




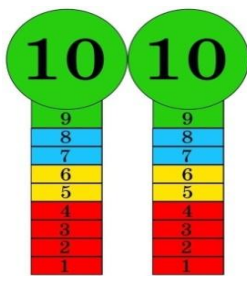


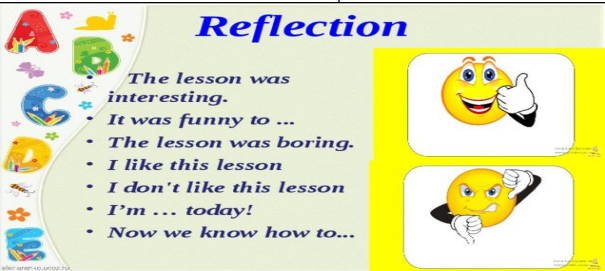




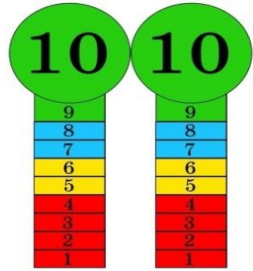



Unit: 5 Reading for pleasure		Lesson 49	
Teacher name:			
Date:			
Grade: 8		Number present:	absent:
Lesson title	Twenty thousand leagues under the sea		
Learning objectives	8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.6.15.1 use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions; use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics		
Lesson objectives	<b>Learners will be able to:</b> - introduce the topic; to read for gist - identify what pictures show - listen and read for gist and specific information		
Value links	<b>Family – Family values are moral and ethical principles of typical family life, including sacrificing for loved ones, putting your loved ones first, and keeping your loved ones at the centre of your thoughts and actions.</b>		
Plan			


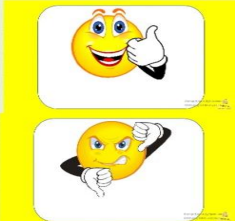

Stages / Time	Teachers actions	Students actions	Assessment criteria	Resources
<b>Beginning of the lesson</b> <b>Warming-up</b>  <b>3 min.</b>  <b>Pre-learning «Brainstorming» method</b> <b>7 min.</b>	<b>Organization moment :</b> 1.Greeting. Ask about the weather. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  <b>Warming up</b> Where are you from? How old are you? What color is it? How many students are there in class? What day of the week today?  <u><b>Lead – In</b></u>	<b>The aim:</b> To develop pupils speaking skills and create friendly atmosphere  <i>Students of the class are listed.</i>  <i>Students' attention is drawn to the lesson.</i>  <i>Students say different words from the picture</i>  •Learners remember previous lesson vocabulary  •Learners answer the	The teacher to assess learners for their ability. “Good job! Well done!” <i>Formative Assessment</i>   <i>Good job!</i> <u><b>Descriptor:</b></u> - remembers the lesson passed <b>Point 1</b> <b>Assessment criteria</b> Learners have met the learning objectives if	

		questions	they can talk about twenty thousand leagues under the sea	
<p><b>Middle of the lesson</b>  <b>Presentati</b>  <b>on part.</b>  <b>30 min</b></p>	<p><b>Ex:1 P:54</b></p> <ul style="list-style-type: none"> <li>• Ask Ss to look at the picture of Jules Verne and elicit what, if anything, Ss know about him.</li> <li>• Then ask Ss to read the biography to find out.</li> </ul> <p><b>Ex: 2 P: 54</b></p> <ul style="list-style-type: none"> <li>• Ask Ss to look at the pictures A-E and read through the descriptions 1-5.</li> <li>• Give Ss time to match them and check their answers</li> </ul> <p><b>Differentiation: «Verbal support»</b>  method is used to help Ss use new words in the sentences.</p> <p><b>Ex: 3 P: 54</b></p> <ul style="list-style-type: none"> <li>• Play the recording. Ss listen and order the pictures.</li> <li>• Check Ss' answers.</li> </ul> <p><b>Ex: 4 P: 54</b></p> <ul style="list-style-type: none"> <li>• Elicit what, if anything, Ss know about the lost city of Atlantis.</li> <li>Then play the recording. Ss listen and follow the text in their books and answer the question.</li> <li>• Check Ss' answers.</li> </ul> <p><b>Ex: 5 P: 54</b></p> <ul style="list-style-type: none"> <li>• Ask Ss to read the stems of the sentences (1-4).</li> <li>• Give Ss time to read the extract and complete the task.</li> <li>• Check Ss' answers around the class.</li> </ul> <p><b>Conclusion</b> during the lesson</p>	<ul style="list-style-type: none"> <li>• Learners read the biography to find out. Answer the question</li> </ul> <p><b>ANSWERS</b>  Jules Verne wrote 'Twenty Thousand Leagues Under the Sea', 'Around the World in Eighty Days', and 'Journey to the Centre of the Earth'. People call him the father of science fiction because he wrote about things that didn't exist yet, like submarines and spaceships</p> <ul style="list-style-type: none"> <li>• Learners look at the pictures. Which shows:</li> </ul> <p><b>ANSWERS</b>  1 B 2 C 3 E 4 D 5 A</p> <ul style="list-style-type: none"> <li>• Learners listen to an adaptation of the beginning of the story Twenty Thousand Leagues Under the Sea and put the pictures in the correct order</li> </ul> <p><b>ANSWERS</b>  1 E 2 C 3 A 4 B 5 D</p> <ul style="list-style-type: none"> <li>• Learners listen and read the extract to find out. Answer the question</li> </ul> <p><b>ANSWERS</b>  The professor saw trees on the ocean floor, an underwater volcano, stone houses and ancient temples.</p> <ul style="list-style-type: none"> <li>• Learners read the extract again and complete the sentences</li> </ul> <p><b>ANSWERS</b>  1 Red Sea</p>	<p><b>Descriptor:</b></p> <ul style="list-style-type: none"> <li>- read the biography</li> <li>- answer the question</li> </ul> <p>Total: 2 point</p>  <p>Self assessment</p> <p><b>Descriptor:</b></p> <ul style="list-style-type: none"> <li>- look at the pictures.</li> <li>- match them</li> </ul> <p>Total: 2 point</p> <p><b>Descriptor:</b></p> <ul style="list-style-type: none"> <li>- listen to an adaptation</li> <li>- put the pictures in the correct order</li> </ul> <p>Total: 2 point</p> <p><b>Descriptor:</b></p> <ul style="list-style-type: none"> <li>- put the pictures in the correct order</li> <li>- answer the question</li> </ul> <p>Total: 2 point.</p> <p><b>Descriptor:</b></p> <ul style="list-style-type: none"> <li>- read the extract</li> <li>- complete the sentences</li> </ul> <p>Total: 2 point.</p>	<p></p> <p>Card Worksheet</p> <p>Students book</p> 

	some tasks differentiated by outcomes of the students and by their abilities.	2 the deep mysterious Atlantic Ocean 3 temples 4 knew for sure	-Make CCQ questions Yes / No Total: 1 point.	
<b>End of the lesson</b> <b>5 min</b>	<b>FEEDBACK</b> Learners provide feedback on what they have learned at the lesson. <u><b>Ex: P:</b></u> Home task: Write the days			<b>Poster Success</b> 








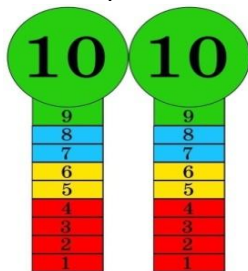


		Answer the question.	can talk about lost city	book
<p><b>Middle of the lesson</b> <b>Presentati</b> <b>on part.</b> <b>30 min</b></p>	<p><b>Ex:7 P:55</b></p> <ul style="list-style-type: none"> <li>• Allow Ss time to look up the meanings of the words in the list in their dictionaries.</li> <li>• Elicit definitions from Ss around the class.</li> <li>• Then give Ss time to use them to complete the sentences.</li> <li>• Check Ss' answers.</li> </ul> <p><b>Ex: 8 P: 55</b></p> <ul style="list-style-type: none"> <li>• Read out the Study Skills box and explain the difference between a first-person narrative and a third-person narrative.</li> <li>• Elicit what type of narrative the text is and who narrates it.</li> </ul> <p><b>Ex: 9 P: 55</b></p> <ul style="list-style-type: none"> <li>• Ask Ss to discuss the questions in small groups.</li> <li>• Monitor the activity around the class and then elicit answers from various groups.</li> </ul> <p><b>Differentiation: «Verbal support»</b> method is used to help Ss use new words in the sentences.</p> <p><b>Ex: 10 P: 55</b></p> <ul style="list-style-type: none"> <li>• Ask Ss to research the story online.</li> <li>• Play the video for Ss and elicit their comments.</li> <li>• Elicit who guessed correctly.</li> </ul> <p><b>Conclusion</b> during the lesson some tasks differentiated by outcomes of the students and by their abilities.</p>	<ul style="list-style-type: none"> <li>• Pupils complete the sentences. Use these words</li> </ul> <p><b>ANSWERS</b></p> <p>1 escape 2 appeared 3 surrounded 4 moved 5 entered 6 produced</p> <ul style="list-style-type: none"> <li>• Pupils answer the question</li> </ul> <p><b>ANSWERS</b></p> <p>It is a first-person narrative narrated by Professor Aronnax</p> <ul style="list-style-type: none"> <li>• Pupils discuss in groups. What do you think happens next in the story? Do you think the three men will manage to escape? How?</li> </ul> <p><b>ANSWERS</b></p> <p>A: I think they will go on many adventures with Captain Nemo in the Nautilus, but they will not be allowed to leave. B: I think you're right. Maybe they will travel all around the world. C: I think the men will escape in a small boat as they planned, but not for some time. etc</p> <p>Pupils research the whole story or watch the video. How close were your guesses?</p> <p><b>ANSWERS</b></p> <p>Ss' own answers</p>	<p><b>Descriptor:</b></p> <ul style="list-style-type: none"> <li>- complete the sentences</li> <li>- use these words</li> </ul> <p>Total: 2 point</p>  <p>Self assessment</p> <p><b>Descriptor:</b></p> <ul style="list-style-type: none"> <li>- answer the question</li> </ul> <p>Total: 1 point</p> <p><b>Descriptor:</b></p> <ul style="list-style-type: none"> <li>- discuss in groups.</li> <li>- answer the question</li> </ul> <p>Total: 2 point</p> <p><b>Descriptor:</b></p> <ul style="list-style-type: none"> <li>- research the whole story</li> <li>- watch the video</li> </ul> <p>Total: 2 point</p> <p>-Make CCQ questions Yes / No</p> <p>Total: 1 point</p> <p>Total: 10 point</p>	 <p>Card Worksheet</p> <p>Students book</p>  

<p><b>End of the lesson</b> <b>5 min</b></p>	<p><b>FEEDBACK</b> Learners provide feedback on what they have learned at the lesson. <b>Ex: P:</b> Home task: Write the days</p>	<div><h3>Reflection</h3><p><i>The lesson was interesting.</i></p><ul style="list-style-type: none"><li>• <i>It was funny to ...</i></li><li>• <i>The lesson was boring.</i></li><li>• <i>I like this lesson</i></li><li>• <i>I don't like this lesson</i></li><li>• <i>I'm ... today!</i></li><li>• <i>Now we know how to...</i></li></ul><div></div></div>	<p>Poster Success</p> 
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Unit 5 Reading for pleasure		Lesson 51	
Teacher name:			
Date:			
Grade: 8		Number present:	absent:
Lesson title	To the sea		
Learning objectives	8.1.7.1 develop and sustain a consistent argument when speaking or writing 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics		
Lesson objectives	<b>Learners will be able to:</b> - introduce the topic - read for gist - listen and read for gist - present and practise phrasal verbs with go		
Value links	Fairness – If you value fairness, you might be highly sensitive to situations at school or in the workplace where a teacher or a peer has exhibited favoritism or allowed someone to get away with living by a different set of rules to everyone else.		
Plan			

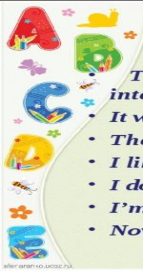
Stages / Time	Teachers actions	Students actions	Assessment criteria	Resources
<b>Beginning of the lesson</b> <b>Warming-up</b>  <b>3 min</b>  <b>Pre-learning «Brainstorming» method</b> <b>7 min.</b>	<b>Organization moment :</b> 1.Greeting. Ask about the weather. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  <b>Warming up</b> Where are you from? How old are you? What color is it? How many students are there in class? What day of the week today? revise the vocabulary from the previous <u>Lead – In</u>	. <b>The aim:</b> To develop pupils speaking skills and create friendly atmosphere <b>Efficiency:</b> By wishing each other they feel better and feel the support of others <i>Students of the class are listed.</i> <i>Students' attention is drawn to the lesson.</i> <ul style="list-style-type: none"> <li>• Learners remember previous lesson vocabulary</li> </ul> <i>Determines the topic and purpose of the lesson</i>   <i>Students say different words from the picture</i>	The teacher to assess learners for their ability. “Good job! Well done!” <i>Formative Assessment</i>  <i>Good job!</i>  <b>Descriptor:</b> - can tell the time <i>Point 1</i>  <b>Assessment criteria</b> - Learners have met the learning objectives if they can talk about	

			author's biography	
<p><b>Middle of the lesson Presentation part. 30 min</b></p>	<p><b>Ex: 1a P: 56</b></p> <ul style="list-style-type: none"> <li>Elicit what animal is in the picture and elicit other sea mammals from around the class.</li> </ul> <p><b>Ex:1b P: 56</b></p> <ul style="list-style-type: none"> <li>Elicit answers to the questions from Ss around the class.</li> </ul> <p><b>Differentiation: «Verbal support»</b> method is used to help Ss use new words in the sentences.</p> <p><b>Ex: 2 P: 56</b></p> <ul style="list-style-type: none"> <li>Ask Ss to read the biography and elicit an answer to the question.</li> </ul> <p><b>Ex: 3 P: 56</b></p> <ul style="list-style-type: none"> <li>Read out the question.</li> <li>Play the recording. Ss listen and read the text to find out the answer.</li> </ul> <p><b>Ex: 4 P: 57</b></p> <ul style="list-style-type: none"> <li>Give Ss time to read the text again and read the sentences and then mark them as true or false.</li> <li>Check Ss' answers.</li> </ul> <p><b>Ex: 6 P: 57</b></p> <ul style="list-style-type: none"> <li>Read out the box and explain the task.</li> <li>Give Ss time to use them to complete the sentences.</li> <li>Check Ss' answers.</li> </ul> <p><b>Conclusion</b> during the lesson some tasks differentiated by outcomes of the students and by their abilities.</p>	<ul style="list-style-type: none"> <li>Pupils answer the question. What is the animal in the picture? What do you know about it? Can you name any more marine mammals?</li> </ul> <p><b>ANSWERS</b> The animal is a whale. Other sea mammals include dolphins, orca, seals and walruses</p> <ul style="list-style-type: none"> <li>Pupils read the author's biography. How do you think Melville's own experiences helped him write Moby-Dick?</li> </ul> <p><b>ANSWERS</b> Whaling is illegal in many countries these days because whales are endangered, but in the past whales were hunted for their meat and bones</p> <ul style="list-style-type: none"> <li>Pupils listen and read to find out. Answer the question.</li> </ul> <p><b>ANSWERS</b> He is not sure why he decided to go whaling. He wanted to be a sailor and get paid while exploring the sea. He usually went to sea on merchant ships, but he was excited by the idea of the great whale.</p> <ul style="list-style-type: none"> <li>Pupils read the extract. Decide if the statements</li> </ul> <p><b>ANSWERS</b> 1 T 3 F 5 T 2 T 4 F</p> <ul style="list-style-type: none"> <li>Pupils read the box and complete the sentences</li> </ul> <p><b>ANSWERS</b> 1 over 2 off 3 by 4 on</p>	<p><b>Descriptor:</b></p> <ul style="list-style-type: none"> <li>answer the question</li> <li>name any more marine mammals</li> </ul> <p>Total: 2 point</p>  <p>Self assessment</p> <p><b>Descriptor:</b></p> <ul style="list-style-type: none"> <li>read the author's biography</li> <li>answers to the questions</li> </ul> <p>Total: 2 point</p> <p><b>Descriptor:</b></p> <ul style="list-style-type: none"> <li>listen and read</li> <li>answers to the questions</li> </ul> <p>Total: 2 point</p> <p><b>Descriptor:</b></p> <ul style="list-style-type: none"> <li>read the extract</li> <li>complete the sentences</li> </ul> <p>Total: 1 point</p> <p>-Make CCQ questions Yes / No</p> <p>Total: 1 point</p> <p>Total: 10 point</p>	 <p>Card Worksheet</p> <p>Students book</p> 



End of  
the  
lesson  
5 min



**FEEDBACK**  
Learners provide feedback on what  
they have learned at the lesson.  
Ex:  
Home task:



### Reflection





*The lesson was interesting.*


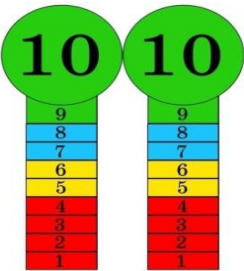




- *It was funny to ...*
- *The lesson was boring.*
- *I like this lesson*
- *I don't like this lesson*
- *I'm ... today!*
- *Now we know how to...*

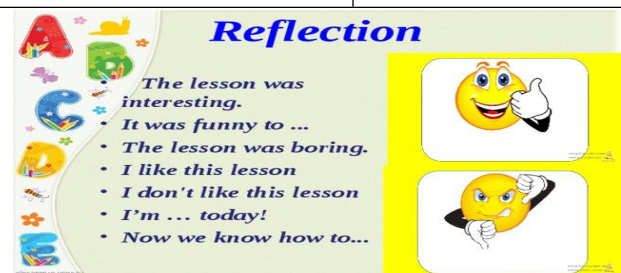





Unit5:		Lesson 52	
Teacher name:			
Date:			
Grade: 8		Number present:	absent:
Lesson title	Kyz Zhybek		
Learning objectives	8.6.17.1 use if / unless/ if only in second conditional clauses and wish [that] clauses [present reference]; use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics 8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics		
Lesson objectives	<b>Learners will be able to:</b> - introduce the topic - listen and read for specific information - complete a graphic organiser; to identify adjectives		
Value links	Honesty – You may highly value telling people the truth. This one gets tricky when being honest can be hurtful to others. So, a person who really puts honesty first might be the sort of person who will tell the truth even if it hurts to do so.		
Plan			






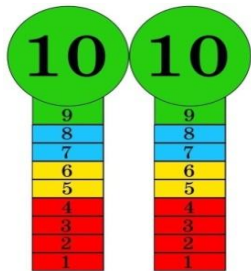


Stages / Time	Teachers actions	Students actions	Assessment criteria	Resources
<b>Beginnin g of the lesson</b> <b>Warming -up</b>  <b>3 min</b>  <b>Pre- learning</b> <b>«Brainsto rming» method</b> <b>7 min.</b>	<b>Organization moment :</b> 1.Greeting. Ask about the weather. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. <b>Warming up</b> Where are you from? How old are you? What color is it? How many students are there in class? What day of the week today? revise the language from the previous lesson <u>Lead – In</u>	<b>The aim:</b> To develop pupils speaking skills and create friendly atmosphere <b>Efficiency:</b> By wishing each other they feel better and feel the support of others <i>Students of the class are listed.</i> <i>Students' attention is drawn to the lesson.</i> <ul style="list-style-type: none"> <li>Learners talk about daily routines previous lesson vocabulary</li> </ul> <i>Determines the topic and purpose of the lesson</i>  <i>Students say different words from the picture</i>	The teacher to assess learners for their ability. “Good job! Well done!” <i>Formative Assessment</i>  <i>Good job!</i> <b>Descriptor:</b> - talk about daily routines <i>Point 1</i>  <b>Assessment criteria</b> - Learners have met the learning objectives if they can talk about Kyz Zhybek	    <i>Student's book</i>

				
<p><b>Middle of the lesson Presentation part. 30 min</b></p>	<p><b>Ex:1 P:58</b></p> <ul style="list-style-type: none"> <li>• Ask Ss to look at the pictures.</li> <li>• Elicit what, if anything, they know about Kyz-Zhibek and the story.</li> <li>• Ask Ss to discuss what they know in pairs and then ask some Ss to tell the class.</li> <li>• Ask Ss to read the information box to find out more.</li> </ul> <p><b>Ex: 2 P: 58</b></p> <ul style="list-style-type: none"> <li>• Read out the names.</li> <li>• Elicit Ss' guesses as to how they relate to Kyz-Zhibek.</li> <li>• Play the recording. Ss listen and read the text and find out.</li> </ul> <p><b>Differentiation: «Verbal support»</b> method is used to help Ss use new words in the sentences</p> <p><b>Ex: 3 P: 59</b></p> <ul style="list-style-type: none"> <li>• Ask Ss to read the questions (1-4) and answer choices A-C.</li> <li>• Give Ss time to read the text and complete the task.</li> <li>• Check Ss' answers around the class.</li> </ul> <p><b>Ex: 4 P: 59</b></p> <ul style="list-style-type: none"> <li>• Ask Ss to copy the graphic organiser into their notebooks.</li> <li>• Then give them time to complete it with the adjectives the writer uses in the text.</li> <li>• Check Ss' answers on the board.</li> </ul> <p><b>Ex: 6 P: 59</b></p> <ul style="list-style-type: none"> <li>• Ask Ss to read the events and put them in the correct order referring back to the text as necessary.</li> <li>• Check Ss' answers</li> </ul> <p><b>Conclusion</b> during the lesson some tasks differentiated by outcomes of</p>	<ul style="list-style-type: none"> <li>• Pupils look at the picture and the title. Who is Kyz-Zhibek? What do you know about the story of Kyz-Zhibek? Discuss in pairs.</li> </ul> <p><b>ANSWERS</b> Ss' own answers</p> <ul style="list-style-type: none"> <li>• Pupils listen and read to find out. Answer the question.</li> </ul> <p><b>ANSWERS</b> Tolegen is the man Kyz-Zhibek falls in love with. Bekezhan is the leader of Kyz-Zhibek's tribe. Bazarbai is Tolegen's father.</p> <ul style="list-style-type: none"> <li>• Pupils read the extract and choose the correct answer</li> </ul> <p><b>ANSWERS</b> 1 B 2 A 3 C 4 A</p> <ul style="list-style-type: none"> <li>• Pupils complete the graphic organiser below with the adjectives the writer uses in the story to describe the characters</li> </ul> <p><b>ANSWERS</b> <b>CHARACTERS</b> Kyz-Zhibek: intelligent, beautiful, famous, heartbroken Tolegen: handsome, young, strong-willed, beloved, Bekezhan: wicked, evil,</p> <ul style="list-style-type: none"> <li>• Pupils put the events in the order they happened.</li> </ul> <p><b>ANSWERS</b> a 2 c 3 e 1 g 4 b 5 d 7 f 6</p>	<p><b>Descriptor:</b></p> <ul style="list-style-type: none"> <li>- look at the picture</li> <li>- discuss in pairs.</li> </ul> <p>Total: 2 point</p>  <p>Self assessment</p> <p><b>Descriptor:</b></p> <ul style="list-style-type: none"> <li>- listen and read</li> <li>- answer the question.</li> </ul> <p>Total: 2 point</p> <p><b>Descriptor:</b></p> <ul style="list-style-type: none"> <li>- read the extract</li> <li>- choose the correct answer</li> </ul> <p>Total: 2 point</p> <p><b>Descriptor:</b></p> <ul style="list-style-type: none"> <li>- complete the graphic organiser</li> <li>- describe the characters</li> </ul> <p>Total: 2point</p> <p><b>Descriptor:</b></p> <ul style="list-style-type: none"> <li>- put the events in the order</li> </ul> <p>Total: 1 point</p> <p>-Make CCQ questions Yes / No Total: 1 point</p> <p>Total: 10 point</p>	 <p>Card Worksheet</p> <p>Students book</p>   

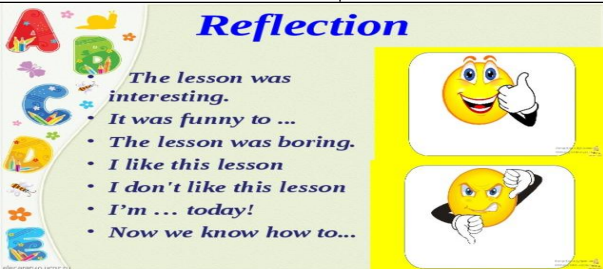

	the students and by thir abilities.			
End of the lesson 5 min	<b>FEEDBACK</b> Learners provide feedback on what they have learned at the lesson. <b>Ex:</b> Home task:		Poster Success 	

Unit: 5 Reading for pleasure		Lesson 53	
Teacher name:			
Date:			
Grade:8		Number present:	absent:
Lesson title	The Mousaleum of Aish Bibi		
Learning objectives	8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 8.2.5.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics		
Lesson objectives	<b>Learners will be able to:</b> - conduct research, evaluate and communicate findings to answer questions or solve problems -recognize meaning of words, phrases, tone, stress, intonation and pace to explore speaker's attitude or opinion in talks		
Value links	Generosity – This may be a core value of yours if you cherish people who will give their time and resources to people in need. You may consider yourself to be a generous person if you find joy and meaning in giving to others.		
Plan			

<b>Stages / Time</b>	<b>Teachers actions</b>	<b>Students actions</b>	<b>Assessment criteria</b>	<b>Resources</b>

<p><b>Beginning of the lesson</b> <b>Warming-up</b></p>  <p><b>3 min</b></p> <p><b>Pre-learning «Brainstorming» method</b> <b>7 min.</b></p>	<p><b>Organization moment :</b> 1. Greeting. Ask about the weather. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p><b>Warming up</b> Where are you from? How old are you? What color is it? How many students are there in class? What day of the week today?</p> <p>Revise the vocabulary from the previous lesson</p> <p><b>Lead – In</b></p> 	<p><b>The aim:</b> To develop pupils speaking skills and create friendly atmosphere <b>Efficiency:</b> By wishing each other they feel better and feel the support of others <i>Students of the class are listed.</i> <i>Students' attention is drawn to the lesson.</i></p> <ul style="list-style-type: none"> <li>Learners talk about days of the week previous lesson vocabulary</li> </ul> <p><i>Determines the topic and purpose of the lesson</i></p> <p><i>Students say different words from the picture</i></p>	<p>The teacher to assess learners for their ability. “Good job! Well done!” <i>Formative Assessment</i></p>  <p><i>Good job!</i> <b>Descriptor:</b> - talk about days of the week Total: 1 point</p> <p><b>Assessment criteria</b> - Learners have met the learning objectives if they can talk about comparisons between films</p>	 
<p><b>Middle of the lesson</b> <b>Presentation part.</b> <b>30 min</b></p>	<p><b>Ex1 P:60</b> • To introduce the topic; to listen and read for gist • Ask Ss to look at the picture and read the title of the text. • Read out the question and elicit Ss' guesses. • Play the recording. Ss listen and read the text to find out. • Elicit answers from Ss around the class</p> <p><b>Ex: 2 P: 61</b> • To read for specific information • Give Ss time to read the questions and answer choices and then read the text again and answer them. • Check Ss' answers.</p> <p><b>Ex: 3 P: 61</b> • To read for specific information • Explain the task. • Allow Ss time to read the sentences and complete them referring to the text as necessary. • Check Ss' answers.</p> <p><b>Ex: 4 P: 61</b> • To consolidate new vocabulary</p>	<ul style="list-style-type: none"> <li>Pupils look at the picture and read the title of the text. Answer the question. <b>ANSWERS</b> No one knows why the mausoleum was really created, but there is a legend that says Karakhan, the khan of Taraz, built it for the woman he loved, Aisha Bibi, at the place where she died.</li> <li>Pupils read the extract again and for questions choose the correct answer <b>ANSWERS</b> 1 C 2 A 3 B</li> <li>Pupils read and complete the sentences. Use: Karakhan – Aisha Bibi – Babadzha Khatun – Khakim-Ata. <b>ANSWERS</b> 1 Aisha Bibi 2 Babadzha Khatun 3 Khakim-Ata</li> </ul>	<p><b>Descriptor:</b> - look at the picture - read the title - answer the question. Total: 3 point</p> <p><b>Descriptor:</b> - read the extract - choose the correct answer Total: 2 point</p>  <p><b>Self assessment</b></p> <p><b>Descriptor:</b> - read and complete the sentences Total: 1 point</p>	 <p>Card Worksheet</p>  <p>Vocabulary card</p>


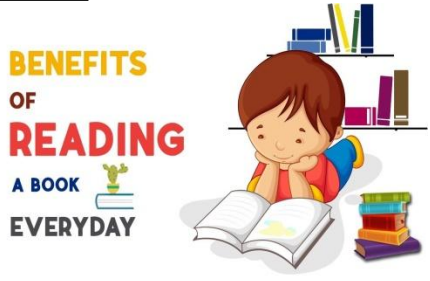



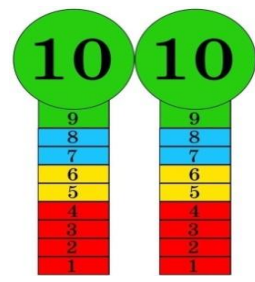




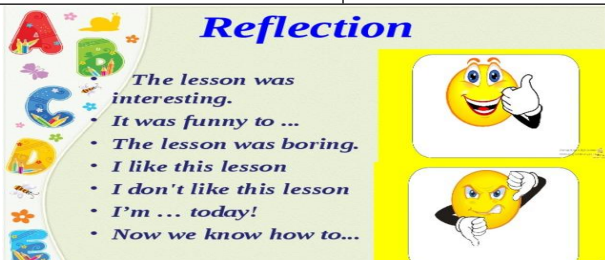
	<ul style="list-style-type: none"> <li>• Direct Ss to the words in the list and give them time to complete the sentences using their dictionaries as necessary.</li> <li>• Check Ss' answers.</li> </ul> <p><b>Ex: 5 P: 61</b> To present/revise quantifiers</p> <ul style="list-style-type: none"> <li>• Direct Ss' attention to the theory box and ask various Ss to read the examples aloud.</li> <li>• Read the theory aloud and make sure Ss understand when to use many/more, much/more, (a) few and less ... than.</li> <li>• Give Ss time to complete the task.</li> <li>• Check Ss' answers.</li> </ul> <p><b>Conclusion</b> during the lesson some tasks differentiated by outcomes of the students and by their abilities.</p>	<p>4 Karakhan</p> <ul style="list-style-type: none"> <li>• Pupils complete the sentences. Use your dictionary.</li> </ul> <p><b>ANSWERS</b> 1 ordered 2 guarded 3 buried 4 crossed 5 refused</p> <ul style="list-style-type: none"> <li>• Pupils read the theory and choose the correct item</li> </ul> <p><b>ANSWERS</b> 1 many 2 a few 3 less 4 more 5 much</p>	<p><b>Descriptor:</b> - complete the sentences -use dictionary. Total: 2 point</p> <p><b>Descriptor:</b> - read the theory - choose the correct item Total: 2 point</p> <p>-Make CCQ questions Yes / No  Total: 10 point</p>	
<p><b>End of the lesson</b> <b>5 min</b></p>	<p><b>FEEDBACK</b> Learners provide feedback on what they have learned at the lesson.</p> <p><b>Ex:</b> Home task:</p>		<p>Poster Success</p> 	



Unit 5 Reading for pleasure		Lesson 54	
Teacher name:			
Date:			
Grade: 8		Number present:	absent:
Lesson title	Edutainment: benefits of reading		
Learning objectives	8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics 8.4.4.1 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics		
Lesson objectives	<b>Learners will be able to:</b> - use lexis/syntax norms in appropriate situations or context - read authentic texts for pleasure and academic purposes		
Value links	Generosity – This may be a core value of yours if you cherish people who will give their time and resources to people in need. You may consider yourself to be a generous person if you find joy and meaning in giving to others.		
Plan			

<b>Stages / Time</b>	<b>Teachers actions</b>	<b>Students actions</b>	<b>Assessment criteria</b>	<b>Resources</b>

<p><b>Beginning of the lesson</b> <b>Warming-up</b></p>  <p><b>3 min</b></p> <p><b>Pre-learning «Brainstorming» method</b> 7 min.</p>	<p><b>Organization moment :</b> 1. Greeting. Ask about the weather. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p> <p><b>Warming up</b> Where are you from? How old are you? What color is it? How many students are there in class? What day of the week today?</p> <p>Revise the language of the previous lesson.</p> <p><b>Lead – In</b></p> 	<p><b>The aim:</b> To develop pupils speaking skills and create friendly atmosphere <b>Efficiency:</b> By wishing each other they feel better and feel the support of others <i>Students of the class are listed.</i> <i>Students' attention is drawn to the lesson.</i></p> <p><i>Determines the topic and purpose of the lesson</i></p> <ul style="list-style-type: none"> <li>Learners talk about favourite day previous lesson vocabulary</li> </ul> <p><i>Students say different words from the picture and count one to hundred</i></p>	<p>The teacher to assess learners for their ability. “Good job! Well done!” <i>Formative Assessment</i></p>  <p><i>Good job!</i> <b>Descriptor:</b> - talk about favourite day Total: 1 point</p> <p><b>Assessment criteria</b> - Learners have met the learning objectives if they can talk about benefits of reading</p>	  <p><i>Student's book</i></p>
<p><b>Middle of the lesson</b> <b>Presentation part.</b> <b>30 min</b></p>	<p><b>Ex:1 P:62</b> • To understand a quotation and express an opinion Ask Ss to read the quotation and then discuss in pairs what they think it means. Elicit answers from Ss around the class</p> <p><b>Ex: 2 P: 62</b> • To learn about the value of reading and match the benefits to the results • Ask Ss to read the lists of benefits and results and then give them time to match them. • Check Ss' answers and then elicit whether Ss agree with the points.</p> <p><b>Ex: 3 P: 62</b> • To test knowledge learnt in this module/ to do a quiz • Explain the task. Allow Ss some time to read the questions and mark them as true or false. • Tell Ss they can review the module and find the relevant information to help them if necessary.</p>	<p>Pupils discuss the following quotation.. <b>ANSWERS</b> A: I think that the quotation means that books can teach you a lot of things to help you succeed in life, so everyone should read a lot. B: I agree and I think if everyone read more, there would be less ignorance in the world.</p> <p>Pupils match the benefits of reading to the results. Do you agree with the points? <b>ANSWERS</b> 1 b 2 e 3 a 4 d 5 c</p> <p>Pupils do the quiz. Mark the sentences as T (true) or F (false). <b>ANSWERS</b> 1 T 3 F 5 F 7 T 2 T 4 T 6 F 8 F</p> <p>Pupils look at Module 5</p>	<p><b>Descriptor:</b> - discuss the following quotation Total: 1 point</p>  <p><i>Self assessment</i></p> <p><b>Descriptor:</b> - learn about the value of reading\ - match the benefits Total: 2 point</p> <p><b>Descriptor:</b> - do the quiz</p>	 <p><i>Card Worksheet</i></p> <p><i>Students book</i></p> 

	<ul style="list-style-type: none"><li>• Check Ss' answers</li></ul> <p><b>Ex: 4 P: 62</b></p> <ul style="list-style-type: none"><li>• To consolidate vocabulary learnt in the module/to write a quiz</li><li>• Explain the task and allow Ss time to work in pairs and look through the module and think of quiz questions.</li><li>• Tell Ss they can use the quiz in the previous task as a model. Offer an example (e.g. Arthur Conan Doyle wrote The Hound of the Baskervilles. [T])</li><li>• Ss can swap their quiz with another pair and do it and then report back to the class</li></ul> <p>Conclusion during the lesson some tasks differentiated by outcomes of the students and by their abilities.</p>	and write a quiz of your own similar to the one in Ex. 3.	<p><b>ANSWERS</b></p> <p>1 Ian Fleming wrote 'The Wizard of Oz'. [F]</p> <p>2 Jules Verne wrote 'Journey to the Centre of the Earth'. [T]</p> <p>3 The captain of the Nautilus was Aronnax. [F]</p> <p>4 The main character in 'Moby-Dick' is Herman Melville. [F]</p> <p>5 Jules Verne was French. [T]</p> <p>6 Kyz-Zhibek is similar to 'Romeo and Juliet'. [T]</p> <p>7 Aisha Bibi 's father was Khakim-Ata. [T]</p> <p>8 Karakhan guarded the mausoleum until he died. [F]</p>	<p>- mark the sentences Total: 2 point</p> <p><u>Descriptor:</u></p> <ul style="list-style-type: none"><li>- look at Module 5</li><li>- write a quiz of your own</li></ul> <p>Total: 2 point</p> <p>-Make CCQ questions Yes / No Total: 10 point</p>	
End of the lesson 5 min	<p><b>FEEDBACK</b></p> <p>Learners provide feedback on what they have learned at the lesson.</p> <p><b>Ex:</b></p> <p>Home task:</p>			Poster Success	

# EXCEL

Student's Book

FOR KAZAKHSTAN

**GRADE 8**

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Express Publishing