

План урока преподавателя английского языка Сулайманов Н.  
Колледжа "БИК"  
по дисциплине «Основной иностранный язык» 2 курс.

**Методическое обоснование.**

Урок по дисциплине «Основной иностранный язык» проводится во втором курсе в ходе реализации английского языка как основного иностранного языка.

**Используемый материал** – «Видео материал: Top 10 Things to do in New York City»

**Тип урока:** урок изучения нового материала.

**Формы обучения:** индивидуальная, фронтальная, групповая.

**Методы обучения:**

Словесные: рассказ, беседа, объяснение;

Наглядные: слайд-шоу по теме «The top 10 cities in America», карточки, плакат;

Практические: помочь учащимся вспомнить необходимый материал по темам "Countries", "Cities", чтобы учащиеся смогли рассказать о городах и странах.

Источник: (<https://www.youtube.com/watch?v=WLSnrXEtrT4>)

**Цель урока:** создать условия для систематизации знаний и умений учащихся по данной теме «Top 10 Things to do in New York» с выходом на письменную и устную речь.

**Задачи урока:**

1. образовательные: совершенствование навыков чтения и аудирования, активизация употребления изученной лексики по теме «Top 10 Things to do in New York City», развитие лексических навыков говорения (монологической и диалогической речи);
2. развивающие: развитие внимания, воображения, памяти; развитие способности к догадке, гибкости и логичности ума, коммуникабельности, способности совершать репродуктивные и продуктивные речевые действия, развитие творческих способностей, формирование умения работать в команде;
3. воспитательные: воспитание этики взаимоотношений, формирование уважения к культуре других народов и культуре своей страны.

**Ход урока**

**1. Организационная часть**

- 1.1 Проверка наличия обучающихся на уроке.
- 1.2 Проверка готовности обучающихся к уроку.
- 1.3 Проверка изученного материала.

№ step	Lesson stage	Time min	Lesson flow	Format	Miscellaneous
1.	Introduction	1	Greeting. Name identification.	T-Sts	**** How are you? Hope, you are fine.
2.	Main part	1	<b>1. Warm up</b> Today, we are going to talk about an actual, emotional and interactive topic.	T-Sts	
		3	Ask questions <ul style="list-style-type: none"> <li>• What feelings do you have when you see a big scary dog?</li> <li>• What did you feel when you saw a celebrity in a real life?</li> </ul>	T-Sts-T	**** with a ball (Ball presentation in advance)
		5			

		<ul style="list-style-type: none"> <li>• What emotions do you have when you can find a very useful material on the Internet?</li> <li>• What do you feel when you help other people?</li> </ul>		
		Title is written down in red on the board.		
	2	Show 5 interesting pictures. Students guess.		Appendix 1. Slide show of emotional pictures
	7	So, we see that emotions are different. Of course, all people, children and adults, have emotions every day/every minute of their life for different reasons, right? Today, at the lesson we will learn how to make a comment to the specific situation like we answered before and describe you're feeling about it in another way ____ example for ST – from T a synonym. For doing this, we will need to know quite new words, for example anxious, and use some popular words and a new Grammar - Second Conditionals. As probably these situations are imaginary, so without this piece of Grammar it's hardly possible to use anything else. So, we can't avoid it..	Teacher talking time for defining aims	
	8	<b>2. Vocabulary eliciting</b> First, let's get started with the words that you know which can describe your feelings. Let us remember them.	T-Sts-T	
		A. Mapping – feedback from students.	Stsind.- T-Sts	
	7	<b>3. Vocabulary presentation.</b> Well, great. Let's learn some new ones which can show variations of the emotions. Encourage students; engage the students to do the task. Presentation of new words. *** 4 pictures of people - students should match them with suitable pictures. *** Pronunciation training *** Categorizing the words.	Stsind.-the whole class	Appendix 2.
		!!!!!! Let's see that some of them you know, some not. I want to see what is really easy for you.		
	10	<b>4. Vocabulary practice.</b> A. How are you feeling? Complete the sentences with a necessary adjective. B. Game: feeling domino.	Stsind.-the whole class Sts-Sts the whole class	Appendix 3. Appendix 4.
	5	<b>5. Feedback:</b> Sts Feelings during the class. Which words did you remember? Close everything. Name 10 words for me.	T-Sts	
		<b>6. Contextualization:</b> So, you gave me clear answers how you feel but now let's see how we can describe deeper our emotions or tell a story. For this, we need to learn Second Conditionals. You already know First Conditionals (could you give me the examples?) today, we will see how different it is from the Second Conditionals.	Sts- T	

		<p>5 3 7 5 2 6 5 10</p> <p>The text below will help us.  <b>A.</b> Predictions. Answering the ?  <b>B.</b> Pre-teach vocabulary  <b>C.</b> Reading for gist.  <b>D.</b> Feedback: What ideas have you learnt from the text? What emotions have you got after reading? What would you do feel if you had to live over?</p> <p>So, we see here, how our hero in the poem describes his emotions, feelings, ideas about the life, Let's see in details how he does it. Do you remember the First Conditional? What does it mean?  If I have..... out we don't see it here, right. So, do you think it is real? Could you find another example?</p> <p><b>7. Grammar presentation.</b> Revising the constructions - Second conditionals. Deduction from students. Explanation.  <b>8. Grammar practice.</b>  <b>A+B</b>  <b>9. Production (limited) - C</b>  <b>Feedback:</b> Pair work. Exchange your ideas with a partner.</p> <p>Other STs ask about the info.  <b>10. Mixed production:</b>  <b>'Grammar+Vocabulary.</b> Well, now let's see how our construction works when we describe our feelings with our new emotions that we have already discussed.</p> <p><b>****If you didn't have time for answering the questions, please address this? to your partner.</b></p>	<p>Sts-T-Sts</p> <p>T-St-T</p> <p>Stsind.  Check –the whole class</p> <p>St-St</p>	<p>Appendix 5.</p> <p>Appendix 6.</p> <p>Appendix 7.</p>
4.	Conclusion	<p>1</p> <p>Thank you for the lesson.  Reflection. What have you learnt today? Was it useful? How do you feel about Second Conditional?  For more practice, please, take these copies with the tasks</p> <p>Good buy.</p>		Appendix 8.

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