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**Технологическая карта урока
английского языка по ФГОС
"At a camp"**

Автор:

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Учебный предмет: английский язык

Класс: 7 класс

УМК: УМК "Spotlight" 7 класс, авторы: Ю.Е. Ваулина, Д. Дули и др.

Тема урока: At a camp

Тип урока: обобщающий

Цель урока:

Систематизация умений и навыков устной и письменной речи по теме «Reserving a place at a camp» и Present Perfect

Задачи:

Обучающие:

- создать условия для расширения словарного запаса по теме «Camp`s activities».
- закрепить изученный грамматический материал (употребление Present Perfect через разговорную тему «Camp`s activities»)
- активизировать навык самопроверки и самокоррекции.

Развивающие:

- совершенствовать творческие и речевые способности
- развитие навыков монологической и диалогической речевой компетенции
- развивать воображение при моделировании ситуаций общения

Воспитательные:

- воспитывать культуру поведения через освоение норм этикета: умение сформулировать приглашение, принять его или отклонить
- воспитывать культуру организации отдыха
- умение работать в команде.

Планируемый результат:

Предметные умения и УУД:

- Составление монологических высказываний по теме «Camp`s activities», составление диалога по теме «Reserving a place at a camp».
- Восприятие иноязычной речи на слух.
- Употребление в речи Present Perfect.
- Развитие языковой догадки.

Личностные УУД: Самоопределение и нравственно-этическая ориентация; формирование готовности к саморазвитию и самообразованию.

Коммуникативные УУД: инициативное сотрудничество в сборе информации; умение задавать вопросы, слушать и вступать в диалог; построение устных высказываний, в соответствии с поставленной коммуникативной задачей.

Регулятивные УУД: планирование и прогнозирование деятельности; осуществление регулятивных действий самонаблюдения, самоконтроля, самооценки в процессе коммуникативной деятельности на иностранном языке;

Познавательные УУД: формулирование цели; поиск и выделение информации, и её структурирование; выбор наиболее эффективных способов решения задач

Технологии:

Здоровьесберегающие, информационно-коммуникационные и игровые деятельности.

Формы работы:

Фронтальная работа, групповая, индивидуальная.

Оснащение:

Демонстрационный ПК, мультимедийный проектор, раздаточный материал, игра «Домино», карточки, магниты.

Этапы урока	Содержание деятельности		Длительность этапа
	Действия педагога	Действия учащихся	
<p>I. Организационный момент и целеполагание</p>	<p>Включение в деловой ритм.</p> <ul style="list-style-type: none"> - Good morning, boys and girls! I'm glad to see you. - What the date is today? - What the day is today? <p>- Today we'll have an unusual lesson. Do you like to play computer games? Has anybody played the game "QUEST"? The main idea of the quest is to find some key-words in the room.</p> <ul style="list-style-type: none"> - Close your eyes. Imagine you are in the game. Open your eyes. You don't know but smth. Has changed. I'll give a key, try to find this thing in the class: You and our guests use it, but I don't use it now. - Yes, you're right this thing is one of your chair. Try to find it. Look it under your chair. Show it. What is it? - We've got the ticket. What the date of the flight? - The next key: what the odd word "mousepad, computer, blackboard, scanner". Show it. What is it? - The last hint is root, stem, leaves, petals. What is it in common? - Look at this items and say: What are we going to speak about during the lesson? <p>На доске висит лист с тезисами для рефлексии, на которые учитель обращает внимание ребят.</p> <ul style="list-style-type: none"> - «На сегодняшнем уроке я понял, разобрался...» - «Было интересно...» - «Теперь я могу...» 	<p>Подготовка класса к работе Good morning, dear teacher! Today is the 1st of February. It's Wednesday.</p> <p>It's a chair!</p> <p>It's a ticket.</p> <p>It's a blackboard. It's a phone. It's a flower. It's a tent. We are going to talk about summer camp, how to reserve the place at the camp.</p>	3 min.

<p>II. Актуализация знаний и применение умений в новой ситуации</p> <p>1. Повторение лексики по теме «Camp`s activities» в игре «Домино».</p>	<p>- But before we start discussing this topic let`s remember the vocabulary. Do you play “Dominoes” in your family? I think you know the rules of this game. You have to find the beginning and the end of the word.</p> <p>- Well done! Now let`s match the activities to these camps and say using this example.</p> <p>Go hiking make a tree house Make a robot go rafting Play basketball make a webpage Have IT-classes play an instrument Go swimming</p> <p>- What will you learn if you go to one of this camp? - Would you like to visit these camps? Let`s invite each other using these phrases (SB on p. 59 Ex.4). Work in chain.</p> <p>- I want you watch the video and list the activities the teens can do.</p>	<p>Находят начало и конец слова и выстраивают цепочку. (на доске)</p> <p>a) Sport camp: 3,5,7 b) Adventure camp: 1,6 c) Tech camp: 2,4,8 d) Arts camp: 9</p> <p>If I go to Arts camp, I will learn how to play musical instrument.</p> <p>- Do you fancy going to ID Tech camp? -That would be lovely! How about going to this camp? - I`m afraid I can`t.</p> <p>They can make discoveries, make new friends, make faces, make mistakes and bounce right back, make new worlds, make time to hang up, make a difference.</p>	<p>4 мин.</p> <p>3 min</p>
<p>1. Cultural awareness. Listening comprehension.</p>	<p>- Good for you! I see you`ve been interested in this camp. So let`s try to reserve/ book a place at ID Tech camp.</p> <p>- But first look at the screen (open your SB on p. 61 Ex.1.) Listen, repeat and think : Which sentences ask for information? Which give information?</p> <p>- Now two of your classmates act out the dialogue between a teenager and a receptionist. During the acting try to complete the sentences. (p.62 Ex.3)</p> <p>- Thank you, girls! Look at the key and check your answers.</p>	<p>- Ask: 1, 3, 4, 5, 8 - Give: 2, 6, 7, 9</p> <p>- 1. Brown; 2 1st to 16th July; 3 painting and photography; 4 painting and sculpture classes(уч-ся сами оценивают себя)</p>	<p>4 min</p>
<p>III. Speaking skills</p>	<p>- Let`s continue our work. Take this. What is it? (a key) You`ve got the key. Now, please, stand up. Look at these two tables. Can you guess what table you should choose. Come to the place according to the colours. You have an envelope on your desks, open it. There are some adverts. I</p>	<p>Учитель раздает яблоки разных цветов. Уч-ся выбирают стол, соответственно находится и партнер для ведения диалога.</p> <p>Учащиеся с опорой на карточки составляют диалоги. S1: Hello, YMCA camps. How</p>	<p>10 мин.</p>

	<p>want you to try to book a place there. Read an advert, take roles and act out a dialogue. Don't forget to use some phrases from ex.1</p> <p>Предлагает карточки с ключевыми словами.</p>	<p><i>can I help you?</i> <i>S2: I'd like to reserve a place, please.</i> <i>S1: What's your name, please?</i> <i>S2: It's John Taylor.</i> <i>S1: And when would you like to come?</i> <i>S2: From 15th June to 22nd June.</i> <i>S1: OK! Could I have your e"mail address, please?</i></p>																							
<p>IV. Физкультминутка</p>	<p>-Thank you! I think you`re tired. Let`s have a rest. Учитель произносит стихотворение <i>Hands up,</i> <i>Hands down,</i> <i>Hands on hips,</i> <i>Sit down!</i></p>	<p>Произносят и показывают за учителем</p>	<p>1 мин.</p>																						
<p>V.Обобщение и систематизация грамматических знаний</p> <p>Составление предложений в Present Perfect.</p>	<p>- Well done! We`ve booked the place. And now it`s time to pack our things. But before doing it let`s revise three forms of the verb. How do we form Present Perfect Tense?</p> <p>- I`ll give you the sheet of paper. Stand up, please, and come to me! Let`s make up the sentences: Positive, Negative, and Question . Show the correct order of these words and phrases.</p> <p>- Thank you! So we are going to go a teen camp. We have one more Ex. in the card №2:</p> <p>Before leaving home we and our family have to do a lot of things. Let`s take the card №2 and discuss what we have (haven`t) done.</p> <table border="1" data-bbox="395 1435 954 2018"> <tr> <td>Our parents</td> <td>We</td> </tr> <tr> <td>• book three weeks at a teen camp ✓</td> <td>• visit our</td> </tr> <tr> <td>• reserve a place at a summer camp ✓</td> <td>• pack our</td> </tr> <tr> <td></td> <td>• tidy up t</td> </tr> <tr> <td>Mum</td> <td></td> </tr> <tr> <td>• go shopping ✗</td> <td>Dad</td> </tr> <tr> <td>• buy some sunscreen ✗</td> <td>• buy an e</td> </tr> <tr> <td>• help us with packing ✗</td> <td>• buy a ne ✓</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>I</td> <td>My sister</td> </tr> <tr> <td>• plan my summer</td> <td>• buy som</td> </tr> </table>	Our parents	We	• book three weeks at a teen camp ✓	• visit our	• reserve a place at a summer camp ✓	• pack our		• tidy up t	Mum		• go shopping ✗	Dad	• buy some sunscreen ✗	• buy an e	• help us with packing ✗	• buy a ne ✓			I	My sister	• plan my summer	• buy som	<div data-bbox="1018 801 1517 1115" data-label="Image"> </div> <p>10 мин.</p> <p>Ученики становятся в той последовательности как должно строится предложение.</p> <p>Учащиеся составляют предложения устно. За каждое правильное предложение получают кружочки.</p>	
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VI. Reading comprehension	- Excellent! Now open your w/b on p.35 ex.3 Read Tom`s diary and say: what life experience has he got? Find the words which describe his feelings.	Ученики читают текст и отвечают на поставленный учителем вопрос.	7 мин.										
VII. Рефлексия	- Our lesson is coming to the end. And I want you to evaluate, to show your opinion with the help of these signs. - What does this sign mean – I like/ I dislike. - As for me I like this lesson because you`ve been very active and become a good team. What do you think? Учитель обращает внимание ребят на тезисы, которые показывал в начале урока и просит их высказаться. - «На сегодняшнем уроке я понял, разобрался...» - «Было интересно...» - «Теперь я могу...»	Ребята рассказывают о своих успехах и сложных моментах на занятии, оценивают вклад друг друга в урок.	2 мин.										
VII. Информация о домашнем задании	- Thank you for the lesson. Your homework is to write the letter to your friend about the camp you would like to visit. - Your marks are ... - See you later!	Записывают домашнее задание и благодарят друг друга и учителя за проведенный урок. Good-bye	1 мин.										



English lesson



QUEST



QUEST

mouse

monitor

blackboard

scanner

disks

QUEST



root



petals



stem

How to reserve a place at a camp



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If I go to ... , I will learn how to... .



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Make up the dialogue, using these phrases:

Inviting	Accepting/Refusing
<ul style="list-style-type: none">• Would you like to ...?• How about (going/ coming)...?• Do you fancy (going/ coming)...?	<ul style="list-style-type: none">• Yes, I'd love to!• That would be lovely!• That sounds great!• Thanks. Great idea!
	<ul style="list-style-type: none">• I'm afraid I can't. I have to ...• That's very kind, but... Sorry.• I'd love to, b u t...• Maybe another time.

Work with the video



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ASK INFORMATION

- How can I help you?

- What's your name?

- And when would you like to come?

- Are there any specific classes you are interested in taking?

- Can I have your e-mail address?



GIVE INFORMATION

- I'd like to reserve a place at your camp.

- I'm afraid there aren't any places left in photography.

You need to send a deposit in order to reserve your place.

- Looking forward to seeing you in July.

Dialogue

Complete the sentences:

1 Mark's surname is **Brown**

2 Mark wants to make a reservation
from **1st to 6th July**

3 Mark is interested in **painting and photography**

4 Mark will attend **painting and sculpture**

Evaluation

