Tea Time

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Language Target: Working with basic questions: Is there…? / Are there…? Where is it? Where are they? How many are there?

And basic answers: There is… . / There are… . It is… . They are… . All structures are in the simple present tense. In pairs, students try to find 12 differences between their pictures.

Setting Up: Looking around the classroom, ask the following question: Is there a clock in this room?

Students answer Yes, there is. OR No, there isn’t. If the answer is Yes, ask the following question: Where is it?

Students reply with: It’s on the wall.

Ask a few other singular noun questions using Is there a…? (calendar, blackboard, flag, etc.) Then ask a few Are there any…? questions. For example, Are there any books in this room?

Students reply with Yes, there are.

–OR– No, there aren’t. If the answer is Yes, continue with: How many books are there? Students reply with There are ___ books. Then ask: Where are they? Students respond with They are on the table.

Continue with a few more Are there any…? questions.

Getting Started: Pair the students and hand out Worksheet A and B, respectively. Draw the students’ attention to the language at the bottom of the worksheet and review if necessary. Using this language, pairs of students spot the differences between their pictures.

Also, review all of the vocabulary in the upper right area of the worksheet.

Note: Students may not look at each others’ papers.

To begin, students ask each other Is there a…? and Are there any…? questions. As each difference is discovered, students write down the difference on the appropriate line. There are two boxes on the worksheet, one is for differences found In my picture and those found In my partner’s picture. To add more verbalization to this lesson, have students read each difference as it is discovered, i.e., In my picture, there is a mouse under the dog’s chair. In my partner’s picture, there are two bananas in the bowl.

(The 12 differences are: the number of bananas, cups, pears, donuts, flowers on the cups, a candle, an owl, the location of the spoon, a mouse, a bird, a lamp and a vase of flowers.)

Variation 1: After students have finished, have them practice negative statements with each other; There isn’t a mouse under the dog’s chair in my picture.
There aren’t three pears in the bowl in my partner’s picture, etc.

**Variation 2:** Encourage students to draw in the missing items. Encourage them to ask for specific information about the location, size, shape, etc.

**Variation 3:** To make this lesson a bit longer, invite students to draw three or four additional items to their pictures prior to beginning.

**Writing Practice:** Encourage students to write a short story about this picture. They could begin with: Today is Mr. El’s birthday. He’s having a party. There is a…. and there are two…. (They could also include negatives, There isn’t a… and there aren’t any….

This lesson was contributed and illustrated by Irina Morgouchina.