Бекітемін \_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit 5 Creativity** | | | | | **School: 36 secondary school** | | | |
| **Date: 5ә 10.01 5а 11.01**  **5b 12.01 5g 11.01** | | | | | **Teacher name: A.Orazova** | | | |
| **Class: 5th** | | | | | **Number present:** | | | **Absent:** |
| **Lesson title** | | **Types of films** | | | | | | |
| **Learning objectives(s) that this lesson is contributing to (link to the Subject programme)** | | **5 L1** understand a sequence of supported classroom instructions  **5 L4** understand the main points of supported extended talk on a range of general and curricu8lar topics  **5 S7** use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  **5 W3** write with support factual descriptions at text level which describe people, places and objects | | | | | | |
| **Lesson objectives** | | **All learners will be able to** use the main points of supported advanced communication on a range of general and curricular topics  **Most learners will be able to** explain and compare using vocabulary of general topic  **Some learners will be able to** explain and evaluate, using appropriate subject-specific vocabulary a limited range of general topics in making sentences | | | | | | |
| **Level of thinking skills** | | Higher order thinking skills | | | | | | |
| **Assessment criteria** | | makes up questions in order talk about main points of listening  uses vocabulary a limited range of common topics  evaluates and proves his mind | | | | | | |
| **Value links** | | National unity, peace and harmony in our society | | | | | | |
| **Previous learning** | | Unit revision about work past and future | | | | | | |
| **Plan** | | | | | | | | |
| **Planned timings** | **Planned activities (replaces the notes below with your planned activities)** | | | | | | **Resources** | |
| Start | **Org. moment:** Greeting learners  **Warm-up:** The aim of this warm-up repeat name of thing around us.  What is it?  Teacher chooses some pictures of object that are familiar to learners. Teacher shows learners a small portion of the picture. Get them to guess what the picture might be.  **Dividing into subgroups using difference shapes and color of figure** | | | | | |  | |
| Middle | Task 1 Match the titles to the types of films. Make sentences.  *Action animated cartoon comedy historical horror musical adventure romance detective western science-fiction fantasy*  Speaking section. Agreeing/ disagreeing  In pairs talk about types of films.  -Do you like action films?  -How about musicals?  Task 2 Adjectives.  Use the words to talk about the films.  Boring interesting sad funny frightening exciting  **Brainstorming Movies (1 min) in groups**  What is the word “movies” associated with?  Write down your ideas on the sheets of paper in groups.  You have one minute only.  **Descriptor: learners**  use the different shapes of figure  make up something  protect work Before begin the lesson lets memorize new words. First, you will repeat after me. New words Classical – классикалық Thrillers-триллер  Adventure Jazz [d]-джаз  News-жаңалықтар horrorfilms - қорқынышты фильм  game –shower –ойын,спектакль comedy-комедия  science fiction [sains] soapopeas- опера  talk-shows  - әңгіме cartoon[ ka:tu:n]-мультфильм  frightening[fraitn] boring[[bori]-жалықтыратын  exciting[ ik saiti]-тебірентерлік western [west?n]-батыстық to be a hit –танымал болу to star-жұлдыз болу  ghost[goust]-жын,шайтан,пері | | | | | | **PowerPoint**  **CD-ROM**  **Sheets of paper**  **Shapes of figures**  **Hand signals** | |
| End | Feedback  Self-assessment: Hand signals  Said compliments for learners; oral feedback; also at the end of the lesson they will give feedback by given smiles. They can stick that smiles on a poster which written: “I know; I don’t know; I want to know” for teacher by learners. | | | | | | **Hand signals** | |
| **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 learner’s learning?** | | **Health and safety check** | | |
| The groups will support each other.  In the process of group work, there is a joint discussion, an exchange of views, and a dialogue***.*** | | | | Question and answer (target and random). Evaluation of the response of a classmate. Keep teacher talking time to a minimum | | The class is organized for group work.  ICT Skills to watch the video.  Ability to work in a group (mutual respect).  Answer questions and actively listen to others in the class discussion.  An interactive whiteboard was used to display videos, presentations, slides. | | |
| **Reflection**  Were the lesson objectives /learning objectives realistic?  What did the learner learn today?  What was the learning atmosphere like? | | | **Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.** | | | | | |
| **Summery evaluation**  **What two things will go really well (consider both teaching and learning)?**  **1 -**successful, in my opinion, will the stage of the lesson by the method of "poster modeling", all learners will involve in educational activities;  **2 -**no less successful will the discussion of the listening, learners will develop listening and speaking skills.  **What two things would have improved the lesson (consider both teaching and learning)?**  **1** It is necessary to continue working with students on staging open questions.  **2** Involve learners in finding additional information for the lesson.  **What have I learned from the lesson about the class or individuals that will inform my next lesson?** | | | | | | | | |