**Технологическая карта урока по английскому языку**

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| **Этап урока** | **Ход урока** | **Время** | **Примечание** |
| **Вводно-мотивационный этап** | *Good morning! I’m glad to see you! Sit down, please!*  *-What date is it today?*  *-What is the weather like today?*  *- Who is absent today?)*  *Tell me, please, what associations have you in mind when you see the word “WRITING”. (Ребята предлагают варианты: personal letter, impersonal letter, sms, script, document, book, words, paper, pen, friend, e-mail…. )*  Т*.: Yes, you are right. There are so many associations to this word. Do you know what kind of writing you should write at the RNE?*  *Yes, personal letter and an opinion essay. What is the structure of a personal letter?*  *Do you know how to write an opinion essay? What should you know to write such kind of writing?*  *T.: So, can you say the aim of our lesson?* ***“Writing an opinion essay”.***  *Do you want to get high points for your essay at the RNE?*  *What should you know in order to write a good essay?( Учитель фиксирует предложения детей на доске. Предполагаемые ответы: structure, vocabulary, linking words)*  *These will be our objectives for today’s lesson.* | **1 мин.**  **4 мин.** | **Слайд №1**  **Слайд № 2** |
| **Оперативно-содержательный этап** | *Read the model and put the paragraphs in the right order. Work in pairs.*  *Compare your text with the correct one. Look at the screen.*  *How many paragraphs are there in the essay? (на доске фиксируем)What are they?*  *What information should be included in the 1st paragraph? In the 2nd? In the 3rd? in the 4th? In the 5th?*  *T:Read the texts and find out what linking words, phrases have been used in each paragraph. Complete the table. You have 3 different texts.*   |  |  |  |  |  | | --- | --- | --- | --- | --- | | ***Introduction*** | ***Expressing s your personal opinion*** | ***Expressing the opposing opinion*** | ***Explaining why do not agree with the opposing opinion*** | ***Conclusion*** | |  |  |  |  |  |   *Ok. Let’s see what you have got.*  *T: Decide which answer (А, В, С or D) best fits each space. (отработка фраз)*  *Check yourselves.*  *.*  *T: Now work in groups. Read the essays and write down arguments with justifications ( обоснование) on the sheets of paper. Be ready to present your work.( Дети выписывают аргументы и обоснования этих аргументов на листочках)*  *Now decide which arguments are for reading a good book, and which ones are for watching a film.*  *Ok. The 1st group, please come to the blackboard and put your arguments in the right column****.*** | **3 мин.**  **3 мин**  **5 мин**  **7 мин**  **10 мин**  **5 мин** | **Слайд № 3**  **Слайд № 4**  **Слайд № 5**  **Слайды №**  **6-8**  **Слайд № 11** |
| **Рефлексивно-оценочный этап** | *So, is it better to read a good film or watch a film version? Express your opinion.*  *Your home task will be to write an essay.*  *What is the structure of the opinion essay?*  *What linking words, phrases should you in your essay?*  *Ok. Our lesson is over. Thank you for your work. Goodbye!* | **7 мин** | **Слайд № 12** |