

GRAMMAR FUNCTIONS	1. countable/uncountable nouns
	2. using a/an/some
	3. using how much/how many
VOCABULARY	1. Identifying products from a brochure
	2. Identifying products in student's cupboards
	3. Distinguishing packaging/quantities
DIALOGUE	1. organising a shopping list to take to the supermarket

If your student has a small vocabulary, you may want to use pictures from a supermarket catalogue as prompts.

### **WARM UP**

Elicit conversation questions with your student. Some examples may be

- Where do you go to do your grocery shopping? (If the student is very low levels, you may want to have cards with the names Coles, Woolworths etc to see if they recognise the names of supermarkets)
- How often do you go grocery shopping?
- Do you like going shopping?
- Do you usually go grocery shopping alone or with someone else?
- Do you know what green bags are? Have you ever used them? Do you have green bags in your country? Do you think they are a good idea? Why? (If student is very low, take a green bag as a visual prompt)
- Do you think grocery shopping is cheap or expensive in Sydney?
- Do supermarkets stay open late in your country?

### **VOCABULARY BUILDING**

Using a brochure, go through some of the items and see if your student can name items from the brochure. Note any vocabulary they didn't know and use these items for revision the following week.

Using the pictures, practice the plural forms of some of the items. Try to mix it up so there are some countable and uncountable nouns.



## SOME COMMON PACKAGING/QUANTITIES

- You will first need to go through terms like litre, kilo etc. a good way to illustrate this is by using milk cartons, cans, packets of rice with quantities marked on them.
- For the following packaging terms you may want to have either a picture or find things in the student's cupboards that illustrate each of these packaging terms.
- Using the list of shopping items below, cut out both the packaging terms and the items. And get the student to place each shopping item under the correct heading. Note some words are mentioned twice as they can be packaged differently.

A litre/2litres of	A jar of
A bottle of	A carton of
A can of	A kilo/ ½ kilo/ 250 grams of
A packet of	A block of
A tube of	A tin of

Milk	Ice-cream
Fruit juice	Milk
Fruit juice	Soft (fizzy) drink
Oil	Vinegar
Soy sauce	Soup
Pineapple	Soft (fizzy) drink
Coffee	Honey
Jam	Milk
Eggs	Fruit juice
Sugar	Cheese
Rice	Tea
Biscuits	Rice
Toilet paper	Tuna
Toothpaste	Shaving cream
Cheese	Chocolate

## How much/how many?

We use **MUCH** with uncountable nouns

e.g.: How much milk would you like?

How much oil do we need?

How much butter should I buy?

We use **MANY** with plural nouns

e.g.: How many eggs do we need?

How many chickens shall I buy?

How many packets of biscuits shall I get?

How many cartons of milk do you need?

How many bottles of oil do you want?

## DIALOGUE PRACTICE:

Ask your student to write a shopping list. Where possible get them to use the quantities. They will place items on the shopping list into the dialogue. You can do a practice with a list you have written first to give them an idea of what they need to do. (see sample).

A packet of biscuits
2 packets of rice
3 tins of tuna
250 grams of cheese
A litre of milk
1 kilo of carrots
1 carton of eggs

A: I'm going to the supermarket on the way home. Do we need anything?

B: We need some **biscuits**

A: How much/How many **biscuits/packets of biscuits** do we need?

B: We need one packet of **biscuits**.

A: Do we need anything else?

B: No, thanks. That's all/it

Once they get the hang of it, get them to go through the dialogue again using the items on their own shopping list.

## REVISION:

1. You can play a quick game of memory at the beginning of the next class to do revision of packaging and products.
  - Print out corresponding packaging and product cards
  - Cut them up
  - Place them upside down on the table and shuffle the cards around.
  - You make a match when you upturn the correct quantity/package and corresponding product card.
2. For grocery items they did not know but wrote down the name, have pictures ready and use them as flash cards to revise the vocabulary.