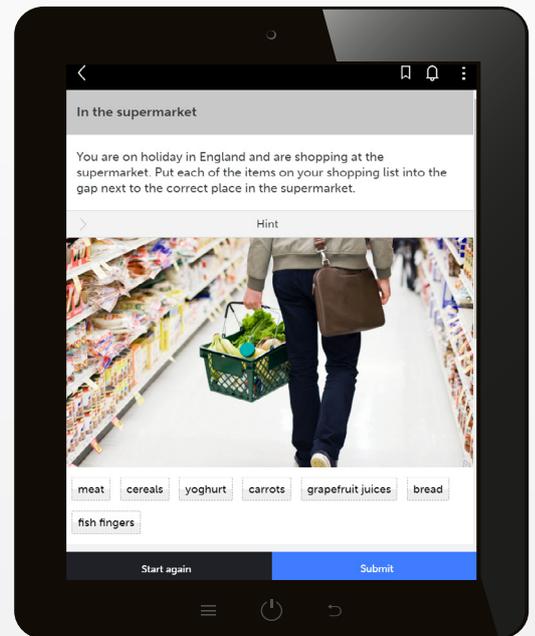
### Preparation

If this resource is not part of your course, make sure you bookmark it before the class. You will also have to allow time for learners to search for the resource themselves. Ask them to bookmark it, too.



### Campus awareness

- You: Remind yourself of logging on procedures. Remember your password. If your learners want you to, keep a note of their passwords!
- The introduction to this activity makes use of the resource photo to set the context. This is a good way into most Campus-based lessons.
- You: Part of this lesson makes use of a technique which is very effective with beginner and elementary level learners: shadow reading. This is a whole class activity which provides an opportunity for learners to try to 'copy' the pronunciation of native speakers. Play the audio whilst also having the audioscript open. Ask the learners to read aloud along with the audioscript. Adjust the volume so that the audio and the learners can be heard. Turn down the audio occasionally so that you hear only learners.
- You: If you're using an IWB, make sure you organize the board space to allow for writing on the board, too.
- Your learners: This is a 'flick through' listening activity, where learners need to listen to several short audio 'snippets'. Make sure your learners know how to use this kind of listening task.
- Your learners: This is a drag and drop matching activity. Make sure your learners are familiar with this kind of interaction type.
- Your learners: Remember that the audioscript is available by clicking the audioscript button, but make sure that your learners don't use this feature until you ask them to do so.



## 1. Introduction

(whole class activity)

- Bring the Campus resource up on screen.
- Elicit from learners what place is shown in the photo and what the people are doing. Where do the learners shop? Can they recognize the part of the supermarket the people are walking through? How do they find what they are looking for when they go to the supermarket?
- Now split the class into groups of three or four learners. Ask them to think of the kinds of food that can be bought in a supermarket. Stress that you want kinds of food, not actual foods: give them an example, such as 'dairy foods'. Give them a few minutes, and then elicit words and write them up on the board. If they have not mentioned them, add the following to the list:  
**Bakery • Breakfast goods • Meat • Dairy • Drinks • Frozen foods • Fruit and veg** (point out that this is a common abbreviation)
- Now ask the learners in their groups to think of three examples of food for each category. Give them a few minutes to work together, but don't ask for feedback yet. Once they have finished, you are ready to go into the first listening.

## 2. First listening

(whole class activity)

- Tell the learners they are going to hear people asking the shop assistant for help. Ask them to look again at the list of types of food that you wrote earlier on the board. Play through the seven audio snippets and ask the learners to identify which items on the list are mentioned.

## 3. Second listening

(Individual activities)

- Now ask the learners to open up the resource themselves. Before they listen a second time, ask them to look at the right-hand list of food stuffs. Which items in the list had they mentioned in their groups?
- Now ask them to try to match the items to the supermarket departments listed on the left.
- Finally, learners listen to the 7 audio snippets, change their matches if necessary and click 'Submit' to check.
- Once everyone has finished, check if the learners have any questions.

## 4. Shadow reading

(As a whole class activity or using individual workstations)

- Ask the learners to click 'Retry' in order to reset the activity. Explain to them that they are going to use the audioscript in order to practise their pronunciation of English.
- Ask the learners to turn down the audio on their own workstations so that only yours can be heard.
- With the audioscript open, the learners should read aloud, trying to keep pace with the audio.
- You can occasionally turn down the volume on your computer so that only the learners are heard.
- Remind the learners that this is a useful activity for them to practise at home.

## 5. Homework

- For follow-up work at home, the learners could do one or more of the following related Campus resources:
  - Food (Vocabulary Activity)
  - Fruit, vegetable, dairy or meat? (Vocabulary Activity)
  - Asking for information in a shop (Language Exercise)
- Also, make sure that the learners add any new vocabulary to their Word Lists, creating new Categories as necessary.