

Going to the Supermarket

1 Conversation Practice with a partner.

Scene: Susan and Bob are at home. Bob is going to the supermarket soon.



Bob: Susan – I'm going into town. Do we need anything from the supermarket?

Susan: Yeah – I need some eggs for dinner tonight. But there aren't any in the fridge.

Bob: OK. Is there any shampoo?

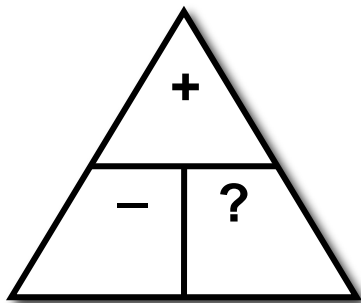
Susan: Erm – yeah. There's some under the hand basin. But there isn't any conditioner.

Bob: OK. So I'll buy some eggs and conditioner. Anything else?

Susan: No, that's everything.

Bob: Great. I'll be back soon.

2 Language Check Fill in the blanks with either 'some' or 'any'.



- ♦ There are plants on the balcony.
- ♦ There aren't apples in the fruit bowl.
- ♦ Are there eggs in the fridge?

3 Language Practice #1 Fill in the blanks with 'some' or 'any'.

- 1) There isn't paper in the printer.
- 2) There are DVDs on the floor.
- 3) I bought chicken, but I didn't buy beef.
- 4) I'm broke! Do you have money?
- 5) There aren't shirts in the drawer.
- 6) "Is there milk?" "Yes, there's in the fridge."

4 Language Practice #2 Write the words below in the correct box.

EGGS
CUPS

SHAMPOO
VEGETABLES

SOAP
SHIRTS

MONEY
PAPER

Countable	Uncountable
.....
.....
.....
.....
.....

➤ Using your imagination, add one more word to each column.

5 Language Practice #3 Talking about your house.

Write true sentences using the vocabulary from exercise four. Start each sentence with 'there'.

e.g. *There are some shirts in the closet.*

- 1)
- 2)
- 3)
- 4)

6 Conversation Check Fill in the blanks.

Bob: Susan – I'm going into town. Do we need anything from the supermarket?

Susan: Yeah – I need eggs for dinner tonight. But in the fridge.

Bob: OK. shampoo?

Susan: Erm – yeah. There under the hand basin. But conditioner.

Bob: OK. So I'll buy eggs and conditioner. Anything else?

Susan: No, that's everything.

Bob: Great. I'll be back soon.

7 Your Turn! Work with a partner.

◆ Have similar conversations with a partner. Try not to look at the worksheet.

Going to the Supermarket: Teaching Notes

Target Structure:	Countable / Uncountable Nouns / Some / Any
Vocabulary:	General
Level:	Elementary
Time:	30 – 40 minutes, depending on length of speaking practice
Preparation:	None

Suggested Teaching Method

One of the biggest challenges facing elementary-level students is countable / uncountable nouns, coupled with *some* and *any*. This worksheet provides seven different activities, combining a conversation with controlled grammar exercises and speaking practice.

- 1** Give one copy of the worksheet to each student. Read the title, and elicit the meaning of *grocery*.

Before beginning the conversation, pre-teach 'refrigerator' and 'hand basin'. You could also teach 'fridge', pointing out the spelling change.

Option #1: Students work in pairs, reading the conversation.

Option #2: Students cover the text. Set a listening task question: "What is Bob going to buy at the supermarket?". Read the conversation, using different voices for the two roles. Students can then check their answers in pairs.
- 2** Follow the instructions on the worksheet. Students can refer to the conversation for help. Students should fill in the three sentences first. Go through the answers with the class. Students can then fill in the diagram, writing 'Some' or 'Any' in the appropriate space.
- 3** This exercise checks students' understanding of the some / any rule. Students can work alone, and then check in pairs.
- 4** This exercise checks students' understanding of the concept of countable and uncountable nouns. Elicit one or two answers from the exercise. Students should then complete the table, working alone, and then checking in pairs.

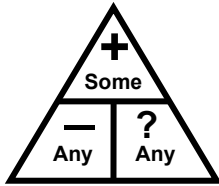
They should then write additional countable / uncountable words in the table, using their imagination
- 5** Follow the instructions on the worksheet. It's important to start sentences with 'there', rather than 'I have'. (Using 'there' forces students to correctly differentiate between countable and uncountable nouns.)

Do one or two examples yourself. Emphasize that negative sentences are acceptable. When finished, students should read their sentences to a partner. Monitor carefully, and elicit some examples at the end.
- 6** Students can work alone, and then check in pairs. Point out that this is *not* a memory test. They can work out all the answers, following the some / any / countable / uncountable rules.
- 7** Assign new pairs. Students should have similar conversations to the one in the worksheet, but change the items mentioned. Demonstrate with a confident student.

Students should repeat this exercise, building fluency. Change the pairings regularly.

Answer Key (For some exercises, other answers may be possible.)

2



- ◆ There are **some** plants on the balcony.
- ◆ There aren't **any** apples in the fruit bowl.
- ◆ Are there **any** eggs in eggs in the fridge?

3

- 1) There isn't **any** paper in the printer.
- 2) There are **some** DVDs on the floor.
- 3) I bought **some** chicken, but I didn't buy **any** beef.
- 4) I'm broke! Do you have **any** money?
- 5) There aren't **any** shirts in the drawer.
- 6) "Is there **any** milk?" "Yes, there's **some** in the fridge."

4

Countable	Uncountable
eggs	shampoo
shirts	soap
cups	money
vegetables	paper

5

See original conversation.

How are we doing?



We'd be pleased to hear some feedback on our worksheets. Tell us how it went in your classes.

Feedback can be sent by email to editor@handoutsonline.com.

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