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| **Long-term plan unit: 3 HOLIDAYS AND TRAVEL** | | | **School:** | | | | |
| **Lesson 1** | | |  | | | | |
| **Date**: 08.11.2021 | | | **Teacher’s name:** | | | | |
| **CLASS**: 7 | | | **Number present**: | | | | **absent:** |
| **Theme of the lesson:** Language focus 1Present Perfect with *still, yet, already, just* | | | | | | | |
| **Learning objective (s) that this lesson is contributing to** | | 7.6.9.1- use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics;  7.3.2.1- ask complex questions to get information about a limited range of general topics and some curricular topics;  7.3.3.1-give an opinion at discourse level on a growing range of general and curricular topics; | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| **Most learners will be able to:**  • learn the present perfect with *still, yet, already* and *just*.  • practice asking and answering questions using the present perfect and the four adverbs. | | | | | |
| **Some learners will be able to:** | | | | | |
| **Success criteria** | | * Use simple present and past forms including past perfect tenses in active and passive voice * Make up complex interrogative sentences to get information about the topic * Provide a point of view in conversations and discussions | | | | | |
| **Plan** | | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Teacher’s notes** | |
| Greeting | The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?* | | | | |  | |
| Warm up | • Books closed. T writes the following on the board: still, yet, already and just.  • Asks students if they can add the words to sentences in the present perfect.  • Guides students to correct sentences and shows how the adverbs change the meaning of the sentence. | | | | | | |
| Practice | 1 • T asks students to open their books at page 33.  • Tells students that the example sentences are from the texton page 32.  • Asks students to copy and complete the sentences.  • Checks answers.  • Asks students to translate still, yet, already and just into their own languages.  • For further information and additional exercises, students can turn to page 116 of the Grammar reference section. | | | | Answers  **+** They have already been at sea for three days.  I have just climbed up and down the mast.  **–** I still haven’t adjusted to life at sea.  We haven’t seen any whales yet.  **?** Have you seen any dolphins yet?  How long have you been at sea? | | |
|  | 2 • T reads out the example sentence in the exercise.  • Puts students into pairs to complete the remaining sentences.  • Supports weaker students by encouraging them to identifythe type of sentence they must complete – is it a question or a negative? Students should also use the position of the gap in the sentence to help them decide on the right word.  • Checks answers with the class. | | | | | Answers  2 still 3 yet 4 just 5 still 6 yet 7 just 8 already | |
|  | 3 • T asks two students to read out the example question and answer.  • Asks students to work alone to complete the dialogues.  • Checks answers.  • Students can practise reading the dialogues in pairs | | | Answers  2 Has your friend Sam picked up the tickets yet? No, but he’s already bought them.  3 Have you decided to take the phone or the tablet yet? Yes, I’ve just packed it.  4 Has your friend Sam booked a taxi yet? No, but we haven’t got the number yet.  5 Have you written down the emergency number yet? Yes, I’ve just written it on the notepaper. | | | |
|  | 41.18 T reads out the example.  • Asks students to work in pairs to complete the remaining gaps.  • Pairs stronger students with weaker students for this task.  • Plays the recording for students to check their answers. | | | | | Answers  2 still haven’t found 3 Have … spoken … yet  4 ’s just phoned 5 has already lost6 Have … given … yet 7 ’ve already made8 ‘s just finished | |
| Your turn | 5 • T tells students they are going to write five questions of their own to ask their partner. As the aim of the guessing game in Exercise 6 will be to get the most number of yes answers, students should write questions to which they think their partner will respond affirmatively.  • Asks students to work alone to write questions using the activities in the box and yet. | | | | | | |
| Optional activity | • T puts students into small groups to write questions in the present perfect with *yet* to ask.Groups take it in turns to ask questions for you to answer.T gives each group a point for a correct question and two points if the question is both correct and interesting. | | | | | | |
| VIDEO | T can show this video as either a lead-in or a follow-up to theLanguage Focus 1 lesson.  3.2 The age of discovery  • T asks: *How many explorers can you name?* Elicits students’answers and then read out the information about the video.Plays the video.  • Students watch it and answer the three questions.T checks answers and then asks students: *What is left to discoverin the world?*Page 139 for further activities T can do with this video. | | | | | Answers  • Because his parents died when he was only 10.  • Because there were fantastic riches there: gold, silver,silk and spices.  • He wanted to find a faster way to the Spice Islands.  No, because he was killed in a battle. | |
| Homework | Exercises 1, 2, 3, 4 and 5 on page 24 of the Workbook for homework. | | | | | | |