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): wallis, 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.
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)

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:

  - paper
  - toner
  - cleaning supplies
  - staples
  - paperclips

  - 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:

    - Hairdresser’s / Beauty Salon
      - shampoo
      - scissors
      - conditioner
      - hair color
      - razors
      - caps

    - Vegetarian Restaurant
      - potatoes
      - tomatoes
      - beets
      - vegetables
      - carrots
      - tofu
      - beans

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


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).


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:

  Noun as Adjective  Noun

• 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:

  Noun as Adjective  Noun
  class  room
  class  project
  grammar  book
  bulletin  board
  student  work

• 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.


• 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:

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


• 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 bargain stuffed animal upholstery

merchandise worth rare


Time: 5 minutes

• Go through these items as a class.

• Possessive nouns should be quite familiar to most students.


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:

<table>
<thead>
<tr>
<th>Singular Possessive</th>
<th>Plural Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jana’s cell phone</td>
<td>The student’s cell phone is in her backpack.</td>
</tr>
</tbody>
</table>

• 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.

<table>
<thead>
<tr>
<th>Singular Possessive</th>
<th>Plural Possessive</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student’s cell phone is in her backpack.</td>
<td>The students’ cell phones are in their backpacks.</td>
</tr>
</tbody>
</table>

• 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:  
  on her / his / my / your / their father’s or mother’s side  
  maternal  
  paternal  
  branch of the family tree  
  siblings  
  in-laws  
  immediate family  
  nuclear family  
  extended family  
  family feud

**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.
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:

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct Count Form</th>
<th>Correct Noncount Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>many homeworks</td>
<td>many assignments</td>
<td>much / a lot of homework</td>
</tr>
<tr>
<td>many sugars</td>
<td>many grains of sugar</td>
<td>a lot of sugar</td>
</tr>
<tr>
<td>many slangs</td>
<td>many slang expressions</td>
<td>a lot of slang</td>
</tr>
<tr>
<td>many vocabulary</td>
<td>many vocabulary words</td>
<td>a large vocabulary</td>
</tr>
</tbody>
</table>

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.
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.

- 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 24. Looking at grammar.
Page 105. Time: 10 minutes

- 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 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.

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.
- 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 nouncount nouns in Chart 6-6, (a)–(d) by writing the sentences on the board.
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
hoarder
cluttered
interferes
collapsed
arise


- 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
change
operas
symphonies
folk songs
definitions


- 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


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


- 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.

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.
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)

**Optional Vocabulary**
- chores
- stress
- anxiety

**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?

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

**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**
- 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.

**Optional Vocabulary**
- literature
- theory
- hypothesis

**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?

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.

**Nouns** 49
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.

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.

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 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.

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
- catalogs
- charitable
- donations
- phenomenon
- nutritional
- contains
- fructose
- addictive

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.

Optional Vocabulary
- catalogs
- charitable
- donations
- bald
- illustrations
- polluted

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