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**Task 1 – An example of the learning objective with A.B.C.D. format**

For this task I’ve chosen the audience – students of the 4th grade.

I’ve taken a unit that covers the topic “The future of Kazakhstan”. The basic information covered in this unit deals with the Future Simple Tense and vocabulary on the topic “My Country”.

**Audience** – who will be doing the behavior?
**Behavior** – what should learner able to do?
**Condition** – under what conditions do you want the learner to be able to do?

**Degree** – How well it must be done?

**The Learning objective** – **Upon successful completion of the unit the student will be able to conduct a debate about a topic “The Future of Kazakhstan” and receive at least 80% on a rubric for the discussion.**

**Task 2 – A number of activities that use A.B.C.D. learning objective**

The audience for this task is also the students of the 4th grade and the topic we are dealing with is a lexical one – “Clothes”

**Audience** – who will be doing the behavior?
**Behavior** – what should learner able to do?
**Condition** – under what conditions do you want the learner to be able to do?

**Degree** – How well it must be done?

**The Learning objective** – **By completing the activities successfully the student will be able to create and present their own dialogue “At the shop” with a score of 15 points or higher on the task rubric.**

The given activities

Firstly, the students are doing brainstorming revising the vocabulary on the topic “Clothes”.

Secondly, they are watching a video presenting a dialogue “At the shop”.

Then they are getting the transcript of the video, they are reading and translating the dialogue and name the phrases that are commonly used in a dialogue “At the shop”.

The Transcript –

Shop assistant – Good morning. How can I help you?

The customer – It’s getting really cold. I’d like a pair of warm gloves, please.

Shop assistant – What colour would you like?

The customer – It doesn’t matter.

Shop assistant – And what size do you wear?

The customer – Size seven.

Shop assistant – Here you are.

The customer – Can I try them on?

Shop assistant – Of course.

The customer – They are really warm and comfortable. I’ll take them.

Shop assistant – One thousand tenge, please.

The customer – Here you are. Thank you very much.

Shop assistant – Thank you. Bye.

The customer – Bye and thanks a lot.

Students act out the given dialogue.

Then students have some time to create their own dialogue using the phrases and the structure of the dialogue from the video.

Finally, students assess each other’s dialogues using the task rubric that has 5 aspects and students can get 4 points maximum for each aspect –

The fluency of speech

The intonation -

The usage of the necessary phrases –

The usage of the vocabulary on the topic “Clothes” -

The correct grammar structures -