



**Автор:** Қыдырниязова Ажаргул Тыныштықкалиевна  
**Пән:** Ағылшын тілі  
**Сынып:** 6-сынып  
**Бөлім:** Our Health  
**Тақырып:** Healthydiet

Оқу мақсаттары (оқу бағдарламасына сілтемеу):	6.R.2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.S.7 Use appropriate subject specific vocabulary and syntax to talk about a limited range of general topics and some curricular topics 6.R.6. recognize the attitude or opinion of the writer in short texts and growing range for general and curricular topics
Сабақтың мақсаты:	<input type="checkbox"/> To identify the attitude of the writer <input type="checkbox"/> To choose the correct information <input type="checkbox"/> To select specific information from the text To improve speaking skills for specific information
Бағалау критерийлері:	<input type="checkbox"/> A learner can identify the attitude of the writer <input type="checkbox"/> A learner can write a summary following the structure and give feedback <input type="checkbox"/> A learner can find specific information from the text <input type="checkbox"/> A learner can answer at least 3 questions correctly in speaking
Пәнаралық байланыс:	Biology, Medicine, Sport

### Сабақ барысы

Сабақ кезеңдері	Жоспарланған іс-әрекет	Ресурстар
Сабақтың басы	Lead in. Greeting learners. Teacher draws learners ' attention to the title of the lesson watching video . After the watching video teacher asks: Teacher: What about this video? How do you think what is the theme of the lesson? Learners answer the questions and guess the theme of the lesson. Teacher discusses Learning Objectives with the learners.	

Сабақкезеңдері	Жоспарланған іс-әрекет	Ресурстар
Сабақтың ортасы	<p>“My Memory” Activity 1. (Make a circle. Group work) Speaking. The children form a circle and say their name and the name of a fruit or vegetable. If they cannot think of a fruit or vegetable they must put their hands on their heads. As the game progresses the children must pick up speed. The winner is the child that remembers to say a different fruit or vegetable each time. An alternative to make the game more difficult is to get the children to add an action to saying their name + fruit/vegetable e.g. wave hands in air. The winner in this game is the child that says their name, a different fruit or vegetable and also adds a new action each time. Learners use construction “I like/ I don’t like”. Focus on reading. Pre-teaching vocabulary Pre-reading. Differentiation by learning skills Teacher presents some vocabulary for reading task. Learners study the vocabulary individually. Teacher can support less - able learners with translation if they cannot understand the definition. Read the text about “Healthy food” and do the tasks (Level tasks. Individual work)</p> <p>It's important for people to eat as much as they need to give them energy. If they eat too little food or the wrong food they won't have enough energy. If they eat too much, they will need to make more exercise; otherwise they will put on weight. When we eat the correct quantity of food for the exercise we take, we call this the energy balance. Fat is very high in calories, and so is no help at all in keeping energy balance. Fat has also been linked with heart disease, and many experts believe that eating less would help to reduce it. Sugar isn't good for the energy balance either. The only value of the diet is to provide energy, and you can get that from other foods. There's no doubt that too much sugar makes you fat and it doesn't do your teeth much good either. Fibre, on the other hand is something that we eat too little of. One of the simplest ways of eating more fibre is to eat more bread, particularly wholemeal, granary, or high fibre bread. It's a good, cheap source of fibre and nutrients without too many calories. Potatoes are good, too. Like bread, they are underrated, but they're excellent for filling you up without making you so eat less fatty food (sweets, chocolate, cakes, pudding, jam) and eat more fibre foods (bread, potatoes, pasta, fresh fruit and vegetables). Differentiations by tasks Task 1. Level A. Complete the sentences with suitable words 1. _____ good for the energy balance either. 2. _____ on the other hand is something that we eat too little of. 3. If they eat too little food or the wrong food _____. 4. _____ is very high in calories, and so is no help at all in keeping energy balance. Descriptor: A learner - read the text - complete the sentences Task 2 . Level B. Read the text and Do True or false tasks Teacher asks learners to say if the sentences are True or False. Learners should justify their answers. 1- People won't need to make exercise if they eat too much. ----- 2- ----- 2- When people eat too much they put on weight. ----- 3- ----- 3- Eating less fat would cause heart attacks. ----- 4- ----- 4- Sugar provides energy, but it causes obesity. ----- 5- ----- 5- Fibre foods are good for the energy balance. ----- Answers: 1. False (Because If they eat too much, they will need to make more exercise) 2. True (. If they eat too much, they will need to make more exercise; otherwise they will put on weight.) 3. False (Fat has also been linked with heart disease, and many experts believe that eating less would help to reduce it. 4. True (There's no doubt that too much sugar makes you fat) 5. True (they're excellent for filling you up without making you fat) Descriptor: -read the text -mark true or false Task 3. Level C Answer the questions 1-Give a title to the passage.----- 2-Why is exercising necessary for good health? ----- 3-What does "the energy balance" mean? ----- 4- ----- 4- What are fatty foods? Give examples. ----- 5. What are fibre foods? Give examples----- Possible answers: 1. Eating healthily/ Healthy food/ Keeping energy balance 2. To keep the energy balance 3. Eating the correct quantity of food for the exercise we take 4. Hamburger, grilled and fried food, sweets, chocolate, cakes, pudding, jam) 5.</p>	

<b>Сабақкезеңдері</b>	<b>Жоспарланған іс-әрекет</b>	<b>Ресурстар</b>
Сабақтың соңы	Whatdid we learn today? At the end of the lesson, learners reflect on their learning: Feedback “Fishbone” Learners reflect their activity during the lesson. Learners write: 1. on the top of the fish trunk the what problems were in the lesson 2. on the bottom of the fish trunk how can they solve these problems 3. on the head what was interesting at the lesson 4. on the tail they write what they took for themselves . Teacher can use Feedback Paper in Handout 5	