# Short term plan 1

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| **Term 1** **Unit 1 "Our world"**  | **School: Krasnoznamyonnoe secondary school** |
| **Date:**\_\_\_\_\_\_ | **Teacher’s name: Ibraeva Zhanara** |
| **Grade 8 \_\_** | **Number present:** | **Number absent:** |
| **Theme of the lesson:** | **Vocabulary and language focus: Everyday objects** |
| **Learning objectives(s) that this lesson is contributing to** | 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics.8.UE2 use a growing variety of quantifiers for countable and uncountable nouns including several, plenty, a large/small number/amount on a range of familiar general and curricular topics. |
| **Lesson objectives**  | **All learners will be able to:** |
| * Pronounce and name everyday objects, numbers.
* Recognize and use expressions of quantity.
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| **Most learners will be able to:** |
| * Answer the questions about human consumers.
* Do exercises with expressions of quantity.
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| **Some learners will be able to:**  |
| * Speak fluently about quantities of things people use.
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| **Value links** | Being environmentally conscious/friendly, actively providing solutions to global problems. |
| **Cross curricular links** | Ecology. |
| **Previous learning** | Previously learned vocabulary on the topic "Everyday objects". |
| **Use of ICT** | Smart board for showing a presentation, getting additional information, playing the audio files. |
| **Intercultural awareness** | Accept the diversity of the things that people use, eat and drink among the students of the group as well as all over the world.  |
| **Health and Safety** | Breaks and physical activities used.  |
| **Plan** |
| **Planned timings** | **Planned activities** | **Resources** |
| Beginning the lesson | The lesson greeting.The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.**Warm up.** Start thinking p.8. Answering questions.1. What items do you use every day?2. How can people create less rubbish? *(People can create less rubbish by recycling more and buying items with less packaging.)*3. Do you think it's important to protect the environment? Why? *(Yes, so that future generations can enjoy the planet.)* |  |
| Main Activities | Ex.1 p.8. Word and picture matching activity.*Answers:**1) a can of fizzy drink**2) a bottle of shampoo**3) a roll of toilet paper**4) a box of washing powder**5) a packet of crisps**6) a bag of apples**7) a bar of chocolate**8) a jar of coffee**9) a tube of toothpaste**10) a carton of juice*Ex.2 p.8. Brainstorming.Ex.3 p.8. Recognizing vocabulary.Completing questionnaire.Ex.4 p.8. Comparing answers. *Answers:**1) 628; 1.700**2) 4.8; 9.8**3) 198; 656**4)* Ex.5 p.8. Table completion.*Answers:**1) uncountable**2) countable**d) countable**4) uncountable**5) uncountable**6) uncountable, countable, uncountable**7) countable, uncountable**8) countable, uncountable****Uncountable nouns:****2) much**3) a lot of**4) some****Countable nouns:****1) not many**5) not any*Ex.6 p.8. Ticking off items.*Answers:**1) much**2) many**3) some**4) much**5) any**6) any*Ex.7 p.8. Asking and answering questions. *Answers:**1) Do you eat much pasta each week? How much?**2) Do you walk many konometers every month? How many?**3) Are there many books in the school library? How many?* | CDCDCD |
|  | 4) Do you use a lot of toothpaste each year? How much?5) Do you drink much milk every week? How much?6) Do you say many words every day? How much?Extra task. Writing practice. |  |
| Ending the lesson | Giving the hometask. WB p.8. **Self-assessment.**How well do I understand?4 - I can do this and explain it to someone else.3 - I understand and can do this by myself.2 - I need more practice.1 - I don't understand this yet.  |  |
|  End1min | Feedback: Teacher asks students what task was difficult to them and which pair worked well.  |  |
| **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** |
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners. | **Assessment criteria:**1. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences;

2. Apply the correct quantifiers including much, many, a lot of, some, any for countable and uncountable nouns in the context.**Descriptor:**A learner:* uses the topical vocabulary while talking about quantities of things people use;
* completes the task with proper quantifiers.
* Observation
* Feedback on the work
* Self-assessment
 | Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas |