

# 7 There Isn't Any Bread

## Uncountable Nouns

Target patterns: There's some . . . .  
There isn't any . . . .  
How much . . . is there?

Communication skills: At a restaurant  
Talking about food

Language sets: Carton, slice . . .  
Kitchen words

### Warm Up Tic-Tac-Toe

Write a different countable noun in each square of a 3 x 3 or a 4x4 grid on the board. Divide the class into two teams.

The teams play Tic-Tac-Toe. When a student chooses a word, he/she makes a "There's a . . . ." sentence. With plural nouns (they make "There are some . . . ." or "There aren't any . . . ." sentences), and then with uncountable nouns. (Help them make "There's some . . . ." or "There isn't any . . . ." sentences.) The students then play the game in pairs, using a mixture of nouns.

Draw a 4x4 grid on the board and write a countable noun in each square.

Divide the class into two teams. Help a student from one team choose a square and make a "There's a . . . ." sentence using the word in the square (e.g. There's a *river* near my *house*). The teams take turns. One team marks squares O and the other team X.

Then, play the game with plural nouns (the students make "There are some . . . ." or "There aren't any . . . ." sentences), and then with uncountable nouns. (Help them make "There's some . . . ." or "There isn't any . . . ." sentences.)

The students then play the game in pairs, using a mixture of different kinds of nouns. You can write these nouns in the grid on the board for the students to copy or the students can make their own grids and choose their own nouns.

### I'm Hungry!

The students can listen to the dialog, read it, or do both.

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### Anticipation questions

*What time is it?*

*What does Carmen want?*

### Follow-up questions

*Is there any milk in the fridge?*

*Is there any juice in the fridge?*

*Is there any juice in your fridge?*

### Comprehension—Personalization

T: *What's in the fridge?*

S1: *There's a carton of milk.*

S2: *There are some cans of juice.*

S3: *There's some fruit.*

S4: *There's some ice cream.*

S5: *There's a little cheese.*

T: *What's in your fridge?*

S6: *There's . . . . / There are . . . .*

### Pairwork:

One student says what's in the various rooms in his/her house. Introduce the patterns "Are there any . . . ?" and "Is there any . . . ?" so the second student can participate.

### Personalization

Accuse individual students of having something absurd either with them or at home.

### Examples:

*There's a gorilla in your bag!*

*There are some bananas on your head!*

Help the students deny the accusations, using the pattern "No! There aren't any . . . !" or "No, there isn't any/a . . . ."

Then, in pairs, students take turns accusing each other of having absurd things at home. The student being accused denies the accusation.

### Warm Up Neighborhoods—How Much/Many?

Ask the students "How many . . . are there?" and "How much . . . is there?" questions about their neighborhood or city. The students then do the activity in pairs or small groups. Encourage them to ask a lot of questions.

## How Much Fruit Is There?

The students can listen to the dialog, read it, or do both.

### Anticipation questions

*How many bananas are there?  
What time is it?*

### Follow-up questions

*How much fruit is there?  
How many strawberries are there?  
How much fruit is there in your fridge?*

### Comprehension—Personalization

T: *There is only a little fruit.*

Class: *No! There's a lot of fruit!*

T: *There are eight hundred ninety-six bananas.*

Class: *No! There are two bananas!*

T: *There is one strawberry.*

Class: *No! There are a lot of strawberries.*

T: *There's a hippopotamus in your living room.*

S1: *No! There aren't any hippopotamuses in my living room!*

### Pairwork

The students continue with the activity. One student states that there is something absurd in the other student's house, school, office, city, etc. The second student strongly denies it (or confirms that it's true!)

## Personalization

The students look at atlases or the Internet and ask each other "How much/many . . . ?" questions.

Example questions:

*How many countries are there in Africa?*

*How many mountains are there in Canada?*

*How much rain is there in Brazil?*

They can answer with specific figures or just say things like:

*There is/are a lot of . . . .*

*There is/are a quite a lot of . . . .*

*There isn't/aren't any . . . .*

## Word Building

### How Much Is There?

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice

exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

### Sample answers

*There's a lot of oil in my kitchen.*

*There's a carton of juice in my fridge.*

*I'd like a bowl of corn flakes.*

## Controlled Practice

### In the Kitchen

The students make sentences about each picture.

### Sample answers

1. *There's a microwave.*

2. *There are some pots.*

3. *There's some bread.*

4. *There aren't any chairs.*

5. *There isn't any cooking oil.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

### Sample answers

*There are some students in this room.*

*There's some air in this room.*

*There isn't any butter in this room.*

## Warm Up

### At a Local Restaurant

Two students role play being a waiter and a customer in a popular local restaurant. Half the class help one student, and the other half help the other student. Encourage the students to talk freely. The students then do the same activity in pairs. If possible, use a menu from a local restaurant.

## Would You Like Some Garlic Bread?

The students can listen to the dialog, read it, or do both.

### Anticipation questions

*Would he like a big steak or a small steak?*

*Does he like garlic?*

### Follow-up questions

*What kind of soup would he like?*

*What kind of soup would you like?*

Would he like the steak rare, medium, or well done?

### Recalling the dialog

Various ways of getting students to recall a dialog are

suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

## Personalization

In pairs, students take turns playing the roles of waiters and customers in various kinds of restaurants. Let them talk freely using the patterns in the dialog as a starting point.

## Communication Activities

### A. What's on the Tray?

Place small objects or flashcards on a tray, and cover them with a cloth. Remove the cloth for a short time. The students try to remember what is on the tray. Replace the cloth. The students say or write sentences about each object/flashcard they can remember.

### B. Prompts

One student names something countable or uncountable—e.g. truck, eraser, yogurt. The other(s) describe where the thing is—e.g. *"There's a truck in the parking lot near this school."*

### C. Menus

The simple version is for the students to order meals using the downloadable materials. Alternatively, the students can go through the whole process of telephoning to make a reservation, arriving at the restaurant, sitting down, being served, ordering the meal, paying, and leaving the restaurant.

## Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, groups, or as a class.

## Sample answers

Role play

- Clerk: *May I help you?*  
 You: *1. Yes. Do you have any sweaters?*  
 Clerk: *Sure. What color would you like?*  
 You: *2. Pink.*  
 Clerk: *What size are you?*  
 You: *3. I think I'm a large.*  
 Clerk: *How about this one?*  
 You: *4. Yes. It's very nice.*

Picture Prompts

1. *Take the first right. The restaurant is on the right.*
2. *Take the first right, and then the first left. The (train) station is in front of you.*
3. *Go straight down this street. Go over the bridge. The library is on the left.*
4. *She wants a cat.*
5. *He wants a razor.*
6. *It wants a bone.*

## Personal Record

### Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

### Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.