Road-transport college

**Plan of the lesson** Оқу сабағының жоспары/План урока

**Тақырыбы** / *Тема занятия/ Theme* 33-34 The War of the Worlds. Character analysis

**Модуль** /пән атауы\_ **Пән** */Дисциплина/Disciplnе* Шетел тілі

**Педагог /** Преподаватель /Teacher Idrissova G A

**Мерзімі** / *Дата /Date*

 **1.Жалпы мәліметтер Курс, топ Топ** / Группа/Group \_\_\_\_\_\_6\_\_\_\_\_\_\_\_\_\_\_\_

Сабақтың түрі /*Тип занятия /The type\_теориялық*

1. **Сабақтың мақсаты** міндеттері */ Цель занятия /The aims* *of the lesson*

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|  10.1.2 - use speaking and listening skills to provide sensitive feedback to peers10.C3 respect differing points of view;10.1.4 - evaluate and respond constructively to feedback from others; 10.1.6 - organise and present information clearly to others; 10.2.7 - understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics; 10.2.8 - recognise inconsistencies in argument in extended talk on a range of general and curricular subjects; 10.3.1 - use formal and informal language registers in talk on a wide range of general and curricular topics; 10.3.4 - evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics; 10.4.4 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; 10.4.9 - recognise inconsistencies in argument in extended texts on a wide range of general and curricular topics; 10.5.2 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;10.5.4 - use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics; 10.6.5 - use a wide variety of question types on a wide range of familiar general and curricular topics;10.6.16 - use a wide variety of conjunctions on a wide range of familiar general and curricular topics |

**3. Оқу-жаттығу процесінде білім алушылар меңгеретін күтілетін нәтижелер және (немесе) кәсіби дағдылар тізбесі** / ожидаемый результата/ Expected result

1) Use speaking and listening skills to provide sensitive feedback to peers.

2) Understand main points in extended texts on a wide range of familiar and some unfamiliar general and curricular topics

4. **Қажетті ресурстар** / Necessary resource Using videos& pictures, working with URLs

**5. Сабақтың барысы** / *Ход занятия/ Plan of the lesson*

**Ұйымдасытру кезеңі** */ Организационный момент /Organization moment*

*Good morning? Glad to see you! How are you? What date is it? Who is absent today?*

*Are you ready for the lesson? Let’s start!*

**Оқушылардың біліктілігі мен дағдысын тексеру**

*Проверка знаний и умений обучающихся/ Checking of knowledge and skills of students*

**Жаңа тақырыптың мазмұны мен жүйесі**

*Содержание и последовательность изложения новой темы/Content and sequence of the new topic*

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| **Plan** |
| **Planned timings** | **Planned activities** | **Excel Resources** | **Teacher Notes** |
| **Beginning the lesson**   |  To compare a novel with a film* Ask Ss to watch the film adaptation of The War of the Worlds or rent the DVD and play it in class. If this is not feasible, ask Ss to read a plot summary for the film at [www.wikipedia.org](http://www.wikipedia.org) or [www.imdb.com](http://www.imdb.com) and compare it to the plot of the book.
* Elicit answers from Ss around the class. Suggested Answer Key

The film is completely different to the book in a number of ways. The characters are different. In the film, the main characters are Ray Ferrier and his children, Rachel and Robbie. In the book, the main characters are the narrator and his wife, the curate and the artilleryman. The setting is different. The film is set in the USA and the book is set in the UK. On the whole the plots are very different, but the main idea is the same that Martians come to Earth, cause lots of death and destruction and are then killed by simple bacteria. |  |  |

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| **Main Activities**    |  To read for gist/specific informationAsk Ss to read the newspaper headlines and the extracts and say how they are related to The War of the Worlds.Suggested Answer KeyThe first extract is about how people believed Earth was being attacked by Martians when The War of the Worlds was first broadcast over the radio in 1938. They didn't understand it was a fictional drama.The second extract explains that the first story over exaggerates what really happened and although some people were frightened, there was no mass hysteria.Aim To compare and contrast two news articles* Ask Ss to read the news articles again and compare and contrast the presentation of the reaction to Orson Welles' version of The War of the Worlds.
* Elicit comparison from Ss around the class and which one Ss believe and why.

Suggested Answer KeyThe first article presents the public reaction as hysteria with many injuries and calls to the police. The second article presents the public reaction as mild and claims that the initial reports were exaggerated. It says that some people were frightened, but not in a complete panic. It claims that the newspapers at the time misrepresented the story to make it more news worthy.I believe the report from 2011 because I think it is very possible that it made the story more exciting. I don't think people were so easily fooled by a radio programme.express an opinionAsk various Ss around the class to tell the rest of the class how they would represent the story if they were to film the story today in their country.Suggested Answer KeyI would keep it very closely to the original story. The main characters would be the narrator, another man like the curate, but perhaps he would be a farmer or a villager instead of a type of priest. The place would be a country village and a large city as in the book and I would include a lot of special effects for the aliens. The plot would be the same as the book with only a few changes to make it more relevant to the present day. The Martians would be aliens from another planet because we know a lot more about Mars these days and we know there are no Martians. They would still have weapons like the Heat-Ray and the Black Smoke because these are still very scary. However, the ending would be the same as it is logical that bacteria could kill aliens. |  |  |
| **Ending the lesson** | **To create a poster**Explain the task. Divide Ss into small groups and tell them to research online and create a poster about how activate intelligence. Allow time for Ss to complete the task or assign it as HW. Ask various Ss around the class to present their poster to the class.Check Ss’ answers around the class. |  |  |
| **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?** | **Cross-curricular linksHealth and safety checkICT linksValues links** |
| monitor less able learners in group work and give further modelling and drilling support | use concept checking questions to check learner understanding of why passive is used | cross-curricular links: languages [contrasts with L1] |
| challenge more able learners to give multiple [and/or] answers in practice exercises | assess pronunciation in oral and checking stages of the lesson [particularly weak form ‘was’] |  |

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| **Reflection**Were the lesson objectives/learning objectives realistic? Did I stick to timings? What changes did I make from my plan and why? | **Answer the most relevant questions from the box on the left about your lesson.**  |