**ОТКРЫТЫЙ УРОК АНГЛИЙСКОГО ЯЗЫКА В 10 КЛАССЕ**

**Тема**: «Our Look into Our Future» («Взгляд в будущее» или «Планируем свое будущее»)

**Тип урока**: обобщающий

**Цель урока:**  Развитие самоконтроля и контроля на уроке английского языка;

**Обучающие задачи:** активизировать изученную лексику по темам «Еда», «Досуг», «Работа», «Учеба» и связать их с главной темой урока;

Тренировать **регулятивные УУД**, используя задания по основным видам речевой деятельности: аудирование, говорение, чтение.

**Развивающие задачи:** развивать способность планировать, анализировать, обобщать, сравнивать, контролировать; развивать навыки самостоятельно строить речевое высказывание, общаться в диалоге; развивать мышление, зрительную память и воображение.

**Воспитательные задачи:** формировать ответственность за свое будущее, определить, что делать после окончания школы и сделать правильный выбор.

**Оборудование:** презентация «Our Look into Our Future» в Power Point, магнитофон, аудиозапись текста, планшеты, раздаточный материал.

**Подходы, необходимые для реализации на уроке:**

* Коммуникативный
* Компетентностный
* личностно-ориентированный
* практико-ориентированный
* деятельностный

**План урока**

1.Организационный момент.

2. Разминка, настрой на определение темы урока.

3. Мотивационный этап. Мозговая атака

4.Тематические ассоциации по теме «Housing» - дискуссия в группе о вариантах проживания во время учебы в другом городе.

5. Тематические ассоциации по теме «Food» . Развитие навыков говорения; задание на сравнение меню среднего английского и российского студента на 1 день.

6. Тематические ассоциации по теме «Work during study». Работа в группах: «за» и «против».

7. Тематические ассоциации по теме «Student’s leisure time». Аудирование диалога, заполнение пропусков в тексте.

8. Тематические ассоциации по теме «Study». Какими личными качествами должен обладать хороший специалист? Работа с планшетами: чтение текста об опытном механике. 9. Какие советы вы дадите себе и своим одноклассникам как будущим студентам?

10. Итоги урока.

**Ход урока**

1. Организационный момент.

Teacher: Hello, everybody, glad to see you at our lesson. Now work in pairs: greet each other, ask about your mood, plans for the day, etc.

2. Разминка, настрой на определение темы урока.

Teacher: In order to know the theme of the lesson answer the question, please: What’s the difference between school life and university life?

Students’ answers:

|  |  |
| --- | --- |
| At school | At a university |
| - teachers are polite and kind to you;  - if you get “two” you can stay after lessons and correct it;  - if you didn`t do homework, may be there’ll be a lucky chance: you won’t be asked at the lesson;  - you have no “twos” at the end of the school year and move up to the next class;  - school is something kind, everlasting and happy. | - teachers (or tutors) don’t take care of your problems;  - you have to “run after” the teacher to correct bad marks; the teacher can agree or disagree;  - if you aren’t ready for the lesson you’re expected to pass credit tests;  - if you study bad – it’s your problem; |

Student 1: May be we’re speaking about our future study after leaving school?

Teacher: You’re right. The theme of our lesson is «Our Look into Our Future»

3. «Мозговой штурм» (Brain Storm)

Teacher: After school you’ll go to another town/city. What things do you associate with a new place?

Students: Housing, Food, Leisure time, etc.

4. Teacher: Let`s talk about Housing. How do you think: where is it better to live while studying?

Student 1: I think, it’s better to live in the hostel, because it’s joyful, you can communicate a lot, everybody helps each other.

Student 2: As for me, it’s better to rent a room. I prefer calm and quiet living instead of noisy one.

Student 3: But I like to stay at my relatives. They are so kind and hospitable.

(Another variants: a very cheap hotel, one flat for two students, leave university and go home, etc.)

Teacher: As one proverb says “Tastes differ”.

5. Teacher: What about Food? What do Russian students eat during a day?

Students answers: Doshirak, Rolton, Big Lunch; dumplings; food sent by parents ; sandwiches; Omelette; Porridge, etc.

Now I want you to compare food of an ordinary Russian student and English one.

Ordinary student’s menu for one day

|  |  |
| --- | --- |
| English student | Russian student |
| Breakfast: oatmeal, jam, bacon and eggs, coffee | Breakfast : a sandwich (bread with sugar), water (in the best case tea) |
| Lunch: fish (meat), salad, fruit pudding, sandwiches, tea | Dinner: 1) soup canned, meat (may be without garnish); 2) dumplings; 3) pasta with sausage |
| Five-hour tea party : tea, toast, biscuits, jam | Snack (sometimes replaces dinner and supper): fruit, vegetables, fast-food, a sandwich, crisps, sweets |
| Dinner: soup, roast beef with vegetables, tea | Supper: what is left after dinner or bread with cabbage and mayonnaise |
|  | Before going to bed : plenty of water |

(Учащиеся делают сравнения и выводы)

Teacher: In spite of shortage of money, don’t forget the proverb «Health is the great wealth».

6. Teacher: Some students want to earn money doing part-time work. What kinds of jobs can they do?

Students: a baby-sitter, to teach old people IT lessons, a nurse in the hospitals, a waiter or waitress, etc.

Teacher: Are you for or against part-time work?

(Учащиеся работают в группах: первая предлагает аргументы в пользу работы, вторая против работы во время учебы в вузе, обмениваются идеями)

|  |  |
| --- | --- |
| Pros | Cons |
| 1. It’s fun!  2. You can get work experience  3. You become more organized, disciplined, while working  4. You can spend money doing shoppings, travelling, holidays, etc.  5. You learn to cooperate with different people | 1. It’s waste of time  2. First I do it with pleasure, then give it up  3. I’m tired, no time to have fun  4. I become nervous, sad, gloomy  5. If I learn to spent parents` money correctly, that’ll be enough |

Teacher: We see that your opinions are different. Time will show who’s right.

7. Teacher: Students are considered to be careless and merry people. What about their leisure time? What kinds of after-university activities do they prefer?

Students: going to the cinema, theatre, discos, doing sport, etc.

Teacher: Now you’re going to listen to the dialogue. The task is: fill in the missing words and then act.

|  |  |
| --- | --- |
| Текст диалога | Пропущенные слова |
| Peter: Would you like to go out this evening?  Ann: Yes, why not? What do you have in mind?  Peter: **1)** … going to a concert? The Ragford Symphony Orchestra’s playing at the Sindican Centre tonight at 7:30.  Ann: Oh, no! I’m not in the mood for that kind of thing. **2)** … going to the theatre?  Peter: **3)** … Oh, maybe not. There’s a pantomime on, but it starts at 6:30, and it’s 6:15 now.  Ann: Oh, I see. Well, **4)**… go to the cinema? *Rob Roy* is on at the Odeon.  Peter: That sounds nice. **5)** … have a quick snack before we buy our tickets.  Ann: That’s a lovely idea. **6)**… go to Pierre’s. | **1.** Do you fancy  **2.** What about  **3.** We could  **4.** Why don’t we  **5.** We could  **6.** Let`s |

8. Teacher: All of you want to be good specialists in the future, don’t you? What personal characteristics should you have for this aim?

Students: We should be intelligent, self-disciplined, informative, creative, etc.

Teacher: I’d like, you to read the text. Answer the question: What kind of person is the main character? Then finish the text.

(Учащиеся работают самостоятельно, согласно инструкции к заданию)

**Задание «Прочитай начало рассказа, придумай продолжение и озаглавь».**

*Цель:* развитие мышления, памяти, воображения, формирование рациональных навыков овладения английским языком, способность к самообучению.

*Форма выполнения задания*: индивидуальная работа.

*Инструкция:* прочитать часть текста, перевести его. Придумать интересное и оригинальное продолжение текста и озаглавить его. Проверить работу на отсутствие лексических и грамматических ошибок.

Критерии оценивания:

- оригинальность текста,

- отсутствие ошибок.

Tom, an experienced car mechanic, looked very skeptical when one of his customers was telling his story. The man was saying that his car was allergic to vanilla ice cream. He said that every night his family had ice cream for desert after dinner. So, every night after dinner the man drove to the store to buy some ice cream. Every time when he bought vanilla ice cream, his car wouldn’t start. However, if he got any other kind of ice cream, the car started fine. Tom didn’t believe the story, but the man had been his good customer for years, and Tom agreed to go with him to the store. They bought vanilla ice cream there and, when they came back to the car, it wouldn’t start.

Tom was amazed. He returned to the store for three more nights. The first night the man got chocolate ice-cream. The car started. The second night he got strawberry ice-cream. The car started. The third night he got vanilla ice-cream. The car failed to start.

Tom decided to continue his visits to the store. He began to take notes: he wrote down all sorts of data, time of the day, type of gas used, etc.

In a short time, he had a clue (key): the man took less time to buy vanilla than any other flavor. Why?

**The right variant**: The answer was in the layout of the store (расположение магазина).

Vanilla, being the most popular flavor, was in a separate case at the front of the store for quick pick up. All the other flavors were kept in the back of the store at a different counter where it took considerably longer to find the flavor and get checked out. The question why the car wouldn't start when it took less time wasn’t difficult for an experienced mechanic.

9. Teacher: Now I’ like you to give advice to each other how to cope with difficulties while studying at a university.

10. Teacher: I think you liked our lesson the theme of which is «Our Look into Our Future».

Student 1: I find it interesting, because I got some useful ideas.

Student 2: I find it practical, because it made me think how to escape some problems.

Student 3, Student 4, etc.