

10 There Are a Lot of Parks

Describing Places

Target patterns:	What's . . . like? It's . . . and there are . . . What's the weather like in . . . in . . . ?
Communication skills:	Describing places Talking about the weather
Language sets:	Weather words Temperature words

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Warm Up Talking About Places

Ask individual students about places they know, using the pattern “*What's ... like?*” Encourage the students to talk freely and extend their answers. The students then do the activity in pairs, groups, or as a class.

What's London Like?

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

Anticipation questions

How do you think Sachiko is feeling?
What is she going to do tomorrow night?

Follow-up questions

What's London like?
What are the stores like?
What are the stores like in your city?

Comprehension – personalization

T: *Are there only a few parks in London?*
S1: *No, there aren't.*
How many parks are there in London?
S2: *There are a lot of parks.*
How many parks are there in . . .
S4: *There are . . .*

T: *Elephants – New York*
S4: *How many elephants are there in New York?*
S5: *There are . . .*

Give one or two other similar prompts.

Pairs: The students ask and answer similar questions.

T: *Are the stores in London terrible?*
S6: *No, they aren't.*

What are the stores like?
S7: *They are fantastic.*
What are the stores in . . . like?
S8: *They are . . .*
What are the . . . in . . . like?
S9: *They are . . .*

Personalization

The students ask each other “*What's . . . like?*” questions about famous places. They can ask a succession of “*What's . . . like?*” questions about the same place. For example:

What's . . . like?
What are the stores like?
What are the parks like?
What are the restaurants like?
What are the hotels like?
What are the art galleries like?

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Warm Up Describing the Weather

Ask the students about the local weather today. Then ask about the weather in other cities or countries – if possible, use information in charts or on the Internet. The students then do the activity in pairs, groups or as a class.

What's the Weather Like?

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

Anticipation questions

How do you think Sachiko is feeling now?
What do you think she is going to do?

Follow-up questions

What are the museums like?
What are the art galleries like?
What are the musicals like?
What's the weather like?
What's the weather like in your city?

Comprehension – personalization

T: *What's the weather like in London?*

All students:

Terrible! It's raining all the time.

T: *What do you think the weather's like in (a famous place)?*

S1: *I think it's . . .*

What do you think the weather's like in . . .

S2: *I think it's . . .*

Personalization

The students ask each other about the weather in other cities or countries around the world. They can either guess or use reference materials. One idea is for them to look at a world map and challenge each other with “*What's the weather like in . . . ?*” The other student(s) can then check for the answer.

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Word Building The Weather

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

In summer, it's often very humid.

In winter, it's sometimes freezing.

In spring, it's often windy.

Controlled Practice What's . . . Like?

The students make sentences about each picture.

Sample answers

2. *It's very hot, and there's a lot of sand.*

3. *It's very humid, and there are a lot of trees.*

4. *It's very beautiful, and there are a lot of high mountains.*

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

Sample answers

My hometown is very crowded, and there are a lot of tall buildings.

The Pacific Ocean is very deep, and there are a lot of fish in it.

Africa is very interesting, and there are a lot of different countries and cultures.

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Warm Up City Puzzle

Think of a city or country and write a puzzle on the board where half the words are months and the other half are the typical weather in each of the months in the city or country. The students try to match the months with the weather and then guess the city/country. The students then make their own similar puzzles about places they know well, and try to solve each other's puzzles.

You Should Stay in Siberia

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

Anticipation questions

What's the weather like in Siberia?

What's the weather like in Mexico?

Follow-up questions

What's the weather usually like in Siberia in June?

What's the weather usually like in your country in June?

What's the weather usually like in Mexico in July?

What's the weather usually like in your country in July?

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

The students ask each other about the weather in places they know well. They can ask about the typical weather in various months or seasons. They can either answer from personal knowledge or use reference materials.

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Communication Activities

A. Where Am I?

A student imagines he/she is in a different place. The others ask *yes/no* questions to try to find out what the place is. If an answer is “Yes,” the student who asked the question asks another question using the pattern

“What . . . like?” and can then make a guess. If an answer is “No,” the turn passes to the next student.

B. A Place You Know Well

One student describes a place he/she knows well. The other student(s) ask for more details, trying to get as much information as possible.

C. World Strategies Game

Students play the World Strategies game to practice *like* patterns (e.g. *What’s Seoul like? It’s . . .*)

Students play in pairs (or in two teams). Each student can have different-colored counters or one student can mark X on the page and the other O.

1. One student chooses a country. The opposing student asks a “What’s . . . like?” question about the country or a city or a famous place in the country (questions can be restricted to suit the level and general knowledge of the students).

2. The student who chose the country answers from general knowledge, or from looking at the photocopied drawing of the country or at reference materials. He/she then places a colored counter on the city or marks it with an X or an O.

Version 1: After all the countries have been marked, each student gets 1 point for a row of three, 2 points for a row of four, etc. Each country can only be counted once.

Version 2: If one student places a counter which completely surrounds and blocks every route from a country or group of countries belonging to the other student, the surrounded counters are removed (or the marks are erased) and replaced with the opponents’. The game finishes when there are two empty countries left, and the student with the most countries is the winner.

Review Exercises

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

Sample answers

Role play

Michelle: *Hello. What are you going to do after studying English?*

You: *I’m going to meet my friends.*

Michelle: *What are you going to do after that?*

You: *I’m going to go home.*

Michelle: *What are you going to do after that?*

You: *I going to have dinner*

Michelle: *What are you going to do after that?*

You: *I’m going to do some work.*

Michelle: *Well, have a good time!*

Picture prompts – sample answers

He has to put on his costume.

He has to fly.

He has to fight monsters.

She has long hair. I think she’s friendly.

He has red hair. I think he’s bad-tempered.

He has a red jacket. I think he’s shy.

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 and patterns into flashcard or flip card software or write them down on flashcards or flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words and patterns.