

# Teaching Guides

**Level of the Class:** G2 or G3 in Hong Kong

**Corpus Used:** Lextutor-Disney script

**Length:** 1 hour

**Lesson Objectives:** Main aim:

1. to enable learners to understand, differentiate and use “many”, “much”, and “a lot of” referring to examples collected from corpus
2. to enable learners to self-discover the function of “a lot of”

Secondary aim:

1. to develop learners’ skills of listening and speaking in the context of helping a lost girl
2. to develop young learners’ problem solving skills in the context of getting lost

**Previous Knowledge:** 1. Learners have already been taught to recognize and differentiate countable and uncountable nouns.

## Stage I-Lead in

### Tips for 1

- Teacher shows picture 1 and elicit where it is. (a street in Hong Kong) T-SS
- T tells Ss about meeting a little girl (pic 2) when hanging out there and asks students what might happen. T-SS
- T tells Ss that the girl's lost and doesn't know what to do. Ask Ss to help the poor kid. T-SS or Group work
- Time: 5-8 minutes

### 1. Where is it? What is the girl doing? Why?



Pic 1



Pic 2

## Stage II-Test 1

### Tips for 2

- Teacher informs students of talking to that girl that time and the following words are what the girl said. However, it was too noisy that Teacher did not hear clearly and are not sure about some words.
- T asks students to help choose the correct word in a group.
- T checks students' answers in open class feedback, but does not reveal the correct answers.
- Time: 10 minutes

**2. Choose the correct word “many” or “much” to complete the message from the girl.**



My family and I are on holiday in Hong Kong. In the street, there were so many/much people that I got lost. I can't ask for help because I can't speak many/much Cantonese. I don't know many/much words, and wouldn't understand the people. I don't have many/much money either so I can't take a taxi to the hotel.  
What am I going to do?

## Stage III-Teach

### Tips for 3 & 4

- Teacher ask students to spot the nouns after “many” and “much” to differentiate their usages using examples collected from Lextutor and work out the rule in a group. (group work)
- T asks students to share their answers
- After working out the rules, go back to “test 1” and complete the task.
- Time: 12 minutes

**3. Work in a group. Look at the examples below and find out what words are used after “many” and “much”. Then complete the rule.**

003. be fooled by its commonplace appearance. Like so MANY things, it is not what is outside. [Aladdin\_92]

005. that's okay. - How! - Uh, h-how, Chief! - How! For MANY moons red man fight paleface Lost Boys. - Ugh [Peter\_pan\_53]

006. where he'll be safe. Mowgli and I have taken MANY walks into the jungle together, so I'm sure h [Jungle\_book\_67]

009. I've never seen contraptions with so MANY... buttons and knobs and dials before. Natura [Brave\_toaster\_87]

008. doors? I don't believe I've ever seen... quite so MANY smiles before. I've never seen contraptions w [Brave\_toaster\_87]

010. Hey, I can hear her, too. Mike Wazowski! How MANY kids you got in there? Mike Wazowski! Kitty! [Monsters\_inc\_01]

019. t? - Thumper told me. Well, he's right. There are MANY deer in the forest besides us. Then why don't [Bambi\_42]

020. would have to have nourishment, and soon. It was MANY days travel to the nearest man village... and [Jungle\_book\_67]



003. ice. Ah, Eric, I think you've swallowed a bit too MUCH sea water. Off we go. Come on, Max. We just g [Lit\_mermaid\_89]

020. hurry and get dressed. Come on. We haven't got MUCH time. E-Evinrude? Uh, up here. W-We need help [Rescuers\_77]

011. Wart! I've gotta go. Thank you, Merlin. It was so MUCH fun. - And, Archimedes, I, l... - Pinfeathers [Sword\_stone\_63]

029. I only makes it worse! - Don't panic. - There's so MUCH fear! We'll make the sunshine bright. You're [Frozen\_13]

035. whoa... I don't even recognize you. You lost so MUCH weight. I'll distract him while you run. Hi, [Frozen\_13]

044. with perfect comedic timing could produce this MUCH energy in one shot. Uh-huh, and the fact that [Monsters\_inc\_01]

043. a fairy! Mm-mmm. Good Geppetto, you have given so MUCH happiness to others. You deserve to have your [Pinocchio\_40]

**Rule:**

We use \_\_\_\_\_(countable nouns/uncountable nouns) after “many” and \_\_\_\_\_(countable nouns/uncountable nouns) after “much”.

**4. Now go back to the message from the girl and complete the task again.**



My family and I are on holiday in Hong Kong. In the street, there were so many/much people that I got lost. I can't ask for help because I can't speak many/much Cantonese. I don't know many/much words, and wouldn't understand the people. I don't have many/much money either so I can't take a taxi to the hotel.

What am I going to do?

## Stage IV-Hands-on Experience

Tips for 5

- Students do individual work at first, then pair check and work out the rules.
- Time: 5 minutes

### 5. Look at the examples below and work out the rule for “a lot of”.

001. so well. - You gonna have any kids? My mama gots A LOT OF kids. Oh, he's probably forgotten all abo [Rob\_hood\_73]

004. music to me - Music it is to me What do they got A LOT OF sand We got a hot crustacean band Each li [Lit\_mermaid\_89]

003. Michael, I've had a lot of birthday... well, not A LOT OF birthdays but this is the best birthday e [Monsters\_inc\_01]

005. he brought up from the cave. Oh, they'll sell for A LOT OF cold cash. Ow! I wish you wouldn't do [Rescuers\_77]

006. ve the very Peaceful life They lead You can learn A LOT OF things from the flowers For especially in [Alice\_51]

010. Ain't this a swell joint? Yeah! Bein' bad's A LOT OF fun, ain't it? Yeah, uh-huh. Get a load o [Pinocchio\_40]

011. business seems like a good idea. I can absorb A LOT OF interesting facts. I'm picking up a news [Brave\_toaster\_87]

012. I warned you? Stuffing the boys' heads with A LOT OF silly stories. - Oh, but they aren't. - I [Peter\_pan\_53]

015. is that...? Sorry it took so long, pal. It was A LOT OF wood to go through. You know, it only wor [Monsters\_inc\_01]

**Rule:**

We use \_\_\_\_\_ after “a lot of”.

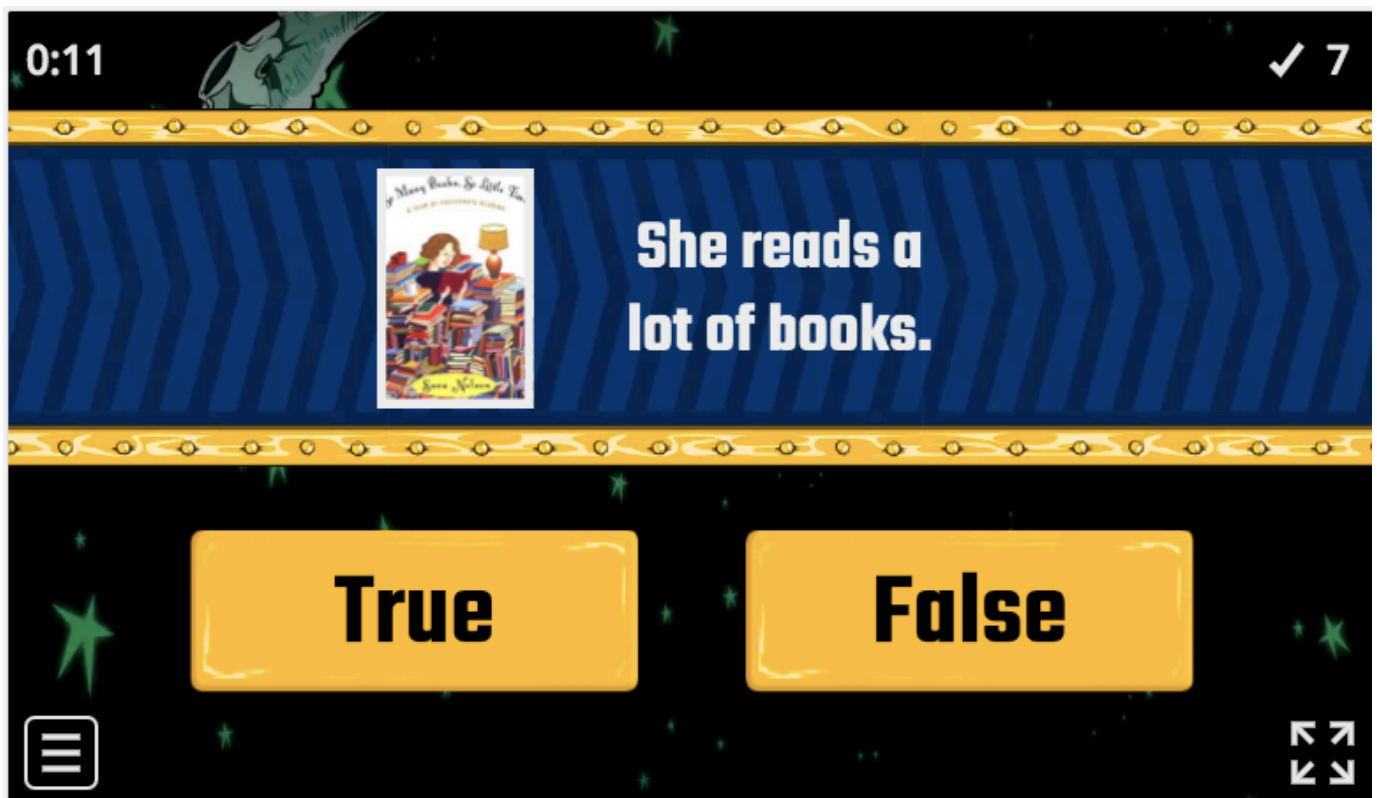
## Stage V-Controlled Practice

Tips for 6 & 7

- Before starting this task, help students review rules about “many”, “much” and “a lot of”.
- Teacher demonstrates how to do this task, and learners respond to the questions by raising different colored stickers. T-SS
- To consolidate students’ understanding of the rules, do one more task.
- Time: 10 minutes

### 6. Let’s play a game.

<https://wordwall.net/resource/24472199/t-f-for-many-and-much>




## 7. Fill in the blanks with “many” or “much” or “a lot of”.

1. How \_\_\_\_ money do you have?
2. Louis met so \_\_\_\_ people in Madrid.
3. He doesn't have \_\_\_\_ things to give away.
4. 'I'm sorry but I don't have \_\_\_\_ time.' said Louis
5. Louis has \_\_\_\_ friends.
6. There are too \_\_\_\_ children on the street.
7. I haven't got \_\_\_\_ homework today.

## Stage VI-Freer Practice

### Tips for 8

- Teacher asks the students to pick one of the pictures and imagine they are lost in the place.
- Students have to describe the surroundings.
- Students might use the support  in the picture if necessary.
- Teacher plays as the parent and demonstrate how to give a conversation
- Students play both roles. (pair work)
- Time: 12 minutes

## 8. Find your way home. Imagine you are lost in these three places. Call you parents and tell them what you see around you.

E.g:

**I can see...in front of me.**

**There is/are... on my right/on my left.**














## Stage VII-Ending the Class

Today we have learned about

1. How to use **many/ much/ a lot of** correctly.
2. How to describe the surroundings when you get lost.
3. How to use corpus.

Here is the checking list. Please tick the emotion to show how you feel about the content.

Number	Items	Your feelings
1	I know the differences between many/ much/ a lot of.	  
2	I know how to describe the surroundings using many, much and a lot of.	  
3	I know what corpus is and what I can find in corpus.	  
4	I feel happy in today's lesson.	