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The market

Worksheet 1: Food

Using the worksheet

- This worksheet practises food vocabulary: *mangoes, watermelons, lemons, grapes, potatoes, beans, eggs, bread, tomatoes, greens, kiwis* and revises *apples, bananas, peas, carrots, sausages, pizza, fish*. It also raises awareness of vowels and consonants.
- Students can work individually or in pairs. They use the picture to complete the words.
- Students look at the picture again and write down the other food they can see.
- Students work in pairs. Student A describes one of the foods, e.g. *It's a fruit. It's big and green*. Student B names the food, e.g. *watermelon*. Students swap.

KEY: Activity 1: **2** bread, **3** greens, **4** mangoes, **5** watermelons, **6** lemons, **7** grapes, **8** beans, **9** potatoes, **10** tomatoes, **11** kiwis; Activity 2: (no set order) sausages, apples, bananas, pizza, carrots, fish

Optional follow-up activity: Ask students to draw a 2 x 3 bingo grid and draw six of the food words on it (see Introduction). Slowly say the food words, e.g. *peas, mangoes, potatoes, eggs*. Write the words down as you say them. When students hear a word from their grid, they cross the corresponding picture out. The first student to have six crosses says *Bingo!*

Worksheet 2: Would you like a / an / some ... ?

Using the worksheet

- This worksheet practises *Would you like ... ?* and *a, an* and *some*.
- Students complete the questions.
- Ask students to choose an answer to each question and draw the missing mouths. Then they write the answers *Yes, please* or *No, thank you*.
- Students practise the dialogues in pairs.

KEY: **2** a banana; **3** like some cheese; **4** you, some grapes; **5** Would, like an apple; **6** Would you, some bread; Students own answers.

Optional follow-up activity: Ask a question, e.g. *Would you like an egg?* Then add another food, e.g. *Would you like an egg and some bread?* Ask a volunteer to repeat and add another food word, e.g. *Would you like an egg, some bread and some sausages?* See how many items students can remember in one list. Students can then play in groups.

Worksheet 3: Is / Are there any ... ?

Using the worksheet

- This worksheet practises *Is/Are there* questions and answers with *any*. It also raises awareness of punctuation.
- Students work in pairs. They cut out a set of word cards per pair, shuffle them and lay them face up on the desk. Students then take it in turns to place a card on the desk. Student A starts a question by choosing *Is* or *Are*. Student B continues by choosing *there*, Student A chooses *any*, and so on. When a question and answer are complete, Student B chooses the first card of a new turn. Students see how many questions and answers they can make.

KEY: Possible questions and answers: *Is there any fish? Yes, there is. Are there any beans? No, there aren't.*

Optional follow-up activity: Students work in pairs. Student A chooses some cards to make a question or answer, without showing Student B. Student A writes the sentence down and then mixes up their cards and passes them to Student B, who has to put them together in the right order. Student A checks against the question/answer he/she wrote.

Worksheet 4: Food weights

Using the worksheet

- This worksheet practises key *Think and learn* vocabulary for weights and food.
- Students play the game in pairs or small groups. Give each pair/group a dice or a spinner (see Introduction) and give each student their own copy of the game.
- Ask each student to use a rubber or pencil sharpener from their pencil cases as a counter. Alternatively, they can use different coloured paperclips.
- Students take turns to roll the dice / spin the spinner and move their counter across their copy of the game.
- When they land on a square with a food sum, they add up the grams in that square using the key given above. They write the total in the gap in the square in pencil.
- The first student to reach the 'Finish' square on their game, adds up the total number of grams for all the foods that they 'collected' during the game. Then they call you over to check it. If they have added it up incorrectly, they have to start from the beginning again and the game continues. If they are correct, then they are the winner.
- Groups can rub out their answers and play the game again.

KEY: **1** 200, **3** 150, **4** 400, **5** 210, **6** 150, **8** 210, **9** 300, **10** 250, **11** 200, **12** 300, **14** 400

Optional follow-up activity: Students can draw their own games on blank pieces of paper, using the fruit and vegetable key.

Name:

Class:

1 What can you see at the market? Complete the words.

1 e g g s

5 _ a _ e _ _ e _ o _ _

9 _ o _ a _ o e _

2 _ _ e a _ _

6 _ e _ o _ _

10 _ o _ a _ o e _

3 _ _ e e _ _

7 _ _ a _ e _ _

11 _ i _ i _

4 _ a _ _ o _ _

8 _ e a _ _



2 What other food can you see at the market? Write the words.

_____ peas _____

Vocabulary: Food

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Worksheet 2

Would you like a / an / some ... ?

Name:

Class:

1 Complete the questions. Choose, draw a mouth and write your answers.

1 Would you like some peas ?

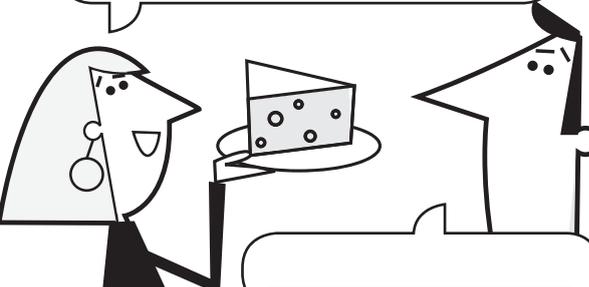


Yes, please.

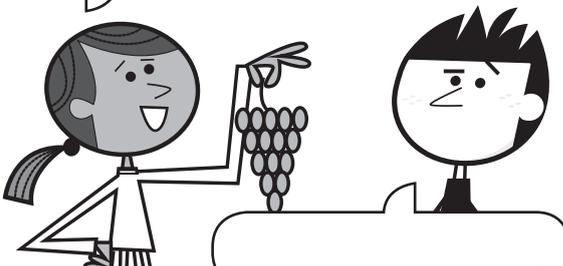
2 Would you like _____ ?



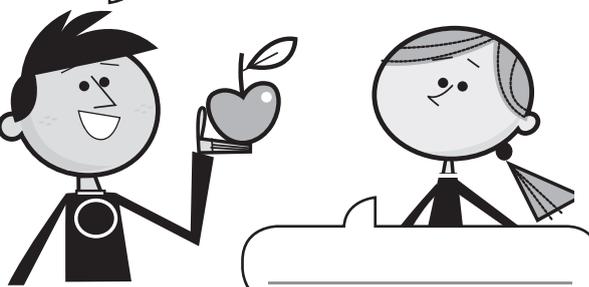
3 Would you _____ ?



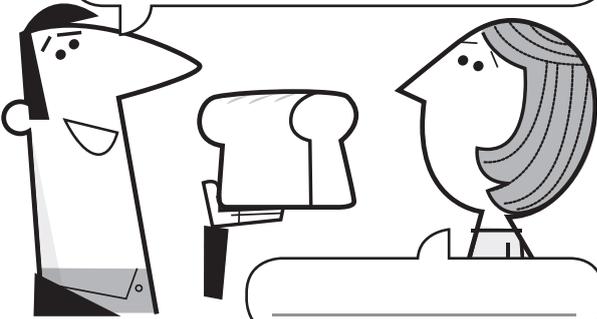
4 Would _____ like _____ ?



5 _____ you _____ ?



6 _____ like _____ ?



Language focus 1: *Would you like ... ?*

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Worksheet 3

Is / Are there any ... ?

Name:

Class:

1 Cut out the cards and make questions and answers.

? 	Are	Is	?	Yes	Are
there	peas	.	there	any	fish
Is	,	any	Are	.	are
are	,	any	,	there	there
Are	?	.	?	isn't	there
No	any	there	there	Yes	beans
bread	?	.	there	,	is
aren't	there	Yes	any	any	,
?	.	there	there	No	mangoes
carrots	there	aren't	,	No	.

Language focus 2: Are there / Is there any ... ?

Worksheet 4

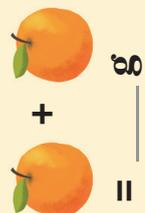
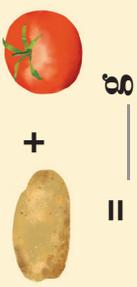
Food weights

Name:

Class:

1 Play the game and do the food sums. Then write the number of grams.

 100g	 100g	 50g	 50g	 200g	 200g	 10g	 200g
--	--	---	---	---	--	---	--

<p>Start</p> 	<p>1</p>  <p>= ___ g</p>	<p>2 Go forward</p> 	<p>3</p>  <p>= ___ g</p>
<p>7 Miss a turn</p> 	<p>6</p>  <p>= ___ g</p>	<p>5</p>  <p>= ___ g</p>	<p>4</p>  <p>= ___ g</p>
<p>8</p>  <p>= ___ g</p>	<p>9</p>  <p>= ___ g</p>	<p>10</p>  <p>= ___ g</p>	<p>11</p>  <p>= ___ g</p>
<p>Finish</p> 	<p>14</p>  <p>= ___ g</p>	<p>13 Go back</p> 	<p>12</p>  <p>= ___ g</p>

2 Now play again.

I've got _____ grams of fruit and vegetables.

Maths: Weights