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| **7.3 B** **Entertainment and Media** | | | **School: Al-farabi, Shu** | | | |
| **Date: \_\_\_\_\_\_\_ \_\_\_\_ 2020** | | | **Teacher’s name: Iskandarova Gulgaz** | | | |
| **Grade 7 \_\_** | | | **Number present:** | **absent:** | | |
| **Theme of the lesson:** | | | **Film reviews (Genres)** | | | |
| **Learning objectives(s) that this lesson is contributing to** | | **7.C3** Respect differing points of view  **7.S5** Keep interaction with peers to negotiate, agree and organize priorities and plans for completing classroom tasks  **7.UE7** Use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics  **7.R3** understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts | | | | |
| **Lesson objectives** | | **All learners will be able to:** | | | | |
| * Know 45 % of vocabulary related to “Films (genres)”; * Use present perfect and present simple tenses with no more than two or three mistakes; * Use no more than 1 phrase to express the opinion about the film. | | | | |
| **Most learners will be able to:** | | | | |
| * Know 65 % of vocabulary related to “Films (genres)”; * Use present perfect and present simple tenses with no more than two mistakes; * Use no more than 2-3 phrases to express the opinion about the film. | | | | |
| **Some learners will be able to:** | | | | |
| * Know 85-90 % of vocabulary related to “Films (genres)”; * Use present perfect and present simple tenses with no mistakes; * Use 4-5 phrases to express the opinion about the film. | | | | |
| **Language objective** | | Use subject specific vocabulary, use appropriate Present Perfect and Present Simple Tenses | | | | |
| **Value links** | | Responsibility | | | | |
| **Cross curricular links** | | Art | | | | |
| **Previous learning** | | At the previous lesson learners developed listening and speaking skills working creatively and cooperatively in groups while discussing TV programmes and films. | | | | |
| **Use of ICT** | | projector or Smart board for showing a presentation, online video resources | | | | |
| **Intercultural awareness** | | Accept diversity of other cultures | | | | |
| **Pastoral Care** | | Student centered teaching: respect, support;  To create a friendly atmosphere for collaborative, pair and individual work.  Promote a sense of self-esteem and self-respect and respect for others among all the learners. | | | | |
| **Health and Safety** | | Everyday classroom precautions will ensure that safety measures are provided to prevent the exposure of electrical power cords | | | | |
| **Planned timings** | **Planned activities** | | | | | **Resources** |
| 1-2 min  3- 7  min    8-10  min.  **Main part**  11-15  min.  16-18  min.  19-22 min  23-24 min  26-27 min    28-30  min    31-33  min    34-35 min  36-38 min  39-40 min | **Organization moment**  **Formative assessment 1** Checking up the home task  **Differentiation**   * All learners – work in WB   \*More able learners – work in WB + report about the favourite films  **Criteria for assessment**  **A learner:**   * Match phrases correctly (1 answer=1 mark)   (max 5 marks)   * Uses phrases in completing sentences correctly   (1 correct sentence=2 marks)  (max 10 marks)  **To get achieved – max. 10 marks**  \*More able learners tell about their favourite films  **The main part of the lesson**  **Lead-in:**  Show learners the video “Introduction to film genres”. Learners have to remember all film genres in the video. On the cards given before learners have to mark what genres they watched in the video. Then they can look at the blackboard – there are genres of films mentioned in the video.  **Formative assessment 2 Criteria of self -assessment**  **A learner:**   * Marks film genres correctly (1 genre=1 mark)   **To get achieved - max. 19 marks**  After watching the video learners should try to guess the topic of the lesson.  **Questions:**   1. What are the differences between films which you have watched in the video?   **Possible answers:**   * They have different names. * They have different plots. * They have different actors. * They have different ideas. * They have different events.   Answer: They have different genres.  2. Name the film genres you have watched in the video. (individual work )  Learners should guess the lesson objectives – **films and their reviews.**  **Today you will:**   * Revise some words connected with the film genres”; * Know the film genres using their definitions   **Formative assessment 3 Vocabulary practice:**   * Give the vocabulary connected with the topic of the lesson.  1. Learners should find their pair using connected vocabulary 2. Learners should practice their pronunciation:   The 1st learner shows a picture with a film or a famous actor and the 2nd should name a genre of this film and find its description on the board   1. After guessing learners change their position, but learners showing pictures don’t move and wait for the next learner   **\*Learners must change their pictures.**  **\*\* Differentiation**  **The each learner has to find:**   * More able learners - the definition of the film genre * Less able learners – the film of these genre   **Learners put in Appendixes in their copy-books**  **Listening Formative assessment 4**  Learners have to listen to the teacher that reads wrong genre descriptions. If they hear wrong sentence – they rise **RED** indicator, if right **– GREEN**   1. Comedy is very sad and tragic film**. RED** 2. Cartoon is film for children, often computer-animated. **GREEN** 3. Documentary is film with phantasy. **RED**   **Reflection**   * **Green apple= cool** * **Red apple = boring**   **COUNTING MARKS** | | | | | **WB ex 6 p 41**  Match the words to form phrases and use these phrases to complete sentences  **Counting marks for home task**  <https://www.youtube.com/watch?v=r620iOdP3pA>  Handout 1- here are presented all types of films for self-assessment  **+ Suspense, epic, drama, romance, action, science-fiction, family, dance, comedy, musical, horror, noir, war, thriller, documentary, fantasy, revenge, supernatural, historical**   * **TV- play, sport, school, detective, comics, gags**       **Didactic material**  **Appendix 1**  **Didactic material**  **Appendix 2 (pictures and descriptions of film genres)**  **Appendix 3**  **(names of films according to their genres)**  Prepare handouts for learners to paste in their copy-books    **Students can use reflection apples for this formative assessment**  **Home task:**  Learn the film genres by heart.  WB ex 7 p 41 use the verbs in the list in the correct tense to complete the sentences  **Each student has 2 apples for reflection** |
| End  1min | Feedback: Teacher asks students what task was difficult to them and which pair worked well. | | | | |  |
| **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?** | | **Critical thinking** | |
| **More support:**   * More support: * Provide less able learners with the vocabulary task on the topic so they can use 5 connected words. * More able learners: * Work with the vocabulary task on the topic so they can use connected words and support less able learners in doing tasks * Encourage them to justify their opinions. | | | * Observe learners when participating in reading, listening, speaking. Did each learner involved into work? If not, why not? (e.g. didn’t understand what to do; not so confident speaking English; not interested in topic; other) | | Learners work individually while listening, apply skills and knowledge to a practical and cooperative task. | |
| **Summary evaluation**  **What two things went really well (consider both teaching and learning)?**  1: Differentiation of the tasks on the vocabulary practice.  2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **What two things would have improved the lesson (consider both teaching and learning)?**  1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2: Paying attention to the psychological characteristics of the learners  What have I learned from the lesson about this class or individuals that will inform my next lesson?  I will pay attention to the psychological characteristics of the learners in order to distribute the work in class among learners | | | | | | |

**Appendix 1 Appendix 1**

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| SERIES | МУЛЬТФИЛЬМ |
| ACTION | ДОКУМЕНТАЛЬНЫЙ ФИЛЬМ |
| DRAMA | КОМЕДИЯ |
| SCIENCE  FICTION | СЕРИАЛ |
| CARTOON | ДРАМА |
| COMEDY | БОЕВИК |
| DOCUMENTARY | НАУЧНАЯ ФАНТАСТИКА |

**Appendix 2**

**Didactic material**

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| Children love them, they can be short or complete films. They're usually funny | CARTOONS |
| It's a funny film which makes us smile | COMEDY |
| It shows a story in different episodes | SERIES |
| This film can tell us about the nature, wild animals or about historical facts | DOCUMENTARY |
| It shows us fighting heroes, for example fighting between different peoples | ACTION |
| This film is about travelling in time, about other planets, about super humans | SCIENCE FICTION |
| It’s a sad film which makes me cry | DRAMA |

**Appendix 3**

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| The Mask, Ace Ventura | COMEDY |
| Game of Thrones, Santa Barbara | SERIES |
| Sharps, The Red Planet | DOCUMENTARY |
| Rokki, Matrix | ACTION |
| X-Men, Terminator | SCIENCE FICTION |
| Romeo and Juliet, Avatar | DRAMA |
| Shrek, Sponge Bob | CARTOONS |