**Lesson Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson: Module 6**  **“Entertainment & Media**  **Passive forms** | | | **School: “New beginning”** | | | |
| **Date: 15/02/2024** | | | **Teacher’s name: Gofman M.A.** | | | |
| **Class: 7A** | | | **Number presents:** | | **Absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | | 7.​2.​4.​1 develop and sustain a consistent argument when speaking or writing  7.​6.​10.​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  \*To learn the passive voice in the present and past tenses | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | |
| * Revise Present/past Passive and practice Present Perfect passive | | | | |
| **Most learners will be able to:** | | | | |
| * practice speaking meanwhile applying the vocabulary and grammar of the lesson | | | | |
| **Some learners will be able to:** | | | | |
| * how and when to use Present and Past Passive; Present Perfect | | | | |
| **Previous learning** | | **Passive form of Present Simple and Past Simple** | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | **Excel resources** | | **Teacher’s resources** |
| **Beginning of the lesson**  **2-3 mins**  **5 mins**  **10 mins**  **10 mins**  **4 mins**  **6 mins**  **5 mins**  **2 mins**  **Reflection** | **Greetings:**  Good afternoon, how are you?  I’m good too, thank you.  Checking homework…  **Your homework was on the p. 47 ex 5 (Workbook) essay for pen-friend.**  **Let’s start our lesson:**  **Today we are continue talking about Passive Voice. I hope you remember what the Passive Voice is….**  **Watching the presentation**  **Refreshing…**  **Today we will work with the new tense + two older**   |  |  |  | | --- | --- | --- | | **tense** | **active** | **passive** | | **Present Perfect** | **Have/has + V3/ed** | **Have/has +been+ V3/ed** | |  |  1. **The game “Burglary”**   Burglary: Present Perfect Passive  Уровни — pre-intermediate – upper-intermediate  Цель — описать результат действий, используя пассивный залог.  Задание для студента: You are a police officer who should make a report of what he sees: “All the drawers have been opened”.  Если у студента небольшой словарный запас, то лучше дать опорные слова. Verbs to use: to smash/ to break/ to turn upside down  /to stain/ to drop/ to knock over  *E.g. The mirror above the TV has been broken.*  *\*The lamp has been broken*  *The pillows were stained.*  *The room has been smashed.*  *The armchair has been stained.*  *“All the drawers have been opened”.*   1. **Active grammar game**   Each student has a card with worksheets in front of them. The teacher turns on the music, the students walk in a circle. When the music turns off, everyone sits down on nearby chairs.  You start writing sentences in the passive voice for exactly 10 seconds. Then the music starts again. And everything goes in circles. Places are distributed according to the winners.   1. **Correct sentences. Find mistakes**   **Ss should find errors in thirty seconds**  Spanish is speaked in many countries in South America  The thief was catched with the help of citizens  The telephone is invented by Alexander Graham Bell.  The little boys are took to school by their parents every day.  This project were made by Melinda last term.  Nice books was written by this author last year.  **IV Game. Who is first?**   * **You will see sentences on the screen. It must be said verbally. Whoever is first wins.**   **I prepared eight sentences for Ss.**   1. **Individual work.**   **Home task: Complete ten sentences on Passive**  **Give your marks for the lesson** | | | **WB p 47 ex 5** | | **Ppt**  **Picture**  **Worksheet** |

|  |  |  |
| --- | --- | --- |
| **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?** | **Critical thinking** |
| Less able learners:   * (4-10) Provide less able learners with the words written on a worksheet so they can choose. * (15-35) Create mixed ability groups.   More able learners:   * (4-10) They name the persons without any help. * (15-35) They can provide support and assistance to classmates that need help. | * Monitor learners to check their knowledge. * Observe learners when creating and rehearsing their group performance. Do they all take equal participation in discussions? * Pay attention to their reflection. Did they feel comfortable during the lesson? What can you do to improve the lesson? | Learners work in pairs, groups, discuss their ideas and decide how to solve mathematical tasks and find correct answers in the tests. |
| **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 have I learned from the lesson about this class or individuals that will inform my next lesson? | | |