



MINECRAFT

1 - Discuss the following questions with your classmates.

👍 Do you **like** video games? Which ones?

📅 **How often** do you play videogames?

👁️ What do you **usually** do on your video games?



I usually ...	
→ _____	→ _____
→ _____	→ _____
→ _____	→ _____
→ _____	→ _____

2 - It's your turn! Order the routines depending on how **FREQUENTLY** you do the activities!

Then copy the results here! ⬇️

ALWAYS	
OFTEN	
SOMETIMES	
OCCASIONALLY	
HARDLY EVER	
NEVER	

3. Can you think of more examples? Write them down here...



HAVE LUNCH (DAY)



HAVE DINNER (NIGHT)



BRUSH MY TEETH



WAKE UP



KILL MOBS



VISIT MY FRIENDS



GO SWIMMING



DRIVE



GO TO SLEEP



TAKE A SHOWER



GO HOME



WORK

POTION RECIPE		POTION RECIPE	
	1. 2. 3. 4.		1. 2. 3. 4.
POTION RECIPE		POTION RECIPE	
	1. 2. 3. 4.		1. 2. 3. 4.
POTION RECIPE		POTION RECIPE	
	1. 2. 3. 4.		1. 2. 3. 4.
POTION RECIPE		POTION RECIPE	
	1. 2. 3. 4.		1. 2. 3. 4.
POTION RECIPE		POTION RECIPE	
	1. 2. 3. 4.		1. 2. 3. 4.
POTION RECIPE		POTION RECIPE	
	1. 2. 3. 4.		1. 2. 3. 4.
POTION RECIPE		POTION RECIPE	
	1. 2. 3. 4.		1. 2. 3. 4.

MINECRAFT

Potions edition!

(Getting to know each other - Know about their routines)

OBJECTIVES OF THE CLASS

Affective: Getting to know each other, collaborative attitudes among students

Functional: Expressing personal information and routines

TOPICS TO DEVELOP

- ♦ Vocabulary area: Routines - Personal information - videogame's activities
- ♦ Skills: Speaking and Listening

CONTEXT FOR THE CLASS

Since this is a getting to know each other's class, the teacher will introduce herself on the first activity by using "routines" and "games" vocabulary as part of the introduction. For example, in the T's "potion paper note" there will be "video games" and it will be written? on the Blackboard as; "I usually play video games"

INTO

ACTIVITY 1 My Potion Recipe:

The T distributes the pieces of paper to each student (potion notes). Before giving them the instructions, the T will ask them NOT to write their names (emphasis on cross with her arms). Then, the T instructs them to write their own potion recipes by adding INGREDIENTS in English (one word ingredient) about their personal information and place them into a box (there are three boxes, the T will give them the correct one for their group).

The T explains that it's a secret and students must help the T to guess who wrote each piece of paper, The T will also participate by including her own potion recipe into the box (one copy in each box).

Objectives:

- ♦ To set an environment of active listening
- ♦ To get the students' attention.

Materials:

- ♦ Printed papers (Potion notes).
- ♦ Blackboard and chalks (not markers)

Grouping arrangement: [individual](#)

Teacher's words: "Good morning, everyone! My name is Magali and I am an English student from Hurlingham University. Soy estudiante de Inglés en la Universidad de Hurlingham! Como algunos de ustedes ya saben, voy a dar 5 clases para ustedes, así que ¡estoy muy contenta de poder conocerlos en cada clase un poco más! Now, to know more about me and you (signaling), we will play a game! What is a game? (question gesture) Yes! vamos a jugar un juego! Look, these are for you. (hands in photocopies)" "Listen! In this paper (showing potion notes) you have to write (gesture writing) four things about you as ingredients (signaling 4 and SS).

"For example, let's write Messi's potion note! Que cosas escribimos de Messi, cuatro palabras que lo resuman a el (...) You can write about your hobbies, pets, music, ANYTHING. Cualquier cosa que crean que los describe, right? (The teacher will copy the examples on the BB for the students to understand the task) Bien? ¿Quién me explica que tienen que hacer?"

"Great! Then, you put your info into this box (shows the boxes and the notes) AND (emphasizing) I will also participate. Ok? ¡Van a tener que adivinar cuál de estas notas es mía! (adds one copy in each box)"

THE POTION GAME		27, May				
EXAMPLE:						
<table border="1"> <thead> <tr> <th colspan="2">Messi's potion</th> </tr> </thead> <tbody> <tr> <td>  </td> <td> INGREDIENTS: Football Family (names) Kun best friend! </td> </tr> </tbody> </table>			Messi's potion			INGREDIENTS: Football Family (names) Kun best friend!
Messi's potion						
	INGREDIENTS: Football Family (names) Kun best friend!					

Students' words/actions: "Un juego profe" "Tenemos que escribir de nosotros?" "En inglés?" "Por ejemplo, Taylor Swift, mi perro profe, me gusta la pizza. Y de Messi, Antonella, El fútbol, Que su amigo es el Kun!" "Tenemos que escribir cosas nuestras y poner el papel en la caja"

Timing: 20' min

Time: starting at 8.15 / 8.20

ACTIVITY 2 My Potion Recipe:

After writing their notes. The teacher will separate them in three groups (the same as the student's queues in the classroom) and guess the name of each potion note (their classmates). In one of the three groups there will be mixed my own note. Student's will be asked to guess which one is from the teacher. Finally, the teacher will copy her ingredients as whole sentences on the BB for the students to see the T's information more clearly, since it will be used later on.

(BB)

- I am from San Miguel
- I have a cat (Peluza)
- I love playing video games!
- My favorite video game is "Project zomboid"

Objectives:

- ◆ To activate SS' previous schemata about the language and their personal information
- ◆ To create expectation in the forthcoming topic and relate it to routines and videogames.
- ◆ To share personal information.

Materials:

- ◆ Printed papers (Potion notes).
- ◆ (3) Boxes with "GROUP 1,2,3" written on it.

Grouping arrangement: In (3) groups

Teacher's words: "Alright, class, now let's separate into three groups (signaling three) ¡Cada fila es un grupo!"

ok?(T hands in one box to each group) You will have **THESE** (shows boxes) potion notes and you will have to guess their names. But, remember that I added my own potion note. Adivinan de qué compañero es cada papel, y cual de todos esos es mio." Se entiende? Ok, 10 minutes to guess (signaling 10). (T as monitor, while gathering information from STs) "Do you need help?" "Have you finished?"

"Ok, can we share?" "Terminaron? o necesitan 5 minutos más?" (see at the moment). "Bien, empecemos! ¿Quién me quiere contar sobre sus compañeros? ¿Cuáles adivinaron? ¿Cual es de ella/el? ¿Que decia? " (the T asks them all the information)

Students' words/actions: group conversation. "Todavía no profe" "Ya terminamos"

Timing: 20' min

Time: starting at 8.30

Transition: At the end of the activity. The T will ask the SS about her own information (video games). Do you know this game? (project zomboid). The teacher will show and hand in the WORKSHEET and ask the students about the title of the WS.

Teacher's words: ¿Do you know this game? ¿And what about the Minecraft game? (points at the WS title and image) ¿Lo jugaron? Yo lo juego todo el tiempo!

Student's words: "Si, lo conocemos/ No, no lo conocemos" "Yo lo juego"

BREAK (9:00 - 9:15)

THROUGH

ACTIVITY DISCUSSION

After the SS came back from the break. The T will ask the students about the games they were talking about. The T instructs the SS to focus on activity 1. The following questions will be asked.

- Do you like video games? Which ones?
- How often do you play videogames?
- What do you usually do on your video games?

The teacher will copy the examples mentioned on the blackboard and the students must copy them on the chart "**I usually...**".

Objectives:

- ◆ To activate prior knowledge and engage students with the topic.

Materials:

- ◆ Blackboard.
- ◆ Worksheet (point 1)

Grouping arrangement: whole class

Teacher's words: Ok, ¿recuerdan de qué estábamos hablando antes del recreo? What was it? We were talking about games! Which games? (gesture question) Now, look at point 1 (signal 1) Let's read: "Do you like (thumb up) video games?" ¿Qué me está preguntando acá? Correct! Si te gustan los videojuegos. ¿Do you like video games? (gesture with hand "like") Which ones? (question gesture) Minecraft, Fortnite, Forest ...? Which ones? And how often do you play videogames? Yo juego los fines de semana, por ejemplo, cuando no me mandan mucha tarea." "What do you usually do on your video games? ¿Qué cosas hacen en los videojuegos?" "¿y no tienen que comer, dormir, limpiarse o bañarse a veces para sobrevivir? Great! So, I usually have breakfast. I usually sleep, etc (copy the routines on the blackboard) You can copy them on your copies! (pointing at the chart)

Students' words/actions: "Hablábamos de nosotros" "También hablamos de videojuegos" "Minecraft, el de zombies, (otros que se mencionen en clase)" "Pregunta si te gustan los juegos" "Si, me gustan" (Game examples; usually free fire, roblox, minecraft, counter strike, call of duty, etc) "Siempre/ Cuando tengo tiempo" "Matamos cosas, Disparar, charlar con amigos, explorar, etc" "Si, también".

Timing: 20'

Time: Starting at 9.20

Transition: Great! Pero me gustaría saber si soy la única que hace estas cosas tan seguido en todos estos juegos. ¡Vamos a hacer una encuesta para averiguarlo!

BEYOND

Daily Routines Tier List:

Have students order on the BB which things they do on their video games according to the frequency of the activities. Using as an example the minecraft routine. The T copies adverbs of frequency as a list on the blackboard and asks the students to order (stick) them on the BB, depending on the whole class decision. Then copy the activities on the worksheet. (WS 1, point 2)

Objectives:

- ♦ To compare their own routines with their classmates and the teacher's.
- ♦ To get to know more about the SS. (their daily lives)
- ♦ To revise previous knowledge on adverbs of frequency

Materials:

- ♦ Blackboard
- ♦ Games flashcard images with routines

Grouping arrangement: Whole class

Teacher's words: "OK, I will give you these images (showing flashcards), what are these? Que vemos en las imágenes? That's right! These are routines. Pero las hacemos todas por igual? Ok, how can we say that? nunca. Let's order these images based on how often (signaling time) you do these activities. ¿What is often or frequent (again signal time)? That's right, frecuente. So. We have at the top (signal the first one) ALWAYS, what is always? Siempre. So, I ALWAYS? kill mobs. Agregamos lo que hacemos, si? (BB copy) (repeat the action for the rest)

I + time + routines + in video games

* I always kill mobs in video games.

Students' words/actions: "Es un juego profe, Minecraft" " Son las cosas que hacemos en el juego" "No, algunas no las hacemos nunca" "Never" "Cuando lo hacemos" "A que hora" "Qué tan seguido" "Siempre" "kill mobs"

Timing: 20'

Time: starting at 9.40

EXTRA ACTIVITY : If there is time to spare

ACTIVITY one in common, one different.

The T instructs the SS to compare each routine with the classmate next to them (or three if there is one alone). The T will show an example on the blackboard and ask them to write one thing in common and one thing that is different.

ACTIVITY:

Write 2 POSITIVE AND NEGATIVE things in common with your friend in your routines!

- We kill mobs in minecraft ✓
- We DON'T kill mobs in minecraft ✗

Objectives:

- To compare their own routines with their classmates
- To revise previous knowledge on negative imperatives (don't)

Materials:

- ♦ Blackboard

Grouping arrangement: Whole class

Teacher's words: "Ok, now I want you to see if your friends do the same! Quiero ver que tan parecidos son entre amigos! Let's revise routines. Write ONE positive and ONE (hand one signals) negative routine with your partner. (hand thumb up and down) ¿Que tienen que escribir con su compañero? Ok! Una rutina en común positiva, como "we do this" y otra en negativa "we don't do this" (cross with arms) ¿Se acuerdan como escribimos que no hacemos algo?

Students' words/actions: "nuestra rutina" "dos cosas que hacemos en común" "not? don't"

Round-up: Ok, so that was all for today! Vamos a seguir conociéndonos en las clases que siguen! It was really nice to know you! (making a heart) You are really participative! See you next class, and play a lot of video games!