**Тема: «Мир науки и техники». 11 «А» класс**

**Цели:**

- активизация тематической лексики в устной речи учащихся в диалогической и монологической форме в процессе развития иноязычной коммуникативной компетенции школьников;

- развитие познавательного интереса учащихся к науке и важнейшим изобретениям в мире и в англоязычных странах. Знакомство с выдающимися изобретателями и их изобретениями, используемыми в повседневной жизни;

- формирование и совершенствование грамматических навыков учащихся в употреблении структур страдательного залога в устной речи;

- развитие умений и навыков учащихся выражать согласие или несогласие с использованием речевых функций dis/agreeing, giving time to think, asking for further information, warning.

**Формы проведения**: экскурс в историю, интерактивная беседа, ролевая игра.

**Оборудование**: информационные карточки, магнитофон, наглядная таблица.

**Ход урока**

1. **Организационный момент.**
2. **Объяснение целей урока.**

Today we are going to talk about modern inventions. We’ll remember the greatest inventors. You’ll speak about the gadgets and machines which are used in our everyday life. You’ll read and auditing the texts. So, be very attentively and try to do your best.

1. **Фонетическая зарядка.**

1. Read this funny poem about one inventor. Mind the sound (e)! “Eletephone”.

* 1. Read and translate these quotations and try to explain how you understand them:

1. Knowledge is power.
2. Clever men are good, but they are not the best.

c) What is done wisely is done well.

**IV. Речевая зарядка. Answer my questions, please!** (T- P1,P2,P3…)

1. What gadgets and machines do people use now?
2. Why do people use them?
3. Do the members of your family like to have such things as a computer, a TV set, a microwave oven?
4. What is your favourite gadget?
5. Are we too dependent on electric and electronic gadgets and machines?
6. Which inventions are invaluable for you?
7. Which inventions are junk for you?
8. What piece of technology couldn’t people live without?
9. Could you live without a computer at home?
10. Could you live without a car?
11. Could you imagine your life without a phone?

**V. Совершенствование навыков диалогической речи. (P1-P2; P3-P4;….)**

And now let’s remember the greatest inventions and people who made them. I’ll give you the cards with some information about outstanding people and their inventions and I want you to make up short dialogues to present the given information in the right way. Look at the Card and choose any invention you like.

T: What about the telephone?

T: What can you say about Russian’s automobile building?

T: What about the first airplane?

T: But there is such an appliance of our everyday life which is difficult to imagine as an invention. Can you guess what I mean?

T: All right. Thank you? Let’s continue our conversation. What is the next invention?

T: Which invention gives people a brilliant opportunity to see favourite films at home without going to the cinema?

T: There were many other inventions in the 20 century. Will you speak about them too?

T: You see many of the inventions we have been speaking about are commonplace now. And let’s come down to the Earth and pass over to the conversation concerning the gadgets and machines people use in their everyday life. What are they? … Do you feel like speaking about computers? Why?

**VI.** **Совершенствование навыков монологической речи.**

All right, I think we’ll have some time at our lesson to speak about computers. But now try to explain in English why people use these or those gadgets in their everyday life. I want you to speak one after another and name the gadgets and their functions. Do, please! (P1, P2, P3, P4 …)

Учащиеся по цепочке высказываются о приборах, которые люди используют в повседневной жизни и их назначении. (Р1, Р2, Р3…)

Т: It’s very good that you know how the modern appliances are used. But before buying a thing you want to know all of its positive and negative characteristics. And it is natural. So now try to think and write down a few words in favour and against this or that appliance. Let’s devide in 2 teams and do it like a game – who is the quicker?

**Arguments against Arguments in favour of**

**buying some products buying some products**

to be a waste of money to save a lot of time

to be a waste of time etc… to be easy to operate etc…

Учащиеся делятся на 2 команды и у доски пишут аргументы «За» и «Против» покупки того или иного товара (кто быстрей).

T: And now children give your examples of arguments against buying some products and in favour of buying some products.

**VII. Отдых и физкультминутка.**

T: And now children let’s have a rest.

1) Guess the riddles:

a) What goes without moving from its place?

b) What is that which can play but cannot walk?

c) What star is not seen in the sky?

d) What is it, that doesn’t ask questions but must be answered?

2) Make your eyes relax. Take your pen and look at your pen and then at the blackboard (several times).

3) And now concentrain your attention, please!

With your left hand touch your nose and with your right hand touch your left ear, then change the position (several times).

4) Let’s do a massage!

A massage to title ladies and tied tycoons.

**VIII. Совершенствование навыков письма и говорения.**

T: As far as I know all of you use a computer very often. And the knowledge of English language is necessary for you work. I’d like to see how well you know the

of the computer. Look at this picture. Here you can see different parts of computer and here are computer terms. Your task is: match them with the numbers in the picture.

Учащиеся соотносят номер рисунка с буквой обозначающей название части компьютера.

1 – e 11 –x 21 - g

2 – h 12 - d 22 - c

3 – n 13 - l 23 - a

4 – b 14 - r 24 -f

5 – q 15 - s

6 – v 16 - w

7 – k 17 - m

8 – p 18 - u

9 – t 19 - j

10 - o 20 - i

**IX. Совершенствование лексических навыков аудирования**.

Учащиеся прослушивают запись текста «Computers today» и отвечают на вопросы.

1. What does a computer do in order to help people of different professions?
2. What are the computer’s characteristics?
3. Do people nowadays depend on computers?
4. Are computers as intelligent as people?

X. **Совершенствование лексических навыков чтения**.

Упр. №77 стр.182. Учащиеся читают текст и переводят выделенные слова.

ХI. Итоги урока. Рефлексия.

XII. Домашнее задание: подготовить вопросы о науке и технике.

The table

|  |  |  |
| --- | --- | --- |
|  | Invention 1 | Invention 2 |
| 1. Inventions help us expend our universe “How” |  |  |
| 2. Inventions help us live healthier and longer “How” |  |  |
| 3. Inventions help us communicate with one another |  |  |
| 4. Inventions make our life easer |  |  |
| 5. Inventions help entertain us |  |  |
| 6. Inventions take us from one place to another |  |  |

The table

|  |  |  |
| --- | --- | --- |
|  | Invention 1 | Invention 2 |
| 1. Inventions help us expend our universe “How” |  |  |
| 2. Inventions help us live healthier and longer “How” |  |  |
| 3. Inventions help us communicate with one another |  |  |
| 4. Inventions make our life easer |  |  |
| 5. Inventions help entertain us |  |  |
| 6. Inventions take us from one place to another |  |  |