

Open a New Window Somewhere in the World

grammar online lesson

level: elementary (A1)

class: one-to-one

time: 60 min.

skills: speaking, vocabulary, grammar

Note

This lesson comes with a ready-made [Jamboard](#) material. The virtual whiteboard is fully customizable, all you need to do is to create a copy of the board (you need a Gmail account to be able to do that). That way, you'll become an editor and you'll be able to adapt the material to your students' needs.

Warm up

1. Have a little **chit chat** with your student. Ask: 'How are you today? What's the weather like where you are today?' Hopefully, this question will prompt the student to look out of the window and naturally lead them in to the main topic.

Windows, windows, windows

2. Look at the first slide of the [Jamboard](#) and let the student **guess the topic**: windows and what you can see from a window.
3. As a **lead-in conversation** about windows, ask: 'How many windows are there in your flat/house? Where are they? Which is your favourite? Why?' Make sure the student uses 'there is/are' correctly – they'll need the structure later in the lesson.
4. Using slide 2 of the [Jamboard](#), brainstorm collocations that go with 'a window' and create a **mind map**. Feel free to add your own categories. When you finish, compare your collocations with slide 3. Are there any new collocations?
5. Practise the collocations in sentences. Both your student and you use 5 of the collocations in sentences and read them out loud to each other. However, leave out the key words, **knocking on the desk** (or making another sound) instead. The other one then guesses which word was left out.

e.g.: 'The window in my room gives a ... of the park.' – 'View.'

Can you see a person who is calling?

6. Moving on to the **grammar focus** of the lesson, show your student the picture in slide 4 and let them spot and circle the following people:

This person is calling someone.

This person is looking for something in her bag.

These two people are talking with each other.



7. Using those three sentences and slide 5, elicit how we use the **present continuous**. Ask: 'What are the verbs in these sentences? Underline them. Do you know the name of this tense?' If they don't, tell them it's the present continuous. 'When do we use the present continuous? For things that are happening now (or around now) or things that happen usually?' If necessary, use a timeline to illustrate that:



'What is the form of the tense? What two words do we need to make the present continuous?' Elicit it's the verb 'to be + the -ing' form of a verb.

Using this approach, encourage the student to find out the grammar rules themselves so that they can remember (and use) the structure better.

Unless your student is already familiar with the tense, don't go into details such as the negative or question forms at this point.

8. To practise the tense, do this [Liveworksheet](#). You can either send the link to your student and ask them to share their screen, or let them control your screen with the open worksheet. If you don't want to practise questions, skip the second exercise.
9. To practise the present continuous for speaking about things you can see from a window, use these two [pictures of a building](#). Show one of the pictures to your student and keep the other one for yourself. Take turns to describe what the people are doing and **spot the differences**.

Open a new window somewhere in the world

10. Now that the student is familiar with all the grammar and vocabulary they need, you can get to the activity that gave name to the lesson plan. On this [website](#), **open as many windows** as you like (or have time for). Your student describes what they can see from each of the windows (make sure they use 'there is/are' and the present continuous correctly!) and then decides which view they like best.
11. And now it's finally time to **look out of your student's window**. Ask them to show you what they can see from their window and, of course, describe what's happening. (If you have the time or if you feel your student needs a model to build their description on, you can show your own window first, either before this activity or before point 10.)

Cooler

12. The student names 5 things you can typically see from a window and 3 activities people are doing in the street in the picture in slide 4.