

Short term plan

Module 3 . Entertainment & the Media		School: «Baldauren» Republican Educational and health centre		
Date:		Teacher's name: Tazhanova Tursinai		
Grade 8 __		Number present:	Number absent:	
Theme of the lesson:		Entertainment. Steve is travel blog.		
Learning objectives(s) that this lesson is contributing to		8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.UE15 use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions; use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics		
Lesson objectives		All learners will be able to:		
		<ul style="list-style-type: none"> • Recognize and understand vocabulary of film genres, key phrases about likes and dislikes. • Do a questionnaire on books and films. • Identify verbs that are followed by -ing or to. 		
		Most learners will be able to:		
		<ul style="list-style-type: none"> • talk about likes and dislikes using verbs followed by -ing and to. 		
		Some learners will be able to:		
		<ul style="list-style-type: none"> • produce extended sentences talking about likes and dislikes. 		
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 Start thinking p.56. Answering questions. 1. What is the title of the last books you read? 2. Who is your favourite book character? 3. Why is reading a book better than watching a movie?	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/monitoring. Emoticon	Internet Presentation
Main Activities	Ex.1 p.56. Matching task. <u>Answers:</u> 1) a detective story 2) a romance 3) a horror story 4) a fantasy 5) a comedy 6) a musical 7) an adventure story/film 8) a science fiction story/film Ex.2 p.57. Sorting exercise. . Ex.4 p.57. Table completion. <u>Answers:</u> to: decide, 'd prefer, need -ing: prefer, love, finish	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas A learner: • selects an appropriate answer. • completes the task.	Formative assessment is held through observation/monitoring. Comments	Video

	Ex.5 p.57. Classifying words.	<ul style="list-style-type: none"> • uses appropriate subject-specific vocabulary while speaking. 		
Ending the lesson	<p>Self-reflection. Students attach their boat in the appropriate area of the map that reflects their emotions and mood after the lesson.</p>	Feedback		

Short term plan

Module 3. Entertainment & Media	School «Baldauren» Republican Educational and health centre			
Date: ____	Teacher's name: Taszhanova T.A.			
Grade 8 __	Number 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			
Lesson objectives	All learners will be able to:			
	<ul style="list-style-type: none"> • identify the meaning of the text about the history of cinema. • use suffixes -er and -or. 			
	Most learners will be able to:			
	<ul style="list-style-type: none"> • discuss and give opinions about the use of technology in the movies. 			
	Some learners will be able to:			
<ul style="list-style-type: none"> • express ideas about the history of cinema building extended sentences. 				
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. Free talk. <ul style="list-style-type: none"> • 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. Emoticon	Internet Presentation
Main Activities	Ex.1 p.58. Predicting and guessing. <u>Answers:</u> 1) colour 2) sound 3) 3D 4) surround-sound 5) computer-generated images 6) digital projectors Ex.2 p.58. Detailed reading. Answering questions. <u>Answers:</u> 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. Comments	Video and images Handouts with

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

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Module 3. Entertainment & Media	School: «Baldauren» Republican Educational and health centre			
Date: ____	Teacher's name: Taszhanova T. A .			
Grade 8 __	Number present:	Number absent:		
Theme of the lesson:	Past habits			
Learning objectives(s) that this lesson is contributing to	8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.UE13 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics			
Lesson objectives	All learners will be able to:			
	<ul style="list-style-type: none"> • recognize the present perfect with still, yet, just and already. 			
	Most learners will be able to:			
	<ul style="list-style-type: none"> • apply the present perfect with still, yet, just and already. 			
	Some learners will be able to:			
<ul style="list-style-type: none"> • use the present perfect with still, yet, just and already fluently. 				
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. 1) Can we create realistic special effects now? (Yes, we can). 2) Can we feel the same emotions as the characters on the screen now? (No, we can't). 3	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/monitoring. Emoticon	Internet Presentation
Main Activities	Ex.1 p.59. Recognition exercise. <u>Answers:</u> 1) <i>could</i> 2) <i>can</i> 3) <i>be able to</i> 1. <i>Ability and possibility.</i> 2. <i>Film producers couldn't include songs. They can't create very realistic special effects. We won't be able to feel the character's emotions.</i> 3. <i>Yes, they do.</i> Ex.2 p.59. Sentence completion task. <u>Answers:</u>	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student expresses his/her opinion	Formative assessment is held through observation/monitoring. Comments	Video and images

	<p>1) <i>can't</i> 2) <i>can</i> 3) <i>won't be able to</i> 4) <i>couldn't</i> 5) <i>could</i> 6) <i>'ll be able to</i> Ex.3 p.59. Filling in gaps. <u>Answers:</u> 1) <i>could smell</i> 2) <i>couldn't hear</i> 3) <i>couldn't wear</i> 4) <i>can enjoy</i> 5) <i>'ll be able to feel</i> 6) <i>'ll be able to connect</i> Ex.4 p.59. Completion drill. Asking and answering questions. Extra task. Writing practice.</p>	<p>while answering the questions..</p> <p>Student completes sentences with right phrases.</p>		<p>Handouts with task</p>
<p>Ending the lesson</p>	<p>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.</p>	<p>Feedback on the work</p>		

	<p>3) <i>plot</i> 4) <i>crime, setting, characters</i> Ex.4 p.60. Listening for specific information. Blank-filling. <u>Answers:</u> 1) <i>school</i> 2) <i>theme</i> 3) <i>science fiction</i> 4) <i>author/writer</i> 5) <i>characters</i> 6) <i>fantasy fiction</i> 7) <i>Australian</i> 8) <i>character</i> Ex.5 p.60. Speaking in a form of discussion.</p>	<p>opinion while answering the questions..</p> <p>Student completes sentences with right phrases.</p>		
<p>Ending the lesson</p>	<p>Self-reflection. <u>Pair share</u> 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.</p>	<p>Feedback on the work</p>		

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Module 3 . Entertainment & media	School: «Baldauren» Republican Educational and health centre			
Date: ____	Teacher's name: Taszhanova T. A .			
Grade 8 __	Number present:	Number absent:		
Theme of the lesson:	TV programmers			
Learning objectives(s) that this lesson is contributing to	8.C9 use imagination to express thoughts, ideas, experiences and feelings 8.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			
Lesson objectives	All learners will be able to:			
	<ul style="list-style-type: none"> • recognize and understand the form and use of the second conditional. 			
	Most learners will be able to:			
	<ul style="list-style-type: none"> • apply the second conditional to talk about imaginary situations. 			
	Some learners will be able to:			
<ul style="list-style-type: none"> • produce extended sentences using the second conditional. 				
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. Ex.1 p.61. Recognition exercise. <u>Answers:</u> 1) <i>did</i> 2) <i>had</i> 3) <i>would</i> 4) <i>'d</i> 5) <i>wouldn't</i> <u>Rules</u> 2. <i>past simple</i> 3. <i>would, wouldn't</i>	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/monitoring. Emoticon	Internet Presentation
Main Activities	Ex.2 p.61. Opening the brackets. <u>Answers:</u> 1) <i>'d enjoy; liked</i> 2) <i>had; wouldn't believe</i> 3) <i>wouldn't watch; hated</i> 4) <i>would be; changed</i> 5) <i>wouldn't be; didn't go</i> 6) <i>bought; 'd come</i> Ex.3 p.61. Asking and answering questions.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas	Formative assessment is held through observation/monitoring. Comments	Video and images

	<p><u>Answers:</u></p> <p>1) <i>What would you do if you became invisible?</i></p> <p>2) <i>If you travel back in time and meet Abai Qunanbaiuly, what would you ask him?</i></p> <p>3) <i>If you had a special power, what would it be?</i></p> <p>4) <i>If you were a superhero, would you tell your friends?</i></p> <p>5) <i>Would you love a person if you discovered he or she was a vampire?</i></p> <p>Ex.4 p.61. Speaking in a form of interview. Extra task. Writing practice.</p>	<p>A student:</p> <ul style="list-style-type: none"> • uses imagination to express thoughts, ideas, experiences and feelings. • make up sentences with the second conditional. 		<p>Handouts with task</p>
<p>Ending the lesson</p>	<p>Self-assessment.</p> <p>How well do I understand?</p> <p>4 - I can do this and explain it to someone else.</p> <p>3 - I understand and can do this by myself.</p> <p>2 - I need more practice.</p> <p>1 - I don't understand this yet.</p>	<ul style="list-style-type: none"> • Feedback on the work 		

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Module 3 . Entertainment & Media.		School: «Baldauren» Republican Educational and health centre		
Date: ____		Teacher's name: Taszhanova T. A .		
Grade 8 __		Number present:	Number absent:	
Theme of the lesson:		Expressing opinions.		
Learning objectives(s) that this lesson is contributing to		8.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 8.L5 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics		
Lesson objectives		All learners will be able to:		
		<ul style="list-style-type: none"> • Understand a dialogue in which people express preferences and recommend. • Recognize key phrases for expressing preferences and recommending. 		
		Most learners will be able to:		
		<ul style="list-style-type: none"> • Recommend films to a friend. 		
		Some learners will be able to:		
<ul style="list-style-type: none"> • Create and act out their own dialogues on the topic. 				
Plan				
Planned timings	Teacher's activities	Pupil's activities	Marks	Resources
Beginnin g the lesson	<p>The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Ex . 7 p.9 Study the rules then complete the gaps with so, such or such a / an</p> <ol style="list-style-type: none"> 1. There was good documentary on TV last night that I stayed up until late. 2. There are many natural recources on the steppe that it can support a lot of industries. 3. There is heavy air pollution in some cities that people can not breathe properly. 	<p>Students respond to greeting</p> <p>Ss answer the questions</p>	<p>Formative assessment is held through observation/m onitoring.</p> <p>Emoticon</p>	<p>Internet</p> <p>Presentation</p>
Main Activities	<p>Ex.1 p.62. Picture description. <u>Answers:</u> <i>Tom and Caitlin are in the library. They are choosing a film.</i></p> <p>Ex.2 p.62. Gist listening. <u>Answers:</u> <i>Tom chooses a comedy..</i></p>	<p>Students think critically, exploring, developing, evaluating and making choices about their own</p>	<p>Formative assessment is held through observation/m onitoring.</p>	<p>Video and images</p>

	<p>Ex.3 p.62. Classifying phrases. “Who said what?” questions. Role-play. <u>Answers:</u> <i>Respond to recommendations: I don't fancy that. I'm not a big fan of ...</i> <i>Tom: What about this one?, I don't fancy that. I'm not a big fan of ...</i> <i>Caitlin: I'd only recommend that if ..., if they had (Avatar), I'd recommend that. You might like ..., Try this one.</i></p> <p>Ex.4 p.62. Answering multiple-choice questions. <u>Answers:</u> 1) <i>a</i> 2) <i>a</i> 3) <i>b</i></p> <p>Ex.5 p.62. Table completion. Asking and answering questions. Ex.6 p.62. Creative exercise. Speaking in a form of a dialogue.</p>	<p>and others' ideas</p> <p>Student:</p> <ul style="list-style-type: none"> • brainstorms ideas while speaking in a group. • identifies the author's point of view and circles the correct answer. • uses appropriate subject-specific vocabulary while speaking. 	<p>Comments</p>	<p>Handouts with task</p>
<p>Ending the lesson</p>	<ul style="list-style-type: none"> • Peer-assessment. <p style="text-align: center;">Feedback on the work</p> <p><u>Rubric</u></p>			<ul style="list-style-type: none"> •

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Module 3 . Entertainment & Media	School «Baldauren» Republican 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(s) that this lesson is contributing to	8.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.W1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics			
Lesson objectives	All learners will be able to:			
	<ul style="list-style-type: none"> • Understand the general writing structure of a book review. • Use key phrases to express facts and opinions for a review of a book or film. 			
	Most learners will be able to:			
	<ul style="list-style-type: none"> • Write a book review using writing guide. 			
	Some learners will be able to:			
<ul style="list-style-type: none"> • Write a book review without support. 				
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. <ul style="list-style-type: none"> • 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? 	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/monitoring. Emoticon	Internet Presentation

<p>Main Activities</p>	<p>Ex.1 p.63. Reading for general understanding. Comprehension questions. <u>Answers:</u> 1) Paragraph 1 2) Paragraph 3, 4 3) Paragraph 2 describes the setting. 4) Paragraph 3 mentions the theme. 5) People who enjoy historical fiction, drama and realism would enjoy this book.</p> <p>Ex.2 p.63. Classifying phrases. <u>Answers:</u> Phrases which introduce an opinion: <i>I'd like to recommend ..., I particularly enjoyed ..., All in all, I (really enjoyed) ..., I'd/ wouldn't change it.</i> Phrases which introduce a fact: <i>I have recently read..., The main characters are ..., The setting is ...</i></p> <p>Ex.3 p.63. Paraphrasing. <u>Answers:</u> 1) <i>I particularly enjoyed the characters and the theme. (§ 3)</i> 2) <i>I'd like to recommend this book to people who like history, drama and realism. (§ 2)</i> 6) <i>lovely long red dress</i></p> <p>Ex.4 p.63. Writing guide.</p>	<p>Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas</p> <p>Student:</p> <ul style="list-style-type: none"> • gives evaluation to the problem. • uses appropriate subject-specific vocabulary while speaking. • writes an appropriate information. 	<p>Formative assessment is held through observation/ monitoring.</p> <p>Comments</p>	<p>Video and images</p> <p>Handouts with task</p>
<p>Ending the lesson</p>	<p>Feedback on the work</p>			

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Module 3. Entertainment & Media	School: «Baldauren» Republican Educational and health centre			
Date: ____	Teacher's name: Taszhanova T. A .			
Grade 8 __	Number present:	Number absent:		
Theme of the lesson:	Sound and hearing			
Learning objectives(s) that this lesson is contributing to	8.R4 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics 8.UE1 use some abstract nouns and complex noun phrases on a range of familiar general and curricular topics 8.UE3 use a growing variety of compound adjectives and adjectives as participles and some comparative structures including not as...as, much ...than to indicate degree on a range of familiar general and curricular topics			
Lesson objectives	All learners will be able to:			
	<ul style="list-style-type: none"> • 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:			
	<ul style="list-style-type: none"> • Discuss a Kazakh legend. 			
	Some learners will be able to:			
<ul style="list-style-type: none"> • Understand details in reading extracts. 				
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.64. Brainstorming.	Students respond to greeting Ss answer the questions	Formative assessment is held through observation /monitoring . Emoticon	Internet Presentation
Main Activities	Ex.2 p.64. Detailed reading. Re-ordering of events according to their occurrence in the text. <u>Check these words</u> <u>Volunteer</u> <u>Conservation</u> <u>Footpath</u> <u>Equipment</u> <u>Waterproof</u> <u>Register</u> Ex.3 p.64. Table completion. <u>Answers:</u>	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student: <ul style="list-style-type: none"> • reads the text. • illustrates basic rules for abstract nouns 	Formative assessment is held through observation /monitoring . Comments	Video and images

	<p><i>recently, gladly, well, unfairly, far, fearlessly, fast, finally, clearly.</i> <i>The adverbs well, far and fast are irregular (they don't end in -ly).</i> Ex.4 p.64. Blank-filling. <u>Answers:</u> 1) <i>more</i> 2) <i>-est</i></p>	<p>and completes the task.</p> <ul style="list-style-type: none"> • chooses the right form of adjectives. <p>applies the rule for comparative degree adverbs and their usage</p>		<p>Handouts with task</p>
<p>Ending the lesson</p>	<p>Peer-assessment. Two stars and a wish.</p> <ul style="list-style-type: none"> • You did a really good job on ... • I really like how you ... • Maybe you could ... 	<ul style="list-style-type: none"> • Feedback on the work 		

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Module 3. Entertainment & Media		School: «Baldauren Republican and health centre»		
Date: ____		Teacher's name: Taszhanova Tursinai		
Grade 8 __		Number present:	Number absent:	
Theme of the lesson:		An email reviewing		
Learning objectives(s) that this lesson is contributing to		8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.U9 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics		
Lesson objectives		All learners will be able to:		
		<ul style="list-style-type: none"> • Pronounce and name nouns related to art. • Recognize and use the present passive affirmative and negative. 		
		Most learners will be able to:		
		<ul style="list-style-type: none"> • Do a quiz on art. 		
		Some learners will be able to:		
<ul style="list-style-type: none"> • Speak fluently about nature in works of art. 				
Plan				
Planned timings	Teacher's activities	Pupil's activities	Marks	Resources
Beginning the lesson	<p>The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up. Start thinking p.68. Answering questions.</p> <ol style="list-style-type: none"> 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? 	<p>Students respond to greeting</p> <p>Ss answer the questions</p>	<p>Formative assessment is held through observation/monitoring.</p> <p>Emoticon</p>	<p>Internet</p> <p>Presentatio n</p>

<p>Main Activities</p>	<p>Ex.1 p.68. Classifying words. <u>Answers:</u> <i>Places: gallery, museum</i> <i>People: critic, collector</i> <i>Works of art: painting, sculpture, landscape, masterpiece, portrait</i> <i>Events: auction, exhibition</i> <i>Not in any list: art movement</i></p> <p>Completing questionnaire.</p> <p>Ex.2 p.68. Gist listening. Comparing answers. <u>Answers:</u> <i>1) a 2) b 3) c 4) a 5) b 6) b</i></p> <p>Ex.3 p.68. Guessing words through definitions.</p> <p>Ex.4 p.68. Sentence completion task. <u>Answers:</u> <i>1) are exhibited</i> <i>2) aren't usually made</i> <i>d) isn't found</i> <i>4) shows</i> <i>5) don't like</i></p>	<p>Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas</p> <p>Student:</p> <ul style="list-style-type: none"> • uses the topical vocabulary while talking about quantities of things people use; • writes a short paragraph using correctly grammar structure. 	<p>Formative assessment is held through observation/monitoring.</p> <p>Comments</p>	<p>Video and images</p> <p>Handouts with task</p>
<p>Ending the lesson</p>	<p>Peer-assessment. Two stars and a wish.</p> <ul style="list-style-type: none"> • You did a really good job on ... • I really like how you ... • Maybe you could ... 	<ul style="list-style-type: none"> • Feedback on the work 		

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Module 3. Entertainment and Media		School: «Baldauren Republican and health centre»		
Date: ____		Teacher's name: Taszhanova Tursinai		
Grade 8 __		Number present:	Number absent:	
Theme of the lesson:		Summative Assesment for Unit 3		
Learning objectives(s) that this lesson is contributing to		8.C7 develop and sustain a consistent argument when speaking or writing 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some 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		
Lesson objectives		All learners will be able to:		
		<ul style="list-style-type: none"> • Identify the meaning of the text about endangered and extinct species. 		
		Most learners will be able to:		
		<ul style="list-style-type: none"> • Discuss and give opinions about endangered species. 		
		Some learners will be able to:		
		<ul style="list-style-type: none"> • Discuss and give their opinions about endangered species building extended sentences. 		
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. Ex.1 p.70. Conveying the meaning of new words. Prediction based on the title, pictures. <u>Answers:</u> <i>Wolly mammoths, they became extinct because they were hunted.</i>	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/monitoring. Emoticon	Internet Presentation
Main Activities	Ex.2 p.70. Reading for general understanding. Ex.3 p.70. Detailed reading. True/false statements. <u>Answers:</u> 1) <i>False. They are already extinct.</i> 2) <i>True.</i> 3) <i>False. They study the fossils of animals that lived a long time ago.</i> 4) <i>True.</i> 5) <i>False.</i> 6) <i>True.</i> Ex.4 p.70. Showing lexical relations (synonyms). <u>Answers:</u> 1) <i>wandered</i> 2) <i>evidence</i>	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student: • concludes ideas and arguments based	Formative assessment is held through observation/monitoring. Comments	Video and images Handouts with task

	<p>3) <i>very large</i> 4) <i>roughly</i> 5) <i>pictures</i> 6) <i>started</i> 7) <i>discovered</i> 8) <i>numerous</i> Ex.5 p.70. Showing lexical relations. <i>create = make</i> <i>danger = peril</i> <i>weapon = arm</i> <i>intelligent = clever</i> <i>global = worldwide</i> <i>exist = live</i> <i>paint = decorate</i> Ex.6 p.70. Speaking in a form of discussion.</p>	<p>on own experience. • uses appropriate subject-specific vocabulary while speaking. • completes sentences with right phrases.</p>		
<p>Ending the lesson</p>	<p>Self-reflection. "Message". Pupils write 11 words of the greatest importance for the topic of the lesson.</p>	<ul style="list-style-type: none"> • Feedback on the work 		

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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.			
Learning objectives(s) that this lesson is contributing to	8.C6 organise and present information clearly to others 8.U9 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics			
Lesson objectives	All learners will be able to:			
	<ul style="list-style-type: none"> • recognize how to change sentences from active to passive. 			
	Most learners will be able to:			
	<ul style="list-style-type: none"> • understand forming affirmative and negative passive sentences. 			
	Some learners will be able to:			
	<ul style="list-style-type: none"> • use past passive: affirmative and negative fluently. 			
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. Ex.1 p.71. Recognition exercise. <u>Answers:</u> <i>Rules</i> 1) subject 2) agent 3) active 4) by	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/monitoring. Emoticon	Internet Presentation
Main Activities	Ex.2 p.71. Opening the brackets. <u>Answers:</u> 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/monitoring. Comments	Video and image Handouts with task
Ending the lesson	Giving the homework. WB p.49 Self-assessment. How well do I understand? 4 - I can do this and explain it to someone else.	<ul style="list-style-type: none"> • Feedback on the work 		

Short term plan 62

Term 3 Unit 6 "The natural world"		School:		
Date: ____		Teacher'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.C6 organise and present information clearly to others 8.L2 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.U13 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics		
Lesson objectives		All learners will be able to:		
		<ul style="list-style-type: none"> recognize and use adjectives for describing art. 		
		Most learners will be able to:		
		<ul style="list-style-type: none"> identify major concepts and ideas from a podcast about a photography exhibition. 		
		Some learners will be able to:		
<ul style="list-style-type: none"> talk about art building extended sentences. 				
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. Ex.1 p.72. Conveying the meaning of new words.	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/monitoring. Emoticon	Internet Presentation
Main Activities	Ex.2 p.72. Putting the words into context (writing sentences). Ex.3 p.72. Gist listening. Re-ordering of photos. Checking comprehension. <u>Answers:</u> 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. <u>Answers:</u> 1) b	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student: <ul style="list-style-type: none"> 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/monitoring. Comments	Video and image

	2) <i>a</i> 3) <i>b</i> 4) <i>a</i> 5) <i>c</i> Ex.5 p.72. Putting the words into context (writing sentences).	modal verbs.		
Ending the lesson	Giving the homework. WB p.50 Self-reflection.	<ul style="list-style-type: none"> Feedback on the work 		

Short term plan 63


Term 3 Unit 6 "The natural world"	School:			
Date: __. __. 2019	Teacher's name:			
Grade 8 __	Number present:	Number absent:		
Theme of the lesson:	Present and Past passive: affirmative, negative and questions.			
Learning objectives(s) that this lesson is contributing to	8.C6 organise and present information clearly to others 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.U9 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics			
Lesson objectives	All learners will be able to:			
	<ul style="list-style-type: none"> recognize the form of present and past passive questions. 			
	Most learners will be able to:			
	<ul style="list-style-type: none"> apply asking and answering quiz questions using the present and past passive. 			
Some learners will be able to:				
<ul style="list-style-type: none"> use present and past passive: affirmative, negative and questions fluently. 				
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. Ex.1 p.73. Recognition exercise.	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/monitoring. Emoticon	Internet Presentation
Main Activities	Ex.2 p.73. Opening the brackets. <u>Answers:</u> 1) <i>was named</i> 2) <i>was shown</i> 3) <i>was criticized</i> 4) <i>are called</i>	Students think critically, exploring, developing, evaluating and making choices about their own and	Formative assessment is held through observation/	Video and image

	<p>Ex.3 p.73. Asking and answering questions. <u>Answers:</u> 1) <i>What was the building used as in the past?</i> 2) <i>Where are bigger works of art exhibited?</i> 3) <i>How much are visitors charged to go into the gallery?</i> Ex.4 p.73. Putting the words into context (writing questions).</p>	<p>others' ideas</p> <p>Student:</p> <ul style="list-style-type: none"> • selects useful information and plans the answer; • uses appropriate subject-specific vocabulary while speaking; • writes a short paragraph using correctly grammar structure. 	<p>monitoring.</p> <p>Comments</p>							
<p>Ending the lesson</p>	<p>Giving the hometask. WB p.51 Self-assessment.</p> <table border="1" data-bbox="205 779 880 857"> <tr> <td data-bbox="205 779 432 819">Plus</td> <td data-bbox="432 779 655 819">Minus</td> <td data-bbox="655 779 880 819">Interesting</td> </tr> <tr> <td data-bbox="205 819 432 857"></td> <td data-bbox="432 819 655 857"></td> <td data-bbox="655 819 880 857"></td> </tr> </table>	Plus	Minus	Interesting						
Plus	Minus	Interesting								

Short term plan 64


Term 3 Unit 6 "The natural world"		School:		
Date: ____		Teacher's name:		
Grade 8 __		Number present:	Number absent:	
Theme of the lesson:		Speaking: Expressing doubt.		
Learning objectives(s) that this lesson is contributing to		8.L5 recognize the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics		
Lesson objectives		All learners will be able to:		
		<ul style="list-style-type: none"> • Understand a dialogue in which people express preferences and recommend. • Recognize key phrases for expressing preferences and recommending. 		
		Most learners will be able to:		
		<ul style="list-style-type: none"> • Recommend films to a friend. 		
		Some learners will be able to:		
<ul style="list-style-type: none"> • Create and act out their own dialogues on the topic. 				
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. Ex.1 p.74. Picture description.	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/monitoring. Emoticon	Internet Presentation
Main Activities	Ex.2 p.74. Gist listening. Checking comprehension. <u>Answers:</u> <i>Lucy dislikes the picture because she thinks the face is a bit strange, as of a child painted it.</i> Ex.3 p.74. Classifying phrases. "Who said what?" questions. Role-play. <u>Answers:</u> <i>Lucy says all the phrases.</i> Ex.4 p.74. Conveying the meaning of new items. Blank-filling.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student: <ul style="list-style-type: none"> • identifies the author's point of view and circles the correct answer. • uses appropriate subject-specific vocabulary while speaking. 	Formative assessment is held through observation/monitoring. Comments	Video and image Handouts with task
Ending the lesson	Giving the hometask. SB ex.6 p.74 Peer-assessment. <u>Rubric</u> <u>Feedback</u>			

Short term plan 65

Term 3 Unit 6 "The natural world"	School:			
Date: ____	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	8.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.W1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics			
Lesson objectives	All learners will be able to:			
	<ul style="list-style-type: none"> • Understand the general writing structure of a model text about a piece of art. • Use key phrases for describing a painting. 			
	Most learners will be able to:			
	<ul style="list-style-type: none"> • Write about a piece of art using writing guide. 			
	Some learners will be able to:			
	<ul style="list-style-type: none"> • Write about a piece of art without support. 			
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. 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. <u>Answers:</u> 1) <i>d</i> 2) <i>a</i> 3) <i>b</i> Ex.2 p.75. Discussion questions. <u>Answers:</u> 1) <i>In 1891.</i> 2) <i>simple, vivid, exotic, unconventional</i> 3) <i>In the National Gallery, London.</i> Ex.3 p.75. Classifying phrases. <u>Answers:</u> ... <i>in the foreground/background...</i> ,	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student: <ul style="list-style-type: none"> • 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 homework. WB p.53 Peer-assessment.	<ul style="list-style-type: none"> •  Feedback on the work 		

Short term plan 66

Term 3		School:		
Unit 6 "The natural world"		Teacher's name:		
Date: __. __. 2019				
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		
Lesson objectives		All learners will be able to:		
		<ul style="list-style-type: none"> • Understand the history of rock art in Kazakhstan. • Use much, many, most, a little, a few, less, fewer, none. 		
		Most learners will be able to:		
		<ul style="list-style-type: none"> • Identify the main idea in the text. 		
		Some learners will be able to:		
<ul style="list-style-type: none"> • Discuss and give their opinions 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. <ul style="list-style-type: none"> • 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 painted these images? 	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/monitoring. Emoticon	Internet Presentation
Main Activities	Ex.1 p.76. Conveying the meaning of new words. Use of dictionaries. <u>Answers:</u> <i>Petroglyphs, bull, gorge, slope</i> Ex.2 p.76. Detailed reading. Comprehension questions. <u>Answers:</u> <i>1) In the south-east of Kazakhstan.</i> <i>2) They were discovered in 1957.</i> <i>3) There are more than 5000 petroglyphs.</i>	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/monitoring. Comments	Video Handouts with task

	<p>4) <i>They used tools made of stone and metal.</i></p> <p>5) <i>Because for the people who lived in the Bronze Age, the bull was a symbol of power.</i></p> <p>Ex.3 p.76. Table completion. Odd one out.</p> <p><u>Answers:</u></p> <p>1) <i>much-many-more-(the most)</i></p> <p>2) <i>(a) little-less-(the)least</i></p> <p>3) <i>(a)few-fewer-(the)fewest</i></p>	<p>problem.</p> <ul style="list-style-type: none"> • 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	<p>Giving the hometask. SB ex.5p.76</p> <p>Self-assessment.</p> <p>“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.</p> 	Feedback on the work		

Short term plan 68


Term 3 Unit 6 "The natural world"		School:		
Date: ____		Teacher's name:		
Grade 8 __		Number present:	Number absent:	
Theme of the lesson:		CLIL: Geography. Natural environments.		
Learning objectives(s) that this lesson is contributing to		8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.R1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts 8.W1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics		
Lesson objectives		All learners will be able to:		
		<ul style="list-style-type: none"> Recognize and use vocabulary of natural environments. Identify the meaning of the text about tropical rainforests.. 		
		Most learners will be able to:		
		<ul style="list-style-type: none"> Write about coral reefs in accordance with the structure. 		
		Some learners will be able to:		
<ul style="list-style-type: none"> Write about coral reefs without support. 				
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. Brainstorming "Rainforest". <ul style="list-style-type: none"> What do you know about tropical rainforests? 	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/monitoring. Emoticon	Internet Presentation
Main Activities	Ex.1 p.77. Conveying the meaning of new words. Use of dictionaries. Skimming. Blank-filling. <u>Answers:</u> 1) <i>vegetation</i> 2) <i>wildlife</i> 3) <i>layers</i> Ex.2 p.77. Listening for global information. Checking comprehension. Text completion. 3) <i>recycles</i> 4) <i>community</i> 5) <i>facilities</i> 6) <i>save</i> Ex.3 p.77. Reading for specific	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student: <ul style="list-style-type: none"> chooses the right answer. writes a letter with introduction, main body and conclusion. writes an appropriate information; 	Formative assessment is held through observation/monitoring. Comments	Video and image Handouts with task

	<p>understanding. Filling out diagram.</p> <p><u>Answers:</u></p> <p>1) <i>emergent layer</i></p> <p>2) <i>canopy</i></p> <p>3) <i>understorey</i></p> <p>4) <i>forest floor</i></p> <p>.</p>	<ul style="list-style-type: none"> • writes and edits the work. 		
<p>Ending the lesson</p>	<p>Giving the homework. WB p.54-55</p> <p>Self-assessment.</p> <p>Students express their attitude to the lesson and give self-assessment using the method: "Six thinking hats":</p>	<p>Feedback on the work</p>		

Short term plan 70

Checked up:


Term 3 Unit 7 "Travel and transport"		School: «Baldauren» REHC		
Date: 09. 03. 2022		Teacher's name: Tazhanova Tursinai		
Grade: 8 «Ә»		Number present:	Number absent:	
Theme of the lesson:		Become an 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 a 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			
Lesson objectives	All learners will be able to:			
	<ul style="list-style-type: none"> • Pronounce and name verbs to do with travelling and transport. • Recognize and use the form of the past perfect. 			
	Most learners will be able to:			
	<ul style="list-style-type: none"> • Do a questionnaire about famous explorers. 			
	Some learners will be able to:			
<ul style="list-style-type: none"> • Speak fluently about past event using the past perfect. 				
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. 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/monitoring. Emoticon	Internet Presentation


<p>Main Activities</p>	<p>Ex.1 p.80. Classifying words. Matching task. <u>Answers:</u> <i>Land: bus, camel, car, bicycle, train, horse, lorry, tram</i> <i>Water: boat, ship, submarine</i> <i>Air: plane, helicopter, spacecraft, airship</i> <i>Marco Polo photo - camels;</i> <i>Amelia Earhart photo - plane;</i> <i>Roald Amundsen photo - ship</i></p> <p>Ex.2 p.80. Completing questionnaire. Gist listening. Comparing answers. <u>Answers:</u> <i>1) a 2) b 3) c 4) b 5) c</i></p> <p>Ex.3 p.80. Matching extracts with photos. Expressing opinion (reacting to a text). <u>Answers:</u> <i>1) a 2) b 3) d 4) e 5) c</i></p>	<p>Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas</p> <p>Student:</p> <ul style="list-style-type: none"> • recalls some events based on his/her own experience. • uses the topical vocabulary while talking about 	<p>Formative assessment is held through observation/monitoring.</p> <p>Comments</p>	<p>Video and image</p> <p>https://online.mektep.org/schedule/</p> <p>Bilimland</p>  <p>Handouts with task</p>
<p>Ending the lesson</p>	<p>Giving the homework. WB p.56</p> <p>Self-assessment.</p> <p>Students express their attitude to the lesson and give self-assessment using the method: "Six thinking hats":</p> <p>Yellow: What did you like about today's lesson?</p>	<p>Feedback on the work</p>		

Short term plan 71

Checked up:

Term 3 Unit 7 "Travel and transport"		School: «Baldauren» REHC		
Date: _10. 03. 2022. _		Teacher's name: Taszhanova Tursinai		
Grade: 8 «Ә»		Number present:	Number absent:	
Theme of the lesson:		Modals		
Learning objectives(s) that this lesson is contributing to		<p>8.S3 give an opinion at discourse level on a wide range of general and curricular topics</p> <p>8.R2 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts</p> <p>8.U14 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</p>		
Lesson objectives		All learners will be able to:		
		<ul style="list-style-type: none"> Identify the meaning of the text about why young people travel, where they go, what they do. Apply vocabulary with preposition by, off, in and on. 		
		Most learners will be able to:		
		<ul style="list-style-type: none"> Discuss your own ideas about travel and transport. 		
		Some learners will be able to:		
<ul style="list-style-type: none"> Discuss and give their opinions about travel and transport building extended sentences. 				
Plan				
Planned timings	Teacher's activities	Pupil's activities	Marks	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. Free talk.</p> <ul style="list-style-type: none"> What does the word "nomad " mean? What is the difference between a traditional nomad and a modern nomad? Would you like to be modern nomads? What would you enjoy? 	<p>Students respond to greeting</p> <p>Ss answer the questions</p>	<p>Formative assessment is held through observation/m onitoring.</p> <p>Emoticon</p>	<p>Internet</p> <p>Presentation</p>
Main Activities	<p>Ex.1 p.82. Prediction based on the title, pictures. Reading for general understanding. Comparing answers.</p> <p><u>Answers:</u> 2, 4, 6.</p> <p>Ex.2 p.82. Detailed reading. "Who said what?" questions.</p>	<p>Students think critically, exploring, developing, evaluating and making choices about their own and</p>	<p>Formative assessment is held through observation/m onitoring.</p>	<p>Video and image</p> <p>https://onlinemektap.org/schedule/</p>


	<p><u>Answers:</u> 1) more than 50% of the participants in the survey</p> <p>Ex.3 p.82. Completion drill. <u>Answers:</u> 1) on 2) on 3) in</p> <p>Ex.4 p.82. Odd one out. <u>Answers:</u> 1) on 2) by</p>	<p>others' ideas</p> <p>Student:</p> <ul style="list-style-type: none"> • expresses his/her opinion while answering the questions. • completes sentences with right phrases. • underlines adjectives in common prepositional phrases 	<p>Comments</p>	<p>Bilimland</p>  <p>Handouts with task</p>
<p>Ending the lesson</p>	<p>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.</p>	<p>Feedback on the work</p>		

Term 3 Unit 7 "Travel and transport"		School: «Baldauren» REHC			
Date: 11. 03 . 2022. ____		Teacher's name: Taszhanova Tursinai			
Grade: 8 «Ә» __		Number present:	Number absent:		
Theme of the lesson:		Island destinations with a difference			
Learning objectives(s) that this lesson is contributing to	8.C6 organise and present information clearly to others 8.UE11 use some reported speech forms for statements, questions and commands: say, ask, tell including reported requests on a range of familiar general and curricular topics				
Lesson objectives	All learners will be able to:				
	<ul style="list-style-type: none"> identify direct speech and reported speech. 				
	Most learners will be able to:				
	<ul style="list-style-type: none"> understand the tense changes used in reported speech. 				
Plan	Some learners will be able to:				
	<ul style="list-style-type: none"> change direct speech into reported speech fluently. 				
Planned timings	Teacher's activities		Pupil's activities	Marks	
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.83. Recognition exercise. <u>Answers:</u>		Students respond to greeting Ss answer the questions	Formative assessment is held through observation/ monitoring. Emoticon	Internet Presentation
	<i>present simple</i> <i>present continuous</i> <i>present perfect</i> <i>past simple</i> <i>will</i>	<i>past simple</i> <i>past continuous</i> <i>past perfect</i> <i>past perfect</i> <i>would</i>			
	<u>Answers:</u> 1) <i>past</i> 2) <i>pronouns</i> 3) <i>say</i>				
Main Activities	Ex.2 p.83. Sentence completion task. <u>Answers:</u> 1) <i>told</i> 2) <i>said</i> 3) <i>told</i> 4) <i>said</i> 5) <i>said</i>		Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student: • selects	Formative assessment is held through observation/ monitoring. Comments	Video and image https://onlinemekt.ep.org/schedule/ Bilimland 
	Ex.3 p.83. Transformation exercise. <u>Answers:</u> 1) <i>Assel told us that she was writing a book about the travels of the Moroccan explorer Ibn Battuta</i>				

	<p>2) <i>Ilyas and Maxim said that they always read online reviews before they booked a holiday.</i></p> <p>Ex.4 p.83. Speaking in a form of interview. Summarizing.</p> <p>Extra task. Writing practice.</p> <p><u>Answers:</u></p> <p>2) <i>'We will book the train tickets online,' they said.</i></p> <p>3) <i>'I don't want to go on a backpacking holiday', Mukhtar told me.</i></p>	<p>useful information and plans the answer;</p> <ul style="list-style-type: none"> • chooses the correct answers. 		
<p>Ending the lesson</p>	<p>Giving the hometask. WB p.57</p> <p>Self-assessment.</p> <p>How well do I understand?</p> <p>4 - I can do this and explain it to someone else.</p> <p>3 - I understand and can do this by myself.</p> <p>2 - I need more practice.</p> <p>1 - I don't understand this yet.</p>	<p>Feedback on the work</p>		

Short term plan 73


Checked up :

Term 3 Unit 7 "Travel and transport"		School: «Baldauren» REHC		
Date: 14. 03 . 2022 .		Teacher's name: Kambarova Gulzhan		
Grade: 8 «V, G »		Number present:	Number absent:	
Theme of the lesson:		Going through passport control		
Learning objectives(s) that this lesson is contributing to		8.C7 develop and sustain a consistent argument when speaking or writing 8.L2 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.L6 deduce meaning from context with little or no support in extended talk on a growing range of general and curricular topics		
Lesson objectives		All learners will be able to:		
		<ul style="list-style-type: none"> recognize and use verbs describing movement. identify forms of transport discussed in a radio programme. 		
		Most learners will be able to:		
		<ul style="list-style-type: none"> discuss various forms of transport and their benefits and drawbacks. 		
		Some learners will be able to:		
<ul style="list-style-type: none"> talk about the future of transport building extended sentences. 				
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. Brainstorming "New forms of transport" (electric cars, drones, etc). What are the advantages and disadvantages of new forms of transport might be?	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/monitoring. Emoticon	Internet Presentation
Main Activities	Ex.1 p.84. Conveying the meaning of new words. Sentence completion task. <u>Answers:</u> 1) stopped off 2) takes off / will take off / is going to take off Ex.2 p.84. Gist listening. Checking comprehension. <u>Answers:</u> electric cars, solar-powered cars, driverless cars and space elevators Ex.3 p.84. Listening for specific information. Answering multiple-choice questions. <u>Answers:</u> 1) a	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/monitoring. Comments	Video and image https://onlinemektep.org/schedule/ Bilimland  Handouts with task

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


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Checked up :

Term 3 Unit 7 "Travel and transport"		School: «Baldauren» Republican Educational and Health Centre		
Date: 16 - 17 . 03. 2022		Teacher's name: Kambarova Gulzhan		
Grade:8 «V, G »		Number present:	Number absent:	
Theme of the lesson:		Airport terminals around the world		
Learning objectives(s) that this lesson is contributing to	8.C6 organise and present information clearly to others 8.UE11 use some reported speech forms for statements, questions and commands: say, ask, tell including reported requests on a range of familiar general and curricular topics			
Lesson objectives	All learners will be able to:			
	<ul style="list-style-type: none"> identify the difference between reported questions, commands and requests. 			
	Most learners will be able to:			
	<ul style="list-style-type: none"> identify the appropriate verbs and phrases to report questions, commands and requests. 			
	Some learners will be able to:			
	<ul style="list-style-type: none"> apply reported questions, commands and requests fluently. 			
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. Brainstorming. Look at the photo p.85 and say where it is and what it is (It's the Astana Museum of the Future). Would you like to visit the museum and what would you do there?	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/monitoring. Emoticon	Internet Presentation
Main Activities	Ex.1 p.85. Recognition exercise. Table completion. <u>Answers:</u> Reported questions: <i>The reporter asked Samat whether the red car was his.</i> <i>She asked him what the main differences between electric and petrol cars were.</i> <i>She asked him if he had been in a driverless car.</i> Reported commands and requests: <i>She asked him to show her how to</i>	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student: <ul style="list-style-type: none"> selects useful information and plans the answer; 	Formative assessment is held through observation/monitoring. Comments	Video and image https://onlinemektep.org/schedule/ Bilimland  Handouts with




	<p><i>drive the car. (request)</i> <i>Samat told the reporter not to press that button. (command)</i> <i>He told her to turn left after the traffic lights. (command)</i></p> <p>Ex.2 p.85. Listening for global information. Blank-filling. <u>Answers:</u> 1) <i>Is that red car yours?</i> 2) <i>What are the main differences between electric and petrol cars?</i> 3) <i>Can you show me how to drive it?</i></p> <p>Ex.3 p.85. Odd one out. <u>Answers:</u> 1) <i>whether</i> 2) <i>she wanted</i> 3) <i>told</i> 4) <i>not to</i> 5) <i>to turn</i></p> <p>Ex.4 p.85. Making questions. <u>Answers:</u></p>	<ul style="list-style-type: none"> • chooses the correct answers. 		task
Ending the lesson	<p>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.</p>	Feedback on the work		

Term 3 Unit 7 "Travel and transport"		School: «Baldauren» REHC		
Date: 17 - 18. 03. 2022		Teacher's name: Kambarova Gulzhan		
Grade: 8 «V» "G"		Number present:	Number absent:	
Theme of the lesson:		Illegal souvenirs		
Learning objectives(s) that this lesson is contributing to		8.L1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics		
Lesson objectives		All learners will be able to:		
		<ul style="list-style-type: none"> Understand a dialogue in which people express preferences and recommend. Recognize key phrases for expressing preferences and recommending. 		
		Most learners will be able to:		
		<ul style="list-style-type: none"> Recommend films to a friend. 		
		Some learners will be able to:		
<ul style="list-style-type: none"> Create and act out their own dialogues on the topic. 				
Plan				
Planned timings	Teacher's activities	Pupil's activities	Marks	Resources
Beginning the lesson	<p>The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up. Free talk.</p> <ul style="list-style-type: none"> What is the difference between the words 'apology' (noun) and 'apologize' (verb)? Think of last time you apologized. Who did you apologize to? What did you apologize for? 	<p>Students respond to greeting</p> <p>Ss answer the questions</p>	<p>Formative assessment is held through observation/monitoring.</p> <p>Emoticon</p>	<p>Internet</p> <p>Presentation</p>
Main	Ex.1 p.86. Picture	Students think		

<p>Activities</p>	<p>description.</p> <p><u>Answers:</u> <i>Jane is not looking at Mark and her facial expression suggests she is not happy. Mark is looking sympathetic or apologetic with his hand on Jane's arm.</i></p> <p>Ex.2 p.86. Gist listening. Checking comprehension. <u>Answers:</u> <i>Mark couldn't call Jane because he hadn't charged his phone.</i></p> <p>Ex.3 p.86. Classifying phrases. "Who said what?" questions. Role-play. <u>Answers:</u> 1) mean (Mark) 2) don't (Mark) 3) sorry (Mark) 4) worry (Mark) 5) happen (Mark)</p> <p>Ex.4 p.86. Matching task. <u>Answers:</u> A 1, 3 B 7, 8 C 2, 4, 6 D 5</p>	<p>critically, exploring, developing, evaluating and making choices about their own and others' ideas</p> <p>Student:</p> <ul style="list-style-type: none"> • selects an appropriate answer. • uses appropriate subject-specific vocabulary while speaking. • 	<p>Formative assessment is held through observation/monitoring.</p> <p>Comments</p>	<p>Video and image https://onlinemektep.org/schedule/</p> <p>Bilimland</p>  <p>Handouts with task</p>
<p>Ending the lesson</p>	<p>Giving the homework. SB ex.6 p.86 Peer-assessment. <u>Rubric</u></p>			


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Term 3 Unit 7 "Travel and transport"		School: «Baldauren» REHC		
Date: ____		Teacher's name:		
Grade 8 __		Number present:	Number absent:	
Theme of the lesson:		Writing: A memorable journey. Project: A travel brochure.		
Learning objectives(s) that this lesson is contributing to		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 8.U14 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		All learners will be able to:		
		<ul style="list-style-type: none"> • Understand a text that tells a story. • Use time phrases with prepositions. 		
		Most learners will be able to:		
		<ul style="list-style-type: none"> • Consolidate the language of the units in a personalized context. 		
		Some learners will be able to:		
<ul style="list-style-type: none"> • Write an original text. 				
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.	Students respond to greeting	Formative assessment is held through observation/mo	Internet

	<p>Warm up. Free talk.</p> <ul style="list-style-type: none"> • What do you know about such places as Bayanaul and Lake Zhasybay?  <ul style="list-style-type: none"> • What is there to see and do there? • Where is it? • Are these good places to go to on a school trip? 	<p>Ss answer the questions</p>	<p>Monitoring. Emoticon</p>	<p>Presentation</p>
<p>Main Activities</p>	<p>Ex.1 p.87. Discussion questions. Ex.2 p.87. Reading for general understanding. Checking comprehension. <u>Answers:</u> <i>Yes, the writer enjoyed the trip. Key sentences and phrases: I was very excited, amazing, beautiful, I was tired but really happy, I learnt a lot, made some new friends.</i> Ex.3 p.87. Sentence completion task. <u>Answers:</u> <i>1) from 2) to 3) by 4) on 5) By 6) At</i> Ex.4 p.87. Table completion. <u>Answers:</u> <i>1) that day 2) last 3) the following year 4) two years before</i></p>	<p>Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas</p> <p>Student:</p> <ul style="list-style-type: none"> • recalls some events based on his/her own experience; • writes an appropriate information. • underlines adjectives in common prepositional phrases. • 	<p>Formative assessment is held through observation/monitoring. Comments</p>	<p>Video and image https://onlinemektep.org/schedule/ Bilimland  Handouts with task</p>
<p>Ending the lesson</p>	<p>Giving the homework. SB p.91 Peer-assessment.</p> 			


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Term 3 Unit 7 "Travel and transport"		School:		
Date: ____		Teacher's name:		
Grade 8 __		Number present:	Number absent:	
Theme of the lesson:		My country: Almaty Metro.		
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 a range of general topics, and some 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		All learners will be able to:		
		<ul style="list-style-type: none"> • Understand a text about the metro system in Almaty. • Use adjectives to describe a transport system. 		
		Most learners will be able to:		
		<ul style="list-style-type: none"> • Use the present simple to talk about timetables and schedules. 		
		Some learners will be able to:		
		<ul style="list-style-type: none"> • Discuss and give their opinions about a metropolitan railway. 		
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.	Students respond to greeting	Formative assessment is held through observation/m	Internet

	<p>Warm up. Using pictures related to the text for discussion.</p> <ul style="list-style-type: none"> • 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	Monitoring. Emoticon	Presentation
Main Activities	<p>Ex.1 p.88. Matching task. Expressing opinion. <u>Answers:</u> 1) <i>convenient</i> 2) <i>safe</i> 3) <i>comfortable</i> 4) <i>cheap</i> 5) <i>fast</i> 6) <i>reliable</i> 7) <i>clean</i> 8) <i>modern</i></p> <p>Ex.2 p.88. Detailed reading. True/false statements. <u>Answers:</u> 1) <i>true.</i> 2) <i>false - In future, the Almaty Metro will have 45 kilometres of track.</i> 3) <i>false - Yeldos said that the trains were always on time.</i> 4) <i>true</i> 5) <i>false - Tolkyln said she liked all the stations.</i></p> <p>Ex.3 p.88. Recognition exercise. <u>Answers:</u> 1) <i>present</i> 2) <i>time</i></p> <p>Ex.4 p.88. Blank-filling. <u>Answers:</u> 1) <i>takes off</i> 2) <i>closes</i> 3) <i>starts</i> 4) <i>finishes</i> 5) <i>set off</i> 6) <i>is</i></p>	<p>Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas</p> <p>Student:</p> <ul style="list-style-type: none"> • recalls some events based on his/her own experience; • uses appropriate subject-specific vocabulary while speaking. • underlines adjectives in common prepositional phrases. 	<p>Formative assessment is held through observation/monitoring.</p> <p>Comments</p>	<p>Video and image https://onlinemektap.org/schedule/ Bilimland</p>  <p>Handouts with task</p>
Ending the lesson	<p>Giving the homework. WB p.61 Self-reflection. "Message". Pupils write 11 words of the greatest importance for the topic of the lesson.</p>	<ul style="list-style-type: none"> • Feedback on the work 		

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Term 3		School:	
Unit 7 "Travel and transport"		Teacher's name:	
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		
Lesson objectives	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		
	All learners will be able to:		
	<ul style="list-style-type: none"> • Understand an extract from a classic work of literature. • Use prepositions with sure. 		
Lesson objectives	Most learners will be able to:		
	<ul style="list-style-type: none"> • Discuss an adventure story. 		
	Some learners will be able to:		
Lesson objectives	<ul style="list-style-type: none"> • Analyse the style and content of the story. 		
	Plan		

Planned timings	Teacher's activities	Pupil's activities	Marks	Resources
Beginning the lesson	<p>The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p>Warm up. Free talk.</p> <ul style="list-style-type: none"> • What books have you read recently? • Give details of the author, the characters, and the story. 	<p>Students respond to greeting</p> <p>Ss answer the questions</p>	<p>Formative assessment is held through observation/monitoring.</p> <p>Emoticon</p>	<p>Internet</p> <p>Presentation</p>
Main Activities	<p>Ex.1 p.89. Using picture related to the text for discussion (prediction).</p> <ul style="list-style-type: none"> • What can you see in the photo? • Guess where and when the story is set. • What are the characters? <p>Reading for general understanding. Checking comprehension.</p> <p><u>Answers:</u> <i>Huckleberry is running away from his father and Jim is a runaway slave that people are looking for.</i></p> <p>Ex.2 p.89. Blank-filling. <i>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</i></p> <p>Ex.3 p.89. Reading for specific understanding. True/false statements.</p> <p><u>Answers:</u> <i>1) false 2) true 3) false 4) don't know 5) don't know 6) true 7) false 8) false</i></p> <p>Ex.4 p.89. Speaking in a form of discussion.</p> <p>Ex.4 p.90. Blank-filling. <u>Answers:</u> <i>1) said 2) asked/told 3) asked/told 4) asked 5) said 6) told</i></p>	<p>Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas</p> <p>Student:</p> <ul style="list-style-type: none"> • reads the text; • retells the story in the order of sequences; • underlines adjectives in common prepositional phrases. 	<p>Formative assessment is held through observation/monitoring.</p> <p>Comments</p>	<p>Video and image</p> <p>https://onlinemektep.org/schedule/</p> <p>Bilimland</p>  <p>Handouts with task</p>
Ending the lesson	<p>Giving the homework. WB p.62-63</p> <p>Peer-assessment. Two stars and a wish.</p> <ul style="list-style-type: none"> • You did a really good job on 	<ul style="list-style-type: none"> • Feedback on the work 		

	<p>...</p> <ul style="list-style-type: none">• I really like how you ...• Maybe you could ...	
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