**SHORT TERM PLAN №27**

|  |  |  |  |  |  |  |
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| Date: 10. 12.2016 | | | Teachers name: | | | |
| Grade: 8 A, В | | | Number present: | Absent: | | |
| Theme of the lesson: | | | Speaking about schools | | | |
| Learning objectives that this lesson is contributing to | | | To train active words and word – combination about education in Kazakhstan.To read and translate the text into Kazakh. To write and understand grammar of tenses. To develop the pupils auding, speaking, writing and listening skills. | | | |
| **Lesson objectives** | | | **All learners will be able to:**   * Read the sentences and use the topical words * Express in one word   **Most learners will be able to:**   * Read and translate the text * Speaking in pairs * Write true or false sentences   **Some learners will be able to:**   * Make basic simple statements about object * Find proverbs for the Internet | | | |
| Success criteria | | | Learners have met the learning objective (R1) if they can:  Recognize grammar material in names of the Internet Services  Spell the words correctly | | | |
| Language focus | | | Types of schools | | | |
| Target vocabulary | | | Educational system in Kazakhstan | | | |
| Differentiated instructions | | | Exercise 2, p.68 | | | |
| Value links | | | Lifelong learning | | | |
| Cross-curricular links | | | History | | | |
| ICT skills | | | Using videos and pictures, cards | | | |
| Extra materials | | | Flashcards about computer parts  Book and copybooks | | | |
| Previous learning | | | Educational system in Kz and the USA | | | |
| PLAN | | | | | | |
| Planned timings | Planned activities | | | | | Resources |
| Beginning  2 mins | Greetings  Talk with a pupil on duty | | | | |  |
| Middle  40 mins | **I. Read the text and discuss it**  **II. Look at the chart and remember**  **School Nursery Infant Junior High Higher**  **Ages 3-4 5-7 7-11 11-17 17**  **III. Answer the questions**  1. Is educational in Kazakhstan is compulsory?  2. What languages in education conducted in?  3. What is the first stage of education and how long does it last?  4. What is the secondary stage?  5. Where do children study after secondary education?  **IV. Choose one of the pictures and discuss it with your partner in pairs.**  **IV. Compare the systems of education in the USA and Kazakhstan**  **V. Grammar: The Past Perfect Continuous Tense**   |  |  |  | | --- | --- | --- | | For some time, for an hour, since 3 o’clock, when he came | | | | **+ / -** | | | | **I, we, your, they** | **Had/hadn’t** | **Been+ing** | | **He, she it** |   **VI. Home work**  Exercise 3, p.83 | | | | | Ex. 1 p. 80  Ex. 2 p. 81  Ex. 3 p. 81  Ex. 4 p. 82 |
| End 3 mins | Reflection | | | | |  |
| Additional information | | | | | | |
| Differentiation-how do you plan to give more support?  How to you plan to challenge the more able learners? | | Assessment – how are you planning to check learners’ learning? | | | Health and safety check ICT links | |
| Less able students – greater support by means of prompts, visuals or writing difficult words on the blackboard  More able students – independent work on definite tasks with little / no support | | Through observation | | | * Work with the SMART board than 10 minutes * Use water based markers * Ensure proper ventilation * Check sockets’ safety | |
| **Reflection**  Were the lesson objectives / learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings?  What changes did I make from my plan and why? | | | | | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning?)  1:  2:  What two things would have improved the lesson (consider both teaching and learning?)  1:  1:  2: | | | | | | |