|  |  |
| --- | --- |
| **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. | Answers2 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 | Answers2 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. | Answers2 still haven’t found 3 Have … spoken … yet4 ’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. |