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Көкшетау қаласындағы

Сәкен Жүнісов атындағы

Атындағы № 18 орта мектеп-лицейінің

ағылшын тілі пәні мұғалімі

**Reading and talking about film genres**

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| **Unit of a long term plan Unit 6**  **Entertainment and Media** | | **School:** Kokshetau School - lyceum № 18 | | | | | |
| **Date:** | | **Teacher name:** Karabayeva Kunsulu Yernazarovna | | | | | |
| **CLASS: 7** | | **Number present:** 12 | | | **absent:** | | |
| **Lesson title** | | | Reading and talking about film genres | | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | | 7C7 develop a sustain a consistent argument when speaking or writing.  7S3give an opinion at discourse level on a growing range of general and curricular topics.  7L2 understand with little support most specific information in extended talk on a limited range of general and curricular topics. | | | | |
| **Lesson objectives** | | | **All learners will be able to:** recognize all film genres with little support develop speaking and writing skills  expressing ideas on film genres  **Most learners will be able to:** apply specific vocabulary when speaking and writing  match the film genres with limited support  discuss about film genres  **Some learners will be able to:** evaluate each others’ comprehension about film genres during speaking and listening in order to improve their abilities | | | | |
| **Assessment criteria** | | | 1. use film genres when spеaking or writing  2. express оpinions abоut film genres  3. participate in discussions and collaborating work | | | | |
| **Language objective** | | | Film genres: horror, comedy, fantasy, action, | | | | |
| **Values links** | | | Values of national idea «Mangilik Yel» №6, Common history, culture and language | | | | |
| **Cross-curricular links** | | | Self-awareness, Russian , Kazakh language | | | | |
| **Previous learning** | | | Film reviews | | | | |
| **Plan** | | | | | | | |
| **Planned timings** | **Planned activities (replace the notes below with your planned activities)** | | | | | | **Resources** |
| Start  5 minutes | **Class routine**  Get students ready to the class by greeting them, asking questions about their feelings.  Good morning dear pupils! How are you? I’m very glad to see you.  Who is on duty today?  What date is it today?  **Starter**  **Warm-up:** Teacher motivates the class with warming up: Today’s weather is fine that’s why I’m going to the cinema to watch a film. And I’m going to take *a bag* with me. Who wants to go with me? Yes, you’ll go with me. No, I’m sorry, but you won’t go with me.  The task is to say a word with the letter “B”, because I said the word “bag” | | | | | |  |
| Middle  30 minutes | **Introduction. Eliciting**   1. Do you like watching films? 2. What type of film genres do you know? 3. What type of film genres do you like?   There is a video. Learners watch the video about genres of films. Then teacher asks learners what they are going to learn today and learners guess the topic of the lesson.  Learners give possible answers and teacher says the theme of the lesson.  The theme of the lesson Reading and talking about film genres. And they all together with teacher set the lesson objectives.  **Development**  **Task 1 Drilling: Disappearing text (G)**  The teacher writes a short text about film genres and asks learners to read and drill. After that teacher rubs off a small part of it and learners have to say the whole text again. The teacher rubs off more and more in bits and each time learners should say the whole text  **Text**  The science fiction film genre is the hardest to define. Genres are used to identify types of films. A Western film is set in the west and has cowboys and Indians. A horror film is purposed to scare the viewer.  Descriptor: a learner  -finds out information about genres  -devises speaking and listening skills by repeating  Smile assessment  ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ ÑÐºÐ°ÑÐ°ÑÑ ÐºÐ°ÑÑÐ¸Ð½ÐºÐ¸ ÑÐ¼Ð°Ð¹Ð»Ð¸ÐºÐ¸ ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ ÑÐºÐ°ÑÐ°ÑÑ ÐºÐ°ÑÑÐ¸Ð½ÐºÐ¸ ÑÐ¼Ð°Ð¹Ð»Ð¸ÐºÐ¸ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ ÑÐºÐ°ÑÐ°ÑÑ ÐºÐ°ÑÑÐ¸Ð½ÐºÐ¸ ÑÐ¼Ð°Ð¹Ð»Ð¸ÐºÐ¸  **(P) Matching**  **Differentiation by scaffolding**  The teacher divides learners by giving them colours (red and green) into two groups and gives for the first group cards with names of different genres and their pictures, for the second group with translations and pictures. Their task is to match them in pairs. The teacher gives the right answers.  Descriptor: a learner  - uses specific vocabulary and matches the pictures  - expresses the ideas to the whole class.  Oral assessment : Good job! Well done! Excellent!  ÐÐ¾ÑÐ¾Ð¶ÐµÐµ Ð¸Ð·Ð¾Ð±ÑÐ°Ð¶ÐµÐ½Ð¸Ðµ ÐÐ¾ÑÐ¾Ð¶ÐµÐµ Ð¸Ð·Ð¾Ð±ÑÐ°Ð¶ÐµÐ½Ð¸ÐµÐÐ¾ÑÐ¾Ð¶ÐµÐµ Ð¸Ð·Ð¾Ð±ÑÐ°Ð¶ÐµÐ½Ð¸Ðµ  **Task 2. (G), (D) Finish the scene**  **Differentiation by group ability**  The teacher divides learners into two groups according to their levels of ability and, there is a short video, shows one film and pauses it. After this learners should finish this film. Lower level students can draw an activity and write simple sentences to explain. Higher level students can use as a writing activity in which they have to paint the scene in several sentences. Groups share with their paints. Lеаrnеrs sаy onе plus оnе minus to thе grоuр рrеsеntаtiоn.  Descriptor: a learner  - draws and writes simple sentences using specific vocabulary,  - writes several sentences by differentiating,  - evaluates other group by giving stars  ( Star assessment: ( The best speaker! The best painter! )  ÐÐ¾ÑÐ¾Ð¶ÐµÐµ Ð¸Ð·Ð¾Ð±ÑÐ°Ð¶ÐµÐ½Ð¸Ðµ ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ ÑÐºÐ°ÑÐ°ÑÑ ÐºÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð·Ð²ÐµÐ·Ð´Ð¾ÑÐµÐº ÐÐ¾ÑÐ¾Ð¶ÐµÐµ Ð¸Ð·Ð¾Ð±ÑÐ°Ð¶ÐµÐ½Ð¸Ðµ  **Task 3. (W, D) Socratic talk** There are two circles, with one contained within the other. The learners sit or stand in the ‘inner circle’ discuss about genres of films, whilst the ‘outer circle’ listen to what is being said and note down any points that they hear that relate to the stimulus on their note. After a certain amount of time, these roles can be swapped.  **Descriptor; a learner**   * shares information about genres * evaluates speaking and listening comprehensions   **Smile assessment**  ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ ÑÐºÐ°ÑÐ°ÑÑ ÐºÐ°ÑÑÐ¸Ð½ÐºÐ¸ ÑÐ¼Ð°Ð¹Ð»Ð¸ÐºÐ¸ ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ ÑÐºÐ°ÑÐ°ÑÑ ÐºÐ°ÑÑÐ¸Ð½ÐºÐ¸ ÑÐ¼Ð°Ð¹Ð»Ð¸ÐºÐ¸ ÐÐ°ÑÑÐ¸Ð½ÐºÐ¸ Ð¿Ð¾ Ð·Ð°Ð¿ÑÐ¾ÑÑ ÑÐºÐ°ÑÐ°ÑÑ ÐºÐ°ÑÑÐ¸Ð½ÐºÐ¸ ÑÐ¼Ð°Ð¹Ð»Ð¸ÐºÐ¸ | | | | | | Video  <https://www.youtube.com/watch?v=JWitrlewIss>  <https://www.bartleby.com/essay/Science-Fiction-Film-Genre-Analysis-Paper-F3LZXE9KRZYS>  <http://dsp52moscow.ru/smajlik-skachat-kartinki.html>  Pictures of film genres  <https://www.emojistickers.com/products/clapping-hands-sign>  <https://www.youtube.com/watch?v=BJK28p3UbMc>  <http://www.lenagold.ru/fon/clipart/z/zve3.html>  <https://mdou214.edu.yar.ru/>  <http://primdou80.ru/zvjozdochki>  <https://ru.depositphotos.com/stock-photos/%D1%81%D0%BC%D0%B0%D0%B9%D0%BB%D0%B8%D0%BA.html>  <http://dsp52moscow.ru/smajlik-skachat-kartinki.html>  <https://ru.depositphotos.com/stock-photos/%D1%81%D0%BC%D0%B0%D0%B9%D0%BB%D0%B8%D0%BA.html> |
| End  5 minutes | **Plenary**  **Just a minute** Learners take it in turns to speak for one minute about the topic of the lesson without repetition, pause or mistake.  - Teacher monitors the activity and at the end gives feedback  (I)learners do feedback using “Can do” strategy (2 min)   |  |  |  |  | | --- | --- | --- | --- | |  | Assessment criteria | Yes | No | | 1 | I know film genres |  |  | | 2 | I can spell all film genres |  |  | | 3 | I can describe a film |  |  | | 4 | I can write sentences using film genres |  |  |   **Homework:** to write about favourite film (low level learners write 7-8 sentences, high level learners write 9-12 sentences)  **Class routine**  Dear children our lesson is over. Thank you for your attention. Good bye! | | | | | |  |
| *Additional information* | | | | | | | |
| *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?* | | *Health and safety check* | |
| *Less able learners will* use specific vocabulary and match the pictures, draws and write simple sentences using specific vocabulary, share information about genres  *More able learners will*- express the ideas to the whole class, - evaluate other group by giving stars, evaluate speaking and listening comprehensions | | | | Smile assessment  Oral assessment  Star assessment  Can do | | PPT  Video  Interactive board  ICT links are provided using video and presentation  I used active exercises | |