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| **Term 3**  **Unit 6 "Discover culture"** | | | **School:** | | | |
| **Date: 11.02.2021** | | | **Teacher’s name: Shekenova G.Z** | | | |
| **Grade 8** | | | **Number present:** | | **Number absent:** | |
| **Theme of the lesson:** | | | **Extra reading. Tulips through time** | | | |
| **Learning objectives(s) that this lesson is contributing to** | | 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics.  8.UE2 use a growing variety of quantifiers for countable and uncountable nouns including several, plenty, a large/small number/amount on a range of familiar general and curricular topics. | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | |
| * Pronounce and name everyday objects, numbers. * Recognize and use expressions of quantity. | | | | |
| **Most learners will be able to:** | | | | |
| * Answer the questions about human consumers. * Do exercises with expressions of quantity. | | | | |
| **Some learners will be able to:** | | | | |
| * Speak fluently about quantities of things people use. | | | | |
| **Value links** | | Being environmentally conscious/friendly, actively providing solutions to global problems. | | | | |
| **Cross curricular links** | | Ecology. | | | | |
| **Previous learning** | | Previously learned vocabulary on the topic "Wildlife crisis". | | | | |
| **Use of ICT** | | Smart board for showing a presentation, getting additional information, playing the audio files. | | | | |
| **Intercultural awareness** | | Accept the diversity of the things that people use, eat and drink among the students of the group as well as all over the world. | | | | |
| **Health and Safety** | | Breaks and physical activities used. | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | **Resources** | | |
| Beginning the lesson | The lesson greeting.  T: Good morning boys and girls.  P: Good morning, good morning,  Good morning to you,  Good morning dear, teacher,  We are glad to see you.  T: Sit down, please. | | | https://kahoot.com/ | | |
| Main Activities | **Warm up**  The Snowball Game  The first participant calls the word, the second-repeats his word and adds his own, the Third repeats the two previous words and his own…Who will remember the longest row?  **Answer to my questions**  What is your favourite type of flowers?  Why do you like it?  Do you like to give flowers?  **Presentation**  New information about Tulips  I want divide you for two groups.  Ex.1 p. 71. You will read and translated text «Tulips through time»  Ex.2 p. 71. True or false  1st group  1. Tulips come from the Netherlands.  2. There are 36 types of tulip that currently grow in the wild in Kazakhstan  3. People paid high prices for tulips in the Netherlands in the 16th century.  2nd group  4. Tulips come out in the summer.  5. People say that tulips show how quickly life passes.  6. When people pick tulips, it helps them to grow.​  Answers   1. T 2. T 3. F 4. F 5. T 6. F | | | Book  Presentation  Papers, markers  Сardboard | | |
| Ending the lesson | Giving the hometask. Retelling the text ex 1. P. 71  **Self-assessment.**  How well do I understand?  4 - I can do this and explain it to someone else.  3 - I understand and can do this by myself.  2 - I need more practice.  1 - I don't understand this yet. | | | Stickers | | |
| End  1min | Feedback: Teacher asks students what task was difficult to them and which pair worked well. | | |  | | |
| **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** |
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners. | | | **Assessment criteria:**   1. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences;   2. Apply the correct quantifiers including much, many, a lot of, some, any for countable and uncountable nouns in the context.  **Descriptor:**  A learner:   * uses the topical vocabulary while talking about quantities of things people use; * completes the task with proper quantifiers. * Observation * Feedback on the work * Self-assessment | | | Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas |