

**CLIL: Healthy eating**

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Aims of the lesson in correspondence with the study programme:	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			
Aims of the lesson:	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	Biology			
Previous learning	My country: Exercise and sport.			
Use of ICT	Smart board for showing a presentation, computer for playing the audio files.			
Lesson stage/ time	Teacher's activity	Pupils' activity	Assessment	Resources
Beginning of the lesson 5min	The lesson greeting. The teacher sets the lesson objectives, letting students know what to anticipate from the lesson. Warm up. T.writes: An apple a day keeps the doctor away on the board. Ask SS what the proverb means.  Elicit that the proverb is not meant literally, but suggests that if we eat healthy foods like fruit, we will not 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.	Write down the date, the theme of the lesson.  Discuss the proverb and define if their diet healthy or not  Give examples of healthy and unhealthy food		
Middle 30 min	a) Introduction to the new words: Ex.1 p.29. Conveying the meaning of new words through definitions.	Look through the text on p. 29 find the words in blue. Match the words	Formative assessment	Student's Book p. 29

	<p>B) Read the text by yourselves. Then listen to the audio. Answer the questions: How does healthy eating affect our lives?</p> <p>C) Ex.3 p.29. Do the test. Choose the best answer, a, b or c.</p> <p>D) Ex.4 p.29. Speaking in a form of presentation.</p> <p>E) Let's play! T. needs a ball. I'll throw you the ball and name the food. You should say if it healthy or not. (coca-cola, chips, eggs, apples, spaghetti, cheese, chicken, mushrooms, sandwich, fried potatoes, lemonade, etc) Other games which can be used on the theme of the lesson. "Odd one out" T. writes a series of five words including three vegetables and one odd word, for example, "Carrot, potato, cat, cucumber, onion". T.asks children to identify the odd word. Make the game more challenging by using an odd word that is also a food, for example, "Celery, capsicum, carrot, radish, yoghurt". Ask the children why the odd word does not belong with the rest of the group. "Guess the words" Write the encrypted words. Behind each digit there is a letter, and the number indicates the order of this letter in the alphabet. See the example. Example: 26 +15 + 15 = zoo 13 5 12 15 14 = melon 19 1 14 4 23 9 3 8 = sandwich 20 15 13 1 20 15 = tomato 3 8 5 5 19 5 2 21 18 7 5 18 = cheeseburger</p>	<p>with the definitions in ex. 1 Read and listen to the text, answer the question</p> <p>Choose the correct answers Complete the sentences about their own diet. Discuss how healthy or unhealthy their diet is. Say what they can change in their diet. Play one of the games</p>		<p>Audio 1.22</p>
<p>End of the lesson 5min</p>	<p>Self-assessment. "Five". Children draw a picture of their hand and write the most important things about the lesson on each finger. The thumb - something interesting, the index finger - something difficult, the middle one - something that was not enough, the ring finger - the mood, the little finger – the suggestions.</p>			

	Giving the homework: learn the new words, find 5 English and 5 Kazakh proverbs about health.		
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 students' learning?	Critical thinking	
<ul style="list-style-type: none"> <li>○ Differentiation by support for all the activities</li> <li>○ Learners express their own opinion</li> <li>○ Less able students are allowed to use English –Russian dictionaries</li> <li>○ More able students can be given an extra task</li> </ul>	<ul style="list-style-type: none"> <li>○ Giving the feedback</li> <li>○ By observing</li> <li>○ Student do self-assessment of their work at the lesson</li> <li>○ T. checks understanding of the content of the text through asking the questions</li> <li>○ T. checks pronunciation of the new words, check the written tasks</li> </ul>	Students think critically, developing, evaluating and making choices about their own and others' ideas	
<b>Reflection</b>  Were the lesson objectives/learning objectives realistic? Did I stick to timings? What changes did I make from my plan and why?	Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson		

The extra task for more able learners:

Task 2. Read four short paragraphs and answer each question with a paragraph number.

1. The last time I went to a restaurant was about 2 months ago. My wife and I wanted to celebrate our wedding anniversary with a good meal so we went to an expensive Italian restaurant in downtown Lisbon. We both had pasta to start and for the main course my wife ordered a steak and I chose fish. For dessert we both ate chocolate cake topped with fresh cream. Delicious!
2. I went to a restaurant yesterday evening with my sister's children. It wasn't very expensive and the menu was very limited. We all had a burger and French fries, and drank cola. It wasn't very good.
3. My boyfriend loves spicy food so this restaurant was perfect. The waiters were all really friendly and polite, and they played traditional sitar music which was very relaxing. The menu offered vegetarian dishes as well as meat dishes served with rice and a sauce - it depended on how hot you wanted it! I chose a mild beef curry but my boyfriend had a lamb 'vindaloo' - he also drank 2 liters of water!!
4. My class at the university went there last weekend. It's a very popular type of restaurant in my country. It generally offers one type of food (a kind of bread with cheese and tomato sauce) which you then choose what ingredients to add on top of it. I asked for olives and mushrooms on mine and my classmates each had something different so we could taste a piece of each person's meal.

1. In which text did the person talk about the atmosphere of the restaurant?	
2. Which restaurant was cheap?	
3. In which text didn't the person enjoy their meal?	
4. In which text did someone eat a very hot dish?	
5. In which text did the person have a vegetarian meal?	