**Технологическая карта урока**

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| **Этап урока** | **Деятельность учителя** | **Деятельность обучающихся** | **Универсальные учебные действия** | |
| **Этап вхождения в урок** | | | | |
| ***1.Организационный момент.*** | Приветствие на английском языке.  T: Good morning, everyone! Glad to see you. Ready to start? | Приветствие обучающихся. | Коммуникативные: установление дружеских контактов, настрой на продуктивную деятельность  Регулятивные: нацеливание на успешную работу | |
| ***2. Мотивация учебной деятельности обучающихся.***  Первый слайд презентации | Загадка  T:  Guess a riddle. ***I fly in the air. I eat seeds and worms. I say “Tweet, tweet”. What am I?*** ( A bird)  What does a bird symbolize? (Freedom)  Right! Have you ever heard of Maya Angelou? She was an American writer and poet. I’d like you to listen to her famous poem “I know why the caged bird sings”.  <https://www.youtube.com/watch?v=rZzOxWAxde0> | Высказывания учащихся.  Учащиеся отгадывают загадку и устанавливают, что птица символизирует свободу | Личностные: самоопределение  Коммуникативные: умение высказывать свои мысли  Коммуникативные: планирование учебного сотрудничества с учителем и сверстниками | |
| **3. *Постановка проблемы.*** | Учитель указывает на рисунок айсберга на доске. Рядом с рисунком располагаются этапы урока сверху вниз (listening, studying, discussing, creating, retelling, analyzing)  T:  What’s this? (An iceberg). What does an iceberg symbolize? (Hidden problems) Today it will symbolize our lesson. At the end of it you’ll have to define the hidden problem of the lesson. | Предположения ребят. | Регулятивные: определение учебной проблемы  Познавательные: логические – формулирование проблемы и умение ориентироваться в своей системе знаний | |
| **Изучение проблемы** |
| **4. *Прослушивание стихотворения***  (верхняя часть айсберга)  Во время проверки открывается второй слайд презентации  **5.*Изучение содержания стихотворения***  (следующая часть айсберга)  Следующий слайд презентации | Снова включается видео с записью стихотворения, которое декламируют по несколько строк известные американцы. Учащимся, предварительно разделенным по группам, раздаются тексты стихотворений с пропущенными словами.  **Task 1**  T: Listen to the poem and fill in the gaps with the words you hear.  <https://www.youtube.com/watch?v=rZzOxWAxde0> (прослушивают два раза)   * While working in groups don’t forget to exchange opinions   T: Now each group reads a column and the rest of you check and correct the mistakes.  **I Know Why the Caged Bird Sings**  **BY MAYA ANGELOU**  A free bird \_\_\_\_\_\_\_\_\_on the back Of the wind and \_\_\_\_\_\_\_\_\_\_downstream Till the current ends and \_\_\_\_\_\_\_\_\_\_ his wing In the orange suns rays And \_\_\_\_\_\_\_\_\_\_\_\_ to claim the sky.  But a bird that stalks down his narrow cage Can seldom see through his \_\_\_\_\_\_\_\_\_\_ of rage His wings are clipped and his feet are tied So he opens his \_\_\_\_\_\_\_\_\_\_\_ to sing.  The caged bird sings with a fearful trill Of things unknown but \_\_\_\_\_\_\_\_\_\_\_ for still And his tune is heard on the distant hill for The caged bird sings of \_\_\_\_\_\_\_\_\_\_\_\_\_.  The free bird thinks of another\_\_\_\_\_\_\_\_\_\_\_\_  And the trade winds soft through The sighing trees And the fat worms waiting on a dawn-bright Lawn and he \_\_\_\_\_\_\_\_\_\_\_\_ the sky his own.  But a caged BIRD stands on the \_\_\_\_\_\_\_\_\_\_ of dreams His shadow shouts on a nightmare scream His wings are clipped and his feet are tied So he opens his \_\_\_\_\_\_\_\_\_\_\_to sing.  The caged bird sings with A fearful trill of things unknown But \_\_\_\_\_\_\_\_for still and his Tune is heard on the distant hill For the caged bird sings of\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Учащиеся изучают содержание стихотворения в поиске примеров использования метафоры, эпитетов, олицетворения и символов  ***Тask 2.***  T:  What is the main characteristics of any poem? (Expressive means). There are four expressive means attached to the board- metaphor, epithet, symbol, personification.  Each group studies the poem in search of particular examples of the expressive means. When you are ready, go to the board and write down the examples below the appropriate column.  ***Task3.*** There is an envelope with task 3 on your desks.  You are supposed to listen to the results of a survey. After you listen decide whether the statements are TRUE/FALSE. You’ll listen to the recording twice.  <http://www.breakingnewsenglish.com/0510/051006-happiness.mp3>  BNE: Australians are the happiest people in the world according to a survey undertaken by market researchers GfK NOP. The marketers conducted door-to-door surveys and interviews with 30,000 people in 30 countries. They asked respondents how satisfied they were with their overall quality of life. Forty-six percent of Australians proclaimed to be “very happy” and expressed optimism about their future. Following them in the “very happy” stakes was the USA (40 percent), Egypt (36 percent), India (34 percent) and the UK and Canada (32 percent). Hungary got the wooden spoon, finishing bottom of the happiness chart. Thirty-five percent of its citizens said they were either “disappointed” or “very unhappy”, followed by Russians at 30 percent.  The research demonstrated that money and age were key determinants in how happy people are. Although the study could not prove money could buy happiness, it did reveal a link between a lack of money and unhappiness. Less happy populations were found among lower income groups or the unemployed. The study suggested the older we become, the less happy we are. Globally, teenagers are the happiest people. The age group with the lowest levels of happiness was 50-59 – only 16 percent of those in their fifties said they were very happy. The things that make us happy include good health, financial security and a happy marriage. Material comforts such as cars, clothes and gadgets ranked comparatively low.  TRUE / FALSE: guess whether these sentences are true (T) or false (F):  a. A new study says Australians are the world’s happiest people. T / F  b. Interviewers conducted 30,000 telephone interviews. T / F  c. Egyptians and Indians were among the top five happiest populations. T / F  d. Hungary got the wooden spoon. T / F  e. The survey showed that money can buy happiness. T / F  f. Unemployed people were shown to be surprisingly happy. T / F  g. The survey found that the older we become, the happier we are. T / F  h. Materials comforts such as cars and clothes do not make us so happy. T / F  ***Task 4.*** There is an envelope with task 4 on your desks.  Another task is to match the synonyms from two columns. You have two minutes to complete the task.   |  |  |  | | --- | --- | --- | | a. | survey | revealed | | b. | interviewers | unhappy | | c. | following | 50-59-year-olds | | d. | miserable | after | | e. | citizens | show | | f. | showed | study | | g. | reveal | connection | | h. | link | economic | | i. | those in their fifties | residents | | j. | financial | researchers |   ***Task 5.***  At this stage of the lesson you are going to watch a short video and think over its message.  <http://efllecturer.blogspot.ru/2011/07/3-things-i-learned-while-my-plane.html>  What message has the man sent? What is the main idea of his speech? (Elicit the answer “Let’s begin appreciate everything in life”.  Возврат к проблеме урока.  Homework.  Imagine you were given the position of the Head of Happiness Office.You have to work out a plan how to make people happier in a year time. Next time we will see if you have similar ideas.  The lesson is over? See you tomorrow. | Учащиеся называют правила работы в группах.  Распределяют роли и составляют план работы в группе  Чтение стихотворения. Выявление ошибок.  С помощью скрытой анимации на Smartboard показываются правильные ответы (на все задания).  Обсуждение содержания стихотворения  Поиск выразительных средств | | Регулятивные: планирование работы в группах  Коммуникативные: умение договариваться, выполнять различные роли в группе  Познавательные: умение ориентироваться в системе знаний  Коммуникативные: умение работать в группах  Личностные: нравственно-эстетическое оценивание усваиваемого материала |