



# CHAPTER 7

## Count and Noncount Nouns

### Overview

The basic notions of countability and plurality are introduced in this chapter as well as several elements of noun phrases, including adjectives, articles, and phrases of measurement. Questions and negatives with *some* and *any* complete the chapter.

□ EXERCISE 1, p. 179. Preview: noun practice.

You can use this exercise as a preview or for practice immediately after you've taught Chart 7-1. In either case, review the first four items with the class before asking them to complete the exercise. Because this is a pretest, you can correct the answers without giving explanations. As you go through Chart 7-1, refer to items in the pretest for more clarification.

ANSWERS: 5. s 6. x 7. x 8. x 9. s 10. s 11. x 12. s  
13. x 14. x 15. s

### CHART 7-1: NOUNS: COUNT AND NONCOUNT

- Countability (singular/plural/mass/collective nouns) is a peculiar feature of English, and it causes problems for many learners whose languages do not have such categories. Do not expect students to master this point now; they will come across it repeatedly in this course and others that use the Azar grammar series.
- “Noncount” (also called “mass”) nouns cannot be counted (*\*one money, \*two moneys, etc.*), so they cannot use *a* or *one* or a plural form. A list of common noncount nouns is given to help students get an initial understanding and usage ability. The use of count vs. noncount nouns is difficult for all learners and is the underlying cause of many article usage errors and singular-plural errors at all levels of proficiency, from beginner to advanced.
- Dictionaries for nonnative speakers identify the category of each noun as “count” or “noncount.” However, most dictionaries written for native speakers of English usually do not note this point.
- For more information about count vs. noncount, see Chapter 11 in *Fundamentals of English Grammar, Third Edition*, and Chapter 7 in *Understanding and Using English Grammar, Third Edition*, as well as the *Teacher's Guides* for those texts.
- WORKBOOK: For additional exercises based on Chart 7-1, see *Workbook Practices* 1–8.

□ EXERCISE 2, p. 181. Noun practice. (Chart 7-1)

This exercise contrasts count and noncount nouns in sentence contexts so that learners can begin to understand the differences between them. There is a lot of information in Chart 7-1; it will take time for it to make sense. You may want to work through some of these with your class and assign the rest as homework.

ANSWERS: 3. coin (count) 4. money (noncount) 5. traffic (noncount)  
6. cars (count) 7. fact (count) 8. information (noncount) 9. homework  
(noncount) 10. assignment (count) 11. music (noncount) 12. coffee  
(noncount) 13. library (count) 14. vocabulary (noncount) 15. advice  
(noncount) 16. job (count) 17. work (noncount) 18. bracelets (count)

□ EXERCISE 3, p. 182. Let's talk: small groups. (Chart 7-1)

Walk around the room to help students with unfamiliar vocabulary.

ANSWERS: (NC = noncount; C = count) 2. advice (NC); a suggestion (C)  
3. furniture (NC); a desk (C) 4. homework (NC); an assignment (C)  
5. information (NC); a fact (C) 6. jewelry (NC); a bracelet (C) 7. money  
(NC); a coin (C) 8. music (NC); a song (C) 9. weather (NC); a cloud (C)  
10. work (NC); a job (C)

□ EXERCISE 4, p. 183. Let's talk: class activity. (Chart 7-1)

This exercise stresses the idea of countability and points out that the great majority of nouns are count nouns. Check a dictionary if disagreements arise about a noun's category, but also be aware that many nouns have both count and noncount uses. For example, one can say *bread*s, *cheese*s, *coffee*s, *food*s, *fruit*s, *meat*s, etc., in certain contexts. If these forms come up in class, tell students this is more advanced grammar, and they will study it later.

**CHART 7-2: USING AN vs. A**

- The use of *an* before vowel sounds makes the words seem easier or smoother to pronounce, in the opinion of native speakers of English. For example, saying “an apple” is easier than saying “a apple.”
- Some students want to use an article before possessive adjectives: \**a my father, a his book*. If this is the case, point out that this is never correct.
- WORKBOOK: For additional exercises based on Chart 7-2, see *Workbook* Practices 9–11.

□ EXERCISE 5, p. 183. Sentence practice. (Chart 7-2)

This exercise can be done in pairs, with students checking each other's accuracy. You could lead a discussion of difficult items.

ANSWERS: 1. an apple 2. a banana 3. an office 4. an idea 5. a good  
idea 6. a class 7. an easy class 8. an island 9. An hour 10. A  
healthy person 11. A horse 12. an honest worker 13. a math tutor  
14. A university . . . an educational institution 15. an unusual job

□ EXERCISE 6, p. 184. Listening. (Chart 7-2)

You may find that some students can't even hear *a* or *an*, much less make a distinction between them. To them it's a blur of words. You might read the sentences yourself at a slower speed before you play the audio CD.

ANSWERS: 2. a small apartment 3. an hour 4. an interesting class 5. a new teacher 6. an office 7. an insurance office 8. a nurse 9. a hospital 10. a difficult job

**CHART 7-3: USING A/AN vs. SOME**

- If you want to understand what an amazingly complicated word *some* is, look it up in several dictionaries. It does not lend itself to easy definition or grammatical explanation. You might tell your students that the basic meaning of *some* is “an inexact amount.” You could tell them that people use *some* when the exact amount is unknown or unimportant.
- Be sure students understand that *some* can be used with both plural count nouns and noncount nouns, but NOT with singular count nouns.
- WORKBOOK: For additional exercises based on Chart 7-3, see *Workbook* Practices 12 and 13.

□ EXERCISE 7, p. 185. Noun practice. (Chart 7-3)

This exercise is designed to show students in a very visual way that *a* and *an* are used for singular count nouns only. It also shows them that *some* can be used with both plural and noncount nouns, but never with singular count nouns. As students progress through the exercise, they should begin to see this pattern for themselves.

ANSWERS: 4. a (sing. count) 5. some (pl. count) 6. some (noncount) 7. a (sing. count) 8. some (pl. count) 9. some (pl. count) 10. some (noncount) 11. some (noncount) 12. an (sing. count)

□ EXERCISE 8, p. 185. Sentence practice. (Chart 7-3)

This exercise can be done in class or assigned as homework.

NOTE: This exercise contains only count nouns; there are no noncount nouns in it.

ANSWERS: 3. a desk 4. some desks 5. an apple 6. some apples 7. an exercise 8. some exercises

□ EXERCISE 9, p. 186. Sentence practice. (Chart 7-3)

This exercise contrasts singular count nouns and noncount nouns. It can be done in class or assigned as homework.

NOTE: For the students' sake, it's regrettable that English has this very confusing and difficult feature known as countability. Tell students not to get frustrated; countability will eventually become less of a problem as they gain experience with English. Make sure they know that this feature of English is difficult for all learners.

**ANSWERS:** 3. some mail 4. a letter 5. some fruit 6. an apple 7. some food 8. a sandwich 9. some soup 10. some water

**EXERCISE 10, p. 186. Let's talk: small groups. (Chart 7-3)**

This is a good vocabulary builder. Walk around the room to assist groups with new words, but encourage students to help one other before asking you for help. Write some of the most useful vocabulary on the board.

**EXERCISE 11, p. 187. Sentence practice. (Chart 7-3)**

This exercise can be assigned for homework or used as a quiz to test students' understanding of *a*, *an*, and *some*.

**ANSWERS:** 2. some homework 3. some work 4. a job . . . a teacher  
5. a table . . . a sofa . . . some chairs 6. some furniture 7. some music 8. an orange  
9. some oranges . . . some fruit 10. some information 11. some advice  
12. some cars . . . a bus . . . some trucks . . . some traffic

**EXERCISE 12, p. 188. Let's talk: pairwork. (Chart 7-3)**

This exercise should move quickly between partners. If either one challenges an answer, that person should produce the correct form. It may not be necessary to include all 30 items.

**PARTNER B'S ANSWERS:** 1. an apple 2. some apples 3. a child 4. some children  
5. some music 6. a flower 7. a man 8. an old man  
9. some men 10. an island 11. some rice 12. some advice 13. an hour  
14. a horse 15. some food

**PARTNER A'S ANSWERS:** 16. an animal 17. some animals 18. a chair  
19. some chairs 20. some furniture 21. some homework 22. an orange  
23. some bananas 24. a banana 25. some fruit 26. a university 27. an uncle  
28. some people 29. a house 30. some bread

**EXERCISE 13, p. 189. Sentence practice. (Chart 7-3)**

This exercise can be done in class or assigned as homework. It focuses on nouns again: which ones are count and which are noncount. It also includes irregular noun plurals. All the sentences use the word *some*, so the task is to decide whether the nouns following *some* are plural count nouns or noncount nouns.

The other point to stress is that noncount nouns do NOT have a final -s.

**ANSWERS:** 4. music 5. flowers 6. information 7. jewelry 8. children  
9. homework 10. advice 11. suggestions 12. help 13. sandwiches  
14. animals 15. bananas 16. fruit 17. weather 18. pictures  
19. rice . . . beans

**EXERCISE 14, p. 190. Sentence practice. (Chart 6-4)**

This exercise can be done in class or assigned as homework. Students will see how a change from singular to plural requires grammatical changes in a sentence. They are also reminded that noncount nouns cannot be plural.

ANSWERS: 3. I have some coins in my pocket. 4. (none) 5. (none)  
 6. There are some cars on Main Street. 7. (none) 8. (none) 9. (none)  
 10. (none) . . . (none) 11. There are some dictionaries on the shelf. 12. (none)  
 13. Here are some flowers from my garden. 14. (none) 15. some apples  
 16. some potatoes . . . (none)

### CHART 7-4: MEASUREMENTS WITH NONCOUNT NOUNS

- This is a lesson in vocabulary as well as in the grammar of counting quantities. Take time to connect the pictures in the chart with the list of common expressions of measure.
- When speakers say these expressions at normal speed, the word *of* becomes just a vowel sound /ə/. The sound of *a* and *of* are then the same: *a bag of rice* = /ə bæɡ ə raɪs/.
- NOTE: a *loaf* of bread refers to the whole bread, but one piece of bread cut from the loaf with a knife is often called a *slice* of bread. Similarly, one piece of cut cheese or meat is called a *slice*. Since the text neglects to introduce the term *slice*, you might want to do so.
- The expressions of quantity in this chart are called “partitives.”
- WORKBOOK: For additional exercises based on Chart 7-4, see *Workbook* Practices 14–17.

#### □ EXERCISE 15, p. 191. Noun practice. (Chart 7-4)

Students could complete this exercise in pairs. Ask for volunteers to share a few of their answers with the class. This exercise and the next are designed to reinforce new vocabulary.

The partitives students choose may reflect cultural differences. For example, some cultures typically use glasses, not cups, for tea.

ANSWERS: 2. a piece of bread 3. a cup of/a glass of water 4. a cup of coffee  
 5. a piece of cheese 6. a bowl of/a cup of soup 7. a piece of meat 8. a glass  
 of wine 9. a piece of fruit 10. a bowl of/a cup of rice

#### □ EXERCISE 16, p. 192. Let’s talk: pairwork. (Chart 7-4)

This exercise affords students the chance to talk about a familiar daily routine while reinforcing their understanding of count and noncount nouns.

#### □ EXERCISE 17, p. 192. Sentence practice. (Chart 7-4)

This exercise can be done in class or assigned as homework. Its purpose is to explore common noncount nouns used with the given expressions of quantity. See how many completions students can come up with.

*EXPANSION:* With quick learners, you might turn this into a memory game. The first student answers the second item by repeating the first item, then adding the answer to the second. The next student must repeat items 1 and 2 before adding the response to item 3. As the game continues, the responses get longer and harder to remember. No writing is allowed. The last student has the most difficult answer.

POSSIBLE COMPLETIONS: 2. toothpaste . . . soap 3. peas . . . peanut butter  
 4. bread . . . matches 5. lettuce 6. wine . . . pickles

□ EXERCISE 18, p. 193. Review. (Chart 7-4)

*TEACHING SUGGESTION:* You could ask some students to read from their lists while the rest of the class listens carefully for correct uses of nouns and their markers.

□ EXERCISE 19, p. 193. Review: pairwork. (Chart 7-4)

*TEACHING SUGGESTION:* Collect students' lists. The next day, write some of the more common errors on the board, and ask students (in pairs or groups) to correct them.

□ EXERCISE 20, p. 194. Let's talk: pairwork. (Chart 7-4)

This is a cumulative review exercise. If your students can do this exercise easily, be sure to congratulate them. This seemingly simple exercise contains some difficult and complicated grammar.

*NOTE:* If your students have only Volume A, you will need to photocopy the following answers for each partner.

*PARTNER B'S ANSWERS:*

1. a. some food.  
b. an apple.  
c. a sandwich.  
d. a bowl of soup.
2. a. a glass of milk.  
b. some water.  
c. a cup of tea.
3. a. some medicine.  
b. an ambulance.
4. a. a coat.  
b. a hat.  
c. some warm clothes.  
d. some heat.
5. a. some sleep.  
b. a break.  
c. a relaxing vacation.

*PARTNER A'S ANSWERS:*

6. a. a snack.  
b. some fruit.  
c. an orange.  
d. a piece of chicken.
7. a. some juice.  
b. a bottle of water.  
c. a glass of ice tea.
8. a. a doctor.  
b. some help.
9. a. some boots.  
b. a blanket.  
c. a hot bath.  
d. some gloves.
10. a. some strong coffee.  
b. a break.  
c. a vacation.  
d. a nap.

**CHART 7-5: USING *MANY, MUCH, A FEW, A LITTLE***

- Point out the difference in usage between *many* (used only with plural count nouns) and *much* (used only with noncount nouns).
- *Much* is more common in questions and negatives than affirmative statements. *A lot* is generally used for affirmative statements.
- Point out the differences in usage between *a few* and *a little*.
- *Few* and *little* (meaning *not many/not much*) are taught in *Understanding and Using English Grammar*. *Few* and *little* give a negative idea and mean *not many* or *not much*, as opposed to *a few* and *a little*, which give a positive idea and mean *some*. If students ask about this, tell them it's advanced grammar that they will study later.
- **WORKBOOK:** For additional exercises based on Chart 7-5, see *Workbook Practices* 18–21.

□ EXERCISE 21, p. 195. Sentence practice. (Chart 7-5)

You may want to work through some of these with your class and assign the rest as homework. Each item in this exercise contains *a lot of* as the quantifier. Point out that *a lot of* is used with both plural count nouns and noncount nouns, but *many* is used only with plural count nouns and *much* only with noncount nouns.

ANSWERS: 3. many cities 4. much sugar 5. many questions 6. much furniture 7. many people 8. much mail . . . many letters 9. many skyscrapers . . . many tall buildings 10. much work 11. much coffee 12. many friends 13. much fruit 14. much coffee 15. many letters

□ EXERCISE 22, p. 195. Sentence practice. (Chart 7-5)

You may want to do this exercise in class. After one student has formed the complete question, that student could ask another student to give a truthful answer, including “I don’t know.”

ANSWERS: 3. many languages 4. much homework 5. much tea 6. much sugar 7. many sentences 8. much water

□ EXERCISE 23, p. 196. Let’s talk: pairwork. (Chart 7-5)

The purpose of this exercise is to give students practice forming a typical question pattern with *how many* and *how much*. These questions require students to be aware of the countability of the noun and to make subjects and verbs agree in number (singular or plural), as well as to put *is there/are there* in the correct place in the sentence. Not easy!

QUESTIONS: 1. How many restaurants are there in (*name of this city*)? 2. How many desks are there in this room? 3. How much furniture is there in this room? 4. How many letters are there in your mailbox today? 5. How much mail is there in your mailbox today? 6. How much chicken is there in your refrigerator? 7. How many bridges are there in (*name of this city*)? 8. How much traffic is there on the street right now? 9. How many cars are there in the street outside the window? 10. How many people are there in this room?

□ EXERCISE 24, p. 197. Sentence practice. (Chart 7-5)

This exercise can be done in class. Some learners cannot understand why the article *a* is used with *few* and plural nouns. This is just a strange development in the English language. This exercise gives practice in the expression of small quantities with common count and noncount nouns.

ANSWERS: 2. a little salt 3. a few questions 4. a little help . . . a few problems . . . a little advice 5. a few clothes 6. a little homework 7. a little mail 8. a few letters 9. a little cheese 10. a few oral exercises

□ EXERCISE 25, p. 197. Let’s talk: pairwork. (Chart 7-5)

Pairs that complete the task quickly can change roles, or they can do the exercise again with new partners.

**PARTNER A'S QUESTIONS:**

1. many pens
2. much tea
3. much rice
4. many apples
5. much money
6. much help
7. many toys

**PARTNER B'S ANSWERS:**

1. a few
2. a little
3. a little
4. a few
5. a little
6. a little
7. a few

**PARTNER B'S QUESTIONS:**

1. much salt
2. many bananas
3. much soup
4. much coffee
5. many assignments
6. much cheese
7. many books

**PARTNER A'S ANSWERS:**

1. a little
2. a few
3. a little
4. a little
5. a few
6. a little
7. a few

**EXERCISE 26, p. 198. Sentence review. (Charts 7-1 → 7-5)**

This exercise can be done in class; it puts the grammar and vocabulary students have been learning into sentence-level contexts. (A context does not have to be long to be a context. “Contextualized grammar” comes in many forms.) Be sure to include spelling and pronunciation in the discussion of the correct answers.

- ANSWERS:** 2. Leaves    3. sexes    4. knives    5. information    6. paper  
 7. dishes    8. women    9. bushes    10. homework    11. pages    12. pieces  
 13. edges    14. valleys    15. weather    16. Thieves    17. Strawberries  
 18. trays    19. sizes    20. glasses    21. fish    22. centimeters    23. inches  
 24. feet

**CHART 7-6: USING THE**

- For learners, *the* is perhaps the most difficult word in the English language. It is also possibly the most difficult word for teachers to teach. This chart simply scratches the surface. It provides a beginning point.
- Emphasize the idea that when the speaker uses *the*, he/she knows that the listener has the same thing or person in mind. (Students may well ask if they have to be mind readers in order to use *the* correctly.)
- **WORKBOOK:** For additional exercises based on Chart 7-6, see *Workbook Practices 22 and 23.*

**EXERCISE 27, p. 200. Sentence practice. (Chart 7-6)**

You may choose to do this exercise in class. Learners need time to understand the use of articles. This exercise, which is confined to the use of *the* for second mention, allows you to clarify some of the information in Chart 7-6. Go slowly. Make up additional examples from the classroom context or things you draw on the board. For example, for item 1 use an actual notebook and a grammar book in the classroom to demonstrate the use of *a* vs. *the*.



ANSWERS:

1. (a notebook) . . . a grammar book . . . The notebook . . . The grammar book
2. a woman . . . a man . . . The woman . . . The man
3. a ring . . . a necklace . . . The ring
4. a magazine . . . a newspaper . . . the newspaper . . . the magazine
5. a circle . . . a triangle . . . a square . . . a rectangle . . . The circle . . . the triangle . . . The square . . . the triangle . . . the rectangle
6. an apartment . . . an old building . . . the apartment . . . The building
7. a card . . . a flower . . . The card . . . the card . . . the flower
8. a hotel . . . The hotel

□ EXERCISE 28, p. 201. Let's talk: pairwork. (Chart 7-6)

This exercise, which gives the context of a picture to help students practice the use of articles, is confined to the use of *the* for second mention, contrasting it with the use of *a/an*.

- ANSWERS: 1. a chair 2. a desk 3. a window 4. a plant 5. the chair  
6. The chair 7. the window 8. the plant 9. The plant 10. the chair  
11. a man 12. a woman 13. The man 14. The woman 15. a dog  
16. a cat 17. a bird 18. a cage 19. the dog 20. the cat 21. The cat  
22. the bird

□ EXERCISE 29, p. 202. Review. (Charts 7-2 → 7-6)

In addition to the use of *the* for second mention, this exercise includes the use of *the* for something that is “one of a kind,” e.g., *the sun, the weather, the moon*.

**TEACHING SUGGESTION:** Students can work in pairs to perform these conversations. They can discuss any difficult answers or ask you for help. In item 2, you might want to explain the use of exclamation points (!); they indicate expressions of greeting, surprise, or strong feeling. They are NOT used in formal writing and are found mostly in conversational writing such as letters to friends or family.

ANSWERS:

- |                                     |                            |
|-------------------------------------|----------------------------|
| 1. A: a coat                        | 5. a stamp                 |
| B: an umbrella                      | 6. A: an egg               |
| 2. B: The weather                   | B: a glass                 |
| A: the coat . . . the umbrella      | 7. the floor               |
| . . . the kitchen                   | 8. the moon . . . The moon |
| 3. a good job . . . an office . . . | 9. a telephone             |
| a computer                          | 10. the telephone          |
| 4. the computer                     |                            |

## CHART 7-7: USING Ø (NO ARTICLE) TO MAKE GENERALIZATIONS

- This grammar is not easy for learners. A beginning (or even advanced) textbook cannot cover all the contingencies of article usage. Be aware that you are just giving your students a small introduction to articles.
- Don't expect proficiency in article usage from your students in their creative language use. Learning how to use articles in English takes a long time. Tell your students not to get frustrated. Articles are just one small part of English.
- A typical error students from diverse language groups make is to use *the* in generalizations:  
\**The life is hard.* \**We need the food to live.*
- Explain as best you can the meaning of the word *generalization*. Basically, a generalization says that something is usually or always true, e.g., *Sugar is sweet.*
- Be sure that students understand that the symbol "Ø" is never written in English. This textbook uses it to call attention to the absence of an article before a noun.
- **WORKBOOK:** For additional exercises based on Chart 7-7, see *Workbook Practices* 24–26.

### □ EXERCISE 30, p. 203. Sentence practice. (Chart 7-7)

You may want to work through some of these with your class and assign the rest as homework. You might mention in item 1 that the "s" in *sugar* should be capitalized because it is the first word in the sentence.

*NOTE:* In item 2, *the sugar* means that there is a bowl of sugar on the table where the speaker and listener are eating.

**ANSWERS:** 3. Ø    4. the bananas    5. Ø    6. The food    7. Ø . . . Ø  
8. the salt . . . the pepper    9. Ø    10. The coffee . . . the tea    11. The pages  
12. Ø . . . Ø    13. the fruit . . . the vegetables    14. Ø . . . Ø

### □ EXERCISE 31, p. 204. Listening. (Chart 7-7)

**ANSWERS:** 2. general    3. specific    4. general    5. general    6. specific  
7. specific    8. specific

### □ EXERCISE 32, p. 205. Listening: article review. (Charts 7-2 → 7-7)

*EXPANSION:* If you feel your students are fairly competent at hearing articles in connected speech, you can use this as a review quiz. Have students write their answers on a separate sheet of paper and hand them in. Or students can exchange papers and correct one another's mistakes. Be sure to discuss the correct answers in class.

**ANSWERS:**

1. A: a pen B: the counter . . . the kitchen	4. A: a university B: an English professor
2. A: the keys . . . the car B: a set	A: the department
3. A: a noise B: a bird . . . a woodpecker	5. B: an hour A: the clock B: a new battery

## CHART 7-8: USING *SOME* AND *ANY*

- Note that *any* is not used with singular count nouns. One would say, “I don’t have a pencil.”
- The text purposefully does not make a distinction between *any* and *some* in examples (c) and (d). The distinction is subtle and difficult for beginning students to understand as well as for teachers and textbooks to explain.
- **WORKBOOK:** For additional exercises based on Chart 7-8, see *Workbook* Practices 27 and 28.

### EXERCISE 33, p. 206. Sentence practice. (Chart 7-8)

This exercise can be done in class or assigned as homework. It requires learners to recognize noncount and plural count nouns and then decide whether a statement is negative or affirmative. In a question, either *some* or *any* can be used.

**ANSWERS:** 4. some/any help 5. any help 6. some help 7. any mail  
8. any fruit . . . any apples . . . any bananas . . . any oranges 9. any people  
10. some paper . . . some/any paper 11. any paper 12. any problems  
13. some food . . . some/any groceries 14. any homework 15. any money  
16. some beautiful flowers

### EXERCISE 34, p. 206. Let’s talk: class activity. (Chart 7-8)

Students can have fun with this exercise because some of the items are completely unexpected. Discuss any confusion about expressing quantities in the answers.

In item 20, *light bulbs* are the glass globes in electric fixtures that produce light.

### EXERCISE 35, p. 207. Sentence practice. (Chart 7-8)

This exercise can be done in class or assigned as homework. It provides practice with negative statements. Students must recognize noncount and plural count nouns, then add *any* or *a* correctly.

**ANSWERS:** 4. any new furniture 5. any children 6. any coffee . . . any coffee  
7. a cup 8. any windows 9. any friends 10. any help 11. a comfortable  
chair 12. any problems 13. a car 14. any homework 15. any new  
clothes 16. a new suit

### EXERCISE 36, p. 208. Chapter review: error analysis. (Chapter 7)

Most students enjoy the challenge of using their knowledge of English grammar to correct mistakes in this kind of exercise.

**ANSWERS:** 2. I don’t like hot weather. 3. I usually have an egg for breakfast.  
4. The sun rises every morning. 5. The students in this class do a lot of homework  
every day. 6. How many languages do you know? 7. I don’t have much money.  
8. John and Susan don’t have any children. 9. The pictures are beautiful. You’re a  
good photographer. 10. There isn’t any traffic early in the morning. 11. I can’t  
find a bowl for my soup.

□ EXERCISE 37, p. 208. Review: pairwork. (Chapter 7)

The purpose of this exercise is for students to use the target structures in this chapter in semi-structured conversation. Students usually have fun with this.

□ EXERCISE 38, p. 210. Sentence practice. (Chapter 7)

Incorrect singular-plural usage of nouns is common among learners at all proficiency levels. This exercise reviews the grammar your students now know about noun usage and asks them to apply it. Attention to grammatical number is an important part of the self-monitoring skills all learners need to develop.

*EXPANSION:* To make this a game, you could announce in advance the total number of errors and have students compete to find them all as fast as possible.

*ANSWERS:* 3. Horses 4. (no change) 5. children 6. stories 7. minutes  
8. toys 9. shelves 10. women . . . men 11. islands 12. glasses  
13. Tomatoes 14. dishes, spoons, forks, knives . . . napkins 15. friends . . .  
enemies

□ EXERCISE 39, p. 210. Let's talk: review. (Chapter 7)

This is a very challenging exercise. It reviews *a/an/the* in first mention/second mention contexts, *there is*, and prepositions of place. Divide students into pairs and discuss the meanings of the vocabulary words before they begin the exercise.

*TEACHING SUGGESTION:* You might assign Part I for homework so that students have time to experiment with the blueprint. Point out the “front” and “back” so that they understand the building’s orientation to the street. Ask students to think about the kinds of businesses that do better in the front vs. the back of a building. In other words, would they rather have a restaurant in the back of this building or in the front where customers will see it when they first drive in?