

# Unit 17 How much is the T-shirt?

## Lesson 1

1 Look, listen and repeat. 🗣️ 🎧 🗣️



2 Point and say. 🗣️ 🗣️



Work in pairs. Ask your partners the prices of the clothes above. 🗣️

## Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Prices of clothes*.
- ask and answer questions about prices of clothes (singular), using *How much is the ...? It's ...*
- ask and answer questions about prices of clothes (plural), using *How much are the ...? They're ...*
- pronounce two-syllable words with the stress on the first syllable: 'sandals, 'trousers, 'jumper and 'jacket.

**Warm-up:** Prepare pupils for this unit by teaching them the names of some clothing items (e.g. T-shirt, blouse, scarf and skirt.) You may refer to what pupils are wearing when teaching the vocabulary.

### 1. Look, listen and repeat.

- Introduce the lesson by saying *Look at the pictures and guess what the story is about*.
- Give a few minutes for pupils to look at the four pictures and suggest what the story may be about. Then have them read the story in silence. Ask a few questions to check their comprehension: *Where are Mai and Quan? What are they doing? What is Mai wearing? What is Quan wearing? How much is the T-shirt?* (In Pictures a and b, Mai and Quan are in the street and talking about Quan's T-shirt. Mai is wearing a blouse and a skirt. Quan is wearing a T-shirt. In Pictures c and d, Mai is in the supermarket. She wants to buy a red T-shirt. She asks for the price, using *How much is it?* The sales assistant says *It's 50,000 dong*.)
- Play the recording a few times for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Teach them how to say numbers with five digits, using the Language notes below.

#### Language notes:

- We say *Excuse me* when we want to get someone's attention and ask for information, and say *thanks/thank you* after we get the information.
- We use *thousand* when we say numbers with four or five digits (e.g. *2,000 dong = two thousand dong, 35,000 dong = thirty-five thousand dong*).

### 2. Point and say.

- Tell pupils that they are going to ask and answer questions about prices, using *How much is the ...? It's ...*
- Teach the words *scarf, blouse, jacket, skirt* and *jumper* and have pupils repeat each word twice.
- Write the prices of the five items in words on the board and get pupils to read the words twice.
- Do an example with a pupil using Picture a. Then have pupils work in pairs before inviting one or two pairs to role-play the dialogue.

#### Work in pairs. Ask your partners the prices of the clothes above.

- Tell pupils that they are going to work in pairs and ask and answer questions about the prices of the clothes above.
- Set a time limit for the activity and circulate to monitor and offer help, if necessary.
- Invite one or two pairs to act out the exchanges.



3 Listen and tick. 🎧 ✔️



1. 60,000 dong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. 40,000 dong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. 50,000 dong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 Look and write. 👁️ ✎️



1. The orange T-shirt  
is thirty thousand dong.



2. The \_\_\_\_\_  
is \_\_\_\_\_.



3. The \_\_\_\_\_  
is \_\_\_\_\_.



4. The \_\_\_\_\_  
is \_\_\_\_\_.



5. The \_\_\_\_\_  
is \_\_\_\_\_.

5 Let's play. 🎮

**Pelmanism**



**Warm-up:** Spend a few minutes revising the previous lesson. Call three pupils to the front of the class to act out the story in Activity 1. Then have the class play *Slap the board*, using the names of the clothing items and the prices in Activity 2.

### 3. Listen and tick.

- Introduce the activity by saying *You are going to listen to three conversations and tick the correct box under each picture.*
- Give a few seconds for pupils to look at the pictures and read the prices. Ask them to say the prices aloud.
- Play the recording three times: once for pupils to listen all the way through, a second time for them to do the task and finally for them to check the answers. Ask them to focus on the price of each item.
- Get pupils to swap their answers before you check as a class.

**Key:** a 3    b 1    c 2

#### Audio script

1. **Mai:** This yellow jacket is very nice.  
**Linda:** Yes, it is.  
**Mai:** Excuse me. How much is it?  
**Sales assistant:** It's 50,000 dong.
2. **Nam:** Excuse me. Can I have a look at the orange T-shirt, please?  
**Sales assistant:** Here you are.  
**Nam:** How much is it?  
**Sales assistant:** It's 60,000 dong.
3. **Mai:** Excuse me. Can I see that blue jumper, please?  
**Sales assistant:** Here you are.  
**Nam:** How much is it?  
**Sales assistant:** It's 40,000 dong.

### 4. Look and write.

- Tell pupils that they are going to look at the clothes and write the price for each item.
- Go through every picture with pupils and ask them to identify the names of the clothing items and their prices. Then have them look at the worked example and write the answers for the other pictures. Remind them to mention the colour of each item.
- Set a time limit for them to fill the gaps.
- Call some pupils to read aloud their sentences and check the answers as a class.

**Key:** 2 yellow jumper, forty thousand dong    3 red jacket, sixty thousand dong  
 4 green skirt, seventy thousand dong    5 purple/pink blouse, fifty thousand dong

### 5. Let's play.

- Introduce the activity and remind pupils how to play the game *Pelmanism*.
- Prepare some cards with images of clothing items and the matching words for the items. Put pupils in groups of six. Give each group a set of cards. (You may prepare one set of cards and then photocopy them.) Each group should distribute the cards on the table, face down. A pupil turns over a pair of cards. If the cards show an image and a word that match with each other (e.g. the image of a T-shirt and the word *T-shirt*), the pupil takes the cards and continues to turn over another pair of cards. If the cards do not match, they should be turned face down again and the next pupil should have a go. The pupil with most cards at the end of the game is the winner.
- Set a time limit for pupils to play the game in pairs.
- Invite a few pairs to ask and answer questions about the clothing items on the cards (e.g. *What is this? It's a red jacket.*)



# Lesson 2

## 1 Look, listen and repeat. 🗣️ 🎧 🗣️



## 2 Point and say. 📖 🗣️



## 3 Let's talk. 🗣️

Ask and answer questions about clothes.

- How much is that \_\_\_\_\_?
- How much are those \_\_\_\_\_?

**Warm-up:** Spend a few minutes revising the previous lesson. Call a group of twelve to the front of the class to play *Pelmanism*.

Prepare six questions and six answers about clothes on 12 pieces of paper respectively and put them into a box. Each pupil draws a slip of paper and looks for the pupil with the matching question or answer. The quickest pair to say the question and answer aloud is the winner.

### 1. Look, listen and repeat.

- Introduce the story by saying *Look at the pictures and find out what Mai wants to buy in the supermarket. (A pair of yellow trousers.)*
- Give pupils a few seconds to read the story and check their comprehension by asking questions such as *Where are Mai and Hoa? What does Mai want to buy? What does she ask? How much is it?* (Mai and Hoa are in the supermarket/clothes shop. Mai wants to buy a pair of yellow trousers. She asks for the price of the trousers, using *How much are these trousers?* The sales assistant answers *They're 99,000 dong.*)
- Play the recording more than once, if necessary, for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the characters speaking.

### 2. Point and say.

- Tell pupils that they are going to ask and answer questions about the prices of the clothes with *How much are the ...? They're ...* Check understanding of the activity.
- Teach the words *jeans, shoes, trousers* and *sandals*. Give explanations of the plural forms of these nouns, using the Language notes below. Have pupils repeat each word and price twice.
- Do an example with a pupil using Picture a. Then get pupils to work in pairs before inviting one or two pairs to act out the exchanges.

#### Language notes:

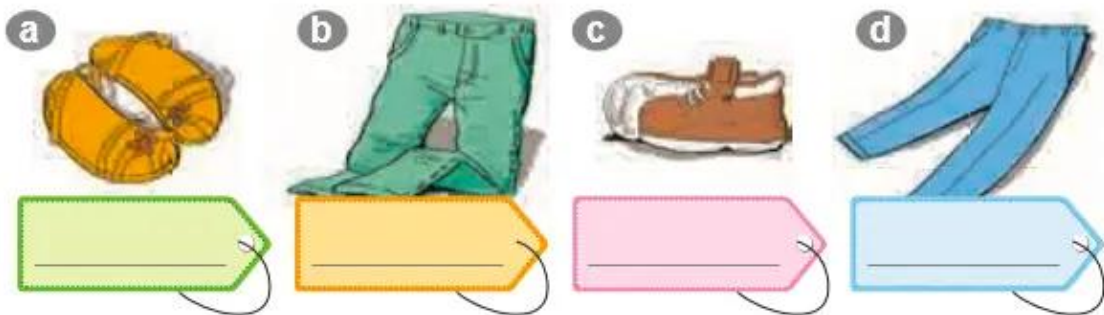
- *Trousers* and *jeans* are always in the plural form. They can be used with or without *a pair of* (e.g. *trousers/a pair of trousers*).
- *Shoes* and *sandals* can be used in the plural or singular form, depending on the meaning.
- When *a pair of* + (noun) is the subject of a sentence, it is followed by a singular verb.

### 3. Let's talk.

- Introduce the activity and check comprehension. Then spend a few seconds revising the use of *that* and *those* and the nouns that follow them (e.g. *that skirt, those skirts*). Draw pupils' attention to the plural forms of the nouns and verbs in *those* sentences.
- Get pupils to work in pairs to ask and answer questions about clothes. They may take turns to play the role of a customer and a sales assistant and point at other classmates' clothes and ask and answer about the prices.
- Call a few pairs to act out their exchanges.



4 Listen and write the prices. 🎧 🗣️



5 Look and write. 👁️ 🗣️



1. The pair of yellow trousers  
is ninety-five thousand dong.



2. The pair of \_\_\_\_\_  
is \_\_\_\_\_.



3. \_\_\_\_\_  
\_\_\_\_\_.



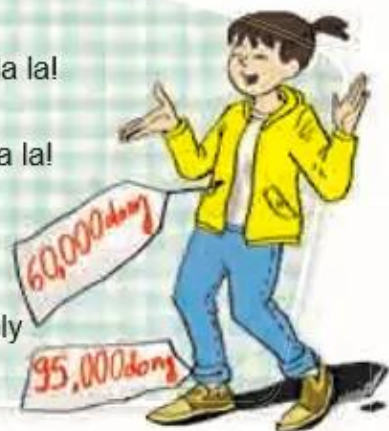
4. \_\_\_\_\_  
\_\_\_\_\_.

6 Let's sing. 🎵



**Buying clothes**

How much is the jumper? La la la!  
It's fifty thousand dong.  
How much is the jacket? La la la!  
It's sixty thousand dong.  
I like these blue jeans.  
How much are they, please?  
And how much are those lovely  
purple trousers?



**Warm-up:** Spend a few minutes revising the previous lesson. Ask one or two pairs to the front of the class to ask and answer questions about the prices of clothes.

#### 4. Listen and write the prices.

- Tell pupils that they are going to listen to four dialogues about clothes and write the prices.
- Give a few seconds for them to look at the pictures and identify the clothing items (*sandals, jeans, shoes and trousers*).
- Play the recording three times. Ask pupils to listen to the recording and write the prices.
- Get them to swap their answers before you check as a class.
- When the listening activity is over, have four pupils tell the class the prices of the four clothing items (e.g. *Look at this picture. The sandals are 90,000 dong.*)

**Key:** a 90,000 dong      b 73,000 dong      c 80,000 dong      d 95,000 dong

##### Audio script

1. *Mai:* Look. These sandals are very nice.  
*Hoa:* Yes, they are. Let's check their prices.  
*Mai:* Excuse me. How much are these sandals?  
*Sales assistant:* They're 90,000 dong.
2. *Nam:* Excuse me. Can I have a look at that pair of jeans over there?  
*Sales assistant:* Sure. Here you are.  
*Nam:* Thanks. How much are they?  
*Sales assistant:* They're 73,000 dong.
3. *Mai:* These shoes are very nice.  
*Nam:* Yes, they are.  
*Mai:* Excuse me. How much are they?  
*Sales assistant:* They're 80,000 dong.
4. *Nam:* Do you like these trousers?  
*Quan:* Yes. They are very nice. Let's ask for their prices.  
*Nam:* OK. Excuse me. How much are these trousers?  
*Sales assistant:* They're 95,000 dong.

#### 5. Look and write.

- Tell pupils that they are going to look at the pictures and write the name of each clothing item and its price.
- Give them a few seconds to look at the pictures and read the text.
- Set a time limit for the task. Remind pupils to write the words for the prices.
- Check answers as a class and call one or two pupils to read aloud the completed text.

**Key:** 2 brown sandals, seventy-two thousand dong  
3 The pair of blue jeans is eighty-eight thousand dong  
4 The pair of black and white shoes is eighty thousand dong

#### 6. Let's sing.

- Tell pupils that they are going to sing the song *Buying clothes*. Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have them look at the pictures and read the lyrics. Then check their comprehension.
- Play the recording for pupils to do choral and individual repetition. Then divide the class into two halves, one half singing the first four lines and the other half singing the last four lines.



# Lesson 3

## 1 Listen and repeat. 🗣️ 🎧

'sandals	I like these 'sandals.
'trousers	I don't like those 'trousers.
'jumper	How much is that 'jumper?
'jacket	The 'jacket is fifty-three thousand dong.

## 2 Look at the sentences and the stress marks ('). Then listen and say the sentences aloud. 🗣️ 🎧 🗣️

1. How much is this 'jacket?
2. The yellow 'jumper is very nice.
3. How much are these brown 'trousers?
4. The 'sandals are one hundred thousand dong.

## 3 Let's chant. 🎵

**How much is/are ...?**






How much is this cap? It's 30,000 dong.  
 How much is this blouse? It's 20,000 dong.  
 How much is this jumper? It's 50,000 dong.  
 How much is this jacket? It's 75,000 dong.  
 How much are these jeans? They're 99,000 dong.  
 How much are these shoes? They're 90,000 dong.  
 How much are these sandals? They're 40,000 dong.  
 How much are these trousers? They're 65,000 dong.








**Warm-up:** Spend a few minutes revising the previous lesson by having the class sing the song *Buying clothes*, one half singing the questions and the other half singing the answers.

### 1. Listen and repeat.

- Tell pupils that they are going to pronounce the following words: 'sandals, 'trousers, 'jumper and 'jacket.
- Explain to pupils what word stress is, in Vietnamese, if necessary. (Word stress is the emphasis that you put on a syllable by saying it more loudly.) Tell them that we use the stress mark (') to indicate word stress.
- Write 'sandals, 'trousers, 'jumper and 'jacket with the stress marks on the board. Play the recording and have pupils repeat these words, using a louder voice for the first syllables. To reinforce learning, ask pupils to clap at the stressed syllables as they say the words.
- Play the recording of the sentences and have pupils repeat them, paying attention to the target words and stress. Do choral and individual repetition of the words and sentences until pupils feel confident.
- Get some pupils to say the sentences, while the rest of the class claps at the stressed syllables of the target words. Correct the pronunciation, if necessary.

### 2. Look at the sentences and the stress marks ('). Then listen and say the sentences aloud.

- Tell pupils that they are going to look at the sentences, listen to the recording and repeat the sentences.
- Play the recording twice for pupils to repeat after. Ask them to pay attention to the underlined words and clap at the stressed syllables.
- Invite a few pupils to read aloud the sentences, while the rest of the class clap at the stressed syllables. Correct their pronunciation, if necessary.

#### Audio script

1. How much is this jacket?
2. The yellow jumper is very nice.
3. How much are these brown trousers?
4. The sandals are one hundred thousand dong.

### 3. Let's chant.

- Tell pupils that they are going to say the chant *How much is/are ...?* Follow the procedure in *Teaching the unit components* in *Introduction*.
- Ask them to draw lines matching the names of the clothes in the chant with the correct pictures. Then get them to repeat each line twice.
- Play the recording a few times for pupils to do choral and individual repetition.
- Divide the class into two halves: one half says the questions and the other half says the answers. The two halves swap their roles after the first round.
- If time allows, ask pupils to point at each clothing item and ask and answer in pairs about the price.



#### 4 Read and complete. 🧐 📝

My name is Mai. I am a primary pupil. On hot days at school, I wear a blouse, a short skirt, a red scarf and a pair of sandals. On cold days, I wear a jacket over a jumper, a long skirt, a red scarf and a pair of socks and shoes. At home, I wear different things. On hot days, I wear a blouse, a pair of shorts and a pair of slippers. On cold days, I wear a jumper, a pair of trousers and a pair of socks and slippers.

	At school	At home
On hot days	a blouse, _____	_____
On cold days	a jacket, _____	_____

#### 5 Draw three clothing items and write their prices. 🖍️



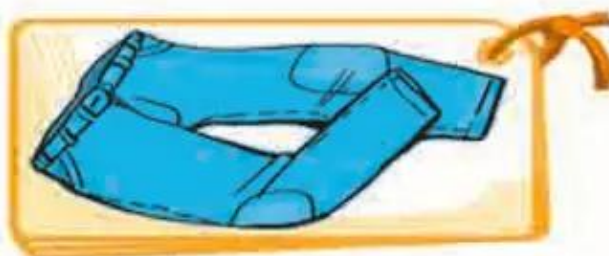
The \_\_\_\_\_ is/are \_\_\_\_\_.

The \_\_\_\_\_ is/are \_\_\_\_\_.

The \_\_\_\_\_ is/are \_\_\_\_\_.

#### 6 Project 🎨

Make four flashcards of clothes. Draw a picture of a clothing item on one side of the card and write the word for it on the other side. Then practise with your partners.



**Warm-up:** Spend a few minutes revising the previous lesson. Have the class pronounce two-syllable words with the stress on the first syllable. Remind them to use a louder voice for the first syllable. You may ask them to clap at the stressed syllable as they say the words. Here are some words you may use: *sandals, trousers, jumper, jacket, yellow, orange, hundred, thousand*.

#### 4. Read and complete.

- Spend a few minutes having pupils play the game *Bang!*
- Write these words on separate pieces of paper: *a blouse, a short skirt, a red scarf, a pair of sandals, a jacket, a jumper, a long skirt, a pair of socks, a pair of shoes, a pair of trousers* and *a pair of slippers*. Fold them in half and put them in a box. Add a few pieces that say *BANG!* Pupils take turns picking pieces of paper. If they read the words aloud correctly, they will get to keep the paper. If they draw a *BANG!* card, they will yell *BANG!* and then return all their cards (except the *BANG!* card) to the box. The pupil who has the most cards at the end of the game is the winner.
- Introduce the task. Set a time limit for pupils to read the text and complete the table. Circulate to monitor and offer help, if necessary.
- Get pupils to swap and correct their answers before checking as a class.

**Key:**

	At school	At home
On hot days	<i>a blouse, a short skirt, a red scarf and a pair of sandals</i>	<i>a blouse, a pair of shorts and a pair of slippers</i>
On cold days	<i>a jacket over a jumper, a long skirt, a red scarf and a pair of socks and shoes</i>	<i>a jumper, a pair of trousers, a pair of socks and slippers</i>

#### 5. Draw three clothing items and write their prices.

- Introduce the activity by saying *Now it's time for you to draw your three favourite clothing items and write their prices*.
- Draw a few sketches of clothes on the board as examples.
- Set a time limit for them to do the task in silence. When time is up, get two or three pupils to show their drawings and read aloud their writing.

**Key:** *Pupils' own answers*

#### 6. Project

- Tell pupils that they are going to make four flashcards of clothes.
- Give each pupil four cards, and also some crayons and colour pencils for drawing. They should draw a clothing item on one side of each card and write the word for it on the other side. Then they should show the flashcards to the class and talk about them. Check understanding.
- If there is not enough time, ask pupils to do the task as homework. Tell pupils that you will invite a few of them to give a presentation of their work in the next class.

**Key:** *Pupils' own answers*