

Shopping and Asking Prices — Teacher Answers

A1 · How much / How many · 50–60 minutes

1. Warmer

Accept relevant descriptions. Elicit useful words before reading. The AI illustration is a discussion prompt; it need not show every detail in the text.

2. Vocabulary

1–C; 2–E; 3–B; 4–D; 5–A.

3–4. Reading and comprehension

Saturday; two kilos; four dollars; thirteen dollars.

5–6. Grammar and practice

much; many; are; is; much; many.

7. Teacher-read listening script

Read twice clearly, with a short pause between readings. Ask learners to compare answers before checking.

I would like three oranges, please. The oranges cost two dollars altogether. I also need one loaf of bread. The bread costs five dollars. I pay with a ten-dollar note. The shop assistant gives me three dollars change.

Answers: 3; \$2; 1; \$5; \$3.

8. Speaking

Answers vary. Model one exchange, then let pairs practise and swap roles. Monitor clarity and the target language.

9. Grammar detective

How much is the bread? How many apples do you need? How much is this bottle? The apples are three dollars a kilo.

10. Writing and reflection

Check question forms, is/are, polite requests and a clear order. Exit check: much; many.

Suggested timing and support

Warmer and vocabulary: 8 minutes; reading and comprehension: 10; grammar and practice: 12; listening: 7; speaking and game: 10; writing: 8. For support, give a sentence starter. For extension, add a follow-up question or extra detail.