LESSON 79		School: «Baldauren » Educa	ational and Health Centre
Unit 8: Healthy Habi	ts		
Date:		Teacher name: Taszhanova	Tursinai
Grade: 7		Number present:	Number absent:
Theme of the lesson:	Discussing he food pyramid	ealthy habits and healthy living	g and learning about the
Learning objectives	7.L4 understa extended talk 7.S7 use appra a range of ger 7.UE8 use a g	nd with little support some of to a limited range of general a opriate subject-specific vocabuneral topics, and some curricularowing variety of future forms	and curricular topics clary and syntax to talk about ar topics including present continuous
Lesson objectives	All learners of Listen and divided Name healthy Make up senter Most learner Listen and fill Give advice a Make sentence Some learner	eaning on a range of familiar g will be able to vide words into healthy and unle vand unhealthy habits ences with keywords using pre- es will be able to I in missing words to the dialog ecording to healthy and unheal es with future and present cont ers will be able to out the dialogue by identifying	nealthy habits groups sent continuous gue. thy habits. tinuous.
Assessment criteria	Recognize parhabits. Apply the top Compose presenthe dialogue	rticular information and details ic related vocabulary in speech sent continuous forms with pres	about healthy and unhealthy
Previous learning	Unit revision		
Plan	I		

Planned	Planned activities	Learners'	Evaluation	Resources
timings		activities		
Begining	GREETING	Greeting	Verbal	Pictures of
5 min	Hello, children! How are you?		evaluation	healthy
	The teacher introduces the objectives of	Learners divide		and
	today's lesson and assessment criteria	into two groups		unhealthy
	"Brain storm" activities	according to		foods
	Quotation: "a healthy mind in a	the pictures		
	healthy body"	which they		
	Thales of Miletus.	choose,		
	What did Miletus Thales mean by this	"healthy and		
	proverb?	unhealthy		
		habits" cards.		
Middle	1.Task: Listen and choose the picture	Learners	Mutual	Picture
30 min	cards and find healthy and unhealthy	follow the	avaluation	cards
	habits. Make the sentences with should,	instructions		healthy
	shouldn't modal verbs and say.			and

	What should/shouldn't we do to have a healthy lifestyle? I team "Healthy" Get a good night's sleep			unhealthy habits with №
	Have a hobby Do a physical activity Drink plenty of water Eat fruit and vegetables Don't smoke			Excel 7 grade Module 8 ex 1/2 on
	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			page 87
	5. Watch too much TV6. SmokeExample:We should get a good night's sleep.We shouldn't eat too much junk food.			Excel 7 grade Module 8 ex 2 on page
	2.Task. Look at picture and make up sentences with keywords using present continuous More able learners will be given a task to make their own sentences about their future plans. Less able learners will be given more support by given them keywords: eat, do morning exercises,	Learners look at picture and make up sentences	Individual	
End	go, run, drink		analuation	
End 5 min	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		avaluation Self- assessment	

LESSON 80		School: «Baldauren » Edu	cational and Health Centre	
Unit 8: Healthy Habit	S			
Date:		Teacher name: Taszhanov	a Tursinai	
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	Discussing h	healthy habits and healthy liv	ving and learning about the	
	food pyrami	d		
Learning objectives	7.L4 underst	and with little support some of	of the implied meaning in	
8	extended tall	k on a limited range of genera	al and curricular topics	
	7.S7 use app	opriate subject-specific vocabulary and syntax to talk		
	about a rang	ge of general topics, and some curricular topics		
	7.UE8 use a	growing variety of future forms including present		
	continuous v	vith future meaning on a rang	e of familiar general and	
	curricular to	pics		
Lesson objectives	All learners	will be able to:		
v	Use appropri	iate subject-specific vocabula	ry to talk about a limited	
	range of gen	eral topics;		
	Most learne	ers will be able to:		
	Provide som	e advice for a healthy diet;		
	Answer the	questions on specific information given in the exercises		
	according to	what they listen;		
	Some learne	ers will be able to:		
	Use speaking	g and listening skills to compl	lete the questions.	
Previous learning	Discussing h	nealthy habits and healthy livi	ng and learning about the	
- 8	food pyrami	d		

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Begining	GREETING		Verbal	
5 min	Teacher greets the class and explains		evaluation	
	lesson objectives in a simplified form.			
	Warm-up activity			
	Leaners are asked about what a	Leaners		
	Healthy Food or a Healthy Lifestyle	brainstorm		
	means. Do they have a healthy diet?	the idea as a		
	How do they follow a healthy	whole class.		
	lifestyle?			
	Leaners discuss the given information			
	as a whole class and then suggest their	Learners		
	own pieces of advice on how to	create 3-4		
	follow healthy eating in pairs.	sentences		
	Teacher suggests the list of new	with new		
	vocabulary. Learners get a list of	words to		
	words, read the words with the	show the		
	teacher and write them down into	communicativ		
	their vocabularies.	e		

		understanding	
Middle 30 min	What is a food pyramid?	Leaners discuss	Mutual avaluation
	Match the sentences with the correct food group. You will need to	•	Individual
	match one sentence with two food groups.	Learners match the sentences	avaluation
	 This food group helps your teeth stay white and strong. This food group gives you energy. This food group makes your muscles strong. You shouldn't eat a lot from this food group. This food group gives you the protein you need. You should eat foods from this food group to avoid getting ill. 	with the correct food group	
	FATS, OIL AND SWEETS DAIRY PRODUCTS MEAT, CHICKEN, FISH, EGGS, NUTS, BEANS FRUIT AND VEGETABLES • BREAD, CEREAL, RICE, PASTA		
End 5 min	REFLECTION Leaners draw a triangle of reflection. What have I learnt? What new words have I learnt? What are my problems? Home task: learn the new vocabulary		Self- assessment

	Saying go	odbye				
LESSON 8 Unit 8: Hea		ts	School: «Ba	dauren » Educ	ational and Hea	lth Centre
Date:			Teacher nan	ne: Taszhanova	Tursinai	
Grade: 7			Number pre	sent:	Number absent	t:
Theme of the	he lesson:	Creating lists	_			
Lesson obje		on a range of 7.L6 deduce ron a limited ra 7.S6 begin to sentence and 6.7.UE9 use appand past form general and cu All learners Understand at Most learner Answer the qualearn; Some learner	general and cumeaning from ange of general link comment discourse level propriately a versurricular topics will be able to bout Food Pyras will be able uestions on species will be able able as will be as will	arricular topics context with littl l and curricular to s with some flex l in pair, group a ariety of active a fect simple forms amid; to: ecific informatio	ibility to what ot nd whole class e and passive simp s on a range of fa	ended talk thers say at exchanges le present amiliar
Previous le	arning			would like to eat nd healthy living	and learning abo	out the food
Plan		I I J				
Planned timings		Planned acti	vities	Learners' activities	Evaluation	Resources
Begining 5 min	lesson of Warm-to Divide L address to - "Why co-"Is it in	greets the class pjectives in a sinup activity eaners into three hese questions: lo we eat?" aportant what wis healthy food?	mplified form. ee groups and we eat? Why?"	given question within the group and give	Verbal evaluation	
Middle		are introduce	d to the term	Leaners fron	n <i>Mutual</i>	

each group

show their

pyramids and

justify their

answers.

avaluation

represents a healthy diet by placing foo

d groups in apyramid according to the

number of servings from each group to

Teacher divides leaners into different groups and gives out a blank pyramid

Food Pyramid is a diagram that

"Food Pyramid".

beeaten every day.

30 min

			T
	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.		
	Leaners are shown the original Food		
	Pyramid (in the PPT)	Leaners	
	Differentiation	compare their	
	High-motivated leaners show the	pyramids with	
	•		
	pyramids and justify their answers.	the peers from	
	Low-motivated leaners search and	other groups	
	collect the information.	and choose	
		the one which	
	Each Leaner is given an A3 or A4	was the	
	paper and is to draw "THE EATWELL	closest to the	
	PLATE" (see the resources). They	original.	
	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.		
	Then learners in pairs critically		
	analyze the advantages and		
	disadvantages of their own "THE		
	EATWELL PLATE".		
	EATWELL FLATE.	T	In diameter
	Foodbook Stodowto comment their	Learners	Individual
	Feedback: Students express their	discuss	avaluation
	opinions about new knowledge that		
	they have acquired participating in the		
	activity		
	Discuss whether Kazakh national food		
	is healthy or not. Where Leaners would		
	put some Kazakh national dish on the		
	pyramid.		
		Learners	
	Leaners are suggested to listen to the	match true or	
	conversation about Kellys` barbecue	false	
	and while listening write which of the	sentences	
	sentences are true or false.		
End	REFLECTION		Self-
5 min	What have I learnt?		
JIIIII	What new words have I learnt?		assessment
	What are my problems?		
	Home task: complete the piramide		
			<u> </u>

Say	ing goodbye				
LESSON 82 Unit 8: Healthy	Habits	School: «Balda	uren » Educ	ational and	Health Centre
Date:		Teacher name:	Taszhanova	Tursinai	
Grade: 7		Number presei	nt:	Number al	osent:
Theme of the les	sson: Creating lists	of healthy habit	s		
Learning object	7. L 6. Deduce talk on a limit 7 UE 9 Use ap	edback to set per e meaning from of ted range of gene ppropriately a var and past perfect cular topics	context with line ral and currication of active	ittle support ular topics. and passive	in extended present and
Lesson objective	Know and dis perfect passiv listen and get Most learner Recog	the general mean rs will be able to: mize the general	ing of the tex	at with peer s	support
	Apply Some learner Apply Give co	hout support passive forms of rs will be able to passive forms of onstructive feedbhe healthy habits	: all tenses acack for peers	curately in c	
Assessment crite	Accept classm Identify the ge Apply correct	nates' advice and eneral idea of the dry active and pas imple forms in the	feedback bas talk about he sive simple p	sed on learning althy habits	
Previous learnin	G .: 1: .	of healthy habits			
Plan	I				

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Begining 5 min	Greeting: Teacher greets learners; learners respond to greeting and take their places.	Greetings		
	Dividing into groups: Teacher divides learners into groups using puzzle pictures: 'running girl' and 'swimming girl'			
	. Warming up: Song "Healthy habits" Teacher asks some questions to	Learners watch the video and listen to the		

	elicit the topic of the lesson	song.		
Middle 30 min	Task1. Mind mapping Elicitation: Brainstorming: Teacher displays the phrase Health habits and asks the words which are associated with them. All ideas are accepted	Learners give different ideas after thinking.	Verbal evaluation	
	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.	Learners watch the video, discuss and analyze	Mutual avaluation	
	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?	Learners answer the questions	Individual avaluation	
	Task 4 Divide words and word combinations from the box into two section. Healthy lifestyle Healthy food	Learners divide words and word combinations		
	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			
End 5 min	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 Home work: learn the new words and make up 5 sentences with them		Self- assessment	Papers, colored papers, color marker

Saying goodbye

LESSON 83 Unit 8: Healthy Habits		School: «Baldauren » Educa	tional and Health Centre	
Date:		Teacher name: Taszhanova	Tursinai	
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	Health proble	ems		
Learning objectives	cooperatively 7.L5 recognis a range of ger 7.UE9 use appropriate forms and and curricular 7.R9 recognis	se speaking and listening skills to solve problems creatively and ratively in G ecognise the opinion of the speaker(s) in supported extended talk on e of general and curricular topics use appropriately a variety of active and passive simple present and orms and past perfect simple forms on a range of familiar general rricular topics ecognise inconsistencies in argument in short, simple texts on a		
Lesson objectives	 All learners v Use vocab "Starchy for Most learner" Express the Practice at Some learner 	ge of general and curricular subjects s will be able to: abulary related to the topic: "Junk food" and "Healthy habits", food" and "Dairy food"; ers will be able to: their opinion clearly to others during pair and group work; and improve speaking skills; ers will be able to:		
Previous learning		gh-frequency vocabulary accurated of healthy habits	uery.	

Planned	Planned activities	Learners'	Evaluation	Resources
timings		activities		
Begining	<u>Pre-learning</u>			
10 min	Warm-up activity Teacher greets the class and suggests	Learners write down stages	Individual avaluation	Warm-up video
	watching the video to the learners.: "How to be Healthy" (Stages of keeping a healthy diet) Teacher presents a short video about 11healthy stages	and give definitions and compare their answer with classmates.		https://yout u.be/Xia69 O6U6X0 (How to Be Healthy - how to be
	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	Learners answer the questions about Vegetarian.		healthy and fit for teenagers) PPT to this

	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>)			Lesson Plan
Middle 25 min	differentiation) Middle Task 1 What do we do for healthy		Mutual avaluation	
	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)	Learners make sentences	Verbal evaluation	
End 5 min	Reflection: At the end of the lesson, learners reflect on their learning answering the questions: - What has been learned today? - What remained unclear? - What is necessary to work on? Home work: make up a list of healthy habits		Self- assessment	

	Saying g	oodbye				
LESSON 84 Unit 8: Healthy Habits		School: «Baldauren » Educational and Health Centre				
Date:	<u> </u>		Teacher name:	Taszhanova	Tursinai	
Grade: 7			Number present	t:	Number abser	nt:
Theme of the	he lesson:	Health proble	_			
Learning o	bjectives	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 a range of general and curricular topics 7.UE9 use appropriately a variety of active and passive simple present 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				ended talk on e present and ar general
Lesson objectives All learners of understand mean discuss present desired in the			oblem in groups and suggest solution for a problem; rs will be able to: and listening skills to solve problems, using subject-specif abulary lity to get correct information without any mistakes;			
Previous le	armig	Health proble				
Plan Planned		Planned act	ivities	Learners'	Evaluation	Resources
timings Begining 5 min	devoted t	explains object to in a simplifie	ives this lesson is ed form.	activities Greeting	Verbal evaluation	
Teacher asks learners if ideas about how to organ information as clearly as		nize and present		Individual avaluation Mutual	Appendix 1	

timings		activities		
Begining	Teacher explains objectives this lesson is	Greeting	Verbal	
5 min	devoted to in a simplified form.		evaluation	
	Teacher asks learners if they have any		Individual	Appendix
	ideas about how to organize and present		avaluation	1
	information as clearly as it is possible		Mutual	
	and effective to others and which way	Learners	avaluation	Warm-up
	they usually prefer (PPT, Video, Short	listen and		pictures
	commentaries, a sort of a Lecture)	repeat words		
	Warm-up activity	in column		
	Teacher asks students what Healthy	A and B		
	eating foods they remember and	after that		
	encourages them to name by showing	match words		
	them pictures.	according to		

		red vowel		
Middle		sounds Learners		
30 min	The main part of the lesson Teacher explains the task to learners	read the text		
	through questioning them the following:	and discuss		Appendix
	"What skills do you have to implement	the ways of		прреник
	in order to understand the main points in	cooking		
	the presented text?"			
	the presented text.			
	Learners demonstrate their ability of			
	Creative and Critical Thinking 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.	Learners		
	- What ingredients do you need?	complete the		
	- How do you prepare ingredients?	table,		
	- How do you cook ingredients?	naming the		
	Teacher gives a task to: - write the names of Food and give	items in the		
	definitions for more able students	table.		
	- Put the words under the correct			
	heading			
	- Name whether the Food is healthy			
	or unhealthy(differentiation)			
	Task Listen to the conversation between	Learners		
	Alan and Kathryn and check their	listen to the		
	answers to exercise 2	conversation		
	What's Alan's "Seafood"-diet?	and check		
		their answers		
	Learners listen to the text and fulfill the			
	reading about the diet "Lose weight";	Learners do		
	they should find keywords and give	the task		
	definitions.			
	"Eat well, enjoy yourself and lose			
End	weight" Reflection	Learners	Salf	
5 min	Teacher stimulates learners to summarize	discuss in	Self- assessment	
JIIIII	the main ideas of the lesson and explain	the class	assessificiti	
	what and how they have learnt them.			
	- What they have learnt?			
	- What stayed unknown or interesting?			
	- What they want to know?			
	Home work : write down the new words			

	and learn						
T EGGONI	Saying g	•					
LESSON 8			School: «Balda	uren » Educa	itional and Hea	lth Centre	
	althy Habi						
Date:		,	Teacher name:	Taszhanova	Tursinai		
Grade: 7]	Number prese	nt:	Number abse	nt:	
Theme of t	the lesson:	Reading and d	iscussing the te	xts. Creating	the questions fo	r	
		interviewing th	_	G	•		
Learning o	biectives	L5. Recognise	the opinion of t	he speaker (s)	in supported ext	tended talk o	
vwg	3 ~ J C C C . T C S	a range of gene	eral and curricul	ar topics.			
		R9. Recognise	inconsistencies	in argument in	n short, simple t	exts on a	
		limited range o	f general and cu	ırricular subje	cts.		
		W5. Develop w	vith some supp	ort coherent a	rguments suppo	orted when	
		necessary by e	examples and re	easons for a li	mited range of	written	
		genres in famil	iar general and	d curricular top	pics.		
Lesson obj	jectives	1. All learners	rs will be able to recognize the opinion of the speaker with				
•	•	support.	support.				
		2. Most leaners will be able to understand the detail of an argument from					
		the topic.					
				o write about l	nealthy habits us	sing some	
			erent arguments.				
Assessmen	t criteria	_	osition 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 l	earning	Health problem	18				
Plan							
Planned		Planned activit	ties	Learners'	Evaluation	Resources	
timings				activities			
Begining	_	tion moment		Greeting			
5 min	Teacher's						
	Greeting:			_			
		ming, dear learn		Learners			
		eet you? How a	<u> </u>	answer the			
	_	u, sit down. Wh	- I	questions			
	_	ho is absent toda	ry? What is				
	I the weath	ar lika today?			1	1	

timings		activities		
Begining	Organization moment	Greeting		
5 min	Teacher's action			
	Greeting:			
	Good morning, dear learners!	Learners		
	Nice to meet you? How are you?	answer the		
	Thank you, sit down. Who is on duty	questions		
	today? Who is absent today? What is			
	the weather like today?			
Middle	Task 1. Match the pictures with the	Learners	Individual	Pictures
30 min	definitions about healthy habits.	matches	avaluation	https://yand
	(Matching)	pictures with		ex.kz/imag
	1 Be active for at least one hour a day.	definitions		es/search?t
	2 Clean your teeth at least twice a day.			ext=Health
	3 Be kind to yourself and others.			y%20habits
	4 Get plenty of sleep.			%20class%
	5 Wash your hands.			20ideas&i
	6 Find time to relax			mg_

	7 Eat healthy food.			
	8 Drink plenty of water 9 Limit television and computer use. 10 Eat junk food and sweets only occasionally. 11 Have a bath or shower every day. 12 Work and play safely.			
	Task 2. Pre-reading: working with pictures Look at the pictures on the blackboard. You must name each picture and say "good health habit" or "bad health habit".	Learners look at the pictures and say	Verbal evaluation	
				ICT
	Task 3 Group work. Pupils will make up 7 questions according to the text. Groups will change their questions and answer them. 1. How do you think, what can say author? 2. Are smoking and drinking a good habit? (Why bad) 3. What happened with people if they`ll smoke and drink alcohol? 4. Name a good habits? 5. What do we do for healthy life? 6. What kind of disaster do you get if they`ll smoke and drink?	Learners asks and answers the questions	Mutual avaluation	
	7. Name bad habits?.			
End 5 min	Feedback with traffic light. Pupils will take the stickers and put on the suitable colour (traffic lights). Home task: Make a dialogue with your partner about		Self- assessment	
	good and bad health habits			
	Pupils will make up 7 questions according to the text. Groups will change their questions and answer them. 1. How do you think, what can say author? 2. Are smoking and drinking a good habit? (Why bad) 3. What happened with people if they`ll smoke and drink alcohol? 4. Name a good habits? 5. What do we do for healthy life? 6. What kind of disaster do you get if you`ll smoke and drink? 7. Name bad habits?. Feedback with traffic light.	asks and answers the	avaluation Self-	ICT

S	Saying go	oodbye					
LESSON 86		School: «Balo	lauren » Educa	ntional and Hea	lth Centre		
Unit 8: Heal	thy Habi	ts					
Date:			Teacher nam	e: Taszhanova	Tursinai		
Grade: 7			Number pres	ent:	Number abser	nt:	
Theme of the	e lesson:	Reading and	discussing the	texts. Creating	the questions for	r	
		interviewing t	the classmates				
Learning ob	iectives	7.C1 use speal	king and listeni	ng skills to solv	e problems creat	tively and	
g	J	cooperatively	eratively in groups				
_			o link comments with some flexibility to what others say at				
		sentence and o	discourse level	in pair, group a	nd whole class ex	xchanges	
Lesson objec	ctives	All learners v	will be able to:				
		Identify the m	eaning of the tl	neme.			
		Most learners	s will be able t	0:			
		Speak and list	en skills to solv	ve problems cre	eatively and coo	peratively	
		Some learner	s will be able t	:0	-		
		Discuss and g	give their opinion	ons by own w	ords		
			•	ng skills to solv	e problems creat	ively and	
			y in groups.				
		- use specific	use specific vocabulary words in making a dialogue				
Previous lead	rning	Health problem	ms				
DI							

Plan				
Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Begining 5 min	ORGANIZATION MOMENT	Greeting		
	Checking the previous lesson by	Learners		
	answering with the method "	answer the		
	Brainstorming"	questions		
	What is healthy food?			
	What is unhealthy food?			
Middle	Task 1.To give an idea to children	Learners	Verbal	
30 min	about personal hygiene	answers the	evaluation	
	- W hat do you see in this pictures?	questions		
	- What do you think about it?	using pictures		

	Task 2. Learners will divide habits three groups. For example: bad habits, good habits, lifestyle.	Learners divide habits three groups	Individual avaluation
	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.		
	Task 4. Read the text. Read for skimming. By teacher's support. Descriptor: works with group; Reads the text and completes; Answers the question	Learners follow the instructions	Mutual avaluation
	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)	Learners makes up a dialogue and act.	
End 5 min	Feedback with traffic light. Pupils will take the stickers and put on the suitable colour (traffic lights). Idon't get it! Ineed some help understanding. Ithink! understand but! need a little support. I understand and can try this on my own.		Self-assessment
	Home task: retell the text Saying goodbye		

Learning objectives 7.0 5 cm		School: «Baldauren » Educational and Health Centre		
Theme of the lesson: Us liv Learning objectives 7.8 set				
Theme of the lesson: Us liv Learning objectives 7.8 set	Date: Teacher name: Taszhanova			
Learning objectives 7.0 September 7.1 September 7.2 September 7.2 September 7.3 Septem	Number present:	Number absent:		
Learning objectives 7.0 7.1 seri	ing the first conditional and sub	ordinate clauses to discuss healthy		
7.8 ser	ing			
7.\$ ser	C7 develop and sustain a consister	nt argument when speaking or writing		
Α. π	66 begin to link comments with so	ome flexibility to what others say at		
Lesson objectives Al	sentence and discourse level in pair, group and whole class exchanges			
	learners will be able to:			
	- speak about the benefits of th	bout the benefits of the healthy living for themselves		
M	ost learners will be able to:			
ma	ke up sentences using first condit	ional		
So	me learners will be able to:			
	- discuss and express their view	vs 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		
log	logically connected information with ideas of other people			
Previous learning Reading and discussing the texts.				

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

Middle	Task:1 Activity: Game "Who is			
30 min	quicker?" Divide words and word combinations into two section . (by task) 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	Learners divide words and word combinations into two section	Verbal evaluation	sheet papers smiles
	Task:2 Ask and answer the questions using first conditional form.			
	If+Present Simple+will/shall +Infinitive (without to)	Learners	Individual	
	 What will I do if I want to be strong? What will you do if you have a cold? What will do you if you hurt your hand? Where will go if you have a ticket? Where will you go if you feel ill? 	asks and answers the questions using first conditional form	avaluation	
	6 Why will you eat junk food if you have diet? 7. What will you do if you have 1million? 8. Who will give you support if you feel stressed?			
	9. Where will we go if the weather is nice? 10. Where will you live if you are a rich man?			
End 5 min	Feedback: At the end of the lesson pupils reflect on their learning: Learners have to write their answers on the stickers and stick it on a traffic lights. Home task: Choose one famous		Self- assessment	Smiles Figures of traffic lights
	sportsman of Kazakhstan. Find information and talk about their health habits and lifestyle Saying goodbye			

LESSON 88		School: «Baldauren » Educa	tional and Health Centre	
Unit 8: Healthy Habit	S			
Date:		Teacher name: Taszhanova	Tursinai	
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	Writing a sh	ing a short paragraph of an essay about their family' eating habi		
Learning objectives	cooperativel		•	
	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:			
Desson objectives	Use speaking and listening skills to solve problems in group			
		ers will be able to:	0 1	
	Use appropriamily's eati	iate subject –specific vocabular ng habits	y and syntax to talk about a	
	•	ers will be able to:		
		ne support style and register ap enres for writing topic about a f		
Assessment criteria	support abou	opinion of the speaker and discu at healthy habits		
		elated vocabulary in speech app	propriately arranging words	
	-	into well-formed sentences		
		keeping appropriate format and		
Previous learning		st conditional and subordinate of	clauses to discuss healthy	
_	living			
Plan				

Planned	Planned activities	Learners'	Evaluation	Resources
timings		activities		
Begining	GREETING	Greeting	Verbal	Cut of
5 min	- Hello, learners! How are you?		evaluation	pictures
	- Who is on duty today?			
	- What date is it today?	Learners		
	- What day of the week is it today?	answer the		
	- What was your home task for today?	questions		
	2. Divide learners into two groups by			
	cut of pictures			
Middle	Late was at after me some English	T company		Diaturas
Middle	Lets repeat after me some English	Learners		Pictures
30 min	proverbs	listen and		Active board
	-An apple a day keeps the doctor away	pronounce		
	-Eat at pleasure, drink with measure			
	-Sound mind in sound body			
	-Early to bed and early to rise, makes a			
	man healthy and wise			

	Task 1 Snow ball method	Learners	Mutual	
	-Now, I shall the pictures of food, you	name the	avaluation	
	should name this and answer the	definition	availation	
	questions, questions you will find in this	of giving		
	snowball.	pictures and		
	Do you know about healthy food?	answer the		
	Do you know about junk food?	questions.		
	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?			
	Descriptor:			
	-finds the words with supported pictures			
	-answers the questions			
	-Now, please divided into 3 groups;	Learners	Individual	
	breakfast, supper, dinner	listen the	avaluation	
	Task 2 Method "Numbers speak"	text and		
	Learners should listen the text and	answer the		
	answer the questions choosing the	questions		
	multiple answers, when teacher says the	questions		
	number a learner reads the question and			
	answer it. Complete and write the list of			
	healthy habits according to the text.			
	_			
	"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?		~ 10	G 1
End	FEEDBACK: Tree of success		Self-	Color
5 min	Green leaf - I totally understand		assessment	stickers
	Yellow leaf - I understand the lesson but			
	I need some helps			
	Red leaf - I don't understand			
	Home task : write short essay about			
	yours family food			
	Saying goodbye			

LESSON 89		School: «Baldauren »	Educational and Health Centre	
Unit 8: Healthy Habit	s			
Date:		Teacher name: Taszha	anova Tursinai	
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	Writing a short paragraph of an essay about their family' eating habit 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	-Make up sen and unhealthy -Match the m Complete the Most learner - Read the tex - Complete the - Some learn - Solve situation	habits; eanings of the key words text about lifestyle. es will be able to at and determine true or fa the text about lifestyle. ers are able to tonal problems using topi	alse sentences from the text;	
Assessment criteria	in extended to Evolve argum of written ge	nents, reasons, and evider	ace for a limited range	
Previous learning			about their family' eating habits	

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Begining 5 min	Greeting: Teacher greets the learners; learners respond to greeting of the teacher and take their places.		Verbal evaluation Mutual avaluation	a worksheet with
	Group Division: Students are divided		Self-	illustrations
	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		assessment	ICT
Middle	I. Task 2. " Picture Prompt" Activity	Learners		
10 min	Vocabulary: Teacher hands out a	match the		
	worksheet with 4 pictures and 3 meanings of words to the key words.	pictures and meanings of		

SA 20 min	1 2 3 4 5 oversleep, to sleep late intentionally 6 to walk, drive etc behind someone, when you are going in the same direction as them. 7to turn off (something) by turning or pushing a button or moving a switch, lever, etc. The key words are: alarm goes off / feel sleepy/ snooze for five more minutes /want to sleep in /suffer from stress /switch off your gadgets / follow your dreams LISTENING Task 1. Listen to the conversation and	the words with the key words Learners isten to the	Individual avaluation	
	fill in the gaps. Use NO MORE THAN THREE WORDS.CD2. Tapescript4. Go to the following link to listen to the information: http://www.listenaminute.com/h/health.html WRITING Pre - writing activity. Part 1. Look at some healthy habits pictures and brainstorm your ideas. Part 2. Write down about 4 healthy habits you know	conversation and fill in the gaps Learners look at the picture and write down about 4 healthy		
End 5 min	FEEDBACK Learners reflect on by traffic lights; I understand fully I'm okay without help I'm not quite sure I need a little help And I have asked the person next to me I'm stuck I need some extra help Homework:revision Saying goodbye	habits		

LESSON 90		School: «Baldauren » Educa	ational and Health Centre	
Unit 8: Healthy Habi	ts			
Date:		Teacher name: Taszhanova	Tursinai	
Grade: 7	Grade: 7 Number present: Number absent:		Number absent:	
Theme of the lesson:	Unit revision	sion		
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		will be able to		
Desson objectives	-Make up sen	tences using should/shouldn't and pictures related to healthy		
	and unhealthy	habits;	-	
	-Match the m	eanings of the key words with	the pictures	
	Complete the	text about lifestyle.		
	Most learner	s will be able to		
	- Read the tex	t and determine true or false se	entences from the text;	
	- Complete the	ne text about lifestyle.		
	- Some learn	ers are able to		
	- Solve situati	onal problems using topical vo	ocabulary.	
Assessment criteria	Recognize de	tail in a given text		
Previous learning	SA 7			

Planned	Planned activities	Learners'	Evaluation	Resources
timings		activities		
Begining	Greeting: Teacher greets the			
5 min	learners; learners respond to greeting			Student's
	of the teacher and take their places.			book
				English7
	Group Division: Students are			Express
	divided into two subgroups using			Publishing
	cutting letters from the words <i>doctor</i>			
	and health. First group makes the			
	word Doctor. The second group			
	makes the word Health			
Middle	AFL: "Laminated Paper"	Learners read	Verbal	
30 min	Task 1. While-reading activity:	the text and	evaluation	
	Double Entry Journals	recall		Pictures,
	Students are given a worksheet to	information in		worksheet
	take notes directly from the text and	the text, do		with key
	write their response by using word	"Clusters" on		words
	combinations and sentences.	Healthy and		Ex1 p 88
		Unhealthy		
		habits.		

	AFL: Gallery- "Best cluster"			
	nomination.			
	Task 2. Post-reading task "True or false" activity			
	Learners read the text again and mark statements 1-6 as T (true) or F (False). Correct the false statements. 1. Teenagers think they get enough sleep 2. Teenagers have the same sleeping habits as adults. 3. Sleep protects you from illnesses. 4. Sleeping less can improve your diet. 5. Technology can stop you from sleeping. 6. It's a good idea to keep the same bedtime. Differentiation by ability More able Students make up own	Learners read the text and find true or false sentences	Individual avaluation	Ex 3 p 88
	sentences about healthy or unhealthy habits. Task 4. Situations and Role plays Teacher hands out situation tasks to two groups. They have to solve the problem and act out the dialogue. Task 5.Write a short paragraph of an essay about your family eating habits «My family's eating habits». Questions for support: What does your family usually have for breakfast, lunch, snack and dinner? How often do members of your family have junk food? Do you usually have fruits for breakfast? What time does your family have the last meal? Do you pay much attention to what you eat?	Learners act out the dialogue Learners write a short paragraph of an essay	Mutual avaluation	Posters, stickers & colored markers
End 5 min	Reflection Ask students to look at lesson objectives and think and say what they did well in the lesson and what needs improvement. omework:revise the vocabulary		Self- assessment	
	Saying goodbye			

LESSON 9		lo albio v	School: «Balo	dauren » Educat	ional and Hea	lth Centre
Date:	othes and F	asmon	Teacher nam	e: Taszhanova T	Cursinai	
Grade: 7			Number pres	ent:	Number absent:	
Theme of	the lesson:	Talking abou	ut shopping and shopping facilities			
7.S7 use a range of 7.W8 special range of 7.UE10 upast continuous 7.UE3 us		7.S7 use approarmance of gentrange of family 7.UE10 use propast continuous	opriate subject- neral topics, an lost high-frequentiar general and resent continuous on a range of	ress thoughts, idea specific vocabular d some curricular ncy vocabulary ac curricular topics us forms for pres f familiar general y of compound a	ry and syntax topics ccurately for a ent and future and curricular	to talk about growing meaning and topics
Lesson objectives		All learns will Most learns v Some learner	will be able to: rs will able to:	ame the clothes used answer the quest express their opinities.	ions according nion about fas	to the theme
Assessment criteria Previous learning		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 Unit revision				
Plan	-					
Planned timings		Planned activ	rities	Learners' activities	Evaluation	Resources
Begining 5 min	- Who is o - What dat - What day - What wa Warm-up	arners! How are n duty today? te is it today? y of the week is s your home ta	s it today? sk for today?	Greeting Learners answer the questions Learners try	Verbal evaluation	
	celebrities on the board a topic.		nd guess the	to guess		
Middle 30 min	learners to level. 1) Which of	oserves and end communicate celebrity in you on? How can yo	at sentence r opinion is a	Learners in pairs discuss the following questions.	Mutual avaluation	PPT Slide 2
	their style.	? on important in				Warm-up pictures PPT Slide 3

	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. Learners listen and check their answers whether they have completed correctly or not. (self-assessment) (W, I).			Learners follow the instructions	Individual avaluation	PPT Slide 4 Handout 1
	Learners complete the table (Ex.3 page 36) with words from the text "Men's or women's fashion?" Answer keys:			Learners complete the table		Listening resource 1 (PPT Slide 4)
	Design / color Black White Plain (light) green red	Material Silk Cotton Woollen Leather Gold	Clothes and accessories Waistcoat Shirt Trousers Boots Top Skirt Scarf Earrings Necklace Sandals			Slide 6
	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		Learners use subject specific vocabulary and Present Simple Correctly			
End 5 min	Giving feedback. 'Traffic lights'. 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			Self- assessment		

LESSON 92		School: «Baldauren » Educational and Health Centre		
Unit 9: Clothes and Fashion				
Date:		Teacher name: Taszhanova Tursinai		
Grade: 7		Number present:	Number absent:	
Theme of the lesson: Talking about		t shopping and shopping f	acilities	
The Learning objectives 7.C9 use imagination to express thoughts, 7.S7 use appropriate subject-specific voca a range of general topics, and some curric 7.W8 spell most high-frequency vocabular range of familiar general and curricular top 7.UE10 use present continuous forms for p past continuous on a range of familiar general 7.UE3 use a growing variety of compount		cabulary and syntax to talk about icular topics lary accurately for a growing copics r present and future meaning and eneral and curricular topics		
Lesson objectives	on objectives All learns will be able to: name the clothes using adjectives Most learns will be able to: answer the questions according to the there Some learners will able to: express their opinion about fashion and clothes using appropriate subject-specific vocabulary			
Assessment criteria				
Previous learning	1	t shopping and shopping fa	cilities	
Plan				

Planned	Planned activities	Learners'	Evaluation	Resources
timings		activities		
Begining	Org moment;	Greeting	Verbal	
5 min	dividing the class into three groups.		evaluation	
	Task 1. Vocabulary Adjectives for	Learners		
	clothes. Match the phrases in the box	match the		
	with the pictures (a-I). The listen check	phrases in		
	and repeat.	the box		
	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			
		Learners		
	METHODS: WHO IS QUICKLY?	matches the		
		phrases with		
		the pictures		

Middle 30 min	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. METHODS: INFORMATION GATHERING ACTIVITIES-learners collect information and present it to the class.	Learners collect information and present it to the class.	Mutual avaluation
	Task3. Listen to Anna and Marco buying clothes online. Complete chart with the styles they like and dislike. METHODS: TASK- COMPLETION ACTIVITIES: puzzles, games, mapreading.	Learners completes the chart with the styles they like and dislike.	Individual avaluation
	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?	Learners answers the questions throwing the ball	
	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?	Learners answer the questions	
End 5 min	At the end of the lesson, students reflect on: - what they learned - what remained unclear for them - what they need to continue working on Homework:read and retell the text Saying goodbye		Self- assessment

LESSON 93		School: «Baldauren » Educational and Health Centre		
Unit 9: Clothes and F	ashion			
Date:		Teacher name: Taszhanova Tursinai		
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	n: Reviewing and adding to clothes and fashion vocabulary			
Learning objectives	of written ger 7.R8 use fam resources wit 7.S6 begin to sentence and 7.L4 understa extended talk 7.L7 begin to	recognise typical features at word, sentence and text level in a range ritten genres B use familiar and some unfamiliar paper and digital reference urces with little support to check meaning and extend understanding begin to link comments with some flexibility to what others say at ence and discourse level in pair, group and whole class exchanges understand with little support some of the implied meaning in nded talk on a limited range of general and curricular topics begin to recognise typical features at word, sentence and text level		
Lesson objectives	of a limited range of spoken genres 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				
Previous learning		t shopping and shopping facili	1	
Plan	1			

Planned timingsPlanned activitiesLearners' activitiesEvaluation Res	esources
Begining 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	

Middle	Task 1 While-reading .Read the text,	Learners	Verbal
30 min	answer the questions.	read the text,	evaluation
	"How mobile phones became a fashion	answer the	
	item"	questions.	
	1What was the problem with the first	1	
	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?		
	Took 2 Post mading	Learners	Mutual
	Task 3 Post-reading Find the phrases in the text and	completes	avaluation
	complete them with the correct	phrases with	availation
	preposition. Write 4 sentences about	the correct	
	yourself using the prepositional phrases	prepositions	
	1.gosale	prepositions	
	2 first	Learnersmak	
	3.talk the phone	es up 4	
	4.keeptouch	sentences	
	5 the same time	using	
	6.post social media	prepositional	
	_	phrases	
	Task 4 Divide students into two		
	groups		
	1-st group speak about advantages of	Learners	
	having smartphone.	presents	
	2-nd group speak about	clear	
	disadvantages of having a	arguments	
	smartphone.	for or	
D., 1	FEEDDACK	against	C alf
End 5 min	FEEDBACK There smiles focus are on the board	Learners	Self-
3 111111	There smiley faces are on the board.	choose one	assessment
	(happy and sad) Well what did we do in our lesson?	and put on their desks.	
	Homework: make up the questions by	men uesks.	
	the text		
	Saying goodbye		
	~~jiig goowyje		

LESSON 94	LESSON 94		Educational and Health Centre		
Unit 9: Clothes and F	ashion				
Date: Grade: 7		Teacher name: Taszha	Teacher name: Taszhanova Tursinai		
		Number present:	Number absent:		
Theme of the lesson:	Reviewing a	and adding to clothes and	fashion vocabulary		
Learning objectives	familiar gen	eral and curricular topics	and detail in texts on a range of		
	-		vel on a growing range of familiar		
		curricular topics with some			
	7.C9 use imagination to express thoughts, ideas, experiences and 7.L3 understand with some support most of the detail of an argument of the detail of the				
	extended talk on a limited range of general and curricular topics				
	7.L7 begin to recognise typical features at word, sentence and text				
	_	f a limited range of spoken genres			
Lesson objectives		All learners will be able to:			
	- Ackno	owledge with the usage Passive Voice with Modals			
		the usage of agreement and disagreement			
	Most learne	ers will be able to:			
		ne structure of the Passive Voice with Modals correctly while			
	U	exercises			
	-	hrases of agreement and disagreement while working in			
	group				
		ners will be able to:			
- Use the structure of the Passive Voice with discussing in groups			Voice with Modals correctly while		
		interaction with peers to no	egotiate using phrases of		
	agreei	ment and disagreement cor	rectly		
Previous learning	Talking about	ut shopping and shopping	facilities		

	activities		
	activities		
The teacher explains learning and	Greeting	Verbal	Slide 1
lesson objectives in a simplified form		evaluation	(PPT)
Warm-up activity Learners are divided into 2 groups. They play hangman game to revise new vocabulary. Teacher shows pictures and asks learners - Which of the uniforms can be worn in your school? Why? Why not? Teacher encourages students to use	Learners play hangman game to revise new vocabulary.		http://www.i caltefl.com/i ndex.php/res ources/tefl- tesol- teaching/24- lesson- plans/394- hangman
le V T V T	Varm-up activity Learners are divided into 2 groups. They play hangman game to revise new rocabulary. Teacher shows pictures and asks earners - Which of the uniforms can be worn in your school? Why? Why not?	Che teacher explains learning and esson objectives in a simplified form Warm-up activity Learners are divided into 2 groups. They play hangman game to revise new ocabulary. Ceacher shows pictures and asks hangman game to revise new hangman game to revise new hangman game to revise new worn in your school? Why? Why not? Ceacher encourages students to use	Che teacher explains learning and esson objectives in a simplified form Warm-up activity Learners are divided into 2 groups. Chey play hangman game to revise new ocabulary. Ceacher shows pictures and asks earners - Which of the uniforms can be worn in your school? Why? Why not? Ceacher encourages students to use Greeting Verbal evaluation Verbal evaluation

Middle	Teacher writes the sentence on the	Learners	Individual	Warming up
30 min	Board and asks the learners the	individually	avaluation	pictures
	structure of the sentence.	do Exercises		Slide 2
	Simple present verb + past participle	on Passive		(PPT)
	e.g. The uniform must be worn in every	Voice with		
	school.	Modals.		
	Then teacher introduces passive voice			
	with modals as these are very common	Then they	Mutual	Slide 3
	in English:	swap their	avaluation	(PPT)
	Alternative Passive forms with modal	works and		
	verbs	teacher		
	The passive <i>can be used</i> with modal	shows		
	verbs like can, must, should:	answer keys.		
	modal verb + (be) + past participle,	J		
	e.g.			
	These tools can be/should be/must be			
	used to cut the material.			Passive
	Answer Keys:			Voice
	1. Can be read			Exercises
	2. Has to be learned			(Hand out 1)
	3. Should be brought			(Hand out 1)
	4. Must be opened			
	5. Cannot be spent6. 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			
	<u>Differentiation</u> Teacher lets low-level students to have			
	a look at the table of Irregular verbs			
	while using Passive Voice with			
	Modals.			
	Learners need to ask and answer the			
	peers' questions and tell whether they			
	agree or disagree.			
End	GIVING FEEDBACK.		Self-	Hand out 3
5 min	Learners summarize what they have		assessment	Trana Out 3
3 111111	achieved this lesson. They complete the		ussessiileitt	
	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			

LESSON 95		School: «Baldauren » Educational and Health Centre		
Unit 9: Clothes and F	ashion			
Date:		Teacher name: Taszhanova	Tursinai	
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	Discussion: I	Learners first take notes on th	e advantages and	
	disadvantages	s of shopping centers		
Learning objectives		nd with some support most of on a limited range of general a	•	
	S5. Keep inter	raction with peers to negotiate agree and organize		
	priorities and	plans for completing classroom	n task.	
Lesson objectives	· ·	will be able to general meaning and specific s will be able to	details of the curricular topic.	
		peers while answering the qu	estions	
		s will be able to		
			ges between shopping centers	
	Recognize with some support most of the detail of an argument in			
	extended talk			
	Maintain communication while discussing.			
Previous learning	Reviewing an	d adding to clothes and fashio	n vocabulary	

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Begining 5 min	Org. moment. – Good morning - How are you?	Greeting		
0 11111	- What date is it today?	Learners do		
	- Who is absent today?	the		
	Warm -up	instructions		
	Memory games "Shopping bag"			
Middle	Task 1. Find the right words about	Learners find	Individual	
30 min	clothes.	the right	avaluation	
	ATCOSWATI CRFSA ESRKNSEA ASWRETE EIT KTRSI HRITS THA OSBTO FPILFLSPO SKSOC SESOH CTOA TJAECK SRDSE HTIRST VSHRTOS URTURSESO	words about clothes.		

	Task 2. Answer the questions and write in your copy book. 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?	Learners answer the questions and write	Verbal evaluation
	Task 3 Read the text «THE BALLOON FASHION SHOW» and complete the sentences A-D Ob you thin that follows are sen for stablement the propries working them compared to complete the sentences A-D The foliage Coulture Parlians (Three or Critical attention for the propries working) them or compared the sentences of a chollowing parlians for buildings in the sentence of a chollowing parlians or the propries or compared to the sentence of the sente	Learners read the text and complete the sentences	Mutual avaluation
	 Task 4. Answer the questions 1-6. Write the answer in your copy book. 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? 	Learners do the task	Individual avaluation
End 5 min	Feedback with traffic light. Pupils will take the stickers and put on the suitable colour (traffic lights). Homework: to write essay about shopping centers. Saying goodbye		Self- assessment

LESSON 96 Unit 9: Clothes and Fashion Date: Grade: 7		School: «Baldauren » Educational and Health Centre Teacher name: Taszhanova Tursinai				
					Number present:	Number absent:
					Theme of the lesson: Researching h	
		Learning objectives	7.C9 use imagination to express thoughts, ideas, experiences and feelings .L4 understand with little support some of the implied meaning 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	Most learners	All learners will be able to listen and match the words with the pictures Most learners will be able to speak using the pictures Some learners will be able to express their own ideas about clothes and materials				
Assessment criteria	Recognize the information Support a talk	asy ideas including emotions and senses the content of an extended conversation using some supporting that k with peers while agree, disagree and discuss the order of the blans to fulfill the tasks				
Previous learning	Discussion: L of shopping co		n the advantages and disadvantages			

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Begining	ORGANIZATION MOMENT	Greeting	Verbal	
5 min	Greeting with students;		evaluation	Pictures of
	Warm-up			clothes
	Memory game			
	Procedure			
	Make a circle. The first student in the	Learners do the		
	group starts by saying the following	instructions		
	sentence: "Yesterday I went to the			
	shop and I bought a dress" next			
	student repeats the first sentence and			
	add another thing that he/she bought.			
	At the end, students have to remember			
	all the things in the correct order.			
Middle	Listening.	Learners listen	Individual	PPT
30 min	Task 1. Work with group. Listen	and matche the	avaluation	Active
	and repeat the words.	words with the		board
	Match the words with the pictures and	pictures		
	name the materials	and say what		
	1)denim jacket	materials are		
	2)leather boots	used		
	3)nylon stockings			

	4)corduroy pants 5)polyester blouse 6)silk scarf 7)straw hat 8)linen dress 9)wool sweater 10) cotton t-shirt 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) 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	Learners put the pictures in the correct order and speak about the pictures Learners read and answer the questions	Mutual avaluation	https://ww w.youtube. com/watch ?v=K2quo AahIIU&t= 11s
End 5 min	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. Example:0. What places tell us what is 'in' and 'out' this summer? shops B)newspapers C)magazines D) TV According to the speaker fashion is According to the speaker who tells us about fashion. Feedback Feedback Feedback Feedback With traffic light. Pupils will take the stickers and put on the suitable colour (traffic lights). Homework: Write the essay about		Self- assessment	
	clothes and materials Saying goodbye			

LESSON 97		School: «Baldauren » Educational and Health Centre		
Unit 9: Clothes and F	ashion			
Date:		Teacher name: Taszhanova	Tursinai	
Grade: 7		Number present: Number absent:		
Theme of the lesson:	Researching	how clothes are made and materials used		
Learning objectives	7.L4 Understatextended talk 7.S7 Use app	eaking and listening skills to some in groups. and with little support some of on a limited range of general a propriate subject-specific vocabuse of general topics, and some	the implied meaning in and curricular topics. Oulary and syntax to talk about	
Lesson objectives	- To kno - To mak Most learner - To use - To kno them w Some learner - To use	will be able to: w new vocabulary on topic close a dialogue using assessment is will be able to: phrases while making dialogue w new vocabulary on topic close thile making a dialogue is will be able to: phrases correctly while making a vocabulary on topic clothes are	criteria thes and fashion and use g dialogues	
Previous learning		how clothes are made and mate		

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Begining 5 min	Greeting Warm-up activity 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?	Learners in pairs discuss the following questions.	Verbal evaluation	Pictures of clothes
Middle 30 min	SPEAKING If you were the designer which school uniform you will recommended. Task 1. Draw a sketch about your fashion clothes. Task 2. Describe the differences and similarities of your style.	Learners draw a sketch about your fashion clothes and describe the differences	Individual avaluation	

	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. Learners listen and check their answers whether they have completed correctly or not. Answer keys Waistcoat Shirt Trousers Boots Top Skirt Scarf Earrings Necklace Sandals After completing the table learners listen and repeat the items of clothing (ex.4 page 36). Teacher corrects pronunciation of the new words. I never wear I often wear Today I'm wearing After completing sentences they	Learners follow the instructions Learners individually write 5 true sentences about them	Mutual avaluation	Warm-up pictures PPT Slide 3 PPT Slide 4 Handout 1 Listening resource 1 (PPT Slide 4) Slide 6
End 5 min	Reflection. Method "Five fingers". In the beginning of the lesson learners are introduced to Descriptors. In order to motivate learners after each their answer a teacher gives formative assessment in oral form. Reflection through "Five fingers" 1. finger – difficulties during the lesson 2. finger – what do you like during the lesson 3. finger – your mood 4. finger – what do you do today? 5. finger – what do you learn today? Homework:learn the new vocabulary Saying goodbye		Self-assessment	

LESSON 98 Unit 9: Clothes and Fashion		School: «Baldauren »	Educational and Health Centre
Date:		Teacher name: Taszha	anova Tursinai
Grade: 7		Number present: Number absent:	
Theme of the lesson:	Using the passive voice writing a description of a person		scription of a person
Learning objectives	resources w 7.S7 Use ap	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	meaning and Apply topic	ate the ability to use a dictionary or digital methods to trace and extend vocabulary ic related vocabulary in speech appropriately arranging word es into well-formed sentences	
Previous learning Researching		g how clothes are made ar	nd materials used

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Begining 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?	Creeting Learners answer the	Verbal evaluation	
	2. What kind of disasters were in this video?	questions		
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?	Learners work in groups of three and discuss following questions	Mutual avaluation	
	PRE-WRITING Learners need to discuss advantages and disadvantages of online shopping in pairs using new vocabulary	Learners discuss		

FA	READING	Learners use	Individual	
20 min	Task 1. Read the definitions below.	dictionaries or	avaluation	
20 11111	Find the proper word in the text and	digital on-line		
	insert it into the table. Look up the	tools to check		
	words in the dictionary and check	the		
	the answers.	correctness of		
	Example: 0. A part of something.	the answers.		
	The piece	the answers.		
	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.			
	a particular nation of organization.			
	SPEAKING			
	Task 2. Choose the question and be	Learners		
	ready to answer it after the teacher	follow the		
	starts the conversation. You should	instructions		
	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?			
	Learner's possible answer: I am not			
	a modern person and I do not trace			
	fashion and clothes. I think my			
	personal style is casual.			
End	Reflection:		Self-	Stickers for
5 min	Learners should write three best		assessment	writing
	moments during the lesson, and one			reflection
	moment which was not so good.			on the
	Home task: revise grammar and			lesson.
	vocabulary			
	Saying goodbye			

LESSON 99		School: «Baldauren »	Educational and Health Centre	
Unit 9: Clothes and F	ashion			
Date:		Teacher name: Taszha	anova Tursinai	
Grade: 7		Number present:	Number absent:	
Theme of the lesson:	Using the pas	ssive voice writing a desc	ription of a person	
Learning objectives	7.L6 deduce a limited rang 7.S5 keep into	e imagination to express thoughts, ideas, experiences and feelings duce meaning from context with little support in extended talk on d range of general and curricular topics ep interaction with peers to negotiate, agree and organize s and plans for completing classroom tasks		
Lesson objectives	All learners volume ittle support of Most learner vocabulary Some learner	will be able to: understand the main idea from context with		
Previous learning	Unit revision			

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Begining	Org. moment	Greeting		
5 min	Dividing into 3 groups by materials			
	Silk, wool, denim			
	Groups evaluate each other on the			
	table of assessment that making up			
	together with learners.			
	Warm-up: Choose some pictures	Learners do		
	of materials that are familiar to	the .		
	students. Show students a small	instructions		
	portion of the picture. Get them to			
3 61 1 11	guess what the picture might be.	· ·	** 1 1	
Middle	Revision of vocabulary	Learner writes	Verbal	
30 min	Brain storming to lead in the	one word from	evaluation	
	theme. A learner writes one word	the theme and		
	from the theme "Different types of	sticks it on the		Distinger
	materials" on a sheet of paper and sticks it on the board.	board		Pictionary
	Corduroy Leather			
	Nylon			
	Denim			
	Polyester			
	Silk			
	Wool			
	Straw			

	Dungantation	I company 1:-4-	In divide	
	Presentation	Learners listen	Individual	
	New words	and pronounce	avaluation	www.google
	Cloth – a fabric formed by			.com
	weaving, felting, etc., from wool,			Using ICT
	hair, silk, flax, cotton, or other			https://youtu.
	fiber, used for garments,			be/HH-
	upholstery, and many other items.			HmrpEh7Y
	<i>Tent</i> – a portable shelter of skins,			CD-ROM
	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 mine,			
	especially a commercial mine			
	producing coal or metallic ores.			
	Pants - trousers			
	Hole - an opening through			
	something; gap; aperture: a hole in			
	the roof; a hole in my sock.			
	Make poster "Project of Denim	Learners make	Mutual	
	clothing" draws a picture of the	poster	avaluation	
	jeans and describes how it is made	Poster		
	(materials) to classmates.			
	Descriptors:			
	Works in a group			
	Uses topical vocabulary			
	Presents project work to the class.			
	1 3			
End	Reflection			
5 min	All the end of		Self-	
	the lesson,		assessment	
	learners reflect			
	on:			
	-what they			
	learned			
	-what remained			
	unclear for them			
	- what they need			
	to continue			
	working on by			
	the "Traffic			
	lights"			
	Home task: complete the table			
	_			
	Saying goodbye			

LESSON 100		School: «Baldauren » l	Educational and Health Centre
Unit 9: Clothes and F	ashion	Teacher name: Taszhanova Tursinai	
Date:			
Grade: 7		Number present:	Number absent:
Theme of the lesson:	Using the pas	ssive voice writing a descr	ription of a person
Learning objectives	cooperatively 7.R1 understa general and co 7.W1 plan, w	beaking and listening skills to solve problems creatively and ely in groups stand the main points in texts on a limited range of unfamiliar l curricular topics write, edit and proofread work at text level with some support of general and curricular topics	
Lesson objectives	cooperatively Most of learn	s will be able to: solve problems creatively and ly in groups arners will be able to: understand the main points in the texts are will be able to: proofread work at the text	
Previous learning		passive voice writing a description of a person	

Planned timings	Planned activities	Learners' activities	Evaluation	Resources
Begining	Greetings	Greeting		With
5 min	Good morning, boys and girls. Divide			colorful
	into two groups.			stickers
	Phonetic drill. Let's start our lesson.	Learners do		
	"Phonetic" minute. Look at the	the		
	blackboard and repeat after me:	instructions		
	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.			
Middle	The method "Word bank"	Learners	Individual	Pictures
30 min	Look at the pictures and translate the	look at the	avaluation	Book
	words.	pictures and		Flashcards
	red can brilliant smart	translate the		active
	student	words		board
	optimistic straight black hair Oval face extroverted small blue eyes blue eyes			blackboard
	sociable (elegant handsome casual clothes)			Text Internet

	Task 1.	Learners:	Mutual	
	Read and translate the text.	Reads the	avaluation	
	Differentiation by task for the text:	text.		
	Group 1: underline new words and	Underlines		
	explain their meanings	new words		
	Group 2: summarize the text.	and explains		
	Describe a person using passive voice.	their		
	I have a friend, she is named Susan. She	meanings.		
	is looked <u>slim</u> , not tall. Her hair is gotten long. She is <u>allocated</u> as a correspondent	Summarize		Pictures
	in her class. Because of her <u>creativeness</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> .	the text		Internet
	Task 2.			
	The method "Cluster mapping"	Learners:	Verbal	
	Write a short topic using the picture:	Writes a	evaluation	
	height/weight		evaiuaiion	
	race	short story. Give the title		
	age	to the topic.		
	hair/ eye color	Write the		
	complexion	main idea.		
	clothing	mam idea.		
	scars/ marks			
End	At the end of the lesson, students reflect		Self-	stickers
5 min	on:		assessment	
	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			

LESSON 101 Unit 9: Clothes and Fashion Date: Grade: 7		School: «Baldauren » Educational and Health Centre			
		Teacher name: Taszhanova Tursinai			
		Number present:	Number absent:		
Theme of the lesson:	Summative co	ontrol work for the 4 th term			
Learning objectives	7.L5 Recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics. 7.R2 Understand specific information and detail in texts on a range of familiar general and curricular topics. 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. about a growing range of general topics, and some curricular topics. 7.S8 Recount some extended stories and events on a growing 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				
Lesson objectives	complete the g find information writes a short are expected to	earners choose correct answer from four alternatives A, B, C or D and implete the gaps with no more than two words. In a dinformation in the text and complete the table. In the series a short essay about healthy life or popular style are expected to apply appropriate grammar structures and ing a variety of quantifiers			
Previous learning	Using the pass	sive voice writing a descrip	tion of a person		

Planned	Planned activities	Learners'	Evaluation	Resources
timings		activities		
Begining	ORGANIZATIONAL MOMENT			
3 min	Learners are introduced LO.			
SA	LISTENING	Learners	Individual	
35 min	Task 1. Listen and choose between	listen and	avaluation	
	A, B, C or D. CD3. Tapescript 4.	choose		
	Use the link to listen	between		
	informationhttp://www.listenaminu			
	te.com/f/fashion.mp3			
	Example: 0. What places tell us what			
	is 'in' and 'out' this summer?			
	shops B)newspapers C)magazines			
	D) TV			
	According to the speaker fashion			
	is			
	According to the speaker who tells			
	us about fashion			

	Continue listening to tape and fill	Learners fill		
	in the gaps with <i>NO MORE THAN TWO WORDS</i> :	in the gaps		
	Keeping up with fashion is these			
	days.			
	The craziest fashion is the luxury			
	·			
	Choose the correct answer.	Learners		
	How much do people spend on	choose the		
	fashionable things?	correct		
	What is the speaker happy with?	answer		
	READING			
	Task 2. Read the text and fill in	Learners read		
	the table below with necessary	the text and		
	information.	fill in the table		
	Answer the questions.			
	5. What do you need to eat when you	Learners		
	are growing?	answer the		
	6. What should you eat if you have some injuries?	questions.		
	WRITING			
	Task 3. Choose one of the topics	Learners		
	and write about it	choose one of		
	Topic 1 by the unit Healthy Habits	the topics and write about it		
	Topic 2 by the unit Clothes and			
	Fashion			
	SPEAKING			
	Task 4. Choose the card. Work	Learners		
	individually. Look at the picture and	answer the		
	make up a story for 1-2 minutes. Use	questions		
	the questions from the card			
End	FEEDBACK		Self-	
5 min	There smiley faces are on the board.		assessment	
	(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			
	Daying goodbyc			

LESSON 102		School: «Baldauren » Educational and Health Centre					
Unit 9: Clothes and Fashion							
Date:		Teacher name: Taszhanova Tursinai					
Grade: 7		Number pr	esent:	Number ab	Number absent:		
Theme of the lesson: Unit revision		r r r					
general and of 7.S7 use app a range of ge 7.W8 spell n		general and cu 7.S7 use appro a range of gen 7.W8 spell mo	and the main points in texts on a limited range of unfamiliar urricular text. ropriate subject-specific vocabulary and syntax to talk about neral topics, and some curricular text. ost high-frequency vocabulary accurately for a growing liar general and curricular topics.				
Some learner		Some learners	will be able to understand the main idea of the text. s will be able to answer the questions. s will be able to find differenciate types of sport wears.				
Previous lea	rning	Summative co	ontrol work fo	or the 4 th term			
		l					
Planned timings	Planned	activities		Learners' activities	Evaluation	Resources	
Begining 5 min Middle 30 min	How are What dat Who is o Who is a Task 1.L in a cloth and a sho tick two noticed in Question gre cora Listen ag question THAN T NUMBE	ernoon children you? e is it today? n duty today? bsent? isten to the contes shop betwee op assistant. List colours which we n the conversations 1 - 2 een	en a custometen to and were ion. grey purple blue er the MORE OR A	Learners read and translate the text and find the main idea Learners answer the questions	Verbal evaluation Individual avaluation		
	for 2. WI his 3. Is 1	here does the customers buy on? the size OK? ow would the customers by?	ustomer try				

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