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| **Term 4**  **Unit 8"Food and drink"** | | | **School:** | | | | |
| **Date:**13.04 | | | **Teacher’s name: Gulnaz Turarova** | | | | |
| **Grade 8 \_\_** | | | **Number present:** | | | **Number absent:** | |
| **Theme of the lesson:** | | | **Adjectives describing food and drinks** | | | | |
| **Learning objectives(s) that this lesson is contributing to** | | 8.C6 organise and present information clearly to others  8.UE17 use if / unless/ if only in second conditional clauses and wish [that] clauses [present reference]; use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| * identify the form and use of the first conditional. | | | | | |
| **Most learners will be able to:** | | | | | |
| * reproduce the sentences with the first conditional. | | | | | |
| **Some learners will be able to:** | | | | | |
| * apply the first conditional in speech fluently. | | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Teacher’s activities** | | | **Pupil’s activities** | **Marks** | | **Resources** |
| Beginning the lesson | The lesson greeting.  The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  **Warm up.**  **Answer the questions:**   1. *Что такое First Conditional? Что обозначает?* 2. *Когда используется FirstConditional?* 3. *Как строятся предложения First Conditional в английском языке?* 4. *Какая «условная часть» и «результат» в предложении First Conditional?* | | | Students respond to greeting  Ss answer the questions | Formative assessment is held through observation/monitoring.  Emoticon | |  |
| Main Activities | **Listening**  **Ex.3 p.89.**Complete the conversation using *if, when, unless* or *the correct form of the verbs* in brackets.  *Answers:*  *1) if 2) finish 3)’ll put 4)when 5)’ll put 6)unless 7)if 8)will you choose*  **Reading (in pairs)**  Students have to read the dialogue  **Introduction into the new theme**  The teacher suggests the learners watching a video and guessing the theme of the lesson.  After watching the video the teacher asks to the learners the following question:   * What adjectives describing food and drink do you know?   **Vocabulary work**  The teacher pronounces the words and asks the learners to repeat these ones.   |  |  | | --- | --- | | *1) sweet* | сладкий | | *2) salty* | соленый | | *3) spicy* | острый | | *4) disgusting* | отвратительный | | *5)delicious* | вкусный | | *6) bland* | пресный | | *7) crunchy* | хрустящий | | *8) slimy* | слизистый | | *9) savoury* | пикантный | | *10) bitter* | горький |   **Viewing vocabulary**  The teacher puts students into pairs to match the adjectives in bold with the definitions. | | | Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas  Criteria:   * speaks fluently * pronounces all words correctly   The learners watch the video and then they have to identify the theme of the lesson.  The learners answer the teacher’s question.  The learners repeat the new words and then write down these ones in their vocabularies.  Answers:  a sweet  b salty  c spicy  d disgusting  e delicious  f bland  g crunchy  h slimy  I savoury  J bitter |  | | SB – p.89 ex.3  https://www.youtube.com/watch?v=E5sL3uKd4ao |
| Ending the lesson | **Home task:**   * To learn the new words; * SB – p.110 ex.2   **Reflexion**   * Teacher asks students to answer the following questions: * What did you learn at the lesson? * What information was new for you? | | | * Feedback on the work | | | |
| End  1min | Feedback: Teacher asks students what task was difficult to them and which pair worked well. | | |  | | | |

