



COUNTABLE & UNCOUNTABLE NOUNS

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Level: A1-A2

Topic: Countable and Uncountable Nouns

Skills: Vocabulary, Grammar, Speaking

Time: 60–90 minutes

Central Material: Large market stall image (PDF 2)

Objectives (Can-Do Statements)

- I can identify countable and uncountable nouns.
- I can use *a/an, some, many, much, a lot of, a little, and a few* correctly.
- I can ask and answer questions about quantity.
- I can talk about food and shopping using correct quantifiers.

◆ Lead-in Activity (Teacher-Student – 5–8 minutes)

1. Do you like going to markets or supermarkets?
2. What food do you usually buy?
3. What words do you know to talk about quantity in English?
4. Before we look at the picture: What food do you think we will see at this market stall?

Vocabulary Elicitation:

Let's make two lists on the board:

Countable (apple → apples)

Uncountable (rice, milk, bread...)

◆ Concept Check: The Classroom "Is it Possible?" Game (Teacher-Student – 5–7 minutes)

Focus: Testing the logic of counting before introducing the quantifiers.

Now that you have your two lists (Countable and Uncountable) on the board, use this quick verbal game to test if students understand the core rule of *how* we count these items before they see the market scene.

Call out a phrase. Students must quickly call out **"Yes!"** if it sounds correct, or **"No!"** if it sounds impossible. If they say "No," elicit the correct way to say it.

Teacher Script & Prompts:

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| • Teacher: "Can I have three bananas?" | Students: "Yes!" |
| • Teacher: "Can I have three milks?" | "No! Three bottles of milk / some milk." |
| • Teacher: "Can I have a few carrots?" | Students: "Yes!" |
| • Teacher: "Can I have a few rice?" | "No! A little rice / a bag of rice." |
| • Teacher: "Can I have a lot of apples?" | Students: "Yes!" |
| • Teacher: "Can I have a lot of sugar?" | Students: "Yes!" |

Point to the last two examples on the board (*a lot of apples / a lot of sugar*). Ask the class:

- "Look at 'a lot of'. Do we use it for things we can count, things we can't count, or both?"
- (Elicit: **Both!**)

→ Then show the big central image.