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| Stage | Stage aim |  Procedures | Timing | Interaction | Materials and comments |
|  |  | Teacher says(does) | Students say(s) (do) | 45 min |  |  |
| Motivation, warming up | acquaintence with modern music styles | - Good afternoon, dear students! How are you, students?-Fine, thanks. Please sit down.I am glad to see you. And I hope you are glad to see me too. | - Good afternoon, dear teacher! We are fine, thanks, and how are you, Nadezhda Vladimirovna!- We are sitting down. | 1  |  |  |
| Goal setting | Ability to define the goal of the lesson; language guess | So, today we begin to learn a new topic. I hope it will be interesting and useful for you. Are you ready?But if you want to get to know it, you must do the first task.It is a game called “Hangman”.Look at the blackboard please. You see that you’ll have to guess two words, one of which consists of 5 letters, the other one contains 4 letters. So, you call the letters in turn, if there are such letters in the words, I write them down, if not, we’ll gradually hang a man. Congratulations, you have won! What’s the name of our topic? Indeed, our topic is music genres. Do you find it interesting for you? | - Yes, of course.They call the letters.Clap their hands.- Our topic is music arts.- Yes, I like to listen to music.- I am interested in music.- I don't know much about it, but I want to know. | 3 | “Hangman” (optional lead-in) | A blackboard, a piece of chalk. The activity’s taken from http://www.teachingenglish.org.uk/blogs/ahmetdmr/a-famous-game-practising-letters-vocabulary-hangman |
| The main stage | To form the following skills: - lexical and grammar skills of speaking  - lexical skills of reading;- reading for the detailed information and detailed understanding of the context - systematization of the information from oral and writing sourcesteamwork;listening and searching for the specific information;ability to understand different points of view;tolerant attitude to each othersearching for the common result |  1) Students,what kind of music genres do you know? ReadingStudents! Now you work in groups of four. Take card One please. You see short descriptions of different music styles. Your task is to fill in the gaps with the words given above. Try and understand which music style this stories are about.* Students! Now we’re working in pairs. You have several idioms connected with our topic and sentences which can help you understand the meaning of the idioms. So, try and translate the sentences writing down the Russian translation of the idioms. You have 5 minutes to complete the task.

Students, you are brilliant. You have done your task without any mistakes. Listening2) Now please look at your third hand-outs. You see seven pieces of different songs with gaps. We’ll be listening to one piece of song after another. Your task is to define which will play the first, the second one and so on. And please fill in the gaps with the idioms we have already translated. There can be only one idiom for each song. Ready?Well done! Now let’s check it. While listening to the songs once again let’s try and sing all together. 3) Did you notice that all of these songs are of different genres? Do you know these songs? Did you like these songs?   speakingStudents! Well, we are different. We listen to different music. So we have different opinions. And now let’s try to express your own opinion about music styles. |  - I know rap.- I like hip hop.- I dislike classical music.- I listen to pop music.- I sometimes listen to folk music.Students read the stories, filling in the gaps and guessing the genres.Students read and translate the sentences, write down the meanings.Students listen to the songs, enumerate them, fill in the gaps, sing them all together. Может быть компьютерный test?-Yes, we did.- We liked them. - No, as for me, I don't like.- Yes, we do, we know them. Each student expresses his/her own opinion. | 25584 | Music to my ears” | * Card one containing short stories about different music genres

The activity is based on <http://www.teachingenglish.org.uk/article/revisiting-texts>The texts are taken from http://en.wikipedia.org/wiki/Heavy\_metal\_music#Origins:\_late\_1960s\_and\_early\_1970s* Hand-outs containing idioms and sentences for illustrating their meaning and pieces of several songs of different genres with gaps.
* Audio recording.
* A computer/ cassette-recorder

The activity is based on http://www.teachingenglish.org.uk/article/clil-music-world-music |
| Lesson reflexion and diagnosticsKnowledge estimate | - ability to understand different points of view;- teamwork;- tolerant attitude to each otherwriting of a personal point of viewThe forming lexical and grammar skills of speaking  | Friends! You have different opinions. And it is wonderful. I quite agree with you that there are so many genres. And our music is very rich. It inspires us, helps us to escape from every day's problems.And now I suggest you listening to my favourite classical music and express your ideas, thoughts and your attitude to music in general.So, you have sheets of paper and crayons. While listening please write down or draw something which reflects your mood at the moment. Thank you very much. You have noticed that you have signs of different colours on every sheet of paper. Our task now is to form a puzzle on the blackboard. Please find out which students have the sign like you do. Ask each other about it. And now let's come to the blackboard and form our puzzle. Do you like it?Children, look at our beautiful puzzle and read your opinions. Thank you very much.So, let’s estimate what we have learned today. Please look at card 4, read the statements , and if you agree with them, put down the ''plus'', if you disagree, you put down ''minus''.Students, unfortunately our lesson is over. But our music is alive. You have worked very well today. You marks are excellent. Your home task is … 1st group – to write a short composition ''music genres I like best''2nd group - to make up a monologue ''music genres I dislike at all''3rd group – to make up a polylog ''music genres I like best''4th group – to write down your impressions about your favourite music styles to the British Council: http://www.teachingenglish.org.uk/forum |  Students listen to some classical music and express their opinions by drawing.Students ask each other about the signs .Students form a puzzle on the blackboard and share their opinions. | 54332 | “Getting the whole class talking” | Sheets of paper in the form of a puzzle, crayons. The activity’s taken from http://www.teachingenglish.org.uk/article/getting-whole-class-talkingCard 4 containing the statements |