

5 There Are Some Trees on the Left

There Is • There Are

Target patterns: There's a . . . / There are some . . .
There aren't any . . .
How many . . . are there?

Communication skills: Describing pictures
Describing cities
Asking about places

Language sets: Top, bottom . . .
Some, any, a lot . . .
Things in an office

Warm Up Pictures of Scenery

The students look at pictures of scenery (try to avoid pictures where people are performing actions) and try to describe the pictures. If necessary, help the students make “*There is . . .*” and “*There are . . .*” sentences. The students can then do the same activity in pairs or in small groups.

Do You Like My Painting?

The students can listen to the dialog, read it, or do both.

Anticipation questions

Does he like the painting?

Does he understand the painting?

Follow-up questions

Where are the trees?

Where's the cow?

Where are some trees near here?

Comprehension—Personalization

T: *Draw the picture.*

The students draw the picture referred to in the dialog.

T: *Tell me about the picture.*

If they do not understand your request, help them start to answer so they get the idea.

S1: *There's a hill in the middle.*

S2: *There are some trees on the left and on the right.*

S3: *There's a cow at the bottom on the right.*

T: *Draw a yard.*

Each of the students draws a yard. They then either describe their yard, or exchange papers and describe another student's yard. At this stage, it is best if this is done as a whole class activity, but if the class is large it may need to be done in pairs or groups.

Personalization

In pairs or groups, students take turns drawing pictures of scenery. The other student(s) describes the picture as he/she is drawing it.

Warm Up Describing Places

Encourage one student to talk about a city he/she knows well, and encourage the other students to ask questions. If necessary, help the student make “*There is . . .*” and “*There are . . .*” sentences. The students can then do the same activity in pairs or small groups.

There Are Some Fantastic Theaters

The students can listen to the dialog, read it, or do both.

Anticipation questions

Where's he from?

What fantastic things are there in Shanghai?

Follow-up questions

Is Shanghai very big?

How many people are there?

How many people are there in your town/city?

Comprehension—Personalization

Make incorrect statements about your town/city or about famous places in the world.

For example: *There are about ten people in . . .*

This is a good time to practice the pattern “*There aren't any . . .*”

For example: *There aren't any mountains in Switzerland.*

Encourage the students to correct you forcefully and encourage them to stress the words that are being changed.

Personalization

Make incorrect statements starting with “*There’s a . . .*” “*There are . . .*” or “*There aren’t any . . .*” and get the students to correct you. The students then take turns making similar incorrect statements about the local town / city or famous places in the world in pairs, groups, or as a whole class.

Word Building

Positions

The students look at the pictures in turn and try to guess the meaning of the key words. They show whether they have understood by doing the practice exercise underneath. They can do this individually or in pairs, orally or in writing, silently or aloud.

Sample answers

A starfish lives at the bottom of the sea.
A deer lives in the middle of a forest.
An eagle flies in the sky above me.

Controlled Practice

There Is . . . / There Are . . .

The students make sentences about each picture.

Answers

1. *There is a printer.*
2. *There are some computers.*
3. *There aren’t any armchairs.*
4. *There are some (a lot of) telephones.*
5. *There is a bookcase.*
6. *There aren’t any gorillas.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

There’s a whiteboard in this room.
There are some students in this room.
There aren’t any elephants in this room.

Warm Up

Describing a Room

Ask individual students “*Is there . . . ?*” and “*Are there . . . ?*” questions about rooms they know well, such as rooms at home or at school or the office. The students can then do the same activity in pairs or small groups.

There Are a Lot of High Mountains

The students can listen to the dialog, read it, or do both.

Anticipation questions

Where’s he from?
Are there a lot of handsome bulls in Spain?

Follow-up questions

How many high mountains are there in Spain?
How many high mountains are there in your country?

How many beautiful beaches are there in Spain?

How many beautiful beaches are there in your country?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher’s Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

One student secretly thinks of a country. The other student(s) asks “*Are there . . . ?*” or “*Is there . . . ?*” to try and find out what the country is.

Communication Activities

A. Discovering a Picture

One student secretly draws (or looks at) a picture, and makes a list of between five and ten main things that are in the picture mixed up with the same number of things that are not in the picture, and then shows the list to another student. The second makes guesses using the words in the list, using the pattern “*Are there any . . . ?*” If the answer is “*Yes, there are two/there’s one,*” the student asks “*Where is it/are they?*” and tries to draw part of the picture on another piece of paper. The activity can be done with a limit to the number of guesses.

B. Where Am I From?

One student imagines he/she is from a different country. The other students take turns asking *yes/no* questions to try and find out what the country is, using the patterns “*Are there any . . . ?*” or “*Is there . . . ?*” One variation of this activity is for a student to throw a dice when it is his/her turn to ask a question. A 6 could mean he/she has three guesses, a 4 or 5 two guesses, a 2 or 3 one guess, and a 1 no guesses.

C. What Are the Differences?

In pairs, the students ask questions alternately, trying to find the differences between two similar pictures. They do this by asking “*Is there . . . ?*” and “*Are there . . . ?*” questions. When a student answers “*Yes . . .*,” he/she also gives the location.

Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, groups, or as a class.

Sample answers

Mixed questions

1. *PETER* (or *P-E-T-E-R*)
2. *I like romantic movies.*
3. *My favorite singer is Justin Bieber.*
4. *My school is near a big park.*
5. *There’s a bus stop in front of the bank.*

Puzzle sentences

1. *Could you repeat that please?*
2. *Manuel thinks the countryside is boring.*
3. *Marc is at a coffee shop near the beach.*
4. *How do I get to the bookstore?*
5. *Go straight down this street.*

You

1. *I live near a river.*
2. *I think snakes are dangerous.*
3. *I think my teacher is intelligent.*
4. *There’s a hospital near my home.*
5. *There are a lot of flowers on my balcony.*

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.