#  Short term plan 1

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| **Term 1** **Unit 1** Making connections in biology. | **School:**  |
| **Date:**  | **Teacher’s name:**  |
| **Grade 11** | **Number present:** | **Number absent:** |
| **Theme of the lesson:** | Food science. Period 1. |
| **Learning objectives(s) that this lesson is contributing to** | 11.C8 - develop intercultural awareness through reading and discussion 11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.S7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics |
| **Lesson objectives**  | **All learners will be able to:** |
| * work out the meaning of some topic-related words by using semantic and syntactic clues.

• describe what a balanced diet is and why it is important. |
| **Most learners will be able to:** |
|  | * work out the meaning of most topic-related words by using semantic and syntactic clues.
* identify the different food groups and place foods into the correct groups.
 |
| **Some learners will be able to:**  |
| • work out the meaning of all topic-related words by using semantic and syntactic clues. • describe how carbohydrates, proteins, fats and vitamins/minerals help our bodies and relate the Eatwell Guide to their diet. |
| **Plan**  |  |
| Planned timings  | Teacher’s activities | Pupil’s activities  | Marks  | Resources |
| Beginningthe lesson | The lesson greeting.**Lead-in.**Ask students to brainstorm different foods.* Then ask: *What have you eaten today? Are you careful about the food you eat? Why?* / *Why not?*
 | Answer the questions  |  |  |
| Main Activities | **Exercise 1 page 4.**Focus attention on the *eatwell* plate and explain that it is a visual representation of the type of food we should eat for a healthy, balanced diet. **Exercise 2 page 4.**Focus attention on the phrases.Check meaning and pronunciation. Check answers as a class. | Students complete the information. | Emoticon  | PresentationHandouts with task |
| Ending the lesson | Giving the homework. WB ex.1-3 p.4.Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about nutrition and health.* |  | Marks  | Emoticon |

#  Short term plan 2

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| **Term 1** **Unit 1** Making connections in biology. | **School:**  |
| **Date:**  | **Teacher’s name:**  |
| **Grade 11** | **Number present:** | **Number absent:** |
| **Theme of the lesson:** | Food science. Period 2 |
| **Learning objectives(s) that this lesson is contributing to** | 11.L1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics11.S5 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics 11.UE12 - use a wide variety of past modal forms to express appropriate functions; use a variety of near modal structures including supposed to, boundto, due, willing to on a wide range of general and curricular topics |
| **Lesson objectives**  | **All learners will be able to:** |
| * list out the names of various types of food from the most to least healthy.
* recognize main information why people’s nutritional needs change through different life stages while listening.

identify and use the sentences with must and have to for obligation and prohibition with support. |
| **Most learners will be able to:** |
|  | * identify specific information why people’s nutritional needs change through different life stages while listening.

identify and use the sentences with must and have to for obligation and prohibition with minimal support |
| **Some learners will be able to:**  |
| * interpret the information why people’s nutritional needs change through different life stages while listening.
* make thoughtful recommendations how to improve the average Kazakh diet.

identify and use the sentences with must and have to for obligation and prohibition without support. |
| **Plan**  |  |
| Planned timings  | Teacher’s activities | Pupil’s activities  | Marks  | Resources |
| Beginningthe lesson | The lesson greeting.The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. |  |  |  |
| Main Activities | **Exercise 6 page 5. (Audio 1.02)****Exercise 7 page 5.**Go through the *Recycle!* box together. If necessary, illustrate the difference between *must* and *have to*: *I must tidy my room because it’s messy and I think I need to do it. I have to tidy my room every week because it’s my parents’ rule.*Check answers as a class. With a **stronger class**, ask students to explain their choices.**Exercise 8 page 5.**In pairs, students answer the questions using vocabulary and grammar from the lesson. Monitor and help where necessary. Elicit responses and encourage discussion if there is disagreement. | to underline key words..Check answersanswer the questions using vocabulary and grammar from the lesson. | Emoticon  | AudioHandouts with task |
| Ending the lesson | Giving the homework. WB ex.4-5 p.5.Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about nutrition and health. I can talk about nutrition and health.* |  | Marks  | Emoticon |

#  Short term plan 3

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| **Term 1** **Unit 1 Making connections in biology.** | **School:**  |
| **Date:**  | **Teacher’s name:**  |
| **Grade 11** | **Number present:** | **Number absent:** |
| **Theme of the lesson:** | **The passive. Period 1.** |
| **Learning objectives(s) that this lesson is contributing to** | 11.S5 - interact with peers to make hypotheses and evaluate alternative proposals on a range of familiar and some unfamiliar general and curricular topics11.R3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics11.UE7 - use a wide variety of simple perfect active and passive forms and a variety of perfect continuous forms on a wide range of general and curricular topics |
| **Lesson objectives**  | **All learners will be able to:** |
| * discuss topic questions in simple phrases and sentences.
* apply comprehension strategies to the text about a history of hygiene.
* identify and use different forms of the passive with support
 |
| **Most learners will be able to:** |
|  | * . discuss topic questions in expanded sentences.
* identify and use different forms of the passive with minimal support.
 |
| **Some learners will be able to:** |
| * discuss topic questions in complex sentences.
* identify and use different forms of the passive without support.
 |
| **Plan**  |  |
| Planned timings  | Teacher’s activities | Pupil’s activities  | Marks  | Resources |
| Beginningthe lesson | The lesson greeting.The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.**Lead-in.****Exercise 1 page 6.** | Play hangman with the words *infections* and *hygiene*. |  |  |
| Main Activities |  **Exercise 2 page 6.****Exercise 3 page 6.**Ask students to find the examples of the passive in the text and match them with the correct tense.**Exercise 5 page 6.** | Explain any unknown words..To find the examples of the passive in the textto rewrite the sentences in the passive | Emoticon  | Student’s bookHandouts with task |
| Ending the lesson | Giving the homework. WB ex.1-3 p.5.Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about a history of hygiene. I can identify and use different forms of the passive* |  | Marks  | Emoticon |

#  Short term plan 4

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| **Term 1** **Unit 1 Making connections in biology.** | **School:**  |
| **Date:**  | **Teacher’s name:**  |
| **Grade 11** | **Number present:** | **Number absent:** |
| **Theme of the lesson:** | **The passive. Period 2.** |
| **Learning objectives(s) that this lesson is contributing to** | 11.C6 - organize and present information clearly to others11.S6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics11.UE7 - use a wide variety of simple perfect active and passive forms and a variety of perfect continuous forms on a wide range of general and curricular topics |
| **Lesson objectives**  | **All learners will be able to:** |
| * recognize and use different forms of the passive with support.
 |
| **Most learners will be able to:** |
|  | * . identify and use different forms of the passive with minimal support.
 |
| **Some learners will be able to:** |
| * demonstrate correct use of different forms of the passive without support.
 |
| **Plan**  |  |
| Planned timings  | Teacher’s activities | Pupil’s activities  | Marks  | Resources |
| Beginningthe lesson | The lesson greeting.The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.**Lead-in.****Read the sentences and answer the questions. Active***Someone cleans the streets every day. Sir Christopher Wren designed St Paul’s Cathedral.*1. What tense is used in each sentence?
2. Underline the subject and object in each sentence.

**Passive***The streets are cleaned every day.**St Paul’s Cathedral was designed by Sir Christopher Wren.* Emoticon1. What has happened to the subject and object?
2. How do we form the passive?
3. When do we use the passive?

When do we and don’t we use ‘by’? | answer the questions | Emoticon | Handouts with task |
| Main Activities | 1. People speak Portuguese in Brazil.
2. The Government is planning a new road near my house.
3. My grandfather built this house in 1943.
4. Picasso was painting Guernica at that time.
5. The cleaner has cleaned the office.
6. He had written three books before 1867.
 | check it with the teacher | Emoticon  | Student’s book |
| Ending the lesson | Giving the homework. WB ex.4-5 p.5Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can identify and use different forms of the passive.* |  | Marks  | Emoticon |

#  Short term plan 5

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| **Term 1** **Unit 1 Making connections in biology.** | **School:**  |
| **Date:**  | **Teacher’s name:**  |
| **Grade 11** | **Number present:** | **Number absent:** |
| **Theme of the lesson:** | **Keeping fit.** |
| **Learning objectives(s) that this lesson is contributing to** | 11.L5 - recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics11.L8 - recognize inconsistencies in argument in extended talk on a range of general and curricular subjects, including some unfamiliar topics11.S3 - explain and justify own and others’ point of view on a range of general and curricular topics, including some unfamiliar topics |
| **Lesson objectives**  | **All learners will be able to:** |
| * use topic-specific vocabulary.
* identify and formulate the main idea(s) of the listening segment about exercising with support.
* describe different fitness activities.
 |
| **Most learners will be able to:** |
|  | * . use a good range of topic-specific vocabulary.
* identify and formulate the main idea(s) of the listening segment about exercising with minimal support.
* explain a preference of different fitness activities.
 |
| **Some learners will be able to:** |
| * use a wide range of topic-specific vocabulary.
* identify and formulate the main idea(s) of the listening segment about exercising with no support.
* compare and evaluate different fitness activities.
 |
| **Plan**  |  |
| Planned timings  | Teacher’s activities | Pupil’s activities  | Marks  | Resources |
| Beginningthe lesson | The lesson greeting.The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.**Lead-in.**Elicit the sports and activities students do to keep fit. | greetings |  | Emoticon |
| Main Activities | **Exercise 1 page 7.** students describe the photo and answer the questions.**Exercise 3 page 7. Audio 1.03.**Tell students they will hear the beginning of a radio programme about fitness. Play the recording for students to decide if the sentence in exercise 2 is true or false. **Exercise 5 page 7. Audio 1.05.**Go through the verbs and nouns and check pronunciation**Exercise 7 page 7. Audio 1.06.** | answer the questions.true or false.complete the sentences. | Emoticon  | Student’s bookAudioWhatsApp |
| Ending the lesson | Giving the homework. WB p.6Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand people talking about exercise. I can discuss sports and fitness activities.* |  | Marks  | Emoticon |

#  Short term plan 6

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| **Term 1** **Unit 1 Making connections in biology.** | **School:**  |
| **Date:**  | **Teacher’s name:**  |
| **Grade 11** | **Number present:** | **Number absent:** |
| **Theme of the lesson:** | **The passive: advanced structures.** |
| **Learning objectives(s) that this lesson is contributing to** | 11.S6 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics11.R3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics11.UE12 - use a wide variety of past modal forms to express appropriate functions; use a variety of near modal structures including supposed to, bound to, due, willing to on a wide range of general and curricular topics |
| **Lesson objectives**  | **All learners will be able to:** |
| * discuss topic questions in simple sentences.
* apply comprehension strategies to text about medical myth.
* identify and use advanced passive structures with support..
 |
| **Most learners will be able to:** |
|  | * . discuss topic questions in extended sentences.
* identify and use advanced passive structures with minimal support.
 |
| **Some learners will be able to:** |
| * discuss topic questions in complex sentences.
* identify and use advanced passive structures without support.
 |
| **Plan**  |  |
| Planned timings  | Teacher’s activities | Pupil’s activities  | Marks  | Resources |
| Beginningthe lesson | The lesson greeting.**Lead-in.****Exercise 1 page 8.**Ask students to discuss the statements and say whether they think they are true or not. Elicit ideas | greetings |  | Emoticon |
| Main Activities |  **Exercise 3 page 8.**Go through the *Learn this!* box together and then ask students to find examples for each rule in the text.**Exercise 5 page 8.**Students complete the sentences. Check answers as a class.**Exercise 6 page 8.**In pairs, students discuss two more food myths. They should think of reasons to justify their ideas. Monitor and check the use of the passive. Elicit a few opinions form the class. | answer the questions.complete the sentencesdiscuss | Emoticon  | Student’s bookWhatsApp |
| Ending the lesson | Giving the homework. WB p.7Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand people talking about exercise. I can discuss sports and fitness activities.* |  | Marks  | Emoticon |

#  Short term plan 7

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| **Term 1** **Unit 1 Making connections in biology.** | **School:**  |
| **Date:**  | **Teacher’s name:**  |
| **Grade 11** | **Number present:** | **Number absent:** |
| **Theme of the lesson:** | **Compound adjectives.** |
| **Learning objectives(s) that this lesson is contributing to** | 11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics11.R3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of more complex and abstract, general and curricular topics11.UE3 - use a variety of adjectives complemented by that, infinitive and wh- clauses on a wide range of general and curricular topics |
| **Lesson objectives**  | **All learners will be able to:** |
| * use compound adjectives appropriately with support.
* discuss topic questions in simple sentences.
 |
| **Most learners will be able to:** |
|  | * use compound adjectives appropriately with some support.
* discuss topic questions in extended sentences.
 |
| **Some learners will be able to:** |
| * use compound adjectives appropriately with no support.

discuss topic questions in complex sentences. |
| **Plan**  |  |
| Planned timings  | Teacher’s activities | Pupil’s activities  | Marks  | Resources |
| Beginningthe lesson | The lesson greeting.**Lead-in.**Focus attention on the photo p.9 and ask: *What’s happening?* (The woman is dreaming.) *Do you think she’s having a pleasant dream? Why* / *Why not?* (Yes, because she looks peaceful.) *What’s the word for a frightening dream?* (a nightmare) | answer the questions. |  | Emoticon |
| Main Activities | **Exercise 3 page 69**Ask students to look at the form of the highlighted words in the text and write them in the correct column. **Extension: Fast finishers**Ask **fast finishers** to choose six compound adjectives and use them in sentences of their own. **Exercise 4 page 69**Ask students to identify the compound adjectives in the sentences and match them with the correct definition. C**Exercise 5 page 69** | Write unknown words.complete the sentencesmatch correct definition | Emoticon  | Student’s bookWhatsApp |
| Ending the lesson | Giving the homework. WB p.8Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand people talking about exercise. I can discuss sports and fitness activities.* |  | Marks  | Emoticon |

#  Short term plan 8

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| **Term 1** **Unit 1 Making connections in biology.** | **School:**  |
| **Date:**  | **Teacher’s name:**  |
| **Grade 11** | **Number present:** | **Number absent:** |
| **Theme of the lesson:** | **Junk food. Period 1.** |
| **Learning objectives(s) that this lesson is contributing to** | 11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics11.R2 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics11.R9 - recognize inconsistencies in argument in extended texts on a range of more complex and abstract general and curricular topics |
| **Lesson objectives**  | **All learners will be able to:** |
| * comprehend main information about food addiction while reading.
 |
| **Most learners will be able to:** |
|  | * identify specific information about food addiction while reading.
 |
| **Some learners will be able to:** |
| interpret and evaluate the information about food addiction while reading. |
| **Plan**  |  |
| Planned timings  | Teacher’s activities | Pupil’s activities  | Marks  | Resources |
| Beginningthe lesson | The lesson greeting.The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.**Lead-in.**Write *junk food* on the board and elicit examples,e.g. *burgers*, *chips*, *hot dogs*.Ask: *Are you addicted to junk food? How often do**you have it?* | answer the questions. |  | Emoticon |
| Main Activities | **Exercise 2 page 10.**Focus attention on the title of the article and the photos. Ask: *What were these teenagers addicted to?* (pizza, chicken nuggets, chips). **Exercise 3 page 10.**Go through the Reading Strategy together. Then ask students to find the gaps in the texts, look at what follows them and then choose the best sentence to fill each gap. Check the answers with the class.**Exercise 4 page 10.**Students decide if the sentences are true or false and correct the false ones. Check answers as a class. | complete the sentences filling each gap.True or false | Emoticon  | Student’s bookWhatsApp |
| Ending the lesson | Giving the homework. Presentation.Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand people talking about exercise. I can discuss sports and fitness activities.* |  | Marks  | Emoticon |

#  Short term plan 9

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| **Term 1** **Unit 1 Making connections in biology.** | **School:**  |
| **Date:**  | **Teacher’s name:**  |
| **Grade 11** | **Number present:** | **Number absent:** |
| **Theme of the lesson:** | **Junk food. Period 2.** |
| **Learning objectives(s) that this lesson is contributing to** | 11.C6 - organize and present information clearly to others11.C7 - develop and sustain a consistent argument when speaking or writing 11.S3 - explain and justify own and others’ point of view on a range of general and curricular topics, including some unfamiliar topics11.S7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics |
| **Lesson objectives**  | **All learners will be able to:** |
| present their posters to classmates |
| **Most learners will be able to:** |
|  | * present their posters to classmates, keeping the attention of a class.
 |
| **Some learners will be able to:** |
| make a public speech by using a poster and have interaction with audience. |
| **Plan**  |  |
| Planned timings  | Teacher’s activities | Pupil’s activities  | Marks  | Resources |
| Beginningthe lesson | The lesson greeting.The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. | answer the questions. |  | Emoticon |
| Main Activities | Task 1. In the quiz below, students should match up the sentences to test what they know about thetopic!Task 2. Create a poster putting across the view that junk food should be banned.Create a poster putting across the view that junk food shouldn’t be banned. | Writing quiz Students can use the example posters to help, but they must have their own pictures and their own argument. They could include a graph to show what people prefer! | Emoticon  | Handouts with taskStudent’s bookWhatsApp |
| Ending the lesson | Giving the homework. WB p.9Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can express my attitude towards junk food..* |  | Marks  | Emoticon |

#  Short term plan 10

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| **Term 1** **Unit 1 Making connections in biology.** | **School:**  |
| **Date:**  | **Teacher’s name:**  |
| **Grade 11** | **Number present:** | **Number absent:** |
| **Theme of the lesson:** | **Role play.** |
| **Learning objectives(s) that this lesson is contributing to** | 11.C1 - use speaking and listening skills to solve problems creatively and cooperatively in groups11.L1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics |
| **Lesson objectives**  | **All learners will be able to:** |
| dramatize a dialogue in a doctor’s office describing illness and methods of remedying it with support. |
| **Most learners will be able to:** |
|  | * dramatize a dialogue in a doctor’s office with some support.
 |
| **Some learners will be able to:** |
| dramatize a dialogue in a doctor’s office with no support. |
| **Plan**  |  |
| Planned timings  | Teacher’s activities | Pupil’s activities  | Marks  | Resources |
| Beginningthe lesson | The lesson greeting.The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. **Lead-in.**Ask: *Has anyone been ill recently? What was wrong with you?* (e.g. *I had a cold*.) *What symptoms did you have?* (e.g. *I had a headache and a sore throat*.) |  Brainstorm illnesses and symptoms and writing |  | Emoticon |
| Main Activities |  **Exercise 1 page 12.**In pairs, students describe the photo and speculate about how the person is feeling. **Exercise 3 page 12.**In pairs, students discuss the questions. Ask a few students to tell the class about their experiences.**Exercise 4 page 12. Audio 1.08.**Go through the task together. Tell students they will hear someone doing this task. Play the recording for students to listen to and answer the questions.  | Elicit a few ideas.discussanswer the questions. | Emoticon  | Handouts with taskStudent’s bookWhatsApp |
| Ending the lesson | Giving the homework. WB p.10Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can role-play a conversation at the doctor’s. I can talk about illnesses, injuries and symptoms. I can talk about treatments and remedies. I can use phrases to ask for clarification.* |  | Marks  | Emoticon |

# Short term plan 11

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| **Term 1** **Unit 1 Making connections in biology.** | **School:**  |
| **Date:**  | **Teacher’s name:**  |
| **Grade 11** | **Number present:** | **Number absent:** |
| **Theme of the lesson:** | **An article.** |
| **Learning objectives(s) that this lesson is contributing to** | 11.C6 - organize and present information clearly to others11.C7 - develop and sustain a consistent argument when speaking or writing 11.R7 - recognize patterns of development in lengthy texts [inter-paragraph level] on a range of more complex and abstract general and curricular topics 11.W6 - write coherently at text level using a variety of connectors on a wide range of familiar general and curricular topics |
| **Lesson objectives**  | **All learners will be able to:** |
| write an article for a school website on the given topic in 200 words using appropriate style and plan of a given genre with support. |
| **Most learners will be able to:** |
|  | * write an article for a school website on the given topic in 200 words using appropriate style and plan of a given genre with some support.
 |
| **Some learners will be able to:** |
| write an article for a school website on the given topic in 200 words using appropriate style and plan of a given genre with no support. |
| **Plan**  |  |
| Planned timings  | Teacher’s activities | Pupil’s activities  | Marks  | Resources |
| Beginningthe lesson | The lesson greeting..**Lead-in.**Write *If you have a sweet tooth, you …* on the board and ask students to complete it, e.g. *love eating sweet things*.**Exercise 1 page 13.** |  Elicit a few answers. |  | Emoticon |
| Main Activities | **Exercise 4 page 13.**Go through the Writing Strategy together and ask students to find examples of linkers in the article.**Exercise 5 page 13.**Go through the comment adverbs together. Ask students to identity the ones in the article.**Exercise 6 page 13.**Allow students time to read the statements, decide on their opinions and think of reasons to support them, students discuss their opinions using comment adverbs where possible. Monitor and help where necessary. | Writing Strategycomment adverbsdiscuss their opinions | Emoticon  | Handouts with taskStudent’s bookWhatsApp |
| Ending the lesson | Giving the homework. WB p.11Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write an article for a school website. I can use linking words and phrases to link ideas in a paragraph. I can use comment adverbs.* |  | Marks  | Emoticon |

# Short term plan 13

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| **Term 1** **Unit 2. Investigate and report on the animal world.** | **School:**  |
| **Date:**  | **Teacher’s name:**  |
| **Grade 11** | **Number present:** | **Number absent:** |
| **Theme of the lesson:** | **The animal world. Period 1.** |
| **Learning objectives(s) that this lesson is contributing to** | 11.C6 - organize and present information clearly to others11.L1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics |
| **Lesson objectives**  | **All learners will be able to:** |
| identify animal body parts and describe animals by body structures using some topic related vocabulary. |
| **Most learners will be able to:** |
|  | * identify animal body parts and describe animals by body structures using a good range of topic related vocabulary.
 |
| **Some learners will be able to:** |
| identify animal body parts and describe animals by body structures using a wide range of topic related vocabulary. |
| **Plan**  |  |
| Planned timings  | Teacher’s activities | Pupil’s activities  | Marks  | Resources |
| Beginningthe lesson | The lesson greeting.The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.**Lead-in.****Exercise 1 page 14.** Ask students to discuss the questions in pairs.  |  Elicit students’ answers. |  | Emoticon |
| Main Activities | **Exercise 2 page 14.** Focus on the photos and the words provided. Check meaning and pronunciation and label the photos. **Exercise 3 page 15.** Tell students they are going to listen to an interview with a zoo keeper. **Exercise 4 page 15.** Play the recording again for students to complete the sentences. Check answers as a class.**Exercise 5 page 15.** Students write their description, with the help of the internet, if necessary. Circulate and monitor. | Wordsinterviewcomplete the sentences.write description | Emoticon  | Handouts with taskStudent’s bookWhatsApp |
| Ending the lesson | Giving the homework. WB ex.1-3 p.14.Ask students: *What have you learned today? What**can you do now?* and elicit answers: I can talk about different parts of animals. |  | Marks  | Emoticon |

# Short term plan 14

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| **Term 1** **Unit 2. Investigate and report on the animal world.** | **School:**  |
| **Date:**  | **Teacher’s name:**  |
| **Grade 11** | **Number present:** | **Number absent:** |
| **Theme of the lesson:** | **The animal world. Period 2.** |
| **Learning objectives(s) that this lesson is contributing to** | 11.L2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics11.S7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics11.W8 - communicate and respond to news and feelings in correspondence through a variety of functions on a wide range of general and curricular topics |
| **Lesson objectives**  | **All learners will be able to:** |
| * recognize main information how animals use their senses in special ways while listening.

identify and use the sentences in passive voice with support. |
| **Most learners will be able to:** |
|  | * identify specific information how animals use their senses in special ways while listening.
* identify and use the sentences in passive voice with some support.
 |
| **Some learners will be able to:** |
| * interpret and evaluate the information how animals use their senses in special ways while listening.

identify and use the sentences in passive voice with no support. |
| **Plan**  |  |
| Planned timings  | Teacher’s activities | Pupil’s activities  | Marks  | Resources |
| Beginningthe lesson | The lesson greeting.The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.**Lead-in.****Exercise 7 page 15.**  |  Check meaning and pronunciation of the verbs. |  | Emoticon |
| Main Activities | **Exercise 8 page 15.** Tell students they will hear a scientist’s talk about animal senses. They must write a description using verbs form ex.7..**Exercise 9 page 15.****Exercise 10 page 15.** Students complete the sentences. Check answers as a class.**Exercise 11 page 15.**  | write a description using verbsmatch the animals and their sensescomplete the sentences. | Emoticon  | Handouts with taskStudent’s bookWhatsApp |
| Ending the lesson | Giving the homework. WB ex.4-6 p.14.Ask students: *What have you learned today? What can you do now?* and elicit answers: I can talk about different animals and their senses. |  | Marks  | Emoticon |

# Short term plan 15

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| **Term 1** **Unit 2. Investigate and report on the animal world.** | **School:**  |
| **Date:**  | **Teacher’s name:**  |
| **Grade 11** | **Number present:** | **Number absent:** |
| **Theme of the lesson:** | **Negative structures.** |
| **Learning objectives(s) that this lesson is contributing to** | 11.C9 - use imagination to express thoughts, ideas, experiences and feelings 11.S4 - evaluate and comment on the views of others in a growing variety of talk contexts on a wide range of general and curricular topics, including some unfamiliar topics11.UE6 - use a growing variety of impersonal and cleft structures on a wide range of general and curricular topics11.UE11 - use a wide variety of pre-verbal, post-verbal and end-position adverbs/adverbial phrases on a wide range of general and curricular topics |
| **Lesson objectives**  | **All learners will be able to:** |
| apply negative structures in the context with support. |
| **Most learners will be able to:** |
|  | * apply negative structures in the context with some support.
 |
| **Some learners will be able to:** |
| apply negative structures in the context with no support. |
| **Plan**  |  |
| Planned timings  | Teacher’s activities | Pupil’s activities  | Marks  | Resources |
| Beginningthe lesson | The lesson greeting.The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.**Lead-in.**Tell the students: Do you have any idea what the most popular pet is in Kazakhstan? See if the person next to you agrees. Then try to decide whatthe top three pets in KZ might be. Given students 1- 2 minutes, then elicit ideas from the class. |  elicit ideas |  | Emoticon |
| Main Activities |  **Exercise 1 page 16.**Ask students to read the text quickly and decide on the best piece of advice and one they disagree with. Elicit some opinions and reasons.**Exercise 3 page 16.**Ask students to complete the sentences. **Weaker students** can do the exercise in three steps. **Exercise 5 page 16.**Students write the words in the correct order. Check answers as a class. | Elicit some opinionscomplete the sentenceswrite the words | Emoticon  | Handouts with taskStudent’s bookWhatsApp |
| Ending the lesson | Giving the homework. WB p.15.Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use negative structures.* |  | Marks  | Emoticon |

# Short term plan 16

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| **Term 1** **Unit 2. Investigate and report on the animal world.** | **School:**  |
| **Date:**  | **Teacher’s name:**  |
| **Grade 11** | **Number present:** | **Number absent:** |
| **Theme of the lesson:** | **Beekeeping in Kazakhstan.** |
| **Learning objectives(s) that this lesson is contributing to** | 11.C10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world11.L2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics |
| **Lesson objectives**  | **All learners will be able to:** |
| recognize main information about beekeeping while listening |
| **Most learners will be able to:** |
|  | * identify specific information and details about beekeeping while listening.
 |
| **Some learners will be able to:** |
| interpret and evaluate the information about beekeeping while listening. |
| **Plan**  |  |
| Planned timings  | Teacher’s activities | Pupil’s activities  | Marks  | Resources |
| Beginningthe lesson | The lesson greeting.The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.**Lead-in.****Exercise 1 page 17.** Ask students to discuss the questions in pairs. Elicit students’ answers.. |  elicit answers |  | Emoticon |
| Main Activities | **Exercise 4 page 17.**Go through the *Learn this!* box together..**Exercise 5 page 17.**Ask students to match the sentences with the points in the *Learn this!* box. **Exercise 7 page 17.****Exercise 8 page 17.**Allow students time to read the sentences. Play the recording for students to choose the correct answers. | Readingmatch the sentencescopy the pronunciation.choose the correct answers. | Emoticon  | Handouts with taskStudent’s bookWhatsApp |
| Ending the lesson | Giving the homework. WB p.16.Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an explanation about beekeeping in Kazakhstan. I can understand and hear features of fast speech.* |  | Marks  | Emoticon |

# Short term plan 17

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| **Term 1** **Unit 2. Investigate and report on the animal world.** | **School:**  |
| **Date:**  | **Teacher’s name:**  |
| **Grade 11** | **Number present:** | **Number absent:** |
| **Theme of the lesson:** | **Articles and quantifiers.** |
| **Learning objectives(s) that this lesson is contributing to** | 11.C9 - use imagination to express thoughts, ideas, experiences and feelings 11.R1 - understand complex and abstract main points in extended texts on a wide range of familiar and unfamiliar general and curricular topics11.UE2 - use a variety of determiners relating to nouns for generic uses, some appositional uses and textual reference on a wide range of general and curricular topics |
| **Lesson objectives**  | **All learners will be able to:** |
| identify articles and quantifiers and use them in a sentence accurately with support. |
| **Most learners will be able to:** |
|  | * identify articles and quantifiers and use them in a sentence accurately with some support.
 |
| **Some learners will be able to:** |
| identify articles and quantifiers and use them in a sentence accurately with no support. |
| **Plan**  |  |
| Planned timings  | Teacher’s activities | Pupil’s activities  | Marks  | Resources |
| Beginningthe lesson | The lesson greeting.The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.**Lead-in**Brainstorm words for types of film, e.g. *action*,*adventure*, *comedy*, *drama*, *horror*, *romance*, *rom- com*, *science fiction*, *thriller*. |  elicit answers |  | Emoticon |
| Main Activities | **Exercise 1 page 18.**Focus attention on the photo and the title. Ask students to read the text and check their ideas.**Exercise 2 page 18.**Ask students to complete the rules in the *Learn this!* box.. Then ask students to find examples for each rule in the text. **Exercise 3 page 18.**Students choose the correct options. They can refer to the *Learn this!* box if necessary. **Exercise 4 page 18.**Go through the *Learn this!* box together. Then ask students to choose the correct options to complete the text. Check answers as a class. | Answering the questionscomplete the ruleschoose the correct options | Emoticon  | Handouts with taskStudent’s bookWhatsApp |
| Ending the lesson | Giving the homework. WB p.17.Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use**articles and quantifiers.* |  | Marks  | Emoticon |

# Short term plan 18

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| **Term 1** **Unit 2. Investigate and report on the animal world.** | **School:**  |
| **Date:**  | **Teacher’s name:**  |
| **Grade 11** | **Number present:** | **Number absent:** |
| **Theme of the lesson:** | **Phrasal verbs.** |
| **Learning objectives(s) that this lesson is contributing to** | 11.S7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics11.R5 - deduce meaning from context in extended texts on a wide range of familiar and unfamiliar general and curricular topics11.UE5 - use a range of transitive and intransitive verb complementation patterns on a wide range of general and curricular topics |
| **Lesson objectives**  | **All learners will be able to:** |
| use phrasal verbs correctly with support. |
| **Most learners will be able to:** |
|  | * use phrasal verbs correctly with minimal support.
 |
| **Some learners will be able to:** |
| use phrasal verbs correctly without support. |
| **Plan**  |  |
| Planned timings  | Teacher’s activities | Pupil’s activities  | Marks  | Resources |
| Beginningthe lesson | The lesson greeting.The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.**Lead-in.**Write *look* and *get* on the board and elicit two phrasal verbs for each verb. |  elicit phrasal verbs |  | Emoticon |
| Main Activities | **Exercise 3 page 19.**Ask students to read the dictionary entries and answer the questions..**Extra activity:** **Fast finishers**Ask **fast finishers** to write sentences that are true for them using the phrasal verbs in the dictionary entries.**Exercise 4 page 19.**.**Exercise 5 page 19.**Students complete the sentences.  | Answering the questionswrite sentences that are true for them using the phrasal verbscomplete the sentences. | Emoticon  | Handouts with taskStudent’s bookWhatsApp |
| Ending the lesson | Giving the homework. WB p.18.Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can use phrasal verbs. I understand dictionary entries for phrasal verbs.* |  | Marks  | Emoticon |

# Short term plan 19

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| **Term 1** **Unit 2. Investigate and report on the animal world.** | **School:**  |
| **Date:**  | **Teacher’s name:**  |
| **Grade 11** | **Number present:** | **Number absent:** |
| **Theme of the lesson:** | **Endangered animals in Kazakhstan. Period 1.** |
| **Learning objectives(s) that this lesson is contributing to** | 11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics11.R2 - understand specific information and detail in extended texts on a wide range of familiar and unfamiliar general and curricular topics11.R5 - deduce meaning from context in extended texts on a wide range of familiar and unfamiliar general and curricular topics |
| **Lesson objectives**  | **All learners will be able to:** |
| * work out the meaning of words by using semantic and syntactic clues.
* distinguish the difference between animals that endangered and those that are extinct.

identify some endangered species living in Kazakhstan. |
| **Most learners will be able to:** |
|  | * explore some of the reasons why some species are endangered.
 |
| **Some learners will be able to:** |
| offer some solutions for possible preservation and conservation. |
| **Plan**  |  |
| Planned timings  | Teacher’s activities | Pupil’s activities  | Marks  | Resources |
| Beginningthe lesson | The lesson greeting.The teacher sets the lesson objectives, letting students know what to anticipate from the lesson**Lead-in.****Exercise 1 page 20.**Focus attention on the photos.  |  Elicit a few ideas about the connection between the animals. |  | Emoticon |
| Main Activities |  **Exercise 2 page 20.**Students match the texts with the correct titles..**Exercise 3 page 21.**Go through the reading box together. Ask students to read the questions before they read the texts and do the matching task. Check answers as a class.**Exercise 4 page 21.**Students work in pairs to discuss the questions. Ask some students for their ideas. | match correct titlesanswering questionsdiscuss | Emoticon  | Handouts with taskStudent’s bookWhatsApp |
| Ending the lesson | Giving the homework. WB p.19.Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand an article about Kazakhstan’s endangered animals.* |  | Marks  | Emoticon |

# Short term plan 20

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| **Term 1** **Unit 2. Investigate and report on the animal world.** | **School:**  |
| **Date:**  | **Teacher’s name:**  |
| **Grade 11** | **Number present:** | **Number absent:** |
| **Theme of the lesson:** | **Endangered animals in Kazakhstan. Period 2.** |
| **Learning objectives(s) that this lesson is contributing to** | 11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics11.S7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics11.R8 - select and evaluate paper and digital reference resources to check meaning and extend understanding |
| **Lesson objectives**  | **All learners will be able to:** |
| * apply topic related vocabulary with support.

discuss topic questions in simple sentences |
| **Most learners will be able to:** |
|  | * . apply topic related vocabulary with some support.
* discuss topic questions in extended sentences.
 |
| **Some learners will be able to:** |
| * apply topic related vocabulary with no support.

discuss topic questions in complex sentences. |
| **Plan**  |  |
| Planned timings  | Teacher’s activities | Pupil’s activities  | Marks  | Resources |
| Beginningthe lesson |  The lesson greeting.The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.**Lead-in.Exercise 5page 21.**Students match the highlighted words in the text with the correct definitions | match the highlighted words |  | Emoticon |
| Main Activities | **Exercise 6 page 21.**Students match the words to make collocations. They then check their answers with the text. **Exercise 7 page 21.**Students complete the collocations. Check answers as a class.**Exercise 8 page 21.** students ask and answer the questions. Monitor and check pronunciation and grammar | match the wordscomplete the collocations.ask and answer the questions. | Emoticon  | Handouts with taskStudent’s bookWhatsApp |
| Ending the lesson | Giving the homework. Project.Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about Kazakhstan’s endangered animals.* |  | Marks  | Emoticon |