\*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 –**  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 -** |  |  |