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| **Term 2**  **Unit "Exercise and sport"** | | | **School: 5 school-gymnasium** | | |
| **Date:** | | | **Teacher’s name: Alimbekova Aigul** | | |
| **Grade 9** | | | **Number present:** | | **Number absent:** |
| **Theme of the lesson:** | | | **Healthy eating.** | | |
| **Learning objectives(s) that this lesson is contributing to** | | 9.S3 explain and justify their own point of view on a range of general and curricular topics  9.S7 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics  9.R2 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | |
| * Recognize and use vocabulary to do with nutrition and healthy eating. * Develop their speaking skills in the context of healthy eating. | | | |
| **Most learners will be able to:** | | | |
| * Synthesize the information from the text about healthy eating and use it as the basis for discussion. | | | |
| **Some learners will be able to:** | | | |
| * Express with fluency their ideas about diet and ways it could be improved. | | | |
| **Assessment criteria** | | Provide a point of view in conversations and discussions.  Use topic appropriate words in justifying their point of view.  Find particular facts and parts in reading passage. | | | |
| **Value links** | | Taking care of your body and health. | | | |
| **Cross curricular links** | | Physical education. | | | |
| **Previous learning** | | My country: Exercise and sport. | | | |
| **Use of ICT** | | Smart board for showing a presentation, getting additional information, interactive crossword, video files, Kahoot! App. | | | |
| **Health and Safety** | | Switch off the active board if you do not use it.  Open the window to refresh the air in the classroom during the break. | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | | **Resources** | |
| Beginning the lesson | The lesson greeting.  The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  **Warm up.**  The picture with a doctor holding an apple is shown on the board. SS have to guess the proverb *An apple a day keeps the doctor away* on. Ask SS what the proverb means.  Elicit that the proverb is not meant literally, but suggests that if we eat healthy foods life fruit, we will or get ill.  Ask SS whether they think their diets are healthy. Do they think about what they eat?  Elicit examples of healthy and unhealthy foods.  SS are divided into 2 groups by pictures of healthy and unhealthy foods. | | | Board  Cards | |
| Main Activities | Phonetic drill: pronouncing the sound “th”  Checking up the home task.  Activity 1: Conveying the meaning of new words through definitions. Solving the interactive crossword.  Activity 2: Reacting to a text. Kahoot! quiz  Activity 3: Watching video “Healthy eating pyramid”  Activity 4: Making posters “Healthy pyramid” then speaking on it.  Activity 5: Experiment “How alcohol affects on human body” | | | Board  Projector  Internet  Presentation  Video and images | |
| Ending the lesson | Giving the hometask. Ex 4 p 29, write about your diet and what should you change. | | |  | |
| End  1min | Feedback: Teacher asks students what task was difficult to them and which pair worked well. | | |  | |
| **Additional information** | | | | | |
| **Differentiation –**  **how do you plan to give more support? How do you plan to challenge the more able learners?** | | | **Assessment –**  **how are you planning to check learners’ learning?** | | **Critical thinking** |
| Differentiation can be achieved by **task** (selection of learning materials and resources based on student strengths).  **By support**. Less able learners will be supported through step-by-step instructions, graphic organizers, sentence frames, glossaries, thinking time. Small group learning.  **By outcome** providing challenge, variety and choice. | | | Observe learners when participating in use of English activities.  Record what they considered they had learned from the lesson. Could they express what they had learned about content and language? Could they express which skills they had developed?  Formative assessment is held through observation/monitoring. | | Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas |

№5 school – gymnasium

Open lesson:

**“Healthy eating”**

Grade: 9 – A

Teacher: Alimbekova A. U.

Taraz 2020