

Shek Wu Hui Public School
2019-2020 Second Term
English Lesson Plan

Subject: English	Teaching materials: Head Start 3B
Term: 2 nd term	Level: P.3
Unit 3: A class outing	No. of lesson: 9 lessons
Designed by: Shek Wu Hui Public School	

Pupils' previous knowledge :

1. Pupils have learnt about some food items.
2. Pupils have learnt countable and uncountable nouns.
3. Pupils have learnt 'How many...?' to ask for quantifiers.
4. Pupils have learnt numbers and prices.

Teaching Aims:

After this unit, pupils are able to :

- learn the names of food and drink items
- learn 'long oo' sound
- talk about the quantifiers of some food and drink items
- use 'would... like' to ask and talk about what people want
- write a shopping list for a class outing and tell the class about the things they want to buy

Teaching Aids:

1. Head Start e-Textbook
2. Notebook: Worksheet 3.1-3.2

E-learning Materials:

1. Flipped Classroom (Slide show)

Lesson 1: Lead in & Vocabulary (HS page 26-27)

Learning objective(s)	Suggested activities	Remarks				
- Students will be able to link their own experiences to the theme. - Students will be able to name some food and drink items for an outing.	<u>Introducing the topic: Show-and-tell</u> - In groups, students bring a photo (or a realia) of their favourite food item/dish that he/she would like to eat and give a brief description of it. For examples, names of the food, where he/she can buy it, how does it taste (sweet/sour/salty...), why he/she likes it etc. - Other students may ask questions that may interest them after the sharing. <u>Introducing the names of food and drink items for an outing</u> - You may use the PowerPoint presentation, e-Dictionary, the e-Flash Cards or the following suggestions to introduce the vocabulary. - Collect some picture cards of the everyday objects. - Shuffle the Picture Cards above and those in this unit and display them on the board randomly. Show them to students one by one and ask students to choose the items they will take to an outing. - When students have chosen a correct Picture Card, stick it on the board and write the name of the item next to the card. Read out the name of the item with students. - Repeat similarly with other Picture Cards. <u>Introducing the quantifiers</u> - Show Information Sheet 1 to students. Point to the items one by one and draw their attention to the packaging of the items. - Ask students the following questions or describe the packaging to them. Hold up the corresponding Word Cards to bring out the quantifiers. <table><tr><td>bag</td><td><i>These are some sweets. What is holding the sweets? (A bag.)</i> <i>Yes, this is <u>a bag of sweets</u>.</i></td></tr><tr><td>bottle</td><td><i>Here's some water. What is the water in? (A bottle.)</i> <i>Yes, this is <u>a bottle of water</u>.</i></td></tr></table>	bag	<i>These are some sweets. What is holding the sweets? (A bag.)</i> <i>Yes, this is <u>a bag of sweets</u>.</i>	bottle	<i>Here's some water. What is the water in? (A bottle.)</i> <i>Yes, this is <u>a bottle of water</u>.</i>	 e-Textbook (PowerPoint / e-Dictionary / e-Flash Cards)  Picture Cards (everyday objects)  Picture Cards (food and drink items)  Information Sheet 1 * Start with packaging that students may know, e.g. bag, bottle, box.  Word Cards (quantifiers)
bag	<i>These are some sweets. What is holding the sweets? (A bag.)</i> <i>Yes, this is <u>a bag of sweets</u>.</i>					
bottle	<i>Here's some water. What is the water in? (A bottle.)</i> <i>Yes, this is <u>a bottle of water</u>.</i>					

box	<i>There are some noodles here. Where are they? (In a box.) Yes, there's <u>a box of noodles</u>.</i>
can	<i>I can see some cola here. It's in a can. There is <u>a can of cola</u>.</i>
carton	<i>Look at the orange juice here. It's in a small cardboard box. We call this <u>a carton of orange juice</u>.</i>
tub	<i>Can you see the small box with a lid here? We call this a tub. This is <u>a tub of butter</u>.</i>
packet	<i>These biscuits are wrapped inside a plastic packaging. This is <u>a packet of biscuits</u>.</i>
loaf	<i>Look at the shape of the bread. It's long and in one piece. This special shape is called 'loaf'. This is <u>a loaf of bread</u>.</i>
slice	<i>It's difficult to eat the whole bread. It's too thick and big. We must cut it into slices so that it's thinner. It's the same for the ham. Look, here's <u>a slice of ham</u>.</i>

3. Show the Picture Cards to students. Let them describe what they can see on the cards.

Suggested answers:

a bag of chicken wings	a bottle of water	a box of chocolates
a can/tin of luncheon meat	a carton of milk	a loaf of bread
a packet of biscuits	a slice of ham	a tub of butter

Consolidation

- Let students play the Vocabulary Game in the e-Textbook or the following suggestions to consolidate learning.
- Hit the Card Game: Four students are in a group. They get a set of cards. They mix the cards and take 8 cards each. Then, they say a word. When they see the corresponding word card, they need to hit the card. There are three levels.
 - Level 1: a bag of sweets

 Picture Cards (quantifiers)

 e-Textbook (Vocabulary Game)

 Card game (Hit the card)

- Students will be able to sing a song about picnic food.

- Level 2: I like a bag of sweets.
- Level 3: I like a bag of sweets. It is sweet.

Singing a song ‘Let’s Go On A Picnic!’

1. Play the song in the e-Textbook.
2. Distribute the Song Sheet to students and read the lyrics aloud with them.
3. Play the song again and let students sing the song together.
4. After students have had sufficient practice, let them sing the whole song using the karaoke function.

 e-Textbook (Song)
 Song Sheet

Assignment: SLB (P.7)

Lesson 2: Vocabulary & Pronunciation (HS page 27)



Learning objective(s)	Suggested activities	Remarks
Students will be able to identify and pronounce the long oo sound.	<u>Motivation</u> 1. Play the song ‘Let’s go on a picnic’ to the class and ask pupils what food and drink items they have listened in the song 2. Show the picture cards and word cards to revise the vocabulary items learnt.	 e-Textbook (Song)
	<u>Pronunciation</u> 1. Play the rhyme of the long oo sound in the e-Textbook. Ask students to pay attention to any repetition of ending sounds. 2. Read each word in the rhyme slowly. Guide students to identify the long oo sound in ‘school’, ‘food’, ‘cool’, ‘noodles’, ‘spoon’ and ‘afternoon’. 3. Write the words on the board. 4. Show the Phonics Video in the e-Textbook and explain how to pronounce the long oo sound. 5. Read the words to students and ask them to repeat after you. 6. Play the rhyme again and ask students to repeat after the demonstration. 7. Ask students to play the Phonics Game in the e-Textbook to consolidate learning.	 e-Textbook (Phonics Animation)
		 e-Textbook (Phonics Video)
		 e-Textbook (Phonics Game)

Assignment: WB (P.10)

Lesson 3-4: Reading and Text Type (HS pages 28–30)

Learning objective(s)	Suggested activities	Remarks
Students will be able to read and understand a story about a class outing.	Pre-reading - You may use the PowerPoint presentation or the following suggestions to introduce the reading text. - Turn to page 28. Look at the elephant's speech bubble with students. Ask them if they know what 'a class outing' is. Explain if necessary. (The class go to a place together for pleasure.) - Ask students <i>What do you think we are going to read in this unit? What do we need to prepare for an outing, such as snacks, games...?</i> - Go through the synopsis with students. Tell them that they are going to read a story about a class outing. While reading <u>First reading (Finding out what the children want for the outing)</u> - Let students read lines 1–6 and find out what the children want to eat on the outing. (Bread and ham.) - Draw students' attention to the first picture. Ask them to guess what Miss Fong is holding. (A shopping list.) <u>Second reading (Identifying the items Miss Fong and the children buy for the outing)</u> - Play the animation of lines 7–14. Ask students to identify the food and drink items they buy. (2 bottles of water, 3 cartons of orange juice, 4 bags of bread, 15 slices of ham and 30 bags of salad.) - Point to the sentence 'It's a surprise!' in lines 13–14 and let students guess the 'use' of the other fifteen bags of salad. (Suggested answer: Each child can have two bags of salad. / The children can use the salad to make a dish.) <u>Third reading (Finding out the twist)</u> - Play the animation of lines 15–24. Ask students to find out the 'use' of the	 e-Textbook  e-Textbook (Synopsis)  e-Textbook  e-Textbook (Reading Animation) ★ Remind students that there are only fifteen children in Sally's class.  e-Textbook (Reading Animation)

Students will be able to answer questions about the story.	other fifteen bags of salad. (The children feed the giraffes in the zoo with the salad.) 2. Divide the class into four groups and assign each group to read a paragraph or invite five students to be Miss Fong, Sally, Tom, the shopkeeper and the zoo keeper. They do the role play when the class read the paragraphs. Post-reading - Turn to page 30. Read the three MC questions and the options to students. Make sure they know the meanings of the options. - For the sequencing question, let students locate where the event is in the story before they write down the numbers. - Ask students to read out the two long questions. Tell them that they have to give their own opinions for question 2. - Give students enough time to finish the exercise. - Check answers with students and refer to the tips in the inline exercise to clarify any problems. Alternatively, you may use the PowerPoint presentation to go through the questions and answers with students.	 e-Textbook  Inline exercise  e-Textbook (PowerPoint)
Students will be able to describe the features of shopping lists.	Text type <u>Introducing the text type</u> - You may use the PowerPoint presentation or the following suggestions to introduce the text type. - Point to the paper that Miss Fong is holding in the first picture on page 28. Ask students if they remember what it is. (A shopping list.) - Turn to page 29 and look at Miss Fong's shopping list with students. Go over the features with them one by one. Remind them <i>The list is usually short and concise, so we always use Arabic numbers and short phrases to express the ideas.</i> - Invite students to check the story again to see if Miss Fong and the children have bought all the items on the shopping list. Ask them to put a tick next to	 e-Textbook (PowerPoint)  e-Textbook

each line for checking.

5. Ask students to answer the question in the 'Special questions' section. Check answer with them and clarify any problems.
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Lesson 5: Grammar 1 (HS page 31)

Learning objective(s)	Suggested activities	Remarks				
Students will be able to use quantifiers to describe the quantities of food and drink items.	<u>Motivation</u> - Show pupils the pictures of the school picnic and let them talk about what food and drink items they had. <u>Presentation: Introducing the plural forms of the quantifiers</u> - You may use the PowerPoint presentation or the following suggestions to introduce the grammar items. - Show the Picture Cards to students and revise the quantifiers with them. Put the Word Cards on the board. - Show students ‘a can of cola’ and ask them what it is. (A can of cola.) Then, take out two more cans of cola and ask <i>How many cans of cola can you see here? (Three.) Yes, there are three cans of cola.</i> Write the words ‘a can of cola’ and ‘three cans of cola’ on the board. Highlight the ‘s’ in ‘cans’. - Repeat similarly for ‘a bag of sweets’ and ‘two bags of sweets’. <table><tr><td>a can of cola</td><td>a bag of sweets</td></tr><tr><td>three cans of cola</td><td>two bags of sweets</td></tr></table> - Tell students <i>We add ‘s’ to the quantifiers if there is more than one in quantity.</i> - Draw students’ attention to the words ‘cola’ and ‘sweets’. Ask them <i>Why do we have ‘s’ in ‘sweets’ but not in ‘cola’? (Sweets are countable and cola is uncountable.)</i> - Show students ‘a bottle of cola’ and say <i>This is also cola but it’s not put in a can. How would you describe it? (A bottle of cola.)</i> Then, show them ‘a packet of sweets’ and ask them what it is. (A packet of sweets.) - Put the can and bottle of cola, and the bag and packet of sweets on the teacher’s desk and tell students <i>We can use different quantifiers to describe the food and drink items, depending on how they are packaged.</i>	a can of cola	a bag of sweets	three cans of cola	two bags of sweets	School website for school picnic photos  e-Textbook (PowerPoint)  Picture Cards and Word Cards (quantifiers)  3 cans of cola  2 bags of sweets ★ Student have learned countable and uncountable nouns in 2B Unit 5.  A bottle of cola, a packet of sweets
a can of cola	a bag of sweets					
three cans of cola	two bags of sweets					

9. Let them finish Worksheet 3.1 as revision.
10. Check answers with students and clarify any problems.

Suggested answers for Worksheet 3.1:

- cola: a can of, a bottle of
- orange juice: a carton of, a bottle of
- milk: a bottle of, a carton of
- biscuits: a packet of, a bag of
- others: a packet of potato chips, a tub of ice cream, a box of strawberries, a packet of noodles, a bag of rice, a box of mooncakes

Practice: Describing the food and drink items

1. Look at the items in the trolley on page 31 with students. Ask them for the names of the items. (① orange juice, ② butter, ③ apple, ④ apple juice, ⑤ cola, ⑥ noodles)
2. Let students identify the packaging and decide which quantifiers they should use to describe the items.
3. Ask students to write about the items in the blanks. Remind them to include the quantities in the descriptions.
4. Check answers with them and clarify any problems.

Practice: Drawing two items for the outing

1. Ask students to draw two items that they want to take to the outing. Then, they need to put a caption under each picture.
2. Invite some students to come out to the front with their books. Let them show their choices to the class and tell what the items are.

Consolidation

1. Prepare several boxes with different containers inside. Without seeing the objects, students need to guess what the container is by touching and feeling.

 Worksheet 3.1

 e-Textbook

 several boxes
 9 different containers

They need to say the answer with appropriate food/drink items. For examples, a can of coke, a box of noodles etc. Repeat the above steps by circulating the boxes in the class.

Assignment: SLB P.8, WB P.11



Self-directed learning suggestions

1. Ask students to go to the supermarket with their parents and find two food items and two drink items not mentioned in this unit that they can take to the outing. Let them write down the packaging available for each item.

Suggested answers:

Food item	Packaging available	Drink item	Packaging available
dried almonds	packet	chocolate	carton
chewing gum	packet	coconut water	bottle, can
chocolate(s)	bar, packet	honey green tea	bottle, carton
dried raisins	box	soy milk	bottle, carton
prawn crackers	packet	tomato juice	bottle, can, carton

2. Invite students to come out and write down the items they have found. Ask them to copy their classmates' answers onto their books for future use in the 'Grammar 2' section.

Lesson 6 Grammar 2 (HS page 32)

Learning objective(s)	Suggested activities	Remarks									
Students will be able to use ‘would ... like’ to talk about the things one likes to eat and drink.	<u>Motivation</u> - Let pupils talk about what they have brought to school for recess today. Encourage them to use the quantifiers and give answers in complete sentences. <u>Presentation: Introducing the structure</u> - You may use the PowerPoint presentation or the following suggestions to introduce the grammar item. - Collect the Picture Cards from 2B Unit 5 and this unit before the lesson. Categorise them into two piles: the food items and the drink items. <table border="1"> <thead> <tr> <th></th><th>2B Unit 5</th><th>3B Unit 3</th></tr> </thead> <tbody> <tr> <td>Food item</td><td>chicken wing, hamburger, potato chip, sandwich, sausage, ice lolly, salad</td><td>biscuit, bread, butter, ham, noodles, sweet</td></tr> <tr> <td>Drink item</td><td>juice, lemon tea, water</td><td>cola, orange juice, water</td></tr> </tbody> </table> - Show students the Picture Cards of the drink items. Revise the names of the items with them if necessary. - Pick one drink item from the cards and say, e.g. <i>I would like lemon tea.</i> - Ask individual students <i>What would you like to drink?</i> and invite them to choose one card and tell you the answers. - Repeat similarly for the food items. Ask students <i>What would you like to eat?</i> and remind them to use plural forms after ‘would like’ for countable nouns. <u>Practice: Choosing the food and drink items for the class outing</u> - Draw the table on the board. - Distribute Information Sheet 1. Go over the items with them if necessary. - Give students enough time to choose some items they would like to eat and drink on the class outing. Guide them to write their answers in the first blank		2B Unit 5	3B Unit 3	Food item	chicken wing, hamburger, potato chip, sandwich, sausage, ice lolly, salad	biscuit, bread, butter, ham, noodles, sweet	Drink item	juice, lemon tea, water	cola, orange juice, water	 e-Textbook (PowerPoint)  Picture Cards (food and drink items [2B Unit 5 and 3B Unit 3]) ★ Student have learned countable and uncountable nouns in 2B Unit 5.  Information sheet 1
	2B Unit 5	3B Unit 3									
Food item	chicken wing, hamburger, potato chip, sandwich, sausage, ice lolly, salad	biscuit, bread, butter, ham, noodles, sweet									
Drink item	juice, lemon tea, water	cola, orange juice, water									

row of the table on page 32.

4. Invite the class to ask you what you would like to eat and drink as a demonstration. For example:

S: What would you like to eat?

T: I'd like hamburgers and fruit.

S: What would you like to drink?

T: I'd like cola and orange juice.

5. Guide students to fill in the second blank row with suitable information.

Name	Food	Drink
Miss Wong	hamburgers, fruit	cola, orange juice

6. Put students into groups of four or five. Let them ask their group members what they would like to eat and drink. The others should listen carefully and write down the answers in the table.

Practice: Talking about the food and drink items for the class outing

1. After all the groups have completed the table, invite a representative from each group to come out and tell the class about the things their group would like to eat and drink.
2. You can also use the Sharing System to let students share their answers with the class. *Record a message to tell the class about the things your group would like to eat and drink.*
3. Let students play the Grammar Game in the e-Textbook to consolidate learning.

★ You may ask students to refer to their answers in the 'SDL' section.

★ Remind students to take turns to ask the questions.

 e-Textbook (Sharing System)

 e-Textbook (Grammar Game)

Lesson 7-8 Task (Write a shopping list)

Learning objective(s)	Suggested activities	Remarks
Students will be able to write a shopping list for the class outing.	<u>Choosing the food and drink items for an outing</u> - Distribute Task Sheet 1 and let each student tick the items they would like in the shopping list and write down the quantity they need. - Ask students in the same group to put their shopping lists together. Then, they need to add up the quantities of all the group members and put down the quantities they need to buy for each item in the third column. - Distribute Information Sheet 2 to students. Go through the dialogues with them and tell them they can replace the underlined words to form their own dialogues. - Invite some students to come out and demonstrate the conversation with you. - Give students enough time to do the discussion. Walk around the classroom to monitor progress and offer help if necessary. <u>Finding out the real prices of the items online</u> - Ask students to use iPad to go to the websites http://www.parknshop.com to find out the real prices of the food and drink items. Let them write down the unit price on the task sheet 2. - Students should use the real prices for the calculation of the total cost. The total cost should not exceed two hundred dollars. - Ask them to 'adjust' the quantity of items if the cost exceeds two hundred dollars.	 Task Sheet 1  Information Sheet 2  Task Sheet 2

Lesson 9-10 Task (A visit to the supermarket and presentation)

Learning objective(s)	Suggested activities	Remarks
Students will be able to buy the things from their shopping list for the class outing and tell the class about their things.	<u>Visiting to the supermarket</u> - Students visit the supermarket (ParkNshop) in Tin Ping Estate. They buy the things according to their shopping list. They need to tell the class what they buy after the visit. <u>Group presentation</u> - After the visit, distribute Task Sheet 3 and let students to write about the things they buy. Suggested answers: We buy four packets of chocolate cookies, a box of strawberries, two bags of bread, a packet of ham, three cartons of orange juice and a carton of lemon tea. The total cost is one hundred and seventeen dollars. - Invite each group to send a representative to tell the class about their things they buy. - After the presentation, they can enjoy their food and drink items in class together.	 Task Sheet 3

Song Sheet

(for page 27)

Let's Go On A Picnic! *(Tune: Did You Ever See a Lassie)*

3/4 C

1. Hey, Mike! How ma - ny bot - tles of wa - ter would you like?
2. Hey, Pat! How ma - ny car - tons of ap - ple juice would you like?
3. Hey, Sam! How ma - ny bo - xes of noo - dles would you like?

I'd like three bot - tles of wa - ter and some more ham, please.
 I'd like two car - tons of ap - ple juice and some more bread, please.
 I'd like four bo - xes of noo - dles and some more sweets, please.

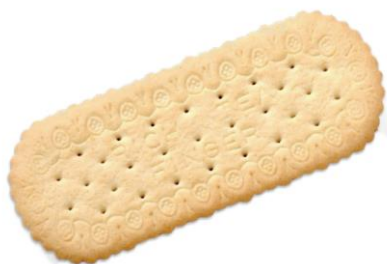
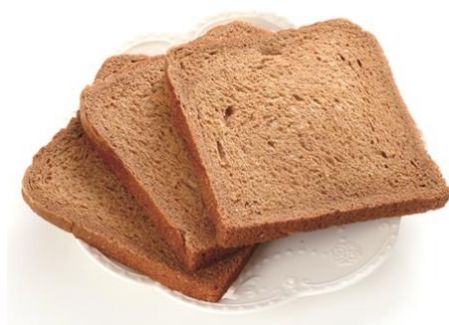
There are twen - ty sli - ces of ham in my bas - ket.
 There are se - ven loaves of bread in my bas - ket.
 There are thir - teen bags of sweets in my bas - ket.

Hey, Mike! How ma - ny sli - ces of ham would you like? ||
 Hey, Pat! How ma - ny loaves of bread would you like?
 Hey, Sam! How ma - ny bags of sweets would you like?

Picture Cards (Everyday objects)



Picture Cards (Food and drink items)



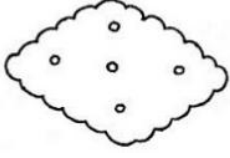
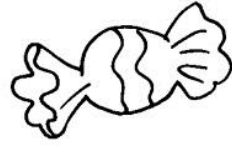
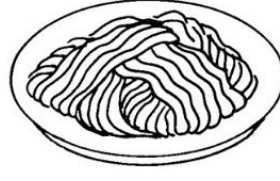
Information Sheet 1

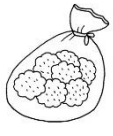
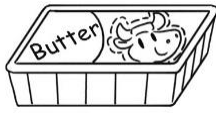
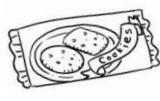
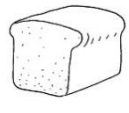
Vocabulary — Food and drink items for an outing

Food items		
Countable		
biscuits	chicken wings	chocolates@
dried almonds	dried raisins	hamburgers
noodles	potato chips	prawn crackers
sandwiches	sausages	sweets
Uncountable		
bread	butter	chewing gum
fruit	ham	salad
Drink items		
apple juice	chocolate	chrysanthemum tea
coconut water	cola	green tea
honey green tea	lemon juice	lemon tea
milk tea	orange juice	peach juice
soy milk	tomato juice	water
Quantifiers		
a bag of	a bottle of	a box of
a can of	a carton of	a loaf of
a packet of	a slice of	a tub of

@: can be both countable and uncountable

Hit the cards game

			
a biscuit (餅乾)	a sweet (糖果)	noodles (麵條)	ham (火腿)
			
bread (麵包)	butter (牛油)	water (水)	orange juice (橙汁)
			
cola (汽水)			

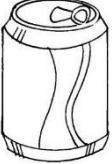
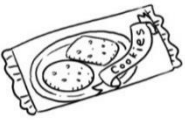
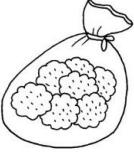
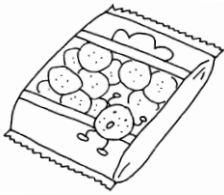
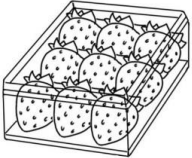
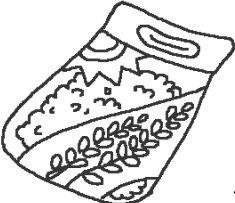
			
a bag of (一袋)	a bottle of (一瓶)	a tub of (一盒)	a slice of (一片)
			
a box of (一盒)	a can of (一罐)	a packet of (一包)	a loaf of (一條)
			
a carton of (一盒)			

Shek Wu Hui Public School
Unit 3: Worksheet 3.1

Name: _____ () Date: _____

Class: 3 _____

Look at the different packaging of the items below. Write about them.

cola	 a _____ of	 a _____ of
orange juice	 a _____ of	 a _____ of
milk	 a _____ of	 a _____ of
biscuits	 a _____ of	 a _____ of
others	 a _____ of _____	 a _____ of _____
	 a _____ of _____	 a _____ of _____
	 a _____ of _____	 a _____ of _____

Picture Cards (from 2B Unit 5)



chicken wing



hamburger



potato chip



sandwich



sausage



ice lolly



salad



juice



lemon tea



water

Task Sheet 1

(Individual)

Name: _____

Class: _____

- ❖ Put ticks in the ☐ for the food and drink items that you would like to buy for the class outing. Write down the quantities you need in the second column.

	Quantity you need	Quantity for the whole group	Packaging	Food or drink
☐			bottle(s) of	cola
☐			carton(s) of	apple juice
☐			carton(s) of	lemon tea
☐			bottle(s) of	water
☐			bag(s) of	bread
☐			can(s) of	sausages
☐			packet(s) of	chocolate cookies
☐			box(es) of	chocolates
☐			box(es) of	strawberries
☐			box(es) of	biscuits
☐			bag(s) of	sweets
☐			packet(s) of	potato chips
☐				

- ❖ Look at all the group members' shopping lists. Add up the quantities and put down the answers in the third column.

Information Sheet 2

Use the following dialogues for the task sheet 1. Replace the underlined words with your own ideas.

1. A: Let's talk about chocolate cookies. How many packets would you like?

B: I'd like one packet.

C: I'd like two packets.

D: I don't like chocolate cookies. I'd like one box of biscuits.

A: Let's get four packets of cookies and a box of biscuits.

Use 'I don't like ...' if you don't like the item suggested by your group member.

2. A: Would you like some sandwiches?

B: Yes, I'd like one slice of bread. How many slices would you like?

C: I'd like two slices.

D: I'd like two slices too.

A: I'd like three slices.

B: Let's get two bags of bread.

Use 'Would you like some ...?' to ask if your group members like a certain item.

Use 'too' to say if you have similar ideas as your group members.

Task Sheet 2

(Group)

Name: _____

Class: _____

- ❖ Write about the quantities your group need and complete the shopping list.
- ❖ Find out from the websites <http://www.parknshop.com/> the real prices of the food and drink items. You only have two hundred dollars for all the items.

Class outing shopping list for Group _____				
Quantity	Packaging	Food or drink	Unit price (\$)	Total price (\$)
e.g. 4	<u>bottles</u> of	apple juice	8	32
	_____ of			
	_____ of			
	_____ of			
	_____ of			
	_____ of			
	_____ of			
	_____ of			
	_____ of			
	_____ of			
	_____ of			
	_____ of			
	_____ of			
Total cost for the class outing:				

Task Sheet 3

(Group)

Name: _____

Class: _____

Complete the sentences. Tell the class about your shopping list.

e.g.



Our group would like five bottles of water, a packet of ham, ...

The total cost is one hundred and one dollars.

Our group would like _____

The total cost is _____

_____ dollars.

