

# Culture SHOCK

## Lesson Plans

## Lesson 01


Hello

What is your name?


Where do you come From?

My name is .....

I come from ..... in .....



Ireland



India

West Bengal


How old are you?



I am ..... years old

<b>Objective</b>	<b>To use language that some Ss may already be familiar with. Introductions. Present Simple; Question/Answer forms; Gestures to reinforce requests;</b>	
<b>Materials</b>	<b>Blackboard/chalk. Pen and paper.</b>	
<b>TIME</b>	<b>ACTIONS</b>	<b>TARGET LANGUAGE</b>
5 min	<p><b>Tr 01: Hello, my name is .....</b></p> <p><b>Tr 02: Hello, my name is .....</b></p> <p><b>Tr 01 &amp; Tr 02: (shake hands) Hello.</b></p> <p><i>Indicate for Ss to choral repeat;</i></p> <p><b>Tr 01: Hello.</b></p> <p><b>Ss: Hello.</b></p> <p><i>Tr 02 Indicate with gesture for Ss 01 to stand up;</i></p> <p><b>Tr 02: Stand up, please.</b></p> <p><i>Tr 02 Shakes hands with Ss 01;</i></p> <p><b>Tr 01: Hello.</b></p>	<p>Hello</p> <hr/> <p><i>Use the statements below throughout all of the lessons when necessary. For early classes use Bengali, or a bi-lingual version;</i></p> <p><b>Stand-up, please. (with gesture) = doya kore, oote darao</b></p> <p><b>Sit down, please (with gesture) = Doya kore, bosho</b></p> <p><b>Thank you. = Dohno bath</b></p> <p><b>Very good = kubh valo</b></p>

	<p><b>Ss 01: Hello.</b>  <i>Indicate for all Ss to stand shake hands with and say 'Hello' to the person beside them;</i></p> <p>Write up;</p> <div data-bbox="331 416 1035 808" style="background-color: #cccccc; padding: 10px; text-align: center;"> <p>Hello</p> </div>	<p><b>Silence, please. (<i>with gesture</i>) = Doya kore, chup koro</b></p> <p><b>Yes = Ha</b></p> <p><b>No = Na</b></p> <hr/>
<p>10 min</p>	<p><i>Introduce yourself;</i></p> <p><b>Tr 01: Hello, my name is ....</b></p> <p><i>Indicate for Ss to repeat Tr 01 name; write up Tr 01 name;</i></p> <div data-bbox="331 1151 1035 1547" style="background-color: #cccccc; padding: 10px;"> <p style="text-align: center;">Hello</p> <p>What is your name?                      My name is ....</p> </div> <p><b>Tr 01: (to Tr 02) What is your name?</b></p> <p><b>Tr 02: My name is ....</b></p> <p><i>Ss repeat Tr 02 name. Say each word and point to it. Ss repeat, choral drill. Indicate for Ss volunteer to stand up and ask;</i></p> <p><b>Tr 01: What is your name?</b></p>	<p>What is your name?</p> <p>My name is ...?</p>

	<p><i>(Help by pointing to the words on the board)</i></p> <p><b>Ss 01: My name is .....</b></p> <p><i>Repeat with 3-4 Ss. Tr 01 Indicate for Ss point at Tr 02 and choral drill;</i></p> <p><b>Tr 01: What is your name?</b></p> <p><b>Ss: What is your name?</b></p> <p><b>Tr 02: My name is .....</b></p> <p><i>Indicate for Ss stand, say 'Hello' and shake hands with the person to their left and right.</i></p>	
10 min	<p><i>Tell the Ss where you come from. Draw a small representation of Ireland on the west side of the board, write 'Ireland' beside it. Draw a larger representation of West Bengal on the east side, write 'West Bengal' beside it;</i></p> <div data-bbox="331 981 1037 1375" data-label="Image"> </div> <p><b>Tr 01: I come from Dublin in Ireland</b> <i>(make a mark to indicate Dublin; to Tr 02)</i> <b>Where do you come from?</b></p> <p><b>Tr 02: I come from Dublin in Ireland.</b> <i>(write-up Dublin beside mark)</i></p> <p><b>Tr 01 &amp; 02: (to Ss) Where do you come from?</b></p> <p><i>choral drill with Ss.</i></p> <p><b>Tr 02: (to Tr 01) Where do you come from?</b></p> <p><b>Tr 01: I come from Dublin in Ireland</b> <i>(indicate the map)</i></p>	<p>Where do you come from?</p> <p>I come from ..... in .....</p>

	<p><i>Indicate for Ss 01 to stand, hand them the chalk and indicate to mark where they come from on the map;</i></p> <p><b>Tr 01: Where do you come from?</b></p> <p><b>Tr 02 &amp; Ss; I come from ..... in .....</b></p> <p><i>Indicate for Ss to choral drill;</i></p> <p><b>Ss; I come from ..... in .....</b></p> <p>Write-up;</p> <div data-bbox="330 672 1037 1066" style="background-color: #cccccc; padding: 10px; text-align: center;"> <p>Hello</p> <p>What is your name?                      My name is .....</p> <p>Where do you come From?              I come from ..... in .....</p>  <p>Ireland                                      India                                      West Bengal</p> </div> <p><i>Indicate for Ss to use question form and ask each other 'Where do you come from?'</i></p>	
10 min	<p><i>Tell the others your age;</i></p> <p><b>Tr 01: (to Tr 02) How old are you?</b></p> <p><b>Tr 02: I am ... years old</b></p> <p><i>Choral drill with Ss;</i></p> <p><b>Ss: I am ... years old</b></p> <p><b>Tr: How old are you?</b></p> <p><b>Ss: How old are you?</b></p>	<p>How old are you?</p> <p>I am .... years old.</p>

	<p style="text-align: center;">Hello</p> <p>What is your name?                      My name is .....</p> <p>Where do you come From?              I come from ..... in .....</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Ireland</p> </div> <div style="text-align: center;">  <p>India West Bengal</p> </div> </div> <p>How old are you?                              I am ..... years old</p>	
10 min	<p><i>Individuals; introduce themselves to the group.</i> <i>Name, where from, age;</i></p>	<p>What is your name?</p> <p>My name is...</p> <p>Where do you come from?</p> <p>I come from... in West Bengal</p> <p>How old are you?</p> <p>I am ... years old.</p>

## Lesson 02

### The Alphabet

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
a b c d e f g h i j k l m n o p q r s t u v w x y z

How do you spell that?

What is your name?                      My name is \_\_\_\_\_

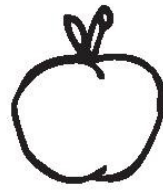
Where do you come from?              I come from \_\_\_\_\_

<b>Objective</b>	<b>Learn the alphabet in upper and lower case; The Alphabet song. How do you spell that?</b>	
<b>Materials</b>	<b>Blackboard/chalk. Alphabet Flash cards. Trace letter printouts.</b>	
<b>TIME</b>	<b>ACTIONS</b>	<b>TARGET LANGUAGE</b>
5 min	<p><i>Recap previous lessons;</i></p> <p><b>Tr: Good morning.</b></p> <p><b>Ss: Good morning.</b></p> <p><i>elicit from some Ss;</i></p> <p><b>Tr: What is your name?</b></p> <p><b>Ss: My name is ...</b></p> <p><b>Tr: Where do you come from?</b></p> <p><b>Ss: I come from ....</b></p> <p><b>Tr: What age are you?</b></p> <p><b>Ss: I am ... years old.</b></p>	<p><b>Recap:</b></p> <p>Good morning.</p> <p>What is your name?</p> <p>My name is...</p> <p>Where do you come from?</p> <p>I come from...</p> <p>What age are you?</p> <p>I am ... years old</p> <hr/> <p><b>Stand-up, please. (with gesture) = doya kore, oote darao</b></p>

		<p><b>Sit down, please (with gesture) = Doya kore, bosho</b></p> <p><b>Thank you. = Dohno bath</b></p> <p><b>Very good = kubh valo</b></p> <p><b>Silence, please. (with gesture) = Doya kore, chup koro</b></p> <p><b>Yes = Ha</b></p> <p><b>No = Na</b></p>
5 min	<p><i>Use the alphabet flashcards and elicit from Ss the different letters (it is not necessary to use all the letters). Choral repeat;</i></p> <p><b>a is for apple</b>  <b>b is for book</b>  <b>c is for cat</b>  <b>d is for dog</b>  <b>e is for egg</b>  <b>f is for fish</b>  <b>g is for goat</b>  <b>h is for hat</b>  <b>i is for igloo</b>  <b>j is for jump</b>  <b>k is for kite</b>  <b>l is for lion</b>  <b>m is for mouse</b>  <b>n is for nail</b>  <b>o is for octopus</b>  <b>p is for pig</b>  <b>q is for queen</b>  <b>r is for rabbit</b>  <b>s is for sun</b>  <b>t is for tiger</b>  <b>u is for up</b>  <b>v is for van</b>  <b>w is for win</b>  <b>x is for fox</b>  <b>y is for yarn</b>  <b>z is for zebra</b></p>	<p><i>Letters of the alphabet;</i></p> <p>a is for apple; etc</p>
15 min	<p><i>Write-up the alphabet in upper case along the top of the board, elicit from the students;</i></p>	

	<p><i>Practice the Alphabet song. Write-up the lower case letters below the upper case;</i></p> <div data-bbox="331 271 1034 663" style="background-color: #cccccc; padding: 10px; text-align: center;"> <p>The Alphabet</p> <p>A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</p> <p>a b c d e f g h i j k l m n o p q r s t u v w x y z</p> </div>	
10 min	<p><i>Writing exercise. Use trace letter sheets. Monitor and help Ss complete the sheets.</i></p>	
15 min	<p><i>Practice form 'How do you spell that?' choral drill.</i></p> <div data-bbox="331 913 1034 1305" style="background-color: #cccccc; padding: 10px;"> <p>The Alphabet</p> <p>A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</p> <p>a b c d e f g h i j k l m n o p q r s t u v w x y z</p> <p>How do you spell that?</p> <p>What is your name?            My name is _____</p> <p>Where do you come from?    I come from _____</p> </div> <p><i>Mingle Ss must ask five Ss their names and How do you spell that? They write the names on a piece of paper.</i></p>	<p>What is your name?</p> <p>My name is...</p> <p>How do you spell that?</p>

A a



/a/  
apple

B b



/b/  
book

C c



/c/  
cat

D d



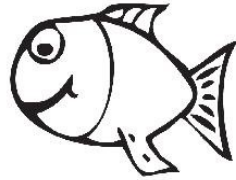
/d/  
dog

E e



/e/  
egg

F f



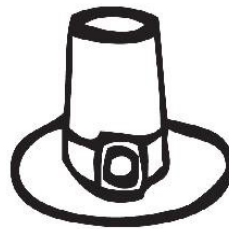
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fish

G g



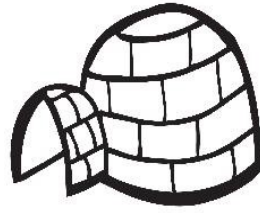
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goat

H h



/h/  
hat

I i



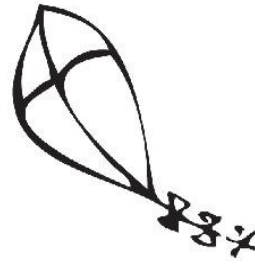
/i/  
igloo

J j



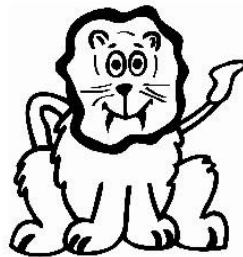
/j/  
jump

K k



/k/  
kite

L l



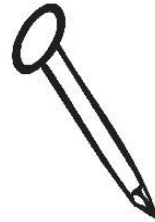
/l/  
lion

M m



/m/  
mouse

N n



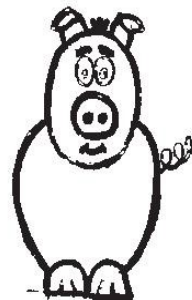
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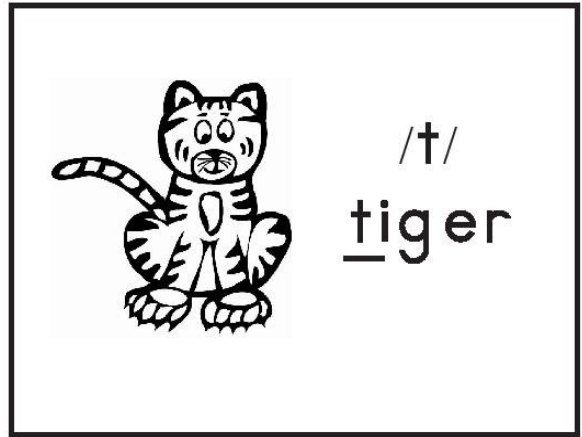
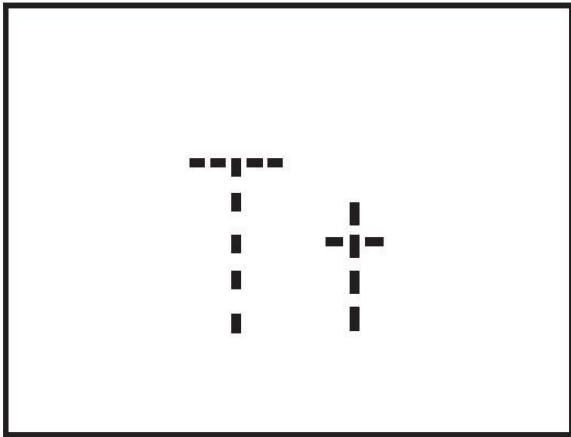
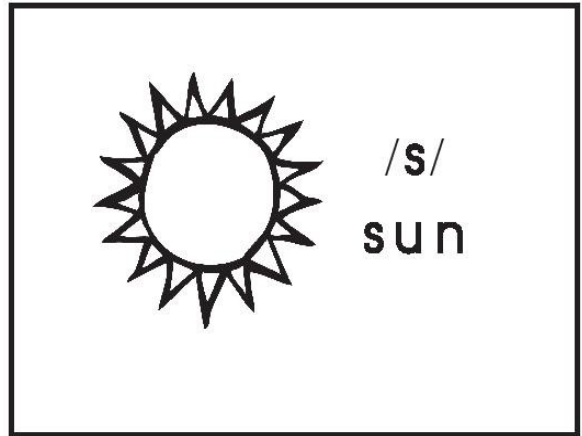
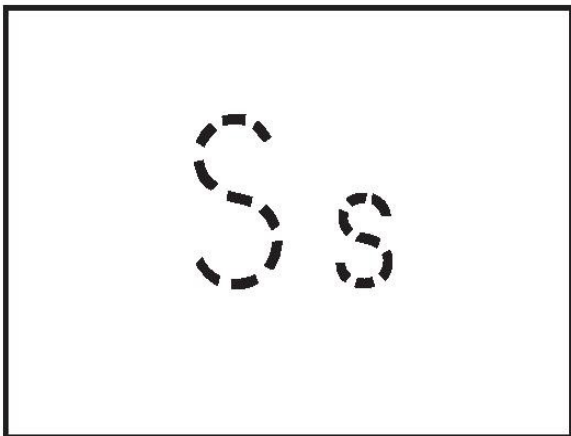
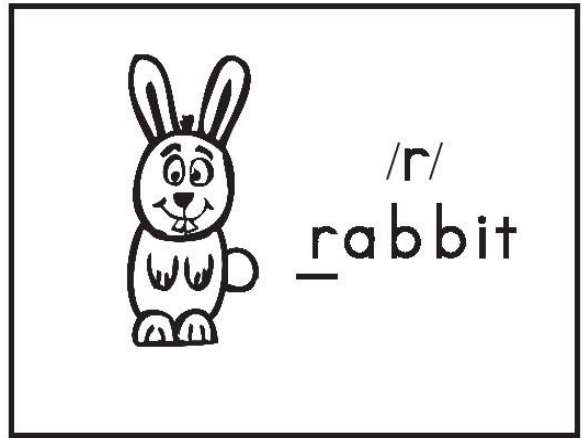
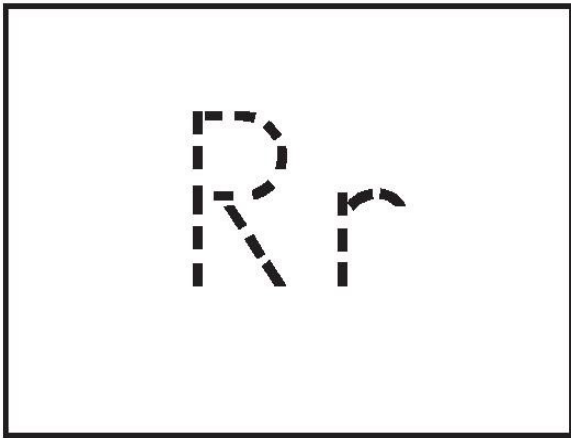
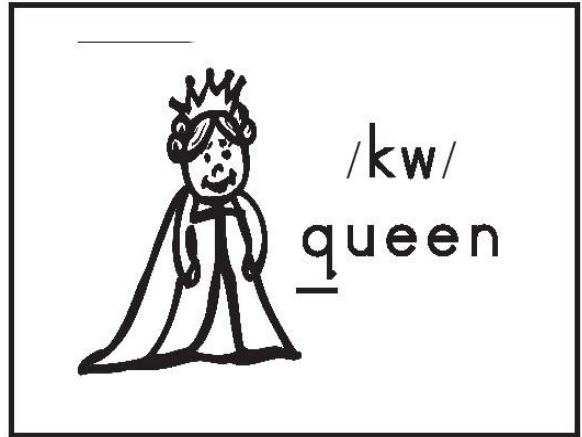
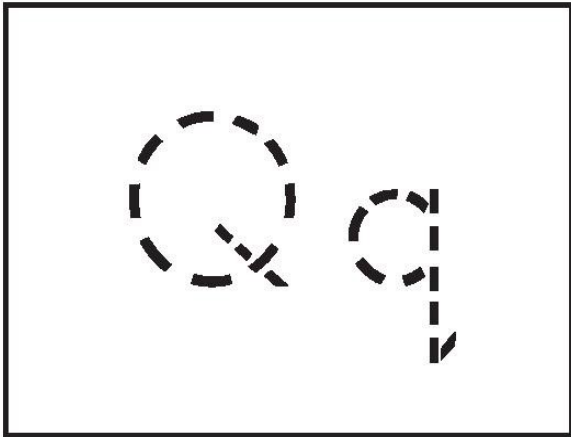


/o/  
octopus

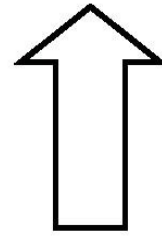
P p



/p/  
pig



U u



/u/  
up

V v



/v/  
van

W w

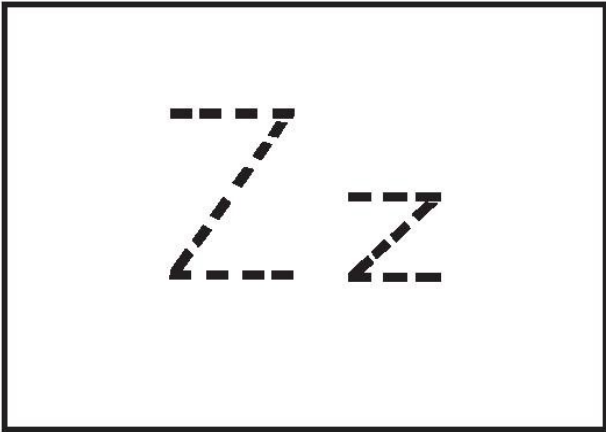
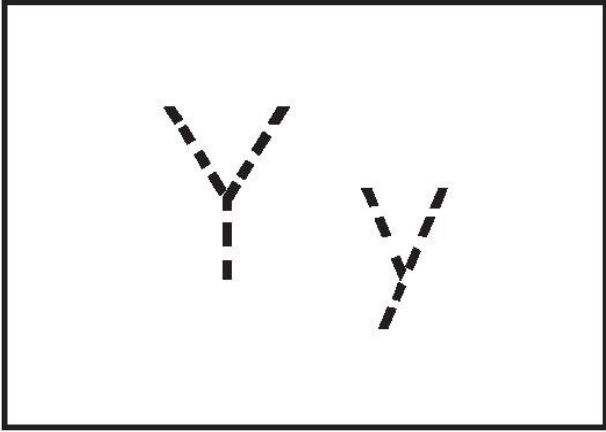


/w/  
win

X x



/ks/  
fox



A A A A A

B B B B B

C C C C C

D D D D D

E E E E E

F F F F F

G G G G G

H H H H H

I I I I I

J J J J J

K K K K K

L L L L L

M M M M M

N N N N N

O O O O O

Q Q Q Q Q

R R R R R

S S S S S

T T T T T

U U U U U

V V V V V

W W W W W

X X X X X

Y Y Y Y Y

Z Z Z Z Z

a a a a a

b b b b b

c c c c c

d d d d d

e e e e e

f f f f f

g g g g g

h h h h h

i i i i i

j j j j j

k k k k k

l l l l l

m m m m m

n n n n n

o o o o o

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r r r r r

s s s s s

t t t t t

u u u u u

v v v v v

w w w w w

x x x x x

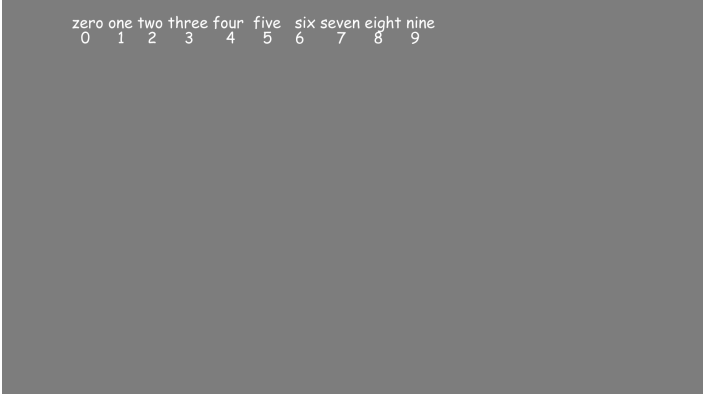
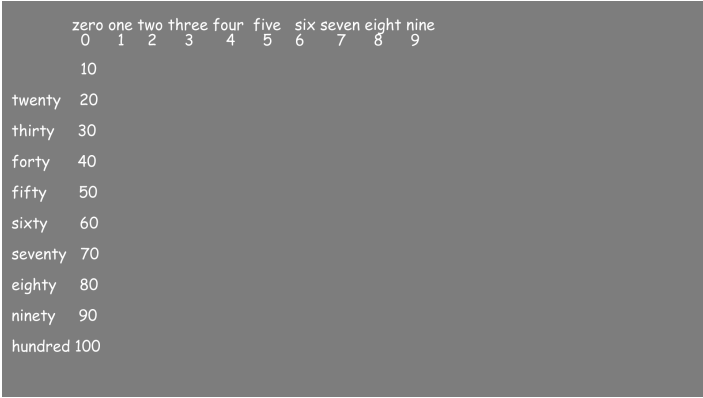
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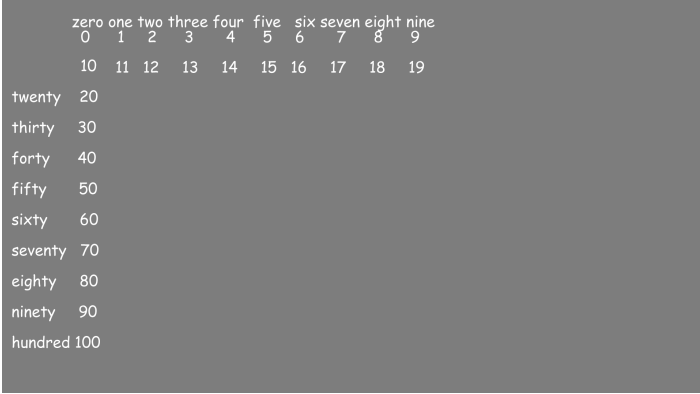
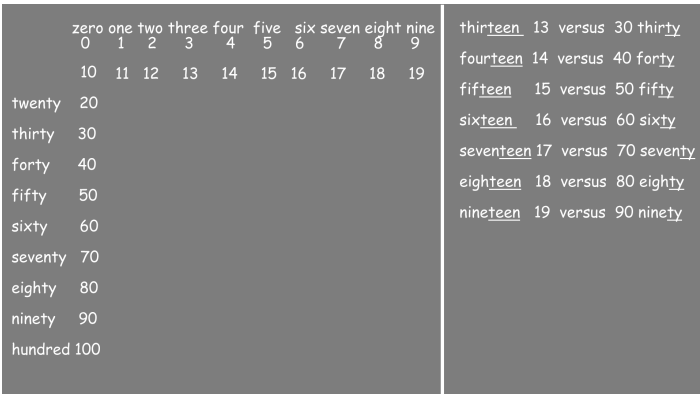
z z z z z

### Lesson 03

	zero	one	two	three	four	five	six	seven	eight	nine		
	0	1	2	3	4	5	6	7	8	9		thirteen 13 versus 30 thirty
	10	11	12	13	14	15	16	17	18	19		fourteen 14 versus 40 forty
twenty	20	21	22	23	24	25	26	27	28	29		fifteen 15 versus 50 fifty
thirty	30	31	32	33	34	35	36	37	38	39		sixteen 16 versus 60 sixty
forty	40	41	42	43	44	45	46	47	48	49		seventeen 17 versus 70 seventy
fifty	50	51	52	53	54	55	56	57	58	59		eighteen 18 versus 80 eighty
sixty	60	61	62	63	64	65	66	67	68	69		nineteen 19 versus 90 ninety
seventy	70	71	72	73	74	75	76	77	78	79		How Many _____ are there in _____?
eighty	80	81	82	83	84	85	86	87	88	89		There are ... students in the class.
ninety	90	91	92	93	94	95	96	97	98	99		There are 24 hours in a day.
hundred	100											There are 7 days in a week.
												There are 12 months in a year.

<b>Objective</b>	<b>Cardinal numbers 0-100 for counting. Pronunciation eg: 13 v 30. “How many ... ?” Question forms.</b>	
<b>Materials</b>	<b>Blackboard/chalk</b>	
<b>TIME</b>	<b>ACTIONS</b>	<b>TARGET LANGUAGE</b>
5 min	<p><i>Recap on previous lesson;</i></p> <p><b>Tr: Good morning, students!</b></p> <p><b>Ss: Good morning, teacher!</b></p> <p><i>Ask volunteers Ss to tell you their names and how they are spelt;</i></p>	<p>Good morning,</p> <p>How do you spell that?</p> <hr/> <p><b>Stand-up, please. (<i>with gesture</i>) = doya kore, oote darao</b></p> <p><b>Sit down, please (<i>with gesture</i>) = Doya kore, bosho</b></p> <p><b>Thank you. = Dohno bath</b></p> <p><b>Very good = kubh valo</b></p> <p><b>Silence, please. (<i>with gesture</i>) = Doya kore, chup koro</b></p>

		<p><b>Yes = Ha</b> <b>No = Na</b></p> <hr/>
5 min	<p><i>Write up;</i></p>  <p><i>Elicit from the Ss how to spell the words</i></p> <p><b>Tr: How do you spell ....?</b></p>	<p><i>Numbers 1-9;</i></p> <p>How do you spell ...? one – two – three – four – five – six – seven – eight - nine</p>
5 min	<p><i>Write up the numbers multiples of 10, 10-100. Choral drill with Ss, pronunciation is important for this exercise, monitor the Ss. Elicit from students the numbers before writing up the words;</i></p>  <p><i>Elicit from the Ss how to spell the word;</i></p> <p><b>Tr: How do you spell ....?</b></p>	<p><i>Numbers in multiples of 10, 10-100;</i></p> <p>How do you spell...?</p> <p>ten – twenty – thirty – forty – fifty – sixty – seventy – eighty – ninety – one hundred</p>
5 min	<p><i>Write up the numbers 11-19. Choral drill with Ss, pronunciation is important for this exercise, monitor the Ss. Test with individual Ss;</i></p>	<p><i>Numbers 11-19;</i></p> <p>eleven – twelve – thirteen – fourteen – fifteen – sixteen – seventeen – eighteen - nineteen</p>

		
<p>10 min</p>	<p><i>Draw a line down the board. Write up random numbers 11-19 versus 20-90. Elicit from individual Ss. Note: pronunciation is very important for this exercise, monitor the Ss.</i></p>  <p><i>Write up the words underlining the 'teen' and 'ty' endings;</i></p>	<p><b>Pronunciation:</b></p> <p>twelve - twenty  <u>thirteen</u> - thirty  <u>fourteen</u> - forty  <u>fifteen</u> - fifty  <u>sixteen</u> - sixty  <u>seventeen</u> - seventy  <u>eighteen</u> - eighty  <u>nineteen</u> - ninety</p>
<p>10 min</p>	<p><i>Write up the numbers 21-29. Choral drill with Ss;</i></p>	<p><b>Numbers 21 – 99;</b></p> <p><i>E.G:</i>  twenty-one – twenty-two –  twenty-three – twenty-four –  twenty-five – twenty-six –  twenty-seven – twenty-eight  – twenty-nine – etc...</p>

	<table border="1"> <tr> <td>zero</td><td>one</td><td>two</td><td>three</td><td>four</td><td>five</td><td>six</td><td>seven</td><td>eight</td><td>nine</td><td><u>thirteen</u></td><td>13 versus 30</td><td><u>thirty</u></td> </tr> <tr> <td>0</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td><u>fourteen</u></td><td>14 versus 40</td><td><u>forty</u></td> </tr> <tr> <td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td><u>fifteen</u></td><td>15 versus 50</td><td><u>fifty</u></td> </tr> <tr> <td>twenty</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td><u>sixteen</u></td><td>16 versus 60</td><td><u>sixty</u></td> </tr> <tr> <td>thirty</td><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td><u>seventeen</u></td><td>17 versus 70</td><td><u>seventy</u></td> </tr> <tr> <td>forty</td><td>40</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td><u>eighteen</u></td><td>18 versus 80</td><td><u>eighty</u></td> </tr> <tr> <td>fifty</td><td>50</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td><u>nineteen</u></td><td>19 versus 90</td><td><u>ninety</u></td> </tr> <tr> <td>sixty</td><td>60</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>seventy</td><td>70</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>eighty</td><td>80</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>ninety</td><td>90</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>hundred</td><td>100</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	zero	one	two	three	four	five	six	seven	eight	nine	<u>thirteen</u>	13 versus 30	<u>thirty</u>	0	1	2	3	4	5	6	7	8	9	<u>fourteen</u>	14 versus 40	<u>forty</u>	10	11	12	13	14	15	16	17	18	19	<u>fifteen</u>	15 versus 50	<u>fifty</u>	twenty	20	21	22	23	24	25	26	27	28	29	<u>sixteen</u>	16 versus 60	<u>sixty</u>	thirty	30										<u>seventeen</u>	17 versus 70	<u>seventy</u>	forty	40										<u>eighteen</u>	18 versus 80	<u>eighty</u>	fifty	50										<u>nineteen</u>	19 versus 90	<u>ninety</u>	sixty	60													seventy	70													eighty	80													ninety	90													hundred	100													
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10 min	<p><i>Tr 01 hold up some fingers, ask Tr 02;</i></p> <p><b>Tr 01: How many fingers do I have up?</b></p> <p><b>Tr 02: You have .... fingers up.</b></p> <p><i>Change the amount of fingers and ask the Ss;</i></p> <p><b>Tr 01; How many fingers do I have up?</b></p> <p><b>Tr 02 &amp; Ss; You have ... fingers up.</b></p> <p><i>Repeat with different amounts. Indicate for a Ss to stand and ask the question;</i></p> <p><b>Ss 01; How many fingers do I have up?</b></p>	<p>Question form with “How many _____ are there in _____?”;</p> <p>How many fingers do I have up?</p> <p>You have ... fingers up.</p> <p>How many _____ are there in _____?</p> <p>There are [ <u>__ students</u> in the <u>classroom.</u>]</p> <p>[24 <u>hours</u> in the <u>day.</u>]</p> <p>[7 <u>days</u> in the <u>week.</u>]</p> <p>[ 12 <u>months</u> in the <u>year.</u>]</p> <p>other options in the</p>																																																																																																																																																																					

**Ss: You have ... fingers up.**

classroom; desks, chairs, pencils, etc

*Repeat with 3-4 volunteers. Write up;*

zero	one	two	three	four	five	six	seven	eight	nine	<u>thirteen</u>	13 versus 30	<u>thirty</u>	
0	1	2	3	4	5	6	7	8	9	<u>fourteen</u>	14 versus 40	<u>forty</u>	
10	11	12	13	14	15	16	17	18	19	<u>fifteen</u>	15 versus 50	<u>fifty</u>	
twenty	20	21	22	23	24	25	26	27	28	29	<u>sixteen</u>	16 versus 60	<u>sixty</u>
thirty	30	31	32	33	34	35	36	37	38	39	<u>seventeen</u>	17 versus 70	<u>seventy</u>
forty	40	41	42	43	44	45	46	47	48	49	<u>eighteen</u>	18 versus 80	<u>eighty</u>
fifty	50	51	52	53	54	55	56	57	58	59	<u>nineteen</u>	19 versus 90	<u>ninety</u>
sixty	60	61	62	63	64	65	66	67	68	69	How Many _____ are there in _____?		
seventy	70	71	72	73	74	75	76	77	78	79			
eighty	80	81	82	83	84	85	86	87	88	89			
ninety	90	91	92	93	94	95	96	97	98	99			
hundred	100												

*Ask the Ss to count the Ss in the class;*

**Tr 01; How many students are there in the class?**

**Tr 02 & Ss; There are ... students in the class.**

*Repeat with other objects in the classroom or days in the week, months in a year, etc...;*

zero	one	two	three	four	five	six	seven	eight	nine	<u>thirteen</u>	13 versus 30	<u>thirty</u>	
0	1	2	3	4	5	6	7	8	9	<u>fourteen</u>	14 versus 40	<u>forty</u>	
10	11	12	13	14	15	16	17	18	19	<u>fifteen</u>	15 versus 50	<u>fifty</u>	
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forty	40	41	42	43	44	45	46	47	48	49	<u>eighteen</u>	18 versus 80	<u>eighty</u>
fifty	50	51	52	53	54	55	56	57	58	59	<u>nineteen</u>	19 versus 90	<u>ninety</u>
sixty	60	61	62	63	64	65	66	67	68	69	How Many _____ are there in _____?		
seventy	70	71	72	73	74	75	76	77	78	79	There are ... students in the class.		
eighty	80	81	82	83	84	85	86	87	88	89	There are 24 hours in a day.		
ninety	90	91	92	93	94	95	96	97	98	99	There are 7 days in a week.		
hundred	100												


20 min

*Optional activity: Number 'X's and 'O's. Repeat 3-4 times;*

	<table style="margin-left: auto; margin-right: auto;"> <tr> <td></td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: right;">A</td> <td style="text-align: center; border-right: 1px solid black; border-bottom: 1px solid black;">8+5</td> <td style="text-align: center; border-right: 1px solid black; border-bottom: 1px solid black;">36+14</td> <td style="text-align: center; border-bottom: 1px solid black;">11+6</td> </tr> <tr> <td style="text-align: right;">B</td> <td style="text-align: center; border-right: 1px solid black;">22+18</td> <td style="text-align: center; border-right: 1px solid black;">49+20</td> <td style="text-align: center;">72+27</td> </tr> <tr> <td style="text-align: right;">C</td> <td style="text-align: center; border-right: 1px solid black;">55+0</td> <td style="text-align: center; border-right: 1px solid black;">6+77</td> <td style="text-align: center;">32+28</td> </tr> </table> <p style="font-size: small; margin-top: 10px;">           Divide the group into teams;            each team takes turns to complete a square with an 'X' or an 'O'.            A player is nominated by the other team. The player chooses a square by indicating the column and letter id, eg: 'B,2' is the centre square.            The player must give the correct answer to the sum using the form, eg: 49+20=69. If the question is answered correctly the square is given either an 'X' or an 'O', depending on which symbol belongs to the team.            If the answer is incorrect then it is open to the other team to steal if they can answer it correctly, they must also use the correct form, eg: 49+20=69.            The game continues until a team has secured a straight line of their symbol.         </p>		1	2	3	A	8+5	36+14	11+6	B	22+18	49+20	72+27	C	55+0	6+77	32+28	
	1	2	3															
A	8+5	36+14	11+6															
B	22+18	49+20	72+27															
C	55+0	6+77	32+28															

## Lesson 04


### What time is it?





00:00

### It is 12 o'clock.

1	2	3	4	5	6	7	8	9	10	11	12
one	two	three	four	five	six	seven	eight	nine	ten	eleven	twelve

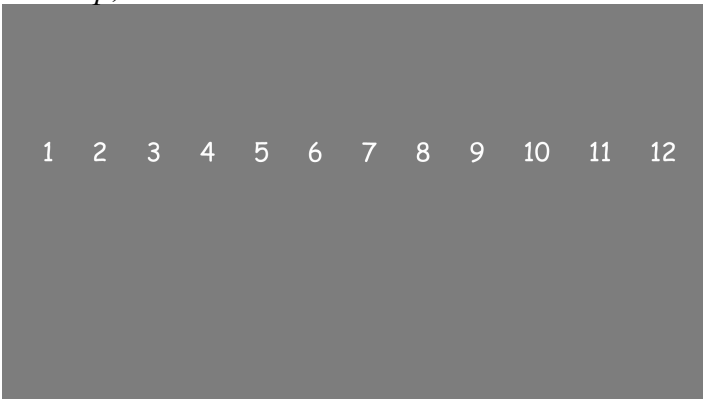
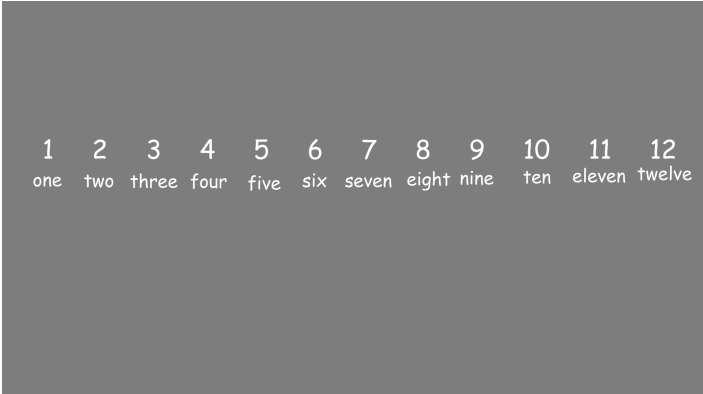



12:00  
noon

night	 AM	morning		afternoon	 PM	evening		night
-------	---	---------	--	-----------	---	---------	--	-------

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 - 11 - 12 - 13 - 14 - 15 - 16 - 17 - 18 - 19 - 20 - 21 - 22 - 23 - 24

<b>Objective</b>	<b>Cardinal numbers 1-12; Asking and telling the time; Question and answer forms 'What...?'; Third person 'it';</b>	
<b>Materials</b>	<b>Blackboard/chalk. Number Flash cards</b>	
<b>TIME</b>	<b>ACTIONS</b>	<b>TARGET LANGUAGE</b>
5 min	<p><i>Recap on previous lesson;</i></p> <p><b>Tr: Good morning, students.</b></p> <p><b>Ss: Good morning, teacher.</b></p> <p><i>Tr indicates for a Ss to stand-up. Tr asks the questions. When all of the questions have been asked and answered, Ss 01 chooses Ss 02. Ss 01 asks the questions, Ss 02 answers them. (3-4);</i></p> <p><b>Tr: How many fingers do I have up?</b></p>	<p>How many fingers do I have up?</p> <hr/> <p><b>Stand-up, please. (with gesture) = doya kore, oote darao</b></p> <p><b>Sit down, please (with gesture) = Doya kore, bosho</b></p> <p><b>Thank you. = Dohno bath</b></p> <p><b>Very good = kubh valo</b></p> <p><b>Silence, please. (with gesture) = Doya kore, chup koro</b></p>

		<b>Yes = Ha</b> <b>No = Na</b> <hr/>
10 min	<p><i>Write up;</i></p>  <p><i>point to the numbers and elicit from Ss; Choral drill the numbers in a rhyme.</i></p> <p><i>Write the spelling for the numbers below each.</i></p>  <p><i>Use the spelling to recap 'How do you spell that?'</i></p>	<b>Numbers 1-12;</b>
10 min	<p><i>Draw a clock on the board with the hands indicating the current time. Write the time in figures: eg; 10.30; 13.45.</i></p>	<b>Time:</b> 'What time is it?' 'It's ... o'clock'



00:00


1 2 3 4 5 6 7 8 9 10 11 12  
 one two three four five six seven eight nine ten eleven twelve

*change the clock to indicate 01:00 o'clock;*

**Tr: It's 1 o'clock**

*Change the clock to indicate different hours of the day  
 Elicit from the Ss.*

**Tr: What time is it?**


What time is it?  It is 12 o'clock.

00:00

1 2 3 4 5 6 7 8 9 10 11 12  
 one two three four five six seven eight nine ten eleven twelve

10 min

*Draw a timeline, divide it in the middle, write up  
 '12:00' and above it 'Noon';*

What time is it?  It is 12 o'clock.

00:00

1 2 3 4 5 6 7 8 9 10 11 12  
 one two three four five six seven eight nine ten eleven twelve

12:00  
 noon

-----|-----|-----|-----  
 -

*Draw the hands to Noon on the Clock. Elicit from the  
 students;*

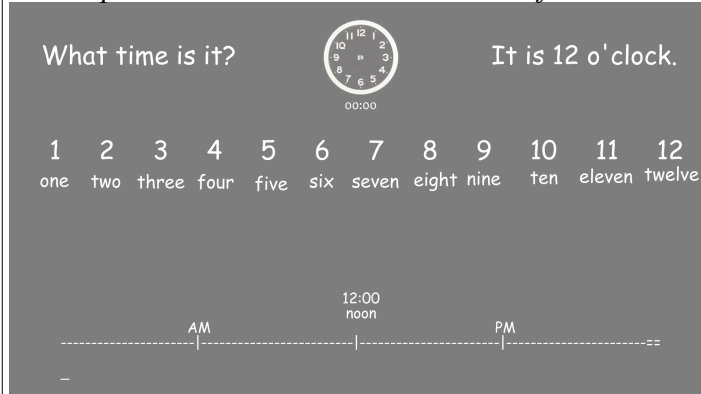
Noon

It's 1 pm/am [etc]

**Tr: What time is it?**

**Ss: It's Noon**

*Write up 'AM' and 'PM' over either side of the divide.*



*Change the time on the clock to the current hour.  
Point to either AM or PM.*

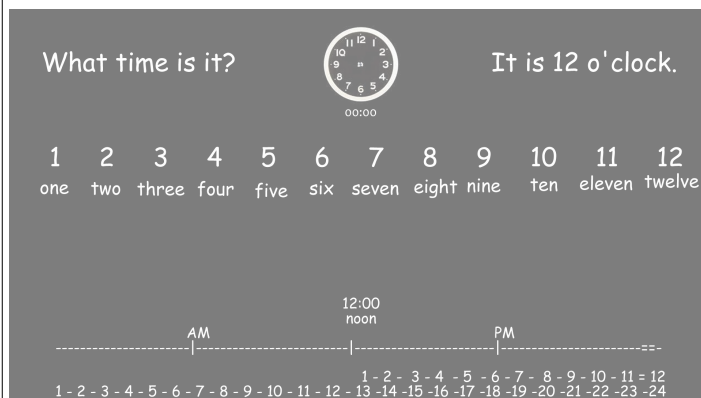
**Tr: It's 2 pm**

*Choral drill with Ss. Change the clock and AM or PM.*

10 min

**Tr: There are 24 hours in a day**

*Sub-divide the timeline into the 24 hrs of a day.  
Choral drill counting out the numbers 1-24;*



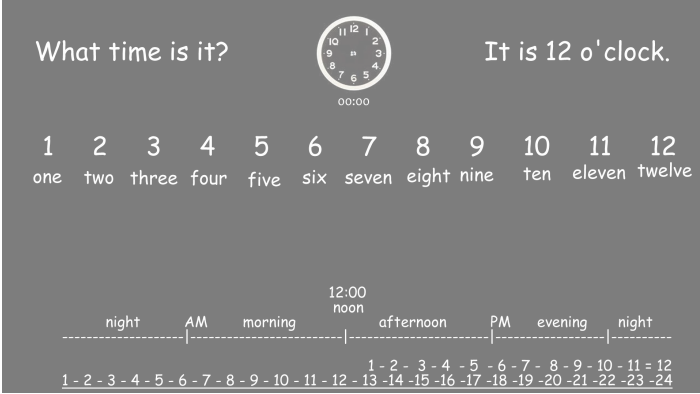

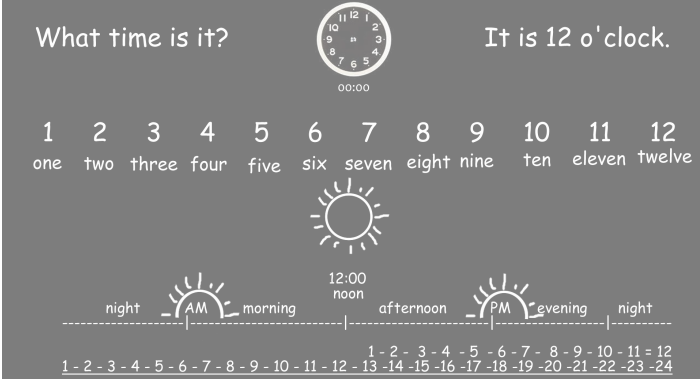

*Sub-divide the timeline with 4 marks to represent the 'time frames' of a day. (Be careful, these are not of equal length, see Notes);*

How many hours in a day?

There are 24 hours in a day

Numbers 1-24.

Good morning/afternoon/evening/night.

	 <p>What time is it?  It is 12 o'clock.</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 one two three four five six seven eight nine ten eleven twelve</p> <p>night AM morning 12:00 noon afternoon PM evening night</p> <p>1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24</p> <p><i>Choose a Ss and shake hands and say 'Good Afternoon .[Ss name]'. Indicate to other Ss to introduce themselves with 'Good Afternoon' in a mingle exercise.</i></p> <p><i>Point to different times of the day and choral drill 'Good Morning, etc.';</i></p>	
20 min	 <p>What time is it?  It is 12 o'clock.</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 one two three four five six seven eight nine ten eleven twelve</p> <p>night AM morning 12:00 noon afternoon PM evening night</p> <p>1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24</p> <p><i>Draw above the time line and the times of day representations of the Sun rising in the morning, high in the sky in the afternoon and sinking in the evening;</i></p> <p><i>Learn the 'Good Morning' song; use the board to indicate the parts of the song;</i></p>	<p>The Sun rises in the morning.</p> <p>The Sun shines high in the afternoon.</p> <p>The Sun sinks in the evening.</p> <p><b>Song: 'Good morning, Good morning, It's time to stop your yawning'</b></p>

**NOTE:**

The time frames may vary from place to place but Noon remains

Morning: 06,00 – 12.00

Afternoon: 12.00 – 18.00

Evening: 18.00 – 22.00

Night: 22.00 – 06.00

## **Good Morning, the Sun has stopped it's yawning!**

Good morning, good morning  
It's time to stop your yawning  
The sun is rising in the sky  
Another day is dawning.  
Good morning, good morning.

Good afternoon, good afternoon  
Dinner time is coming soon  
The sun is shining in the sky  
On this bright and sunny afternoon.  
Good afternoon, good afternoon.

Good evening, good evening  
The daylight train is leaving  
The sun is sinking from the sky  
Now it's time to say goodbye  
Good evening, good evening.

Good night, good night  
I hope that you are sleeping  
The sun has sunk and gone away  
It will be back in the morning.  
Good night! Sleep tight!

## Lesson 05

How many days are there in a week?                      There are 7 days in a week.

|-----|-----|-----|-----|-----|-----|-----|

Monday      Tuesday      Wednesday      Thursday      Friday      Saturday      Sunday

<u>Present</u>	What day <u>is it today?</u>	<u>Today is Thursday.</u>
<u>Past</u>	What day <u>was it yesterday?</u>	<u>Yesterday was Wednesday.</u>
<u>Future</u>	What day <u>will it be tomorrow?</u>	<u>Tomorrow will be Friday.</u>

<b>Objective</b>	<b>Days; Third person 'it'; Introduction to timelines for grammar tenses, Past/Present/Future; Question and answer forms, 'What...?'.</b>	
<b>Materials</b>	<b>Blackboard/chalk</b>	
<b>TIME</b>	<b>ACTIONS</b>	<b>TARGET LANGUAGE</b>
5 min	<p><i>Recap on previous lesson;</i></p> <p><b>Tr: Good morning, students.</b></p> <p><b>Ss: Good morning, teacher.</b></p> <p><i>Draw a clock on the board; Ask volunteers Ss to tell you the times that you write up;</i></p> <p><b>Tr: What time is it?</b></p> <p><b>Ss: It's ... o'clock.</b></p> <p><b>Tr: How many hours in a day?</b></p> <p><b>Ss: There are 24 hours in a day.</b></p> <p><b>Tr: How many days in a week?</b></p>	<p>Good morning...</p> <p>teacher/students</p> <p>What time is it?</p> <p>It's ... o'clock.</p> <p>How many hours in a day?</p> <p>There are 24 hours in a day.</p> <p>How many days in a week?</p> <p>There are 7 days in a week.</p> <hr style="width: 80%; margin-left: 0;"/> <p><b>Stand-up, please. (<i>with gesture</i>) = doya kore, oote</b></p>

	<p><b>Ss: There are 7 days in a week.</b></p> <p><i>Write up:</i></p> <div data-bbox="331 304 1040 698" style="background-color: #cccccc; padding: 10px;"> <p>How many days <u>are there</u> in a week?      <u>There are</u> 7 days in a week.</p> </div>	<p><b>darao</b></p> <p><b>Sit down, please (<i>with gesture</i>) = Doya kore, bosho</b></p> <p><b>Thank you. = Dohno bath</b></p> <p><b>Very good = kubh valo</b></p> <p><b>Silence, please. (<i>with gesture</i>) = Doya kore, chup koro</b></p> <p><b>Yes = Ha</b></p> <p><b>No = Na</b></p> <hr/>
<p>10 min</p>	<p><i>Draw a time line across the board, mark it with 7 divisions. Write up;</i></p> <div data-bbox="331 945 1040 1339" style="background-color: #cccccc; padding: 10px;"> <p>How many days <u>are there</u> in a week?      <u>There are</u> 7 days in a week.</p> <p>----- ----- ----- ----- ----- ----- ----- </p> <p style="text-align: center;">Thursday</p> </div> <p><b>Tr 01: (to Tr 02) What day is it?</b></p> <p><b>Tr 02: It is .....</b></p> <p><b>Tr 01: (to Ss) What day is it?</b></p> <p><b>Tr 02 &amp; Ss: It is .....</b></p> <p><i>Choral repeat with Ss. Write up the day;</i></p> <p><b>Tr 01: What day is it?</b></p> <p><b>Ss: It is Thursday.</b></p> <p><i>Indicate different days and elicit from Ss (Tr 02 to help Ss if they have difficulty). Write up days as they</i></p>	<p>What day is it?</p> <p>It is.....</p>

	<i>are said (use “how do you spell that?”);</i>	
10 min	<p><i>Write up the other days of the week on the timeline;</i></p> <p><i>Choral drill the days of the week with the Ss. Indicate different days and ask;</i></p> <p><b>Tr: What day is it?</b></p> <p><b>Ss: It is .....</b></p>	<p>What day is it?</p> <p>It is.....</p> <p><i>Days of week;</i></p> <p>Monday – Tuesday – Wednesday – Thursday – Friday – Saturday - Sunday</p>
10 min	<p><i>Write up;</i></p> <p><b>Tr 01: (to Tr 02) What day is it today?</b></p> <p><b>Tr 02: Today is .....</b></p> <p><i>Indicate for Ss to choral repeat;</i></p> <p><b>Tr 01: What day is it today?</b></p> <p><b>Tr 02 &amp; Ss: Today is .....</b></p> <p><i>Wipe out 'today' and write it over another day and repeat the exercise. Repeat with 3-4 days. Return to the actual day. Write up;</i></p>	<p>What day is it today?</p> <p>Today is ....</p>

How many days are there in a week?      There are 7 days in a week.

Present  
today

-----|-----|-----|-----|-----|-----|-----|

Monday    Tuesday    Wednesday    Thursday    Friday    Saturday    Sunday

Present      What day is it today?                      Today is Thursday.

20 min

*Write up;*

How many days are there in a week?      There are 7 days in a week.

← Past    Present    Future →  
yesterday    today    tomorrow

-----|-----|-----|-----|-----|-----|-----|

Monday    Tuesday    Wednesday    Thursday    Friday    Saturday    Sunday

Present      What day is it today?                      Today is Thursday.

*Before writing up 'yesterday' and 'tomorrow' elicit from Ss if they can guess, Tr 02 help them;*

**Tr 01:** (to Tr 02) **What day is it today?**

**Tr 02:** **Today is .....**

**Tr 01:** (to Tr02) **What day was it yesterday?**

**Tr 02:** **Yesterday was .....**

*Choral drill responses with an empasis on the verb form;*

**Tr 01:** **What day is it today?**

**Tr 02 & Ss:** **Today is .....**

**Tr 01:** **What day was it yesterday?**

**Tr 02 & Ss:** **Yesterday was .....**

*Note: emphasis the underlined verb form;*

What day is it today?

Today is .....

What day was it yesterday?

Yesterday was .....

What day will it be tomorrow?

Tomorrow will be .....

*Write up;*

How many days are there in a week? There are 7 days in a week.

← Past Present Future →

yesterday today tomorrow

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Present What day is it today? Today is Thursday.

Past What day was it yesterday? Yesterday was Wednesday.

*Choral drill repeat pointing to the words;*

**Tr 01: What day is it today?**

**Tr 02 & Ss: Today is .....**

**Tr 01: What day was it yesterday?**

**Tr 02 & Ss: Yesterday was .....**

*Ask individual Ss to ask and answer (3-4);*

**Tr 01: (to Tr 02) What day is it today?**

**Tr 02: Today is .....**

**Tr 01: (to tr 02) What day was it yesterday?**

**Tr 02: Yesterday was .....**

**Tr 01: (to tr 02) What day will it be tomorrow?**

**Tr 02: Tomorrow will be .....**

*Choral drill with Ss. Write up;*

How many days are there in a week?      There are 7 days in a week.



|-----|-----|-----|-----|-----|-----|-----|

Monday    Tuesday    Wednesday    Thursday    Friday    Saturday    Sunday

Present      What day is it today?

Today is Thursday.

Past      What day was it yesterday?

Yesterday was Wednesday.

Future      What day will it be tomorrow?

Tomorrow will be Friday.



	<p>What day is it today? Today is Friday.</p> <p><b>Tr: What day was it yesterday?</b></p> <p><b>Ss: Yesterday was ....</b></p> <p><b>Tr: What day will it be tomorrow?</b></p> <p><b>Ss: Tomorrow will be ....</b></p> <p><b>Tr: How many days in a week?</b></p> <p><b>Ss: There are 7 days in a week.</b></p>	
15 min	<p><i>Write up;</i></p> <p>What day is it today? Today's date is Friday 6th February. What date is it today?</p> <p><b>Tr 01: (to Tr 02) What <u>DATE</u> is it today?</b></p> <p><b>Tr 02: (pointing to each of the words) Today's <u>DATE</u> is Friday 6<sup>th</sup> February.</b></p> <p><b>Tr 01: What <u>DATE</u> is it today?</b></p> <p><b>Tr 02 &amp; Ss: (choral drill pointing to each of the words) Today's <u>DATE</u> is Friday 6<sup>th</sup> February.</b></p>	<p>What <u>DATE</u> is it today?</p> <p>Today's <u>DATE</u> is Friday 6<sup>th</sup> February.</p> <p><i>(Note: It is very important to highlight the subtle difference between 'day' and 'date'. Also, we say “<b>Today's date is the 6<sup>th</sup> of February 2015</b>”, generally 'the' &amp; 'of' are not written.)</i></p>

Write up the different variants of the date;

**Tr 01: What DATE is it today?**

**Tr 02 & Ss:** (*choral drill pointing to each of the new combinations. This is to indicate that the different combinations mean and are said the same. Also, we say “Today's date is the 6<sup>th</sup> of February 2015”, generally 'the' & 'of' are not written.*) **Today's DATE is Friday 6<sup>th</sup> February.**

10 min

**Tr 01:** (*to Tr 02*) **How many MONTHS in a year?**

**Tr 02:** (*count out on fingers*) **There are 12 MONTHS in a year.**

**Tr 01:** **How many MONTHS are there in a year?**

**Tr 02 & Ss:** (*counting out on the fingers*) **One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve. There are 12 MONTHS in a year.**

*Write up the numbers 1-12 in a line across the board; Elicit from Ss the spelling for each numbers and write up above the figure;*

How many MONTHS are there in a year?

There are 12 MONTHS in a year.

One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve.

January, February, March, April, May, June, July, August, September, October, November, December,





	<i>Divide Ss into pairs to complete the worksheet. Monitor and help Ss.</i>	
--	---	--

## Days of the Week

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
--------	--------	---------	-----------	----------	--------	----------

## Months of the Year

January	February	March	April	May	June
July	August	September	October	November	December

**Exercise 5:** Complete the spaces below with the days and months.

Sunday \_\_\_\_\_

January \_\_\_\_\_ May \_\_\_\_\_

\_\_\_\_\_ September \_\_\_\_\_

## Numbers


CARDINAL	ORDINAL	CARDINAL	ORDINAL
1 one	first 1 <sup>st</sup>	17 seventeen	seventeenth 17 <sup>th</sup>
2 two	second 2 <sup>nd</sup>	18 eighteen	eighteenth 18 <sup>th</sup>
3 three	third 3 <sup>rd</sup>	19 nineteen	nineteenth 19 <sup>th</sup>
4 four	fourth 4 <sup>th</sup>	20 twenty	twentieth 20 <sup>th</sup>
5 five	fifth 5 <sup>th</sup>	21 twenty-one	twenty-first 21 <sup>st</sup>
6 six	sixth 6 <sup>th</sup>	22 twenty-two	twenty-second 22 <sup>nd</sup>
7 seven	seventh 7 <sup>th</sup>	23 twenty-three	twenty-third 23 <sup>rd</sup>
8 eight	eighth 8 <sup>th</sup>	24 twenty-four	twenty-fourth 24 <sup>th</sup>
9 nine	ninth 9 <sup>th</sup>	25 twenty-five	twenty-fifth 25 <sup>th</sup>
10 ten	tenth 10 <sup>th</sup>	26 twenty-six	twenty-sixth 26 <sup>th</sup>
11 eleven	eleventh 11 <sup>th</sup>	27 twenty-seven	twenty-seventh 27 <sup>th</sup>
12 twelve	twelfth 12 <sup>th</sup>	28 twenty-eight	twenty-eighth 28 <sup>th</sup>
13 thirteen	thirteenth 13 <sup>th</sup>	29 twenty-nine	twenty-ninth 29 <sup>th</sup>
14 fourteen	fourteenth 14 <sup>th</sup>	30 thirty	thirtieth 30 <sup>th</sup>
15 fifteen	fifteenth 15 <sup>th</sup>	31 thirty-one	thirty-first 31 <sup>st</sup>
16 sixteen	sixteenth 16 <sup>th</sup>		

## Lesson 07

What day { is it today?  
was it yesterday?  
What date { will it be tomorrow?


Yesterday was Thursday. Today is Friday. Tomorrow will be Saturday.  
 Yesterday was 5th February. Today is 6th February. Tomorrow will be 7th February.



to go

to school



← Past

Present  
now

Future →

	Past	Present	Future
<p>Irregular Verbs</p> <p>to be</p> <p>to go</p> <p>to run</p> <p>to eat</p> <p>to sing</p>	<p>now</p> <p>←---X--- ---X---&gt;</p> <p><u>was</u></p> <p>I <u>went</u> to school yesterday</p> <p>I <u>ran</u> to school yesterday</p> <p>I <u>ate</u> breakfast this morning</p> <p>I <u>sang</u> a song yesterday</p>	<p>now</p> <p>←---X---X---X---X---X---&gt;</p> <p><u>is</u></p> <p>I <u>go</u> to school every day</p> <p>I <u>run</u> to school every day</p> <p>I <u>eat</u> breakfast every morning</p> <p>I <u>sing</u> a song every day</p>	<p>now</p> <p>←---X--- ---X---&gt;</p> <p><u>will be</u></p> <p>I <u>will go</u> to school tomorrow</p> <p>I <u>will run</u> to school tomorrow</p> <p>I <u>will eat</u> breakfast tomorrow morning</p> <p>I <u>will sing</u> a song tomorrow</p>
<p>Regular Verbs</p> <p>to walk</p> <p>to jump</p> <p>to skip</p>	<p>verb + ed</p> <p>I <u>walked</u> to school yesterday</p> <p>I <u>jumped</u> in the air yesterday</p> <p>I <u>skipped</u> yesterday</p>	<p>verb</p> <p>I <u>walk</u> to school every day</p> <p>I <u>jump</u> in the air every day</p> <p>I <u>skip</u> every day</p>	<p>will + verb</p> <p>I <u>will walk</u> to school tomorrow</p> <p>I <u>will jump</u> in the air tomorrow</p> <p>I <u>will skip</u> tomorrow</p>

<b>Objective</b>	<b>Simple grammar tenses: Present/Past/Future; Regular/irregular verbs</b>	
<b>Materials</b>	<b>Blackboard/chalk; Handout list of irregular verbs. Optional Activity 'Visual Verbs'</b>	
<b>TIME</b>	<b>ACTIONS</b>	<b>TARGET LANGUAGE</b>
10 min	<p><i>Recap previous lessons;</i></p> <p><b>Tr 01 &amp; 02: Good Afternoon students.</b></p> <p><b>Ss: Good Afternoon teachers.</b></p> <p><i>Elicit from individual Ss and write up on board;</i></p> <p><b>Tr 01: What <u>day</u> is it today?</b></p> <p><b>Ss &amp; Tr 02: Today is [<u>Friday</u>].</b></p> <p><b>Tr 01: What <u>date</u> is it today?</b></p> <p><b>Ss &amp; Tr 02: It is [<u>Friday 6<sup>th</sup> February</u>].</b></p>	<p>What day is it today?</p> <p>Today is .....</p> <p>What <u>date</u> is it today?</p> <p>It is [<u>Friday 6<sup>th</sup> February</u>].</p> <p>How many <u>months</u> are there in a year?</p> <p>There are 12 <u>months</u> in a year.</p> <p>January, February, March, April, May, June, July, August, September, October, November, December,</p>

What day { is it today?  
What date {

Today is Friday.  
Today is 6th February.

Ask individual Ss;

**Tr 01: How many months are there in a year?**

**Ss & Tr 02: There are 12 months in a year.**

Choral drill the months;

**Tr 01: January**

**Ss & Tr 02: January**

**Tr 01: February**

**Ss & Tr 02: February [etc to December]**

10 min

Write up a timeline showing the Past – Present – Future and 3 corresponding columns below;

What day { is it today?  
What date {

Today is Friday.  
Today is 6th February.

← Past Present Future →

now

←-X-X-X-X-X-→

Irregular Verbs  
to be

is

Underline the word 'is';

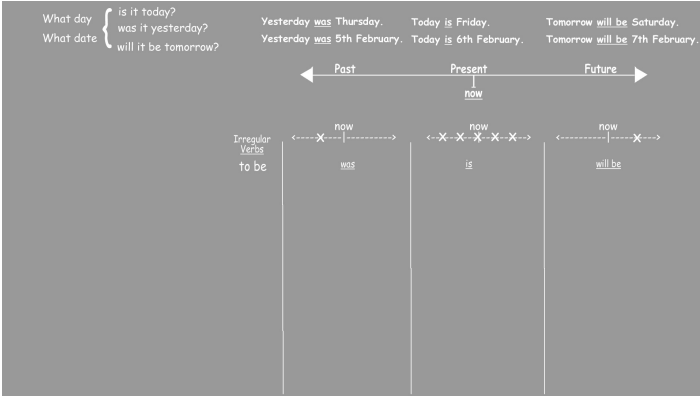
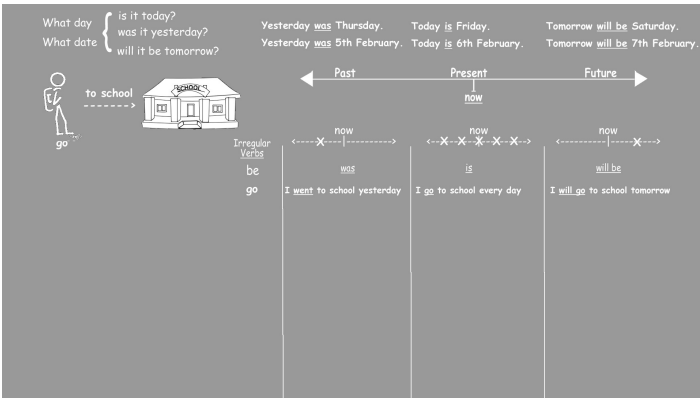
**Tr 01: (to Tr 02 and pointing to Past on the timeline)  
What day WAS it yesterday?**

What day WAS it yesterday?

Yesterday WAS Thursday.

What day WILL it BE tomorrow?

Tomorrow WILL BE Saturday.

	<p><b>Tr 02: Yesterday <u>WAS</u> Thursday.</b></p> <p><b>Tr 01: (to Tr 02 and pointing to Future on the timeline) What day <u>WILL</u> it <u>BE</u> tomorrow?</b></p> <p><b>Tr 02: Tomorrow <u>WILL BE</u> Saturday.</b></p> <p><i>Write up;</i></p> 	
<p>10 min</p>	<p><i>Draw up a stickman and a school. Indicate that the stickman is going to the school, Complete the tenses chart with a sentence in the three tense: “ I {went/go/will go} to school {yesterday/every day/ tomorrow}”. Highlight the verb;</i></p>  <p><i>Choral drill with Ss with emphasis on the verb;</i></p>	<p><i>I {went/go/will go} to school {yesterday/every day/ tomorrow}</i></p> <p><i>I {ran/run/will run} to school {yesterday/every day/ tomorrow}</i></p> <p><i>I {ate/eat/will eat} breakfast {this morning/every morning/tomorrow morning}</i></p> <p><i>I {sang/sing/will sing} a song {yesterday/every day/ tomorrow}</i></p>
<p>10 min</p>	<p><i>Draw up some other irregular verb stickmen and write sentences into the chart: 'run' – 'eat' – 'sing';</i></p>	

What day { is it today?  
was it yesterday?  
will it be tomorrow?  
Yesterday was Thursday. Today is Friday. Tomorrow will be Saturday.  
Yesterday was 5th February. Today is 6th February. Tomorrow will be 7th February.

← Past Present Future →

to school  
go<sup>to</sup>

run eat sing

Irregular Verbs	Past	Present	Future
be	was	is	will be
go	I went to school yesterday	I go to school every day	I will go to school tomorrow
run	I ran to school yesterday	I run to school every day	I will run to school tomorrow
eat	I ate breakfast this morning	I eat breakfast every morning	I will eat breakfast tomorrow morning
sing	I sang a song yesterday	I sing a song every day	I will sing a song tomorrow

*Choral drill the sentences emphasising the verb usage and pointing to the Past/Present/Future;*

10 min

*Draw a line across the middle of the board and write up the regular verb form for each of the tenses: verb+ed – verb – will+ verb;*

*I {walked/walk/will walk} to school {yesterday/every day/tomorrow};*

What day { is it today?  
was it yesterday?  
will it be tomorrow?  
Yesterday was Thursday. Today is Friday. Tomorrow will be Saturday.  
Yesterday was 5th February. Today is 6th February. Tomorrow will be 7th February.

← Past Present Future →

to school  
go<sup>to</sup>

run eat sing

Irregular Verbs	Past	Present	Future
be	was	is	will be
go	I went to school yesterday	I go to school every day	I will go to school tomorrow
run	I ran to school yesterday	I run to school every day	I will run to school tomorrow
eat	I ate breakfast this morning	I eat breakfast every morning	I will eat breakfast tomorrow morning
sing	I sang a song yesterday	I sing a song every day	I will sing a song tomorrow
Regular Verbs	verb + ed	verb	will + verb

*I {jumped/jump/will jump} in the air {yesterday/every day/tomorrow};*

*I {skipped/skip/will skip} {yesterday/every day/tomorrow};*

*Draw up a walking stickman with the verb 'walk'. Complete the tense chart with a sentence that uses 'walk'. Choral drill with Ss emphasising the verb form;*

What day { is it today?  
was it yesterday?  
will it be tomorrow?  
Yesterday was Thursday. Today is Friday. Tomorrow will be Saturday.  
Yesterday was 5th February. Today is 6th February. Tomorrow will be 7th February.

← Past Present Future →

to school  
go<sup>to</sup>

run eat sing

Irregular Verbs	Past	Present	Future
be	was	is	will be
go	I went to school yesterday	I go to school every day	I will go to school tomorrow
run	I ran to school yesterday	I run to school every day	I will run to school tomorrow
eat	I ate breakfast this morning	I eat breakfast every morning	I will eat breakfast tomorrow morning
sing	I sang a song yesterday	I sing a song every day	I will sing a song tomorrow
Regular Verbs	verb + ed	verb	will + verb
walk	I walked to school yesterday	I walk to school every day	I will walk to school tomorrow

*Draw up some other regular verb stickmen ('jump', 'skip'). Elicit from Ss to check that they have*



*understood the form;*

What day { is it today?  
was it yesterday?  
will it be tomorrow?  
What date {




Yesterday was Thursday. Today is Friday. Tomorrow will be Saturday.  
Yesterday was 5th February. Today is 6th February. Tomorrow will be 7th February.

← Past Present Future →




to school  
go

run eat sing

walk jump skip

Irregular Verbs	Past	Present	Future
be	was	is	will be
go	I went to school yesterday	I go to school every day	I will go to school tomorrow
run	I ran to school yesterday	I run to school every day	I will run to school tomorrow
eat	I ate breakfast this morning	I eat breakfast every morning	I will eat breakfast tomorrow morning
sing	I sang a song yesterday	I sing a song every day	I will sing a song tomorrow
Regular Verbs	verb + ed	verb	will + verb
walk	I walked to school yesterday	I walk to school every day	I will walk to school tomorrow
jump	I jumped in the air yesterday	I jump in the air every day	I will jump in the air tomorrow
skip	I skipped yesterday	I skip every day	I will skip tomorrow

*Optional activity 'Visual Verbs' mime game, see below for instructions*

# TEACH-THIS.COM

## *Visual Verbs*

This is a great ESL game for practicing verb forms. It is also a lot of fun for students to play.

Before you play the game, have a list of verbs ready. The verbs you use can vary depending on the level of your students. Regular and irregular verb forms work equally well.

### Procedure

Divide the class into two teams.

Write the teams on the board and draw three columns under each team. Label the columns, base, past and past participle.

Have the teams choose one player each. The players from both teams come to the front of the class.

Give each player a different verb.

The two players have to act out their verb without speaking.

The teams have to try to guess what verb their player is acting out.

The student, who guesses the verb correctly for their team, has to come to the front of the class and write down the three forms of the verb in the columns.

Once the student has written the three forms, a new player comes up and acts out a new verb and so on.

The two teams are playing continuously, so when a team member guesses the correct verb. The other team keeps playing.

At the end of the game, give a point for every correctly spelled and formed verb.

The team with the most points is the winner.

## List of Irregular Verbs

### Base form - past simple - past participle

abide	abode	abode
arise	arose	arisen
awake	awoke	awoken
be	was/were	been
bear	bore	born
beat	beat	beaten
beget	begot	begotten
begin	began	begun
bend	bent	bent
bereave	bereft	bereft
beseech	besought	besought
bespeak	bespoke	bespoken
bestride	bestrode	bestrided
bet	bet	bet
bid	bade/bid	bidden/bid
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burnt	burnt
burst	burst	burst
buy	bought	bought
can	could	
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done

draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
dwell	dwelt	dwelt
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown
forbid	forbad(e)	forbidden
forecast	forecast	forecast
forget	forgot	forgotten
forsake	forsook	forsaken
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
lean	leant	leant
leap	leapt	leapt
learn	learnt	learnt
leave	left	left

## List of Irregular Verbs

### Base form - past simple - past participle

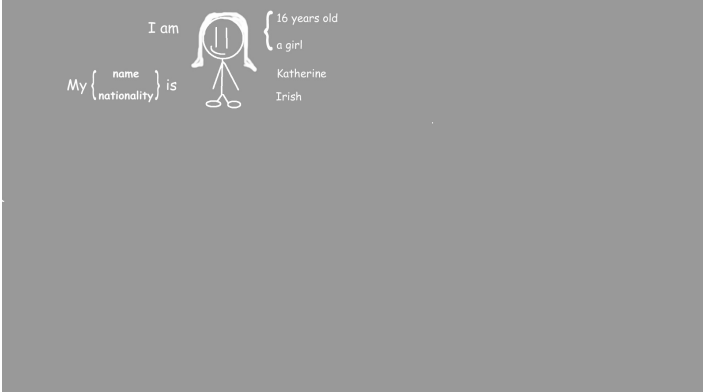
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
rend	rent	rent
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shrive	shrove	shriven
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
slay	slew	slain
sleep	slept	slept
slide	slid	slid
sling	slung	slung
slink	slunk	slunk
slit	slit	slit

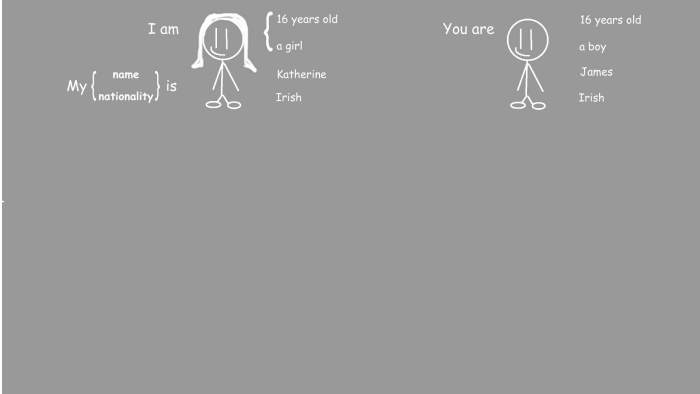
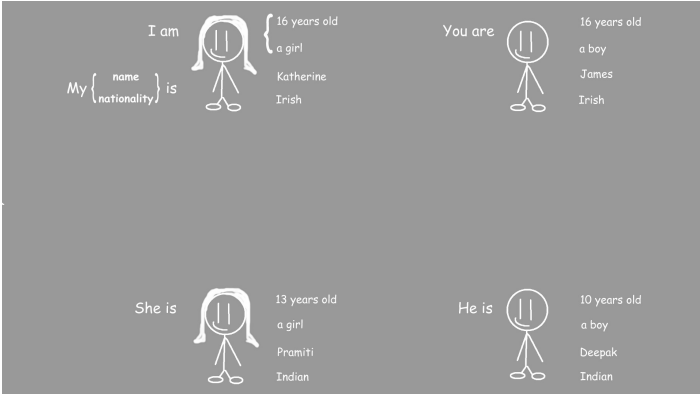
smell	smelt	smelt
smite	smote	smitten
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
spin	spun	spun
spit	spat	spat
split	split	split
spoil	spoilt	spoilt
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
string	strung	strung
strive	strove	striven
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
thrust	thrust	thrust
tread	trod	trodden
wake	woke	woken
wear	wore	worn
weave	wove	woven
weep	wept	wept
win	won	won
wind	wound	wound
wring	wrung	wrung
write	wrote	written

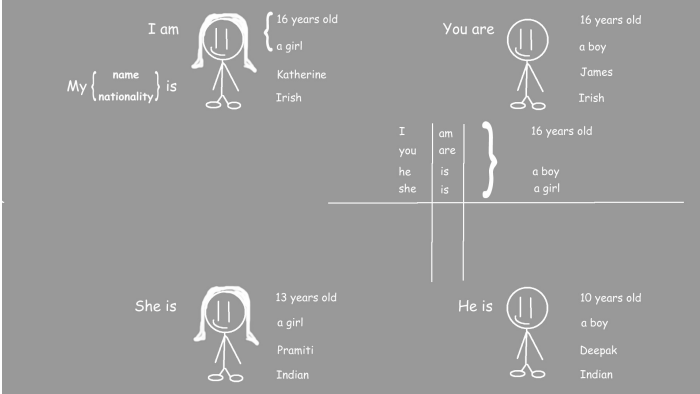
## Lesson 08:

<p>I am  { 16 years old a girl</p> <p>My { name } is Katherine { nationality } is Irish</p> <p><u>Am I</u> a boy or a girl? <u>Are you</u> a boy or a girl? <u>Is he</u> a boy or a girl? <u>Is she</u> a boy or a girl?</p> <p>How old <u>am I</u>? How old <u>are you</u>? How old <u>is he</u>? How old <u>is she</u>?</p>	<p>You are  { 16 years old a boy</p> <p>Your { name } is James { nationality } is Irish</p> <p>I am } 16 years old you are } he is } a boy she is } a girl</p>
<p>What { is my } name? { is your } { is his } nationality? { is her }</p> <p>My } name is } Katherine - James Your } His } nationality is } Pramiti - Deepak Her }</p>	
<p>She is  { 13 years old a girl</p> <p>Her { name } is Pramiti { nationality } is Indian</p>	<p>He is  { 10 years old a boy</p> <p>His { name } is Deepak { nationality } is Indian</p>

<b>Objective</b>	<b>Singular subject personal pronouns; Verb 'to be'; I am - You are – He/she is</b> <b>Singular possessive adjectives; Verb 'to be'; 'My / your / his / her' + noun (name / nationality) + is;</b>	
<b>Materials</b>	<b>Blackboard/chalk;</b>	
<b>TIME</b>	<b>ACTIONS</b>	<b>TARGET LANGUAGE</b>
5 min	<p><i>Recap previous lessons;</i></p> <p><b>Tr 01 &amp; 02: Good Afternoon students.</b></p> <p><b>Ss: Good Afternoon teachers.</b></p> <p><i>Elicit from individual Ss and write up on board;</i></p> <p><b>Tr 01: What <u>day</u> is it today?</b></p> <p><b>Ss &amp; Tr 02: Today is [<u>Friday</u>].</b></p> <p><b>Tr 01: What <u>date</u> is it today?</b></p> <p><b>Ss &amp; Tr 02: It is [<u>Friday 6<sup>th</sup> February</u>].</b></p> <p><i>Ask individual Ss;</i></p>	<p>What day is it today?</p> <p>Today is .....</p> <p>What <u>date</u> is it today?</p> <p>It is [<u>Friday 6<sup>th</sup> February</u>].</p> <p>What <u>day</u> was it yeasterday?</p> <p>Yesterday <u>was</u> [<u>Thursday</u>].</p> <p>What day <u>will it be</u> tomorrow?</p> <p>Tomorrow <u>will be</u> [<u>Saturday</u>]</p>

	<p><b>Tr 01: What <u>day</u> was it yeasterday?</b></p> <p><b>Ss 01 &amp; Tr 02: Yesterday <u>was</u> [<u>Thursday</u>].</b></p> <p><b>Tr 01: What day <u>will it be</u> tomorrow?</b></p> <p><b>Ss 02 &amp; Tr 02: Tomorrow <u>will be</u> [<u>Saturday</u>]</b></p>	
5 min	<p><i>Draw up a stickperson to represent yourself. Write up some personal details: Age – gender – name – nationality;</i></p>  <p><b>Tr 01: (to Tr02) How old <u>am I</u>?</b></p> <p><b>Tr 02: <u>You are</u> [<u>16</u>] years old.</b></p> <p><b>Tr 01: <u>Am I</u> a boy or a girl?</b></p> <p><b>Tr 02: <u>You are</u> a [<u>girl</u>].</b></p> <p><b>Tr 01: What <u>is my name</u>?</b></p> <p><b>Tr 02: <u>Your name is</u> [<u>Tr 01 name</u>].</b></p> <p><b>Tr 01: What <u>is my nationality</u>?</b></p> <p><b>Tr 02: <u>Your nationality is</u> Irish.</b></p>	<p>I am {<u>16</u>} years old.</p> <p>I am {<u>a girl/a boy</u>}.</p> <p>My <u>name/nationality</u> is {<u>Tr 01 name – Irish/Indian</u>}.</p> <p>How old <u>am I</u>?</p> <p><u>You are</u> [<u>16</u>] years old.</p> <p><u>Am I</u> a boy or a girl?</p> <p><u>You are</u> a [<u>girl</u>].</p> <p>What <u>is my name</u>?</p> <p><u>Your name is</u> [<u>Tr 01 name</u>].</p> <p>What <u>is my nationality</u>?</p> <p><u>Your nationality is</u> Irish</p>
5 min	<p><i>Draw up another stickperson with the other gender. Ask Tr 02 to complete the details and write up;</i></p> <p><b>Tr 01: (to Tr02) How old <u>are you</u>?</b></p> <p><b>Tr 02: <u>I am</u> [<u>16</u>] years old.</b></p>	<p>How old are you?</p> <p>Are you a boy or a girl?</p> <p>I am ...</p>

	<p><b>Tr 01: <u>Are you a boy or a girl?</u></b></p> <p><b>Tr 02: I am a [boy].</b></p> <p><b>Tr 01: <u>What is your name?</u></b></p> <p><b>Tr 02: <u>My name is [Tr 02 name].</u></b></p> <p><b>Tr 01: <u>What is your nationality?</u></b></p> <p><b>Tr 02: <u>My nationality is Irish.</u></b></p> 	<p>a boy</p> <p>a girl</p> <p>What is your [<u>name/nationality</u>] ?</p>
<p>15 min</p>	<p><i>Draw another 2 stickpeople on the board, a girl and a boy;</i></p>  <p><i>Choose a Ss volunteer and indicate to stand. Tr 01 will ask Tr 02 the questions in 3<sup>rd</sup> person, Tr 02 will ask the volunteer in 2<sup>nd</sup> person and will give the answer to Tr 01 to write up;</i></p> <p><b>Tr 01: (to Tr 02) <u>Is she a boy or a girl?</u></b></p> <p><b>Tr 02: (to Ss 01) <u>Are you a boy or a girl?</u></b></p> <p><b>Ss 01: I am a {boy/girl}.</b></p>	<p><u>Is she</u> a boy or a girl?</p> <p><u>Are you</u> a boy or a girl?</p> <p><u>I am</u> a {boy/girl}.</p> <p><u>She is</u> a girl.</p> <p>How old <u>is she</u>?</p> <p>How old <u>are you</u>?</p> <p>I am [ ] years old.</p> <p><u>She is</u> [ ] years old.</p> <p>What <u>is her</u> name?</p> <p>What <u>is your</u> name?</p> <p>My name is [_____].</p>

	<p><b>Tr 02:</b> (to Tr 01) <u>She is a girl.</u></p> <p><i>Tr 01 writes up the details;</i></p> <p><b>Tr 01:</b> (to Tr 02) <u>How old is she?</u></p> <p><b>Tr 02:</b> (to Ss 01) <u>How old are you?</u></p> <p><b>Ss 01:</b> I am [__] years old.</p> <p><b>Tr 02:</b> <u>She is</u> [__] years old.</p> <p><b>Tr 01:</b> <u>What is her name?</u></p> <p><b>Tr 02:</b> <u>What is your name?</u></p> <p><b>Ss 01:</b> My name is [____].</p> <p><i>Choose another volunteer from the other gender and repeat the Questions and answers;</i></p>	
15 min	<p><i>Draw up a 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup> person singular chart;</i></p>  <p><i>Choose some individual Ss and ask them 2<sup>nd</sup> person questions with 1<sup>st</sup> person answers;</i></p> <p><b>Tr 02:</b> (to Ss 02) <u>How old are you?</u></p> <p><b>Ss 02:</b> I am [__] years old.</p> <p><b>Tr 02:</b> (to Ss 02) <u>Are you a boy or a girl?</u></p>	<p><u>Is she</u> a boy or a girl?</p> <p><u>Are you</u> a boy or a girl?</p> <p><u>I am</u> a {boy/girl}.</p> <p><u>She is</u> a girl.</p> <p>How old <u>is she</u>?</p> <p>How old <u>are you</u>?</p> <p>I am [__] years old.</p> <p><u>She is</u> [__] years old.</p>

**Ss 02: I am a {boy/girl}.**

*Write up the question forms into the chart;*

The chart is divided into two main sections. The top section shows 'I am' and 'You are' with stick figures. For 'I am', the figure is a girl with '16 years old', 'a girl', 'Katherine', and 'Irish' listed. For 'You are', the figure is a boy with '16 years old', 'a boy', 'James', and 'Irish' listed. Below these are question forms: 'Am I a boy or a girl?', 'Are you a boy or a girl?', 'Is he a boy or a girl?', 'Is she a boy or a girl?' for the first column; 'How old am I?', 'How old are you?', 'How old is he?', 'How old is she?' for the second column; and 'I am', 'you are', 'he is', 'she is' for the third column. The bottom section shows 'She is' and 'He is' with stick figures. For 'She is', the figure is a girl with '13 years old', 'a girl', 'Pramiti', and 'Indian' listed. For 'He is', the figure is a boy with '10 years old', 'a boy', 'Deepak', and 'Indian' listed.

*Choose a Ss 03 and ask to stand up, ask the other Ss 3<sup>rd</sup> person questions about Ss 03;*

**Tr:** (to Ss 03) **How old are you?**

**Ss 03: I am [ ] years old.**

**Tr:** (to Ss) **How old is [he/she]?**

**Ss:** **[He/she] is [ ] years old.**

**Tr:** (to Ss 03) **Are you a boy or a girl?**

**Ss 03: I am a [boy/girl]**

**Tr:** **Is [he/she] a boy or a girl?**

**Ss:** **[He/she] is a [boy/girl]**

*Choose a Ss 04 -06 and ask to stand up, repeat the 3<sup>rd</sup> person questions about Ss 04-06;*

10 min

**Tr 02:** (to Tr 01) **What is your name?**

**Tr 01:** (Pointing to the words on the board) **My name is [ ]**

**Tr 02:** (to Tr 01) **What is your nationality?**

**Tr 01:** (Pointing to the words on the board) **My nationality is Irish.**





*Draw a line under the Subject pronouns chart. Write in questions in the Possessive Adjective chart;*

What is my name?

Your name is [ ].

What is his/her name?

His/her name is [ ].

<p>I am  16 years old a girl</p> <p>My { name } is Katherine { nationality } is Irish</p> <p>Am I a boy or a girl? Are you a boy or a girl? Is he a boy or a girl? Is she a boy or a girl?</p>	<p>You are  16 years old a boy</p> <p>Your { name } is James { nationality } is Irish</p> <p>How old am I? How old are you? How old is he? How old is she?</p>	<p>I am 16 years old you are 16 years old he is 16 years old she is 16 years old</p> <p>is my name? is your name? is his name? is her name?</p> <p>My name is Katherine Your name is James His name is Pramiti Her name is Deepak</p>	<p>is my nationality? is your nationality? is his nationality? is her nationality?</p> <p>My nationality is Irish Your nationality is Irish His nationality is Indian Her nationality is Indian</p> <p>Katherine - James Pramiti - Deepak Irish - Indian</p>
<p>She is  13 years old a girl</p> <p>Her { name } is Pramiti { nationality } is Indian</p>	<p>He is  10 years old a boy</p> <p>His { name } is Deepak { nationality } is Indian</p>		

What is your name?

My name is [\_\_\_\_\_]

What is my nationality?

Your nationality is [\_\_\_\_\_]

**Tr 01: What is my name?**

**Ss & Tr 02: Your name is [\_\_\_\_\_].**

**Tr 01: (pointing to TR 02) What is [his/her] name?**

**Ss: [His/her] name is [\_\_\_\_\_].**

*Choose some individual Ss, ask them to stand up and ask the questions, Tr 02 to help;*

**Tr 01: (to Ss 07-10 individually) What is your name?**

**Ss 07-10: My name is [\_\_\_\_\_]**

**Tr 01: (to other Ss) What is [his/her] name?**

**Ss: [His/her] name is [\_\_\_\_\_]**

**Tr 01: What is my nationality?**

**Ss & Tr 02: Your nationality is [\_\_\_\_\_].**

**Tr 01: (pointing to TR 02) What is [his/her] nationality?**

**Ss: [His/her] nationality is [\_\_\_\_\_].**

*Choose some individual Ss, ask them to stand up and ask the questions, Tr 02 to help;*

**Tr 01: (to Ss 07-10 individually) What is your nationality?**

**Ss 07-10: My nationality is [\_\_\_\_\_]**

**Tr 01: (to other Ss) What is [his/her] nationality?**

	<b>Ss: [<u>His/her</u>] nationality is [____]</b>	
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