



GREEN PLACES



Scan to review worksheet

Expemo code:
1657-E7EA-56L9

1 Warm-up

Match the words with pictures of things you find in gardens, parks, and other green places.

a bench

a fence

a flower

a gate

a path

a patio

a potted plant

a tree

grass



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

A balcony is a small outside place for a flat or apartment. Which of these things can you have on a balcony?



2 Reading

Read this Instagram post. Put a tick ✓ next to the sentences which the picture shows.



- This is my favorite place; I love my patio.
- I like to sit on that bench to have my coffee.
- This fence is very old.
- My dog always runs out of the gate.
- I've got lots of grass.
- Those tomatoes are delicious.
- I don't have a path.
- Those are very tall trees. They're 200 years old.
- We often eat dinner on the patio.
- These plants need more water!

Which sentences are true for your green place?



3 Language point: **this, that, these, those**

Study the sentences below.

1. **This fence** is very old.
2. I like to sit on **that bench** to have my coffee.
3. **These plants** need more water!
4. **Those tomatoes** are delicious.

We use **this/that/these/those** before a noun to say which thing(s) we mean.

Cross out the incorrect answers in the sentences

1. We use **this** and **that** with **singular / plural** nouns.
2. We use **these** and **those** with **singular / plural** nouns.
3. We use **this and these / that and those** to talk about things which are close to the speaker.
4. We use **this and these / that and those** to talk about things which are far from the speaker or not present.

We can also use **this/that/these/those** as pronouns, without a noun.

1. **This** is my favorite place.
2. **Those** are very tall trees.

Read all the sentences out loud. Pay attention to the pronunciation.



4 Practice

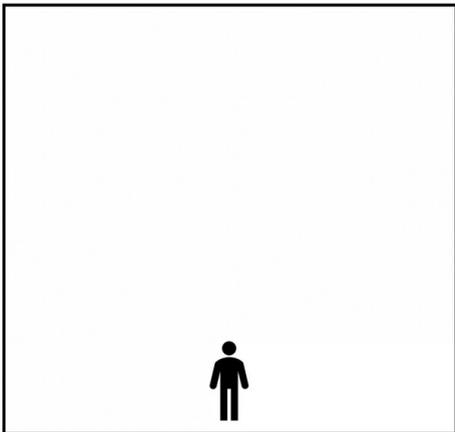
Look at the picture and choose the best word to complete the sentences.



- 1. **These/This/That** bench is clean. I want to sit down here.
- 2. **Those/These/That** is a happy dog.
- 3. **These/That/This** flowers are beautiful.
- 4. **These/That/Those** gates at the entrance close at 6 o'clock.
- 5. **That/These/Those** grass is very green.
- 6. **This/These/That** are fruit trees.
- 7. **These/That/This** is a long path.
- 8. Look over there! **Those/That/These** are your friends, aren't they?

5 Speaking

Design a lovely green place in the box. This could be a real place that you know, or you can imagine a new one. Include at least six things from the vocabulary exercise at the beginning of the lesson and use at least two plural forms. Then give your partner a tour of your green place, using this/that/these/those correctly. The little person is you.





6

Extra practice/homework

Read the text. Find and correct five mistakes.

"Hi! I'm Lucia, and I'd like to show you where I live. This is my balcony. It's not very big, but we have a lot of plants. This flowers are my favourite. And these plant needs a lot of sun in the summer. Oh, look over there! Ralph, Gemma! Hi! Those is my neighbours. They live in the building across the street. This is Ralph and Gemma's balcony. That tree is 50 years old – it has a lot of lemons every year. They always give us some lemons. And these are their dogs. Their dogs make a lot of noise. They need to go to the park!"

7

Optional extension

Match the verbs and nouns to describe what you can do in green places. Sometimes more than one answer is possible.

VERBS	NOUNS
climb	a bench
cut	the flowers
open	the gate
sit on	the grass
smell	the patio
water	the plants
	the tree

Which verb has a silent letter?

Which verb has an opposite?

Talk about what you can and can't do in your green place.



Key

1. Warm-up

5 mins. Call attention to the pictures and set the context. Work with the whole class to match the words and pictures. Drill the pronunciation. Then ask the class to say which items could go on a balcony.

- | | | | | |
|------------|------------|-------------------|-------------|----------|
| 1. a path | 2. a fence | 3. a tree | 4. a gate | 5. grass |
| 6. a bench | 7. a patio | 8. a potted plant | 9. a flower | |

Suggested answers – on a balcony: bench, flower, potted plant, possibly a tree (in a pot).

2. Reading

10 mins. Ask students if they like to use Instagram. Explain the task and demonstrate with the first sentence – students should discount any sentences that are clearly untrue for the picture, but they can include sentences that might be true. Students can then work in pairs, and you can check answers with the whole class. Accept any reasonable answers – the main point of this activity is to recycle the vocabulary and introduce the grammar. Students can then work in pairs to say which sentences could be true for their own green place – balcony, garden, or park. If you have time, and if students have relevant photos on their phones that are readily available, they could show each other these and talk about them. Possible answers:

- ✓ This is my favorite place; I love my patio.
- ✓ I like to sit on that bench to have my coffee.
- ✓ I've got lots of grass.
- ✓ I don't have a path.
- ✓ Those are very tall trees. They're 200 years old.
- ✓ We often eat dinner on the patio.

3. Language point: this, that, these, those

10 mins. Have students focus on the sentences. It may be helpful to use students' L1 if your class is monolingual, especially to explain the concepts of singular/plural and close to/far from/not present. Drill the students in the six example sentences in the language point. The target language has tricky pronunciation features for some students:

- The pronunciation of **th-** in all the words. Students may not have this sound in their L1; it is produced by placing the tongue between the front teeth.
- The production of short vowel sounds for singular (this, that) and long/diphthongs for plurals (these, those).

ANSWERS:

- | | | | |
|-------------|-----------|-------------------|-------------------|
| 1. singular | 2. plural | 3. this and these | 4. that and those |
|-------------|-----------|-------------------|-------------------|

4. Practice

10 mins. Explain the task and tell students that they should imagine they are the photographer of this scene. Do the first two as examples with the whole class. Students then work alone and then check answers in pairs before going over the answers with the whole class. As an additional check, ask students to comment on why they chose each answer, using the terms singular/plural and close to/far from/not present. If you have time, students can then work in pairs to read the correct sentences out loud to reinforce the pronunciation. NOTE: If students are



finding this difficult, skip the speaking stage and do the extra practice/homework exercises in class for additional support.

- | | |
|--|----------|
| 1. This | 2. That |
| 3. These | 4. Those |
| 5. That | 6. These |
| 7. This - we can imagine the speaker is on the path, as this is the point of view of the photo | 8. Those |

5. Speaking

13 mins. In this stage, students will be able to demonstrate their understanding of the vocabulary and grammar from the lesson in a speaking activity. Go over the instructions for the first part of the activity and set a time limit of 2-3 minutes for students to draw a sketch, or just write the words if they prefer, to show their real or imagined green place. Reassure students that there is no need for them to have drawing skills or to take too much time on their plan; the pictures they produce encode information that supports the speaking practice activity. Then go over the instructions for the second part of the activity, which will be done as pairwork. As an example, ask a couple of students to formulate one sentence with the target language that relates to their green place to make sure everyone understands what they have to do, especially that the person provides a reference point for near/far. Then students speak in pairs – it would be good for everyone to have a new speaking partner at this stage to avoid repeating information from earlier in the lesson. Monitor students as they work in pairs and support/correct as appropriate.

If you have time, round off the activity by asking students to either speak about their partner's design or write sentences about their own or their partner's design.

ANSWERS: students' own answers.

6. Extra practice/homework

2 mins to explain. These exercises can be assigned for homework or used instead of the speaking activity if the class needs more support. If you use these for homework, make sure that you mark the exercises in a future class or collect them from students and mark them yourself outside class. If you prefer, you can make the answers available to students and they can check their own answers.

ANSWERS: correct sentences - These flowers are my favourite. And this plant needs / these plants need a lot of sun in the summer. Those are my neighbours. That is Ralph and Gemma's balcony. And those are their dogs.

7. Optional extension

10 mins. These exercises are designed as a cooler activity if you have time in your lesson. First, students match useful verb + noun collocations. You could do this with the whole class or let them work in pairs. They could use a dictionary if they need to. When you check answers, drill pronunciation. Then students answer the follow-up questions and speak together in pairs to activate the language, revising can/can't from earlier in the course. Monitor pronunciation of this item, which students of all levels frequently fail to differentiate.

ANSWERS: climb the tree; cut the grass/the flowers; open the gate; sit on a bench/the patio/the grass; smell the flowers; water the flowers/the grass/the plant/the tree.; 'climb' has a silent letter; 'open' has an opposite - 'close' (the 's' is pronounced /z/); students' own answers.