

БӨЛІМ: ЖАЛПЫ РУБРИКА

Focusing on TV programmes and films

ЖАРИЯЛАНДЫ
11.10.2020

СІЛТЕМЕ
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Балмағанбет Жанара Болатбекқызы

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Lesson plan

Unit of a long term plan: <i>Entertainment and Media</i>		School: School – lyceum named after A.Bokeikhanov	
Date:		Teacher name: Balmaganbet Zhanara Bolatbeckyzy	
CLASS: 7		Number present:	absent:
Lesson title	Focusing on TV programmes and films		
Learning objectives	7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics 7.S3 give an opinion at discourse level on a growing range of general and curricular topics 7.S5 keep interaction with peers to negotiate, agree and organize priorities and plans for completing classroom tasks 7.U5 use questions which include a variety of different tense on a range of familiar general and curricular topics		
Lesson objectives	All learners will be able to: Ø Know new words and make a dialogue on given theme Ø Name some kind of TV programs and films by teacher's support Ø Do activities according to topic. Most learners will be able to: Ø Talk about their favourite films and TV programs Some learners will be able to: Ø Discuss advantages and disadvantages of watching TV		
Assessment criteria	Present types of TV programs to consolidate new words Discuss TV programs using adjectives Talk about favourite films and TV programs		
Values links	1) <i>Common history, culture and language</i>		
Cross-curricular links	Russian, Art		
Previous learning	Different activities, based on the content of the books		
Plan			
Planned timings	Planned activities (replace the notes below with your planned activities)	Resources	

<p>Start 10 min</p>	<ul style="list-style-type: none"> — -Hello! Are you ready today's lesson? — Who is on duty today? — Who is absent? — What is the weather like today? — Divide into two groups using the candies. — Let's try our today's new theme. <p>Brainstorming. (W) 1. Do you watch TV every day? 2. What kind of TV program or film do you watch? 3. What is your favourite TV program? 4. Do you usually watch film at home or at the cinema?</p> <p>Work with new words. (W)</p>	<p>Active board, candy, cards, pictures</p>
<p>Middle 27 min</p>	<p style="text-align: center;">«Think together» (P)</p> <p>Match the definitions with pictures news - A) Story of the daily life of a family educational program B) Information about what is happening in the world. quiz show- C) Information for pupils and students. Developing pupils' and students' scope</p> <p>soap opera— D) People try to win prizes by answering questions or guessing the questions get education couch potato- E) A cartoon is a illustrated, animated visual art. Specially for children adventure- F) A person who spends much time sitting or lying down, usually watching television cartoon - G) A program where a group of people come together to discuss different problems or topics put forth by a host talk show- H) Adventure Films are exciting stories, with new experiences or exotic locales</p> <p>Work with video To make a cluster. (G)</p> <p>More able learners- match the new words with the definitions using video. Less able learners- write the new words name using video.</p> <p>Work with book Task 1. Teacher discusses TV programs, go through the adjectives in the list, explain, read out the example exchange with a learner and then learners discuss the TV programs using the adjectives. True or False Task2. Introduce the topic and mark sentences 1-7 as True, False, Doesn't say.</p> <p>Learners talk about their favourite films answering the questions in the rubric. (P)</p>	<p>Active board, cards, smiles</p> <p>Video, flipchart, marker, smiles https://www.youtube.com/watch?v=zBCO6RufkLM</p> <p>Book, pen, active board</p>
<p>End 8</p>	<p>Play a game: draw cartoons (P). (Extra) Teacher gives pictures of the cartoons. One student should describe it and one should draw. Feedback In your groups and give feedback "2 stars and 1 wish" to the other groups. Two Stars and a wish.....</p>	<p>Pencils, markers, poster</p>
<p>Additional information</p>		
<p>Differentiation - how do you plan to give more support? How do you plan to challenge the more able learners?</p>	<p>Assessment - how are you planning to check learners' learning?</p>	<p>Health and safety check PPT, video</p>

<p>More able learners- match the new words with the definitions using video. Less able learners- write the new words name using video.</p>	<ul style="list-style-type: none"> · After every task I will give the smiles · Through questioning and the redirecting of questioning in feedback activities 	<p>Health saving technologies. Using physical exercises and active activities. Rules from the Safety Rules book which can be applied in this lesson.</p>
<p>Reflection <i>Were the lesson objectives/learning objectives realistic? Did all the learners achieve the lesson objectives/ learning objectives? If not, why? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?</i></p>	<p>In your groups and give feedback “2 stars and 1 wish” to the other groups. Two Stars and a wish.....</p>	
<p>Summary evaluation What two things went really well (consider both teaching and learning)? What two things would have improved the lesson (consider both teaching and learning)? What have I learned from this lesson about the class or individuals that will inform my next lesson?</p>		

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