

## Short term plan 79

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| <b>Term 4</b><br><b>Unit 8 "Food and drink"</b>                   |  | <b>School:</b> «Baldauren» Republican Educational and Health Center |                       |
| <b>Date:</b> ____   |  | <b>Teacher’s name:</b> Kambarova Gulzhan                            |                       |
| <b>Grade 8</b> ____   |  | <b>Number present:</b>  | <b>Number absent:</b> |
| <b>Theme of the lesson:</b>                                       |  | <b>Food and drinks</b>  |                       |
| <b>Learning objectives(s) that this lesson is contributing to</b> | 8.C9 use imagination to express thoughts, ideas, experiences and feelings<br>8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics<br>8.UЕ8 use a growing variety of future forms including present continuous and present simple with future meaning on a range of familiar general and curricular topics<br>8.UЕ13 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 |   |                       |
| <b>Lesson objectives</b>  | <b>All learners will be able to:</b>   |   |                       |
|   | <ul style="list-style-type: none"><li>• Pronounce and name words to do with action and protest.</li><li>• Recognize and use will, won't, might and might not to make predictions.</li></ul>  |   |                       |
|   | <b>Most learners will be able to:</b>  |   |                       |
|   | <ul style="list-style-type: none"><li>• Do a questionnaire on attitudes to taking action.</li></ul>  |   |                       |
|   | <b>Some learners will be able to:</b>  |   |                       |
|   | <ul style="list-style-type: none"><li>• Express certainty and possibility fluently.</li></ul>  |   |                       |
| <b>Value links</b>  | Having healthy eating habits.  |   |                       |
| <b>Cross curricular links</b>                                     | Biology, Geography.  |   |                       |
| <b>Previous learning</b>  | CLIL: Language and literature: Adventure stories. Review Unit 7.   |   |                       |
| <b>Use of ICT</b>   | Smart board for showing a presentation, getting additional information, playing the audio files.   |   |                       |
| <b>Intercultural awareness</b>                                    | Viewing personal peculiarities through Kazakh culture and customs from around the world.   |   |                       |
| <b>Health and Safety</b>  | Breaks and physical activities used.   |   |                       |
| <b>Plan</b>   |  |   |                       |
| <b>Planned timings</b>  | <b>Planned activities</b>  | <b>Resources</b>  |                       |
| Beginning the lesson  | The lesson greeting.<br>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.<br><b>Warm up.</b><br>Start thinking p.92. Answering questions.<br>1. Is there a problem with food waste in your country?<br>2. What is a food bank?<br>3. What problem does farming cause?  |   |                       |

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| Main Activities | <p><b>Ex.1 p.92.</b> Table completion. Completing questionnaire.<br/> <u>Answers:</u><br/> 1) <i>meeting</i><br/> 2) <i>organize</i><br/> 3) <i>march</i><br/> 4) <i>donate</i><br/> 5) <i>collection</i><br/> 6) <i>protest</i><br/> 7) <i>volunteer</i><br/> 8) <i>supporter</i><br/> 9) <i>sponsor</i><br/> 10) <i>petition</i><br/> 11) <i>ban</i><br/> 12) <i>boycott</i><br/> 13) <i>campaign</i></p> <p><b>Ex.2 p.92.</b> Gist listening. Matching task.<br/> <u>Answers:</u><br/> 1) <i>e</i> 2) <i>a</i> 3) <i>c</i> 4) <i>d</i> 5) <i>b</i><br/> <i>Sentences which express certainty: b, d and e</i></p> <p><b>Ex.3 p.93.</b> Completion drill. Classifying phrases.<br/> <u>Answers:</u><br/> 1) <i>idea</i><br/> 2) <i>help</i><br/> 3) <i>about</i><br/> 4) <i>think</i><br/> 5) <i>don't</i><br/> 6) <i>work</i><br/> 7) <i>thing</i><br/> 8) <i>could</i></p> <p><b><i>Make suggestions:</i></b><br/> <i>Let's (organize a meeting).</i><br/> <i>How about (starting an email campaign)?</i><br/> <i>I think we should try ...</i><br/> <i>Why don't we (boycott the shops)?</i><br/> <i>I think the best thing to do is...</i><br/> <i>We could write to the council.</i></p> <p><b><i>Comment on suggestions:</i></b><br/> <i>That's not a bad idea.</i><br/> <i>That should / could / might help a bit.</i><br/> <i>That will definitely work better.</i></p> <p><b>Ex.4 p.93.</b> Putting the words into context (writing sentences).<br/> <b>Ex.5 p.93.</b> Recognition exercise.<br/> <u>Answers:</u><br/> 1) <i>c, d</i> 2) <i>a, b</i> 3) <i>'I, won't</i> 4) <i>don't</i></p> <p><b>Ex.6 p.93.</b> Putting the words into context (writing sentences).<br/> <u>Answers:</u><br/> 1) <i>Ilyas will donate some money.</i><br/> 2) <i>Nastya might become a vegetarian.</i><br/> 3) <i>People might not listen to us.</i><br/> 4) <i>I won't live here in 2030.</i><br/> 5) <i>The government will help farmers.</i><br/> 6) <i>The world might be a better place one day.</i></p> | CD |
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|   | <b>Ex.7 p.93.</b> Putting the words into context.<br>Extra task. Writing practice.   |   |
| Ending the lesson   | Self-assessment.<br><u>Pair share</u><br>At the end of a lesson learners share with their partner:<br>Three new things they have learnt<br>What they found easy<br>What they found difficult<br>Something they would like to learn in the future.  |   |
| <b>Additional information</b>   |  |   |
| <b>Differentiation –<br/>how do you plan to give more support? How do you plan to challenge the more able</b>   | <b>Assessment –<br/>how are you planning to check learners’ learning?</b>  | <b>Critical thinking</b>  |
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners. | <p><b>Assessment criteria:</b></p> <ol style="list-style-type: none"> <li>1. Convey opinions, notion, experiences and feelings creatively;</li> <li>2. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.</li> <li>3. Demonstrate the ability to use future forms including present continuous with future meaning in the context.</li> <li>4. Apply modal verbs for different purposes.</li> </ol> <p><b>Descriptor:</b><br/>A learner:</p> <ul style="list-style-type: none"> <li>• uses imagination to express thoughts, ideas, experiences and feelings;</li> <li>• uses appropriate subject-specific vocabulary while speaking.</li> <li>• develops his/her personal objectives using appropriate future forms.</li> <li>• completes sentences using modal verbs.</li> </ul> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Feedback on the work</li> <li>• Self-assessment</li> </ul> | Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas |

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| <b>Term 4</b><br><b>Unit 8 "Food and drink"</b>                   |   | <b>School:</b> «Baldauren» Republican Educational and Health Center |                       |
| <b>Date:</b> ____   |   | <b>Teacher’s name:</b> Kambarova Gulzhan                            |                       |
| <b>Grade 8</b> ____   |   | <b>Number present:</b>  | <b>Number absent:</b> |
| <b>Theme of the lesson:</b>                                       |   | <b>Festival food calendar</b>                                       |                       |
| <b>Learning objectives(s) that this lesson is contributing to</b> | 8.S3 give an opinion at discourse level on a wide range of general and curricular topics<br>8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics<br>8.R2 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts |   |                       |
| <b>Lesson objectives</b>  | <b>All learners will be able to:</b>  |   |                       |
|   | <ul style="list-style-type: none"><li>Identify the meaning of the text about freegans and food waste.</li></ul>   |   |                       |
|   | <b>Most learners will be able to:</b>   |   |                       |
|   | <ul style="list-style-type: none"><li>Synthesize information from the reading passage and use it as the basis for discussion.</li></ul>   |   |                       |
|   | <b>Some learners will be able to:</b>   |   |                       |
|   | <ul style="list-style-type: none"><li>Express opinion about a campaign against food waste.</li></ul>  |   |                       |
| <b>Value links</b>  | Having healthy eating habits.   |   |                       |
| <b>Cross curricular links</b>                                     | Biology.  |   |                       |
| <b>Previous learning</b>  | Action and protest.   |   |                       |
| <b>Use of ICT</b>   | Smart board for showing a presentation, getting additional information, playing the audio files.  |   |                       |
| <b>Intercultural awareness</b>                                    | Viewing personal peculiarities through Kazakh culture and customs from around the world.  |   |                       |
| <b>Health and Safety</b>  | Breaks and physical activities used.  |   |                       |
| <b>Plan</b>   |   |   |                       |
| <b>Planned timings</b>  | <b>Planned activities</b>   |   | <b>Resources</b>      |
| Beginning the lesson  | The lesson greeting.<br>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.<br><b>Warm up.</b> Free talk. <ul style="list-style-type: none"><li>What do you understand by the expression "food waste"?</li><li>What are food waste issues? (food mountains, sell by dates on food).</li></ul>   |   |                       |
| Main Activities   | <b>Ex.1 p.94.</b> Prediction based on the title, pictures. Reading for general understanding. Comparing answers.<br><u>Answers:</u><br><i>1) The photos show:<br/>a person with a bag of food that has been thrown away, to show the quantity of food that is wasted,</i>   |   | CD                    |

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|  | <p>people who work on a food-sharing campaign, volunteers organizing food boxes so food can be redistributed.</p> <p>2) Supermarkets throw food away if it is imperfect, for example, not all the same size, or if it doesn't look nice.</p> <p>3) Freegans are people who believe it is wrong to throw food away and who get most of their food from supermarket waste.</p> <p><b>Ex.2 p.94.</b> Detailed reading. Multiple choice questions.</p> <p><u>Answers:</u></p> <p>1) c 2) a 3) c 4) c 5) c 6) a</p> <p><b>Ex.3 p.94.</b> Blank-filling.</p> <p><u>Answers:</u></p> <p>1) pot</p> <p>2) slice</p> <p><b>Ex.4 p.94.</b> Matching task.</p> <p><u>Answers:</u></p> <p>1) a slice of cake</p> <p>2) a pot of cream</p> <p>3) a bunch of bananas</p> <p>4) a fillet offish</p> <p>5) a slice of cheese</p> <p>6) a pinch of salt</p> <p>7) a bunch of grapes</p> <p>8) a fillet of steak</p> <p><b>Ex.5 p.94.</b> Speaking in a form of discussion.</p> |                                |  |                 |  |  |  |  |  |  |
| Ending the lesson  | <p><b>Self-reflection.</b></p> <table><tr><td>My participation in the lesson</td><td>My feelings and emotions during the lesson</td><td>My difficulties</td><td>Valuable thoughts for me from the lesson</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>   | My participation in the lesson | My feelings and emotions during the lesson | My difficulties | Valuable thoughts for me from the lesson |  |  |  |  |  |
| My participation in the lesson   | My feelings and emotions during the lesson  | My difficulties                | Valuable thoughts for me from the lesson   |                 |  |  |  |  |  |  |
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| <b>Additional information</b>  |   |                                |  |                 |  |  |  |  |  |  |
| <b>Differentiation –</b><br>how do you plan to give more support? How do you plan to challenge the more able | <b>Assessment –</b><br>how are you planning to check learners’ learning?  | <b>Critical thinking</b>       |  |                 |  |  |  |  |  |  |

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| <p>Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners.</p> | <p><b>Assessment criteria:</b></p> <ol style="list-style-type: none"> <li>1. Provide a point of view in conversations and discussions.</li> <li>2. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences</li> <li>3. Identify particular information and details in reading passage.</li> </ol> <p><b>Descriptor:</b><br/>A learner:</p> <ul style="list-style-type: none"> <li>• expresses his/her opinion while answering the questions.</li> <li>• uses appropriate subject-specific vocabulary while speaking</li> <li>• completes sentences with right phrases.</li> </ul> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Feedback on the work</li> <li>• Self-assessment</li> </ul> | <p>Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas</p> |
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|---|--|---|---|
| <b>Term 4</b><br><b>Unit 8 "Food and drink"</b>                   |  | <b>School:</b> «Baldauren» Republican Educational and Health Center |   |
| <b>Date:</b> ____   |  | <b>Teacher's name:</b> Kambarova Gulzhan                            |   |
| <b>Grade 8</b> ____   |  | <b>Number present:</b>  | <b>Number absent:</b>   |
| <b>Theme of the lesson:</b>                                       |  | <b>A/ an, some/ any, how much/ how many and compounds</b>           |   |
| <b>Learning objectives(s) that this lesson is contributing to</b> | 8.C6 organise and present information clearly to others<br>8.U17 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  |   |   |
| <b>Lesson objectives</b>  | <b>All learners will be able to:</b>   |   |   |
|   | <ul style="list-style-type: none"><li>identify the form and use of the first conditional.</li></ul>  |   |   |
|   | <b>Most learners will be able to:</b>  |   |   |
|   | <ul style="list-style-type: none"><li>reproduce the sentences with the first conditional.</li></ul>  |   |   |
|   | <b>Some learners will be able to:</b>  |   |   |
|   | <ul style="list-style-type: none"><li>apply the first conditional in speech fluently.</li></ul>  |   |   |
| <b>Value links</b>  | Having healthy eating habits.  |   |   |
| <b>Cross curricular links</b>                                     | Biology.   |   |   |
| <b>Previous learning</b>  | The food waste scandal.  |   |   |
| <b>Use of ICT</b>   | Smart board for showing a presentation, getting additional information, playing the audio files.   |   |   |
| <b>Intercultural awareness</b>                                    | Comparison of Conditional sentences in English, Russian and Kazakh languages.  |   |   |
| <b>Health and Safety</b>  | Breaks and physical activities used.   |   |   |
| <b>Plan</b>   |  |   |   |
| <b>Planned timings</b>  | <b>Planned activities</b>  |   | <b>Resources</b>  |
| Beginning the lesson  | The lesson greeting.<br>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.<br><b>Warm up.</b><br>Do you like to sing songs? Let's listen to Bruno Mars's song "Count on me".<br>Students listen to Bruno Mars's song. Complete the missing words, then sing.  |   | <a href="https://www.youtube.com/watch?v=o8pAIO3CPBY">https://www.youtube.com/watch?v=o8pAIO3CPBY</a> |
| Main Activities   | <b>Ex.1 p.95.</b> Recognition exercise.<br><u>Answers:</u><br>1) boycott 2) 'll listen 3) won't change 4) protest<br><b>Ex.2 p.95.</b> Blank-filling.<br><u>Answers:</u><br>2) the present simple<br>3) will, won't<br><b>Ex.3 p.95.</b> Opening the brackets.<br><u>Answers:</u><br>1) supports, will win<br>2) ask, will volunteer<br>3) will boycott, sells |   |   |

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|                   | 4) <i>won't know, don't organize</i><br>5) <i>ban, won't be</i><br>6) <i>won't sponsor, don't finish</i><br><b>Ex.4 p.95.</b> Sentence completion.<br><b>Ex.5 p.95.</b> Speaking in a form of interview.<br>Extra task. Writing practice. |  |
| Ending the lesson | <b>Self-assessment.</b><br>How well do I understand?<br>4 - I can do this and explain it to someone else.<br>3 - I understand and can do this by myself.<br>2 - I need more practice.<br>1 - I don't understand this yet.                 |  |

#### Additional information

| <b>Differentiation –<br/>how do you plan to give more support? How do you plan to challenge the more able</b>   | <b>Assessment –<br/>how are you planning to check learners' learning?</b>  | <b>Critical thinking</b>  |
|---|--|---|
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners. | <b>Assessment criteria:</b><br>1. Demonstrate an ability to organize and express ideas clearly;<br>2. Differentiate between <i>if/unless</i> in first conditional clauses.<br><br><b>Descriptor:</b><br>A learner: <ul style="list-style-type: none"> <li>• selects useful information and plans the answer;</li> <li>• make up sentences with the first conditional.</li> </ul><br><ul style="list-style-type: none"> <li>• Observation</li> <li>• Feedback on the work</li> <li>• Self-assessment</li> </ul> | Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas |



## Appendix

Let's sing!!

1. Complete with the missing words.

# Count on me by Bruno Mars



If you ever find yourself stuck on the middle of the \_\_\_\_\_

I'll sail the \_\_\_\_\_ to find you

if you ever find yourself lost in the dark and you can't see

I'll be the \_\_\_\_\_ to guide you



## Chorus

Find out what were made of

when we are called to help our friends in \_\_\_\_\_

you can \_\_\_\_\_ on me like 1 2 3

I'll be there

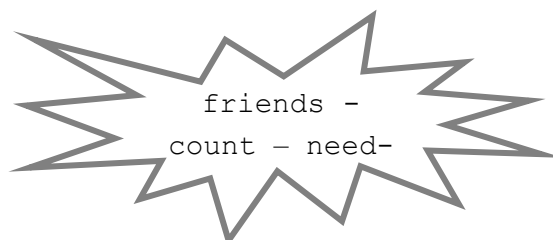
and i know when I need it

I can count on you like 4 3 2

and you'll be there

cause that's what \_\_\_\_\_ are supposed to do

ooh yeah! oooooooh!...



If you're tossing and your turning and you just can't fall \_\_\_\_\_

I'll sing a \_\_\_\_\_ beside you

and if you ever forget how much you really mean to me

\_\_\_\_\_ I will remind you



## Chorus

Find out what were made of

when we are called to \_\_\_\_\_ our friends in need

you can count on me \_\_\_\_\_ 1 2 3

I'll be there

and I know when I need it

I can count on you like 4 3 2

and you'll be there

\_\_\_\_\_ that's what friends are supposed to do

ooooh yeah..! ooooooh oooooh..

You'll always have my shoulder when you \_\_\_\_\_

I'll never let go, never say \_\_\_\_\_

you can count on me like 1 2 3

I'll be there

and I know when I need it

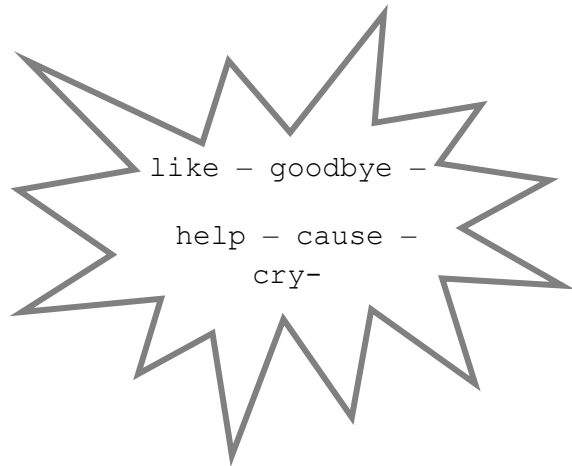
I can count on you like 4 3 2

and you'll be there

cause that's what friends are supposed to do

oooh yeah! ooooooh, ooooooh

You count on me cause I can count on youu...



## Short term plan 82

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| <b>Term 4</b><br><b>Unit 8 "Food and drink"</b> | <b>School:</b> «Baldauren» Republican Educational and Health Center |
| <b>Date:</b> ____                               | <b>Teacher's name:</b> Kambarova Gulzhan                            |

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| Grade 8 __   |   | Number present:                       | Number absent:  |
| Theme of the lesson:                                       |   | Countable/ uncountable and quantifies |   |
| Learning objectives(s) that this lesson is contributing to | 8.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups<br>8.L2 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics<br>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"><li>recognize and use phrasal verbs relating to campaigning.</li><li>understand how to make their own examples.</li><li>identify the meaning of an interview with a campaigner who wants to save a rainforest.</li></ul>  |                                       |   |
|  | Most learners will be able to:  |                                       |   |
|  | <ul style="list-style-type: none"><li>synthesize information from the interview about rainforests and use it as the basis for discussion.</li></ul>   |                                       |   |
|  | Some learners will be able to:  |                                       |   |
|  | <ul style="list-style-type: none"><li>talk about organizing a campaign building extended sentences.</li></ul>   |                                       |   |
| Value links  | Appreciating the magnificence of the world around you.  |                                       |   |
| Cross curricular links                                     | Biology.  |                                       |   |
| Previous learning  | First conditional review.   |                                       |   |
| Use of ICT   | Smart board for showing a presentation, getting additional information, playing the audio files.  |                                       |   |
| Intercultural awareness                                    | Perception of different global problems in learners' own country and around the world.  |                                       |   |
| Health and Safety  | Breaks and physical activities used.  |                                       |   |
| Plan   |   |                                       |   |
| Planned timings  | Planned activities  |                                       | Resources   |
| Beginning the lesson                                       | The lesson greeting.<br>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.<br><b>Warm up.</b> Free talk. <ul style="list-style-type: none"><li>Where can you find rainforests in the world?</li><li>What do you know about rainforests?</li></ul>  |                                       | <a href="https://www.youtube.com/watch?time_continue=106&amp;v=OS2VrgRFCzc">https://www.youtube.com/watch?time_continue=106&amp;v=OS2VrgRFCzc</a> |
| Main Activities  | Ex.1 p.96. Conveying the meaning of new words.<br>Matching task. Gist listening.<br><u>Answers:</u><br>1) end up<br>2) set up<br>3) carry on<br>4) look after<br>5) find out<br>6) wipe out<br>7) join in   |                                       | CD  |

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|  | <p>8) <i>sign up for</i></p> <p><b>Ex.2 p.96.</b> Sentence completion.</p> <p><b>Ex.3 p.96.</b> Prediction. Listening for general information.</p> <p><u>Answers:</u></p> <p><i>Questions 3 and 7 are not in the interview.</i></p> <p><b>Ex.4 p.96.</b> Listening for specific information. Comprehension questions.</p> <ol style="list-style-type: none"> <li><i>Molly's campaign is about saving rainforests.</i></li> <li><i>She is hoping to make about £3,000 from sponsors.</i></li> <li><i>She thinks the biggest problem will be illness.</i></li> <li><i>She thinks she'll carry on if there are piranhas in the river.</i></li> <li><i>Molly's dad is going to be with her to look after her while she's there.</i></li> <li><i>The documentary is going to be on TV in October.</i></li> </ol> <p><b>Ex.5 p.96.</b> Speaking in a form of discussion.</p> | CD |
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| Ending the lesson | <b>Self-assessment.</b>         |  |  |  |   |
|                   |                                 | <b>Low Performance</b>   | <b>At or Below Average</b>   | <b>At or Above Average</b>   | <b>Exemplary Performance</b>  |
|                   | <b>Scoring</b>                  | <b>1 point</b>   | <b>2 points</b>  | <b>3 points</b>  | <b>4 points</b>   |
|                   | <b>Requirements/Direct ions</b> | Student demonstrates no understanding of the requirements; fails to follow directions  | Student meets some of the requirements but fails to follow many of the directions    | Student follows all directions and meets all requirements for this assignment    | Student follows all directions and exceeds the requirements for this assignment                                   |
|                   | <b>Propaganda Techniques</b>    | None of the identified propaganda techniques are used in the campaign                  | One to two propaganda techniques are incorporated into the campaign                  | Three to four propaganda techniques are incorporated into the campaign           | All propaganda techniques are incorporated into the campaign  |
|                   | <b>Explanation of purpose</b>   | The message is merely stated with no explanation; no identification of propaganda used | The message is explained, but no reasons are given to support the propaganda choices | The message is explained and reasons are given to support the propaganda choices | The message is explained and several specific, valid reasons are given for each of the propaganda techniques used |
|                   | <b>Spelling/Grammar</b>         | More than four grammar or spelling errors that affect meaning                          | Three to four grammar or spelling errors that affect meaning                         | One to two grammar or spelling errors that affect meaning                        | No grammar or spelling errors   |

| <b>Additional information</b>   |  |   |
|---|--|---|
| <b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able</b>                       | <b>Assessment – how are you planning to check learners' learning?</b>                              | <b>Critical thinking</b>  |
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, | <b>Assessment criteria:</b><br>1. Discuss a problem in groups and suggest a solution to a problem. | Students think critically, exploring, developing, evaluating and making choices about their own and others' |

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| <p>provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners.</p> | <p>2. Identify facts and details in extended talks with little support.<br/>3. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.</p> <p><b>Descriptor:</b><br/>A learner:</p> <ul style="list-style-type: none"> <li>• brainstorms ideas while speaking in a group.</li> <li>• identifies sentences as True and False.</li> <li>• uses appropriate subject-specific vocabulary while speaking.</li> </ul> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Feedback on the work</li> <li>• Self-assessment</li> </ul> | <p>ideas</p> |
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### Short term plan 83

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| <b>Term 4</b><br><b>Unit 8 "Food and drink"</b>                   |   | <b>School:</b> «Baldauren» Republican Educational and Health Center |                       |
| <b>Date:</b> ____   |   | <b>Teacher’s name:</b> Kambarova Gulzhan                            |                       |
| <b>Grade 8</b> ____   |   | <b>Number present:</b>  | <b>Number absent:</b> |
| <b>Theme of the lesson:</b>                                       |   | Several, plenty of , a large/ small amount/ number/ All/ both/ half |                       |
| <b>Learning objectives(s) that this lesson is contributing to</b> | 8.C6 organise and present information clearly to others<br>8.UЕ8 use a growing variety of future forms including present continuous and present simple with future meaning on a range of familiar general and curricular topics   |   |                       |
| <b>Lesson objectives</b>  | <b>All learners will be able to:</b>  |   |                       |
|   | • identify difference between be going to and will.   |   |                       |
|   | <b>Most learners will be able to:</b>   |   |                       |
|   | • use the sentences with going to and will with some support.   |   |                       |
|   | <b>Some learners will be able to:</b>   |   |                       |
|   | • apply be going to and will to talk about the future fluently.   |   |                       |
| <b>Value links</b>  | Having healthy eating habits.   |   |                       |
| <b>Cross curricular links</b>                                     | Biology.  |   |                       |
| <b>Previous learning</b>  | Phrasal verbs: a campaign.  |   |                       |
| <b>Use of ICT</b>   | Smart board for showing a presentation, getting additional information, playing the audio files.  |   |                       |
| <b>Intercultural awareness</b>                                    | Comparison of Conditional sentences in English, Russian and Kazakh languages.   |   |                       |
| <b>Health and Safety</b>  | Breaks and physical activities used.  |   |                       |
| <b>Plan</b>   |   |   |                       |
| <b>Planned timings</b>  | <b>Planned activities</b>   |   | <b>Resources</b>      |
| Beginning the lesson  | The lesson greeting.<br>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.<br><b>Warm up.</b><br><b>Ex.1 p.97.</b> Completion drill. Matching task.<br><u>Answers:</u><br><i>a) will b) won't c) 'm going to d)is, going to e) 'll f) will</i> |   |                       |
| Main Activities   | <b>Ex.2 p.97.</b> Blank-filling.<br><u>Answers:</u><br><i>1) are going to run<br/>2) will sponsor<br/>3) 'll make</i>   |   |                       |

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|   | <p>4) <i>will be</i><br/> 5) <i>'re going to start</i><br/> 6) <i>'s going to run</i><br/> 7) <i>'ll train</i></p> <p><b>Ex.3 p.97.</b> Asking and answering questions.<br/> <u>Answers:</u><br/> 1) <i>are, going to</i><br/> 2) <i>are, going to</i><br/> 3) <i>will</i><br/> 4) <i>are, going to</i><br/> 5) <i>'ll</i><br/> 6) <i>will</i></p> <p><b>Ex.4 p.97.</b> Recognition exercise.<br/> <u>Answers:</u><br/> 1) <i>be going to</i><br/> 2) <i>will</i></p> <p><b>Ex.5 p.97.</b> Odd one out.<br/> <u>Answers:</u><br/> 1) <i>'m going to</i><br/> 2) <i>Will you</i><br/> 3) <i>I'll</i><br/> 4) <i>I'll</i><br/> 5) <i>Are you going to</i><br/> 6) <i>I'll</i></p> <p><b>Ex.6 p.97.</b> Creative exercise.<br/> Extra task. Writing practice.</p> | CD  |
| Ending the lesson   | <p><b>Self-assessment.</b><br/> How well do I understand?<br/> 4 - I can do this and explain it to someone else.<br/> 3 - I understand and can do this by myself.<br/> 2 - I need more practice.<br/> 1 - I don't understand this yet.</p>   |   |
| <b>Additional information</b>   |  |   |
| <b>Differentiation –<br/>how do you plan to give more support? How do you plan to challenge the more able</b>   | <b>Assessment –<br/>how are you planning to check learners' learning?</b>  | <b>Critical thinking</b>  |
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners. | <p><b>Assessment criteria:</b><br/> 1. Demonstrate an ability to organize and express ideas clearly;<br/> 2. Demonstrate the ability to use future forms including present continuous with future meaning in the context.</p> <p><b>Descriptor:</b><br/> A learner:<br/> • selects useful information and plans the answer;</p>  | Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas |

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|  | <ul style="list-style-type: none"> <li>• illustrates knowledge of the future tense with <i>will</i> for predictions.</li> <li>• Observation</li> <li>• Feedback on the work</li> <li>• Self-assessment</li> </ul> |  |
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#### Short term plan 84

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| <b>Term 4</b><br><b>Unit 8 "Food and drink"</b> | <b>School:</b> «Baldauren» Republican Educational and Health Center |
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| <b>Date:</b> ____   |   | <b>Teacher's name:</b> Kambarova Gulzhan |                       |
| <b>Grade 8</b> ____   |   | <b>Number present:</b>                   | <b>Number absent:</b> |
| <b>Theme of the lesson:</b>                                       |   | <b>Food for thought</b>                  |                       |
| <b>Learning objectives(s) that this lesson is contributing to</b> | 8.C6 organise and present information clearly to others<br>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<br>8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics<br>8.U8 use a growing variety of future forms including present continuous and present simple with future meaning on a range of familiar general and curricular topics |  |                       |
| <b>Lesson objectives</b>  | <b>All learners will be able to:</b>  |  |                       |
|   | <ul style="list-style-type: none"><li>Understand a dialogue in which someone talks about their plan to do a sponsored event.</li><li>Recognize key phrases for talking about donating money.</li></ul>  |  |                       |
|   | <b>Most learners will be able to:</b>   |  |                       |
|   | <ul style="list-style-type: none"><li>Apply the use of the present continuous for future arrangements.</li></ul>  |  |                       |
|   | <b>Some learners will be able to:</b>   |  |                       |
|   | <ul style="list-style-type: none"><li>Talk about their plans and arrangements fluently.</li></ul>   |  |                       |
| <b>Value links</b>  | Initiative and Responsibility.  |  |                       |
| <b>Cross curricular links</b>                                     | Social studies.   |  |                       |
| <b>Previous learning</b>  | Be going to and will.   |  |                       |
| <b>Use of ICT</b>   | Smart board for showing a presentation, getting additional information, playing the audio files.  |  |                       |
| <b>Health and Safety</b>  | Breaks and physical activities used.  |  |                       |
| <b>Plan</b>   |   |  |                       |
| <b>Planned timings</b>  | <b>Planned activities</b>   |  | <b>Resources</b>      |
| Beginning the lesson  | The lesson greeting.<br>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.<br><b>Warm up.</b> Free talk. <ul style="list-style-type: none"><li>What are your plans for the weekend?</li></ul>  |  |                       |
| Main Activities   | <b>Ex.1 p.96.</b> Picture description.<br><b>Ex.2 p.96.</b> Gist listening. Checking comprehension.<br><u>Answers:</u><br><i>Adam thinks he'll raise 150 pounds.</i><br><b>Ex.3 p.96.</b> Blank-filling. "Who said what?" questions. Role-play.<br><u>Answers:</u><br><i>1) minute (Adam)</i><br><i>2) do (Mr Johnson)</i><br><i>3) for (Mr Johnson)</i><br><i>4) for (Adam)</i><br><i>5) to raise (Adam)</i><br><i>6) like (Mr Johnson)</i>  |  | CD                    |

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|   | <b>Ex.4 p.96.</b> Classifying structures.<br><u>Answers:</u><br><i>a) present continuous</i><br><i>b) be going to</i><br><b>Ex.5 p.96.</b> Table completion. Asking and answering questions.<br><b>Ex.6 p.96.</b> Creative exercise. Speaking in a form of dialogue. |   |  |   |
| Ending the lesson   | <b>Peer-assessment.</b><br><u>Rubric</u>   |   |  |   |
|   | <b>Category</b>  | <b>Excellent<br/>4 pts</b>  | <b>Good<br/>3 pts</b>  | <b>Fair<br/>2 pts</b>   |
|   | <b>Fluency</b>   | Author demonstrates normal pace, not too fast, not too slow.  | Author demonstrates adequate normal pace, not too fast, not too slow.                              | Author demonstrates some normal pace, not too fast, not too slow.   |
|   | <b>Spelling and Grammar</b>  | There are no spelling, punctuation, or grammar errors.  | There are 1-2 spelling, punctuation, or grammar errors.  | There are 3-4 spelling, punctuation, or grammar errors.   |
|   | <b>Presentation/<br/>Memorization</b>  | Dialogue is well organized and flows like a natural conversation.   | Dialogue is fairly well organized and mostly flows like a natural conversation.                    | Dialogue is slightly confusing and somewhat flows like a natural conversation.                                    |
|   | <b>Pronunciation/<br/>Expression</b>   | No pronunciation errors are noted. Conversation is recited with appropriate expression.   | There are 1-2 errors in pronunciation. Conversation is recited with mostly appropriate expression. | There are 3-4 pronunciation errors. Conversation is recited with somewhat appropriate expression.                 |
| <b>Additional information</b>   |  |   |  |   |
| <b>Differentiation –<br/>how do you plan to give more support? How do you plan to challenge the more able</b>   |  | <b>Assessment –<br/>how are you planning to check learners' learning?</b>   |  | <b>Critical thinking</b>  |
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners. |  | <b>Assessment criteria:</b><br>1. Demonstrate an ability to organize and express ideas clearly.<br>2. Identify the position of speakers in an extended talk with some support.<br>3. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.<br>4. Demonstrate the ability to use future forms including present |  | Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas |

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|  | <p>continuous with future meaning in the context..</p> <p><b>Descriptor:</b><br/>A learner:</p> <ul style="list-style-type: none"> <li>• selects useful information and plans the answer.</li> <li>• identifies the author's point of view and circles the correct answer.</li> <li>• uses appropriate subject-specific vocabulary while speaking.</li> <li>• illustrates knowledge of the future tense with <i>will</i> for predictions.</li> </ul> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Feedback on the work</li> <li>• Peer-assessment</li> </ul> |  |
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### Short term plan 85

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| <b>Term 4</b><br><b>Unit 8 "Food and drink"</b> | <b>School:</b> «Baldauren» Republican Educational and Health Center |
| <b>Date:</b> __                                 | <b>Teacher's name:</b> Kambarova Gulzhan                            |

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| Grade 8 __   |   | Number present:    | Number absent:  |
| Theme of the lesson:                                       |   | Ordering breakfast |   |
| Learning objectives(s) that this lesson is contributing to | 8.C7 develop and sustain a consistent argument when speaking or writing<br>8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics<br>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"><li>Understand a model formal letter.</li><li>Use key phrases for writing a formal letter.</li></ul>  |                    |   |
|  | Most learners will be able to:  |                    |   |
|  | <ul style="list-style-type: none"><li>Understand how to explain things.</li><li>Write a formal letter with support.</li></ul>   |                    |   |
|  | Some learners will be able to:  |                    |   |
|  | <ul style="list-style-type: none"><li>Write a formal letter without support.</li></ul>  |                    |   |
| Value links  | Having healthy eating habits.   |                    |   |
| Cross curricular links                                     | Biology.  |                    |   |
| Previous learning  | Plans and arrangements.   |                    |   |
| Use of ICT   | Smart board for showing a presentation, getting additional information, playing the audio files.  |                    |   |
| Intercultural awareness                                    | Viewing personal peculiarities through Kazakh culture and customs from around the world.  |                    |   |
| Health and Safety  | Breaks and physical activities used.  |                    |   |
| Plan   |   |                    |   |
| Planned timings  | Planned activities  |                    | Resources   |
| Beginning the lesson                                       | The lesson greeting.<br>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.<br><b>Warm up.</b><br>Start a class with a song which promote interest among students.  |                    | <a href="https://www.youtube.com/watch?v=IUQj0bcSKiQ">https://www.youtube.com/watch?v=IUQj0bcSKiQ</a> |
| Main Activities  | <b>Ex.1 p.99.</b> Reading for general understanding. Matching headings with paragraphs.<br><u>Answers:</u><br>1) d 2) a 3) c<br><b>Ex.2 p.99.</b> Comprehension questions.<br><u>Answers:</u><br>1) James West, Studets Against Fast Food, 8 Dene Gardens, Halford HA3 8H8<br>2) Morrisey's Supermarket, High Street, Halford HA3 7RD<br>3) Dear Sir or Madam; Yours faithfully.<br>4) The plans to build a new fast food restaurant in the area. |                    |   |

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|   | <b>Ex.3 p.99.</b> Matching task.<br><u>Answers:</u><br>1) a 2) d 3) c 4) a 5) c<br><b>Ex.4 p.99.</b> Sentence completion.<br><b>Ex 5 p.99.</b> Writing guide. |  |   |   |  |
| Ending the lesson   | Peer-assessment.  |  |   |   |  |
|   | <b>Criteria</b>   | <b>Excellent<br/>4 pts</b>   | <b>Good<br/>3 pts</b>   | <b>Fair<br/>2 pts</b>   | <b>Poor<br/>1 pts</b>  |
|   | <b>Organization</b>   | <ul style="list-style-type: none"> <li>Accurately uses correct letter format (heading, greeting, introduction, body, closure, signature, enclosure, and copy)</li> </ul>   | <ul style="list-style-type: none"> <li>Mostly uses correct letter format (heading, greeting, introduction, body, closure, signature, enclosure, and copy)</li> </ul>  | <ul style="list-style-type: none"> <li>Some noticeable errors in use of correct letter format (heading, greeting, introduction, body, closure, signature, enclosure, and copy)</li> </ul>   | <ul style="list-style-type: none"> <li>Several noticeable errors in use of correct letter format (heading, greeting, introduction, body, closure, signature, enclosure, and copy)</li> </ul>   |
|   | <b>Content</b>  | <ul style="list-style-type: none"> <li>Letter clearly states the purpose</li> <li>Appropriate explanations or facts used to support the main idea</li> <li>Easy to follow</li> <li>Tone is appropriate for intended audience</li> </ul>  | <ul style="list-style-type: none"> <li>Letter clearly states the purpose</li> <li>Some explanations or facts used to support the main idea</li> <li>Somewhat hard to follow</li> <li>Tone is generally appropriate for intended audience</li> </ul> | <ul style="list-style-type: none"> <li>Purpose of letter is unclear</li> <li>More explanations or facts need to be used to support the main idea</li> <li>Hard to follow</li> <li>Tone is too formal or too informal for intended audience</li> </ul> | <ul style="list-style-type: none"> <li>Purpose of letter is unclear</li> <li>Main idea is not supported by explanations or facts</li> <li>Letter rambles; hard to follow or understand</li> <li>Tone is inappropriate for intended audience</li> </ul> |
|   | <b>Language Usage</b>   | <ul style="list-style-type: none"> <li>Accurate use of punctuation and grammar</li> <li>No spelling errors</li> </ul>  | <ul style="list-style-type: none"> <li>One or two mistakes with punctuation or grammar</li> <li>One or two spelling errors</li> </ul>   | <ul style="list-style-type: none"> <li>More than two mistakes in punctuation or grammar</li> <li>More than two spelling errors</li> </ul>   | <ul style="list-style-type: none"> <li>Incorrect use throughout the letter of punctuation or grammar</li> <li>Frequent spelling errors distract from letter</li> </ul>   |
| <b>Additional information</b>   |   |  |   |   |  |
| <b>Differentiation – how do you plan to give more support? How do you plan to challenge the</b>   |   | <b>Assessment – how are you planning to check learners’ learning?</b>  |   | <b>Critical thinking</b>  |  |
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners. |   | <b>Assessment criteria:</b><br>1. Make an argument and evolve reasoning while speaking.<br>2. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.<br>3. Make a clear plan of writing; Create a description. Check the |   | Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas   |  |

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|  | <p>written draft..</p> <p><b>Descriptor:</b><br/>A learner:</p> <ul style="list-style-type: none"> <li>• concludes ideas and arguments based on own experience</li> <li>• uses appropriate subject-specific vocabulary while speaking.</li> <li>• writes an appropriate information.</li> </ul><br><ul style="list-style-type: none"> <li>• Observation</li> <li>• Feedback on the work</li> <li>• Peer-assessment</li> </ul> |  |
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### Short term plan 86

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| <b>Term 4</b><br><b>Unit 8 "Food and drink"</b> | <b>School:</b> «Baldauren» Republican Educational and Health Center |                       |
| <b>Date:</b> ____                               | <b>Teacher's name:</b> Kambarova Gulzhan                            |                       |
| <b>Grade 8</b> ____                             | <b>Number present:</b>  | <b>Number absent:</b> |
| <b>Theme of the lesson:</b>                     | <b>The best way to start the day</b>                                |                       |

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| <b>Learning objectives(s) that this lesson is contributing to</b> | 8.C8 develop intercultural awareness through reading and discussion<br>8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics<br>8.U3 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  |                  |
| <b>Lesson objectives</b>  | <b>All learners will be able to:</b>   |                  |
|   | <ul style="list-style-type: none"><li>• Apply vocabulary related to cooking and food.</li><li>• Use as, like, such, so, because.</li></ul>   |                  |
|   | <b>Most learners will be able to:</b>  |                  |
|   | <ul style="list-style-type: none"><li>• Synthesize information from the text about Kazakh food records and use it as the basis for discussion.</li></ul>   |                  |
|   | <b>Some learners will be able to:</b>  |                  |
|   | <ul style="list-style-type: none"><li>• Discuss and give their opinions about Kazakh food.</li></ul>   |                  |
| <b>Value links</b>  | Having healthy eating habits.  |                  |
| <b>Cross curricular links</b>                                     | Biology.   |                  |
| <b>Previous learning</b>  | A formal letter.   |                  |
| <b>Use of ICT</b>   | Smart board for showing a presentation, getting additional information, playing the audio files.   |                  |
| <b>Intercultural awareness</b>                                    | Viewing personal peculiarities through Kazakh culture and customs from around the world.   |                  |
| <b>Health and Safety</b>  | Breaks and physical activities used.   |                  |
| <b>Plan</b>   |  |                  |
| <b>Planned timings</b>  | <b>Planned activities</b>  | <b>Resources</b> |
| Beginning the lesson  | The lesson greeting.<br>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.<br><b>Warm up.</b> Free talk. <ul style="list-style-type: none"><li>• What traditional food do you like or don't like?</li><li>• Describe how the food is prepared and eaten.</li></ul>  |                  |
| Main Activities   | <b>Ex.1 p.100.</b> Conveying the meaning of new words.<br>Reading for general understanding. True/false statements.<br><u>Answers:</u><br><i>1) false -The world's largest serving of beshbarmak weighed 736.5 kilograms.</i><br><i>2) false - The nomads didn't use cutlery-they ate beshbarmak with their hands.</i><br><i>3) true</i><br><i>4) false - The meat, vegetables and spices are boiled together, but the nooodles are cooked separately.</i><br><i>5) false - Boursaks are also popular in other countries in Central Asia and in the Middle East.</i><br><i>6) true</i><br><b>Ex.2 p.100.</b> Recognition exercise.<br><u>Answers:</u><br><i>1) as.</i> | CD               |

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|   | <p>2) <i>like</i>.<br/> 3) <i>so, such a</i>.<br/> 4) <i>because, since as</i><br/> <b>Ex.3 p.100.</b> Odd one out.<br/> <u>Answers:</u><br/> 1) <i>as</i><br/> 2) <i>because</i><br/> 3) <i>so</i><br/> 4) <i>like</i><br/> 5) <i>Since</i><br/> 6) <i>such</i><br/> <b>Ex.4 p.100.</b> Writing practice.</p>  |   |
| Ending the lesson   | <p><b>Self-reflection.</b><br/> “<b>Cinquain</b>” is a five-line poem based on the content of the material under the study.<br/> Line 1 – One-word title.<br/> Line 2 – Two adjectives for describing that word.<br/> Line 3 – Three verbs.<br/> Line 4 – Four feeling words.<br/> Line 5 – A synonym for the title word.</p>   |   |
| <b>Additional information</b>   |   |   |
| <b>Differentiation –<br/>how do you plan to give more support? How do you plan to challenge the more able</b>   | <b>Assessment –<br/>how are you planning to check learners’ learning?</b>   | <b>Critical thinking</b>  |
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners. | <p><b>Assessment criteria:</b><br/> 1. Raise awareness about cultural diversity through reading and discussion;<br/> 2. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.<br/> 3. Apply the rule for compound adjectives and adjectives as participles in practice.</p> <p><b>Descriptor:</b><br/> A learner:</p> <ul style="list-style-type: none"> <li>recalls some events based on his/her own experience;</li> <li>uses appropriate subject-specific vocabulary while speaking.</li> <li>uses the learned rule and divides adjectives into the right columns.</li> </ul> <ul style="list-style-type: none"> <li>Observation</li> <li>Feedback on the work</li> </ul> | Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas |



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|  | <ul style="list-style-type: none"> <li>• Self-assessment</li> </ul> |  |
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### Short term plan 87

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| <b>Term 4</b><br><b>Unit 8 "Food and drink"</b>                   |  | <b>School:</b> «Baldauren» Republican Educational and Health Center |                       |
| <b>Date:</b> ____   |  | <b>Teacher’s name:</b> Kambarova Gulzhan                            |                       |
| <b>Grade 8</b> ____   |  | <b>Number present:</b>  | <b>Number absent:</b> |
| <b>Theme of the lesson:</b>                                       |  | <b>Food labelling</b>   |                       |
| <b>Learning objectives(s) that this lesson is contributing to</b> | 8.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world<br>8.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks<br>8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics<br>8.R6 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts |   |                       |
| <b>Lesson objectives</b>  | <b>All learners will be able to:</b>   |   |                       |
|   | <ul style="list-style-type: none"><li>• Understand vocabulary connected to food production.</li></ul>  |   |                       |
|   | <b>Most learners will be able to:</b>  |   |                       |
|   | <ul style="list-style-type: none"><li>• Understand a text about food production in the future.</li></ul>   |   |                       |
|   | <b>Some learners will be able to:</b>  |   |                       |
|   | <ul style="list-style-type: none"><li>• Discuss the pros and cons of food production, and food culture.</li></ul>  |   |                       |
| <b>Value links</b>  | Having healthy eating habits.  |   |                       |
| <b>Cross curricular links</b>                                     | Biology.   |   |                       |
| <b>Previous learning</b>  | My country: Food and drink.  |   |                       |
| <b>Use of ICT</b>   | Smart board for showing a presentation, getting additional information, playing the audio files.   |   |                       |
| <b>Intercultural awareness</b>                                    | Viewing personal peculiarities through Kazakh culture and customs from around the world.   |   |                       |

|                          |   |                                      |
|--------------------------|---|--------------------------------------|
| <b>Health and Safety</b> |   | Breaks and physical activities used. |
| <b>Plan</b>              |   |                                      |
| <b>Planned timings</b>   | <b>Planned activities</b>   | <b>Resources</b>                     |
| Beginning the lesson     | <p>The lesson greeting.<br/>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p><b>Warm up.</b> Free talk.</p> <ul style="list-style-type: none"> <li>• How has the way we produce food changed over time? (e.g. the change from horses to tractors, the spreading of food types - potatoes from the Americas to Europe), the use of hybrids and fertilizers).</li> <li>• What types of food are produced in Kazakhstan and what is imported from other countries?</li> <li>• What will happen in the future to Kazakhstan's climate, population and food production?</li> </ul>   |                                      |
| Main Activities          | <p><b>Ex.1 p.101.</b> Conveying the meaning of new words. Reading for general understanding. Text completion.</p> <p><b>Ex.2 p.101.</b> Listening for global information. Checking comprehension.</p> <p><u>Answers:</u></p> <ol style="list-style-type: none"> <li>1) <i>pastures</i></li> <li>2) <i>Agriculture</i></li> <li>3) <i>crops</i></li> <li>4) <i>greenhouses</i></li> <li>5) <i>soil</i></li> <li>6) <i>fertiliser</i></li> <li>7) <i>seeds</i></li> <li>8) <i>protein</i></li> </ol> <p><b>Ex.3 p.101.</b> Reading for specific understanding. Answering multiple-choice questions.</p> <p><u>Answers:</u></p> <ol style="list-style-type: none"> <li>1) <i>false</i></li> <li>2) <i>true</i></li> <li>3) <i>false</i></li> <li>4) <i>don't know</i></li> <li>5) <i>don't know</i></li> <li>6) <i>true</i></li> <li>7) <i>false</i></li> <li>8) <i>false</i></li> </ol> <p><b>Ex.4 p.101.</b> Speaking in a form of discussion.</p> | CD                                   |
| Ending the lesson        | <p><b>Self-assessment.</b></p> <p>Students express their attitude to the lesson and give self-assessment using the method: "Six thinking hats":</p>   |                                      |

|   |  |   |
|---|--|---|
|   | <ul style="list-style-type: none"> <li>• Green: How can you use today's learning in different subjects?</li> <li>• Red: How do you feel about your work today?</li> <li>• White: What have you learnt today?</li> <li>• Black: What were the weaknesses of your work?</li> <li>• Blue: How much progress have you made in this lesson? (Now I can, I still need to work on, I've improved in, Today I learnt... )</li> <li>• Yellow: What did you like about today's lesson?</li> </ul>  |   |
| <b>Additional information</b>   |  |   |
| <b>Differentiation –<br/>how do you plan to give more support? How do you plan to challenge the more able</b>   | <b>Assessment –<br/>how are you planning to check learners' learning?</b>  | <b>Critical thinking</b>  |
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners. | <p><b>Assessment criteria:</b></p> <ol style="list-style-type: none"> <li>1. Consider different perspectives on the world orally or in a written form;</li> <li>2. Demonstrate the ability to participate in a conversation;</li> <li>3. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.</li> <li>4. Identify the meaning and details of the reading texts.</li> </ol> <p><b>Descriptor:</b><br/>A learner:</p> <ul style="list-style-type: none"> <li>• summaries the information on a global issue;</li> <li>• gives evaluation to the problem;</li> <li>• uses appropriate subject-specific vocabulary while speaking.</li> <li>• corrects sentences according to the information in the text.</li> </ul> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Feedback on the work</li> <li>• Self-assessment</li> </ul> | Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas |

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|---|--|---|-----------------------|
| <b>Term 4</b><br><b>Unit 8 "Food and drink"</b>                   |  | <b>School:</b> «Baldauren» Republican Educational and Health Center |                       |
| <b>Date:</b> ____   |  | <b>Teacher's name:</b> Kambarova Gulzhan                            |                       |
| <b>Grade 8</b> ____   |  | <b>Number present:</b>  | <b>Number absent:</b> |
| <b>Theme of the lesson:</b>                                       |  | <b>An email how to make your favourite food</b>                     |                       |
| <b>Learning objectives(s) that this lesson is contributing to</b> | 8.C5 use feedback to set personal learning objectives  |   |                       |
| <b>Lesson objectives</b>  | <b>All learners will be able to:</b>   |   |                       |
|   | <ul style="list-style-type: none"><li>revise taught material.</li></ul>  |   |                       |
|   | <b>Most learners will be able to:</b>  |   |                       |
|   | <ul style="list-style-type: none"><li>demonstrate learned vocabulary about food and drink with sure.</li><li>apply taught grammar in writing.</li></ul>  |   |                       |
|   | <b>Some learners will be able to:</b>  |   |                       |
|   | <ul style="list-style-type: none"><li>use taught vocabulary and grammar with accuracy.</li></ul>   |   |                       |
| <b>Value links</b>  | Initiative and Responsibility.   |   |                       |
| <b>Cross curricular links</b>                                     | Social studies.  |   |                       |
| <b>Previous learning</b>  | CLIL: Science: The future of food.   |   |                       |
| <b>Use of ICT</b>   | Smart board for showing a presentation, getting additional information, playing the audio files.   |   |                       |
| <b>Health and Safety</b>  | Breaks and physical activities used.   |   |                       |
| <b>Plan</b>   |  |   |                       |
| <b>Planned timings</b>  | <b>Planned activities</b>  |   | <b>Resources</b>      |
| Beginning the lesson  | The lesson greeting.<br>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.<br><b>Warm up.</b><br>Then to create a positive learning environment the teachers asks students to start the lesson giving each other compliments about appearance, job performance, talent, etc. and also practice accepting compliments. |   |                       |
| Main Activities   | <b>Ex.1 p.102.</b> Word formation activity.<br><u>Answers:</u><br>1) <i>meeting</i><br>2) <i>donation</i><br>3) <i>campaign</i><br>4) <i>organization</i><br>5) <i>collection</i><br>6) <i>ban</i><br>7) <i>publicity</i><br>8) <i>supporter</i><br><b>Ex.2 p.102.</b> Blank-filling.<br><u>Answers:</u>   |   |                       |

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|  | <p>1) <i>look after</i><br/> 2) <i>carry on</i><br/> 3) <i>wipe out</i><br/> 4) <i>sign up</i><br/> 5) <i>join in</i><br/> 6) <i>find out</i><br/> <b>Ex.3 p.102.</b> Word formation activity.<br/> <u>Answers:</u><br/> 1) <i>un</i> 2) <i>in</i> 3) <i>un</i> 4) <i>im</i> 5) <i>un</i> 6) <i>un</i> 7) <i>im</i> 8) <i>un</i><br/> <b>Ex.4 p.102.</b> Sentence completion.<br/> <u>Answers:</u><br/> 1) <i>'ll</i><br/> 2) <i>might</i><br/> 3) <i>'re going to</i><br/> 4) <i>might</i><br/> 5) <i>will</i><br/> 6) <i>will</i><br/> 7) <i>are going to</i><br/> 8) <i>will</i><br/> <b>Ex.5 p.102.</b> Filling in gaps.<br/> <u>Answers:</u><br/> 1) <i>are going to</i><br/> 2) <i>'m going to</i><br/> 3) <i>'ll</i><br/> 4) <i>'ll</i><br/> 5) <i>are going to</i><br/> 6) <i>is going to</i><br/> 7) <i>'ll</i><br/> 8) <i>'ll</i><br/> <b>Ex.6 p.102.</b> Gap-filling.<br/> 1) <i>Why don't</i><br/> 2) <i>could</i><br/> 3) <i>might help</i><br/> 4) <i>Let's</i><br/> 5) <i>will have to</i><br/> 6) <i>much effect</i><br/> 7) <i>how about</i><br/> 8) <i>won't help</i><br/> <b>Ex.7 p.102.</b> Listening for global information.<br/> True/false statements.<br/> <u>Answers:</u><br/> 1) <i>False. Ted is making posters for a public meeting.</i><br/> 2) <i>True.</i><br/> 3) <i>True.</i><br/> 4) <i>False. a lot of young people are against the power station.</i><br/> 5) <i>False. Ann does want to join the campaign committee.</i><br/> 6) <i>True.</i></p> | <p>CD</p> |
|--|--|-----------|

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|---|---|---|
| Ending the lesson   | <b>Peer-assessment.</b><br>Two stars and a wish. <ul style="list-style-type: none"> <li>You did a really good job on ...</li> <li>I really like how you ...</li> <li>Maybe you could ...</li> </ul>   |   |
| <b>Additional information</b>   |   |   |
| <b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able</b>   | <b>Assessment – how are you planning to check learners’ learning?</b>   | <b>Critical thinking</b>  |
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners. | <b>Assessment criteria:</b><br>Consider classmates' advice and set personal learning objectives based on their feedback.<br><br><b>Descriptor:</b><br>A learner: <ul style="list-style-type: none"> <li>makes evaluation of classmates’ answers.</li> <li>Observation</li> <li>Feedback on the work</li> <li>Peer-assessment</li> </ul> | Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas |

### Short term plan 90

|   |  |                       |
|---|--|-----------------------|
| <b>Term 4</b><br><b>Unit 8 "Food and drink"</b>                   | <b>School:</b> «Baldauren» Republican Educational and Health Center  |                       |
| <b>Date:</b> __   | <b>Teacher’s name:</b> Kambarova Gulzhan   |                       |
| <b>Grade 8</b> __   | <b>Number present:</b>   | <b>Number absent:</b> |
| <b>Theme of the lesson:</b>                                       | <b>Healthy eating habits</b>   |                       |
| <b>Learning objectives(s) that this lesson is contributing to</b> | 8.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups<br>8.W5 develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics |                       |
| <b>Lesson objectives</b>  | <b>All learners will be able to:</b>   |                       |
|   | <ul style="list-style-type: none"> <li>Understand details in listening extract.</li> <li>Use topic related vocabulary in their dialogues.</li> </ul>   |                       |
|   | <b>Most learners will be able to:</b>  |                       |
|   | <ul style="list-style-type: none"> <li>Create their own dialogues based on the given situations using some support and act.</li> <li>Express their ideas in writing a formal letter with some support.</li> </ul>  |                       |

|  |  |  |  |   |   |   |                                      |   |   |   |  |  |
|--|--|--|--|---|---|---|--------------------------------------|---|---|---|--|--|
|  |  | <b>Some learners will be able to:</b>  |  |   |   |   |                                      |   |   |   |  |  |
|  |  | <ul style="list-style-type: none"><li>• Create their own dialogues on the topic without support and act.</li><li>• Express their ideas in writing a formal letter without support.</li></ul> |  |   |   |   |                                      |   |   |   |  |  |
| <b>Value links</b>                       |  | Having healthy eating habits.  |  |   |   |   |                                      |   |   |   |  |  |
| <b>Cross curricular links</b>            |  | Biology.   |  |   |   |   |                                      |   |   |   |  |  |
| <b>Previous learning</b>                 |  | Review 8.  |  |   |   |   |                                      |   |   |   |  |  |
| <b>Use of ICT</b>                        |  | Smart board for showing a presentation, getting additional information, playing the audio files.   |  |   |   |   |                                      |   |   |   |  |  |
| <b>Intercultural awareness</b>           |  | Viewing personal peculiarities through Kazakh culture and customs from around the world.   |  |   |   |   |                                      |   |   |   |  |  |
| <b>Health and Safety</b>                 |  | Breaks and physical activities used.   |  |   |   |   |                                      |   |   |   |  |  |
| <b>Plan</b>                              |  |  |  |   |   |   |                                      |   |   |   |  |  |
| <b>Planned timings</b>                   | <b>Planned activities</b>  |  | <b>Resources</b>                         |   |   |   |                                      |   |   |   |  |  |
| Beginning the lesson                     | The lesson greeting.<br>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.<br><b>Warm up.</b><br><b>Ex.1 p.103.</b> Using pictures related to the text for discussion.<br><u>Answers:</u><br><i>1) The photos show students eating in a school canteen, a class with a lot of students, and bullying.</i>   |  |  |   |   |   |                                      |   |   |   |  |  |
| Main Activities                          | <b>Ex.2 p.103.</b> Listening for global information.<br>Checking comprehension.<br><u>Answers:</u><br><i>Jenny, Steve and Joe talk about their school canteen serving unhealthy food.</i><br><b>Ex.3 p.31.</b> Listening for specific information.<br>Sentence completion.<br><u>Answers:</u><br><i>1) canteen</i><br><i>2) fresh</i><br><i>3) petition</i><br><i>4) meeting</i><br><i>5) sandwiches</i><br><i>6) Joe</i><br><i>7) Jenny</i><br><i>8) lunchtime</i><br><b>Ex.4-5 p.103.</b> Speaking in a form of role-play.<br><b>Ex.6 p.103.</b> Writing practice. |  | CD                                       |   |   |   |                                      |   |   |   |  |  |
|  |  |  | CD                                       |   |   |   |                                      |   |   |   |  |  |
| Ending the lesson                        | <b>Self-assessment.</b><br><u>How true are these?</u> Circle the best number (3 = true, 2 = partly true, 1 = not true)<br><table><tr><td>I enjoyed the writing task. Why/Why not?</td><td>3</td><td>2</td><td>1</td></tr><tr><td>I answered all parts of the question</td><td>3</td><td>2</td><td>1</td></tr></table>  |  | I enjoyed the writing task. Why/Why not? | 3 | 2 | 1 | I answered all parts of the question | 3 | 2 | 1 |  |  |
| I enjoyed the writing task. Why/Why not? | 3  | 2  | 1  |   |   |   |                                      |   |   |   |  |  |
| I answered all parts of the question     | 3  | 2  | 1  |   |   |   |                                      |   |   |   |  |  |

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|  | I used paragraphs                              | 3 | 2 | 1 |
|  | I used linking words                           | 3 | 2 | 1 |
|  | I used a range of vocabulary and phrases       | 3 | 2 | 1 |
|  | I checked my spelling and punctuation          | 3 | 2 | 1 |
|  | I used the correct verb tenses                 | 3 | 2 | 1 |
|  | What I did well:                               |   |   |   |
|  | Something I think I need to work on next time: |   |   |   |

| Additional information  |   |   |
|---|---|---|
| Differentiation –<br>how do you plan to give more support? How do you plan to challenge the more able   | Assessment –<br>how are you planning to check learners' learning?   | Critical thinking   |
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners. | <b>Assessment criteria:</b> <ul style="list-style-type: none"> <li>• Discuss a problem in groups and suggest a solution to a problem.</li> <li>• Evolve arguments, reasons, and evidence for a limited range of written genres.</li> </ul> <b>Descriptor:</b><br>A learner: <ul style="list-style-type: none"> <li>• brainstorms ideas while speaking in a group.</li> <li>• writes a comment including examples and reasons where necessary.</li> </ul> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Feedback on the work</li> <li>• Self-assessment</li> </ul> | Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas |

### Short term plan 91

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| <b>Term 4</b><br><b>Unit 9 "The world of work"</b> | <b>School:</b> «Baldauren» Republican Educational and Health Center |                       |
| <b>Date:</b> ____                                  | <b>Teacher's name:</b> Kambarova Gulzhan                            |                       |
| <b>Grade 8</b> ____                                | <b>Number present:</b>  | <b>Number absent:</b> |




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| Theme of the lesson:                                       |  | Work and jobs   |           |
| Learning objectives(s) that this lesson is contributing to |  | 8.C6 organise and present information clearly to others<br>8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics<br>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"><li>Pronounce and name words to do with school life.</li><li>Recognize the form and use of should and must.</li></ul>   |           |
|  |  | Most learners will be able to:  |           |
|  |  | <ul style="list-style-type: none"><li>Do a questionnaire on attitudes to school.</li></ul>  |           |
|  |  | Some learners will be able to:  |           |
|  |  | <ul style="list-style-type: none"><li>Apply should and must to talk about obligation fluently.</li></ul>  |           |
| Value links  |  | Students will be able to understand that every work is important and worthy.  |           |
| Cross curricular links                                     |  | Social studies.   |           |
| Previous learning  |  | Skills round-up 8.  |           |
| Use of ICT   |  | Smart board for showing a presentation, getting additional information, playing the audio files.  |           |
| Intercultural awareness                                    |  | Students will be able to differentiate common jobs in Kazakhstan and other cultures.  |           |
| Health and Safety  |  | Breaks and physical activities used.  |           |
| Plan   |  |   |           |
| Planned timings  | Planned activities   |   | Resources |
| Beginning the lesson                                       | The lesson greeting.<br>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.<br><b>Warm up.</b><br><b>Start thinking p.104.</b> Answering questions.<br>1. What job do you want to do when you grow up?<br>2. What qualifications do you need to have in order to find a good job?<br>3. At what age do people usually begin to work in your country? |   |           |

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| Main Activities  | <p><b>Ex.1 p.104.</b> Conveying the meaning of new words. Table completion.</p> <p><u>Answers:</u></p> <p><i>Positive: make friends, get good marks, pass exams, get a qualification</i></p> <p><i>Neutral: revise for a test, do your homework, take the exam, leave school.</i></p> <p><i>Negative: play truant, cheat in exams, fail an exam, copy a friend's work. get a bad mark, bully, suspend, expel.</i></p> <p><b>Ex.2 p.104.</b> Completing questionnaire.</p> <p><b>Ex.3 p.104.</b> Asking and answering questions.</p> <p><b>Ex.4 p.104.</b> Recognition exercise.</p> <p><u>Answers:</u></p> <p>1) must</p> <p>2) should</p> <p>3) mustn't</p> <p>4) shouldn't</p> <p>a) must</p> <p>b) should</p> <p>c) mustn't</p> <p>d) No</p> <p>e) No</p> <p><b>Ex.5 p.104.</b> Odd one out.</p> <p><u>Answers:</u></p> <p>1) must</p> <p>2) should</p> <p>3) mustn't</p> <p>4) shouldn't</p> <p>5) must</p> <p>6) should</p> <p><b>Ex.7 p.104.</b> Putting the words into context.</p> <p>Extra task. Writing practice.</p> |                          |
| Ending the lesson  | <p>Self-assessment.</p> <p><u>Pair share</u></p> <p>At the end of a lesson learners share with their partner:</p> <p>Three new things they have learnt</p> <p>What they found easy</p> <p>What they found difficult</p> <p>Something they would like to learn in the future.</p>  |                          |
| <b>Additional information</b>  |   |                          |
| <b>Differentiation –</b><br>how do you plan to give more support? How do you plan to challenge the more able | <b>Assessment –</b><br>how are you planning to check learners' learning?  | <b>Critical thinking</b> |

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| <p>Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners.</p> | <p><b>Assessment criteria:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate an ability to organize and express ideas clearly;</li> <li>2. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.</li> <li>3. Apply modal verbs for different purposes.</li> </ol> <p><b>Descriptor:</b></p> <p>A learner:</p> <ul style="list-style-type: none"> <li>• Demonstrate an ability to organize and express ideas clearly;</li> <li>• uses appropriate subject-specific vocabulary while speaking.</li> <li>• completes sentences using modal verbs.</li> </ul> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Feedback on the work</li> <li>• Self-assessment</li> </ul> | <p>Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas</p> |
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|---|---|---|-----------------------|
| <b>Term 4</b>   |   | <b>School:</b> «Baldauren» Republican Educational and Health Center |                       |
| <b>Unit 9 "The world of work"</b>                                 |   |   |                       |
| <b>Date:</b> ____   |   | <b>Teacher's name:</b> Kambarova Gulzhan                            |                       |
| <b>Grade 8</b> ____   |   | <b>Number present:</b>  | <b>Number absent:</b> |
| <b>Theme of the lesson:</b>                                       |   | <b>Strange jobs unusual looks</b>                                   |                       |
| <b>Learning objectives(s) that this lesson is contributing to</b> | 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics<br>8.R2 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts   |   |                       |
| <b>Lesson objectives</b>  | <b>All learners will be able to:</b>  |   |                       |
|   | <ul style="list-style-type: none"><li>Identify the meaning of the text about cheating in exams.</li><li>Understand some American English vocabulary.</li><li>Use key phrases for agreeing and disagreeing.</li></ul>  |   |                       |
|   | <b>Most learners will be able to:</b>   |   |                       |
|   | <ul style="list-style-type: none"><li>Synthesize information from the reading passage and use it as the basis for discussion.</li></ul>   |   |                       |
|   | <b>Some learners will be able to:</b>   |   |                       |
|   | <ul style="list-style-type: none"><li>Express opinions about cheating at school.</li></ul>  |   |                       |
| <b>Value links</b>  | Students will be able to understand that every work is important and worthy.  |   |                       |
| <b>Cross curricular links</b>                                     | Social studies.   |   |                       |
| <b>Previous learning</b>  | School life: verbs.   |   |                       |
| <b>Use of ICT</b>   | Smart board for showing a presentation, getting additional information, playing the audio files.  |   |                       |
| <b>Intercultural awareness</b>                                    | Students will be able to differentiate common jobs in Kazakhstan and other cultures.  |   |                       |
| <b>Health and Safety</b>  | Breaks and physical activities used.  |   |                       |
| <b>Plan</b>   |   |   |                       |
| <b>Planned timings</b>  | <b>Planned activities</b>   |   | <b>Resources</b>      |
| Beginning the lesson  | The lesson greeting.<br>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.<br><b>Warm up.</b> Free talk. <ul style="list-style-type: none"><li>What does the word "cheat" mean?</li><li>What are the different ways in which people can cheat?</li><li>Try to guess what percentage of school students cheat in tests and exams.</li></ul> |   |                       |
| Main Activities   | <b>Ex.1 p.106.</b> Reading for general understanding.<br>Ticking off items.<br><u>Answers:</u><br><i>1, 2, 4, 5 and 7 are cheating.</i><br><i>1, 2, 4 and 5 are mentioned in the text.</i><br><b>Ex.2 p.106.</b> Detailed reading. Text completion.   |   | CD                    |

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|   | <p><u>Answers:</u><br/>1) b 2) a 3) e 4) f 5) c</p> <p><b>Ex.3 p.106.</b> Building word family tables.</p> <p><u>Answers:</u><br/>1) grades<br/>2) cell phone<br/>3) principal</p> <p><b>Ex.4 p.106.</b> Matching task.</p> <p><u>Answers:</u><br/>1) petrol<br/>2) film<br/>3) rubbish<br/>4) motorway<br/>5) shop<br/>6) trousers<br/>7) biscuit<br/>8) pavement<br/>9) lorry<br/>10) sweet</p> <p><b>Ex.5 p.106.</b> Classifying phrases.</p> <p><u>Answers:</u><br/><i>I don't think that...</i><br/><i>I disagree with that/you.</i><br/><i>I don't think so.</i><br/><i>I'm not sure about that.</i><br/><i>That's true, but ...</i></p> <p><b>Ex.6 p.106.</b> Speaking in a form of discussion.</p> |   |
| Ending the lesson   | <p><b>Self-assessment.</b><br/>“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>    |   |
| <b>Additional information</b>   |  |   |
| <b>Differentiation –<br/>how do you plan to give more support? How do you plan to challenge the more able</b>   | <b>Assessment –<br/>how are you planning to check learners’ learning?</b>  | <b>Critical thinking</b>  |
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners. | <p><b>Assessment criteria:</b><br/>1. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences<br/>2. Identify particular information and details in reading passage.</p> <p><b>Descriptor:</b></p>   | Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas |

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|  | A learner: <ul style="list-style-type: none"> <li>• uses appropriate subject-specific vocabulary while speaking</li> <li>• completes sentences with right phrases.</li> </ul> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Feedback on the work</li> <li>• Self-assessment</li> </ul> |  |
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### Short term plan 93

|   |  |   |                       |
|---|--|---|-----------------------|
| <b>Term 4</b>   |  | <b>School:</b> «Baldauren» Republican Educational and Health Center |                       |
| <b>Unit 9 "The world of work"</b>                                 |  | <b>Teacher's name:</b> Kambarova Gulzhan                            |                       |
| <b>Date:</b> ____   |  |   |                       |
| <b>Grade 8</b> ____   |  | <b>Number present:</b>  | <b>Number absent:</b> |
| <b>Theme of the lesson:</b>                                       |  | <b>Reported speech</b>  |                       |
| <b>Learning objectives(s) that this lesson is contributing to</b> | 8.C6 organise and present information clearly to others<br>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 |   |                       |
| <b>Lesson objectives</b>  | <b>All learners will be able to:</b>   |   |                       |
|   | <ul style="list-style-type: none"><li>• identify the form and use of have to and don't have to to talk about things that are necessary or nor necessary.</li></ul>   |   |                       |
|   | <b>Most learners will be able to:</b>  |   |                       |
|   | <ul style="list-style-type: none"><li>• produce the sentences with have to and don't have to.</li></ul>  |   |                       |
|   | <b>Some learners will be able to:</b>  |   |                       |
|   | <ul style="list-style-type: none"><li>• apply have to and don't have to in speech fluently.</li></ul>  |   |                       |
| <b>Value links</b>  | Students will be able to understand that every work is important and worthy.   |   |                       |
| <b>Cross curricular links</b>                                     | Social studies.  |   |                       |
| <b>Previous learning</b>  | Cheating.  |   |                       |

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|-------------------------|---|--|
| Use of ICT              |   | Smart board for showing a presentation, getting additional information, playing the audio files. |
| Intercultural awareness |   | Comparison of modal verbs in English, Russian and Kazakh languages.                              |
| Health and Safety       |   | Breaks and physical activities used.   |
| Plan                    |   |  |
| Planned timings         | Planned activities  | Resources  |
| Beginning the lesson    | The lesson greeting.<br>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.<br><b>Warm up.</b><br><b>Ex.1 p.107.</b> Recognition exercise.<br><u>Answers:</u><br>1) <i>have to</i><br>2) <i>have to</i><br>3) <i>don't have to</i><br><u>Rules</u><br>1) <i>have to</i><br>2) <i>don't have to</i>  |  |
| Main Activities         | <b>Ex.2 p.107.</b> Putting the words in order.<br><u>Answers:</u><br>1) <i>Do we have to walk to school?</i><br>2) <i>Does the teacher have to prepare lessons?</i><br>3) <i>Don't they have to wear a uniform?</i><br>4) <i>Doesn't Zhomart have to study?</i><br>5) <i>Does he have to see the head teacher?</i><br>6) <i>Do you have to go home?</i><br><b>Ex.3 p.107.</b> Listening for specific information. Ticking off items. Putting the words into context (writing sentences).<br><u>Answers:</u><br>1) <i>✓ Laura has to walk to school/</i><br>2) <i>✓ Laura has to wear a uniform.</i><br>3) <i>Laura doesn't have to eat at the canteen.</i><br>4) <i>✓ Laura has to do her homework before she goes out.</i><br>5) <i>Laura doesn't have to help make dinner every evening.</i><br>6) <i>Laura doesn't have to stay at home on school days.</i><br><b>Ex.4 p.107.</b> Putting the words into context (writing sentences). Speaking in a form of interview. Extra task. Writing practice. | CD   |
| Ending the lesson       | <b>Self-assessment.</b><br>How well do I understand?<br>4 - I can do this and explain it to someone else.<br>3 - I understand and can do this by myself.<br>2 - I need more practice.<br>1 - I don't understand this yet.   |  |


| Additional information  |  |   |
|---|--|---|
| Differentiation –<br>how do you plan to give more support? How do you plan to challenge the more able   | Assessment –<br>how are you planning to check learners' learning?  | Critical thinking   |
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners. | <b>Assessment criteria:</b><br>1. Demonstrate an ability to organize and express ideas clearly;<br>2. Apply modal verbs for different purposes.<br><br><b>Descriptor:</b><br>A learner: <ul style="list-style-type: none"> <li>• selects useful information and plans the answer;</li> <li>• completes sentences using modal verbs.</li> </ul><br><ul style="list-style-type: none"> <li>• Observation</li> <li>• Feedback on the work</li> <li>• Self-assessment</li> </ul> | Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas |

#### Short term plan 94

|   |  |   |                       |
|---|--|---|-----------------------|
| <b>Term 4</b><br><b>Unit 9 "The world of work"</b>                |  | <b>School:</b> «Baldauren» Republican Educational and Health Center |                       |
| <b>Date:</b>  |  | <b>Teacher’s name:</b> Kambarova Gulzhan                            |                       |
| <b>Grade 8</b> __   |  | <b>Number present:</b>  | <b>Number absent:</b> |
| <b>Theme of the lesson:</b>                                       |  | <b>Reporting verbs</b>  |                       |
| <b>Learning objectives(s) that this lesson is contributing to</b> | 8.L2 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics<br>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<br>8.S3 give an opinion at discourse level on a wide range of general and curricular topics<br>8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics |   |                       |
| <b>Lesson objectives</b>  | <b>All learners will be able to:</b>   |   |                       |
|   | <ul style="list-style-type: none"><li>• recognize and use nouns relating to school life.</li><li>• identify the meaning of an interview with three teenagers talking about their schools.</li></ul>  |   |                       |
|   | <b>Most learners will be able to:</b>  |   |                       |



|                                |  |                  |
|--------------------------------|--|------------------|
|                                | <ul style="list-style-type: none"><li>• synthesize information from the interview and use it as the basis for discussion.</li></ul>  |                  |
|                                | <b>Some learners will be able to:</b>  |                  |
|                                | <ul style="list-style-type: none"><li>• discuss opinions about different kinds of school.</li></ul>  |                  |
| <b>Value links</b>             | Students will be able to understand that every work is important and worthy.   |                  |
| <b>Cross curricular links</b>  | Social studies.  |                  |
| <b>Previous learning</b>       | Have to and don't have to.   |                  |
| <b>Use of ICT</b>              | Smart board for showing a presentation, getting additional information, playing the audio files.   |                  |
| <b>Intercultural awareness</b> | Students will be able to differentiate common jobs in Kazakhstan and other cultures.   |                  |
| <b>Health and Safety</b>       | Breaks and physical activities used.   |                  |
| <b>Plan</b>                    |  |                  |
| <b>Planned timings</b>         | <b>Planned activities</b>  | <b>Resources</b> |
| Beginning the lesson           | The lesson greeting.<br>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.<br><b>Warm up.</b> Free talk. <ul style="list-style-type: none"><li>• What kind of school do you go to?</li><li>• Are there other kinds of school in your country?</li><li>• What are the advantages of the school you go to, and also what are the disadvantages?</li></ul> |                  |
| Main Activities                | <b>Ex.1 p.108.</b> Table completion. Answering questions.<br><u>Answers:</u><br><i>Types of school: mixed school, single-sex school, state school, private school, primary school, secondary school, boarding school.</i><br><i>Other collocations: school-leaving age, school uniform, school rules, school holidays, school subjects, school-leaving exams.</i>                                      | CD               |
|                                | <b>Ex.2 p.108.</b> Listening for global information. Checking comprehension.<br><u>Answers:</u><br><i>1) boarding school</i><br><i>2) secondary school</i><br><i>3) single-sex school</i><br><i>4) state school</i>  | CD               |
|                                | <b>Ex.3 p.108.</b> Listening for specific information. True/false statements.<br><u>Answers:</u><br><i>1) True</i><br><i>2) False</i><br><i>3) True</i>  | CD               |
|                                | <b>Ex.4 p.108.</b> Listening for specific information. Answering multiple-choice questions.<br><u>Answers:</u>   | CD               |

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|                   | 1) c 2) a 3) b 4) b 5) c<br><b>Ex.5 p.108.</b> Speaking in a form of discussion.   |  |
| Ending the lesson | <b>Self-assessment.</b><br>Students attach their boat in the appropriate area of the map that reflects their emotions and mood after the lesson.  |  |

| Additional information  |  |   |
|---|--|---|
| Differentiation –<br>how do you plan to give more support? How do you plan to challenge the more able   | Assessment –<br>how are you planning to check learners' learning?  | Critical thinking   |
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners. | <b>Assessment criteria:</b> <ol style="list-style-type: none"> <li>1. Identify facts and details in extended talks with little support.</li> <li>2. Provide a point of view in conversations and discussions.</li> <li>3. Identify the position of speakers in an extended talk with some support.</li> <li>4. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.</li> </ol> <b>Descriptor:</b><br>A learner: <ul style="list-style-type: none"> <li>• identifies sentences as True and False.</li> <li>• presents his/her information to the class.</li> <li>• identifies the author's point of view and circles the correct answer.</li> <li>• uses appropriate subject-specific vocabulary while speaking.</li> </ul> | Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas |

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|  | <ul style="list-style-type: none"> <li>• Observation</li> <li>• Feedback on the work</li> <li>• Self-assessment</li> </ul> |  |
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### Short term plan 95

|   |  |   |                       |
|---|--|---|-----------------------|
| <b>Term 4</b>   |  | <b>School:</b> «Baldauren» Republican Educational and Health Center |                       |
| <b>Unit 9 "The world of work"</b>                                 |  | <b>Teacher's name:</b> Kambarova Gulzhan                            |                       |
| <b>Date:</b> ____   |  |   |                       |
| <b>Grade 8</b> ____   |  | <b>Number present:</b>  | <b>Number absent:</b> |
| <b>Theme of the lesson:</b>                                       |  | <b>Dream jobs</b>   |                       |
| <b>Learning objectives(s) that this lesson is contributing to</b> | 8.C7 develop and sustain a consistent argument when speaking or writing<br>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 |   |                       |
| <b>Lesson objectives</b>  | <b>All learners will be able to:</b>   |   |                       |
|   | <ul style="list-style-type: none"><li>• differentiate should, must and have to.</li></ul>  |   |                       |
|   | <b>Most learners will be able to:</b>  |   |                       |
|   | <ul style="list-style-type: none"><li>• produce the sentences with should, must and have to to make recommendations and talk about school.</li></ul>   |   |                       |
|   | <b>Some learners will be able to:</b>  |   |                       |

|                         |  |           |
|-------------------------|--|-----------|
|                         | • apply should, must and have to in speech fluently.   |           |
| Value links             | Students will be able to understand that every work is important and worthy.   |           |
| Cross curricular links  | Social studies.  |           |
| Previous learning       | School life: nouns.  |           |
| Use of ICT              | Smart board for showing a presentation, getting additional information, playing the audio files.   |           |
| Intercultural awareness | Comparison of modal verbs in English, Russian and Kazakh languages.  |           |
| Health and Safety       | Breaks and physical activities used.   |           |
| Plan                    |  |           |
| Planned timings         | Planned activities   | Resources |
| Beginning the lesson    | The lesson greeting.<br>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.<br><b>Warm up.</b><br><b>Ex.1 p.109</b> Recognition exercise.<br>1) <i>should</i><br>2) <i>has to</i><br>3) <i>have to</i><br>4) <i>must study</i><br>5) <i>mustn't</i><br>6) <i>don't have to</i>   |           |
| Main Activities         | <b>Ex.2 p.109.</b> Odd one out.<br><u>Answers:</u><br>1) <i>have to</i><br>2) <i>mustn't</i><br>3) <i>have to</i><br>4) <i>don't have to</i><br>5) <i>mustn't</i><br>6) <i>have to</i><br>7) <i>don't have to</i><br>8) <i>have to</i><br>9) <i>must</i><br>10) <i>shouldn't</i><br><b>Ex.3 p.109.</b> Putting the words into context (writing sentences).<br><b>Ex.4 p.109.</b> Sentence completion.<br><b>Ex.5 p.109.</b> Creative exercise.<br><b>Ex.6 p.109.</b> Putting the words into context (writing sentences). Comparison schools using Venn diagram.<br>Extra task. Writing practice. |           |
| Ending the lesson       | <b>Self-assessment.</b><br>How well do I understand?<br>4 - I can do this and explain it to someone else.<br>3 - I understand and can do this by myself.<br>2 - I need more practice.<br>1 - I don't understand this yet.  |           |

| Additional information  |  |   |
|---|--|---|
| Differentiation –<br>how do you plan to give more support? How do you plan to challenge the more able   | Assessment –<br>how are you planning to check learners' learning?  | Critical thinking   |
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners. | <b>Assessment criteria:</b><br>1. Make an argument and evolve reasoning while speaking;<br>2. Apply modal verbs for different purposes.<br><br><b>Descriptor:</b><br>A learner: <ul style="list-style-type: none"> <li>concludes ideas and arguments based on own experience;</li> <li>completes sentences using modal verbs.</li> </ul><br><ul style="list-style-type: none"> <li>Observation</li> <li>Feedback on the work</li> <li>Self-assessment</li> </ul> | Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas |

### Short term plan 96

|   |   |   |                       |
|---|---|---|-----------------------|
| <b>Term 4</b>   |   | <b>School:</b> «Baldauren» Republican Educational and Health Center |                       |
| <b>Unit 9 "The world of work"</b>                                 |   | <b>Teacher's name:</b> Kambarova Gulzhan                            |                       |
| <b>Date:</b> ____   |   |   |                       |
| <b>Grade 8</b> ____   |   | <b>Number present:</b>  | <b>Number absent:</b> |
| <b>Theme of the lesson:</b>                                       |   | <b>A job interview</b>  |                       |
| <b>Learning objectives(s) that this lesson is contributing to</b> | 8.C6 organise and present information clearly to others<br>8.L1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics<br>8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics |   |                       |
| <b>Lesson objectives</b>  | <b>All learners will be able to:</b>  |   |                       |
|   | <ul style="list-style-type: none"><li>Understand a dialogue in which people ask for and give advice.</li><li>Recognize key phrases for asking for and giving advice.</li></ul>  |   |                       |
|   | <b>Most learners will be able to:</b>   |   |                       |
|   | <ul style="list-style-type: none"><li>Ask for and give advice with some support.</li></ul>  |   |                       |
|   | <b>Some learners will be able to:</b>   |   |                       |

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|                         | • Create and act out their own dialogues on the topic.  |  |
| Value links             | Students will be able to understand that every work is important and worthy.  |  |
| Cross curricular links  | Social studies.   |  |
| Previous learning       | Should, must and have to.   |  |
| Use of ICT              | Smart board for showing a presentation, getting additional information, playing the audio files.  |  |
| Intercultural awareness | Students will be able to differentiate common jobs in Kazakhstan and other cultures.  |  |
| Health and Safety       | Breaks and physical activities used.  |  |
| Plan                    |   |  |
| Planned timings         | Planned activities  | Resources  |
| Beginning the lesson    | The lesson greeting.<br>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.<br><b>Warm up.</b><br><b>Ex.1 p.110.</b> Picture description.<br><u>Answers:</u><br><i>Adam is reading a text message on his mobile.</i>  |  |
| Main Activities         | <b>Ex.2 p.110.</b> Gist listening. Checking comprehension.<br><u>Answers:</u><br><i>Lucy advises Adam to not get angry, talk to his parents and to explain why he thinks coding would be more useful.</i><br><b>Ex.3 p.110.</b> Completion drill. Role-play.<br><u>Answers:</u><br><i>1) matter</i><br><i>2) should</i><br><i>3) do</i><br><i>4) for</i><br><i>5) you</i><br><i>6) sure</i><br><b>Ex.4 p.110.</b> Matching task.<br><u>Answers:</u><br><i>1) d</i><br><i>2) b</i><br><i>3) g</i><br><i>4) c</i><br><i>5) e</i><br><i>6) a</i><br><b>Ex.5 p.110.</b> Listening for global understanding.<br><u>Answers:</u><br><i>1) matter</i><br><i>2) don't, talk</i><br><i>3) do</i><br><i>4) Whatever, don't</i><br><i>5) I, show, teacher</i><br><b>Ex.6 p.110.</b> Creative exercise (Extension).<br><b>Ex.7 p.110.</b> Speaking in a form of a dialogue. | CD<br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><b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| Ending the lesson | <b>Peer-assessment.</b><br><u>Rubric</u> |   |  |   |  |
|                   | <b>Category</b>                          | <b>Excellent<br/>4 pts</b>  | <b>Good<br/>3 pts</b>  | <b>Fair<br/>2 pts</b>   | <b>Poor<br/>1 pts</b>  |
|                   | <b>Fluency</b>                           | Author demonstrates normal pace, not too fast, not too slow.                            | Author demonstrates adequate normal pace, not too fast, not too slow.                              | Author demonstrates some normal pace, not too fast, not too slow.                                 | Author demonstrates little normal pace, not too fast, not too slow.        |
|                   | <b>Spelling and Grammar</b>              | There are no spelling, punctuation, or grammar errors.                                  | There are 1-2 spelling, punctuation, or grammar errors.  | There are 3-4 spelling, punctuation, or grammar errors.   | There are more than 4 spelling, punctuation, or grammar errors.            |
|                   | <b>Presentation/<br/>Memorization</b>    | Dialogue is well organized and flows like a natural conversation.                       | Dialogue is fairly well organized and mostly flows like a natural conversation.                    | Dialogue is slightly confusing and somewhat flows like a natural conversation.                    | Dialogue is hard to follow and doesn't flow like a natural conversation.   |
|                   | <b>Pronunciation/<br/>Expression</b>     | No pronunciation errors are noted. Conversation is recited with appropriate expression. | There are 1-2 errors in pronunciation. Conversation is recited with mostly appropriate expression. | There are 3-4 pronunciation errors. Conversation is recited with somewhat appropriate expression. | There are 5 or more pronunciation errors. Appropriate expression not used. |










| <b>Additional information</b>   |   |   |
|---|---|---|
| <b>Differentiation –<br/>how do you plan to give more support? How do you plan to challenge the more able</b>   | <b>Assessment –<br/>how are you planning to check learners' learning?</b>   | <b>Critical thinking</b>  |
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners. | <p><b>Assessment criteria:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate an ability to organize and express ideas clearly.</li> <li>2. Identify the main idea in extended talks with little support.</li> <li>3. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.</li> </ol> <p><b>Descriptor:</b><br/>A learner:</p> <ul style="list-style-type: none"> <li>• selects useful information and plans the answer.</li> <li>• selects an appropriate answer.</li> <li>• uses appropriate subject-specific vocabulary while speaking.</li> </ul> <p>• Observation</p> | Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas |

|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>• Feedback on the work</li> <li>• Peer-assessment</li> </ul> |  |
|--|---|--|

### Short term plan 97

|   |   |   |                       |
|---|---|---|-----------------------|
| <b>Term 4</b>   |   | <b>School:</b> «Baldauren» Republican Educational and Health Center |                       |
| <b>Unit 9 "The world of work"</b>                                 |   |   |                       |
| <b>Date:</b> ____   |   | <b>Teacher’s name:</b> Kambarova Gulzhan                            |                       |
| <b>Grade 8</b> ____   |   | <b>Number present:</b>  | <b>Number absent:</b> |
| <b>Theme of the lesson:</b>                                       |   | <b>Off work public holidays</b>                                     |                       |
| <b>Learning objectives(s) that this lesson is contributing to</b> | 8.C7 develop and sustain a consistent argument when speaking or writing<br>8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics<br>8.R1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts<br>8.W1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics |   |                       |
| <b>Lesson objectives</b>  | <b>All learners will be able to:</b>  |   |                       |
|   | <ul style="list-style-type: none"><li>• Understand the general writing structure of a model opinion essay.</li><li>• Use key phrases for an opinion essay.</li></ul>  |   |                       |
|   | <b>Most learners will be able to:</b>   |   |                       |
|   | <ul style="list-style-type: none"><li>• Write an opinion essay with some support.</li></ul>   |   |                       |
|   | <b>Some learners will be able to:</b>   |   |                       |
|   | <ul style="list-style-type: none"><li>• Write an opinion essay building extensive sentences.</li></ul>  |   |                       |
| <b>Value links</b>  | Students will be able to understand that every work is important and worthy.  |   |                       |
| <b>Cross curricular links</b>                                     | Social studies.   |   |                       |
| <b>Previous learning</b>  | Asking for and giving advice.   |   |                       |
| <b>Use of ICT</b>   | Smart board for showing a presentation, getting additional information, playing the audio files.  |   |                       |
| <b>Intercultural awareness</b>                                    | Students will be able to differentiate common jobs in Kazakhstan and other cultures.  |   |                       |
| <b>Health and Safety</b>  | Breaks and physical activities used.  |   |                       |
| <b>Plan</b>   |   |   |                       |
| <b>Planned timings</b>  | <b>Planned activities</b>   |   | <b>Resources</b>      |
| Beginning the lesson  | The lesson greeting.<br>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.   |   |                       |



|  |  |   |  |  |   |   |  |                                  |  |  |  |                              |  |  |  |   |  |  |  |                         |  |  |  |                           |  |  |  |  |  |  |  |
|--|--|---|--|--|---|---|--|----------------------------------|--|--|--|------------------------------|--|--|--|---|--|--|--|-------------------------|--|--|--|---------------------------|--|--|--|--|--|--|--|
|  | <b>Warm up. Free talk.</b> <ul style="list-style-type: none"> <li>Are you in favour of school uniforms?</li> </ul>   |   |  |  |   |   |  |                                  |  |  |  |                              |  |  |  |   |  |  |  |                         |  |  |  |                           |  |  |  |  |  |  |  |
| Main Activities  | <b>Ex.1 p.111.</b> Reading for general understanding.<br>Answering questions.<br><u>Answers:</u><br>1) <i>The writer gives four arguments in favour of school uniforms.</i><br>2) § 3<br>3) <i>School uniforms are compulsory at the writer's school, but at most schools in the same area they are not.</i><br>4) <i>They like to choose their own clothes.</i><br><b>Ex.2 p.111.</b> Classifying phrases.<br><u>Answers:</u><br><i>All in all, ... / In conclusion, ...</i><br><b>Ex.3 p.111.</b> Writing practice.<br><b>Ex.4 p.111.</b> Writing guide.   |   |  |  |   |   |  |                                  |  |  |  |                              |  |  |  |   |  |  |  |                         |  |  |  |                           |  |  |  |  |  |  |  |
| Ending the lesson  | Peer-assessment. <table border="1"> <tr> <td></td><td></td><td></td><td></td></tr> <tr> <td>Your text is interesting to read</td><td></td><td></td><td></td></tr> <tr> <td>Your text is well structured</td><td></td><td></td><td></td></tr> <tr> <td>Your English sounds fluent. You vary your sentences in length and structure</td><td></td><td></td><td></td></tr> <tr> <td>You know a lot of words</td><td></td><td></td><td></td></tr> <tr> <td>You spell the words right</td><td></td><td></td><td></td></tr> <tr> <td>Your text is grammatically correct and your sentences make sense</td><td></td><td></td><td></td></tr> </table> |   |  |  |  |  |  | Your text is interesting to read |  |  |  | Your text is well structured |  |  |  | Your English sounds fluent. You vary your sentences in length and structure |  |  |  | You know a lot of words |  |  |  | You spell the words right |  |  |  | Your text is grammatically correct and your sentences make sense |  |  |  |
|  |   |  |  |  |   |   |  |                                  |  |  |  |                              |  |  |  |   |  |  |  |                         |  |  |  |                           |  |  |  |  |  |  |  |
| Your text is interesting to read   |  |   |  |  |   |   |  |                                  |  |  |  |                              |  |  |  |   |  |  |  |                         |  |  |  |                           |  |  |  |  |  |  |  |
| Your text is well structured   |  |   |  |  |   |   |  |                                  |  |  |  |                              |  |  |  |   |  |  |  |                         |  |  |  |                           |  |  |  |  |  |  |  |
| Your English sounds fluent. You vary your sentences in length and structure                                  |  |   |  |  |   |   |  |                                  |  |  |  |                              |  |  |  |   |  |  |  |                         |  |  |  |                           |  |  |  |  |  |  |  |
| You know a lot of words  |  |   |  |  |   |   |  |                                  |  |  |  |                              |  |  |  |   |  |  |  |                         |  |  |  |                           |  |  |  |  |  |  |  |
| You spell the words right  |  |   |  |  |   |   |  |                                  |  |  |  |                              |  |  |  |   |  |  |  |                         |  |  |  |                           |  |  |  |  |  |  |  |
| Your text is grammatically correct and your sentences make sense   |  |   |  |  |   |   |  |                                  |  |  |  |                              |  |  |  |   |  |  |  |                         |  |  |  |                           |  |  |  |  |  |  |  |
| <b>Additional information</b>  |  |   |  |  |   |   |  |                                  |  |  |  |                              |  |  |  |   |  |  |  |                         |  |  |  |                           |  |  |  |  |  |  |  |
| <b>Differentiation –</b><br>how do you plan to give more support? How do you plan to challenge the more able | <b>Assessment –</b><br>how are you planning to check learners' learning?   |   | <b>Critical thinking</b>   |  |   |   |  |                                  |  |  |  |                              |  |  |  |   |  |  |  |                         |  |  |  |                           |  |  |  |  |  |  |  |

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|---|---|---|
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners. | <p><b>Assessment criteria:</b></p> <ol style="list-style-type: none"> <li>1. Make an argument and evolve reasoning while speaking.</li> <li>2. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences;</li> <li>3. Identify the main idea of text on unfamiliar and curricular topics.</li> <li>4. Make a clear plan of writing; Write a text; Check the written draft</li> </ol> <p><b>Descriptor:</b><br/>A learner:</p> <ul style="list-style-type: none"> <li>• concludes ideas and arguments based on own experience.</li> <li>• uses appropriate subject-specific vocabulary while speaking.</li> <li>• writes a letter with introduction, main body and conclusion</li> <li>• includes examples and reasons where necessary.</li> </ul> <p>Observation<br/>Feedback on the work<br/>Peer-assessment</p> | Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas |
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### Short term plan 98

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|--|---|-----------------------|
| <b>Term 4</b><br><b>Unit 9 "The world of work"</b> | <b>School:</b> «Baldauren» Republican Educational and Health Center |                       |
| <b>Date:</b> ____                                  | <b>Teacher's name:</b> Kambarova Gulzhan                            |                       |
| <b>Grade 8</b> ____                                | <b>Number present:</b>  | <b>Number absent:</b> |

|   |   |   |                     |
|---|---|---|---------------------|
| <b>Theme of the lesson:</b>                                       |   | <b>A Christmas card</b>   |                     |
| <b>Learning objectives(s) that this lesson is contributing to</b> |   | 8.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world<br>8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics<br>8.U17 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 |                     |
| <b>Lesson objectives</b>  |   | <b>All learners will be able to:</b>  |                     |
|   |   | <ul style="list-style-type: none"> <li>• Apply vocabulary related to jobs.</li> <li>• Use I wish and Of only to take about wishes and regrets.</li> </ul>   |                     |
|   |   | <b>Most learners will be able to:</b>   |                     |
|   |   | <ul style="list-style-type: none"> <li>• Synthesize information from the text about "The world of work" and use it as the basis for discussion.</li> </ul>  |                     |
|   |   | <b>Some learners will be able to:</b>   |                     |
|   |   | <ul style="list-style-type: none"> <li>• Discuss and give their opinions about the advantages of different jobs.</li> </ul>   |                     |
| <b>Value links</b>  |   | Students will be able to understand that every work is important and worthy.  |                     |
| <b>Cross curricular links</b>                                     |   | Social studies.   |                     |
| <b>Previous learning</b>  |   | An opinion essay.   |                     |
| <b>Use of ICT</b>   |   | Smart board for showing a presentation, getting additional information, playing the audio files.  |                     |
| <b>Intercultural awareness</b>                                    |   | Students will be able to differentiate common jobs in Kazakhstan and other cultures.  |                     |
| <b>Health and Safety</b>  |   | Breaks and physical activities used.  |                     |
| <b>Plan</b>   |   |   |                     |
| <b>Planned timings</b>  | <b>Planned activities</b>   |   | <b>Resources</b>    |
| Beginning the lesson  | <p>The lesson greeting.<br/>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.<br/><b>Warm up.</b> Free talk.</p> <ul style="list-style-type: none"> <li>• Which jobs in Kazakhstan are the most popular, the best paid, the most interesting, and the most common.</li> <li>• Which job do you think you would do?</li> <li>• Which jobs do members of your families do?</li> </ul> |   |                     |
| Main Activities   | <p><b>Ex.1 p.112.</b> Matching task. Listening for general understanding.<br/><u>Answers:</u><br/><i>Arslan - waiter, Zhibek - artist, Nursultan - doctor.</i><br/><b>Ex.2 p.112.</b> Listening for specific information. Matching people and opinions.<br/><u>Answers:</u><br/>1) Zhibek<br/>2) Arslan<br/>3) Arslan</p>   |   | <p>CD</p> <p>CD</p> |

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|                   | <p>4) Nursultan<br/>5) Zhibek</p> <p><b>Ex.3 p.112.</b> Recognition exercise.</p> <p><u>Answers:</u></p> <p>1) present, were<br/>2) present or future, if not</p> <p><b>Ex.4 p.112.</b> Filling in blanks.</p> <p><u>Answers:</u></p> <p>1) could<br/>2) had<br/>3) didn't<br/>4) unless<br/>5) was/were<br/>6) if</p> <p><b>Ex.5 p.112.</b> Speaking in form of discussion.</p> |  |
| Ending the lesson | <p><b>Self-reflection.</b></p> <p>“<b>Cinquain</b>” is a five-line poem based on the content of the material under the study.</p> <p>Line 1 – One-word title.<br/>Line 2 – Two adjectives for describing that word.<br/>Line 3 – Three verbs.<br/>Line 4 – Four feeling words.<br/>Line 5 – A synonym for the title word.</p>  |  |

#### Additional information

| Differentiation –<br>how do you plan to give more support? How do you plan to challenge the more able   | Assessment –<br>how are you planning to check learners' learning?  | Critical thinking   |
|---|--|---|
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners. | <p><b>Assessment criteria:</b></p> <p>1.Consider different perspectives on the world orally or in a written form;<br/>2.Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.<br/>3.Differentiate between <i>if/unless</i> in first conditional clauses.</p> <p><b>Descriptor:</b><br/>A learner:</p> <ul style="list-style-type: none"> <li>• summaries the information on a global issue;</li> <li>• uses appropriate subject-specific vocabulary while speaking.</li> <li>• make up sentences with the first conditional.</li> </ul> <ul style="list-style-type: none"> <li>• Observation</li> </ul> | Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas |

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|  | <ul style="list-style-type: none"> <li>• Feedback on the work</li> <li>• Self-assessment</li> </ul> |  |
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### Short term plan 99

|   |  |   |                       |
|---|--|---|-----------------------|
| <b>Term 4</b>   |  | <b>School:</b> «Baldauren» Republican Educational and Health Center |                       |
| <b>Unit 9 "The world of work"</b>                                 |  | <b>Teacher's name:</b> Kambarova Gulzhan                            |                       |
| <b>Date:</b> ____   |  |   |                       |
| <b>Grade 8</b> __   |  | <b>Number present:</b>  | <b>Number absent:</b> |
| <b>Theme of the lesson:</b>                                       |  | <b>A letter of application</b>                                      |                       |
| <b>Learning objectives(s) that this lesson is contributing to</b> | 8.C8 develop intercultural awareness through reading and discussion<br>8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics<br>8.R1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts |   |                       |
| <b>Lesson objectives</b>  | <b>All learners will be able to:</b>   |   |                       |
|   | <ul style="list-style-type: none"><li>• Understand world building using verbs and nouns.</li></ul>   |   |                       |
|   | <b>Most learners will be able to:</b>  |   |                       |
|   | <ul style="list-style-type: none"><li>• Understand a text about child labour.</li></ul>  |   |                       |
|   | <b>Some learners will be able to:</b>  |   |                       |
|   | <ul style="list-style-type: none"><li>• Discuss child labour laws in Kazakhstan.</li></ul>   |   |                       |
| <b>Value links</b>  | Students will be able to understand that every work is important and worthy.   |   |                       |
| <b>Cross curricular</b>   | Social studies.  |   |                       |

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| links                   |  |           |
| Previous learning       | The world of work.   |           |
| Use of ICT              | Smart board for showing a presentation, getting additional information, playing the audio files.   |           |
| Intercultural awareness | Students will be able to differentiate common jobs in Kazakhstan and other cultures.   |           |
| Health and Safety       | Breaks and physical activities used.   |           |
| Plan                    |  |           |
| Planned timings         | Planned activities   | Resources |
| Beginning the lesson    | The lesson greeting.<br>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.<br><b>Warm up.</b> Free talk. <ul style="list-style-type: none"><li>• Have you ever done or want to do a part-time job after school or at the weekend?</li><li>• What the favourite types of part-time jobs are popular with young people in Kazakhstan?</li><li>• What sort of job do you want to do when you are adults?</li><li>• What jobs wouldn't you definitely want to do?</li></ul>   |           |
| Main Activities         | <b>Ex.1 p.113.</b> Conveying the meaning of new words. Text completion.<br><b>Ex.2 p.113.</b> Listening for global information<br>Checking comprehension.<br><u>Answers:</u><br>1) restrict - restriction<br>2) exploit - exploitation<br>3) prohibit - prohibition<br>4) require - requirement<br>5) treat - treatment<br>6) employ - employment<br><b>Ex.3 p.113.</b> Reading for specific understanding. True/false statements.<br><u>Answers:</u><br>1) true<br>2) false<br>3) true<br>4) don't know<br>5) false<br>6) true<br><b>Ex.4 p.113.</b> Answering questions. | CD        |
| Ending the lesson       | <b>Self-assessment.</b><br>Students express their attitude to the lesson and give self-assessment using the method: “Six thinking hats”: <ul style="list-style-type: none"><li>• Green: How can you use today's learning in different subjects?</li><li>• Red: How do you feel about your work today?</li></ul>  |           |

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|   | <ul style="list-style-type: none"> <li>• White: What have you learnt today?</li> <li>• Black: What were the weaknesses of your work?</li> <li>• Blue: How much progress have you made in this lesson? (Now I can, I still need to work on, I've improved in, Today I learnt... )</li> <li>• Yellow: What did you like about today's lesson?</li> </ul>   |   |
| <b>Additional information</b>   |  |   |
| <b>Differentiation –<br/>how do you plan to give more support? How do you plan to challenge the more able</b>   | <b>Assessment –<br/>how are you planning to check learners' learning?</b>  | <b>Critical thinking</b>  |
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners. | <p><b>Assessment criteria:</b></p> <ol style="list-style-type: none"> <li>1.Raise awareness about cultural diversity through reading and discussion.</li> <li>2.Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences;</li> <li>3. Identify the main idea of text on unfamiliar and curricular topics.</li> </ol> <p><b>Descriptor:</b><br/>A learner:</p> <ul style="list-style-type: none"> <li>• recalls some events based on his/her own experience.</li> <li>• uses appropriate subject-specific vocabulary while speaking.</li> <li>• writes a letter with introduction, main body and conclusion</li> </ul> <p>Observation<br/>Feedback on the work<br/>Peer-assessment</p> | Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas |

### Short term plan 100

|   |  |   |                       |
|---|--|---|-----------------------|
| <b>Term 4</b>   |  | <b>School:</b> «Baldauren» Republican Educational and Health Center |                       |
| <b>Unit 9 "The world of work"</b>                                 |  |   |                       |
| <b>Date:</b> ____   |  | <b>Teacher’s name:</b> Kambarova Gulzhan                            |                       |
| <b>Grade 8</b> ____   |  | <b>Number present:</b>  | <b>Number absent:</b> |
| <b>Theme of the lesson:</b>                                       |  | <b>Review 9.</b>  |                       |
| <b>Learning objectives(s) that this lesson is contributing to</b> | 8.C5 use feedback to set personal learning objectives  |   |                       |
| <b>Lesson objectives</b>  | <b>All learners will be able to:</b>   |   |                       |
|   | <ul style="list-style-type: none"><li>revise taught material.</li></ul>  |   |                       |
|   | <b>Most learners will be able to:</b>  |   |                       |
|   | <ul style="list-style-type: none"><li>demonstrate learned vocabulary about the world of work with sure.</li><li>apply taught grammar in writing.</li></ul> |   |                       |
|   | <b>Some learners will be able to:</b>  |   |                       |
|   | <ul style="list-style-type: none"><li>use taught vocabulary and grammar with accuracy.</li></ul>   |   |                       |
| <b>Value links</b>  | Students will be able to understand that every work is important and worthy.   |   |                       |
| <b>Cross curricular links</b>                                     | Social studies.  |   |                       |
| <b>Previous learning</b>  | CLIL: History: Child labour in Victorian Britain.  |   |                       |
| <b>Use of ICT</b>   | Smart board for showing a presentation, getting additional information, playing the audio files.   |   |                       |
| <b>Health and Safety</b>  | Students will be able to differentiate common jobs in Kazakhstan and other cultures.   |   |                       |
| <b>Plan</b>   |  |   |                       |
| <b>Planned timings</b>  | <b>Planned activities</b>  |   | <b>Resources</b>      |
| Beginning the lesson  | The lesson greeting.<br>The teacher sets the lesson objectives, letting  |   |                       |



|                 |   |  |
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|                 | <p>students know what to anticipate from the lesson.</p> <p><b>Warm up.</b></p> <p>Then to create a positive learning environment the teachers asks students to start the lesson giving each other compliments about appearance, job performance, talent, etc. and also practice accepting compliments.</p>   |  |
| Main Activities | <p><b>Ex.1 p.114.</b> Completion drill.</p> <p><u>Answers:</u></p> <ol style="list-style-type: none"> <li>1) <i>bully</i></li> <li>2) <i>cheat</i></li> <li>3) <i>pass</i></li> <li>4) <i>copy</i></li> <li>5) <i>leave</i></li> <li>6) <i>make</i></li> <li>7) <i>get</i></li> <li>8) <i>suspend</i></li> </ol> <p><b>Ex.2 p.114.</b> Word and meaning matching.</p> <p><u>Answers:</u></p> <ol style="list-style-type: none"> <li>1) <i>school uniform</i></li> <li>2) <i>primary school</i></li> <li>3) <i>secondary school</i></li> <li>4) <i>boarding school</i></li> <li>5) <i>mixed school</i></li> <li>6) <i>single-sex school</i></li> <li>7) <i>school rules</i></li> <li>8) <i>state school</i></li> </ol> <p><b>Ex.3 p.114.</b> Putting the words into context.</p> <p><u>Answers:</u></p> <ol style="list-style-type: none"> <li>1) <i>I have to/don't have to make dinner.</i></li> <li>2) <i>My parents have to / don't have to get up at 7 a.m.</i></li> <li>3) <i>My best friend has to / doesn't have to leave home early.</i></li> <li>4) <i>My dad has to / doesn't have to drive to work.</i></li> <li>5) <i>I have to / don't have to learn Russian?</i></li> <li>6) <i>My friends and I have to / don't have to help at home.</i></li> <li>7) <i>I have to / don't have to wear a school uniform.</i></li> <li>8) <i>Our teacher has to / doesn't have to correct our tests.</i></li> </ol> <p><b>Ex.4 p.114.</b> Asking and answering questions.</p> <p><u>Answers:</u></p> <ol style="list-style-type: none"> <li>1) <i>Do you have to make dinner? Yes, I do. / No, I don't.</i></li> <li>2) <i>Do your parents have to get up at 7 a.m.? Yes, they do. / No, they don't.</i></li> <li>3) <i>Does your best friend have to leave home early? Yes, he / she does. / No, he / she doesn't.</i></li> <li>4) <i>Does your dad have to drive to work? Yes, he does. / No, he doesn't.</i></li> <li>5) <i>Do you have to learn Russian? Yes, I do./No, I</i></li> </ol> |  |

|   |   |   |
|---|---|---|
|   | <p><i>don't.</i></p> <p>6) <i>Do you and your friends have to help at home?</i><br/><i>Yes, we do. / No, we don't.</i></p> <p>7) <i>Do you have to wear a school uniform? Yes, I do. / No, I don't.</i></p> <p>8) <i>Does our teacher have to correct our tests? Yes, he / she does. / No, he/she doesn't.</i></p> <p><b>Ex.5 p.114.</b> Odd one out.</p> <p><u>Answers:</u></p> <p>1) <i>shouldn't</i><br/>2) <i>doesn't have to</i><br/>3) <i>mustn't</i><br/>4) <i>have to</i><br/>5) <i>must</i><br/>6) <i>mustn't</i></p> <p><b>Ex.6 p.114.</b> Answering multiple-choice questions.</p> <p><u>Answers:</u></p> <p>1c 2c 3b 4a 5b 6c</p> <p><b>Ex.7 p.114.</b> Listening for global information. CD</p> <p>Matching speakers.</p> <p><u>Answers:</u></p> <p>Speaker 1 c<br/>Speaker 2 a<br/>Speaker 3 e<br/>Speaker 4d</p> |   |
| Ending the lesson   | <p><b>Peer-assessment.</b></p> <p>Two stars and a wish.</p> <ul style="list-style-type: none"> <li>You did a really good job on ...</li> <li>I really like how you ...</li> <li>Maybe you could ...</li> </ul>  |   |
| <b>Additional information</b>   |   |   |
| <b>Differentiation –<br/>how do you plan to give more support? How do you plan to challenge the more able</b>   | <b>Assessment –<br/>how are you planning to check learners' learning?</b>   | <b>Critical thinking</b>  |
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners. | <p><b>Assessment criteria:</b></p> <p>Consider classmates' advice and set personal learning objectives based on their feedback.</p> <p><b>Descriptor:</b></p> <p>A learner:</p> <ul style="list-style-type: none"> <li>makes evaluation of classmates' answers.</li> <li>Observation</li> <li>Feedback on the work</li> <li>Peer-assessment</li> </ul>  | Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas |

### Short term plan 102

|   |   |   |                       |
|---|---|---|-----------------------|
| <b>Term 4</b>   |   | <b>School:</b> «Baldauren» Republican Educational and Health Center |                       |
| <b>Unit 9 "The world of work"</b>                                 |   |   |                       |
| <b>Date:</b> ____   |   | <b>Teacher’s name:</b> Kambarova Gulzhan                            |                       |
| <b>Grade 8</b> ____   |   | <b>Number present:</b>  | <b>Number absent:</b> |
| <b>Theme of the lesson:</b>                                       |   | <b>Analysis of mistakes made in the test. Corrections</b>           |                       |
| <b>Learning objectives(s) that this lesson is contributing to</b> | 8.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world              |   |                       |
| <b>Lesson objectives</b>  | <b>All learners will be able to:</b>  |   |                       |
|   | <ul style="list-style-type: none"><li>Understand a survey about school life.</li></ul>                                |   |                       |
|   | <b>Most learners will be able to:</b>   |   |                       |
|   | <ul style="list-style-type: none"><li>Plan, write and edit a survey about school life with minimal support.</li></ul> |   |                       |
|   | <b>Some learners will be able to:</b>   |   |                       |
|   | <ul style="list-style-type: none"><li>Plan, write and edit a survey about school life without support.</li></ul>      |   |                       |
| <b>Value links</b>  | Students will be able to understand that every work is important and worthy.  |   |                       |
| <b>Cross curricular links</b>                                     | Social studies.   |   |                       |
| <b>Previous learning</b>  | Review 9.   |   |                       |
| <b>Use of ICT</b>   | Smart board for showing a presentation, getting additional information, playing the audio files.                      |   |                       |
| <b>Intercultural awareness</b>                                    | Students will be able to differentiate common jobs in Kazakhstan and other cultures.                                  |   |                       |
| <b>Health and Safety</b>  | Students will be able to understand that every work is important and worthy.  |   |                       |
| <b>Plan</b>   |   |   |                       |
| <b>Planned timings</b>  | <b>Planned activities</b>   |   | <b>Resources</b>      |
| Beginning   | The lesson greeting.  |   |                       |

|                   |   |  |
|-------------------|---|--|
| the lesson        | <p>The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p><b>Warm up.</b></p> <p>Then to create a positive learning environment the teachers asks students to start the lesson giving each other compliments about appearance, job performance, talent, etc. and also practice accepting compliments.</p> |  |
| Main Activities   | <p><b>Ex.1 p.115.</b> Skimming. Comparison answers using Venn diagram.</p> <p><b>Ex.2 p.115.</b> Writing guide.</p> <p><b>Ex.3 p.115.</b> Feedback on the project.</p>  |  |
| Ending the lesson | <p><b>Peer-assessment.</b></p> <p>Two stars and a wish.</p> <ul style="list-style-type: none"> <li>• You did a really good job on ...</li> <li>• I really like how you ...</li> <li>• Maybe you could ...</li> </ul>  |  |

#### Additional information

| <b>Differentiation –<br/>how do you plan to give more support? How do you plan to challenge the more able</b>   | <b>Assessment –<br/>how are you planning to check learners' learning?</b>  | <b>Critical thinking</b>  |
|---|--|---|
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners. | <p><b>Assessment criteria:</b></p> <p>Consider different perspectives on the world orally or in a written form.</p> <p><b>Descriptor:</b></p> <p>A learner:</p> <ul style="list-style-type: none"> <li>• summaries the information on a global issue.</li> <li>• Observation</li> <li>• Feedback on the work</li> <li>• Self-assessment</li> </ul> | Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas |