

## 1 Read the dialogue and circle the correct answers.

**Will** I'm hungry. Let's make lunch.

**Zoe** Good idea. What have we got in the fridge?

**Will** Let me see. There <sup>1</sup>is / <sup>2</sup>are some tomatoes. There <sup>3</sup>'s / <sup>4</sup>are also some cheese.

**Zoe** <sup>5</sup>Is / <sup>6</sup>Are there a lettuce?

**Will** No, there <sup>7</sup>isn't / <sup>8</sup>aren't. But there is a cucumber and I think there are <sup>9</sup>some / <sup>10</sup>any olives. Yes, here they are.

**Zoe** <sup>11</sup>Is / <sup>12</sup>Are there any peppers?

**Will** No, there aren't <sup>13</sup>any / <sup>14</sup>some peppers.

**Zoe** <sup>15</sup>Is / <sup>16</sup>Are there any meat?

**Will** Yes, there <sup>17</sup>is / <sup>18</sup>are. There's <sup>19</sup>some / <sup>20</sup>any chicken.

**Zoe** Great. Let's make a chicken salad with cheese.

## 2 Work in pairs. Complete the dialogue with the words below or your own ideas.

Remember to add *a, an, some* and *any*. Practise the dialogue.

beef bread carrots lamb mushrooms onion prawns tomatoes

**Student A** I'm hungry. Let's make lunch.

**Student B** Good idea. What have we got in the fridge?

**Student A** Let me see. There *is / are* \_\_\_\_\_. There *'s / are* also \_\_\_\_\_.

**Student B** *Is / Are* there \_\_\_\_\_?

**Student A** No, there *isn't / aren't*. But there *is / are* \_\_\_\_\_ and I think there are some \_\_\_\_\_. Yes, here they are.

**Student B** *Is / Are* there \_\_\_\_\_?

**Student A** No, there \_\_\_\_\_.

**Student B** Is there any meat?

**Student A** Yes, there is. There's some \_\_\_\_\_.

**Student B** Great. Let's make \_\_\_\_\_.

3 **SPEAKING** Work in pairs. Look at the picture of the fridge for 30 seconds.

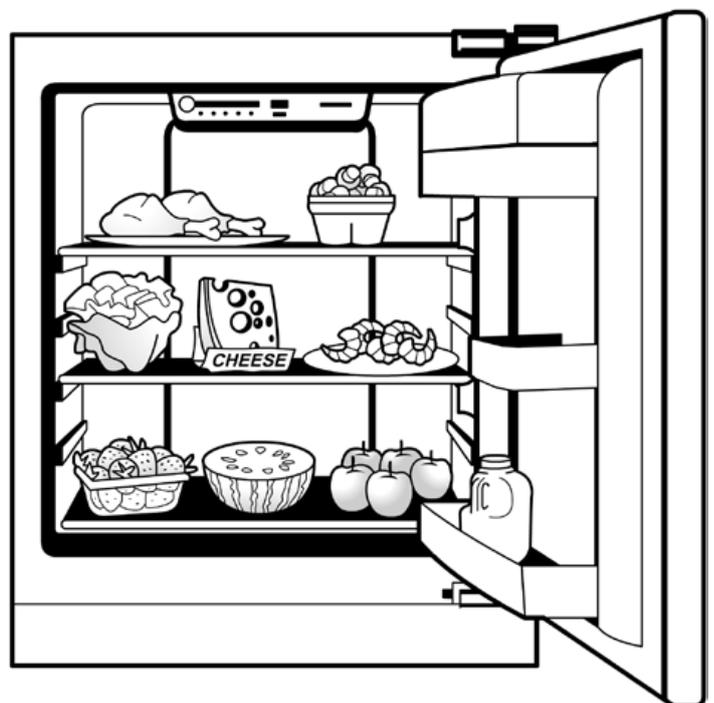
**Student A** Look at the picture. Ask questions about what is in the fridge.

**Student B** Cover your picture. Answer Student A's questions from memory.

Swap roles.

Is there any butter?

No, there isn't.



## **4B** *there is / there are; some and any*

**Aims:** To review and practise *there is / there are*, and *some* and *any* with food.

**Time:** 10–15 minutes

**Materials:** 1 handout for each student

### **Exercise 1**

- Give each student a handout and ask them to work individually to circle the correct answers.
- Remind them to think carefully about whether the foods are countable or uncountable.
- Check answers with the class.

### **KEY**

1 are 2 's 3 Is 4 isn't 5 some 6 Are 7 any  
8 Is 9 is 10 some

### **Exercise 2**

- Students work in pairs to complete the dialogue with the words given or their own ideas. Remind them that they also need to change the form of the verb *be* to match the countable and uncountable foods.
- Students then practise their dialogues.
- Ask a few pairs of students to perform their dialogues in front of the class.

### **Exercise 3**

- Students study the picture of the fridge for about 30 seconds. Then ask Student Bs to turn over the handout and answer Student As' questions.
- Students should swap roles so they both get the chance to guess.
- At the end, ask all students to turn their handouts over and test them on what they can remember. You could divide the class in two and turn this into a team game and award a point for each correct answer.