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| **Topic** | **Carbohydrates.** |
| **Date** |  |
| **Class** | 9 class |
| **Teaching aims** | to learn the features of the structure and function of carbohydrates |
| **Content objectives** | By the end of the lesson students will be able to:  -to know type of carbohydrates (mono-, di-, polysaccharides);  -to know the chemical composition of carbohydrates;  -to know the function of carbohydrates;  -be able to classify types of carbohydrates.  -be able to describe structure and function of carbohydrates. |
| **Language objectives** | Lexis: Monosaccharides, disaccharides, polysaccharides, isomers, glucose, simple sugar  Functional language:  I think it is…  I think they are…  Describing types, structure and function of carbohydrates |
| **Cognition objectives** | By the end of the lesson students will be able to:  analyze the structure and function of carbohydrates |
| **Culture objectives** | By the end of the lesson students will be able to:  compare glycogen and starch |
| **Communication** | Discussing features of the structure and function of carbohydrates; comparing mono-, di-, polysaccharides |
| **Content** | Reading the topic «Carbohydrates», working with vocabulary and performing the exercise. |
| **Assessment** | * Discuss the role of carbohydrates * Explain the classifications of carbohydrates * List common monosaccharides, disaccharides, and polysaccharides |
| **Materials** | worksheets, markers, papers, cards |

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| **Stage name/aim** | **Procedure** | **Time** | **Interaction**  **pater** |
| **Greeting (to greet the students)** | T greets students, set the instructions.  T: Good morning students. How are you? Let`s start our lesson.  -What do you know about chemical composition of cells?  Now, we will play a game. You have to stand at left side if I will name nonorganic substances. You have to stand at right side if I will name organic substances. Let`s start. Water, Protein, Animal, Fat, Mitohondria, Mineral salt, Carbohydrates, Rock, Nukleusasid.  Ss move at left or right side in class.  T: Sit down, please. | 3 min | Whole class. |
| **Lead-in (to set the context and activate prior knowledge)** | T introduce the topic of the lesson.  T: Today we will talk about carbohydrates. What do you know about carbohydrates?  On the blackboard a spider is drawn, on the branches of which the teacher records student responses  Ss answer the questions | 2 min | Whole class |
| **Presentation** | T divides the class into group  T: Look on the table lie green, red and yellow card, choose one. Who chose green card sit down on together, with red card – together, with yellow card – together.  T asks student to read the text (**Attachment 1**)  T: Read the text, then  group«green» make a poster «Monosaccharides», group «red» -«Disaccharides», group «yellow» -«Polysaccharides».  **ICQs:**  What do you need to do? Do you work alone? What do you present?  Ss read the texts  T: Now I would like you to present your poster. You have 10 minutes.  **ICQs:**How much time do you have?  Ssmake a poster, present poster  T: Well done | 15 min | group work |
| **Practice** | T give student instruction to work with vocabulary word (**Attachment 2**).  T: Look at the board. On the board,you see attached chamomile with definitions. Started first group. One from your group came at the board, take definition, read the definition and name the term. Then other student from second group came at the board, and then student from third group came.Let`s begin.  Sswork with vocabulary, name the term.  T: Good job!  T give student worksheet with differentiated exercise(**Attachment 3**).  T: You have to perform the exercise. If you perform test you will get mark«3». If you perform all exercises, you will get mark«4» or «5».Workindividually. You have 10 minutes.  **ICQs:**How much time do you have?  Do you work individually or in-group?  Ss perform exercises.  Evaluate. T gives student answers in paper.  T: Let`s check in pair. Exchange your work. Appreciate each other.You have 2 minutes.  **ICQs:**Do you watch the video? How much time do you have? Do you work with your partners?  Sscheck exercises in pair and evaluate.  T check success level.  T: Raise your hand who got a score of 3,4,5. | 18min | In group,  individually, in pair |
| **Summarizing and reflection** | T summarizethe lesson.  T: What we studied today?How many types of carbohydrates are classified? Name them. What do they have in common? What is the role of carbohydrates in living organisms?  Ss answer the questions.  T assesses the level of students’ progress.  T: On the table, you have three-color card. Choose one card (green – I know everything; yellow – I have questions; red –I need help) and hand them up.  Ss assess themselves.  T: Excellent!  T gives homework to student.  T: Open your diary. Write your homework: repeat new word. Some student write report about diabetes.  **ICQs:**Do you make a presentation? Do you write essay?  Ss write homework in their diary.  T:Good job! Well done!  The lesson is over. Good-bye! | 2 min | Whole class, individually |