



# Chapter 7

## Nouns

### CHAPTER SUMMARY

**OBJECTIVE:** To review and gain control of such important features of English grammar as the singular / plural and count / noncount distinctions, possessive forms, articles, and some expressions of quantity.

**APPROACH:** The text presents regular and irregular plural nouns, possessive nouns, using nouns as modifiers and count / noncount distinctions. There are then separate sections on article usage and expressions of quantity, with exercises devoted to particular expressions and the challenges they pose.

**TERMINOLOGY:** Some grammar books and dictionaries refer to “noncount” nouns as “mass” or “uncountable” nouns. The term “expression of quantity” is used for any quantifier (e.g., *some of, a lot of, two of*), determiner (e.g., *no, each, every, some, any*) or predeterminer (e.g., *all, both*) that expresses amount or size.

□ **EXERCISE 1.** What do I already know?  
Page 100  
Time: 5–10 minutes

Students will know some of the plural nouns and will benefit from trying to spell them. Be sure to model the correct pronunciation of plurals.

**Expansion:** A traditional classroom game is a spelling bee. Students all stand. The teacher says a word to one student; that student repeats the word and then must spell it correctly letter by letter from memory. If the spelling is incorrect, the student sits down. The next student who is standing must then spell the same word. If the spelling is correct, he / she remains standing and the teacher says a new word to the next student. The game continues in this way until only one student, the “champion speller,” remains standing.

In the case of a spelling bee with plural endings, the teacher can say the word, and the student spells it adding the appropriate ending. Some possible words: *custom, disease, skyscraper, appearance, hospital, career, calendar, label, mask, ladder, mirror, ghost, ticket, passenger, occasion; wish, ash, leash, boss, kiss, mess, choice; itch, pitch, patch, ditch; hoax, wax, hex, fox; fairy, balcony, diary, berry, penalty, mystery, enemy, holiday, category;* and any of the words in Chart 7-1. For additional words, consult a list of frequently misspelled

words, but avoid words with variant American / British spellings (e.g., *color / colour, airplane / aeroplane, program / programme, judgment / judgement*).

□ **EXERCISE 2.** Warm-up. Page 100  
Time: 5 minutes

- Give students time to complete the items on their own, and then ask individual students to write their answers on the board.
- Correct spelling together as necessary.

**CHART 7-1.** Regular and Irregular Plural Nouns. Page 101  
Time: 10–20 minutes

This chart is an introduction and a reference, not something to be memorized precisely. Encourage students to consult their dictionaries when in doubt about the plural form of a noun — just as native speakers have to do. Sometimes native speakers (including, you might tell your students, the author of this text) need to look up, for example, the spelling of the plural form of words that end in *-o*.

In (f): You can point out that the final *-o* is followed by *-s* and not *-es* when the noun is a shortened form (e.g., *auto-automobile, memo-memorandum*) and when the *-o* is preceded by another vowel (e.g., *studio, video*). Again, encourage students to consult their dictionaries when in doubt.

The list in the chart is not inclusive. Others that could be mentioned, especially if your students grasp these noun patterns readily, include: in (g): *buffaloes / buffalos, haloes / halos*; in (i): *waifs, oafs, serfs, sheriffs, tariffs*; in (j): *one moose — two moose; one reindeer — two reindeer*; in (l): *vita — vitae*.

Many of the foreign plurals in examples (k)–(m) are used primarily in academic English; the text seeks only to make learners aware that some nouns in English have these odd plural forms. Students will learn and remember only those that are useful to them.

If students ask why some nouns are irregular, you might explain that throughout its history, the English language has had close contact with other European languages. It has been influenced by German, Danish, Latin, Greek, and especially French; a few forms from those languages occur in some English words today.

- Explain that the chart includes more words than students are likely to use or remember, but that by including many examples, students will recognize patterns and make smart guesses when faced with new nouns.
- Begin by presenting the most common patterns: (a), (b), and (c). Write three headings on the board:  
(a) *Final -s* (b) *Final -es* (c) *change to -ies*  
*most nouns ending in -sh, -ch, -s, -z, -x ending in -y*
- Now ask students questions to elicit examples of the common patterns presented in (a)–(c). You will need to tailor your questions to elicit useful examples. For example:  
*Ugur, how much luggage did you bring with you when you came to the United States?*  
*I brought three suitcases.*
- Once you have the example sentence, ask the class which heading it belongs under, and write it below the appropriate one.
- Next, present an example sentence or two for each remaining section of the chart by writing headings on the board and the examples underneath.
- With most of these patterns, you can continue to elicit example sentences from students and write them under headings on the board, as described above.
- Because some students will know some irregular plurals and some -oes and -ves endings, you may want to present these categories first.
- For the less familiar patterns and foreign words, it may work best to write a heading and provide a sample yourself — without trying to elicit it from students.
- Remind students that they should turn to the chart for reference as much as needed.
- Remind students that the point of exercises following the chart is not memorization but recognition of the categories given.

**EXERCISE 3.** Game. Page 102  
Time: 10–20 minutes

- Model the directions first by writing a category on the board and asking students to refer back to the list to find nouns that fit it.
- Break students into groups of three to five members and explain that if another team member asks for an explanation of the choice, the team has to provide one.

**Expansion:** If your students like the game and want to continue, use these extra (and more challenging) categories:

*Things found in the living room*  
(*videos, lamps, radios, photos, mementos, shelves*)  
*Things found in the kitchen*  
(*potatoes, tomatoes, loaves, knives, fish, shrimp*)  
*Points of view or academic positions*  
(*beliefs, hypotheses, theses*)

*Roles in musical performances*  
(*heroes, solos, sopranos*)  
*Things used to decorate the human body*  
(*tattoos, scarves*)  
*People/things found in an office*  
(*men, women, memos, chiefs [as in CEO], data, media, shelves*)

**EXERCISE 5.** Looking at grammar.  
Page 103  
Time: 10–15 minutes

- Give students a 5–7 minute time limit to complete as much as possible independently.
- Assign a student to each item and have them write their answers on the board.
- Ask different students to read each item aloud, and then discuss as a class if the spelling is correct.
- Correct pronunciation changes carefully, to heighten students' awareness of the spelling changes (e.g., you can exaggerate the correct pronunciation of *women*.)

**Optional Vocabulary**

process	steep
load	cliff
cart	phenomenon

**EXERCISE 6.** Looking at grammar.  
Page 104  
Time: 10–15 minutes

Because subject-verb agreement is a focus here and students are used to error-correction practice where they correct each error, you may need to repeatedly remind them of the directions to change only nouns (not verbs).

If your students find the content too difficult, you stop after paragraph 3. Not every exercise needs to be done in its entirety by every student. You could make this optional or extra-credit homework, too.

- Have students make corrections independently or in groups.
- Remind students that they should focus on the verb when deciding whether the noun needs to be corrected.
- Review as a class.

**Optional Vocabulary**

bacterium	virus
organism	particle
consist of	reproduce
cell	infect
tuberculosis	treat
pneumonia	

## CHART 7-2. Possessive Nouns. Page 105

Time: 10–15 minutes

Another way to explain the possessive form is to say that a noun always adds 's in writing, e.g., *boy's*, *men's*. However, in the case of a noun that already ends in -s, we take away the second -s and leave the apostrophe.

*boy* + 's = *boy's* (singular, possessive)

*men* + 's = *men's* (irregular plural, possessive)

*boys* + 's = *boys's* (plural, possessive) you take away the -s: *boys'*

- Write the word “apostrophe” and an apostrophe (') on the board. Ask students what structures need apostrophes, prompting them to say *contractions*.
- Tell students that possessive forms (which show belonging or ownership) also use apostrophes.
- Write two headings on the board, *Singular Possessive* and *Plural Possessive*.
- Using a student's name, write a possessive sentence under the appropriate heading, and explain that possessive forms add 's. For example:  
*Jana's cell phone is in her backpack.*
- Change the student's actual name to *the student*, and write the new sentence under the *Singular Possessive* heading. For example:  
*The student's cell phone is in her backpack.*
- With the help of students, change *student's*, *cell phone*, and *backpack* to plurals.
- Remind students that rather than doubling the -s, the apostrophe comes after the final -s in a regular plural possessive.
- Elicit from students any other words that need to be changed to plural forms, and write the new sentence on the board under the *Plural Possessive* heading. For example:  
*The students' cell phones are in their backpacks.*
- Now change the word *students'* to *men's* and *women's*, and explain that when the plural is irregular and doesn't end in -s, the apostrophe 's comes after the final letter.
- Write a new heading under *Plural Possessive* — *Irregular Plural Possessive* — and put the newest sentence under this heading. For example:  
*The men's and women's cell phones are in their backpacks.*

## EXERCISE 8. Looking at grammar.

Page 105  
Time: 10–15 minutes

- Assign one of the nine completions to the first nine students who finish, and ask them to write the complete sentences on the board.
- Students who did not write the original sentences on the board should be asked to make any necessary corrections.
- Review as a class.

## EXERCISES 9 and 10. Looking at grammar.

Pages 105–106  
Time: 10–20 minutes each

Both of these exercises are error corrections. You may want to break the students into groups to work through the exercises, assign only the first few of each exercise, or assign both exercises as homework.

Please see the Teaching Suggestions in the front of this book for effective use of error-correction exercises.

### Optional Vocabulary: Exercise 9

aboard	diplomat
space shuttle	invariably
housing problem	numerous

### Optional Vocabulary: Exercise 10

petroleum	mythological
storage	encounter
evaluate	destruction
trustworthiness	

## EXERCISE 11. Warm-up. Page 106

Time: 5 minutes

**Expansion:** As students complete the warm-up, write the following words on the board in columns as below. Have students come to the board to draw lines matching nouns that act as adjectives in common combinations. This expansion activity will help students realize that they already know many of these phrases, before they see Chart 7-3.

(Correct matches: *school bus*, *library card*, *television program*, *hardware store*, *hair salon*, *fruit salad*.)

school	card
library	bus
television	store
hardware	program
hair	salad
fruit	salon

## CHART 7-3. Using Nouns as Adjectives.

Page 107  
Time: 10–15 minutes

Some grammar books use the term “noun adjunct” for a noun that modifies another noun. Some grammar books refer to noun-noun combinations as one type of “compound noun.”

- Write the following headings on the board:

*Noun as Adjective*      *Noun*

- Explain that nouns can describe other nouns and that when nouns are used in this way, their form is singular.
- Look around the room with students to see what adjective noun-noun combinations present themselves, and write these on the board with each part under the appropriate heading.

*Noun as Adjective*      *Noun*  
*class*                      *project*  
*grammar*                  *book*

- Write the incorrect example from Chart 7-3, *vegetables soup*, on the board. Remind students that plural forms are not generally used as modifiers. Cross out *vegetables* and replace with *vegetable*.
- Ask a student how old he / she is and create a hyphenated adjective — number (+ *year-old*) from this information. Write a sentence describing the student and his age on the board. For example:  
*Lorenzo is a twenty-seven-year-old Italian lawyer.*
- Emphasize in the above example that *-year* is not plural.

#### □ EXERCISE 12. Looking at grammar.

Page 107

Time: 10 minutes

Note: In general, a hyphen is used when two (or more) words used as a modifier to a noun have one meaning when they appear together: *a man-eating tiger* (it's not *a man tiger* or *an eating tiger*; it's *a man-eating tiger* — two words which together give one meaning, as though they were one word). (Other examples are: *salt-and-pepper hair*, *a part-time job*, *a matter-of-fact attitude*, *a two-hour movie*.)

- Have students first complete this exercise independently and then read their answers aloud.
- When you read or listen to students' answers, pay special attention to two common problems: 1) the modifying noun must be in singular form, and 2) the article *a/an* is required for singular count nouns.
- Point out the use of hyphens (-) in adjective phrases containing numbers. It is useful to have students write their answers on the board, as some of them may be unfamiliar with the use of the hyphen.

#### CHART 7-4. Count and Noncount Nouns.

Page 109

Time: 10 minutes

Some noncount nouns, like *furniture*, are also called "mass nouns" in other grammar books.

The count/noncount distinction is one of the most difficult points for students to control.

Some common mistakes that students make are the following:

<u>Incorrect</u>	<u>Correct</u> <u>Count Form</u>	<u>Correct</u> <u>Noncount Form</u>
<i>many homeworks</i>	<i>many assignments</i>	<i>a lot of homework</i>
<i>some slangs</i>	<i>some slang expressions</i>	<i>some slang</i>
<i>many vocabularies</i>	<i>many vocabulary words/items</i>	<i>a large vocabulary</i>

- Present the chart by writing examples (a) and (b) on the board.
- Reiterate that *chairs* can be counted by numbers and that noncount nouns or categories, such as *furniture*, cannot be preceded by actual numbers but rather by expressions of quantity.
- Tell your students that this count / noncount distinction is not always easy to predict or recognize but that they have already encountered it many times.
- Ask your students how much homework they had the previous night. If the answers they generate are correct, put them on the board as you hear them. If the answers need correction, remind students that *homework* can't be counted but that *assignments* can. For example:

*Bengt had a lot of homework last night, but Per only had a little homework.*

*Bengt had five assignments, but Per only had two assignments.*

- Remind students that count nouns are preceded by *a / an* in the singular and take final *-s / -es* in the plural.
- Write student-generated examples of this point on the board and underline the articles and final *-s / -es*. For example:

*Luisa received a letter and an email yesterday.*

*Luisa received two messages from home yesterday.*

- Explain that noncount nouns are preceded by expressions of quantity but not by *a / an* or *one*.
- Explain that noncount nouns have no plural form and so, do not take a final *-s / -es*.
- Write an example of a sentence using a noncount noun on the board, and draw attention to the lack of indefinite article and final *-s / -es*. For example:

*Luisa received some mail yesterday.*

#### □ EXERCISE 16. Looking at grammar.

Page 109

Time: 10 minutes

The purpose of this exercise is to help students understand the two charts that follow (7-5 and 7-6). You can use this exercise as a means of discussing the ideas presented in Chart 7-5.

- In item 1, point out that a noncount noun refers to a “whole” that is made up of different parts. Explain that *furniture* is the “whole” and *chairs, tables, desks* are the different parts. You may also want to use the term “category” to explain this concept.
- In items 4 and 5, compare noncount and count usages of the same word, *iron*; the meaning of each use is different.

#### Optional Vocabulary

scenery            rusty  
press              wrinkled

**Expansion:** Give each student two cards (or the students can use their own paper). On one, write a large letter “C” and on the other write “NC.” As you and your students read each sentence aloud, pause after each noun while the students hold up the card that identifies the noun in question as count or noncount. In this way, you can quickly see if students are incorrectly identifying any nouns, and the students can have a little fun with this grammar point.

### CHARTS 7-5 and 7-6. Noncount Nouns. Some Common Noncount Nouns. Page 110

Time: 20–25 minutes

The concept of a noncount noun is covered in Chart 7-5, followed by a list of common noncount examples in Chart 7-6.

If it helps your students to understand, use the term “mass” to explain the idea of “a whole” or “a category.”

As pointed out in examples (e) and (f) of Chart 7-5, some nouns can be used as either count or noncount. Some of the nouns in Chart 7-6 also have count uses. A noun is count or noncount depending on how it is used and the speaker’s intended meaning. No noun is inherently count or noncount. The words listed in Chart 7-6 are usually or always used as noncount nouns, but you may wish to discuss some of those with dual uses: *glass* (a material) vs. *a glass* (a container for drinking); *tea* (a drink) vs. *teas* (kinds of tea); *pepper* (a spice) vs. *a pepper* (a vegetable); *bridge* (a card game) vs. *a bridge* (a way or structure across a river); *time* (an abstract concept) vs. *times* (occurrences).

- Present the different kinds of noncount nouns in Chart 7-5, (a)–(d), by writing an example sentence of each on the board.
- Next to each example sentence write a term that will help students understand the category: (a) *whole category*; (b) *liquids, solids, gases, or mass of particles*; (c) *abstractions*; (d) *phenomena of nature*.
- Explain that units of measure are used to quantify liquids or masses of particles, and refer students to the asterisked list below the chart.
- Explain that many nouns have both count and noncount uses, and write the examples in (e) and (f) on the board.

- Tell students that they are not expected to memorize all the nouns in Chart 7-6 but that the chart provides a handy reference, which categorizes common noncount nouns according to the distinctions in Chart 7-5.
- Look through Chart 7-6 with your students and discuss any questions that may arise.

#### EXERCISE 17. Looking at grammar.

Page 111

Time: 10–15 minutes

- Give students time to do this exercise on their own, and remind them not to make any changes in the *italicized* words.
- Have students read their corrected sentences aloud taking turns. Ask students to exaggerate their pronunciation so that final -s / -es can be heard.
- You may want to begin this exercise in class and assign the remainder as homework.

#### Optional Vocabulary

harmful            reduce            grain  
substance        reward

#### EXERCISE 19. Looking at grammar.

Page 112

Time: 10–15 minutes

- Give students time to complete the exercise on their own.
- Ask various students to put their answers on the board, and the class as a whole will correct these.
- Tell students to raise their C and NC cards (from the previous Expansion) after certain nouns, e.g., *change* (NC) and *coins* (C) in item 1.

#### Optional Vocabulary

sea level            satisfied  
precipitation        metropolitan

#### EXERCISE 20. Warm-up. Page 113

Time: 5–10 minutes

- The illustrations in this warm-up help students articulate correct article usage they see, so give them sufficient time to think through the pictures.
- Improvise additional questions to help students discuss the use of definite and indefinite articles. For example:

##### Dialogue 1

*Are Tom and Anna talking about the same cat?*

##### Dialogue 2

*Has Anna met the cat Tom is talking about?*

##### Dialogue 3

*Do Tom and Anna think an independent nature is a quality of most cats or just a few?*

## CHART 7-7. Basic Article Usage. Page 114

Time: 10–20 minutes

Articles are very difficult for students to understand and use correctly. Many languages do not have articles. Languages that do have articles use them differently from English. Articles are, in many teachers' experiences, difficult to teach. There are many nuances, complex patterns of use, and idiomatic variations. Students who are frustrated trying to understand and use articles should be reminded that articles are just a small component of English. Proficiency in using articles improves with experience; it cannot be obtained overnight by learning "rules."

The exercises that follow the chart point out some contrasts in usage that should help students understand the differences among *a/an*, *the*, and the absence of any article (symbolized by  $\emptyset$ ).

Some students may need a reminder about using *an* instead of *a*. English speakers prefer not to pronounce another vowel sound after the article "a." Therefore, they put "n" between the two vowel sounds.

For example:

*a + apple* → *an apple*;

*a + old man* → *an old man*;

*a + umbrella* → *an umbrella*

(But note that *a university* has no "n" because the "u" has a "y" or consonant sound.)

*a + other* → *another* (Tradition causes this to be written as one word.)

- Present Part I: Using *A / An* or  $\emptyset$ : Generic Nouns by explaining that an indefinite article or no article is used to talk about the noun very generally when describing or defining the noun.
- Write the example sentences from the chart on the board under the heading *Generic Nouns*. You may want to include a noun preceded by *an*.  
*A banana is yellow.*  
*An egg is oval.*  
*Bananas are yellow.*  
*Fruit is good for you.*
- Make sure that students understand that when they see such descriptive sentences that no real bananas, eggs, or fruit are being discussed but that the noun represents all the real bananas, eggs, and fruit.
- Present Part II: Using *A / An* or *Some*: Indefinite Nouns by writing the sentences from the chart or some examples of your own on the board under the heading *Indefinite Nouns*.  
*I ate a banana. I ate an apple.*  
*I ate some bananas. I ate some apples.*  
*I ate some fruit.*
- Explain that this time, the indefinite article does refer to a real, concrete noun but that it is one or some of many real things.
- Present Part III: Using *The*: Definite Nouns

- Write the sentences from the chart on the board.

*Thank you for the banana.*

*Thank you for the bananas.*

*Thank you for the fruit.*

- Explain that a noun is definite (and needs a definite article) when both speaker and listener are referring to the same real object or specific thing.

## EXERCISE 24. Game. Page 117

Time: 15–20 minutes

One way to play the game is to eliminate each player who can't remember the whole list beginning with "A." The game continues until there is only one player who can recite the whole list or until everyone left can recite the whole list from A to Z. For the classroom, however, it is better to make the game noncompetitive. The purpose is for students to have fun while they are practicing a grammar point.

- Divide the class into groups of six to ten and explain the game.
- Explain that each group can try to do the whole alphabet; set a time limit (15–20 minutes) and let the groups get as far in the alphabet as they can. To shorten the game, you could assign only half the alphabet to each group.
- Tell students to try to play without taking a lot of notes, but it would be all right if they needed to jot down a few notes to jog their memory when it's their turn to speak. It would also be all right for the students to help each other remember the list and remind each other about the use of *a / an* and *some*.
- Accept all strange or funny answers as long as they conform to the correct article usage and begin with the appropriate letter of the alphabet.
- Remind students to focus on the correct use of *a / an* and *some*. Allow students to begin their items with an adjective; *a bald monkey*, for example, could be used for the letter "B" (but not the letter "M").

## CHART 7-8. General Guidelines for Article Usage. Page 118

Time: 10–15 minutes

This chart gives students needed guidelines for using articles, and in particular, helps students understand when the definite article *the* is required. Keep students' focus on the need to use a definite article when both speaker and listener are discussing the same specific thing.

- With your class, create sample sentences that refer to objects in the classroom that all students can see and refer to.

- Explain that when everyone in the discussion knows what is being discussed, the definite article is required. For example:

*The clock says 10:25.*

*The door is closed.*

*The board is covered with vocabulary and grammar notes.*

*The student next to Su-Jin looks tired.*

- Present guideline (a) by referring to the sentences above as well as the examples in the chart.
- Now ask students to describe something or someone they saw the previous day. Use their information to write a first sentence, introducing an object with an indefinite article and then referring to this object with the definite article, *the*. For example:

*Yesterday Juana and Milo saw some students performing a play outside. The students were dressed in brightly colored clothes.*

- Explain that the definite article is used for the second mention of an indefinite noun because at that point, the speaker can be sure the listener does know what is being referred to.
- Ask students to tell you their favorite foods or animals. Write their sentences on the board, and emphasize that you are omitting an article altogether because they are making generalizations about count nouns.
- Emphasize that no article is needed by including the definite article and then crossing it out. For example:

*Belzan loves to eat ~~the~~ pears.*

*Miki is a big fan of ~~the~~ pandas.*

- Show students that a singular count noun always needs either an article, *this* or *that*, or a possessive pronoun by writing sample sentences on the board using students' information. For example:

*Mikail has a notebook.*

*Mikail has that notebook.*

*Mikail has his notebook.*

### □ EXERCISE 26. Looking at grammar.

Page 118

Time: 10–15 minutes

- Because this exercise is a series of dialogues, students can work in pairs, or two students can read one dialogue to the whole class. If working in pairs, have students switch roles for each item.
- Explain to the class that what is in the speaker's mind determines which article to use. If the speaker believes the listener knows which thing or person the speaker is referring to, the speaker will use *the*. If not, the speaker will use *a/an*, *some*, or  $\emptyset$ .

#### Optional Vocabulary

leak

swerved

pothole

### □ EXERCISE 28. Grammar and speaking.

Page 120

Time: 10–15 minutes

Because this exercise asks students to discuss and share their opinions on a variety of matters, students may prefer to complete this exercise in small groups or pairs. Encourage students to give personal examples when explaining whether they agree or disagree with the statements. You may want to assign this as homework the night before to give students ample time to think through the topics and formulate opinions.

- Give students time to complete the sentences and then agree or disagree with them on their own.
- Then divide students up into pairs or small groups, and have them work through the exercise, explaining whether they agree or disagree with each statement and giving examples from their own experiences.
- Have students share their opinions with the class as a whole, or pick one or two questions to discuss as a class.

### □ EXERCISE 30. Listening. Page 121

Time: 10 minutes

- Ask students to close their books and listen to the audio once focusing on the main ideas and content.
- Have students open their texts, listen again, and fill in the blanks with *a*, *an*, or *the*.
- After you review the completions with students, ask them questions about the content of the talk. For example:

*Where did and how did the term "computer bug" originate?*

*What machine was Thomas Edison working on when he first coined the term "bug"?*

#### Optional Vocabulary

phonograph

attributed

### □ EXERCISE 31. Warm-up. Page 121

Time: 5–10 minutes

This warm-up will help students realize what they already know and will help them recognize what sounds wrong to them.

- Give your students a few minutes to eliminate expressions of quantity that can't be used with the given noun phrases, and then review the correct answers.
- Discuss the term "expressions of quantity" and point out differences in their usage with count and noncount nouns.

**CHART 7-9.** Expressions of Quantity Used with Count and Noncount Nouns. Page 122  
Time: 10–15 minutes

*A lot of* and *lots of* have the same meaning. Both are somewhat informal, with *lots* being the more informal.

- Ask students to give you a few random count nouns. Unusual nouns will be more fun for students. For example:  
*artichoke, hiccup, dog collar*
- Using one of these nouns, write an example for each expression of quantity in sections (a) and (b) of the chart on the board under the heading *Count Only*. Repeat that all of the expressions in (a) and (b) can only be used with count nouns.
- Now ask your class for a few unusual noncount nouns. For example:  
*compassion, protein, arrogance*
- Using one of these noncount nouns, write example phrases using the expressions from (c) under the heading *Noncount Only*.
- Now, using the count and noncount nouns chosen for the above boardwork, write the expressions of quantity from (d) in front of both nouns. Label this list *Count and Noncount*.

**EXERCISE 34.** Looking at grammar.  
Page 124  
Time: 10–15 minutes

- Explain to students that they cannot change any words in the original sentences in italics, but they will need to change the nouns to their correct forms.
- Emphasize count / noncount distinctions with expressions of quantity as you go through the exercise, and ask students to explain these to you as they review their answers.

**EXERCISE 35.** Let's talk: interview.  
Page 125  
Time: 10–15 minutes

**Expansion:** Before class, prepare index cards with additional sentence starters for students to use when interviewing classmates, such as:

*I can't respect people who want to have a lot of. . .*  
*People in (name of country) don't have enough. . .*  
*My parents always wanted me to gain a lot of. . .*  
*I have very few . . . , but I have a lot of. . .*  
*The leaders of modern nations need to have a great deal of. . .*  
*Doctors should have a lot of. . .*  
*I am disappointed when my friends don't have any. . .*

After students have had a chance to interview one another, discuss what was learned in terms of what was most predictable and what was most surprising. Alternatively, students can give another student's

response while the remainder of the class has to guess who said what. For example:

Student A: *This person said she is disappointed when her friends don't have any patience with students trying to learn a new language. Who said this?*

Student B: *I think it was Marazita because she explained that her friends' lack of patience with foreigners really frustrated her the other day when we were chatting about our own countries.*

**CHART 7-10.** Using *A Few* and *Few*; *A Little* and *Little*. Page 126  
Time: 10–15 minutes

This is difficult grammar for most learners, and it can be difficult to explain. The chart compares the meanings by saying *a few* and *a little* give a positive idea and indicate that something exists or is present. The chart then explains that *few* and *little* give a negative idea and indicate that something is "largely absent." You may need to explain the term *largely* (meaning "for the most part"), as some learners may not be familiar with it.

Sometimes students think there must be a difference in quantity between *a few* and *few*. They ask How many is "a few" and how many is "few"? They think that *few friends* is less than *a few friends*. But, the real difference can rest in the speaker's attitude: *a few* reflects a positive opinion of the quantity, and *few* reflects a negative or diminishing opinion, even if the quantity is the same in both cases.

For example, Sam and Sara are new students in college. In two weeks, Sam has made three friends and Sara has made three friends. Sam's mother is very pleased. She says *Sam's getting along fine. He's made a few friends and likes his teachers.* Sara's mother, however, thinks Sara should have made lots of friends by now and worries that she is not adjusting to her new college. She says *Sara doesn't like her classes and has few friends. I'm worried about her.* In each case, the number of friends is the same, but the speaker's attitude is different.

The following chart may be helpful for students:

<u>Count</u>	<u>Noncount</u>
<i>few = not many</i>	<i>little = not much</i>
<i>a few = some</i>	<i>a little = some</i>

- With your students, create sentences that show that a *few* and *a little* give a positive idea. For example:  
*Junko has made a few new friends this month.*  
*Guillaume has a little time to spend with his girlfriend this weekend.*
- Explain that when you remove the indefinite article in each sentence above, you don't change the quantity. However, doing so changes the speaker's / writer's attitude about the quantity.



- Rewrite the sentences above without the article *a* and add explanatory notes in parentheses. For example:

*Junko has made few new friends this month. (She does not have many new friends.)*

*Guillaume has little time to spend with his girlfriend this weekend. (He doesn't have much time to spend with his girlfriend.)*

- Repeat that using the expression of quantity without the indefinite article gives a negative idea that the quantity (whatever it actually may be) is not sufficient.
- Remind students that even if this concept seems a bit confusing, they will get used to the distinction when they hear it. They should refer to Chart 7-10 for support as needed.

### □ EXERCISE 37. Looking at grammar.

Page 126

Time: 5–10 minutes

This exercise approaches the grammar by using parallel meanings. Discuss the meaning of each sentence in terms of what is “largely present” or “largely absent.”

- Tell students that they have to understand the speaker’s attitude (positive or negative) when replacing the italicized words with *a few*, *very few*, *a little*, or *very little*.

#### Optional Vocabulary

dreary	prevent
programs	hinges
squeaks	

### □ EXERCISE 40. Let’s talk. Page 128

Time: 10–20 minutes

- Put students into pairs or small groups.
- Tell students that in addition to deciding whether Dan and Eva have *too much / many*, *too few / little*, or *just the right amount / number*, they should be prepared to justify their decisions to the class. For example:

*They have too few tea bags to last a week. If they both have tea in the morning, they will run out after just one day.*

### CHART 7-11. Singular Expressions of Quantity: *One, Each, Every*. Page 129

Time: 10 minutes

You might want to refer to Chart 6-2 Basic Subject-Verb Agreement, which identified *each* and *every* as singular in number.

*Each, every, and one* are common sources of errors. For that reason, they receive special emphasis here.

Be sure to note the concept of “specificity”: a noun is made specific by fronting it with *the*, a possessive, or a demonstrative adjective. One can say *one of the students*, *one of my students*, or *one of those students*, but one cannot say *one of students*.

- Using student-generated examples or those from the chart, write example sentences on the board using *one, each* and *every* as seen in (a), (b) and (c).
- Then write the heading + *Singular Count Nouns* above the student examples and underline the singular count nouns in each sentence.
- Ask students to create sentences using *one of, each of, and every one of* and write them on the board. Write the heading + *Specific Plural Count Nouns* above them and underline the plural nouns.

### CHART 7-12. Using *Of* in Expressions of Quantity. Page 131

Time: 10–15 minutes

As described in the background notes for Chart 7-11, students need to understand the concept of specificity and be able to distinguish nonspecific (*book, desk, cookie*) nouns from specific versions of the same (*the book, my desk, that cookie*) nouns.

Emphasize that some expressions of quantity *always* include *of*, whether they are followed by a nonspecific or a specific noun.

- With your students, generate examples of *one* and *many* + nonspecific nouns and write them on the board.
 

Expressions of Quantity — No “Of” with Nonspecific Nouns

*Manuel purchased one ticket.*  
*Jae-Lien saw many movies.*
- Then come up with examples of expressions that include *of* when used with specific nouns and put these on the board.
 

“Of” Used with Specific Nouns

*One of those bags belongs to Valentina.*  
*Many of Ahmed’s books are translations from Arabic.*
- Finally, write on the board some examples from the chart that always include *of*. This section of the board should be titled:
 

Expressions That Always Include “Of”

*The majority of the students in this school speak several languages in addition to English.*  
*Most of Kazuhiro’s friends also enjoy playing pool.*  
*Hardly any of Juanita’s days here have been wasted.*

□ **EXERCISE 45.** Looking at grammar.  
Page 131  
Time: 5–10 minutes

Many of the sentences in this exercise are paired to be quite similar. Compare the meanings of items to be sure students understand the important differences.

**Optional Vocabulary**

junk mail  
index

□ **EXERCISE 47.** Let's talk: interview.  
Page 132  
Time: 15–30 minutes

- Arrange to do this activity during a class period when students can poll each other.
- Have each student make up his / her own list of questions, and encourage students to ask specific questions that will yield concrete answers.
- Give the students ample time — perhaps even overnight — to think of interesting questions.
- Have students use expressions of quantity when reporting back on their findings.

**Expansion:** Another possibility would be for your class to poll other classes in a language program and then report their findings. Taking a poll in, for example, a lower-intermediate level English class could be fun not only for your students but also for those in the other class, giving all the students a enjoyable opportunity for interaction.

□ **EXERCISE 48.** Let's talk. Page 133  
Time: 10–15 minutes

The sentences in this exercise are not true. That's the point of this exercise; using expressions of quantity is important because unqualified statements are inaccurate. Discuss the importance of quantifying a generalization in order to make it accurate. The sentences in the text are examples of overgeneralizations that need expressions of quantity to make them reasonable, true, and supportable statements.

□ **EXERCISE 49.** Let's talk. Page 133  
Time: 15–30 minutes

- Give students additional controversial topics if they have trouble coming up with enough on their own, such as:

*the welfare system*

*gun control*

*socialized medicine*

*abortion*

*the death penalty*

*the drinking age*

*censorship*

*legalization of recreational drugs*

*instituting uniforms in public schools*

*forbidding prayer in schools*

*mandatory military service*

*testing drugs on animals*

*genetic engineering*