

# My Shopping List



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## Level

**My Shopping List** is aimed at students who have reached level A1-A2 of the Common European Framework of Reference. The teacher can adapt the game to the linguistic level of the class/group by playing different variations of the game; using only vocabulary items in a bingo style game, using basic language structures related to shopping or by combining various alternative game ideas provided in this guide.

## Language aims

- Help with the learning process, revision and correct use of vocabulary and language structures related to shopping.
- Widen the students' vocabulary through the presentation of food and drink in a stimulating and fun situation: buying and selling.
- Familiarise the student with British culture via the topic of food and shopping.

## Materials

The game **My Shopping List** consists of:

- a pack of 66 cards
- 36 shopping lists to use also for playing bingo

Each 'shopping list' contains a list of ingredients or food to purchase. On the back of each list there is a bingo playing board with 6 photographic images of food, drinks or ingredients. The playing cards present the photos of the various food items together with the written word which can be seen below the image. They are to be used as mini-flashcards to help with comprehension of new vocabulary, as well as for game play.

## Rules of the game

### Bingo

The game can be played at school (with the teacher) or at home (with a game leader). Each player receives one or more bingo cards. The *leader* shuffles the deck of playing cards and chooses one card at a time, which he/she shows to the players. If a player has the same card on their bingo sheet, he/she covers the corresponding square. The game can be played at a lower level by simply showing the image and saying the name of the item, or at a higher level by pronouncing the item without showing the photo. The player who covers all of his/her squares first is the winner.

### The Shopping List

Distribute the playing cards, plus a shopping list with various products to purchase. The first player asks the player next to him/her (for example):

*Have you got (any) eggs?*

If the player has the card with eggs he/she answers: *Yes, I have*, and hands over the card to the player who asked. The player replies: *Thank you* and takes the card. He/She can then ask another question to another player.

If a player doesn't have the card requested, he/she replies: *No, I haven't*, and play turns to this player who asks another player for something on his/her shopping list.

Each item can be requested several times, and once obtained it must be handed over if another player requests it. The winner is the first player to obtain all of the items on his/her shopping list.

## List of vocabulary in alphabetical order

1. apple (countable)
2. apricot (countable)
3. asparagus (uncountable)
4. bacon (uncountable)
5. baked beans (plural)
6. banana (countable)
7. beer (uncountable)
8. biscuit (countable)
9. bread (uncountable)
10. brussels sprout (countable)
11. butter (uncountable)
12. carrot (countable)
13. cauliflower (countable)
14. cereal (uncountable and countable)
15. cheese (uncountable)
16. cherry (countable) (plural cherries)
17. chicken (countable)
18. chocolate (uncountable)
19. coffee (uncountable)
20. courgette (countable)
21. cucumber (countable)
22. egg (countable)
23. fish (countable or uncountable) (plural fish or fishes)
24. flour (uncountable)
25. fruit juice (uncountable)
26. grape (countable)
27. ham (countable and uncountable)
28. honey (uncountable)
29. ice cream (uncountable)
30. jam (countable and uncountable)
31. ketchup (uncountable)
32. kiwi (countable)
33. leek (countable)

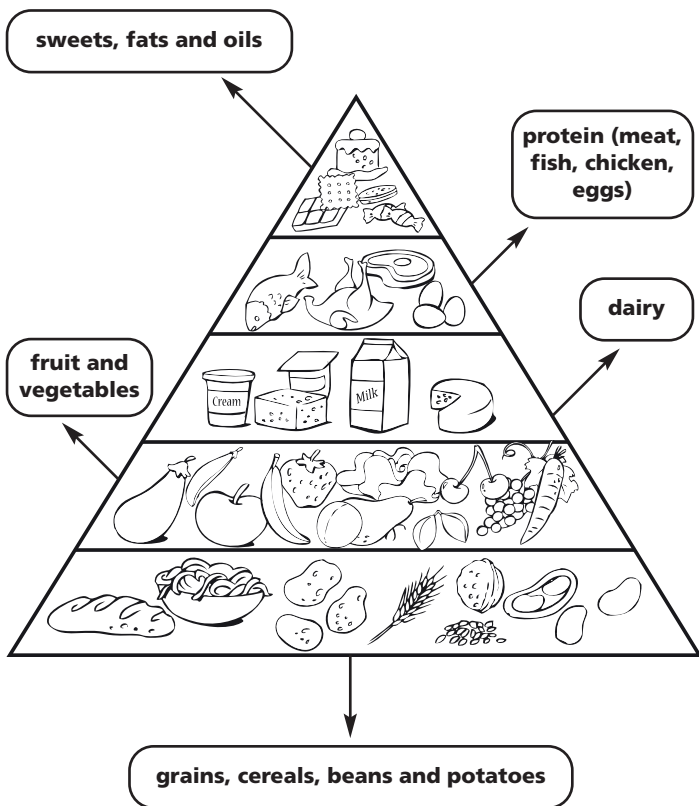
34. lemon (countable)
35. lettuce (countable and uncountable)
36. mayonnaise (uncountable)
37. meat (countable and uncountable)
38. milk (uncountable)
39. mushroom (countable)
40. oil (uncountable)
41. orange (countable)
42. pasta (uncountable)
43. pea (countable)
44. peach (countable)
45. pear (countable)
46. pepper (countable)
47. pineapple (countable)
48. plum (countable)
49. potato (countable) (plural potatoes)
50. raspberry (countable) (plural raspberries)
51. rice (uncountable)
52. rosemary (uncountable)
53. salt and pepper (both uncountable nouns)
54. sausage (countable)
55. spinach (uncountable)
56. strawberry (countable) (plural strawberries)
57. sugar (uncountable)
58. sweet (countable)
59. tea (countable and uncountable)
60. tomato (countable) (plural tomatoes)
61. tuna (uncountable)
62. vinegar (uncountable)
63. water (uncountable)
64. watermelon (countable)
65. wine (uncountable)
66. yogurt (countable and uncountable)

## Games and didactic activities

Here are some more ideas for games and activities that the teacher can adapt according to the language level of the group/class.

### THE FOOD PYRAMID

Ask students to make a food pyramid with the food items, dividing them into:



Ask the students questions such as:

**Do you like honey?**

*Yes, I like honey. / Yes, I do.*

*No, I don't like honey. / No, I don't.*

**How much honey do you eat?**

*A little.*

*A lot.*

*I never eat it.*

*I eat it every day.*

*I often eat it.*

*I rarely eat it.*

**Do you like apples?**

*Yes, I do.*

*No, I don't.*

**How many apples do you eat?**

*I never eat them.*

*I eat them every day.*

*I often eat them.*

*I rarely eat them.*

*I eat them once / twice a week.*

## **BREAKFAST, LUNCH AND DINNER...**

Ask the students:

### ***What do you have for breakfast?***

The student can choose from the cards or reply using other vocabulary:

*For breakfast I have cereals /biscuits/bread/toast with jam or honey...  
I drink a cup of tea, milk, coffee with one/two teaspoons of sugar  
(with no sugar).*

You can ask similar questions about lunch and dinner.

### ***What do you usually have for lunch / dinner?***

This game is ideal for practising question forms, adverbs of frequency, quantifiers (*a lot, a little, some...*), vocabulary related to quantities such as: *a cup of, a glass of, a teaspoon, a tablespoon...*

## **SHOPS AND MARKET STALLS**

Group the food items and ingredients according to where you can buy them (for example, bread from the baker's, fruit and vegetables from the grocer's). Encourage the students to create stalls with the relative cards (or you could also use real or plastic foods) and get them to practise using typical shopping language:

***We haven't got any milk. Could you go and buy some?***

*OK. I'll go to the supermarket.*

***We haven't got any bread.***

*Don't worry. I'll go to the baker's.*

***We haven't got any meat. Could you go and get some?***

*OK. I'll go to the butcher's.*



## **A PACKET, A KILO, HALF A LITRE...**

The previous game can be made more complex by introducing further structures:

*Hello, I'd like some milk, please.*

*How much?*

*One and half litres / one carton...*

*Here you are.*

*Thank you. How much is it?*

According to the food items, you can introduce the necessary vocabulary:

a dozen eggs / two dozen eggs

a loaf / two loaves of (bread)

a slice / two slices of (cheese / ham)

a bag of (potatoes / oranges)

a box of (cereals)

a tin of (tuna / baked beans)

a bunch of (bananas / grapes)

a jar of (jam / mayonnaise)

a carton of (juice / milk / eggs)

a pot of (yogurt)

a packet of (biscuits / sweets)

a bar of (chocolate)

a can of (beer)

a bottle of (beer / wine / water / milk / ketchup / juice)

a kilo of (meat), 250 grams / half a kilo ...

## MISSING INGREDIENTS

Divide the students into teams and give each team several cards with the necessary ingredients to make a well known dish. Invite them to find the wrong or missing ingredients. This game is ideal for introducing new vocabulary.

### pizza

Eg. For a **pizza**,  
hand out: flour, oil,  
tomato, cheese, water, salt.  
Missing ingredient:  
yeast

### roast lunch

Eg. For a  
**roast lunch**,  
hand out: potato,  
carrot, brussels sprout,  
salt and pepper.  
Missing ingredient:  
meat

### English breakfast

Eg. For a typical  
**English breakfast**  
hand out: bacon, tomato,  
sausage, bread, butter,  
salt and pepper.  
Missing ingredient:  
egg

## INVENT A DISH

Divide the students into teams and hand out several cards. Based on the cards each team receives, they must invent a dish or menu using all the ingredients within a set time limit. The winner is the team which creates the best or most interesting menu.

## PROVERBS AND IDIOMS WITH FRUIT AND VEGETABLES

<i>Big apple</i>	→	New York
<i>To go bananas</i>	→	To go crazy or wild with excitement, anger or another emotion
<i>To spill the beans</i>	→	To reveal a secret
<i>Cool as a cucumber</i>	→	Relaxed and not anxious
<i>Like two peas in a pod</i>	→	Two things that are very similar
<i>Hot potato</i>	→	A sensitive and controversial subject; something that is difficult to deal with
<i>A piece of cake</i>	→	Something very easy
<i>An apple a day keeps the doctor away</i>	→	Eating fruit is good/healthy for you
<i>To bring home the bacon</i>	→	To earn a living for the family
<i>Chalk and cheese</i>	→	To be the complete opposite of someone
<i>A bad egg</i>	→	A bad person; someone to be avoided
<i>Like a fish out of water</i>	→	To be uncomfortable in a particular situation
<i>To cry over spilt milk</i>	→	To cry or complain about something that has already happened
<i>A couch potato</i>	→	Someone who sits on the couch watching TV

## A TYPICAL RECIPE: Cucumber sandwiches

The traditional **cucumber sandwich** is of British origin and is typical of the Victorian era. They are often served as part of afternoon tea (at around 4p.m.) in traditional tea shops. They are also popular at cricket matches in England.

### Ingredients

- a loaf of white bread
- butter
- cucumber
- salt





### **Preparation**

- Slice the bread as thinly as possible. Remove the crusts.
- Peel the cucumber and slice very thinly.
- Butter the slices of bread carefully with a thin coating to protect the bread from becoming damp with cucumber juice.
- Lightly salt the slices of cucumber and place in the sandwiches just before serving.
- Slice the sandwiches diagonally twice, creating four small triangular sandwiches.

## QUIZ

- 1. It is a pudding but it isn't sweet**  
a) rice pudding      b) yorkshire pudding      c) bread and butter pudding
- 2. 'Haggis' is a traditional dish from**  
a) Scotland      b) Wales      c) Ireland
- 3. A cream tea consists of**  
a) tea and ice cream      b) tea and biscuits      c) tea and scones
- 4. During the Wimbledon tennis championships, people often eat**  
a) cherries      b) pineapples      c) strawberries
- 5. 'Bangers and mash' is a dish which consists of:**  
a) sausages and potatoes      b) sausages and peas      c) sausages and carrots
- 6. What is the national drink of England?**  
a) orange juice      b) tea      c) hot chocolate
- 7. Cheddar is a type of:**  
a) cheese      b) fish      c) meat
- 8. Shortbread biscuits come from:**  
a) Wales      b) Scotland      c) Ireland
- 9. On Shrove Tuesday we usually eat:**  
a) mince pies      b) roast turkey      c) pancakes
- 10. A 'Ploughman's lunch' is usually served in:**  
a) a pub      b) a restaurant      c) a café

## **My Shopping List**

By Joy Olivier

© 2012 **ELI** s.r.l.  
Via Brecce – 60025 Loreto (AN) – Italy  
Tel. +39 071 750 701 – Fax +39 071 977 851  
[www.elionline.com](http://www.elionline.com)

*English version:* Lisa Suett

*Art Director:* Letizia Pigni  
*Editorial Dept:* Maria Cristina Izzo  
*Production Manager:* Francesco Capitano  
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