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| **7.4A Healthy Habits**  Term 4 Unit 1  Topic: UOE: Future form of will for offers, promises and predictions | | | **School:** | | | |
| **Date:** | | | **Teacher’s name:** | | | |
| **Grade: 7 а б в** | | | **Number present:** | | **Number absent:** | |
| **Learning objectives(s) that this lesson is contributing to** | **7.UE8** Use a growing variety of future forms including present continuous with future meaning on a range of familiar general and curricular topics.  **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. | | | | | |
| **Lesson objectives** | **All learners will be able to:**  - Give their own examples;  **Most learners will be able to:**  - Use various grammar forms to talk about future;  **Some learners will be able to:**  - Use future form will to make offers, promises and predictions. | | | | | |
| **Language objective** | Use future form will to make offers, promises and predictions on a growing range of familiar general and curricular topics | | | | | |
| **Previous learning** | Listening and Speaking. Vocabulary: Food and Drink. | | | | | |
| **Cross-Curricular Link** | Grammar, Geography | | | | | |
| **Use of ICT** | Smart Board and projector to present the material | | | | | |
| **Intercultural awareness** | to develop ability to understand different cultural contexts and viewpoints expressed while speaking | | | | | |
| **Kazakh culture** | viewing personal peculiarities through Kazakh culture | | | | | |
| **Pastoral Care** | Provide sufficient capacity and resources to meet student’s needs | | | | | |
| **Health and Safety** | Make sure power cords are not a tripping hazard  Everyday classroom pre-cautions | | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| Start  10 min  Middle  10 min  15 min | The teacher greets the class and explains lesson objectives in a simplified form.    *Warm-up activity*   * Write these sentences on the board:   *We have meal five times a day.*  *They are having a barbecue party tomorrow.*  *I think sport will improve my health.*  *I will help you with your diet schedule.*  *They are going to keep a healthy lifestyle.*  *Mary will help with salad.*   * (W) Ask students what is common in all these sentences (Answer: They are all about future and healthy habits). Ask them to say which tense is used in each of the sentences. (Answer: We can use **present simple, present continuous, verb+will, going to+verb** to talk about future). * Teacher asks leaners to discuss the sentences above. (orally)   *We have meal five times a day.* – Present Simple is used to talk about things which are scheduled, or simply those that are on the timetable, like trains, buses, planes, lessons, etc.  *They are having a barbecue party tomorrow. -* Present continuous is used to talk about plans and arrangements.  *I think sport will improve my health.* – Future Simple is used to talk about predictions.  *I will help you with your diet schedule.* - Future Simple is used to talk about promises.  *They are going to keep a healthy lifestyle.* – going to+verb is used to talk about plans and intentions  *Mary will help with the salad.* - Future Simple is used to talk about offers.   * Learners are asked to write 4-5 sentences on **present simple, present continuous, verb+will, going to+verb** to show the communicative and grammar understanding.   **Pair assessment:**  Leaners swap their exercise books to check the sentences.  **Differentiation**  Learners that are more able help the others to write the words correctly.   * Teacher hands out the lyrics of the song “**What do we do to keep ourselves clean?**”. Leaners listen and say which tense and why is used in the song. Sing as a whole class. * (G) Leaners play the “Fortune-telling” game. They work in groups. In each group one person will be the fortune-teller and the other will come to the fortune-teller to listen to what he/she says. * Teacher gives the fortune tellers different pictures. Fortune teller has them turned with pictures downward (not showing the pictures). The person chooses one card and the fortune teller should predict the future using “will”. One card should have at least 5 sentences to be predicted. * Leaners then swap roles and practice.   **Peer Assessment**  Leaners then evaluate each other. They should say which person’s predictions were clearest and the most interesting ones. | | | | | PPT  <http://www.songsforteaching.com/cathybollinger/keepourselvesclean.htm>  Appendix 1  Appendix 2  Fortune-teller cards |
| End  5 min | * *Students’ reflection.*   *What have I learnt?*  *What new words have I learnt?*  *What are my problems?* | | | | |  |
| **Additional information** | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | **Assessment – how are you planning to check learners’ learning?** | | **Cross-curricular links**  **Science, Critical thinking**  **Value links** | | |
| **More support:**   * Some questions are more difficult than others * Allow thinking time.   **More-able learners:**   * Encourage students to use more complex words in a sentence. * Language support | | * by monitoring the spelling, pronunciation, * Speaking * Peer assessment | | Teachers will keep a close eye on safe student activity  For ICT only the audio file will be used | | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | |

Appendix 1

Song « **What do we do to keep ourselves clean?»**

**What do we do to keep ourselves clean?  
What do we do to keep ourselves clean?  
What do we do to keep ourselves clean?  
We wash our face**

**What do we do to keep ourselves clean?  
What do we do to keep ourselves clean?  
What do we do to keep ourselves clean?  
We brush our teeth**

**Chorus  
We like to get clean, everyday  
It makes us feel so good all over  
Clean when the sun is shining bright or  
Clean in the clear moonlight**

**What do we do to keep ourselves clean?  
What do we do to keep ourselves clean?  
What do we do to keep ourselves clean?  
We wash our hair**

**Repeat Chorus**

**What do we do to keep ourselves clean?  
What do we do to keep ourselves clean?  
What do we do to keep ourselves clean?  
  
We take a bath  
We brush our teeth  
Shampoo our hair  
We wash our face  
And behind our ears  
And between our toes  
We wash our hands**

Appendix 2























