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. | | | | |
| **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).  Pictures  PPT  film-english.com/2012/02/05/the-joy-of-books/. Films.    **Writing**  **Worksheet** | | |
| Main  Activities  **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.81  THE INTRODUCTION OF GRAMMAR: Reflective pronouns.   |  |  | | --- | --- | | **Personal pronouns** | **Reflective pronouns** | |  |  | |  |  | |  |  |   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.80  English - Russian Oxford Dictionary  Student 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 presentation  Students 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 |  |  |  |  |