



# Chapter 11

## Count/Noncount Nouns and Articles

### CHAPTER SUMMARY

**OBJECTIVE:** The chapter seeks to lay a firm understanding of the difference between count and noncount nouns, which some students can find illogical and confusing. However, just as students need to gain understanding and mastery of the tense system of English, they need to understand and be able to use count/noncount nouns and the articles that introduce them. Though meaning is not always compromised when count/noncount and article usage isn't clear, students themselves feel much more confident when they have control of this grammatical area.

**APPROACH:** Because article usage cannot make sense without an understanding of the distinction between count and noncount nouns, this distinction is the first order of business. The first half of the chapter lays the groundwork for the basics of article use as presented in Chart 11-8.

**TERMINOLOGY:** "Count" and "noncount" may also appear in some texts as "countable" and "noncountable."

**EXERCISE 1.** Warm-up. Page 290  
Time: 5 minutes

Students at this level will have already encountered correct article usage and both count and noncount nouns although they may not be able to articulate the grammar. Encourage students to rely on what sounds right and remind them that they have been absorbing much more grammar (since they first encountered English) than they even know.

**CHART 11-1.** *A vs. An.* Page 290  
Time: 5–10 minutes

Let students tell you what they already know about the use of these articles and encourage them to explain their understanding of article usage.

Discuss the pronunciation of **a** and **an**. When unstressed, they are pronounced as weak vowels: /ə/ and /ə + n/. Only when they are emphasized are they pronounced /eɪ/ and /æɪn/.

- Ask students what they already know and/or notice about the use of **a** and **an**.
- Before looking at the chart, write students' own explanations of the difference between the two articles on the board. For example:
  - A always comes before consonants.*
  - An comes in front of vowels.*
- Ask a student to read sentences (a)–(d) aloud. Follow with reading the accompanying notes.
- Ask students to compare the sounds of words that begin with **u** and then have a student read (e)–(h) and the related notes aloud.
- Finish by asking a student to read example sentences (i) and (j) aloud and examining the related notes.

**EXERCISE 2.** Looking at grammar.  
Page 291  
Time: 5–10 minutes

- Remind students (and perhaps ask students to reiterate) the different pronunciations of **u** and **h**.
- Give students a few minutes to go through and decide which article should be used with each singular noun.
- Ask students to give brief and impromptu definitions of the words and phrases after they have given the correct article for each item.

#### Optional Vocabulary

abbreviation                      urgent message  
uniform                              universal problem

**EXERCISE 4.** Warm-up. Page 291  
Time: 5 minutes

- Ask students what they think of when they hear the term "noncount."
- Invite students to take turns reading through each item and ask which noun might be noncount.

## CHART 11-2. Count and Noncount Nouns.

Page 292

Time: 10 minutes

To make the initial distinction between count and noncount, concentrate on the examples in Chart 11-2 (*chair* vs. *furniture*) and in Exercise 7 (*banana* vs. *fruit*, *letter* vs. *mail*, *question* vs. *information*). Point out which ones can take a final -s and which “count or amount words” (for example: quantifiers or expressions of quantity) can be used. Try to get across the concept that noncount nouns represent “masses” or “whole categories.” (See Chart 11-3).

Typical mistakes involve using final -s at the end of noncount nouns and using improper expressions of quantity (for example: *too many homeworks*).

Most nouns are used as count nouns. Some nouns are used only as noncount nouns. Many nouns also have both count and noncount uses (see Chart 11-6), *Fruit* is an example of a noun that can be used as either, but for pedagogical purposes it is presented as a noncount noun throughout this chapter. (When some nouns that are used predominantly or typically as noncount are used as count nouns, they may refer to “different kinds of.” For example, *apples*, *bananas*, and *pears* are fruits not vegetables. Other examples would be different kinds of *bread*s, *food*s, *tea*s, *soup*s, and *world English*s.) It is the text’s view that students at this level of language study would find these subtleties confusing and disruptive rather than beneficial.

- Ask students if they can think of some nouns of physical substances or items that are hard, if not impossible, to count.
- Write the question, *Can you count it?* and *Yes / No* on the board and ask students to offer nouns that you can examine as a class.
- If students don’t suggest mass nouns, help them get started by demonstrating why noncount nouns are very helpful. For example:

<u>Noun</u>	<u>Can you count it? Yes / No</u>
<i>horse</i>	Yes, can say “three horses”
<i>sugar</i>	No, not possible to count such tiny grains
<i>water</i>	No, can only talk about quantity of substance
<i>stars</i>	Yes, not possible for average human to do so / each one is a separate thing
<i>furniture</i>	No, it describes a bunch of nouns in the same furniture category

- Emphasize that noncount nouns make sense because they tend to be nouns that it would be physically hard if not impossible to separate and count.
- Ask students to take turns reading the Count Noun and Noncount Noun sections of Chart 11-2 aloud and to review the accompanying notes.

## CHART 11-3. Noncount nouns. Page 293

Time: 10 minutes

It is important for students to understand the concept of a noncount noun. That is the purpose of this chart. Discuss the concept in relation to some of the words listed at the bottom of the chart, all of which are “wholes.”

In addition to understanding the concept of a noncount noun, it helps if students simply become aware of some of the common nouns that are usually noncount. Making students familiar with these is the purpose of the lists at the bottom of this chart and in the subsequent chart (11-4).

It is strongly suggested that you wait until Chart 11-5 to discuss the possible count usages of any of the words in this chart (for example, *works of art*, *literatures of France and England*, *green peppers*, *the sands of time*). Chart 11-5 deals briefly with that type of usage in a way appropriate to the students’ level.

- Ask students to describe furniture. Encourage them to tell you any nouns they know. Write their examples on the board. For example:

*couch*  
*bed*  
*table*  
*chair*  
*dresser*  
*desk*

- Now ask students to tell you what each of the above examples has in common with one another. Write their suggestions on the board. For example:

*They are big things in your house that you use every day.*  
*They are not small objects like plates or glasses.*  
*You can sit at or on many of them.*  
*You can put smaller items in or on them.*

- Explain that because all of the above nouns have the same characteristics, as described by the students, they belong to the same category, furniture.
- Tell students that many such categories in English are noncount nouns.
- Explain that the category can be viewed as a whole, and the individual examples or things in this category are its parts.
- Ask a student or students to read the individual parts and wholes presented in examples (a), (b), and (c) in the chart aloud.
- Ask another student to read the notes to the right aloud.
- Encourage students to become familiar with the groups in the list in the chart. In order to help students begin to do so, ask them to give you a couple of examples of each group (spontaneously, just calling out nouns that fit each category).

□ **EXERCISE 7.** Looking at grammar.

Page 293

Time: 10 minutes

The purpose of this exercise is to clarify the use of indefinite articles, final *-s/-es*, and expressions of quantity used with two different kinds of nouns.

Remind students that their experience of English to date can help them greatly here. Trying to use noncount nouns with actual numbers will often sound strange to students though they may not be able to articulate why.

Explain that *a/an* or *some* will be looked at more closely later, but that they are indefinite articles that can be thought of as *any one (a/an)* or *any amount (some)*.

□ **EXERCISE 8.** Grammar and speaking.

Page 294

Time: 10 minutes

The troublesome *-s/-es* is revisited here. You might want to use this practice in class discussion to review pronunciation of final *-s/-es*. (See Chapter 6, Chart 6-1, for information about pronunciation.) Omission of final *-s/-es* in speech and writing, even when the students understand the grammar thoroughly, may often be due to the fact that the learners don't hear it clearly. Extra work on production of *-s/-es* can help reinforce habits of correct usage.

You can lead this exercise by asking students to read each sentence aloud, on sight, and decide whether a final *-s/-es* is appropriate. Because students will often be able to "hear" what is correct, encourage their ability to do so in deciding whether final *-s/-es* can be added.

**Optional Vocabulary**

similar	memorize
reliable	karaoke

**CHART 11-4.** More Noncount Nouns.

Page 295

Time: 10 minutes

This chart provides information for the students to use if and as they can; this information will have varying degrees of usefulness. The students do not need to memorize those noncount nouns, but the information can be quite useful for learners who already know and use many of these words. Students to whom much of the vocabulary is new may not benefit a great deal immediately in terms of appropriate use of noncount nouns in their own speech and writing. For them, it can serve principally as a reference when they attempt these exercises and the *Workbook* practices.

- Ask students to define liquids, solids, and gases, and write their ideas on the board. For example:

*Liquids, solids, and gases are different states of matter.*

*Liquids are anything watery.*

*You can pour and often drink liquids.*

*Solids are dry things that you can touch.*

*Solids are matter or material that is real and concrete.*

*Gases are in the air.*

*You can wave your hand through gases without getting messy.*

- Ask students if there are any nouns in section (a) of the chart that they do not know.
- Discuss section (b) of the chart by asking students to describe the weather events listed there.
- Ask students about the distinction between the material world (things you can touch) and the world of abstractions (things you can't touch, but that you feel or experience) as they begin to look at section (c) of the chart.
- Ask students if they make this same distinction in their native language.
- Discuss any vocabulary items from section (c) that students are not already familiar with.

□ **EXERCISE 12.** Let's talk. Page 296

Time: 10–15 minutes

This exercise presents a few common sayings in English that the students might find interesting. These sayings illustrate the use of abstractions as noncount nouns. There is no reason to expect the students to know these sayings already, but they may have encountered loose translations in their own languages. Use this exercise as an opportunity to foster a lively discussion of cross-cultural differences in regard to these sayings. Encourage students to talk about their interpretations and reactions to them as they try to define them for their classmates.

- Ask students what a "common saying" is and write the following expression on the board:  
*When the cat is away, the mice will play.*
- Ask students what they think this expression means and if they have any similar expressions in their language.
- Explain to students that they will be looking at common sayings in English and describing / defining their meanings.
- Ask students to remind the class what "abstract" means and put notes on the board. For example:  
*Not concrete*  
*An idea*  
*A concept*
- Put students into small groups and ask them to analyze two sayings to explain as fully as they can.

- Circulate, helping students activate needed vocabulary in their definitions.
- Review as a class by having groups provide explanations of the phrases.

**Expansion:** Write student-generated explanations of the common sayings from Exercise 12 on the board. Ask students to vote on the clearest and most descriptive definition. After doing so, ask students to think of real situations where these phrases would readily apply. Ask students whether they have an expression to say the same idea in their language and discuss these and the differences between these foreign expressions and their American English counterparts.

□ **EXERCISE 13.** Let's talk. Page 296  
Time: 10–15 minutes

The purpose here is for students to reach for nouns that are abstractions. Most of the noncount nouns students will attempt to use can also be found in Chart 11-4. Suggest that students consult this chart and use you as a walking dictionary if they can't locate the abstract noun they need to complete the items meaningfully.

- Give students time to complete each item. Walk around the room offering help and suggestions of vocabulary as they do.
- Put students into pairs and have them compare completed items. Encourage lively discussion of their respective answers.
- Discuss the completed items as a class, comparing opinions and correcting all target material.
- Help students frame examples of personal priorities with regard to personal qualities and characteristics.

□ **EXERCISE 14.** Game. Page 296  
Time: 10 minutes

- Divide the class into teams.
- Distribute blank paper to each of the teams.
- Instruct students to list everything they would normally see in this imagined setting and to write it on their list using the correct quantifiers.
- Encourage students to draw pictures as needed in order to better imagine the setting and include more nouns.

**Expansion:** If you need more settings than are included in the game instructions, choose among the following. You may also choose to give one setting to each student, who then lists everything he / she can "see" on an index card. Then, by exchanging index cards, other students must guess the original place simply by reading the nouns that would be visible in this place.

*a doctor's office*  
*a hospital*  
*a train station*  
*a gym*  
*a swimming pool*  
*a ski lodge*  
*a kindergarten classroom*  
*a public library*  
*a sports stadium*  
*a farm*  
*a mechanic's workshop*  
*a beauty salon*  
*a movie theater*  
*an ocean liner/a cruise ship*  
*a factory*

□ **EXERCISE 15.** Warm-up. Page 297  
Time: 5 minutes

- Remind students that the final **-s** on *apples* indicates a plural count noun.
- Ask students to complete the Warm-up and then read each completed item aloud, taking turns.
- Ask students to identify amount words and determine which ones go with plural count nouns.

**CHART 11-5.** Using *Several, A Lot Of, Many / Much, and A Few / A Little.* Page 297  
Time: 10–15 minutes

To introduce this concept, you may want to use the classroom as your context and ask the students how many desks is *several desks* and how many desks is *a lot of desks*?

You might mention that *a lot of* occurs principally in informal English. You might also mention that *lots of* is the even more informal equivalent of *a lot of*.

Students may want an absolute numerical definition of *a few* and / or *several*. Most people conceive of *a few* as three to four and *several* as more than three and significantly less than *many*, but you should stress that there is no absolute number to equate to these terms.

Explore students' preconceptions of *several* and *a few* by asking one student to make a pile of *several* books on his / her desk while asking another to make a pile of *a few* books.

- Ask students to take turns reading the examples (a)–(d) aloud. Discuss the notes included at the right.
- After you have gone through the chart, ask students to close their books.
- Write the following headings on the board:  
*Count / Noncount    Noncount Only    Count Only*
- Read the quantity phrases from the chart aloud and have students write these phrases beneath the appropriate heading.

**Expansion:** Write the following nouns (or student-generated nouns) on the board:

friends  
problems  
money  
interests  
boyfriends / girlfriends  
parties  
memories  
peace  
time  
courage

Write the following statement on the board and read it to your students:

*It is better to have a few / a little \_\_\_\_\_.*  
*several*  
*a lot of*  
*many / much*

*For example: friends*

Ask students to make complete sentences using the expression of quantity above that they choose. Example sentence (generated by students):

*It is better to have a lot of friends.*

You can then ask the rest of the students if they agree, and hopefully some will oppose the statement with something along the lines of:

*It is better to have a few good friends.*

Continue having students make sentences using the nouns above or other nouns and discuss both the grammar and the relative truth of the statements they create. Put sentences on the board and facilitate opposing points of view whenever possible, to foster a lively discussion.

### □ EXERCISE 16. Looking at grammar.

Page 297

Time: 5–10 minutes

The sentence with the spelling error is item 10. Spelling “a lot” as one word is a common error. You may want to remind students to look at the endings of nouns to make sure that count nouns agree with count phrases of quantity, and noncount with noncount.

### □ EXERCISE 18. Let’s talk: interview.

Page 298

Time: 10 minutes

- Instruct students to get up and move around the room so that they can discuss the questions with many different classmates.
- Remind students to look for **-s** to ensure they are using *How many \_\_\_\_\_?* with count nouns.
- Review the questions as a class by having individual students read the questions aloud and others report on the habits of their classmates.

- Put students’ answers in sentence form on the board, and encourage further discussion of any topics that could arise by asking follow-up questions.

### □ EXERCISE 19. Looking at grammar.

Page 299

Time: 10 minutes

This text does not deal with the differences between a *few* vs. *few*, a *little* vs. *little*. See Chapter 7 in *Understanding and Using English Grammar* for this distinction.

- Lead students through this exercise on sight, calling on different students out of order.
- Correct both the answers and the pronunciation of non-target words.
- Put any challenging items on the board and illustrate / circle which part of the noun indicates count or noncount and link this to the correct expression of quantity.

### CHART 11-6. Nouns That Can Be Count or Noncount. Page 300

Time: 10–15 minutes

The nouns presented here are just a few of those that have dual count-noncount usages. The intention here is simply to introduce the students to the idea that such a possibility exists in English. Again, the purpose in this text is to get across the concept of a noncount noun, for it is this concept that will serve the students well as they gain experience with English and expand their usage ability. The ultimate goal is for learners to use nouns as count or noncount as naturally as a native speaker does. In the meantime, it helps students to pay a little special attention to this phenomenon in English. In this chart, discuss how the noncount usages deal with “wholes” and the count usages deal with individual items.

- Explain to students that though the distinction between count and noncount is clear, there are many nouns that can have both usages. Stress that when the same noun seems to have both a noncount and a count usage, the meaning of the word is, in fact, very different.
- Stress that the noncount usage always sees the noun as a material, a whole, a substance that may have parts, elements, or pieces.
- Emphasize that the count version distinguishes the actual pieces, parts, or elements themselves.
- Write notes to this effect on the board. For example:  
*Noncount Version: whole, substance, material*  
*Count Version: elements, pieces, particles*
- Ask students to take turns reading aloud the nouns on the left-hand side of the chart and then the sample sentences illustrating both noncount and count uses.
- Answer any questions students may have, be prepared to show *hair* vs. *a hair*, and illustrate the nouns as best as you can.



## □ EXERCISE 21. Looking at grammar.

Page 300

Time: 5–10 minutes

### Optional Vocabulary

meal                      raised  
stuffed                    belong

**Expansion:** Explain to students that it is common to have one word for the animal itself and a different word for the meat taken from that animal. Write the following examples on the board:

<u>Animal</u>	<u>Meat from Animal</u>
pig	pork
cow	beef
sheep	mutton
deer	venison

In every case (even *sheep* and *deer*, which are irregular count nouns), the animal itself is countable but the meat is a noncount substance. Ask your students questions about this distinction and the effect it has on our relationship with animals whose meat we eat.

#### Questions:

*Why do animals and the meat from them have different names?*

*What effect does this distinction have on society's perception of the animal world?*

*In your native language, is there a similar distinction?*

*Do you think there would be fewer meat eaters in the world if the meat eaten shared the exact name of the animal it came from?*

You can tell your students that the real reason that these terms differ has to do with the class system and England's relationship with France during the Middle Ages. The peasants working in the fields spoke Old English but the lords in their castles and their chefs spoke French. So, in the field, an animal had an English name, but once it got to the kitchen and became food, the French name was used. Over time, the expertise of the French-speaking chefs was passed on to regular people and the words for the ingredients (including the terms used for meat dishes) came with this knowledge. The words changed somewhat, but if you know French, you can still see their relationship to their original counterparts in French.

## CHART 11-7. Using Units of Measure with Noncount Nouns. Page 302

Time: 10 minutes

These units of measure are also called “partitives,” but most students will not have occasion to see this term.

Some other units of measure not introduced in the text are *carton*, *dozen*, *head* (of lettuce or cabbage), *pack*, *package*, *roll* (of film or paper towels), *tablespoon*, and *tub* (or butter or margarine). Additional non-metric terms not in the text are *ounce*, *pint*, *inch*, *foot*, and *yard*.

The United States is one of the only leading industrial countries that does not use the metric system. Non-metric terms continue to have little meaning to most

students and little use unless the students are living in the United States and have to do their own food or gas shopping.

Non-metric terms originated in England in the 1200s and are called “English” or “British” units. The metric system was created by French scientists late in the 18th century. At that time, each country had its own system of measurements that had developed from local traditions. By late in the 19th century, most major countries had recognized the need for an international system of measurements and had adopted the metric system. The United States government is still wrestling with the problem of if and how to convert to metric measurement, like the rest of the world.

The spellings “metre” and “litre” are chiefly British. The spellings “meter” and “liter” are used in American English.

- Explain to students that when referring to a noncount noun in general, the indefinite quantity *some* or even no quantity is used.
- Write the following sentences on the board. For example:  
*I like tea.*  
*I would like some tea.*
- Ask students what form of matter tea is: solid, liquid, or gas.
- Ask students what would happen if they just held or took the liquid tea in their hand. Get them to envision and articulate that it would spill everywhere, go through their fingers, etc., and they wouldn't be able to drink it.
- Ask them if they have ever ordered tea and what container it comes in, eliciting *cup*.
- Ask what other containers tea may be in: pot, bottle (for iced tea), etc.
- Explain that specific quantities of a noncount noun are often named by the amount and / or the container filled by the liquid and / or the shape of the substance.
- Write the following examples on the board:  
*cup of tea*  
*bottle / pint / glass of beer, water, wine, other liquids*  
*can / bottle of soda*  
*piece / slice of bread, pizza, toast*  
*tube of toothpaste*  
*bar of soap*  
*sheet / piece of paper*
- Ask a student (or students taking turns) to read example sentences (a)–(d).
- Discuss the notes as a class.

## □ EXERCISE 24. Looking at grammar.

Page 303

Time: 10–15 minutes

There may easily be more than one possible completion. Often only one is idiomatically apt or culturally appropriate and the expression a native speaker would use. Highlight this by asking students

how these noun uses compare to similar nouns in their country. For example, it is grammatically correct to say *a bag of olives*, but *can* and *jar* are the words idiomatically and culturally appropriate in the U.S. for quantifying olives.

Remember that though these quantity nouns and their correct uses may seem insignificant to a native speaker, this vocabulary and its usage is interesting to students as it allows them to function much more independently when negotiating shopping and other daily transactions.

**Expansion:** For fun, weave questions into the exercise review. You can ask students which of these containers / quantities students have in their homes right now. You can also ask how long it takes them to consume an item in its purchasable quantity or simply ask questions that allow them to compare the norms in their country with those here.

*Sample questions:*

*In the United States, grocery stores are very big and often far from people's homes. It is common for people to buy items in large quantities.*

*How many boxes of cereal (crackers, etc. / bottles of juice or soda) do you buy and / or consume in a month? Is it common to purchase cans of soup in your country, or do people usually make their own?*

*It has become more popular for people in the U.S. to carry and drink from bottles of water, and some people worry this is causing a lot of pollution. Is this a problem in your country too?*

*Is it polite to keep a jar of jam or jelly on the table during a meal in your country?*

*Some people prefer to drink soda from a bottle, and some people prefer to do so from a glass. What is common in your country? Is it considered rude to drink from a bottle?*

*Do you keep baking ingredients in your home? Do you have a bag of flour or sugar in your cupboard?*

□ **EXERCISE 26.** Warm-up. Page 305  
Time: 5–10 minutes

The key point students need to understand from this exercise is that article usage often depends upon what the speaker assumes the listener is familiar with and is thinking about. If they have shared knowledge and are thinking about the very same object or person (or, in the case of this Warm-up, dogs), the speakers use *the*.

**CHART 11-8.** Guidelines for Article Usage.

Page 306

Time: 15–25 minutes

This chart presents the basics of article usage. It by no means covers the myriad uses of articles in English. Almost all students find article usage somewhat difficult to learn, and many teachers and textbook authors find articles difficult to teach. There are many idiomatic uses, complex patterns, intricate variations, and subtleties. Proficient use of articles can only come with experience over time, but this chart does provide a clear basis for reference. Reassure your students that they will master article usage and remind them that articles are just one small part of English. Encourage students not to get frustrated.

Most students need help with this chart because it contains too much information to be grasped independently.

For more information about articles, see Chapter 7 in *Understanding and Using English Grammar*.

- Write the heading *Article Usage* on the board.
- After you have written this, and while still holding the chalk or marker you wrote the heading with, ask a student to come to the front of the class and take the marker. For example, say and write:  
*Juan, could you please come to the front and take the marker back to your desk?*
- The student invited to do so should come to the front of the class and take the marker you have been writing with from your hand and return to his / her seat.
- If the student attempts to take a different marker, remind him / her to take the marker, redirecting him / her to the one in your hand.
- Now directing the students to look at all the pieces of chalk or markers near the board, ask another student to come to the front of the class and take a marker. For example, say and write:  
*Amy, could you please come to the front and take a marker back to your desk?*
- The student should come to the board and take any marker or piece of chalk.
- Ask students to again articulate the difference between *a* and *the*.
- Explain to students that the *a* is an *indefinite article* and the *the* is a *definite article*.
- Write the following notes on the board and emphasize that the most important point to remember is:  
*indefinite articles = any item, not a specific one that is commonly referenced*  
vs.  
*definite articles = one known noun or set of nouns, a common reference*
- Turn to the chart itself and ask students to take turns reading the example sentences, section by section, and reviewing notes.

- If students become fatigued of the topic, focus just on the difference between indefinite and definite articles for the time being and focus on the remainder of the chart at another time.

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

Page 310

Time: 10–15 minutes

Again, the key point here is what the speaker assumes the listener is familiar with and thinking about. Reiterate the same point: **the** requires that the noun in question is known and familiar and not simply *any* of many.

□ **EXERCISE 31.** Reading. Page 312

Time: 10–20 minutes

- Ask students to read the passage twice before covering it to answer the comprehension questions.
- After students have completed these questions, review the comprehension questions and ask students to locate their responses in the original text.

□ **EXERCISE 32.** Looking at grammar.

Page 312

Time: 10 minutes

- Lead students through this exercise on sight.
- After students have completed each item, ask each student to state key words that illustrate that either *the* or *no article* is needed.

**Optional Vocabulary**

dairy product	reduce
humid	yard

□ **EXERCISE 34.** Listening. Page 313

Time: 10 minutes

- Ask students if they have ever had a headache after eating ice cream or other very cold substances.
- Play the audio.
- Give students time to complete the passage after they have listened a second time.
- Review by having students read their completed items aloud. Correct and discuss content.

**Optional Vocabulary**

suddenly  
occur  
roof of mouth  
nerves  
blood vessels  
swell up

□ **EXERCISE 36.** Warm-up. Page 315

Time: 5 minutes

- Ask students what they notice about the names that are preceded by **the**.
- Students should notice that when **the** precedes a name, a geographical feature also follows that name. (For example: *the Amazon River*, *the Mississippi River*, *the Ural Mountains*, *the Indian Ocean*, and *the Red Sea*.)
- Students should notice that when no **the** is used, there is only a unique name and not a common geographical word following the name. (For example: *Mount Fuji*, and *Australia*. *Mexico City* is unusual as “city” is part of its actual name.)

**CHART 11-9.** Using *The* or  $\emptyset$  with Names.

Page 315

Time: 10–15 minutes

Using a world map, point to places and ask the students to identify them:

*That is **the** Nile. That is  $\emptyset$  Brazil. That is  $\emptyset$  Beijing. Those are **the** Alps. Etc.*

American English uses a period (.) at the end of abbreviated titles:

*Mr. Wang, Mrs. Doe, Ms. Jackson, Dr. Singh*

British English does not use a period (.):

*Mr Wang, Mrs Doe, Ms Jackson, Dr Singh*

- With students’ involvement, read through the example sentences aloud and discuss the notes on the right-hand side of the chart.
- To simplify the notes given in the chart, explain to students that **the** is included before a name that also precedes a geographical feature, such as mountains and rivers, seas, oceans, and with mountain ranges (though the word *mountain* may not follow.)
- Write the following on the board:
  - The Amazon River*
  - The Mississippi River*
  - The Himalayan Mountains*
  - The Rocky Mountains (The Rockies)*
  - The Indian Ocean*
- Again, if students find the chart contains too much information to readily absorb, have them focus on the relatively few cases in which **the** is included.

**CHART 11-10.** Capitalization. Page 317

Time: 10 minutes

One of the principal ideas for the students to understand from this chart is that nouns are capitalized when they are part of a name or title, or what is called a “proper noun.” The text doesn’t use the term “proper noun,” and you can decide whether it will help or hinder your class’s understanding.



Correct capitalization can be a problem in student writing, as can correct pronunciation. Some language groups, such as Spanish and German speakers, have very different rules for capitalizing words. For example, words related to nationality are not capitalized in Spanish but are in English. In German, nouns are capitalized. Some students think that capitalization is not important, and they don't realize that it is important in achieving grammatical accuracy in English. It may be necessary to emphasize that proper capitalization is a value in English rhetoric because it signals the user / writer's competent, educated use of the language.

This is a reference chart. You might want to proceed directly to the exercises, and then refer to the chart as questions arise.

□ **EXERCISE 41.** Grammar, reading, and writing. Page 319  
Time: 20–30 minutes

This exercise includes review of the entire chapter. Give students time to edit the reading first and then review this as a class, before examining content. You may want to put students in pairs.

#### **Part I**

- Give students ample time to read and add capital letters as necessary.
- Ask students to take turns reading the passage aloud.

#### **Part II**

- Ask students to read each true / false item aloud. Discuss the answers.
- Students should be able to refer back to the passage to cite where their answer originated.

#### **Part III**

- Present the writing assignment in class and ask students to think about an organization they could write about.
- Discuss the use of articles in “Roots and Shoots.”
- Give students time to begin their own work in class.
- During this time, go around to students and give them support and ideas, and help them narrow the topic so that they can continue the writing exercise at home, as homework.

#### **Optional Vocabulary**

fascinated  
fictional  
lifelong  
arranged  
guidance  
trust  
observations  
formed  
observing  
service projects  
community project  
marketplace