

Қостанай облысы әкімдігі білім басқармасының «Қостанай ауданы білім бөлімінің «Жданов жалпы білім беретін мектебі» КММ

АВТОРЛЫҚ БАҒДАРЛАМА
элективті курс

Creative tasks in English lessons to develop speaking, reading, listening and writing skills

9-сынып оқушыларына арналған
(аптасына 1 сағат, барлығы 34 сағат)



Құрастырушылары: Қостанай облысы, Қостанай ауданы «Жданов жалпы білім беретін мектебі» КММ-нің ағылшын тілі пәні мұғалімі **Ғабдуахитова Айман Асқарқызы, педагог-эксперт**

Ғылыми пікір жазған: Педагогика ғылымдарының кандидаты, Ахмет Байтұрсынұлы атындағы Қостанай өңірлік университеті әлеуметтік-гуманитарлық факультетінің шетел филологиясы кафедрасының ассистенті **Кандалина Елена Михайловна**

Пікір жазған: Жданов жалпы білім беретін мектебінің орыс тілі мен әдебиеті пәні мұғалімі, педагог-зерттеуші, педагогика және психология, филология ғылымдарының магистрі **Нуржанова Д.С**

2025-2026 оқу жылы

Түсініктеме хат

Ағылшын тілі – әлемдік қарым-қатынастың кілті. Алайда, оны үйрену көбіне күрделі әрі жалықтыратын процесс болып көрінеді. Бірақ, шындығында бұл міндетті емес. Авторлық бағдарламамызда ағылшын тілінің төрт негізгі дағдысын – сөйлеу, оқу, тыңдау және жазуды дамытудың жаңаша, шығармашыл әдістерін қарастырамыз. Бұл тәсілдер тіл үйренуді қызықты оқиғаға, шынайы жаңалыққа айналдырады. Оқушылар өздерін жай ғана тыңдаушы емес, белсенді қатысушы ретінде сезінеді. Олар тілді тек кітаптан емес, өмірден үйренеді. Бұл жолда әр қадам – жаңа жетістік, әр тапсырма – жаңа мүмкіндік. Ағылшын тілін үйренудің осы қызықты әлеміне саяхат жасайық, мұнда әр сабақ – шығармашылық пен жаңалықтың көзі.

«Тиімді әдістер мен жасанды интеллект тәсілдерін қолдану арқылы оқушылардың ағылшын тілінде сөйлеу, оқу, тыңдау және жазу дағдыларын дамыту» авторлық бағдарлама 8-сынып оқушыларына арналған қызықты тапсырмалар, викториналық сұрақтар, түрлі флэш-карталар, жаңа платформалардағы дайын тапсырмалар және т.б. түрлі тапсырмалар құрастырылған. Қазақстан Республикасы Ғылым және жоғары білім министрлігінің Цифрлық және мемлекеттік қызмет көрсетуді автоматтандыру департаментінің цифрландыру бағыты жарияланды.

«Оқу жоспарының вариативті бөлігінің оқу бағдарламалары мен элективті курстарды сараптамадан өткізу және оларды жаңартылған білім беру мазмұны аясында әдістемелік қамтамасыз ету» туралы ереже ҚР-ң 2007 жылғы 27 шілдедегі №319-III

«Білім туралы» Заңына (06.05.2020 жылы енгізілген толықтырулар мен өзгертулер негізінде) сәйкес әзірленді. «Бастауыш, негізгі орта және жалпы орта білім деңгейлерінің жалпы білім беретін пәндері мен таңдау курстары бойынша үлгілік оқу бағдарламаларын бекіту» туралы Қазақстан Республикасы Оқу-ағарту министрінің 2022 жылғы 27 тамыздағы № 382 бұйрығы негізінде құрастырылған. «2022-2023 оқу жылында Қазақстан Республикасының орта білім беру ұйымдарында оқу-тәрбие процесін ұйымдастырудың ерекшеліктері туралы» әдістемелік нұсқау хат негізінде қарастырылды.

Авторлық бағдарлама өзектілігі:

Ағылшын тілін оқытудың жаңа әдістеріне деген сұраныс күн санап артып келеді. Бұл авторлық бағдарлама осы қажеттілікке жауап ретінде әзірленді. Бағдарламаның өзектілігі оның заманауи педагогикалық технологиялар мен әдістемелерді қолдануында жатыр. Ол оқушылардың жеке қабілеттері мен қызығушылықтарын ескере отырып, тілді меңгерудің төрт негізгі дағдысын - сөйлеу, тыңдау, оқу және жазуды кешенді түрде дамытуға бағытталған. Бағдарлама оқу процесін шығармашылық және интерактивті етіп, оқушылардың ынтасын арттырады. Сонымен қатар, ол теориялық білімді практикалық дағдыларға айналдыруға көмектеседі, бұл оқушылардың алған білімдерін нақты өмірлік жағдайларда қолдана білу қабілетін жетілдіреді.

Бағдарламаның мақсаты:

Тыңдау қабілетін дамыту, әртүрлі акценттер мен сөйлеу жылдамдықтарындағы ағылшын тілін түсіну деңгейін жоғарылату. Оқу дағдыларын жақсарту, әртүрлі жанрдағы мәтіндерді түсініп оқу және талдау қабілетін арттыру. Жазу дағдыларын дамыту, грамматикалық тұрғыдан дұрыс және мазмұнды мәтіндер жазу қабілетін жетілдіру. Оқушылардың сөздік қорын кеңейту, жаңа лексиканы контекстте қолдану дағдысын қалыптастыру.

Бағдарламаның міндеттері:

- Оқушылардың сөйлеу дағдыларын жетілдіру, олардың ағылшын тілінде еркін және сенімді түрде өз ойларын білдіру қабілетін арттыру;
- Тыңдау қабілетін дамыту, әртүрлі акценттер мен сөйлеу жылдамдықтарындағы ағылшын тілін түсіну деңгейін жоғарылату;
- Оқу дағдыларын жақсарту, әртүрлі жанрдағы мәтіндерді түсініп оқу және талдау қабілетін арттыру;

- Жазу дағдыларын дамыту, грамматикалық тұрғыдан дұрыс және мазмұнды мәтіндер жазу қабілетін жетілдіру;
- Оқушылардың сөздік қорын кеңейту, жаңа лексиканы контекстте қолдану дағдысын қалыптастыру;
- Ағылшын тілінде шығармашылық және сыни ойлау қабілеттерін дамыту;
- Оқушылардың ағылшын тіліндегі мәдени құзыреттілігін арттыру, тілдік және мәдени ерекшеліктерді түсіну қабілетін жетілдіру;
- Топтық жұмыс дағдыларын дамыту, ағылшын тілінде ынтымақтастық пен қарым-қатынас жасау қабілетін арттыру;

Жаңалығы:

Біздің бағдарламаның жаңашылдығы – дәстүрлі оқыту әдістерін түбегейлі өзгертуінде. Бұл жаңа тәсіл тілді үйренуді механикалық жаттаудан шығармашылық үдеріске айналдырады.

Ең алдымен, біз виртуалды (**VR**) технологиясын енгіздік. Оқушылар ағылшын тілді елдерге "**саяхат**" жасап, жергілікті тұрғындармен әңгімелеседі. Бұл тәсіл тілді нақты өмірлік жағдайларда қолдануға мүмкіндік береді.

Екіншіден, біз жасанды интеллект (**AI**) негізіндегі жеке оқыту ассистентін әзірледік. Бұл жүйе әр оқушының жеке қажеттіліктері мен үлгерімін талдап, оқу бағдарламасын соған сай бейімдейді.

Үшіншіден, біз **геймификация** элементтерін қолдандық. Оқушылар тілді үйрену барысында "тілдік квесттер" орындап, виртуалды марапаттар алады. Бұл оқу процесін қызықты ойынға айналдырады.

Сонымен қатар, біз нейролингвистикалық бағдарламалау (**NLP**) техникаларын енгіздік. Бұл әдіс оқушылардың тілді қабылдау және есте сақтау қабілетін айтарлықтай арттырады.

Күтілетін нәтижелер:

- Оқушылар ағылшын тілінде еркін сөйлеп, жазып, оқып және түсіне алатын болады.
- Оқушылар әртүрлі жағдайларда ағылшын тілінде тиімді қарым-қатынас жасай алады.
- Оқушылар ағылшын тілді елдердің мәдениетін, дәстүрлерін және әлеуметтік нормаларын түсініп, құрметтейді;
- Оқушылар ағылшын тілінде күрделі мәселелерді талдап, өз пікірлерін дәлелді түрде білдіре алады;
- Оқушылар ағылшын тіліне әртүрлі жанрда шығармашылық жұмыстар жасай алады;
- Оқушылар ағылшын тілінде онлайн ресурстарды тиімді пайдалана алады, цифрлық құралдармен жұмыс істей алады;

Stabilization-content section

№	The theme of the lesson	Number of hours	Date	Warnings
1.	The History of My City	1		
2.	Famous People I Admire	1		
3.	Celebrating Cultural Festivals	1		
4.	The Impact of Social Media	1		
5.	A Day in My Life	1		
6.	My Favorite Hobby	1		
7.	My Favorite Place to Visit	1		
8.	A Day Without Technology	1		
9.	The Best Movie I've Ever Seen	1		
10.	My Favorite Book	1		
11.	The Role of Music in My Life	1		
12.	The World of Technology	1		
13.	The Best Sport to Play	1		
14.	Healthy Eating Habits	1		
15.	How to Stay Fit and Healthy	1		
16.	The Importance of Teamwork	1		
17.	The Benefits of Reading	1		
18.	A Memorable Family Event	1		
19.	Learning a New Skill	1		
20.	The Story of a Hero	1		
21.	Animals Around Us	1		
22.	Exploring Nature	1		
23.	Protecting the Environment	1		
24.	My Favorite Season	1		
25.	My Dream Vacation	1		
26.	Traveling Around the World	1		
27.	My Adventure in a New City	1		
28.	The Best Way to Travel	1		
29.	My Favorite Food	1		
30.	Traditional Dishes from My Country	1		

31.	Healthy Eating Habits	1		
32.	A Recipe I Love	1		
33.	My Future Career	1		
34.	A Job I Admire	1		
Total				34 hours

Regulatory section

Calendar and thematic planning 1 hour per week

№	Section/Topics	The purpose of the lesson	The number of hours			The result of the lesson
			Total	Lecture	Practice	
Our World						
1.	Celebrating Cultural Festivals	To help students explore and discuss the cultural events and significance of festivals	1	1		Students will be able to describe the key festival events and landmarks of their city, demonstrating a clear understanding of its cultural significance.
2.	Famous People I Admire	To enable students to identify and explain the achievements of people they admire	1	1		Students will be able to identify and explain the achievements of a famous person they admire, highlighting their contributions and personal qualities.
3.	"Exploring History Through Time and Technology"	To help students understand and describe the importance of historical events	1	1		Students will be able to describe various cultural festivals, understand their origins and significance, and comparing them with festivals from other cultures.
4.	The Impact of Social Media	To encourage students to discuss the influence of social media on society and personal	1	1		Students will be able to discuss the positive and negative effects

		lives				of social media, providing examples of its influence on communication, society, and personal lives.
Daily Life and Shopping						
5.	A Day in My Life	To enable students to describe their daily routines using appropriate vocabulary	1	1		Students will be able to describe their daily routine, using appropriate time expressions and vocabulary to express personal activities and habits.
6.	My Favorite Hobby	To help students explain their favorite hobbies and the reasons behind their interest	1	1		Students will be able to explain their favorite hobby, describing the activities involved and the reasons why they enjoy it.
7.	My Favorite Place to Visit	To guide students in describing their favorite places and explaining why they are special	1	1		Students will be able to describe their favorite place to visit, highlighting key attractions and explaining why it is meaningful to them.
8.	A Day Without Technology	To encourage students to reflect on the role of technology by imagining a day without it	1	1		Students will be able to reflect on and describe how their day would be different without technology, discussing the challenges and benefits of such an experience.

Entertainment and Media						
9.	The Best Movie I've Ever Seen	To enable students to summarize and discuss the themes and impact of their favorite movie	1	1		Students will be able to summarize the plot and key themes of their favorite movie, explaining why it stands out and how it impacted them.
10.	My Favorite Book	To help students describe their favorite book and explain its impact on them	1	1		Students will be able to describe the plot and main characters of their favorite book, explaining why they enjoyed it and how it influenced them.
11.	The Role of Music in My Life	To guide students in explaining how music influences their lives and emotions	1	1		Students will be able to explain how music affects their daily life, discussing personal preferences and the emotional or cultural impact of music.
12.	The World of Technology	To help students explore the impact of technology on modern society and daily life	1	1		Students will be able to discuss the role of technology in modern society, identifying key advancements and their impact on daily life and global progress.
Sport, Health, and Exercise						
13.	The Best Sport to Play	To encourage students to discuss the benefits of playing their favorite sport	1	1		Students will be able to explain the benefits of their chosen sport,

					highlighting its physical, mental, and social advantages.
14.	Healthy Eating Habits	To teach students the importance of healthy eating and how to maintain a balanced diet	1	1	Students will be able to identify and describe healthy eating habits, explaining how a balanced diet contributes to overall health.
15.	How to Stay Fit and Healthy	To help students describe ways to maintain physical and mental well-being	1	1	Students will be able to describe various methods to maintain fitness and health, focusing on exercise, diet, and lifestyle choices.
16.	The Importance of Teamwork	To enable students to understand and explain the value of teamwork in various situations	1	1	Students will be able to explain the value of teamwork, providing examples of how cooperation and collaboration lead to success in various settings.
Reading for Pleasure					
17.	The Benefits of Reading	To encourage students to explore the educational and personal advantages of reading	1	1	Students will be able to explain the personal and educational benefits of reading, emphasizing how it improves knowledge, vocabulary, and imagination.
18.	A Memorable Family Event	To guide students in recounting and explaining the significance of a memorable family	1	1	Students will be able to recount a memorable family event, describing its

		event			significance and the emotions or lessons learned from the experience.
19.	Learning a New Skill	To help students describe the process of learning a new skill and the challenges involved	1	1	Students will be able to describe the process of learning a new skill, discussing the challenges faced and the satisfaction gained from mastering it.
20.	The Story of a Hero	To enable students to narrate a hero's story and explain their contributions to society	1	1	Students will be able to narrate the story of a hero, explaining their heroic actions and the impact they had on others or society.
The Natural World					
21.	Animals Around Us	To encourage students to describe animals in their surroundings and discuss their roles in the ecosystem	1	1	Students will be able to recognize and describe common animals in their surroundings, discussing their habitats and the importance of biodiversity.
22.	Exploring Nature	To help students understand the importance of exploring and connecting with nature	1	1	Students will be able to explain the benefits of exploring nature, identifying different natural features and the positive effects of being outdoors
23.	Protecting the Environment	To guide students in discussing the importance of	1	1	Students will be able to describe ways to protect

		environmental protection and sustainable practices				the environment, discussing practical actions for sustainability and the importance of conservation
24.	My Favorite Season	To enable students to describe their favorite season and explain the reasons for their preference	1	1		Students will be able to describe their favorite season, explaining the weather, activities, and emotions associated with it
Travel and Transport						
25.	My Dream Vacation	To help students express their ideal vacation destination and activities	1	1		Students will be able to describe their dream vacation destination, including activities, places to visit, and reasons for choosing this vacation
26.	Traveling Around the World	To encourage students to explore the benefits and experiences gained from traveling globally	1	1		Students will be able to discuss the advantages and experiences gained from traveling around the world, mentioning different cultures and locations
27.	My Adventure in a New City	To guide students in narrating an adventure in a new city and describing key experiences	1	1		Students will be able to narrate an adventure in a new city, describing key experiences, places visited, and feelings

					about the journey
28.	The Best Way to Travel	To help students compare different modes of travel and express their opinions on the best one	1	1	Students will be able to compare different modes of travel, explaining the benefits and drawbacks of each, and expressing their opinion on the best way to travel
Food and Drink					
29.	My Favorite Food	To encourage students to describe their favorite food and explain why they enjoy it	1	1	Students will be able to describe their favorite food, explaining its ingredients, how it is prepared, and why they enjoy it
30.	Traditional Dishes from My Country	To help students discuss traditional dishes and their cultural significance	1	1	Students will be able to identify and describe traditional dishes from their country, discussing the ingredients, cultural significance, and preparation methods
31.	Healthy Eating Habits	To teach students about healthy eating habits and their importance for well-being	1	1	Students will be able to explain the importance of healthy eating habits, identifying nutritious food choices and how they contribute to overall well-being
32.	A Recipe I Love	To encourage students to share and explain a recipe they enjoy	1	1	Students will be able to share a recipe they enjoy,

					explaining the steps involved in preparing the dish and why it is special to them
The World of Work					
33.	My Future Career	To help students explore their career aspirations and how they plan to achieve them	1	1	Students will be able to describe their desired future career, explaining the skills required, why they are interested in it, and how they plan to achieve their goals
34.	A Job I Admire	To enable students to describe a job they admire and explain its significance	1	1	Students will be able to identify and explain a job they admire, discussing the responsibilities, qualities needed, and the reasons why they respect this profession

INFORMATION-METHODICAL SECTION

The author's program for class 8th is aimed at the implementation of the goals and objectives as specified in the explanatory letter. The topics covered by the chapters in the program include materials that must be mastered under the standard of education in the 8th grade.

Tasks and creative works given using innovative methods are evaluated. Tasks that develop creativity, given according to the topic, help to monitor and monitor the development rating of students. The following features are included in the evaluation of the student's work:

- for the student to be able to easily understand and perform tasks;
- it is necessary to pay attention to the ability to think creatively and to be interested in the lesson.

In the author's program, different methods were used in each feedback lesson to clarify the knowledge acquired by the students. For example: "**lumio.kz**", "**wordwall.net**", "**gimkit.com**", "**educaplay.com**", "**quizizz.com**", "**learning apps**", "**classtools net**" and others.

During the correct performance of the assigned tasks, we evaluated the students using "**padlet.com**", "**Күіз үй**", "**Dollar**", "**Medal**", "**Gift**", "**Candle**", and "**Race**".

STUDENT EVALUATION CRITERIA

"9-10" - the question is asked if the student can work with complex texts, can do it freely, understands a new topic freely, and does the work carefully.

"7-8" is placed when the student makes mistakes while performing the tasks when there are some mistakes in the analysis of the topic.

"5-6" - is placed if there are errors in the subscription tasks, during the execution of the д а м ы т у task, if they are not active in the analysis of the tasks.

"3-4" is placed when there is a deviation from the topic, if there are many mistakes made in the performance of additional tasks without being active in the analysis.

"1-2" - if the task requirements are not met at all, the errors are excessive.

SHORT-TERM PLAN

“Creative tasks in English lessons to develop speaking, reading, listening and writing skills”

Unit 1		School:		
Lesson 1				
Date:		Teacher name:		
Grade:		Number present:	Number absent:	
Theme of the lesson:	Celebrating Cultural Festivals			
Learning objectives	8.2.1.1- understand with little or no support the main points 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 8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;			
Lesson objectives	<p>Students will describe cultural festivals, including their traditions and significance.</p> <p>Students will engage in discussions about the importance of cultural diversity and celebrations.</p> <p>Students will complete creative tasks to reinforce vocabulary and grammar related to festivals.</p>			
Value links	Respect for cultural diversity, appreciation of traditions, and curiosity about global celebrations.			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	<p>Greet the learners and establish a positive classroom atmosphere.</p> <p>Warm-Up Activity: "Festival Flash Quiz"</p> <p>Use Quizgecko to play a quick quiz with fun facts about famous cultural festivals.</p> <div style="text-align: center;">  </div>	Participate in the quiz and discuss the answers with a partner.	<p>Descriptor:</p> <p>Engages in discussion and answers questions.</p> <p>2 points+</p>	Quizgecko

<p>Middle 30 min</p>	<p>Task 1: Listening - "Mystery Festival" Play an AI-generated narration describing a cultural festival without naming it (e.g., "People light lanterns, wear red, and eat dumplings"). Students guess the festival.</p>  <p>Task 2: Reading & Writing - "Create a Festival Flyer" Provide students with a short text about a lesser-known cultural festival. They analyze key details and create a Canva digital flyer promoting it.</p> <p>Task 3: Speaking - "Festival Talk Show" Students role-play as festival organizers being interviewed about their event. They use ChatGPT to generate unique interview questions.</p>	<p>Listen and take notes, then guess the festival.</p> <p>Read, highlight important details, and create a flyer in pairs.</p> <p>Prepare responses and present their festival discussion in pairs.</p>	<p>Descriptor: Correctly identifies festival details. 2 points+</p> <p>Descriptor: Uses festival-related vocabulary correctly. 2 points+</p> <p>Descriptor: Uses full sentences and fluency in responses. 4 points+</p>	<p>Audio</p> <p>Text</p>
<p>End 5 min</p>	<p>Feedback & Reflection Students discuss what they learned and share one festival they would like to attend.</p>	<p>Participate in discussion.</p>	<p><i>Self-assessment</i></p>	

Unit 1		School:		
Lesson 2				
Date:		Teacher name:		
Grade:		Number present:	Number absent:	
Theme of the lesson:		Famous People I Admire		
Learning objectives		8.2.1.1- understand with little or no support the main points 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 8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;		
Lesson objectives		<ul style="list-style-type: none"> - Students will describe a famous person they admire, including their achievements and qualities. - Students will engage in discussions about why certain people are admired and their impact on the world. - Students will complete creative tasks to reinforce vocabulary and grammar related to describing people. 		
Value links		Respect for diversity, appreciation of role models, and confidence in self-expression.		
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	<p>Greet the learners and establish a positive classroom atmosphere.</p> <p>Warm up:</p> <p>Write 3-5 clues on the board related to the topic "Famous People I Admire". The clues should gradually reveal the topic. For example:</p> <div style="border: 1px solid black; background-color: #ffffcc; padding: 5px; margin: 5px 0;"> <p>This person is known for their courage and leadership. They fought for equality and justice. They gave a famous speech that inspired millions. Their name starts with "_ _" and ends with "_ _"</p> </div>	Guess the topic based on the clues.		Whiteboard
Middle 30 min	<p>Task 1: Reading and Speaking Task "Guess the character"</p> <p>Students will use Genially to select a random card featuring a famous</p>	Students choose cards and guess the answers	Descriptor: Correct answer 2 points +	Genially

	<p>character from history, literature, or pop culture.</p>  <p>Task 2: Describing Famous People with AI Feedback</p> <p>Introduce vocabulary related to describing people:</p> <div style="border: 1px solid black; padding: 5px; background-color: #e6f2ff;"> <p>Achievements, qualities, inspire, talented, determined, courageous, innovative, influential, role model, legacy.</p> </div> <p>Explain how to use adjectives and the past simple tense to describe people.</p> <p>Students create 3-4 sentences about a famous person they admire using the new vocabulary and grammar.</p> <p>Students type their sentences into an AI-assistance, which provides instant feedback on grammar and vocabulary.</p>  <p>Task 3 : Inspirational Speech or Interview</p> <p>Students read a short transcript of a famous person’s speech or interview.</p> <p>They answer comprehension questions and discuss their answers in pairs or small groups.</p>	<p>Create sentences about a famous person they admire.</p> <p>Read the transcript and answer questions.</p>	 <p>Descriptor: Correct use of adjectives and past simple tense.</p> <p>2 points+</p>  <p>Descriptor: Identifies key details from the reading task.</p> <p>2 points+</p>	<p>AI assistant</p> <p>Handouts</p>
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	 <p>Comprehension Questions:</p> <p>Where was Dimash Kudaibergen born?</p> <p>How did Dimash become famous worldwide?</p> <p>What international competition helped him gain global recognition?</p> <p>How does Dimash promote Kazakh culture?</p> <p>Task 4: Writing Task</p> <p>Students write a short letter to a famous person they admire, expressing their thoughts and asking questions.</p> <p>Use NLP-based prompts to guide their writing (e.g., I admire you because... I want to ask you about...).</p> <p>The AI assistant provides feedback on grammar and coherence.</p> 	<p>Write a letter to a famous person.</p>	 <p>Descriptor: Writes a coherent and creative letter using correct grammar and vocabulary.</p> <p>4 points+</p> 	<p>AI assistant</p>
<p>End 5 min</p>	<p>Feedback & Reflection Students discuss what they learned and share one festival they would like to attend.</p>	<p>Participate in discussion.</p>	<p><i>Self-assessment</i></p>	

Unit 1		School:		
Lesson 3				
Date:		Teacher name:		
Grade:		Number present:	Number absent:	
Theme of the lesson:		"Exploring History Through Time and Technology"		
Learning objectives		8.2.1.1- understand with little or no support the main points 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 8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;		
Lesson objectives		<ul style="list-style-type: none"> - Students will describe historical landmarks, events, and cultural traditions from different parts of the world. - Students will engage in discussions about the significance of historical events and cultural practices. - Students will complete gamified tasks to reinforce historical and cultural vocabulary. 		
Value links		Appreciation of cultural heritage, curiosity about history, and collaboration in learning.		
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	<p>Greet the learners and establish a positive classroom atmosphere.</p> <p>Warm-Up with VR City Tour</p> <p>Show a 3-5 minute VR clip of the London city's history, narrated in English.</p> <p>Ask students:</p> <p><i>What did you see in the tour?</i></p> <p><i>What do you know about these places?</i></p> 	Observe the VR tour and identify historical landmarks.		

Middle
30 min

Task 1. Historical Descriptions with AI Feedback

Introduce vocabulary related to history.

Century, era, monument, tradition, culture, heritage, civilization, empire, kingdom, dynasty, ruler, castle, ruins, legend, folklore, custom, ritual.

Students write 3-4 sentences about a historical landmark in their city using the new vocabulary and past simple tense.

Students type their sentences into an AI-powered app, which provides instant feedback on grammar and vocabulary.



Task 2: Creative Task: Design Your Own Civilization

Students work in small groups to design their own civilization. They must include:

- A name for their civilization.
- A historical landmark or monument.
- A unique cultural tradition or festival.
- A short description of their civilization's history (using the past simple tense).

Task 3. Speaking Task: Time Travel Interview

Divide students into pairs. One student plays the role of a time traveler from the past, and the other plays the role of a modern-day

Receive AI feedback and correct mistakes.

Descriptor:
Correct use of past simple tense and historical vocabulary.

2 points+



AI assistant

Collaborate in groups to create a civilization.

Descriptor:
Uses historical vocabulary and past simple tense correctly.
4 points+



	<p>interviewer.</p> <p>The interviewer asks questions about the time traveler's civilization.</p> <p>The time traveler answers using the vocabulary and grammar learned in the lesson.</p> <p>After 5 minutes, students switch roles.</p>	<p>Ask and answer questions in pairs.</p>	<p>Descriptor: Forms grammatically correct sentences when speaking.</p> <p>4 points+</p> 	
<p>End 5 min</p>	<p>Feedback & Reflection Students discuss what they learned and share one festival they would like to attend.</p>	<p>Participate in discussion.</p>	<p><i>Self-assessment</i></p>	

Unit 1		School:		
Lesson 4				
Date:		Teacher name:		
Grade:		Number present:	Number absent:	
Theme of the lesson:	The Power of Language			
Learning objectives	8.2.1.1- understand with little or no support the main points 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 8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;			
Lesson objectives	<ul style="list-style-type: none"> - Students will analyze how language shapes thought and communication. - Students will practice using descriptive and persuasive language. - Students will engage in discussions, reading, and writing activities to express their views on the role of language. 			
Value links				
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	Greet the learners and establish a positive classroom atmosphere. Warm-Up Activity: "The Whisper Challenge" Students play a game where they whisper a sentence (related to language) from one student to another in a circle and compare the original vs. final message.	Participate in the game and reflect on how language can be misinterpreted.		
Middle 30 min	Task 1: Crossword Challenge - "Language and Communication" Students complete an interactive crossword on Wordwall.  Task 2: Listening Task "Guess the	Solve the crossword individually or in pairs.	Descriptor: Correctly completes 2 points+	Wordwall crossword 

	<p>Language" Play audio clips of people speaking in different languages. Students guess the language based on pronunciation and rhythm.</p>  <p>Task 3: Speaking - "Debate: Does Language Shape the Way We Think?" Students are divided into two teams (Yes/No) and debate whether language affects how people perceive the world.</p> <p>Task 4: Writing Task - "The Most Powerful Word" Students write a short paragraph about a word or phrase they believe has strong influence. They explain its meaning, why it is powerful, and how it affects people. Example words: <i>Freedom, Love, Peace, Change, Hope, Respect.</i></p>	<p>Listen to audio clips and guess the language.</p> <p>Prepare arguments and participate in a class debate.</p> <p>Write and share a paragraph.</p>	<p>Descriptor: Identifies at least 3 out of 5 languages correctly. 2 points+</p>  <p>Descriptor: Expresses ideas clearly with supporting details. 4 points+</p>  <p>Descriptor: Uses clear and structured writing with explanations. 2 points+</p> 	<p>Audio</p> <p>Students copubook</p>
<p>End 5 min</p>	<p>Feedback & Reflection Students discuss what they learned and share one festival they would like to attend.</p>	<p>Participate in discussion.</p>	<p><i>Self-assessment</i></p>	

Unit 2		School:		
Lesson 5				
Date:		Teacher name:		
Grade:		Number present:	Number absent:	
Theme of the lesson:	A Day in My Life			
Learning objectives	8.2.1.1- understand with little or no support the main points 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 8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;			
Lesson objectives	<ul style="list-style-type: none"> - Students will read and analyze a short text about a typical day. - Students will practice using the present simple tense with correct time expressions. - Students will write and present their own short narrative about their day. 			
Value links				
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	<p>Greet the learners and establish a positive classroom atmosphere.</p> <p>Warm-Up Activity: "Morning Routine Charades"</p> <p>Students take turns acting out morning activities (e.g., brushing teeth, waking up, eating breakfast). The class guesses the action.</p>	Participate in the charades game and guess the activities.		
Middle 30 min	<p>Grammar: Present Simple</p> <p>Students play an interactive Bamboozle game to practice present simple tense.</p> <div style="text-align: center;">  </div> <p>Task: Reading Activity - "A Day in the Life of..."</p>	Work in teams to complete the Bamboozle game.	<p>Descriptor: Uses correct verb forms in sentences.</p> <p>2 points+</p> <div style="text-align: center;">  </div>	<p>Bamboozle game</p> <p>Text</p>

Students read a short passage about a person's daily routine.

When do you ...

get dressed for school?



a) Sunday
a) Saturday
a) Monday

When do you ...

sleep in?



a) Monday morning
a) Wednesday morning
a) Sunday morning



Task 4: Speaking Activity - "Tell Me About Your Day"

- Students work in pairs and take turns asking and answering questions about their daily routine using **present simple tense**.

1. What time do you wake up?
2. How do you go to school?
3. What do you usually do in the evening?

Task 5: Writing Activity - "My Daily Routine"

Students write a short paragraph describing their typical day using sequence words (*first, then, after that, finally*) and **present simple tense**.

Example Starter: "Every morning, I wake up at 7:00 AM. First, I..."

Read the text and answer the questions.

Descriptor:
Identifies key details from the text.

2 points+



Engage in conversation, describing their daily routine.

Descriptor:
Uses present simple tense correctly.

2 points+



Students copybook

	<p style="text-align: center;">Transitional Words:</p> <table border="1" style="margin: auto;"> <tr> <td style="background-color: #FF6347;">First,</td> <td style="background-color: #90EE90;">After that,</td> </tr> <tr> <td style="background-color: #FFD700;">Next,</td> <td style="background-color: #6495ED;">Last,</td> </tr> <tr> <td style="background-color: #FFFF00;">Then,</td> <td style="background-color: #9370DB;">Finally,</td> </tr> </table>	First,	After that,	Next,	Last,	Then,	Finally,	<p>Write and share their paragraph with a partner.</p>	<p>Descriptor: Uses correct sequence words, present simple tense, and grammar. 4 points+</p> 	
First,	After that,									
Next,	Last,									
Then,	Finally,									
<p>End 5 min</p>	<p>Feedback & Reflection Students discuss what they learned and share one festival they would like to attend.</p>	<p>Participate in discussion.</p>	<p><i>Self-assessment</i></p>							

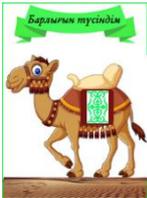
Unit 2		School:		
Lesson 6				
Date:		Teacher name:		
Grade:		Number present:	Number absent:	
Theme of the lesson:	My Favorite Hobby			
Learning objectives	8.2.1.1- understand with little or no support the main points in extended talk on a wide range of general and curricular topics; 8.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;			
Lesson objectives	<ul style="list-style-type: none"> - Students will describe hobbies creatively using AI and digital tools. - Students will practice listening and comprehension with an interactive AI-generated story. - Students will work collaboratively to create a class hobby presentation. 			
Value links				
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	Greet the learners and establish a positive classroom atmosphere. Warm up: Name 5 	Students answer in 10 sec		
Middle 30 min	Task: Routine/Hobby Students play a Bamboozle online game where they see a picture and decide whether it represents a hobby or a daily routine. They must say "Hobby" or "Routine"	Work in teams, look at the pictures, and say whether it's a hobby or routine with a short explanation.	Descriptor: Correctly identifies hobbies and routines with an explanation. 2 points+	

	<p>and provide a short explanation.</p>  <p>Task: Speaking Activity</p> <p>Activity: "AI Hobby Interview"</p> <p>Students use an AI chatbot (like ChatGPT) to role-play as a journalist interviewing a famous person about their hobby.</p> <p>They take turns asking and answering questions.</p> <p>Task: Virtual Hobby Tour</p> <p>Students choose a hobby and create a 1-minute digital poster or video explaining it using Canva.</p>	<p>Pair up and create AI-generated dialogues.</p> <p>Students design digital posters/videos and present their hobbies.</p>	 <p>Descriptor:</p> <p>Fluency, pronunciation, and creativity.</p> <p>4 points+</p>  <p>Descriptor:</p> <p>Uses digital tools creatively to present a hobby.</p> <p>4 points+</p> 	<p>Canva</p>
<p>End 5 min</p>	<p>Feedback & Reflection</p> <p>Students discuss what they learned and share one festival they would like to attend.</p>	<p>Participate in discussion.</p>	<p><i>Self-assessment</i></p>	

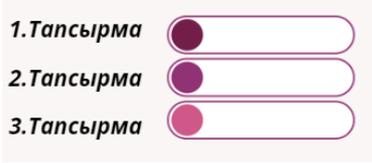
Unit 2		School:		
Lesson 7				
Date:		Teacher name:		
Grade:		Number present:	Number absent:	
Theme of the lesson:	My Favotite Place to Visit			
Learning objectives	8.2.1.1- understand with little or no support the main points in extended talk on a wide range of general and curricular topics; 8.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;			
Lesson objectives	<ul style="list-style-type: none"> - Students will listen to AI-generated travel descriptions and identify key details. - Students will speak about their favorite places using descriptive language. - Students will read travel-related texts and extract information. - Students will write short travel descriptions and personal reflections. 			
Value links				
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	<p>Greet the learners and establish a positive classroom atmosphere.</p> <p>Warm up: Dodo</p> 	Students repeat actions		
Middle 30 min	<p>Task 1: Travel Story Reading (Reading & Speaking)</p> <ul style="list-style-type: none"> - Students read a short travel story about a famous place. - They answer comprehension questions (e.g., Where is this place? What can you do there?). - They discuss the most interesting 	Students read and answer questions, then discuss.	<p>Descriptor: Understands and extracts key information.</p> <p>3 points +</p>	

	<p>facts with a partner.</p> <p>Task 2: Travel Vlog Challenge (Speaking & Listening) Students record a 30-second "travel vlog" as if they were visiting their favorite place. They use vivid adjectives to describe the sights, sounds, and experiences. They watch each other's vlogs and vote for the most creative one.</p> <p>Task 3: Socratic Travel Quiz (Listening & Reading) The teacher creates a Socratic quiz with travel-related questions. Students listen and read questions about famous places, landmarks, and cultural facts. They compete to answer correctly.</p> 	<p>Students record travel vlogs and listen to classmates' vlogs.</p> <p>Students participate in an interactive quiz.</p>	 <p>Descriptor: Uses descriptive language and fluency. 4 points+</p>  <p>Descriptor: Understands and recalls travel-related vocabulary. 3 points+</p> 	
<p>End 5 min</p>	<p>Feedback & Reflection Students discuss what they learned and share one festival they would like to attend.</p>	<p>Participate in discussion.</p>	<p><i>Self-assessment</i></p>	

LESSON 8	School:			
Unit/Module:				
Teacher name:				
Date:				
Grade: 8	Number present:	Number absent:		
The theme of the lesson:	A Day Without Technology			
Learning objectives	<p>8.2.3.1- understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics;</p> <p>8.2.7.1- recognize typical features at word, sentence, and text levels of a growing range of spoken genres;</p> <p>8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;</p>			
Lesson objectives	<ul style="list-style-type: none"> - Students will discuss how they would spend a day without using technology; - Students will read and analyze a short text about the effects of living without technology; - Students will listen to an audio about someone's experience of living without technology for a day; 			
Value links:				
Plan				
Planned timings	Planned activities	Learner's activities	Assessment	Resources
Beginning 1-5 minutes	Teacher greets learners Welcome, students as they enter the classroom with a smile and a friendly greeting to create a positive atmosphere from the start. - Who is absent today?	Greetings		Keyboard, whiteboard
Middle 5-40 minutes	1. Reading and Comprehension <i>Life Without Technology</i> <i>In today's world, most people rely heavily on technology for communication, work, and entertainment. However, living without technology, even for a short period, can provide some surprising benefits. Without smartphones, computers, or televisions, people tend to spend more time engaging in face- to- face conversations, enjoying outdoor activities, and</i>	Descriptor: read the text and complete a worksheet with comprehension questions	Total: 4 scores 	Stickers, internet, pictures, keyboard, whiteboard

	<p>with people around them.</p> <ul style="list-style-type: none"> - How they think they would feel without technology. <p>Guiding Prompts:</p> <p>What would you do if you couldn't use any technology for 24 hours?</p> <p>How would you stay entertained or connected with others?</p> <p>Would you enjoy the experience, or would it be difficult for you?</p>			
<p>End 40-45 minutes</p>	<p>Reflection «Керуен» method</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="405 745 544 936">  </div> <div data-bbox="580 739 724 936">  </div> </div> <div data-bbox="405 969 552 1167">  </div> <p>Home-task:</p>	<p>Self- assessment</p>		

LESSON 9		School:		
Unit/Module:				
Teacher name:				
Date:				
Grade: 8		Number present:		Number absent:
The theme of the lesson:		The Best Movie I've Ever Seen		
Learning objectives		8.1.8.1- develop intercultural awareness through reading and discussion; 8.1.9.1- use imagination to express thoughts, ideas, experiences and feelings; 8.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;		
Lesson objectives		- Students will describe their favorite movie and explain why they enjoyed it; - Students will read and analyze a movie review; - Students will listen to someone describing their favorite movie and identify key details;		
Value links:				
Plan				
Planned timings	Planned activities	Learner's activities	Assessment	Resources
Beginning 1-5 minutes	Teacher greets learners Welcome, students as they enter the classroom with a smile and a friendly greeting to create a positive atmosphere from the start. - Who is absent today?	Greetings		Keyboard, whiteboard
Middle 5-40 minutes	1. Movie Description <i>Listening and Comprehension</i> Activity: Play an audio clip where a person describes their favorite movie, including the title, plot, and reasons why they enjoyed it. Students will listen and take notes on: The name of the movie The main plot of the movie Why the speaker enjoyed the movie 2. Writing a Movie Review <i>Movie Review Writing</i> Students will write a review of the	Descriptor: Students listen to the audio, take notes, and then discuss in small groups what they learned	Total: 4 scores  Total: 2 scores	Stickers, internet, pictures, keyboard, whiteboard

	<p>best movie they've ever seen, focusing on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The movie title and genre <input type="checkbox"/> A brief summary of the plot (without spoilers) <input type="checkbox"/> The characters and their roles in the story <input type="checkbox"/> Why they think it's the best movie they've seen (e.g., acting, storyline, visuals) <p>3. Movie Poster Design <i>Visual Design</i></p> <p>Activity:</p> <p>In small groups, students will design a movie poster for the best movie they've ever seen. The poster should include:</p> <p>The movie title A tagline or quote from the movie An image or drawing that represents the movie The names of the main actors or characters</p>	<p>Descriptor: Students create their posters in groups and present them to the class</p>	 <p>Total: 4 scores</p> 	
<p>End 40-45 minutes</p>	<p>Reflection</p>  <p>Home-task:</p>	<p>Self-assessment</p>		

LESSON 10	School:	
Unit/Module:		
Teacher name:		
Date:		
Grade: 8	Number present:	Number absent:
The theme of the lesson:	My Favorite Book	
Learning objectives	8.3.3.1- give an opinion at discourse level on a wide range of general and curricular topics; 8.3.4.1-respond with some flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics; 8.4.2.1- understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;	
Lesson objectives	<ul style="list-style-type: none"> - Students will discuss their favorite books and explain why they enjoy them. - Students will read about different genres and reflect on what makes a book memorable. - Students will listen to others describe their favorite books and compare them with their own choices. 	
Value links:		

Plan

Planned timings	Planned activities	Learner's activities	Assessment	Resources
Beginning 1-5 minutes	Teacher greets learners Welcome, students as they enter the classroom with a smile and a friendly greeting to create a positive atmosphere from the start. - Who is absent today?	Greetings		Keyboard, whiteboard
Middle 5-40 minutes	1. Book Pair Discussion <i>Pair Discussion</i> Activity: Students will pair up and discuss their favorite books. They should share: <ul style="list-style-type: none"> ☐ <i>The title and author of the book</i> ☐ <i>The genre (e.g., fiction, mystery, fantasy)</i> ☐ <i>A brief summary of the plot</i> ☐ <i>Why they love the book</i> After the pair discussion, students will share their partner's favorite book with the class.	Descriptor: Students discuss in pairs and share their partner's book with the class	Total: 4 scores 	Stickers, internet, pictures, keyboard, whiteboard

	<p>4 7 9</p>  <p>Home-task:</p>			
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LESSON 11	School:			
Unit/Module:				
Teacher name:				
Date:				
Grade: 8	Number present:	Number absent:		
The theme of the lesson:	The Role of Music in My Life			
Learning objectives	8.2.1.1- understand with little or no support the main points in extended talk on a wide range of 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	- Students will discuss how music impacts their daily lives and emotions; - Students will read and analyze a text about the importance of music in society; - Students will listen to someone describing how music influences their life and identify key details;			
Value links:				
Plan				
Planned timings	Planned activities	Learner's activities	Assessment	Resources
Beginning 1-5 minutes	Teacher greets learners Welcome, students as they enter the classroom with a smile and a friendly greeting to create a positive atmosphere from the start. - Who is absent today?	Greetings		Keyboard, whiteboard
Middle 5-40 minutes	1. My Music Playlist <i>Listening and Reflection</i> Activity: Play an audio recording of someone describing the music they listen to during different parts of their day (e.g., relaxing music in the morning, upbeat music during a workout, calming music before bed). Students will listen and take notes on: <ul style="list-style-type: none"> The types of music the speaker listens to When and why they listen to these types of music 2. Writing Task – The Role of Music in My Life <i>Reflective Writing</i> Activity: Students will write a reflective	Descriptor: Students listen and reflect on their own music habits, then discuss with a partner what their personal music playlist would look like for different parts of the day	Total: 4 scores  Total: 3 scores  Total: 2 scores  Total: 2 scores	Stickers, internet, pictures, keyboard, whiteboard

	<p>piece (150-200 words) describing the role of music in their lives.</p> <p>They should focus on:</p> <ul style="list-style-type: none"> • How often they listen to music • The types of music they enjoy most • How music influences their mood, activities, or relationships <p>Guiding Prompts:</p> <p><i>Why is music important to you?</i></p> <p><i>Do you have any favorite songs or artists?</i></p> <p><i>How does music help you in your daily life?</i></p> <p>3. Music Mood Board</p> <p><i>Visual Design</i></p> <p>Activity:</p> <p>In pairs or small groups, students will create a</p> <p>"Music Mood Board"</p> <p>that represents how music affects their emotions. They can include images, colors, and words that reflect the different feelings associated with various types of music (e.g., calming, energizing, inspiring).</p> 	<p>Descriptor:</p> <p>Students write individually and then share their reflections with a partner or the class</p> <p>Descriptor:</p> <p>Students work together to design their mood boards and present them to the class</p>		
<p>End 40-45 minutes</p>	<p>Reflection</p>  <p>Сабақ өте ұнады Сабақта үйрендім Сурақтарым бар</p> <p>Home-task:</p>	<p>Self-assessment</p>		

LESSON 12	School:			
Unit/Module:				
Teacher name:				
Date:				
Grade: 8	Number present:	Number absent:		
The theme of the lesson:	The World of Technology			
Learning objectives	8.1.4.1- evaluate and respond constructively to feedback from others; 8.1.5.1- use feedback to set personal learning objectives; 8.1.7.1- develop and sustain a consistent argument when speaking or writing;			
Lesson objectives	- Students will discuss how technology affects different aspects of their lives; - Students will read and analyze a text about the impact of modern technology on society; - Students will listen to a discussion on the future of technology and identify key details;			
Value links:				
Plan				
Planned timings	Planned activities	Learner's activities	Assessment	Resources
Beginning 1-5 minutes	Teacher greets learners Welcome, students as they enter the classroom with a smile and a friendly greeting to create a positive atmosphere from the start. - Who is absent today?	Greetings		Keyboard, whiteboard
Middle 5-40 minutes	1. Technology Brainstorm (Speaking Task) <i>Group Brainstorm and Presentation</i> Activity: Divide students into small groups. Each group will brainstorm different ways technology is used in everyday life (e.g., communication, education, entertainment, healthcare). After 5 minutes, each group presents their ideas to the class, focusing on how these technologies have improved or changed the way people live.	Descriptor: Students work in groups to brainstorm and present their ideas about how technology impacts various aspects of life Descriptor: Students read	Total: 3 scores  Total: 3 scores	Stickers, internet, pictures, keyboard, whiteboard

	<p>2. Reading and Comprehension (Reading Task) Text for Reading: <i>The Impact of Technology on Society</i></p> <p>Technology has revolutionized the way we live, work, and interact with each other. From smartphones to artificial intelligence, advancements in technology have made communication faster and more efficient. In education, online learning platforms allow students to access information from anywhere in the world. Healthcare has also benefited from technology, with new treatments and medical equipment improving patient care. However, while technology offers many benefits, it also raises concerns about privacy and the effects of screen time on mental health. As technology continues to evolve, society will need to find a balance between innovation and well-being.</p> <p>Activity: Students will read the text and answer comprehension questions:</p> <ul style="list-style-type: none"> ➤ What are some of the positive effects of technology mentioned in the text? ➤ How has technology impacted education and healthcare? ➤ What concerns are raised about technology? <p>3. The Future of Technology (Listening Task) <i>Listening and Discussion</i> Activity: Play an audio clip of a technology expert discussing</p>	<p>the text individually and answer comprehension questions</p> <p>Descriptor: Students listen to the audio and participate in a class discussion about the future of</p>	 <p>Total: 4 scores</p> 	
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	<p>future trends in technology, such as artificial intelligence, smart homes, and virtual reality. After listening, students will answer the following questions:</p> <ul style="list-style-type: none"> • What technological trends are predicted for the future? • How might artificial intelligence change the way we work and live? • What potential challenges could arise from these advancements? 	<p>technology and its potential effects</p>		
<p>End 40-45 minutes</p>	<p>Reflection “Protractor” method</p>  <p>Home-task:</p>	<p>Self-assessment</p>		

LESSON 13		School:		
Unit/Module:				
Teacher name:				
Date:				
Grade: 8		Number present:		Number absent:
The theme of the lesson:		The Best Sport to Play		
Learning objectives		<p>8.2.1.1- understand with little or no support the main points in extended talk on a wide range of general and curricular topics;</p> <p>8.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics;</p> <p>8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;</p>		
Lesson objectives		<ul style="list-style-type: none"> - Students will read and analyze a text about popular sports and their benefits; - Students will listen to someone discussing their favorite sport and identify key details; - Students will write a persuasive piece on why their chosen sport is the best to play; 		
Value links:				
Plan				
Planned timings	Planned activities	Learner's activities	Assessment	Resources
Beginning 1-5 minutes	<p>Teacher greets learners</p> <p>Welcome, students as they enter the classroom with a smile and a friendly greeting to create a positive atmosphere from the start.</p> <p>- Who is absent today?</p>	Greetings		Keyboard, whiteboard
Middle 5-40 minutes	<p>1. Reading and Comprehension (Reading Task)</p> <p>Why Sports Are Good for You Playing sports is not only fun but also beneficial for your health and well-being. Whether it's team sports like football or individual sports like tennis, physical activity helps improve cardiovascular health, builds strength, and reduces stress. Sports also teach important life skills such as teamwork, discipline, and perseverance. While each sport offers its unique benefits, they all contribute to a healthy and active</p>	<p>Descriptor:</p> <p>Students will read the text and answer the following questions</p>	<p>Total: 4 scores</p> 	<p>Stickers, internet, pictures, keyboard, whiteboard</p>

	<p>lifestyle. Popular sports around the world include football, basketball, and swimming, each offering different challenges and rewards for players.</p> <p>Activity: Students will read the text and answer the following questions: What are some benefits of playing sports? How do team sports differ from individual sports? What life skills can sports teach us?</p> <p>2. Listening to a Sport Enthusiast (Listening Task) <i>Listening and Reflection</i> Activity: Play an audio recording of someone describing their favorite sport, such as basketball or swimming, and why they enjoy playing it. Students will listen and take notes on:</p> <ul style="list-style-type: none"> ➤ The sport the person describes ➤ The reasons they enjoy playing this sport ➤ The benefits they mention about the sport <p>3. Persuasive Writing Task – Why My Sport is the Best <i>Persuasive Writing</i> Activity: Students will write a persuasive paragraph (80-100 words) about why their chosen sport is the best to play. They should focus on:</p> <ul style="list-style-type: none"> - The health benefits of the sport - Why the sport is enjoyable - Any personal experiences or examples of why this sport is important to them <p>Guiding Prompts: Why do you think this sport is the</p>	<p>Descriptor: Students listen to the audio and then discuss in small groups what they heard, sharing their own reflections on the sports they enjoy</p> <p>Descriptor: Students write individually and share their persuasive paragraphs with a partner or the class</p>	<p>Total: 3 scores</p>  <p>Total: 3 scores</p> 	
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	<p>best for health and fitness? What makes this sport exciting and enjoyable to play? Would you recommend this sport to others? Why?</p>			
<p>End 40-45 minutes</p>	<p>Reflection “Burger” method</p>  <p>Home-task:</p>	<p>Self- assessment</p>		

LESSON 14	School:	
Unit/Module:		
Teacher name:		
Date:		
Grade: 8	Number present:	Number absent:
The theme of the lesson:	Healthy Eating Habits	
Learning objectives	8.1.9.1- use imagination to express thoughts, ideas, experiences and feelings; 8.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world; 8.2.1.1- understand with little or no support the main points in extended talk on a wide range of general and curricular topics;	
Lesson objectives	- Students will share their opinions about different sports through interactive activities; - Students will read and interact with a text about sports engagingly; - Students will listen to others' ideas and take part in an active discussion;	
Value links:		

Plan

Planned timings	Planned activities	Learner's activities	Assessment	Resources
Beginning 1-5 minutes	Teacher greets learners Welcome, students as they enter the classroom with a smile and a friendly greeting to create a positive atmosphere from the start. - Who is absent today?	Greetings		Keyboard, whiteboard
Middle 5-40 minutes	1. Speed Round – Sport Poll (Speaking Task) = Speed Poll and Discussion = Activity: Create a "sports poll" station with different sports (e.g., football, tennis, skateboarding, martial arts, etc.) around the classroom. Students will move from one station to another, casting their vote on their favorite sport. After the poll, students will sit in small groups and discuss the results. - Why do they think certain sports are more popular than others? - Do they agree with the results?	Descriptor: Students move around the classroom, vote at different stations, and discuss the results with classmates	Total: 3 scores 	Stickers, internet, pictures, keyboard, whiteboard
	2. Sports Quiz (Interactive	Descriptor:	Total: 4	

	<p>Reading Task) Interactive Quiz and Reading Activity: Create a quiz with fun and surprising facts about different sports. Students will work in pairs to answer questions like:</p> <ul style="list-style-type: none"> - Which sport is the oldest in history? - What sport requires the most endurance? - What are some unusual sports from around the world? <p>Students will read short blurbs about different sports as they answer the quiz questions. The pair with the most correct answers wins a small prize or class points.</p> <p>3. "Sports Reporter" (Listening & Creative Task) <i>Role Play and Interview Activity:</i> Students will be divided into pairs where one will be a "sports reporter" and the other a "professional athlete." The reporter will interview the athlete about their sport, asking questions like:</p> <ul style="list-style-type: none"> - What makes your sport exciting? - What skills are necessary to succeed in your sport? - Why do you love your sport? <p>Switch roles after 5 minutes so both students experience being a reporter and an athlete.</p>	<p>Students work in pairs, answering quiz questions and reading short, interesting facts</p> <p>Descriptor: Students role- play interviews in pairs, using creative dialogue</p>	<p>scores</p>  <p>Total: 3 scores</p> 	
<p>End 40-45 minutes</p>	<p>Reflection "Temperature" method</p>	<p>Self- assessment</p>		



Home-task:

LESSON 15		School:		
Unit/Module:				
Teacher name:				
Date:				
Grade: 8		Number present:		Number absent:
The theme of the lesson:		How to Stay Fit and Healthy		
Learning objectives		8.3.6.1 Link comments with some flexibility to what others say at sentence and discourse level in pair, group, and whole class exchanges; 8.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;		
Lesson objectives		- students apply their knowledge of healthy eating to make healthy choices for themselves; - students identify the key components of a healthy diet;		
Value links:				
Plan				
Planned timings	Planned activities	Learner's activities	Assessment	Resources
Beginning 1-5 minutes	Teacher greets learners Welcome, students as they enter the classroom with a smile and a friendly greeting to create a positive atmosphere from the start. - Who is absent today?	Greetings		Keyboard, whiteboard
Middle 5-40 minutes	1. "MyPlate game"  <i>Note for a teacher: Students should fill in the colorful blanks</i> 2. Speaking task: Questions for discussion: 1. How does drinking water benefit our bodies? How much water should we drink each day? 2. What role do proteins play in our diets, and what are some	Descriptor: Students should fill in the plate with mundane consuming products Total: 5 scores Descriptor: Learners in pairs discuss how they can keep	 'TENGE' method  'TENGE' method	Stickers, internet, pictures, keyboard, whiteboard

	<p>sources of protein that you enjoy?</p> <p>3. What are some ways to make sure we are eating a balanced meal that includes fruits, vegetables, grains, proteins, and dairy?</p> <p>Possible ideas: Water is crucial for our bodies as it helps maintain temperature, transport nutrients, remove waste, and lubricate joints. Proteins are essential for the growth, and repair of body tissues, and for maintaining a healthy immune system.</p> <p>3. Listening task:</p> <ol style="list-style-type: none"> 1. How many glasses of water should we drink daily, and why is water important for our bodies? 2. Can you name some healthy snacks that you enjoy? 3. What are some examples of protein-rich foods? 4. Why is breakfast considered an important meal of the day? 	<p>stuck to healthy eating, the benefits of water, and the roles of protein.</p> <p>Total: 5 scores</p>	 <p>'TENGE' method</p>	
<p>End 40-45 minutes</p>	<p>Reflection "TikTok" method</p>  <p>Home-task:</p>	<p>Self-assessment</p>		

LESSON 16	School:	
Unit/Module:		
Teacher name:		
Date:		
Grade: 8	Number present:	Number absent:
The theme of the lesson:	The Importance of Teamwork	
Learning objectives	8.3.1.1- use formal and informal registers in their talk on a growing range of general and curricular topics; 8.3.3.1- give an opinion at discourse level on a wide range of general and curricular topics; 8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;	
Lesson objectives	- Students will engage in activities that require them to communicate and collaborate in teams; - Students will read and reflect on examples of successful teamwork in real life; - Students will listen to a story about teamwork and discuss its significance;	
Value links:		

Plan

Planned timings	Planned activities	Learner's activities	Assessment	Resources
Beginning 1-5 minutes	Teacher greets learners Welcome, students as they enter the classroom with a smile and a friendly greeting to create a positive atmosphere from the start. - Who is absent today?	Greetings		Keyboard, whiteboard
Middle 5-40 minutes	1. Team Challenge (Interactive Speaking Task) <i>Team-Based Puzzle Challenge</i> Activity: Divide students into small teams. Each team will be given a puzzle or problem to solve within a time limit. The puzzle can be a physical jigsaw, a brainteaser, or a word problem. Teams must work together to solve the puzzle, using communication and collaboration. After the challenge, ask students	Descriptor: Students collaborate in teams to solve a puzzle and reflect on how teamwork helped them succeed	Total: 3 scores 	Stickers, internet, pictures, keyboard, whiteboard

to reflect on how teamwork helped them achieve the goal and what challenges they faced working together.

2. Reading Task – Stories of Team Success

The Power of Teamwork in Sports

In 1992, the USA Basketball "Dream Team" dominated the Olympic Games, showing the world the strength of teamwork. The players, all talented individually, came together to form one of the greatest basketball teams in history. Each player knew their role and trusted their teammates, which led to their incredible success. This example of teamwork highlights how people can achieve more together than alone, whether in sports, business, or life.

Activity:

Students will read the story and answer questions such as:

- What made the "Dream Team" so successful?
- How does teamwork contribute to success in sports?
- Can teamwork apply to other areas of life? How?

3. "Build a Tower" (Listening & Creative Task)

Team Building Activity

Play an audio clip where someone describes an experiment where teams had to build a tower using only paper, tape, and string.

Students will listen to how different teams approached the challenge. After the listening

Descriptor:
Students read the text individually and answer comprehension questions

Total: 4 scores



Descriptor:
Students work in teams to build a paper tower after listening to instructions on teamwork

Total: 3 scores



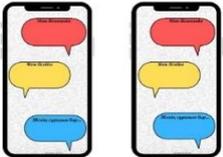
	<p>activity, students will break into small groups and be given the same materials to build their own paper tower in a limited amount of time. The tallest, most stable tower wins! The catch: they must work together and divide roles within the team.</p> 			
<p>End 40-45 minutes</p>	<p>Reflection “My Feeling” method</p>  <p>Home-task:</p>	<p>Self- assessment</p>		

LESSON 17	School:	
Unit/Module:		
Teacher name:		
Date:		
Grade: 8	Number present:	Number absent:
The theme of the lesson:	The Benefits of Reading	
Learning objectives	8.3.6.1 link comments with some flexibility to what others say at sentence and discourse level in pair, group, and whole class exchanges; 8.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.2.1- understand specific information and detail in texts	
Lesson objectives	<ul style="list-style-type: none"> - Students will discuss the benefits of reading and how it positively impacts their lives; - Students will read about the advantages of reading and its influence on mental development; - Students will listen to a description of reading habits and reflect on how they can adopt better reading habits; 	
Value links:		

Plan

Planned timings	Planned activities	Learner's activities	Assessment	Resources
Beginning 1-5 minutes	Teacher greets learners Welcome, students as they enter the classroom with a smile and a friendly greeting to create a positive atmosphere from the start. - Who is absent today?	Greetings		Keyboard, whiteboard
Middle 5-40 minutes	1. Speed Book Recommendations <i>Speed Round Book Discussions</i> Arrange students in two circles : an inner and an outer circle, with students facing each other. In each round, they will have 1 minute to share the last book they read and why they would recommend it (or not). After 1 minute, students rotate and speak to a new partner, sharing their thoughts.	Descriptor: Students engage in a fast-paced discussion, sharing book recommend	Total: 3 scores 	Stickers, internet, pictures, keyboard, whiteboard

	<p>This activity will get them excited about books and discuss the benefits of reading different genres.</p> <p>2. Reading Relay <i>Group Reading Task with Time Challenge</i></p> <p>Divide students into small groups and provide each group with a short article or passage about the benefits of reading (e.g., how it improves focus, vocabulary, and creativity).</p> <p>Each group must work together to read the passage, and then summarize the key benefits in under 3 minutes. They will present their findings to the class.</p> <p>3. Listen and Draw (Listening and Visualization Task) <i>Creative Listening Activity:</i></p> <p>Play an audio clip of a short story or a description of a person who enjoys reading (it could be a memoir or an anecdote). While listening, students should visualize the scene and draw what they imagine. Afterward, students will compare their drawings with others and reflect on how listening and visualizing can enhance reading comprehension.</p> <p>4. Create Your Reading Journey Map <i>Creative Writing & Map Design</i></p> <p>Students will design their own "Reading Journey Map."</p> <p>First, they will write about the benefits they've experienced from reading (e.g., improving imagination,</p>	<p>Descriptor: Students read and summarize the key points of an article about the benefits of reading</p> <p>Descriptor: Students listen to the story and draw what they imagine, comparing their visual interpretations with classmates</p> <p>Descriptor: Students write reflectively about how reading has impacted their lives</p>	<p>Total: 3 scores</p>  <p>Total: 2 scores</p>  <p>Total: 2 scores</p> 	
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	<p>learning new things, helping with relaxation).</p> <p>Then, they will illustrate this journey on a map, showing their progress as a reader, marking milestones like favorite books, genres they've explored, and new reading goals.</p>			
<p>End 40-45 minutes</p>	<p>Reflection</p>  <p>Home-task:</p>	<p>Self-assessment</p>		

LESSON 18		School:		
Unit/Module:				
Teacher name:				
Date:				
Grade: 8		Number present:		Number absent:
The theme of the lesson:		A Memorable Family Event		
Learning objectives		<p>8.4.8.1- use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding</p> <p>8.5.1.1- plan, write, edit, and proofread work at text level with little support on a growing range of general and curricular topics;</p> <p>8.5.2.1- write with minimal support about real and imaginary past events, activities, and experiences on a range of familiar general topics and some curricular topics;</p>		
Lesson objectives		<p>- Students will listen to others' family stories and reflect on similarities and differences in their experiences;</p> <p>- Students will write about a memorable family event, focusing on emotions and the significance of the event;</p>		
Value links:				
Plan				
Planned timings	Planned activities	Learner's activities	Assessment	Resources
<p>Beginning 1-5 minutes</p>	<p>Teacher greets learners</p> <p>Welcome, students as they enter the classroom with a smile and a friendly greeting to create a positive atmosphere from the start.</p> <p>- Who is absent today?</p>	<p>Greetings</p>		<p>Keyboard, whiteboard</p>

Middle
5-40
minutes

1. Match and fill in the blank

Vocabulary: Family Celebrations

Match words and pictures

graduation	1	2	3
birthday	4	5	6
hen night	7	8	9
retirement	10	11	12
wedding			
engagement			
Bachelor party			
Family reunion			
wedding anniversary			
new baby			
baby shower			
housewarming			

Use the words above to complete the following:

- The party before the wedding is called : _____ and _____
- Married people celebrate this yearly: _____ party
- To celebrate having a new house is called : _____ party.
- A person who stops working after many years has a : _____ party.

2. Write About a Memorable Family Event

Reflective Writing

Activity:

Students will write a descriptive paragraph (70-90 words) about a memorable family event.

They should include:

- The type of event and where it took place
- Who was there and what happened
- How the event made them feel and why it's important to them

Guiding Prompts:

- + Why is this family event so memorable to you?
- + What details can you add to make the reader feel like they were there?
- + How has this event shaped the way you view your family?

3. Memory Wall (Optional Creative Task)

Visual Design and Collaboration

Create a “**Memory Wall**” in the classroom. Each student will contribute a small drawing, photo, or written description of their family event.

Descriptor:

Students match the words on the picture

Total: 3
scores



Descriptor:

Students write their paragraphs individually and then share their stories with a partner or the class

Total: 4
scores



Descriptor:

Students work together to create a visual display of their family

Total: 3
scores



Stickers,
internet,
pictures,
keyboard,
whiteboard

	<p>They will pin their contribution to the wall and, as a class, they can see and discuss the different types of family memories that have brought joy to their lives.</p>	<p>memories, contributing individual pieces to the “ <i>Memory Wall.</i>”</p>		
<p>End 40-45 minutes</p>	<p>Reflection «Керуен» method</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="405 443 539 629"> <p>Тусинбедим</p> </div> <div data-bbox="580 434 721 629"> <p>Енді тусин келемін</p> </div> </div> <div data-bbox="405 667 549 862"> <p>Барлыгын тусиндём</p> </div> <p>Home-task:</p>	<p>Self-assessment</p>		

LESSON 19	School:			
Unit/Module:				
Teacher name:				
Date:				
Grade: 8	Number present:	Number absent:		
The theme of the lesson:	Learning a New Skill			
Learning objectives	8.3.6.1 Link comments with some flexibility to what others say at sentence and discourse level in pair, group, and whole class exchanges; 8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts; 8.5.1.1- plan, write, edit, and proofread work at text level with little support on a growing range of general and curricular topics;			
Lesson objectives	- Students will discuss the process of learning new skills and the challenges involved; - Students will read about the steps to learning a new skill and reflect on its importance in personal development; - Students will listen to others' experiences with learning new skills and compare them with their own;			
Value links:				
Plan				
Planned timings	Planned activities	Learner's activities	Assessment	Resources
Beginning 1-5 minutes	Teacher greets learners Welcome, students as they enter the classroom with a smile and a friendly greeting to create a positive atmosphere from the start. - Who is absent today?	Greetings		Keyboard, whiteboard
Middle 5-40 minutes	1. Skill Sharing Carousel (Speaking Task) <i>Skill Sharing</i> Students will walk around the classroom in pairs and talk to different classmates about a new skill they have recently learned (e.g., riding a bike, cooking, coding, etc.). They should share: - What the skill is - How did they learn it - What challenges they faced	Descriptor: Students discuss a new skill they've learned with several classmates in a rotating carousel format	Total: 3 scores 	Stickers, internet, pictures, keyboard, whiteboard

	<p>carefully to the instructions. Afterward, they will break into small groups and create their own short how-to video using their smartphones (if allowed) or through a live demonstration. They can pick a skill they know, like tying shoelaces, drawing a simple cartoon, or making a paper airplane.</p>			
<p>End 40-45 minutes</p>	<p>Reflection “Ipad” method</p>  <p>Home-task:</p>	<p>Self- assessment</p>		

LESSON 20	School:	
Unit/Module:		
Teacher name:		
Date:		
Grade: 8	Number present:	Number absent:
The theme of the lesson:	The Story of a Hero	
Learning objectives	8.2.7.1- recognize typical features at word, sentence and text level of a growing range of spoken genres; 8.3.1.1- use formal and informal registers in their talk on a growing range of general and curricular topics; 8.3.3.1- give an opinion at discourse level on a wide range of general and curricular topics;	
Lesson objectives	Students will learn about famous heroes and their contributions; Students will improve their speaking, reading, writing, and listening skills;	
Value links:	Bravery, leadership, integrity	

Plan

Planned timings	Planned activities	Learner's activities	Assessment	Resources
Beginning 1-5 minutes	<p>Teacher greets learners</p> <p>Welcome, students as they enter the classroom with a smile and a friendly greeting to create a positive atmosphere from the start.</p> <p>- Who is absent today?</p> <p><i>Show pictures of famous heroes</i></p> 	Greetings		Keyboard, whiteboard
Middle 5-40 minutes	<p>1. Speaking task</p> <p>- Divide students into small groups.</p> <p>- Assign each group a Marvel superhero (e.g., Spider-Man, Iron Man, Black Panther, Captain Marvel, Thor).</p> <p>Each group will present their</p>	<p>Descriptor:</p> <p>Each group will research their assigned hero's origin story, powers, and significant contributions to</p>	<p>Total: 3 scores</p> 	Stickers, internet, pictures, keyboard, whiteboard

findings about their assigned Marvel superhero.
2. Fill in the blank

MY REAL LIFE HERO

	Name:
	Personal background:
5 words that best describe your hero:	
What makes your hero awesome?	
CONCLUSION: In my opinion, _____ is a real life hero because	

3. Match, Marvel heroes

Match the comics book characters correctly.

1. _____ has fight, healing factor, superhuman strength, superhuman speed, invulnerability, X-ray vision, superhuman intelligence, heat vision, superhuman, superhuman vision.	2. _____'s foremost qualities include wealth, physical strength, intelligence, and obsessive passion. He doesn't have super-power but his devices are no differential from the others super-heroes.	3. _____ is a magician and anti-hero which deals with demons and spirits lost in the earth. His function is send them back to the hell.	4. _____'s characteristic is perseverance. He rarely gives up. He is a genius and think that intelligence comes first than strength. He uses his knowledge to develop technology. Self-preservation and loyalty are his others characteristics.
5. _____ His apparent insanity, although he is not described as having any particular psychological disorder. Like a psychopath, he lacks empathy, a conscience, and concern over right and wrong.	6. _____ has agility, strength, speed, endurance, and reaction time superior to any human being. His power comes from a formula that has metabolized all of his body functions to the peak of human efficiency.	7. _____ serves as the Sorcerer Supreme, the primary protector of Earth against magical and mystical threats.	8. _____ has superhuman strength, speed, durability, agility, reflexes/reactions, coordination, balance and endurance. Precognitive spider-sense ability, cling to most solid surfaces and webbing ability.
9. _____ is a compassionate caring, stubborn, opinionated, highly competitive, outgoing, immortal amazon.	10. _____ is a mutant with an unstoppable healing power, adamantium metal claws and no-nonsense attitude makes this man, one of the most ferocious heroes in the universe.		


CAPTAIN AMERICA


WONDER WOMAN


SUPERMAN


DOCTOR STRANGE


JOHN CONSTANTINE


THE JOKER


IRON MAN


WOLVERINE


SPIDERMAN


BATMAN

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the Marvel Universe.

Descriptor:
 Students fill in the blank, create their own hero

Total: 3 scores



Total: 4 scores

Descriptor:
 Students find out the names of the heroes by the description



End 40-45 minutes

Reflection

Fill in the following reflective card

3 words from the lesson _____
 2 adjectives describing the lesson _____
 1 activity from the lesson you like best _____

Home-task:

Self-assessment

LESSON 21	School:	
Unit/Module:		
Teacher name:		
Date:		
Grade: 8	Number present:	Number absent:
The theme of the lesson:	Animals Around Us	
Learning objectives	8.1.8.1- develop intercultural awareness through reading and discussion; 8.1.9.1- use imagination to express thoughts, ideas, experiences and feelings; 8.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world	
Lesson objectives	- Students will learn about the diversity of plants and animals in their surroundings; - Students will understand the importance of plants and animals in ecosystems;	
Value links:	Biodiversity, interdependence, conservation	

Plan

Planned timings	Planned activities	Learner's activities	Assessment	Resources																		
Beginning 1-5 minutes	Teacher greets learners <u>Nature Walk Discussion</u> Ask students to share what plants and animals they notice in their everyday environment, such as their garden, park, or schoolyard. Write their responses on the board. Discuss the objectives of the lesson.	Greetings		Keyboard, whiteboard																		
Middle 5-40 minutes	<p>1. Match the words</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 40%;">flower ●</td> <td style="width: 10%; text-align: center;">●</td> <td style="width: 50%; text-align: center;"></td> </tr> <tr> <td>moss ●</td> <td style="text-align: center;">●</td> <td style="text-align: center;"></td> </tr> <tr> <td>grass ●</td> <td style="text-align: center;">●</td> <td style="text-align: center;"></td> </tr> <tr> <td>tree ●</td> <td style="text-align: center;">●</td> <td style="text-align: center;"></td> </tr> <tr> <td>mushroom ●</td> <td style="text-align: center;">●</td> <td style="text-align: center;"></td> </tr> <tr> <td>bush ●</td> <td style="text-align: center;">●</td> <td style="text-align: center;"></td> </tr> </table> <p>2. Reading task: Plants and animals are integral parts of our environment. They contribute</p>	flower ●	●		moss ●	●		grass ●	●		tree ●	●		mushroom ●	●		bush ●	●			Total: 3 scores 	Stickers, internet, pictures, keyboard, whiteboard
flower ●	●																					
moss ●	●																					
grass ●	●																					
tree ●	●																					
mushroom ●	●																					
bush ●	●																					
		Descriptor: Students will	Total: 4 scores																			

to the balance of ecosystems and play essential roles in the survival of all living organisms, including humans. This article will explore the importance of plants and animals, their interactions, and the need for their conservation.

The Role of Plants

Plants are the primary producers in most ecosystems. They convert sunlight into energy through the process of photosynthesis, producing oxygen as a byproduct. This oxygen is crucial for the survival of most living organisms.

Oxygen Production: Plants release oxygen, which is essential for the respiration of most living organisms.

Food Source: Plants form the base of the food chain. They provide nourishment for herbivores, which in turn are consumed by carnivores and omnivores.

Habitat: Many plants provide shelter and habitat for various animal species. Forests, for example, are home to countless animals, from insects to large mammals.

Climate Regulation: Plants play a significant role in regulating the Earth's climate. They absorb carbon dioxide, a greenhouse gas, thus helping to mitigate global warming.

3. Writing task:

Write a short journal entry about a plant or animal they observed recently. Students should include details about its appearance, behavior, and habitat.

Example Paragraph:

“Today I observed a beautiful blue jay in my backyard. It had vibrant blue feathers and a white chest. The blue jay was hopping around, picking at seeds on the ground. It seemed very alert and flew away quickly when a squirrel approached. I often

read and discuss the biography, focusing on comprehension and key details.



Descriptor:

Each student will write a nature journal entry and share it with a partner.

Total: 3 scores



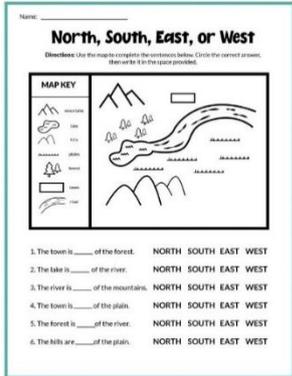
	see blue jays in my yard, and they usually stay near the tall oak tree.”			
End 40-45 minutes	<p style="text-align: right;">Reflection</p> <p>“Message to the Teacher” method</p>  <p>Home-task:</p>	Self- assessment		

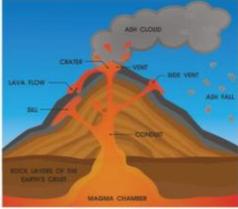
LESSON 22	School:			
Unit/Module:				
Teacher name:				
Date:				
Grade: 8	Number present:	Number absent:		
The theme of the lesson:	Exploring Nature			
Learning objectives	8.2.3.1- understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics; 8.2.7.1- recognize typical features at word, sentence and text level of a growing range of spoken genres; 8.3.1.1- use formal and informal registers in their talk on a growing range of general and curricular topics;			
Lesson objectives	- Students will discuss their experiences with nature and reflect on its importance. - Students will read about the benefits of spending time in nature and how it impacts well-being. - Students will listen to descriptions of natural environments and reflect on the sensory experiences of being in nature.			
Value links:	Curiosity, respect for the environment, adventure			
Plan				
Planned timings	Planned activities	Learner's activities	Assessment	Resources
Beginning 1-5 minutes	Teacher greets learners Welcome, students as they enter the classroom with a smile and a friendly greeting to create a positive atmosphere from the start. - Who is absent today?	Greetings		Keyboard, whiteboard
Middle 5-40 minutes	Task 1: Nature Discussion Carousel (Speaking Task) Method: Speaking Rotation Activity: Set up different stations in the classroom with pictures of various natural landscapes (e.g., forest, ocean, desert, mountains). In pairs, students will rotate between stations, discussing: Which landscape appeals to them most What activities they would like to do in each place How being in nature makes them feel	Descriptor: Students rotate between stations and discuss the appeal of different natural environments, sharing their preferences and experiences	Total: 4 scores 	Stickers, internet, pictures, keyboard, whiteboard

	<p>imagine they are walking through a natural environment. After listening, students will describe or draw the scene they visualized, focusing on sensory details (what they heard, saw, felt, and smelled).</p>			
<p>End 40-45 minutes</p>	<p>Reflection 3-2-1 method</p>  <p>Home-task:</p>	<p>Self- assessment</p>		

LESSON 23	School:	
Unit/Module:		
Teacher name:		
Date:		
Grade: 8	Number present:	Number absent:
The theme of the lesson:	Protecting the Environment	
Learning objectives	8.3.6.1 link comments with some flexibility to what others say at sentence and discourse level in pair, group, and whole class exchanges; 8.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;	
Lesson objectives	- Students will discuss ways to protect the environment and share their ideas on how individuals can make a difference; - Students will read about global environmental issues and reflect on the importance of conservation;	
Value links:		

Plan

Planned timings	Planned activities	Learner's activities	Assessment	Resources
Beginning 1-5 minutes	Teacher greets learners Welcome, students as they enter the classroom with a smile and a friendly greeting to create a positive atmosphere from the start. - Who is absent today?	Greetings		Keyboard, whiteboard
Middle 5-40 minutes	<p>1. Fill in the blank</p>  <p>2. Speaking task: Brainstorming question</p> <p>If you were a plant or animal in an ecosystem, what role do you think you would play in helping that ecosystem thrive?</p>	<p>Descriptor: Students fill in the blanks</p> <p>Descriptor: Students work in groups and answer briefly,</p>	<p>Total: 3 scores</p>  <p>Total: 4 scores</p> 	Stickers, internet, pictures, keyboard, whiteboard

	<p>1. Why is it important to protect the environment?</p> <p>2. What is a food chain? Can you give an example?</p> <p>3. How do plants help animals in an ecosystem?</p> <p>4. What is biodiversity, and why is it essential?</p> <p>3. Reading task:</p> <p style="text-align: center;">VOLCANIC ERUPTIONS</p> <p style="text-align: center;">What is a volcano?</p> <p>A volcano is an opening in the Earth's crust. A volcano is formed when magma gushes up from the mantle and breaks through a crack or weak spot in the crust. The magma lies in a chamber deep inside a volcano. Pressure builds up, forcing the magma to escape through a passageway called a vent. Once the magma reaches the surface it is called lava.</p> <p>Most volcanoes are mountains. The mountain forms when the materials produced during an eruption fall back to earth and build up, creating a cone shape. This process may take thousands of years.</p>  <p>Volcanoes that erupt regularly are called active. Volcanoes that no longer erupt are extinct, or dead. Dormant volcanoes lie peacefully for centuries and then can erupt suddenly.</p> <ul style="list-style-type: none"> - What is a volcano? - What are the three main types of volcanoes? - How is a volcano formed? - What causes a volcano to erupt? - What are the different types of volcanic eruptions? <p>What is lava, and how is it different from magma?</p>	<p>active learners will be given 2 points</p> <p>Descriptor: Students work in groups, active team will be given 5 points</p>	<p>Total: 3 scores</p> 	
<p>End 40-45 minutes</p>	<p>Reflection</p>  <p>Home-task:</p>	<p>Self-assessment</p>		

LESSON 24		School:		
Unit/Module:				
Teacher name:				
Date:				
Grade: 8		Number present:		Number absent:
The theme of the lesson:		My Favorite Season		
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 8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts; 8.4.2.1- understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;		
Lesson objectives		- Students will describe their favorite season and the activities they enjoy; - Students will explain why they prefer this season over others;		
Value links:				
Plan				
Planned timings	Planned activities	Learner's activities	Assessment	Resources
Beginning 1-5 minutes	Teacher greets learners Welcome, students as they enter the classroom with a smile and a friendly greeting to create a positive atmosphere from the start. - Who is absent today?	Greetings		Keyboard, whiteboard
Middle 5-40 minutes	1. Reading Comprehension with Detailed Passage Students' Action: Read the passage carefully. Highlight or underline descriptive words and phrases. Answer the questions that follow. Passage: My Favorite Season: Autumn Autumn is my favorite season of the year. As the hot summer days give way to	Descriptor: Students will improve your reading comprehension by understanding how someone describes their favorite season	Total: 5 scores 	Stickers, internet, pictures, keyboard, whiteboard

cooler temperatures, the air becomes crisp and refreshing.

The leaves on the trees transform into a vibrant tapestry of reds, oranges, and yellows, painting the landscape with warm colors.

I love walking through the park during autumn, hearing the crunch of fallen leaves beneath my feet. The smell of bonfires and the taste of freshly picked apples make this season special. It's also the time for cozy sweaters and warm drinks like hot chocolate.

Autumn brings fun activities like pumpkin carving and hayrides. I enjoy visiting the local harvest festival, where I can try different foods, play games, and enjoy the lively atmosphere. The shorter days and longer nights make me appreciate the daylight even more.

For me, autumn is a season of change and reflection. It's a time to be thankful for the beauty of nature and to enjoy moments with family and friends.

Questions:

- What is the writer's favorite season, and why?
- List three sensory details the writer mentions (sight, sound, smell, taste, touch).
- What activities does the writer enjoy during this season?

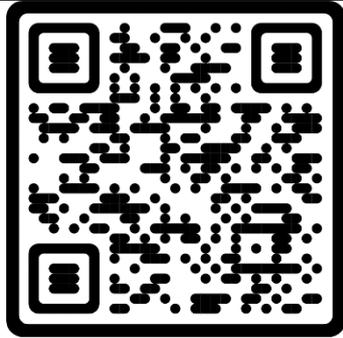
	<p>- How does the writer feel about the changes in nature during autumn?</p> <p>- What emotions or feelings does the writer associate with autumn?</p> <p>Identify two descriptive phrases that help you visualize the season.</p> <p>2. Writing a Descriptive Paragraph</p> <p>Instructions: Write a descriptive paragraph about your favorite season, explaining why you prefer it.</p> <p>Students' Action: Choose your favorite season (spring, summer, autumn, or winter). Brainstorm ideas about what you like about this season:</p> <p>Weather Activities Holidays or events Nature and environment Feelings and emotions</p> <p>Write a paragraph (at least 8 sentences) that includes: Introduction: State your favorite season. Description: Use sensory details to describe what you enjoy about the season (sights, sounds, smells, tastes, feelings). Reasons: Explain why this season is special to you. Use vivid adjectives and varied sentence structures. Revise your paragraph for clarity and expressiveness. Proofread for spelling and grammar.</p>	<p>Descriptor: Students will enhance your writing skills by expressing your preferences using sensory details and descriptive language</p>	<p>Total: 5 scores</p> 	
<p>End 40-45 minutes</p>	<p>Feedback: The "My impression" method</p> <ul style="list-style-type: none"> • What I liked about the lesson 	<p>Self-assessment</p>		

	<ul style="list-style-type: none">• A difficult task in class• I have the following suggestion for the lesson			
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LESSON 25	School:	
Unit/Module:		
Teacher name:		
Date:		
Grade: 8	Number present:	Number absent:
The theme of the lesson:	My Dream Vacation	
Learning objectives	8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts; 8.5.7.1- use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics; 8.5.8.1- spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics;	
Lesson objectives	- Students will describe their dream travel destination. - Students will explain what they hope to see and experience during their trip	
Value links:		

Plan

Planned timings	Planned activities	Learner's activities	Assessment	Resources
Beginning 1-5 minutes	Teacher greets learners Welcome, students as they enter the classroom with a smile and a friendly greeting to create a positive atmosphere from the start. - Who is absent today?	Greetings		Keyboard, whiteboard
Middle 5-40 minutes	1. Reading Comprehension with Detailed Passage Instructions: Read the passage below carefully. Students' Action: Read the passage carefully. Highlight or underline key details and descriptive phrases. Answer the questions that follow. Passage:	Descriptor: Students will improve your reading comprehension by exploring a description of a travel destination and understanding why someone might want to visit it	Total: 4 scores 	Stickers, internet, pictures, keyboard, whiteboard



Questions:

What is the Great Barrier Reef, and where is it located?

List three types of marine life mentioned that inhabit the Great Barrier Reef.

Why does the writer want to visit the Great Barrier Reef? Provide two reasons.

What environmental issues are affecting the Great Barrier Reef according to the passage?

How would visiting the reef deepen the writer's understanding of conservation?

What additional experiences does the writer look forward to during the trip?

Identify two descriptive phrases that help you visualize the destination.

2. Brainstorming and Research

Instructions:

Think about a place you would like to travel to and gather information about it.

Students' Action:

Choose a place you would like to visit. It can be

Descriptor:

Students will practice research skills and organize your thoughts about your desired travel destination

Total: 3 scores



	<p>anywhere in the world. Research the following aspects of the destination: Location: Country, continent, and specific area. Key Attractions: Famous landmarks, natural wonders, cultural sites. Activities: What can you do there? (e.g., hiking, museum visits, local festivals) Climate and Environment: Weather, landscapes, wildlife. Cultural Highlights: Language, food, traditions. Reasons why you want to visit. Take notes on each aspect to use in your writing.</p> <p>3. Writing a Descriptive Essay Instructions: Write a descriptive essay about where you would like to travel and why.</p> <p>Students' Action: Write an essay (at least three paragraphs) that includes: Introduction: Introduce the destination and why you chose it. Body Paragraph(s): Describe the location and key attractions. Explain what activities you would like to do there. Discuss the cultural highlights that interest you.</p>	<p>Descriptor: Students will enhance your writing skills by expressing your travel aspirations and providing detailed descriptions.</p>	<p>Total: 3 scores</p> <p>«Сигналдар» әлісі</p> 	
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<p>End 40-45 minutes</p>	<p>Feedback: <i>"Feedback bridge"</i> <i>method.</i></p> <p>Differentiate the knowledge and understanding of the students during the lesson, develop their self-evaluation and give feedback to the teacher.</p>	<p>Self- assessment</p>		
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LESSON 26		School:		
Unit/Module:				
Teacher name:				
Date:				
Grade: 8		Number present:		Number absent:
The theme of the lesson:		Traveling Around the World		
Learning objectives		8.2.7.1- recognize typical features at word, sentence and text level of a growing range of spoken genres; 8.4.4.1- read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics; 8.4.8.1- use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding;		
Lesson objectives		- Students will discuss their favorite travel destinations and the importance of travel in expanding their knowledge of the world; - Students will read about famous travel destinations and the benefits of world travel;		
Value links:				
Plan				
Planned timings	Planned activities	Learner's activities	Assessment	Resources
Beginning 1-5 minutes	Teacher greets learners Welcome, students as they enter the classroom with a smile and a friendly greeting to create a positive atmosphere from the start. - Who is absent today?	Greetings		Keyboard, whiteboard
Middle 5-40 minutes	1. World Travel Map Challenge (Interactive Speaking Task) <i>Interactive Map Activity</i> Activity: Place a large world map on the wall. Students will take turns pinning small stickers on countries they would like to visit. Once they pin their chosen country, they'll share with the class: Why they choose that destination What they know about the culture or attractions there One activity they'd like to do there (e.g., visit the Eiffel Tower, go on a safari)	Descriptor: Students take turns interacting with the map, sharing their dream travel destinations	Total: 3 scores 	Stickers, internet, pictures, keyboard, whiteboard

2. Reading Task – Around the World in Travel
Exploring the World's Top Destinations

From the ancient ruins of Machu Picchu to the bustling streets of Tokyo, there are countless destinations around the world that offer unique experiences. Traveling allows people to discover new cultures, taste different foods, and see amazing natural wonders. For history lovers, cities like Rome or Athens are a must, while adventure seekers might enjoy hiking in the mountains of New Zealand or exploring the rainforests of Brazil. Whatever your interests, the world is full of exciting places waiting to be explored.

Activity:

Students will read the text and answer the following questions:

- What are some famous historical destinations mentioned in the text?
- Why do people enjoy traveling to new places?
- Which destination in the text sounds most interesting to you and why?

3. Travel Adventure Podcast (Listening Task)
Listening and Reflection

Activity:

Play a short podcast or audio clip of a traveler describing an exciting adventure around the world, such as trekking in Nepal or sailing through the Greek islands. After listening, students will discuss in small groups:

- What did the traveler find most

Descriptor:

Students read the text individually and answer comprehension questions to learn about different global destinations

Total: 3 scores



Descriptor:

Students listen to the audio and discuss the travel adventure in small groups, sharing reflections and their own potential experiences

Total: 4 scores

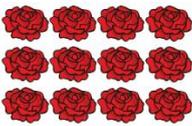


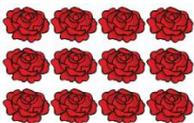
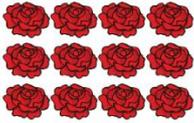
Total: 2 scores

	<p>memorable about their trip?</p> <ul style="list-style-type: none"> - What challenges did the traveler face? - What would you enjoy most about a similar travel experience? 			
<p>End 40-45 minutes</p>	<p>Reflection Pupils bring special stickers to the network that they think is correct.</p>  <p>Home-task:</p>	<p>Self- assessment</p>		

LESSON 27		School:		
Unit/Module:				
Teacher name:				
Date:				
Grade: 8		Number present:		Number absent:
The theme of the lesson:		My Adventure in a New City		
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 8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts; 8.4.2.1- understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;		
Lesson objectives		- Students will read about an adventure in a new city and reflect on the excitement and challenges of exploring an unfamiliar place; - Students will listen to a story about someone's experience in a new city and analyze key details; - Students will write about their imaginary adventure in a new city, focusing on describing the city and their experiences;		
Value links:				
Plan				
Planned timings	Planned activities	Learner's activities	Assessment	Resources
Beginning 1-5 minutes	Teacher greets learners Welcome, students as they enter the classroom with a smile and a friendly greeting to create a positive atmosphere from the start. - Who is absent today?	Greetings		Keyboard, whiteboard
Middle 5-40 minutes	1. City Adventure Carousel (Speaking Task) <i>Interactive Carousel</i> Activity: Set up different stations in the classroom, each representing a unique city (e.g., Paris, Tokyo, Rio de Janeiro, New York). Students will rotate between stations in small groups, and at each station, they will brainstorm: - What landmarks they would visit in the city? - What kinds of food they would try?	Descriptor: Students rotate through stations, discussing their imagined adventures in different cities	Total: 3 scores 	Stickers, internet, pictures, keyboard, whiteboard

	<p>After listening, students will draw or describe what they imagined while listening. Encourage them to focus on the sensory details: sights, sounds, smells, and emotions.</p> 			
<p>End 40-45 minutes</p>	<p>Reflection Кері байланыс және бағалау</p>  <p>Home-task:</p>	<p>Self- assessment</p>		

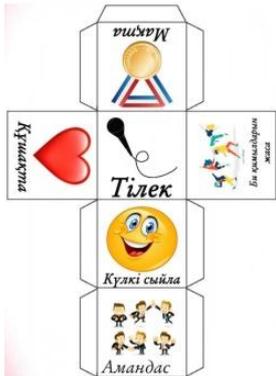
LESSON 28		School:		
Unit/Module:				
Teacher name:				
Date:				
Grade: 8		Number present:		Number absent:
The theme of the lesson:		The Best Way to Travel		
Learning objectives		8.2.6.1- deduce meaning from context with little or no support in an extended talk on a growing range of general and curricular topics; 8.3.3.1- give an opinion at discourse level on a wide range of general and curricular topics; 8.3.6.1- link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;		
Lesson objectives		<ul style="list-style-type: none"> - Students will discuss and compare different ways of traveling and express their preferences; - Students will read about various modes of transportation and their advantages and disadvantages; - Students will listen to someone describing different travel experiences and reflect on them; 		
Value links:				
Plan				
Planned timings	Planned activities	Learner's activities	Assessment	Resources
Beginning 1-5 minutes	Teacher greets learners Welcome, students as they enter the classroom with a smile and a friendly greeting to create a positive atmosphere from the start. - Who is absent today?	Greetings		Keyboard, whiteboard
Middle 5-40 minutes	1. Travel Debate (Interactive Speaking Task) <i>Debate</i> Activity: Divide the class into groups, and assign each group a mode of travel (e.g., car, train, plane, bicycle, boat). Each group must prepare a short presentation arguing why their assigned mode is the best way to travel. They should consider factors like cost, speed, comfort, and environmental impact. After each group presents, students will vote on which	Descriptor: Students work in teams to create arguments for their assigned travel method	Total: 4 scores 	Stickers, internet, pictures, keyboard, whiteboard

	<p>travel method they believe is best.</p> <p>2. Reading Task – Comparing Travel Methods <i>Choosing the Best Way to Travel</i></p> <p>Each method of travel offers unique benefits and challenges. Flying is the fastest way to travel long distances, but it can be expensive and not always environmentally friendly. Trains provide a comfortable and scenic option, often connecting cities with ease. Traveling by car allows for freedom and flexibility, but can be tiring on long journeys. Biking is a great option for short distances and environmentally conscious travelers. In the end, the best way to travel depends on the destination, budget, and personal preferences.</p> <p>Activity: Students will read the passage and answer the following questions:</p> <ul style="list-style-type: none"> • What are the advantages of flying? • Why might someone prefer to travel by train? • How does the text describe traveling by car or bike? • Which travel method seems best for short distances and why? <p>3. Travel Story Time (Listening Task) <i>Listening and Storytelling</i></p> <p>Activity: Play an audio clip where a traveler describes their experiences using different</p>	<p>Descriptor: Students read the text individually and answer comprehension questions to reflect on the pros and cons of different travel methods</p> <p>Descriptor: Students listen to the audio clip, discuss the traveler’s experiences in small groups,</p>	<p>Total: 3 scores</p>  <p>Total: 3 scores</p> 	
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	<p>modes of transportation (e.g., an exciting plane journey, a peaceful train ride, a challenging road trip). After listening, students will reflect on the pros and cons of each experience in small groups. Each group should decide which travel experience sounded the most enjoyable and why.</p>	<p>and share their thoughts with the class</p>		
<p>End 40-45 minutes</p>	<p>Reflection</p> <p>End the lesson by asking students to reflect on how different travel methods suit different types of trips.</p> <p>What factors should they consider when planning a journey?</p> <p>Encourage students to think about how they can make their future travels both enjoyable and efficient.</p> <p>Home-task:</p>	<p>Self-assessment</p>		

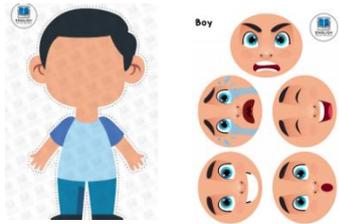
LESSON 29	School:	
Unit/Module:		
Teacher name:		
Date:		
Grade: 8	Number present:	Number absent:
The theme of the lesson:	My Favorite Food	
Learning objectives	8.2.6.1- deduce meaning from context with little or no support in extended talk on a growing range of general and curricular topics 8.3.1.1- use formal and informal registers in their talk on a growing range of general and curricular topics; 8.3.3.1- give an opinion at discourse level on a wide range of general and curricular topics;	
Lesson objectives	- Students will explain the origin of different foods (plant/animal sources); - Students will describe the process of how food reaches the table;	
Value links:		

Plan

Planned timings	Planned activities	Learner's activities	Assessment	Resources
Beginning 1-5 minutes	<p>Teacher greets learners Welcome, students as they enter the classroom with a smile and a friendly greeting to create a positive atmosphere from the start. - Who is absent today? «Wishes» method</p>  <p>By the «1-2-3» method divide 3 groups</p>	Greetings		Keyboard, whiteboard
Middle 5-40 minutes	<p>1. Listening Activity – "From Farm to Table" Instructions: Listen to an audio passage about how food travels from farms to our tables. Students' Action:</p>	<p>Descriptor: Students will improve your listening comprehension by learning about the</p>	Total: 4 scores	Stickers, internet, pictures, keyboard, whiteboard



	<p>Listen carefully to the audio provided by your teacher. Take notes on key points mentioned in the passage. Answer the questions that follow based on what you heard.</p> <p>2. Speaking Activity – Food Origins Presentation</p> <p>Instructions: Prepare and deliver a short presentation about the origin of a food item.</p> <p>Students' Action: Choose a food item you enjoy (e.g., chocolate, cheese, bananas). Research the origin of this food, including: Where it is grown or produced. The process it goes through before reaching consumers. Interesting facts about its production. Prepare a 2-3 minute presentation to share your findings. Include visual aids if possible (e.g., pictures, diagrams, or props). Practice your presentation to ensure clear and confident delivery. Present your information to the class. Answer any questions your classmates may have.</p> <p>3. Group Discussion – The Impact of Food Choices</p> <p>Instructions: Engage in a group discussion about how our food choices affect the environment and society.</p> <p>Students' Action: Form groups of 4-5 students. Discuss the following topics:</p>	<p>journey of food through an engaging audio passage.</p> <p>Descriptor: Students will enhance your speaking and research skills by sharing information about where a specific food comes from.</p> <p>Descriptor: Students will improve your listening and communication skills by discussing important issues related</p>	<p>Total: 4 scores</p>  <p>НАТТЫН АДАМ</p> <p>Total: 2 scores</p>  <p>НАТТЫН АДАМ</p>	
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	<ul style="list-style-type: none"> • How do different farming practices impact the environment? • What is the importance of buying local and seasonal foods? • How do our food choices affect farmers and communities around the world? • What can we do to make more sustainable food choices? <p>Assign one student as the facilitator to guide the discussion.</p> <p>Listen respectfully to each other's opinions.</p> <p>Take notes on key points raised during the discussion.</p>	to food consumption.		
End 40-45 minutes	<p>Reflection</p>  <p>Home-task:</p>	Self-assessment		

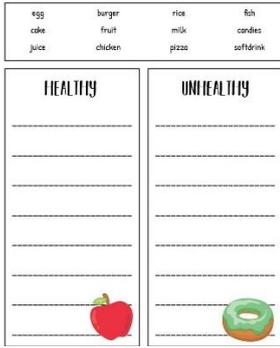
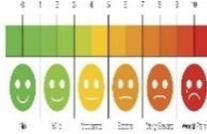
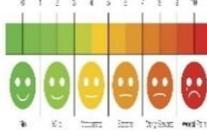
LESSON 30	School:			
Unit/Module:				
Teacher name:				
Date:				
Grade: 8	Number present:	Number absent:		
The theme of the lesson:	Traditional Dishes from My Country			
Learning objectives	8.2.2.1- understand with little or no support most specific information in extended talk on a wide range of general and curricular topics; 8.2.5.1- recognize the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics; 8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;			
Lesson objectives	<ul style="list-style-type: none"> - Students will discuss traditional Kazakh dishes and share personal experiences or preferences; - Students will read about the origins and cultural significance of traditional Kazakh dishes; - Students will listen to descriptions of traditional dishes and identify key ingredients and preparation methods; 			
Value links:				
Plan				
Planned timings	Planned activities	Learner's activities	Assessment	Resources
Beginning 1-5 minutes	Teacher greets learners Welcome, students as they enter the classroom with a smile and a friendly greeting to create a positive atmosphere from the start. - Who is absent today?	Greetings		Keyboard, whiteboard
Middle 5-40 minutes	1. Food Discussion Circle (Speaking Task) <i>Discussion Circle</i> Students will sit in a circle and take turns discussing their favorite traditional Kazakh dish (e.g., <i>bashbarmak, kurt, kazy, boursak</i>). They will describe: <ul style="list-style-type: none"> ▪ What the dish is ▪ How it is made ▪ When it is usually eaten (e.g., celebrations, everyday meals) ▪ Why they enjoy it After each student shares, the class	Descriptor: Students take turns speaking about their favorite traditional dishes	Total: 3 scores 	Stickers, internet, pictures, keyboard, whiteboard

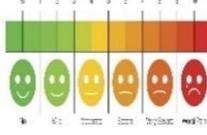
	<p>can ask follow- up questions or share their own experiences with the dish.</p> <p>2. Reading Task – The History of Beshbarmak <i>The Origins of Beshbarmak</i></p> <p>Beshbarmak, which means " five fingers," is one of the most famous and beloved dishes in Kazakhstan. It has been part of the Kazakh nomadic culture for centuries, traditionally made with boiled meat (usually lamb or beef) served over flat noodles with onion sauce. Beshbarmak is often prepared for special occasions like weddings, family gatherings, and holidays. It represents the importance of hospitality in Kazakh culture, as it is often shared with guests as a sign of respect and friendship.</p> <p>Activity: Students will read the passage and answer the following questions: What does the name "beshbarmak" mean? What are the main ingredients of beshbarmak? Why is beshbarmak an important dish in Kazakh culture?</p> <p>3. Listening to Traditional Dish Descriptions Listening and Identification</p> <p>Play an audio recording where a chef or a person describes different traditional Kazakh dishes, such as <i>kazy</i> (horsemeat sausage) or <i>baursak</i> (fried dough). After listening, students will match the descriptions to the correct dishes by identifying the key ingredients and preparation methods mentioned in the audio.</p>	<p>Descriptor: Students read the text individually</p> <p>Descriptor: Students listen to the audio and complete a worksheet by matching the descriptions to the correct Kazakh dishes</p>	<p>Total: 3 scores</p>  <p>Total: 4 scores</p> 	
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<p>End 40-45 minutes</p>	<p>Reflection “Burger” method</p>  <p>Home-task:</p>	<p>Self- assessment</p>		

LESSON 31	School:	
Unit/Module:		
Teacher name:		
Date:		
Grade: 8	Number present:	Number absent:
The theme of the lesson:	Healthy Eating Habits	
Learning objectives	8.5.1.1- plan, write, edit, and proofread work at text level with little support on a growing range of general and curricular topics; 8.5.3.1- write with moderate grammatical accuracy on a growing range of familiar general and curricular topics; 8.5.4.1- use with some support style and register appropriate to a variety of written genres on general and curricular topics;	
Lesson objectives	<ul style="list-style-type: none"> - Students will discuss their current eating habits and explore how they can make healthier food choices. - Students will read about the benefits of healthy eating and how it impacts physical and mental well-being. - Students will listen to a discussion about balanced diets and reflect on healthy food choices. 	
Value links:		

Plan

Planned timings	Planned activities	Learner's activities	Assessment	Resources
Beginning 1-5 minutes	Teacher greets learners Welcome, students as they enter the classroom with a smile and a friendly greeting to create a positive atmosphere from the start. - Who is absent today?	Greetings		Keyboard, whiteboard
Middle 5-40 minutes	1. Choose and fill in the blank HEALTHY OR UNHEALTHY <small>Put the words in the correct column.</small>  2. Write About Your Favorite Traditional Dish <i>Reflective Writing</i> Students will write a short descriptive paragraph (70-90 words) about their favorite traditional Kazakh dish.	Descriptor: Students choose and fill in the blank Descriptor: Students write individually about their favorite traditional dish and share their	Total: 4 scores  Total: 3 scores 	Stickers, internet, pictures, keyboard, whiteboard

	<p>They should include:</p> <ul style="list-style-type: none"> - A description of the dish - When they usually eat this dish - Why it's special to them <p>The cultural significance of the dish in Kazakhstan</p> <p>Guiding Prompts:</p> <ul style="list-style-type: none"> • What makes this dish your favorite? • How is it connected to your family or traditions? • Why do you think this dish is important in Kazakh culture? <p>3. Create a Kazakh Menu (Optional Creative Task) <i>Visual Design and Group Activity</i></p> <p>Activity:</p> <p>In small groups, students will design a menu for a traditional Kazakh restaurant.</p> <p>They will include various dishes, such as <i>beshbarmak</i>, <i>kurt</i>, <i>plov</i>, and <i>kazy</i>, describing each dish briefly and explaining its importance in Kazakh culture. The menu should be visually appealing, with illustrations or photos of the dishes.</p>	<p>stories with a partner or the</p> <p>Descriptor: Students work in groups to create and design a traditional Kazakh menu</p>	<p>Total: 3 scores</p> 	
<p>End 40-45 minutes</p>	<p>Reflection</p>  <p>Home-task:</p>	<p>Self-assessment</p>		

LESSON 32		School:		
Unit/Module:				
Teacher name:				
Date:				
Grade: 8		Number present:		Number absent:
The theme of the lesson:		A Recipe I Love		
Learning objectives		<ul style="list-style-type: none"> - Students will share their favorite recipes and explain why they love them. - Students will read about the cultural significance of food and explore recipes from around the world. - Students will listen to others describe their favorite recipes and reflect on the cultural connections to food. 		
Lesson objectives		<p>8.4.6.1- recognize the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts;</p> <p>8.4.8.1- use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding</p> <p>8.5.1.1- plan, write, edit, and proofread work at text level with little support on a growing range of general and curricular topics;</p>		
Value links:				
Plan				
Planned timings	Planned activities	Learner's activities	Assessment	Resources
Beginning 1-5 minutes	Teacher greets learners Welcome, students as they enter the classroom with a smile and a friendly greeting to create a positive atmosphere from the start. - Who is absent today?	Greetings		Keyboard, whiteboard
Middle 5-40 minutes	1. Recipe Show & Tell <i>Show & Tell</i> Students will bring a photo or draw a picture of their favorite dish. They will take turns presenting it to the class, explaining: - <i>What the dish is</i> - <i>What ingredients are needed</i> - <i>Why they love it and when they usually eat it</i> This activity will allow students to practice speaking about personal preferences and food culture. 2. Reading Task – Analyzing a Recipe Text for Reading: Pancake Recipe Ingredients:	Descriptor: Students present their favorite recipe to the class Descriptor: Students read the recipe and answer	Total: 5 scores  “Kniz yu” method Total: 5 scores	Stickers, internet, pictures, keyboard, whiteboard

	<ul style="list-style-type: none"> ✓ 1 cup flour ✓ 1 tablespoon sugar ✓ 1 teaspoon baking powder ✓ 1 egg ✓ 1 cup milk ✓ 2 tablespoons melted butter <p>Instructions: In a bowl, mix flour, sugar, and baking powder. In a separate bowl, whisk the egg, milk, and melted butter. Combine the wet and dry ingredients, mixing until smooth. Heat a pan and pour the batter to form small pancakes. Cook until bubbles form, then flip and cook until golden brown. Serve with syrup, fruit, or any toppings you like!</p> <p>Activity: Students will read the recipe and answer the following questions:</p> <ul style="list-style-type: none"> ✓ What are the main ingredients for pancakes? ✓ How do you prepare the batter? ✓ What toppings could you add to the pancakes? 	<p>questions to ensure they understand how to follow a basic recipe</p>	 <p>“Kniz yui” method</p>	
<p>End 40-45 minutes</p>		<p>Self-assessment</p>		

LESSON 33	School:	
Unit/Module:		
Teacher name:		
Date:		
Grade: 8	Number present:	Number absent:
The theme of the lesson:	My Future Career	
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 8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts; 8.4.2.1- understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;	
Lesson objectives	- Students will discuss different career options and share their thoughts on what they want to pursue in the future; - Students will read about various careers and the skills required for them; - Students will listen to career-related stories and reflect on the paths leading to different professions;	
Value links:		

Plan

Planned timings	Planned activities	Learner's activities	Assessment	Resources
Beginning 1-5 minutes	Teacher greets learners Welcome, students as they enter the classroom with a smile and a friendly greeting to create a positive atmosphere from the start. - Who is absent today? 	Greetings		Keyboard, whiteboard
Middle 5-40 minutes	1: Career Speed Networking Career Speed Networking Activity: Set up a "career speed networking"	Descriptor: Students participate in career	Total: 5 scores	Stickers, internet, pictures, keyboard,

	<p>session where students rotate and talk to different partners about what career they're interested in and why. They should explain:</p> <ul style="list-style-type: none"> ✓ What job or career they want to have in the future ✓ What skills they think are needed for the job ✓ Why this career is important or interesting to them <p>After each round, they will switch partners to meet someone new.</p> <p>2. Reading Task – Exploring Careers</p> <p>Text for Reading:</p> <p style="text-align: center;"><i>A World of Careers</i></p> <p>There are countless career paths people can choose from, each requiring unique skills and talents. Some people dream of becoming doctors or engineers, while others aim to work in creative fields like art, music, or writing. Careers in science, technology, and education are also in high demand. No matter which career you choose, it's important to find something you're passionate about and willing to work hard for. Every career path involves dedication, continuous learning, and the ability to adapt to new challenges.</p> <p>Activity:</p> <p>Students will read the passage and answer the following questions:</p> <ul style="list-style-type: none"> ✓ What are some examples of careers mentioned in the text? ✓ What makes a career fulfilling according to the text? ✓ Why is it important to choose a career you're passionate about? 	<p>discussions with various classmates, exchanging ideas about their future professions</p> <p>Descriptor:</p> <p>Students read the text individually and answer comprehension questions about various career options</p>	<p></p> <p>Total: 5 scores</p> <p></p>	<p>whiteboard</p>
<p>End 40-45 minutes</p>	<p>Reflection</p>  <p>Home-task:</p>	<p>Self-assessment</p>		

LESSON 34		School:		
Unit/Module:				
Teacher name:				
Date:				
Grade: 8		Number present:	Number absent:	
The theme of the lesson:		A Job I Admire		
Learning objectives		8.2.6.1- deduce meaning from the context with little or no support in an extended talk on a growing range of general and curricular topics; 8.3.1.1- use formal and informal registers in their talk on a growing range of general and curricular topics; 8.3.3.1- give an opinion at discourse level on a wide range of general and curricular topics;		
Lesson objectives		<ul style="list-style-type: none"> - Students will discuss the jobs they admire and explain why they respect or look up to certain professions; - Students will read about various professions and the qualities that make them admirable; - Students will listen to descriptions of admirable jobs and reflect on what makes these jobs special; 		
Value links:				
Plan				
Planned timings	Planned activities	Learner's activities	Assessment	Resources
Beginning 1-5 minutes	Teacher greets learners Welcome, students as they enter the classroom with a smile and a friendly greeting to create a positive atmosphere from the start. - Who is absent today?	Greetings		Keyboard, whiteboard
Middle 5-40 minutes	1. Listening to Admired Job Stories (Listening Task) Method: Listening and Reflection Activity: Play an audio recording or read aloud a story of someone who works in an admirable profession (e.g., a nurse, environmental activist, or volunteer). Students will listen carefully and take notes on the following: <ul style="list-style-type: none"> ✓ What the job is ✓ What challenges the person faces in their job ✓ What motivates them to continue in this profession After listening, students will discuss in small groups: Why they think the person in the story is admirable What qualities help them succeed in their job	Descriptor: Students listen to the story, take notes, and discuss the admirable qualities of the profession in small groups	Total: 4 scores 	Stickers, internet, pictures, keyboard, whiteboard



2. Write About a Job You Admire

Reflective Writing

Activity:

Students will write a paragraph (50-90 words) about a job they admire.

They should include:

- ✓ What the job is
- ✓ Why they admire this job
- ✓ What skills and qualities are needed for this profession
- ✓ How the job makes a positive impact on others

Guiding Prompts:

Why do you respect the people who work in this profession?

How does this job benefit society?

What qualities or skills do you think are important for someone working in this job?

3. Admired Job Poster (Optional Creative Task)

Visual Design

Activity:

In small groups, students will create a poster about a job they admire.

The poster should include:

- ✓ The name of the job
- ✓ A brief description of the job's responsibilities
- ✓ The qualities and skills required for the job
- ✓ Why this job is important to society

Each group will present their poster to the class, explaining why they chose this job and what makes it admirable.

Descriptor:
Students write individually about a job they admire, describing the reasons behind their choice

Total: 3 scores



Descriptor:
Students work in groups to design

Total: 3 scores



End 40-45 minutes

Reflection

<p>Субстанция</p> <p>Анализаторы анализируют</p> <p>Субстанция</p>	<p>Не анализаторы?</p> <p>Анализаторы</p>	<p>Не анализаторы?</p> <p>Анализаторы</p>	<p>Не анализаторы?</p> <p>Анализаторы</p>	<p>Анализаторы</p> <p>Анализаторы анализируют</p> <p>Анализаторы</p>

Home-task:

Self-assessment

USED RESOURCES

Reference

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2. Ur, P. (2012). *A Course in English Language Teaching*. Cambridge: Cambridge University Press.
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4. Thornbury, S. (2006). *An A-Z of ELT: A Dictionary of Terms and Concepts in English Language Teaching*. London: Macmillan.
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