

Lesson Plan №60

Teacher: Nataliia Dolzhenko

Class: 6

Date: _____

Topic: Shopping.

Lesson objectives: by the end of the lesson ss will be able to find pairs of verbs (Present Simple and Past Simple), ss will be able to listen to the poem with the sentences in The Past Simple Tense, ss will be able to solve some tasks about shopping using their knowledge of Maths, ss will be able to make their list of goods for a picnic and find out how much money did they spend on buying all the necessary products.

Stage aim	Teacher activity	Learner activity	Interaction	Resources/ Page No.	Time
1.Greeting	Good morning, children!	Good morning, teacher!	T-S	----	1 min
2.Aim (brainstorming)	Tells the topic of the lesson, elicits the aims of the lesson.	Say their thoughts about the aims of the lesson.	T-S-S	----	1 min
3.Warming up	Asks "Where can you go shopping?" and throws the ball to one of the students.	Name any kind of shop and throw the ball to other students.	T-S-S	a ball	2 min
4.Check on homework	Asks	Answer, listen and check their answers.	T-S-S	ex.5, p.119	2 min
5.Speaking and matching	Gives the instructions to match the pairs of verbs in Present Simple and Past Simple and to read the pairs.	Match the pairs of verbs in Present Simple and Past Simple and to read the pairs one by one.	T-S-S	ex.2, p.120	2 min
			SS	ex.3, p.120	

6.Listening	Gives the instructions to listen to the audio and to follow the poem in their textbooks. Find out the verbs in Past Simple.	Listen to the recorder and follow the poem in their textbooks. Find out the verbs in Past Simple and name them.			3 min
7.Group work (speaking, writing, reading, listening)	With the help of numbers (1, 2, 3, 4) join the students into four groups.	Take the number and come to the desk with the same number.	T-S-S	cards with numbers for students and big numbers to put on the desks	2 min
	Gives cards with the names of different mathematical actions to groups.	Take the cards with the names of different mathematical actions and write (draw) the symbols for the words. Groups show and check their papers.	S-S	cards with the names of different mathematical actions	2 min
	Gives the mathematical tasks about shopping to groups.	Solve the mathematical tasks about shopping using their knowledge of Mathematics and speaking English. Write their answers on the paper or on the board.	S-S	mathematical tasks about shopping (in English) (additional materials)	13 min
	Check the answers with all the students.	Check the answers with all the students.	S-S	board	
8. Group work (speaking, writing,				ex.6, p.121	

reading, listening)	Gives the instructions to work in a group. Imagine that their groups had a picnic and bought some products for it. They should make their lists of goods they bought and using the information from their textbooks count how much money did they spend on the products.	Imagine that their groups had a picnic and bought some products for it. They make their lists of goods they bought and using the information from their textbooks count how much money did they spend on the products.			2 min
			S-S	students' papers	7 min
9.Homework	Asks groups to present their results.	Groups tell, show, present their results to the whole class.	T-S	ex.4, p.121	
					4 min
10.Summarizing	Gives the instructions for doing the task: to make the list of goods they bought during their last shopping and count how much money did they spend.	Listen to the instructions and ask questions.	T-S-S	---	2 min
	What was difficult for you? What was easy?	Students answer.			2 min

Additional materials

TASK №1

I had to buy a refrigerator. I read the advertisement and learned the price - 30,000 hryvnias, which was good for me. I went to the store, but it was already closed. I had to go there the next day, but, unfortunately, the refrigerator went up by 11%. I had 34,000 hryvnias with me. Will I have enough money to buy a refrigerator?

went up by – подорожав на

SOLUTION TO THE TASK №1

1) $11 = 0.11$; $30,000 * 0.11 = 3300$ (hryvnias) the fridge has risen in price;

2) $30,000 + 3300 = 33300$ (hryvnias) is a refrigerator now;

3) $34000 - 33600 = 400$ (hryvnias) remain.

Answer: I will have enough money for the refrigerator and 400 hryvnias will remain.

TASK №2

The blouse costs 850 pounds. During the White Sale it costs 680 pounds. How much was the price of the blouse lowered? By what percentage (%) was the price of the blouse reduced?

reduced – знижена

SOLUTION TO THE TASK №2

1) $680 \times 100 : 850 = 80\%$ is the price of a blouse from the original cost.

2) Then the price of the blouse was reduced by $100 - 80 = 20\%$ percent.

Answer: 20%.

TASK №3

The price of goods dropped by 30%, and then once more – 15%. How much did the product cost, if its original cost was 3000 hryvnias?

dropped by – знизилась на

go down – знизилась

SOLUTION TO THE TASK №3

The initial price is taken as 100%, after the first decrease in the price of the goods dropped by:

$$1) 3000 : 100 - 30 = 900 \text{ (hryvnias).}$$

The new price of the product has become:

$$2) 3000 - 900 = 2100 \text{ (hryvnias).}$$

The second reduction comes from the new price:

$$3) 2100 : 100 - 15 = 315 \text{ (hryvnias).}$$

The price of the product after the decrease was:

$$4) 2100 - 315 = 1785 \text{ (hryvnias).}$$

Answer. The new price of the product is 1785 hryvnias.

TASK №4

In the supermarket there is an advertising campaign before the Saint Valentine's Day: if you buy 3 chocolates, you get one more chocolate as a present. Chocolate costs 35 pounds. What is the greatest number of chocolates will get a customer if he has got 290 pounds?

SOLUTION TO THE TASK №4

1) $290 : 35 = 8, 2$ chocolates.

Make it to the whole: 8 chocolates he can buy.

For every 3 chocolates they give 1 extra, then we will take free 2 more chocolates.

2) $8 + 2 = 10$ chocolates.

Answer: 10.

Make it to the whole – округлити до цілого

multiply

divide

add (plus)

subtract (minus)