

UNIT 4 Grocery Shopping

Introducing New Vocabulary

Action Series

Imperative Forms

U.S. Liquid Measures

Text Page 31: Action Series from the Software

1. Go to the produce section.
2. Choose some fruit.
3. Put it in your cart.
4. Choose some vegetables.
5. Weigh them.
6. That's too much. Put some back.
7. Go to the dairy section.
8. Choose some eggs.
9. That's enough food. Go to the checkout.
10. Stand in line.
11. Say hello to the cashier.
12. Pay him for your groceries.
13. Wait for him to bag them.
14. Take the groceries to your car.



UNIT
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Note: There is an error in the first printing of the Level 2 Workbook. Item 6 is incomplete. It should read: "That's too much. Put some back." Instruct students to add "Put some back." to item 6 on page 31.

See procedures for text page 1

Props Needed for This Lesson:

Real or plastic produce, as much as you can bring to class. Arrange them on a table or desktop to look more or less like a store display (as much as you have time for).

Clear plastic bags for the “customer” to put the selected fruit and vegetables in.

Scale: can be just a box or book on which to lay the vegetables for #5. Could also be a hanging basket or box.

Egg carton(s), can be empty, or filled with plastic Easter eggs (good for a laugh).

As many **other dairy product containers** as you can collect: butter box, milk cartons, cottage cheese, yogurt or sour cream containers. Arrange the dairy products on a surface in a different part of the room.

Grocery bags for cashier to use to bag the groceries. Can be paper, plastic or cloth.

Grocery cart: a chair with a box or basket in the seat works well (especially if the chair has wheels, as some teachers’ chairs do.)

The bare minimum: a piece of fruit, a vegetable, an egg carton, a grocery bag, the “scale” and “grocery cart” as described above.

U.S. Liquid Measures

If your students live in the United States, or are planning to go there, at some point during this unit it would be good to show them the unique United States system of measures. If you bring milk cartons of various sizes, these can enhance the “dairy section” of this *action series*, and can also be used to show students what we mean by a gallon, half gallon, quart, pint and half pint (or cup). To help them even more with this, bring some bottles and cans of these sizes as well. Particularly helpful are large (8-ounce) and small (4-ounce) baby bottles, soda cans and water bottles, and quart, pint, cup, 1/2-cup, 1/3-cup and 1/4-cup measuring cups. It is also helpful to explain how many cups are in a pint or quart, how many ounces are in a pint or quart, how many quarts are in a gallon or half-gallon, etc., as well as how these roughly compare to liters (and perhaps to other measuring systems).

Note: See “LAEi Grocery Shopping” on YouTube.

Practicing the Present Progressive Tense

Action Series in the Present Progressive Tense

What...? Questions with Long Answers

Introducing Negative Forms: Imperatives and Present Progressives

Text Page 32-33: Present Progressive Story from the Software

Present Progressive

Al and I are in the grocery store. We're choosing some fruit and vegetables. I'm weighing them and putting them in the cart. Now we're standing in line. I'm saying hello to the cashier and paying. Now we're waiting for him. He's bagging the groceries. Now I'm picking them up and we're going home.

Pronunciation

Have the students repeat each sentence of this story after you, to practice pronunciation.

Long Answers

Follow instructions on pages 11-12.

1. What are we doing? We're choosing some fruit.
2. What are you doing? I'm weighing them.
3. What are they doing? They're standing in line.
4. What is she doing? She's saying hello to the cashier.
5. What is he doing? He's bagging the groceries.
6. What am I doing? You're waiting for your groceries.
7. What are we doing? We're taking the groceries to our car.

OR: You're taking them to your car.

Text Page 34-35: Present Progressive: Don't!

Here is an additional way to drill the *present progressive* tense. Most students enjoy this one immensely, finding it quite hilarious. It models and drills not only the *affirmative* form of this tense, but also a natural way to use the *negative* and *interrogative* forms as well. All this, and it contrasts these forms with the affirmative and negative *imperatives* as well! Such a deal for such a fun and pain-free way to *learn* and *acquire*!

UNIT
4

Introduction

After the students have done the action series on page 31 together in pairs, tell them they're going to "go grocery shopping" one more time. Begin it again by saying "Go to the produce section." This time when they pantomime the action of walking in response to this imperative, tell them, "Don't go to the *restroom*!"

Prompting

Hopefully at least some of them will understand what you have said, laughing or saying “no!” At this point prompt them to say “I’m *not* going to the restroom!” Then repeat the two lines again to get this response from them, helping them again if necessary, and/or having everyone repeat “I’m *not* going to the restroom!” Then proceed to the question, “Where *are* you going?” Prompt them again if no one answers correctly “I’m going to the produce section” and have everyone repeat this after you.

Continue thru the entire exercise in this way, orally, with students’ books closed, using as much humor and exaggerated expression as possible to make this an engaging and amusing “conversation.”

Lesson

Notice that this dialog contrasts the formation, use and meaning of:

1. the *affirmative* and *negative* forms of the *imperative* and
2. the *affirmative*, *negative* and *interrogative* forms of the *present progressive*.

Point this out to the students, showing them the contrasting verb forms in each sentence.

Example: Go to the produce section.
 Don’t *go* to the restroom!
 I’m *not going* to the restroom.
 Where *are you going*?
 I’m *going* to the produce section.

Level 1: Cloze Dictation

Have the students open their books to page 34 and complete the exercise as you dictate the sentences and questions for them.

Level 2: Completing the Exercise

Have the students open their books to page 34 and complete the exercise.

- | | |
|--|---|
| 1. Choose some fruit.
Don’t <u>choose</u> some flowers.
I’m not <u>choosing</u> some flowers.
What are you <u>choosing</u> ?
I’m <u>choosing</u> some fruit. | 4. Stand in line.
Don’t sit down.
I’m not <u>sitting</u> down.
What are you doing?
I’m standing in line. |
| 2. Put it in your cart.
Don’t <u>put</u> it in your mouth!
I’m not <u>putting</u> it in my mouth.
Where are you <u>putting</u> it?
I’m <u>putting</u> it in my cart. | 5. Say hello to the cashier.
Don’t <u>say</u> I love you!
I’m not <u>saying</u> I love you.
What are you <u>saying</u> ?
I’m <u>saying</u> hello. |
| 3. Weigh the vegetables.
Don’t eat them.
I’m not <u>eating</u> them.
What are you doing?
I’m <u>weighing</u> them. | 6. Pay for your groceries.
Don’t <u>pay</u> for cigarettes!
I’m not <u>paying</u> for cigarettes.
What are you <u>paying</u> for?
I’m <u>paying</u> for my groceries. |

7. Wait for the cashier to bag them.
 Don't wait for him to cook them!
 I'm not waiting for him to cook them.
 What are you waiting for?
 I'm waiting for him to bag them.
8. Take your groceries to the car.
 Don't take them to the garbage.
 I'm not taking them to the garbage.
 Where are you taking them?
 I'm taking them to my car.

Correcting the Exercise

Circulate to see how students are doing with this, making some corrections as you go. When all or most students are finished, write the missing words on the board so students can correct their own work.

Pair Practice

Before having students practice in pairs, model the dialogs with them again, first with the whole group responding to you, then with individuals. Point out that the response to the first line is *not the second line*, but rather an *action*.

Practicing the Present Tense

Conversation About Students' Lives

Adverbial Phrases of Frequency

Introducing Additional Vocabulary

Text Page 36: Present Tense Conversation

Follow instructions for text page 26 on Teacher's Guide page 57.

As the students answer the questions orally, make lists on the board of vocabulary they need:

Frequencies (for #1, 2, 8): every day, once a week, twice a week, three times a month

Fruit (for #3)

Vegetables (for #4)

Dairy Products (for #5)

Other Groceries (for #6)

Measures of milk (for #7): gallon, half gallon, quart, pint

Family Members (for #10b): husband, wife, parents, son, daughter

Practicing the Past Tense

Past Tense Verb Forms

Action Series in the Past Tense

Wh- Questions with Long Answers

Text Page 37: Verb Forms and Past Tense Story from the Software

Pronunciation

With their books open to page 37, have the students listen to and repeat the pronunciation of the basic forms and past forms of the verbs:

basic forms	go	choose	put	weigh	stand	say	wait	bag	take	pay	pick up
past forms	went	chose	put	weighed	stood	said	waited	bagged	took	paid	picked up

Yesterday

Yesterday I went shopping. I chose some fruit and put it in my cart. Then I weighed some vegetables and put some back. I chose some eggs, too. Next I stood in line at the check-out. I said hello to the cashier and paid him. I waited while he bagged the groceries. Then I picked up the bag and went home.

Pronunciation Practice

With students' books open, have students repeat the verb forms and each sentence of the story after you.

Questions

With students' books closed, ask the class these questions orally. Then have students open their books and complete the answers on page 37.

- | | |
|--|---|
| 1. When did I go shopping? | You <u>went shopping yesterday</u> . |
| 2. What did I choose? | You <u>chose some fruit</u> . |
| 3. Where did I put it? | You <u>put it in your cart</u> . |
| 4. What did I do with the vegetables? | You <u>weighed</u> them and <u>put</u> some back. |
| 5. What else did I choose? | You <u>chose some eggs (too)</u> . |
| 6. What did I do then? | You <u>stood in line</u> . |
| 7. What did I say to the cashier? | You <u>said hello</u> . |
| 8. Did I pay him? | <u>Yes, you did</u> . |
| 9. What did I do while he bagged my groceries? | You <u>waited</u> . |
| 10. Where did I go after I picked up my groceries? | You <u>went home</u> . |

Correct the Exercise, Pronunciation Practice and Pair Practice,
as on page 78

More Vocabulary Practice

Text Page 38: Questions for Language Learners

See instructions on pages 35-36.

Introducing Quantifiers and Comparative Adjectives for Count/Non-Count Nouns

Text Page 38: *Count/Non-Count Nouns, Comparatives, Superlatives*

Adapted from Seely and Romijn, 2006.

This is a very involved TPR lesson which teaches and drills several questions and expressions which differ according to whether the noun in use is a *count* or *non-count* noun. Unit 2 had a much more rudimentary version of this lesson on text page 14, which introduced the concept of *count/non-count* nouns, and employed the questions *how much* and *how many*, and the responses *just a little*, and *just a few*.

In this hands-on lesson the students handle various quantities of water (*non-count*) and various numbers of beans (*count*) to practice several more expressions (*a lot, a little, a few*) as well as the *comparative* and *superlative* forms of these (*more than, less than, fewer than, the most, the least, the fewest*), and several other basic quantifiers (*some more, a little more, enough, too much, not enough*).

These words and concepts are carefully presented one at time, and always in the *context* of live action with props. Follow these directions closely, giving students plenty of time to practice each small dialog and activity, and to ask questions along the way. Also, don't forget to reinforce each step with a short dictation. This will also provide the students with a written record of this lesson in their notebooks, to which they can refer later on. This lesson covers a lot of ground and several new words and concepts, so it can easily take ninety minutes to two hours. At the end, it finally gets back to the subject of groceries and the students' own lives!

Bring to Class:

- a. A large container of water.
- b. Very small clear containers (plastic cups), one for each student.
- c. A bag of beans (or any other cheap, safe, small object such as very small nails (2-3 pounds are good for adults; don't use nails with children)).

Set Up

Pour each student some water, telling them *not to drink it* and trying to put a different amount in each cup — some only a few drops, some a small trickle, some full to the top, and every amount in between.

Ask Each Student:

Do you have *a little* water or *a lot* of water?

or: Do you have *a little* or *a lot*?

Write these two questions on the board or overhead, underlining *a little* and *a lot* and *a little water* and *a lot of water*. Be sure they all understand the meanings.

Pair Practice

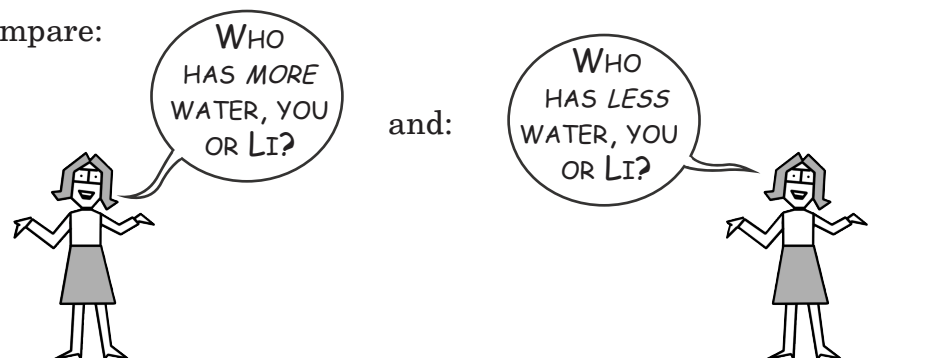
Have them ask each other the questions.

Practice this also in the **3rd person**:

Does Anna have a little or a lot?

Comparatives

Now ask them to compare:



Write these questions on the board, underlining the words *more* and *less*. Now write *more than* and *less than* on the board. Ask the same questions again, prompting students to give full answers.

Pair Practice

Have them ask each other the questions.

Where two people seem to have equal amounts of water, point this out to everybody and teach them the expression *We have the same amount*.

Write this sentence on the board also and have everyone practice it in pairs, referring to two people who actually do have the same amount: "Billo and Lu Min have the same amount."

Action Dialog

Take a cup with only a little water for yourself and go to a student with a lot.

Ask:

T: Can I have some more water?

S: (pours some into your cup:)

T: Oh, that's too much! Here, take a little back. (pour some back into student's cup)

Write the spoken lines on the board.

Have several pairs practice them while everyone else watches.

Pair Practice

Then have everyone practice them in pairs. Be sure that they all understand that they must do the action, that without the action it's all meaningless.

Additional Action Dialog to Do in the Same Fashion

T: Can I have some more water?

S: (pours some into your cup)

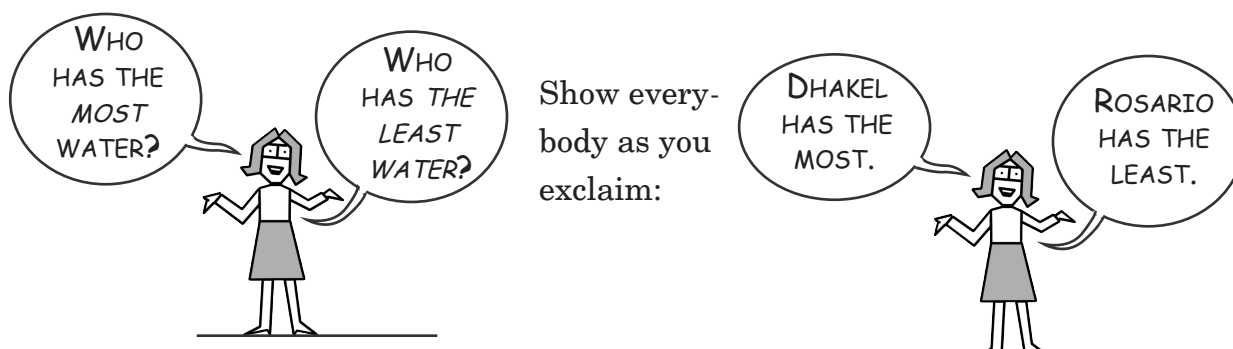
T: Oh, that's not enough! Give me a little more!

S: (pours you more)

Again, it is important to keep reminding students that they should do the actions in these action dialogs, that the words refer to their actions and if the actions are not done, the words are meaningless.

Superlatives

Before you collect the water, ask the whole group:

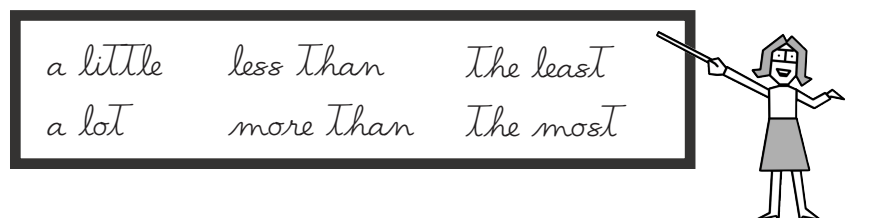


Pair Practice

Tell the whole class to stand up, and have everyone move around the room, asking these questions of 3 or 4 other students.

Paradigm

Write this paradigm on the board:



and discuss and show the differences in meaning and use.

What you have done above is teach and provide hands-on practice with a *non-count noun*. What follows is a similar treatment of a *count noun*. You may do it immediately

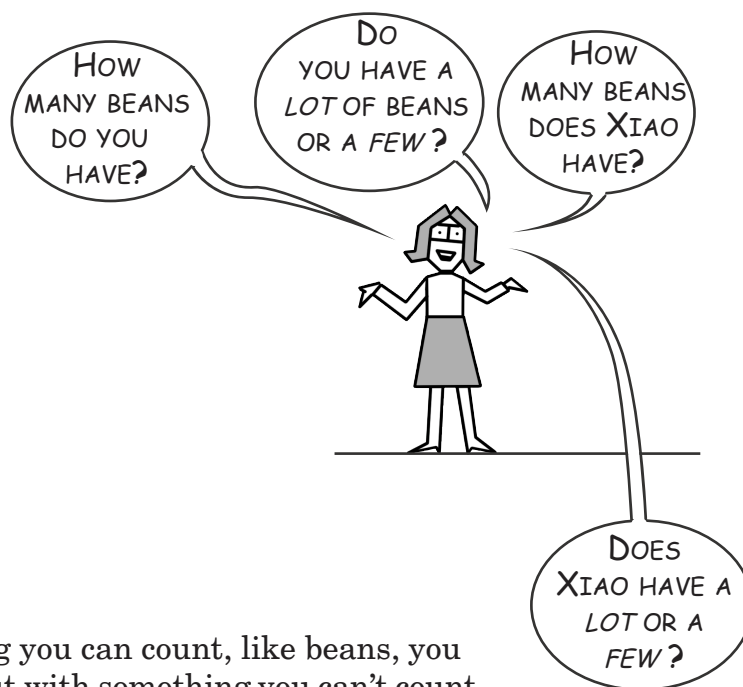
in the same class session, or you may do it in the following one. If you do it during the same session, collect the water before you pass out the beans or nails (or you'll have soggy beans or rusty nails in no time!).

Comparatives with Count Nouns

Pass out the beans:

Give each student a different number of beans, from just one or two to a large handful or two. Tell the students to count how many beans they have.

Ask each student:



Comparing Count Nouns

Explain that for something you can count, like beans, you talk about *a lot* or *a few*, but with something you can't count, like water, you talk about *a lot* or *a little*.

Now ask individuals:

Who has *more* beans, you or me?

Who has *fewer* beans, you or Sonja?

(You may wish to point out that the word *less* is often used in speech in place of the word *fewer*.)

Where you notice that some students have *the same number* of beans, write this phrase on the board and compare to the count-noun phrase *the same amount*.

Action Dialogs

Repeat the action dialogs from above, changing the word *water* to the word *beans*.

Can I have *some more* beans?

Oh, that's too *many*! Here, take *a few* back.

and:

Can I have *some more* beans?

Oh, that's not enough! Give me *a few* more.

Superlatives for Count Nouns:

Before collecting the beans, ask the whole group:

Who has the most beans?

Who has the fewest beans?

Ask the above questions of 3 or 4 other people, just for additional aural input.

Pair Practice

Tell the whole class to stand up, and have everyone move around the room, asking these questions of 3 or 4 other students.

Paradigm

Write this paradigm on the board:

a few	fewer than	the fewest
a lot	more than	the most

Again, go over the differences in meaning. Then compare this paradigm to the previous one for non-count nouns.

Distinguishing Count and Non-count Nouns

Name the following listed items, asking the students whether each should be:

a few	or	a little?
not many	or	not much?
how many	or	how much?
the same number of	or	the same amount of?

To do this, go thru the entire list (or at least several items) for each of the above pairs.

sugar
 salad oil
 eggs
 milk
 apples
 fruit
 money
 dollars
 chicken (live chickens are *count* but food chicken is *non-count*)
 vegetables
 broccoli
 corn
 rice

potatoes
bread
butter
bananas
cookies

Point out that *a lot*, *more than* and *the most* are all used with both count and non-count nouns.

Group Work

Divide the class into groups of 3-5 people. Have each group put together a list of 10 grocery items that they often buy. Tell them to include five *count* nouns and five *non-count* nouns. Each student should copy the list in the spaces provided on page 38.

Pair Practice

When they are ready, have the students leave their groups and find a partner from a different group. Students are now in pairs rather than groups.

Have the students present their lists to each other orally by using each noun in one of the sentences at the bottom half of page 38.

Give a few examples of how to select an appropriate item for each sentence.

Dictation

Close any or each of the above steps with a dictation of any of the sentences used.

Practicing Prepositions of Place

Where...? Questions

Categorizing

Text Page 39: Prepositions, Vocabulary

Level 1: Answer the questions about the photo of the groceries on page 38 (#18).

Level 2: Answer the questions about the photo at the top of the page.

As with the similar exercise in the Level 1 Workbook on page 15 in Unit 2, this exercise is more fun and more productive if you can bring props instead of using the photo.

- | | |
|--------------------------------|--|
| 1. Where are the peppers? | They're <u>on</u> the eggs. |
| 2. Where is the cheese? | It's <u>under</u> the green beans. |
| 3. Where is the milk? | It's <u>behind</u> the cheese. |
| 4. Where is the butter? | It's <u>next to</u> the eggs. |
| 5. Where is the spinach? | It's <u>between</u> the milk and the broccoli. |
| 6. Where are the eggs? | They're <u>in front of</u> the yogurt. |
| 7. Where is the potato? | It's <u>on</u> the yogurt. |
| 8. Where is the broccoli? | It's <u>behind</u> the eggs. |
| 9. Where is the yogurt? | It's <u>next to</u> the broccoli. |
| 10. Where is the milk? | It's <u>under</u> the grapes. |
| 11. Where are the apples? | They're <u>between</u> the bananas and the cheese. |
| 12. Where are the green beans? | They're <u>in front of</u> the milk. |

Practice Pronunciation as on page 12

Pair Practice (as on page 12) After students finish practicing these 12 questions and answers, have them ask more questions with *Where?* about the groceries in the photograph. (*Where is the potato? Where are the green beans? Where are the bananas? etc.*)

On the board, write the words for the items pictured that are not included in the questions: pineapple, orange, strawberries, tomato(es). They'll need the correct spelling of these words for this exercise, as well as for the crossword puzzle on page 41.

UNIT
4

For more practice of this *preposition* exercise, play the Bingo game on pp. 46-49, substituting the vocabulary of this unit.

What kind of food is this?

Here is a little exercise in *categorization*, one of those *critical thinking* skills.

fruit

apple
pineapple
orange
bananas
grapes
strawberries

vegetables

green beans
broccoli
peppers
tomatoes
potato
spinach

dairy

eggs
yogurt
milk
butter
cheese

Text Page 40: Rhymes

Note and Introduction as on page 44

- | | | |
|------------------------|--------------------|------------------------------|
| 1. start <u>cart</u> | 1. star <u>car</u> | 6. Mary <u>dairy</u> |
| 2. hand <u>stand</u> | | 7. election <u>section</u> |
| 3. flag <u>bag</u> | | 8. news <u>choose</u> |
| 4. boot <u>fruit</u> | | 9. here <u>cashier</u> |
| 5. yellow <u>hello</u> | | 10. day <u>pay say weigh</u> |

For Level 2: Other words that rhyme with

- | | |
|------------------|---|
| 1. far, bar, are | 6. No basic words rhyme with <i>Mary</i> and <i>dairy</i> unless you live in an area where <i>very</i> and <i>berry</i> rhyme with <i>dairy</i> . |
| 2. and, land | 7. direction, correction, collection |
| 3. tag, rag | 8. lose, blues, views, use |
| 4. cute, suit | 9. ear, beer, dear, clear, near, year |
| 5. fellow, jello | 10. play, may, pray, gray, lay, way |

BINGO! *Prepositions*

Play the Bingo game from Unit 2 (see pp. 46-49), substituting the vocabulary and props from this unit, or the photo on text page 38.

Or, if you prefer, play the following Bingo game (of course, you may play both games):

Text Page 42: *ch/sh Bingo*

Adapted from page 151 of *Puppies or Poppies? ESL Bingo* (Romijn, 1998)

Time Allotment

Allow about 30 minutes for the lesson and preparation of this game. Additionally, allow at least 10 minutes but not more than 25 minutes to *play* the game several times.

Lesson

Write the digraph *ch* on one side of the board, and the digraph *sh* on the other. Under the *ch* write the word *choose*. Under the *sh* write the word *shoes*.

Discuss the meanings of the two words.

Pronounce the two *sounds* in isolation (pointing to the letters) and then point to and pronounce the two *words* several times to allow students to clearly hear the contrast in pronunciation.

Point out that the *sh* sound can be made continuously, as when you are shushing someone (demonstrate by putting forefinger to lips and saying “Shhhhh!”) but that the *ch* sound is more like an explosion, as if there were a *t* at the beginning of the sound (it may help to pronounce the *ch* loudly, crinkling up your face as if you are sneezing).

Be sure that your pronunciation is loud and clear. Raising your pitch may help. If necessary, *exaggerate* the difference until the students catch on to it, but then return to a more *normal* pronunciation.

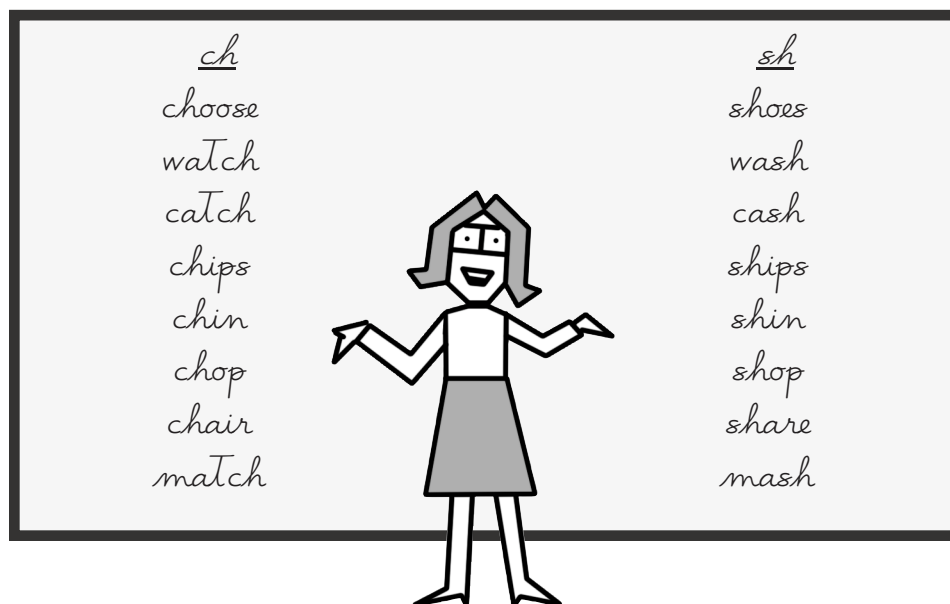
Now write an additional pair of words from the game, such as *watch* and *wash* under the ones already on the board, so that you have the beginnings of a list of words under each sound. Briefly discuss the meanings of the two new words.

Aural Discrimination

Next ask the students to point to the word or sound that you pronounce. Standing between the two lists, but looking out at the class, pronounce one of the items of either list. After a few students point to one side of the board or the other (they are all *supposed* to, but it may take a few tries to engage the whole class), point to the item you just pronounced.

Repeat several times, pronouncing and then pointing to a different item each time, and selecting as randomly as you can from one list or the other. (Don't be obvious by switching from one list to the other *every* time or by providing them with other cues such as a change in your intonation *only* when you switch lists. The only cue they should be getting is the difference in pronunciation between the two lists.)

Continue adding pairs of words to the lists in this manner until you have written on the board and practiced all eight minimal pairs. The board will look something like this:



Set-up

Have the students open their books to page 42. Read the first pair of sentences (numbers 1 and 2). Have the students repeat the sentences. Discuss the meaning of anything that's not clear to everyone.

Now tell the students to listen to your pronunciation of the first part of one of the sentences and to tell you the correct ending. For example, "I'm going to wash... which one: *TV?* or *my shirt?* Which ending is correct? Yes, *my shirt* is correct. Listen again." Repeat several times, sometimes using *watch* and sometimes using *wash*.

As with the words on the board before, don't be obvious by switching from one sentence to the other *every* time or by providing them with other cues such as a change in your intonation *only* when you switch sentences. The only cue the students should be getting is the difference in pronunciation between the two words, in this case *watch* and *wash*.

Continue this listening, repeating, sentence completion/sound discrimination practice with the remaining seven pairs of sentences in the game.

Preparation

Give each student a copy of the 4x4 Bingo grid at the end of this section. Show them that there are 16 squares on their Bingo grids and 16 sentences on page 42. Tell them to copy the *endings_only* of the 16 sentences into the 16 squares of the Bingo grid, i.e.: *TV, my shirt, the ball, the check, are delicious, came to San Francisco, face, leg, the vegetables, for groceries, to sit on, of the food, some eggs, on the floor, your socks, the potatoes.*

It's important not to copy them in order, so that each person will have a *different* order.

As the students prepare their grids, you can hand out bingo markers to each student. You can also use this time to write each of the endings onto a separate little card. These cards will then be used to call the Bingo game.

Explain the Game

(Suggested script:) **I'm going to read one of the sentences, for example, "I'm going to watch [pause]" This time don't say anything! Just put a marker on the correct ending on your paper. When you have 4 squares in a row with markers, say, "Bingo!" They can be horizontal, like this, or vertical, like this, or diagonal, like this. The first person to say *Bingo* and is correct is the winner. The second person is—too late!**

Repeat any of this that is not clear. Try as many examples as necessary to check everyone's comprehension of the procedures and to drill the sound differences a few more times.

Play the Game

Scramble the 16 call cards face down, then select one at random and read the corresponding sentence, pausing instead of reading the ending. (You may have to say *shhh!* a few times in place of the ending to remind students not to give away the answer: "I'm going to watch **shhh!**" [with forefinger to lips])

After giving the students enough time to find the correct sentence on their papers and then the correct ending on their Bingo grids, place the call card aside and select another call card.

Note: For this game, do *not* continue selecting call cards *completely* at random. It's a good idea to avoid calling both items of a contrasting pair, if possible. If, for example, *TV* has already been drawn, then if *my shirt* (which contrasts with *TV*) comes up, set it aside *without* calling it until one of each contrasting pair has been drawn. If no one achieves Bingo after these first eight (one of each pair) *then* go back and call the others until someone says Bingo. Why? Whenever both *TV* and *my shirt* are called, the students may mark *TV* for *my shirt* and vice versa, thereby possibly getting Bingo without having heard either item correctly. This, of course, defeats the whole purpose of the game.

Continue selecting, reading, and placing the call cards aside until someone says "Bingo!" If no one says *Bingo*, but you notice that someone has four marked squares in a row, point this out and coach them to say *Bingo!*

Check for Correct Responses

Have the potential winner read the four winning squares to you. Check them against the call cards you have called and set aside. If all four squares are correct, give the winner a prize. Have everyone clear their grids of markers and begin again. "New game!"

If the four squares do *not* all match the items you have called, announce that there is "No Bingo!—Let's continue!"

Note: Do not reveal *which* of their answers is not correct because then other students will begin rearranging their markers according to this information, and at least one person, but probably several, will come up with a winning combination without having identified the correct endings themselves.

So make a point of listening to all four of the potential winner's answers *before* declaring that there is "No Bingo!" And when students ask, "Which one is not correct?" say that you can't tell them that.

- | | |
|----------------------------------|------------------------|
| 1. I'm going to watch | TV. |
| 2. I'm going to wash | my shirt. |
| 3. She wants to catch | the ball. |
| 4. She wants to cash | the check. |
| 5. The corn chips | are delicious. |
| 6. The corn ships | came to San Francisco. |
| 7. My chin is part of my | face. |
| 8. My shin is part of my | leg. |
| 9. Are you going to chop | the vegetables? |
| 10. Are you going to shop | for groceries? |
| 11. I want my chair | to sit on. |
| 12. I want my share | of the food. |
| 13. I saw her choose | some eggs. |
| 14. I saw her shoes | on the floor. |
| 15. Will you please match | your socks? |
| 16. Will you please mash | the potatoes? |

Suggestions for clarification of the meanings of the sentences in this game:

- 1, 2. If your students don't understand these two sentences, this game is too advanced for them. It would be better to do something else.
3. Refer to the picture of the woman trying to *catch* a fly ball.
4. *Cash the check* means *change the check for cash*.
5. If your students don't understand this sentence, this game is too advanced for them. Do something else (and offer them some corn chips to try.)
6. *Corn ships* are *cargo ships (boats) full of corn*. Refer to the picture of the *ship*.
- 7, 8. Refer to parts of your own leg and face, or pictures of someone else.

9. *Chop* means *cut into small pieces*.
10. *Shop* means *go shopping, look for groceries to buy*.
11. Same as 5 above.
12. *My share* means *my part (of something divided up)*.
- 13, 14. *Saw* is the past form of *see*.
15. Refer to the picture of the man with mismatched socks.
16. *Demonstrate* mashing potatoes.

Date: _____

Name: _____

GROCERY SHOPPING

Word Search

N H H L N T Z D U J O Z X F K J P G B S
 D F V E P B D S E I R E C O R G Y T P R
 C S B L L S J S L P K W G L H S E W U Q
 K G U O X L F U F N R I G E C J C U Z X
 H Z A H T R O E J E B O X W I C J A D T
 N C H C N X H H R I V K D C H O O S E K
 X Y Y G C B V O L J B V V U U J I H Y E
 Q J M A B Z M X T G R C U P C P C T A Q
 W I R A S E L B A T E G E V C E T E Z Z
 B T Y T C K X R Y Y N W J C J H Y R F I
 H L W U K L C R R O M I H L D M L R W F
 Z R I F R P N E I T U E T Y M N U U T U
 A D M D C R I T R D C K I O O I A P A O
 Z A V N N H C N N K M R Z A T M H T I M
 Z I Q H S E R M O R S M J F E S G H S S
 M R O A S A Q U T N P I S M M S U H G D
 O Y C V S P T V N C R V G A A O O V F E
 A F X L G U S O Y W M N Y A K X N D P M
 I X I N G U Y N N W E I G H I R E M V Z
 V M I F E U Y B E Z G P X P T M O F D A

Word List

cart	cash	checkout
choose	dairy	eggs
enough	fruit	groceries
hello	produce	section
stand	vegetables	weigh

UNIT
4

Date: _____

Name: _____

GROCERY SHOPPING

Word Scramble

Scrambled List	Unscrambled List	Alphabetized List
1. ceiegrsro	_____	_____
2. tirfu	_____	_____
3. sbletavege	_____	_____
4. yradi	_____	_____
5. hniecck	_____	_____
6. icharse	_____	_____
7. pelpsa	_____	_____
8. eeeshc	_____	_____
9. iplapneep	_____	_____
10. oesaomtt	_____	_____
11. hcnsapi	_____	_____
12. bsrareistwer	_____	_____
13. torguy	_____	_____
14. ooirbclc	_____	_____
15. tbretu	_____	_____
16. egrspa	_____	_____
17. ebnsa	_____	_____
18. espeprp	_____	_____

Word List

groceries	fruit	vegetables	dairy
chicken	cashier	apples	cheese
pineapple	tomatoes	spinach	strawberries
yogurt	broccoli	butter	grapes
beans	peppers		

UNIT
4

BINGO!
