

**Calendar Thematic Plan for the 10th grade
2021-2022 academic years
«Aspect 10 for Kazakhstan» Authors: Virginia Evans, Jenny Dooley, Bob Obee 2018**

№	Theme of the lesson	Learning objectives	Hours	Date	Note
I term					
1	Present Perfect Simple vs. Present Perfect Continuous	10.6.7 – use perfect continuous forms and a variety of simple perfect active and passive forms including time adverbials... so far lately, all my life, on a wide range of familiar general and curricular topics 10.1.9- use imagination to express thoughts, ideas, experiences and feelings	1		
II term					
2	Reported speech	10.6.11 - use a variety of reported statements and question forms on a wide range of familiar general and curricular topics; 10.1.5 -use feedback to set personal objectives	1		
III term					
3	Passive voice	10.6.8 - use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics; 10.6.10- use present continuous and past continuous active and passive forms on a wide range of general and familiar curricular topics	1		
IV term					
4	Wishes	10.6.17 - use if / if only in third conditional structures use a variety of relative clauses including with which [whole previous clause reference] on a wide range of familiar general and curricular topics. 10.1.5- use feedback to set personal objectives	1		
5	Phrasal verbs	10.5.2- use a growing range of vocabulary which is appropriate to topic and genre and which is spelt accurately 10.1.2- use speaking and listening skills to provide sensitive feedback to peers	1		
6	Holiday activities	10.2.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.2.3 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	1		

Teacher's name:				
				Date:
Grade: 10	Number present:	absent:		
Theme :	Present Perfect Simple vs. Present Perfect Continuous			
Learning objectives(s) that this lesson is contributing to	10.6.7 – use perfect continuous forms and a variety of simple perfect active and passive forms including time adverbials... so far lately, all my life, on a wide range of familiar general and curricular topics 10.1.9- use imagination to express thoughts, ideas, experiences and feelings			
Lesson objectives	All learners will be able to:			
	Understand Present Perfect Simple vs. Present Perfect Continuous and use it with the support of the teacher			
	Most learners will be able to: Use Present Perfect Simple vs. Present Perfect Continuous in the sentences with minimal support			
	Some learners will be able to: Use Present Perfect Simple vs. Present Perfect Continuous without any support			
Planned timings	Teacher's activities	Pupil's activities	Mark	Resources
Beginning the lesson	<p>Greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up Pantomime: 'What do you like?' Play the game in 2 groups. One pupil from each group comes to the board and mimes a hobby. The other group tries to guess the hobby. If they guess correctly, they win one point. At the end of the game, the group with the most points is the winner</p> <p style="text-align: center;">Present Perfect Simple vs. Present Perfect Continuous</p> <p>We use both of these tenses for finished and unfinished actions. The present perfect simple can be used (often with 'since' and 'for') to talk about unfinished actions that started in the past and are still true in the present. It's often used with stative verbs: I've known John for three years. The present perfect continuous can also be used (often with 'since' and 'for') to talk about unfinished actions that started in the past and are still true in the present. (Of course, we don't use the present perfect continuous with stative verbs): She's been living here for three years. Sometimes there's really no difference in meaning between the two tenses. This is especially the case with verbs such as 'live', 'work' and 'study':</p>	<p>Greet</p> <p>Understanding and using the grammar</p> <p>Pupils take notes</p>	<p>Formative assessment</p> <p>Formative assessment</p>	<p>English Grammar Book</p>

	<p>They've lived in London since 2004. They've been living in London since 2004. Sometimes, there is a difference in meaning:</p> <p>1: The present perfect continuous can be used to emphasise the length of time that has passed. The present perfect simple is generally neutral: They've been waiting for hours! (This emphasises the length of time). They've waited for hours. (This doesn't emphasise the length of time).</p> <p>2: On the other hand, the present perfect simple is often used when we're talking about how much or how many. This isn't possible with the present perfect continuous: She's drunk three cups of coffee this morning. She's drunk at least a litre of coffee today. (NOT: she's been drinking three cups of coffee this morning).</p>			
Middle	<p>Exercise 1 Present Perfect vs. Present Perfect Continuous. Choose the right tense form. Nina has been learning/has learned English for 2 years. The birds have already flown/have been flying to the South. They have known /have been knowing him for many years. Mike has forgotten/has been forgetting to learn the poem. The children have been watching/have watched cartoons for 2 hours. The train has just come/has been coming. We haven't been having/ haven't had a holiday for 5 years. She has been teaching/has taught at this school for twenty years. David has been painting/has painted in his studio since 10 o'clock. Mary and Sam have collected/ have been collecting stamps for 3 years. Their parents have been/have being friends since their childhood. Dave has been/ has been being a student for 2 years.</p>	Choose the right tense form	Emoticon, marks	Internet resources
Ending the lesson	<p>Make sentences using Present Perfect or Present Perfect Continuous. Example She/clean/the flat for four hours. – She has been cleaning the flat for four hours. I / read/Tolstoy stories/ in the park for two</p>	Pupils conclude their general understanding of the grammar	Formative assessment	Internet resources

<p>hours. I /read/three stories. Granny/knit/in the living room/ since morning. Helen/travel/round Europe/for 3 weeks. She/visit/already/3 countries. Self-assessment. How well do I understand? 4 - I can do this and explain it to someone else. 3 - I understand and can do this by myself. 2 - I need more practice. 1 - I don't understand this yet Reflection</p>	<p>Pupils do self assessment and give their reflection to the lesson</p>			
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Teacher's name:	Date:			
Grade: 10	Number present:	absent:		
Theme :	Reported speech			
Learning objectives(s) that this lesson is contributing to	10.6.11 - use a variety of reported statements and question forms on a wide range of familiar general and curricular topics; 10.1.5 -use feedback to set personal objectives			
Lesson objectives	All learners will be able to:			
	Understand reported speech and do grammar tasks with the support of the teacher			
	Most learners will be able to: Use reported speech in the sentences with minimal support			
	Some learners will be able to: Use reported speech without any support			
Planned timings	Teacher's activities	Pupil's activities	Mark	Resources
Beginning the lesson	<p>The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. With books closed, ask SS what important days they can remember from the past. Elicit some answers, e.g. the first day at a new school, a holiday, New Year, etc. Ask SS to describe what they remember and how they felt. Reported speech: Here's how it works: We use a 'reporting verb' like 'say' or 'tell'. If this verb is in the present tense, it's easy. We just put 'she says' and then the sentence: Direct speech: I like ice cream. Reported speech: She says (that) she likes ice cream. We don't need to change the tense, though probably we do need to change the 'person' from 'I' to 'she', for example. We also may need to</p>	Understanding and using the grammar	Formative assessment	https://youtu.be/quXqD18XA2Q Essential grammar in use

	<p>change words like 'my' and 'your'.</p> <p>(As I'm sure you know, often, we can choose if we want to use 'that' or not in English. I've put it in brackets () to show that it's optional. It's exactly the same if you use 'that' or if you don't use 'that'.)</p> <p>But, if the reporting verb is in the past tense, then usually we change the tenses in the reported speech:</p> <p>Direct speech: I like ice cream. Reported speech: She said (that) she liked ice cream.</p>			
Middle	<p>Exercise 1 on Reported Speech</p> <p>He said, "I like this song." ... "Where is your sister?" she asked me. ... "I don't speak Italian," she said. ... "Say hello to Jim," they said. ... "The film began at seven o'clock," he said. ... "Don't play on the grass, boys," she said. ... "Where have you spent your money?" she asked him...</p> <p>Exercise 2 Fill in the blanks.</p> <p>1. I told him worry. not to to not</p> <p>2. The teacher advised us hard. to work working to working</p> <p>3. She asked me if I for the drinks. have paid paid had paid</p> <p>4. He told us for him to wait to waiting waiting</p> <p>5. He told us about him. to not worry not to worry</p> <p>6. He asked me if I them. know knew had known</p> <p>7. I asked him if I sit</p>	<p>Complete the sentences</p> <p>Fill in the blanks.</p>	Formative assessment	Internet resources

there.
can
could

Reported speech

Present: What does he say?



"I am hungry."
He says (that)..... hungry



"I don't like Peter."
She says she him.



"My dog comes with me."
He says dog goes with.....



"It was sunny and hot"
The man says it sunny and hot.



"I have your books."
Mum says shebooks.



"I gave a kiss to Lucy."
Susan says she a kiss to



"Somebody phoned my sister."
He says somebody phoned sister.



"I see you from here."
He says he from there.



"We danced with two girls."
They say danced with two girls.



"My son always does his homework."
He says son always his homework.

Self-assessment.

Pupils conclude their general understanding of the grammar with the exercise

Formative assessment

Internet resources

Whiteboard presentation

Pupils do self assessment for themselves

formative assessment

Ending the lesson

	Know	Want to know	Learnt			
<p>REFLECTION</p> <p>You may ask students any of the followings:</p> <p>Tell an English word you learned and what it means?</p> <p>Describe a mistake you made and what learned from it?</p> <p>Explain how you challenged yourself today?</p>						

Teacher's name:					Date:
Grade: 10	Number present:			absent:	
Theme :	Passive voice				
Learning objectives(s) that this lesson is contributing to	10.6.8 - use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics; 10.6.10- use present continuous and past continuous active and passive forms on a wide range of general and familiar curricular topics				
Lesson objectives	All learners will be able to:				
	understand passive voice and use them in the exercises with the support of the teacher				
	Most learners will be able to: to differentiate between the active and passive voice without support				
	Some learners will be able to: use Passive voice without any support and know when and how the passive voice is used.				
Planned timings	Teacher's activities	Pupil's activities	Mark	Resources	
Beginning the lesson	<p>The lesson greeting.</p> <p>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up.</p> <p>With books closed, write health and lifestyle on the board and elicit or teach the meaning.</p> <p>Ask: How can your lifestyle affect your health? Elicit some ideas.</p> <p>Passive Voice:</p> <p>Ask: How can you change your lifestyle to make you healthier? Elicit a range of ideas.</p> <p>An active sentence like I drank two cups of coffee has the subject first (the person or thing that does the verb), followed by the verb, and finally the object (the person or thing that the action happens to).</p> <p>So, in this example, the subject is 'I', the verb is 'drank' and the object is 'two cups of coffee'. But, we don't always need to make sentences this way. We might want to put the object</p>	<p>Pupils greet with each other and with the teacher</p> <p>Do warm up</p> <p>Understanding and using the grammar</p>	Formative assessment	Essential grammar in use	

first, or perhaps we don't want to say who did something. This can happen for lots of reasons (see the explanation further down the page). In this case, we can use a passive, which puts the object first:

Two cups of coffee were drunk (we can add 'by me' if we want, but it isn't necessary).

How to make the Passive in English

We make the passive by putting the verb 'to be' into whatever tense we need and then adding the **past participle**. For regular verbs, we make the past participle by adding 'ed' to the infinitive. So **play** becomes **played**.

Tense	Active	Passive
<u>present simple</u>	I make a cake.	A cake is made (by me).
<u>present continuous</u>	I am making a cake.	A cake is being made (by me).
<u>past simple</u>	I made a cake.	A cake was made (by me).
<u>past continuous</u>	I was making a cake.	A cake was being made (by me).
<u>present perfect</u>	I have made a cake.	A cake has been made (by me).
<u>pres. perf. continuous</u>	I have been making a cake.	A cake has been being made (by me).
<u>past perfect</u>	I had made a cake.	A cake had been made (by me).
<u>future simple</u>	I will make a cake.	A cake will be made (by me).
<u>future perfect</u>	I will have made a cake.	A cake will have been made (by me).

Learn the table of the grammar


Middle

Exercise 1
 Rewrite the sentences in passive voice.
 John collects money. -
 Anna opened the window. -
 We have done our homework. -
 I will ask a question. -
 He can cut out the picture. -
 The sheep ate a lot. -

Rewrite the sentences in passive voice.

Emoticon, marks

Grammar book


	<p>We do not clean our rooms. - William will not repair the car. –</p> <p>Exersise 2 Put the words in the correct order</p> <ol style="list-style-type: none"> 1. been has door The opened. 2. is on the prohibited. Walking grass 3. served Breakfast is at 8.30. 4. shop. in spoken is that English 5. this were morning. watered The flowers 6. meat been by The stolen your cat! has 7. brushed. is being hair Your 8. are naughty. be children The will punished if they 9. not repaired car Your yet. is 10. has cake happy that am eaten! awful I because been 	Put the words in the correct order		
Ending the lesson	<p>Exercise 3 Passive voice - present <i>Use: am, is, are.</i> Spanishin many countries. The carsby that man. The kitchen every day. Many tools from plastic. Paper from wood. I to school by my mother. The cows every morning. The shop by the manager. I to the hospital every week. The presidents by the people.</p> <p>Self-assessment. <i>Summary sentence</i> Ask learners to write one sentence to summarize what they know about the grammar. Reflection</p> <p></p>	Pupils conclude their general understanding of the grammar	Formative assessment	Board Projector Internet Presentation Video and images Handouts with task

Teacher's name:	Date:	
Grade: 10	Number present:	absent:
Theme :	Wishes	
Learning objectives(s) that this lesson is	10.6.17 - use if / if only in third conditional structures use a variety of relative clauses including with which [whole previous clause reference] on a wide range of familiar general and curricular topics.	

contributing to	10.1.5- use feedback to set personal objectives			
Lesson objectives	All learners will be able to:			
	do exercises using “wishes” with the support of the teacher			
	Most learners will be able to: use “wishes” in the sentences and give examples with minimal support			
	Some learners will be able to: make up sentences on their own without any support			
Planned timings	Teacher’s activities	Pupil’s activities	Mark	Resources
Beginning the lesson	<p>Greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up Pantomime: 'What do you like? Play the game in 2 groups. One pupil from each group comes to the board and mimes a hobby. The other group tries to guess the hobby. If they guess correctly, they win one point. At the end of the game, the group with the most points is the winner.</p> <p>Wishes about the present and future wish + <u>past simple</u> is used to express that we want a situation in the present (or future) to be different. I wish I spoke Italian. (I don’t speak Italian) I wish I had a big car. (I don’t have a big car) I wish I were on a beach. (I’m in the office) I wish it were the weekend. (It’s only Wednesday) wish + <u>past continuous</u> is used to express that we want to be doing a different action in the present (or future). I wish I were lying on a beach now. (I’m sitting in the office) I wish it weren’t raining. (It is raining) I wish you weren’t leaving tomorrow. (You are leaving tomorrow)</p> <p>Note: In Standard English we use “I wish I were...” and “I wish it were...”. However, “I wish I was...” and “I wish it was” are in common usage. Using this form, the examples above would be: I wish I was on a beach. I wish it was the weekend. I wish I was lying on a beach now. I wish it wasn’t raining.</p> <p>Wishes about the past wish + <u>past perfect</u> is used to express a regret, or that we want a situation in the past to be</p>	Understanding and using the grammar	Formative assessment	Student’s book

	<p>different. I wish I hadn't eaten so much. (I ate a lot) I wish they'd come on holiday with us. (They didn't come on holiday) I wish I had studied harder at school. (I was lazy at school) Wish + would wish + would + bare infinitive is used to express impatience, annoyance or dissatisfaction with a present action. I wish you would stop smoking. You are smoking at the moment and it is annoying me. I wish it would stop raining. I'm impatient because it is raining and I want to go outside. I wish she'd be quiet. I am annoyed because she is speaking. Wish and hope To express that you want something to happen in the future (not wanting a situation to be different, and not implying impatience or annoyance) hope is used instead of wish. I hope it's sunny tomorrow. "I wish it was sunny tomorrow" is not correct. I hope she passes her exam next week. "I wish she were passing her exam next week" is not correct. I hope the plane doesn't crash tomorrow. "I wish the plane wouldn't crash tomorrow" is not correct.</p>			
Middle	<p>Using <i>I wish</i> both for the present/future and the past Exercise 1 Put the appropriate verb form 1 I wish I _____ drunk and kissed Samantha. (get NEGATIVE) 2 I wish it _____ so much. The garden's turned to mud. (rain NEGATIVE) 3 If only I _____ there, I wouldn't have got a fine. (park NEGATIVE) 4 If only I _____ more time for my hobbies. (have) 5 I wish it _____ more often in Valencia. (rain) 6 I wish I _____ to go to your nephew's wedding. (have NEGATIVE) 7 I wish you _____ so much. You're a complete idiot when you're drunk. (drink)</p>	Put the appropriate verb form	Formative assessment	Internet resources

	<p>8 If only it _____ . The garden's as dry as a bone. (rain)</p> <p>9 I wish Samantha _____ her hair more often. It looks so greasy all the time. (wash)</p> <p>10 I wish you _____ so horrible to your brother. He's a really nice bloke. (be NEGATIVE)</p> <p>11 I wish the council _____ that beautiful old house. It was part of the town's heritage. (demolish NEGATIVE)</p> <p>12 If only I _____ the money to go to Jon's wedding in The States. (have)</p> <p>13 I wish I _____ her she'd put on weight. She hates me now. (tell NEGATIVE)</p> <p>14 I wish you _____ to your mother like that. (speak NEGATIVE)</p> <p>15 If only we _____ a Hewlett Packard printer. The cartridges are so expensive. (buy NEGATIVE)</p> <p>16 I wish Jorge _____ so fast. It's only a matter of time before he kills someone. (drive NEGATIVE)</p>			
Ending the lesson	<p><i>I wish things were different! Make sentences using 'wish' + past simple about the things I don't like. You can put in 'that' if you want, or leave it out.</i></p> <p>1) I don't have a car.</p> <p>2) I can't play the piano.</p> <p>3) I'm at work.</p> <p>4) It is winter.</p> <p>5) I'm ill.</p> <p>6) I don't have new shoes.</p> <p>7) I can't afford to go on holiday.</p> <p>8) I don't have time to read lots of books.</p> <p>9) I can't drive.</p> <p>10) My laptop is broken.</p>	Pupils conclude their understanding by making sentences	Formative assessment	

Summary sentence Ask learners to write one sentence to summarize what they know about the grammar. Конеч формы			
Reflection 			

Teacher's name:				Date:
Grade: 10	Number present:	absent:		
Theme :	Phrasal verbs			
Learning objectives(s) that this lesson is contributing to	10.5.2- use a growing range of vocabulary which is appropriate to topic and genre and which is spelt accurately 10.1.2- use speaking and listening skills to provide sensitive feedback to peers			
Lesson objectives	All learners will be able to:			
	Understand phrasal verbs and use with the support of the teacher			
	Most learners will be able to: Use phrasal verbs in the sentences with minimal support			
	Some learners will be able to: Use phrasal verbs without any support			
Planned timings	Teacher's activities	Pupil's activities	Mark	Resources
Beginning the lesson	<p>The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. With books closed, write <i>An apple a day keeps the doctor away</i> on the board. Ask SS what the proverb means. Elicit that the proverb is not meant literally, but suggests that if we eat healthy foods life fruit, we will or get ill. Ask SS whether they think their diets are healthy. Do they think about what they eat? Elicit examples of healthy and unhealthy foods. Do you know how to use verbs in phrases like <i>pick the kids up</i>, <i>turn the music down</i> and <i>look after my cat</i>? Look at these examples to see how phrasal verbs are used. <i>This is the form. Please can you fill it in?</i> <i>Why are you bringing that argument up now?</i> <i>Police are looking into connections between the two crimes.</i> <i>We need to come up with a solution.</i> To call around</p>	<p>Pupils do what the teacher says</p> <p>Understanding and using the phrasal verbs</p>	<p>Peer assessment</p> <p>Formative assessment</p>	<p>English Grammar Book</p>

	<p>To contact multiple people. Example: Roy <i>called around</i> to find a nearby mechanic.</p> <p>2 To call [x] off To cancel. Example: We <i>called</i> the party <i>off</i>. or We <i>called off</i> the party.</p> <p>3 To check [x] out To verify a person or thing. When regarding a person, this phrase can also be flirtatious. Example: I'll <i>check</i> the contract <i>out</i>. or I'll <i>check out</i> the contract.</p> <p>4 To clean [x] up To clean a general area. Example: John <i>cleaned</i> the living room <i>up</i>. or John <i>cleaned up</i> the living room.</p> <p>5 To dive into To occupy oneself with something. Example: I'll <i>dive into</i> that new TV show later tonight.</p> <p>6 To dress up To wear nice clothes. Example: Abed <i>dressed up</i> for the presentation.</p> <p>7 To end up To eventually become a certain way, or find oneself in a situation. Example: He <i>ended up</i> taking the job.</p> <p>8 To fill .. up To fill something completely. Example: Bruce <i>filled</i> his wine glass <i>up</i>. or Bruce <i>filled up</i> his wine glass.</p> <p>9 To find out To discover. Example: Let me know when you <i>find out</i> the answer.</p> <p>10 To get ...back To have something returned. Example: Rodger <i>got</i> his pencil <i>back</i> from Lenny. or Rodger <i>got back</i> his pencil from</p>			
Middle	<p>Exercise 1 We don'toff here . It's the next station. Do youin ghosts ? Nurses often have to ...after some difficult people. on the train !It's leaving. at this photo in the paper. That short doesn't with your trousers. I've just across some old photos that I want to show you. Julia visits my grandparents every day. They really ... on her. A lot of people in my familyfrom high blood</p>	Choose the right phrasal verb	Emoticon, marks	Grammar in Use

	pressure. Please let me for the meal. I have enough money.							
Ending the lesson	<p>Exercise 2 Match the sentence halves. two daughters very well1 of 6. milk for my breakfast2 of 6. her car keys3 of 6. the spelling of this word4 of 6. a form to get a job5 of 6. early on Saturday morning6 of 6.</p> <p>1. You often need to fill in . 2. Jeff looks after his . 3. Oh no! We've run out of . 4. Pedro always gets up . 5. My mum is always looking for . 6. I need to look up .</p> <p>Peer-assessment. Two stars and a wish. You did a really good job on ... I really like how you ... Maybe you could ...</p> <p>Self-reflection.</p> <table border="1"> <tr> <td>My participation in the lesson</td> <td>My feelings and emotions during the lesson</td> <td>My difficulties</td> <td>Valuable thoughts for me from the lesson</td> </tr> </table>	My participation in the lesson	My feelings and emotions during the lesson	My difficulties	Valuable thoughts for me from the lesson	Pupils conclude their general by matching the sentence halves.	Formative assessment	English grammar in use
My participation in the lesson	My feelings and emotions during the lesson	My difficulties	Valuable thoughts for me from the lesson					
		Pupils give reflections	Peer-assessment.					

Teacher's name:	Date:		
Grade: 10	Number present:	absent:	
Theme :	Holiday activities		
Learning objectives(s) that this lesson is contributing to	10.2.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.2.3 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;		
Lesson objectives	All learners will be able to:		

	Name all holidays and new words studied at the lesson			
	Most learners will be able to: describe holiday activities using words respond to the descriptions			
	Some learners will be able to: write about places for holiday in Kazakhstan without support answer to the questions without support			
Planned timings	Teacher's activities	Pupil's activities	Mark	Resources
Beginning the lesson	<p>The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up: Strategy: Think-Pair-Share (On the board sticks flashcards of flags. Teacher asks students to imagine if they have a tour ticket around the world. Where will they travel at first? What will they do in each country? They discuss in pairs and then should share with ideas to the class.) Instructions: Imagine you won a tour ticket around the world. 1) Where will you travel the first? 2) What will you do in each country? Possible answers: 1) I will travel to the France . I will visit Eiffel Tower .2) I will travel to Maldives . I want to see pure blue sea. Teacher gives everyone a ticket to the Astana</p>	Close their eyes and imagine	Formative assessment	presentation
Middle	<p>Exercise 1</p> <p>It's nearly the school holidays! Close your eyes for a moment and think about the school holidays. Then write the words or draw the pictures of the things you thought of here: (within 2 minute) Pair Work Model 1 Where will you spend your holiday this summer? time year We'll visit either Greece or Turkey. Canada or the USA China or India Europe or Australia</p>	Pupils choose where to visit from the cards	Formative and peer assessment	cards

	Spain or Portugal			
Ending the lesson	<p>Exercise 3 Holidays are always great. During holidays young people have free time to do what they want and just relax. Draw the diagram in your notebook. And write as many activities as possible you associate with summer holidays. Eg.: Skateboarding, joining a computer club, ...</p> <p>Exercise 4 Interview your classmates and make a report using the following expressions. Eg.:Have you ever skateboarded?</p> <p>Reflection What have you learnt today? Was it difficult for you? What was difficult?</p> <p>Peer-assessment. Two stars and a wish. You did a really good job on ... I really like how you ... Maybe you could ...</p>	<p>Pupils give reflections by answering the questions</p> <p>Pupils assess each others</p>	Formative assessment	Pictures