



**Level 1**  
**3.3 Lesson Plan**  
Session 1

**Warm-up**

Introduce the new grammar point, there is/are, by giving a few examples from the classroom.

*For example:* There are boys and girls here.  
There is one teacher, but many children.  
There are three books on the desk.  
There is one door, but there are many windows.

Introduce and drill the new vocabulary with the help of the pictures, with the students repeating after you. Then hold up each picture saying, "There's a monster here. Look at it! It's very big."

Repeat this procedure with the picture of the telescope and the park. Count the trees in the picture, saying: "There are six trees in the park".

Show the picture of the ants, count them, saying: "There are seven ants."

Ask the students to explain the meaning of **there is / are** and the difference between them.

**Practice**

Write these phrases on the board: a monster here; six trees in the park.; seven ants.; a telescope under the desk., etc. Prepare multiple cards or strips saying: **There is / There are** and place them face down on the table. Students pick a strip and tape or place it in the correct place. Have the class repeat the sentences

**Movie**

Show the movie.

**Practice & Check**

Ask the students to go over specific features independently in class or choose features to go over together with the class. Allot 20 minutes for this work.

While students are working, walk around to check the previous lesson's homework assignment (plural forms).



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Session 1 (cont.)

**Homework**

Either photocopy the following exercise, or have the students copy it down from the board.

Make seven correct sentences. Look at the example.

There is	many ants	on the desk.
	a door	
	many trees	in the room.
There are	three books	
	a desk	outside.
	five pens	
	seven rabbits	in the house.
	a park	
	five windows	in the park.

*For example: There are three books on the desk.*

**Sum-up**

Using pantomime and the pictures, review the new vocabulary.

Ask students to give you "There is / There are" sentences about the classroom.



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**Session 2**

**Check** Divide the students into pairs. Provide each pair of students with an answer key of the previous lesson's homework assignment. Your answer key should have all nine sentences. While students check their work, the teacher walks around to answer questions and monitor students' work. Ask students to grade their assignment out of 7 (one point for each correct sentence). Students report their grade to you.

**Warm-up & Movie** Remind students of the 12 new words and write them on the board. Explain any difficult words, especially the differences between **there** and **here** and **there is/are** and **there**. When all twelve words are on the board, ask students questions with **there is / are**.

*For example:* In what words are there two e's?  
(seven /tree / there/ telescope)  
In what word is there an x? (six)  
In what words is there "th"?  
(through / there / with)  
In what words are there no t's?  
(many / park / seven / six)  
In what words is there just one vowel?  
(ant / six / many / park / with)  
In what word is there a "w"? (with)

**Movie** Ask students to write down the five nouns in their notebooks. While watching the movie again, students number these nouns in order of their appearance.  
Answer: 1. park 2. tree 3. monsters 4. ants 5. telescope

**Practice** Students work on specified features from this unit at the teacher's discretion. Allot 15 minutes for this activity.

**Homework** Learn the three sentences in **Write It** for a dictation.

- I see six monsters.
- I like ice cream.
- Practicing is good.

**Sum-up** Call on different students to each produce a sentence containing **there is / are** and at least one of the lexical items.  
Alternative: Student A gives a sentence with **there is**. Student B changes it to plural.



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**Session 3**

**Dictation**

Dictate each sentence twice slowly as the students write.

- a. I like ice cream.
- b. Practicing is good.
- c. I see six monsters.

**Practice**

Put a model conversation on the board and go over it chorally with the class. Then brainstorm other possibilities with the class and generate a bank. The answers must have **there is / there are**, and they must use an adjective with the noun. Students work with a partner, taking turns, asking and answering questions.

Student A: What's in the magician's hat?

Student B: There's a small rabbit in the magician's hat.

Possibilities for the bank:

A: In the closet / behind the door / under the desk / in the kitchen / in the igloo?

B: three pretty women / one red umbrella / seven big monsters / a happy child

**Homework**

Ask students to copy the five following sentences from the board.

At home they should write a question to each of the answers or an answer to the questions.

- a. Is there a big monster in the park?
- b. There are five pretty trees outside.
- c. Are there many children in the room?
- d. Is there a very tall man outside?
- e. There are two apples in the igloo.

*For example:* Are there books on the desk?

No, there are no books on the desk. /Yes, there are books on the desk.

There's a red book in the closet.

Is there a book in the closet?/ Where is the red book?

**Sum-up**

Remind students what you did in class today (dictation; the negative and question form of **there is/are**; the meeting game). Give the students a few prompts and ask to which activity they belong: But why are you running? / Children like ice cream / There's no park outside.