### **Lesson Plan 13 (120 min)**

**Class plan Title:** There is/There are (affirmative)+ Natural Heritage

**Topics:** Introduction to there is/there are, English + Heritage (Traditional Dance)

**Objectives:**

By the end of the lesson, students should be able to:

● Differentiate between 'there is' and 'there are' (singular/plural) and when to use them correctly

● Form correct and understandable sentences using there is/are

● Apply there is and there are in their daily lives.

● Name local traditional dances-make short sentences

**Class Structure:**

● Connection with previous knowledge(10-15 minutes): Teacher asks students what they remember from the previous lesson (demonstrative pronouns). Check students’ homework, talk about any difficulties

● Address the topics (45 minutes):

○ Presentation of the new topic: there is/there are.The teacher demonstrates a set of classroom objects and some realia. The teacher explains and provides supplementary example sentences, e.g. We use *there is* to say that something exists or is in a place.

***e.g. There is*** *a bridge in the park.*

We use *there is* for singular nouns and *there are* for plural nouns.

***e.g. There is a restaurant*** *in the station.* ***There are two cafés*** *in the shopping centre.*

o The teacher explains that we can say *there's* instead of *there is*. We often say this when we speak. But there is no short form for *there are*.

***e.g. There is*** *a restaurant in the station. >* ***There's*** *a restaurant in the station.* ***There are*** *two cafés. > ~~There're two cafés~~.*

○ Students are encouraged to use their own ideas and state example sentences. The teacher asks students to complete the sentence: In Santorini, there is.......... or they can be given the same sentence with at least some part of the “There is” and “There are” forms removed to complete, e.g. “\_\_\_\_\_ \_\_\_\_\_\_\_ many dogs in this island”. They then try to work out why each form is needed in each case.

○ Talk about traditional dances in Santorini. Name some or write them down. Brainstorming, students exchange ideas.

● Practical Activities (45 minutes):

o **True or False Activity Game**: Students write down sentences using there is/there are. The sentences may refer to their place/house/island, e.g. In my house, there is a balcony. Some sentences may be correct and some incorrect. Students will guess which sentences are true or false. If they guess correctly, they win a point. The teacher should observe and correct any errors in the use of there is/there are. (25 - 30 minutes)

o The teacher can then show pictures of different places and have students describe them using there is/there are(10m)

o Each student shares one sentence about traditional dances (e.g., “In my town, we have/dance to...”). (5 min)

● Conclusion/Evaluation (15 minutes):

○ The teacher should briefly review the main points of the lesson, highlighting the most important concepts and clarifying any remaining doubts.

○ Assess learning: Online exercises done separately. (e.g. https://wordwall.net/resource/30646081/there-is-my-house). Check in class.

○ Summarize and assign homework

**Materials needed:**

● Paper, pen, realia