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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 the past | | | | | | |
| 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 topics  Provide 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 task  Warm-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 as possible. **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. Students match 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 practise the dialogue in pairs  Exercise 3 **T p**oints out to students that there are two gaps in each question. 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 the completed 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 4 Students order the time phrases, starting with the most recent. In a **weaker class**, write *now* at the top the board, then write *an hour ago* below it. Draw a line joining the two phrases, then extend this down. Add four more markers to the extended line, and explain that students need to complete 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 5 Students 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 their own ideas from exercise 5. While students are practising their dialogues, goes around the class monitoring for accuracy. **T a**sks some students to perform their dialogues for the class. | | | | | | | handout  Ex.1 p42  Suggested answer key  Chelsea against Liverpool.  Ex.2 р42  Suggested answer key  **1** c **2** d **3** a **4** b  Ex.3 p 342  Suggested answer key  **1** (x), ago **2** (x), ago **3** hours ago **4** (x), ago **5** ago  Ex.4 p 42  Suggested answer key  **1** an hour ago  **4** last Monday **2** yesterday morning  **5** a year ago **3** on Saturday  Ex.5 p 42  Suggested answer key Students’ own answers.  Ex.6 p 41  Suggested answer key Students’ own answers |
| End(5min) | ***Assessment: Teacher assesses learners with colorful leaves;***  *F:\hello_html_m2fe488d9.jpg - excellent*  *F:\22.jpg*vпgood  F:\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 | | | |  | | | | |