

# A little, A few & A lot of

**1** Directions: Read and pronounce the names of the items below.



Directions: List the items above under **A FEW** or **A LITTLE** below.

**A FEW**  
(Count)

tickets \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**A LITTLE**  
(Non-count)

water \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**2** Directions: Practice asking with another student with "How much?" and "How many?" Answer using "a little," "a few," and "a lot of." See the examples ►

Student 1: How much/How many \_\_\_\_\_  
do you see?

Student 2: I see \_\_\_\_\_.

How much  
water do  
you see?

I see  
a little  
water?

How many  
tickets do  
you see?

I see  
a few  
tickets.



**3** Directions: Write "a few," "a little," or "a lot of" below.

**1**   
How many  
apples are  
there? There are  
a few apples.

**2**   
How much tea  
do you drink? I  
drink \_\_\_\_\_ tea.

**3**   
How many  
people are  
there? I see  
\_\_\_\_\_ people.

**4**   
How many  
children are  
there? There  
are \_\_\_\_\_.

**5**   
How much fruit  
do you eat? I  
eat \_\_\_\_\_ fruit.

**6**   
How much cash  
is in the photo?  
It's \_\_\_\_\_ money.

**4** Interview: Ask another student the questions below. Write the answers using "a few," "a little," or "a lot of."

## Student Survey



- How many brothers/sisters do you have? \_\_\_\_\_
- How many relatives do you have? \_\_\_\_\_
- How much money does gas cost? \_\_\_\_\_
- How many hours do you sleep? \_\_\_\_\_
- How many books do you read in a year? \_\_\_\_\_
- How many close friends do you have? \_\_\_\_\_
- How many hours do you study? \_\_\_\_\_
- How much do you like \_\_\_\_\_?
- How much \_\_\_\_\_?
- How many \_\_\_\_\_?

# Teacher's Notes

- 1 Before distributing the worksheet, begin the lesson with a conversation using **"how much"** and **"how many"** to determine how much the students already know about how these expressions are used. (See lesson **How much & How many**, Item #0098).
- 2 Distribute the worksheet. Introduce the vocabulary and pronounce the names of the items for each photo. Have the students model the pronunciation of the words after you. Make sure that the students know the following countable nouns: **glass**, **carton**, **cup**, **slice**, **spoon**, **liter**, **gallon**, **lock (of hair)**, and **plate**. Point out that these words are countable and can be used with non-countable words in expressions with **"of."** **Examples: a glass of water, a carton of milk, a cup of coffee, a slice of bread, a spoon of sugar, a liter/gallon of gas, a lock of hair, and a plate of food.**
- 3 Explain that we use **"a few"** for items that can be counted and **"a little"** for items that cannot be counted. Then, direct the students to list the items in the photos under the columns **"A FEW"** or **"A LITTLE"**.
- 4 Introduce the structure by asking questions such as the examples below. Continue asking similar questions about the remaining photos.

*How much water do you see in the photo?  
How many tickets do you see?*

*I see a little water.  
I see a few tickets.*

- 5 Vary the questions by using other verbs such as **"want," "have," "need," "eat," "drink," "study," "like,"** etc.

**Examples:** *How much money do you want?  
How many friends do you have?  
How much do you like ice cream?*

*How much coffee do you drink?  
How much food do you eat for dinner?  
How many hours do you study?*

- 6 Explain that **"a lot of"** is the opposite of **"a little"** and **"a few"** and is used with both count and non-count nouns.

**Examples:** *How many friends do you have? I have a lot of friends.  
How much money do you want? I want a lot of money.*

Repeat the drill in exercise 2 eliciting answers with **"a lot of."** Ask about friends, relatives, cousins, the cost of a car, gas, etc.

- 7 Direct students to exercise 3 on the worksheet. Identify the items in the photos and have students repeat them after you. As a oral exercise ask the students to use **"a little," "a few,"** and **"a lot of"** in the blank spaces below the photos. Expand the activity by asking for volunteers to pose original questions using **"How much"** and **"How many"** using **"a little," "a few,"** or **"a lot of"** in the answers. Finally, have the students write the expressions on the blank lines provided. (**Answers:** 1. a few; 2. answers will vary; 3. a lot of; 4. a lot of; 5. answers will vary; 6. a lot of)

- 8 Direct the students to the **Student Survey** in exercise 4 at the bottom of the worksheet. As an active listening and reading exercise, read the questions to the class orally and have the students underline any unknown words. Then, explain any unfamiliar vocabulary. Ask the students to provide two original questions at the end of the survey. Finally, discuss the answers in a class discussion.

## FOLLOW UP ACTIVITIES

- 9 Emphasize the use of such words as **"food," "money," "work," "furniture,"** and **"hair"** with the question **"How much?"** Some students tend to use the question **"How many?"** with these words. It may be useful to drill these in the following types of contrasts:

*How much money? A little money.*

*How much work? A little work.*

Stress that the use of the article **"a"** is essential. Lack of the article produces a negative impression.

- 10 **Compare:** *I have little time. (almost none)  
I have a little time. (a small quantity)*

*I have few friends. (almost none)  
I have a few friends. (some)*

# In front of, In back of, Behind, Above, Below, Next to, Between

1 Read the sentences.

1. The students and teacher are in the classroom.

2. The chalkboard is **behind** Jim.

3. Betty is **next to** Joyce.

4. Paul and Rita are **in the back of** the classroom.



5. The alphabet is **above** the maps.

6. The maps are **below** the alphabet.

7. The teacher is **in front of** the classroom.

8. Joyce is **between** the teacher and Rita.

2 Pair-Practice: Practice answering and asking questions with another student. See examples. ►

Student 1: **Who's** \_\_\_\_\_?

Student 2: \_\_\_\_\_ **is**.

Student 1: **Where's** \_\_\_\_\_?

Student 2: **He/She** \_\_\_\_\_.

Who's  
behind the  
desk?



The  
teacher  
is.



Where's  
the  
teacher?



She's  
behind the  
desk.



3 Write the answers to the questions below the photos.

1. Where are the people?



They're in front of  
the house.

2. Where's Jack?



3. Where's the umbrella?



4. Where are the girls?



5. Where are the clouds?



6. Where's Kim?



7. Where's the baby?



8. Where's Carl?





# Teacher's Notes

- 1 Before distributing the worksheet, start the lesson with a conversation. To assess your students' knowledge of the use of prepositions of location, ask personalized questions asking the locations of people and things in your classroom. Elicit answers in which the students must use a preposition **in front of**, **in back of**, **behind**, **above**, **below**, **next to**, and **between**. Ask questions modeled after the questions in exercise 3 at the bottom of the worksheet.
- 2 Distribute the worksheet. Identify the people and objects in the photo. Have the students repeat the words after you.
- 3 Ask individual students yes/no questions such as, "**Is the teacher standing in front of the classroom?**" Model the response, "**Yes, she is.**" Ask similar questions using all the prepositions listed in the picture.
- 4 As a variation, drill the prepositions in questions using "**who**" such as, "**Who's behind the desk?**" Model the response, "**The teacher is.**" Have one student ask a similar question and another student supply an appropriate answer.
- 5 Drill the prepositions through questions using "**where**" such as, "**Where's Rita?**" Model the answer, "**She's between Susan and Ray.**" Continue this activity using the methodology described in item 3 above.
- 6 Ask yes/no questions, and questions with "**who**" and "**where**." Use the questions in exercise 2 as a guide. Have students continue this activity by having them ask one another.
- 7 Ask three volunteers to come to the front of the class. Introduce them. As you walk around the three students, have other students describe where you or one of the three students is. Model a few examples such as "**You're in front of Mary. You're behind John. John's beside Mary.**"
- 8 As a listening comprehension exercise, have individual students follow directions such as, "**Go and stand between John and Mary.**"
- 9 Direct the students to exercise 2. Have them use the patterns and the examples given in the pair practice activities. With the help of a student, demonstrate how to do the pair practice exercises using the pictures at the top of the page. Then have your students continue by working in pairs. Walk around the classroom listening to the pairs of students. Correct their pronunciation as needed.
- 10 Read the questions in exercise 3 and ask volunteers to answer them orally. Then, have students answer the questions in writing below the photos.
- 11 Draw a simple landscape consisting of three hills, a road, a tree, and a house on the chalkboard. Have the class tell you or a student volunteer what item to add to the picture and where to place it. Tell students to use the prepositions from the box on the worksheet. Model a few examples such as:

**Draw a bird above the tree.**

**Draw a flower between the tree and the house.**

**Draw a cat next to the tree.**

**Draw a table in front of the house.**

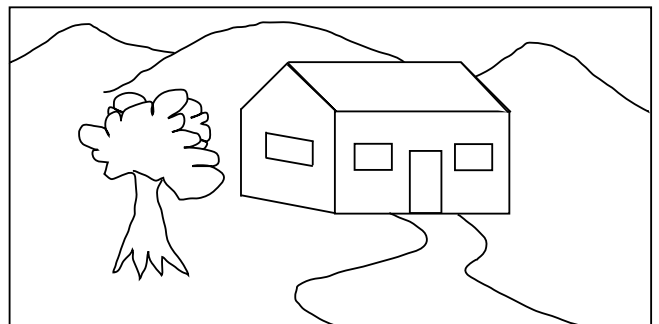
**Draw two chairs behind the table. etc.**

- 12 After all the prepositions have been used, reverse the exercise by having the students tell you what to erase.

Model the examples:

**Please erase the bird (that's) above the house.**

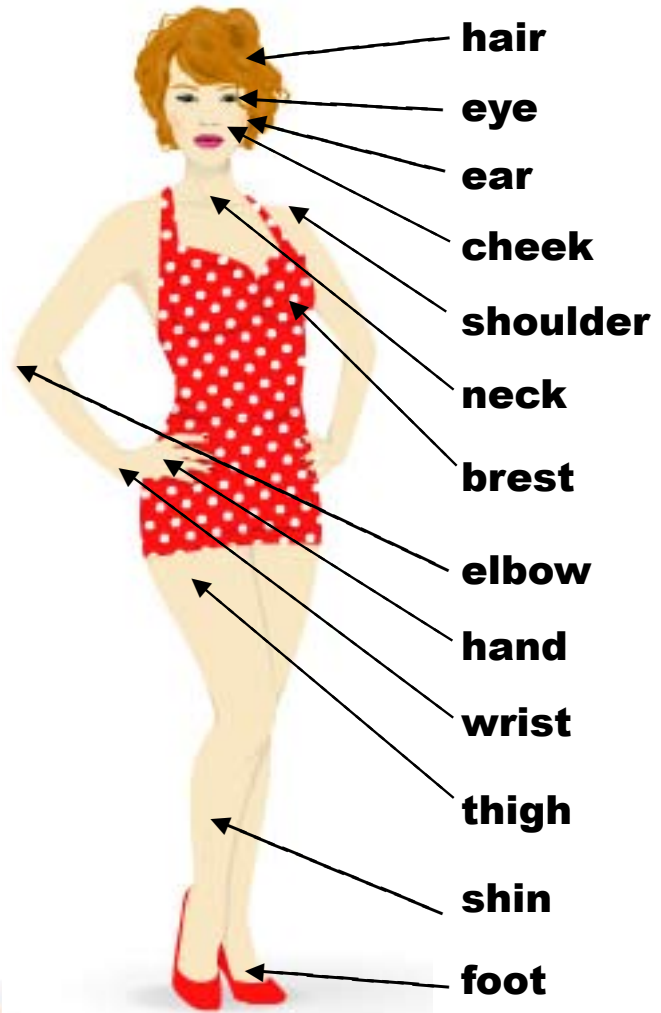
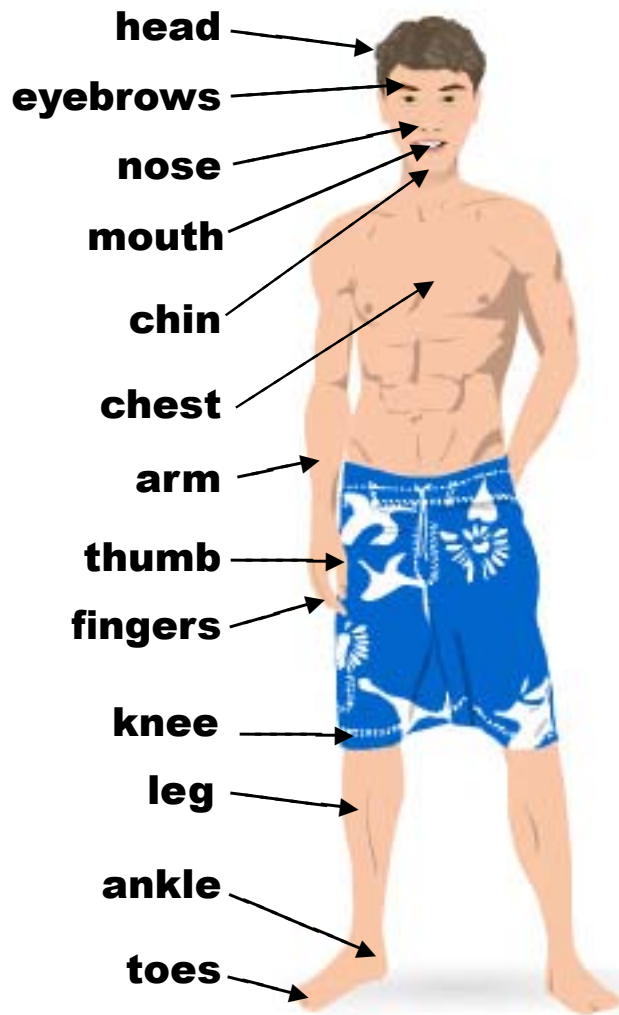
**Please erase the flower (that's) between the tree and the house.**



This is an effective way to subtly introduce and drill the relative pronoun "**that**."

# Vocabulary: Body Parts

**Directions:** *Study the body parts.*



**Pair Practice:** *Talk with another student. Use the dialog and the vocabulary in the picture.*

Student 1: *Where does it hurt?*

Student 2: *My \_\_\_\_\_ hurts.*

**Where does it hurt?**

**My shoulder hurts.**



Student 1: *What's the matter?*

Student 2: *I have a pain in my \_\_\_\_\_ .*

**What's the matter?**

**I have a pain in my arm.**

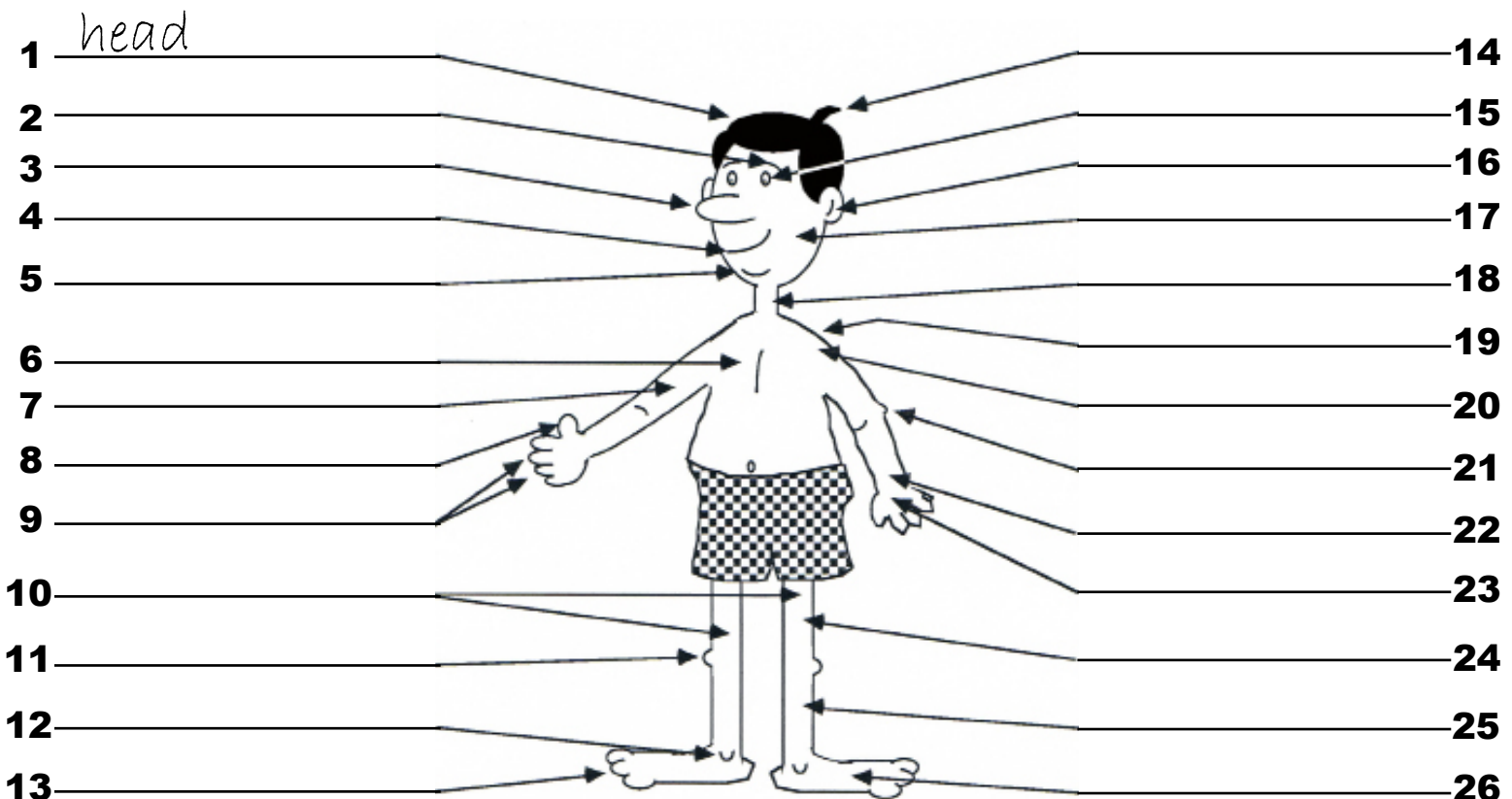


# Teacher's Notes

- 1 Read and explain the different parts of the body. Practice the pronunciation of the vocabulary. Flash cards are useful in this activity.
- 2 Have volunteers go to the chalkboard or whiteboard and draw parts of the body. As they draw a part, they have to name it.
- 3 Play "Simon Says." Have all the students stand up. The leader says, "**Simon says to touch your ....** ." The students have to obey. If the order is not preceded by the words "**Simon says,**" then the students must not move. If they do, they are out of the game and have to sit down. The person who remains standing wins. Make the game more challenging by having the leader touch one part of the body and call another.
- 4 Using an overhead transparency, practice the pair practice activity as a whole-class oral drill.
- 5 After the students are familiar with the phrases, have them do the pair practice activity. Pairing activities give the students time, especially in large classes, to practice important speaking skills. Have each student choose a partner. (The first few times, you will probably have to go around the classroom and pair up students.) Encourage the students to pair up with different partners each time. While students are doing the exercise, walk around the room, listen to individuals, and correct their pronunciation.
- 6 As a follow-up activity, you might want to teach some additional body parts.  
**Body:** face, forehead, armpit, waist, abdomen, buttocks, hip, calf  
**Hand:** knuckle, fingernail, index finger, middle finger, ring finger, little finger, palm  
**Head:** sideburns, nostril, beard, mustache, tongue, tooth/teeth, lip  
**Eye:** eyelid, eyelashes, iris, pupil  
**Foot:** heel, instep, ball, big toe, little toe toenail
- 7 On a subsequent day, make photo copies of the drawing below and have the students fill in the words as a quiz.

## Body Parts Quiz

**Directions** Write the words for the body parts below.





# Can & Can't



**parrots**  
**talk**



**dog**  
**read**



**horse**  
**see**



**pig**  
**sing**



**bird**  
**fly**



**cat**  
**swim**

- 1** **Pair-Practice:** Practice answering and asking questions with another student. See the examples. ►

**Student 1: Can .... ?**

**Student 2: Yes, it/they can.**  
**or No, it/they can't.**

Can parrots talk?

Yes, they can.

Can this dog read?

No, it can't.



- 2** Answer the questions orally and in writing.



**Can the dog see?**

No, the dog can't see, but the cat can see.



**Can dogs drive?**

No, they can't, but they can ride in the car.



**Can this monkey speak?**

\_\_\_\_\_



**Can this dog jump high?**

\_\_\_\_\_



**Can this snake walk?**

\_\_\_\_\_



**Can this fish live on land?**

\_\_\_\_\_



**Can these cats dance?**

\_\_\_\_\_



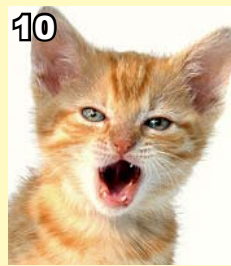
**Can this dog play music?**

\_\_\_\_\_



**Can this puppy fly?**

\_\_\_\_\_



**Can this kitten sing?**

\_\_\_\_\_



**Can this bird talk?**

\_\_\_\_\_



**Can cows swim like dolphins?**

\_\_\_\_\_

- 3** Answer the questions orally and in writing. Discuss the answers with the other students in class.

- How well can you cook? \_\_\_\_\_
- Can you drive a car? \_\_\_\_\_
- How many languages can you speak? \_\_\_\_\_
- Can you swim well? \_\_\_\_\_
- What instruments can you play? \_\_\_\_\_

# Teacher's Notes

- 1 Before distributing the worksheet, begin the lesson with a conversation about commonly known animals. Ask general questions to determine how many animals the students can already name. Make a list on the chalkboard or whiteboard.
- 2 Distribute the worksheet and identify and practice the pronunciation of all the animals' names on the worksheet: **bird, cat, cow, dog, dolphin, fish, horse, hummingbird, kitten, monkey, parrots, pig, puppy, snake**. Then, ask the students what these animals can do. Make sure to cover the following common verbs: **see, drive, speak, run, walk, live, dance, play, fly, sing, swim, crawl, meow, purr, bark, and jump**.
- 3 Introduce structures by means of the following types of yes/no questions and answers using the photos in the first exercise. Examples: **Can parrots speak? Yes, they can. Can the dog read? No, it can't.**

Have students repeat the appropriate questions and answers for each item. Then ask individual students similar questions requiring answers of the type "**Yes, it/they can.**" and "**No, it/they can't.**" Drill questions and answers by having one student ask another.

- 4 Next ask questions with the word "**what**" such as, "**What can parrots do?**" Model the response, "They can speak." Pose similar questions to individual students.
- 5 Continue the drill by having individual students ask questions to other students. For variety, direct one student to ask another student a question with the pronoun "**you**," for example, "**Can you swim?**" The second student must respond with the appropriate answer, "**Yes, I can.**" or "**No, I can't.**" Next, expand the exercise by letting students ask original questions with such verbal expressions as "**sing, drive, speak English, ride a bicycle/motorcycle, work, draw well, make a pizza, spell the number 8, play the guitar.**" You may want to stimulate questions by writing this list on the chalkboard.
- 6 Read the sentences below each photo in Exercise 2 and ask students to answer each question orally using the structure below. This is an oral exercise and students should not be writing anything at this point. Each question requires a negative answer followed by a positive rejoinder. Allow for different answers.

**Can the dog in photo number one see?**  
**Can dogs drive?**

**No, it can't, but the cat can see.**  
**No, they can't, but they can ride in the car.**

After the oral activity direct the students to write their answers below each photo.

- 7 As a class discussion activity, discuss the written questions at the bottom of the worksheets with the students. Finally, ask the students to write their personal answers to each question.

## NOTE

- 8 • Point out that "**can**" is usually unstressed and the vowel is pronounced like the "**i**" in "**pin**." The pronunciation of "**can**" rhymes with "**man**" when used emphatically in a short answer or in contrast. For example: **Yes, I can** (short answer). He **can't** drive, but I **can**. (contrast). The vowel in "**can't**" never weakens and always rhymes with "**pant**." The quality of the vowel is essential to the distinction between "**can**" and "**can't**."
  - Show that "**can**" does not take an "**s**" after the third person singular. Contrast: "**He drives a car.**" and "**He can drive a car.**"
  - Point out that "**can**" is only followed by the verb and not the infinitive. Contrast: "**I want to drive.**" and "**I can drive.**"
  - The expression "**to be able to**" is the equivalent of "**can**." You may want to drill this expression as a variation.
  - The contraction "**can't**" is normally used in conversation. The non-contracted form "**cannot**" is more commonly found in writing. Unlike the grammatical forms "**is not**," "**are not**," "**do not**," and "**does not**," the word "**cannot**" is written together as one word.

## 9 Follow-Up Activities

Drill the association between the contracted and non-contracted forms by means of a brief written activity. On the chalkboard write various sentences using contractions. Have the students copy these sentences replacing the contractions with the corresponding non-contracted forms. For example, "**He can't drive.**" would become "**He cannot drive.**"

With the aid of your students, make a list of job titles (**mechanic, doctor, electrician, etc.**) on the chalkboard. Pose questions of the type, "**What can a mechanic do?**" Ask for volunteers to answer.



# Can

**1 Directions:** Read the names of the places and the items below.



1 Bakery



2 Pharmacy



3 Market



4 Shoe Store



5 Pet Shop



6 Post Office



7 Theater



8 Bank



9 Bookstore



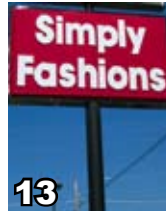
10 Electronics Store



11 Beauty Salon



12 Furniture Store



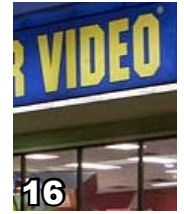
13 Clothing Store



14 Coffee Shop



15 Hardware Store



16 Video Store

**2 Directions:** Practice asking and answering questions with **can**, **buy**, **find**, and **get**. See the examples below:

Student 1: Where **can** I **buy** a stamp?

Student 2: You **can buy** a stamp at the post office.

Student 1: Where **can** I **find** a doll?

Student 2: You **can find** a doll at a toy store.

Student 1: Where **can** I **get** a dictionary?

Student 2: You **can get** a dictionary at a book store.



1 a dog collar



2 a cup of tea



3 a cake



4 a computer



5 fruit



6 a haircut



7 a chair



8 a stamp



9 shoes



10 a dictionary



11 a DVD



12 socks



13 a prescription



14 a flashlight



15 movie tickets



16 an ATM

**3 Directions:** Read the samples below, then write sentences with **buy**, **find**, and **get**.

Where can I **buy** a magazine?

You can **buy** a magazine at the bookstore.

1

Where can I **find** a man's shirt?

You can **find** a shirt at the clothing store.

2

Where can I **get** a loaf of bread?

You can **get** a loaf of bread at the bakery.

3

\_\_\_\_\_ a cell phone.

You \_\_\_\_\_

4

\_\_\_\_\_ a sofa.

You \_\_\_\_\_

5

\_\_\_\_\_ some money.

You \_\_\_\_\_

6

# Teacher's Notes

- 1 Before distributing the worksheet, begin the lesson with a conversation about shopping. Ask general questions to determine how much they already know about local stores and what they can buy in each.

Distribute the worksheet and identify the stores in the photos at the top of the page. Practice the pronunciation of the store names under each photo by having the students repeat after you.

**Bakery**  
**Bank**  
**Beauty Salon**  
**Bookstore**

**Clothing Store**  
**Coffee Shop**  
**Hardware Store**  
**Electronics Store**

**Furniture Store**  
**Market**  
**Pet Store**  
**Pharmacy**

**Post Office**  
**Shoe Store**  
**Theater**  
**Video Store**

- 2 Repeat the same for the names of the store items in the photos in the middle of the page.

**a cake**  
**a chair**  
**a computer**  
**a cup of tea**

**a dictionary**  
**a dog collar**  
**a DVD**  
**a flashlight**

**a haircut**  
**a prescription**  
**a stamp**  
**an ATM**

**fruit**  
**movie tickets**  
**shoes**  
**socks**

- 3 Introduce the word **"can"** by asking the question, **"Where can I buy a stamp?"** Model the answer, **"You can buy a stamp at the post office."** Continue the activity by posing similar questions to individual students about various store items.
- 4 Ask another question, **"Where can I find an ATM?"** Model the answer, **"You can find an ATM at a bank."** After drilling the example several times, pose similar questions to individual students using various store items. Finally, repeat the same activity with the word **"get."**
- 5 Have students continue the drill by directing pairs of students to ask each other similar questions using the remaining objects in the lesson. Encourage the students to expand the lesson by having them ask about the other items that do not appear on the worksheet.
- 6 In Item #3, read the sentences in the balloons at the bottom of the page with the students. Then, direct them to fill in the balloons at the bottom of the page using the sentences in the balloons as examples.

## NOTE

- 7 You may want to point out that In many English-speaking countries with historical ties with Great Britain, words ending in **"-er"** are usually spelled **"-re."** In the United States, there is a general tendency to use this alternate spelling in signs and in advertising. Examples of this usage include: **center — centre; theater — theatre.**

In conversation, the vowel in **"can"** is often unstressed and pronounced as the **"i"**. in **"pin."** The verb following **"can"** receives the major stress.

## Follow-Up Activity

- 8 Divide the class into two teams. Tell one person on the first team to ask another person on the second team, **"What can you find/buy in a [name of a store]?"** The student on the second team must name as many objects as he/she can in 30 seconds. The teacher or another student should time the student and count the number of responses. Reverse the roles by having a student on the second team ask a student on the first team a similar question. Continue until everyone has had a chance to participate. List the stores and the items found in them on the chalkboard, whiteboard, or project onto the board using an overhead projector. Do not allow duplicate answers. At the end of the game, the team with the most responses wins.