**Lesson plan for the 9th Grades (Think)**

**TERM 3 Unit 7**

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| Module 7 Lesson 1 | | **MUSIC AND FILM** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Singer songwriter: any advice?** | | | | | |
| Objectives according to the Curriculum | | 9.2.1.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics;  9.2.4.1 - understand most of the implied meaning in unsupported extended talk on a wide range of general and curricular topics;  9.4.5.1 - deduce meaning from context in extended texts on a range of familiar general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | • identification of levels for later work  • reinforcement of learning and pupil motivation  • identification of problem areas | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up Ex 1 (4 min)  **READING**  **1** 1.22 Books closed. To wake students up with a physical warmer, ask the whole group to stand up. Nominate an individual to say the name of a musician  or group. If a student likes a song by this artist they sit down. You could ask individual students to name which song they like when they have sat down. Keep going until everybody is sitting down. This can then be repeated with students standing up when they own a recording by a named artist.  Books open. Play the audio while students match the types of music to the pictures.  **Answers**  1 rap 2 dance music 3 jazz 4 opera 5 rock 6 pop | | students respond to greeting and take their places.  Students discuss the questions and check the answers | students respond to greeting and take their places.  Students discuss the questions and check the answers | |  | audio |
| **The middle of the lesson – 35 min** | **2** Write *types of music* in the center of the board. Divide the class into groups of three and ask them to think  of as many different types of music as possible. Tell students they should write their list in the form of a mind map with genres of music leading to other  genres e.g. rock leading to punk, heavy metal, rock and roll, glam rock etc. After three minutes, ask students how many they have in their list. Ask a student from the highest scoring group to come to the board and try to draw a mind map of their list. When it is complete, elicit further types from the rest of the group and ask them to add them to the mind map.  **3** SPEAKING Divide the class into small groups and ask students to compare their musical tastes. In preparation for their discussion, you might like  to write some adjectives on the board for them to use (e.g. *brilliant*, *great*, *terrible*, *awful*). Monitor to make sure students are getting equal opportunity to  speak and that students are attempting to describe the music they like, rather than simply giving lists of artists. Try the ‘silent tick’ – writing a tick on a  student’s notebook if they speak well. Students can be quite motivated by this! Ask some of the students to share their opinions with the whole class and  encourage open class discussion.  **4** Read through the questions with students before they complete the exercise. Check/clarify: *busker*, *talent show*, *talent scout*. Do not check answers at this stage.  **5** Students read the text quickly to check their ideas.  Remind students they don’t have to understand every word at this point. Check answers.  **Answers**  1 bottom picture 2 top picture (this picture shows who shot to fame after winning the talent show ) 3 (open question) 4 (open question) | | students complete the task and check each other  Students work in small groups and discuss with each other  Students complete the task and check as a class | students complete the task and check each other  Weaker students work with stronger students  Students complete the task and check as a class | | Teacher evaluates and guides students  Teacher evaluates and guides students  1 point for each correct answer | Book, audio  Book. text  Book, slide, text. |
| **The end of the lesson – 5 min** | **6** You could set a homework research task for students  to find out about these items before they come up in the text. You could then start off the lesson by asking students to tell the class what they have found out.  Students read through questions 1–8. Check/clarify:  *publicity*, *contract*, *label*, *posted*, *attention*. Students read and answer the questions. Students can compare answers in pairs before a whole-class check.  **Answers**  1 TV talent shows 2 Steve Brookstein 3 Third 4 Justin singing in a local competition 5 .13 6. She posted some of her music online 7 It helps them get a good local following. 8 London | | Students read and answer the questions. Students can compare answers in pairs before a whole-class check. | Students read and answer the questions. Students can compare answers in pairs before a whole-class check. | | 1 point for each correct answer |  |

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| Module 7 Lesson 2 | | **MUSIC AND FILM** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Present perfect continuous** | | | | | |
| Objectives according to the Curriculum | | 9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Demonstrate respect to people’s opinions using lexical units of topic vocabulary * Analyze given feedback; Form opinion and give constructive answers to feedback * Identify facts and details in extended talks with little support | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up Ex 1 (4 min)  **Time adverbials with present perfect simple**  **and continuous**  **1** Focus students on the three sentences and elicit which tense is used in each one (1 present perfect simple, 2 and 3 present perfect continuous). Ask  them to underline the time adverbials in each sentence. If necessary, explain that time adverbials are words and phrases that indicate time. They could do this individually or in pairs. Check answers in open class before students complete the rule.  To clarify meaning, refer them back to the text and ask: *How long have bands been using the internet for publicity?* (for years now); *Has it been successful?* (so far/to this day/up to now, yes); *Has the author of*  *answer #3 been writing songs for a long time?* (yes, all his life); *Is he still writing songs now?* (Yes); *Did they do a lot of busking a long time ago?* (no, only lately).  Point out that the two tenses can often be used interchangeably with some adverbials without a big change to meaning. To check understanding at this  point, ask students to give you an example of their own with different adverbials to make sure they are using them correctly.  **Answers**  1 so far 2 all my life 3 lately  **Rule**  1 lately 2 so far 3 all my life | | students respond to greeting and take their places.  Students work with the new grammar and complete the task. They then check the answers as a class | students respond to greeting and take their places.  Students work with the new grammar and complete the task. They then check the answers as a class | | 1 point for each correct answer |  |
| **The middle of the lesson – 35 min** | **2** Students read through sentences 1–6. Go through the first sentence as an example, if necessary, making sure students are clear on why the particular adverbials are used. Students complete the exercise. Remind them  to check the context of each sentence carefully before they choose the adverbial. Check answers.  **Answers**  1 just 2 so far 3 lately 4 all your life  5 for a long time 6 all day  **3** Students read through sentences 1–5 and tick the  ones that are true for them. Do an example with the first sentence. Say that it’s true for you and give further details. For example, *All my life I’ve wanted to learn to play the drums. I once took a few lessons, but I gave up because I didn’t have a drum set at home.*  *So, I couldn’t practise.* Give students time to think about their answers and further details. If they are struggling, encourage them to change the sentences slightly so they are true for them. Put students in pairs or small groups. They take turns to talk about a sentence that’s true for them. | | Students read the sentences and complete the task  Students read the sentences and complete the task  Students may work in pairs if needed | Students read the sentences and complete the task  Weaker students work with stronger students | | 1 point for each correct answer  Teacher evaluates and guides students | Book  Book, slide, text |
| **The end of the lesson – 5 min** | Encourage them to ask follow-up questions. Monitor and provide help if necessary. | |  |  | |  |  |

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| Module 7 Lesson 3 | | **MUSIC AND FILM** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Making music** | | | | | |
| Objectives according to the Curriculum | | 9.2.6.1 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics;  9.2.7.1- recognize typical features at word, sentence and text level of a wide range of spoken genres; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Identify the main idea in extended talks with little support * Identify details in a text with little support * Interact in a pair, group and a whole class work presenting | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up Ex 1 (4 min)  **Making music**  **1** Ask students to read through the paragraph about the fictional group Dymonde once before they try to fill in the gaps, to get a general idea of the text. Encourage students to guess the meanings of any words they do not know. Students complete the exercise individually. Students check answers in pairs before feedback in open class. Say the words and ask students to repeat them altogether and individually to check pronunciation.  **Answers**  1 composes 2 lyrics 3 a band 4 live 5 enter  6 record 7 released 8 downloading 9 the charts  10 on tour | | students respond to greeting and take their places.  Students read the paragraph and complete the task individually | students respond to greeting and take their places.  Weaker students may use dictionaries if needed | |  |  |
| **The middle of the lesson – 35 min** | **Fast finishers**  Ask students to write sentences about a musician or group of their choice using the target vocabulary, e.g. *They released their first single in November 2001. It immediately entered the charts at number 1.*  SPEAKING Divide the class into pairs or small groups. Students discuss their favourite band. To maximize speaking, make sure each person in the  group has a different favourite. Monitor and help with vocabulary as necessary and to encourage students to use the vocabulary in Exercise 1. Make a note of any students who use the vocabulary and ask them to repeat their sentence during wholeclass feedback.  **LISTENING**  **1** 1.25 As a warm up, ask students: *Do you know*  *any famous teenage artists? What kind of music do they play?* Encourage some students to sing some of their songs. You could do an online search for the lyrics, using the IWB if there is a popular song that students  like. Discuss the lyrics. Tell students they are going to listen to an interview. Play the audio while students listen and answer the question. Tell them not to worry about understanding every word at this stage.  Check the answer.  **Answer**  She became famous by uploading a video on social media.  **2** 1.25 Students read through sentences 1–6. Check  any language problems. Before listening, elicit the key information in each sentence and ask students to underline it. If necessary, play the audio and pause it after the answer to the first question and go through  this as an example. Play the audio for students to listen and mark the sentences. Encourage them to quickly note down the correct information for the wrong sentences. Check answers, playing and pausing  the audio again to clarify any problems.  **Answers**  1 F – Her parents have a collection of traditional Kazakh instruments. 2 T 3 F – Her grandfather didn’t record his music so Dinara doesn’t know what it sounded like. 4 T 5 F People watched Dinara’s video 40,000 times  in a few days. 6 F – Her future plan is to enter a talent show | | Students complete the task and make sentences  Students work in pairs and small groups and complete the task  Students listen to the recording and answer the questions  Students read the sentences and make notes by listening to the recording | Students complete the task and make sentences  Students work in pairs and small groups and complete the task  Students listen to the recording and answer the questions  Students read the sentences and make notes by listening to the recording | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answers  Teacher evaluates and guides students | Book  Book, text  Audio, book  audio  Book, slide |
| **The end of the lesson – 5 min** | Put students in pairs and tell them to imagine they are going to meet Dinara this afternoon/evening.  Have them brainstorm a few questions or topics they would like to discuss with her. Then ask them to choose the three most interesting questions or topics.  Encourage them to imagine what Dinara would say and to make a note of her answers. Set a time limit for students to practise asking and answering the questions in their pairs. Invite students to role-play their interview for the class | | Students work in pairs and correct each other | Students work in pairs and correct each other | |  |  |

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| Module 7 Lesson 4 | | **MUSIC AND FILM** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Music and me** | | | | | |
| Objectives according to the Curriculum | | 9.4.5.1 - deduce meaning from context in extended texts on a range of familiar general and curricular topics;  9.4.6.1 - recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Identify facts and details in extended talks with little support * Recognize the content of an extended conversation using some supporting information * Apply the rule for compound adjectives and adjectives as participles in practice | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up Ex 1 (4 min)  **1** To introduce this section (and to make your students smile), find some videos of music that was popular when you were their age. Play the videos on the IWB.  Ask students: *Does the music sound good to you?*  Tell students they are going to do a quiz to find out how important music is in their lives. Check/clarify:  *feeling down*, *depending on*, *influences*, *melody*. Students do the quiz individually and work out their score. | | students respond to greeting and take their places.  Students complete the task with the class | students respond to greeting and take their places.  Students complete the task with the class | |  |  |
| **The middle of the lesson – 35 min** | **2** SPEAKING Read through the questions quickly to check understanding. Divide the class into pairs. Students discuss the questions. Monitor and  encourage them to use any language they have picked up from the listening and the quiz. Listen to some of their ideas in open class as feedback.  If students are motivated by the topic of music, ask them to organize themselves into pairs or small groups according to their taste in music (a group that like hip-hop, another group that likes heavy metal etc.). Ask them to work together to prepare a presentation on their chosen style of music. As well as describing the history of the music and popular artists, this could include an explanation of the type of people that like the music, reasons why they like the music and so on. Ask students to present their work to the rest of the class and if possible to use the IWB to show pictures and short video clips. After each presentation, encourage the rest of the class to ask questions and finally hold a class vote to decide which was the most interesting presentation  **Optional extension**  Ask students to imagine that they are the managers of one of their favourite artists and that they are at a music conference.  Their job is to sell the artist to record companies around the world. Tell students they have enough money to pay for three artists. Students stand up and mingle, trying to convince other students to buy their artist. Students score a point each time they sell their artist. Monitor and make sure students are using English. Listen to some of their arguments in open class as feedback and decide who has been the most persuasive and sold their artist the most times.  **1** Books closed. As a lead-in, ask: *How many films about space can you think of?* Divide the class into small groups and ask them to list as many space films as possible in a three-minute period. When time is up,  find out which group came up with the most films and invite them to read out their list to the class while the rest of the class crosses off any of the films they hear that also appear on their lists, just to give  them a reason to listen.  Books open. Tell students they are going to read a blog about space films. To encourage students to read quickly, set a two-minute time limit for them  to read and answer the question. Tell them not to worry about any difficult language at this stage and to ignore the words in italics. Check answer.  **Answer**  The Martian | | students read the questions and discuss as a class  Students listen to instructions and complete the task.  Students work in groups and make a list | students read the questions and discuss as a class  Students listen to instructions and complete the task.  Students work in groups and make a list  Weaker students work with stronger students | | 1 point for each correct answer  1 point for each correct answer | Book |
| **The end of the lesson – 5 min** | **2** Check/clarify: *against all the odds* (something happened which seemed very unlikely to happen).  Students re-read the blog in more detail to answer the questions. Ask them to underline the parts of the text that support their answers. Allow students to check their answers with a partner before feedback in open class.  **Answers**  1 WALL-E 2 Avatar 3 Apollo 13 4 The Martian  5 Avatar 6 WALL-E 7 The Martian 8 Apollo 13 | | Students read the blog again and answer the questions | Students read the blog again and answer the questions | | 1 point for each correct answer |  |

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| Module 7 Lesson 5 | | **MUSIC AND FILM** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Cause and effect linkers** | | | | | |
| Objectives according to the Curriculum | | 9.3.3.1 - explain and justify their own point of view on a range of general and curricular topics;  9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Identify facts and details in extended talks with little support * Recognize the content of an extended conversation using some supporting information * Apply regular and irregular adverbs and comparative degree structures accurately | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up Ex 1 (4 min)  **Cause and effect linkers**  **1** Ask students to complete sentences 1–4 with possible words that fit before locating the sentences in the blog to compare their answers. Ask students to work with a partner to complete the rule. Check answers  in open class. Refer to the examples in Exercise 1 to clarify and add further examples if necessary.  **Answers**  1 Due to 2 as a result of 3 because of 4 consequently  **Rule**  1 because of 2 Consequently | | students respond to greeting and take their places.  Students complete the sentences and check the answers | students respond to greeting and take their places.  Students complete the sentences and check the answers | |  |  |
| **The middle of the lesson – 35 min** | If you’re short on time, set this exercise for  homework. Ask students to read the instructions and example. Students work individually to complete the exercise and then check their answers with a partner before whole-class feedback. During feedback refer to  the rule for clarification.  **Answers**  1 result of eating 2 due to the bad weather  3 because of a 4 as a result of 5 due to (a)  **VOCABULARY**  **Adjectives commonly used to describe films**  **1** Ask students to look back at the blog for help in completing the exercise. Allow them to compare answers with a partner before checking with the  whole class. Say the words for students to repeat and check pronunciation. Write the words on the board to elicit and mark the stress on each word. Point out the  stress on *fetch* in *far-fetched*.  **Answers**  1 delightful 2 stunning 3 thrilling 4 sentimental  5 far-fetched 6 breathtaking 7 memorable  8 action-packed  **2** If you’re short on time, you can set this exercise for homework. Give students time to read the sentences and deal with any queries. Check/clarify: *on the edge*  *of my seat*; *car chases*; *dull*. Ask students to work with a partner to choose the correct word to complete each sentence. During feedback, ask students to say why the wrong answer is not suitable.  **Answers**  1 thrilling 2 sentimental 3 delightful  4 action-packed 5 far-fetched 6 stunning  7 memorable 8 breathtaking  **3** Students work in pairs to come up with examples. Ask them to write them down in their notebooks. Monitor and help with vocabulary and ideas as  necessary. For feedback, listen to some of their ideas in open class. Ask: *Which adjectives was it easier to*  *think of example films for? Why?* | | Students read the instructions and complete the task individually  students compare answers as a class and then check each other  Students work in pairs and complete the task  Students work in pairs and answer the questions. They then check with the class | Students read the instructions and complete the task individually  students compare answers as a class and then check each other  Students work in pairs and complete the task  Students work in pairs and answer the questions. They then check with the class | | 1 point for each correct answer  1 point for each correct answer  1 point for each correct answer  1 point for each correct answer | Book, text  Student’s Book |
| **The end of the lesson – 5 min** | **SPEAKING**  Give some examples of your own or elicit some in open class to get students started. Put students into pairs to create their lists. Encourage them to go into detail when giving their reasons for choosing films and challenge  them to use all of the adjectives in Exercise 2. When students have completed their lists, put pairs together to make groups of four. Ask them to compare and agree on a list of four for each category. Listen to some example lists in open class and decide on the best films in each  category as a class. | | Students work in pairs and complete the task | Students work in pairs and complete the task  Weaker students work with stronger students | |  |  |

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| Module 7 Lesson 6 | | **MUSIC AND FILM** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Culture. The history of film** | | | | | |
| Objectives according to the Curriculum | | 9.3.3.1 - explain and justify their own point of view on a range of general and curricular topics;  9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Apply the rule for infinitives in practice * Apply regular and irregular adverbs and comparative degree structures accurately | | | | | |
| Level of thinking skills | | Low order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up Ex 1 (4 min)  **CULTURE**  **1** SPEAKING Ask students to discuss the questions in pairs. Listen to some of their answers in open class.  If you have access to the Internet, you could lead into the topic of cinema by showing a clip from a silent film of your choice. For example, films with  the Keystone Cops or Buster Keaton. Ask: *Did you enjoy the clip? How were these films different from films today?* | | students respond to greeting and take their places.  Students discuss the questions and comment each other | students respond to greeting and take their places.  Students discuss the questions and comment each other | |  |  |
| **The middle of the lesson – 35 min** | **2** Ask students to circle the key information in the questions that they need to look for in the article.  Tell them that they need to scan for specific information and they do not need to read every word of the text to complete the exercise. Set a two-minute time limit to encourage students to scan quickly rather than attempt to read in detail.  **3** Students read the article to check their answers to Exercise 2. Allow them to compare answers with a partner before feedback in open class.  **Answers**  1 A magic lantern.  2 They invented a camera that took a picture every half  a second.  3 The 1930s.  **4** Divide the class into three groups (A, B and C). Ask Group A to re-read the first part of the text (*Early*  *days: the magic lantern*), Group B to read the second part (*The invention of film*) and Group C to read the third part (*Hollywood*) and to prepare to give a summary of what they’ve read. Form new ABC groups for students to take it in turns to give their summaries and then to work together to answer the questions. Check answers in open class.  **Answers**  1 Hand-drawn pictures on a reflecting surface, a candle and  a simple lens.  2 He projected images of witches, ghosts and other spooky  creatures.  3 It could only be watched by one person at a time.  4 They filmed a train coming towards the camera.  5 It developed talkies, documentaries and Westerns,  creating over 800 films a year.  **5** VOCABULARY Ask students to complete the activity, looking back at the text to find the highlighted words or phrases that match the descriptions. Check answers and during feedback say the words for students to repeat and check pronunciation. | | Students read the text and complete the task  Students read the article and answer the questions  Students work in groups and complete the task, they then check each other | Students read the text and complete the task  Students read the article and answer the questions  Students work in groups and complete the task, they then check each other  Weaker students work with stronger students | | 1 point foreach correct answer  1 point foreach correct answer  1 point for each correct answer | Book  book |
| **The end of the lesson – 5 min** | **SPEAKING**  Students should discuss the questions in pairs. Encourage them to develop their answers with examples where possible. Monitor and praise those expanding on their answers. Avoid error correction except in cases  where errors really hinder comprehension. The focus of this task is on fluency, not on the practice of specific structures or lexis. | | Students work in pairs and make a discussion | Weaker students work with stronger students | |  |  |

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| Module 7 Lesson 7 | | **MUSIC AND FILM** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **A film review** | | | | | |
| Objectives according to the Curriculum | | 9.3.3.1 - explain and justify their own point of view on a range of general and curricular topics;  9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Identify facts and details in extended talks with little support * Recognize the content of an extended conversation using some supporting information * Convey fantasy ideas including emotions and senses * Identify the correct form of a word, appropriate sentence structure and text layout | | | | | |
| Level of thinking skills | | high order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up Ex 1 (4 min)  **A film review**  **1** Ask students: *Have you ever read a review for a film? Was it a good or bad review? Why?* Draw students’ attention to the title of the reviewed film (*Home*).  Elicit that it’s an animated film and have students brainstorm ideas about the plot. Students read the review to check their answers. Have them work in pairs to discuss each character. Invite students to explain who each character is to the class.  **Answers**  1 a race of aliens from outer space 2 enemies of the Boov 3 the most unpopular Boov on the planet 4 the last free human on Earth | | students respond to greeting and take their places.  Students answer the questions and check as a class | students respond to greeting and take their places.  Students answer the questions and check as a class | | Teacher evaluates and guides students |  |
| **The middle of the lesson – 35 min** | **2** Read out the questions and have students read the review once more. Ask them to underline evidence in the review for each of the questions. Allow students  to compare answers with a partner before whole-class feedback.  **Answers**  1 the third paragraph 2 the first paragraph  3 the second paragraph  **3** Read out the questions and have students refer to the review again. Students write their answers and compare them in pairs. Invite students to answer a question and have other students add to them if necessary.  **Answers**  1 The writer tells us what type of film it is and whose famous voices it features.  2 Suggested answer: The Boov are aliens who come to Earth to make it their home and to hide from their enemies, the Gorg. But when one of them, called Oh, accidentally sends out a house-warming party invitation  to the whole universe, he needs the help of Tip, the last free human on Earth, to save the planet.  3 The writer thought the film was enjoyable with plenty of hilarious moments, but that the story wasn’t that memorable.  4 The writer recommends watching this film on a rainy day during the holidays | | Students read the questions and find the answers. They then compare answers  Students answer the questions and check each other | Students read the questions and find the answers. They then compare answers  Students answer the questions and check each other | | 1 point for each correct answer  1 point for each correct answer | Book  Student’s Book |
| **The end of the lesson – 5 min** | **4** Tell students they are going to write a similar review of a film, a book or a play. Give them some time to think of which film, book or play they’d like to review. Have them discuss in pairs and brainstorm ideas about what they are going to write. Elicit ideas from a few students. Then ask them to write their review in class or as homework. Encourage them to follow the structure of the review in Exercise 1. | | Students complete writing and check their ideas | Students complete writing and check their ideas | | Teacher evaluates and guides students |  |

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| Module 7 Lesson 8 | | **MUSIC AND FILM** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Kazakh movie action hero** | | | | | |
| Objectives according to the Curriculum | | 9.4.6.1 - recognise the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics;  9.4.7.1 - recognise typical features at word, sentence and text level in a wide range of written genres | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Identify details in a text with little support * Identify the correct form of a word, appropriate sentence structure and text layout * Clarify the meaning of the word in a dictionary or other digital references * Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences | | | | | |
| Level of thinking skills | | high order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up Ex 1 (4 min)  **My dream job – Kazakh movie action hero!**  **1** PRE-READING Find out students’ attitudes to action movies and what they know about this particular genre. For the second question, give them some time to remember the last action movie they saw and  details about it. They discuss in small groups. Elicit ideas as a whole class. You can also talk about the last action movie you saw. | | students respond to greeting and take their places.  Students read the questions and discuss in small groups | students respond to greeting and take their places.  Weaker students work with stronger students | | Teacher evaluates and guides students |  |
| **The middle of the lesson – 35 min** | **2** Give the students time to read the text silently. Go through each paragraph checking the meanings of words or phrases they may not know. Then let them work silently to mark the sentences true or  false. Encourage them to correct the false sentences using their own words. They can compare answers in pairs before you check with the whole class. Ask them to say how they got the answers by referring to  sentences in the text.  **Answers**  1 T 2 F – He says he’s a daredevil and he wants to be a stuntman. 3 F – They are a troupe that’s recognized internationally. 4 F – You nee to be mentally strong. 5 F – He’d like his cousin to teach him.  6 F – He might get a black belt in tae kwon do if he carries on learning. 7 T | | students read the text and complete the task | students read the text and complete the task | | Teacher evaluates and guides students | Book, slide |
| **The end of the lesson – 5 min** | **Revision**  Revise the lesson with the class and check students’ answers | |  |  | |  |  |

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| Module 7 Lesson 9 | | **MUSIC AND FILM** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Second conditional (Review)** | | | | | |
| Objectives according to the Curriculum | | 9.5.17.1 - use a variety of relative clauses including prepositions from where, to whom on a range of familiar general and curricular topics  9.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  • watch teenagers taking about the worst party they have ever been to.  • listen to teenagers organising a birthday party.  • practise offering to do something and making requests.  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Identify facts and details in extended talks with little support * Recognize the content of an extended conversation using some supporting information * Interact in a pair, group and a whole class work presenting * Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences | | | | | |
| Level of thinking skills | | high order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up Ex 1 (4 min)  **Second conditional (review)**  **1** Students read the example sentence. Ask students: *Is this situation real or imagined?* (imagined) Elicit/point out the use of the past simple in the *if*-clause and  *would* in the main clause. Read through the rule in open class and nominate  individual students to fill the gaps.  **Rule**  1 an improbable 2 past 3 would At this point students may find it useful to compare  the form of the first conditional with a second conditional sentence. You can put a first conditional sentence on the board and ask students to give you an example of a second conditional sentence, e.g.  *If I win the lottery, I’ll buy a new car.*  *If I had lots of money, I’d buy a new car.*  If necessary, ask students to look back at page 56 and review the usage of the first conditional. It might be useful to compare the rules for the first conditional with those for the second conditional. | | students respond to greeting and take their places.  Students read the sentences and discuss the questions as a class | students respond to greeting and take their places.  Students read the sentences and discuss the questions as a class | | 1 point for each correct answer |  |
| **The middle of the lesson – 35 min** | **Language note**  1 Remind students that after *if I* in the second conditional we can use was or were, e.g. *If I were you, I’d* … or *If I was you, I’d* … Explain too that *were* can also be used with third  person singular in the second conditional.  2 Remind them that the *if*-clause can go at the beginning or at the end of the conditional sentence.  **2** This exercise can be set for homework. Students read through sentences 1–5. Check any problems. Go through the example, if necessary. Students work individually to complete the exercise. Remind them to look carefully at the verbs and to see where the  *if-* clause is before they make their choice. Allow them to check answers with a partner before open class  feedback.  **Answers**  1 would learn; listened 2 was; would have 3 would  lend; asked 4 was; would stay 5 would give; knew  **Fast finishers:**  Ask students to write sentences describing what they would do if they had Ј20 million (or a large amount of money in students’ own currency).  ***I wish* and *if only***  **3** Students complete the rule using the sentences from the text to help them. Check answers in open class. Point out that the use of the past simple tense in number 1 is similar to the use of a past simple tense in the second conditional. It refers to a hypothetical, in this case a wish, about a present situation.  **Rule**  1 past simple 2 could 3 would(n’t)  **Language note**  While we can use *If only* to replace *I wish* with the same meaning, *if only* is more emphatic and can sound rather dramatic – *If only he would call me!!*  We use *wish*/*if only* + *would (n’t)* when we don’t like something that another person does, for example, *I wish my dad would stop calling me Choochi*, or *I wish John wouldn’t*  *say bad things about me*. We cannot say *I wish I would*…  We don’t normally use would with stative verbs, for example,  \**If only I would have an interesting book with me*.  **4** Students complete the sentences using the the verbs provided. Remind students that they will need to change the form of the verb.  **Answers**  1 wasn’t / weren’t 2 would stop 3 had 4 wouldn’t  fight 5 wouldn’t get / didn’t get 6 could see | | students read the language note and make notes on the topic  Students read the sentences and complete the task  Students describe their ideas and use the new grammar  students read the language note and make notes on the topic | students read the language note and make notes on the topic  Students read the sentences and complete the task  Students describe their ideas and use the new grammar  students read the language note and make notes on the topic | | Teacher evaluates and guides students  1 point for each correct answer.  Teacher evaluates and guides students | Book, slide  Student’s Book |
| **The end of the lesson – 5 min** | **Fast finishers**  Ask students to write three wishes of their own. | |  |  | |  |  |

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| Module 7 Lesson 10 | | **MUSIC AND FILM** | | | | | |
| Teacher’s name: | |  | | | | | |
| Date: | |  | | | | | |
| Grade: 9 | | Number of people present | | | Number of people absent | | |
| The Theme of the lesson | | **Project. A Kazakhstani film** | | | | | |
| Objectives according to the Curriculum | | 9.1.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups;  9.1.6.1 organise and present information clearly to others;  9.1.8.1 develop intercultural awareness through reading and discussion; | | | | | |
| Objectives of the lesson | | **All learners will be able to:**  **Most learners will be able to:**  **Some learners will be able to:** | | | | | |
| Evaluation criteria | | * Plan, write, edit and proofread work at text level * Use punctuation marks correctly | | | | | |
| Level of thinking skills | | high order thinking | | | | | |
| **During the lesson:** | | | | | | | |
| **The stage of the lesson/timing** | **Actions of the teacher:** | | **Actions of the pupils:** | **Student actions with special educational needs** | | **Assessment** | **Resources** |
| **The beginning of the lesson/**  **min** | Greetings (1 min)  The teacher greets students; students respond to greeting and take their places.  *Hello, boys and girls! How are you?*  Warm up Ex 1 (4 min)  **PROJECT**  **1** Ask students to look at the photo and discuss which film it reminds them of and if they have seen it.  If they have, did they like it and why or why not?  Give students a few minutes to think about another Kazakhstani film they like. Elicit ideas. Write the film titles on the board and ask students to think about the three questions. Put them in small groups to share their answers. | | students respond to greeting and take their places.  Students work with photos and discuss the film with the class | students respond to greeting and take their places.  Students work with photos and discuss the film with the class | | 1 point for each correct answer |  |
| **The middle of the lesson – 35 min** | **2** Ask students to choose the Kazakhstani film for their project – recreating their favorite scene or dialogue.  They can use the films mentioned in class as well as other ones that come to mind as long as they are suitable for their age. Read out the research questions and have students find further information online, in books, magazines and by asking other people at school or at home. Encourage them to make notes of everything they hear and find.  **3** Ask groups to write the script (in English) for their favourite scene/dialogue as they remember it. Point out that it doesn’t need to be 100% accurate and  that their creativity is welcome. You can find some widely available film scripts online and show them to students as models if needed. Ensure the scripts you select are age appropriate and straightforward enough to provide the necessary support. You can set time aside in a lesson for students to do this in class. Alternatively, assign it for homework. You can suggest that students bring objects to class to use as props to make their scene more interesting. | | students prepare for a project and discuss  Students complete the task and check with the class | students prepare for a project and discuss  Students complete the task and check with the class | | Teacher evaluates and guides students  1 point for each correct answer | Book, slide  Student’s Book, video |
| **The end of the lesson – 5 min** | **Next lesson preparation**  In a future lesson, have students recreate their favourite scene from their chosen Kazakhstani film for the whole class. Provide individual feedback on  their language and performance and encourage the other groups to comment constructively. | |  |  | |  |  |