

Технологическая карта урока по английскому языку

Класс: 8

Тема: Музыка

Коммуникативная ситуация на уроке: «Музыка в моей жизни.»

Количество уроков по теме: 13

Место урока в изучаемой теме: 3

Тип урока: комбинированный.

Цель: развитие навыков диалогической и монологической речи.

Прогнозируемый результат: предполагается, что к концу урока учащиеся смогут расспросить и рассказать о своих предпочтениях в музыке, аргументировав свои ответы; рассказать о музыкальных инструментах.

Задачи: образовательные: создать условия для активизации лексического материала в устной речи в рамках коммуникативной ситуации урока; способствовать развитию умений использовать в диалогической и монологической речи изученную информацию;

развивающие: способствовать развитию памяти, внимания, логического мышления, фонематического слуха; содействовать развитию умений осознанному построению речевого высказывания в соответствии с коммуникативной ситуацией; создать условия для проявления у учащихся навыка работы в парах; содействовать вовлечению учащихся в различные виды речевой деятельности на уроке;

воспитательные: создать условия, обеспечивающие воспитание музыкальной культуры и толерантного отношения в восприятии различных музыкальных жанров, содействовать созданию благоприятных условий для активного вовлечения учащихся в образовательный процесс;

Оборудование урока: компьютер, иллюстративный и раздаточный материал, аудиозапись, учебник.

Методы: коммуникативный, объяснительно-иллюстративный.

Формы деятельности: фронтальная, индивидуальная, парная.

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Ход урока

Этап	Задачи этапа	Действия учителя	Действия учащихся	Методы и приемы обучения	Прогнози-руемый результат
1. Организа- ционно-мотив ационный					
1.1.Привет- ствие	Ввести в атмосферу иноязычног о общения, подготовить к дальнейшем у общению на иностранны м языке	- Good morning, boys and girls. Take your seats, please. I am glad to see you again and I hope you are fine and ready for the lesson, aren't you? So, be active, energetic and optimistic and you will get good marks and good mood, too. Let's start.	- Учащиеся желают друг другу хорошего настроения и интересного урока.	Коммуникат ивный	Образование комфортного микроклимата.

1.2.Целепо- лагание	Определить тему и цели урока	- Today we'll have a very inte- resting lesson. We will continue speaking about one of the most wonderful things in the world. What is it? Look at the blackboard! What are we going to talk about at our lesson? Can you guess what the topic of our lesson is? These pictures will help you. What are the aims of our lesson?	Ps: - The topic of our lesson is «Music in my life » <table><tr><td>We are going to...</td><td>music.</td></tr><tr><td>We are going to...</td><td>music styles.</td></tr><tr><td>We are going to...</td><td>musical instruments.</td></tr><tr><td>We are going to...</td><td>dialogues.</td></tr><tr><td>We are going to...</td><td>listening skills.</td></tr><tr><td>We are going to...</td><td>vocabulary.</td></tr><tr><td>We are going to...</td><td>in pairs.</td></tr></table>	We are going to...	music.	We are going to...	music styles.	We are going to...	musical instruments.	We are going to...	dialogues.	We are going to...	listening skills.	We are going to...	vocabulary.	We are going to...	in pairs.	Коммуникативный, иллюстративный	Самоопределение на деятельность: формулировка учащимися целей и личностно-значимых целей урока.
We are going to...	music.																		
We are going to...	music styles.																		
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We are going to...	in pairs.																		
2.Операционно-деятельностный 2.1. Речевая зарядка	Способствовать развитию речевых	- What comes to your mind when you hear the word «music»? What is it? <i>Приложение 1.</i> - What do you think about when you listen to music?	P1: - When I listen to music it makes me think of different seasons. P2: - When I listen to music I forget about everything.	Прием «Цепочка»	Мотивация учащихся к коммуникативной деятельности.														

	навыков по теме	<i>Приложение 1.</i> - What is music for you? - Do we need music in our life?	P3: - When I listen to music I want to sing and dance. Учащиеся по цепочке задают вопрос друг другу и отвечают на него. P1: - In some ways, music is a language. People use it to express feelings. P2: - That's a great question. For me, music is the best source of relaxation. I have a keen interest in music and I'm extremely passionate about singing so in my view, music is something you cannot get 'Tired' of.		
2.2. Контроль умений составлять слова и словосочетания	Создать условия для совершенствования навыков говорения с использованием	а) - Music can be different. There are a lot of different styles of music. What are they? - What associations do you have with the word «music styles»? <i>Приложение 2.</i>	Учащиеся составляют ассоциогамму с данными словами. Слова в помощь: rock, hard rock, rap, techno, R and B, jazz, pop, country, folk, classical.	Прием «Ассоциогамма»	Актуализация лексических единиц, необходимых для создания речевой ситуации.

	опорных схем	б) – Do you know the music styles well? What do you know about them? <i>Приложение 2.</i>	P1: - Jazz. A type of music which was played by Black Americans with a strong beat and parts in which performers can improvise alone. P2: - Rock. A type of music which is especially popular with young people and consists of simple tunes with a strong beat.		
2.3. Актуализация субъективного опыта учащихся	Обеспечить актуализацию словарного запаса	а) – What adjectives can we use to describe different styles of music? <i>Приложение 3.</i> б) - I think that it is better to identify different styles. Express your opinion, what music style is it and what do you think about it? Use adjectives to describe them.	P1: - Music can be popular, fast, slow, energetic, aggressive, noisy, depressing, touching, lively. P2: - Music can be rude, beautiful, soft. P1: - I think it is jazz. It is very expressive and relaxing. P2: - I think it is classical. It is very beautiful and expressing.	Словесный Аудиозапись	Монологическое высказывание учащихся Учащиеся прослушивают музыкальные стили и описывают их.

2.4. Развитие умений диалогичес- кой речи	Способство- вать развитию навыков диалогическ- ой речи на основе изученного лексического о материала	a) - Tastes differ. You see, different people have different thoughts. What types of music do you like and why? Let's act out our dialogues. Ask each other what is his/her favourite music style and explain why. б) – What music would you prefer to listen to in the following situations?	P1: - What is your favourite music style? P2: - I don't really listen to much rock and pop these days. I prefer classical music. Why? Well... pop's lost its direction, I think. Everything's controlled by machines and technology. Ten or twenty years ago there were real artists writing real songs – now all you get is synthesizers and dance music. It's like wallpaper... everything sounds the same. P1: - What about you? P2: - I think rap music is cool. It's a rhythmic style of speaking. I like it because first of all it's the music of young people. It's not easy to sing rap as it may seem. Not everyone can read the words so fast. The best rap singers are Afro-Americans, but there are some good European rap singers, too. P1: - What music would you prefer to listen to at a party?	Коммуникативный	Диалогические высказывания учащихся.
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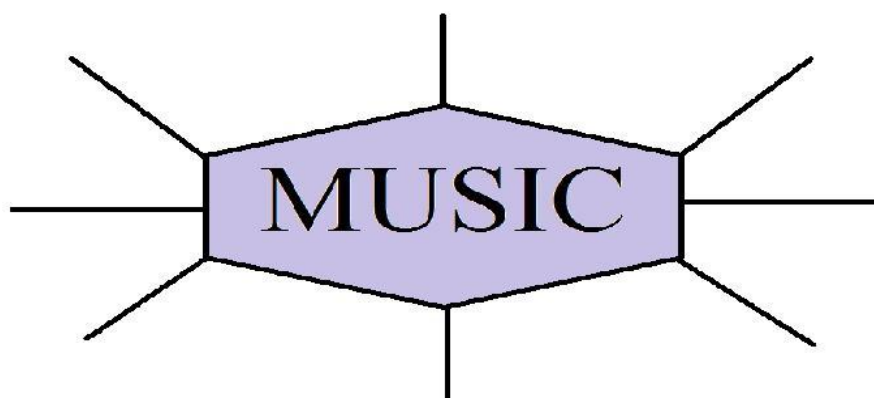
		- at a party? - in a supermarket? - in a restaurant? - at home when you are studying? - at home when you are relaxing? <i>Приложение 4.</i>	P2: - At a party I would prefer to listen to pop because it is energetic, expressive and lively.		
2.5. Совершенство- вание лексически- х навыков по теме	Обеспечить усвоение учащимися названий музыкальных инструментов	- In order to create music, we use different musical instruments. What musical instruments do you know? What musical instruments can we play? Look at the musical instruments and name them. <i>Приложение 5.</i>	P1: - We can play the guitar. P2: - We can play the violin. P3: - We can play the cello.	Коммуникативный	Высказывания учащихся

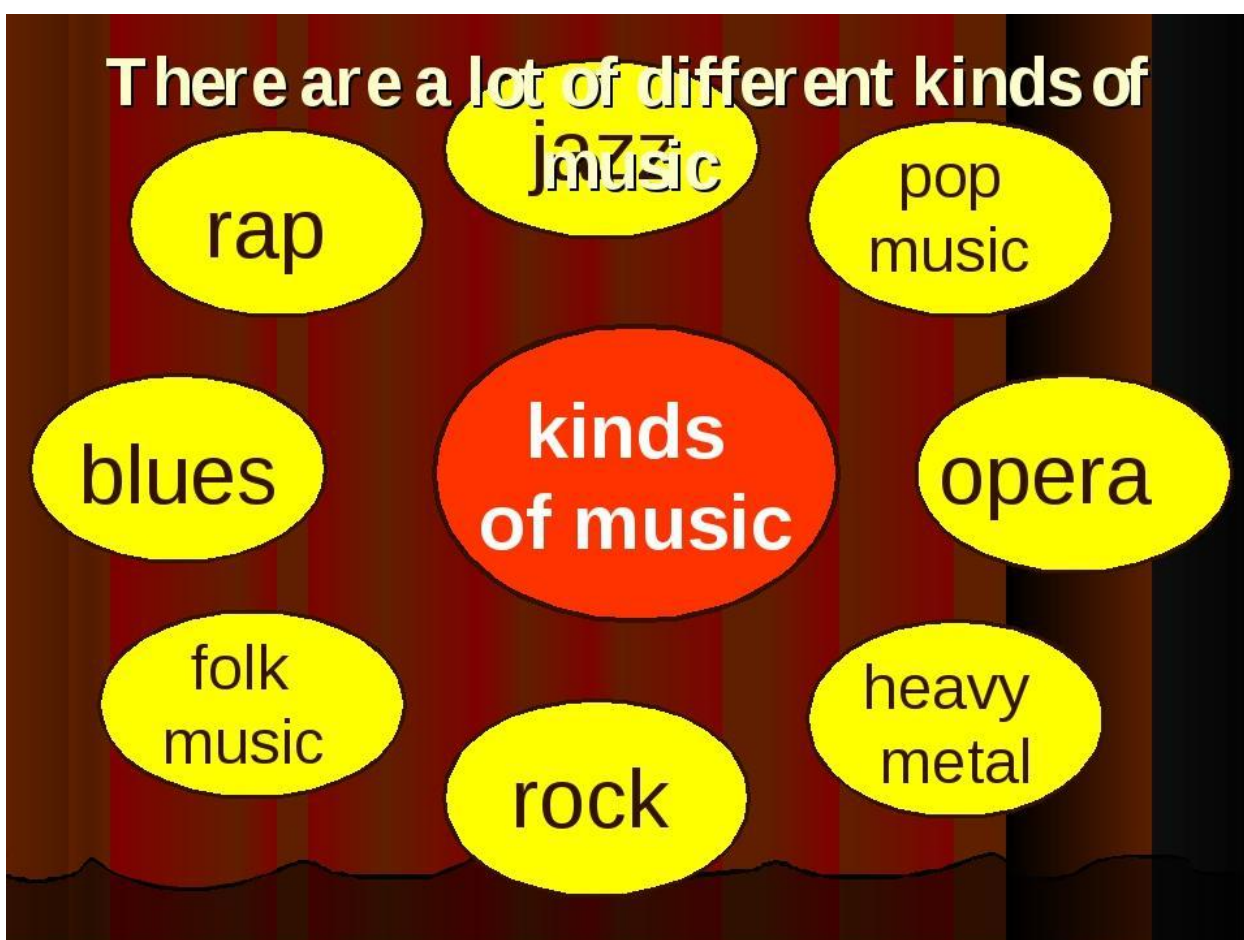
2.6.Релаксация. Музыкальная пауза	Создать условия для релаксации.	- Do you know the sounds of these instruments? - Lets guess them. What musical instrument is playing? Listen to the music.	Учащиеся слушают звучание музыкальных инструментов и отгадывают, какой это музыкальный инструмент.	Аудиозапись	Снятие психологической и эмоциональной напряженности учащихся.
2.7.Развитие речевых умений по теме	Способствовать развитию речевых навыков по теме	а) - What music instruments can we refer to the wind instruments? - What music instruments can we refer to the keyboard instruments? - What music instruments can we refer to the string instruments? - What music instruments can we refer to the percussion? - Put the musical instruments into the groups. <i>Приложение 6.</i> б) – What musical instrument is the odd out. Explain why.	P1: - To the wind instruments we can refer a trumpet, a saxophone, a flute. P2: - To the keyboard instruments we can refer an accordion, a synthesizer, a piano. P3: - To the string instruments we can refer a cello, a violin, a bass guitar. P4: - To the percussion we can refer drums and a triangle. P1: - The odd one out is the triangle, because it is not a wind instrument. P2: - The odd one out is the drums, because it is not a keyboard instrument. P3: - The odd one out is the bass guitar, because it is not used in an orchestra.	Коммуникативный	Высказывания учащихся.

			P4: - The odd one out is the bagpipes, because it is the national Scottish folk instrument.		
2.8. Развитие умений монологической речи.	Способствовать развитию умений монологической речи, умений выразить собственное мнение	а) - Can you play the musical instruments? Who can play the piano? Why have you chosen a piano? б) - What role does music play in your life? <i>Приложение 7.</i>	P1: - I can play the piano. I learnt to play the piano when I was 10. I like the sound of the piano. The sound of the piano is soft. P1: - Music helps me to work and to rest ... P2: - Music helps me to live and to learn P3: - It reflects our mood, our state of soul, our style of life ... P4: - Music appeals to our hearts and feelings ... P5: - Music transforms our feelings ..	Коммуникативный.	Монологическое высказывание учащихся.

3.Рефлек-сивно-оцен-оч-ный этап 3.1.Домаш-нее задание	Содействова-ть пониманию содержания и условий выполнения домашнего задания.	At home you have to do exercises 3a,b, page 184	Учащиеся записывают домашнее задание в дневники	Коммуникативный																									
3.2 Рефлексия. Выставле-ние и комментир-ование отметок	Выявить уровень усвоения учащимися полученных знаний, оценить и прокоммент-ировать результаты работы учащихся	- We discussed our aims at the beginning of the lesson. You should tell me what we did at our lesson - Complete the table. - Did we achieve our aims? <table><tr><td>We spoke about</td><td>...</td></tr><tr><td>We discussed</td><td>...</td></tr><tr><td>We acted out</td><td>...</td></tr><tr><td>We developed</td><td>...</td></tr><tr><td>We revised</td><td>...</td></tr><tr><td>We worked</td><td>...</td></tr></table> - Your work was excellent. - Your marks are... - Thank you for your work.	We spoke about	...	We discussed	...	We acted out	...	We developed	...	We revised	...	We worked	...	Учащиеся составляют свои высказывания, дополняя таблицу. <table><tr><td>We spoke about</td><td>...</td></tr><tr><td>We discussed</td><td>...</td></tr><tr><td>We acted out</td><td>...</td></tr><tr><td>We developed</td><td>...</td></tr><tr><td>We revised</td><td>...</td></tr><tr><td>We worked</td><td>...</td></tr></table>	We spoke about	...	We discussed	...	We acted out	...	We developed	...	We revised	...	We worked	...	Коммуникативный	Краткие высказывания учащихся
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What are your associations when you hear the word "*music*"? Write the words





Types of music

1. Type of popular music with a strong rhythm in which the words are spoken, not sung:

2. Music considered to be part of a long, formal tradition and to be of lasting value:

3. Type of modern music originally developed by African-Americans. It is usually improvised (= invented as it is played):

4. Popular music that expresses deep feelings, originally performed by Black Americans:

POP
JAZZ
SOUL
RAP
CLASSICAL MUSIC
ROCK
HIP HOP

5. Type of popular music with a strong, loud beat that is usually played with electric guitars and drums:

6. A type of popular music in which the words are spoken rather than sung. The songs are often about politics or society:

7. Modern popular music, usually with a strong beat, created with electrical or electronic equipment, and easy to listen to and remember:

Descriptive Words for Music

*loud, soft, gentle, romantic, strong,
rhythmical, bright,
heavy, light, powerful, serious, tuneful,
vivacious, original, thrilling, hard,
modern, alive, festal, florid, soulful,
stirring, aggressive, calming, elegant,
joyous, passionate, relaxed, energetic,
exuberant, happy, plaintive,
soothing.*

What types of music do you prefer?

- I love / I really like / I'm crazy about / I'm really into...
- I find it relaxing / exciting.
- Me too. / I really hate / I don't like / I'm not crazy about / I'm not really into / I prefer ...
- It makes me...

Приложение 4

What kinds of music do you prefer to listen to when you are...



... driving?
... relaxing?
... working out?
... studying?
... having dinner?
... partying?
... working?

Justify your answers.

Приложение 5

What musical instrument do you play?





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