Государственное учреждение образования

«Жуховичская средняя школа»

План-конспект урока по английскому языку в 4 классе по теме

«What do you want to be?»

Учитель английского языка

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Задачи урока:

*Образовательные:*

- создать условия для отработки навыка говорения по теме «What do you want to be?»;

- учить планировать своё речевое высказывание;

- создать условия для отработки фонетических навыков;

- содействовать развитию учащихся восприятия речи на слух.

*Развивающие:*

- способствовать развитию коммуникативных навыков учащихся;

- содействовать расширению активного словаря английского языка школьников.

*Воспитательные:*

- содействовать воспитанию ответственности к учебной деятельности;

- содействовать расширению кругозора учащихся;

- содействовать созданию условий, обеспечивающих воспитание интереса к будущей профессии.

**Тип урока:** комбинированный.

**Оснащение урока:**

- учебник для 4 класса. Авторы: Л.М. Лапицкая, А.И. Калишевич и др.;

- электронное звуковое приложение к учебнику;

- карточки

Ход урока

1. Организационный момент. Создание атмосферы иноязычного общения.

Sight reading of the vocabulary

Spelling game. Revise the alphabet. Spell a word from the topic «Family», e.g. b-r-o-t-h-e-r. Pupils guess and name the word. Then pupils spell the words themselves, the rest of the pupils guess. They can also play this game in pairs.

1. Проверка домашнего задания

Ex. 5b, p. 35 E.g. I’ve got a mum. Her name’s Nina. She’s nice and beautiful. She’s got long hair, blue eyes and little nose. She is kind. I’ve got a dad. His name is Victor. He has got short dark hair and green eyes. He is clever. I have got a sister. Her name is Sasha. She has got long brown hair and grey eyes. She is funny.

1. Основная часть. Объявление темы. Постановка целей урока.

Presentation. Listening to the teacher

 T: Who knows Liz’s family? What family has she got? – Ps: She’s got a mum, a dad, a brother, a sister, a granny, a grandad, an uncle, an aunt, cousins. Today our topic is «What do you want to be? ». We are going to learn new words.

 T: Liz’s mum Helen is a beautiful woman. Liz’s dad Frank is a nice man. Repeat after me: a woman, a man.

*Проверка понимания*

 Name the members of Liz’s family. Pupils say if it is a man or a woman.

 T: An uncle. – Ps: A man. T: A granny. – Ps: A woman. Etc.

1. Введение новых лексических единиц

T: Today we’ll speak about Mike’s family and we will know what jobs there are in his family. Show the flashcards and name the jobs: a doctor, a driver, a vet, a cook, a farmer, a businessman, a shop-assistant, a dentist, a teacher, a worker.

*Проверка понимания*

 Shuffle the flashcards. Name one job and show the flashcards one by one. Pupils say «No» until they see the picture of the job you have named. Repeat the procedure with several jobs.

1. Изучение новых звуков. Фонетика. Отработка звуков

Pronunciation

 [t] – a vet, a teacher, a pilot, a dentist, a shop-assistant; [v] – a vet, a driver; [w] – a worker, a woman.

Sight reading

Picture dictionary

 T: One, two, three

 Who can you see?

 Someone in the classroom

 Beginning with «b»?

Key: b – businessman, t – teacher; v – vet; w – worker; d – driver; doctor, c – cook, etc.

*Чтение транскрипции*

 Revise the transcription symbols pupils have already learnt using flashcards. Then introduce the new symbols [ʊ], [ɜː], [ʃ]. Show the symbols at the random, pupils name them.

PB, ex. 2a

 Pupils read the sounds and the words in pairs.

PB, ex. 2b

 Read the words together, then pupils read in pairs. Walk around the classroom and help if necessary.

1. Использование новых слов с речь

Chant «Magic Fish». PB, ex. 3

1. T: Look at the picture. Who can you see? – P: A girl, a boy, a fish! – T: A magic fish.
2. T: Listen and point to the pictures.

 *Tapescript*

*Swish, swish, swish,*

*I’m a magic fish.*

*What do you want to be?*

*What do you want to be?*

***Pupil 1****: I want to be a doctor.*

*Swish, swish, swish,*

*I’m a magic fish.*

*What do you want to be?*

*What do you want to be?*

***Pupil 2:*** *I want to be a driver.*

(Different children)

*I want to be a vet.*

*I want to be a cook.*

*I want to be a farmer.*

*I want to be a businessman.*

*I want to be a shop-assistant.*

*Swish, swish, swish*

*I’m a magic fish*

Check pupils’ understanding the phrases «What do you want? », «I want to be a…».

1. Физкультминутка

 Hand out the flashcards of jobs to pupils. They walk around the classroom and speak to everyone.

 P1: What do you want to be? – P2: I want to be a doctor. What do you want to be? – P1: I want to be a businessman.

 After each talk pupils swap their flashcards and look for another partner.

1. Закрепление нового материала

**Word secrets. PB, ex. 4a, p. 37**

 T: Look! This is Tina. What can she do? – P: She can sing.

Write the word «sing» on the board. T: What’s her job? She’s a singer. Write the word «singer» on the board. Ask pupils to reveal the word secret: we add the suffix ‘-er’ to a verb to get a job word.

PB, ex. 4b, p. 37

Complete the sentences.

**Прослушивание и чтение. PB, ex. 5a, 5b, 5c**

PB, ex. 5a, p.38

 T: Look at the pictures. This is Mike’s family. What are their jobs? P: She’s a driver. He’s a business man. Etc.

PB, ex. 5b, p.38

 T: Listen and answer the question. What are their names? Pupils listen and make notes.

*Tapescript*

*Mike: This is my mum. Her name’s Linda. She’s a driver. This is my uncle. His name’s Greg. He’s a businessman. This is my grandad. His name is Mike. He is a farmer. This is my dad. His name’s David. He’s a cook. This is my aunt/ Her name’s Helen. She’s a teacher. This is my granny. Her name’s Janet. She’s a vet.*

PB, ex. 5b, 5c

 Pupils work in pairs, then check all together

 Key: 1-f, 2-c, 3-a, 4-d, 5-e, 6-b.

**Говорение.** PB, ex. 6a, 6b, p. 39

 Pupils work in pairs. Then they report to the class about their parents’ jobs.

1. Работа с печатным пособием «workbook»

Ex. 3, 4, p. 26, 27

 10. Домашнее задание

Ex. 1, p. 36, ex. 2, p.36, ex. 7, p. 39

 11.Рефлексия. Формирование у учащихся способности к самоанализу/самооценке результатов учебной деятельности

T: I think our lesson is interesting and good. All of you are great pupils. What do you think about our lesson?

12. Подведение итогов урока. Оценка активности и речевой деятельности учащихся

T: I should say, you have done a great job today. Your marks are the following… Thank you for your work. Our lesson is over. Good buy. Good luck.
*(Учитель делится своими впечатлениями от урока, прощается с учащимися до следующего урока.)*

Sounds

|  |  |  |
| --- | --- | --- |
| [ʊ] | [ɜː] | [ʃ] |
| [t] | [w] | [v] |

Professions

|  |  |  |
| --- | --- | --- |
| doctor | driver | vet |
| cook | farmer | businessman |
| shop-assistant | dentist | teacher |
| worker |  |  |

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