**Ход урока**

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| **Этапы (подэтапы), виды речевой деятельности** | **Задачи видов деятельности** | **Речевая деятельность учителя** | **Деятельность учащихся и ее результат** | **Средства реализации задач** | **Формы взаимодействия**  **/ время** |
| 1. **Организационно-мотивационный этап** | | | | | |
| **1. Warm up** | To create a friendly atmosphere  To introduce the topic and set up a speaking activity | Good morning, dear children. How are you today?  I’m looking forward to seeing what you can do this lesson.  By the way, do you remember what topic did we discuss last lesson?  Right you are.  So, off we go!  **Pay attention to the topic of the lesson:** “It’s d…. (ifficult) to imagine it as an I……(nvention)”.  Can you guess what words are missing? What part of the speech are they?  Well done! So, today we are going to discuss this problem!  Here is our plan. | SS greet the teacher and answer the question.  SS possible answers: inventions/history of technology/periods of technological progress  SS predict.  Name the words beginning with d… (adjectives): dangerous/delightful/**difficult**  i….(nouns) idea/image/information /**invention**  SS read the plan. | **Slide 1**  **Slide 2** | The whole class  5 min |
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| 1. **Исполнительский (деятельностный) этап** | | | | | |
| Setting up a speaking activity   1. Writing practice 2. Speaking practice 3. Listening practice | To focus on the language  To communicate in a group  Developing writing skills (vocabulary)  Free practice, to make practical use  expressing smb. own opinion  To demonstrate how to do the task  To develop speaking skills  Expressing smb. own opinioin  Developing prediction  introductory reading task (*before listening*/ watching)  Watching for specific information  Speaking after watching | Let’s us turn to the first point of our lesson  1) I wish you to turn to each other and get into groups, four students in each group.  -I’ll give you shirt of papers: 3 for each of you. *Write one* word from the topic on each of them. (Work together in a group and don’t repeat the words!) T. monitors their work. You’ll have to stop in 5 minutes’ time.  Your time is up! Now turn over the pieces of paper and *choose any 9 cards*. *Put them* as in a game ‘tic tac toe’. Then each of you *chooses three words* diagonally, vertically or horizontally as in the game.  Now *write your own sentence(s)* with these words. T. monitors their work.  Choose one from the group and read it aloud.  Well done!  2) By the way, do you remember all **the periods in the history of technology**? Look at the screen, here is the line of the history of technology. *Work in pairs* now and remind them. Use the time – line (on the screen) and ex.8 at p.19 as a plan.  T. monitors their work.  Let’s remind all together now.  *Can you imagine it as an Invention?(bow and arrow/plough/stone axe/pots/digging stick, etc)*  OK. Now let’s go further.  3) At home, you were to draw *a picture of any invention* and write the answers to four questions on the reverse side of the paper. (Who? When? Where? What for?). Can you show us your pictures? Great work! Would you like to know about these inventions? Now we are going *to play a guess game.*  Let’s start with me. Ask questions to me to find out the information about this invention (a picture of an umbrella). *Frontal work*  Good work!  Now work together with your neighbour and find out the information about inventions you have got in your pictures.  OK. Thank you for your perfect work! What information was new/ unexpected/interesting for you? Which of the inventions do you think is the most useful? Why? Can we name them as inventions?  4) Look at the next slide, please. Do you know that man? Is his name connected with any inventions?  Now we are going to watch a short video about him and we’ll see if you were right or not.  There is a task for you. *Before watching/ listening task.*  - However, before watching and listening, read the sentences on the screen/on the shits of papers so you know what to expect.  -Try to guess what kind of words could complete the gap.  -Let’s revise some words before it. Repeat after me, please.  Einstein [ˈaɪnstaɪn]  Fascinate [ˈfæsɪneɪt]  Passion [pæʃn]  Release [rɪˈliːs]  Universe [ˈjuːnɪvɜːs]  Pattern office [pætn ofis].  5)Now let’s watch and fill in the missing words.  Check in pairs at first.  Now let’s read the sentences aloud.  Can you imagine E’s work as an invention?  His inventions helped us to understand our Universe, didn’t they?  What other names of famous people connected with space and universe do you know?  Great! Next lesson we’ll continue our talk about inventions in the Universe. | Ss work in small groups, write words on the topic “Inventions”  Choose 9 words together, put them as in a game ‘tic tac toe’  Each ss writes his/her own sentence (using 3 words).  Read their sentences (1 from a group)  Speak about the periods according to **The Line of the History of Technology**  Ss speak according to the plan  While speaking about the inventions of that time, ss use the words: *bow and arrow/plough/stone axe/pots/digging stick, etc*  Yes/No answers  Ss show their pictures.  Ss agree to play a guess game.  Ask questions to the teacher and find out the information:  -Who invented it first?  -When was the first umbrella invented?  - What countries were the first to use it?  -What purpose was it invented for?  Ss ask each other and find out the information.    Ss answer.  Possible answers: A.Einstein/ do not know/ a fallen apple/universe, etc.  Read the sentences and try to predict the missing words: scientist/ reading/ math/world, etc  Ss repeat the words after the teacher, try to explain the meaning.  Watch the film and fill in the missing words.  Check in pairs.  P1,P2, P3 – read aloud the sentences.  Yes/no answers.  General knowledge Possible answers: Yu.Gagarin/ A. Leonov/ N.Armstrong/ S.Korolyev | **Slide 3**  ‘tic tac toe’  **Slide 4 (line)**  **Slide 5** (pictures of different tools)  **Slide 6**  (umbrella & Wh?)  Slide 7  Slide 8 (sentences)  Slide 9 (words)  Slide 10 (check)  Slide 11 (pictures of famous astronauts) | work in small groups  1-2min  5 min  5-7 min  Pair work.  P1, P2, P3  Frontal work  5-7 min  Pair work  Frontal work*.*  1-2 min  10 min  3 min |
| 1. **Рефлексивный этап** | | | | | |
| Feedback | getting feedback  Giving homework  Giving feedback | By the way, let’s turn to our topic. Today we have discussed different items. Do you think it is difficult to imagine them as inventions or not? And what about you? Have you ever dreamt about inventing something? In which area would you like to do it?  I wish you good luck in it!  For your homework: next lesson we’ll continue our talk about the inventions in the Universe. Please, consult dictionaries or the Internet and answer the questions in ex 11. p.38 You can also ask your family or friends for help if you need.  One more! For those who wants to practice vocabulary on the topic look for the website (a quizlet link is available). <https://quizlet.com/ru/672185191/9-класс-Наука-и-технологии-flash-cards/?x=1qqt>  Thank you for your successful work!  See you next lesson. | Ss answers:  I think that all these things are inventions.  It’s (not) difficult to imagine that they are inventions. | Slide 12 (topic) | 5 min |