**School-lyceum named after K.Satpaev**

**Short term plan Grade 8**

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| **Unit: "Our world"** | LESSON: Module 1 Lesson 3 | |
| **Teacher’s name:** | Sarsenbayeva A | |
| **Date: 27.05.22** |  | |
| **Grade: 8** | Number present: | absent: |
| **Topic:** | **Grammar: Infinitive / -ing forms** | |
| **Learning objectives(s) that this lesson is contributing to** | 8.6.15.1 – UE15 use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions; use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics  8.5.3.1 – W3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics  8.5.8.1 – W5 develop with support coherent arguments supported when necessary  by examples and reasons for a growing range of written genres in familiar general and curricular topics  8.6.16.1 – UE16 use a growing variety of conjunctions including *since, as* to explain reasons and the structures *so ... that, such a ... that* in giving explanations on a range of familiar general and curricular topics | |
| **Lesson objectives** | **All learners will be able to:**  Learn infinitive/-ing form and to learn the tenses of infinitive/-ing form  **Most learners will be able to:**  Learn infinitive/-ing form and to learn the tenses of infinitive/-ing form, learn word formation (nouns from verbs), learn clauses of reason/result  **Some learners will be able to:**  Learn infinitive/-ing form and to learn the tenses of infinitive/-ing form, learn word formation (nouns from verbs), learn clauses of reason/result, identify the correct usage and use these forms in the speech | |

**Planned activities**

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| **Planned timings** | **Teacher’s activities** | **Student’s activities** | **Assessment** | **Resources** |
| Beginning the lesson | Organizational moment: greeting learners.  To introduce the topic and the aims of the lesson | Ssget introduced with the topic |  | Student’s book |
| Presentation and practice | **To present the to-infinitive and the -ing forms**  Explain that the infinitive is the base form of all verbs.  Explain that we can use it with or without the preposition to. Say then write on the board: I want to play football. I can play football. Explain that we use to-infinitive to express purpose and after certain verbs such as *would like, would prefer, would love, advise, agree, decide, claim, want, expect, continue, hope, offer, seem, promise, etc*. Explain that we use to-infinitive after certain adjectives such as *willing, eager, reluctant.*  Explain that we use the infinitive without *to* with modal verbs e.g. *can, must, should, etc.*  **Present the -ing form. Explain that the –ing**form is the verb form that ends in -ing. Say then write on the board: Swimming is fun.  Explain that we can use the -ing form as a noun and as the subject of a sentence. Say then write on the board: I like running.  Explain that we use the -ing form with the verbs *like, love, enjoy, prefer* as well as with the verbs *avoid, admit, try, consider, imagine, regret, suggest, start, begin finish and stop.*  Ask Ss to read the table and say the examples in their language.  **To practise the to-infinitive and the –ing forms**  Explain the task and give Ss time to complete it. Then check Ss’ answers around the class.  **To present and practise tenses of the to- infinitive and the -ing form**  Ask Ss to study the table. Refer Ss to theGrammar Reference section for more information. Explain the task and read out the example and then give Ss time to rewrite the sentences using the verbs in brackets and then ask various Ss around the class to read themout to the class.  **To practise the to-infinitive and the - ing**  **form using personal examples**  Explain the task and give Ss time to complete  it Check Ss’ answers around the class. | Ss get information about the usage of the to-infinitive and the -ing forms  Ssread the table and say the examples in their language.  Ss put the verbs in the brackets in the correct form.  Ssstudy the table and rewrite the sentences using the verbs in brackets  Ss complete the sentences | Oral form  Marks  Encourage learners to give feedback to  each other on answers | Ex. 1, p.8 (SB)  ***Ex. 2, p.8 (SB)***  ***Answer Key***  *1 to organise, join*  *3 to protect, cutting*  *2 to help, donate*  *4 to reduce, walking*  ***Ex. 3, p. 8 (SB)***  ***Answer Key***  *2 Dilnaz enjoys working with children at theweekend.*  *3 She claims to have beenvolunteering all summer.*  *4 Air pollution tends to getworse each year.*  *5 He regrets having missedthe neighbourhood clean-upday.*  *6 They appear to beplanting trees in the park.*  ***Ex. 4, p.8 (SB)***  ***Suggested Answer Key***  *1 I avoid wasting things.*  *2 I stopped buying packagedfruit and vegetables.*  *3 I must recycle more.*  *4 I’ve always wanted to visitthe Kazakh steppe.*  *5 I’d love to volunteer.*  *6 I enjoy walking in thecountryside.* |
| Ending the lesson | At the end of the lesson, students reflect on:  - what they learned  - what remained unclear for them  - what they need to continue working on by the "Traffic lights"  Home task: Workbook: 1b & Use of English 1  Saying goodbye | Ss reflect on their learning | Self-assessment | Workbook: 1b & Use of English 1 |