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| ☐ Listening ☐ Speaking ☐ Reading ■ Grammar ☐ Writing |
| **Topic: How to express that something exists** |

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| Instructor:  SON SEUNGYEON  KIM JI EUN | Level:  High beginner | Students:  6 students | Length:  45 minutes |

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| Aims: Students can describe something exist by using “there is~ and there are~”.  Students can use **there is** for *singular* and **there are** for *plural*.  Students will be able to describe a picture in front of people.  Students can use “How many” to know the number of objects that exist. |

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| Language Skills:  -Speaking : Students will describe pictures.  Students are asking and answering by drilling.  Students will explain picture in front of classmates.  -Listening: Students will listen a dialogue.  Students will listen to other’s talk during speech time.  -Writing:Students will complete a worksheet.  Students will get information and write information on their information sheet. |

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| Language Systems:  - Function: Students can ask whether something exists or not.  - Grammar: there is/ there are - use there is and there are to say that something exists. How Many with Are There **-** If students want to find out the number of objects that exist  we use How many.  - Lexis: new vocabularies about countable nouns(brushes, chairs, plants)  and uncountable nouns(water, meat, corn)  - Discourse: drill in groups |

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| Assumptions:  Students already learned countable nouns and uncountable nouns.  Some students make inaccurate pronunciations.  Students know how to count to use much and many.  Students know singular and plural nouns in the previous class.  Some students may interpret key vocabularies inaccurately  Students know they should use only English in the clas |

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| Anticipated Errors and Solutions:  Class may be finished than expected. Then do “relay talking” several times.  If Students don’t know items on worksheet - Teacher tell them item’s name.  If Students can’t repeat drill in groups - Teacher demonstrate in drill in front of students again. |

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| References:  Grammar rules - <http://www.grammar.cl/Present/ThereIsThereAre.htm>  Picture 1 - https://www.google.co.kr/search?q=there+is+are&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjPpsKh1cfVAhXHjJQKHcKBD4YQ\_AUICigB&biw=837&bih=581#imgrc=lZ4gUrIaDMYKEM:&spf=1502196287452    Picture 2 -<http://www.englishexercises.org/makeagame/viewgame.asp?id=2920>    Worksheet 1,2 – [www.google.com](http://www.google.com)  Worksheet pictures  <http://www.istockphoto.com/kr/%EB%B2%A1%ED%84%B0/%ED%86%A0%EB%81%BC%EB%A5%BC-%EC%9E%AC%EB%AF%B8%EC%9E%88%EB%8A%94-gm164305968-9878028>  <https://www.clipartsgram.com/realistic-animal-clipart-13703>  <http://blog.naver.com/PostView.nhn?blogId=kensin626&logNo=30088639381&parentCategoryNo=&categoryNo=51&viewDate=&isShowPopularPosts=false&from=postView>  <http://hostinfo.cafe24.com/serviceExpire/servicestop.html> |

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| **Lead-In** | | |
| Materials: Board markers. | | |
| Time | Set Up | Procedure |
| 3min | Whole class | <greeting>  Hi everyone, How are you today?  What did you do on this weekend?  Can you tell me some things in this classroom?  (Ss answer chairs, pens, computer etc.)  Right, there are some chairs and markers. Also there is a computer.  Please make me some other sentences by filling this blank.  (Write down “There is a \_\_\_\_ and There are \_\_\_\_” on the board.)  Let’s learn more. |

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| **Pre-Activity** | | |
| Materials: Pictures 1,2, Computer, Projector | | |
| Time | Set Up | Procedure |
| 5min  7min  2min | Whole class  Whole class  groups | **<instruction 1>**  Please look at the picture.  Where is the place in this picture?  Yes. This picture’s place is the room.    Now we will be doing describing pictures using there is/are grammar rules.    You will learn about there is/are grammar rules by doing drill.    First, I will make some sentences about this picture.  After listening to sentences, repeat the sentences.  Please, Repeat after me.    CCQ  What is in this picture?  Can you compare singular and plu      **<drill>**  I will explain this picture like this “ there is / are “    (After teacher make some sentences first, Students repeat.)    (There are) two chairs around table.  There are four dolls.  There are eleven pens.  There are two sheets of paper.  There are some books on the shelf.  (There is) a bike.  There is a bag next to the drawer.  There is a lamp on the drawer.  There is a picture on the wall.    **<instruction>**  Next, I will make some sentences about exchanging questions.    Please, repeat after me.    **<drill>**  Is there a carpet on the floor?  Are there some books on the table?  Is there a picture on the wall  in this situation, you answer that (Yes, there is or No, there isn’t)    (How many) dolls are there?  How many pens are there?  How many balls are there?  How many sheets of paper are there?    In this situation, you answer that “There are ( )”    **<instructions 1>**  Please look at the next picture.  Where is the place in this picture?  Yes. This picture’s place is a kindergarten.  Please, repeat after me.    **<drill>**  There is a window on the right.  There are five chairs around the table.  There is not an easel next to the sand tray.  There are some books on the shelf.  There is some water in the water tray.  There are 5 green cushions on the floor.    Are there two carpets on the floor?  Is there a window on the right?  Are there five chairs around the table?  Is there an easel next to the sand tray?  Are there some books on the shelf?  Is there some water in the water tray?  Are there 5 green cushions on the floor?  Are there some toys on the table?    How many green cushions are there?  How many chairs are there?      Great! Good job!  You know how to say that something exists and how to form a question.    **<instructions 2>**  we will bo doing drill in two groups.  Now divide two group.  These is A group. And These is B group.    A group use How many ( ) are there?  form.  B group use There are form.    When A group ask questions while using how many, B group answer questions while using there are.      A group : How many ( ) are there?  B group : There are ( )    Now change group’s role  B group : How many ( ) are there?  A group : There are ( ) |

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| **Main Activity** | | |
| Materials :Worksheet(1,2), Worksheet contains pictures. | | |
| Time | Set Up | Procedure |
| 2min  5min  5min  1min  7min | whole class  individual  individual  whole class  pairs | **<Instructions 3>**  You will be doing drawing picture game.  I will give you worksheets.    I will explain drawing picture game.  Look at the items on worksheet2  There are lots of items on a paper.  You can use these items to decorate your (party) room on worksheet1.  You can draw any number of items you want to draw.  For example, if you want to draw ten flowers, you can draw ten flowers.    I will give you 5 minutes.    After drawing a picture, we will have to share your picture with classmates.    (Students draw a picture)    Time is over    Now, you will describe your picture in front of classmates using there is/there are.    Who wants to do it first?    (Students explain the picture in front of classmates)    Thanks.  **<Instructions>**  Now, we will finish this worksheet using the expressions we have learned.  Work with the person next you. First, Write answers all of questions in this worksheet alone. I will give you 2 minutes to write. Some questions may not be a correct answer. Then, compare and discuss your answers with the partner. I will give you 5 minutes to talk with your partner.  All questions have a correct answer?  Do you have to write answer alone first?  Finish writing, Who do you discuss with?  How much discussion time do you have? |

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| **Post Activity** | | |
| Materials: | | |
| Time | Set Up | Procedure |
| 5min  5min | whole class  whole class | We have learned some sentences using “there is~ and there are~”  We use **there is** and **there are** to say that something exists.  In positive sentences, We use **there is** for *singular* and **there are** for *plural*.  We also use **There is** with [*uncountable nouns*](http://www.grammar.cl/Notes/Countable_Uncountable_Nouns.htm).  The contraction of **there is** is **there's**. You **cannot** contract **there are**.  The negative is formed by putting **not** after *is* or *are.*  *We almost always use contractions when speaking.*  The Negative contractions are:   * There's not = There isn't * There are not = There aren't   When we want to indicate that a zero quantity of something exists we use **there aren't *any.***   * There aren't **any** people at the party. * There aren't **any** trees in my street.   If we want to find out the number of objects that exist we use **How many** in the following form:  **How many** + plural noun + *are there* (+ complement).  **<Instructions>**  Now we will do other activity “relay talking”.  Instruction:  This is an activity using the sentences we have learned.  I will give you some topic. Let’s think our topic is kitchen.  You have to say one thing in your kitchen using “there is~ or there are~”.  But make sure you should tell the thing which is bigger than the former said.  If I said “there is salt in my kitchen.” Then the next person can say “There is a pot in my kitchen.” As a pot is bigger than salt, It can be a correct answer.  Did you have fun this class? Can you book a hotel room by yourself?  Today our class is over, See you next day! Have a great afternoon. |