

**Класс:** 6 (пятый год обучения)

**УМК:** In Touch

**Тип урока:** урок совершенствования умений

**Задачи урока**

**Практическая задача урока:** совершенствовать умение аудирования на базе прочитанной статьи “The Denver Experiment”; научить учащихся высказываться на уровне СФЕ (микромонолог) на базе прочитанной статьи “The Denver Experiment” и на базе УРУ.

**Воспитательные задачи урока:** способствовать формированию положительного отношения к мнению других людей, формированию анализа и оценки событий на основе прочитанной статьи “The Denver Experiment”; способствовать воспитанию культуры общения на основе вежливых способов выражения несогласия в УРУ.

**Образовательные задачи урока:** способствовать повышению социокультурного образования на основе развития мировосприятия школьников на базе статьи “The Denver Experiment”; способствовать расширению филологического кругозора на основе овладения культурой общения в условиях различных взглядов на базе статьи “The Denver Experiment”.

**Развивающие задачи урока:** способствовать формулированию выводов из прочитанного, способности к извлечению из текста необходимой информации на базе статьи “The Denver Experiment”; способствовать развитию логичности и доказательности на базе УРУ.

**Оснащение:**

Карточки для выполнения УРУ, структурные модели на доске.

## ХОД УРОКА

### I. Организационный этап:

#### 1) Организационный момент:

T: Good morning, pupils. I am glad to see you! How are you today?

P1: I am fine, thank you.

T: And how are you, Alice?

P2: I am fine, thank you. And you?

T: I am fine, thank you. Let`s see what we will do today. We will listen to some interesting article and discuss it and then we will talk about some well-known phenomenon of our life.

#### 2) Фонетическая зарядка:

T: Well, today I`ve got a puzzle for you. Let`s read it and say what it is.

##### Приложение 1

##### а) Чтение про себя.

An interesting box,  
That helps see a lot:  
Wildlife, space,  
Question Time, 'Lost',  
A singer`s beautiful face,  
Or who was the first  
In a sports competition  
Or show 'Intuition'.

##### в) Проверка понимания и решение КЗ:

So, what is this puzzle about?

Can you translate this puzzle?

##### г) Диагностирующее чтение:

Will you read please, Tim? (читает средний ученик).

Ok, it was not bad, but you should mind some sounds and rhythm.

##### г) Модельное чтение:

T: Now, listen to my reading.

##### д) Отработка звуков [i], [i:]

T: Look, in this puzzle we have words "interesting" and "singer". They have the sound [i].

T: [i] interesting, singer. (Режимы: Т. – С1, Т – P1, P2, P3). And now, look at the word "see" – what sound does it have? All together [i:] – long (Режимы: Т. – С1, Т – P1, P2, P3).

Давайте сравним [i] and [i:] singer-see. Can you see the difference? Now all together: singer-see (Режимы: Т. – С1, Т – P1, P2, P3).

T: Very good.

##### е) Контрольное чтение:

- T: Now, who would like to read it? – P1, P2.

### **3) Речевая подготовка:**

T: So, you have guessed the name of the box, described in the puzzle. I'm sure that all of you have TV sets at home.

- Are you fond of watching TV?
- How much time do you spend on it per day?
- Is it really so useful to watch it for a long time?
- What are we going to talk about today?

## **II. Основной этап**

### **Аудирование**

#### **1) Антиципация:**

T: Open your books at p.92 and look at the graph at the top of the page.

#### ***Приложение 1***

- What does it show?
- In which country do they watch TV the most?
- How many hours per week do they watch TV? Why?
- Why is Russia absent in this graph?

#### **2) Снятие лексических трудностей:**

T: Look at the blackboard. These are the words you will meet in the article while listening. Let's read them and translate.

- to be glued to smth
- on average
- to give up
- to plug – to unplug
- to confess
- to add
- to lead

T: Now, write them down and translate.

#### **3) Установка на прослушивание:**

T: You are going to listen to some article about an experiment which some families in Denver decided to take part in. Close your books.

KЗ – what experiment does the article mention?

#### **4) Первичное прослушивание.**

#### **5) Проверка понимания и КЗ:**

T: So, what experiment is mentioned in the article?

Was it successful?

#### **6) Установка на вторичное прослушивание:**

T: Now, open your books and look at ex.2 on p.92. Read the headings from *a* to *e*. Do you understand all of them? Good. Your next task will be to choose a heading for each paragraph from ex.2 while listening to the article for the second time. Number 1 is already done for you. Is the task clear?

#### **7) Вторичное прослушивание.**

#### **8) Проверка детального понимания:**

T: Look at the pictures on the left. Which paragraph should we mention talking about this picture? (3, 4, 5)

Let's check the task. Why have you chosen this heading? Prove that it's right by finding in the text special words.

And now, let's pretend that I haven't read this article. Correct my statements, using polite phrases on the blackboard (I'm afraid, I can't agree with you; It's not quite true:

- Americans don't like to watch TV at all.
- The families of Moscow decided to take part in the experiment.
- Maria Diaz confessed that her family hadn't liked the experiment at all.
- Luke Larsen reported that he and his sister had almost died without TV.
- Rick Schneider noted that he would never take part in such an experiment any more.

**Формирование монологического высказывания на уровне СФЕ (микромонолог)**

T: And now, take these stripes with sentences – advantages and disadvantages of television. Those who get the stripe read the sentence, and the rest of the class listens attentively and someone explains why it's an advantage or disadvantage of television. (*Приложение 3*)

But first, take these tables and write down all advantages and disadvantages you hear (*Приложение 4*). After your classmate reads the sentence and we decide whether it's an advantage or disadvantage, we'll reduce it to a phrase and write down in this or that column. Is the task clear? Good. Let's start.

There are too many channels. You can't watch them all. (too many channels)

TV is bad for children because they don't play – they just sit and watch. (bad for children)

You get a lot of information and news from television. (a lot of information)

There are lots of interesting programmes about animals, science and history. (interesting and educating programmes)

Television gives you something to talk about with your friends. (information to discuss with friends)

TV is good for people who are old, lonely or ill. (for old, lonely, ill people)

TV stops families talking to each other. (bad for family relations)

TV makes you lazy. (makes people lazy)

Television helps you to relax after school or work. (helps to relax)

**III. Завершающий этап.**

Подведение итогов.

Проставление отметок + устное оценивание.

T: Your home task will be to write a monologue of advantages and disadvantages of watching TV. You should prove your opinion using the ideas we have written down today.

The lesson is over. See you tomorrow. Goodbye.

## *Приложение 1*

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In a sports competition  
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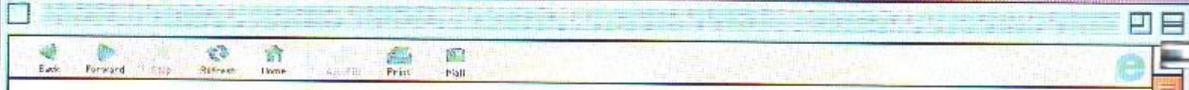
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# The Link

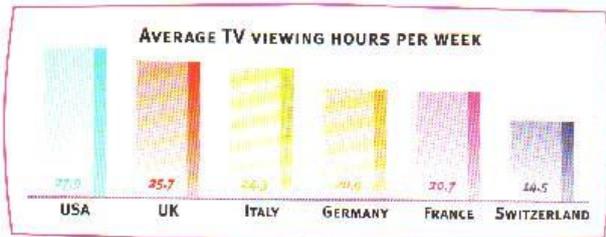


## THE DENVER EXPERIMENT

1 **Presentation** Listen and read.

2 **Comprehension** Choose the best heading for each paragraph.

- a) Just Like the Good Old Days
- b) It's Good to Talk
- c) TV Addiction
- d) Out and About
- e) The Experiment



1

As the graph shows, Americans watch more TV on average than any other nationality. In fact, many people, particularly children, sit for 35 hours or more per week glued to the box.

2

As a reaction against this, twenty-five families in Denver, Colorado, took part in an experiment. They said that they would give up television for a month, so they unplugged their TV sets and moved them out of their houses. They also agreed that they would write diaries about the experience. The following are some of the changes that the families noted.

3

Maria Diaz, 12, confessed that before the experiment her family had spent their evenings silently in front of the television. Now, she said, she and her family could discuss family matters, and so they got on better. She added that everybody felt happier as a result.

4

Luke Larsen, 12, reported that he and his sister were leading more active lives. He said that he and his sister had gone out on their bicycles the previous day. They were building a treehouse that day. And he added that they might go to Water World theme park the following day.

5

Rick Schneider, 11, noted that he and his family had rediscovered the fun of playing board games in the evenings. His mother told him that board games had been very popular in the past. Rick said that they might reinstall the television one day, but not in the living room.



### *Приложение 3*

There are too many channels. You can't watch them all.

TV is bad for children because they don't play – they just sit and watch.

You get a lot of information and news from television.

There are lots of interesting programmes about animals, science and history.

Television gives you something to talk about with your friends.

TV is good for people who are old, lonely or ill.

TV stops families talking to each other.

TV makes you lazy.

TV is a bad influence on children.

Television helps you to relax after school or work.

*Приложение 4*

<b>ADVANTAGES OF TV</b>	<b>DISADVANTAGES OF TV</b>
<b>ADVANTAGES OF TV</b>	<b>DISADVANTAGES OF TV</b>

**Список использованных источников:**

1. Соловова Е.. Методика обучения иностранным языкам. – М.: АСТ: Астрель: Полиграфиздат, 2010.
2. Языкова Н.В. Иностранные языки: теория и методика обучения. – Улан-Удэ: издательство Бурятского госуниверситета, - 2007.