

<b>Grades</b>					<b>English Teacher:</b>
<b>Dates</b>					<b>Hasanboy Rasulov</b>

## Lesson 1. Overview

**The aim of the lesson:**

**Educational:** to learn about teenagers' shopping habits and things they buy

**Developing:** - to develop listening, reading, speaking and writing skills

**Socio-cultural:** - to raise awareness of different cultures

**Competence:** SC1, SC and PC

**Learning outcomes:** By the end of the lesson, pupils will be able to use learnt language; ask and answer questions

**Type of the lesson:** non-standard, mixed

**Method of the lesson:** group work, pair work

**Equipment:** Prepare 11 Student's book, Workbook, the DVD of the book, flashcards

### TECHNOLOGICAL MAP OF THE LESSON:

<b>Nº</b>	<b>Part of the lesson</b>	<b>Tasks</b>	<b>Time</b>
<b>1</b>	Organizational Moment	-to greet pupils. - to check up the register	5 min
<b>2</b>	Repeating last lesson	- to give pupils some questions about last lesson. – to ask words from previous lesson	5 min
<b>3</b>	Explaining new theme	- to explain to pupils new vocabulary and theme	20 min
<b>4</b>	Consolidating new theme.	- to consolidate new theme and new words of the theme.	10 min
<b>5</b>	Homework.	- Giving homework.	5 min

### The Procedure of the lesson:

**I. Organizing moment:** - Greeting.  
- Checking the register

**II. Pre-Activity**

Write these places to shop on the board: market, department store, shopping mall, small local shop, supermarket, online shopping. Put students into pairs to discuss where they prefer to shop and when they last went to these places. Exchange information as a class.

**III. Main Part**  
**ABOUT YOU**

Ask students to write key words in answer to the questions. Put them into pairs to exchange information and monitor and encourage them to extend their answers with reasons and examples. Nominate individuals to tell the class about their partner and ask if others do or think the same.

**Activity 1** Ask students to look at the photos. Set a short time limit for them to write a list of items they can buy at each place before putting them into pairs. Check answers and give pronunciation practice where necessary, e.g. clothes /kləʊðz/, shoes /ʃu:z/, vegetables /'vedʒ.tə.blz/ and fruit /fru:t/.

**Possible answers**

- A** plants, shoes, fruit and vegetables, jewellery, wool
- B** clothes, shoes, kitchen goods, books, jewellery, stationery
- C** fruit, vegetables, meat, cheeses, sweets, pastries, bread
- D** clothes, books, DVDs, music, computers, video games
- E** designer clothes, DVDs, books, furniture

**Activity 2** Read the instructions aloud. Tell students that the following are the first part of some words they will hear in the recording and see if they can predict the word: fav(ourite), mon(ey),

clo(thes), dep(artment), we(ather). Write students' predictions on the board but do not feedback at this stage. Play the audio, pausing after each speaker to give students time to reflect on what they heard and understood. Invite two or three students to give answers and ask if the class agrees before feeding back. Students could check their predictions with the audioscript on page 00.

**Answers**

**A** Daisy **B** Rose **C** Iris **D** Sean **E** Alec

**Activity 3** Check students understand the vocabulary in the box and ask which can be both a noun and a verb, i.e. charge, discount, exchange, purchase, refund, shop. Model the pronunciation of the following words so students will find it easier to recognise them when they hear them: charge, charges, discount, promotions, purchases, receipt and refunds. Put students into mixed ability pairs and do the first item as a class (see Answers). Monitor as pairs continue and encourage stronger students to explain why they think a word or phrase is correct. Play the audio for students to check their answers, pausing after each one. Nominate pairs to give answers and see if the class agrees before confirming or correcting.

**Answers**

**1** shop, spend, charge

**2** online shopping, charges, send (it) back

**3** discount, refunds

**4** purchases, promotions, serve, service

**5** exchange, receipt

**IV. Post-activity**

**Activity 4** Put students into pairs or groups to discuss the questions. Monitor and help them communicate their ideas. Encourage students to give full answers and to reuse the words from the unit so far. Invite two or three students to tell the class about their shopping experiences. Alternatively, you could do the exercise in open pairs. Nominate a student to choose a question and to name another student to answer it. The second student asks a question and nominates another. Continue until several students have had a turn. Give extra pronunciation practice as necessary.

**Answers**

Students' own answers

*Deputy director on educational affairs* \_\_\_\_\_

*Signature* \_\_\_\_\_

<b>Grades</b>					<b>English Teacher:</b>
<b>Dates</b>					

## Lesson 2. Shopping

**The aim of the lesson:**

**Educational:** to learn about teenagers' shopping habits and things they buy

**Developing:** - to develop listening, reading, speaking and writing skills

**Socio-cultural:** - to raise awareness of different cultures

**Competence:** SC1, SC and PC

**Learning outcomes:** By the end of the lesson, pupils will be able to use learnt language; ask and answer questions

**Type of the lesson:** non-standard, mixed

**Method of the lesson:** group work, pair work

**Equipment:** Prepare 11 Student's book, Workbook, the DVD of the book, flashcards

### TECHNOLOGICAL MAP OF THE LESSON:

<b>Nº</b>	<b>Part of the lesson</b>	<b>Tasks</b>	<b>Time</b>
<b>1</b>	Organizational Moment	-to greet pupils. - to check up the register	5 min
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<b>3</b>	Explaining new theme	- to explain to pupils new vocabulary and theme	20 min
<b>4</b>	Consolidating new theme.	- to consolidate new theme and new words of the theme.	10 min
<b>5</b>	Homework.	- Giving homework.	5 min

### The Procedure of the lesson:

**I. Organizing moment:** - Greeting.  
- Checking the register

#### **II. Pre-Activity**

**Activity 1** Read the question and the first line of the article and elicit some suggestions from the class. Write key words on the board. Set a short time limit of about three minutes for students to read the article quickly to check their ideas. Tell them to ignore the gaps and to guess the meaning of new vocabulary at this stage.

#### **Answers**

Students' own answers

The Reading text is recorded for students to listen, read and check their answers.

#### **III. Main Part**

**Tips** Ask students to read the text first to understand the general idea. Read all eight sentences carefully before starting the activity. Advise them to read the information before and after each gap before deciding which option is the best fit and tell them to read the whole text again to check it makes sense.

**Activity 2** Tell students to read the instructions for this activity carefully and ask true/false questions to check they have understood (for example: There are five sentence spaces in the text – true; There are the same number of sentences as spaces – false). Ask students to read sentences A–H carefully and do the first item together as a class. Elicit or point out the connections between words in sentence B and the ideas either side of the gap. For example, 'there' refers to 'coffee shop' in the sentence before the gap, and 'do some online shopping' is topically connected to 'finding the latest fashions on Pinterest or Instagram.' after the gap. Put students into pairs to continue, and monitor and encourage them to analyse the information in the text and match it up with information in the sentences. Invite

volunteers to give answers and see if the class agrees before confirming. Encourage students to explain their choices.

**Answers**

**1 B 2 D 3 C 4 H 5 F**

**Activity 3** Ask students to read the meanings 1–6 and check vocabulary if necessary. Point out that two of the highlighted phrases are found in the sentences that have been removed from the article. Do the first item as a class, asking for a volunteer to suggest an answer. Re-read the section of the text before and after the gap, and substitute the highlighted word or phrase for a meaning from 1–6. Students should check that it makes sense generally, and not look for a perfect grammatical fit with the surrounding sentence. Point out that this is a technique that students can use to help them check their answers. Monitor and help as students continue individually before inviting individuals to give answers and see if the class agrees before feeding back. Ask for volunteers to give reasons for their choice.

**MIXED ABILITY**

For weaker students, monitor and point to information in the main text that could help them intuit the meaning of some of the highlighted words or phrases. For example: good value for money – get them when ‘they’re on sale a few weeks later’; checkout – ‘when you’re paying’; can afford – ‘wait until there’s a special offer, when you can get two games for the price of one’; special offer – also ‘you can get two games for the price of one’.

**Answers**

**1 can afford 2 checkout 3 second-hand 4 special offer 5 good value for money 6 keen on**

**FAST FINISHERS**

Ask fast finishers to find the words cool and stuff in the text and write their own meanings. They compare with other fast finishers and decide which definition is best before checking in a dictionary. Nominate students to tell the class what each word means.

**IV. Post-activity**

**TALKING POINTS**

Before students discuss the questions, put them into pairs to write some notes of useful vocabulary. As students discuss in pairs, monitor and encourage them to add examples of situations or reasons to expand on their answers. Give positive feedback where possible. Bring the class together to share ideas.

**COOLER**

Write the words and phrases from Vocabulary, Exercise 3, on page 10 on the board. Give students one minute to study the words and phrases, then erase them. Tell students to write down the words they remember. Find out who remembered the most, and ask them to come and write them on the board. Ask the class if there are any missing words, and add them to the board. Check spellings and pronunciation as a class.

*Deputy director on educational affairs* \_\_\_\_\_

*Signature* \_\_\_\_\_


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