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| **Unit: 4 Healthy lifestyle** | | | **School: after Mukhtar Auezov** | | |
| **Date:** | | | **Teacher name: Saule Telgarayeva** | | |
| **CLASS: 6** | | | **Number present:** | **absent:** | |
| **Lesson title:** | | **Keep warm** | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | **L1**. Recognise the opinion of the speaker (s) in supported extended talk on a range of general and curricular topics.  **R2**. Recognise words and sentences short, simple texts on a limited range of general and curricular subjects.  **W4**. 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. | | | |
| **Lesson objectives** | | 1. All learners will be able to recognize the opinion of the speaker with support.  2. Most leaners will be able to understand the detail of a story from the topic.  3. Some learners will be able to write about healthy problems and advice using some support, coherent arguments. | | | |
| **Assessment criteria** | | 1. Identify the meaning of lesson’s vocabulary with the support . 2. Recognize simple sentences relating to the text and answer the questions . 3. Discuss about health problems and give advice to each other. | | | |
| **Level of thinking skills :** | | Understanding. Application . | | | |
| **Values links** | | A secular society with high spirituality | | | |
| **Cross-curricular links** | | Biology, Chemistry | | | |
| **Previous learning** | | Health habits, weather, feeling and emotions | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | **Resources** |
| Start | **Organization moment**  Greeting : Good morning , dear learners !  Nice to meet you? How are you ? Thank you, sit down. Who is on duty today? Who is absent today? What is the weather like today?  Now, learners let’s pronounce the tongue-twisters. | | | | Tongue-twister  worksheet |
| Middle | **Task 1. Match the pictures with the definitions of feeling words.** (Matching)  *Tired angry happy worried cold ill unhappy bored*  **Descriptor: learners**  match pictures with definitions;  read sentences and match **1-7** with **a-g** definitions  Answers: 1-b; 2-e; 3-g; 4-c; 5-d; 6-a; 7-f.  A student asks his / her partner what he/she does when she/he is angry ( tired, happy, worried etc. ...)  **Task 2.**  **Read Asel’s diary and answer the questions below.**  Tuesday 14th.  I feel better today. Yesterday I felt fine all morning, but in the afternoon I began to feel really ill. I was hot, then cold. I had a headache. I felt tired and I felt sick. I finally decided to go home. I arrived home at two o’clock and went straight to bed. I took 2 aspirins and had a hot drink. I slept until this morning – 18 hours in all. May be it was flu. Today I feel better, but I’am staying in bed. I’m enjoying the rest and reading a very good book.  *Questions:*   1. When did she begin to feel ill? 2. What was the matter? 3. Did she have a headache in the morning? 4. How long did she sleep? 5. How does she feel today? 6. Why is she staying in bed?   **Descriptor:** learners:   * answer the questions; * identify and use Past simple tense in replies.   **Task 3** Work in pairs.  Learners complete the table with the health problems and giving advice. They assess their work in peer check.   |  |  | | --- | --- | | **Problems** | **Advice** | | 1. a bad headache 2. a sore throat 3. a backache 4. a cough 5. a toothache 6. a fever 7. a burn 8. the flu | 1. Don’t lift anything heavy. 2. Take tablets to bring down temperature. 3. Slowly pour cold water. 4. Drink lots of liquids and stay in bed. 5. Take some aspirin. 6. Get some medicine from the chemist’s. 7. Gargle with herbs. See the dentist. |   **Descriptor:**  **-** read names of aches and illnesses;  **-** find good advice for each problem;  - make their own examples.  **Task 4 Game activity.** Now dear learners, I want you to watch a video and do its tasks for consolidating our lesson. This video is called “The girl and the cloud” . I want you to be attentively and do tasks with a partner .  The story of the little girl and her cloud continues. Is the cloud happy? multi-task exercises based on comparatives and vocabulary on nature  Teacher gives a worksheet for each learner to support their understanding the meaning of the story task.  **Descriptor :**   * Put the words in order; * Fill the gap; * Listen to the story and write completing in the right word. | | | | Dictionary pictures  Slide 1  Ex.3, p.82  Smile cards  ICT  Ex.5, p.83  Flashcards  Ex.5p. 86  T-chart  ICT <https://www.youtube.com/watch?v=dzFSWpF56oY> |
| End | *Feedback*  Learners stick their feedback stickers on the display of each Corei notebooks according their understanding the content of the lesson.  Core i3 Core i5 Corei7  laptop_line_art.png laptop_line_art.png laptop_line_art.png  I need a lot of help I need a little help I understand everything  **Assessment criteria**   |  |  |  |  | | --- | --- | --- | --- | |  | ***Descriptor*** | ***Task*** | ***Mark*** | | 1 | Matches **1-7** sentences with the endings **a-g** | 1 | Each right answer – 1 point (7) | | 2 | answer the questions; identify and use Past simple tense in replies. | 2 | Each right answer – 1 point (6) | | 3 | Matches the names of problem words with advice sentences | 3 | Each right answer – 1 point (8) | | 4 | Basic listening comprehension | 4 | Each right answer – 1 or 2 point (10+14) | |  | | **Total : 45** | |   **1-25 points – “3”**  **26-39 points – “4”**  **40-45 points – “5”** | | | | Appendix 1 |
|  | *Reflection:*  What did you do well in today’s lesson?  What were the most interesting for you?  What did you understand?  What didn’t you understand?  What do you want to know about this lesson?  Home task: ex.7-8, pp. 83-84 | | | |  |