

Lesson Plan

7-клас

Date: 17.11.2022

Teachers: Плотниченко З.А.

Theme of the lesson, Present Continuous,

Objects: 1) to revise Present Simple, Present Continuous tenses so that students could form all types of sentences of these tenses

2) to present Present Perfect so that students could recognize this tense in texts and use this tense in all types of sentences

Visuals: tables (Present Simple, Present Continuous), blackboard, flashcards, copies with exercises.

Language: English.

Brief Notes:

I. Entry – 2 min.

- 1) Greeting – 1 min.
- 2) Giving the lesson plan – 1 min.

II. Follow up Activities – 8-7 min.

1) Revising Present Simple and Present Continuous – 33 min.

- filling tables – 3 min.
- students' explanations of the Present Simple, students' examples – 5 min.
- teachers' adding – 5 min.
- students' explanations of the Present Continuous, students' examples – 5 min.
- teachers' adding – 5 min.
- doing exercises – 10 min.

2) Revising state verbs – 11 min.

- revising state verbs – 3 min.
- reading examples – 3 min.
- doing the exercise – 5 min.

3) Presentation of a new grammar item (Present Perfect) – 43 min.

- teachers' explanations the rules, giving examples – 20 min.

- doing exercises – 23 min.

### III. Closure – 1

1) Giving homework for the next lesson – 0,5 min.

2) Rounding off and saying good bye – 0,5 min.

#### Procedures:

##### I. Entry (Warming-up Activities)

1) *Greeting* T: Good morning, dear students. Nice to see you. We're fifth-year students of our university. We are going to be your teachers during this double period. My name is Alina Igorevna. And my name is Victroria Valeryevna. TT

2) *Giving the lesson plan 8:31*

T: Let's start our lesson, revise grammar tenses which you learnt last semester and learn new one Present Perfect. At first, we start our lesson with Present Simple and Present Continuous. TT

##### II. Follow up Activities 8:32

1) *Revising Present Simple and Present Continuous*

*filling tables*

T: Now you should divide into two groups. Both groups should fill gaps in Present Simple and Present Continuous tables. (a teacher gives tables to two groups) T→Sts

T: OK. Let's check. The first tense is **the Present Simple**. How do we form this tense?

- *students' explanations of the Present Simple, students' examples 8:35 Sts→T*

St1: In affirmative sentences for pronouns *I, you, we, they* we use the infinitive. For example: *We go to the university every day.*

St2: And for pronouns *he, she, it...* we add *-s* to the verb. For example: *He goes to the university every day.*

T: And negative sentences in Present Simple...

St3: We use the auxiliary verbs *don't/ doesn't*. For *I, you, we, they* we use *don't*. For example: *-We don't like fish. They don't study French.*

St4: And for *he, she, it* we use *doesn't*. For example: *She doesn't wear dresses. He doesn't buy expensive books.*

T: What about interrogative sentences?

T: You're right. В пустынях дождь идет редко. Есть наречие частотности rarely. Other cases?

St5: When we speak about timetables or TV programmes.

T: Very good. For example?

St6: The plane to London takes off at 6 p.m.

T: Right. Самолет приземляется в 6 часов в Лондоне. Это его расписание. Он всегда приземляется в это время. And one more is sport commentaries, reviews and narration. For example: He kicks the ball and passes it to Peter (sport commentary) – Он пинает мяч и передает его Питеру. Действие идет одно за другим. Такое мы можем услышать в спортивных комментариях.

T: Well done. Let's revise **the Present Continuous Tense**. We translate this tense as Настоящее продолженное. How do we form Present Continuous?

- *students' explanations of the Present Continuous, students' examples 8:45 Sts→T*

St1: In affirmative sentences with pronoun *I* we put *am*, with pronoun *he, she, it* we put *is* and with pronouns *you, we, they* we put *are*. For example: *He's swimming now. They're playing chess at the moment.* (a teacher writes the example on the blackboard)

T: Negative questions?

St2: In the negative sentence we add *not* to verb to be. For example: *They aren't organizing this party. He isn't doing the shopping at the moment.*

T: What about interrogative sentences? General questions?

St3: In the interrogative sentences we put the verb to be on the first place. For example: *Is he swimming now? Yes, he is/ No, he isn't.*

T: If we have question words such as *what, where, when, how ...*

St4: we put the question word on the first place, then verb to be, and then subject and after that the main verb with *-ing*. For example: *What is he playing now? Where are they going on holidays?*

T: If we want to form subject question...

St5: We put *who/ what* on the first place and then *is* and the main verb with ending *-ing*. For example: *Who is playing in the garden now?*

T: In the Present Continuous we use the following time expressions...

St6: *Now, at the moment, these days, at present, tonight, nowadays, still, etc* (a teacher puts flash cards with the Present Continuous time expressions on the blackboard).

- *teachers' adding 8:50 T→Sts*

T: Great. If we talk about alternative question, we use the conjunction *or*. For example: *Are you playing chess or darts? Is he reading a book or watching TV?*

T: Next question is tag question. If the main sentence is affirmative, in the tag we use the verb to be in the negative form. For example: *You are cooking dinner, aren't you? She is meeting with her friend now, isn't she?*

T: If the main sentence is negative, the tag is affirmative. For example: *You aren't cooking dinner now, are you? She isn't meeting with her friend now, is she?*

T: And when do we use the Present Continuous Tense? (A teacher puts flash cards with right answers. If the students keep silent, teachers start to give a hint)

St1: For action taken place now.

T: You're right. For example?

St2: *She's reading a newspaper right now.*

T: Great. Она сейчас читает газету. Есть слово *right now* – сейчас. Other cases?

St3: When we want to express our irritation/ annoying actions

T: OK. For example?

St4: *You're always interrupting me.*

T: Yes. Ты всегда перебиваешь меня. Я высказываю недовольство. One more?

St5: For the near future events.

T: Well done. For example?

St6: *Jack is flying to Milan in an hour.*

T: OK. Джек летит в Милан через час. Это ближайшее будущее, у него в руках билет, он стоит в аэропорту. Он точно улетит в Милан. And also we can use the Present Continuous for changing or developing situations. For example: *More and more forests are disappearing because of fires.*

- *doing exercises 8:55 Sts→T*

T: OK. Let's do some exercises. (a teacher gives 2 exercises for Present Continuous to the students)

T2: Great. And now we are going to work with the exercises where we should put Present Simple and Present Continuous. (a teacher gives 2 exercises for the Present Simple and the Present Continuous to the students)

2) *Revising state verbs 9:05 T→Sts*

- *revising state verbs*



and past participle. We form the past participle of regular verbs by adding -ed to the verb. For irregular verbs we see the third column of the list of irregular verbs. For example: *I have bought a present. She has already eaten her lunch.*

T: In the interrogative sentences we put have/has before the subject. For example: *Have they read the book? Has she read the book?*

If we have question words such as *what, where, when, how* we put the question word on the first place, then the verb has/have, then subject and after that the main verb with adding -ed or the verb in the third form. For example: *How long has she been an air hostess? When have they been in Moscow?*

T: If we want to form subject question, we put who/ what on the first place and then *has* and the main verb with ending -ed or putting the verb in the third form. For example: *Who has ever been in London? Who has bought this game? Who has played this role?*

T: Another type of question is the alternative question. For example: *Have you known him for six or seven years? Has she been in Japan or in China?*

T: Next question is tag question. If the main sentence is affirmative, in the tag we use the verb *hasn't/haven't*. For example: *He has published a book, hasn't he? They have known him for 7 years, haven't they?*

T: If the main sentence is negative, the tag is affirmative. For example: *He hasn't published a book, has he? They haven't known him for 7 years, have they?*

T: To form a negative sentence we put *not* between has/have and the past participle. For example: *He hasn't repaired the TV yet. They haven't seen this film yet.*

T: We can define Present Perfect tense by following time expressions: *how long, for, since, lately/recently, already, yet, just, always, ever, never, so far*. Let's look at these examples (a teacher gives copies with Present Perfect time expressions to the students).

Students with teachers read examples and translate them.

- doing exercises 9:36 Sts→T

T: OK. Let's do some drilling exercises for Present Perfect (a teacher gives copies with exercises to the students).

T: Great. And now let's do some exercises for Present Simple, Present Continuous and Present Perfect (a teacher gives copies with exercises to the students).

III. Closure 9: 59 T→Sts

1) Giving homework for the next lesson

T,: Good. You're home assignment is these copies.

T: Thank you for your work. We hope you liked this double period and good luck in grammar.  
Good b

# Subject & am/is/are

# infinitive + -ing

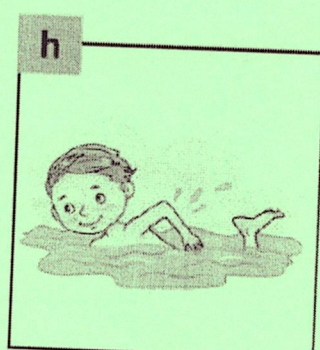
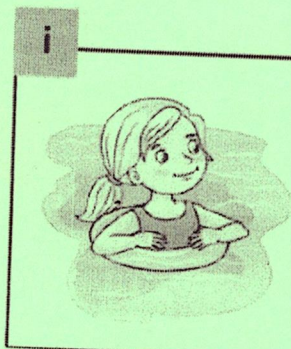
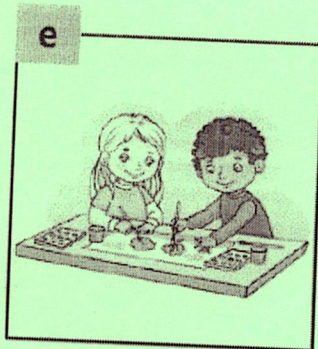
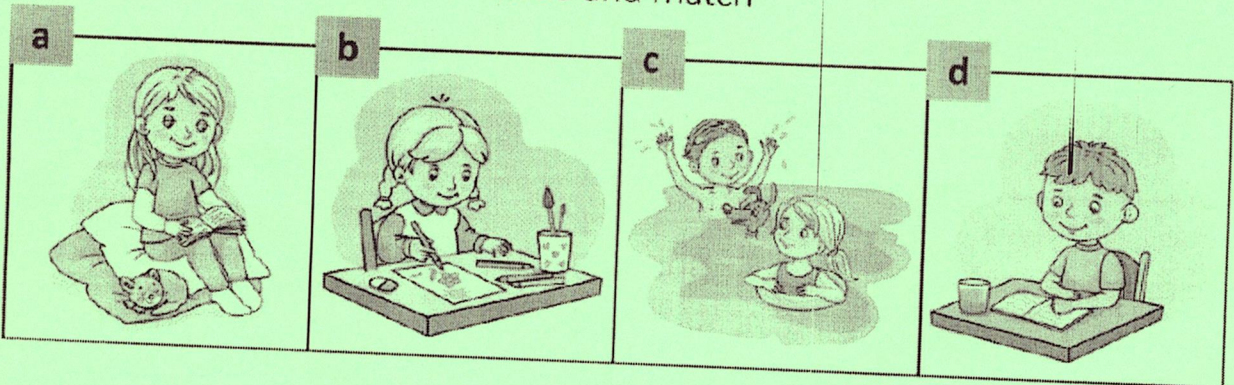
Plural	Singular
you we they	I am you are he she it is
you're we're they're	I'm you're he's she's it's

going
doing
seeing
playing
fighting
telling
reading

# WHAT ARE THEY DOING?

## Present Continuous

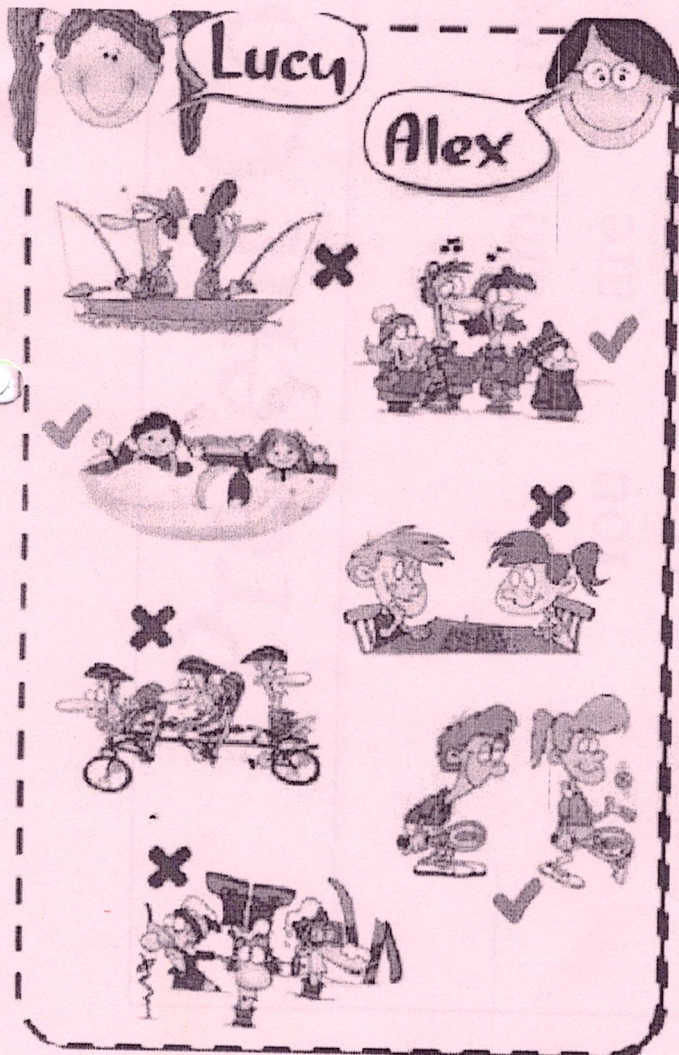
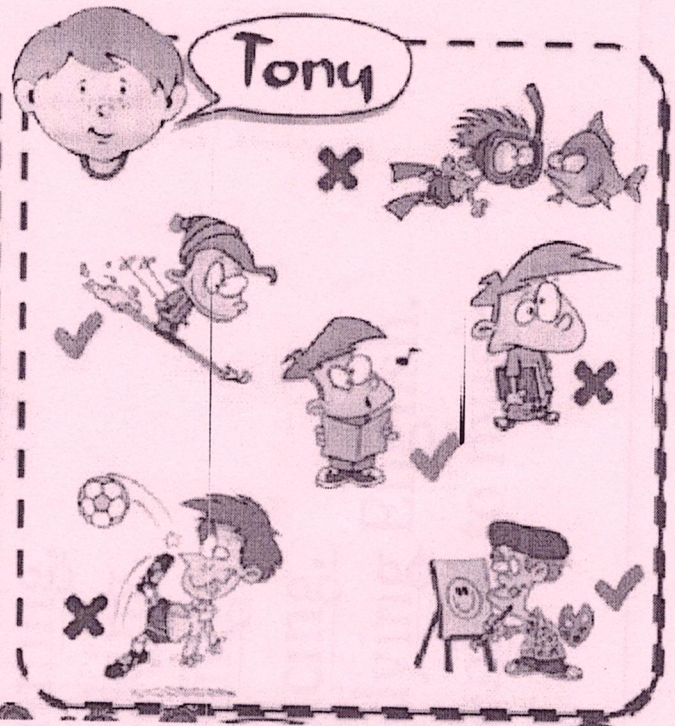
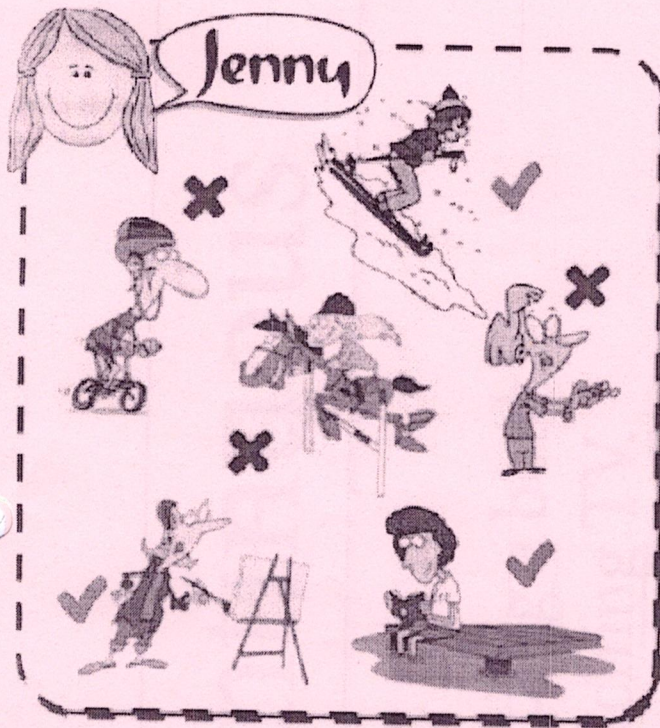
Read and match



- He's swimming.
- She's drawing.
- They're reading.
- He's singing.
- She's swimming.
- They're painting.
- He's dancing.
- She's reading.
- They're swimming.
- He's reading.
- She's singing.
- They're dancing.



# LIKES – DOESN'T LIKE



1. COMPLETE THE SENTENCES WITH LIKES OR DOESN'T LIKE.

- Jenny likes reading books.
- Tony \_\_\_\_\_ shorkeling.
- Lucy \_\_\_\_\_ singing.
- Alex \_\_\_\_\_ cycling.
- Jenny \_\_\_\_\_ riding a horse.
- Tony \_\_\_\_\_ painting.
- Jenny \_\_\_\_\_ cycling.
- Lucy \_\_\_\_\_ swimming.
- Tony \_\_\_\_\_ singing.
- Jenny \_\_\_\_\_ skiing
- Alex \_\_\_\_\_ playing tennis.

# Present Continuous

I	am	reading a book.
You	are	watching TV.
He	is	running.
She	is	cooking.
It	is	raining.
We	are	dancing.
You	are	studying English.
They	are	listening to music.

# Subject & am/is/are

# infinitive + -ing

Plural	Singular	
	I	am
you	are	you're
he	is	he's
she	is	she's
it	is	it's
you	are	you're
we	are	we're
they	are	they're

going
doing
seeing
playing
fighting
telling
reading