

ПЛАН-КОНСПЕКТ УРОКА ПО УМК “SPOTLIGHT 8”

Module 7 “Education”

Тема: Школа. School

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

Цели:

образовательные (обучающие)

- ввести и актуализировать лексические единицы и выражения по теме «Школа» и использовать их во всех видах речевой деятельности;
- развивать навык вести беседу об учебных предметах и школьном образовании;
- развивать навык аудирования для понимания деталей;
- закрепить навык строить высказывания и участвовать в построении диалога на заданную тематику («Asking for/giving advice»).

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 текст на слух; уметь выбирать информацию; развивать навыки аудирования и устной речи.

Plan:

1. Организационный этап.

Checking up Ss' homework and asking some questions based on what they've found out about the topic of “Life without gadgets”.

Possible questions:

1. *How would your life change without gadgets? What did you write about?*
2. *What are your recommendations on getting used to living without gadgets?*
3. *Is it even possible to live without them? Why? Why not?*

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

Warm-up/Lead-in

Show the Ss some pics of the school kids in different circumstances. Ss' goal is to describe what they see and tell what we are going to be talking about.

Give out the hand-outs to fill in with the words to use while talking about the topic. Do a brainstorming activity figuring out the category of words that can be used. The main focus is on **the school subjects (how many school subjects can you think of?)**.

Nouns: diploma, report card, exam, class, Chemistry...

Verb: take notes, engage in class, receive good grades

Adj: diligent, useful, successful, important

3. Актуализация знаний. Main part

Focus on the school subjects and ask the questions based on their preferences about them.

Possible questions. Work in pairs:

1. Which school subjects are you fond of?
2. Which school subjects are you best at?
3. Which school subjects would you like to spend more time learning?

Possible answers: I'm fond of...My favourite subject is...because...

4. Первичное усвоение новых знаний.

Let the Ss read the first two lines of the dialogue and say what they think it is about.

Possible CCQs:

Who is talking to whom?
Where do you think the dialogue takes place at?
What's happened to Ann and Sally?

Pre-listening task:

Vocabulary (match)

Pretty well
How about you?
Not so good
How come?
To revise/revision
To expect
To prepare
There's no point in worrying
To retake
That's the spirit!
To mess up

Ask the Ss to make the sentences of their own using new vocabulary.

Break time

What's the difference between test and exam? Explain the meaning and turn your head to the left and to the right if it's a 'test' and turn your up and down if it's an "exam".

1. She fainted while she was getting a blood...
2. My brother passed his driving... yesterday.
3. When is your uni entrance...?
4. I can't see that far. Maybe I should have an eye...?
5. Do you prefer sitting a written or an oral...?
6. Have you revised for your final...?

5. Первичная проверка понимания.

While-listening task

Let the Ss listen to the audio once with their books closed. They have to hear the parts where the words are omitted.

For the second try, the Ss have to look at the options they have and try to fill in the gaps and only then listen.

6. Первичное закрепление.

Everyday English. Asking for/giving advice

Post-listening task. Ask the Ss the questions about the content of the dialogue.

Possible questions:

What was the dialogue about?

Did the girls try to do anything to support each other afterwards?

ICQs: How do we ask for and give advice? What kind of constructions do we use?

Pair the Ss up and ask them to make up the situations to react to and use the arguments to support their opinion.

7. Контроль усвоения, обсуждение допущенных ошибок и их коррекция.

Monitor the Ss reading their dialogue in pairs. Do a delayed error correction.

8. Информация о домашнем задании, инструктаж по его выполнению.

There will be three tasks levelled for different groups:

1. Level 1. Make a crossword. $4 \times 4 = 3$
2. Level 2. Make up 10 sentences using any tense and voice. $= 4$
3. Level 3. Make up a dialogue based upon the situations and give advice the person would need in such situation. There's supposed to be 3 utterances in each situation $= 5$

9. Рефлексия (подведение итогов занятия).

What else would you like to know about “school”?

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

What kind of vocabulary would you like to know?