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| **Term 2****Unit 3"Entertainment and media"** | **School: 2** |
| **Date:** 16. 11. 2018 | **Teacher’s name: Samsonova Kseniya Anatolievna**  |
| **Grade 8 А, Б, В** | **Number present:** | **Number absent:** |
| **Theme of the lesson:** | **Television.**  |
| **Learning objectives(s) that this lesson is contributing to** | 8.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics8.S2 ask more complex questions to get information about a growing range of general topics and some curricular topics |
| **Lesson objectives**  | **All learners will be able to:** |
| * Apply vocabulary to do with television and key phrases for comparing opinions.
* Use was/were, there was/there were.
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| **Most learners will be able to:** |
| * Do a quiz on TV.
* Discuss and give opinions about TV.
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| **Some learners will be able to:**  |
| * Express opinions about TV building extended sentences.
* Create a TV quiz.
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| **Value links** | Information and media literacy. |
| **Crosscurricular links** | Arts.  |
| **Previous learning** | A music festival.  |
| **Useof ICT** | Smart board for showing a presentation, getting additional information, playing the audio files. |
| **Intercultural awareness** | Learners share and compare popular TV programs 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.** Start thinking p.32. Answering questions.1.What's a reality show?*(A reality show is a TV show which uses real people instead of actors).*2. How much TV do you watch?3. What are the most popular TV programmes in your country?Free talk. * *What did you watch on TV last night?*
* *What are your favourite programmes?*
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| Main Activities | Ex.1 p.32.Classifying words.*Answers:**1) camera**2) remote control**3) character**4) participant**5) viewer**6) presenter**7) programme**8) show**9) channel**10) broadcast**11) advert**12) series*Ex.2 p.32.Discussing questionnaire. *Answers:**1) a 2) c 3) b 4) b 5) c 6) c 7) a 8) c*Ex.3 p.32. Substitution drill.*Answers:**1) my2) with 3) don't4) think5) sure6) so*Ex.4 p.33. Expressing opinion.Ex.5 p.33.Sentence completion task.*Answers:**1) was2) wasn't3) weren't4) Was5) was6) were7) was*Ex.6 p.33.Blank-filling.*Answers:**1) was 2) was 3) was 4) Was 5) wasn't 6) was 7) Were 8) weren't 9) were 10) weren't 11) wasn't* *12) was*Ex.7 p.33.Filling in gaps. Asking and answering questions. *Answers:**1) What was 2) What were**3) Who were 4) How was 5) Were there*Ex.8 p.33.Creating a TV quiz.Extra task. Writing practice.  | CDCD |
| Ending the lesson | Giving the hometask.WB p.24.Self-reflection. Most ……. thingAsk learners what was the most, e.g. useful, interesting, surprising, etc. thing they learned today.  |  |
|  End1min | Feedback: Teacher asks students what task was difficult to them and which pair worked well.  |  |
| **Additionalinformation** |
| **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. Apply topic related vocabulary in speech appropriately arranging words and phrases into well-formed sentences.
2. Make up complex interrogative sentences to getinformation about the topic.

**Descriptor:**A learner:* uses appropriate subject-specific vocabulary while speaking.
* asks a variety of questions in order to get useful information.
* Observation
* Feedback on the work
 | Students think critically, exploring, developing, evaluating and making choices about their own and others’ ideas |