

**Vocabulary:**

flower, balloon, rock, leaf, butterfly

**Structure:**

There's a \_\_\_\_\_ .

There are \_\_\_\_\_ .

**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.

**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 92**

1. M: Flower. *There's a pink flower in the garden.*
2. M: Balloon. *There are two balloons in the sky.*
3. M: Rock. *There are many gray rocks.*
4. M: Leaf. *There are green leaves in the tree.*
5. M: Butterfly. *There's a blue butterfly on the flower.*

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.

**B Listen and circle.**



1. Review the story from the previous lesson: "The children were painting."
2. Introduce the situation: "The children are in the garden..."
3. Have students look at the pictures and call out the colors and people they can see.

**Track 93**

Narrator: Look at the pictures. Listen. There is one example.

1. Mai: Yay, we can paint in the garden.  
Alfie: Great! Let's paint!!!  
Tom: Hey Alfie, colors are everywhere. 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. See, 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.
4. Alfie: Oh, wow. It's so pretty. There's a blue butterfly. Blue, like me.  
Lucy: Ha, Ha. Alfie. It likes you.  
Alfie: Cool!

4. Demonstrate the activity using the example.
5. Play audio and have students listen and circle.
6. Play audio again and check answers as a whole class.
7. Play audio again and have students listen and repeat.

**Structure box**

1. Have students look at the structure box.
2. Have students listen to audio and repeat.
3. Write the structure on the board and substitute highlighted words with vocabulary from Activity A.
4. Play audio and have students listen and repeat.

**STRUCTURE**

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

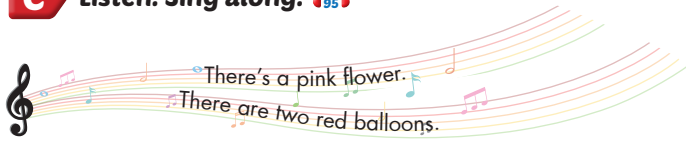
There's = There is

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

**Track 94**

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 95**

*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 96**

*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.*

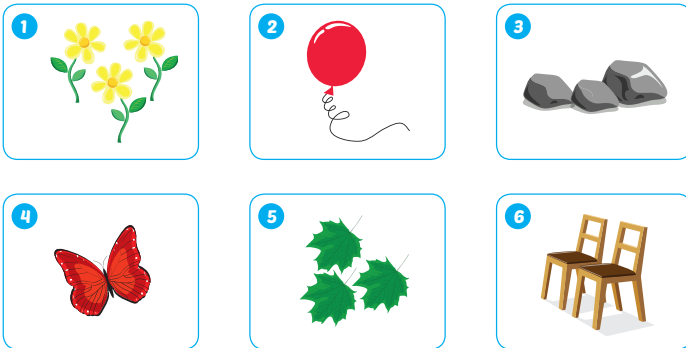
**PRONUNCIATION TIP**

"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.

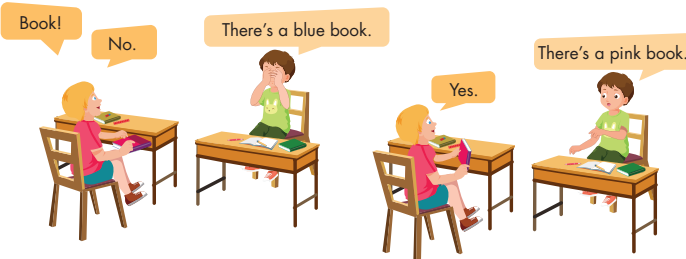
**Continue whole class/group/individual drills, with:**

- 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.