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| **Short-term plan**  **Unit 8:** Space-X | | | **Kazakh-German polytechnic college** | | |
| **Date:** | | **Teacher’s name:** V. Kerimbayev | | | |
| **First-year students** | | **Number present:** | | **Absent:** | |
| **Theme of the Lesson:** | | Independent project | | | |
| **Learning objective(s) that this lesson is contributing to and assessment criteria** | | 10.4.8 - use a wide range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding;  10.5.1 Plan, write, edit and proofread work at text level independently on a range of general and curricular topics.  10.5.2 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; | | | |
| **Lesson objectives** | | * By the end of the lesson students will identify the main points and write a draft version of the analysis of the film applying vocabulary, which is appropriate to the topic and genre. | | | |
| **Assessment criteria** | | Learners will have met the learning objectives if they can:   * identify the main points in the film; * write a short plot summary of the film; * use vocabulary, which is appropriate to topic and genre. | | | |
| **School’s mission, vision and Global Citizenship** | | Skills for life-long learning.  Understanding cultural diversity, being ready for intercultural communication and changes | | | |
| **Value links** | | Learners will be taught how to be respectful and tolerant to other peoples in the world. | | | |
| **Cross curricular links** | | Literature, astronomy | | | |
| **ICT skills** | | Students use video/pictures/PPT; work with links, find information in the Internet. | | | |
| **Previous learning** | | Things you did not know about space. Analysis of sci-fi film from different perspectives (physics, biology, economics). | | | |
| **Health and safety** | | Short physical exercises between the activities | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | | | **Resources** |
| **Beginning**  **1 min.**  **3 min.**  **1 min.** | **Greeting**  -Good morning, students!  -Good morning, teacher!  -How are you today?  -We are fine, thank you!  -What date is it today?  **Warm up**  Show Pictures of the film “Avatar” on the board and elicit what it is. Ask learners if they know the film on the pictures.  **T:** *Do you enjoy watching films? Do you know the film on the pictures? What’s your favourite film or genre?*  **Lesson objectives presentation** | | | | Slide 1  Slide 2 |
| **Middle**  **7 min.**  **3 min.**  **30 min.**  **30 min.** | **Presentation**  **Pre-writing activities**  Watch the trailer of the film and answer the questions:   * What’s the genre of the film? * What’s Avatar? * What’s Pandora?   **Writing a film review**  Activity 1  Remember to the students the way of writing story and pay attention that they are to do only the 1st 4 steps on this lesson.  - Data collection  - Selecting  - Planning  - Drafting  Activity 2  *(The film “Avatar” in English was as a home task for students on previous lesson)*  Divide the class into 3-4 groups, and they analyze the film, if necessary they can find additional information in the Internet. They create a mind-map gathering basic facts about the movie:  1. The title of the film, and the year it came out.  2. The director's name.  3. The genre.  4. The main idea of the film.  5. The peculiarities of the film (3D effects, special language, costumes, relationship.)  **Differentiation**: More able students (MAS) can support less able students (LAS), and MAS can explain whether it is necessary. Teacher’s guide helps the students to understand what exactly they will need to write in an analysis.  Activity 3  Offer students to look through the sample analysis from the previous lesson that students can follow writing theirs.  Start writing the draft version of a story.  Students should follow the mind map and the criteria:  - Demonstrate imagination to express thoughts, ideas, experiences and feelings;  - Explain own point of view on topic;  - Employ appropriate subject-specific vocabulary and syntax to talk topic.  **Differentiation**: mind map, sample analysis and teacher’s guide will help to LAS to write a story. | | | | A trailer of the film “Avatar” https://www.youtube.com/watch?v=6ziBFh3V1aM  Slide 3  Slide 4  Slide 5,  sample analysis of the film, criteria |
| **End**  **1 min.**  **4 min.** | **Homework**  Students should finish writing the draft version of the analysis of the film.  **Reflection**  **«Для меня сегодняшний урок…»** | | | | Slide 6, cards |
| **REFLECTION** | | | | | |
| Were the lesson objectives/learning objectives realistic? | |  | | | |
| What did the learners learn today? | |  | | | |
| What was the learning atmosphere like? | |  | | | |
| Did my planned differentiation work well? | |  | | | |
| Did I stick to timings? | |  | | | |
| What changes did I make from my plan and why? | |  | | | |
| **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:**  **What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?** | | | | | |