**План-конспект урока английского языка**

**Дата**: 03.12.2021
**Класс**: 7 «В»
**Тема**: «Ideal pet»
**Цели** **урока**:
**Образовательная**: тренировка лексического материала по теме “Friendship”, введение и первичное закрепление грамматического материала по теме “ both, either, neither ”.

**Воспитательная**: расширение кругозора, обогащение внутренних знаний, формирование уважительного отношения к друзьям и окружающим.

**Развивающая**: развивать языковую догадку учащихся; развивать способность общаться на английском языке.

**Задачи урока:** ознакомление и тренировка грамматического материала, расширение словарного запаса.
**Оснащение**:

1. Доска
2. Компьютер
3. Учебник
4. Карточки

**Языковой и речевой материал**: both, either, neither.

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| **Этап** | **Задача** **этапа** | **Содержание**  | **Время** |
| **Начало урока** **Орг. Момент** | **Введение** в атмосферу иноязычного общения; введение в тему урока; сообщение цели урока | -Good afternoon, children! Nice to see you! How are you today? -I’d like to start our lesson with a game “find the question”. You have the question but before in groups you need to make the word from the letters and put them in a right order. (How many friends do you have? – od ohw aevh sdenfir nyma oyu?Who is your best friend? – ebst royu si definer owh?Have you got a pet? – ogt a oyu pte aehv?Can a pet be a friend? – a eb erifdn nca etp a?)-Excellent! Did you like this game? | **Good** **afternoon**! Glad to see you too. Уч-ся слушают учителя и настраиваются на работу, принимают участие в игре.  | **5** **мин**. |
| **Основной этап****a) Этап введения нового грамматического материала****Б) Этап тренировки лексического материала** **В)Этап РП** | Введение both, either, neither Формирование грамматических НВ употребления both, either, neitherАктивизация УМ употребления both, either, neither в речи.  | -Today we are going to continue our topic “Friends” and we will speak about your small friends – your pets. Raise your hand who has a pet? What pet would you like to have, if you don’t have one? What’s your pet’s name? Are you best friends? What pets can be good friends to people?-Great!- Now open your books p. 144 ex. 2a. Read and listen to Kate who is doing a survey. Why is Carol upset?-You are right!-I give the cards with rules. It’s our new grammar. (приложение 1)-Let’s revise when we use both, either, neither. -You are very clever! We use these pronouns when we speak about 2 things or people. When we speak about three objects or more we use any/none/all.-Please, give me examples with these pronouns.-Now let’s practice the rule. Find ex. 3b and choose the correct pronoun. Now let’s do ex. 6a. You need to choose the correct pronoun.-Good! I offer you to play a game. You get a card (карточки-приложение). If you have a pet, circle the three adjectives that describe the pet’s character. If you have three adjectives, circle the pet they describe. Walk around the class, speak about your pet and try to find a match (the same pet with matching character).-Who has found the same pet or common features?-Brilliant!- Find ex. 5 a. Read the animal quiz and choose one correct word in each case, choose one option and find out what pet is ideal for your personality. Count your points and read the result.  | Уч-ся отвечают на вопросы.Слушают и одновременно читают текст про домашних животных и отвечают на вопрос. Уч-ся знакомятся с правилом, придумывают примеры.Выполняют упражнение. Ученики играют, опрашивают своих одноклассников | **35 мин.** |
| **Заключительный этап****Объяснение д/з****Подведение итогов урока** | Пояснение выполнения д/зПодведение итогов, выставление отметок и их комментирование | Your home task for the next lesson is tell us about your pet using question from ex. 7. -Now raise your smiles which describe your feelings. -Very good!-Your marks for today are …-I liked the lesson because you were active and did the exercises correctly. Thank you very much for the lesson!See you. Goodbye. | Записывают Д/ЗЗадают вопросы, если имеются.Учащиеся поднимают счастливые смайлики.  | **5 мин.** |

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| Any/ all/ no + **noun**Любой все никто | **All** kids like ice-cream.He can play **any** game you can think of.I have **no** friends. |
| all + **(of)** + **the** | **All** of the classmates like English.**All** the classmates like English. |
| All/ any/ none + **of** + **this / that / these / those / my / his / Tom’s**  | **None** of my friends wear a tie.**All** of these dresses are smart.I never fall out with **any** of my friends. |
| all/any/none + **of** + **us / them / you / it** | **None** of us wanted to play. **All** of them are very friendly.Are **any** of you a good friend? |
| Both/ either/ neither + **noun**Оба один ни один  из двух из двух  (любой)/ (ни тот, ни другой) | **Both** friends are friendly.You can fish from **either** side of the river.**Neither** twins is kind.  |
| Both + **(of) + the** | **Both** of the parents are organized. **Both** the parents are organized.  |
| both / either / neither + **of + this / that / these / those/ my / his / your / Tom’s** | **Both** of my parents are organized.**Either** of these cars is a good purchase. **Neither** of your parents respected me. |
| both / either / neither + **of +**  **us / them / you** | I like **neither** of them.**Both** of us are fond of reading.**Either** of them. |

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| both / either / neither + **of +**  **us / them / you** | I like **neither** of them.**Both** of us are fond of reading.**Either** of them. |