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Цель (прогнозируемый результат): предполагается, что к окончанию урока учащиеся смогут рассказать об истории развлечений.

Задачи:

- 1) активизировать лексический материал по теме;
- 2) развивать умение поиска информации в тексте;
- 3) развивать речевую компетенцию по теме;
- 4) развивать коммуникативную компетенцию (работа в группах);
- 5) способствовать воспитанию самостоятельности при принятии решения.

Оснащение: проектор, экран, МРЗ, предметная наглядность по теме, раздаточный материал.

Ход урока

I. Организационно-мотивационный этап

Учитель организует внимание учащихся, направляет их к определению цели урока при помощи картинок на экране.

Good morning, students. Look at the screen, please (slide 1). What do you see there? What do you think we are going to speak about?

Supposed answers: free time, weekend plans, relaxation, hobby, entertainment, etc.

You are right. All your ideas are correct. They can be named by one word "Entertainment" (slide 2). What kinds of entertainment do you think we are going to discuss (slide 3)? They are theatre, cinema and museum

II. Этап целеполагания

Учитель знакомит с целями урока и раздаёт учащимся карточки с информацией о том, чему учащиеся должны научиться к концу урока, а также просит их в течение урока ставить плюсы или минусы напротив целей и задач, которые они достигли, и минусы напротив тех, которые вызвали затруднения.

I hope by the end of the lesson you will have learnt some information and will be able to ask and answer questions about it and make a short speech. Of course, you will have to work together so be polite and tolerant. On your desks there are little papers with things you are going to do today. While working put ticks next to things you are sure to have learnt (slide 4). (Приложение 1)

III. Операционно-деятельностный этап

1) Активизация лексического материала по теме.

а) Приём "wordcloud". Учащиеся составляют предложения из предложенных слов.

Everybody loves entertainment. So look at the screen (slide 5) and make as many sentences as you can using the words from the word cloud. I see you know and remember a lot. However, in this lesson we are going to talk about the history of entertainment.

b) *Учащимся соотносят слова с тремя видами развлечений и объясняют свой выбор. Затем эти же слова используют в предложениях.*

We are ready to begin our work. On the screen (slide 6) you can see the list of entertainment words (*character, guide, romantic, thriller, background music, perform, documentary, rehearse, stage, release, review, exhibit, excursion, seat, classic, director, filmscript, play, producer, exhibition, violent, fan, medieval, guard, actor*). Divide them into three groups: theatre, cinema and museum. You have some minutes to do it in your copybooks. Write down the date and work for a while. As soon as you are ready, put up your hands. (After checking the task: some of you have written the same word into two groups. Can you explain why?)

The next task is on the screen (slide 7). There are some sentences with missing words. They are from the previous side. Complete the sentences. You can check if you are right looking at the screen (slide 8).

2. Работа с текстом.

Работа в паре: каж дая парта получает две карточки с одинаковым текстом, но пропущенной информацией. Работая вместе, они восстанавливают текст.

Now I am going to give you cards with the history of one of the entertainment kinds. You will be working together with your partner. On both cards 10 words are missing. You should find them using the card of the student next to you. (*Приложение 2*)

3. Восприятие звучащей речи на слух (slide 9).

Учащиеся слушают текст "The History of Entertainment" и проверяют, правильно ли заполнили пропуски.

4. Повторение грамматического материала.

Учащиеся подходят к одной из последних парт и выбирают вид развлечений, который не совпадает с названием их текста. Там находятся слова, из которых они составляют вопросы для других учащихся. Затем они проверяют составленные вопросы (ответы прикреплены под партой или под стулом, учащиеся ищут их). Если задание выполнено правильно, учащиеся занимают свои места. Как только все заняли свои места, вопросы задают команде, которая работала с таким текстом.

For the next exercise you should stand up and go to any desk at the back of the classroom with not your kind of entertainment. There are broken questions. Put the words into the correct order. (*Приложение 3*)

You should check if you are right. The correct questions are somewhere near the place where you are working (maybe under the desk or a chair. Find the keys and compare. Have you made any mistakes?) Take your seats. Now one group should ask another group about the information they have learnt from the previous task. Use your cards. Others should be attentive as you are going to get some work at the end of the lesson to see how much you will have learnt.

5. Подготовка монологического высказывания.

Учащиеся работают самостоятельно и готовят своё высказывание об одном из видов развлечений, опираясь на текст, который восстанавливали в паре. Они решают сами, кто будет представлять информацию классу (это может быть несколько человек)

Учащимся предлагается представить, что они ведут свой блог о развлечениях и добавляют новый контент об истории возникновения одного из видов развлечений. Остальные учащиеся во время презентации в тетрадях добавляют комментарии о том, что услышали.

Imagine you have your own blog about entertainment. Your task is to update it with the information on the history of cinema/theatre/museum. You will have some time to prepare. You should choose a presenter or two if you need. They will go to the blackboard. The others will be writing comments and after listening you will voice them.

6. Презентация монологического высказывания.

Когда все три вида развлечений представлены, учащиеся получают карточки с утверждениями по всем трём текстам и самостоятельно решают, соответствуют ли предложения действительности. Проверка осуществляется в группах. Если предложение неверное, нужно пояснить, почему.

Do you have any questions? Have you understood the information?

Now you have one more paper with the quiz to see if you have the history of entertainment correctly. You should put + or – to the sentences if you think they are right or wrong according to the information you have learnt today. (Приложение 4)

Let's check. Read and say if it is true or false. If you disagree you should explain why.

III. Рефлексивно-оценочный этап

Учащиеся обращаются к карточкам с целями, полученными в начале урока, зачитывают те цели, с которыми они справились, проводят самоанализ работы на уроке и определяют степень достижения целей.

Учитель выставляет и комментирует отметки, объясняет порядок выполнения домашнего задания. Те учащиеся, которые максимально достигли целей урока и получили отметки «9» и «10», получают индивидуальное задание: провести анкетирование на тему «Как я провожу своё свободное время» среди учащихся своей параллели и презентовать результаты на следующем уроке.

You've been working really hard today and I'd like to know how many ticks have you put on the aim papers. (Приложение 1)

Your marks are...

At home you will continue to work with the same topic. You will have to say if you prefer theatre, cinema or museum and why.

Open your daybooks and write down: p. 165, ex. 5 (slide 10).

Those students who have "nines" and "tens" will interview all the students from three nines forms to find out how they spend their free time and present the results at the next lesson (slide 11).

ПРИЛОЖЕНИЕ 1

I can ask questions about one kind of entertainment.

I can answer questions about one kind of entertainment.

I can speak about one kind of entertainment.

I've learnt some information about the history of entertainment.

MUSEUMS

Student A

Early museums 1)_____ as the private collections of wealthy individuals, 2)_____ or institutions of art and rare or curious 3)_____ and manmade objects. These were often displayed in so-called 4)_____ rooms or cabinets of curiosities. The oldest museum in evidence was Ennigaldi-Nanna's museum, dating from 530 BC and 5)_____ to Mesopotamian antiques. The oldest public museums in the world 6)_____ in Rome during the Renaissance. The Capitoline Museums, the oldest 7)_____ collection of art in the world, began in 1471 when Pope Sixtus IV donated a group of 8)_____ ancient sculptures to the people of Rome. However, many 9)_____ museums in the world were not founded 10)_____ the 18th century and the Age of Enlightenment.

Student B

Early museums began as the 1)_____ collections of wealthy individuals, families or institutions of 2)_____ and rare or curious natural and 3)_____ objects. These were often displayed in so-called wonder rooms or 4)_____ of curiosities. The oldest museum in 5)_____ was Ennigaldi-Nanna's museum, dating from 530 BC and devoted to Mesopotamian antiques. The oldest public 6)_____ in the world opened in Rome during the Renaissance. The Capitoline Museums, the oldest public 7)_____ of art in the world, began in 1471 when Pope Sixtus IV donated a group of important ancient 8)_____ to the people of Rome. However, many significant 9)_____ in the world were not founded until the 18th 10)_____ and the Age of Enlightenment.

THEATRES

Student A

The history of theatre 1)_____ the development of theatre over the past 2,500 years. Since 2)_____ Athens in the 6th century BCE, colourful 3)_____ of theatre have flourished in cultures across the world.

Greek theatre, most 4)_____ in Athens, is the root of the Western 5)_____; theatre is in origin a Greek word. It was part of a broader culture of 6)_____ in classical Greece that included festivals, 7)_____ rituals, politics, athletics and gymnastics, music, poetry, weddings and funerals. 8)_____ in the city-state's many festivals as an audience member was an 9)_____ part of citizenship. The theatre of ancient Greece 10)_____ of three types of drama: tragedy, comedy, and the satyr play.

Student B

The history of theatre charts the 1)_____ of theatre over the past 2,500 years. Since classical Athens in the 6th 2)_____ BCE, colourful traditions of theatre have 3)_____ in cultures across the world.

Greek theatre, most developed in Athens, is the 4)_____ of the Western tradition; theatre is in 5)_____ a Greek word. It was part of a 6)_____

culture of performance in classical Greece that included festivals, religious rituals, politics, 7)_____ and gymnastics, music, poetry, weddings and funerals. Participation in the city-state's many festivals as an 8)_____ member was an important part of 9)_____. The theatre of ancient Greece consisted of three types of drama: tragedy, 10)_____, and the satyr play.

CINEMA

Student A

The cinema was 1(_____ in the 1890s, during the industrial revolution. It was 2)_____ a cheaper, simpler way to provide entertainment to the 3)_____. Theatre and dance are ancient predecessors of film and 4)_____ many common elements: scripts, sets, lighting, 5)_____, direction, choreography, and music. The Lumiere brothers 6)_____ their first show of projected pictures to an audience in Paris in December 1895. The first public 7)_____ of projected motion pictures ("movies" or "films") was in the USA at Koster and Bial's Music Hall in New York City in April, 1896. However, the first cinema (movie theatre) 8)_____ exclusively for showing motion pictures was Vitascope Hall, 9)_____ on Canal Street, New Orleans, in July, 1896. It was converted from a vacant store. This 72-seat theatre was designed from scratch solely to show motion pictures. The theatre 10)_____ open for two years making it the first permanent, purpose built movie theatre in the world.

Student B

The cinema was invented in the 1890s, 1)_____ the industrial revolution. It was considered a cheaper, simpler 2)_____ to provide entertainment to the masses. Theatre and 3)_____ are ancient predecessors of film and 4)_____ many common elements: scripts, sets, lighting, costumes, direction, choreography, and 5)_____. The Lumiere brothers gave their first show of projected 6)_____ to an audience in Paris in December 1895. The first public exhibition of projected 7)_____ pictures ("movies" or "films") was in the USA at Koster and Bial's Music Hall in New York City in April, 1896. However, the first cinema (movie theatre) opened 8)_____ for showing motion pictures was Vitascope Hall, established on Canal Street, New Orleans, in July, 1896. It was 9)_____ from a vacant store. This 72-seat theatre was designed from scratch solely to show motion pictures. The theatre remained open for two years making it the first 10)_____, purpose built movie theatre in the world.

ПРИЛОЖЕНИЕ 3

Questions

Museums

were where the first displayed exhibitions?
 first when open did the museum?
 who collection the public started of first art?



Theatre

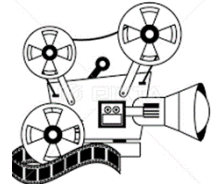
the did when the of theatre history begin?



performances did include what the first?
include what of drama did the Greek types theatre?

Cinema

was when cinema the invented?
was when opened the cinema first?
did brothers the first Lumiere where give their show?



ПРИЛОЖЕНИЕ 3

Questions

Museums

Where were the first exhibitions displayed?
When did the first museum open?
Who started the first public collection of art?

Theatre

When did the history of the theatre begin?
What did the first performances include?
What types of drama did the Greek theatre include?

Cinema

When was the cinema invented?
When was the first cinema opened?
Where did The Lumiere brothers give their first show?

ПРИЛОЖЕНИЕ 4

- a) Cabinets of curiosities or wonder rooms served as first exhibition centres.
- b) The oldest public museums in the world opened in Rome during the 14th century at the period of the humanistic revival of classical art, architecture, literature, and learning.
- c) Since classical Athens theatre has become popular in cultures across the world.
- d) All citizens of City Dionysia had to participate in local performances.
- e) Theatre and dance appeared as the form of film.
- f) The first film was shown to the public in 1896.
- g) Vitascope Hall was constructed specially for showing films.

