

Objectives

In this unit, you will:

- ▶ talk about shopping.
- ▶ discuss different items that are sold in shops.
- ▶ act out a dialogue and recite a poem about shopping.
- ▶ answer comprehension questions, write sentences and a composition about shopping.

A Listening and speaking

LESSON ONE

Activity 1

In groups of four or five, describe what you see in the picture. Answer the questions that follow in your exercise books.



Exercise 1:

1. How many people do you see in the picture?
2. What items can you see that are being sold in this shop?
3. What is the use of a weighing scale?
4. If you started up a shop, what other items would you sell?

Listening and drawing

Activity 2

In groups of three or four, tell fellow members what you often buy from the shop or market in your home area. While each of you mentions what he/she buys, list down the items in your exercise books.

From the listed items, choose five which are common on all lists. Draw these items in your exercise books and label them.

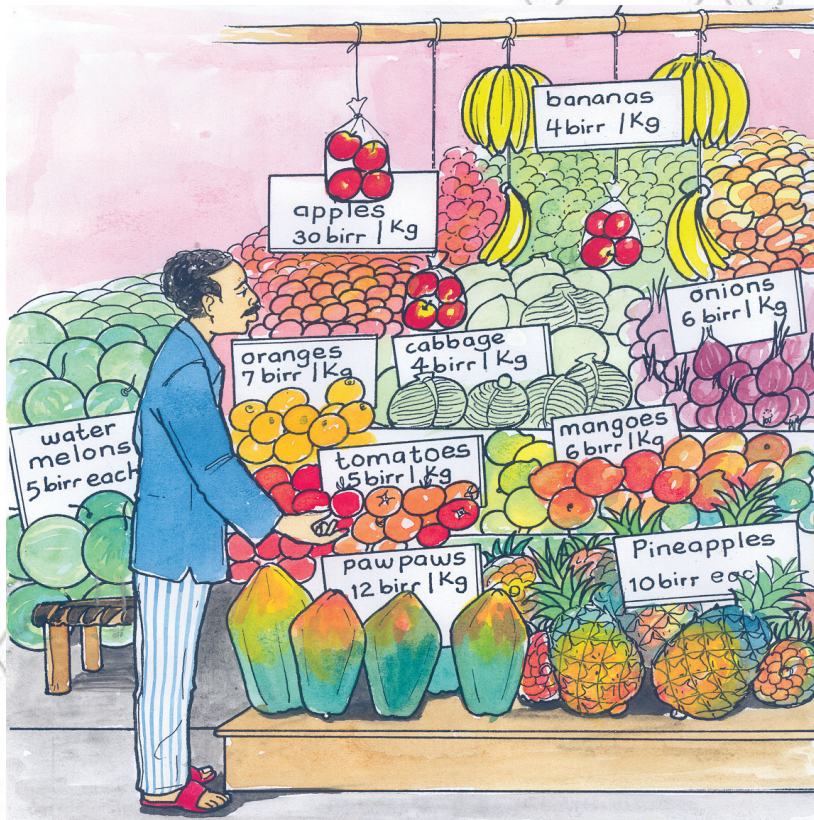
In your group, prepare a shopping list indicating the price of each item.

Vocabulary practice

Exercise 2: Use the following words to describe the items in the picture below.

- Examples:** (a) There are **a few** pineapples in the **grocery**.
 (b) Apples are 30 birr a kilo. They are **expensive**.
 (b) Bananas are **cheap**.

some a few cheap expensive kilogrammes price item cost



LESSON TWO**Grammar: Language practice****The present simple tense (Revision)****Activity 1**

Write sentences in the present simple tense about yourself. Use the following words.

buy

sell

give

bring

want

Exercise 1: Write these sentences in your exercise book and underline the verbs.

1. We buy salt and sugar from the shop.
2. I accompany mother to the market every Saturday.
3. She sees different items when she goes to the market.
4. Zehara sells pineapples in the market.
5. Salim collects bananas from the village over the weekend.
6. They need five kilogrammes of sugar.
7. The shopkeeper keeps some packets of biscuits in the store.
8. The matron takes clothes to the tailor every Friday.

Using: I want / need / would like ... please

Activity 2

Work with a partner to discuss the meaning of the sentences and the words in green.

- (a) I **want** some rice, please.
How much rice do you want?
I **want** one kilogramme of rice.
- (b) I **need** some bread, please.
How many loaves of bread do you need?
I **need** one loaf of bread.
- (c) I **would like** some eggs, please.
How many eggs would you like?
I **would like** two eggs.

Exercise 2: Use the items below to form sentences and questions.
Use *want / need / would like*

Example: Two kilogrammes of salt.

- (i) I want some salt, please.
- (ii) How much salt do you want?
- (iii) I want two kilogrammes of salt.
 - (a) one litre of milk
 - (b) one bar of soap
 - (c) two water melons
 - (d) four tomatoes

Grammar highlight:

*When you are requesting for something, you use the word **please**.*

Using: How much ...? How many ...?

Activity 3

With a partner, read the following questions and answers.

How much is a bottle of water?

A bottle of water is 5 birr.

How many students are in the class?

There are 40 students.

Think of other questions to ask using **how much** and **how many**.

Exercise 3: Use **How much**, **How many** and construct questions about the following.

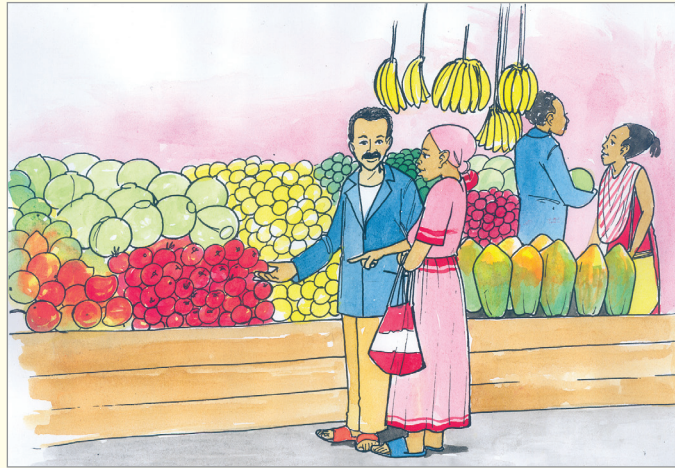
- | | |
|----------------------------|-----------------------------|
| 1. (a kilogramme of sugar) | 2. (a packet of biscuits) |
| 3. (a toy car) | 4. (a litre of cooking oil) |
| 5. (a bar of soap) | 6. (two pens) |
| 7. (two brooms) | 8. (three toys) |

LESSON THREE

Using: many / much and a lot

Activity 1

What can you see in the shop? Talk about the picture. Use **much** / **many** and **a lot**. How do you use **much**? On which items; do we use **much**?



Exercise 1(a) Complete the questions below using **much** or **many**.

1. How _____ people are there in the class?
2. How _____ petrol is in the car?
3. How _____ birr do you have in your pocket?
4. How _____ money do you need?
5. How _____ milk do you drink everyday?

Exercise 1(b) In your exercise book, complete the following sentences as you wish.

1. How much _____?
2. We don't have many _____.
3. There is a lot of _____.
4. She doesn't expect much _____.
5. Are there many _____?

Activity 2

In groups of three or four, talk about the items you find in the shops in your area. Some items such as cakes, books, pens are countable. Other items like milk, bread, sugar are uncountable. Use **many** to talk about the countable items. Use **much**, to talk about the uncountable items. Use **a lot** to talk about both countable and uncountable nouns.

Exercise 2: Find the correct answer to each question in exercise 1(a).

- (a) It is full. (b) twenty five (c) A litre. (d) Not much.
 (e) Twenty boys and twenty five girls.

LESSON FOUR

Countable nouns

Activity

Form groups and talk about the following nouns. Are they countable or uncountable?

animals	bottles	chairs	coats	cows	desks
ducks	eyes	goats	hens	keys	pens
pencils	pupils	snakes	spoons	tables	

Exercise 1: Complete the sentences. Use the plural form of the words in brackets.

- How many **(bird)** did Muhammed count?
- David saw different **(car)** in the car park.
- We did not receive many **(letter)** last week.
- Ato Abeje has a lot of **(cow)** on his farm.
- Diriba collected the **(book)** and took them away.
- There are five **(bottle)** on the table.

Exercise 2: Complete the sentences with the plural form of the words in brackets.

- Please fill all the **(glass)** with water.
- How many **(mango)** did Assefa buy?
- The **(match box)** Nega bought were not good.
- Mother bought some **(potato)** from the market.

5. We bought all the **(tomato)** from the market.
6. Woizero Almaz bought **(watch)** for all her sons.

Exercise 3: Complete the sentences. Use the plural form of the words in brackets.

1. People from different **(family)** attended the meeting.
2. Burn the rubbish to get rid of **(fly)**.
3. Ato Adem invited only **(lady)** to the party.
4. We visited different **(library)** last month.
5. **(Lorry)** carry heavy loads.
6. The minister attended very few **(party)** last year.

LESSON FIVE

Activity 1

Using lesson four Exercises 1 - 3, explain how plurals are formed. Match the following explanations with the exercises 1 - 3.

- A. Some nouns ending with **-y**, change **y** to **-i** and add **-es** e.g Lorry - Lorries.
- B. Some nouns add **-s** e.g book - books.
- C. Some nouns add **-es** e.g mango - mangoes.

Exercise 1: Give 5 examples to each plural formation. Write sentences using each of the nouns you give.

Some nouns are the same in the singular and plural form. eg fish, sheep etc.

Exercise 2: Write correct sentences using the plural form of the words in brackets.

1. How many **(deer)** did you see in the national park?
2. We ate a lot of **(fish)** during the holidays.
3. All the **(sheep)** have gone out of the pen.
4. Most of the **(swine)** disappeared into the bush.

Activity 2

With a partner, study the difference between the singular and plural forms of the following nouns. Does the forming of plurals follow the rules discussed in lesson five?

Singular	Plural
child	children
foot	feet
goose	geese
louse	lice
man	men
mouse	mice
ox	oxen
person	people
tooth	teeth
woman	women

Exercise 3: Use the plural form of the words in brackets to complete the sentences.

1. The country needs **(man)** who are hard working.
2. We saw some **(ox)** when we visited the farm.
3. How many **(person)** are in your family?
4. You should brush your **(tooth)** everyday.
5. All the **(woman)** attended the meeting.
6. There are a few **(orange)** in the basket.
7. The **(bottle)** on the shelf are empty.
8. **(Fly)** can spread diseases.

LESSON SIX

Numbers 1 ---- 1000

Activity 1

Reading numbers and writing number words

A. Revise these numbers 1 - 20

1 - one	5 - five	9 - nine	13 - thirteen	17 - seventeen
2 - two	6 - six	10 - ten	14 - fourteen	18 - eighteen
3 - three	7 - seven	11 - eleven	15 - fifteen	19 - nineteen
4 - four	8 - eight	12 - twelve	16 - sixteen	20 - twenty

B. Count the books you have in your bag.

Example: How many exercise books do you have?

Exercise 1: In your exercise book, write the words for the numbers in brackets.

- I want (5) _____ bananas please.
- I need (10) _____ packets of coffee please.
- I have (19) _____ sweets.

Revise the numbers 10 - 100

Activity 2

Read the figures and words.

10 - ten	60 - sixty	22 - twenty- two
20 - twenty	70 - seventy	46 - forty-six
30 - thirty	80 - eighty	73 - seventy-three
40 - forty	90 - ninety	85 - eighty-five
50 - fifty	100 - one hundred	94 - ninety-four

How many students are there in your class?

Exercise 2: In your exercise book, write the words for the numbers in brackets.

- We need (15) _____ jerrycans of water.
- We need (25) _____ kilogrammes of cooking fat and (67) _____ kilogrammes of beans.
- We have (99) _____ girls in Grade 5.

Exercise 3: Revise numbers 100 - 1000. In your exercise book, write in the lines to complete the blank spaces.

100	-	one hundred	150	-	one hundred fifty
200	-	two hundred	240	-	_____
300	-	_____	368	-	three hundred sixty-eight
400	-	_____	412	-	_____
500	-	_____	589	-	five hundred eighty-nine
600	-	_____	620	-	_____
700	-	_____	780	-	seven hundred eighty
800	-	_____	831	-	_____
900	-	_____	907	-	nine hundred seven
1000	-	_____	999	-	_____

How many students are there in your school?

How many people live in your area?

LESSON SEVEN

Uncountable nouns

Activity 1

In groups of four or five, talk about the following nouns. What is the difference between these nouns and the ones you learnt about in lesson five?

air	blood	bread	clay	cloth	cotton	dust	fire
flour	hair	ink	juice	meat	milk	mud	oil
rain	soda	smoke	soil	medicine	sand	petrol	cement

Exercise 1: Answer the questions using the words in the brackets. Write the answers in your exercise book.

Example: How much sand did they collect? (**little**)

They collected **little** sand.

- How much food did you prepare? (**a lot**)
- How much flour did Mebratu buy? (**a little**)
- How much oil did mother bring? (**very little**)
- How much meat is at the butcher's? (**a lot**)
- How much milk do we expect? (**any**)

Activity 2

Talk with your partner about the countable and uncountable items that are sold in shops. Make a list of the items. Let your partner say whether the item is countable or uncountable.

Example: Student A : book
 Partner : countable
 Student A : sugar
 Partner : uncountable

Exercise 2: Identify the countable items from the table below.

maize flour	tea leaves	pencils	paraffin	baking powder
soap	rice	lamps	belts	toys
Irish potatoes	shirts	wheat	bottles	juice
ropes	bread	sugar	water	oranges

Grammar highlight:

Countable nouns are things that we can count. They are usually easy to reorganise.

For example: pen. We can have one, two or three pens.

Uncountable nouns are nouns that cannot be counted. *For example:* water, juice, sugar.

LESSON EIGHT

Using: May I / Can I / have ... please?
Thank you, You are Welcome.

Activity 1

Supposing you were buying something from the shop. How would you make your request?

Study the following examples with a partner.

- | | |
|--------------------------------------|---------------------------------------|
| I. A: May I have some sugar, please? | II. A: Can I have some meat, please? |
| B: Yes, you may, here you are. | B: No, I am sorry, I do not have any. |
| A: Thank you. | |
| B: You are welcome. | |

Exercise 1: Study the table, make requests and respond to the requests correctly.

Hailu's shop

buns <input checked="" type="checkbox"/>	caps <input checked="" type="checkbox"/>	toilet paper <input checked="" type="checkbox"/>
loaves or bread <input checked="" type="checkbox"/>	cups <input checked="" type="checkbox"/>	brooms <input checked="" type="checkbox"/>
eggs <input checked="" type="checkbox"/>	belts <input checked="" type="checkbox"/>	buckets <input checked="" type="checkbox"/>
spoons <input checked="" type="checkbox"/>	pairs of socks <input checked="" type="checkbox"/>	clothes <input checked="" type="checkbox"/>

✓ = item sold in the shop

✗ = item not sold in the shop.

- Example:** (a) May I have some loaves of bread, please?
Yes, you may. Here you are.
- (b) May I have some buckets, please?
No, I am sorry I don't have any.

Activity 2

Imagine you were a shop attendant. How would you respond to the requests of your customers?

Activity 3

Discuss the use of **some** and **any** in pairs. When do you use the two words **some** and **any** in a shop?

Exercise 2: Complete the sentences with **some** or **any**

- I don't have _____ money in my pocket, but I have _____ money in the bank.
- Do you have _____ brothers or sisters?
- You have _____ lovely pictures.

Grammar highlight:

some is used with positive sentences.

any is used with questions and negative sentences.

LESSON NINE

Activity 1

Read and act the dialogue

Woizero Beyenech goes to the Market

Tesema : Can I help you, Woizero Beyenech?

Beyenech : Yes, please. Do you have any pineapples?

Tesema : Yes, I do. They are all fresh and ripe.

Beyenech : How much does each one cost?

Tesema : A pineapple costs 12 birr only.

Beyenech : That's expensive. Ayele's pineapples are cheaper than yours. Would you accept 10 birr for each pineapple?

Tesema : How many would you like to buy?

Beyenech : Three.

Tesema : Alright, at that price, I only give special customers like you. Which one would you prefer?

Beyenech : Any good ones you choose for me.

Tesema : Do you want to buy some tomatoes as well? This is a very good season for tomatoes.

Beyenech : How much does a heap cost?

Tesema : Only 4 birr.

Beyenech : Why not 3 birr and 50 cents for one heap?

Tesema : Alright, that makes 33 birr and 50 cents altogether.

Exercise 1: Based on the dialogue answer the following questions.

1. What items did Woizero Beyenech buy?
2. How much discount did she get?
3. How many pineapples did she buy?

Exercise 2: Find the mistakes.

Example: How much carrots do you want?
How many carrots do you want?

1. I don't like an eggs.
2. May I have any fruit?

3. There isn't some water.
4. We have lot of meat.

Exercise 3: A shopping list.

Write a list of things you would like to buy. Give the list to your friend and let your friend suggest the price for each item.

B Reading

LESSON TEN

Activity 1a

Discuss the following questions with your partner.

Have you ever gone to the market? Why and when? Who usually goes to the market in your family? What does he/she buy?

Activity 1b

Read and recite the poem.

The sun is high up in the sky
I walk towards town
Waving to friends
As I pass by them.
The sun is setting
In the west as usual
As I move about in town.
At the shop, I stop
I check on my shopping list
Sugar, salt and bread.
At the butcher's, I insist
Good meat and liver today
I have money to pay.
I stop at the market
Any more space in my basket?
Yes, I need onions, tomatoes
Fruits, vegetables and potatoes.
I hurry back home, time is fast
But all the shopping is done.

Exercise 1: Answer the questions.

1. When does the writer move about in town?
2. Which items are on his shopping list?
3. Which items does the writer buy at the butcher's?
4. Why does the writer check for more space in his basket?
5. Why does the writer hurry back home?

Activity 2

In groups of four, prepare an advertisement for a shop in your area. Indicate the list of items people should expect to find in your shop. Find a suitable name for the shop, opening hours, etc

Exercise 2: Look at the advertisement and answer the questions.

SHUMI SUPERMARKET

ITEMS : spices, crisps, biscuits, bread and many others

PRICE : attractive

Shopping hours: Mon. - Saturday 7.00 a.m - 6:30 p.m.
- Sunday 10.00 a.m - 4.00 p.m

COME ONE, COME ALL!

1. What items are sold at the supermarket?
2. What is an attractive price?
3. Can you go shopping at Shumi Supermarket at 5 p.m? Why?

LESSON ELEVEN

Comprehension

Activity

In groups, discuss the following questions.

1. What items do you usually buy from shops?
2. Which shops did you visit during the holidays?
3. When should a buyer go to the market?
4. What are some of the market places that you know?
5. Why do we sometimes fail to buy things from the shop or market?

Exercise 1: Read the texts below and answer the questions that follow.

Writing a shopping list

A shopping list is a list of items which one intends to buy from a shop.

Yesterday, Solomon went with his uncle for shopping. Before they left for town, Solomon's uncle wrote a shopping list. He did not want to forget some items.

When they reached town they went to Zeberga's shop. They bought 5 kilogrammes of sugar, 3 packets of flour, 1 litre of cooking oil, a bar of soap and a tray of eggs.

They went to the next shop. They bought a pair of bedsheets, a tin of vaseline and a blanket.

1. What did Solomon's uncle do before he left for town.
2. Why did he write a shopping list?
3. Write the shopping list which Solomon's uncle wrote?

Market Days

Every Wednesday is market day. There is a big market place where people go to buy and sell different items. It is held in an open space along the road.

Sellers come from towns with items tightly packed in big bags and **loaded on lorries**. They offload them and display them in stalls and some on the ground. The buyers then come from the villages near and far.

Market days are very **enjoyable** especially at the end of the month after people have got their salaries. The sellers bring many items ranging from cows to small things like safety pins.

The farmers **sell** their products. The carpenters sell furniture. The herdsmen sell animals. The fishmongers sell fish. The tailors sell clothes. The butchers **sell** meat. The iron-mongers **sell** saucepans.

Some traders sell a lot of things at low prices. These traders make a lot of money. However traders who sell expensive items, sell only a few and therefore make less money.

In the afternoon, the whole place is **crowded** and dirty. In the evening, all sellers and buyers leave the place happily.

1. What day is the market day?
2. Where is the market found?
3. Why do you think the market is held in open field?
4. Where do sellers come from?
5. Where do buyers come from?
6. What do farmers sell?
7. What do carpenters sell?
8. Who sells meat?
9. What makes the place dirty?
10. How do you request for goods from the shopkeeper?

Exercise 2: The words in **A** are taken from the passage **Market Day**. Match them with their meaning in **B**. Do the work in your exercise book.

A	B
load	full of people
enjoyable	chairs, tables
furniture	nice
expensive	put
crowded	costing a lot of money

Exercise 3: Fill the blank spaces to write a dialogue between a customer and a shopkeeper. Do the work in your exercise book.

Customer : Good morning, madam?

Shopkeeper :, sir.

Customer : Do you have some sugar, please?

Shopkeeper :

Customer : How much is a kilogramme?

Shopkeeper : It is 12 birr.?

Customer : Yes, please give me four kilogrammes and here is the money.

Shopkeeper :

LESSON TWELVE

Reading for pleasure

Activity

This story is about **Miau the shoplifter**. It is in two parts. Read the first part of the story and guess what happened next.

Miau the shoplifter

1.



Miau is sad today. Her kittens are hungry. She has no food in the house. She has no money to go shopping. Miau gets an idea!

3.



While inside the supermarket, Miau puts two packets of milk in her coat. She does not pick any other items.

2.



"I'll be back," she tells her kittens. She picks her shopping basket and goes to the supermarket.

4.



Miau walks quickly out of the supermarket. "Please, come back," the shop attendant says. "I want to check your shopping basket. Did you pay at the cashier's desk?"

Exercise 1: Tell the second part of the story to your partner.

Exercise 2: Draw pictures to support your story.

LESSON THIRTEEN

Revision Exercise

A. In your exercise book, complete the sentences with the words given below.

some	a few	cheap	expensive
kilogrammes	a bar	a litre	metres
packet	cost	price	items

1. Tell me the ____ of a loaf of bread.
2. All the ____ are well arranged in the shop.
3. May I have ____ of soap.
4. How much does that book ____?
5. There are ____ pencils left.
6. This is a ____ of coffee.
7. A radio is very ____.
8. Two ____ of salt cost little money.
9. Cloth is sold in ____.
10. Here is ____ butter.
11. How much is ____ of milk?
12. Children can only buy ____ items in the shop.

B. Use the correct form of the word in brackets to complete each sentence.

1. Sugar is ____ than salt. (expensive)
2. Before you go to the shop, you should prepare a ____ list. (shop)
3. My mother is a shop ____ (keep)

4. The girl who ____ milk is very jolly. (sell)
5. Jaleta bought some ____ of bread from the bakery. (loaf)

C. Complete each of the sentences with a suitable word.

butcher's	some	any	carpenter	much
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1. Is there ____ sugar in the tin?
2. A packet of biscuits does not cost ____ money.
3. I bought meat from the ____ yesterday.
4. My father asked a ____ to sell him some furniture.
5. Please give me ____ paraffin.

D. Vocabulary network

- (i) Match the measurements in column A with the words in column B.
- (ii) Make requests. Use: **May/Can I have please?**

- Example:**
1. May I have a sack of rice, please?
 2. Can I have?

A	B
carton	sugar
litre	soap
ream	cloth
kilogramme	milk
packet	matches
sack	chalk
box	biscuits
bar	rice
metre	paper