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Предмет: Английский язык

Класс: 6 класс

Раздел: Our Health

Тема: Sport in our class

Цели обучения (ссылка на учебную программу):	6.2.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics. 6.3.1.1 provide basic information about themselves and others at discourse level on a range of general topics. 6.6.15.1 use common verbs followed by infinitive verb/ verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics
Цели урока:	All learners will be able to: State the facts and details in extended talks with support Practice telling information about themselves and others in conversation Apply the usage of infinitive and gerund forms after a limited variety of verb
Языковые цели:	Remember new vocabulary and grammar
Ожидаемый результат:	Distinguish between usage of infinitive and gerund forms after a limited variety of verb
Критерии успеха:	Tell the facts and details in extended talks with support Provide information about themselves and others in conversation Distinguish between usage of infinitive and gerund forms after a limited variety of verb
Привитие ценностей:	Keeping fit, respect sport types
Навыки использования ИКТ:	Smart board
Межпредметная связь:	Physical education
Предыдущие знания:	Words and phrases appropriately on the topic "Our health"

Ход урока

Этапы урока	Запланированная деятельность на уроке	Ресурсы
Начало урока (5 min 1 min)	<p>Class routine: Greeting Teacher greets students. Students greet the teacher. T: Good morning, boys and girls! How are you? I'm glad to see you! Sit down please!</p> <p>Starter: Warming up: Playing the game: Find someone who. Teacher gives questionnaire. Students ask and find the answers to the questionnaire Find someone who ... Name likes playing football basketball tennis</p> <p>Introduction Teacher introduces the theme and lesson objectives.</p>	

Этапы урока	Запланированная деятельность на уроке	Ресурсы
Середина урока (5 min 3 min 10 min 5 min 3 min 5 min)	<p>Development</p> <p>Introduction of the new vocabulary.</p> <p>[P]Matching. Students match the words with the pictures.</p> <p>Descriptor: a learner:</p> <ul style="list-style-type: none"> - reads the words; - looks at the pictures; - identifies the right picture to the word; - draws the line from the word to the appropriate picture. <p>Assessment. Peer assessment by traffic light. Students assess their pairs by ready answers and if they match all the words correctly, they show green cards, if they have 2-3, they show yellow cards, if they have 4 or more, they show red cards.</p> <p>Differentiation. Differentiation by teacher's support. Teacher helps to less able learners to know the words by explaining.</p> <p>(W, I) Drilling: Changing emotions. Students drill the new words using different emotions: happy, sad, upset, angry, amused. scuba diving, rowing, motor race, weight lifting, hurdle race, climbing</p> <p>[W, G]Presentation of the grammar: Make a poster. Students are given the theoretical material about infinitive and gerund. Students divided into two groups. Students read and discuss as the group. Then students make a poster.</p> <p>Descriptor: a learner:</p> <ul style="list-style-type: none"> - reads the material; - discusses the material; - distinguishes the gerund and infinitive; - makes a poster - tells about gerund and infinitive <p>Assessment: Group assessment by two stars and a wish. Students write 2 things that they like from poster and a suggestion.</p> <p>Differentiation. Differentiation by roles within the group. Students divide the roles as speakers, timekeepers, designers.</p> <p>[I] Find the right form. Students put the verbs in brackets into their correct form: Infinitive or Gerund.</p> <p>Descriptor: a learner:</p> <ul style="list-style-type: none"> - reads the sentences - identifies the meaning of sentences - chooses the correct form of the verbs <p>Assessment. Self assessment by points: Students assess your work by points from 1 to 20. Differentiation. Differentiation by scaffolding: Most able students help less able students.</p> <p>[W, G]Listening task.</p> <p><i>Pre- listening.</i> Asking questions for gist. Students answer the questions: Do you like American football? What do you know about sumo? What is sport for you?</p> <p><i>While - listening.</i> Listen to the text. Students listen to the text.</p> <p><i>Post - listening:</i> Make and answer the questions. Each group create their own questions. Each group answer the questions.</p> <p>Descriptor: a learner:</p> <ul style="list-style-type: none"> - listens to the text - identifies the meaning of the text - makes and answers the questions <p>Assessment. Group Assessment by vote: Students assess your group by voting on stickers. Each member of the group says pro or con to opposite group.</p> <p>Differentiation. Differentiation by teacher's support: Teacher helps less able students to make questions.</p> <p>(W, f) Double circle. Learners make in and out circles. Learners ask questions about healthy style to their partner. Learners swap the roles.</p> <p>Suggestion questions:</p> <ul style="list-style-type: none"> What sport do you like? What is your hobby? How often do you do exercises? Do you like swimming? How do you get fit? Who do you go to the gym with? How do you lose weight? What do you know about sumo? 	worksheet PPT PPT https://www.english-grammar.at/online_exercises/gerund-infinitive/gi019-gerund-infinitive.htm https://listenaminute.com/s/sport.html

Этапы урока	Запланированная деятельность на уроке	Ресурсы
Конец урока (3 min)	Plenary (W, I) Students write a short essay that they learned at the lesson Classroom routine: Teacher tells goodbye.	
Рефлексия		