**План-конспект урока английского языка по теме "Friendship"**

**Тема**: Межличностные взаимоотношения.

**Коммуникативная ситуация:** Дружба- это…

**Цель:** развитие коммуникативной компетенции учащихся посредством совершенствования навыков говорения, лексических и грамматических навыков

**Предполагаемый результат:** предполагается, что в конце урока учащиеся смогут поделиться своим мнением о дружбе(в рамках коммуникативной ситуации «Взаимоотношения с друзьями».)

**Задачи:** образовательная: научить учащихся использовать лексический и грамматический материал для решения коммуникативных задач, строить монологические высказывания;

**развивающая**: способствовать развитию памяти, внимания, мышления, воображения у учащихся; создать условия для развития творческой и познавательной активности учащихся;

**воспитательная:** создать условия для роста положительной мотивации к изучению английского языка у учащихся, помочь учащимся осознать важность и ценность настоящей дружбы в их жизни;

**Оборудование:** учебное пособие по английскому языку Юхнель, Н. В. Английский язык : учеб. пособие для 9-го класса общеобразоват. учрежд. с русским языком обучения / Н. В. Юхнель,   
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Ход урока

1. Warming-up, aiming, introduction

Teacher: Good morning, dear children. I’m glad to see you at our lesson. Today we’ll speak about friendship. Look at the board and match the two parts of the proverbs.

1. When a friend asks there’s no tomorrow.
2. Be slow on choosing friend, but slower in changing them.
3. They are rich who have true friends.
4. A friend is need is a friend indeed.
5. False friend are worse than open enemies.
6. The way to have a friend is to be one.

Teacher: And now our aims. The aims of our lesson today are:

\* to improve your oral speech;

\* to revise grammar (Absolute Possessive Pronoun);

\* to enjoy our mutual work.

- At the end of the lesson we’ll check whether we achieved them or not.

Teacher: Look at the board again. Who is this man? Do you know him? Try to guess. He is a famous ancient Greek philosopher…

- Right! It is Aristotle, a famous Greek philosopher. People have always discussed the problems of friendship and Aristotle wrote **3 categories of friends and friendship:**

1) The friendship has a practical value (we are friends because of some advantage that the friendship gives us).

2) The friendship is based on the idea of pleasure (we enjoy doing things together and have a lot of interests in common).

3) The friendship is based on the idea of goodness (we are friends because we admire the other’s goodness and help one another strive for goodness).

- Look through these 3 categories and tell me what type of friendship you have…

- Thank you for your answers.

Look please at the board again. There is a quotation that belongs to Aristotle **“Wishing to be friends is quick work, but friendship is a slow ripening** **fruit.”** Can you translate it?...( *«Желание дружить - это быстрая работа, но дружба - это медленный созревающий плод.)*

A friend in need is a friend indeed. – Друг познаётся в беде.

A friend to all is a friend to none. – Тот, кто дружит со всеми, не является другом никому. Всем брат – никому не брат. Приятелей много, да друга нет.

A friend’s frown is better than a foe’s smile. – Лучше горькая правда друга, чем улыбка врага.

A man is known by the company he keeps. – Скажи мне, кто твой друг и я скажу тебе, кто ты.

Better an open enemy than a false friend. – Лучше иметь явного врага, чем лицемерного друга. Не та собака кусает, что лает, а та, что молчит да хвостом виляет.

2. Pupils’ team work and speaking

Teacher: I also have some friends. Look at the blackboard please. These are my friends. Now I want you to form 4 pairs and help me to describe my friends. While describing their appearance use the words from your active vocabulary. I give you 2 minutes to think.

- Thank you for your descriptions, I’m sure that my friends will like it.

3. Speaking.Teacher: Tell me please

Do you have a friend?

Do you have a true friend?

Do you have much in common with your friend?

Do you share any interests?

Do you spend much time together?

4. Relaxation, exercises for eyes.

Teacher: (Music “Sounds of Nature” is on.) You worked hard. Now let’s relax. Have some rest. Close your eyes, let’s travel to a magic place. Imagine that we are somewhere in the forest. It is warm, the sky is blue, the sun is shining. You see bright colours everywhere, we walk together along the winding path among the trees. You are happy and cheerful, everything is fine. (Background music is off.) It’s time to come back. Open your eyes! Did you like the journey?

So, let’s do some exercises for eyes. Move your eyes up, down, to the left, to the right, draw a circle with your eyes, blink. Well done!

5. Listening.

Teacher: And now you should listen to 4 people talking about their friends. Your task is match the speakers with the statements and fill in the chart.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **appearance** | **character** | **interests** |
| Alex |  |  |  |
| Liz |  |  |  |
| Jeff |  |  |  |
| George |  |  |  |
| Natasha |  |  |  |

6. Writing.

Teacher: Now, it’s time to remember our grammar rule “Absolute Possessive Pronoun”.

Let’s sum up. *Possessive Pronouns* can be used before nouns as a determination to the noun, that is why we can call them possessive adjectives or possessive determiners. For example: **This is my friend.**

*Absolute Possessive Pronouns* are used without nouns, in the function of predicative. For example: **She is a friend of mine.**

So, let’s do an exercise on this rule.

1. The students will get **their** exam results tomorrow.

2. At the moment she is staying with a friend of **hers.**

3. I saw a nice dress in the shop yesterday, but I didn’t see **its** price.

4. – You took **my** umbrella yesterday.– I know. I’m sorry. I thought it was **mine,** because they are both red.

5. Instead of answering he shrugged **his** shoulders.

6. Unfortunately, we lost the game. So your team played better than **ours.**

7. Lisa doesn’t live with **her** parents any more.

8. This is my book and this is **yours.**

9. Mr. Jones is in **his** office.

10. I haven’t got my English dictionary. Can you give me **yours.**

7. Giving home task.

Teacher: Thank you for your work. And now let’s go back to Aristotle’s quotation “Wishing to be friends is quick work, but friendship is a slow ripening fruit.” Your home task is to write a composition “Friendship in my life”. Use your active vocabulary, some quotations and clever thoughts you’ve learnt today.

- Now, please, open your diaries and write down your home task.

8. Reflexion and evaluation.

Teacher: OK, let’s look at our aims again…

Did we achieve them?

Was the lesson interesting for you?

What did you like most?

What task was the most difficult for you?

Teacher: OK, thank you for your answers. The lesson is over. Now I announce your marks.