

# **A Corpus-based innovative approach to grammar teaching and learning Group 10 Activity Design**

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**Level of students:** English Level of Primary 3 (20 students in total)

**Number of lessons:** one double lesson (80 mins in total)

**Textbook adapted:** Longman Elect 3A Module 2: Meal time!

**Corpus used:** Lextutor Concordance: Children Stories (947k) and BNC Spoken sampler (1 m)

**Topic:** Story ‘The Town Mouse and the Country Mouse’

**Target grammar items:** ‘some’ and ‘any’

## **Learning objectives:**

By the end of the lesson, students will be able to:

1. understand that both “some” and “any” can be used before countable nouns (plural) and uncountable nouns; use 'some' and 'any' in sentences: “some” is usually used in positive sentences while “any” is used in negative and interrogative sentences.
2. correctly use “some” and “any” to describe ingredients in different activities (role-play, writing, and presentation)

3. complete two fun games with good performance and complete the homework with high quality.
4. get some basic understanding of how to use the corpus as a tool to support self-guided and inductive learning.

### **Context:**

This week is Food Festival week. You will try to make your own food and experience the fun of making food. During the week, you will learn how to describe ingredients by using determiners ‘some’ and ‘any’ and how to make and introduce your own food using ‘some’ and ‘any’.

### **Lesson progression:**

#### **STAGE 1: Testing Ss’ knowledge and Raising Ss’ awareness (15 mins)**

T first shows the video about City Mouse and Country Mouse. Then, Ss will be asked to read the story again and fill in the blanks after watching the video. The main goal is to test their understanding of ‘some’ and ‘any’ and their usage in context.

After that, Ss will be asked to work in pairs to check each other’s work to see whether there are any different answers. For different answers, students should provide a quick explanation.

#### **STAGE 2: Hands-on corpus search and inductive discovery by students (20-25 minutes)**

Students can do some hands-on corpus searches if the real-life teaching condition permits. If students can get access to digital devices and the Internet, they will be guided to look for some authentic examples of the target language items that relate to their English level. The concordance lines will be printed and distributed to the students and carry out the activities according to the teacher’s instructions.

First, students are asked to read the concordance lines and circle the nouns used after “some” and “any”. After finding the nouns, students discuss together and classify the nouns into countable or uncountable ones. Then, they examine the concordance lines again to analyze the sentence pattern (positive, negative, or interrogative sentences). Through these two steps, students try to get a full understanding of what they should pay attention to when they use “some” and “any”. Finally, students are asked to make any necessary amendments to the individual task in stage 1 so that they could fully apply what they have learnt to real-life situations.

By using the corpus, students develop the ability to infer the rules by themselves and understand the benefits of using a corpus to help them become independent learners. To deepen students’ understanding, the teacher gives a summary of how to use “some” and “any.”

After that, the teacher uses ChatGPT and an AI-powered video generator to produce catchy tongue twisters to enhance rule memorization. Finally, an AI-enhanced card-sorting game is employed to assist students in consolidating their understanding of the rules.

### **STAGE 3: Output and Application (40-45 mins)**

In this stage, students can practice two language skills: speaking and writing.

Before the speaking activity, the teacher will introduce the plot of the story first to ensure that the context is constructed clearly.

After that, students will work in pairs to finish the blanks filling of the conversation and then practice speaking with their partner by Role Playing. Students can refer to the table to get the hint when they can't remember the rules. Then, they are encouraged to do a self-assessment and peer assessment of their study.

In the stage of writing task, students need to write a brief introduction of the soup they designed by themselves, explain the reason, and later present it to the class. While writing, some given words can be used in their writing, and if they want, other ingredients can also be added. In writing, students must use the phrases and structures provided by the teacher to practice the use of 'some' and 'any.' Furthermore, the teacher guides students to create videos from their own writings using an AI video tool for more engaging presentations. The Best Video Presentation award will be decided through a class vote.

### **STAGE 4: Homework**

The first set of exercises for the homework comprises two versions: a memory game and a quiz game. The memory game is specifically designed for lower-level students. It challenges them to remember the positions of the cards and find the correct answers. On the other hand, the quiz game has a time limitation and requires quick selection of correct answers, making it suitable for upper-level students. The primary objective of these online games is to motivate students to independently complete their homework and reinforce their basic knowledge in an engaging manner.

The second exercise is designed with different modes and requirements. For lower-level students, they are tasked with completing the sentences according to what we have learned, such as "there is/are some...". Advanced learners, on the other hand, are encouraged to create conversations using the provided sentences and tips.

All of these exercises are accompanied by clear instructions and necessary hints, which will be demonstrated in class. The homework aims not only to captivate students' interest but also to address their diverse learning needs, thereby promoting an enhanced learning experience.

Teachers should divide students into two groups based on their proficiency levels: lower level and upper level. Each group will receive their respective handouts. It is recommended that teachers demonstrate how to complete the homework before dismissing the class.

Word limit: 900

## STAGE 1: Testing Ss' knowledge and Raising Ss' awareness (15 minutes)

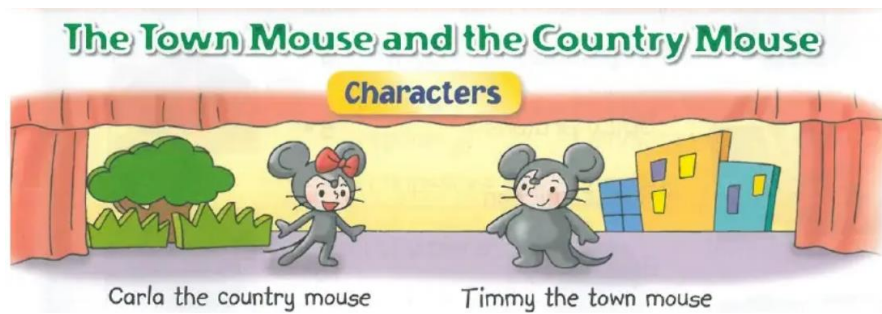
### Part 1: Watch video

Today, we are going to meet two new friends, 'Carla' and 'Timmy'. They are talking about each other right now. Watch the video and learn it.

<https://www.youtube.com/watch?v=GXOHO6p7NOw>

### Part 2: Filling in the blanks [individual work]

You have watched the video about the Town Mouse and the Country Mouse. Do you still remember this story? Read their conversation again and fill in the blanks with either '*some*' or '*any*'.



### Scene 1

Carla: Hello, Timmy!

Timmy: Hi, Carla! Are you hungry right now?

Let's get \_\_\_ lunch, shall we?

Carla: Great! Let's go!!



### Scene 2



Timmy and Carla go to the Timmy's kitchen.

Carla: Are there \_\_\_ vegetables?

Timmy: Vegetables? No, there aren't \_\_\_ vegetables.

Carla: OK, Where is the fruit? I can make a yummy fruit salad. Is there \_\_\_ fruit?

Timmy: Oh, sorry. There isn't \_\_\_ fruit.

Carla: What can we eat?

Timmy: Let me see. Oh, there is \_\_\_  
bread. There are a lot of sausages. Maybe  
we can make hot dogs. Oh, I know! Let's  
no cook. Let's go to McFred's Fast Food!  
There are \_\_\_ hot dogs on sell.

Carla: Ok.



### Scene 3

Timmy: It's lunchtime, Carla. Let's go to McFred's  
again!!

Carla: What?? We go there every day. I don't feel well.  
I need \_\_\_ good food.



### Part 3: Talking to your partner [Pair work]



Work with your partner and play a fun “Word Detective” game together. After you fill in the blanks with “some” or “any”, show your sentences to each other. If both of you choose the same word, give a thumbs up and say, “**We are word twins!**”. If you choose different words, it's ok. Give a quick explanation by saying, “**I picked (some/any) because...**” and listen to your partner's reason too. It's like being a detective finding clues in words.

XXX Primary School  
 Primary 3 English Language  
 Food Festival Week: 'some' & 'any'

Sentences	We are word twins!	I picked (some/any) because...
1. Let's get _____ lunch, shall we?		
2. Are there _____ vegetables?		
3. No, there aren't _____ vegetables.		
4. Is there _____ fruit?		
5. There isn't _____ fruit.		
6. There is _____ bread.		
7. There are _____ hot dogs on sale.		
8. I need _____ good food.		

**STAGE 2: Hands-on corpus search, analysis and inductive discovery by students (20-25 minutes)**

**Part 1: Get a basic understanding of the nouns used after 'some' and 'any' by checking authentic examples from the corpus website.**

Work in pairs. Have a look at the following concordance lines for 'some' and 'any' from the Children Stories (947k) and BNC Spoken sampler (1 m). Circle the noun after 'some' and 'any', an example has been done for you.

001.  row, from the most blessed for ... Into each life **SOME** rain must fall, Some days must be dark and sa  
 little wom...

002.  cessed for ... Into each life some rain must fall, **SOME** days must be dark and sad and dreary. "She is  
 little wom...

003.  y after dinner she was left alone in her room for **SOME** hours. Thinking of the green fields at home,  
 heidi

008.  tretch, the stretch that we know is bound to end, **SOME** time, in the rattle of the door-latch, the su  
 wind willo..

009.  B,C in all this time. Heidi was sorely in need of **SOME** clothes, so Clara had given her some. Miss Ro  
 heidi

010.  anding on guard. After a time he fell asleep, and **SOME** unsteady fairies had to climb over him on the  
 peter\_pan



**read**



**circle**



**discuss**

<b>some</b>	
Countable nouns	Uncountable nouns

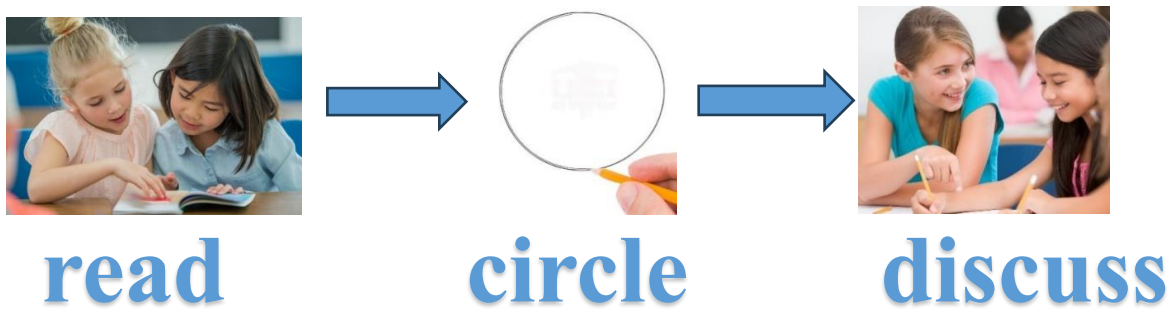
**Summary:** the nouns after the word 'some' are \_\_\_\_\_ and \_\_\_\_\_ nouns.

**Teacher tips:**  
 (The teacher gives a demonstration to help students understand how the activity is carried out)

1. Read the sentence that has the word 'some'.
2. Circle the noun after the word 'some'.
3. Discuss with your partner if the noun is countable (plural or singular form) or uncountable noun.



028.  ople can say, 'Oh! I did not know, I did not mean **ANY** harm.' they think it is all right. I suppose M  
black\_beau...
023.  her sitting room with glass doors. There weren't **ANY** books in it; Mrs. Thomas kept her best china a  
anne\_green...
001.  y. I want to talk to you. Now, tell me, are there **ANY** shops open at this hour of the night?" "Why, c  
wind\_willo...
003.  certain it begins with M. Rick. You're not having **ANY** rice . No. Where's all this paperwork? That's
007.  down the tip later on again. Yeah. I haven't got **ANY** money though. Anything at all! Got a quid or s
001.  sugar in it. Come to think of it, has daddy's got **ANY** sugar in it? I don't know. You'll have to try



<b>any</b>	
Countable nouns	Uncountable nouns

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**Summary:** the nouns after the word '**any**' are \_\_\_\_\_ and \_\_\_\_\_ nouns.

**Teacher tips:**

(The teacher gives a demonstration to help students understand how the activity is carried out)

1. Read the sentence that has the word '**any**'.
2. Circle the noun after the word '**any**'.
3. Discuss with your partner if the noun is countable (plural or singular form) or uncountable noun.



**Part 2: Analyze the type of sentence containing '**some**' and '**any**'—pair work**

Read the concordance lines one more time. Write down a few sentences containing '**some**' and '**any**'. Discuss with your partner if the sentence is positive, negative or interrogative. An example has been done for you.

001.  row, from the most blessed for .. Into each life **SOME** rain must fall, Some days must be dark and sad and dreary. "She is little\_wom.
002.  essed for ... Into each life some rain must fall, **SOME** days must be dark and sad and dreary. "She is little\_wom.
003.  y after dinner she was left alone in her room for **SOME** hours. Thinking of the green fields at home, heidi
008.  tretch, the stretch that we know is bound to end, **SOME** time, in the rattle of the door-latch, the su wind\_willo..
009.  B,C in all this time. Heidi was sorely in need of **SOME** clothes, so Clara had given her some. Miss Ro heidi
010.  anding on guard. After a time he fell asleep, and **SOME** unsteady fairies had to climb over him on the peter\_pan



<b>some</b>	
Sentence/fragment	Positive negative question
Into each life, <b>some</b> rain must fall,	positive

028.  opele can say, 'Oh! I did not know, I did not mean **ANY** harm.' they think it is all right. I suppose M  
black\_beau..

023.  her sitting room with glass doors. There weren't **ANY** books in it; Mrs. Thomas kept her best china a  
anne\_green..

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007.  down the tip later on again. Yeah. I haven't got **ANY** money though. Anything at all! Got a quid or s

001.  sugar in it. Come to think of it, has daddy's got **ANY** sugar in it? I don't know. You'll have to try

<b>any</b>	
Sentence/fragment	Positive negative question
I did not mean <b>any</b> harm,	negative

**Part 3: Summarizing the use of 'some' and 'any'.**

Students can go back to check the individual task about the story in stage 1 and if necessary, modify the answers that they have given earlier.

Fill in your answers with 'some' or 'any'.

1. In positive sentences we use \_\_\_\_\_.
2. In negative and interrogative sentences we use \_\_\_\_\_.
3. Both \_\_\_\_\_ and \_\_\_\_\_ can be used before countable nouns (plural form) and uncountable nouns.

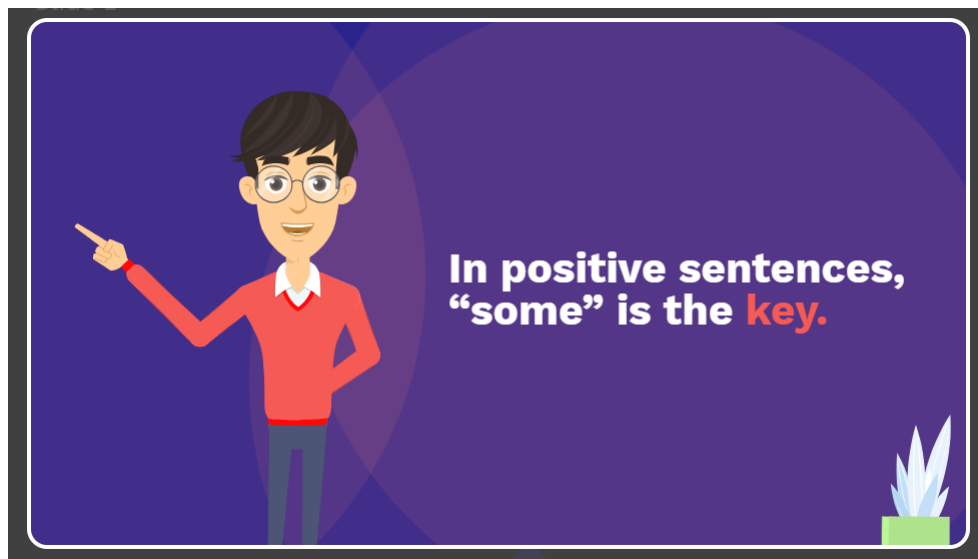
**Teacher tips:**

The purpose of checking the individual task once again is to offer the students the opportunity to apply what they have learned in this section to modify their own work, aiming at cultivating students' problem-solving skills.



**Part 4: Memorizing language rules using AI-generated tongue twisters**

Watch the video below as a virtual friend, Kevin, shares amusing tongue twisters to help you better memorize the rules about the usage of "some" and "any" discussed. Please join Kevin as you read along and have some fun with these tongue twisters.



(Please visit <https://app.steve.ai/steveai/publish/B6GLsI0B2cYhh1cq3pFU> for the video)

**Teacher tips:**

To create this AI-generated tongue twister video, the teacher can take two steps:

- Using **ChatGPT** to produce tongue twisters. For example, the teacher can use a prompt like "Create tongue twisters to reinforce the understanding and memorization of the following three rules for primary 3 students: (1) use 'some'

in positive sentences; (2) use ‘any’ in negative and interrogative sentences; (3) both ‘some’ and ‘any’ can be used before countable and uncountable nouns” to produce multiple versions of tongue twisters and select the most effective ones for teaching purposes.

- Using **Steven AI** (<https://app.steve.ai/>) to transform the written tongue twisters into a video to share with the students.

*Note:*

Steven AI allows users to select different voices for voiceovers. For younger learners, the teacher may choose a child-like voice, such as Keven’s voice in this case.

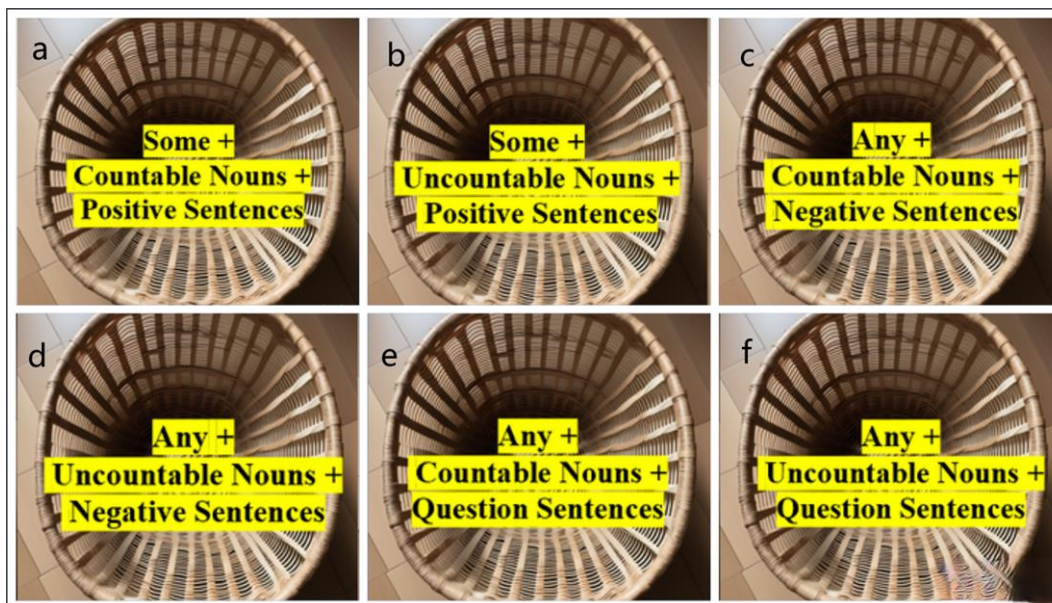
The screenshot shows the 'Choose the language' section of the Steven AI interface. It includes dropdown menus for 'Language' (English), 'Accent' (US), and 'Gender' (Male). The 'Voice' dropdown is highlighted with a red box and shows 'Kevin (child)' with a '40% Human-like' badge. A blue 'Generate Voice' button is at the bottom.

### Part 5: Consolidating the comprehension of language rules with AI-enhanced card sorting game.

In groups, play a card-sorting game using the provided handouts. Your task is to match the flashcards with the corresponding sentences and sentence patterns, including “Some + Countable Nouns + Positive Sentences”, “Some + Uncountable Nouns + Positive Sentences”, “Any + Countable Nouns + Negative Sentences”, “Any + Uncountable Nouns + Negative Sentences”, “Any + Countable Nouns + Question Sentences”, and “Any + Uncountable Nouns + Question Sentences”. The group that accurately completes the sorting first will be declared the winner.



<p>A There aren't any comic books on the shelf.</p>	<p>B I have some water in my bottle.</p>	<p>C Is there any milk in the fridge?</p>
<p>D Some kids are playing on the swings.</p>	<p>E There isn't any sand on the beach.</p>	<p>F Are there any cookies left in the jar?</p>



**Suggested answer:**

**1-B-b; 2-F-e; 3-D-a;**

**4-E-d, 5-C-f; 6-A-c.**

**Teacher Tips:**

The teacher can use **Midjourney AI** (<https://www.midjourneyai.ai/>) to generate images based on text descriptions for creating worksheets in card sorting games. What sets Midjourney AI apart as a text-to-image AI tool is its superb ability to create lifelike 3D pictures which help enhance visual presentation and capture young students' attention.

### STAGE 3: Output and Application (40-45minutes)

#### Part 1: Role playing [Pair work: Speaking]

##### The Story Plot:

Two mice are in a restaurant. The customer mouse is the white mouse and it is ordering food. The chef mouse is the brown mouse wearing a chef's hat and is introducing food to the customer.

##### **Each of you need to:**

1. Read the story and **complete the sentences** using 'some' or 'any'.
2. Share and discuss your answers with your partner.
3. **Role Play** the conversation with your partner. One acts as a chef, and the other is the customer.

##### **\* Teacher Tips!**

- 1) If students are not sure how to use 'some' or 'any' in some sentences, you can encourage them to look back to corpus to search for help.
- 2) The story can check their understanding of 'some' and 'any' and lead to the output of speaking.



**\* Teacher Tips!**

3) It is necessary to conduct both self-assessment and peer assessment because role play cannot test their personal mastery level of 'some' and 'any' precisely.

### Self-assessment and Peer Assessment:

After discussing the answers, please fill the ☆ into the chart. The more ☆ there are, the better the knowledge mastery.

Assessment	Result
You can use 'some' and 'any' correctly.	☆
You can role play lively.	☆
Your peer can use 'some' and 'any' correctly.	☆
Your peer can role play lively.	☆

### Part 2: Writing

Design your own soup and write a short introduction to your soup. Here are some ingredients you can choose from: cabbages, salt, sugar, tomatoes, potatoes, mushrooms, carrots, eggplants, meat, and oil. If possible, you can add some other ingredients as you want. Besides, tell us the reason why you chose them. (e.g., healthy, delicious.) After writing, please introduce your soup to the class.

#### Please use the following phrases and expressions:

There is/are **some**...in my soup.

There isn't/aren't **any**...in my soup.

I want to add **some**..., because...

I don't want to add **any**..., because...

**Let me introduce my soup.** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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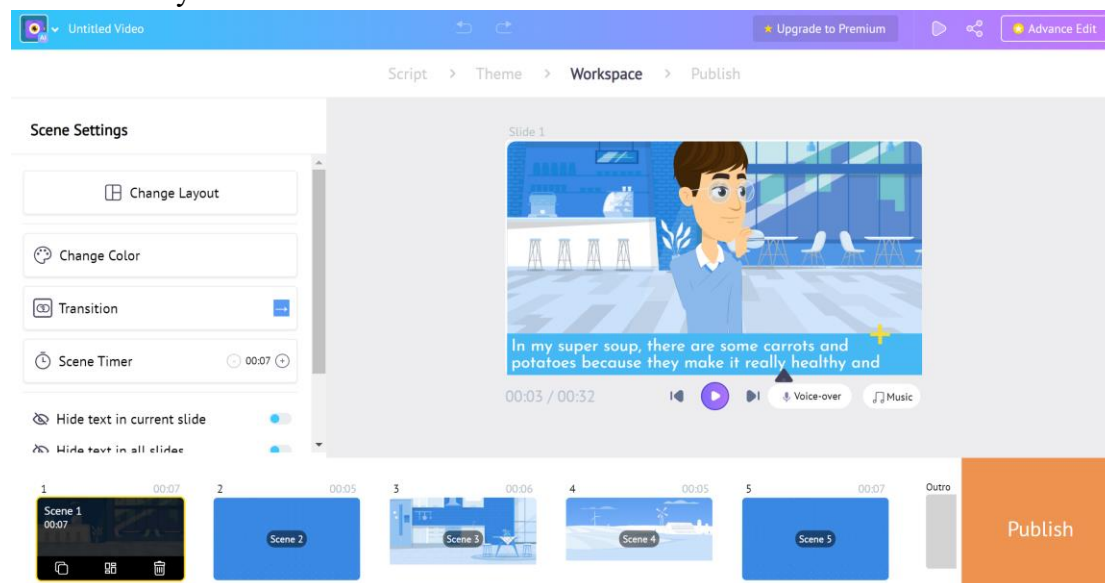
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### Part 3: Using AI to animate writing presentation

After completing your writing, use **Steven AI** (<https://app.steve.ai/dashboard>) to transform your written content into shareable videos. The class can then watch the videos and vote for the best presentation, deciding the winner of **the Best Video Presentation award**.

As helpful video generation tips, you may input your writing about a “Super Soup” into **Steven AI**’s dashboard to generate a personalized video. This process converts your written work into engaging visual presentations. You can view a demo video (<https://app.steve.ai/steveai/editproject/RdBZjI0BVmMS4eTivDBe>) created based on the following sample writing:

“In my super soup, there are **some** carrots and potatoes because they make it really healthy and yummy. There isn’t **any** meat in my soup, because I love vegetables the most. I want to add **some** mushrooms and tomatoes because they make my soup juicy and full of flavors. I don’t want to add **any** eggplants, because they’re not my favorite. This soup is special because it’s both delicious and good for you, making it perfect to share with my friends in class!”



(Screen capture of an AI-generated video for writing presentation)

*Note:* You need to sign in with **Steven AI** to view the sample video.



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Primary 3 English Language  
Food Festival Week: 'some' & 'any'  
**STAGE 4: Homework**

**Drama: 'some' & 'any' (Lower level)**

1. Finish an online game.

<https://matchthememory.com/some-any123>

2. Carla and Timmy are going to make some healthy food, so they open the fridge.

Complete the sentences according to what we have learned in the class.

(e.g. There is/are some ...; Is/Are there any ...?; I want to add...because...)



Carla: I am so hungry. Let's make some salad to eat.

Timmy: OK! Let's see what we have.

(Timmy opens the fridge)

Carla: \_\_\_\_\_ carrots?

Timmy: Yes, there are. And \_\_\_\_\_ potatoes.

Carla: I don't want to add \_\_\_\_\_ potatoes because they're not delicious. \_\_\_\_\_  
\_\_\_\_\_ beef?

Timmy: No, there isn't. But \_\_\_\_\_ eggs.

Carla: I want to add \_\_\_\_\_ eggs because they're healthy.

Carla: That's a good idea! Let's make it together.

**Drama: 'some' & 'any' (Upper level)**

1. Finish an online game.

<https://wordwall.net/resource/63673580/some-any>

2. Carla and Timmy are going to make some healthy food, so they open the fridge. Think about what they say and write down the conversations.

(Hints: You can read the dialogue in the stage 3)

You may use the sentences:

There is/are some ...

There isn't/aren't any...

Is/Are there any ...?

I want to add...because...



Carla: \_\_\_\_\_

Timmy: \_\_\_\_\_

Carla: \_\_\_\_\_

Timmy: \_\_\_\_\_

Carla: \_\_\_\_\_

Timmy: \_\_\_\_\_

Carla: That's a good idea! Let's make it together.