A day in cyberspace. Verbs and prepositions

Паличева Елена Анатольевна
учитель английского языка
Гимназии №40

Learning objectives(s) that this lesson is contributing to	9.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 9.S3 give an opinion at sentence level on a limited range of general and curricular topics 9.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 9.C3 respect differing points of view 9.C7 develop and sustain a consistent argument when speaking or writing 9.C9 use imagination to express thoughts, ideas, experiences and feelings 9.R5 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics
Lesson objectives	-Learn vocabulary to talk about being online. -Read a text about someone's morning routine online. -Learn how to use verbs and prepositions. -Practise using verbs and prepositions.
Value links	Cooperation, respect each other's opinion, functional literacy.
Cross curricular links	Information Technology Social Science, Science, Psychology, Geography.
Previous learning	Talking about a holiday destination.
Use of ICT	Smart board for showing a presentation.
Intercultural awareness	Discuss the topic concerning social media.
Health and Safety	Breaks and physical activities used. Everyday classroom precautions will ensure that safety measures are provided to prevent the exposure of electrical power cords.

Planned timings	Planned activities	Students actions	Assessment	Resources
Beginning of the lesson 6 min.	The lesson greeting. 1. . The teacher sets the lesson objectives, letting students know what to anticipate from the lesson Warm up. Free talk about using mass media. 2. Teacher asks questions. Do you have your mobile phones with you? Please, show it to us. Do you often use it? How often do you use it? When was it invented? (2018) 3. Look at the board, there are three sentences but one of it is not completed. Read the sentences and complete the last one. On the board: The Medieval time is famous for inquisition and conquests. The Renaissance is famous for its so called "golden" age of art.	Students read the lesson objectives. Students answer on the questions. Students predict possible answer on the given sentence.		Slide with LO Picture of mobile phone

	The 21st century is famous for...(developing science and technology) 4. Teacher says "the answer is developing science and technology (other similar answer are correct.)". So, the theme of our lesson is Science and Technology.			
Main Activities 25 min.	Main part 5. Teacher asks: When you hear these words, Science and Technology, what associations you have connected to these words? What words do occur to your mind? One by one go to the board and write one word. 6. Teacher offers to read the text and match the words in blue with definitions. (Working with the text. Lexical Work. Ex.1. p.104) Words in blue: Scroll [skrəʊl] свернуть scroll through the text — прокручивать текст (на экране) Tagged [tægd] To be tagged- быть помеченным/ закрепленным Selfie [ˈselfɪ]- фотографировать себя сам Memes [memes] память Streak [striːk] лента Memories [ˈmeməriz]- воспоминания Poll [pəʊl] голосование Subscriptions [səbˈskrɪpʃənz] подписчики Log out [lɒg aut] –выйти из системы DM's- direct message. Definitions: 1. A sequence of pictures you send and receive every day 2. Celebrities you add on Snapchat 3. A private /direct message that can be sent to an individual person 4. To move text and pictures up and down a screen	Students go to the board and write words related to the topic Science and Technology. (These are some possible words: Traveling into space, robots a computer Internet Science and Technology Device, inventions, stereo system.) Students read the text and match the words in blue with definitions. (individually)	Criteria: 0 mistakes – 3 marks 1 mistake – 2 marks 2 mistakes and more -1 mark	Pictures Student Book p.104.

	5. The process of voting for something 6. To close an app 7. A searchable and shareable archive of snaps that you can access 8. A usually funny image, video or piece of text that is copied and spread rapidly by internet users 9. A photo that you take of yourself 10.To be identified by someone in a post that you share Descriptors: - Read the text -Match the words in blue with definitions. 7. Students check in pairs, then check the answers as a class. 8. Teacher offers to make pairs and complete the table. Students read the text again to complete the table properly. In pairs, make a conceptual table. <table><tr><td>Leona's morning online</td><td>My morning online</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> Make a conclusion about today's modern devices. 9. Teacher offers to study the text again and find the verbs and prepositions. Grammar: Verbs and prepositions. Ex.2 – 4. p.105 (individually). Descriptors: - Read the text again. -Match the verbs and prepositions from My morning online (Check answers as a class). 10.Students study the sentences Ex 3 and complete the rule. (Check the answers as a class). 11.Teacher offers to do ex 4. Complete the sentences with the verbs and prepositions in the box. Practice 12.A teacher divides the class into 4 groups. Each group should prepare some information about benefits and problems with using social media. Students can draw pictures if it is necessary. 	Students check in pairs, then check the answers as a class. Students work in pairs and complete the conceptual table by Leona's actions and their actions. Students study the text again and find the verbs and prepositions. Students follow the instructions. Students work individually to complete the rule. Students work individually to complete the sentences. (First students check in pairs then check answers as a class.) Students prepare sentences.	Criteria: 0 mistakes – 3 marks 1 mistake – 2 marks 2 mistakes and more -1 mark Criteria: 0 mistakes – 1 mark 1 mistake – 0 marks	A table Writing Worksheet Student Book p. 104 - p.105. Student Book p. p.105. Pictures
8 min				

	13.Teacher and the whole class listen to Ss presentation. 14.Teacher evaluates SS 10 points- 10 marks 9 points – 9 marks 8 points- 8 marks 7 points – 7 marks 6 points- 6 marks 5 points – 5 marks 4 points- 4 marks 3 points – 3 marks 2 points- 2 marks 1 point – 1 mark	Criteria: 8 – 7 sentences – 3 marks 6-5 sentences – 2 marks 4-3 sentences and less -1 mark	
Ending the lesson 1 min.	Giving the home task. W.B.p.70 – p.71 Students express their attitude to the lesson and give self-assessment using the method: "Six thinking hats": • Green: How can you use today's learning in different subjects? • Red: How do you feel about your work today? • White: What have you leant today? • Black: What were the weaknesses of your work? • Blue: How much progress have you made in this lesson? (Now I can, I still need to work on, I've improved in, today I learnt...) Yellow: What did you like about today's lesson? Slide (Homework) Slide "Six thinking hats"		
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: Identify the main idea in extended talks with little support. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. Demonstrate the ability to participate in a conversation. Descriptor: A learner: • selects an appropriate answer. • completes the task. • uses appropriate subject-specific vocabulary while speaking. • discusses questions and answers the questions within the group. • Observation • Feedback on the work • Peer-assessment		Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas