



Автор: Рахимова Асем Балгабаевна

Предмет: Английский язык

Класс: 6 класс

Раздел: Our Health

Тема: To be or not to be healthy

Цели обучения (ссылка на учебную программу):	6.4.6.1 recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics 6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics 6.5.8.1 spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics familiar general topics and some curricular topics
Цели урока:	• identify the attitude or opinion of the writer in the short text • use basic linking words to connect ideas into coherent paragraph(s) • spell most vocabulary accurately
Языковые цели:	Students achieve the learning objectives if they can read the text and identify the writer's opinion or attitude correctly
Ожидаемый результат:	write a coherent paragraph and spell most of the vocabulary accurately.
Критерии успеха:	Students achieve the learning objectives if they can read the text and identify the writer's opinion or attitude correctly, write a coherent paragraph and spell most of the vocabulary accurately
Привитие ценностей:	The students work in collaboration in groups and respect each other's opinions and views
Навыки использования ИКТ:	Active Board, Digital Resources to check meaning
Межпредметная связь:	Biology
Предыдущие знания:	The students have already some knowledge on the topic of "Health" from the previous year.

Ход урока

Этапы урока	Запланированная деятельность на уроке	Ресурсы
Начало урока (10)	Introducing the topic and discussing the learning and lesson objectives Pre-reading: Teacher shows a picture, students predict what the text is about by sharing their ideas in a whole class discussion.	Power Point Slide
Середина урока (20)	While-reading: Students read the text and identify its main idea. Students read the text again and mark whether the sentences are true or false. *Teacher may give differentiated tasks. More-abled students should answer all 6 questions and highlight or underline the sentences in the text to justify all their choices. Less-abled students should answer 4 questions and highlight or underline the sentences in the text to justify all their choices. Students read the text again and match the sentences according to the text. Students compare answers in pairs before the open class feedback Students read the text again and complete the task. More-abled students ask questions for the given answers. Less-abled students answer the questions based on the text. Post-reading: Students discuss in pairs how his bad habits may influence the reproduction system. Students in pairs discuss the possible ways in which Freddy can change his life and lifestyle. Students brainstorm their ideas and create a mind map. Teacher goes around the class helping students to enlarge their mind maps.	https://en.islcollective.com/english-esl-worksheets/vocabulary/health-and-going-doctor/be-or-not-be-healthy/4144 reading handouts

Этапы урока	Запланированная деятельность на уроке	Ресурсы
Конец урока (5)	Students write a letter to Freddy giving advice how he can change his life and lifestyle. They should write 40 - 60 words and use linking words to connect their ideas. Teacher goes around the class helping students as necessary	Power Point Slide https://bilimland.kz/ru/courses/english-language/core-curriculum-for-english/year-12/lesson/044-how-to-keep-healthy
Рефлексия (5)	Describe three things your neighbor has learned today, using images	