

Theme: Food

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> • 'How many' and 'how much' • Words expressing the amount or quantity of food 	<ul style="list-style-type: none"> • Food • Electrical appliances 	Answering questions based on a passage	Writing a story based on pictures using helping words

Lesson Objectives

Students are able to

1. use 'how many' or 'how much' to ask about a quantity or amount of something,
2. use words expressing the amount or quantity of food,
3. write a story based on pictures using helping words.

Resources

(Preparation to be done before the lesson)

1. Learning English Workbook 2
2. A sing-along video of 'How many'
3. Food items (countable and uncountable)
4. Word cards (refer to the underlined words on [page 84](#))
5. Blue tac
6. Powerpoint slide showing countable and uncountable food items

Introduction / Warm-up Activity (10 min)

1. Show the students the video. Get them to sing along with the song. Ask them whether they were able to count the number of children in the video. Elicit from them what other things they can count in the video.

Example:

- How many books were there?
- How many children were on the swings/slide/climbing frame?

2. Stick the word card 'how many' on the whiteboard. Ask the students to look around the classroom and get them to use the words 'how many' to form questions.

Example:

- How many students are sitting on the floor?
- How many markers are there on the whiteboard?

Write the students' questions on the whiteboard.

Lesson (20 min)

1. Tell the students that 'how many' is used in a question to ask about the quantity of something that is a countable noun. Point out to the countable nouns in the sentences that are written on the whiteboard. Underline the countable nouns. Ask the students if they are able to count the nouns. Remind them about the song they have just learnt while watching the video.
2. Show the students the food items on the table. Ask them to identify which are countable nouns. Get them to construct sentences using 'how many'.

Example:

- How many apple/grapes/sweets are there?

- Next, show the students flour. Ask them if they can count flour. Since flour is an uncountable noun, tell the students that they cannot use 'how many' when asking about its quantity or amount. Tell the students that they have to use 'how much'.

Example:

- How much flour is there?

- Get the student to look at the other food items on the table. Ask them to identify those food items that are uncountable (e.g. sugar, water, oil). Get them to construct sentences using 'how much'.

Example:

- How much oil/jam/sugar is there?

- Show them the jam in a jar. Tell the students that when jam is contained in a bottle, they can count the number of bottles. They can then say, 'one bottle of jam, two bottles of jam, etc.' The bottles are countable nouns. So, when they are constructing a question, they can then say, "How many bottles of jam are there?" but when they are referring only to the quantity of jam, they have to say, "How much jam is there?"
- Next, show some food items like a loaf of bread to the students. Ask them what it is. Then, tell them that instead of just saying 'bread', they can use words to express the amount or quantity of food. Tell them they can say 'a loaf of bread' instead. Stick the word card 'loaf' on the whiteboard.
- Pick out another food item. Ask the students what word they can use to express the quantity or amount of food that you are showing them. Try to elicit from them that sometimes, they can use the container that the food is placed in to get the answer.

Example:

- a bowl of soup, a sack of rice, a tub of ice cream

Stick the word cards on the whiteboard as each type food is being introduced.

Additional Activities / Closure (15 min)

- Get ready the powerpoint slide. Tell the students that you are going to show them some food items. They have to ask you questions starting with 'how much' or 'how many'. Remind them that 'how many' is used with countable nouns and 'how much' is used with uncountable nouns.
- Remove the word cards from the whiteboard. Using back the food items on the table, get the students to match the word cards with the food stuffs. For example, the word card 'loaf' must go with the bread, the word card 'carton' must go with the milk, etc.
- Tell the students to turn to **pages 83 – 85 of Learning English Workbook 2**. Review the 'Read and Learn' section on **page 83 and page 84**. Get the students to complete their work and hand it in to you. You may want to walk around the class to do a random check on the students' work.

Homework

1. Ask the students to complete **page 88** as homework. Go through the sequence of pictures with the students. Elicit from the students how the preparation of the meal is done. Read the sentences with the students and explain to them that they are all jumbled up. Elicit from the students how to rearrange the sentences in the correct order.
2. Students should either write their homework details in their student handbooks or fold the pages of their workbooks.

Optional Activity

1. Have a salad recipe and its ingredients ready. Divide the class into groups. Ensure that each group has the ingredients on their table. Go through with the students the ingredients that they have. Then, go through the recipe with the students. Give them time to understand the steps that they have to do to make their salad. After they have completed their salad, let the students enjoy eating their salad.