

БӨЛІМ: АҒЫЛШЫН ТІЛІ

My favourite film

ЖАРИЯЛАНДЫ
05.03.2022

СІЛТЕМЕ
<https://bilimger.kz/115989/>

Мухамедова Нургуль Наримановна

Lesson Plan

Unit of a long term plan: Music and film		School: «Akmet Baitursynov. Secondary school №10»	
Term 3		Teacher name: Mukhamedova N.N. V. V.	
Class: 9 Ә, Б, В		Number of present: absent:	
Lesson title	My favourite film		
Learning objectives(s) that this lesson is contributing to (link to the Subject programme)	9.16 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.53 explain and justify their own and others' point of view on a range of general and curricular topics 9.57 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics		
Lesson objectives	By the end of the lesson all learners will be able to: <ul style="list-style-type: none"> ü identify the content of the story on curricular topic "My favorite film" with considerable support ü listen to an unfamiliar topic with considerable support ü explain and prove their own point of view in an oral report on the topic "My favorite film", making up not less than 3-4 sentences using conditionals ü talk on films using specific vocabulary most learners will be able to: <ul style="list-style-type: none"> ü identify the content of the story on curricular topic "My favorite film" with little support ü listen to an unfamiliar topic with little support ü explain and prove their own point of view in an oral report on the topic "My favorite film", making up not less than 5-6 sentences using conditionals some learners will be able to: <ul style="list-style-type: none"> ü identify the content of the story on curricular topic "My favorite film" without support ü listen to an unfamiliar topic without support ü explain and prove their own point of view in an oral report on the topic "My favorite film", making up not less than 7-8 sentences using conditionals 		
Assessment Criteria	<ul style="list-style-type: none"> ü Figure out the content of the context with some support. ü Evolve arguments, reasons on a curricular topic. ü Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences. 		
Level of thinking skills	<ul style="list-style-type: none"> ü Higher order thinking skills ü Application 		
Values links	<ul style="list-style-type: none"> ü attentive listening ü respect and tolerance to different points of view ü collaboration skills ü productive team through following group work rules 		
Cross-curricular links	Art		
Previous learning	Types of films: Adventure, fantasy, animation, action, thriller, biography, comedy, documentary, romance, science fiction, musical, horror.		
Plan			
Planned timings	Planned activities	Resources	

<p>Middle</p>	<p>Task 1. (G.) Pre-listening. Aim: to prepare the students for the listening, to set a context, familiarize them with the unknown vocabulary Differentiation by scaffolding. <i>(Less able students are given unknown words from the listening text with definitions; more able students are given unknown words from the listening text with synonyms. Words are on cards. Students have to make up sentences with these words in groups).</i> RICH strategy: Teacher: You will work in the same groups. Instructions: ü You will get cards with unknown words. ü Read carefully the definitions or synonyms of these words! ü Make up sentences with the given words! Concept checking: ü What should you do first? ü What should you do second? ü What should you do third? Handouts: ü Cards with definitions. ü Cards with synonyms. For less able students:</p>	<p>-</p>																												
<p>5 min.</p>	<table border="1"> <thead> <tr> <th>Words</th> <th>Definitions</th> </tr> </thead> <tbody> <tr> <td>to span v.</td> <td>to extend across</td> </tr> <tr> <td>to split into v.</td> <td>to be separated into parts</td> </tr> <tr> <td>to concern v.</td> <td>to be about</td> </tr> <tr> <td>an obstacle n.</td> <td>a thing that blocks one's way or prevents or hinders progress</td> </tr> <tr> <td>to reunite v.</td> <td>to come together or cause to come together again after a period of separation or disunity</td> </tr> <tr> <td>preliminary adv.</td> <td>coming before a more important action or event</td> </tr> </tbody> </table> <p>For more able students:</p> <table border="1"> <thead> <tr> <th>Words</th> <th>Synonyms</th> </tr> </thead> <tbody> <tr> <td>to span v.</td> <td>to include</td> </tr> <tr> <td>to split into v.</td> <td>to divide, to share, to separate</td> </tr> <tr> <td>to concern v.</td> <td>to refer, to relate</td> </tr> <tr> <td>an obstacle n.</td> <td>barrier</td> </tr> <tr> <td>to reunite v.</td> <td>reconnect, reunify</td> </tr> <tr> <td>preliminary adv.</td> <td>prior, initial</td> </tr> </tbody> </table>	Words	Definitions	to span v.	to extend across	to split into v.	to be separated into parts	to concern v.	to be about	an obstacle n.	a thing that blocks one's way or prevents or hinders progress	to reunite v.	to come together or cause to come together again after a period of separation or disunity	preliminary adv.	coming before a more important action or event	Words	Synonyms	to span v.	to include	to split into v.	to divide, to share, to separate	to concern v.	to refer, to relate	an obstacle n.	barrier	to reunite v.	reconnect, reunify	preliminary adv.	prior, initial	<p>Words/definitions Words/synonyms Oxford Dictionary of English ©University Press 2010, 2107, 2019 MSdict Viewer Version 11.0.895 www.mobisystems.com https://dictionary.cambridge.org/us/dictionary/english/preliminary</p>
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<p>End 2 min.</p>	<p>Homework — Make a slide presentation. Differentiation by task. <i>(Teacher gives the instructions about the homework by choice of the students).</i> 1st topic – “The main hero – Daniel Radcliffe (Harry Potter)” (internet resources) 2nd topic – “Why he’s cool?” (write the main facts) 3rd topic – “Why it’s worth watching this film?” (make an advertisement)</p>	
<p>2 min.</p>	<p>CAN DO SELF-EVALUATION</p> <ul style="list-style-type: none"> ü I can talk on topic “My favorite film”; ü I can explain my point of view. ü I can use the 3rd conditional. 	
<p><i>Additional information</i></p>		
<p><i>Differentiation – how do you plan to give more support? How do you plan to challenge more able learners?</i></p>	<ul style="list-style-type: none"> ü Differentiation strategies for weaker learners (differentiation by resources - weaker students are given additional resources to do the task - Task 1 for “Pre-listening”) ü Differentiation strategies for weaker learners (differentiation by support - weaker students are given additional supports to do the task (Task 2 for “While-listening”) ü Differentiation strategies for better learners (Example: differentiation by number: better students are given more tasks (number of sentences) “Task 4 – Make a report”) ü Differentiation strategies for better learners (differentiation by task: better students are given more challenging task “Homework”) 	
<p><i>Assessment – how do you plan to check students’ learning?</i></p>	<p>Peer assessment’s feedback in the Led in, Pre-listening (task 1) and Post-listening (task 3). Self-assessment in While-listening (task 2). Criteria-based assessment in Pre-listening (task 1), While-listening (task 2), Post-listening (task 3) and in Task4 (make a report).</p>	

ҚМ АА Күәлік нөмірі: **KZ45VPY00102718** — ҚР Мәдениет және Ақпарат министрлігі

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