



CHAPTER

6

NOUNS

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6.1

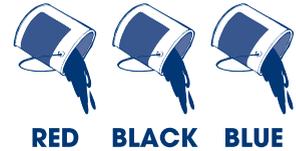
SINGULAR-PLURAL

1. FILL-IN CHART

Materials: Worksheet 39A, 39B, or 39C

Dynamic: Pairs

Time: 20 minutes



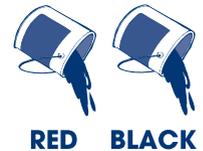
- Procedure:**
1. Have students work together in pairs to complete the worksheet, using the worksheet appropriate to their level. (39A is for the lowest level.)
 2. Check each pair's worksheet as they finish. The first pair to complete the chart successfully wins. If some answers are incorrect, you can either indicate the incorrect answers or tell them how many are incorrect. The game then continues until one pair has all correct answers.

2. RELAY

Materials: Board, 2 markers or pieces of chalk

Dynamic: Teams

Time: 10 minutes



- Procedure:**
1. Divide the class into two teams and have each line up on the opposite side of the room.
 2. On the board, make two lists of the same singular nouns, but in different order. (Variation: list the plural forms.)
 3. Give the first person in line a piece of chalk or marker (depending on your board type). He/She goes to the board and writes the correct plural form of one word, then passes his/her marker to the next person in line. Each student can write only one plural form, but may correct as many incorrect forms on the board as he/she wants.
 4. When you call "Time!" the team with the most correct answers wins.

3. MOUSE STORY

Materials: Worksheet 40

Dynamic: Pairs

Time: 20 minutes

- Procedure:**
1. Divide the class into pairs, and give each pair a copy of the worksheet.
 2. The students read the story and change the underlined nouns to the plural form if necessary. Be sure they understand that some of the underlined nouns will not need to be changed.
 3. Go over the answers when pairs have finished.

Variation 1: If this game is a competition, tell the students to call you over as soon as they finish. The first pair who has all the answers correct, wins. If a pair calls you over but has mistakes, the game proceeds until a winning paper is found.

Variation 2: You may want to use this story in other ways. After you have checked the answers, you can divide the class into small groups and have them practice retelling the story in their group without using the worksheet, and then tell the story to you. The group that most closely retells the story “wins.”

Variation 3: For oral practice, have the pairs role play the story. They will be practicing the singular/plural forms as they act out the story. Choose one pair (or ask for volunteers) to present its role play to the class.



RED

4. TIC TAC TOE

Materials: Worksheet 41, board

Dynamic: Teams

Time: 10 minutes

- Procedure:**
1. Make a tic tac toe grid on the board with singular (or plural) forms of nouns. Divide the class into two teams.
 2. The teams take turns coming to the board and writing in one plural (or singular) form under the word of their choice. If a student from team X writes a correct form, he/she then marks a large X over that space. When team O writes a correct response, it marks a large O over the space.
 3. The first team that succeeds in having three of its marks in a row is the winner.



RED BLACK

NOTE: You may want to discuss blocking strategy, but usually students can figure it out themselves or are limited to choosing a blank with a word whose form they are sure of.

FOLLOW-UP: Divide the class into groups of three and give each group a copy of the worksheet. There are three games on the worksheet. Two students will be the players (X and O), and the third student is the judge who may have his/her book open to check the answers. In the second and third games, the students alternate roles, so that each student gets to play two games and is a judge in a third game.

5. CONCENTRATION

Materials: Board

Dynamic: Groups

Time: 20 minutes



Procedure:

1. Draw a blank grid with only numbers on the board (see below). Divide the class into teams of about five.
2. Each team takes turns calling out two numbers, trying to match a singular and a plural form. As the number is called, write in the word that corresponds to the number from your filled-in grid. Caution the teams to wait until you write the word before they call out a second number.
3. If a team makes a match, leave the answers on the board and draw an “X” through them. The team then takes another turn. If the team does not make a match, erase the two words.
4. Team members may talk together, but remind them that this is also a memory game, so no writing is allowed.

NOTE: You can use any size grid, but be sure to have an even number of spaces. You can use this game to review plural spelling rules (as in the example below), irregular plural forms, or a combination.

On the board:

| | | | | |
|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 |

On the instructor’s paper:

| | | | | |
|-------------|------------|------------|-------------|-----------|
| 1 match | 2 dishes | 3 country | 4 glass | 5 radios |
| 6 monkey | 7 toy | 8 baby | 9 countries | 10 babies |
| 11 potato | 12 glasses | 13 matches | 14 leaves | 15 toys |
| 16 potatoes | 17 dish | 18 monkeys | 19 radio | 20 leaf |

6. BALL TOSS

Materials: Any soft ball or beanbag

Dynamic: Whole class

Time: 5 minutes

- Procedure:**
1. Have students sit or stand in a circle. Decide if you want them to provide the singular or the plural form when they catch the ball.
 2. Begin the game by tossing the ball to a student and saying a noun. If you said a singular noun, the student catching the ball must provide the plural form. That student then throws the ball to another student and says a new noun.

Example: **Instructor:** city
Student A: cities
 mouse
Student B: mice
 child
Student C: children
 radio, etc.



RED BLACK

6.2

NOUNS AND ADJECTIVES

1. PICTURE SENTENCES

Materials: Large magazine pictures

Dynamic: Pairs

Time: 15 minutes

- Procedure:**
1. Give each pair of students a magazine picture (pictures from picture dictionaries may work well also). The picture should have several objects in it. Have the pairs write 5–10 sentences about the picture, using an adjective and a noun in each sentence.
 2. When the pairs have finished, have the students in each pair take turns holding up their picture and reading out their sentences.



RED BLACK

6.3

AGREEMENT

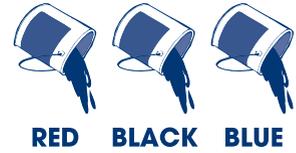
1. ERROR ANALYSIS

Materials: Worksheet 42A or 42B

Dynamic: Small groups

Time: 25 minutes

- Procedure:**
1. Divide students into small groups of approximately three. Give each group a copy of the worksheet appropriate to your class level.
 2. Instruct the members of each group to work together to find the errors indicated after each paragraph.
 3. Students exchange papers with another group. Go over the answers to make sure each group found the errors indicated and can correct them.



6.4

COUNT-NONCOUNT NOUNS

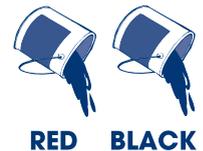
1. SCAVENGER HUNT 1

Materials: Magazines to share in class

Dynamic: Small groups

Time: 15 minutes

- Procedure:**
1. Arrange the class into groups of three or four. Give each group several magazines to cut up. (You may want to assign students to bring in magazines in advance, or provide them yourself.)
 2. Have the groups look for noncount nouns and cut out pictures containing as many of them as they can find in the time provided. The group that finds the most correct pictures wins. (That is, if a group cuts out a picture of a table, for example, that picture cannot be counted.)



Variation: Assign a certain number of count and noncount nouns (perhaps 10 of each) and a time limit. The group that finds the most of each, wins.

SUGGESTION: *Instead of giving magazines to each group, you can keep the magazines on a front desk or in another central location. Each group can take two. When a group finishes with a magazine, the students return it to the table and exchange it for another. Instead of cutting out the pictures, the group can list the objects they found on a paper.*

2. SCAVENGER HUNT 2 (Categories)

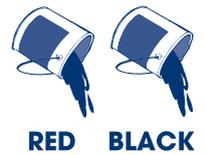
Materials: Magazines to share in class

Dynamic: Small groups

Time: 15 minutes

- Procedure:**
1. Arrange students in groups of three or four. Give each group several magazines to cut up (or make lists from). (Either have students bring in magazines as a previous homework assignment or provide them yourself.)
 2. Assign a category of noncount nouns (liquids, abstracts, weather, meat, whole groups, etc.) and a specific time limit. The group with the most pictures of objects in the stated category at the end of the time period, wins.

Variation: Give each group a different category. At the end of the time period, each group reads out its list (or pictures), perhaps writing the items on the board. The class decides if they are appropriate to the category. The group with the most acceptable answers wins.



3. NAME THAT NOUN

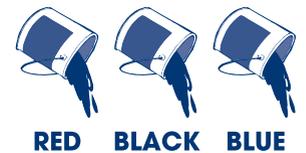
Materials: Objects brought in by students

Dynamic: Whole class

Time: 15 minutes

- Procedure:**
1. The day before, tell students to bring in two objects from home—one a count noun and one a noncount noun. Encourage them to find unusual items.
 2. Collect the objects and distribute them around the class with a number for each.
 3. Have the students walk around, looking at the objects. On a paper, they write what noun they think each number indicates and whether it is count or noncount. They can write only one noun for each number (so if two apples and a pear have the same number, they must write “fruit”).
 4. Go over the answers and have students check how many they got correct.

SUGGESTION: *Bring in your own objects to use as noncount nouns because these will be more difficult for students to find.*



4. GRAMMAR'S WILD

Materials: Colored 3" x 5" and 5" x 7" cards

Dynamic: Teams

Time: 10 minutes

- Procedure:**
1. Write a noun on each 3" x 5" card. Include count and noncount nouns, and nouns that can be either. Write the headings *Count*, *Noncount*, and *Both* on the 5" x 7" cards. Divide the class into teams.
 2. Give each team a set of noun cards and the three heading cards. (To make it easier for you to reuse, use different-colored sets of cards.) Each team must sort their cards into the appropriate categories of count, noncount, or both.
 3. The team that sorts the cards correctly and finishes first is the winner.



BLUE

5. WHAT'S IN YOUR REFRIGERATOR/KITCHEN?

Materials: None

Dynamic: Pairs

Time: 30 minutes

- Procedure:**
1. Review expressions of quantity if necessary.
 2. Divide the class into pairs. Have each pair make one sentence containing each expression of quantity you have studied, using the different foods they have in their own refrigerator or kitchen. They can use a page in their grammar book, or you can give them a list. This is a list of some suggested expressions of quantity.

| | | | |
|------------------------|--------------------|----------------|------------------|
| <i>a couple of</i> | <i>a number of</i> | <i>lots of</i> | <i>one</i> |
| <i>a few</i> | <i>all</i> | <i>many</i> | <i>plenty of</i> |
| <i>a little</i> | <i>both</i> | <i>most</i> | <i>several</i> |
| <i>a great deal of</i> | <i>each</i> | <i>much</i> | <i>some</i> |
| <i>a lot of</i> | <i>every</i> | <i>no</i> | |
 3. Check the sentences as each pair finishes. (To check the sentences, one pair reads its sentences to another pair.) The pair that finishes first with all correct sentences wins.



BLUE

SUGGESTION: *You can expand this activity to topics other than the refrigerator, such as other rooms in the house or other buildings.*

6.5

ARTICLES

1. SCAVENGER HUNT 3

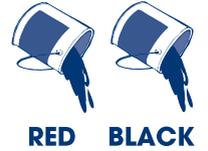
Materials: Magazines for students to share

Dynamic: Small groups

Time: 15 minutes

- Procedure:**
1. Divide the students into groups of three or four. Give each group several magazines to cut up. (You can assign students to bring in magazines in advance, or provide them yourself. Or, as in the previous scavenger hunt activities, you may want to stack magazines on a front desk and let students trade in magazines when they are through. This provides for better circulation of the magazines. Set a limit that each group can have at any one time.)
 2. Have the groups look for nouns that take the article *a* or the article *an*. You may want to assign a certain number (find 10 of each). The students can either cut out the pictures in the time provided, or make a list of the objects they find. Or make the game competitive by seeing which group can find the most pictures that correctly depict the items in the time specified.

Examples of pictures: a book an apple
 a cat an elephant



2. ARTICLE PASS-ALONG

Materials: Worksheet 43

Dynamic: Groups

Time: 15 minutes

- Procedure:**
1. Divide the class into groups of four or five. Give each group a copy of the worksheet.
 2. Assign a time limit and have the students in each group work together to fill in the missing articles. Have the groups correct each other's papers as you go over them aloud.



Variation: Divide the class into large groups or, if you have a small class, do the game as a whole-class activity. Give each student a copy of the handout. Have students write their names on the page and fill in as many articles as possible in the time allowed. When you say “Pass,” they pass the paper to the next student. They can also correct any errors they see. Continue until most or all of the blanks have been filled in. Have students correct the last paper they ended up with (unless it is their own).

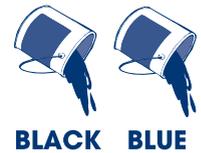
3. ERROR ANALYSIS DRAW

Materials: Worksheet 44 or make your own

Dynamic: Teams

Time: 20 minutes

- Procedure:**
1. Cut Worksheet 44 into strips, or make your own. Divide the class into two teams on opposite sides of the room. If your class is large, you can divide the class into several teams.
 2. A student from the first team comes to the front of the class and selects a strip, reads the strip aloud, and decides if the sentence is correct. If it is incorrect, the student must correct it.



NOTE: *Generally it is better not to let the team help, but if you are using small teams or want more interaction, you can have the team discuss the sentence. However, for scoring purposes, accept only the answer given by the student who drew the strip.*

SCORING: *If the sentence is correct and the student says so, the team receives one point.*

If the sentence is incorrect and the student correctly identifies it as such, the team receives one point. The team receives one more point for correcting it.

If the student/team identifies a sentence as incorrect but fails to provide an accurate correction, the other team (or next team if you have more than two) can “steal” a point by correcting the sentence. That team then goes on to draw its own sentence.

SUGGESTION: *Make your own strips so that the grammar reflects the content of your course. Use the worksheet as a model only if it is appropriate for your class.*



Worksheet 39A: FILL-IN CHART (LOWER LEVEL)

Write the correct plural form for each word. Call your instructor to check when you have completed the chart.

| SINGULAR | PLURAL |
|----------|--------|
| city | |
| key | |
| tomato | |
| radio | |
| mouse | |
| house | |
| man | |
| pan | |
| fish | |
| wish | |
| foot | |
| boot | |
| mother | |
| brother | |
| this | |
| kiss | |
| that | |
| hat | |
| life | |
| line | |
| fox | |
| lock | |



Worksheet 39B: FILL-IN CHART

Write the correct plural form for each word. Call your instructor to check when you have completed the chart.

| SINGULAR | PLURAL |
|----------|--------|
| kiss | |
| this | |
| that | |
| hat | |
| mouse | |
| house | |
| man | |
| pan | |
| boot | |
| foot | |
| tooth | |
| booth | |
| zoo | |
| potato | |
| goose | |
| sheep | |
| cactus | |
| class | |
| shell | |
| shelf | |
| box | |



Worksheet 39C: FILL-IN CHART (HIGHER LEVEL)

Write the correct plural form for each word. Call your instructor to check when you have completed the chart.

| SINGULAR | PLURAL |
|----------|--------|
| box | |
| ox | |
| hero | |
| piano | |
| auto | |
| chief | |
| thief | |
| louse | |
| house | |
| tooth | |
| booth | |
| this | |
| kiss | |
| bat | |
| that | |
| root | |
| boot | |
| man | |
| ban | |
| blouse | |
| goose | |



Worksheet 40: MOUSE STORY

Change the underlined nouns to their plural forms if necessary.

A town mouse and a country mouse were friend¹, so the country mouse invited his friend² to his home in the field. The town mouse came, and they sat down to a dinner of root³ and vegetable⁴. The town mouse was not impressed by this dinner⁵. He said, "You live no better than the ant⁶ and other insect⁷ here. You must come and see all the thing⁸ you can eat at my house⁹." The town mouse then took the country mouse back to town with him. The town mouse showed the country mouse the kitchen full of cookie¹⁰, pastry¹¹, apple¹², roll¹³, and other food. They were just about to eat when two child¹⁴ came running into the kitchen and scared the two mouse¹⁵ away. They hid and waited for these kid¹⁶ to leave. They tried to eat again, but this time they were scared away by a woman¹⁷ working in the kitchen. Finally, the country mouse said, "You may have many luxury¹⁸ here, but I prefer my home where I can have a simple dinner in peace!"

- | | |
|----------|-----------|
| 1. _____ | 10. _____ |
| 2. _____ | 11. _____ |
| 3. _____ | 12. _____ |
| 4. _____ | 13. _____ |
| 5. _____ | 14. _____ |
| 6. _____ | 15. _____ |
| 7. _____ | 16. _____ |
| 8. _____ | 17. _____ |
| 9. _____ | 18. _____ |



Worksheet 41: TIC TAC TOE

| | | |
|-------|-------|-------|
| mouse | child | fish |
| fish | tooth | man |
| foot | man | goose |

| | | |
|--------|-------|-------|
| house | knife | fox |
| tomato | book | brush |
| zero | party | zoo |

| | | |
|-------|--------|--------|
| rose | shelf | girl |
| baby | banana | city |
| puppy | tray | island |



Worksheet 42A: ERROR ANALYSIS (LOWER LEVEL)

- A. Clothes can tell a lot about a person, but we can't judge a person by the clothes they wears. In my country, a lot of peoples judges a person by what name brand of clothes they wears. A lot of times, peoples talks about what clothes their friends wears or says some peoples wears inappropriate clothes to high school.
- 7 subject-verb-agreement errors 3 number-agreement errors
- B. Now I'm in California where it is warm all through the year and where there's many beautiful beach. When you take a walk on the beach, you see people wearing baggy clothes—at least two size larger than what they should be wearing. This people are surfers. Personally, I believe that the reason surfers wears baggy clothes are they always has wetsuits on in order to be ready for waves.
- 4 subject-verb-agreement errors 3 number-agreement errors
- C. We have some important decision to make in our lives. We can't run away from them and needs to choose what is best for us. The three most important decisions for me are where to study, choice of jobs, and whom to marry. All of them is important, but perhaps marriage is the most important ones. We has to choose whether we will marry or not. If we doesn't marry, it mean that we will not have a family—including our own children. The decision about whom we'll marry are difficult to make also. In conclusions, we can't predict what will happen and how our lives will be influenced by those decision, but we has to decide even if it turn out bad.
- 7 subject-verb-agreement errors 5 number-agreement errors
- D. There is a lot of important thing in a lifetime. The most important thing for a young people is to get a good educations. A good education help you to get a good job later on. You needs a good job to earn enough money to live comfortably. It is not as important to have a really high-paying job as it is to be happy in your choices of occupation. Also, everyone need to settle down by having a families because it is important in order for civilization to continue. However, being happy with oneself is truly the most important thing in life.
- 4 subject-verb-agreement errors 5 number-agreement errors



Worksheet 42B: ERROR ANALYSIS (HIGHER LEVEL)

- A. I has lived in Poland most of my life, and there is a places that I remembers very well. It is a short, dark streets with building on both side. The buildings are very tall—at least four floor. There are an entrance, but no exit from these street. The windows looks dirty, but it is only shadow and window coverings that makes them look dark. Most people keep them clean and nice. I thinks about these place often because I spent most of my lives there with many good friend.
- 6 subject-verb–agreement errors 8 number-agreement errors
- B. Explorers has lived in almost all times and in almost every countries. There is many interesting books written and lots of adventure movie made about them. We can see that an explorer’s life is not just interesting, but it is also dangerous. In my opinion, explorers should be strong and brave, smart and experienced, and also has a sense of adventure.
- 3 subject-verb–agreement errors 2 number-agreement errors
- C. All the government of democratic nations makes laws according to the necessity of the social life of the country at the moments the law is enacted. After many year, some of that laws becomes inadequate, and there are an attempt by citizen to change them. This is what is happening in the U.S. now regarding gun control. In my opinion, a law that control guns is necessary because it reduce slaughters, gun accidents and violence in general.
- 5 subject-verb–agreement errors 5 number-agreement errors
- D. Dreams—these interesting topic have been on people’s minds for a long time. Everybody have the ability to dream in one way or another. Some peoples even says that dreaming is a sign that we are sleeping the perfect sleep. Throughout time, it have always been a top priorities to figure out the nature of dreams. Although our knowledge of dreams are still in a primitive stage, we has already managed to divide them into category. The majority of people will agree that nightmares, daydreams and visions are the most common types of dream.
- 6 subject-verb–agreement errors 5 number-agreement errors



Worksheet 43: ARTICLE PASS-ALONG

Fill in the blanks with the appropriate article: a, an, the, or 0.

1. _____ yellow dog that belongs to my brother is _____ old dog.
2. Does Yasuyuki drive _____ truck or _____ car?
3. My sister's boyfriend works at _____ restaurant across from _____ school he attends.
4. My new watch is made of _____ gold.
5. When Martha heard _____ terrible news, she was filled with _____ sadness.
6. _____ women generally live longer than _____ men.
7. Many people return to _____ college after working for several years.
8. The teacher said, "You may take _____ break if you have finished _____ rest of _____ test."
9. I'm going to _____ market on Hill Street. Can I get you anything?
10. After Thanksgiving weekend, you would probably agree that _____ football is _____ most popular sport in North America.
11. I hope to get _____ degree in _____ computer science by _____ end of this year.
12. What is more important to you— _____ good health or _____ money?
13. If _____ telephone in the kitchen rings, will you pick it up?
14. _____ radio had _____ biggest influence on _____ people until _____ invention of _____ television.
15. One reason Rafael bought his house is that _____ backyard is a good place for his kids to play.
16. What is _____ quickest way to get to _____ mall?



Worksheet 44: ERROR ANALYSIS DRAW



Japanese eye contact between women and a men is impolite.

Eyes, hands, and entire body help express what we want to say.

When people meet for the first time, they shake hands.

Gestures are used by many people such as a teacher and policemen.

If a guy and a girl are sitting together on a sofa and talking about something, and suddenly the girl is moving and tossing her hair, this signals her interest in the guy.

When we are talking, we like to see the people's eyes.

Body language is part of our system of communication.

The gestures mentioned earlier are also important to interpret nonverbal communication.

The misinterpretation of nonverbal signals can cause the serious problems between cultures.

The way a person stands or sits can reflect his self-image.

This example reminds me of the memories of the past 24 years.

People can tell by the wrinkles on others' faces what they have done in the past.