

LANGUAGE FOCUS

Countable and Uncountable Nouns + *some, any, much, many and a lot of*

I can talk about food and meals.

AT A GLANCE



FOCUS

Countable & uncountable nouns + *some, any, much, many, a lot of*



SKILLS

Grammar, Reading, Writing, Speaking



VALUES

Healthy living, Good eating habits



LEARNING OBJECTIVES (SMART)

By the end of the lesson, pupils will be able to:

1. Classify countable and uncountable nouns correctly.
2. Use *some, any, much, many* and *a lot of* in sentences accurately.
3. Ask and answer questions about food and meals using the target language.



SUCCESS CRITERIA

I can...

- ✓ identify countable and uncountable nouns.
- ✓ use *some, any, much, many* and *a lot of* correctly.
- ✓ complete the activities with good accuracy.
- ✓ ask and answer questions about food and meals.



KEY VOCABULARY

apple • juice • egg • bread • pasta • sweet •
water • snack • meat • crisps • rice •
vegetables • cheese • pears • grapes



MATERIALS

- Student's Book (Page 55)
- Worksheet (if needed)
- Whiteboard / markers
- Timer
- Flashcards / pictures of food



LESSON FLOW

	1. SET INDUCTION (10 min)	• Show pictures of different foods. • Ask pupils: "What food do you like?" "What do you eat every day?" • Write some food words on the board. • Pupils guess and say the words.
	2. RECALL (5 min)	• Review countable and uncountable nouns. • Ask pupils to give examples. • Classify them together on the board (Countable / Uncountable).
	3. INPUT / EXPLAIN (15 min)	• Explain the rules for countable and uncountable nouns. • Introduce: <i>some, any, much, many</i> and <i>a lot of</i>. • Give examples and model sentences. • Display the "Grammar at a Glance" table.
	4. GUIDED PRACTICE (20 min)	• Pupils complete Exercises 1–4 in pairs. • Walk around and give support. • Check answers together as a class.
	5. USE IT! (SPEAKING) (15 min)	• Pupils talk about the food they usually eat and drink. • Encourage them to compare with a partner. • Invite some pupils to share with the class.
	6. CLOSURE (5 min)	• Ask pupils: What did we learn today? • Quick recap using 3–4 questions. • Praise pupils and motivate them.



DIFFERENTIATION

Support

- Provide word bank and sentence starters.
- Use pictures to help them.

Core

- Complete the exercises with guidance.
- Use model sentences.

Extend

- Create their own sentences.
- Make questions using *some, any, much, many* and *a lot of*.



LEARNING APPROACH

Pupil-Centred Learning

- Pair Work
- Collaborative Learning
- Discussion
- Communicative Approach



TEACHER'S QUICK GUIDE

- Use real objects or pictures to teach countable and uncountable nouns.
- Emphasise the difference between countable and uncountable.
- Give plenty of examples.
- Encourage pupils to speak in full sentences.
- Praise effort and correct gently.



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Vocabulary
Food and drinks



Language
Countable & Uncountable
nouns + *some, any,*
much, many, a lot of



Skills
Grammar, Reading,
Writing, Speaking



1 THINK! – BACKGROUND INFORMATION

Nouns are naming words. We use them to talk about people, places, things and ideas.

- Countable nouns are things we can count.
(e.g. *an apple, eggs, a snack*)
- Uncountable nouns are things we cannot count.
(e.g. *rice, water, pasta*)

We use *some, any, much, many* and *a lot of* to talk about quantity.



2 EXERCISE ANSWER KEYS

Exercise 1

Countable (C)	Uncountable (U)	Rules
apple (c)	juice (u)	1. an egg/eggs, a sweet/sweets, a snack/snacks
egg (c)	bread (u)	2. bread, pasta, water
sweet (c)	pasta (u)	
snack (c)	water (u)	

Exercise 2

1	2	3	4	5	6
rice	cheese	meat	vegetables	pears	crisps

Exercise 3

1	2	3
much	many	negative

Exercise 4

1	2	3	4	5
much, any	many, many	much, a lot of	much, much	many, some



LANGUAGE SUPPORT – GRAMMAR AT A GLANCE

Word	Use	Examples
some	used in affirmative sentences	I have some bread. There is some cheese.
any	used in questions and negative sentences	Do you have any rice? I don't have any juice.
much	used with uncountable nouns	How much water do you drink? There isn't much pasta.
many	used with countable nouns	How many apples do you have? There aren't many crisps.
a lot of	used with countable and uncountable nouns	I eat a lot of vegetables. We have a lot of rice.



TEACHING NOTES

- Introduce the difference between countable and uncountable nouns using real items or pictures.
- Emphasise that we use *a/an* only with countable nouns.
- Practise *some, any, much, many* and *a lot of* in meaningful contexts.
- Encourage pupils to speak in full sentences.
- For weaker classes, provide sentence starters and word banks.
- Check understanding frequently and give immediate feedback.



SUGGESTED COLLABORATIVE ACTIVITY

Food Sorting Challenge

- Divide the class into small groups.
- Give each group a set of food picture cards.
- Groups sort the cards into two baskets: Countable and Uncountable.
- Then, they make sentences using *some, any, much, many* or *a lot of* about the foods.
- Each group presents their sentences to the class.



EXTENSION ACTIVITY

Shopping List

Invite three friends for a meal.
Write a shopping list of the food and drinks you need.
Use *some, any, much, many* and *a lot of*.
Example:

- I need some apples.
- I don't need any juice.
- I need a lot of rice.



TEACHER'S TIPS

- Use real objects or pictures to make the lesson concrete.
- Model the target language before asking pupils to use it.
- Encourage repetition and differ practice.
- Praise effort and correct gently.
- Use games and group tasks to keep pupils engaged.



COMMON PUPIL ERRORS

- Using *some* with negative sentences. → Remind: Use *any* in negative sentences.
- Using *many* with uncountable nouns. → Remind: Use *much* with uncountable nouns.
- Forgetting plural forms of countable nouns. → Practise plural forms: eggs, snacks, sweets.
- Omitting *a/an* with countable nouns. → Remind: *a/an* is used with singular nouns.



MODEL SENTENCES

- I have some bread and cheese.
- Do you have any crisps?
- There isn't much pasta.
- How many pears do you have?
- We eat a lot of vegetables every day.



10

TEACHING REMINDER

Always draw pupils' attention to the correct use of *some, any, much, many* and *a lot of*. Encourage them to think before they speak or write. Provide plenty of practice in different contexts to build confidence.