

БӨЛІМ: АҒЫЛШЫН ТІЛІ

Module 6 Structure and criteria for a good film review

ЖАРИЯЛАНДЫ
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СІЛТЕМЕ
<https://bilimger.kz/58372/>

АННОТАЦИЯ / АҢДАТПА

Aitzhanova B

Learning objectives(s) that this lesson is contributing to	L2 understand with little support most specific information in extended talk on a limited range of general and curricular topics S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges		
Lesson objectives	All learners will be able to: use some target functional language appropriately in functional exchanges and pronounce some target words and phrases clearly with support Most learners will be able to: use a range of target functional language appropriately in functional exchanges and pronounce most target words and phrases clearly with support Some learners will be able to: use a range of target functional language appropriately in functional exchanges and pronounce most target words and phrases clearly with little support		
Previous learning	basic phrases for making and accepting suggestions/asking about alternatives		
Plan			
Planned timings	Planned activities	Excel Resources	
Beginning the lesson	To present situational language Play the recording. Ss listen and repeat chorally or individually.	Teacher Notes Ex.1-3, p.72	
L2	To listen and read for specific information Play the recording. Ss listen and follow the dialogue in their books and answer the question in the rubric. Direct Ss to the Word List to look up the meaning of the words in the Check these words box. To learn synonymous phrases Read out the phrases. Refer Ss back to the dialogue and elicit the synonymous ones from various Ss around the class.	Class CD Ex 4, p 72	
S6	To act out a dialogue and to consolidate situational language through translation Explain the task and read out the Study Skills box and give an example (e.g. say 'Not really. Quiz shows are boring.' in a dull monotone voice and point out that in this way you can convey boredom and disinterest). Ask Ss to work in pairs, take roles and read out the dialogue. Monitor the activity around the class and ask some groups to read out the dialogue in front of the class. Pay special attention to Ss' intonation. Elicit the L1 equivalents for the sentences To practise role-playing Explain the situation. Remind Ss that they can use the dialogue in Ex. 2 as a model as well the sentences in Ex. 1 to help them complete the task. Ss complete the task in pairs. To help Ss, draw the diagram (in the T's book) on the board and elicit appropriate phrases Ss should use. Write them on the board. Ss can refer to the diagram while doing the task.	Ex 1-2,4, p.74	
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?	Cross-curricular links Health and safety check ICT links Values links	
monitor less able learners in group work and give further modelling and drilling support	assess pronunciation of individual sounds and intonation in role play and sentence	cross-curricular links: languages [contrasts with L1]	
challenge more able learners to leave some lines blank in script of role play to promote spontaneous interaction	assess learner interactive ability in role play		
Reflection	Answer the most relevant questions from the box on the left about your lesson.		
Were the lesson objectives/learning objectives realistic?			
Did I stick to timings?			
What changes did I make from my plan and why?			

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