**Lesson plan**

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| **School** | | Aktobe region, Temir district, S.Baishev secondary school | | | | |
| **Teacher**  **name:** | | Kolashova Lena Turekhanovna, a teacher of English | | | | |
| **Unit** | | Unit 8 Creativity | | | | |
| **Date** | |  | | | | |
| **Grade** | | 5 a  **Number present:** | | **absent:** | | |
| **Theme of the lesson:** | | **Films. Types of films** | | | | |
| **Learning objectives** | | 5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics (p.100)  5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  5.UE1 use a structure **to be going** to express intention and plan on a limited range of familiar general and curricular topics | | | | |
| **Lesson objectives** | | **Learners will be able to:**  Identify the type of films and explain an idea  Apply appropriate descriptive language to describe  Create a speech or text in an imaginary way within real and imaginary situations | | | | |
| **Assessment criteria** | | To make simple sentences about films and name the types of films  To express their opinion about films  Make a role-play or dialogues | | | | |
| **Lesson structure** | | | | | | |
| **Planned timings** | **Teacher’s activities** | | **Learners’**  **activities** | | **Assess**  **ment** | **Resour**  **ces** |
| Begin  ning  5min | **Greeting. Active method “Compliment”**  To create a positive learning environment the teachers asks students to start the lesson giving each other compliments.  Then the teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  **(W, I )Warm up**  Teacher shows the pictures of films and ask questions. Free talk  Mad Max: Fury Road - The Action Film We Needed | 411MANIA   * What can you see from the board? * Do you know the names of these films? * Can you guess the type (genre) of these films? * What are we going to talk about at the lesson?   Today we are going to talk about types of films, ask and answer the questions, make dialogues, play games, match the sentences | | Ls warm/greet the teacher and each other  Answering the questions learners are asked to predict the topic of the lesson | |  | PPT |
| Main Activities  23min  10 min  Last 2min | **Activity 1 (W, I)Speaking**  **Active method “Catch and say”**  Teacher throws a ball asking questions, learners answer and throw back to the teacher  -What is your favorite film?  -How often do you see films?  -What type of films do you like?  -How often do you go to the cinema?  Descriptor: A learner  -makes a sentence  -answers the questions  **Activity 2 Work in group**  **Active method “Trackers”**  *Describing the types of films*  Everyone takes a piece of the drawing and finds others with the rest of the pieces. The picture is formed. This way the group decides on what topic they will present.  1 group “Action”  2 group “Comedy”  3 group “Horror”  Each group chooses one genre, describes it and gives examples of films. They present their work in front of the class  **Descriptor: Learners**  -describe the type of the film  -share with their thoughts  **Activity 3 (W,I) Differentiation by learning style**  *A)Teacher gives the learners worksheets. Learners should rewrite the sentences in negative using the structure be going to.*   1. She is going to save her friends 2. Beauty and the Beast are going to fall in love 3. We are going to find my sister 4. The fish are going to escape 5. Winter is going to end soon   *B) Write a short information about a favourite film.*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  **Descriptor:** A learner  -uses the structure “be going to”  -makes correct sentences in a specific vocabulary  **Differentiation by task(W,I)**  Teacher shows a video about types of the film.  **Task1 Level A**  *Match the types of films 1-8 with the descriptions a-e*  **Task 2 Level B**  Do the Film Quiz and check your answer  **Task 3 Level C**  *Make a dialogue on a theme “Films “*   |  |  |  |  | | --- | --- | --- | --- | | **№** | Task 1 | Task 2 | Task 3 | | **1** |  |  |  | | **2** |  |  |  | | **3** |  |  |  | | **4** |  |  |  | | **5** |  |  |  |   **Descriptor:** Learners  -Match the types of films with the descriptions  -Make correct sentences  -Answer the questions  **Activity 5**  **(Pair) Formative Assessment**  **Learning objectives**  5.S3 Give an opinion at sentence level on a limited range of general and curricular topics  5.C3 Respect differing points of view  5.C10 Use talk or writing as a means of reflecting on and exploring a range of perspectives on the world  **Assessment criteria**   * Express a point of view in connected sentences * Demonstrate respect to people’s opinions using lexical units * Consider different perspectives on the world orally or in a written form   **Level of thinking skills**  Higher order thinking skills  **Task**  **In pairs ask and answer the following questions:**   1. Do you have a favourite film? 2. What types of film do you like – horror, comedy, musicial, action. Why? Why not? 3. Do you think anyone can be an actor\actress? Do you need a special talent to be an actor\actress? 4. Do you think all children should watch any types of film? Why? Why not?   **Descriptor:** A learner  -talks to a partner;  -presents topic related information;  -uses topic related vocabulary;  -expresses his/her point of view;  -demonstrates respect to others’ points of view using  lexical units.  **Feedback**  Put *difficult or easy*at the end of the sentences  1 Identifying the types of films was\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2 Matching films with descriptions was\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-  3 Describing one of the types was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4 Working in group was\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Home task**: Film review  **Saying goodbye** | | Learners answer the questions and they can complete their answers | | Verbal  Assess  ment:  Well done!  Good job!  Not bad!  Groups assess each other with “two stars and one wish”  Self-assessment according to the criteria  I did it!  I could do it better!  I need a help!  Peer assessment  According to the criteria  5-Well done!  3-4 Good!  1-2 Try again!  3d малые люди - лестница успеха Иллюстрация штока - иллюстрации  насчитывающей : 49655051  3d малые люди - лестница успеха Иллюстрация штока - иллюстрации  насчитывающей : 49655051  3d малые люди - лестница успеха Иллюстрация штока - иллюстрации  насчитывающей : 49655051  3d малые люди - лестница успеха Иллюстрация штока - иллюстрации  насчитывающей : 49655051  Peer-assessment according to the criteria  5- Well done!  3-4 Good!  1-2 Try again! | A ball  Pictures  Markers  Posters  <https://youtu.be/OvW_L8sTu5E>  Handout1  Handout2  **Sheets** |