

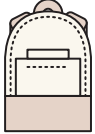




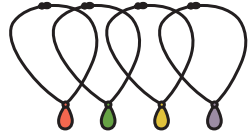






Vocabulary cont.

#	Picture	Singular	Plural
6		_____	_____
7		_____	_____
8		_____	_____
9		_____	_____
10		_____	_____
11		_____	_____
12		_____	_____

Target Structure

Write a question and an answer for each object.
Use the information in parentheses and the pictures.






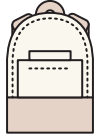


#	Question & Answer	Object
Ex	<p>Q: <u>How many necklaces does she have?</u> (she)</p> <p>A: <u>She has 4 necklaces.</u></p>	
1	<p>Q: _____ (she)</p> <p>A: _____</p>	
2	<p>Q: _____ (he)</p> <p>A: _____</p>	
3	<p>Q: _____ (he)</p> <p>A: _____</p>	
4	<p>Q: _____ (he)</p> <p>A: _____</p>	

Pair Work (Student A)

A. Ask Your Partner

Work in pairs. How many objects do Nala and Marco have?
Ask your partner to find out.

Ex. Student A: How many guitars does Nala have?
Student B: She has 1 guitar.

<p>Nala</p>	 x _____	 x 2	 x _____	 x 8
<p>Marco</p>	 x 5	 x _____	 x 3	 x _____

B. Now Work Alone

Use your chart to answer questions 1 and 2.
Then answer questions 3 and 4 about yourself.

1. How many bicycles does Nala have?

3. How many suitcases do you have?

2. How many backpacks does Marco have?






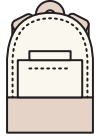


4. How many dogs do you have?

Pair Work (Student B)

A. Ask Your Partner

Work in pairs. How many objects do Nala and Marco have?
Ask your partner to find out.

Ex. Student B: How many belts does Marco have?
Student B: He has 5 belts.

<p>Nala</p>	 x 1	 x _____	 x 2	 x _____
<p>Marco</p>	 x _____	 x 1	 x _____	 x 3

B. Now Work Alone

Use your chart to answer questions 1 and 2.
Then answer questions 3 and 4 about yourself.

1. How many bicycles does Nala have?

3. How many suitcases do you have?

2. How many backpacks does Marco have?







4. How many dogs do you have?

Listening

Listen to your teacher. Write down how many of each object she/he has.

Ex. Teacher says: "I have 1 bicycle."

Students write: *He has 1 bicycle.*

#	Object	How many?
1		
2		
3		
4		
5		
6		

Vocabulary Fun

A. Unscramble the Words

Unscramble the words from this lesson.
Write them on the blank lines.

1. aruitg _____
2. igrn _____
3. breumlla _____
4. tha _____
5. okob _____
6. dgo _____
7. nececkla _____

B. Word Search

Try to find all 7 words from Part A.

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

Review

Answer the questions below.

1. How many umbrellas do you have?

2. How many hats do you have?

3. How many belts do you have?

4. How many bicycles do you have?

5. How many suitcases do you have?




6. How many necklaces do you have?

7. How many backpacks do you have?

Assessment

Student / Group: _____

Date	Level	Task	Theme	Skills
		<input type="checkbox"/> Skill-Using Activity <input type="checkbox"/> Assessment Task	Count Nouns	Grammatical Knowledge & Vocabulary

Criteria	Achieved 	Achieved with Help 	Needs Improvement 
asks and answers questions about possessions correctly			
identifies common objects that people own			
spells common objects correctly			
uses "have" in the simple present tense correctly			




Notes

Self-Assessment

HOW MANY DOES SHE HAVE?

Add check marks (✓) to show what you've learned in this lesson.

Name: _____ Date: _____

Can I...	Yes (very well) 	Yes (with help) 	Not yet 
ask questions using "how many"?			
answer questions using a number?			
say and write common objects that people have?			
use "have" and "has" correctly?			

My Notes

Answer Key

LESSON DESCRIPTION:

In this lesson, students use the simple present tense to discuss quantity and possessions. They learn how to ask and answer questions with "how many," and they also learn vocabulary for common objects (countable nouns) that people have/own.

LEVEL: Beg

TIME: 2-3 hours

TAGS: how many, have, has, possessions, own, Wh- questions, objects, count nouns, singular, plural, present, grammar, vocabulary, writing, speaking, sentences, questions

Vocabulary

Elicit the vocabulary by asking your students to think of things that they have/own. Then ask students to name the objects on pages 1 and 2, or use the larger flashcards at the end of the lesson. Write the words on the board. Follow up by asking students how many of these objects they have.

- | | |
|-------------------------|-------------------------|
| 1. necklace / necklaces | 7. bicycle / bicycles |
| 2. guitar / guitars | 8. backpack / backpacks |
| 3. umbrella / umbrellas | 9. car / cars |
| 4. book / books | 10. belt / belts |
| 5. suitcase / suitcases | 11. dog / dogs |
| 6. hat / hats | 12. ring / rings |

Target Structure

Before beginning this task, explain when "how many" is used (a way to ask about quantity/a way to count objects).

- How many rings does she have?
She has 1 ring.
- How many cars does he have?
He has 1 car.
- How many belts does he have?
He has 3 belts.
- How many books does he have?
He has 2 books.

Pair Work

A. ASK YOUR PARTNER

Have students work in pairs to fill in the missing information. They should fill in the blanks with the missing numbers.

B. NOW WORK ALONE

When students have finished the pair work task in Part A, have them try the follow-up activity individually to review their writing skills for this structure.

- Nala has 2 bicycles.
- Marco has 1 backpack.
- Answers will vary.
- Answers will vary.

(continued on the next page...)

Answer Key cont.

Listening

For this task, you'll need to tell students how many of each item you have/own. To make it more student-centered, try getting your students to call out the question first.

Example:

- Student: How many bicycles do you have?
- Teacher: I have 1 bicycle.

You may wish to review the items before starting the exercise. When you've finished the exercise, go over the answers on the board so students can check their answers and correct their spelling.

Group Work

Students should choose three objects and write them on the blank lines at the top of the chart. Then they should walk around the class and find out how many of those objects everyone has. As a follow-up, you could get some of the students to report their findings to the class or have them write out complete sentences based on their classmates' answers.

Vocabulary Fun

A. UNSCRAMBLE THE WORDS

Have students unscramble the words. After correction, have them find all 7 words in the word search in Part B.

- | | |
|-------------|-------------|
| 1. guitar | 5. book |
| 2. ring | 6. dog |
| 3. umbrella | 7. necklace |
| 4. hat | |

B. WORD SEARCH

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

ASSESSMENT TASK

Answers will vary. Use this task as an assessment of the grammar and vocabulary students learned in this lesson. You can have students write out their answers or meet with students individually and have them respond orally.

Assessment Tools

You will find an assessment and self-assessment tool at the end of the lesson. You can assess your students' results from the task on page 9, or you may choose to assess your students as they work through any of the skill-using activities from the lesson. Alternatively, you can use the flashcards or one of the tasks to create your own summative assessment for this theme based on the criteria provided on page 10. At the end of the lesson, hand out the self-assessment tool on page 11 and have your students reflect on their own learning.

