Warm-up

Bring fruit and empty packages (or pictures) of the following, and display them on your desk: two apples, three bananas, an egg, ice cream, bread, eight cookies, chocolate, water, milk, cheese. Walk in and tell the class you're hungry. Say, "Let's see what there is to eat." You could also ask students to bring in one of the objects or pictures.

Hold each of the items up, name it, count it if possible, and write the word on the board. Write the nouns in two columns – count and non-count nouns (don't label the columns yet). Go over the two columns / ask students to read the words on the board. Drill the new words with pictures and repetition.

Now ask the class if they know why you wrote the words in two columns. What's the difference between the two? Then label the two columns Count Nouns and Non-count Nouns.

This concept can be confusing. You can count count nouns. You can't count non-count nouns, but you can count their con tainers (3 glasses/bottles/cups of water). They need multiple examples of the concept and activities where they use the language.

Have many pictures and students sort them into the two groups.

Introduce **some** explaining its meaning and that it can come with both plural count nouns and with non-count nouns. Ask the students to explain the difference between **some** and the numbers (1 – 9).

Practice

Ask students to complete the prompts you give with one of the nouns on the board.

    a. I'm hungry. Let's eat some _____.

    b. Let's drink some _____.

    c. Let's eat eight _____.

    d. There are two _____ on the desk.

    e. Let's eat some _____.

    f. There's an _____ on the desk.

    g. There's some _____ here. Let's drink it!

    h. Let's eat nine _____.

    i. Are you hungry?

    j. Let's eat some _____.

    k. Let's drink some _____.

Movie

Show the movie.

Practice & **Check**	Ask the students to go over specific features independently in class or choose features to go over together with the class. Allot 20 minutes for this work.
	While students are working, walk around to check the previous lesson's homework assignment (sentences and questions with there is/are).
Homework	Circle the word that doesn't belong:

      a. milk / bananas / cheese

      b. cookies / apples / ice cream

      c. bread / children / music

      d. water / friends / trees

      e. monster / ants / chocolate

      f. cookies / eggs / houses

      g. hungry / nine / six

      h. look at / look for / see

      i. lots of / some / many

      j. milk / men / water

Sum-up	Call on students to give at least one example of something new they've learned in today's lesson, e.g. count and non-count nouns / new words.

Warm-up

Bring two apples, some chocolate, some water and eight cookies (or pictures) but don't display them on your desk. Tell the class you're hungry again but there aren't any bananas, there isn't any cheese (review the nouns) and there isn't any milk, and there isn't any water to drink.

"OK, let's look for some apples, some bananas or some cheese to eat." Put your bag on the desk and look for the food.

Say, "I'm hungry again. I'm looking for some apples. Is there any chocolate here? Are there any apples? Is there any water?" As you find the food, display it, saying: "Oh, that's great! There are some cookies. There are lots of cookies – one, two.....eight cookies! Mmmmmmmm There's some chocolate too. There are two apples and there's some water. That's cool! But there isn't any ice cream and there aren't any bananas."

Ask the students to explain the meaning of **any**. Explain the difference between **any** and **some.** Give examples.

Check

Check homework. While checking the homework assignment, make sure that students understand the meaning of 'lots of' and 'look for'. Explain the difference between lots of (comes with count and non-count nouns) and 'many' (with count nouns only).

Game

Let's Look for it!

The aim of the game is for a volunteer (A) to find a hidden food item.

    a. A volunteer (A) leaves the classroom.

    b. While s/he's outside, ask one of the students (B) to take one of the food items on your desk and hide it. Put the other items back in your bag.

    c. Call the volunteer (student A) back. Assign a student (C) who will count from one to ten slowly. Student A must find the item by the count of 10.

    d. Student B says: "Look for it!" and helps direct student A by saying "Yes" / "No" / "Very good!" as A approaches the hidden item. Student A can ask: Is it under the book / behind the door / here / there....?

    e. When student A finds the hidden item, s/he says: "There are two apples here, but there isn't/aren't any apples / chocolate /apples / cookies".

    f. Now the game continues. Student A becomes Student B and hides another item. A new volunteer is chosen. The game continues until all the items in the teacher's bag have been hidden (and found).

Practice   Students work on specified features from this unit at the teacher's discretion. Allot 15 minutes for this activity.

Homework   Prepare a handout for the homework:

Add **some / any** to the sentences.

   a. There are _____children in the park.

   b. Are there _____ apples on the desk? No, there aren't _____.

   c. I'm hungry! Let's eat _____ bread with _____ cheese. Oh, no! There isn't _____ cheese!

   d. I like _____ music.

   e. Is there _____ chocolate? I'm looking for it.

   f. What is there to eat and drink?

   g. There aren't _____ cookies and there isn't _____ bread! There are _____ bananas.

   h. Is there _____ ice cream? Oh good! There is _____ chocolate ice cream.

   i. Why are you looking for the bread? Are you hungry? Try the cheese, there's _____ very good cheese. There are _____ very good cookies too.

Sum-up   Ask students to complete the sentences:

   a. There isn't any _____.

   b. There aren't any _____.

   c. There are some _____.

   d. Is there _____ milk? No, there isn't _____.

   e. Are there _____ oranges? Yes, there are _____.

   f. There _____ some water.

   g. There _____ any cookies.

Warm-up

Bring two oranges, nine cookies, five apples, ten pens, some water, some bread and some cheese (or pictures of them) to class. Hand out the items so that each student has something. Write **how many** and **how much** on the board as titles of two columns. Tell the students that when you call out an item, all the students with the item called out, should bring the item to you. Count the items as they're returned.

Ask, "How many/much _____ is/are there?

Now write the number/quantity under the appropriate heading:

How much?	How many?
some water	2 oranges
some bread	9 cookies
some cheese	5 apples
	10 pens

Ask the students to explain the difference between **how many** and **how much.**

Practice

If they need more practice, do a fast-paced drill. Call out count and non-count nouns, and students call out **how much** or **how many:**

Teacher: pens
Students: how many
Teacher: milk
Students: how much

After some of these examples, they can switch to a complete question: How much milk is there?

Ask students to complete the sentences with **many** or **much.**

a. How _____ children are there?
b. How _____ books are on the desk?
c. How _____ ice cream is there?
d. How _____ friends are coming?
e. How _____ chocolate is in the closet?
f. How _____ homework is there? A lot!

Check

Check homework. Check that students understand their mistakes.

Practice   Tell the students you are going to read the sentences that were in the homework assignment again. However this time you are going to skip a few words each time. Students should follow your reading and find the words that have been omitted.

For example: a. There are some in the park. (children)
                 b. Are there on the desk? (any apples)

Homework   Prepare a hand out or students copy from the board:
Find the words and circle them.
a. a p p l e g a m e s a n d w i c h
b. i c e c r e a m a n y e s o m e
c. b r e a d o p e n i n e a t h r e e

Add **some / any / many / much**
a. I am playing with _____ good friends.
b. How _____ chocolate is there? Lots!
c. There's isn't _____ ice cream.
d. Are there _____ pretty girls?
e. How _____ boys are coming? Ten!
f. There are _____ very good games on TV.
g. How _____ homework is there? A lot!

Sum-up   Ask students what they know about count and non-count nouns. Remind them that non-count nouns never come in the plural and so don't take a plural verb.

Ask the students questions using **how many** and **how much,** eliciting correct responses using **some** and **any.**