

## Frodo's Backpack

**Level:** Elementary

**Age:** 11-14 years

**Time:** 1 hour

### **Objectives:**

- To work in pairs.
- To sort objects into countable and uncountable nouns.
- To learn and/or practise *some* and *any*.
- To pack Frodo's backpack for his big adventure into Middle Earth.
- To discuss the 10 most important items needed for the journey.

**Materials:** A4 paper, a pencil per student, backpack with travel items, photo/drawing of Frodo/Lord of the Rings. Photocopy of tables A, B, C (see below).

1. Introduce Frodo using a photo/drawing (from the internet). Ask students if they know who Frodo is, if anyone has seen Lord of the Rings, if they like this character/the film, if so, why etc.
2. Explain that Frodo is going on a big adventure into middle earth. Describe some of the dangers/obstacles that he might come across e.g. climbing mountains, fighting with spiders, sleeping rough. Explain to the students that he needs their help to pack his backpack. Give a few examples of what he might need (bring and show the real thing if possible) e.g. a torch (or an elf star), some batteries, an invisible cloak. Give students 2 minutes to brainstorm in pairs other objects and then share whole class. Add any other objects that you might think are important (include a/some) e.g. toiletries; some shampoo, a toothbrush, some toothpaste, clothes; some elf bread, some chocolate, a first aid kit; some aspirin, some plasters, other things might include a warm sleeping bag, some water, a mobile phone etc. Check all students are familiar with vocabulary.
3. Explain the lesson objectives and outcomes
4. Go over the grammar points:
  - We use *some* and *any* with plural nouns (some plasters, any batteries) and uncountable nouns (some money, any shampoo)
  - We use *some* in affirmative statements (I have some money), in offers (would you like some money?) and requests (Can you give me *some* money?)
  - We use *any* in negative statements (I haven't got *any* money) and in questions except offers and requests (Have you got *any* money?)
  - Some and any may be used on their own without a noun when the noun has been previously mentioned (I haven't got *any* shampoo, have you got *any*?)

### **Other structures**

- Need: we need *some* money
- *Has he got.....?, he has got....., he hasn't got.....* in questions and short answers

Possible vocabulary

Toiletries	Clothes	Food	First aid	Miscellaneous
Some shampoo	Some socks	Some water	Some plasters	An invisible cloak
A toothbrush	Some pants	Some elf bread	Some aspirin	A nylon rope
Some toothpaste	A warm jumper	Some tinned food		An elf star
	A waterproof pair of trousers			A stove
	A warm hat			A tent
	Some t-shirts			A sleeping bag
	A pair of shorts			Some clothes travel wash
				A box of matches
				Some money
				A camera and some film
				A credit card

1. Divide the class into pairs.
2. Using the brainstorm as reference, sort (write/draw) objects, into countable and uncountable nouns:

Countable (a/an + singular noun/some + plural noun )	Uncountable (some +singular nouns)

3. Each student now draws a backpack on A4 white paper, one student from each pair adds what he/she thinks are the 10 most important items needed for the journey. He/she must not show his/her partner. The second partner leaves his/her backpack empty but takes the packing list (vocabulary brainstorm).
4. The student with the packing list should ask his/her partner *'Frodo needs some money, has he got any?'*
5. The student with the backpack should answer *'yes, he's got some'* or *'no, he hasn't got any'*
6. If the answer is yes, the student with the empty backpack draws this item onto his backpack. If the response is no, he/she does not draw anything.
7. When finished, partners compare their backpacks verbally, and could then write sentences; *Frodo has some/a/an.....he doesn't have any/a/an.....*
8. The game can be continued with partners swapping roles.
9. Share backpacks whole class, asking each pair to describe what they have.
10. A debate could then ensue as to what really are the 10 most important items and why.

