

**КОНСПЕКТ УРОКА**

ФИО учителя (полностью) – Будина Екатерина Алексеевна

Квалификационная категория - высшая

№ ОУ - 157

Дата проведения – 09.02.2017

Количество присутствовавших учителей – 16+2 из своей школы

Класс обучающихся – 9б

Количество обучающихся - 10

Тема урока (раздел или часть ГИА) – говорение (ОГЭ)

Цель урока - Систематизация предметных знаний, умений, навыков, универсальных учебных действий. Развитие логического и критического мышления.

Этап урока (время)	Речь учителя	Речь обучающихся
<p>1. <b>Вызов:</b> мотивационный.  (5 мин.)</p>	<p>Hello, guys, it's nice to see you again! Sit down, please.</p> <p>To begin with, I'd like you to look at this picture (на электронной доске) and tell me what feelings it brings about.</p> <p>Why so? The woman is smiling, so, probably, you should have some positive feelings.</p> <p>And why is the woman smiling?</p> <p>I see. By the way, is it a writing or a speaking part of the exam? Why do you think so?</p> <p>Right you are. And here they are (shows the second picture) – both the computers and the students wearing headphones. It's a speaking part of the Russian National Exam. Look at the faces of the students. What do they feel?</p> <p>And what skills are necessary at the speaking exam?</p>	<p>It causes depression.</p> <p>Because it's an exam situation.</p> <p>Probably, she is happy that the students are going to suffer.</p> <p>Writing. The students are sitting in a row and we can't see any computers.</p> <p>They girl is concentrated on her task, she is thinking over what to say next. She isn't very nervous, maybe just a little bit apprehensive. The boy looks totally depressed, perhaps, he isn't ready for the exam.</p> <p>You have to be fluent, with a wide range of vocabulary, perfect</p>

	<p>Yes, if you improve all of them, you'll have no worries at the RNE and pass it with flying colours. We'll touch upon these skills today, but of course, pronunciation deserves special consideration.</p>	<p>grammar and good pronunciation.</p>
<p><b>2.Осмысление новой информации.</b>  (33 мин.)</p>	<p>Guys, can you guess what is special in these pairs of words?</p> <p>Yes, and these words can be found in the texts from the open bank of RNE tasks.</p>	<p>Probably, these are the most common phonetic mistakes.</p>
<p>Активизация фонетических навыков.</p>	<p>Ok, let's practise them. First, you have to pronounce the sounds and then the pair of words.</p> <p>To make your pronunciation better, you should practise every week with the help of "Weekly pronunciation challenge". It's free and has 50 episodes. Here are the links.</p>	<p>(One by one pronounce the sounds and the pairs of words).</p> <p>(Copy the links).</p>
<p>Активизация навыков чтения вслух.  Задание 1</p>	<p>Task 1 at RNE requires reading a text aloud. How many points can you get for it?</p> <p>How many mistakes can you make to get two points? (slide #6)</p> <p>What do you have to pay attention to except of your pronunciation?</p> <p>Ok. Let's practise it a little bit. (slide #7) You are given 1.5 minutes to get ready. After that one of you will read the text aloud in 2 minutes, and other students will have to register his/her mistakes. To make it easier for you I've prepared a special evaluation sheet for all the 3 tasks of the speaking exam. (раздает таблицу)</p> <p>Thank you. What mistakes have you heard?</p> <p>How many points does this answer</p>	<p>2</p> <p>5</p> <p>Intonation.</p> <p>(Students read the text to themselves, then one of them reads it aloud; others register his/her mistakes).</p> <p>(Tell the teacher about the mistakes they have heard).</p> <p>(Tell the number of points according to the scale).</p>

	<p>deserve?</p> <p>Thank you very much.</p> <p>We are ready to pass over to task 2. You will be asked 6 questions on one topic. How many points can one get for answering one question correctly?</p>	<p>1 point</p>
<p>Активизация навыков говорения (ответы на вопросы). Задание 2</p>	<p>How many sentences do you need to utter to get it?</p> <p>Do students lose points for making grammar mistakes?</p> <p>Vocabulary and phonetic mistakes?</p> <p>Let's have a try. You will answer the questions one by one and after each answer we'll see if it is acceptable or not. (включает запись – с портала ФИПИ)</p> <p>Guys, what is the best topic to discuss if you need to start a conversation with someone you don't know well?</p>	<p>1 full sentence, but it's better to say 2 sentences.</p> <p>Yes, except of articles and prepositions.</p> <p>Only if they prevent understanding the answer.</p> <p>(Answer the questions one by one, discuss the results).</p> <p>Weather.</p> <p>Different seasons and weather conditions. Sunny, cloudy, partly cloudy, windy and snowy weather.</p>
<p>Активизация лексических навыков по теме «Погода, времена года», необходимых для построения монологического высказывания (задание 3 ОГЭ).</p>	<p>Right you are. Look at the slide (#9). What does the first picture show?</p> <p>Right. And what can you see in picture 2?</p> <p>Ok. Our monologue today is precisely about weather and seasons, but before</p>	<p>We can see a woman. She is a weather forecaster. According to her weather forecast it's going to rain in Siberia. Judging by her smile, she is happy about this fact, and she probably likes autumn with never-ending rain.</p>

<p>Активизация навыков монологической речи.</p> <p>Задание 3</p>	<p>passing over to it, we need to repeat some basic principles of assessing your speech at the exam. Look at the slide (#10). How many sentences do you need to say in order to get 3 points for the content?</p> <p>When can you get 2 points for logic?</p> <p>When is it possible to get 2 points for your language?</p> <p>Great. Let's start from the very beginning. Sometimes it is very difficult to think of the introduction. Can we start our speech saying "Now I'm going to talk about weather and climate"?</p> <p>Right. You've got half a minute to think of the introduction.</p> <p>What are your variants?</p> <p>Are they right? Why/why not?</p> <p>Now let's divide into 3 groups. Group #1 has 1 minute to discuss their 3-4 sentences on option 1, group #2 – option 2, group #3 – option 3.</p> <p>Now each group announces its results, the other 2 should assess them – don't forget about your evaluation sheets.</p> <p>Wonderful. Now 0.5 minute for you to think of the conclusion. Mind that it should differ from the beginning. And it's prohibited to say "That's all I wanted to say".</p> <p>What are your variants?</p> <p>Are they right? Why/why not?</p> <p><u><i>(Дополнительное задание)</i></u></p>	<p>10-12 sentences, 3-4 for each of the points.</p> <p>When you have both introduction and conclusion and your speech is coherent.</p> <p>If you make not more than 4 grammar/vocabulary mistakes and/or 3 phonetic mistakes.</p> <p>No, it should be a topic sentence, but it shouldn't touch upon any of the options.</p> <p>(Think of the introduction).</p> <p>(Share and discuss their variants with the group).</p> <p>(Discuss the answer in groups).</p> <p>(Announce their results, assess each other).</p> <p>(Think of the conclusion).</p> <p>(Share and discuss their variants with the group).</p> <p>(Think of the answer).</p> <p>(One student gives a two-minute</p>
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	<p>Look at one more slide (#12). Here is another task for the monologue. You've got 1.5 min. to get ready. After that I'll ask one of you, other students will have to assess the answer with the help of their evaluation sheets.</p> <p>Now, what can you say about the content? Was the answer full? What can you say about the introduction and the conclusion? What about the coherence of the answer? Grammar and vocabulary? Phonetic? So, what is the final score?</p>	<p>speech, others assess him/her).</p> <p>(Share and discuss their points of view with the group).</p>
<p><b>3.Рефлексия.</b> (6 мин.)</p>	<p>We have done all the 3 speaking tasks. We have faced some challenges, overcome some obstacles and assessed each other's answers. Now I'd like you to divide into two groups. The first one will have to discuss the main mistakes or difficulties of RNE-9, speaking part; the second will have to formulate the main rules of RNE-9, speaking part. You've got 3 minutes.</p> <p>Now let's see what your points of view are.</p> <p>Have you got anything to add to your classmates' opinion?</p>	<p>(Discuss the issue with each other).</p> <p>(Announce their points of view).</p> <p>(Agree/disagree with each other, add some more ideas).</p>
<p>4. Домашнее задание (1 мин.)</p>	<p>I do hope that after this lesson you'll get the right direction in thinking of and assessing your answer. Your home task is to do the first 3 tasks on page 4, the open bank of tasks, fipi, speaking.</p> <p>Thank you for the lesson. I wish you good luck at the exam! (slide #14)</p>	<p>Write down their home task.</p> <p>Thank you! Goodbye!</p>

Примечание (ответьте, пожалуйста, представлены ли отзывы от присутствующих, если да, в каком виде): в письменном виде, файлы pdf прилагаются.