**План-конспект урока**

1**.ФИО:** Лазаренко Юлия Борисовна

2. **Место работы:** МБОУ «Гимназия № 2» г. Брянска

3. **Должность:** учитель английского языка

4. **Предмет:** английский язык

5. **Класс**: 9

6. **Тема урока**: «Семейные ценности».

7. **Базовый учебник:** УМК «Английский язык. 9 класс» Афанасьева Ольга Васильевна, Михеева Ирина Владимировна, 2012.

**Цель урока:** создание условий для развития навыков аудирования, говорения для успешной сдачи ОГЭ;

**Задачи урока:**

Образовательные:

- развитие умений восприятия иноязычной речи на слух;

- развитие аудитивных умений в рамках темы урока «Family Matters»;

- совершенствование навыка использования лексических единиц в рамках темы урока;

- развитие навыков говорения (задание 2 устной части ОГЭ)

Развивающие:

- развитие памяти, логики, внимания, языковой догадки;

-создание условий для развития коммуникативных навыков через разные виды речевой деятельности;

Воспитательные:

- формирование уважительного отношения к семейным ценностям, родителям, старшему поколению;

- воспитание культуры общения;

**Тип урока:** комбинированный.

**Оснащение урока**: дидактический раздаточный материал; интерактивная доска;

**Формы работы с классом**: групповая, фронтальная, индивидуальная;

**Ход урока:**

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| --- | --- | --- | --- | --- |
| **№** | **Этап урока** | **Время** | **Деятельность учителя** | **Деятельность ученика** |
| 1. | Организационно-мотивационный | 5 | - Good morning, everyone. That’s nice to see you. How are you getting on?  - And as for beginning I’d like you to do a quiz. A bit of psychology. **There are sheets of paper on your desks. Look through them. There are 5 five questions about your childhood. You have to choose one answer to each of them and count your final score according to this table.**  **- Well, I believe it’s interesting for you to read a psychological analysis of your family relations according to this quiz.** | Обучающиеся отвечают на 5 вопросов и считают общую сумму баллов. (упр.1) Согласно критериям, класс делится на 2 группы.  Представители обеих групп читают «расшифровки» полученных баллов. |
| 2. | Определение темы, цели, задачи урока | 3 | - **By the way, speaking about the questions, what are the key-words in each of them?**  - So, there are 5 key-words and five nouns (*matters, atmosphere, care, upbringing, freedom)* to make possible word combinations with them. Please, what are your ideas?  - And which of these phrases is the most general and can be determined as the topic of the lesson?  - And what are we going to discuss? | Key-words: 1. *Family. 2.child. 3.habits. 4.parents. 5. Home.*  *1.Family matters. 2. Child’s freedom. 3. Habits of upbringing 4. Parents' care. 5. Home atmosphere*  *-Family matters*  *Child’s freedom, habits of upbringing, parents' care, home atmosphere* |
| 3. | Ознакомление с новым материалом | 12 | -People say, every family has its skeleton in the cupboard? What does it mean, I wonder?  -You are going to listen to 5 people speaking about their family problems. The 1st group, you will listen to the speakers twice and do the task (упр.2). And the second group, you will be the experts. You have the script of the listening. And your task is to find a few words or even a sentence with the exact information which proves the main idea in each text. | Each family has its own problems.  Обучающиеся слушают аудирование 2 раза и выполняют задания: первая группа – слушает и сопоставляет «ситуация»-«проблема»; вторая группа – читает скрипт аудиозаписи и подчеркивает опорные словосочетания, подтверждающие сопоставление «ситуация»-«проблема». |
| 4. | Первичная  проверка  понимания  нового  материала | 5 | -Thus, you have listened to 5 speakers and their stories. Their situations are quite typical for nowadays families, aren’t they? Each family has its problems. What are they? | Обучающиеся подбирают название проблемы к ее дефиниции  1) The family has three generations living together. (Generation gap)  2) One of the children has mixed feelings towards the other. (Misunderstanding between family members)  3) The child seems to have behavior problems. (Finance lack)  4) The family is going to change the place of living. (Living conditions)  5) One of the parents is too fussy about their child. (Parental hyper-custody) |
| 5. | Применение  изученного  материала на  практике | 7 | –Students, now you are going to take part in a telephone survey. Imagine, I’m an electronic assistant and you have 40 seconds to answer my questions.   1. If you had a family of your own, members of how many generations should it include? The so-called “generation gap”. What is it? What are the reasons for many of the conflicts between parents and children? 2. Are you the only child in your family? Have you ever felt that your parents love your sister/ brother more than you? 3. It’s rather a delicate question but, still, do you believe that low income of parents can provoke problems in family? What should do a child if there is such a problem? 4. What are the living conditions in your family? Would you like to change them? 5. Can it be sometimes difficult to bear fussy love and care of parents? Why? Speaking about you and your parents, what is better: lack of care or sufficiency of care? | Обучающиеся отвечают на вопросы учителя, исходя из собственного опыта. Опрос ведется фронтально, на каждый ответ дается не более 40 секунд. |
| 6. | Подведение  итогов.  Рефлексия. | 5 | Well, have we listened/ read/ spoken today? And about writing. I suppose it’s high time for it. Do you like poems? Have you ever tried to write a poem? Then, just here and right now you will do it.  Perhaps, some of you heard of cinquains. … it’s a short poem without rhyme. But, look, the only rule is…(слайд 26)  I really appreciate your hard work today. (Учитель подводит итоги урока и выставляет оценки) | Обучающиеся пишут синквейны по теме “Family” |
| 7. | Домашнее  задание | 3 | And, your final task is to guess what your next task is. What will you do at home? Look at the screen! (слайд 27)  Scan the QR – code (слайд 28), do the task and see you tomorrow. Thank you very much! | Обучающиеся должны «угадать» зашифрованное задание, отсканировать QR-code и прочитать его. |

Exercise 1.

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|  | **Question 1** | **Question 2** | **Question 3** | **Question 4** | **Question 5** |
| **a** | 2 | 2 | 1 | 3 | 3 |
| **b** | 3 | 1 | 2 | 2 | 2 |
| **c** | 1 | 3 | 3 | 1 | 1 |

1. **In your family do you:**
2. have leisure activities that you shared as a family?
3. each have your own individual leisure activity?
4. have no particular leisure activities?
5. **As a child did you:**
6. get regular pocket money?
7. earn money for doing jobs around the house?
8. get money from your parents according to your needs and whenever you asked for it?
9. **What are the eating habits in your family?**
10. mealtimes are regular.
11. mealtimes are chaotic and rushed
12. everybody eats when and where he likes, helping himself out of the fridge.
13. **With your parents do you:**
14. talk about any subject under the sun?
15. talk about most things, except one or two taboo subjects?
16. not communicate freely on most subjects?
17. **In your home are other people, friends and families:**
18. always welcome?
19. sometimes welcome?
20. never welcome?

**Now count the points.**

**15-12:** Your family life is easy-going and free of anything that limits your freedom of action. This is in line with the modern theory of upbringing in which self-expression is considered more important than discipline.

**11-8:** This score speaks about a balanced and reasonable family life. You are probably not allowed to get away with just anything as a child, but have understanding and caring parents who put a great deal of thought into creating a happy home environment.

**Less than 7:** This score suggests a rather severe and strict family atmosphere. However, it may be a sign of a more traditional upbringing.

Exercise 2.

**Speaker A.**

We live in the East End of London, in a street of terraced houses called “Royal Row”. The houses in our street were built during Queen Victoria’s reign. They are far from “royal”. Each one has two small rooms upstairs and two rooms downstairs. All the houses in the street are due to be pulled down next year. We don’t like the idea of being rehoused in a block of flats. We would like to be put in a council house that’s got a garden back and front.

**Speaker B.**

Hi! My name is John. I live with my parents and I’m an only child in the family. I have problems which worry me deeply. I am not happy at home. I know I am ambitious and want to win a place at a university. My parents, I think, are proud of me. I am fond of my father but I find my relationship with my mother less satisfactory. It is difficult for me to bear her love and her pride. She never leaves me alone.

**Speaker C.**

My family is a nuclear family which means I live with my parents and have a brother. But I have nothing in common with Rob who is a college student. I left school as soon as I could, at sixteen in particular, and I’m already earning a fair wage as a parker in a small firm. I admit I’m both jealous and scornful of my brother. Jealous, because rob is cleverer, and scornful because, although Rob is older, he is still at school and not earning money.

**Speaker D.**

We belong to what they now call low-income family which means that we do not always have an adequate income. My husband is the only breadwinner in the family. I’m not employed because of my health. My son Greg feels little sympathy for his family. He keeps himself to himself, spends much time with his bike and his gang, which we do not approve of. He is often rebellious and runs out of the house banging the door. I’m afraid this is the first step towards breaking ties with his home.

**Speaker E.**

We live in a north London suburb. I’m a working mother and travel to the City each day by underground. It’s a tiring journey. My husband Edward is a clerk in a local bank. I am able to work full-time only because Edward’s mother lives with us. Mrs. Garrison helps with the housework and takes care of the twins when we are at work. Sometimes she annoys me by telling what I should do or criticizing my ways with the children because she thinks I’m too soft with them.

1. The family has three generations living together.
2. One of the children has mixed feelings towards the other.
3. The child seems to have behavior problems.
4. The family is going to change the place of living.
5. One of the parents is too fussy about their child.

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| **A** | **B** | **C** | **D** | **E** |
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