

## FLOWERS, TIGERS, MOUNTAINS AND TALL TREES

### Section A Language Awareness Training

1.3

**GRAMMAR**  
Language of description

**LEVEL**  
Elementary +

**TIME**  
40–60 minutes

#### AIMS:

- to teach or review the use of *there is/there are* for description

#### DISCOVERY

1. Display the following cartoon and ask the students to fill in the missing line.



Alternatively, supply the following sentences and ask the students to choose the best one:

*A fly is in my soup.*  
*My soup has a fly in it.*  
*There's a fly in my soup.*  
*In my soup is a fly.*

2. Elicit other customer complaints for these waiter responses:

*Yes, sir, it's cockroach soup.*  
*Yes, sir, it's hair soup.*  
*Yes, sir, it's tomato soup.*  
*Yes, sir, it's chicken soup.*  
*Yes, sir, it's elephant soup.*  
*Yes, sir, it's two-flies soup.*

3. Write the sentences on the board, and draw attention to the use of *There is/are...* to announce the presence of something.

#### CONSOLIDATION

1. Display the picture, using an overhead projector, or by making and distributing photocopies. If using photocopies, make sure that these are distributed face-down, and that the students do not look at them until given a signal.

Note: If it is not possible to reproduce this picture, any large poster or wallchart will do, so long as it includes a number of features, and does not present a problem in terms of too much unfamiliar vocabulary.

2. Allow the class half a minute to study the picture, then mask it (or ask students to turn their copies over). Dictate the following sentences: students write them down while at the same time they decide if they are true or false (Alternatively, simply read the sentences out, and the students tell you if they are true or false, without writing them down). In the case of sentences that students judge to be false, elicit a correction.
3. Check the task by revealing the picture again.

#### USE

1. Organise the class into pairs. Ask students to visualise a view that they are familiar with and that has particular associations, eg, the view from their bedroom window, or a place where they once spent a holiday. In pairs they take turns to describe the view to their partner, who can ask questions about it. (As an alternative, the partner can attempt to draw the scene). To help them, you could describe a view of your own, using expressions like *near...*, *farther away...in the distance...*, *on the left/right...in the middle...*, and write these on the board.
2. Each student then attempts to describe the scene *back* to the original student, who judges its accuracy, eg, *Yes, that's more or less how I described it*, or *You forgot the...*