

## ***General Instructions for all of our ESL EASY GRAMMAR Lesson Plans***

### **1. Before starting the lesson:**

Use the flashcards to elicit and teach the new vocabulary. After the students are familiar with the new words, use the flashcards to elicit the grammar structure. When your students are familiar with the grammar structure and the new words, hand out page 2 and 3. Re-elicite the vocabulary and write it on the board. The students should then write each word below the corresponding image on their page.

After the students have written each word below each image, re-elicite the questions and answers for the images. Then write them on the board, and have your students copy them on their page. Students can use this page in the future to study and review the structure.

### **2. Pair Work:**

Every lesson plan contains a pair work exercise. There is usually a Sheet A and a Sheet B, (one for each partner.) Put your students in groups and have them ask each other questions about the missing information.

### **3. Follow-up:**

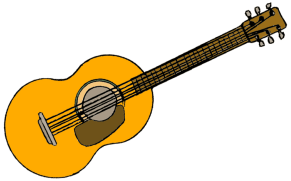
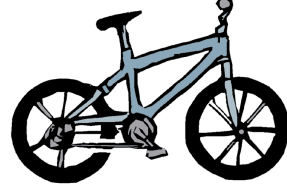
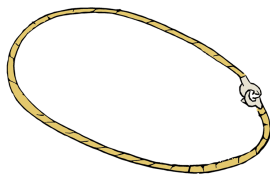
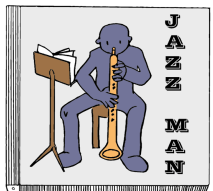
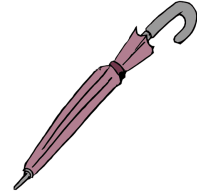
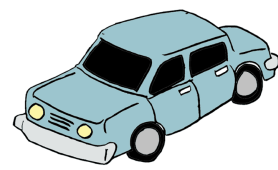

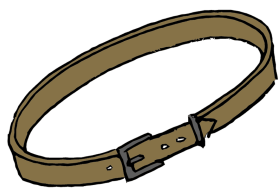
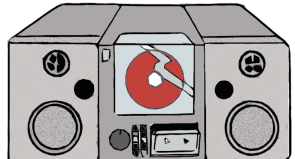


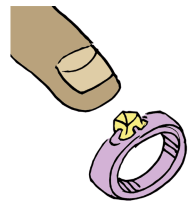
After the students have finished their pair work, there is a follow-up activity for the students to do on their own. Students will answer questions based on the information they received in the pair work exercise. (Make sure they are not doing the follow-up activity and pair work activity at the same time. These are meant to be done separately.)

### **4. Listening:**

For our listening tasks, it is up to the teacher to decide what the answers should be. The teacher then makes statements as the students listen and mark the correct answers on their page.

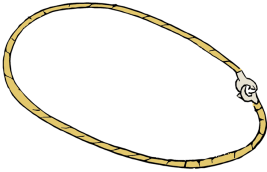
## Today's Vocabulary

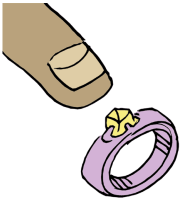
Do you know what these are in English? Write the word next to each picture. Then, write the plural form below.


	<p><i>guitar</i></p>		
<p><i>guitars</i></p>			
			
			
			
			
			

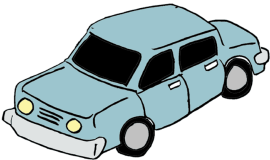
## Today's Target Structure

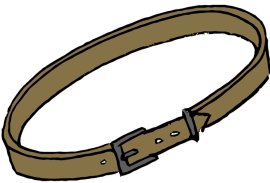
Using today's target structure, write one question and one answer for each image below.

	<i>(she) (x4)</i>
	How many bracelets does she have? She has 4 bracelets.

	<i>(she) (x1)</i>

	<i>(he) (x2)</i>


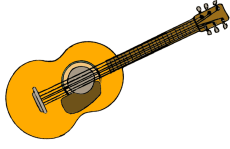
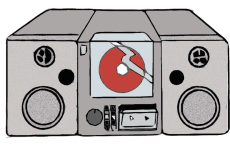

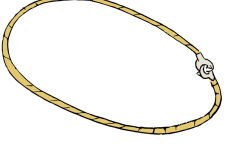
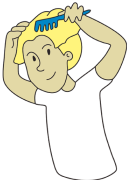




	<i>(she) (x1)</i>

	<i>(he) (x3)</i>

## 1. Work in Pairs

## Partner A

How much stuff do Sara and Mark have? Ask your partner to find out.

 Sara	 x _____	 x 2	 x _____	 x 8
 Mark	 x 5	 x _____	 x 7	 x _____

## 2. Now Work Alone

Using the information you've gathered from the pair work above, flip the page around and answer these questions on your own.

1) How many bikes does Sara have?

2) How many watches does Mark have?

3) How many necklaces do you have?

4) How many watches do you have?

5) How many rings do you have?


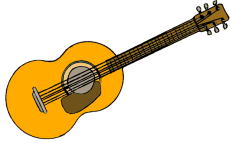
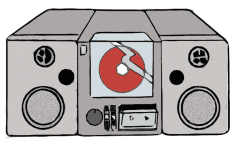

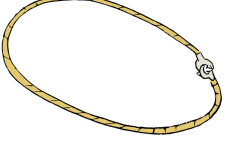
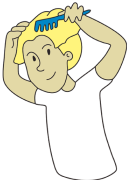




6) How many CD's does Mark have?

7) How many necklaces do you have?

## 1. Work in Pairs

## Partner B

How much stuff do Sara and Mark have? Ask your partner to find out.

 Sara	 x 1	 x _____	 x 2	 x _____
 Mark	 x _____	 x 10	 x _____	 x 3

## 2. Now Work Alone

Using the information you've gathered from the pair work above, flip the page around and answer these questions on your own.

\_\_\_\_\_

7) How many necklaces do you have?

\_\_\_\_\_

6) How many rings do you have?

\_\_\_\_\_

5) How many watches do you have?

\_\_\_\_\_

4) How many CD's do you have?

\_\_\_\_\_

3) How \_\_\_\_\_ CD's does Mark \_\_\_\_\_?

\_\_\_\_\_

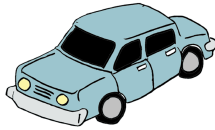
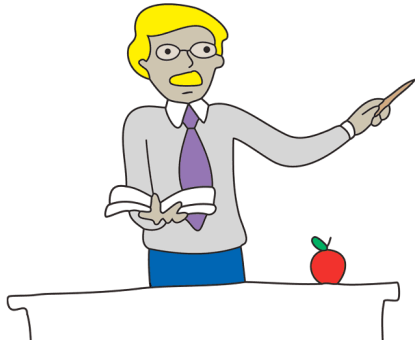
2) How many watches does Mark have?

\_\_\_\_\_

1) How many bikes does Sara have?

## Listening

How much stuff does your teacher have? Listen to your teacher tell you how many of each she/he has. Write the number next to each item.



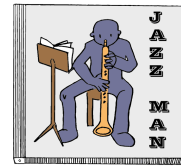
X \_\_\_\_\_



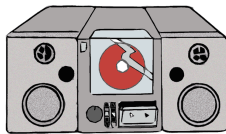
X \_\_\_\_\_



X \_\_\_\_\_



X \_\_\_\_\_



X \_\_\_\_\_



X \_\_\_\_\_

## Group Work

### MAKE YOUR OWN SURVEY.

Write three things in the blank spaces at the top. Then walk around the class and find out how many of each your classmates have.

↓ Classmates	_____	_____	_____

## Review and Fun

A. Answer the questions below:

1. How many pets do you have? \_\_\_\_\_
2. How many caps do you have? \_\_\_\_\_
3. How many textbooks do you have? \_\_\_\_\_
4. How many comic books do you have? \_\_\_\_\_
5. How many brothers do you have? \_\_\_\_\_
6. How many sisters do you have? \_\_\_\_\_
7. How many video games do you have? \_\_\_\_\_

B. Can you unscramble these words from today's lesson?

*aruitg*      *breumlla*      *chtwa*      *streoe*      *nececkla*  
*igrn*      *bkei*

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C. Now find them in this Word Search.

g	g	f	o	e	d	w	s	n
h	u	g	k	n	w	y	z	m
y	f	i	n	a	g	a	t	i
r	b	t	t	i	y	y	l	g
s	r	c	u	a	r	n	k	o
o	h	s	t	e	r	e	o	l
u	m	b	r	e	l	l	a	d
n	j	b	x	x	k	u	b	e
n	e	c	k	l	a	c	e	z

## Teachers' Notes

**Aim:** For students to learn to express how many things they have.

**Vocabulary:** guitar / guitars bike / bikes necklace / necklaces CD / CDs  
umbrella / umbrella car / cars watch / watches belt / belts stereo / stereos neck tie / neck  
ties cap / caps ring / rings

### Target Structure:

How many watches do you have? I have 4 watches.

How many CDs does he have? He has 5 CDs.

### Tips on introducing the target structure:

Before handing out the worksheets, use the flashcards to elicit and check your students' understanding of the vocabulary and target structures.

After you've gone over the vocabulary and target structures, hand out the worksheets. Write all the new words and phrases on the board and have your students copy them down on page 2 and 3.

### Pair Work:

(Give Sheet A to one student, and Sheet B to the other.) Have students work in pairs to complete the missing information. They should write how many objects each character has in the blank boxes next to the Xs.

### Follow up (Now Work Alone.)

When they are finished the pair work, have your students try the follow-up activity to review their writing skills for this structure.

### Listening

For this task you'll need to call out how many of each object you have. Students should write the number next to each X. To make the activity more student-centered, ask your students to call out the questions.

*Student: How many watches do you have? Teacher: I have 3 watches. etc...*



**Group Work (Survey):** Students should choose any three objects and write them on the blank lines at the top. They should then walk around the class and find out how many of each the students have. As a follow-up you could get some of the students to report their findings to the class, or have them write out full sentences based on their answers.

### Review and Fun:

guitar, umbrella, watch, stereo, necklace, ring, bike

g	g	f	o	e	d	w	s	n
h	u	g	k	n	w	y	z	m
y	f	i	n	a	g	a	t	i
r	b	t	t	i	y	y	l	g
s	r	c	u	a	r	n	k	o
o	h	s	t	e	r	e	o	l
u	m	b	r	e	l	l	a	d
n	j	b	x	x	k	u	b	e
n	e	c	k	l	a	c	e	z

