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| **Term 1**  **Unit 2 "Exercise and sport"** | | | **School: Named after Uzyn-ata secondary school** | |
| **Date: 22/10/2021g** | | | **Teacher’s name: Tanzharova Z** | |
| **Grade 9v** | | | **Number present: 12** | **Number absent:** |
| **Theme of the lesson:** | | | **CLIL: Biology: 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 reading 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, playing the audio, video files. | | |
| **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 | “Good morning, pupils!  How are you today?”  Who is on duty today?  Who is absent today?  “What date is it today?  What day is it today?  What is the weather like today?”  Hometask. Sport stars of Kazakhstan.  **answer the question?**  1.Whеrе did Zarina’s family move?  2.When did Denis Ten start skating?  3.Did K. Munaitpasov become champion?  4.When did Zarina Diyas start playing tennis?  5.Where did Denis Ten take part Winter Olimpics?    Let’s try to quess the topic of our lesson | | | Board  Projector  Internet  Presentation  Video and images  Handouts with task  CD 1.22 |
| Main Activities | **I will divide 2 groups with fruit**  *1st-group name –healthy*  *2nd-group name -unhealthy*  *Have you got the balance right? Translate text*  **Exercise 1**  *Match definitions 1–5 with the words*  *in blue in the text.*  *1 Made from milk.*  *2 Made in a factory.*  *3 Groups of cells of particular types.*  *4 Information which proves something.*  *5 The part of food we don’t digest.*  ***Descriptor: A Learner***  *-read the text.*  *-match definitions with words*  **3 Read the text again and choose the correct answers.**  *1 A healthy diet can …*  *a help to prevent heart disease.*  *b increase the risk of depression.*  *c reduce the need for exercise.*  *2 What type of food is the main source of vitamins?*  *a Oily fish.*  *b Carbohydrates.*  *c Fruit and vegetables.*  *3 We need around of our daily diet to be*  *protein.*  *a one third*  *b 15%*  *c five portions*  *4 Why do we need oily fish or nuts in our diet?*  *a To provide calories.*  *b To absorb vitamins.*  *c To increase cholesterol levels.*  *5 Which fats are not good for us?*  *a Saturated fats.*  *b Unsaturated fats.*  *c Omega-3 fatty acids.*  *6 What has the most influence on the way we*  *feel?*  *a The type of food we eat.*  *b Eating regular meals.*  *c Eating breakfast every day.*  *Descriptor: A Learner*  *-read the text and translate*  *-choose correct words*  **“Who is the best?”** *1st group.  Match definitions 1–7 with the words A-G .*      *Complete the table. 2nd group*   |  |  |  | | --- | --- | --- | | ***Vitamin*** | ***Carbohydrates*** | ***Protein*** | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  |   *«Hot chair» method*  *Apple, banana, strawberry,watermelon,tomato,cucumber* | | | **Fibre** faɪbər|  - талшық  **dairy** |ˈdeərɪ| - сүт  **Tissues** |ˈtɪʃuː|- ұлпалар  **Processed** |ˈprəʊsest|-өңделген  **Evidence**|ˈevɪdəns|-дәлел  Protein  |ˈprəʊtiːn|- ақуыз  Carbohydrates |kɑːbəˈhaɪdreɪt|- көмірсулар  Vitamins |ˈvɪtəmɪn|-витаминдер  Minerals |ˈmɪnərəl|- минералдар  ANSWERS  1 dairy  2 processed  3 tissues  4 evidence  5 fibre  Exercise 2  ANSWERS  1.a 2 c 3 b 4 b 5 a 6 b  1 e  2f  3a  4b  5d  6g  7c |
| *Ending the lesson* | *Giving the hometask. Sb p.29 ex:4 wb p20*  ***Self-assessment****. How well do I understand?*  *4 - I can do this and explain it to someone else.*  *3 - I understand and can do this by myself.*  *2 - I need more practice.*  *1 - I don't understand this yet.* | | |  |
| *End*  *1min* | *Feedback: Teacher asks students what task was difficult to them and which pair worked well.* | | |  |
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