

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:

The screenshot shows the COCA search interface. At the top, there are navigation links: List, Chart, Word, Browse, and a plus sign. A search box contains the word 'many' with a [POS] label to its right. Below the search box are buttons for 'Find matching strings' and 'Reset'. There are also checkboxes for 'Sections', 'Texts/Virtual', 'Sort/Limit', and 'Options'. Below this is a row of icons for 'ON CLICK': CONTEXT, CHART, TRANSLATE (??), GOOGLE, IMAGE, PRON/VIDEO, BOOK, and HELP. A table below shows search results for 'many'. The table has columns for 'CONTEXT', 'ALL FORMS (SAMPLE): 100 200 500', and 'FREQ'. The first row shows '1' in the first column, 'MANY' in the second column, and '903877' in the third column.

FIND SAMPLE: 100 200 500 1000
PAGE: << < 1 / 1000 > >>

CLICK FOR MORE CONTEXT					
					[?]
1	2012	BLOG	forums.autodesk.com	A B C	Is there a list of commands that can no longer be invoked transparently? # Many commands can t
2	2012	BLOG	...s.bettermedicine.com	A B C	take about 50% of the pain away. # I've been tested for so many things I've lost count. I could nam
4	2012	BLOG	...s.bettermedicine.com	A B C	been able to! # Don't get dis hearten, there are so many several other ways we have got so many .
5	2012	BLOG	...s.bettermedicine.com	A B C	get dis hearten, there are so many several other ways we have got so many advance technologies
6	2012	BLOG	...assroom.blogspot.com	A B C	a meeting with the head of our tech department. I'd been told by many people that we could not
7	2012	BLOG	...rtationswithfish.com	A B C	you guys. But during this vast span of silence, I worked far too many hours, started chatting with c
8	2012	BLOG	...rtationswithfish.com	A B C	!? It was like a 12-year old girl is send me texts! How many times does he say " lol "?! Or " Yay "!
9	2012	BLOG	food52.com	A B C	neat pastry trick with butter. # Never make pastry the same way again. Many recipes call for cube
10	2012	BLOG	forum.tcgplayer.com	A B C	they are what make the car go and so the more, the better. Many top decks and duellists make us

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.
- 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?

- 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.
- 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.
- 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

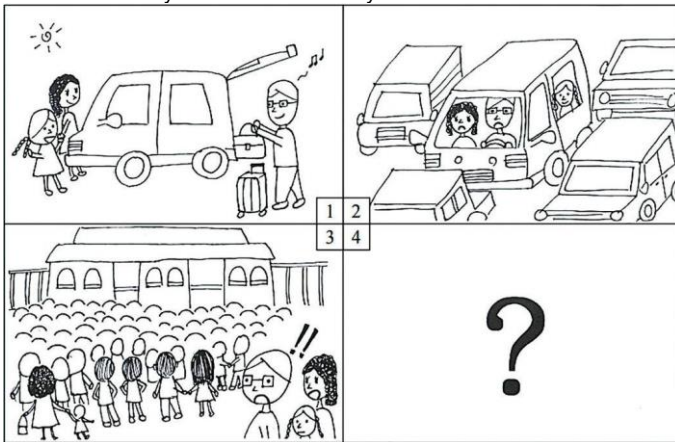
- Writing Task
Ss will be provided with some pictures, they have to use the much/many to describe the picture and then write a sentence first, then they have to expand their stories with the sentences they wrote.

E.g Picture 1: We have many luggages 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.