**Short term plan**

**Lesson plan**

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| **Unit of a long term plan:** | | | | | Daily life and Shopping | | | |
| **Date:** | | | | | **Teacher name: Dumanova X.** | | | |
| **CLASS: 8** | | | | | **Number present:** | | **absent:** | |
| **Lesson title** | | **Online Shopping** | | | | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics; 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics;  8.3.5.1 interact with peers to negotiate, agree and organize priorities and plans for completing classroom tasks. | | | | | | |
| **Level of thinking skills** | | Higher level of thinking skills | | | | | | |
| **Lesson objectives** | | **All learners will be able to:**   * understand the gist of the video * say some sentences about the topic of the lesson | | | | | | |
| **Most learners will be able to:**   * understand the main points of the video * discuss in a group and describe the process of making an online order in general | | | | | | |
| **Some learners will be able to:**   * understand most specific information from the video * discuss in a group and express their ideas clearly following the instructions | | | | | | |
| **Assessment criteria** | | * comprehend the content of the video * Identify the main points of the text * Express ideas clearly according to the topic | | | | | | |
| **Values links** | | **“UNIVERSAL LABOR SOCIETY”** | | | | | | |
| **Cross-curricular links** | | IT technology, IT accuracy, sociology | | | | | | |
| **Previous learning** | | * Learners know how to book or offer something through the Internet * They have known the topical vocabulary connected with IT technologies and shopping * They can differentiate shops according to the products they offer. | | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | | **Resources** |
| Start  6 min. | * Daily routine * Pair work. “Taboo Game”   The pair of learners is given one sheet of paper with the picture on it. The picture contains the label of a website which provides online shopping. The students should inform the other learners what their site is about without saying taboo words.  C:\Users\Admin\Desktop\думанова\915-450@900.jpg C:\Users\Admin\Desktop\думанова\large-technodom-0332ab6ed80d2a63090907cd149149ed.png https://softsmm.com/image/cache/data/%D0%9A%D0%9E%D0%9B%D0%95%D0%A1%D0%90%201-150x150.jpg  C:\Users\Admin\Desktop\думанова\logo-kaspi-2014.png C:\Users\Admin\Desktop\думанова\wb-og.jpg  1.Ali Express (delivery, clothes, site, phone, Internet)  2.Tehnodom (modern conveniences, fridges, computers, TVs, Internet)  3. kolesa.kz (site, cars, Internet)  4. kaspi.kz (bank, deposit, credit, cash, Internet)  5. wildsberries.kz (shop, clothes, products, site, Internet)   * After their presentation they collect the labels and predict the theme of the lesson – “Online Shopping”. All labels are being hung on the board.   **DIFFERENTIATION by ability**: less able and more able students work with leveled cards. | | | | | | | “Taboo game” |
| Middle  6 min.  6 min.  7 min.  9 min. | **Pre-listening.**  **Task 1.**  -We are going to listen to the information how to create your own website for better trading. But before we start imagine you are internet trader. You have created your personal online store ask your partner: “If you had an Internet shop what would you like to sell? Explain your idea”.  **Listening.**  **W.Task 2.**  Watch the video about how to create your personal website and put the tips in the correct order. Pay attention that there is one extra tip. Explain your choice of the order.  Listening. Tape script.  The correct order of the tips.  1.Browse Template  2.Customize the store  3. Flexible Shipping Options.  4. Accept Pay Pal and Major Credit Cards  5. Extra. Make up the list of customers.  **DESCRIPTOR**. A learner   1. Watches a video. 2. Puts the positions in the correct order and chooses one extra point   **DIFFERENTIATION by support:** less able learners are not given an extra point and are given the first sentence  **AFL: laminated paper**  **W. Task 3.**  Ask the invited guest some questions about her work and organization of the website. Use the structure ‘X and Y’  E.g. Why is the Browse Template a step to make a website?  **DIFFERENTIATION by ability and by support: gifted learner is chosen as an expert, there is an example for better comprehension, low-motivated students will be able to ask simple questions (yes/no questions)**  **Speaking.**  **G. Task 4.** Describe the process of making an order for buying some goods through the Internet. For better answer use the following instructions:  1.describe a thing which you are going to buy.  2. describe the way of comparison of the websites with equal goods.  3. describe how to formulate an order  4. mention the way of payment and the period and date of delivery.  **DESCRIPTOR**. A learner   1. Works in a group. 2. Discusses the process of making an online order on the site 3. Describes the means of good he/she is going to buy 4. Describes the way of choosing the best item according to the price and characteristics, conditions of delivery and payment.   **DIFFERENTIATION by support:** mixed ability students work in a group together  **AFL: group assessment** | | | | | | | “If I had an Internet shop I would sell …….. because………..”  <https://www.youtube.com/watch?v=rMF9d8-3WBA&list=RDjtsTAP9uGWw&index=26>  “Conference with the expert”  Bingo game. |
| End  6 min. | **Giving feedback.**  Each group is given the assessment criteria sheet. During the presentation each group assesses their opponent.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Assessment Criteria Sheet** | | | | | | |  | The speaker uses topic-related vocabulary accurately | The speaker speaks only English | The speaker’s speech was understandable | Following the instructions | Total ticks. | | 1 gr |  |  |  |  |  | | 2 gr |  |  |  |  |  | | 3 gr |  |  |  |  |  |   Teacher comments the presentation of each group agreeing or disagreeing in some points. | | | | | | |  |
| **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?** | | **Health and safety check** | | |
| Task 2.  Differentiation by support.  To decrease the stress from the complication of the task for less able students teacher gives the first correct sentences and takes one odd sentence.  Task 3.  Gifted student has challenged for extra information about the topic.  For more able students there is an example of the question on the board.  For less able students is allowed to ask simple questions  Task 4.  Students will get some support from each other, learn from each other. | | | | Laminated paper.  Filling in the table with self –assessment criteria. | | * Be careful moving around the classroom. | | |
| **Reflection**  *Were the lesson objectives/learning objectives realistic?*  *Did all the learners achieve the lesson objectives/ learning objectives? If not, why?*  *Did my planned differentiation work well?*  *Did I stick to timings?*  *What changes did I make from my plan and why?* | | | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.** | | | | | |
|  | | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | | |