



TEACHER'S GUIDE

LESSON 13: WHAT IS AT A FARMER'S MARKET?

Video summary: Anna shops at a farmer's market

Functional purpose: language for shopping

Grammar: irregular past tense, *buy/bought*; asking *How much does _____ cost?*

Letters and sounds: /aɪ/; voiced /θ/ *this, that*

Questions: *What did you buy?*

Answers: *I bought _____.*

Key words: *money, surprise, buy, sell, grocery bag, market*

PREPARE TO WATCH

Get students' attention

Here are some ideas to introduce the lesson points.

See the How-to Guide for more ways to do this.

- Bring a large shopping bag to class and ask students to name foods that come from farms.
- Ask students to imagine filling the bag with any food items from farms they want. They can make lists individually, or the class can do it together.

Connect to students' experiences

This can be done in native language or English.

- Tell students the objectives for the lesson. Then ask (choose as needed):
- “Where does your family get its food?”
- “What kind of markets or stores does your family shop at to buy food?”
- “Does all of the food you eat come from farms?”

Guess: What will happen?

- Give students a clue (a small piece of information) about the video story.
- Ask: “What will happen?”

WATCH AND REVIEW THE VIDEO

Check understanding with specific questions (add your own as necessary)

- “What is something you can buy at a farmer’s market?”
- “What does Anna buy at the farmer’s market?”
- “Is a farmer’s market indoors or outdoors?”
- “What surprise does Anna bring to Max?”

Talk more about the video

- Ask students what they liked, what made them laugh, and what parts they want to see again.
- Teach one or two new words from the video.
- Ask students to say what happened in the video.

See How-to Guide for more questions on the video.

ACTIVITIES

1. Asking “How much does (something) cost?”

Set up/materials

- If possible, pictures or real examples of fruit and vegetables and other food products
- Any variety of objects such as pens, notebooks, string, bags, markers, etc.

How to

Part One

- Explain to students that they will learn how to ask a question about shopping.
- Write the word *does* on the board. Say and repeat with students. Be sure students pronounce the final *s* with the sound of /z/
- Write *How much does*. Say and repeat.
- Write *How much does this* and *How much does that*. Point to something close to you when you say *How much does this* and point to something far from you when you say *How much does that*. Have students repeat and have students point close to them or away from them when they repeat.
- Explain that *this* is for things close to their body, and *that* is for things farther away.
- Write the word *cost*. Explain that *cost* = price of something. Explain with examples.
- Now write the entire question, *How much does this cost?* Say and repeat with students.
- Continue with *How much does that cost?*

Part Two

- Put some items, such as pens, notebooks, and pictures, on a desk or table in the front of the classroom.
- Model asking and answering *How much does this cost?* with a student. First, the teacher asks the question, pointing to an object. The student can decide and say how much the item costs. After modeling the question several times, switch roles and have the student ask the question.
- Put students in pairs or small groups. They will practice the roles of asking *How much does this cost?* and answering. Have students put objects they can roleplay buying and selling on surfaces such as desks or tables.
- After students have practiced, have one or two student pairs demonstrate the activity to the whole class.

Teacher's Guide Lesson 13: What is at a farmer's market?

Variations

- Teach *How much is this?* and *How much is that?* This way of asking about price (without using *does* and *cost*) is common usage by native speakers.
- Students can also practice by naming the object at the end of the question. For example: *How much is the book?* *How much is the bag?*
- Teach and practice with the plural forms: *How much are these?* *How much are those?* *How much are they?* And *How much are (plural noun)?*

2. What did you buy?

Set up/materials

- Any variety of objects such as pens, notebooks, string, bags, markers, etc.
- If possible, pictures or real examples of fruit and vegetables and other food products

How to

- Write *buy* and *bought* on the board.
- Put some items, such as pens, notebooks, and pictures, on a desk or table in the front of the classroom.
- Have a student come to the front of the class. The student will be the seller and the teacher will be the buyer.
- Ask *How much does this cost?* Have the student answer, and then pretend to buy the item from the student. Put the item in a bag.
- Next, remove the items from the bag one by one, saying “I bought a _____” or “I bought some _____”. Point to the word *bought* on the board.
- Say *bought* and have students repeat.
- Ask, “What did I buy?” and guide students in the response: *You bought a pen. You bought some paper . . .*”
- Now have another student come to the front. The two students now demonstrate shopping and buying.
- The buyer now says to the class, “I bought a _____, I bought some _____”
- Ask “What did (name of student) buy?” and guide students in response: *(name of student) bought _____*.

Teacher's Guide Lesson 13: What is at a farmer's market?

- Ask, "What did Anna buy at the farmer's market?" Guide students in response: *Anna bought _____*.

Variations

- Have students draw pictures of items they want to sell. These could be limited to items from a farmer's markets or expanded to include any kind of item. Students sell their items/pictures to each other. After the buying and selling, students talk about what they bought by showing the photos to classmates. They practice saying *I bought _____*.
- Students can practice the verb *buy* with *want to*, *need to*, and *going to*. For example: *I want to buy _____*. *I'm going to buy _____*.
- Students can practice asking the question: *What did you buy?*

3. Pronouncing "ar"

Set up/materials

- List of words with "ar" spelling
- Video segment of Anna at the farmer's market

How to

- Make the "ar" sound, and show how the jaw drops down and then back up slightly when making the sound
- Begin with common one-syllable words that students are more likely to know or have heard, such as *car*, *arm*, *card*, *park*, *star*, *start*. Write these words on the board and have students copy them in their notebooks.
- Say the words and have students repeat.
- Circle the letters *ar* in each of the words on the board.
- Show the part of the video where Anna is at the farmer's market and explains the sound made by the letters *ar* in *farmer's* and *market*.
- Practice pronunciation with lists of words. Choose words that connect to your student's level and interests. Possible examples include:

*farmer farm garden arm car large bar far dart garment are alarm arch
March Mars market card guard garlic hard harm harp start jar
park party part pardon star tarp target barn yarn yard mark bark*

Teacher's Guide Lesson 13: What is at a farmer's market?

Variations

- Have students try to create poems or simple rhymes with the “ar” spelling and sound.
- Play and sing songs that have the /ar/ sound.
- Give sentences for students to read that have one or more words from the list. Students circle the letters *ar* in those words then read the sentences aloud.
- For more advanced learners, you can compare other words spelled with *ar* but pronounced differently, such as *war*, *warm*, *toward* (/or/); *dollar*, *sugar* (/ɪr/)
- Compare /ar/ words with other vowels that combine with /r/, such as /or/ (*for*, *form*, *corn*) or /ɪr/ (*bird*, *third*, *girl*)

4. Read and Write

Set up/materials

- Give students a copy of the *Read and Write* activity sheet.

How to

- Point to the first sentence on the activity sheet and read it aloud but pause at the box with the word *this*. Ask students what word belongs in the box. Show them how to trace the letters.
- Read the entire first sentence and have students repeat.
- Students continue with the rest of the activity sheet, and teacher helps as needed.
- For the box at the bottom, show students how to write the first part of their answer: *I buy*

Variations

- Play the video without the sound and read the subtitles aloud. Have students write some of the sentences from the subtitles in their notebooks.
- Have students create three to five new sentences of their own relating to markets and shopping.
- Explain the difference between using the simple present, *I buy*, for habitual actions, and the simple past, *I bought*, for a specific time in the past. You can use other verbs, like *go* or *walk*, to make this clear to students. For example, have students make two columns:

Every week

Every week I go to school.

Every day I walk outside.

Last week

Last week I went to school.

Last week I walked to _____.

- Have student pairs practice reading the sentences aloud. Then have a few pairs demonstrate for the whole class.
- Ask students to create their own worksheets like the *Read and Write* sheet, where they write sentences with one or more words missing. Then students trade sheets with partners and try to complete them.



READ AND WRITE

How much is bread?

It three dollars.

Anna something for Max.

You can buy many things at a market.

What do you buy at your market?



5. Listen and Speak

Set up/materials

Two *Listen and Speak* activity sheets, one for “Student A” and one for “Student B”

How to

- Prepare students by practicing some expressions from the video and the ways buyers and sellers talk about prices at the farmers' market:

“How much does _____ cost?” “How much is _____?”

“That's _____.” “It costs _____.”

- Ask “How do you buy fruit or vegetables?” Discuss the unit being sold – for smaller fruits, sellers may sell them by weight or container, such as a box of berries.
- Pair students. Give one student in each pair the *Student A Activity Sheet* and the other student the *Student B Activity Sheet*.
- Tell students: “Let's pretend we are at a farmers' market. One of you is a seller. The other one is a buyer. Look at the top of your sheet for an example of how to ask your partner about the foods.”
- Have one pair demonstrate the example conversation. Make sure all understand they should give their partner the information by saying the price in a complete sentence, like, “They are \$____.” Tell them they should not show their partner their sheet or simply say the number without using the unit being sold, like “Two dollars each” or “Three dollars a box.”

Variation

- You can do this activity separately or combine it with the activity “How much does (something) cost?” described above in this Teacher's Guide.
- Ask students to think of other fruits or vegetables and tell their partner what they are selling, the price and the unit of sale.
- The activity sheet does not use weight, but if students want to practice using pounds or kilograms, help them to pronounce those units.

STUDENT A

● LISTEN AND SPEAK

Let's
Learn
English

with Anna!

Student A - Part 1: You are selling vegetables at a farmers' market. Work with a friend who is buying at the market. Answer questions about the cost of each food.

Practice with your friend:

B: How much are the _____?

A: They cost _____ each.

B: I'll have _____ please.

Here's _____ dollars.



Student A - Part 2: You are buying fruit at a farmers' market. Work with a friend who is selling at the market. Ask questions about the cost of each fruit. Write the price on the sign.



Words: peppers, eggplant, squash
peaches, watermelons, berries, peaches

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STUDENT B

LISTEN AND SPEAK

Student B - Part 1: You are buying vegetables at a farmers' market. Work with a friend who is selling at the market. Ask about the cost of each food. Write the price on the sign.

Practice with your friend:

B: How much are the peppers?

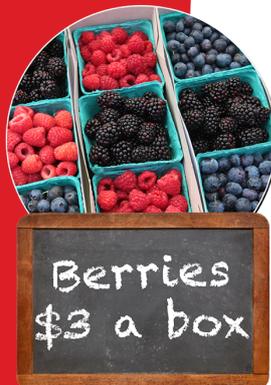
A: They cost ____ dollar each.

B: I'll have two please.

Here's two dollars.



Student B - Part 2: You are selling fruit at a farmers' market. Work with a friend who is buying at the market. Answer their questions about the cost of each fruit.



Words: peppers, eggplant, squash
peaches, watermelons, berries, peaches

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LEARN MORE

1. Surprise!

Set up/materials

Any objects, persons, or activities that could be surprising for students.

How to

- You will leave the classroom and then reenter with a surprise.
- Tell students you need to leave the classroom briefly.
- Return to the classroom with a surprise, such as a musical instrument, an unusual piece of clothing (like a costume or wig), children from another classroom, food, flowers or other plants, etc.
- Be creative. For example, if possible, bring a mailbox (or a model of one) into the classroom. Students can name the mailbox and give the mailbox a personality, using Max as an example.
- Teach students to pronounce *surprise* by practicing each syllable: *sur* = /sir/, *prise* = /pri:z/. Have students practice the /z/ sound at the end of the word.
- Teach the phrase, *I have a surprise*.
- Ask students to think of a surprise they could bring to class. Then on following days have various students present their surprises to the class.

Variations

- Ask students to think of surprising events from their lives. They can write and speak about them.
- Discuss with students the difference between good surprises and bad surprises.
- Invite a guest teacher, parent, or community member to come into the class and speak to the students, but do not inform the students beforehand.
- Students can plan and give a surprise party for another class/group of students in the school.
- For more advanced students, teach the grammar and difference of meaning between *I am surprised* and *That is surprising* (as well as past forms, *I was surprised*, *It was surprising*).

2. This, That, These, Those

Set up/materials

- Classroom objects on desks or tables

How to

- Explain the meaning of *this* by using many examples, such as “This is my pencil. This is my book. This is my nose. This is my hand. This is my shirt.”
- Then take some of the objects and walk across the classroom and put them on desks or tables. Walk back to your original position. Now point to the objects you moved, and say, “That is my pencil. That is my book” etc.
- Alternatively, do not take objects from your desk or table. After giving examples saying *this*, walk away from the table and then point back to the objects and say *that*.
- After giving examples with *this* and *that*, ask students to explain the difference between the two words.
- Model this activity with a student:

Have a student stand at least two meters apart from you. Show the student a few objects, saying, “This is my book, this is my shirt, this is my pen”, and so on.

Next, the student opposite points to and describes what was shown to them: “That is your pen, that is your book, that is your shirt,” and so on.

- Next, put students in pairs. Have them stand or sit at least two meters apart from each other. Alternatively, have the class form two lines about two meters apart.
- Each student holds a few objects such as pencils, and notebooks. Students show their objects to their partners and say, “This is my pen, this is my book, this is my shirt,” and so on.
- Next, the student opposite points to and describes what was shown to them: “That is your pen, that is your book, that is your shirt,” and so on.
- You can teach *these* and *those* in the same way you taught *this* and *that*.
- Depending on your level of students, practice both singular examples (*this*, *that*) and plural examples (*these*, *those*)

Variations

- Practice pronouncing the voiced /th/ (/ð/) sound with words like *the*, *this*, *that*, *there*, *then*

Teacher's Guide Lesson 13: What is at a farmer's market?

- Ask students to bring in photos or pictures of their family members. They can talk about their family and practice saying *This is* _____.
- Show and Tell: ask students to bring in an object that is interesting or meaningful to them. They show the object to the class and talk about it. They can begin by saying *This is* _____
- Show the video where Anna shops in the market and asks, “*How much does this cost?*”? Ask students to raise their hand when Anna says *this* or when Anna says *that*.
- Combine practice of *this, that, these, those* with a shopping role-play activity.

CHECK UNDERSTANDING

1. Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but don't write them.

Questions:

1. Anna shops for _____ at the farmer's market.
2. She _____ peaches from the farmers.
3. Max wants Anna to _____ something for him.
4. Anna gets _____ for Max at the market.

Answer key:

1. food
2. buys
3. buy
4. a flower



QUIZ

1. Anna is shopping for at a farmer's market.



2. She peaches from the farmers.



3. Max wants Anna to something for him.



4. Anna gets for Max at the market.



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