



Module 3 Major Assignment Template

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Part 1: General Description


Type of Course	<ul style="list-style-type: none">• (x) General English () English for Specific Purposes
Target audience	<ul style="list-style-type: none">• Age group:15• Students' educational level: 1st year of secondary school• Students' English Proficiency level: A2• Class size: 18• How class size affects this activity: doesn't affect the activity
Classroom equipment	<ul style="list-style-type: none">• My classroom is equipped with a projector and laptops on every desk.
Lesson Aims	<ul style="list-style-type: none">• To learn how to compare amounts (as..as)
Learning Objectives	<ul style="list-style-type: none">• At the end of this activity students will be able to:<ul style="list-style-type: none">○ compare amounts using as..as○ use properly much/many and countable/uncountable nouns
Assumptions	<ul style="list-style-type: none">• Students are familiar with terms: countable and uncountable nouns in certain degree• The basic functions of COCA are introduced to students
Assessment	<ul style="list-style-type: none">• Formative during lesson (questions, monitoring, giving feedback)• Peer assessment• <u>Exit ticket</u>
Class time	<ul style="list-style-type: none">• 45 min
Resources (and links)	<ul style="list-style-type: none">• <u>Corpus of Contemporary American English</u>• <u>Everyday grammar TV</u>

Part 2: Materials development process

In order to prepare for this assignment, I reviewed a lecture about grammar teaching resources, completed the practice activity with COCA and consolidate my ideas reviewing discussion forums. I decided to browse Everyday Grammar TV and found an explanatory video a good starting point for my lesson. As I've been dealing with comparisons these days in one of my classes of the first year I found "comparison of amounts" interesting to embed in my teaching. Before watching the video with the explanation of the grammatical point, I plan a short warm-up activity to activate students' previous knowledge related to much/many. Using KWIC function in COCA they have to observe possible differences in the words following much and many (see Annex). Having done so they have to write a grammar, figure out the grammar rule and report to the class. By looking at the real language in the corpus, grammar is taught using descriptive approach which is more natural and authentic.

At this point students are supposed to watch a two-minute video with very clear, dynamic and memorable explanation. After watching activity is comprehension check where students answer my questions. Next step is listening hidden in a QR code in order to revise countable and uncountable nouns. I recorded nouns (using Vocaroo) that are going to be used later in the exercise. Students listen and put the nouns into the right column. Having finished they swap their tasks and do peers' assessment. I monitor, put questions and give feedback. "Homework" is often being misused so I want to prepare a kind of evidence taken from COCA that shows it in a real-life context as an uncountable noun. Less structured practice follows where students have to create sentences out of words applying all the rules mentioned throughout the lesson. At the end of the lesson they can be given solutions. Finally, formal assessment is done by Wheel decide where students reflect upon lesson.

Part 3: Lesson Plan

Timing (minutes)	Stages	Interactions Ss/T T/Ss Ss/Ss	Aims
10 min	Warm-up: Using KWIC function in COCA students observe possible differences in the words following much and many (examples in Annex). Ss write grammar, figure out the grammar rule and report to the class.	T/Ss Ss/T Ss/Ss	Descriptive approach to grammar. Previous knowledge activation.
10 min	Development: Video watching - <u>Everyday grammar TV</u> 2:05 min Comprehension check: Listen to the <u>words</u> and put them to the right column.	T/Ss Ss/T	Explanation of the grammar point. Expressing equality and inequality of amounts.
5 min			Distinguishing countable/uncountable nouns Assessing peers
5 min	Ss switch the tasks and do peer editing. Teacher monitors and gives feedback.	Ss/Ss T/Ss	

10 min	<p>"Homework" is a tricky noun and is usually mistaken to be countable. Teacher prepares evidence from COCA (see Annex) showing authentic examples of the use: "homework is"/"much homework". Students conclude that it is uncountable.</p>		Using descriptive grammar approach
5 min	<p>Ex. Make sentences using these words to compare quantities (as much/many as/not as...as)</p> <p>e.g. This star aloe needs <u>as much water as</u> this jade plant.</p> <p>Reflection:</p> <p><u>Exit ticket:</u> Wheel decide</p>	Ss/T	Exercising
			Reflecting on lesson

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Part 4: The complete and ready-to-use materials

ACTIVITY 1: Warm-up:

T: Using KWIC function in COCA observe possible differences in the words following much and many (see Annex). Write a grammar figuring out the grammar rule and report to the class.

ACTIVITY 2: Video Watching

T: Watch a two-minute video: "[Amounts: As....As Comparisons](#)" and answer the questions below to check your understanding.

Comprehension check:

- 1.What have you learned from the video?
- 2.What is being compared?
- 3.Can you explain the difference between "much water" and "many students"?
- 4.How is inequality of amounts expressed?

ACTIVITY 3: Listening

T: Listen to the words and put them to the right column!



COUNTABLE NOUNS	UNCOUNTABLE NOUNS

T: Now switch the tasks and assess each other.

- 1.Are there any rules?
- 2.What can you conclude from these examples?
- 3.Can you add any of yours?

("Homework" is a tricky noun and is usually mistaken to be countable.)

T: Look carefully at these examples from COCA (see Annex) showing authentic context of the use. In the sentences you can see examples like "homework is"/"much homework". What's your conclusion? Is it a countable or an uncountable noun?

ACTIVITY 4: Exercise

Ex. Make sentences using these words to compare quantities (as much/many as/not as...as)

e.g. This star aloe needs as much water as this jade plant.

1.English class/French class/get/homework (=)

2.Yogurt/milk/fridge (=)

3.Grill/sausages/hamburgers (-)

4.Ana/have/nice dresses/her sister (-)

5.We/drink/beer/your friends (-)

6.My new car/spend/oil/the old one. (=)

7.For this exercise/Tom/need/time/his peers (=)

ACTIVITY 5: Reflection

Exit ticket T: Spin and complete the sentences!

1.One “aha” moment I had....

2.I’m still confused about....

3.Two things I learned...

4.I really want to remember...

5.One question I still have...

6.Something I already knew...

7.One word to sum up what I learned...



SOLUTIONS:

ACTIVITY 1:

Possible answer: Words following much are mostly abstract/uncountable nouns (sense, fun, respect) and nouns following many usually have plural so they are countable (places, links, miles).

ACTIVITY 2:

- 1.I've learned how to compare quantities.
- 2.Amounts are being compared, equal and unequal ones.
- 3.Much is used before uncountable noun water and many is used before countable noun students.
- 4.Inequality is expressed by not as....as.

ACTIVITY 3: Listen to the words and put them in the right column!

COUNTABLE NOUNS	UNCOUNTABLE NOUNS
student	homework
hamburger	water
dress	beer
sausage	oil
	milk
	yoghurt
	time

Are there any rules? What can you conclude from these examples? Can you add any of yours?

Possible answers:

-Countable nouns can be counted, have plural ending in -s or -es.

-Uncountable nouns are impossible to count (liquids, abstract ideas), singular verb, no plural.

-Some nouns should be learned by heart because there is no explanation why they are uncountable ("homework") or you can always use COCA functions to check the noun in authentic context.

-C: book, tree, car, bag U: art, music, sand, jewelry

ACTIVITY 4:

1. In English class we get as much homework as in French class.
2. There is as much yoghurt as milk in the fridge.
3. On the grill there aren't as many sausages as hamburgers.
4. Ana doesn't have as many nice dresses as her sister.
5. We don't drink as much beer as your friends.
6. My new car spends as much oil as the old one.
7. For this exercise Tom needs as much time as his peers.

ACTIVITY 5: Students' answers.

ANNEX:

Different use of MUCH/MANY: write grammar based on examples derived from KWIC function in COCA!

), In Formosa (which grew **only a quarter** as much **cotton** as Chaco), the minifundios were far more matter. He must go along for the **ride** with as much **signifi** as he can muster. # DONALD RAY HOPKIN
 , " Yang says. " We **want to offer** as much **for** the **area** as we can. But there are so many ugliness of the fall. And we **do** n't **suffer** as much **from** our **troubles** as during the rest of the year. P
 'm talking about the whole night. I **never had** as much **fun** with a **girl**, as I had with you, my
 : He's a net positive. **He is** not as much **of a** **big** **person** as Bill Clinton is. Ms-TUCKER: I thi
 at allows students to be active and **moving** for as much **of the** **class** **time** as possible without standing in li
 necticut schools because the others **did** n't **do** as much **outreach**, **says** Rory Edwards, who spread the wo
 like I learned it in a dream : That **makes** as much **sense** As anything **does** in this place. English is the
 to the building, tenants said. **He even said** as much **Ms** McDonald **photographed** him sleeping in a
 n't remember the food. I do n't **think** **we** **late** **of** it. **We** came there for warmth, for bran muffins
 it. " GIBSON 'S LEADER # Tom Gibson **attributes** much **of** his **success** **to** the fact that he is a stickler for
 d pursue more **innovative** **strategies** **will** **become** much **more** **able**, # If more candidates do buck the co
 erving the natural soundscapes in our **parks**, **but** much **more** **time** and **effort** and expense have gone into
 like. Do you like that? I **do** n't **care** much **for** room **decorations** ; I uh - I prefer to decorate m
 nplying with the internal controls **rules** **did** n't **do** much **to** enhance the **company** 's systems or to protect s
 found in animal sources, so if **you** **re** not **eating** much **meat**, **you** **could** benefit from it. Feeling pooped c
 shed but if you are given a **moment** **it** **should** **feel** much **better**. Sometimes the vertebrae are a little stubb
 for the 49ers, he has n't **been** **on** the **field** much **if** **he** **is** **only** played about one-fifth of the defensive
 tion in the company/seniority **does** n't **count** **for** much **if** **you** **re** **doing** a shoddy job. While it may sting
 know you 're running from her. MARLO : Not **for** much **longer**. LOLA : Courage is not the absence of fear
 'll be my first call. WOMAN : **Did** n't **get** much **better** than Mateo ! Maybe the hardest worker I ev
 om flattering ? (Not that **other** **regions** **would** **get** much **better** results, but I think that is n't relevant to this
 illage), the tiny West **German** **capital** **rarely** **gets** much **respect**. But as small and only slightly urban as Bc
 14 : # Satellite loops show that Rafael **has** **gotten** much **more** **organized** **late** this morning, with an impres
 ans criticize Al Qassam ? **Personally** **I** **would** **have** much **more** **confidence** **and** **discussion** **views** if Palestini
 d annually when he was HB coach : I **would** **have** much **preferred** those **tickets** **over** his salary ! ! # In my 40
 an immense respect for him. I **have** n't **seen** **him** much **on** the **links** dir. at night in the hospitality suite, b
 it in Robin. Granted, I **did** n't **see** **him** much **if** **I** **did** n't see him at all in the last year
 Although Lin did " negotiate " with **Rockets**, **how** much **could** **he** **do** **with** it ? Ask rockets to even out the
 they search for me ? - Of **course** !. **How** much **did** **you** **suffer** ? - Plenty ... - You know ... I
 river N He's a good one, yeah. **How** much **did** **they** **weigh** ? [MOUTHING] What's up ? Good n
 e a computer is going to **tell** every **American** **how** much **health** **care** **they** **can** have. That is where we have
 to wuv of knowing when **she** **started** **falling** **how** much **bad** **education** **would** **cost**. In theory. Accord

NGOs. As such, they are a **means** **of** **achieving** many **of** the **other** **levers**, such as greater community welles
 go away. Deep cuts will have to **be** **spread** **across** many **state** **agencies**, **including** \$84 million from higher educa
 Handmade, organic, etc are pricey **in** most **stores** and many **areas** **finding** **local** **goods** can be just as pricey ! Even no
 for the refund - security concerns, **bots**, **incompleteness** and many **bugs** **in** the **game** (DEs getting stuck, the game losing
 # RE Alexis8 comments. Immediately after 9/11, I and many **of** the **people** I knew (all of whom lived in "
 them mirrored castles, gardens, rivers, **windmills**, and many **other** **sights** : Menaseh knew that these were the bubb
 zigzag eyebrows mesmerized **photographer** Richard Avedon and many **other** **well-known** **men** ; // " Dorian had ... this
 number of the ogres died. But the **chief** **zimwi** and many **other** **continued** their **pursuit**. The needle bottle beca
 of acute nonspecific LBP are **usually** **self-limited**, and many **patients** **treat** **themselves** **without** contacting their prim
 are justifiably critical of long-term memory, however, and many **see** **autobiographers** **as** **constructing** a story that expres
 In the future, I wish you all the **best** and many **thanks** **to** all I have learnt from you in the past !
 even as they defended Thomas's candor and **willingness** **to** **answer** many **questions** **acknowledge** **shortcomings** and limitations
 ifs in all of this. JOHN-ISAACS: Oh, there **are** many **ifs** **here**. This seems to be done, from North Korea
 levels in association with cardiovascular risk, 6 there **are** many **more** **potential** **studies** that do not exist. Even expensiv
 as somewhat of a narcotic, a **desensitizer** : There **are** many **people** **who** **watch** **television** to be informed and educat
 and women enjoy unrestricted voting access. And **yet** there **are** many **places** **in** this **country** where women seem to be far from
 every woman has asked herself at some **point** : There **are** many **reasons** **why** **men** **pull** away, but the main one is he
 terrified to travel alone. # I **believe** **that** there **are** many **reasons** **for** this **phenomenon**. The first being that I hav
 to dive over untouched for his seventh **international** **try** **in** **as** many **appearances** **after** seven **minutes**. # While Sexton's hai
 Arab soccer officials acting on Blatter's **behalf** **had** **bribed** **as** many **as** 18 **other** **African** officials to vote for Blatter. # Blatter
 World Food Program : Our gravest concern **is** that conceivably **as** many **as** two million **of** the three and a half to four million
 : We understand, demographers said, there **are** **just** **as** many **Canadian** **here** **in** the United States as undocumented
 cause hinder to the rank. So **you** **may** **add** **as** many **links** **as** **you** **want** with the help from a good SEO Service
 . Minnow ? Now, remember, **guys**, **eat** **as** many **of** these **as** **you** possibly can for the next 15 years becau
 the landscape in the West Bank, **almost** **three** **times** **as** many **settlers** **as** **at** the beginning of the Oslo process ; 625
 government suit has been filed against it. # **Reports** **at** many **if** **but** not all, better business bureaus will tell you wheth
 reached, twice as long as it **was** **wide**, **began** many **miles** **from** the **sea**. The river, too full to be
 . Like Japan, where Big Data **has** **been** **for** **business** many **times** : **In** **Japan**, he says, men are essentially required
 clarity and impact. # That may **sound** **obvious**, **but** many **presentations** **or** **reports** **do** n't have that clear simple

List function of COCA :Find evidence that HOMEWORK is an uncountable noun!

. Braids, lunch, backpack dragging her shoulders down. There's too **much homework** in sixth grade. Its complexity long ago surpassed her ability to help.
 so I like this. You know, these kids are getting way too **much homework** these days. MONTGOMERY) : What? JONES) : And you've got to use
 to the mall with them but I had to work and had way too **much homework**. After the coffee shop closes at seven, I walk over to my uncle
 TONS of homework. I just didn't understand how I could get so **much homework**. I finished the day and got on the bus to go home and once
 parents not to worry, adding that they hoped they wouldn't get too **much homework** after being rescued and couldn't wait to eat their favorite foods aga
 's house. Didn't you just say this morning that you had so **much homework** to do this weekend? Finn has this genius idea to fill up a shopping
 didn't have any female directors. KRISTINE-JOHNSON# Time reports on children getting too **much homework**. That is according to a survey of more than
 through fifth grade, kindergarten through fifth grade, if you give them too **much homework**, becomes counterproductive. They get overwhelmed. They
 . And so that's, that said, kids are inundated with too **much homework**. K through mid graders shouldn't go home and have two hours of homework
 that kids get, they don't get to do because there's so **much homework**. Well, also with a national obesity epidemic, I mean, kids are
 MARIO CANTONE (ACTOR/COMEDIAN) You know, it's the time of how **much homework** and how complicated it is has to progress. The teachers must be l
 Charles permits Matilde and Tom to skip Sunday school, claiming they have too **much homework** to be pressured. He is the handsomest father and he's
 . He hasn't written an essay, read a book or been assigned **much homework** since fall. His AP English class, which is supposed to be college-level,
 what's up? - Hello. Not much, just chilling. How **much homework** do you have? I have to do this powerpoint thing. I don't
 to complete it. Research from the Center for Public Education reveals that too **much homework** actually diminishes its effectiveness. Make the executive
 reading. # Total time: 3.5 hours # I DO N'T REMEMBER how **much homework** was assigned to me in eighth grade. I do know that I didn't
 time. # Every parent I know in New York City comments on how **much homework** their children have. These lamentations are a ritual whenever we are g
 sister. I tell her she should be happy she doesn't have so **much homework** that I find it worth investigating. She agrees with this, but still makes
 reading, getting all the way to page 120. The hardship of too **much homework** pales in comparison with the McCourt family's travails. Still, because we ar
 and so forth. Half the class's parents responded that they thought too **much homework** was an issue. # Since then, I've been wary of Esmee's
 . " # Back in California, when I raised the issue of too **much homework** on that e-mail chain, about half the parents were pleased that someone had brou
 my view, the school is too rigidly focused on academics and assigns too **much homework**. Lola, always competitive with her older sister, replies that she i
 and animations, act sympathetically, go easy when criticizing and not assign too **much homework**. The homework assignments of the teacher be reading
 ? BROWN HAIR, KINDA " TALKS LIKE THIS " ? I HAVE TOO **MUCH HOMEWORK**. I'LL GET YOU A TUTOR! HAVE YOU EVER HAD SEX? -
 of this at like what? Around 2:30 AM... Yeah I have too **much homework**, and I originally found this from someone that linked it form their webcomic....
 to school, hate a certain subject, are being bullied or have too **much homework** are other helpful things to discuss with teachers. Become a Team # Final

totally right. I have no clue what I'm doing. Rory's math homework is already way too hard for me. What you do is so much more no common sense. He got that from you. Well, I suppose your homework is in the kitchen doing itself. Oh, he's gon na be fun , I can actually do great harm. [camera_clicks_and_winds] It's really important that my homework is done. [sighs] All right, it's a bloody wrap. [general_ch Professor Sheffield, but I promise you, this question has no answer. Your homework is to watch five Nicolas Cage films by Wednesday, no marathons. Sp held accountable, he should never have taken the job. The dog ate my homework is not cutting it anymore. # How long are the supposedly ethical, objec days. She's been quite delighted to be able to announce " All my homework is already done! " when I declare homework time: hence the romping, providing the support students don't get when they do difficult tasks as apart of homework is real encouraging. I have been reading about this technique even attractive, short (or easy, as the case may be!) homework is never done. The last group never studies for tests either. I'd it. Studying, not homework. Homework screams, " High school! " Homework is a task you do to keep your teacher happy. Studying is something you n't have to do the homework. # 3 # For starters, if the homework is in to a first lesson, you really have to try and do it by second or at least third grade? # A. I do not think posting homework is difficult and I think many teachers have computers today, but I do not integrity of your work? # One method that many students use to check their homework is this: before turning in your paper, compare it with a classmate could lead to health problems later.) Save a special book to read when homework is done, or make plans to talk with a friend on the phone as Thanksgiving, winter break, or summer break is nearing, and the moment your homework is done you can enjoy it to its fullest. # 3 # Avoid procrastinati you? If none of these things seem to apply to you, remember that homework is to help you learn, which everyone ultimately wants. In the real world right before sleep you can review most or all of them. # If the homework is going to take a long time (2+ hours), take a 15-minute It was gone. I know this because helping my 5th grade son with his homework is way more challenging than it ought it be. # Most of us have any snack or further playtime. Any minute past the timer going off before starting homework is longer doing homework or earlier going to bed. We have self-conscious about it and it has started to really affect her daily activities. Doing homework is hard for her because writing for long periods of time mak are. They want to hear what you are teaching in class, what the homework is, and how they as parents can extend and enrich learning at home. , and in class they debate ideas, work in groups or solve problems. Homework is classwork, if you will. # " We're so used to college go to an online forum for help from teaching assistants or peers. # Your homework is watching the lecture, with embedded quizzes; your class is an exte and very slow and looks sloppy, their esteem about their work product or their homework is very low. So they may be very reluctant to work hard becau: