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**№27 «Мәртөбе» атындағы жалпы орта білім беретін мектебінің ағылшын тілі пәні мұғалімі.**

**Шымкент қаласы**

**HEALTHY HABITS**

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| **Learning objectives** | 7.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts;  7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics. |
| **Lesson objectives** | Learners will be able to:  -find from the text appropriate information;  -provide some information about healthy habits. |
| **Assessment criteria** | -Recognise the detail in a given argument relating to the topic;  - Apply topic related vocabulary in speech appropriately arranging  words and phrases into well-formed sentences. |
| **Level of thinking skills** | Knowledge and comprehension  Application |

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| Stages/Time | Teachers actions | | Students actions | Assessment | Resources |
| Beginning  5 min. | **Greeting/warm up**  T: greets learners.  **Key questions for organization moment**  Good morning  How are you?  What is the weather like today?  What is the months now?  Is it winter now?  What do you usually do in order to keep healthy lifestyle?  **Warm up.“Brainstorming” activity**  Teacher asks questions to make brainstorm the new theme.  What type of lifestyle do you  currently have healthy or unhealthy?  **2.**How important is sport/exercising for you?  **3.**What does the word “health” mean?  Teacher announces the learning objectives and assessment criteria which pupils will have to meet at the and of the lesson. | | Students answer the teacher`s questions actively | Oral  Feedback | Used questions were created by teacher |
| Main part  Pre reading task  5 min. | **(G) «T table» activity**  Teacher divides the students into 2 groups and gives them worksheets.  Students write healthy and unhealthy habits in the columns  Healthy habits Unhealthy habits | | Students write healthy habits and unhealthy habits | Group assessment | Cards |
| do exercise  eat fruit  food  drink water  Getting Enough Sleep   * Move your body. * Eat healthy food. * Always eat breakfast. | Smoking  Alcohol  Being late  Lying  Eat junk food  Blaming  Complaining  Eating poorly |
| While reading task  Reading the text  Doing the task  10 min. | **Extensive reading. Scanning strategy (I)«True or False» activity.**  Students read the text (Appendix 1) and identify true and false statements   * Our health depends on only 3 things: our physical activity, the food we eat and our good and bad habits. (F) * Walking, swimming and jogging exercises are the best. (T) * You should make it a habit for yourself to cook homemade meals using organic food (T)   **Differentiation by support:**  Less able learners are provided with gap filling exercise:   1. People's health also influences their \_\_. 2. The cheapest and most popular sport is \_\_\_. 3. Also it's very important to get rid of \_\_\_ habits. 4. Health is better than \_\_. 5. Fast food is \_\_. | | Students read the text and identify true false sentences  **Descriptor:**  A learner:  - reads the text;  - identifies true false statements | Leaners get one point every correct answer | https://englishinn.ru/ |
| Post reading  6 min. | **(G) "Discussion" activity.**  Teacher writes the quote on the board and asks about the meaning.  "A healthy outside starts from inside"  Discuss the given saying and prove it with the group. | | Students discuss the given saying, prove it with the group. | Oral feedback |  |
| Pre speaking task  5 min. | **(W) “Answer the questions” activity**  Teacher asks the questions according to the topic. Students discuss and share with their ideas.   1. What do you do to stay healthy? 2. What is the secret of living long? | | Students answer the questions.  By this activity students are ready for speaking task |  |  |
| Speaking task  10 min. | **(P) “ Interview” activity.**  Students make an interview between a nutritionist and a reporter. Student make questions and interview each other. | | Students make a dialogue according to the topic  **Differentiation by support:**  less able students provided by navigator questions (Appendix 2)  **Descriptor:**  A learner:  -makes up questions;  -answers the questions. | Oral feedback |  |
| Conclusion  4 min. | **Reflection.** Teacher give feedback to the students.  -You have worked very hard this lesson.  -You are doing well in most subjects, but you could improve your grades by paying more attention in class and completing all your homework. | |  | Teacher assesses students by praising with good comments on the results. |  |