

The supermarket

Teacher's notes and answer key

Level: Intermediate and above

Age: Adults

Time needed: 45 minutes plus

Procedure: The 'Twelve top tips' will give you extra ideas for using the plays in the classroom.

Notes on language and culture

1. Chelmsford is the county town of Essex and is located 32 miles north east of London.
2. Stace is the short, affectionate way of saying the girl's name, Stacey.
3. Cadbury's Dairy Milk is a popular brand of chocolate sold in the UK.
4. The expression ... *could do with* ... is another way of expressing that you need something.
5. The expression ... *on earth* ... adds emphasis to questions. It is used directly after the question word, e.g. 'What *on earth* for?', 'Why *on earth* not?' and 'How *on earth* are we going to get there on time?'
6. In colloquial English, *ordinary* is sometimes used as a noun substitute when the subject is known. When Mum says 'It's twice the price of ordinary' she means non-organic chicken.
7. The spoken expression *if you ask me* is used either before or after you give your opinion about something.
8. When Mum says 'You do nothing but moan' she is saying that Stacey only moans.
9. Pinot Grigio is an Italian dry white wine.
10. When Mum uses the plural 'em in the last line of the play, she is asking Stacey to put several bottles of wine in the shopping trolley.

Twelve top tips

1. Take away the title of the play. Students try to guess the context. Who? Where? Why? What?
2. Ask students to describe the appearance, personality and social status of the characters in the play.
3. Cut the play up into four sections. Students then put it back in the correct sequence.
4. Supply several statements of fact or opinion about



the play. Ask students to assess whether each one follows from the play, supports it, contradicts it or is assumed.

5. Use the play alongside a onestopenglish news lesson or news article on the same subject and hold a debate and discussion on the topic to link the content with students' experience or knowledge.
6. Students add their own stage directions, e.g. ... *he said angrily – rising from his chair.*
7. Students can finish the play off in their own words or change its ending.
8. Students interpret the play, perform it and then record and listen to themselves for correct use of stress and intonation.
9. Students perform the play using the same words but in different styles, e.g. a romance, a ghost story, a thriller, etc.
10. Students identify vocabulary that has a negative connotation.
11. Students identify the word/phrase/phrasal verb that means ...
12. Take an adjective or adverb out of a sentence and put it in brackets at the end of the line. Students put it back in the correct place or wherever it will logically fit, for example:
These toms look lousy, and they're expensive. [TOO]
These toms look lousy too, and they're expensive.
OR
These toms look lousy, and they're expensive too.
OR
These toms look lousy, and they're too expensive.

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Answer key

1. Extracts from the play

f; d; b; a; e; c

2. Vocabulary

1. e; 2. c; 3. d; 4. a; 5. f; 6. b

3. Topic

There is no single answer to this question but the most likely overall topic of the subjects discussed is *f*.

4. Colloquial language

1. Where are they from?

2. Of course.

3. Have we got enough spuds, Stace?

4. There's nothin' wrong with chips, my girl.

5. I'll tell you what ...

6. Are you still playing netball, Stace?

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Transcript

Scenario: A mother and daughter are shopping in a large supermarket in Chelmsford

Characters: Mum, Stacey

- Mum** Stop moaning, Stace, we won't be long. I just need a few things for tonight's dinner.
- Stacey** But we're here nearly every day!
- Mum** How much? I'm not paying that price for broccoli! – I'll get frozen instead.
- Stacey** But Mum, don't you think ...?
- Mum** These toms look lousy too, and they're expensive.
- Stacey** Where they from?
- Mum** Oh, I don't know, probably Spain I expect.
- Stacey** They grow them under those plastic tents, don't they?
- Mum** What?
- Stacey** You know, those great big plastic tents. We saw them in Spain, remember? They look like dirty grey bin bags all over the place.
- Mum** Oh yes, I remember. Is that where these come from, then?
- Stacey** Course!
- Mum** Oo-er! Don't like the sound of that. We'll get tinned.
- Stacey** Well, actually Mum, in case you didn't know, there is a world shortage at the moment. Too many people, not enough food.
- Mum** Well, I don't know about that. I've got more important things to worry about.
- Stacey** It's these big supermarkets, if you ask me. They encourage people to buy way too much food. Then you end up throwing it all in the bin 'cause it's all past its sell-by date!
- Mum** We got enough spuds, Stace?
- Stacey** I doubt it. We've had chips three times this week already.
- Mum** Nothing wrong with chips, my girl. Tell you what, tonight we'll have sautéed instead.
- Stacey** Fine.
- Mum** You still playing netball, Stace?
- Stacey** Just once a fortnight, now. Mrs Collins says if I want to stay in the team, I have to do fitness training after school.
- Mum** Ooh, now that's a good buy: 3 for 2 on the Cadbury's Dairy Milk this week. You love that, Stace.
- Stacey** Mrs Collins says we shouldn't eat too much chocolate.

Mini-plays

by Tim Bowen and Liz Plampton

The supermarket

Transcript

- Mum** If you ask me, Mrs Collins could do with a couple of bars herself. She always looks ill to me!
- Stacey** Can we try some organic chicken, Mum?
- Mum** What on earth for? It's twice the price of ordinary.
- Stacey** It's better for you, and it tastes better too.
- Mum** Mrs Collins said so, no doubt. It's just another con if you ask me. All that running around outside never did anyone any good! I've got the pork chops now, anyway. Special offer this week – half price!
- Stacey** I could be doing fitness practice now.
- Mum** Stop messing about, Stacey! I hate bringing you shopping. You do nothing but moan.
- Stacey** Ooh, look, Mum. Special offer on the Pinot Grigio!
- Mum** Chuck 'em in!

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Worksheet

1 Extracts from the play

Look at these six lines from the play. Put them into the order in which you think they appear in the play. Then read the play to check your answer.

- We got enough spuds, Stace?
- But we're here nearly every day!
- Nothing wrong with chips, my girl.
- I just need a few things for tonight's dinner.
- I doubt it. We've had chips three times this week already.
- Stop moaning, Stace. We won't be long.

2 Vocabulary

Match these colloquial words from the text with their meanings.

- | | |
|---------------|---|
| 1. moan | a. a dishonest plan or method for making someone give you money |
| 2. toms | b. throw |
| 3. spuds | c. tomatoes |
| 4. con | d. potatoes |
| 5. mess about | e. complain |
| 6. chuck | f. behave in a silly way |

3 Topic

Which of these is the main topic of the play?

- organic food
- the price of food
- swine flu
- holidays
- fitness training
- food and fitness

4 Colloquial language

Which words are missing from these examples from the play?

- Where they from?
- Course.
- We got enough spuds, Stace?
- Nothing wrong with chips, my girl.
- Tell you what ...
- You still playing netball, Stace?

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Worksheet

5 Discussion

What do you regularly buy when you shop for food? Are you interested in knowing where your food comes from? Why? Why not?

6 Listen and speak

Listen to the recording and read the play aloud in time with the recording.