**Конспект урока английского языка для учащихся 7 «А», 7 «В», 7 «Г» классов**

**по теме «Внешность и характер»**

**20.09.2022**

**Used to be so easy**

**Класс:** 7.

**Тема:** «Внешность и характер»

**Оборудование:** средства ИКТ (компьютер, презентация), раздаточный материал (карточки с лексикой, с текстом, фотографии людей).

**Тип урока:** обобщающий.

**Формы работы:** коммуникативный подход, индивидуальная работа, фронтальная работа, парная работа, работа в группах.

**Цель:** развитие коммуникативной компетенции, систематизация знаний учащихся по теме «Внешность и характер человека».

**Задачи:**

1) образовательные:

Формировать умение употреблять изученные лексические единицы в речи учащихся;

формировать навыки англоязычного произношения;

формировать навыки собственного суждения по данной теме.

2) развивающие:

развивать навыки фонетического слуха; аудирования;

развивать интерактивно-коммуникативные способности;

совершенствование навыков диалогической и монологической речи;

совершенствование навыков чтения, говорения, произношения;

развитие мыслительной активности учащихся;

3) воспитательные:

воспитывать у учащихся уважение к своим сверстникам;

терпимости к индивидуальности других,

воспитывать у учащихся интерес к потребности принимать участие в общении на английском языке.

**Ход урока**

**1. Организационный момент. 1-2 мин.**

(Teacher): Good morning boys and girls! *(ученики приветствуют учителя).*

(Children): Good morning, Elena Nikolaevna!

(T): Sit down, please. Are you ready for the lesson?

(CH): Yes, we are.

(T): it’s very good. Let`s start our lesson.

Look at the blackboard. There are some photos. *(ученики смотрят на доску. На доске фотографии людей )*. What can we say about them? One of them is young, another – old. What does he look like? They are different. What do you think the topic will be about*? (Учащиеся формулируют тему урока (appearance and character).*

**2. Фонетическая разминка. 2-3 мин.**

(T): let’s remember some sounds! Look at the blackboard! Read them after me*! (На доске записаны слова. Дети повторяют слова вслед за учителем).*

(Т): And now let’s join these words and sounds. Write  number of the sound. (*Учащиеся должны сопоставить звуки и слова*).  
1-|eɪ|, 2- |aɪ| , 3-|k|

|  |  |  |
| --- | --- | --- |
| Skinny  Polite  Scar  Wavy  Curly  Freckles | Straight  Grey  Kind  Height  Nice  Creative | Pigtails  Cute  Child  Unkind  Dark  Spiky |

**См. приложение 1.**

* **Речевая разминка** *(детям задаются вопросы, а они должны поднять руки, если ответ соответствует им):*Who of you has got short hair? (У кого из вас короткие волосы?) **2 мин.**
* Who of you has got blond hair?
* Who of you has got fair hair?
* Who of you has got blue (brown, green, grey) eyes?
* Who of you has got wavy (curly) hair?
* Who of you has got freckles?
* Who of you has got oval (round) face?
* Who of you is tall (short, of medium height)?
* **Проверка домашнего задания. Развитие лексических навыков**
* What was your hometask? Let’s check it.
  1. **. Активизация лексических единиц:** *(работа в парах с лексикой по теме урока).*

(Т): Before we would speak about our lesson, let’s remember some words! We’ll work in pairs. Look at the cards! Read the words each other and check yourself! *(учитель раздает каждой паре карточки со словами по теме: «Внешность и характер человека».* **См. приложение № 2**). **5 мин.**

**5 Физминутка: 1 мин.**

(T): Let us have a rest a little. Stand up, repeat after me.

O: Everybody is different!

But everyone has a head and two hands,

Has a neck and two legs

Has two eyes and two ears

And we can do exercises!

Stand up and look around,

Shake your head and turn around,

  Stamp your feet upon the ground,

  Clap your hands and then sit down.

**6.  Развитие смыслового чтения: 10 мин.**

(T): Now we shall work with our cards. There you have a text. Above the text you see some words: ***a programmer, does sport, smart, sociable, sense of humor, Mike, casual clothes.*** *(На предтекстовом этапе работы ребята по ключевым словам должны догадаться, о чем будет идти речь в тексте.)*What do you think the text will be about?

(Ch): (Ответы детей). It will be about appearance and character of Mike.

(T): The next task is to read, try to understand and then you should answer the questions*. (Текстовый этап – работа с текстом.)* **См. приложение № 3.**

**Mike**

My friend’s name is Mike and he is 24 years old. He works as a programmer in a big company. I would like to tell you some words about how he looks.

First of all, he is very tall. He is 193 cm high. But he is also very thin. He does sport: karate and try to eat regularly and healthy food but it is still difficult. His hair is brown and so are his eyes. His eyebrows are not very thick. He has a straight nose and an oval face. He doesn’t have a mustache or a beard. He is handsome and smart. He is a man of mood. He is usually very sociable and active, has a good sense of humor and likes joking. He likes wearing casual clothes, like jeans, t-shirts and trainers. But for work he wears a grey or black suit and a tie.

**Answer these questions :***(Учащиеся отвечают на вопросы по тексту.)*1) What does Mike look like?  
2) Has he got a beard?

3)Is he optimistic?  
4) What does he like wearing?

**Mark the sentences T (True), F (false) or DS (Doesn’t say):**

1. Mike is a scientist. F
2. He likes fishing and swimming. DS
3. He follows a diet. F
4. He is a nice and intelligent. T
5. Mike prefers wearing T-shirts and jeans. T

**7 Описание человека.** *Работа в группах.* **10 мин.** *Презентация работы –* **3 мин. каждой группы.** *(На партах у учащихся разложены фото людей.)*

№ 1

№ 2

№ 3

Now describe persons. Follow the plan.

Person  
Appearance  
Character

**Повторение конструкции used to**

Remind me, please, why we use the construction used to. How should we build the sentences with this construction? What is the order of words?

Ex.2, p. 21 Read the statements about this rule and choose correct one in each pair.

Ex. 3, p. 22 Let’s play “Find someone who” game. Use the construction **used to** to make correct questions.

**8 Рефлексия. Подведение итогов урока:1 мин.**

Today we have done a lot of tasks. You were very active. I am glad.

For this lesson I put “…” points to (ФИ учащегося).

**9. Домашнее задание:**

At home you will describe somebody. It may be your classmate or your friend or somebody else. The lesson is over. Thank you. Good bye!

**Приложение 1.**

|  |  |  |
| --- | --- | --- |
| **Skinny**  **Polite**  **Scar**  **Wavy**  **Curly**  **Freckles** | **Straight**  **Grey**  **Kind**  **Height**  **Nice**  **Creative** | **Pigtails**  **Cute**  **Child**  **Unkind**  **Dark**  **Spiky** |
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**Приложение 2 (Карточки для взаимотренажа)**

|  |  |
| --- | --- |
| **Card №1**  Slim[slɪm]- стройный  Thin[θɪn]-худой  Skinny[ˈskɪnɪ]-тощий  Well-build|ˈwelˈbɪlt|-хорошо сложенный  Plump[plʌmp]-полный  Fat[fæt]-толстый  Heavily build|ˈhɛvɪli bɪlt |-крепкого телосложения  handsome[ˈhæn(d)səm]-красивый | **Card №2**  Middle-aged|mɪdəlˈeɪdʒd|-средних лет  Cute|kjuːt|-милый, привлекательный  Blond|blɒnd|-светлый, русый, блондин  Pretty|ˈprɪti|-хорошенький  Ugly|ˈʌɡli|- уродливый, безобразный  Round|raʊnd|- круглый  Thin[θɪn]-худой  Fair|feə|-светлый |
| **Card №3**  Curly|ˈkəːli|-вьющийся, кудрявый  Dark tan |dɑːk tæn | - темный загар  Scar|skɑː|- шрам, рубец  Beard|bɪəd|-борода  Moustache|məˈstɑːʃ|-усы  Freckles|ˈfrekəlz|-веснушки  Bald|bɔːld|-лысый  Pigtails|ˈpɪɡteɪlz|-косички | **Card №1**  Slim[slɪm]- стройный  Thin[θɪn]-худой  Skinny[ˈskɪnɪ]-тощий  Well-build|ˈwelˈbɪlt|-хорошо сложенный  Plump[plʌmp]-полный  Fat[fæt]-толстый  Heavily build|ˈhɛvɪli bɪlt |-крепкого телосложения  handsome[ˈhæn(d)səm]-красивый |
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**Порядок работы в паре по методике взаимотренажа.**

1. Назови номер карточки.

2. Продиктуй первое слово напарнику. Проверь ответ напарника по своей карточке.

3. Если напарник ответил правильно, то продиктуй ему второе слово, затем проверь правильность ответа. Если напарник ошибается, повтори ему слово снова и назови правильный ответ, а потом попроси, чтобы напарник повторил это слово и правильный ответ. Далее перейди к следующему слову.

4. Поменяйтесь с напарником ролями.

**Приложение 3**

**Mike**

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**Приложение 5.**

**Useful phrases.**

1. He/she is (middle-sized, slim, ….)
2. He/she has got (dark tan, curly hair, ….)
3. He/she is wearing (a sweater, shorts, …)
4. He/she is (good-looking, pretty, …)

**Приложение 6.**



