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| **Unit:** Unit 7 Music and film | | | | | **School:** | | |
| **Lesson 1** | | | |  | | | |
| **Date**: | | | | **Teacher’s name:** Olzhabayeva M.M | | | |
| **CLASS**: | | | | **Number present**: | | | **absent:** |
| **Theme of the lesson: Music and Film. More than just beats and rhymes** | | | |  | | |  |
| **Learning objective (s) that this lesson is contributing to** | | | 9.4.7.1 recognize typical features at word, sentence and text level in a wide range of written genres;  9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics; | | | | |
| **Lesson objectives** | | | **All learners will be able to:** Deduce meaning from context in some sentences  Recognise typical features at word | | | | |
| **Most learners will be able to:** Deduce meaning from context in the most sentences  Recognise typical features at word, sentence | | | | |
| **Some learners will be able to:** Deduce meaning from context in extended texts  Recognise typical features at word, sentence and text level | | | | |
| **Assessment criteria** | | | Deduce meaning from context in extended texts  Recognise typical features at word, sentence and text level | | | | |
| **Value links** | | | Using imagination to express thoughts, ideas, experiences and feelings | | | | |
| **Cross curricular links** | | | Languages | | | | |
| **Plan** | | | | | | | |
| **Stages of the lesson** | **Planned activities (replace the notes below with your planned activities)** | | | | | **Teacher’s notes** | |
| Greeting | Greet students; students respond to greeting and take their places. *Hello, boys and girls!* | | | | |  | |
| Warm up | What’s the most popular type of music with  teens in your country?  • What do you know about hip-hop? | | | | | KEY  *Suggested answers*  • Hip-hop, pop, electronic dance music,  rock, etc.  • *Open answer* | |
| Presentation | Draw Ss’ attention to the pictures  accompanying the text and ask them to  tell you what they show (*a rapper, streetgraffiiti*).  • Draw Ss’ attention to the title of the text  and ask them to tell you what they think it  is about (*the history of hip-hop*).  • Ask Ss to read through the text and  underline unknown words at the same  time.  • Point out to Ss that when they come  across a word with an asterisk (\*), they  should refer to the bottom of the page for  the respective explanations. | | | | |  | |
| Practice | • Ask Ss to read through the headings a-f  and check understanding.  • Have Ss do the activity.  • Check the answers with the class.  • Ask Ss to read through the sentences 1-7  and check understanding.  • Have Ss do the activity.  • Check the answers with the class. If  necessary, ask Ss to provide justification  for their answers.  • Ask Ss to correct the false sentences.  D.  • Refer Ss to the text and draw their  attention to the highlighted words in it.  • Ask Ss to try to guess what they mean.  • Ask Ss to read through the meanings 1-8  and check understanding.  • Have Ss do the activity.  • Check the answers with the class.  • Explain any unknown words and choose  Ss to read the text aloud. | | | | | KEY  1. e 2. a 3. d 4. f 5. b  KEY  1. T 2. F 3. F 4. T  5. F 6. T 7. T  KEY  1. poverty  2. roots  3. era  4. section  5. rival  6. protest  7. outdo  8. immigrant | |
| Feedback | Discuss.  • What type of music do you listen to?  • Can you name any famous hip-hop groups in your country?  • Can you think of any other type of music which has its own culture? | | | | | KEY  *• Open answer*  *• Open answer*  • *Suggested answer*  Yes, rock music has had a major  in\_luence on culture, fashion and  social attitudes. | |
| Homework | W/b ex A,B,C p 33-34 | | | | | | |
| **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 ICT links** | |
| More support will be given to weaker learners by giving them a modified worksheets in some tasks with greater support | | -through questioning and the redirecting of questioning in feedback activities  -through observation in group and end performance activities  -through formative task | | | | -White board and video is used no more than 10 minutes  -Use water based pens  -Health promoting techniques  -Breaks and physical activities used.  -Points from Safety rules used at this lesson. | |
| REFLECTION | | Answer the most relevant questions to reflect on your lesson.  Were the lesson objectives/learning objectives realistic? | | | | | |