\*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. Brainstorm important travel vocabulary.   Travel (with a circle around it) words could be: airport, suitcase, luggage, plane, car, bus, landscape, trip, etc   1. 10 phrases you’ll hear at an airport handout. 2. Tell me about your last vacation. Give students 7 minutes to write about their last vacation. Have verb cards out to help remind them of past conjugations. Walk around and correct mistakes. Questions written on board could help conversation flow: Tell me about your vacation, When was your last vacation, and you? How was your last vacation? After they write 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. Do this so they end up telling three people the same story. 3. Travel Game. Ss can pick out the first initial of their names to use 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. There will be lots of language exchange and new words on the board. 4. Remind students about Pizza next class and that they should bring up to 3.000 in cash. |  | **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. 6. 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 – Present Perfect - Experiences**   1. Hangman – Past participle – they can look at the verb cards 2. Write this list down each side of the board from top to bottom each side with a different order: Go Have Be See Eat Drink Do Make Think Teach Learn Feel Ss in two groups. One student from each group can be at the board at a time. Once they are at the board they can’t communicate with their team on the couch. Ss on the couch can talk to each other and look at the cards if they need to. If they look at the cards it’s a timed race – whoever finishes first with everything correct including spelling wins. First round they must write the past simple for each verb. Second round the past participle. Spelling is important. Students can make corrections. 3. Write a present perfect sentence on the board. Ask students what is the Auxiliary? Have. Ask them to tell you the negative of that sentence and also the Y/N question. Present Perfect is used to express experiences and has no specific time. 4. Are you the One? Worksheet. Ss first in pairs go through writing the past participle for each one. They will go around the room asking for example: Have you ever arrived late to a movie? They must write the name of the person only if they say: Yes I have. Write the question and possible answers on the board for them to refer to. |  | **Class 2 - Present Perfect Connection with Present**   1. I’ve never ever. Ss put four fingers on the table. You can use the deck of cards if you want or get students to first write 5 things they’ve never done. One student says something they’ve never done (or whatever is on the card) and everyone takes away a finger if they have done it. First person to lose all fingers loses. 2. Remind them how present perfect is used for experiences. Explain that it also has connection with present. Times used could be – today, this week, this month, this year – experiences connect with today because they use the time – “in my life” – which if you are still alive is connected with now ;) 3. Have you \_\_weekly / monthly chore\_\_\_ ? Ss write questions related with things that a person usually does in a day, week, month or year – for example – Have you taken out the rubbish this week? Have you brushed your hair today? Have you started your new years goals this year? After writing some possibilities they can then ask taking turns around the group and asking whoever they think might give them a “no” answer. If you get a “No, I haven’t” response you get a point. 4. Split the purple cards into two piles, one pile for each group. They have to be the first to identify what all the people are doing on the cards. Then give three possibilities for what has happened to that person for example: John is tired – he has worked for 72 hours without sleeping. |
| **Class 3 – Prepositions of Place**   1. Write on the board Shapes and under the title get them to tell you all the shapes they know and add any they miss. Then write Lines and get them to write all the types of lines there could be. Draw the line next to the type – once you write horizontal and draw vertical and diagonal they should be able to guess those ones because they are similar to Spanish. I usually end up with those 3 plus zig- zag, wavy, straight and curved. Then students must draw a secret drawing using shapes and lines. Draw an example on board. It’s just an abstract combination of random shapes and lines of different sizes and types. 2. After they have drawn their secret drawing. Draw on the board using a square and circle the representation of a series of prepositions of place. On, In, Under for example. I’ll send you an image to help you. They also need to know – in the middle of the page, at the top of the page, in the corner, in the top left corner, on the left/ right of the page, and you will find more language they need as you come to it. 3. Get the students to describe their abstract drawing to a partner. You may need to give them partners from across the room because they may have seen the drawing of the person next to them. They are not allowed to see the drawing of the partner who is following instructions. 4. Get them to use the same language to describe the restaurant image – 1 handout between 2 |  | **Class 4 - Prepositions of Place – Giving Directions**   1. One of the green box things to sit on has clothing inside it. It has a hat, tie, shirt, stockings, shoes, scarf, wig, bikini and socks and a jacket. Ss identify the clothing. 2. Get them to identify the things that they are currently wearing. I am wearing x – I am not wearing y. Talk in pairs. Then get them to create positive and negative present simple sentences about what they wear in different circumstances on a piece of paper. I wear a pink bikini at the beach. I wear big pajamas to bed. I wear a grey long jacket to work. Fold the pieces of paper and then they have to guess whose is who. I think this is José’s paper. 3. Place the objects around the room. Get the ladder from the kitchen and place it in the back corner of the room. Something extra for them to crawl under or reach up high. First as a group with one confident person with their eyes closed – get the group to lead them around the room to get the objects. Write down the side of the board important language they might need. Like: Stop, Take care. Slowly. Slow down. Move your arm up/ down. Get up / down. Take the object. There. Not there. Go forward. Go back. Turn left. Turn right. One step, five steps. 4. After doing it in a group ss work in pairs or a group of three – one has to shut their eyes and the other has to direct them to get as many objects as possible. Group with most objects wins. 5. If time get them to |
| **Class 5 –** |  | **Class 6 –**   1. Students use the “find someone” cards. They write the question for each sentence. Get them to identify what the auxiliary should be. If it is “to be” “have” “do” or “did”. Once they have the questions they can go around and ask other members of the group. The first to get all yes answers to their questions wins. A couple of the questions could be modified if needed. |
| **Class 7 –**   1. Find someone cards again – you can complete the activity by getting them to ask each other or just get them to create the questions and then move on. |  | **Class 8 – KARAOKE**   1. Ss put famous characters on pieces of paper in a hat. 2. Students work in pairs to design questions for each tense type. Give the pairs a particular one or two tenses to work on. Simple, Can/Can’t, To be in present and past. Continuous. |