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| ☐ Listening ☐ Speaking √ Reading ☐ Grammar ☐ Writing |
| **Topic: Healthy Eating Happy Living**  |

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| Instructor:Jean Yoo | Level:Pre-Intermediate  | Students:12 | Length:50min  |

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| Materials:-12 copies of Worksheet of “Why Healthy Eating Plan Introduction, Pyramid, Example of Eating Plan”-12 copies of Worksheet “My Healthy Eating Plan’-Whiteboard -PPT  |

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| Aims:-Students will learn familiar key vocabulary through T’s explanation and CCQ -Students will be able to get the main idea by skimming the reading text and answering a guiding question -Students will improve scanning skill by answering True and False questions -Students will improve speaking and listening by sharing their own healthy eating plan  |

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| Language Skills:Listening: listening to Teacher and SS’s healthy plan Reading: reading the introduction of healthy plan, pyramid and True and False question. Speaking: talking about healthy food and SS own healthy food plan. Writing: make SS’ own healthy plan.  |

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| Language Systems:-Lexis: Serving, calories, dairy-Phonology: practicing new vocabulary -Function: making your own healthy eating plan |

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| Assumptions:* Students have basic knowledge of nutrition
* Students know their eating habits
* Students already know of good food is necessary for your health.
* Students wants to keep good health
* Students agrees to have good food for their health
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| Anticipated Errors and Solutions:* Students may not be able to understand vocabulary
* Explain by understanding the words by antonyms
* Students may have difficulties planning their healthy food
* Explain using additional information of healthy food.
* If time is short
* Cut post-activity short and only ask 1-2 students to share their healthy eating plan

- If students finish their task earlier than anticipated,🡪 Share their own eating plan  |

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| References: http://healthyohealthy.com/healthy-eating-plan-for-healthy-life/ <http://blog.yonkausa.com/collagen-boosting-foods/> |

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| **Lead-In/Pre-task** |
| Materials: Whiteboard, marker |
| Time | Set Up | Student Activity | Teacher Talk |
| 3min | Whole class | Listen to Teacher’s guide  | Hello everyone. How are you? Introduce topic-main ideaWhat do you eat to make your body healthy? How much are you interested in healthy food? Do you plan for your healthy eating? (Write on the board) “***Healthy Eating Plan for Healthy Life”**** Share my experience of eating healthy food to maintain healthy life.(ex.eat 1egg per day, eat more than once a day of fruits, drink 1spoons of vinegar)

Okay, this is the topic that we are going to read and plan about our healthy eating plan today.  |

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| **Pre-Activity/Present/Task Preparation** |
| Materials: Whiteboard |
| Time | Set Up | Student Activity | Teacher Talk |
| 5min  | Whole class  | Looking at the board and listen to the teachers’ guide also taking a note  | (Write on the board)1. **Vocabulary**

I would like to go over some vocabulary that will help when you will read the article. **\*Serving(Write on the board)** 🡪 Serving has two meanings. You can say when the waiter is serving, which means the act of delivering. And in this article, it says, what a serving; which means an individual quantity of food or drink taken as a part of a meal. **\*Calories(Write on the board)** I believe you have heard of this word before, It’s a thermal unit that characterize the energy-producing potential in food. **\*Dairy Product (Write on the board)** This means Milk and butter and cheese. “Dairy means a farm where dairy products are produced.  |

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| **Main Activity/Practice/Task Realization** |
| Materials: 12copies of **Healthy eating plan for Healthy life**  |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min5min10min |  | Listen to the Teachers guide and answer to the questionsParticipate activity speak out your opinion   | Procedure: 1. Guiding Questions

How does it help you to know food calories to stay healthy? **Instruction**Think about the general background knowledge and read the article about pyramid guide information about healthy eating plan. I will give you 3min to read. Read individually and silently. CCQWhat will you do as you read?Do you read with your partner?How much time do you have?(Pass out the article and run the task) FeedbackDo you need more time to read?(If yes-give 30sec extra reading timeIf no-have SS share their ideas in groups) [Instruction]You will have a worksheet. Look at the Worksheet, there are True or false question. Check true or false or no information as you read. It’s individual work. I will give you 2min. Demonstration For example, I see question 1. “Vegetables are Good to have 8-10per day”, if you see the pyramid, there is 8-10per day required. It is true. Right? You can go on for others as I showed you. CCQWhat should you do? How much time do you have? Who do you work with? Feedback Have all checked the answer?Let’s share the answer from each of the Classmate. [Instruction] Now that we understood the basic information about the food, let’s seehealthy food plan table that is made to see for our review. Read individually for 5min. (Show PPT of eating plan and pictures following) FeedbackWhat was most interesting meal in the plan? Do you want to try any of it?  |

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| **Post Activity/Production/Post Task** |
| Materials: Worksheet  |
| Time | Set Up | Student Activity | Teacher Talk |
| 8min 11min | Whole class  | Share your eating plan  | Now that we read about the what are the healthy food and plan is why don’t we try making for own healthy plan?Here is the worksheet for you to plan. I will give you 8min to plan it. I would like you to share your plan with Classmate. Please remember to use the knowledge you have learned from pyramid and healthy food plan. Make sure you need to write what you can Actually make and follow it.  |