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| **Long-term plan unit:**  **Nutrition** | | **School: «Тасбұлақ орта мектеп-бақшасы»КММ** | | | |
| **Date: 19.11.2021** | | **Teacher name: Нуржакупова Айжан Касымжомарткызы** | | | |
| **LESSON THEME:** | | Digestive organs. Prevention of gastrointestinal diseases | | | |
| **CLASS:** 8 | | **Number present: 9** | | **absent: 0** | |
| **Learning objectives(s) that this lesson is contributing to the currilculum)** | | 4.2 - learn the structure and function of the digestive organs  - know the causes of gastrointestinal disorders | | | |
| **Lesson aims** | | **Learners WAT:**  **All:** Reads the text, understands the content and gives explanations to the organs of the human digestive system.  **Most:** analyzes the digestive system with other organisms, determines its features.  **Some:** They can prove the role of each organ of the digestive system. | | | |
| **Success criteria** | | ***Learners achieve the learning objective if they*** can determine the role of each organ of the digestive system | | | |
| **Language objective** | | **Learners WAT:**  Students will develop:  1) speaking and listening skills in English at the time of presentation of the group  2) writing skills basic English terminology of Biology  Students can describe orally and in writing, to illustrate and explain the cell structure and types and answer questions on this topic during the discussion in the classroom.  **Subject-specific vocabulary & terminology**  Bile, fold, gastric juice, large intestine, liver, microvilli, pancreas, projection, rectum, saliva, small intestine, villi, acidic, cholera, dysentery, fever, headache, nausea, to treat, vomit, typhoid | | | |
| **Values instilled at the lesson** | | Working in pairs encourages friendliness. Group work and discussion with other students and the teacher develop respect for the opinion of others ability to communicate appropriately with peers | | | |
| **ICT skills** | | Interactive whiteboard and the internet for research | | | |
| **Previous learning** | | Prior units of particular relevance include:  Knowledge, skills, understanding and experience that will be required, students have mastered the material in this section. | | | |
| **Plan** | | | | | |
| **Plan edtimings** | **Planned activities (replace the notes below with your planned activities)** | | | | **Resources** |
| **Beginning** | **І. Ұйымдастыру кезеңі.** Оқушылармен амандасу, түгендеу.  Жаңа тақырыпты киім ілгіш әдісімен ашу   * Оқушылар алдын ала дайындап келген материалдарымен таныстырады. * «Дәрігерлер» - асқазан –ішек ауруларын мазмұндап береді * «Диетологтар» - дұрыс тамақтану пирамидасын ұсынады   «Тілшілері» -фаст-фуд өнімдерінің зияны мен колаға тәжірибе | | | | Text |
| **Middle** | **«Who wont to be millionaire?» Кім миллионер ойынымен жаңа тақырыпты пысықтау**  **«Catch a fly» шыбын ұрғыш әдісімен терминдерді қайталау**  **Task 1 Жаңа термин сөздермен танысу**   * Bile – * Gastric juice – * Pancreas – * Rectum – * Saliva – * Dysentery – * Headache – * Vomit – * Nausea – * Fever – * Gastroenteric diseases – * Spoiled -   Сэндвич әдісімен кері байланыс жасау | | | | <https://www.youtube.com/watch?v=Og5xAdC8EUI>  Presentation  Түрлі түсті жіптер, желім, сызғыш, А3 форматындағы қағаз, маркер |
| **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?** | | **Health and safety check** |
| **All students will:**  give explanations to the organs of the human digestive system.  **Most students will:**  analyze the digestive system with other organisms **Some students will:**  prove the role of each organ of the digestive system | | | In this tutorial, there are many opportunities to evaluate student learning:  (1) Survey of students prior knowledge on the topic.  (2) Group discussions during the preparation of the clusters. | | **Health and safety**  there is no danger or risk to health |