Module 3 . Entertainme Media	nt & the	School: «Baldauren» Repablican Educational and health centre			
Date: Teacher's name:T			zhanova T	'ursinai	
Grade 8		Number present:	N	Number absent:	
Theme of the lesson:		Entertainment. Steve is travel blog.			
Learning objectives(s) that this lesson is contributing to	range of gen 8.UE15 use use gerund to prepositional	appropriate subject-specific vocabulary and syntax to talk about a eneral topics, and some curricular topics se infinitive forms after a limited number of verbs and adjectives all forms after a limited variety of verbs and prepositions; use some nall verbs and begin to use common phrasal verbs on a growing amiliar general and curricular topics			
		earners will be able to:			
	Recognize and understand vocabulary of film genres, key phrases about likes and dislikes.				
	• Do a	questionnaire on books	and films.		
Lesson objectives	 Identify verbs that are followed by -ing or to. 				
	Most learn	ers will be able to:			
	talk about likes and dislikes using verbs followed by -ing and to.				
	Some learners will be able to:				
	• prod	uce extended sentences	talking abo	out likes and disli	kes.
		Plan			
Planned Teacher's	activities	Pup	il's	Marks	Resources

Planned timings	Teacher's activities	Pupil's activities	Marks	Resources
	The lesson greeting.		Formative	
	The teacher sets the lesson objectives,	Students	assessment is	Internet
	letting students know what to anticipate	respond to	held through	
	from the lesson	greeting	observation/m	
Beginning			onitoring.	Presentation
the lesson	Start thinking p.56. Answering questions.	Ss answer the		
	1. What is the title of the last books you	questions		
	read?		Emoticon	
	2. Who is your favourite book character?3. Why is reading a book better than			
	watching a movie?			
	Ex.1 p.56. Matching task.	Students think		
	Answers:	critically,	Formative	Video
	1) a detective story	exploring,	assessment is	
	2) a romance	developing,	held through	
	3) a horror story	evaluating and	observation/m	
	4) a fantasy	making choices	onitoring.	
	5) a comedy	about their		
Main	6) a musical	own and		
Activities	7) an adventure story/film	others' ideas		
	8) a science fiction story/film	A learner:	Comments	
	Ex.2 p.57. Sorting exercise.	• selects an		
	<u>.</u>	appropriate		
	Ex.4 p.57. Table completion.	answer.		
	Answers:	 completes 		
	to: decide, 'd prefer, need	the task.		
	-ing: prefer, love, finish			

	Ex.5 p.57. Classifying words.	• uses appropriate subject-specific vocabulary while speaking.		
Ending the lesson	Self-reflection. Students attach their boat in the appropriate area of the map that reflects their emotions and mood after the lesson.	Feedl	back	

Module 3. Entertainment & Media	School «Baldauren» Repablican Educational and health centre					
Date:	Teacher's name: Taszhanova T.A.					
Grade 8	Number present:	umber present: Number absent:				
Theme of the	Past Simple and Continuous.					
Learning objectives(s) that this lesson is contributing to	8.S3 give an opinion at discourse level on a wide range of general and curricular topics 8.R2 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts					
	All learners will be able to:					
	• identify the meaning of the text about the history of cinema.					
Lesson	• use suffixes -er and -or.					
objectives	Most learners will be able to:					
5 1. 3 5 5 5 5 5	 discuss and give opinions about the use of technology in the movies. 					
	Some learners will be able to:					
	express ideas about the history of cinema building extended sentences.					

	<u>Plan</u>		T	1
Planned timings	Teacher's activities	Pupil's activities	Marks	Resources
Beginnin g the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Free talk. • What do you know about the history of cinema? • When did people make the first films? • Have seen any very old films? • What were the films like? (silent, in black and white).	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/monitoring.	Internet Presentation
Main Activities	Ex.1 p.58. Predicting and guessing. Answers: 1) colour 2) sound 3) 3D 4) surround-sound 5) computer-generated images 6) digital projectors Ex.2 p.58. Detailed reading. Answering questions. Answers: 1) In 1902. 2) There were more than 4.000. 3) They listened to a pianist. 4) Some actors lost their jobs because they didn't have good voices or because	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student expresses his/her opinion while answering the questions	Formative assessment is held through observation/monitoring.	Video and images Handouts with

	they could not act and speak at the same time. Ex.3 p.58. Word formation activity. Answers: 1) viewer 2) producer 3) actor 4) projector	Student completes sentences with right phrases.		task
Ending the lesson	Self-reflection. "Message". Pupils write 11 words of the greatest importance for the topic of the lesson.	Feedback o	on the work	

Module 3. Entertianment & Media			School: «Baldauren» Repablican Educational and health centre Teacher's name: Taszhanova T. A .				
Date:			Teacher's name	e: Taszhan	ova T. A .		
Grade 8 _	_		Number present:	Number a	absent:		
Theme of the lesson: Past habits							
that this lesson is contributing to 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range general topics, and some curricular topics 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range general topics, and some curricular topics 8.UE13 use a growing variety of modal forms for different functions: obligating necessity, possibility, permission, requests, suggestions, prohibition on a range familiar general and curricular topics				ctions: obligation,			
All learners will be able to:							
 recognize the present perfect with still, yet, just and already. 							
Lesson		Mos	t learners will be	able to:			
objectives		•	apply the presen	nt perfect w	rith still, yet, just a	nd already.	
		Som	e learners will be	able to:			
use the present perfect with still, yet, just and already fluently.							
	T		Plan				
Planned timings	Teach	er's a	activities		Pupil's activities	Marks	Resources
Beginning the lesson	The lessor The teac letting str from the Warm u Beginning 1) Can the lesson effects no		lesson greeting. teacher sets the lesson objectives, ng students know what to anticipate the lesson. rm up. Free talk. Can we create realistic special cts now? (Yes, we can). Can we feel the same emotions as		Students respond to greeting Ss answer the questions	Formative assessment is held through observation/mo nitoring.	Internet Presentation
	we can		ers on the screen i	10W? (No,			
Ex.1 p.59. Recognition exercise. Answers: 1) could 2) can 3) be able to 1. Ability and possibility. Main 2. Film producers couldn't		Students think critically, exploring, developing, evaluating and making choices about their own	Formative assessment is held through observation/mo nitoring.	Video and images			
Activities	very re We we charac 3. Yes,	calisti on't eter's they .59. S	gs. They can't cr ic special effects. be able to feel emotions. do. sentence completion	the	and others' ideas Student expresses his/her opinion	Comments	

Ending	4) can enjoy 5) 'll be able to feel 6) 'll be able to connect Ex.4 p.59. Completion drill. Asking and answering questions. Extra task. Writing practice. Self-assessment. How well do I understand? 4 - I can do this and explain it to someone else.	Feedbac	k on the work	
	Answers: 1) could smell 2) couldn't hear 3) couldn't wear 4) can enjoy 5) 'll be able to feel 6) 'll be able to connect Ex.4 p.59. Completion drill. Asking and answering questions.	sentences with right phrases.		
	1) can't 2) can 3) won't be able to 4) couldn't 5) could 6) 'll be able to Ex.3 p.59. Filling in gaps.	while answering the questions Student completes		Handouts with task

Module 3 . Entertianment & Media			School: «Baldauren» Repablican Educational and health centre				
Date:			Teacher's name: Taszhanova T. A.				
Grade 8			Number pre	Number present: Number absent:			
Theme of the lesson:			Comparison	s. Word formatio	n.		
Learning objectives(s)8.L2 understthat this lesson isextended talkcontributing to8.S7 use app			op and sustain a consistent argument when speaking or writing rstand with little or no support most specific information in alk on a wide range of general and curricular topics ppropriate subject-specific vocabulary and syntax to talk about a eneral topics, and some curricular topics				
		All learners	will be able t	0:			
				ocabulary of the fe	eatures of books	and films.	
Lesson obje	ectives		ers will be abl				
				epts and ideas from	n an interview ab	oout books.	
Some learne							
• talk a			about films and	d books building ex	tended sentence	S.	
Planned timings	Teacher's ac			Pupil's activities	Marks	Resources	
Beginning the lesson	The lesson greeting. The teacher sets the lesso letting students know what from the lesson. Warm up. Free talk. What is your favouri What do you like abo Which part of the		to anticipate te film? out the film? film do you	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/monitoring.	Internet Presentation	
Main Activities	climate, critically, future, strong, bitter. 1 endergered 2 generations 3 materials 4 view		stunning, ng,bitter.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student	Formative assessment is held through observation/monitoring.	Video Handouts with task	

	3) plot 4) crime, setting, characters Ex.4 p.60. Listening for specific information. Blank-filling. Answers: 1) school 2) theme 3) science fiction 4) author/writer 5) characters 6) fantasy fiction 7) Australian 8) character Ex.5 p.60. Speaking in a form of discussion.	opinion while answering the questions Student completes sentences with
Ending the lesson	Self-reflection. Pair share At the end of a lesson learners share with their partner: Three new things they have learnt What they found easy What they found difficult Something they would like to learn in the future.	Feedback on the work

&	School: «Baldauren» Repablican Educational and health centre		
	Teacher's name:	Taszhanova T. A .	
Grade 8 Number present: Number absent:		Number absent:	
ne of the n: TV programmers		•	
8.UE [pres	3.C9 use imagination to express thoughts, ideas, experiences and feelings 3.UE17 use if / unless/ if only in second conditional clauses and wish [that] clauses present reference]; use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics		
All l	earners will be abl	e to:	
•	recognize and un	derstand the form and use of the second conditional.	
Mos	ost learners will be able to:		
apply the second conditional to talk about imaginary situations.			
Some learners will be able to:			
•	-	d sentences using the second conditional.	
	8.C9 8.UF [pres range All 1 Mos	Teacher's name: Number present: TV programmers 8.C9 use imagination to 8.UE17 use if / unless [present reference]; use range of familiar general All learners will be able recognize and un Most learners will be a apply the second Some learners will be a	

Teacher's activities	Pupil's activities	Marks	Resources
The lesson greeting. The teacher sets the lesson objectives, letting students know what to entiring the from the lesson.	Students respond to greeting	Formative assessment is held through	Internet
Warm up.	Ss answer the questions	toring.	Presentation
Answers: 1) did 2) had 3) would 4) 'd 5) wouldn't		Emoticon	
Rules 2. past simple 3. would, wouldn't			
Ex.2 p.61. Opening the brackets. Answers: 1) 'd enjoy; liked 2) had; wouldn't believe 3) wouldn't watch; hated 4) would be; changed 5) wouldn't be; didn't go 6) bought; 'd come Ex.3 p.61. Asking and answering	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas	Formative assessment is held through observation/moni toring.	Video and images
	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Ex.1 p.61. Recognition exercise. Answers: 1) did 2) had 3) would 4) 'd 5) wouldn't Rules 2. past simple 3. would, wouldn't Ex.2 p.61. Opening the brackets. Answers: 1) 'd enjoy; liked 2) had; wouldn't believe 3) wouldn't watch; hated 4) would be; changed 5) wouldn't be; didn't go 6) bought; 'd come	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Ex.1 p.61. Recognition exercise. Answers: 1) did 2) had 3) would 4) 'd 5) wouldn't Rules 2. past simple 3. would, wouldn't Ex.2 p.61. Opening the brackets. Answers: 1) 'd enjoy; liked 2) had; wouldn't believe 3) wouldn't watch; hated 4) would be; changed 5) wouldn't be; didn't go 6) bought; 'd come Ex.3 p.61. Asking and answering	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Ex.1 p.61. Recognition exercise. Answers: 1) did 2) had 3) would 4) 'd 5) wouldn't Rules 2. past simple 3. would, wouldn't Ex.2 p.61. Opening the brackets. Answers: 1) 'd enjoy; liked 2) had; wouldn't watch; hated 4) would be; changed 5) wouldn't be; didn't go 6) bought; 'd come Ex.3 p.61. Asking and answering Formative assessment is held through observation/moni toring. Formative assessment is held through observation/moni toring.

	Answers: 1) What would you do if you became invisible? 2) If you travel back in time and meet Abai Qunanbaiuly, what would you ask him? 3) If you had a special power, what would it be? 4) If you were a superhero, would you tell your friends? 5) Would you love a person if you discovered he or she was a vampire? Ex.4 p.61. Speaking in a form of interview. Extra task. Writing practice.	 uses imagination to express thoughts, ideas, experiences and feelings. make up sentences with the second 		Handouts with task
Ending the lesson	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.	Feedback on	the work	

Module 3 . Entertianment & Media.		School: «Baldauren» Repablican Educational and health centre						
Date:			Teacher's name: Taszhanova T. A.					
Grade 8 _	_		Number present:	Number absent:	:			
Theme of	the lesso	n:	Expressing opinion	ıs.				
Learning objectives(s) that this lesson is contributing togroups 8.L5 rec on a wid 8.S7 us general			speaking and listening skills to solve problems creatively and cooperatively in ognise the opinion of the speaker(s) with little or no support in extended talk erange of general and curricular topics appropriate subject-specific vocabulary and syntax to talk about a range of topics, and some curricular topics hers will be able to:					
Lesson ob	jectives	• R	Jnderstand a dialogue Recognize key phrase arners will be able t	s for expressing prefe	-			
		• R	Recommend films to a	a friend.				
			arners will be able to:					
			reate and act out their own dialogues on the topic.					
Planned timings	Teacher	r's activit		Pupil's activities	Marks	Resources		
Beginnin g the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Ex . 7 p.9 Study the rules then complete the gaps with so, such or		Students respond to greeting Ss answer the questions	Formative assessment is held through observation/m onitoring. Emoticon	Internet Presentation			
Main Activities	Ex.1 p.6 Answers Tom and They are Ex.2 p.6 Answers	2. Picture 2. Picture 3. Caitlin 4. Choosing 52. Gist lis	description. are in the library. g a film. tening.	Students think critically, exploring, developing, evaluating and making choices about their own	Formative assessment is held through observation/m onitoring.	Video and images		

	Ex.3 p.62. Classifying phrases. "Who said what?" questions. Role-play. Answers: Respond to recommendations: I don't fancy that. I'm not a big fan of Tom: What about this one?, I don't fancy that. I'm not a big fan of Caitlin: I'd only recommend that if, if they had (Avatar), I'd recommend that. You might like, Try this one. Ex.4 p.62. Answering multiple-choice questions. Answers: 1) a 2) a 3) b Ex.5 p.62. Table completion. Asking and answering questions. Ex.6 p.62. Creative exercise. Speaking in a form of a dialogue.	ideas while speaking in a group.identifies the	Comments	Handouts with task
Ending the lesson	• Peer-assessment. <u>Rubric</u>	Feedback or	n the work	

Module 3 Entertian & Media		School «Baldauren» Repabl	School «Baldauren» Repablican Educational and health centre			
Date: Teacher's name: Taszhanova T. A.						
Grade 8 Number present: Number absent:						
Theme of the lesson: Festivals around the world						
Learning objectives that this lesson is contributito	(s) per 8.5 ger 8.5	S.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world s.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics s.W1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics				
All learners will be able to: • Understand the general writing structure • Use key phrases to express facts and of the model of the mo			s facts and opinions for writing guide.		book or film.	
	Pla	 Write a book review without n 	и вирроги			
Planned timings	Teach	er's activities	Pupil's activities	Marks	Resources	
	The les	sson greeting.		Formative		

Planned timings	Teacher's activities	Pupil's activities	Marks	Resources
Beginnin g the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Free talk. • How do you decide which films you want to see or which books you want to read? • What can you read to find information about a book or film?	to greeting Ss answer the	Formative assessment is held through observation/monitoring.	Internet Presentation

Main	Ex.1 p.63. Reading for general understanding. Comprehension questions. Answers: 1) Paragraph 1 2) Paragraph 3, 4 3) Paragraph 3 mentions the setting. 4) Paragraph 3 mentions the theme. 5) People who enjoy historical fiction, drama and realism would enjoy this book. Ex.2 p.63. Classifying phrases. Answers: Phrases which introduce an opinion: I'd like to recommend, I particularly enjoyed, All in all, I (really enjoyed), I'd'/ wouldn't change it. Phrases which introduce a fact: I have recently read, The main characters are, The setting is Ex.3 p.63. Paraphrasing. Answers: 1) I particularly enjoyed the characters and the theme. (§ 3) 2) I'd like to recommend this book to people who like history, drama and realism. (§ 2) 6) lovely long red dress Ex.4 p.63. Writing guide.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student: • gives evaluation to the problem. • uses appropriate subject-specific vocabulary while speaking. • writes an appropriate information.	Formative assessment is held through observation/monitoring. Comments	Video and images Handouts with task	
Ending the lesson	Feedback on the work				

Answers:

Module 3. Entertianment & Media		School: «Baldauren» Repablican Educational and health centre				
Date:		Teacher's name: Taszk	hanova	т. А.		
Grade 8 Number present: Number abser			Number absent:			
Theme of t lesson:	the	Sound and hearing				
Learning objectives(s that this lesson is contributing to	unfar 8.UE and c 8.UE comp	read a growing range of extended fiction and non-fiction texts on familiar and some miliar general and curricular topics 1 use some abstract nouns and complex noun phrases on a range of familiar general curricular topics 23 use a growing variety of compound adjectives and adjectives as participles and some parative structures including not asas, muchthan to indicate degree on a range miliar general and curricular topics				
	All le	All learners will be able to:				
Lesson objectives	•	 Identify the meaning of a legend about a Kazakh hero. Recall how to use adjectives and adverbs, comparatives and superlatives. Form nouns from verbs and adjectives. Most learners will be able to:				
	Som	 Discuss a Kazakh legend. Some learners will be able to: Understand details in reading extracts. 				
Plan Planned Teacher's activities Pu			Punil's activities	Marks	Resources	

Marks Teacher's activities Pupil's activities Resources timings The lesson greeting. Formative The teacher sets the lesson objectives, Students respond assessment Internet letting students know what to anticipate to greeting is held from the lesson. through Beginnin Warm up. Ss answer the observation Presentation g the Ex.1 p.64. Brainstorming. questions /monitoring lesson Emoticon p.64. Detailed reading. Students think Ex.2 Reordering of events according to their critically, Formative Video and images occurrence in the text. exploring, assessment Check these words developing, is held **Volunteer** evaluating and through observation **Conservation** making choices **Footpath** about their own /monitoring Main **Equipment** and others' ideas Activities <u>Waterproof</u> Register Student: • reads the text. Comments • illustrates Ex.3 p.64. Table completion. basic rules for

abstract

nouns

	recently, gladly, well, unfairly, far, fearlessly, fast, finally, clearly. The adverbs well, far and fast are irregular (they don't end in -ly). Ex.4 p.64. Blank-filling. Answers: 1) more 2) -est	and completes the task. • chooses the right form of adjectives. applies the rule for comparative degree adverbs and their usage	Handouts with task
Ending the lesson	Peer-assessment. Two stars and a wish. • You did a really good job on • I really like how you • Maybe you could	Feedback on the work	

Module 3. Entertianment & Media		School: «Baldauren Repablican and health centre»					
Date:			Teach	Teacher's name: Taszhanova Tursinai			
Grade 8			Numbe	er present:	Number absent:		
Theme of th	e lesson:		An ema	ail reviewing			
Learning objectives(s) that this lesson is contributing to range of general strength of the strength of		appropriate subject-specific vocabulary and syntax to talk about a eneral topics, and some curricular topics e appropriately a variety of active and passive simple present and and past perfect simple forms in narrative and reported speech on familiar general and curricular topics					
		All learners	will be	able to:			
				d name nouns related to d use the present passiv		egative.	
Lesson object	ctives	Most learners will be able to:					
		• Do a	Do a quiz on art.				
		Some learners will be able to:					
		• Spea	eak fluently about nature in works of art.				
		Plan				_	
Planned timings	Teacher's activ	vities		Pupil's activities	Marks	Resources	
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Start thinking p.68. Answering questions. 1. Do you know any artists or paintings? 2. Are there any endangered species in your country? 3. What are the most important museums in your town or country?		Students respond to greeting Ss answer the questions	Formative assessment is held through observation/mo nitoring. Emoticon	Internet Presentatio n		

Main Activities	Ex.1 p.68. Classifying words. Answers: Places: gallery, museum People: critic, collector Works of art: painting, sculpture, landscape, masterpiece, portrait Events: auction, exhibition Not in any list: art movement Completing questionnaire. Ex.2 p.68. Gist listening. Comparing answers. Answers: 1) a 2) b 3) c 4) a 5) b 6) b Ex.3 p.68. Guessing words through definitions. Ex.4 p.68. Sentence completion task. Answers: 1) are exhibited 2) aren't usually made d) isn't found 4) shows 5) don't like	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student: • uses the topical vocabulary while talking about quantities of things people use; • writes a short paragraph using correctly grammar structure.	Formative assessment is held through observation/monito ring. Comments	Video and images Handouts with task
Ending the lesson	Peer-assessment. Two stars and a wish. • You did a really good job on • I really like how you • Maybe you could	• Feedback on	the work	

Madula 2	Entantianment	and Madia	Cabaala (D	aldamen Danahii	an and bask	h aantuu	
	Entertianment	and Media	School: «Baldauren Repablican and health centre» Teacher's name: Taszhanova Tursinai				
Date:			Teacher's name: Tasznanova Tursinai				
Grade 8 _	-		Number p	resent:	Number abs	sent:	
Theme of t	the lesson:		Summative	Assesment for Ur	ait 3		
Learning objectives(s)8.S7 use appropriate using the contributing to8.S7 use appropriate using the contribution of the cont		opropriate sub eral topics, a stand specific	propriate subject-specific vocabulary and syntax to talk about a eral topics, and some curricular topics tand specific information and detail in texts on a growing range eneral and curricular topics, including some extended texts				
		All learners	will be able	to:			
		• Ident	ify the meani	ng of the text about	endangered a	and extinct species.	
		Most learne	ers will be al	ole to:		<u> </u>	
Lesson obj	ectives			opinions about enda	ngered specie	es.	
			ers will be al	*			
					out endangere	ed species building	
		extended ser		1		8	
		Pla	n				
Planned timings	Teacher's acti	vities		Pupil's activities	Marks	Resources	
Beginning the lesson	The lesson greeting. The teacher sets the lesson letting students know what to from the lesson. Warm up. Ex. 1, p.70. Conveying the set of the lesson.			Students respond to greeting Ss answer the questions	Formative assessmen t is held through observatio n/monitori ng. Emoticon	Internet Presentation	
Main Activities	Ex.2 p.70. Reading for gener understanding. Ex.3 p.70. Detailed reading. True/fall statements. Answers: 1) False. They are already extinct. 2) True. 3) False. They study the fossils of animal that lived a long time are			Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student: • concludes ideas and arguments based	Formative assessmen t is held through observatio n/monitori ng.	Video and images Handouts with task	

	3) very large 4) roughly 5) pictures 6) started 7) discovered 8) numerous Ex.5 p.70. Showing lexical relations. create = make danger = peril weapon = arm intelligent = clever global = worldwide exist = live paint = decorate Ex.6 p.70. Speaking in a form of discussion.	on own experience. • uses appropriate subject-specific vocabulary while speaking. • completes sentences with right phrases.
Ending the lesson	Self-reflection . "Message". Pupils write 11 words of the greatest importance for the topic of the lesson.	• Feedback on the work

Term 3 Unit 6 "The natural world"		School:			
Date:		Teacher's name	:		
Grade 8		Number present:	Number absent:		
Theme of the lesson: Past passive: affirmative and negative.		irmative and negative.			
Learning objectives(s) that this lesson is contributing to	8.UE and	6 organise and present information clearly to others E9 use appropriately a variety of active and passive simple present and past forms past perfect simple forms in narrative and reported speech on a range of familiar eral and curricular topics			
	All l	earners will be ab	ole to:		
	recognize how to change sentences from active to passive.				
Lesson	Most learners will be able to:				
objectives	understand forming affirmative and negative passive sentences.				
	Some learners will be able to:				
	•	use past passive	e: affirmative and negative fluently.		
		Plan			

Planned timings	Teacher's activities	Pupil's activities	Marks	Resources
Beginnin g the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Ex.1 p.71. Recognition exercise. Answers: Rules	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/m onitoring.	Internet Presentation
Main Activities	1) subject 2) agent 3) active 4) by Ex.2 p.71. Opening the brackets. Answers: 1) was found 2) were discovered 3) was built 4) were domesticated 5) weren't painted 6) were decorated Ex.3 p.71. Putting the words into context (writing sentences). Extra task. Writing practice.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student:	Formative assessment is held through observation/m onitoring.	Video and image Handouts with task
Ending the lesson	Giving the hometask. WB p.49 Self-assessment. How well do I understand? 4 - I can do this and explain it to someone else.	Feedback	on the work	

	Short term plan	n 62				
Term 3 Unit 6 "The natural world"		S	School:			
Date:		Т	Ceacher's name:			
Grade 8			Number present: Number absent:			
Theme of the lesson:			Vocabulary and listening: Adjectives: describing art.			
Learning objectives(s) that this lesson is contributing to 8.L2 understead talk 8.UE13 use obligation,			C6 organise and present information clearly to others L2 understand with little or no support most specific information in xtended talk on a wide range of general and curricular topics LUE13 use a growing variety of modal forms for different functions: bligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics			
		All learners will be able to:				
		recognize and use adjectives for describing art.				
		Most learners will be able to:				
Lesson objec	tives	• identify major concepts and ideas from a podcast about a photography exhibition.				
		Some learners will be able to:				
	_		 talk about art building extended sentences. 			
	<u> </u>	Plan				
Planned timings	Leacher's activities		Pupil's activities	Marks	Resources	
Reginning	The lesson greeting. The teacher sets the less objectives, letting student know what to anticipate from the student student student students.		s to greeting	Formative assessment is held through	Internet	

Planned timings	Teacher's activities	Pupil's activities	Marks	Resources
Daginning	The lesson greeting. The teacher sets the lesson objectives, letting students	Students respond to greeting	Formative assessment is held through observation/monit	Internet
Beginning the lesson	know what to anticipate from the lesson. Warm up. Ex.1 p.72. Conveying the	Ss answer the questions	oring.	Presentation
Main Activities	meaning of new words. Ex.2 p.72. Putting the words into context (writing sentences). Ex.3 p.72. Gist listening. Reordering of photos. Checking comprehension. Answers: 1) Sunrise, Sunset 2) Who has seen the wind? 3) Game Over 4) Underwater Forest Tamsin's favourite image is 'Underwater Forest'. Ex.4 p.72. Listening for specific information. Answering multiple-choice questions. Answers: 1) b	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student: • selects useful information and plans the answer. • uses the topical vocabulary while talking about a news story. • completes sentences using	Formative assessment is held through observation/monit oring. Comments	Video and image

	2) a	modal verbs.		
	3) b			
	4) a			
	5) c			
	Ex.5 p.72. Putting the words			
	into context (writing			
	sentences).			
	Giving the hometask. WB p.50			
Ending the	Self-reflection.			
lesson		• Feedback on t	he work	

Term 3 Unit 6 "The	School:						
natural world Date:	Teacher's name:	Teacher's name:					
2010	1000102 8 1101100						
Grade 8	Number present: Number absent:						
Theme of the lesson:	f the Present and Past passive: affirmative, negative and questions.						
Learning	8.C6 organise and present information	8.C6 organise and present information clearly to others					
objectives(s)		8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general					
that this	topics, and some curricular topics						
lesson is		active and passive simple present and past forms and past					
contributing		nd reported speech on a range of familiar general and					
to	curricular topics						
	All learners will be able to:						
	recognize the form of present a	nd past passive questions.					
Lesson	Most learners will be able to:						
objectives	 apply asking and answering qui 	z questions using the present and past passive.					
	Some learners will be able to:						
	• use present and past passive: af	firmative, negative and questions fluently.					
	Plan						

Planned timings	Teacher's activities	Pupil's activities	Marks	Resources
Beginnin g the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Ex.1 p.73. Recognition exercise.	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/mo nitoring.	Internet Presentation
			Emoticon	
Main Activities	Ex.2 p.73. Opening the brackets. Answers: 1) was named 2) was shown 3) was criticized 4) are called	Students think critically, exploring, developing, evaluating and making choices about their own and	Formative assessment is held through observation/	ideo and image

	Ex.3 p.73. questions. Answers: 1) What was the past? 2) Where are exhibited? 3) How much to into the gallery Ex.4 p.73. Putt (writing question)	others' idea Student: • selects informatio plans the a • uses a subject-spe vocabulary speaking; • writes paragraph correctly structure.	useful n and nswer; ppropriate cific while	monitoring. Comments			
Ending	Giving the hom Self-assessmen						
the lesson	Plus	Minus	Interestin	ng			

Term 3 Unit 6 "The natural world"			School:				
Date:		<u></u>	Teacher's na	me:			
Grade 8			Number pres	sent:	Number abser	ıt:	
Theme of the	e lesson:		Speaking: Ex	pressing	doubt.		
that this lesson is		on a w	ecognize the opinion of the speaker(s) with little or no support in extended talk ide range of general and curricular topics use appropriate subject-specific vocabulary and syntax to talk about a range of 1 topics, and some curricular topics				
All le		All lea	Understand a dialogue in which people express preferences and recommend. Recognize key phrases for expressing preferences and recommending. learners will be able to: Recommend films to a friend.				
		Some	learners will b			.1	
		•	Plan	out their	own dialogues	on the topic.	
Planned							
timings	Teacher's	s activit	ies	Pupil's	activities	Marks	Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Ex.1 p.74. Picture description.		Students greeting Ss answ question	er the	Formative assessment is held through observation/monit oring. Emoticon	Internet Presentation	
Main Activities	Ex.2 p.74. Gist listening. Checking comprehension. Answers: Lucy dislikes the picture because she things the face is a bit strange, as of a child painted it. Ex.3 p.74. Classifying phrases. "Who said what?" questions. Role-play. Answers: Lucy says all the phrases. Ex.4 p.74. Conveying the meaning of new items. Blankfilling.		develop and mak about th others' i Student: • iden author' and circ answer. • uses	y, exploring, ing, evaluating choices eir own and ideas tifies the s point of view cles the correct appropriate specific lary while	Formative assessment is held through observation/monit oring. Comments	Video and image Handouts with task	
Ending the lesson	Giving the Peer-asses Rubric		ask. SB ex.6 p.´	74 Feedb	<u>vack</u>		

Term 3 Unit 6 "The natural world"		School:				
Date:	WOIIG	Teacher's name:				
Grade 8		Number present:	Number absent:			
Theme of the lesson:		Writing: A description of a piece of art.				
Learning objectives(s) that this lesson is contributing to	on the w 8.S7 u general 8.W1 pl	O use talk or writing as a means of reflecting on and exploring a range of perspectives ne world use appropriate subject-specific vocabulary and syntax to talk about a range of eral topics, and some curricular topics 1 plan, write, edit and proofread work at text level with little support on a range of eral and curricular topics				
	All lear	ners will be able to:				
	 Understand the general writing structure of a model text about a piece of art. Use key phrases for describing a painting. 					
Lesson objectives	Most learners will be able to:					
	Write about a piece of art using writing guide.					
	Some le	earners will be able to:				
	Write about a piece of art without support.					

	1 14	111		
Planned timings	Teacher's activities	Pupil's activities	Marks	Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Picture description p. 68-69.	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/monitoring. Emoticon	Internet Presentation
Main Activities	Ex.1 p.75. Reading for general understanding. Matching headings with paragraphs. Answers: 1) d 2) a 3) b Ex.2 p.75. Discussion questions. Answers: 1) In 1891. 2) simple, vivid, exotic, unconventional 3) In the National Gallery, London. Ex.3 p.75. Classifying phrases. Answers: in the foreground/background,	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student: • gives evaluation to the problem. • uses appropriate subject-specific vocabulary while speaking. • writes an appropriate information.	Formative assessment is held through observation/monitoring. Comments	Video Handouts with task
Ending the lesson	Giving the hometask. WB p.53 Peer-assessment.	• 😀 😀 😜	Feedback on the work	

Term 3 Unit 6 "The natural world"		School:			
Date: 2019		Teacher's name:			
Grade 8		Number present:	Number absent:		
Theme of the lesson:		My country: Tamgaly petroglyphs.			
Learning objectives(s) that this lesson is contributing to	8.C5 use feedback to set personal learning objectives 8.C8 develop intercultural awareness through reading and discussion 8.W1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics				
	All learners will be able to:				
	Understand the history of rock art in Kazakhstan.				
	• Use much, many, most, a little, a few, less, fewer, none.				
Lesson objectives	Most learners will be able to:				
	Identify the main idea in the text.				
	Some learners will be able to:				
	• Disci	ass and give their opinion	s about rock art.		
Plan					

Planned timings	Teacher's activities	Pupil's activities	Marks	Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Using pictures related to the text for discussion. Look at the photo and guess where it is. What can you see on the rock on the left side of the photo? Guess who carved or panted these images?	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/monito ring. Emoticon	Internet Presentation
Main Activities	Ex.1 p.76. Conveying the meaning of new words. Use of dictionaries. Answers: Petroglyphs, bull, gorge, slope Ex.2 p.76. Detailed reading. Comprehension questions. Answers: 1) In the south-east of Kazakhstan. 2) They were discovered in 1957. 3) There are more than 5000 petroglyphs.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student: • gives evaluation to the	Formative assessment is held through observation/monito ring.	Video Handouts with task

	4) They used tools made of stone and metal. 5) Because for the people who lived in the Bronze Age, the bull was a symbol of power. Ex.3 p.76. Table completion. Odd one out. Answers: 1) much-many-more-(the most) 2) (a) little-less-(the)least 3) (a)few-fewer-(the)fewest	problem. • makes evaluation of classmates' answers • recalls some events based on his/her own experience. • writes an appropriate information; • writes and edits the work.	
Ending the lesson	Giving the hometask. SB ex.5p.76 Self-assessment. "Five". Children draw a picture of their hand and write the most important things about the lesson on each finger. The thumb - something interesting, the index finger - something difficult, the middle one - something that was not enough, the ring finger - the mood, the little finger - the suggestions.	Feedback on the work	

comprehension.

Text completion.

3) recycles

6) save

4) community 5) facilities

Short term plan oo							
Term 3 Unit 6 "Th	e natura	l world''	School:				
Date:			Teacher's name:				
Grade 8			Number	present:	Number absent:		
Theme of t	he lessor	1:	CLIL: G	eography. Natural en	vironments.		
Learning objectives(s) that this lesson is contributing to 8.S7 use appropriate subject-specific vocabulary and syntax to talk about angle of general topics, and some curricular topics 8.R1 understand the main points in texts on a growing range of unfant general and curricular topics, including some extended texts 8.W1 plan, write, edit and proofread work at text level with little support range of general and curricular topics				of unfamiliar			
Lesson obj	All learners will be able to: Recognize and use vocabulary of natural environments. Identify the meaning of the text about tropical rainforests Most learners will be able to: Write about coral reefs in accordance with the structure. Some learners will be able to: Write about coral reefs without support.						
			Plan	The state of the s			
Planned timings	Teache	er's activities		Pupil's activities	Marks	Resources	
Beginning the lesson	The te objective know we the less Warm "Rainfo	up. Brain brest".	students pate from instorming ou know	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/monit oring. Emoticon	Internet Presentation	
Main Activities	meanin dictiona filling. Answer 1) vegeta 2) wildli 3) layers	ation fe s 77. Listening 1	ls. Use of g. Blank-	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student: • chooses the right answer.	Formative assessment is held through observation/monit oring. Comments	Video and image Handouts with task	

• writes a letter

with introduction,

and

an

main body

conclusion.writes

appropriate

Ex.3 p.77. Reading for specific information;

	understanding. Filling out diagram. Answers: 1) emergent layer 2) canopy 3) understorey 4) forest floor	• writes and edits the work.		
Ending the lesson	Giving the hometask. WB p.54-55 Self-assessment . Students express their attitude to the lesson and give self-assessment using the method: "Six thinking hats":	Feedback or	n the work	

Checked up:

Term 3 Unit 7 "Travel and transport"		School: «Baldauren» REHC				
Date:	09. 03.	2022	Teacher's	s name: Taszhanov	va Tursinai	
Grade: 8 «Ə» Nun			Number 1	present:	Number absent	:
Theme of	f the les	son:	Become a	n urban explorer		
Learning objectives(s) that this lesson is contributing to 8.C8 develop intercultural awareness through reading and discussion 8.S7 use appropriate subject-specific vocabulary and syntax to talk about range of general topics, and some curricular topics 8.UE7 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics				talk about a indefinite and		
Lesson objective	• Do a questionnaire about famous explorers. Some learners will be able to:				ort.	
		• Speak flue	Pla	past event using the n	pust perfect.	
Planned timings	Teach	er's activities		Pupil's activities	Marks	Resources
Beginni ng the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Start thinking p.81. Answering questions. 1. Who is the most famous explorer from your country?		Students respond to greeting Ss answer the questions	Formative assessment is held through observation/mo nitoring.	Internet Presentation	

Main Activitie s	Ex.1 p.80. Classifying words. Matching task. Answers: Land: bus, camel, car, bicycle, train, horse, lorry, tram Water: boat, ship, submarine Air: plane, helicopter, spacecraft, airship Marco Polo photo - camels; Amelia Earhart photo - plane; Roald Amundsen photo - ship Ex.2 p.80. Completing questionnaire. Gist listening. Comparing answers. Answers: 1) a 2) b 3) c 4) b 5) c Ex.3 p.80. Matching extracts with photos. Expressing opinion (reacting to a text). Answers: 1) a 2) b 3) d 4) e 5) c	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student: • recalls some events based on his/her own experience. • uses the topical vocabulary while talking about	Formative assessment is held through observation/mo nitoring. Comments	Video and image https://onlinemektep.org/schedule/ Bilimland Handoutswith task
Ending the lesson	Giving the hometask. WB p.56 Self-assessment. Students express their attitude to the lesson and give self-assessment using the method: "Six thinking hats": Yellow: What did you like about today's lesson?	Feedbac	ek on the work	

Checked up:

Term 3 Unit 7 "Tray	Term 3 Unit 7 "Travel and transport"			auren» REHC		
Date: _10. 03		. •	Teacher's nan	ne: Taszhanova	Tursinai	
Grade: 8 «Ə»	>		Number prese	ent:	Number absent:	
Theme of the lesson: Modals			Modals			
Learning objectives(s) that this lesson is contributing to curricular top 8.R2 unders of familiar go 8.UE14 use use preguse depende			pics stand specific inferent and curricese some perpositions	Formation and description and	etail in texts on a adding some extendefore nouns at to indicate ctives on a ran	growing range led texts nd adjectives e manner
All learner			at they do. y vocabulary with ers will be able to uss your own ide ers will be able to uss and give the	h preposition by o: as about travel a		
		extended sen				
Planned timings	Teacher's ac			Pupil's activities	Marks	Resources
<u> </u>	The lesson greeting. The teacher sets the les letting students know who from the lesson. Warm up. Free talk.		at to anticipate	Students respond to greeting	Formative assessment is held through observation/m onitoring.	Internet Presentation
What is traditional nonWould nomads?		es the word "nomad " mean? the difference between a mad and a modern nomad? you like to be modern ould you enjoy?		Ss answer the questions	Emoticon	
Main Activities	Ex.1 p.82. Projectures. understanding Answers: 2, 4, 6.	rediction base Reading g. Comparing a Detailed reading	ed on the title, for general	Students think critically, exploring, developing, evaluating and making choices about their own and	Formative assessment is held through observation/m onitoring.	Video and image https://onlineme ktep.org/schedul e/

	Answers:	others' ideas	Comments	Bilimland
	1) more than 50% of the participants in the survey	Student:	Comments	BILIM
	Ex.3 p.82. Completion drill. Answers: 1) on 2) on 3) in Ex.4 p.82. Odd one out. Answers: 1) on 2) by	 expresses his/her opinion while answering the questions. completes sentences with right phrases. underlines adjectives in common prepositional 		Handouts with task
		phrases		
Ending the lesson	Giving the hometask. WB p.60 Self-reflection. Students attach their boat in the appropriate area of the map that reflects their emotions and mood after the lesson.	Feedba	ack on the work	

Checked up:

Term 3 Unit 7 "Travel and transport"		School: «Baldauren» REHC			
Date: 11. 03 . 2022		Teacher's name: Taszhanova Tursinai			
Grade: 8 «Ə»		Number present:	Number absent:		
Theme of the lesson:		Island destinations with a difference			
Learning objectives(s) that this lesson is contributing to	8.UE11 us	nise and present information clearly to others se some reported speech forms for statements, questions and commands: say, acluding reported requests on a range of familiar general and curricular topics			
	All learne	ers will be able to:			
	identify direct speech and reported speech.				
Lesson objectives	Most learners will be able to:				
9	understand the tense changes used in reported speech.				
	Some learners will be able to:				
	change direct speech into reported speech fluently.				
Plan					

Planned timings	Teacher's activities		Pupil's activities	Marks	Resources
_	students know what to anticipate from the lesson. Warm up. Ex.1 p.83. Recognition exercise. Answers:		Students respond to greeting Ss answer the questions	Formative assessment is held through observation/monitoring.	Internet Presentation
Beginning the lesson	present continuous present perfect	past simple past continuous past perfect past perfect would		Emoticon	
Main Activities	Ex.2 p.83. Sentence completion task. Answers: 1) told 2) said 3) told 4) said 5) said Ex.3 p.83. Transformation exercise. Answers: 1) Assel told us that she was writing a book about the travels of the Moroccan explorer Ibn Battuta		Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student: • selects	Formative assessment is held through observation/monitoring.	Video and image https://onlinemekt ep.org/schedule/ Bilimland

	 2) Ilyas and Maxim said that they always read online reviews before they booked a holiday. Ex.4 p.83. Speaking in a form of interview. Summarizing. Extra task. Writing practice. Answers: 2) 'We will book the train tickets online,' they said. 3) 'I don't want to go on a backpacking holiday", Mukhtar told me. 	useful information and plans the answer; • chooses the correct answers.		
Ending the lesson	Giving the hometask. WB p.57 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.	Feedb	oack on the work	

Checked up:

Term 3 Unit 7 "Travel and transport"			School: «Baldauren» REHC				
Date: 14. 0			Teacher's name: Kambarova Gulzhan				
Grade: 8 «V	√, G »		Number pr	esent:	Number absen	t:	
Theme of th	e lesson:		Ü	igh passport con			
Learning objectives(s)8.L2 understthat this lesson isextended talkcontributing to8.L6 deduce			o and sustain a consistent argument when speaking or writing tand with little or no support most specific information in a on a wide range of general and curricular topics meaning from context with little or no support in extended talk grange of general and curricular topics				
			will be able t		topies		
		recogident	gnize and use ify forms of tr	verbs describing n ansport discussed		mme.	
Lesson object	ctives		ers will be ab				
				ms of transport an	d their benefits a	nd drawbacks.	
			ers will be ab				
			about the futur	e of transport buil	lding extended se	ntences.	
	1	Plan		T =	T		
Planned timings	Teacher's ac	tivities		Pupil's activities	Marks	Resources	
Beginning the lesson	The lesson growth the lesson growth the lesson growth the lesson that are disadvantages	sets the lesson ts know what on. trainstorming electric cars, of the advan	"New forms drones, etc).	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/m onitoring. Emoticon	Internet Presentation	
Main Activities	might be? Ex.1 p.84. Conew words. So Answers: 1) stopped off 2) takes off / take off Ex.2 p.84. comprehension Answers: electric cardiverless cardiverless cardiverless cardination. Answers: Answers: 1) a	entence complete. will take off of the control of the complete. Gist listening on. s, solar-powers and space electrical of the complete.	letion task. / is going to g. Checking vered cars, levators For specific	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student: • concludes ideas and arguments based on own experience chooses the	Formative assessment is held through observation/m onitoring. Comments	Video and image https://onlinemek tep.org/schedule/ Bilimland Handouts with task	

	2) b 3) a	correct answer		
Ending the lesson	Giving the hometask. WB p.58 Self-assessment . <i>Most thing</i> Ask learners what was the most, e.g. useful, interesting, surprising, etc. thing they learned today.	Feedba	ck on the work	

Checked up:

			Checke	u up.				
Term 3 Unit 7 "Travel and transport"		School: «Baldau	ıren» Republican I	Edu	cational and Hea	alth Centre		
Date: 16 - 17 . 03. 2022			Teacher's name	: Kambarova Gulz	han			
Grade:8 «	V, G	>	Number present: Number absent:					
Theme of	the les	sson:	Airport termina	ls around the world	ı			
Learning objectives(that this le is contribu to	sson	8.UE11 u ask, tell in	8.C6 organise and present information clearly to others 8.UE11 use some reported speech forms for statements, questions and commands: say, isk, tell including reported requests on a range of familiar general and curricular topics All learners will be able to:					
		identify the difference between reported questions, commands and requests.						
Lesson		Most learners will be able to:						
objectives		• identify the appropriate verbs and phrases to report questions, commands and requests.						
		Some lea	Some learners will be able to:					
				ions, commands and	requ	uests fluently.		
			Plan					
Planned timings	Tea	cher's acti	vities	Pupil's activiti	ies	Marks	Resources	
	The lesson greeting.					Formative		
		. 1		1 0 1 .	1	. •	I T	

Planned timings	Teacher's activities	Pupil's activities	Marks	Resources
	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.	Students respond to greeting	Formative assessment is held through observation/m	Internet
Beginning the lesson	Warm up. Brainstorming. Look at the photo p.85 and say where it is and what it is (It's the	Ss answer the questions	onitoring.	Presentation
	Astana Museum of the Future). Would you like to visit the museum and what would you do there?		Emoticon	
	Ex.1 p.85. Recognition exercise. Table completion. Answers: Reported questions:	Students think critically, exploring, developing,	Formative assessment is held through	Video and image
Main	The reporter asked Samat whether the red car was his. She asked him what the main	evaluating and making choices about their own	observation/m onitoring.	https://onlinemekte p.org/schedule/
Activities	differences between electric and petrol cars were. She asked him if he had been in a	and others' ideas Student:	Comments	Bilimland
	driverless car. Reported commands and requests: She asked him to show her how to	• selects useful information and plans the answer;		Handouts with

	drive the car. (request) Samat told the reporter not to press that button. (command) He told her to turn left after the traffic lights. (command) Ex.2 p.85. Listening for global information. Blank-filling. Answers: 1) Is that red car yours? 2) What are the main differences between electric and petrol cars? 3) Can you show me how to drive it? Ex.3 p.85. Odd one out. Answers: 1) whether 2) she wanted 3) told 4) not to 5) to turn Ex.4 p.85. Making questions. Answers:	• chooses the correct answers.		task
Ending the lesson	Answers: Giving the hometask. WB p.59 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.	Feedback	on the work	

Checked up:

Term 3 Unit 7 "Travel and transport"		School: «Baldauren» REHC				
Date: 17 - 18. 03 2022	3.	Teacher's nar	Teacher's name: Kambarova Gulzhan			
Grade: 8 «V» "G"		Number present:	Number absent:			
Theme of the les	sson:	Illegal souveni	Illegal souvenirs			
Learning objectives(s) that this lesson is contributing to	wide 1 8.S7	range of general use appropriate	little or no support the main points in extended talk on a and curricular topics subject-specific vocabulary and syntax to talk about a range some curricular topics			
Lesson objectives	recon Most Some	nmend. Recognize key learners will be Recommend file learners will be	dialogue in which people express preferences and phrases for expressing preferences and recommending. e able to: ms to a friend.			

Plan

Planned timings	Teacher's activities	Pupil's activities	Marks	Resources
	The lesson greeting.		Formative	
	The teacher sets the lesson	Students respond	assessment is	Internet
	objectives, letting students	to greeting	held through	
	know what to anticipate		observation/mon	
	from the lesson.	Ss answer the	itoring.	Presentation
	Warm up. Free talk.	questions		
Doginni	• What is the difference			
Beginni	between the words 'apology'		Emoticon	
ng the	(noun) and 'apologize'			
lesson	(verb)?			
	• Think of last time you			
	apologized.			
	Who did you apologize			
	to?			
	What did you apologize			
	for?			
Main	Ex.1 p.86. Picture	Students think		

		T	Γ	T
Activitie	description.	critically,	Formative	Video and image
S	Answers:	exploring,	assessment is	1.44
	Jane is not looking at Mark	developing,	held through	https://onlinemekt ep.org/schedule/
	and her facial expression	evaluating and	observation/mon	<u>cp.org/schedule/</u>
	suggests she is not happy.	making choices	itoring.	Bilimland
	Mark is looking sympathetic	about their own		
	or apologetic with his hand	and others' ideas		BILIM
	on Jane's arm.			CENTE
			Comments	
	Ex.2 p.86. Gist listening.			Handouts with
	Checking comprehension.			task
	Answers:			
	Mark couldn't call Jane			
	because he hadn't charged			
	his phone.			
	-	Student:		
	Ex.3 p.86. Classifying	• selects an		
	phrases. "Who said what?"	appropriate		
	questions. Role-play.	answer.		
	Answers:	• uses		
	1) mean (Mark)	appropriate		
	2) don't (Mark)	subject-specific		
	3) sorry (Mark)	vocabulary while		
	4) worry (Mark)	speaking.		
	5) happen (Mark)	opening.		
	Ex.4 p.86. Matching task.			
	Answers:			
	$\overline{A1,3}$			
	B 7, 8			
	C 2, 4, 6			
	D 5			
	Giving the hometask. SB ex.6	p.86	1	1
	Peer-assessment.	ı		
Ending	Rubric			
the				
lesson				

Term 3 Unit 7 "Travel and transport"			School: «Baldauren» REHC				
Date:			Teacher ⁵	's name:			
Grade 8 Num			Number	present:	present: Number absent:		
Theme of the lesson: Writin			Writing:	A memorable journ	ey. Project: A tra	evel brochure.	
Learning objectives(s) that this lesson is contributing to 8.W1 plan, we range of gene 8.UE14 use use pre			write, edit a eral and cur se sor epositions nt prepositi r topics	me prepositions as, like ons following adjecti	t text level with before nouns to indi	and adjectives cate manner	
			ers will be able to:				
			• Understand a text that tells a story.				
T 1			time phrases with prepositions.				
Lesson objectiv	'es		st learners will be able to:				
			Consolidate the language of the units in a personalized context.				
		Some learne					
			an origina	l text.			
		Plan					
Planned timings	Teacher's activities			Pupil's activities	Marks	Resources	
	The lesson gree		1.	G. I.	Formative	T	
Beginning the The teacher sets the lesson of		•	Students respond	assessment is	Internet		
lesson letting students know what t anticipate from the lesson.			what to	to greeting	held through observation/mo		

	Warm up. Free talk. • What do you know about such places as Bayanaul and Lake		nitoring.	Presentation
	 What is there to see and do there? Where is it? Are these good places to go to on a school trip? Ex.1 p.87. Discussion questions. Ex.2 p.87. Reading for general understanding. Checking comprehension. Answers: Yes, the writer enjoyed the trip. Key sentences and phrases: I was very 	Students think critically, exploring, developing, evaluating and making choices about their own	Formative assessment is held through observation/mo nitoring.	Video and image https://onlinemektep .org/schedule/ Bilimland
Main Activities	excited, amazing, beautiful, I was tired but really happy, I learnt a lot, made some new friends. Ex.3 p.87. Sentence completion task. Answers: 1) from 2) to 3) by 4) on 5) By 6) At Ex.4 p.87. Table completion. Answers: 1) that day 2) last 3) the following year 4) two years before	and others' ideas Student: • recalls some events based on his/her own experience; • writes an appropriate information. • underlines adjectives in common prepositional phrases.	Comments	Handouts with task
Ending the lesson	Giving the hometask. SB p.91 Peer-assessment.			

Term 3 Unit 7 "Travel and transport"			School:				
Date:			Teacher's name	Teacher's name:			
Grade 8			Number presen	t:	Number absent:		
Theme of the	lesson:		My country: Al	maty Metro.			
Learning objectives(s) that this lesson is contributing to 8.S7 use appropriate appropria			ropriate subject-speral topics, and so be some propositions as a prepositions follows.	pecific vocabula me curricular to repositions b s, like	reading and discussion only and syntax to talk opics efore nouns and to indicate res on a range of far	about a adjectives manner	
		All learners	will be able to:				
			erstand a text about the metro system in Almaty.				
			adjectives to describe a transport system.				
Lesson object	ives	Most learne	ers will be able to:				
		• Use the	he present simple to talk about timetables and schedules.				
		Some learne	ers will be able to	•			
		• Discu	ss and give their o	pinions about a	metropolitan railway	•	
		Pla	an				
Planned timings	Teacher's activities			Pupil's activities	Marks	Resources	
The lesson greeting.				Formative			
Beginning The teacher sets the lea			Students	assessment is	Internet		
the lesson			nat to anticipate	respond to	held through		
	from the les	son.		greeting	observation/m		

	Warm up. Using pictures related to the		onitoring.	Presentation
	text for discussion. • Look at the photo p.85 and say where do you think it is. • What do you like or dislike about it?	Ss answer the questions	Emoticon	
Main Activities	Ex.1 p.88. Matching task. Expressing opinion. Answers: 1) convenient 2) safe 3) comfortable 4) cheap 5) fast 6) reliable 7) clean 8) modern Ex.2 p.88. Detailed reading. True/false statements. Answers: 1) true. 2) false - In future, the Almaty Metro will have 45 kilometres of track. 3) false - Yeldos said that the trains were always on time. 4) true 5) false - Tolkyn said she liked all the stations. Ex.3 p.88. Recognition exercise. Answers: 1) present 2) time Ex.4 p.88. Blank-filling. Answers: 1) takes off 2) closes 3) starts 4) finishes 5) set off 6) is	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student: • recalls some events based on his/her own experience; • uses appropriate subject-specific vocabulary while speaking. • underlines adjectives in common prepositional phrases.	Formative assessment is held through observation/monitoring.	Video and image https://onlinemekt ep.org/schedule/ Bilimland Handouts with task
Ending the lesson	Giving the hometask. WB p.61 Self-reflection . "Message". Pupils write 11 words of the greatest importance for the topic of the lesson.	• Feedback o	on the work	

Term 3 Unit 7 "Travel and transport"		School:			
Date:		Teacher's name:			
Grade 8		Number present:	Number absent:		
Theme of the lesson:		CLIL: Language and literature: Adventure stories. Review Unit 7.			
Learning objectives(s) that this lesson is contributing to	8.S8 recount some extended stories and events on a range of general and curricular topics 8.R4 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics 8.UE14 use some prepositions before nouns and adjectives use prepositions as, like to indicate manner use dependent prepositions following adjectives on a range of familiar general and curricular topics				
Lesson objectives	 Under Use p Most learne Discu Some learne Analy 	will be able to: rstand an extract from a classic we repositions with sure. rs will be able to: ss an adventure story. rs will be able to: rse the style and content of the sto		e.	
Plan					

Planned timings	Teacher's activities	Pupil's activities	Marks	Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Free talk. • What books have you read recently? • Give details of the author, the characters, and the story.	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/m onitoring. Emoticon	Internet Presentation
Main Activities	Ex.1 p.89. Using picture related to the text for discussion (prediction). • What can you see in the photo? • Guess where and when the story is set. • What are the characters? Reading for general understanding. Checking comprehension. Answers: Huckleberry is running away from his father and Jim is a runaway slave that people are looking for. Ex.2 p.89. Blank-filling. 1) on 2) On 3) to 4) in 5) of 6) at 7) off 8) out 9) to 10) out 11) of 12) at 13) off 14) in Ex.3 p.89. Reading for specific understanding. True/false statements. Answers: 1) false 2) true 3) false 4) don't know 6) true 7) false 8) false Ex.4 p.89. Speaking in a form of discussion. Ex.4 p.90. Blank-filling. Answers: 1) said 2) asked/told 3) asked/told 4) asked 5) said 6) told	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student: • reads the text; • retells the story in the order of sequences; • underlines adjectives in common prepositional phrases.	Formative assessment is held through observation/m onitoring. Comments	Video and image https://onlinemektep.or g/schedule/ Bilimland Handouts with task
Ending the lesson	Giving the hometask. WB p.62-63 Peer-assessment. Two stars and a wish. • You did a really good job on	Feedback on	the work	

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