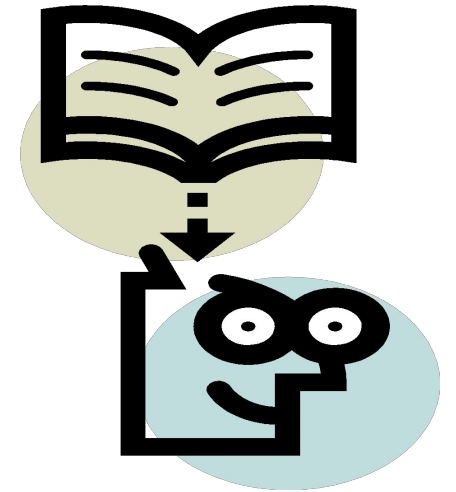
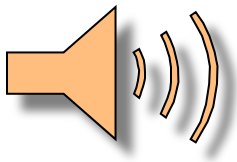


# Who Can You Call a Hero ?

## Our Plan:

1. Hello!
2. Phonetic Exercises
3. Learning Words
4. My Homework
5. Grammar Exercises
6. Relaxation
7. Listening Comprehension
8. Speaking/ Group Work
9. Do it at Home



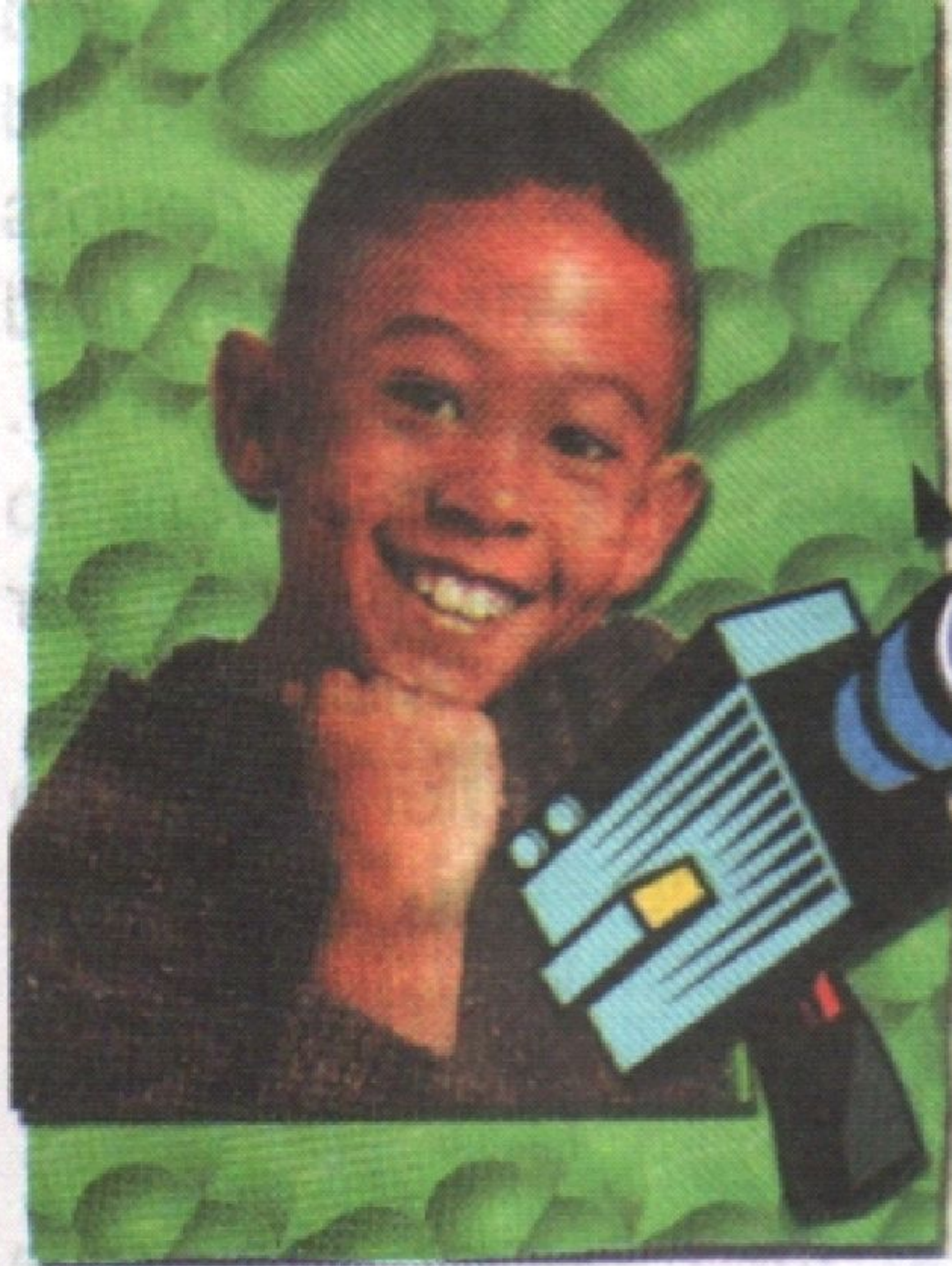


# Phonetic Exercises

- to admire - admires
- to respect - respects
- a hero - heroes
- a person - persons
- famous
- well-known
- great
- favourite
- VIP
- legendary
- prominent
- celebrity
- outstanding
- brave
- well-mannered
- skilful
- selfless

- an architect
- an astronaut
- a composer
- a dancer
- a musician
- a playwright
- a politician
- a scientist
- a sportsman
- a warrior
- a singer
- a poet
- a ballet-dancer
- the first
- the second
- the third
- the last
- the only

who  
whose



# Grammar in Focus



## Инфинитив в качестве определения

Когда нам надо сообщить, что кто-либо стал первым (**the first**), последним (**the last**), единственным (**the only**), мы можем использовать инфинитив в функции определения после **the first, the last, the only**.

# Match A with B

<b>Gagarin</b>		to understand gravitation
<b>Columbus</b>		to design a helicopter
<b>Neil Armstrong</b>	was	to come to America
<b>Newton</b>	<b>the first</b>	to go to the Moon
<b>Linnet</b>		to fly to space
<b>Sikorsky</b>		to find a bacteria

# Compose the sentences



- 1. to write, Jane, the first, was, the test.**
- 2. was, to finish, Tom, the last, the work.**
- 3. sister, this book, my, the first, was, to read.**
- 4. to the concert, parents, his, were, to come, the last.**
- 5. the question, friend, the first, my, was, to answer.**

# Grammar in Focus



## Придаточное определительное с СОЮЗНЫМ СЛОВОМ **whose**

Когда мы хотим сообщить информацию, характеризующую или определяющую действия, мы можем использовать придаточное определительное предложение с союзным словом **whose** (чей-либо, чья-либо).

# Why are they popular? Say it in one sentence.

- Tara (a young painter):  
My pictures are in the school hall.

Eric ( a young sportsman):  
My ambition is to win a world championship.

Tim ( a young composer):  
My songs are very popular.

- Martin (a young playwright):  
My plays are mysterious.

Vikki ( a young model):  
My ambition is to win a beauty contest.

Lorena ( a young writer):  
My stories are funny.



# Green Group

I think real heroes are persons who/ whose....

Real heroes are..., ... and ....

They ..., ..., ..., and ....

I know a lot of heroes: ..., ..., ... .

Russian heroes are ..., ..., ... .

British heroes are ..., ..., ... .

Real heroes are ... people.

They are the first to....

All people ... and ... heroes.

# Yellow Group



- My hero is ....
- He/she is ..., ... and ....
- He/she is a person who/whose ....
- He/she is the first/the only to....
- He/she (can) ... and ....
- I admire ... because he/she ..., ...,  
....
- I would like to be like my hero ....

# Pink Group



- Do you have a hero?
- ... .
- Who is your hero?
- My hero is ... .
- Why do you admire him/her?
- I admire ... because he/she is ..., ... and ... .
- Who can you call a hero?
- I think, a hero is a person who is ..., ... and ... .  
He/she is the first/the only to....
- Are there any heroes in your class?
- ... .

# Do you like the lesson?

## What was the best thing about the lesson?

- interviewing an American film star
- practicing the words
- doing grammar exercises
- singing a song
- dancing
- group work
- speaking about heroes



# Do it at home, please

- **Activity Book**  
**Number 12**  
**page 100**  
**(in writing)**



**Good- bye!**

**See you later!**

**Good Luck!**

**План-конспект урока английского языка в 7 классе**  
**УМК В.П. Кузовлева, Unit 7, Lesson 4**  
**“Who Can You Call a Hero?”**

- **Цель:** формирование навыков аудирования и чтения с извлечением главной идеи, совершенствование навыков разговорной речи по теме «Мой герой», культуроведческое обогащение коммуникативно-речевой практики школьников.
  
- **Учебные задачи урока:**
  - совершенствовать коммуникативно-речевые навыки учащихся;
  - развивать навыки аудирования и чтения с извлечением главной мысли;
  - отработать грамматические навыки употребления придаточных определительных предложений с союзом **whose** и **инфинитивом в качестве определения**;
  - развивать учебное сотрудничество у школьников в решении учебных задач урока;
  - развивать культуру общения на английском языке.

## Ход урока:

### 1. Приветствие. Организационная беседа.

What date is it today?

What day of the week is it today?

What season is it now?

What is the weather like today?

Do you like the weather? Why?

What`s the news today?

2. Сообщение учащимся о задачах и ходе урока. Today at the lesson we are going to practice words on topic “My Hero” and relative clauses with **whose** and **infinitive as an attribute**. We will develop listening comprehension and reading for the main idea skills. Our main point is speaking about real heroes and expressing your own point of view about what kind of person should a real hero be. Here is a plan of our lesson.  
(Слайд № 1)

3. Фонетическая зарядка. (Слайд № 2)



4. Речевая зарядка в режиме ученик 1 – ученик 2 – ученик 3 ...  
(Слайд № 3).

- I admire the British Queen whose work is selfless and responsible.

Who do you admire?

- I admire ... whose.... And who do you admire?

5. Тренировка лексики в упражнениях.

- Give synonyms for the word **famous** (*great, outstanding, prominent, well-known, favourite, respectful, legendary, VIP, a celebrity, a hero*).

- How can you characterize a hero? Give as many words as possible.



- Match the names with the professions:

William Wallace	a film star
Steven Spielberg	a bard
Vladimir Vysotsky	a writer
Rudyard Kipling	a warrior
Audrey Hepburn	a film maker
Beethoven	an astronaut
Valentina Tereshkova	a composer
Nikolay Tsiskaridze	a politician
Vladimir Putin	a ballet dancer

## 6. Проверка домашнего задания. Импровизированное интервью с кинозвездой. (Слайд № 4)

- Let us check your home task up. Open your Reader books, page 80, exercise 4. The text is about a boy. What is his name? Where is he from? How old is he? What is he?

- Now look at the blackboard. Here is the key to this exercise. Can you find any mistakes?

1 G

2 B

3 D

4 C

5 F

6 A

7 H

8 E

(Учащиеся находят и исправляют ошибки).

- And now let us role play the interview with a film star. Dima P. will be Tahj Mowry. You will be correspondents. Please, ask Tahj any questions you like.

(Учащиеся берут интервью у кинозвезды).

7. Отработка грамматических навыков употребления придаточных определительных с союзом **whose** и инфинитива в качестве определения. (Слайды 5, 6, 7, 8, 9).

- We have three groups today at the lesson: **Green group**, **Yellow group** and **Pink group**. Take out your Grammar card, think it over and be ready to answer it in 2 minutes.

(Учащиеся готовят грамматические задания в группах).

- Let us check your Grammar work up.

(Учащиеся по цепочке выполняют грамматические задания, по необходимости объясняя и комментируя правила).

## 8. Релаксационная пауза.

It is high time to have a rest, my dear students! We will sing a very popular American song "**She`ll Be Coming Around the Mountains**".

Let us sing and dance together! Please, follow Liza and Alya.

## 9. Прослушивание аудиотекста с рассказом подростков о своих героях.

- Open your books on page 158-159 and listen to the tape-recorder.

(Учащиеся прослушивают текст и отвечают на вопросы).

- Who is Ray`s hero? Why does he think so?

- Who is Scott`s hero? Why does he think so?

- Who is Esther`s hero? Why does she think so?

Выполнение задания упражнения на поиск верной информации.

Exercise 1.2 Do you agree or disagree?

Exercise 1.3 Which point of view do you share?

## 10. Работа в группах. Подготовка устных высказываний о своих героях по речевым опорам. (Слайды 10, 11, 12).

- And now you will do a group work.

Green group will speak about real heroes.

Members of yellow group will prepare a topic about their own heroes.

Students of pink group will make a dialogue.

You have 5 minutes to do this task.

10. Устная презентация подготовленных высказываний учащихся.

11. Подведение итогов урока. Выставление оценок. (Слайд № 13).

Объяснение домашнего задания. (Слайд № 14).

Прощание с классом до следующего урока и пожелание удачи и успехов в изучении английского языка и иноязычной культуры.  
(Слайд № 15).