

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.

<p>1</p> <p>How many apples are there? There are <u>a few</u> apples.</p>	<p>2</p> <p>How much tea do you drink? I drink _____ tea.</p>	<p>3</p> <p>How many people are there? I see _____ people.</p>
<p>4</p> <p>How many children are there? There are _____.</p>	<p>5</p> <p>How much fruit do you eat? I eat _____ fruit.</p>	<p>6</p> <p>How much cash is in the photo? It's _____ money.</p>

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.

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

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)*

ESL Beginning Level Prepositions of Location • Pair Practice • Writing

Above, Beside, Below, Behind, In Front of, In Back of, Next To

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?



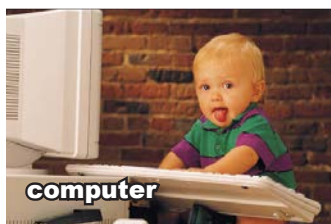
5. Where are the clouds?



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:

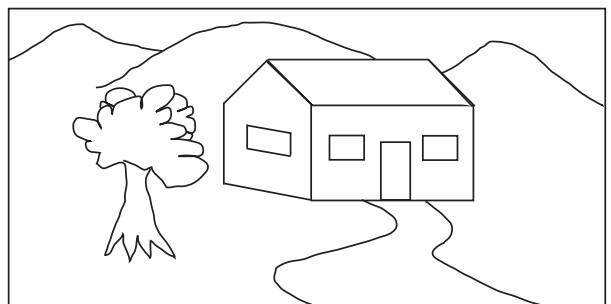
Draw a bird above the tree.

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**."

Across, Along, Around, Over, Under, Up, Down, Through

1 Read about Joanne's hike with her friends.



Joanne and her friends like to hike. They ...



• run along a path



• go under a tree



• walk over a bridge



• walk across a creek



• jog through a tunnel



• climb up and down stairs



• rest around a tree.

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

Student 1: What does Joanne do before she _____?

Student 2: She _____.

What does Joanne do before she goes under a tree?



She runs along a path.



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

Student 1: What do the hikers do after they _____?

Student 2: They _____ after they _____.

What do the hikers do after they walk over a bridge?



They walk across a creek.

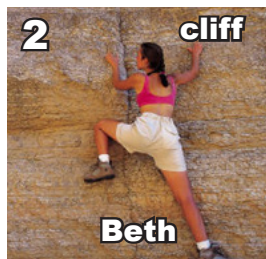


4 What are the people doing in the photos? Write your answers below the photos.



Rita

Rita is walking along a path.



cliff

Beth



3

Joe



4

river

Joyce



5

Hikers

Teacher's Notes

- 1 Distribute the worksheet. Read the captions below each photo. Describe and drill each segment of the hike. For example, have the students repeat, "**Joanne and her friends (hikers) go along a path.**" Little by little add subsequent steps until the entire course of the hike can be described as follows:

**The hikers run along a path,
go under a tree,
walk over a bridge,
walk across a creek,**

**jog through a tunnel,
climb up and down stairs,
and rest around a tree.**

- 2 Ask for volunteers to describe the complete sequence of the hike.
- 3 Continue drilling the prepositions by asking questions using "**before**" and "**after**." For example, ask, "**What does Joanne do before she goes under a tree?**" or "**What do the hikers do after they go under a tree?**" Model a few sample responses. Then have individual students ask similar questions to other students.
- 4 Direct the students to exercises 2 and 3. 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.
- 5 Ask your students to describe what the people in the photos at the bottom of the worksheet are doing. Have students complete exercises in writing using the present continuous tense. Answers:

1. Rita is walking along a path.
2. Beth is climbing up a cliff.
3. Joe is walking through a tunnel.
4. Joyce is walking across a river.
5. The hikers are walking over a bridge.

- 6 Play the game "**Simon says**." Have students stand up. Tell them that they have to do whatever you tell them to do except when you do not begin the command with the words "**Simon says**." Students who do so are eliminated from the game and have to sit down. Tell students to take a piece of paper that has a hole in it. Give commands such as:

- **look under the desk**
- **look through the hole**
- **put your hand over the hole**
- **look around the room**
- **look up/down**
- **look over your shoulder**

- 7 **Follow Up Activity:** Pantomime can be used as a game. Divide the class into two teams. Have the students guess the action. Have a student keep count of each team's correct guesses. Some examples are: **jumping over a puddle of water, climbing a mountain, looking under a bed for a shoe, and going through a window.**

- 8 Explain that the "**gh**" in the words "**right**" and "**through**" is silent.

Adjectives & Adverbs of Manner

1 Read the sentences below the photos.



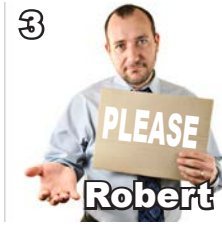
Jill

A careful driver drives carefully.



James

A careless driver drives carelessly.



Robert

A polite employee acts politely.



Maria

A rude employee acts rudely.



Susan

A safe rider rides safely.



Mark

An unsafe rider rides unsafely.



Carl

A loud speaker speaks loudly.



Amy

A soft speaker speaks softly.



Doris

An honest player plays honestly.



Roy

A dishonest player plays dishonestly.



Fred

A clear speaker speaks clearly.



Don

An unclear speaker speaks unclearly.

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

Student 1: What kind of _____ is _____?

Student 2: He/She is a _____.

What kind of driver is Jill?

She's a careful driver.

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

Student 1: How does _____?

Student 2: He/She _____.

How does Jill drive?

She drives carefully.

4 Class Discussion: Practice answering and asking questions with other students in your class. See examples. ►

What kind of _____ are you?

How do you _____?

What kind of person are you?

How do you speak to people?

5 Answer the questions in writing. Use the adjectives and adverbs above.

1. What kind of person are you? I'm an honest person.
2. How do you speak to people? I speak to people politely.
3. What kind of person is a judge? _____
4. How does your teacher speak? _____
5. What kind of card player are you? _____
6. How do you play games? _____
7. What kind of driver are you? _____
8. How do you ride a bicycle? _____
9. What kind of friends do you have? _____
10. How do your friends speak to you? _____

Teacher's Notes

- 1 Before distributing the worksheet, start the lesson with a conversation. To assess your students' knowledge of the use of descriptive adjectives and adverbs of manner, ask personalized questions like the ones at the bottom of the worksheet.
- 2 Distribute the worksheet. Review and explain the sentences below each photo.
- 3 Introduce the adverbial forms of the words below the photos by asking questions with "**How?**" and "**What kind of...?**" Model the following questions and answers.

What kind of driver is Jill? She's a careful driver.

How does Jill drive? She drives carefully.

- 4 Continue asking similar questions about each photo. Have the students repeat both the questions and answers.
- 5 Pose yes/no questions that elicit a negative answer. For example, ask "**Is Jill a careless driver?**" Model the response, "**No, she isn't. She's a careful driver.**" Ask, "**Does she drive carelessly?**" Model the response, "**No, she doesn't. She drives carefully.**" Continue drilling using the remaining photos.
- 6 In activity 2, the first pair-practice exercise, direct the students to ask and answers questions using "**What kind of person is [name]?**" Model responses using adverbs of frequency. Have the students continue the activity by working in pairs asking one another questions based on the information in the phrases at the top of the worksheet.
- 7 In activity 3, the second pair-practice exercise, have the students use the question "**How does [name] [verb]?**" Then, model a few responses using an adverb of manner. Let the students work in pairs.
- 8 Expand the activity by asking the class personalized questions such as the ones listed at the bottom of the worksheet. Then, as a class discussion in activity 4, encourage the students to ask one another original questions.
- 9 After reviewing the questions in activity 5, have students complete the questions in writing. Ask them to share some answers with the whole class.

NOTE

- 10 Explain that adjectives generally precede nouns and the adverbs of manner follow verbs. Point out that many common adverbs are formed by adding the suffix "**-ly**" to adjectives.
- 11 Present spelling and pronunciation rules progressively over several class sessions. Drill both orally and in writing. Utilize a chalkboard drill to reinforce spelling changes. Have students transform adjectives into corresponding adverbial forms.

a. "**y**" changes to "**i**" before adding "**-ly**." The spelling change results in a difference in the vowel quality. Drill the following examples contrastively:

easy → easily
busy → busily
angry → angrily

lucky → luckily
temporary → temporarily
happy → happily

noisy → noisily
lazy → lazily
steady → steadily

b. When an adjective ends in "**i**," students may have a tendency to incorrectly spell the adverb with a single "**i**." the following are some examples of this type of adjective-adverb pair:

beautiful → beautifully
careful → carefully
cheerful → cheerfully

official → officially
equal → equally
accidental → accidentally

individual → individually
legal → legally
normal → normally

c. When a word ends in "**ie**," drop the "**e**" and simply add "**y**." The letter "**e**" is no longer pronounced. Note the examples below:

simple → simply
capable → capably
legible → legibly

gentle → gently
comfortable → comfortably
honorable → honorably

horrible → horribly
sensible → sensibly
terrible → terribly

- 12 Introduce and drill other adjective-adverb pairs such as:

calm → calmly
bad → badly
sad → sadly

clear → clearly
nice → nicely
nervous → nervously

false → falsely
correct → correctly
perfect → perfectly

- 13 Point out that there are some common adjectives end in "**-ly**:" costly, deadly, friendly, kindly, likely, lively, manly, timely.

Adverbs of Frequency

1 Read the phrases below.



Linda

- arrives at work on time
- greets her co-workers
- works on a computer at work
- drinks tea on her break
- checks her e-mails at lunch
- takes a bus to work
- has lunch at a restaurant
- works overtime
- gets sick
- drives to work
- makes mistakes
- works on the weekend
- forgets her keys
- eats at her desk

Always
100%

Usually
90%

Often
75%

Sometimes
50%

Seldom
20%

Rarely
5%

Never
0%

- arrives 10 minutes before work
- wears a uniform
- works in a warehouse
- drinks coffee on his break
- makes phone calls at lunch
- drives to work
- has lunch at work
- works on weekends
- sees Linda at work
- take a bus to work
- leaves work early
- works late
- gets hurt at work
- complains about his job

Steve



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

Student 1: How often does _____?

Student 2: He/she _____.

How often does Linda arrive at work on time?

She always arrives on time.



3 Pair-Practice: Practice answering and asking questions with another student. See examples. ► Use some of the expressions in the box to the right.

Student 1: How often do you _____?

Student 2: I _____.

How often do you get sick?

I rarely get sick.



Other Expressions

all the time
annually
bimonthly
daily
every two weeks
four times a month
from time to time
monthly
most of the time
now and then
once in a while
several times
twice a day
weekly
yearly

4 Answer the questions in writing. Use an adverb of frequency or one of the expressions in the box above.

- How often do you call your friends? I call my friends twice a week.
- How often do you arrive late to school or work? I never arrive late.
- Do you ever get sick? How often? _____
- What do you usually eat for breakfast? _____
- What kind of music do you often listen to? _____
- How often do you forget your keys? _____
- How often do you make mistakes? _____
- How often do you take a bus? _____
- Do you ever sleep late? How often? _____
- How often do you speak English at home? _____

Teacher's Notes

- 1 Before distributing the worksheet, start the lesson with a conversation. To assess your students' knowledge of the use of the adverbs of frequency, ask personalized questions like the ones below.

*How often do you eat at a restaurant?
How often do you use your cell phone?
How often?*

*How often do you get sick?
Do you ever arrive at school or work late? How often?*

- 2 *Do you speak English at home? How often? Do you ever make mistakes? If so, how often?*

Distribute the worksheet. Review and explain the phrases in the chart at the top of the worksheets so that the students understand any new vocabulary. Then, drill the adverbs of frequency by asking questions about Linda and Steve.

- 3 Ask questions such as "**How often does Linda arrive at work late?**" and "**How often does Steve wear a uniform?**" Continue asking similar questions about each activity in the chart. Have the students repeat both questions and answers.

- 4 Ask questions with "**ever**" such as "**Does she ever greet her co-workers?**" Model the responses using short answers, "**Yes she does?**" Then follow up with the question, "**How often?**" Model the corresponding answer, "**She always greets her co-workers.**"

- 5 Explain that adverbs of frequency precede the main verb of the sentence, but follow the verb "**to be**."

Examples: *I often go to school.
I'm always hungry.*

*He has seldom worked.
She is never late.*

- 6 In activity 2, the first pair-practice exercise, direct the students to ask and answers questions using "**How often does Linda/Steve...?**" Model responses using adverbs of frequency. Have the students continue the activity by working in pairs asking one another questions based on the information in the phrases at the top of the worksheet.

- 7 Review and explain the time expressions in the box at the right of the worksheet and make sure that the students understand the new vocabulary. Explain that adverbial expressions of time generally come at the end of the sentence.

- 8 In activity 3, the second pair-practice exercise, have the students use the question "**How often do you...?**" Then, model a few responses using the adverbs of frequency or the time expressions in the box at the right of the worksheet. Let them work in pairs.

- 9 Expand the activity by asking the class personalized questions such as the ones listed in activity 4 at the bottom of the worksheet. Then, as a class discussion, encourage the students to ask one another original questions.

- 10 After reviewing the questions in activity 4, have students complete the questions in writing.

- 11 Contrast the word order for adverbs of frequency and for adverbial (time) expressions by asking questions as those found in activities 2 and 3. For example, ask, "**How often do you eat in a restaurant?**" Compare the responses:

12 *I seldom eat in a restaurant.*

I eat in a restaurant twice a month.

You may want to expose the students to other common adverbs of frequency:

13 *frequently generally hardly ever not ever occasionally*

Explain that some adverbs of frequency may also appear as the initial word of the sentence. They include "**usually**," "**generally**," "**frequently**," "**sometimes**," and "**occasionally**." Compare:

*Sometimes Tom and Jerry fight. Tom and Jerry sometimes fight.
Usually I come to work early. I usually come to work early.*

Adverbs of Manner

*Directions: Walk around the room and find the students with the information below.
Write the students' names on the lines.*

1

learns fast.

**7**

drives safely.

**2**

studies seriously.

**8**

listens quietly.

**3**

talks to people
politely.

**9**

dresses beautifully.

**4**

follows directions
correctly.

**10**

speaks clearly.

**5**

works hard.

**11**

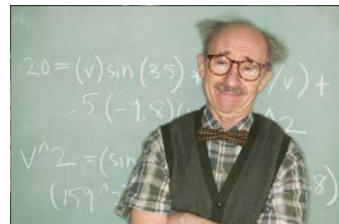
makes friends easily.

**6**

does the homework
carefully.

**12**

teaches well.



Teacher's Notes

Review all the vocabulary and the use of the adverbs of manner. Explain the following:

- 1
 - Adverbs of manner usually answer the question **How?**
 - Most adverbs usually follow the verb.
 - Most adverbs are formed by simply adding the suffix **-ly** to an adjective (Example: quick**ly**)
 - The letter **y** changes to **i** before adding **-ly**. (Example: busy--bus**ily**)
 - When a word ends in **le**, drop the **e** and simply **y**. The letter **e** is no longer pronounced. Example: comfortable--comfortab**ly**
- 2
 - Do NOT drop the final **l** when adding **-ly**. (Example: careful--carefull**ly**)
- 3
 - Unlike most adverbs, **well**, **fast**, and **hard** are irregular forms and do not end in **-ly**.
 - Point out that **hard** is also used as an adjective meaning **difficult** as well as the opposite of **soft**.
 - Do NOT confuse **hard** with **hardly**. **Hardly** is an adverb of frequency and is often used with **ever**. **Hardly** answers the question **How often...?** It means **almost never**.
- 4
 - **Well** can also be an adjective meaning **healthy**.

Use this group activity as a mixer exercise in which students have to talk to each other to get the necessary information. This is an excellent way for students to get to know one another especially at the beginning of a new term. Have the students get up and walk around the room to collect the names of other students who match the descriptions on the worksheet. Allow at least 15 minutes.

- 5
 - Have the students practice asking and answering questions about the information collected. Ask questions such as **Who...?** or **How does...?**

Have the students ask one another
personalized questions as:
How do you work
How do you do your homework?
How do you speak?

How do you plan games?
How do you swim/run?
How do you study?
How do you dance?
How do you sleep?

- 6
 - Follow-up by having the class make up an additional list of other kinds of personal information. For example: works accurately, listens attentively, runs quickly) Make a list of the new phrases and repeat the lesson using them.

As an additional activity, you may want to show that well can be used with verbs to form compound adjectives such as:

- 7
 - well-mannered person
 - well-dressed man
 - well-educated woman
 - well-done meat

well-cooked meal
well-perpared speech
well-written letter
well-made dress