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| **Long-term plan section**:  Unit 4: Organic and non-organic world | | **College:**  Almaty Multidisciplinary College | | |
| **Группа:** IS-113R | | **Number of attendees: 13** | **Number of absent:** | |
| **Theme** | | “Discussing the difference between organic and non-organic food “ | | |
| **Learning objectives achieved in this lesson** | | 10.2.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;  10.3.3 - explain and justify own and others’ point of view on a wide range of general and curricular topics;  10.4.1 - understand main points in extended texts on a wide range of familiar and some unfamiliar general and curricular topics; | | |
| **Lesson objectives** | | Learners will be able to:  •listen for specific information and elicit new vocabulary words related to food production  •define the words related to organic and non-organic food production;  •discuss and justify their attitude to healthy food  •determine the benefits and harm of organic/ non-organic products on our health from the text | | |
| **Evaluation criteria** | | 1) listen for specific information and elicit new vocabulary words related to food production  2) classify the words related to organic and non-organic food production  3) speak about and express their point of view on the healthy food  4) define the impact of organic / non organic food production on our life from the text | | |
| **Interdisciplinary connections** | | Biology, Chemistry | | |
| **ICT skills** | | Smart board for presenting a classwork | | |
| **Prior knowledge** | | Virtual Reality. Progress check | | |
| **During the lesson** | | | | |
| **Planned stages of the lesson** | **Planned lesson activities** | | | **Resources** |
| **Lesson start**  **10 minutes** | The lesson greeting. To check attendance. The teacher sets the lesson objectives, let students know what to anticipate from the lesson.  Worming up: What Kind of food do you like? Do you like vegetables? Fruit? Meat? Elicit their answers.  **Method**: “**Prediction**”  Suggest to predict the theme of the lesson from the proverb:”You are what you eat..” Elicit their answers.  **Descriptor:**  A learner:  •tells the theme  **Method: “Cluster”** Collect words related to “**Food** “  Suggested Answer Key:  FRUIT: apples, pears, bananas, melon, grapes,  oranges, lemons, etc.  VEGETABLES: potatoes, carrots, broccoli, tomatoes, lettuce, cucumbers, etc.  MEAT: beef, lamb, pork, chicken, etc.  DAIRY PRODUCTS: milk, cheese, yoghurt, butter, cream, etc.  **Descriptor:**  A learner:  • tells related words | | |  |
| **Lesson start**  **25 minutes** | **Method. Pre-listening**  **Ex1,p50** Present vocabulary related with organic and non –organic food production through pictures.  Play the video and elicit Ss comments.  **Descriptor:**  A learner:   * pronounces the words in chorus and individually * matches the words to the pictures * comments the picture and express an oppinion   **Ex2, 50** **Method Pair work.** Match the columns to make sentences according to sample: *In organic food production……*  **Descriptor:**  A learner:  • Reads the structures  • Matches the structures  \*Less able students match the columns;  more able students match the columns and make sentences according to sample  ex.2, p.50 **Method Pre-reading** Read the title and the headings.What is the text about? Listen and read to find out.  Reading for specific information.  Ask Ss to read statements 1-6. Then give them time to read the text again and mark them according to what they read.  **Descriptor:**  A learner:  • Reads and listens to the text  • Elicits the facts on the organic food  • Tells the class what the text says :The text is about the benefits of eating organic food  **Method** “**Group Work’’** -True (T) or False (F). Read the text again and mark the sentences (T) or (F) or DS (doesn’t say)  Students discuss and classify organic and non-organic food production in two-column graphic organizer.  **Descriptor:**  A learner  \* Discusses the topic  \* Uses the lesson-related words  \* Fills in the graphic organizer.  More able students  \*analyzes the data  \*presents the information to the class | | | Video-audiophiles  “Action” 10 grade  vocabulary work  exercises  Illustrative materials  https://www.youtube.com/watch?v=Bm1EOwZyY80&t=145s  Mobile Phone for translating works |
| **End of the lesson**  **5 minutes** | Giving homework. SB ex9, p51 (find information about GMO) To prepare a poster. To look up information on the Internet or any other sources.  **Reflection – Questions. (Ss fill self assessment list)**  Ask students: 1)What have you learned today? 2)What  can you do now? Elicit answers:  e.g.I can talk about use organic and non-organic food  3)Which two things about non-organic food have the worst effect on our health? 4)Why? (more able students can summarize in one sentence). | | |  |
| **Differentiation - how do you plan for more support? What tasks do you plan to set for more capable students?** | **Assessment - how do you plan to check the level of learning of the material by the students?** | | | **Health and safety** |
| Differentiation  **By learning styles.**  Visual learners are supported through posters on the Talking walls on the organic and non-organic food.  Kinesthetic learners better memorize the target vocabulary through working with the cards.  Auditory learners while reading the text on food follow the text in the listening format.  **By support.**  Less able learners  will be supported through step by-step modified instructions, sentence frames,  glossaries, thinking time.  **By task:**  Group Work: Students discuss and classify organic and non-organic food production in two-column graphic organizer.  Descriptors:  A learner  • Discusses the topic  • Uses the lesson-related words  • Fills in the graphic organizer.  More able students  \*analyzes the data  \*presents the information to the class | Observe learners when participating in reading, listening,  speaking, writing. Did each learner involved into work? If not, why  not? (e.g. didn’t understand what to do; not so confident speaking English; not interested in topic; | | | Health promoting techniques  Breaks and physical activities used.  Open the window to refresh the air in the classroom during the break. |
| **Reflection on the lesson**  **Were the lesson / learning objectives realistic?**  **Have all students achieved the AC?**  **If not, why not?**  **Is the differentiation correct in the lesson?**  **Were the time stages of the lesson withstood?**  **What were the deviations from the lesson plan and why?** |  | | | |
| **Overall score**  What two aspects of the lesson went well (think both teaching and learning)?  1:  2:  What could improve the lesson (think both teaching and learning)?  1:  2:  What did I find during the lesson about the class or the achievements / difficulties of individual students, what needs to be paid attention to in subsequent lessons? | | | | |