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| Unit of a long term plan | School:  |
| Date:. | Teacher name:  |
| CLASS: | Number present:  | absent: |
| Lesson title | Your weekend p.42 (Talking about an experience; time expressions and ago) |
| Learning objectives(s) that this lesson is contributing to  | 7.UE9 use appropriately an increased variety of past simple active on a growing range of familiar general and curricular topics 7.S5 keep interaction going in longer exchanges on a range of general and curricular topics |
| Lesson objectives | Be able to **l**earn time expressions and *ago*.Be able to practise talking about experiences in the past.Be able to learn key phrases for talking about experiences in thepast |
| Assessment criteria | Demonstrate the ability to use use appropriately an increased variety of past simple active on a growing range of familiar general and curricular topicsProvide a point of view in conversations and discussions |
| Values links  | Lifelong learning |
| Cross-curricular links | Self- knowledge |
| Previous learning | Past Simple p.41  |
| Plan |
| Planned timings | Planned activities (replace the notes below with your planned activities) | Resources |
| Beginning the lesson (7min) Presentation and practice 7.R1 (15mins)7.S5 (13mins) | Teacher greets Ss, checks absents , home taskWarm-up (2–3 minutes)**Teacher w**rites *last weekend* on the board and asks individual students what they did last weekend.T encourages them to name as many different activities aspossible. **T t**ells students they are going to practise talking about experiences in the past.Exercise1 Students read and listen, then name the football match Gemma saw. In a **stronger class**, students could listen with books closed to find the answer to the question in the instructions.Exercise 2**T r**eads through the key phrases with the class. Studentsmatch the questions with the answers.**T** checks understanding, ask students to find the key phrases in the dialogue, and translate them into their own language.**Ss c**ompare answers, then allow time for students to practisethe dialogue in pairsExercise 3**T p**oints out to students that there are two gaps in eachquestion. They must choose the correct position for the word *ago*, and complete the other gap with correct information for the day. **T c**hecks answers by asking students to read out thecompleted versions. In a **weaker class**, provide more examples following the model of the exercise.T asks the class to answer the question in the instructions. Exercise 4Students order the time phrases, starting with the mostrecent. In a **weaker class**, write *now* at the top the board, then write *an hour ago* below it. Draw a line joining the twophrases, then extend this down. Add four more markersto the extended line, and explain that students need tocomplete them all.In a **stronger class**, add extra words for students to order: *last Wednesday*, *Friday morning*, *a week ago*, *ten days ago*, *a month ago*, etc.Exercise 5Students work in pairs to prepare their mini-dialogues.**T g**oes round and listen as students are working. Monitors and helps with pronunciation, and check they are using the key phrases correctly.Exercise 6**T r**efer students back to the dialogue in exercise 1.**Tt**ells students to change the blue words and include theirown ideas from exercise 5.While students are practising their dialogues, goes aroundthe class monitoring for accuracy.**T a**sks some students to perform their dialogues for the class. | handoutEx.1 p42Suggested answer keyChelsea against Liverpool.Ex.2 р42Suggested answer key**1** c **2** d **3** a **4** b Ex.3 p 342Suggested answer key**1** (x), ago **2** (x), ago **3** hours ago **4** (x), ago **5** ago Ex.4 p 42Suggested answer key**1** an hour ago **4** last Monday**2** yesterday morning **5** a year ago**3** on Saturday Ex.5 p 42Suggested answer keyStudents’ own answers.Ex.6 p 41Suggested answer keyStudents’ own answers |
| End(5min) | ***Assessment: Teacher assesses learners with colorful leaves;****F:\hello_html_m2fe488d9.jpg - excellent**F:\22.jpg*vпgoodF:\11.jpg *- satisfactory*Feedback **“INSERT”****V - I know…..****-- - …. is not clear to me****+ - …. is new information to me****? – I was surprised at ….** | SB ex.6 p.42 |
| Additional information |
| Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners? | Assessment – how are you planning to check learners’ learning? | Health and safety check |
| More able students will perform tasks on their own | Group, peer and individual assessment were used using special assessment descriptor.  |  |
| Less able students are supported with pre-doing activities first Most able students perform tasks on their own |  |