Short term plan 84

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| **Term 4**  **Unit 8 "Food and drink"** | | | **School:** | | | | | |  |  |
| **Date:** \_\_\_. \_\_\_.2019 | | | **Teacher’s name:** | | | | | |  |  |
| **Grade 8 \_\_** | | | **Number present:** | | | | | |  |
| **Theme of the lesson:** | | | **Speaking: Plans and arrangements.** | |  | | | |  |
| **Learning objectives(s) that this lesson is contributing to** | | 8.C6 organise and present information clearly to others  8.L5 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics  8.S7  use appropriate subject-specific vocabulary and syntax to talk about a  range of general  topics, and some curricular topics  8.UE8  use a growing variety of future forms including present continuous and present simple with future meaning on a range of familiar general and curricular topics | | |  | | | |  |
| **Lesson objectives** | | **All learners will be able to:** | | |  | | | |  |
| * Understand a dialogue in which someone talks about their plan to do a sponsored event. * Recognize key phrases for talking about donating money. | | |  | | | |  |
| **Most learners will be able to:** | | |  | | | |  |
| * Apply the use of the present continuous for future arrangements. | | |  | | | |  |
| **Some learners will be able to:** | | |  | | | |  |
| * Talk about their plans and arrangements fluently. | | |  | | | |  |
| **Value links** | | Initiative and Responsibility. | | |  | | | |  |
| **Cross** **curricular links** | | Social studies. | | |  | | | |  |
| **Previous learning** | | Be going to and will. | | |  | | | |  |
| **Use** **of ICT** | | Smart board for showing a presentation, getting additional information, playing the audio files. | | |  | | | |  |
| **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.**Free talk.   * What are your plans for the weekend? | | | | |  | | |  |
| Main Activities | **Ex.1 p.96.** Picture description.  **Ex.2 p.96.** Gist listening. Checking comprehension.  *Answers:*  *Adam thinks he'll raise 150 pounds.*  **Ex.3 p.96.** Blank-filling. “Who said what?” questions. Role-play.  *Answers:*  *1) minute (Adam)*  *2) do (Mr Johnson)*  *3) for (Mr Johnson)*  *4) for (Adam)*  *5) to raise (Adam)*  *6) like (Mr Johnson)*  **Ex.4 p.96.** Classifying structures.  *Answers:*  *a) present continuous*  *b) be going to*  **Ex.5 p.96.** Table completion. Asking and answering questions.  **Ex.6 p.96.** Creative exercise*.*Speaking in a form of dialogue*.* | | | | | CD | | |  |
| Ending the lesson | Giving the hometask. SB ex.6 p.98  **Peer-assessment**.  Rubric   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Category** | **Excellent**  **4 pts** | **Good** **3 pts** | **Fair** **2 pts** | **Poor**  **1 pts** | | **Fluency** | Author demonstrates normal pace, not too fast, not to slow. | Author demonstrates adequate normal pace, not too fast, not to slow. | Author demonstrates some normal pace, not too fast, not to slow. | Author demonstrates little normal pace, not too fast, not to slow. | | **Spelling and Grammar** | There are no spelling, punctuation, or grammar errors. | There are 1-2 spelling, punctuation, or grammar errors. | There are 3-4 spelling, punctuation, or grammar errors. | There are more than 4 spelling, punctuation, or grammar errors. | | **Presentation/**  **Memorization** | Dialogue is well organized and flows like a natural conversation. | Dialogue is fairly well organized and mostly flows like a natural conversation. | Dialogue is slightly confusing and somewhat flows like a natural conversation. | Dialogue is hard to follow and doesn't flow like a natural conversation. | | **Pronunciation/**  **Expression** | No pronunciation errors are noted. Conversation is recited with appropriate expression. | There are 1-2 errors in pronunciation. Conversation is recited with mostly appropriate expression. | There are 3-4 pronunciation errors. Conversation is recited with somewhat appropriate expression. | There are 5 or more pronunciation errors. Appropriate expression not used. | | | | | | | | | | |  | |
| End  1min | 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. Demonstrate an ability to organize and express ideas clearly.  2.Identify the position of speakers in an extended talk with some support.  3.Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.  4. Demonstrate the ability to use future forms including present continuous with future meaning in the context..  **Descriptor:**  A learner:   * selects useful information and plans the answer. * identifies the author’s point of view and circles the correct answer. * uses appropriate subject-specific vocabulary while speaking. * illustrates knowledge of the future tense with *will*for predictions. * Observation * Feedback on the work * Peer-assessment | | | Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas | | | | |  | |

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