

BACK TO SCHOOL IS COOL!



40-45' length of sessions in September instead of 60' PRINTABI

CAMBRIDGE EXTENSION: CLOTHES - COLOURS - FAMILY & FRIENDS

NB = Activity to be done on their printed notebooks

S	INTRO	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	CLOSING
0	PART I Presentation of the year - Importance of English subject and language Changes - Rules - Proposals - Class management (**Mother Tongue Language) Did you practice your English in summer with foreigners? What are the benefits of learning English? Why are we learning it?			PART II Personal Cards - Teacher assistant This is my week - CARD EXAMPLES SPEAKING EXAMPLE	
1	SONG The Going To School Song	L + S 10' LET'S REVIEW Vocabulary Clothes - Animals - Food	GAMEs Alphabet Game I	READING 10' Classroom Language PPT NB	
2	LISTENING SONG Verb to be PPT Verb to Be	READING + WRITING Grammar Drill <u>Verb To Be</u>	PRACTICE NB Complete the sentences & fill the gaps	SPEAKING <u>Giving opinion</u> <u>What rules are the most</u> <u>important</u> ?	
3	LISTENING Listen & Fill the gaps	L+R+S NB Verb To Be Negative Listen and write	PRACTICE Genially Choose the right answer	WRITING Listen & write NB	GOOGLE CLASSROOM <u>Home practice</u> To Be Verb
4	LISTENING SONG Who are you?	READING Personal information Teacher Example	READING + WRITING Write about you Writing in blank paper optional Example NB	SPEAKING Talking about you	

5	LISTENING SONG Physical appearance	GRAMMAR REVIEW Have / Has Describing People	READING AND WRITING Characters NB	LISTENING - SPEAKING Guess Who	GAME Physical Description Say three sentences
6	LISTENING <u>Song</u> Have / Has	GRAMMAR REVIEW Am - Have - Like - Can is - has - likes - can (affirmative - negative)	SPEAKING Describe these people	READING + WRITING Write and draw about your friend GUIDE Example	
7	WORKS PRESENTATION Reading aloud your works about your friends	LISTENING & SPEAKING NB First day at school - A1 Listening Test	READING NB Finding home - A1 Reading test	L+ R What's the word? NB What's the word + Fill it in	SPEAKING SIMPLE GRAMMAR My teacher is / has My dog can, likes

EXTRA School calendar - A1 Writing Test

TOPICS

School, Holidays.

VOCABULARY

Remember and spread vocabulary related to:

school and supplies: book, notebook, dictionary, file, school bag, pen, crayon, pencil, leads, pencil case, rubber, ruler, glue, scotch/sticky tape, pencil sharpener, scissors, stapler, cutter/utility knife, computer, projector, desk, chair, table, blackboard, smart/interactive board, (recycling) bin.

Prepositions: on, under, next to.

Subjects: English, P.E, Maths, History, Spanish, Science

Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday & Sunday.

Place: Here, there

CAMBRIDGE EXTENSION: Páginas 38-43 Columna Pre A1 Starters + A1 Movers: CLOTHES - COLOURS - FAMILY & FRIENDS

GRAMMAR

Verb To be (affirmative, negative, interrogative)

Verb To Have got

Can - Can't

LANGUAGE FUNCTIONS

Giving opinions: In my opinion, I think, I'm sure...

To be + wearing She is wearing a blue coat

Describing people: Pablo is tall and strong

What's that?

Who is she?

LANGUAGE STRUCTURES

- Classroom Language + Classroom Rules
- **On** Monday, **a**t three o'clock.
- Can you spell it?
- Where's our classroom?
- This way

PHONETIC

How to Pronounce TH [ð] Example: This

REVIEW

Alphabet

Vocabulary review - 4th Grade

Physical Descriptions

Useful expressions in class: Draw a line, circle, write, underline, say, number, tick, cut, fold. -- 4th level: sing, listen, trace, play, stand up, colour, sit down, be quiet, point, help.

The time: O'clock, half past.

CAMBRIDGE EXTENSION: Páginas 38-43 Columna Pre A1 Starters + A1 Movers: CLOTHES - COLOURS - FAMILY & FRIENDS

REINFORCEMENT

Personal Pronouns + Verb To Be https://drive.google.com/file/d/11-SGAAdBBmxeTDFv3ts_r6xvfibt1YHA/view?usp=sharing

Reinforcement Physical Description https://drive.google.com/file/d/1sq8ddlpiLle1IZ4qFh gzDle1qJuhEfQ/view?usp=sharing

Reinforcement LWS Homework Practice

LWS Pronouns **Homework Practice**

EXTENSION

Reading & Writing Describing People https://drive.google.com/file/d/1wNE5-txXwEzLB3OrSLonBfNAf1Wylm x/view?usp=sharing

ACTIVITIES



PRESENTATION - MOTIVATION LISTENING 5'

RULES

1,2 Freeze!

Remember the **1,2**, **Freeze code** used during the former year.

Tell the Ss about the importance of 2 basic rules:

1st: Keep silence and focus on teacher after they listen to 1,2, Freeze!

2nd: Pay attention and find out who's trying to communicate, teacher or another student.

PART II

Give your students a piece of Personal Cards. Once a week our students will talk about themselves (using their personal cards as help) and they will sit during the week in the teachers' table.

PERSONAL CARD

- 1. What sport do you play? Draw a picture.
- 2. What do you want to be in the future?
- 3. What do you have in your bedroom? draw a picture.
- 4. Can you cook? What can you cook very well? Write or Draw
- 5. Draw your best friend and write his name or her name
- 6. Where do you go in the weekends? Write or Draw

Extra

- 1. What are you good at? (swimming, dancing, drawing...)
- 2. What are you afraid of? (spiders, the dark...) \rightarrow fun, personal, and sparks conversation.
- 3. What do you usually do after school? (routine practice)
- 4. What's your favourite subject at school? Why? (adds a because for simple justification)
- 5. If you could have any pet, what would it be? (a little imagination, "would like")
- 6. What do you celebrate with your family? (birthday, Christmas, etc.)

This is my week - CARD EXAMPLES

Homework



INTRO

SONG

BACK AT SCHOOL

ACTIVITY 1

L + S 10'

LET'S REVIEW

4th Grade Vocabulary Work in Big Group. Tell your students a topic, and they must say as many words as they remember in a minute. Example: Parts of the house - Animals - Clothes....

VOCABULARY REVIEW

GAME**

Last Man Standing

We will use the vocabulary lists printed on their books

The main aim of this game is to **refresh as much vocabulary as possible from the former years**. We will play a variety of this game, without sitting our students in a circle but keeping them in their original seats.

This game is fast-paced, but allows students some time to think. It also encourages peer learning, as students will pick up on words they hear others speaking. To play the game, grab a ball and have all the students form a circle. Name a category or theme, such as things found in a kitchen, food, professions, and so on.

Begin by tossing the ball at a student. That student will shout a word related to the theme and throw the ball to another student. As each person catches the ball, they need to come up with another word that fits the theme. If they repeat a word that has already been said or can't think of a new one within a few seconds, they are out and must sit on the sidelines. Don't worry, they'll still be learning!

Take things up a notch with a different version of "Last Man Standing." Instead of naming a theme, each student gives the next student another theme. For example, you might start with "something red." The first student to catch the ball could say "strawberry" and then choose another topic and throw the ball to the next student. This makes the game much more difficult, since students cannot think of a word until they know what their theme is.

ACTIVITY 2

We will write the pronouns on the board, one by one and ask our students to repeat them after us

Teacher:

I'm Carlos. I'm happy.

Student:

I'm Juan. I'm 8 years old.



Teacher:

I'm Carlos. I'm happy.

You are Fátima. You are funny.

Student:

I'm Fátima. I'm hungry.

You are Carlos. You are tall.



Teacher:

I'm Carlos. I'm happy.

You are Fátima. You are funny.

He is Tomás. He is in the classroom.

Student:

I'm Laura. I'm excited.

You are Carlos. You are smiling.

He is Tomás. He is next to the window.



Teacher:

I'm Carlos. I'm happy.

You are Fátima. You are funny.

He is Tomás. He is in the classroom.

She is Noelia. She is very quiet.

Student:

I'm Bruno. I'm ready.

You are Laura. You are in the front row.

He is Carlos. He is reading.



V Paso 5: "it"

Teacher:

I'm Carlos. I'm happy.

You are Fátima. You are funny.

He is Tomás. He is in the classroom.

She is Noelia. She is very quiet.

It is Fluffy. It is on the chair. (a teddy bear or class pet)

Student:

I'm Dalia. I'm in the game.

You are Tomás. You are behind me.

He is Carlos. He is clapping.

She is Fátima. She is laughing.

It is Luna. It is my pencil case.

ALPHABET GAME

Write the alphabet on the board, and read it aloud with the help of your students. Keep silent while reading some letters the first time and let your students read them aloud the second time, altogether.

Write some words and tell your students to spell it.

After that, the students must say a word beginning with every single letter. At the end, is there any volunteer able to say a word beginning with every letter?

ACTIVITY 3

READING 10'

Classroom Language PPT

Our students open the book on the classroom language page, then ask some of them to read aloud single messages and act them out, also, give alternative examples or choose more students to act out the messages.

NB

CLOSING



INTRO

LISTENING

SONG

Verb to Be GRAMMAR

Verb to be PPT

ACTIVITY 1

READING

Grammar Drill Verb To Be

Big Group activity.

ACTIVITY 2

PRACTICE NB

Complete the sentences & Fill the gaps

Individual activity on their notebooks. Group correction

ACTIVITY 3

SPEAKING + WRITING NB

Ways to express or **give opinion**:

In my opinion, the most important is... the most important rules are

I think the most important rule (s) is... are

I consider

What rules are the most important?

Giving opinion

Brainstorming

Create your own rules SPEAKING 15'

Rules Poster

What rules are the most significant? Choose the one they consider most indispensable and design a poster.

Visit the website and explain how to use it. They can write their favourite rules at home.

Tell your students they must decide one or more rules, the one they consider is/are the most influential and tell to their partners. They can also invent or say some rules that are not in the poster.

CLOSING

At the end, if there's time enough, dictate some sentences to your students to write on their notebooks.

TASK 1

First our students will write some words to complete the verb to be, for example I am nine, tall, happy, reading, singing...



INTRO

L + R + S

Verb To Be Negative

ACTIVITY 1

LISTENING

Listen & Fill the gaps

ACTIVITY 2

LISTEN & WRITE

DICTATION NB

Dictate some affirmative and negative sentences using verb to be and the former information given about Bob Sponge Example: Bob Sponge is not from Thailand, he is from Bikini Island...

ACTIVITY 3

PRACTICE

Genially

Choose the right answer

CLOSING

Home practice

LWS Pronouns

Verb To Be



INTRO

LISTENING

SONG

Who are you?

Play the song twice. Call some students to help you as choreographers, the first time, stop the song after every sentence and ask them to make gestures to represent the scenes. After the first play, all the students will stand and dance the song as they have seen from their mates.

ACTIVITY 1

READING

Personal information

Teacher Example

ACTIVITY 2

READING + WRITING

Write about you NB

ACTIVITY 3

SPEAKING

Talking about you from your document.

CLOSING



INTRO

LISTEN & READ

WATCH THE VIDEO

Physical Decription

Head

ACTIVITY 1

GRAMMAR REVIEW

Have / Has

Describing People

ACTIVITY 2

WRITING

Write and draw about your friend

GUIDE Example

ACTIVITY 3

FIRST PART LISTENING

Guess Who

The teacher will show the image on the screen and assign a number to each character.

Write A-B-C-D.... on rows and 1,2,3... on columns

Then, he will read aloud the descriptions so the students must Guess Who is it?

SECOND PART - SPEAKING

Set the class in pairs and play Guess Who game. Make an exhibition before starting.

CLOSING



INTRO

LISTENING

Song

Have / Has

ACTIVITY 1

GRAMMAR

Review the Am - Have - Like - Can is - has - likes - can and give some examples about its different uses: possessions, descriptions, facts...

Complete the columns with your personal information and your friend.

Affirmative and negative.

Class group

ACTIVITY 2

SPEAKING

Conversation

PART 1							
Describing people							
PART 2							
Write the following question on the board. What do you have in your school bag? What do you have in your bedroom?							
- I have and but I don't have or							
Our students, in pairs, will ask each other what do they have, and they will answer. Call some for an exhibition before starting.							
ACTIVITY 3							
WRITING							
Write about your friend							
CLOSING							

INTRO

READING

DAY 7

Some students will read their works aloud (writing about a teacher)

ACTIVITY 1

LISTENING & SPEAKING

Note Reduce the photocopies to just a page including activities 1 & 3. Then, in class, show the timetable to the students from the IWB.

Timetable

Ask the students questions about the calendar, such as: What day has Kim PE? What day does she have Piano after school?

How many days a week do they have Maths?

True or false: Kim has P.E on Monday at 9 o'clock.

Tell the students that it's said **ON** (day) and **At** (time)

Tell the student that Days of the week and languages are written in capital letters

ACTIVITY 2

READING

What's the word?

1 Write the word under the pictures.

2 Read the school timetable and circle the examples of the top tips.

ACTIVITY 3

CLOSING

SPEAKING

Descriptions. Invite your students to complete the following sentences:

My teacher is....

My teacher has..

Do you have a pet? How is it?

My dog likes, can, has...



ACTIVITY 1

ACTIVITY 2

WRITING

Practise writing!

Now write a school timetable! Write the times on the left and the days at the top. Write the subjects in the spaces under each day.

Draw and complete your timetable in English language.

ACTIVITY 3