\*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 5 – Feedback   1. We played Taboo by passing 5 cards out to each student and going around the group until each card had been played. We a student correctly guessed the word they received that card. Player with the most cards at the end won. The game functioned well but was slow, the students were obviously nervous. 2. Pairs presented their introductions to the class with one person reading and the other acting out the narrative in an effort to break the ice. Although I didn’t hear anyone produce the structure can/can’t and only one sentence with “I like”. Probably will need to enforce these structures more in the future. 3. Students asked if they could use “when” with continuous form. Ex. When I was walking down the street, I heard a man scream. I responded with “yes, that is also valid”. Confusion was wide-spread…. 4. Story telling cards went well, students all participated at random creating one group story. In the end we split into two teams and tried to see which team could create the best three line story. Cards that say ‘was/were’ and ‘as/when’ need to be added to the deck or a very pointed explanation needs to be given to the students before they receive the cards. They continued to skip that part of the sentence structure and simple read the cards “as-is”. 5. We didn’t have time for #5 |
| **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.   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 6 -feedback   1. We didn’t play this game. We played a variation of Thumper, but a little quieter because students clap and beat the table in rhythm (not randomly pounding on it). In place of the gestures each student was a verb.  Thumper: <https://www.youtube.com/watch?v=j8dIKNMh5Co> We played for 5 mins. Overall students were laughing at their failures. 2. Played Hangman, went well. At one point the hangman word was ‘seemed’. When the class raced to make sentences, they had no idea what structure to use with the verb. Deff needs to be covered/reviewed at a later date. 3. We played one round of bingo, first with a student winning vertically using the student made sentences. Then we continued to play to “whoever could fill the card first” with me giving them sentences in past and the student finding the verb in present. Note: to do that again it would be helpful to have a list of all the verbs on the bingo cards. The winner ended up being the student with the card I could read… 4. Ball toss was a lot of fun. 5. Ball toss verbs in ball toss were beginning to be repeated so we played thumper for the last five mins. This time we went around the circle in order. A student would first state a verb in present then in past. I forgot to specify past simple or past participle so it ended up being a mix. |
| **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 ;)   Remind students about Pizza next class and that they should bring up to 3.000 in cash next class to contribute. |  | **Class 7 – Feedback**   1. Students did a great job producing vocabulary 2. Wrote stories with ranging lengths. 3. Students had some confusion with the 10-question worksheet. Specifically, with the verb been. 4. Students did a good job creating questions to ask about a vacation but lacked confidence with formulating the phrases. 5. We played musical chairs to increase playing time. For the future stories for this game need to have a maximum length because some were to long to read to the group. 6. Played the travel game in two groups. Went very well. |
| **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 8 -Feedback**   1. We ordered pizzas first thing. 2 pizzas for 5 people turned out not to be enough. Apparently, pizza night = no one ate ANYTHING all day. 2. While suffering from hunger we talked about the difference between hungry and angry 3. We played the pizza ingredients game, it went very well. Then we discussed countable/uncountable and which category each of the ingredients fit into. The pizza showed up shortly afterwards and all concentration was lost. So we didn’t continue to pancakes. 4. While eating pizza we played the card game bullshit. Mostly because we were already on the “counting” topic and I didn’t find the “King’s cup” directions before class. 5. After eating we played the deserted island game. Ss were very practical bringing mostly camping gear except for one student will bring a mirror to better make love to himself. To do it again I would specify that provisions for “surviving” are already provided, in hopes of getting more interesting answers. 6. After writing the class list on the board there was little discussion because the reason for bring most items was “to live”. Instead we spent the last 5 mins of class classifying objects, countable/uncountable |
| **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.   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.   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 1**   1. Hangman started out great, they remembered the rules from previous classes and were eager to begin. I did the first example on the board, guessing the word and then writing two sentences; one in present simple the other in present perfect. Next, ss came to the board to repeat the process. After about two words they began to ask ‘when do we use present perfect’ and we transitioned into me instructing and them taking notes. 2. They took the lecture well and we began the verb game, racing two teams side-by-side. When arrived at the participle form we crashed and burned. Ss could not recognize the correct verb form when it was written on the board next to them. Stress levels began to rise and we stopped, as a class we wrote a sentence for each verb in present perfect using I/you/he/we/they forms. 3. Next, I explained the “Have you ever” structure. Ss were deep into the “this just isn’t my day” mentality, so we wrote three questions each in this form and went around the table asking/answering.   Attendance:  Rafel  Isable  Pame  Jose  **Class 2 – Feedback**   1. I couldn’t find the purple cards. To make up the time that was supposed to be used doing the card activity I started the class with the “Are you the one?” worksheet that we didn’t complete in the previous class. It went well, slow, but well. Ss went around the room asking questions. Pame showed up as we were finishing the activity. She obviously felt behind and asked very few questions, instead she spent most of her time looking for the past participle form of the verb on the lamented cards. 2. We played “I have never”. The game was quick to explain as most students were familiar with the Spanish “nunca nunca” version. This game left student wishing for better story-telling skills. One student would try very hard to elaborate on why they put their finger down, but the story would take so long that the other students quickly bored. 3. At this point there were several questions so we all stood at the board and created sentences. Then we began creating sentences with the timelines attached “today, this week, this month…”. Finally, I introduced the idea of chores and the Ss made a list. 4. With the list of timeline words, chores, and the “have you…” structure written on the board students went around the circle asking questions the random ppl. This lasted 10-15 and class was over. 5. To Do vs To make was discussed several times this class. By the end everyone present had a good grasp of the difference.   Attendance:  Rafel  Isabel  Pame  Jose  **Class 3 – Feedback**   1. Class started out with a toilet paper emergency, so students started the class with #2, drawing abstract images while I ran to the OK mart. 2. Next, we wrote all the shapes/names on the board. Followed by lines. 3. There were only two students present so I didn’t bother making them work in pairs. I drew a large rectangle “piece of paper” on the board and they had to work together to describe their pictures to me. We discussed directions such as Top, Bottom, Left, Right, Corners, middle, start at…, move left/right, draw a… 4. After I had drawn something similar to their art each student took a turn at the board. It was clearly difficult but we were improving when we ran out of time.   Attendance:  Rafel  Isabel  **Class 4 – Feedback**   1. We started with all the clothes on the table. First ss identified the objects to the best of their abilities. Then we went on to identify the clothes I was wearing (jacket, long-sleeved shirt, tank-top, bra, panties…) with each article they correct identified I would slowly remove the piece of clothing and place it on the center table with the sound of 70’s porn music gently playing in the background…. JOKES, JOKES!!!! 2. After identifying the clothes on the table, we went around the room naming other items we were wearing. When we finished we had filled the board with nouns. 3. Next each student wrote five sentences stating “When I am *at the beach* I wear a *bikini*”. We placed all the sentences in the center but because of the pen colors and handwriting the author of each sentence was glaringly obvious. Instead of guessing the author I changed the game to the ice breaker “In Bed”. A ss would draw a sentence then they would have to change it to their name “My name is *Kerri*…”, the article of clothing worn, “… and I wear a *bikini*…”, follow by the words “… in bed.”. Students understood the clear double significance and enjoyed moments when male students had sentences like “My name is Jose and I wear a sports bra in bed”. 4. We had 30 minutes left at this point so we blindfolded Rafel and spoke about direction words. I would write the word on the board, for example Go Forward, and demonstrate by moving Rafel in the forward direction. Next Jose and Pame used the vocab to direct Rafel around the classroom. He picked up pieces of clothing and returned them to the table. 5. This took every bit of the 30 minutes and we didn’t have time for number 5?????   Attendance:  José  Pame  Rafel |
| **Class 2 -** |  |  |
| **Class 3 –**  1. |  |  |
| **Class 4 -** |  |  |
| **Class 5 – Telling Stories**  1. |  |  |
| **Class 6 -** |  |  |
| **Class 7 –**  1. |  |  |
| **Class 8 -** |  |  |