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| **Unit:** | Travel and sport | |
| **Teacher name:** | Gauzer V.A. | |
| **Date:** |  | |
| **Grade:** 8 | Number present: | Number absent: |
| **Theme of the lesson:** | Reported questions, commands and requests. | |
| **Learning objectives(s) that this lesson is contributing to** | 8.L2 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics  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:**  change direct speech to reported speech  **Some learners will be able to:**  Produce the sentences with reported questions, commands and requests fluently | |

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| **Planned timings** | **Teacher's actions** | **Children`s actions** | **Assessment** | **Resources** |
| 5  minutes  5  minutes | **ORGANISATION MOMENT:**  The lesson greeting.  The teacher sets the lesson objectives, letting students know what to anticipate from the lesson:  **Warm up.** Free talk.   * Do you like English songs? * Which songs do you like? * What is your favourite song? * Who is your favourite singer?   Revision of reported speech; questions, commands and requests. | Students respond to greetings and take their places.  Answer the teacher ’question |  |  |
| 5  minutes  10  minutes  10  minutes | **MAIN PART**  **Pre-listening**  T: What is this song about?  **While-listening**  T: Now I am going to give you a sheet of paper. That is the text of the song “Hey, brother”.  You should listen to the track and fill in the gaps..  T: I have got an envelope for everyone. There are a lot of parts of the song in this envelope.  Spread out the parts on your tables. You should listen to the track one more time and match the parts correct.  Well! Answer, please, my questions.  Which sentences are affirmative sentences in the song? Read them.  Which sentences are interrogative....?  Which sentences are commands or requests?  **Post-listening**  T: Now we need to make some pairs. There are 6 flowers with your names on my table . You can choose any colour.  Be careful to assess your partner ’s work!  - Your next task is to change the sentences to reported speech.  The task for pair number 1 - to change the affirmative sentences.  For pair number 2 - interrogative sentences.  Number 3 - imperative sentence. I give you about 3 minutes.  Checking. | Ss predict the gist of the song  Ss listen to the track and fill in the gaps..  Ss listen to the track and match the parts of the song  Answer the teacher ’question  Ss listen to the track and identify the difference between reported questions, commands and requests and produce the sentences with them. | Formative Assessment  Peer-assessment | Track/  Avicii - Hey Brother (Lyrics)  parts of the song  Stickers of different colours |
| 5  minutes | **ENDING THE LESSON:**  Giving the hometask. WB p.59  Summarizing.  Feedback: Teacher asks students what task was difficult to them and which pair worked well. | “Two stars and one wish” | Feedback |  |