**Lesson plan**

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| **Unit 8 Lesson 1**  **Term 4** | | **Theme: “**Food and drink” | | | |
| **Date:** | | **Teacher’s name: Taspaeva Aigul** | | | |
| **Grade 8** | | **Number present:** | **absent:** | | |
| **Learning objectives(s) that this lesson is contributing to** | | 8.C9 use imagination to express thoughts, ideas, experiences and feelings  8.L3 understand with little or no support most of the detail of an argument 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  8.W2 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics. | | | |
| **Lessonobjectives** | | **All learners will be able to:** | | | |
| Understand the meaning of the text while listening.  Ask and answer the general simple questions. | | | |
| **Most learners will be able to:**  Use topical vocabulary while asking and answering the questions. Complete the text with appropriate words. | | | |
| **Some learners will be able to:** Write a short essay without support. | | | |
| **Assessment criteria** | | * Identify the meaning and detail of the listening material; * can complete the text with appropriate words * tell with little support according the text * connect sentences while writing an essay | | | |
| **Value links** | | Respect each other’s opinions | | | |
| **Cross curricular links** | | Self- cognition | | | |
| **Previous learning** | | Transport and travel | | | |
| **Useof ICT** | | Projector or Smart board to show a presentation | | | |
| **Methods** | |  | | | |
| **Language skills** | | Listening, speaking, writing | | | |
| **Planned timings** | **Planned activities** | | | | **Resources** |
| Start  3 min  3 min  Middle  6 min  6 min  8 min  10 min  2 min | **1.Leading-in stage (W)**  Teacher greets students; Gives instructions about assessment types: while listening learners should give self –assessment according the criteria; after post-listening task- peer-assessment; After the lesson –Group- assessment  Teacher gives the pictures of foods to divide students into 3 groups. 1 group- “Drinks”  2- group “Fruits”  3- group “Other food”  **Brainstorming**  Students watch the video ”Food” and guess the theme of the lesson.    Pre-listening task:  Answer the questions  What kind of food do you like?  Do you like Kazakh national food?  Do you like eating fast food?  Have you ever been to the restaurant?  Can you to order meals in restaurant?  You are going to listen a conversation between a waitress and a customer. Be carefully because while listening you will do a task.  **Listening**  “ In a Restaurant ”    **While-listening task**  Fill in the gaps with appropriate words  **Assessment criteria for the tasks 1&2**  Students can understand the questions and answer them; Students understand the meaning and details of listening material and can fill in the gaps with little support correctly;  **Post – listening:**  **Speaking**  Make up a dialogue in groups between a waitress and a customer and act out.  **Assessment criteria for the task 3**  Students can make dialogue using the topical vocabulary;  Students can tell about their experiences or feelings according to the listening task.  **Writing**  Write a short essay in groups about your visit to the restaurant following the criteria.  **Assessment criteria for the task 4**  1.give a title three_step_interview  2.make up a short plan  3.Write the main idea  **Home task:**  Write 5-6 sentences about your favorite food | | | | <https://www.youtube.com/watch>?=MEYUpKMgmQ  lassbites.  com |
| End2 min | Feedback: KWL chart (Know, want to know ,what I learned) | | | |  |
| **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?**   * Identify the meaning and detail of the listening material; * can complete the text with appropriate words * tell with little support according the text * connect sentences while writing an essay | | **Health and safety check** | |
| Differentiation by support  **More support:**  Less able students : fill in the gaps with appropriate words;  **More-able learners:**  Make a dialogue without support;  Write an essay; | | Pre-listening task,while-listening task: self-assessment  1.I can understand the main idea of the text  2. I can use topic vocabulary while answering the questions  3. I can express my idea; fill in the gaps with appropriate words;  C:\Users\Александр\Desktop\- finger tips.JPGPost-listening: pair assessment  Pairs assess each other’s work (make a dialogue)  At the End: Group Assessment  Each Group assesses other Groups’ work according the criteria:   |  |  |  |  | | --- | --- | --- | --- | |  | excellent | good | not bad | | Creativity |  |  |  | | Content |  |  |  | | Presenta-  tion |  |  |  | | | **Using physical exercises** | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1: Answering questions  2: Filling in the gaps  What two things would have improved the lesson (consider both teaching and learning)?  1: Pronunciation  2: Writing accuracy  What have I learned from the lesson about this class or individuals that will inform my next lesson? | | | | | |