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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 world  8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics  8.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. | | | |
| **Most learners will be able to:** | | | |
| * Discuss and give opinions about television technology in the past and present. | | | |
| **Some learners will be able to:** | | | |
| * Express ideas about television technology in the past and present building extended sentences. | | | |
| **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? | | |  | |
| 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? | | |  | |
| End  1min | 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 |