

Урок английского по теме «Interview at the school radio station» в 5 классе

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Место урока: 9/13 по теме «Выходной»

Тип урока: урок комплексного применения знаний и умений

Вид урока: урок-экскурсия

Формы работы – индивидуальная, парная, коллективная

Цель — создание условий для развития коммуникативной компетенции учащихся посредством разнообразных видов деятельности (восприятие речи на слух, диалогическая речь)

Задачи:

Образовательная – содействовать развитию навыков и умений восприятия и понимания речи на слух по теме «Выходной день» и употребления вопросительных предложений в речи;

Развивающая – способствовать развитию аналитических способностей, таких как умение анализировать, сопоставлять и извлекать факты; творческого воображения учащихся;

Воспитательная – способствовать развитию культурного взаимодействия при работе в парах и группе, развитию интереса к изучению иностранного языка.

Прогнозируемый результат: предполагается, что к концу урока учащиеся смогут взять интервью у одноклассников о лучшем выходном

Оборудование: презентация на компьютере/телевизоре, мел, доска, карточки с индивидуальными заданиями и таблицами, наглядный материал.

Дидактическое оснащение: «Английский язык: учебное пособие для 5-го класса учреждений общего среднего образования с русским языком обучения: с электронным приложением. В 2 ч. Ч.1» /Л. М. Лапицкая (и др.). - Минск: Вышэйшая школа, 2020.- 141с.

Ход урока

I Оргмомент. Введение в тему и определение целей. Речевая зарядка

Good morning, children! I'm glad to see you. How are you today? Look at the screen and try to guess the place and you will know the topic of our lesson. So, where do we go today? (radio station)

The topic of our lesson is “**Interview at the school radio station**”.

Do you listen to radio? Do you want to have school radio station? Today you'll also try to be the reporters. At the end of our lesson you will role-play the interview with a star.

- What will you do today to achieve the objectives of our lesson? Try to guess (*Pupils look at the pictures on the board and answer*).

The objectives of our lesson are: Listen; Read; Speak and Think (*pair/share*).

You will listen, read, speak, think yourself, work in pairs and share the information with the whole class.

II Фонетическая зарядка, отработка звука [w].

The reporters may speak very fast. At 1st let's repeat the tongue-twist

Why do you cry Willy?

Why do you cry?

Why Willy? Why Willy?

Why Willy? Why?

III Основной этап урока.

Повторение вопросительных слов.

Today you will also try to be the reporters. You know, the reporters like to ask questions. And at 1st let's revise the question words. I've got a surprise for you. I've hidden something under your desks. Look under your desks. You should match these pictures with these question words.

1.) Why-?почему(reason)

How – Как, каким образом (How did he get there?)

What

When

How many

How much

Whose

Who

Where

Who has got a word for this picture? Come here, use the magnets.

Well done!

Введение новых лексических единиц. Развитие лексических навыков.

а) Снятие языковых трудностей перед восприятием речи на слух.

It's time to invite the guest to our radio station. But at 1st look at the screen and read some new words. Try to guess the meaning .Read.

Would you like to live in a castle? Would you mind having a ghost in your house? Repeat the words and write down them at your vocabularies.

Castle

Ghost

Scary

Spend- spent. Model: They spent 2 days in the castle.

Развитие навыков восприятия и понимания речи на слух

Now, listen to our guest and answer the question?

Who lives in the castle? (Answer- White lady- the ghost)

What facts do you remember from this interview?

б) Текстовый этап. Прослушивание текста.

My brother and I always visit Aunt Susan during our school holidays in summer. We spent a week there last July. Aunt Susan lives in Devon [devn] in a big old castle. It's very beautiful. There are a lot of flowers in front of the castle, and a lot of trees behind it. Downstairs there is a museum. Our bedrooms were upstairs. In the morning, we helped our aunt in the garden.

My brother watered the flowers, and I picked some flowers to put in a vase. In the afternoon, when it was very hot, we stayed inside (внутри) and explored the museum collections. Every day we had a picnic under the trees, and Aunt Susan told us stories. She is very good at storytelling.

One night, I saw a ghost. It was scary! It was the ghost of White Lady. Aunt Susie said that White Lady was her great-great-grandmother. She lived in the castle one hundred years ago.

Visiting Aunt Susan is my favourite thing to do during the school holidays.

в) Послетекстовый этап. Контроль понимания прослушанного текста.

1) Now I'll give you the typescript of the interview. Your task is to choose the right variant from the words in italics. Listen again.

Exchange your works. Take colored pencils and put pluses if everything is correct. Let's check. Count the score and write down. Announce the results, please.

My brother/sister and I always visit Aunt Susan during our school holidays in summer. We speak/spent a week there last July. Aunt Susan lives in Devon [devn] in a big old house/castle. It's very beautiful. There are a lot of flowers in front of the castle, and a lot of trees behind it. Downstairs there is a cafe/museum. Our bedrooms were upstairs. In the morning, we helped our aunt in the garden.

My brother watered the flowers, and I picked some flowers/berries to put in a vase. In the afternoon, when it was very hot, we stayed inside (внутри) and explored the museum collections. Every day we had a picnic under the trees, and Aunt Susan told us stories. She is very good/bad at storytelling.

One night, I saw a mouse/ghost. It was hungry/scary! It was the ghost of White Lady. Aunt Susie said that White Lady was her great-great-grandmother. She lived in the castle one/two hundred years ago.

Visiting Aunt Susan is my favourite thing to do during the school holidays.

2) Now look at the screen or at your SB Ex.1ba, page 65. Read the sentences and raise up your cards (blue-True, red-False) (карточки на партах). If the statement is wrong you should correct the mistake. Put off your cards.

1. Liz was in Devon during her summer holidays.
2. Aunt Susan's house is a castle.
3. There is a museum in the house where Aunt Susan lives.
4. Liz and her brother helped their aunt to clean the house.
5. Liz and her brother had lunch in the dining room of the castle.
6. Aunt Susan is good at telling stories.
7. Aunt Susan's great-great-grandfather lived in the castle 100 years ago.
8. Liz liked the ghost of White Lady.

Key: T, T, T, F, F, T, T, F

3) Now match the questions with the answers (Ex.2a, page 66). Read and check yourself.

1 Where did you go during your summer holidays?

2 Who did you go there with?

3 Where did you stay?

4 Why did you go there?

5 What did you do there?

6 How many days did you spend there?

A Because we wanted to visit our aunt.

B In a castle.

C Seven days.

D To Devon.

E With my brother.

F Helped our aunt, explored the museum collections and listened to my aunt's stories.

Key: 1D, 2E, 3B, 4A, 5F, 6C.

Физкультминутка / 'Moving activity' . Let's move a little bit.

Up and down, up and down.

What is the way to London town?

Where? Where? Up in the air?

Close your eyes and you are there!

Up and down, up and down.

What is the way to our town?

Where? Where? Up in the air?

Turn around and you are there!

Perfect, sit down, please.

Развитие навыков восприятия речи на слух/ 'Listening'

а) Предтекстовый этап. Снятие языковых трудностей.

A school reporter interviews Jacob, Liz's classmate, about the best thing he did during the school holidays. Open your PB at p.66, ex.3a.

Look at the pictures. What can you see there? Listen and put the pictures in the correct order.

Key: D, A, C, B

б) Текстовый этап. Прослушивание текста.

Typescript

Reporter: Hi, everyone! Welcome to the school radio station.

Today, we are going to talk about the best things we did during the summer holidays. With me in the studio today we have Jacob. Hi, Jacob.

Jacob: Hi.

Reporter: Ok. Jacob, tell us about the best thing you did last summer.

Jacob: I went to a sports camp in Poland.

Reporter: Oh, my sister went there too. When did you go?

Jacob: In June and in August.

Reporter: Really? My sister was there in July. She was in the swimming group. What did you do in the camp?

Jacob: I was in the football group. We played football every day in the morning and in the evening. In the afternoon we went swimming in the sea.

Reporter: Why did you like the camp so much?

Jacob: Because I have a great time with my friends and because a lot of children and a football coach didn't speak Polish. We spoke English. That was great!

Reporter: Are you going to that sports camp again?

Jacob: Sure. That's the best thing for me to do during the school holidays!

Reporter: Do you have any plans for the autumn holidays?

Jacob: Yes. My mum and I are going to visit her brother, my uncle. He lives in London. And he wants us to come.

Reporter: Great. Thank you for the interview, Jacob.

Jacob: You're welcome.

Listen again and answer the questions about Jacob. Read the questions.

1. What was the best thing Jacob did during his summer holidays?
2. When did he go to the sports camp?
3. What did he do there?
4. Why did he like it?
5. Is he going to the sports camp again?

I'll give you these tables (charts). You should answer the questions.

в) Послетекстовый этап. Контроль понимания прослушанного текста.

What was the best thing Jacob did during his summer holidays?	
When did he go to the sports camp?	
What did he do there?	
Why did he like it?	
Is he going to the sports camp again?	

Let's check the answers.

Key:

1 He went to the sports camp in Poland.

2 In June and in August.

3 He played football and went swimming in the sea.

4 He had a great time with his friends. A lot of children and a football coach spoke English.

5 Yes, sure.

Развитие навыков письма / 'Writing'

Look at the board. Let's complete the questions with the missing words. Go to the black board and write down the missing words.

- 1.) Where did you go on your best day out?
- 2.) Who did you go there with?
- 3.) When did you go there?
- 4.) What did you do there?
- 5.) Why did you go there?
- 6.) What was the weather like?

Pair work/ Speaking

Let's play the game. You will work in pairs. You will be the reporters and their guests. Choose the roles (choose the sheets of paper) – the reporter and a film star; a singer; a sports champion; a book writer. You should role-play the interview about your best day out. Use the questions on the board.

IV 'Round up'

Now, I'd like you to make a funny interview for the whole group. I have these flower petals (по количеству учащихся в группе лепестки ромашки). Read the question and answer.

1. What's your name?
2. How old are you?
3. Where are you from?
4. Where did you go yesterday?
5. Who did you go with?
6. When did you go there?
7. What did you do there?
8. What did you see there?
9. What was the weather like?

Who can retell the story?

Find the stickers on your desks. Green- the lesson was cool and I've learnt something new. Yellow- (so-so smile) - there were some difficult tasks to you. Red-everything was difficult. Come to my smartphone (на экране телевизора или на доске фото смартфона). Put them on the screen/board. It will be our radio chart. Send your smiles to our radio chart.

V Заключительный этап урока. Подведение итогов урока, объяснение домашнего задания, выставление отметок

I'm satisfied with your work today. I think that we achieved our goals and objectives. What was the most interesting task at the lesson? Your marks for the lesson are ...

Open your record books and write down you HT - WB p.44, ex. 2a -read the text and answer the questions. I'll give you some memos / leaflets with question words and the examples of their usage.

The lesson is over. Good bye!