
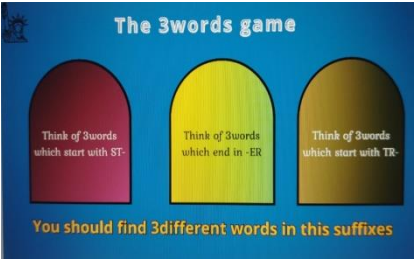



Short term plan: term 3

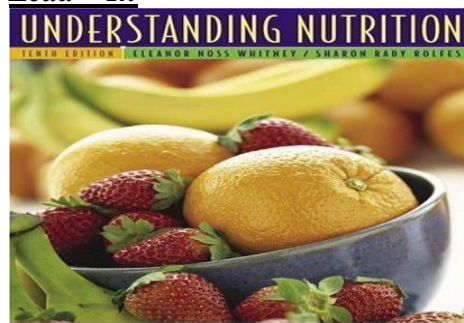
Unit 6:	Organic and non-organic world	
Teacher name:	Aktolkyn Shaku	
Date:	The 28 th of January	
Grade: 10	Number present:	absent:
Lesson title	Gateway to life skills: Understanding nutrition	
Learning objectives	10.2.4.1 - implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a growing range of unfamiliar topics 10.3.6.1 - navigate talk and modify language through paraphrase and correction in talk on a wide range of familiar and some unfamiliar general and curricular topics 10.6.12.1 - use a wide variety of past modal forms to express appropriate functions ; use a variety of near modal structures including supposed to, bound to, due, willing to on a wide range of general and curricular topics	
Lesson objectives	Learners will be able to: -reach a logical conclusion about the author’s intended meaning; - identify and present comparing and contrasting ideas and cause/effect patterns	

Plan of the lesson

Stages / Time	Teachers actions	Students actions	Assessment criteria	Resources
<p>Beginning of the lesson</p> <p>Warming-up</p>  <p>3 min</p> <p>Pre-learning «Brainstorming» method</p> <p>7 min.</p>	<p>Organization moment :</p> <p>1.Greeting. Ask about the weather. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.</p>  <p>Revise the vocabulary from the previous for check home task:</p> <p>1 back on your feet 2 keep in shape 3 pull through 4 black out 5 be under the weather 6 be on top of the world 7 come down with 8 feel on top of the world 9 feel under the weather 10 work out</p>	<p>The aim: To develop pupils speaking skills and create friendly atmosphere</p> <p>Efficiency: pupil high hand up and say 3 words</p> <p><i>Students of the class are listed.</i> <i>Students' attention is drawn to the lesson.</i></p> <p>• Learners remember previous lesson vocabulary</p> <p><i>Pupils choose a cup yourself and put in the cup with tea, chocolate or coffee then translating phrases</i></p> <p><i>Determines the topic and purpose of the lesson</i></p>	<p>The teacher to assess learners for their ability. “Good job! Well done!” <i>Formative Assessment</i></p>  <p><i>Good job!</i></p> <p>Descriptor: - can tell the time <i>Point 1</i></p> <p>Assessment criteria - Learners translating phrases</p> <p>Descriptor: - can tell the time <i>Point 2</i></p>	<p><i>Pictures</i></p> <p><i>worksheet</i></p> <p><i>Pictures</i></p>



Lead – In



Students say different words from the picture

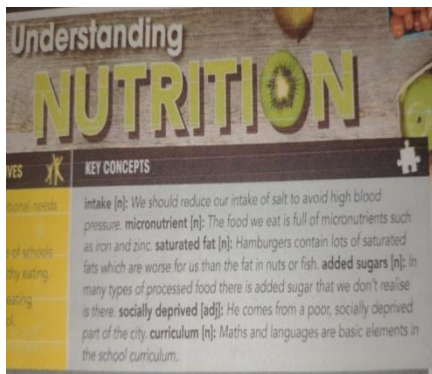
Assessment criteria

- Learners have met the learning objectives if they can talk about health and illness

Middle of the lesson Presentati on part. 30 min

Ex: 1 P: 74

• **SPEAKING** In pairs, students discuss the questions. Elicit some answers from different students around the class



Ex:2 P: 74

• **READING** Ask students to read the summary of the results of a survey about British teenagers and nutrition and complete the table with information they find in the text. Remind students that they can refer to Key concepts for definitions of words they are not sure about. Elicit answers from students around the class.

Ex: 3 P: 74

• Ask students to read the text again and answer the questions. Check and ask students to identify the sentences that helped them decide on their answers

Ex: 4 P: 75

SPEAKING In pairs, ask students to discuss the questions and make a list of the things that schools can do to help. Encourage students to

•Pupils work with a partner. Discuss these questions
ANSWERS
Students own answer.

•Pupils read this summary of the results of a survey about British teenagers and nutrition.
ANSWERS

Short-term benefits of healthy eating:
appearance (hair, skin), energy
Long-term benefits of healthy eating: prevent chronic diseases
British teenagers eat too much/many ... : saturated fat, added sugars
British teenagers eat too little/few ... : dietary fibre, iron, vitamin A, riboflavin, calcium, magnesium, etc

•Pupils read the text again and answer these questions
ANSWERS
1 slightly better
2 teenage girls
3 children from families with higher incomes
4 none
5 No, it is highest in socially deprived children.
6 Schools need to highlight the importance

Descriptor:

- work with a partner.
- discuss these questions
Total: 1 point

Descriptor:

-read this summary
Total: 2 point



Descriptor:

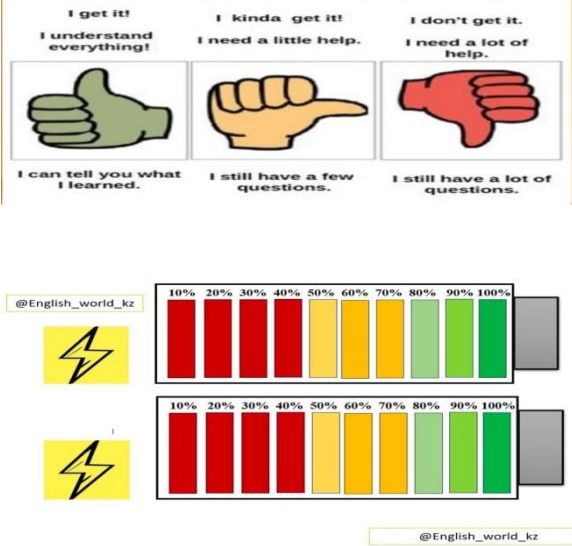
- read the text
- answer these questions
Total: 1 point

Descriptor:

- work with a partner
- discuss these questions
Total: 3 point

-Make CCQ questions Yes / No

Card Workshe et

	<p>share some of their ideas with the class</p> <p>Conclusion during the lesson some tasks differentiated by outcomes of the students and by their abilities.</p>	<p>of good nutrition and provide healthy food and drink in schools.</p> <p>7 Quite positive – there have been improvements, but there is still room for improvement</p> <ul style="list-style-type: none"> •Pupils work with a partner. Discuss these questions. <p>ANSWERS Students own answer.</p>	
<p>End of the lesson 5 min</p>	<p>FEEDBACK Learners provide feedback on what they have learned at the lesson.</p> <p><u>Ex:</u> Home task: page 74 learn by heart key concepts</p>	 <p>The poster features three columns of feedback options with corresponding hand icons: a green thumbs up for 'I get it!', a yellow hand pointing right for 'I kinda get it!', and a red thumbs down for 'I don't get it.'. Below these are two progress bar charts, each with 10% increments from 10% to 100% and a lightning bolt icon to the left. The top chart shows approximately 40% in red, 10% in yellow, and 50% in green. The bottom chart shows approximately 40% in red, 10% in yellow, and 50% in green.</p>	<p>Poster Success</p>