

**Проект урока английского языка в XI классе (повышенный уровень)
по теме «Туризм»**

Коммуникативная ситуация урока: «Как избежать трудностей во время путешествия?»

Ведущий вид речевой деятельности: говорение

Тип урока: комбинированный

Цель: развитие коммуникативных умений посредством анализа реальных проблемных ситуаций межкультурного характера

Прогнозируемый результат: предполагается, что к окончанию урока учащиеся смогут прогнозировать возможные проблемы путешественников, анализировать причины их возникновения, предлагать пути их предупреждения и решения.

Задачи:

Образовательные:

- Учить обучающихся пользоваться английским языком во всех видах речевой деятельности в рамках предложенной коммуникативной ситуации урока;

Развивающие:

- Способствовать развитию основных способов мыслительной деятельности (сравнение, анализ, трансформация, обобщение);
- Создать условия для активного взаимодействия и личностного развития учащихся.

Воспитывающие:

- Содействовать воспитанию уважительного отношения к альтернативному мнению; осознанию ценности личного вклада каждого в групповой проект.

Оборудование урока: раздаточные материалы с макетом интеллект-карты, фотографии, раздаточные материалы с заданиями для работы в малых группах, видеофайл, аудиофайлы, компьютеры с доступом в Интернет.

Методы: коммуникативный, интерактивный.

Принципы: коммуникативной деятельности, коммуникативной направленности, практико-ориентированный, адекватности, принцип связи с жизнью.


Применяемые формы деятельности: фронтальная, индивидуальная, парная, групповая (малые группы сменного состава).

Ход урока

Организационно-мотивационный этап (7 мин.)

Введение в атмосферу иноязычного общения. Целеполагание. Активизация ранее изученного материала.

Цель этапа: активизировать пройденный материал, создать условия для восприятия и усвоения нового материала посредством организации эффективного взаимодействия учащихся и их самоопределения на конечный результат урока.

| Содержание этапа | | Форма организации | Средства образовательного процесса |
|--|--|-------------------|---|
| Учитель | Ученики Examples of students' answers | | |
| 1 | 2 | 3 | 4 |
| <p><i>Warm-up.</i></p> <p>Four people have just got back from their holidays abroad. Mr. and Mrs. Brown, James and Lucy are unpacking their luggage. Look at the pictures of them and say what each person did on their holiday.</p> <p><i>(The teacher pairs students up randomly to provide a realistic interaction setting)</i></p> | <p><i>(The students work in pairs and present the results of their pair work.)</i></p> <p>We reckon that the married couple has just come back from Egypt because ... Their trip was inspired by Agatha Christie's book called <i>Death on the Nile</i>. We are sure that they have booked a cruise down the river because it's one of the most popular ways to see Egypt's ancient sights. They had binoculars as many of the most famous sites are located directly on the river. At</p> | <p>Парная</p> | <p>Приложение 1</p>  |

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| | <p>night, many of the temples and monuments are illuminated, and the sight of them from the water is simply breathtaking.</p> | | |
| <p>No matter what kind of trip you take, whether it's a week-long beach holiday or a round-the-world trip, you often go through a myriad of emotions before, during and after your adventure. Look again at the pictures and answer the following questions:</p> <p>1. What type of mood is this person in right now? Why might he (or she) feel this way?</p> <p>2. What emotions do they experience?</p> | <p><i>(The students answer the questions)</i></p> <p>They feel ...</p> <p>...happy</p> <p>...satisfied</p> <p>... joy</p> <p>... inspired</p> <p>...cheerful</p> <p>...enthusiastic</p> <p>... pleased</p> <p>because ...</p> <p>... they've had holidays of their life.</p> <p>... they have accomplished their biggest dream ever.</p> <p>... they're delighted the holidays were even better than they had hoped.</p> | Фронтальная | |
| <p>The benefits of travelling are</p> | <p><i>(The student try to define the theme of the</i></p> | Индивидуальная | |


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| <p>undoubted; you try new things, broaden your horizons, discover how to interact with different people and learn how to be alone. If you're lucky maybe you'll even fall in love or learn a new skill along the way. But while an amazing chance to explore a new place, travel is not without its ups and downs.</p> <p>What happens when disaster strikes? Whether it's getting sick, getting lost or just getting fed-up with foreign realities, when you find yourself facing a travel problem or three, while hundreds of miles from home, it can push you to your limit and maybe even cause you to cut your trip short.</p> <p>What do you think can be the theme of our</p> | <p><i>lesson)</i></p> <ul style="list-style-type: none"> - We are going to discuss negative aspects of travelling. -We can discuss the reasons for being dissatisfied with your trip somewhere. -Why people can face unexpected problems while visiting other countries. - We can speak about the pros and cons of travelling | | |
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| | | | |
|---|---|--------------------|--|
| <p>lesson today?</p> <p>Yes, you are absolutely right.</p> <p>The theme of the lesson today is</p> <p><i>How to avoid difficulties while travelling.</i></p> | | | |
| <p>Do you think it's a good idea to share our opinions on this issue today? Why?</p> | <p>Yes, because...</p> <p>... we all will travel abroad at some point;</p> <p>... we can find out the reasons behind the spoilt holidays;</p> <p>... it's a good opportunity to learn how to cope with this sort of problems;</p> <p>... we can learn what to do if vacations don't go according to plan.</p> <p>... we can get prepared to some unpredictable circumstances.</p> | <p>Фронтальная</p> | |
| <p>What is the aim of the lesson?</p> | <p><i>(The students define the objectives.)</i></p> | | |

Оперативно-деятельностный этап (30 мин.)


Цель этапа: создать условия для формирования коммуникативной компетенции учащихся на основе предложенных практико-ориентированных заданий в рамках


заявленной темы; способствовать развитию навыка спецификации и анализа проблемной ситуации практического характера, презентации разработанного решения.

| Содержание этапа | | Форма организации | Средства образовательного процесса |
|---|--|-------------------|---|
| Учитель | Ученики Examples of students' answers | | |
| 1 | 2 | 3 | 4 |
| <p>People have been facing various issues of travelling. Unfortunately, they are not always positive. What difficulties can you face visiting foreign countries or on your way there and back?</p> <p>1. Listen to the dialogue. It will help you to answer the question.</p> | <p><i>The students listen to the dialogue twice. After the first listening they choose the best option: a, b or c, to complete the statements about the recording (Приложение 3).</i></p> <p><i>Having listened twice the students answer the question:</i></p> <p>What went wrong with Paula's holidays?</p> <ul style="list-style-type: none"> - They have chosen the wrong place for holidays. - The weather was awful. - The ferry terminal workers had gone on | Индивидуальная | <p>Приложение 2</p> <p>Аудиозапись диалога</p> <p>A Holiday in France</p> <p>Приложение 3</p>  |

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| | <p>strike.</p> <ul style="list-style-type: none"> - The hotel room turned out to be terribly noisy. etc. | | |
| <p>1. Brainstorm your own ideas and complete the mind map.</p> <p>2. Compare your mind maps in pairs.</p> <p><i>(The teacher gives a card (Приложение 5) and asks to analyze the photos and comments posted on Twitter by other travellers. The new ideas can be added to the mind maps)</i></p> <p>3.Let’s create a common mind map.</p> | <p><i>Students ideas can include:</i></p> <ul style="list-style-type: none"> • Food poisoning • Sunburn • Travel sickness • Bad Weather • Losing your Luggage • Safety • Language barriers • Losing your passport • Foreign currency • Expenses higher than expected • The hotel room doesn’t quite match the images online | <p>Индивидуальная</p> <p>↓</p> <p>Парная</p> <p>↓</p> <p>Фронтальная</p> | <p>Приложение 4</p>  <p>Приложение 5</p>  |

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| <p>Use the ideas above and make your comments on them to explain, illustrate or interpret.</p> | <p><i>(The students work in pairs and present the results of their pair work)</i></p> <p>Get sunburnt</p> <p>When people escape their country to warmer climates they can easily get sunburnt. They forget about topping up their sunscreen or staying in the shade when the rays are the strongest. As a result severe sunburn can lead to heart attack.</p> <p>Food poisoning</p> <p>You can get food poisoning from bacteria. They can end up in your food for a number of reasons: the food isn't cooked or reheated thoroughly; it's not stored correctly or is left out too long.</p> <p>Expenses are higher than you expected</p> | <p>Работа в парах</p> | |
|--|---|-----------------------|--|

| | | | |
|--|---|-------------------------|--|
| | <p>When a traveller book flights or hotel right before a trip, prices are significantly higher. Choices become limited and fares can increase quickly. If they book the day before the trip, they will usually pay the highest rate. Etc.</p> | | |
| <p>Moving activity Many people get jet lag when they travel. Let's learn and do some exercises that will help you to reduce jet lag.</p> | <p><i>(The students do some physical exercises to relax)</i></p> | | <p>Приложение 6 Физкультминутка</p>  |
| <p>Hopefully, you've got the idea how to cope with one of the problems a traveller can face. But as you know now there are loads more to be prepared for. Today I'd like you to try to find the solution to the two most common travel</p> | <p><i>(The students work in groups and get ready to present the results of their work)</i></p> <p>Group 1 has to prepare a one-minute presentation about the advantages of using Oyster card for making big savings on getting</p> | <p>Работа в группах</p> | <p>Приложение 7 + Аудиофайл Oyster Card + Интернет сайт https://www.londonpass.com/london-transport/</p> |

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| <p>problems:</p> <p>Group1: How you can cut your expenses and save money while using public transport in a big city.</p> <p>Group 2: What to do if your pre-booked accommodation doesn't meet your expectations.</p> | <p>around London.</p> <p>Group 2 has to role play a dialogue between a receptionist / a hotel manager and a customer of the hotel.</p> | | <p style="text-align: center;">Приложение 8</p> <p style="text-align: center;">+ Видео на Youtube</p> <div style="text-align: center;">  </div> <p style="text-align: center;"> https://www.youtube.com/watch?time_continue=153&v=VWXXbYnb5KE </p> |
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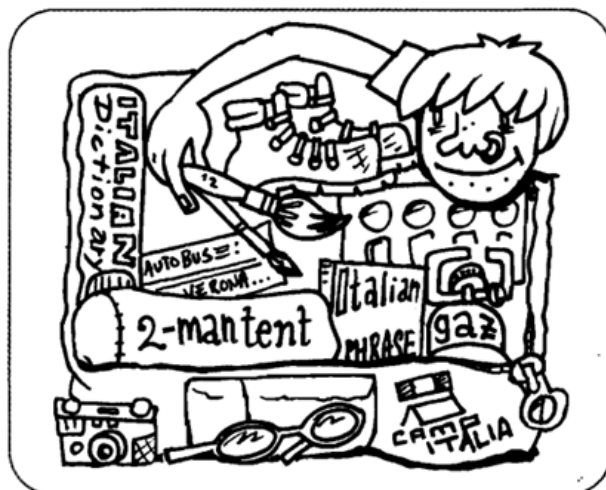
Оценочно-рефлексивный этап (8 мин.)

Цель этапа: осуществление контроля полученного продукта (результата) урока.

| Содержание этапа | | Форма организации | Средства образовательного процесса |
|--|--|-------------------------------------|------------------------------------|
| Учитель | Ученики Examples of students' answers | | |
| 1 | 2 | 3 | 4 |
| <p><i>The teacher asks the students to present the results of their cooperative work.</i></p> <p><i>The reflective question to ask at the end of the lesson:</i></p> <p>What do you think a traveller should do not to get into trouble during the</p> | <p><i>The students listen carefully to the presentation created by the other group</i></p> <ul style="list-style-type: none"> • Plan everything thoroughly beforehand. • Book your flight and a hotel in advance. • Be aware of | <p>Групповая</p> <p>Фронтальная</p> | |

| trip? | <p>cultural peculiarities of the country you are visiting.</p> <p>etc.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-----------------|---|---------|----------|--------|--|--|-----------------|----------------|-------|------|--------------------|--|--|--|-----------------------|--|--|--|------------------------|--|--|--|----------------------------------|--|--|--|-----------------------------------|--|--|--|-------|--|--|--|--|---|--|--|--|---|--|--|--|-------------------------------|--|--|--|---|--|--|--|---------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <p>You have come to the final step of the lesson. You have done a great job! You've proved that the best way to have a good idea is to have lots of ideas. You haven't only gain some knowledge of the possible problems and inconveniences a traveler can face, but have also got useful experience necessary for dealing with similar difficulties in future and learn some tips for the effective planning of a trip. Have you faced any difficulties during the lesson? Assess your work at the</p> | <p><i>The students reflex following the results of the lesson. They complete the assessment chart.</i></p> <p>The questions to be answered:</p> <ol style="list-style-type: none"> 1. Reflect on your thinking, learning, and work today. What were you most proud of? 2. Where did you encounter struggle today, and what did you do to deal with it? | | <p style="text-align: center;">Приложение 9</p> <table border="1" data-bbox="1193 633 1474 916"> <thead> <tr> <th rowspan="2">Subject</th> <th rowspan="2">Criteria</th> <th colspan="3">Levels</th> </tr> <tr> <th>Absolutely true</th> <th>Partially true</th> <th>False</th> </tr> </thead> <tbody> <tr> <td rowspan="5">Idea</td> <td>I found difficulty</td> <td></td> <td></td> <td></td> </tr> <tr> <td>I ask for explanation</td> <td></td> <td></td> <td></td> </tr> <tr> <td>I stick to the subject</td> <td></td> <td></td> <td></td> </tr> <tr> <td>I support opinions with evidence</td> <td></td> <td></td> <td></td> </tr> <tr> <td>I am constructive when I disagree</td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="5">Group</td> <td>I suggest creative ideas to make the activities more interesting</td> <td></td> <td></td> <td></td> </tr> <tr> <td>We all participate actively in the group discussion</td> <td></td> <td></td> <td></td> </tr> <tr> <td>We treat each other's opinions with respect</td> <td></td> <td></td> <td></td> </tr> <tr> <td>We don't interrupt each other</td> <td></td> <td></td> <td></td> </tr> <tr> <td>We reach consensus for cooperation in the face of different views</td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="4">Product</td> <td>The result of the cooperative work is well presented</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Our solution covered all the demanded points</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Our own views and feelings are expressed clearly and appropriately</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Subject | Criteria | Levels | | | Absolutely true | Partially true | False | Idea | I found difficulty | | | | I ask for explanation | | | | I stick to the subject | | | | I support opinions with evidence | | | | I am constructive when I disagree | | | | Group | I suggest creative ideas to make the activities more interesting | | | | We all participate actively in the group discussion | | | | We treat each other's opinions with respect | | | | We don't interrupt each other | | | | We reach consensus for cooperation in the face of different views | | | | Product | The result of the cooperative work is well presented | | | | Our solution covered all the demanded points | | | | Our own views and feelings are expressed clearly and appropriately | | | | | | | |
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| Group | I suggest creative ideas to make the activities more interesting | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Product | The result of the cooperative work is well presented | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>lesson and state what task has been the most difficult.</p> | | | |
| <p><i>The teacher comments on the students results and estimates their quality of work at the lesson.</i></p> | | Индивидуальная | |
| <p><i>Your homework is to develop the ideas shared at the lesson into an oral composition</i></p> <p><i>Travel problems that will affect you at some point and how to keep going.</i></p> | <p><i>The students write down their homework</i></p> | Индивидуальная | |



TAPESCRIPT “A Holiday in France”

Paula

Hi Meg!

Meg

Paula! It's great to see you! You look fantastic!

Paula

Oh, do I? That's strange. I should be looking awful.

Meg

Why? Have you been ill?

Paula

No, not that. It's just that trip to Paris. It was a nightmare!

Meg

Really? You must be joking! Don't tell me you didn't have a good time. When you told me you were going I was green with envy.

Paula

No wonder, I was so excited I just couldn't wait to go. Now I wish we'd gone to the Lake District or even just stayed at home.

Meg

But what was so bad about it?

Paula

Well, in the beginning everything looked all right. Mark's boss gave him two weeks off without too much trouble; the children went to stay with Mark's mother, and Sheila – you know, my younger sister – promised to come over to our place to feed the hamster. So we packed our suitcases and set off.

Meg

Sounds all right so far.

Paula

Yes, but in Dover it turned out that the ferry terminal workers had gone on strike, and we had to wait over eight hours before we could board a ferry.

Meg

Oh no!

Paula

And that was just the beginning. During the passage the weather turned stormy, and I was terribly sea-sick all the way across the Channel.

Meg

Oh, poor you!

Paula

Yeah, it was horrid. Then, when we arrived in Calais, it was so late that we had to look for somewhere to spend the night.

Meg

Oh dear!

Paula

Yes, but that's not all! On the way to Paris the next day we had a puncture, so Mark had to change the tyre, the hotel where we'd booked a room turned out to be terribly noisy, it was pouring with rain most of the time, and some of the galleries I wanted to visit were closed.

Meg

Oh no! So what did you do, then?

Paula

Well, I ended up shopping for clothes. That's about the only thing I can't complain about, but, obviously, it wasn't cheap, so Mark got furious.

Meg

No surprise there!

Paula

Hmmm, so in the end, we decided to shorten our stay and left after just ten days. You can imagine our return trip – I was unhappy, Mark was mad at me because of the money, and, when we got home, the flat was flooded.

Meg

Flooded?

Paula

Yes, we couldn't believe it! When we were away, Sheila let the hamster out of the cage for a while, and the horrid creature bit through the fridge cable. Of course, she didn't even notice, but when we got back, there was water all over the kitchen floor and all the food in the fridge had gone off.

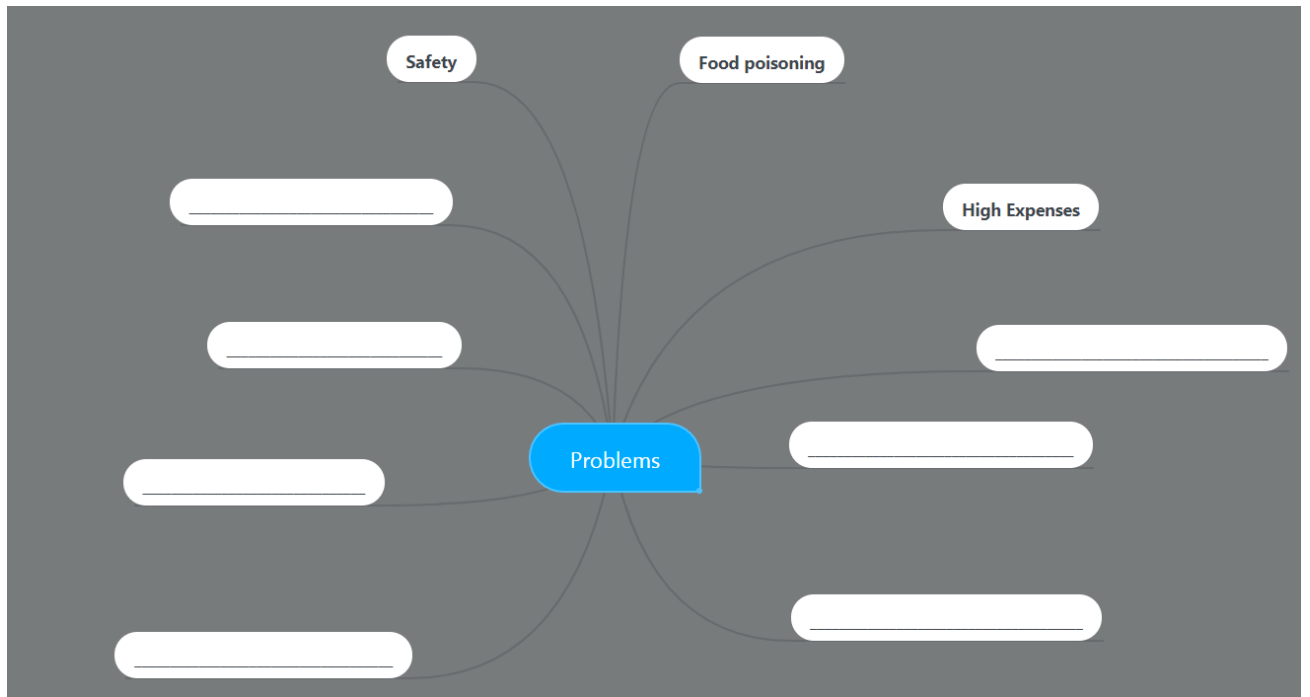
Meg

What a nightmare!

Task A. Read the sentences below. You are going to hear two women talking about a holiday in France. Read the sentences, and choose the best option: a, b or c, to complete the statements about the recording.



1. Paula's friend says that
 - a. she has been ill.
 - b. Paula doesn't look very well.
 - c. she's pleased to see Paula.
2. Before the trip Paula
 - a. was enthusiastic about it.
 - b. wanted to go to the Lake District.
 - c. didn't tell anybody she was going.
3. Before Mark and Paula went to Paris
 - a. Mark's boss didn't want him to go.
 - b. Paula arranged for somebody to look after the hamster.
 - c. Paula's sister promised to look after the children.
4. The journey across the Channel
 - a. was very smooth.
 - b. was unpleasant for Paula.
 - c. lasted eight hours.
5. The only thing Paula liked about Paris was
 - a. the weather.
 - b. the accommodation.
 - c. the shops.
6. The return trip from Paris was
 - a. disturbed by a flood.
 - b. an enjoyable experience.
 - c. earlier than planned.



Analyze the pictures and photos posted on Twitter by other travellers. All images are inspired by first hand experiences!



Физкультминутка.

Many people get jet lag when they travel. Let's learn and do some exercises that will help you to reduce jet lag.



1. Turn your head to the left and touch shoulder with your chin. Then repeat to the right.
2. Bend your back slightly, and then drop your head back so that you can see overhead. Relax your jaw. Feel the stretch in your neck and chin.
3. Sit up straight and lift up your left foot off the floor, raising your whole leg about an inch off the seat. Turn your foot to the left and then to the right ten times. Repeat with the right foot.
4. Sit up straight with your shoulders slightly forward. Put your fingers together and raise your arms to chest level, keeping your elbows straight and your palms facing outward. Stretch and then relax.
5. Sit up straight. Hold the right armrest with your left hand and turn your body and head to the right. Release and then hold the left armrest with your right hand and turn your body and head to the left.

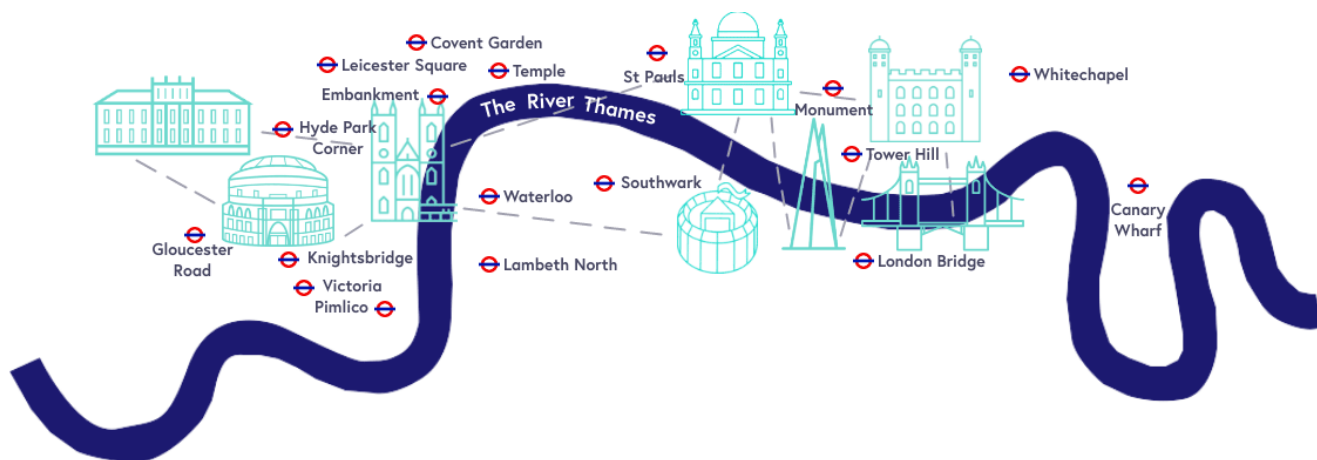
Task A. You are going to hear recorded information about the Oyster card, a type of travel card used in London. Are the statements true (T), false (F) or is there no information (NI)?



1. The normal fare for a single journey on the Underground is £ 1.60. _____
2. It is more convenient to use an Oyster card than a one-day bus pass. _____
3. It is illegal to let another person use your Oyster card. _____
4. A visitor's Oyster card is more expensive to use than an ordinary one. _____
5. You don't lose money on unused credit when you leave London. _____

Task B. Listen again and note down any additional information about the Oyster card. Compare notes with other members of your group.

Task C. Prepare a one-minute presentation about the advantages of using the Oyster card for making big savings on getting around London. For more information visit the site <https://www.londonpass.com/london-transport/>.



Task 1. Have you ever had a bad experience at a hotel? The staff was rude to you or the location was inconvenient? What other problems can make you feel upset? Match the sentence halves to make sentences describing accommodation problems.

| | |
|----------------------------|---|
| 1. I can't sleep in | a. many mosquitoes (cockroaches). |
| 2. The Wi-Fi isn't | b. very unhelpful. |
| 3. There are no | c. hasn't been cleaned! |
| 4. My room | d. from the disco. |
| 5. There is a lot of noise | e. working in my room. I can't access it. |
| 6. There are too | f. clean towels! |
| 7. The room is | g. an uncomfortable bed. It's wobbly. |
| 8. The staff are | h. much too small. |

Task 2. What other potential problems you could have at hotels. Watch the video https://www.youtube.com/watch?time_continue=153&v=VWXXbYnb5KE. You will hear a conversation between a receptionist and a hotel guest making complaints. Make a list of problems the lady complains about.



Task 3. Study the following tips on <https://www.tripsavvy.com/hotel-complaints-procedure-1895657>. Discuss them in the group.



Task 4. Role-play. Imagine you have just arrived at a hotel and gone to your room. You're not happy with the room because it's dirty. You see stain-covered carpets, a grime-covered bathroom and four cockroaches crawling way too close to your wobbly bed. You feel like your entire trip is completely ruined. Write a dialogue between you and the receptionist (a hotel manager) and role play it.



ПРИЛОЖЕНИЕ 9

| Subject | Criteria | Levels | | |
|---------|--|-----------------|----------------|-------|
| | | Absolutely true | Partially true | False |
| Me | I listen carefully | | | |
| | I ask for explanation | | | |
| | I stick to the subject | | | |
| | I support opinions with evidence | | | |
| | I am constructive when I disagree | | | |
| | I suggest creative ideas to make the activities more interesting | | | |
| Group | We all participate actively in the group discussion | | | |
| | We treat each other's opinions with respect | | | |
| | We don't interrupt each other | | | |
| | We reach consensus for cooperation in the face of different views | | | |
| Product | The result of the cooperative work is well- presented | | | |
| | Our solution covered all the demanded points | | | |
| | Our own views and feelings are expressed clearly and appropriately | | | |