# Information gap – How much?

## Activity

Work with your partner to complete the menu with the correct price for each item. Use the question *[*item*]*는/은 얼마예요? to ask for the price of items that are missing on your menu. Your partner will respond using the structure *[*item*]*는/은 *[*price*]* 원이에요. Fill in the gaps in your menu according to the responses you hear.

When formulating questions and responses, remember to choose the topic particle carefully: use 는 (*neun*) if the preceding word ends in a vowel, or use 은 (*eun*) if the preceding word ends in a consonant.

An example of an interaction has been provided for you:

**Student A:** 라면은 얼마예요? (*Ramyeoneun eolmaeyo?*)

**Student B:** 라면은 삼천오백 원이에요. (*Ramyeoneun samcheonohbaek won ieyo.*)

### Student A

|  |  |  |  |
| --- | --- | --- | --- |
| apple  ₩ 680 | cola | corn  ₩ 1,100 | ramyeon |
| grapes | water  ₩ 990 | bananas | tteokbokki  ₩ 3,000 |
| rice vegetable rolls | watermelon  ₩ 29,000 | Korean fried chicken  ₩ 17,500 | milk |
| orange | kimchi  ₩ 14,850 | lettuce  ₩ 1,200 | shikhye |

### Student B

|  |  |  |  |
| --- | --- | --- | --- |
| apple | cola  ₩ 2,000 | corn | ramyeon  ₩ 3,500 |
| grapes  ₩ 11,900 | water | bananas  ₩ 6,300 | tteokbokki |
| rice vegetable rolls  ₩ 4,200 | watermelon | Korean fried chicken | milk  ₩ 1,100 |
| orange  ₩ 780 | kimchi | lettuce | shikhye  ₩ 1,500 |

## For the teacher

Remove this section before sharing this resource with students.

 **Differentiation examples**

**High potential and gifted students** – students can add complexity to their interaction by including appropriate greetings and farewells for each interaction, adding more details such as whether they like the item or not, and using conversation fillers where appropriate.

**Students with advanced proficiency** –students can add more details about each item, including whether they like it and why, or if they have ever tried it before and where.

**Students requiring additional support** – provide a list of numbers (example below) to help students compose complex numbers. Allow students to use a computer to type or use voice-to-text software, where required. Reduce the number of items required. Allow students to work in small groups rather than in pairs. Provide students with the ‘Alternative activity to accompany Student A price list’ provided in this resource. Provide the sheet with *Hangeul* or romanised Korean numbers if required.

### Numbers

|  |  |
| --- | --- |
| Number | Korean |
| 1 | 일 (*il*) |
| 2 | 이 (*i*) |
| 3 | 삼 (*sam*) |
| 4 | 사 (*sa*) |
| 5 | 오 (*o*) |
| 6 | 육 (*yuk*) |
| 7 | 칠 (*chil*) |
| 8 | 팔 (*pal*) |
| 9 | 구 (*gu*) |
| 10 | 십 (*sip*) |
| 100 | 백 (*baek*) |
| 1,000 | 천 (*cheon*) |
| 10,000 | 만 (*man*) |

### Alternative activity to accompany Student A price list

Provide the name of the item in English or Korean that corresponds to the price listed in the Student A price list. This table can be edited to suit the needs and level of your students.

|  |  |
| --- | --- |
| Price | Item |
| 육백팔십 (*yuk baek pal sip*) |  |
| 만칠천오백 (*man chil cheon o baek*) |  |
| 만사천팔백오십 (*man sa cheon pal baek o sip*) |  |
| 삼천 (*sam cheon*) |  |
| 이만구천 (*i man gu cheon*) |  |
| 천이백 (*cheon i baek)* |  |
| 구백구십 (*gu baek gu sip*) |  |
| 천백 (*cheon baek*) |  |

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