

Roleplay: *Much and many* by Jill Hadfield

Level: Elementary

Target age: Secondary / Adult

Time needed: 15 minutes

Grammar objective: to practise using *much, many, some, any, a little* and *a lot of* with countable and uncountable nouns

Materials: a pairwork information-gap role-play to practise *much, many, some, any, a little, a lot of* and *a few*, with countable and uncountable nouns

Summary: *much, many, some, any, a little, a lot of* and *a few*, with countable and uncountable nouns

Before the lesson

Cut up the recipe cards and shopping list sheet. Cut up the fridge and larder sheet.

Procedure

1. Before you begin, preteach the vocabulary from the recipes if you think your students will be unfamiliar with it.
2. Next, tell the students that they are going to have some friends over for dinner. Put the students in pairs – one member of each pair is going to make vegetable pasta and the other is going to make a banana cake.

Give student A:

- the pasta recipe card;
- the fridge card.

Give student B:

- the shopping list;
- the larder card.

3. You will probably want to provide your students with some target language for this activity. Write up on the board:

With countable nouns

- How many ... have we got?
 - We've got a few / a lot.
 - Not many.
 - We don't have any.
 - How many do you need?
 - Let's add it to the list.

With uncountable nouns

- How much ... have we got?
 - We've got some / a little / a lot.
 - Not much.
 - We don't have any.
 - How much do you need?
 - Let's add it to the list.

4. Tell student A to look at their recipe and at their role card to see what food is in the fridge. They can tick off the items from their recipe that are in the fridge.

5. Then, student A must tell their partner what items they have and haven't got in the fridge. For example:

We've got lots of tomatoes. But we haven't got many courgettes.

6. Student B should then add courgettes to the shopping list.

7. When student A has finished checking the fridge, they should continue by asking student B about the items that are in the larder and student B should answer. For example:

A: Do we have any oil?

B: Yes. We've got a bottle of oil.

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They should add any items that they need to the shopping list.

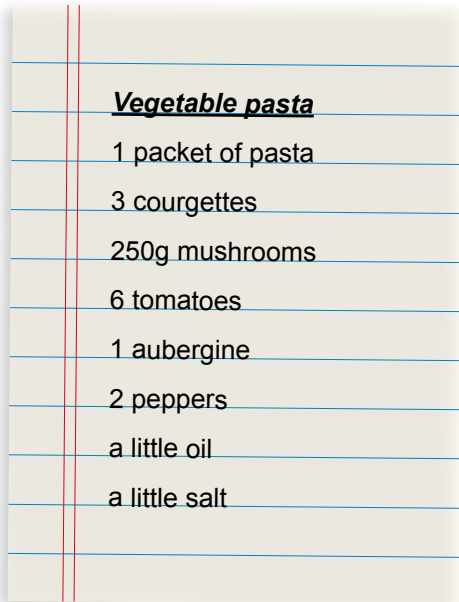
8. Now, it is student B's turn. Give student B the recipe for banana cake. They should first tick off the items from their recipe that are in the larder. They should then tell student A what items they have and haven't got in the larder. Student A should write any any missing items for the cake onto the shopping list.
9. Student B should then ask student A about items in the fridge and any missing items should be added to the shopping list.
10. Students should now get together with another pair and compare lists. Did they identify the same items? If there are any discrepancies, they should discuss who is right.

Extension task

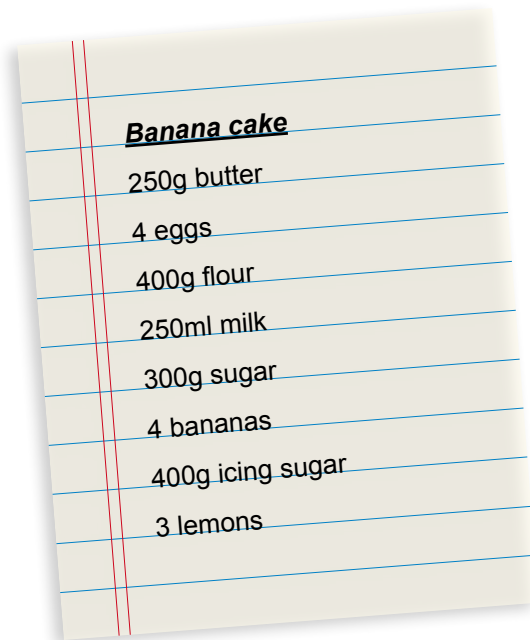
Introduce, or practise, cooking vocabulary and the imperative by getting students to discuss how they would go about making the pasta dish and the cake and, then, writing the step-by-step instructions.

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Student A



Student B



Student A

The fridge contains:

2 packets of butter	8 tomatoes
2 courgettes	1 aubergine
1 mushroom	



Student B

The larder contains:

2 eggs	a big packet of flour
2 bananas	a bottle of oil
1 packet of pasta	a packet of salt



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FUN WITH GRAMMAR SHOPPING LIST SHEET

What do you need to buy? Write a shopping list.

Shopping list

