

<b>Theme:</b>	Industry 4.0	<b>Timing:</b>	90 mins
<b>Topic:</b>	(1) Industrial Revolutions and their history	<b>Level:</b>	B1-2
<b>LESSON AIMS:</b> To be able to identify inventors, inventions and applications while analysing differences between the First, Second and Third Industrial Revolutions			
<b>LEARNING OUTCOMES - Content:</b> Students will be able to: <ul style="list-style-type: none"> <li>• identify each Industrial Revolution by naming its chief representatives and their inventions</li> <li>• categorise technical developments and applications of each Industrial Revolution</li> <li>• analyse the most significant impacts of each Industrial Revolution</li> <li>• summarise each Industrial Revolution</li> </ul>			
<b>LEARNING OUTCOMES – Communication/Language:</b> Students will have: <ul style="list-style-type: none"> <li>• the ability to produce accurate terms of particular technological advances and machinery for each revolution</li> <li>• the chance to present the findings of their discussions to the group and to the class</li> <li>• the experience of evaluating authentic material both visually and audibly with a writing scaffold</li> </ul>			
<b>Cognition skills used:</b> <ul style="list-style-type: none"> <li>• LOTs: remembering, understanding, applying</li> <li>• HOTs: analysing, evaluating, creating</li> </ul>			
<b>Cultural awareness:</b> Industrial Revolutions also brought cultural dimensions that affected a lot of nations worldwide (e.g. belief in progress and ownership, desire for profit, work for wages, labour unions, philanthropy, etc.)			
<b>RESOURCES available (suggested):</b> <ol style="list-style-type: none"> <li>1. <a href="http://www.history.com">http://www.history.com</a> → First Industrial Revolution (<a href="http://www.history.com/topics/industrial-revolution/videos/steam-engine-drives-a-revolution">http://www.history.com/topics/industrial-revolution/videos/steam-engine-drives-a-revolution</a>)</li> <li>2. <a href="https://www.youtube.com/watch?v=KkDeQjyjfAc">https://www.youtube.com/watch?v=KkDeQjyjfAc</a> → Second Industrial Revolution</li> <li>3. <a href="https://www.youtube.com/watch?v=nISP9u0VvzQ">https://www.youtube.com/watch?v=nISP9u0VvzQ</a> → Third Industrial Revolution</li> <li>4. <a href="https://www.youtube.com">https://www.youtube.com</a> → supportive audio visual materials</li> <li>5. <a href="http://www.computerhope.com/jargon.htm">http://www.computerhope.com/jargon.htm</a> → source of new lexis</li> </ol>			
<b>PREPARATION required (by Teacher):</b> <ul style="list-style-type: none"> <li>• Select a range of up-to-date materials to illustrate key facts/aspects</li> <li>• Industrial Revolution articles (newspaper or the Internet)</li> <li>• Handout materials (technological advances, inventors, inventions, cultural awareness)</li> <li>• White board/flipchart, markers, projector, PC, Internet, CD/mp3 player</li> </ul>			

<b>Linking with previous lesson:</b> This is an introductory lesson (Teacher= T; Student = S; Students = Ss; Industrial Revolution = IR)			
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<b>Stage &amp; cognitive skills:</b>	<b>Time:</b>	<b>Procedure</b>	
<b>Lead-in</b>	<b>10 min</b>	<b>Check knowledge; warmer</b>  Ss: Brainstorming session: <i>What do Ss know about the Industrial Revolutions, their major inventors, inventions and applications?</i> (Group work – Ss are divided into three groups, each group deals with one IR).  T: Elicit answers from groups and compare their answers with a ppt presentation.	
<b>Stage 1:</b>  LOTs: remembering, understanding, applying HOTs: analysing, evaluating	<b>20 min</b>	<b>The First Industrial Revolution</b> (content / communication)  T: Elicit answers from group 1 as one S from the group records them on board. Ss watch the first video <i>“Steam Engine drives a revolution”</i> and as a class compare the answers from group 1 based on their visual comprehension of the video.  Ss: Receive a handout <i>First IR Inventions</i> and match the inventions to their descriptions in pairs.  T: Elicit answers from Ss and point out incorrect vocabulary/tenses used by Ss in this slot.	
<b>Stage 2:</b>  LOTs: remembering, understanding, applying HOTs: analysing, evaluating	<b>20 min</b>	<b>The Second Industrial Revolution</b> (content / communication)  T: Elicit answers from group 2 as one S from the group records them on board. Ss watch the second video <i>“The rise of the Second Industrial Revolution”</i> and as a class compare the answers from group 2 based on their visual comprehension of the video.  Ss: Receive individually a handout <i>Henry Ford</i> , read in groups and answer follow-up questions about the text.  T: Elicit answers from Ss and point out incorrect vocabulary / tenses used by Ss in this slot.	
<b>Stage 3:</b>  LOTs: remembering, understanding, applying	<b>20 min</b>	<b>The Third Industrial Revolution</b> (content / communication)  T: Elicit answers from group 3 as one S from the group records them on board. Ss watch the final video <i>“3<sup>rd</sup> Industrial Revolution”</i> and as a class	

<p>HOTs: analysing, evaluating</p>		<p>compare the answers from group 3 based on their visual comprehension of the video.</p> <p>Ss: Receive individually a handout <i>Third IR Inventions</i> and match the inventions to their inventors in pairs.</p> <p>T: Elicit answers from Ss and point out incorrect vocabulary/tenses used by Ss in this slot.</p>
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<b>Stage 4:</b>  LOTs: remembering, understanding, applying HOTs: creating, evaluating	<b>10 min</b>	<b>Coin your own Industrial Revolution scaffolding</b> (communication)  Ss: Split class activity - Groups are given scaffolding handouts from a different IR and they prepare and present their summary of inventors, inventions, application of technological advances and formulate their short definition of the relevant IR.  T: Facilitate Ss’ feedback to the whole class.	
<b>Re-cap and/or feedback</b>	<b>10 min</b>	<b>Class feedback and summary</b>  The overall achievements of all Industrial Revolutions and how they have influenced our lives so far: Positive aspects vs. Downsides (class discussion)	
<b>Variation:</b>	<b>stage 2</b>	<a href="https://www.youtube.com/watch?v=7cp2iFwOU-c">https://www.youtube.com/watch?v=7cp2iFwOU-c</a> (watch only up to 4.05 min)	
<b>Variation:</b>	<b>Re-cap / or feedback</b>	Audio-visual input - Summarising three Revolutions + a teaser of the Fourth Revolution <a href="https://www.youtube.com/watch?v=7SfLEiHuzbs">https://www.youtube.com/watch?v=7SfLEiHuzbs</a>	
<b>Extension/ Homework:</b>	<ul style="list-style-type: none"><li>- Homework - handouts to read and to be aware of - <i>Cultural awareness</i></li><li>- <a href="http://www.sussexsteam.co.uk/Newcomen.html">http://www.sussexsteam.co.uk/Newcomen.html</a> (Newcomen atmospheric steam engine)</li><li>- <a href="https://www.youtube.com/watch?v=HIYockQPNKo">https://www.youtube.com/watch?v=HIYockQPNKo</a> – differences and similarities between the First and Second Industrial Revolutions</li></ul>		
<b>To be photocopied:</b>	<ul style="list-style-type: none"><li>- Henry Ford</li><li>- the Third Industrial Revolution inventions</li><li>- Cultural awareness</li><li>- Match the definitions</li></ul>		