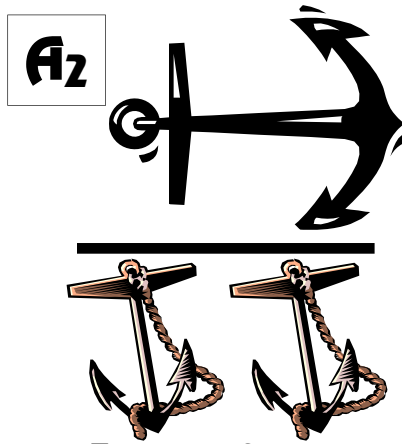




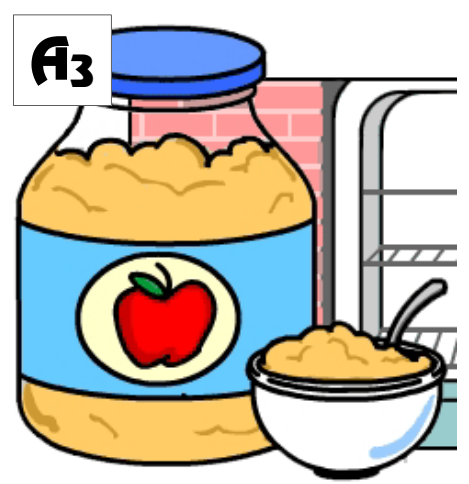
A₁

AN ABSTRACTION:
anger



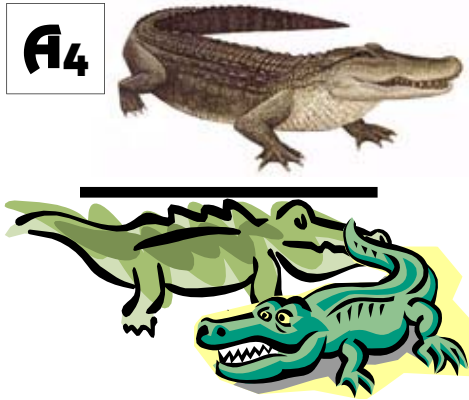
A₂

EVERYDAY OBJECTS:
**an anchor /
anchors**



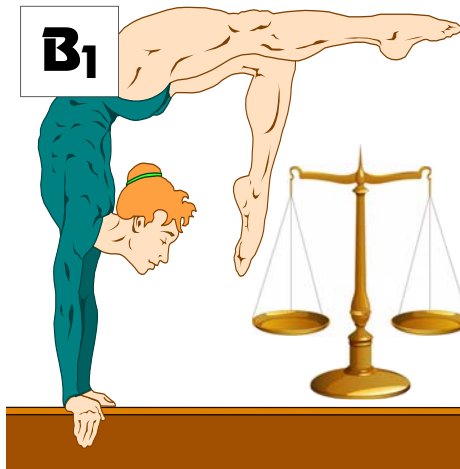
A₃

EDIBLES:
applesauce



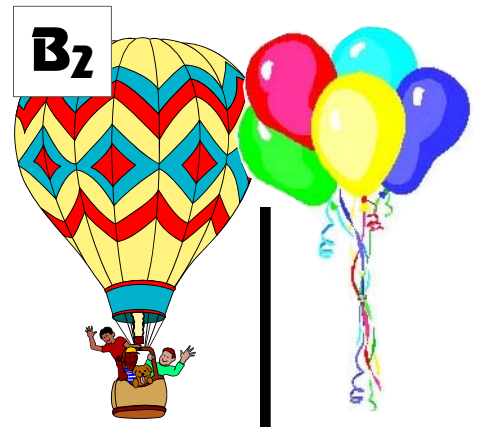
A₄

ANIMALS:
**an alligator /
alligators**



B₁

AN ABSTRACTION:
balance



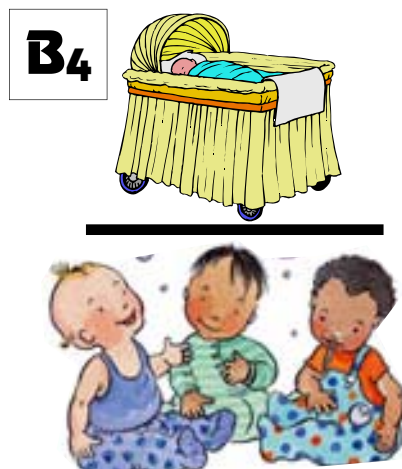
B₂

EVERYDAY OBJECTS:
**a balloon /
balloons**



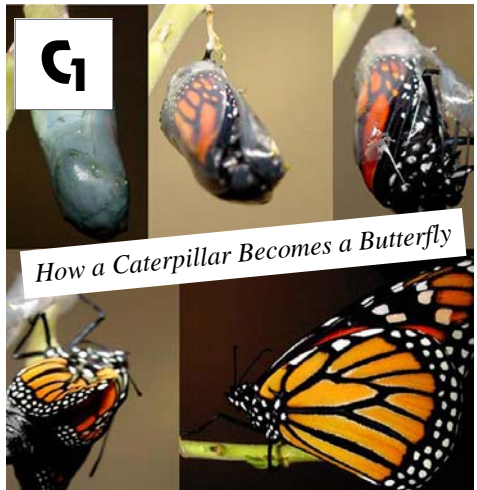
B₃

EDIBLES:
(a) beer



B₄

PEOPLE:
a baby / babies

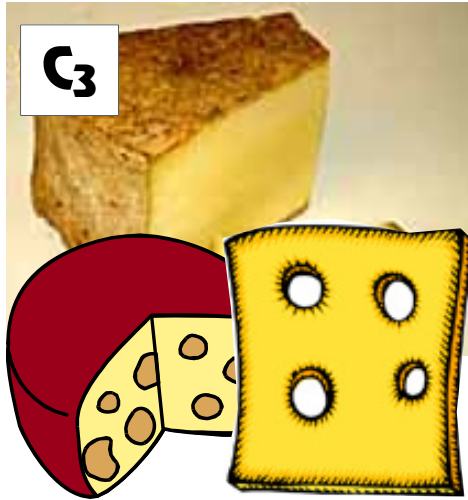


C₁

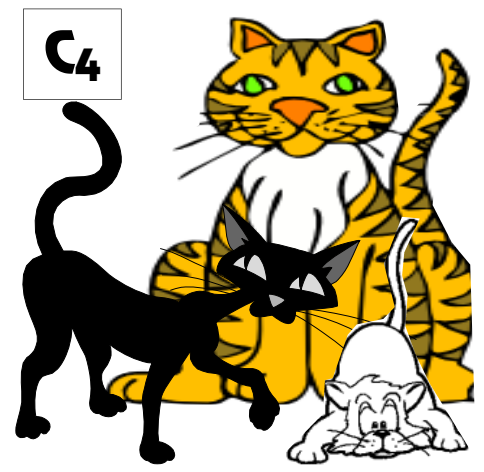
AN ABSTRACTION:
change



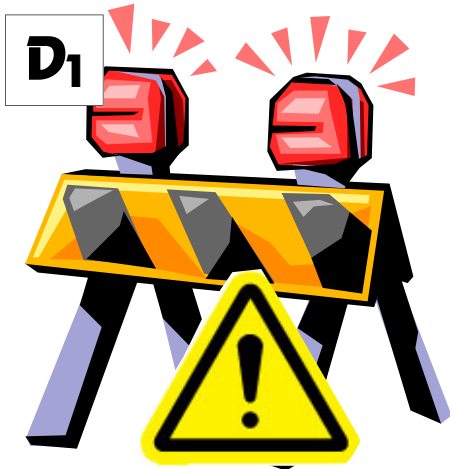
C₂
EVERYDAY OBJECTS:
a clock / clocks



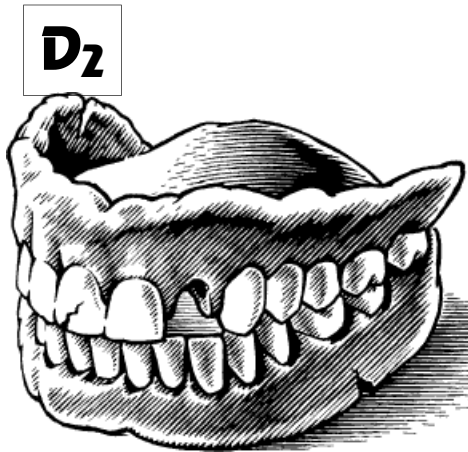
C₃
EDIBLES:
cheese



C₄
ANIMALS:
a cat / cats



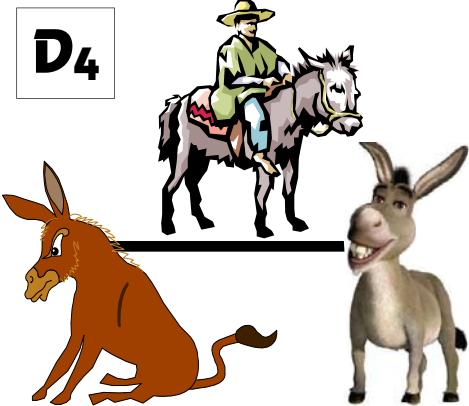
D₁
AN ABSTRACTION:
danger



D₂
EVERYDAY OBJECTS:
dentures



D₃
EDIBLES:
dairy



D₄
ANIMALS:
a donkey / donkeys



E₁
AN ABSTRACTION:
egotism



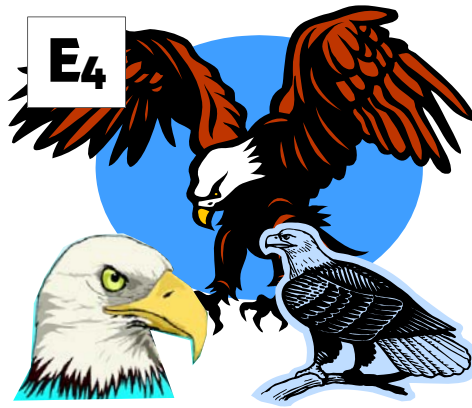
E₂
EVERYDAY OBJECTS:
an earring / earrings



E₃

EDIBLES:

(an) eggplant



E₄

ANIMALS:

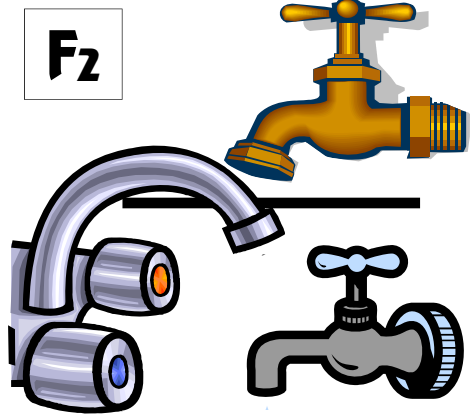
**an eagle /
eagles**



F₁

AN ABSTRACTION:

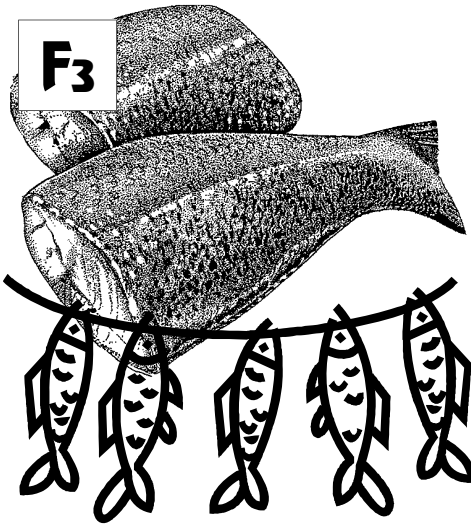
faith



F₂

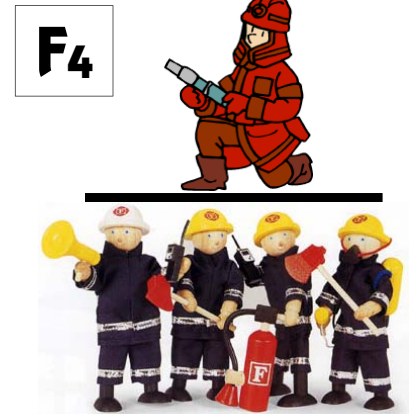
EVERYDAY OBJECTS:

**a faucet /
faucets**



F₃

EDIBLES: **(a) fish**



F₄

PEOPLE:

**a fire fighter /
fire fighters**



G₁

AN ABSTRACTION: **greed**



G₂

EVERYDAY OBJECTS:

**a game /
games**



G₃

EDIBLES:

garlic

G4



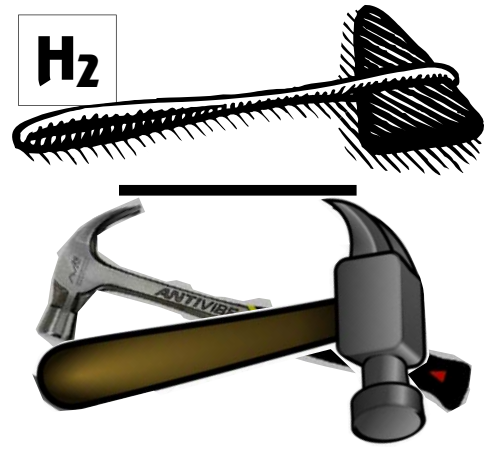
ANIMALS:
a goat / goats

H1



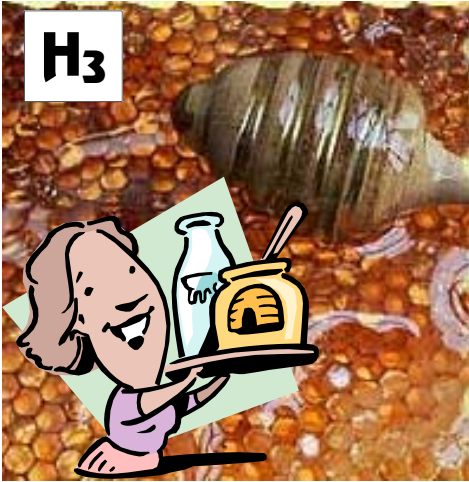
AN ABSTRACTION:
hunger

H2



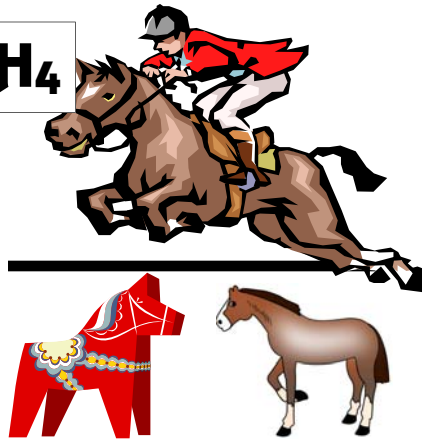
EVERYDAY OBJECTS:
a hammer /
hammers

H3



EDIBLES:
honey

H4



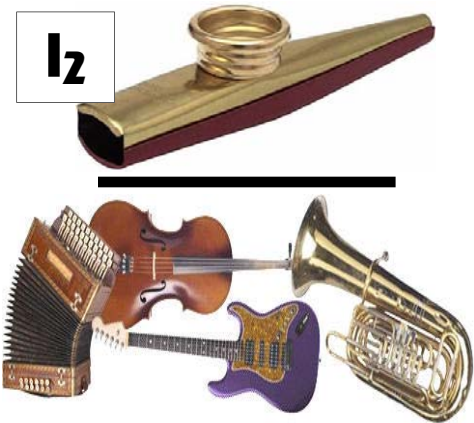
ANIMALS:
a horse /
horses

I1



AN ABSTRACTION:
independence

I2



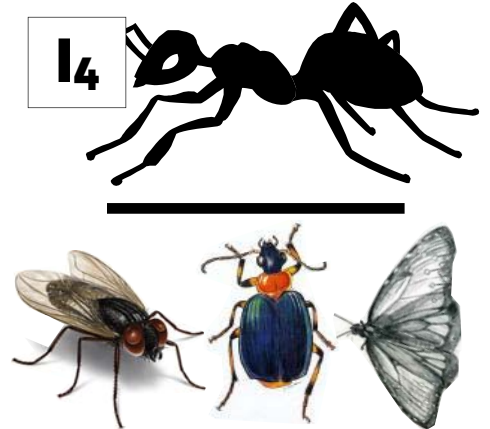
EVERYDAY OBJECTS:
an instrument /
instruments

I3



EDIBLES:
(an) ice cream

I4



ANIMALS:
an insect /
insects



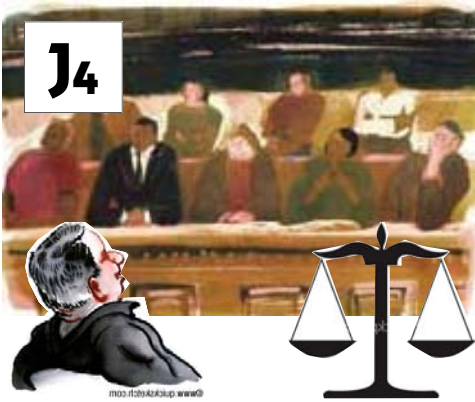
J₁ 喜
AN ABSTRACTION: **joy**



J₂
EVERYDAY OBJECTS: **jeans**



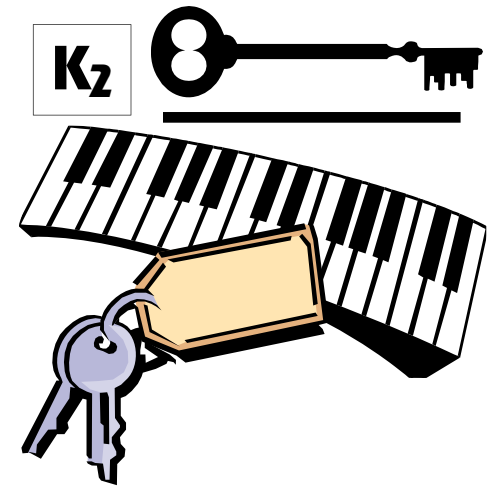
J₃
EDIBLES:
jam or jelly



J₄
PEOPLE:
**a juror or
a jury / jurors**



K₁
AN ABSTRACTION:
kindness



K₂
EVERYDAY OBJECTS:
a key / keys



K₃
EDIBLES:
kale

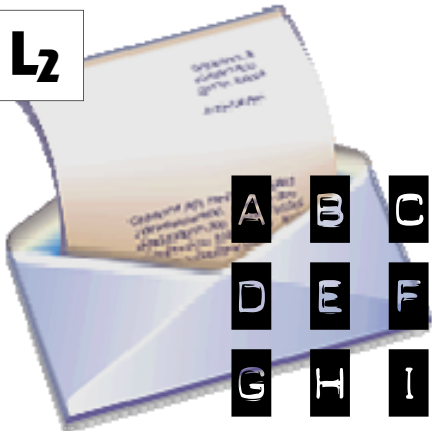


K₄
ANIMALS:
**a kangaroo /
kangaroos**



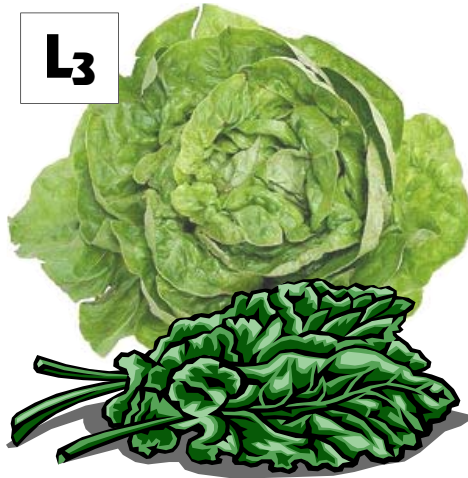
L₁ 愛
AN ABSTRACTION:
love

L2



EVERYDAY OBJECTS:
**a letter /
letters**

L3



EDIBLES:
lettuce

L4



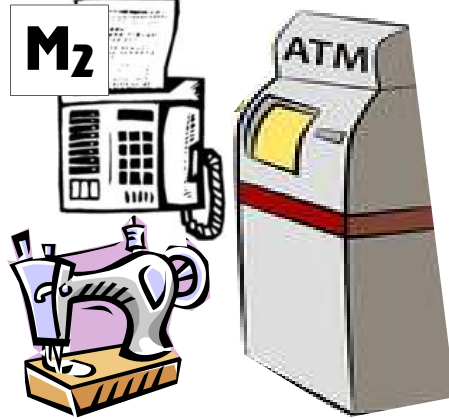
PEOPLE:
**a leprechaun /
leprechauns**

M1



AN ABSTRACTION:
marriage

M2



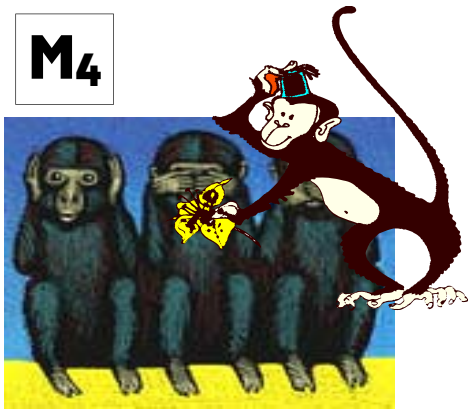
EVERYDAY OBJECTS:
**a machine /
machines**

M3



EDIBLES: **milk**

M4



ANIMALS:
**a monkey /
monkeys**





Kinds of Nouns

Countable (Singular & Plural)
Vs. Uncountable

CARD DECK A-M

CATEGORIES:

1. AN ABSTRACTION
2. EVERYDAY OBJECTS
3. EDIBLES
4. PEOPLE OR ANIMALS



Kinds of Nouns

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Countable (Singular & Plural)
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CARD DECK A-M

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1. AN ABSTRACTION
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3. EDIBLES
4. PEOPLE OR ANIMALS



Kinds of Nouns

Countable (Singular & Plural)
Vs. Uncountable

CARD DECK A-M

CATEGORIES:

1. AN ABSTRACTION
2. EVERYDAY OBJECTS
3. EDIBLES
4. PEOPLE OR ANIMALS

CREATIVE ACTIVITIES & GAMES

FOR TEACHING & LEARNING

KINDS OF COMMON NOUNS

Simply *understanding* grammar principles is hardly enough, of course. A grasp of the *rules* for noun usage serves little purpose until language learners have also acquired enough vocabulary to make the principles “stick.” Therefore, lessons in kinds of nouns should target mostly *item phraseology*, providing practice in putting words together in appropriate sequence—and in combining noun subjects and objects with verbs and other parts of speech. When learners get sufficient phrasing practice with enough words, they begin to develop a feel for language that will enable them to:

- speak and write correctly and effectively
- find the right words for their thoughts and ideas,
- judge whether their own word usage “sounds right.”

Following are suggestions for what to do to help English-language learners develop a “natural intuition” about the use of different kinds of common nouns:



Illustrations of various kinds (drawings, photos) can be valuable in developing vocabulary in grammatical categories, such as *singular/plural countable vs. uncountable nouns*. For instance, in these five pictures there are images of *at least 14 count nouns* (a backpack, straps, an apple, a book; notes, a staff, a musician; a bucket, shovels, a toy truck, shadows; a glass; a tractor, a vehicle) and 5 non-count nouns (music, sound; sand; milk; equipment).

MATERIALS = NOUN PICTURES (+ WORDS) CARDS

There are many appealing activities and games that can be conducted with picture (+ word) cards. Here's how to make your own "Kinds of Nouns" card collections—to use again and again for lessons and/or practice:

- ➔ Collect or create small illustrations of individual items, representing both countable (singular and plural) and uncountable nouns. The pictures can be photos, drawings, or cartoons. Possible (downloadable) sources of such pictures are old (children's) books to cut up, magazines, other printed matter, various styles of clip art, etc.
- ➔ To create reusable materials, paste up the images on cards or reproduce them on card stock to cut apart. To aid in pedagogy, you can put labels under the visuals. There should be as many card collections—identical or different—as there are groups of 3 to 5 students.
- ➔ For "controlled" uses of the cards in grammatical vocab lessons, you could choose and organize images to illustrate targeted kinds of nouns. For instance, each of *Authors & Editors'* two 52-card decks, *Kinds of Nouns A-M* and *Kinds of Nouns N-Z*, contains 13 sets of four (4) labeled, lettered_{numbered} visuals in these meaning categories:
 1. AN ABSTRACTION / A CHARACTERISTIC OR FEELING
 2. EVERYDAY OBJECTS / (A[N] (UN)COUNTABLE THING(S)
 3. EDIBLES / A SUBJECT OR AN ACTIVITY
 4. PEOPLE OR ANIMALS / PLACES

Fourteen (14) full-page (8.5 x 11") images of these two decks (two for card backs and 12 for card faces) appear, greatly reduced in size, on the next three pages.



In the 52-card Kinds of Nouns Deck A-M,

[1] *Characteristics/Feelings* are all non-count *Abstractions*.

[2] *Everyday Objects* images display one vs. two or more *Things*.

[3] Most *Edibles* are uncountable food substances, with a few singular items.

[4] *People or Animals* can be counted: their labels are singular or plural words.

In the 52-card Kinds of Nouns Deck N-Z,

[1] *Characteristics or Feelings* are non-count *Abstractions*.

[2] *Things* are items that can be singular or plural or uncountable.

[3] *Subjects or Activities* (+ gerunds with -ing endings) are non-count.

[4] The words for *Places* are countable, labeled by singular/plural forms.



A1 AN ABSTRACTION: anger	A2 EVERYDAY OBJECTS: an anchor / anchors	A3 EDIBLES: applesauce
A4 ANIMALS: an alligator / alligators	B1 AN ABSTRACTION: balance	B2 EVERYDAY OBJECTS: a balloon / balloons
B3 EDIBLES: (a) beer	B4 PEOPLE: a baby / babies	C1 AN ABSTRACTION: change

C2 EVERYDAY OBJECTS: a clock / clocks	C3 EDIBLES: cheese	C4 ANIMALS: a cat / cats
D1 AN ABSTRACTION: danger	D2 EVERYDAY OBJECTS: dentures	D3 EDIBLES: dairy
D4 ANIMALS: a donkey / donkeys	E1 AN ABSTRACTION: egotism	E2 EVERYDAY OBJECTS: an earring / earrings

E3 EDIBLES: (an) eggplant	E4 ANIMALS: an eagle / eagles	F1 AN ABSTRACTION: faith
F2 EVERYDAY OBJECTS: a faucet / faucets	F3 EDIBLES: (a) fish	F4 PEOPLE: a fire fighter / fire fighters
G1 AN ABSTRACTION: greed	G2 EVERYDAY OBJECTS: a game / games	G3 EDIBLES: garlic

G4 ANIMALS: a goat / goats	H1 AN ABSTRACTION: hunger	H2 EVERYDAY OBJECTS: a hammer / hammers
H3 EDIBLES: honey	H4 ANIMALS: a horse / horses	I1 AN ABSTRACTION: independence
I2 EVERYDAY OBJECTS: an instrument / instruments	I3 EDIBLES: (an) ice cream	I4 ANIMALS: an insect / insects

J1 AN ABSTRACTION: joy	J2 EVERYDAY OBJECTS: jeans	J3 EDIBLES: jam or jelly
J4 PEOPLE: a juror or a jury / jurors	K1 AN ABSTRACTION: kindness	K2 EVERYDAY OBJECTS: a key / keys
K3 EDIBLES: kale	K4 ANIMALS: a kangaroo / kangaroos	L1 AN ABSTRACTION: love

L2 EVERYDAY OBJECTS: a letter / letters	L3 EDIBLES: lettuce	L4 PEOPLE: a leprechaun / leprechauns
M1 AN ABSTRACTION: marriage	M2 EVERYDAY OBJECTS: a machine / machines	M3 EDIBLES: milk
M4 ANIMALS: a monkey / monkeys	 WILD	 WILD

ACTIVITY FOUR: PLAYING CARD GAMES.

Collections of cards with matching/sequenced groups of four lend themselves to (adaptation of) the motivating procedures and rules of traditional card play. In regard to pre-prepared *Picture Card Decks* illustrating *Kinds of Nouns*, depictions of four "grammatical types"—like

1. AN ABSTRACTION / A CHARACTERISTIC OR FEELING
2. EVERYDAY OBJECTS / (A[N] (UN)COUNTABLE THING(S)
3. A SUBSTANCE / A SUBJECT OR AN ACTIVITY
4. PEOPLE OR ANIMALS / PLACES

might represent the four "suits" of standard decks (*Spades, Hearts, Diamonds, Clubs*). The "quartets" of four initial-lettered/numbered items ($A_1, A_2, A_3, A_4; B_1, B_2, \dots Z_3, Z_4$) starting with each of the 26 letters of the alphabet can correspond to both the *matching and sequencing* features of a traditional deck (*Ace, Two, Three . . . Jack, Queen, King*).

In language lessons, picture/word card decks of traditional format (with 13 sequenced four-of-a-kind groupings) can be used in more ways than as "Flash Cards," for "Classifying," or as sentence-generating cues as proposed in ACTIVITIES ONE, TWO, and THREE on pages 16-19 of this book.

In addition, they work well in the kinds of classic card games that have proven engaging worldwide: theoretically, 52-card decks could function in *any* game of any level of complexity, like (*Gin*) *Rummy, Bridge, Canasta, Poker, Solitaire, . . .*

To reduce the distraction of ruthless competition or strategizing, however, it's advisable to start with simpler games, such as those popular with children.

Following are a few customized suggestions for how to make good use of 52-card *Kinds of Nouns Decks*—for both competitive games *and* for instruction that directs users' attention to grammatical features and vocabulary usage:

➔ Concentration (Memory).

This popular and well-known game involves matching and collecting associated items by turning over two face-down cards on each turn to view their faces. For pedagogical purposes, here's a possible variation to play



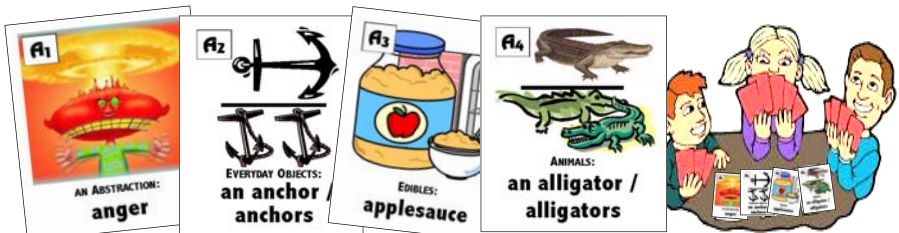
with a 48-card *Kinds of Nouns* card pack, from which one quartet (perhaps the last) has been removed:

1. Each of four players chooses a different one of the four 12-item "meaning classifications," such as those in *Pack A-L: AN ABSTRACTION, EVERYDAY OBJECTS, EDIBLES, PEOPLE/ANIMALS*.
2. In turn, each person flips over, reads, and shows everyone the nouns for two images; he/she keeps the pair *only* if both items fit the grouping he/she is responsible for. Anyone that succeeds gets another turn; otherwise, the cards are turned face down again, and play passes to the next person.
3. Using "strategy" by remembering where items are located, players take turns turning two cards face up. They get to add these to their "winnings" *only* when the two visible items belong to *their* chosen category.
4. After all participants have collected their 12 cards, they can put them into alphabetical order to see if their set is complete. Then they create *one general sentence* to accommodate all those items—such as:
 - *How can you define . . . (e.g., anger, balance, change)?*
 - *Do you think . . . (e.g., anchors, balloons) are expensive?*
 - *Do you like (to eat) . . . (e.g., applesauce, beer, cheese)?*
 - *Have you ever seen/had a(n) . . . (alligator, baby, cat)?*
5. Together, everyone reviews the 48 items in context.

➔ **Snip-Snap-Snore.** The object of this activity is to be the first to get rid of all of one's cards. The 52 cards of a deck of 13 "quartets" are dealt out, one at a time, to all players, who hold their cards in their hands, fan-shaped.



1. The first person places any card face up on the playing surface, naming the image (in a phrase or sentence).
2. If he/she has one, the next player puts down one, two, or three noun images beginning with the same letter and reads the item(s) aloud (using it/them in context). If he/she has no card(s) to contribute, play passes to somebody else.
3. Whenever someone puts down the fourth (last) card in a quartet, that person sets aside the set of four. He/She then begins the next round, strategically "discarding" an item he/she wants to dispose of.

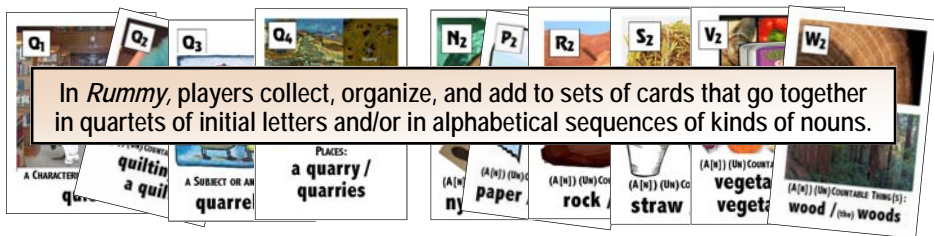


In many (traditional *and* educational) card games, players compete to collect sets of four-of-a-kind (quartets) as quickly as they can. In this case, the 4 uncountable and countable nouns "match" in that they all begin with a.

4. The first player to run out of cards wins the game. Others may or may not choose to continue playing until all items have been revealed.
5. In the review session to follow, all participants can cooperate in showing—and letting go of—their cards in alphabetical order—in first one classification (e.g., ABSTRACTIONS), then a second, third, and last.

➔ **Rummy.** Two to six participants can compete in and learn from this classic matching/sequencing game of strategy, of which there are many varieties worldwide. From a shuffled 52-card deck of 13 sets of four, two players are given ten cards each; three or four get seven; five or six receive six. The rest are placed face down on a table, forming a stack to draw from. The top card is flipped over (turned face up), starting a “discard pile.”

1. Each player in turn must take the top card from either the face-up or the face-down stack and add it to his/her hand. Then if he/she can, that person places three or four cards of a quartet (nouns starting with the same letter)—or three or four items in alphabetical order from a “suit” (a noun-meaning classification) face-up in front of him/her. Instead or in addition on the same turn, he/she may add one or more cards from his/her hand to *any* of the sets or sequences on the playing surface. Finally, he/she discards one card by placing it uppermost on the face-up pile.



2. Anyone that disposes of all his/her cards in these ways in one turn wins the game. However, if nobody has “gone out” by the time the face-up stack is gone, the discard pile is turned face down again. The game continues until someone *does* “play out” by running out of cards.
3. Review sessions may be conducted in any of the ways described on these pages—or in new, better ways—with the same or different *kinds-of-nouns* materials.

➔ **Rolling Stone.** Card play in this classic game can go on for a long time, which gives participants the chance to practice the content well. The card pack used by each learning group of 4 to 6 members should consist of 12 “quartets” of noun images starting with the same letter. The four “suits” are noun-meaning classifications, like those from *Deck N-Z: A CHARACTERISTIC/FEELING, (A[N] (UN)COUNTABLE THING(S), A SUBJECT/AN ACTIVITY, PLACES.* From a shuffled deck, 48 cards are dealt out about equally to all participants, who arrange the items in their hands according to their groupings.



In a game with the objective of collecting items within noun-meaning classifications, the player holding these cards would already have five image/word items representing CHARACTERISTICS/FEELINGS, as well as three other cards. Before game play begins, he/she has arranged his/her “desireable” cards in his/her hand according to the order of their initial letters *N, O, P, S, Z.*

1. The first person places any card face up on the playing surface, naming the grammatical/meaning classification and the image (in a phrase or sentence)—for example, “a non-count characteristic, *nervousness*” as in “Nervousness isn't a pleasant feeling.”
2. The second player (to the left) must “follow suit” by putting down a card in the same grouping and naming/using it, etc. If he/she cannot do so, that person picks up all the cards already played and “leads with” a noun from another meaning class. The next person then plays an item of the same grouping or begins a different noun-meaning classification, and so on.

3. If everyone in the group manages to play an item of the same grammatical meaning category, the person that put down the "highest" card (a word displaying the initial letter closest to the beginning of the alphabet) "wins" the collection and sets them aside.
4. The winner of the game could be [a] the player that runs out of cards first, [b] the person with the fewest cards left in his/her hand when time is called, or [c] whoever has won the most cards in the most sets when competition ends.
5. To lead a review of the targeted vocabulary content, someone can show all 48 items one by one; everyone else can take turns "plugging in" each word to an appropriate question pattern (template) such as:
 - *Is . . . something you value? (e.g., obedience, quiet, shame)?*
 - *Do you need a(n)/some . . . (e.g., nylon, oranges, paper)?*
 - *Are you interested in . . . (e.g., nursing, religion, sculpture)?*
 - *Have you been to a . . . (e.g., nursery, national park, quarry)?*
6. Incorporating the relevant nouns into their answers, participants can practice the 48 (and other) items in natural, interesting ways in "real" conversations, like:
 - *Is obedience a characteristic that you value in people? Not from my kids, but I demand obedience from my pets.*
 - *Do you need any paper? Not writing paper, but I could use some paper to wrap dishes in, maybe from a newspaper.*
 - *Are you interested in sculpture? I like kinetic sculpture. . . .*

Relatively complete card-play procedures and rules for well-known classic games are at websites such as <http://www.pagat.com/alpha/>.

Pedagogic adaptations are offered in *Authors & Editors' Creative Card Decks & Games Resource Book*, as well as in the *Instructions & Ideas Books* for *Cards & Games* products like *Alphabet LetterCards*, *Rhyming Words*, . . .



Paul Cezanne's
The Card Players, 1895