



Term 1 Unit 2 "Daily life and shopping"		School: Sh. Bektasov Secondary School	
Date: 11.10.2019		Teacher's name: Lazzat Bazarbayeva	
Grade 8 Ә		Number present:	Number absent:
Theme of the lesson:		Online shopping.	
Learning objectives(s) that this lesson is contributing to	8.L1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics		
Lesson objectives	All learners will be able to:		
	<ul style="list-style-type: none"><li>Recognize no less 40% of the main ideas of the text about shopping with support</li><li>Provide a point of view at a word level (at least 5 words or short 5 sentences) in discussion about online shopping with support</li></ul>		
	Most learners will be able to:		
	<ul style="list-style-type: none"><li>Recognize no less 60% of the main ideas of the dialogue about shopping with some support</li><li>Provide a point of view with reasoning at sentence level (at least 5 sentences) in discussion about online shopping</li></ul>		
	Some learners will be able to:		
	<ul style="list-style-type: none"><li>Recognize more than 85-90% of the main ideas of the dialogue about shopping without support</li><li>Provide a point of view with reasoning and examples if it is necessary at sentence level (more than 5 well-formulated sentences) in discussion about online shopping</li></ul>		
Assessment criteria	Listen and understand the main information from extended talk about shopping Take part in group discussion on given topic		
Value links	Technology literacy.		
Cross curricular links	Information technology.		
Previous learning	Asking and answering questions about experiences using the present perfect.		
Use of ICT	Getting additional information, playing the audio files.		
Intercultural awareness	Learners share and compare internet usage in Kazakhstan and other cultures.		
Plan			
Planned timings	Planned activities		Resources
Beginning the lesson 5 min	The lesson greeting. The teacher divide students in 2 groups by method <b>“Snowball”</b> Groups name are “Internet” and “Book”  <b>Warm up.</b> Free talk. Students should speak about shopping <ul style="list-style-type: none"><li>Do you use of online shopping?</li><li>What are the advantages and disadvantages of online shopping?</li><li>Which shopping site do you know?</li></ul>		

	<p><b>Game. Taboo with method of “Finger”</b>  Each group should accept. They will be taking one paper one by one. Then will answer of another group. Second group must be finding which shop is it.</p>  <p><b>Task 1. Listening</b>  <b>Individual work</b>  <i>Teacher. Listen to the CD about shopping than choose right gaps.</i></p> <ol style="list-style-type: none"> <li>1) Choose right gaps <ol style="list-style-type: none"> <li>a) Must be</li> <li>b) Must be one of the</li> <li>c) Might</li> </ol> </li> <li>2) Choose right gaps <ol style="list-style-type: none"> <li>a) Than wondering around</li> <li>b) Wondering around</li> <li>c) Than</li> </ol> </li> <li>3) Choose right gaps <ol style="list-style-type: none"> <li>a) Around shops</li> <li>b) Walking around shops</li> <li>c) Walking</li> </ol> </li> <li>4) Choose right gaps <ol style="list-style-type: none"> <li>a) Have to go</li> <li>b) To go</li> <li>c) If I have to go</li> </ol> </li> <li>5) Choose <ol style="list-style-type: none"> <li>a) Empty and you can</li> <li>b) You can</li> <li>c) Empty</li> </ol> </li> <li>6) Choose right gaps <ol style="list-style-type: none"> <li>a) Happy</li> <li>b) Happy when online</li> <li>c) When online</li> </ol> </li> </ol> <p><i>Descriptor A Learners</i></p> <ul style="list-style-type: none"> <li>• Listens to the CD attentively</li> <li>• Chooses the right gaps</li> </ul> <p><i>Answer</i>  1.b 2.a 3.b 4.c 5.a 6.b</p>	 <p><a href="https://listenaminute.com/s/shopping.html">https://listenaminute.com/s/shopping.html</a></p> <p>Handout 1</p>
<p>Main Activities 5 min</p>	<p><b>Physical training “Word formation”</b>  Each group will write 4 words about shopping. Then they will cross all word clearly and quickly. Which groups write first they will win.</p> <p>Ex.5 p.26. Making sentences.  <u>Answers:</u>  1) <i>Can I ask you questions?</i>  2) <i>Yes, of course you may.</i>  3) <i>Could you open the window, please?</i>  4) <i>No, you can't borrow my headphones.</i></p>	<p>Handout 2</p>
<p>10 min</p>		

5) May I use your phone?

### Speaking time with “Speaking card”

Students will choose one card. Then they will answer questions. Cards about movies, animals, school and other items.

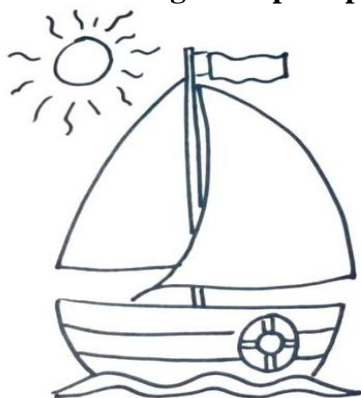
### WH-questions Speaking cards



Giving the home task. Essay "Advantages and disadvantages of online shopping"

### Reflexion “Ship”

Teacher will give ships to paint them



Ending the lesson

Students will be paint the sails of ship

Green-if they like and manage to do all the task

Yellow-if they had a little difficulties with tasks

Red-if they had some difficulties and needed the teacher’s help

### Additional information

Differentiation – how do you plan to give more support? How do you plan to challenge the more able	Assessment – how are you planning to check learners’ learning?	Critical thinking
Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to	<b>Assessment criteria:</b> 1. Identify the main idea in extended talks with little support. 2. Apply topic related vocabulary in speech	Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas

<p>learners, selection of learning materials and resources based on the individual abilities of learners.</p>	<p>appropriately arranging words and questions into cards.</p> <p>3. Apply modal verbs for different purposes.</p> <p><b>Descriptor:</b> A learner:</p> <ul style="list-style-type: none"> <li>• selects an appropriate answer</li> <li>• completes the task</li> <li>• uses appropriate subject-specific vocabulary</li> <li>• Completes sentences using modal verbs.</li> <li>• Observation</li> <li>• Feedback on the work</li> </ul>	
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