Lesson plan

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| **Unit 8. Food and drink** | | | | **School: Kamenka secondary school** | | | |
| **Date: 25.04. 2019** | | | | **Teacher name: Kamelkhanova A.K.** | | | |
| **Grade: 8 b** | | | | **Number present:6** | **Absent:** | | |
| **Themeof the lesson:** | | Cuisines around the world | | | | | |
| **Learning objectives that this lesson is contributing to** | | **8.1.3.1** Respect differing points of view  **8.1.8.1** Develop intercultural awareness through reading and discussion  **8.3.5.1** Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks  **8.3.7.1** Use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics  **8.4.2.1** Understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;  **8.4.7.1** Recognise typical features at word, sentence and text level in a range of written genres | | | | | |
| **Lesson Objectives** | | **Learners will be able to:**   * review vocabulary related to world food and nationality adjectives * realize particular facts and parts in reading passage * discuss some questions on the topic of the lesson | | | | | |
| **Assessment criteria** | | Learners have met learning objectives **8.1.3.1, 8.1.8.1, 8.4.2.1**and  **8.4.7.1**if they can find particular facts, parts and appropriate words in this reading passage and fill in the table. Their ability to answer the questions using topic related vocabulary while discussing the diversity of the world cuisine is also very important ( these are objectives **8.3.5.1**  **8.3.7.1)**. | | | | | |
| **Value links** | | Value and respect for diversity  Willingness to learn from the experience of others | | | | | |
| **Cross curricular links** | | Geography | | | | | |
| **ICT skills** | | Learners can fill in the table on their computers. Teacher demonstrates material using active board. | | | | | |
| **Previous learning** | | Travelling | | | | | |
| **PLAN** | | | | | | | |
| **Planned timings** | **Planned activities** | | | | | | **Resources** |
| **Beginning**  10 min  **Middle**  30 min | **(W) Introducing lesson objectives**  **(W) Warm-up**  Teacher focuses learner’s attention on the title of the unit.  Teacher shows learners the map of the world and elicit the names of some of the countries.  Teacher places some pictures of food on the active board and encourages the learners to look at the food items, name them and say where they come from.  Learners should think of any more international food and give the example to the whole class.  Learners connect this topic with the previously learnt theme (Travelling).  Today we learn ‘Cuisines in the world’  **(P)Activity 1:International Food**  Teacher directs the learners to the food photographs on Worksheet and ask them if they can name any of the foods in the pictures and match the pictures of food with the country.  Teacher elicits the names of the food and the ingredients of the various dishes wherever possible and gives learners a chance to work in pairs.  Teacher writes the following countries down:  o The UK  o Mexico  o India  o Ethiopia  o China  o Japan  The learners practice nationality vocabulary by asking questions such as: ‘Is Sushi Chinese?’  Teacher elicits the answer: ‘No, it’s Japanese’.  **Marking ‘Smiles’**  **Answers:** The dishes are: **Chinese stir fry**- традиционная для китайский кухни техника быстрого обжаривания пищи в раскалённом масле в глубокой сковороде с покатыми стенками при постоянном помешивании. В воке жарят нарезанные кусочками мясо и морепродукты, овощи и лапшу. При такой скоростной температурной обработке продукты сохраняют свежесть, аромат и значительную часть своих полезных свойств, **Japanese sushi**- блюдо традиционной японской кухни, приготовленное из риса с уксусной приправой и различных морепродуктов, а также других ингредиентов., **British fish and chips**- в русском языке также используется транслитерация **фиш**-энд-чипс) — блюдо, состоящее из рыбы, обжаренной во фритюре, и нарезанного крупными ломтиками картофеля фри. , Mexican  **Fajitas-** блюдо [техасско-мексиканской кухни](https://ru.wikipedia.org/wiki/%D0%A2%D0%B5%D0%BA%D1%81-%D0%BC%D0%B5%D0%BA%D1%81), представляющее собой завёрнутое в [тортилью](https://ru.wikipedia.org/wiki/%D0%A2%D0%BE%D1%80%D1%82%D0%B8%D0%BB%D1%8C%D1%8F) (мягкую пшеничную лепёшку) жареное на [гриле](https://ru.wikipedia.org/wiki/%D0%93%D1%80%D0%B8%D0%BB%D1%8C) и нарезанное полосками [мясо](https://ru.wikipedia.org/wiki/%D0%9C%D1%8F%D1%81%D0%BE) с [овощами](https://ru.wikipedia.org/wiki/%D0%9E%D0%B2%D0%BE%D1%89%D0%B8). В качестве мясного ингредиента чаще всего используется [говядина](https://ru.wikipedia.org/wiki/%D0%93%D0%BE%D0%B2%D1%8F%D0%B4%D0%B8%D0%BD%D0%B0), но также встречается использование [свинины](https://ru.wikipedia.org/wiki/%D0%A1%D0%B2%D0%B8%D0%BD%D0%B8%D0%BD%D0%B0), [курятины](https://ru.wikipedia.org/wiki/%D0%9A%D1%83%D1%80%D1%8F%D1%82%D0%B8%D0%BD%D0%B0), а иногда и [морепродуктов](https://ru.wikipedia.org/wiki/%D0%9C%D0%BE%D1%80%D0%B5%D0%BF%D1%80%D0%BE%D0%B4%D1%83%D0%BA%D1%82%D1%8B)., **Ethiopian injera-** эфиопический хлеб **and Indian curry**- название разнообразных распространённых на юге [Индии](https://ru.wikipedia.org/wiki/%D0%98%D0%BD%D0%B4%D0%B8%D1%8F) пряных густых жидких блюд из тушёных овощей, бобовых и/или мяса. Карри обычно приправляются пряной смесью приправ и, как правило, подаются с рисом  **(P,W)Activity 2**  Learners should discuss the following questions first in pairs, then with the WC:   * How far is it important for people to try a world cuisine?- Насколько это важно для людей, чтобы попробовать мировую кухню? (A style or method of cooking, especially as characteristic of a particular country, region) * Are you a food adventurer?   **Marking ‘Smiles’**  **(W) Activity 3**  **Revision of Grammar Rules**  Learners should review eight parts of speech because they should identify nouns, verbs and adjectives while reading the text.  Teacher tells the learners that they are going to read short texts about the dishes around the world. Learners should be divided into 2 groups. Each group will have 5 different texts.  **Differentiation**  One learner will have one text depending on his/her language level, but they will exchange their texts, so each learner will read five texts in their group.  **(G,W)Activity 4**  Teacher asks the learners to find definitions for unknown words, fill in the table and read carefully as they have to guess the picture of food.  (If they find the name correctly looking at the picture, they get a point, if not lose 1 point)  **Formative Assessment:** Learners should assess themselves checking the task together as a whole group. Teacher monitors the process and makes corrections if it is necessary.  **(W) Activity 5**  Make a food each group. | | | | | | Power point presentation  PPT Slides 1-6  Some resources were taken from this site. You need to copy and paste if you want to use it.  <https://esol.britishcouncil.org/sites/default/files/attachments/informational-page/Unit%203_Food%20around%20the%20world.pdf>  PPT Slide 7  PPT Slide 8  Handout 1 and Handout 2  PPT Slides 9-11  PPT Slide 12 |
| **End**   1. min | **(IW) Plenary 5 minutes writing**  Teacher gives learners a chance to write what was easy /difficult to do on the lesson. | | | | | | PPT Slide 13 |
| **Additional information** | | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | | **Assessment – how are you planning to check learners’ learning?** | | | **Health and Safety links** | |
| Differentiation by support | | | Teacher monitors and fills in the Formative assessment form.  Peer-assessment | | | Make sure cords are not tripping hazard.  Switch off the active board if you do not use it.  If learners are tired, do physical exercise with them.  Open the window to refresh the air in the classroom during the break. | |
| **Reflection**  Were the lesson objectives/learning objectives realistic? What did the learners learn today? What was the learning atmosphere like? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why? | | | | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.** | | | |
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| **Summary evaluation**  **What two things went really well (consider both teaching and learning)?**  **1:**  **2:**  **What two things would have improved the lesson (consider both teaching and learning)?**  **1:**  **2:**  **What have I learned from this lesson about the class or individuals that will inform my next lesson?** | | | | | | | |