Short term lesson plan

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| Unit of a long term plan**Unit 7. Music and film** | **School: Akshukur school-lyceum**  |
| **Date:**  | **Teacher’s name: Rakhiya Rabayeva**  |
| **Class:** 9 б,в,г,ғ | **Number present:** | **Number absent:** |
| **Lesson title** | **Music and film images.**  |
| **Learning objectives(s) that this lesson is contributing to** | **9.C1** use speaking and listening skills to solve problems creatively and cooperatively in groups**9.C6** organise and present information clearly to others**9.S2** ask complex questions to get information about a wide range of general and curricular topics**9.S3** explain and justify their own and others’ point of view on a range of general and curricular topics**9.S7** use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics**9.UE6** use a wide variety of relative, demonstrative, indefinite, quantitative]of pronouns and reflexive pronoun structures on a wide range of familiar general and curricular topics |
| **Lesson objectives**  | **All learners will be able to:*** Comprehend the reading;
* Discuss a problem in groups;
* Apply topic related vocabulary in speech.

**Most learners will be able to:*** Comprehend the reading surely and understand main ideas while reading;
* Discuss a problem in groups and suggest solution for a problem;
* Select, compile, and synthesize information for an oral presentation

**Some learners will be able to:*** Demonstrate the ability to find correct information without any mistakes;
* Comprehend the reading and understand main ideas while reading surely;
* Apply topic related vocabulary in speech with grammar accuracies.
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| **Value links** | Cooperation, respect each other's opinion, functional literacy. |
| **Crosscurricular links** | Art, Social Science, Psychology, Literature (English, Kazakh, Russian), Geography,Information Technology. |
| **Previous learning** | Talking about activities in a city. |
| **Useof ICT** | Smart board for showing a presentation, getting additional information,playing the audio files. |
| **Intercultural awareness** | Discuss that students should know what art is. |
| **Health and Safety** | Breaks and physical activities used. Everyday classroom precautions will ensure that safety measures are provided to prevent the exposure of electrical power cords. |
| **Planned timings** | **Planned activities** | **Resources** |
| Beginning of the lesson**7 min.** | The lesson greeting. **Pre-learning (W)**Teacher greets the class and suggests watching a video. Before the short film Sts. Name form of art they know. Watch a video about music and film images.ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ Ð²ÑÑÐ°Ð¶ÐµÐ½Ð¸Ðµ ÑÐ¼Ð¾ÑÐ¸Ð¹ Ð·Ð½Ð°ÐºÐ°Ð¼Ð¸**A - R - T -**Give one word with this letter connected with the theme.Do you like to read or listen? What do you watch on T.V.? | Slide (useful phrases).PicturesPPTfilm-english.com/2012/02/05/the-joy-of-books/. Films.**Writing** **Worksheet** |
| MainActivities**15 min.****12 min** | **Start Thinking. Group Work. Music and film Quiz. p.80**Ex.1 p.80. Vocabulary Work: match the words with the definitions and put in a correct column in the table.What can people do to change the personal appearance? Why?**Differentiation****In a weaker class**: drill the pronunciation of the difficult words (beard, moustache, dreadlocks, tattoo, and braids).**In a stronger class**, ask students to make up sentences.St. support or critique a strong change in appearance. Ex.3.p.81THE INTRODUCTION OF GRAMMAR: Reflective pronouns.

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| **Personal pronouns** | **Reflective pronouns** |
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Sts. give their examples with pronouns. Ex. 4 - 6p.81. Choose the correct pronoun.**ACTIVATE: Language focus.**Write answers to the questions. What is the difference between reflective pronouns and each other?Workbook p.p.40 – 41(more practice). | Student Book p.80English - Russian Oxford DictionaryStudent Book p.81**Writing** **Worksheet**Teacher's Book p.103. |
| Ending the lesson**6 min.** | **Giving the home task.** **W.B. p.54**Topic» Body Decoration" or presentationStudents express their attitude to the lesson and give self-assessment using the method: “**Six thinking hats**”:* Green: How can you use today's learning in different subjects?
* Red: How do you feel about your work today?
* White: What have you leant today?
* Black: What were the weaknesses of your work?
* Blue: How much progress have you made in this lesson? (Now I can, I still need to work on, I've improved in, Today I learnt... )

Yellow: What did you like about today's lesson?Slide (Homework)Slide "Six thinking hats"**ÐÐ¾ÑÐ¾Ð¶ÐµÐµ Ð¸Ð·Ð¾Ð±ÑÐ°Ð¶ÐµÐ½Ð¸Ðµ** |
| **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** |
| Differentiation can be achieved through the selection of activities, identification of learning outcomes for a certain student, provision of individual support to learners, selection of learning materials and resources based on the individual abilities of learners. | **Assessment criteria:**1. Identify the main idea in extended talks with little support.
2. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.
3. Demonstrate the ability to participate in a conversation.

**Descriptor:**A learner:* selects an appropriate answer.
* completes the task.
* uses appropriate subject-specific vocabulary while speaking.
* discusses questions and answers the questions within the group.
* Observation
* Feedback on the work
 | Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas |

**Appendix 1**

**Teacher observation checklist**

**Student's name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Positive Aspects**

* Completed the individual role-card.
* Used extracts from the text to support his/her ideas.
* Asked open-ended questions.
* Listened while others talked.
* Encouraged peers to share their ideas.
* Added his/her own comments and ideas to other student's comments and ideas.

**Negative Aspects**

* Didn't complete the individual role-card.
* Didn't appear to be listening or interrupted when others were speaking.
* Did not use text to support his/her opinions.

**Comments \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Appendix 2**

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|  | **yes** | **no** | **Need revising** | **Need more practice** |
| I understand the rule of reflective pronouns |  |  |  |  |
| I did exercises for this rule without any mistakes |  |  |  |  |
| I understand the rule for “each other” |  |  |  |  |
| I will do the description of the appearance |  |  |  |  |
| I understand the facts about body decoration |  |  |  |  |
| I have answered all the questions about changing the appearance |  |  |  |  |