Урок английского языка для обучающихся 1-го курса.

Тема урока: Sport as one of the most exciting activities.

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**Цель урока:** Введение и отработка новой лексики по теме, активизация пройденных грамматических структур.

**Задачи урока:**

* Отработка фонетических навыков;
* Отработка навыков применения изученных лексических конструкций;
* Развитие навыков монологической речи с использованием введенных грамматических структур;
* Развитие навыков диалогической речи с использованием лексики урока.
* Развитие навыков аудирования с целью общего понимания и извлечения конкретной информации.
* Развитие способности к обобщению и цельности высказывания.

**Тема урока:**

* Лексика: types of sport + verbs to use with them, clothes, equipment, прилагательные, характеризующие человека и вид спорта.
* Грамматика: can/could/will be able to, степени сравнения прилагательных

**Оснащение урока:**

Доска, раздаточный материал по теме: sport, equipment, clothes;

карточки с глаголами play, do, go;

карточки с прилагательными;

стикеры в названиями видов спорта (заранее наклеены на стены класса); видеоматериал.

**Ход урока.**

**1. Приветствие (1 минута)**

Teacher (T): Good afternoon! Glad to see you! How are you today?

Students (Ss): I am fine (great, ok, in a good/bad mood), thanks!

**2. Организационный момент (1 минута)**

T: Who is absent today? What is the date today? What is the weather like today?

Ss: …..is absent today. Today is ……… The weather is wonderful/not very good today! It is sunny (quite warm, windy, rainy, quite cold).

**3. Фонетическая зарядка (2 минуты)**

Blackboard:  /θ/ /ð/

/ð/ weather, with, another.

/θ/ thank you, three, think, thousand

Father, mother, sister, brother – hand in hand with one another.

Three thin thieves thought a thousand thoughts.

I am thinking of three thousand three hundred thirty-three things.

**4. Проверка домашнего задания (10 минут)**

T: Your hometask was to prepare a short report about your favourite sport. So, please….

**5. Сообщение целей урока (1 минута)**

T: Today we are going to discuss different aspects of sport. Some people take part in different sport activities, others – just watch. So, what is better? Professional sport, doing it as a hobby or just watch it on TV?

**6. Работа с лексикой по теме.**

* **Лексическая зарядка (5 минут)**

T: What winter sports do you know? What summer sports do you know? Which ones can be both? What do we need to play tennis (what equipment)? What clothes do we need to do judo?

Ss answers.

Далее учащимся предлагается раздаточный материал: на листе напечатаны разные слова по теме «спорт», которые им нужно распределить в 3 колонки: kind of sport, equipment, clothes.

Учащиеся работают в парах. Проверка упражнения.

* **Введение и отработка новых лексических конструкций. (10 минут)**

T: Do we play all these sports? No, some of them we play. We can also go or do them.

T: You can see yellow stickers on the wall. I will divide you into 3 teams. Each team will get a card with one word (play, go or do). When I say “Start”, you need to stand up and find all the stickers with the names of sport that can be used with your verb. But be very attentive, please! For every correct sticker your team will get a point, but for the wrong one you will lose one point. You have about 2 minutes for this task.

T: Now let’s check your results!

Учащиеся рисуют 3 круга в тетрадях (play, go, do), рядом с которыми записывают те виды спорта, с которыми они употребляются.

*Play: badminton, baseball, basketball, football, golf, ice hockey, rugby, table tennis, tennis volleyball.*

*Do: athletics, gymnastics, judo, karate, weight-lifting.*

*Go: cycling, running, skiing, surfing, swimming.*

Затем учащиеся составляют простые предложения с использованием введенных сочетаний и зачитывают свои примеры, **НЕ** произнося глаголы (play, do, go), чтобы остальные учащиеся, слушая предложения дополняли предложения друг друга.

**7. Развитие лексикo-грамматических навыков (15 минут)**

T: What sports do you do? How often do you do them (play, go)? Once a week, twice a month? 3 times a year? Ask each other and tell us (pair work)

Ss: possible answers:….. does karate twice a week. ….goes swimming every Sunday.

T: Thank you for your answers. Now tell me, please, what sports you **could** do when you were 4 years old? **Could** you go cycling? (pair work)

Students (Ss) answer (using “**could”**)

T: Thank you for your answers. Now tell me, please: **Will** you **be able to** play badminton in (через) 50 years (in 2065)?

Ss work in pairs and answer (using “**will be able to/ will not be able to”**)

**8. Развитие навыков аудирования (с целью понимания общей и конкретной информации) (15 минут)**

T: You will listen to one sportsman. He will tell us about his way into sport. While listening please take some notes connected with him. After that I will read to you some facts and you will need to decide whether it is true or false.

Учащимся предлагается короткое видео (интервью со спортсменом)

T: Now look at the blackboard: you can see some numbers. Listen again and decide what each number refers to.

Blackboard: numbers that refer to the information the sportsman mentions.

T: We have just heard a story of a famous sportsman. Are there any thing you agree or disagree with? Why? Ask your partner and tell us.

Ss: I agree with….. because… I disagree with …because… On the one hand, I agree……but on the other hand……

**9.Описание видов спорта и спортсменов, используя степени сравнения.**

T: What words can we use to describe sportsmen?

Ss: quick, talented, hardworking, brave, determined etc.

T: what words can we use to describe sports?

Ss: dangerous, safe, exciting, interesting, boring etc.

Слова записываются в 2 колонки на доске (прилагательные, характеризующие спортсменов и отдельных вид спорта)

T: Which sport is more dangerous (exciting, popular etc): ice hockey or football?

T: Who is more talented (quicker, more determined etc)? (names of famous sportsmen)

Before you answer let’s revise degrees of comparison.

T: Now please give me 10 names of famous sportsmen, I will write their names on the board.

Далее учащиеся задают вопросы по цепочке друг другу, используя имена спортсменов, записанных на доске и прилагательные из общего списка, составленного ранее вместе с учащимися.

T: I will give you the cards with 2 adjectives (about sport and about a person). Please ask everybody in your group and tell us the results of your survey. For example, “What is the most boring sport in the world in your opinion” or “who is the most talented sportsman”? You have 2 minutes to ask as many students as possible.

Ss report the results of their survey.

**10. Монологическое высказывание по теме (10 минут)**

T: Are there any sportsmen you admire and would like to meet? Would you like to build the same career in sport as they did? Why?

Ss answer using all the vocabulary and grammar of the lesson.

**11. Подведение итогов урока и домашнее задание (5 минут)**

T: Today we discussed different aspects of sports, learned new expressions to tell other people about sport in our life and compared different sportsmen.

As your hometask I will ask you to prepare 5-7 questions you would like to ask your favourite sportsman if you had a chance to interview him, because next time we will role-play this situation.

Do you have any questions? Our lesson is over, thank you! Have a nice day!