LEVEL 1 LESSON 30 ROLLING ON THE RIVER

V·A Learning English

Topics	Prepare Before Class
Asking for and making food recommendations Units of measure & their abbreviations Dollar amounts expressed in numerals	Pictures of crabs (Available in Resources)

Learning Strategy	Goals
Make inferences (guess)	**Grammar:** Comparative and superlative adjectives; quantitatives (much/many); count/non-count nouns **Speaking:** Using count and non-count nouns **Pronunciation:** Abbreviations for amounts

Day 1

Introduce the Lesson Topic

Ask students, "If your friend comes into the room with a big smile, can you guess how they feel?" Give several students a chance to respond.

Continue, "Of course, you can guess how your friend feels. In fact, we often guess things based on information we get from the world around us. Today we're going to learn how to use that ability when we are studying English."

Introduce another focus of the lesson, comparative adjectives, by showing three pictures of animals or objects. At the end of this lesson, there are three crab photos. First show the blue crab. Say, "This is a large crab." Then, show the king crab and tell students, "This is a larger crab." Finally, show the coconut crab, and tell students, "This is the largest crab." Point out the suffixes on the adjectives by writing the words on the board:

large   larger   largest

Explain that the -er ending (or suffix) is used to compare something with a greater amount of a quality, while the -est suffix is used to describe something with the highest degree of a quality.

Tell students that by the end of the lesson, they will learn more about the strategy, Make Inferences, learn about a famous seafood market and learn how to use comparative and superlative adjectives.

Speaking Practice

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you. The video teaches how to use count and non-count nouns. Practice using the examples below or objects in the classroom.

Speaking Practice Script – Lesson 30

1. When we want to talk about a number of things, we often use the words "much" and "many" to talk about the quantity. There is a simple rule about when to use them. To learn the rule you should know there are two kinds of nouns.

One is count nouns. These are things you can count. You can put a number before these nouns.
For example, "I have three dollars."

2. **The other kind is non count nouns.** These are things that are very small (like sand), or a liquid, a gas, a concept or an activity.

You cannot put a number before these nouns. For example, "I have two cash" is NOT correct.

We can count these things if they are in a container, like a box, a bag, or a bottle.
For example, you can say, "I have two bags of cash."

3. Many or Much?
Use "**many**" with a noun that has a plural form.
These nouns are things that you can count.

For example, Pete asks: How many crabs do you want?

Use "**much**" with non-count nouns. These are nouns that do not have a plural. For example, Pete asks Anna:
How much money can you spend?

4. One non-count noun is corn. If we want to count corn, we can talk about "ears" of corn.

Now you try it. Look at the picture. Ask a question with "How much" or "how many?"
Listen:
I want to buy some corn.
Speak:
____ ____ ears of corn do you want? (How many)

Now try it with this picture: (water pitcher)
How ____ ____ do you want? (much water)

Present the Conversation

Tell students that in this lesson Anna is getting ready for a dinner party. Play the video or ask a few students to read the conversation. Tell students to respond when there are pauses in the video or practice the sentences below after hearing the conversation.

Main Video Script – Lesson 30

1. Listen:
How much money can you spend?
Speak:
How _____ money can you spend? (much)

Listen:
I can only spend $50.
Speak:
I can ___ _____ $50. (only spend)

2. Listen:
You should get the larger crabs.
Speak:
You should get the _____ crabs. (larger)
Listen:
They have the most meat.
Speak:
They have the _____ meat. (most)

Pronunciation Practice

The Pronunciation Practice video teaches about the abbreviations for dozen and pounds.

Pronunciation Practice Video Script – Lesson 30

1. In this lesson, Anna goes to a seafood market. The signs at the market tell the cost of the seafood.

One sign says ears of corn cost $12 for one dozen. When we say the cost, we say "a dozen." The abbreviation or short form of the word dozen is doz.

Listen to this conversation:
How much is the corn?
It's $12 a dozen.
Now you try it.
Crabs cost $20 for one dozen.

Listen:
How much are the crabs?
Speak:
They're $20 __ _____. (a dozen)

2. In many markets, signs tell the cost of one pound of a food.

For example, signs in the seafood market tell the cost of a pound of shrimp.

The abbreviation for pound is lb. Signs may say lb. or lbs. for more than one pound.

When we say the cost, we say, "a pound" or "for two pounds."

Now you try it.

Listen:
How much for two pounds of shrimp?

Speak:
It's $31 _____ two _____. (for, pounds)

Learning Strategy

Replay or have students repeat the part of the conversation where Pete asks Anna about her childhood:

Pete: Anna, you love to eat seafood. Did you grow up on the water?

Anna: No, I didn't. But I love the water. And I love being on the water.

Pete: You know how to sail?

Anna: Well … this afternoon I am going on a boat.

Pete: You are full of surprises. What kind of boat? Is it a motorboat or a sailboat?

Anna: It's a special boat, Pete. Well, thanks for your help. See you later!

Pete: See you, Anna!
        (to himself) Wow, Anna's a sailor! Who knew?

Pete takes the information he got from seeing Anna at the market, and guessed where she grew up. When Anna says, "I love being on the water," Pete guesses again: "You know how to sail?" We call this making an inference. Anna answers that she is going on a boat that afternoon. Pete makes another inference when he says, "Wow, Anna's sailor!"

Tell students, "We'll practice making inferences with the Activity Sheet."

Activity

Hand out the Activity Sheet and ask students to form pairs.

Say, "Let's look at the first example. The word "taller" is above the picture of the giraffe. Can you compare the giraffe and the mouse? On your sheet you see the sentence, *The giraffe is taller than the mouse*."

Say, "Now let's look at the mouse. What can we say about the mouse? Here, we can make an inference that the mouse is shorter than the giraffe. With your partner, write the sentence below the pictures, *The mouse is shorter than the giraffe.*"

Have students continue with the other small pictures. Give students time to complete this part of the pair practice. Walk around the room and remind students to make inferences.

For the second part of the activity sheet, have students make groups of four. Tell the students, "With another pair, compare yourself or your partner with the other students. Remember to be kind to one another. While being kind, a student would not say another

student is slow, for example."

After all of the students have completed the activity, have two or three students demonstrate.

Listening Quiz

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

If not using the video, read the sentences below aloud.

1. Anna says, "Today, I am at an outdoor seafood market near the Potomac River. Some say it is the oldest outdoor seafood market in the United States! I am here to buy seafood."
2. Pete says, "I work here. You know, it's not easy to be a writer."
3. Pete says, "But this job is great. I work outside by the river. And I can eat all the free seafood I want!"
4. Anna says, "In fact, I am here to buy some seafood for my dinner party."
5. Pete says, "Sure thing. Follow me. How much shrimp do you want?"
   Anna asks, "How much do I need for five people?"
6. Pete says, "The crabs here are delicious! They are the best because they come from the nearby Chesapeake Bay!"
7. Pete says, "You should get the larger crabs. They have the most meat."
8. Pete says, "Anna, you like to eat seafood. Did you grow up near the water?"

Collect the papers or ask students to trade papers and check the answers together.

Writing

Discuss the key words that may be used for the topic. Write some of them on the board for students to use in their written work. Write the writing topic on the board:

Where do you (or your family) buy fresh food? Is there a seafood or vegetable market near where you live?

Try to use some of the words from this lesson, like best, freshest, oldest, spend, money, and larger.

Conversation

Anna: Hello! Washington, D.C. sits on the Potomac River. This river is important to the history and culture of the city. Today, I am at an outdoor seafood market near the Potomac River. Some say it is the oldest outdoor seafood market in the United States! I am here to buy seafood. Let's see what they have!

Anna: Excuse me. Can you help me?

Pete: Sure! What do you need?

Anna: Pete!

Pete: Anna!

Anna: What are you doing here?

Pete: I work here. You know, it's not easy to be a writer.

Anna: Yeah, I heard that. Sorry.

Pete: But this job is great. I work outside by the river. And I can eat all the free seafood I want!

Anna: That is great, Pete. In fact, I am here to buy some seafood for my dinner party.

Pete: You came to the right place. They have the freshest seafood in town. How much money can you spend?

Anna: I can only spend $50.

Pete: Okay. What do you want?

Anna: First, I want to buy some shrimp.

Pete: Sure thing. Follow me. How much shrimp do you want?

Anna: How much do I need for five people?

Pete: (yells to co-worker) Give her a pound of shrimp!

Anna: Ok, now I want to buy some crabs.

Pete: The crabs here are delicious! They are the best because they come from the nearby Chesapeake Bay! Walk this way.

Pete: How many crabs do you want?

Anna: I want a dozen crabs.

Pete: You should get the larger crabs. They have the most meat.

Anna: Then I want a dozen large crabs, please!

Pete: Is that everything you need?

Anna: Let's see … I have shrimp and crabs. And a friend is bringing a salad and many e ears of corn-on-the-cob.

Pete: Is that all the seafood that you need?

Anna: Yes.

Pete: That'll be $49.95. Cash or credit?

Anna: Credit, please.

Pete: Anna, you love to eat seafood. Did you grow up on the water?

Anna: No, I didn't. But I love the water. And I love being on the water.

Pete: You know how to sail?

Anna: Well … this afternoon I am going on a boat.

Pete: You are full of surprises. What kind of boat? Is it a motorboat or a sailboat?

Anna: It's a special boat, Pete. Well, thanks for your help. See you later!

Pete: See you, Anna! Wow, Anna's a sailor! Who knew?

Anna: Yes, rivers are important to the history and culture of Washington, D.C. And now I am part of this city's interesting waterfront culture. Until next time!
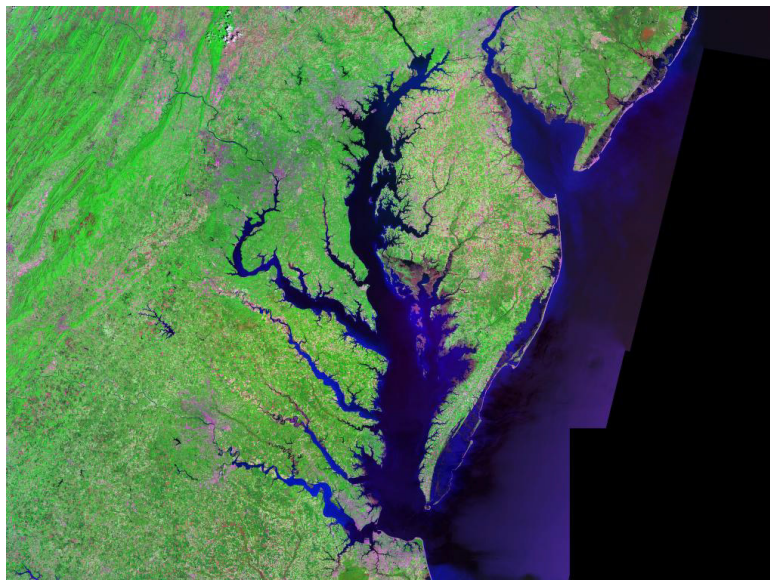
corn on the cob

blue crabs

Chesapeake Bay

Key Words

best - *adj.* better than all others in quality or value

Chesapeake Bay- *n.* an inlet of the Atlantic, in Maryland and Virginia. It is 200 miles (or 320 km) long; and from 4–40 miles (or 6–64 km) wide.

corn-on-the-cob - *n*. corn when cooked and eaten straight from the cob - the part of corn that the kernels grow on; an ear of corn

crab - *n.* a sea animal that has a hard shell, eight legs, and two large claws

credit - *n*. money that a bank or business will allow a person to use and then pay back in the future

dozen - *n.* a group of 12 people or things

ear - *n*. the part of a corn plant on which the seeds grow

freshest - *adj.* the most fresh

many - *adj.* used to refer to a large number of things or people

much - *adj.* large in amount or extent

larger - *adj.* greater in size or amount

market - *n.* a place where products are bought and sold

money - *n.* something (such as coins or bills) used as a way to pay for goods and services and to pay people for their work

most - *adj.* almost all or the majority of

motorboat - *n*. a boat with a motor

oldest - *adj.* having the highest age of a group

Potomac River - *proper noun*. a river flowing from West Virginia to the Chesapeake Bay. It flows between Maryland and Virginia.

pound - *n*. a unit of weight that is equal to 16 ounces or about a half of a kilogram

river - *n*. a large natural flow of water that crosses an area of land and goes into an ocean or a lake

sail - *v.* to travel on water in a ship or boat

sail - *n*. large piece of strong cloth that is connected to a ship or boat and that is used to catch the wind that moves the ship or boat through the water

sailboat - *n*. a boat that has a sail

sailor - *n.* a person who works on a boat or ship as part of the crew

salad - *n*. a mixture of raw green vegetables, such as different types of lettuce, usually combined with other raw vegetables

seafood - *n*. fish and shellfish that live in the ocean and are used for food

some - *adj.* refers to an unspecified amount or number

spend - *v*. to use money to pay for something

water - *n*. an area of water such as a lake, river, or ocean

waterfront - *n*. the land or the part of a town next to the water of an ocean, river or lake.

Quiz - Level 1, Lesson 30 - Rolling on the River

Listen. Circle the letter of the correct answer.

1. What does Anna say she is doing today?

a.   She is fishing in the Potomac River.
b.   Anna is selling seafood on the river.
c.   She is visiting an old friend.
d.   Anna is going to buy seafood

2. What is Pete doing at the market?

a.   Pete is writing about the market.
b.   He is looking for a job.
c.   Pete is working at the market.
d.   He is looking for Anna.

3. What are the good things about Pete's job?

a.   The job gives him sailing and fishing lessons.
b.   He gets to see food and the river.
c.   The job lets him learn about seafood and corn.
d.   He can work by the river and eat free food.

4. What is Anna doing at the river?

a.   Anna is looking for a party by the river.
b.   She wants to buy seafood for a party.
c.   Anna wants Pete to give her $50 for a party.
d.   She is looking for a fishing boat.

5. What does Anna want to know?

a.   How many people work with Pete
b.   Where to buy five pounds of shrimp
c.   How much shrimp to buy for five people
d.   Where Pete is going after work

6. What advice does Pete give to Anna?

a.   He says Anna should buy Chesapeake Bay crabs here.
b.   Pete tells Anna there are no Chesapeake Bay crabs here.
c.   He says to go to the Chesapeake Bay to buy crabs.
d.   Pete says he likes going to the Chesapeake Bay.

7. What does Pete tell Anna to buy?

a.   Pete says she should buy the larger crabs, with the most meat.
b.   He says she should go to the meat market.
c.   Pete tells her to try to find the crab boat.
d.   He tells Anna to look for a larger market.

8. What strategy does Pete use in this clip?

a.   Making inferences, or Guessing
b.   Making associations
c.   Paraphrasing or Substituting
d.   Self Talk

Blue Crab

Coconut Crab

Japanese Spider Crab

STEP 1

Write the comparative form of the adjectives below into the boxes below the pictures. Then write two sentences below each pair of the pictures comparing them.

ADJECTIVES

TALL	OLD
YOUNG	SMART
FAST	SHORT
SLOW	STRONG

GIRAFFE **MOUSE**

taller

The giraffe is taller than the mouse

TURTLE **CHEETAH**

CINDY **MARTHA**

THOMAS **MARCO**

STEP 2

Now choose the superlative form of four these adjectives. Use each of the superlatives to compare yourself with at least two of your friends. Write a sentence about you or your friends using each of the four superlatives you chose.

Who is the smartest?

You are!

SUPERLATIVE	WHO IT DESCRIBES
smartest	I am the smartest.