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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** | “Organic and non-organic worlds" |
| **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 production2) classify the words related to organic and non-organic food production3) speak about and express their point of view on the healthy food4) 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 sampleex.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 gradevocabulary work exercisesIllustrative materials https://www.youtube.com/watch?v=Bm1EOwZyY80&t=145sMobile 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 food3)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, whynot? (e.g. didn’t understand what to do; not so confident speaking English; not interested in topic; | Health promoting techniquesBreaks 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? |