

Муниципальная общеобразовательная средняя школа № 43

МАСТЕР-КЛАСС **“*Phone Conversation*”**

по технологии
«Проблемное обучение».



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МЕТОДИЧЕСКАЯ РАЗРАБОТКА ПРАКТИЧЕСКОГО ЗАНЯТИЯ ПО ТЕМЕ “Phone Conversation”-2 часа.

по технологии проблемного обучения
уровень полусамостоятельной и самостоятельной активности.

Что такое проблемное обучение?

- Проблемное обучение- относится к активным технологиям обучения.
- В его основе лежит решение какой-либо задачи, проблемы (от греческого problema- «задача, задание»).
- В широком смысле **проблема** – это сложный теоретический вопрос, требующий изучения и разрешения. В науке это - противоречивая ситуация, выступающая в виде противоположных позиций в объяснении каких либо явлений, объектов, процессов и требующая адекватной теории для ее разрешения.

Принципом проблемного обучения является отсутствие знаний для решения определенной проблемы в готовом виде, что и создает необходимость в их добывании.

У учащихся должно возникнуть чувство неудовлетворенности имеющимися представлениями и знаниями. Они должны прийти к ощущению их ограниченности.

Phone Conversation

Aim: 1. Develop language abilities in listening, reading, speaking, practicing speech patterns on the theme.

2. Develop mental abilities through comparing, analyzing, logical thinking, evaluating, solving communication problems.

3. Develop communication culture.

Task: Solve cultural, speech, situational problems using the problem solving technology.



Procedure

1.Принятие цели и задачи урока учащимися через проблемное изложение материала. Проблематизировать, значит вскрыть невидимую проблему.

Проблема - это осознание субъектом **невозможности** разрешить трудности и противоречия, возникшие в данной ситуации, средствами **наличного** знания и опыта.

1. Уровень полусамостоятельной активности

Характеризуется тем, что ученики могут **применить** усвоенные знания в новой ситуации и участвовать в совместном с педагогом поиске способа решения поставленной проблемы.

2. Уровень самостоятельной активности

Предусматривает выполнения самостоятельных работ **репродуктивно-поискового** типа, когда ученик самостоятельно работает по тексту учебника, применяет усвоенные знания в новой ситуации, конструирует решение задачи среднего уровня сложности, путем логического анализа доказывает гипотезы с незначительной помощью учителя.

Что должен делать учитель? Требования к процессу.

- **Побуждать** учащихся формулировать имеющиеся у них идеи и представления, высказывать их.
- **Сталкивать** учащихся с явлениями, которые входят в противоречие с имеющимися представлениями.
- **Побуждать** к выдвижению предположений, догадок, альтернативных объяснений.
- **Давать** учащимся возможность исследовать свои предположения в свободной и ненапряженной обстановке, особенно путем обсуждений в малых группах.
- **Предоставлять** ученикам возможность применять новые представления к широкому кругу явлений, ситуаций, так, чтобы они могли оценить их прикладное значение.

В чем заключается взаимодействие учителя и учащихся при решении проблемной ситуации?

Учитель	Ученик
Постановка наводящих вопросов, помогающих ученикам осознать существо проблемы	Осознание проблемной ситуации, актуализация усвоенных знаний.
Направляющие указания.	Анализ исходных данных, формирование проблемы.
Постановка наводящих вопросов, сообщение необходимой информации.	Выдвижение гипотезы и ее обоснование
Направляющие указания.	Проверка гипотезы, решение проблемы.
Постановка контрольных вопросов, уточнения, исправления.	Проверка решения, сопоставление его с исходными данными.
Анализ действий ученика в ходе решения.	Анализ хода решения, анализ ошибок.
Включение результатов решения в последующую учебную деятельность.	Обобщение и переход к новому учебному материалу.

Teacher: ...So the theme Phone Conversation is not new for you. We all regularly speak over the phone on different occasions. It is rather familiar to you, isn't it? Can you remember of any funny or an unpleasant or an embarrassing situation that happened while you spoke over a phone? Will you tell us about it?
(Discussion of the situations).

Well, do you think you'll have any problems when speaking to a foreigner? Sure. What problems can they be? Let's define them. The problems can be:

1. Cultural. 2. Speech. 3. Situational.

1. What do you think **cultural problem** is?

We should know how to sound polite. Which way is polite to say? Is there any difference with the Russian language?

2. What do you think **speech problem** is?

We should know useful and necessary speech patterns, direct and indirect speech. How to use this or that phrase?

3. As for the **situational problem**

We should know what to do and what to say in different situations.

When I asked my son to do some shopping or to visit a doctor he used to say: “What should I say?” Is it the same with you?

So these are the problems and to solve them we should define the task for the lesson.

Pupils say the task and the aim for the lesson.

Teacher: How do people solve problems? What do they start with? To solve the problem we should:

- distinguish what we know and what is unknown,
- Find the necessary information about the unknown things
- Study the information
- Evaluate it
- Practice it

So these are the steps of our solving problem work.

Look at the blackboard and say which way is polite to say, which way is impolite and say it politely.



II. Solution of the cultural problem.

1. **On the blackboard №1:** What do you want? How can I help you? Do you recognize me? Peter is speaking. Wrong number. I'm afraid you've dialed the wrong number. What number are you calling? I want to speak to Victor, please. One sec. Just a moment, please. Hold on. Can you hold on a minute? Can you call back later? Could you possibly call back later?

On the blackboard №2: How to make questions sound polite?

Have you booked the tickets yet? Is Mr. Brown in? When is Mr. Brown back? Where can I get the brochure? Who can help me? (используя следующие фразы сделать речь более вежливой)

I wonder...

I'd like to know...

Do you know...

Can/ Could you tell me...

Have you got any idea...

2. *Tape 33 Blue Print (intermediate).*

The task: Listen and answer the questions.

1. *Who does Eve want to speak to?*
2. *Where is he?*
3. *Do you think the woman is Dave's: a) wife, b) landlady, c) girlfriend?*
4. *What three things does Eve want to know?*

DIALOGUE

EVE: Hello. Can I speak to Dave Edgar please?

WOMAN: I'm afraid he isn't home from work yet. Who's speaking?

EVE: It's Eve Maxwell here, a friend of his. Have you any idea when he'll be back?

WOMAN: I'm not sure. He sometimes works late.

EVE: I see. Could you tell me what his work number is? I'm afraid I've lost it.

WOMAN: Yes, hold on while I look in the book. It's 31556.

EVE: Thanks. By the way, do you know if he received a parcel this morning?

WOMAN: No, I don't. I could go and ask my husband.

EVE: No, don't bother. I'm phoning from a public call box. Anyway, thanks for your help. Goodbye.

WOMAN: Goodbye.

Now repeat after the speaker

3. *Tapes 5.6, 5.7. New Headway (Upper-intermediate)*

Beginning a telephone conversation

1. Here is the beginning of a telephone conversation between two people who don't know each other. Put it in the right order.

- Hello. TVS computer Services, Darren speaking. How can I help you?
- Certainly. Who's calling, please?
- Good morning. Could I speak to your customer services department, please?
- Ok. You're through now. Go ahead.
- One moment, Mr. Jones. I'm trying to connect you.
- Thank you.
- Yes, please.
- This is Keith Jones.
- I'm afraid the line is busy at the moment. Will you hold?



- Hello. Is that customer services? I was wondering if you could tell me...

Listen and check your answers.

Ending a telephone conversation.

2. Here is the end of a telephone conversation between two work colleagues, Andy and Barry. Put it in the right order.

- So, Barry. It was good to talk to you. Thank you very much for phoning.
- I certainly will. And you'll send me a copy of the report?
- That's great, Barry. Have a good weekend!
- My pleasure. By the way, how's your golf these days? Still playing?
- Same to you, too!
- Bye, Andy.
- OK. I don't want to keep you. So, you'll give me a ring when you're back, right?
- No, not much. I just don't seem to find the time these days. Anyway, Barry...
- It's true. Right, Barry. I must fly. I'm late for a meeting.
- What a shame, you used to enjoy it so much.
- Bye, Barry.



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Listen and check your answers.

Who's trying to end the conversation? Who wants to chat? How does Andy try to signal that he wants to end the conversation? How do they confirm their arrangements?

3. Study the table how to begin and end the conversation.

Beginning a telephone conversation	
Answering the phone	Hello. 267890. Hello. Simpson's Travel Agents. Hello. The Regent Hotel. Kathy speaking. How can I help you?
Introducing yourself	Hello, James. This is Sarah Jackson. Hi, Sarah. It's Alan. (Is that Mr Brown?) Speaking.
Asking who is speaking	Is that Sarah? Who's calling?
Asking how someone is	How are things? How's the family? How's everything?
Saying how you are	Not too bad, thanks. We're surviving. Pretty good, thanks.
Asking about someone's work	What are you up? Have you got a lot on at the moment? How are things at work?
Talking about work	I've got a lot on. Things are looking up. I mustn't complain.
Ending a telephone conversation	
Signaling that you want to end	So, Barry. It was good to talk to you. Anyway, Barry... Right, Barry. I must fly. I'm late for a meeting.
Confirming arrangements at the end of a phone call	So you'll give me a ring when you're back, right? And you'll send me a copy of the report? It'll be in the post tonight. I'll see you on the fourteenth in the bar of The County.

So, now we know to sound polite, how to begin and end the conversation.

III. It's time to turn to the solution of the speech problem.

1. Tape №2 Headway (intermediate). Listening and Speaking.

- a) Insert the correct verb.
- b) Listen to the tape and check.
- c) Read in pairs.

My computer's gone wrong!

1. Read the telephone conversation and put the correct auxiliary verb into each gap. Use the contracted form where possible.

D. Good afternoon, Apple Helpline here. I'm Damian. How can I help you?

V. Oh, at last! Hello, Damian. I (a) _____ got a terrible problem with my computer. It (b) _____ (not) working at all!

D. Ok. Ok. Tell me your name and your company name and describe what (c) _____ happened.

V. My name's Valerie, Val actually, Valerie Marks. I (d) _____ (not) work for a company, I'm self-employed. I work at home, and I (e) _____ trying to meet an important deadline at the moment. This morning I (f) _____ working away happily, when suddenly everything stopped and a message came on the screen. Then the screen went blank.

D. Ok Val, (g) _____ (not) worry! What (h) _____ the message say?

V. I can't remember exactly, because I (i) _____ (not) understand it, but I think it said something about "not enough memory."

D. It's OK, Val. I understand. Tell me, Val, (j) _____ you switched the computer off?

V. No, I (k) _____ (not). It's still on.

D. Fine, Val. Now do exactly what I say. Go to your computer, OK? Can you see a 'W' with the mouse? What (l) _____ it say? Can you read it to me?

V. It says three things. There's a list of three things. First it says....

2. Here are some questions about the conversation.

The words are mixed up. Put them in the right order.
Then answer the question.

a. Val the is why Apple Helpline ringing?

_____?
Because _____

b. Work for Val does company which?

_____?
She _____

c. Doing when computer she her was what stopped?

_____?
She _____

d. Val why remember message the can't?

_____?
Because _____

e. Switched computer she has her off?

_____?
No, _____

3. **Tape 10.** Listen and check.

2. Study the **Spoken English** speech patterns:

- Read them in changing pairs.
- Study the speech patterns.
- Translate from Russian into English.

Task 1: Read and Study the dialogues and word expressions

Hello, can I speak to Jill McMurray?

- Mr. McMurray isn't in. Any message?

- My name is Swindler, Frank Swindler.

- Please, spell your name, Sir.

- S-w-i-n-d-l-e-r. Swindler. I've just come from California, I have brought a letter and a parcel for Mr. McMurray. I am stay rig at the Ritz Hotel,, dim 406. Please, tell him to call me up.

- Ok soon as 'fir. McMurray comes, he will call you up.

- Fine. I am waiting for his call. Good-Bye.

- Hello! Am I speaking to Frank Swindler?

- Yes, my name is Frank Swindler. Who is speaking?

- This is Jill McMurray.

- Good evening, Mr. McMurray. I've brought you a letter parcel from Mr. Blake. John Blake. Is the name familiar to you?

- Certainly. 'Thank you ever so much,. Where and when ail we meet?

Could you come to the Ritz Hotel?

- Sure.

- Does 8 p.m. suit you? I am in room 706.

- Fine. I'll be there at 8 p.m. See you later.

- I am looking forward to meeting you.

- Same here. Good-Bye.

- Hello, is this Mr. Crow?

- Yes, here is Crow. Who is speaking?

- This is Donald Turner. We met a week ago at the talks n Bonn. Remember?

- Now you've mentioned it I remember. Good afternoon, Mr. Turner. How are you?

- Fine, thank you. How are things with you? No complaints. Thanks.

- I would like to know if there is any news. You know what mean.

- Yes, I do. There's no news.
- No news is good news.
- You've said it. Please, call me up the day after tomorrow.
I hope I'll be able to tell you something more definite.
- All right. What time?
- Any time after 2 p.m.
- All right. Good-bye.
- Good-bye.

- Hello, am I speaking to Mary Fast?
- No, you are not. Wait a minute...
- Mary Fast is speaking.
- Here is Jane Butler. Good morning, Mary!
- Good morning, Jane! How are you?
- Pretty much the same. Thanks. How are you?
- So-so, thanks. Where are you, Jane?
- I am waiting for you at the department store. I've brought all the papers you need.
- It's very nice of you. I'll be there in no time. Are you in your car?
- Definitely. You know my car, don't you?
- It goes without saying

Task2: Practice the speech patterns

30. Tell him to call me up.

Tell the secretary to answer the telephone call.

Tell them to wait for me.

Tell her to do the job.

Tell Henry to come at 5 p.m.

31. As soon as he comes, I'll tell him everything.

As soon as he calls you up, ask him to come.

As soon as the children go to bed, we shall watch TV.

If the weather is fine, we shall go fishing.

If I get tickets, we shall go to the theater.

After she finishes translating the article, she will go home.

32. Is the name familiar to you?

Is the face familiar to you? Are these facts familiar to you? Is this sight familiar to you?

33. I am waiting for you.

For whom are you waiting? Wait a minute.

I have been waiting for you for an hour now.

Since when have you been waiting for me?

34. When shall we meet?

What time shall we make it?

What day shall we make it?

At what time do we meet?

35. Let's meet at 6 p.m.

Let's make it 6 p.m.

Let's make it Tuesday.

Let's meet at the cinema house

30. Скажите, чтобы он мне позвонил.

Скажите, чтобы секретарь ответил на телефонный звонок.

Скажите им, чтобы они меня подождали.

Скажите чтобы она сделала работу.

Скажите Генри, чтобы он пришел в 5 часов вечера.

31. Как только он придет, я ему все расскажу.

Как только он вам позвонит, попросите его прийти.

Как только дети лягут спать, мы будем смотреть телевизор.

Если погода будет хорошая, мы поедем на рыбалку.

Если я достану билеты, мы поедем в театр.

Когда она закончит переводить статью она пойдет домой.

32. Вам знакомо это имя?

Вам знакомо это лицо?

Вам известны эти факты?

Вам знакома эта
достопримечательность?



33. Я жду вас.

Кого вы ждете?

Я жду вас уже час

С какого времени вы меня ждете?

34. Когда встретимся?

На какое время договоримся?

На какой день договоримся?

В котором часу мы увидимся?

35. Давайте встретимся в 6 часов вечера.

Давайте договоримся на 6 часов вечера

Давайте договоримся на вторник.

Давайте встретимся в кино.

Task 3: Translate into English and Reproduce.

1. – Алло.это 1-2-1-5-0-1-8?

- Yes, who is speaking, please/

- Меня зовут Ричард Фокс. Можно поговорить с Мистером Кларком?
- Wait a minute... Clark is speaking.
- Привет Мартин. Это Ричард Фокс.
- Я рад тебя слышать, Ричард. Как поживаешь?
- Fine, thanks. How are you?
- Все также. Спасибо. Как твои родители?
- My father is doing fine. My mother is ill.
- Очень сожалею. Могу я помочь?
- I'm afraid not. Thanks. I say, Richard, I would like to meet you.
- Я тоже хотел бы тебя повидать. Давай встретимся сегодня вечером.
- No objections on my part. Where shall we make it?
- Давай встретимся в ресторане The Mayflower. Ты знаешь где это находится?
- Sure, I'll be waiting for you at the Mayflower restaurant at half past 7. Ok?
- Давай встретимся ровно в 8 у входа в ресторан.
- That's settled. Till 8 o'clock. Goodbye.
- Goodbye.

2. - Алло, попросите к телефону Эмили Брук.

- I'm afraid she isn't in. Any message?
- Да, пожалуйста. Передайте ей, что я буду звонить ровно в 3 часа. Моя фамилия Паркер. Джон Паркер.
- All right. Anything else?
- У меня для нее письмо из Великобритании от ее двоюродного брата Павла.
- Well, I know Paul very well. How is he getting on?
- Он получил повышение по службе и скоро приедет домой. Он хочет провести отпуск с родственниками.
- It is a pleasant peace of news. Emily will be glad to hear it. Is that all?
- Да. Спасибо. До свидания.
- Good bye.

Teacher:

Now we have solved **speech problems** by studying speech patterns and useful phrases and using them in our own dialogues. Let's turn to **situational problems**.

IV.Solution of the situational problem.

1. Listening Test. (FCE practice tests2)

(For those who didn't understand there is the tape script to compare with what was listened to).

1. You hear a business woman talking to her assistant over the phone. What is the reason for her call?
 - A. She's left her laptop on her desk.
 - B. She's left her diary behind.
 - C. She's left her passport in a drawer.

2. You hear a man phoning through an order for a takeaway meal. Where does he want it delivered?
 - A. to his car
 - B. to his office
 - C. to his studio

3. You hear a woman talking to a mobile phone company. What is she told to do?
 - A. take her phone back to the shop
 - B. charge the battery for longer
 - C. return her phone to the company

4. You hear a woman talking on the phone to her friend. What is she offering to do for her friend?
 - A. look after her children
 - B. go to the conference
 - C. organize her work

TAPESCRIPTS

Hi, Celia, it's me. Yes, I'm at the airport. No, no, I've got my passport-unlike last time when I forgot it. Look, I'm afraid I've left my diary. No, no the big desk one, the one I keep in my handbag- it's on the top of my laptop computer. I know, I was going to bring my laptop but I just couldn't carry anything else. Well, if it's not there, it'll be in the top drawer of my desk. Yes? Brilliant. Can you get here in the next hour? I'll wait at check in – and thank you!

Hello. My name's Birch, Alan Birch, that's right, yes, from the studio. Yes, my usual please, no, hang on, I think I'd like a different topping. Can I have mushrooms instead of onions? I'm sorry this is bad line, I can hardly hear you, and it's breaking up. What? I'm in my car, yes, stuck in the traffic jam. I'm absolutely starving. Look, can you get the boy to go round to my office- opposite the studio- and I'll pick it up from there? Sure, I'll be in my car. If he waits on the pavement outside, I'll pay him when I get there. Great. Thanks a lot.

A: Good morning. You are through to Maria. How can I help you?

B: I need to talk to someone about my mobile phone.

A: Can you tell me the problem, please?

B: Well, I bought my phone about four weeks ago and I think there must be something wrong with the battery. Even if I charge it up every night I only seem to get about 10 minutes' talking time. I took it back to the shop but they didn't want to know.

A: Oh. That sounds strange. The shop really deals with it. We'll let you have a special envelope so you can send it back to us and we'll check the battery for you.

B: Right, thanks.

It won't be any trouble at all. I mean, you'd do the same for me. Of course work doesn't come before family, I know, but there are times like conference this weekend when you've got no choice. I'd go to the conference for you, but I don't think your boss'd like that! Look, I'm sure I can find some way of entertaining them. We could go to the sports center or maybe see a film. Why don't you ask them what they'd like to do and give me a ring back? You concentrate on sorting out your work.

2. Task: Make up a dialogue.

Role cards for telephone conversation.

Student 2 A.

You are married with two girls, and you work in a travel agent's. You are going to phone your friend Martin, who lives in Durham, about 15 miles away. He runs a bookshop. He isn't married. He's mad about dogs. He breeds German Shepherds, which he takes to dog show. His favourite dog is called Wizzer. You want to ask Martin if you can stay the night at his house on the night of Friday the 14th, because you are meeting up with two old university friends, and you want to be able to spend time with them.

Student 2 B.

You are Martin. You are a friend of James. James works in a travel agent's and he is married with two girls. You live in Durham, about 15 miles away from where James lives. You run a bookshop. You aren't married, but you adore dogs. You breed German Shepherds, and you take them to dog shows. Your favourite dog is called Wizzer. James is going to ask you a favour. Maybe you can oblige, but maybe you're busy that night. Remember! You answer the phone. Begin by giving your phone number.

Student 3 A.

You want to book two seats to see a film, so you phone the cinema. You want to see FEAR of the DARK next Friday, either early in the evening or at about nine o'clock. You need to ask what time the film starts, how much the tickets are, and whether there's a booking fee. Have your credit card details ready.

Student 3 B.

You work for the Odeon Cinema. You take booking, and give details of when films are showing. Someone is going to phone you, asking for details about the film FEAR of the DARK. Decide what time it starts in the evening. Presumably there are at least two showings per evening. How much are the tickets? Is there a price, or several

different ones? Is there a booking fee? You need to get the person's credit card details. Remember! You answer the phone. Begin by saying "Odeon Cinemas, Pat speaking. How can I help you?"

Student 4 A.

You are going to phone a taxi firm to book a taxi to take you to the airport. Decide where you're going, on what date, and at what time. Which airport are you going from? Which terminal? What time does the plane leave? What time do you need to check in? How long does it take to get to the airport from your house? Will the traffic hold you up?

Student 4 B.

You work for Tony's Taxis. Someone is going to ring to book a taxi. You need to get the following information. What day? What time? What's the address? What's the name of the person? Where are they going? You will need to decide a time to pick up, as you know what the traffic can be like at different times of the day. Remember! You answer the phone. Begin by saying "Tony's taxis. Pat speaking. How can I help you?"

Student 5 A.

You are a student of English. You are going to stay with a host family, Mr. and Mrs. Brown, who live in London, for a month while you study at International House. An agency has organized your stay with the Browns. You are going to phone Mr. and Mrs. Brown to introduce yourself, and to give details of when you're arriving. Decide how you're travelling, what day you're travelling, and what time you expect to arrive. End by saying something like "I'm very excited about coming to London," or "I'm really looking forward to meeting you."

Student 5 B.

You are Mr. or Mrs. Brown. You are English, and you live in London. Both Heathrow Airport and Waterloo Station, where the Eurostar train arrives, are pretty close to your house. You are going to be a host family to a foreign student, who is coming to London for a month to study English. He/she is going to phone you to say hello, and to give details of his/her travel arrangements. You could offer to meet him/her. Remember! You answer the phone. Begin by giving your phone number.

V. Pupils present the solution of the situational problems by playing role-cards.

4-5 different role-cards.

VI. Evaluation of the pupils work at the lesson:

Teacher:

What did you find most helpful to learn at the lesson? What was too easy and most difficult to do? What is still necessary to study to be efficient in solving problems? What is the next theme you'd like to practice?

The Language Material Used at the Workshop

1. New Headway English Course. Upper-Intermediate. Student's Book. Liz and John Soars. Oxford University Press, 2002.
2. First Certificate Practice Tests Plus 2. Diana L. Fried-Booth. Longman. 2002.
3. Practice Tests 2. FCE. Virginia Evans, Jenny Dooley. Express Publishing. 2000.
4. New Headway English Course. Intermediate. Workbook. Liz and John Soars. Oxford University Press, 2001. (w-b New H-W intermediate)
5. Spoken English. L. N. Khannikova. Forty Topical Dialogues. Two Hundred Speech Patterns. Moscow. SOVAMINCO, Soviet-American Joint Venture, Computer Press Agency, 1991. (S.E.)

