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Where in the World?

Student A

A. Describe the four cities to your partner using 'There is/are' and 'There isn't/aren't'. Answer any questions your partner has to help them guess the names of the cities.

1. Bangkok

temples tuk-tuks
a Grand Palace no mountains



2. Venice

old buildings gondolas
canals not many roads



3. Amsterdam

windmills tulips
canals no big mountains



4. New York

skyscrapers yellow taxis
a famous statue no beach



B. Listen to your partner's descriptions and guess the names of the cities. If need be, ask questions with 'Is/Are there...?' to help you guess.



Student B

A. Listen to your partner's descriptions and guess the names of the cities. If need be, ask questions with 'Is/Are there...?' to help you guess.

1. Singapore

tall buildings an observation wheel
a port not much litter



2. Dubai

modern buildings sand
artificial islands not many trees



3. London

red buses underground trains
a big clock no beach



4. Sydney

beaches a harbor
an opera house no mountains



B. Describe the four cities to your partner using 'There is/are' and 'There isn't/aren't'. Answer any questions your partner has to help them guess the names of the cities.

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In this compelling guessing game, students describe famous cities to each other using 'There is/are' and 'There isn't/aren't'.

Before class, make one copy of the worksheet for each pair of students and cut as indicated.

Procedure

Write a famous city that the students know well on the board. Ask the students to describe the city using 'There is/are' and 'There isn't/aren't'. Write their descriptions on the board and review the use of 'There is/are'.

Then think of one city and write it on a piece of paper. Ask the students to guess the name of the city by asking questions with 'Is/Are there...?' Keep answering their questions until they guess the name of the city.

Next, divide the students into pairs (A and B) and give each student a corresponding part of the worksheet.

Tell the students not to show their worksheets to each other.

Student A begins by describing the first city on their worksheet using the prompts with 'There is/are' or 'There isn't/aren't'. The student can also use their own ideas to help their partner guess the city.

Student B listens and tries to guess the name of the city. The student can also ask questions using 'Is/Are there...?' to help guess the answer.

Encourage the students to use quantifiers in their sentences and questions, e.g. a lot of, many, a few, etc.

When Student B has guessed all four cities, the students swap roles.

When everyone has finished, have a class feedback session. Find out which cities were easy and difficult to guess and whether the students learnt anything new about the cities.

Finally, have the pairs write their own description of a famous city. Pairs then take it in turns to read their descriptions and the class tries to guess the names of the cities.