



Lesson Plan For Lesson 14



40 min

Theme: About Me

Focus: 'Many' for Countable Nouns and 'Much' for Uncountable Nouns

Lesson Objectives

Students are able to

1. identify different things about themselves that can or cannot be counted,
2. complete sentences with 'much' or 'many'.

Resources

(Preparation to be done before the lesson)

1. Learning Grammar Workbook 3
2. Cards with either a countable or an uncountable noun written on each of them (Ensure that there are enough cards so that each pair of students receives at least 5 cards.)
3. Writing paper or an English exercise book

Introduction / Warm-up Activity (5 min)

1. Ask the students to provide information about themselves that allow for comparisons between countable and uncountable nouns.

Examples:

- Alex, how much money do you have?
- Jane, how much rice do you eat?

2. Ask questions about countable nouns as well.

Example:

- Jill, how many pencils do you have in your pencil box?

3. Write the questions on the board. Underline 'many' and 'much'.

Lesson (10 min)

'Many' for Countable Nouns and 'Much' for Uncountable Nouns

1. Explain to the students that 'many' is used for countable nouns and 'much' is used for uncountable nouns. Explain also how questions are used and formed.

Examples:

- How many ...?
- How much ...?

2. Explain to them that when a noun is uncountable, we use the singular form of the verb.

Example:

- Only a little salt is enough.

3. Divide the students into groups. Give out a countable noun card and an uncountable noun card to each group. Ask them to name an uncountable noun. Call on the student who raises his hand the fastest and ask for the word on that card. If the person is correct, he has to make a sentence with that word using 'much'. He then gets 3 points for his group.
4. Write the words on the board in separate columns with one for countable nouns and one for uncountable nouns.

Classroom Activities / Assessment (10 min)

1. Refer the students to **page 65 of Learning Grammar Workbook 3**. Read the examples to them.
2. Let the students complete **Exercise 32, 33 and 34, pages 66 – 69** on their own.
3. Facilitate the students' learning by walking around to check their answers.
4. You may want your students to underline the noun in the sentence that helps them decide if 'many' or 'much' should be used.

Additional Activities / Closure (15 min)

1. Divide the students into pairs. Give each pair some of the cards with countable and uncountable nouns. Get them to form sentences about each of these words using 'many' or 'much'.
2. Using writing paper or an English exercise book, you may want your students to write at least 2 questions out of all the sentences that they form.
3. Get your students to share their sentences with the class. To ensure that the class is aware of the different types of countable and uncountable nouns, you may want to call on students who have written sentences for particular words.

Optional Activities

1. You may want your students to write a list of countable and uncountable nouns by going through the alphabet. Have them write one countable and one uncountable noun for each letter of the alphabet.
2. Get them to form sentences using 'much' or 'many' with at least 4 countable nouns and 4 uncountable nouns.
3. You may want your students to think about the food that they usually eat. Have them select one meal, draw a picture of the food or print out pictures using the computer and get them to write a story about the food.

Example:

- There is soup at every meal but I do not drink much soup because I do not like it.
My mother likes to eat many chicken wings. I eat many pieces.

Tell the students that there must be both countable and uncountable nouns in their sentences.

4. Alternatively, they can compare what they eat with their other family members (if possible).

Example:

- I do not eat much rice, but my brother eats a lot of rice.