**Lesson plan**

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| **Short-term plan**  **Unit 6:** Entertainment and Media | | **School: 19** | | | | |
| **Date:** | | **Teacher name: Nizmulina G.N.** | | | | |
| **Grade:** 7 | | **Number present:** | | | **absent:** | |
| **Theme of the lesson:** Types of media | | | | | | |
| **Learning objectives** | | | 7.R3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts  7.C6 organise and present information clearly to others  7.S3 give an opinion at discourse level on a growing range of general and curricular topics | | | |
| **Lesson objectives** | | | **All learners will be able to:**   * recognize the main events in the text with 70% accuracy * demonstrate information about types of media in 1 – 2 simple sentences clearly to their peers * compose 1 general question with considerable support   **Most learners will be able to:**   * recognize the most events in the text with 85% accuracy * organize and present information about types of media in 2 – 3 simple sentences clearly to their peers * compose 1 special question with limited support   **Some learners will be able to:**   * analyze the most events in the text with 95% accuracy * organize and demonstrate information about types of media in more than 3 simple sentences clearly to their peers * compose 1-2 special questions without any support | | | |
| **Assessment criteria** | | | **Learners have met this learning objective if they can:**  - recognize the main events in the text correctly  - organize and present information about types of media to their peers appropriately | | | |
| **Value links** | | | Mutual respect and tolerance | | | |
| **Cross curricular links** | | | English Russian Literature | | | |
| **ICT skills** | | | Using computer and flashcards | | | |
| **Previous learning** | | | Reading for Pleasure | | | |
|  | | | | | | |
| **Time** | **Planned activities** | | | | | **Resources** |
| Beginning  5 minutes  (IPW) | **Greeting**  **Organizational moment**  **Work in a larger group. Strategy “Brainstorming”:**   1. What is Mass Media? 2. From what sources do we get information? 3. From which source can you get the most information? Justify your point of view. | | | | |  |
| Middle  30 minutes | **Group work. Strategy "Mind map".**  **Activity 1.** Each group is offered a fragment of the text to which tasks of different level of complexity are offered according to Bloom's taxonomy. Groups are asked to complete tasks that they consider relevant in a given time. Formative assessment is carried out on the basis of selected descriptors attached to the task (peer assessment).  **Differentiation by grouping Differentiation by task**  **Activity 2.** The students should make a survey about types of media in different countries and place the results in tabular form. Formative assessment is carried out on the basis of selected descriptors attached to the task (self - assessment).   |  |  |  | | --- | --- | --- | | **№** | **Countries** | **Types of Media** | | 1 | Great Britain |  | | 2 | USA |  | | 3 | Australia |  | | 4 | New Zealand |  | | 5 | Canada |  |   **Formative assessment**  **Unit: Entertainment and Media**   |  |  | | --- | --- | | **Learning objective** | 7.R3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts | | **Assessment criteria** | * identify the details in a given argument relating to the theme | | **Level of thinking skills** | Knowledge and comprehension | | **Task. Read the text and complete the task.**  **Two friends are trying to decide what film to watch.**  **A:** We could see *The Good, the Bad and the Ugly*. It’s an old western.  **B:** I saw that a few weeks ago with my dad.  **A:** Did you like it?  **B:** I found it boring. Too many cowboys and horses. I prefer horror films. Let’s get *Friday the* *13th*. It’s a classic.  **A:** I watched it last night on TV. It didn’t scare me at all.  **B:** Well, what about a comedy with Jim Carrey?  **A:** Again? We rented a comedy last week. How about *Star Wars*?  **B:** No, not science fiction again. And no more adventure films, please. Let’s get something different.  **A:** Well, what’s left? What about this one, *A Love Story*? Ha, ha!  **B:** Yuk! Not a romance. No way. How about one with crime or a drama?  **A:** I know! *Silence of the Lambs* with Jodie Foster and Anthony Hopkins. It won Oscars for best actress, actor and director in 1992.  **B:** It’s also a horror film. Wicked – let’s get it.  **Task: Find the words from the text that refer to each type of film.**  1. a film that makes you feel afraid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. a film with cowboys \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. a funny film \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. a film with aliens and about space \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. a film about murders, thieves and robbers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  6. a love story \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  7. an action film \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Answer keys:**  1. Horror, 2. Western, 3. Comedy, 4. Science fiction, 5. Crime, 6. Romance, 7. Adventure. | | | **Descriptor** | A learner  • reads the text and identifies details correctly  • completes the phrases with appropriate genres of films | | | | | | Worksheet 1 |
| End  5 min | The teacher conducts reflection using the traffic light method.  **"Traffic light".** Evaluate your activities with the help of "Traffic Light" (green - everything is clear, yellow - there are difficulties, red - a lot of incomprehensible - cards of these colors are given to students before the lesson).  H/T: can be given the same worksheet to finish (if it’s necessary) | | | | |  |
| **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?** | **Health and safety check ICT links** | | |
| Support for weaker students: working in pairs/ groups, individually.  Challenges for more able students: encourage to do more writing; assist weaker students. | | | FA  Monitoring  Checking the task  Feedback on the work | Video, PPT | | |
| **Reflection**  Were the lesson objectives/learning objectives realistic? Did all learners achieve them?  If not, why?  Did my planned differentiation work well?  What changes did I make from my plan and why? | | |  | | | |
| **Summary evaluation**  **What two things went really well (consider both teaching and learning)?**  **1:**  **2:**  **What two things would have improved the lesson (consider both teaching and learning)?**  **1:**  **2:**  **What have I learned from this lesson about the class or achievements/difficulties of individuals that will inform my next lesson?** | | | | | | |

**WORKSHEET 1**

**Newspapers**

Newspaper is a publication that presents and comments on the news. Newspapers play an important role in shaping public opinion and informing people of current events.

There are daily newspapers and weekly newspapers. Daily newspapers print world, national and local news. Many dailies are morning papers, others are afternoon papers. Sunday issues of the dailies are usually larger than the weekday ones. They may include special sections on such topics as entertainment, finance and travel or Sunday magazine, a guide to TV programmes, coloured comics. The major dailies in the US are «Christian Science Monitor», «New York Times», «USA Today», «Wall Street Journal», «Washington Post».

**Tasks for the 1st group**

1. Read and translate the text.

2. Compose Mind Map, present the results in the form of a poster

3. Retell the text using Mind Map.

**Magazines**

Magazine is one of the major mass media. Magazine is a collection of articles and stories. Usually magazines also contain illustrations.  
 The earliest magazines developed from newspapers and booksellers catalogs. Such catalogs first appeared during the 1600's in France. In the 1700's pamphlets published at regular intervals appeared in England and America. They were literary publications. One of the first British magazines «The Gentleman's Magazine» was published from 1731 to 1914. The first American magazine was called the «American Magazine », or «A Monthly View».  
 Magazines provide information on a wide range of topics such as business, culture, hobbies, medicine, religion, science, and sports. Some magazines entertain their readers with fiction, poetry, photography or articles about TV, or movie stars.

**Tasks for the 2nd group**

1. Read and translate the text.

2. Compose Mind Map, present the results in the form of a poster

3. Retell the text using Mind Map.

**Radio**

Radio is the wireless transmission of signals or sounds through free space. By all means, it is something worth using. Many famous scientists have worked on the radio creation, including Nicola Tesla and Thomas Edison. However, the first radio receiver was introduced by Russian physicist Alexander Popov in 1895. Since its appearance, radio has been used for various purposes. Its early uses include sending telegraphic messages with the help of Morse code. It was also used during the wars for sending diplomatic and confidential messages. Before the advent of television, radio was used for broadcasting not only news and music, but dramas, comedies and other shows. From late 1920s till mid 1950s radio was the only means of mass media that used sound. Today, we use radio mainly for listening to music and the daily news. People who drive cars listen to it to get information about the road traffic.

**Tasks for the 3rd group**

1. Read and translate the text.

2. Compose Mind Map, present the results in the form of a poster

3. Retell the text using Mind Map.

**Internet**

Internet is a great invention. It has changed the lives of nearly all people on our planet. Many things have become easier and can be done from the comfort of your own home. For example, people nowadays can order a takeaway food, they can buy clothes online, and they can even work online. Internet is a global world network, which has united people from different countries and of different backgrounds. Thanks to this network, we can chat with friends, meet new people and connect to our distant relatives via video calls. Shopping has become much easier. If you don’t have time to go to the store, you can order all the necessary products at the online store and they are delivered within a day. Same can be done with medical pills, railway tickets, shoes, dresses and any other items. Obviously, it is one of the most useful tools in the life of modern people.

**Tasks for the 4th group**

1. Read and translate the text.

2. Compose Mind Map, present the results in the form of a poster

3. Retell the text using Mind Map.