### **Lesson Plan 14 (120 min)**

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

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

**Objectives:**

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

● Form correct and understandable sentences using there is/are in negative form

● Apply there is and there are in their daily lives

● Describe several places using there is/are/isn’t/aren’t

● Revise 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 (there is/there are, affirmative sentences). Check students’ homework, talk about any difficulties

● Address the topics (45 minutes):

○ Presentation of the new topic: there is/there are (negative form). The teacher shows some example sentences and elicits answers as to how the negative form of there is/are is formed.

For negatives, we use *there isn't* or *there's not* (= *there is not*) for singular and *there aren't* (= *there are not*) for plural.

***e.g. There isn’t*** *a shopping center in this island.*

***e.g. There isn't a*** *pharmacy near the hotel.*

***e.g. There isn’t a restaurant*** *in the station.* ***e.g.*** *There* ***aren't any*** *street markets in Santorini*

○ Students are encouraged to use their own ideas and state example sentences. The teacher asks students to complete the sentence: In Santorini, there isn’t.......... or they can be given the same sentence with at least some part of the “There isn’t” and “There aren’t” forms removed to complete, e.g. “\_\_\_\_\_ \_\_\_\_\_\_\_ many parks in this island”. They then try to work out why each form is needed in each case.

○ Revise and talk about traditional dances in Santorini. Revise and talk about what they remember from the previous lesson. The teacher encourages them to speak clearly without interrupting them.

● Practical Activities (45 minutes):

o **My dream house/place Activity**: Students write about their dream home using *There is/are/isn’t/aren’t...*.. The teacher helps by providing questions which the students will take into account when writing about their dream house or place. When the students have finished, they present their dream home to the class (25 - 30 minutes). The teacher can also teach questions e.g. Is there a garage in your dream house?/Are there any musueums in your dream island? Students are encouraged to answer Yes, there is/No, there isn’t./Yes, there are, No there aren’t.

o For further practice they do exercises: https://inglesague.wordpress.com/wp-content/uploads/2012/03/1eso\_thereis\_thereare1.pdf

● 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: The teacher chooses exercises which can be done separately to test understanding: https://www.grammar.cl/exercises/there-is-there-are.pdf

○ Summarize and assign homework

**Materials needed:**

● Paper, pen