



## COUNTABLE & UNCOUNTABLE NOUNS

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### Activity 1: Describe the Market

Choose **two** items from the picture and describe the quantity.

**Example:**

There are many oranges. There is a little cheese.

### Activity 2: The 30-Second Memory Blitz (10 minutes)

Pair Work - Visual scanning, practicing *There is/are*, and initial quantifier testing.

1. Look at the market stall image for exactly **30 seconds**. Try to remember everything!
2. Turn around or close your eyes.
3. In pairs, Partner A has 1 minute to tell Partner B everything they remember using the sentence starters below. Partner B checks the image and counts the items!
4. Swap roles. Who has the best memory in the class?

**Useful Phrases**

- "I remember **some** bananas hanging up."
- "There are **a few** carrots in a basket."
- "I think there is **a lot of** rice in a big sack."
- "There are **many** cookies in..."

**Follow-up Elicitation:**

- Which items were easy to count? (e.g., apples, water bottles)
- Which items were impossible to count individually? (e.g., sugar, flour, orange juice)

### Activity 3: Role-Play – At the Market Stall (Pair Work)

**Role A:** Customer

**Role B:** Market seller

**Useful Language**

Customer	Market Seller
<ul style="list-style-type: none"> <li>• How much is the rice?</li> <li>• How many apples are there?</li> <li>• I'd like some ..., please.</li> <li>• Do you have much ... ?</li> </ul>	<ul style="list-style-type: none"> <li>• There is a lot of ...</li> <li>• We have many ...</li> <li>• How much would you like?</li> </ul>

**Practice:** Do the role-play **2–3 times**. Change roles and try to buy at least 6 different things.

**Activity 4: Find Someone Who...**

1. drinks a lot of milk.
2. eats a lot of rice.
3. buys many eggs every week.
4. doesn't eat much bread.
5. likes eating a lot of fruit.
6. buys a few cookies sometimes.
7. to eat a lot of vegetables.
8. doesn't drink much juice.

**Name**

**Name**

_____	_____
_____	_____
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**Activity 5: The Sneaky Shoplifter (Whole Class Game – 10 minutes)**

Rapid production of negative structures (*There isn't any...* / *There aren't any...*) and memory.

- Project the main market image on the board. Give the class 1 minute to look at it and memorize the food.
- The teacher blocks the screen (or turns off the projector). One student is secretly chosen to be the "Shoplifter" who stole **three** items from the stall.
- The rest of the class acts as the market police. They must interrogate the shoplifter by guessing what is missing from memory.
- To get a clue, the police must use correct negative quantifiers.

**Student Scaffold on the Board:**

**Police Student:** "Is it the water? There aren't **any** water bottles in the crate now!"

**Shoplifter:** "No, the water is still there."

**Police Student:** "Is it the bread? There isn't **any** bread on the cutting board!"

**Shoplifter:** "Yes! I stole the bread."