



LESSON 79 Unit 8: Healthy Habits		School: «Baldauren » Educational and Health Centre		
Date:		Teacher name: Taszhanova Tursinai		
Grade: 7		Number present:		Number absent:
Theme of the lesson:	<i>Discussing healthy habits and healthy living and learning about the food pyramid</i>			
Learning objectives	7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 7.UE8 use a growing variety of future forms including present continuous with future meaning on a range of familiar general and curricular topics			
Lesson objectives	<p>All learners will be able to Listen and divide words into healthy and unhealthy habits groups Name healthy and unhealthy habits Make up sentences with keywords using present continuous</p> <p>Most learners will be able to Listen and fill in missing words to the dialogue. Give advice according to healthy and unhealthy habits. Make sentences with future and present continuous.</p> <p>Some learners will be able to Make and act out the dialogue by identifying particular information</p>			
Assessment criteria	Recognize particular information and details about healthy and unhealthy habits. Apply the topic related vocabulary in speech Compose present continuous forms with present and future meaning in the dialogue			
Previous learning	Unit revision			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	GREETING Hello, children! How are you? The teacher introduces the objectives of today's lesson and assessment criteria “Brain storm” activities Quotation: “a healthy mind in a healthy body” Thales of Miletus. What did Miletus Thales mean by this proverb?	Greeting Learners divide into two groups according to the pictures which they choose, “healthy and unhealthy habits” cards.	<i>Verbal evaluation</i>	Pictures of healthy and unhealthy foods
Middle 30 min	1.Task: Listen and choose the picture cards and find healthy and unhealthy habits. Make the sentences with should, shouldn't modal verbs and say.	Learners follow the instructions	<i>Mutual avaluation</i>	Picture cards healthy and

	<p>What should/shouldn't we do to have a healthy lifestyle? I team "Healthy" Get a good night's sleep Have a hobby Do a physical activity Drink plenty of water Eat fruit and vegetables Don't smoke</p> <p>II team "Unhealthy" 1. Eat too much junk food 2. Eat late at night 3. Surf the internet for too long 4. Play video games too often 5. Watch too much TV 6. Smoke</p> <p>Example: We should get a good night's sleep. We shouldn't eat too much junk food.</p> <p>2.Task. Look at picture and make up sentences with keywords using present continuous <u>More able learners</u> will be given a task to make their own sentences about their future plans. <u>Less able learners</u> will be given more support by given them keywords: eat, do morning exercises, go, run, drink</p>	<p>Learners look at picture and make up sentences</p>	<p><i>Individual</i></p>	<p>unhealthy habits with №</p> <p>Excel 7 grade Module 8 ex 1/2 on page 87</p> <p>Excel 7 grade Module 8 ex 2 on page</p>
<p>End 5 min</p>	<p>REFLECTION writing letter feedback Ask students to look at lesson objectives they set at the beginning of the lesson and think and say what they did well in the lesson and what needs improvement. What have I learnt? What have I found easy? What have I found difficult? What do I want to know? Home task: Compare "Food for Sport" healthy and unhealthy habits. Complete the pyramid and talk about their food pyramid. Saying goodbye</p>		<p><i>avaluation Self-assessment</i></p>	

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Date:		Teacher name: Taszhanova Tursinai		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Discussing healthy habits and healthy living and learning about the food pyramid</i>			
Learning objectives	7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 7.UE8 use a growing variety of future forms including present continuous with future meaning on a range of familiar general and curricular topics			
Lesson objectives	<p>All learners will be able to: Use appropriate subject-specific vocabulary to talk about a limited range of general topics;</p> <p>Most learners will be able to: Provide some advice for a healthy diet; Answer the questions on specific information given in the exercises according to what they listen;</p> <p>Some learners will be able to: Use speaking and listening skills to complete the questions.</p>			
Previous learning	Discussing healthy habits and healthy living and learning about the food pyramid			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	<p>GREETING Teacher greets the class and explains lesson objectives in a simplified form. <u>Warm-up activity</u> Learners are asked about what a Healthy Food or a Healthy Lifestyle means. Do they have a healthy diet? How do they follow a healthy lifestyle? Learners discuss the given information as a whole class and then suggest their own pieces of advice on how to follow healthy eating in pairs. Teacher suggests the list of new vocabulary. Learners get a list of words, read the words with the teacher and write them down into their vocabularies.</p>	<p>Learners brainstorm the idea as a whole class.</p> <p>Learners create 3-4 sentences with new words to show the communicative</p>	<i>Verbal evaluation</i>	

		understanding		
Middle 30 min	<p>What is a food pyramid?</p>  <p>Match the sentences with the correct food group. You will need to match one sentence with two food groups.</p> <div style="border: 1px solid black; padding: 5px;"> <ol style="list-style-type: none"> 1. This food group helps your teeth stay white and strong. 2. This food group gives you energy. 3. This food group makes your muscles strong. 4. You shouldn't eat a lot from this food group. 5. This food group gives you the protein you need. 6. You should eat foods from this food group to avoid getting ill. </div> <p>FATS, OIL AND SWEETS DAIRY PRODUCTS MEAT, CHICKEN, FISH, EGGS, NUTS, BEANS FRUIT AND VEGETABLES • BREAD, CEREAL, RICE, PASTA</p>	<p>Leaners discuss</p> <p>Learners match the sentences with the correct food group</p>	<p><i>Mutual avaluation</i></p> <p><i>Individual avaluation</i></p>	
End 5 min	<p>REFLECTION</p> <p><i>Leaners draw a triangle of reflection.</i></p> <p>What have I learnt? What new words have I learnt? What are my problems? Home task: learn the new vocabulary</p>		<i>Self-assessment</i>	

	Saying goodbye				
LESSON 81 Unit 8: Healthy Habits		School: «Baldauren » Educational and Health Centre			
Date:		Teacher name: Taszhanova Tursinai			
Grade: 7		Number present:		Number absent:	
Theme of the lesson:	<i>Creating lists of healthy habits</i>				
Learning objectives	<p>7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics</p> <p>7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics</p> <p>7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges</p> <p>7.U9 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics</p>				
Lesson objectives	<p>All learners will be able to: Understand about Food Pyramid;</p> <p>Most learners will be able to: Answer the questions on specific information according to what they learn;</p> <p>Some learners will be able to: To talk about the food they would like to eat.</p>				
Previous learning	Discussing healthy habits and healthy living and learning about the food pyramid				
Plan					
Planned timings	Planned activities	Learners' activities	Evaluation	Resources	
Beginning 5 min	<p>Teacher greets the class and explains lesson objectives in a simplified form.</p> <p>Warm-up activity</p> <p>Divide Learners into three groups and address these questions:</p> <ul style="list-style-type: none"> - "Why do we eat?" - "Is it important what we eat? Why?" - "What is healthy food? What is junk food?" 	Learners discuss the given question within the group and give examples.	<i>Verbal evaluation</i>		
Middle 30 min	<p>Learners are introduced to the term "Food Pyramid".</p> <p><i>Food Pyramid is a diagram that represents a healthy diet by placing food groups in a pyramid according to the number of servings from each group to be eaten every day.</i></p> <p>Teacher divides learners into different groups and gives out a blank pyramid</p>	Learners from each group show their pyramids and justify their answers.	<i>Mutual evaluation</i>		

	<p>to each group and makes them fill the pyramid with different types of food. Let them know that the most important foods are in the bottom of the pyramid. Others may comment and evaluate, or contradict.</p> <p>Leaners are shown the original Food Pyramid (in the PPT)</p> <p>Differentiation</p> <p>High-motivated leaners show the pyramids and justify their answers. Low-motivated leaners search and collect the information.</p> <p>Each Learner is given an A3 or A4 paper and is to draw “THE EATWELL PLATE” (see the resources). They should draw a plate of food they would like to eat during one week. They may draw pictures or write their favorite food on the plate.</p> <p>Then learners in pairs critically analyze the advantages and disadvantages of their own “THE EATWELL PLATE”.</p> <p>Feedback: Students express their opinions about new knowledge that they have acquired participating in the activity</p> <p>Discuss whether Kazakh national food is healthy or not. Where Leaners would put some Kazakh national dish on the pyramid.</p> <p>Leaners are suggested to listen to the conversation about Kellys` barbecue and while listening write which of the sentences are true or false.</p>	<p>Leaners compare their pyramids with the peers from other groups and choose the one which was the closest to the original.</p> <p>Learners discuss</p> <p>Learners match true or false sentences</p>	<p><i>Individual avaluation</i></p>	
<p>End 5 min</p>	<p>REFLECTION</p> <p>What have I learnt?</p> <p>What new words have I learnt?</p> <p>What are my problems?</p>  <p>Home task: complete the piramide</p>		<p><i>Self-assessment</i></p>	

	Saying goodbye			
LESSON 82 Unit 8: Healthy Habits		School: «Baldauren » Educational and Health Centre		
Date:		Teacher name: Taszhanova Tursinai		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Creating lists of healthy habits</i>			
Learning objectives	<p>7. C 5. Use feedback to set personal learning objectives.</p> <p>7. L 6. Deduce meaning from context with little support in extended talk on a limited range of general and curricular topics.</p> <p>7 UE 9 Use appropriately a variety of active and passive present and past forms and past perfect simple forms on a range of familiar general curricular topics</p>			
Lesson objectives	<p>All learners will be able to: Know and distinguish the usage and form of past, present and present perfect passive forms listen and get the general meaning of the text with peer support</p> <p>Most learners will be able to: Recognize the general idea of the listening task about health habits without support Apply passive forms of all tenses in drilling exercises</p> <p>Some learners will be able to: Apply passive forms of all tenses accurately in discussion Give constructive feedback for peers' work Rank the healthy habits by giving reasons</p>			
Assessment criteria	Accept classmates' advice and feedback based on learning objectives Identify the general idea of the talk about healthy habits Apply correctly active and passive simple present and past forms and past perfect simple forms in the context			
Previous learning	Creating lists of healthy habits			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	<p>Greeting: Teacher greets learners; learners respond to greeting and take their places.</p> <p>Dividing into groups: Teacher divides learners into groups using puzzle pictures: <i>'running girl'</i> and <i>'swimming girl'</i></p> <p>Warming up: Song "Healthy habits" Teacher asks some questions to</p>	<p>Greetings</p> <p>Learners watch the video and listen to the</p>		

	elicit the topic of the lesson	song.						
Middle 30 min	<p>Task1. Mind mapping Elicitation: Brainstorming: Teacher displays the phrase Health habits and asks the words which are associated with them. All ideas are accepted</p> <p>Task 2. Method of «Who is faster» E-learning : video for healthy habits Differentiation by task and peer support Teacher displays the video, explains the video.</p> <p>Task 3. Answer the questions and write down in your copybook. 1. What the matter with a girl who has blue skirt and wears glasses? 2. What the matter with a boy who has blond hair? 3. What the matter with a girl who has yellow jumper?</p> <p>Task 4 Divide words and word combinations from the box into two section.</p> <table border="1" data-bbox="284 1361 874 1435"> <tr> <td>Healthy lifestyle</td> <td>Healthy food</td> </tr> <tr> <td></td> <td></td> </tr> </table> <div data-bbox="284 1473 836 1688" style="border: 1px solid black; padding: 5px;"> Healthy habits, healthy food, junk food, healthy living, healthy snacks, balance of good health, obesity, overweight, diet, starchy foods, fizzy drinks, type of sport, dream, fruits, vegetables </div>	Healthy lifestyle	Healthy food			Learners give different ideas after thinking. Learners watch the video, discuss and analyze Learners answer the questions Learners divide words and word combinations	<i>Verbal evaluation</i> <i>Mutual avaluation</i> <i>Individual avaluation</i>	
Healthy lifestyle	Healthy food							
End 5 min	<p>Reflection: At the end of the lesson, students reflect on: - what they learned - what remained unclear for them - what they need to continue working on</p> <p>Home work: learn the new words and make up 5 sentences with them</p>		<i>Self-assessment</i>	Papers, colored papers, color marker				

	Saying goodbye			
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LESSON 83		School: «Baldauren » Educational and Health Centre		
Unit 8: Healthy Habits				
Date:		Teacher name: Taszhanova Tursinai		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Health problems</i>			
Learning objectives	7.C1 use speaking and listening skills to solve problems creatively and cooperatively in G 7.L5 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics 7.UE9 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics 7.R9 recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects			
Lesson objectives	<p>All learners will be able to:</p> <ul style="list-style-type: none"> • Use vocabulary related to the topic: “Junk food” and “Healthy habits”, “Starchy food” and “Dairy food”; <p>Most learners will be able to:</p> <ul style="list-style-type: none"> • Express their opinion clearly to others during pair and group work; • Practice and improve speaking skills; <p>Some learners will be able to:</p> <p>Spell most high-frequency vocabulary accurately.</p>			
Previous learning	Creating lists of healthy habits			

Plan				
Planned timings	Planned activities	Learners’ activities	Evaluation	Resources
Begining 10 min	<p><u>Pre-learning</u> <i>Warm-up activity</i> Teacher greets the class and suggests watching the video to the learners. : “How to be Healthy” (Stages of keeping a healthy diet) Teacher presents a short video about 11 healthy stages</p> <p>Overview of the presentation: Teacher asks learners to define or explain the question - Who is a Vegetarian? (Definition: Vegans eat – fruit, nuts, grains and vegetables; eggs or dairy</p>	<p>Learners write down stages and give definitions and compare their answer with classmates.</p> <p>Learners answer the questions about Vegetarian.</p>	<i>Individual avaluation</i>	<p>Warm-up video https://youtu.be/Xia69O6U6X0 (How to Be Healthy - how to be healthy and fit for teenagers) PPT to this</p>

	<p>foods like milk and cheese. And don't eat anything that comes from animals) Note: discuss interesting points, concentrate on new vocabulary and involve stronger learners to help the weaker ones (<i>scaffolding with differentiation</i>)</p>			Lesson Plan				
Middle 25 min	<p>Task 1 What do we do for healthy life?</p> <table border="1"> <tr> <td>Bad habits</td> <td>Health problems</td> </tr> <tr> <td></td> <td></td> </tr> </table> <p style="text-align: center;">“ Health”</p> <p>People nowadays are more health – conscious than they used to be . They understand that good health is above wealth. To be health we should avoid different bad habits that can effect our health .In my opinion ,smoking and drinking too much alcohol , are the worst ones . Its common knowledge that smoking and drinking can shorter our lives dramatically. Smoking, for example, causes a number of heart and lung diseases such as pneumonia, emphysema and cancer. Besides, it makes your teeth yellow and skin unhealthy.</p> <p>Fortunately, in recent years smoking has received a lot of bad publicity , and fewer people smoke nowadays, some companies don`t employ people who are smokers. Smoking has been banned in most public places because everyone agrees it does harm to our health . I don`t smoke because I don`t want to have unhealthy skin and teeth and die young.</p> <p>Task 2 Make sentences by using pictures of healthy eating and healthy habits. Note: They should use 1st Conditional (IF YOU DRINK WATER , YOU WILL BE HEALTHY)</p>	Bad habits	Health problems			<p>Learners read the text and write out the words into two columns.</p> <p>Learners make sentences</p>	<p><i>Mutual avaluation</i></p> <p><i>Verbal evaluation</i></p>	
Bad habits	Health problems							
End 5 min	<p>Reflection: At the end of the lesson, learners reflect on their learning answering the questions:</p> <ul style="list-style-type: none"> - What has been learned today? - What remained unclear? - What is necessary to work on? <p>Home work: make up a list of healthy habits</p>		<i>Self-assessment</i>					

		red vowel sounds		
Middle 30 min	<p><u>The main part of the lesson</u> Teacher explains the task to learners through questioning them the following: “What skills do you have to implement in order to understand the main points in the presented text?”</p> <p>Learners demonstrate their ability of <i>Creative and Critical Thinking</i> while adding or choosing the ingredients of Healthy Food to their plate of salad. After that: Learners answer the questions and present their Receipt in front of the whole class for developing self – assessment skills.</p> <ul style="list-style-type: none"> - What ingredients do you need? - How do you prepare ingredients? - How do you cook ingredients? <p>Teacher gives a task to:</p> <ul style="list-style-type: none"> - write the names of Food and give definitions for more able students - Put the words under the correct heading - Name whether the Food is healthy or unhealthy(differentiation) <p>Task Listen to the conversation between Alan and Kathryn and check their answers to exercise 2 What’s Alan’s “<i>Seafood</i>”-diet?</p> <p>Learners listen to the text and fulfill the reading about the diet “Lose weight”; they should find keywords and give definitions. “Eat well, enjoy yourself and lose weight”</p>	<p>Learners read the text and discuss the ways of cooking</p> <p>Learners complete the table, naming the items in the table.</p> <p>Learners listen to the conversation and check their answers</p> <p>Learners do the task</p>		Appendix
End 5 min	<p>Reflection Teacher stimulates learners to summarize the main ideas of the lesson and explain what and how they have learnt them.</p> <ul style="list-style-type: none"> - What they have learnt? - What stayed unknown or interesting? - What they want to know? <p>Home work: write down the new words</p>	Learners discuss in the class	<i>Self-assessment</i>	

	and learn them Saying goodbye			
LESSON 85 Unit 8: Healthy Habits		School: «Baldauren » Educational and Health Centre		
Date:		Teacher name: Taszhanova Tursinai		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Reading and discussing the texts. Creating the questions for interviewing the classmates</i>			
Learning objectives	L5. Recognise the opinion of the speaker (s) in supported extended talk on a range of general and curricular topics. R9. Recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects. W5. Develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics.			
Lesson objectives	1. All learners will be able to recognize the opinion of the speaker with support. 2. Most learners will be able to understand the detail of an argument from the topic. 3. Some learners will be able to write about healthy habits using some support, coherent arguments.			
Assessment criteria	Identify the position of speakers in an extended talk with some support Recognize details in a given argument relating to the topic . Evolve arguments, reasons, and evidence for a limited range of written genres.			
Previous learning	Health problems			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	Organization moment Teacher's action Greeting : Good morning , dear learners ! Nice to meet you? How are you ? Thank you, sit down. Who is on duty today? Who is absent today? What is the weather like today?	Greeting Learners answer the questions		
Middle 30 min	Task 1. Match the pictures with the definitions about healthy habits. (Matching) 1 Be active for at least one hour a day. 2 Clean your teeth at least twice a day. 3 Be kind to yourself and others. 4 Get plenty of sleep. 5 Wash your hands. 6 Find time to relax	Learners matches pictures with definitions	<i>Individual avaluation</i>	Pictures https://yandex.kz/images/search?text=Healthy%20habits%20class%20ideas&img_

	Saying goodbye			
LESSON 86 Unit 8: Healthy Habits		School: «Baldauren » Educational and Health Centre		
Date:		Teacher name: Taszhanova Tursinai		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Reading and discussing the texts. Creating the questions for interviewing the classmates</i>			
Learning objectives	7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges			
Lesson objectives	All learners will be able to: Identify the meaning of the theme. Most learners will be able to: Speak and listen skills to solve problems creatively and cooperatively Some learners will be able to Discuss and give their opinions by own words			
Assessment criteria	- apply speaking and listening skills to solve problems creatively and cooperatively in groups. - use specific vocabulary words in making a dialogue			
Previous learning	Health problems			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Begining 5 min	ORGANIZATION MOMENT Checking the previous lesson by answering with the method " Brainstorming" What is healthy food? What is unhealthy food?	Greeting Learners answer the questions		
Middle 30 min	Task 1.To give an idea to children about personal hygiene - What do you see in this pictures? - What do you think about it? 	Learners answers the questions using pictures	<i>Verbal evaluation</i>	

	<p>Task 2. Learners will divide habits three groups. For example : bad habits, good habits, lifestyle.</p> <p>Brush teeth, watching TV a long ,playing computer games, washing, drinking alcohol, eat sweets, do exercises, eat fast food, getting up early, sleeping too much, drinking water, taking a cold shower, eating fruits and vegetables, drinking coffee, to lay, less sleeping, not eating.</p> <p>Task 4. Read the text . Read for skimming. By teacher’s support. Descriptor: works with group; Reads the text and completes; Answers the question</p> <p>Task 5. Speaking. Pupils will discuss in their group about health habits and make up a dialogue between” father and son” “doctor and Erlan” “mother and son” (Role play)</p>	<p>Learners divide habits three groups</p> <p>Learners follow the instructions</p> <p>Learners makes up a dialogue and act.</p>	<p><i>Individual avaluation</i></p> <p><i>Mutual avaluation</i></p>	
<p>End 5 min</p>	<p>Feedback with traffic light. Pupils will take the stickers and put on the suitable colour (traffic lights).</p> <div data-bbox="352 1529 746 1975" data-label="Image"> <p>I don't get it! I need some help understanding.</p> <p>I think I understand but I need a little support.</p> <p>I understand and can try this on my own.</p> </div> <p>Home task: retell the text Saying goodbye</p>		<p><i>Self-assessment</i></p>	

LESSON 87 Unit 8: Healthy Habits		School: «Baldauren » Educational and Health Centre	
Date:		Teacher name: Taszhanova Tursinai	
Grade: 7		Number present:	Number absent:
Theme of the lesson:	<i>Using the first conditional and subordinate clauses to discuss healthy living</i>		
Learning objectives	7.C7 develop and sustain a consistent argument when speaking or writing 7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges		
Lesson objectives	All learners will be able to: - speak about the benefits of the healthy living for themselves Most learners will be able to: make up sentences using first conditional Some learners will be able to: - discuss and express their views and ideas in a group		
Assessment criteria	- make an argument and evolve reasoning while speaking - interact in a pair, group and a whole class work presenting logically connected information with ideas of other people		
Previous learning	Reading and discussing the texts.		

Plan

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Begining 5 min	Greeting Happiness circle. Teacher invites pupils to stand in a circle and say wishes to each other. BRAINSTORMING: Pupils, Look at the blackboard and watch the video about “A healthy lifestyle” Activity: “ Numbers speak” Teacher asks: 1.What did you watch from this video? 2. How do you think about healthy lifestyle? 3.What can we do to help our bodies stay healthy? So, I'll divide you into two groups by coloured stickers (green and red) and who chooses red sticker sits to first group and who chooses green sits to second group. 1 st –group's name is “Health” , 2 nd – group's name is “Happiness”	Learners stand in a circle and say wishes to each other. Learners answer the questions		ICT http://www.youtube.com . stickers



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Date:		Teacher name: Taszhanova Tursinai		
Grade: 7		Number present:		Number absent:
Theme of the lesson:	<i>Writing a short paragraph of an essay about their family' eating habits</i>			
Learning objectives	7C ₁ use speaking and listening skills to solve problems creatively and cooperatively in groups 7S ₇ use appropriate subject –specific vocabulary and syntax to talk about a range of general topics and some curricular topics 7W ₄ use with some support style and register appropriate to a limited variety of written genres on general and curricular topics			
Lesson objectives	All learners will be able to: Use speaking and listening skills to solve problems in group Most learners will be able to: Use appropriate subject –specific vocabulary and syntax to talk about a family`s eating habits Some learners will be able to: Use with some support style and register appropriate to a limited variety of written genres for writing topic about a family`s eating habits			
Assessment criteria	identify the opinion of the speaker and discuss a problem in group with support about healthy habits apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences write a text keeping appropriate format and plan of a given genre			
Previous learning	Using the first conditional and subordinate clauses to discuss healthy living			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Begining 5 min	GREETING - Hello, learners! How are you? - Who is on duty today? - What date is it today? - What day of the week is it today? - What was your home task for today? 2. Divide learners into two groups by cut of pictures	Greeting Learners answer the questions	<i>Verbal evaluation</i>	Cut of pictures
Middle 30 min	Lets repeat after me some English proverbs -An apple a day keeps the doctor away -Eat at pleasure , drink with measure -Sound mind in sound body -Early to bed and early to rise , makes a man healthy and wise	Learners listen and pronounce		Pictures Active board

	<p>Task 1 Snow ball method -Now, I shall the pictures of food, you should name this and answer the questions, questions you will find in this snowball. Do you know about healthy food? Do you know about junk food? Which harm can bring junk food? How do you think? What do you can eat for breakfast as healthy food? What do you eat for dinner as healthy food? What do you eat for supper as healthy food? Do you prefer have to dinner with your family? And what do you eat usually?</p> <p>Descriptor: -finds the words with supported pictures -answers the questions</p> <p>-Now, please divided into 3 groups ; breakfast , supper , dinner</p> <p>Task 2 Method “ Numbers speak” Learners should listen the text and answer the questions choosing the multiple answers, when teacher says the number a learner reads the question and answer it. Complete and write the list of healthy habits according to the text.</p> <p>“How can you change your eating habits?” Now look at the blackboard and answer the question; 1.Do you do regular exercises for body? 2.Do you eat junk food? 3.Do sit up late before TV or computer? 4.Do you smoke? 5.Do you sleep well? 6.Do you have dinner before sleeping?</p>	<p>Learners name the definition of giving pictures and answer the questions.</p> <p>Learners listen the text and answer the questions</p>	<p><i>Mutual avaluation</i></p> <p><i>Individual avaluation</i></p>	
<p>End 5 min</p>	<p>FEEDBACK: Tree of success Green leaf - I totally understand Yellow leaf - I understand the lesson but I need some helps Red leaf - I don't understand</p> <p>Home task: write short essay about yours family food</p> <p>Saying goodbye</p>		<p><i>Self-assessment</i></p>	<p>Color stickers</p>

LESSON 89 Unit 8: Healthy Habits		School: «Baldauren » Educational and Health Centre		
Date:		Teacher name: Taszhanova Tursinai		
Grade: 7		Number present:		Number absent:
Theme of the lesson:	<i>Writing a short paragraph of an essay about their family' eating habits</i> SA			
Learning objectives	7.L6 Deduce meaning from context with little support in extended talk on a limited range of general and curricular topics 7.W5 Develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics 7.W9 Punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy			
Lesson objectives	<p>All learners will be able to</p> <ul style="list-style-type: none"> -Make up sentences using should/shouldn't and pictures related to healthy and unhealthy habits; -Match the meanings of the key words with the pictures <p>Complete the text about lifestyle.</p> <p>Most learners will be able to</p> <ul style="list-style-type: none"> - Read the text and determine true or false sentences from the text; - Complete the text about lifestyle. <p>- Some learners are able to</p> <ul style="list-style-type: none"> - Solve situational problems using topical vocabulary. 			
Assessment criteria	Figure out the content of a conversation with some support in extended talk Evolve arguments, reasons, and evidence for a limited range of written genres Use punctuation marks in a piece of writing			
Previous learning	<i>Writing a short paragraph of an essay about their family' eating habits</i>			

Plan

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	<p>Greeting: Teacher greets the learners; learners respond to greeting of the teacher and take their places.</p> <p>Group Division: Students are divided into two subgroups using cutting letters from the words <i>doctor and health</i>. First group makes the word Doctor. The second group makes the word Health</p>		<i>Verbal evaluation</i> <i>Mutual avaluation</i> <i>Self-assessment</i>	a worksheet with illustrations ICT
Middle 10 min	<p>I. Task 2. “Picture Prompt” Activity</p> <p>Vocabulary: Teacher hands out a worksheet with 4 pictures and 3 meanings of words to the key words.</p>	Learners match the pictures and meanings of		

	 <p>1 2 3 4</p> <p>5.... oversleep, to sleep late intentionally</p> <p>6..... to <u>walk</u>, <u>drive</u> etc behind someone, when you are <u>going</u> in the same <u>direction</u> as them.</p> <p>7....to turn off (something) by turning or pushing a button or moving a switch, lever, etc.</p> <p>The key words are: <i>alarm goes off / feel sleepy/ snooze for five more minutes /want to sleep in /suffer from stress /switch off your gadgets / follow your dreams</i></p>	the words with the key words		
SA 20 min	<p>LISTENING</p> <p>Task 1. Listen to the conversation and fill in the gaps. Use NO MORE THAN THREE WORDS.<i>CD2. Tapescript4. Go to the following link to listen to the information:</i></p> <p>http://www.listenaminute.com/h/health.html</p> <p>WRITING</p> <p><i>Pre - writing activity.</i></p> <p>Part 1. Look at some healthy habits pictures and brainstorm your ideas.</p> <p>Part 2. Write down about 4 healthy habits you know</p>	Learners listen to the conversation and fill in the gaps	<i>Individual avaluation</i>	
End 5 min	<p>FEEDBACK</p> <p>Learners reflect on by traffic lights;</p>  <p>Homework:revision</p> <p>Saying goodbye</p>			

LESSON 90 Unit 8: Healthy Habits		School: «Baldauren » Educational and Health Centre		
Date:		Teacher name: Taszhanova Tursinai		
Grade: 7		Number present:		Number absent:
Theme of the lesson:	<i>Unit revision</i>			
Learning objectives	7.R.3 Understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts. 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics 7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups			
Lesson objectives	<p>All learners will be able to</p> <ul style="list-style-type: none"> -Make up sentences using should/shouldn't and pictures related to healthy and unhealthy habits; -Match the meanings of the key words with the pictures <p>Complete the text about lifestyle.</p> <p>Most learners will be able to</p> <ul style="list-style-type: none"> - Read the text and determine true or false sentences from the text; - Complete the text about lifestyle. <p>Some learners are able to</p> <ul style="list-style-type: none"> - Solve situational problems using topical vocabulary. 			
Assessment criteria	Recognize detail in a given text			
Previous learning	SA 7			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Begining 5 min	<p>Greeting: Teacher greets the learners; learners respond to greeting of the teacher and take their places.</p> <p>Group Division: Students are divided into two subgroups using cutting letters from the words <i>doctor and health</i>. First group makes the word Doctor. The second group makes the word Health</p>			Student's book English7 Express Publishing
Middle 30 min	<p>AFL: "Laminated Paper"</p> <p>Task 1. While-reading activity:</p> <p>Double Entry Journals</p> <p>Students are given a worksheet to take notes directly from the text and write their response by using word combinations and sentences.</p>	Learners read the text and recall information in the text, do "Clusters" on Healthy and Unhealthy habits.	<i>Verbal evaluation</i>	Pictures, worksheet with key words Ex1 p 88

LESSON 91 Unit 9: Clothes and Fashion		School: «Baldauren » Educational and Health Centre		
Date:		Teacher name: Taszhanova Tursinai		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Talking about shopping and shopping facilities</i>			
Learning objectives	7.C9 use imagination to express thoughts, ideas, experiences and feelings 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics 7.U10 use present continuous forms for present and future meaning and past continuous on a range of familiar general and curricular topics 7.U3 use a growing variety of compound adjectives and adjectives as participles			
Lesson objectives	All learns will be able to: name the clothes using adjectives Most learns will be able to: answer the questions according to the theme Some learners will be able to: express their opinion about fashion and clothes using appropriate subject-specific vocabulary			
Assessment criteria	Convey fantasy ideas including emotions and senses Apply topic related vocabulary in speech appropriately arranging words and phrases into well –formed sentences Apply the rule for compound adjectives and adjectives as participles in practice			
Previous learning	Unit revision			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	GREETING - Hello, learners! How are you? - Who is on duty today? - What date is it today? - What day of the week is it today? - What was your home task for today? Warm-up activity Learners look at the photos of stylish celebrities on the board and guess the topic.	Greeting Learners answer the questions Learners try to guess	<i>Verbal evaluation</i>	
Middle 30 min	Teacher observes and encourages learners to communicate at sentence level. <i>1) Which celebrity in your opinion is a fashion icon? How can you describe their style?</i> <i>2) Is fashion important in our life? Why/why not?</i>	Learners in pairs discuss the following questions.	<i>Mutual avaluation</i>	PPT Slide 2 Warm-up pictures PPT Slide 3

	<p>Learners look at the new words in the box, translate them (Ex-1 page 36) and teacher encourages writing them down. Then learners complete the text “Men’s or women’s fashion?” with words in the box.</p> <p>Learners listen and check their answers whether they have completed correctly or not. (<u><i>self-assessment</i></u>) (W, I).</p> <p>Learners complete the table (Ex.3 page 36) with words from the text “Men’s or women’s fashion?” <u><i>Answer keys:</i></u></p> <table border="1" data-bbox="260 763 855 1279"> <thead> <tr> <th>Design / color</th> <th>Material</th> <th>Clothes and accessories</th> </tr> </thead> <tbody> <tr> <td>Black</td> <td>Silk</td> <td>Waistcoat</td> </tr> <tr> <td>White</td> <td>Cotton</td> <td>Shirt</td> </tr> <tr> <td>Plain</td> <td>Woollen</td> <td>Trousers</td> </tr> <tr> <td>(light)</td> <td>Leather</td> <td>Boots</td> </tr> <tr> <td>green red</td> <td>Gold</td> <td>Top</td> </tr> <tr> <td></td> <td></td> <td>Skirt</td> </tr> <tr> <td></td> <td></td> <td>Scarf</td> </tr> <tr> <td></td> <td></td> <td>Earrings</td> </tr> <tr> <td></td> <td></td> <td>Necklace</td> </tr> <tr> <td></td> <td></td> <td>Sandals</td> </tr> </tbody> </table> <p>Learners individually write 5 true sentences about them. I never wear... I often wear... Today I’m wearing ... After completing sentences they compare with partners and discuss</p>	Design / color	Material	Clothes and accessories	Black	Silk	Waistcoat	White	Cotton	Shirt	Plain	Woollen	Trousers	(light)	Leather	Boots	green red	Gold	Top			Skirt			Scarf			Earrings			Necklace			Sandals	<p>Learners follow the instructions</p> <p>Learners complete the table</p> <p>Learners use subject specific vocabulary and Present Simple Correctly</p>	<p><i>Individual avaluation</i></p>	<p>PPT Slide 4</p> <p>Handout 1</p> <p>Listening resource 1 (PPT Slide 4)</p> <p>Slide 6</p>
Design / color	Material	Clothes and accessories																																			
Black	Silk	Waistcoat																																			
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(light)	Leather	Boots																																			
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		Skirt																																			
		Scarf																																			
		Earrings																																			
		Necklace																																			
		Sandals																																			
<p>End 5 min</p>	<p><i>Giving feedback. ‘Traffic lights’.</i> Learners summarize what they have achieved at this lesson. Learners will be distributed stickers and they need to write 7 new words they have learned 5 clothes they wear everyday Homework:learn the new vocabulary Saying goodbye</p>		<p><i>Self-assessment</i></p>																																		

LESSON 92 Unit 9: Clothes and Fashion		School: «Baldauren » Educational and Health Centre		
Date:		Teacher name: Tazhanova Tursinai		
Grade: 7		Number present:		Number absent:
Theme of the lesson:	<i>Talking about shopping and shopping facilities</i>			
Learning objectives	7.C9 use imagination to express thoughts, ideas, experiences and feelings 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics 7.UE10 use present continuous forms for present and future meaning and past continuous on a range of familiar general and curricular topics 7.UE3 use a growing variety of compound adjectives and adjectives as participles			
Lesson objectives	All learns will be able to: name the clothes using adjectives Most learns will be able to: answer the questions according to the theme Some learners will able to: express their opinion about fashion and clothes using appropriate subject-specific vocabulary			
Assessment criteria	Convey fantasy ideas including emotions and senses Apply topic related vocabulary in speech appropriately arranging words and phrases into well –formed sentences Apply the rule for compound adjectives and adjectives as participles in practice			
Previous learning	Talking about shopping and shopping facilities			

Plan

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Begining 5 min	<p>Org moment; dividing the class into three groups.</p> <p>Task 1. Vocabulary Adjectives for clothes. Match the phrases in the box with the pictures (a-I). The listen check and repeat.</p> <p>A warm jacket fashionable trainers a smart shirt A plain t-shirt patterned trousers an old-fashioned dress A baggy jumper tight jeans a casual hooded a baggy jumper</p> <p>METHODS: WHO IS QUICKLY?</p>	<p>Greeting</p> <p>Learners match the phrases in the box</p> <p>Learners matches the phrases with the pictures</p>	<i>Verbal evaluation</i>	

<p>Middle 30 min</p>	<p>Task 2. Look again at the adjectives for clothes in Exercise 1. Which of the clothes can you use each adjective with? You can use “warm” with most of the clothes but not jeans or trainers.</p> <p>METHODS: INFORMATION GATHERING ACTIVITIES-learners collect information and present it to the class.</p> <p>Task3. Listen to Anna and Marco buying clothes online. Complete chart with the styles they like and dislike.</p> <p>METHODS: TASK- COMPLETION ACTIVITIES: puzzles, games, map-reading.</p> <p>Task 4. Work with partner. Answer the questions. 1. Which of the clothes in exercise 1 do you like? 2. Do you prefer smart or casual, plain or patterned clothes? Why? 3. What are the most popular clothes with people your age at the moment?</p> <p>Task 5. Work with partner. Answer the questions. 1. Which of the clothes in exercise 1 do you like? 2. Do you prefer smart or casual, plain or patterned clothes? Why? 3. What are the most popular clothes with people your age at the moment?</p>	<p>Learners collect information and present it to the class.</p> <p>Learners completes the chart with the styles they like and dislike.</p> <p>Learners answers the questions throwing the ball</p> <p>Learners answer the questions</p>	<p><i>Mutual avaluation</i></p> <p><i>Individual avaluation</i></p>	
<p>End 5 min</p>	<p>At the end of the lesson, students reflect on: - what they learned - what remained unclear for them - what they need to continue working on</p> <p>Homework:read and retell the text Saying goodbye</p>		<p><i>Self-assessment</i></p>	


LESSON 93 Unit 9: Clothes and Fashion		School: «Baldauren » Educational and Health Centre		
Date:		Teacher name: Taszhanova Tursinai		
Grade: 7		Number present:		Number absent:
Theme of the lesson:	<i>Reviewing and adding to clothes and fashion vocabulary</i>			
Learning objectives	7.R7 recognise typical features at word, sentence and text level in a range of written genres 7.R8 use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding 7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics 7.L7 begin to recognise typical features at word, sentence and text level of a limited range of spoken genres			
Lesson objectives	All learners will be able to: Understand the main idea of the topic Most learners will be able to: Answer the questions according to the text Some learners will be able to: Express their own point of view			
Assessment criteria	-Identify the correct form of a word, appropriate sentence structure and text layout. -Interact in pair, group and a whole class work presenting logically connected information with ideas of the people			
Previous learning	Talking about shopping and shopping facilities			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	Greetings Warm-up Work with your partner. 1. When did the first mobile phone come out? a.1973 b.1983 c.1993 2. How much did the early mobile weigh? a.500g b.1kg c.1.5kg 3. When did the first smart phone go on sale? a.1994 b.2003 c.2013 4. When did people start taking selfies? a.2005 b.2008 c.2010	Learners look at the photos and do the quiz	<i>Individual avaluation</i>	


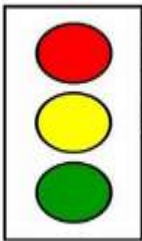
<p>Middle 30 min</p>	<p>Task 1 While-reading .Read the text, answer the questions. ‘How mobile phones became a fashion item’ 1What was the problem with the first mobile phones? 2. What helped people to identify the company which made the phone? 3. What could you do with the first mobile phones? 4. Which phone was the first you could use to send emails? 5. How many different uses for mobile phones nowadays are mentioned in the article? 6. Name one way the article says that mobile phones are important for social media? 7. What accessories can also be a fashion item?</p> <p>Task 3 Post-reading Find the phrases in the text and complete them with the correct preposition. Write 4 sentences about yourself using the prepositional phrases 1.go....sale 2..... first 3.talk.... the phone 4.keep...touch 5..... the same time 6.post..... social media</p> <p>Task 4 Divide students into two groups 1-st group speak about advantages of having smartphone. 2-nd group speak about disadvantages of having a smartphone.</p>	<p>Learners read the text, answer the questions.</p> <p>Learners completes phrases with the correct prepositions</p> <p>Learners makes up 4 sentences using prepositional phrases</p> <p>Learners presents clear arguments for or against</p>	<p><i>Verbal evaluation</i></p> <p><i>Mutual evaluation</i></p>	
<p>End 5 min</p>	<p>FEEDBACK There smiley faces are on the board. (happy and sad) Well what did we do in our lesson? Homework:make up the questions by the text Saying goodbye</p>	<p>Learners choose one and put on their desks.</p>	<p><i>Self-assessment</i></p>	

LESSON 94 Unit 9: Clothes and Fashion		School: «Baldauren » Educational and Health Centre		
Date:		Teacher name: Taszhanova Tursinai		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Reviewing and adding to clothes and fashion vocabulary</i>			
Learning objectives	7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics 7.W9 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy 7.C9 use imagination to express thoughts, ideas, experiences and feelings 7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics 7.L7 begin to recognise typical features at word, sentence and text level of a limited range of spoken genres			
Lesson objectives	All learners will be able to: <ul style="list-style-type: none"> - Acknowledge with the usage Passive Voice with Modals - Know the usage of agreement and disagreement Most learners will be able to: <ul style="list-style-type: none"> - Use the structure of the Passive Voice with Modals correctly while doing exercises - Use phrases of agreement and disagreement while working in groups Some learners will be able to: <ul style="list-style-type: none"> - Use the structure of the Passive Voice with Modals correctly while discussing in groups - Keep interaction with peers to negotiate using phrases of agreement and disagreement correctly 			
Previous learning	Talking about shopping and shopping facilities			
Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	The teacher explains learning and lesson objectives in a simplified form <u>Warm-up activity</u> Learners are divided into 2 groups. They play hangman game to revise new vocabulary. Teacher shows pictures and asks learners <ul style="list-style-type: none"> - <i>Which of the uniforms can be worn in your school? Why? Why not?</i> Teacher encourages students to use Passive Voice.	Greeting Learners play hangman game to revise new vocabulary.	<i>Verbal evaluation</i>	Slide 1 (PPT) http://www.i-caltefl.com/index.php/resources/tefl-tesol-teaching/24-lesson-plans/394-hangman

<p>Middle 30 min</p>	<p>Teacher writes the sentence on the Board and asks the learners the structure of the sentence. Simple present verb + past participle <i>e.g. The uniform must be worn in every school.</i> Then teacher introduces passive voice with modals as these are very common in English: Alternative Passive forms with modal verbs The passive <i>can be used</i> with modal verbs like can, must, should: modal verb + (be) + past participle, e.g. These tools can be/should be/must be used to cut the material. <i>Answer Keys:</i></p> <ol style="list-style-type: none"> 1. Can be read 2. Has to be learned 3. Should be brought 4. Must be opened 5. Cannot be spent 6. Must be answered 7. Can / be solved 8. Mustn't be touched 9. Should be called 10. Must be put 11. Shouldn't be made 12. Should be done <p><u>Differentiation</u> Teacher lets low-level students to have a look at the table of Irregular verbs while using Passive Voice with Modals.</p> <p>Learners need to ask and answer the peers' questions and tell whether they agree or disagree.</p>	<p>Learners individually do Exercises on Passive Voice with Modals.</p> <p>Then they swap their works and teacher shows answer keys.</p>	<p><i>Individual avaluation</i></p> <p><i>Mutual avaluation</i></p>	<p>Warming up pictures Slide 2 (PPT)</p> <p>Slide 3 (PPT)</p> <p>Passive Voice Exercises (Hand out 1)</p>
<p>End 5 min</p>	<p>GIVING FEEDBACK. Learners summarize what they have achieved this lesson. They complete the self-assessment table I can use Passive Voice with Modal verbs I can use three phrases for agreeing I can use two phrases for disagreeing Homework:learn the new theme amd make up 5 sentences Saying goodbye</p>		<p><i>Self-assessment</i></p>	<p>Hand out 3</p>

LESSON 95 Unit 9: Clothes and Fashion		School: «Baldauren » Educational and Health Centre	
Date:		Teacher name: Taszhanova Tursinai	
Grade: 7		Number present:	Number absent:
Theme of the lesson:	<i>Discussion: Learners first take notes on the advantages and disadvantages of shopping centers</i>		
Learning objectives	L3. Understand with some support most of the details of an argument in extended talk on a limited range of general and curricular topics. S5. Keep interaction with peers to negotiate agree and organize priorities and plans for completing classroom task.		
Lesson objectives	All learners will be able to - understand general meaning and specific details of the curricular topic. Most learners will be able to - interact with peers while answering the questions Some learners will be able to - discuss about advantages and disadvantages between shopping centers		
	Recognize with some support most of the detail of an argument in extended talk a given topic. Maintain communication while discussing.		
Previous learning	Reviewing and adding to clothes and fashion vocabulary		

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	Org. moment. – Good morning - How are you? - What date is it today? - Who is absent today? Warm -up Memory games “ Shopping bag”	Greeting Learners do the instructions		
Middle 30 min	Task 1. Find the right words about clothes. 	Learners find the right words about clothes.	<i>Individual avaluation</i>	

	<p>Task 2. Answer the questions and write in your copy book.</p> <ol style="list-style-type: none"> 1. Do you like shopping ? 2. Where do you buy clothes? 3. Who do you buy clothes with? 4. Do you like wearing fashionable or comfortable clothes? 5. How often do you buy clothes? <p>Task 3 Read the text «THE BALLOON FASHION SHOW» and complete the sentences A-D</p>  <p>Do you think that balloons are only for children? Then you're wrong. Some people use them to create fashions.</p> <p>The Balloon Couture Fashion Show in China attracts designers from all over the world. They make their special creations from hundreds of balloons - the same ones that children use at children's parties to make balloon animals. They blow up the balloons using hand pumps and then bond them together to create their masterpieces. The winner of the show wins the title of 'Fashion Designer of the Year'.</p> <p>Each creation takes hours and sometimes days to make. These job designers have working dresses to children's clothes and even swimwear! Each set of clothes, whether it's a dress and a coat, a top and a skirt or a jacket and trousers, is one of a kind and only fits the model who wears it. It takes a while for the models to get into their specially constructed, but once they're on, they feel lighter than air. The designs are original and really amazing, but remember - you can only wear them once.</p> <p>A. The Balloon Couture Fashion Show takes place in _____.</p> <p>B. The designers who take part in it are from _____.</p> <p>C. The winner earns _____.</p> <p>D. The models wear the clothes only _____.</p> <p>Task 4. Answer the questions 1-6. Write the answer in your copy book.</p> <ol style="list-style-type: none"> 1 What is the Balloon Couture Fashion Show? 2 What can you see there? 3 How do the designers make the clothes? 4 How long does it take to make the clothes? 5 What kinds of clothes do designers make? 6 What is special about these clothes? 	<p>Learners answer the questions and write</p> <p>Learners read the text and complete the sentences</p> <p>Learners do the task</p>	<p><i>Verbal evaluation</i></p> <p><i>Mutual evaluation</i></p> <p><i>Individual evaluation</i></p>	
<p>End 5 min</p>	<p>Feedback with traffic light.</p> <p>Pupils will take the stickers and put on the suitable colour (traffic lights).</p>  <p>Homework: to write essay about shopping centers.</p> <p>Saying goodbye</p>		<p><i>Self-assessment</i></p>	

I don't get it! I need some help understanding.

I think I understand but I need a little support.

I understand and can try this on my own.

	<p>4)corduroy pants 5)polyester blouse 6)silk scarf 7)straw hat 8)linen dress 9)wool sweater 10) cotton t-shirt</p> <p>Speaking Task 2.Work with group. Put the pictures into the right order and speak about these pictures. (information gathering activities - learners collect information and present it to the class)</p> <p>Task 3. Read and answer the questions Have you ever thought how strange fashion is? People tell us what clothes to wear. That’s weird. Fashion stores tell us what is “in” this summer or this winter. People then buy the same clothes and look like everyone else because they want to feel trendy. The thing is, fashion is about being an individual, but then we all wear clothes that are the same as everyone else’s! Keeping up with fashion is expensive these days. Everyone is into brand fashion. Have you seen how much the most fashionable sneakers are? How can kids afford those? The craziest fashion is the luxury brands. People spend a month’s salary, or more, on a handbag or watch. That’s crazy. I’m happy with an unknown brand at half the price. I don’t mind being unfashionable. <i>Example:0.What places tell us what is ‘in’ and ‘out’ this summer?</i> <i>shops B)newspapers C)magazines D) TV</i> According to the speaker fashion is According to the speaker who tells us about fashion.</p>	<p>Learners put the pictures in the correct order and speak about the pictures</p> <p>Learners read and answer the questions</p>	<p><i>Mutual avaluation</i></p>	<p>https://www.youtube.com/watch?v=K2quoAahIU&t=11s</p>
<p>End 5 min</p>	<p>Feedback Feedback with traffic light. Pupils will take the stickers and put on the suitable colour (traffic lights). Homework: Write the essay about clothes and materials Saying goodbye</p>		<p><i>Self-assessment</i></p>	


LESSON 97 Unit 9: Clothes and Fashion		School: «Baldauren » Educational and Health Centre		
Date:		Teacher name: Tazhanova Tursinai		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Researching how clothes are made and materials used</i>			
Learning objectives	<p>7.C1 Use speaking and listening skills to solve problems creatively and cooperatively in groups.</p> <p>7.L4 Understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics.</p> <p>7.S7 Use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics.</p>			
Lesson objectives	<p>All learners will be able to:</p> <ul style="list-style-type: none"> - To know new vocabulary on topic clothes and fashion - To make a dialogue using assessment criteria <p>Most learners will be able to:</p> <ul style="list-style-type: none"> - To use phrases while making dialogue - To know new vocabulary on topic clothes and fashion and use them while making a dialogue <p>Some learners will be able to:</p> <ul style="list-style-type: none"> - To use phrases correctly while making dialogues - To new vocabulary on topic clothes and fashion in speech 			
Previous learning	<i>Researching how clothes are made and materials used</i>			
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Begining 5 min	<p>Greeting <i>Warm-up activity</i> Teacher observes and encourages learners to communicate at sentence level. 1) Which celebrity in your opinion is a fashion icon? How can you describe their style? 2) Is fashion important in our life? Why/why not?</p>	Learners in pairs discuss the following questions.	<i>Verbal evaluation</i>	Pictures of clothes
Middle 30 min	<p>SPEAKING If you were the designer which school uniform you will recommended.</p> <p>Task 1. Draw a sketch about your fashion clothes. Task 2. Describe the differences and similarities of your style.</p>	Learners draw a sketch about your fashion clothes and describe the differences	<i>Individual avaluation</i>	


LESSON 98 Unit 9: Clothes and Fashion		School: «Baldauren » Educational and Health Centre		
Date:		Teacher name: Taszhanova Tursinai		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Using the passive voice writing a description of a person</i>			
Learning objectives	7.R8 Use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding 7.S7 Use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics			
Lesson objectives	Demonstrate the ability to use a dictionary or digital methods to trace meaning and extend vocabulary Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences			
Previous learning	<i>Researching how clothes are made and materials used</i>			
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 5 min	ORGANIZATION MOMENT beginning of the lesson, teacher greets the pupils and introduces the new theme with a video. During the video, pupils identify the types of clothes. After showing the video, teacher asks some questions in order to know how they have understood the main idea of the video. Questions: 1. How do you think about this video? 2. What kind of disasters were in this video?	Greeting Learners answer the questions	<i>Verbal evaluation</i>	
Middle 10 min	SPEAKING Do you shop online? Why or why not? Have you had a bad experience / been disappointed with something you bought online? Did you ask for a refund? What would you never buy online? PRE-WRITING Learners need to discuss advantages and disadvantages of online shopping in pairs using new vocabulary	Learners work in groups of three and discuss following questions Learners discuss	<i>Mutual avaluation</i>	

<p>FA 20 min</p>	<p>READING Task 1. Read the definitions below. Find the proper word in the text and insert it into the table. Look up the words in the dictionary and check the answers. <i>Example:</i> 0. A part of something. <u>The piece</u> 1. Relaxed and used every day/informal style. 2. The place where learners study. 3. Physically relaxed and free. 4. Behaves, looks, or sounds like a young girl. 5. Remaining the same in all cases and at all times; unchanging in form or character. 6. A thing serving as a symbol of a particular nation or organization.</p> <p>SPEAKING Task 2. Choose the question and be ready to answer it after the teacher starts the conversation. You should add your ideas to the class discussion. These are some rules to this task: Ask questions if you do not understand what someone has said You do not need to raise your hands to speak. Pay attention to your “airtime”. Don’t interrupt. Don’t put down the ideas of another learner. <i>Example:</i> What kinds of clothes are in fashion now? <i>Learner’s possible answer:</i> I am not a modern person and I do not trace fashion and clothes. I think my personal style is casual.</p>	<p>Learners use dictionaries or digital on-line tools to check the correctness of the answers.</p> <p>Learners follow the instructions</p>	<p><i>Individual avaluation</i></p>	
<p>End 5 min</p>	<p>Reflection: Learners should write three best moments during the lesson, and one moment which was not so good. Home task: revise grammar and vocabulary Saying goodbye</p>		<p><i>Self-assessment</i></p>	<p>Stickers for writing reflection on the lesson.</p>

LESSON 99 Unit 9: Clothes and Fashion		School: «Baldauren » Educational and Health Centre		
Date:		Teacher name: Tazhanova Tursinai		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Using the passive voice writing a description of a person</i>			
Learning objectives	7.C9 use imagination to express thoughts, ideas, experiences and feelings 7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics 7.S5 keep interaction with peers to negotiate, agree and organize priorities and plans for completing classroom tasks			
Lesson objectives	All learners will be able to: understand the main idea from context with little support of the text. Most learners will be able to: make up sentences using topical vocabulary Some learners will be able to: explain opinions, ask the questions and answer the questions of the text			
Previous learning	Unit revision			
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Begining 5 min	Org. moment Dividing into 3 groups by materials <i>Silk, wool, denim</i> <i>Groups evaluate each other on the table of assessment that making up together with learners.</i> Warm-up: Choose some pictures of materials that are familiar to students. Show students a small portion of the picture. Get them to guess what the picture might be.	Greeting Learners do the instructions		
Middle 30 min	Revision of vocabulary Brain storming to lead in the theme. A learner writes one word from the theme “Different types of materials” on a sheet of paper and sticks it on the board. Corduroy Leather Nylon Denim Polyester Silk Wool Straw	Learner writes one word from the theme and sticks it on the board	<i>Verbal evaluation</i>	Pictionary

	<p>Presentation <i>New words</i> <i>Cloth</i> – a fabric formed by weaving, felting, etc., from wool, hair, silk, flax, cotton, or other fiber, used for garments, upholstery, and many other items. <i>Tent</i> – a portable shelter of skins, canvas, plastic, or the like, supported by one or more poles or a frame and often secured by ropes fastened to pegs in the ground. <i>Miner</i> - also called <u>mineworker</u>. a person who works in a <u>mine</u>, especially a commercial <u>mine</u> producing coal or metallic ores. <i>Pants</i> - <u>trousers</u> <i>Hole</i> - an opening through something; gap; aperture: a hole in the roof; a hole in my sock.</p> <p>Make poster “ Project of Denim clothing” draws a picture of the jeans and describes how it is made (materials) to classmates.</p> <p>Descriptors: Works in a group Uses topical vocabulary Presents project work to the class.</p>	<p>Learners listen and pronounce</p> <p>Learners make poster</p>	<p><i>Individual avaluation</i></p> <p><i>Mutual avaluation</i></p>	<p>www.google.com Using ICT https://youtu.be/HH-HmrpEh7Y CD-ROM</p>
<p>End 5 min</p>	<p>Reflection All the end of the lesson, learners reflect on:</p> <ul style="list-style-type: none"> -what they learned -what remained unclear for them - what they need to continue working on by the “Traffic lights” <p>Home task: complete the table Saying goodbye</p> <div data-bbox="582 1467 821 1825" style="text-align: center;"> <p>«Traffic light»</p> <ul style="list-style-type: none"> • Red - I do not understand • Yellow - I have some question • Green - understand </div>		<p><i>Self-assessment</i></p>	

LESSON 100 Unit 9: Clothes and Fashion		School: «Baldauren » Educational and Health Centre		
Date:		Teacher name: Taszhanova Tursinai		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Using the passive voice writing a description of a person</i>			
Learning objectives	7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics 7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics			
Lesson objectives	All learners will be able to: solve problems creatively and cooperatively in groups Most of learners will be able to: understand the main points in the texts Some learners will be able to: proofread work at the text			
Previous learning	<i>Using the passive voice writing a description of a person</i>			
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Begining 5 min	Greetings Good morning, boys and girls. Divide into two groups. Phonetic drill. Let's start our lesson. "Phonetic" minute. Look at the blackboard and repeat after me: They are written, it was broken, He is given, she'll be left. They were eaten, it was spoken, It's being driven, he'll be lent.	Greeting Learners do the instructions		With colorful stickers
Middle 30 min	The method "Word bank" Look at the pictures and translate the words. 	Learners look at the pictures and translate the words	<i>Individual avaluation</i>	Pictures Book Flashcards active board blackboard Text Internet

	<p>Task 1. Read and translate the text. Differentiation by task for the text: Group 1: underline new words and explain their meanings Group 2: summarize the text. Describe a person using passive voice.</p> <p>I have a friend. she is named Susan. She is looked <u>slim</u>, not tall. Her hair is gotten long. She is <u>allocated</u> as a correspondent in her class. Because of her <u>creativity</u>, a lot of interesting activities are <u>arranged</u> by her. She is told to be bright and <u>smart</u> girl. Reading is liked since the childhood and green is said to be her favourite colour. A blue sweater and a blue skirt are being worn, cause she is used to like them the most. Playing the piano is liked and well done by her. Her family is lived in London. Her mother, father and two brothers are gotten on well with her. Her brothers are loved by her and taken care of. She is known to be very <u>sociable</u>.</p> <p>Task 2. The method “Cluster mapping” Write a short topic using the picture: height/weight race age hair/ eye color complexion clothing scars/ marks</p> 	<p>Learners: Reads the text. Underlines new words and explains their meanings. Summarize the text</p> <p>Learners: Writes a short story. Give the title to the topic. Write the main idea.</p>	<p><i>Mutual avaluation</i></p> <p><i>Verbal evaluation</i></p>	<p>Pictures Internet</p>
<p>End 5 min</p>	<p><i>At the end of the lesson, students reflect on:</i> Feedback - What have you learnt today? What would you like to learn? What would you like to work on? Homework: to make 5 sentences Saying goodbye</p>		<p><i>Self-assessment</i></p>	<p>stickers</p>

LESSON 101 Unit 9: Clothes and Fashion		School: «Baldauren » Educational and Health Centre		
Date:		Teacher name: Taszhanova Tursinai		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	<i>Summative control work for the 4th term</i>			
Learning objectives	<p>7.L5 Recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics.</p> <p>7.R2 Understand specific information and detail in texts on a range of familiar general and curricular topics.</p> <p>7.W6 Link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics.</p> <p>about a growing range of general topics, and some curricular topics.</p> <p>7.S8 Recount some extended stories and events on a growing range of general and curricular topics.</p> <p>7.U9 Use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics</p>			
Lesson objectives	<p>Learners choose correct answer from four alternatives A, B, C or D and complete the gaps with no more than two words.</p> <p>find information in the text and complete the table.</p> <p>writes a short essay about healthy life or popular style</p> <p>are expected to apply appropriate grammar structures and using a variety of quantifiers</p>			
Previous learning	<i>Using the passive voice writing a description of a person</i>			
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Beginning 3 min	ORGANIZATIONAL MOMENT Learners are introduced LO.			
SA 35 min	<p>LISTENING</p> <p>Task 1. Listen and choose between A, B, C or D. CD3. Tapescript 4.</p> <p><i>Use the link to listen information</i> http://www.listenaminute.com/f/fashion.mp3</p> <p><i>Example:0. What places tell us what is 'in' and 'out' this summer?</i></p> <p><i>shops B) newspapers C) magazines D) TV</i></p> <p>According to the speaker fashion is...</p> <p>According to the speaker who tells us about fashion...</p>	Learners listen and choose between	<i>Individual avaluation</i>	

	<p>Continue listening to tape and fill in the gaps with <i>NO MORE THAN TWO WORDS</i>: Keeping up with fashion is ____ these days. The craziest fashion is the luxury _____.</p> <p>Choose the correct answer. How much do people spend on fashionable things? What is the speaker happy with?</p> <p>READING Task 2. Read the text and fill in the table below with necessary information.</p> <p>Answer the questions. 5. What do you need to eat when you are growing? 6. What should you eat if you have some injuries?</p> <p>WRITING Task 3. Choose one of the topics and write about it Topic 1 by the unit Healthy Habits Topic 2 by the unit Clothes and Fashion</p> <p>SPEAKING Task 4. Choose the card. Work individually. Look at the picture and make up a story for 1-2 minutes. Use the questions from the card</p>	<p>Learners fill in the gaps</p> <p>Learners choose the correct answer</p> <p>Learners read the text and fill in the table</p> <p>Learners answer the questions.</p> <p>Learners choose one of the topics and write about it</p> <p>Learners answer the questions</p>		
<p>End 5 min</p>	<p>FEEDBACK There smiley faces are on the board. (happy and sad) T. suggests choosing any smiley face. Ss will choose one and put on their desks. Well what did we do in our lesson? Home task: revise vocabulary Saying goodbye</p>		<p><i>Self-assessment</i></p>	

	<p>Task 2. Choose one of the cards and answer the questions.</p> <p>Card 1 The healthy lifestyle of your family</p> <p>What do you do together with your family?</p> <p>Is it possible to have a healthy life style in a modern family?</p> <p>Why do many people try to have a healthy life style?</p> <p>How do you support a healthy life style in your family?</p> <p>Card 2 Kids and clothes</p> <p>What are some of the strangest fashions you have seen?</p> <p>What colors do you think look good on you?</p> <p>What fashions that you see today you think will be out of fashion within two years?</p> <p>What uniform do you wear at school?</p> <p>Task 3. Group work.</p> <p>So, I give you task connected to the sport uniforms. Collect materials using the internet and write short essay. The theme of the 1st group is summer sport wearing. The theme of the 2nd group is winter sport wearing. Then create a poster and show your work.(Jumble, fill in the gap).</p>	<p>Learners choose one of the cards and answer the questions</p> <p>Learners get acquaintance with Olympic clothes by performing their task.</p>	<p><i>Mutual avaluation</i></p>	
<p>End 5 min</p>	<p>Conclusion of the lesson.</p> <p>FEEDBACK</p> <p>Ask Ss to write a reflection of the lesson.</p> <p>3 – new words</p> <p>2 – adjectives to describe the lesson</p> <p>1 – one activity you like</p> <p>Feedback.</p>		<p><i>Self-assessment</i></p>	