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| **Term 2** **Unit 3 "Entertainment and media"**  | **School: № 9** |
| **Date:** 22.11.2019 | **Teacher’s name: Kumissova Albina** |
| **Grade 8 A** | **Number present:** | **Number absent:** |
| **Theme of the lesson:** | **CLIL: Technology: Television.** |
| **Learning objectives(s) that this lesson is contributing to** | 8.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics8.R1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts |
| **Lesson objectives**  | **All learners will be able to:** |
| * Recognize and use vocabulary to do with television.
* Identify the meaning of the text about television broadcasting in the past and present.
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| **Most learners will be able to:** |
| * Discuss and give opinions about television technology in the past and present.
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| **Some learners will be able to:**  |
| * Express ideas about television technology in the past and present building extended sentences.
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| **Value links** | Information and media literacy. |
| **Cross curricular links** | Information technology, Social studies. |
| **Previous learning** | TV programmes and films in Kazakhstan. |
| **Use of ICT** | Smart board for showing a presentation, getting additional information, playing the audio files. |
| **Intercultural awareness** | Learners can talk about television technology in Kazakhstan and other cultures. |
| **Health and Safety** | Breaks and physical activities used.  |
| **Plan** |
| **Planned timings** | **Planned activities** | **Resources** |
| Beginning the lesson | The lesson greeting.The teacher sets the lesson objectives, letting students know what to anticipate from the lesson.**Warm up.** Free talk.* What type of television do you have at home? (digital, satellite)
* Do you know how television works?
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| Main Activities | Ex.1 p.41. Conveying the meaning of new words. Use of dictionaries. Vocabulary matching task.*Answers:**A) satellite dish**B) interference**C) aerial**D) decoder**E) radio waves**F) binary code*Ex.2 p.41. Skimming.*Answers:**1) A 2) D 3) D 4) A 5) A 6) D*Ex.3 p.41. Detailed reading. Comprehension questions.*Answers:**1) Analogue broadcasting uses radio waves.**2) The problems with this system were that it could not transmit many channels and the picture quality was sometimes poor because of interference.**3) Binary code is a computer language which only consists of zeros and ones and broadcasters can use it to send a lot of information very quickly.**4) TVs can receive digital information via an aerial, a cable, a satellite dish or broadband.**5) No, a decoder can either be inside a TV or computer, or in a separate box which is connected to it.**6) A high definition TV (HDTV) has better picture quality than a standard TV.*Ex.4 p.41. Speaking in a form of discussion.Ex.5 p.41. Asking and answering questions.  | CD |
| Ending the lesson | Giving the hometask. Presentation "Television broadcasting in the past and present".**Self-assessment**.Students express their attitude to the lesson and give self-assessment using the method: “Six thinking hats”:* Green: How can you use today's learning in different subjects?
* Red: How do you feel about your work today?
* White: What have you leant today?
* Black: What were the weaknesses of your work?
* Blue: How much progress have you made in this lesson? (Now I can, I still need to work on, I've improved in, Today I learnt... )
* Yellow: What did you like about today's lesson?
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|  End1min | Feedback: Teacher asks students what task was difficult to them and which pair worked well.  |  |
| **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?** | **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:**1. Consider different perspectives on the world orally or in a written form.
2. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.
3. Identify the main idea of text on unfamiliar and curricular topics.

**Descriptor:**A learner:* gives evaluation to the problem.
* uses appropriate subject-specific vocabulary
* chooses the right answer.
* Observation
* Feedback on the work
* Self-assessment
 | Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas |