

CHAPTER SUMMARY

OBJECTIVE: To review and gain control of such important features of English grammar as singular / plural, count / noncount distinctions, possessive forms, and some expressions of quantity. In addition, this study of nouns will help students distinguish the actual noun subject of a verb from the other nouns included in long and complicated noun phrases.

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

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

PRETEST. What do I already know? Page 94.
Time: 5 minutes

Students will already know some of the plural nouns and will benefit from trying to spell them. Be sure to model correct pronunciation of plural forms and encourage students to repeat after you so they can hear the correct pronunciation.

- Give students a few minutes to read the direction line and select which sentences are incorrect.
- Encourage students to read aloud to themselves rather than simply look for errors. They will develop good self-correction instincts if they hear the sentences.
- Review as a class.

Optional Vocabulary

bricks
mattresses
comprehensive

► **EXERCISE 1.** Warm-up. Page 94.
Time: 10–15 minutes

- Read the direction line and have students discuss the endings of each plural noun.

- Discuss students’ spontaneous responses to each of the three questions, and write key vocabulary and/or opinions on the board. The more you can get students using the plural nouns here in a natural sense, the better they will be able to hear correct plural endings and self-correct in the future.

CHART 6-1. Regular and Irregular Plural Nouns. Page 95. Time: 10–15 minutes

This chart is an introduction and a reference, not something to be memorized precisely to be recalled without context. Encourage students to consult their dictionaries and instructors when in doubt about the plural form of a noun, just as native speakers often have to do. Sometimes, native speakers need to look up, for example, the spelling of the plural forms of words that end in *-o*.

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

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

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

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

- Explain that the chart includes more words than students are likely to use or remember, but that by including many examples, students will recognize patterns and make smart guesses when faced with new nouns.
- Present the three most common patterns as three headings, and write these headings clearly on the board:
 - Final -s*
 - Final -es*
 - Change to -ies*
- Ask students questions to elicit examples of each type of noun ending. Once a student has given you a response including a plural, write the response and noun under the appropriate heading. For example:
 - You: *Marta, how many bags did you bring?*
Marta: *I brought four suitcases.*
 - You: *Amal, do you have more than one watch?*
Amal: *Yes, I have three watches.*
 - You: *SaeHyung, what kinds of fruit do you like?*
SaeHyung: *I like bananas, apples, and especially strawberries.*
- Continue to work through each section of the chart by co-creating sentences (or questions and responses) that feature the correct use of the plural nouns described.
- For less familiar patterns and actual foreign words, it may work best to write the heading and then supply an example yourself.
- Write the example sentences on the board and remind students that while they do need to recognize the forms and become familiar with them, they can best do so by reading as much as possible rather than through rote memorization.
- Emphasize that the point of the exercise following the chart is not perfect memorization but simply recognition and growing familiarity with the categories given.

► **EXERCISE 2.** Looking at grammar. Page 96.
Time: 10 minutes

Explain to students that writing the plural forms in the correct columns is not simply “busy work.” The act of categorizing and particularly the act of writing words under certain category headings does help students recognize patterns.

- Give students a few minutes to complete the chart, writing the correct plural forms under the appropriate column heading.
- Ask students to pick random plural nouns from the completed chart, and write them in a complete sentence on the board.
- Review these sentences as a group.

► **EXERCISE 3.** Game. Page 96.
Time: 15–20 minutes

Games like this one can be among the most productive language learning activities for your students. However, in order to ensure the success of an activity or game, it is critical that you outline the purpose and instructions clearly and sufficiently before starting. Spend ample time on the direction line and write key phrases and directions on the board. As soon as students begin the activity, go to each group and work with each one directly to ensure that students both understand the tasks at hand and benefit from them.

- Before breaking students into groups, model the directions by writing a category on the board and asking students to refer back to Chart 6-1 to find nouns that can be described by the category.
- Break students into groups of 3–5 members and explain that if another team member asks for an explanation of the choice, or why it fits, the team has to provide this.

Expansion

If your students like this game and wish to continue, provide them with additional categories not found in the text. By using extra and more challenging categories, students can continue to practice their use of nouns without becoming bored.

Suggestions:

Things found in a living room
(*videos, lamps, radios, photos, furniture, remotes, shelves*)

Items found in a kitchen / market / restaurant
(*potatoes, tomatoes, loaves of bread, knives, fish, shrimp*)

Points of view / academic positions
(*beliefs, hypotheses, theses*)

Roles in musical performances
(*heroes, solos, sopranos, altos*)

Items used to decorate the human body
(*scarves, tattoos*)

People / things found in an office
(*men, women, memos, chiefs / CEOs, data, media, shelves, furniture*)

► **EXERCISE 4.** Looking at grammar. Page 96.
Time: 10–20 minutes

When reviewing an exercise such as this one, which hinges on vocabulary, be sure to ask students for synonyms and related vocabulary words to add to the discussion. English is a language with many words with similar meanings, and students can direct their own learning by consistently reviewing associated words while discussing targeted nouns.

- Ask a student to read the direction line aloud.
- Give students time to complete the exercise as seatwork.
- Ask different students to write their completions correctly on the board.
- Ask those who didn't write completions on the board to read the completions aloud, and correct pronunciation and usage.
- Correct pronunciation and completions, while discussing the meaning of the vocabulary.

► **EXERCISE 5.** Listening, grammar, and speaking. Page 97. Time: 5–10 minutes

Part I

- Be provisioned with the audio ready to go.
- Ask students to close their books while you play the audio.
- Play it a second time, having students underline plural nouns.
- Remind students that plural nouns are, by nature, count nouns.

Part II

- Read the direction line to your students.
- Put them in pairs.
- Have students brainstorm the names of different supplies a company might order, and write these on the board. For example:

<i>paper</i>	<i>envelopes</i>
<i>toner</i>	<i>packaging material (tape, mailers, etc.)</i>
<i>cleaning supplies</i>	<i>tissues</i>
<i>staples</i>	
<i>paperclips</i>	

- If you like, have students tell you supplies for certain industries or businesses rather than only general office supplies. With all such exercises, specific examples and settings help students come up with better vocabulary and gain more useful practice. For example:

<u><i>Hairdresser's / BeautySalon</i></u>	<u><i>Vegetarian Restaurant</i></u>
<i>shampoo</i>	<i>potatoes</i>
<i>scissors</i>	<i>tomatoes</i>
<i>conditioner</i>	<i>beets</i>
<i>hair color</i>	<i>vegetables</i>
<i>razors</i>	<i>carrots</i>
<i>capes</i>	<i>tofu</i>
	<i>beans</i>

- Once students are engaged in practicing an imagined supply conversation, join each group to ensure students are looking at one another when they speak and using noun endings correctly.

Optional Vocabulary

quantity	in stock
combo packages	put down
will do	put in (an order)

► **EXERCISE 6.** Looking at grammar. Page 97. Time: 5–10 minutes

With uncommon vocabulary (*bacterium* as opposed to *bacteria*), discuss with students what the average native speaker says and provide context for usage so that students sound as natural as possible.

- Review the direction line.
- Give students time to complete the exercise as seatwork.
- Go over as a class, having students read individual items aloud.
- Ensure correct pronunciation.

Optional Vocabulary

organism	microscopic
reproduce	tuberculosis
cell	pneumonia

► **EXERCISE 7.** Warm-up. Page 98. Time: 5 minutes

- Explain the directions to students and have them complete the exercise.
- Ask students which words they have heard together before (e.g., *airplane pilot*).

CHART 6-2. Nouns as Adjectives. Page 98. Time: 10–15 minutes

Some grammar books use the term “noun adjunct” for a noun that modifies another noun. Some grammar books refer to noun-noun combinations as “compound nouns,” and it is useful for your students to know this.

- Write the following headings on the board:
- | | |
|--------------------------|-------------|
| <i>Noun as Adjective</i> | <i>Noun</i> |
|--------------------------|-------------|
- Explain that nouns can describe other nouns and that when nouns are used in this way, their grammar is singular.
 - Look around the room with students to see what adjective noun-noun combinations present themselves in the classroom. Write these combinations on the board, under the appropriate headings:

<u><i>Noun as Adjective</i></u>	<u><i>Noun</i></u>
<i>class</i>	<i>room</i>
<i>class</i>	<i>project</i>
<i>grammar</i>	<i>book</i>
<i>bulletin</i>	<i>board</i>
<i>student</i>	<i>work</i>

- Write the incorrect example from Chart 6-2, *vegetables soup*, on the board. Remind students that plural forms are not usually used as modifiers. Cross out *vegetables* and write *vegetable* correctly.

- Ask a couple of students how old they are, and write sentences using hyphenated age adjectives as appropriate on the board.

Lorenzo is a twenty-seven-year-old lawyer.

Reem is a thirty-one-year-old physicist.

- Remind students that in the above forms, *year* is never plural.

► **EXERCISE 8.** Looking at grammar. Page 98. Time: 10 minutes

In general, we use hyphens to create modifiers that have a unique meaning when applied to one noun. For example:

three-hour drive

eight-year-old daughter

Take the time to explain and re-explain the following to your students. These concepts are not always easy for students, and repetition is key.

- Give students time to complete the exercise independently as seatwork.
- Have students read their answers aloud, looking out for a common problem: The modifying noun must be in singular form.
- Point out the use of hyphens (-) in adjective phrases containing numbers.
- It is helpful to have students write their answers on the board, as many students may be unfamiliar with this use.

► **EXERCISE 9.** Game. Page 99. Time: 10–15 minutes

- Read the direction line first.
- Put students into teams and have them come up with as many expressions for each noun given as possible.
- Have teams write their noun as adjective-noun combinations for each word on the board.

Expansion

You can use this activity to match nouns as adjectives and nouns by listing both terms in different columns on the board. Students have to match the correct noun as adjective with the correct noun. For example:

<i>school</i>	<i>card</i>
<i>library</i>	<i>bus</i>
<i>television</i>	<i>store</i>
<i>hardware</i>	<i>program</i>
<i>movie</i>	<i>salon</i>
<i>fruit</i>	<i>star</i>
<i>hair</i>	<i>salad</i>

► **EXERCISE 10.** Listening. Page 99. Time: 10–15 minutes

- Ensure you are provisioned for the exercise with the audio ready.
- Remind students to pay attention to singular and plural words.
- Have students complete the cloze exercise with nouns that they hear.
- Review the completed sentences by having students read them aloud. Correct mispronunciation or misuse immediately, using the board as necessary.

Optional Vocabulary

full-time

workload

heavy

supervises

► **EXERCISE 11.** Looking at grammar. Page 100. Time: 10 minutes

- After reviewing the direction line, have students complete independently as seatwork.
- Review as a class, paying particular attention to singular and plural endings and pronunciation.

► **EXERCISE 12.** Editing and writing. Page 100. Time: 15–20 minutes

Editing exercises can be very useful for students, as they are given the opportunity to see common errors in the context of sample student writing. Encourage students to read aloud to themselves and not rely only on their eyes in order to locate and correct errors. Doing so will help them self-correct more effectively and automatically.

Read the direction line with students, and then engage them in the topic of garage sales. These sales may be very particular to the U.S. and thus, it can be an interesting point of departure for students to discuss a range of topics, from what they do with unwanted possessions to how it is that so many people in the U.S. have so many possessions in the first place. Extra discussion questions are included as an expansion below but may be appropriate before either Part I or Part II.

Expansion

To engage students in the topic, begin by showing photos from any number of websites or books that feature humans around the world with all their possessions and/or all their trash.

The idea of how many possessions are too many or excessive may be very culturally determined, and certainly if you have students from particular parts of the world, the very notion of having a garage sale may seem nonsensical.

The following questions can help better engage students and thus, better prepare them for both the editing exercise and the writing itself. Add to this

list of questions any others you can think of, and get students to talk about the topic by writing what students contribute to the discussion on the board and asking vocabulary and context questions.

What is consumerism? Would you describe people from your country as hearty consumers or more minimalistic?

Do you think people in the United States have too many possessions? Do you think people from your country have too many possessions?

Can you ever really have too many things? How do you know if “things” are ruling your life or if their excess is causing problems?

How do you relate to your own possessions? Are there things you have too many of and/or things you don't have enough of? Do you collect anything?

How do you feel about letting go of your possessions? Are you more of a purger or a hoarder?

Do different cultures have different ideas of excess and waste? What possessions are necessities for you? What possessions do you think are necessities for most people? What kind of value do some of your belongings have? Is all value material, or is some sentimental?

A common saying goes: “One man's junk is another man's treasure.” Do you agree or disagree?

Is it common to buy anything secondhand or thirdhand in your country? Do people have garage sales or donate their used items to charity? How can recycling things and “free-cycling” things change the world?

Do you define any part of yourself by what you own? If so, what is most important to you?

If you could save only one or two possessions, what would they be?

How has being able to store photos, music, letters, documents, etc. electronically changed the world? Is this a good or bad change?

Part I

- Give students time to read through the four paragraphs and correct the noun errors they find.
- Reiterate that the direction line explains that the total number of errors per paragraph is found at the end of each paragraph.

Part II

- Read the direction line aloud.
- Have students begin their writing in class while you circulate and help them get going.
- Ask them to finish their writing for homework, and review as a class.

Optional Vocabulary

miscellaneous	merchandise
bargain	worth
stuffed animal	rare
upholstery	

► EXERCISE 13. Warm-up. Page 101.

Time: 5 minutes

- Go through these items as a class.
- Possessive nouns should be quite familiar to most students.

CHART 6-3. Possessive Nouns. Page 101.

Time: 10–15 minutes

Though students will be familiar with possessive nouns, they can easily become confused with conjunctions and therefore, it is useful to present the chart slowly and clearly even to more advanced students.

One helpful way to explain the possessive 's is that we add it to make any noun possessive. However, if the noun already ends in -s, we take away the added -s and leave just the apostrophe ('). You may want to write the following on the board before going through the chart itself. For example:

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

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

BUT

boys + 's = boys' (plural, possessive, noun ends in -s; take away the second -s and leave the apostrophe)

- Write the word *apostrophe* and an apostrophe (') on the board. Ask students what structures require apostrophes, prompting them to say *contractions*.
- Remind students that the possessive form, which shows ownership or belonging, also uses apostrophes.
- Write two headings on the board:

Singular Possessive

Plural Possessive

- Using a student's name, write a possessive sentence under the appropriate heading and explain that possessive forms add 's. For example:

Singular Possessive

Plural Possessive

Jana's cell phone

is in her backpack.

- Change *Jana* to *The student* and then *The students*, and change *cell phone* and *backpack* to plurals. As you are doing this on the board, you can remind students that you need to take away the second -s and leave only the apostrophe because *students* ends in -s. Change the possessive pronoun accordingly.

Singular Possessive

Plural Possessive

The student's cell phone

The students' cell phones

is in her backpack.

are in their backpacks.

- Now change the word *students* to *men* and *women* to give students the chance to see how the apostrophe 's follows irregular plural nouns.

The student's cell phone is in her backpack.

The women's and men's cell phones are in their backpacks.

► **EXERCISE 14.** Looking at grammar.
Page 101. Time: 5 minutes

- Have students work through these items on their own as seatwork.
- Remind students to refer to the chart above as much as necessary.
- Review as a class.

Optional Vocabulary

connect unpopular judges

► **EXERCISE 15.** Looking at grammar.
Page 102. Time: 5 minutes

- Have students complete as seatwork.
- Review and write correct forms on the board.

► **EXERCISE 16.** Let's talk. Page 102.
Time: 10 minutes

- First, engage students by writing the term *family tree* on the board and asking students what they know about the term and whether the concept is familiar to them.
- If you like, you can use the questions below to get the ball rolling.

Expansion

Ask a few of these discussion questions to help students focus on the topic.

- How big is the average family in your country?*
- How many siblings / children are in the average family?*
- When people refer to their family, do they mean their large extended family or just their immediate or nuclear family?*
- Do all branches of your family get along well? Have there ever been any family feuds?*
- How often do adults see their parents in your country?*
- Is it common for young adults to move away from their families and live on their own?*
- Are boyfriends / girlfriends considered part of the family or only after a marriage has taken place? Do young couples live together before marriage?*
- How important is your family to you? Do you think that families are as important in the U.S.?*

- Review the vocabulary in the blue box with students, and write additional, related phrases on the board such as:

<i>on her / his / my / your /</i>	<i>siblings</i>
<i>their father's or mother's</i>	<i>in-laws</i>
<i>side</i>	<i>immediate family</i>
<i>maternal</i>	<i>nuclear family</i>
<i>paternal</i>	<i>extended family</i>
<i>branch of the family tree</i>	<i>family feud</i>

Part I

- Have students make sentences about the family members in the family tree.
- Ask students to write some of their sentences on the board while others correct them.
- Ensure students are using the possessive form correctly both in writing and speaking.

Part II

- Give students time to draw their own family trees.
- Have them explain these to a partner.
- Ask students to explain one thing in their partners' family trees.

► **EXERCISE 17.** Looking at grammar.
Page 102. Time: 10 minutes

- Ask students to locate and correct errors as seatwork.
- Review as a class, making sure corrections are quick and overt. Write on the board as much as is helpful.

Optional Vocabulary

petroleum	encounters
evaluate	giants
trustworthiness	dragon
fairy tales	float

► **EXERCISE 18.** Warm-up. Page 103.
Time: 5 minutes

- Ask students to take turns reading the phrases aloud.
- Remind students that it is helpful to be able to "hear" when a phrase doesn't sound right.

CHART 6-4. More About Expressing Possession. Page 103. Time: 10–15 minutes

This section can sometimes be challenging for students to understand, as the relationship of possession isn't necessarily one of ownership or belonging but of association. Because English does use the preposition *of* to show ownership, more general relationships / associations that use the preposition *of* can also be expressed in a similar way. Preposition use is notoriously hard for even advanced students and near fluent speakers of English because there are no strict rules to explain why certain prepositions are used. Do your best to establish actual patterns when they exist and to help students simply recognize correct usage when rules don't apply.

- Using students' names and known situations, write possessive combinations in complete sentences on the board. Vary between concrete possessive constructions and more relational ones. For example:
Juan's smile is contagious.
Biru's son is a very good student.
Mahmoud's job is demanding.
Britain's economy has changed since Brexit.
- Ask students to try the above sentences using the preposition *of* to show possession / relation. It should be apparent to them that it sounds better with 's.
- Ask a student to read the first sample phrases in the chart [items (a)–(g)] and then review the corresponding notes to the right.

- Write example items (h)–(j) on the board, and explain that these time expressions are not combined with the preposition *of* and are most often found with 's.
- Ask a student to read (k) and (l) aloud, and go over the corresponding notes.
- Have another student read (m)–(o) aloud. Write these examples on the board, but cross out the omitted *office* or *home*. For example:

I was at the doctor's (office) for three hours.

I spent the afternoon at my sister's (home).

- Ask still another student to read examples (p) and (q) aloud.
- Review the corresponding notes, and remind students that in these cases, the noun acts as an adjective.

► **EXERCISE 19.** Looking at grammar.

Page 104. Time: 5–10 minutes

- Give students time to complete as seatwork.
- Review as a class, reminding students that the correct form will soon become apparent to them by ear, and they will no longer need to refer to a chart.

Optional Vocabulary

profits purse funds

► **EXERCISE 20.** Looking at grammar.

Page 104. Time: 5–10 minutes

- Read the direction line and put students into pairs.
- Review and correct as a class.

► **EXERCISE 21.** Game: Brain Teasers.

Page 104. Time: 10–20 minutes

- Have students continue to work with a partner.
- Remind students that in order to speak accurately about the relationship between the people named in these brain teasers, they will need to use the 's appropriately.
- Discuss the correct answers and how students arrived at them, spending ample time doing so. In order to clearly illustrate the correct answers, use the board and engage students in each of the brain teasers sufficiently. Because these may prove challenging, students will need to use the correct terms to fully understand, thus creating a need for grammar.

Optional Vocabulary

surgery surgeon

► **EXERCISE 22.** Warm-up. Page 105.

Time: 10 minutes

- Complete the warm-up as a group.
- Write quantity words on the board: *much*, *each*.
- Emphasize that quantity words are extremely important in understanding count vs. noncount nouns.

CHART 6-5. Count and Noncount Nouns.

Page 105. Time: 10–15 minutes

The count / noncount distinction can be one of the most difficult aspects of grammar for students to recognize and ultimately control. What makes it particularly hard is that many noncount nouns are either abstract nouns or mass nouns that are innately of great quantity (e.g., *sugar*, *sand*). Take time to emphasize that items so small as a grain of sand are too numerous to be counted and thus, we refer to *sand* as simply a noncount noun.

Explaining the concept of “mass nouns” will help your students to understand why some nouns are noncount. It is also important to explain that some mass nouns are really a category of other nouns. *Furniture* is a very good example. We can count pieces of furniture, but we use *furniture* as a noncount category.

Some common mistakes that students make follow:

<u>Incorrect</u>	<u>Correct Count Form</u>	<u>Correct Noncount Form</u>
<i>many homeworks</i>	<i>many assignments</i>	<i>much / a lot of homework</i>
<i>many sugars</i>	<i>many grains of sugar</i>	<i>a lot of sugar</i>
<i>many slangs</i>	<i>many slang expressions</i>	<i>a lot of slang</i>
<i>many vocabulary</i>	<i>many vocabulary words</i>	<i>a large vocabulary</i>

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

Wiparat had a lot of homework last night, but Naren only had one assignment.

Marco had two assignments, but Brianna had no homework at all.

- Remind students that count nouns are preceded by *a / an* in the singular and take a final *-s / -es* in the plural. For example:

Hassan received a letter and an email yesterday.

Luiza received two messages from home yesterday.

- Explain that noncount nouns are preceded by expressions of quantity but not by *a / an* or *one*.

- Remind students that noncount nouns have no plural form and so, do not take a final *-s* / *-es*.
- Write an example of a sentence using a noncount noun on the board, and draw attention to the lack of indefinite article and final *-s* / *-es*. For example:

Luke received some mail yesterday.

► **EXERCISE 23.** Looking at grammar. Page 105. Time: 10 minutes

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

- Read the direction line aloud and go over item 1.
- Point out that a noncount noun refers to a “whole,” or in this case a “category,” that is composed of different parts or items. Explain that in this case, *furniture* is the category, and *chairs*, *tables*, and *desks* are the different parts.
- In items 4 and 5, compare the noncount and count use of the word *iron*. The meaning of each use is different.

Optional Vocabulary

jewelry	rusty	press
scenery	iron	wrinkled

Expansion

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

► **EXERCISE 24.** Looking at grammar. Page 105. Time: 10 minutes

- Read the direction line aloud.
- Have students complete the sentences with *a* / *an* or *some*.
- Review as a class.

Optional Vocabulary

make sense of	figure of speech
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► **EXERCISE 25.** Game. Page 106. Time: 10 minutes

- Put students into small groups or teams.
- Explain that you will say a noncount category, and that each team has to come up with as many items as possible that belong to that category.
- Read through the example given with students before starting.

► **EXERCISE 26.** Grammar and speaking. Page 106. Time: 10 minutes

- Before beginning this exercise, engage students in the topic of recycling by starting with these discussion questions:

What are the recycling laws and practices in your country? Is recycling required?

What percentage of household waste is recycled in your home?

Are there consequences for throwing recyclables away as trash?

Is it popular to reuse household items rather than using new ones?

Part I

- Give students time to complete the items in the exercise as seatwork.
- Review the completed passage as a class.

Part II

- Using the discussion questions here as well as those above, engage your students in the topic.
- In particular, ask how recycling in their countries compares to recycling in the U.S.

Optional Vocabulary

garbage dumps	waste
landfills	pharmacies

► **EXERCISE 27.** Warm-up. Page 106. Time: 10–15 minutes

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

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

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

- Present the different kinds of noncount nouns in Chart 6-6, (a)–(d) by writing the sentences on the board.

- Next to each example sentence, write a term that will help students better understand the category.
 - whole category*
 - liquids, solids, gases, granules or mass of particles*
 - abstractions*
 - phenomena of nature*
- Explain that units of measure are used to quantify liquids or masses of particles, and refer students to the chart footnote.
- Explain that many nouns have both count and noncount uses, and write examples (e) and (f) on the board.
- Tell students that they are not expected to memorize the nouns in Chart 6-7 but that the chart provides a handy reference, which categorizes common noncount nouns according to the distinctions in Chart 6-6.
- Look through Chart 6-7 with your students and discuss any questions that may arise.

► **EXERCISE 28.** Looking at grammar. Page 108. Time: 10–15 minutes

- Read the direction line aloud and have students work independently as seatwork.
- After students have completed the exercise, review as a group and correct target grammar as well as pronunciation right away.
- Put any challenging items on the board for further discussion.

Optional Vocabulary

coins	operas	folk songs
change	symphonies	definitions

► **EXERCISE 29.** Trivia game. Page 108. Time: 10–15 minutes

- Have students work in teams.
- Be prepared to fact-check all answers.
- When reviewing as a class, require students to speak in complete sentences.

Optional Vocabulary

ingredient	natural force
college major	substance

► **EXERCISE 30.** Looking at grammar. Page 109. Time: 10–15 minutes

- Lead this exercise, having students take turns.
- Correct the completions as needed immediately and by writing on the board as much as possible.

► **EXERCISE 31.** Grammar and listening. Page 109. Time: 10–15 minutes

- Have students add correct endings where needed (and none, where no ending is needed).
- Be provisioned and ready to play the audio appropriately.
- Have students correct their own work based on what they hear.

Expansion

The following questions can engage students further in the topic and provide them spontaneous opportunities to use the target grammar.

What is hoarding? What is its opposite?

Are you someone who holds onto many articles and items whether you need them or not?

Do you know anyone who is a true hoarder as described in the passage?

Hoarding is now considered a mental illness. Do you think that most people are on a continuum of some kind, and only those at the extreme can be considered mentally unhealthy?

Optional Vocabulary

blocking	interferes
hoarder	collapsed
cluttered	arise

► **EXERCISE 32.** Warm-up. Page 110. Time: 10 minutes

- Have students try different combinations until all correct combinations have been discussed.

CHART 6-8. Expressions of Quantity Used with Count and Noncount Nouns. Page 110. Time: 10–15 minutes

- What will help your students most is to have them look at the nouns that follow specific expressions of quantity in order to better understand the full meaning of *one*.
- When working through the chart, note that you are moving from singular quantity expressions to plural ones.
- Many of the expressions of quantity have very similar meanings. *A lot of* and *lots of* do have the same meaning. Both are somewhat informal, with *lots of* being more informal.
- Before turning to the actual chart, ask students to give you a few random count nouns. Unusual nouns will be more fun for your students to discuss. For example:

artichoke, hiccup, dog collar
- Using one of these nouns, write an example for each expression of quantity from sections (a) and (b) of the chart on the board under the heading *Used with Count Nouns*. Remind students that the terms in (a) can only be used with count nouns, and as they are singular quantifiers, they can only be used with singular count nouns.
- Practice counting the above unusual nouns in complete sentences, incorporating phrases from both (a) and (b).

Tariq has never eaten an artichoke.
We heard five hiccups from Joy.
Ming Lee has two dog collars for her puppy.
- Now ask your class for a few abstract noncount nouns. For example:

compassion, protein, arrogance
- Using one of these noncount nouns, write example phrases using the expressions from (c) under the heading *Used With Noncount Nouns*.

- Now, using the count and noncount nouns chosen for the above boardwork, write the expressions of quantity from (d) in front of these nouns. For example:

He seems to have no compassion for others.

Red meat has a great deal of protein.

The presidential candidate displayed a great deal of arrogance.

► **EXERCISE 33.** Looking at grammar.
Page 110. Time: 10 minutes

- Do this exercise with your students on sight so that you can correct them immediately.
- Help students hear which combinations are not possible, and write these on the board so you can illustrate and explain why.

Optional Vocabulary

chores stress anxiety

► **EXERCISE 34.** Looking at grammar.
Page 111. Time: 10 minutes

- Give students time to complete these items on their own.
- Remind students that *much* can only be used before noncount items.
- Review as a class.

► **EXERCISE 35.** Looking at grammar.
Page 111. Time: 10 minutes

- Read the direction line aloud.
- Have students complete the exercise independently as seatwork.
- Correct as a class, putting challenging items on the board.

Optional Vocabulary

literature theory hypothesis

► **EXERCISE 36.** Writing and speaking.
Page 112. Time: 10 minutes

With every writing assignment, spend ample time engaging students so that they will want to express their thoughts and opinions in writing.

Expansion

This exercise asks students to state their opinions based on generalizations. First, discuss making such generalizations.

Why do people like to make generalizations or hold broad opinions about whole groups of people?

What is the advantage to doing so? Does it help people make sense of the world around them?

We say that there is always an exception to the rule. What does this mean?

Think about the tone and words you use when you state your opinions. Do your opinions invite open discussion, or are they more likely to anger other people?

- Give students time to create sentences that reflect their true opinions.
- Once students have completed their sentences, share these for grammatical accuracy first, and then use the statements to have a class-wide discussion.

► **EXERCISE 37.** Warm-up. Page 113.
Time: 5–10 minutes

- Have students compare the sets of sentences until they can understand which phrases mean “not a lot of.”

CHART 6-9. Using *A Few* and *Few*; *A Little* and *Little*. Page 113. Time: 10–15 minutes

This is difficult grammar for most learners, and it can be difficult to explain clearly. The chart compares the meanings by saying *a few* and *a little* give a positive idea and connotation that something does exist or is present.

The chart then explains that *few* and *little* give a negative idea and indicate that something is largely or almost completely absent.

Sometimes students think that there must be a difference in quantity between *a few* and *few*. They often ask how many is “a few” and how many is “few.” They may think *few friends* is less in number than *a few friends*. Your job will be to explain that the real difference is how the speaker feels about the number of friends. *A few* reflects a positive opinion of the quantity, and *few* reflects a negative or diminishing opinion, even if the numerical quantity is the exact same in each case.

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

The following explanation should be written on the board after you have amply explained the terms.

Count Noncount

few = not many little = not much (negative connotation)
a few = some a little = some (positive connotation)

- With your students, create sentences that show *a few* and *a little* giving a positive meaning. For example:
Junko has made a few new friends this month.
Guilherme has a little time to spend with his girlfriend this weekend.

- Explain that when you remove the indefinite article in each sentence above, you don't change the quantity. However, doing so changes the speaker or writer's attitude about the quantity.
- Rewrite the sentences above without the article, creating a negative feeling and an impression of insufficiency.

Junko has made few friends this month.

Guilherme has little time to spend with his girlfriend this weekend.

- Have students take turns reading through parts of the chart and reviewing the corresponding notes.
- Help students get used to this idea by providing them with additional examples, and not just those in the chart itself.

► **EXERCISE 38.** Looking at grammar.
Page 113. Time: 10–15 minutes

- Give students time to work through this exercise on their own.
- Review as a class and write any challenging items on the board.
- Tell students that they can emphasize the negative or positive connotation with these phrases by the way in which they change their intonation.

► **EXERCISE 39.** Grammar and listening.
Page 114. Time: 10–15 minutes

- Be provisioned with the appropriate audio.
- Read the direction line to students and have them first complete the sentences on their own using the terms in bold.
- Now, play the audio and have students check themselves.
- Review any challenging items by highlighting them on the board.

Optional Vocabulary

lazy frustrate bitter

► **EXERCISE 40.** Looking at grammar.
Page 114. Time: 10–15 minutes

- Give students time to complete these items independently as seatwork.
- Review as a class and discuss particularly challenging items.

► **EXERCISE 41.** Let's talk. Page 115.
Time: 10–15 minutes

- Put students in pairs.
- Circulate while students discuss the task.
- Come together as class to compare responses and discuss any related matters that arise related to the concept of "enough."

► **EXERCISE 42.** Warm-up. Page 115.
Time: 5 minutes

- Have students go through the warm-up.
- Highlight which expressions of singularity can be followed by a plural noun.

CHART 6-10. Singular Expressions of Quantity: *One, Each, Every*. Page 115.
Time: 10–15 minutes

You might want to refer to Chart 5-4 on subject-verb agreement, which identified *each* and *every* as singular in number.

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

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

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

► **EXERCISE 43.** Looking at grammar.
Page 116. Time: 5 minutes

- Read the direction line aloud.
- Have students complete the exercise as seatwork.
- Review as class, putting any challenging items on the board.

Optional Vocabulary

goalie participation
certificate attend

► **EXERCISE 44.** Game. Page 116.
Time: 10–15 minutes

- Explain the direction line and how the game should work.
- Have students get into teams or groups.
- Call any number at random. The first team to respond correctly gets a point, and so on.

► **EXERCISE 45.** Warm-up. Page 117.
Time: 5–10 minutes

- Have students complete the warm-up.
- Discuss as a group.

CHART 6-11. Using *Of* in Expressions of Quantity. Page 117. Time: 10–15 minutes

As described in the background notes for Chart 6-10, students need to understand the concept of specificity and be able to distinguish nonspecific (*book, desk, cookie*) nouns from specific versions of the same (*the book, my desk, that cookie*) nouns.

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

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

Expressions of Quantity—No “Of” with Nonspecific Nouns

Manuel purchased one ticket.

Jae-Lien saw many movies.

- Come up with examples of expressions that include *of* when used with specific nouns, and put those on the board.

“Of” Used with Specific Nouns

One of those bags belongs to Valentina.

Many of Ahmed’s books are translations from Arabic.

- Finally, write on the board some examples from the chart that always include *of*. This section of the board should be titled:

Expressions That Always Include “Of”

The majority of the students in this school speak several languages in addition to English.

Most of Kazuhiro’s friends also enjoy playing pool.

Hardly any of Alina’s days here have been wasted.

► **EXERCISE 46.** Looking at grammar. Page 118. Time: 10 minutes

- Give students ample time to work through this exercise as seatwork.
- Review as a class.

Optional Vocabulary

catalogs charitable donations

► **EXERCISE 47.** Let’s talk. Page 118. Time: 10 minutes

- Have students review the phrases in the blue box.
- Give students an opportunity to work in pairs.
- Review as a class.

Optional Vocabulary

phenomenon
nutritional
contains
fructose
addictive

► **EXERCISE 48.** Grammar and writing. Page 119. Time: 10 minutes

Part I

- Give students a chance to complete the cloze exercise correctly.
- Review by having students read sentences aloud.

Part II

- Encourage students to write a similar passage about snacks in their countries.
- Continue as homework if needed.

► **EXERCISE 49.** Let’s talk: interview. Page 119. Time: 10–20 minutes

Part I

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

Part II

- Have students use expressions of quantity in their responses and when they report back.

► **EXERCISE 50.** Let’s talk. Page 119. Time: 10–20 minutes

- Read the direction line and example with students.
- Discuss the innate problems of making sweeping generalizations.
- Then have students work in pairs to refine the generalizations given and provide more accurate statements.

Optional Vocabulary

bald illustrations polluted

► **EXERCISE 51.** Check your knowledge. Page 120. Time: 10 minutes

- Have students work through the items as seatwork.
- Review as a class, having all students provide full explanations for their corrections.

► **EXERCISE 52.** Grammar, reading, and writing. Page 120. Time: 15–20 minutes

Part I

- Have students read the passage.
- Discuss any unfamiliar vocabulary items.

Part II

- In groups, have students choose and discuss what features make for a good website.

Part III

- Have students choose a website to review and analyze. They then write an evaluation of the website using the Part II checklist and Part III guide sentences.

Part IV

- Have students review the writing tips and edit their own or another student's writing from Part III.

Optional Vocabulary

preference
navigate
visually appealing
user-friendly