**Short term lesson plan**

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| **Unit:** | **4.Organic and non-organic worlds** |
| **Teacher’s name:** | **Aigerim Akhmetzhanova** |
| **Date:** | **07.12.2021** |
| **Grade: 10a** | **Number present:**  | **Number absent:** |
| **Theme of the lesson:** | **Organic food** |
| **Learning objective(s):** | **10.1.5** use feedback to set personal learning objectives**10.2.5** recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics and curricular topics**10.2.4** understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics |
| **Lesson objectives:** | **All learners will be able to:**listen and read for gist and for specific information**Most learners will be able to:**listen and read for gist and specific information, to learn animals and their habitats, to learn prepositional phrases**Some learners will be able to:**listen and read for gist and specific information, to learn animals and their habitats, to learn prepositional phrases, talk about the steppe, prepare a poster of plants and animals that live on our steppe |
|  **Assessment criteria:** | Learners have met the learning objective if they can: speak about animals and their habitats, the steppe |
| **Plan** |
| **Planned timings** | **Teacher’s activities**  | **Learners’ activities** | **Assessment** | **Resources** |
| Beginning of the lessonBrainstorming method8 min | GREETINGSThe teacher sets the lesson objectives, letting students know what to anticipate from the lesson.**Warm-up**Ask Ss to think of as many words as they can under each heading related to food.Check Ss' answers around the class.Suggested Answer KeyFRUIT: 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. | Ss present vocabulary related to food | Descriptor:-elicits ideas-talks about food |  |
| Middle15 minRevising the theme7 min | To talk about organic foodAsk Ss to talk in pairs about which organic food they buy and give reasons why (not).Ask various Ss to tell the class.To read for specific informationAsk Ss to read statements 1-6. Then give them time to read the text again and mark them according to what they read.To consolidate new vocabularyExplain the task and give Ss time to complete it.Check Ss' answers.**Organic food no more nutritious**Write the headline “Organic food no more nutritious” on the board and ask the students to guess if statements a-h are true (T) or false (F)a. Scientists have found that non-organic food is no longer nutritious.b. The article suggests people shouldn’t waste money on organic food. c. Research says vitamin content in organic/non-organic food is the same. d. The researcher said there was more phosphorus in non-organic food. e. The researcher said people should think more about pesticides.  “Envelope” method**To prepare a poster**Explain the task and ask Ss to work in small groups. Ss can use ideas from the text on p. 6. Ask various Ss to present their posters to the class. | Ss do the taskSs choose true or false sentencesSs work in groups, make a poster | Descriptor:-talks about which organic food he or she buy-marks the statements-reads and understands main point in the textDescriptor:-guesses the statements-puts true or false-shares with opinionDescriptor:-revises new theme making poster-presents the work in the class | SBtextHandouts with taskposter |
| End of the lesson5 min | FEEDBACK Homework: Ex8**Saying goodby** | Ss give feedback on the lesson |  | Ladder of success |

**Ex3. Listen and mark the sentences T (true), F (false) and DS (Doesn’t say).**

1. People have recently started eating organic food.
2. Only items that are 100% can have on organic label on them them.
3. Biological pesticides are not as effective as chemical ones.
4. On organic farms, compost is used as a fertilizer.
5. Synthetic hormones are used to prevent disease in animals.
6. Non-organic foods are higher in antioxidants.

**Ex4. Fill in: hormones, compost, ingredients, produce, welfare, pesticides.**

1. Organic farming methods protect animals’ \_\_\_\_\_\_\_\_\_\_.
2. This bread contains some organic \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
3. Some animals are given \_\_\_\_\_\_\_\_\_\_\_\_to make them produce more milk.
4. Local \_\_\_\_\_\_\_\_ is fresher because it doesn’t need to travel far before it’s sold.
5. Many farmers spray their cops with chemical \_\_\_\_\_\_\_\_\_\_ to prevent pest damage.
6. You can easily make \_\_\_\_\_\_\_\_\_from your kitchen and garden waste.

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Types of organic food

Rules of producing organic food

Benefits of eating organic

 Fruits

Vegetables

Dairy products

 [**Jah Vinci**](https://jah-lyrics.com/artist/jah-vinci) **- It's A Great Day**

**I can hear the children playing outside
Someone whistling as they pass by
I can hear the birds as they singing good morning
I'm loving this feeling
Ooh, ooh, ooh

'Cause it's a great day to be alive
When I know that there's nothing greater than life
So I won't worry about my problems
Today, I'm wearing a smile
I'm just living my life**

Brining light to my problems
Like no more of hiding in silence
Yesterday is gone, I won't complain
Living life feels amazing
It's not about what I could have done
BUt it's about what I'm gonna do
Ooh, ooh, ooh, oh
My life ain't perfect, but it's worth it
Looking forward for something new
'Cause I deserve it

It's a great day to be alive
When I know that there's nothing greater than life
So I won't worry about my problems
Today, I'm wearing a smile
I'm just living my life