|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **7.4 B Fashion and Clothes** | | | | **School:** | | | |
| **Date 26.04.2018** | | | | **Teacher’s name:** | | | |
| **Grade 7 Unit 2** | | | | **Number present:** | | **Number absent:** | |
| **Theme of the lesson:**  **Talking about shopping and shopping facilities** | | | | **Speaking: What will clothes look like in the future?** | | | |
| **Learning objectives(s) that this lesson is contributing to** | | 7. R1 Understand the main points in a growing range of short, simple texts on general and curricular topics.  7. S7 Use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topic.  7. S3 Give an opinion at sentence and discourse level on an increasing range of general and curricular.  7.UE8 Use a growing variety of future forms including present continuous with future meaning on a range of familiar general and curricular topics. | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | |
| * Demonstrate a basic ability to understand a short, simple text, to use appropriate subject-specific vocabulary and to give an opinion about future smart clothes; use present continuous with future meaning while talking about future smart clothes. | | | | | |
| **Most learners will be able to:** | | | | | |
| * Demonstrate a good ability to understand a short, simple text, to use appropriate subject-specific vocabulary to give an opinion about future smart clothes; use present continuous with future meaning while talking about future smart clothes. | | | | | |
| **Some learners will be able to:**   * Demonstrate an excellent ability to understand a short, simple text, to use appropriate subject-specific vocabulary and to express an opinion about future smart clothes; use present continuous with future meaning while talking about future smart clothes. | | | | | |
| **Language objective** | | Reading and speaking on the lesson topic with the use of the subject-specific vocabulary | | | | | |
| **Value links** | | Cooperation, Work, Life-Long Learning | | | | | |
| **Previous learning** | | Speaking and Writing: Designing a Uniform for Kazakhstani Olympic Team | | | | | |
| **Cross-Curricular Link** | | Futurology and Art | | | | | |
| **Use of ICT** | | Smart board | | | | | |
| **Intercultural awareness** | | Fashion , People and Future | | | | | |
| **Kazakh culture** | | Future of Kazakhstani Fashion | | | | | |
| **Pastoral Care** | | Assure you meet all learner’s needs | | | | | |
| **Health and Safety** | | Make sure power cords are not a tripping hazard  Everyday classroom precautions. | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| **5 min**  **10 min**  **15 min**  **5 min**  **7 min** | **Warming up**  The teacher asks the students to work in pairs and to fill in the columns of the table with clothes words that people wear in summer, autumn, spring and winter  **BEST ANSWER:**  **Summer –** a cap, flip-fops, shorts, sandals, a T-shirt, a swimming suit, a dress, trousers  **Autumn –** a jacket, a blazer, a hoodie, a coat, boots, shoes, trainers, a shirt, a suit, trousers or pants, jeans  **Winter –** a fur-coat, jeans, snow pants, high boots, a turtleneck, a jersey, a hat, a scarf  **Spring –** a rain-coat, boots, jeans, a suit, shoes, sneakers, a blazer, a cardigan, a poncho  **LESSON PROCEDURE**  The teacher asks the learners what they think about the clothes of our future.  What will the jeans be?  What will dresses and shoes be like?  **Best answer:**  All clothes will be smart. For example, your dress will change its color and your jeans will be able to understand your commands. It will be possible due to High Techs.  **Differentiation:** with stronger classes you might watch a video on smart clothing  After that the teacher asks the students to work in pairs and hand each pair the short text on the smart clothes. The students have to read, understand and communicate the information to others by pointing why they are going to wear this cloth item in the future? Others have to agree or disagree  **Differentiation:** the texts have been selected according to the students’ language proficiency level  **Best answer on JERSEYS TO FEEL AMERICAN FOOTBALL MAJOR PLAYS:**   * *I love to wear jerseys and I am a fan of the American football and my favorite team is New Orleans and the idea to feel your favorite American football plays is great. It will be more engaging if you feel the heartbeat of your favorite football player.*   ***Best answer on DRESSES THAT CHANGE COLOR AND NOT ONLY***…:   * I like wearing dresses but the idea to have a dress in the future that will change its color is fantastic. For example, if I have red shoes and would like a red dress, my future dress will easily change its color and I will not spend any money to buy a new dress for me. It will be great if my dress changes the length of its sleeves or the length of the dress itself. It is also a good idea to charge your mobile phone battery using your dress. If you do not have a charger and your phone is going soon to switch off, you will be able to charge it. Great!   ***Best answer on JEANS*** ***THAT COMMUNICATE:***   * You feel so comfortable to wear jeans and the news that Google is launching the project on producing the jeans that will communicate is great. Next year, the jeans will give us a lot of opportunities. For example, you will not need to touch your mobile phone to take a selfie; you will touch your jeans instead.   **Assessment Criteria:**   * Presents ideas logically using cohesive devices correctly (as, because, but, and). * Uses correctly the future simple and its forms. * Pronounces the majority of words correctly (no more than 2 rude mistakes)   The learners provide feedback to each-others performance based on the assessment criteria above.  **GRAMMAR CONSOLIDATION**  What tense is used to express future  **Best answer**: FUTURE SIMPLE (will do)  What other grammatical forms are used to express future meaning?  **Best answer:** to be doing something (**arrangements)**  to be going to do something/ to be planning to do something (**plans or intensions)**  Then the teacher distributes the grammar reference materials among the students on the use of Present Continuous for Future and students read and analyze the materials all together  After the students do a number of exercises on the use of Present Continuous for Future | | | | | | **Appendix 1** handouts with clothe words  <https://www.youtube.com/watch?v=Fedca93sfwI>  <https://www.youtube.com/watch?v=CXVzzOxl7MU>  Appendix  (Texts for reading comprehension)  Written on the whiteboard  **Appendix 3**  See the hand-outs + keys taken from [www.britishcouncil](http://www.britishcouncil) attached |
| **Lesson End**  **2 min** | The students get **a Progress Portfolio** and tick the things they can do now in English   * I can understand a short, simple texts about future smart clothes * I can use appropriate subject-specific vocabulary while speaking about the future smart clothes * I can give an opinion about future smart clothes * I can use Future Forms to speak about future smart clothes | | | | | | **Appendix 4** |
| **Additional information** | | | | | | | |
| **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 and Decision Making Skills Development.** | | |
| **More support:**   * Some questions are more difficult than others * Allow more thinking time. * Group weaker students with stronger ones   **More-able learners:**   * Summarise the group’s findings. * Encourage students to use more complex vocabulary. | | | * Speaking and reading skills are assessed by monitoring the students’ performance * Self- assessment(progress portfolio) | | Learners work individually and in pairs, apply their skills and knowledge while performing oral assignments and presenting their own opinions thus developing their critical thinking skills. | | |

**Appendix 1**

1. **Fill in the table below with the clothes words depending on the season.**

a fur-coat, a cap, sneakers, flip-fops, a scarf**,** sandals, a dress, trousers**,** a jacket, a blazer, a coat, boots, shoes, trainers, a shirt, a suit, a hoodie trousers or pants, jeans,jeans, snow pants, shorts, a swimming suit, high boots, a turtleneck, a jersey, a hat, a rain-coat, boots, jeans, a suit, shoes, a blazer, a T-shirt, a cardigan, a poncho

|  |  |  |  |
| --- | --- | --- | --- |
| **SUMMER** | **AUTUMN** | **WINTER** | **SPRING** |
|  |  |  |  |

**Appendix 2**

***SMART SUITS TO CONTROL YOUR HEART RATE***

What makes the Smart Suit special is that it hides a processor and battery, which power the sensors beneath the fabric. Since the sensors are in the clothes themselves, the garments can easily measure things like heart rate, stance and even body fat levels.

✄ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***SOCKS TO HELP YOU AVOID INJURY AND IMPROVE YOUR RUNS***

Sensoria launched running socks that can track your runs better than a fitness tracker on the wrist. It has three pressure sensors embedded into the socks to track pace, distance, and time. Sensoria is able to analyze the data and give you tips on how to improve your runs and avoid injury.

✄ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***JERSEYS TO FEEL AMERICAN FOOTBALL MAJOR PLAYS***

Billie Whitehouse introduced a piece called the Fan Jersey. This is a shirt that fans can wear to feel major plays on the American football field. Connected via Bluetooth, the vibrations occur in real-time with the game, creating an emotional attachment for the wearer.

The exciting thing here is the thing what it might mean for entertainment. If you can feel the heartbeat of your favorite player for instance, does it draw you ever more into the game? What if that was applied to sitting in the theatre watching a high adrenaline film? It’s entirely possible we might indeed be wearing such shirts while enjoying different sports just without leaving home.

✄ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***JACKETS TO CONTROL YOUR BODY TEMPERATURE***

In everyday clothes, you're often hot one minute and cold the next one. Wearable tech’s future will be about to be able to control your body temperature through your coat. Last year; Tommy Hilfiger launched a jacket with a small portable battery and solar panels attached to the back, while Dutch designer Pauline van Dongen has a great looking T-shirt that does the same job.

***JEANS*** ***THAT COMMUNICATE***

***Next year, Google will launch Project Jacquard*** with Levi's, weaving conductive yarn into jeans to allow touch interactivity on the fabric itself. The idea is to provide simple functionalities that will free us from using our mobile phones all of the time - you will be able to request any program on your mobile phone,, take a selfie or even turn a light bulb on or off. It might sound unbelievable now, but it is the way of the future.

***DRESSES THAT CHANGE COLOR AND NOT ONLY***…

It's not impossible to imagine a future where a single dress could change color, sleeve and length depending on the occasion; maintain the right temperature in response to the environment; and be used to charge a dying phone battery or send a message to a loved one, too. In the future, we'll be surprised just how little our clothes once did for us.

**Appendix 3**

## Examples

**I’m visiting**my friend tomorrow.***They are coming***to our house on Saturday.What***are you doing***tonight?

## Remember!

We can use the present continuous to talk about arrangements (plans which you have organised) in the future.  
**My brother is playing**football with his friends tonight.***I’m going***to the cinema at the weekend.***Are you having***a party for your birthday?

## Be careful!

We usually use the present continuous when the activity has been arranged. We usually use ‘going to’ for a plan which hasn’t been arranged.  
**I’m meeting**Emma after school. (I have talked to her and organised the time to meet.)  
**I’m going to watch**TV after school. (This is my plan but I haven’t organised it.)

## We say... We don’t say...

My grandma is visiting us next week. (NOT My grandma visits us next week.)We’re going to Spain for our next holiday. (NOT We go to Spain for our next holiday.)Is he helping his mum tomorrow? (NOT Is he tomorrow helping his mum?)



**Appendix 4**

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade**

**Progress Portfolio**

* I can understand a short, simple texts about future smart clothes
* I can use appropriate subject-specific vocabulary while speaking about the future smart clothes
* I can give an opinion about future smart clothes
* I can use Future Forms to speak about future smart clothes

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade**

**Progress Portfolio**

* I can understand a short, simple texts about future smart clothes
* I can use appropriate subject-specific vocabulary while speaking about the future smart clothes
* I can give an opinion about future smart clothes
* I can use Future Forms to speak about future smart clothes

**Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade**

**Progress Portfolio**

* I can understand a short, simple texts about future smart clothes
* I can use appropriate subject-specific vocabulary while speaking about the future smart clothes
* I can give an opinion about future smart clothes
* I can use Future Forms to speak about future smart clothes