

## ПЛАН-КОНСПЕКТ УРОКА

**Название урока** «Подготовка к ГИА по английскому языку. Сложные случаи словообразования»  
(тренировка выполнения заданий 27-32 части 3 «Грамматика и лексика»)

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**№ ГБОУ** 209

**тип урока** комбинированный

**цель урока:** развивать навыки работы над словообразовательными моделями разных частей речи в процессе подготовки к ОГЭ по английскому языку

**количество присутствовавших учителей:** 17

Этап урока	Слова учителя	Слова ученика
1) Организационный этап	<p>Good afternoon, dear students and dear guests. I am glad to see you. How are you today?</p> <p>Today we will continue our conversation about people's traits of character, feelings and emotions. Are an emotional person? What emotions are the most frequent in your life?</p> <p>What are your best traits of character?</p> <p>That's wonderful! Do you have any bad traits of character?</p> <p>I completely agree with the fact that people are not perfect. Can we do anything to improve our personality?</p>	<p>Good afternoon! We are glad to see you too. I am fine (tired, OK, disappointed, happy)</p> <p>Yes, I am a very emotional person. During the day I can feel such emotions as joy, happiness, disappointment, sorrow, satisfaction, irritation, boredom.</p> <p>I think that my best traits of character are honesty and responsibility. Maybe it's not very polite to speak about myself too much, but I really think that I am a very generous, kind and honest person.</p> <p>To my mind all the people have some bad features. I'm, for example, not very hard-working person. So, laziness might be my worst trait of character.</p> <p>Of course, we can do many things. We just should work hard on our behavior. We should treat other people better, try to live not only for ourselves and help those who need our help.</p>
2) Постановка цели и задач урока. Мотивация учебной	Now look at the slide and try to figure out what parts of speech	To my mind, nouns are on the green background, adjectives on

<p>деятельности учащихся.</p>	<p>are depicted on different backgrounds. Then translate all the words. (Приложение, слайд 3)</p> <p>Good! Why do you think I have started to talk about parts of speech?</p> <p>Exactly! Will you look at the next slide and tell me, please, what part of our final examination we are going to revise today? (Приложение, слайд 4)</p> <p>Right you are. So, our main theme for today is word-formation and some difficult cases of it.</p>	<p>blue, and verbs are on the yellow background.</p> <p>Maybe, parts of speech will be our grammar subject for today?</p> <p>It's part #3, Use of English, where we need to know word formation well.</p>
<p>3) Актуализация знаний.</p>	<p>Now, tell me, please, how can we identify the part of speech without a context?</p> <p>Good! So let's practice in identifying different parts of speech according to their affixes. On you desks you can see the cards of different colours, so yellow ones are for nouns, green for adjectives and red are for verbs. So, I will tell you a word and you will show me the right color. Let's start!</p> <p>(Приложение, слайд 5)</p> <p>celebration - celebrate</p> <p>difference - different</p> <p>city - citizen</p>	<p>We know some specific affixes of different parts of speech. For example kind<b>ness</b>, politen<b>ess</b> for nouns, sensit<b>ive</b>, imaginat<b>ive</b> – for adjectives and so one.</p> <p>Students are working with cards.</p>

	<p>nation - national - nationality</p> <p>measure - measurement</p> <p>develop - development</p> <p>act - active - activity</p> <p>discover - discovery - discoverer</p> <p>literature - literary</p> <p>educate - education</p> <p>progress - progressive</p> <p>act - action - activity - active</p> <p>When we form a part of speech by adding an affix or prefix to a word it is usually called a derivative way of word formation. Do you know any other ways of word formation? Please, look at the screen and try to comment on the information.</p> <p>Now tell me, please, how can we identify a noun in the text?</p> <p>Right. So, let's learn the algorithms of identifying a part of speech in the 3d task of our final examination. Look at the screen, comment each example and try to fill the gaps in the sentences that are given on the right side of the board. (Приложение, слайды 7-10)</p>	<p>There are four main ways of word formation: changing the stress, transfer without changing the word form, combining 2 words together and derivation (affixation). I think, the most important one for us today is derivation. (Приложение, слайд 6)</p> <p>We can do it by the words that surround the part of speech we need.</p>
4) Первичное усвоение новых знаний.	(Teacher encourages students to read the examples for each part of speech aloud, ask them to	(Students are filling the gaps, reading aloud and asking for help if it is necessary)

	explain and translate each sentence and also explain his choice of a noun, an adjective, a verb or an adverb.)	(Приложение, слайды 7-10)
5) Первичная проверка понимания, первичное закрепление,	<p>A good job! Now let's try to do a real task from our final grammar examination. Look at the blackboard and see the article about some idioms for human behavior. You will definitely find some new words. Please, ignore them while reading for the first time and try to fill the gaps according to the rules we have learnt before. (Приложение, слайд 11)</p> <p>Now it's time to find out what these idioms about people mean in the modern language. Now you are free to use your dictionaries.</p> <p>Are any of those personalities in our group? A good question to think about!</p>	<p>Students read the text by themselves, then they read it aloud trying to explain their choices.</p> <p>Students look for the words in dictionaries, try to understand their metaphorical meaning in the idioms and explain them to each other.</p> <p>a slob – неряха, a day-dreamer – мечтатель, a battle axe – человек со взрывным характером, a slow coach – отстающий от других, wind bag – болтун.</p>
7) Контроль усвоения, обсуждение допущенных ошибок и их коррекция.	Now let's turn to some more complicated questions of the grammar task. There are some cases when we know that a noun should be put in a gap, for example, but we also have a choice of 2 or 3 nouns with the same root. What to do in this situation?	In this case we should know the exact translation of a sentence and all the possible nouns that could be derivated from one word.

	<p>Please, explain your choice in each sentence in the exercise.</p> <p>Let's look through the difficult cases for other parts of speech. Some adjectives, for example, can have the same root and different suffixes, so their meanings will be different and even opposite sometimes. For example,</p> <p>sensitive / sensible (чувствительный / разумный)</p> <p>true / truthful (правильный / правдивый)</p> <p>intolerable / intolerant (невыносимый / не толерантный)</p> <p>childish / childlike. (ребячливый, наивный/ детский, невинный)</p> <p>economic / economical (экономичный / экономический)</p> <p>Now do the exercises and explain your choice of an adjective.</p>	<p>Pupils do the exercise and explain their choices.</p> <p>1) There were 1000 _____ on the stadium (compete). The sportsman took part in numerous _____ (compete).</p> <p>2) Tim Watson was an excellent _____.(invent). Some of his famous _____ described in the magazine (invent).</p> <p>3) Heating can lead to the _____ of this machine (break). The player was disqualified because of _____ (break) the rules</p> <p>4) Turn on the TV by _____(press) the button. High _____led to breakage. (press)</p> <p>( Приложение, слайд 12)</p> <p>Pupils do the exercises and explain their choices.</p> <p>(Приложение, слайд 14, 15)</p>
8) Информация о домашнем задании, инструктаж по его выполнению	<p>There are also some useful tips for learning different verbs; you have the exercises on identifying a verb and its affix in the handouts you have been using during the lesson. Do it at home, please. So, your home task is to do exercises 7, 8, 9)</p> <p>Are there any questions?</p>	(Приложение, слайд 16 – 17)
9) Рефлексия (подведение итогов занятия)	<p>If there are no questions, let's try to make a conclusion of our lesson. Who can tell me what we have learnt today?</p>	<p>We have revised the vocabulary on feelings, emotions and traits of character, also we have read the text about idioms and have picked up some new expressions</p>

	<p>Thank you for the lesson. I hope it was useful for you. Now you can look at your emotion-cards and underline the emotions you are feeling now. Once you've done you may be free. See you tomorrow. The lesson is over.</p>	<p>from it.</p> <p>We have learnt several algorithms of identifying different parts of speech and have spoken about the difficulties that we can face doing these tasks.</p>
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Урок получил отзывы в виде заполненных анкет и развернутых замечаний по отдельным аспектам.