

## DREAM HOLIDAY

Next week is my dream holiday.  
My dream holiday.  
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My dream holiday.

No work for a week,  
No worries for a week,  
No problems for a week.  
Just paradise (x 2)

I'm leaving next Monday.  
I'll take the plane for Hawaii.

Then on Tuesday,  
I'll spend all day at the beach.

On Wednesday,  
I'll go shopping  
I'll spend all day at the duty free.

On Thursday  
I'll go clubbing.  
Just dance, dance, dance, all night long

(Chorus)

I'll relax, until Friday  
I'll hire a car and go for a drive

On Saturday,  
I'll spend all day in the sea.

On Sunday  
I don't know,  
Maybe I'll relax a little more.

And every day,  
I'll have great food and fun, fun, fun, fun, fun

First I did the “When, when, when” song for a couple of weeks (CD5)  
I also would suggest to use this after “What shall I do today”

So they have an idea of how to talk about future things, and know “time words”

.

At the beginning of the lesson I ask them what they would like to do if they could do anything they wanted, go where ever they wanted. (in Japanese)

Then we talk about things they must do but don’t like so much (school, homework, studying)

We check the song sheet for words they don’t know, and make sure they understand.

Listen to the song while looking at the game.

Listen to the song while sorting the song sheet.

Listen to the song while doing the game.

I ask them questions about the song:

Where does this person plan to go to? How does he go to Hawai? does he go by boat? Does he hire a car on Monday? etc, etc.  
The kids answer.

I have them write down the refrain, but adapted to themselves:

No school for a week, no HW for a week, no books for a week just paradise (or similar)

And for HW I tell them to write a dream week plan for the coming week. They can copy the song for the basic words.  
 (“On Monday, I’ll go...”)

2nd.

When they come the next week, usually they have come up with something that I wouldn't call "dream week". It's basically what they have to do anyway, except for school and HW

**On Monday, I'll go to the pool, on Tuesday I'll visit my grandma...**

I give them a big OKAY for this work and again I use these HW to ask each other questions about one person:

**"What does A want to do on Monday. " " Where will she go on Tuesday?"**

Then I tell them the next HW:

The outline is the same, but this week they have to think of something fancy; we do a brainstorm for this:

**I'll go to the South pole (by horse...) to the moon (by rocket)....**

And of course the HW is to write down things they are going to do at that specific place.

The third lesson is basically like the second. We also listen to the song and do the scoring game and again I ask questions about each others plan.

I also mix in “what do you think of” / This topic should be done before starting the Hip Hop lessons.

So for example:

“What do you think of going to the Venus? What do you think of playing tennis on the moon?” etc.

After this lesson I did weather + country . This idea is from Flossy,:

[http://www.metoffice.gov.uk/education/teachers/lessonplan\\_ks2\\_world.html](http://www.metoffice.gov.uk/education/teachers/lessonplan_ks2_world.html)

I checked the link on the Forum and printed out cards. Kids have to match weather, country and tourist activities.

After they finished we talked about whether this would be a dream holiday.

Then as HW I told them to tell us about one place they have been to. bring in a foto, and write about the climate, and tourism (like it was presented on the cards)

Again in the next lesson they presented and after that I asked the other kids about what they just had listened to.

They now could write one more dream holiday, using the places they just got introduced by their classmates, but in my case I went on to **“I have to. I can”**

games:

play a kind of Karta with the cut out song sheet words:

T says:

Tuesday

and the kids slap "I'll spend at the beach"

prepare cards of places:

countries through the world, but also

moon, sea, mountains, school...

and means of transport: car, bike, rocket, horse, camel...

put one card for transport with one location in a long line so that there are about 7 sets. These sets represent the weekdays from Sunday-Saturday.

T: "Tuesday:" ("desert" and "car" would be the third card set in line)

>>

St. I'll go to the desert by car.

## I have to I can

I have to go to school  
I have to go to the gym  
I have to eat more vegetables  
I have to say nice things

I have to study English  
I have to clean my room.  
I have to wash my clothes  
I have to finish soon

I must, I should, I have to ...  
I can! I can!

I have to wake up early  
I have to buy a pen.  
I have to do my homework  
I have to try again.

I have to go to the dentist  
I have to save more money  
I have to practise baseball.  
I have to make more money

I must, I should, I have to ...  
I can! I can!

I can go to school.  
I can go to the gym  
I can eat more vegetables  
I can say nice things

I can study English  
I can clean my room.  
I can wash my clothes.  
I can finish soon.

I must, I should, I have to...  
I can, I can

I can wake up early  
I can buy a pen.  
I can do my homework  
I can try again.

I can go to the dentist  
I can save more money  
I can practise baseball.  
I can make more money

I have to go  
I have to go  
I have to eat  
I have to say  
I have to study  
I have to clean  
I have to wash  
I have to finish

I must, I should, I have to ...  
I can! I can!

I have to wake up  
I have to buy  
I have to do  
I have to try  
I have to go  
I have to save  
I have to practise  
I have to make

I must, I should, I have to ...  
I can! I can!

I can go  
I can go  
I can eat  
I can say

I can study  
I can clean  
I can wash  
I can finish

I must, I should, I have to...  
I can, I can

I can wake up  
I can buy  
I can do  
I can try  
I can go  
I can save  
I can practise  
I can make

first lesson:

similar to the other songs, handing out the song sheet, checking the meanings, listen to the song and have them order.  
explaining "I have to" "I should" "I must" "I can"

In this song I don't ask them any questions about the song yet, as it would be confusing to change from "I have to" to "he has to"

Ask them about the Nuance of the lines when singing  
**"I have to.." and "I can..."**

HW : listen to the song and play the online game, think about a few things they have to do on certain days.

play a circle **game**:

A:1st person:

On Monday I have to ..,

B:2nd person:

OnMonday I have to..+A., on Tuesday I have to...

3rd person:

C: On Monday I have to.+A.. on Tuesday I have to..+B. on Wednesday I have to...

At the end of the game the students change all the sentences they have made into "I can..." and feel the difference .



## Lesson 2:

play the song

ask questions about the person in the song, reminding them that "I have to" becomes "has to" when we talk about "he" or "she"

Think about their parents and what they have to do.

"This is my father. He is a truck driver. He has to..."

>>my father/my motherにも変えてみてもらう

play a circle game:

like last week but this time add "he" or "she" when talking about what the previous person has to do.

I've linked this topic with "What do you want to be?"

So they are able to think about what certain jobs need and make sentences like:

I want to be a translator. I have to study English.

I want to be a baseball player. I have to run.

etc.

And again take time to get them change their attitude from "I have to" to "I can"

With enough students it is fun to add the **cockroach game** .

1st level. Greeting+ name+ nice to meet you

2nd level: Where are you from? I'm from...

3rd level I'm a student+ I have to.... I can....

4th level: I want to be a ... + I can (or even I will....)

The final winner performs the whole conversation with the teacher.

## HW page 2:

write about themselves, things they have to do every day...

## **What shall I do today?**

What shall I do today?

What shall I do today?

What shall I do today?

At                      I'll wake up

At 7 o'clock I'll

At 8 o'clock I'll

At 9 o'clock I'll

At 10 o'clock I'll

At 11 o'clock I'll

At 12 o'clock I'll

At 1 o'clock

What shall I do today?

What shall I do today?

What shall I do today?

At 2 o'clock

At 3 o'clock

At 4 o'clock

At 5 o'clock

At 6 o'clock

At 7 o'clock

At 8 o'clock

At 1 o'clock

Lesson1:

Explain simply : “What shall I do?”

”I’ll”/”I will”

Talk in L1 about what they will do after the lesson or the next day.  
Ask some questions they probably would answer with structures from the song:

“What time will you get up tomorrow?” ...

Have them look at the song sheet and check the meaning.

Have them listen to the song.

Have them listen again, while pointing to the pictures.

Ask questions about the song:

“What will he do at 1 o’clock?”

“What time will he take the train?”...

Have them do the scoring game on the PC.

For HW they have to write a 予定日記 for the next day. To not have too much trouble with spelling I hand out (page1) .They also can refer to the pictures of the song sheet.

Tell them not to be too specific (for example if they go out at 10:30, they can write this under 10 o’clock); but try to be specific enough to use various vocab:

NOT:

“I go out at 10”

“I come back at 17.”

They should write what they do in between as well, even if it’s just a cup of tea.

## Lesson2:

Listen to the song, and have some students do the scoring game on the PC.

Have students read their “diary” and everybody has to listen carefully.

Have students who listened ask questions about phrases they didn’t understand.

Ask questions about the person who read:

“What will she do at...?”

“What time will she take a walk with her dog?”

I set the same HW, but this time they have to check at the end of the day, they wrote their diary for what they did do and what not.

IF they can practice past tense already, I’ll use this the next lesson to ask Q like;

“Did you take a walk with your dog at ....?”

OR:

I have the student read the entire diary. The other students have to listen carefully. Then they have to ask the student :

Did you take a walk with your dog at...?

If they find something that the other one didn’t do, they get a point.

*Depending on the focus of the class I also would discuss how much they had planned and actually done, how it felt at the end of the day, if they did what they had planned and if not.*

*It might be a good advice for several students to not plan too much, etc.etc.*

*This doesn't focus on English, and it should be done in their first language, however I think talking about this will help them to be able to plan how to study and how to spend a day successfully so it would be very important for JH and up.*

games:

like the "I can..." review game:

- [http://www.youtube.com/watch?v=9813WhjxynA&feature=player\\_embedded](http://www.youtube.com/watch?v=9813WhjxynA&feature=player_embedded)

instead of "X" and "O" I put cards with "up" "down" "RPS" under the cards I want to practice:  
(daily activities, here)

Player group A says:

"What will you do today?"

Player B:

"I'll go out"(or any card he likes)

Check under the card and if it says "up" you go up the stairs, if "down" you go down, and if it says "RPS" you invite a player from the other side "Hi, let's play RPS" If the inviting side wins, he can go up 2 spaces, if he loses he has to go back to the start.

another game

adjust:

<http://genkienglish.net/teaching/trick-or-treat-clocks-game>

T:

3 o'clock!

St.:

I'll have a cup of tea.

Lesson 3:

go over to past tense questions:

explain that it's morning and BM (or whoever) is planning the day:  
use the lyrics and text one more time.

now it's night, and BM looks back on the day and checks what he did and didn't do:

Did I get up at 6 o'clock?...

Did I take the train at..?

Now play a game, again variation from:

- [http://www.youtube.com/watch?v=9813WhjxynA&feature=player\\_embedded](http://www.youtube.com/watch?v=9813WhjxynA&feature=player_embedded)

on the back of the cards there are crosses for not done activities and checks for done activities. Play according to the rules.

“Did I” can be exchanged by “Did you” “Did he” Did she”

Reading exercise:

Have them do the song for HW as often as possible and play KARTA at the beginning of each lesson. For this I made cards writing the activities from the song:

I'll get up

I'll eat dinner.

We'll have lunch.

When playing I call out the times (At 6 o'clock) and the students have to get the right card (I'll get up)