SOME SUGAR, PLEASE!

INTRODUCTION

The unit *Some sugar, please!* has been designed for students of English studying in the third cycle of primary education. The linguistic contents are mainly related to food and drink. In everyday life, people often need to talk about the quantity of food and drink they eat, drink or want to buy. Yet, nouns referring to food and drink are uncountable and the way to make them countable is by using expressions such as *a bowl of..., two kilos of..., three slices of...,* etc. Thus, the unit *Some sugar, please!* aims at teaching students about how to talk about the quantity of food and drink by using these English expressions. Also, all students working on this unit should be able to acquire the general and specific objectives stated below.

GENERAL OBJECTIVES
- Understand simple and brief oral and written messages.
- Produce simple oral messages.
- Write correctly simple texts in English.
- Identify English sounds.
- Learn about uses and forms of English vocabulary and grammar.

SPECIFIC OBJECTIVES
- Understand oral messages about the quantity of food and drink.
- Ask about the quantity of food and drink and answer.
- Produce oral messages about the quantity of food.
- Use uncountable nouns correctly.
- Learn about how to make uncountable nouns countable.
- Understand a written text about the quantity of food and drink.
- Produce a text about eating habits using the food expressions learnt in this unit.

CONTENTS
NOTIONAL - students will learn about how to express a certain quantity of food and drink.
SOCIOCULTURAL - raise students’ awareness about healthy eating habits.
LEXICAL - vocabulary related to food and drink.
GRAMMATICAL - use of some and any; use of How much and How many; use of there is and there are; simple affirmative, negative and interrogative sentences in the Present and the Past tenses.
PHONETICS - differentiate between singular and plural words.
DISCursive - recognise and produce simple descriptive texts and take part in oral interactions based on questions and answers.
EVALUATION CRITERIA
Students’ evaluation will be positive if they manage to achieve the general and specific objectives stated above. Students must do all the activities in the unit correctly, including the worksheets and the extra activities, which they have to send to their teacher. They must show that they have assimilated the contents and they can use and understand the typical structures to refer to the quantity of food and drink in different linguistic contexts.

HOW TO USE THE UNIT
In the front page and by clicking on the Instructions button, students will find some instructions to learn about how to use the buttons and icons they will see throughout the unit. In this page and if you click on the Start button or the right arrow, students will access the index of the unit. From here, they can access any of the three chapters and the Test section. At the beginning of each chapter, students can check the contents by moving their mouse over the image. Before students do the activities, they should click on the Task button to know exactly what they have to do in each case. Remind them that they can get some help by clicking on the Help and the A-Z buttons.

STRUCTURE OF THE UNIT
This unit is divided into three chapters, each one containing several activities aimed at developing students’ linguistic skills in EFL.

Next, you are presented with the explanation of the activities within each chapter.

CHAPTER ONE: WHAT DO YOU HAVE FOR BREAKFAST?

ACTIVITY ONE
Vocabulary presentation. Students click on the images and listen to their pronunciation. Names of food and drink are presented in this activity.
ACTIVITY TWO

Students must drag and drop the expressions on the left column next to the ones on the right column. Every time they make a right pair, an image will appear on the screen. They can check their results by clicking on the Check button.

ACTIVITY THREE

Students click on the Play button and listen to someone saying what there is inside a cupboard. As they listen, they must click on the correct expression.

CHAPTER TWO: HOW MUCH OR HOW MANY?

ACTIVITY ONE

Students must drag and drop the expressions into the right category according to whether they are countable or uncountable nouns. Remind them they can check some language explanations by clicking on the Help button. In order to check their results, they can click on the Check button.

ACTIVITY TWO

Students complete the questions with How much or How many. Then, they must choose the right answer for each one. If they don’t choose the right answer, a window with some grammar explanations will be opened.

ACTIVITY THREE

Students observe a picture of a table with some food and drink items on it and complete the sentences with the affirmative or negative form of There is and There are. They can get some extra help by clicking on the question marks to know exactly about what they have to identify on the table.

ACTIVITY FOUR

Students complete the questions with the words provided. The answers to these questions are a good clue for students to know about what they have to write in every question.

CHAPTER THREE: BUYING FOOD

ACTIVITY ONE

Students click on Play and listen to a conversation between Jimmy and his mother. They must click on the food and drink items that the mother decides to buy from the supermarket. Every time they click on the right item, the expression will appear on the shopping list. After completing the shopping list, students must click on the right arrow to do another activity related to the dialogue they have just heard. In this case, they must fill in the gaps in the text provided. Remind students they can listen to the conversation again if they click on Play or they can read it if they click on the Text button.
ACTIVITY TWO
This is another oral comprehension activity. Here, students click on Play and listen. They have to order the sentences by dragging and dropping the words from the yellow chart to the correct places below. As they do it well, they will get some feedback. They can check their results by clicking on the Check button. Once they have ordered the first sentence, they must click on the right arrow to listen and order the rest of sentences.

ACTIVITY THREE
Oral interaction. Students click on Play and listen to the questions. Then, they must answer the questions according to what they see in the fridge. The answers must be recorded by using the microphone icon. On clicking the question marks, students can read some helpful words to answer. After recording their voice, they can listen to themselves by clicking on the Speaker icon. After having answered the five questions, students can click on the Run dialogue button to listen to the whole conversation.

TEST
Test_1
Memory game. Students revise some of the vocabulary they have learnt in this unit with this game. They must find pairs of images and expressions.

Test_2
This activity will help students revise and practise some grammar forms. Here, they must read the sentences and choose the right option to complete them.

Test_3
Can students distinguish the plural and singular endings of these words? Challenge them to listen to these words by clicking on the Play button and choose the plural or the singular option.

After completing the activities and the test section of the unit, students can have some extra practice if they open the worksheets that they can find at the end of the unit. Besides, in the text directory of the unit, you can find a set of extra activities related to the main language contents. Tell students to complete these extra activities and send them back to you for correction and for their assessment.
ANSWER KEY

Chapter one: What do you have for breakfast?

Activity one: Vocabulary

a piece of cheese, a glass of water, a loaf of bread, a bowl of sugar, a bar of chocolate.

Activity two: Vocabulary

a piece of cheese, a glass of water, a loaf of bread, a bowl of sugar, a bar of chocolate.

Activity three: Vocabulary

Some bread
Some cheese
A slice of meat
A bowl of sugar
Some honey

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Chapter two: How much or How many?

1

COUNTABLE NOUNS: slice of meat, bowl of sugar, cup of coffee, bottle of milk.

UNCOUNTABLE NOUNS: chocolate, coke, milk, water.

2

QUESTIONS

ANSWERS

1- [How much] money is there? - A lot of money.
2- [How many] glasses did you drink? - Three glasses.
3- [How many] kilos of rice did you buy? - Four kilos.
4- [How much] chocolate do you eat? - Some bars.
5- [How much] coffee did you drink yesterday? - Two cups.

3

1 [There is] some orange juice.
2 [There isn't | there is not] a glass of water.
3 [There aren't | there are not] any slices of bread.
4 [There are] some bananas.
5 [There is] a cup of coffee.

4

1- [Is there] a cup of tea?

2- Are there [any] jars of honey?

3- Can I have [some] meat, please?

4- [Are there] two loaves of bread in the bag?
5- How [many] bottles of water did you buy?

6- [How much] money is there in your purse?

Chapter three: Buying food

1 Shopping list

a)
- Some orange juice
- Two kilos of sugar
- A jar of honey
- A bar of chocolate

b) Gap filling

MOM: [How much] cheese is there in the fridge?

JIMMY: [There is] a small [piece] of cheese, mom.

MOM: And [how much] milk?

JIMMY: There are two [bottles] of milk.

MOM: OK. Is there [any] juice?

JIMMY: No, mum. Buy [some] orange juice for me, please.

MOM: What about sugar? Is there any?

JIMMY: Wait, let me see... No, there isn't [any] sugar and [there isn't] any honey.

MOM: So I’ll buy [some] orange juice, two [kilos] of sugar and a [jar] of honey. Would you like anything else from the supermarket?

JIMMY: Yes, a [bar] of chocolate, please!

MOM: OK, See you later!
2 Listen and order

[There] [isn't] [any] [sugar.]

[How much] [milk] [is] [there?]

[How many] [bags] [of money] [are there?]

[Do you] [want] [a piece] [of cheese?]

[There are] [two kilos] [of rice.]

3 Speaking

There is a bottle of milk.

Yes, there is an apple.

There are two slices of meat.

There are some / three carrots.

There is some water / a bottle of water.

TEST

Test_1 (Memory game)
Test_2 (multiple choice)

1- A meal you have in the evening. [Dinner]
2- Typical English food. [Fish and chips]
3- Monday to Friday. [Weekdays]
4- [How much] milk do you drink every day?
5- I drink a glass of orange [juice] every morning.
6- I bought two [kilos] of rice yesterday.
7- He has a [cup] of coffee for breakfast.
8- [There are] some loaves of bread on the table.
9- Buy four [bottles] of water, please!
10- I don’t want [any] meat for lunch!

Test_3 (Pronunciation)

Pieces – piece
Slices – slice
Cups – cup
Bottle – bottles
Loaf – loaves

WORKSHEETS

Vocabulary

1. A piece of chocolate
2. A bottle of water
3. A loaf of bread
4. A bowl of sugar
5. A bar of chocolate
6. A bag of money
7. A cup of tea
8. A kilo of rice
Grammar

2

1 There are / aren't two glasses of water in the kitchen.
2 There isn't any cheese.
3 Are there any cups of coffee on the table?
4 There isn't any milk in the fridge. We must buy some.
5 There is a bag of money inside the car!
6 There is some bread in the kitchen. Would you like a sandwich?

3 Match the questions with the answers.

1 How much sugar is there? a) There is one kilo.
2 Is there any money on the table? b) Yes, there is.
3 How many cups of tea do you drink every day? c) Two or three.
4 Are there any jars of honey in the cupboard? d) No, there aren't.
5 Do you drink a glass of milk in the morning? e) Yes, I do.

4

1. A loaf – some loaves
2. A slice – some slices
3. A kilo – some kilos
4. A cup – some cups
5. A bottle – some bottles
6. A bar – some bars
7. A piece – some pieces
8. A jar – some jars
READING

5 Read the text.

For the majority of the English people, breakfast is the most important meal of the day. We asked Tom, an 11-year-old boy, about his meals during the day.

**Tom:** for me, breakfast is very important so I have a lot of food and drink that give me energy to spend the day. I usually have two slices of bread with some olive oil and some salt on them. I also drink a glass of fresh orange juice and a glass of milk. On the days I feel quite hungry my mother makes me some sausages and eggs with beans, which is a typical dish here, in England. Then, during the weekdays, I just take a cheese and ham sandwich at lunch time because my family have dinner very early. For dinner, we normally have some hot soup with vegetables and a slice of meat. At the weekend, we buy some fish and chips for lunch in a take away shop or we also have a pizza or some fresh pasta in an Italian restaurant. I love Italian food!

a) Complete the sentences.

1- Breakfast is the most important *meal* for most English people.

2- Tom has two *loaves* of bread with some oil for breakfast.

3- When Tom feels quite hungry, he has sausages and *eggs* with beans.

4- At lunch time, Tom usually has a *sandwich*.

5- Tom likes *Italian* food very much.

b) Find in the text names of food and drink and write them in the right column.

<table>
<thead>
<tr>
<th>FOOD</th>
<th>DRINK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bread</td>
<td>Sandwich</td>
</tr>
<tr>
<td>Olive oil</td>
<td>pasta</td>
</tr>
<tr>
<td>Salt</td>
<td>pizza</td>
</tr>
<tr>
<td>Sausages</td>
<td>meat</td>
</tr>
<tr>
<td>Eggs</td>
<td>soup</td>
</tr>
<tr>
<td>Beans</td>
<td>vegetables</td>
</tr>
<tr>
<td>Cheese</td>
<td>fish</td>
</tr>
<tr>
<td>Ham</td>
<td>chips</td>
</tr>
</tbody>
</table>
c) Add more names in each column. Use your dictionary if necessary.

Students’ own answers.

WRITING

Students’ own answers.

AUDIO SCRIPTS

Chapter One

Vocabulary presentation

A piece of cheese; a bottle of milk; a kilo of rice; a cup of coffee; a bar of chocolate; a bowl of sugar; a bag of money; a jar of honey; a loaf of bread; a slice of meat; a glass of water

Multiple choice

Let’s see... I’ve got some bread. There’s some cheese. There’s a slice of meat. There’s also a bowl of sugar and there is some honey.

Chapter Three

Buying food

MOM: Jimmy! I’m going shopping. How much cheese is there in the fridge?

JIMMY: There is a small piece of cheese, mom.

MOM: And how much milk?

JIMMY: There are two bottles of milk.

MOM: OK. Is there any juice?

JIMMY: No, mum. Buy some orange juice for me, please.

MOM: What about sugar? Is there any?

JIMMY: Wait, let me see... No, there isn’t any sugar and there isn’t any honey.

MOM: So I’ll buy some orange juice, two kilos of sugar and a jar of honey. Would you like anything else from the supermarket?

JIMMY: Yes, a bar of chocolate, please!

MOM: OK, See you later!

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Sentence order
- There isn't any sugar.
- How much milk is there?
- How many bags of money are there?
- Do you want a piece of cheese?
- There are two kilos of rice.

Speaking
- How much milk is there?
- Are there any apples?
- How much meat is there?
- How many carrots are there?
- How much water is there?

Test
Pronunciation
Piece
Slices
Cups
Bottle
Bags
Loaves