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Путешествие в волшебную страну

Урок-проект по английскому языку в начальной школе

УМК “Enjoy English” для начальной школы (в данном случае УМК “Enjoy English”, 4 класс, авторы М. З. Биболетова, О. А. Денисенко, Н. Н. Трубанева, Обнинск: Титул, 2009) предоставляет замечательную возможность использовать элементы проектной методики уже на начальном этапе обучения английскому языку. Уроки-проекты, завершающие изучение определенной темы, безусловно, способствуют раскрытию творческого потенциала учащихся, тем самым поддерживая их интерес к изучению предмета. Процесс обучения на таких уроках направлен в зону ближайшего развития детей, что обеспечивает доступность и вызывает положительные эмоции, а высокая оценка (неприменно высокая!) педагогом результата их деятельности является прекрасным стимулом к дальнейшим успехам.

A Visit to a Fairy Land A project lesson in primary school (Grade 4, “Enjoy English” Student’s Book)

Objectives

Students will:

- 1) summarize their knowledge on the topic “My House”;
- 2) get a chance to communicate and interact in a modeled life-like situation;
- 3) learn presenting their projects.

Skills Development

Students will:

- 1) revise active vocabulary and grammar structures on the topic “My House”;
- 2) practice reading, listening, writing and speaking skills on the topic;
- 3) develop teamwork skills.

Equipment: Student’s Books, handouts, pictures of different items of furniture (they can be prepared by the students beforehand), pictures that help the lesson development and present the main stages of the class (“Magic House”, “Magic Wall”, “Magic Door”, “Magic Tree”, they are placed on the blackboard beforehand), cards with the tasks for the students, a CD-recording, exercise books, cards with the names of the rooms, sheets with the lesson topic (“A Visit to a Fairy Land”), a multimedia projector, a screen, a notebook / computer.

Lay Out

No.	Time Limit	Stages of the Lesson	Objectives	Interaction
1.	1 min.	Starting point	To get the students ready for the lesson	Teacher — class

No.	Time Limit	Stages of the Lesson	Objectives	Interaction
2.	2 min.	Warm-up	To introduce the topic of the lesson	Teacher — class
3.	1 min.	Setting the objectives	To formulate the targets of the lesson	Teacher — class
4.	2 min.	Pre-speaking activity	To eliminate possible difficulties in understanding some commands	Teacher — class Individual Teacher — class
5.	6 min.	Revising Active Vocabulary 1	To brush up the students' knowledge of the names of furniture	Teacher — class Students
6.	6 min.	Developing listening skills	To practise listening for specific information	Teacher — class Individual Students — teacher
7.	22–25 min.	Revising Active Vocabulary 2 and practising reading and speaking skills	To revise the names of different rooms in a house, to practise reading for full understanding, reading communication patterns	Teacher — class Group Student — student Individual Teacher — class — student Class — student
8.	3 min.	Results of the lesson	To reflect on the classroom activities, round up the lesson and evaluate the students' work	Teacher — class Individual

Lesson Development

1. Starting point (1 minute).

The teacher greets the students and gets them ready for the lesson.

2. Warm-up (2 minutes).

The teacher invites the students to remember what project paper they have prepared for the lesson. After the students answer that it is “We’ll Visit a Fairy Land Next Holidays” (“Enjoy English–4” Student’s Book, p. 32) the teacher asks the students to have a look at their papers and say what month and season they are going to travel, what the weather will be like.

3. Setting the objectives (1 minute).

The teacher invites the students to visit a Fairy Land together, puts the topic on the board — “A Visit to a Fairy Land”, comments on the objectives of the lesson, but doesn’t speak about the stages of the lesson as they are supposed to be a surprise for the children.

4. Pre-speaking activity (2 minutes).

At this stage the students revise the words that will help them to take part in the class activities.

- The words are presented on the screen in English and in Russian (or if there is no multimedia projector they may be just written on the blackboard). The students are to match them and say aloud (if necessary the words may be pronounced aloud by the whole group).
- If the students are very good at learning English they can just look at the English variants of the words and give their Russian translation — it will save some time for the other stages of the lesson.

✓ must	→ разыграй по ролям
✓ say	→ послушай
✓ act out	→ пароль
✓ listen	→ должен
✓ pass by	→ сообщение
✓ a pass	→ скажи
✓ a message	→ пройти мимо

5. Revising Active Vocabulary 1 on the topic “House. Flat” (6 minutes).

This stage of the lesson is called MAGIC DOOR.

- The picture of the magic door — the door to the Fairy Land — is on the board. There is a note on the door. The teacher asks a student to come up and read the note to the classmates.

To open me you must say a pass!

- “A pass” is a picture of an object that we can see in a flat or in a house. The number of pictures corresponds to the number of the students and an extra one for the teacher:
a wardrobe, a bookshelf, a chair, a sofa, a bed, a lamp, curtains, a computer, a desk, a TV, an armchair, a fire, a carpet, a table, a picture etc.



Фото 1. Stages of the lesson

- All the pictures are placed on the board blank-sided. The students come up in turn, show the picture to the class, name the object on it (for example, “This is a sofa”), put it on the board and sit down. The teacher can be the first to set an example. When all the objects are named the teacher invites the students to open the magic door and go in.

6. Developing listening skills (6 minutes).

This stage of the class is MAGIC TREE. It aims to give the students a chance to practise their listening skills after the revision of the active vocabulary.

- When the teacher opens the magic door and the children go in they come across a magic tree. It also has a note. One of the students comes to the board and reads the note:

To pass me by you must listen and say...

- So, the teacher invites the students to listen to the story (“Enjoy English–4” Student’s Book, track 16) but first answer the questions written on the blackboard:

- What can you see in the children’s room?
(In the children’s room we can see a wardrobe, a carpet, a lamp, desks, beds etc.)
- How many beds are there in the room?
(There are two beds in the room.)
- What can you see on the desks?
(On Jim’s desk we can see a computer and on Jill’s desk we can see a player.)

The students listen to the story and answer the questions of the tree. The teacher praises the students and they pass by the tree and go to the magic house.

7. Revising Active Vocabulary 2 and practising reading and speaking skills on the topic (22–25 minutes).

This stage of the lesson is called MAGIC HOUSE. The aim is to revise the second part of the Active Vocabulary and practise it in speech.

A. When the students come up to the house, they see a MAGIC WALL with a note:

***I have got a lot of rooms. Can you name them?
To come in you must unjumble the words and act out the dialogue.***

The words are the names of the rooms. They are printed or written in the boxes beforehand.

The students are grouped by the teacher and are given sheets of paper to write the words (5 minutes). When the students unjumble and name the words the teacher shows the correct variants and puts them on the board (2 minutes):



Фото 2. Magic Wall



Фото 3. Group Work

iindng oorm	ahll	ivilng orom	tapnyr
dining room	hall	living room	pantry
ikthcne	debrmoo	otielt	oabhtarmo
kitchen	bedroom	toilet	bathroom

B. This done, the students are given handouts with a dialogue between two children, where the sentences are mixed. The task is to put them in the logical order and present to the class. The students pair up and work. The teacher asks volunteers or, if time permits, all the pairs (7 minutes).

Put the sentences in the logical order and act out the dialogue:

- Hi!
- Do you live in a flat or in a house?
- How many rooms have you got?
- Hi!
- We live in a flat.
- We've got two rooms: a living room and a bedroom.
- Yes, we have.
- Have you got a kitchen?

The correct variant:

- Hi!
- Hi!
- Do you live in a flat or in a house?
- We live in a flat.
- How many rooms have you got?
- We've got two rooms: a living room and a bedroom.
- Have you got a kitchen?
- Yes, we have.

- C. After the pair work the teacher invites the students to go into the magic house and present the story that the students prepared at home about it (7 minutes, volunteers are asked). The teacher gives a while-listening task: to catch the names of the rooms and pieces of furniture and name them after listening. After that the story is put on the blackboard for everyone to see.
- D. If there is time left the teacher may offer an additional task (3 minutes). The students are invited to play hide-and-seek in the magic house. One of them goes to the blackboard and thinks of where he / she can hide, for example, *under the table*, *in the pantry*, *behind the sofa* etc. The students try to guess and ask questions, for example: *Are you in the kitchen?* *Are you behind the table?* If the guess is correct this student is the next to go to the board.



Фото 4. Mr Happy

8. Results of the lesson (2 minutes).

The teacher asks the students to evaluate their participation in the lesson with the help of “Mr Happy” (“Mr Happy”, “Mr So-so”, “Mr Unhappy”), rounds up the lesson, evaluates the students’ answers and gives the home assignment.