

РЕСПУБЛИКАЛЫҚ ЖУРНАЛ

БІЛІМ ЖОЛЫ НҰРЛЫ ЖОЛ



Білім беретін, ғылыми, танымдық, жарнамалық басылым



U00037

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ДЖАМАУОВА АЙНАГУЛЬ МОЛДАШОВНА

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города Жанаозен Управления образования

Мангистауской области

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Short term plan 1

Term 1 Unit 1. Making connections in biology.	School №	
Date:	Teacher's name:	
Grade 11	Number present:	Number absent:
Theme of the lesson:	Food science. Period 1.	
Learning objectives(s) that this lesson is contributing to	11.C8 - develop intercultural awareness through reading and discussion 11.S2 - ask and respond with appropriate syntax and vocabulary to open-ended higher-order thinking questions on a range of general and curricular topics, including some unfamiliar topics 11.S7 - use appropriate subject-specific vocabulary and syntax to talk about a range of familiar and some unfamiliar general and curricular topics	
Lesson objectives	All learners will be able to:	
	- work out the meaning of some topic-related words by using semantic and syntactic clues. - describe what a balanced diet is and why it is important.	
	Most learners will be able to:	
	- work out the meaning of most topic-related words by using semantic and syntactic clues. - identify the different food groups and place foods into the correct groups.	
	Some learners will be able to:	
	- work out the meaning of all topic-related words by using semantic and syntactic clues. - describe how carbohydrates, proteins, fats and vitamins/minerals help our bodies and relate the Eatwell Guide to their diet.	

Value links	Having healthy eating habits.	
Cross curricular links	Biology, Natural science.	
Use of ICT	Projector and smart board for showing a presentation, getting additional information, playing the audio, video files.	
Intercultural awareness	Accept diversity of other cultures.	
Pastoral Care	Student centered teaching: respect, support. To create a friendly atmosphere for collaborative, pair and individual work. Promote a sense of self-esteem and self-respect and respect for others among all the learners.	
Health and Safety	Switch off the active board if you do not use it. If students are tired, do physical exercise with them. 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. Lead-in. Ask students to brainstorm different foods. • Then ask: <i>What have you eaten today? Are you careful about the food you eat? Why? / Why not?</i> • Elicit some responses.	

Main Activities	Exercise 1 page 4. Focus attention on the <i>eatwell</i> plate and explain that it is a visual representation of the type of food we should eat for a healthy, balanced diet. The size of each section represents the recommended proportion of food types. Ask students to decide which sections represent the food we should eat most of (the two largest sections at the top) and least of (the smallest section at the bottom). Exercise 2 page 4. Focus attention on the phrases. Check meaning and pronunciation. Students complete the information. Check answers as a class. Exercise 3 page 5. Focus attention on the nutrition words. Check meaning and pronunciation. Students look at the food on the <i>eatwell</i> plate and find an example for each word. Check answers as a class. Exercise 4 page 5. In pairs, students discuss their diets in relation to the <i>eatwell</i> plate. Write the following sentence on the board to help them do this: <i>I eat more / less ... than is recommended.</i> Ask: <i>Do you have a healthy diet? Why? / Why not?</i>	Presentation Video and images Handouts with task
Ending the lesson	Giving the homework. WB ex.1-3 p.4. Ask students: <i>What have you learned today? What can you do now?</i> and elicit answers: <i>I can talk about nutrition and health.</i>	

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 reading, listening, speaking, writing. Did each learner involved into work? If not, why not? (e.g. didn't understand what to do; not so confident speaking English; not interested in topic; other).	Students think critically, exploring, developing, evaluating and making choices about their own and others' ideas