

## ПЛАН-КОНСПЕКТ УРОКА ПО УМК "SPOTLIGHT 6"

### Module 8 "Rules and regulations"

Тема: "Shall we...?"

Тип урока: комбинированный (guided-discovery, learning in chunks, STT, TBL, TPR, TTT)

Цели:

#### образовательные (обучающие)

- ввести и актуализировать лексические единицы и выражения по теме «Places in town» и использовать их во всех видах речевой деятельности;
- развивать навык вести беседу о том, куда можно сходить в городе, на чем туда можно доехать и какие там есть правила;
- актуализировать использование сравнительной и превосходной степени для сравнения предметов и объектов окружающей действительности;
- актуализировать использование видовременной формы Past Simple;
- развивать навык аудирования для понимания общего контекста и деталей;
- закрепить навык строить высказывания и участвовать в обсуждении на заданную тематику («Going out»).

#### развивающие

- развивать коммуникативные умения при организации фронтальной работы, работы в парах и индивидуальной работы;
- развивать учебно-познавательную компетенцию.

#### воспитательные

- формировать информационную культуру;
- формировать ценностные ориентации.

**Планируемые результаты:** использовать изученную лексику (words recycling); воспринимать аудиотекст на слух; уметь выбирать информацию и работать с ней; развивать навыки аудирования и устной речи.

Plan:

#### 1. Организационный этап.

Checking up Ss' homework by giving a short test with the statements based about comparative and superlative degree. Find out what they remember and ask CCQs if there are any wrong answers.

Statements task:

*Check your grammar: true or false – comparatives and superlatives Are these sentences True or False?*

1. To compare two things, we add -er to many adjectives. **True False**
2. We add -est to make the superlative form of many adjectives. **True False**
3. We never change the spelling of the adjective before adding -er / -est. **True False**
4. We often use "than" after a comparative. **True False**
5. We often use "the" before a superlative. **True False**
6. With longer adjectives, we use "more" + adjective or "most" + adjective. **True False**
7. There are a lot of irregular comparatives and superlatives. **True False**

Possible questions:

1. *What should we look for while analysing the sentences?*
2. *What are the markers of the comparative/superlative degree?*
3. *What comes after the adjective or before the adjective?*
4. *In which cases do we add 'the most' and 'more' before the adjectives?*
5. *In which cases do we add '-er' and '-est' to the adjectives?*

It's better to give a couple of sentences to practice once again no to fossilize the mistakes.

#### 2. Постановка цели и задач урока. Мотивация учебной деятельности учащихся.

##### Warm-up/Lead-in

Show the Ss some pictures to describe and ask them what they see. Do a brainstorming activity figuring out what the names of these places are, what transport goes to each of these places and what the rules could be. Ss' goal is to identify the places, name the transport, what you can do there and what the rules could be.

Fill in the form with your answers and check up in pairs. Ss's goal is to practice what they can do at these places. Use the verbs of action. *Ex. You can relax in the park.*

**Актуализация знаний. Main part**

Focus on the Past Simple and the verbs used in the Present form describing what they can do. Ss' goal is to ask each other questions what they last week/yesterday and motivate their answers.

Possible questions. Work in pairs:

1. Where did you go yesterday? /Where were you last week? Why?
2. What transport did you used to get there?

*Possible answers: I went to a restaurant because I wanted to see my friends. I went there by bus.*

Compare your places. Which one is better? Use the adjectives.

### **Break time**

#### **3. Первичное усвоение новых знаний.**

##### **Pre-reading and pre-teaching vocabulary**

Let the Ss read the first two exchanges of the dialogue and decide what's going to be about.

Possible answer; I think it's about...

##### *Vocabulary*

feel like +V-ing

to joke about

to serve

a brilliant idea

a smoked salmon

expensive/cheap

how about/what about

so crowded

relaxing

quiet

serious

tasty

#### **4. Первичная проверка понимания.**

##### **Reading**

Read the dialogue in pairs and answer the questions;

1. *Where did they decide to go?*

2. *When?*

3. *What places did they compare to each other? Which adjectives did they use?*

#### **5. Первичное закрепление.**

Monitor the Ss answering the questions. Do a delayed error correction.

##### **Everyday English. Going out.**

**Ss have to persuade each other to go to a place of their choice.**

*Making suggestions -Accepting/Rejecting*

How about...? Shall we...? Why don't we...?

##### **Accepting**

Ok. Let's...

Brilliant idea!

That sounds good!

##### **Rejecting**

I don't really like..

No, I'm afraid I cant.

Well, I'd rather not.

#### **6. Контроль усвоения, обсуждение допущенных ошибок и их коррекция.**

Monitor the Ss answering the questions. Do a delayed error correction.

##### **Peer review and teacher-student rotation**

#### **7. Информация о домашнем задании, инструктаж по его выполнению.**

- Choose two places where you can go to and compare them to each other. Find the one that is the best. 8 предложений.
- Revise the comparatives and superlatives

Group 1	Group 2
young	beautiful
hot	careful
cute	
pretty	
bad	

Определите по группам сравнительную и превосходную степени.

От чего это зависит? Как образуются эти степени?

Образуйте степени с прилагательными и наречиями по группам. Какие отличия в образовании Вы нашли? Почему?

**8. Рефлексия (подведение итогов занятия).**

What else would you like to know about “places in town”?

Are there any other different things you want to talk about?

What kind of vocabulary would you like to know?