**План-конспект урока английского языка в 11 классе**

**Дата**: 16.12.2020 года

**Учитель**: Скиба Наталья Станиславовна

**Тема**: «Австралийское гражданство». Артикли the, a/an. Суффикс –ship.

**Цели**:

1. Образовательная: формирование лексических навыков монологической речи по данной теме;
2. Развивающая: развитие аналитических навыков и памяти учащихся ;
3. Воспитательная: воспитание интереса учащихся к политической жизни Австралии.

**Задачи**:

1. Создать условия для расширения кругозора учащихся;
2. Содействовать развитию аналитического мышления;
3. Способствовать созданию атмосферы доброжелательности на уроке.

Тип урока: обобщающий по теме.

Формы работы: фронтальная, парная, индивидуальная.

**Ход урока:**

1. **Warm up**

Comment on the phrase: “Head of the state = head of the government” .

1. **Checking homework**

Ex. 6a, p. 92

1. **Setting the aim**

Today we’re going to talk about state systems of Belarus and English-speaking countries.

 **By the end of lesson you will…..**

1. Know some facts about Australian citizenship
2. Learn the rules about suffix – ship
3. Talk about Australian citizenship

**4. Phonetic and vocabulary drill.**

Look at the blackboard! You see some proper names. I want you to read them correctly. Be attentive in your pronunciation, please.
Australia, Australian, Canberra, Sydney, Melbourne, Brisbane, Perth, Adelaide Indian ocean, Pacific; Murray, Darling, Equator, Southern hemisphere.

**5. Grammar**

Now, children, open your books ex.1 p 116 and read the rules about suffix – ship and then put the words below into four groups.

**6. Video film about Australia. Improvement of listening skills and ability to understand foreign language speech.**

So, Australia is one of the youngest countries in the world. Every country has its national flag, coat-of-arms, emblem and anthem. Look at the screen, try to understand and remember the information.

Have you learned anything new? What have you learned? Is Australia interesting for you?

Would you like to go there someday?

**7. Reading skills**

Look at the ex.2a p 116. Read some facts about Australian citizenship. Which of them surprise you most?

**8. Dynamic pause**

I see you are a bit tired. Let’s have a rest. Stand up, please, we are going to listen to the song and do some exercises.

**9. Listening**

 Listening to the text “Introduction of Australia”

-What is the text about?

Listening for details

**Do the test**

**10. Speaking**

Now. Let’s look through the statistics on immigration. Why do you think so many people want to receive Belarusian citizenship? ex. 5a p 119

**11. Reflection**

We’ve done a lot of work with you. So I would like to know about What do you think about our lesson? Look at the blackboard and use the phrases to begin your answer: - I knew …. I’ve known …. I’d like to know more…. - It was interesting to… - It was funny to… - I had difficulties with … - It was easy for me to… Home Work: a project “Australia – an unknown country.

**12. Giving marks.**

Ok, pupils, you’ve worked very well today. I give **excellent marks to** …, **good marks – to**…, **satisfactory marks to…**

**13. Conclusion.**

The lesson is over, my dear friends. Good bye

1. **Speaking**

Ex.1 Do the task individually

SB, ex.1. presenting grammar in a text. Listen, read along and answer the questions. Students read the rule on page 280-281and explain the usage of the pronouns in the text

1. **Grammar practice**

SB, ex. 2a. Reading and listening. Students exchange their written exercises and listen to check.

Students do share reading (group 1 is a customer; group 2 is a shop-assistant). The task is to describe the item of clothing the customer has bought.

**Tapescript in SB**

WBex. 1. Students work in pairs and check with the key. After that they read the dialogue in pairs and get ready to do the speaking exercise of SB, ex. 2b.

SB ex. 2b. students use ex.1 WB as a model.

SB ex. 3a, 3b, 3c. Students follow the tasks.

**Tapescript in SB (ex. 3a). Internet activities.**

1. **Homework**

SB, ex.4; WB, ex. 2a, 2b.

1. **Round-up**

Use “puzzle” to check the rule. Students match the parts of the rule to make it up.