**План-конспект урока английского языка в 7 «А» классе.**

Учитель: Саркисянц Екатерина Александровна

**Тема урока**: Be a historian

**Тип урока**: Полицелевой

**Форма проведения**: Комбинированный

**Цели и задачи урока:**

Образовательная

1. закрепление пройденного грамматического материала
2. введение новой грамматической структуры
3. развитие фонетических навыков
4. формирование навыков и умений аудирования
5. формирование навыков и умений поискового чтения
6. формирование навыков и умений говорения

Развивающая

1) коммуникативные способности учащихся: умение описывать материал и предназначение предмета, умение выражать предположения и давать пояснения своего мнения

2) активность

3) внимание

4) навыки монологической речи

5)умение работать в паре, группе

Воспитательная

Воспитание:

1) толерантности и правильного отношения к ошибкам других

2) правил поведения в затруднительных ситуациях

3) развитие интереса к изучаемой теме, узнать о жизни в прошлом

**Оборудование урока**: УМК «New millenium English», карточки со скороговорками, картинки, карточки с заданиями, магнитофон, аудиокассета, оформленная доска. На доске написана тема урока «Be a historian», нарисована схема по грамматике для повторения «be made of, be used for», написаны слова *perhaps and probably* без перевода.

Ход урока:

1.**Организационный этап. Time (2 min)**

**Model**: T- Cl

Hello, my dear boys and girls!Very glad to see you. Take your seats.

I’ m sure everybody is ready for the lesson and today we will do everything very well.

So let us begin our lesson, first of all I’d like to ask you some questions:

1. How are you?
2. What is the date today?
3. Who is absent today?
4. What is the weather like today?

Thank you, and now let us warm up our our tongues.

**Речевая разминка: (чтение скороговорок) (3-5 min.)**

I give you tongue twisters. (The teacher hands out the cards with tongue twisters). And at first I read, you listen very attentievly and then read fast as possible.. (The teacher reads the tongue twisters and then the pupils do it one by one.)

*If two witches would watch two watches, which witch would watch which watch?*

*If you understand, say ""understand"".  
If you don't understand, say ""don't understand"".  
But if you understand and say ""don't understand"".  
how do I understand that you understand. Understand!?*

*Fresh fried fish,  
Fish fresh fried,  
Fried fish fresh,  
Fish fried fresh*

Well done! Your your tongue are ready to work hard.

**2.**  **Этап актуализации знаний. Time (5 min)**

**Model**s T-P1-P2-P3 etc., фронтальный опрос, индивидуальная работа, парная работа P1-P2, P3-P4etc

The topic of our class is Be a historian. But before we start I want you to revise our previous grammar material, look at the blackboard. Do you remember these structures? and now the task is I show you pictures and you should name me the object and say what it is made of, and what it is used for. (The teacher shows the pictures, pupils answer.)

And now another task. I give the names of the objects and you should describe them, but not to tell the name and then you should ask anyone what it is.(Pupils think and then ask each other)

**3. Этап формирования навыков и умений (аудирования)**

**(5 min.)**

**Model**: T- Cl

Open your book at page 89. Look at the picture. Now we will listen to how people describe objects and you should find them on the picture. (Pupils listen and answer)

1. Аудирование. Listening comprehension.

Speaker 1: I need this...What’s called...It’s usually made of soft and warm material...and...it looks like a big bag used for sleeping when you go camping.

Speaker 2: Have you got one of those...er...you know.., it’s used for looking at small things like insects. It’s actually a big round glass and it makes things look bigger.

Speaker 3: I’m sorry I’ve forgotten the word..Have you got one of those small metal things, you know...They ‘re usd for opening bottles.

**4.Этап активного и сознательного усвоения нового материала (5-7min.)**

**Model:** T-Cl, T-P1-P2-P3etc.,

Look at the blackboard.Please read and translate the words*. (the words perhaps and probably) (*if thepupils don’t know the translation the teacher writes it on the blackboard) Now open yor books at page 90. Read the sentences above the picture. What can you say, when do we use *perhaps and probably?* Perhaps at the begining and probably in the middle.To practise this structure answer the questions in ex. 1a. Use perhaps and probably.

Look at the picture and guess:

1. How old is the house ?
2. How many rooms were in the house?
3. What were the objects used for?

Thank you.

**5.Этап тренировки навыков и развития поискового чтения. (5min.)**

**Model:** T-Cl индивидуальная работа, T-P1-P2-P3etc,

And now we should guess what objects re in the pictures. Read the text and try to find the names of the objects and say their numbers.

Before we start, repeat the words after me. Pupils repeat and then answer)

1. cradle
2. warming pan
3. fireplace
4. spinning wheel
5. witch ball
6. tin bath

**6.Этап тренировки навыков и развития речевых умений. (3min.)**

**Model:** T-Cl , T-P1-P2-P3etc,

Look at the picture and describe the kitchen. Imagine that historians want to know something abuit it what can they know about the family, the time of living, the objects.(Pupils practise suppositions.)

**7.Этап совершенствования речевых умений. (5min.)**

**Mode**l: Group work.

Imagine that we re going to send some objects to the future. The 1st group make the list of 5 things we should take. The 2d-5 things we shouldn’ t take. (pupils discuss in groups and then present)

**8.Подведение итогов урока(2min.)**

**Model:** T-Cl

All of you worked very good. I'm very pleased with your work. Thank you very much.

**Your hometask is to** write the description of 5 objects.