



# Lesson Plan For Unit 9 (Part 2)



## Theme: At the Supermarket

Focus:	Grammar	Vocabulary	Comprehension	Writing
	<ul style="list-style-type: none"> <li>Countable and uncountable nouns</li> <li>Words expressing the amount or quantity of food</li> </ul>	<ul style="list-style-type: none"> <li>Fruit</li> <li>Vegetables</li> </ul>	Answering questions based on a conversation	Writing a story based on pictures using helping words

### Lesson Objectives

Students are able to

- express the amount or quantity of food using the correct words,
- describe a picture using the correct words,
- answer questions based on a conversation.

### Resources

(Preparation to be done before the lesson)

- Learning English Workbook 1
- A bag of apples
- A tray of eggs
- A tin of canned food
- A loaf of bread
- A small sack of rice
- A carton of fruit juice
- A bottle of oil
- A packet of biscuits
- A box of cereal
- Word cards (refer to the words in the box found on page 53)
- Blu tack

### Introduction / Warm-up Activity (10 min)

- Prior to the lesson, place some apples and eggs on a table. Show the class the apples and eggs on the table.
- Next, give a bag and a crate to two students. Tell the students to use the bag and crate to hold the apples and eggs. Naturally, the student with the bag will put the apples in it while the student with the crate will use it to put the eggs in. Once they have completed their tasks, get the student to show the rest of the class what they have done.

### Lesson (20 min)

- Tell the class that the students have placed the food in the containers given to them. Now, the eggs are in the crate and the apples are in the bag. Show the word cards 'crate' and 'bag' to the students and write simple sentences using the words learnt.

*Example:*

- Henry has a bag of apples.
- Linus has a crate of eggs.

Tell the class that the words 'crate' and 'bag' are used to talk about the amount or quantity of food.

2. Take out the other food and show them to the students. Ask them what they are. They would say, “There is oil.” or “I see bread.” Get them to notice the containers the food is placed in. Elicit from them the words ‘box’, ‘packet’ and ‘bottle’ which are much easier and more often used.

*Example:*

- a bottle of oil
  - a packet of biscuits
3. Discuss with the students other words used to talk about the amount or quantity of food. Tell them that these words are often containers. Show them the other food that you have brought. Stick the word cards on the whiteboard after going through each item.

### **Additional Activities / Closure (15 min)**

1. Remove the word cards from the whiteboard. Shuffle them and show the cards to the students, one at a time. Get them to read the word on the card. Then, get a student to come up to the front of the class to place the word card next to the correct food that you have shown earlier. Check with the rest of the class if the student has done it correctly.
2. Tell the students to turn to **page 53 of Learning English Workbook 1**. Review the ‘Read and Learn’ section on **page 53**. 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 **pages 56 – 57** as homework. Go through **page 56** with the students and explain how a conversation is written. You may want to go through at least two questions with the students. They should either write their homework details in their student handbooks or fold the pages of their workbooks.

### **Optional Activity**

1. Get the students to check out the advertisements put up by supermarkets that are published in the daily newspapers. Encourage the students to cut out pictures that show ‘a carton’, ‘a bottle’, ‘a tray’, etc. and paste them on a piece of A4 size paper. Let them discuss their findings with their classmates in the next lesson.