



- **Class – 5th Level – A2**

Topic : Eating Right

Subtopic: Food pyramid



OUR AIM

- to practice and develop vocabulary related to food:fruit, vegetables, meat group, dairy group, grain group. ;
- to practice reading and listening skills and speaking skills;
- to practice grammar material:using *much/many; a few/a little; a lot of, lots of , plenty of*
- to develop students' language skills, critical thinking, problem-solving skills, autonomous, 21st century skills and digital literacy,
- to promote communication and collaboration skills;



LEARNING OUTCOMES

- describe food pyramid
- use appropriately *much/many; a few/a little; a lot of, lots of, plenty of*
- find information about food pyramid using online or printed materials.



DIGITAL LITERACY

to develop learners' ability to search and evaluate relevant information using a search engine

to use digital tools to develop learners' language competences
(Mentimeter, Wordwall, Quizlet, youtube, Jamboard)



AUTONOMY

to allow learners to be accountable for their progress by:

flipping the learning of the lesson content (pre-lesson task);

encouraging students to work independently of the teacher, in pairs or small groups;

developing learners' ability to evaluate their own learning ('can do' self-assess at the end of the lesson);

providing opportunities for learners to make choices



MATERIALS

Presentation in Google Slides

Computer,

digital resources

(Mentimeter, Wordwall, Quizlet,youtube, Jamboard)



Pre-lesson task

As Homework, students were given the pre-lesson task:

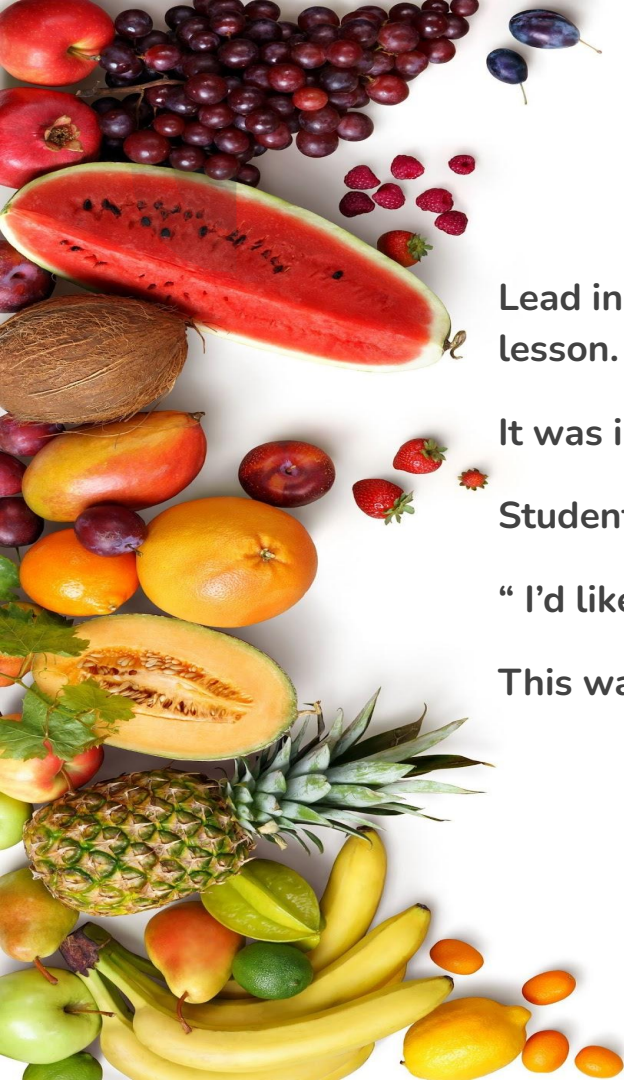
1) Vocabulary Revision – Quizlet cards [Click here](#)

2) Listening. Watch the video about food pyramid [Click here](#)



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We started our lesson with warm-up activities to get students engaged, and provided them with new interesting topic and the way to work together and connect. It stimulated students to be active.



Lead in was designed to be a preface to all the other activities during the lesson.

It was introduced by the teacher with a question: “What would you like to eat?”

Students answered this question, making up a sentence with the structure :

“ I’d like....”

This way they trained how to give opinions.



Speaking

Speaking task was used to improve learners' communication skills and raise interest on topic.

A teacher encouraged students to use the vocabulary and grammar structures they'd already learned.

Let's check the presentation and find out the birds and bees of what we eat

https://docs.google.com/presentation/d/12XQAgDZT5A82_82tVyS015SU_4XgG-ld/edit?usp=drivesdk&oid=111326430935649158840&rtpof=true&sd=true



Reading

Examine the Food Pyramid and understand what it is.

Лінгвіст_Англійська_мова_7_клас_Лінгвіст_Мітчелл_Малкогіанн... pages: 62 - 63 / 152

in each group? And how much should we eat? Learning about healthy eating can be fun with the food pyramid.

a. FATS, OIL AND SWEETS
Too much fat is bad for you. Well, guess what? Dieticians say that too little fat is also bad for you! So don't avoid eating fats. Just don't overdo it!

b. DAIRY PRODUCTS
Milk, yoghurt and cheese are rich in protein and calcium. Protein is necessary for the body to grow and be strong. Calcium is necessary for your teeth and bones.

c. MEAT, CHICKEN, FISH, EGGS, NUTS, BEANS
This food group can also give you the protein you need to be strong and healthy. Meat can help you build strong muscles. However, red meat has got a lot of fat, so you should eat only a little of it. Try to eat more white meat, like fish and chicken.

d. FRUIT AND VEGETABLES
Fruit and vegetables contain many vitamins which help your body fight illnesses. You know what they say: 'An apple a day keeps the doctor away.' So eat plenty of fresh fruit and vegetables. They're good for you!

e. BREAD, CEREAL, RICE, PASTA
Do you hate feeling tired? Well, try eating foods from this group which are rich in carbohydrates. Your brain and body need energy. So eat more from this group to stay energetic!



Listening

Listening task aimed to develop listening skills, to identify specific information and answer the questions.

Watch 'Encino man' Food Mart scene. Watch, listen and translate. What food groups do the guys mention?

https://www.youtube.com/watch?v=jpdZOSjexIA&ab_channel=JoBloMovieClips

Many years ago the famous medic Hippocrates stated: we are what we eat. So, let's check the pyramid once again and make it out: what every food group can give us. Discuss it in groups [Click here](#)



GRAMMAR PRACTICE

Grammar practice task was used to improve and practice grammar connected to the topic : *much/many; a few/a little; a lot of, lots of, plenty of.*

These Grammar units had to be used for the writing task.

3 Grammar

much / many / a lot of / lots of / plenty of

- *Many / A lot of / Lots of / Plenty of people enjoy eating junk food.*
- *Unfortunately, I don't do much / a lot of / lots of exercise.*

too much / too many

- *There's too much sugar in my tea. I can't drink it.*
- *There are too many people in this restaurant. Let's go somewhere else.*

a few / a little

- *A: I want to make a sandwich. Have we got any bread?*
- *B: Yes, there are a few slices of bread on the table.*
- *My salad is almost ready. I just need to add a little salt and some olive oil.*

NOTE *Much, many, a few, a little, a lot, lots, plenty* can also be used as pronouns.

Have you got any money? Just a little.

We don't need any bread. We've got plenty.

Circle the correct options.

1. A: We haven't got **much / many** apples.
B: Don't worry. I can go and buy **a little / a few** apples from the supermarket.
2. There's **many / plenty of** coffee in my cup. I don't want any more, thank you.
3. I'm painting my bedroom and I need **a little / a few** help. What do you say?
4. I don't want **many / much** strawberries. I don't like them very much.
5. I'm sorry but I can't come to the cinema with you. I've got **too many / too much** homework to do.
6. There are **lots of / much** shops in the city centre. Let's go shopping there.



SUMMARISING

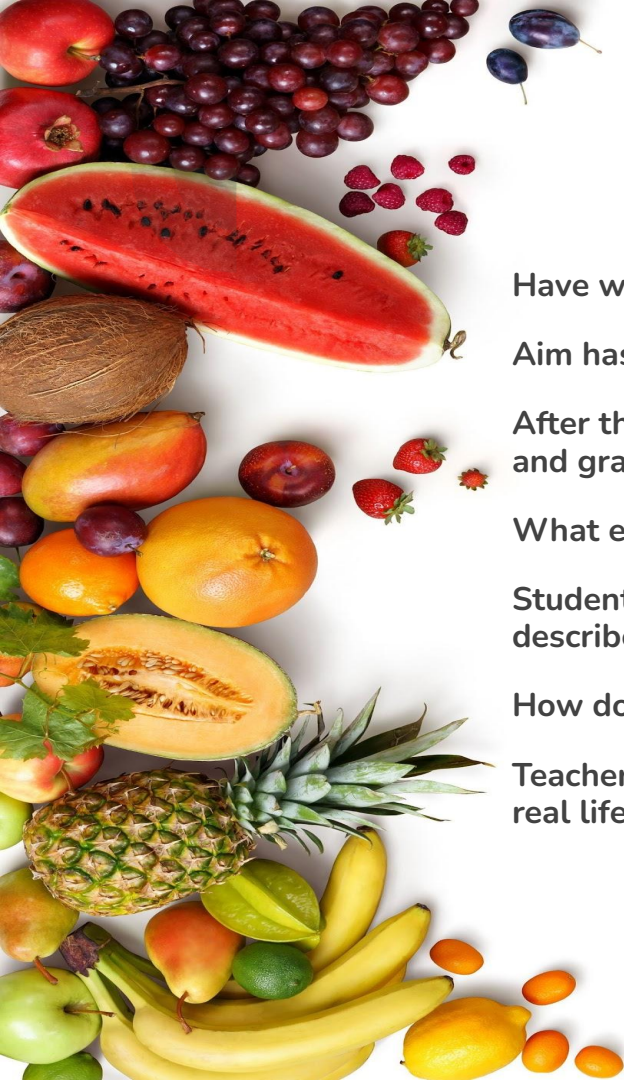
The main goal of this task was to help students assess what they think they have learnt during the lesson.

Students rated the activities with emojis, which is an easy way to reflect and show up their experience.

The teacher's role here was to summarize the key takeaways from the lesson, and explain the homework assignment.

Reflections & Analysis





HOT REFLECTION

Have we achieved our aims?

Aim has been achieved!

After the lesson students can describe food pyramid using the the learned vocabulary and grammar structures.

What evidence do we have that our aims have been achieved?

Students can express themselves giving their opinions on the related topic, they can describe their taste preferences.

How do you feel about the lesson?

Teacher is satisfied that students will be able to use their knowledge in practice and in real life situations.



COLD REFLECTION

Have we achieved our aims?

The aim is achieved but not fully, because pupils need more time for practice structures *a few/a little; a lot of, lots of, plenty of*.

After the lesson students can describe food pyramid using the learned vocabulary but some grammar structures cause some problems with usage. That's why this structure needs more lessons for practice.

What evidence do we have that our aims have been achieved?

A teacher adds extra grammar practice for the next lessons till the time the structure is used with a confidence

What are the key points of the lesson?

The key points of the lesson are not only improving grammar use of the certain structures, enriching or refreshing vocabulary on the topic, the opportunity to practice reading and speaking skills but also introducing and cultivating healthy eating habits which should lead to the deep realising of the true wealth of people's life.



What went well?

- The lesson included a variety of activities such as discussions, practice exercises, and a writing task, which engaged students and kept their interest throughout the lesson.
- The explanations and examples provided helped students understand and grasp the concepts easily.
- The use of visuals and real-life examples made the lesson more relatable and practical.

Were our students ever confused?When?

Some students were confused when distinguishing between countable and uncountable nouns, especially when dealing with abstract concepts. More targeted practice could have helped alleviate this confusion.

What students enjoyed about the lesson?

Students enjoyed discussing their favorite foods and sharing experiences about **LIKES** and **DISLIKES** to the pyramid groups during the lesson.



ACTION POINTS

We will continue to develop our skills and knowledge In future will learn more about new methods of assessment, such as short quizzes or reflection journals, student portfolio to measure students' understanding and retention of the lesson content over time.

Encourage students to provide feedback not only to the teacher but also to their own work as well as to their peers.

A hand is shown from the top left, holding a wooden block. The block has the word 'THANK' printed on it in black, bold, uppercase letters. The block is positioned at the top of a vertical stack of five wooden blocks. The background is a solid, bright yellow. In the top left corner, there is a faint, semi-transparent green circular logo.

THANK

YOU

FOR

YOUR

ATTENTION