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| **Unit of a long term plan** | | | | | **School: 130** | | | |
| **Date:** | | | | | **Teacher name: Abdreshova Ayaulym** | | | |
| **CLASS: 7** | | | | | **Number present:** | | | **absent:** |
| **Lesson title** | | **Structure and criteria for a good film** | | | | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | 7.C7 develop and sustain a consistent argument when speaking or writing  7.L2 understand with little support most specific information 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.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:***  *Speak about current theme*  *Understand the vocabulary*  ***Some learners will be able to:***  *Compute highlighted words in the text and use it in Speaking*  *Discuss the text using phrasal verbs in speech*  ***Most learners will be able to:***  *Formulate correct sentences*  *Make questions*  *represent chosen picture and describe it*  *maintain the conversation and interact in a group work* | | | | | | |
| **Assessment criteria** | | Use strong verbs in Speaking  Formulate correct sentences  Speaking with appropriate vocabulary | | | | | | |
| Levels of thinking (Bloom’s  Taxonomy, revised version) | | Recognizing, comparing, explaining, differentiating, planning, producing.(Remembering, Analyzing, Understanding). | | | | | | |
| **Values links** | | *Make friendly atmosphere to work together* | | | | | | |
| **Cross-curricular links** | | Science, history, natural science, geography | | | | | | |
| **Previous learning** | | *Reading and talking about film genres* | | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | **Resources** | |
| Start | *Revise the grammar tasks of the previous lesson.*  *Today we have very interesting theme, we are continuing the theme films. We will learn about types of film and it’s structure.*  *D: Learners guess and answer to the question*  *Let’s discuss about your favorite genre of films.*  *What comes to mind when you hear the word Movie?*  *Why you like it?*  *What do you feel when you watch it?*  *.*  *D: Learners discuss the theme get ready to answer.* | | | | | | Posters  Posters  Video | |
| Middle | *So let’s speak about genres of film.*  *Look at these pictures, what do you think of them?*  *There are types of film, let’s name it:*  *Historical film*  *Action film*  *Love story*  *Adventure films*  *Cartoon*  *Western*  *Comedy*  *Thrillers*  *Melodramas*  *Musicals*  *Choose the one and tell about it. Why you like it?*  *Teacher divides the students into 3 groups to discuss.*  *Every teenager loves the film Harry potter. Let’s play a game. Divide into 3 groups of faculties of Hogwards. Make a presentation and tell to the class.*  *D: Ss state their opinion, debate on the theme.*  *D: Learners guess their opinion. Draw Venn diagram, answer to the questions.*  *Work in pairs. Use the TV guide and useful language box to decide what to watch tonight.*  *Gallery walk*  *Teacher divides into pairs the students. In each corner there will be TV channels. Pairs will move around these corners and discuss the channels. When teacher turns on the song they should change their corner.* | | | | | | Interactive board  Interactive board | |
| End | *Giving home task: To write an Essay about your favorite film.* | | | | | |  | |
| **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?** | | | **Health and safety check** | | |
| *Plan the lesson to use more visual aids to support the learners. Make questioning to help them to express their opinion. To challenge more able students, give them collaborative works. Allow access to dictionaries (e.g. on their phones) to check spelling. • les able students can be asked to write the names of TV programmes for each type. Use*  *Active learning activities, differentiate the students by their abilities, give them roles to act.*  *Debate*  *Use graphic organizers*  *Gallery walk to interact more able students and less able students.* | | | Make questioning: by Taxonomy Bloom (Remembering, Analyzing, Understanding)  Differentiate Ss by their abilities. | | | Health saving technologies.  Using physical exercises and active activities. | | |
| **Reflection**  *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?* | | | | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.** | | | | |
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| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2: | | | | | | | | |