

План-конспект учебного занятия по предмету «Английский язык» в 10 классе
Подготовила: Макаревич Е.С., учитель английского языка

Тема: Что будет, если.... Говорение

Коммуникативная ситуация: образование

Тип урока: Комбинированный урок, урок комплексного применения знаний, умений, навыков; изучения грамматических структур.

Цель: формирование коммуникативной компетенции учащихся в рамках коммуникативной ситуации «Учебный год в разных странах», развитие речевых умений, обеспечивающих познавательно-коммуникативные потребности учащихся по теме «Образование», развитие грамматических навыков.

Прогнозируемый результат: предполагается, что к окончанию урока учащиеся будут готовы рассказать про школьный год в разных странах (не менее 12 фраз); будут использовать в речи активные лексические единицы и условные предложения первого и второго типа; будут отражать экологические акции/проекты своей школы, в которых принимают или могли бы принимать участие.

Задачи воспитания и развития:

✓ **Образовательные:**

способствовать совершенствованию умений поискового чтения;
создать условия для развития умений монологической речи.

✓ **Развивающие:**

содействовать развитию памяти и аналитического мышления.

Воспитательные:

- ✓ создать ситуацию, способствующую развитию коммуникативных навыков, навыков работы в группе, в паре;
- ✓ создать условия для активного взаимодействия обучающихся в плане информационного обмена;
- ✓ создание условий для развития познавательного интереса к изучению иностранного языка.

Методы: коммуникативный, объяснительно-иллюстративный; технология проблемного, когнитивного, проектного обучения.

Оборудование урока: УМК для 10го класса, английский язык, Н.В. Юхнель, 2019; презентация, раздаточный материал.

Этап	Задачи этапа	Содержание	Примечание (слайд)
I. Организационно	Введение в атмосферу	- Good morning pupils! I'm very glad to see you. Sit down, please.	

<p>-мотивационный этап (5-8 мин). 1.Организационный момент.</p>	<p>иноязычного общения</p>												
<p>2.Введение в коммуникативную ситуацию.</p>	<p>Адаптировать к новой ситуации Снять психологическое напряжение</p>	<p>Good morning my dear students. Today I want to introduce you to my friend. Do you know this girl? Greta Thunberg She is a Swedish environmental activist who is known for challenging world leaders to take immediate action for climate change mitigation</p>	 <p>Greta Thunberg She is a Swedish environmental activist who is known for challenging world leaders to take immediate action for climate change mitigation.</p>										
<p>3.Целеполагание</p>	<p>Постановка целей урока</p>	<p>AIMS: to learn some facts about the school year in different countries; to learn about ecological projects in our school: to be able to make and use Conditional I, II COMMUNICATIVE AREA: school year in different countries</p>											
<p>4. Актуализация знаний.</p>	<p>Снятие лексико-фонетических трудностей, Развитие языковой догадки</p>	<p>Look at the information. At what age did she start her activity?</p>	<p>Thunberg, Greta and her friends about the amount of plastic in their school. They are worried that plastic is bad for the environment. They are asking the school leaders to take action to reduce the amount of plastic in the school. They are asking them to take action to reduce the amount of plastic in the school. They are asking them to take action to reduce the amount of plastic in the school.</p>  <p>At what age did she start her activity?</p>										
	<p>Развитие грамматических навыков</p>	<p>Look at the phrases and listen how we should read them. Do you see the difference?</p>	<p>1. Look, listen and compare what you see and what you hear. At age 5, at age 16, at age 18.</p> <table border="0"> <tr> <td>We write</td> <td>We say</td> </tr> <tr> <td>at age 5</td> <td>at the age of 5</td> </tr> <tr> <td>at age 16</td> <td>at the age of 16</td> </tr> <tr> <td>at age 18</td> <td>at the age of 18</td> </tr> <tr> <td>at age 15</td> <td>at the age of 15</td> </tr> </table>	We write	We say	at age 5	at the age of 5	at age 16	at the age of 16	at age 18	at the age of 18	at age 15	at the age of 15
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<p>II.Операционно-познавательный этап (10-15).</p>	<p>Совершенствование лексических навыков</p>	<p>My friend is very curious. She wants to know something. Let's ask the questions and pay attention to the new words.</p>	 <p>1. At what age did she start her activity? 5 (at the age of 5) 2. At what age did she start school? 16 (at the age of 16) 3. How long does a school year last? 18 (at the age of 18) 4. How many books and articles do she read? 15 (at the age of 15) 5. Do you know how long the school year lasts in other countries?</p>										

Предтекстовый этап.	Снятие языковых трудностей																																
Текстовый этап.	Развитие умений поискового чтения. Развитие речемыслительных операций анализа и синтеза информации	Greta travels around the world and wants you to know about school year in different countries. Now take the card with flags, find your pair, guess the country and take the text. You'll get to know the school year of what country you are going to read about. Report findings to the class.	 <table border="1" data-bbox="1780 443 1966 542"> <thead> <tr> <th></th> <th>School year</th> <th>School day</th> <th>Class size</th> <th>Uniform</th> </tr> </thead> <tbody> <tr> <td>Australia</td> <td>January - November</td> <td>9 a.m. to 3:00 p.m.</td> <td>18 min. daily</td> <td>No info</td> </tr> <tr> <td>China</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Iran</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Japan</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Russia</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> 		School year	School day	Class size	Uniform	Australia	January - November	9 a.m. to 3:00 p.m.	18 min. daily	No info	China					Iran					Japan					Russia				
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III. Операционно-деятельностный этап (15-25-30 мин) . Послетекстовый этап.	Развитие умений диалогической речи	Work in pairs, ask and answer the questions: What do you do at your school to save the environment and climate? Do you have any special projects at school?	 																														

	<p>Развитие умений говорения на основе изученного материала</p>	<p>If you have never taken part in these projects, imagine what will happen if you do it.</p>																							
	<p>Совершенствование грамматических навыков</p>	<p>Study the table. Explain the difference between the Conditionals. Come to me, make a circle. Take the card and complete the sentences with your own ideas.</p> <table border="1" data-bbox="808 863 1317 1233"> <tr> <td>If you travel to New Zealand next year, ...</td> <td>If you have enough money, ...</td> </tr> <tr> <td>If you lose your phone, ...</td> <td>If you don't understand your teacher, ...</td> </tr> <tr> <td>If you quarrel with your parents, ...</td> <td>If you lose your keys, ...</td> </tr> <tr> <td>If you have nothing to do tonight, ...</td> <td>If you miss an English class, ...</td> </tr> <tr> <td>If you decide to become famous, ...</td> <td>If you live to be 100 years old, ...</td> </tr> <tr> <td>If you break a school rule, ...</td> <td>If you go abroad on holidays, ...</td> </tr> <tr> <td>If your neighbour drives you mad, ...</td> <td>If you find 1000 rubles, ...</td> </tr> <tr> <td>If somebody you like invites you on a date, ...</td> <td>If your English gets better, ...</td> </tr> </table>	If you travel to New Zealand next year, ...	If you have enough money, ...	If you lose your phone, ...	If you don't understand your teacher, ...	If you quarrel with your parents, ...	If you lose your keys, ...	If you have nothing to do tonight, ...	If you miss an English class, ...	If you decide to become famous, ...	If you live to be 100 years old, ...	If you break a school rule, ...	If you go abroad on holidays, ...	If your neighbour drives you mad, ...	If you find 1000 rubles, ...	If somebody you like invites you on a date, ...	If your English gets better, ...	<table border="1" data-bbox="1749 647 2112 874"> <tr> <td>I real</td> <td>If ___ <u>Vs/es</u> , ___ <u>will V</u></td> </tr> <tr> <td>II unreal present «было бы мечты»</td> <td>If ___ <u>V2/ed</u> , ___ <u>would V</u></td> </tr> <tr> <td>III unreal past «было бы в прошлом»</td> <td>If ___ <u>had V3/ed</u> , ___ <u>would have V3/ed</u></td> </tr> </table>	I real	If ___ <u>Vs/es</u> , ___ <u>will V</u>	II unreal present «было бы мечты»	If ___ <u>V2/ed</u> , ___ <u>would V</u>	III unreal past «было бы в прошлом»	If ___ <u>had V3/ed</u> , ___ <u>would have V3/ed</u>
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<p>IV. Рефлексивно-оценочный (5-7 мин) Учебная рефлексия.</p>	<p>Развитие речевых умений на основе дискуссии и употребление на практике</p>	<p>As you see we've learnt a lot today and it's time you answered the key question: What will happen if you ask your friend to take part in your school ecological projects?</p>																							

	грамматических навыков		
Домашнее задание.	Предъявление дом. задания	Open your diaries and write down the homework. Make a speech in which you'll compare the school year in different countries and add the information about your school year and your school ecological projects.	
Выставление отметок.	Формирование у учащихся к способности самооценке результатов учебной деятельности	You have worked very well! See you next time! Bye!	