

Class Layout

Slide 1 - Spoken English - (N/A)

- Class title slide (no commentary)
- Will use this as a placeholder slide until the class starts.

Slide 2 - Today's Class - (1-2 minutes)

- Quick discussion of what will happen during today's class.
- You could read the list from the slide, and offer a brief explanation of each if you wish.
- Maybe you would like to talk about yourself for a few minutes and ask the students if they have any questions for you.

Slide 3 - Quick Small Group Discussion - (3 - 4 minutes)

- Quick Small Group Discussion (free talk)
- We do this at the start of every class as a warm-up for the student's English speaking and listening
- Students can talk about anything, as long as it's in English. There are examples of what they can talk about on the slide.
- They get into groups of two or three people. I tell them they can group with whoever they are sitting beside (usually it's their friends). Sometimes they're shy and timid, some people may not know anyone in the class, or they might try to make larger groups (a row of students may have a group of 4 friends with one lone other person). Because of this I usually point out several times who could be groups (in the above example, 3 people can be a group, and the other 2 as well). Often they will just do whatever they want, which isn't a big deal.

- Ask if anyone doesn't have partners. If so, ask a close group if that person can join.

Slide 4 - Verb Tense - (1-2 minutes)

- meant as a reminder that we have been talking about verb tense recently.
- i find it's useful to remind them why things are important to stimulate interest and motivation.

Slide 5 - Simple Present - review - (1-3 minutes)

- Quick review (from prior class) of **simple present tense**
- what it's used for, the grammatical structure, with some examples
- You could potentially ask a couple people some questions that would elicit answers in the simple present before or after the slides information as an example of this verb tense and as a way to engage them.
 - E.g., "what do you like to do for fun?"

Slide 6 - Simple Past - review - (1-3 minutes)

- Quick review (from prior class) of **simple past tense**
- what it's used for, the grammatical structure, with some examples
- You could potentially ask a couple people some questions that would elicit answers in the simple past before or after the slides information as an example of this verb tense and as a way to engage them.
 - E.g., "what did you do last weekend?"

Slide 7 - Simple Future - (4-5 minutes)

- We haven't really went over **simple future tense**, so I would spend a little more time on this slide.
- what it's used for, the grammatical structure, with some examples
- I would point out the following:

- The structure is the same for both regular and irregular verbs
- That there are two potential structures, either using "will" or "is going to".
- There are examples of each at the bottom.

Slide 8 - Future Tense: "Will" vs. "Going To" - (4-6 minutes)

- The difference in use between the "will" and "is going to" structures
- I pointed out that people will generally understand what someone means regardless of which structure is used, but one is generally better for different uses.
- There are examples on the slide that you could go through
- **"Will"** is better used for:
 - predictions about the future
 - promises / offers to others
 - quick decisions at the moment
- **"going to"** is better for:
 - pre-decided plans
 - Strong Future Evidence

Slide 9 - Small-Group Simple Future Practice - (2-3 minutes)

- This slide is part of an explanation for the simple future activity
- There is a file that I will upload to the class WeChat to be used as part of this activity.
 - The file is named ****
 - The file contains questions that will elicit answers in the simple future tense

- The slide contains examples of what they will find in the document, which are groups of questions organized by a simple verb (e.g., be, have, etc.).
- They will get into groups of 2 to 3 people (I tell them they can use the same groups as during the "Quick Small Group Discussion" activity from before.
- The student can take-turns asking each other questions from the document.
 - One person can ask a question, the target of the question answers in the present future tense.
 - The previous target then asks the same question to the next person (either person 1 or person 3, depending upon how many people are in the group.
 - They can go to the next question after everyone has answered.
- Don't start the exercise yet, go to the next slide.

Slide 10 - Small-Group Simple Future Practice (continued) - (2-3 minute explanation, 7 - 10 minutes for activity)

- I use this slide to encourage and explain to them:
 - to try to answer the question without reading the question from the document (obviously the person asking the question still use the document to read from).
 - It doesn't matter if the answer is true or not (they can make something up) as to make answering easier for them.
 - To answer in complete sentences using a verb (no one or two word answers), while using the simple future tense
 - That they can use any verb in their answers, as long as it's in the simple future tense.
 - There are some examples below of using the verb in the answer that was the same as the question, or using a different verb (not including "will" and "going", which is required for simple future)
- I'll ask if anyone has any questions, and if anyone doesn't have a partner. If no, then the activity can start.

- I have been going to several groups (as time permits) to personally ask the students some questions from the list.
 - **Often they will give one or two word answers that don't use any tense. If they do, ask them to answer in a complete sentence, with a verb, using the simple future tense.**
 - I offer any grammatical or pronunciation corrections as necessary.
- I would recommend going back to slide 7 so the students can reference something while they perform the exercise.

Slide 11 - Vocabulary – Useful Verbs (all regular) (7-10 minutes)

- Because they have been practicing verb tense, it makes sense to give them some useful verbs that they might not already know.
- I usually go through them one-at-a-time, reading and elaborating the definition and example.
- I will ask them to repeat the word after me to practice pronunciation.
- I would explain that these are all regular verbs, so they don't have to worry about irregular forms during verb tense use.
- At the end, ask if they have any questions.

Break?

- This is probably a good time for a 5-10 minute break

Slide 12 - Present Continuous - (4-5 minutes)

- As with simple future, we haven't really went over **present continuous tense**, so I would spend a little more time on this slide.
- what it's used for, the grammatical structure, with some examples
- I would point out the following:
 - The structure is the same for both regular and irregular verbs

- Because the structure requires the use of “to be”, I would point out that it requires subject-verb agreement, with some examples:
 - E.g., I am, he/she/it is, you/we/they are
- There are examples of each at the bottom.

Slide 13 - Small-Group Present Continuous Practice - (2-3 minutes)

- This is the same as with the “Slide 10 - Small-Group Simple Future Practice” exercise, but just requiring answers in the present continuous instead.
- You can use the same explanation here as slide 10, but it could probably be a little quicker because the students should be familiar with this type of exercise now.
- There is a file that I will upload to the class WeChat to be used as part of this activity.
 - The file is named ****

Slide 14 Small-Group Present Continuous Practice (continued) - (1-2 minute explanation, 10 - 12 minutes for activity)

- the activity could probably be a little longer compared to the simple future activity because present continuous is a little more complicated.
- As with the simple future, I use this slide to encourage and explain to them:
 - to try to answer the question without reading the question from the document (obviously the person asking the question still use the document to read from).
 - It doesn't matter if the answer is true or not (they can make something up) as to make answering easier for them.
 - To answer in complete sentences using a verb (no one or two word answers), while using the present continuous tense

- That they can use any verb in their answers, as long as it's in the present continuous tense.
- Again I would visit several groups, personally ask questions, and make sure grammar and pronunciation is correct.

Slide 15 - Vocabulary quiz (7-10 minutes)

- This is a quiz for the previous vocabulary.
- You could simply explain that they need to match the vocabulary terms on the left to the correct definitions on the right.
- I usually give them 3 or 4 minutes to go through the list
- Afterwards I take a few minutes to go through the list as a class:
 - Read the definition out-loud.
 - Ask the class what the answer is.

Answers

1. Repair
2. Realize
3. Explain
4. Decide
5. Achieve
6. Cancel
7. Organize
8. Reserve
9. Cooperate
10. Replace

Slide 16 - Game: taboo - (N/A)

- Just a slide to tell them that they can play this game

Slide 17 - Taboo Rules (they can play this for the rest of the class)

- We've played this before, and most should know how to play.
- They need to be in groups of 2 or 3 (again they can use the same groups as before)
- Three files will be uploaded to the class WeChat group.
 - Ask them to decide who is "person 1", "person 2", and "person 3".
 - Remind them that only person 1 can look at the person 1 file, and same with person 2 and 3.
- Maybe ask if anyone hasn't played this and quickly explain the rules in that case.

Rules

- Basically it's a word guessing game where one person tries to get their partners to guess a word (i.e., "main word") from their respective file by using related words and phrases.
- Each main word has a list of words (i.e., "taboo words") that they can't use during their efforts.
- They take turns trying to get each other to guess the main word.