**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 lesson  Brainstorming method  8 min | GREETINGS  The 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 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. | | Ss present vocabulary related to food | | Descriptor:  -elicits ideas  -talks about food |  |
| Middle  15 min  Revising the theme  7 min | To talk about organic food  Ask 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 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.  To consolidate new vocabulary  Explain 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 task  Ss choose true or false sentences  Ss 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 text  Descriptor:  -guesses the statements  -puts true or false  -shares with opinion  Descriptor:  -revises new theme making poster  -presents the work in the class | SB  text  Handouts with task  poster |
| End of the lesson  5 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