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| **Unit: 2** | Daily life and shopping |
| **Teacher name:** | Sirota Yuliya Valerevna |
| **Date:** |  |
| **Grade:** 8 | Number present: 10 | Number absent: - |
| **Theme of the lesson:**  | Internet addiction |
| **Learning objectives(s) that this lesson is contributing to** | 8.R2. understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts8.S3.give an opinion at discourse level on wide range of general and curricular topics |
| **Lesson objectives** | **All learners will be able to:**\*identify specific information and details in a reading passage **\***express thoughts about the given topic in the conversations **Most learners will be able to:**\*analyze pros and corns of the Internet **Some learners will be able to:** \*create a discussion about Internet addiction without support |

 **Plan**

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| **Planned timings** | **Teacher's actions** | **Students` actions** | **Assessment** | **Resources** |
|  Beginning 5  minutes   Middle 35 minutes  5 min  7 min  3 min 8 min 2 min 10 min Ending 5 minutes | **Greeting.**Teacher greets students.**Warm up**Teacher shows the picture and says: *-Look at the picture. What do you see? Brainstorm your ideas and guess the theme of our lesson.* *Teacher introduces lesson objectives to students.* ***Pre-reading*****Pre-teaching vocabulary** T→Cl→S1, 2…Teacher presents the new words on the slide.***Pair-work. Match the words with their definitions:***

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| Plays games | Be network |
| Messages  | To occupy oneself in an activity for amusement or recreation |
| Online | send short information personally  |
| Internet | a part of the internet where people can communicate by writing massages. |
| Chart rooms | the global system of interconnected computer network |
| Reality | be taken by post or email. |
| Virtual | being on simulated on a computer or computer network |
| Psychologist | Someone who likes to play computer games |
| Send | Someone who studies the human emotions  |
| Gamer | the true situation and facts |
| Laptop | the small computer that can you take with you. |

After finishing learners exchange their works. The teacher gives the right answers. Learners check each other’s works.*Differentiation by resources in choosing the ICT technology that helps at translating words.***KWL -chart**Teacher: *-*We are going to read the article “Trapped in the net”. What do you know about it? Complete the KWL-chart.

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| **What I know** | **What I want to know** | **What I’ve learned** |
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*Teacher monitors how learners work, helps less able learners.****While-reading***Ex. 1 p. 22 – 23Teacher: -*Read the article and fill the sentences in the missing words:*1.Jenny Foxton is a secondary school \_\_\_\_\_\_\_\_\_, but she’s also got another life.2.Every night she turns on her laptop and visits a virtual world called\_\_\_\_\_\_\_\_\_\_, where users have created\_\_\_\_\_\_\_\_\_\_\_, rooms and communities.3.\_\_\_\_\_\_\_\_\_\_\_\_ life on the internet is different, but also very time-consuming and obsessive.4.Tom is often fighting battles with ogres on his\_\_\_\_\_\_\_\_\_.5.This can happen to real\_\_\_\_\_\_\_\_\_, who often feel tired, depressed and\_\_\_\_\_\_\_\_\_\_\_.6.\_\_\_\_\_\_\_\_\_\_\_ has ruined people’s\_\_\_\_\_\_\_\_\_\_\_, relationships and careers.7.There are \_\_\_\_\_\_\_\_\_,advice and cures if you’ve got a\_\_\_\_\_\_\_\_\_*Differentiation by resources: Less able learners can use the dictionaries. More able students correct the false statements, less able students define True and False sentences.**Teacher monitors how learners work, helps less able learners.****Post-reading*****KWL -chart**Teacher: -Complete the KWL-chart: the 3rd column.

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| **What I know** | **What I want to know** | **What I’ve learned** |
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Teacher monitors.**Differentiated tasks**Teacher distributes worksheets with multilevel assignments to students. ***Level 1******Choose the right answer.*** 1.\_\_\_\_\_\_\_\_\_\_\_spends all night in the net.a.Mary Barton b.Jenny Foxton c.Jim Tomas2.Jenny Foxton visits a virtual world called \_\_\_\_\_\_\_\_\_.a.World b.Warcraft c.Habbo3.Tom Dobson’s plays\_\_\_\_\_\_\_\_ online.a.Minecraft b.World of Warcraft c.Dota4.People are on the internet for forty-eight hours non-stop are\_\_\_\_\_\_\_\_\_.a. sellers b.loosers c.addicts5.Between\_\_\_\_\_\_\_\_\_\_\_\_\_ per cent of internet users are addicted to the web.a.five and ten b.three and five c.twelve and forty6.\_\_\_\_\_\_\_\_\_\_\_\_ has ruined people’s education, relationships and careers.a.Reading b.Cooking c.Internet addiction7.According to psychologists internet addiction is a\_\_\_\_\_\_\_\_\_\_.a.chance b.problem c.opportunity***Level 2******Define true (T) or false (F). Correct the false sentences.***1.Jenny Foxton is a High School student 2.She spends all night on the net3.Tom is often sing a song in internet.4.Tom has slept.5.It can be cool to blog, chat, or play games online.6.Internet addiction has ruined people`s education7.There aren’t clinics, advice and cures if you`ve got a problem.***Level 3******Make up your own opinion about this text building on these questions.***1.What can you say about Jenny Foxton lifestyle?2.What advice would you give to Tom Dobson?3.How can online life destroy a person in his real life?4.What are the positive and negative sides of the internet?***Level of thinking skills: Application****Descriptor* A learner:-chooses the right answers-defines T / F sentences-corrects false sentences-expresses own opinion*Differentiation by the tasks.**Teacher monitors how learners work, helps less able learners.**T: -Let's return to the lesson objectives.**-Have we reached the lesson’s aims?****Reflection*****C:\Users\Юля\Desktop\027.jpg** | Students respond to greeting and take their places.Students express their ideas, then guess the theme of the lesson. *(Internet addiction)* Students repeat the words after the teacher.In pair students match the words with their definitions.Students complete the chart.Students read the text and do the task. Students complete the 3rd column of the chart.Students do the tasks.Students complete the sentences evaluating themselves |     Peer-assessment  Self-assessmentFormative assessment “Thumb”C:\Users\Юля\Desktop\img11.jpg  Formative Assessment  FormativeAssessment FormativeAssessment Self-assessment |     picture  <https://americanenglish.state.gov>   PPT worksheets    <https://americanenglish.state.gov> SB: English Plus grade 8  PPT <https://americanenglish.state.gov>worksheetsworksheets<https://americanenglish.state.gov>worksheets |