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| ☐ Listening ✔ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| Topic: Essential nutrient & Healthy diet |

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| Instructor: Sunny Kim | Level:  Low intermediate ~Above | Students:  6 | Length:  30mins |

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| Materials: A picture containing 6 essential nutrient  6 copies of worksheet matching pictures to relevant nutrient  6 copies of work sheet of filling nutrition fact of Coca Cola  6 copies of worksheet for having discussion(Making a diet plan for the next lunch) |

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| Aims -To develop ss' speaking skill  -To build on ss' knowledge about healthy diet and nutrient  -To giving ss an idea make a plan for their diet  -To practice describing students’ idea and opinion on the topic of nutrient and healthy diet  -To teach ss new vocabulary related to nutrient  -To arouse ss’s attention about unhealthy food |

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| Language Skills:  Listening: Listening to speaking of teacher and other ss  Speaking: Expressing ss’ opinion from leading in part, pre-activity, main and post-activity  Reading- Reading the script of worksheet and place the answer in the appropriate location  Writing: Writing the worksheet containing nutrition fact of coca cola, Filling the blanks on the worksheet of matching food to relevant nutrient |

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| Language Systems:  Phonology: Listening from other ss and teacher  Lexis: Learning new vocabulary related to the nutrient(Carbohydrate, Saturated fat, Unsaturated fat, 6 essential nutrition fact, Starch)  Discourse: Giving opinions about healthy food and making a diet plan for tomorrow lunch and sharing ideas with classmates.  Function: Suggesting plan, Giving information by explanation of new vocabulary, Encouraging ss to express their experience and idea  Grammar: Simple paste tense(I ate~), Future tense(I will eat~), Past participle(I have eaten~) |

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| Assumptions(about student know)  Students already know:  -They will be asked several comprehension questions about the given worksheet  -Most ss had lunch on that class day.  -Most ss have basic knowledge of nutrient(e.g. sugar, carbohydrate) |

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| Anticipated Errors and Solutions:  -Ss may not be able to answer the question regarding new vocabulary such as starch or saturated fat. Teacher will explain the definition briefly.  -If the time is taken longer than the scheduled time, cut ss’ answers, the time of filling worksheet can’t be given enough for ss. All questions of ‘Fooducated’ won’t be able to be dealt as time is limited. |

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| References:  <http://esol.britishcouncil.org/content/teachers/lessons-and-activities/lesson-plans/healthy-eatingfile:///C:/Users/w161222a/Downloads/Food%20Nutrients%20Homework.pdf>  <https://www.google.co.kr/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=0ahUKEwjS9fbet-PXAhUBXLwKHZ9nCP0QjhwIBQ&url=https%3A%2F%2Fwww.pinterest.com%2Fpin%2F270849365064103636%2F&psig=AOvVaw2nu7iAAiTHAdJh5WaDtssu&ust=1512032926569424>  Pictures searched from Pinterest |

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| Lead-In | | | |
| Materials: A picture of 6 essential nutrient | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | Whole class | Any students who have ideas will answer. | **Procedure**  **Eliciting**  T: Hello everyone. Did you have lunch today? What did you have for your lunch? Do you know what nutrient did you have from your lunch?  Ss answer |

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| Pre-Activity | | | |
| Materials: Materials: Worksheet matching food on the worksheet with the given nutrient | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 7min | Whole class | Answering the given questions, presenting their idea to others | **Procedure**  **Eliciting**  T: Look at this picture. This pic shows the 6 essential nutrients.  •Asking a student which nutrient is contained on his lunch menu.  •Sharing idea with ss and giving them extensive information regarding the question  (Distribute the worksheet for the main activity) |

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| Main Activity | | | |
| Materials: Two main activity worksheet, flash card, picture of Starch vs Sugar | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 15min | Whole class  Whole class | Listening the teacher’s instruction  Students answer  Answering the given questions and sharing ideas | **Procedure**  **Main activity1(Filling the blank)**  T: Ok, we have talked about the 6 essential nutrients. I will give you a worksheet matching several food items to the relevant nutrition. It will be exciting topic for you guys! I will give you 4mins.  **[CCQ]**  What we are going to do?  What will you match?  How many min are you given to finish the worksheet?  T: Were you able to fill all the blanks?  **•Demonstration**  **•Figuring out the answer together with SS.**  **•Giving information about the meaning of the vocabulary**  [Eliciting] T: Ok, we are going to focus on two nutritions. Guess what will be two. Alright. Most of us in our class had them from our lunch today.  Ss answer  T: Alright, Fat and Carbohydrate will be the topics we will work on today.  **•Asking the difference between saturated fat and unsaturated fat and figuring out they already recognize the given terms.**  **•Giving information of the vocabulary by using flash card**.  T: Ok, great Let’s move on to the carbohydrate.  **•Eliciting on the picture of Starch vs Sugar by a picture having a clue**  **•Asking the difference between sugar and starch food and figuring out they already recognize the given terms.**  T: Ok, let’s learn more about sugar. There is a worksheet that you will fill the blank.  (Distribute the worksheet for the main activity2). I will give you 3min to fill them out.  **[CCQ]**  What we are going to do?  How many min are you given to fill the blanks on the worksheet?  T: How many grams of sugar are in the can of Coca cola?  Ss answer  T: Approximately how many teaspoons of sugar are in this can?  Ss answer  T: So will you drink Coca cola often in the future? If not what can be alternative product for this?  Ss answer  If ss don’t answer  T: Fruit tea can be substituted. |

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| Post Activity | | | |
| Materials: Worksheet of post activity | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5mins | Work in a pair  Whole class | Ss present their own opinion and idea with their partner  Students present their own opinion and ideas | **Procedure:**  **•Discussion**  (Distributing worksheet)  T:There is a question that we will discuss about on the worksheet. I will give you 5min to think about. Talk with your partner about your thought and diet plan after 5min.  **CCQ**  What will we do after 2mins?  What will we discuss about?  T: To be healthy, what kind of food will you eat? Make your diet plan for tomorrow lunch. Explain it to your partner with the vocabulary on the worksheet)  Ss present share their opinion with their partners.  **•Conclude lesson**  Elicit today’s vocabulary for students such as starch, saturated fat, and unsaturated fat, nutrient.  Ask ss what can be the healthy nutritious diet plan? |