Date: 24.11.2015

Form: 8

Topic: Great People

**Objectives:**

General:

* + - to introduce theme;
		- to broaden students’ world outlook;
		- to motivate students to use their lexical background in terms spontaneous communication;
		- to encourage students to concentrate their attention on the activities that need more cooperation and involve them into the learning process;

 Specific:

* + - to revise topical vocabulary;
		- to practise topical vocabulary;
		- to revise Past Simple tense
		- to drill listening skills;
		- to boost students’ capacity for learning new lexis.

Educational/developmental:

* to stimulate the usage of active vocabulary;
* to develop reading, listening and communicative skills;
* to develop imagination, initiative;
* to promote critical/counterpoint thinking;
* to develop students’ independence and self-control in communicative situation;
* to develop creative thinking;
* to develop positive attitude towards life;
* to enhance students’ learning.

**Equipment:** computer, TV screen, audio/video files, students’ books,

 handouts, cards, PowerPoint presentations (+quiz)

**Тема уроку:** Великі люди

**Тип уроку:** Комбінований.

**Навчальна мета:**

* + - * + систематизувати та поглибити знання учнів про

 великих людей з минулого;

* + - * + активізувати лексичний матеріал;
				+ удосконалити навички вживання мовних структур;

**Освітня мета:**

* + - * + збагатити кругозір та розширити межі пізнання із застосуванням критичного мислення;
				+ ознайомити учнів з історією, культурною спадщиною нашого народу;
				+ допомогти учням розпізнати сенс величі через призму особистостей для наслідування

**Розвиваюча мета:**

* + - * + розвивати критичне мислення, кмітливість;
				+ розвивати навички роботи в парах;
				+ розвивати творчу уяву;
				+ розвивати критичне/контрастне мислення;
				+ розвивати вміння логічно висловлювати свою думку.

**Виховна мета:**

* + - * + виховувати повагу до історичного минулого людства в цілому і нашого народу зокрема;
				+ виховувати культуру спілкування у дискусії;
				+ культивувати жагу до пізнання і осмислення людських цінностей;
				+ виховувати почуття патріотизму.

**Соціокультурна мета:**

* + - * поглибити соціокультурні знання;
			* спонукати до позитивного сприйняття англійської мови як інтерзалежного фактору у міжкультурному спілкуванні

**Procedure**

1. **Organizing class**. *Classroom management.*

Greetings. Mr Smiley check( computer program to measure class noise).

Introduction of the lesson – quest.

Dear students this lesson we will like a quest because you will have to move step by step to fulfill one task after another in order to accomplish the common goal and reach to the point of best results and get an award.

1. **Warming-up**

So, to start with your first task will be to guess the topic of this class. And to help you with that I can give you the clue which is a quote by Thomas Carlyle. Look at the screen. *(one student reads the quote)*

“The history of the world is but the lifetime of … people.”

What people how do you think? *(students produce types of adjectives)*

*Inference method.*

*PowerPoint presentation with hints on a topic:*

Pablo Picasso – “Guernica” – letter G

Marie Curie – radium – letter R

Albert Einstein – energy formula – letter E

The Wright brothers – airplane – letter A

Graham Bell – telephone – letter T

Now, can you finish the quote? *(students read the exact phrase which they observe on the screen as well) Excellent! You coped well with the first task!*

*Reporting subject and aims of the lesson.*

So, our today’s topic is Great People. We are going to continue broadening your knowledge about the greatest minds of humanity and their achievements, together with the revision and brainstorming of the basic vocabulary and by the end of our class you will be able to produce and share your own opinions on the topic. You’ll extend your vocabulary and outlook, also you will manage the skills of making a quiz.

1. **Main Part**

Right on the spot let’s refresh your knowledge of great people. Try to spot the familiar faces.

*(video file made with animoto.com is on screen)*

*Students call out the names of people and the items they’ve spotted.*

**Listening activity**

That is impressive! Now let us move on with the quest and the next task is listening to the following. In your textbooks open the p.54 and try to label the people you hear to the pictures in Ex.1.

 *(audio/video file of Albert Einstein voki character from voki.com)*

*Students complete and check the task. Group work.*

**Post - listening activity**

The second part of this task will be matchmaking. On the tables you have color sheets with the names of people and their occupations you need to match. *( Attachment 1 Ex.1) Pair work receptive skills training.*

Now make up sentences as in the example.

*A student reads the example: Manco Capac was a South American leader.*

*Students make up sentences. Productive skills training.*

Fantastic! You are heating up with the quest. But who can define the meaning of “great”?

*Students imply on a word. Elicitation.*

That is true. No great person is well-known without his or her achievement. So, how do you think what are, for example, inventors famous for? *Brainstorming linguistic competence.*

Inventors – inventions – Thomas Edison – light bulb

Discoverers – discoveries – Columbus – America

Explorers – explorations – Marco Polo – way to China

Scientists – breakthroughs – Alfred Nobel – dynamite

Artists – creations – Leonardo Da Vinci – MonaLisa

Leaders – speeches – Martin Luther King – “I have a dream”

Writers – books – Joan Rowling – “Harry Potter”

Presidents – decisions – George Washington – Constitution

Musicians – pieces of music – Vivaldi – “Four Seasons”

Amazing! You are definitely well-prepared for today. Next level is accomplished. Now how about a Quiz? You will have to correct the false sentences and make them true ones.

*( PowerPoint presentation Quiz)*

T: Tutankhamun ruled Egypt for 18 years.

S: False. Tut ruled Egypt for 9 years.

T: Leonardo da Vinci painted the “Sunflowers”.

S: False. Da Vinci painted the “Mona Lisa”.

T: Neil Armstrong was the first man on the Mars.

S: False. He was the first man on the Moon.

T: Thomas Edison invented the telephone.

S: False. Edison invented the light bulb.

T: Christopher Columbus discovered Australia.

S: False. Columbus discovered America.

T: Genghis Khan started the Persian Empire.

S: False. Khan started the Mongol Empire.

T: Cleopatra spoke English.

S: False. Cleopatra spoke Greek.

T: George Washington became the 1st president of Ukraine.

S: False. Washington became the1st president of the USA.

T: Octavio Paz was the winner of the Noble prize in Chemistry.

S: False. He was the winner of the Noble Prize in Literature.

T: Taras Shevchenko was a Polish poet.

S: False. Taras Shevchenko was a Ukrainian Poet.

Perfect! The next task in our quest is reading.

**Reading activity.** *Intensive reading.*

Read the text about life and work of George Washington , find the wrong facts and write down the correct sentences.

*(Attachment 2 Ex.1) Pair work and scanning.*

*Students read the sentences aloud and check.*

You are correct. Now can anybody reproduce the whole biography.

*A student reproduces the main biography notions. Productive skills.*

That is not all yet. There is another task for you. Look through the prompts about life and work of Frida Cahlo and get ready to answer my questions.

*(Attachment 2 Ex.2) Interaction.*

T: Who was Frida Cahlo?

S: She was a famous female artist.

T: Where and when was she born?

S: She was born in 1907 in Mexico.

T: Who did she dream to become?

S: She dreamed to become a doctor.

T: What did she study?

S: She studied Medicine.

T: What happened to her at 18?

S: She got in a bus accident.

T: What was her style?

S: She combined Mexican folk art with surrealism.

T: Who did she paint for?

S: She painted for herself.

T: Who became her husband and when? etc.

**Watching the video.**

You are going to watch a short video about Frida Cahlo and after that try to reproduce her biography on the basis of what you’ve learnt about her.

*Integrated skills.*

*Students listen to and watch the video;*

**Post watching activity**

*a student reproduces the biography of Frida Cahlo.*

You are doing pretty well in the quest. To do the next task you need to skim the adjectives in Ex.2 on the color sheets *(Attachment 1 Ex.2)* to find out what qualities the great people must possess in your opinion.

**Speaking**

Which quality is the most important for an inventor for example?

*(Students’ answers)*

Which quality is the most important for a warrior?

*(Students’ answers)*

Which quality is the most important for a musician?

*(Students’ answers)*

Thank you very much for your answers. And now let us conduct a poll.

*Students take places at the computers and enter their poll pages.*

*Poll (polleverywhere.com) goes on the screen and students make comments about the poll results. Computer skills. Discussion.*

Excellent! You have successfully completed the quest. Your awards will be the grades at the end of the class. Right now I would like you to relax a little and try to imagine – if you had a chance to encounter with one of the greatest people of the mankind – would you like to? What questions would you like to ask them?

*Students’ answers.*

**Watching the video** *and plunging into history of events and faces.*

**Role play**

*Some students appear one by one as a great person of the past and give the tips for Ukrainian people. Teacher places the cards with the tips on the board.(PowerPoint presentation)*

Julius Caesar – STRONG POWER

Confucius – WISDOM

Mahatma Ghandi – PEACE

Mother Theresa – FAITH

Martin L. King – EQUALITY

Princess Diana – KINDNESS

Mykhailo Hrushevsky – UNITY

What a miracle happened in here! We were that lucky to welcome and host such great people. Transforming Caesar’s phrase, they came, they spoke, they left the gifts *(pointing to the tips on board).*

**Writing.**

Using these tips make up statement messages which we can send to our President as you mentioned before.

*Students write on the cards during the music footage on the screen for contemplation.*

*Students share their statements aloud one by one. Teacher puts the cards into the envelope.*

1. **Wrap up. Reflection.**

We will send these brilliant messages to our President and hope for the better. Great he speaks English.

Thank you all for this sensational class today. You all get excellent grades.

1. **Home assignment.**

Prepare a PP quiz (approximately 10 slides) about great people from Ukraine as well as Ternopil region. *(some examples of great Ukrainians on the screen)*