


The Flipped classroom grammar presentation video (A1+ – B2+) provides a versatile and flexible learning tool, and an alternative grammar presentation which gives students greater control over their learning.

The Grammar guide box highlights sentences from the reading text. Students work out key information about the form and use of the grammar. They are then referred to the Grammar reference section in the Language checkpoint at the end of the unit to check their ideas.

Students progress to controlled grammar practice.

Grammar in context  flipped classroom: watch the grammar presentation video.

some, any, much, many, a lot (of), a few, a little

1a Look at the words. Are they countable or uncountable?

| | | |
|-----------|----------|------------|
| 1 country | 3 money | 5 area |
| 2 time | 4 colour | 6 language |

1b Look at these sentences. The words in bold all express quantity. Answer questions a–e about the words.

- Some countries are almost invisible.
- He needed **some** time to collect the data.
- They couldn't see **any** good explanations for this.
- Did Fischer make **any** money from the maps?
- There aren't **many** different colours.
- It doesn't take **a lot** of time.
- There are **a lot** of different ways to communicate.
- It doesn't take **a lot** of time.
- There are **a few** areas where different languages co-exist.
- They had **a little** knowledge of Tagalog, but not much.

2a Complete the dialogue with some or any.

Jamie: Brad, I'm going shopping this afternoon. What do we need to get? Have we got (a) _____ bananas?

Brad: Yeah, we've got (b) _____ bananas, but we haven't got (c) _____ tomatoes or potatoes.


Jamie: What about sugar? Have we got (d) _____ sugar?

Brad: No, we haven't got (e) _____ sugar, but we have got (f) _____ chocolate. And we need to get (g) _____ biscuits too.

2b All the words above in bold are types of food, but they all have something else in common. Can you guess what it is?

3 Choose the correct alternative.

Nobody knows exactly how (a) **much/many** words there are in total in the English language but there are (b) **a lot/a lot of**. One reason why there are so (c) **many/much** is that English takes words from (d) **much/many** other languages. Look at the words for food in exercise 2, for example. There may be (e) **a few/a little** words there that come from your language. (f) **Some/Any** of the words come from South America – potato, tomato and chocolate. There aren't (g) **any/many** words from Chinese in the English language, but ketchup is one of them. Originally, ketchup was the name for a type of fish sauce in China. Teenagers in the UK don't eat (h) **many/much** fish sauce but they do eat (i) **lots/lots of** burgers. There is (j) **some/any** confusion about the origin of the word burger, but (k) **a lot of/much** people think that it comes from German. Because the UK and France are neighbours it is normal that there are (l) **a few/a lot** of French words in English – hundreds in fact. Biscuits is just one example. On the other hand, (m) **a lot of/many** fruit travels a long way to get to the UK. That explains why the word banana comes from an African language. There are also (n) **a few/a little** words from Turkish, like yoghurt. And, finally, if you ask for (o) **a few/a little** sugar in your coffee, you're using two Arabic words. Just by being in an English kitchen you can travel to (p) **much/many** countries!




4 Work with a partner. Complete these sentences about your language. Use the words in the box for ideas. You may complete each sentence with two or three different ideas.

English/French/German/Russian words
irregular past forms • phrasal verbs • prefixes
prepositions • present tenses • words beginning with Z
words with more than 12 letters

- There are some **French words** and some **German words**.
- There are a lot of _____.
- There aren't any _____.
- There aren't many _____.
- There are a few _____.

5a Work individually. Look at the photos and choose a country. Make notes about things that there are or aren't in this country. Use the ideas in the box.

animals • bicycles • food • fruit
modern/old buildings • monuments • mountains
offices • people • snow • tourism • trees • water



5b SPEAKING Work in pairs. You need to discover your partner's country by asking questions with **any, much, many, a few, a little, a lot (of)**. Your partner can only answer 'Yes' or 'No'.

is there any snow there? Yes, there is.
is there a lot of snow? No, there isn't.
Do many people live there? No, not many.

5c SPEAKING Now choose different countries not in the photos and repeat.

Developing vocabulary **Negative prefixes, -is, -il-**

1 Look at the words in the box. What do they have in common? What is the opposite of each word?

illegal • impossible • incorrect
informal • invisible • irregular
unhappy • unusual

2 Choose the correct alternative.

- Many common English verbs, such as go, do and make, have a **regular/irregular** past form.
- People aren't usually **happy/unhappy** when somebody reads their private messages.
- 'A books' is **correct/incorrect** English.
- You couldn't see the message. It was **visible/invisible**.
- 'Dear Sir or Madam' is a **formal/informal** expression.
- It is **legal/illegal** to steal data.
- It is **possible/impossible** to read hundreds of messages in just two minutes.

3a PRACTISE Listen to the words in 1. Underline the syllable we stress in each word. Do we stress the prefix in each word?

3b Listen again and repeat the words with the correct stress.

4a Think of an example of something (for example, a word or a situation) for each word in 1.

4b SPEAKING Work with a partner. Say one of your words or situations. Can your partner guess the word?

Climbing Everest in a day. Impossible.

Grammar in context and Developing vocabulary

The second vocabulary set in a unit is often not a traditional lexical set. It may examine a 'system' of vocabulary and often bridges the gap between vocabulary and grammar.

Students are given the opportunity to practise the language they have encountered in the activity.

The final grammar activity asks students to use the new grammar in active, oral communication.