

Дата та час проведення заняття:

Група:

Підручник: Upstream Elementary Student's book

### **План-конспект практичного заняття з англійської мови (1 год. 30 хв)**

**Тема заняття: For Dear Life / Ціна життя. Тема 5.3. News Flash! / Заголовки статей про нещасні випадки. Інформування.**

**Вид заняття:** заняття з розвитку вмінь монологічного та діалогічного мовлення, аудіювання, вивчаючого читання, оперування новими лексичними одиницями.

#### **Цілі заняття:**

##### **Практичні цілі:**

- удосконалення навичок зв'язного мовлення;
- розвиток та покращення мовленнєвої здогадки студентів;
- удосконалення навичок вивчаючого читання;
- удосконалення навичок аудіювання та аналізу почутої інформації;
- розширення словникового запасу студентів за тематикою «Нещасні випадки».

##### **Освітні (соціокультурні) цілі:**

- розширювати соціокультурні знання студентів, зокрема про техногенні катастрофи 20 століття;
- поглиблювати знання про мовленнєву культуру народу, мова якого вивчається, у ситуаціях інформування та реагування на новини;
- розвивати позитивне ставлення до культури та традицій народу, мова якого вивчається.

##### **Виховні цілі:**

- виховувати у студентів культуру спілкування англійською мовою;
- виховувати у студентів екологічну свідомість та цінності сталого розвитку;
- виховувати у студентів такі риси характеру, як повага, доброзичливість у ставленні один до одного, а також активність.

##### **Розвиваючі цілі:**

- розвивати у студентів комунікативні навички;
- розвивати у студентів логічне мислення, увагу, пам'ять;
- розвивати у студентів мовну здогадку;
- розвивати у студентів вміння сприймати на слух.

**Оснащення заняття:** інтернет-платформа Zoom, підручник, презентація для ознайомлення студентів з темою заняття та подачі нового матеріалу, роздатковий матеріал (розміщений у Classroom), мультимедійний додаток Wordwall.

## Схематичний план заняття

I.	Greeting, call-over, organization of group.....	2 min
	Lead-in activity. Introduction of the topic.....	3 min
II.	MAIN PART	
1.	Introduction of the lexical material.....	10 min
2.	Use of Language.....	5 min
3.	Reading and after-text activity.....	20 min
4.	Speaking. Discussion of the topic .....	5 min
III.	CONCLSUION	
5.	Summing up the lesson, performance assessment.....	3 min
6.	Giving home assignment.....	2 min

## Хід заняття

### I. Greeting. Lead-in – 10 min

**T:** Good morning, everyone. How are you? It`s time for us to start our work, so I hope you are in a good mood today and you will enjoy our lesson. Let`s find out who is present and absent today.

**Sts:**.....

**T:** So, today we are going to start a new topic. It is called ‘News flash’. You can see the definition of a newsflash from the Collins dictionary on your screens.

**‘Newsflash** noun [ C ]

uk /ˈnjuːz.flæʃ/ us

A newsflash is an important item of news that television or radio companies broadcast as soon as they receive it, often interrupting other programmes to do so.’

What do you think, do newsflashes usually present good news or bad news? Can you give any examples of good / bad news which may appear in a newsflash?

**Sts** .....

Thank you. Now let`s open our books at page 50 and see some more examples of news.

### II. Main part

#### *1. Introduction of the lexical material – 10 min*

**T:** Look at the newspaper headlines in Ex. 1. Which of them match the pictures A-D?

Which type of accident does each headline match? Which words helped you decide?

1. Five dead in factory blast – explosion
2. Multi-car crash horror – road accident

3. Girl mistakes weed killer for cola – poisoning
4. Pensioner perishes in fire – fire
5. Oil slick disaster – environmental disaster
6. 50 killed as trains collide – rail accident
7. Boy (10) missing in lake – drowning
8. 100s feared dead after plane hits apartment block – plane crash

## 2. Use of language - 5 min

**T.:** Well done! When we hear some bad news, it is sometimes difficult to react. We need to express sympathy, our attitude to the event and this is when the words can fail us. Let`s have a look at Ex. 2, where some useful language is presented concerning the ways of giving bad news and reacting to them.

Now, which of the news from the previous exercise is the most horrible? How would you react if someone told you this news?

**Sts:**.....

## 3. Reading – 20 min

### a) Introduction of the vocabulary before reading.

**T.:** Look at the article title at p. 51. In what context do you expect to find the phrases?  
*Emergency landing, crew members, freak storm, bolt of lightning, hit plane, make contact with, air traffic control, pour with rain, crash, landed, passengers*

**Sts:**.....

### b) Read the text and explain the words in bold. Suggest opposites for the highlighted words.

#### **‘I m not a hero,’ says pilot**

The pilot of the Midlands Airways 747, who made an emergency landing outside Frankfurt yesterday afternoon, **insists** that he`s not a hero. However, he saved the lives of 4 crew members and 194 passengers.

‘I just did what I had to do,’ says pilot Russell Armstrong. ‘The plane was **experiencing** problems because we had flown into a freak storm. The **onboard computer** had crashed and we couldn`t make contact with **air traffic control**. It was pouring with rain and it was very **dark**. Suddenly, a **huge** bolt of **lightning** hit the plane. I was **terrified** that the plane would crash.’ Armstrong decided to make an emergency landing. He **eventually** landed the plane in a field outside Frankfurt.

‘It was the first time I’ve had to make an emergency landing, and I’m just **glad** I got everyone to **safety**,’ Russel says. ‘I don`t want **praise**, though. I was just doing my job.’ The passengers of Midland Airways flight MA 234 took a **different** view, however. ‘I don`t **care** what anyone says,’ **said** passenger Irene Kent. ‘Russel Armstrong is a hero.’

### c) After-reading activity.

T.: Now, let`s sum up the text by putting these events in the order they happened.

A	1	Plane flew into a freak storm
B	2	Onboard computer crashed
C	5	Pilot couldn`t contact air traffic control
D	3	Bolt of lightning hit the plane
E	4	Pilot landed plane in a field

#### 4. Speaking. Discussion of the topic – 5 min

T: Before we proceed to the second part of the lesson, I would like you to look at your screens. I`ve chosen some headlines from the British newspapers issued 35 years ago. All of them shed the light on one of the famous disasters of the 20<sup>th</sup> century. Can you figure out which disaster they describe?

- Effects to linger for decades
- Nuke cloud lingers after USSR mishap
- Reactor`s design may have increased danger
- Worst postwar accident causes wide repercussions

Sts.....

You are right, that is Chernobyl Disaster, which happened on the 26<sup>th</sup> April 1986. We will speak about this topic during our next lesson.

### III. CONCLUSION

#### 5. Summing up the lesson

To sum up, we`ve done a great job today and learned a lot about accidents and disasters.

*(Follow-up activity – if time allows)*

T.: Lets organize the vocabulary into three categories.

<i>People</i>	<i>Disasters</i>	<i>Properties</i>
<i>self-settlers</i> <i>last survivors</i> <i>authorities</i> <i>government minders</i> <i>victims</i>	<i>nuclear accident</i> <i>starvation</i> <i>famines</i> <i>environmental contamination</i> <i>devastation</i>	<i>scattered</i> <i>eerily silent</i> <i>strangely charming</i> <i>bucolic</i> <i>contaminated</i>

Your marks for today are.....

**1. Home assignment**

That is all for today. Your home task is Upstream Elementary Workbook p. 38  
Thank you all for your work and attention. Good bye and see you on Thursday.