

ENGLISH VIDEO LESSON PLAN

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| DATE: 27.01.2021 | GRADE: 6 | TERM: 3 |
| UNIT OF STUDY: Our Health | LESSON TITLE: Talking about Health | TEACHER NAME: Shulga TamaraPetrovna |
| LEARNING OBJECTIVES (from the Subject Programme) | 6.C8 develop intercultural awareness through reading and discussion; 6.R5 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.U13 use modal forms including, mustn't (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics. | |
| LESSON OBJECTIVES: | Learners will be able to: <ul style="list-style-type: none"> scan through a reading and pick out details differentiate between healthy and unhealthy behavior use <i>should</i> to give advice | |

LINKS TO PREVIOUS LEARNING:
Designing a healthy menu and ordering food

PRE LESSON PREP:

MAIN VIDEO LESSON ACTIVITIES

LESSON STARTER

Actualization of previous knowledge by asking questions about students' daily activities:

- Do you do morning exercises?
- Do you walk to and from school?
- Do you play any sports?
- Do you play computer games?
- Do you read a lot?

MAIN ACTIVITIES

1. Reading the text first with teacher then scan independently.



Stella's daily activities.
Stella is 11 and lives in Georgetown, DC. She goes to a middle school in Georgetown. Stella walks to and from school. It takes her about 15 minutes each way. She has two physical education classes a week, but she does not play for any school sports teams. She is not interested in team sports. There is soccer in winter, but she is not good at it.
At home, Stella does not read a lot, but she watches a great deal of TV. She plays computer games every day. She also rides her bicycle more than five hours a week. Sometimes Stella goes swimming with her brother and sister. She rarely plays outside and spends many hours inside the house. She likes gardening, and on weekends spends five or six hours on it. When she goes to her aunt's apartment, she always uses the elevator.
Let's not forget that Stella is crazy about fast food. She goes out for burgers and fries many times a week.

2. Picking out the main information about girl.

Fill the information about girl.



Name: _____
Address: _____
School: _____
Interests: _____

3. Writing a list of good and bad activities for Stella.

Find out activities that help Stella stay fit and that don't.

| Activities that help Stella stay fit | Activities that do not help Stella stay fit |
|--------------------------------------|---|
| walking to and from school | watching a great deal of TV |
| | |

WRAP UP

Practice the usage of the verb "should"

Give some advice to Stella on how to keep fit.

You may use the following structures:

- You should...
- Perhaps you shouldn't...
- You should stop...
- You should continue...

Keeping Fit Tips for Stella

1. _____
2. _____
3. _____
4. _____
5. _____

4. Formulating the rule about using the modal verb "should".

How to keep fit.

Remember!

To give advice we use verb **should**.

- I have a toothache.
- You **should** go to the doctor.



- I want to be strong.
- You **should** do morning exercises.
- To be smart you **should** read more books.



ASSESSMENT:

1. Oral assessment during the lesson.
2. Formative assessment for giving written advice.

Assessment criteria.

The student:

- writes 5 advices – 2 points;
- uses modal verb "should" – 2 points;
- uses topic vocabulary – 2 points;
- spells words correctly – 2 points;
- writes grammatically correct sentences – 2 points.

3. Self-assessment at the end of the lesson.

Reflection of the lesson

Self-assessment

Put a tick in the column which comes to you better

| Level reached | I can tell my daily activities | I can scan the text and pick out some details | I can differentiate between healthy and unhealthy behavior | I can give advice using "should" |
|---------------|--------------------------------|---|--|----------------------------------|
| poor | | | | |
| fair | | | | |
| good | | | | |
| excellent | | | | |

RESOURCES USED (AE or anything else):

<https://americanenglish.state.gov/resources/english-teaching-forum-2007-volume-45-number-2/>