

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.

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by Günter Gerngross,
Herbert Puchta
& Scott Thornbury
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CHAPTER 1: Basic phrase patterns

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...*

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CHAPTER 1: Basic phrase patterns

1.18

ADJECTIVES / ADVERBS

LEVEL

Lower intermediate

TIME

40–60 minutes

EXTRAS

(Optional) class set of handouts of yes/no questions; class set of handouts of skeleton text

Section A

AIMS:

- to highlight the form and use of some common adverbs
- to contrast adverbs and adjectives.

DISCOVERY

1. Write *good* and *well* on the board. Then write up the following sentence and ask the students to complete it, using *good* or *well*:

He cooks (1) ___ and his food smells (2) ____.

2. Elicit other words that could fill each gap. Possible words might be: (1) *badly, carefully, carelessly*; (2) *bad, nice, delicious, awful, disgusting, tasteless, etc.*

3. Highlight the difference between the kind of words that go into the first slot, ie, adverbs, and the kind of words that go into the second slot, ie, adjectives.

4. In pairs, the students should then try and complete these sentences:

She sings (1) _____ and her voice sounds (2) _____.

He paints (1) _____ and his paintings look (2) _____.

She teaches (1) _____ and her students feel (2) _____.

CONSOLIDATION

1. Write the following adverbs and adjectives on the board, or dictate them:

*nice
badly
slowly
slow
wonderful
loudly
brightly
difficult
suddenly
bad
gently
good
unhappy
happily*

2. Divide the class into several groups. Assign a spokesperson to each group. Read the following text aloud, pausing where marked.

It was a lovely day. The sun was shining [pause], a light breeze was blowing [pause] and the birds were singing [pause]. I walked [pause] down the street on my way to the station [pause]. Although the weather was [pause], I felt [pause]. I was worried because my work

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ADJECTIVES / ADVERBS

was going [pause] and my boss was [pause]. Then, standing on the station platform, I [pause] decided not to go to work [pause]. Instead, I caught the first train to the beach [pause]. Although the train was [pause], I didn't care. I was alone, happy, free, and I felt [pause].

At the pauses the groups have to quickly choose an adverb or adjective that would be appropriate at that point in the text. Their spokesperson should then shout it out. The first group to provide an appropriate word wins a point. Words can be "used" only once, so you should cross each word out once it has been correctly inserted into the text. If the pause occurs at a place where *no* adverb or adjective would be possible, the teams should shout *zero!* in order to gain a point. If they don't shout zero but instead say an adverb or an adjective, they lose one point.

An alternative – less noisy – version of this activity is simply to dictate the text, pausing as above, and allow the students, individually, to choose the appropriate adverb or adjective from the list and write it down. They can have time after the dictation to go back and amend their texts. Afterwards they can compare their completed texts in pairs.

A completed version of the text might look like this:

It was a lovely day. The sun was shining brightly, a light breeze was blowing gently and the birds were singing loudly. I walked slowly down the street on my way to the station [zero]. Although the weather was nice/wonderful I felt bad/unhappy. I was worried because my work was going badly and my boss was unhappy/difficult. Then, standing on the station platform, I suddenly decided not to go to work [zero]. Instead, I caught the first train to the beach [zero]. Although the train was slow, I didn't care. I was alone, happy, free, and I felt wonderful.

USE

1. Write the following sentence frames on the board:

*What makes you feel?
What makes you react?*

Elicit words that could complete each frame, eg,

*What makes you feel sad/angry/happy/good?
What makes you react angrily/loudly/impatiently/gently?*

2. Ask the students to prepare questions to ask one another using these frames. They can do this in pairs, or small groups, or (if space allows) by standing up and circulating.
3. Ask individual students to report on some of their conversations.