Language focus: Quantifiers: much vs. many

Topic: Much vs. Many

Target Students: Primary 6 students

Corpus used: Corpus of Contemporary American English

Duration: 40 minutes

Pre-task:
- Ss will participate in a Kahoot game(individual work) - T will be able to gather information about Ss prior knowledge 1) How _____ is this book? 2) "How _____ clothes do you have to buy?", my mom asked. 3) It is so _____ easier for us to learn with a laptop. 4) How _____ times have you watched this movie? 5) I have spent so _____ weeks preparing for this presentation. 6) Mary did not show _____ respect to her mother. 7) I have spent too _____ time on this paper already. 8) So _____ hours have passed, I still haven't solved this question. 9) _____ old houses were destroyed after the earthquake. 10) How _____ can we do to protect Earth's ecosystems?
Practicing with Corpus Data:
 1. T assists students in using COCA to search up the concordance of 'Much' and 'Many.' T asks students to pick five nouns they know and write them down for both words (They could also use the dictionaries if needed). T asks students to yell out a couple of examples while T writes them down on the whiteboard. T asks Ss if they can spot a pattern with the nouns. If Ss can't answer T provides Ss with a hint

and asks Ss to see if they can count the items or not.
2. T introduces the rules of using 'Much' and 'Many':

MUCH: is used to describe things (nouns) that cannot be counted
(For example: weight, sand, water, knowledge)
Example Sentences
- How much do you know about the corpus?
- I don't have much money.
- She drinks too much chocolate milk.

MANY: to describe things (nouns) that can be counted
(For example: people, Cars, apples)
- She has many students in her class.
- He bought many apples at the supermarket.
- How many cars are in the parking lot?

3. T distributes a Tic-Tac-Toe worksheet to the class. Students are required to fill in the boxes by writing down some countable nouns and uncountable nouns individually.

4. Ss are divided into pairs. Ss are required to tell their partner the sentences they formed. Ss who agree with the statement can put their names in the boxes. Ss who can form a line will be the winner.

5. T invites the winners to share what countable nouns and uncountable nouns are written in the boxes to check Ss' understanding of the "MUCH and MANY" grammar rules.

I have so much homework to do.	My mum drank too much coffee last week. Jack	I am so full now because I drank too much water during recess.
I don't have much _____	I don't have many (eg. cars) Jack	I don't have much money.
I have many _____	I drank too much chocolate milk yesterday.	I have much _____

	Jack	

(Jack will be the winner)

Final Assessment:

- Speaking Task
  Role play: Ss work in pairs forming conversations in different scenarios by using the how much and how many sentence pattern

or

- Writing Task
  Ss will be provided with some pictures, they have to use the much/many to describe the picture and then write a sentence first, then they have to expand their stories with the sentences they wrote.
  E.g Picture 1: We have many luggage so daddy drove us to the airport.
      Picture 2: Many cars were stuck on the road
      Picture 3: There were many people standing there, blocking the road.
      Picture 4: Students have to make up the rest of the story, with much and many included in the story
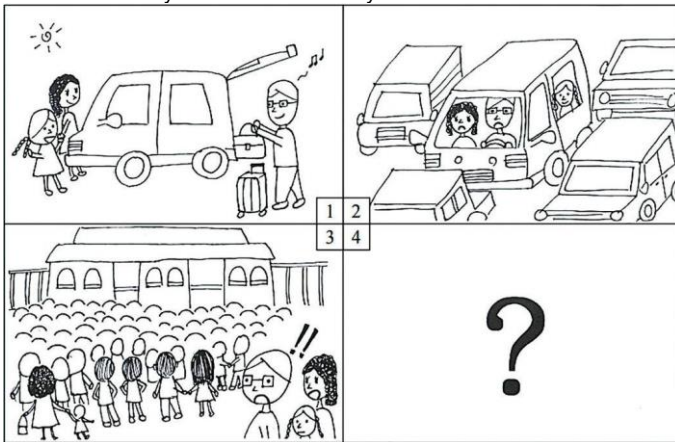
After writing, students will have to share their stories with their classmates on a voluntary base, peers will provide comments and raise question when needed.