

## Task: How much is the T-shirt?

**Level:** A1

**Setting:** Mono/Multilingual / Teens or Adults

**Interaction:** T-Ss / S-S / Ss - T

**Time frame:** 15-20 minutes

**Suggested Book:** New Total English

**Pages:** 82-83

**Main system:** vocabulary (clothes)

**Main skill:** speaking



### • Aims

- ✓ practice vocabulary (clothes and numbers 1-100)
- ✓ checking prices (How much is/are ...?)
- ✓ interact communicatively

### • Materials

- ✓ board and markers
- ✓ flashcards A and B
- ✓ copies of the flashcard C for learners' notetaking

### • Procedures:

#### Prior to the task

Make sure you have the right number of copies of the flashcards. Note that each flashcard (clothes) is printed on both sides (items on one, and prices on the other). Tell learners that they will need a pen/pencil to carry out the task.

#### Instructing the task

Tell learners that their family decided to sell some clothes they don't like anymore. They are supposed to find out the prices of the items their classmates are selling. Chest flashcard A and show them that the items are on one side while the prices are overleaf. Instruct learners to show only the articles of clothing to their classmates (not the prices). Then chest flashcard C and show learners where to take notes of their classmates' items and prices. Model it out once or twice (see suggestion below) using an item that is not in the task, like 'hat' or 'socks'. Check your instructions and pair learners up to do the task. Distribute flashcards C first, and then the others.

#### Suggested exchange

**Learner 1:** Hi, \_\_\_\_\_.

**Learner 2:** Hi, \_\_\_\_\_.

**Learner 1:** What are you selling?

**Learner 2:** I am selling <items on the cards>.

**Learner 1:** How much is/are \_\_\_\_\_?

**Learner 2:** It's/They are \_\_\_\_\_.

**Learner 1:** How about the \_\_\_\_\_? How much is it / are they?

**Learner 2:** Oh, it is / they are \_\_\_\_\_.

(and so on so forth)

#### While the task is being done

As learners mingle, move around the classroom taking notes of both correct use of language and inconsistencies to be shared/treated later.

#### After the task

When learners have found out all prices, give them some time to decide what they are going to buy and why. Encourage reasons that have to do with price and style. As learners report, take some notes on the board and ask them what the most useful item is.

Correct learners' mistakes and/or praise them on the correct use of language and bring the task to a close.



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Flashcard A (overleaf)

Pair of pants ..... U\$56.00  
Dress ..... U\$82.00  
Shirt ..... U\$34.00  
Glasses ..... U\$17.00  
High heels ..... U\$69.00

Flashcard B (overleaf)

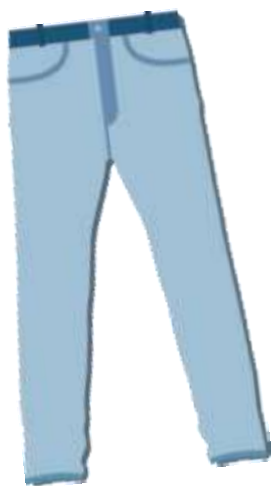
Purse ..... U\$89.00  
Watch ..... U\$76.00  
Skirt ..... U\$51.00  
Polo shirt ..... U\$24.00  
Belt ..... U\$33.00

Flashcard C

(To with Flashcard B)

	Price
1. Pair of pants	
2. Dress	
3. Shirt	
4. Glasses	
5. High heels	

## Flashcard A



## Flashcard B



Flashcard A (overleaf)

**Pair of pants ..... U\$56.00**

**Dress ..... U\$82.00**

**Shirt ..... U\$34.00**

**Glasses ..... U\$17.00**

**High heels ..... U\$69.00**



Flashcard B (overleaf)

**Purse ..... U\$89.00**

**Watch ..... U\$76.00**

**Skirt ..... U\$51.00**

**Polo shirt ..... U\$24.00**

**Belt ..... U\$33.00**

Flashcard C	Price
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	



Flashcard C	Price
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	



Flashcard C	Price
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	



Flashcard C	Price
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	