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| PREDMET: **Engleski jezik** | | | Razred: **8.** | |
| UDŽBENIK: **To the Top Plus 4** | | | IZDAVAČ: **Data Status** | |
| NASTAVNIK**:** | | | ŠKOLA: | |
| ČAS BROJ**: 27.** | | ODELJENJE**:** | | DATUM**:** |
| Nastavna tema: | **Team spirit** | | | |
| Nastavna jedinica: | **The roots of Hip Hop** | | | |
| Tip časa: | utvrđivanje | | | |
| Cilj časa: | Osposobljavanje učenika da razumeju složeniji tekst koji se odnosi na hip hop muziku. | | | |
| Očekivani ishodi: | Po završetku časa učenici će biti u stanju da u usmenoj i pismenoj komunikaciji:  - primenjuju reči i izraze koji se odnose na savremenu muziku  - razumeju složeniji tekst koji se odnosi na hip hop muziku. | | | |
| Međupredmetne  kompetencije: | estetička, saradnja, kompetencija za učenje, komunikacija | | | |
| Oblik rada: | frontalni, individualni, rad u grupi | | | |
| Nastavne metode: | demonstrativna, dijaloška, rad na tekstu | | | |
| Nastavna sredstva: | udžbenik, tabla | | | |
| Korelacija sa drugim predmetima: | muzička kultura | | | |
| **VREMENSKA STRUKTURA ČASA (TOK ČASA)** | | | | |
| **Uvodni deo:**  (5 minuta) | **Udžbenik 48. strana**  Nastavnik upućuje učenike na slike koje prate tekst i podstiče učenike da ih opišu. Nastavnik zatim ističe naslov lekcije, objašnjava termin *the roots of*, a zatim ističe ciljeve časa. | | | |
| **Glavni deo:**  (35 minuta) | Nastavnik podstiče učenike na diskusiju pitanjima:  *Do you listen to hip hop music?*  *What do you like/dislike about hip hop?*  *Who are some of your favourite artists?*  *What are some things that make you think of hip hop culture?*  Učenici čitaju tekst, a zatim rečenice od 1-6 označavaju kao tačne, netačne ili da nisu spomenute u tekstu. Sledi usmena provera odgovora.  Nastavnik postavlja dodatna pitanja kojima proverava razumevanje pročitanog teksta:  *Is hip hop only a type of music?*  *What kind of music did Clice and Cindy Campbell listen to before hip hop?*  *When was hip hop invented?*  *What did clive become known as after hid debut?*  **Group work**  Nastavnik podstiče učenike da se sami podele u grupe, na osnovu omiljene vrste muzike. Učenici se u okviru grupa dogovaraju kako će predstaviti svoje omiljene muzičke žanrove na narednom času. Nastavnik prati tok aktivnosti i pomaže kada je neophodno. Nastavnik ističe koje elemente poster ili Power Point prezentacije učenici treba da obuhvate:  The roots of...  Famous artists  Culture  One representative song. | | | |
| **Završni deo:**  (5 minuta) | Učenici ukratko izveštavaju koje su muzičke žanrove odabrali, a nastavnik odgovara na eventualna pitanja učenika u vezi sa izradom prezentacija.  **Domaćí zadatak:** Izrada poster ili Power Point prezentacije na temu odabranog muzičkog žanra. | | | |
| **ZAPAŽANJA O ČASU I SAMOEVALUACIJA** | | | | |
| Problemi koji su nastali i kako su rešeni: | | | | |
| Sledeći put ću promeniti/drugačije uraditi: | | | | |
| Opšta zapažanja: | | | | |

**Nastavni listić:**

All that jazz: idioms about music

I. *Guess the meanings of the following idioms*

1) to play second fiddle to someone a) to accept the unpleasant consequences for one’s actions

2) music to my ears b) in excellent health

3) to face the music c) not in agreement

4) out of tune with d) to be subordinate to someone

5) as fit as a fiddle e) good news; information that makes someone happy

II. *Study the following idioms*

to sing the blues to be disappointed or disillusioned

to play by ear to perform without prior preparation

to blow one’s own horn (Am) / to praise oneself, to brag

to blow one’s own trumpet (Br)

to jazz something up to make something more interesting or lively

to call the tune to make decisions, to impose one’s will

to change one’s tune to change one’s opinion or manner

off-beat unusual, not typical

to tune out to ignore somebody or something

to tune in to set the television control to receive a programme

to tune up to adjust instruments in an orchestra

jazzy lively, active

III. *Fill in the gaps with the suitable idioms*

1. Jimmy …. since he broke up with Mary.
2. We haven’t had time to prepare for the meeting, we’ll have …
3. When my boss told me about my promotion, it was … .
4. Tom …. his gray suit with a red tie.
5. Mary is always …. . She forgets that other people play a role in our company’s success.
6. His suggestions … with reality.
7. I … when the speaker started quoting statistics.
8. Jimmy has broken his neighbour’s window with his ball. Now he has ….
9. Phil and Mary throw …. parties. Hours pass like minutes at their house.
10. Father said I would never make a painter, but he’ll have to … now that I’ve won the first prize at the Country Exhibition.

*Keys: (I) 1d, 2e, 3a, 4c, 5b*

*(III)1. has been singing the blues*

*2. to play by ear*

*3. music to my ears*

*4. jazzed up*

*5. blowing her own horn / trumpet*

*6. are out of tune*

*7. tuned out*

*8. to face the music*

*9. jazzy*

*10. change his tune*