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| **Unit 4: Entertainment and media** | | **School #12** | | | | |
| **Lesson 36** | |  | | | | |
| **Date:** | | **Teacher's name:** | | | | |
| **Class:** | *8 « » grade* | **№ of present** |  | **№ of absent** | |  |
| **Theme of the lesson** | | Culture page | | | | |
| **Learning objective (s) that this lesson is contributing to** | | 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics  8.4.1.2 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts  8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics | | | | |
| **Lesson objectives** | | Recognize certain aspects of culture of Kazakhstan  Find necessary information in the reading text  Do a project work on their own | | | | |
| **Cross**  **curricular links** | | Art | | | | |
| **Planned timings** | **Teacher's activity** | **student's activity** | | **Assessment** | | **Resources** |
| Beginning  5 min | **Warming Up**  Introduce about the topic and  Draw Ss’ attention to the title and the pictures | Greeting  Ss answer the questions | | Verbal evaluation | |  |
| Middle  15 min  10 min.  10 min. | **Part A.**  A. • Draw Ss’ attention to the titles and the pictures of the texts and ask them to tell you what the texts are about (famous Kazakh films).  • Ask Ss to tell you if they have ever watched these films.  • Elicit answers.  • Play the CD, have Ss follow in their books and check their answers.  • Ask Ss some comprehension questions:  *Who directed ‘The Old Man’? Yermek Tursunov. Is the film exactly the same as the book? No, it isn't. It follows the main themes of the novel, but it includes Kazakh elements. What kind of film is ‘Myn Bala’? It is a historical action film. Who were the lead roles of ‘Myn Bala’ given to? They were given to students of the TK Zhurgenov Kazakh National Academy of Arts.*  **Part B. Aims:** to familiarise Ss with certain aspects of the culture in various countries to provide Ss with opportunities to use technology as a tool for research and to organise information  • Have Ss do the activity.  • Check the answers with the class.  • Explain any unknown words and choose Ss to read out the text. • Ask Ss which of the films mentioned they find the most interesting and why, what other films they know of, etc.  Pr **Song**  Gadget freak  Ask Ss to read through the song on p. 247.  Draw Ss’ attention to the title of the song and ask them to guess what the song will be about.  Play the CD and have Ss listen to the song carefully and check their answers. | Students read the text and answer the questions  Check answers.  Students do the task.  Key B  1- M  2- N  3- O  4- O  5- N  6- O  7- M  8- M  **Key**  1-gadgets  2- computer  3- Net  4- mobile  5- TV  6- MMS | | | **verbal evaluation**    **Mutual assessment** | Full Blast for Kazakhstan.  Ex1 p109 Culture Page |
| End  5 min. | Teacher comes back to lesson objectives and finds out together with students what have been done in the lesson.  ***Feedback:*** Students reflect on their classroom performance by VAK:  Visual- What have you learnt with your eyes today this lesson?  Auditory – What have you learnt with your ears?  Kinesthetic – What have you learnt with your body? | Ss’ writes their home task to diary  Ss give their feedback | |  | | Workbook:  P 64 ex F |
| Reflection | At the end of the lesson, learners reflect on their learning:  - What has been learned  - What remained unclear  - What is necessary to work on |  | |  | |  |

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| **Unit 4: Entertainment and media** | | **School #12** | | | | |
| **Lesson 37** | |  | | | | |
| **Date:** | | **Teacher's name:** | | | | |
| **Class:** | *8 « » grade* | **№ of present** |  | **№ of absent** | |  |
| **Theme of the lesson** | | CLIL /Art  Installation Art. | | | | |
| **Learning objective (s) that this lesson is contributing to** | | 8.1.4.1 evaluate and respond constructively to feedback from others  8.1.7.1 develop and sustain a consistent argument when speaking or writing  8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings | | | | |
| **Lesson objectives** | | Present comprehension of Art through English language  Differentiate between meanings and structures related to Art and give definitions where necessary  Have expanded discussions giving proofs and examples | | | | |
| **Cross**  **curricular links** | | Art | | | | |
| **Planned timings** | **Teacher's activity** | **student's activity** | | **Assessment** | | **Resources** |
| Beginning  5 min | **Warming up**  Introduce about the topic and  Draw Ss’ attention to the text | Greeting  Ss answer the questions | | Verbal evaluation | |  |
| Middle  15 min  10 min.  10 min. | A: • Draw Ss’ attention to the word Art and ask them if they like the subject and if they are good at it.  Ask Ss the question in the rubric. Elicit answers but do not correct Ss at this stage.  • Play the CD and have Ss follow in their books and check their answers. books and check their answers  • Ask Ss some comprehension questions:  *How is installation art different from the other forms of art? It is more interactive and you use different senses to experience it. Where can you find installation art? In interior and exterior spaces.*  *Where could you see the ‘Floating Piers’? At Lake Iseo, in Italy. How long did it last? Sixteen days.*  *What did they use to create the ‘Floating Piers’? Polythene cubes and yellow fabric*  *When did Har Hollands create the project ‘Light Dome’? In 2016. What did he use to create the ‘Light Dome’? Transparent tubes, cables and loudspeakers.*  *What were the tubes able to do? They were able to change colours and move to different heights.*  *How many loudspeakers were there in the ‘Light Dome’? Eight.*  B. • Ask Ss to look at the highlighted words in the text.  • Tell them to use their dictionaries to look up the meaning of the words.  • You can have Ss work in pairs or groups.  • Elicit answers and help Ss deduce the meaning of the words using the visual prompts of the text.  C. • Ask Ss to read the statements and decide if they are True or False according to the text.  • Allow Ss some time to do the activity.  • Check the answers with the class.  D. • Draw Ss’ attention to the questions.  • Elicit answers and initiate a short discussion.  • Show Ss some more photos of installation art and encourage them to describe them as in the text above.  **Project:**  • Draw Ss’ attention to the project.  • Explain to Ss that it will be done as homework.  • Explain to Ss that they can use the Internet, the school library or any other available resources to find further information about installation art in order to create their own.  • Refer Ss to the Project Skills on p. 252. | Students read the text and answer the questions  Check answers.  . **KEY: Installation art is a kind of art that uses the area it’s in to help people experience the exhibits using their sight, hearing, smell and touch.**  Students do the task.  Ss deduce the meaning of the words using the visual prompts of the text.  **Key**  1-T  2- F  3- T  4- F  5- F  6- F | | | **verbal evaluation**    **Mutual assessment** | Full Blast for Kazakhstan.  Installation Art p111 |
| End  5 min. | Teacher comes back to lesson objectives and finds out together with students what have been done in the lesson.  ***Feedback:*** Students reflect on their classroom performance by VAK:  Visual- What have you learnt with your eyes today this lesson?  Auditory – What have you learnt with your ears?  Kinesthetic – What have you learnt with your body? | Ss’ writes their home task to diary  Ss give their feedback | |  | | Project p 112 |
| Reflection | At the end of the lesson, learners reflect on their learning:  - What has been learned  - What remained unclear  - What is necessary to work on |  | |  | |  |