

# Grammar auction

## Aims

Identify errors in use of count and noncount nouns and *some* and *any*.

## Language focus

### Grammar

Count and noncount nouns; *some* and *any*

## Set-up

Pair work and class activity

## Lesson link

For use after Unit 7, Lesson A

## Time

20 minutes

## Preparation

Duplicate one copy of the worksheet for each pair.

- When a pair “wins” a sentence, they write their initials next to it and the amount they paid. They subtract this from their \$1,000. Warn students they can’t spend more than this amount.
- When all of the sentences have been “auctioned off” (or refused), go over the sentences with the whole class. Students will then learn whether they have bought correct or incorrect sentences.

## Answer Key

- Incorrect (I eat an **apple** / **apples** for lunch every day.)
- Incorrect (My favorite food is fish. I have **any** fish for dinner every day.)
- Correct
- Correct
- Correct
- Incorrect (B: Yes, we have **some**.)
- incorrect (B: No, I don’t have **any**.)
- Correct
- Correct
- Incorrect (We have some **beans**, but we don’t have any rice.)
- Correct
- Incorrect (Let’s make fish with vegetables and **a** rice for dinner.)

## Procedure

- Tell students that they are going to see a list of sentences. Some are correct and others are incorrect. They will participate in an auction to “buy” as many correct sentences as possible. Explain that in an auction, people compete to buy things by offering higher and higher prices. Each offer in an auction is called a “bid.”
- Put students in pairs. Distribute worksheets, one to each pair. Students first read the sentences and check (✓) the ones they think are correct. Don’t review the sentences at this time.
- Tell students that each pair has \$1,000 to use to “buy” the sentences they think are correct. Bids start at \$50 and go up in increments of \$50 – \$50, \$100, \$150, and so forth.
- Play the role of the auctioneer. Adding some drama to the role will make the activity more fun for students. Try to “sell” each sentence enthusiastically without revealing whether it is correct or not. Say things like: *Sentence 1 is a beautiful sentence. Who gives me \$50 for this sentence?* Tell students to bid by raising their hands and saying *We bid (amount)*. If no one bids on a sentence, move on to the next one. When bidding stops, say *Going, going, gone! Sold to (students’ names)!*

# Grammar auction

	Correct?	You have: \$1,000
1. I eat apple for lunch every day.	<input type="checkbox"/>	\$
2. My favorite food is fish. I have any fish for dinner every day.	<input type="checkbox"/>	\$
3. Let's get some tomatoes and noodles and make some pasta.	<input type="checkbox"/>	\$
4. Emma eats eggs and beans for protein. She doesn't eat any meat.	<input type="checkbox"/>	\$
5. A typical breakfast for me is cereal with milk, but on weekends, I have three eggs, some pancakes, and some fruit.	<input type="checkbox"/>	\$
6. A: Let's make Chinese food. Do we have any rice? B: Yes, we have any.	<input type="checkbox"/>	\$
7. A: Do you have any fruit? B: No, I don't have some.	<input type="checkbox"/>	\$
8. A: Do you have any cheese? B: No, I don't. I never eat cheese.	<input type="checkbox"/>	\$
9. I don't have a lot of time for breakfast. I usually have a banana and some milk.	<input type="checkbox"/>	\$
10. We have some bean, but we don't have any rice.	<input type="checkbox"/>	\$
11. A: We don't have any milk. B: It's OK. I can get some at the store.	<input type="checkbox"/>	\$
12. Let's make fish with vegetables and a rice for dinner.	<input type="checkbox"/>	\$
<b>TOTAL</b>		\$