КГУ Школа-гимназия №22 им.М.Ауэзова

г. Кентау Туркестанская область

Краткосрочный план урока английского языка на тему Entertainment and Media 7 класс

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| **Unit of a long term plan:** | 5 Entertainment and Media |
| **Teacher name:** | Братухина Анастасия Ивановна |
| **Date:** | 13.02.2024 |
| **Grade:** | 7 |
| **Lesson title** | Creativity and skills: Entertainment and Media |
| **Learning objectives** | 7.1.9.1 use imagination to express thoughts, ideas, experiences and feelings  7.4.5.1 deduce meaning from context in short texts on a growing range of familiar general and curricular topics  7.5.4.1 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics |
| **Lesson objectives** | Learners will be able to:  • All of the S - write film review cohesively by filling in gaps using reading model text and own imagination  • Most of the S - write film review coherently by answering questions using reading and own imagination  • Some of the S - create own film review both cohesively and coherently by "Theme cells" using reading and own imagination |
| Value links  Cross curricular links  ICT skills | openness and cooperation, lifelong education  journalistic  working with web-sites |

**Plan**

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| **Stages / Time** | **Teachers actions** | **Students actions** | **Assessment criteria** | **Resources** |
| **Beginning of the lesson *6 min*** | | | | |
| **Warm-up** | *Organization moment*  1.Greeting.  • With books closed, ask students: “What films do you like to watch?”  Elicit ideas and write them on the board | Students name their favourite films.  The aim: To develop Students’ speaking skills “My favourite film is… / My favourite films are…” and create friendly atmosphere  Efficiency: By telling the tastes and listening to others’ ones they show their appreciations and learn to respect someone’s feeling. | *«The praise»* method is used to evaluate Students with phrases like:  “Great!  I like it too! I find it interesting!” | Топ Mischievous Smile стикеры для Android и iOS | Gfycat |
| **Lead - In** | Group dividing.  Teacher gives puzzles with tree characters from the movie "Alice through the looking glass" so that students divide into 3 groups. | Students get puzzles of "Alice through the looking glass" and divide into 3 groups. |  | *Puzzles* |
|  | Watching trailer and asking questions about it. | Students answer the Teacher’s questions about the trailer and guess the theme of the lesson. | *Formative Assessment*  *C:\Users\Evrika\Desktop\Без названия.jpg*  *Good job!* | <http://m.imdb.com/title/tt2567026/videoplayer/vi2708190489?ref_=m_tt_ov_vi> |
| **Middle of the lesson** | | | | |
| **Theme cells table**  **5 min** | Teacher asks students to “Read the film review and fill the table”. Card 1 | (Group work)  Students read the review, look up unknown words and fill the table. Card 2 | *Descriptor:*  - fill in the table with correct information from the text  *Bloom's taxonomy - Knowledge Understanding*  \* deduce meaning from context in short texts | Card 1    Card 2 |
| **Displaying**  **2 min** | Teacher asks students to “Find necessary words and collocations from "Theme cells table" (card 2) and "Film Review" (card 1) to fill in the gaps” | (Group work)  Students work with previously given cards, find necessary words and collocations and fill in the gaps. | *Descriptor:*  - fill in the gaps with correct information from the text / the table.  *Bloom's taxonomy - Knowledge Understanding*  \* deduce meaning from context in short texts  \* write topics with some support | Card 3 |
| **Top Tip questions**  **4 min** | Teacher asks students to “Answer the questions about Film Review (pay attention to full answers; make sure you understand the meaning of the question words; check the tenses and word order of your sentences).” | (Group work)  Students answer the questions giving full answers, using correct tenses and correct word order in the sentences. | *Descriptor:*  - understand the meaning of the questions words  -give full answers  -use correct tenses  -use correct word order in the sentences  *Bloom's taxonomy -*  *Application Analysis*  \* use imagination to express thoughts, ideas, experiences and feelings | Card 4 |
| **Pre-writing**  **5 min** | Teacher asks students to “Tell the Film Review using Theme cells table only.” and gives some time to make notes and sentences. | (Group work)  Students write film review with the help of the table. | *Descriptor:*  -give full information  -use correct tenses  -use correct word order in the sentences  *Bloom's taxonomy -*  *Evaluate Create*  \* use imagination to express thoughts, ideas, experiences and feelings  \* write topics with some support | Card 2 |
| **Writing**  **15 min** | Teacher asks students’ opinion about all of the cards, which of them helped the students most and least. Then teacher asks students to “Elect any task you have liked (Display, Top Tip questions or Theme cells table) and write a film review about your favourite film.” | (Individual work)  Students write a film review about their favourite films. | *Bloom's taxonomy -*  *Evaluate Create*  \* use imagination to express thoughts, ideas, experiences and feelings  \* write topics with some support | Card 1    Card 2    Card 3 |
| **End of the lesson**  **5 min** | Teacher asks student to give the feedback “Was your first choice for self-writing right? Why?” | Using the stickers “I liked it / I didn’t like it / So-so” students give their opinion about their choices. | Teacher thanks the students / students thank each other for great participation. | Описание: Картинки по запросу бас бармақ әдісі  Stickers and a poster |
| **Giving home task, saying good-buy** | Home task: Write a review about any film you want. Make up at least 10 sentences. | Student write down the task |  |  |







