Нахыпбек Мәдина Мейірбекқызы

Түркістан облысы Ордабасы ауданы “Ынтымақ” жалпы орта мектебі

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| Unit of a long term plan **Unit 7 Music and films** | | | **School: Intimak** | | | | |
| **Date: 5.03.2020** | | | **Teacher’s name: Nakhypbek M M** | | | | |
| **Class:** 9 А,Ә,Б | | | **Number present:** | | **Number absent:** | | |
| **Lesson title** | | | My Country. **Music and film.** p.88**CLIL.Culture:** Britain in the 1960s. p.89 | | | | |
| **Learning objectives(s) that this lesson is contributing to** | | **9.R5** deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics  **9.R6** recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics  **9.R7** recognise typical features at word, sentence and text level in a wide range of written genres, including some which focus on unfamiliar topics | | | | | |
| **Lesson objectives** | | **All learners will be able to:**  Identify the meaning of the text about a famous Kazakh actor and Britain in the 1960s, recall facts and basic concepts.  **Most learners will be able to:**  Select, compile, and synthesize information for an oral presentation  Provide a point of view in conversations and discussions;  Synthesize information from the reading passagesfor a discussion.  **Some learners will be able to:**  Respond to and discuss the reading passage using interpretive, evaluative and creative thinking skills.  Discuss and give their opinions about an alternative lifestyle using own words. | | | | | |
| **Value links** | | Cooperation, respect each other's opinion, functional literacy, Responsibility, Global Citizenship, Respect and Love to people. | | | | | |
| **Crosscurricular links** | | Social Science, Art, History, Psychology, Literature, Geography,Information Technology. | | | | | |
| **Previous learning** | | Talking about shopping and problems with bought products. | | | | | |
| **Useof ICT** | | Smart board for showing a presentation, getting additional information,playing the audio files. | | | | | |
| **Intercultural awareness** | | The life of people nowadays and in the 1960s. | | | | | |
| **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.  The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.  Then to create a positive learning environment the teachers asks students to start the lesson.  **Warm up.**Free talk about the life of Chingiz Kapin and Britain in the 1960s.A teacher suggests listening the lines from the song” Yesterday|” by the group Beatles and an episode with Chingiz Kapin from the film.  Image result for chingiz kapinImage result for chingiz kapin  Image result for Britain in 1960s pictureshttps://images-na.ssl-images-amazon.com/images/I/511urDMcQLL._SY494_BO1,204,203,200_.jpg | | | | | | Slide (useful phrases).  Pictures  PPT  Student Book p.88  the song” Yesterday|”  Writing  Worksheet |
| Main  Activities  **15 min.**  **12 min.** | **Main part**  Pre - reading task: introduction of new words: Ex.1  Ex.2 p.88. Listen and read the text.  Ex.3 - 4 p.88 for comprehension of the text.  Name the films with this actor in the leading part.  [https://brod.kz/media/news/bbkqw/145521434759ixn-235x132.jpg](https://brod.kz/news/skoro-zolushka-zaure-na-kanale-habar/)  (A film”Zaure).  **Look at the photos of Ex.1 and speak about this period in the life of people in Britain. Answer the questions.**  The 1960s overturned the country’s old order and brought in the new, as the economic boom reverberated: governments fell through scandal; spies were exposed in the heart of the establishment; England won the World Cup; the arts, fashion and entertainment industries burst with new ideas and young people dominated events.  The students in pairs write down some facts about the life in 1960s.   |  |  | | --- | --- | | **Britain in 1960s** | **Kazakhstan in 1960s** | |  |  | |  |  | |  |  |   During the 1950s and 1960s, Soviet citizens were urged to settle in the [Virgin Lands](https://en.wikipedia.org/wiki/Virgin_Lands_Campaign) of the Kazakh Soviet Socialist Republic.  Image result for Ð°Ð»Ð¼Ð°ÑÑ 60 Ð³Ð¾Ð´Ñ  Ex.3 – 5 p.89.  Make a short presentation of Alma-Ata in sixties. | | | | | | Student Book p.89  **CD. 3.08**  (PROJECT O R D I N A R Y F A M I L Y (CHINGIZ KAPIN)  Pictures  PPT  Student Book p.88  **CD.3.09**  A Table  Writing  Worksheet |
| Ending the lesson **6 min.** | **Giving the home task.**  **W.B. p.58, Ex.5 p.89 St. B. (group work).** | | | | | | |
| 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:**  Identify the main idea in extended talks with little support.  Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.  Demonstrate the ability to participate in a conversation. | | Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas | |