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| **Unit 7 "Travel and transport"** | | | **School:** named after M.Monkeuly | | | |
| **Date: 06.03.2020** | | | **Teachers name:** Sundetova S.M. | | | |
| **Grade 8 V** | | | **Number present:** | **Number absent:** | | |
| **Theme of the lesson:** | | | **Reported questions, commands and requests.** | | | |
| **Learning objectives(s) that this lesson is contributing to** | | 8.C6 organise and present information clearly to others  8.UE11 use some reported speech forms for statements, questions and commands: say, ask, tell including reported requests on a range of familiar general and curricular topics | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | |
| * identify the difference between reported questions, commands and requests. | | | | |
| **Most learners will be able to:** | | | | |
| * identify the appropriate verbs and phrases to report questions, commands and requests. | | | | |
| **Some learners will be able to:** | | | | |
| * apply reported questions, commands and requests fluently. | | | | |
| **Value links** | | Travelling to broaden the mind. | | | | |
| **Cross curricular links** | | Geography, History. | | | | |
| **Previous learning** | | Youth travel. | | | | |
| **Use of ICT** | | Smart board for showing a presentation, getting additional information, playing the audio files. | | | | |
| **Intercultural awareness** | | Comparison of Reported speech in English, Russian and Kazakh languages. | | | | |
| **Health and Safety** | | Breaks and physical activities used. | | | | |
| **Plan** | | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| Beginning the lesson | The lesson greeting.  The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  **Warm up.** Brainstorming.  Look at the photo p.85 and say where it is and what it is (It's the Astana Museum of the Future).  Would you like to visit the museum and what would you do there? | | | | |  |
| Main Activities | Ex.1 p.85. Recognition exercise. Table completion.  *Answers:*  ***Reported questions:***  *The reporter asked Samat whether the red car was his.*  *She asked him what the main differences between electric and petrol cars were.*  *She asked him if he had been in a driverless car.*  ***Reported commands and requests:***  *She asked him to show her how to drive the car. (request)*  *Samat told the reporter not to press that button. (command)*  *He told her to turn left after the traffic lights. (command)*  Ex.2 p.85. Listening for global information. Blank-filling.  *Answers:*  *1) Is that red car yours?*  *2) What are the main differences between electric and petrol cars?*  *3) Can you show me how to drive it?*  *4) Don't press that button.*  *5) Have you been in one (a driverless car)?*  *6) Turn left after the traffic lights.*  *Answers:*  *1) ask 2) do 3) if 4) to 5) not*  Ex.3 p.85. Odd one out.  *Answers:*  *1) whether 2) she wanted 3) told 4) not to 5) to turn*  Ex.4 p.85. Making questions.  *Answers:*  Ex.5 p.85. Transformation exercise.  *Answers:*  *1) The teacher asked us if / whether we had seen a solar-powered car before.*  *2) The teacher told us not to touch the cars.*  *3) The teacher told us to go to the Moon Hall on the seventh floor.*  *4) The teacher asked us what hydroelectric power was.*  *5) The teacher told us to look at the model of a submarine.*  *6) The teacher asked us to close the door.*  *7) The teacher asked us which of the cars we liked the most.*  *8) The teacher told us not to make so much noise. He / She told us to be quiet.*  Extra task. Writing practice. | | | | | CD |
| Ending the lesson | Giving the hometask. WB p.59  **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. | | | | |  |
| 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. Demonstrate an ability to organize and express ideas clearly;  2. Apply the rule for reported speech forms for statements in the context  **Descriptor:**  A learner:   * selects useful information and plans the answer; * chooses the correct answers. * Observation * Feedback on the work * Self-assessment | | Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas | |