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| ☐ Listening ☐ Speaking ☐ Reading ■ Grammar ☐ Writing |
| **Topic: There Is vs. There Are** |

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| Instructor:  Heerae, Marsha | Level:  High Beginner | Students:  10 | Length:  40 Minutes |

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| **Materials:**  ● Realia : Several pens and cups  ● 10 copies of the practice worksheet #1  ● White board and board markers.  ● 10 copies of different pictures A & B as worksheet #2  ● SOS activity worksheet #3 (10 copies) |

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| **Aims:**  ● Main aim: Students will be able to improve their grammar skills by practicing grammar forms in the worksheets.  ● Secondary aim: Students will learn singular, plural and negative forms through drilling.  ● Personal aim: I want students to speak when students express singular and plural words, they can express it directly without thinking by repeated learning. |

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| **Language Skills:**  ● Listening:Ss will listen to the partner’s sentences, others’ presentations and follow instructions.  ● Speaking**:** Ss will drill the grammar forms (There is/are and negative phrases) and present their own expressions in the worksheets  ● Reading: Ss will read teacher's writing on the board, reading the worksheet's sentences.  ● Writing: Ss will take notes their own expressions about there is/are phrases. |

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| **Language Systems:**  ● Grammar: Present tenses. The change of be verb.  ● Function: Make sentences Usage of proper sentences according to situations  ● Discourse: Descriptions of pictures in the pair working |

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| **Assumptions:**  Student already know  ● What is the usage of singular and plural forms.  ● What are the singular and plural words  ● Various nouns  ● How to make sentences and make negative statements.  ● How to distinguish the forms of words.(ex, noun, verb, adjective, ect.)  ● Which partner/group they belong to in partner and group discussion time |

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| **Anticipated Errors and Solutions:**  If the students need to help to find the meaning of new vocabularies more than two time,   * I will allow them to use a dictionary.   If the students have troubles with making their own sentences.   * I will allow them to ask me help. |

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| **References:**  ●English definitions  <https://www.google.co.kr/>  <https://www.grammarly.com/blog/there-is-there-are/>  ●Worksheet  https://pages-to-print.download/look-and-find-printables/ |

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| **Lead-In** | | | |
| Materials: None | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min | Whole  class | Answering teacher’s questions. | **Procedure:**  -Good morning! How are you today?  -At the last time, we’ve learned “This is and These are phrases, negative forms as well”  -Now you guys know what the meaning of singular, plural and negative forms are, right? |

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| **Pre-Activity** | | | |
| Materials: Several pens and cups, a white board and board markers. | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min  2min  1min | Whole  class  Whole  class  Whole  class | Answering teacher’s questions.  Students are repeating  after teacher reading  Answering teacher’s question. | **Procedure:**   1. **Brainstorming**   **Elicit**  -Look there!  *(Pun a pen on the desk. And ask the students)*  -What is there?  -Yes, Right. There is a pen.  *(Put the pen on the desk, again hold a pen on a hand)*  -And. What about now?  -Is there a pen on the desk?  -No. There is not a pen on the desk.  -There is a pen on my hand.  -And one more!  *(Put the two cups on the desk)*  -What are there?  -Yes, right. Cups  -Not only one. These are two.  -Are there cups on the desk?  -Yes! There are two cups on the desk.  *(Get those cups away from the desk and ask again)*  -What about now? Are those cups on the desk?  -No, there are not cups on the desk.  -Good job!!  **Model**  *(Write the topic “There Is vs. There Are” on the board.”)*  -From now! Let’s look at the board!  -We are going to learn “**There Is vs. There Are**”  -And negative forms too.  (Write the grammar form)   |  |  |  |  | | --- | --- | --- | --- | | There | is | *a pen* | On the desk | | is not | | There | are | *pens* | On the desk | | are not |   -Okay, Look at these sentences and repeat after me.  *( read first and make students to follow)*  -And we can also change many nouns in a pen or pens positions.  -For example a cup or cups.  -OK. Let me ask you some questions  **CCQ**  -Is there a bird in this classroom? No  -Are there many books in this classroom? Yes  -There is a chair or there are many chairs?  There are many chairs  **Meaning**  -Good job everyone.  -We have just learned how to express singular and plural forms and how to use negative forms too. |

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| **Main Activity** | | | |
| Materials: Worksheet #1 | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  3min  2min  1min  6min  1min  6min | Whole Class  Pairs  Whole  class  Whole  class  Whole  class  Whole  class  Whole  class | Answering teacher’s questions.  Students fill in the worksheet with partner  Students are reading answers  Students are listening how to play game.  Students are playing a game.  Students are listening how to play game.  Students are playing a game. | 1. **Controlled practice : Worksheet #1**   **Instruction**  -OK. Now I’ll hand out some worksheets.  *(Distribute the worksheet #1)*  -Let’s fill in the worksheet #1    **Demonstration**  -Everyone got the worksheet?  -Look at the example.  -First is a positive sentence.  -Can you read the example sentence in the box?  -OK. Next sentence will be changed to a negative sentence.  -Let’s read the next sentence.  -You may solve these problems with this way. OK?  -And then look at the pictures lower side of the worksheet  -And fill it in the blanks with your partner.  (*Arrange students into pairs)*  -I’ll give you 3 minutes to finish.  -All right!  **ICQ**  How much time do you have?  Are you working in pairs?  What should you do with your partner?  Okay, let’s start  **Monitoring**  *(Walk around the classroom. Check whether the students have questions or not)*  *(Give time warnings: You have 1 minute left)*  *(Give time warnings: You have 30 seconds left)*  **Check Answers**  -Okay, everyone, the time is up.  -Let’s check the answers and read together.  -Okay good job everyone.   1. **Less controlled practice : chain drill**   **Instruction**  -Now we’ll start a game together.  -We are going to use there is/are with the items in this classroom.  -But don’t use the items the previous person chose.  **Demonstration**  -For example, there is a board. Or there are markers.  -And next person will say a different item using there is or there are phrases.  *(indicate someone)*  -Everyone understand?  **ICQ**  -What will we do right now?  -Are we working with pairs? No all together  -Can we use the same items?  -Okay, let’s start from 00.  -Start!  **Monitoring**  (During students speaking if they are wrong for using singular or plural sentences, correct them.)  (Finish the activity)  -All right!  -We will resume  -At this time, We will find there is not something in this classroom or there are not blah blah…. in this classroom.  **Demonstration**  -For example, there is not a car in this classroom.  -Or there are not cars in this classroom.  -Everyone understand?  -From this time we will change the start point.  -Let’s start from 00.  *(indicate someone)*  **ICQ**  -What will we do now?  -Start from whom?  -Let’s start from 00. OK?  -Start!  **Monitoring**  (During students speaking if they are wrong for using singular or plural sentences, correct them.)  (Finish the activity)  -All right! Everyone good job. |

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| **Post Activity** | | | |
| Materials: Worksheet #2 (10 copies) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 1min  4min  2min  1min | Whole class  Pairs  Whole  class  Whole class | Students listen teacher’s instruction  Students in pairs talk about the pictures  Students answer together about the differences of pictures  Students will mention about today’s activity | 1. **Free practice : Worksheet #2**   **Instruction:**  -I’ll give you a picture.  -Hold on. Don’t see your picture yet.  *(Hand out 2kinds of pictures to students alternately.)*  -There are different kinds of pictures from your partner.  -And you will talk with your partner.  -Don’t show those pictures to each other.  **Demonstration**  -There are picture A, picture B  -For example, I have a picture A there is a bird.  -Partner holding Picture B checks if there is or there is not a bird.  -Picture A there is a bird, but in the picture B there is not a bird.  -These are differences. Right?  -You should write these sentences on your worksheet.  -How many differences there are between A and B?  -I’ll give you 4 minutes.  **ICQ**  -How much time do you have?  -Are you work alone?  -What should you do with your partner?  -Do you write the same answer?  -Do you show your picture to your partner?  -OK. Let’s start!  **Monitoring**  (Monitor discreetly, Answer students questions if they have)  (After 4 minutes)  *(Give time warnings: You have 1 minute left)*  -Time’s up.  **Check Answers**  -How many different things did you guys find?  -Let’s talk together!  (Asking students)   1. **Conclusion**   (Conclude today’s lesson by checking the newly learned.)  (Then pick out grammatical and pronunciation errors the students made, and correct them)  -Everyone, you did a great job today, try to keep in mind the grammar “There is and There is not” and “There are and There are not.”.   1. **Feed back**   -How was the class? Was it difficult or did you have fun today?  -I hope you can use this expression in real life.  -Thank you for participating in class and have a good day. |

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| **SOS Activity** | | | |
| Materials: Worksheet #3 (10 copies) | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min | Individually | Students find out hidden pictures | 1. **Hidden pictures**   **Instruction**  Now, we are going to find the things in the drawing.  Work individually please. You will have 8 minutes to do so.  (Hand out the worksheet #3)  **ICQ**  Are you working in groups?  How much time do you have?  What can you do? |

**Worksheet #1**

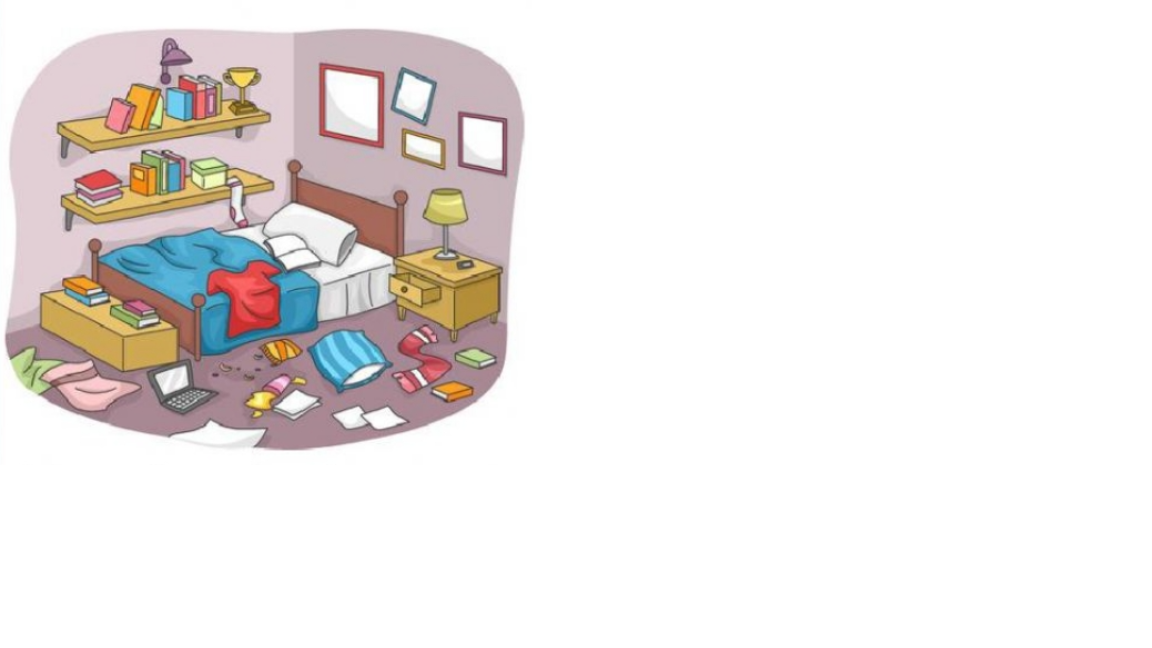
♥ Let’s fill in the blank and change the sentences to negative sentences like an example.

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| Ex) There are two birds in the tress.========🡺There are not(aren’t) two birds in the trees. |

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| 1) There \_\_\_\_\_ seven people in my family. | 🡺 | There \_\_\_\_\_ seven people in my family. |
| 2) There \_\_\_\_\_ a fridge in your kitchen. | 🡺 | There \_\_\_\_\_ a fridge in your kitchen. |
| 3) There \_\_\_\_\_ two trees in my yard. | 🡺 | There \_\_\_\_\_ two trees in my yard. |
| 4) There \_\_\_\_\_ a teacher in this classroom. | 🡺 | There \_\_\_\_\_ a teacher in this classroom. |
| 5) There \_\_\_\_\_ many people in the station. | 🡺 | There \_\_\_\_\_ many people in the station. |

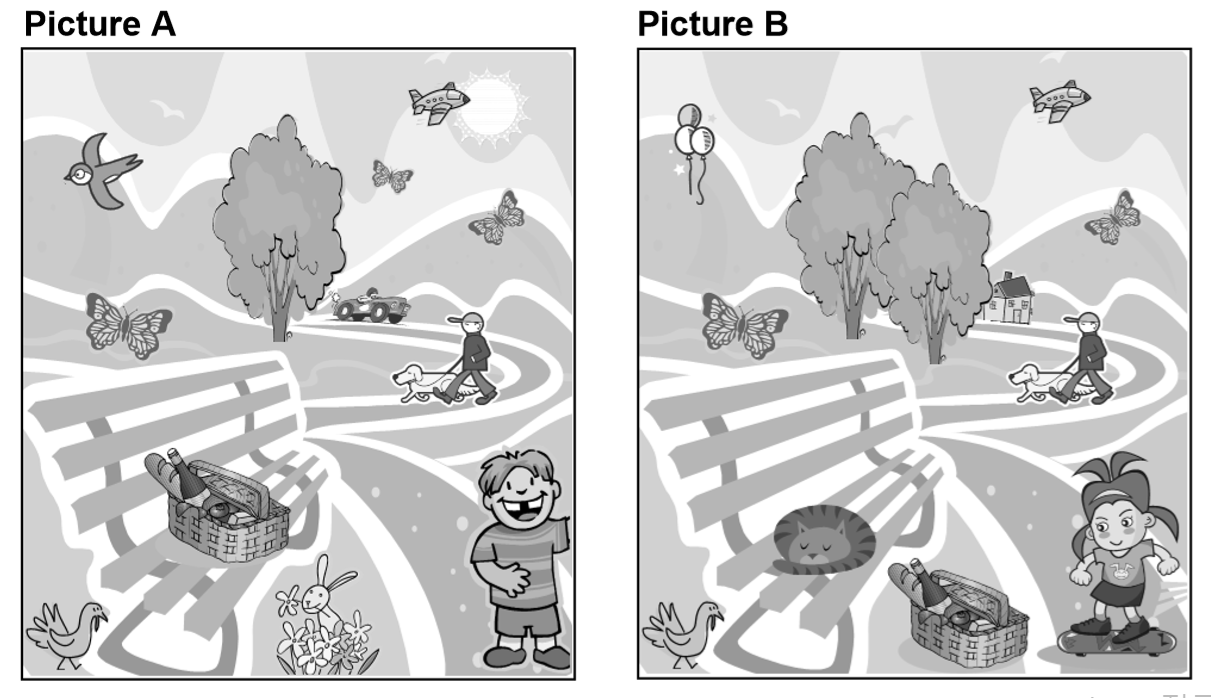
♥ Complete the blank and answer the questions

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| 1. Complete with **there is/ there are** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_ a t-shirt on the bad. |
| \_\_\_\_\_\_\_\_\_\_\_\_\_ two books on the floor. |
| \_\_\_\_\_\_\_\_\_\_\_\_\_ a scarf on the floor |
| \_\_\_\_\_\_\_\_\_\_\_\_\_ four pictures on the wall. |
| \_\_\_\_\_\_\_\_\_\_\_\_\_ many books on the shelves. |
| \_\_\_\_\_\_\_\_\_\_\_\_\_ a book on the bed. |
| \_\_\_\_\_\_\_\_\_\_\_\_\_ a laptop on the floor. |
| \_\_\_\_\_\_\_\_\_\_\_\_\_ some papers on the floor |

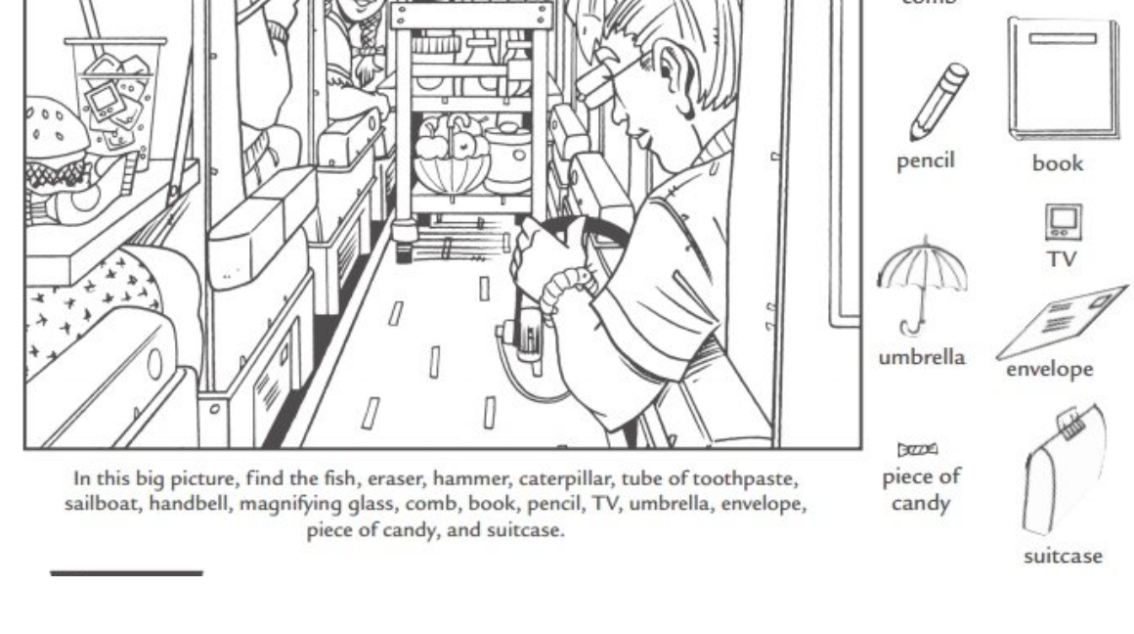
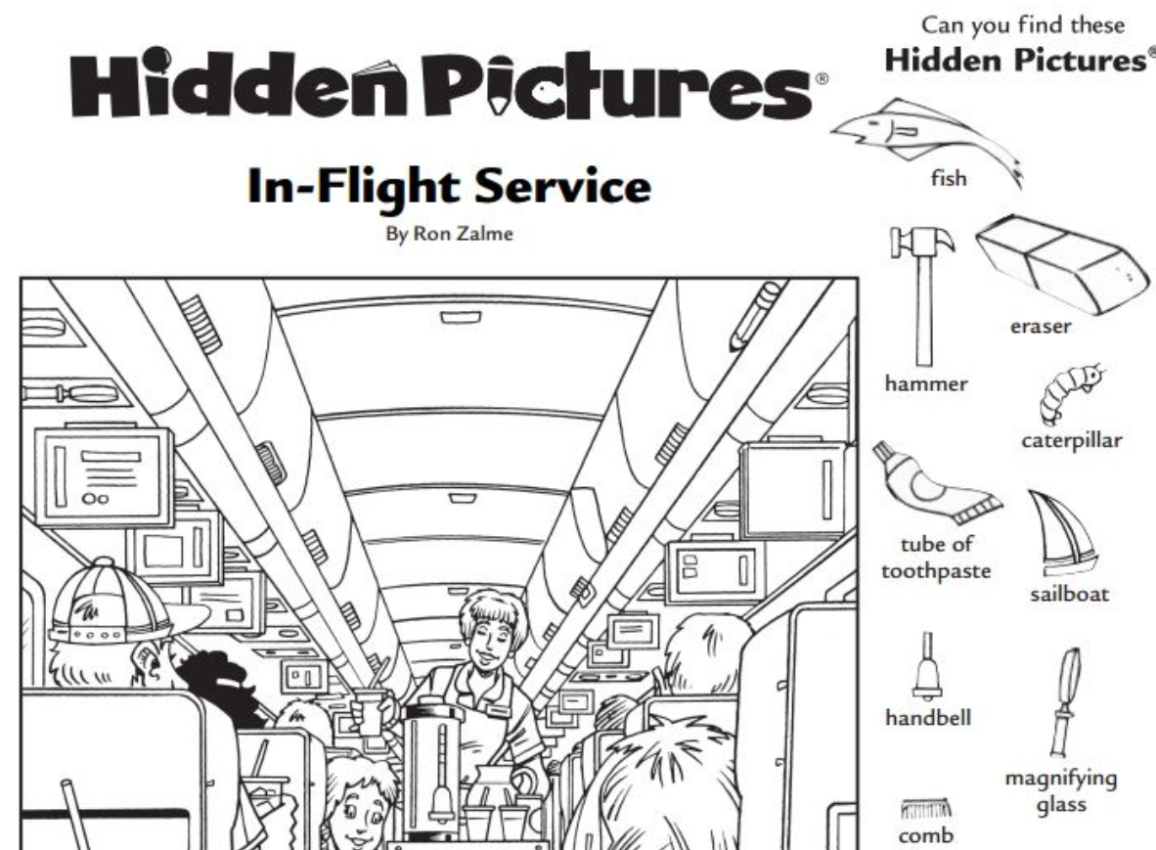
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| 2. Answer **Yes, there is/are** or **No, there isn’t/aren’t** |
| Are there any eggs in the fridge?\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Are there any onions in the fridge?\_\_\_\_\_\_\_\_\_\_\_ |
| Is there any lettuce in the fridge?\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Is there any milk in the fridge?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Are there any bananas in the fridge?\_\_\_\_\_\_\_\_\_\_ |
| Is there a cake in the fridge?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Is there any pizza in the fridge?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Worksheet #2**

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**Worksheet #3 :** ♡ Find the 16 things that are hiding in this drawing.

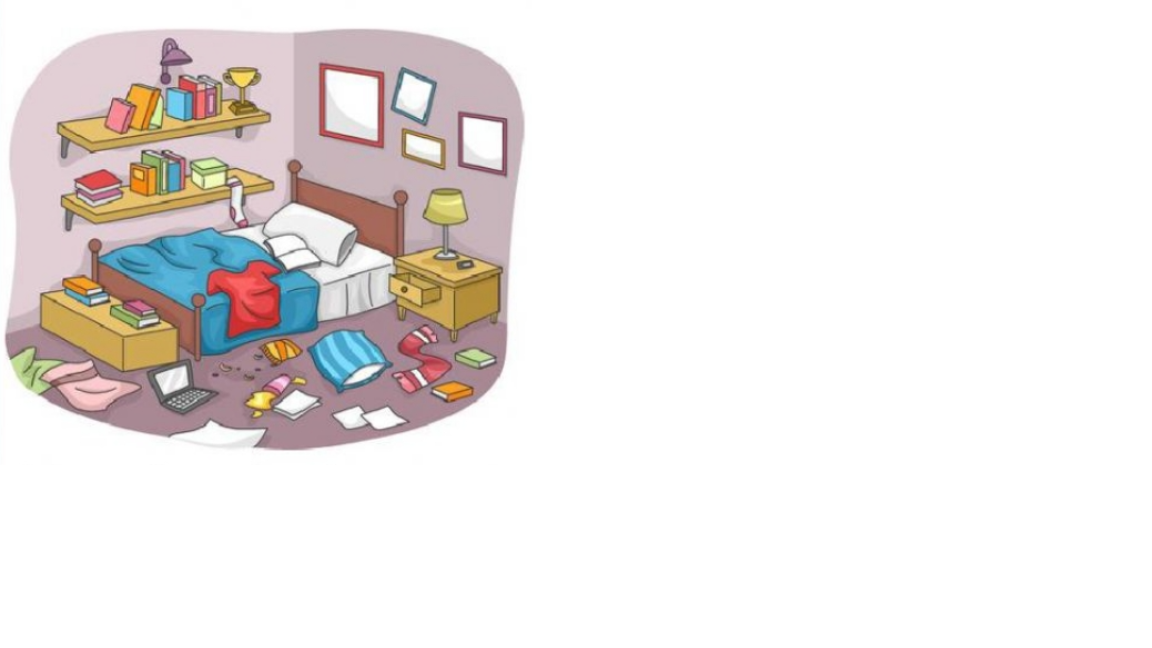


**Answer sheet**

1. Worksheet #1

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| 1) There are seven people in my family. | 🡺 | There aren’t seven people in my family. |
| 2) There is a fridge in your kitchen. | 🡺 | There isn’t a fridge in your kitchen. |
| 3) There are two trees in my yard. | 🡺 | There aren’t two trees in my yard. |
| 4) There is a teacher in this classroom. | 🡺 | There isn’t a teacher in this classroom. |
| 5) There are many people in the station. | 🡺 | There aren’t many people in the station. |

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| 1. Complete with **there is/ there are** |
| There is a t-shirt on the bad. |
| There are two books on the floor. |
| There is a scarf on the floor |
| There are four pictures on the wall. |
| There are many books on the shelves. |
| There is a book on the bed. |
| There is a laptop on the floor. |
| There are some papers on the floor |

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| 2. Answer **Yes, there is/are** or **No, there isn’t/aren’t** |
| Are there any eggs in the fridge? Yes, there are. |
| Are there any onions in the fridge? No, there aren’t |
| Is there any lettuce in the fridge? No, there isn’t |
| Is there any milk in the fridge? Yes, there is |
| Are there any bananas in the fridge? Yes, there are. |
| Is there a cake in the fridge? Yes, there is |
| Is there any pizza in the fridge? No, there aren’t |