

### Film review

Резник Екатерина Владимировна  
учитель английского языка  
КГУ "Самарская средняя школа №1"

Learning objectives(s) that this lesson is contributing to	<ul style="list-style-type: none"> <li>* 7.C 7 develop and sustain a consistent argument when speaking or writing</li> <li>*7 .L 2 Understand with little support most specific information in extended talk on a limited range of general and curricular topics</li> <li>*7. S3 give an opinion at discourse level on growing range of general and curricular topics</li> <li>*7 .S 6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchange</li> </ul>	
Lesson objectives	All learners will be able to:	
	<ul style="list-style-type: none"> <li>• Pronounce and understand the key words and phrases : I like /don't like ...because ; describe photos of actors and actresses</li> </ul>	
	Most learners will be able to:	
	<ul style="list-style-type: none"> <li>• Make basic personal statements about films:</li> </ul>	
	Some learners will be able to Think up in groups which films are worth to be seeing.	
Criteria	<ul style="list-style-type: none"> <li>* express opinion about films when speaking and writing</li> <li>* understanding with little support most specific information about films and film genres in extended talk</li> <li>* giving an opinion at discourse level on growing range of general and curricular topics</li> <li>* Discuss in pair or groups films and make criteria for a good film</li> </ul>	
Level of thinking skills	Knowledge, understanding, application, analysis, synthesis, assessment.	
Value links	National unity, peace and harmony in our society. Respect and cooperation by: 1.Listening to the teacher 2.Listening to each other 3.Help each other 4.Encourage each other	
Cross curricular links	<ul style="list-style-type: none"> <li>• Self –Knowledge</li> </ul>	
ICT skills	<ul style="list-style-type: none"> <li>• By teacher only</li> </ul>	
Health and safety	To compliance security in the classroom	
Previous learning	TV- programmes	
<b>Plan</b>		
Planned timings	Planned activities	Resources
Beginning  2 minutes	Greeting Teacher greets students; students respond to greeting and take their places. Hello, children! I wish you good luck... Lead in: take a sheet of paper from the deck Put the letters from your deck in the right order and tell the name of your team (Hollywood, Columbia, Universal)	Wish a good day  letters
Middle  2 minutes	Brainstorming. Warm up activity: 1.Do you watch TV every day? 2. What kind of TV program or movie do you watch? 3.What is your favourite movie? 4. Do you usually watch movies at home or at a movie theater? 5.Have you ever seen the same movie more than once? If yes, name	Cards, Pictures, Photos.  Cards

<p>3'</p>	<p>it. Read definition and tell the name of heroes. Students read the definitions and give answers</p> <ol style="list-style-type: none"> <li>1. A green ogre living in a boggy area, who eventually got married to a princess</li> <li>2. A beautiful lady from the Russian fairy tales, who can always give a wise advice.</li> <li>3. A very sly and smart Kazakh man who is poor but still happy with his life. He can even cheat on some rich people.</li> <li>4. Her stepmother did not let her go the king`s palace to dance with a prince.</li> <li>5. She eats a poisoned apple and falls asleep.</li> <li>6. When she turned 18, she accidentally cut her finger and fell asleep. She woke up when the princess kissed her.</li> <li>7. These magical creatures swim in the seas and sing beautifully so pirates forget everything and jump into the water, where they die.</li> </ol> <p>Keys: Shrek, Vaselisa the wise, Aldar Kose, Cinderella, Snow White, Sleeping Beauty, Sirena.</p> <p>Look through the text</p>	
<p>8'</p>	<p>The most popular entertainment in our home life is television. There is also a cable TV station in our town. Television plays an important role in our life. It informs people about current events both national and international, the latest achievements in science and culture, and offers some programs, which are both interesting and stimulating. Every day we can see different tips of programs and films on TV. News is broadcast at regular intervals. They also present operas, ballets, music concerts and various shows. Broadcast for schools are produced on five days of the week, during school hours. In the late afternoon and early evening TV channels showed special programs for children. In the evenings and at weekends there are broadcasts of sports events. A large time of TV evening's time is occupied by films and serials, but as for me I like sitcoms f.e How I met your mother, scorpion, castle.</p> <p>After reading the text children discuss the criteria for a good program. Vocabulary work.(English-English) match the words and their definitions. Keys</p>	<p>Flipchart</p>
<p>3'</p>	<ol style="list-style-type: none"> <li>1. Plot --the story of a book, film, play</li> <li>2. Scenario—a written outline of a film, novel, or stage work giving details of the plot and individual scenes</li> <li>3. Budget –to show how to spend or to earn money</li> <li>4.Special effects - are illusions on visual tricks used in the film, TV, theatre, video, game</li> <li>5. Genre --a style of category of art, music or literature</li> <li>6. Director --The person who decides how it will appear on stage or screen and who tells the actors and technical staff what to do in a play, film or TV programme</li> <li>7. Television- broadcasting programmes (the news, plays, advertisements, shows, etc.) for people to watch on their television sets;</li> <li>8. Newspaper -a paper printed and sold usually daily or weekly with news, advertisements etc.;</li> <li>9. Tabloid -a newspaper with rather small pages, many pictures and little serious news;</li> <li>10.The Internet- a way to communicate with your partner who might be a thousand miles away using the computer (e-mails).</li> </ol>	<p>audio worksheet</p> <p>Video, worksheet presentation</p>

<p>End 8 minutes</p>	<p>11. Radio - the process of sending and receiving messages through the air; broadcasting programmes for people to listen to; Listening Listen and fill the box.</p> <table border="1" data-bbox="418 309 1225 521"> <tr> <td>Hollywood</td> <td>Bollywood</td> </tr> <tr> <td>1914</td> <td></td> </tr> <tr> <td>California</td> <td></td> </tr> <tr> <td>400 films a year</td> <td></td> </tr> <tr> <td>English language</td> <td></td> </tr> <tr> <td>Western, soup opera, cartoons...</td> <td></td> </tr> </table> <p>Task: watch a film, fill the gaps Put the picture in right order give a sentence – the order of what happen in the video Reported speech review Task. Discuss in groups which films are the best Make your own good film. (Presentation) Descriptors:  <ul style="list-style-type: none"> <li>• Discuss or groups characteristics of a good film.</li> <li>• Make their own good film. (Presentation)</li> <li>• Creativity</li> </ul> Pair work make a dialogue Homework: Feedback: S-T“Star alley” T-S “Oscar”</p>	Hollywood	Bollywood	1914		California		400 films a year		English language		Western, soup opera, cartoons...		
Hollywood	Bollywood													
1914														
California														
400 films a year														
English language														
Western, soup opera, cartoons...														
<p>Additional information</p>														
<p>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</p>	<p>Assessment – how are you planning to check learners’ learning?</p>	<p>Health and safety check ICT links</p>												
<p>More able learners will be Think up in groups which films are worth to be seeing.  <ul style="list-style-type: none"> <li>• More support will be given to weaker learners Pronounce and understand the key words and phrases : I like /don’t like ...because ;</li> <li>• describe photos of actors and actresses.</li> </ul> </p>	<ul style="list-style-type: none"> <li>• through questioning and the redirecting of questioning in feedback activities</li> <li>• through observation in speaking skills</li> <li>• through formative task</li> </ul>	<ul style="list-style-type: none"> <li>• White board is used no more than 10 minutes</li> <li>• Use water based pens</li> <li>• Health promoting techniques</li> <li>• Breaks and physical activities used.</li> <li>• Points from Safety rules used at this lesson.</li> <li>• Use video 5 minutes</li> </ul>												
<p>Reflection Were the lesson objectives/learning objectives realistic? What did the learners learn today? What was the learning atmosphere like? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?</p>	<p>Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson. Star Alley</p> <table border="1" data-bbox="735 1554 1461 1738"> <tr> <td></td> <td>I can do this</td> </tr> <tr> <td></td> <td>I’m getting there</td> </tr> <tr> <td></td> <td>I need help</td> </tr> </table>			I can do this		I’m getting there		I need help						
	I can do this													
	I’m getting there													
	I need help													
<p>Summary evaluation What two things went really well (consider both teaching and learning)? 1: 2: What two things would have improved the lesson (consider both teaching and learning)? 1: 2: What have I learned from this lesson about the class or individuals that will inform my next lesson?</p>														