

10.3 *Much/many splash*

LEVEL	Intermediate and above
AGE	10–13
TIME	15 minutes
AIMS	Grammar: identifying and grouping countable/uncountable words, categorizing. Type: verbal, spatial.
MATERIALS	Copies of Worksheet 10.3 on page 131.
PROCEDURE	1 Review the concept of 'countable'/'uncountable' with the class. Ask them to give you a couple of examples of each. 2 Split the class up into pairs or small groups. Explain to the class that you will hand each group a worksheet in two parts: one is a word burst, and the other is a list with two columns, headed <i>How much?</i> and <i>How many?</i> 3 Tell the children that the first group to put all the words from the word burst into the correct column will win the game. Award one point for each word placed correctly. Subtract a point for each word that was placed in the wrong column. The winner is the team with the most points.
VARIATION 1	You can use a word burst to practise any language that can be grouped into categories.
VARIATION 2	Have the class work in groups to create their own word bursts. Put two groups together and have them exchange word bursts. Each group must group the words in a way they think makes most sense. Have groups share their results with their partners. Did they group the words differently from the way the creators imagined?

10.4 *Much/many book*

LEVEL	Lower-intermediate and above
AGE	7 and above
TIME	45 minutes (and ongoing)
AIMS	Grammar: <i>much/many</i> , countable/uncountable nouns. Type: verbal.
MATERIALS	Paper, coloured pens for drawing, cardboard for book covers, white paper for pages, hole punch, fasteners.

PROCEDURE

- 1 Review the concept of countable/uncountable nouns with the class. List a few of each on the board.
- 2 Split the class into small groups of 4–6 children. Give each group a set of materials as described above (enough for each child to make their own book).
- 3 Explain to the class that you want them to make a book to help them remember countable and uncountable nouns. Tell them that each page will include one column for uncountable and another for countable nouns (see example below).
- 4 Under each header, the children must write an appropriate noun, a question using it with *much/many*, and a logical answer.

How much?

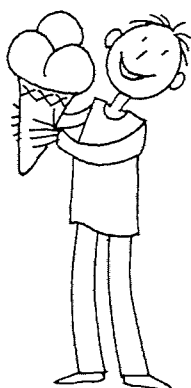
ice cream:

*How much ice cream did
you eat?**I ate three scoops.***How many?**

chocolate:

*How many chocolate bars
will you buy?**I'll buy one bar for me and one
for my sister.*

- 5 The children then decorate their books with pictures reflecting what they have written.



- 6 Have the children write a few pages of their book to start. They can then continue working on their book at regular intervals throughout the school year, both at home and in class.

VARIATION

For those interested in using technology in their lessons, this activity can be done as a computer presentation. The children can use a drawing program to make their pictures, or, if you have access to a scanner, they can draw pictures by hand and add the scanned images to the presentations. It is also possible to add sound, enabling the children to speak the mini-dialogue they wrote.



How much?

How many?

