

# Grammar Ideas: Hi Tech, Low Tech, No Tech

**David Spencer**

# What was the question???

1) .....?

*I'm from Woolton.*

2) .....?

*Solyanka.*

3) .....?

*Yes, I can. And I can play the guitar too.*

4) .....?

*Yes, I've got three.*

5) .....?

*On a beach in the Caribbean.*

6) .....?

*Yes, I love teaching the Present Perfect!*



# TEACHING GRAMMAR

**Guilty Pleasure:**  
Something we like but feel we shouldn't.

# As teachers of teenagers, what is there to like about grammar?

1) Grammar is clearly not the opposite of communication. It's a part of it, and speeds up the process of learning, and learning to use, a language.

David Wilkins:

*'We can communicate little without grammar.*

*We can communicate nothing without vocabulary.'*

from 'Linguistics in Language Teaching'

Edward Arnold (1972)

## FURTHER READING:

**'Time to stop avoiding grammar rules' –**  
Catherine Walter (The Guardian, 2012)

2) When we present grammar inductively (getting students to work out rules for themselves), it can be thought-provoking and mentally stimulating for the students.





## Present perfect

1 Read the sentences and complete the rules with the correct word.

- a I've **been** to London twice.
- b I've **washed** it hundreds of times.
- c I **haven't seen** many of my favourite artists live.
- d **Has** your brother **studied** there?
- e Yes, he **has**./No, he **hasn't**.

1 We can use the present perfect to talk about the past, but only when we don't say *when* the action happened.

2 We make the present perfect with the present simple of (a) ..... and the past participle of the main verb.

3 We make the negative form of the present perfect by putting *not* or *n't* after (b) .....

4 Regular past participles end in (c) ....., but there are many irregular past participles. See the third column of the verb list on page 157 and 2 below.

5 In questions, (d) ..... goes before the subject.

6 In short answers, we use *have*, but we don't repeat the (e) .....

GRAMMAR REFERENCE ► PAGE 128

3) When we present grammar deductively (directly giving and explaining the rules), we can feel the satisfaction of supplying information, teaching students something they didn't know before.

'He that teaches us anything which we knew not before is undoubtedly to be revered as a master.'

Samuel Johnson (1709-1784)

4) In most other school subjects, students expect to be 'taught' something, to receive information. Grammar, along with vocabulary, is the most obvious 'information' in our subject.

5) With large classes of teenagers, it can be easier to teach grammar and do (particularly written) practice than to do oral pairwork or groupwork.

6) Testing grammar is generally easier, less time-consuming and more objective than testing speaking, for example.

7) Thanks to the last two points, grammar can be a useful tool in controlling larger, more disruptive classes of teenagers.

# YES, BUT...

Should we ever feel guilty about teaching grammar?

1) It's easy to forget that grammar, or knowing about grammar, is not the goal. Grammar is a means of achieving the goal – proficient language use.



2) Beware becoming a pathological 'grammar obsessive'.

*Teacher:* How are you today, Ivan?

*Ivan:* Very bad. Yesterday my father have an accident.

*Teacher:* No, Ivan! That's terrible!

It should be 'My father HAD an accident.'

Past simple for a single, completed action with a specific time reference.

3) The biggest chunk of our grammar lessons should be student practice, not teacher presentation.

4) Are we using written grammar practice or grammar exams, with their emphasis on grammatical precision, purely as a way to control the class, or even punish them?

5) Just because it can be easier to teach and test grammar than to have students doing other types of work, that shouldn't mean that we don't do all those other things.

6) Mixed abilities. Not all students 'get' grammar at the same pace, or feel positively disposed towards it, or learn it in the same way. We have to be ready to deal with this in and outside the classroom.

## GRAMMAR CHALLENGE

### 6 Find and correct a mistake in each sentence.

1 Children under 15 must to go to school.

.....

2 This exercise is optional – you mustn't do it.

.....

3 If you'll break the rules, you'll get punished.

.....

4 You should to do extra work if it's difficult.

.....

5 Students haven't to wear a uniform in our school  
and so you can wear what you want.

.....

6 If you have to doing it now, I'll help you.

.....

7 You musn't drink and drive – it's illegal.

.....

8 You don't have to open the car door when the car  
is moving.

.....

9 You should eat chocolate just before you go to  
bed because it isn't good for your teeth.

.....

## Extra grammar practice revision

B1 Unit 3

**some, any, much, many, a lot (of), a few, a little; Relative pronouns**

**1 Complete the sentences with *some* or *any*.**

- I was in Istanbul for a week and I learnt ..... Turkish words.
- Are there ..... computers in your class?
- Let's do ..... revision for the German exam tomorrow.
- His French is perfect – he doesn't make ..... grammar mistakes.
- ..... irregular verbs are very hard to memorise.
- You don't need to use ..... formal expressions when you write to your friends.

**2 Circle the correct alternative.**

- A lot of/A lot gestures mean different things in different countries.
- I'm afraid I don't have a little/much time to revise for the exam.
- Many/A few Canadians speak French.
- Teens spend a lot of/much money on their phones and tablets.
- Do you know many/a lot words beginning with the letter 'X'?
- Some phrasal verbs have few/a lot of different meanings – that's why they're so difficult to learn.
- She can speak a little/much Arabic because she lived in Morocco for a year.
- There are a little/a few people in my class who can speak two languages fluently.

**3 Complete the text with the words in the box. Use each word only once.**

0 • when • where • which • who • whose

Do you have any friends (a) ..... can speak nine languages? I do! Alex is a guy (b) ..... I met in Greece last summer. We met at the language school in Athens (c) ..... we were studying. We were both in a class with a teacher (d) ..... classes were fantastic. Alex learnt English, German and French at school, and then he went travelling round the world and learnt Russian, Polish, Arabic and Japanese (e) ..... he was a young man. He said it was curiosity (f) ..... made him learn so many languages.

**4 Cross out *who*, *which* or *that* in the sentences if it's possible to leave it out.**

- The foreign language that I like best is French.
- David Crystal is the linguist who wrote some fascinating books about the English language.
- Can you tell me the name of your friend who I met last night?
- This is the list of verbs which you need to revise.
- He made a strange gesture which meant 'go away'.

**5 Choose the best answer (A, B or C) to complete the text.**

Recent studies say that there are now over 400 million mother-tongue speakers of English, but there are (1) ..... more people (2) ..... use English as a second language – around 500 million. However, estimates vary because there aren't (3) ..... official figures.

English is still the main language in countries like Nigeria and Ghana, (4) ..... were once ex-British colonies. People need to use English in (5) ..... official situations, such as in the government and education. Why don't these countries use a local language instead? Because it's too difficult to choose between the (6) ..... other languages (7) ..... belong to the local people!

It's difficult to know the number of second-language English speakers in these countries because (8) ..... the ex-British colonies are in poor parts of the world, (9) ..... people often don't get an education. This means that only a small percentage of the local population can speak English really well, but (10) ..... can say a few words in English.

- |              |            |            |
|--------------|------------|------------|
| 1 A a few    | B many     | C any      |
| 2 A who      | B 0        | C which    |
| 3 A some     | B a little | C any      |
| 4 A who      | B which    | C where    |
| 5 A some     | B any      | C a little |
| 6 A much     | B many     | C a few    |
| 7 A that     | B who      | C 0        |
| 8 A a lot of | B much     | C any      |
| 9 A when     | B which    | C where    |
| 10 A any     | B many     | C much     |

## Extra grammar practice extension

B1 Unit 3

**some, any, much, many, a lot (of), a few, a little; Relative pronouns**

**1 Complete the sentences with *some/any* or *much/many*.**

- I was in Istanbul for a week and I learnt ..... Turkish vocabulary, but not enough to have ..... conversations in Turkish.
- A: Are there ..... non-European students in your class?  
B: There aren't ..... – just one from Morocco and one from Japan.
- I don't have ..... money on me at the moment – only five euros.
- Oscar doesn't make ..... grammar mistakes, but he has ..... problems with pronunciation.
- I know almost all the irregular verbs, but ..... are very hard to memorise.
- You don't need to do ..... revision for the German exam tomorrow. Just practise your writing.

**2 Cross out the alternative that is wrong.**

- A lot of/A lot/Many gestures mean different things in different countries.
- I'm afraid I don't have a little/much/a lot of time to revise for the exam.
- Many/A few/Lots of Canadians speak French.
- Teens spend a lot of/lots of/much money on their phones and tablets.
- Do you know many/much/a lot of words beginning with the letter 'X'?
- Some phrasal verbs have a little/a lot of/many different meanings – that's why they're so difficult to learn.
- She can speak a little/some/a few Arabic because she lived in Morocco for a year.
- Do you have any/many/much homework to do?

**3 Find and correct the mistakes. Three of the sentences are correct.**

- The foreign language which I like best is French.
- David Crystal is the linguist who he wrote some fascinating books about the English language.
- Can you tell me the name of your friend when I met?
- This is the list of verbs which you need to revise.
- He made a strange gesture who I didn't understand.

**4 Complete the second sentence so that it means the same as the first. Use between two and four words, including the word given.**

- There aren't many old monuments. **some**  
There ..... old monuments.
- Pedro is the new student. His parents are **whose** Bulgarian.  
Pedro is the new student .....
- Last summer I went to Greece. I met Alex. **where**  
Last summer I went to Greece, .....
- My bedroom is quite small. **much**  
There ..... space in my bedroom.

**5 Choose the best answer (A, B, C or D) to complete the text.**

Recent studies say that there are now over 400 million mother-tongue speakers of English, but there are (1) ..... more people (2) ..... use English as a second language – around 500 million. However, estimates vary because there aren't (3) ..... official figures.

English is still the main language in countries like Nigeria or Ghana, (4) ..... were once ex-British colonies. People need to use English in (5) ..... official situations, such as in the government and education. Why don't these countries use a local language instead? Because it's too difficult to choose between the (6) ..... other languages (7) ..... belong to the local people! However, it's difficult to know the number of second-language English speakers in these countries because (8) ..... the ex-British colonies are in poor parts of the world, (9) ..... people don't often get an education. This means that only a small percentage of the local population can speak English really well, but (10) ..... can say a few words in English.

- |              |         |            |                |
|--------------|---------|------------|----------------|
| 1 A many     | B a lot | C much     | D both A and B |
| 2 A which    | B who   | C when     | D where        |
| 3 A a little | B a few | C any      | D a lots       |
| 4 A which    | B where | C that     | D both A and C |
| 5 A any      | B some  | C many     | D both A and C |
| 6 A a lot    | B many  | C a lot of | D both B and C |
| 7 A which    | B who   | C 0        | D both A and C |
| 8 A a lot of | B much  | C any      | D a lot        |
| 9 A when     | B which | C where    | D that         |
| 10 A a few   | B many  | C much     | D any          |



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Gateway 2nd Edition B1 Demo > Unit 3

### Developing vocabulary and listening

Listen again and select the correct speaker for the information.

00:00 02:11

**Laura:** I have a very interesting job. I work with languages which is great. I use three languages that I learned at school in my job and I really enjoy speaking them every day.

I go to international meetings where there are people from many different countries and they have to understand each other.

So L and people like me, translate for them.

It's sometimes quite difficult because they speak quickly and they don't slow down for me!

	Speaker 1	Speaker 2	Speaker 3
her work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
inment is good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... language?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mentions some difficulties about learning a language?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
changed his/her ambitions because of a job he/she had?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
needs to do his/her job very quickly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

< 1 2 3 4 5 6 7 > Submit answer Show correct answers



7) For any students, grammar can be complex, confusing, dull, and uninspiring depending on how we present and practise it.



As always with teenagers, motivation is the key.

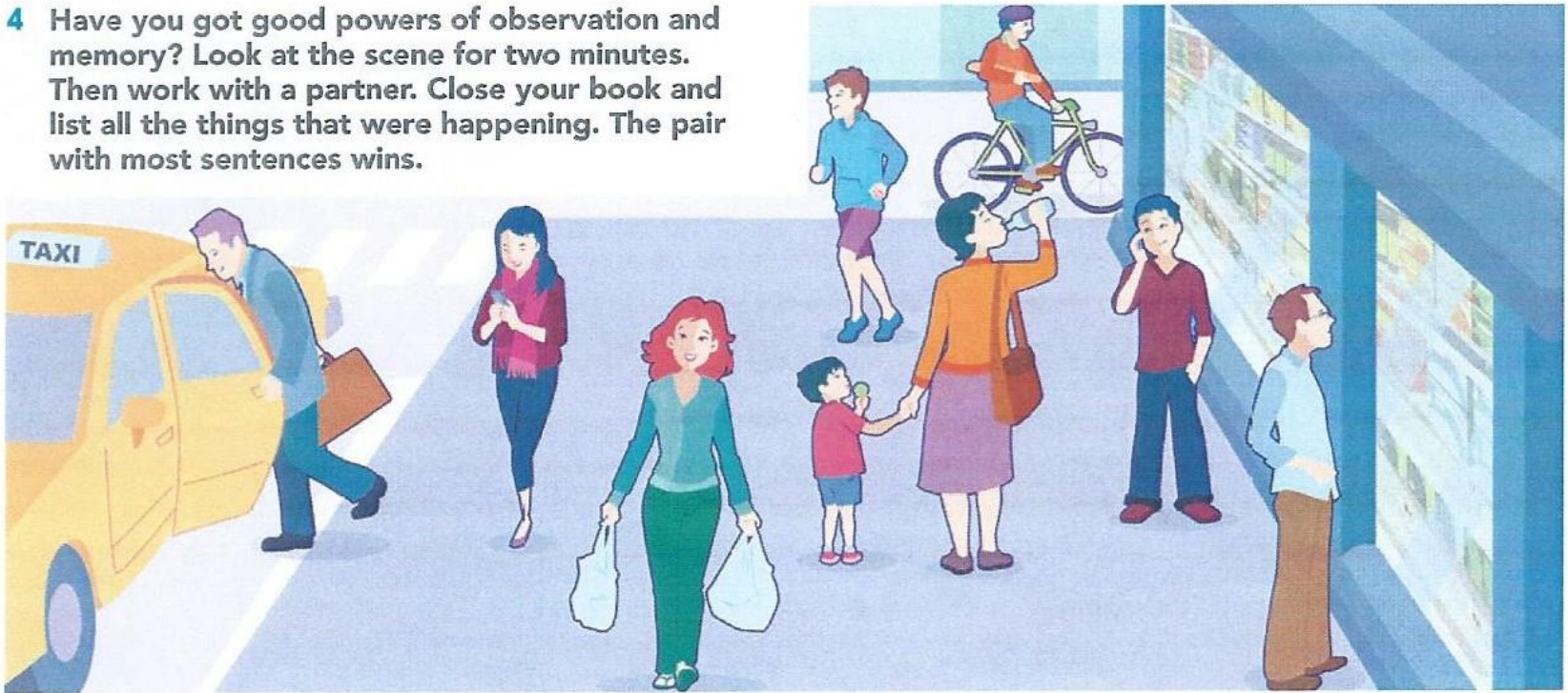
**‘Motivation is the art of getting people to do what you want them to do because they want to do it.’**

**Dwight D. Eisenhower**

# Grammar Ideas

1 Challenge the students' powers of observation

- 4** Have you got good powers of observation and memory? Look at the scene for two minutes. Then work with a partner. Close your book and list all the things that were happening. The pair with most sentences wins.





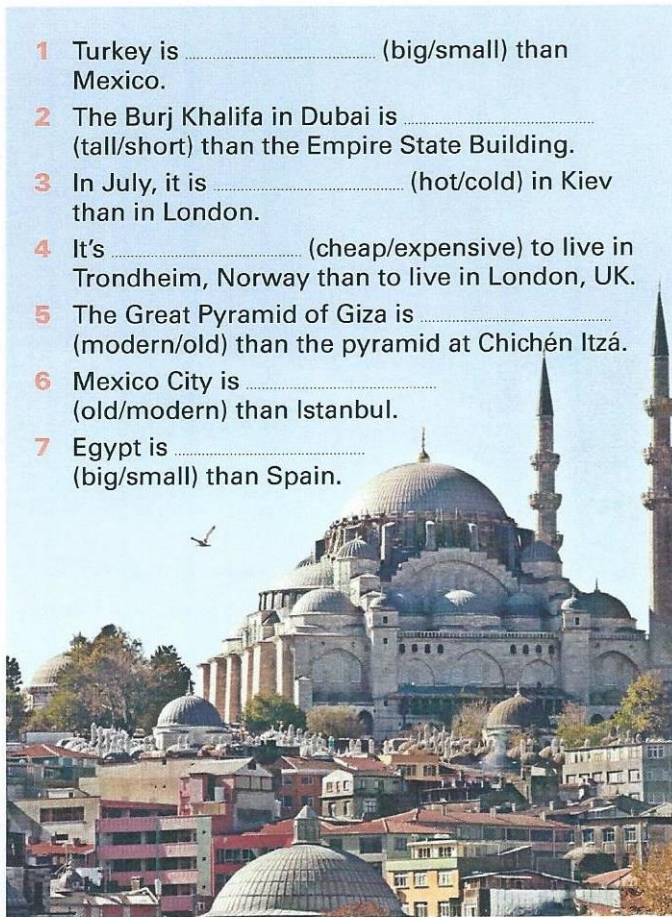
# Grammar Ideas

2 Challenge the students' general knowledge



**5a** Do you know these facts? Choose the correct adjective and use its comparative form to complete the sentence.

- 1 Turkey is ..... (big/small) than Mexico.
- 2 The Burj Khalifa in Dubai is ..... (tall/short) than the Empire State Building.
- 3 In July, it is ..... (hot/cold) in Kiev than in London.
- 4 It's ..... (cheap/expensive) to live in Trondheim, Norway than to live in London, UK.
- 5 The Great Pyramid of Giza is ..... (modern/old) than the pyramid at Chichén Itzá.
- 6 Mexico City is ..... (old/modern) than Istanbul.
- 7 Egypt is ..... (big/small) than Spain.



**5b**  0.00 Listen and check. How many sentences in 5a did you get right?



**2a** Complete the questions with the correct form of the verbs given.

## FAMOUS PEOPLE QUIZ

- 1 Which famous company ..... Bill Gates ..... (create)?
- 2 What job ..... Ronald Reagan ..... (do) before he became President of the US?
- 3 How ..... Matt Groening ..... (become) a millionaire?
- 4 Which famous shoes ..... Bill Bowerman ..... (invent)?
- 5 What sport ..... Michael Jordan ..... (play)?
- 6 Which clothes ..... Levi-Strauss ..... (make) for the first time in the 19<sup>th</sup> Century?



**2b** Work with a partner. Write down your answers to the questions.

**2c**  **LISTENING**  **0.00** Listen. How many correct answers have you and your partner got?



# Grammar Ideas

3 Provide interesting, information-rich contexts for grammar practice

### 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. Biscuit 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!



**3 Complete the text with the correct form of the verbs in the box.**

be • do • eat • look • play • put

There are some very unusual jobs!

If people (a) ..... golf better, this first job wouldn't exist. Some golf clubs pay professional divers to go into lakes and collect all the golf balls that go into the water.

If you (b) ..... like a famous person, you would be able to make money. You could pretend to be the famous person and appear at parties or in adverts or TV shows.

Believe it or not, some people taste dog food professionally to check that it tastes good. If I (c) ..... dog food, I'd be ill!

One hotel in London had a professional bed warmer. They paid somebody to get into the bed for five minutes and make it warm. If I (d) ..... that job, I'd fall asleep all the time!

Would you buy an orange if it (e) ..... green or yellow? Most people wouldn't. But in some warm places the natural colour of oranges isn't actually orange. That's why some people's job is to make oranges orange – by suddenly making them cold or by exposing them to ethylene gas.

If people (f) ..... their chewing gum in the bin, we wouldn't need 'Gum Busters'. These are people who use water at high pressure to take away chewing gum from any type of surface.



Male train drivers start wearing skirts in protest!





## Listening

1 Work with a partner. Look at these things. They each have a connection with the billionaire businessman Sir Richard Branson. What do you think the connection is?



2 Look at the sentences about Sir Richard Branson. Check your ideas in 1. What order do you think they happened in? Guess.

- A He created a mobile company.
- B He opened a record shop.
- C He started a company to fly people into space.
- D He made records.
- E He began his own airline, flying to the US and other places.
- F He started a magazine for students.
- G He bought a train company.

3 **LISTENING** 0:00 Listen. Put the events in 2 in the correct order.

- 1 \_\_\_\_\_ 3 \_\_\_\_\_ 5 \_\_\_\_\_ 7 \_\_\_\_\_  
 2 \_\_\_\_\_ 4 \_\_\_\_\_ 6 \_\_\_\_\_

4 **0:00** Choose the correct alternative. Listen again if necessary.

- 1 Sir Richard Branson was/wasn't a successful student at school.
- 2 Students/University professors wrote the magazine Student.
- 3 He began his record company/record shop in 1972.
- 4 Virgin Airlines is about twenty/thirty years old.
- 5 Branson began his mobile company in 1997/1999.
- 6 Sir Richard Branson would probably like/not like to go into space.
- 7 Virgin Galactic is a company for professional astronauts/normal people.
- 8 Tickets to travel in space cost \$25,000/\$250,000.

5 What about you?

- 1 Do you know any other famous business-people? How did they become famous?
- 2 Would you like to start your own business? What type of business?
- 3 Would you like to fly into space? Why/Why not?

## Grammar in context

### Past simple – questions and short answers

1 Look at the sentences and answer the questions (1–3).

- a What type of business did he start?
- b How much do the tickets cost?
- c Why did he create that company?
- d Did he continue with the magazine?
- e Yes, he did./No, he didn't.

- 1 Which question is in the present simple?
- 2 What do we do to change a question from the present simple to the past simple?
- 3 Do we repeat the main verb (e.g. start, cost, continue) in short answers?

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2a Complete the questions with the correct form of the verbs given.

## FAMOUS PEOPLE QUIZ

- 1 Which famous company \_\_\_\_\_ Bill Gates \_\_\_\_\_ (create)?
- 2 What job \_\_\_\_\_ Ronald Reagan \_\_\_\_\_ (do) before he became President of the US?
- 3 How \_\_\_\_\_ Matt Groening \_\_\_\_\_ (become) a millionaire?
- 4 Which famous shoes \_\_\_\_\_ Bill Bowerman \_\_\_\_\_ (invent)?
- 5 What sport \_\_\_\_\_ Michael Jordan \_\_\_\_\_ (play)?
- 6 Which clothes \_\_\_\_\_ Levi-Strauss \_\_\_\_\_ (make) for the first time in the 19<sup>th</sup> Century?



2b Work with a partner. Write down your answers to the questions.

2c **LISTENING** 0:00 Listen. How many correct answers have you and your partner got?

3 Choose the correct alternative in the dialogue.



Jo: There's a funny story here about some train drivers in Stockholm, Sweden.

Ryan: Why? What (1) did/do they do?

Jo: The men wore skirts to work.

Ryan: (2) When/Why did they do that?

Jo: Because the train company didn't let them wear short trousers.

Ryan: When did this (3) happen/happened?

Jo: In June. It was 35°C in the trains. The drivers weren't happy wearing long trousers.

Ryan: (4) Did/What the train company let them wear skirts?

Jo: Yes, they (5) did/let. The company rules didn't say anything about skirts.

Ryan: (6) Did/Do they wear skirts for a long time?

Jo: No, they (7) did/didn't. The company changed their mind and let them wear shorts!

watch the grammar o.

make questions.



it on TV last? .....  
 ight? .....  
 id do? .....  
 nary When? .....  
 lid? .....  
 iend meet? .....  
 rou did to bed? .....

questions in 5a.

n today.

hool.  
w.

er. Ask and answer the  
: answers.

st friend?

We met at primary school.

5.  
lay?  
terday?  
h exam?  
g last weekend?  
i were seven?  
his morning?  
lot of homework

rsion last year?

wers.

# Grammar Ideas

4 Encourage students to be creative and/or react on a personal level



**5a SPEAKING** Look at the situations and think about what you would do in each one and why. Make notes.

- 1 When you arrive at school, you see that you aren't wearing shoes. You're wearing your slippers! What would you do?



- 2 You tell your best friend that you are too busy to go out tonight. Later, another friend persuades you to go out. Suddenly, you see your best friend 50 metres away, but they haven't seen you yet. What would you do?

- 3 Your mother is trying on some very unusual clothes in a clothes shop. She obviously likes them. She asks what you think of them. What would you do?



- 4 You buy a pair of jeans. When you get home, you find a very nice jacket inside the bag with your jeans. You didn't buy the jacket. What would you do?

- 5 Somebody offers to buy you a tablet if you do a bungee-jump. You really need a tablet but you are afraid of heights. What would you do?

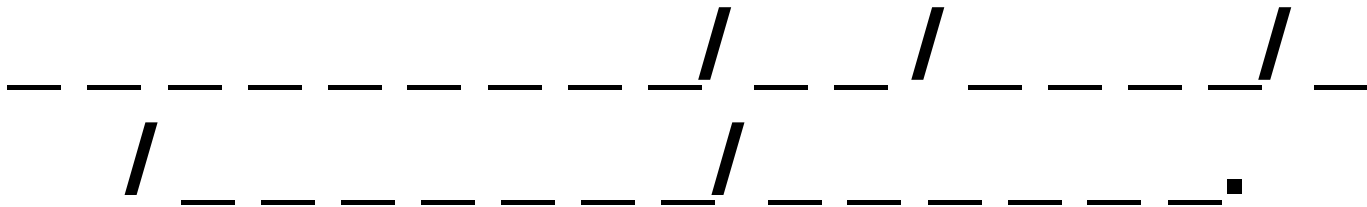




# Grammar Ideas

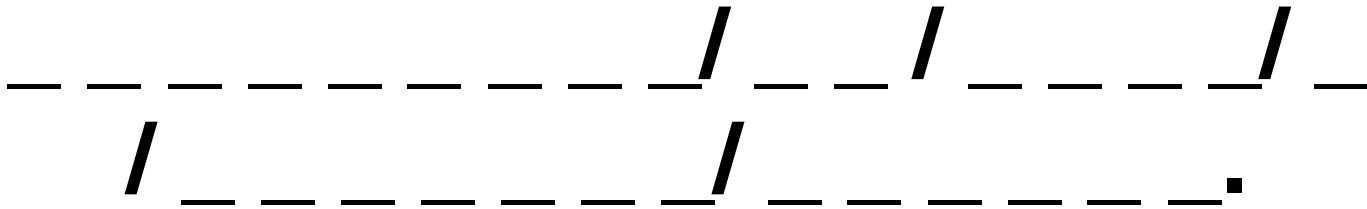
5 Use teenagers' competitive spirit to your advantage

# Sentence Hangman



- 1 point for guessing a letter correctly.
- 5 points for guessing a word correctly.
- 10 extra points for finishing the sentence.

# Sentence Hangman



**BUT**

- 1 point for guessing a letter incorrectly.
- 5 points for guessing a word incorrectly.
- 10 extra points for finishing the sentence incorrectly.

# Sentence Hangman

\_\_\_\_\_ / \_ / \_ / \_  
 / \_ \_ \_ \_ / \_ \_ \_ \_ .

Team A: The letter S.

# Sentence Hangman

— **S** — — — — / **S** / — — — — / —  
/ — — — — — / — — **S** **S** — — .

Team A: The letter S.

Teacher: One point.

# Sentence Hangman

— s — — — — / s / — — — — / —  
/ — — — — — / — — s s — — .

Team B: The letter L.

# Sentence Hangman

\_\_ S \_\_ L \_\_ / S / L \_\_ /  
/ \_\_ \_\_ \_\_ \_\_ / L S S \_\_ .

Team B: The letter L.

Teacher: One point.

# Sentence Hangman

\_\_ S \_\_ L \_\_ / S / L \_\_ /  
/ \_\_ \_\_ \_\_ \_\_ / L S S \_\_ .

Team A: We think the last word is  
'lesson'.



# Sentence Hangman

\_\_ S \_\_ L \_\_ / S / L \_\_ /  
/ \_\_\_\_\_ / L E S S O N .

Team A: We think the last word is  
'lesson'.

Teacher: Correct! Five points.

# Sentence Hangman

\_\_ S \_\_ L \_\_ / S / L \_\_ /  
/ \_\_\_\_\_ / L E S S O N .

Team B: The letter U.

# Sentence Hangman

\_\_ S \_\_ L \_\_ / S / L \_\_ /  
/ \_\_\_\_\_ / L E S S O N .

Team B: The letter U.

Teacher: No. Minus one.

# Sentence Hangman

S L / S / L /  
/ L E S S O N.

Team A: The letter I.

# Sentence Hangman

\_\_\_ S \_\_\_ L \_\_\_ I \_\_\_ / I S / L I \_\_\_ / \_\_\_  
/ \_\_\_ \_\_\_ \_\_\_ \_\_\_ / L E S S O N .

Team A: The letter I.

Teacher: Six points.

# Sentence Hangman

\_\_\_ S \_\_\_ L \_\_\_ I \_\_\_ / I S / L I \_\_\_ / \_\_\_  
/ \_\_\_ \_\_\_ \_\_\_ \_\_\_ / L E S S O N.

Team B: The letter A.

# Sentence Hangman

\_\_ \_ S \_ A L \_ I A / I S / L I \_ \_ / A  
/ \_ \_ A \_ \_ A \_ / L E S S O N .

Team B: The letter A.

Teacher. Yes. 6 points.

# Sentence Hangman

\_\_ \_ S \_ A L \_ I A / I S / L I \_ \_ / A  
/ \_ \_ A \_ \_ A \_ / L E S S O N .

Team A: The letter G.



# Sentence Hangman

\_\_ \_ S \_ A L G I A / I S / L I \_ \_ / A  
/ G \_ A \_ \_ A / L E S S O N.

Team A: The letter G.

Teacher. Yes. 1 point.

(At the moment, A has 13 points, B has 6)

# Sentence Hangman

\_\_ S \_\_ A L G I A / I S / L I \_\_ \_\_ / A  
/ G \_\_ A \_\_ \_\_ A \_\_ / L E S S O N .

Team B: We think the complete sentence is...

# Sentence Hangman

N O S T A L G I A / I S / L I K E / A  
/ G R A M M A R / L E S S O N .

Teacher: Correct. 25 points.

Team B wins 31-13.

Nostalgia is like a grammar lesson.

*She works as a teacher.*

*She works like a teacher.*

**WHY IS NOSTALGIA LIKE A  
GRAMMAR LESSON?**

**YOU FIND THE PRESENT TENSE  
AND THE PAST PERFECT.**

A man walked into a bar...

The past, the present and the future walked  
into a bar.

It was tense.

don't

to

**you**

often

supermarket

Anna

**and**

we

*pizza*

usually

eats

cinema

**the**

*go*

I

doesn't

*never*

goes

eat

**dog**



<b>SPEAK</b>	<b>DO</b>	<b>HAD</b>	<b>YOU</b>	<b>ENGLISH</b>	<b>SHOULD</b>
<b>NEED</b>	<b>HAVE</b>	<b>OUGHT</b>	<b>HARDER</b>	<b>NEEDN'T</b>	<b>STUDIED</b>
<b>TO</b>	<b>DIDN'T</b>	<b>DONE</b>	<b>BUT</b>	<b>IT</b>	<b>BETTER</b>

You ought to have studied English harder  
but you didn't do it!

SPEAK	DO	HAD	<b>YOU</b>	ENGLISH	SHOULD
NEED	HAVE	<b>OUGHT</b>	HARDER	NEEDN'T	STUDIED
TO	DIDN'T	DONE	BUT	IT	BETTER

# Grammar Ideas

## 6 Turn things round with the Flipped Classroom



## *'Traditional' classroom*

### In class:

Teacher instructs/teaches/presents information. Students listen as a whole class.

### At home:

Students do practice activities for homework.

## *Flipped classroom*

### At home:

Students watch a video presentation of someone instructing/teaching/presenting information.

### In class:

Students do practice activities while the teacher monitors and helps individuals, pairs and groups.

## Flipped Classroom Videos in Gateway 2<sup>nd</sup> Edition



Short (3 to 6 minutes) grammar presentations by Dave.

One per unit, completely integrated and linked to the reading or listening text in that unit.

Available in the Gateway 2<sup>nd</sup> Edition Resource Centre/  
Online Workbook/Digital Student's Book.

## Reading



1 **SPEAKING** Work with a partner. Take it in turns to describe the different T-shirts. Which do you like or dislike? Why?



2 **READING** Read this blog entry. Match the paragraphs (A–D) to the T-shirts in 1.

### Sara's FASHION Blog



#### T-shirts that tell a story

Have you ever thought how important T-shirts are in your life? I don't mean expensive designer T-shirts. After all, just because you spend a lot of money on a top doesn't mean that it looks good. I'm talking about the T-shirts that say something about you, like where you've been, what you like, or what you think. Those are often the T-shirts that we feel the most comfortable in and that we wear again and again. I'm going to tell you about two T-shirts that I really, really love and explain why.

- A I've been to London twice. The first time I went I saw this shirt in a souvenir shop and my dad bought it for me. I really loved the design and the colours. And it reminds me of something funny that happened. One day we were travelling around the centre of London. We almost got lost, but we found our way – thanks to the picture on this T-shirt!
- B Sometimes I've bought clothes that I've never worn or that I've only worn once or twice. But I've worn (and washed 😊) this T-shirt hundreds of times. I love music and I love Adele. I haven't seen many of my favourite artists live, but I bought this when I went to see Adele two years ago. It was a great concert and this is a great souvenir. And white T-shirts go with anything, not just jeans! So, those are just two of my favourite T-shirts that tell a story. What about yours?

posted 16th May at 16:57

[post a comment](#)



- C I've never been to Russia and I don't know any Russian, but one of my favourite T-shirts has the Russian alphabet on it. One of the reasons that I like it is because I love the bright colours of the letters. And it has sentimental value. Last year, my brother studied in Moscow and he gave me this when he came home.  
Nuria Gil, Spain
- D My favourite T-shirt has got an important message on the front. Basically, it says that we should recycle if we want to protect the environment. That's something that I feel strongly about. Another good thing about the T-shirt is that it's made with organic cotton. And apart from that, I think the design is cool!  
Milos Novak, Czech Republic



## Grammar in context



**Flipped classroom:** watch the grammar presentation video.



### Present perfect

**1** Read the sentences and complete the rules with the correct word.

- a I've **been** to London twice.
- b I've **washed** it hundreds of times.
- c I **haven't seen** many of my favourite artists live.
- d **Has** your brother **studied** there?
- e Yes, he **has**./No, he **hasn't**.

- 1 We can use the present perfect to talk about the past, but only when we don't say *when* the action happened.
- 2 We make the present perfect with the present simple of (a) ..... and the past participle of the main verb.
- 3 We make the negative form of the present perfect by putting **not** or **n't** after (b) .....
- 4 Regular past participles end in (c) ....., but there are many irregular past participles. See the third column of the verb list on page 157 and 2 below.
- 5 In questions, (d) ..... goes before the subject.
- 6 In short answers, we use **have**, but we don't repeat the (e) .....

GRAMMAR REFERENCE ► PAGE 128



**3a** Write true sentences about your life experiences. Use the affirmative or negative present perfect form of the verb.

- 1 I/wear a superhero costume.  
*I haven't worn a superhero costume.*
- 2 My friends and I/appear on TV.
- 3 I/travel by plane.
- 4 I/eat sushi.
- 5 My parents and I/go to the US.
- 6 I/write a song.
- 7 I/see my favourite band/singer in concert.
- 8 I/buy jewellery for my pet.





## Flipped classroom

## A2 Unit 9

### Present perfect

#### Part 1: Video preparation



1 Do you remember reading about people and their favourite T-shirts on page 119 of your Student's Book? Match the T-shirt above with the correct phrase.

- a My favourite T-shirt has the Russian alphabet on it.
- b It has an important message on it.
- c I never get lost in the centre of London.
- d I bought this when I went to see Adele.

2 Name three reasons the writer gives for why people buy T-shirts.

.....  
 .....

3 Match the verbs to the nouns

- |        |               |
|--------|---------------|
| 1 go   | a a present   |
| 2 take | b a shirt     |
| 3 wear | c photos      |
| 4 give | d to New York |

#### Part 2: Video comprehension

Watch the video as many times as necessary and do the exercises.

1 Answer the questions.

- Where did the presenter (Dave) buy the T-shirt that appears in the video?  
 .....
- Was this his first visit to the city? Do you know when he went there?  
 .....
- They talk about T-shirts in the video. Name three other things they talk about.  
 .....

4 Does the presenter (Dave) like the T-shirt in the video? How do you know?  
 .....

2 Use the video explanation to circle the correct alternative in each rule (a–b). Then tick (✓) the correct sentence (1 or 2) and cross out the incorrect sentence.

- a We use the present perfect to talk about the past/present.
- b We use the present perfect when we say/don't say when the action happened.

- I've been to New York last year. ....
- She's given me a present. ....

3 Tick (✓) the sentence in each pair that appears from the video.

- a They've been to New York twice.
  - b I've been to New York twice.
- a He's given me a T-shirt.
  - b She's given me a present.
- a I haven't worn this shirt hundreds of time.
  - b I haven't bought this T-shirt from New York.
- a Have you been to New York?
  - b Has he been to New York?
- a Yes, he has.
  - b Yes, I have.

4 Look at the example sentences in 1 and use the video explanation to complete the rules.

- We form the present perfect with the verb .....
- To make the negative, add *not* or .....
- In questions, *have* goes ..... the subject.
- To answer short form questions, do not repeat the main .....

#### Part 3: Grammar practice

Write sentences using the correct form of the present perfect. Use contractions.

- They / give / me a present. ✓  
 .....
- They / go / to Moscow. X  
 .....
- A: you / look at / our holiday photos?  
 B: Yes, we / see / them twice.  
 .....
- I / wear / the same T-shirt everyday this week. ✓  
 .....
- He / wash / his T-shirt. It's really dirty. X  
 .....

## How to use the Flipped Classroom videos

- 1) Students watch them at home as part of their homework. They do the worksheet and are ready to do practice in class the next day.
- 2) Tell students who have missed class to watch the video at home.
- 3) Use as back-up for your presentation for anybody who needs or wants extra help – watch as many times as necessary.

# The New Media Consortium Horizon Report 2015

While there is little national research on the effectiveness of the flipped classroom model as compared with traditional lectures, there are several experiments underway that are helping to establish a valuable baseline. Villanova University piloted four flipped introductory engineering classes in 2013 that were so successful that they ran eight additional flipped classes in the fall of 2014. **Students in the bottom third performed on average seven percentage points better than their counterparts in a traditional classroom.**<sup>222</sup> Faculty at Harvey Mudd College are currently in the second year of a four-year controlled study comparing active learning lecture classes in flipped classrooms in engineering and math courses. While preliminary results show no significant difference in learning, metacognitive, or affective gains, **students reported preferring the flipped classroom model because they had access to lectures online and could replay sections they did not understand.** While class subject might be a factor in the success of the project, more data is needed to verify this hypothesis.<sup>223</sup>

## How to use the Flipped Classroom videos

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- 2) Tell students who have missed class to watch the video at home.
- 3) Use as back-up for your presentation for anybody who needs or wants extra help – watch as many times as necessary.
- 4) Use as revision in class or at home before a test or exam.
- 5) Show them in class time for variety and/or listening practice and/or as part of a Test-Teach-Test approach.



## Present perfect

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GRAMMAR REFERENCE ► PAGE 128

## How to use the Flipped Classroom videos

- 1) Students watch them at home as part of their homework. They do the worksheet and are ready to do practice in class the next day.
- 2) Tell students who have missed class to watch the video at home.
- 3) Use as back-up for your presentation for anybody who needs or wants extra help – watch as many times as necessary.
- 4) Use as revision in class or at home before a test or exam.
- 5) Show them in class time for variety and/or listening practice and/or as part of a Test-Teach-Test approach.
- 6) Newer teachers could use them to get ideas for their own presentations.
- 7) If your students aren't used to grammar presentations in English, use the videos as a gentle introduction.

# Grammar Ideas

7 Always have 'No Tech' or 'Low Tech' grammar games and activities up your sleeve.

# Quick on the draw

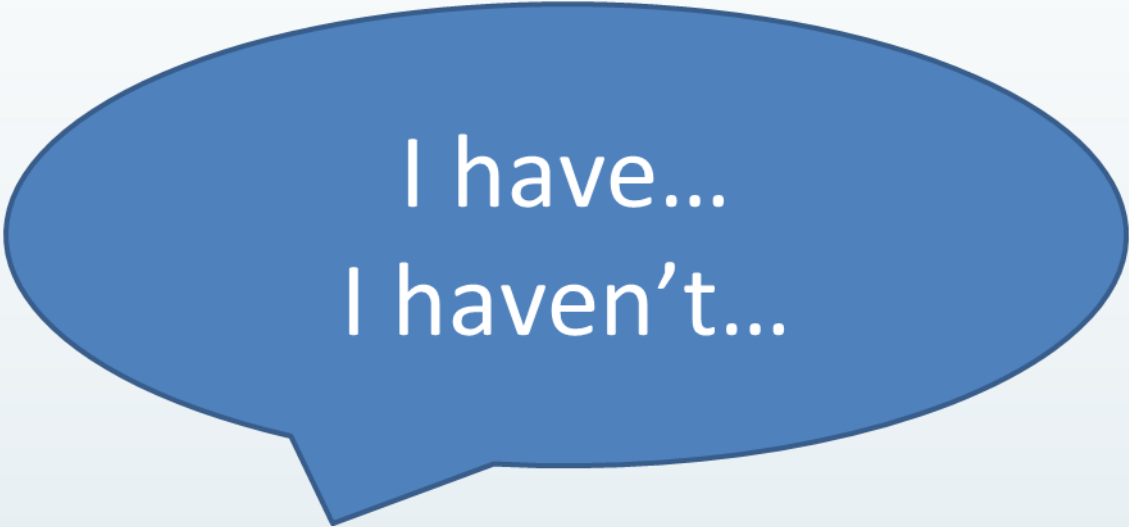




## Quick on the draw

You're going to buy a new camera.	You're going to see a film at the cinema.
You're going to have a picnic.	You're going to take an exam.
You're going to go swimming.	You're going to have a birthday party.
You're going to go to the zoo.	You're going to have a meal in a restaurant.
You're going to go camping.	You're going to go to the beach.
You're going to meet a friend at the airport.	You're going to have a holiday.
You're going to have a job interview.	You're going to play table tennis.
You're going to watch a football match.	You're going to get up early tomorrow.
You're going to climb a mountain.	You're going to get married.
You're going to take your dog for a walk.	You're going to tidy your room.

# Present perfect charades



I have...  
I haven't...

## Present perfect charades

### Cards for Team A

I've won a competition.	I've already cooked your dinner.
I haven't cleaned my teeth yet.	I've drunk ten glasses of water.
I've sent six emails this morning.	I've just read an interesting book.
Have you phoned your parents yet?	I've just found a lot of money in the street.
I've met a lot of famous people.	What have you done?

### Cards for Team B

I've been to Disneyland in the USA.	I've already done my homework.
Where have you been?	I've made ten phone calls today.
I've just seen a very big spider under the bed.	I've just bought a new bicycle.
Have you done the shopping yet?	My computer has broken.
I've eaten five bars of chocolate.	I haven't washed my hair yet.

# Mime the picture



*What?*

WHO?

**How?**







macmillan education

**Step 1:**  
A lot of activities concentrate on the teacher finding out about their students, but they usually want to find out about you too...

**Step 2:**  
Arrange the class into small teams of 3-4 people

**Step 3:**  
Now ask each of the teams to prepare a series of questions for you

**Step 4:**  
The only condition for the questions is that they must be answerable with either a 'yes' or a 'no'

**Step 5:**  
Teams win 1 point for each question that gets a 'yes' answer (and is grammatically correct) but 0 points for any question that gets the answer 'no'

**Step 6:**  
So if the question is 'Are you a great teacher?' they get a point, but if they ask 'Are you silly?' they get nothing :-)

Latest Teaching Tips from Dave  
■ Dave Spencer  
Sent: Today  
To: Gateway Teachers

Gateway



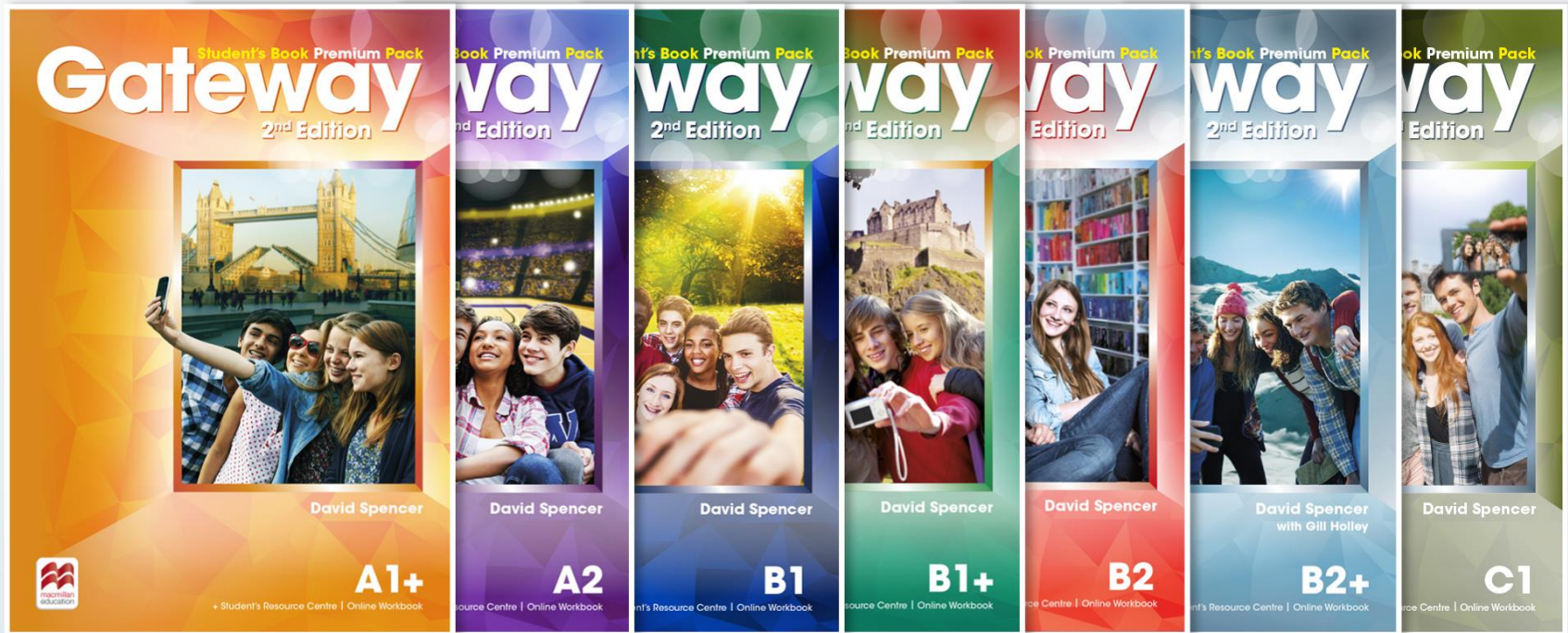
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# Gateway

2<sup>nd</sup> Edition

LEARNING FOR LIFE



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