



**Автор:** Жолдаспаева Гульзада Ахметжановна

**Предмет:** Английский язык

**Класс:** 10 класс


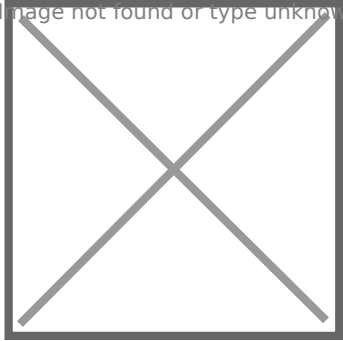
**Раздел:** Organic and non-organic worlds

**Тема:** Organic food and non-organic food. Vertical farming.

Learning objective(s) that these lessons are contributing to	-use feedback to set personal learning objectives - recognise 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 - understand main points in extended texts on a wide range of familiar and some unfamiliar general and curricular topics - explain and justify their own and others' point of view on a range of general and curricular topics - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately
Lesson objectives	All learners will be able to: -predict possible answers before reading - read the text and fill in the gaps - add new words to vocabularies
Lesson objectives	Most learners will be able to: -read and fill in the gaps -Work in groups
Lesson objectives	Some learners will be able to: <input type="checkbox"/> make up questions about the article
Language objective	To contribute to the development of writing and reading skills
Value links	Respect, Cooperation, Digital Learning/21st Century Skills
Cross curricular links	Biology, Chemistry
ICT skills	Smart board for presenting a PPT and video
Previous learning	Organic and non-organic food
Kazakh culture	Organic food in Kazakhstan
Pastoral care	To create a friendly atmosphere for collaborative work

### Ход урока

Этапы урока	Запланированная деятельность на уроке	Ресурсы
Orientation (2 min (W))	Lesson Objectives <input type="checkbox"/> practice skills in identifying the author's view and purpose and expressing your point of view; <input type="checkbox"/> discuss and present the advantages and disadvantages of vertical farming and organic and non-organic food. <input type="checkbox"/> Students will compare organic and non-organic farming <input type="checkbox"/> Students will define benefits of organic farming <input type="checkbox"/> predict possible answers before listening <input type="checkbox"/> add new words to vocabularies <input type="checkbox"/> listen and fill in the gaps <input type="checkbox"/> make cluster and cinquain	PPP Slide 1-2
Warm-up (3 min)	Students share the ideas they associate with the saying 'You are what you eat!'. Students are informed on the topic of the lesson.	PPP Slide 3

Этапы урока	Запланированная деятельность на уроке	Ресурсы
presentation (5 min (I) 7 min(I))	<p>Project «Organic and Non-Organic Worlds» Students are divided into 2 groups by the cards with words organic/non-organic and get acquainted with assessment criteria: Your groups name Criterion 1 Sayings Criterion 2 True /false Criterion 3 Cluster Criterion 4 Cinquain Total points 1 1 2 2 3 3 Students watch the video connected with the topic.</p> <p><input type="checkbox"/> 1) Inside the former tag arena is about 450 kinds of leafy greens.  <input type="checkbox"/> 2) The root misting system allows using 95 % less water.  <input type="checkbox"/> 3) Instead of the sun there are rows of specialized LED lighting.  <input type="checkbox"/> 4) Vertical farming could not feed overpopulated cities.  <input type="checkbox"/> 5) They also would cut greenhouse emissions by eliminating the need to transport food over short distances.</p> <p><input type="checkbox"/> 1-false  <input type="checkbox"/> 2-true  <input type="checkbox"/> 3-true  <input type="checkbox"/> 4-false  <input type="checkbox"/> 5-false</p>	Slide 9-11 This Farm of the Future Uses No Water.mp4
Reading (7 min (P))	<p>Pre-Reading Tell students that they are going to read an article about vertical farming. Get them discuss these questions:</p> <ul style="list-style-type: none"> <li>• What do you think a vertical farm is?</li> <li>• How does it work?</li> </ul> <p>While-Reading  Choose and fill in the gaps the sentences A-H  Answers:  1) C 2) F 3) H 4) E 5)G 6)A 7) B</p> <p>After-Reading Students make cluster in groups.</p>	**Note: Now you can check the answers with
Group work: (7min (Gr))	<p>Sayings about food:</p> <p><input type="checkbox"/> Food is an important part of a balanced diet.  <input type="checkbox"/> Let food be our medicine and medicine be our food.  <input type="checkbox"/> Main idea 1: Use your windows to grow fruit and vegetables like tomatoes, peppers and strawberries.  <input type="checkbox"/> Main idea 2: Convert the roof of your block of flats into a garden or the idea of vertical farming</p>	<p>Image not found or type unknown</p> 
Reflection (3 min (Gr))	Students write cinquain: Virtual Farming.	<p>Image not found or type unknown</p> 
Feedback (4 min (I))	Students at the end of the lesson write about organic and non-organic food, vertical farming any interesting information they could have learnt during the last two lessons. Students take sheets of papers and give feedback.	Students' Feedback Slide 15