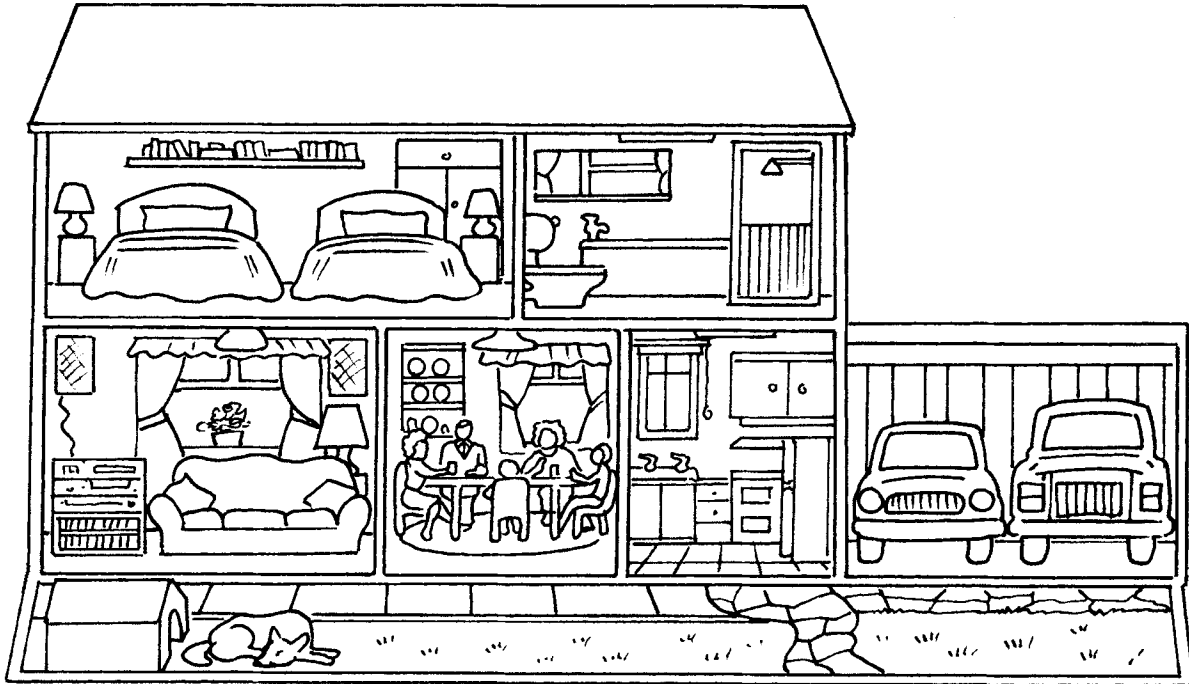


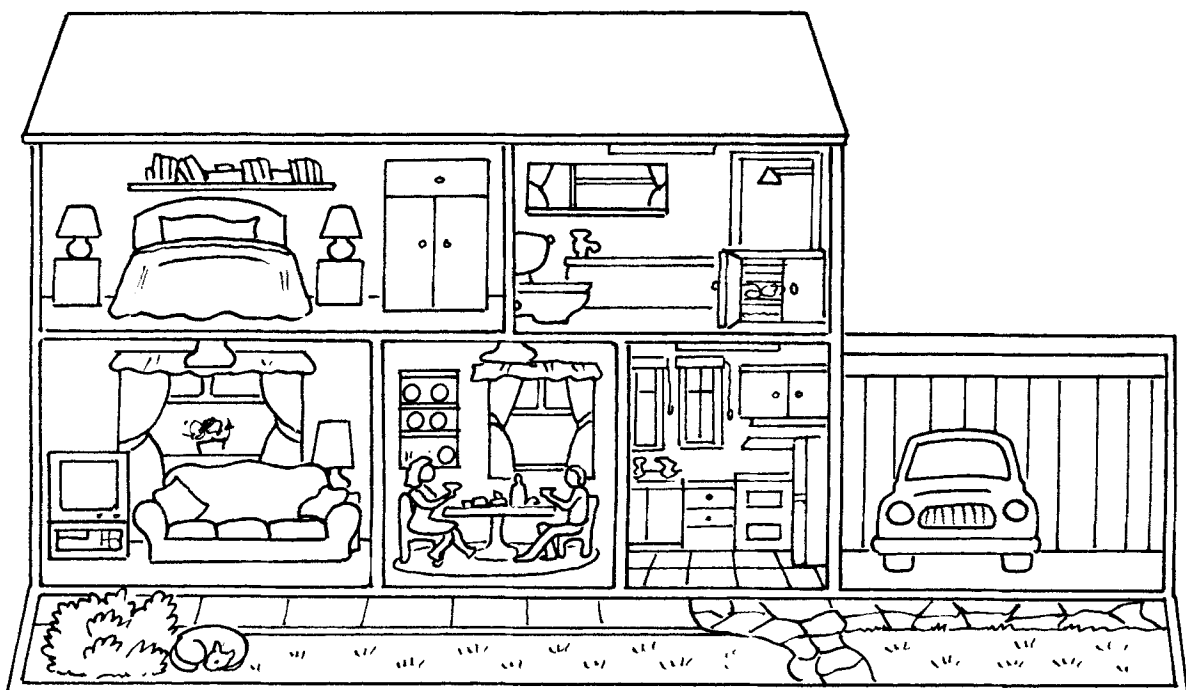


Spot the difference

Student A



Student B



Unit 5A



Teacher's Notes

Spot the difference

Interaction

Pair work

Aim

To practice asking and answering questions with *is there / are there, there is / there are*.

Time

10–15 minutes

Skills

Speaking

Grammar and functions

Asking and answering questions about rooms and furniture in a house

There is / there are

Vocabulary

Rooms

Furniture

Preparation

Photocopy the worksheet and cut apart the A / B cards. Make enough copies for each pair of students to have an A card and a B card.

Answers

House 1

There are two beds in the bedroom.

There is no (There isn't a) closet in the bathroom.

There is one window in the kitchen.

There are two cars in the garage.

There are a man, a woman and three children (a family) in the dining room.

There is a dog in the yard, next to the doghouse.

There is a stereo in the living room.

House 2

There is one bed in the bedroom.

There is a small closet in the bathroom.

There are two windows in the kitchen.

There is one car in the garage.

There are a man and a woman in the dining room.

There is a cat in the yard, next to the bush.

There is a TV in the living room.

Procedure

- 1 Divide the students into two groups, A and B.
- 2 Give each student in the student A group an A card and each student in the student B group a B card.
- 3 Explain what students A and B must do. Their cards show a picture of a two-story house. The houses are very similar, but there are six differences between them. They have to find out what the differences are by asking each other questions.
- 4 Allow them one or two minutes to study their pictures. Answer any questions they might have about vocabulary and question structure.
- 5 Elicit possible questions they can ask each other and write them on the board, e.g. *How many _____ are there in your house? Is there a / an _____ in the bedroom? Are there any _____ in the kitchen?*
- 6 If necessary, role model the part of a student A with a student B.
- 7 Ask students to form A / B pairs and start the activity.
- 8 After approximately ten minutes, or when students have finished, check answers. Ask individual students to tell the class the differences they have found.

Additional ideas

If time allows after checking students' answers, ask students to write a short paragraph describing their own houses. To help students begin, write some basic guidelines on the board, e.g.

I live in a two-story house with _____.

In my house there's _____, _____, _____ and _____.

I share a bedroom with _____.