



Chapter 7

Count and Noncount Nouns

CHAPTER SUMMARY

OBJECTIVE: In this chapter, students learn to use noncount nouns in combination with common measurement and quantity terms. In addition, students become more adept at using count nouns with indefinite articles and quantity words. Finally, students learn to use nouns without any articles or quantifiers at all in order to make general statements.

APPROACH: The chapter first introduces noncount nouns, a concept that is not easy for beginners to grasp. By comparing common count and noncount nouns within the first chart, students immediately see two distinctions: Noncount nouns cannot be preceded by *a*, *an*, or *one*, and they cannot be made plural. Students gain practice with distinguishing between countable items and the noncount noun groups to which these items may belong. The text then presents practice with indefinite articles for count nouns and contrasts their use with the indefinite term *some*. The text goes on to teach quantity terms that can be used with count nouns and measurement terms that can be used with noncount nouns. Finally, the text discusses and provides practice in using both count and noncount nouns without any preceding articles or quantity words to make very general statements.

TERMINOLOGY: Once again, the text presents only enough grammar terminology to help students understand quickly. The book consistently uses the more descriptive terms *count* and *noncount* rather than using any other terms (*collective*, *mass*) for this type of noun. Throughout the chapter, the text uses the actual articles, measurement, and quantity words rather than referring to other classifications of these words. This simplifies the presentation and makes it easier for students to remember which articles go in front of count nouns and which words can precede noncount nouns.

□ **EXERCISE 1.** Warm-up. Page 191
Time: 5–10 minutes

Beginners may know some noncount words. Because some of these words, particularly those that describe small particles or grains such as sugar and rice, may also have a noncount form in their own languages, students may understand these more readily. The noncount nouns that may prove more challenging to students are those that describe a collective group noun (such as *furniture*) of which countable nouns can be considered members (*chairs, beds, desks, tables*).

- Have one student read the direction line.
- Have another student respond.
- Discuss why sugar cannot be counted and put students' explanations on the board. Teach the words *piece, particle, grain*, and others.
- Ask students to tell you other nouns that are similar to sugar—because the “pieces” are too tiny to count physically.
- Put the names of nouns that share these physical properties on the board, as students produce them. For example:

Sugar has too many small pieces. You cannot count each one.

Rice is like this too.

So is sand.

So is flour.

CHART 7-1. Nouns: Count and Noncount. Page 191

Time: 10–15 minutes

- Write the chart title on the board.
- Ask students to tell you how many X objects they see in the classroom. For example:

How many desks are in this classroom?

How many books are in this classroom?

How many students are in this classroom?

How many teachers are in this classroom?

How many clocks are in this classroom?

- Write students' responses on the board:

There are 17 desks in this classroom.

There are 14 books in this classroom.

There are 13 students in this classroom.

There is 1 teacher in this classroom.

There is 1 clock in this classroom.

- Explain that they have just demonstrated how to use count nouns—by counting the count objects in the classroom.
- Now explain that noncount nouns are just what their name suggests: nouns that cannot be counted.
- Write on the board:

Count can be counted

*Nouns: can be preceded by a / one or a number
 can be plural*

Noncount cannot be counted

*Nouns: cannot be preceded by a / one or a number
 cannot be plural*

- Ask students if they can think of a noun that is in the classroom and cannot be counted.
- Students may or may not be able to think of a noun they cannot count but that is in the classroom. If they cannot think of one, offer them a few to choose from:

air
friendliness
homework
furniture

- Refer back to the chart and have students read the examples from the chart aloud while you write the corresponding notes on the board.
- Review the list of common noncount nouns with your students.
- Ask students to describe any that they know and write related words on the board.

□ EXERCISE 2. Looking at grammar.

Page 192

Time: 10 minutes

- Lead this exercise with the class as a whole.
- Read the direction line to your students and remind them that if a noun is a count noun, it can have a number, *a*, *one*, or *a lot of* before it and it can be plural.
- Have students take turns reading each item on the left, telling you the noun they will underline and saying whether the noun is count or noncount.
- Ask students for specific clues for each item: *How did they know the noun was count? How did they know it was noncount?*
- Use the board to clarify / illustrate any particularly challenging items.

□ EXERCISE 3. Vocabulary and grammar.

Page 192

Time: 10 minutes

- Explain the direction line to students.
- Review the completed examples.
- Give students time to complete the exercise as seatwork.
- Correct by having students explain the changes, if any, they made to each item.

□ EXERCISE 4. Looking at grammar: small groups. Page 194

Time: 10–15 minutes

- Put students into groups of three or four.
- Read the direction line to students.
- Circulate while students are discussing which noncount nouns and count nouns are close in meaning and writing them in the blanks.
- Review by having some students name the noncount nouns while others name the count nouns, using *a* / *an* as appropriate.

□ EXERCISE 5. Looking at grammar.

Page 194

Time: 10 minutes

- Explain the direction line to students.
- Have students add either an *-s* or nothing to the nouns they find.
- Review by having students read their completions aloud and provide clear and immediate correction.
- Stress that students need to pronounce the ending of these words very clearly to show whether the noun is singular or plural.

□ EXERCISE 6. Game. Page 194

Time: 15 minutes

- Put students into groups or teams of three or four.
- Explain the direction line and encourage students to look around the classroom to find nouns for each item.
- Give groups ample time to work on this while you walk around the room and help those who seem to need more support.
- Discuss various nouns that students provided and invite students to decide if they fit into the categories.
- Finally, tally the number of correct nouns each team provided for each item.

□ EXERCISE 7. Game. Page 195

Time: 15 minutes

- Put students into groups or teams of three or four or have them work individually.
- Explain the direction line to students and encourage them to think of a word for every letter in the alphabet.
- Give groups or students ample time to work on this while you walk around the room and help those students who seem to need more support.
- Discuss various terms that students provided and invite students to debate how well each one fits into its category.
- Finally, tally the number of items each team or person listed for each category and list these on the board.

Optional Vocabulary

noncount nouns (from Chart 7-1 on page 191)
 some advice
 an assignment
 a lot of bracelets
 a cloud
 a fact
 a suggestion

□ EXERCISE 8. Warm-up. Page 196

Time: 5–10 minutes

- Have students take turns reading the items aloud.
- Explain to students that they need to pronounce *a* and *an* carefully and that they need to consider the beginning sound of the noun that follows when using *a* or *an*.

CHART 7-2. Using *A* vs. *An*. Page 196
Time: 10–15 minutes

Articles can be problematic for beginners because in addition to choosing between indefinite, definite, and no article at all, they must also consider the sound of the consonant or vowel that the noun begins with. Provide immediate correction and clarification as you work through this chart, as such temporary errors can easily become fossilized. You can remind students that there are many advanced students who have great command of tenses and vocabulary but still make mistakes with prepositions and articles. You can help them avoid this by paying attention to these structures at the outset.

- Write the chart title on the board.
- Ask a student to read example sentence (a) aloud to the class.
- Say the example sentence aloud yourself, stressing the articles in boldface, and write the example on the board.
- Review the explanation in the right column of the chart.
- Stress that it is not just the first letter of the noun but the actual sound that that letter makes that determines whether *a* or *an* is used.
- Repeat the three steps above for the remaining example sentences, (b)–(g), and emphasize how important it is that students learn this correctly from the beginning.
- Tell students that you will be interrupting them frequently to provide supportive correction as they practice using *a* and *an*.

EXERCISE 9. Looking at grammar.
Page 196
Time: 5–10 minutes

- Call on different students to complete each item aloud.
- As students complete each item, provide immediate correction when needed and write *a / an* with noun combinations on the board.

EXERCISE 10. Listening. Page 197
Time: 5–10 minutes

- Have the CD player and CD track ready.
- Review the direction line and completed example with students.
- Play the CD and have students circle *a* or *an*.
- Review as a class and refer to the CD script for further clarification, as needed.

Optional Vocabulary

healthy
regular
exercise
tutor

EXERCISE 11. Warm-up. Page 197
Time: 5–10 minutes

- Remind students that singular count nouns can be preceded by *a / an*.
- Ask students if they can explain what *some* means.
- Have students respond to the items by reading the questions aloud and discussing the answers.
- Ask students what conclusion they have reached about when to use *some*.

CHART 7-3. Using *A / An* vs. *Some*.
Page 198
Time: 10–15 minutes

It will help your students if you stress that *some* can be used in front of both count and noncount nouns and that when *some* is used in front of count nouns, those nouns are plural.

- Write the chart title on the board.
- Show your students one everyday item.
- Have more than one of them with you. For example, show and write:
Here is a coin (a dollar, a key, a book, a pen, a sheet of paper, a credit card).
- Next, take several of the same items in your hands and show them to the class. Say:
Here are some coins (dollars, keys, books, sheets of paper, credit cards).
- Explain that *some* is just any amount but it is more than a singular item. Stress that the idea behind *some* is that the exact number (or amount for noncount nouns) is not important.
- Have a student read example sentence (a) aloud and review the accompanying notes.
- Repeat this for example sentences (b) and (c) and write the notes on the board to assist students.

EXERCISE 12. Looking at grammar.
Page 198
Time: 10 minutes

- Read the direction line to students and review the completed examples (items 1–3) with students.
- Give students time to work through the exercise, circling *a*, *an*, or *some* and then checking the correct category in the chart on their own, as seatwork.
- Review the correct answers with students, encouraging students to explain their choices.

EXERCISE 13. Looking at grammar.
Page 199
Time: 10 minutes

- Have students look at the list of words and explain that they need to decide which words can belong to which category (*a*, *an*, or *some*).
- Give students time to complete the exercise.

- Have students take turns reading the words belonging to the three different categories.

Expansion: Ask students to use the words from the categories, as written, in grammatically correct sentences of their own invention. Have them write their sentences independently, and then put their sentences featuring particular words on the board. Five or six students can go up at once, and the remaining students should act as judges, to see if the sentences are correct in every way.

□ **EXERCISE 14.** Looking at grammar.

Page 199

Time: 10 minutes

- Lead this as a group exercise.
- Explain the direction line to students and review the completed example with them. Make sure they understand they need to pick *a*, *an*, or *some* and then circle *singular count* or *noncount*.
- Correct immediately as students take turns reading completed responses.

□ **EXERCISE 15.** Let's talk: small groups.

Page 200

Time: 10–15 minutes

- Put students into groups of three or four.
- Read the direction line to students and explain that they will see distinct categories for each item (beginning with the word *things*).
- Ask students to think of as many nouns as possible that will be preceded by *a*, *an*, or *some*.
- Review the lists produced by each group and discuss how common, rare, or appropriate the noun choices are.

□ **EXERCISE 16.** Looking at grammar.

Page 200

Time: 10 minutes

- Read and discuss the direction line.
- Give students time to complete this cloze exercise independently as seatwork.
- Correct by reviewing as a class, having students take turns reading their completions.

□ **EXERCISE 17.** Let's talk: pairwork.

Page 201

Time: 10 minutes

- Put students into pairs.
- Explain the direction line and tell Partner B to turn to page 502.
- Direct students to change roles when they have completed the first set of items.
- Circulate around the room, providing assistance and support.

□ **EXERCISE 18.** Looking at grammar.

Page 201

Time: 10 minutes

- Explain the direction line and have students review the completed examples.
- Tell students they will need to add *-s* to a count noun, or give the irregular plural form, and identify noncount nouns (which cannot be made plural) correctly.
- Give students a few minutes to complete this on their own as seatwork.
- Correct and review as a class.

□ **EXERCISE 19.** Reading and grammar.

Page 203

Time: 10 minutes

Part I

- Engage students in the topic by asking what they know about discounts and whether it is common to use coupons or even to ask for discounts in their countries.
- Preteach vocabulary that will support students' understanding of the text.
- Ask students to share with you any words they know that are related to discounts and coupons.
- Put these words on the board and, if possible, make a word web of related ideas. For example:

<i>discount</i>	<i>buy one get one free</i>
<i>coupon</i>	<i>bargain</i>
<i>free</i>	<i>a deal</i>
<i>reduced</i>	<i>a steal</i>

Part II

- Have a few students take turns reading individual sentences from the passage aloud.
- Ask students to write the nouns that follow *a* and *some* in the appropriate spaces and explain why *a* or *some* is used.

Part III

- Have students take turns responding to the discussion questions and put any new vocabulary that arises on the board.
- Encourage students to discuss why people may buy unnecessary items when they have coupons.

Expansion: Additional discussion questions:

Do you enjoy shopping online?

If so, what are the advantages and disadvantages of shopping online?

Is it polite to ask for a discount when you shop in your country?

What does barter mean? Do people barter in your country?

In your country, do people freely say how much money they saved or discuss how much money they spent?

Is money and spending money considered a taboo topic?

If you don't use coupons yourself, do you know anyone who does?

Are there certain special offers that you always take because they will save you money?

Optional Vocabulary

mail	suggestions
letters	cheaper
euro	frozen foods
automobile	(x) percent off
advice	save money

□ EXERCISE 20. Warm-up. Page 204

Time: 10 minutes

Expansion: Ask students additional questions to engage them in the topic. For example:

What is a liquid?

What does thirsty mean?

What liquids do you drink every day?

Health experts say people should drink eight glasses of water a day. Do you do so?

Other than because you are thirsty, why do you drink liquids?

Do you ever drink something to cool down or to warm up? Do you drink tea or coffee to be sociable?

- Ask a student to read the question in item 1 aloud, and then have students check any drinks they have every day.
- Ask different students to read item 2 and then item 3 aloud and discuss the uses of cups, glasses, and so on.
- Review the Warm-up questions as a class and move to the chart.

CHART 7-4. Measurements with Noncount Nouns. Page 204

Time: 10–15 minutes

If possible, bring in physical examples of water, sand, sugar, flour, tea, and / or coffee so that students can clearly see why the only definite quantities that can be used with such substances are measurements of volume. You can easily show that the glasses of water can be counted, but that the water itself remains uncountable, simply by filling glasses of water from a pitcher. If you cannot demonstrate with real objects, be ready to draw a certain number of full glasses of water (as opposed to just “some water”) on the board.

- Write the chart title on the board.
- If you have brought in a pitcher of water and plastic cups, as suggested above, show students an indefinite amount— *some water*—by pouring a bit of water into one glass. (Or draw a partially filled glass of water.)
- Now pour (or draw on the board) three full glasses of water and have students count them.
- Write on the board:
three glasses of water
- Pour the glasses back into the pitcher of water and / or erase the board.
- State that both the partially filled glass and the full glasses of water represent some water, but only the full glasses of water represent a specific quantity.
- Turn to the chart in the book and have students read example sentences (a)–(d) aloud.

- Write these sentences on the board and read the explanatory notes on the right.
- Ask students to look through the common expressions of measurement and identify phrases they know and to expand on this list, if possible.
- Write any additional phrases on the board:

a bunch of grapes / carrots

a can of soup / any liquid / somewhat moist solid

a container of x

a jar of peanut butter

a piece (slice) of bread / pizza

a sip of water

□ EXERCISE 21. Vocabulary and grammar. Page 205

Time: 10 minutes

- Review the direction line and completed example.
- Give students time to complete the items on their own as seatwork.
- Correct by having students read the completed items aloud.

□ EXERCISE 22. Let’s talk: pairwork.

Page 205

Time: 10–15 minutes

- Put students into pairs.
- Explain the direction line to your students and stress that they should describe their daily intake of the items below to their partner, as modeled in the example.
- Circulate around the room while students work on the exercise and assist pairs as needed.
- Review as a class.

Expansion: Using the list of food and drink at the bottom of page 205, take a class poll of who eats and drinks what, in what quantities, and how often (each day and / or each week). For example:

How many people eat an egg each morning?

Write the results on the board and help students figure out percentages to show the class’s dietary habits as a whole.

For example:

Twenty-five percent of our class never eats chicken or meat of any kind.

Thirty percent of our class eats ice cream every day.

Ten percent of our class never eats cheese or any food made from milk.

□ EXERCISE 23. Looking at grammar.

Page 206

Time: 10 minutes

- Have students complete this exercise on sight as you lead them through it.
- Ask students to take turns reading aloud and completing with an item that makes sense.
- Provide immediate correction and further discussion of vocabulary as needed.

□ **EXERCISE 24.** Game. Page 206

Time: 10 minutes

- Put students into teams or groups of three or four.
- Have students study the picture carefully. Explain that they should list as many items as they can, in the quantities they see.
- Remind students that they need to use the correct articles, numbers, and / or units of measure to describe the nouns they see.
- Have each group send one writer to the board to write the group's completed list of items.
- The group that presents the most accurate and complete list wins the game.

□ **EXERCISE 25.** Let's talk: pairwork.

Page 206

Time: 10–15 minutes

- Have students return to earlier pairs or arrange new pairs.
- Read and explain the direction line to students.
- Be prepared to reiterate the difference between *need* and *want* and explain that each pair must pretend or imagine a situation that is not real.
- Have students work on their lists together, using *We need . . .* to introduce different essential items in different quantities.

Expansion: Use this as an opportunity to discuss what people really *need*, materially, as opposed to what they think they need. If you have access to the book *Material World: A Global Family Portrait*, Peter Menzel, Charles Mann (Berkeley: Sierra Club Books, 1995), bring it to class. This book shows families from many countries all over the world, with the entire contents of their homes laid out on the ground. Showing pictures from this book would give students further chances to name and quantify objects, such as in Exercise 24, above. It would also enhance any discussion of what people think they need for mere existence versus what they want in order to be comfortable.

□ **EXERCISE 26.** Let's talk: pairwork.

Page 207

Time: 15 minutes

- Put students into pairs or have them select their own partner.
- Because each partner needs to look at different pages in the book at the same time, read and explain the direction line very carefully.
- Walk around the room to ensure that each partner is on the correct page and help students produce targeted grammar.
- Take notes on any mistakes that you hear.
- Have students change roles as described.
- Review the exercise with the class as a whole and review any mistakes or inaccuracies you heard by writing these on the board.

Optional Vocabulary

phrases fresh

units of measure nap

quantity

Note: You can also use “common expressions of measure” on page 204.

□ **EXERCISE 27.** Warm-up. Page 207

Time: 5–10 minutes

Expansion: To engage students in the subsequent chart fully, ask them questions about what kind of foods they should eat a lot of and what kind of foods they should eat only a little of, according to common sense. For example:

Is it good to eat a lot of sweets?

Is it good to eat a lot of fatty foods?

Should you eat a lot of vegetables?

Should you drink only a little water?

- Have different students read the two exchanges in the Warm-up aloud and elaborate, if possible.
- Ask students to make sentences describing what other students do eat *a lot / a little* of. Write student-generated sentences on the board. For example:

Martha eats a lot of carbohydrates.

Ama eats a lot of fruit but not a lot of vegetables.

Kim doesn't drink milk, but she does drink a lot of water.

CHART 7-5. Using *Many, Much, A Few, A Little.* Page 208

Time: 10–15 minutes

Beginners are probably familiar with these terms, but they may make errors with them. The most important distinction to make is that *many* and *a few* are used for count nouns and *much* and *a little* are for noncount nouns. You cannot stress this difference enough, and you should correct errors immediately and overtly to avoid their becoming fossilized.

- Write the chart title on the board.
- Ask students to take turns reading the example sentences (a)–(d) aloud.
- Write the example sentences on the board and explain the accompanying notes. You may want to point out that *many* is used in statements and *much* is more often used in negative sentences and questions.
- Ask students to make new sentences using the following count and noncount nouns and the verb *have*:

grammar exercises *grammar homework*

- Write the resulting student-generated sentences on the board.

Pablo has many grammar exercises.

Jo doesn't have much grammar homework.

Caren has a few grammar exercises.

Ahmad has a little grammar homework.

□ **EXERCISE 28.** Looking at grammar.

Page 208

Time: 10 minutes

- Read the direction line to students and have them consider the two completed examples.
- Have students complete the questions independently as seatwork.
- Remind students they need to identify the noun as count or noncount before choosing *much* or *many*.
- Review and correct by having one student say the completed question to another student, who should respond with the correct information.

□ **EXERCISE 29.** Grammar and speaking: pairwork. Page 208

Time: 10 minutes

- Read and explain the direction line to students.
- Remind them to concentrate on whether the noun is count or noncount when deciding between *much* or *many*.
- Tell students to complete each question and then ask their partner the questions. They should mark their partner's answers, circling either *Yes, I do* or *No, I don't*.
- Have students compare their responses with a partner's and then review as a class.

□ **EXERCISE 30.** Looking at grammar.

Page 209

Time: 10 minutes

- Have a student read the paragraph below the direction line aloud.
- Ask a few key questions to ensure that students understand that Andrew is lacking supplies for the party. For example:

What is the problem with Andrew's party?

Does he have a lot of food?

Why are his friends surprised?

- Have students complete each noun phrase with either *a little* or *a few*, independently as seatwork.
- Ask students to read the completed items aloud, and provide immediate correction, as needed.

□ **EXERCISE 31.** Looking at grammar.

Page 209

Time: 10 minutes

Part I

- Lead this exercise on sight, with students.
- Explain the direction line to students and highlight the change made in the completed example.
- Have various students make transformations from *a lot of* to *much* or *many* on the spot, and correct immediately.

Part II

- Repeat the steps from Part I in changing *some* to *a few* or *a little*.
- Correct by having students read each item aloud.

□ **EXERCISE 32.** Let's talk: pairwork.

Page 210

Time: 10–15 minutes

- Put students into pairs.
- Read through the direction line with students and model the example exchanges with one student.
- While students are working through the items in this list, circulate and help partners engage each other.
- Keep notes on various mistakes with target grammar, associated vocabulary, or pronunciation that you hear and review with the class as a whole.

□ **EXERCISE 33.** Let's talk: small groups.

Page 210

Time: 10–15 minutes

- Have students in pairs combine with other pairs to form groups of three or four.
- Have a student read the direction line aloud and review the instruction with students.
- Make sure students start with either *We need* or *We don't need any* and mention ingredients from the list.
- Have each group report on their dessert back to the class, sharing the name for it.

Expansion: After the imaginary chef groups have shared their recipes' names and what they consist of, ask students to vote on which recipe sounds the best. You can also change this Expansion to have students create the least tasty-sounding dessert they can from the ingredients listed.

Optional Vocabulary

spices	ingredients
cabinets	dessert
create	

□ **EXERCISE 34.** Warm-up. Page 211

Time: 5 minutes

Some beginners will probably know the difference between *the book* (their grammar book for this class) and *a book* (any book) instinctively. Below, you will demonstrate this difference with them.

- Have a student read the direction line aloud.
- Have two other students read items 1 and 2 aloud and discuss the answers as a class.

CHART 7-6. Using *The*. Page 211

Time: 10–15 minutes

- Write the chart title on the board.
- Ask your students to pick up *the book*, and write this direction on the board. For example:
Please pick up the book.
- When all (or most) students pick up their red Azar grammar books, ask them how they knew which book to pick up.
- Explain that they knew because they already understand a lot about when and how to use *the* correctly.
- Have students read example sentences (a)–(c) aloud.
- Write the example sentences on the board and explain that when *the* is used before a noun, the speaker understands that everyone is speaking about the same person or thing.
- Read and discuss the accompanying notes with your students.
- Give students additional examples of nouns that are generally preceded by *the*. Reiterate that *the* is used because people are talking about one noun—the one, same noun.
- Write additional examples of the correct use of *the* on the board:

<i>the sky</i>	<i>the moon</i>
<i>the ceiling</i>	<i>the Eiffel Tower</i>
<i>the Internet</i>	<i>the Statue of Liberty</i>
<i>the earth</i>	<i>the Great Wall of China</i>
<i>the sun</i>	<i>the Egyptian pyramids</i>

- Have students read example sentences (d)–(f) aloud.
- Review the explanatory notes on the right with students.
- Write the following sentences on the board to illustrate using *the* with the second mention of a noun:

We are studying a grammar point.
The grammar point is how to use the.

□ EXERCISE 35. Looking at grammar.

Page 211

Time: 10 minutes

- Read and explain the direction line.
- Give students time to complete the items as seatwork.
- Correct by having students read their completions aloud.

□ EXERCISE 36. Looking at grammar.

Page 212

Time: 10–15 minutes

- Read and explain the direction line.
- Emphasize that students have to understand which nouns are being referenced in each item in order to decide whether *a / an* or *the* is correct in each case.
- Give students time to complete the items as seatwork.
- Correct by having students read their completions aloud.
- If there is any doubt, have students state the noun being referred to and discuss whether it is one of many or one definite noun.

□ EXERCISE 37. Let's talk: pairwork.

Page 213

Time: 10–15 minutes

- Put students into pairs.
- Stress that this exercise focuses on using *the* for a second mention of a noun and that students will follow the Speaker A–Speaker B direction to change roles as they read the conversations aloud.
- Circulate around the room as students are responding.
- Remind students that when they first look at the picture, their descriptions constitute the first mention of the nouns in the picture. Thus, it is correct that they start with *I see a chair, a desk*, and so on.
- Review and correct the entire exercise as a class. Refer to and explain the use of particular nouns as needed and clarify these corrections by writing them on the board.

□ EXERCISE 38. Looking at grammar.

Page 214

Time: 10–15 minutes

- Read the direction line to students.
- Ask them to complete each sentence with the correct article on sight.
- Have pairs read the items aloud, asking questions to help them. For example, for item 1:
You are going shopping to get _____ coat.
Do you already know which coat it will be?
Is this the second mention of the noun? No. So, you are right. The correct sentence is I need to buy a coat.
- By coaching and leading students toward the correct completions, you can help them learn to correct autonomously.
- Continue with the remaining completions and put any challenging items on the board.

□ EXERCISE 39. Game. Page 214

Time: 5–10 minutes

- Put students into groups of three or four and explain that each group will act as a team.
- Explain the direction line and review the completed example item 1 with the class.
- Remind teams that their sentences must be grammatical and complete, in naming as many items as possible.
- Have one member of each team write the team's responses on the board.
- Other students should assess whether the sentences on the board are correct.
- Discuss mistakes in the target grammar and refer back to the chart to correct these.

Optional Vocabulary

hiding	figures
in mind	circle
mention	triangle
faucet	square
ceiling	rectangle
leak	

□ **EXERCISE 40.** Warm-up. Page 215
Time: 5–10 minutes

Many beginners will instinctively understand that when nouns are presented with no article at all, a very general reference is implied. As they read the Warm-up exercises, students should respond naturally and thus activate their own passive knowledge.

- Read the direction line.
- Have a student read item 1 and discuss as a class whether sentence a or b is true.
- Have another student read item 2 and discuss as a class whether statement a or b is true.

CHART 7-7. Using Ø (No Article) to Make Generalizations. Page 215
Time: 10–15 minutes

- Write the chart title on the board.
- Have your students take turns reading example sentences (a)–(d) aloud.
- Write these example sentences on the board and review the explanatory notes to the right.
- Explain to students that with both plural count nouns and noncount nouns, when the article is omitted a very general meaning is implied.
- Ask students to make general sentences about foods and write student-generated sentences on the board.
- Remind students that these are general nouns, not specific ones, and thus no article is required. For example:

Vegetables are good for you.

Kale is very nutritious.

Lettuce is a vegetable, but it is not very nutritious.

Ice cream is a treat.

- Have students read example sentences (e) and (f) aloud.
- Write the sentences on the board and review the explanatory notes.
- Ask students to make a few sentences about the quality of specific foods using *the*. Write the student-generated sentences on the board. For example:

The sushi in Japan is more delicious than the sushi in Boston.

The barbecue in Brazil is wonderful.

The food in the United States is not spicy.

□ **EXERCISE 41.** Looking at grammar. Page 215
Time: 5–10 minutes

- Read the direction line and lead students through the exercise.
- Have students take turns reading these sentences aloud.
- As students finish reading each sentence, have them tell you if the boldface noun is specific or general.

□ **EXERCISE 42.** Looking at grammar. Page 215
Time: 10 minutes

- Read the direction line to students and review the one completed item.
- Give students time to complete the cloze items independently as seatwork.
- Correct this exercise by having students read each completed item aloud and discussing each as a group.

□ **EXERCISE 43.** Listening. Page 216
Time: 10 minutes

- Have the CD player and track ready.
- Explain the direction line to the students.
- Ask them to decide whether each item, as heard in each sentence, represents a specific or general use.
- Have the script ready to refer to for correction and put any challenging items on the board for further clarification.

□ **EXERCISE 44.** Let's talk. Page 216
Time: 10 minutes

Assess how well students seem to be grasping the target grammar before deciding whether to lead this exercise as a class activity or have students work in small groups. If students seem to be using the new grammar easily, have them work in groups and circulate. If they seem to be struggling, lead the discussion from the center, writing on the board frequently to clarify and highlight.

- Have students take turns reading each situation aloud.
- Ask students to look at both a and b options beneath each statement and discuss which option is correct.
- Whenever possible, have students explain why a or b is appropriate and write additional notes on the board.

□ **EXERCISE 45.** Listening. Page 217
Time: 10 minutes

- Have the CD player and track ready.
- Read the direction line to students and ensure that they know they will be writing *a / an* or *the*.
- Have students complete the items while listening.
- Review as a class, referring to the script as necessary for clarification.

Optional Vocabulary

caffeine
shelf
counter
woodpecker
head of department
battery

□ **EXERCISE 46.** Warm-up. Page 217

Time: 5–7 minutes

As with other grammar points in this chapter, many beginners can often tell which amount words (*some, any*) are correct and which are incorrect simply by trying out certain combinations. Encourage this ability in your students and use this opportunity to remind them that they do know more English than they think they do.

- Have students take turns reading each item aloud.
- Ask students to decide which words sound right in which sentences.
- Discuss their responses and clearly define the correct completions.

CHART 7-8. Using *Some* and *Any*. Page 217

Time: 10–15 minutes

Think about what students have or don't have with them, physically, in class. Ask questions using *some* or *any* to get real student responses using *some* or *any*. For example, *Do you have some extra pens with you? Do you have any extra pens with you?*

- Write the chart title on the board.
- Start by making statements that utilize *some* and write these statements on the board, underlining the target grammar. For example:

I have some coffee in my coffee cup.

I have some tissues in my bag.

I have some aspirin.

- Explain that *some* can be used for an amount or number of plural count nouns or with noncount nouns.
- Write the word *Statement* on the board and the following explanation:

Use some to state that someone has an unspecified number or amount.

- Next, ask a student if he or she has *some* amount of an unusual item.

Marco, do you have some marshmallows with you?

Francine, do you have some apple juice in your handbag?

- The students will most likely not have the requested item and will say no.
- Write the word *Negative* on the board and explain how students can phrase their responses.

Negative: Use any in a negative statement with I don't have.

Marco doesn't have any marshmallows with him.

Francine doesn't have any apple juice in her handbag.

- Next, explain that a question can use either *some* or *any*.
- Ask a couple of questions to demonstrate this.

Do you have any brothers or sisters?

Do you have some siblings?

- Write the following on the board:

Questions: Use either some or any.

- Have students read the examples in the chart and discuss the accompanying notes.

□ **EXERCISE 47.** Looking at grammar.

Page 218

Time: 10–12 minutes

- Read the direction line aloud.
- Have students take turns reading the completed example items 1–3 aloud.
- Give students time to work through the exercise as seatwork.
- Correct by having students read their completed answers and review any more challenging items by writing them on the board.

□ **EXERCISE 48.** Let's talk: interview.

Page 218

Time: 15 minutes

- Read through the model in the book.
- Write Student A's and Student B's parts on the board.
- Have students move around the classroom and talk to one another.
- Help students follow the model correctly by interrupting and guiding them when they use *any* or *some* incorrectly.
- Correct and review by having students share with one another.

Expansion: Have students write full responses to the interview questions on the board for their peers to correct.

□ **EXERCISE 49.** Let's talk: small groups.

Page 219

Time: 10–15 minutes

- Put students into groups of three or four.
- Explain to students that they should imagine that they are at a mall and have gift cards amounting to the cost of a new computer.
- Have students first discuss what that amount might actually be in dollars and define it.
- Then ask each group to decide what to buy for their group until the money is gone.

Expansion: Make this activity more interesting by giving each group a specific and different event or situation to prepare for. They must decide what they need to spend the group's money on with this event in mind. Students should expand the list of items, accordingly.

Suggestions:

a big party

a trip climbing a mountain

a trip to a tropical resort

a seminar to help foreign students feel comfortable in the United States

a cooking class

a picnic

□ **EXERCISE 50.** Looking at grammar.

Page 219

Time: 10–15 minutes

- Read the direction line to students and make sure they understand that they may need to use a plural form of the words in the gray box.
- Have a volunteer student read item 1 aloud.
- Give students time to complete the exercise on their own, as seatwork.
- When students have finished, correct the exercise by having students take turns reading the completions aloud.
- If students give unexpected answers, have them explain and justify them. Put them on the board and discuss these as a class.

□ **EXERCISE 51.** Check your knowledge.

Page 220.

Time: 10–15 minutes

- Explain the direction line and review the completed example.
- Tell students that they will complete this cumulative review on sight, with you leading them as a class.
- Have students take turns correcting the errors on the spot and make sure they can explain the corrections.
- Write any challenging items on the board for additional clarification.

□ **EXERCISE 52.** Let's talk. Page 221

Time: 15–20 minutes

This exercise allows students to practice all target grammar in Chapter 7 in a very productive and spontaneous way. However, because the direction line has several parts to it, spend ample time with students to ensure that they fully understand the instructions before they start.

- Read the direction line carefully, explain the situation, and remind students of the establishments that will certainly be part of the shopping center: a drugstore, a bank, and a grocery store.

Part I

- Tell students to work alone to decide what other businesses should be included and where they should go on the available blueprint (page 221).
- Circulate around the room, helping students with vocabulary they are unfamiliar with.
- Discuss the merits of different establishments with them.

Part II

- Have students each choose a partner.
- Tell them not to show their blueprints to each other.
- Tell students to ask questions of their partner regarding their plans for the blueprint and fill in their

establishments on Blueprint #2. They will need to give directions using prepositional phrases so their partner will know where to locate the stores and businesses they have chosen.

- Tell students to follow the model questions in order to get as much information as possible.
- Eventually, have partners compare the two blueprints and compare theirs with others in your class.
- Discuss and decide why certain businesses work best in certain locations and discuss the perfect or ideal shopping center plan.

□ **EXERCISE 53.** Reading, grammar, and writing. Page 222

Time: 15–20 minutes

Part I

- Have students take turns reading parts of the passage aloud.
- Stop and interrupt students with spontaneous questions about vocabulary and comprehension.
- Ask students to paraphrase certain parts of the passage.

Part II

- Have students work through this part independently as seatwork.
- Read the direction line so students are aware of what words may precede each noun, according to the passage.
- Review and correct as a class.

Part III

- Have students model their descriptive writing of the picture of the girl riding horseback (page 223).
- Remind students to use *a / an* and *some*.

Part IV

- At this stage, students should be familiar with the editing checklist. Encourage their autonomous use of it and help them see where details could be added.
- Have students exchange papers or allow them to check their own.
- Have students place check marks next to all points that are appropriately completed and / or addressed.
- Encourage students to use these checklists to rewrite their pieces appropriately.

Optional Vocabulary

affirmative
negative
statement
get along fine
pencils with erasers
stepchildren
worries
advice for me
strawberry
tray

valley
composition
puzzle
comfortable
cafeteria
aquarium
blueprint
a dry cleaner's
a Laundromat
a video rental store