

РЕСПУБЛИКАЛЫҚ АҚПАРАТТЫҚ ТАНЫМДЫҚ ЖУРНАЛ

MEDIA BILIM

ҚР Оқу-ағарту министрлігі
№ 514 бұйрықпен бекітілген

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Негізгі тақырыптық бағыты: Ақпараттық танымдық

Республикалық ғылыми-әдістемелік журнал «MEDIA BILIM»

жарияланған ақпараттардың авторлық құқы ақпарат авторына тиесілі, редакция жауапты емес.

Жарияланған ақпарат авторларының пікірлері редакция көзқарасын білдірмейді.

Астана қаласы Қазақстан Республикасының

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Басылымды есепке қоюы туралы куәлігі № KZ51VPY00117354 берілген.

Тапсырыс: 562 Таралымы: 3000 дана.

Журнал «MEDIA BILIM» ЖШС баспаханасында басылды.

Алматы қаласы – 2025 жыл Телефон: 8 777 087 6843



БАЙМІШ АСЫЛАЙ БОЛАТҚЫЗЫ
Ағылшын тілі пәні мұғалімі
Атырау қаласы
"Жалпы білім беретін Алмалы орта мектебі" КММ

Short term plan
Theme: Indefinite pronouns

Unit 1: Hobbies and Leisure		lesson 4	
Teacher`s name:		Baimish A.B	
Date:		24.09.2025	
Grade: 7		Number present:	absent:
Lesson title	Indefinite pronouns		
Learning objectives	7. 4. 1.1 Understand the basic idea of texts within the context of unfamiliar general and reading topics; 7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics;		
Lesson objectives (assessment criteria)	Learners will be able to: - Learn how to use indefinite pronouns with some-, any-, every- and no-. - Practise talking about people, things and places in general using indefinite pronouns.		
Instilling values of the program “Birtutas tarbiye”	Honesty and fairness Unity and solidarity Diligence and professional competence – respect Justice and Responsibility Independence and Patriotism Perseverance and hard work		

Stages/ Time	Teachers actions	Students actions	Assessment	Resource s
Beginning 5 min	<p>Greeting. T tells the class to make groups of 2. Warm up: -Ask simple questions to elicit general descriptions: <i>Can you describe your family?</i> <i>What kind of places do you like to visit?</i> <i>What is your favorite thing?</i> -Write a few examples on the board. Vocabulary and Grammar Introduction Teach or review: -Articles: a, an, the (with examples)</p>	Learners read the given sentences on the board and guess the topic and share with their ideas.	Teacher evaluate pupils with phrases like: “Good job! Well done!”	

	<p>-Basic pronouns: he, she, it, they</p> <p>-Simple adjectives: big, small, beautiful, interesting, old, new</p>			
Middle 10 min	<p>Ex: 1 P: 13</p> <p>Lead-in with the Photo</p> <p>-Show the photo to the class.</p> <p>-Ask open-ended questions to engage students: <i>What can you see?</i> <i>Who are the people?</i> <i>What do you think is happening?</i></p> <p>-Elicit several ideas and write useful vocabulary on the board.</p> <p>Introduce the Task</p> <p>-Ask students to look at the sentences in the activity.</p> <p>-Explain what they need to do (e.g., match, fill in, or place in a table).</p> <p>-Give an example together as a class.</p> <p>Guide Placement in the Table</p> <p>-If needed, point out where each person’s information should go in the table.</p> <p>-Use one or two sample answers to model the process.</p> <p>Language Support</p> <p>-For lower-level classes, translate the <i>blue words</i> into the students’ language.</p> <p>-Check understanding by asking students to use these words in simple sentences.</p> <p>Student Work</p> <p>-Students work individually or in pairs to complete the task.</p> <p>-Monitor and assist with vocabulary or understanding.</p> <p>Differentiation:</p> <p>- Translate the blue words into students' first language to support understanding.</p>	<p>Learners read the sentences and complete the table with the words in blue.</p> <p>ANSWERS</p> <p>1 somewhere</p> <p>2 anybody</p> <p>3 anything</p> <p>4 everybody</p> <p>5 nothing</p>	<p>Descriptor:</p> <p>- observe a photo and interpret what is happening</p> <p>- complete sentences using target vocabulary</p> <p>Values of the program</p> <p>“Birtutas tarbiye” – Independence and Patriotism</p>	<p>Student’s book</p>

8 min	<p>Ex: 2 P: 13 Set the Task</p> <ul style="list-style-type: none"> -Refer back to the completed table from Exercise 1. -Explain that students will now complete the rules based on the information in the table. -Make sure everyone understands the instructions. <p>Differentiate by Level</p> <ul style="list-style-type: none"> -Upper-level class: Ask students to work individually to complete the rules. -Lower-level class: Complete the activity together as a class, eliciting answers step-by-step and writing them on the board. <p>Check Answers</p> <ul style="list-style-type: none"> -Go through each rule together as a class. -Invite volunteers to give answers and explain their reasoning. -Correct and clarify as needed. <p>Differentiation:</p> <ul style="list-style-type: none"> - Complete the grammar rules together as a class, using a guided discovery approach with prompting questions. - Use the examples from Exercise 1 to highlight patterns. 	<p>Learners choose the correct words in the rules. ANSWERS</p> <ol style="list-style-type: none"> 1 general 2 affirmative 3 negative 	<p>Descriptor:</p> <ul style="list-style-type: none"> - analyze completed examples to deduce grammar or usage rules - write accurate sentences using target vocabulary <p><i>Values of the program</i> <i>“Birtutas tarbiye” – Diligence and professional competence</i></p>	Worksheets Student’s book
10 min	<p>Ex: 3 P: 13 Explain the Task</p> <ul style="list-style-type: none"> -Tell students they will complete the missing parts of the dialogues. -Go over the example(s) if provided to ensure understanding. -Clarify any key vocabulary or grammar points that might cause difficulty. <p>Student Work</p> <ul style="list-style-type: none"> -Students complete the dialogues individually or in pairs. -Monitor and provide help as needed. <p>Check Answers</p> <ul style="list-style-type: none"> -Invite pairs of students to 	<p>Learners complete the dialogues with the words in the box ANSWERS:</p> <ol style="list-style-type: none"> 1 anywhere 2 somewhere 3 nothing 4 something 5 everybody 6 everywhere 7 everything 8 anything 9 somebody 10 anybody 11 something 	<p>Descriptor:</p> <ul style="list-style-type: none"> - complete and perform dialogues using contextually appropriate language - adapt dialogues with original details <p><i>Values of the program</i> <i>“Birtutas tarbiye” – Independence and Patriotism</i></p>	

	<p>perform the dialogues for the class.</p> <ul style="list-style-type: none"> -Correct pronunciation, intonation, and grammar gently during feedback. <p>Extension for Upper-Level Classes</p> <ul style="list-style-type: none"> -When students finish, ask them to work with a partner to adapt the dialogues: -Change names, places, times, objects, or other details. -Encourage creativity while keeping the dialogue structure. -Invite a few pairs to perform their adapted dialogues for the class. <p>Differentiation:</p> <ul style="list-style-type: none"> - Complete the dialogues with supportive prompts (e.g., word banks, sentence starters). 			
7 min	<p>AI Diffit</p> <p>Test</p> <p>Students demonstrate understanding of the definition, use, and grammatical characteristics of indefinite pronouns through reading comprehension and grammar recognition.</p>	<p>Read each question carefully. Choose the correct answer (A, B, C, or D) based on the information provided in the passage. Mark only one answer for each question.</p>	<p>Descriptor:</p> <ul style="list-style-type: none"> - Choose the correct answer in multiple-choice format. - Identify correct definitions and functions of indefinite pronouns. - Recognize singular, plural, and variable indefinite pronouns 	<p>https://ap.p.diffit.me/p/a75365c3-63d7-43f0-9bfd-8888f1335db0</p>
End 5 min	<p>Reflection Name 3 things:</p> <ul style="list-style-type: none"> -you learnt; -that were difficult; -that you want to know. <p>Saying goodbye</p>	<p>Ss use their stickers to show their knowledge according to the lesson</p>		<p>Poster Success Ladder</p>

Name: _____ Date: _____

1. According to the passage, what is a key characteristic of indefinite pronouns?

- A.They always refer back to a specific noun.
- B.They are only used in formal writing.
- C.They refer to people or things that are unknown or unclear.
- D.They always require a specific context to convey meaning.

2. Which of the following indefinite pronouns is ALWAYS considered plural?

- A.No one
- B.Everything
- C.Many
- D.Some

3. Which of the following is an example of an indefinite pronoun being used in a sentence?

- A.The dog is cute.
- B.Everyone loves the dog.
- C.The cake was delicious.
- D.Sarah ate the cake.

Comprehension

4. According to the passage, which of the following indefinite pronouns is ALWAYS considered singular?

- A.No one
- B.Several
- C.Few
- D.Both

Comprehension

5. According to the passage, what is the primary function of indefinite pronouns?

- A.To replace proper nouns in a sentence
- B.To refer to unspecified persons or things
- C.To indicate possession or ownership
- D.To add detail and specificity to a sentence

Comprehension

6. Which of the following is an example of a plural indefinite pronoun?

- A.Anything
- B.Everyone
- C.Nobody
- D.Many

Comprehension

7. According to the passage, what is a common way indefinite pronouns are formed?

- A.They are always derived from proper nouns
- B.They often start with 'any-', 'every-', 'no-', or 'some-'
- C.They are created by adding suffixes to verbs
- D.They are formed by combining adjectives and adverbs

Comprehension

8. Which of the following indefinite pronouns can be either singular or plural, depending on the context?

- A.Some
- B.Neither
- C.Few
- D.Everybody

Comprehension

9. According to the passage, indefinite pronouns that end in '-body,' '-one,' or '-thing' are generally considered:

- A.Neither singular nor plural
- B.Plural
- C.Both singular and plural

D.Singular

Comprehension

10. According to the passage, what characteristic do indefinite pronouns have?

- A.They require prior context to convey meaning.
- B.They always refer to a specific noun.
- C.They do not point to anything specific.
- D.They are only used in formal writing.