Module 1		School: «Baldauren» Repablican Educational and health centre		
Date:		Teacher's name:Taszhanova Tursinai		
Grade 8		Number present:	Number absent:	
Theme of the lesson: Introductory test Books and films: genres.			S.	
Learning objectives(s) that this lesson is contributing to range of gen 8.UE15 use use gerund in prepositional		appropriate subject-specific vocabulary and syntax to talk about a eneral topics, and some curricular topics is infinitive forms after a limited number of verbs and adjectives; I forms after a limited variety of verbs and prepositions; use some nal verbs and begin to use common phrasal verbs on a growing amiliar general and curricular topics		
	All learners will be able to:			
	• Recognize and understand vocabulary of film genres, key phrases about likes and dislikes.			
	• Do a	questionnaire on books an	d films.	
Lesson objectives	Ident	tify verbs that are followed	by -ing or to.	
	Most learners will be able to:			
	• talk a	about likes and dislikes usi	ng verbs followed by -ing and to.	
	Some learn	ers will be able to:		
	• prod	uce extended sentences tall	king about likes and dislikes.	
Plan				

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

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

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

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

	same time. Ex.3 p.58. Word formation activity. Answers: 1) viewer 2) producer 3) actor 4) projector	sentences with right phrases.		
Ending the lesson	Self-reflection. "Message". Pupils write 11 words of the greatest importance for the topic of the lesson.	Feedback o	on the work	

3) won't be able to

Module 1			School: «Baldauren» Repablican Educational and health centre					
Date:			Teacher's name	e: Taszhano	ova T. A .			
Grade 8 Number present: Number				Number a	r absent:			
Theme of	the less	on:	The Steppe : A	golden trea	sure			
that this lesson is contributing to is contributing				ctions: obligation,				
		All le	earners will be a	ble to:				
		•	recognize the p	resent perfe	ct with still, yet, jo	ust and already.		
Lesson		Mos	t learners will be	e able to:		<u> </u>		
objectives		•			rith still, yet, just a	nd already.		
		Som	e learners will b		, , , , , , , , , , , , , , , , , , ,			
		•	use the present	perfect with	n still, yet, just and	l already fluently.		
			Plan	•	, , ,	· ·		
Planned timings	Teach	ner's a	activities		Pupil's activities	Marks	Resources	
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Free talk. g 1) Can we create realistic special		Students respond to greeting Ss answer the questions	Formative assessment is held through observation/mo nitoring. Emoticon	Internet Presentation			
Main Activities	very realistic special effects		Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student expresses his/her opinion while answering the	Formative assessment is held through observation/mo nitoring. Comments	Video and images			

questions..

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

		School «Baldauren» Repablican Educational and health		
Module 2. Daily life & Sho	pping	centre		
Date:		Teacher's name: Taszhanova Tursinai		
Grade 8		Number present:	Number absent:	
Theme of the lesson:		Daily routines & Free – time	activities	
Learning objectives(s)8.L2 understhat this lesson isextended talkcontributing to8.S7 use approximately		p and sustain a consistent argument when speaking or writing stand with little or no support most specific information in k on a wide range of general and curricular topics propriate subject-specific vocabulary and syntax to talk about a neral topics, and some curricular topics		
	All learners will be able to:			
	recognize and use vocabulary of the features of books and films.			
Lesson objectives	Most learners will be able to:			
y	• ident	ify major concepts and ideas fro	m an interview about books.	
	Some learners will be able to:			
	• talk a	about films and books building e	extended sentences.	
Plan				

Planned timings	Teacher's activities	Pupil's activities	Marks	Resources
Beginning	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.	Students respond to greeting	Formative assessment is held through	Internet
the lesson	 Warm up. Free talk. What is your favourite film? What do you like about the film? Which part of the film do you like best and which character? 	Ss answer the questions	observation/ monitoring.	Presentation
Main	Ex.1 p.60. Conveying the meaning of new words. Classifying words. Answers: Books only: novelist, best-seller, publisher Films only: special effects, film director, subtitles, blockbuster, scene, cast, script Both books and films: beginning, ending, theme, plot, character, biography, setting	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas	Formative assessment is held through observation/monitoring.	Video
Activities	Ex.2 p.60. Word and meaning matching. Answers: 1) cast 2) blockbuster 3) novelist 4) best-seller 5) biography 6) script 7) subtitles 8) setting	Student expresses his/her opinion while answering the questions	Comments	Handouts with task

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

Module 2.		School: «Baldauren» Repablican Educational and health centre		
Date:		Teacher's name: Taszhanova Tursinai		
Grade 8 Number present: Number absent:		Number absent:		
Theme of the lesson:		Being 16	g 16	
Learning objectives(s) that this lesson is contributing to	8.UE [pres	8.C9 use imagination to express thoughts, ideas, experiences and feelings 8.UE17 use if / unless/ if only in second conditional clauses and wish [that] clauses [present reference]; use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics		
	All l	earners will be able	e to:	
	•	recognize and und	derstand the form and use of the second conditional.	
Lesson	Most learners will be able to:			
objectives	apply the second conditional to talk about imaginary situations.			
	Som	e learners will be a	ble to:	
	produce extended sentences using the second conditional.			

Planned timings	Teacher's activities	Pupil's activities	Marks	Resources
Beginnin g the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Ex.1 p.61. Recognition exercise. Answers: 1) did 2) had 3) would 4) 'd 5) wouldn't Rules	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/moni toring. Emoticon	Internet Presentation
Main Activities	2. past simple 3. would, wouldn't Ex.2 p.61. Opening the brackets. Answers: 1) 'd enjoy; liked 2) had; wouldn't believe 3) wouldn't watch; hated 4) would be; changed 5) wouldn't be; didn't go 6) bought; 'd come Ex.3 p.61. Asking and answering questions. Answers: 1) What would you do if you became invisible? 2) If you travel back in time and	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas A student: • uses imagination to	Formative assessment is held through observation/moni toring. Comments	Video and images

	meet Abai Qunanbaiuly, what would you ask him? 3) If you had a special power, what would it be? 4) If you were a superhero, would you tell your friends? 5) Would you love a person if you discovered he or she was a vampire? Ex.4 p.61. Speaking in a form of interview. Extra task. Writing practice.	ideas, experiences and feelings. • make up sentences with the second		Handouts with task
Ending the lesson	Self-assessment. How well do I understand? 4 - I can do this and explain it to someone else. 3 - I understand and can do this by myself. 2 - I need more practice. 1 - I don't understand this yet.	• Feedback on the	e work	

Module 2.		School: «Baldauren» Repablican Educational and health centre		
Date:		Teacher's name: Taszhanova Tursinai		
Grade 8		Number present:	Number absent:	
Theme of the lesson	n:	Leisure activities and	l chores	
Learning objectives(s) that this lesson is contributing togroups 8.L5 rec on a wid 8.S7 us		e speaking and listening skills to solve problems creatively and cooperatively in ognise the opinion of the speaker(s) with little or no support in extended talk the range of general and curricular topics topics, and some curricular topics		
Lesson objectives Most le		•	n which people express preferences and recommend. for expressing preferences and recommending.	
	• (arners will be able to: Create and act out their or Plan	own dialogues on the topic.	

Planned timings	Teacher's activities	Pupil's activities	Marks	Resources
Beginnin	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. • Who has seen a good film	Students respond to greeting Ss answer the	Formative assessment is held through observation/m onitoring.	Internet Presentation
g the lesson	recently? • Would you recommend this film? • Do you think would enjoy this film? •	questions	Emoticon	
Main	Ex.1 p.62. Picture description. Answers: Tom and Caitlin are in the library. They are choosing a film. Ex.2 p.62. Gist listening. Answers: Tom chooses a comedy Ex.3 p.62. Classifying phrases. "Who said what?" questions. Role-play.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas	Formative assessment is held through observation/m onitoring.	Video and images
Activities	Answers: Respond to recommendations: I don't fancy that. I'm not a big fan of Tom: What about this one?, I don't fancy that. I'm not a big fan of Caitlin: I'd only recommend that if, if they had (Avatar), I'd recommend that. You might like, Try this one.	Student: • brainstorms ideas while speaking in a group. • identifies the author's point of view and circles the correct	Comments	Handouts with task

	Ex.4 p.62. Answering multiple-choice questions. Answers: 1) a 2) a 3) b Ex.5 p.62. Table completion. Asking and answering questions. Ex.6 p.62. Creative exercise. Speaking in a form of a dialogue.	answer. • uses appropriate subject-specific vocabulary while speaking.		
Ending the lesson	• Peer-assessment. <u>Rubric</u>	Feedback or	the work	•

Module 2.	Module 2. School: «Baldauren» Repablican Educational and health centre		
Date: Teacher's name: Taszhanova Tursinai			a Tursinai
Grade 8		Number present:	Number absent:
Theme of the lesson:		Present Simple, Continuous	and Perfect .
that this lesson is contributing to lesson is lesson is to lesson is to lesson is l		ecific vocabulary and syntax to talk about a range of ar topics	
All learners will be able to: Understand the general writing structure of a book review. Use key phrases to express facts and opinions for a review of a book review. Most learners will be able to: Write a book review using writing guide.		facts and opinions for a review of a book or film.	
	So Plan	me learners will be able to:Write a book review without	ut support.

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

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

Module 2.		School: « Baldauren» Repablican Educational and health centre			
Date:		Teacher's name: Taszł	nanova Tursinai		
Grade 8 _	_	Number present:	: Number absent:		
Theme of lesson:	the	Present Perfect Contin	uous .		
Learning objectives that this lesson is contributi to	8.UE1 use some abstract nouns and complex noun phrases on a range of familiar game and curricular topics 8.UE3 use a growing variety of compound adjectives and adjectives as participles and			e of familiar general	
	All l	earners will be able to:			
Lesson		•	a legend about a Kazakh letives and adverbs, comparand adjectives.		erlatives.
objectives	Mos	st learners will be able to	v		
	•	Discuss a Kazakh legend.			
Soi		ome learners will be able to:			
Understand details in reading extracts.					
		Plan			
Planned timings	Teacher	's activities	Pupil's activities	Marks	Resources
	The lesson greating			Formativa	

timings	l eacher's activities	Pupil's activities		Resources
Beginnin	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.	Students respond to greeting	Formative assessment is held through	Internet
g the lesson	Warm up. Ex.1 p.64. Brainstorming.	Ss answer the questions	observation /monitoring	Presentation
			Emoticon	
Main Activities	Ex.2 p.64. Detailed reading. Reordering of events according to their occurrence in the text. Answers: 1) Bayburi's wife gave birth to a boy, Alpamys. 2) Bayburi invited Baysari to a big feast. 3) Baysari and Bayburi played a game of kokpar. 4) Baysari went to live in the Kalmyk country. Ex.3 p.64. Table completion. Answers: recently, gladly, well, unfairly, far, fearlessly, fast, finally, clearly.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student: • reads the text. • illustrates basic rules for abstract nouns and completes the task.	Formative assessment is held through observation /monitoring .	Video and images

	The adverbs well, far and fast are irregular (they don't end in -ly). Ex.4 p.64. Blank-filling. Answers: 1) more 2) -est		andouts with task
Ending the lesson	Peer-assessment. Two stars and a wish. • You did a really good job on • I really like how you • Maybe you could	Feedback on the work	

Module 2.		School: «Baldauren» Repablican Educational and health centre		
Date:		Teacher's name: Taszhanova Tursinai		
Grade 8		Number present:	Number absent:	
Theme of the lesson:		British Teen Scenes		
Learning objectives(s) that this lesson is contributing to 8.C5 use for the second se		eedback to set personal learning objectives imagination to express thoughts, ideas, experiences and		
	All learne	rs will be able to:		
	Revise taught material.Analyze the film poster to find out information.			
Losson objectives	Most learners will be able to:			
Lesson objectives	• Den	Demonstrate learned grammar and vocabulary with sure.		
	Some lear	rners will be able to:		
	• Use	 Use taught vocabulary and grammar with accuracy. 		
	• Proc	luce a film poster.		
	Plan			

Planned	Teacher's activities	Pupil's	Marks	D
timings		activities		Resources
	The lesson greeting.		Formative	
	The teacher sets the lesson	Students	assessment	Internet
	objectives, letting students know	respond to	is held	
	what to anticipate from the	greeting	through	
	lesson.		observation/	Presentatio
Beginni	Warm up.	Ss answer the	monitoring.	n
ng the	Then to create a positive learning	questions		
lesson	environment the teachers asks	•		
	students to start the lesson giving		Emoticon	
	each other compliments about			
	appearance, job performance,			
	talent, etc. and also practice			
	accepting compliments.			
	Ex.1 p.66. Matching task.	Students think		
	Answers:	critically,	Formative	Video and
	$\overline{1) comedy}$	exploring,	assessment	images
3.5	2) fantasy	developing,	is held	\mathcal{E}
Main	3) horror	evaluating and	through	
Activitie	4) adventure	making	observation/	
S	5) science fiction	choices about	monitoring.	
	6) musical	their own and		
	Ex.2 p.66. Blank-filling.	others' ideas		
	Answers:			

	1) novelist		Comments	
	1) novelist		Comments	
	2) best-seller			
	3) character			
	4) setting			
	5) beginning			
	6) themes			
	7) ending			TT 1 .
	8) reader			Handouts
	Ex.3 p.66. Sentence completion task.			with task
	Answers:			
	1) can't	Student:		
	2) couldn't	makes		
	<i>3) can</i>	evaluation of		
	4) wouldn't be able to	classmates'		
	5) could	answers.		
	6) will be able to	• uses		
	Ex.4 p.66. Opening the brackets.	imagination to		
	Answers:	express		
	1) wouldn't go, had	thoughts,		
	2) was/were, would make 3) had, would choose	ideas,		
	4) wouldn't like, had	experiences		
	5) met, wouldn't know	and feelings.		
	Ex.5 p.66. Putting questions.	and reenings.		
	Answers:			
	1) Would you go to see a film if			
	it had bad reviews? If a film had			
	bad reviews, would you go to			
	see it?			
	2) If you were a film director,			
	would you make war films?			
	Would you make war films if you			
	were a film director?			
	3) If the director had more			
	money, would he choose better			
	actors? Would the director			
	choose better actors if he had			
	more money?			
	6) would			
	Peer-assessment.			
D = 11	Two stars and a wish.	 Feedback 	on the work	
Ending	 You did a really good job 			
the	on			
lesson	• I really like how you			
	 Maybe you could 			
	majoe jou could			

Module 2.			School: «Baldauren» Repablican Educational and health centre				
Date:			Teache	Teacher's name: Taszhanova Tursinai			
Grade 8			Numbe	er present:	Number absent:		
Theme of th	e lesson:		Buying	a present for a friend			
this lesson is contributing to range of general street street in the lesson is contributing to the lesson is contributed to the l		appropriate subject-specific vocabulary and syntax to talk about a eneral topics, and some curricular topics appropriately a variety of active and passive simple present and and past perfect simple forms in narrative and reported speech on familiar general and curricular topics					
All learners							
Lesson objectives Most l			Tronounce and name nouns related to art.				
		Most learners will be able to:					
		• Do a	Do a quiz on art.				
		Some learne	me learners will be able to:				
			ak fluently about nature in works of art.				
	<u></u>	Plan					
Planned timings	Teacher's activ	vities		Pupil's activities	Marks	Resources	
Beginning the lesson	The lesson greeting. The teacher sets the objectives, letting students what to anticipate from the less warm up. Start thinking p.68. Answers		sson. swering tists or species nportant	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/mo nitoring. Emoticon	Internet Presentatio n	

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

VIOOIIIe Z.			School: « Baldauren » Repablican Educational and health centre				
Date:			Teacher's name: Taszhanova Tursinai				
Grade 8 _	-		Number pi	Number present: Number absent:			
Theme of t	he lesson:		I like week	ends			
Learning objectives(s)8.S7 use appropriate use approp			propriate sub eral topics, a stand specific	and some curricular	oulary and syntopics etail in texts	ntax to talk about a on a growing range	
		All learners			<u> </u>		
		• Identi	ify the meani	ng of the text about	t endangered a	and extinct species.	
		Most learne			<u>U</u>	1	
Lesson obj	ectives			opinions about enda	ingered specie	es.	
			ers will be al	_			
				their opinions abo	out endangere	ed species building	
		extended sen				T	
		Pla	n				
Planned timings	Teacher's activ	vities		Pupil's activities	Marks	Resources	
The lesson greeting. The teacher sets the lesson letting students know what to from the lesson. Warm up. Ex.1 p.70. Conveying the nonew words. Prediction based of pictures. Answers: Wolly mammoths, they because			meaning of on the title,	Students respond to greeting Ss answer the questions	Formative assessmen t is held through observatio n/monitori ng.	Internet Presentation	
because they were hunted. Ex.2 p.70. Reading for ger understanding. Ex.3 p.70. Detailed reading. True/statements. Answers: 1) False. They are already extinct. 2) True. 3) False. They study the fossils of animous that lived a long time ago. 4) True. 5) False. 6) True. Ex.4 p.70. Showing lexical relationships and the statements of the statements. Answers: 1) wandered			. True/false inct. s of animals	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student: • concludes ideas and arguments based	Formative assessmen t is held through observatio n/monitori ng. Comments	Video and images Handouts with task	

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

	Sho	rt ter	m plan					
Module 2.	Module 2. School: «Baldauren» Repablic					and health cent	tre	
Date:			Teacher's name	e: Taszhanova	Tursinai			
Grade 8 Number present: Number al				Number abso	ent:			
Theme of	the les	son:	Penny Wise					
that this lesson is contributing				ely a variety o le forms in na	f active and pass	sive simple prese	ent and past forms range of familiar	
		All l	earners will be al	ole to:				
		•	 recognize how to change sentences from active to passive. 					
Lesson		Mos	ost learners will be able to:					
objectives		•	• understand forming affirmative and negative passive sentences.					
		Som	ome learners will be able to:					
		•	• use past passive: affirmative and negative fluently.					
			Plan					
Planned timings	Teac	her's	activities		Pupil's activities	Marks	Resources	
			greeting. er sets the lesso	on objectives,	Students	Formative assessment is	Internet	
		_	dents know what	to anticipate	respond to	held through		
Beginnin	from		sson.		greeting	observation/m		
g the	Warı	_	.		G .1	onitoring.	Presentation	
lesson				ise.	Ss answer the			
	Answers: Rules				questions	Emoticon		
	1) subject 2) agent 3) active 4) by					Linoucon		
		•	Opening the brack	•	Students think			
	Answ	•	1 - 6	•	critically,	Formative	Video and image	
	1) wa		ıd		exploring,	assessment is		
	2) we	re dis	covered		developing,	held through		
		7 .7				1 1 . • /	i .	

evaluating and

choices about

their own and

others' ideas

making

Student:

3) was built

4) were domesticated

Ex.3 p.71. Putting the words into context

4 - I can do this and explain it to someone

5) weren't painted

6) were decorated

(writing sentences).

Self-assessment.

else.

Extra task. Writing practice.

How well do I understand?

Main

Activities

Ending

the

lesson

observation/m

Handouts with

task

onitoring.

Comments

• Feedback on the work

Module 2.			School: «Baldauren» Repablican Educational and health centre				
Date:			Tea	Teacher's name: Taszhanova Tursinai			
Grade 8			Nu	mber present:	Number absent:		sent:
Theme of the	lesson:		On	lline shopping			
Learning objectives(s) that this lesson is contributing to 8.L2 underst extended talk 8.UE13 use obligation,		e and present information clearly to others tand with little or no support most specific information in c on a wide range of general and curricular topics e a growing variety of modal forms for different functions: necessity, possibility, permission, requests, suggestions, n a range of familiar general and curricular topics					
		All learners					1
		• recog	nize	and use adjectives f	or desc	ribing art.	
				ill be able to:			
Lesson object	tives	• identi exhibition.	fy m	ajor concepts and ic	leas fro	om a podcast a	about a photography
		Some learne	ers w	vill be able to:			
			bout	art building extende	ed sente	ences.	
	<u> </u>	lan			T		
Planned timings	Teacher's act	ivities		Pupil's activities	Mark	S	Resources
Beginning the lesson	-	sets the less etting stude anticipate fr Conveying	ents om	Students respond to greeting Ss answer the questions	held the observation or or or ing.	sment is hrough vation/monit	Internet Presentation
Ex.1 p.72. Conveying the meaning of new words. Ex.2 p.72. Putting the word into context (writing sentences). Ex.3 p.72. Gist listening. Resordering of photos. Checking comprehension. Answers: 1) Sunrise, Sunset 2) Who has seen the wind? Main Activities Activities Activities Activities Activities Activities Activities		is for on.	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student: • selects useful information and plans the answer. • uses the topical vocabulary while talking about a news story. • completes sentences using modal verbs.	held t	ative sment is hrough vation/monit	Video and image	

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

Module 2.	School: «Baldauren» Repablican	School: «Baldauren» Repablican Educational and health centre					
Date:	Teacher's name: Taszhanova Tur	Teacher's name: Taszhanova Tursinai					
Grade 8	Number present:	Number absent:					
Theme of the lesson:	Be a wise shopper						
Learning objectives(s) that this lesson is contributing to	8.C6 organise and present information clearly to others 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.UE9 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics						
	All learners will be able to:						
	recognize the form of present and past passive questions.						
Lesson	Most learners will be able to:						
objectives	apply asking and answering quiz questions using the present and past passive.						
	Some learners will be able to:						
		firmative, negative and questions fluently.					
	Plan						

	1 1411			
Planned timings	Teacher's activities	Pupil's activities	Marks	Resources
Beginnin g the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Ex.1 p.73. Recognition exercise.	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/mo nitoring.	Internet Presentation
Main Activities	Ex.2 p.73. Opening the brackets. Answers: 1) was named 2) was shown 3) was criticized 4) are called Ex.3 p.73. Asking and answering questions. Answers: 1) What was the building used as in the past? 2) Where are bigger works of art exhibited? 3) How much are visitors charged to go into the gallery? Ex.4 p.73. Putting the words into context (writing questions).	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student: • selects useful information and plans the answer; • uses appropriate subject-specific vocabulary while speaking; • writes a short paragraph using correctly grammar structure.	Formative assessment is held through observation/monitoring. Comments	Video and image

Ending the lesson	Self-assessme	ent. Minus	Interestin	ng		

Module 2.			School: «Baldauren» Repablican Educational and health centre					
Date:			Teacher's na	me: Tas	zhanova Tursir	nai		
Grade 8			Number pres	sent:	sent: Number absent:			
Theme of the	e lesson:		Summative A	Assessment for unit 2				
Learning obj that this less contributing	on is	on a w 8.S7	cognize the opinion of the speaker(s) with little or no support in extended talk de range of general and curricular topics se appropriate subject-specific vocabulary and syntax to talk about a range of topics, and some curricular topics					
		_	rners will be a					
		•	Recognize key	phrases	for expressing p	express preferences preferences and recor		
Lesson object	ctives	Most	learners will b					
		•	Recommend f					
		Some	learners will b					
		•	Create and act	out their	own dialogues	on the topic.		
DI			r ian				T	
Planned timings	Teacher's	s activit	ies	Pupil's	activities	Marks	Resources	
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Ex.1 p.74. Picture description.		Students greeting Ss answ question	er the	Formative assessment is held through observation/monit oring. Emoticon	Internet Presentation		
Main Activities	Ex.2 p.74. Gist listening. Checking comprehension. Answers: Lucy dislikes the picture because she things the face is a bit strange, as of a child painted it. Ex.3 p.74. Classifying phrases. "Who said what?" questions. Role-play. Answers: Lucy says all the phrases. Ex.4 p.74. Conveying the meaning of new items. Blankfilling.		develop and make about the others' is Student • iden author' and circ answer • uses	y, exploring, ing, evaluating choices eir own and ideas tifies the s point of view cles the correct appropriate specific lary while	Formative assessment is held through observation/monit oring. Comments	Video and image Handouts with task		
Ending the lesson	Peer-asse Rubric	ssment.		Feedb	<u>vack</u>		1	

Module 2.	School: «Baldau	School: «Baldauren» Repablican Educational and health centre Teacher's name: Taszhanova Tursinai			
Date:	Teacher's name				
Grade 8	Number present	t: Number absent:			
Theme of the lesson: Summative Assessment for term 1					
Learning objectives(s) that this lesson is contributing to	8.C10 use talk or writing as a means of reflecting on and exploring a range of perspection the world 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range general topics, and some curricular topics 8.W1 plan, write, edit and proofread work at text level with little support on a range general and curricular topics				
Lesson objectives	 All learners will be able t Understand the gen Use key phrases for Most learners will be able 	Understand the general writing structure of a model text about a piece of art. Use key phrases for describing a painting. earners will be able to: Write about a piece of art using writing guide.			

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

Module 2.			School: «Baldauren» Repablican Educational and health centre				
Date:			Teacher's na	me: Taszhanova	Tursinai		
Grade 8			Number pres	umber present: Number absent:			
Theme of the	lesson:			·			
Learning objectives(s) that this lesson is contributing to 8.C5 use feedback to set personal learning objectives 8.C8 develop intercultural awareness through reading and discussion 8.W1 plan, write, edit and proofread work at text level with little support on of general and curricular topics							
		All learners	ers will be able to:				
		Understand the history of rock art in Kazakhstan.					
		• Use much, many, most, a little, a few, less, fewer, none.					
Lesson object	tives	Most learne	Most learners will be able to:				
		Identify the main idea in the text.					
	Some learn		rners will be able to:				
• Disc			cuss and give their opinions about rock art.				
		Plan					
Planned timings Teacher's activities				Pupil's activities	Marks	Resources	

timings The lesson greeting. Formative The teacher sets the lesson objectives, Students respond assessment is held Internet letting students know what to anticipate to greeting through from the lesson. Ss answer the observation/monito Warm up. questions ring. Presentation Using pictures related to the text for Emoticon Beginning discussion. the lesson • Look at the photo and guess where it is. • What can you see on the rock on the left side of the photo? • Guess who carved or panted these images? Ex.1 p.76. Conveying the meaning of Students think new words. Use of dictionaries. Video critically, Formative exploring, assessment is held Answers: Petroglyphs, bull, gorge, slope developing, through evaluating and observation/monito Ex.2 p.76. Detailed reading. Comprehension questions. making choices Main ring. <u>Answers:</u> about their own Handouts Activities 1) In the south-east of Kazakhstan. and others' ideas with task 2) They were discovered in 1957. Student: 3) There are more than 5000 Comments • gives petroglyphs. evaluation to the 4) They used tools made of stone and problem.

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

Module 2.		School: «Baldauren» Repablican Educational and health centre				
Date:		Teacher's name: Taszhanova Tursinai				
Grade 8		Number present:	Number absent:			
Theme of the lesson	n:					
Learning objectives(s) that this lesson is contributing to	range of general 8.R1 under general and c 8.W1 plan, v	se appropriate subject-specific vocabulary and syntax to talk about a general topics, and some curricular topics inderstand the main points in texts on a growing range of unfamiliar and curricular topics, including some extended texts an, write, edit and proofread work at text level with little support on a general and curricular topics				
	All learners	will be able to:				
	 Recognize and use vocabulary of natural environments. Identify the meaning of the text about tropical rainforests 					
Lesson objectives	Most learne	Most learners will be able to:				
	• Write	about coral reefs in accord	lance with the structure.			
	Some learne	ers will be able to:				
	• Write	about coral reefs without s	support.			
1		Plan				

Planned timings	Teacher's activities	Pupil's activities	Marks	Resources
Beginning the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Brainstorming "Rainforest". • What do you know about tropical rainforests?	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/monit oring. Emoticon	Internet Presentation
Main Activities	Ex.1 p.77. Conveying the meaning of new words. Use of dictionaries. Skimming. Blankfilling. Answers: 1) vegetation 2) wildlife 3) layers Ex.2 p.77. Listening for global information. Checking comprehension. Text completion. 3) recycles 4) community 5) facilities 6) save	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student: • chooses the right answer. • writes a letter with introduction, main body and conclusion. • writes an	Formative assessment is held through observation/monit oring. Comments	Video and image Handouts with task

	Ex.3 p.77. Reading for specific understanding. Filling out diagram. Answers: 1) emergent layer 2) canopy 3) understorey 4) forest floor	appropriate information; • writes and edits the work.		
Ending the lesson	Self-assessment. Students express their attitude to the lesson and give self-assessment using the method: "Six thinking hats":	Feedback or	n the work	

Module 2.			School:				
Date:			Teacher's name: Taszhanova Tursinai				
Grade: 8	3		Number present:		Number absent	Number absent:	
Theme of the lesson:							
Learning objectives(s) that this lesson is contributing 8.S7 use appropriate a			priate subjection topics, and riety of sin	wareness through react-specific vocabul some curricular top apple perfect forms to f familiar general an	ary and syntax to ics o express recent,	talk about a indefinite and	
Lesson objectives Output Output Do a que Some learner		 Recognize Most learners w Do a quest Some learners v 	ce and name verbs to do with travelling and transport. ze and use the form of the past perfect. will be able to: stionnaire about famous explorers.				
			Pla	n			
Planned timings	Teach	er's activities		Pupil's activities	Marks	Resources	
Beginni ng the lesson	The lesson greeting. The teacher sets the objectives, letting stude what to anticipate from the Warm up. Start thinking p.81. A questions. 1. Who is the most explorer from your country.		ents know ne lesson. Answering t famous	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/mo nitoring.	Internet Presentation	

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

Module 2.			centre	•	ican Educational	and health
Date:			Teacher's name: Taszhanova Tursinai			
Grade: 8			Number prese	ent:	Number absent:	
Theme of the	lesson:		Modals			
Learning objectives(s) that this lesson is contributing to curricular top 8.R2 unders of familiar go 8.UE14 us use pre use depende			pics stand specific inferential and curric se some perositions	formation and d cular topics, included prepositions books, like	etail in texts on a uding some extendefore nouns a to indicate octives on a ran	growing range ded texts nd adjectives e manner
Lesson object	ives	• Ident they go, wha	at they do.	h preposition b	t why young peoply, off, in and on.	le travel, where
Lesson object	ives		Discuss your own ideas about travel and transport.			
			arners will be able to:			
		extended sen	•	eir opinions abo	out travel and trai	nsport building
		Plan				
Planned timings	Teacher's ac	tivities		Pupil's activities	Marks	Resources
Beginning	letting studen from the lesso Warm up. Fr	sets the less ats know what on. ee talk.	son objectives, at to anticipate	Students respond to greeting Ss answer the	Formative assessment is held through observation/m onitoring.	Internet Presentation
the lesson	 What does the word "no What is the different traditional nomad and a mod Would you like to nomads? 		dern nomad? be modern	questions	Emoticon	
Main Activities	understanding. Comparing a Main Answers:		ed on the title, for general	Students think critically, exploring, developing, evaluating and making	Formative assessment is held through	Video and image https://onlineme ktep.org/schedul
	Ex.2 p.82. D what?" question		ng. "Who said	choices about their own and		<u>e/</u>

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

Module 2.		School: «Baldauren» Repablican Educational and health centre				
Date:		Teacher's name: Taszhanova Tursinai				
Grade: 8		Number present:	Number absent:			
Theme of the lesson:						
Learning objectives(s) that this lesson is contributing to	8.UE11 us	rganise and present information clearly to others 1 use some reported speech forms for statements, questions and commands: say, 1 including reported requests on a range of familiar general and curricular topics				
	All learners will be able to:					
	• ide	lentify direct speech and reported speech.				
Lesson objectives	Most lear	earners will be able to:				
J	• uno	nderstand the tense changes used in reported speech.				
	Some lear	ome learners will be able to:				
	• cha	ange direct speech into rep	ported speech fluently.			
Plan						

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

	online reviews before they booked a holiday. Ex.4 p.83. Speaking in a form of interview. Summarizing. Extra task. Writing practice. Answers: 2) 'We will book the train tickets online,' they said. 3) 'I don't want to go on a backpacking holiday", Mukhtar told me.	useful information and plans the answer; • chooses the correct answers.		
Ending the lesson	Self-assessment. How well do I understand? 4 - I can do this and explain it to someone else. 3 - I understand and can do this by myself. 2 - I need more practice. 1 - I don't understand this yet.	Feedb	oack on the work	

Module 2.			centre	aldauren» Repak		al and health
Date:		Teacher's n	name: Taszhanov	va Tursinai		
Grade: 8			Number pr	esent:	Number absen	t:
Theme of the	e lesson:					
Learning ob that this less contributing	on is	8.L2 unders extended talk 8.L6 deduce	tand with lit c on a wide ra meaning fror	a consistent argumentle or no suppo nge of general and n context with lit eral and curricular	rt most specific d curricular topics tle or no support	information in
			will be able t		topies	
T 1		recogidenti	gnize and use ify forms of tr	verbs describing n ansport discussed		mme.
Lesson object	ctives		ers will be abl		1.1.1.0	
				ms of transport an	d their benefits a	nd drawbacks.
			ers will be ab		11' 1 1	
		Plan	bout the futur	e of transport buil	ding extended se	ntences.
	1			D 91	Γ	T
Planned timings	Teacher's ac	tivities		Pupil's activities	Marks	Resources
Beginning the lesson	letting student from the lesson Warm up. B of transport" (What are	sets the lessor ts know what on. Brainstorming (electric cars, of the advan	"New forms drones, etc).	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/m onitoring.	Internet Presentation
Main Activities	What are the advants disadvantages of new forms of might be? Ex.1 p.84. Conveying the new words. Sentence completed Answers: 1) stopped off 2) takes off / will take off / take off Ex.2 p.84. Gist listening. comprehension. Answers: electric cars, solar-power driverless cars and space electric cars, and space electric		meaning of letion task. / is going to g. Checking vered cars, evators	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas Student: • concludes ideas and arguments based on own experience chooses the correct answer	Formative assessment is held through observation/m onitoring. Comments	Video and image https://onlinemektep.org/schedule/ Bilimland Handouts with task

	3) a			
Ending the lesson	Self-assessment. Most thing Ask learners what was the most, e.g. useful, interesting, surprising, etc. thing they learned today.	Feedba	ck on the work	

Module 2.			School: «Baldaurer	» Republi	can Edu	cational and Hea	alth Centre
Date:			Teacher's name: Taszhanova Tursinai				
Grade:8			Number present:		Numbe	r absent:	
Theme of	the les	sson:					
that this lesson 8.UE11 u			nise and present informations and present information seems reported speems and the second requirements and present information and present informatio	ch forms fo	r stateme	ents, questions an	
		All learne	ers will be able to:				
		• ide	entify the difference be	etween repo	rted ques	tions, commands	and requests.
Lesson objectives		• ide	rners will be able to: entify the appropriate	verbs and j	phrases t	o report question	ns, commands and
		requests. Some lea	rners will be able to:				
			ply reported questions	, commands	and requ	uests fluently.	
			Plan		•	•	
Planned timings	Teac	cher's activ	vities	Pupil's ac	tivities	Marks	Resources
Beginning	The object what War	to anticipa m up. Brai	sets the lesson ing students know the from the lesson. Instorming.	Students re to greeting Ss answer		Formative assessment is held through observation/m onitoring.	Internet Presentation
the lesson	wher Asta Wou	e it is and na Museum ld you like	what it is (It's the of the Future). It to visit the museum by you do there?	questions		Emoticon	
Ex.1 Table Answer Report The results of the results		.1 p.85. Recognition exercise. ble completion. swers: ported questions: the reporter asked Samat whether the red car was his. the asked him what the main offerences between electric and		Students the critically, exploring, developing evaluating making chabout their and others	g, and oices own	Formative assessment is held through observation/m onitoring.	Video and image https://onlinemekte p.org/schedule/ Bilimland
Activities	petro She drive Repo She drive	ol cars wer asked him erless car. orted comm asked him e the car. (1	e. if he had been in a nands and requests: to show her how to	Student: • selects information plans the a • choose	answer; ses the	Comments	Handouts with task

	that button. (command) He told her to turn left after the traffic lights. (command) Ex.2 p.85. Listening for global information. Blank-filling. Answers: 1) Is that red car yours? 2) What are the main differences between electric and petrol cars? 3) Can you show me how to drive it? Ex.3 p.85. Odd one out. Answers: 1) whether 2) she wanted 3) told 4) not to 5) to turn Ex.4 p.85. Making questions. Answers:			
Ending the lesson	Self-assessment. How well do I understand? 4 - I can do this and explain it to someone else. 3 - I understand and can do this by myself. 2 - I need more practice. 1 - I don't understand this yet.	Feedback	on the work	

Module 2.		School: «Balda	auren» Repablican Educational and health centre		
Date: Teacher's name: Taszhanova Tursinai					
Grade: 8		Number present:	Number absent:		
Theme of the les	sson:				
Learning objectives(s) that this lesson is contributing to	wide 1 8.S7	8.L1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics			
Lesson objectives	All le	understand a mend. Recognize key plearners will be Recommend file learners will be learners will be	ble to: dialogue in which people express preferences and phrases for expressing preferences and recommending. e able to: ms to a friend.		

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Planned timings	Teacher's activities	Pupil's activities	Marks	Resources
Beginni ng the lesson	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. Free talk. • What is the difference between the words 'apology' (noun) and 'apologize' (verb)? • Think of last time you apologized. • Who did you apologize to? • What did you apologize for?	Students respond to greeting Ss answer the questions	Formative assessment is held through observation/mon itoring. Emoticon	Internet Presentation
Main Activitie	Ex.1 p.86. Picture description. Answers: Jane is not looking at Mark	Students think critically, exploring, developing,	Formative assessment is held through	Video and image https://onlinemekt

	and her facial expression suggests she is not happy. Mark is looking sympathetic or apologetic with his hand on Jane's arm. Ex.2 p.86. Gist listening. Checking comprehension. Answers: Mark couldn't call Jane because he hadn't charged his phone. Ex.3 p.86. Classifying phrases. "Who said what?" questions. Role-play. Answers: 1) mean (Mark) 2) don't (Mark) 3) sorry (Mark) 4) worry (Mark) 5) happen (Mark) Ex.4 p.86. Matching task. Answers: A 1, 3 B 7, 8 C 2, 4, 6 D 5	Student:	observation/mon itoring. Comments	Bilimland Handouts with task
Ending the lesson	Peer-assessment. Rubric			

Unit 7 "Travel and transport"

Term 3

Date:			Teacher	's name:		
Grade 8			Number	present:	Number abs	ent:
Theme of the lesson:			Writing:	g: A memorable journey. Project: A travel brochure.		
Learning objectives(s) that this lesson is contributing to 8.W1 plan, we range of gene 8.UE14 use use pre			vrite, edit a eral and cur e sor epositions nt prepositi	ral awareness through and proofread work a rricular topics me prepositions as, like ions following adject	at text level with before nouns to indi	and adjectives cate manner
All learners			rstand a tex me phrases rs will be a blidate the	at that tells a story. s with prepositions. able to: language of the units able to:	in a personalized o	context.
Planned timings	Teacher's act	ivities		Pupil's activities	Marks	Resources
Beginning the lesson	Beginning the lesson lesson The lesson greeting. The teacher sets the lesson of letting students know anticipate from the lesson. Warm up. Free talk. What do you know at		what to	Students respond to greeting	Formative assessment is held through observation/mo nitoring.	Internet Presentation

School: «Baldauren» REHC

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

Term 3 Unit 7 "Travel and transport"		School:				
Date:			Teacher's name	e:		
Grade 8			Number presen	t:	Number absent:	
Theme of the lesson:			My country: Almaty Metro.			
Learning objectives(s) that this lesson is contributing to 8.S7 use appraise of gene 8.UE14 us use pre		ropriate subject-speral topics, and so be some propositions as an arrepresent prepositions followers.	pecific vocabula me curricular to repositions be s, like	eading and discussio ry and syntax to talk pics efore nouns and to indicate es on a range of fa	about a d adjectives manner	
		All learners	will be able to:			
		Understand a text about the metro system in Almaty.				
		Use adjectives to describe a transport system.				
Lesson object	ives	Most learners will be able to:				
		Use the present simple to talk about timetables and schedules.				
		Some learners will be able to:				
				pinions about a	metropolitan railway	7.
	1	Pla	an ————————————————————————————————————	-		
Planned timings	Teacher's activities			Pupil's activities	Marks	Resources
	The lesson g	_			Formative	
	The teacher sets the less			Students	assessment is	Internet
Beginning	letting students know what to from the lesson.		nat to anticipate	respond to	held through observation/m	
the lesson			es related to the	greeting	onitoring.	Presentation
	text for disc	0 1	is related to the		omtoring.	1 rescitation
		• Look at the photo p.85 an		Ss answer the		

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

Term 3 Unit 7 "Travel and transport"		School:				
Date:		Teacher's name:				
Grade 8		Numbe	er present:	Number abs	sent:	
Theme of the lesson:		CLIL: Language and literature: Adventure stories. Review Unit 7.				
Learning objectives(s) that this lesson is contributing to curricular top 8.R4 read a and some unf 8.UE14 us use pre-			growing range of extended fiction and non-fiction texts on familiar familiar general and curricular topics se some prepositions before nouns and adjectives epositions as, like to indicate manner at prepositions following adjectives on a range of familiar general			
		All learners will be able to:				
		 Understand an extract from a classic work of literature. Use prepositions with sure.				
Lesson object	ctives	Most learners will be able to:				
		Discuss an adventure story.				
		Some learners will be able to:				
		yse the style and content of the story.				
Planned timings	l eacher's activities			Pupil's activities	Marks	Resources
Beginning	ing The lesson greeting.				Formative	

the lesson	The teacher sets the lesson	Students respond	assessment is	Internet
	objectives, letting students know	to greeting	held through	
	what to anticipate from the lesson.		observation/m	
	Warm up. Free talk.	Co omorron the	onitoring.	Presentation
	• What books have you read	Ss answer the questions		
	recently? • Give details of the author, the	questions	Emoticon	
	characters, and the story.		Zinoticon	
	Ex.1 p.89. Using picture related to	Students think		
	the text for discussion (prediction).	critically,	Formative	Video and image
	• What can you see in the	exploring,	assessment is	
	photo?	developing,	held through	https://onlinemektep.or g/schedule/
	• Guess where and when the	evaluating and making choices	observation/m onitoring.	g/schedule/
	story is set.What are the characters?	about their own	omtoring.	
	Reading for general understanding.	and others' ideas		
	Checking comprehension.			
	Answers:			
	Huckleberry is running away from his			
	father and Jim is a runaway slave that people are looking for.			
	people are tooking jor.			
	Ex.2 p.89. Blank-filling.			Bilimland
	1) on 2) On 3) to 4) in 5) of 6) at 7)			
	off 8) out 9) to 10) out 11) of 12) at 13) off 14) in	Student:		BILIM
	10) 6tt 11) 6j 12) tt 13) 6jj 14) tt	• reads the text;		Land
Main	Ex.3 p.89. Reading for specific	• retells the story in the order of	Comments	
Activities	understanding. True/false statements.	sequences;		
	Answers:	underlines		
	1) false 2) true	adjectives in		
	3) false	common		
	4) don't know	prepositional		
	5) don't know	phrases.		
	6) true			
	7) false 8) false			Handouts with task
	Ex.4 p.89. Speaking in a form of			
	discussion.			
	En 4 = 00 Dis als 6115 a			
	Ex.4 p.90. Blank-filling. Answers:			
	1) said 2) asked/told 3) asked/told			
	4) asked 5) said 6) told			
	Civing the homotople WD = 62.62			
	Giving the hometask. WB p.62-63 Peer-assessment .			
	Two stars and a wish.	 Feedback on 	the work	
Ending the	You did a really good job on			
lesson				
	• I really like how you			
	Maybe you could			