



Grade: 9
Unit: Music and Film
Lesson title: Types of films

School: Chernyshevsky secondary school, Auliekol district
Teacher name: Bekkali Gulmaral Kairatkyzy

Learning objectives

:

9.2.7.1. Recognize typical features at word, sentence and text level of a wide range of spoken genres ;

9.3.7.1. use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics;

9.5.3.1. use a variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree an a range of familiar general and curricular topics;

S
M
A
R
T

Lesson objectives

:

All learners will be able to: recognize specific information with appropriate subject-specific vocabulary on the topic «Types on films» using compound adjectives and adjectives as participles and a variety of comparative structures in 5-6 sentences;

Most learners will be able to: recognize specific information with appropriate subject-specific vocabulary on the topic «Types on films» using compound adjectives and adjectives as participles and a variety of comparative structures in 7-8 sentences;

Some learners will be able to: identify specific information with appropriate subject-specific vocabulary on the topic «Types on films» using compound adjectives and adjectives as participles and a variety of comparative structures in 9-10 sentences ;

Methods of active learning:

S
t
a
r

i
d

• E
n
d

Activity 1. Warm-up

Smile

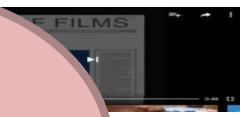


Think-Pair-Share

- What is your favourite film?
- Which kind of film do you prefer?
- Do you parents go with you to the cinema or you watch films at home on TV?
- With whom you prefer to watch films? With your family, with friends or alone?

TPR method

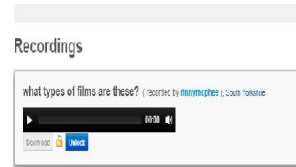
To create positive atmosphere



Activity 2.

Listening

Info-guessing



Activity 3. UE

Black box



Activity 4.

Dynamic pause

TPR method



Activity 5.

Division into group

By puzzles



Activity 6.

Speaking

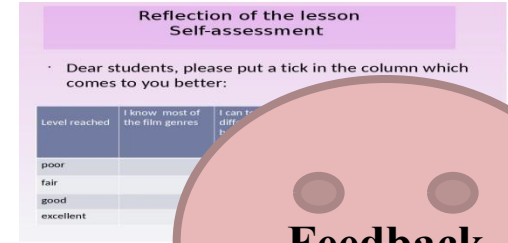
4-3-2



To present the material for independent and to study a new topic and to work

Activity 7. Reflection

Self-assessment



Differentiation methods

By resources:

Some students can work with more advanced resources than other, and that is possible to use multiple in order to approach from different angles;

By task:

Involves setting different tasks for learners of different abilities. They are differ on content and structure;

By outcomes:






Learners produce a variety of solutions dependent on their ability, strengths in learning;

Assessment criteria

Self assessment

Hand-signal method

Middle Activity 2

| Student Self-Assessment | | |
|-------------------------|---|---|
| Score | Hand Signal | Description |
| 5.0 |  | I understand this so well, I could be the teacher |
| 4.0 |  | If the quiz/test was today, I would definitely do well |
| 3.0 |  | I understand most of the information, but I experience some confusion from time to time |
| 2.0 |  | I understand some of the information when I get help from others |
| 1.0 |  | Even with help, I still feel clueless |

APES Learning Goal:
Compare and contrast thermal expansion and contraction

Yes/No method

| SELF-ASSESSMENT TABLE | | |
|--|-----|----|
| I can use more 4-7 sentences on unit | YES | NO |
| I can spell new words correctly (1-2 errors) | YES | NO |
| I can differentiate types of films | YES | NO |

Middle Activity 3

Group assessment

Big-finger method

Middle Activity 6

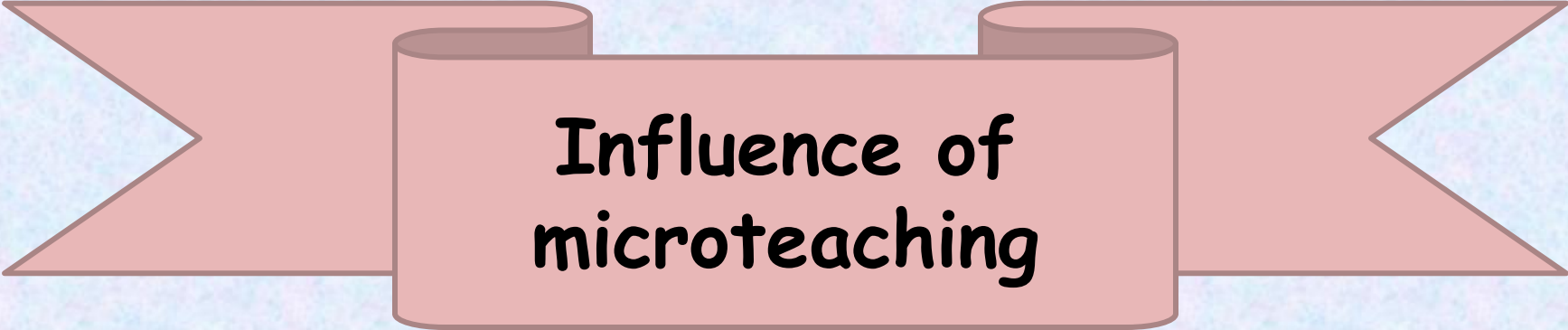


Self assessment

End Activity 7

| Reflection of the lesson Self-assessment | | | | |
|---|--------------------------------|--|---|---|
| Dear students, please put a tick in the column which comes to you better: | | | | |
| Level reached | I know most of the film genres | I can tell the difference between genres | I can listen to people's opinions and understand them | I can express my attitude to the genres |
| poor | | | | |
| fair | | | | |
| good | | | | |
| excellent | | | | |

Names:



Influence of microteaching

- After micro-teaching I understand the meaning of theoretical terminology of spiral curriculum, short term plan, active learning , communicative method and pedagogical approaches and Bloom's taxonomy. I have noticed, that the dramatically teaching of students will be effectively to differentiate them. I guess my mistakes by opinion of a trainer and colleagues. My goal here is to develop the theoretical knowledge gained by the students through acting skills. For this purpose, I'll use smart teaching methods in my lesson.