***Short term plan Lesson plan***

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| ***Date: 04/02*** | | ***Teacher name:*** Seidalieva N | | | | |
| ***Theme:*** | | ***Present perfect with never/ ever*** | | | | |
| ***Class:* 7b** | | ***Number present:*** | | | ***Absent:*** | |
| ***Learning objectives that this lesson is contributing to*** | | **5.C** use imagination to express thoughts, ideas, experiences and feelings  **5.S** pronounce an increasing range of words, short phrases and simple sentences  **5.R** understand the main points of short simple texts | | | | |
| ***Lesson objectives*** | | ***All learners will be able to:***   * Lіstеn аnd pronounce wоrds correctly; | | | | |
| ***Most learners will be able to:***   * understand the rule and can make sentences and questions on general | | | | |
| ***Some learners will be able to:***   * make sentences and questions on general | | | | |
| **Language objective** | | **Learners can:**   * learn the using of perfect tense * write and make up sentences * Imagine and recite the stories | | | | |
| **Key words and phrases**: never, ever, just already, since for | | | | |
| **Useful classroom language for dialogue/writing:** | | | | |
| *Discussion points: have you been to ….*  *Have you gone….* | | | | |
| Can you say the sightseeing of Astana? Why do you like Astana? | | | | |
| *Writing prompts:* Learners make up a short stories and dialogues. | | | | |
| ***Previous learning*** | | In the previous lesson: learners developed listening and speaking on the theme ‘Instuments’ | | | | |
| ***Plan*** | | | | | | |
| ***Planned timings*** | ***Planned activities (replace the notes below with your planned activities )*** | | | | | ***Resources*** |
| ***Start***  7m | ***Greeting***  **A1.** **T-G**. **Dividing into groups.** Teacher divides learners into three groups by taken pictures with “Noun”, “VERBS” and “ADJECTIVES”.  **A2.: T-W.C. *Brainstorming.*** Teacher asks the questions.   * Do you play any instrument? * Who is a busker? * Do you like playing musical instruments?   Learners should ask the questions.  Checking up home task: Ex 1 p 64 listening and checking up the answers | | | | | Slide  Cards  CD  Pictures  Stickers  25 |
| ***Middle***  15m    10m | **T-WC. A.:** **Introduce new theme.** Teacher introduces new tense on the slide. Learners say and make the sentences  http://player.myshared.ru/4/97971/slides/slide_2.jpg    Using of never/ever:  I have ever been to Astana.  I have never been to Astana.  Have you ever been to Astana?  **Feedback**. Teacher assess by giving the stickers.  **Game “Who is faster?”** Complete the irregular verbs:   |  |  |  |  | | --- | --- | --- | --- | | verb | Past simple | Past participle | Translation | | go |  |  |  | |  | took |  |  | | watch |  |  |  | |  |  | written |  | |  | got |  |  | | read |  |  |  | |  |  | become |  | |  | bought |  |  | |  |  | еaten |  | |  | played |  |  |   **A-1.** Ex1. P65. **Game “Missing words”**  Complete the sentences with never/ever:   1. He`s never played here at the festival. 2. Have you ever played at the festival? 3. I`ve never played the banjo. 4. Have you ever played in a group? 5. I`ve never played the cello. 6. We have ever visited London.   **A2.** **Game “Domino”**  Pupils make sentences with the cards. They should keep the order of the sentences.  He has never cooked the dinner.  He has ever played football.  She has never washed a car.  He has ever done homework.  She has ever washed up.  He has never takes photo**.**  **Feedback:** Students assess themselves formatively by giving assessment paper.   |  |  |  |  | | --- | --- | --- | --- | | Assessment criteria | Descriptor | Mark | Student`s mark | | Using of present perfect with never/ever in sentences | to understand the using of P.P | 10 |  | | to use in the sentences | 10 |  | | to make up the questions | 10 |  | |  | 30 |  |     **Let’s rest. Sing a song and dance.**  **C-S,S,S. Strategy 1.: Ex 3 “Hot chair”.** One student of the group is asked. The other students ask questions using the present perfect with never/ever.  **Feedback**. Teacher assess by giving the stickers. | | | | | Slide 1    25  Table  Text book  Stickers  25  Worksheets  Paper  crayons  glue    Assessment paper  Анимации для презентаций. Ставит галочку-выполнено смайлик гифка анимация |
| ***End*** 8m | **Strategy 3 S-S “Pair works”** The learners choose one/ two pictures and make up the dialogue.    **Feedback**. Teacher assess by giving the stickers.  Reflection: **“Stairs of success”**  At the end of the lesson students share their getting knowledge, emotions and feelings.  I can   * use new words * make up phrases * understand the sentences * read the text | | | | | Stickers for assessment  25  Assessment paper  Анимации для презентаций. Ставит галочку-выполнено смайлик гифка анимация |
| *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?* | *Cross-curricular links*  *Health and safety check*  *ICT links*  *Values links* | | |
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| **Reflection** | | | *Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.* | | | |
| Were the lesson objectives /learning objectives realistic? | | |  | | | |
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| What did the learners learn  today? | | |  | | | |
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| What was the learning  atmosphere like? | | |  | | | |
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| Did my planned  differentiation work well? | | |  | | | |
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| Did I stick to timings? | | |  | | | |
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| What changes did I make  from my plan and why? | | |  | | | |
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| *Summary evaluation:*  *What two things went really well (consider both teaching and learning)?*  *1:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *2:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *What two things would have improved the lesson (consider both teaching and learning)?*  *1:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *2:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *What had learners from this lesson about the class or individuals that will inform my next lesson?*  *1:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  *2:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* | | | | | | |