Урок изучения нового материала по теме **«Professions»**

Учебник: Английский в фокусе (Ю.Е.Ваулина, Д.Дули, О.Е.Подоляко, В.Эван), 8 класс
Структура урока усвоения новых знаний:
1) Организационный этап
2) Постановка цели и задач урока. Мотивация учебной деятельности учащихся
3) Актуализация знаний
4) Первичное усвоение новых знаний
5) Первичная проверка понимания
6) Первичное закрепление
7) Информация о домашнем задании, инструктаж по его выполнению
8) Рефлексия (подведение итогов занятия)
Образовательная цель урока:
Формирование умений и навыков устной речи, умения обобщать и систематизировать новые знания по теме.
Развивающая:
умение использовать новые знания в разных видах деятельности (выполнение упражнений на закрепление, обобщать полученные знания)
Воспитательная:
формирование мотивации к изучению английского языка, толерантности.

ОРГАНИЗАЦИОННЫЙ ЭТАП

1. **Приветствие.**

Teacher: Glad to see you, dear colleagues!
Hello, girls! Hello, Ivan! Hello, everyone! I am so happy to meet you at my lesson today!
Let's start our lesson.

Pupils: *Hello, dear teacher!*

Teacher: I've got some questions:

- What school subjects are you interested in and why?
- Can you name any jobs\professions that are connected with the school subject "History"?

Pupils: *I'm interested in …*

ПОСТАНОВКА ЦЕЛИ, ЗАДАЧ, МОТИВАЦИЯ УД УЧАЩИХСЯ

2. **Описание картин. Учащиеся формулируют тему урока, цели и задачи урока.**

Teacher: Ok! Now look at the board! You can see pictures.

- What does each person in the pictures do for a living?

Picture 1



Picture 2



Picture 3



- What other professions do you know?

There are many professions in the world.

- So what are we going to study at the lesson today?
- What is the topic of our lesson?

Pupils answer the questions …

Teacher: Well done! The topic is **“Professions”** *(записываем и даем перевод темы).*
Teacher: What do you personally want to learn at the lesson today?

Pupils: *I personally want to know about …*

Teacher: OK, we’ll discuss it at the lesson!

АКТУАЛИЗАЦИЯ ЗНАНИЙ

3. Знакомство с новыми фразами по теме.

Teacher: Let us study the new words and phrases now. Listen and repeat, please. Read one by one!


author


lion tamer


waiter


air craft controller


graphic designer


traffic warden


accountant


computer programmer


car salesman


sales assistant


bank teller


pizza delivery boy


cashier

ПЕРВИЧНОЕ УСВОЕНИЕ НОВЫХ ЗНАНИЙ

4. Активизация новых фраз (с опорой, без опоры, фронтальная работа).

Teacher: Look at the board, please! Read the information.

Profession – is a vocation for which people need special training and a good education
Job - is an activity, it is what people do to earn for a living

Teacher: Tonya, read and translate, please!

Tonya: *reads and translates…*
Teacher: Well done!
Teacher: So, what does the job involve?
Look at the screen, please. Let's repeat the new phrases.
Read the phrases one by one!
Translate the phrases, please!



- control the flow of air traffic
- create visual computer designs
- examine financial records
- exchange some money
- write computer software
- accept deposits
- sell goods
- deliver pizza
- bring food and drinks at the restaurant
- sell cars, get in touch with clients
- tame
- regulate and control the traffic



Teacher: Well done!
Now, answer my questions, please!
Look at picture 2! What does the job invole?

Pupils: A waiter brings food and drinks at the restaurant…

Teacher: Great!

5. **Первичная проверка понимания (самостоятельная работа и самоконтроль).**

(Выполняют задание)

Teacher: Match the professions to the duties. You have 2 minutes. Then change the paper with your partner. Listen and check.

What does the job involve? Match.

1. lion tamer	a) control the flow of air traffic
2. waiter	b) create visual computer designs
3. air craft controller	c) examine financial records
4. graphic designer	d) exchange some money
5. traffic warden	e) write computer software
6. accountant	f) accept deposits
7. computer programmer	g) sell goods
8. car salesman	h) deliver pizza
9. sales assistant	i) bring food and drinks at the restaurant
10. bank teller	j) sell cars, get in touch with clients
11. pizza delivery boy	k) tame
12. cashier	l) regulate and control the traffic

The key:

1) k	7) e
2) i	8) j
3) a	9) g
4) b	10) c
5) l	11) h
6) f	12) d

Teacher: Well done!
Now let us talk about your parents' jobs. Look at these new phrases. Repeat, please! Read one by one!
Great! Well done!

(новые фразы)

Talk about your parents' jobs

I	have a	desk job.	*(офисная работа)*
…	get a	full-time job.	*(полный рабочий день (ставка))*
		part-time job.	*(неполная занятость)*
		well-paid job.	*(хорошо оплачиваемая работа)*
He	has a	pay rise.	*(повышение заработной платы)*
…	gets a	good salary.	*(хорошая зарплата)*

- work overtime \ the night shift *(работать сверхурочно\ в ночную смену)*
- work as a freelancer *(работать в качестве внештатного)*
- meet tough deadlines *(соблюдать сжатые сроки)*
- get a promotion *(получить повышение)*

My mum works overtime.
She has a good salary.

My mum works overtime ***so*** \ ***and*** she has a good salary.
My mum works overtime ***but*** she hasn't got a good salary.

Teacher: Read the sentences, please. Translate the sentences. Now make up your own sentences, please.

(составляют предложения)

Pupils: My dad gets a promotion but doesn't have a good salary…

Teacher: Good! Now open your books. Ex 2A p 44.
Alex, read the task, please! OK! Work in pairs. You have 2 minutes. *(парная работа)*

2 a Fill in: *freelancer, desk, uniform, full-time, overtime, shift, salary, deadlines, pay rise, part-time.* Listen and check.

1 Bob has to travel a lot. A ..... job isn't for him.
2 John works Monday to Friday, 9 to 5. It's a ..... job.
3 The hours are unpredictable. My father often has to work ..... .
4 My brother doesn't have to wear a ..... at work.
5 Jim's father is very well paid. His ..... is £ 30,000 a year.
5 Jim's father is very well paid. His ..... is £ 30,000 a year.
6 Tom's mother has just got a ..... . Now she's on £ 1850 a month.
7 They often have to meet tough ..... but they manage.
8 Ann often works the night ..... . It's tiring but she doesn't mind.
9 Now that Jenny has children, she works ..... from 4 to 8 every weekday.
10 She works as a ..... from home.

Повторение изученных и введение новых слов и выражений по теме «Работа», развитие навыков их использования в речи

Teacher: Well, your time is up! Now let's listen and check.
…
ПЕРВИЧНОЕ ЗАКРЕПЛЕНИЕ
Teacher: Let's do Ex 2 B p 44.
Read the example.

b Use the words in Ex. 2a to talk about your parents' jobs.

► *My mum has a full-time job as a teacher. She doesn't have to wear a uniform at work. She recently got a pay rise. My dad is a journalist. He works as a freelancer from home. He often has to meet tough deadlines but he manages.*

Teacher: Now use all these new words and phrases and talk about your parents' jobs.
But don't tell us what your mum or dad is.
We'll try to guess!
(работают индивидуально, слушаем несколько человек, другие угадывают профессию родителя.)
развитие умений МР (сообщение с переносом на личный опыт с использованием тематической лексики)

Teacher: That's fine! Well done! Now take a paper, please. Come here. Match questions with the responses. Stick it on the board, please.

Do you have a part time job?	No, I work 9 – 5 Monday to Friday
What does Nick do for a living?	He's a graphic designer.
Does Sam work in an office?	No, he works as a freelancer from home.
What exactly does her work as a vet involve?	She cures the animals.
How does she like her job as a nurse?	She doesn't like working the night shift.

(находят пару)
Teacher: Read your short dialogue, please. Great!

Teacher: Now, let's do Ex 3 p 44.
Развитие навыков использования тематической лексики в речи; развитие умений ДР (диалог-расспрос); подготовка к ДР; развитие навыка чтения вслух.

Teacher: Look at the questions A-F in the box. What is the dialogue about?

3 a Look at questions A-F in the box. What is the dialogue about? Complete the dialogue with questions A-F. Two questions don't match.

A: 1) .....
B: She works as a Personal Assistant to the General Manager of a computer company.
A: 2) .....
B: No, she works 9-5 Monday to Friday.
A: 3) .....
B: She makes travel arrangements for her boss and she gets in touch with different clients around the country.
A: 4) .....?
B: The money's great. She gets over £20,000 a year. She also gets a three-week holiday every summer.

A What's the pay like?
B Is it part-time?
C What exactly does the job involve?
D How long has she been working there?
E What does your mum do for a living?
F How does she like her job?

b Listen and check. Read the dialogue aloud.

Teacher: Complete the dialogue with questions A-F. Don't forget two questions don't match.
You've got 2 minutes.

Teacher: Your time is up! Let's listen and check. Read the dialogue aloud.

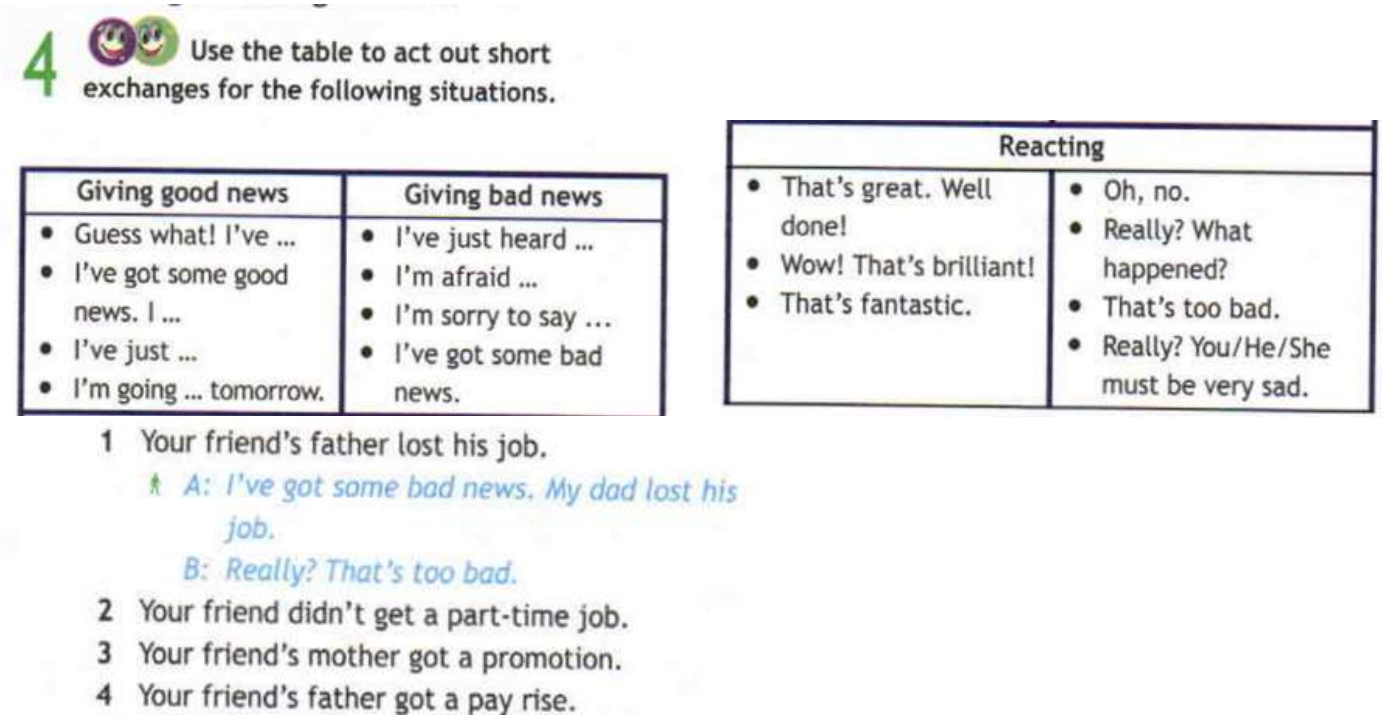
(читают диалог)

Teacher: Some people are successful at work while others have job problems.
We should support our friends and relatives. How should we react to news?

Ex 4 p 45.

Освоение клише, используемых при сообщении новости, реакция на известие; развитие умений ДР

Look through the table.
Use these 2 frames to give bad \ good news.
And these 2 frames to react to news.



4 Use the table to act out short exchanges for the following situations.

Giving good news	Giving bad news
• Guess what! I've ... • I've got some good news. I ... • I've just ... • I'm going ... tomorrow.	• I've just heard ... • I'm afraid ... • I'm sorry to say ... • I've got some bad news.

Reacting	
• That's great. Well done! • Wow! That's brilliant! • That's fantastic.	• Oh, no. • Really? What happened? • That's too bad. • Really? You/He/She must be very sad.

1 Your friend's father lost his job.
A: *I've got some bad news. My dad lost his job.*
B: *Really? That's too bad.*
2 Your friend didn't get a part-time job.
3 Your friend's mother got a promotion.
4 Your friend's father got a pay rise.

Teacher: Read the example. Get ready to act out short exchanges. You've got 1 minute.
Think of your own situation.
…

РЕФЛЕКСИЯ

Teacher: What have you learned at the lesson today?
Are there a lot of interesting professions in the world?
Have you spoken about professions and jobs today?

Pupils: *I have learned a lot of information about …*

ДОМАШНЕЕ ЗАДАНИЕ

Teacher: Your HT is ex 8 p 45. Read the task. What should you do? Masha, explain, please.



Portfolio: What do your parents do for a living? Use the questions in Ex. 3 to act out a similar dialogue. Record yourselves.

Teacher: You get excellent marks! It was great to be with you today. Thanks a lot. Good bye!