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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 topics  8.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. | | | | | |
| **Most learners will be able to:** | | | | | |
| * Do a quiz on TV. * Discuss and give opinions about TV. | | | | | |
| **Some learners will be able to:** | | | | | |
| * Express opinions about TV building extended sentences. * Create a TV quiz. | | | | | |
| **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?* | | | |  | | |
| 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. | | | | CD  CD | | |
| Ending the lesson | Giving the hometask.WB p.24.  Self-reflection. Most ……. thing  Ask learners what was the most, e.g. useful, interesting, surprising, etc. thing they learned today. | | | |  | | |
| End  1min | 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 |