**Short term plan Grade 8**

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| **Unit: "Our world"** | LESSON: Module 1 Lesson 1 | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 8** | Number present: | absent: |
| **Topic:** | **Everyday objects** | |
| **Learning objectives(s) that this lesson is contributing to** | 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics.  8.UE2 use a growing variety of quantifiers for countable and uncountable nouns including several, plenty, a large/small number/amount on a range of familiar general and curricular topics. | |
| **Lesson objectives** | All learners will be able to: | |
|  | Pronounce and name everyday objects, numbers.  Recognize and use expressions of quantity. | |
|  | Most learners will be able to: | |
|  | Answer the questions about human consumers.  Do exercises with expressions of quantity. | |
|  | Some learners will be able to: | |
|  | Speak fluently about quantities of things people use. | |

**Planned activities**

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| **Planned timings** | Teacher’s activities | | Pupil’s activities | | Mark | **Resources** |
| Beginning the lesson | The lesson greeting.  **Warm up.**  Start thinking p.8. Answering questions.  1. What items do you use every day?  2. How can people create less rubbish? | | Answer the teacher’s question | | Emoticon | Emoticon |
| Middle | Ex.1 p.8. Word and picture matching activity.  Ex.5 p.8. Table completion. MUCH vs MANY: What Are The Differences between Them? - ESL Forums | | Make a sentence and write it | | Emoticon, marks | Pictures,  book <https://www.youtube.com/watch?v=GHU_Usuz-Co&feature=emb_logo> |
| 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. | | Make a sentences and say it | | Emoticon | Emoticon |
| **Unit: "Our world"** | | LESSON: Module 1 Lesson 2 | | | | |
| **Teacher’s name:** | |  | | | | |
| **Date:** | |  | | | | |
| **Grade: 8** | | Number present: | | absent: | | |
| **Topic:** | | **The 'no impact' family.** | | | | |
| **Learning objectives(s) that this lesson is contributing to** | | 8.C9 use imagination to express thoughts, ideas, experiences and feelings.  8.S3 give an opinion at discourse level on a wide range of general and curricular topics.  8.R2 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts. | | | | |
| **Lesson objectives** | | All learners will be able to: | | | | |
|  | | Identify the meaning of the text about a family that wants to reduce its impact on the environment. | | | | |
|  | | Most learners will be able to: | | | | |
|  | | Synthesize information from the reading passage for a discussion | | | | |
|  | | Some learners will be able to: | | | | |
|  | | Discuss and give their opinions about an alternative lifestyle using own words. | | | | |

**Planned activities**

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| **Planned timings** | Teacher’s activities | Pupil’s activities | Mark | **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.10. Prediction based on the title, pictures.  True/false statements. | Answer the teacher’s question | Emoticon | Emoticon |
| Middle | Ex.2 p.10. Text completion.  Ex.4 p.10. Gap-filling.  *Answers:*  *1) ice*  *2) birthday*  *3) shopping*  *4) washing*  *5) kitchen*  *6) chicken* | Make a sentence and write it | Emoticon, marks | Pictures,  book <https://www.youtube.com/watch?v=DHEui6gCaIY> |
| 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 ... | Make a sentences and say it | Emoticon | Emoticon |

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| **Unit: "Our world"** | LESSON: Module 1 Lesson 3 | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 8** | Number present: | absent: |
| **Topic:** | **Relative pronouns.** | |
| **Learning objectives(s) that this lesson is contributing to** | 8.C6 organize and present information clearly to others.  8.UE6 use a variety of pronouns including indefinite pronouns anybody, anyone, anything and quantitative pronouns everyone, everything, none, more, less, a few on a range of familiar general and curricular topics. | |
| **Lesson objectives** | All learners will be able to: | |
|  | Identify the difference between the sentences with who, where, why and which. | |
|  | Most learners will be able to: | |
|  | Produce the sentences with who, where, why and which. | |
|  | Some learners will be able to: | |
|  | Apply the sentences with who, where, why and which fluently. | |

**Planned activities**

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| **Planned timings** | Teacher’s activities | Pupil’s activities | Mark | **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.11. Recognition exercise. | Answer the teacher’s question | Emoticon | Emoticon |
| Middle | Relative Pronouns (examples, songs, videos)  Ex.2 p.11. Substitution drill (Blank-filling).  Ex.3 p.11. Sentence completion task. | Make a sentence and write it | Emoticon, marks | Pictures, book |
| Ending the lesson | **Self-assessment**.  ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ hand“Five”. Children draw a picture of their hand and write the most important things about the lesson on each finger. | Make a sentences and say it | Emoticon | Emoticon |

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| **Unit: "Our world"** | LESSON: Module 1 Lesson 4 | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 8** | Number present: | absent: |
| **Topic:** | **Pollution and the environment.** | |
| **Learning objectives(s) that this lesson is contributing to** | 8.C2 use speaking and listening skills to provide sensitive feedback to peers.  8.L2 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics.  8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics. | |
| **Lesson objectives** | All learners will be able to: | |
|  | Recognize and use vocabulary relating to the environment.  Identify the meaning of the programme about an environmental problems | |
|  | Most learners will be able to: | |
|  | Use speaking and listening skills to solve problems cooperatively. | |
|  | Some learners will be able to: | |
|  | Discuss and give their opinions using own words. | |

**Planned activities**

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| **Planned timings** | Teacher’s activities | Pupil’s activities | Mark | **Resources** |
| Beginning the lesson | **Warm up.**  Brainstorming.   * What things do you already do to help the environment? * What other things can people do to help the environment?   Can the individual make a big difference? | Answer the teacher’s question | Emoticon | Emoticon |
| Middle | Ex.1 p.12. Conveying the meaning of new words. Use of dictionaries.  Ex.3 p.12. Identifying the topic. Using pictures related to the text for prediction.  Sequencing events. | Make a sentence and write it | Emoticon, marks | Pictures, book  <https://www.youtube.com/watch?v=g6QTr_Ur-M0> |
| Ending the lesson | **Self-reflection**.  "Message". Pupils write 11 words of the greatest importance for the topic of the lesson. | Make a sentences and say it | Emoticon | Emoticon |

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| **Unit: "Our world"** | LESSON: Module 1 Lesson 5 | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 8** | Number present: | absent: |
| **Topic:** | Entry test | |
| **Learning objectives(s) that this lesson is contributing to** | 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: | |
|  | Revise taught material. | |
|  | Most learners will be able to: | |
|  | Demonstrate learned vocabulary about environmental problems with sure. | |
|  | Some learners will be able to: | |
|  | Use taught vocabulary and grammar with accuracy. | |

**Planned activities**

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| **Planned timings** | Teacher’s activities | Pupil’s activities | Mark | **Resources** |
| Beginning the lesson | The lesson greeting.  The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  Warm up.  Then to create a positive learning environment the teachers asks students to start the lesson giving each other compliments about appearance,also practice accepting compliments. | Answer the teacher’s question | Emoticon | Emoticon |
| Middle | Ex.1 p. Substitution drill.  Ex.4 p.12. Answering true/false questions.  Ex.6 p.12. Speaking in a form of discussion. | Make a sentence and write it | Emoticon, marks | Pictures, book |
| Ending the lesson | **Self-assessment**  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... )  What did you like about today's lesson? | Make a sentences and say it | Emoticon | Emoticon |

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| **Unit: "Our world"** | LESSON: Module 1 Lesson 6 | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 8** | Number present: | absent: |
| **Topic:** | too, too much, too many, enough, not enough | |
| **Learning objectives(s) that this lesson is contributing to** | 8.C6 organise and present information clearly to others.  8.UE12 use an increased variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics. | |
| **Lesson objectives** | All learners will be able to: | |
|  | Differentiate the sentences with too, too much, too many, enough, not enough. | |
|  | Most learners will be able to: | |
|  | Produce the sentences with too, too much, too many, enough, not enough | |
|  | Some learners will be able to: | |
|  | Apply the sentences with too, too much, too many, enough, not enough fluently. | |

**Planned activities**

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| **Planned timings** | Teacher’s activities | Pupil’s activities | Mark | **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.13. Recognition exercise. | Answer the teacher’s question | Emoticon | Emoticon |
| Middle | Ex.2 p.13. Sentence completion task.  Ex.3 p.13. Recognition exercise.  Ex.4 p.13. Asking and answering questions. | Make a sentence and write it | Emoticon, marks | Pictures, book <https://youtu.be/VQLCN0Wf7MY> |
| Ending the lesson | Ex.6 p.13. Speaking in a form of a dialogue*.*  Extra task. Creative exercise*.*  Self-assessment. | Make a sentences and say it | Emoticon | Emoticon |

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| **Unit: "Our world"** | LESSON: Module 1 Lesson 7 | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 8** | Number present: | absent: |
| **Topic:** | **Offering and asking for help.** | |
| **Learning objectives(s) that this lesson is contributing to** | 8.L1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics.  8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics.  8.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks. | |
| **Lesson objectives** | All learners will be able to: | |
|  | Understand the main ideas of the dialogue in which people offer and ask for help while listening.  Recognize key phrases for offering and asking for help in dialogue.  Act situations offering and asking for help. | |
|  | Most learners will be able to: | |
|  | Understand details in listening extracts.  Use topic related vocabulary in their dialogues.  Create their own dialogues based on the given situations and act. | |
|  | Some learners will be able to: | |
|  | Understand detailed information from the dialogues while listening.  Apply topic related vocabulary in speech fluently.  Create their own dialogues on the topic without support and act. | |

**Planned activities**

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| **Planned timings** | Teacher’s activities | | Pupil’s activities | | Mark | **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.   * Do you organize events with our friends? * Imagine you want to organize a party or barbecue with some friends. What things do you need to plan? | | Answer the teacher’s question | | Emoticon | Emoticon |
| Middle | Ex.1 p.14. Identifying the topic. Predicting based on the picture.  Ex.3 p.14. Sentence completion task. Role-play.  Ex.5 p.14. Creative exercise*.* | | Make a sentence and write it | | Emoticon, marks | Pictures, book |
| Ending the lesson | **Peer-assessment**.  Two stars and a wish.   * You did a really good job on ... * I really like how you ...   May be you could ... | | Make a sentences and say it | | Emoticon | Emoticon |
| **Unit: "Our world"** | | LESSON: Module 1 Lesson 8 | | | | |
| **Teacher’s name:** | |  | | | | |
| **Date:** | |  | | | | |
| **Grade: 8** | | Number present: | | absent: | | |
| **Topic:** | | **An environmental problem.** | | | | |
| **Learning objectives(s) that this lesson is contributing to** | | 8.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world.  8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics.  8.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. | | | | |
| **Lesson objectives** | | All learners will be able to: | | | | |
|  | | Understand the general writing structure of an email about an environmental problem.  Recognize and use key phrases for writing about a problem. | | | | |
|  | | Most learners will be able to: | | | | |
|  | | Write an email to a newspaper in accordance with email structure. | | | | |
|  | | Some learners will be able to: | | | | |
|  | | Express their ideas in writing an email about an environmental problem. | | | | |

**Planned activities**

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| **Planned timings** | Teacher’s activities | Pupil’s activities | Mark | **Resources** |
| Beginning the lesson | The lesson greeting.  The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  **Warm up.**  Discovery activity.  Ask students:   * What environmental problems are there in your town? * What do you do if you notice an environmental problem in your area? | Answer the teacher’s question | Emoticon | Emoticon |
| Middle | Ex.1 p.15. Using pictures related to the text for prediction.  Reading for gist. Answering multiple-choice questions.  Ex.3 p.15. Matching activity. | Make a sentence and write it | Emoticon, marks | Pictures, book |
| Ending the lesson | Self-reflection.  Most ……. thing  Ask learners what was the most, e.g. useful, interesting, surprising, etc. thing they learned today. | Make a sentences and say it | Emoticon | Emoticon |

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| **Unit: "Our world"** | LESSON: Module 1 Lesson 9 | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 8** | Number present: | absent: |
| **Topic:** | **My country: Our world.** | |
| **Learning objectives(s) that this lesson is contributing to** | 8.C8 develop intercultural awareness through reading and discussion.  8.UE2 use a growing variety of quantifiers for countable and uncountable nouns including several, plenty, a large/small number/amount on a range of familiar general and curricular topics.  8.S5 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks. | |
| **Lesson objectives** | All learners will be able to: | |
|  | Recognize and use verbs connected with the environment, phrases to talk about quantity.  Identify the meaning of the text about an environmental problem in Kazakhstan. | |
|  | Most learners will be able to: | |
|  | Use speaking and listening skills to solve problems cooperatively. | |
|  | Some learners will be able to: | |
|  | Discuss and give their opinions about local environmental problems using own words. | |

**Planned activities**

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| **Planned timings** | Teacher’s activities | Pupil’s activities | Mark | **Resources** |
| Beginning the lesson | The lesson greeting.  The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  **Warm up.**  Using pictures related to the text for discussion.   * Where do you think it is? * Do you know of any problems associated with Aral sea?   Think of any other environmental problems and their causes. | Answer the teacher’s question | Emoticon | Emoticon |
| Middle | Ex.1 p.16. Conveying the meaning of new words. Use of dictionaries.  Reading for detailed comprehension.  Gap filling activity.  Ex.2 p.16. Justifying true/false statements with reference to the text. | Make a sentence and write it | Emoticon, marks | Pictures, book <https://www.youtube.com/watch?v=p7H52UYz8h0> |
| Ending the lesson | Ex.5 p.16. Speaking about local environmental problems in a form of discussion. | Make a sentences and say it | Emoticon | Emoticon |

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| **Unit: "Our world"** | LESSON: Module 1 Lesson 10 | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 8** | Number present: | absent: |
| **Topic:** | **CLIL: Geography. An environmental problem.** | |
| **Learning objectives(s) that this lesson is contributing to** | 8.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world  8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics  8.R1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts  8.W5 develop with support coherent arguments supported when necessary by examples | |
| **Lesson objectives** | All learners will be able to: | |
|  | Recognize and use vocabulary to do with sustainable development.  Identify the meaning of the text about sustainable development.  Understand the general writing structure. | |
|  | Most learners will be able to: | |
|  | Write a letter about an environmental problem in accordance with the structure. | |
|  | Some learners will be able to: | |
|  | Express their ideas about environmental problems and solutions in writing task. | |

**Planned activities**

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| **Planned timings** | Teacher’s activities | Pupil’s activities | Mark | **Resources** |
| Beginning the lesson | The lesson greeting.  The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  **Warm up.**  Cluster - Sustainable development. | Answer the teacher’s question | Emoticon | Emoticon |
| Middle | Ex.1 p.17. Conveying the meaning of new words. Use of dictionaries.  Ex.2 p.17. Skimming.  Text completion.  Ex.3 p.17. Justifying true/false statements with reference to the text. | Make a sentence and write it | Emoticon, marks | Pictures, book [https://www.google.com/url?sa=i&url=https%3A%2F%2Far.pinterest.com%2Fpin%2F546976317230718750%2](https://www.google.com/url?sa=i&url=https%3A%2F%2Far.pinterest.com%2Fpin%2F546976317230718750%252) |
| Ending the lesson | **Self-assessment**.  How can you use today's learning in different subjects?  How do you feel about your work today?  What have you leant today?  What were the weaknesses of your work? | Make a sentences and say it | Emoticon | Emoticon |

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| **Unit: "Our world"** | LESSON: Module 1 Lesson 12 | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 8** | Number present: | absent: |
| **Topic:** | **Review 1. Project: A blog.** | |
| **Learning objectives(s) that this lesson is contributing to** | 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: | |
|  | Revise taught material.  Analyze the elements of a blog structure with support. | |
|  | Most learners will be able to: | |
|  | Demonstrate learned vocabulary about environmental problems with sure.  Plan, write and edit a blog about making your city a better place with minimal support | |
|  | Some learners will be able to: | |
|  | Use taught vocabulary and grammar with accuracy.  Analyze the elements of a blog structure without support.  Plan, write and edit a blog about making your city a better place without support. | |

**Planned activities**

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| **Planned timings** | Teacher’s activities | Pupil’s activities | Mark | **Resources** |
| Beginning the lesson | The lesson greeting.  The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  **Warm up.**  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. | Answer the teacher’s question | Emoticon | Emoticon |
| Middle | Ex.1 p.18. Substitution drill.  Ex.5 p.19. Sentence completion task.  Ex.6 p.19. Gist listening.  Answering true/false questions | Make a sentence and write it | Emoticon, marks | Pictures, book |
| Ending the lesson | Ex.1 p.19. Identifying the topic.   * What a blog is? * Why do people write them?   Using pictures related to the text for discussion. | Make a sentences and say it | Emoticon | Emoticon |

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| **Unit : "Daily life and shopping"** | LESSON: Module 2 Lesson 13 | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 8** | Number present: | absent: |
| **Topic:** | **The Internet.** | |
| **Learning objectives(s) that this lesson is contributing to** | 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics  8.UE7 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics  8.W2 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics | |
| **Lesson objectives** | All learners will be able to: | |
|  | Apply nouns and verbs to do with the internet in speech.  Recognize the theme about daily life online.  Use the affirmative and negative forms of the present perfect in simple sentences. | |
|  | Most learners will be able to: | |
|  | Discuss and give opinions about internet usage.  Demonstrate the ability to write grammatically correct sentences on the affirmative and negative forms of the present perfect. | |
|  | Some learners will be able to: | |
|  | Express ideas about own experiences building extended sentences. | |

**Planned activities**

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| **Planned timings** | Teacher’s activities | Pupil’s activities | Mark | **Resources** |
| Beginning the lesson | The lesson greeting.  **Warm up.**  Start thinking p.20. Answering questions.  1. How often do you use the internet? What do you use it for?  2. Do you know any internet addicts?  3. What are the advantages and disadvantages of online shopping? | Answer the teacher’s question | Emoticon | Emoticon |
| Middle | Ex.1 p.20. Word formation activity. Table completion. Use of dictionaries.  Ex.4 p.21. Grammar presentation. Recognition exercise.  <https://youtu.be/DInKEo2hiVM> | Make a sentence and write it | Emoticon, marks | Pictures, book |
| Ending the lesson | Self-reflection.  Most ……. thing  Ask learners what was the most, e.g. useful, interesting, surprising, etc. thing they learned today. | Make a sentences and say it | Emoticon | Emoticon |

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| **Unit : “Daily life and shopping”** | LESSON: Module 2 Lesson 14 | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 8** | Number present: | absent: |
| **Topic:** | **Internet addiction** | |
| **Learning objectives(s) that this lesson is contributing to** | 8.S3 give an opinion at discourse level on a wide range of general and curricular topics.  8.R2 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts. | |
| **Lesson objectives** | All learners will be able to: | |
|  | identify the meaning of the text about a virtual world and online computer games.  practice verb and noun collocations by doing exercises and discussion. | |
|  | Most learners will be able to: | |
|  | provide unprepared speech to answer a variety of questions at sentence level and in conversations with some flexibility. | |
|  | Some learners will be able to: | |
|  | discuss a problem in groups about a virtual world and online computer games and suggest a solution for a problem. | |

**Planned activities**

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| **Planned timings** | Teacher’s activities | Pupil’s activities | Mark | **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.22. Predicting based on the title. | Answer the teacher’s question | Emoticon | Emoticon |
| Middle | Ex.2 p.22. Matching headings with paragraphs.  Ex.3 p.22. Text completion.  Ex.5 p.22. Sentence completion. | Make a sentence and write it | Emoticon, marks | Pictures, book <https://youtu.be/zj7wO-Pd5LU> |
| Ending the lesson | Self-assessment.  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 | Make a sentences and say it | Emoticon | Emoticon |

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| **Unit:”Daily life and shopping”** | | LESSON: Module 2 Lesson 15 | | | | | |
| **Teacher’s name:** | |  | | | | | |
| **Date:** | |  | | | | | |
| **Grade: 8** | | Number present: | | | absent: | | |
| **Topic:** | | **Present Perfect: regular and irregular verbs** | | | | | |
| **Learning objectives(s) that this lesson is contributing to** | | 8.C6 organise and present information clearly to others.  8.UE7 use a variety of simple perfect forms to express recent ,indefinite and unfinished past on a range of familiar general and curricular topics. | | | | | |
| **Lesson objectives** | | All learners will be able to: | | | | | |
|  | | Recognize regular and irregular past participles. | | | | | |
|  | | Most learners will be able to: | | | | | |
|  | | Identify use of the present perfect in a conversation . | | | | | |
|  | | Some learners will be able to: | | | | | |
|  | | Apply the present perfect in a discussion . | | | | | |
| **Planned timings** | Teacher’s activities | | Pupil’s activities | Mark | | **Resources** |
| Beginning the lesson | The lesson greeting.  Warm up.  Ex.1 p.23.Brainstorming.At the beginning of a topic learners create a grid with three columns- what they know; what they want to know; what they have learned. They start by brainstorming and filling in the first two columns and then return to the third at the end of the unit. | | Answer the teacher’s question | Emoticon | | Emoticon |
| Middle | Ex.2 p.23. Classifying verbs.  <https://youtu.be>/jCk8o9P7dS8  Ex.4 p. 23.Creative exercise. | | Make a sentence and write it | Emoticon,marks | | Pictures, book |
| Ending the lesson | Ex.5 p.23.Speaking in a form of interview. Extra task. Writing practice. | | Make a sentences and say it | Emoticon | | Emoticon |

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| **Unit: “Daily life and shopping”** | LESSON: Module 2 Lesson 16 | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 8** | Number present: | absent: |
| **Topic:** | **Vocabulary and listening: Cybercrime**. | |
| **Learning objectives(s) that this lesson is contributing to** | 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics ,and some curricular topics  8.L2 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics  8.S5 interact with peers to negotiate, agree and organize priorities and plans for completing classroom tasks | |
| **Lesson objectives** | All learners will be able to: | |
|  | Recognize and use vocabulary | |
|  | Most learners will be able to: | |
|  | Identify magor concepts and ideas in a radio programme about cybercrime | |
|  | Some learners will be able to: | |
|  | Disscuss problems with internet use | |

**Planned activities**

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| **Planned timings** | Teacher’s activities | Pupil’s activities | Mark | **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 on the topic.  [https:/ /youtu.be/](https://youtu.be/) S\_w23W9CRhk | Answer the teacher’s question | Emoticon | Emoticon |
| Middle | Ex 1. P.24. Conveying the meaning  of new items. Use of dictionaries.  Sentence completion.  Ex.2 p.24.Skimming.Gist listening.  Identifying the topic.  Ex.3 p.24 .Answering multiple-  choice questions. | Make a sentence and write it | Emoticon, marks | Pictures, book |
| Ending the lesson | Ex .4 p.24.Discussion questions. | Make a sentences and say it | Emoticon | Emoticon |

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| **Unit: “Daily life and shopping”** | LESSON: Module 2 Lesson 17 | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 8** | Number present: | absent: |
| **Topic:** | **Present perfect: questions** | |
| **Learning objectives(s) that this lesson is contributing to** | 8.S2 ask more information about a growing range of general topics and some curricular topics.  8.UE7 use a variety of simple perfect forms to express recent ,indefinite and unfinished past on a range of familiar general and curricular topics | |
| **Lesson objectives** | All learners will be able to: | |
|  | Recognize the question form of the present perfect. | |
|  | Most learners will be able to: | |
|  | Ask and answer questions about experiences. | |
|  | Some learners will be able to: | |
|  | Apply present perfect in speech fluently. | |

**Planned activities**

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| **Planned timings** | Teacher’s activities | Pupil’s activities | Mark | **Resources** |
| Beginning the lesson | The lesson greeting.  The teacher sets the lesson objectives ,letting students know  what to anticipate from the lesson.  Warm up.  Refer students to text 2 in exercise 2  on page 24. | Answer the teacher’s question | Emoticon | Emoticon |
| Middle | Ex 1.p.25Sentence completion task  Ex. 2 p.25. Information transfer  (interrogative order) .Answering  questions.  Ex. 4 p.25.Completion drill. | Make a sentence and write it | Emoticon, marks | Pictures, book |
| Ending the lesson | Ex. 6 p. 25.Asking and answering questions. Extra task. Writing practice. | Make a sentences and say it | Emoticon | Emoticon |

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| **Unit: “Daily life and shopping”** | LESSON: Module 2 Lesson 18 | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 8** | Number present: | absent: |
| **Topic:** | **Speaking :Online shopping** | |
| **Learning objectives(s) that this lesson is contributing to** | 8.L1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics  8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics  8.UE13 use a growing variety of modal forms for different functions: obligation, necessity,possibility,permission,recuests,suggestions,prohibition on a range of familiar general and curricular topics | |
| **Lesson objectives** | All learners will be able to: | |
|  | Recognize key phrases about online shopping | |
|  | Most learners will be able to: | |
|  | Create their own dialogues based on the given situations and act. | |
|  | Some learners will be able to: | |
|  | Understand detailed information from the dialogues while listening. | |

**Planned activities**

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| **Planned timings** | Teacher’s activities | Pupil’s activities | Mark | **Resources** |
| Beginning the lesson | The lesson greeting.  The teacher sets the lesson objectives, letting students know  what to anticipate from the lesson.  Warm up.Free talk.  What are the advantages and disadvantages of online shopping? | Answer the teacher’s question | Emoticon | Emoticon |
| Middle | Ex .1 p.26 Picture description  Ex. 4 p. 26 Recognition exercise.  <https://youtu.be> / /M1qR4MDGEOQ | Make a sentence and write it | Emoticon, marks | Pictures, book |
| Ending the lesson | Ex.5 p.26 Making sentences. | Make a sentences and say it | Emoticon | Emoticon |

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| **Unit: “Daily life and shopping”** | LESSON: Module 2 Lesson 19 | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 8** | Number present: | absent: |
| **Topic:** | **Writing: A comment on a website**. | |
| **Learning objectives(s) that this lesson is contributing to** | 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics  8.W6 link independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics | |
| **Lesson objectives** | All learners will be able to: | |
|  | Recognize and use key phrases for expressing opinions on an internet forum. | |
|  | Most learners will be able to: | |
|  | Write a comment for an internet forum using writing guide. | |
|  | Some learners will be able to: | |
|  | Express their ideas in writing a comment for an internet forum. | |

**Planned activities**

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| **Planned timings** | Teacher’s activities | Pupil’s activities | Mark | **Resources** |
| Beginning the lesson | The lesson greeting.  The teacher sets the lesson objectives , letting students know what to anticipate from the lesson.  Warm up.  Cluster “ Internet forum” | Answer the teacher’s question | Emoticon | Emoticon |
| Middle | Ex.1 p.27 Reading for general  understanding.  Comprehension questions.  Ex. 3 p. 27 Classifying words.  Ex.4 p.27 Sentence completion. | Make a sentence and write it | Emoticon, marks | Pictures, book |
| Ending the lesson | Ex. 5 p.27 Writing guide. | Make a sentences and say it | Emoticon | Emoticon |

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| **Unit: “Daily life and shopping”** | LESSON: Module 2 Lesson 20 | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 8** | Number present: | absent: |
| **Topic:** | **My country: Daily life and shopping** | |
| **Learning objectives(s) that this lesson is contributing to** | 8.C8 develop intercultural awareness through reading and discussion  8.UE6 use a variety of pronouns including indefinite pronouns anybody, anyone and quantitative pronouns everyone, everything, none, more, less, a few on a range of familiar general and curricular topics | |
| **Lesson objectives** | All learners will be able to: | |
|  | Identify the meaning of the text about an environmental problem in Kazakhstan. | |
|  | Most learners will be able to: | |
|  | Use speaking and listening skills to solve problems cooperatively. | |
|  | Some learners will be able to: | |
|  | Discuss and give their opinions about an environmental problems using own words | |

**Planned activities**

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| **Planned timings** | Teacher’s activities | | Pupil’s activities | | Mark | **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. Types of shops. | | Answer the teacher’s question | | Emoticon | Emoticon |
| Middle | Ex.1p.28 Conveying the meaning  of newwords.Use of dictionaries.  Ex.3 p.28 Recognition exercise | | Make a sentence and write it | | Emoticon, marks | Pictures, book |
| Ending the lesson | Ex .5 p.28 Speaking in a form of discussion. | | Make a sentences and say it | | Emoticon | Emoticon |
| **Unit: “Daily life and shopping”** | | LESSON: Module 2 Lesson 21 | | | | | |
| **Teacher’s name:** | |  | | | | | |
| **Date:** | |  | | | | | |
| **Grade: 8** | | Number present: | | absent: | | | |
| **Topic:** | | **CLIL: Technology :The internet -wikis** | | | | | |
| **Learning objectives(s) that this lesson is contributing to** | |  | | | | | |
| **Lesson objectives** | | All learners will be able to: | | | | | |
|  | | Recognise and use vocabulary about the internet and wikis. | | | | | |
|  | | Most learners will be able to: | | | | | |
|  | | Create a wiki with minimal support. | | | | | |
|  | | Some learners will be able to: | | | | | |
|  | | Create a wiki without support | | | | | |

**Planned activities**

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| **Planned timings** | Teacher’s activities | Pupil’s activities | Mark | **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 | Answer the teacher’s question | Emoticon | Emoticon |
| Middle | Ex.1p.29Conveying the meaning  of newwords.Use of dictionaries. | Make a sentence and write it | Emoticon, marks | Pictures, book |
| Ending the lesson | Ex .4 p.28 Writing practice. | Make a sentences and say it | Emoticon | Emoticon |

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| **Unit: “Daily life and shopping”** | LESSON: Module 2 Lesson 23 | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 8** | Number present: | absent: |
| **Topic:** | **Review 2.** | |
| **Learning objectives(s) that this lesson is contributing to** | 8. C5 use feedback to set personal learning objectives. | |
| **Lesson objectives** | All learners will be able to: | |
|  | Revise taught material | |
|  | Most learners will be able to: | |
|  | Apply present perfect in writing. | |
|  | Some learners will be able to: | |
|  | Use taught vocabulary and grammar with accuracy. | |

**Planned activities**

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| **Planned timings** | Teacher’s activities | Pupil’s activities | Mark | **Resources** |
| Beginning the lesson | The lesson greeting.  The teacher sets the lesson objectives , letting students know what to anticipate from the lesson.  Warm up. 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. | Answer the teacher’s question | Emoticon | Emoticon |
| Middle | Ex. 1 p.30 Gap – filling.  Ex. 5p.30 Matching task. | Make a sentence and write it | Emoticon, marks | Pictures, book |
| Ending the lesson | Ex.6 p.30 Gap-filling. | Make a sentences and say it | Emoticon | Emoticon |

**Planned activies**

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| **Unit: “Daily life and shopping”** | LESSON: Module 2 Lesson 24 | |
| **Teacher’s name:** |  | |
| **Date:** |  | |
| **Grade: 8** | Number present: | absent: |
| **Topic:** | **Skills round-up 2.** | |
| **Learning objectives(s) that this lesson is contributing to** | 8.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups | |
| **Lesson objectives** | All learners will be able to: | |
|  | Understand details in listening extract. | |
|  | Most learners will be able to: | |
|  | Create their own dialogues based on the given situations using some support and act. | |
|  | Some learners will be able to: | |
|  | Express their ideas in writing a comment on a festival website without support. | |

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| **Planned timings** | Teacher’s activities | Pupil’s activities | Mark | **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.31 Using pictures related to the text for discussion. | Answer the teacher’s question | Emoticon | Emoticon |
| Middle | Ex.2 p.31 Listening for global information. | Make a sentence and write it | Emoticon, marks | Pictures, book |
| Ending the lesson | Ex.6 p.31 Writing practice. | Make a sentences and say it | Emoticon | Emoticon |