

# Upstairs and downstairs – describing a house

Урок английского языка в 10 классе

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**Цель урока.** Совершенствование лексических навыков; развитие умений восприятия иноязычной речи на слух; расширение кругозора учащихся, получение представления о типичном британском жилище; развитие фонематического слуха, языковой догадки, внимания, воображения, памяти, способности к логическому изложению мысли.

**Коммуникативные задачи урока.** Учиться описывать дом или квартиру, расположение комнат в доме и предметов в разных комнатах (гостиная, кухня, ванная комната).

**Оборудование.** Интерактивная доска с компьютером, ноутбуки, выход в Интернет. Виды мультимедиа: интерактивная презентация по теме; аудиоматериал; Интернет-ресурсы.

**Ход урока.**

**1. Начало урока, фонетическая и речевая зарядка, целеполагание**

**Цель: введение учащихся в атмосферу иноязычного общения**

- *Today we carry on speaking about homes. We'll learn new words to be able to describe the houses or flats you live in. We will listen to the description of a British house and try to describe ours.*

*Yesterday we named different types of houses in Britain. Now I want you to have a look at the pictures and name the type of the house.* (Интерактивная презентация)

**2. Проверка домашнего задания**

**Цель: совершенствование навыков употребления активной лексики**

- *At home I asked you to answer the questions in ex. 6 using the new words. I want you to do it playing „A chain game“* (Вопросы на доске, новые слова выделены жирным шрифтом)

**3. Работа с лексикой**

**Цель: введение нового и повторение известного лексического материала**

- *Now look at the picture. What type of house is it? Yes, you are right. It's a detached house. Here you can see some words. Come up to the board and match the words with the parts of the house they denote* (соедини слово с картинкой).

- *There are some new words here. Listen to their description, guess the meaning and then match the words with the pictures.*

1. *under the ground floor (basement)*

2. *blocks of hard material used for building walls and houses (bricks)*

3. *just under the roof (an attic)*

4. *thin pieces of baked clay, plastic, etc. used for covering roofs (tiles)*

## **A lounge**

Look at the next picture. What can you see here? Yes, it's a living-room. We can also call it **a lounge**. Name the things in this picture.

A **settee** is the same as a sofa.

## **A bathroom**

Remember the things that you can see in the bathroom.

Guess the meaning of the new words:

1. a large container where dirty clothes are kept until they are washed (a laundry basket)
2. a device which controls the flow of water (a tap)
3. a large container in the kitchen or bathroom which is used for washing the dishes or washing yourself (a sink)

### **4. Восприятие иноязычной речи на слух**

**Цель: развитие навыков восприятия иноязычной речи на слух**

- Listen to Sam describing his house. Get ready to answer two questions:

1. What does he describe first – upstairs or downstairs?
2. What order does he describe rooms in?

- Listen to the description once again and tick the words that you hear in the list.

One pupil will do it on the board. Find one extra word (Раздается материал, где учащиеся отмечают услышанные слова)

### **5. Разрядка на уроке**

**Цель: снятие психологического напряжения**

- Now let's have a little rest. Close your eyes, listen to the music, listen to me and imagine ....

It's summer morning. You wake up, look out of the window and see a beautiful shore of the lake. You see that the weather is so nice today. The sun is rising; the water of the lake is so calm and clean. You open the window and breathe in fresh clean morning air. It's so nice! You go downstairs into the lounge, into the corridor, open the door and... here you are – you can see dark trees of the forest coming close to your house and to the waters of the lake, you can hear the singing of the birds, you feel the warmth of the sun. You go towards the lake, while walking you can feel the cold of the grass, the warmth of the sand. You come up to the water... Wait a minute and... You go into the water. The water is so fresh. First it's cold, but then you swim and swim and it gets warmer and warmer. Finally, you feel so comfortable and refreshed! You come out of the water and see your house. You like it so much! What colour is it? You come into your house, go to the kitchen, make some tea, take a book and decide to practice your English.

And here you are, open your eyes! (Музыкальное сопровождение)

What colour was your house?

### **6. Групповая работа с аудиоматериалом**

**Цель: совершенствование лексико-грамматических навыков по теме, навыков восприятия и понимания иноязычной речи на слух**

- Now let's work in three groups. Each group gets a different task.

1<sup>st</sup> group: Read the sentences and correct them. All of them have mistakes. (раздаточный материал)

2<sup>nd</sup> group: Listen to Sam once again and write down 8-10 sentences. But some of them should have mistakes. Later your classmates will correct them. (отдельно рабочее место ПК и аудиофайлом)

3<sup>rd</sup> group: Make 8-10 questions about Sam's house. Use on-line reference book to make questions correctly. (отдельно рабочее место ПК и выходом в интернет)

## 7. Взаимоконтроль выполненного задания

**Цель:** совершенствование лексико-грамматических навыков по теме

- *Group 2: Readyoursentences. The others - correct them if they are false.*

*Group 3: Ask questions about Sam's house.*

*One pupil checks the task done by the first group and gives a mark.*

## 8. Работа над проектом

**Цель:** тренировка навыков монологической речи на основе речевых образцов

*- Nowyou have to describe a house to your classmates and youhave to draw a plan of it according to the description. You take turns in describing it. You describe one house so be attentive to remember what has already been described. Make sure to use new words!Andwe'llcomparethepictureslater!*

*(Ребятапоочередидобавляютдеталикописываемомудому.)*

*- Now take your pictures and come up to my desk. Let's see what we've got!*

*Whose picture do you like best?*

*Whose picture is the funniest?*

*Who wasn't attentive?*

## 9. Рефлексия, выставление отметок

**Цель:** подведениеитогуурока

*- Look at these pictures and say what you've done today.*

*Start with – I've learned...*

*I've done...*

*I've trained...*

*Will it be easier for you to describe your flat or house now?*

*As for me, I liked your work during the lesson.*

*\_\_\_\_\_ you worked really hard. Your marks are\_\_\_\_\_.*

*\_\_\_\_\_, you should be more active. Your marks are\_\_\_\_\_.*

*\_\_\_\_\_, you will have to work harder at home. Yourmarksare\_\_\_\_\_.*

Медиа- и мультимедиакомпоненты по теме «Upstairsanddownstairs»

- интернет-сайт:

[http://www.myenglishpages.com/site\\_php\\_files/grammar-lesson-wh-questions.php](http://www.myenglishpages.com/site_php_files/grammar-lesson-wh-questions.php)

[http://www.myenglishpages.com/site\\_php\\_files/grammar-lesson-yes-no-questions.php](http://www.myenglishpages.com/site_php_files/grammar-lesson-yes-no-questions.php)

- аудиопрезентация - УМК «Английский язык» Н. В. Юхнель, Е. Г. Наумова, Н. В. Демченко