

# Module 12

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BUYING GROCERIES



# Buying Groceries

12

(2 classes with subsequent review)



## Objectives

Objectives

At the end of this module, I will be able to affirm:

Now I can . . .

Now I know . . .

- ☐ 1. talk about buying groceries.
- ☐ 2. express amounts by quantity.

The instructor and assistant instructors, and English speakers at home, help the learners with this English dialog. First, they read the whole dialog. Then they read two or three words and leave time for the learners to repeat the words until the learners can pronounce them well.

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## Memorize the dialog in English.

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Dialog	Dialog
Brad: What do we need?	<i>What do we need?</i>
Angie: Cereal for breakfast, bread and meat for lunch, and something for dinner.	<i>Cereal for breakfast, bread and meat for lunch, and something for dinner.</i>
Brad: Here are the cereals. Do you want a large or small box?	<i>Here are the cereals. Do you want a large or small box?</i>
Angie: Large. We use it up fast. Please go get a gallon of milk also.	<i>Large. We use it up fast. Please go get a gallon of milk also.</i>
Brad: What type of meat do you want?	<i>What type of meat do you want?</i>
Angie: I like ham. Now, what about dinner?	<i>I like ham. Now, what about dinner?</i>
Brad: Let's have hamburgers on the grill.	<i>Let's have hamburgers on the grill.</i>
Angie: Good idea! Hamburgers and fries.	<i>Good idea! Hamburgers and fries.</i>

# P Pronunciation Practice

## Pronunciation Practice



Listen and repeat slowly.

*Listen and repeat slowly.*

br-	breakfast, bread, break	_____ eakfast	_____ ead	_____ eak
gr-	grill, great, groceries	_____ ill	_____ eat	_____ oceries
l-	lunch, large, library	_____ unch	_____ arge	_____ ibrary
a-	about, again, ago	_____ bout	_____ gain	_____ go
-i-	dinner, milk, grill	d _____ nner	m _____ lk	gr _____ ll
-v-	have, love, above	ha _____ e	lo _____ e	abo _____ e
-ike	like, bike, hike	l _____	b _____	h _____
fr-	fries, front, from	_____ ies	_____ ont	_____ om
h-	here, have, hamburger	_____ ere	_____ ave	_____ amburger
wh-	what, why, where	_____ at	_____ y	_____ ere
-ow	now, how, wow	n _____	h _____	w _____

Assistant instructors help learners write and say sentences using a few of these words. When a learner can say the words correctly, he or she can teach them to the other learners in the group.

# P Rhyming Words

## (usually starting from a word in the dialog)

### Rhyming Words (usually starting from a word in the dialog)



Listen and repeat slowly.

*Listen and repeat slowly.*

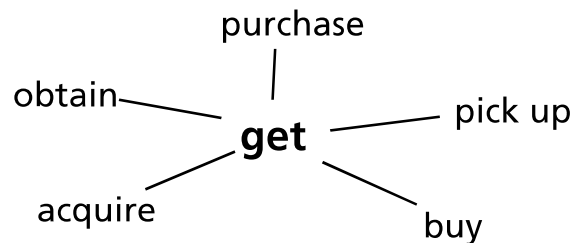
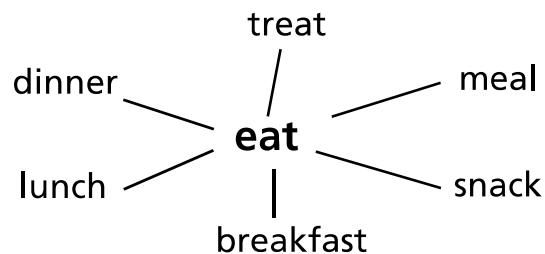
### Word    Rhyming Words

<b>bread</b>	dead	head	lead	spread	stead						
<b>lunch</b>	bunch	hunch	munch	punch							
<b>dinner</b>	winner	sinner									
<b>large</b>	barge	charge									
<b>use</b>	fuse	abuse	refuse	cruse							
<b>ham</b>	cram	dam	Pam	ram	Sam	slam	yam				
<b>now</b>	how	now	brown	cow	wow						
<b>grill</b>	drill	frill	fill	gill	hill	kill	ill	pill	sill	still	will
<b>fries</b>	cries	dies	lies	pies	ties						



## Word Webs (using words from the dialog and related words)

*Word Webs (using words from the dialog and related words)*



Assistant instructors help learners write and say sentences using a few of these words. When a learner can say the words correctly, he or she can teach them to the other learners in the group.



## Vocabulary Practice (using words from the dialog to match to related words)

*Vocabulary Practice (using words from the dialog to match to related words)*

Match the words in pencil.

*Match the words in pencil.*

- |                |                |
|----------------|----------------|
| dinner •       | • big          |
| large •        | • meal         |
| french fries • | • eat it       |
| use it up •    | • carton       |
| box •          | • noon meal    |
| lunch •        | • potatoes     |
| bread •        | • 4 quarts     |
| gallon •       | • loaves       |
| milk •         | • cooking tool |
| grill •        | • drink        |

Write the words you matched in pencil.

*Write the words you matched in pencil.*

dinner

meal

Assistant instructors help learners write and say sentences using a few of these words. When a learner can say the words correctly, he or she can teach them to the other learners in the group.



Listen, repeat, and write.

*Listen, repeat, and write.*

Dialog Words

Writing Practice

Related Words

Writing Practice

cereal

breakfast

lunch

dinner

bread

meat

gallon

ham

hamburger

grill

french fries

box

use it up

milk

grain

morning meal

noon meal

evening meal

loaves

sliced meat

4 quarts

smoked pork

ground meat

cooking tool

fried potatoes

carton

eat it, consume

drink



Fill in the missing words in pencil from the dialog.

*Fill in the missing words in pencil from the dialog.*

Brad: What \_\_\_\_\_ we \_\_\_\_\_?

Angie: We'll have \_\_\_\_\_ for \_\_\_\_\_.

Brad: Do you want a \_\_\_\_\_ or \_\_\_\_\_ box?

Angie: Please go \_\_\_\_\_ a \_\_\_\_\_ of milk.

Brad: Let's have \_\_\_\_\_ and french \_\_\_\_\_.

Assistant instructors help learners write and say sentences using a few of these words. When a learner can say the words correctly, he or she can teach them to the other learners in the group.



Respond to the statements or questions in pencil from the dialog.

*Respond to the statements or questions in pencil from the dialog.*

1. What do we need? We need
2. Where is the cereal?
3. What type of meat do you like?
4. Do you want a large or small box?
5. What's for breakfast?
6. What's for lunch?
7. What's for dinner?
8. Do you like it hot or cold?

Learners write questions with **who**, **what**, **when**, **where**, **which**, and **why**. Instructors ask them some questions and help them ask questions and answer them



Put a slash (/) between the words and write the complete sentence.

*Put a slash (/) between the words and write the complete sentence.*

1. What/do/we/need?
2. Cerealforbreakfast,breadand meatforlunch.
3. Herearethecereals.  
Doyouwantalargeorsmallbox?
4. Large.Weuseitupfast.
5. Pleasegogetagallonofmilkalso.
6. Whattypeofmeat  
doyouwant?
7. Ilikeham.  
Now,whataboutdinner?
8. Let'shavehamburgersonthegrill.
9. Goodidea!Hamburgersandfries.
10. Doyoulikegrilledhamburgers?



## Language Focus: Amounts by Quantity

A gallon of milk, juice, water

A quart of milk, juice, water

A pint of cream

A half gallon of ice cream, milk, juice, water

A brick of cheese

A dozen eggs, cookies, donuts, rolls, buns

A bunch of grapes, bananas, strawberries

A head of lettuce, cabbage, broccoli

A slice of bread, ham, cheese

A loaf of bread

A pound of butter, cheese, beef

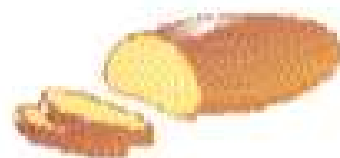
A pound of fish, meat, hamburger, chicken

A couple (2) of fish, cookies, bananas

A clove of garlic

A cob of corn

Some juice, milk, potatoes, apples, candy,  
and so on (not a specific amount)



Assistant instructors help learners write and say sentences using a few of these words. When a learner can say the words correctly, he or she can teach them to the other learners in the group.





## Language Focus: Asking for Amounts

Item	Full Sentence:
1. lettuce	<u>I would like a head of lettuce.</u>
2. milk	
3. potatoes	
4. cereal	
5. pickles	
6. bread	
7. cheese	
8. eggs	
9. water	
10. ham	
11. chicken	
12. rolls	
13. peaches	
14. noodles	
15. tuna fish	
16. bananas	
17. flour	
18. fish	
19. jam	
20. hamburger	

Instructors and assistant instructors may want to have pictures or items from the list. Then learners could select something from a display and say a sentence about it.

Assistant instructors help learners write and say sentences using a few of these words. When a learner can say the words correctly, he or she can teach them to the other learners in the group.



## Language Focus: Amounts by Container

- A jar of peanut butter, pickles, jam, jelly
- A box of oranges, apples, cereal
- A carton of milk, eggs
- A bag of potatoes, apples, candy, nuts
- A package of noodles, meat, cookies
- A can of shortening, soup, tuna fish
- A jug of water
- A bottle of (soda) pop, water, lemon juice
- A container of salt, pepper, spice
- A bushel of apples, tomatoes, corn
- A sack of flour, sugar, salt
- A basket of fruit, peaches
- A case of strawberries, canned fruit
- A cup of raspberries, blueberries, noodles



Assistant instructors help learners write and say sentences using a few of these words. When a learner can say the words correctly, he or she can teach them to the other learners in the group.



## Mini-Conversations Related to the Dialog

- |   |   |
|---|---|
| 1. What should we buy?<br>We need some fresh fruit.               | 2. How much milk do we need?<br>A few gallons.                |
| 3. Do we need a jar of pickles?<br>No, we still have one at home. | 4. How about a loaf of bread?<br>Yes. Get two loaves, please. |
| 5. I love peaches.<br>Me too. They taste delicious.               |   |



## Expressions Related to the Dialog

### *Expressions Related to the Dialog*

- |    |                   |                                  |
|----|-------------------|----------------------------------|
| 1. | <b>Expression</b> | Use it up                        |
|    | Meaning           | Eat it all. / Finish it.         |
|    | Example           | We used it up fast.              |
|    | Meaning           | We ate it all fast.              |
| 2. | <b>Expression</b> | What about ____ ?                |
|    | Meaning           | What should we do for ____ ?     |
|    | Example           | What about breakfast?            |
|    | Meaning           | What should we do for breakfast? |



# Dialog Flash Fold Card

## Dialog Flash Fold Card

### Card 12A

Module 12	Dialog	Dialog
Brad:	What do we need?	<i>What do we need?</i>
Angie:	Cereal for breakfast, bread and meat for lunch, and something for dinner.	<i>Cereal for breakfast, bread and meat for lunch, and something for dinner.</i>
Brad:	Here are the cereals. Do you want a large or small box?	<i>Here are the cereals. Do you want a large or small box?</i>
Angie:	Large. We use it up fast. Please go get a gallon of milk also.	<i>Large. We use it up fast. Please go get a gallon of milk also.</i>
Brad:	What type of meat do you want?	<i>What type of meat do you want?</i>
Angie:	I like ham. Now, what about dinner?	<i>I like ham. Now, what about dinner?</i>
Brad:	Let's have hamburgers on the grill.	<i>Let's have hamburgers on the grill.</i>
Angie:	Good idea! Hamburgers and fries.	<i>Good idea! Hamburgers and fries.</i>

# Vocabulary Flash Fold Card

## Vocabulary Flash Fold Card

### Card 12B

Food/measurements	Translation	Food/measurements	Translation
container	<i>container</i>	slice of bread	<i>slice of bread</i>
breakfast	<i>breakfast</i>	loaf of bread	<i>loaf of bread</i>
lunch	<i>lunch</i>	pound	<i>pound</i>
dinner	<i>dinner</i>	meat	<i>meat</i>
box	<i>box</i>	fish	<i>fish</i>
gallon	<i>gallon</i>	cookies	<i>cookies</i>
quart of milk	<i>quart of milk</i>	bananas	<i>bananas</i>
pint	<i>pint</i>	cob of corn	<i>cob of corn</i>
brick of cheese	<i>brick of cheese</i>	juice	<i>juice</i>
dozen eggs	<i>dozen eggs</i>	milk	<i>milk</i>
bunch of grapes	<i>bunch of grapes</i>	potatoes	<i>potatoes</i>
head of lettuce	<i>head of lettuce</i>	apples	<i>apples</i>
		candy	<i>candy</i>

