Хлебова Маргарита Юрьевна

учитель английского языка

МБОУ СОШ имени М.И. Калинина

**Название предмета:** английский язык

**Класс:** 10

**УМК** (название учебника, автор, год издания): учебник для общеобразовательных организаций «Английский в фокусе. 10 класс», Виржиния Эванс, Дженни Дули, Боб Оби, А.В. Афанасьева, И.В. Михеева – М.: Просвещение, 2016.

**Уровень обучения** (базовый, углубленный, профильный): базовый

**Тема урока:** «Типы школ и школьная жизнь».

**Общее количество часов, отведенное на изучение темы:** 2

**Место урока в системе уроков по теме:** Модуль 3 «Школа и будущая профессия»,

урок 3 a

**Цель урока:** совершенствование навыков аудирования, чтения, говорения, формирование лексико-грамматических навыков по теме урока.

**Задачи:**

* формировать различные виды учебного чтения, умения анализировать и обобщать;
* обогащать и активизировать лексический запас учащихся;
* развивать умения и навыки устной речи учащихся.

**Планируемые результаты:** знать значенияновыхлексическихединиц, связанных с тематикой данного этапа обучения и соответствующими ситуациями общения, уметь восстанавливать целостность текста, путем добавления пропущенных фрагментов, освоить навыки владения словообразовательными суффиксами.

**Техническое обеспечение урока:** компьютер, проектор, презентация, аудиоприложение к учебнику «Spotlight 10», раздаточный материал.

**Дополнительное методическое и дидактическое обеспечение урока** (возможны ссылки на интернет-ресурсы): учебники, раздаточный материал, рабочие тетради к учебнику «Spotlight 10» (О.В. Афанасьева, Дж. Дули, И.В. Михеева, «Просвещение» 2016 г.).

**Содержание урока:**

1. **Организационный момент.**
2. **Приветствие.**

- Good morning, students. I’m glad to see you. How are you today? Let’s start our English lesson. Sit down, please.

- What date is it today?

- What day of the week is it today?

- What is the weather like today?

- Do you like such weather?

- Do you like your school?

- Do you like going to school?

- Is it your favourite school day?

1. **Сообщение целей и задач урока.**

- Coming back to your answers, what are we going to speak about today?

- OK. Today we’ll talk about types of schools and school life.

1. **Активизация лексических навыков.**

**-** Today you’ll learn a lot of useful information about different schools in the world. It is the topic of our lesson. What do you associate with the word “school”? Take clusters and fill them in.

1. **Речевая зарядка.**

- Here are some proverbs about schools and school education. Read and try to find the Russian equivalents for them.

**Live and learn. (Век живи – век учись)**

**Knowledge is a power. (Знание – сила)**

**It is never too late to learn. (Никогда не поздно учиться)**

**Practice makes perfect. (Трудом достигается успех (без труда не выловишь и рыбку из пруда)**

**Diligence is the mother of success**. **(Прилежание/ усердие - мать успеха)**

1. **Активизация лексического материала.**

- Let’s review words and phrases. Some riddles are for you.

1. A pause between 2 lessons. - break
2. A place you have lunch. - dining room
3. A place where students of the age 14-17 study. - high school
4. What do students do (get) at the university? - get education
5. A kind of product or food at the school dining room. - dish
6. The cost of the dish. - price
7. What shows the order of the lesson every day? - timetable
8. A lesson you like most of all. - favorite lesson
9. A student you study together in the class. - classmate
10. A lesson where you physically very active. - PE
11. **Введение нового лексического материала.**

- Let’s try to find the definitions to different types of schools. Which are the most common / uncommon in your country? What type of school do you go to?

boarding school – a school which students live in during school term

single-sex school – a school for only boys and girls

co-educational school – a school for boys and girls

state school - a school owned by the government

private school – a school you have to pay to go to

specialist school – a school students go to for a particular reason.

* + - Read the statements in your student’s books at p. 46 and name only true for your school.

Students wear a school uniform.

There are lots of rules.

Facilities and equipment are good.

Students are motivated.

Students sit a lot of exams.

Students get a lot of homework.

* + - What is school for you? Why do you go to school? Are there any advantages and disadvantages of school life?

(make friends, get a lot of information, learn new things, communicate with people, do sports, take part in school activities).

1. **Физминутка**

**-** Let’s have a rest a little.

1. Close your eyes, put your thumbs on your ears and a finger on your eyes.

2. Listen to the sounds of your minds, run your tongues against your palate and breathe in and out ten times, but very slowly.

3. Imagine the color of the sky on a bright spring day, listen to the waves of the sea or the sounds of birds.

4. Open your eyes very slowly.

- You will be much quieter and ready to work, especially if you are after lunch time.

1. **Работа с текстом. SB p. 46-47 ex. 2, 3.**

- And now let’s read the text about different schools around the world. While reading the text make the following notes:

**“ !”** – I like this idea.

“**V”** – I don’t like this idea.

**“?**” – I don’t understand it.

* + - Explain your notes.

P1: I was surprised to know that in some American schools students can study such subjects as comic book art, song writing or photography.

P2: I don’t like that in one Chinese school  training starts at 5.30. I think it’s too early.

- Listen to the recording of the text and check up your answers from the exercise 3 a at p. 47, try to explain your choice. Now let’s label the paragraphs with the headings, one heading is extra.

To and From School - B

School Rules - D

Education or No Education - E

Schools of Every Shape and Size - A

Studying Hours - C

Home Schooling – extra

1. **Словообразование.**

- Let’s work with the rules about word formation. Read the theory box at p. 51 ex. 8 and complete the advert by filling in the appropriate suffix.

* + - **er – paint- painter**
    - **ist – art- artist**
    - **or – invent – inventor**
    - **ian – library – librarian**

Начало формы

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| |  | | --- | | *Прочитайте приведённый ниже текст. Преобразуйте*, *если необходимо, слова, напечатанные заглавными буквами в конце строк, обозначенных номерами****В11–B16****, так чтобы они грамматически и лексически соответствовали содержанию текста. Заполните пропуски полученными словами. Каждый пропуск соответствует отдельному заданию из группы****В11–В16****.* |   **The world’s language**   |  |  |  | | --- | --- | --- | | |  |  | | --- | --- | | The English language is famous for the richness of its vocabulary. Webster’s New International Dictionary lists 450,000 words, and the new Oxford English Dictionary has 615,000, but that is only part of the total. Technical and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ terms would add millions more. | SCIENCE | | |

Конец формы

Начало формы

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | The wealth of existing synonyms means that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of English have two words for something denoted by one word in a different language. The French, for instance, do not distinguish between *house* and *home*, between *mind* and *brain*. The Spanish cannot differentiate a *chairman* from a *president*. | SPEAK | |

Конец формы

Начало формы

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | In Russia, there are no native words for *efficiency*, *challenge* and *engagement ring*. Of course, every language has areas in which it needs, for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ purposes, to be more expressive than others. | PRACTICE | |

Конец формы

Начало формы

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | The Eskimos have fifty words for types of snow, though there is no word for just plain snow. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, African languages have no native word for snow. | NATURAL | |

Конец формы

Начало формы

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | Nowadays, globalization influences the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of languages. | DEVELOP | |

Конец формы

Начало формы

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | | Some native words \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, giving way to international terms. | APPEAR | |

Конец формы

Начало формы

|  |
| --- |
|  |

Конец формы

Начало формы

Конец формы

**IV. Домашнее задание**

- Your hometask is ex. 5 p. 47.

**V. Рефлексия.**

- And now let’s us enumerate what we’ve learnt today.

* We spoke about…
* We learned….
* We tried to…

**VI. Подведение итогов занятия.**

- Your marks are …

- The lesson is over. Thank you for your work.