**План-конспект урока английского языка**

**«London Sights»,**

 **5класс**

**Автор:**

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**Используемый УМК** : «New Millenniun English 5»,

**авторы**: Н.Н.Деревянко, С.В. Жаворонкова и др., издательство « Титул», 2004г.

**Оснащение:** применение ИКТ технологий, интерактивная доска, компьютер, мультимедийный проектор, магнитофон, программа Microsoft Power Point, макет города из картона, картинки.

**Цели урока:**

**образовательные:** тренировка лексики по теме « Город» и грамматической структуры there is\ there are

**развивающие:** развитие логического мышления, развитие долговременной памяти, внимания, речевых навыков, коррекция произносительных навыков, развитие поискового чтения.

**воспитательные:** воспитание умения выслушивать собеседника, работать в команде.

**При подготовке к уроку учителем были использованы ресурсы:**

Е.М. Базанова, Т.С. Путиловская, «350 текстов, диалогов и упражнений по английскому языку для развития навыка устной речи», Москва, « Дрофа»- 2000г.

Н.Н. Деревянко, С.В. Жаворонкова и др, New Millennium English-5, Обнинск, Титул, 2005г.

[http://en.wikipedia.org/wiki/File:Hamleys\_London.jpg](http://en.wikipedia.org/wiki/File%3AHamleys_London.jpg)

<http://www.euronet.nl/users/warnar/dam/paleis222.jpg>

[http://en.wikipedia.org/wiki/File:Hamleys\_London.jpg](http://en.wikipedia.org/wiki/File%3AHamleys_London.jpg)

<http://en.wikipedia.org/wiki/London_zoo>

<http://en.wikipedia.org/wiki/LONDON>

[http://en.wikipedia.org/wiki/File:Palace\_of\_Westminster,\_London\_-\_Feb\_2007.jpg](http://en.wikipedia.org/wiki/File%3APalace_of_Westminster%2C_London_-_Feb_2007.jpg)

[http://en.wikipedia.org/wiki/File:Thenationalgallery.jpg](http://en.wikipedia.org/wiki/File%3AThenationalgallery.jpg)

[http://en.wikipedia.org/wiki/File:Sdelpiombo1.jpg](http://en.wikipedia.org/wiki/File%3ASdelpiombo1.jpg)

[http://en.wikipedia.org/wiki/File:Westminster\_Abbey\_by\_Canaletto,\_1749.jpg](http://en.wikipedia.org/wiki/File%3AWestminster_Abbey_by_Canaletto%2C_1749.jpg)

[http://en.wikipedia.org/wiki/File:442px\_-\_London\_Lead\_Image.jpg](http://en.wikipedia.org/wiki/File%3A442px_-_London_Lead_Image.jpg)

[http://en.wikipedia.org/wiki/File:London\_360\_from\_St\_Paul%27s\_Cathedral\_- \_Sept\_2007.jpg](http://en.wikipedia.org/wiki/File%3ALondon_360_from_St_Paul%27s_Cathedral_-%20_Sept_2007.jpg)

http://en.wikipedia.org/wiki/File:Flag\_-\_Great\_Britain.jpg

Lesson plan

«London Sights»

**Lesson objectives:**

**Skills development:**

рracticing words and grammar structure there is\ there are according the topic of the lesson:

reading for information;

deducing the meaning of unknown words;

expressing preferences.

**Vocabulary:**

**Active**: town, city, hospital, cinema, bank, market, post office, museum, theatre, bridge, park, market, shop.

**New:** castle, popular, wheel, swimming pool, queen.

**Structures:**

**Active:** there is \ there are

**1. Warming- up.**

**Teacher:** Good morning, children! How are you?

 **Class:** Good morning.

 **Teacher:** Today we have an unusual lesson; we are traveling to a capital of the UK – the United Kingdom of Great Britain and Northern Ireland. You work in groups Yellow, Red and Green. What can we see in the town?

**2. Practicing vocabulary:**

 **Class:** Each group gives examples: a bank, an office, a hotel, a library, a bridge, a theatre, a park, the zoo, a hospital, a bus stop, a river, a cinema, a cafe, and museum.

**Teacher:** So, let’s repeat these words like echo. (Children repeat words after the teacher 3 times like echo).

**3. Practicing the grammar structure there is/there are.**

**Teacher:** Now listen to me very attentively (При проговаривании каждой строчки стихотворения показываю соответствующую картинку).

“The Key of the Kingdom”.

This is the key of the Kingdom,

In the Kingdom there is a city,

In the city there is a park,

In the park there is a street,

In the street there is a castle.

**Teacher:** Скажите, а какую конструкцию из предыдущей темы мы здесь употребили?

**Class:** …there is/there are.

**Teacher:** (I pay attention to the grammatical structure there is/there are).

“What do you think we can see in London? Let’ make your own sentences. Look at the blackboard. This table will help you.”

Students make sentences using prompts from the visual support:

For example: There is a bookshop in the street.

 There are banks in the street.

I praise students for correct sentences.

**Teacher:** Now let’s do the next task. It is a task for captains. I have a surprise for you. (Show them visuals)Look at the map for a minute. Then I cover it. Tell your group what there is in the city, using grammar structure there is/there are.

 **Teacher:** Well, now I see you are ready to travel to London. Listen and repeat after me.

Up, down, up, down,
Where is the way
To the London town?
Where? Where?
Up in the air.
 Close your eyes and you are there.

**Teacher:** Look at the blackboard to learn some interesting facts about London.

(I demonstrate my presentation material about famous sights of London.)

**4. Reading for information**

Teacher: Let’s come to the computers and do some activities.

**4.1. Read and match:**

|  |  |  |
| --- | --- | --- |
| 1.      Big Ben  |  is | A.    a shop  |
| 2.      The Tower of London  | B.     a museum |
| 3.      Madame Tussaud`s | C.     a wheel. |
| 4.      Hamleys | D.    a castle.  |
| 5.      Buckingham Palace | E.     a church. |
| 6.      The London Eye  | F.      a house of the Queen. |
| 7.      Westminster Abbey | G.    a bell. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|   |   |   |   |   |   |   |
|  |  |  |  |  |  |  |  |  |

**4.2. True (+) or false (-)?**

A.    We can see a lot of flowers in London Zoo.

B.     There is a column to Queen Victoria in the middle of the Trafalgar square.

C.     The National gallery has got the biggest collections of paintings.

D.    We can eat sandwiches in Hide Park.

|  |  |  |  |
| --- | --- | --- | --- |
| A | B | C | D |
|   |   |   |   |

**5. Practicing expressing preferences.**

**Teacher:**  Do you like our excursion to London? What would you like to visit?

Complete the sentences:

 **Example:** I would like to visit \_\_\_\_\_, because it is \_\_\_\_( I want to \_\_\_\_\_\_)

Teacher: Let’s count points of each group and know the winner.

**6. Reflection of the lesson.**

 I offer Ss to analyze their progress during the lesson.

Ребята, как вы сами оцениваете свои успехи? (пусть каждый сам даст себе оценку и выставит отметку за урок)? Чтобы вы еще хотели узнать o Лондоне?