

Determiners with Singular and Plural Nouns

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Target Students: Lower intermediate
Corpus Used: The British National Corpus
Class Duration: 120 minutes
Topic: Bake a Cake

Materials:

“Froggy Bakes a Cake” <https://www.youtube.com/watch?v=z7ZSsq9BfIA>

“Curious George - Pancake Chef” <https://www.youtube.com/watch?v=st1fjiQfzlg>.

Lesson Objectives:

By the end of the lesson, the students will be able to

1. Demonstrate awareness of the different determiners that go with singular or plural nouns;
2. Use the correct determiners to complete texts on cake/cupcake making;
3. Show the class how to make a thing using appropriate determiners.

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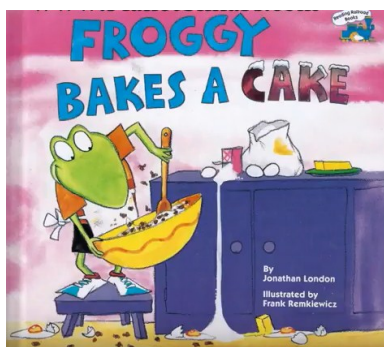
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I. Story Reading

What do you need to bake a cake? Listen to the story “Froggy Bakes a Cake”. Then choose the correct answers below.



<https://www.youtube.com/watch?v=z7ZSsq9BflA>

Froggy used many (1) (ingredient/ ingredients) to bake a (2) (cake/ cakes). He adds lots of (3) (flour/ flours), (4) (sugar/ sugars) and (5) (chocolate/ chocolates) in a (6) (bowl/ bowls). He spilt a little (7) (milk/ milks) on the floor. He broke several (8) (egg/ eggs). A stick of butter fell on the floor. A few (9) (egg shell/ egg shells) accidentally fell into the bowl.

Froggy mixed all the (10) (ingredient/ ingredients) together and put the bowl in the oven.

II. Determiners + Singular/ Plural Nouns

(a) *Determiners + Singular Nouns*

Read the lines below. Circle the determiner and underline its following noun. The first one has been done for you as an example.

E.g.	You are not expected to be <u>a nurse</u> .
1.	Churches wanting a speaker should contact the West London offices via email.
2.	You will be asked to complete an application form.
3.	The social work team is helpful in identifying the need for this service.
4.	Every section of society needs to be involved in responding to AIDS.
5.	The novelist often forgets that every word of the novel is his.
6.	The content of each lesson is agreed beforehand in consultation with teachers.
7.	Amnesty members write hundreds of thousands of letters each year.
8.	Members working on the campaign learn a lot about that country.
9.	It only needs one person to pass on an infection.
10.	This is one lesson that could save their lives.

Based on the lines above, fill in the blanks:

Determiners “a”, “an”, “this”, “that”, “every”, “each” and “one” come before singular nouns.

(b) Determiners + Plural Nouns

Read the lines below. Circle the determiner and underline its following noun. The first one has been done for you as an example.

E.g.	AIDS is a sensitive area which <u>many</u> <u>schools</u> are unsure how to tackle.
1.	For many families, homecare plays a big part in alleviating the problems they face.
2.	They invent a few rules that don't mean anything.
3.	I know how little attention is paid to those issues in US.
4.	Those parents wish to integrate schooling for their children.
5.	Some of these diseases are becoming more and more resistant to treatment.
6.	Evaluations show these educators have a high impact and real credibility with kids.
7.	They found two "disappeared" women who had been missing for several months.
8.	These developments have been postponed on several occasions over the past few years.
9.	I had previously spent about two years asking local social services and friends for help.
10.	Out of the list we have selected the following five cases for appeals by members of the British Section.

Based on the lines above, fill in the blanks:

Determiners “many”, “a few”, “few”, “these”, “those”, “several”, “two” and “five” come before plural nouns.

(c) Determiners + Singular / Plural Nouns

Read the lines below. Circle the determiner and underline its following noun. The first one has been done for you as an example.

E.g.	There have been <u>some</u> <u>reports</u> of "disappearances" following arrests by the military or police.
1.	Below I've listed some ideas which many people have already carried out.
2.	This will be disappointing for a reader who expects some evaluation of the shows.
3.	I borrowed some money from Katrina, packed my suitcases, and took off to London.
4.	The reality of AIDS is that the person can die at any time.
5.	If you have done any classwork before attempting the drama school audition, you will know about "relaxation".
6.	Students will work hard on their performances and be open about any problems they may be having with the characters they are playing.
7.	He hadn't seen any posters in the village.
8.	A ballet dancer who does not practise every day loses a lot of skill, as does a musician.
9.	If you have a lot of plants and don't want to use any chemicals, try a biological insecticide.
10.	A foot sweep requires a lot of power to prevent it from degenerating into a shin attack.
11.	We used to have lots of friends but they all seem to have gone now.
12.	This wide rectangular border receives lots of sunshine every day.

Based on the lines above, fill in the blanks:

Determiners "some", "any", "a lot of" and "lots of" can come before a singular noun or a plural noun.

(d) Mini-quiz

Read the lines below. Circle the correct noun(s) after the determiner. The first one has been done for you as an example.

E.g.	There have been some <u>reports</u> / report) of "disappearances " following arrests by the military or police.
1.	The Home Care Coordinator currently has a (team/ teams) of 20 (volunteer/ volunteers) from a variety of churches providing help to clients referred.
2.	Why not put on an (evening/ evenings) for young people at your local club or church?
3.	Any (contribution/ contributions) may be edited by the editor.
4.	After spending some (time/ times) with us, people move on to other things.
5.	They meet with Government officials and representatives from UNICEF to establish a long-term training (programme/ programmes), starting in November of this (year/ years).
6.	Some of these (child/ childs/ children/ childrens) are infected, but those who are not are still affected by HIV.
7.	Each (year/ years) in the UK hospital, there are more than 500,000 new (case/ cases) of STDs.
8.	Replacements will be needed within a few (week/ weeks).
9.	Nearly every young (person/ persons/ people/ peoples) has probably had some (experience/ experiences) of basic improvisation during drama lessons.
10.	You'll need lots of (patient/ patients/ patience/ patiences) taking care of pets.

III. Story Reading (continue)

After reading Froggy's story, you would like to bake a better cake than Froggy's. Look at the fridge for ingredients. Complete the conversation between you and your mother. Use the words provided.



a lot of	a	every	many	this	any	the
these	several	an	some	those	such	

You: Mum, I would like to bake (1) a chocolate cake like Froggy.

Mum: Sure! But I don't know if we have (2) the ingredients needed in the fridge.

You: What do we have in the fridge?

Mum: There's (3) a lot of milk, (4) an egg and (5) many/several bars of chocolate.

You: We need (6) several/some more eggs.

Mum: (7) Every/A cake needs sugar but we don't have any at home.

You: (8) This reminder is important. We need to buy (9) some sugar.

Mum: Do we have (10) any flour at home?

You: Yes, we do. See (11) those flowers beside the fridge?

Mum: Let me have a look in (12) the kitchen. Oh, not (13) these flowers! I mean flour for baking.

You: Oh, sorry! I made (14) such (15) a silly mistake.

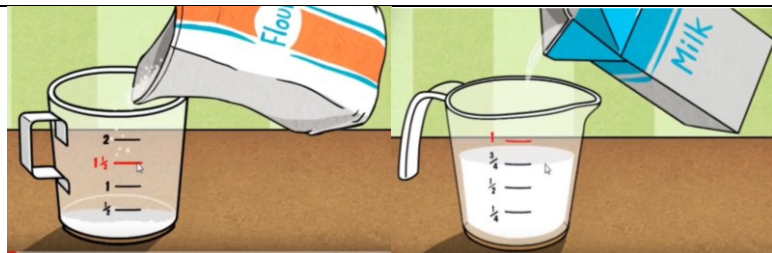
Mum: That's alright. By the way, don't forget to buy (16) some butter and baking powder as well.

IV. How to make pancakes

Do you like pancakes? Learn how to make pancakes with George. Watch the video “Pancake Chef” (<https://www.youtube.com/watch?v=st1fjiQfzlg>). Then complete the recipe below with the correct determiners.



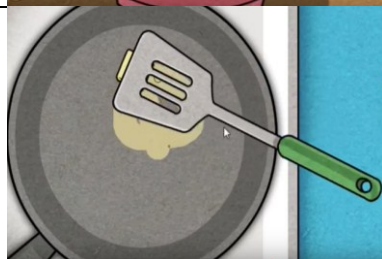
1. Measure all the ingredients. Pour one and a half cups of flour and one cup of milk. Crack two eggs.

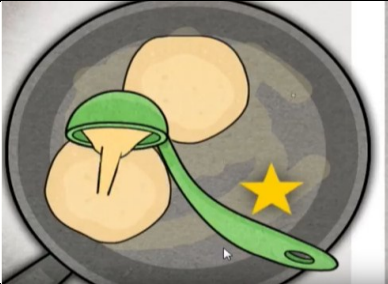
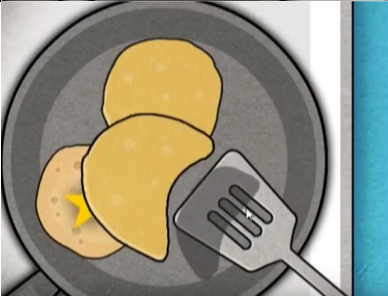
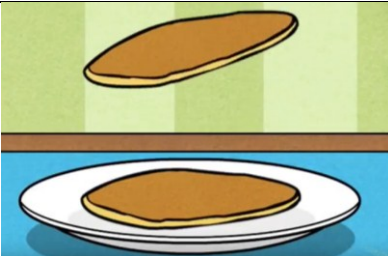




2. Mix the batter.



3. Melt some butter in the pan so the pancakes won't stick.



4. Pick up <u>the</u> ladle and pour a pancake in the pan.		
5. Flip <u>the</u> pancake when <u>one</u> side is done.		
6. When they are done, put them on <u>a</u> plate.		
7. Pour maple syrup over <u>the</u> pancakes. Add <u>some</u> fruit too.		
8. Eat them!		



V. Class sharing

Think of a dish / thing you know how to make. Tell your classmates how to do it. Write down the instructions and provide pictures to illustrate the steps. Use appropriate determiners.

