

LESSON PLAN # 1

Teacher	Svitlana Yuriivna Shvernenko
Form/Grade, level and number of learners	10, B1
Date	Nov, 29 th , 2023
Time	8.00-8.45

Lesson objectives & learning outcomes

Language Skills	✓ Listening	Reading	✓ Speaking	Writing
Language Resources	Phonetics	✓ Lexis	✓ Grammar	Spelling
Main objective/aim	by the end of the lesson, students will be able to apply 15 new words and phrases related to the topic of art and differentiate the meanings of the Present Perfect Simple and the Present Perfect Progressive tenses and use the correct forms in sentences in order to produce a dialogue.			
Subsidiary objective/aim	1 Students will be able to differentiate the meanings of 15 words and phrases on the topic "The World of Painting" (p.169 SB); 2. Students will be able to listen and comprehend the text related to the topic listen and comprehend the text related to the topic of art; 3. Students will be able to use the correct forms of the Present Perfect Simple and the Present Perfect Progressive tenses in their speech			
Personal objective/aim	my personal aim is to learn how to manage lesson stages' timing efficiently			
Learning outcomes	STUDENTS CAN 1. listen and comprehend the text related to the topic "The World of Painting"; 2. recall 15 words and phrases on the topic "The World of Painting" and apply them in speech; 3. differentiate the meanings of the Present Perfect Simple and the Present Perfect Progressive tenses and use the correct forms in sentences; 4. show proficiency in the use of vocabulary on the topic "The World of Painting" and the Present Perfect tenses in producing dialogues.			

TEACHING AIDS:

1 **SB (COURSEBOOK):** O. Karpiuk (Form 10), pp. 169-170, 173-175;

2 **AUDIO/VIDEOS:** Video "Is Graffiti Art? Or Vandalism?" (04:10 min) : <https://youtu.be/4GNoUYZhrT0> ;

3 **HANDOUTS:**

Lesson 1 Warm-up: Handout 1 Warm-up "Is Graffiti Art? Or Vandalism?";

Lesson 1 Vocabulary: Handout 2 VOCABULARY "The World of Painting";

Lesson 1. Grammar: Handout 3 GRAMMAR "The Present Perfect Simple&The Present Perfect Progressive";

Lesson 1. Speaking: Handout 4 "Speaking Cards", Handout 5 "Dialogue", Handout 6 "Art Gallery"

LESSON AGENDA

Time for each lesson stage	Timing	Lesson stages and Procedures	Interaction patterns	Assessment
8.00-8.10	10 min	1 INTRODUCTION 1.1 Greeting and Learning Objectives 1.2 Warm-up "Is Graffiti Art? Or Vandalism?"	T→SS	n/a

8.10-8.30	20 min	2 GUIDED PRACTICE: Vocabulary: 2.1 Presenting new vocabulary: SB, p. 169; Handout 2 “The World of Painting” 2.2 Practicing new words: SB, p. 169-170, ex.6; 3 GRAMMAR: The Present Perfect Simple vs. The Present Perfect Progressive Tenses 3.1. Exploring the differences in meaning, formation and usage of the Present Simple and the Present Progressive tenses: Handout 3 GRAMMAR “The Present Perfect Simple&The Present Perfect Progressive” 3.2 Practicing the use of <u>the tenses under study</u> in sentences: SB, p. 173-175, exs. 3, 5, handout 3;	T→SS S→SS S→SS T→SS S→SS	Oral and written answers
8.30 – 8.40	10 min	4. USAGE OF GRAMMAR AND VOCABULARY IN SPEECH 4.1. Handout 4 “Speaking Cards”; 4.2 Handout 5 “Dialogue”; 4.3 Handout 6 “Art Gallery” (Pair work – writing of a dialogue).	T→SS S→SS	Oral and written answers
8.40-8.45	5 min	5 CLOSURE: 5.1 Lesson Summary + evaluating the students’ performance 5.2 Setting Homework	T→SS T→SS	n/a

Anticipated problems	Solutions
Difficulties in understanding new vocabulary words and the words from the video.	Provide clear definitions and encourage students to use the words in sentences to reinforce understanding. Use online resources or language learning apps to help students
Difficulties in differentiate the meanings and usage of the Present Perfect Simple and the Present Perfect Progressive tenses	Provide exercise for systematic practicing during several lessons.
Difficulties in maintaining focus during writing students’ own dialogues with new grammar and vocabulary.	Implement strategies such as using visuals, real-life examples, and engaging activities to keep students engaged and interested.

Reflection

1 Were aims met?	Yes	Comment if necessary	No	Comment if necessary
2 Were all stages done?				
3 How did the students perform on tasks?				
4 Do you need to reteach? If so, what parts? How will you reteach?				

LESSON SCRIPT

Time and timing	Stage, aim, method	Teacher Talk Moves	Notes
8.00-8.10 10 min	<p>1 <u>INTRODUCTI ON</u></p> <p>Aim: to organize the class</p> <p>Method: a discussion</p> <p>Setting objectives</p> <p>Aim: to demonstrate students clear aims of the lesson</p> <p>Method: a discussion</p> <p>Warm-up</p> <p>Aim: to set students for work</p>	<p>T: Good morning, everyone! I hope you're all doing well. Today, we're going to start learning a new topic – "The World of Painting". Understanding art is not only interesting but also rather useful, because art can help you express yourselves. Also today we are going to practice the use of the Present Perfect Simple and the Present Perfect Progressive tenses. So, by the end of the lesson, you will be able to listen and comprehend the text of the video related to the topic "art", recall 15 words and phrases on the topic and use them in your speech; differentiate the Present Perfect Simple and the Present Perfect Progressive tenses and use the vocabulary and the tenses to make up your own dialogues.</p> <p>T: And today we are going to start our lesson with the video "Is Graffiti Art? Or Vandalism?" (<i>handout 1</i>) First of all, make sure that you know the meanings of the following words and collocations. You can use an online dictionary if you need. So, how do you understand the word "vandalism"?</p> <p><i>Students answer...</i></p> <p>T: Have you ever seen graffiti on the walls of buildings in our town? Which paintings do you like and which ones don't you like? What do you think about graffiti? Is it art or vandalism? Explain your choice. What would the world be like without graffiti or street art</p> <p>....</p> <p>T: Great. Let's watch the video and find out what graffiti is: art or vandalism. While watching the video, mark the statements from your worksheet as TRUE (T) or FALSE (F) in your <i>While watching task</i>. So, what are you to do? What letters are you to write?</p> <p>T: Well, I am turning on the video. Raise your thumb up, if you are ready to watch.</p> <p>T: Let's check now.</p> <p>...</p> <p>T: Super. : Now, let's answer the questions concerning our video. What is this video about? Why can graffiti be considered art? How is the information you've learned from the video connected with your personal or social life? What has changed in your thinking about street art after watching this video?</p> <p>....</p>	
8.10-8.30 (20 min)	<p>2. GUIDED PRACTICE: Vocabulary</p> <p>Aim: to provide controlled practice of new vocabulary</p> <p>Methods:</p> <p>2.1. presenting new vocabulary p. 169 SB, Handout 2 "The World of Painting"</p>	<p>T: T: Alright, student, now it's time to enrich our vocabulary with some new words and phrases related to our topic. These words will enrich our discussions about art. We're going to work with a worksheet (<i>handout 2</i>). On the worksheet you can see a table. Each of you will take turns reading the word, its part of speech, meaning and then guess its translation. Pay attention to column 3. There you can see the transcription of the words. So, what are you going to read? Are you ready? Then let's start.</p> <p>T: Good job! Now look at the blackboard. You can see some definitions, so your task is to read a definition and name the correct word.</p> <p><i>an artist: sb who paints, draws, or makes sculptures</i></p>	

2.2 Practicing new words: SB, p. 169-170, ex.6;

3 **GRAMMAR:** The Present Perfect Simple vs. The Present Perfect Progressive Tenses

Aim: to introduce students to the concept of using Past Perfect tenses
Methods:

3.1 Presenting new grammar rules in **meaning, formation and usage** of the

to depict: to represent sb or sth in a picture or story
to devote: to use time, energy, space, area etc for a particular purpose
fame: the quality of being known by many people because of sb's skills, achievements, etc
a genre: a type of art or writing with a particular style
a masterpiece: a painting, book, or film that is generally considered to be of excellent quality
to be influenced by: to be under the effect of sb
T.: And now that's your turn. Tell the definition and your classmates will try to guess the word.

....
T.: All right! Now you are going to practice using these words. Open your books on page 169. Let's do ex. 6. ***Complete the text with the words from the box.***

influenced, created, masters, painter, artists, portrait, fame, represented (x2), genre

Painting in England in the 17th-19th centuries is ... by a number of great ... and during that period it was greatly ... by foreign painters.

The Flemish painter Van Dyck was really the father of English ... School. The English king personally invited Van Dyck to London and during his first year in England the painter spent most of his time painting the King and the Queen. Such prominent ... as Reynolds, Gainsborough and Lawrence were influenced by his works. He ... a ... of aristocratic and intellectual portrait which ... much the development of English painting.

During the 18th century the national school of painting was created. William Hogarth was the first great English painter who raised British pictorial art to a high level of importance. He wasn't a success as a portrait But his pictures of social life which he called 'modern moral subject' brought him ... and position. Among his favourite works are 6 pictures under the title 'Marriage a la Mode'.

...
Now look at the blackboard. You can see some definitions,
T: Super. Now let's Sum up what you have learned. What words can you use when we discuss paintings?

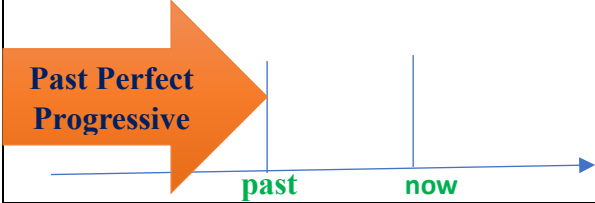
...
T: Great, let's move further. Now we are going to revise the Past Perfect tense. When do we use it? Let's discuss all together. Look at the blackboard. Sarah and Paul went to the same party last week, but they didn't see each other. Paul left the party at 10.30 and Sarah arrived at 11 o'clock. So when Sarah arrived at the party, Paul wasn't there.

He had gone home by 11 o'clock.

Past Perfect

past now

So, 11 o'clock is a point in the past. But Paul had gone home even earlier. We use the Past Simple for past actions that took place before other past actions. Have a look at the worksheet (***handout***

	<p>Present Simple and the Present Progressive tenses: Handout 3 GRAMMAR “The Present Perfect Simple&The Present Perfect Progressive” 3.2 Practicing the use of the tenses under study in sentences: SB, p. 173-175, exs. 3, 5, handout 3;</p>	<p>3). How do we make up affirmative sentences? What auxiliary verb do we use? What form of the main verb do we use? How do we make up negative sentences? Questions? Read about the variants of meaning and the examples, please.. ... T: Let’s practice using the Present Perfect and do ex.1 on the worksheet. Complete by changing the form of the verb in brackets into the Past Perfect Simple. ... T.: That’s not all. Today we are going to speak about another grammar tense, it’s new for you. It’s the Past Perfect Progressive. So, when do we use progressive tenses (with continuous actions, actions in progress). When do we use the Past Perfect Tense? Who can guess, when we use the Past Perfect Progressive? ... T.: So, we use it for past continuous actions before other past events. Have a look at the blackboard. Yesterday morning I got up and looked out of the window. The sun was shining, but the ground was very wet. It had been raining. It was not raining when I looked out of the window. The sun was shining. But it had been raining before.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>It had been raining before I looked out of the window.</p>  </div> <p>. Have a look at the worksheet (<i>handout 3</i>) again. How do we make up affirmative sentences? What auxiliary verbs do we use? What form of the main verb do we use? How do we make up negative sentences? Questions? Read about the variants of meaning and the examples, please.. T: Let’s check how you can use this tense and do ex.2 on the worksheet. Complete the sentences using the prompts in brackets and putting the verbs into the Past Perfect Progressive. ... T: Let’s compare the use of thee tenses and do the last exercise on the worksheet. Translate the following sentences into English, using the Present Perfect Simple or the Present Perfect Progressive. ... T: Suming up, what have you learned, When do we use the Present Perfect Simple? How do we make up affirmative sentences? Negative? Questions? Can you give an example? What about the Past Perfect Progressive?</p>	
8.30-8.40 (10 min)	4. USAGE OF GRAMMAR AND VOCABULARY IN SPEECH	<p>T: Great job! Now we are going to practice speaking skills. First of all, Take a card and answer the question about yourselves, using the Present Perfect Simple. Ask your classmates if it’s required. (<i>handout 4</i>)</p>	

	<p>Aim: to expand student' language skills and enhance their communication abilities</p> <p>Methods:</p> <p>4.1. Handout 4 "Speaking Cards";</p> <p>4.2 Handout 5 "Dialogue";</p> <p>4.3 Handout 6 "Art Gallery" (Pair work – writing of a dialogue).</p>	<ul style="list-style-type: none"> • <i>What had you already done by the time you ate breakfast today?</i> • <i>Who had already woken up by the time you got out of bed today? Find out by asking your classmates!</i> • <i>What had you already done by the time you left home today?</i> • <i>What book had you already read before you saw the film version?</i> • <i>What skill had you already learnt before you turned ten years old?</i> • <i>Which person in this class had you already met before you started English class together?</i> • <i>Had you already finished all your homework before you went to bed last night?</i> • <i>What countries or towns had you visited before you turned ten years old?</i> • <i>Tell us about a friend you had made before you were eight years old.</i> • <i>How many pets had you had before you were twelve years old?</i> • <i>When you went to bed last night, who had already gone to sleep?</i> • <i>Find out by asking your classmates!</i> • <i>What languages had you learnt before you were ten years old?</i> • <i>Who had already woken up by the time you got out of bed today? Find out by asking your classmates!</i> • <i>What had you already done before midday yesterday?</i> <p>...</p> <p>T: Very well! Describing past events, people often use the Past Perfect tenses. Have a look at the worksheets you've just received (handout 5). Mark is telling his sister Eve about his friend's garden party. Use the words from the box to complete their dialogue. Fill in the gaps with the verbs in the form of Past Perfect tenses. You have 2 minutes to complete this task and then be ready to present it. So, what are you to do? What form of the verb are you to use?</p> <p>...</p> <p>T: Amazing! And now imagine that you and your friend are at an art gallery exhibition (handout 6). In pairs make up your own dialogue, discussing the pictures. Have a look at each picture, ask and say what happened using first the Past Simple (to describe the picture) and then the reason (in the Past Perfect Simple of Progressive). For example, <i>How do you think, what is depicted in the picture? - He crashed his car because he had been speeding. He got into an accident because he had never passed his driving test. The accident happened because the driver hadn't slept the night before and was exhausted.</i> There are many possibilities! So, what are you to make up? Well, done! So, you have got 5 min. for preparation. Good luck</p> <p>...</p>	
8.40-8.45 (5 min)	<p>Setting Homework</p> <p>Summary + evaluating</p> <p>Aim: to give a brief summary by students</p>	<p>T: It's time to finish our today's lesson. Let's write down your homework:</p> <p>1. Make up your own sentences with each word (15 sent.) <u>underlining</u> the words we've practiced today</p>	

	<p>Methods: a discussion</p>	<p>2. Revise the grammar rules (handout 3) So, what are you to do at home? What way?</p> <p>T: Now I want you to summarize what you have learned at today's lesson.</p> <p style="padding-left: 40px;">What do you know exactly? What are you going to learn better? What should you revise by yourself?</p> <p>Students, all of you've worked well today. So your grades are the following ones: Student 1, you get ..., because ... Student 2, your grades for today's lesson is ..., because The lesson is over! Goodbye!</p>	
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APPENDICES

Handout 1 Warm-up "Is Graffiti Art? Or Vandalism?"

Video (4.10 min). URL: <https://youtu.be/4GNoUYZhrT0>

☺🔊📺 1 PRE-WATCHING

- 1.1. **PRE-TEACHING VOCABULARY.** Make sure that you know the meanings of the following words and collocations. You can use an online dictionary if you need.

#	The English word/WC	Its Ukrainian equivalent
1	vandalism; scribbling; retribution; empowerment; identity; acceptability	
2	rebellion; destruction; retribution; defacing; comradery	
3	spray-painted, tagged, mural-covered; pointless; coded labels	
4	subversive act; barbaric tribe	
5	to pop up; to assume; to allude	
6	to stay underground; to straddle the line; to coin in an outcry; to make claim to territory	



1.2. **ACTIVATING PRIOR KNOWLEDGE.** Before watching the video, give your answers to the following questions.

1. Have you ever seen graffiti on the walls of buildings in our town? Which paintings do you like and which ones don't you like?
2. What do you think about graffiti? Is it art or vandalism? Explain your choice.
3. What would the world be like without graffiti or street art?

☺🔊📺 2 WHILE-WATCHING

- 2.1. **CHECKING LISTENING COMPREHENSION.** While watching the video, mark the statements given below as TRUE (T) or FALSE (F).

#	Statements	T or F
1	Spray-painted subway cars, tagged bridges, mural-covered walls are variants of graffiti.	
2	Graffiti, or the act of writing on public property, has been around since 1960s	
3	In Pompeii, ordinary citizens regularly marked public walls with magic spells, prose about unrequited love, political campaign slogans, and even messages to champion their favorite gladiators	
4	The term vandalism was used for the first time during the French Revolution.	
5	Taggers used coded labels to avoid retribution.	
6	Spraying, scrawling, or scratching, graffiti brings questions of ownership, art, and acceptability to the surface.	

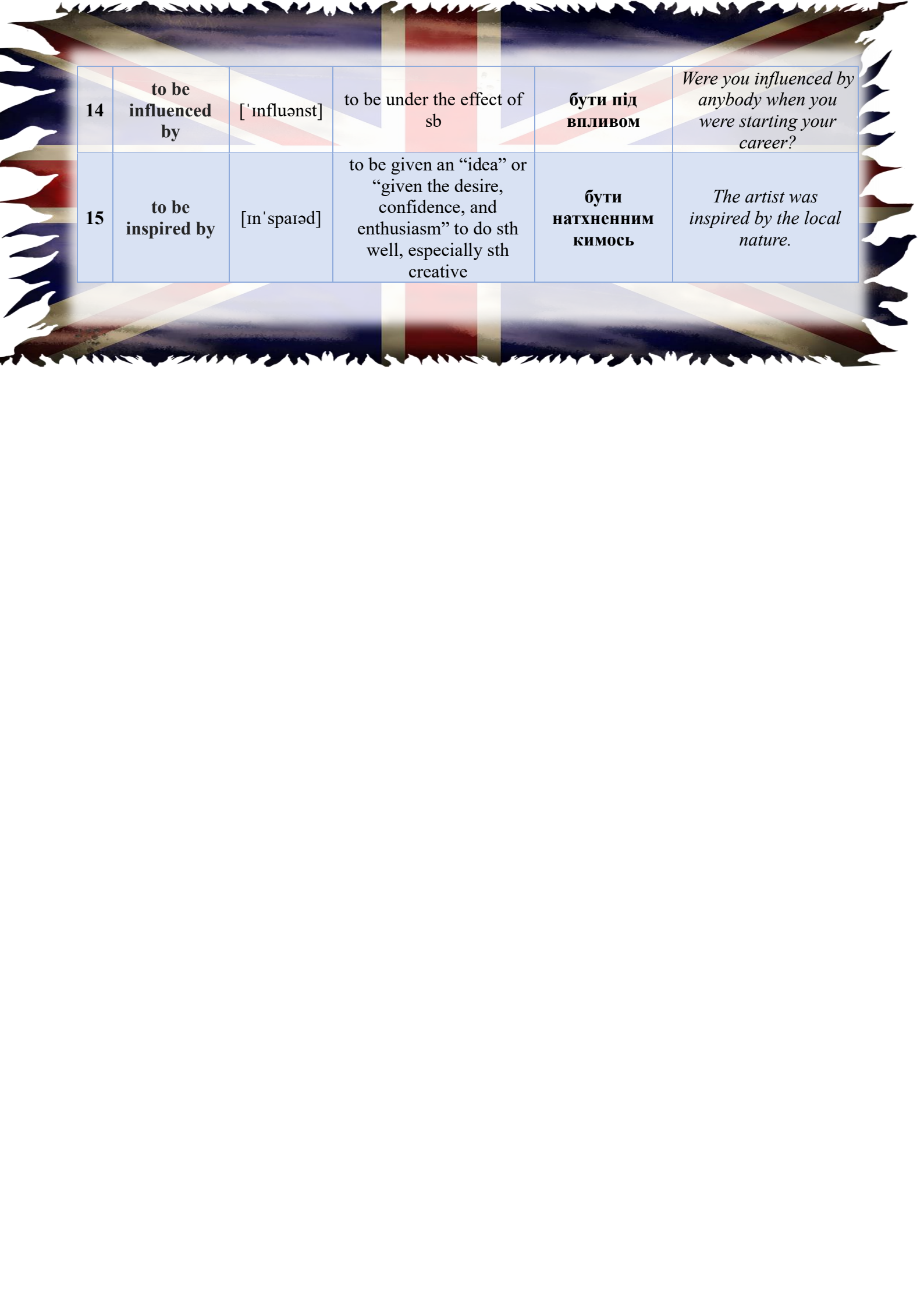
☺🔊📺 3 POST-WATCHING

- 3.1. **Summarize the information from the video using THE 4Cs STRATEGY**(стратегія 4 C).

CONCEPT (поняття) (what-question: definition)	1 What is this video about?
CHALLENGE (виклик/сумнів) (why-question)	2 Why can graffiti be considered art?
CONNECTIONS (зв'язки) (how-question)	3 How is the information you've learned from the video connected with your personal or social life?
CHANGE (зміни) (what-question: result)	4 What has changed in your thinking about street art after watching this video?

Handout 2 VOCABULARY “The World of Painting”

№	Word, part of speech	Transcription	Word meaning	Translation	Example
1	an artist, n	[ˈɑːtɪst]	sb who paints, draws, or makes sculptures	художник	<i>Monet is one of my favourite artists.</i>
2	an image, n	[ˈɪmɪdʒ]	1) a picture in your mind or an idea of how sb or sth is 2) a picture, especially on film or television or in a mirror	1) образ 2) зображення	1) <i>I have an image in my mind of the way I want the room to look.</i> 2) <i>Anna looked at her image in the mirror.</i>
3	to depict, v	[dɪˈpɪkt]	to represent sb or sth in a picture or story	зображувати	<i>Her books always depict this country positively.</i>
4	to devote, v	[dɪˈvəʊt]	to use time, energy, space, area etc for a particular purpose	присвячувати	<i>She devotes most of her free time to charity work.</i>
5	fame, n	[feɪm]	the quality of being known by many people because of sb's skills, achievements, etc	слава	<i>He achieved world fame as a playwright.</i>
6	a genre, n	[ˈʒɒnrə]	a type of art or writing with a particular style	жанр	<i>Rock was his favourite genre of music.</i>
7	a masterpiece, n	[ˈmɑːstəpiːs]	a painting, book, or film that is generally considered to be of excellent quality	шедевр	<i>“Mona Lisa” is widely regarded as Leonardo da Vinci's masterpiece.</i>
8	to propagate, v	[ˈprɒpəgeɪt]	to tell your ideas or opinions to a lot of people in order to make them agree with what you are saying	поширювати	<i>The internet has propagated information at an unprecedented speed.</i>
9	to represent, v	[ˌreprɪˈzent]	1) to officially speak or do sth for sb else 2) to show sb or sth in a particular way	1) представляти 2) зображувати, символізувати	1) <i>Sam represented his class at the competition.</i> 2) <i>I can only represent it to you by metaphors.</i>
10	a scene, n	[siːn]	a short part of a film, play, or book in which the events happen in one place	сцена, епізод, місце дії	<i>It's like a scene from a film.</i>
11	a scenery, n	[ˈsiːnəri]	the attractive, natural things that you see in the countryside	пейзаж, декорації	<i>There is beautiful scenery in the north of the country.</i>
12	a tendency, n.	[ˈtendənsi]	sth that sb often does, or sth that often happens	тенденція	<i>She has a tendency to talk for too long.</i>
13	a theme, n.	[θiːm]	the subject of a book, film, speech, etc	тема	<i>These poems have a common theme.</i>



14	to be influenced by	['influənst]	to be under the effect of sb	бути під впливом	<i>Were you influenced by anybody when you were starting your career?</i>
15	to be inspired by	[in'spaɪəd]	to be given an “idea” or “given the desire, confidence, and enthusiasm” to do sth well, especially sth creative	бути натхненням кимось	<i>The artist was inspired by the local nature.</i>

Handout 3 GRAMMAR

“The Present Perfect Simple & The Present Perfect Progressive”

THE PRESENT PERFECT SIMPLE

+

S+**had**+**past participle**+O

*She **had finished** the test by 5 o'clock.*

-

S+**had**+**not**+**past participle**+O

*She **had not finished** the test by 5 o'clock.*

?

Had+S+**past participle**+O?

***Had** she **finished** the test by 5 o'clock?*

THE PRESENT PERFECT PROGRESSIVE

+

S+**had**+**been**+**Ving**+O+duration

*She **had been studying** all day.*

-

S+**had**+**not**+**been**+**Ving**+O+duration

*She **had not been studying** all day.*

?

Had+S+**been**+**Ving**+O+duration

***Had** she **had been studying** all day?*

Time expressions: by, by the time, before, after, just, when

to describe an action finished before another past action

*Kate **had gone out** before her mum came back home.*

to describe an action that happened before a specific time in the past

*Christine **had never been to** a theatre before last night.*

to describe cause and effect (combine with the Past Simple)

*John **was late for the lesson** because there **had been** an accident.*

to emphasize the result of an activity in the past

*She **had written** the composition twice by the time she got an excellent mark*

Time expressions: for, since, before, all day / night / etc.

to describe a past action, already started and continued up to another action or time in the past

*The boys **had been playing** football for about an hour when it started to rain.*

to express the duration before something in the past

*He **needed** a holiday because he **had been working** hard for six months*

to describe the continuous cause of something in the past

*He **was tired** because he **had been jogging**.*

1. Complete by changing the form of the verb in brackets into the Past Perfect Simple.

1. Tania _____ (not/ finish) doing the housework by five o'clock, so she called Nadia to tell her she would be late.
2. She didn't eat anything at the party because _____ (she / already /eat) at home
3. He _____ (just/ finish) his homework when the teacher came in.
4. By the time I arrived, the play _____ (start)!
5. Nick _____ (not/ watch) the film before he read the book.
6. _____ you _____ (forget) to clean your teeth before you go to bed?

GRADING SCALE: Each correct sentence is 2 points. The highest number of points is 12

2. Complete the sentences using the prompts in brackets and putting the verbs into the Past Perfect Continuous.

1. When I arrived ... (they / wait / for over half an hour).
2. They were hot because ... (dance).
3. When I got there, ... (they / not / wait / long).
4. She was tired because ... (run).
5. The garden was flooded because ... (it / rain / all night).
6. There was an empty box on the floor because (they / eat/ pizza)

GRADING SCALE: Each correct sentence is 2 points. The highest number of points is 12

1. Translate the following sentences into English, using the Present Perfect Simple or the Present Perfect Progressive.

1. Анна вже бачила цей фільм, тому вона не пішла до кінотеатру.
2. Коли тато прийшов додому, я ще не ліг спати.
3. Коли ми приїхали, друзі чекали вже годину.
4. Дівчата прибрали будинок до того, як прийшли відвідувачі?
5. Він не працював протягом тривалого часу до минулого місяця.
6. Тато мив посуд протягом декількох хвилин, коли Сюзен повернулась та запропонувала допомогу.
7. Том вирішив стати музикантом до того, як закінчив школу?
8. Коли вона включила телевізор, програма вже почалась.
9. Ви довго вивчали англійську до того, як переїхали до США?
10. Він не слухав, коли вчитель розповідала нам про домашнє завдання.
11. Вона мріяла перемогти на тих змаганнях з минулого літа.
12. Джек не думав про це до вчорашнього вечора.

GRADING SCALE: Each correct sentence is 1 point. The highest number of points is 12

Handout 4 "Speaking Cards"

Take a card and answer the question about yourself. Ask your classmates if it's required.

What had you already done by the time you ate breakfast today?

What had you already done by the time you left home today?

What skill had you already learnt before you turned ten years old?

What book had you already read before you saw the film version?

Which person in this class had you already met before you started English class together?

Had you already finished all your homework before you went to bed last night?

<p>What countries or towns had you visited before you turned ten years old?</p>	<p>How many pets had you had before you were twelve years old?</p>	<p>Tell us about a friend you had made before you were eight years old.</p>
<p>What had you already done before midday yesterday?</p>	<p>When you went to bed last night, who had already gone to sleep? Find out by asking your classmates!</p>	<p>Who had already woken up by the time you got out of bed today? Find out by asking your classmates!</p>

Handout 5 “Dialogue”

Mark is telling his sister Eve about his friend's garden party. Use the words from the box to complete their dialogue.

<i>never be</i>	<i>eat</i>	<i>not buy</i>	<i>never meet</i>	<i>not eat</i>	<i>play</i>	<i>invite</i>
	<i>not see</i>	<i>speak</i>	<i>remember</i>	<i>not have</i>	<i>feel</i>	

Eve: Did you enjoy the party?

Mark: Not at all. I _____ to such a party before. It was a disaster.

Eve: A disaster?

Mark: Exactly. When I arrived at the party, they _____ all the sausages. There was nothing to eat.

Eve: _____ enough sausages for everyone?

Mark: No, they hadn't. The house was full of people I _____ before.

Eve: So you were hungry all afternoon.

Mark: I was pretty hungry. I _____ anything before I left home.

Eve: Did you dance?

Mark: No, I didn't. There was a DJ at the party, but after he _____ a couple of songs, he disappeared.

Eve: What did you do then?

Mark: Fortunately, they _____ my old friend. I _____ him for a long time. So we _____ for a few hours and _____ our childhood before I went home.

Eve: Mark? You told me you _____ anything to eat. You must have felt bad!

Mark: To tell the truth, before I called a taxi I _____ a little bit dizzy. But I am all right now. Am I not?

GRADING SCALE: Each correct verb form is 1 point. The highest number of points is 12

Handout 6 “Art Gallery”

Imagine that you and your friend are at an art gallery exhibition. In pairs make up your own dialogue, discussing the pictures. Have a look at each picture, ask and say what happened using first the Past Simple (to describe the picture) and then the reason (in the Past Perfect Simple or Progressive). For example, *How do you think, what is depicted in the picture? - He crashed his car because he had been speeding.*



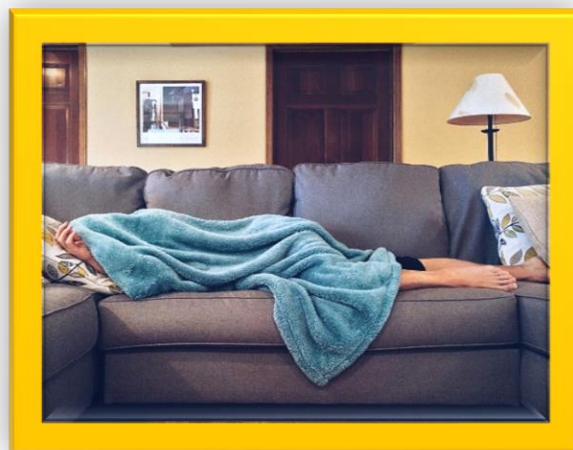
1



2



3



4



5



6

GRADING SCALE: Correct description of each picture is 2 points. The highest number of points is 12