

TITLE: How Much is That?

ESTIMATED TIME: 2.50 hrs

LESSON OBJECTIVES:

- Ask for the price of an item.
- Write questions and statements about the price of items.
- Produce questions and statements for count and non-count items, using the appropriate be verb.

Essential Vocabulary:

- shop
- buy
- How much...
- vendor
- customer
- Okay.
- That works.

Materials Needed:

- [Buen Dia Ramon Video](https://youtu.be/GJvGuk39GcY): (https://youtu.be/GJvGuk39GcY)
- Santa Ana Shopper Photo (for Introduction)
- Presentation: 20 count items and 5 non-count food items (for presentation). See suggested items list at the end of this lesson.
- Count and Non-count signs - (for Guided Practice)
- Guided Practice: ‘How much: Count vs. Non-Count’ Worksheet - (for Guided Practice)
- Pretend Money in dollar denominations - (for Application)
- *Prior to this lesson, it is a good idea to help students with smartphones download the ‘Google Translate’ app.*



WARM UP (10minutes):

- Let your class know that you will be showing them a short movie trailer about a young Mexican man named, Ramon, who traveled to Germany in hopes of a better life.
- Display the [video](https://youtu.be/GJvGuk39GcY) on a digital board (https://youtu.be/GJvGuk39GcY)
- After the movie trailer, ask, “How does Ramon feel?”
- Write student responses along with the following adjectives on the board:
  - nervous
  - scared
  - lonely
  - sad
  - excited
- Talk about the meaning of each word and encourage students to use their mobile devices to look up the words online. Take a few minutes to practice the pronunciation of each word.
- Now ask, “In America, do you feel like Ramon?” Discuss responses.



INTRODUCTION (10 minutes):

- Using simple English, explain that living in a new country is hard especially if you don’t speak the language. Ask students what is hard about living in the United States. Write responses on the board. Depending on the class level, this activity can be scaffolded by providing the first and last letters of some possible responses. For example:
  - S \_ \_ \_ \_ \_ ing - shopping
  - Going to the d \_ \_ \_ \_ \_ r - Going to the doctor



### INTRODUCTION (10 minutes):

- T \_ \_ \_ ing to neighbors - Talking to neighbors
- H \_ \_ \_ ing my children with homework. - Helping my children with homework.
- Explain that today students will be learning language to help them shop.
- Display the 'Santa Ana Shopper' photo on a digital board
- Ask your students the following questions:
  - "Where is the woman?"
  - "What is the woman doing?"
  - "What is she buying?"
  - "How do you ask for the price of something?"
- Discuss/confirm the following answers:
  - Santa Ana Farmer's Market.
  - Shopping.
  - Cilantro/vegetables.
  - Maybe a sign.
  - How much/How much is it?

*Teacher Tip: At this level, be careful not to overwhelm students with too much vocabulary at once. With the above activity, your goal is to help students connect to the topic of shopping. Avoid going down the vocabulary rabbit hole.*



### PRESENTATION (30 minutes)

For the activity below, you will need the count and non-count food items mentioned in the materials needed.

- Ask your students the following question:
  - "What do you buy?"
- Write your student responses on the board.
- Choose two higher-level students and have them come to the front of the class. Give one student one of your count items (apples, for example) and give the other student one of the non-count item (rice, for example).
- Tell the class that you want to buy the apples from student A. Ask them what you should say. Go up to the student and role-play buying the apple from the student. For example:
  - You: "How much are the apples?"
  - Student A: "3 dollars."
  - You. "Here you go."
 To add a little humor, reverse roles and expand on the dialog. For example:
  - Student: "How much are the apples?"
  - You: "25 dollars."
  - Student: "What?! That is too expensive."
  - You: "But they are very delicious."
- On the board, write 'How much are the apples?'
- Now, follow the above sequence to 'purchase' the rice.
- On the board write the following:
  - How much is the apple? (Underline 'is' and draw one apple.)



## PRESENTATION (30 minutes)

- How much are the apples? (Underline 'are' and draw three apples.)
- 'How much is the rice?' (Underline 'is' and draw a bag of rice.)
- Read each statement 5 times and have students repeat.
- Explain that 'is' is used for 1 item. 'Are' is used for multiple items.  
(Because the primary purpose grammar focus of this lesson is count and non-count nouns, the above explanation of singular and plural nouns is simplified so that students get a general idea about the concept without overwhelming them.)
- Take the apples and count them out loud.
  - "One apple, two apples, three apples.
- Now take the rice. Pretend to start counting the rice grains...Explain that counting rice grains is too hard! Say:
  - "One rice, two rice, three rice... No way!"
- On the board using a T-chart write, 'count' and 'non-count'. Under count, write 'apple'. Under non-count, write 'rice'.
- Take out the rest of the count and non-count items you brought to class. Say the name of the first count item and have students repeat. Call on a student to come to the front of the class to count how many of the items you have. Ask the student if he/she thinks the item is 'count' or 'non-count'. Confirm the answer and write it under 'count' on the T-Chart.
- Now, take out a non-count item. Call on a more outgoing student to come to the front of the class. Ask them to try and count the item. They won't be able to. Confirm again with students that non-count items can't be counted. Ask the student if the item is 'count' or 'non-count'. Confirm the answer and write it under non-count on the T-Chart.
- Continue the above process for all items.
- When finished, pick up each item one more time and practice pronunciation with students. While doing this, walk around the class to help encourage all students to participate.

*Teacher Tip: It is likely that this is the very first time students will be learning about count and non-count items. Keep it simple! At this point, your goal is to ensure that students recognize the difference and can apply it to asking 'how much' questions about price. A great follow-up lesson would be to talk about non-count quantifiers. Check out the extension at the end of this lesson for additional ideas.*



## GUIDED PRACTICE (30 minutes):

Time to practice:

- Put two desks in the front of the classroom. Tape the 'Count Sign' to one desk and the 'Non-Count Sign' to the other desk.
- Put students in small groups and hand out at least 5 individual items to each group. (Feel free to add in random items from around the classroom such as paperclips, markers, etc.)
- On the board, write the following:
  - What is the name of the object?
  - Is it count or non-count?
- Read the questions above to the students and demonstrate how to answer the questions. For example:



### GUIDED PRACTICE (30 minutes):

- “It is a cup.”
- “It is a count noun.”
- Tell students they have 10 minutes to go through their items. Let students know that they can use their phones to help them learn the name of their products. While students are working, encourage conversation and help students use Google translate to look up words while walking around the room.
- When the 10 minutes are up, have each group come to the front of the class to say the name of their items and place them on the count or non-count desk.  
*\*Depending on your class, it may be a good idea to turn this into a game. For example, you could use the timer on your phone to see how long it takes each group to say each item and place it on the count or non-count desk. The group with the lowest time wins.*
- When the students are finished, go through the pronunciation of the vocabulary one more time.
- Distribute the “How much: Count vs. Non-Count” worksheet, one per group.
- Go over the directions in Section A and tell them that they will have five minutes to come up with as many count and non-count items as they can.
- Set a timer for five minutes.
- Once the five minutes are up, discuss answers.



### COMMUNICATIVE PRACTICE (25 minutes):

- Go to Section B of the “How much: Count vs. Non-Count” worksheet. Review the directions. Tell students that each pair is to write “how much” questions for the three *count* and *non-count* items that they came up with, and then write the answer.
- Take a few minutes to talk about how to answer ‘How much’ questions. On the white board, write, ‘How much is the pencil?’ and ‘One dollar’ next to each other. Ask students, “How much is the pencil?” Encourage students to respond by saying, ‘One dollar’.
- Now write on the board, ‘How much is the shirt?’ and ‘10 dollars’ next to each other on the board. Underline ‘s’ in dollars. Ask students, “How much is the shirt?” and encourage students to respond, by saying “10 dollars.”
- Write on the board, 1 dollar, 2 dollars, 3 dollars, 4 dollars, 500 dollars, and then say each expression on the board, emphasizing the ‘s’ in dollars. Have students repeat.
- Once you are confident students understand, tell them that they have 10 minutes for the activity.
- As your students work, walk around and support each group as needed.
- When the 10 minutes are up, ask for volunteers to come to the front of the class to share their questions and answers.
- When finished, take a few minutes to note any persistent pronunciation issues.



### APPLICATION (25 minutes):

For the following activity, you will need about 20 count and non-count items. You will also want to set your classroom up so that it looks like a “*swap meet*” with one or two ‘aisles’ of desks depending on the size of your classroom.



## APPLICATION (25 minutes):

- Write ‘vendor’ on the board. Then, open Google so that it can be seen on the projection screen. In the address bar, type ‘vendor’ as you verbally explain what you are doing to your students. Google images will be one of your search engine results. Click on it and scroll through the various images of vendors displayed. Point to a few of the photos saying ‘vendor’ each time.
- Now, write ‘customer’ on the board and google the word ‘customer’ following the same steps above.
- Take a few minutes to demonstrate/explain the usefulness of Google images for learning vocabulary. You can do this by providing a few more examples using the projection screen and also showing student groups how they can access Google images on their phones.
- Now, divide the class into customers and vendors. Have the vendors stand up and choose a few of the count and non-count objects to sell. Once they have chosen their items, have them set up “shop” at one of the desks and ask them to think about how much they will sell their products for.
- While the vendors are getting ready, put the pretend money on the table. Tell the customers to take a specific amount of money. (You can decide, depending on the amount and denominations you have. A good idea is to students take 5 ones, 3 fives, 2 tens and 1 twenty-dollar bill.)
- On the board, write the following expressions:
  - How much is the \_\_\_\_\_? How much are the \_\_\_\_\_ ?
  - \_\_\_\_\_dollars.
  - How about \_\_\_\_\_ dollars?”
  - Okay.
- Read each expression and have students repeat.
- Explain the following goals to students:
  - Vendors want to make as much money as they can.
  - Customers want to buy as many items has they can.
- Choose one of your more outgoing students to role play a swap meet conversation:
  - Customer: “Hi, How much is the notebook?”
  - Vendor: “It is 15 dollars.”
  - Customer: “15 dollars! Too much. How about 5 dollars?”
  - Vendor: “8 dollars”.
  - Customer: “7 dollars.”
  - Vendor: “Okay. 7 dollars”.
- Let the *Swap Meet* begin! The customers will now visit the different vendors to buy items. To get students engaged, it is essential that you actively take part. Walk around and begin negotiating with the vendors along with your students. Also, help the shyer students engage in conversation.
- After about 10 minutes, have vendors count their money (in English) and share how much they have made with the class. Have customers share how many items they have purchased.
- Have students switch roles and continue the *Swap Meet* for another ten minutes.
- As students are working, facilitate and provide support as needed. Also, make note of language issues you hear.



## APPLICATION (25 minutes):

- After the ten minutes are up, have students return to their seats. Ask the new vendors to count their money and share how much money they have made. Ask the new customers to share what products they have purchased.
- Spend a few minutes reviewing the language used during the activity. At this point also make note of reoccurring pronunciation/language issues you noted.
- Take a moment to recognize students that seemed to do a particularly good job as either a vendor or customer. Remember to be specific with your praise.
- As a wrap up activity, write the important vocabulary covered in the lesson on the board. Have your students pick 5 - 8 words to write down in their notebooks. As students are working, provide writing support as needed.

*\*The above activity will likely create many language-learning opportunities. Vendors may need to ask other vendors to make change. Some customers may want to borrow money from other customers hile other customers when may to trade items with each other. When these situations arise, use them as teachable moments.*



## EVALUATION:

- Completion of “How much: Count vs. Non-Count” Worksheet
- Classwork and group work observation
- Observation of role play activity



## EXTENSION :

- Create a lesson around common quantifiers for non-count nouns (can of soda, bag of rice, box of cereal, etc.)
- Create a lesson around the language needed for negotiations.
- Create a lesson centered around ‘making change’. For example, if something costs 6 dollars and a person gives you a twenty, you can ‘count up’ starting at 7 and ending at 20 to figure out how much they get back.
- Bring in flyers/advertisements of real swap meets in Orange County and have students look for specific information such as the date, time and price.
- Have students take pictures of items they see at the swap meets they visit and make a Swap Meet Vocabulary Board or Swap Meet Vocabulary Slideshow.
- Have students take pictures of items at a local store and share them with you. Using those pictures, create a ‘Price is Right Slideshow’ where students have to guess how much they think each product is.
- Encourage students to ask for prices when they go out shopping on their own
- Lesson on how much/how many could be taught now that students are familiar with count and non-count.

<b>CORE LESSON COMPONENTS:</b>
<b>BASIC COMMUNICATION:</b> <ul style="list-style-type: none"> <li>• Students will ask and answer questions with their classmates about price of an item.</li> </ul>
<b>COLLEGE/WORKFORCE PREP:</b> <ul style="list-style-type: none"> <li>• Participate in group/pair work to ask and answer questions about price of an item.</li> </ul>
<b>DIGITAL PREP:</b> <ul style="list-style-type: none"> <li>• Use smart phones to access food circulars and store catalogs.</li> </ul>
<b>21<sup>ST</sup> CENTURY SKILLS</b> <ul style="list-style-type: none"> <li>• Critical Thinking Skills</li> <li>• Collaboration &amp; Leadership</li> <li>• Agility &amp; adaptability</li> <li>• Initiative &amp; entrepreneurship</li> <li>• Oral communication</li> <li>• Written Communication</li> <li>• Access &amp; analyze information</li> <li>• Have &amp; use curiosity &amp; imagination</li> <li>• Play, passion &amp; purpose beyond the classroom</li> </ul>
<b>ONLINE RESOURCES:</b> <ul style="list-style-type: none"> <li>• <a href="https://www.pashalaw.com/price-discrimination-sometimes-legal-e195/">Warm up photo</a>: (https://www.pashalaw.com/price-discrimination-sometimes-legal-e195/)</li> <li>• <a href="https://youtu.be/GJvGuk39GcY">Buen Dia Ramon Video</a>: (https://youtu.be/GJvGuk39GcY)</li> <li>• <a href="https://www.easypacelearning.com/index.php/all-lessons/learning-english-level-1/295-cost-how-much-does-it-cost-english-lesson">How much does it cost</a> (https://www.easypacelearning.com/index.php/all-lessons/learning-english-level-1/295-cost-how-much-does-it-cost-english-lesson)</li> </ul>

**ADAPTATIONS (Approximate Time):****Multi-level Tips:**

- During pair work, have a lower-level student work with a higher-level pair so that they form a group of three.
- Regarding vocabulary, provide a vocabulary list to lower level students prior to instruction. Alternatively, provide higher-level students with a more advanced vocabulary list to reference after class.
- Encourage higher-level students to communicate in sentences rather than one- or two-word expressions.

**High Tech:**

- Warm up and Introduction: Have students access warm up video and introduction photo on their own devices. An easy way to provide links to students is via remind.com.
- Guided Practice: For the Guided Practice, have students text their count and non-count nouns to you via remind. You can then display them on the interactive board.
- Presentation: Have students videotape pairs negotiating price and then watch the videos as class to discuss.

**Low Tech:**

- Warm up: Print out photos that depict people facing similar issues as Ramon.
- If Wi-Fi is available, you can have students access the video on their smart phones. An easy way to share the video link is via remind.com
- Introduction: Print Introduction photo for students to access.
- Google Translate Alternative - Provide printed out screenshots of google translate so that students can be introduced to the application. In addition, show them the application on your smartphone.

**TEACHER TIPS:**