

Review

1. Write the vocabulary from the previous lesson on the board.
2. Have students read the words on the board.
3. Write the structure from the previous lesson on the board.
4. Have students read the sentences on the board.
5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

Vocabulary:

flower, balloon, rock, leaf, butterfly

Structure:

There's a _____ .
There are _____ .

A Listen, point and say.



1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
2. Play audio again and have students listen, repeat and point to the pictures in their books.
3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.

Track 106

1. M: Flower.
2. M: Balloon.
3. M: Rock.
4. M: Leaf.
5. M: Butterfly.

B 1. Listen and read.



1. Review the story from the previous lesson "The children were painting."
2. Now introduce the situation "The children are in the garden..."
3. Have students call out the objects and people they can see.
4. Have students listen and read.

2. Listen and circle.

1. Play audio and demonstrate the activity using the example.
2. Play audio and have students listen and circle.
3. Play audio again and check answers as a whole class.

3. Practice the structure.

1. Draw students' attention to the structure box.
2. Play audio and have students listen.
3. Play audio again and have students listen and repeat.

4. Play the "Guess" game.
5. Arrange the flashcards on the board and write a number under each card.
6. Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.
7. Call out a number and have students take turns to guess the face down card. Turn the card over after each guess.

Track 107 - 108

Narrator: The children are in the garden...
Narrator: Look at the pictures. Listen. There is one example.
1. Tom: Look! There's a pink flower.
Alfie: Wow, a pink flower
Narrator: Can you see the circle? This is an example. Now listen and circle
2. Alfie: Hey look, Tom. There are many gray rocks.
Tom: Oh, yeah.
3. Alfie: Look! There are two red balloons.
Tom: That's right, Alfie. The balloons are beautiful.
Alfie: Look, it's a blue butterfly. Blue, like me. Ha, ha. Oops!
Lucy: Ha, ha. Alfie. It likes you.
Alfie: Cool!

STRUCTURE

There's a pink flower in the garden.
There are two red balloons.

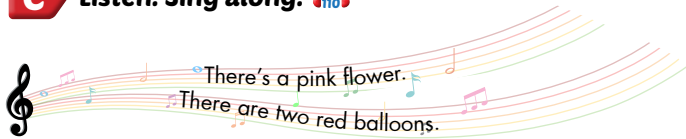
There's = There is

- flower → flowers
- rock → rocks
- leaf → leaves
- butterfly → butterflies
- balloon → balloons

Track 109

W: There's a pink flower in the garden.
M: There are two red balloons.

C Listen. Sing along. 



1. Play audio and have students listen.
2. Play audio and have students point to the pictures in part A.
3. Play audio and have students sing the song as the whole class.

Track 110 

There's a pink flower. gray rocks, green leaf,
There are two red balloons. blue butterfly

4. Divide class into two groups. Group A: sing the first sentence; group B: sing the second sentence.
5. Swap roles and repeat.

Pronunciation tip 

1. Focus attention on the example sentence, and briefly explain the focus.
2. Tell students they must listen and notice the pronunciation feature.
3. Play the audio once, and draw attention to the pronunciation feature.
4. Play the audio again. Have students listen and repeat with a focus on the feature.

Track 111 

G: There's a pink flower. *G: There are pink flowers.*
B: There's a pink flower. *B: There are pink flowers.*
M: There's a pink flower. *M: There are pink flowers.*

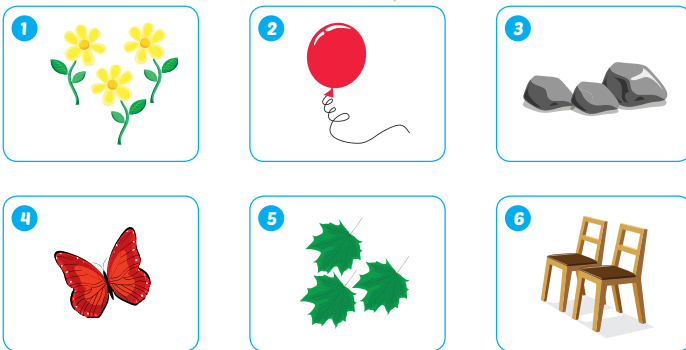
PRONUNCIATION TIP 

"There is a..." "Thereza..."
"There are..." "Therer..."

D Practice. Point and say.

There are three yellow flowers.

There's a red balloon.



Practice.

1. T: I say "red" and "flower." You say, "There's a red flower."
- T: I say "three," "yellow" and "balloons." You say, "There are three yellow balloons." OK?
- T(to whole class): red - flower
- Whole class: There's a red flower.
- T(to whole class): three - yellow - balloons
- Whole class: There are three yellow balloons.

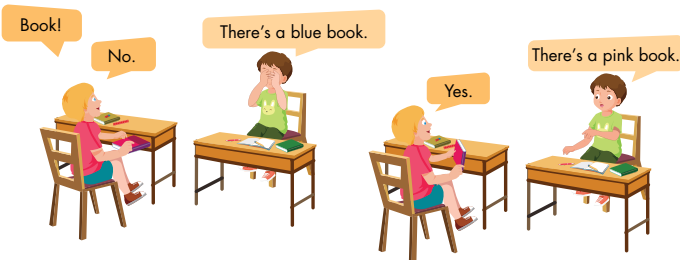
Continue whole class/group/individual drills, with:

- gray - rock
- green - leaf
- two - blue - butterflies

Point and say.

2. Have students point to the pictures and say the colors.
3. Divide students into pairs.
4. Have students take turn pointing to a picture and saying "There's a _____." Or "There are _____"
5. Afterwards, have some students demonstrate in front of the class.

E Play the "Guessing" game.



1. Divide the students into pairs.
2. Have student A choose an object and hide it from student B while student B covers his/her eyes.
3. Have student A guess the object and color, e.g. student A "Book", student B "There's a blue book."
4. Have student B continue guessing until they guess correctly.
5. Swap roles and repeat.