

At the supermarket

Learning objectives:

- a) To develop listening for specific information.
- b) To revise the names of food.
- c) To expose students to the meaning of the structure: "There is..." "There are..." "There isn't..." "There aren't..."

Resources: board, 6–10 picture cards of food, adhesive tape, plastic bag, chairs

Time: 40 mins

Age: young learners (elementary level)

Note: Food-related vocabulary should be pre-taught. Students should understand and be able to distinguish between countable and uncountable nouns.

Presentation	There is ... There are ...	5 mins
<ol style="list-style-type: none"> 1. Point to the picture cards and say: "Let's go to the supermarket!" 2. Point to the picture cards and elicit the names of food items. 3. Ensure students understand that we use "there are..." with countable nouns like fruit and vegetables and "there is..." with uncountable nouns like milk and chocolate. 4. Draw a table on the board with two columns. Write "there is some..." in the first and "there are some..." in the second. One by one, hold up the picture cards. Give each card to a student and gesture for them to place the card in the correct column. Chant "there is some..." and "there are some..." as a whole class until all the picture cards have been positioned. 		
Controlled practice	There is ... There are ...	5 mins
<ol style="list-style-type: none"> 1. Remove the picture cards from the board and distribute among the children. 2. Draw a large trolley on the board. Point to the drawing and say "shopping trolley". 3. One by one, gesture for the children to attach the cards to the board inside the drawing of the shopping trolley. <p>Ask "What's in my trolley?" Point to the picture cards in turn and elicit the construction: "There is some milk." "There is some chocolate/cheese." "There are some bananas" (or other fruit) "There are some carrots" (or other vegetables).</p>		
Presentation	There isn't any... There aren't any...	5 mins
<ol style="list-style-type: none"> 1. Show children an empty plastic bag. Say "This is my shopping bag." <p>Point to the cards on the board one by one and then the empty bag and say (shaking your head) "There isn't any chocolate/milk." "There aren't any apples/carrots."</p>		

Controlled practice	There isn't any...There aren't any...	5 mins
<p>1. Write "There isn't any..." "There aren't any..." on the board. Remove the cards one by one from the shopping trolley and elicit the correct construction: "There isn't any (milk etc)." "There aren't any (carrots etc)."</p>		
Main activity	Hot seating	15 mins
<ol style="list-style-type: none"> 1. Stick picture cards on the board again inside the trolley. Give students one minute to look at the board and remember what is in the trolley. 2. Divide the children into two teams (e.g. boys and girls). Put two chairs in front of the board. 3. Draw two small trolleys on the board on either side of the large trolley (one for each team). If students score a point, draw a sweet in their team's trolley. 4. Ask one member of each team to take seats with their backs to the board. Say: "Listen and say if the sentence is true or false." 5. Say a sentence for the first team e.g. "There isn't any chocolate in my trolley" – the student decides if it is true or false. If the student is correct, draw a sweet inside their team's trolley. 6. Say another sentence for the second team: "There are bananas in my trolley." 7. Continue, ensuring students from each team take the 'hot seat' in turns and ensuring equal practice of all four sentence constructions (there is / are and there isn't / aren't). 8. The team with the most sweets in their trolley after 5 minutes wins the game. 		
Extension		
<p>This activity could be extended by incorporating numbers for countable nouns. (E.g. "There are 4 bananas." "There are 6 carrots.")</p>		