\*Remind regularly about grammar PDF

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| Wk | TUESDAY | THURSDAY |
| 5 | What time is it? What’s the time? / Numbers 0 – 59  Introduction of Past Overview To Be, Continuous and Simple | Irregular verbs |
| 6 | ED pronunciation – past regular verbs Can / Could | Past tense to be. Alibi and what happened in a crime. Was and Were |
| 7 | Past continuous and past simple. Telling Stories | Past – Used to and irregular verbs |
| 8 | Travel - Past Revision. Using a mix of tenses learnt. | PIZZA PARTY (everybody pitches in) – Countable / Uncountable Following directions.. |
| 9 | Present perfect | Pres perfect practice. Focus connection with present. |
| 10 | Prepositions places, times and dates | Pres perfect comparison with past simple |
| 11 | Prepositions of place. There is / there are // There was there were | Future – going to and will |
| 12 | making suggestions shall we / let’s / how about | KERRIOKE |

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| **Class** | **Communication** | **Grammar** | **Vocabulary** |
| **5** | Telling Stories | Past Simple / Past Continuous |  |
| **6** | Remembering conjugations | Used to and Irregular past |  |
| **7** | Travel | Past Revision - mix of tenses. |  |
| **8** | PIZZA | Countable and Uncountable |  |
| **1** | Introduction | Present Perfect |  |
| **2** | Connection with Present | Present Perfect |  |
| **3** | Giving and Receiving directions | Prepositions of Place |  |
| **4** | Giving and Receiving directions | Prepositions of Place |  |
| **5** |  | Present Perfect |  |
| **6** |  | Present Perfect |  |
| **7** |  | Will / Going to |  |
| **8** | Kerrioke |  |  |

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| **Class 5 – Telling Stories**   1. Taboo 2. Ss write a self introduction imagining that they are 7 yrs old using the following things they learnt in Month 1:- I am + adjective or noun - Present Simple – I ride my bike - I like / I don’t like - I can / I can’t - Present Continuous – At school I am learning. Make corrections while they are writing. Ss present themselves in pairs. 3. Refresh Past simple and past cont. What is the auxiliary for past continuous? What is the formula? What is the auxiliary for past simple? Get students to give you a positive, negative and y/n question for each– write on board. Explain that you can use these two tenses in conjunction when telling a story. The past simple cuts the action of the past continuous. Could even be good to draw a time line and show this. An example could be – Rafael was walking in the park when he found a 20.000 note. OR As José was riding his bike, he got hungry. Keep examples on the board showing the use of As or When in these sentences. As goes before continuous and when goes before simple. So they can’t write: Rafael walked in the park when he was finding a 20.000 note. OR As José rode his bike, he was getting hungry. 4. Play with story telling cards. 5. Tell a story from when they were 7 years old in the same pairs as before. This time using the past continuous and simple. |  | **Class 6 – Remembering Conjugations**   1. Put all past verb cards on the table. Ss have 1min to write all of the present forms. Remind them that they should also be learning past participle… see if they know… if some do… as a group and perhaps you write on the board.. the past participles. 2. Hangman – Two teams. Students must put a verb in the past simple on the board. Ss play and when the word is discovered all ss in the team must write a sentence with that word. The team who first has all ss with a grammatically correct sentence wins the point. 3. Ss pick a card from a verb on the BINGO sheet and around the circle have to say a sentence using the verb they picked but in the past (testing memory for conjugating present to past). Each person has to then say their own sentence and also those of the people before them. At least write the verb on the board (or maybe the whole sentence) to help in remembering. Give each student either + - or Q. \*\* Two rounds is enough. 4. Verb Bingo – Ss take it in turns to call a sentence from activity 3. The verb from the sentence students can cover in BINGO. You might get them to make an extra couple of sentences each. 5. Ball toss – Students are in a circle and they are going to toss the ball to each other. One person says the present, the next person says the past and continue… if the s doesn’t know the past they repeat the present and throw to someone else. |
| **Class 7 – Travel**   1. Taboo 2. Conversation about last holiday. Students may need time to write a little before speaking. They can use the verb cards for inspiration. Walk around and correct mistakes. After writing play some funky music and get them to walk around. When you stop the music they have to find a pair and tell that person about their vacation. Questions on board could help conversation flow: Tell me about your vacation, When was your last vacation, and you? How was your last vacation? Do this so they end up telling three people the same story. 3. Students can use coins as counters. Roll the dice. If a s lands on a suitcase, the person to their right picks a card from the pile and asks them the Q on it or reads out the event or instruction on the card. If it is a Q, the first player answers and the group may ask further Qs or share their experiences on the topic. If it is an event or instructions, the player follows them. 4. 10 phrases you’ll hear at an airport handout. Airport Role plays – I will give you more detail about this before the weekend ;) 5. Remind students about Pizza next class and that they should bring up to 3.000 in cash next class to contribute. |  | **Class 8 – PIZZA**  1.   Order pizza as early as possible.  2.   Pairs write as many pizza ingredients as possible. Ones that other groups wrote get crossed out so original ideas get points. Can then do the same with Pancake ingredients. Also could then be done either ingredients for something else or another category.  3.   Bring out countable and uncountable cards – students divide them into the two groups. Some may not know at this point but no problem – allow the students who get it to make the two groups and if nobody knows you do it and then see if they can see tell you the difference. Get the students who know to explain and then you explain any finer points including the use of much and many and how to quantify uncountables using glasses of, kilos of, spoons of, slices of for example.  4.   Get them to assign whether the ingredients from number 2 that they wrote are countable or uncountable as a group.  5.   Divide them in two groups and each group will be stuck on a deserted island for x years and needs to decide the ten things that they are allowed to bring with them. They can also decide the quantities of each thing they think they need. Compare the two teams and get them to justify why they chose what they did.  During pizza eating time play a game like “eye spy” or “categories” – or there is a sheet with a game called King’s Cup ;) |
| **Class 1 –**  1. Hangman – Past participle – they can look at the verb cards |  | **Class 2 -** |
| **Class 3 –**  1. |  | **Class 4 -** |
| **Class 5 – Telling Stories**  1. |  | **Class 6 -** |
| **Class 7 –**  1. |  | **Class 8 -** |