

Современный урок иностранного языка (на примере УМК FORWARD)

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Новые принципы и подходы к обучению ин.языкам продиктованы

- новыми условиями жизни
- новыми задачами образования



Подходы и принципы

- Методологическая основа - системно-деятельностный подход
- Когнитивно-коммуникативный метод
- Ориентация на активную учебно-познавательную деятельность
- Социокультурная направленность – диалог культур
- Функциональный подход к обучению грамматике и лексике – формирование грамматических и лексических навыков
- Принцип дифференциации требований к подготовке учащихся
- Новые подходы к оцениванию



Современный учебник – современный урок?

Прочти, выпиши новые слова, переведи?!

Writing

16 Do you remember what the friends wanted to write about (see Exercise 1)? Complete the sentences and find the name for each section.

Example:

- Vera is going to write about literature in the "Reading is fun" section.
- Nikita will write about photography in the "Did you know?" section.
- Dasha and Lera are going to write about interesting places in the "Journey club" section.
- Dasha and Lera will also write about holidays in the "Holidays and festivals" section.


Sections:

"Journey club"	"Holidays and festivals"
"Did you know?"	"Reading is fun"

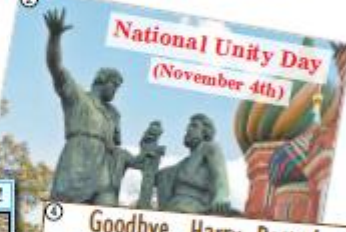
Reading

17 Read the headlines (заголовки). Match headlines 1–4 and the sections (see Exercise 16).


1 **WHY DO HURRICANES HAVE NAMES?**



2 **National Unity Day (November 4th)**



3 **WELCOME TO SCOTLAND!**



4 **Goodbye, Harry Potter!**



Vocabulary

18 Какие русские слова напоминают тебе эти английские слова? Попробуй догадаться об их значении самостоятельно, а потом проверь себя по словарю.

organization, meteorological, hurricane, national, heroic, series, alphabetical

К какой части речи относятся подчеркнутые слова? Как можно об этом догадаться? Проверь себя по словарю.

19 Выдели части сложного слова "weatherman". Можешь ли ты догадаться о значении всего слова, зная значение его частей?

Reading

20 Match articles a–d and headlines 1–4 (from Exercise 17).

() a ...

Because of an Australian weatherman called Clement Wet Wragge. He named hurricanes after his neighbours – those he quarrelled with. Now each year the World Meteorological Organisation prepares a lot of girls' and boys' names in alphabetical order, ready for future hurricanes.

() b ...

My favourite writer is Joanna Rowling. I've read all her books about Harry Potter. It was great fun! I feel sad because the writer doesn't want to go on with the series. I want more books about Harry Potter and his friends.

() c ...

Russian people first celebrated this holiday in 2005, but it goes back to 1612. On 4 November 1612 Moscow was liberated from Polish-Lithuanian occupation. The names of Minin and Pozharsky are connected with those heroic days in the history of Russia.

() d ...

Scotland is a very beautiful country with a lot of mountains, lakes and valleys. The most famous lake in Scotland is Loch Ness. Many people believe that Nessie, the Loch Ness monster lives in the lake.

21 Прочитай название раздела из журнала робот. Укажи заголовок (из задания 17) и статью (из задания 20) для каждого раздела.

	A	B	C	D
8d				

22 Read the sentences. Are they true or false?

- Clement Wet Wragge was an American weatherman who named hurricanes after his neighbours.
- Loch Ness is the most famous valley in Scotland.
- Joanna Rowling is the author of the books about Harry Potter.
- Russian people first celebrated National Unity Day on 4 November 1612.

- 35 Look at this page. What kind of a text is it? Where can you see this kind of page? What is this page about? What interesting facts do we learn from it?

www.parkzoo.com

Open: from 10 a.m. to 5 p.m.
Day off: Monday

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Park Zoo**

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Animals

Attractions

Guided tours

Photo gallery

Zoo pictures

About the Zoo

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Adopt an animal

You probably have a "favourite" at the Newtown Park Zoo. Now you can adopt them through our adoption programme. Your symbolic adoption helps to support expert animal care at the Zoo and global conservation efforts. Make your visits to the Zoo even more special! [Click HERE for more info!](#)



Volunteer opportunities

Be a Volunteer at our Zoo!
An afterschool programme for teens aged 13+
WHO IS THE TYPICAL ZOO VOLUNTEER?



Birthday parties at the Zoo

A birthday party at the Zoo is an event your friends will never forget!
[Click HERE!](#)



Wildlife education

What is the "Red Book"?
Red Book is an annotated list of rare and endangered animals, plants and fungi. It is probably one of the most famous books in the world. How many times have we heard about the animals listed in the Red Book? Red Books include different levels — international, national and regional. [Learn more!](#)



Life in the Zoo

Unfortunately life in a captive environment is very monotonous for the animals. They are not searching for food or hunting. There is no need for them to hide or run away from their enemies, no need to be aware of the situation in order to survive.
How can we make an environment comfortable for the animals?
[Learn more!](#)

Понимание основного содержания Чтение 7 класс

КАКИМ должен быть современный урок иностранного языка?



КАКИМ должен быть современный урок иностранного языка?

ЭФФЕКТИВНЫЙ? ВОСПИТЫВАЮЩИЙ?

ИНТЕРЕСНЫЙ? ИНТЕРАКТИВНЫЙ?

ВЕСЕЛЫЙ? ПОЗНАВАТЕЛЬНЫЙ?
ДИНАМИЧНЫЙ?
ПРОБЛЕМНЫЙ? ТВОРЧЕСКИЙ?
РАЗНООБРАЗНЫЙ?



ДЕЯТЕЛЬНОСТНЫЙ?
ПРАКТИКО-ОРИЕНТИРОВАННЫЙ?

Теория обучения иностранным языкам

Цель обучения иностранному языку есть совокупность трех взаимосвязанных и взаимообусловленных аспектов:

- прагматического,
- когнитивного,
- педагогического.

(Гальскова Н. Д., Гез Н. И.

«Теория обучения иностранным языкам», с. 97).

Что это означает на практике?

На каждом уроке необходимо:

- сформировать/развить у учащихся определенные умения и навыки в ин.языке;
- развить интеллект учащихся, дать им возможность познать/осознать что-то новое;
- дать воспитательный импульс.

Для этого надо **МОТИВИРОВАТЬ** учащихся!

При этом надо учитывать

Особенности современных подростков:

- клиповое сознание
- обязательная визуализация
- short attention span (короткая продолжительность концентрации внимания)
- multiple intelligences (множественность типов интеллекта)

Создание мотивации

- актуальная тематика и проблематика, соответствующая возрастным интересам учащихся;
- создание на уроке коммуникативных ситуаций, требующих обмена информацией;
- поощрение любознательности и формирование желания поделиться полученной информацией;
- формирование достаточной языковой базы;
- поощрение учащихся;
- снятие психологических проблем.

Создание коммуникативных ситуаций, требующих обмена информацией

8 кл

SPEAKING

- 1 Read the adverts for working holidays and answer the questions.
- Which holiday sounds most interesting? Why
 - Are these kinds of holiday popular in your country?

1

GO-GETTERS
WORKING HOLIDAY IN SCOTLAND

- Use your skills and have a great holiday at the same time!
- Work with disabled children in the beautiful Scottish highlands.
- Free accommodation, food and travel.
- Earn up to £150 a week.
- A great chance to speak English and meet local people.

Call *Go-Getters* now on (44) 418 672 801

Student A activities

Unit 2, Speaking, Exercise 8, page 19.

Student A

Look at the text 1 in Exercise 1, page 19. Use **Speak Out** to roleplay a situation.

You are interested in the working holiday in Scotland. You can start work on 1 August. You want to know:

- the dates of the holiday;
- where you're going to stay;
- how to get to Scotland

Student B activities

Unit 2, Speaking, Exercise 8, page 19.

Student B

Look at text 1 in Exercise 1, page 19. Use **Speak Out** to roleplay a situation.

You are the team leader for the *Go-Getters* working holiday in Scotland.

- The dates of the holiday are 19 July–26 August.
- The accommodation is in a beautiful old castle by a lake.
- There are trains from London to Edinburgh.

You want to know:

- where the caller comes from;
- the age of the caller;
- when the caller can start work.

8 класс

02

Globetrotter!

Read, listen and talk about future plans and travel.
 Practise the Present Continuous and going to do ask for future plans and intentions, travel vocabulary.
 Focus on asking for information.
 Write formal and informal emails.

GRAMMAR AND SPEAKING

1 Read and answer the questions.

- Do you enjoy travelling?
- Which countries interest you most? Why? Tell the class.


2 Look at the pictures and read the postcard below. Which countries do the couple finally decide to visit?

3 Write. Listen to the conversation. Is the holiday a success? Why? Why not?



"We love a holiday!"

"How about a completely different – thermal or glamping – George would love!"




"There!"

"We're in perfect location. Just George's idea wrong!"



"Sorry, I can't talk now. We're stuck in London in four hours."




25th August

Hi George,

Well, here we are in London. We're visiting Buckingham Palace and Big Ben this afternoon. Then after lunch we're taking a coach to Windsor Castle. Tomorrow morning we're flying to Rome and then on Thursday we're staying the night in Amsterdam. We're planning to be in Italy on Saturday morning.

They're nice –



George Love
 2707 8th way
 Toronto
 Ontario
 Canada

14

Global English!

12

Work it out

1 Look at the **underlined** sentences in the pictures and answer the questions.

Which sentence tells about:
a) a definite plan for the near future?
b) an unfulfilled plan, future intention or ambition?

Check it out

Future arrangements and intentions

We use **going to** to talk about future intentions, ambitions, or unfulfilled plans.

We're **going to visit** Europe this summer.
We're **going to study** Economics at university.

We use the **Present Continuous** to talk about a definite plan in the near future. We usually mention the time and/or place as well.

We're **flying to** London in four hours.
We're **visiting** Buckingham Palace this afternoon.

2 Choose the best response to situations 1–5.

- 1 You meet a friend at the station. He's running on the platform and holding his ticket. He says:
a I'm going to catch the train to London.
b I'm catching the train to London.
- 2 Your ferry is delayed for six hours! You're very angry. You say:
a I'm going to write a letter of complaint.
b I'm writing a letter of complaint.
- 3 Your friend asks you to help with this evening. You can't help. You say:
a I'm meeting my friends at the swimming pool at night.
b I'm going to meet my friends at the swimming pool at night.
- 4 A friend is ringing out of the hotel again with a lot of holiday brochures. You ask where he wants to go on holiday. He says:
a I think I'm going to visit Scandinavia this year.
b I think I'm visiting Scandinavia this year.
- 5 Your friends are parking a tent into the back of their car. They say:
a We're going camping.
b We're going to go camping.

Mind the trap!

With verbs that describe future activities (like **visit**, **study**, **camp**, **approach**) you usually add the verb **go** + verb + **-ing**.

I'm **going fishing** tomorrow. NOT ~~I'm fishing~~ tomorrow.


3 **www** Complete the conversation. Use the **Present Continuous** or **going to** and the verbs in brackets. Then listen and check.

Tom: Hi, Lesley!
Lesley: Oh, hi! Tom! How are things?
Tom: We're just packing our suitcases.
Lesley: We're _____ (go) for the airport in a few minutes.
Tom: When? _____ (you) go?
Lesley: We're _____ (go) to Madrid for a week.
Tom: Oh? _____ (you) in Glasgow all evening?
Lesley: So are you staying in Glasgow all week?
Tom: No, we're _____ (stay) in Glasgow for three nights. We've got a reservation in a really nice guest house in the city centre. Then we're _____ (drive) to the Pyrene mountains for a few days. Well, we're not sure yet – it depends on the weather!
Lesley: Lucky you! Adam and I think we're _____ (open) a week or two in Turkey, maybe in August.

4 In pairs, read the adverts below. Choose a holiday and discuss your plans.

Options:


- when you plan to go,
- how you're going to get there,
- where you're staying and where from,
- when you're going to stay,
- what you plan to do when you arrive.



Crispen Holidays

Plan to Crispen this summer and experience a superb relaxing holiday! Ideal for swimming, sunbathing and water skiing!


Depart 2 June from Newcastle to Edinburgh, Glasgow
Return 2 July



On Your Mind

Unusually exciting holidays in the North-west!

Adventure sports local to you!
Rock climbing
Night walking
Hike in Lakeland
(and Ulster!)
Climb from London to Amsterdam 20 days
Amsterdam to London 2 May



5 In pairs, ask about your future plans. Use the **Present Continuous**, **going to** or **do** and the phrases below.

.....
Tonight, this weekend, next summer

1 What are you doing this weekend?
2 On Saturday evening I'm meeting a friend. I think I'm going to play squash on Sunday morning.

Деятельностный подход

10 класс



To err is human

Read, listen and talk about work and school.
Practise reported speech.
Focus on talking about visual materials.
Write a report of a conversation.

GRAMMAR AND LISTENING

- 1 Work in pairs. Use a dictionary to check the meaning of the words and phrases below. Then describe pictures a-c. What do they have in common?

- a parachute/stuck/torch/Statue of Liberty
b drive through fence/stnk/pool
c road sign/speed limit/make a mistake

- 2 **100%** Listen and match dialogues 1-3 with pictures a-c.

- Dialogue 1 Picture a
Dialogue 2 Picture b
Dialogue 3 Picture c

- 3 **100%** Work in pairs. Match speakers a-c with sentences 1-7. Then listen and check.

- a Wendy b Darren c Christophe

- 1 I can't get up or down.
2 This number doesn't look right.
3 We're doing it wrong.
4 I had my first lesson yesterday.
5 I will call back later.
6 I've been here for ten minutes.
7 I had never driven a car before.



Public Works Dept. Incident report.
Worker involved: Wendy Dickens

We were painting the speed limit - forty miles per hour - on the road at Coombe Bissett and I told Ted we were doing it wrong. I said that 'that number didn't look right because the sign at the side of the road said thirty'. Ted said that Bill had given him his instructions 'the week before' - and the speed limit was forty. So, I called up Bill and he told us it was thirty, so we had to change it.

Signed Wendy Dickens

You won't believe what happened the other day. My sixteen-year-old neighbour, Darren, drove his mum's car through the fence and into our swimming pool! He explained that he had had his first driving lesson 'the day before', and admitted that he had never driven a car before then. He said he had thought that 'that day was his chance to get some practice because his mum wasn't there 'at that time. And then he looked really worried and said that his mum would be home 'the next day and that she was going to be furious.



New York Talk Radio

Carla
A Frenchman, Christophe Landry, said he was stuck on the top of the Statue of Liberty. He explained he was protesting against the use of land mines and told me his plan had been to land on the statue, but he had got caught on the torch. He claimed that he had been there for ten minutes and added that he couldn't get up or down. He told me he had jumped from the Eiffel Tower 'a few years earlier. He promised that he would call back later, but could you call him to get an interview for the 6 p.m. news bulletin?
See you
Judy

Work it out

- 4 Read the texts opposite and find how sentences 1-7 from Exercise 3 were reported. Then complete gaps 1-6 in the table.

Direct speech	Reported speech
Present Continuous We're doing it wrong.	Past Continuous I told Ted we were doing it wrong.
Present Simple This number doesn't look right.	Past Simple I said that '...'
Past Simple I had my first lesson yesterday.	Past Perfect He explained that '...'
Present Perfect I have been here for ten minutes.	Past Perfect He claimed that '...'
Past Perfect I had never driven a car before.	Past Perfect He admitted that '...'
can I can't get up or down.	could He added that '...'
will I will call back later.	would He promised '...'

Reporting verbs: add, admit, agree, claim, complain, explain, point out, promise, protest, reply, say, tell, threaten

- 5 **100%** Match expressions 1-8 with their reported versions a-h in the texts. Then listen again and check.

- 1 now
2 this
3 here
4 today
5 a few years ago
6 yesterday
7 last week
8 tomorrow

- 6 Change these sentences to reported speech.

- 1 Ted I think it's wrong.
Ted said he thought it was wrong.
2 Wendy It definitely has a c and an h in it.
Kelly I've never seen anything like that.
4 Darren I don't know how it happened.
5 Darren I didn't mean to do it.
6 Darren My mum will be home tomorrow.
7 Christophe I can't talk now. A helicopter is coming.

- 7 Use the verbs in brackets to change this conversation to reported speech.

Tina You're not doing it right. (tell) You've made another mistake. (complain)
Tom I'm sorry. (reply) I don't usually make so many mistakes. (tell)
Tina This job is very important. (tell)
Tom Of course it's important. (agree) But you only told me about it yesterday. (protest)
I can't perform miracles! (add)
Tina You're not trying! (claim)
Tom I am trying! (say) I didn't sleep well last night and I can't concentrate. (explain)
Tina When I got here, you hadn't even started it. (point out)
Tom I'll finish it tomorrow. (promise)
Tina That's too late. (say) I won't pay you if you don't finish it today. (threaten)
Tom was doing a job for Tina. She told him that he wasn't doing it right and complained that he...

- 8 Work in pairs. Correct the mistakes in the magazine article. Follow the example.

IS THIS THE WORST TV PRESENTER EVER?

TV presenter, Simon Forbes, makes a lot of mistakes. Can you correct them?

- 1 'Manchester is the capital of England.'
2 'Pollution is making the planet colder.'
3 'The British don't drink much tea.'
4 'Scotland won the World Cup in 2006.'
5 'Rap music has been popular for fifty years.'
6 'Camels can live underwater for a week.'
7 'People will live on Mercury by 2015.'

Simon Forbes said that Manchester was the capital of England, but it isn't, it's London.

- 9 **100%** Work in pairs. Read 1-4. What did the people actually say? Listen and check.

- 1 In 1888 the astronomer Simon Newcomb said that we were probably getting near the limit of all we could know about astronomy. 'We are probably getting ...'
2 In 1901, two years before the Wright brothers' first successful flight, Wilbur Wright said that Man would not fly for fifty years.
3 In 1943 Thomas Watson, the chairman of IBM said that he thought there was a world market for maybe five computers.
4 After a meeting in Albuquerque, New Mexico in 1975 a banker said that Bill Gates had told him about his new company the day before. He said that he had never heard such a stupid idea and that that guy Gates couldn't be serious. He was sure that the business would never make any money.

Учитель на уроке

- Говорит по-английски!
- Выдерживает баланс между teacher talking time & student talking time.
- Широко использует коллективные формы работы (в парах, в малых группах).
- Четко понимает, в каких заданиях он добивается беглости, а в каких - четкости (вечная дилемма “fluency VS accuracy”).
- Не позволяет ученикам резко критиковать друг друга.
- Не боится признавать свои ошибки или незнание.

Роль книги для учителя 3 кл.

Поурочное планирование
UNIT 1

ПОУРОЧНОЕ ПЛАНИРОВАНИЕ

Часть 1

I четверть

UNIT 1

Back to school! Снова в школу!

Характеристика основных видов деятельности учащихся при изучении темы

- Приветствовать учителя и одноклассников в начале урока, прощаться в конце урока (далее: на всех уроках).
- Прогнозировать содержание текста на основе иллюстрации, описывать ситуацию общения на русском языке.
- Понимать на слух содержание текста с некоторыми новыми словами, отвечать на вопросы с опорой на иллюстрацию.
- Находить в тексте запрошенную информацию.
- Догадываться о значении незнакомых слов по контексту, с опорой на рисунок.
- Выразительно читать вслух текст с соблюдением норм произношения, ударения, интонации.
- Участвовать в диалогах, понимать реакцию собеседников.
- Употреблять изученные конструкции и лексику в речи в соответствии с коммуникативной задачей.
- Знать названия и последовательность букв английского алфавита.
- Орфографически корректно писать изученные слова.
- Участвовать в групповых детских играх, пользоваться формами английского речевого этикета во время совместной игры.
- Соотносить слово и транскрипцию. Находить в тексте слово с заданным звуком.
- Воспроизводить слова по транскрипции.
- Владеть основными правилами чтения.

Урок 1 (1)

Задачи урока:

1. Активизировать фразы этикетного диалога: приветствие учителя, одноклассников, представление домашнего питомца.
2. Активизировать диалог-расспрос с использованием специального и общего вопроса об уже знакомых героях из учебника 2 класса с учётом коммуникативной ситуации урока.
3. Формировать навыки восприятия на слух содержания нового текста с некоторыми новыми словами с опорой на иллюстрацию.
4. Повторить изученные во 2 классе имена собственные (имена сказочных героев).
5. Учиться подбирать рифму к словам, пользуясь знакомым языковым материалом.
6. Формировать навыки соотнесения звукового и буквенного состава слова: иххождение в тексте слова с заданным звуком.
7. Повторить правила чтения гласных звуков в открытом слоге, глухих и звонких согласных звуков.

Речевые образцы:

How are you today? (Fine, thank you.)
Are you ready for school?
I am back to school!
What is this? (It's my pet)
Who's this? (This is Dasha./She is Dasha.)
Лексика: Brownie (name), puppy, month, bye-bye, (повторение) Cinderella, Aladdin, Red Riding Hood, Pinocchio
Грамматика: (повторение) общий и специальный вопросы
Правила чтения: (повторение) звонкие и глухие согласные; гласные в открытом слоге.
Буквы: Aa, Ee, Ii, Oo, Uu, Yy; Bb, Dd, Gg, Zz, Pp, Tt, Kk, Ss
Фонетика: [ci], [i:], [ai], [æ], [ju:], [wa:], [b], [d], [g], [z], [p], [t], [k], [s]

Поурочное планирование
UNIT 1

Речевая ситуация и фоновая информация

It's the first of September. Our friends meet at school. They are happy to see each other. Nikita has brought his dog to school. The dog's name is Brownie and it is two months old.

Наступило первое сентября. Наши друзья снова встречаются в школе. Они очень рады видеть друг друга. Никита принёс в школу своего пса Брауни, которому только два месяца.

Начало урока

- Начните урок с приветствия: *Good morning, boys and girls!*, — и дождитесь от ребят ответа: *Hello! Good morning!*
- Обсудите с учениками их первый день в школе после каникул. Они хорошо отдохнули, рады встрече со школой и друзьями и готовы приступить к занятиям. Задайте вопросы: *How are you today? (Fine, thank you.) Are you happy today? (Yes.) Are you ready for school? (Yes.)*

SB 1 Listen and look. Кого из героев истории ты уже знаешь (...)?

- Ученики рассматривают рисунки 1–6 (с. 4–5). Обсудите персонажей истории, спросите, кого из них они уже знают, а кого видят в первый раз (Лера). Задайте вопросы: *Who's this? (This is Dasha./She is Dasha. This is Vera. She's Dasha's friend. This is Nikita. He's Dasha's brother.)* И т. д. Обсудите по-русски, что происходит на рисунках, какой день из школьной жизни ребят изображён на рисунке, как мы можем об этом догадаться, кто принёс щенка и что с этим щенком происходит и т. д.

- Ученики слушают запись и следят по тексту.

- Введите новые выражения: *I'm back to school! (Я снова в школе.) Oh, it's a puppy! (Ой, это щенок!) He's two months old. (Ему два месяца.) Are you ready for school? (Ты готов к школе?) Bye-bye! (Пока!) — неформальное прощание с близкими людьми.*

- Ученики слушают запись с паузами для повторения каждой фразы.

SB 2 Прочитайте текст по ролям. Разыграйте (...).

- Ученики читают текст по ролям в малых группах по четыре человека.
- Пройдите по рядам и проследите за тем, чтобы учащиеся произносили слова с правильной интонацией.
- Попросите разыграть встречу учеников со своими одноклассниками в начале года.

Совет учителю

Чаще предлагайте ученикам работать в парах и в малых группах, так как это даёт им возможность больше говорить по-английски на уроке и активно участвовать в учебной деятельности.

SB 3 Какие звуки глухие, а какие — звонкие? Найди (...).

- При выполнении этого задания ученики могут воспользоваться таблицей звуков на с. 94 учебника. Учащиеся находят каждый из указанных звуков в таблице, произносят его и называют его пару.

Ключ

Глухие	Звонкие
[p]	[b]
[t]	[d]
[k]	[g]
[s]	[z]

- Учащиеся в парах подбирают слова в тексте урока с парными согласными звуками.

Ключ

[b] — [p] — boys/Brownie/goodbye/bye-bye/back — happy/pet/puppy/pupil
[d] — [t] — today/Dasha/good/ready/old — Nikita/today/to/what/it/two
[g] — [k] — good/girls/goodbye — Nikita/thanks/back/school
[z] — [s] — his/a/boys/girls — thanks/school/this/months/small

Совет учителю

Задание можно проверить, устроив соревнование: кто быстрее подберёт пары слов и кто подберёт больше всех пар слов, тот становится чемпионом.

Благодарю за внимание!

**Приглашаю
к сотрудничеству!**

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