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| **Lesson 12**  **Theme: Healthy bodies** | | | | | **School: gymnasium #8** | | | |
| **Date:** | | | | | **Teacher:Tsiplukhina O. N.** | | | |
| **Class: 4** | | | | | **Number of present:** | | **Number of absent:** | |
| **Learning objectives**  **( keys)** | | 4.S6 take turns when speaking with others in a growing range of short, basic exchanges  4.W2 begin to use joined-up handwriting in a limited range of written work  4.W7 spell most familiar high-frequency words accurately when writing independently  4.UE3 use adjectives, including possessive adjectives, on a  growing range of general and some curricular topics to  describe things, use simple one- syllable and some two-syllable adjectives[comparative form] to make comparisons | | | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | | | |
| * Understand simple classroom instructions, respond to simple questions dealing with personal information; speak about healthy and unhealthy food | | | | | | |
| **Most learners will be able to:** | | | | | | |
| * Understand simple classroom instructions, respond to simple questions dealing with personal information; read and write the words properly; pronounce the new words correctly; speak about healthy and unhealthy food | | | | | | |
| **Some learners will be able to:** | | | | | | |
| * Read and write the words properly, understand simple classroom instructions, respond to simple questions dealing with personal information; get some specific information through listening and reading comprehension; use and pronounce the new words correctly; speak about healthy and unhealthy food | | | | | | |
| **assessment**  **Criteria, results** | | Define with little support most specific information in talk on a limited range and curricular topics; | | | | | | |
| **Language objectives** | | Use subject specific vocabulary; to teach pupils to get some specific information through listening and reading comprehension; to teach pupils to use new words and phrases correctly; to teach pupils to give pieces of advice; to teach pupils to work in groups | | | | | | |
| **Previous learning** | | Items of food | | | | | | |
| **Value links** | | Respect for yourself and others; peace and harmony in our society | | | | | | |
| **Cross curricular links** | | medicine | | | | | | |
| **Materials** | | Pupil’s book, Activity book, pictures, computer, blackboard, cards, posters(fishbone), presentation | | | | | | |
| **Lesson procedure** | | | | | | | | |
| **Planned timing** | **Planned activities Actions** | | | | | | | Resources  Books, exercise books, black board |
| **Rapport**  1min | **Greetings. Setting the aims. The teacher splits the class into 2 groups, using 2 colored tapes** | | | | | | | 2 coloured tapes |
| Start (Beginning of the lesson)  4 min | **I.Phonetic drill:**  **1.Guess the topic of the lesson:** look at the table with numbers and letters, then complete the word  **(healthy bodies)**  **2.Look and read the words**  **3.Tongue twisters:** try to read the tongue twisters as quickly as you can | | | | | | | cards  computer  computer |
| Middle of the lesson  15 min | **II.Activation of lexis:**  **1.Listen and guess the riddles**  1)I’m a popular fast food with  a sausage in the middle. (hotdog)  2)I’m a long yellow fruit. (banana)  3)I’m a round fruit.  I’m usually green or red. (apple)  4)I’m yellow and people like  me on their pizza. (cheese)  5)We are made from potatoes  and taste great with ketchup. (chips)  6)I’m black hot drink. (coffee)  7)Rabbits love this vegetable. (carrot)  8)I’m cold and sweet.  I’m especially eaten in summer. (ice cream)  9)You need me to make a  sandwich or a toast. (bread)  10)It is yellow, not sweet.  I drink tea with it. (lemon)  **2.Look and guess the rebuses, work in pairs**  **3.Fishing:** let’s go fishing. Take a fishing rod and catch a fish. Look and name the item of food the fish brought. Put the fish into the correct basket: healthy or unhealthy food  **4.Do you know?:** read and match the item of food and its country. Then check your answers up, using the keys  **5.Physical minute:** let’s have a physical minute. Look and repeat. | | | | | | | Pictures  Pictures with rebuses, computer  Fish with pictures, baskets on the blackboard, fishing rod  Cards, computer  computer |
| End ( of the lesson)  19min | **III.Group work:**  **1.Read the text and describe the item of food, using the pictures. Don’t name this food. Another group should guess this food.**  Group 1:  **Kumyz**  A bowl of kumyz, or horse’s milk, makes a great snack. It tastes great and it’s good for your health. It is good for your teeth and bones. Kumyz can treat a lot of health problems. Drink it all up!  Group 2:  **Mayonnaise**  Mayonnaise was invented in 1756 by the French chef. It is a thick sauce or a salad dressing. You need oil, eggs, lemon juice, and mustard. We can use mayonnaise in sandwiches, on French fries. Don’t eat a lot of mayonnaise.  **2.Match the halves of word expressions, then exchange the sheets and check them up**  **Do the matching**  1)Sleep a)fat food  2)Don’t eat b)regular meals  3)Drink c)a lot of water  4)Have d)ten hours  5)Don’t eat e)active every day  6)Get f)a lot of salt  7)Don’t use g)more fruit and vegetables  8)Eat h)mayonnaise very often  9)Go i)morning exercises  10)Do j)in for sport  **3.Fishbone:** work in groups.  Group1: you should make up a fishbone with the sentences which describe what you have to do in order to be healthy. Read the sentences and choose the correct.  Group 2: you should make up a fishbone with the sentences which describe what you don’t have to do in order to be healthy. Read the sentences and choose the correct.  Then present your fishbone.  **4.Sing a song “I’m healthy”** | | | | | | | Cards with the texts, pictures, blackboard  Cards, computer  Fishbone, cards with the sentences, blackboard  computer |
| **Home assignment**  **1min** | **AB ex3 p59(wr), PB ex5 p84(quiz)** | | | | | | | |
| **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? | | | health and safety Values | | |
| Through pictures, prompts, visualization, additional q-ns and q-n Why? | | | Monitoring learner responses in questioning task and drilling answers where learners need support with pronunciation | | | Physical minutes during a lesson, all activities according to the age of pupils | | |
| Reflection  Were the lesson objectives / learning objectives realistic?  What did the learners learn today?  What was the learning atmosphere like?  Did my planned differentiation work well?  Did I stick to timings? What changes did I make from my plan and why? | | | | Use the space below to reflect on your lesson. Answer the most relevant questions from the books on the left about your lesson. | | | | |
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| Summary evaluation  What two things went really well (consider both teaching and learning)?  1.  2.  What two things would have improved the lessons (consider both teachings and learning)?  What have learned from his lesson about this lesson about the class or individuals that will inform my next lesson? | | | | | | | | |