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| **Unit :** Clothes and fashion**Theme:** An event in the past | **School:** Secondary School №27 |
| **Date:**  | **Teacher’s name:** Kussainova Zhadyra |
| **Grade**: 7 | Number present: | Number absent: |
| Learning objectives | **7.C7** develop and sustain a consistent argument when speaking or writing.**7.W6** link with little or no support , sentences into coherent paragraph using a variety of basic connectors on a range of familiar general topics and some curricular topics.**7.S7** use appropriate subject specific vocabulary and syntax totalk about a range of general topics, and some curricular topics. |
| Lesson objectives  | **All learners will be able to:** |
| * Сlassify clothes types to four seasons
* Write a letter about school uniform
* Make up a dialogue in pairs using the given sentence structure
 |
| Assessment criteria: | * Distinguish summer, autumn, winter, spring garments.
* Compose a letter to a friend about school uniform
* Act out the dialogue about weather clothing
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| Level of thinking skills | Knowledge, Understanding , Application. HOTS |
| Value links | Respect and cooperation |
| Cross curricular links | Self-study , Kazakh |
| Previous learning | Vocabulary: Clothes and Fashion |
| Use of ICT | Smart Board and projector to present the material |
| **Planned timings** | **Planned activities** | **Resources** |
| **Start** 3 minutes | *Greetings.***Warm-up ( Brainstorming)** “Hangman” Guess the word before drawing the picture. (Uniform) |  |
| **Main part**32 minutes | **Task 1.** (P\W) Fill in the columns of the table with clothes words that people wear in summer, autumn, spring and winter . **(Classification)**

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| --- | --- | --- | --- |
| **Summer** | **Autumn** | **Winter** | **Spring** |
|  |  |  |  |

**Necessary words:** a tunic, sunglasses, a coat, raincoat, sandals ,a scarf, a hat, a fur- coat, a swimwear, a windbreaker, a beret, a rubber boots, slippers, shorts, jeans, snow pants, a blazer, a cardigan, a cap, a jumper, gloves, sneakers, felt boots.high boots, a hat, a scarf.**Descriptor:** A learner* fills columns with clothes words according to the seasons

**Pair assessment:**Pair assess each other for the correct answer. They classify words about clothes into 4 seasons.**Task 2** .(I\W) Write a letter to a friend about uniform. **(Creative writing)**Hello my dear friend! I study at secondary school № 35 in Pavlodar. We have our own uniforms at school.Boys wear a maroon jacket , a white shirt and a blue pants.And the girls wear a white blouse, a maroon vest or a sundress.We have the emblem of our school on our jacket.And we have a gym class, we wear only a white t-shirt and dark tights.I always follow the rules of our school!What about you? Write me about your school uniform. I'll wait.Bye!Sanzhar**Differentiation by support:**Less able learners: write a letter with support (put the given phrases into the text).Hello , Sanzhar! I \_\_\_\_\_\_\_\_\_\_\_\_№ 27 in Ust-Kamenogorsk . We \_\_\_\_\_\_\_\_\_\_\_\_at school too.Boys\_\_\_\_\_\_\_\_\_, a white shirt and a black pants.And the girls \_\_\_\_\_\_\_\_\_, a checkered skirt or a sundress.Also girls wear white bows. At physical education class, we \_\_\_\_\_\_\_\_\_\_\_and dark tights.Most pupils\_\_\_\_\_\_\_\_\_\_. As for me, I support the idea of wearing a school uniform. **Phrases:** wear a dark-coloured jacket, have our own uniforms , study at secondary school, wear the same green t-shirts ,wear a white blouse, a checkered vest, hate a school uniform.More able learners: write a letter with little support.( active vocabulary)**Active vocabulary**: jacket, uniforms , t-shirts , blouse, vest, a school uniform, pants, a sundress, bows, tights.Most able learners : write a letter without support.**Assessment :** Teacher's observationTeacher assesses learner’s writing task according the criteria and explain them what they need to improve.**Task 3.****(**P\W) Make up a dialogue using the sentence structure. **(Role-play)****Dialogue story:** Rustam and Madina are about to head out to the park when Mom notices they are not wearing the right clothes for the weather. She asks them to change their clothes and dress correctly for the weather. **Sentence structure:*** It’s cold and snowy outside
* Put on your coat
* Take off your raincoat
* I’m wearing my pink sweater
* You should put on your gloves

**Descriptor:** A learner* makes up a dialogue in pairs
* uses sentence structure
* acts out the dialogue

**Assessment:** Pairs act the dialogue and assess each other . | Appendix 1 handouts with clothe wordsHandout 1Handout 2 |
| **End**5 minutes |  **Feedback**  **KWL**Learners discuss in the class - I know…- I want to know….- I have learnt…. |  |
|  End1min | Feedback: Teacher asks students what task was difficult to them and which pair worked well.  |  |