

Межличностные отношения

Решение возникающих проблем. Говорение

Класс: IX (базовый уровень)

Цель: создание условий для систематизации ранее изученного материала и формирования умений применять эти знания на практике

Задачи:

- создать условия для осознания роли семьи, семейных ценностях; воспитание культуры общения; положительного отношения к семье;
- тренировать учащихся в умении общаться в предлагаемой ситуации; способствовать развитию умения выражать и обосновывать свою точку зрения; способствовать развитию навыков устной речи через серию упражнений; готовности к коммуникации; развивать память, мышление, воображение через постановку проблемных задач;
- формировать знания в области семейных отношений через работу с лексическим материалом;
- формировать навыки устной речи по теме «Межличностные отношения», совершенствовать навыки чтения с пониманием прочитанного.

Учебно-методическое обеспечение:

1. Шудейко, Н. В. Английский язык. 10 – 11 классы : Грамматика. Аудирование. Говорение / Н. В. Шудейко, Н. В. Гриц. – Минск : Аверсэв, 2019
2. Английский язык : учеб. Пособие для 9-го кл. учреждений общ. Сред. Образования с рус. Яз. Обучения : с электронным приложением / Л. М. Лапицкая. – Минск: Высшая школа, 2018

I. Организационный этап.

Good morning, boys and girls! I'm glad to see you. How are you? How is your mum? (dad, siblings, grandparents, greatgrandparents)

II. Целемотивационный этап.

Strong bonds will always matter. How do you understand the statement? Do you agree? Can you define the theme of our lesson? What are we going to learn? (Учащиеся определяют тему урока, ставят цель и задачи). Look at the photos (приложение 1). Which of the families is extended? Which is nuclear? Which is a single-parent family? What relatives does each of them include? They are smiling. Are they happy? Are these families close-knit? Which of the families is happier? Does happiness depend on the amount of the members? Imagine how they spend evenings, weekends, holidays.

III. Проверка домашнего задания.

A hundred years ago a typical family was very big and consisted of two or even three generations living under one roof. Very often a family had more than ten children. People had a lot of cousins, aunts and uncles. Do you know much about those times? What do you know about the families of your great-grandparents?

IV. Актуализация знаний и умений учащихся.

Families are changing. Today the family is different. What can you say about modern families?

Read the text "The importance of family" (ex. II, p.15 English 10-11, N.Shudeiko). Some of the sentences are correct, and some have a word should not be there. If the sentence is correct, put a tick. If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.

What is the main idea of the text? How is it possible to earn and spend time with family? Let's make a list of recommendations. Think of some ideas. Then work in

pairs and compare your ideas. Then work in two groups and make up a single list. What group has got more tips?

Let's relax a bit and show what are your favourite family activities. Pupils tell, the others do actions. (e.g. playing tennis, swimming, fishing, dancing)

V. Обобщение и систематизация изученного.

Is it more difficult for parents to have one child or more ones? Do children help their parents about the house and look after the younger siblings? Read the text (ex. V, p.17 English 10-11, N.Shudeiko), find grammar mistakes, correct them and explain. Is raising twins a difficult job?

VI. Контроль знаний и умений.

Let's work as psychologists and recommend your clients to be a close-knit family. Each group has a task.

Task 1. Give advice how not to offend your family members when you sort out family problems.

Task 2. Recommend to show an interest in your family members and do things together.

Task 3. Prove that spending more time together will unite the family.

(Pupils use the vocabulary of the previous lessons and the information of the text they have read at home (ex. 3a, p. 19))

VII. Рефлексия.

To sum up everything, tell in one sentence how to be a close-knit family. Does happiness depend on how big family is?

I see you've learnt how to be friendly in your families. You've been working well. Your marks for today's lesson are...

VIII. Информация о домашнем задании.

The homework is to write a list of the most important tips about how to sort out problems and be a close-knit family. (ex. 6, p. 22) Thank you for the lesson. See you!

Приложение 1

