

БӨЛІМ: АҒЫЛШЫН ТІЛІ

The steppe: a golden treasure

ЖАРИЯЛАНДЫ
18.10.2021

СІЛТЕМЕ
<https://bilimger.kz/108071/>

Short term plan

<p>Алматы қаласы Алмалы ауданы КММ №34 гимназиясының ағылшын тілі пәнінің мұғалімі Темірбек Айнұр Ерланқызы урок английского языка в 8 классе на тему « The steppe: a golden treasure»</p>		
8.1A The steppe: a golden treasure Term 1 Unit 1	School: №34	
Date:	Teacher's name: Temirbek A.E	
Grade: 8	Number present:	Number absent:
Learning objectives that this lesson is contributing to	<p>8.1.9.1 - C9 use imagination to express thoughts, ideas, experiences and feelings 8.1.8.1 - C8 develop intercultural awareness through reading and discussion 8.4.2.1 - R2 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts of familiar general and curricular topics, including some extended texts 8.4.8.1 - R8 use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding 8.3.3.1 - S3 give an opinion at discourse level on a range of general and curricular topics</p>	
Lesson objectives	All learners will be able to: listen and read for gist and for specific information.	
	Most learners will be able to: listen and read for gist and specific information, to learn animals and their habitats, to learn prepositional phrases.	
	Some learners will be able to: listen and read for gist and specific information, to learn animals and their habitats, to learn prepositional phrases, talk about the steppe, prepare a poster of plants and animals that live on our steppe.	
Assessment criteria	Learners have met the learning objective if they can: speak about animals and their habitats, the steppe	
Language objectives	Subject specific vocabulary related to global issues	
Value links	Solutions to global issues, natural disasters and global citizenships	
Cross curricular links	Global issues	
Previous learning	Subject specific vocabulary related to global issues	
Use of ICT	Projector, tape-recorder, interactive whiteboard	
Intercultural awareness	Accept the diversity of global issues	
Kazakh culture	Discuss global issues in Kazakhstan	

Pastoral Care		<ul style="list-style-type: none"> Student centered teaching: respect, support and scaffolding; To create a friendly atmosphere for collaborative work. Promote a sense of self-esteem and self-respect and respect for others among all the learners.
Health and Safety		Everyday classroom precautions will ensure that safety measures are provided to prevent the exposure of electrical power cords.
Planned timings	Planned activities	Resources
Introduction	<p>Teacher greets learners and asks them lead-in questions</p> <p>Teacher tells the students the objectives of the lesson</p> <p>The objectives of the lesson are to introduce the topic; to listen and read for gist; to read for specific information; to consolidate information in a text and give an opinion.</p> <p>Home task checking</p>	Blackboard
5 min		
Main part	<p>Topic presentation</p> <p>Teacher asks Ss to look at the pictures and then imagine they are there on the steppe. Asks various Ss to describe to the class what they can see and feel using their imagination.</p> <p>Suggested Answer Key</p> <p><i>I can see the big blue sky above me and the wide, open grassland of the steppe in front of me. I feel alone.</i></p> <p>Reading</p> <p>Pre-reading: Teacher asks Ss to read the title and elicits Ss' guesses as to why the steppe is important to the Kazakh people according to the author. Plays the recording. Ss listen and follow the text to find out.</p> <p>Answer Key</p> <p><i>The steppe is important because it is a treasure of natural resources and provides everything for Kazakhstan's cities.</i></p> <p>While-reading: Teacher refers Ss to the Word List to look up the words in the Check these words box. Gives Ss time to read the text.</p> <p>Post-reading: Teacher explains the task. Allows Ss time to read the statements and then read the text again and complete the task. Checks Ss' answers.</p> <p>Answer Key</p> <p>1 F 2 T 3 T 4 F 5 DS 6 T 7 F</p> <p>8 DS</p> <p>Vocabulary consolidation</p> <p>Teacher allows Ss time to look up the meanings of the words in bold in the text in their dictionaries or in an online dictionary. Elicits definitions from Ss around the class.</p> <p>Answer Key</p> <p>harsh (adj): severe, difficult</p> <p>drop (v): to fall suddenly</p> <p>habitat (n): the place where an animal/plants grows/lives</p> <p>endangered (adj): at risk</p> <p>pollution (n): the presence of sth which has harmful/ poisonous effects on the environment</p> <p>Opinion share</p> <p>Ss discuss in pairs what they found interesting in the text and compare opinions. Teacher asks various pairs to report back to the class.</p>	<p>SB, p. 6</p> <p>SB, p. 6 ex.1 Class CD</p> <p>SB, p. 6 ex.2</p> <p>SB, p. 6 ex.3</p> <p>SB, p. 6 ex.4</p> <p>SB, p. 6 ex.5</p>
2 min		
3 min		
10 min		
5 min		
7 min		
10 min		
Reflection	<p>Home task: WB, pp.4-5 ex. 3-5 WB, Language Review 1a</p> <p>Assessment: Teacher evaluates Ss according to the criteria on the board.</p> <p>Feedback: Teacher throws the dice and Ss answer the questions.</p>	<p>Posters and sticky papers</p> <p>Dice</p>
3 min		
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

<p>More support:</p> <ul style="list-style-type: none"> Provide less able learners with the names of global issues, their definitions and translations. Allow thinking time. <p>More-able learners:</p> <ul style="list-style-type: none"> Encourage students to use previously learned vocabulary. Try to justify their opinions while labelling or making any choice. 	Oral formative assessment	Critical thinking on this lesson lies in sharing opinion about the text.
<p>Summary evaluation</p> <p>What two things went really well (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What two things would have improved the lesson (consider both teaching and learning)?</p> <p>1:</p> <p>2:</p> <p>What have I learned from the lesson about this class or individuals that will inform my next lesson?</p> <p>1:</p> <p>2:</p>		

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