**Урок «What are your job ideas?» 9 класс.**

**Тема**: What are your job ideas?

**Тип урока**: Урок практического применения новых знаний(новой лексики) и овладение предметными умениями.

**Цель урока:** формирование лексических навыков говорения по теме профессия, формирование навыков смыслового чтения

**Планируемые результаты:**

-**Личностные**: формирование мотивации к изучению иностранного языка, сознательный подход к выбору будущей профессий

-**Метапредметные:**

-*Коммуникативные*: умение выражать с достаточной полнотой и точностью свои мысли в соответствии с задачами и условиями межкультурной коммуникации

- *познавательные*: развитие навыков смыслового чтения, умение использовать опоры для построения высказываний

- *регулятивные:* умение ставить цель обучения, самоконтроль

-**Предметные:**формирование лексических навыков говорения, развитие умения читать с целью извлечения конкретной информации, аудирования с пониманием основного содержания и с целью извлечения конкретной информации, совершенствование произносительных навыков и навыков чтения вслух, грамматических навыков

**Речевой материал:**

*лексический-* communication, to require, in advance, to allow, key, a qualification, to do qualifications, a salary, a condition, employment,

to go on(to)

*грамматический*- двойные сочинительные союзы: both..and, neither…nor, either…or

**Приемы и технологии**: здоровьесберегающая технология и системно-деятельностный подход

Этапы  урока

**1. Организационный  момент** – 1минута.

Good morning, my dear friends. I am glad to see you. Sit down, please.

**2. Определение темы урока-5-7 минут**.

Yesterday I read the book and found the proverb, which has a very deep meaning. But you should try to guess this proverb. Now let’s play “a life sentence”. Your task is look at the words and make up the proverb in original way. Please take the cards, read them. Your card is…( ученикам раздаются карточки со словами: every, man, is, a blacksmith, of his, fortune). What does the word “blacksmith” mean? **Blacksmith - кузнец**. And now make up the sentence. Find the right place in this proverb. Now let’s read our variant. What does it mean how do you think? “**Every man is a blacksmith of his fortune”**. Let’s try to translate it.

Всякий человек своему счастью кузнец.

And I hope you guess the topic of our lesson. That’s right today we are going to talk **about your future jobs**. So the theme of our lesson is **“What are your job ideas?”**

*Today we have a very important lesson. Look at my cloud of words and guess what will be the theme of our lesson.* ***“What are your job ideas?”***

One of the most important decisions for you is the choice of your future profession. You must decide what to do after finishing the 9th form: leave school or continue your studies at school in the 10th form. Making the right choice is not an easy task. Do you agree?

Ok, at our lesson we try to learn how to choose a profession, which makes you happy.

**3.Актуализация знаний.-2 минуты**

Tell me what professions do you know(a doctor, a teacher, a driver, a pilot, a postman, an engineer, a policeman, a chef, an artist, a nurse, an office worker, a farmer, a fireman,a vet…)

Who writes poems?( a poet, a writer)

Who works with computers?( IT specialist)

Who helps children to learn?(a teacher)

Who flies in airplanes?( a pilot)

Who drives a car?(a driver)

Who helps sick animals?( a veterinarian)

Who draws beautiful pictures?(an artist)

Who speaks more than one language?(a translater)

Who designs buildings? (an architect)

Who sells things?(a salesperson)

**4. Введение новой лексики**.(2 минуты)

 So, let’s start with the vocabulary.S.b.p.114, ex.1. Read the text.

Before reading, say the words in the box after me.

communication

to require

in advance

to allow

key

a qualification

to do qualifications

a salary

a condition

employment

to go on(to)

**5.1 Работа с текстом** (3минуты)

Listen to the text. –аудио 5.1

 Now we check your attention and your reaction. Let’s play “Wrong sentence”. I’ll give you the wrong sentence from the text and you should say me: “No, you are wrong!” and you should find the right answer. Is that clear? I’ll give you coins for right answers. At the end of lesson you can exchange them for a mark.

1. I’m not interested in career!(I am personally very interested in a career)
2. Since my childhood I have wanted to be a doctor.( Since my childhood I have wanted to be either a nursery school or primary school teacher)
3. I helped in my school.(I helped in both a nursery and a primary school )
4. I thought it would not allow me to develop my key skills.( I thought it would allow me to develop my key skills.)
5. I don’t like to belong to a team.( I liked to belong to a team.)
6. Now I plan to go to primary school.( Now I plan to go on to higher education after college)

**5.2 Работа с текстом Учебник** с.115.упр.1 2)(5 минут)

**Teacher:** учащиеся по очереди читают вопросы, переводят и отвечают:

 1)Why  does  Layla  want  to  be  a  teacher?( She  is  very  interested  in  a  career  working  with  children.)

2)What  skills  does  she  have?( Her  parents think  she  is  a  caring  person  with  good  communication  skills.)

3)What is necessary for a teaching career?(These careers require further  study  after  Year  11.  So  she  is  taking  A  levels  in  English,  drama and  IT  at  college)

4)Has she got any work experience? (She  helped  in  both  a  nursery  and a  primary  school. )

5)What did she expect from her work experience? (She  thought  it  would  allow  her  to  develop  both  her key  skills  and  her  personal  qualities.)

6) Was her work experience useful?(She liked to belong to a team and her work helped her to improve her confidence and to get the skills that she needs for higher education  or employment.)

7)What did she learn from the people she worked with? (They talked to me about the positive and negative aspects of the job of a teacher.)

8)There are some good and bad aspects of the job of a teacher, aren’t there? (It  is hard work but it allows you to feel personal achievement, to feel respect, besides the salary and the working conditions are good.)

9)What is she going to do to achieve her career goals(Now I plan to go on higher education after college.)

You did well!!! Excellent! You are very attentive students!

**6.Физкультминутка(5 минут)-break time**

«Разминка для глаз»

Look left, right, (глазами влево, вправо) Look up, look down, (глазами вверх, вниз) Look around, (глазами по кругу) Look at your nose, (смотрим на нос) Look at that rose, (одну руку вытягиваем, как

будто держим цветок, и смотрим)

Close your eyes, (закрываем глаза)

Open, wink and smile! (открываем, моргаем и улыбаемся)

 “**Look at me and listen to me”**

Eyes, are you ready? (поглаживание век)

Yes, we are. (поглаживание век по часовой и против часовой стрелки)

Ears, are you ready? (поглаживание ушей)

Yes, we are. (прикладывание ладоней к ушам)

Hands, are you ready? (поглаживание кистей рук)

Yes, we are. (хлопки в ладоши)

Legs, are you ready? (поглаживание ног)

Yes, we are. (притопывание)

Shoulders, are you ready? (поглаживание плечей)

Yes, we are. (постукивание по плечам)

Children, are you ready? (развести руки в стороны)

Yes, we are. (обнять себя руками)

**7.Введение грамматической конструкции(5 минут)**

**1)Teacher:**Choosing a job is always difficult. You have a wide choice. Conjunctions will help you describe your decision.(Определение профессии всегда не просто. Вы всегда стоите перед выбором. Описать свое решение помогут союзы  both..and, neither…nor, either…or).

 *Now look at your grammar for revision. Double conjunctions.*

Учебник с.194-правило.( обратить внимание на двойные союзы: перевод cказуемого и его форма с союзами neither…nor, either…or)

 *And now please find in the text the sentences with the double conjunctions and translate them.*

Ученики зачитывают предложения и переводят их (по одному ученику).

**8.Повторение и обобщение изученного материала( 5 минут)**

Выполняем задание на листочках, вставляя двойные союзы. Проверяем.

Ответы: 1.either..or, 2. either..or, 3. both…and, 4. neither…nor, 5. either..or, 6. either..or, 7. both…and

9. **Рефлексивно-оценочный.**

 Подведение итогов урока и домашнее задание

*Well done!!*

*And now I would like you to tell me what you have learnt at this lesson, you should use the phrases or show your colour.*

*Green-I am ready to go on*

*Yellow- I am ready to go on, but I’m not sure of something*

*Red- I am not ready to go on. I have some problems. I need your help.*

***Teacher:*** **Marks:** pupil gets mark 5,who gets 5 coins, 4- 4 coins. You change them next lesson.

Homework- learning words.

 So, the lesson is over. Thank you for your work.**H o521**

*1)*