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**Шымкент қаласы**

**BOOKS AND FILMS: FEATURES**

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| **Learning objectives (s) that this lesson is contributing to** | | 8.1.7.1 Develop and sustain a consistent argument when speaking or writing;  8.2.2.1 Understand with little or no support most specific information in extended talk on a wide range of general and curricular topics;  8.3.7.1 Use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics. | | | |
| **Lesson objectives** | | Recognize and use vocabulary of the features of books and films;  Identify major concepts and ideas from an information movie world cinema;  Talk about films and books building extended sentences. | | | |
| **Assessment criteria** | | **Learners achieve this Learning Objective, if they can:**  Develop an argument and evolve reasoning while writing or speaking;  Identify detail information in extended talks;  Apply topic related vocabulary in speech appropriately arranging words and phrases. | | | |
| **Level of thinking skills** | | LOTS, HOTS. | | | |
| **Plan** | | | | | |
| **Time** | **Teacher actions** | | **Pupil actions** | **Assessment** | **Resources** |
|  | **Greeting of the learners and introduces the Lesson Objectives** | | Greets teacher |  |  |
| **Beginning of the lesson**  **10 min.**  **Middle of the lesson**  **5 min.**  **Individual work**  **5 min.**  **Group work**  **5 min.**  **Group work**  **5 min.**  **Individual work**  **10 min.** | **Organization moment**  Teacher greets students and creates warm learning atmosphere.  **Warm Up “Repeat the actions and the words”**  **Lead - In. “Who owns?” activity.**    Teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  **FAT**. T gives them film tickets.  **I.** **Pre- reading.** (G) **T shows video about films.**    Method: **Brain storm**  T gives questions and students answer the questions.  1. Which films are popular in your country at the moment?  2. Who is your favorite movie actor?  3. What kind of film or book genres do you know?  Feedback: T gives film tickets  **Descriptor:** Ss answer the questions expressing their own point of view.  **Presentation of the words**  Teacher presents types of books and films that they need in whole lesson,then ask them by choral and individual drill  **Differentiation:** Less able learners will pronounce new words for several times to remember the pronunciation and meaning of lexis.Less able learners also will be supported by more able learners.  **While- reading. (I) “Puzzle game”**  T gives puzzle with task, read and find the film genres.  **Differentiation by support**: Less able students are provided with worksheets with underlined signal words in the text  **T. divides into two groups**  Teacher gives students pictures about films and books, then students choose one of them. If the student takes picture of the book he\she is in the group of **«Books»** If the student takes picture of the film he\she is in the group **«Films»**  In differentiation part **«Flexible pace learning»** method was used to give students a choice in order to make them interested in learning process**.**  **Task 1. (G)**  **Match the book genres to their definitions.**  Method: “**Matching”**  T gives worksheets with task for the group of books.  **FAT “Peer assessment”-** Teacher gives key words and learners change your papers and check each other**.**  **Differentiation:** Less able learners will be supported by more able learners in pair work. More able learners will be involved into the discussion with their partners, and speak about the pictures.  **Task 2. (G)**  **Match the film titles to the types of films.** Teacher gives worksheets with task for the group of films.  **Task 3. (G) St. book ex:1 p 63**  Teacher uses method**: Venn Diagram**  Teacher gives paper with Venn Diagram, then students write about what are the difference between books and films.  **AFL «with tickets»**   |  |  | | --- | --- | | **Assessment criteria** | **Descriptor** | | Skim the text to identify the general information | A learner:  -Students read the text  -Make a Venn Diagram from given text  -Protect poster |   **FAT:T gives the tickets for being fast group**  **Task 4.** (I)  Listen and decide if each statement is **true** or **false**  Teacher uses method: **True or False**  Teacher gives each students cards in which the answers are written. Every student is taking one card, listen and choose true or false.  **AFL «with motivation tickets»**  **FAT “Self assessment”** T shows answers   |  |  | | --- | --- | | **Assessment criteria** | **Descriptor** | | Identify the main ideas in extended talk | defines sentences for **T** and **F** statements; | | | Students respond to greeting  Student’s looks at the picture and try to guess the theme of the lesson  Students own answers.  Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas  **FAT “Peer assessment”-** Teacher gives key words and learners change your papers and check each other  **Descriptor:** Pronounces new words without mistakes;  Matches vocabulary with their meaning;  **Descriptor:**  Read and matches words to the pictures.    **Descriptor:**  Read and matches words with their definitions  **Descriptor:** Pronounces words without mistakes;  Matches types of films with their titles;    **Descriptor**  read the text  make a Venn Diagram from given text  protect poster    **Descriptor**  defines sentences for T and F statements | Formative Assessment  Comments  T praise active Ss with phrases such as: “Nice job! Good job!  Well done!” “One more time, please”  provides feedback each other group  T praise active Ss with phrases such as: “Nice job! Good job!  Well done!” “One more time, please”  Peer assessment  **FAT “Peer assessment”-** Teacher gives key words and learners change your papers and check each other  T praise active Ss with phrases such as: “Nice job! Good job!  Well done!”  Self-assessment  T praise active Ss with phrases such as: “Nice job! Good job!  Well done!” | White board  Pictures,  PPT  Cards  Worksheets  Board  Puzzle  Handouts with pictures  Handouts with pictures  Video  PPT  Cards  Papers and markers  St. book  p 63  CD  Handouts  PPT  Video |
| **5 min.** | **Reflection:** At the end of the lesson, learners reflect on their learning  **Feedback “Tik Tok” activity**. You should write your opinions in this stickers and stick it here.  1.like 2. comment 3. Share 4. save  **Homework: Wb.ex 5,6 p 47** | | Students count their tickets and T puts marks | | **Emoticon** |