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|  | ПЛАН – КОНСПЕКТ УРОКА.  ***Учитель*:** Булавкина Елена Александровна (учитель английского языка I квалификационной категории)  ***Предмет:*** английский язык  ***Класс* :**9 Б (группа 16 чел.)  ***Тема* : «Читать или не читать.»**  ***Место урока в системе по данной теме* :** цикл 2 «The printed page: books,newspapers, magazines.» УМК под ред.О.В. Афанасьевой.  ***Тип урока* :** комплексное применение знаний в устной речи и на практике.  ***Форма урока:*** комбинированный с элементами дискуссии и практического занятия ( стимулирует познавательный интерес учащихся, позволяет охватить большой объём материала и представить его в интересной форме, удовлетворяет потребность в общении )  ***Дидактическая цель*:** создать условия для применения ЗУН и осуществлять предметную компетентность в стандартной и новой ситуации.  ***Цели по содержанию*:**  **1) воспитательная цель:**  - формировать интерес к чтению  - воспитывать культуру умственного труда  -воспитывать необходимость осознания важности чтения.  **2) развивающая:**  - развивать общеучебные и специальные умения и навыки, навыки самоконтроля и самостоятельной работы  - развивать память, внимание, наблюдательность, логическое мышление, эмоциональную и мотивационную сферу личности  - развивать учебно – информационные умения и навыки  - развивать коммуникативные умения и навыки  - навыки участия в дискуссии  - развивать интерес к чтению разножанровой литературы  **3) образовательная:**  - создать условия для применения знаний и умений в знакомой и новой учебных ситуациях;  ***Практические задачи урока:***  - развивать умение говорить в монологической форме  - совершенствовать навыки аудирования  -совершенствовать грамматические навыки в употреблении страдательного залога  ***Мотивация целей*:** удовлетворение потребности в общении, продолжении образования, социализации личности.  ***Технологии*:** элементы уровневой дифференциации, КСО, информационно-коммуникационная, технология критического мышления, здоровьесберегающая( релаксация во время аутогенной тренировки и просмотра ролика)  ***Формы организации познавательной деятельности*** - фронтальная, индивидуальная, групповая  **С*редства обучения****:* проектор, компьютер, Листы А3 , маркеры, карты самоконтроля, раздаточный материал, презентация, видео.  ***Структура урока*:**  1 блок- целевой :   * Оргмомент. * Целеполагание. * Актуализация знаний. * Фонетическая зарядка.   2 блок – процессуальный:   * Говорение в монологической форме. * Аудирование: актуализация ЗЗ и УУ. * Работа в группах.   3 блок - аналитический:   * Рефлексия на конец урока. * Самооценка, оценка. * Информация о домашнем задании.   **Unit1** Teacher: **Good morning, dear friends! Sit down ,please! I think you are all right.**Мотивация учащихся.  **Watch the video and be ready to answer my questions…… Anya,Katya and Egor are stars in the video, my pupils…**  **What does A.like to read? Why does A .like to read fairy-tale and books about animals?**  **Does Katya like reading?What were her favourite books in childhood? What was her best time?**  **What was the last book read by Egor? What does reading books give him?**  Слайд4 **Teacher: The theme of our lesson is “To read or not to read that is the question”.** Учитель совместно с учащимися обсуждает организацию учебной деятельности в ходе урока, отдельных этапов урока, формулируют цели и задачи урока и способы их достижения.  **But I should say that teenagers nowadays read less. And I’m very sorry about it. I hope this lesson will help you to understand the meaning of reading & answer this important question “To read or not to read”. Today you will speak about reading** **itself , different genres and different types of books , both printed and e-books.**    **Unit2** **Teacher: It seems to me reading is and will be part of our life. Most people can’t imagine their life without books. And the books are with us almost every day. We study them, read, reread, copy, translate, borrow and lend. What kinds of books do you know?**  Cлайд5.  Проверка знаний учащихся Учитель дает описание жанра книги, а учащиеся называют жанр. Фронтальная работа.  **Now let’s match the definitions of books with their names.** (the names of different types of books) **1/Teacher: a book about somebody’s life.**  Pupil: a biography.  **2/Teacher: a book that gives a list of words in alphabetical order and explains what they mean.**  Pupil: a dictionary.  **3/Teacher**: **a book that tells an exciting story, especially about something dangerous like a crime and its investigation** Pupil: a detective story **4/Teacher: a book based on people or events that took place in the past**  Pupil: a historical novel.  **5/Teacher: a book where the characters look for and find their love** Pupil: a love-story  **6/Teacher**: **a book where the characters are involved into an adventure or sent to a risky journey**  Pupils:an adventure-story  **7/Teacher:a book where the main features are fabulous worlds , magic, unseen creatures , talking animals**  People: a fairy-tale  **8/Teacher: a book in which frightening and often unnatural things happen**  Pupil: a horror  **F:\книги\фото\ЖАНРЫ\images (1).jpg** A Love novel  B Thriller  C Historical novel   D Science fiction novel   E Detective novel   F Autobiography   G Fairy-tC:\Users\Администратор\Desktop\sci-fi(1).jpgF:\книги\фото\ЖАНРЫ\12321472256p7Y7L.jpgF:\книги\фото\ЖАНРЫ\загруженное.jpgF:\книги\фото\ЖАНРЫ\mbm87nBYKHY.jpgC:\Users\Администратор\Desktop\thriller_450.jpga1e  .My childhood was a fairly happy one. My parents were a little strict, but they were fair and they certainly loved me. It was clear right from the start that they wanted the best for me, and also that they had high hopes for me.   2. The room was completely dark. She left for the light switch but nothing happened. There was no power. She held her breath as she crept across the room, stretching her hand out in front of her. Suddenly, something grabbed her wrist. She screamed. A hand covered her face and she knew no more.   3. Spencer carefully picked up the bullet and placed it in a clear plastic bag. Handing it to Sergeant Williams, he said, “Take that back to the forensics people. We’ll soon find out what kind of weapon this guy was using”   4. “We need to be ready to attack’, said Lord Greenface. “I have received information from my spies about a plan to invade our planet and steal our research.” “Who is going to invade?” asked Kring, nervously clutching his laser gun. “And how did they find out about our research?”   5. Amy jumped out of the taxi and ran towards the restaurant. She hated being late. What if Tom had already left? She pushed open the door and saw that the restaurant was lit with hundred of candles. There was only one other person there. He turned and saw her and his face lit up. “Amy”,he smiled. “I knew you’d come”.   sleeping beauty6. A long time ago there were a king and queen who were unhappy because they were childless. But it happened that once when the queen was bathing, a frog crept out of the water on to the land, and said to her, "Your wish shall be fulfilled, before a year has gone by, you shall have a daughter." What the frog had said came true, and the queen had a little girl who was so pretty that the king could not contain himself for joy, and ordered a great feast.  **to creep (crept) –ползти \ to grab the wrist – cхватить запястье \to scream-кричать forensics people- суд\мед эксперты \ to fulfil the wish-исполнить желание\ feast-пир\**  **to invade-захватить\ to steal-воровать\to clutch-схватить\ not to contain himself for joy-не удержаться от радости**  **Teacher: you are right. Well done. I see you know the genres of the books and you can guess them…It`s time to relax.**  **Relaxation**  **You are ready for rest.Your breast muscles are relaxed. You want to be quiet.Your body rests. Your body muscles are relaxed. Nothing can trouble you.**  **Your left arm is heavy. Your right arm is heavy. All your muscles are relaxed and rest.You are quiet.**  **Your right arm is warm. Your left arm is warm. Your body is warm. Nothing diverts your attention.**  **Open your eyes. Your excitements are away. You can easily do any work. You have much energy. You are active and strong.**  **Logical chains. Why do people read books?**  2. Групповая работа.  Класс делится на 3 группы. В каждой группе есть «эксперт», который может оказать помощь любому ученику.  **Teacher:Let`s work in groups The task for the 1st group is** **to answer the question “Should printed books replaced by e-books? You will use the technology Fishbone Слайд7**  **The task for the 2nd group is** **to work with the word «Reading» You will use the technology of 6 thinking hats Слайд8** **The third group will work with me…** Организация усвоения способов деятельности путем воспроизведения информации и упражнений в ее применении.  **Let`s make up the dialogues Grammar (Passive voice)**  **I want you to make a “Cinquain», to sum up our lesson.** Слайд9  Творческое задание.  Пример синквейна.  Reading  Exiting wonderful marvelous  Recite translate find information enrich develop  Enrich our experience develop our imagination captivate people  Value of books is great  **Teacher: I see that the first group is ready…..Let`s listen to them…**  **What is the conclusion…..**  **The 2nd group. Please, you are welcome….**  **May be in the future people `ll become robots with chips in their heads.**  **They won`t read books. People will open the zip and put all necessary information and knowledge into their heads and then shut the zip.**  Обобщение изучаемого на уроке и введение его с систему ранее усвоенных знаний и умений. Рефлексия.  **Teacher: It’s rather difficult to give advice on reading. People’s interests are different, one enjoy reading romantic novels, other think they are boring and are keen on memories and biographies, still other enjoy poetry and find it marvelous. In modern society books have become overshadowed by cinema, TV, video as entertainment, and by computers as a source of information. But I think everybody can answer the question of our lesson now “To read or not to read?”**  **Фронтальная работа.**  **I think…**  **To my mind…**  **In my opinion…**  **I can say…**  **Reading is / books are /we should read more… because**  **Unit3** Подведение итогов урока. Выставление и комментирование оценок.  **Teacher: I’m pleased with your wok today. I hope you know the answer to our question now. Your marks are excellent today. Thank you for the lesson.**  X. Домашнее задание к следующему уроку.  **Teacher: Your homework is to be ready to speak about your favourite book; using the plan of your topic” My favourite book”**  План высказывания по теме «Моя любимая книга»  (слайд 11)  **Title, author, genre  The plot of the book  Your impression of this book**  **Teacher;** **Self-assessment cards** **Our lesson is over. Thank you. Good-bye.** |