

КОНСПЕКТ УРОКА

ФИО учителя (полностью) – Круглова Виктория Владимировна

Квалификационная категория - нет

№ ОУ - 166

Дата проведения – 28.02.2017

Количество присутствовавших учителей – 5

Класс обучающихся – 11 А

Количество обучающихся - 11

Тема урока (раздел или часть ГИА) – Чтение

Цель урока – Практиковать чтение с полным пониманием по заданию 3 из раздела Чтение ЕГЭ

Этап урока (время)	Речь учителя	Речь обучающихся
1. Самоопределение в деятельности (активное целеполагание) – 7 мин		
1.1 Breaking the ice getting rid of the students' nervousness (0.5 min)	Dear students, I'm glad to welcome you at our open lesson. As you may have noticed we have some visitors today. They are teachers of English from other schools of our city. Teachers often visit each others' lessons to share their best practices and exchange ideas which allow teachers and students to learn in the best possible way.	The students listen to the teacher who welcomes everybody and explains the reason for the "open" lesson.
1.2 Introducing the topic of the lesson – state exam preparation (2.5 min.)	Small talk about the long weekend. The teacher asks students questions: How did the weekend go? Did you do or see anything interesting? Would you like to share anything with us? Did you spend any time preparing for your state exams? What subject did you revise? As nobody prepared for their English exam during the weekend we have a great chance to revise some material today! ☺	Students answer the teacher's questions. The most common answers were: I didn't do anything interesting. I had lessons with a tutor. Yes, I prepared for my state exam. I revised Maths, Physics, Biology, Russian. (Unfortunately nobody revised English ☹)
1.3 Introducing the specific topic of the lesson – Reading while revising the speaking part – how to ask questions. (4 min.)	What do we know about the English exam? Let's find this out. Could you please have a look at the board. You are to ask and answer 5 questions about your English exam. You can also find some tips on the board to help you answer them (Tips: 13, 15, 16 June, to be confirmed, 4, Listening, Reading, Use of English and Writing, 20). You are going to take your English Exam. You are to ask five questions to find out the following: 1. the English exam dates 2. the location of the exam centre 3. the number of parts in the written part of the exam 4. the types of the main tasks in the written part of the exam	Students ask and answer 5 questions according to the task on the board. 1. What are the English exam dates? They are 13, 15 and 16 June. 2. Where is the exam centre located? What is the address of the exam centre? It is to be confirmed in due time. 3. How many parts are there in the written part of the exam? There are four parts in the written part of the exam. 4. What are the types of the main tasks in the written part of

	<p>5. the maximum amount of points you can receive for the reading tasks (Answers are also on the board: 13, 15,16 June, to be confirmed, 4, Listening, <u>Reading</u>, Use of English and Writing, 20)</p> <p>As we are preparing for the exam today what part do you think we are going to take?</p>	<p>the exam? They are Listening, Reading, Use of English and Writing.</p> <p>5. How many points can you receive for the reading tasks? What is the maximum amount of points you can receive for the reading tasks? You can receive maximum 20 points for the reading tasks.</p> <p><u>It is Reading</u></p>
2. Учебно-познавательная деятельность (совершенствование ЗУН) – 28 мин		
<p>10.3 Revising the types of Reading tasks at the exam and the Exam strategy for doing task 3</p> <p>(3 min)</p>	<p>How many reading tasks are there at the exam? What are they? The teacher helps if students have difficulties and provides some additional details: the first task checks your general understanding of the text(s). The second task checks if you can understand some specific information in the text. The third task checks full understanding of the text. Tasks start from the easiest and gradually go to the most difficult one. The last task is always the most difficult and it will require more time. What strategy should we follow when doing task 3? How should we approach the task? What should we start with?</p> <p>Let's open the books on page 120, Practice Test 15 and read the seven questions from A15 to A21.</p> <p>What should we do if there is an unknown word in the question?</p> <p>Some questions refer to certain paragraphs in the text, for example, questions A15 and A17. What could be useful to do while reading the text?</p> <p>Now I would like you to read the text and answer the questions. Please remember to underline the key words, phrases or sentences to support your answers.</p>	<p>There are 3 tasks.</p> <p>The first task is matching headings to the texts. The second task is filling the text with the missing parts. The third task is choosing the correct answer to the questions.</p> <p>We should start with reading the heading and the questions (without multiple choices) and try to guess what the text is going to be about.</p> <p>Students read the questions one by one. What does 'imply' mean in question A21?</p> <p>We read the multiple choices and guess. Students guess: Stone suggests, or Stone says that ...</p> <p>It could be useful to number the paragraphs</p>
<p>2.2 Reading</p> <p>(15 min.)</p>	<p>The teacher waits and closer to the end of the task walks around to see how the students are doing and provides them with individual feedback, reminding if necessary to look for supporting sentences.</p>	<p>Students read the text quietly and answer the questions looking for proof in the text and underlining the supporting sentences or phrases that prove that their answers are correct.</p>

2.3 Checking (10 min)	I would like you to give your answers and supporting sentences. The teacher draws the students' attention to the possible confusing things in the text and possible wrong answers, in case all their answers are correct – questions A17, A18, A21	Students give their answers and read the parts in the text that they have underlined. (All answers were correct)
3. Интеллектуально-преобразовательная деятельность – 7 мин.		
Building up vocabulary (7 min)	Now that we have successfully completed the reading task I would like you to do the exercises in the handouts. Task 1: Match the words and expressions from the text to their meanings. Paragraphs are indicated in the exercises for your convenience. Task 2 Derive new words from the words given. The words given are the words from the text. Task 2 requires more time than the lesson allows. Therefore I would ask you to complete it at home.	Students do exercises in the hand-outs one by one: Task 1 and the beginning of Task 2.
4. Рефлексивная деятельность – 3 мин.		
What have I learnt at the lesson today?	Now I would like all of us to think of what we have learnt today? What would you like to put in our Basket at the end of the lesson? Please write the most important thing you've learnt today on a sticker note and come to the board to "put it in the basket". I will be the first one. I have written one word here and it is Courage. I learnt not to be afraid of visitors at my lessons.	There is a drawing of a basket on the board. Students think and write on a sticker note what they have learnt at the lesson; as they finish they come to the board one by one and stick their notes on the basket drawing and say their results to the class. I have learnt the new expression "jump to conclusions" I have learnt the new words... I have learnt ...

Примечание: отзывы представлены присутствовавшими учителями в письменном виде.