

	STAGE & ACTIVITY	→ ←	REASON
10 min	<p>Write finish time on board / worksheet! Introduction T-SSS-T</p>	T-SS-T	This is my first lesson with this group. Addressing students with their names helps create a better rapport.
	<p>Lead-in: Do you like travelling? We will talk about travelling and other events in your life. – But first, we will play a little <u>game</u>. Elicit 3rd form (past participle) of <i>watch</i> – establish that it is <u>regular</u>. Elicit 3rd form of <i>drink</i> / <i>write</i> – establish these are <u>irregular</u>.</p>	T – SS SS - T	Introducing the topic. Knowing what is coming up helps student relax. Engaging students. Activating previous knowledge to help with the following stages.
	<p>Play irregular verb forms game. Give <u>instructions</u>. Pair work. Write base form of an irregular verb on the board, say it. Ss have to write the 3rd form on their boards. Winners get a point (sweets). - Everybody says the verb. – Practise pronunciation (read – read / hear - heard) Say: We will come back to these verbs later.</p>	T-SS SS-T	Making the review of verb forms fun, interactive and less threatening. It is meant to be a review and not a test. A bit of competition and laughter helps students relax and have fun and thus lowers their affective filter. This is especially important in “grammar” lessons. They need to be able to say them correctly; also in order for understanding spoken English.
5 min	<p>Hand out worksheet. Look at task 2. You have a list of famous places. Hand out books. - Go to page 56! Look at pictures a. match up w. places. Write places up on board. Elicit / highlight + practise <u>pronunciation</u> What do you know about these places? Where are they?</p>	S T – SS SS - T	Leading into the first topic of travelling. Setting the scene. T reads names of places to give students a pronunciation model. Making sure students know how to say these words as they will use them in the practice stage. Engaging students. Personalising activity.
5 min	<p>Close books / cover Worksheets! Imagine two people speaking about the Taj Mahal. The first one says: ... (<u>speech bubbles</u>) – Elicit “No” answer...</p>	T-SS-T	Making sure students' attention is on teacher / the board. Building up a dialogue on the board. Eliciting short answers from Ss. Giving a model of a typical conversation using the present perfect.
10 min	<p>Look at task 3 a! Find examples in the dialogue and underline them. Elicit – <u>underline the pos/neg/qus forms on board</u></p>	S	Helping students discover the different forms. Highlighting on board to make sure everybody has it correct.
	<p>SS do task 3 b. <u>Underline: have + past participles on board</u> Write: Present Perfect = have/has + 3rd form (past participle)</p>	S T-SS	Making sure students know of which parts the pres. perf. consists of. Highlighting on board to make sure everybody has it correct. Giving students a “formula” of the form, helping to remember.

	Elicit answer to task 4 (a) . When do we use the present perfect? When did it happen? Did it happen here? (point at time line) – No! Do we know what time the people are talking about? 4b. Establish that the <u>present perfect</u> and <u>past simple</u> are used. Elicit <u>rule</u> .Elicit signal word for past simple: When? - two years ago. <u>Draw time lines.</u>	SS - T	Helping students to discover / remember the rule by asking concept check questions and drawing time lines on the board (especially helpful for visual learners).
5 min	Pair work: Look at photographs. Have dialogues as in 3a . <u>You can also talk of other places.</u> Who has been to the most places? Monitor	S-S SS - T	Providing students with controlled practice of the target structures. Personalising activity. Giving purpose for activity. Helping individual students. If many students struggle with the correct use of tenses – I will go back to board and ask more concept check questions.
5 min	Task 6: You can also talk about other kinds of past experience / events using the present perfect. Instructions: Work in pairs / threes. I will give you some cards. Pick a card and talk about it using a verb from the box. Look at example dialogue. Model task! Monitor	T – SS S - S	Providing students with semi-controlled practice. Using cards to cater to the needs of kinaesthetic learner types and give activity a game-like touch. Modelling task to make sure everybody understand what to do. Making sure students are using target structures correctly, giving individual help.
10 min	Task 7: New Partners. I will give you each a <u>picture of a person</u> . I want you to imagine that this is you. <u>Invent some details</u> and <u>write them down</u> . <u>Show</u> picture and details to <u>your partner</u> and look at theirs. Ask and answer questions and use the present perfect and past simple . Model task! (if time) Report about your partner / Elicit example - 3 rd person (has)	T – SS S - S	Providing students with free speaking practice using the target structures. Personalising task to make it more engaging and memorable. Making sure everybody understand what to do.
5 min	Monitor and give feedback.	T - SS	Helping individual students during practice stage. Making students aware of common mistakes and helping them to learn.